

<b>Author's Name:</b>	George Papagiannis
<b>Descriptive Title:</b>	International Journalism and Media Management Training Program at Western Kentucky University Semi-Annual Report Dec 2002–May 2003
<b>Program, Activity, or Project Number:</b>	# DGC-A-00-01-00007-00
<b>Strategic Objective Number:</b>	498-017
<b>Sponsoring USAID office and contract or agreement number:</b>	USAID # DGC-A-00-01-00007-00
<b>Contractors Name:</b>	Internews Network
<b>Date of Publication:</b>	June 2003
<b>Indication of procurement sensitive information, if appropriate:</b>	N/A

## CONTENTS

1. 1. Overview
2. 2. Cambodian Follow-on Residencies for Radio Managers
3. 3. Cambodian Follow-on Seminar for Radio Journalists
4. 4. Cambodian Journalism Code of Ethics
5. 5. Cambodian Post Follow-on Session
6. 6. Cambodian Training Manuals
7. 7. Egypt Update

## APPENDIX

A-1. Cambodian Follow-on Seminar for Radio Managers, Trainer Report A-2. Cambodian Follow-on Seminar for Radio Managers, Residency Evaluation A-3. Cambodian Follow-on Seminar for Radio Journalists, Trainer Report A-4. Cambodian Follow-on Seminar for Radio Journalists, Residency Evaluation A-5. Cambodian Radio Journalism Code of Ethics A-6. Follow-on Journalist Questionnaire A-7. Follow-on Managers Questionnaire A-8. Cambodian Radio Journalism Training Manual A-9 . Cambodian Radio Management Training Manual A-10. Translation of selected scripts of broadcast stories on HIV/AIDS

## **1. OVERVIEW**

The International Journalism and Media Management Training Program at Western Kentucky University is an intensive journalism and management training program for working journalists and news managers. In this current reporting period the program focused on (1) the Cambodian Follow-on and Assessment; (2) creating a Cambodian training manual for radio journalists and managers; and (3) negotiating with the Egyptian Press Syndicate for the next phase of the training program, a print project for Egyptian journalists.

The follow-on training in Cambodia expanded beyond the traditional nuts and bolts of reporting. In response to Cambodia being a rapid scale-up country in fighting the spread of HIV/AIDS, the program introduced a thematic instruction. Participants in the training were introduced to leaders in the fight against HIV/AIDS and were required to produce programs that would be aired following the training period.

In addition to teaching conventional broadcast management skills and practices, the role of a journalist in a democracy and how radio broadcasters can contribute to the development of civil society are key themes in the training. As part of the program, graduates receive instructional materials and equipment to take back to their home countries and share with their colleagues.

## **2. CAMBODIAN FOLLOW-ON RESIDENCIES FOR RADIO MANAGERS**

Monitoring and evaluation for the International Journalism and Management Program at Western Kentucky University begins during the selection process, continues through the program, and follows the participants home. The follow-on training endeavors to measure the learning outcomes or skills acquired during the US-based training, the impact on participant knowledge base, and the changes in participant's productivity as compared to their level at the time of the training in Bowling Green. During the follow-on training, data is collected to assess the in-country impact of the WKU program. The participant questionnaire asks specific questions, such as whether they have conducted trainings since receiving their training at WKU, and how their training has impacted their stations. In addition to evaluating the participants, the trainers also monitor the organizational performance at the newsroom level and at the station level and the impact within the media industry.

### Description

The follow-on is an opportunity to discuss progress and challenges faced in the workplace. In Cambodia it was implemented in two phases: a five-day seminar and subsequent station-residencies for journalists and an exclusive residency program for managers. The follow-on is also an opportunity for the participants to share their

knowledge with others who were chosen to participate in the US training at WKU. It is part of the program's design to create a corps of local trainers drawn from the best of those who attended the Bowling Green based program, Several program graduates participated in the seminar training as trainers under the supervision of the WKU team.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003*

Two WKU Management trainers conducted residencies from December 28 through January 6 in which each WKU-Internews station hosted two-day sessions. The goals were to assess progress and conduct follow up training in specific management areas. As stated in the participant's Compact, each WKU-Internews manager was to maintain a weekly journal for no less than 12 weeks after the conclusion of the US-based training. Each was also asked to submit other samples of their work for translation that show how each had improved business operations based upon what was learned in Bowling Green. This included a business plan, budget, policies, mission statement, Program Schedule, Marketing Plan, Positioning Plan, and sales presentation. The US trainers reviewed this material during the station residencies.

Each trainer kept field notes, which were then combined and edited. They serve to provide a day-to-day, in-country statement of progress and provide insights in to continuing program development.

### Analysis

Data was collected from a Post Follow On questionnaire completed after each station residency. All radio managers who participated in the residency were asked to complete the form.

9 out of 11 managers felt the overall training was extremely useful. (82%) 8 out of 11 managers felt that access to trainers was extremely useful. (73%) 6 out of 10 managers felt the content of the sessions was very useful. (60%) 4 out of 9 managers felt that practices and exercises were very useful. (44%) 8 out of 10 managers felt the interaction among participants was useful. (80%)

#### Additional comments:

- .- Positive comments on how trainers emphasized importance of the listener and how to serve them
- .- Trainers received excellent ratings.
- .- Marketing, programming training had most impact.
- .- Suggested future training topics include marketing and promotion, programming and business planning and budgeting

Trainer Report (Appendix 1)

Residency Evaluation (Appendix

2)

### 3. CAMBODIAN FOLLOW-ON SEMINAR AND RESIDENCIES FOR RADIO JOURNALIST

#### Description

Two WKU journalism trainers led the training seminar from January 2 through January 6. The seminar was designed to assess the progress of the WKU-Internews journalism graduates and to expand the training to other journalists at the stations. Each of the WKU graduates submitted a

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003*  
12-week journal and two stories used at the station. They also submitted two scripts that best exemplified their improvement since the Bowling Green session.

Recognizing that Cambodia is a rapid scale up country in the fight against the spread of HIV/AIDS, the WKU follow-on component worked closely with leaders in the local HIV/AIDS community to bring the appropriate level of attention to this issue. The following elements were included in the program, providing critical information to the participants as part of their overall assignment to produce programs specifically related to the HIV/AIDS in Cambodia:

Role of the media, developing ethical guidelines for reporting on HIV/AIDS

*Speaker: Geeta Sethi, Country Program Advisor;*

*HIV/AIDS Care and Support in Cambodia (60 minutes)*

*Speaker: Dr. Ly Penh Sun, Deputy Chief of Technical Bureau*

HIV/AIDS Issues, Focus on particularly relevant issues Access to ARVs, from the perspective of service providers *Speaker: Dr. Chhin Senya, Infectious Disease Department Director, PBNS Hospital; Affected communities, Speaker: Mr. Heng Sokrithy, CPN+ Coordinator*

HIV/AIDS in Cambodia Overview of the situation (Epidemiology, risk factors, patterns of behavior as well as present responses) *Speaker: H.E Tia Phalla, Secretary General of NAA; Basic Facts about HIV Infection, Speaker: Dr. Sok Pun, HIV/AIDS Program Manager of Care International in Cambodia*

The two WKU Journalism trainers also conducted residencies from January 7 through January 13 in which each WKU-Internews station hosted two-day sessions. The goals were to assess progress and conduct follow-on training in specific areas needing reinforcement or unique to the station in question. Each participant was asked to submit samples for translation that show how they had improved their skills from what was learned in Bowling Green. This included story quality, story selection, and interview techniques.

## Analysis

Data was collected from a seminar evaluation.

13 out of 15 journalists found the overall training extremely useful. (86%)

12 out of 15 journalists felt that access to trainers was extremely useful. (80%)

8 out of 14 journalists felt the content of the training session was extremely useful. (57%)

7 out of 13 journalists felt the practices and exercises were very useful. (54%)

8 out of 15 journalists felt that interaction among the participants was useful. (53%)

### Additional Comments:

- Good response to guest speakers for HIV/AIDS

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003*

- .- Trainers given excellent ratings
- .- Want more training materials
- .- Would like more discussion time between participants
- .- Training met expectations for all participants; wished the training time was longer
- .- Recognized advantage of short, concise news stories; news writing training very helpful and important; field reporting

Each trainer kept field notes, which were then combined and edited. They serve to provide a day-to-day, in-country statement of progress.

Trainer Report (Appendix 3)

Seminar Evaluation (Appendix 4)

Translation of selected scripts of broadcast stories on HIV/AIDS (Appendix 10)

## **4. CAMBODIAN JOURNALISM CODE OF ETHICS**

### Description

During the Cambodian journalism session at WKU in May 2002, the program staff facilitated the creation of a code of ethics for Cambodian journalists. A working group of four journalists and one translator were assigned to work with JoAnne Albers, Director of Western's School of Journalism and Broadcasting, to create the framework for the Code of Ethics. During the follow-on session, the group continued the discussion in order to complete the document. WKU trainer, Kevin Willis met with the original Code of Ethics group to discuss the status of the Code of Ethics. Once completed it was distributed to all radio stations partnered with the WKU-Internews program in Cambodia.

## Analysis

When the WKU trainers met with the Code of Ethics group to finalize the document there was an unresolved issue that dated back to the initial drafting of the document in Bowling Green. There had been a debate over a provision stating, “A reporter will not criticize or humiliate the nation.”

This statement disturbed the trainers because it seemed to imply that reporters should not pursue stories that might call into question the wisdom of government policy, certain officials, etc. One of the issues the trainers wanted to impress upon the Khmer journalists was that they should not be censored from producing stories that give voice to those who might criticize the status quo within Cambodia.

Dung Phan, a senior journalist at Apsara Radio, a station influenced by Cambodia’s ruling party (CPP), had insisted in Bowling Green that the questionable provision be added to the Code. But upon further discussion and reflection, support for this provision waned dramatically. The group had decided to put the issue to a vote, with the majority ruling. All four of the original drafters, including its chief proponent, decided the statement should be deleted from the Code.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003*  
When asked later, Dung Phan said he had been thinking about the issue since he returned to Cambodia from Bowling Green. While not going into much detail, Phan said he believed it was appropriate for reporters to air stories that may ultimately reflect poorly on those in power. This may not seem to be much of a revelation at first, but when you consider Phan’s previous attitude in Bowling Green, and the reality that exists within the local media in general, and his station in particular, it seemed like a big step forward.

The Code of Ethics group finished making minor changes to the document and it was distributed to all WKU-Internews radio stations in Cambodia. These stations have all agreed to adopt the Code as official station policy.

Cambodian Radio Journalism Code of Ethics (Appendix 5)

## **5. CAMBODIAN POST FOLLOW-ON ONE-DAY SESSIONS**

### Description

As the formal training for Cambodia neared completion an additional one-day session in Phnom Penh was added. The one-day Post-Follow-On session for Journalists took place on May 3 and for Managers on May 10. Both consisted of a daylong discussion of how each station had implemented the lessons learned over the past year. The goal was to have an open discussion where WKU-Internews participants could discuss efforts and share ideas. In preparation each participant was asked to complete a Post-Follow-On

Questionnaire and to come prepared to discuss the items with the group. Seven of the ten WKU-Internews journalists were able to participate in the session and eight of the ten responded to the questionnaire. Seven of the ten managers were able to participate in the final session and eight of the ten responded to the questionnaire. This additional session was conducted by Sek Barisoth, Executive Director of the Cambodia Communications Institute at Royal Phnom Penh University.

### Analysis – Journalists

An important lesson in the WKU-Internews training is the *localizing* of stories. Too often the Cambodian journalist merely reports a story as a government spokesman provided it. According to the group, 100% claim they now localize stories by making them relevant to the target listeners. Examples are coverage of HIV/AIDS and, most recently, SARS.

A second important lesson was interviewing. According to the questionnaire, 100% claim they have changed their interviewing techniques for the better. The final session gave the group time to share thoughts on how each has improved on this.

As a group, 100% claim they have also improved in using sound bites, fact-checking, providing balanced reports, and developing new sources for information. Sixty-two percent of the journalists stated that they have received positive feedback from their listeners about changes in the programming at their stations. However, 50% of the journalists stated that they have chosen not to cover a story either because of internal or external pressure. And unfortunately, only one

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003* reported that her station has a policy prohibiting envelope journalism, although all of the participants acknowledged the inherent problems associated with taking money linked to the coverage of an issue.

### Analysis – Managers

A major lesson for the managers was to improve audience research. Since there is no formal data available, other techniques were recommended and followed.

100% have increased the number of call-in shows.

100% claim their audience numbers have increased.

100% claim they have had positive reactions from their listeners concerning program changes.

100% claim they have attracted new clients.

100% claim to have created a Business Plan.

Follow-on Journalist Questionnaire  
(Appendix 6) Follow-on Managers

Questionnaire (Appendix 7)

## **6. TRAINING MANUALS**

### Description

During the Cambodian journalism session in May 2002, the program staff completed training manuals for both the journalists and managers. The intention was to create a manual that could be used for trainings by the WKU-Internews journalists in each station and/or other stations in Cambodia.

One of the translators is contracted to complete the translation of the manuals. Several WKU trainers were included as contributors and reviewers of the documents during the Fall of 2002. As part of the Follow-on seminar, sections were used in order to test the structure and content of the manual.

Cambodian Radio Journalism Training Manual  
(Appendix 8) Cambodian Radio Management Training Manual (Appendix 9)

## **7. EGYPT UPDATE**

In late May 2003, Internews Network has received notification from USAID that the final approvals were obtained from the Egyptian government for the program. Internews representatives are tentatively scheduled to travel to Egypt in June/July of 2003 to begin the process for implementing the program in Egypt.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003*  
Developing the program for Egypt and securing the necessary support for the project was an ongoing effort during this reporting period. Due to sensitivities linked to the prospect or war with Iraq and then the war itself, the finalization of the Egyptian component of the program was delayed.

#####

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003*



# International Journalism & Media Management Training Program @ Western Kentucky University

## **Cambodian Manager Residency Field Report**

December 26, 2002 – January 10, 2003 Prepared by Bart White and Terry Reagan Edited by Jerry

Barnaby and Cheryl Kirby-Stokes

**April 9, 2003**



Contact:  
George C. Papagiannis,  
Director, Radio Operations and  
Training  
Telephone 202 833 5740, ext. 109  
Fax 202 833 5745



Contact:  
Jerry Barnaby  
Director, Educational  
Telecommunications  
Telephone 270 745 651  
Fax 2707452084

[george@internews.org](mailto:george@internews.org) [jerry.barnaby@wku.edu](mailto:jerry.barnaby@wku.edu)

## **Introduction**

Dr. Bart White and Terry Reagan traveled to Cambodia in December 2002 for a two-week radio station management training program. The plan was to visit all the WKU-Internews radio stations and conduct three-day management residencies.

Dr. White is currently Professor of Broadcasting & Mass Communication and has taught at WKU since 1979. He has 12 years full-time industry experience as an announcer, salesman and station manager in medium to large markets. He is the author of two books from major publishers on advertising sales and marketing. He has been a national broadcast sales & marketing trainer and has trained broadcast sales personnel in over thirty states (USA). He received his Ph.D. in Mass Communication from Greenwich University, his MA from the University of Denver and his BA from Willamette University.

Terry J. Reagan is the Director of Development for Western's Public Broadcasting Service. In his 13th year at Western, Terry is responsible for management of all aspects of fundraising and outreach activities for the public radio service and public television station of Western Kentucky University.

The following are personal accounts of the training days by Dr. White and Mr. Reagan.

### **Thursday, December 26, 2002**

Nashville to Phnom Penh

The team spent time planning how they would handle the first day of training. They wanted to ask the Women's Media Center staff what they wanted from the follow-on and what, in review, they had learned and were using from the training in Bowling Green.

### **Saturday, December 28, 2002**

Arrival in Cambodia

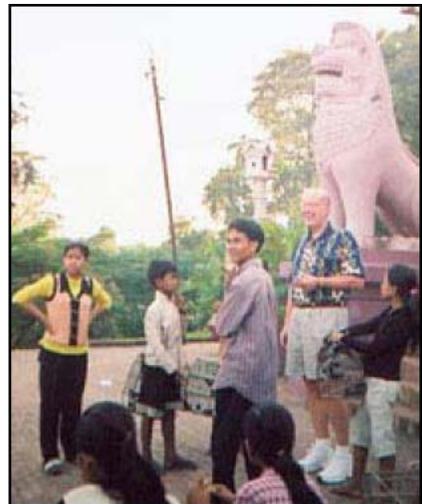
#### BART WHITE, Ph.D.

Professor -Western Kentucky University School of Journalism and Broadcasting

To begin the "field notes" section of this report, I am first obliged to describe the setting into which I have been sent, as the entirety of the follow-up experience is painted with a cultural and environmental brush that will most certainly affect business operations within a country that can only be described as "Third World" at best.

Phnom Penh is a city of two million residents, one million automobiles and five million motorbikes, all of them on the roads at the same time carrying from one to six people with absolutely no regard for traffic laws, assuming that such laws even exist. The main roads are paved, but most cross streets and side roads are only roads in the academic sense. These are the roads that lead you to the real Phnom Penh, the roads where people live and work and the roads where the stations I visited are located. These are dirt roads that have never been graded and are pothole scarred from years of flooding during the rainy seasons, each side revealing the utter poverty, filth and medieval conditions under which most of the residents live at a subsistence level. I am reminded of Dickens' London or Steinbeck's "Cannery Row," and I do not recall seeing Mexican villages with as much squalor as rolls out before me in this city. Dozens and dozens of tin-walled or wooden "shacks" with mostly dirt floors line each street, each housing businesses as diverse as gasoline vendors selling fuel from liter-sized Pepsi containers to food vendors and motorbike mechanics.

The lack of infrastructure, city services or any level of concern for sanitation is in biting contrast to what we in America expect in even our worst inner city environments.



*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-2*

It was into this dreamscape that we went in search of the Women's Media Center, our first scheduled stop after two days of travel and virtually little rest. (I know now how tired our guests must have felt during their first few days at Western Kentucky University.) When our driver turned off of the paved main road and onto an upgraded dirt path best suited for mountain biking, I knew our adventure had begun. How do these people ever get to their station in the rainy season without a pack mule or a trusted quarter horse? How do they even manage to operate a facility in this type of "business" environment?

The answers to these questions, arising from “first impression” sensory reactions described in the second paragraph above, slowly became apparent as the first week of training unfolded. The general answer is that one has to move beyond the obvious (the Third World appearance of the city) to see the hidden transformation that is really taking place in Phnom Penh. Tucked away behind the squalor are signs of investment capital at work. Portions of the city undergoing “urban renewal” and upscale development, (in the form of retail establishments and housing), are becoming evident, even if just below the surface. This confirms the existence of a rising middle class, and my guess is that in ten years, this will be a completely changed and different city. This is the period in which these radio stations will witness increased revenue growth, which is why the hour is ripe for us to be here.

Further answers to the questions raised on the first page can be found in the nature of the Cambodian people. With no exceptions that are apparent at this writing, they are warm, friendly, gracious, accommodating and just a pleasure to be around. Most I spoke with seemed educated and aware of world political events and enjoyed discussing how Cambodia would fit into the world picture of tomorrow. Place this attitude within the context of what has happened within the past thirty years, and the picture is nothing short of the rising Phoenix which, at this hour, is only beginning to take shape over a dusty city where our radio station managers are attempting to implement business and marketing plans in conditions that would only discourage (and perhaps defeat) the best radio sales people in America.

TERRY REAGAN Director of Development - The Public Broadcasting Service of Western Kentucky University

First impression of Cambodia is grim. This is a very poor country. The markets (Russian & Central) are definitely not for the weak-hearted. Poverty is everywhere. Yet they will take advantage of you if you let them. They love dollars, and Bart's comparison to sea gulls is a good one. Bought some stuff for the family and co-workers.

The trip to the market actually will help us tomorrow with the training. It gave us a chance to see the town and the circumstances. Selling here has to be difficult. Just driving or riding with a driver is a challenge.



An obvious multi-class system with the type of transportation being the level of wealth...

Walkers.... the poorest

Bicycles  
Motor Cycles/Mopeds  
Junk cars  
Old cars  
Used cars  
Perhaps new cars...I saw none

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-3*

### **STATION MANAGEMENT RESIDENCIES Sunday, December 29 2002**

#### Women's Media Center, Phnom Penh – Terry Reagan and Bart White

How our driver ever managed to get us to this location without incident is nothing short of providence. Motorbikes scurry in four directions all around us and we enter Scottsville Road conditions without ever stopping, hoping that all traffic both ways will slow down and allow us to eventually merge into the flow and amazingly...this seems to happen, again and again. This system of organized chaos only works as long as everybody travels between 20 and 30 miles per hour, slow enough to allow this ballet to occur. The road we eventually turned onto, the road on which the Media Center is located, would have been a challenge for a Humvee, but our driver bumped us along the dirt and pot-holed terrain to a guarded gate, and we had arrived at our destination.



The building itself is quite modern and three stories tall, with the FM stick on premises. Rasy, warm, friendly and gracious, was there to meet us and to inform us that her staff did not wish to train on Sunday, but that Bopha would join us as soon as she could maneuver through the morning traffic. She arrived within half an hour but had plans to attend an afternoon wedding, so we decided to complete a half-day's training and leave any unanswered questions for Terry to follow up on during his residency.

The big concern expressed during the session, (beset by technical problems when Terry thought he had

fried his computer), was similar to what faces public radio in America. It seems that the Asia Foundation has cut financial support nearly in half, forcing them to make salary cuts. The staff is clearly unhappy about the cuts, but the Center plans to reinstate the salaries next month with revenues from additional ad sales and by offering editing services to NGO's, the private sector and schools who do not have the technology of the Media Center.

The Bowling Green training was instrumental in helping them to secure new clients in these broad categories: jewelry stores, grocery stores, battery stores and some of the many schools that dot the cityscape. Bopha commented that the staff has a greater sense of mission since the Bowling Green training, but that sometimes it was hard to find consensus. Indeed, five co-directors can be too many chiefs, and Terry decided to make consensus building a main topic during his residency.

As the morning continued to unfold, discussion centered on the problems management faced where funding is limited and some of the staff is leaving. They wished to know how to make their programs appealing in the light of budget cuts and the prospect of having to train new people. What centered our discussion was when Bopha mentioned the 2003 National Assembly election. She was concerned about enabling their audience to understand the election process and how they could get people to think critically before the elections. As discussion continued, the door was opened for me to explain the revenue windfall in America called the political election season. This seemed to spark much interest, and plans were made to follow up with the appropriate candidates.

They were further concerned about what the candidates might say about their opposition if they were given air time. I explained America's FCC policy on personal attacks and suggested that, should this occur, scripts or tapes are sent out to those attacked with an invitation to respond. This would keep the landscape fair, a big concern of theirs.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-4*

Some time was then spent discussing revenue generation. I explained to them how to generate and follow up on a prospect list and how to put together a 13 week advertising schedule, the minimum length of time I would recommend any client be on the air.

An additional concern that was addressed by Rasy, (in response to a question that I had dealt with), was the effective handling of objections that clients had for not advertising on FM 102 Radio of the Women's Media Center. It seems that many potential clients prefer not to talk business and say things like, "Let's talk about advertising later," or, "The other station is cheaper." I explained that these were not objections, but were "stalls" that had to be converted into an objection to be properly handled. I then explained how to deal with these situations, what to say in response and how to handle the client when that person explains that they don't have money in the budget to make a buy.

The rest of the morning was spent agreeing on what Terry should cover in his residency that was scheduled to begin the next day at the Media Center.



**Monday, December 30 2002**

Women's Media Center – Terry Reagan

Arrived at 8:00 A.M. to learn a ceremony was taking place this morning to bless the building and workers and to rid evil spirits and bring good luck for the coming year. Thus training would stop at 10:00 A.M.. The ceremony is followed by lunch. Reviewed with Daneth the discussion and questions Bart and I had with Rasy and Bopha.

Due to the blessing service, I had to leave. Went to make a surprise visit to Sonando and see his station. He was tearful at seeing me. Toured the station and made plans for the evening.

Met five Directors in the afternoon. Began the meeting with the Co-Directors by recognizing the good work they have done and discussing as a team the things they have accomplished. Directors preparing for a meeting and presentation tomorrow with Rockefeller Foundation

Team demonstration.....used toilet paper to demonstrate to them the importance of working as a team. It worked well at helping them realize they must work together for success.

Talked about consensus and the role it plays in decision making. How in USA we have joint license stations and how we share information, ideas, tips, etc. We discussed ways they can improve communications among themselves and how that would benefit WMC.

Concerns about time to meet and discuss. Discussed an office circulation system on a weekly basis. Sharing of budget, marketing, sales, and other information so everyone knows what's happening. Great example of meeting tomorrow...only one of the five knew whom it was with. Session went very well. Passionate participation by everyone. Session went long 45 minutes.

I met Mam Sonando at the hotel with his wife, son and newsperson, and we took a brief tour of the city. Went to the riverfront and walked and talked about our families, our stations, etc. On to dinner across the river at a Cambodian restaurant. Dinner included rice, roast pig, duck, vegetables, and spring rolls.

Repeatedly, Sonando expressed his appreciation that I would come to his country. He said things are very good for him and his family, and he missed his many friends in the USA. It's worth noting that many people spoke to and embraced him. He said they were listeners who thanked him and appreciate his radio station. He spoke of people recognizing his voice and asking him if he was the person on the radio.

his country. He said things are very good for him and his family, and he missed his many friends in the USA. It's worth noting that many people spoke to and embraced him. He said they were listeners who thanked him and appreciate his radio station. He spoke of people recognizing his voice and asking him if he was the person on the radio.



*International Journalism and Media Management Training Program Semi-Annual June 1, 2003*

### RADIO FM 90 – Bart White

Meatra Run's radio station is located outside of town in Phoum Thmei Village in a rural setting with rice fields in harvest surrounding the station. The facility has four resident dogs, a local bird, who sits on your shoulder as it is being fed, and the Director lives adjacent to the station in a very comfortable and modern home in dire contrast to the utterly squalid and devastatingly poor village that surrounds the dirt road leading to the FM facility. It should be noted that the actual "Killing Fields" are only two kilometers down the road from the turnoff to FM 90, and I did manage to see the monument after training on the first day. Two kilometers on that road, however, translated into 20 minutes of driving time each way.

Present at the training was Meatra, his number one salesman and marketing manager and the Director of the station, whom I later learned was in poor health and, therefore, was forced to miss much of the training. Set to begin the session, I reflected upon my overall philosophy on why I was here. Basically, I see my mission as one of meeting the immediate and future needs of each station I visit, as opposed to arriving with a pre-planned agenda that I think they need and forcing the trainees to endure the material whether it is right for them or not. Since they have already been trained at Western, have submitted their follow-on materials and have a good idea of their areas of weakness or what they need to know or learn more about, I began by asking what specifically they wished to learn from me during my time with them. The first area they wished me to cover in detail was the whole concept of marketing and how they can use marketing ideas to make more effective sales presentations.

I then began the session, but not before gleaning some follow-up information needed for my background and information and for this field report. The bottom line is that Meatra has prepared quite an extensive and complete "media kit" which includes a cover letter to potential advertisers and outlines the mission of the station. I asked him if they had ever had a document of this nature before coming to Bowling Green. His response was "no," they had never had anything like this before, and it was put together after returning to his home country, using what he had been taught at WKU. Meatra may be a very quiet person, but he knows how to follow up and implement what he has been taught.

Specifically, FM 90 has seen an increase in sponsors since the Bowling Green training. They now have twenty advertisers, where before they had nine. They think the use of their "media kit/packet" that is presented to clients has made the difference. Even though they are still not profitable, they are at least breaking even. The revenues, however, are insufficient for growth, and this is why they need more marketing and sales information. In addition, Meatra has been training his staff of thirteen and has changed some programming, although most of it remains as before. His broadcast day consists of international music, entertainment, informational programs on traffic, national security, a successful call-in program, etc. They program news three times per day for 15 minutes and have two of these news programs sponsored, one by a driving school and one by a pharmaceutical company. (I did recommend that they shorten the length of their newscasts to avoid audience erosion, but they explained that their culture expected lengthy and detailed information and news programs.)

The direction of the discussion then changed to inform me of some of the background of the station. Prior to the 1997 coup d'état, FM 90 was a very well-known and powerful station, partly because they were very political and supported the opposition party. However, when that party did not come into power, the station was ransacked, and they lost \$100,000 worth of equipment. Some DJs were murdered, (although I could

not understand if they worked at FM 90 or not), and now they are not involved in active on-air politics. Their goals are to re-establish themselves to the prominent position they once had in the marketplace and to return to the organizational chart they showed me they had prior to 1997. All of this will, of course, take money and that is, again, why they want to learn more about marketing.

In the past, they have enjoyed revenue from companies in Thailand and Singapore, but those are handled through an ad agency in Phnom Penh that does not pay their statements until 90 to 120 days after they are billed. Although that is business as usual in the United States, FM 90 has few reserves, and so they are declining this business because they cannot “carry the note.”

Another problem/concern dealt with current technical problems they are experiencing.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-6*

They are only on the air nine hours per day,= but soon want to expand back to 18 or 19 hours of broadcasting per day.

This ended the first day at Meatra Run’s FM 90 radio station, as the Director had to leave to receive kidney dialysis treatment at a local hospital.

**Tuesday, December 31, 2002**

Women’s Media Center – Terry Reagan

The third day at the WMC, and overnight, a new translator was assigned to me. Barisoth got complaints about the first one. The new translator appears much better.



Rasy reviewed her homework assignment (Sales Plan), and we also discussed the Co-Directors session yesterday. She felt it went well.

Today’s activities begin with the meeting with the Rockefeller Foundation. It started off rocky but ended well. It was interesting to see how the partners work together. Made several observations to share with Bopha after the meeting, which took until lunch.

In the afternoon, the first thing on the agenda was to meet with Bopha and do her individual follow-up. It was very helpful to see the meeting this morning and have it to use as an example. She appreciated the suggestions, and we had good discussion on some other things.

Asked Rasy, Daneth and Bopha to come together once more for a wrap-up session. Started by affirming the message from the Co-Directors meeting that they must work together. It's not who's right or wrong. They need to listen to and help out each other for the WMC to succeed. Next we discussed the election do's and don'ts for sales and news coverage. They took extensive notes and had many questions. Finally, I challenged each of them to start using the web as a resource to contact us in Bowling Green. I personally asked each of them to contact me by July 4<sup>th</sup> 2003.

#### FM 90 Bart White

The entire second day of residency, both morning as well as afternoon sessions, dealt with in-depth and detailed marketing strategies and data that they could use to their advantage in client sales situations. This was not a major part of the training manual, but since I had written a book on this topic, I mustered up enough relevant information to fill the entire training day. They were very, very pleased and took lots of notes. I gave them graphs and figures and had my translator prepare a nine page handout in Khmer that I presented to them on the last day of the residency. This handout, when copied, can be presented to clients, along with the other information in their "media kit" that they had prepared. (I don't know how much detail is needed here about the specific training topics, so I will leave it with the statement that the entire training day was filled!)

The Director, unfortunately, was too exhausted to attend this session, so only Meatra and his marketing manager were present. When asked what they wished me to cover on my last day of residency at the station, the response was, "We want to learn about management...everything we can about managing a station



*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-7*  
and our staff of thirteen so we can get more sponsorships and more sales." I told them they had better be prepared to take lots of notes, because I intended to honor their request on January 2, after we all had New Year's Day off.

#### **Wednesday, January 1, 2003**

#### NEW YEARS DAY – Terry Reagan

Kevin Willis and Renee Shaw arrive to conduct the journalism seminar and residencies. We visit the Cambodian Communications Institute with Sek Barisoth, the Director and project contact in Cambodia. It's a very nice building in a very unique setting. Small children are playing outside and live just a stones throw from the campus. Barisoth is very proud but also concerned about plans by the University (government) to take over the building and CCI next year.

**Thursday, January 2, 2003**

PLANET FM 107– Terry Reagan

Travel downtown to the office. Followed the same format as with the WMC by beginning the discussion with the questions of what Keo learned and what he wants from us. Overall, I am very impressed and surprised at what Keo has learned and applied from the Bowling Green training. Keo also has homework assignments as a result of our review.

FM 90 – Bart White

On New Year's Day, I outlined a complete mini-course in broadcast management, complete with managerial theories, the various managerial styles that can be used when working with staff, proven theories of employee motivation, time management approaches, goal setting and the five main management functions of planning, (including detailed budgetary planning and how to devise a radio station budget for the year), staffing, organizing, directing and controlling.



This all was presented on day three, when I learned that they had never devised a budget or projected sales into the coming year. Since this was the first business day of 2003, I encouraged them to start this process right away and also to set a goal of buying at least one computer for the station that was Internet connected. They currently have no computers, hence no station access to the Internet or e-mail. Since it appeared that Meatra had submitted all of his materials prior to my visit, (they were included in my packet), I did not collect anything additionally from him.

Only Meatra attended this last session, as his marketing manager could not attend, and the station Director was very ill. The Director, however, did manage to attend the last portion of the session, having just returned from the hospital.

At the end of the training, it seemed that all parties were very satisfied and knew that they had learned new information that they could begin using immediately. I was satisfied, as well, and was confident that I had given them what they most wanted and needed to be successful as radio broadcasters in the Phnom Penh market. I guess only the evaluations can attest to the success of the residency, but I will enter Apsara

FM 97 tomorrow, confident that the information I have will help lead these people to overall success in this developing city of two million.

**Friday, January 3, 2003**

Planet FM – Terry Reagan

I met with Keo to review his Sales Plan and his demographic information. I challenged Keo yesterday to come up with 5 bullets he



*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-8*  
could use on proposals and station information about his listeners. I would also come up with five.

His sales plan was not complete and we discussed it more. I expressed that I wanted him to see the value in doing it. Don't do it just for me, do it for better planning on his part. He will continue to work on it, and we'll look at it again tomorrow. The staff meeting with his on-air staff and some news folks followed the meeting. As it turned out, most everyone from the station and the staff meeting attended what became a training session. It went very well. Keo had to leave before the meeting was over, and the others stayed.

After the meeting the driver needed to go get Renee and Kevin at CCI. I traveled along and sat in on the last of the training there. At the end, I took an opportunity to tell the journalists how important their work was and how happy the managers were with their news efforts here in Cambodia.



APSARA FM 97 – Bart White

Entering onto the property of FM 97 was quite a different experience from the rice fields, with their white Brahma bulls, that surrounded the facility of Meatra's station. Apsara Radio and Television rises from the city center, a large modern building complete with one of the biggest performing arts stages I have ever seen situated, just to the right as one enters the gate. The station hosts concerts and shows on their own property within view of a huge television transmitting tower that rises high into the Cambodian sky, thus

making the station easy to find from several blocks away.

The training day began with a formal welcome and a gift presentation from Director General Sok Eysan. He then invited my interpreter and me to dinner that night with his staff, but he was not going to participate in the training. The two staff members of Apsara who came to Bowling Green for the management training, Deputy Director Sath Choek and Marketing Director Ponley Heng, would be my students for the two-day residency.



I began with a request for them to tell me the major concerns and problem areas that had confronted them since their Bowling Green training. The first thing mentioned was that they were unable to respond to the needs of their clients, because they had too many on the air due to a low spot rate. The business was not profitable, but they could not raise the rates without losing the clients. They needed more advertisers but can only attract them with low rates that only bring in enough revenue to cover salaries. New equipment purchases and other business costs come from reserves, which can only take so much of a hit. The obvious question was, “What to do?”

It was apparent to me from this question that they had little concept of a budget and how a budget relates to projected sales revenue. The reason they are not profitable, despite achieving sales goals, is that they are cutting rates below the level that sustains profitability. If they had a budget or knew how to prepare one, they would know how much revenue they needed and what the rate structure needed to be to make budget each month.

It appears that there is a budget, but only the Director General works with it, and Sath and Ponley were unaware of the details. I asked how often they met with the Director General, and they informed me that they met weekly. I then recommended that they should bring this topic up for discussion in a future meeting and that I would explain to them how to project and prepare a budget, so they could make recommendations on this topic from their training.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-9*

They agreed and budget training began! This went well, but something did not seem right with their concerns about revenue generation, lack of budgetary knowledge and their statements to me that they were not profitable. I had also heard that this station receives support from the government and that the Director General “runs” in high social circles with governmental officials. I asked about this and was informed that no monies are received from “the government” and that 100 % of all revenues are generated from direct sales to businesses.

It took me until the second day, but I believe I can guess what the situation is. It is apparent, from their facilities, (which are far better than any commercial station in Bowling Green and most in America), that this station has had a great deal of money in the past and currently has extensive capital reserves. Since Sath and Ponley informed me that they did not have access to budgetary information and that they were not profitable, (only generating enough revenue to cover salaries), I can only surmise that there are actually two divisions within this operation and possibly two budgets.

I am guessing that the Director General pays for the operational side of the business from either government or CPP (Cambodian Peoples Party) funds, and that he has charged Sath and Ponley with

generating sufficient revenues to cover the “personnel side” of the business or the salaries of the radio station staff members. Their primary concern was generating enough revenue to cover salaries and then to make a “profit” beyond that, possibly to cover operational and programming expenses on “their” side. At the present time, they are not “profitable,” meaning that they are covering salaries, but that is about all.

As day one continued to unfold, their next concern was the problems they faced when they did get a new client on the air. When new advertisers appear, it seems that all other stations become aware of this and immediately call on the client to offer them a cheaper rate. Many clients leave or are tempted to leave because all they want is a cheaper rate. They don’t seem to care what station they advertise with. (I also faced this problem with Meatra’s station, although it was not as big of a concern.)

I dealt with this by explaining “value added,” (that clients buy much more than the rate; they buy service, good copywriting, programming, the station’s larger audience, etc.), and the concept of rate integrity. I encouraged them to be the best station in the market at providing services beyond the rate card, and that they would eventually prove their value well beyond a marketplace rate card.

Their current advertisers, representing the broad consumer categories of cigarettes, private schools, universities and pure drinking water, are all from the private sector and advertise on one of seven extended live music and singing programs that are offered throughout the broadcast day.

I then requested that they tell me every concern or objection that any of their advertisers ever had, and that I would inform them how to deal with that issue. Additionally, I told them I wanted to know every question they had about marketing and sales, and that I would answer those concerns as thoroughly as time would allow.

I then spent the rest of the day, (until the end of the afternoon session), giving detailed responses to the following concerns:

- . • “What do I say when prospects tell us that they don’t have enough money to advertise?” (I explained that no one ever has a monetary or budget problem. They just have sales problems, which is why they should be advertising.)
- . • “What do I say when clients tell us that they will advertise next month, but not now?” (I explained that this was a “stall,” not an objection, and that they would have to convert this to an objection that could be dealt with.)
- . • “What do I say when the advertiser says he is leaving to go to another station for cheaper rates or other reasons?” (Previously dealt with, but this time I thoroughly explained consistency with one station through frequency and the research that shows the problems associated with abandoning an audience you have worked hard to get your message to.)

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-10*

- . • Further questions on the whole “service after the sale” issue were dealt with.
- . • Much discussion then ensued on their role as an advertising representative, that is, they are in the business of solving problems for their clients, not “selling spots.”
- . • Another concern was raised that many clients say their product is out of stock and that they would advertise when the inventory was replaced. This was dealt with.
- . • The final concern that would take me into the next day’s curriculum was that they needed help putting together sales presentations. This was done over a two day period and covered information not given in the Bowling Green training. I did not want them to have an “elementary” sales call outline, but an advanced marketing presentation that would position them apart from others selling media in the Phnom Penh market.

**Saturday, January 4, 2003**

Planet FM – Terry Reagan

Surprisingly, Keo was on time, the office open and people waiting for us. The translator had a few things to do this morning, thus for the first few minutes, Keo and I were by ourselves. He has good English skills when he has to use them.

We began by reviewing yesterday and his reaction to the staff meeting. He felt very good about it and said he learned from the staff that they were very encouraged and interested in what was said and discussed.

We reviewed his sales plan. He had completed it and I offered a few more suggestions. He understood the need for it and was going to discuss it with the sales staff. If projections are met, it would mean a 10% increase in sales.

We talked more about target audience and station demographics and using that data to sell the station. We also reviewed some sales rejections he may encounter.

He showed me a project the station is working on, DOCS. It seems to be a great outreach opportunity for the station, and we discussed ways the station could get involved and make money from it. He took lots of notes.

Finally, I gave him an evaluation form and encouraged him, as I have others, to start using e-mail to follow up and ask questions of us. I told him to e-mail me the results of his sales plan, as well as other documents and materials he stated he was working on.

The generator quit and so did we a little early. No one seemed to know what to do about the broken generator, but it sure gets hot quickly.

#### APSARA FM 97 – Bart White

This entire morning on this second day was spent finalizing the marketing/sales presentations and answering all questions. Additionally, some time was spent gathering information on their follow-up submissions that are presented in a second report from this document.

As per their request at the termination of day one, I then provided them with an in-depth “mini-course” on management theories, styles and techniques that they could use to increase their own productivity and the productivity of the other staff employees at Apsara FM



97. The information is much too detailed to provide in this field report, but suffice it to say that they were very pleased and felt I gave them relevant information that they can choose to use to their advantage.



**Sunday, January 5, 2003**

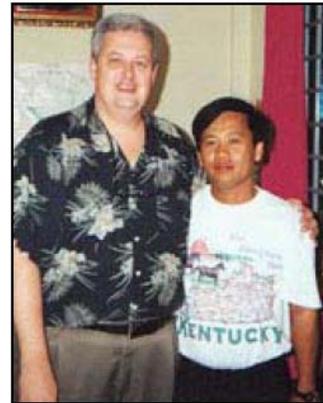
FM 91 – Battambang – Terry Reagan

At the airport and Sokhom is taking care of everything. Security is not much more than a metal detector. Most travelers seem to be tourists, most likely on the way to Angkor Wat.

Sar Vuthy met me at the airport with flowers. He was happy to see me and had his car on the runway to pick me up. A short drive through town and we are at the hotel on the river. A drive past his house and former station site to his new location that includes a stage and movie screen.

Got right to work in reviewing Vuthy's submissions. Meeting with Vuthy lasted until lunchtime. Vuthy has become my personal driver, picking me up after lunch. Back to the station to meet with the staff. It went very well, and afterwards, Vuthy was very grateful and spoke of what a good opportunity this training is for his people.

BEEHIVE RADIO 105 FM – Bart White



The meeting with Mam Sonando was unlike anything I expected. It appears there is a great deal of respect for this well-known local figure in Phnom Penh and his fight to instill true democracy into Cambodia to the chagrin of the Cambodian Peoples Party and the Prime Minister. Therefore, I was not surprised at this first meeting, but still, it had little to do with my role as a sales, marketing or management consultant.



He informed me that he was very happy with his American experience but that he thought we had “dropped the ball” in two areas. He was strong about his feelings that our trainers did not stress the role and importance of democracy to the levels that the concept was well understood by all trainees. He sees himself as carrying the banner of democracy in the city and that other radio stations who do not have “open and free” news or who take financial assistance from the government are not serving the cause of freedom, but rather serving the cause of the totalitarian

regime in power. He recommended that the whole concept of “democracy” be heavily emphasized in future training, because he doesn’t believe that trainees really learned about it. He describes himself as a “piece of meat that has just been set down before the tiger.” The tiger (government) can eat that meat anytime that it pleases, but up until now, has decided not to do so. He feels that he is alone in taking “chances” with fair and objective news reporting and that our training has failed if it does not strongly encourage other stations to do the same.

His second area of great concern was the way in which awards were given at the end of the Western Kentucky University training period. He thought it unfair that a computer was just “handed out” with no explanation or specific rationale as to why this person was deserving of such a gift. He commented that all trainees worked very hard to learn and that singling one out for favor was a disservice to all.

He further felt that he was denied access to certain people that he wished to speak with and that his wife should have come/should come to America to be trained, as she is responsible for many aspects of the station operation.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-12*

Still, he is appreciative, in fact, more than appreciative to all of us. He is just vocal and passionate about his feelings and has not had a chance to reveal them to George or to Barisoth. I told him that I would recommend to George that he meets with him later in the week so that his strong feelings could be dealt with at the appropriate levels.

I explained that I was a consultant for his sales, marketing and management needs and not for the news operations of his station, but that I would do all that I could to answer his questions and meet his needs during my residency. He then continued on about the sham of democracy in Cambodia and expressing his “we either have it or we don’t” attitude, which I could not nor would want to argue against.

It is apparent that he has very serious questions about his Internews involvement and that follow-up meetings with him will be mandatory to appropriately address his concerns. I am wondering what I can do during day two of my time at Beehive FM 105, since his major concerns do not involve my area. My first two stations wanted as much sales, marketing and management information as they could squeeze out of me. Mam Sonando chose this time to use me as a sounding board for several months of pent up frustration. Obviously, he needed this outlet, and I was happy to listen and inform him that I would follow up with his concerns as completely as possible in order to improve our training in Bowling Green.

**Monday, January 6, 2003**

FM 91 – Battambang – Terry Reagan

We begin by recapping our discussion from yesterday. Vuthy again thanks me and tells me he thought it went very well. We review what he has learned from the training, and he has several positive things to say. Next we go to the questionnaire. His answers seem genuine.

We conclude by lunch, and the plan is to take me to a temple out in the country. Roads are marginal. At one point Vuthy gets stuck in a washout by the river, and the other driver has to get us out. The temple is under restoration. Still it's hard to believe you are looking at something built in the year 500 AD.

Back to town and to the translator's house for lunch. A boiling pot of some kind of meat with rice and some paste stuff. Being ever a gracious American, I eat my helping only to get a second. The chicken is good and I wash it down with the coconut water I'm drinking. A high honor saved for special guests according to my translator.



After lunch we say our goodbyes and are on the way to Siam Reip. The trip across country just proved that the people of Cambodia have a long way to go to be a modern society. Cars were the exception, many motorbikes and many more carts pulled by ponies or cattle. There's not much between the two towns except rice paddies and poverty living conditions. Yet they seem to go about their daily lives expecting little else.

BEEHIVE RADIO 105 FM – Bart White

I began the second day with an attempt to better control the direction of the meeting by keeping Sonando on track and directing his attention to his sales and marketing efforts and away from his usual political sermons. This was somewhat successful, as I did manage to accomplish some "training" before his attention turned to politics.

Sonando feels many citizens like his station and many more will tune in when he is able to increase his coverage area with a power increase he hopes will happen in the next several months. He has two classes of advertisers: independent businesses and what he called "non-independent" companies. The independent businesses are the small merchants that sell things like medicines, clothing and eyeglasses. Many potential

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 1-13*  
advertisers in this category are afraid to advertise with him due to his political leanings, which do not favor the government. The "non-independent" businesses are big companies that are not fearful of advertising with him, but he has few of these due to his 1kw signal.

He explained that the business environment in Phnom Penh is not good due to the lack of political and economic stability. Small businesses are not financially stable, (90% face financial deficits according to Sonando), and many of them cannot pay their advertising bills. In addition, there is lots of corruption. He further explained that, when tourism is good, revenues are better because business is better, but this fluctuates greatly. This latter point was made as I was attempting to give him ideas on how to generate consistent advertising accounts that do not just advertise when conditions are good.

Sonando loves analogies, so he explained his challenges in the marketplace this way. "In America, you play football on a level field with non-biased referees. In Cambodia, our field has many holes and a biased referee." In addition, since the living conditions are much worse, it is difficult to find advertisers and for them to attract clients.

Being a man of principle, Sonando does not accept "vice" advertising such as cigarettes, even though he could. He further explained that radio success depends on the economy and that there are too many radio stations. I answered by saying that the economy and the number of radio stations are things beyond his control and that he should concentrate on the things he can control, like his advertisers and the planning that is necessary to attract more of them. He countered by explaining that many of his advertisers run out of stock, so when listeners respond to the ads, there is nothing for them to buy. Additionally, many businesses are afraid to advertise with him. I then learned that what makes his station's "revenue picture" is donations received from listeners. This has given him enough money to pay for the upgrade earlier discussed.

Sonando then zeroed in on what he feels are the central problems impeding his progress in Phnom Penh. This is when I understood that it was now I who was being trained. He explained that to be successful in Cambodia, one has to be corrupt. If you are honest, then you will have problems with governmental intimidation and possible interference with your station. Making things worse, there are many Communists who served in the Pol Pot regime, who currently have government positions. Democracy, therefore, is moving very slowly as these Communists despise democracy. They like power, and together with the negative influences of China and Viet Nam, damage the morale of the Khmer people.

He continued by noting that his job was to be a model for the young people by giving them hope, so they can carry on his mission when he is gone. This mission will not be accomplished, though, until Cambodia has a leader who can be respected and avoid violence. He admires the way America and Europe work together to protect their freedoms and noted that the happier people are, (as in America and Europe), the harder they will fight for their freedom and the more willing they are to die for their country.

He would like to see Cambodia someday join the ranks of the free, when people love their country so much, they would be willing to die to protect what they have.

### **Tuesday, January 7, 2003 – National Holiday**

Renee, Kevin and I visit Angkor Wat. It is huge and very impressive to be over 1000 years old. We take the challenge and go to the top. Lots of pictures along the way.

We meet up later with Bart and Sokhom and leave to look at other temples in the area. There are hundreds of them everywhere. Every shape, every kind. Likewise, kids selling their wares and that become part of the fun. More temples, monkeys, elephants and coconut water become the highlight of the afternoon.

### **Wednesday, January 8 – 9, 2003**

Travel from Phnom Penh to Nashville.

## **REFLECTIONS**

### Bart White - Commentary

The training now complete, I felt a great sense of relief as we drove back to the hotel. Whether or not we have been successful will be determined, not by the evaluation sheets that are required for the program, but by what unfolds in the media and political environment over the next several years in this emerging democracy, including the July, 2003 general elections. As the saying goes, I wish them Godspeed, or the Buddhist equivalent, peace and prosperity.

### Terry Reagan - Commentary

As I leave the city, I reflect back on the my first impressions and realize they were somewhat incorrect. Traffic is still crazy, there is still great poverty, but there is also great promise. The roads are bad, but there are many good roads in the city. There are lots of new hotels, many stores and shopping districts and lots of construction in the main city. As expected the people are very gracious and willing to serve. They have a curiosity about America, and the educated want to go there to learn more. The poor want to go there to better themselves. It is a matter of time before this city becomes a playground for the tourists and the well-to-do.

Looking back the trip was great personally, and one can only hope it helped professionally, at least for the folks in Cambodia.

It was wonderful to see how they had changed and matured in their skills and how the stations had improved over the last few months. They truly seem to appreciate the opportunity to learn more and become better at what they do. Friendships made here in Bowling Green in the spring have stood the test of time and miles. The warmth and welcome felt is from the heart from a people who have little compared to us and appreciate even the smallest things they can do for you, and you in turn do for them.

Life in Cambodia is not what we have here, yet they don't seem to be bothered with it as much as we are. The roads are bad, the traffic worse, the standard of living very low, yet all that seems to concern me more than it does those who deal with the organized chaos on a daily basis.

#####

<b>Stations Visited</b>	<b>Manager(s)</b>	<b>City</b>	<b>Trainer</b>
Women's Media Center FM 102	Chea Sun Daneth Nuth Rasy Poan Phoung Bopha	Phnom Penh	Terry Reagan
Reachsei FM 90	Run Meatra	Phnom Penh	Bart White
Aspara FM 97	Ponley Heng Choek Sath	Phnom Penh	Bart White
Beehive FM 105	Mam Sonando	Phnom Penh	Bart White
Planet FM 107	Keo BunChhoeurn	Phnom Penh	Terry Reagan
Battambang FM 91	Sar Vuthy	Battambang	Terry Reagan



**Training Program Evaluation by Manager Date: Dec 28 – Jan 7 Session: Cambodia  
Radio Managers Follow On 2002/3 Location: Cambodia**

1. What do you do in your station? (Answer may be more than one.)  
Station Manager **6** Station Owner **1** Program Manager **4** News Director **2**
2. How many people work at your radio station? **13, 13, 16, 21, 21, 16, 13, 16, 16**
3. How many work in the news department? **4, 4, 8, 5, 5, 2, 3, 2, 2**
4. What do you think of the training?

Overall training Access to trainers Interpreting from English to Khmer Discussions Content of training Practices and exercises Interaction among participants

Not Fairly Very Extremely Useful Useful Useful Useful Useful  
9 38

1 2 4 4 16 3 1  
6 3  
1 1 4 3 28

5. What did you like most about the training?  
The instruction by the trainer about phone discussions and that DJ is considered just like lips and the listeners like ears.  
Community listeners survey; survey of listeners interest; sales and contracts.  
What I like most were the practical managerial tasks, marketing and characteristic of writing commercial

spots.

Marketing, advertising and business planning.

Participation with the trainer, discussions, practices and exercises.

Questions and answers were very good, meeting and working with the trainer.

Discussions focused on the daily practical work.

Discussions between the five directors.

Discussion; practices and exercises.

News and information.

Journalism skill training which is very good.

## 2. 6. Overall reaction to the trainers

Very happy and satisfied with the trainer who has spent valuable time to provide us with excellent idea and

knowledge especially on the role of radio station to serve the listeners.

Good to teach us on how to find out from the listeners; good to teach us how to make good programs for the listeners.

I am very satisfied with the training and trainer. The radio station residency by the trainer was very useful.

We are so glad to have the trainer right at our workplace.

No problem. The trainer was good.

Nothing. The trainers were very good.

The trainer was very good at instruction and explanation. Open and democratic.

Provided good valuable and practical experiences.

The trainer has provided a very good advice working as a group. The trainer was intimate and this enable

the students/trainees to speak out well and discuss about problems of their work outspokenly. The trainer

was really helpful to instantly solve out trainees' problems when requested.

Respect, love and gain new knowledge from the trainer.

I like them. All the experiences brought to us by the trainers were so good that I am willing to learn and apply as much as I can.

## .7. Are there any aspects from the training that you think need changing?

.Ads should be reduced according to the time constraint; increase news and information programs especially local news.

Reduce the time for spots; programs comment should be limited; assist the community to reach their goals.

I think there is nothing to alter because what I have been trained in were quite appropriate and I am very

grateful to Professor Bart White and the Western Kentucky University.  
The presentation of specific policy planning for the development of a radio station.  
Very good interpreter/translator is needed to ensure very fruitful training sessions.  
Interpreter/translator should have journalism background, especially those from CCI  
would be better  
because it is difficult to understand the one who does not have this background.  
News program and ads should be changed.  
Stations's positioning.

.8. How did the training session meet your expectations?

.It really met with my expectation to learn more of how to run the radio station better.  
It was excellent and just what we would like to learn.  
It was so appropriate for me because I am now on the way of rebuilding the reputation of  
my station and  
clearing a way for a rosy future. It was excellent to have an expert to help train both  
myself and my staff.  
Provided a modern knowledge and skill that we have never received before in this  
profession.  
The training session was entirely responsive to my expectations because I see that these  
training sessions  
will help the radio station to improve.  
Responding to the expectations because after the training our radio station has credibly  
improved.  
Gained new knowledge. Able to find new resolution to the daily complexity.  
It did not respond so much to my expectations because there were no actual practice, no  
further theory  
provided and no additional experiences shared.  
Making sufficient profit to meet the needs. Good inter-relationship within the  
management levels and  
between the management and staff members to solve out problem together and rebuild a  
new unity in the  
future.  
Improving my knowledge and skills and leading the way further development of the news  
program.  
It was a very good resource or weapon for an appropriate professional implementation  
especially in  
accordance with the development of the general situation of the country.

2. 9. Briefly describe what part of the training had the most impact on you as a  
manager.

Well-prepared program broadcast; good timing; increased marketing and waste no time.  
Programming, proposal writing, good cooperation with staff.  
This training course really had an impact on most areas such as commercial plans,  
marketing, programming  
and the tactics or strategy of management.

This training course has great impact on the management as once the management understand well the whole broadcast program can be improved including news. Human resources management, budget and business planning, marketing and promotion. Marketing and promotion. The trainer were good to use a simple way of instructions to explain the methodology of working together among the Center Directors with the sense of sharing responsibility and mutual respect. Good collaboration and unity ensure the development. Acquisition of work should not be too much in order to avoid reduced quality. The advice in group, the use of certain examples and the comparison between the good and the bad, promoting unity along with a mutual support/advocacy. New experiences from the training session can be used as the foundation for better management to apply. Independent aspect of broadcast.

10. In the future, what training do you think will be advantageous to your station?

Business Planning and Budgeting **7**  
Programming **8**  
Positioning **3**  
Sales **6**

Human Resources Management **6**  
Marketing and Promotion **9** Audience  
Analysis **6**



International  
Journalism & Media Management  
Training Program  
@ Western Kentucky University

## Cambodian Journalism Station Residency Field Report

January 8, 2003 – January 13, 2003 Prepared by Renee Shaw and Kevin Willis Edited by Jerry Barnaby

and Cheryl Kirby-Stokes

April 9, 2003



Contact:  
George C. Papagiannis,  
Director, Radio Operations and Training  
Telephone 202 833 5740, ext. 109  
Fax 202 833 5745



Contact:  
Jerry Barnaby  
Director, Educational Telecommunications  
Telephone 270 745 651  
Fax 2707452084

[george@internews.org](mailto:george@internews.org) [jerry.barnaby@wku.edu](mailto:jerry.barnaby@wku.edu)

## INTRODUCTION

After the five-day seminar, Kevin Willis and Renee Shaw each conducted two-day residencies at the WKU-Internews radio stations. The following are combined, edited personal accounts of these residencies. Appendix A provides show descriptions of how each WKU-Internews participants has applied the lessons learned.

<u>RADIO</u>	<u>STATION</u>	<u>RESIDENCIES</u>
--------------	----------------	--------------------

### **Wednesday, January 8<sup>th</sup>**

#### Women's Media Center - Renee Shaw – Day 1

I first visited the newsroom and spoke with Tive Sarayeth about their operations. She said they currently have five reporters, who work from 8 am to 5 pm – all female. The WMC broadcasts five newscasts throughout the day: 7 am, 9 am, 12 Noon, 5 pm and 7 pm. Most, if not all newscasts,



are recorded before airtime with the exception of the 12 Noon newscasts, usually broadcast live. The newscasts are around five minutes in length. Two main announcers read stories because they have the best

speaking ability; a board technician runs the board, unless there's a dearth of news, then one of the announcers performs that function.

Other contributors to the staff include one news director, three volunteers and one intern. There is a separate staff to produce special programs, like *Red Green*. The total radio staff is around 20 people. The production team produces information talk shows. There are occasions when the two staffs collaborate on certain stories and projects. The WMC's facilities include a newsroom, on air studio, editing room with Cool Edit and announcing room for reading news.



Reporting Staff/ New Hires In a conversation with Chea Sundaneth, the WMC, she said, is doing more live newscasts now since the WKU training in Bowling Green. Two of their more experienced reporters received better job offers from other stations and left the WMC in recent months. She said the newsroom now has all new staff because of turnover. Most of the reporters are very young and offer little to no experience. She said they are providing in-house, on-the-job training for these new reporters. There is still a lot of proofreading and correcting of their stories. The new reporters are placed on probation for three months when hired. If they have demonstrated growth and improvement, then they are kept on at the station.

Management said new hires must pass a "questionnaire" in combination with demonstrating certain writing prowess.

When asked on a scale of one to ten how they would rate their news department and its staff, they replied "8" because in comparison with other stations, they use on-the-scene reporters, have some modern technology and equipment to aid in the newsgathering process and rely less on newspaper accounts as a prime source of information for broadcasts. The Chief of News, Meysan Sotheary, said the station tries to get news firsthand, rely some on the Internet for international stories and subscribe to the Australian Radio Broadcast to supplement their newscast. She said they place an emphasis on local and international news. They also produce feature stories in addition to gathering hard news.

Staffing Needs / News Quality/ Newsroom Organization The Chief of News, Meysan Sotheary, said they are shorthanded because the news staff helps the production team with phone-in programs featuring special guests. She also agreed that the news quality had diminished because of newer, less experienced staff. The explanation given as to why WMC's most experienced reporters left the station was the reporters were offered better salaries and better positions elsewhere.

\*\* Channy and Somaly both attend the WKU training and left in December 2002.

There appears to be some tension between the news staff and the production department. I recommended they have a frank discussion with management about those issues dealing with workload and organizational structure.



Tive Sarayeth remarked that the WMC had become somewhat of a transition place, a facility that trained journalists only for them to move on to higher, better paying jobs. She said she is satisfied with the work of the staff, but still has to provide them with ideas on enterprising and must heavily proof their stories before air. I asked her which areas she felt they could use more instruction and she replied that they omit balance in some of their stories, lack a general knowledge of their community, history (a lack of institutional memory because of age) and the need for guidance in using correct, non-offensive language.

In response to management's concerns, I gathered the newer journalists, volunteers and interns in the newsroom for a "lecture" on those issues. We discussed attribution, balancing stories, selecting news angles and brainstorming ideas and interviewing. I used Kanhchana's story about HIV/AIDS as our example, and we went through the whole process of generating the idea, who to interview, what and how to ask questions, selecting soundbites and writing and re-writing the story. There was a lot of participation and eagerness from those reporters. I wished that they could have enjoyed the benefits of our previous week in seminar. A couple of them demonstrated some real initiative and seemed genuinely eager about learning how to improve.

\*\* Kanchana should conduct training with manual. Pisey could do training as well.

Observation of 12 Noon Newscast The Noon newscast is the only live news broadcast. The chief of news said the WMC once went live three times a day, but because of the staff shortage, they reduced that to only one time a day. I urged them to reconsider more live newscasts because it could generate more advertising and revenue to the station. I was resigned to the notion that they were comfortable in this "tape" mode of broadcast journalism. When I asked about updating stories or covering urgent or breaking news events, they commented that they would follow up on those stories in later newscasts during the day or even the next. They said they simply did not have the staff to operate in many facets typical of a station in the States. There seemed to be several pieces of sound in the newscast, of which I was pleased. They use two announcers to read the news. Their stories are about two minutes in length on average. The stories appeared well paced. I was unsure about the content because the translator did not accompany me.

At 3:45 pm Kanhchana was recording a newscast to be aired at 7 AM the next day. Once again the issue of "fresh news" was broached, but they seemed complacent in continuing in the same fashion.

News Assignments The News Director or Chief of News assigns stories to cover. Depending on schedule the reporters are to find one to two stories to cover on their own. I encouraged the news managers to continue that practice so the newer reporters could gain experience in fielding their own ideas and angles. On Monday of each week, the News Director says they have a meeting to discuss the assignments for the week of which a list is kept at the main desk. I was unclear on how they deal with breaking news. That discussion comes up again tomorrow... more explanation then. The Women's Media Center uses ABC, the Australian Broadcasting Company, for overnight news stories. ABC does not supply soundbites, just copy via the Internet. All of the stories are handwritten, not typed. Sotheary and Sarayeth said ABC's copy is sometimes flawed or contains old information and must be corrected and updated.

Beehive 105 FM, Phnom Penh –Kevin Willis – Day 1 My first residency visit was at Beehive 105 FM, home to Dincentra Chhim and Mam Sonando. These two had come to Bowling Green to take part in the journalism and managerial trainings respectively. I knew Beehive had the reputation of slanting its news in order to bash the government at every opportunity. Now I was going to see it happen live and in-person.



I soon took note of what I would eventually come to call “the cult of Sonando.” The station lobby was filled with six or seven workers who did not seem to do much except tend to Sonando’s every whim. They were very protective of him, as well. One young man told me I would have to wait until exactly 2 pm to see Sonando, since that was when my appointment was. I looked down at my watch. It was 1:55.

While waiting I took note of the five picture portraits of Sonando that adorned the walls of the lobby. Sonando was wearing a nice suit in each picture and striking a very proper poise in each of them. It looked like the kind of thing that ends up on the front page of a candidate’s political flyer.

When I met Sonando he was very kind and hospitable. He explained to me how his station was the only station in the country that was doing a good job, because according to him everybody else refused to question the government. He told me his station was in business to represent the side of the people who were being oppressed. I told Sonando I was there to observe the news operations of the station. My job was to see how Dincentra was putting our training to use. Beehive had been awarded a brand new field recorder kit by Internews-WKU, and I was also going to see if it was being put to good use. Things started to get interesting then after my explanation for my visit. I asked Sonando if I could go out with Dincentra in the morning to see him cover a story using the field recorder kit. At first Sonando balked, saying there was no need for that. I politely explained that a U.S. government program, funded through the dollars of U.S. taxpayers, purchased the recorder kit. I mentioned that the program had a right to see whether or not the equipment was being used properly.

Sonando then agreed to my proposition. However, there was a catch. Sonando wanted me to go with Dincentra to an area about 35 kilometers outside of Phnom Penh, where the Beehive signal barely reaches. Our mission? Sonando said his reporter was to conduct interviews with people who listen to his station and send it financial support.

To put it frankly, this is simply not news. This is a commercial and not what we hoped Dincentra would be doing with our training and field recorder kit. After debating the issue with Sonando, he finally agreed to allow Dincentra to conduct interviews on other, more news-related topics. I was happy to achieve this compromise.

Before I left I got to hear the station’s early evening news program. It consisted of four or five stories, mostly taken from the daily newspaper, followed by an interview produced by Sonando. The entire newscast was prerecorded and played off of audiotape.

#### **Thursday, January 9<sup>th</sup>**

Women’s Media Center - Renee Shaw – Day 2 We continued our discussion about handling late-breaking or urgent news in light of their practice of “recording” newscasts. Tive Sarayeth said in the Monday morning meeting they discuss three to four stories that each reporter could be working on. They look through newspapers for story ideas and as a source of background information. If a story changes significantly before it is aired, Kanhchana said reporters would re-work the story and re-record the newscast if it is already complete or broadcast live, which is a rarity.

Reporting a Story on Tourism Kanhchana, Sang Sophoan (another reporter) and I attended a press briefing on the upcoming tourism forum held in January. I observed the two reporters taking notes and getting sound from the speakers. Neither reporter conducted separate interviews with any of the panelists on hand. From that press conference, I helped them brainstorm other ideas other than the upcoming event such as: security concerns, permanent visas or extensions, economic benefits of tourism (job creation) and others. I was somewhat disappointed in Kanhchana's lack of initiative in discovering the lead of a story, some of which I think is a lack of confidence. Even though she may be the most experienced and well-trained journalist at the Women's Media Center, she is still wet behind the ears. I told Kanhchana that her training at Western and subsequent attendance in the follow-on would elevate the expectations of her job performance. I told her that the younger journalists would be looking to her for advice and guidance, and as the "senior" member of the group, she must work to that expectation.

From 2 pm – 3:30 pm I reviewed the tourism stories by Kanhchana and Sophoan. Since Sophoan did not receive much training, I really worked with her on the elements of a news story and writing. While they were off in another room finishing their stories, I discussed with the remaining reporters at WMC story writing and used the example of the upcoming elections in July. We really focused on getting and maintaining balance in political stories, even if it is difficult or even politically unpopular to do so.

10 From 3:30 pm – 4:15 pm I reviewed Kanhchana's story on tourism that was slated to air the next day the<sup>th</sup> of January. She showed improvement in the flow of the story, use of statistics and solid soundbite choices with attribution. We did an "idea web" on the board to come up with other related stories that she could do as a follow up, particularly in light of the upcoming forum, I recommended a series of stories to air on the topic in the weeks leading up to the forum. We discussed her final version of her story on HIV/AIDS that aired that day. Both the final draft of her HIV/AIDS story and tourism story showed some real improvement. I did urge her to demonstrate more initiative in generating her own stories and working on other angles for the same issue. I still think she has enormous potential, but needs more drive. Once again I cautioned her that she would be looked upon as a leader, but with greater scrutiny of her work because of her trainings with Western Kentucky University and encouraged her to perform at a higher level because she could.

Beehive FM and Koky Market – Kevin Willis – Day 2 Dinchentra, another Beehive reporter named Kim and I headed out to the Koky Market. The drive took us down one of the untold thousands of dirt roads in Cambodia, but the drive was beautiful. I saw some stunning temples and pagodas off to the side of the road. I restrained myself enough to only ask Dinchentra to stop a couple of times so I could take pictures. Otherwise, we would have stopped every few feet.

Koky Market was bustling with activity on this Thursday morning. Local residents were making their way from stall to stall, looking for the best and most fresh fish and vegetables. Stunningly colored scarves of the brightest blues, reds and yellows were on display. Dinchentra made his way through the market, asking sellers and buyers if they listened to Beehive FM. My plan was this: after Dinchentra conducted the interview about his station, I was going to press him to better apply his Internews-WKU training and pull off some interviews of greater significance.

It worked, but I had to prod. After some initial resistance, Dinchentra came up with a pretty good story idea. Many Khmer vendors were worried about the fact that cheap products from Vietnam were flooding the marketplaces in Cambodia. For those who make a living off selling their homemade clothing, scarves and assorted knick-knacks, this was a big problem. Dinchentra got a couple of vendors to express their concerns on the matter before we left.

Unfortunately, I never got to see the interviews reach the story stage. George Papagiannis, head of the WKU Internews-WKU project, was concerned about what I had relayed to him about Sonando and his apparent attempts to restrict the amount of real news coverage at his station. There were serious questions about whether or not Dinchentra was being allowed to put any of his Internews-WKU training to use. George, Dinchentra, Sonando and I sat down in the afternoon for a candid discussion on the

matter.

Tense at times, the meeting was nonetheless good because it allowed everyone to speak his or her mind. George expressed his concerns over the fact that Sonando seemed to rule the newsroom with an iron fist, not allowing his reporters to make any decisions on what to cover or how to cover it. Sonando defended his station, saying it was standing up to a corrupt government that did not care about the well-being of the people. Sonando told us how people simply come to his station during the day to relay stories of personal hardships they face. On our way out we saw evidence of this. There were about five or six people, all of whom listen to Beehive and adore it, congregating outside the station lobby, waiting to see Sonando.

One man was facing serious medical troubles, but could not buy the medicine he needed because it was too expensive. Sonando told us that this was an example of the stories he was pursuing on behalf of his listeners.

Judging Sonando is difficult. On one hand entering Beehive is like the scene from the film “Apocalypse Now,” where Captain Willard finds Colonel Kurtz in his jungle compound, surrounded by his minions who are prepared to do his bidding. The stories that are put on the air are not thoroughly researched, and they seem written in a way to intentionally cast a bad light on anything and everything done by the government. On the other hand, Sonando is providing a much-needed forum for ordinary Khmer citizens to express their discontent with the status quo.

I could not help leaving Beehive thinking I had encountered one of the true characters of Khmer media.



**Friday, January 10<sup>th</sup>**

APSARA – Renee Shaw There are a total of 16 radio staff personnel. There are two divisions in radio: editorial and production staff. They have two field reporters and two in-house reporters to select stories from newspapers and re-write for newscasts. The editorial staff must review all stories written by field reporters and in-house reporters. There are eight scheduled broadcast times for news programs. At times the radio station will rely on news gathered by their television partners. APSARA radio broadcasts from 5:30 am to 11:30 pm. APSARA’s newscasts are typically five to seven minutes in length; three of those broadcasts are longer, running about ten to twelve minutes. The mission of the station, said Phan, is to preserve traditional Cambodian culture with informational and entertainment programs.

Their newscasts are a mixture of both live and taped broadcasts. Here are the newscast times:

6 am 10-12 minutes 8 am 5-6 minutes 10 am “ 12N 10-12 minutes 2 pm 5 – 6 minutes 4 pm “ 6 pm 10 –12 minutes 8 pm 5-6 minutes At 9 pm there is a news brief that recaps all of the day’s news. At 10 pm they concentrate on international events. These news broadcasts are only a couple of minutes in length.

News Gathering Techniques They have no in-house tool like the Internet to get news. They rely on newspapers for international stories. There is no ability to subscribe to news agencies that provide news wire services, but a proposal, according to Phan, has been made to that effect. Phan said the station uses stories from Voice of America at no cost to supplement their newscasts.

When asked why the station chooses to tape broadcasts rather than do live newscasts, they responded that it was difficult for management to look for sponsors of news broadcasts. There is a fear that advertising would compromise the integrity of the news. They once were criticized from the audience for running ads during or after newscasts and have shied away from that practice.



APSARA is thinking of expanding to reach other provinces, but technical considerations and coffers have presented stumbling blocks to that goal. On the matter of finding revenue to help with that project, we did launch into a discussion about competition for advertising dollars. Apparently, for dual electronic stations advertisers pay for a television spot and are then offered a complimentary radio spot. Of course, this has not been beneficial to radio at APSARA. Couple that with the depreciating cost of commercials, and the station finds the predicament worsening.

Equipment APSARA has three vehicles for transportation to cover events, but still need more to get around and expand field coverage. They would like to have a remote truck to perform live broadcasts and have requested the purchase of more field kits. Sok An and Phan said the station also needs equipment to enable them to do phone interviews. They currently have older equipment for which parts are obsolete. They do everything by cassette; there is no digital equipment. They have two or three field kits in working order. They do not have computers for news writing, but one is used for archive purposes and is shared with television. Phan said that most, if not all, of the equipment has been donated.

Type of News and Balance The participants told me APSARA concentrates on political issues and activities of top-level government institutions, e.g. actions of the King. They also report on rural development in the country. The reporting staff extracts news from morning papers on political issues and government activity. They believe the newspapers are balanced and, therefore, their stories are, too. When asked about the practice of espousing the views of the King, they replied that the audience cares what the King's reaction is to events that occur and would want to hear that first and foremost. APSARA caters to the value of prominence over other equally compelling and probably more interesting news values and approaches to news coverage. APSARA finds no fault in making the King the lead in every newscast because of his importance in the lives of the people.



Improvements since WKU training 1) Have varied lead somewhat and emphasis placed on stories in relation to how their organized in a newscast. 2) No opinions or suggestions made in reporters' stories (no commentary). 3) Within story, they have improved attribution. 4) Sok An and Phan have become instrumental in teaching others at the station since there is no structured professional development opportunities outside or inside the organization. 5) Have improved balance in stories and use more factual information based on reality rather than perception. 6) A story is completed by one person; emphasis on reporter independence. 7) Have shortened the length of stories; they are now two to three minutes in length; other stories not related to the King are shorter – around 1-1:30 minutes in length. 8) Have added two more news programs after the training at Western.

Shadowing of Sok An – editor, reporter and announcer Sok An is the editor, but final approval of a story before it hits air is given by the station manager. I asked Sok An why the station did not incorporate “voicers” in their newscasts for variety, considering the level of experience of some of the staff. He said the station used “voicers” for about a week after the training at Western, but it became too cumbersome and time consuming, so they returned to the old way. He also said that many of the reporters lacked a quality voice to do voicers. Perhaps they will try that again, which came at my suggestion in order to incorporate more variety and strengthen the perception of the stations depth, which reaches most of Cambodia, perhaps the greatest reach of all the stations. I said voicers would come in handy if and when the station uses correspondents in the other provinces. I also recommended the use of “stringers” or freelance reporters in those outlying provinces. That idea was not well received.

Handling Story Assignments (Phan comments)

Staff meetings are held every morning to make assignments, work out transportation issues and set deadlines. The news staff arrives before 6 am in an effort to try to keep newscasts as current as possible. The station may repeat a story two times in two different newscasts for mileage sake. If a piece airs for the second time, Phan said they do re-work the story, perhaps choose a different soundbite to freshen it.

On a side note Phan said his station manager was very pleased about his story on condom use.



FM 91 - Battambang Province – Kevin Willis My translator and I took the early morning flight from Phnom Penh to Battambang. We would be spending time at FM 91, home to Savry and Kim San, graduates of the WKU training. Lin, who joined us in Phnom Penh, would also be there, as well as Vuthy, the station manager who graduated from the managerial training in Bowling Green.

Once at the station, I told Savry and Kimsan that I wanted to see the normal day-to-day activities of the news operation. Savry had her own office, but there was no word processing equipment to be found anywhere. All news stories were handwritten.

I soon became impressed with the efforts of Savry and Kimsan. Every morning one of them goes out to cover stories and record interviews. Since the station did not subscribe to any wire service, the news had to be self-generated.

Savry, Lin and I went to see Dr. Kit Vichea, who ran the local AIDS education and treatment program.

Savry interviewed the doctor, getting some good sound bytes for HIV/AIDS related stories. Savry explained to me that she wanted to localize her stories. “Localizing” is a journalism term identifying when a reporter finds a local angle to a national or international story. Instead of using the sound she had gathered in Phnom Penh, Savry had decided to get sound from the local office, making the story even more relevant and valuable to her listeners. It was very heartening for me to see our training pay off in this regard!

Savry and I worked on her story. Due to the lack of information being broadcast about HIV/AIDS, we decided to take a broad focus to the story. Dr. Vichea had told us the numbers concerning the amount of people in the Battambang province infected with HIV/AIDS. We thought this would be a good basis for an attention-getting news story. We worked on the story throughout the afternoon, editing and rewriting the piece.

I sat in on some newscasts hosted by other station employees, who didn’t work full-time in the newsroom. I saw something that I had never witnessed before. The announcer opened a newspaper and read word-for-word from published stories. No attribution was given. I talked to the announcer and to the rest of the news team afterwards, explaining that this was a clear violation of ethical standards. Using a newspaper article as the basis for a radio story is fine, as long as it is rewritten and attributed. Neither case was happening in this account. Savry told me that Vuthy, the station manager, had authorized the practice.

I met with Vuthy and asked him about it. At first he insisted that the practice of reading word-for-word from the paper was necessary, because he did not have enough reporters to rewrite stories. I told him that this really was not a valid excuse, because rewriting a couple of stories from the paper each morning is not a time-intensive effort. One reporter could take on that chore, while the other went out to cover live events, press conferences, conduct interviews, etc. Vuthy agreed and said the practice would stop. Afterwards, I met with Kimsan, Savry and Lin, and the four of us worked out a rotating schedule where they would take turns in handling the rewriting process.

Before leaving, I approached the news team about brainstorming ideas for new stories. I had read that Battambang was the most heavily mined province in all of Cambodia. Also, the amount of dust that was kicked up on the roads undoubtedly led to health problems for the people living beside the road. Did the station do stories about these issues? This led to an interesting conversation that reveals much about media in Cambodia.

I was told that the station was discouraged from pursuing such stories because it might reflect poorly on the local government. From what the reporters said, local officials view such media coverage as negative and unnecessary.

Simply put, if officials refuse to talk to the media, there is nothing much a journalist can do about it. I talked with the group about a technique they might consider using in such occasions. The fact that the local government refuses to address important topics is newsworthy. The public has a right to know this. I explained to the journalists that they did not have to have a quote from the government in order to run such stories. If the reporter tries to get a comment and cannot, then it is perfectly acceptable to say, “Official X refused comment on the matter.”

It seemed to me that these muted officials were in effect killing story ideas by simply refusing to take part. The reporters liked this new idea, and we brainstormed story ideas on the problems of active land mines, dust from the roads and other issues. Kimsan volunteered to take the dust story, saying he knew a medical doctor who was willing to go on record, explaining that constant exposure to the dust caused medical problems.

That evening, my translator and I were treated to what was described to me as a Khmer picnic: poultry, bread and beer. Who could ask for anything more?



**Saturday, January 11<sup>th</sup>**

APSARA – Renee Shaw - Day 2

Copy Editing Session The final version of all stories has to be reviewed by the editor and then by the station manager. The length of the editing session depends on the experience and writing proficiency of the reporter. For stories that would air at 6 pm, all stories would have to be turned in to the editorial staff by 2:15 pm that afternoon. Both the editor and station manager literally sign off on a story by penning their signatures, verifying approval. They estimate that 20 new stories are written each day and that those are original, locally-driven reports. Instead of re-writing press releases from government agencies, they, as to be expected, just mark on the copy what to read. There are no follow-ups with interviews or collecting sound about the press release; they just use that information as an announcement and not really a news item.

I questioned how reporters improve if the scrutiny of their piece is not brought directly to the attention of the reporter. Sok An said that reporters listen to the newscasts on the radio to hear the final version of their story. But I pressed the editorial staff on how to correct mistakes if there is no direct guidance. They replied that in the staff meeting the next morning, the station manager or editor would explain what was wrong with the story and make suggestions. Management would consult with those reporters with numerous mistakes face to face.

Field Story with Bo Samnang AKA Mr. Lucky At 5 pm we attended the closing ceremony of the International Symposium “Constitutionalism in Cambodia” organized by faculty of law and economics and the School of Law at Nagoya University. H.E. Sar Kheng, the Deputy Prime Minister, Minister of the Interior, gave the address. I did not see the final version of Mr. Lucky’s story, but we discussed some leads and angles and other stories that could be siphoned from that symposium, particularly as the elections approach. There was wonderful historical information shared by the Deputy Prime Minister that I told Samnang could benefit him for reference material and as background information for future stories.

FM 91 – Battambang – Kevin Willis – Day 2

This was a special day for several reasons. First of all I got to hear some positive results from all our efforts and training. HIV/AIDS stories created by both Savry and Kimsan aired during the morning newscasts. This was what we came here to do—to train these journalists on how to report on these issues, and then getting the information broadcast to the listeners. Hearing those two stories made me wonder how many listeners learned something new about how HIV/AIDS was spread, ways to protect yourself, etc.

Second, Savry showed even more initiative, saying she wanted to go to an area along the border of Thailand and Cambodia named Poipet. She told us the area was famous for its Thai casinos, which attracted

wealthy Thais from across the border. Savry said the casinos made money at the expense of the locals, who saw nothing from all the money being made at the casinos. We headed out on a three hour journey.

Words cannot describe National Highway Number Five, the road we traveled on over the course of the next 180 minutes or so. To say the road had a few potholes would be like saying Cambodia had a few rice fields. These are not the kind of potholes we experience in the U.S.. These potholes were more like drop-offs, the kind that cause your head to nearly slam against the roof of the car each time you encounter one.

Despite the rough road conditions, the drive was indeed worth it. For the first time I felt I actually got to see the rural way of life that makes up the vast majority of Khmer society. I had seen Phnom Penh, and there was much to like about it, but I knew it did not represent the country at large. Now, on this drive, I got to see huge amounts of palm trees, lotuses blossoming out of ponds and thatched houses on stilts sticking out of the water. We also came across some gorgeous pagodas that seemed to have been carved into the sides of mountains. The bright colors of the Buddha were a real treat for the eyes.

To reach the casino area by the border, we drove down Poipet's long, dirt and rock covered main road. It seemed to go on forever, past countless food and drink stalls and other small, humble businesses. Unfortunately, I did not understand that we would actually be crossing over into Thailand during this excursion. I did not have my passport on me, so I was not able to cross the border. Savry, Lin and Meng went ahead, which was the most important thing.

Savry returned with plenty of interviews, but she also encountered one of the hard facts of journalism. You cannot show up at a casino without an appointment and count on getting an interview. Despite this setback Savry was able to conduct interviews with residents and businesspersons about issues affecting life on the Thai-Cambodia border.

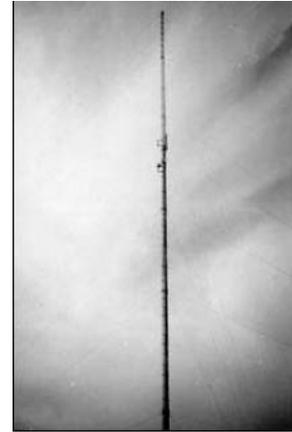
As we were about to leave, we noticed a group of young children between the ages of 8 and 16. They were hanging out by a statue in the middle of town. Savry approached them and found out they were drug addicts, who got hooked by sniffing glue. Most were no longer attending school. Savry told me on the way home to Battambang that she saw the youths as symbolic of the area's struggles. Once we got back to the station, it was 6 pm and time to call it a day.

## **Sunday, January 12<sup>th</sup>**

Reachsei / Radio FM 90 – Renee Shaw – Day 1 FM 90 has three reporters on staff; none of the news staff receive compensation. Soun Touch writes and organizes the newscast. He said he concentrates on local news. He gets international news from BBC, CNN and VOA and gives credit accordingly.

Local News Leaders and activities of the government drive local news. They re-write and follow up on press releases from the Minister of Information. FM 90 does local news of the countryside; less emphasis is placed on covering the Capitol city.

Newscasts FM 90 broadcasts three newscasts a day: 6 am, 12 Noon and 6 pm. The newscasts are usually 15 minutes in length. The lead story is usually about government leaders. Community events and agriculture related stories rank next and then international news. Soun Touch said that within the 15 minute newscast, there are usually six to seven stories, making each story approximately two minutes in length.



Use of Sound/ The Station Pre-1997 Since the coup de' tat of 1997 that embroiled the station in controversy and dethroned the station as one of the premier radio outfits in the nation, Soun Touch says the necessary equipment to embellish stories with sound is not available. In 1997 500 Army forces surrounded the station, seized the transmitter, destroyed the equipment and damaged the building in retaliation for criticism of leaders in the CPP. According to Soun Touch, after 1997 the station has been unable to rebound from those events. The station has purchased second-hand equipment to operate, and the quality of the news suffered greatly. They have also reduced their power from 11kw to 5kw, which impacts the amount of hours they broadcast. The station has no field kits, just a consumer quality tape recorder of which there are two. Audience Soun Touch says FM 90 is the voice of the people because it gives them an opportunity through call-in programs to voice opinions on all kinds of matters. Soun says the station reads editorial pieces from newspapers, unlike other stations. They try, according to Soun, to depict the lifestyle and issues confronting Cambodian people, like immigration, border disputes, controversy inside government and draw attention to conflicting ideas not supported by the people.

The station is on the air from 5:30 – 9 am, 12 Noon – 3 pm, and 5 pm – 9 pm. Their schedule includes programs about national security, song requests, Karaoke, conversation and talk programs and old Khmer music with trivia questions.

Lessons learned from training Soun Touch said he now knows how to construct leads in a story by making them more concise. He will also attempt to use more soundbites in stories, with them being shorter but stronger in content and using more than one source for information.

Soun Touch said that FM 90 is the voice of the people, but considering the staff and power limitations, I doubt that's a credible statement. Because of their limitations, they cannot address, or are not seemingly driven to address, those critical issues in their newscasts. I think the reality of their station is it is an outlet for "soft news" and perhaps more feature oriented. The younger staff is afraid to do "hard news" stories because of their inexperience. The station is focused more on reactionary news: fires, floods and disaster stories. They are not provocative or enterprising as they once were. There seems to be a dichotomy of paradigms in what was and what is now and a failure to find a niche. Since the 1997 incident the senior experienced staff has left, leaving greenhorns to take their place, who lack historical perspectives on issues. I suggested that the staff read and listen to the competition and compare their newscasts against others.



If they want to cater to the countryside audience, I recommended they build community contacts and relationships, if they have not already, and serve that audience with a balance of their concerns and the reaction of government response in aiding them. If officials refuse to comment, then mention that in their stories and press them on those issues. They discuss broad plans for election coverage in July and have some ideas on how to provide information, like focusing on election laws and intimidation practices.

I encouraged them to start analyzing ways to tackle those issues given their limited resources now and begin producing those stories within the next few months in order to have the greatest impact. I think they are already working with various groups to accomplish that goal. The station still offers commentary and analysis on political issues, though not by their news programs. I told them a service is still provided by those programs, even without the conflict-ridden stories for which the station was once most notorious for producing.

News Organization The organization of the 12 Noon newscast began around 10 am. The station manager reviewed all of the stories written and helped decide their order. During that newscast I heard Soun Touch's HIV/AIDS story in their local news block of the newscast. After the piece aired we reviewed the final version and discussed other ways he could improve the story and even start a series of programs on HIV/AIDS. The station, like others, leads with the royal authority because of pressure from the Royal Palace to do so, says Soun Touch. The station rarely engages in field reporting; they mostly select stories from the *Cambodian Daily*.

Station Actions The station does express a sincere interest in improving and serving the audience. They are, or will be, conducting audience surveys every two weeks to solicit suggestions. They want to focus more on hard news stories and less feature pieces and are planning coverage of the UN response to the Khmer Rouge trial and not just the response of Cambodian government.

FM 90 - Battambang – Kevin Willis – Day 2 Savry used Sunday to put together a story on the children in Poipet, who had become addicted to drugs. It aired that afternoon during one of the regularly scheduled newscasts.

During the afternoon I met with Vuthy once again, filling him in on everything that had been done during the residency. Vuthy seemed to be pleased with the airing of the HIV stories, as well as those that came from the Poipet trip. He expressed hope that his station could again partner with Internews-WKU for further journalist and managerial training.

During the early evening, Meng and I went to see Battambang's oldest temple. It was over one thousand years old and was half ruined. Stone rubble lay on both sides, but the main structure was still intact. I climbed inside to see the inside view. Next to the temple was the most beautiful pagoda I have ever seen. The colors from the murals seemed to jump off the walls and roof. Later that night we went down to the Battambang marketplace one last time before leaving.

**Monday, January 13<sup>th</sup>**

### Travel Day: Phnom Penh – Kevin Willis

After flying from Battambang back to Phnom Penh, I joined George for a meeting at the U.S. Embassy. We met with Bradlee Berkely, who works in the funding department of the Embassy. We provided an overview of what we had accomplished with our partnership with Cambodia and also explained the challenges that remained for journalists in the country.

### **REFLECTIONS**

#### Kevin Willis – Commentary

Our two weeks in Cambodia were truly an amazing experience. I cannot describe how rewarding it is to see the impacts of the training in the day-to-day activities of our participants. There is certainly no denying that the Khmer media continue to face daunting challenges in a country that continues to show political, social and economic instability. However, when you witness breakthroughs like what we saw at Battambang 91 FM, the effort definitely seems worth it. I am very grateful for the experience and want to personally thank Internews-WKU, USAID, the Cambodian Communication Institute and everybody else involved in the WKU-Cambodia partnership.

#####

#### **Kevin Willis Cambodia Follow-On Visit January 1—15, 2003**

##### Accomplishments

- . • Gathered information on positive changes implemented by WKU program graduates
- . • Trained six new reporters, who had not attended WKU sessions.
- . • Finalized Code of Ethics document that will be distributed to partner stations in Cambodia and adopted as station policy
- . • Exposed participants to four local HIV/AIDS experts, who provided over 15 hours worth of information to the reporters through lectures, question-and-answer sessions and interview opportunities
- . • Made site visits to AIDS Hospice and hospital in Phnom Penh, allowing participants to interview staff and patients and see first-hand the effects of the virus on the community.
- . • Creation of over twenty on-air stories dealing with HIV/AIDS issues.
- . • Visits to five stations (by Renee and I ) for further training and observation of news operations.
- . • Travel to Poipet for news-gathering opportunity by Battambang 91.5 FM reporters.
- . • Elimination of unethical practices at 91.5 concerning use of newspaper articles for story sources.

##### Challenges ahead

- . • Covering the nationwide summer elections.
- . • Elimination of “envelope journalism” in Cambodia, where journalists receive bribes for covering stories.
- . • Bridging of gaps between government and journalists.
- . • Training of new, young reporters who have no previous experience in media or any formal journalism training.
- . • Building on existing training, seeing that reporters continue to develop new sources and story ideas.
- . • Making journalism an attractive career opportunity for young Cambodians.

#####

#### **Renee Shaw Cambodia Follow-On Residencies January 7—14, 2003**

The radio residencies allowed us, the trainers, to see how some of the reporters actually worked in their shops and evaluate if they were implementing the instruction they received from us.

My first residency assignment was at the Women's Media Center. Chiep Keo Kanhchana had been hired by WMC and took part in the WKU training in Bowling Green and the follow-up training in Cambodia. I talked with management about the reporting staff, which consisted mostly of new hires and news room organization and programming. I observed Kanhchana and several other reporters in their daily operations; went on a story with Kanhchana and another reporter; reviewed and edited those stories before air; and held mini-lectures with other news staffers on news writing using examples of stories they had written or were about to write. In my evaluation of Kanhchana, who shows real promise, but sometimes demonstrates a gap between potential and performance, I encouraged her to provide leadership to a "green" staff who would be looking to her for guidance given her international journalism training. Even with her limited experience, I think her training elevates her to a higher standard at which she is now expected to perform.

The participants from APSARA radio: Sok An and Doug Phan, were by far the most stellar of the reporters who attended the training. Their level of experience and dedication are evident in the kind and quality of stories they write and the number of stories they developed out of the training. During my two day residency there, Phan gave me a laundry list of improvements the station has made as a result of the WKU training and follow-up. Sok An and Doug Phan said they've made progress in eliminating opinions and commentary in stories; improved balance; placed a greater emphasis on reporter autonomy by having a story completed by one reporter; shortened the length of their stories; improved attribution; and have added two more news programs since being trained at Western Kentucky University. During conversations with the reporters, one of the newest being Bo Samnang, who shows promise in the field, I observed their operations and equipment, news gathering techniques, organizational and programming structure and how they handle news assignments.

The last residency was spent at FM 90 in the countryside. The dearth of adequate equipment and an experience staff relegate the station to a more "soft news" approach. Having been the center of political conflict in recent years, the station - according to staff and management - has been in a state of decline, searching for a target audience, struggling with limited resources and often too timid to approach stories of any consequence. There seems to be some acts of reconciliation of the station's past and present image, as a plan to tackle a series of issues dealing with the upcoming elections was being prepared. Given the station's limitations in experienced staff, who are unpaid and aren't seemingly motivated to undertake enterprising tasks and lack of professional quality field equipment, would make "hard news" reporting as suggested in their election coverage a difficult challenge at best. The one "reporter" on staff, Soun Touch, is new to the field and needs more time to nurture the basic elements of news writing and gathering. His eagerness to do the job does not yet match his ability, which could change over time.

#####

<b>Stations Residency</b>	<b>Journalist</b>	<b>City</b>	<b>Trainer</b>
Women's Media Center FM 102	Chiep Keo Kanhchana Tive Sarayeth Meysan Sotheary	Phnom Penh	Renee Shaw
	Ek Hong Sam Vantha  Chan Sokha Keo Thyda		

	Seng Sophean		
Reachsei FM 90	Soun Touch	Phnom Penh	Renee Shaw
Aspara FM 97	Sok An Bo Samnang Dung Phan	Phnom Penh	Renee Shaw
Beehive FM 105	Dincentra Kim	Phnom Penh	Kevin Willis
Battambang FM 91	Savry Kim San Lin	Battambang	Kevin Willis

## Appendix A

### APPLICATION OF WKU-INTERNEWS TRAINING

Kim Peou - Radio Free Asia She gave an update first. She said she has improved on the use of sound and attribution. She said there was a clashing with management and editors on some aspects of storytelling.

Touch Kim San - Radio FM91, Battambang He admitted that he was having difficulty doing field stories because of transportation issues. The location of his station, he said, is a long distance from the village, so there are obstacles there. He said it was not easy or quick to get stories with sound, so the station still relied heavily on old methods of newsgathering. Kimsan, also from FM 91, mentioned the near impossibility of traveling to areas that are not in close proximity to the station. He said the reporters are not provided with transportation when they go out to cover a story. They have to rely on their own motorbikes and mostly pay their own way as far as gas goes.

Chhinh Savry - Radio FM in Battambang A new relationship with a phone company has facilitated stronger field reporting because they can now call in reports Savry, from FM 91 in Battambang, said she had met with the local phone company following the WKU training. Because of her efforts her station's reporters now receive free phone service to make phone calls while reporting from the field. Still, Savry admitted there are still sharp challenges facing the reporters.

#### Chhim Dincentra - Radio FM 105

His station still has no modern equipment. He said he has tried to insert more soundbites into his stories.

Antiquated technology makes that more difficult.

Sok An – APSARA He said a constant practice at the station is to still do political stories from press releases submitted from government agencies. He, too, said that lack of better equipment had been an impediment in using more sound in stories. The station's slant to pro-government and allegiance to the King is still a current practice. Sok An also works

at APSARA FM. He mentioned that their boss is considering the purchase of new recording equipment for the reporters. According to Sok An this is a breakthrough that came about only after he and Phan returned from Bowling Green with their new skills. Sok An and Phan have been trying to convince their boss that better equipment could lead to better interviews and better stories.

Dung Phan – APSARA He has made improvements in writing the lead and not just taking stories from newspapers. He's also focusing more on looking at different angles for stories. He said that management is not always encouraging about getting sound because of the time constraints in gathering soundbites and the editing time, unless it is a special occasion. He said the station had trimmed their news programs from 10 minutes to around 5 minutes because of financial constraints. The station is trying to gather sound by phone, and the news department has submitted a proposal to get better equipment to ease that duty. Phan, with APSARA FM 97 in Phnom Penh, reported that he has placed a new emphasis on writing quality leads for his stories and is teaching his co-workers how to do the same. He also told us that there have been some changes made to the station's noon newscast that were inspired by the WKU training. During our session on news formatting and programming in Bowling Green, we had discussed ways to make a news program sound appealing. Before the training in Bowling Green, Phan said the newscasts just started cold with the first story. Now, the anchors introduce the show, provide some brief headlines of the top stories and then get the show underway. The point of forward promoting and "teasing" some of the top stories is to capture the attention of the audience and give them a reason to keep listening.

\*\*\* These two also face another challenge: Cambodia's ruling political party runs their station. This provides for some tricky ethical situations. As one would imagine, the ruling party isn't exactly thrilled at the prospect of airing stories that may be considered critical of their organization. Sok An said his boss doesn't often give them leeway in choosing which stories to cover. Phan added that he had concerns over whether or not the station would allow them to report on stories dealing with HIV/AIDS. Internews-WKU is aware that problems like this sometimes exist with partner stations. Still, we feel it is worth the effort to expose both the journalists and managers to these new ideas, hoping it will promote change in the near future.

Soun Touch - Radio FM 90 (did not attend Bowling Green training session) New to the program and gave a lengthy history about the station. I do not think he participated in the WKU training in Bowling Green. Since the coup de tat in 1997, he explained, coverage of news events has declined. They do not report on government actions like they once did. The station used to thrive as a credible source of information, but the staff has been shrunk and the equipment seized or allowed to decay. The station stays on the air in blocks of time. Newscasts are pre-recorded in advance and newsgathering is usually limited to newspaper referenced materials.

Chiep Keo Kanhchana - Women's Media Center in Phnom Penh She had used the knowledge she learned in Bowling Green to put on trainings at her station dealing with the use of sound bytes and editing. Her station was staying away from the rip-and-read style of reporting and re-writing stories while providing some localization of stories. She

said she is using more sound bites in her stories. Kanhchana said she has also helped train new workers on using sound and has helped train them on sound editing.

Lem Pichpisey - FM 88, Phnom Penh He told us he had carried on training sessions for the younger reporters at his station, two of which were joining us at the current session. Pisey said his trainings dealt with new and inventive ways to use sound in stories, getting better sources for stories and ways to avoid writing in a biased way.

Yen Krissten and Nouth Niveath - Radio FM 88 (new to program) Their station's improvements post-WKU training include using and inserting more sound and trying to be more balanced and not biased or partial in storytelling. They did say challenges to the station include transportation and doing interviews for soundbites. The station uses newspapers and the Internet in getting stories and story ideas. Overall, they said the main improvement were news programs with a better balance of stories.

#####



**Residency Evaluation by Participant Date: January 8 - 14 Session: Cambodia Radio Journalists Follow On 2003 Location: Cambodia**

1. What do you do in your station? (Answer may be more than one.)

News Director **2** News Editor **1** Producer **5** Anchor **4** Other **5 (Reporter), 1 (Deputy Editor), 2 (Newsreader)**

1. 2. How many work in the news department? **6, 12, 3, 3, 4, 4, 2, 2, 3, 10, 3, 2, 14**  
 2. 3. What do you think of the training?

- Overall Training
- Access to trainers
- Interpreting from English to Khmer
- Discussions
- Content of training
- Practices and Exercises
- Interaction among participants

	Not Useful	Fairly Useful	Very Useful	Extremely Useful
	2	13	3	12
	1	1	5	6
			10	5
		3	8	1
			7	5
	7	8		

.4. What did you like MOST about the training?  
 .Discussion with lecturers, trainers.

Give new ideas in finding subjects/topics for news writing.  
The method of training of trainers are very good, (USA). The lecturers are good, (Ministry of Health).  
Have received what is new; the system in news making/building.  
The way of training is, format and news value.  
Explanation/interpretation and correction made by trainers and participants as well.  
The application at the community.  
Happy with the training of trainers and lectures of HIV/AIDS experts.  
I like everything.  
Very useful experience and training by the trainers with excellent skills as well as the station residency.  
The explanation of teachers on how to prepare questions – words and behavior before the interview. The lectures on HIV/AIDS made by experts.  
Discussion and more explanations.  
Trained on how to create a good lead which it has context related to 5 w's and h.  
Discussion and listen to lectures provided by experts on HIV/AIDS.

.5. What did you like LEAST about the training?

.Foreign trainers.

This training is too short, 15 days would be better.

The interview with time limited.

To cover news stories.

Idea discussions.

The interaction from telephone ringing, this problem made us lost our concentration in learning and training.

When went out to cover stories and directly interview with HIV/AIDS patients who has others diseases such as TB, liver disease and cholera, etc.

.6. Overall reaction to the trainers

.Good training.

No, but it's so sad to see Kevin and Renee some time they have no lunch during lunch time.

Trainers from USA have highly experiences in training, good manner.

Trainers unable to provide as much as they could, due to the duration was short.

The explanation on the title of each news story.

Appreciate the performance and training skill of all the trainers. Highly appreciated.

Highly appreciate the trainers' performance and training skills.

Trainers had trained on a skill that we expected/ very good.

When something is not clear or not understand.

I am happy to receive new experiences from Kevin and Renee, which I never have it before. These are

what I wanted and needed.

Not understand the language, but has good interpreters.

.7. Are there any aspects from the training that you think need changing?

.To be in another location (province, overseas).

Would like to have training materials/documents.

Should be more training take place in oversea.

The interaction from the phone rings and participants are talking.

Not to have the interaction from participants, talking about nonsense.

Discussions.

Positioning.

No aspect that I could change.

The interaction from the phone rings, it's better to turn them all off next time.

Should divide/assign the group to many places to collect information which listeners never heard.

.8. In the future, what training do you think will be advantageous to your station?

.Feature Writing **7** Producing a News Program **8** Interviewing **6** Sound Production Values **4** Code of Ethics **6** Newsroom Operation **3** Political Coverage **4** HIV/AIDs Reporting **6**

.9. How did the training session meet your expectations?

.Only in 5 days, but I learned a lot.

Happy to see this training is suite to my expectation. Thank you.

Receive more knowledge.

I don't know because I just receive /learn this new news format.

Is a very good moment for my expectation.

The context of news story is very important, it's good to the being of the nation.

This training is very important, more than my expectation.

The training sessions were all very useful for my station.

The training was very useful for my station.

Our station will increase the program on HIV/AIDS campaign.

This session, I hope I would be more improved.

Only in five days, but it help me to gain new experiences from WKU's trainers. That is good for me to

serve the station in the rural area.

Gained more understanding on how to produce and interview for a news story which is appropriated to the

real situation of the society. Has well proof, good sources, news story is short but clear.

2. 10. Briefly describe what part of the training had the most impact on you as a Radio Journalist in Cambodia.

Interview, search for news context, create interesting subject which most reporters here haven't thought about.

Very pleased with techniques in interview, covering news, cut and paste and sound.

News program, interview.

The important point is the news value for radio broadcast.  
It depends on the story for news cast.  
The rate of HIV/AIDS transmitted in Cambodia.  
The training on how to write and techniques in setting value for a news, especially the impact of news story to our listeners.  
News program production, interview, balance, fairness and objective.  
Ethical news writing and program production. Interview, balance, fairness and objective.  
The role of a journalist.  
It would be possible, unless more time were provided.  
The main interesting factor in this session is how making news cast, how to make it short and has enough information for the audiences. I also learned some experiences from many other stations at the seminar. I know how to use the SoundBits and a lead.  
Work on the field, especially to collect information we wanted such as from HIV/AIDS community, then write on what we haven't known before, the real catastrophe of the disease.

## **JANUARY 2003**

### **Code of Ethic and Professional Conduct of Cambodian Professional Electronic Journalist**

Cambodian professional electronic journalists, wishing to foster the highest standards of electronic journalism, promote public understanding of and confidence in electronic journalism, and strengthen principles of journalistic freedom to gather and disseminate information, unanimously establish this code of ethics and professional conduct. This code replicates portions of the code adopted by RTNDA in Minneapolis, Minnesota, USA, on September 14, 2000.

#### **Preamble**

Professional electronic journalists should operate as trustees of the public, seek the truth, report it fairly and with integrity and independence, and stand responsible for their actions.

#### **Public Trust**

Professional electronic journalists should recognize that their first obligation is to the public.

Professional electronic journalists should: -Understand that any commitment other than service to the public undermines trust and credibility.

- Recognize that service in the public interest creates an obligation to reflect the diversity of the community and guard against the over simplification of the issues and events. On the contrary, they should provide a full range of information to enable the public to make enlightened decisions.
- Not libel others.

## **Truth**

Professional electronic journalists should pursue truth aggressively and present (disseminate) the news accurately, in context, and as widely and completely as possible. (Cambodian #8 incorporated in this)

Professional electronic journalists should: -Continuously seek the truth and resist against distortions that obscure the importance of events.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 5-1*

- Clearly disclose the origin of information and label all material they have received, i.e., from whom and where. -Protect the source. Professional electronic journalists should not: -Report anything they know to be false and manipulate images or sounds in any way that is misleading. -Present images or sounds that are reenacted without informing the public. -Plagiarize. (Cambodian #4)

## **Fairness**

Professional electronic journalists should present the news fairly and impartially, placing primary value on significance and relevance and including all sides of a story. (Incorporate Cambodian #7)

Professional electronic journalists should:

- Treat all the subjects of news coverage with respect and dignity, showing particular compassion to victims of crime or tragedy. -Exercise special care when children are involved in a story and give children greater protection than adult. -Seek to understand the diversity of their community and inform the public without bias or stereotype. -Present a diversity of expressions, opinions, and ideas in the society. -Present analytical reporting based on professional perspective, not personal bias.
- Respect the right to a fair trial.

Professional electronic journalists should not: -Intentionally attack or criticize a person.  
(Cambodian #9)

### **Integrity**

Professional electronic journalists should present or disseminate the news with integrity and decency, avoiding real or perceived conflicts of interests, and respect the dignity of and intelligence of the audience as well as the subjects of the news. Professional electronic journalists should:

- Identify sources whenever possible. Confidential sources should be used only when it is clearly in the public interest to gather or convey important information or when a person providing information might be harmed. Journalists should keep all commitments to protect a confidential source. (Cambodian#1)
- Clearly label opinion and commentary.
- Guard against extended coverage of events or individuals that fails to significantly advance a story, place the event in context. or add to the public knowledge.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 5-2*

- Refrain from contacting participants in violent situations while the situation is in progress. -Use technological tools with skill and thoughtfulness, avoiding techniques that skew facts, distort reality, or sensationalize events.
- Use surreptitious newsgathering techniques, including hidden cameras or microphones, only if there is no other way to obtain stories of significant public importance and only if the technique is explained to the audience.
- Disseminate the private transmissions of other news organizations only with permission.

Professional electronic journalists should not:

- Pay news sources who have a vested interest in a story. (Cambodian#5)
- Accept gifts, favors, or compensation from those who might seek to influence coverage. -Engage in activities that may compromise their integrity or independence. -Insert personal opinion in a news story. (Cambodian #6)
- Refuse to broadcast corrections upon validation of inaccuracy, whether discovered by staff or received as complaints from audience. (Cambodian #10)

### **Independence**

Professional electronic journalists should defend the independence of all journalists from those seeking or control over news content.

Professional electronic journalists should: -Gather and report news without fear or bias, and vigorously resist undue influence from any outside forces, including advertisers, sources, story subjects, powerful

individuals, and special interest groups. -Resist those who would seek to buy or politically influence news content or who would seek to intimidate those who gather and disseminate the news. -Determine news content solely through editorial judgment, i.e., not as the result of outside influence. -Resist any self-interest or peer pressure that might erode journalistic duty and service to the public. -Recognize that sponsorship of the news will not be used in any way to determine, resist, or manipulate content. -Refuse to allow the interests of ownership or management to influence news judgment and content inappropriately. -Defend the rights of the free press for all journalists, recognizing that any professional or government licensing of journalists is a violation of that freedom.

### **Accountability**

Professional electronic journalists should recognize that they are accountable their actions to the public, the profession, and themselves.

Professional journalists should:

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 5-3*

-Actively encourage adherence to these standards by all journalists and their employees. -Respond to public concerns. Investigate complaints and correct errors promptly and with as much prominence as the original report. -Explain journalistic processes to the public, especially when practices spark questions or controversy. -Recognize that professional electronic journalists are duty-bound to conduct themselves ethically. - Refrain from ordering or encouraging courses of action that would force colleagues to commit an unethical act. -Carefully listen to colleagues who raise ethical objections and create environments in which such objections and discussions are encouraged. -Seek support for and provide opportunities to train employees in ethical decision-making.

In meeting with its responsibility to the profession of electronic journalism, Cambodian professional electronic journalists have created this code to identify important issues, to serve as a guide for their colleagues, to facilitate self-scrutiny, and to shape future debate.

Adopted in the journalism training course for Cambodian journalists held in xxx.



**International Journalism and Management Program at Western Kentucky University**

**Cambodian Journalism Post Follow-On Questionnaire**

**Radio Station Journalists**

**Mr. Lem Pich Pisey, Radio FM 88 Ms. Kim Peou Sotan, Radio Free Asia Ms. Cheap Keo Kanhchana, Radio FM 102 Mr. Dung Phan, Radio Apsara FM 97 Ms. Chhinh Savry, Radio Khemara FM 91 Battambang Mr. Chhim Dinchentra, Radio Beehive FM 105 Mr. Sok An, Radio Apsara FM 97 Mr. Touch Kimsan, Radio Khemara FM 91 Battambang**

Please respond to the following questions on how your station has changed operations since the Follow-on in January 2003 to the present.

**NEWS PROGRAMMING**

*How many times a day is a news program broadcast?*

**April 2002 April 2003**

Pisey – 3 2 Kim Peou – 2 2 Kanhchana – 5 5 Phan –  
1 1 Savry – 8 8 Dinchentra – 5 5 Sok An – 1 1  
Kimsan – 8 8

*How many minutes a day is each of your news programs?*

Pisey – 60 minutes (7:00 A.M. to 8:00 A.M.) for security information and 50 minutes for news in general.  
Kim Peou – Each news program has 3 minutes for hot news and 5 minutes news report.  
Kanhchana – From 4 to 6 minutes for each news broadcast (5 times per day, each time all stories are fresh.)  
Phan – Some are 5 minutes and some are 10 minutes.  
Savry – Each of my news programs has 5 to 6 minutes. We have spent 45 minutes per day.  
Dinchentra – 45 minutes to one hour.  
Sok An – Each news program has 5 to 10 minutes.  
Kimsan – Each news program has 5 to 10 minutes.

*How many stories are covered in each newscast?*

Pisey – From 4 to 8 stories.

Kim Peou – At least 10 stories  
 Kanhchana – From 2 to 3 stories as local news, 2 to 3 as international news (National plus International = 4 or 5 newscast.)  
 Phan- 7 stories if they are shorter and 4 stories if they are longer.  
 Savry – 2 stories for local news, and 6 stories for international news.  
 Dinchentra – Local news, international news and world news (8 stories total)  
 Sok An – A short program has 4 stories, and long program has 10 stories.  
 Kimsan – Each newscast has covered 2 stories, such as National Security and Economy, plus International news.

*How many people work regularly in your newsroom?*

Pisey - 3 Kim Peou – 6 people in Phnom Penh, 12 in USA Kanhchana – 8 people = 1 Supervisor, 4 Reporters, 2 Volunteers, 1 Intern Phan- 4 Savry – We used to have 2 people, but now is only one left.  
Dinchentra - 4 Sok An – 4 Kimsan – Currently only one person, that's me.

*Do you attempt to localize your news stories?*

Pisey – Yes. Such as SARS  
 Kim Peou – Yes. Such as SARS in China related to tourists in Cambodia.  
 Kanhchana – Yes.  
 Phan- Yes. Commentary by local doctors on SARS.  
 Savry – Yes. Conducting interview with provincial authorities and most of the times we run stories that related to the living of the people.  
 Dinchentra – Yes. Commercial advertising and news contents by comparing international and local news.  
 Sok An – Yes. Such as war in Iraq and SARS.  
 Kimsan – Yes. Most of the times, I interview people who are already in local. That's localized.

*Has your station use pre-recorded newscasts?*

<b>April 2002</b>	<b>April 2003</b>
Pisey – All recorded	Live and recorded
<u>Kim Peou – Yes</u>	Yes
<u>Kanhchana – 2 times</u>	2 times
<u>Phan – Yes</u>	Yes
<u>Savry – Yes</u>	Yes
<u>Dinchentra – Yes</u>	Yes
<u>Sok An – Yes</u>	Yes
<u>Kimsan – Yes</u>	Yes

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 6-2*  
*What is the ratio of "live" to "recorded" newscasts?*

<b>April 2002</b>	<b>April 2003</b>
Pisey – 0	1 to 5
<u>Kim Peou – 5</u>	More than 5
<u>Kanhchana – 3 to 2</u>	3 to 2
<u>Phan-Live 4, recorded 2</u>	Live 6, recorded 6
<u>Savry – 1 per newscast</u>	3 per newscast
<u>Dinchentra – 2 to 6</u>	2 to 6
<u>Sok An – 2 records and 4</u>	2 records and 6 lives

**JOURNALISM SKILLS**

*Have your interviewing techniques changed since January 2003?*

Pisey – Yes. Know how to ask for good questions. Started from easy one to harder. Before I used a lot of question. But did not get much information. After I have learned from WKU, I know how to use 5 w's plus H. Kim Peou – Yes. It has some changes. RFA has some difficulties to get close to people for interview, that because of the elections is coming closer. People, who I want to interview, refused me. Kanhchana – Yes. Has made a lot of progress because I only focus on part of the story that I should write about. That's meant the questions I ask is much better than before. Phan – Yes. It has some changes. Know how to use strategies for interviewing, to help people not feel afraid of, accountable and trust. So they will tell us the fact. Savry – Yes. It's changed after I have learned from WKU. I know how to prepare questions for interviewing and know how to set up an appointment with the right people for interviewing. Dincentra – Yes. It's has a lot of changes, and that is due to the situation, but I commit myself to the real news. I know how to set up a proper plan. Sok An – Yes. It has changed a lot. I understand and know how to control the situation before the interview take place. Kimsan – Yes, my interviewing technique is getting better. Sometimes I know how to prepare for questionnaire given to people.

*Have you been using more sound into your stories?*

Pisey – Yes. A sound bites from demonstration at a garment factory.  
Kim Peou – Yes. Has been reduced because I could not visit some places where the story is happened.  
Kanhchana – Yes, but it depended on story. If the interview I got from my source was not clear, I need to write it down, and if the sound is good, I use it as a sound bite.  
Phan – Yes, I have. Quote the most important part of the speech to be used in story.  
Savry – Yes. Quote the sound directly from source to show the fact of each news.  
Dincentra – Yes. I have use sound from source and sound from the nature.  
Sok An – Yes. Important source of information, especially the sound of people in local area.  
Kimsan – Yes. Currently we use more sounds insert into news stories. This is to show the fact.

*Do you fact-check your stories?*

Pisey – Yes. Sam Raingsy political party members defection to Funcinpec.  
Kim Peou – Yes. A killin in Svay Rieng province, I could not go there, but I called and checked with the local authority, human rights agency and many other sources.  
Kanhchana – Yes. Since SARS is a big problem, a private hospital in Phnom Penh has

announced that they have a vaccination for SARS. Then the Ministry of Health has ordered to close that hospital. I asked a

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 6-3*  
government official of the ministry about those problems and checked with staff of that private hospital to find the fact.

Phan – Yes, I do. I have to be at the first place or refer to sources I can trust.

Savry – Yes. Each story in a news program is based on document and directed interview.

Dinchentra – Yes. Visit the place and check all news sources.

Sok An – Yes. Find the real source and visit the place where the story is happened.

Kimsan – Yes. Each news story is based on fact. We use sound bite to tell the true is from the real source.

*How have you managed to improve fair and balanced reporting?*

Pisey – Find more sources as I can, then double check for the true.

Kim Peou – I used to call my source to find out “did I tell true?” or “is the story fair”?

Kanhchana – I use all of my effort to communicate with both side of the story and try my best to search for more sources.

Phan – I have used 2 or 3 sources as references.

Savry – It’s based on sound we have from the source and the interview.

Dinchentra – Interview with all parties related.

Sok An – Search for the source of the story from both side.

Kimsan – I have to double check with relevance’s from both sides of the story, find out source of the story and other relevance’s.

*Rank these sources for your stories:*

### **Elected Officials**

Pisey - 3

Kim Peou - 2

Kanhchana - 6

Phan - 4

Savry - 4

Dinchentra - 4

Sok An - 1

Kimsan - 3

### **Private Citizens**

Pisey - 4

Kim Peou - 3

Kanhchana - 5

Phan - 3

Savry - 5

Dinchentra - 1

Sok An - 2

Kimsan - 2

**Experts**

Pisey - 1

Kim Peou - 1

Kanhchana - 1

Phan - 1

Savry - 2

Dinchentra - 2

Kimsan - 4

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 6-4*

**Opposition Leaders**

Pisey - 2 Kim Peou - 4 Kanhchana - 4 Phan - 0 Savry - 0 Dinchentra - 5 Kimsan - 0

**Government Workers**

Pisey - 5 Kim Peou - 5 Kanhchana - 3 Phan - 2 Savry - 1 Dinchentra - 3 Sok An - 3 Kimsan - 1

**Other**

Pisey - 6, regular people Kim Peou - 6, local authorities Kanhchana - 2, NGO's Phan - 0 Savry - 6.  
National Election Committee, traffic police, security forces Dinchentra - 6, NGO's Kimsan - 5, NGO's

*Have you been able to develop new sources for your reports?*

Pisey - Yes. Police authorities.

Kim Peou - Yes.

Kanhchana – Yes. Such as SARS is widespread in Asia, I run stories about SARS which is not yet spread in Cambodia, and the strategy of Cambodia to deal with it. I have more news sources, who are experts on communicable disease, airport staff, business person at the airport, etc.

Phan – Yes, I have. National Election Committee.

Savry – Yes. New sources from natural disaster and social diseases, SARS, AIDS, and people in general.

Dinchentra – Yes. Cambodian Center for Human Rights and HIV/AIDS organizations

Sok An – Yes. News sources who we can trust and has good connection to news story.

Kimsan – Yes. Such as National Election Committee, Mental Health Education Institution and rice farmers.

*How do you choose news stories for broadcast?*

Pisey – Check with news value, such as impact, conflict, prominent, proximity, timeliness and oddity.

Kim Peou – A story that has more impact to the living of my people. Kanhchana – New news, which is very interested in the public, stories from a press conference, seminar and from other sources.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 6-5*

Phan – Is for the interest of listeners, what do they want to know about? Beside that I remember the formula of PICPOT I have learned from WKU.

Savry – I choose the story that has impact to listeners, such as security of the people that include the progressiveness of the people in the village and the country as well. There are some news stories which we could not put it on air because it related to political party.

Dinchentra – I choose from news source and just check for its fairness and balance.

Sok An – News that has good source, news that interested to the public and news that not leads into incite.

Kimsan – I choose story that has impact to listeners. Such as story related to social order and national development.

*Have you chosen to NOT cover a story due to outside pressure?*

Pisey – No

Kim Peou - No

Kanhchana – No.

Phan – Yes. Such as a violence demonstration at Thai Embassy and Thai companies.

Savry – Yes. Such as problems in a political party, land disputed and the criticism of a government official, who corrupted. The story on a political party was not allowed to be aired by the station.

Dinchentra – No. The situation is independent, we have no pressure from outsider.

Sok An – Yes. Not to broadcast news that downgrade someone. The activities of political parties and news that insult the King.

Kimsan – Yes. Sometimes the provincial authority warns the station not to run a story on land disputed between people and high-ranking officers.

*Have you chosen to NOT cover a story due to internal pressure?*

Pisey – No Kim Peou – No Kanhchana - No Phan – Yes. Same as above. Savry – Yes. Same as above.

Dinchentra - No Sok An – Yes. Same as above. Kimsan – Yes. Same as above.

*Does your station have a written policy concerning “envelope journalism”?*

**April 2002**

**April 2003**

<u>Pisey – None</u>	None
<u>Kim Peou – Yes</u>	Yes
<u>Kanhchana – None</u>	None
<u>Phan – None</u>	None
<u>Savry – None</u>	None
<u>Dinchentra – None</u>	None
<u>Sok An – None</u>	None
<u>Kimsan – None</u>	None

*If so, is this policy enforced consistently?*

Kim Peou – Yes

*If so, what does the policy state?*

Kim Peou – As a journalist you should not receive bribe or an invitation from a source who willing to but you.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 6-6*

Kanhchana – It has written policy concerning about it. But by word is not to accept any bribe. We are not supposed to take bribe.

## **SPECIAL PROGRAMS/REPORTING**

*Have you done any more HIV/AIDS reports since January 2003?*

Pisey – Yes. The consequence of using anti-retro viral. Kim Peou – Yes. I am responsible for news on youth. I am reported news on HIV/AIDS program for school children. Kanhchana – Yes, sometimes. But we have a special show entitled “Blue Light and Red Light.” It is a show give more details on HIV and AIDS. The show also has expert participation. Therefore, news on HIV/AIDS is less. Phan – Yes. Such as on HIV/AIDS discrimination. We divide a presentation of doctors into section of ten minutes each. Savry – Yes. A story of a family in Battambang, the parents and a six years old child have AIDS. The family responsibility is turn over to an old grandmother, who is 70 years old and very poor. They rent a place to live. Dinchentra – Yes. The station has run stories on HIV/AIDS accordingly to the requested of the Ministry of Health. Sok An – Yes. The activities of giving donation to HIV/AIDS suffered. Kimsan – Yes. I have run story on HIV suffered, such as the children who their parents were died because of AIDS and HIV/AIDS discrimination.

*How many call-in shows does your station produce?*

**April 2002 April 2003**

Pisey – 3 per day 6 per day Kim Peou – 2 times per week 2 times per week Kanhchana – depend on funding 6 Phan– 3 7 Savry – 2-3 4-5 Dinchentra – 3 5 Sok An – 3 7 Kimsan– 2 5

*What kinds of topics are covered in your call-in shows?*

Pisey – Domestic violence, women in society, culture, food preparation, youth and illegal drugs, laws.

Kim Peou – Many different issues.

Kanhchana – The topics are the understanding on HIV/AIDS, stop smoking cigarette, the rule of law in

Cambodia, national elections, song requested and international music.  
Phan – Blood donation, women beautification, general education, HIV/AIDS, illegal drugs, karaoke and goods.  
Savry – Youth talk show, cultural show and song requested.  
Dinchentra – They are health show, general education, english language, music and public opinion.  
Sok An – Blood donation, general education, AIDS, karaoke.  
Kimsan – Such as story related to health education, traffic regulations, foods preparation, general education and song requested.

*What other specialty shows do you broadcast regularly, e.g., business, health, community events, etc.?*

Pisey – Social events, especially national security that included killing, domestic violence and traffic accident. Kim Peou – No.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 6-7*

Kanhchana – A special program entitled “Current news in and outside of the country.” That is from ABC radio of Australia.  
Phan – Commercial advertising and health.  
Savry – Karaoke program and song requested.  
Dinchentra – Commercial ad., Khmer Helps Khmer, job opportunity, family search and international events.  
Sok An – Social welfare and local development.  
Kimsan – Such as health education, business and culture.

*How has your audience reacted to your news and public affairs programming?*

Pisey – Has received the congratulation from listeners. They told us that our program has made a lot of progress.  
Kim Peou – Has received complains that RFA is leaned to CPP (Cambodian People Party).  
Kanhchana – They told us that our operation is good, news program production with professionalism and provide with general education.  
Phan – Some of our listeners have congratulated us by call-in and by letters. They sometimes request to the station to establish an education program and more entertainment.  
Savry – No, but I think audience are surprised to hear news program that has carried sound bite.  
Dinchentra – People sent letter in, sometimes they call to the station by saying that they are very please with our operation.  
Sok An – Requested from listeners to have more sound bites insert into news program.  
Kimsan – It has no reaction from listeners. But what important is after I has been trained, I know most listeners are congratulated our program as it is more clear and shorter and has sound in it.

## **TRAINING AND RECOGNITION**

*Have you been asked to conduct any training at your station since January 2003?*

Pisey – No, but I have explained to my colleagues during he/she at work.  
Kim Peou – No.  
Kanhchana – No.  
Phan – No, but I directly told my colleagues on how to write a news story, to select a story and story

structured.

Savry – No, but at my station I have discussed about the lesson learned with my colleagues.

Dinchentra – No, but I have shared all of what I have learned from WKU with my colleagues at the station.

Sok An – No, but I used to explain to my colleagues on how to make an good short news story.

Kimsan – No. But today at the station I have explained briefly to my colleagues on news gathering and writing.

*Please list the topics covered and who received the training.*

Pisey – News value and on how to work on a news story.

*Have you received any promotions since January 2003?*

Pisey – Yes, but I refused to take a post as General Manager.

Kim Peou – No.

Kanhchana – I do not receive any promotion, but my salary was raised.

Phan – I directly have received congratulation from my director.

Savry – No.

Dinchentra – No.

Sok An – No.

Kimsan – No, it is as usual.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 6-8*  
*How has the equipment provided by the training project changed your station's operation?*

Pisey – Yes. It helps a lot to our reporters and other programs when other equipment not available. For example, during the month of April and May, the station recorder was broke down, we used the equipment provided instead.

Kanhchana – I have no chance to use the equipment, it returned to WKU.

Phan – It helps us a lot. Recording is better and sound is clearer.

Savry – Yes, it helps me a lot, but I have to spend the money from my pocket to buy battery because I get no support from the station. The manager of the station gives not many concerns about news program. He believes the income is from advertising, not news program.

Dinchentra – Yes. A cassette tape recorder we received is very useful to the station.

Sok An – Yes. It helps the station operation run on time, especially when we are on the filed to cover a story.

Kimsan – Yes. The station operation gets a lot of benefit from the equipment provided, but reporter have to pay a lot of money for batteries, the station is not paid for the batteries.



**International Journalism and Management Program at Western Kentucky University**

**Cambodian Media Management Post Follow-On Questionnaire**

**Radio Station Manager**

**Mr. Run Meatra, FM 90 MHz Ms. Poan Phoung Bopa, FM 102 MHz Ms. Chea Sundaneth, FM 102 MHz Mr. Sar Vuthy, FM 91 MHz, Battambang Ms. Ponley Heng, FM 97 MHz Mr. Choek Sath, FM 97 MHz Mr. Keo Bunchhoeurn, FM 107 MHz Mr. Mam Sonando, Beehive**

Please respond to the following questions on how your station has changed operations since the training program.

**NEWS PROGRAMMING**

*How many people work regularly in your newsroom?*

**April 2002 April 2003**

Vuthy – 2 2 Meatra – 19 37

Bopha – 6 4 Sonando – 4 4 Keo

– 4 5 Ponley – 8 8 Sath – 8 8

Daneth – 6 4

*Does your station have a written policy concerning “envelope journalism”?*

**April 2002 April 2003**

Vuthy – No No Meatra – No No

Bopha – No No Sonando – No

No Keo – No No Ponley – No

No Sath – No No Daneth – No

No

*If so, is this policy enforced consistently?*

Daneth – We have talked about this issue, but we no such policy in written.

*If so, what does the policy state?*

**PROGRAMMING**

*How has your station's program schedule changed?*

Meatra – Yes. The station's program has changed for a better program. The station has produced a program calls Quiz Show for listeners. Inserting Human Rights Program and Democracy, it has 4 hours per day. Establishing a program entitled "New news from all angles of the society," it has another 4 hours per day. That is a public call-in to report all kind of news that happened in the communities, and for our reporter to report fresh news. Beside that, we also have 6 call-in show per day. Bopha – Yes. That station's program has changed a lot from pre-recording to live. Each news program has from 30 to 60 seconds long. The news programs are also changed from three times per day to six times per day. Sonando – Yes. The station has changed the hours of some programs and has replaced with some new programs. Keo – Yes. The program schedule changes from 4 to 5 hour. Such as Your Health program, we have a doctor in studio to answer listeners question. Ponley – It has some changes. Increasing the hour of call-in show. Sath – It has some changes. Increasing the hour of call-in show. Daneth – Our news programs have changed from pre-recorded to live. A news program has only from 3060 seconds. Before the station has three news program a day, and now it's 5 times a day. The station has changed it newscast from pre-recorded to more lives. We have news from province (hot news) twice per month. Before we don't have this kind of news.

*How many call-in shows does your station produce as of:*

**April 2002 April 2003**

Vuthy – 2 Meatra – 3

Bopha – 18 Sonando

– 3 Keo – 5 times per

day Ponley – 7 Sath –

7 Daneth – 18

5

6

36

5

6 times per day

8

8

36

*What kinds of topics are covered in your call-in shows?*

Vuthy – Search for the number and the happiness of listeners, security affairs, to improve knowledge, cultural discussion, karaoke

Meatra – Quiz show, hot news by reporters and publics.

Bopha – HIV/AIDS education, laws, women and politics, news programs from provinces, no cigarette in this world program.

Sonando – Health issues, general education, English, song requested and public opinion.

Keo – Women style, Rendez-vous avec NIC, Total on the Way, marketing show, Your Health and Phnom Penh by Night.

Ponley – General knowledge on history, geography and science for daily live; moral education, discipline, traffic law, health education, laws in general, politic and commercial advertising.

Sath - General knowledge on history, geography and science for daily live; moral education, discipline, traffic law, health education, laws in general, politic and commercial advertising.

Daneth – HIV/AIDS education, laws, women and politic, news program from Provinces, no cigarette in this world, song requested with general education, program for children.

Vuthy – To improve general knowledge, to build a better conversation with the listeners, to receive criticism for a better change, to understand about security affairs and culture. Meatra – Is to provide general education, to provide fresh news and is to establish happy hours and to strengthen the relationship with our audiences. Bopha – We have experts in call-in program, is to help people with problems. No need to spend much times to write and to do the pre-recorded. It's also to establish a good connection between listeners and programmers. Sonando – That's not my goal, but the goal of my audiences. Ponley – My goal is to provide commercial adv. to clients. Study the station's popularity and the distance of radio broadcast. To attract clients by making phone call in, which is the only popular way of doing. Keo – Is to serve the interest of people in the society. Sath - My goal is to provide commercial adv. to clients. Study the station's popularity and the distance of radio broadcast. To attract clients by making phone call in, which is the only popular way of doing. Daneth - We have experts in call-in program, is to help people with problems. No need to spend much times to write and to do the pre-recorded. It's also to establish a good connection between listeners and programmers.

## **AUDIENCE**

*Has your audience increased/decreased because of these changes?*

Vuthy – Yes, it has increased constantly. Because we have more clients buy our hours for hot spots and more sponsors. The station has more listeners call in than before and they request the station to extend its schedules. Meatra – The number of our listeners has increased from day to day that's happened after we made some changes in our program schedule. Our listeners told us that they are happy with our new program we replaced. And the station has also conducted a survey to find out the number of supporters. Bopha – The number of our listeners has increased. We haven't done any big survey, but we have received direct words, through telephones and call-in shows, these told us that they were happy with our news programs. In 2004 we are going to conduct a real survey. Sonando – My audiences are continually increasing. The people love to listen to the true news story and news in their society. Keo – It's increased. There are letters send in from a distance where the station's frequency is not cover. They use the radio communication (the walky talky) to listen to my program. That's meant we gain more listeners. Ponley – The number of clients has increased more than before. Before our listeners are only stay within a circle of 120 kilometers. Now, because we have telephone, our listeners within the nation can call in. Sath – The number of clients has increased more than before. Before our listeners are only stay within a circle of 120 kilometers. Now, because we have telephone, our listeners within the nation can call in. Daneth – Yes. We haven't done any big survey, but we have received direct words, through telephones and call-in shows, these told us that they were happy with our news programs. In 2004 we are going to conduct a real survey.

*How are you measuring changes in audience listenership?*

Vuthy – Because the station has received more phones and letters sent in, and the request for broadcast extension.  
Meatra – We use the list of call in showed and the survey we have done.  
Bopha – Through a survey we have done, we learned that they are 400 listeners support the station's operation.  
Sonando – The people send us letters, some are called in, and from a survey conducted by the Radio Voice of America, Radio Free Asia in 2002.

attended.

Ponley – As I explained in above.

Sath – As I explained in above.

Daneth - Through a survey we have done, we learned that they are 400 listeners support the station's operation.

*How has your audience reacted to your news and public affairs programming?*

Vuthy – We have received only positive reaction, such as the listeners are happy with our news program, they said, it is easy to understand and it helps the society.

Meatra – They feel very happy, they satisfy with our news program because it's fresh and updated. Many listeners are happy with the call-in show, but the station also has received some negative reaction from some local authorities. Some complains that what we have in our program is to educate people to understand clearly about their wrong doing, such as human rights abuses and not respect the rights of people, etc.

Bopha – They feel very happy, they support our news program. Especially the students, government officials and from NGO's.

Sonando – The station receives many supports from listeners.

Keo – People are happy with the program.

Ponley – We have no negative reaction, because we have enough entertainment programs and news programs and public affairs we have are fair enough for our listeners.

Sath - We have no negative reaction, because we have enough entertainment programs and news programs and public affairs we have are fair enough for our listeners.

Daneth - They feel very happy, they support our news program. Especially the students, government officials and from NGO's.

## **SALES AND MARKETING**

*Have your marketing strategies/advertising changed since January 2003?*

Vuthy – Yes. Because of the political situation is unstable, that's very difficult in doing business.

Meatra – Yes. We have to work harder to make sure that each program get funding. We have shortened a pro-spot and produced a good marketing materials, but the station is still has some difficulties with marketing due to a violence demonstration at Thai Embassy in January.

Bopha – No, there is nothing changed. Because of the station is a non-profit organization, we receive funding from donors. We mostly work with partners and donors.

Sonando – Yes. Because of the political economy is unstable.

Keo – Yes. We have program to meet the needed of our clients.

Ponley – Yes. Our adv. were increased, our income was also increased, and our clients too.

Sath – It has some changes. The call-in show has increased from 7 to 8 times. The income has a little bit improve.

Daneth - No, there is nothing changed. Because of the station is a non-profit organization, we receive funding from donors. We mostly work with partners and donors.

*Have overall sales increased since January 2003?*

Vuthy – No, because the political situation is unstable.

Meatra – Yes, we have some NGO's support and fund a program, the Human Rights and Democracy.

Bopha – Yes, our overall sales are still as usual. But our work as partner with NGO's is increased.

Sonando – The overall sales has increased from 2 hours to 4 hours.

Keo – It's increased.

Ponley – It is also has increased in selling our spots.

Sath – Slightly increased.

Daneth - Yes, our overall sales are still as usual. But our work as partner with NGO's is increased.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 7-4*

*Have you been able to attract new clients since January 2003?*

Vuthy – Yes, such as Mono Sodium Glutamate (MSG) company, cigarette company, alcohol company.

Meatra – Yes, the station has been able to attract some private companies and NGO's. For example the quiz showed program and the Human Rights and Democracy Program.

Bopha – Yes, we have attracted more new clients.

Sonando – The Cambodian Center for Human Rights and the HIV/AIDS organization.

Keo – We have attracted new clients such as SAMART, a telephone company supports the program from Monday to Saturday, and the Angkor beer company also supports us during the weekend at CASA Club.

Ponley – The station has received more new clients.

Sath – Slightly increased.

Daneth - Yes, we have attracted more new clients.

*How do deal with client questions/concerns since January 2003?*

Meatra – We explain to them about our services, we provide them a free service for certain amount of time in order to let their business go forward. Bopha – We deal with some clients concerns by provided them trust, help them in making spots for their advertising and make our program more effectively to make sure it's not boring to our listeners. The station has solved the problems of workers at garment factories, land disputed, fishery and business person who was violated by the local authority. Keo – Of course we help our clients by advertising their new products. For example likes the AKAMOTA condom. Ponley – We made some deal for some clients. I have explained to clients about the important advertising and the benefit from having an adv. and strategy of having an adv. Sath – Some do and some don't. We have done some maintenance our equipment in order to save the distance of the broadcast.

*Have you developed the following since January 2003?*

**Business Plan**

Vuthy – Yes

Meatra - Yes

Bopha - Yes

Sonando – Yes

Keo - Yes

Ponley - Yes

Sath - Yes

Daneth - Yes

**Budget**

Vuthy – Yes

Meatra - Yes

Bopha - Yes

Sonando - Yes

Keo - Yes

Ponley - No

Sath - Yes

Daneth - Yes

**Media Kit**

Vuthy – No  
Meatra - Yes

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 7-5*

Bopha - Yes  
Sonando - Yes  
Keo - Yes  
Ponley - Yes  
Sath - Yes  
Daneth - No

**Audience Research**

Vuthy – Yes  
Meatra - Yes  
Bopha - NA  
Sonando - Yes  
Keo - Yes  
Ponley - No  
Sath - No  
Daneth - Yes

**TRAINING AND RECOGNITION**

*Have you conducted any trainings at your station?*

Vuthy – I have provided training on selling spot (marketing) and conversation with our listeners, how to make a news program and news gathering in local.

Meatra – No. But I have explained to my staff about marketing strategy, how produce a news program to reporters and all news staff.

Bopha – Yes. I have run a short training session on news reporting for my staff at the station and send my three staff to CCI for a one-year training course.

Sonando – No. Event I am not provided any training, but I used to spend some times with my staff to explain them about the techniques I learned from USA.

Keo – Of course I have. How to be a good DJ. How to do marketing.

Ponley – Yes. I have trained my colleagues at the station on marketing and how to make a plan for advertising to be more effective.

Sath – There is no formal training provided. But in indirect training was provided to staff at the station, and that's on how to write news reporting, how to get clients pay attention on the station and a study about listeners.

Daneth – Yes. I have provided a direct training on news reporting and live news.

*Have you received any promotions?*

Keo – Yes. General Manager

## PROJECT GOALS

*What ideas from the follow-on training have been incorporated into your station?*

Vuthy – Improve the HIV/AIDS program, produce news program on time, feed back from listeners, work spot materials for sale, establish a program of music for ex-army and computer.

Meatra – I have established a policy on how to make our marketing plan work better, that's followed the five points I learned from WKU. The station has strengthen it abilities in making a good relationship with the public and has tried their best to get more support from listeners.

Bopha – The important of a news program, prepare materials for clients and made some changes in our daily program.

Sonando – News about Cambodian society, international news and some world news.

Keo – Ideas on all programs in my radio station.

Ponley – The listeners study, how to get listeners attention and business management.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 7-6*

Sath - The listeners study, how to get listeners attention and business management.

*How has the equipment provided by the training project changed your station's operation?*

Vuthy – It helps to save all files, and it helps the workload easier.

Meatra – The station has received no equipment, but such training project benefits the station a lot. We have learned more new ideas, and the new lesson help us to improve the station capacity. The station has changed it face that included the budget, the beauty and the management.

Bopha – The equipment provided helps the station perform it works well than before. The lap top help us in cutting and pasting the sound we use in our program.

Sonando – There is no big donation I received that's enough to help to develop my station. I received only a tape recorder and a microphone, that's all.

Daneth – The lap top helps us in cutting and pasting the sound we use in our program.

## **Cambodian Radio Station Journalism Training Manual**

Created by Internews Networks and Western Kentucky University

Funded The United States Agency for International Development

November 2002

### **ACKNOWLEDGEMENTS**

Sokoeun Khuy Terry Likes Kevin Willis George Papagiannis Jerry Barnaby Cheryl Kirby-Stokes  
Dave Wilkinson

### **TABLE OF CONTENTS**

3	Preface
3	Introduction
4	Glossary
	Session 1 The Role of a Journalist in a Democracy
	Session 2 Ethics, Fairness, Balance, and Objectivity
	Session 3 The Power of Radio
	Session 4 Defining News and News Value
	Session 5 Building the Story
	Session 6 Interviewing
	Session 7 Writing News Story
	Session 8 Producing the News Story
	Session 9 Sound and Production Value
	Session 10 Producing a News Program
	Session 11 Newsroom Operations
	Session 12 Wrap Up & Evaluations

#### Supplements

##### Practical Sessions:

Computer Training Field Kits  
Code Of Ethics Cool Edit  
Training

##### Project Sessions:

Short Group Projects Long  
Group Project Description  
Long Group Project Daily  
Routine

### **PREFACE**

George Papagiannis, Co-Director of the International Journalism and Media Management Program, traveled to Cambodia in January of 2002 to provide job training for Radio Free Asia's news stringers during the coverage of Cambodia's first commune election. Before traveling, he attended a course on how to provide emergency assistance to victims of accidents.

As he was commuting along Preah Sihanouk Boulevard, he heard a collision. When he glanced

out the window, he saw an accident and people starting to circle a little girl who was unconscious on the ground as a result of the collision.

While his driver kept going, he started to think of the skills he had obtained from the course he attended. He was wondering whether he should go back to the scene and help the victim. Immediately, he told his driver to turn around and head back. The second he got to scene, he made his way to the little girl. He first determined if she was still breathing, which she was. He immediately lifted the girl's head in order to facilitate her breathing, and a minute later, she was able to cry out.

Though this is a true story, why relate it here? Because Cambodia, a country emerging from two decades of civil war, represents the little girl who lay unconscious on the ground. She would never have survived if someone had not helped her.

**Western Kentucky University's Public Broadcasting and Internews Network** saw Cambodia as a country that needed help fulfilling the goal of a democratic media. In a unique opportunity, twenty Cambodian radio managers and journalists were brought to the United States of America to work with experts in radio journalism. After working three weeks with these trainers at Western Kentucky University, Cambodian journalists have gained the skills and experience that will enhance their profession with aims at improving and strengthening the quality of the media and democracy.

It is a belief that media has the potential role in society of informing, educating and entertaining. This positive role is contingent upon journalists doing their best to contribute to the improvement of society.

## **INTRODUCTION**

This training manual is designed for a lead trainer, supplemented by experts and working journalists. The format includes discussion, examples, exercises and evaluation. The goal is to improve radio journalists' basic skills and instill in them the foundations of good journalism that can be applied everyday. Good journalism is not easy. However, all journalism has an impact on people, either good or bad.

Each Session has discussion points, examples and exercises. The lead trainer can supplement these with current examples and discussion points that are relevant to the location and skill level of the participants.

## **##### GLOSSARY**

Activism Angles Attribution Balance Brainstorming Censorship Close-ended Questions Envelope Journalism Ethics Impact Invasion of privacy Lead Liable MOS (Man-on-the-Street) Objectivity Oddity Open-ended Questions Plagiarism Prominence Proximity Self-censorship Slander Sources Tapping a Source Timeliness

### **Session 1: The Role of a Journalist in a Democracy**

GOAL:

OUTCOME: APPROACH: DISCUSSION:

EXAMPLES: EXERCISES:

HAND-OUT:##### News and information programs fulfill an obligation to the community.

Introduce the basic concepts and terms that describe how journalists fit into an emerging Democracy

The participants have a good understanding of the basic concepts and terms

Ask the group, "What is the role of a journalist in a democracy?"

Journalists are thought to be smart and clever.

Journalists serve the public. They are the eyes, ears and mouth of the public.

People depend on media for accurate information.

Radio is a powerful medium since it can give information to hundreds of thousands of people at once.

People often make important decisions based on information obtained from the media. This is the central reason why the media is important in a democratic society. To fulfill this obligation requires strong commitments and contributions from journalists.

Performing the journalistic role is not always easy. It requires journalists of high professional standards, such as courage, curiosity and investigative skills. Journalists should not wait for

something to happen or authority to speak out, but should venture into matters that are not always accessible. Good journalists should be skeptical and curious.

A skeptical and curious journalist will be able to uncover information the audience needs to know to make informed decisions. The results of an investigation may hurt someone or a group. However, the benefits may outweigh the hurt, and justifying the decision to expose the situation can make that choice apparent. If the story hurts a few people but benefits several hundred or the whole society, then the story is important.

If journalists are committed to working for the sake of society, the audience will be better informed to make decisions for themselves.

Go out and ask five people, "What is the role of a journalist in a democracy?" Get their name and other relevant information

Guiding Principle for Journalists

### **Guiding Principles for the Journalist**

A Poynter Institute Handout by Bob Steele,  
The Poynter Institute Seek Truth And Report  
It As Fully As Possible ③ Inform yourself  
continuously so you in turn can inform,  
engage, and educate the public in a clear  
and compelling way on significant issues.

③ Be honest, fair, and courageous in  
gathering, reporting, and interpreting  
accurate information. ③ Give voice to the  
voiceless. ③ Hold the powerful  
accountable. Act Independently ③ Guard  
vigorously the essential stewardship role a  
free press plays in an open society.

③ Seek out and disseminate competing  
perspectives without being unduly influenced  
by those who would use their power or  
position counter to the public interest.

③ Remain free of associations and  
activities that may compromise your integrity  
or damage your credibility. ③ Recognize

that good ethical decisions require individual responsibility enriched by collaborative efforts. Minimize Harm ③ Be compassionate for those affected by your actions. ③ Treat sources, subjects, and colleagues as human beings deserving of respect, not merely as means to your journalistic ends. ③ Recognize that gathering and reporting information may cause harm or discomfort, but balance those negatives by choosing alternatives that maximize your goal of truth telling.

#####

## **Session 2: Ethics, Fairness, Balance, and Objectivity**

GOAL: Define concepts and terms

OUTCOME: Be able to apply concepts and terms to daily work

APPROACH: Scenario, discussion

EXAMPLE: see sections

EXERCISES: "What do you do?"

HAND-OUT: Code of Ethics

DISCUSSION: The basic rules of journalism.

### **Ethics**

What kind of ethical boundaries do you have as a reporter?

Let's say you've been assigned to cover a news conference for your radio station. A well-known businessman is set to announce he's running for an important political office in the upcoming elections. As you walk in to the room where the press conference is being held, an official hands you an envelope and thanks you for coming to the event. When you look inside the envelope, there's money.

What do you do?

The above situation is an example of "envelope journalism." This phrase describes when journalists are paid for covering news events. The situation can be a very tricky and tempting

one. Journalists in many parts of the world—including the developed world—are often underpaid. So, when money is offered, it may seem like a hard offer to refuse. But what about the ethical issues that are involved in a situation like this?

No self-respecting journalist should ever accept money or gifts from an individual or group in exchange for news coverage. Once a journalist becomes involved in such things, his/her credibility is ruined. It doesn't matter whether the journalist asked for the gift or not. Receiving these bribes calls into question the reporter's motivations. If a journalist takes a bribe, it gives the appearance that the reporter is covering the event only so they will receive a payment. If the public were to find out that a journalist received money to cover a story, what would they think?

For the media to be effective, it must have the trust of the public. The public cannot place its trust in a journalist who accepts bribes. The public might rightfully assume that the reporter will give preference to the side that is offering the money or gifts. If it became known that you had received a bribe, would anybody trust what you wrote on the issue? Furthermore, would anybody trust anything you ever write in the future? Will they trust your station?

Probably not. Remember whom you're supposed to be serving: the public. Not yourself.

The issue of whether to accept gifts and bribes is just one of many ethical challenges reporters may face. Here are some other situations for you to consider:

- Do you give the names of rape and sexual assault victims? Or should they remain unidentified in your story? How do you balance the privacy issues in a case like this with your desire as a journalist to report the whole story?
- How do you handle cases where you want to interview a young child? Is it necessary to get the permission of a parent or guardian before putting a microphone in front of a child?
- A local business that buys lots of advertising from your station contacts you and wants you to do some stories about them. You don't think the business is involved in any news worthy issues. Your

station's advertising representative wants you to do the stories in order to keep the business happy. How do you handle this situation?

There have been questions with the regard to the techniques some journalists use to obtain news stories. Rude, aggressive reporters seem willing to do anything to get a story, such as invading people's privacy. Sometimes journalists even invent details or plagiarize. Some reporters impersonate police officers or accept gifts from people they write about. During discussion sessions among the group, most participants agreed that reporters usually accept money from the person they write about or civic event organizers. Many argued that the reason reporters accept money was because they are paid so little, while others insisted that the money could not be considered a bribe unless the amount given was significant. Some persisted that the money was a show of appreciation to the reporter.

Today's journalists agree that it is unethical to fabricate a story, accept anything of value from a person or excerpt any part of an author's work without prior permission.

Jin Lee, a South Korean freelance journalist specializing in investigative journalism, was invited to share her experiences with the group. With regard to ethical issues, Ms. Lee recalled that a reporter working for a Korean language newspaper in Seoul excerpted a part of a book written by Ms. Lee and published it in the newspaper without her permission. Ms. Lee learned that the reporter who published her work was an old friend from school. Ms. Lee asked why she did this, and the reporter replied she thought Ms. Lee would not mind. Ms. Lee brought a lawsuit against the news organization.

Plagiarizing and accepting money or anything of value when reporting is considered unethical. Journalists should understand the contract they have with their audience. Journalists are trustees of the public who seek the truth, report fairly and with integrity and independence and stand accountable for their actions. They should recognize that their first obligation is to the public. If the public learns that a journalist accepted money for a report, they will lose trust. An audience will not spend their time listening to a report that was paid for by the person in the story. Journalists should understand, commitments other than their service to the public undermines trust and credibility.

### **Balance and Fairness**

Balance can be described simply as getting both sides of the story. This is one of the fundamental aspects of being a reporter. In the “Ethics” section of this chapter, we talked about the importance of having the public’s trust. If your listeners get the impression you are only providing the side of one group or person, they will likely find you and your station can’t be trusted to deliver the whole story with balance and fairness.

What sort of situations do we face as journalists where these issues arise? Here’s an example: an activist group levels accusations of human rights violations against the government. A balanced news account would include comment from both the activist group and a government representative. To simply run a story which states the accusations would be unfair, because only one side of the argument would be detailed.

Likewise, if the government levels accusations against an individual or group, it’s necessary for the reporter to give the accused a chance to offer comment.

Why is it important to offer both sides the chance to state their case?

In a free and democratic press, the media is not a slave to the government, an individual or a group. Journalists should be free to report on all sides of an issue. Allow your audience to decide what they think after they hear about the issue in your newscast. If a reporter decided that only one side of the story was worth covering, then the reporter has chosen sides.

Let’s put our ethics, fairness, and balance to the test. What would you do if you were confronted with the following situation?

- You’re assigned to cover a press conference being held by a local government official who is running for re-election. During the press conference, the official accuses his election rival of lying during a recent campaign speech. You get a sound byte with the official. As you head back to the station, you realize your next newscast is coming up soon. You’ll have enough time to write up the story and include a sound byte with the official, but you don’t have the time to get a sound byte with the candidate who has been accused of lying.

Should you run the story with only one side represented? Should you not run the story until you can get a comment from the rival candidate? What do you do?

Professional journalists should present the news fairly and impartially, placing primary value on significance and relevance, and including all sides of a story. They should treat all subjects with respect and dignity, showing particular compassion to victims of crime or tragedy.

Journalists should invest every reasonable effort to get comments from someone who has a stake in the story they are reporting, in particular, when the person is the target of an attack or

allegation.

Special care should be exercised when children are involved in a story, e.g., greater privacy protection than adults. They should seek to understand the diversity of a community and inform the public without bias or stereotyping. There is a need to present diverse expressions, opinions and ideas in context.

## **Objectivity**

Being objective means that while you're on the job, you don't care who wins or loses. You don't decide which side is right and which side is wrong. Your goal should be to make sure equal time is given to each side of the issue. This is detailed in the previous section under "Balance and Fairness."

To maintain the appearance of objectivity, a reporter must be aware of the image he or she projects to the audience. It's important that a journalist not be personally involved in any group or activity that may call into question their objectivity.

For example, let's suppose there was a weekend rally held in your city. A group that wants increased wages for the city's factory workers is organizing it. Several of your friends work in factories, and they've asked you to join them at the rally. You don't have to go to work that day, and you have no weekend plans. You personally agree that the workers deserve more money.

Do you go to the rally?

It would be very improper for a journalist to take part in such an event. Why? Because attending a rally like this completely destroys any notion of objectivity with the reporter. Remember, journalists don't take sides. By personally involving yourself in such an event, you're saying to the world that you've decided who's right and who's wrong.

What if you are assigned to cover a story on the factory worker issue the following week? Could your listeners honestly expect you to be completely fair, balanced and objective?

Let's be clear about something. There's nothing wrong with a journalist having opinions on controversial issues. Having opinions is normal, and shouldn't be discouraged. What should be discouraged is the public display of these opinions by journalists. Joining in a rally, wearing a political candidate's T-shirt, or working for a political campaign are just a few of the things that would destroy the appearance of objectivity.

Here are some other cases where your objectivity as a reporter could be tested:

- Your brother works in the local police department. He tips you off to a newsworthy story dealing with a new way the police intend to fight crime in the community. Since your brother is an employee of the police, should you be the one who covers this story? Can you be totally objective? How should your station handle this situation?
- In addition to working at your radio station, you also write for a newspaper. Your country's government holds a press conference where it criticizes a rival paper for its coverage of the country's top leaders. Could you be perceived as having mixed motives for covering this story? Should somebody else at your station cover the story instead?

It's important to have good ethics and display fairness, balance, and objectivity. Remember, your reputation—and the reputation of your station—can and will be questioned if you're perceived as unethical, unfair, or unbalanced.

Maybe you think some of these rules shouldn't apply to you. If you find yourself believing you shouldn't have to worry about these issues, think again. With every story you write, every interview you conduct, every decision you make, and your ethics are put to the test. As a journalist, it's EXTREMELY important to protect yourself against the appearance of bias or lack of objectivity. The last thing you want is to be labeled as a journalist who can't be trusted. A label like that can be fatal for a reporter's career.

By adhering to a code of ethics, you're putting the interests of your audience first. Your listeners deserve quality news—news that can be trusted. Remember whom you're serving as a journalist—the audience. If you find yourself serving your own interests, or the interests of the government, a political party, a political cause, a business, etc., then you have a problem. You're a journalist, not an activist.

### **Journalism versus activism**

There are many reasons why people choose to become journalists. Some people like the storytelling aspect of the media. Others may like the idea that they are helping their community by providing important information on issues such as government, education, religion, crime, etc. And some people enter the field of journalism because they hope to create change.

Is creating change a valid reason for becoming a journalist? Should reporters intentionally present their stories in a way that they hope will bring about a change in local laws, traditions, politics, etc.?

Members of the media must confront a serious question: Am I a journalist, or am I an activist?

There is a huge difference between the two. Journalism is the attempt to bring unbiased, objective news reporting to your community for its consideration. Your audience is free to use, or not use, the information in any way they want. Quality journalism, like we said earlier in this manual, is like holding up a mirror to the community. Good journalism provides an honest portrait of what life is like in your listening area; it shows the good, the bad, the pretty, and the ugly.

Activism is different from journalism, because if you're actively pushing for something (an idea, a political candidate, social change), you're obviously not objective. You've chosen sides. When you pick one side over the other and promote a certain agenda through your reporting, you're no longer acting as a journalist. You're acting as an activist.

It doesn't matter who or what you're actively promoting. If you are seeking to promote the current government through your reporting, then your work isn't credible. The same is true if you are promoting an opposition party that challenges the current government. It doesn't matter if you're being an activist on behalf of the rich and powerful or the common man. Remember, your radio station shouldn't be in the business of choosing sides.

If you find yourself wanting to use your job to push an agenda, consider a career change. If you believe in a cause so much that you want to use your time and energy to promote it, then quit your current job and become an activist. Work for a political campaign. Join an organization that shares your mission. But don't work for a media outlet and use it to promote your personal beliefs.

Here's a final and important point to make: quality, objective journalism can—and often does—bring about change. But in an objective report, the journalist is simply putting forth the facts, offering different sides to the story, and allowing the community to make up its mind on the

issue. A journalist shouldn't judge the quality of his or her work by whether or not it results in change such as new laws, government resignations or criminal investigations. If you air a report that's so well written and well researched that people take notice and act as a result of it, that's fine. But if it's met with indifference, that's fine as well.

Why? As reporters, we seek to tell our stories as honestly and fairly as possible. What happens after that is out of our hands.

Unfair and unbalanced journalism is a failure in objectivity. Objectivity means the news stories are free of opinions injected by reporters themselves. The stories should contain facts given by observers.

Stories are objective when they can be checked against a recorded text of the speech, the minutes of a meeting, a police report, etc. Stories are objective when material in them is borne out by evidence.

To be objective journalists must report about the visible meaning of what people say and do. Journalists gather information and then report that information as factually as possible. They should not comment on, interpret or evaluate the information. If the issue is controversial, journalists must make their best effort to interview representatives of all involved parties. Though journalists may learn that some information given to them is false, they must not call the statement a lie.

Journalists should let their editors know when they cannot cover a subject objectively so that the editor can assign the story to another reporter. One of the WKU trainers explained during a session that her husband is the deputy chief of a fire department in Bowling Green, Kentucky, and because of this, if there is a controversial story at the fire department, she asks the editor to assign another reporter to cover the story. However, on the occasions when there is no other reporter available to cover the event, she herself covers the story, and once it is completed, she has the editor or other reporters read her script to make sure that the story is written neutrally and objectively before going on the air.

Journalists should ask themselves whether they have a responsibility to go beyond mere transcription of what authorities say and do. Journalists should not wait for events to develop or authorities to speak out. They should venture into areas that are not always discernible or measurable. Journalism with little depth is unable to fulfill the role of supplying the public with information with which they can make enlightened decisions.

#####

### **Session 3: The Power of Radio**

**GOAL:** Explore the differences between radio and other media.

**OUTCOME:** Understand how people use radio. Build pride in radio journalists.

**APPROACH:** Pose each question and have participants write down what they believe to be true. Discuss in groups.

**EXAMPLES:**

**EXERCISES:** How do you define your audience? Share news stories. Ask which station should run the story.

**HAND-OUT:** How People Use Radio

**DISCUSSION:** Strengths and weaknesses compared to other media

In many parts of the developing world, electronic media is just starting to become a popular source for news. While newspapers and other print media may have been around for decades (or even centuries), radio journalism often remains a relatively undeveloped medium. But as we are seeing in places such as Cambodia, more and more people are realizing the power and convenience of getting news and information from the radio.

One of the natural tendencies of radio journalists is to compare their product to the local newspaper or news magazine. While it may be normal to compare the two, a radio journalist should not set out to reproduce what he or she reads in the print media. Why? Because radio is a special news medium with its own set of strengths that set it apart from the printed word.

Before we move on, let's be clear about something. This section should not be viewed as an attempt to insult or minimize the importance of newspapers or other media sources. Instead, we seek to celebrate the characteristics that make radio special. Furthermore, we'll also discuss some of the shortcomings radio has.

What are the strengths of radio?

- **Immediacy**—When a flood hits your listening area, taking lives and causing major damage, your listeners need to know NOW. The information could be crucial to their safety. Radio can provide instant and updated news to your audience, whether it's news about a bad storm in the area, the latest election results or the death of a high-ranking government official. Radio stations that do a good job at providing consistent and reliable updates on important stories will earn the trust and loyalty of their audience.

- **Information on the go**—Radio is portable in ways other news mediums aren't. Sure, you can take a newspaper with you and read it on the bus, but can you read it while you're driving? Probably not. The same thing is true with television. Remember: people are busy and are often going somewhere. With radio, news and information can be delivered to your audience at their home, in their car, and to their workplace. And as we stated in the previous point, the news can be constantly updated and refreshed.

- **The power of sound**—Radio allows your listeners to hear the voices of those in the news. Your audience can hear a political candidate explain their vision for the country. Listeners can hear a resident tell about the damage last night's storm did to his home. And the sound doesn't necessarily have to be from the human voice. We can also allow our listeners to hear "natural" sound—that is, ambient sound recorded in the field. Natural sound could be the angry shouts of protesters, the sound of heavy rain and thunder during a storm or the noise of an airplane taking off from the ground. These sounds allow you to paint a "mental picture" of the story you're telling. We'll discuss natural sound in more detail later on in our manual.

- **Quick and concise information**—In a well-written newscast you can inform your audience about some of the most important international, national and local stories, as well as give weather and any other news which is pertinent to your listeners. Of course, you have time limits on your newscast. You may be only given five or ten minutes to deliver your news. Because of these time constraints, you will have to make choices about what does and does not go in to your newscast. Still, you can bring your listeners up-to-date on some of the latest news in a short period of time. Remember what we said earlier: people are busy and are often on the move. They may not have time to take an hour to read over every section of a newspaper. But they can probably listen to a five minute news update as they drive from their workplace to their home. Radio is there to provide a brief roundup of the day's important events.

- **Access**—Not everybody can afford a television, and television news isn't available in every part of the world. While radio may not be present in every remote region of the globe, there's a good chance you'll be able to pick up the sounds of news and information in most parts of your country. Radio is growing in popularity because radios are relatively affordable and because of the vast amount of information radio can provide. Starting a radio station is a much more affordable endeavor compared to outfitting a television news operation. Year after year, radio continues to expand to parts of the world where it was once absent.

These are some of the biggest strengths of radio. But what about the weaknesses? Let's take a look at some of the perceived problems with radio:

- **No pictures**—This is one of the most often heard criticisms of radio news. When you turn on your radio and hear a political candidate speaking, you can hear their voice, but you can't see what they look like. If a radio reporter is covering a story about plans to create a new building, you can air a sound byte with the engineer explaining what the building will look like, but you can't show visual images of the design plans. Newspapers carry photographs. Television is obviously the most visually oriented news source.

Is radio weakened by its inability to show pictures? In some ways, perhaps. But don't underestimate the power of the human imagination. When you hear a news story that describes the scene of an accident, don't you start imagining what the scene looks like? A good radio report will provide enough descriptive words that the listener can imagine what is going on. When we hear a good report about flood damage and its effects on local streets, buildings and homes, we can get a visual image of the destruction. This is what we call creating "word pictures." Also, remember that your listeners' tune in to radio to get instant, updated information—not because they want to see photographs or video pictures.

- **Radio stories aren't as lengthy as newspaper reports**—This criticism is often heard from radio reporters who got their start as newspaper journalists. Newspaper accounts are generally much longer than the typical radio story. If you've worked in the print media or are accustomed to reading the newspaper, you may come away with the impression that news stories have to be the length of those found in the newspaper. This isn't true. While a radio story may be shorter than a newspaper story, does that mean the radio version is weak? Of course not!

As we've already learned, radio provides immediate, concise information. We can offer a shorter, less-detailed account of a story without thinking of it as being weak. Our story isn't less important than the longer newspaper version. Our story simply serves a different purpose than the printed account. A person may hear a quick, 45-second news story on the radio. The radio version provides the essential information, the who, what, where, when, why, and how. Your radio story isn't going to provide the same detail as a newspaper story, but your listener now has a basic grasp of the story. Hopefully, you'll continue to update your story by adding more information. If the listener wants to read a lengthy account of the story, maybe they'll buy the next day's newspaper. This doesn't mean that radio is weak in comparison. Besides, where did the person hear about the story first? On the radio!

You are not a second-class journalist because you work in radio. While radio journalism may be in the early stages in your community, you and your station have the ability to serve a purpose of huge significance and importance. You can become a trusted source for clear, concise, and updated news coverage.

#####

### **How People Use Radio**

1. **Who:** Who listens to your radio station? Who do you want to reach with your broadcasts?
2. **What:** What do you want your listeners to know? What do they want to know?
3. **Where:** Where do people listen to your radio broadcast? How is their listening affected by their location at the time of your broadcast?
4. **When:** When do people listen to your station? How long do they listen?
5. **Why:** Why do people listen to your radio station? Do they listen primarily for news, music, or just to have some type of noise in the background while they do other things?
6. **How:** How do your listeners use the information you provide? How do you get

listeners to pay attention to the information in your news programs?

7. 7. *Reliability*: Are your news programs always presented at the same time each day? Can listeners rely on a consistent schedule so they know to listen to news programs? Can listeners rely on your station to interrupt other, non-news programs in order to present important bulletins? Do you follow a story to its conclusion after having first aired it?

8. 8. *Trust & Confidence*: Are your news reports unbiased and fair to all parties involved in the story? Can your listeners trust your own news stories to be accurate and fair? Can the persons you interview and upon whom you report be trusted to be fair and accurate?

9. 9. *Fair, Unbiased & Equal Time*: Again, do you treat all persons in the news story in a fair and unbiased manner? Do you attempt to give all sides of a story equal time?

10. 10. *Respect*: Do your news broadcasts respect the sensitivities, intelligence and knowledge of your listeners? Do you treat those persons you interview or upon whom you are reporting with respect, regardless of how good or bad you think they might be?

11. 11. *Format*: Does your radio station present news programs at the same time each day, each hour? If your format is designed to reach a particular segment of the society, is your news written and delivered in a manner which is easily understood by your listeners?

12. 12. *Demographics*: Do you know who your listeners are?

13. 13. *Interest, Necessity & Convenience*: As a responsible broadcaster, your job is to serve the INTERESTS of your listeners with information that is NECESSARY to improving their knowledge and lives at times that are convenient and readily accessible to them.

#####

#### **Session 4: Define News and News Value**

GOAL: Defining news and differentiating news from other program formats.

OUTCOME: Ability to examine a set of facts and determine news value

APPROACH: Take the participants through the six PICPOT

EXAMPLE: Provide specific and up-to-date examples of each characteristic

EXERCISES: Provide a set of facts and have each person determine news value.  
Reporter selects a story idea and asks, "Why do I care about this story?" Next, "Why should the listeners care about this story?" If they cannot answer these questions, then it won't be a story.

HAND-OUT: [Paula Quinn's PICPOT Powerpoint](#)

---

#### **Defining News Values**

If you are a journalist, you're in the business of news. But have you ever asked yourself the question, "What exactly *is* news?" Is news based upon facts? Rumors? Does a news story have to interest your entire community, or can it target a certain part of the audience?

In the most simple terms possible, news is storytelling based upon provable fact. News informs the audience about issues affecting them. It seeks to offer a voice to all people in the community so that their stories can be heard. News stories tell us the who, what, where, when, why, and how—the basic elements found in any report.

As a journalist, you'll face decisions on which stories to cover and which stories to leave aside.

When you pick the stories that will make up your newscast, you will be faced with decisions. Which stories will be heard and which stories will be left unheard?

Let's take a look at six characteristics that help us define the word "news."

### **1) Proximity**

If a story has proximity, it's happening close to you. The story impacts someone or something nearby. The flooding example above would have proximity if your radio station is located in Phnom Penh.

Another example of a story with proximity would be the following:

"Phnom Penh officials are announcing new measures to protect area temples from looting."

Even if a story doesn't seem to directly affect your listening area, there may be a way you can find an angle that does affect your listeners. This technique is called "localizing." We'll talk more about that when we're done with our six news value characteristics.

### **2) Impact**

Stories that have impact affect the lives of your listeners. These kinds of stories affect the day-to-day activities of your listeners. They impact your audience in a personal way.

An example of a story with impact:

"Massive flooding throughout Phnom Penh is leaving hundreds of citizens homeless."

This story obviously has considerable impact on your listeners. The flooding has caused massive destruction to the city, it's destroyed homes and it may be putting the safety of your listeners at risk. This type of natural disaster will probably cause businesses and schools to close and will leave streets impassable. This story not only affects your audience today but in the near future, as well.

### **3) Conflict**

Whenever you have a situation where two or more sides disagree, there's conflict. Stories that contain conflict could be about war or other situations where there's violence. Maybe the story is simply about a disagreement over the best way to provide health care to the people in your community.

An example of a story with conflict:

"Several Cambodian government officials are upset with the decision to close the U.S. embassy in Phnom Penh."

### **4) Prominence**

Who is a prominent person in your country or your community? Some of the first answers that come to mind could be the King, the head of the national assembly, prime minister, governor, large business leader, religious leader, and a movie or television star. These people are public

figures, and in many cases the decisions they make affect the lives of many people. What they do, and why they do it, is newsworthy because of the prominence they hold in the community.

For example:

“A well-known business leader is under investigation after being accused of fraud.”

Here are some ethical questions to think about concerning stories with famous people:

- If a person is prominent, does that mean that anything and everything they do is newsworthy? Are the details of their private lives fair game for our newscasts? What about their family members? Should they be reported on as well?

## **5) Oddity**

Have you ever heard a news story that made you stop and say, “Wow!” Or maybe it made you ask “What?” If you or others have that sort of reaction, there’s a good chance the story contained some odd or unusual facts. A story with this sort of “oddity” is often lighter in nature and a bit more entertaining than the average news story.

“A woman in Siem Reap is doing well after giving birth to sextuplets.”

This story doesn’t have the same impact as those dealing with flooding, temple preservation or allegations of business fraud. But it’s interesting and involves something that is odd and rare. Therefore, it has news value.

The best news stories have several of these characteristics. The stories that have more than one of these news values are the stories deemed most newsworthy. These will usually be the most important to your listeners.

## **6) Timeliness**

A timely news story deals with events taking place now or in the near future. News is information dealing with current events, not things that happened last week, last month or last year. You should provide relevant information to your listeners. Such as:

“Several downtown streets in Phnom Penh will be close because of this week’s meeting between Southeast Asian leaders.”

## **Localizing your stories**

Sometimes you may hear about a story that’s taking place in a part of Cambodia outside your listening area, or maybe it’s taking place in another country in your region. Most of the time these stories will probably not affect your listeners. There are times, however, when journalists can take a story from another area and localize it, making it relevant to their audience. Remember, one of the characteristics of news value is proximity. The technique we’re about to explore deals with creating stories that have this characteristic.

When you localize a story, you must find an angle that will interest your listeners. Let’s take an example of a story that originates from an area outside your community and explore a way we can localize it.

You read a report of an arrest made in Thailand. A group of thieves, who have been looting Khmer temples near the Thai border, have been captured. Let's assume you work for a station in the Phnom Penh area. The temples that were looted by this particular group aren't in your community, but your listening area does have temples that have been hit hard by looters. How can we localize this arrest story out of Thailand?

Since temple looters have also affected your area, you've surely done stories on this issue. You've interviewed people involved with the care and preservation of the temples. You've also talked with local government and military officials about their reaction to the looting.

After brainstorming the idea, here are some of the possible angles we could use:

- You interview some local temple caretakers. What do they think about the arrest? Does it give them hope that looters who have robbed your area could be caught? Do they think more efforts should be made to catch the looters who are stealing from their temples?
- If there are government or military officials who are involved in overseeing the local temples, you might explore some news angles dealing with them. Could they use the same techniques that were used to capture the Thai thieves?
- Over the past decade, people from outside countries like Australia have been training Cambodians in how to preserve their temples and turn them into larger tourist attractions. Some of these instructors have helped out in your community. Do they think increased law enforcement efforts will discourage future thieves?

These ideas could bring a wealth of local angles for your stories. You might have stories that open like these:

"A local temple caretaker is pleased to hear about the arrests of looters in Thailand."

"A Phnom Penh official believes the recent arrest of Khmer temple looters shows the government is serious about stopping such crimes."

"Despite the recent arrests of a group of temple looters, some Phnom Penh citizens don't think the government is doing enough to prevent these crimes."

We started out with a story that didn't directly affect our listening audience. We localized the story, however, and made it relevant to the community. Because we provided a local angle, our stories have proximity, and a story with this characteristic will have greater impact on the audience than a story taking place somewhere else in the country or world.

## **USE CURRENT STORIES AS EXAMPLES**

A good news story should contain at least four of these characteristics. Journalists should use these criteria to make their decision about whether the story they are reporting is good or not.

#####

### **Session 5: Building the Story**

GOAL: Examine the elements of a story.

OUTCOME: Ability to identify the elements of story

APPROACH: Discussion and examples

EXAMPLE:

EXERCISE:

HAND-OUT:

DISCUSSION: Research, cultivating sources, angles.

Every story begins as an idea. It's up to you, the reporter, to create and develop these ideas. You may see a

story idea while walking to work one morning, or you may hear a good idea while talking to a friend, family member or colleague.

When thinking over a possible story idea, ask yourself the following questions:

- . • Why do I care about this story?
- . • Why should my listeners care about this story?
- . • Does this story have news value?

If you can't come up with good answers to those questions, then your story idea probably isn't worth pursuing.

Your story idea should be about a specific point, as well. You want to avoid choosing an extremely broad topic for your story. A good news story can tell the who, what, where, when, why, and how within 45 to 60 seconds.

Suppose you ride the bus to and from work everyday. This triggers an idea in your head. The issue of public transportation has endless story possibilities. For example:

- . • Is the public transportation in your area affordable to those who need it?
- . • Is the government trying to get more people to use public transportation instead of their own vehicles? If so, why?
- . • Does public transportation in your area create pollution? Maybe it creates less pollution than a regular automobile?
- . • Is the public transportation in your listening area safe? How many accidents have taken place over the past year in public buses, trains, etc.?

These are examples of story "angles." An angle is a specific point about a broader issue that you may pursue for a story idea. Note that the above examples have several of the news value characteristics that we talked about earlier: proximity, impact, conflict, prominence, oddity, and timeliness.

The fact that people take public transportation to work isn't a news story. Why? It's common

knowledge. You aren't informing your listeners about anything new with something that obvious. Your listeners, though, may not be aware of some of the cost, pollution or safety issues we discussed. Again, this is why we take a broad issue and narrow it down to a specific angle for our story idea.

## Brainstorming

Brainstorming is a technique we can use to create interesting angles to broad story topics. Let's use the idea of public transportation and continue to build on this example.

How does brainstorming work? Take a piece of paper and write your story idea in the middle. Put a circle around that idea. This is the center, the basic concept where all our ideas will come from:

(show the phrase "public transportation" circled)

Next, think of a specific angle or issue relating to the idea of public transportation in your area. Suppose the buses in your city are notorious for spitting out dangerous fumes that pollute the air. This is your first angle: pollution. Draw a line from your circle, write the word "pollution" and circle it.

( show line coming from center, with circle around the word "pollution" )

What are some other angles? Consider the people who drive these buses. What kind of training do they undergo before becoming bus drivers? These drivers are responsible for the safety of hundreds of people each day. Are they adequately prepared to face the rough, day-to-day traffic found in your city's streets?

Again, draw a line out from the circled word "pollution." Now we'll write the word "drivers" and circle it. This is our second angle.

( show line extending from center, with the word "drivers" circled )

Our ideas concerning the issue of drivers don't just stop here. Specifically, what issues dealing with the drivers might we explore? We mentioned the question of whether or not they received extensive training before they are allowed to drive the buses. From the circled word "drivers", make another line and circle the words "training requirements."

( show line extending from "drivers", with circled phrase "training requirements" )

Are there areas in your community that do not have access to public transportation? If so, are there people there who feel left out because of this? This could be another story idea. Let's add this angle to our growing list of ideas.

( show line coming from center, with circled words "lack of access?" )

Stop for just a second. Take a look at what we've done. We started out with a single, broad idea: public transportation in your community., we've created With our brainstorming technique several specific story ideas we could explore. And we could go on and on with this exercise until our entire page was filled. We haven't even mentioned taxis or boats, two other forms of public transportation that may be popular in your community.

**Exercise: Pick a story idea. Then, using our brainstorming technique, narrow the focus down to as many specific angles as you can. Come up with at least five angles**

**you could use for the basis of a news story.**

### **Tap your resources**

Now that we've narrowed our idea down to a specific angle, where do we go for information to use in our story? One often overlooked source is probably sitting close to you: your fellow reporters and editors.

Tell your colleague about your story idea, and see if they know of any sources that may be worth pursuing. A source is a person who can provide relevant information or opinion on the issues you're dealing with. A source could be a government official, local religious leader, or a person you bump into on the street. Perhaps your coworker has dealt with this subject matter in the past, and can recommend some interesting sources to talk to.

However, you shouldn't rely completely on your colleagues as you gather interview ideas. Do your own research as well. We want to find fresh perspectives for your story. Don't be afraid to talk to somebody new, somebody who maybe hasn't had a chance to express his or her thoughts to the media. Cultivating your own sources and offering new perspectives is a crucial part of quality journalism.

### **People in the Community**

As a journalist, you're holding up a mirror to your community. You're reporting about the things that are going on in the lives of your listeners. The stories you'll be working on will deal with both the troubles and triumphs of your community. Your listeners want to hear stories that are relevant to their lives. They want information that they can use. One of the best ways to find out this information is simply to ask them.

Not everybody in your community may want to talk to the media. That's fine! But you can bet that many people will be more than happy to express their thoughts and concerns about the issues affecting their lives. By asking the simple question: "What are the issues that most affect you and your family on a daily basis?", you accomplish two goals: First of all, you're showing residents that you, as a journalist, care about the lives of your listeners. Secondly, you're amassing a wealth of great story ideas for future use.

Let's suppose you ask ten random citizens on the street to tell you the biggest issues they face. Maybe seven or eight people mention they're concerned about the quality of education that their children are receiving. Now you have a great story idea to build off of—you could use the brainstorming technique we learned to come with countless angles that could be used to tackle the issue of education in your community.

### **Other Community Resources**

Where else can you look for story ideas? Think about where people meet and spend time together in your community. What activities are important to them?

Perhaps many people in your listening area share a common religion. The leader of a local temple, church, or mosque may be able to provide a great deal of insight into the issues relating to your community. The leader is tapped into a segment of your community. That means they are

in touch with people, and are hearing about the joys and pains of everyday citizens.

Who else is “tapped in” to the community?

Business owners, labor union leaders, educators, and charity workers are all individuals who deal with a large number of people in your community. They probably have a wealth of knowledge about what is going on within your listening area. Having a conversation with someone like this could bring about many good story ideas for your news reports.

But remember, you can’t just take one person’s word and make a story out of it. You need to check the information you gather through other sources. Putting unchecked information on the air is dangerous, because you could mislead your listeners, and therefore ruin your credibility. The point of talking to these community members is to gather ideas that you will look into and research for your stories. Our goal isn’t to provide a way for somebody or some group to get their unchallenged views on the air.

### **Ethical Issue**

Let’s make an important point before we move on. Asking ten or so random people a question like this doesn’t amount to scientific research. We don’t want to misrepresent our findings to the public. It would be incorrect, and unethical, to report that a majority of people living in your community hold a certain opinion just because a handful of people expressed a similar thought.

As a journalist, you face the task of reporting the truth. In an earlier section, we talked about how important it is to have the public’s trust. We can’t mislead the public with false or exaggerated information, and expect them to place their trust in the media.

Remember—only report what you can prove. In this case, you can’t say that all the people in your community are concerned about education. The evidence doesn’t prove that. You can’t say that a majority feels that way. But you can report that this is a point of concern for some of the people in your community. This we know is true, because we heard several residents tell us about their concerns.

### **Exercises**

- **Think about some of the people who make up your community. Make a list of five people you could interview that would be able to provide insight into the issues that most affect your listening area. Hold on to the list, because later on in this manual, we’ll discuss interviewing. You can use the techniques we talk about while interviewing the people on your list.**
- **We’ve mentioned interviewing, brainstorming, and speaking with colleagues as different ways to come up with ideas for stories. What other sources can provide story ideas? Make a list of all the ideas you can come up with.**

### **Finding Stories**

Each story begins with an idea. You may see something while walking on the street. You may be speaking with someone, friend or reading a newspaper. Something about what you see, hear or read interests you.

Remember that the idea must be about people because radio is all about people. Usually people telling each other by telling stories. What we really do is carry on a conversation with listeners. Our conversation with listeners would sustain the interest in what we have to say for as long as it takes to tell the story.

Remember radio is fleeting.

So, we as writer(s) have to understand that we have to compete with forces that can distract listeners' attention while telling stories on the air. Those interfering forces including noise from traffic, crying babies, so listeners could only remember short amount of what they hear from radio. Writers should find a way that can make listeners easy to remember and easy to understand.

Once you have selected the idea, you should ask yourself "Why do I care about this story?". Then continue to ask "Why do I think my listeners should care of this story?" If you could not get the answer to these questions, then it won't be a story.

## **Enterprise Reporting**

According to Al Tompkins in his book "Aim for the Heart", "The single most important thing any station can do to stand out in the marketplace is to put more emphasis on enterprise reporting. I think of enterprise reporting as any story that looks beyond the "what" to find the "so what," "how often," and "why."

There is another technique in generating story ideas.

Dr. Paula Quinn, journalism professor of Western Kentucky University, Kevin Willis of Western Public Broadcasting, prompted the group to technique in generating story ideas. She started by asking the participants to write a topic or words in middle of piece of paper. Then put a circle around the word. Think of all the related topics or words you can come up with in just five to ten minutes. Write each of them down in small circles around the center word. Connect each word/topic to the center word/topic with a line. We called it as story mapping.

For example: Western Kentucky University announces a hike in tuition because government reduces funding. You do a story announcing the increase of tuition, but you also want to do other stories. You start with the topic "tuition increase" at the center and plot other related topics such as:

- . • Students
- . • Jobs
- . • Families
- . • Debts
- . • Workload
- . • University
- . • Policies
- . • Scholarship
- . • Student loans
- . • Banks/Trusts
- . • Government
- . • Policies
- . • Provincial
- . • Student lobby

Each word put in a circle and connected to each other by a line you will have story mapping.

Now you have a number of possibilities to explore for stories. You can look at the impact on students, their families etc., You can explore around these issues.

## Research

To research is to gather information and ideas in (a) subject area. To do (a)\*(omit) research, (a) journalist must be creative in finding (information) about the sources of information.

What is the background information? What stories did you do on the subject? What do you colleagues know about the subject?

## A Variety of Sources

There are several ways for journalists to gather information, such as:

- . • Internet
- . • Library
- . • Filing of back issued
- . • Daily Newspapers
- . • Commercial billboard
- . • Use telephone
- . • Interview people
- . • Community groups
- . • Hospital
- . • Medical Doctor
- . • Police department
- . • University students
- . • Teachers, professors
- . • Experts

The Internet is a wonderful tool and time saver for reporters in searching for information. Journalists should be skeptical about information they obtained from those sources. Should check and double check. Never trust the first source.

## WARNING ABOUT WORKING WITH OFFICIALS

Also, every time you talk to a person for a story, should ask: "Who else do you think can tell me more about this matter.?" It is another way to building your contacts. Remember that the best sources of information are friends, colleagues or acquaintances that are experienced in the area you are investigating. They are even more helpful than government officials. Talking to these people you will get information that you can't get from official sources. You can ask them to tell you something off the record. Then you can develop. Should remember that when you gather information for story, you should talk to the people who will influence the story; people affected by the story and people observing the story.

##### DISCUSSION: Preparing, techniques, psychology, safety. Developing contacts

## Session 5A: Interviewing THIS NEEDS A COMPLETE CLEAN UP BY KEVIN 10\_18\_2002

GOAL: Provide good practices in getting the most from an interview.

OUTCOME: Ability to describe these techniques and perform a good interview

APPROACH: Discussion, examples, practice

EXAMPLE:

EXERCISE: Conduct and record interviews

## How NOT to ask a Question

HAND-OUT:

### 5A.1 THE INTERVIEW

A good interviewer knows the story and is in control of the interview. The interviewer asks the questions on behalf of listeners. It is an opportunity to talk to the people that have a stake in a story, but your listeners do not. Listen to the guest closely. Ask questions that the listeners would ask if they were talking to the guest. If the proper questions are not asked, the listeners will be frustrated.

The interviewer must LISTEN to the guest. S/he must think about what the guest is saying so that points can be picked up for later clarification. When listening carefully, questions come to mind that listeners would like answered.

Listening, though, is not enough. Interviewers should be flexible. Be ready to pursue a new line of questioning or investigate a new point if circumstances allow. Sometimes what the guest says might be a surprise, even if prepared. Sticking to the original line of questioning and refusing to deviate may present a missed opportunity to make the interview sparkle.

Interviewer may challenge the guest by asking them to clarify points s/he made. Make the guest give you the reason behind comments.

The most important aspect of good interviewing is being prepared. A reporter must understand the issue or issues they will be discussing with their interview subject. Proper research is a must. Read what you can about the issue, talk to your colleagues, and write out your questions in advance. If you get an interview with a person, and can't ask reasonably intelligent questions, it reflects very poorly on you, your station, and your profession.

But don't be afraid to be flexible. Even though you've done your research and have prepared questions in advance, once the interview starts it may go in a completely different direction. Your guest may bring up something you weren't expecting to here. If this happens, explore this new material. This is where your research will pay off. If you've prepared yourself and understand the subject matter, you'll be able to think of intelligent questions while the interview is taking place.

Sometimes the best questions aren't complex. Sometimes they're actually quite simple. Often, the best question is "Why?" If someone tells you they are in favor or against something, ask them "why?" This question prompts the guest to explain himself or herself, and to offer up more information and opinion. This will likely lead to a better sound bite for your news story.

Interviewing is the most basic technique used in news gathering. We ask questions to gain information and we ask a lot of people during the course of a day. Take notes also, when interviewing, we must take careful notes and listen for usable sound bites. Often, we work under time constraints and must utilize one of three types of interviews:

Types of interviews:

1--Quickie--Time only to ask one question 2--Basic Q+A: 3-4 minute interview following a meeting or a phone interview.

3--Long-form interview: Must fill time and be really prepared.

For radio, you need sound bites, which have good sound quality and bites, which are of a usable

length.

Avoid questions, which may "lead" a person to respond in a certain way. Provide an example:  
"Are you upset?" vs. 'How upset are you?' What is the difference?

Get the most from your interviews: anticipate what may happen. Example: You talk to the mayor about the new city budget, which involves cutting costs for local transportation. That may be today's story. But, you could ask him/her about what effect this will have on the community. Now you have a follow-up story. The first story may be about job cuts but the follow up may be about how people will adapt without public transportation readily available.

Avoid officials Many people in government enjoy being interviewed? Why? They get exposure, which helps in reelection times. Don't be afraid to call them, but don't overuse them.

Avoid questions that only produce yes/no or one-word responses:

Everyone can always tell the story about the interview that bombed. "Do you know what started the fire? 'No.' 'Was anyone hurt?' 'No.' 'Is there any danger that the fire will spread?' 'No.' 'Is it under control?' 'Yes.'

There is no way to turn every source into a polished speaker but there are some techniques you can use to get the most out of them.

First, you cannot ask questions which only get a 'yes/no' response. If the subject does not say enough for a bite, ask the question again in a slightly different way.

Not this: Was the safe open when you got here?

This: What did you find when you got here?

Not this: Do you plan to resign?

This: What do you plan to do?

Interviewing is hard to practice or simulate. Being honest is key. If you do not know, ask.

One good technique when you are finished with your questions is to ask if they have anything else they would like to add. Often, you may have forgotten what they think is an important point.

Your best bet is to be prepared and do your homework before the interview. If the interview gets nasty and the person you are interviewing calls your facts into question, you better be able to cite your sources or you will look foolish. In other words, don't let yourself be put on the defensive.

What if someone is nasty or evasive? You must maintain control and be professional. Don't get nasty with them.

We interview people on tape, 1-to get an eyewitness account of what happened, 2--to add credibility to our news. Why does this add credibility?

When covering a story, the preferred way to get sound and information about the story is to: 1-- interview an eyewitness 2--have a report from a reporter on the scene 3--have a report in the studio from a reporter who was there 4--have the anchor tell us about what happened at the scene

Most often if we can't get someone to the scene, we try to get them on the phone. Thus, there are some

rules. Most stations are equipped to do phone interviews.

1--You must set the levels

2--have the equipment working before you make the call so you aren't setting levels, etc while making them wait.

## 5A.2 QUESTIONS TO BE ASKED

Questions are tools that persuade the guest to give information about the story. Questions should start with *who*, *what*, *where*, *why* and *how* and should be clear, clean, simple and to the point. When a guest refuses to answer a question, use *what* or *why* questions to help you bring out information. Questions beginning with *what* or *why* are called opened-ended questions. Be specific with questions. Through research, know what to ask. Use questions that will get more than a "yes" or "no" answer.

Interviewers must avoid making statements rather than asking questions. Make questions lead logically from the last answer. If the question has nothing to do with the previous answer, the interview sounds disjointed and scattered.

Use simple language and avoid using "OK" and "uh-huh". These verbals interfere with the listeners' concentration. Use silence effectively.

At the end of each interview, ask the guest: "Do you have other comments you want to add?" or "What should be asked that I did not ask you?"

Be aware that interviewees come in all shapes and colors. They could be shy, belligerent, pressured or unemotional. Seldom is there a perfect interviewee, so it requires skill and talent to get a good interview. Mastering techniques that promote confidence when talking to guests is essential.

**EXERCISE: How not to ask a question. Write down 5 questions, analyze, which would be good to use? Leading questions**

## 5A.3 GETTING THE INTERVIEW:

In order to tell a story, people need to provide the appropriate information. People or documents that provide that information are called sources. Sources are the meat of the story. Without sources reporters do not fulfill their work. However, reporters should remember that they, also, are needed by sources. Without reporters, sources could not get their message across to the public. Some sources need a public reaction in order to fully exploit ideas or policies.

Because reporters and sources need each other, a relationship eventually develops. The source gives the reporter information and in return, the reporter writes a fair account. But since events can become complex, reporters depend on many and varied sources.

Despite mutual need, sometimes reporters find it difficult to get an interview. It may take days, weeks or even months before getting one. Continued effort and patience are important. However, there are some ways for reporters to get around this problem. A good relationship between the reporter and the source (showing an interest in them, their activities, their work, or even their family ) can make a difference.

During a session of the training, Ms. Jin Lee, a freelance investigative reporter, said she tried to get an interview with a potential South Korean political candidate just prior to South Korea's presidential election. One day she approached an aid asking for an interview, but she was turned down. The aid told her that the politician she wanted to talk to was unavailable. She was asked to leave. Sometime later, she went again to the cabinet of that politician and, again, she was told the same thing; he was unavailable. However, Ms. Lee did not give up. She visited the politician's cabinet almost everyday and spent time chatting with people who worked in the office. She asked them questions such as, "What is the politician's schedule like tomorrow? Where will he go? Where will he give speech?" When she knew where the politician would be, she always managed to be present at that event. One day, when the politician was speaking to his supporters, she got very close to him and chatted with some of his aides. Soon she was able to catch the attention of the politician, who turned to his aide and asked, "Who is that lady?" Ms. Lee was introduced and finally granted an interview with the politician.

#### **5A.4 MAN-ON-THE-STREET INTERVIEW**

Not all interviews should be with government officials, University professors, or activists. What about the regular citizen on the street? In other words, what about the ordinary people who make up your listening audience?

The man-on-the-street interview (MOS) is valuable for many reasons. It adds variety to your newscasts. By getting the comments of citizens, you break the cycle of interviewing the same people over and over again. Remember, we often know how politicians feel about certain topics. But it's also important to allow others to have a voice in your newscasts. A taxi driver, teacher, or shopkeeper can add a valuable perspective to your stories.

MOS interviews also give you a chance to "localize" your story. Localizing is the practice of describing how an issue impacts your listening audience. Sometimes a story may deal with an issue or situation that impacts the entire country. But how does it specifically impact people who are in your city or listening area? By finding this out, your stories will have greater impact on those who listen to your station.

While conducting a MOS, it's a good idea to have your recording equipment visible. Remember, while you're used to putting your voice on the air, the average person is not. Sometimes people feel intimidated or reluctant to offer comments to the media, because they're worried about the way they may sound or look. By having your microphones and other equipment visibly present from the beginning, you may be less intimidating to the subject.

Remember, it's important to phrase your questions in a way that will elicit responses other than "yes" or "no." Let's suppose a huge new road is being built in your city. Some business owners are being told to move by the government, because their businesses sit on land where the new road will be. You've talked to government officials about their thoughts on the issue. Now you go to the streets, to talk to citizens.

MOS is a term that stands for man-on-the-street. It is not a sexist term, just a journalistic phrase. It is a way to get the people's reactions to stories.

The general MOS refers to randomly selecting people to respond to an event. Example: Go to a shopping mall and ask people what they think about a certain proposal, such as cutting the budget to no longer have a mass transit program.

The specific MOS would be to take the same question to the specific cite and ask people at that place what they think about this. The specific cite in this case would be to interview those

who use the mass transit system.

Some don't like the MOS, but it is a good way to get people into your stories. We don't always want to talk to officials, because we do stories about people that interest people.

**Exercise: Write out five questions you would ask during a MOS interview.**

### **5A.5 PHONE INTERVIEW ADVANTAGES/DISADVANTAGES**

Always identify who you are and let them know that you plan to record them. The good thing about phone interviews is that people are used to talking over the phone so they are less likely to 'freeze.'

There are disadvantages to radio phone interviews. The person is more likely to hang up on you rather than walk away from you in person. It is easier to say no to someone over the phone than in person. You have less control over the interview and other things in the office can easily distract them and you aren't there to keep their attention.

### **5A.6 STRATEGIES FOR INTERVIEWING**

1--Always have the next question ready to avoid dead-air.

2--Ask what most people would want to know

3--Do not refer to a comment made before the tape rolled

4--Do not interrupt the interview with meaningless noises like 'uh huh.'

Two main ways to ask questions are the funnel and inverted.

Funnel sequence of questions: begin with broad questions and work to more specific.

Inverted: Specific to broad

Expanding on this: You have questions you ask which are either open-ended or close-ended.

Explain

One strategy to make a person feel more at ease, and use less tape, is to ask easy questions before the tape

rolls.

There are some hazards to interviewing:

1--Technology shock

2--Technology problems--the interviewer is always fearful of this. Always check your levels and after the

interview, play back a portion of the tape to be sure you got the sound before you leave the person. Plug in when you can to reduce reliance on batteries.

3--Fear of being recorded--some people fear being misquoted.

4--Problem-talkers/freezers. Some will freeze and you will have to try to bring them out. Others won't shut up.

Now that you have done the interview--you must choose from all of the answers what you want to use as bites. You want bites, which are powerful, not just recite facts and figures.

Powerful bites may: -be an eyewitness account -a professional evaluation by someone with credentials -response to charges by the interviewee

#####

## **Session 6: Writing a News Story**

GOAL: Examine each piece of a story

OUTCOME: Identify pieces of a story and manipulate them to make the story better

APPROACH: Build a story, piece by piece, then write a news story from a set of topics and presents to group.

EXAMPLES:

EXERCISES: Word Choice... cut a 1:30 story to 1-minute

HAND-OUTS: Tools of a Reporter

DISCUSSION: Take a story apart, piece by piece.

### **6.1 Writing News Stories for Radio**

So far in this manual, we've discussed a journalist's role in a democracy, media ethics, the strengths and weaknesses of radio news value, how to gather information, and interviewing skills. Now it's finally time to write our story.

There are many different approaches a journalist can take to writing story. There isn't an exact model you should follow every time you write a story. There are many different styles that can be used for putting your story in words. As you gain experience as a reporter, you may begin developing your own story of writing. However, there are some basic guidelines we can use to make our stories more attractive to listeners.

### **6.2 The who, what, where, when, why, and how**

These are the six essential elements to any good news story. If

your story does nothing else, it should answer these six questions: 1) Who? Who is involved in this story? Who makes this story newsworthy? Whether it's the King, the prime minister, or a group of citizens, we must tell our audience who is involved. 2) What? What is going on in our story? What makes this story worth telling? What is the significant piece of information that needs to be conveyed to our audience? 3) Where? Where is this story taking place? In the halls of government? In a temple? In a school? 4) When? Is the action in this story taking place today? Tomorrow? Next week? 5) Why? Why is this story happening? What are the reasons behind it? 6) How? How is this story possible? Once we write some stories, we'll look at them, and ask ourselves: Did we answer all six of these questions?

### **6.3 Our Sample Story**

Let's use an imaginary scenario as an example of how to write a news story. We'll break it down, piece by piece, as we move along through this section.

Here's the set of "facts" we'll use for our story:

Five homes were destroyed last night in Phnom Penh when a fire broke out. Fire investigators say it started inside a kitchen, spread throughout the house, and then spread to four other nearby homes as well. Right now the investigators don't know what caused the fire. Nobody was hurt because of the fire. But five families are now homeless as a result of the fire. The families lost everything they own in the fires. The homes that were destroyed are located on Angkor Street in central Phnom Penh. The fire started in a house occupied by

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003  
Appendix 8-28*

Kim Lee, and her two children. The displaced families are staying with neighbors until they can find permanent housing.

### **6.4 The Lead**

Of all the sentences that will make up our story, the first sentence—or lead sentence—is the most important. Our lead sets the pace and tone for everything else that will follow. A lead will traditionally contain a piece of information that grabs hold of the listener's attention. A good lead does this by making the audience want to know more. It should have impact, one of our six characteristics that make up news value. When thinking of your lead, ask yourself this question: "If I could tell my audience only one sentence from my story, what would it be?" The answer to that question should be your lead.

Another characteristic of our lead is that it tells us what's happening NOW. A lead shouldn't tell the audience what took place last night, or yesterday morning, or one week ago. Our listeners want to hear how this information is affecting them right now, in the present.

Which piece of information in our fire story is important enough to capture our listener's attention, while at the same time telling them what's happening now?

The best option is probably the fact that five families are now homeless. This is the point of the story that has the most impact. Five families lost their homes, and everything they own, in the fire.

You could have a lead sentence that sounded something like this:

*"Five families are homeless following a fire in central Phnom Penh."*

What does this lead accomplish?

- . • It tells us the most important piece of information in the story.
- . • It tells us what's happening NOW. It may be tempting to write a lead that says something like: "A fire destroyed five homes last night in Phnom Penh." But that lead is telling us what happened last night, not what's happening now. Remember, the main focus of our lead is always the piece of information that's taking place in the present, not the past.
- . • It answers three of the six "who, what, where, when, why, and how" questions. Who? Five families. What? There was a fire that destroyed some homes. Where? Central Phnom Penh (we can be more specific about the street address later in the story).

Something we want to avoid is writing a lead that's overly wordy. You shouldn't feel like you have to answer all six questions in your lead. Remember, you're writing a whole story, not just one sentence. So we can answer the questions throughout the course of the story. Besides, if we tried to put all the vital information into our lead, it might sound like this:

"Five families are homeless, but nobody was injured, after last night's fire spread through several homes on Angkor Street in central Phnom Penh."

Obviously, this lead is too complicated. It throws too much information at your audience at one time. So instead of bombarding the listeners with an overload of information, let's spread it out evenly in our story.

**Note to trainers:** If you'd like, this might be a good time to discuss the "triangle" method of placing the most important and specific information first, followed by less important information.

### **Our Story Continues.....**

Now that we've written our lead, what's next? Put yourself in the position of your listener. Say you're sitting in your home, listening to your radio. Then the announcer says, "Five families are homeless following a fire in central Phnom Penh." Then the announcer stops. That's all the information you get. Think of the things you would want to know. How did the fire start? When did it happen? Is anybody hurt? What are the affected families going to do now that they are homeless? Specifically where in the city did the fire take place?

These questions play right into our concept of “who, what, where, when, why, and how.” Our story’s next sentences should answer these questions.

Our second sentence may sound something like this:

“Fire investigators say the blaze started inside the kitchen of an Angkor Street house last night, and then spread to four other nearby homes.”

What questions does this sentence answer?

- When? Last night.
- How? The fire started in a kitchen and spread to other homes.

• Where? Angkor Street. What questions are still left unanswered in our story? “*Nobody was hurt in the fire, but the families say they’ve lost everything they own.*” This sentence explains to our audience that everybody is safe. It also communicates that the fire damage was so severe, it destroyed everything these people owned. What are the families going to do now?

“*The fire victims are staying in the homes of neighbors until permanent housing is found.*”

Our story sounds like this:

Five families are homeless following a fire in central Phnom Penh. Fire investigators say the blaze started in a kitchen, and then spread to four other nearby homes. Nobody was hurt in the fire, but the families say they’ve lost everything they own. The fire victims are staying in the homes of neighbors until permanent housing is found.

**Are we satisfied that this story answers the questions of “who, what, where, when, why, and how”?**

### **A Question for Conversation**

The above story doesn’t include the names of the people who lost their homes in the fire? Should it? What if you don’t know their names? Does it matter?

Keep in mind our result is just one way this story could have been written. If five journalists sat down, were given the same set of facts, and told to write a story, they’d come up with five different stories. In fact, as we move along with this section, we’ll explore different ways to enhance our story about the fire.

### **Creating word pictures**

Earlier in our manual, we talked about how radio doesn't show our audience pictures in the same way as a newspaper or television station. While some may view this lack of pictures as a weakness, this section will discuss how we can create word pictures with our writing.

What's a word picture? Let's use our fire story as an example. Imagine you're listening to a radio report on the fire. Which of these sentences allows you to imagine the aftermath of the blaze?

The fire burned five homes to the ground last night.

Or....

Fire investigators say nothing but charred rubble and smoke remains after a fire burned five houses to the ground.

You would probably agree that the second choice provides a more detailed description of the scene. As a listener, you can form a mental image of the burned debris from the homes, with smoke still rising from the ashes. This is what we mean by the phrase "word pictures." Through the use of descriptive words, we can help our audience better understand the sight of a burned home, the sound of a loud explosion, or the smell of a massive chemical leak.

Let's say you're assigned to go to the sight of last night's fire. Your job is to talk to people about what happened, and return to the station to write a report for the air. You see the destruction first-hand. Fire investigators are picking through the charred rubble, trying to discover the cause of the blaze. Light smoke is still rising from the ashes. How can we add some of these details to our story, in order to better describe the scene to our audience?

### **Changing the Focus of the Story/ Updating**

In this case, the fire broke out last night. It's now the next day, and you've visited the sight of the disaster. The way this story was reported last night, and early the next morning, will probably be different from how you will want to approach it now. Since we've been to the scene, and have discovered more information, we can provide a different focus to our story.

What's going on now that's new? The fire happened last night. We ran stories that lead with the fact that five families are now homeless. But after today's visit to the scene, we discover fire investigators looking through the remains of the destroyed homes. This is the latest development in this story. This is now the angle we're taking in our report.

**Exercise: Write a good lead to our new story, dealing with the fire investigation angle.**

Here is one possibility: "Investigators are picking through charred debris as they look for clues about a fire that destroyed five homes."

We've updated our story. By focusing on the "now" in our lead, we're taking the story in a different direction than before. Does this mean that you disregard all of the information contained in your previous stories? No! We'll need to provide the background information for our audience. Background information will provide the audience with the knowledge they need to understand our latest story.

So now that we've updated the lead, maybe the beginning of our story will sound something like this:

"Investigators are picking through charred debris as they continue to look for clues about a fire

that destroyed five homes. Smoke continues to rise from the ashes on Angkor Street in Phnom Penh, where the fire started last night. Investigators believe the fire started in one of the home's kitchens."

So far, this story provides the updated lead, and provides the audience with the background information that is necessary to understand our report. Remember, not everybody heard all of your previous reports. Don't assume that people already know the essential information, especially since this fire happened last night. Providing the basic background gets everybody caught up.

### **Opinion versus Fact**

Back in the "Ethics" portion of this manual, we discussed the importance of remaining neutral during our storytelling. We don't take sides, and we don't play favorites. That means your personal opinions ARE NOT a part of any news story. If opinions are found in your story, they better be coming from someone you've interviewed.

Let's set up a situation and discuss the right and wrong ways to use opinions part of our story.

#### **Exercise**

**A new study on air quality just released by the Association of Southeast Asian Nations says Phnom Penh continues to have problems with air pollution. An environmental group in your country calls on the government to do more to prevent pollution. The group issues a statement saying the government is ignoring the dangers and health risks associated with bad air.**

**Which of the following lines would be better to use in our story?**

- 1) The government is ignoring the health risks associated with air pollution.**
- 2) An environmental group claims the government is ignoring the health risks associated with air pollution.**

**What's the difference between these two lines?**

#### **Attribution**

Take a look at the first sentence. Is it an opinion or a fact? Because we don't know who has said this, it's an opinion. Such a sentence would have no place in an objective news story. For an opinion to be used in a story, it needs to have attribution. This is when you tell the audience where the opinion is coming from. This is the technique we see used in the second sentence.

The second sentence begins with "An environmental group claims". Because of this, we know who is giving

us this opinion. It's attributed to the source. Nobody can dispute the fact that the group has made this claim.

It's newsworthy, and you're doing your job by reporting it. An opinion that's left without attribution looks like it came from the reporter.

A situation like that would ruin the credibility of the journalist who wrote it.

### **More Attribution**

Attribution is also important when we write a story for radio based upon information found in a newspaper, magazine, Internet news site, television news broadcast, or other radio station. In many areas, radio stations have limited resources for newsgathering. Maybe your station will look inside the local newspaper for some of the latest news.

If this is the case, you must attribute the newspaper in your story. This is basically giving credit where credit is due. You got the information from the newspaper, so now you must do the ethical thing, and attribute the information to the source.

This is a simple process, and typically needs to be done only once in a standard 45-60 second news story.

Here's an example of a news story featuring attribution. In this case, let's say we picked out a story we found in the latest edition of *The Mirror*.

"The Prime Minister wants to slash the number of people living in poverty. *The Mirror* is reporting Samdech Hun Sen is committed to cutting the poverty level from thirty-six to twenty percent by 2015."

Your attribution should always be made immediately after your lead. This way, you're being honest with your audience about where you're getting the information for the story. If you failed to attribute the original source, it would sound like you had gathered the information on your own. You don't want to take credit for somebody else's work, just like you wouldn't want someone to take credit for information you had originally reported.

Again, since radio is fleeting, listeners will not pay full attention to what is said. Unlike a newspaper if the reader does not understand a point, s/he can read the article again and again. With the spoken word, listeners have only one chance. If they miss the first part of a story, they may miss the entire point. Listeners must grasp instantly the central idea of the story. The writer, then, must have in mind the main point of the story.

Radio is storytelling, complete with a beginning, a middle and an end. The most important element is the lead with the facts of the story following in descending order of importance. If the story does not grab the listeners' attention at the outset, they will stop listening after the first couple of sentences.

The beginning of a story sets up the central idea and entices the listener. It tells the listeners what they need to know in order to understand what is coming next. The beginning of news report or documentary is called an "intro" or "lead". An intro must hook the listener as it tells the most interesting information and explains what the main characters are doing. The intro also sets up the context for the story. It tells the listener what and who they're going to hear and why they are hearing it now. Remember, the intro connects the listeners to the story. It aims straight for the heart of self-interest. Make them care and grab their attention. Create pictures that take the listener to the story so the listeners become engaged.

The middle is where you present in-depth details to support the beginning of the story and where

you provide insight to the listeners. Here the questions *who else, what else, when, where else, how* and *why* are answered. The *why* is the climax of the story, where the heart of the matter and the characters motivation for their actions is explained.

The end is where it's all wrapped up. Let the listeners see the main characters in action again in a final scene. There should be some sense of resolution and a look ahead. The most common pitfall in creating endings is forced conclusions. This is where the storyteller tries to tie everything up neatly with a big bow. In a well-constructed story, the ending will flow naturally out of what's gone before. Conclude with the facts and let the listeners draw their own conclusions.

When writing, write as though there's a conversation. Conversational writing is simple, clear and is understood by the listeners. It is also easier for the reporter to deliver. Remember, different people may read a script. The reporter should be able to grasp and convey meaning with minimum effort. If the reporter has trouble, the listeners will have trouble.

When writing remember to choose words that are concrete, that paint pictures in the listener's mind. Describe a scene and give details, especially details that tell something about the story. Describe to help listeners visualize the event. When creating pictures in listeners' minds, context is provided for listeners, that listeners are being taken to the scene of the story and becoming engaged. Whenever possible use words that show action and movement. These are called "active verbs". For example: "The dog *bites* the man," is an example of an active verb. Avoid using passive verbs, e.g., "The man *was bitten* by the dog."

Do not write to confuse listeners. Be specific in word choice. Listeners will take one meaning from what they hear, and if there is ambiguousness or generalities, it will appear to listeners that some facts are uncertain.

For example:

*General: "Bowling Green is holding an election next week"*

*Specific: "Several controversial issues will be decided during next week's Bowling Green election."*

Whenever writing, do so in present tense. It makes the story topical and gives it a sense of immediacy, while commanding the listener's attention. Past tense softens the impact of words.

### **Sound-bytes**

Radio storytelling has another dimension which presents a special writing challenges; the use of sound. Through sound, listeners are witnesses to statements and events. Sound-bytes are short excerpts from a long interview, press conference, telephone calls, voices and sound gathered at story scenes.

Sound-bytes are part of the writing toolkit. The challenge is to use them to enhance and advance stories for maximum impact. Sound-bytes are a part of the story structure and writing. The content is woven smoothly in and out of the script surrounding them. This happens when treating the sound-byte as part of the story when writing. A sentence flows from the one before it, creating a logical and natural progression. The sound-byte picks up where the last words left off. Even when it ends, the story continues, rolling off those last words.

For example:

*Reporter: "...Officer McChesney says to strengthen traffic safety, state police will*

*increase the number of officers on-duty and traffic signs...*

*Sound-byte [McChesney]: "The police department has launched a campaign to make sure that passengers have their seat belts on. Any passenger who fails to obey will be fined up to \$25."*

*Reporter: "Officer McChesney adds that the speed limit is 65 miles an hour. Police use laser radar to identify any violation by car drivers".*

Sound-bytes should flow naturally with the story. To make that happen, plan and prepare. First, pick the right people to interview, people who are actually doing something or are affected by events in the story. These people will give the best sound-bytes because they speak from either experience or the heart.

Once the right people are identified, ask them questions that will carve out good quotes or sound-bytes.

*Why use sound bytes?*

- Gives authenticity – the listeners hear someone's voice.
- Adds depth – helps the listeners connect to the story.
- Advances the story – the content helps to tell the story.

*The best sound-bytes contain:*

- Opinions
- Emotions
- First hand experiences
- An eyewitness account or description
- A dramatic statement or announcement

Sound-bytes are also great pacing devices. They shift back and forth to different voices, giving an audio cue for moving along. Paraphrase sound bytes, giving listeners a hint of what is said and who is saying it. Avoid writing into the sound-byte, "Mr. A said that..."

##### DISCUSSION: Review and Write

**Session 7: Write the News Story**

GOAL: Write and rewrite

OUTCOME: Complete a good 1-minute news story with sound

APPROACH: Provide set of facts and sound bites to choose from OR find a story

EXAMPLE:

EXERCISE: OUTLINE OF PROCESS:

- Enterprise stories
- Research stories
- Conduct interviews
- Write story
- Review by Trainers
- Rewrite
- Review by trainers

Final rewrite

HAND-OUT:

### Review the basics

Leads - These should be specific, not general. The lead sets the tone for the story and should be a logical lead-in to the rest of the copy.

*General: "Bowling Green is holding an election next week"*

*Specific: "Several controversial issues will be decided during next week's Bowling Green election."*

Putting your story in a logical order – Is the story concise and informative? If there are obvious questions, are

answers being provided? Remember *who, what, where, why, when* and *how*.

Writing into sound bytes - Paraphrase sound byte. Also, use a lead-in that can stand by itself in case the

sound byte doesn't play.

**Ethical question: If reporting on a controversial issue, and there is only a sound byte from one side, what do you do?**

Opinion versus Fact -Opinion must be attributed to the source. If the opinion is the reporter's, it should not be part of the story!

### Choose Actualities (Sound Bites)

1--short--6:10 2--It is a complete answer 3--It is not filled with professional jargon 4--It is an open-ended answer 5--It answers how and why questions When writing copy with a sound bite...always identify the person in the sentence before the bite. A good interviewer knows the story and is in control of the interview.

#####

### Session 8: Sound and Production Value

GOAL: Examine the techniques in gathering sound in the field, using sound in stories, and the ethics of using sound.

OUTCOME: Basic skills in gathering sound, identifying good sound. Understanding the role

of sound the appropriate use of sound in stories

APPROACH: Listen to sample stories. Practice with equipment. Gather sound

EXAMPLE:

EXERCISE: Head out an record sound for the story they worked on in previous sessions

HAND-OUT:

DISCUSSION: Review basic techniques then review sound collected.

### **Session 9: Producing a News Program**

GOAL: Examine format, elements such as news, sports, cultural, analysis, newscasts, features, business reporting, commercial breaks

OUTCOME: Ability to create program clock

APPROACH: Samples, discussion, group work

EXAMPLE:

EXERCISE: create a program clock, copy writing, and goals of news program.

HAND-OUT: NPR Program Clocks

DISCUSSION:

#### **9.1 Elements of the News Program.**

1. 1. News segment
2. 2. Sports segments
3. 3. Cultural segments – music and movie review
4. 4. News analysis segments – opinion
5. 5. Feature segments
6. 6. Business segments
7. 7. Commercial breaks
8. 8. Music
9. 9. Promotion
10. **9.2 Delivery and presentation**

### **Session 10: Newsroom Operations**

GOAL: Examine how a newsroom works. Look at Work flow, assignments, and skill set of staff

OUTCOME: Ability to assign tasks in a newsroom in order to produce a good news program

APPROACH: Role playing

EXAMPLE: [Powerpoint Presentation](#)

EXERCISE:

HAND-OUT: Things You Need in Your Newsroom

DISCUSSION: Who does what in a newsroom?

### **Radio Newsroom**

The first job for a reporter will probably have her/him performing more than one task. Versatility and flexibility are keys to getting a job and developing talents. The more jobs a reporter can do, the better.

Jobs, positions, titles and their combinations vary from station to station. Keeping in mind that the same person may serve as two or more of the following, here are some of the people or positions:

*Anchor (Newscaster):* On-air coordinator of a news program. Host and reporter, the anchor reads news stories, introduces reports by others and may interview news sources live. Weaves the program together for listeners and viewers. News, sports and weather anchors interact as a team. An anchor may also serve as a program's managing editor or producer and report from the scene of news events.

*Reporter:* Covers news stories, usually on-camera or tape and from the scene or the newsroom. Reporters develop sources and interview newsmakers. They also gather information from wire services, periodicals and computerized data bases. They tell the story with words, sound and television pictures. They often report live from the news scene without a script or even notes. Many reporters also do some anchoring. Most anchors come up from the ranks of reporters.

*Assignment Editor:* Keeps track of scheduled and unscheduled news events and assigns reporters and photographers to cover them. Monitors police radio broadcasts, takes phone calls from news sources and makes quick decisions under deadlines. Maintains field contact with reporters and photojournalists through two-way radios and phones. Often central in scheduling and overseeing satellite feeds of news stories. The job is tough and may be a stepping stone to newsroom management. It's most often a television position, though some large radio stations also have assignment editors.

*News Producer:* Behind-the-scenes journalist who brings together live and taped events, along with graphics and background information. Coordinates stories into news programs. Often writes news stories and lead-ins to them. News Producers are creators, decision makers and often managers who must be expert in many aspects of TV news. They are prime prospects for later management positions.

*Executive Producer:* Overall supervisor of news producers and coordinator of production elements of the news program. Often the chief producer of the principal news program. Works with news director on matters of program format and content, production financial budget and personnel performance. Executive news producers often move up to become news directors.

*Writer:* Journalist who writes news copy from information gathered from news teletype services, network feeds, field reports, interviews, recordings and other sources. In typical radio operations, most writing is done by producers and anchors rather than by separate writers.

*Tape Editor:* Selects and assembles the portions of audio or video tape or digital recording that best tell the story. Photographers, producers and reporters also do editing.

*Multi-Media Producer:* In charge of station's Web site, keeping it up-to-date for local news, weather and sports, plus in-depth coverage not included in the time-allotted news programs. Some stations do little of this.

*News Director:* In charge of TV or radio news operations. This journalist-manager sets policies and makes decisions on news coverage and presentations, recruits and trains personnel, manages newsroom finances and works with managers of other departments at the station. News directors in radio and small-market television stations often do reporting, producing and/or anchoring.

Other news job titles include chief photographer, graphic specialist, assignment desk assistant, assistant and associate producers, special projects producer, newscast director and managing news editor. The position of managing news editor is found mainly in large operations and may range from a program's chief editor to a news director's second-in-command for news matters.

Sportscasters and weathercasters are part of the news operations at most TV stations and many radio stations. Stations usually hire specialists. TV weathercasters are meteorologists more often than not, and sportscasters must be experts in sports. Broadcast experience in weather or sports helps. Again, the more jobs a reporter can do, the better her/his chances of landing a position at a TV or radio station.

#####

### **Essential items for the newsroom**

Desk computer with capability to edit wire copy file cabinet scanner rolodex city street map planning calendar cart machine or digital editor cassette deck telephone with interview hook-up capability air monitor speaker accurate clock mixer separate from production room to cut voicers/wraps AM/FM radio with presets to monitor other stations state, national and world maps window to monitor the weather weather gauges phone books from all regional areas

#### **Session 13: Wrap Up**

Review lesson learned.

Complete Self Assessments and Evaluations.

### **Cambodian Radio Station Managers Training Manual**

Created by Internews Networks and Western Kentucky University

Funded by The United States Agency for International Development

November 2002

## **ACKNOWLEDGEMENTS**

Sokoeun Khuy Terry Likes Ph.D Kevin Willis Bart White, Ph.D George Papagiannis Jerry Barnaby Wilma King-Jones, Ph.D. Augustine Ihator, Ph.D Jipaum Askew-Gibson, Ph.D. Richard Parker, Ph.D Terry Reagan Dave Wilkinson Cheryl Kirby-Stokes

## **TABLE OF CONTENTS**

Preface

Introduction Glossary Session 1 Session 2 Session 3 Session 4 Session 5 Session 6  
Session 7 Session 8 Session 9 Session 10 Session 11 Session 12 Session 13 Session  
14 Session 15 Session 16

The Media Landscape Role of the Radio Station in a Democracy Budgets Business Plans  
Managing Human Resources The Power of Radio Media Law News Programming Audience  
Research Promoting the Station Positioning Your Radio Station Building Relationships with  
Advertisers Writing Advertising Spots Creating Your Sales Presentation Sales Presentations  
Wrap Up

## **PREFACE**

George Papagiannis, Co-Director of the International Journalism and Media Management Program, traveled to Cambodia in January of 2002 to provide job training for RFA's news stringers during the coverage of Cambodia's first commune election. Before traveling, he attended a course on how to provide emergency assistance to victims of accidents.

As he was commuting along Preah Sihanouk Boulevard, he heard a collision. When he glanced out the window, he saw an accident and people starting to circle a little girl who was unconscious on the ground as a result of the collision.

While his driver kept going, he started to think of the skills he had obtained from the course he attended. He was wondering whether he should go back to the scene and help the victim.

Immediately, he told his driver to turn around and head back. The second he got to scene, he made his way to the little girl, who was unconscious. He first determined if the girl was still breathing, which she was. He immediately lifted the girl's head in order to facilitate her breathing, and a minute later, she was able to cry out.

Though this is a true story, why relate it to the Cambodian participants? Because Cambodia, a country emerging from two decades of civil war, represents the little girl who lay unconscious on the ground. She would never have survived if someone had not helped her.

**Western Kentucky University's Public Broadcasting and Internews Network** saw Cambodia as a country that needed help fulfilling the goal of a democratic media. In a unique opportunity, twenty Cambodian radio managers and journalists were brought to the United States of America to work with experts in radio journalism. After working two weeks with these trainers at Western Kentucky University, Cambodian radio managers have gained the skills and experience that will enhance their profession with aims at improving and strengthening the quality of the media and democracy.

It is a belief that media has the potential role in society of informing, educating and entertaining. This positive role is contingent upon journalists doing their best to contribute to the improvement of society.

## **INTRODUCTION**

This training manual is designed to be used by a lead trainer supplemented by experts and working professionals. The format includes discussion, examples, exercise and evaluation. The goal is to improve radio managers' basic skills and instill in them the foundations of good journalism that can be applied everyday. Good journalism is not easy. However, all journalism has an impact on people. Bad journalism has a negative impact and good journalism can have a positive impact.

Each Session has discussion points, examples and exercises. The lead training can supplement these with current examples and discussion points that are relevant to the location and skill level of the participants.

**#####**

Libel Slander Invasion of privacy Plagiarism Attributions Self-censorship Censorship

**Session 1: Media Landscape**

GOAL: Understand how radio fits into the media landscape

OUTCOME: Look at your radio station in a way that allows you to understand it better.

APPROACH: Discussion, exercise

EXAMPLE:

EXERCISE: Create Station Profile (Terry Reagan's document)

Media Comparison HANDOUT: Parts of a Station Profile DISCUSSION: What is your station doing and why does it work? If it works. Compare the following:

Broadcast TV  
Newspapers  
Radio

**Station Profile**

For each of the following categories, compose a variety of questions you would like to ask for your radio station. This list of questions will become the basis for your market research. Identify Your Industry/Sector:

\_\_\_\_\_ What details and trends do you need to know about your industry/sector?

1. 1.

2. 2.

Describe Your Products/Services: \_\_\_\_\_ What details and trends do you need to know about your products/services?

1. 1.

2. 2.

Describe Your Target Market: \_\_\_\_\_ What details and trends do you need to know about your target market?

1. 1.

2. 2.

Identify Your Competition: \_\_\_\_\_ What details and trends do you need to know about your competition?

1. 1.

2. 2.

Identify Your Strategic Partners:

\_\_\_\_\_ What details and trends do you need to know about your strategic partners?

1. 1.

2. 2.

Describe \_\_\_\_\_ Your \_\_\_\_\_ Technology: \_\_\_\_\_  
and trends do you need to know about your technology? What details

1. 1.

2. 2.

Describe \_\_\_\_\_ Your \_\_\_\_\_ Operations: \_\_\_\_\_  
and trends do you need to know about your operations? What details

1.

2.

\_\_\_\_\_ **#####**

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-6*

**Session 2: Role of the Radio Station in a Democracy**

GOAL: Understanding of the role of radio in a democracy

OUTCOME: Ability to explain to another person the role of radio in a democracy

APPROACH: Discussion, examples

EXAMPLE:

EXERCISE:

HAND-OUT:

DISCUSSION: Discuss how news and information programs fulfill an obligation a radio station has in the community. Journalist in a democracy. Envelope journalism. Firewall between news and sales. Community outreach.

### **Ethics**

What kind of ethical boundaries do you have?

You've been assigned to cover a news conference for your radio station. A well-known businessman is set to announce he's running for an important political office in the upcoming elections. As you walk in to the room where the press conference is being held, an official hands you an envelope and thanks you for coming to the event. When you look inside the envelope, there's money.

What do you do?

The above situation is an example of "envelope journalism." This phrase describes when journalists are paid for covering news events. The situation can be a very tricky and tempting one. Journalists in many parts of the world—including the developed world—are often underpaid. So, when money is offered, it may seem like a hard offer to refuse. But what about the ethical issues that is involved in a situation like this?

No self-respecting journalist should ever accept money or gifts from an individual or group in exchange for news coverage. Once a journalist becomes involved in such things, their credibility is ruined. It doesn't matter whether the journalist asked for the gift or not. Receiving these bribes calls into question the reporter's motivations. If a journalist takes a bribe, it gives the appearance that the reporter is covering the event only so they will receive a payment. If the public were to find out that a journalist received money to cover a story, what would they think?

For the media to be effective, it must have the trust of the public. The public cannot place its trust in a journalist who accepts bribes. The public might rightfully assume that the reporter will give preference to the side that is offering the money or gifts. If it became known that you had received a bribe, would anybody trust what you wrote on the issue? Furthermore, would anybody trust anything you ever write in the future? Will they trust your station?

Probably not. Remember whom you're supposed to be serving: the public. Not yourself.

The issue of whether to accept gifts and bribes is just one of many ethical challenges reporters may face. Here are some other situations for you to consider:

- Do you give the names of rape and sexual assault victims? Or should they remain unidentified in your story? How do you balance the privacy issues in a case like this with your desire as a journalist to report the whole story?
- How do you handle cases where you want to interview a young child? Is it necessary to get the permission of a parent or guardian before putting a microphone in front of a child?
- A local business that buys lots of advertising from your station contacts you, and wants you to do some stories about them. You don't think the business is involved in any news worthy issues. Your station's advertising representative wants you to do the stories in order to keep the business happy. How do you handle this situation?

There have been questions with the regard to the techniques some journalists use to obtain news stories. Rude, aggressive reporters seem willing to do anything to get a story, such as invading people's privacy. Sometimes journalists even invent details or plagiarize. Some reporters impersonate police officers or accept gifts from people they write about. During discussion sessions among the group, most participants agreed that reporters usually accept money from the person they write about or civic event organizers. Many argued that the reason reporters accept money was because they are paid so little, while others insisted that the money could not be considered a bribe unless the amount given was significant. Some persisted that the money was a show of appreciation to the reporter.

Today's journalists agree that it is unethical to fabricate a story, accept anything of value from a person or excerpt any part of an author's work without prior permission.

Jin Lee, a South Korean freelance journalist specializing in investigative journalism, was invited to share her experiences with the group. With regard to ethical issues, Ms. Lee recalled that a reporter working for a Korean language newspaper in Seoul excerpted a part of a book written by Ms. Lee and published it in the newspaper without her permission. Ms. Lee learned that the reporter who published her work was an old friend from school. Ms. Lee asked why she did this, and the reporter replied she thought Ms. Lee would not mind. Ms. Lee brought a lawsuit against the news organization.

Plagiarizing and accepting money or anything of value when reporting is considered unethical. Journalists should understand the contract they have with their audience. Journalists are trustees of the public who seek the truth, report fairly and with integrity and independence and stand accountable for their actions. They should recognize that their first obligation is to the public. If the public learns that a journalist accepted money for a report, they will lose trust. An audience will not spend their time listening to a report that was paid for by the person in the story. Journalists should understand, commitments other than their service to the public undermine trust and credibility.

### **Balance and Fairness**

Balance can be described simply as getting both sides of the story. This is one of the fundamental aspects of being a reporter. In the "Ethics" section of this chapter, we talked about the importance of having the public's trust. If your listeners get the impression you are only providing the side of one group or person, they will likely find you and your station can't be trusted to deliver the whole story with balance and fairness.

What sort of situations do we face as journalists where these issues arise? Here's an example: an activist group levels accusations of human rights violations against the government. A balanced news account would include comment from both the activist group and a government

representative. To simply run a story which states the accusations would be unfair, because only one side of the argument would be detailed.

Likewise, if the government levels accusations against an individual or group, it's necessary for the reporter to give the accused a chance to offer comment.

Why is it important to offer both sides the chance to state their case?

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-8*

In a free and democratic press, the media is not a slave to the government, an individual, or a group. Journalists should be free to report on all sides of an issue. Allow your audience to decide what they think, after they hear about the issue in your newscast. If a reporter decided that only one side of the story was worth covering, then the reporter has chosen sides.

Let's put our ethics, fairness, and balance to the test. What would you do if you were confronted with the following situation?

- You're assigned to cover a press conference being held by a local government official who is running for re-election. During the press conference, the official accuses his election rival of lying during a recent campaign speech. You get a sound byte with the official. As you head back to the station, you realize your next newscast is coming up soon. You'll have enough time to write up the story and include a sound byte with the official, but you don't have the time to get a sound byte with the candidate who has been accused of lying.

Should you run the story with only one side represented? Should you not run the story until you can get a comment from the rival candidate? What do you do?

Professional journalists should present the news fairly and impartially, placing primary value on significance and relevance, and including all sides of a story. They should treat all subjects with respect and dignity, showing particular compassion to victims of crime or tragedy.

Journalists should invest every reasonable effort to get comments from someone who has a stake in the story they are reporting, in particular, when the person is the target of an attack or allegation.

Special care should be exercised when children are involved in a story, e.g., greater privacy protection than adults. They should seek to understand the diversity of a community and inform the public without bias or stereotyping. There is a need to present diverse expressions, opinions, and ideas in context.

### **Objectivity**

Can reporters be TOTALLY objective?

Being objective means that while you're on the job, you don't care who wins or loses. You don't decide which side is right and which side is wrong. Your goal should be to make sure equal time is given to each side of the issue. This is detailed in the previous section under "Balance and Fairness."

To maintain the appearance of objectivity, a reporter must be aware of the image he or she

projects to their audience. It's important that a journalist not be personally involved in any group or activity that may call into question their objectivity.

For example, let's suppose there was a weekend rally held in your city. A group that wants increased wages for the city's factory workers is organizing it. Several of your friends work in factories, and they've asked you to join them at the rally. You don't have to go to work that day, and you have no weekend plans. You personally agree that the workers deserve more money.

Do you go to the rally?

It would be very improper for a journalist to take part in such an event. Why? Because attending a rally like this completely destroys any notion of objectivity with the reporter. Remember, journalists don't take sides. By personally involving yourself in such an event, you're saying to the world that you've decided who's right and who's wrong.

What if you are assigned to cover a story on the factory worker issue the following week? Could your listeners honestly expect you to be completely fair, balanced and objective?

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-9*

Let's be clear about something. There's nothing wrong with a journalist having opinions on controversial issues. Having opinions is normal, and shouldn't be discouraged. What should be discouraged is the public display of these opinions by journalists. Joining in a rally, wearing a political candidate's T-shirt, or working for a political campaign are just a few of the things that would destroy the appearance of objectivity.

Here are some other cases where your objectivity as a reporter could be tested:

- Your brother works in the local police department. He tips you off to a news worthy story dealing with a new way the police intend to fight crime in the community. Since your brother is an employee of the police, should you be the one who covers this story? Can you be totally objective? How should your station handle this situation?
- In addition to working at your radio station, you also write for a newspaper. Your country's government holds a press conference where it criticizes a rival paper for its coverage of the country's top leaders. Could you be perceived as having mixed motives for covering this story? Should somebody else at your station cover the story instead?

It's important to have good ethics, and display fairness, balance, and objectivity. Remember, your reputation—and the reputation of your station—can and will be questioned if you're perceived as unethical, unfair, or unbalanced.

Maybe you think some of these rules shouldn't apply to you. If you find yourself believing you shouldn't have to worry about these issues, think again. With every story you write, every interview you conduct, every decision you make, and your ethics are put to the test. As a journalist, it's EXTREMELY important to protect yourself against the appearance of bias or lack of objectivity. The last thing you want is to be labeled as a journalist who can't be trusted. A label like that can be fatal for a reporter's career.

By adhering to a code of ethics, you're putting the interests of your audience first. Your listeners deserve quality news—news that can be trusted. Remember whom you're serving as a journalist—the audience. If you find yourself serving your own interests, or the interests of the government, a political party, a political cause, a business, etc, then you have a problem. You're a journalist, not an activist.

## Journalism versus activism

There are many reasons why people choose to become journalists. Some people like the storytelling aspect of the media. Others may like the idea that they are helping their community by providing important information on issues such as government, education, religion, crime, etc. And some people enter the field of journalism because they hope to create change.

Is creating change a valid reason for becoming a journalist? Should reporters intentionally present their stories in a way that they hope will bring about a change in local laws, traditions, politics, etc?

Members of the media must confront a serious question: Am I a journalist, or am I an activist?

There is a huge difference between the two. Journalism is the attempt to bring unbiased, objective news reporting to your community for its consideration. Your audience is free to use, or not use, the information in any way they want to. Quality journalism, like we said earlier in this manual, is like holding up a mirror to the community. Good journalism provides an honest portrait of what life is like in your listening area; it shows the good, the bad, the pretty, and the ugly.

Activism is different from journalism, because if you're actively pushing for something (An idea, a political candidate, social change), you're obviously not objective. You've chosen sides. When you pick one side over the other, and promote a certain agenda through your reporting, you're not longer acting as a journalist. You're acting as an activist.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-10*  
It doesn't matter who or what you're actively promoting. If you are seeking to promote the current government through your reporting, then your work isn't credible. The same is true if you are promoting an opposition party that challenges the current government. It doesn't matter if you're being an activist on behalf of the rich and powerful, or the common man. Remember, your radio station shouldn't be in the business of choosing sides.

If you find yourself wanting to use your job to push an agenda, consider a career change. If you believe in a cause so much that you want to use your time and energy to promote it, then quit your current job and become an activist. Work for a political campaign. Join an organization that shares your mission. But don't work for a media outlet and use it to promote your personal beliefs.

Here's a final, and important, point to make: Quality, objective journalism can—and often does—bring about change. But in an objective report, the journalist is simply putting forth the facts, offering different sides to the story, and allowing the community to make up its mind on the issue. A journalist shouldn't judge the quality of his or her work by whether or not it results in change such as new laws, government resignations, or criminal investigations. If you air a report that's so well written and well researched that people take notice, and act as a result of it, that's fine. But if it's met with indifference, that's fine as well.

Why? As reporters, we seek to tell our stories as honestly and fairly as possible. What happens after that is out of our hands.

Unfair and unbalanced journalism is a failure in objectivity. Objectivity means the news stories are free of opinions injected by reporters themselves. The stories should contain facts given by

observers.

Stories are objective when they can be checked against a recorded text of the speech, the minutes of a meeting, a police report, etc. Stories are objective when material in them is borne out by evidence.

To be objective journalists must report about the visible meaning of what people say and do. Journalists gather information and then report that information as factually as possible. They should not comment on, interpret or evaluate the information. If the issue is controversial, journalists must make their best effort to interview representatives of all involved parties. Though journalists may learn that some information given to them is false, they must not call the statement a lie.

Journalists should let their editors know when they cannot cover a subject objectively so that the editor can assign the story to another reporter. One of the WKU trainers explained during a session that her husband is the deputy chief of a fire department in Bowling Green, Kentucky, and because of this, if there is a controversial story at the fire department, she asks the editor to assign another reporter to cover the story. However, on the occasions when there is no other reporter available to cover the event, she herself covers the story, and once it is completed, she has the editor or other reporters read her script to make sure that the story is written neutrally and objectively before going on the air.

Journalists should ask themselves whether they have a responsibility to go beyond mere transcription of what authorities say and do. Journalists should not wait for events to develop or authorities to speak out. They should venture into areas that are not always discernible or measurable. Journalism with little depth is unable to fulfill the role of supplying the public with information with which they can make enlightened decisions.

#####

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-11*

### **Session 3: Budgets**

GOAL: Basic understanding of the need for and how to create a budget OUTCOME: Ability to create a basic budget APPROACH: Samples with explanation EXAMPLE: EXERCISE: Create a basic budget from a set of facts HAND-OUT: Broadcast Billing Calendar

Monthly Cash Flow DISCUSSION: Purpose of budgeting. Using a budget. Creating a budget.

**Session 4: Business Plans**

GOAL: Understanding of the value of a business plan and how to create one OUTCOME: Ability

to create a business plan APPROACH: Sample EXAMPLE: EXERCISE: Create a business plan

HAND-OUT: Asking the Right Questions DISCUSSION: Purpose of a business plan.  
Using a business plan  
Creating a business plan

ROUND 1: Station Information

1. 1. Description of Business Name: Location: Principal Owners: Nature of Business:
2. 2. Legal Structure of Business (Sole Proprietorship, Partnership, Sub Chapter S-Corporation, Corporation.)
3. 3. Strategic Direction (What would you like to see your business become within 3 to 5 years?) (What is your long-term, 5 to 10 years plan for the business?)
4. 4. Management  
In relation to the business venture, describe owner/management's background, responsibilities, and concerns for the business.
4. 5. Product/Service Describe Product or Service Offered Quality and Cost of Product or Service

**Exercise:**

**Describe on a separate sheet of paper the materials and supply sources for the product and the cost from each supplier. (List item per item and then total.)**

1. 6. Distinctive Competencies -What will make your product/service different from its competitors?
2. 7. Industry Analysis: Location Sales Profits Growth Rate Trends
3. 8. Discussion Other Market Influences: Economic Factors Seasonal Fluctuations

Governmental Actions Social Factors Unexpected Influences

4. 9. Market Analysis: Target Market (Customers) Packaging Market Channels (Ways of Reaching Customers) Promotion Pricing Strategy (Take into consideration your costs in ordering and producing the product/service. -See previous exercise concerning suppliers for some help.)

10. Discuss Competitive Factors (Future, Competitors, Substitute Products/Service, Location of Plant and/or Store)

Exercise:

List on a separate sheet your major competitors and their strengths which might influence a customer to choose their product or service over yours.

5. 11. Projections Discuss Current Conditions of Each of the Following and Make Future Projections: Sales, Profitability, Market Share, Product Innovation and Quality.

6. 12. Contingency Plans (Critical Risks, Problems, and Solutions)

7. 13. Personnel

**Exercise:**

**List key personnel and the credentials/expertise needed for job, (Be sure to include any**

**Legal, Accounting, Banking, Advertising, or Other Organizations that will be used regularly.)**

**Exercise:**

**Develop a Salary Schedule for the personnel listed above.**

Appendixes:

Photograph of Product  
Sales Forecasts Charts  
Market Survey Data  
Sample Advertisement  
Sample Press Release  
Production Flow Charts  
Price Lists  
Calculations of Break-Even Points  
Projected Profit-and-Loss Statement

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-15*  
Projected Cash Flow Analysis Fixed Asset Acquisition Schedule Projected Balance Sheet  
Resumes of Key Personnel Character References Additional Information

International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-16  
ROUND 3: Assessing Profitability

14. Financial Summaries (List estimated Capital/Money Needed and Uses)

Start-Up Costs:

One-Time Costs: Fixtures and Equipment Starting Inventory Office Supplies  
 Decorating and Remodeling Installation of Equipment Deposits for Utilities Legal and  
 Professional Fees Licenses and Permits Advertising for the Opening Marquee  
 Stationary Operating Cash Other \_\_\_\_\_ Other \_\_\_\_\_  
 Other \_\_\_\_\_

Total Monthly Expenses: Draw (optional) Salaries and Wages Rent/Mortgage  
 Advertising/Delivery Expenses Supplies Telephone/Utilities Insurance/Taxes, Including  
 Social Security Loan and Interest Payments Maintenance/Legal and Professional  
 Fees Other \_\_\_\_\_ Other \_\_\_\_\_ Miscellaneous  
 Expenses

Total Yearly Expenses	Total One-Time Costs	\$ _____
\$ _____	\$ _____	
\$ _____	\$ _____	\$ _____
\$ _____	\$ _____	\$ _____
\$ _____	\$ _____	
\$ _____		

\$ _____		
\$ _____	\$ _____	\$ _____
\$ _____	\$ _____	\$ _____
\$ _____	\$ _____	\$ _____
\$ _____	\$ _____	\$ _____
\$ _____	\$ _____ (x12)	\$ _____
	Total Monthly	

Total Cash Needed \$ \_\_\_\_\_

#####

**Session 5: Managing Human Resources**

GOAL: Understand the basic

management skills  
to build an effective  
staff to reach your  
station's goals.

OUTCOME: Ability  
to use the tools  
presented

APPROACH:

EXAMPLE: Written  
Policies

EXERCISE: HAND-

OUT: Things to

Consider News

Room Needs

DISCUSSION:

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-18*  
**WORKPLACE QUALITY MEASUREMENTS**

Access to work stations and supplies Sufficient number of phone lines Access to fax machine  
Computer/Internet access Production Software Field Kits Transportation Allowance Written code  
of ethics for journalists Level of Support of News Staff Station provides supplies News reports are  
typed Journalists and staff are paid on a regular basis Written policy on envelope journalism

**ESSENTIAL ITEMS FOR THE NEWSROOM:**

Desk computer with capability to edit wire copy file cabinet scanner rolodex city street map  
planning calendar cart machine or digital editor cassette deck telephone with interview hook-up  
capability air monitor speaker accurate clock mixer separate from production room to cut  
voicers/wraps AM/FM radio with presets to monitor other stations state, national and world maps  
window to monitor the weather weather gauges phone books from all regional areas

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-19*  
Managing Human Resources is a function of two general areas: leadership and personnel  
retention.

Leadership is a function of:  effective communication  personal responsibility  
 individual and group influence  shared purpose with followers  adaptability  
to change

Four building blocks of productivity 1) Clear instructions 2) Adequate skills 3) Feedback 4)  
Appropriate consequences

Equity Theory is based on the notion that fairness is related to work input and the outcomes,  
which result from that input.

Employees will make two types of calculations relating to equity theory

-  input to output
-  comparison with other employees

Expectancy Theory augments equity theory by showing how employees' feelings of job satisfaction are translated into job performance

Delegation and Flexible Schedules

Tips for successful delegation 1) Select the task carefully 2) Select the person carefully 3) Prepare the setting carefully 4) Provide feedback 5) Offer rewards or other consequences

Flexible schedules can deliver positive results in improved employee performance

Organizational Behavior Modification (recommended guidelines) 1) Don't give the same reward to all 2) Recognize that failure to respond to behavior has reinforcing consequences 3) Tell a person what behavior will be reinforced 4) Tell a person what he or she is doing wrong 5) Don't punish in front of others 6) Make consequences equal to the behavior 7) Reinforce behaviors as soon as possible

Tips for organizational leadership 1) Learn to relax and admit your ignorance 2) Take care of the people who work for you 3) Communicate 4) Learn to truly share power (and information and responsibility) 5) Recognize the importance of shared purpose and values

Purposes of performance appraisals 1) Communicate management goals and objectives to employees 2) Motivate employees to improve their performance 3) Distribute organizational rewards such as salary increases and promotions equitably 4) Conduct personnel management research

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-20*  
Elements of appraisals 1) Performance factors 2) Abilities and skills 3) Ethical considerations

#####

**Session 6: The Power of Radio**

GOAL: Explore the difference between radio from other media. OUTCOME: Understand how people use radio and build pride in radio journalists that they are not second class. APPROACH: Pose each question and have participants write down what they believe to be true.

Discuss in groups. EXAMPLES: EXERCISES: How do you define your audience?

Sample news story and some stations, ask which station that story would run on? HAND-OUT: How People Use Radio Keys to Advertising Success DISCUSSION: Strengths and weaknesses

### **How People Use Radio**

1. 1. *Who:* Who listens to your radio station? Who do you want to reach with your broadcasts?
2. 2. *What:* What do you want your listeners to know? What do they want to know?
3. 3. *Where:* Where do people listen to your radio broadcast? How is their listening affected by their location at the time of your broadcast?
4. 4. *When:* When do people listen to your station? How long do they listen?
5. 5. *Why:* Why do people listen to your radio station? Do they listen primarily for news, music, or just to have some type of noise in the background while they do other things?
6. 6. *How:* How do your listeners use the information you provide? How do you get listeners to pay attention to the information in your news programs?
7. 7. *Reliability:* Are your news programs always presented at the same time each day? Can listeners rely on a consistent schedule so they know to listen to news programs? Can listeners rely on your station to interrupt other, non-news programs in order to present important bulletins? Do you follow a story to its conclusion after having first aired it?
8. 8. *Trust & Confidence:* Are your news reports unbiased and fair to all parties involved in the story? Can your listeners trust your own news stories to be accurate and fair? Can the persons you interview and upon whom you report be trusted to be fair and accurate?
9. 9. *Fair, Unbiased & Equal Time:* Again, do you treat all persons in the news story in a fair and unbiased manner? Do you attempt to give all sides of a story equal time?
10. 10. *Respect:* Do your news broadcasts respect the sensitivities, intelligence and knowledge of your listeners? Do you treat those persons you interview or upon whom you are reporting with respect, regardless of how good or bad you think they might be?
11. 11. *Format:* Does your radio station present news programs at the same time each day, each hour? If your format is designed to reach a particular segment of the society, is your news written and delivered in a manner which is easily understood by your listeners?
12. 12. *Demographics:* Do you know who your listeners are?
13. 13. *Interest, Necessity & Convenience:* As a responsible broadcaster, your job is to serve the INTERESTS of your listeners with information that is NECESSARY to improving their knowledge and lives at times that are convenient and readily accessible to them.

#####

### **Why Business Buy Radio**

It's all about listeners.

The money for this buy comes from advertising and marketing budgets. They expect their

investment in advertising to deliver a solid marketing punch.

### **Strategic Implications**

Proposals must be focused on the prospect – not the station.

To test your proposal for its focus, try the Red/Green test.

Use a red hi-lighter pen to mark those sections in the proposal that talk about the station and its needs.

Use a green hi-lighter pen to mark to mark those sections of the proposals that talk about the prospect's

business.

Your goal is a “green proposal.”

### **More Strategic Implications**

More often than not, business want to reach the people who listen to your station, not just listeners to

specific program on your station.

Clarify this point with prospects. Do they want to reach yhour audience or the audience of a specific program? Show them that they are one in the same.

It will help you sell more across your entire program schedule and free up avails in drive time.

In order to sell your station's audience, you will have to know your station's audience.

An investment in audience data, will pay for itself – and then some.

#####

## **KEYS TO ADVERTISING SUCCESS**

With Radio, you can....

1. 1. Expand you advertising reach
2. 2. Target your best customers
3. 3. Generate message frequency
4. 4. Reach mobile customers
5. 5. Motivate people to buy
6. 6. Build Special Relationships
7. 7. Break through media clutter
8. 8. Make a lasting impression
9. 9. Maximize media investments

### **Session 7: Media Law**

**GOAL:** Understand rights and responsibilities of media

**OUTCOME:** Ability to meet the legal requirements

**APPROACH:** Presentation by media law expert

**EXAMPLE:**

**EXERCISE:**

**HAND-OUT:**

**DISCUSSION:** Political coverage HIV/AIDS coverage

**Session 8: News Programming**

GOAL: Understand the difference between news and other program formats

OUTCOME: Ability to differentiate news and understand how to develop a news program

APPROACH:

EXAMPLE:

EXERCISE:

HAND-OUT:

DISCUSSION: Format, elements

Newscasts sports cultural analysis features business reporting commercial breaks

Defining News and differentiating news from other program forms

Insulating and protecting your news department.

**Session 9: Audience Research**

GOAL: Examines the connection between audience research and determine rate structures for advertising

OUTCOME: Ability to examine audience data and determine a strategy

APPROACH: Samples, discussion, exercises

EXAMPLE: American Audience Research Report

EXERCISE: Audience research and plan

HAND-OUT: Audience Profile  
Audience Research

DISCUSSION: Types of Audience Research  
Creating a Customer  
Profile  
Review at an audience research  
report

## **Types of Audience Research**

Seven ways to collect audience data:

1. 1. Phone Calls to the Station from Listeners -ask age and location - other information
2. 2. Sales Promotions -register to win entries -call in to win
3. 3. Promotional Events and Remotes -Sign up listeners at station events -Consider a station mailing list/database
4. 4. Station Clubs -Can you provide members with benefits? -Events for members
- .5. Special Listener Groups
  - .- News watchers
  - .- Weather watchers
1. 6. Station Website -Provide special feature for sign-ups
2. 7. Listeners Telephone Surveys -Random dialing of residents

- More scientific

### **EXERCISE:**

**Develop a strategy to collect audience research for your station to include in your sales and marketing plan.**

#####

## **AUDIENCE PROFILE**

Rank the characteristics of your audience that are most important in determining how receptive they'll be to your station. For the characteristics that have no bearing on whether or not they'll listen, leave the space blank.

\_\_\_\_Gender \_\_\_\_Education level \_\_\_\_Children in household \_\_\_\_Age \_\_\_\_Race or Ethnicity \_\_\_\_Home ownership \_\_\_\_Income level \_\_\_\_Religious affiliation \_\_\_\_Recreational activities \_\_\_\_Occupation \_\_\_\_Marital status \_\_\_\_Proximity to your business

Rank the characteristics of your product or service that are most important to your target customers \_\_\_\_Price \_\_\_\_Convenience \_\_\_\_Product Features \_\_\_\_Service \_\_\_\_Reliability \_\_\_\_Design \_\_\_\_Status \_\_\_\_Other:\_\_\_\_\_ \_\_\_\_Other:\_\_\_\_\_

*Now describe your customers according to the characteristics you have identified. Start with the characteristics you ranked as most important, providing details on how you think that characteristics will influence your customers' buying decisions. You may need to continue this process on a separate sheet, or make copies of this one.*

Characteristic #1

Characteristic #2

Characteristic #3

Characteristic #4

Characteristic #5

####

## **Session 10: Promoting the Station**

GOAL: Understand public relations in modern business and mass media.

OUTCOME: Ability to differentiate between PR and news

APPROACH:

EXAMPLE:

EXERCISE:

HAND-OUT:

DISCUSSION: The differences between PR, Marketing, and Advertising and the management roles and

functions of each.

Setting policy.

Public service announcements.

Developing experts, getting mentioned, journalists ways of dealing with dignitaries,

Advertising and "the don'ts" of PR.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-31*  
**Nine Ways Public Relations Contribute to the Bottom Line**

By Pat Jackson, APR, 1933-2001

<b>Process</b>	<b>Principal Activities</b>	<b>Outcomes</b>
1. Awareness & Information	Publicity, promotion, audience, targeting, publication	Pave the way for sales, fundraising, stock offerings, et al
2. Organizational Motivation	Internal relations and communications OD interventions	Build morale, teamwork, productivity, corporate culture; work toward One Clear Voice Outreach
3. Issue Anticipation	Research, liaison with all publics, issue anticipation teams	Early warning of issues, social-political change, constituency unrest
4. Opportunity Identification	Interaction with internal and external audiences, "knowing the business"	Discover new market, products, methods allies, positive issues
5. Crisis Management	Respond to or a blanket issues, disasters, attacks; coalition building	Protect position, retain allies and constituents, keep normal operations going despite battles
6. Overcoming Executive Isolation	Counseling senior managers about what's really happening, research	Realistic, competitive, enlighten decisions
7. Change Agency	OD, QWL, corporate culture, similar techniques, research	Ease resistance to change, promote smooth transition, reassure affected constituencies
8. Social Responsibility	Social accountancy, research, mount public interest projects and tie-ins, volunteerism, philanthropy.	Create reputation, enhance economic success through "double bottom line earn trust

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-32*  
**PROMOTION A RADIO STATION – THE FUNCTION AND ROLES OF MODERN PUBLIC RELATION PRACTICE**

Augustine Ihator, Ph.D.

**INTRODUCTION**

In order to succeed both in the short-term and long-term, a business has to fully know, understand, and creatively relate to its various publics. The relationship has to be mutually rewarding.

Business has to manage its reputation, explain itself, promote, interpret, influence and make itself understood, especially in a very competitive marketplace. A business creates the image it wants and keeps it.

This is where public relations (PR) skills become very important. Before we fully explore how PR is successfully used to achieve a business goal, it is necessary to differentiate the management functions of PR from marketing and advertising functions.

It has to be stressed all the three functions are not carried out in isolation. Each function feeds on the other for the eventual success of the business. This is often called Integrated Marketing Communication.

PR creates and nurtures mutually rewarding relationship with the various publics. The success or failure of any business depends on relationship.

Advertising is the use of controlled media (mostly paid for) in an attempt to influence the actions of targeted publics.

Marketing is the process of researching, creating, refining, and promoting a product or service and exchanging that product or service for something of value, mostly money.

Many businesses often forget or do not recognize the importance of planning their relationship with their audience.

While the immediate goal of advertising and marketing is to enhance product/service awareness, sell and generate profit, PR creates and nurtures a cordial relationship and a favorable environment for business to succeed.

Effective PR enhances good image, and make your publics see you as a socially responsible organization, demonstrating corporate citizenship. Just like individuals, corporations also have personality. We all are attracted to an amiable and charismatic personality. We are more likely to form personal or business relationship with such an individual or organization.

Therefore, see our discussion today in that light – relationship creation and nurturing, image enhancement, shaping opinions and behavior, and sometimes managing crisis.

What then can we do to achieve this relationship functions and crisis management?

You need to carry out PR campaign in order to further position yourself with your listeners, competitors, advertisers, and other publics. Communication with your various publics is a continuous activity as long as you are in business.

Be seen, be read, be heard. And use all vehicles of mass communication to bring attention to yourself at all times.

Consider the following as you carry out this important function.

Supply Good and Needed Service:

Give your audience what they need. This is the first action plan. No amount of PR campaign would make your organization liked or succeed if you are not supplying the needed service, or if your service is of poor quality.

Never assume your publics know you and will always be with you, especially in a very competitive business environment. Always keep in touch with your publics and keep reminding them who you are, where you are, and your service in the community.

Like other aspects of your business, PR activities have to be systematically planned for them to succeed.

#####

### **Planning PR Campaign:**

Your PR campaign goal may be, among others, to promote your station in order to meet the challenges posed by your competitors, including even the public radio which may be taking away some of your audience. Use the following approach:

- . • Fully understand the problems you are trying to solve. For example, if it is a perceived threat from your competitors, do extensive research to fully know the type and magnitude of the problems. This knowledge would allow you to know which promotion techniques to successfully adopt.
- . • Formulate realistic goals in measurable terms, with specific timeframe.
- . • Then state your action plan that is the PR activities that would allow you to achieve your goals.
- . • Fully know who your publics are – demographic information (age, income, gender, education, geographic location, ethnicity) and psychographic information (lifestyle, such as hobbies, music taste)
- . • Set up a timetable of activities. Time your activities.
- . • Of course budget is very important. Know how much it would cost you so you can include it in your business expenditure.
- . • After the implementation of your project, always evaluate your performance; so you clearly know your areas of strength and weakness.

#####

**Effective Communication:**

In your campaign communication from the viewpoint of your audience:

- . • Approach every communication from the viewpoint of your audience
- . • Give your audience a sense of involvement
- . • Make your broadcast relevant to the lives of your audience
- . • Communicate with, and not at people
- . • Localizing your message
- . • Use many channels of communication, not just your own for greater impact
- . • Maintain consistency in positioning and promoting yourself – your station signature, tone, logo, etc.
- . • Repetition is essential for your audience to remember you. It leads to improved learning and chance of penetrating audience indifference and resistance.
- . • Maintain credibility

#####

**EXAMPLE OF CAMPAIGN ACTIVITIES**

Depending on the resources you have, you may use any of the following methods to execute your station PR campaign:

- . • Organize radio station tours. This activity would bring you nearer to your audience. It is like inviting them to your home.
- . • Participation in trade shows
- . • Speaking to community groups
- . • Special station annual event such as anniversary
- . • Live broadcast from the mall, high school, or university campus on special occasions
- . • Billboard and posters
- . • Use other media – television, print, online, etc. You may advertise through these media

#####

### Identification of Community Needs

Identify community needs and try to meet them based of course upon your resources. These needs may

not have anything to do with your radio operation.

The needs may be educational or cultural. Visit school and universities and speak to them not only about

your station, but about community issues and solutions. Demonstrate your social

responsibility. Other media would report on your community efforts and this is a free publicity for you. Research has

clearly shown that third party information is often perceived to be more credible on the part of the community than advertising and marketing information. Know Your Community and Opinion

Leaders These individuals are very influential in the society. They may be public officials; educators; religious

leaders; professionals; ethnic, business and neighborhood leaders.

They may share their perception of you with others in the community. Therefore, they can help or hurt you. Work with them and make them know you are a good corporate citizen in the

community. Guerilla PR Activities You may organize an unusual activity that draws attention to your radio stations; such as employing some

people to wear masks, with your mascot or logo, and perhaps dance and wave at an audience in a

stadium, mall, and at high school and college campus. Adults and children often have a big fun out of it. Some radio stations in the United States have annual fireworks or other activities that attract many people. A radio station may solicit donations from other organization to carry out this project.

Some of these activities are usually seen as cultural and social events in the community.

### Institutional Advertising

Sometime various organizations in an industry promote themselves through advertising in print and

broadcast media, billboard, or other vehicles to promote their industry.

For instance, as television may be taking away some advertising money from radio stations, local, region,

or national radio stations in Indonesia may form an association, if none exist now, for the benefit of the radio industry. They then can collectively promote radio.

#####

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-38*

## **CRISIS MANAGEMENT**

We live in an imperfect world. Crisis happens. And we have to be ready to effectively deal with it in order to regain reputation and credibility.

Be prepared. Do the following:

- . • Analyze the scope and seriousness of the crisis before any action is taken
- . • Try to discover the cause, motive, and origin.
- . • Always maintain a good file with update information from opinion polls, media clippings, your communication with community and opinion leaders, and other influential publics. Know the contact information of key personalities and institutions in your market area, including the media so you can readily reach them in time of crisis.
- . • In responding to an attack, focus on your strength, positive points and sense of community, rather than concentrate on rebuttal or repeating misstatements. Sometimes, it is even better to keep quiet; rather than glorify blatant lie.
- . • If the attack is from another medium, reply through the same channel and draw on as many facts and evidence as you can to make a calm and reasoned counter-argument. Never attribute bad motives to the medium or question its integrity. The public is intelligent. Let it draw its conclusions.
- . • If you realize you have made a mistake, accept it and promise it would never

happen again. You are more likely to be forgiven and regain your reputation and credibility.

#####

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-39*  
**RADIO STATION PROMOTION – EVALUATING PUBLIC RELATIONS ACTIVITIES**

Augustine Ihator, Ph.D.

**THE NEED FOR PUBLIC RELATIONS ASSESSMENT**

It is very important that every PR activity be evaluated for effectiveness. Without some type of assessment, it would be very difficult for you to know if you have succeeded or not.

If you do not know what the real situation is, mistakes are more likely to be repeated. And this may cost

you money, time, and effort.

It is advisable to factor in and plan for PR evaluation as you implement you community and radio listeners relations programs.

Keep record of all you activities and audience composition. It isn't hard to do once you make it a

practice. Every record of business conversation, official letters and e-mail received or sent, community invitations received and answered, and complaints and appreciation by community, if applicable, have to be meticulously kept for easy reference.

If you have not done so, keep a file of each PR activity and audience type for easy reference. #####

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-40*  
**HOW TO MEASURE YOUR WORK PERFORMANCE AND AUDIENCE**

As we said earlier, know your audience and how it may be changing from time to time. Keep record of the changing demographics (age, income, gender, education, geographic location, ethnicity) and psychographics (lifestyle, such as hobbies, music taste). Focus group and audience survey help.

You may notice some of these changes during your interaction with your publics.

Always set goal(s) and objectives for all your activities and make them realistic,

achievable, and measurable. Include the time it would take you to accomplish each task.

Your goal is the ultimate expected outcome, for example, acquiring 30 per cent listenership from the radio audience in your region. Your objectives and strategies are what you would do to get that number.

If you plan, for example, to include the tour of your radio station during your anniversary as one of your objectives to achieve your goal, count how many persons who participated in that activity, how much it cost you, and keep the record.

You may then compare the present number with last year's to see if you are gaining more people, and if the event is costing you more or less. This would tell you your progress.

If another objective is for you to visit and speak to the various educational, professional and cultural groups in the community to share information about your radio station and you place in the community, keep record of each speech audience.

In PR and mass media, we usually use the number of occupied seats in an auditorium to have a good guess of attendance. In some instance, we give our speech audience a questionnaire to complete. We can then know how receptive those who listened to our speech were.

If one other objective is to produce and distribute promotional gifts to your advertisers and listeners, keep count of how many gifts you distributed and to whom, and of course the costs.

As we said, each objective and goal has to be evaluated at the end of each implementation. Do not wait till the end of your campaign to make assessment. Evaluate each work done and keep very good record.

At the every end of the PR campaign we have been discussing, you may then do the final evaluation to see if you have achieved your goal of gaining 30 percent listenership in your territory.

Also calculated the grand total of expenses you have incurred in this project. Having kept record all along, you would then know the cost of each activity and the total cost of implementing your campaign to get the desired listenership.

The difference between the radio audience number you started with and the present one you have would clearly tell you if your campaign has succeeded or not.

Realize that sometimes, it may take some time for you to notice the difference in number. It is not very easy changing the listening behavior of some radio patrons. So do not be discouraged if the result isn't dramatic during your own timeframe. Be patience. Do not relent effort.

In critically reviewing your PR project implementation and outcome, you would be able to know your area of strength and weakness. And you have data to validate your claim.

#####

**Session 11: Positioning your Radio Station**

GOAL: Understand the basic tools of positioning your radio station

OUTCOME: Ability to state your station's positioning

APPROACH: Sample, role-playing, exercise

EXAMPLE:

EXERCISE: Write an outline describing that effort. How does news fit in?

HAND-OUT:

DISCUSSION: Define your place in the community that will enable people to know who you are.

Focus groups.

Community outreach.

How would you position your radio station?

**Session 12: Building a Relationship with Advertisers**

GOAL: Understand the basic tools of building a relationship

OUTCOME: Ability to use tools presented

APPROACH: Sample, role-playing, exercise

EXAMPLE:

EXERCISE: Use tools with actual advertisers

DISCUSSION:

**Session 13: Writing Ad Spots**

GOAL: Understand the basic tools of writing ads OUTCOME: Ability to write effective ads

APPROACH: Sample, role-playing, exercise EXAMPLE: EXERCISE: Use tools with actual  
advertisers HAND-OUT: How to Write and Produce Radio Commercial DISCUSSION:

## **Session 14: Creating Your Sales Presentation**

GOAL: Understand how to use data to create a sales presentation for a specific client

OUTCOME: Ability to create an appropriate and effective sales presentation

APPROACH: Samples, role-playing

EXAMPLE:

EXERCISE:

HAND-OUT:

DISCUSSION: Selling radio with audience numbers with audience research.

Focus groups  
Giveaways.  
Know your client.  
Putting together the presentation

## **Selling the Client**

1. Find the prospect. Continually identify new prospects.
  - .a. Current customer – retention growth opportunities referrals
  - .b. Referred prospect
  - .c. Targeted prospect
  
2. Find the decision maker
  - .a. Aim high
  - .b. Respect all decision influencers (secretaries, office managers, assistance, etc.)
  
3. Arrange an appointment
  - .a. Briefly introduce yourself and your company. (“Do you listen to NPR/WKYU?”)
  - .b. Initial benefit statement (drop names of current underwriters)
  - .c. “I don’t know if I can help you..” (Don’t push)
  - .d. Ask for a firm appointment.
  - .e. Introduce yourself to new prospects with a gimmick. For example, send them a package of tea, an item that will save them time-and give them time to meet with you.
  
4. At the appointment, ask the right questions and listen. (see sample form).

Ask for 10 minutes of their time and try to finish on time. If your prospect wants to continue past the allocated time, remind them that your time is up but that you will be happy to continue.

Avoid using negative words. For example,

### Don’t say

Cost or price  
Contract  
Sign  
Deal  
Cheaper  
Credit Application

Instead say Investment Agreement Approve Package More cost effective Account information

5. Present solution through a custom proposal
  - .a. Remember that people buy benefits (why it is important), not features (what it is or does).
  - .b. Tell your personal story.
  - .c. Tell your company story (awards, testimonials, accolades).
  - .d. Present our services.
  - .e. Present your solution, which either fills a need or helps the prospect achieve what they want.
  - .f. Keep it simple. Your goal isn’t to tell prospective advertisers everything you know. You only need to tell them enough information so they can make an informed decision.
  
6. Ask for a commitment
  - .a. Ask an obligating question, and then....
  - .b. Give them time to decide.
  
7. Saying Thanks You.

You can't thank your client enough. There are several ways to do that. -A call or hand written note. -A more formal letter welcoming the underwriter on board (see sample letters). - Whenever possible, send an additional thank you letter from the general manager, program director, or from another advertiser.

*International Journalism and Media Management Training Program Semi-Annual June 1, 2003 Appendix 9-46*

- A thank you gift (i.e., station coffee mug, tote bag, pen set, umbrella, etc.).
- Take the new client to lunch

Remember that getting a new advertiser on board isn't the end of the process. Your best prospects are your current clients and maintaining a mutually beneficial relationship is Your strongest assurance of renewal.

8. Always know .....
  - Decision makers
  - Planning cycle of prospects.
  - What is their main product or service?
  - Who are they trying to attract with their products or services?
  - What's their competition?
  - What is their advertising budget?
  - What media do they use?

#####

