



# Participant Handbook

Sector  
**Media and Entertainment**

Sub-Sector  
**Television, Print, Radio, Digital**

Occupation  
**Journalism**

Reference ID: **MES/ Q 1904, Version 3.0**  
**NSQF Level 4**



**Community Journalist**

This book is sponsored by Media and Entertainment

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**Shri Narendra Modi**  
Prime Minister of India

“

Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission.

”



# Certificate

**COMPLIANCE TO  
QUALIFICATION PACK – NATIONAL OCCUPATIONAL  
STANDARDS**

*is hereby issued by*

**Media & Entertainment Skill Council**

*for*

**SKILLING CONTENT: PARTICIPANT HANDBOOK**

Complying to National Occupational Standards of  
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QP No. **“MES/Q1904, NSQF Level 4”**

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Authorized Signatory  
(Media & Entertainment Skill Council)

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The preparation of this manual would not have been possible without the Media and Entertainment Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This participant manual is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavors.

## About this Book

This Participant Handbook is designed to enable training for the specific qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS

1. Map the community
2. Gather news of local importance
3. Conduct an interview
4. Undertake field reporting
5. Maintain workplace health and safety

## Symbols Used



Key Learning  
Outcomes



Steps



Time



Tips



Notes



Unit



Exercise

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# 1. Introduction and Orientation



- Unit 1.1 - Introduction to Media and Entertainment Sector
- Unit 1.2 - Introduction to Community Journalism
- Unit 1.3 - Vital Mission of Community Newspapers



## Key Learning Outcomes



At the end of this module, participants will be able to:

1. Recognize the concept of case-story / incident for journalism
2. Perform the duties of community journalist by reporting local issues
3. Evaluate the importance of communal journalism and role of journalist

## UNIT 1.1: Introduction to Media and Entertainment Sector

### Unit Objectives

At the end of this unit, participants will be able to:

1. Describe the media and entertainment industry in India
2. Describe the growth expected in the media and entertainment industry
3. Explain the various products and processes of the industry
4. Identify some keywords used in the industry

### 1.1.1 Media and Entertainment Sector in India

The Indian media and entertainment (M&E) sector are one of the biggest in the world. It is placed as 14th largest in the world. The Indian M&E sector recovered by 16.4% to INR1.61 trillion (US\$21.5 billion), still 11% short of pre-pandemic 2019 levels, due to the second wave of COVID-19 which impacted the sector.

As per EY report the M&E sector will grow 17% in 2022 to reach INR1.89 trillion (US\$25.2 billion) and recover its 2019 levels, then grow at a CAGR of 11% to reach INR2.32 trillion (US\$30.9 billion) by 2024

	2019	2020	2021	2022E	2024E	CAGR 2021-2024
Television	787	685	720	759	826	5%
Digital media	221	235	303	385	537	21%
Print	296	190	227	241	251	3%
Online gaming	65	79	101	120	153	15%
Filmed entertainment	191	72	93	150	212	32%
Animation and VFX	95	53	83	120	180	29%
Live events	83	27	32	49	74	32%
Out of Home media	39	16	20	26	38	25%
Music	15	15	19	21	28	15%
Radio	31	14	16	18	21	9%
<b>Total</b>	<b>1,822</b>	<b>1,386</b>	<b>1,614</b>	<b>1,889</b>	<b>2,320</b>	<b>13%</b>

All figures are gross of taxes (INR billion) for calendar years | EY estimates

Fig 1.1.1: Estimate revenue of M&E Industry by EY report

Another high growth sub-sector is Gaming which grew by 35.1% in FY 2018 as compared to FY 2017. The projected growth of industry for FY 2018 to 2023 is given in next figure.

Overall industry size (INR billion)	FY19	FY20	FY21	FY22	FY23	FY18-23 CAGR%
TV	746.4	855.3	959.1	1,066.6	1,179.6	12.6%
Print	338.5	357.8	378.6	400.8	424.9	5.9%
Films	171.7	185.4	199.3	213.9	228.8	7.6%
Digital advertising	154.7	202.6	263.4	339.8	435.0	30.2%
Animation and VFX	86.7	100.9	116.8	133.5	151.8	15.5%
Gaming	55.4	70.9	84.7	103.3	118.8	22.1%
OOH	35.7	38.6	42.0	45.7	49.7	9.2%
Radio	28.3	31.8	34.8	38.8	42.1	10.2%
Music	16.6	19.1	22.1	25.6	29.6	15.5%
<b>Total</b>	<b>1,833.9</b>	<b>1,882.5</b>	<b>2,100.7</b>	<b>2,388.0</b>	<b>2,880.2</b>	<b>13.1%</b>

Fig 1.1.2: Projected growth of M&E Sector

India is one of the largest broadcasters in the world with approximately 800 TV channels, 242 FM channels and more than 100 community radio networks working at present. Bollywood, the Indian film industry is the largest producer of films around the globe with 400 production and corporate houses involved.

The Government of India keeps on pushing the Media and Entertainment industry by launching various schemes such as digitizing the cable TV to fill greater institutional funding, raising the foreign investment from 74 per cent to 100 per cent in cable and DTH satellite platforms. Government has also allotted industry status to the film industry for easy finance.

### 1.1.2 Employability in Media and Entertainment Sector

The Media & Entertainment sector employs 11-12 lakh people directly (as per 2017 reports) and if we consider indirect employments as well then count goes to 35-40 lakh people. The Media sector is highly dependent on advertising revenues and performance of Industry for economy outlook. This sector was having 4 lakhs workforce in 2013 and we expect it to reach 13 lakhs by 2022 which means employing 9 lakhs of additional employment in the period of 2013-22.

- 1/4th of the people employed in Media and Entertainment sector are from film industry.
- The Media & Entertainment sector will generate 7-8 lakh jobs by 2022, taking the total count of employment to 1.8-2.0 million.
- The Media and Entertainment sector which is expected to grow at rate of 13.1 % by 2023 which means to reach 2.7 lakh crore of business for skilled professionals.
- Film & Television sector has a major portion of the workforce employed in media and entertainment. Digitization activities being done in both films and television arena are the key player for this demand.

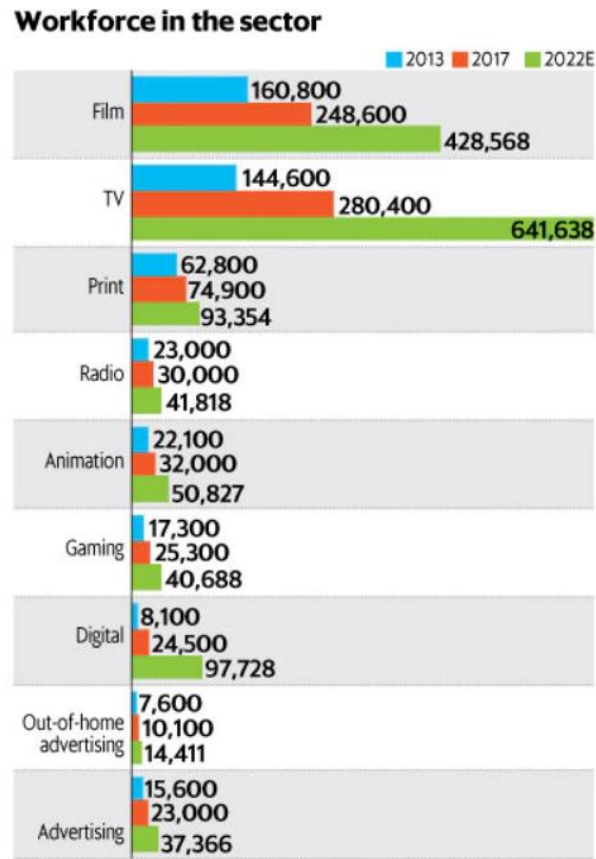


Fig 1.1.3: Employments in Different Sectors of Media and Entertainment

### 1.1.3 Evolution of Media and Entertainment Sector

- Radio broadcasting came by Radio Club of Bombay in 1923 in India under the British rule.
- All India Radio (AIR), one of the largest radio networks in the world, started working in 1936.
- Door darshan (DD) started the era of TV on Sept 15, 1959, in India.
- The Indian economy was closed until 1990, and no private player could enter the space in the 1990s, the Indian film industry was completely fragmented
- BBC launched its national service in 1995
- In 1999, the government allowed private Indian Firms to set up their FM stations on a license fee basis
- In May 2000, as part of Phase I of radio broadcast licensing, the auction was conducted and 37 licenses were issued, out of which 21 are operational in 14 cities
- Approximately 1000 TV channels and 1052 radio stations are expected to be working by 2022.

### 1.1.4 Major Subsector and Segments

- The Indian M&E industry comprises several sub-sectors, such as television, radio, print media (including newspapers and magazines), films, animation, and visual effects (VFX), Sound & Music, Amusement & Theme Parks, Art & Culture, and Event Management/Live Performances.
- Advertising industry is the major revenues generating part of the industry and the growth of the sector decides the overall growth of the industry.
- Although there is not much to export from this industry, but imports have a considerable share in the economy like imports of newsprints, set-top boxes, and antennae.

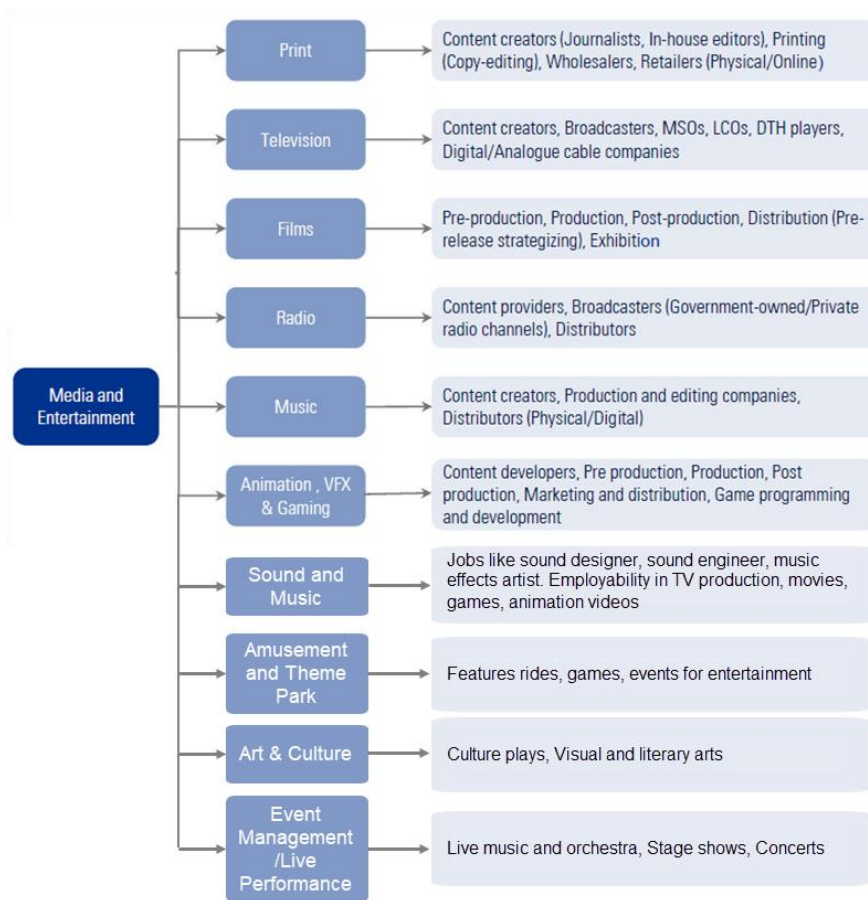


Fig 1.1.4: Media and Entertainment Sector

- The industry is specific to cultural and ethnic backgrounds and is organized around specific hubs that specialize in output for a given population segment. For example, the Mumbai film industry (Bollywood) is a key film hub in the country. A similar hub also exists in South India.



### Growth rate by sub-sector

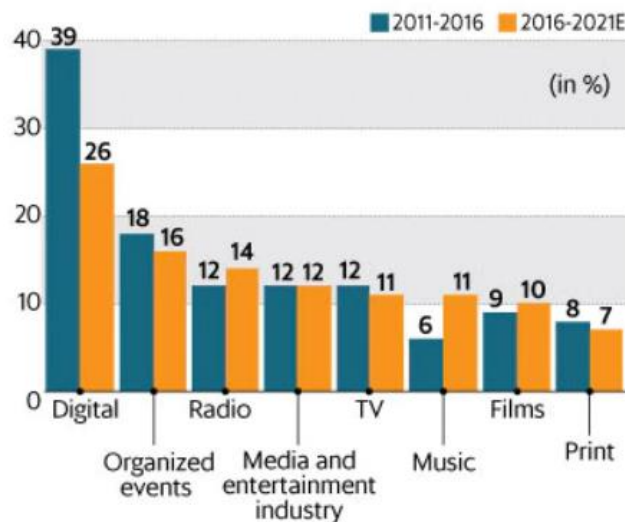


Fig 1.1.5: Media and Entertainment Sector Growth Rates expected in 2016-2021

## 1.1.5 General sector specific terms words used in this book

- **Animatic:** A series of images edited together with dialogues and sound is called animatic.
- **Compositing:** Combining layers of images/elements into a single frame is called compositing.
- **Composition:** Positioning character with respect to the background and camera is called composition.
- **Creative Brief:** A document that captures the key questions for the production including the vision, objective of the target audience, budgets, project, milestones, timelines and stakeholders is called creative brief.
- **Key Frame:** Key poses that start and end poses for animation sequence are called key frames.
- **Modeling:** Creation of three-dimensional models for animation using specialized software is called modeling.
- **Rendering:** Conversion of three-dimensional models into two-dimensional images with 3D effects is called rendering.
- **Rigging:** Process of adding joints to a static three-dimensional model to aid movement during posing is called rigging.
- **2D animation:** Moving pictures in a two-dimensional environment is called 2D animation like in computerized animation software.
- **3D animation:** 2D animation with depth is called 3D animation. Examples include video games such as Halo and Madden Football.
- **Animation:** Sequential play of various inter-related frames is called animation.
- **Anticipation:** Anticipation is created through the preparation of an action.
- **Aspect Ratio:** The width to height ratio of a TV picture is called aspect ratio.
- **Background Painting:** An artwork done in the background of an animation is called background painting.
- **CGI (Computer Generated Imagery):** Creation of Figures, settings, or other material in the frame using computer software is called CGI.

- **Clean-Up:** The process of refining the rough artwork of 2D animation is called Clean-up.
- **Computer Animation:** Any kind of animation created in computer is called computer animation.
- **Frame:** one of a series of still transparent photographs on a strip of film used in making movies or animations.
- **Frame Rate:** The rate of change of frames in an animation is called frame rate. It is measured in frames per second (fps).
- **Graphics Tablet:** This is a device used to draw sketches.
- **Pixel:** The smallest indivisible portion of an image is called pixel.
- **Raster:** Rastering is the projections of various pixels on CRT screen to form an image.
- **Rotoscoping:** Creation and manipulation of background images of an animation is called rotoscoping. This can be done manually as well as using computer software.
- **Title Cards:** Title cards are also called FIR of an animation. Title cards give brief information about the animation.
- **Tween:** The transition of one frame to another in animation is called tween.
- **Vector:** Some of the artwork is created by vectors rather than pixels. This allows cleaner and smoother animation because images are displayed by mathematical equation solutions.
- **CEL:** It is a cellulose sheet used to paint characters. In practice, it is now a day. Plastic sheet in combination with the outline and coloring of a character, object, and/or special effect.

**Exercise-1**

Discuss the role of Media & Entertainment sector in India economy.

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**Exercise-2**

Discuss the employability of various sub-sectors in Media & Entertainment Sector.

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## UNIT 1.2: Introduction to Community Journalism

### Unit Objectives



At the end of this unit, participants will be able to:

1. Define community journalism
2. Describe the roles and responsibilities of community journalist
3. Explain the benefits of community journalism

### 1.2.1 Introduction

Newsrooms on television, radio, cable, and in print media are experimenting with a novel idea termed community or "civic" journalism. Others concentrate on certain initiatives, while some include it in their daily coverage plans. These news organizations are using community journalism as a means of enhancing journalism. Increased variety, more in-depth and contextualized news coverage, and a deeper comprehension of the numerous communities that make up a given viewing area are some of the most significant advantages of community journalism.

The lack of depth and context in television and radio news is one of the many criticisms thrown at it. Community journalism pushes journalists to provide additional depth to their reporting and assists stations in providing context in news stories. Since community journalism is centered on covering issues, it is more probable that ongoing coverage of matters of significance to citizens will be more extensive.

Journalists and news managers are encouraged to use community journalism to discover strategies for capturing citizen priorities, concerns, and opinions on various issues that are significant to numerous communities. News managers are increasingly figuring out ways to hear and comprehend the most diverse voices and communities in their viewing and listening locations as part of the process of building connections with individuals. Practicing community journalism helps both news content and source diversity by encouraging a discussion of citizen views and issues using a wide range of community perspectives.

The best justification for community journalism is to improve the understanding of the community by news organizations and the journalists who work there. A constant dialogue on issues affecting their communities is inherently a part of this greater understanding between journalists, citizens, and public leaders. This conversation has led to an expansion of the community story sources file and an increase in story ideas from other communities. These connections and the publicity that results might raise the perceived worth of your news offering among consumers in your target market.

Community journalism is professional, locally focused news reporting that often concentrates on small towns, individual suburbs, or city neighborhoods rather than metropolitan, state, national, or international news. Community journalism focuses on the impact bigger themes have on local readers when they do so. Weekly publications by community newspapers are not usually the case, but they do frequently cover topics that larger news outlets do not. The local high school's honors roll kids, interscholastic athletics, crimes like vandalism, zoning difficulties, and other aspects of daily life in the

neighborhood are a few examples of themes. These "hyperlocal" articles, nevertheless, are occasionally disregarded as "chicken supper" tales.

The majority of local journalists are trained journalists and editors. At reputable undergraduate and graduate journalism programs, some specialist training courses in community journalism have lately surfaced. While many community newspapers engage in civic journalism, it should not be confused with the work of citizen journalists, who are frequently unpaid amateurs. Community journalism is intimate, compassionate, and personal; it reflects the community and shares its tales; and it embraces a leadership position, according to a list of characteristics attendees at the "Emerging Mind of Community Journalism" conference in Anniston, Alabama, in 2006 came up with.

*What will a community reporter do?*

*As a community reporter, your main role is to engage with people in specific communities to curate, collate and create content relevant to them. You build and act as the point of contact for online communities by engaging with and seeking out content either written by you or from members of those communities.*

## 1.2.2 Benefits of Community Journalism

Increased variety, more in-depth and contextualized news coverage, and a deeper comprehension of the numerous communities that make up a certain viewing region are some of the most significant advantages of community journalism. It is said that community journalism represents, strengthens, and even builds community.

It is assumed that the form speaks to, from, and about community, bringing people together with an awareness of their common frame of reference and their need to sustain it. The latter demand objectivity and put global ideals above local ones. However, both types of news organizations have an intrinsic duty to compile and disseminate information about vitally important stories for the public, such as dangers and difficulties from the outside as well as internal tensions and conflicts.

### **The importance of community journalism in a growing world of Internet and social media**

Due to its role in fostering community connections, local media plays a significant role in journalism. Having a local news organization unites community interests to have an impact on readers on a personal level. The media might concentrate on a certain population in a particular location. The local media connects people by highlighting their shared knowledge and linguistic traits.

Although there is a push in today's society for media to be connected via the Internet, smartphones, and social media, I believe that this makes it easier to reach the community and is a way to spread information even more quickly. Community journalism will need to adapt to getting information about local events through social media as a result of the growth of the Internet.

The more evident impact of a society lacking local news is that some demographic groups would not be addressed or reached incorrectly. The aim of local media is to comprehend the neighborhood. If there were only major media channels rather than local news outlets where people could have a voice,

this kind of society would create distance. Building relationships is important in community journalism since the stories are about the people. A society without community news would result in less detailed and frequent coverage of vital breaking news and information, which is a less noticeable effect.

## UNIT 1.3: Vital Mission of Community Newspapers

### Unit Objectives



At the end of this unit, participants will be able to:

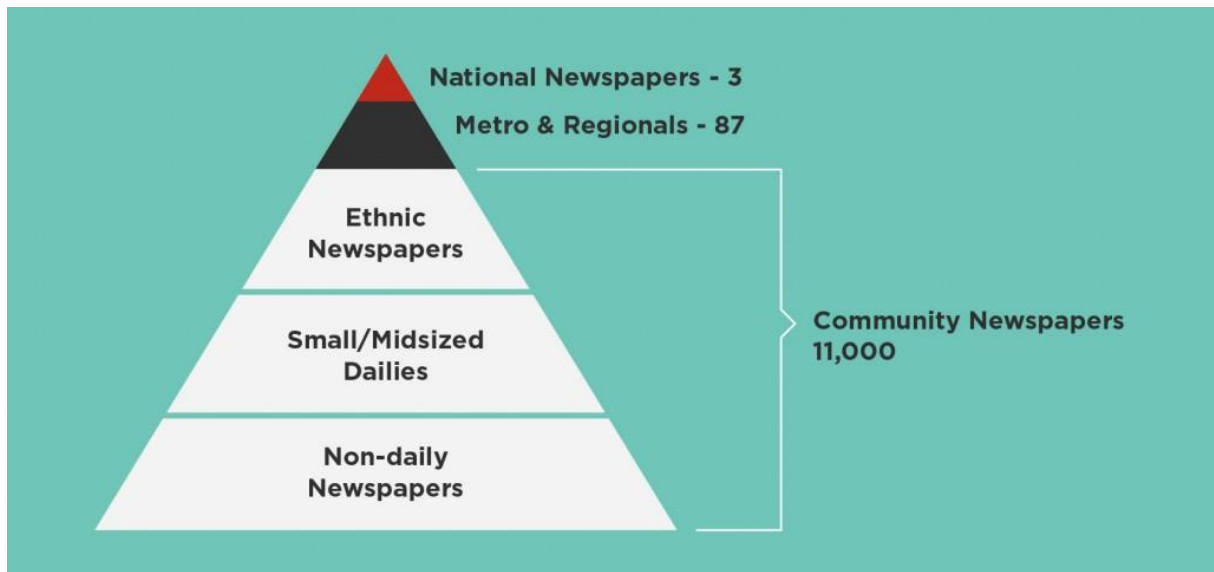
1. Explain community newspaper and its importance
2. Define accountability journalism
3. State the stakeholders in a community newspaper
4. Describe the roles of a community newspaper

### 1.3.1 Introduction

Publishers and editors frequently presume that readers, elected officials, advertisers, staff members, and stockholders all understand the value of their newspaper to the community. However, a recent Pew Research Center research found that "about 60% of Americans say they have heard little or nothing at all about the financial issues besetting news organizations." Reiterating your community news organization's goal is a good place to start the strategic planning process since it clarifies for your audience, staff, and stockholders what would be lost if you went out of business. The first step in determining a strategy for your news organization's survival and renewal in the digital age is to clearly state its goal and the crucial importance of that mission to the entire community.

### 1.3.2 What is a Community Newspaper?

A community newspaper, by definition, is a tiny daily or non-daily with a circulation of less than 15,000. But as more and more readers now acquire their news from digital sources, that definition is becoming outmoded in the digital age. Consequently, a community newspaper is any news outlet whose main goal is to report on significant issues affecting a strong and clearly defined geographic, ethnic, or cultural community. A community newspaper may have a readership of a few thousand or as many as 100,000. The purpose of the publication is more significant than its size. According to the revised definition, small and midsize dailies, non-dailies, and ethnic newspapers are included when we talk about "community newspapers."



Source: <https://savingcommunityjournalism.com/getting-started/lesson-1/>

### 1.3.3 What is 'Accountability Journalism'?

An organization's mission basically establishes your reason for existing. Why is it important that your paper or news company survive? Whom do you serve?

Newspapers were intended by our nation's forefathers to serve as "watchdogs" of our democracy, and the First Amendment guarantee that distinguished the media from other enterprises supported this goal. Numerous newspapers have carried out this job over the past 200 years by acting as a conscience for the communities they covered. According to some recent estimates, newspapers are the source of 85% of the creative journalism that ultimately affects public policy at the local, state, and federal levels.

The digital revolution, however, has fundamentally altered all newspapers' business models, leading to a sharp decrease in profitability and a large reduction in the number of journalists employed by newspapers. In the 20<sup>th</sup> century, newspapers typically employed many more reporters than the local broadcast outlets, and as a result they excelled at two types of "accountability journalism" – beat reporting (in which a journalist covers the public meetings of local, regional or state officials) and investigative reporting on "quality of life" issues, ranging from government corruption to environmental and health issues.

It is not surprising that less government news has been covered by broadcast sources as newspapers' contributions to the information eco-system have decreased. Pew reports that during the past ten years, the amount of time given to local public affairs on local broadcast news shows has decreased by half. A Federal Communications Commission report from 2011 says that more than half of radio stations and 20% of licensed television stations both lack local news programming.



### 1.3.4 Who Are the Stakeholders in a Community Newspaper?



Source: <https://savingcommunityjournalism.com/getting-started/lesson-1/>

The generation and dissemination of news and information at the local level are seriously impacted by this. According to a 2009 assessment by the Knight Commission, the reduction of newsrooms, along with a recent decision by many large, regional publications to end circulation in outlying regions, could "cause a crisis for democracy." When formulating a mission statement, many businesses first conduct what is referred to as a "stakeholder analysis."

One of the many groups that frequently take an interest in an organization's performance is its customers. They are often regarded as the most important stakeholders and are a part of the "inner circle," along with the company's employees, owners, and even its suppliers. Who would stand to lose the most if your newspaper stopped running tomorrow is a basic question that publishers and editors can use to start creating a mission statement. For readers and elected officials who rely on the newspaper to be a reliable and thorough source of news and information that affects the community, the answer in most places is that there would be a massive vacuum. For advertisers who depend on the newspaper to connect them with local consumers of their goods and services. And for shareholders, employees and vendors who rely on the newspaper for income.

Numerous interviews with stakeholders in both large and small communities, as well as in-depth research at the University of North Carolina, have shown that stakeholders see the local newspaper as having a broad mission and role that goes well beyond the original "watchdog" function envisioned by our country's founders. Local newspapers are "the glue that links" a community, not just journalistically but also politically, socially, and financially, as government officials, readers, and advertisers have noted.

### 1.3.5 What Are the Three Important Roles of a Community Newspaper?



Source: <https://savingcommunityjournalism.com/getting-started/lesson-1/>

#### **Setting the agenda for public policy debate:**

Newspapers, more so than any other media, essentially determine the "hot button" problems that are discussed and decided upon in communities of all sizes, according to UNC research from the 1970s. When editors and publishers choose which stories to cover, how much focus will be given to specific subjects, and which stories will be given prominent placement and reader attention, newspapers set the agenda for public policy debate.

Newspaper editors also get an opportunity to promote particular issues on the editorial page. This "agenda-setting" role is especially important in a digital age, when readers often suffer from information overload. In the beginning of the Internet Age, most observers assumed the digital revolution would provide citizens with technological tools that would make government and democracy even more transparent. But, as the past decade has shown, most citizens rarely have the know-how, tenacity and resources to pursue and investigate complex policy issues and their far-ranging implications.

The historical context and analysis that have traditionally been offered by professional reporters and editors are sometimes absent from blogs and other forms of citizen journalism. Or, in the words of one state lawmaker, "I trust the editors at the paper - more than any other source - to tell me what is bubbling beneath the surface that I could have missed. They connect the dots for me and explain whether the situation is legitimate or just a blogger's personal grudge.

#### **Encouraging economic growth in the area:**

Newspapers foster regional economic growth by connecting readers and advertising in a marketplace. Even in the "digital" age, market research has revealed that local purchases of products and services are the norm for most individuals. Therefore, there is still a need for a central marketplace where neighborhood businesses may tell existing and potential clients about the various goods and services

on offer. Numerous advertisers who UNC spoke with over the course of the last four years expressed a desire to sponsor the neighborhood newspaper.

According to one advertiser, the newspaper's continued existence is essential for this community, as well as for my company and other small businesses. The newspaper's journalists play a crucial role in promoting community prosperity and long-term economic success. Editors and reporters foster conversation around topics that might either slow down or speed up economic growth through their "agenda-setting" duties. They can reveal underlying patterns that aid local businesspeople and governmental servants in concentrating on how to prioritize investments. Additionally, by making a serious economic issue in a community public, like low high school graduation rates, a newspaper aids the community in formulating a plan to combat the area's high unemployment rate.

### **Fostering a sense of geographic community**

We continue to identify politically, socially, and economically with the location where we currently work and live even in the digital age. Newspapers bring together the many political and governmental organizations in our area and assist us in understanding the implications of our votes for the greater community or the reasons why a certain topic is important to our town or zip code. An excellent local newspaper also alerts us to work prospects nearby and directs our local shopping excursions. Additionally, it fosters social connections between ourselves and neighbors who share our interests, passions, and worries. As this very quick exercise shows, everyone in a community – whether large or small – has a tremendous stake in the survival of a local newspaper. A strong local newspaper plays a vital day-to-day role in influencing the future vitality of a community.

By reaffirming the mission of your community news organization, you will be better able to manage the expectations of customers, employees and shareholders in the days ahead, and to involve all three groups of stakeholders in a productive discussion about why your newspaper must change if you are to survive the threats posed by the digital revolution.



**Scan QR code for topic related video or click on link**

Vital Mission of Community Newspapers



<https://youtu.be/dnj6IDJq0w>





## 2. Map the community

Unit 2.1 - Community Journalism: The Basic Elements

Unit 2.2 - Mapping Community's Information Ecosystem

Unit 2.3 - Research for Journalistic Writing

Unit 2.4 - Major Norms of Journalistic Conduct



## Key Learning Outcomes



At the end of this module, participants will be able to:

1. Create a method to map the local community and concerned authorities of their local administration, constituencies etc.
2. Organize the small group meetings to collect the idea on local issues.
3. Collect the data for reporting purpose.
4. Recognize the effective work carried out in the local area and neighboring region.
5. Research and collect information from various primary and secondary sources, including daily events and occurrences, other news publications, important contacts (colleagues, experts, contacts/ network), archives, press releases and newswires (preparatory).
6. Create a story/ idea/ concept across mediums and formats.
7. Identify the deviations in local laws applicable to story collected.
8. Examine the legal and regulatory requirements specific to the organization are being adhered to.



## UNIT 2.1: Community Journalism: The Basic Elements

### Unit Objectives



At the end of this unit, participants will be able to:

1. Explain how to incorporate community journalism into daily newsroom practices
2. Describe different community journalism activities
3. State the importance of conducting community journalism projects and partnerships

### 2.1.1 Introduction

Each of the numerous televisions, radio, and newspapers engaged in community journalism around the nation developed their own styles and levels of comfort by getting to know their own communities. The following details are a good place to start if you want to introduce community journalism to your newsroom.

### 2.1.2 Incorporating Community Journalism into Daily Newsroom Practices

How a newsroom operates may dictate the level of success of community journalism at that station. This includes the work environment, the daily journalistic routines, the placement of managerial influence, and the expectations and contributions of news staff.

#### 1. Story development:

One of the most crucial daily duties in every newspaper is story development. Enterprise reporting and its contribution to story development are emphasized in community journalism. Getting all staff members involved in the creation of ideas is a challenge in the majority of newsrooms. The personnel of your station typically reside in various neighbourhoods and urban areas, thus their perspectives on the local area and the issues that are significant to the community may also vary. Each of us has a knowledge of the place in which we reside that is derived from our individual experiences or worldview. These viewpoints, if included, might significantly increase the breadth of your coverage. Some stations not only seek to somehow incorporate all the newsroom employees' views into store idea sessions, but seek the opinions of the promotion, sales, and other station department staffs as well.

#### 2. Newsroom discussions:

Beyond the regular rituals of covering, newsroom debates on subjects are crucial. These informal discussions amongst peers might give perspective or aid to broaden understanding of a problem. It is crucial that employees with longevity in the market retain the institutional memory of the area for the station because journalists are frequently on the move, switching stations every few years. These are the people who can recall when significant events most recently occurred in that region, the significant personalities and organisations involved, and the community's overall history.

**3. Source development:**

Community journalism at its roots encourages news workers to seek out community sources and include them in their source files. Some reporters treat their finding new community sources as a regular beat. Continually developing these sources can lead to interesting stories your competition is less likely to catch.

**4. Finding story ideas:**

Do not presume you are aware of local residents' priorities. You must inquire of them, and community journalism aids your station in doing so. After you've created a priority list of these concerns and suggestions, involve the public in the creation of your coverage. This is not meant to imply giving citizens editorial authority. Instead, it draws attention to the reality that there are multiple sides to every story in the news. It is more probable that the topic will correctly reflect citizens' opinions if they are involved in the conversation. Furthermore, in order to secure proper public involvement, it is crucial to allow enough time for research on the topics. The Internet is a good quick way to gather background information, but your staff should be careful to use sources they know to be reliable.

**5. Community mapping:**

Simply stated, this means creating an imaginary map in your mind about the different parts of a particular city, community, neighborhood, or group. Most journalists already do this. What is different here is that community journalists are constantly adapting and refining their mental maps. These journalists do not rely on stereotypes of communities. Instead, they go to the community to develop their own understanding of the people and institutions in that part of town. Because of high staff turnover rates, a few stations are now conducting bus tours of the neighborhoods in the market every 6 months or so. These tours include stops to meet neighborhood leaders. While this is not perfect, it is a good way to jump-start community mapping, particularly for new employees.

**6. Recognizing other world views:**

You'll discover that many people and groups have various worldviews as you come to know diverse communities. The station's reporting will be given more depth and context if we work to better grasp these many worldviews. Your entire workforce, not just the field-based journalists, needs to be aware of the diversity of viewpoints. If not, different points of view are probably going to be left out of a story because they aren't crucial.

## 2.1.2 Different community journalism activities

**1. Small group meetings:**

There are various methods to structure these meetings. Some stations urge the public to attend open meetings with their news staffs and then support neighborhood organizations in organizing and publicizing such meetings. Other stations organize their own meetings, setting up gatherings with participants interested in a certain topic. Other stations scour the neighborhood for places where informal small-group meetings frequently occur, such a barbershop or a neighborhood eatery where people gather to discuss issues. Additionally, other stations have organized unofficial gatherings of individuals in private homes, occasionally serving food like pizza and drinks. These are all efficient in their own unique ways. The secret to organizing these gatherings is to find for the widest diversity of people and views.

**2. “We Listen” projects:**

This involves encouraging citizens to call, write or email the station and/or participate in small group forums in the community. This can be an excellent method for creating basic community connections, developing story ideas, focusing on issues of importance to citizens, and staying in touch with their evolving concerns.

**3. Town hall meetings and public forums:**

These are much larger productions, which are usually focused on a single topic or debate. Meetings generally last up to 2 hours and can be broadcast on television and/or radio to extend their reach. Some town hall meetings have public officials, who have relevant information on the topic, either as panelists or planted in the audience. Others are simply a collection of citizens publicly discussing an issue or providing questions for a debate. Usually station staff, such as an anchor, conducts the meeting.

**4. Concentrated topic coverage:**

Community journalism often focuses on a particular issue such as education, transportation, land use, or racism. The idea is to cover a topic in great depth and encourage citizen input in defining the issue and generating potential solutions. This form of community journalism tends to be associated with projects, rather than as part of daily coverage.

**5. Election coverage and polling:**

Community journalism naturally gravitates toward covering elections. Your reporters can only ask challenging and insightful questions of the candidates if they are aware of the concerns of the general public. In meetings and forums, you can also let the public ask politicians their own questions while a camera and a tape deck are running. Because there is such a large opportunity for resource sharing during election coverage, this is the area where media partnerships are most likely to occur. For one station, polling and debates typically require a considerable expenditure. The appeal of this type of community journalism typically stems from the opportunity to split the expense of these expensive things. This enables collaborators to benefit from the advantages of any media channel. It also creates broader coverage and a larger discussion in the community. Media partners also tend to make the most of the potential for cross-promotion in this type of community journalism.

**6. In the daily coverage routine:**

One goal of community journalism is to create daily coverage that reflects the conversations about issues in the community. This goes beyond simply personalizing a story to capturing the essence of a discussion. Of course, if the reporter and photographer are not connected in that community, it is less likely that they will capture the true voices of that community. This kind of daily coverage begins with a bottom-up approach and a strong focus on enterprise reporting and relies on the news staff in the field knowing the communities they cover.

## 2.1.3 Conducting Community Journalism Projects and Partnerships

Numerous community journalism initiatives concentrate on clearly specified themes or subjects. Despite some of the most successful projects focusing on local issues, the projects are frequently centered on election coverage and political campaigns. Partnerships with the media and/or the

community are common in many undertakings. These alliances have typically included a local newspaper, a public radio or television station, a commercial television station, and a radio station. Projects created through a partnership often involve conducting joint polling, community focus groups, citizen town hall meetings and covering news stories about the focal issue. There are many creative variations of these elements, particularly in the design and execution of the town hall meetings.

The projects that involve an ongoing relationship and merely fluctuating topics are the most successful. To maintain developing and refining the way the initiatives are carried out, frequent reviews are conducted. In order to better serve the citizens, they serve, a number of the more established, project-focused partnerships are currently redesigning their focus and organizational layout. A project focus has the drawback that local journalism is less likely to make it into daily news coverage. The news staff members who aren't working on the project frequently don't have a thorough understanding of community journalism or the selected topic. Effective internal meetings and memoranda can mitigate this by ensuring that all station personnel are aware of the project and its foundation in community journalism.

### **2.1.4 Funding Community Journalism Projects and Partnerships**

News managers beginning community journalism frequently ask about the costs involved and funding available for projects. Since no two partnerships are the same and all projects use different resources, each project will have different needs. Money can usually be found once the ideas of Community Journalism are truly a part of the newsroom culture. There may also be extra money budgeted during seasonal sweeps and promotional campaigns that can be applied to projects. Funding for some projects may be found within a local community through various sponsorships by businesses.

## UNIT 2.2: Mapping Community's Information Ecosystem

### Unit Objectives

At the end of this unit, participants will be able to:

1. Discuss critical dimensions of information eco systems

### 2.2.1 Introduction

This unit explains how newsrooms can better listen to their communities and how that listening can transform reporting and business models. We will be discussing an ecosystem approach which takes into account how diverse systems (economics, audience attention, technology and more) interact and effect how we build more sustainable and responsive local news.

#### THE EIGHT CRITICAL DIMENSIONS OF INFORMATION ECOSYSTEMS



Source: <https://medium.com/the-engaged-journalism-lab/mapping-your-community-s-information-ecosystem-fd6a8bd9f6ae>

- 1. Information demands:** This dimension looks at how different population segments' information needs vary throughout time. It also examines the extent to which information suppliers are aware of information needs.
- 2. Information landscape:** The information landscape is composed of the physical and institutional infrastructures that support information production and flow, including media outlets, distribution systems, and production units. In addition, we examine the characteristics of information providers, including the media, government, private industry, and civil society, and their capacity to support robust information flows.
- 3. Production and movement:** Production and movement examines the diversity of information and content within an information ecosystem, including information from the government, local news sources, social media, word-of-mouth, and other local information producers. It also looks at how the internet and mobile media function as fresh, quickly developing sources of information.
- 4. Dynamic of access:** This dimension is concerned with the political, cultural, time, cost, and other elements that influence information flows. It aims to pinpoint any obstacles to equitable participation and interaction within an information ecosystem. This also includes more general frameworks that affect access, such as the legal, political, economic, and infrastructure aspects.
- 5. Information use:** The fifth component, information use, examines how consumers use the information they get. It aims to pinpoint the elements—such as content, medium/format, source, literacy, and relevance—that affect how information is interpreted, disseminated, and used.
- 6. Impact of information:** Impact of information on larger-scale behavior changes, such as collective community action, policy reform, and future planning, is examined in dimension six, "Information Impact." In general, it investigates the impact of knowledge on opportunity, wellbeing, and growth for individuals and communities.
- 7. Social trust:** This dimension looks at trust in information sources, medium, and content, as well as characteristics and events that influence trust around information.
- 8. Influencers:** Influencers are the people, organizations, and institutions that affect how information flows throughout a community. We are also interested in seeing how influence can change overtime, especially during or after a crisis.

## UNIT 2.3: Research for Journalistic Writing

### Unit Objectives



At the end of this unit, participants will be able to:

1. Explain the purpose and significance of journalism research.
2. Utilize various research techniques and tools that journalists utilize to tell a story.
3. Describe the major components of media industry research.

### 2.3.1 Introduction

People with strong common sense tend to be journalists. They have been taught to look for the truth behind what is being displayed and are astute observers. Although journalists' common sense frequently guides them in the correct path, it is insufficient to reach conclusions in significant and delicate circumstances. To comprehend and write on significant and delicate topics, they require reliable and unbiased facts, data, and information. Journalists are regarded as competent researchers because they possess a number of essential traits, including the capacity for imaginative thought, analytic thought, skills, resourcefulness, independence, persistence, and familiarity with the topic of investigation.

If research is not used, several stories in the media world cannot be created properly. You may have read articles on the budget, significant policy changes, important events, poll results, opinion pieces, analytical reports on escalating or shifting phenomena like the rise in urban crime rates and shifting demographics, articles based on statistical data, etc. These narratives are founded on data gathered by using research techniques. When a journalist solicits opinions from various demographic groups about how the government's budget provisions will affect their monthly spending, he or she is conducting research in order to create a compelling narrative from the dull, laborious, and complicated facts and figures of the budget statement.

Like any other study project, these stories make use of research tools. Journalists must get public opinion on a few problems when writing an article, like one on budget. Their subject matter or topic may be considered a research issue. They employ the survey research method with preset questions since their goal is to ascertain and analyze public opinion on the budget statement. They describe the scenario and provide an explanation of how and why things are happening in a particular way at the conclusion. Here, reporters use experience surveys and purposeful sampling to create stories based on official or informal public opinion. Experience surveys are a sort of survey that gauges the general contentment of a group of people who have experienced a similar situation.

In recent years research-based stories got fillip in Indian media industry. Conventional mass media has lost its position of primary source of information after arrival of digital media. In the age of MOJO (Mobile journalism) people immediately and sometimes simultaneously get the information as events are happening. This change has influenced conventional mass media such as Television, newspapers, and magazines to be analytical in the presentation of news to the audience. This change has influenced

them to look at unexplored areas and research-based stories that have emerged as one of the major choices.

### **Reporting Techniques**

Research-based lead articles are frequently published in special or irregular volumes of publications. Election season is when articles based on opinion polls gain popularity. These stories are illustrations of carefully thought-out research projects that journalists and research teams of the channel or publication have undertaken. Popular taglines are highlighted, and the story is presented using a comparative strategy. When readers or viewers learn who is running for prime minister or which party is expected to perform well or poorly in a particular area, they prioritize these stories. The media business enthusiastically anticipates general elections, which are cherished aspects of our democracy. You can observe the increasing presence of these survey-based stories in news media well ahead of the actual election.

Exit poll surveys are another type of research-based article that is issued around election time. Exit polls are performed on election day, usually just after the voters have cast their ballots. The area around the voting site is the chosen location for exit polls. Newspapers and other news organizations have benefited from exit polls in terms of increased viewership, readership, and ad income. In most nations with democratic election processes, exit polls are undertaken. The results of exit polls and the analysis that goes along with them are occasionally used in news reports to sway voter opinion. The Election Commission of India views this as unethical manipulation and has prohibited the publication of such analysis until after the final vote has been cast. Many exit poll forecasts from previous elections were found to be inaccurate and received negative public attention. It took place as a result of methodological mistakes, deliberate manipulation on the part of researchers, or social desirability bias. By selecting appropriate samples in sufficient numbers and conducting an unbiased analysis of the data, such biases can be reduced. Nowadays, professional organizations work with media outlets to perform the majority of exit poll survey research studies.

Research is used by journalists to develop stories from the subject of lifestyle journalism too. These stories dealing with subjects like satisfaction with married life, fashion, tour, and travel, voting for favorite destinations, role models always get vast public attention. Most of these stories are based on survey research and findings are interpreted as per requirement of the media houses. You might have seen famous survey-based stories on lifestyle component in some popular magazines of our country. Started with a view to give variety to the readers, these stories and issues have become a regular part of the publication.

Media organisations have recently begun evaluating educational schools based on research inputs. For instance, the India Today organisation has been conducting rankings survey research for approximately 20 years. with the aid of industry professionals and market size, to compile a list of the best universities from a list of the places they choose. This survey is carried out using a five-step process. The research team's initial step is to finalise the list of colleges using secondary data from various sources. In the second and third steps, utilising a set of questions with a five-point scale, expert judgement is gathered using factors such reputation, academic input quality, student care, infrastructure, and job possibilities.

Perceptual ranking is created using this perceptual score. The fourth phase involves calculating factual scores, and the fifth and final step prepares the final ranking by combining perceptual and factual



ranks. Similar research-based articles are produced by many different media outlets and are very popular with parents and students, who make up large audiences. Such stories that are appropriate for media companies' marketing and advertising campaigns aid in boosting the seasonal advertising market as well. However, research is not exclusively used in these large-scale survey studies.

### **Research for Journalistic Writing**

Many news stories in the media are based on research studies conducted by researchers, scientists, research organizations, and labs. These research projects are crucial for society and support journalists in their efforts to provide stories that are mature and comprehensive. Journalists are able to cover public interest topics like health, sanitation, medicine, technology, agriculture, and other topics in more depth and with more pertinent information because to research findings on these topics.

Environmental concerns are becoming everyone's number one priority. You must have seen how frequently news reports on issues like waste management, biodiversity loss, deforestation, and climate change surface. People attentively study these accounts and then form opinions about potential contributions or remedial measures. The majority of these tales are based on scientific data, which journalists then interpret or transform into compelling pieces of writing. We have been seeing lead articles for the past few years about the pollution index and the list of the most polluted cities in our nation. This is a great example of a research-based article that uses statistics to create engaging, thought-provoking writing for journalists. Such findings give journalists plenty of room to use statistical tools like graphs, diagrams, animations, and tables to clarify stories.

Journalists that work in development journalism use research to assist them produce insightful stories. Research is utilized in development journalism to inform readers about the most recent advances as well as to look into and offer a clear picture of the veracity and utility of the development. True development journalism goes beyond simply recording events or narrating other people's perspectives while maintaining a journalistic flair. It entails investigating the story's background and other parts, as well as uncovering any peculiar or unexpected events and decoding the communication's intent, motivations, and points of view. To deliver a meaningful and comprehensive report on the subject, research is essential.

## **2.3.2 Scope of Research Based Stories**

Journalism's primary and essential component is research. This requirement is understandable if you consider the process of creating news stories. In newspaper offices, there has always been a research and references area where significant data and references are kept. Journalists use such databases as needed to produce accurate and comprehensive stories. Normally, gathering facts is the first step in creating a tale. Journalists analyze and condense the material they have gathered to meet their viewers' needs. Writing a story follows a similar procedure to conducting research in the social and behavioral sciences.

### **Reporting Techniques**

In the age of digital technology and availability of huge data the use of research techniques in journalistic writings has re-emerged. Philip Meyer in his work Precision Journalism coined the same

term (precision journalism) to describe the use of social science tools and techniques to present in-depth and accurate stories. Digital media has enabled journalists to gather information with the help of digital media tools. Use of digital technologies to analyze huge data and explore socio-cultural, demographic, political and geographical perspectives behind the issue has increased the quality, intensity and effectiveness of the reports presented to the public. The use of social science techniques to gather and analyze data has transformed the investigative journalism by making it more concrete, precise and comprehensive.

Research has become a crucial instrument for developing stories that are unique, significant, and expose new aspects of the topic as a result of the rising existence of several digital platforms for news transmission. Journalism has also changed to be more analytical in nature as a result.

The need for study in journalistic methods has also been affirmed by the processes of globalization and economic liberalization. The use of research inputs to create news stories that are appropriate for specialized audiences is another aspect of segmentation and customization techniques. Now a days, in the age of big data and internet-based information platforms the term 'Data Journalism' has also become prevalent which indicates a process of developing stories with the help of technology by monitoring, compiling, analyzing data through software and apps and journalistic creativity. Intriguingly, the data findings and points of view are visualized and illustrated using the journalist's storytelling skills. The combination of technology acumen and journalistic prowess has turned data and statistical discoveries into verifiable, trustworthy, timely, and engaging news stories.

Journalism's use of research is not new. They'll tell you if you ask your parents, notify you about investigative pieces that have appeared in newspapers since many years ago. You may have spotted on the newspaper's city page reports in the news describing an increase in the city's crime graph. The journalist gathers data on crimes that were reported during a particular time period. This criminal information is another categorized into offences including homicide, attempted homicide, robbery, and crime against Women, for example, are frequently shown using tables or visuals. The figures are qualitatively analyzed, and the reporter makes some final comments. The same pattern of developing a story can be seen on many other subjects like pollution level, weather news, economic news, sports news etc. The research tools and procedure followed are almost the same as applied by any researcher to find answer of his or her research question.

### 2.3.3 Research Tools Used by Journalists

The value of research in creating significant stories and stories based on forecasts has been recognized by journalists and news organizations. News organizations and journalists use a variety of research resources when researching and publishing news. The most popular tool, as we've already discussed, is survey research. News organizations do survey research both structured and unstructured ways. A well-planned survey methodology is employed while conducting poll and ranking surveys. Prior to selecting a robust sample, the research team first defines the population. The creation of a questionnaire follows a statistical framework. When developing multiple-choice questions for survey research, nominal, ordinal, interval, and ratio scales are typically employed. In-depth qualitative data are also gathered via open-ended questions.

Another common technique that journalists frequently employ is the vox-pop survey. The Latin term "vox pop" or "vox populi" refers to the public's voice or sentiment. You must have seen a reporter in the field asking people about a certain subject on TV screens. Just one or two questions are posed, and unprompted answers are gathered. This technique is utilized in print media as well when reporters gather public opinion on topics like budget, policy changes, etc. and deliver the news with their comments or opinion.

Data collection, classification, tabulation, and analysis methods using digital technology are also widely employed. Various software programs are used in precision journalism to gather and analyze data.

The use of CAR (Computer Assisted Reporting) methodologies, statistical analysis software, and digital information mapping has allowed journalists to craft more accurate and impactful articles using their expertise and creativity. The use of advanced tools for data assistance to create comprehensive articles has benefited journalists thanks to technology. When constructing articles on natural disasters like floods, firestorms, tsunamis, earthquakes, etc., journalists frequently use satellite imagery. You might have seen such stories in newspapers and TV channels, on news websites with satellite images which increase the accuracy and tell the readers incident as well as reasons, backgrounds, and predictions in one script.

Creating meaningful stories also makes use of research findings. There are some topics where conducting research is essential. Research findings are usually helpful to journalists in providing the greatest stories in the fundamental areas of development journalism, health and hygiene, energy, environment, and water management. For instance, much study would be needed if you wish to write an article as a journalist about diabetes. Such stories would require both medical and lifestyle interventions. To learn about recent advancements in the sector, you must study databases of research institutes and health organizations. Expert interviews will also be required to finish the report. In this way as a journalist, you have explored both primary and secondary data in your writing. First, you have chosen a theme or problem and explored or reviewed the available information. Second, you have supported the subject by quoting experts whose opinion is collected by applying interview method. Third, after receiving inputs from the field and from the data base you have analyzed the information and at the end a conclusion is drawn. Your experience and observation would also help you to prepare balanced and complete report. Here, though not strictly, but same steps you have used to finalize your story which can be used by any researcher when he or she is investigating, and problem undertaken.

## UNIT 2.4: Major Norms of Journalistic Conduct

### Unit Objectives



At the end of this unit, participants will be able to:

1. Explain a set of widely accepted professional standards in Journalism

### 2.4.1 Introduction

On the advice of the initial Press Committee, the Indian Parliament originally established the Press Council of India in 1966. It aspires to uphold press freedom and protect and improve the calibre of Indian newspapers and news organisations. The Press Council Act of 1978 currently governs the council's operations. Journalism's primary goal is to provide the public with fair, accurate, unbiased, sober, and decent news, views, comments, and information on topics of public importance. In order to do this, the Press is required to act in accordance with a set of widely accepted professional standards.

#### 1. Accuracy and Fairness -

- a. The Press shall prevent the publication of inaccurate, baseless, or misleading content. It should report from both sides of the central issue or subject.
- b. While revealing the wrongdoing these findings must be backed up by facts and evidence.
- c. The newspaper should keep in mind that it is their job to compile the news and set it in perspective but not to make the news.
- d. Freedom of expression does not grant newspapers the freedom to publish false information, except in a lighter way, regarding an organization or person.
- e. The newspaper should not misquote any Leader's statements.

#### 2. Pre-Publication Verification -

- I. On receipt of a report or article of public interest and benefit containing imputations or comments against a citizen, the editor should check with due care and attention its factual accuracy apart from other authentic sources- with the person or the organization concerned to elicit his/her or its version, comments or reaction and publish the same alongside with due correction in the report where necessary. In the event of lack or absence of response, a footnote to that effect may be appended to the report.
- II. Publication of news such as those pertaining to cancellation of examinations or withdrawal of candidates from election should be avoided without proper verification and cross-checking.
- III. A document, which forms a basis of a news report, should be preserved at least for six months.

#### 3. Advertisements

- a. No advertisement which directly or indirectly promotes the production, selling or consumption of cigarettes, tobacco products, wine, beer, liquor, and other intoxicants shall be published.
- b. Newspaper shall not print advertisements that aim to harm or injure any community's religious feelings.

- c. Newspapers while posting advertisements should specify the amount they received.
- d. Newspaper shall not print any advertising designed to transmit as news stories using the names and images of the Hon'ble President and Prime Minister of India.
- e. Newspapers should bear a note of warning for matrimonial ads carrying the following note.

#### **4. Corrections -**

When any factual error or mistake is detected or confirmed, the newspaper should suo-motu publish the correction promptly with due prominence and with apology or expression of regrets in a case of serious lapse.

#### **5. Caste, Religion or Community References**

- a. Newspapers shall be cautioned against the usage of the term 'Harijan' as opposed by others and shall use the term Schedule Caste as alluded to in Article 341.
- b. The caste or community shall not be used to describe an accused or a victim if the same has nothing to do with the offense or identification of any accused or proceeding.
- c. Bringing the problems of the weaker sections of society to general attention as they are the watchdogs on behalf of the weaker parts of society.
- d. It is hoped that the press would take advantage of its influence to foster and contribute to preserving communal harmony.

#### **6. Recording interviews and phone conversation**

- I. The Press shall not tape-record anyone's conversation without that person's knowledge or consent, except where the recording is necessary to protect the journalist in a legal action, or for other compelling good reason.
- II. The Press shall, prior to publication, delete offensive epithets used during such conversation.

#### **7. Caution against defamatory writings**

- a. Newspaper should not publish anything that is manifestly defamatory to any person, dead or alive, unless there is adequate evidence and proper care and verification has been done, and that its dissemination is for the public benefit.
- b. Being a custodian of the public interest, the Press has the responsibility to expose instances of corruption and irregularities in public institutions, but these should be founded on irrefutable and authenticated evidence.

#### **8. Right to Privacy**

- a. The Press shall not interfere or invade an individual's privacy, except when it is outweighed by genuine public interest. In reports which are likely to stigmatize women, particular caution is essential.
- b. While reporting offenses involving rape, abduction, or kidnapping of females or child sexual assault or raising questions concerning women's chastity, personal character, and privacy, the names, photographs of the victims or other information leading to their identity should not be published.

**9. Reporting-Proceedings of Legislature**

The newspapers have a duty to report faithfully the proceedings of either House of Parliament, Legislative Assembly and in this regard the newspapers shall not be liable for any proceedings civil or criminal in any court unless it is proved that reporting have been made with malice. However, the newspapers should not publish any report based on proceedings of a sitting of either House of Parliament or Legislative Assembly or as the case may be either House of the Legislature of a State, which is not open to the media

**10. Obscenity and Vulgarity to be avoided**

- a. Newspapers/journalists shall not publish anything obscene, vulgar or offensive to the good taste of the general public.
- b. Newspapers shall not display vulgar or lewd advertisements by depicting a woman in a nude or lewd stance.

**11. Violence not to be glorified**

- I. Photo Coverage on Terrorist Attack, Communal Clashes and Accidents While reporting news about terrorist attacks or communal riots, the media should refrain from publishing/telecasting pictures of mangled corpses or any other photographic coverage which may create terror, or revulsion or ignite communal passion among people.
- II. Newspapers/journalists shall avoid presenting acts of violence, armed robberies and terrorist activities in a manner that glorifies the perpetrators on their acts, declarations, or death in the eyes of the public. Publication of interviews of anti-social elements by the newspapers glorifying the criminals and their activities with the resultant effects are to be avoided.

**12. Media and Judiciary**

Media and justice are two vital pillars of democracy, complimenting one another on the goal of a successful democracy. Fair trial must necessarily prevail in a conflict between a fair trial and freedom of speech because any compromise of a fair trial for an accused will cause immense harm and defeat the delivery system of justice. Therefore, media person should be adequately trained and provided clear information regarding the workings of the courts and the judicial processes.

**13. Headings not to be sensational/provocative and must justify the matter printed under them**

In general, and particularly in the context of communal disputes or clashes

- a. Provocative and sensational headlines are to be avoided.
- b. Headings must reflect and justify the matter printed under them.
- c. Headings containing allegations made in statements should either identify the body or the source making it or at least carry quotation marks.

**14. Fraudulent activities**

Defrauding the public by closing a publication subsequent to collection of subscription is unethical on the part of management of the paper/periodical/magazine. If the closure is inevitable, the subscription amount due should be returned to the subscribers.

**15. Plagiarism**

- i. Using or passing off the writings or ideas of another as one’s own, without crediting the source, is an offence against ethics of journalism.
- ii. Violation of copyright also constitutes violation of journalistic norms.

**Notes**




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Scan QR code for topic related video or click on link

Community Journalism: The Basic Elements



<https://youtu.be/0vnsLaIES5o>

Journalistic Writing



<https://youtu.be/R3nJtm5yQVQ>

Norms of Journalistic Conduct



<https://youtu.be/R3nJtm5yQVQ>







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Transforming the skill landscape

## 2. Gather news of local importance



Media & Entertainment Skills Council

Unit 3.1 - Finding Stories and Writing Articles

Unit 3.2 - Writing Community News

Unit 3.3 - Conducting a Root Cause Analysis

Unit 3.4 - Evaluating Ideas before Pitching

Unit 3.5 - Choosing media and channels for messages



**MES/N1902**

## Key Learning Outcomes



At the end of this module, participants will be able to:

1. Identify the sources that help for stories and news
2. Recognize the writing Community News and how to write it
3. Examine the Root Cause Analysis (RCA) Tools
4. Identify the Right Scope and Format, Report
5. Collect the data for reporting purpose for making the good story
6. Recognize the types of Journalism
7. Identify the right channel for media
8. Examine the useful new media tools

## UNIT 3.1: Finding Stories and Writing Articles

### Unit Objectives



At the end of this unit, participants will be able to:

1. Describe ways to find ideas and inspiration for stories
2. State differences between articles and explain why they are important
3. Answer questions that will help find out what is newsworthy
4. Provide tips on constructing a plan for writing
5. Explain how to write good looking sentences and find appropriate words
6. Describe what to read and which tools to use to master the skills

### 3.1.1 Introduction of sources that help for stories and news

#### Where to find ideas and contacts

Journalists operate with an arsenal of distinct sources that help them harvest stories and news items. In some cases, the ideas come from personal contacts, but mostly they hail from public sources, accessible to anyone. Good journalists, however, will look for small details and create novel angles that will give their work added value (exclusivity, usefulness, etc). Below are sources journalists often use to dig out stories.

#### (a) Agency news

An institution (either public or private) that collects, writes, and disseminates news from all across the nation and the world is known as a news agency. Reuters News, Associated Press (AP), and Agence France-Presse (AFP) are the three most successful, employing more than 8,000 people and generating a combined 1.3 billion dollars in revenue in 2018. The prepared pieces by the agencies are sent to the media outlets that have subscribed.

A third of them will simply take the news and write an article around it, while another third will simply repost the news. Some of them exclusively do this. Agency news is a fantastic resource for inspiration. They frequently contain information that is hardly perceptible but has the potential to develop into fascinating stories, so you should carefully read them. Here is a real-world illustration: a news organisation recently released a summary of the annual meeting of stockholders of a larger industrial company. The piece from the agency received ordinary attention, but it also contained a less exposed golden nugget of a "explosive" character. It read that the company, highly publicized as one of the most successful in the region with a media-darling CEO, has been planning to stop certain investments because of "high taxes and uncertain business environment".

This piece of news — once discovered — has made headlines all over the media, generating thousands of comments and opinions. Your job as a perceptive journalist is to notice these overlooked, but valuable bits and find out where the rabbit hole will eventually take you.

**(b) Media**

As a journalist you'll "have to" read/watch/listen/subscribe to:

- Newspapers
- Magazines
- Online outlets
- Radio news
- Tv news
- Newsletter
- Podcasts
- Twitter lists
- Forums
- Comment sections
- Subreddits
- Blogs

It is essential to understand how the news cycle works. This might be overwhelming at first, but once you'll narrow down your professional interests (find your specialization or a "beat"), you'll discover a rewarding feeling that comes with mastering the information stream.

One powerful way to organize articles and customize preferences are the so-called news aggregators. Among the most popular apps and websites are:

- Feedly
- Panda Newsfeed
- Flipboard
- Google news
- All Top

**(c) Press releases**

Every two years, the PR sector declares its demise, but press releases are still important in the media landscape. True, they still rely on publicly traded corporations to tell the public of important developments through press releases. Don't disregard press releases despite their reputation for being dull and pointless. You can still come up with a new angle to elaborate on even if the firm is trying to sell you on a new hire or product that nobody outside the organisation is interested in. Try to see past the clutter of advertising and instead lend your own voice to the message. An illustration of promotional material would be a press release from eToro, a trading platform that recently purchased a crypto wallet provider. Under closer inspection, it still contains several interesting cues. Before you continue reading, try to think of some.

Here are some possible ideas framed as questions:

1. What are the most profitable fintechs in our country and globally?
2. Are cryptocurrencies still popular?
3. How to set up a crypto-wallet and what are the best options on the market?
4. What is the story of eToro founders?
5. How to move your company to Cyprus?

**(d) Events**

Conferences, festivals, meetups, and lectures are another way to get relevant material and contacts. Although mass events attract big names, smaller gatherings are just as useful. Attend a local hackathon to capture the spirit of entrepreneurship in the city or visit a book presentation of a reputable climate scientist which could make for an interesting interview.

In any case, make sure to do your homework in advance:

- Set your goals and clarify intentions
- Do a background check on the speakers
- Get in touch with organizers
- Arrange meetings or interviews

**(e) Rankings & Research**

Journalists frequently use research and rankings to back up claims, confirm assertions, or even to create original news based on intriguing discoveries and lists. Business Insider is a great example of a website that will take almost any research and present it as a "top n list." The resources available to journalists are numerous. For instance:

- National statistics agencies
- Academic organizations
- Research companies
- International organizations
- Media

Approach the sources critically though. Public agencies might have their agenda while companies know that data is valuable leverage in pursuing PR exposure; reports and rankings with dubious methodology are therefore not uncommon. Your job is to question the results and ask for clarification.

**(f) Social media**

The vast majority (73 %) of journalists claim to use social media for work-related purposes, according to study by Lars Willnat at Syracuse University and David Weaver at Indiana University. For journalists, it is a powerful tool, particularly Twitter. It can expand the number of sources outside of the established information gatekeepers if used appropriately. (The feed, though, occasionally seems jumbled. The Tweetdeck application is a useful resource for simplifying Twitter. Journalists typically use it to classify the persons and media they follow. Additionally, other social media networks may be helpful.

In addition to opinions on Quora (which is quite beneficial for interview preparation), you can locate contacts and professionals there, as well as the most current public statements made by celebrities, on Instagram. Use of social media, particularly Twitter, should still be cautious. Otherwise, it can skew how the story is covered, skew news judgement, and even result in "pack mentality," according to some studies, when a story is perceived as important because other journalists are talking about it on Twitter rather than because it is interesting.

**(g) Contacts**

Journalists are required to build and maintain a network of contacts that they can use as needed. An insider tip, information received before official announcements are made, or a helpful

recommendation for a topic worth following up on can all come from a source. Many media organisations also maintain a network of "stingers" – independent reporters or knowledgeable individuals who report from smaller cities, other nations, or conflict zones. The vast majority of the time, sources are referenced with complete names and pertinent information.

However, on sometimes, people choose not to reveal their identify for fear of being fired, harassed, or threatened if they did. Anonymous sources make reporting less credible, and many news organizations have strict rules on when and how to use them. The same applies to other forms of reporting that do not reveal the full identity of the source, such as off-the-record citing (nothing can be used for publication) or reporting on the background (parties agree in advance what can be published).

### **(h) (Almost) everything else**

The possibility of news exists everywhere. Consider the awkward text that reads, "Only for retired people," on a promotional catalogue for a supermarket chain that features a bargain on cemetery candles. Obviously not a topic for "serious" newspapers, but it just could grab a tabloid editor's attention. For business journalists, corporate reports have the potential to be a gold mine. Private businesses must also reveal their financial information in various nations. Journalists have another excellent resource at their disposal for research into public interest companies.

### **(i) Your Boss**

Most of the time, inexperienced journalists receive instructions. The editors can then evaluate the writers' writing abilities and test their comprehension of what is newsworthy. Everyone working in the newsroom is obviously expected to work together and share knowledge and contacts. A journalist will frequently get a glowing suggestion for an article from a fellow professional or be given a project on daily/weekly meetings.

### **Types of articles and differences between them**

Not all articles in the media look and "feel" the same. The format depends on the medium (daily newspaper, weekly magazine, supplements, online or offline), readership, and content. Most frequently journalists use the following three formats (or their variations) to convey messages:

- **News article:** they give answers on what, where, when, who and why. News articles are often used, especially when reporting on time-sensitive events.
- **Editorial:** an opinionated article that you typically find on the first pages of the (online) newspaper. It is written by an editor or journalist (or a group of them) and it presents a newspaper's opinion on a current issue.
- **Feature story:** unlike news articles, which have a sense of urgency, features are not as time sensitive. They are usually longer and use narrative, background information, and scene-setting to develop the story. The lead might not be as straightforward as with "hard" news articles — it can start with a quote or an anecdote. Features stories can be divided further into different categories, such as interview, profile, analysis, and review

**Newsworthiness**

The best way to assess newsworthiness (what is interesting enough to publish) is to ask yourself some pointed questions. They are pretty standard as you will find similar advice in most textbooks on journalism.

**Timing**

Typical “hard” news is supposed to be delivered as fast as possible. Events that happened more than 24 hours ago (not a set-in-stone time frame) are usually already deemed as old news.

Feature stories usually allow for more time, but they should still consider if they are relevant at a particular point.

**Questions:**

- How much time did it pass since the news broke out?
- Considering the characteristics and internal rules of our media, what is the time frame to publish this particular piece of news?
- Has the news already been published by the media with similar readership? If yes, how long ago?

**Localization or proximity**

Localization or proximity is determined by one's physical and psychological proximity to an event. A natural calamity, political unrest, or a sporting triumph will undoubtedly have a greater impact on the people who are directly impacted by them. A skilled journalist will also look for regional components in topics that seem unconnected.

For instance, an Italian writer may add comparable information about Italian students to his article about student loan defaults in the United States.

**Questions:**

- Is the news important to people in my locality or country?
- Is the news too local and specific and might not resonate with our average reader?
- What can I do to give the news a local dimension?

**Impact**

Impact examines the effects that a certain event has on people. A local company's employee strike may not be as significant to the general public as a national power outage, but it may be more significant to those who live in the strike's affected communities.

**Questions:**

- Does the news affect my readers?
- How can I credibly assess the impact and who could help me with that?
- What are all the consequences of the event and how would I rank them according to importance?

**Conflict**

Conflict is another element of assessing newsworthiness. Readers are drawn to disagreements, fights and arguments since they make stories more compelling and exciting.

One way to convey conflict is by sensationalistic elements (strong words, typeface, exclamation marks) mostly used in tabloids. This kind of media, however, often uses sensationalism to create or enhance



drama where there objectively isn't any. If you work in "serious" media, rather think of conflict as a way to engage readers.

**Questions:**

- Where is the conflict in the news?
- How can I appropriately articulate the conflict?

**Prominence**

Prominence is also a useful guiding principle. It identifies people who are in the public interest and, therefore, newsworthy. Politicians and other people who hold public offices are especially scrutinized.

**Questions:**

- Is the person of public interest and why?
- What and when has already been mentioned about the person or related events?
- Is it relevant to write about his or her private life?

**Make a plan**

Most journalists (not all though) write beautifully articulated and pointed articles not by chance, but rather by design. They have a system in place that provides guidance, a source inspiration and it simply allows them to get things done faster.

There is no universally effective technique. Rather, journalists come up with their own preparation process by testing what works. Let's look at the possible techniques with the below exercise:

The European Environment Agency just published its annual report on the cleanliness of natural swimming spots in the EU. Since the summer season is about to start your job is to combine the report with some additional sources for people who are planning trips to the rivers and lakes and are concerned about the water quality.

It is important to first...

**(a) Clarify intent:** think who you are writing for and what are you trying to achieve. In our case, you might think of people who are making holiday plans and want to have all the details under control. Your intention is to provide them with information on water quality so they can make better decisions.

**(b) Brainstorm:** try to think of questions that reflect your intention. You might come up with something similar as:

- Where is the water the cleanest?
- Where can I check the information myself?
- Who conducts the measurements and what are they based on?
- Is the quality of water improving or declining?
- How do our lakes and rivers compare to other countries?
- Is it dangerous to swim in less clean water?
- Are children more susceptible to water quality?
- What pollutes the water the most?

**(c) Research:** the most common sources are already written articles on the topic (local and international), research, statistics, and interviews with experts. Observe the angles and questions other journalists have used in their work. If relevant to you article, use them!

Don't forget forums, Quora and Facebook groups for contacts, anecdotes, and insights. Also, visit the local bathing spots yourself and look for signs that indicate the quality of water. Talk with the visitors and ask them if they have any reservations swimming in the lakes and rivers.

Write down facts, stats, and quotes of everything relevant to the intention of the article.

**(d) Group ideas:** Think again of the intention you have set at the beginning. It will guide you in grouping facts, numbers, and quotes that you've come across while researching the topic from different sources.

In our case, we want to give advice to people that are planning local holiday trips to the rivers, lakes and sea beaches. Therefore, it makes sense to first give some general information on the water quality followed by advice on how the readers can find specific information by themselves.

#### **Water quality in the country**

- 95 percent of rivers, lakes and sea beaches are suitable for swimming, according to the report from EEA
- Our country is among the top five in the EU in water quality
- 20 percent more bathing spots are appropriate for swimming in comparison to the year 1990

#### **Water quality sources**

- EEA portal provides an interactive map of all bathing spots in the European Union and the corresponding levels of cleanliness, annual information
- National agency for environment updates information on water pollution every 24 hours; the limited scope of bathing spots
- Local municipalities provide additional information in their bulletins and websites based on reports from people
- Official bathing spots measure water quality every day in the summer
- Wild beaches: ask locals if the water is OK for swimming or use water quality instruments for personal use

Below is an example of how the article might end up by putting the pieces together. Of course, you could expand the article further, answering other questions that we have come up while brainstorming:

#### **Fit for a dip? How to check swimming water quality**

Most of the natural bathing spots in our country are safe to swim in, shows the recently published report of the European Environment Agency (EEA). Around 95 percent of the coastal and freshwater bathing areas conform to the EU standards, ranking the country among the top five on the continent. Considerable progress in water quality has been made in the last twenty years, EEA notes. "Around twenty percent more bathing spots are appropriate for swimming in comparison to the year 1990," says the report.

#### **Look it up for yourself**

The EEA created an interactive map with information on water cleanliness. The data is detailed, and it includes smaller water spots as well, but is limited since the results are updated only once per year. National Institute for Nature, on the other hand, has more up-to-date information. They measure water quality every month (during summer every week) - the information is accessible on their

website - but it comes with some restrictions. The institute only controls the twenty most popular sites in the country which is a minority of bathing areas.

### Locals know best

If you want to avoid the crowds and visit under-the-radar places that the Institute for Nature does not cover, see websites of local municipalities and towns. Locals themselves are also a great source of information; they just might suggest a wonderful—and safe—dip in the nearby stream or pond. To be completely on the safe side, however, one can use special water quality instruments. The cheapest cost 30 euros on Amazon.

### Putting words down

In this section, we will dive deeper into the mechanics of article writing. The best advice for good and fast writing is to **let go of the need for perfection**. Writers often find themselves correcting and polishing words and sentences as they write, losing focus and flow in the meantime.

Polishing articles and giving flair to your writings is an essential part of a (self)editing process. Some even suggest that you should dedicate half of your time just revising and improving the article. Professional writers agree:

“Kill your darlings, kill your darlings, even when it breaks your egocentric little scribbler’s heart, kill your darlings.” **Stephen King**

“I’ve found the best way to revise your own work is to pretend that somebody else wrote it and then to rip the living shit out of it.” **Don Roff**

This section is divided into four parts, each containing practical tips on how to write better **headlines, leads, paragraphs, and sentences & words**.

#### (a) Headlines

Writers should rather think of how to best articulate the value their piece brings to the readers — not how to mathematically design the “perfect” headline.

However, certain rough guidelines do exist and they are worth mentioning as good headlines are usually:

- **shorter** as statistics show that headlines with eight words have 21% higher clickthrough rate
- **powerful**, meaning they include “emotional” words such as “hate”, “poison”, “crisis”, “sensational”, “victory”, “intense”, “unexpected” or “little-known”.
- **specific and preferably contain numbers**. For example, The New York Times has experimented with two different titles for the same article. They found out that “\$2 Billion Worth of Free Media for Trump” received 297 percent more readers as “Measuring Trump’s Media Dominance”
- **accurate** which means they don’t trade clicks for correctness, nor they oversell and distort in any way
- **use the active voice** (start with a subject) and present tense even if the story is about past events
- **don’t repeat the lead** (first paragraph). The headline, at least in “hard” news, should get to the main point while the lead introduces new information or a character

#### (b) Lead

Lead or lede is the opening paragraph of the story. It is also the second and last opportunity to capture the reader’s attention. Make it fast-paced, specific, and concise. It has to be an easy buy-in. Don’t use

it for background information or old news, deliver what is new, relevant and interesting. Your lead will set the tone for the rest of the article.

The opening of the article does not have to be necessarily short, but it rather depends on the type of the article. You might want to build the attention with a surprising fact, quote or a humorous anecdote. Many feature stories start with a rich and immersive description of the scene that often evolves into an introduction of the story's characters. There is no hard rule on how long the first paragraph should be. However, shorter first paragraphs (3–5 sentences) are usually the norm.

Here are some examples of great headlines and opening paragraphs:

## Lucy Kennedy is latest celebrity victim of scam weight-loss ads on Facebook



*Lucy Kennedy photographed at the Gibson Hotel. Picture Credit: Frank McGrath*



Melanie Finn  

November 26 2019 2:30 AM



TV presenter Lucy Kennedy has been targeted by a weight-loss scam which saw her image being doctored and false quotes attributed to her.

Source: <https://medium.com/@blazej.kupec/how-journalists-find-stories-and-write-articles-2174e902591c>



The long read

## 'What you hear about Chinese people in France feeling scared - it's true'

People of Chinese descent have long faced prejudice and violence in France. But today a new generation is staking out its rightful place in society. By [Tash Aw](#)

Source: <https://medium.com/@blazej.kupec/how-journalists-find-stories-and-write-articles-2174e902591c>

### Three Years of Misery Inside Google, the Happiest Company in Tech

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**ON A BRIGHT** Monday in January 2017, at 2:30 in the afternoon, about a thousand Google employees—horrified, alarmed, and a little giddy—began pouring out of the company's offices in Mountain View, California. They packed themselves into a cheerful courtyard outside the main campus café, a parklike area dotted with picnic tables and a shade structure that resembles a giant game of pickup sticks. Many of them held up handmade signs: "Proud Iranian-American Googler," "Even Introverts Are Here," and of course, "Don't Be Evil!" written in the same kindergarten colors as the Google logo.

Most Popular

Source: <https://medium.com/@blazej.kupec/how-journalists-find-stories-and-write-articles-2174e902591c>

**(c) Paragraphs**

There is no set-in-stone rule on how long the paragraphs should be. The best advice is to use as many sentences as you need to develop and bring home an idea or a thought. This might require only one sentence or ten. Still, aim for a shorter version which usually makes the text more appealing and easier to read.

Paragraphs are also a great opportunity to set the rhythm for the readers. Think of them as points in the text where you would like the readers to catch a breath for a split second before moving to another section.

Paragraphs can be used to split the story into well-rounded sections:

- an introductory paragraph that sets the tone
- explanation of the event
- personal account
- quote
- conclusion

**(d) Sentences & Words****1. Make them short and sweet**

In writing (especially online) short sentences are preferred but there is no absolute rule on the optimal length. Some say that 25 words is a good reference point and that longer sentences hinder readability and clarity.

Here are some tips on how to shorten sentences:

**1.1. Break them down into individual thoughts or ideas**

Try it on the following sentence:

*Survey results showed 71% of global respondents said trying to complete everything on their to-do lists actually distracts them from focusing on what is really important, suggesting to-do lists might be holding travelers back instead of propelling them towards success, which is especially true amongst US respondents, with 77% agreeing with this statement.*

One possible way how to break it down into several thoughts that can stand by themselves:

*Survey results showed 71% of global respondents said trying to complete everything on their to-do lists actually distracts them from focusing on what is really important.*

*They suggest to-do lists might be holding travelers back instead of propelling them towards success.*

*This is especially true amongst US respondents, with 77% agreeing with this statement.*

**1.2. Eliminate redundant words**

Replace:

- “period of five days” **with** “five days”
- “ask a question” **with** “ask”
- “collaborate together” **with** “collaborate”
- “they arrived one after the other in succession” **with** “they arrived in succession”
- “small in size” **with** “small”
- “past history” **with** “history”
- “finished completely” **with** “finished”

### 1.3. Avoid wordy phrases

Instead of:

- “has the ability” **use** “can”
- “similar to” **use** “like”
- “with the exception of” **use** “except”
- “in the course of” **use** “during”
- “make an effort” **use** “try”
- “prior to” **use** “before”
- “has the ability” **use** “can”
- “in some cases” **use** “sometimes”
- “in the event of” **use** “if”

### 1.4. Recognize and avoid words that imply something that is obvious or has already been explained

Consider this example: “The worlds’ top skiers have competed in Flachau, Austria. Marcel Hirscher, skiing on his home slope, won the race. This is the fourth podium for the Austrian in the season.”

You can shorten the last sentence to “It is his fourth podium in the season” since “home slope” already implies Hirscher is Austrian. A small change but that can add up if the rule is applied everywhere in the text.

### 1.5. Avoid unnecessary introductions

Common examples are:

- “This article will explain”
- “In the attempt to”
- “To my way of thinking”

## 2. Longer sentences still have a role

They are a powerful tool in setting a slower pace — as long as they are thoughtfully crafted and considerate of the context. Think of them as a boat cruise on a river that meanders through the city centre. People expect a slower ride to enjoy the sights; an experience that one wants to avoid on a daily commute. There are numerous examples of beautifully crafted long sentences in literature, but they can fit well in (online) articles or blogs too.

### 3. Start sentences with known words

How would you, for instance, improve the following sentence:

“Polyphenols, including large amounts of a catechin called EGCG, can be found in green tea”.

It assumes that the reader knows what polyphenols and catechin are. It sounds unwelcoming and confusing. Instead, start with what is already common knowledge and reformulate the sentence into something more inviting:

“Green tea contains polyphenols, including large amounts of a catechin called EGCG”.

### 4. Use the active voice

Write sentences that include a subject (actor or doer). They give your writing more clarity and flow. Passive voice sentences, on the other hand, almost always add words and are generally harder to understand.

One “trick” to convert passive sentences into active ones is to find the “buried” subject that follows the word “by”:

**PASSIVE:** The war in the Middle East has been waged by the red and blue armies.

**ACTIVE:** The red and blue armies have waged war in the Middle East.

In case the “doer” is not explicitly written down, it is most probably implied, as in the following case:

**PASSIVE:** The tomb of Ramses has been thoroughly examined.

**ACTIVE:** Archaeologists have thoroughly examined the tomb of Ramses.

### 5. Use descriptive verbs and avoid abstract nouns

Strong and precise verbs make writing assertive and colourful. These verbs are powerful enough to stand on their own without any extra nouns and adjectives. Compare the examples below:

a. The home team has been **completely surprised** by the resistance they’ve received.

b. The home team has been **shocked** by the resistance they’ve received.

a. The old man **walked aimlessly** in the forest.

b. The old man **wandered** the forest.

a. Her dog has **hungrily eaten** the leftovers from the last night’s dinner.

b. Her dog has **devoured** the leftovers from the last night’s dinner.

a. This company has **made promises to deliver changes** in the logistics sector.

b. This company has **promised to change** the logistics sector.

a. He has been hired to **facilitate the growth** of the business in foreign markets.

b. He has been hired to **grow** the business in foreign markets.

### 6. Look out for ambiguity

An example of a vague statement is this: "Visiting family can be exhausting." What counts as "exhaustive" depends on whether relatives come to see you or whether you go see them. Try to avoid ambiguity of this nature and be cautious of them.

### 7. Avoid generic phrases, clichés or buzzwords

The terms "innovative," "substantial," "state-of-the-art," "holistic approach," "bespoke," "paradigm," and "disruptive" are frequently used as examples. Instead, provide more precise details and instances to support your argument without using pointless jargon. Consider changing "significant increase" to the more specific "78 percent yearly growth" or "innovative" to "their business application will save ten percent of the manufacturing costs."

### 8. Avoid starting sentences with date and place

In most cases (but not always) it is not the most vital information you need to communicate. Use it appropriately in the sentence or paragraph and try to use whole words instead of numbers, such as

- yesterday
- last Friday
- this year

### 9. Tips

#### Useful tools for writing

- **Hemingway App** helps you improve the style of your writing. The tool highlights where the text is too dense and recommends splitting the sentences or changing/removing needless words.
- **Grammarly** identifies grammar and spelling mistakes; it also provides you with writing enhancements focused on clarity, conciseness, and tone.
- **Readability test tool** gives a score for the most used readability indicators, such as Flesch-Kincaid test and SMOG index.
- **Headline Analyzer** lets you know how good your headlines are. They look at the length, type, sentiment, grammar, and readability of the headline and give you an overall score
- **Drivel Defence** will help you write in plain English and make your writing easier to read



- **Writer's diet** counts the verbs, nouns, prepositions, adjectives/adverbs, and other words and lets you know if your writing is lean or flabby.
- **Plain English campaign** provides plain English alternative to the pompous words and phrases. For instance, "attempt" becomes "try", "disclose" becomes "tell" and "if you do not" is a better alternative to "failure to".

## Exercise



**Instructions:** Follow the instructions for each section of the exercises below. None of the possessives have been formed for you.

### IMPROVING SENTENCES

Rewrite the following sentences, correcting all their errors. Some sentences contain more than one error.

1. He said the book were a good read.
2. The article went on to add that none of today's most popular comedians are women.
3. Two guitar players, a lute player, strolling minstrels and jugglers will provide the nights entertainment.
4. He wants to establish a program where convicted juveniles would be required to perform some sort of community service and not go to jail.

### AVOIDING SEXUAL STEREOTYPES

Rewrite the following sentences, avoiding sexist language and comments.

1. A California man and his wife attended the reunion.
2. While the girls were playing tennis, their husbands were playing golf.
3. While her husband works, Valerie Dawkins raises their children and dabbles in politics.
4. Mrs. John Favata is a widow, 56 years old and a petite grandmother of seven, but still plays tennis five days a week and, today, won the city's Senior Women's Tournament.

## UNIT 3.2: Writing Community News

### Unit Objectives



At the end of this unit, participants will be able to:

1. Explain how to write community news
2. Compose appropriate headline and body for news

### 3.2.1 Writing Community News

It's been said that writing about people you know is both the best and worst part of community journalism because you get to write about people you know. When that person approaches you on the street, in the store, or at your workplace, be prepared to defend your job. There is nowhere to hide in local journalism. In a small market as opposed to a big one, it is more challenging to be a good journalist. You need to be ready to defend media as a legitimate institution that should operate without bias or fear.

#### Relationship Journalism

The job of building and maintaining personal relationships is essential to success. Community journalism is "relationship journalism." "Community journalists necessarily have closer and more continuing relationships with subjects and sources, and with readers, listeners, and viewers.

### 3.2.2 Preparing to Write

A local journalist must travel on a fact-finding assignment. Since relationship journalism is supposedly the norm, finding facts is simple because journalists are familiar with everyone in the community. Writing down all the major points relating to story. Include all the details that the public requires in doing so.

Arranging your points from most important to least important in descending order.

Are the opening few points appealing to readers and do they effectively describe the story's premise?

Finding a unique perspective or slant to make a tale more appealing.

If a community is hosting the same kind of event or releasing the same kind of news, then this is very crucial.

An example of this is a group staging an annual festival. For the news, they need to think about: What is it that is different about this year's event? Has it been revamped? Is it "bigger and better" than ever before? What is planned that makes it unique from the previous one, and the one before that? Finding a human angle that makes the story warmer, or a "hook" that makes it more topical? Both of these points will make story more attractive to the readers.

**The Headline**

Grab them Early On – the Headline There should be a bit of kick, and a bit of creativity, into the headline. Use a famous name, a bad pun, an attractive turn of phrase, a big funding figure. Half the battle is fought over the headline and opening paragraph. Keep it short and in active voice.

**The Body**

Explain the story's WHO, WHAT, WHERE, WHEN, WHY, and HOW early on. If it can't be accomplished, you must start over and clarify your point. List the previously prepared points of interest in decreasing order of interest. Make the news lively and positive. Maintain interest in the topic; one method to do this is to include quotes that give the narrative a more relatable and human touch.

Try to use quotations that enhance clarity or that can succinctly and engagingly summarize the story. Keep it factual. Refrain from making absurd claims that cannot be supported and stop overselling. Emphasize the advantages, successes, and positives. Explain the information so that individuals will gain from attending events, making donations to charities, working on specific community projects, and solving problems. Note the important information. Make sure to include and highlight the event's location, date, and time as well as any announcements or media conferences. Recheck everything. News should be proofread, read aloud, and then a buddy or colleague should do the same.

While doing so, there might be typos or other mistakes, or it might assist the editor make the text sound more interesting. This is the example of news where inverted pyramid is used: "On May 1 st, a fruit vendor was caught stealing wallets in Cape Town. James Bristle, 35, says he became desperate after the drought caused fruit prices to skyrocket. Bristle, who is well-known in the area for his "Premium Plums and Peaches, " says he has been unable to sell even half of his wares during the last month. He began to pick pockets in order to buy medicine for his dying dog. "I had no choice, " he said. "Pete's the only friend I have. He'd have done the same for me. "

Depending on what you deem to be most pertinent, the facts can be rearranged: On May 1 st, James Bristle, a Cape Town fruit vendor, began picking pockets in an attempt to save his dying dog. "I had no choice, " he said. "Pete's the only friend I have. " Bristle, 35, says he has been unable to sell even half of his wares during the last month because of the effects of the drought on the fruit market. He is well-known in Cape Town, the area in which he was caught, for his "Premium Plums and Peaches. "

**3.2.3 The recommended basics**

- Regular coverage of topics like business, the environment, the arts, and education. Day-to-day coverage of institutions, issues, and community activities, from city council meetings to school sports. Features that unveil the community and celebrate the lives of its inhabitants.
- Question of the Week, a feature that invites community participation in the website's virtual public square and frequently yields information that inspires news stories. Members will be requested to submit any queries they believe are essential for the improvement of the community.
- What's working, a weekly feature focusing on things that go well in the community an affiliate co-op serves.

- Quarterly large reporting projects that involve crowdsourcing to assist the professional who will report and write the project using a collaborative method that involves the community in deciding what needs covered.
- Life-issue reporting, succinct but helpful information that helps less-well-off people deal with the pressures of life, such as personal finances, health, and employment. Affiliated co-ops may alter the products provided by Banyan as they see fit.
- A local resource bank offering a wealth of links to reliable information, especially community resources that people can tap to make their lives better and to help one another, as well as a comprehensive calendar of community events.
- Community pages where engaged residents, working in relationship with a site's editor, chronicle the happenings of neighborhoods, schools, sports teams, and other community groups.

## UNIT 3.3: Conducting a Root Cause Analysis

### Unit Objectives

At the end of this unit, participants will be able to:

1. Define root cause analysis
2. Explain the process and importance of root cause analysis
3. Use the root cause analysis tools effectively

### 3.3.1 Introduction

A root cause analysis is a process used to identify the primary source of a problem. In social and behavior change communication (SBCC), a root cause analysis is used to examine why there is a difference between the desired state of a health or social issue (vision) and what is happening now (current situation).

#### Why conduct root cause analysis?

A root cause analysis helps to identify the challenges a program should address to reach its vision. SBCC strategies that only address the obvious or most visible aspects of a problem are not likely to succeed. For example, a family planning campaign that only raises women's knowledge of contraceptives will likely not result in increased family planning use if husbands or mothers-in-law are the primary decision makers regarding family planning use. Identifying the sources – the root causes – of a health problem helps programs develop a more effective strategy to overcome it.

#### Who should carry out a root cause investigation?

The root cause analysis should be carried out by a small, concentrated team. Staff from the fields of communication, health and social services, and, if available, research, should be included. Usually, the same team that analyses the situation also determines the root causes.

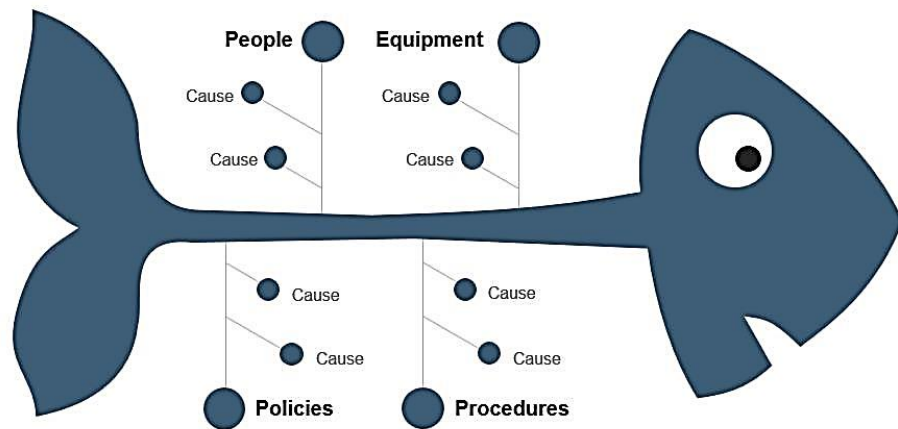
### 3.3.2 Root Cause Analysis (RCA) Tools

Root cause analysis (RCA) could be applied using a wide variety of tools, there is no perfect method that can be used anywhere, instead, the quality managers would select the suitable approach for organization and team members, typically using brainstorming technique.

- **Fishbone diagram**

Fishbone diagram, also known as Ishikawa or cause and effect diagram is one of the classic tools for RCA. It is used to identify various possible causes that led to the current effect under investigation.

## 1 Fishbone Diagram For Cause Effect Analysis PPT Slide

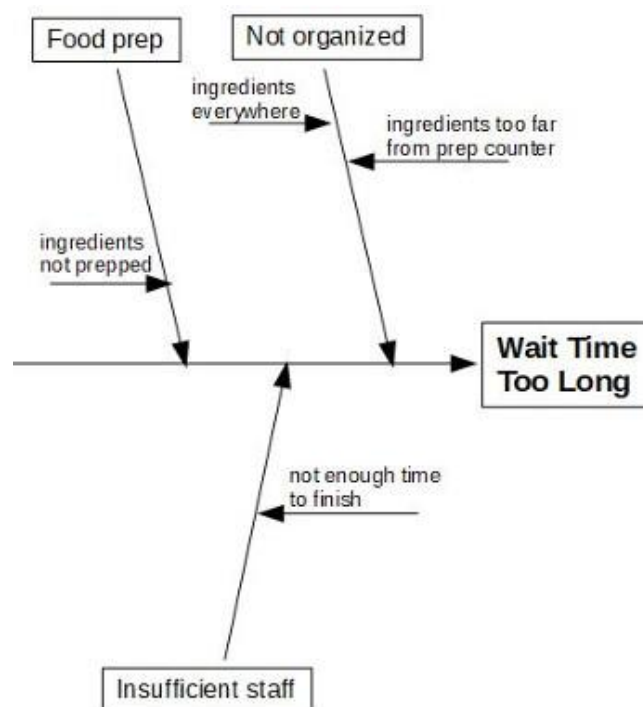


Source: <https://www.slideteam.net/fishbone-diagram-for-cause-effect-analysis-ppt-slide.html>

### Activity:

Q. Which of the following is a major cause for the problem of the following fishbone diagram?

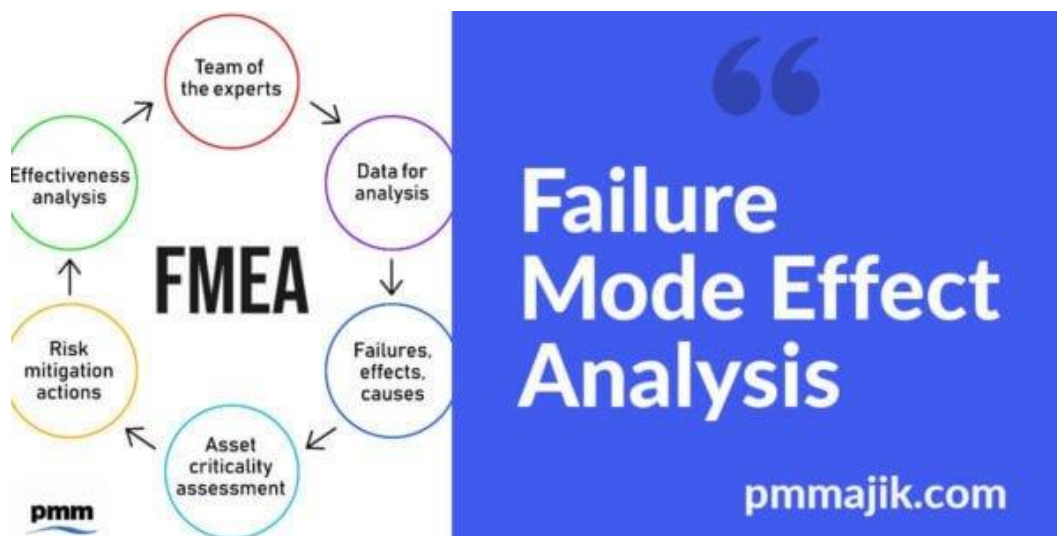
- Not enough time to finish
- Wait time too long
- Ingredients too far from prep counter
- Not organized



Source: <https://study.com/academy/practice/quiz-worksheet-creating-cause-effect-diagrams.html>

- **Failure Mode and Effects Analysis (FMEA)**

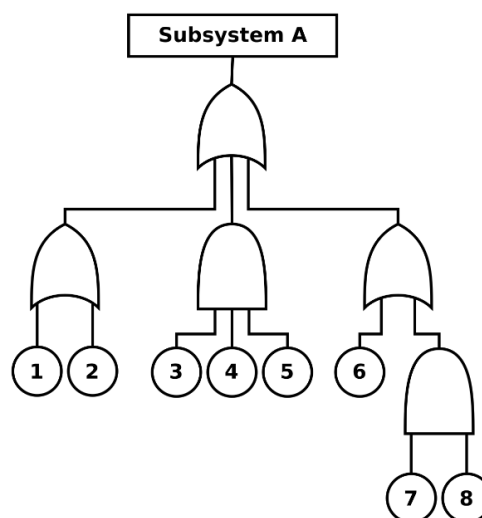
The failure mode and effects analysis (FMEA) is a technique that is used to determine the failures within a particular system. A lot of companies use this RCA tool to find out which parts of the processes are faulty so that they can be corrected. It also determines the number of times the failure occurs, the actions implemented by the organization to prevent the failure from recurring, and determining areas, where actions taken, were effective. This tool is often done every time a new process or product is generated.



Source: <https://www.pmmajik.com/failure-mode-and-effect-analysis/>

- **Fault Tree Analysis**

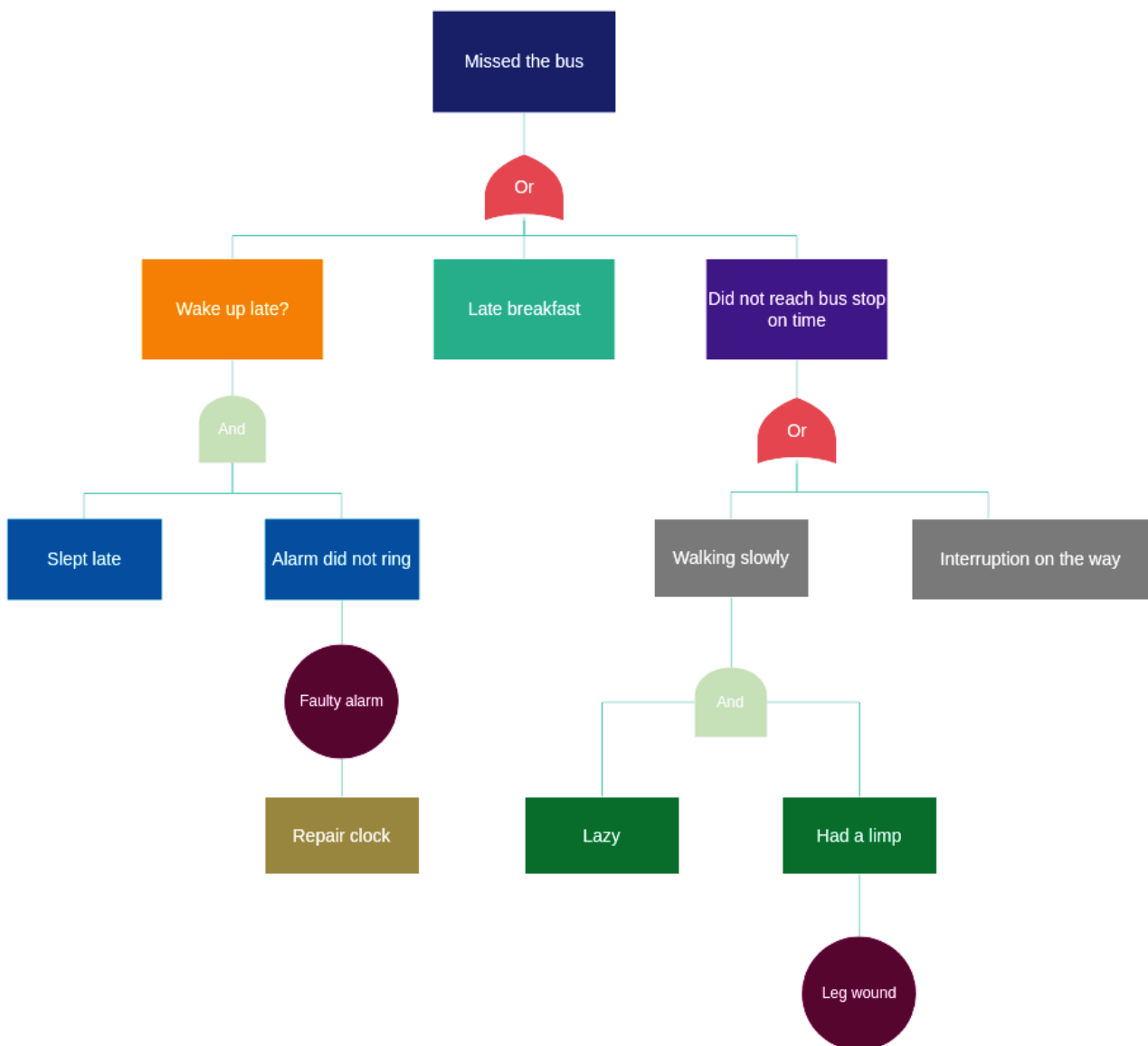
The fault tree analysis is another method of determining the root cause of a particular problem. It uses Boolean logic to determine the cause of the problem in any undesirable event. As the name implies, this tool involves creating a diagram that looks like trees where all potential causes are written down as branches.



Source: Wikipedia



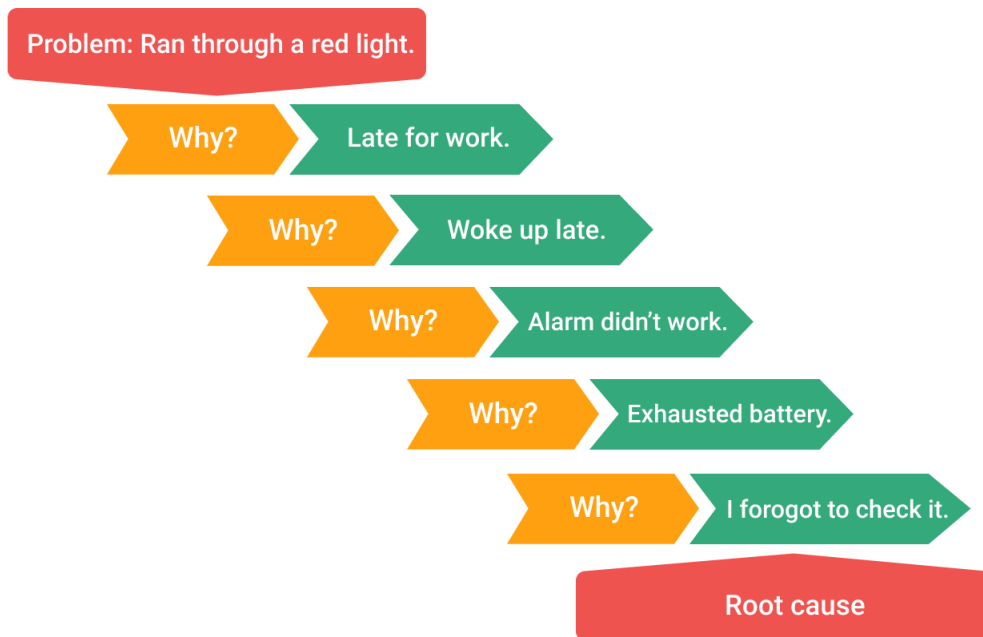
### Fault Tree Analysis for Missing the Bus



Source: <https://online.visual-paradigm.com/diagrams/templates/fault-tree-analysis/fault-tree-analysis-for-missing-the-bus/>

- **Five whys**

Five whys are another popular tool for RCA, also known as Gemba Gembustu. It is a technique that explores the hidden causes of the specific problem by repeatedly asking whys, the number 5 is not fixed, but usually the root cause is identified around it.



Source: <https://kanbanize.com/lean-management/improvement/5-whys-analysis-tool>

Here is an example of applying the 5 Whys.

**Problem – We didn't send the newsletter for the latest software updates on time.**

1. *Why didn't we send the newsletter on time?* Updates were not implemented until the deadline.
2. *Why were the updates not implemented on time?* Because the developers were still working on the new features.
3. *Why were the developers still working on the new features?* One of the new developers didn't know the procedures.
4. *Why was the new developer unfamiliar with all procedures?* He was not trained properly.
5. *Why was he not trained properly?* Because CTO believes that new employees don't need thorough training and they should learn while working.

You can notice that the root cause of the initial problem turned out to be something completely different from most expectations.

Furthermore, it is obvious that it is not technological but a process problem. This is typical because we often focus on the product part of the problem as we neglect the human factor.

*Therefore, the 5 Whys analysis aims to inspect a certain problem in depth until it shows you the real cause.*

Keep in mind that "5" is just a number. Ask "Why" as many times as you need to complete the process and take appropriate actions.

- A flowchart is mapping the process steps through different sections or departments that could be helpful to identify defects source location.
- Pareto chart is usually performed during brainstorming sessions to prioritize the given possible cause of the adverse event. Pareto principle is twenty percent of causes results in eighty percent of effects.

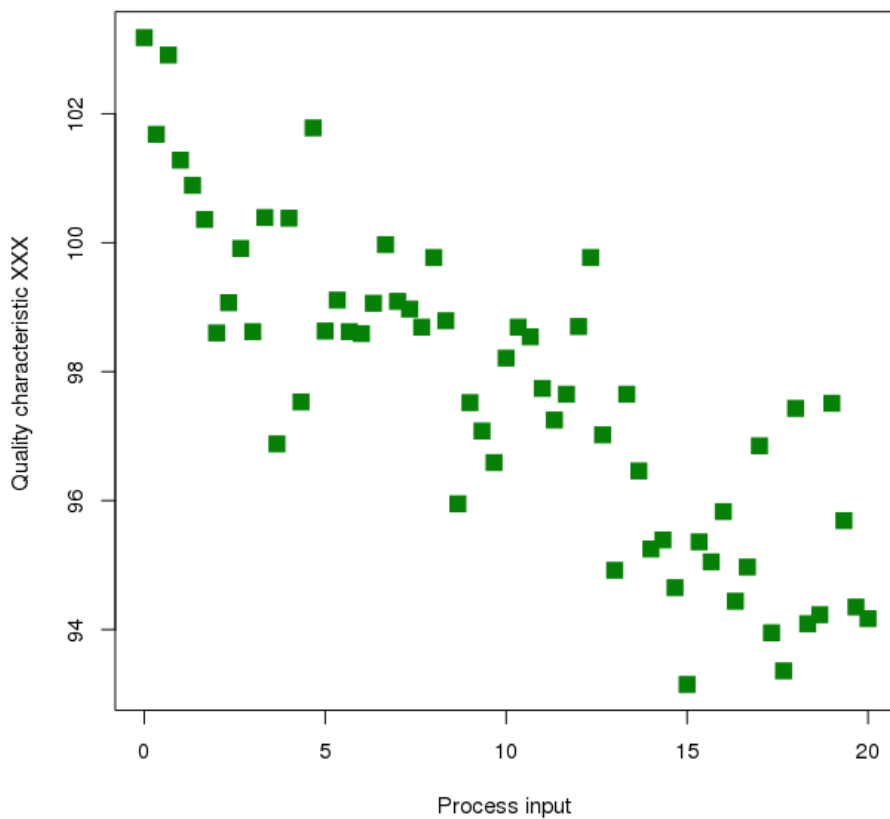


Source: <https://www.6sigma.us/training/create-pareto-chart-root-cause-analysis/>

- **Scatter diagram**

Scatter diagram is another displaying tool that facilitates localizing relations by representing numerical variables on graphs.

**Scatterplot for quality characteristic XXX**



Source: <https://www.6sigma.us/etc/what-are-common-root-cause-analysis-rca-tools/>

### 3.3.3 Ensure you are performing Root Cause Analysis (RCA)

First, carefully select the team members sharing in brainstorming; process owners are ideal to your team. Second, do not represent solutions, even though you may think it is obvious, actually it is not. Then carefully read the graphs and charts, be aware of relationships. Make reasonable improvement suggestions and do not take responsibilities of corrective actions you cannot properly implement.

## UNIT 3.4: Evaluating Ideas before Pitching

### Unit Objectives



At the end of this unit, participants will be able to:

1. Explain components of good story
2. Describe how to find the right scope and format for news

### 3.4.1 Introduction

Every rumor told by a friend, every press release, every travel experience, and every odd local news item can appear like the start of a wonderful story idea when a journalist is looking for a fresh story. But most inspiration-sparking moments end up being fleeting inklings. There won't be many true treasures. The most effective freelancers are able to swiftly sort through their ideas to determine whether they should be turned into stories and what kind of stories to pitch. Usually, this appraisal is an instinctive process that has been refined over years of practice. However, developing the correct questions to ask about your concepts helps quicken the learning process.

The process always starts with a spark: Something seems interesting, and you want to learn more. "Interesting" can encompass a lot of characteristics. Beginning writers are usually able to easily identify topics or people they want to learn more about but can sometimes get stuck on the surface—they don't know how to dig down to find out if there are fundamental questions about them that a lot of people would like to know the answer to.

### 3.4.2 To Find the Right Scope and Format, Report

The next step is deciding what kind of story this interesting notion goes toward once you have established that something is actually interesting and why. Is it a feature story from a magazine? Does it have internet news? A profile, perhaps? A Q&A? A graphic info? Is it nothing at all, something else, or both? It's crucial to start reporting and solicit feedback from possible sources at this crucial juncture. Making calls early on is a crucial step for essayist, editor, and science writer Jaime Green as she attempts to determine the scope and format of a narrative. It all depends, she claims, on whether consulting an expert "opens more doors or closes the doors that are open." "Does it generate new questions, or can I just talk to someone and say, 'Oh, OK, cool, I get it now'?" Is there anyone else you want to talk to?

The idea might not be suitable for a feature if this pre-reporting causes the tale to become smaller rather than greater. That said, it still counts as a story. It is not necessary for an idea to be difficult in order to qualify for various magazine front-of-the-book sections. Instead, it need satisfy some combination of fascinating, surprising, fresh, relevant, and (depending on the publication) quirky criteria. The human aspect is not necessary for a print or web news item, but it should be fresh and

important. A provocative question is necessary for an essay, and the writer's reflections should be used instead of or in addition to their reporting to provide the response. In order for a scientist profile to be successful, their life narrative typically needs to be just as compelling as their scientific work.

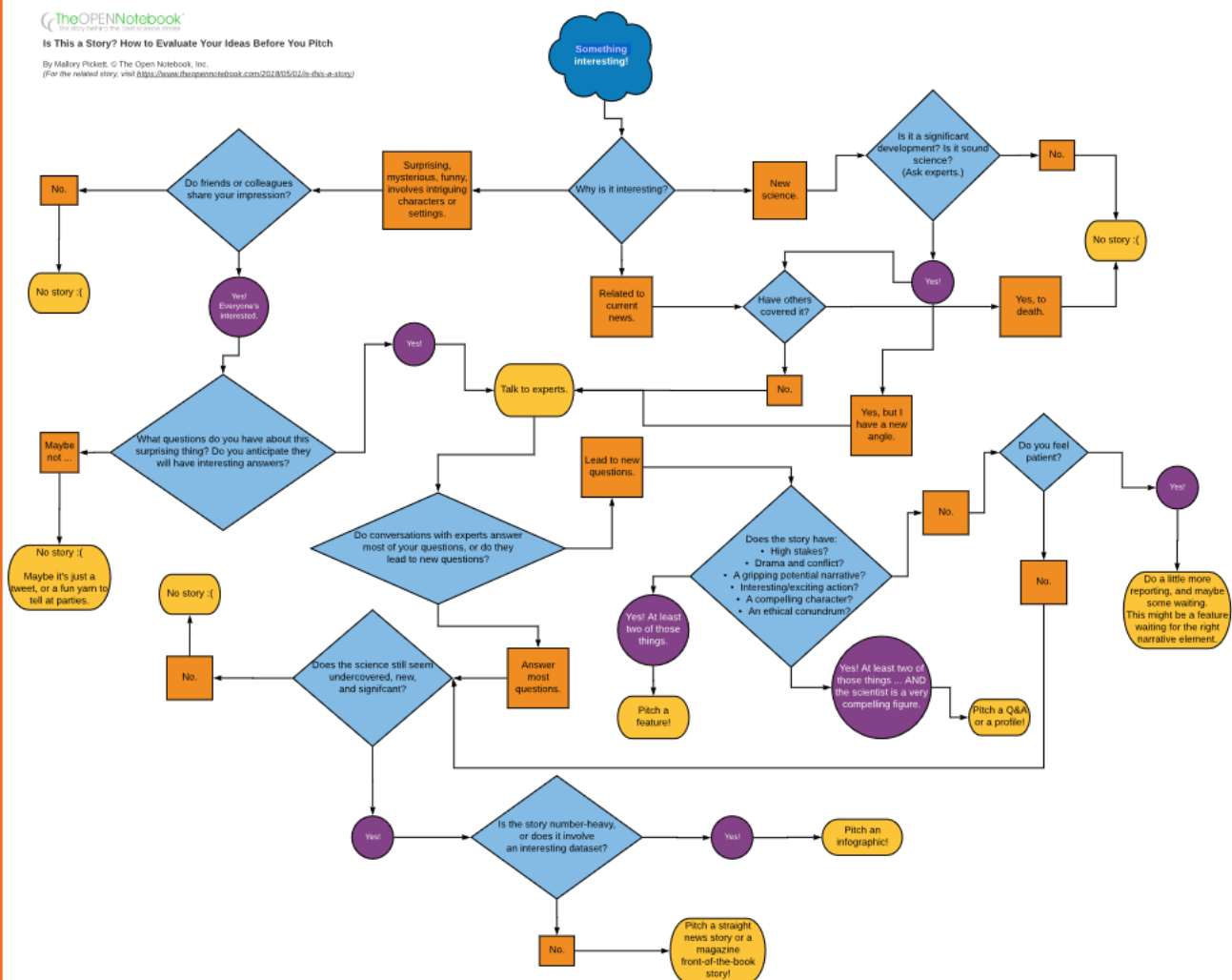
### 3.4.3 A flowchart for making decisions

It might be fascinating to go through all this planning and decision-making since you never know when your next great tale will come to you. However, it is also hard and underpaid for freelancers. A little more economy and efficiency can be added to the process by creating criteria to assess proposals. Every writer will eventually have their own ideas on how to approach this, but you can start by drawing from others' expertise. We've compiled a flowchart from our interviews with the seasoned writers we listed above as well as additional journalists TON has spoken with in the sections below. The chart walks you through a few inquiries you can have with yourself the following time your "interesting" alarm sounds.

TheOPENNotebook

Is This a Story? How to Evaluate Your Ideas Before You Pitch

By Mallory Pickett, © The Open Notebook, Inc.  
(For the related story, visit <https://www.theopennotebook.com/2018/05/01/is-this-a-story/>)



Source: <https://www.theopennotebook.com/2018/05/01/is-this-a-story/>

### 3.4.4 What makes a good story?

A good story centers on a topic the audience finds intriguing or significant. By utilizing narrative to make critical news interesting, a great story frequently accomplishes both goals. The populace is incredibly diversified. People have a huge variety of concerns and interests, despite the fact that they may share some traits or ideas. Anything, then, may be news. But not everything warrants news coverage. In journalism, a subject is made newsworthy through the use of evidence and storytelling. At its most fundamental level, news is a function of dissemination; news organizations (or the general public) produce stories to disseminate information to readers, viewers, or listeners. But a good story does more than just explain or emphasize. It advances the subject.

In reality, "storytelling with a purpose" is how journalism is defined in *The Elements of Journalism*. Finding and validating significant or fascinating material, then presenting it in a style that captures the audience's interest, are all necessary components of a successful story. Journalism differs from other media content and has a higher value because of its quality stories. Research demonstrates two aspects of engaging narratives:

Treatment comes before subject. For the audience, a story's presentation is more significant than its subject matter or plot. The best stories are those that are well-told and focus on a topic that the reader feels are important or relevant.

The best stories are more thorough and comprehensive in nature. They have more material that has been independently verified and comes from more experts and perspectives.

#### Steps of Analysis

Criteria	In favor of credibility	Not in favor of credibility
Type of Article	<ul style="list-style-type: none"> <li>The article is a news story.</li> <li>The news source follows the Associated Press (AP) Style or other standardized style guide.</li> <li>Answers the questions: Who? What? When? Where? Why? and How?</li> </ul>	<ul style="list-style-type: none"> <li>This news article is an editorial or an opinion piece.</li> <li>The story is an advertisement, often labeled sponsored content.</li> </ul>
Title/Domain	<ul style="list-style-type: none"> <li>The title is descriptive of the content of the article.</li> <li>When promoted on social media, the title accurately reflects the content of the linked article.</li> </ul>	<ul style="list-style-type: none"> <li>The title of the story is sensationalized or uses hyperbolic words to create an emotional response.</li> <li>The title is <a href="#">clickbait</a>.</li> <li>The URL contains words like "wordpress" or "blogger." This indicates the site is a blog.</li> <li>The website title ends in "lo." These sites are often satire.</li> <li>The domain contains ".com.co," which are sometimes fake versions of real websites.</li> </ul>

Evidence	<ul style="list-style-type: none"> <li>• Acknowledges what information is unknown or unclear; this is called <a href="#">transparency</a>.</li> <li>• Regularly updates the story as events unfold.</li> <li>• The evidence presented in the news story is verified.</li> <li>• The primary evidence used is direct (observer eyewitness accounts; journalist eyewitness account; documents and records; and video, audio, and photographs).</li> </ul>	<ul style="list-style-type: none"> <li>• The primary evidence used is indirect (e.g. accounts from spokespersons; experts; computer models; hearsay; and inferences).</li> <li>• The evidence is not verified or corroborated.</li> <li>• One-sided or biased evidence is purposefully provided to prove or argue a particular viewpoint.</li> <li>• Evidence is presented outside of context.</li> </ul>
Publishers and Journalists	<ul style="list-style-type: none"> <li>• Editorial boards and parent organizations are listed in an "About Us" section of the website.</li> <li>• The publishing company and journalists are transparent and acknowledge conflicts of interest. Typically this information can be found in the "Legal" or "Disclaimer" sections of the website.</li> <li>• Journalists follow a code of ethics.</li> <li>• The journalists are trained professionals. (It's always a good idea to research the credentials and backgrounds of affiliated writers.)</li> </ul>	<ul style="list-style-type: none"> <li>• The publisher is <a href="#">a content mill</a>.</li> <li>• There is no information about the publisher or the writer(s) on the website where the article is posted.</li> <li>• The authors listed are known for fictitious or satirical websites.</li> </ul>
Sources	<ul style="list-style-type: none"> <li>• The sources are evaluated against <a href="#">IMVAIN</a>: <ul style="list-style-type: none"> <li>◦ Independent: the sources are independent and neutral</li> <li>◦ Multiple: multiple sources are cited in the story.</li> <li>◦ Verified: the sources provide evidence that support the story as opposed to assertions, beliefs, or opinions.</li> <li>◦ Authoritative/Informed: the source either has the credentials or is close to the event/story and can provide accurate information (the innermost circle).</li> <li>◦ Named: the source and their affiliations are explicitly provided in the story.</li> </ul> </li> <li>• The source's evidence is presented in context.</li> <li>• The source's quotes, evidence, and observations are presented accurately and objectively.</li> <li>• The source is given proper attribution in the story.</li> <li>• You confirm quotes, statistics, and information presented elsewhere.</li> </ul>	<ul style="list-style-type: none"> <li>• Unreliable sources are: <ul style="list-style-type: none"> <li>◦ Self-interested or biased</li> <li>◦ Singular, in that there is only one source cited in the story</li> <li>◦ Offer assertions, beliefs, or opinions without evidence</li> <li>◦ Uninformed sources may be reporting hearsay and are not "close" to the event/story (the outermost circle)</li> <li>◦ Unnamed</li> </ul> </li> </ul>
Aesthetics	<ul style="list-style-type: none"> <li>• The publisher website (interface) is well designed, edited, and professional in appearance.</li> <li>• The website and article are grammatically correct and follow proper etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>• The website is badly designed.</li> <li>• The design is cluttered with text and heavy-handed photoshopping or born-digital images.</li> <li>• The title/headline are in all caps.</li> </ul>

Source: <https://libguides.pvcc.edu/evaluatinganewsstory>



## Exercise



### Generating Story Ideas and Selecting a Topic

**Instructions:** Coming up with story ideas is one of the most difficult tasks for a beginning writer to complete. Beginning authors frequently claim they have no idea what to write about. But in feature writing, just about anything can be a subject that, if handled correctly, can pique an audience's interest. Even subjects that beginning writers consider to be uninteresting can be turned exciting if the writer tackles the subject from a different perspective. Being perceptive and paying attention to other people's conversations is crucial when writing features. Make a list of potential narrative ideas and the sources you might utilize for each one using the advice provided below.

1. Drive or take a stroll around the neighborhood or college campus. Make a note of anything out of the ordinary that you observe, such as a vintage car or an odd poster or sign advertising a good or service. Be sure to include at least ten items. Try to learn as much as you can about the items on that list in relation to what you have observed. Make friends and cultivate sources by knocking on doors of residences and businesses. For instance, if you notice a vintage or classic car parked in a driveway, find out who the owner is and ask if you may write a narrative on the vehicle and the person who owns it.
2. Together with a fellow student, strike up a discussion as you would with a total stranger. Find out something about the person that might make an excellent feature article throughout the chat, such as a vacation they have made, a project they are working on, or a hobby they enjoy. Always keep in mind that you need to learn anything about them through casual chat. You wouldn't approach a stranger and ask them to tell me something intriguing about themselves, would you? Asking incisive questions will encourage someone to open up to you and you can then see where the conversation leads. There's a good probability that the subject of the conversation will say something that would make an excellent narrative. Always keep in mind that good feature articles have human interest.

## UNIT 3.5: Choosing media and channels for messages

### Unit Objectives



At the end of this unit, participants will be able to:

1. Explain different types of journalisms
2. Choose appropriate media and channel for news presentation
3. Explain benefits and limitations of various communication channels
4. Define new media journalism
5. Select appropriate new media tools and platforms

### 3.5.1 Types of Journalism

There are many types of Journalism, based on the medium of distribution and hard news and soft news. Different types of Journalism cover different aspects of life. The purpose of Journalism is to bring to the fore such incidents, which affect people's lives and society in different ways. There are also different requirements for reporting facts fairly. You can choose the right Journalism for you based on your interest and talent. Some types of Journalism based on the medium of distribution are given below:

#### **Print Journalism**

Print media is the most traditional type of Journalism. It involves reporting of news and related material through newspapers and magazines. There are many types of newspapers, such as daily, weekly, evening newspaper etc. Before independence, newspapers were the most powerful medium to raise voice on the issues prevailing in the society and they remained the medium of news for a long time.

#### **Broadcast Journalism**

Broadcast Journalism uses an electronic or radio platform to broadcast news. For this, news bulletins, documentaries and other factual programs are produced and broadcast on TV or radio. TV broadcasting in India first started in 1959. At that time news bulletins were broadcast only for a short time. Gradually this medium became so popular that news bulletins were replaced by news channels. Today there are news channels in regional languages apart from Hindi and English news channels.

#### **Digital/Online Journalism**

The increasing proliferation of the Internet has changed almost every aspect of our lives. The field of Journalism is no exception to this. Along with print and broadcast Journalism, online or digital Journalism has also carved a strong niche for itself. There are many news websites which provide news to the people in just one click. This type of Journalism is also called new media. This form of media has brought many benefits to journalism as it not only democratized the flow and distribution of information between different media but added new advances in editing and recording techniques and reduced the cost of production.

**Photo Journalism**

Photojournalism is the use of the visual medium to effectively present issues or stories. This medium of Journalism has the ability to bring forth the issues in a new perspective and in a thought-provoking manner. It is not just a medium of reporting, but also highlights the good and bad aspects of humanity. Travel holds a very important place in the life of a photojournalist as they have to travel to any part of the world to bring out those neglected aspects of the society which need a voice to reach out to the world.

**Tabloid Journalism**

In this, certain news stories are exaggerated or sensationalized with photos to attract the readers' attention. It can also be called a type of gossip news, as Tabloid Journalism is usually celebrity centric. Earlier newspapers contained crime stories and gossip in a single column, but its popularity among gossip seekers grew so much that it developed into a full-fledged media outlet broadcasting news for entertainment. Tabloid journalism promoted paparazzi culture and has now become one of the major forms of media.

**Mobile Journalism**

News in Mobile Journalism is covered through smartphone. It mainly uses smartphone to create and edit images, audio and video. In this journalist is capable of executing both production and distribution from the same device i.e. smartphone. This medium of Journalism has actually revolutionized the use of smartphones. This Journalism not only allows new forms of raising issues, but also supports more inclusive approaches for Journalism.

### 3.5.2 Choosing media and channels

In your target area, which is the most common way for people to receive news or information? There are many ways to reach audiences, each with different benefits and limitations. This could be radio announcements, posters, fact sheets, face-to-face talks, publications, email, videos, websites, mobile phone messages, social media campaigns, etc. Paper-based materials may not be the most efficient in some localities, and other media such as radio may be more effective.

**To determine how best to communicate your information, some of the following questions may be useful:**

- Which communication channels are most common in the target area? These might include radio, audio visual presentations or videos, mobile phones if paper-based or computer-based information is not common. Radio tends to be a good channel, as it overcomes problems such as people being unable to read or having no access to the internet.
- Which communication channels are most trusted by the target population? For example, most children trust their parents or their teachers to give them correct information.
- Which communication channels can we afford within our budget?
- Which communication channels are feasible? For example, promoting your messages via a website is not useful if your target population cannot access the internet.
- Which channels are we allowed to work with? There may be restrictions.
- Can we combine a number of different communication channels?

There is no best medium. It is important that we choose the appropriate medium that can best reach our intended stakeholders. It may be one particular medium or a combination.

### COMMUNICATION CHANNELS: BENEFITS AND LIMITATIONS

<i>Type of Outreach</i>	<i>Example Activities</i>	<i>Benefits</i>	<i>Limitations</i>
Interpersonal communication	<ul style="list-style-type: none"> <li>• School presentations</li> <li>• Conference or symposium</li> </ul>	<ul style="list-style-type: none"> <li>• Viewed as credible</li> <li>• Allows for 2-way discussion</li> <li>• Good for educational initiatives; helpful in teaching at-risk groups prevention behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Can be expensive</li> <li>• Requires time</li> <li>• Audience limited</li> </ul>
Community outreach events	<ul style="list-style-type: none"> <li>• Parades, runs, walks</li> <li>• Town hall meetings</li> <li>• Workplace campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• May be familiar, trusted, and influential</li> <li>• Can be motivational</li> <li>• Can reach a large audience in one place</li> <li>• Helpful for raising awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Requires a fair amount of coordination from several partners</li> <li>• Requires time</li> </ul>
Newspaper	<ul style="list-style-type: none"> <li>• Feature articles</li> <li>• Advertisements</li> <li>• Letters to the editor</li> <li>• Op/ed pieces</li> </ul>	<ul style="list-style-type: none"> <li>• Can reach a broad audience rapidly</li> <li>• Can convey health information more thoroughly than radio or TV</li> <li>• Faster than magazine outreach</li> </ul>	<ul style="list-style-type: none"> <li>• Item needs to be newsworthy</li> <li>• Exposure is limited to one day</li> <li>• Article placement may vary</li> </ul>
Radio	<ul style="list-style-type: none"> <li>• News</li> <li>• Advertisements (public service announcements)</li> <li>• Talk shows</li> </ul>	<ul style="list-style-type: none"> <li>• May be the main form of media in some locales</li> <li>• Range of formats</li> <li>• Opportunity to direct messages toward target audience</li> </ul>	<ul style="list-style-type: none"> <li>• Need to make topic fit the format of the radio station</li> <li>• Difficult for intended audience to retain or pass on information</li> </ul>
Television	<ul style="list-style-type: none"> <li>• News</li> <li>• Advertisements (public service announcements)</li> <li>• Talk shows</li> </ul>	<ul style="list-style-type: none"> <li>• Can reach a wide range of audiences, depending on the locale</li> <li>• Visual and audio format is good for demonstrating prevention behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• May not be available in some locales</li> <li>• May be expensive</li> <li>• Message can get lost in other commercial messages</li> </ul>
Internet	<ul style="list-style-type: none"> <li>• Web sites</li> <li>• Email listservs</li> <li>• Social networking sites</li> <li>• Newsgroups</li> </ul>	<ul style="list-style-type: none"> <li>• Can reach a large number of people rapidly</li> <li>• Can be tailor for the intended audience</li> <li>• Can be updated quickly and provide health information in a graphically appealing way</li> </ul>	<ul style="list-style-type: none"> <li>• May not be available in some rabies endemic areas</li> <li>• Requires that target audience is connected and looking for the health information</li> </ul>

Source: [https://caninerabiesblueprint.org/IMG/pdf/link42\\_communicationchannels.pdf](https://caninerabiesblueprint.org/IMG/pdf/link42_communicationchannels.pdf)

### 3.5.3 Useful new media tools

The following are the main platforms and techniques to consider as new media production tools. They may be used singly or in combination to add depth or greater detail to the production, called multi-media journalism or multi-platform productions. The term multimedia (however it is spelt) can be interpreted in two ways. One way means taking a story produced in one medium and presenting it as a complete package in a different medium, for example a newspaper website may have a “multimedia” section where text stories are presented in a different medium perhaps as a video report, an audio interview, podcast or even a photo essay. The second meaning of multimedia is to take elements of different media – such as audio, video, and text – and weave them together into a single story. This is usually done in online media, where the different media can be easily combined on-screen.

The following useful new media tools can be used either as different ways of telling a story or as elements in the production of a single story, report, or documentary feature.

**Eyes, voice, ears, and nose (EVEN):** The journalist’s oldest and most important tools. Even in the digital age, there is no better alternative to using your eyes to see what’s happening, your voice to ask questions, your ears to hear the answers and your “news nose” to detect when something smells “fishy”, i.e., rotten, or not to be trusted.

**Text:** Even in an age dominated by audio-visual devices, text still has a useful place as a journalist’s tool, whether it is a pen and paper for making notes, a keyboard for entering information you gather or messaging (such as SMS and email) to ask written questions and receive information.

**Warning:** Text is one of the most permanent tools in a journalist’s toolbox, which makes it valuable for recording and storing information. However, this may also be a weakness because it can also be accessed by other people to harm you, perhaps to undermine your integrity or find the source of confidential information. Take special care to protect the security of your notes and source materials (including audio-visual material). If information is especially sensitive, consider keeping it secure somewhere secret away from your workplace.

**Messaging and emails:** Electronic text communications such as emails, SMS (short message service) and MMS (multimedia messaging service) are fast and useful forms of asking questions and receiving answers. They are easy for both you and the other person to use and they can form an important permanent record to refer to (though remember the warning above). They also allow you to time-shift some of your work, for example sending text questions to someone out of work hours or in a different time zone for them to answer the next day.

However, they have some disadvantages, the main ones being:

- The recipient may simply choose to ignore them, and you will not know whether this is accidental or on purpose. You cannot, for example, say they “declined to comment”.
- Emailed or texted questions allow the recipient to spend a lot of time framing their replies which – while more accurate for them – may not actually answer your question or may hide the truth. Email answers can be long and lifeless to use as quotes.
- They are not as lively and human as a person’s voice either recorded face-to-face or over a telephone, Zoom or Skype call, when you can ask follow-up questions to clarify information. And

if someone refuses to talk or answer your questions person-to-person, you can say they “declined to comment”.

**Some rules on using messaging and emails as a journalist:**

- Take care with language. Just because they are a shortened form of writing, there is no need to abandon spelling, grammar, and punctuation. As a journalist, language is a precious tool; spelling errors, bad grammar and poor punctuation can lead to mistaken meanings and will make the recipient think you are careless or unprofessional.
- Do not copy (CC) other people unnecessarily. As a journalist you would not shout your questions for one person to a whole group, so don’t do it with texts and emails. Focus on the person you need answers from.
- Do not blind copy (BC) people without a good reason - it is not polite to the person you are having a one-to-one communication with.
- Treat text messages and emails as you would any professional written communication. In your first exchange, explain who you are and what you want. Provide full contact details and set the ground rules for future correspondence; if you believe the person you are contacting needs their identity protecting, tell them your conditions.

We talk more about using messaging when we discuss social media below.

**Audio recording:** Whether you are using a dedicated audio recorder or the recorder on your smartphone, hand-held device, computer or studio, audio recordings (and to some extent video recording) have a number of very useful functions in story production. While issues of recording audio for radio are dealt with elsewhere, such as Chapter 48, the uses of new media recording devices include:

**Making reminders:** Once the domain of the reporter’s notebook or scraps of paper, sometimes you will need to make a very quick note to remind you about something. Using, say, a smart phone, this can be just a word, phrase or short sentence, reminding you to do something later, e.g., “Check pronunciation of Kiribati”. (It’s “KI-ri-bas”)

**Note taking:** While notebooks are still essential for good journalism, it is sometimes not convenient or even possible to write something down. If you need to make a note of what someone is saying, it might be simpler to record them on your audio recorder. To find specific parts of your notes later, you will have to scroll back and forth on your audio replay, so maybe take note of the elapsed time so you can find them easily again on your counter. Some devices such as digital voice recorders actually have a button you can press to insert digital “markers” at places you think you may want to return to quickly later. As long as you can hear your notes when played back, their technical quality is less important than convenience.

**Recording actuality:** If you want to replay speech or other sounds in your finished production, it is important your recording is the best possible technical quality. This is usually assured in a professional studio, though care must be taken when recording via telephones or internet channels such as Skype or Facetime.

Creating a record for legal purposes in case what was said becomes a matter of dispute. It is usually best to let your interviewee know when you are recording them, both to maintain trust and to abide

by the laws. Many countries have laws on when and how you can record other people, usually requiring their consent.

**Video recording:** For most of the television era in the 20th Century, it was unusual for journalists to shoot their own vision. In the field, even small crews consisted of at least a journalist, a camera operator and a sound recordist, so each could concentrate on their own role. For more complex reports they might be accompanied by a producer to look after the arrangements and help the journalist with setting up interviews, formulating questions and finding locations.

Around the start of the 21st Century, to reduce costs television networks began experimenting with video journalism, where the journalist did all the jobs previously handled by the crew, including recording their own vision and sound. These may not have looked and sounded as good as footage shot with an expert crew, but it meant stories could be covered that might otherwise not have been possible, especially in overseas locations. Final production could be completed back in the broadcasting studios.

The development of small handycams and then smart phones with cameras meant that almost anyone can now shoot their own video with sound, making reports available from previously unavailable sources such as ordinary people filming conflicts, crimes, and other events not accessible to journalists because of distance or time limitations. Such footage from non-professionals has become an important and increasingly expected part of television coverage until today on-the-spot vision is obvious when it is absent. The killing of African American man George Floyd by a Minnesota police officer in 2020 fanned a spark that became the Black Lives Matter movement in the United States and around the world, something that was unlikely to have happened had Floyd's murder not been videoed by passers-by Darnella Frazier and then posted on the internet.

The challenge for journalists in this era of ever-present video is to tell the story with their own sound and vision in such a way that adds clarity, perspective, and context for viewers. This means you can use vision shot by other people, perhaps downloaded (legally) from the internet, but explaining the details accurately and filling in missing vision with video of your own, either shot on location or back in the studio.

**Still photography:** Although still photography is often seen as the poor cousin of video, it has several strengths which make it a useful production tool in any medium or in multimedia presentations.

It is quick and simple to take still photographs, whether using a dedicated camera or the camera on a smart phone. Most modern digital cameras/camera phones take reasonably good quality shots and cope automatically with different lighting conditions.

Single frames require far less data than a video, so are quicker to take and save to memory and require less time and data to transmit, whether you are sending it to a remote recipient or just to your own computer.

A very good still photo has a power of its own the encapsulate meaning and emotion in a memorable way. One great example of this is a black-and-white photograph "Tomoko Uemura in Her Bath" taken by American photojournalist W. Eugene Smith in 1971 showing Japanese mother Ryoko Uemura in a bath cradling her severely crippled daughter Tomoko, stricken by mercury poison. The photo both shows the effect of so-called Minamata disease while conveying the love and dedication of Ryoko in caring for her daughter. [Tomoko died in 1977 at the age of 21.]

A still photograph allows the viewer to spend as long as they want looking at an image, time to make sense of what they see and to think about that moment in time. Online video clips can often be

replayed but a cascade of images can often overshadow the one great frame that encapsulates the story's essence. A great news photo captures what photographer Henri Cartier-Bresson called "the decisive moment", that single best shot of an event that is unplanned and passing, where the image represents the essence of the event itself.

### 3.5.4 New Media Platforms

The new media age has made a host of new technologies available for media producers and their audiences. It has provided new tools for journalists and new platforms for readers, listeners, and viewers. With so much to choose from, it has also complicated the field for everyone. Producers feel the need to keep up with the latest tools and techniques to remain creative and competitive while audiences can be swamped with choice and sometimes overwhelmed by the seemingly relentless torrent of content washing over them. We will examine these issues elsewhere when we discuss what makes people choose one sort of content over another.

Old (or traditional or legacy) media has usually been limited to print, analogue broadcasting and films shown in cinemas (movie theatres). They have included newspaper and magazines, radio and television and movie films, each delivering a relatively "fixed" amount of content by transporting their products over land, sea, or air to readers or over wireless or cable transmission networks to the radio and TV sets of their listeners and viewers. In earlier times, many people received their news from newsreels, news, and current affairs programs on celluloid reels of film projected in cinemas, often before the start of the main feature film. By the 1960s and 70s these had almost entirely died out, replaced by television bulletins in people's homes.

While broadcasting does have some flexibility and allows journalists to change their content between bulletins or programs, paper-based newspapers and magazine content cannot be changed once the printing presses have finished, until the next edition is published.

New media platforms are usually much more flexible and can be better tailored for specific kinds of news or for particular segments of their audiences. New media platforms can include:

**Digital radio and digital television:** Utilising what is effectively extra signal space (called bandwidth) from digital transmission, broadcaster organisations can either divide their allocation of spectrum to provide more channels for viewers or listeners, provide a better-quality signal and/or transmit additional data such as text. Journalists working for digital TV or radio should be prepared to produce text, audio and/or video material.

**Smart TV:** This uses digital television technology connected to the internet and/or the viewer's wi-fi network to provide extra services and interactivity between the broadcaster/internet services such as voice commands, on-demand programs, apps and telecommunications such as Skype. Again, journalists may need multimedia skills to produce material for smart TVs, though much of their content may come from combining or supplementing existing material from separate media.

**NOTE:** Digital broadcasting technologies are not available in many countries and even in technologically advanced nations such as Australia, digital television is not universally available and terrestrial digital audio broadcasting (DAB+) is only available in nine Australian cities in 2021, though some additional digital radio services are also available over internet connections.



**Web sites:** Most newspapers and magazines are now also available over the internet (in “online editions”) either free or for a subscription, behind what is called a “paywall”. They can be read on computers, tablets (e.g., iPads) or smart phones, though readability may not be very good on the screens of smaller mobile devices. Many newspapers and magazines also produce “digital editions” (also known as “facsimile editions”) which are delivered over the internet and look exactly like the pages of their printed editions, complete with layout, headlines, text style and display adverts. Most broadcasters also have websites, to promote their services or as gateways through which audiences can access their programs being streamed.

**Apps:** Although they can look and behave like websites, apps (software applications) are stand-alone programs that deliver content from a specific provider (e.g., newspaper, broadcaster etc.) without the need for an internet browser. Apps tend to be better tailored for viewing on specific devices, so an app for a tablet might be different from the app for a smartphone. Media organisations increasingly supply their content through their own apps so it is displayed as they want it, rather than how a browser will show it.

**Blog:** Short for web log, an online commentary or diary often written and recorded by individuals about their specialist interests, hobbies, family, politics etc. Many media organisations allow contributors to write blogs providing extra information or opinion columns not published in their main edition. Such blogs often carry a disclaimer that they do not reflect the opinions of the main publication.

**Podcasting and vlog casting:** Podcasts are usually stand-alone audio content delivered over the internet. They can be made by individuals using less complex and expensive systems than radio broadcasters. News and current affairs form only one small genre of podcasting. While normal standards of journalism should apply to news-branded podcasts, they are often more subjective, partly due to a lack of editorial oversight. Vlog casting (or vlogging) is a video version of podcasting or blogging.

**Live blogging:** A cross between live broadcasting and blogging, live blogging tries to provide rolling coverage or a breaking or unfolding news event. At present, live blogging tends to be little more than continuous updating of facts and comments, though it is becoming more sophisticated. We will look more at live blogging later

**Streaming:** While streaming is usually just the method of carrying other new media audio/video content, it provides the capacity to reach audiences beyond traditional terrestrial broadcasters (including overseas) and to allow people to time-shift their watching or listening to when they prefer. Streaming usually includes technologies such as audio on demand (AOD) and video on demand (VOD).

Perhaps the best-known ways of streaming are Over-the-Top (OTT) media services offering content directly to viewers via the Internet. OTT bypasses (i.e., goes “over the top of”) cable, broadcast, and satellite television platforms, which have traditionally acted as distributors of such content. OTT services differ from country to country but around the world the best known range from the entertainment giants such as Netflix, Disney+ and Hulu to “full service” public broadcasters such as BBC iPlayer (UK) and ABC iView (Australia).

**Portable digital devices:** Many media organisations use apps to deliver content to mobile devices such as smartphones. This content can be either the same as their main editions or programs or created specifically for mobile devices.

**Social media.** These provide a host of different ways of delivering news and current affairs to audiences. In 2021 the principal social media used for news and current affairs were Facebook, YouTube, Twitter, and Instagram. News content on social media is often restricted in authoritarian countries, which may have their own state-monitored platforms such as WeChat and Sina Weibo in Communist China and Vkontakte in Russia.

**Online gaming:** Although not really a stand-alone platform for journalism, the fact that it reaches people who may not be regular news consumers means there are opportunities to insert news and information into gaming sites around the games themselves. This might be useful to reach gamers with news and information of special interest to them. In 2021, the United Nations Development Programmer’s climate survey of 1.2 million people around the world was distributed via advertisements in video games and puzzles, including Angry Birds, Subway Surfers, Sudoku and Words with Friends, and this particularly helped reach younger people.

There are other new media platforms that are rarely used for journalism. These include:

**Optical discs and portable storage.** Media such as DVDs, Blu-ray discs and CDs are now becoming seen as old or “transition” technologies, replaced by the immediacy and flexibility of internet-based platforms. They are still used for entertainment and education where an internet connection is not important. Blu-ray in particular produces very high-quality images while audio CDs provide better sound quality than streaming, which compresses the signal for transmission. These media may still be useful for producing, storing, and distributing documentaries and raw footage of high-quality audio and video.

**Video gaming:** Whether through devices such as PlayStation and Xbox or through online multiplayer programs, device-based games can also be played without an internet connection and can be of higher video quality than online games, though this is changing as internet connections get faster. These might be of niche interest to journalism.

**Digital/tech art:** Uses new electronic and digital technologies, often familiar to audiences and designed to be interactive or provocative in new, unusual ways. These might be of interest to arts and entertainment journalists.

**Choosing the right medium:** The choice of which new media platforms (methods) to use for producing and distributing content depends on many factors, such as:

**Existing capacity:** Does the organisation or individual have enough capacity (resources) to produce a website, social media, video streams, podcasts etc. and enough content to fill it?

**Cost:** New media are often cheaper distribution platforms than old media, which needed such infrastructure as printing presses, transport networks, studios, transmission towers etc. However, there are still infrastructure costs such as computing equipment, platform construction, internet costs, digital recording technologies, training etc.

**Availability of technologies:** In many countries new media technologies may not be available or well established, such as fast internet networks, mobile device data transmission etc.

**Use by audiences:** Again, in some countries audiences may not have access to some new digital technologies and may not be familiar with using them. Many citizens in developing nations still rely on terrestrial analogue radio or television for most of their news.

**Regulation:** While internet-based technologies have made production tools and publishing systems more accessible to many news media and their audiences, some governments impose restrictions on them, either to protect people from harm (e.g., pornography, hate speech etc.) or to stop citizens seeing or hearing news that is critical or embarrassing to their leaders. The Chinese government, for example, regularly blocks platforms such as Gmail, Google, YouTube, Facebook, Instagram, and others. And it carefully controls home-grown platforms such as Weibo, Renren and YouKu. While not the harshest controls in the world – North Korea and other repressive regimes can be worse - the Chinese government's strict censorship practices have been called the Great Firewall of China.



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Writing Articles



<https://youtu.be/gUui94Xd85s>

Evaluating Ideas before Pitching



[https://youtu.be/o\\_6teoi-Zt8](https://youtu.be/o_6teoi-Zt8)

Finding Stories



<https://youtu.be/LXyzm8ZpyWQ>

Choosing media and channels for messages



[https://youtu.be/XZb6eHdi\\_os](https://youtu.be/XZb6eHdi_os)

Writing Community News



<https://youtu.be/rgwO480uXNw>

Conducting a Root Cause Analysis



<https://youtu.be/oMZg-Q8EBek>



## 4. Conduct an interview



Unit 4.1 - Interview: Importance and Process

Unit 4.2 - Techniques of Interview: Interviewing Skills



## Key Learning Outcomes



At the end of this module, participants will be able to:

1. Identify the objectives of the interview and its relevance to the individuals or wider audience and organization, as appropriate to the incident.
2. Carry out research about the individual(s) to be interviewed.
3. Prepare list of questions relevant to the concept / story / case on which interview is being planned.
4. Prepare for cross questioning with relevant evidence whenever required.
5. Prepare pertinent questions and be aware of the type of interview being conducted and corresponding editorial goals.
6. Make sure completion of all set-up activities before start of interview (live) or interaction with the surrounding public, across different mode such that live, pre-recorded, face-to-face, over telephone, skype or video call, at an outdoor location (e.g., home, office, hotel, or public space), in as studios etc.
7. Prepare the questionnaire sample to be asked from individuals related to the incident.
8. Conduct the interview in a sequential manner with an understanding of roles of individual and corresponding authority– i.e., pose questions, receive answers/ information, participate in the conversation, and improvise the topics.
9. Analyze verbal and non-verbal cues of the interviewee, accomplish the flow of the conversation, and challenge/steer the conversation as appropriate to the role.



## UNIT 4.1: Interview: Importance and Process

### Unit Objectives



At the end of this unit, participants will be able to:

1. Describe the steps required for the preparation of an interview.
2. List the skills required to conduct an interview.
3. Note down in advance what you want to get out of an interview.
4. Formulate your own strategy (course of action), according to the situation or person to conduct an interview

### 4.1.1 Introduction

Interview is one of the highly practiced techniques of gathering information in the field of journalism through a one-to-one conversation between an interviewer (journalist) and interviewee. Interviewee is a respondent and he or she may be a celebrity or a news source or an expert of any field or a victim of crime/disaster or an official of any organization or a distinguished personality. The interaction may occur in a studio or at any venue of mutual convenience or simply over a telephonic call or internet-based text chatting, but it is important to mention that interview is a conversation between two persons only. If the dialogue is not one-to-one, it is not an interview; however, it may be either of any other appearance of a journalistic endeavor, like a panel discussion, debate, press conference or press meet.

Information obtained in an interview is regarded as the most authentic and reliable piece of journalistic content, in so far as the personal opinion, views and perception of an interviewee is concerned. Although an interviewer actually executes the interview, but he or she is considered as a sheer facilitator, who conceives, plans, steers and processes all ins and outs of the interview but is ideally not allowed to impose one's own opinion, views and perception to the final output at the end.

### 4.1.2 Importance of Interview

There are various formats for creating media content. A journalist plans and works differently on gathering raw material (information) that suits these different formats. As per specification of the subject matter, a journalist designs his or her course of action to craft an appropriate form of journalistic output to be delivered.

In this framework, an Interview involves a special kind of pursuance to extract important and newsworthy of information through one-to-one conversation. In this process, a journalist tries to unearth hidden truths, ideas, opinion and views of a person, with whom he or she is having this interview. Importance of interview is its liveliness that connects the audience to the content and appearance of the personality, in a way that the conversation between interviewer and interviewee becomes an integral part of audiences' personal memory, because in an interview they get thoroughly

involved in the conversation. Also, in the process of an interview there is always a scope of revelation and sharing of some untold stories and thoughts by the interviewee.

### 4.1.3 Interview Process

#### 1. Preparation

- **Select the right person to interview:** Early in your research on a story, you might need to talk to someone who can give you general background. Later, you might seek someone with a particular experience or viewpoint to fill your last hole or two. Use all the resources you can to find and connect with the right characters: Directories, colleagues, your own library, other sources, the Internet, ProfNet. In particularly sensitive stories, a mutually trusted third party might help you connect with someone.
- **Research before you interview:** Learn as much as you can about the character and the topic before your interview. Be honest about what you don't know. You're talking to this person because you don't know everything. If your fake knowledge, you probably won't fool your character, and you will deprive yourself of a chance to learn from him.
- **Plan your questions:** An actual scripted list of questions is stilted. But you might benefit from rehearsing some questions in your head or even aloud in the car on your way to the interview. Consider in advance what follow-up questions you might ask, depending on how the character answers a question. It's a good idea to have a checklist of topics you want to ask about. Don't be a slave to the list during the interview, but glance at it toward the end, to see if you've overlooked something important. Use the elements of story as a checklist in planning your questions: What questions will help me understand the conflict? The character's motivation?
- **Write what you can before the interview:** If you write as you report, you will generate important, specific questions for later interviews. Your stronger sense of where your story is going will give a strong focus to subsequent interviews.

#### 2. Rapport – Help the subject relax by addressing various elements of comfort:

- **Setting:** If possible, do the interview in the subject's environment: home, workplace, school, church, place of leisure or recreation. Allow plenty of time and choose a time, if you can, that's convenient for the subject. A lunch or dinner interview works sometimes, but also has disadvantages: interruptions for food and service, subject talks so much she has little time to eat, it's more difficult to take notes. When you can, a moving interview is effective: Start out in the workplace, go out to eat, ride home in the character's vehicle, ask her to show you the house and the yard.
- **Honesty:** Tell the subject up front, when you arrange the interview and again when the interview starts, what you are working on. This doesn't mean you ask the tough questions first. But you tell the subject honestly what the story is about and what you will be asking about, so the tough questions don't feel like an ambush.
- **Complaints:** The person may have some gripes about how you personally, your paper or the media in general have covered something in the past. Listen to the complaints. Don't feel an obligation to respond specifically. If you do, don't respond defensively or argumentatively. Don't apologize if you're

not sorry or if you were not responsible. The best way to handle most complaints is simply to listen and acknowledge, with brief explanations offered sparingly where appropriate.

- **Personal connection:** Seek ways to establish a personal connection with the character. Do you have a child the same age as one in the picture on the desk? Ask about his children and commiserate briefly about car seats or carpools or car insurance, whatever stage the children are. Is the diploma on the wall from your school? Chat briefly about professors you might have shared or how bad the football team is now or whatever interests you might share. Don't fake a connection or stretch for one but be alert for genuine ways to make a connection. If you have little in common with the person, connect by showing genuine interest in the character beyond the narrow focus of your story.

- **Control:** Unless your character is used to being interviewed, she probably feels uncomfortable facing you and your notebook. Early in the interview and again toward the end, give her some control. Sure, you're asking the questions, but answer her questions if she asks any. Listen politely as she wanders off the subject occasionally. People don't talk like we write. They might bury the lede (well, maybe they do talk like we write). Give her time to get around to it. Before you wrap up the interview, ask if there's anything else she'd like to add. In between, you will control the interview with some direct, tough questions. But if you share the control, your subject might feel comfortable enough to give you better answers.

### 3. Questions

- Start with broad open-ended questions or simply invitations to talk. "Tell me about that." "What was that like?" "Fill me in on . . ." These questions invite the character to tell you, his story. They also give him a chance to tell you something you might not know enough to ask about specifically. And the general nature of the question gives the character a feeling of control as he answers.
- Move the interview along with responsive questions and statements that basically tell the character to keep talking: "Uh-huh." "Really?" "What happened next?" "How did you react?"
- Ask specific, direct questions to elicit the information you need that the open-ended questions don't produce. "How much did that cost?" "Why did you do that?"
- Ask brief questions. Save your toughest questions until near the end. This gives you a chance to develop some rapport before the tough questions. It lets you be sure of gathering the easy information if the tough questions prompt the character to cut off the interview.
- Remember the elements of story. Observe, take notes, and ask questions about the setting. A photograph or award or piece of art may lead the subject to an interesting anecdote or revelation.
- Ask the character to demonstrate how she did something or show you where something happened or recall specific dialogue for you.
- Ask for documentation. Be careful not to ask in a challenging way (unless you are indeed challenging). Just ask in a curious way. Letters or a journal may reveal some deeper emotion than your interview brought out at a more detached date. Legal or financial documents may provide exact dates or amounts where the character was estimating in the interview. A police report may provide detail that a crime victim may not want to talk about. A resume may provide details that a modest character might not disclose without prompting.
- Close with another open-ended question or a few: "Is there anything else you'd like to add?" "Whom would you suggest that I talk to?" "Are there any other stories you think my paper should look into?"

**4. Listening** – Listening is an essential element of building rapport, and more important to the success of your interview than the questions. You're not getting any information when you're talking. You should talk only to build rapport and to steer the interview where you need it to go. Impress the character with your listening, rather than with your talking.

- Don't feel the need to fill the long, awkward pause. It's a natural urge, and the subject is feeling the same thing. The pause may draw out the answer your question didn't. You want thoughtful answers, so give the character time to think. This is not a stubborn stare down. You casually take a few moments to catch up on your notes, to take a few notes about the setting or your subject's appearance and mannerisms. Just shut up and listen.
- Listen for the surprise in the interview: the offhand remark that contradicts what you (or your editors) thought you knew; the iceberg tip that's an invitation for you to extract a Poe-like confession; the hint at a much better story; the secondary interest that might lead you to a completely unrelated story.

#### **5. Follow-Up**

- Re-interview, when possible, with a follow-up phone call, a second face-to-face interview or just an e-mail. You'll think of a few more questions, but your character may also have thought of a few more answers. Sometimes you get the better interview the second time around because your questions the first time provoked a few days of thinking, bringing back some old memories and sending someone to the telephone or the scrapbook for answers you didn't get the first time. Or maybe you ask better questions the second time, because you've been thinking or learning since the first interview.
- Write as soon as possible after the interview. It's best to write the story itself right away, even though you may be far from finished with the reporting. If you know the interview will provide only a few paragraphs for the final story, write those paragraphs. At least go through your notes and write, in paragraph form, what you might use in the story, including your notes on mannerisms, setting, and emotions.

## UNIT 4.2: Techniques of Interview: Interviewing Skills

### Unit Objectives



At the end of this unit, participants will be able to:

1. Describe the techniques of interview
2. Make the presentation of an interview

### 4.2.1 Introduction

#### Techniques of Interview: Interviewing Skills

Conducting a good piece of interview is a matter of using most suitable set of techniques. These techniques are learnt and achieved through continuous process of observing and getting experiences through performance or by assisting others in performing an interview. This is how interviewing skills are earned. Interviewing skills include following ingredients.

#### The Start

While conducting an interview, a journalist should be polite, attentive, precise and to the point. He or she should not beat around the bush. Before starting a formal interview, the journalist must check following things.

- There should be least distraction at the venue of the interview. The atmosphere of the venue should be favorable for one-to-one conversation. Presence of any person or material, which can cause distraction, should be kept away from the surroundings of the interview. Mobile Phones should be switched off. If recording is being done on the mobile phone, then Aeroplane mode should be turned on.
- Check the functioning of instruments of recording interview. The conversation in an interview cannot be remembered by human brains. Either it has to be noted down or recorded for future reference. The interviewer must check that his pen is working well, and he has enough blank of paper in case the interview is to be noted down. In the case of interviews for Television or Radio, it is mandatory to check that the required recording device is working properly.
- The rationale of the interview should be explained to the interviewee. Before starting the talk, interviewer should briefly introduce and explain the topics on which the interviewee has to respond. This prior explanation gives interviewee adequate time to prepare to respond in the interview with accuracy.
- Interviewer should thank the interviewee for giving an appointment. This makes the interviewee feel good. With a friendly start, he or she can come forward with some new and fresh revelation, may be completely unknown to the interviewer.
- Most of the time, the journalist knows the details and truth of the subject matter to be discussed and he or she needs only authentication, affirmation, and substantiation for the interviewee. In this type of situation, one should not start with that one 'desired question'. It may happen that the interviewee cancels the talk to avoid answering any uneasy question. At first an interviewer needs to attain a basic comfort level with interviewee. Therefore, the conversation should start

with easy and relaxing questions. The interviewer should make interviewee feel comfortable and confident.

- Beginning of interview with friendly queries and comments builds trust and a soothing environment. He or she expects a friendly conversation that may not push him or her in an awkward situation. It engages interviewee to the whole process of the interview, so that he or she starts enjoying and contributing more to the interview. In this way the content thus generated acquires better-off and more interesting substance.

After checking and assuring about the abovementioned points, an interviewer should start a formal conversation.

### **Conducting an Interview**

Once the interview has formally been started, now the interviewer has a responsibility to steer the talk in the direction, where he or she can fetch maximum response from the interviewee and reveal some hidden facts. For this purpose, the interviewer should keep in mind the following things –

- Interviewer should visualise a tentative scene of the planned interview. Accordingly, a sequence of questions and structure of conversation should be pre-planned. The questions should have the potential of answering every aspect of the phenomenon or issue. If the interviewee starts talking about something else, other than what was expected or visualised earlier, he or she should be allowed to continue only if something more important or noteworthy is believed to be revealed.
- The interviewer should study and research about the basics of the subject matter but should never ask basic factual information which can be obtained elsewhere. He or she should be aware of the credentials of the interviewee and also cannot afford to be ignorant of the issues and ideas related to the theme of the interview.
- To reveal a hidden matter, an interviewer should outline the basic idea of the subject and asks interviewee of his or her comment. But the interviewer should not start teaching or preaching.
- An interviewer should avoid types of question, which could possibly be answered in terms of only 'yes' or 'no'. Answer, in terms of only 'yes' or 'no', does not put significant value in the content of the interview.
- Interviewer should speak less and allow interviewee to speak more. After asking a question, interviewer should remain silent and let interviewee to speak as much as it suits the schedule and format of the interview. The interviewer should never interrupt an interviewee, unless the later is shifting from the basic theme of the conversation or misinterpreting the question asked.
- Questions, asked by interviewers should be clear, precise and to the point. An interviewer should not repeat the same questions and should never complicate the talk. Questions should be such that demand to the point answers and explanations in a polite manner. It should never be baseless blaming, denouncing or indecent provocation by an interviewer. Remember that an interview is a conversation, and it should not become a confrontation. It is responsibility of an interviewer to have full control over the interview.
- Questions should remain around core theme of interview; conversation should not deviate to other domain of issues and questions. In process of having control over the interview an interviewer uses some simple interviewing tools known as Bridge and Flag.
- Bridge is the tool through which an interviewer smoothly makes an effective transition between topics. Like while walking one safety crosses over a river through a bridge, in the same way an

interviewer tends to switch over from one topic to another. There are some proven phases and sentences like – ‘You may be correct, but we need to know...’, ‘In addition to what you said, our concern is...’ and ‘Very politely, I need to mention that our study shows a difference picture...’ – work as a bridge in an interview.

- Other tool of controlling a conversation in an interview is to Flag. Generally, an interviewer uses the technique of Flagging to highlight a specific comment or instance, revealed in an interview. It can be done by stressing on any specific note by verbally flagging it with phrases like ‘most important fact’ or ‘a critical point’ or ‘point to be remembered’.
- The interviewer should be attentive and show his or her full involvement through the body language. He or she should be full of empathy but should also maintain a distance from the interviewee. Here, empathy builds confidence for the interviewer, but on the other hand, maintaining a distance helps him or her to raise questions as an indifferent entity.
- An interviewer should be aware of the time and accordingly should schedule the questions and give appropriate time for their answers. He or she should not be trapped in one issue. He/she should have the ability to forgo an unnecessary discussion and turn the discussion to an interesting and meaningful plane.
- In the case of Radio or Television interviews, an interviewer should follow the instructions given by the program producer, who virtually controls the programming of the interview and instructs the interviewer from the control room with help of modern communication technology, available at studio or OB Vans (Outside Broadcasting Vans).
- If an interviewer misses a name or quotation used by the interviewee, he or she should ask and clarify it before the summation. In case, an interviewer finds any inaccuracy or error in the interviewee’s submission, one can point it out and confirm what the speaker actually wanted to say.
- In cases of audio-visual interview, an interviewer should keep pace with proceedings of the interview. It should neither be too fast or too slow. The pace of interview should be moderate and should be able to entertain the audience.
- An audio-visual interviewer should be the perfect master of using voice to draw attention and emphasize on a topic or transition from of a topic. He or she should be aware of excellent use of pause, tone, words and voice modulation in the interview. Interviewer should be full of energy but should never try to use jargons to draw undue attention.
- If an interview is being conducted for visual media, an interviewer should also take care of his clothing and make-up. Background of the studio or shooting spot should be soothing and there should be good visual impact.
- In an interview for visual media, facial expression of an interviewer should be polite and sober. One should smile at appropriate comment only. Gestures should be gentle, and an interviewer should not pose to distract anyone. Shoulders should not be hunched, and interviewer should sit straight and not lean on one side.

### 4.2.2 Summing Up an Interview

Towards the end of the interview, there should be a round of recapitulation. At this step, an interviewer should clear any doubt that may have occurred in the ongoing talk and have clarification on any topic, that has not been answered satisfactorily.

When an interviewer thinks that he or she has finished the talk, one last question may be asked. 'Anything else you want to share with us and convey to our readers/audience?' If the interviewer needs photographs of the interview, he or she should either assign this task to a photographer or do it himself or herself after the end of formal interview conversation. The interviewee should have contact details of interviewer and vice-versa. In case of an important issue, if interviewee wants to update any information, he or she should feel free to connect with the interviewer, so that there remains a chance of updated interview till the deadline or closing for print of the edition (In case of Print Media). In case of electronic media, exchange of contact details of interviewer and interviewee can be manifested in future prospects of obtaining any updates on the issue. At last, it is courtesy to thank and convey parting salutation to the interviewee.

### 4.2.3 Presentation of an interview

Presentation of an interview depends on the medium of its dissemination and format of the column (in print media) and the program (in electronic media). You should take into consideration following points, while presenting an interview for print media –

- Heading of the interview should be precise and representing the most important revelation in the interview.
- An interview should start with a brief introduction of the interviewee and appropriate description of the subject matter discussed.
- Highlights of interview can be offered as a box item.
- Transcription of recorded interview should be perfect and only grammatical error should be corrected.
- Questions asked in real-time interview and their answers can be re-arranged to make reading more interesting, smooth and flawless. But, in this exercise meaning and sense of responses of the interviewee should remain the same as said in real-time interview.
- While answering a question, it may happen that an interviewee starts saying more than the answer to the asked question. If these points are otherwise relevant and important, then they may be included in the interview as an answer to a suitable question. In this case, according to the answer a question is framed at the time of presenting the interview.
- Language of the question asked may be made catchier, but it should mean and sense exactly the same as the question asked in the interview.
- Reporting Techniques While editing a piece of interview, repetition of a fact and unnecessary conversation can be omitted.

Presenting an interview for electronic media, a journalist has two ways for completing this assignment. One is live interview and other is edited interview. In live interview, interview gets



broadcasted or telecasted in real-time and there is no space for post-interview editing. In recorded or edited interview, editing can be done to present interview in a better than actual form. You should take into consideration following points in conducting an interview for electronic media –

- An interview should start with a briefing of the interview package, which should include introduction of the interviewee and subject matter on which the conversation would take place. This introduction package should be written in advance and should be read out by the interviewer through teleprompter. Some experienced interviewers choose to do this package extempore, but it depends on his or her personal ability.
- Graphics for elaborating facts, figures, Montage, and backgrounders etc. should be well prepared in advance.
- An interviewer should follow instructions of program producer when camera starts rolling.
- Editing of an audio-visual interview is completely different subject and it covers various skills. These skills can be discussed in the chapters of Video Editing.

**WHO, WHAT, WHEN, WHERE, WHY & HOW**

**A Reporters Check List**

By Donald M. Murray

(Reminders of the questions you should have asked.)

<p><b>WHO</b>                  Full name correctly spelled                  Age                  Address                  Job and title                  Name and address where employed                  Sex                  Height                  Weight                  Hair color                  Distinguished physical features                  How dress                  How speak                  How move                  How behave                  What believe                  Who friends                  Who enemies                  What special skills                  Who is responsible                  Who isn't here                  Who is affected</p>	<p><b>WHAT</b>                  What happened in specific, accurate detail                  What came before                  What came after                  What was seen                  What was heard                  What was felt                  What was the smell                  What was the taste                  What was said                  What was the central act                  What was the central reaction                  What is the context</p>
<p><b>WHEN</b>                  Hour and minute - and, perhaps, second                  Day</p>	<p><b>WHERE</b>                  Country                  State</p>

<p>Month</p> <p>Year</p> <p>How long since last time</p> <p>How long til next time</p> <p>How frequently</p> <p>How infrequently</p> <p>How long did it take</p> <p>How short did it take</p> <p>How long does it usually take</p> <p>How early</p> <p>How late</p> <p>Time of day as told by weather: sky, sunrise, sunset, etc.</p> <p>Sounds: commuter traffic in morning and night etc.</p>	<p>County</p> <p>City, town or village</p> <p>Street</p> <p>Building</p> <p>Room</p> <p>Size</p> <p>Shape</p> <p>Light (or dark)</p> <p>Color</p> <p>Sound</p> <p>Smell</p> <p>Taste</p> <p>Feel</p> <p>Atmosphere (in specific terms)</p> <p>Typicalness</p> <p>Uniqueness</p> <p>Temperature</p> <p>Special Characteristics</p> <p>History of place</p> <p>Future of place</p> <p>Reason for place</p>
<p><b>WHY</b></p> <p>What is the conflict</p> <p>Who will gain</p> <p>Who will lose</p> <p>What will be gained</p> <p>What will be lost</p> <p>What forces pushed it forward</p> <p>What forces held it back</p> <p>What limits existed</p> <p>What limits changed</p> <p>Why did it happen now</p> <p>What will be different because it happened</p> <p>What attitudes are involved</p> <p>What traditions are involved</p> <p>What beliefs are involved</p> <p>What problem is central</p> <p>What conditions existed</p> <p>What was the catalyst</p> <p>What was forgotten</p> <p>What might have been done</p> <p>What happened in the past</p>	<p><b>HOW</b></p> <p>Was it expected or unexpected</p> <p>Was it fast or slow</p> <p>What was it like/not like</p> <p>What was it not like</p> <p>Was it hidden</p> <p>Was it crude</p> <p>Was it subtle</p> <p>Was it legal</p> <p>Was it easy</p> <p>Was it hard</p> <p>What was the problem</p> <p>How was it solved</p> <p>Was it done well</p> <p>Was it done poorly</p> <p>Was it done wisely</p> <p>Was it always done this way</p> <p>Will it always be done this way</p> <p>Was it expensive</p> <p>Was it dangerous</p>

<p>What rational factors were involved Where or when did it happen before - and why Where or when did it not happen before and why</p>	
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## 5. Undertake field reporting

Unit 5.1 - Field Reporting

Unit 5.2 - The fundamentals of field reporting



## Key Learning Outcomes



At the end of this module, participants will be able to:

1. Identify and list the requirements for field reporting, including logistics, and plan accordingly.
2. Collect information from the field through a range of sources, and file stories within deadlines (for TV and radio reporters, it may also mean providing footage and audio clips – live or non-live).
3. Manage the safety and security of crew and equipment while on location
4. Ensure that field reporting is as risk-free as possible
5. Identify the risks of reporting in hostile/difficult conditions and ensure that the highest quality of planning is undertaken

## UNIT 5.1: Field Reporting

### Unit Objectives



At the end of this unit, participants will be able to:

1. Define field reporting
2. Explain how to structure a story
3. Provide tips for field reporting

### 5.1.1 What is a field report?

A field report is a story covered by a reporter, who attended an event or witnessed a story, and he is retelling it using images and narration. So, you start by going on the field to shoot the story. That is how you will collect your information on the story. Have a story line ready in your mind before you go but be ready to change it if you encounter a more interesting one or the events take a new curve. Why a report is special? A report is special as it tells a whole story in a very short time using video that tells more details.

#### **How long is a report?**

A report is about 40 seconds -2 minutes maximum depending on the type of story.

### 5.1.2 How do I structure my story?

**Lead-In:** It is the first paragraph in a report read by the anchor from the studio to hook up the audience to watch the story. A lead-in is written by the reporter himself and submitted to the anchor. A lead-in tells some interesting information about the story, but it does not blow the whole thing or people will not keep on watching. It has to be written in a colorful attractive language (sometimes you can play with words to hook up the audience watch more.)

**Video:** Here you write description of the video shots used with the narration. It has to be precise, and it has to be written with the time code.

e.g. Tape 1/3 TC: 00:00:56:23

A close up on an unarmed man shot in the head by the Israelis.

**Audio:** Here you write the narration or voice over after watching the video that you taped and after logging them. The narration and video shot has to be integrated.

e.g., It seems that the bullet shot on the forty-year-old Palestinian father was meant to kill and not in self-defense as claimed by Israelis.

**SOT** is sound on tape or sound bite. It is the statement that you choose for a person you had an interview with. It has to be short, precise, adds to the narration or confirms it.

e.g., An Eyewitness Tape 2/3 IN-TC 00:01:45:20

SOT: They shot him in the head, and he was just going home and unarmed he was carrying fruits for his family. Out-TC: 00:02:00:00



**Video:** When choosing your shots make sure that they complement the audio. Make sure that you do not put same size of shot for the same subject twice in a row to avoid a jump cut.

**Audio:** Make sure that the paragraphs in your story flow smoothly in a logical order. Don't jump from one point to the other back and forth.

**Stand-upper:** It is the last paragraph of your story. You write it in the field, and you say it in front of the camera before you leave. It has to be a conclusion but does not repeat the story. It has to make the audience think. It has to be objective.

e.g., Tape3/3 In-TC: 00:01:24:00

**Stand-upper:** This incident was not the first and might not be the last of it's kind, but the question is with the Israeli army in control and the Israeli government in denial of responsibility Who can protect Palestinian civilians in Gaza, Nessreen Bahaa reporting for MSA TV, Gaza. Out-TC: 01:55:00

### 5.1.3 Things you must put in mind while writing the story

- You cannot use the words I or you because you are telling the audience a story. Neither you or the audience are part of it or should be involved. Instead use neutral words like one or some people.
- **WRONG:** At the beginning I though the man was armed and dangerous.  
**CORRECT:** At the beginning one might think that the man was armed and dangerous.
- Avoid being biased by telling one part of the story.
- You have to show all points of views.
- When picking the sound bites (SOT) you have to be fare in the number of people picked, the words they say and why and in what context they said it. (Do not play with people's words and bend them to fit your story)
- Make sure that the statements used are put properly to be credible. E.g., A police officer can tell you the number of people dead in an accident, who is the suspect and so on. But an eyewitness can tell you how, where and when it happened.
- Numbers, statistics, and facts must come from officials or official sources and documents.
- You cannot write something that you do not have video for, that is why you have to plan your shooting properly and log the tapes before writing your script.

### 5.1.4 Things you have to put in mind on the field

- Shoot all items in a sequence
- Do not record your questions and make sure that you have the guest speaking to you and not facing the camera.
- Be aware that you will not use all the interview, but the guest must not know that.
- Start the camera movement from still and end it in still Make sure you time your camera movements properly.

- Make sure that you record your Piece to Camera (Stand- upper/opener/bridge) before you leave in a location that tells the audience that you were really there.
- Avoid using a wall as a background in an interview or a stand- upper because it makes your shot flat. Use locations that gives depth to your shot.
- Check your batteries, tapes and sound before you start.
- Be there on Time.
- Do not frame your shots at joints
- Do not cut the chin of a person while framing always cut from the forehead.
- Make sure you have reverse shots (shots of you nodding while interviewing someone) and cut-aways.
- Make sure that you shoot the establisher shot as soon as you arrive.

### 5.1.5 Things you have to put in mind while editing

- A report is audio based. That means you have to record the narration and then start editing the video that matches your words. The audience must see exactly what you are saying.
- Avoid using similar size shots for the same subject consecutively.
- Avoid cutting in movement. That means if you have a pan, a zoom or a tilt you have to use it from start to end. That's why you have to time your camera movements properly.
- Avoid using effects or fades (most famous is fade to black) to move from one shot to the other or between interviews (SOT).
- Remember that any camera movement or editing effect has to have a reason. It tells the audience a specific visual message that complements your narration or make it stronger.

### 5.1.6 Tips for a journalist working in the field

Here are some useful tips for beginning TV journalists who are heading for a field coverage.

- Before going into the field for live coverage, prepare some background information and go through the objectives with the anchor and photographer.
- When coverage goes on air, any new information should first be provided in brief then elaborated on and explained, if time allows. It is a good idea, for example, to provide a summary of all information that has been previously gathered.
- If a critical moment in the event appears, pause in talking and let the actions speak for themselves.
- Getting extremely close to the location of the event will not bring any special acclaim. The reporter is there as a transmitter of facts and not a TV star or a war hero. For the reliability of reporting, it is sufficient to know that a journalist is present at the location of the incident. Always remember that the security and safety of the work team comes first.
- At the scene, the same information is available to many people at the same time. A reporter can try to distinguish themselves from others by their choice of expressions and points of view.

- Not all confrontations are violent and not all rallies are massive, so things should be conveyed with reference to their actual magnitude. Avoid blowing things out of proportion.
- Reporting is teamwork. The praise and fame for successful reporting are not for the reporter only. A fair reporter gives credit to the whole team.

## UNIT 5.2: The fundamentals of field reporting

### Unit Objectives



At the end of this unit, participants will be able to:

1. Explain the fundamentals of field reporting
2. Carry out field reporting effectively and safely
3. Carry out field reporting in high risks zones safely

### 5.2.1 Introduction

A field report is a story covered by a reporter, who attended an event or witnessed a story, and he is retelling it using images and narration. So, you start by going on the field to shoot the story. That is how you will collect your information on the story. Have a story line ready in your mind before you go but be ready to correspondent Howard Berkes joined the NPR staff in 1981. He has covered space shuttle disasters, mine safety violations, the Unabomber and neo-Nazi groups, the rural American West and many Olympics, just to name a few of his many subjects. His reporting has taken him all over the world.

He shares following points for field reporting:

#### **STEP ONE: Prepare**

**Tap local knowledge.** Consult local public media reporters, local newspaper reporters/editors, local historian/"sage." Be gracious and grateful. Be collegial.

**Identify "guides."** In sensitive settings (Indian reservations, Appalachian hollows, tight-knit neighborhoods/communities, threatening situations) where outsiders and "parachuting" reporters may be suspect or unwelcome, seek out a local "guide" – a local reporter, community leader, minister.

**Know the geography.** Review maps. Get local travel advice. Get directions and write them down. Check cell phone signal coverage for your carrier and do not rely solely on GPS, especially in rural and remote areas.

**Know your recording and reporting gear.** Carry duplicates – backup recorder, backup microphone, duplicate cables, multiple flash cards/recording media. Carry a variety of audio adapters/cords (RCA, XLR, Mini). Test/fix your gear before departure. Load up with fresh batteries. Take all power cables. Use backup media – jump drives, portable hard drives, CD's.

**Determine filing options.** If you need to file stories from the road, plan ahead! Where will you have wired (preferred) or wireless internet access? How good is the bandwidth? Be sure that hotel Internet access is available and working. Beware of hotels that block VPN. Scope out wireless options (Starbucks, McDonald's, etc.). Is ISDN available locally? Also, consider ways you could create your own wireless hot spot using your mobile phone or a USB Wi-Fi device that plugs into your computer.

**Know to how edit, produce and file remotely.** Practice before leaving. Know your laptop, editing software and filing options (FTP, ISDN, iPhone) and how to connect to your newsroom.

**Review data and documents.** Find studies, reports, court records, depositions, public records, and past news stories so you're informed. Check your sources for criminal records. Ask to see medical records when relevant.

### **STEP TWO: Sound challenges**

**Assume nothing will work as expected.** Think about overcoming obstacles. Adapt and innovate. Tap your local contacts and guides for help. Know who to reach at the home office for help – and how to reach them at all hours. Don't be afraid to get people out of bed.

**Wear headphones.** Ears are not substitutes for headphones. Ears don't hear what microphones record. Recording sound without headphones is like randomly pointing a camera without knowing what the lens sees. Good sound depends on proximity and perspective. People pop p's and spray sibilant s's. Mic cords short-out. Ambient sounds may be intrusive. Wind thunders across microphones. None of that is heard without headphones.

**Never yield the mic.** Whoever has the mic controls the interview and recording. Never give it up. Do not let interviewees hold the mic, and do not use mic stands for interviews (outside studios or carefully controlled situations). Mic stands don't move when subjects sit back, turn away, lean forward or storm out. Mic your questions. Sometimes, the answer depends on the question and the interchange is dramatic.

**Wind.** Carry a wind-resistant mic (RE-50) and wind screens, but even they won't work in heavy wind. Use wind breaks – your own body, walls, cars, crevices, tree trunks, boulders.

**Weather.** Plan for rain, snow, extreme cold and extreme heat. Know how to protect your gear. Digital recorders may be especially sensitive to high humidity, high heat and below-freezing cold. Take good foul weather gear, for yourself and your equipment.

**Lousy mult boxes.** Even expensive events (campaign stops, Olympic news conferences, election nights) can have poor mults with unacceptable noise, distortion or low levels. Plug in early and insist on sound checks. Complain about poor sound. Be prepared to setup your own mic (with mic stand, long cable) properly placed and insist on doing that if sound remains poor.

**Noisy settings.** Take control. Sometimes, natural ambient sound is appropriate for interviews, but be aware of the editing challenge presented by a noisy environment with changing ambience.

- If you stay in the noisy setting, be sure to record at least 2 minutes of the ambient environment with the same mic placement used for the interview.
- Seek quieter settings – inside a car, a quiet room, a greater distance from the noise.
- Don't be afraid to turn off refrigerators, incandescent lights, air conditioners and furnaces – but remember to turn them on again. Explain why that's necessary: to get the full quality of the subject's voice without distracting sound.
- Be ready to explain distracting noise in your story. Use it to help set the scene. (E.g., "As President Obama spoke, several helicopters circled overhead.")

**Hotel rooms.** Be aware of traffic, A/C-heater hum and echoes. If narrating, build a makeshift studio by shrouding you and your recorder in blankets (or a coat — see photo at right). Defeat the solid surfaces of the room.

**Multiple subjects.** Arrange them so they are easy to mic. Ask them to pause before speaking, and perhaps signal, so you can get the mic to them.

**Recording on the go.** Recording while driving, running, walking, skiing, boating, rafting, diving, flying, swimming, riding horses, riding a luge sled, etc. require special attention to mic placement and the logistics of carrying mic/recorder. Innovate and experiment ahead of time. Be aware of mic noise (still wear those headphones). Think gaffer’s tape and waterproof and weatherproof accessories. Tap built-in sound systems. Consult colleagues. It’s all been done before, so there are ways to do it.

### STEP THREE: Reporting tips

**Peruse the perimeter.** At every recording location — whether a news conference, event or interview — look around. What’s on the fringes? Are there people watching, reacting, emoting? Are there “artifacts” of an interview subject’s life that may be worth noting or discussing? Is there action you and other reporters are missing because they are too focused on the podium?

**Discern the facts.** Detect the difference between what people actually know and can demonstrate, and what they think, feel or heard. Constantly ask, “How do you know that?”

**Check your knowledge.** Ask yourself as you report and write, “How do I know that?”

**Treat people with respect.** People are more than props for your storytelling. Invest time and sincere interest in them, and they will open up.

**Back-time your deadlines.** Know your deadline and calculate from that moment back: How long do I have to file? How long do I have to write, edit and produce? How long do I have to gather audio and information?

**Let the story evolve.** Start with a focus but be prepared for the story to change as you experience it on the ground. Embrace the unexpected. Capture the surprise. Ask sources for more sources. Follow new threads.

**Show up.** Nothing informs more than actually showing up. More sources and perspectives appear. Documents are within reach. You gain respect and trust for being there and seeing/hearing what it’s really like. Talking face-to-face provides a human connection not possible over the phone or via Skype or email. When you’re trusted more, people reveal more. Every story, event and issue has nuances discernible only by showing up.

**Find archival audio.** Is there archived or official audio/video that helps illustrate past action relevant to the story/event? Ask police/sheriff/emergency operations centers for 911/emergency radio audio. Check museums/libraries/government agencies for historic audio/video. Find out what local TV/radio broadcasters and reporters have saved. But be careful about rights! Who owns the material and what will it take to get clearance?

### LAST BUT NOT LEAST: Don’t ignore the basics

Stay fed and hydrated. Get enough sleep (if at all possible). Sit down to eat lunch or dinner. Carry snacks and water with you. Keep in touch with office/editors and home.

## 5.2.2 Checklists for field reporting in high risks zones

### Keep a basic kit for reporting in high-risk areas.

This basic kit shows the key items to take in high-risk areas. It has been put together by the AFP news agency with help from specialists, including military experts, and ideally should be kept packed at all times and ready to be adapted and topped up according to circumstances.

- Light helmet

- Insulated blanket
- Coloured glowsticks / lightsticks
- Snap links
- Toilet waste bags
- Multi-function tool
- Head lantern with white, red, and blue beams
- Dark rucksack with several pockets and loops for attaching accessories
- Gas mask
- Oxygen mask
- Multiple plug adapter
- Strong adhesive tape
- Super glue
- Padlock
- Hand and ear warmers
- Compressed tee-shirt
- Protective eyeglasses
- Pocket flashlight
- Wind-up flashlight
- Zip lock bags
- Flat Swiss-style knife
- Saline solution
- Lighter
- Foldable cutlery Ear plug

**First aid kit:**

- Medication; painkillers, anti diarrhoeals, broad-spectrum antibiotics, antispasmodics, antiallergics, antimalarials. If possible, take products that can be administered without water.
- Tourniquet to stop bleeding in an emergency. Make sure it is practical, light and can be applied with one hand, i.e., on oneself.
- Haemostatic cushion for use on hemorrhages. This should be used instead of a tourniquet where possible and can be applied to wounds to the head, neck, and body.
- Antiseptic, for disinfecting wounds.
- Adhesive sutures for cuts
- Sterile compresses
- Microporous sticking plasters
- Dressings that can be cut to size
- Emergency scissors for cutting clothing or dressings
- Compression bandage
- Elasticated bandage
- Gel for burns
- Instant cold packs to relieve bruises and sprains
- Protective breathing mask
- Protective plastic gloves

- Saline solution suitable for use on the eyes and in the nose
- Safety pins
- Tweezers
- Plastic bag for rubbish

**BEFORE LEAVING**

- Make sure you are vaccinated, in good health and trained in first aid and safety
- Assess the risks of the assignment and prepare for the worst
- Ensure your family is forewarned and safe
- Draw up a checklist of what you need to take





Scan QR code for topic related video or click on link

The fundamentals of field reporting



[https://youtu.be/CFJ\\_BC8pbSk](https://youtu.be/CFJ_BC8pbSk)



## 6. Maintain workplace health and safety



Unit 6.1 – Maintain workplace, health, and safety



## Key Learning Outcomes



At the end of this module, participants will be able to:

1. Observe the current health, safety, security policies and procedure of organization.
2. Discuss the safe working practices pertaining to own occupation.
3. Analyze the government rules and policies related to the health and safety including emergency procedures for accidents, illness, fires, or others.
4. Identify the person responsible for health and safety in the working area, including those people whom to contact in emergency.
5. Identify the security signals in the workplace fire alarms, staircases, fire warden stations, first aid and medical rooms.
6. Identify the possible work hazards in the working area which can cause risk to others health and safety.
7. Ensure own and others health and safety in the workplace through precautionary measures.
8. Identify and recommend the basic terms and opportunities to the designated person of your workplace for improving health, safety, and security.
9. Identify and correct the cause of accidents, illness, and fires in your working area and within the limits of individual's authority.

## UNIT 6.1: Maintain workplace health and safety

### Unit Objectives

At the end of this unit, participants will be able to:

1. Observe and understand the current health, safety, security policies and procedure of organization.
2. Ensure own and others health and safety in the workplace through precautionary measures.
3. Identify and recommend the basic terms and opportunities to the designated person of your workplace for improving health, safety, and security.

### 6.1.1 Introduction

Emergency evacuation is needed when staying within the building not safe anymore. Every organization has an evacuation procedure. Every organization has a safe place within the organization compound or outside the organization compound where all employees are expected to assemble in case of an emergency evacuation. The team leader guides the team and takes them to safe place. It is very important in these cases, to assemble at the safe area immediately.

If you do not reach the safe area on time, the team leader who is responsible for your safety will send someone to look for you. This will put the other person's life in danger.

#### Conditions for Evacuation

Emergencies which require immediate evacuation includes:

- Explosions
- Fires
- Earthquakes
- Hurricanes
- Floods
- Workplace violence
- Toxic material releases
- Tornadoes
- Civil disturbances

#### Every company has:

- **An evacuation policy.** All the TLs are responsible for informing their employees about it. When the TL is informing you about these details, pay attention. This negligence could cost lives.
- **A designated place for emergencies.** Ensure that you know where it is.
- **A “buddy system” for individuals with special needs or disabilities.** If you are a buddy to someone, ensure that your buddy is safely out of the premises with you.

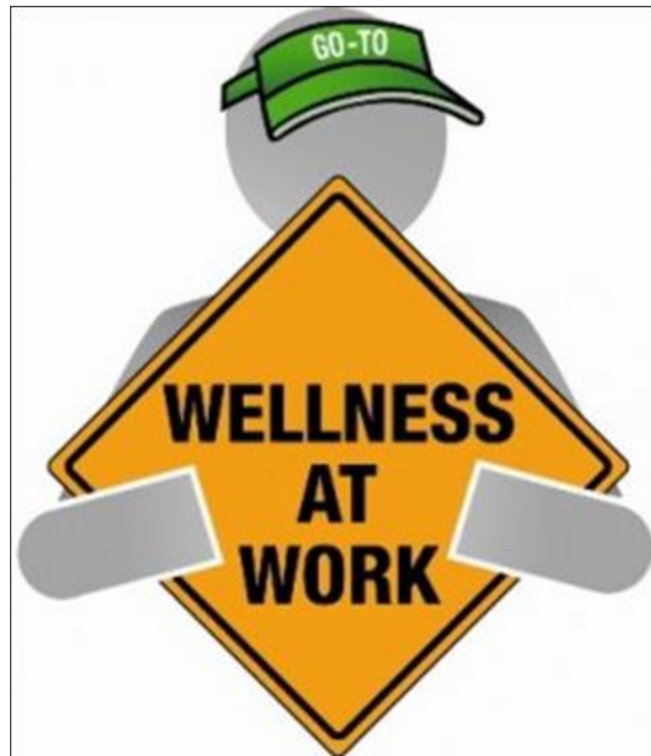


Fig 6.1.1 Conditions for evacuation

- **Floor plans with evacuation routes in work areas.** Ensure that you understand it so that you can use it in time of need.
- **Assembly areas.** These are the areas where you are required to assemble after evacuation.
- **Periodic evacuation drills.** Ensure that you pay attention during those drills. You need to save your life and you can be helpful in saving someone else's life too.

## 6.1.2 Mock Drills/ Evacuations

The responsibility of the safety of the workers in case of emergency is on the fire safety and evacuation workers. These workers need to go through the training to know the duties and responsibilities. In a workplace, the practice drill should be done in every 3 months under simulated fire conditions so that the workers know the techniques of saving their and other life. By practicing in the fire drills, all the workers are able to know the lifesaving method required in case of emergency.

Are the exercises designed check the staff response as per emergency. It is also a test of the emergency staff, working staff and other members of fire safety department. Sometime the drill is not successful but that's okay because humans learn from previous mistakes. But it is important for all the members that they correct their mistake on time. Sometime all the mistakes were not done by the members of staff, the mistake is done the faulty equipment and safety plans. But there is a need of staff training periodically.



Fig 6.1.2 Fire Action Plan

There are two vital components for preparing the fire safety plan which are written below:

1. An emergency action plan, which tells the procedure to be optimized in case of emergency.
2. A fire prevention plan, which tells the methods to be optimized to cool the fire as soon as possible.

You need to participate in arranged by organization for your personal safety and for others safety. These drills help you in understanding the

Fire safety and evacuation plans sketch staff duties and accountabilities in time of emergency. Continuing training is required to help safeguard that the employees are conscious of those duties and responsibilities. Firefighting trainings serve as a prospect for staff members to validate, under replicated fire conditions, that they can perform those duties and responsibilities safely and efficiently. It's also a time for the workers or employee to demonstrate about the defend-in-place strategies and the workers can take advantage of facility's fire protection features and exit facilities to protect the people in their care.

Fare excellent exercise designed to evaluate staff response to a replicated emergency. The fare is also a test of facility's fire safety/evacuation strategies and staff training programs. It is not essential that all fun smoothly. That's okay, so long as staff and the organization understand from them, and correct mistakes made. It's vital; therefore, that there is an analysis of each drill so that any problems met can be addressed. Perhaps the problems are due to unfinished or outdated fire safety/emigration plans. Perhaps there's a need for further training of staff.

The two essential components of a fire preparedness plan are the following:

1. An emergency action plan, which details what to do when a fire occurs.
2. A fire prevention plan, which describes what to do to prevent a fire from occurring.

### 6.1.3 Medical Emergencies

Everyone plans for emergencies. That is the reason why we keep a first aid kit with ourselves. At work, however one is exposed to a lot of stress and physical activity. This could lead to certain medical emergencies. It's better to be prepared with the first aid measures and knowledge of implementing



them on ourselves and on others. This module equips you with that information. Pay attention to these medical emergency procedures to understand how to conduct you in these crucial movements. Pay attention during these sessions. You might be able to save your own and your friend lives.

### 6.1.3.1 In case of Medical Emergency

A medical emergency is a situation in which a worker met in accident and needs medical help. The medical injury may be severe or life threatening. Some situations where:

- Person is not inhaling
- Heart attack or stroke
- Heavy or severe bleeding
- Electric Shock
- In case of Poisoning
- Person gets somebody Burns

In case of medical emergency, the person or victim requires the immediate help. Sometime the people need attention before you call the emergency helpline.

It is important to know or remember the number of emergency helpline or Emergency Medical Service (EMS) for the safety of self and other workers.

#### **DON'T**

- Let the victim to eat or drink anything.
- Confine the victim
- Splash any fluid on victim face or on injury.
- Shift the victim to another area or place unless it is the only way to protect the victim.

#### **Bleeding**

- Apply any type of pressure on the wound of victim with the help of bandage or any other means.
- Elevate the wound to slow the bleeding.
- When necessary, apply the pressure-on-pressure points near wound to block excess bleeding.

#### **Fainting**

- Fainting is a loss of consciousness which is due to temporary reduction flow of blood in the victim's brain.
- The unconsciousness of the victim may lead to more injury in the workplace.
- Slow pulse of the victim.
- The pale, cold skin and sweating of the victim.

#### **Causes of fainting:**

- Eating or drinking lack of fluids which is also known as dehydration.
- The low blood pressure of victim.
- Due to lack of sleep.
- Over exhaustion of the worker

**First Aid for Fainting:**

- Lie down the victim on the back and raise the legs above his heart level.
- Ensure the clearance of victim's nose.
- Check for indication of coughing or breathing problem.
- Loose the tight cloths like neck ties, collars, and belts.
- If the victim remains unconscious from the 1 minute, call the EMS as soon as possible

**Shock**

The shock occurs in the human body on the failure of circulatory system. When insufficient amount of oxygen is reached in the body tissue, the shocks also occur. This condition is treated as soon as possible if not; it may lead to organ failure and may cause death. Shock becomes worse by fear and pain of victim.

**First Aid for shock:**

- If possible, keep the victims in lying down position.
- Raise the legs 10-12 inches from the ground level unless you suspect an injury in back and bone.
- If the victim is feeling cold, then cover him. If the victim is feeling hot, then don't make suffocation by covering him.
- If the victim starts vomiting, then move the victim to the suitable place.
- Loosen the tight clothing.

**Muscle Cramps**

- Stretch out the affected muscle of the victim to counterbalance the cramp part of the body.
- Firmly massage the cramped muscle.
- Apply moist heat on the affected area.
- If the cramp remains in the muscle, get medical help as soon as possible.
- Rest- avoids movements and activities that cause pain.
- Apply the ice on the cramped muscle it may reduce the pain and swelling of the muscle.
- Applying the light compression like elastic bandage on the affected area may reduce the swelling.
- Raising the affected area above the heart level may reduce the swelling as well as pain.

**Fractures**

As we all know about the fracture that is the crack or break in the bone.

**Dislocation**

A dislocation occurs when the bone slips out from the specified location. It generally occurs in the shoulders, thumb, elbow, fingers, lower jaw and other movable joints.

**First Aid for Dislocations and Fractures:**

- Immobilize the effected part.
- Stabilize the effected part
- Use a cloth as a sling.
- Use board as a sling.

### 6.1.4 First Aid

First aid is the assistance given to any person suffering a sudden illness or injury with care provided to preserve life, prevent the condition from worsening, or promote recovery.

Kits vary in contents, but most kits have the following items:

- Band-Aids / Adhesive bandages
- Gauze pads and tape
- Scissors, cold pack
- Wound bandage / compress
- Eye pads / eye wash solution
- First aid / burn cream
- Antibiotic ointment
- Face shield or barrier mask for providing CPR
- Forceps / tweezers
- Disposable thermometers
- First aid instruction booklet

### 6.1.5 Personal Protective Equipment's (PPE)

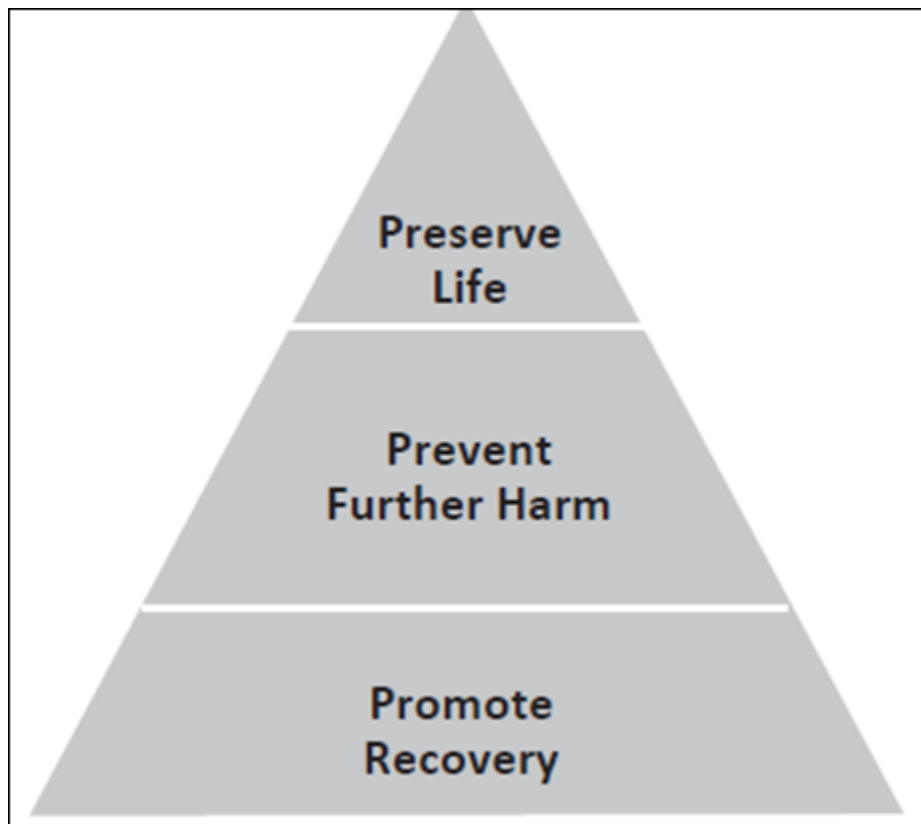
Personal protective equipment (PPE) refers to protective clothing, helmets, goggles, or other garments or equipment designed to protect the wearer's body from injury or infection. The safety by protective equipment includes electrical, heat, physical, biohazards, chemicals, and airborne particulate matter.



Fig 6.1.5.1 Personal Protective Equipment's

In the workplace, there are many situations which require immediate first aid to the victim and many countries have made some regulation, legislation, and guidance which specify the minimum level of first aid to be given to the victim. For this, the worker needs the special training and area for achieving the immediate first aid. Go achieve this; the training should be given by specialist first aid officer and

necessary training given by learning institute. The training of first aid does not need any type of specific tools and equipment but may involve the improvisation with material offered at the time of training.



*Fig 6.1.5.2: First Aid pyramid*

While delivering First Aid always remember:

- To prevent from degradation.
- Act deliberately and confidently with the victim.
- The timings of Golden Hour should be first 60 minutes from an accident.
- The timings of Platinum Period should be first 15 minutes following an accident.
- Prevent the body shock and choking.
- Stop bleeding from the wound.
- Loosen the clothes of victim.
- Regulate the respiratory system of the victim.
- Avoid crowding near the victim.
- Take the victim to safe place or hospital near the workplace.
- Attend the emergencies situation with ease and without fear.
- Always remember to not overdo. Because the person giving the first aid is not doctor.

## Exercise



1. Discuss some general safety rules for working in the workshop.

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2. What is PPE and are the common components of PPE?

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3. What is an accident and what are the types of accidents?

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4. Discuss the types of fire-extinguishers and their uses?

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5. Write a short note on health and hygiene?

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6. What are the common components of First-Aid kit?

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7. What are the symptoms of shock and what should be the first aid?

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8. What are the symptoms of heat exhaustion and what should be the first aid?

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## 7. Soft Skills



- Unit 7.1 - Introduction to the Soft Skills
- Unit 7.2 - Effective Communication
- Unit 7.3 - Grooming and Hygiene
- Unit 7.4 - Interpersonal Skill Development
- Unit 7.5 - Social Interaction
- Unit 7.6 - Group Interaction
- Unit 7.7 - Time Management
- Unit 7.8 - Resume Preparation
- Unit 7.9 - Interview Preparation



## UNIT 7.1: Introduction to Soft Skills

### Unit Objectives



At the end of this unit, participants will be able to:

1. Discuss the basic meaning of Soft Skills, their components, and their benefits.
2. Justify for work Readiness and its significance.

### 7.1.1 What is a Soft Skill?

These are personal characteristics that describe an individual's ability to interact with people and situations around. Soft skills can be explained as a group which comprises personality Traits, social graces, language, habits, sociability and optimism that characterise relationship with other people. Soft Skills complement hard skills which are occupational requirements of a job and many other activities. They are related to feelings, emotions, insight. Soft skills have to do with who we are than what we know. For instance – the soft skills required for doctor would be empathy, understanding, active listening and a good bedside manner. Soft skills also determine how satisfied and happy one remains in professional and personal situations.



Fig 7.1.1: Soft Skills

### 7.1.2 Components of Soft Skills

- **Adaptability:** It is the ability of an individual to manage change. It's about how fast and smoothly a person can blend in and be productive in a changed environment
- **Emotional Strength:** This involves managing mood and having control over it. An emotionally strong person succeeds in directing his moods and emotions such as anger frustration and excitement

- **Leadership Quality:** How one manages conflict in personal and professional situation and convinces people reflects upon his leadership quality
- **Team Playing Ability:** It is the ability to manage different types of people and make them work harmoniously with each other
- **Decision Making:** This reflects upon how one manages his time and other resources in efficient and productive manner
- **Interpersonal Communication:** This is an individual's ability to effective communication with other and in the process creating a positive image of him
- **Negotiation Skills:** This is how one negotiates with others and reduces the level of stress in work, professional and personal environment

### 7.1.3 Benefits of Soft Skills

Some of the benefits of Soft Skills are as:

- Increased credibility with customers
- Increased customer satisfaction
- More productive employees
- Out service the competition
- Recognition from the industry, employer and peers
- New employment opportunities
- Increased ability to perform on the job

### 7.1.4 Work Readiness

Work readiness involves you having what employers call "the right attitude". At the most basic level you should have:

- A positive attitude to spend some days at workplace
- The capacity to function in a mature environment without the support of other co-workers
- An allegro attitude to the owner
- A clear interest at work to be done
- Expectations of the work that a fresher will be able to do at workplace with commercial goals to achieve
- The willingness to be supervised, follow instructions and wear safety gear as directed



Fig 7.1.2: Work readiness

- The confidence to ask questions to clarify instructions
- Pride in appropriate personal presentation
- The ability to communicate appropriately in an adult working environment
- The capacity to acknowledge customers and provide the assistance recommended by the employer
- A commitment to maintaining their reliability and punctuality for the whole of the period spent in the workplace
- Completed a preparation for workplace learning program which includes OH&S practices, acceptable behaviour in the workplace (including child protection issues) and emergency contact procedures.

## UNIT 7.2: Effective Communication

### Unit Objectives



At the end of this unit, participants will be able to:

1. Do public speaking.
2. Describe likes and dislikes of a person.
3. Know basic etiquette of conversation.

### 8.2.1 Introduction

We are living in an information age where communication is an integral part of our lives. We have to send, receive and process huge number of messages every day. But effective communication is more than just passing information to each other. An effective communication is nothing but understanding the emotion behind the information. Effective communication helps us develop relationship at home, work, and in social situations by excavating our connections to others and improving teamwork, problem solving and decision making.

*Effective communication skill is a learned skill, it is more effective when it's spontaneous than formula.*

### 7.2.2 The Communication Process

The process of conveying information through the exchange of thoughts, ideas, feelings, intentions, attitude by speech, gesture, writing etc. is known as communication. It is the meaningful exchange of information between two or more participants.

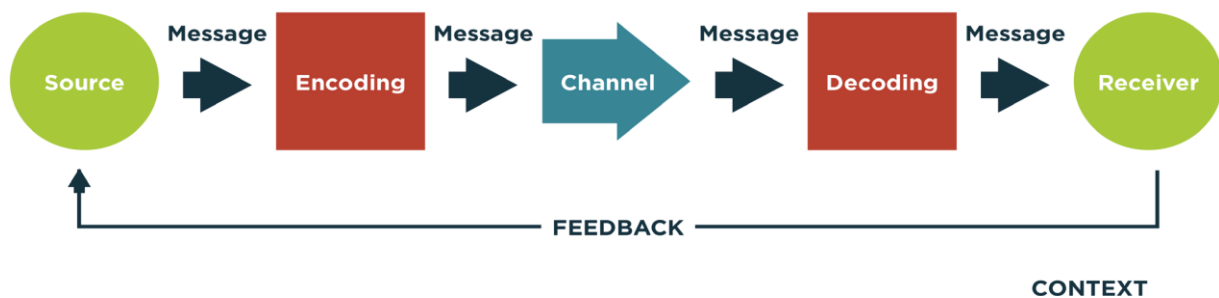


Fig 7.2.1: The communication process

Communication requires a sender, a message, a medium and a recipient. Communication process is not complete if a receiver does not understand the sender's message.

Communication with other involves three steps:

1. **Message:** First of all, the information exists in sender's mind. It could be a concept, an idea, a formation, or a feeling.
2. **Encoding:** A message is sent to the receiver in encoded language/format.
3. **Decoding:** Lastly the receiver translates the words or symbols into a concept or information that a person can understand.

### 7.2.3 Verbal and Non-Verbal Communication

There are three main types of communication. These are:

**Verbal Communication:** It means you listen to a person to understand what message the person is trying to convey. The speaker has the advantage of immediate feedback. This type of communication is best for conveying emotions and can involve storytelling and critical conversations.

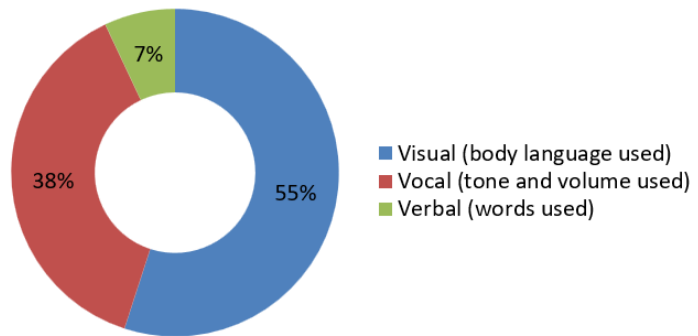


Fig 7.2.3: Percentage of type of communicators

**Written Communication:** Letters, books, newspapers are few of the examples of written communication. Printed media, emails can also be categorised into this communication. They are asynchronous, can reach many readers and are best for conveying information.

**Nonverbal Communication:** A nonverbal communication can also be called Body language because this communication does not involve any verbal interaction, but mere observation of the people involved in the communication. Both verbal and written communications convey nonverbal communication and are also supported by body language, eye contact, facial expression, posture, touch and space.

According to a study only seven-member of a receiver's comprehension of a message relies on sender's actual words, 38th relies on paralinguistic communication (tone, pace, and volume of speech) and 55th relies on nonverbal cues.

Research shows that once people are lying, they're more doubtless to blink more frequently, shift their weight and shrug.

### 7.2.4 Communicating Effectively

There are various reasons why communication is not effective and successful. These failures are because of the barriers in communication which occurs at any stage in the communication process. Barriers may lead to one's message becoming misleading and therefore at risk of wasting both time and money by causing confusion and misunderstanding. Effective communication involves overcoming these barriers and conveying a flawless and concise message.

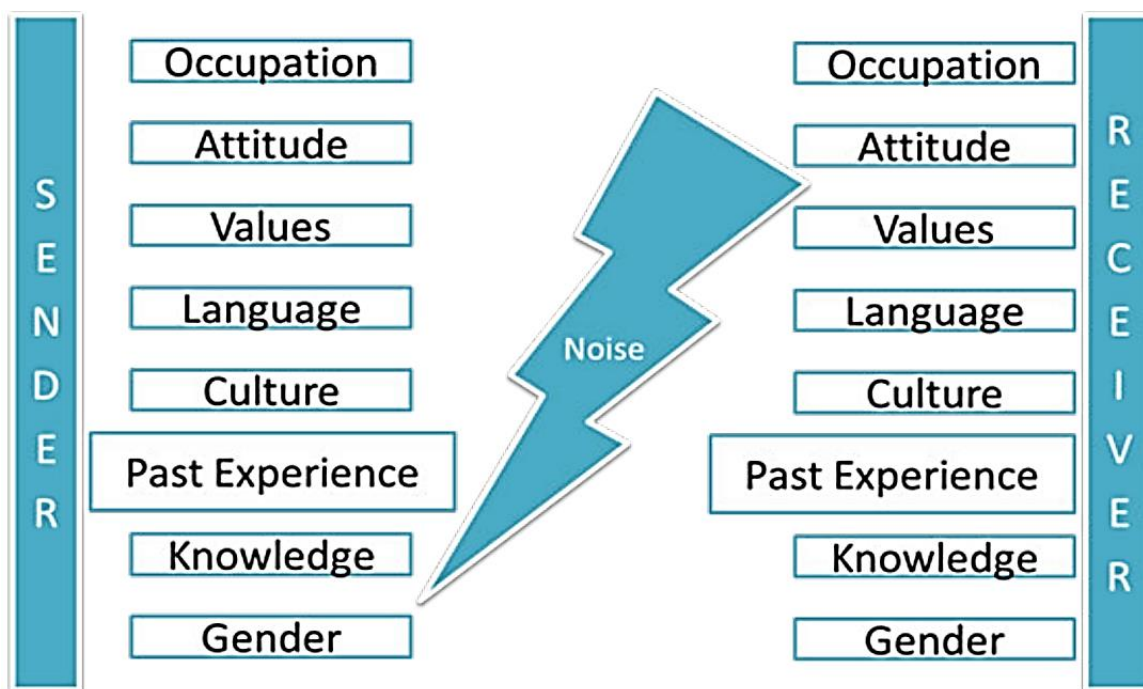


Fig 7.2.4: Communicating effectively between sender and receiver

A skilled person should remember these barriers and try to reduce their impact by regularly checking understanding or by giving correct feedback.

#### Dealing with Barriers

- Use simple, easily understood word. Over complicating makes things confusing
- While speaking in other language always prepare beforehand
- Always give or take feedback to ensure the effectiveness of communication
- Be alert to cues
- Listen, listen, listen ...
- Test your understanding
- Share opinions, perceptions

## 7.2.5 Effective Communication-Practice

### Active Listening

Listening is one of the most significant skills one can have. To become a better listener, it is important that you practice active listening at all times of verbal communication

#### Some tips for active listening

- **STEP 1:** Concentrate what the person is talking about and not on noise or other external distractions.
- **STEP 2:** Understand his emotions and you get it all right. Is the speaker angry, happy or plainly inquisitive?

- **STEP 3:** When the speaker is saying or telling something, don't break the chain of his thoughts.
- **STEP 4:** Don't avoid completing sentences of the speaker. Let them speak and speak only after they finish.
- **STEP 5:** It's alright if you haven't understood at first chance. Request to repeat the information.
- **STEP 6:** Practice makes a man perfect. Listen intently, focus, and ignore other noises. Listen more and talk when required.

It takes lots of concentration and determination to be active listener. Previous habits are arduous to break and if you're listening habits are not good then you have to break those. Start listening deliberately and prompt yourself frequently that your goal is to hear truly what the other person is saying.



## UNIT 7.3: Grooming and Hygiene

### Unit Objectives



At the end of this unit, participants will be able to:

1. Maintain cleanliness and hygiene.
2. Keep their dress clean and tidy.
3. Maintain positive body language while speaking.
4. Unable to perform more of the do's than the don'ts.
5. Learn about good eating habit and their impact on health.
6. Avoiding bad things such as gutkha and alcohol.
7. Learn about AIDS and its prevention.

### 7.3.1 Personal Grooming

An art of keeping your body and mind clean is Personal Grooming. It is very important that everyone should take care of their hygiene and cleanliness. Due to this, one would not just look good but feel healthy too. Taking care of your body appearance is imperative. Once you enter your store/department you need to be dressed in full uniform as per company standards, and also properly groom yourself as per the service ethics.

Personal grooming not only makes us presentable but also makes us feel confident about ourselves. Good personal hygiene is essential for good health. Habits that are considered personal grooming include, bathing, dressing, applying makeup, hair removal and taking care of one's teeth, nails and skin.

#### Appearance

- The front-line person/team is the brand ambassador of the company, just like the face is to your body. The customers visiting the stores are greeted by this team and lend their assistance. Hence, they are expected to present a neat and clean look
- When in store premises, even during off-duty hours, a well-dressed appearance needs to be maintained. They are expected to be in uniforms (including shirt, trousers, shoes and socks) which must be worn clean and ironed
- We should take care about no stains, broken buttons, or loose thread present on the uniform.
- You should always clean and polish your shoes. Sandals/slippers/sports shoes and white socks should not be worn during on duty
- Nails must be trimmed and clean
- Hair should be neatly combed before commencing duty. For female members hair should be tied up if longer than shoulder length. Display ID cards when on duty is a must since accountability is important for the customers

### 7.3.2 Specific Uniform Guidelines

S.No.	Specifically for Men	Specifically for Women
1	Uniform prescribed should be clean and pressed	Women having long hair should tie it with rubber band or hair clips and not keeps it loose.
2	Shoes should be clean and polished	They should avoid bright color nail polish and long nails as they'll be a cause to distract customers or harm the merchandise on display.
3	Hair must be short, clean & tidy.	Minimum, non-flashy jewellery should be worn.
4	One is expected to have a clean-shaven look	Dangling earrings, noisy anklets and bangles must not be worn on the floor
5	In case of beards/moustaches, must be trimmed, neat and tidy	Only very light make-up to be applied (lip- stick of very lightshades only)
6	Nails should be cut or trimmed neatly at regular intervals	Any type of earrings studs and bracelets are not to be worn on the floor during official hours

### 7.3.3 Body Posture

- Staff needs to always keep their hands clean as they mostly will be handling merchandise or in contact with customers
- Avoid biting nails on the floor.
- Manage body odour and bad breath to be under control as they are offensive to the customer.
- Maintain straight & upright posture on the shop floor.
- Slouching on the floor, hands in pockets, hands on the hips are not courteous to the customer & hence should be avoided.

It just takes a few seconds for people to assess others when they meet for the first time. The other person creates an opinion based on appearance, body language, mannerisms and how one is dressed.

For creating a first positive good impression always follow these things:

- Be on time
- Be yourself and be at ease
- Present yourself appropriately
- Always smile
- Be courteous and attentive
- Be positive

### 7.3.4 Positive Body Language

While meeting someone for the first time always remember that not only you should talk positively but your body language also needs to be positive. There are some tips for positive body language as:

- Avoid your pockets. Keep your hands out of your pocket. Hand in pocket shows we are uncomfortable and unsure of ourselves. Keeping our hand in open indicates confidence and show that people have nothing to hide.
- Don't Fidget. Fidgeting is a clear sign of nervousness. An individual who can't keep still is an individual who is worried, tense and not confident. Keep your gesture calm and under control.
- Keep your eyes forward. This indicates that you are interested in communication with other.
- Stand up straight with your shoulders back. It communicates confidence.
- Take wide steps. It makes you seem purposeful and suggest a personal tranquillity and denotes confidence.
- Firm handshake. Grip other persons hand firmly and confidently instead of getting a palm full of dead fish. Firmness adds warmth and enthusiasm to the handshake. But make sure that you don't crush the other person's hand and don't hold on too long.
- Don't cross your arms when meeting other persons. This is a protective posture.
- Use contact to show appreciation.

### 7.3.5 Personal Hygiene

#### What is Personal Hygiene?

Personal Hygiene is the set of practices to follow to preserve one's health. Maintaining a high level of personal hygiene will help to increase self-esteem while minimizing the chances of developing infections. Poor personal hygiene can have significant implications on the success of job applications or chances of the promotion.

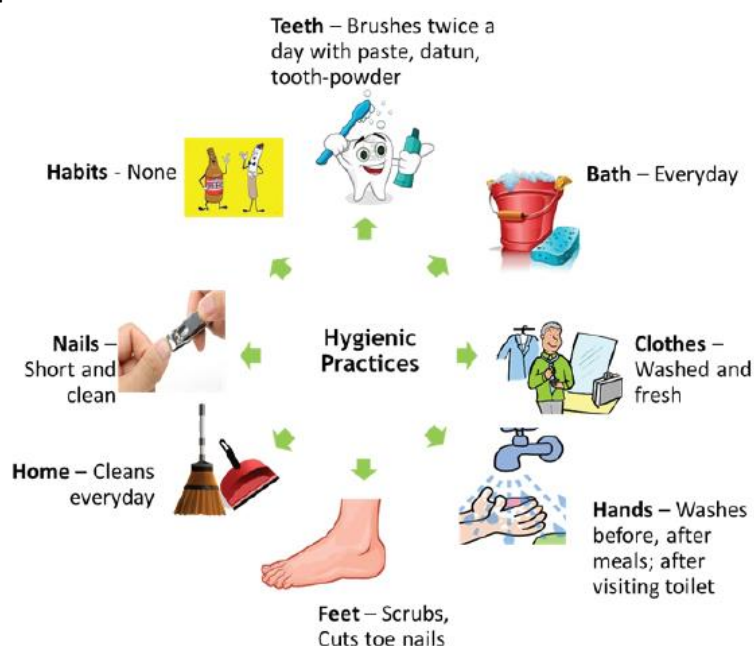


Fig 7.3.1: Good habits for personal hygiene

### 7.3.6 Physical Fitness

Apart from following these hygienic practices, one should also be physically fit. Physical fitness is an outcome of regular exercise. Exercise may be of many different forms like jogging, morning-walk, weightlifting, gym, swimming, cycling, yoga and many more.

#### Advantages of Physical Fitness

- It maintains optimal body weight.
- It reduces risk of diseases.
- It boosts confidence and self-esteem.
- It reduces stress, anxiety, and depression.

#### Healthy Eating

We can follow hygienic practices and exercise regularly, but what we eat has the biggest impact on our health. To be healthy, one must eat healthy. But what do we mean by eating healthy?

Eating a healthy, balanced diet provides nutrients to our body. These nutrients give us energy; keep our brain active and our muscles working.

#### What are healthy eating habits?

- Always try to eat home-made food
- Avoid oily food
- Always cook and eat fresh food
- Avoid junk food like burgers, carbonated drinks etc.
- Eat fruits regularly
- Drink lot of water

#### Things to be avoided

There are certain habits that have severe ill-effects on one's health. Such habits should be avoided for a healthy life.

#### Alcoholism

It's the tendency during which one consumes alcohol to manage difficulties or to avoid feeling unhealthy.

Alcohol has the potential to interrupt almost every organ in the body as well as the brain. Uncontrolled consumption of alcohol not only affects a drinker's health but also human relationship and social standings.

#### Its effects:

- Health increase risk of heart diseases, cancer, impaired immune system, liver infection (Cirrhosis) etc.
- Reduced work focus and drop in performance
- Degradation in social and economic status
- Withdrawal symptoms like anxiety, trembling, fatigue, headache, and depression etc.



Fig 7.3.2: Liver affected with alcoholism

## Tobacco

Tobacco is the second largest cause of death in the world. It claims one death in every six seconds. Smoking is a practice of burning a substance and inhaling the smoke coming out of it. Common smoking implements include cigarette, bidi, hookahs, and pipes. According to a report every year 4.9 million people die worldwide because of smoking. Smoking is prime cause of lung cancer. According to a study male smoker lose an average of 13.2 years of life while a female smoker loses 14.5 years of their life. Smoking increases 50 % chances of heart diseases than a non-smoker.

Chewing tobacco is a product consumed by placing a portion of it between the cheek and upper gum or upper lip teeth and chewing. Having tobacco increases the risk of oral cancer.

### Its effects:

- It is the biggest reason for oral cancer which effects mouth, tongue, cheek, gums and lips
- Chewing tobacco lessens a person's sense of taste and ability to smell
- Smokers face a greater risk of suffering from lung cancer



Fig 7.3.3: Risks from smoking

## Gutkha

Gutkha is extremely habit-forming and an acknowledged substance. Excessive use of gutkha can cause loss of appetite; promote uncommon sleeping pattern and loss of concentration beside different tobacco related issues. A gutkha user may be simply illustrious by prominently stained teeth ranging

from dirty yellow orange to scarlet, black. The stains are powerful to remove by normal brushing sometimes want the attention of dentist. According to a world adult tobacco survey 53.5% of Indians use tobacco products. Gutkha's each sachet contains 4000 chemicals, including 50 that cause cancer, Betel nut, Tobacco, Flavouring.

#### **Impact of Gutkha on health**

- Loss of sensation in tongue
- Disfigured mouth
- Increased sensitivity to heat, spices, cold and spices
- Inability to open the mouth
- Swelling, lumps, rough spots on gums or in other places inside the mouth
- Unexplained bleeding in mouth
- Difficulty in swallowing and finally Mouth Cancer

### **7.3.7 AIDS/HIV Awareness**

The full form of AIDS is Acquired Immuno Deficiency Syndrome. AIDS is caused by HIV (Human immunodeficiency Virus). It is the last stage of the HIV infection, if a person is HIV positive, he/she is suffering from AIDS. According to a survey number of AIDS patients in India is between 2 to 3.1 million almost 50 % of total patients of AIDS. More men are HIV positive than women. A total of population of 0.29% females are suffering from AIDS while 0.43 % males are suffering.

#### **AIDS is transmitted by:**

- Unprotected sexual relationships
- Contaminated blood transfusion
- Hypodermic Needles
- From infected mother to child



*Fig 7.3.4: Aids awareness ribbon*

As per studies in India HIV/AIDS is largely due to unsafe sex worker interactions. About 86 % HIV incidents in the country is from unprotected sex. Migrant workers, truck drivers and majority of men who have sex with men pose greater risk of infecting their spouse and unborn children. People between 18-29 age groups accounts for 31 % of AIDS burden.

There are no medicines or vaccines for AIDS so far. The treatment and medicines which are available in the market are expensive and have side effects.

AIDS is not a disease like cancer or malaria but is a condition that weakens a person's ability to fight diseases (immune system). AIDS not only affects you, but also has severe impact on family and friends. Even one mistake is enough to get HIV positive.

## Main symptoms of Acute HIV infection

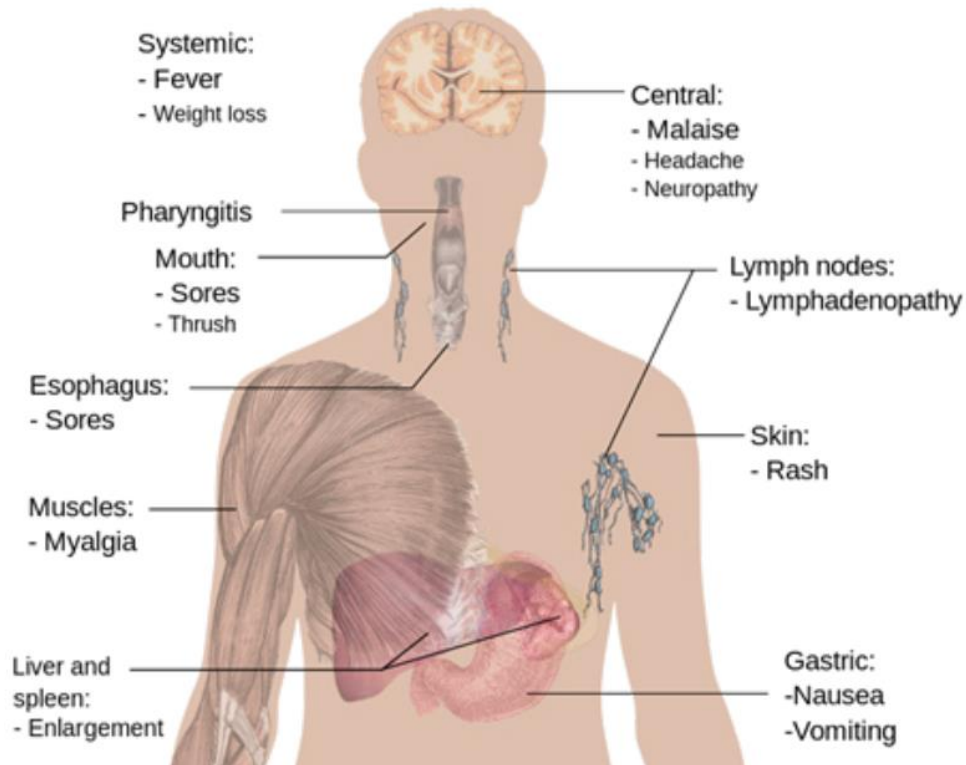


Fig 7.3.5: Main symptom of acute HIV infection

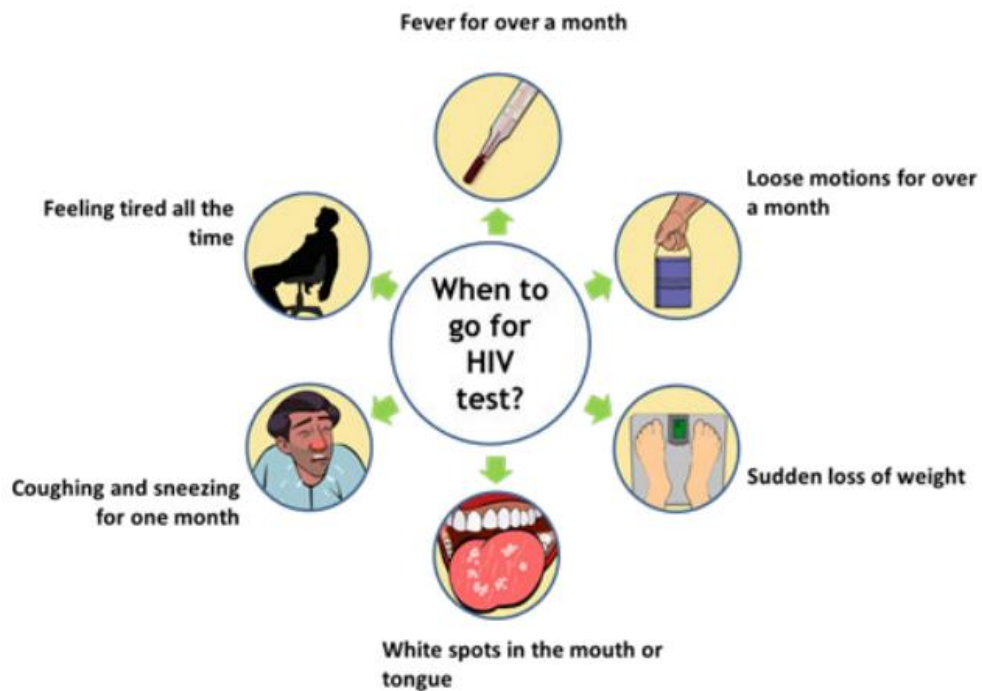


Fig 7.3.6: General symptoms of acute HIV infection

**Stay faithful**

- In India large number of people move around for work, mostly men.
- Are you one of them?
- Take care. See that you don't catch any infection from AIDS.
- Even one visit to a sex worker may result in HIV infection.
- So, it is advisable to avoid multiple sex-partners and always use protection (condoms/nirodh) during intercourse.

**AIDS does NOT spread through**

- Sitting close
- Working together
- Hugging
- Touching hands
- Mosquito bite
- Saliva or cough
- Taking care
- Sharing clothes
- Eating together or sharing utensils



## UNIT 7.4: Interpersonal Skill development

### Unit Objectives

At the end of this unit, participants will be able to:

1. Develop a positive attitude and behaviour
2. Define the Goal Setting
3. Motivated for team participation at work
4. Learn how to manage relations
5. Learn about Stress and anger management skills
6. Learn to develop leadership qualities

### 7.4.1 Introduction

Interpersonal skill development is the blend of different traits of day-to-day life that play an important role in creating our impression in other's mind. It starts from inside. The role of interpersonal skill development is to help us understand how to make choices about our attitudes and actions. It enables us to understand:

- Where are we now?
- How change and growth occur successfully?
- How can we change our attitude to get results we want and to be more effective in work and personal life?

One can learn to control over many aspects of our job and their environment by making appropriate choices and responses.

**These include various traits like:**

- Positive Attitude
- Motivation
- Goal Setting
- Team Work
- Managing Relations
- Etiquette
- Stress and Anger Management
- Conflict Resolution

### 7.4.2 Positive Attitude

**What is attitude?**

- Our approach...
- Our outlook towards situations and others...
- The emotions we express towards others.
- Our attitude must be positive and hopeful.

**Remember:**

- Luck favours those who help themselves
- Don't wait for things to happen make them happen
- Stay away from negative influences
- Start your day with something positive
- Learn to like the things that need to be done

Positive attitude shows in the following ways:

- Positive thinking
- Constructive things
- Creative thinking
- Optimism
- The motivation and energy to accomplish goals.
- An approach of happiness

Positive attitude results in happiness as well as success. Positivity not only affects you and the way you look at the world, but it also affects work environment and people around you.

**Story of Carrot, Egg, and Coffee Beans**

Raju works as a supervisor in a factory. He is not happy with his job. One day he spoke about his dejection to his elderly friend, Prashant, who runs a small canteen for the factory workers. "Prashant I am not satisfied with my job. There are so many problems in the factory. If I solve one, another one crops up. The problems seem to be never ending. I am quite fed up and wish to quit."

Prashant said nothing. He quietly put three pots with water on the stove. He put some carrots into one pot, some eggs into another and coffee beans into the third pot. The water in the pots began to boil. Raju wondered what was going on! "Oh, here I am with my tale of woes, and this illiterate cook goes about his business!"

After some time, Prashant switched off the stove and put the carrots, eggs, and the beans in different bowls. He then said, "My friend, what do you see here?" "Carrots, eggs and coffee", said Raju irritably. "Of course! Now come and feel them one by one", said Prashant. "Oh God!

What do you want to prove?" asked Raju controlling his anger. "The carrots have turned soft. The egg is hard boiled beneath its shell and the coffee is stronger in aroma". "Exactly" said Prashant "Each of them faced the same degree of heat, but each reacted differently. The carrots that were so hard before became soft and weak. The egg was fragile with its thin outer shell, but after boiling it became hardened and the inner liquid portion became hard boiled. But the coffee beans are unique. After boiling in water, they became stronger and richer. So, my friend, tell me, are you the carrot, the egg or the coffee bean? How do you respond to difficult situations? Are you like the carrot that is hard to look at but with the slightest difficulty becomes weak and soft? Are you the egg born with a soft heart but became tough and stiff after a difficult or a bitter experience? Or are you like the coffee bean that gets stronger and tougher and reaches its peak in extreme adversity or difficulty?

When things get worse, you get better.

"Thank you, Prashant. You've opened my eyes. I shall strive and do my best."

### 7.4.3 Goal Setting

Goal setting is a powerful method for considering your ideal future. The method of setting goals helps you to decide on where you wish to go in life.

Goal setting consists of establishment of specific, measurable, achievable, realistic and time targeted aim. Goal setting helps individuals work towards their own objectives. Goals are a kind of motivation that sets the standard for self-satisfaction with performance. Achieving the goal, one has for oneself is a measure of success and having the ability to satisfy job challenges is a way one measures success in the workplace. Set SMART goals:

- S: Specific
- M: Measurable
- A: Attainment
- R: Relevant
- T: Time bound

#### Identify:

- What you want to achieve,
- Where you must concentrate your efforts
- Also spot the distractions that can, lead you astray.

#### First create your “big picture” (the next 10 years):

- Identify the large-scale goals that you just wish to achieve.
- Then break these down into the smaller targets that you simply should hit to succeed in your life goals.
- Once you have your plan, you begin working on it to achieve these goals.

#### Setting goal is important for an individual because:

- Goals narrow attention and direct efforts to goal related activities.
- Goals lead to more effort.
- One works through setbacks if he is pursuing a goal.
- It develops and changes individual’s behaviour.

#### Categorization of Goals

To give a broad balanced coverage of all important areas in your life set goals in all the important categories of your life such as:

- **Career:** What level do you want to reach in your career or where you want to reach?
- **Financial:** How much you want to earn, by what stage? How is it related to your career goals?
- **Education:** Is there any specific knowledge you want to acquire in life? What information and skills you need to acquire to achieve your goals?
- **Family:** How you want to be seen by your spouse and family members?
- **Health:** Do you want to stay healthy in your old age? What are you planning to achieve this?
- **Public Service:** If you want to make the world a better place, what will you do?

### 7.4.4. Team Dynamics

A team is made up of a group of people associated to a common purpose. Teams are especially made to conduct complex works. A team is an example where a people share a goal. This creates a dynamic bond amongst the team members as they are dependent on one another for success. For example, a sports team wins or loses as a whole.

#### Team members need to learn:

- How to assist each other
- Realize their true potential
- Prepare the atmosphere that is familiar with each member to work beyond their strength.

#### Factors of Team Dynamics

- Tolerance and Cooperation
- Set aside feelings of caste, creed, profession
- Put up with each other
- Identify strengths of each
- Who can do what

In a team, there is no room for personal gains and not betrayals. In a team:

- A single person cannot achieve a big task single handedly.
- Big and difficult tasks can be accomplished only through collective effort, through teams.
- In a team, the team members stand by each other during good and bad times alike.
- Work together towards a common goal.
- Divide the task and share the burden.
- Help and accept help from others.

#### Story: Small Fishes and Big Fish

Once there was a shoal of tiny red fish living in the sea. One among them was a little different. His name was Swimmy and he was black in colour. Swimmy was the fastest swimmer in the shoal. The fish would swim around in the sea looking for food. One day when they were busy searching for lunch, Swimmy who was far ahead of the others seeing a big fish coming in their direction. The big fish was also looking for his lunch---smaller fish. Swimmy was scared! If the big fish would spot his shoal, all of them would be eaten up. Swimmy thought hard of a way out and quickly came up with a plan. He quickly swam back to his shoal and told all the fish about the big fish and explained his plan to escape from being eaten. When the big fish came closer, he was shocked to see an even bigger fish swimming in his direction with its huge jaws wide open. Frightened that he would get eaten up, the big fish swam away. If he had looked carefully, he would have realised that the huge fish was all the tiny red fish swimming very closely together in such a way that they looked like one big fish. And little black Swimmy, being different, became the eye of the 'huge' fish!

### 7.4.5. Managing Relations

We all have different personalities, different desires and wishes, and different ways of showing our emotions that affects people around us.

70% of the workplace learning is informal, once people discuss with each other at work they really are learning to do their job better. Friendlier staff is effective communicators, more productive and trustworthy more by employers and colleagues.

Tips for improving relations with people around us:

- Observe how you react to people such as do you reach to a conclusion before you know all the facts.
- Look honestly how you think and interact with other people.
- Look at work environment. Do you seek attention for accomplishments or give chance to others?
- Accept your weaknesses courageously and work on them.
- Take responsibility for your actions.
- If you think someone is hurt by you, apologise directly.

### 7.4.6. Etiquette

Etiquettes are rules to operating behaviour regarded as good and acceptable in personal and professional life. Etiquette includes:

#### **Making Positive Impression**

- Stand straight, make eye contact, and turn towards people when they are speaking and genuinely smile at people.
- Follow the dress code prescribed by the organization.
- When meeting someone for the first time always shake hands with a gentle firmness.
- Always arrive early to work each day.

#### **How you treat with people**

- Think how you treat your supervisors and colleagues.
- Don't make value judgments on people's importance at workplace. Respect every individual equally.
- Respect people's personal space at workplace.

#### **Communicating at Workspace**

- Keep workspace professional and neat.
- Don't interrupt other people on the workplace.
- Limit personal calls especially when you are working in a manufacturing unit.
- At and smoke to the designated areas only otherwise it may disturb other people.

Work etiquette tells the individual a way to behave when handling situations in an exceedingly working environment however the trivial situation is. It also applies to co-worker interaction and communication with colleagues.

### Work Ethics

Work ethics is a value based on hard work and attentiveness. Work ethics include:

- **Discipline:** It takes a certain level of commitment to finish your tasks every day. Only with discipline one can stay fixed on goals and determined to complete his assignment.
- **Commitment to work:** A strong sense of commitment to work affects how an individual work and the amount of work he does. When a worker is committed to work, he turns up on time, puts in his best efforts and completes the projects to the best of his ability.
- **Punctuality:** It shows that you are dedicated to your work, interested in the work and capable of handling responsibility. Being punctual shows your professionalism and commitment to work.
- **Ownership and responsibility:** Ownership and responsibility stretches in all aspects of an employee's job. Co-workers value the employees' ability to give honest feedback. Supervisors rely on the high moral standards trusting him not create problems and being responsible.
- **Striving to excel:** Keep yourself updated with new developments and knowledge of your field. Learn new skills, techniques, methods required to uplift your career. Workers exhibiting a good work ethic are usually selected for higher positions, increased responsibility as well as promotion. Workers who do not exhibit good work ethic can be regarded as incompetent and failing to provide a fair value to the employer for the salary.

### 7.4.7. Stress and Anger Management

Anger is a normal and a healthy emotion. Anger management may be critical for people who find it difficult to keep it under control. There are many health issues related to an unresolved anger like heart attack, high blood pressure, anxiety, depression, colds and flu/fever and digestive problems. If your heart beats faster and you breathe quickly, tension in your shoulder or clenching your fists beware your body may be showing sign of anger, take steps to calm yourself down. Once you will be able to recognize the signs of anger you can calm yourself down.

#### Always remember:

- Avoid unnecessary stress, learn to say no and take control of your environment
- Express your feelings instead of boiling them up
- Accept the things you can't change
- Learn to forgive
- ANGER is only one letter away from DANGER
- Anger can destroy lives, destroy relationships
- Put yourself in other's shoes
- Don't react immediately
- Post pone for a few seconds whatever you wish to say or do
- Take a deep breath
- Speak when you have calmed down

## 7.4.8. Conflict Resolution

### What is a Conflict?

A problem or a situation that may be difficult to understand or to deal with.

### Why do we need to resolve conflicts?

- If a problem is not solved or addressed at the right time it may blow out of proportion
- An unsolved problem can be like Cancer which spreads and translates itself into all other areas in life
- Unsolved problems may lead to increased levels of bitterness and frustration
- It may foster bad habits like backbiting, gossiping, etc.
- Persons involved in conflict may lose focus and target each other's character instead of the specific behaviour to be modified

### How to work out Conflicts?

- **STOP** . . . before you lose your temper and make the conflict worse.
- **SAY** . . . what you feel is the issue. What is the reason of disagreement? What do you like?
- **LISTEN** . . . to others' ideas and feelings.
- **THINK** . . . of solutions that satisfy both the parties

If you still can't agree, ask someone else to help you work it out.

## 7.4.9. Leadership Skills

The ability to lead effectively depends on variety of key skills. These skills are extremely sought after by employers as they involve managing a number of individuals in such a way on inspire, enthuse and build respect. Some of the qualities that every good leader should possess are:

- **Honesty:** If you make honest and ethical behaviour a key value your team will follow the suit.
- **Ability to delegate:** delegating task to one of the appropriate persons is the one of the most important skills that needs to be developed. The key to delegation is to identify the core strengths of the team and capitalizing on them.
- **Good communications skills:** Being able to communicate clearly is quite important.
- **Confidence:** Keeps morale of the team high even in the tough times.
- **Commitment:** If you expect your team to work hard and produce quality content then you should lead by example.
- **Positive Attitude:** Keeping teams motivated towards continued success of the company.
- **Creativity:** During the critical situations it is important to think out of the box solutions than to prefer the set course of action.
- **Be decisive:** Plan for the unexpected and nothing will surprise you. If you have thought of things go wrong in a particular task you will be able to make confident decisions on corrective actions when necessary.

- **Focus on the big picture:** Plan future strategies for your department and communicate them to supervisors and staff members. Set realistic and measurable individual and team goals and communicate your expectations within the context of massive picture.

**How to become a leader:**

- Use initiative to act on opportunities. Become a frontrunner before other people view you together.
- Take responsibility of own objectives, set priorities.
- Attempt to solve the matter instead of to pass on to others.
- Go the extra mile when asked to do tasks. Go beyond your job description.
- Show enthusiasm.
- Take ownership of the issues. Anticipate potential issues, take pre-emptive action and act quickly to resolve the issues.
- Introduce enhancements to the ways in which things are done.
- Develop innovative practices. Value innovative thinking.
- Learn new skills that may enhance capability.



## UNIT 8.5: Social Interaction

### Unit Objectives



At the end of this unit, participants will be able to:

1. Understand what social interaction is and what social interaction behaviour is.
2. Give a brief description about him/her in public.
3. Follow daily duties.
4. Cooperate with peers, family, and other members in society.

### 8.5.1. Social Interaction

Social interaction is a process through which we respond to people talking with us. It includes acts where people perform toward each other and responses they give in return. Social interaction has a number of behaviours. Some of them are:

- **Exchange:** Exchange is the most elementary kind of social interaction. It's a human process by that social behaviour is exchanged for some kind of reward for equal or greater value.
- **Competition:** It's a process by which two or more individuals plan to accomplish a goal that just one can attain. It will lead to psychological stress, a lack of cooperation in social relationship, difference and even conflict.
- **Cooperation:** It's a process in which people work together to achieve shared goals. Task cannot be completed without their cooperation.
- **Conflict:** Social conflict is the struggle for agency or power among a society to achieve control of scarce resources. It happens when two or more individuals oppose each other in social interaction to achieve incompatible goals.
- **Coercion:** People or teams are forced to provide into the desire of other people or teams.

### 7.5.2. Self- Introduction

We all, in our lifetime, have to introduce ourselves to the others. The introduction usually lasts for around 2 minutes to 3 minutes. It is very important that it gives the first impression to other about us. It has a great impact on your self-esteem and self-confidence. It's helpful in:

- Feeling better about yourself
- Boosting your confidence
- Building your self esteem
- Making friends
- Feeling in control

### Points for Self-Introduction

Following are some self-introduction points:

- **Wishes:** It is the first thing that we need to do before addressing a gathering. At this point we need to make effort to grab the attention of audience. You have to wish depending on the time either, Good Morning, Good Afternoon or Good Evening.
  - Good morning! My dear friends
  - Respected Sir! Good morning
  - Special or lovely or cool morning to you all
- **Purpose:** We have to tell the purpose of coming in front of the audience. We can say I have come here to tell you about myself.
- **Name:** Here you talk about your name.... To grab the eye of the audience, you have got to present your name differently. If you know you can tell the meaning of your name or nay famous celebrity along with your name.
- **Father's Name:** Here you have to say concerning your father's name. begin your father's name as Mr. or Prof. or Dr.
- **Family:** It's a good chance to inform about your family, therefore tell the small print what you want to talk about them.
- **Profession:** Talk about your profession what you're doing at the moment.
- **Location:** Talk about your present location, wherever you're staying and if you would like you can also tell with whom you're living. You can also talk about your native place. It is better to describe about or talk about your place which is famous for.
- **Hobbies/Habits:** Hobbies means what you like in your leisure and habit means your regular activities. This part talks about your nature and your lifestyle, be careful while telling this.
- **Life Aim:** Talk about what is your aim in life, it will be good if your aim is high. You must think high and reach high.
- **Achievements:** Talk about what you achieve up to now, minimum it is good to talk about three achievements and maximum five. Though achievements are small, tell them it shows your confidence but don't say I don't have any achievements.
- **Favourite Person's or Ideal:** It is good to say about your ideal persons.
- **Favourite movies, things, colour, places etc.:** if you want to tell your favourites, which tell about your tastes and preferences to others.
- **Your Strengths and Weakness:** You can talk about your strengths and weaknesses. Make sure your weakness should not be absurd or incorrigible.
- **People you like and dislike:** You have to tell what kind people you like or what kind of people you dislike. Any turning point in your life How are you different from others
- **Conclusion:** In conclusion offer a memorable answer on the question the listeners probably will have when they have listened to your public speaking speech. Tell how this aspect of your life makes you what you are and who you are. It will be perfect ending to your self –introduction.
- **Finally say thank you.**  
You will have to maintain your speech according to the time, generally 3 minutes and you must make the speech depending on the section of people you are giving the speech and what you want to reveal about yourself.

### Improving self-introduction

There are a few things that you can do that helps in making your self-introduction better:

- **Listen to what you are saying to yourself:** Notice what your inner voice is saying. Take some time to listen and even write down what you are thinking.
- **Monitor your self-talk:** Analyse that your self-talk is more positive than negative.
- **Change your introduction:** counter your negative thoughts with positive ones. Avoid speaking negative and try to look for things that might add a better spin to a tough situation

### 7.5.3. Our Duties and Responsibilities

There are certain duties which are laid by the Constitution of India. These duties are very to be fulfilled by every citizen of India. These are as follows:

- To bear by the Constitution and respect its ideals and establishments, the national flag and also the national anthem.
- To encourage and respect the noble ideals that galvanized our national struggle for freedom.
- To uphold and protect the sovereignty, unity and integrity of Republic of India.
- To defend the country and render national service once called upon to do so.
- To promote harmony and also the spirit of respect amongst all the people of the Republic of India transcending religious, linguistic and regional diversities.
- To forbid practices derogative to the dignity of ladies.
- To preserve the rich and diversified heritage of our culture.
- To conserve the natural surroundings like forests, lakes, rivers and wild life, and to have compassion for living creatures.
- To develop the scientific temper, humanism and the spirit of inquiry and reform.
- To safeguard public property and to retract violence.
- To try towards excellence altogether spheres of individual and collective activity so that the nation perpetually rises to higher levels of endeavour and accomplishment.

These need to be followed by every citizen of India for development of the country.

### 7.5.4. Cooperation

The process of groups of organisms working or acting together for their mutual benefit is called cooperation. Cooperation among family members, friends and peers is very common and healthy. It is the backbone of any society.

Family cooperation provides an avenue for a family to come closer. It increases coping skills and decision making. Some steps to promote family cooperation are:

- **Plan things together:** It calls for negotiation and compromise and teaches everyone to be more tolerant and considerable to other's viewpoint.

- **Share responsibilities:** Diving up necessary household responsibilities can be a good exercise in family cooperation.

Peer support occurs once individuals give knowledge, experience, and emotional, social or sensible help to each other. It's a distinct state of social support in this the source of support may be a peer an individual who is analogous in ways to the recipient of the support.

**The effective peer support can be in form of:**

- **Social Support:** In form of positive psychological interactions with others with whom there is mutual trust and concern.
- **Experiential Knowledge:** contributes to solve problems and improve quality of life.
- **Emotional support:** Esteem, attachment and reassurance
- **Instrumental Support:** Product and services. How to be a cooperative person: For being a cooperative person following things needs to be done:
  - Listen carefully to others and make sure you perceive what they're expressing.
  - Share when you have something those others would really like to have.
  - Take Turns once there's something those no-one desires to do, or when more than one person desires to do a similar factor.
  - Compromise when you have a significant conflict.
  - Do your part the very best that you just probably can. This can inspire others to do the same.
  - Show appreciation to people for what they contribute.
  - Encourage people to do their best.
  - Make people needed. Working together may be a lot more fun that manner.
  - Don't isolate or exclude anyone. Everyone has something valuable to offer, and nobody likes being omitted.

## UNIT 7.6: Group Interactions

### Unit Objectives



At the end of this unit, participants will be able to:

1. Participate in group discussions in the class
2. Give speech in the public
3. Understand the importance of team building and teamwork

### 7.6.1. Group Interaction

Every day we tend to meet with teams of individuals socially and professionally. However, we interact to play a big role in the impressions we tend to produce. Interaction that happens whereas a group completes a cooperative task describes how the group works. For a successful and positive group interaction these steps need to be followed:

- Put your mobile phone away or place in silent mode.
- Greet everyone.
- Be friendly with everyone in the group.
- Show an interest in others by paying someone a compliment and listen carefully to what is being discussed.
- Be proactive and introduce yourself to others in the group.
- Sit up straight. Poor body posture is an indication of low self-esteem.
- Focus your attention on the person talking.
- Don't discount anyone's comment. Remember everyone is different and have different the ability to think.
- Think before you speak. Don't be too quick to jump into the conversation.
- Be a respect listener and observer.
- Include everyone when talking. Be sure to share eye contact with each person in the group.
- Unless there is a clear indication don't change the topic. Otherwise, it will make people feel you are not interested in the topic.
- Don't start or participate in a side conversation. Don't allow their mistake to prevent you from being a good listener.
- Make sure to smile shake hands and embrace and use each person's name when conversation and the person's name when the discussion is over.

Everything you are doing in a group setting makes an effect on everybody in the group. Don't ever suppose something doesn't matter. Everything matters. Take every chance to take part in informal and formal group interactions. Begin by creating small contributions to discussion, prepare an issue to raise or accept as true with another person's remark. Ask for other person's opinion.

## 7.6.2. Importance of Group Interactions

As participant group interactions is important as:

- It helps you to get a subject more deeply
- It improves your strength to think positively
- It helps in solving a serious issue
- It helps the team to go on a final decision
- It provides you the chance to listen to others' ideas
- It improves your listening skills
- It increases your confidence in communications
- It can change your behaviour

As a moderator a group interaction helps in:

- Understanding member interpersonal skills
- Identifying if a member can work in a team
- Understanding one's behaviour
- Selecting a perspective member in a perspective methodology

### Dos and Don'ts of Group Interaction

Do's	Don't
<ul style="list-style-type: none"> <li>• Speak pleasantly and in a well-mannered way to the group</li> </ul>	<ul style="list-style-type: none"> <li>• Lose your temper. A discussion isn't an argument</li> </ul>
<ul style="list-style-type: none"> <li>• Respect the contribution of each speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Shout. Use a moderate tone and medium pitch</li> </ul>
<ul style="list-style-type: none"> <li>• Remember that a discussion isn't AN argument. Learn to disagree in a well-mannered way</li> </ul>	<ul style="list-style-type: none"> <li>• Use too several gestures when you speak. Gestures like finger pointing and table thumping will appear aggressive</li> </ul>
<ul style="list-style-type: none"> <li>• Think about your contribution before you speak. How best can you answer the question/ contribute to the topic?</li> </ul>	<ul style="list-style-type: none"> <li>• Dominate the discussion. Confident speakers ought to enable quieter students an opportunity to contribute</li> </ul>
<ul style="list-style-type: none"> <li>• Try to follow the discussion topic. do not introduce tangential information</li> </ul>	<ul style="list-style-type: none"> <li>• Draw too much on personal experience or anecdote. Although some tutors encourage students to reflect on their own expertise, keep in mind to not generalize an excessive amount of.</li> </ul>
<ul style="list-style-type: none"> <li>• Be aware of your visual communication when you are speaking</li> </ul>	
<ul style="list-style-type: none"> <li>• Agree with and acknowledge what you find fascinating</li> </ul>	<ul style="list-style-type: none"> <li>• Interrupt. Wait for a speaker to complete before you speak</li> </ul>

### 7.6.3. Team Work

Team work is a critical part of professional life. They can have a big impact on:

- The profitability of an organisation.
- People enjoy their work.
- Staff retention rates.
- Team and individual performance.
- Company reputation.

#### Importance of Team Building

Team building activities not only boost morale of the team members, but it can also increase the success rate of the teams. Team building is an important activity as it:

- **Facilitates better communication:** Activities that create discussion results in open communication among the employees, and among employees and management. This improves office environment also the quality of work.
- **Motivates employees:** The more comfortable team members are to share their ideas and opinions, the more confident they will be. This motivates them to take on new projects or challenges.
- **Promotes creativity:** Working closely with other team members increase creativity and promotes new ideas.
- **Develops problem-solving skills:** Team building activities that require team members to work closely to solve problems improves the ability to think rationally and logically. Teams that determine when a problem arises and knows the solution can work better when a real problem occurs.
- **Breaks the barrier:** Team building increases trust among workers.

#### Do and Don'ts of working in a Team:

- **Don't argue in public:** if you have a disagreement with someone in the team find a neutral place to discuss the situation.
- **Do encourage each other:** when things get tough the tough get going. Contribute to the team in trying situation.
- **Don't talk behind the backs:** if you have trouble with some team members don't share with others. Go directly to the person in a kind and compassionate manner and share what is in your mind.
- **Do lend a hand:** if a team member is asking for help don't hesitate in helping him.
- **Don't be the weakest link:** Live up to your responsibilities, meet team expectations and communicate effectively in the team.
- **Give and receive feedback:** As a part of growing team give and receive feedback respectfully and graciously.

## UNIT 7.7: Time Management

### Unit Objectives

At the end of this unit, participants will be able to:

1. Understand the importance of time management
2. Develop time management skills

### 7.7.1. Time Management

Time management is the process of planning and practicing control over the time given to a specific task, especially to increase effectiveness, efficiency, and productivity. It is an activity with the goal to increase the overall advantage of a set of activities within the limited condition of a limited time.

#### Some effective time management

- Delegate tasks
- Identify time wasters
- Combine activities – Plan for them
- Break down big tasks down to the smallest task possible
- Accomplish them one by one
- At the end of the day conduct a simple analysis to see which activity took time

### 7.7.2. Time Robbers

Time robbers are those activities which create interruption at the workplace. These activities create a deviation from the objectives which needs to be achieved. Time Robbers could be:

- Poor personal planning and scheduling
- Interruptions by people without appointments
- Poor delegation
- Poor use of the media: Telephone, Mobile, e-mail, and fax, etc.
- Reading junk mail
- Lack of concern for good time management
- Lack of clear priorities

#### The Time Robbers can be avoided by:

- Be active all the time
- Develop and maintain an organized personal activity schedule
- Set your priorities
- Proper delegation
- Utilize modern technical media



## UNIT 7.8: Resume Preparation

### Unit Objectives



At the end of this unit, participants will be able to:

1. Understand the importance of resume
2. Learn how to prepare a resume

### 7.8.1 Introduction

A resume is a self-declaration which once done properly shows how an individual's skills, experience and achievements match the need of the work that they wish to get. The sole purpose of resume is one to win an interview. It convinces the future employer what he wants from the prospective employee in new career or position. It also establishes an individual as a professional person with high standards and excellent writing skills based on the fact that his resume is written well. It also helps you clarify your direction, qualifications, and strengths, boost your confidence or to start out the process of committing to a job or a career modification.

#### One must know about a resume that:

- Your resume is an instrument to get you an interview but not a job
- Employer will be screening your resume for just 15-20 seconds. That's the time your resume will make an impact on employer

There are different sections on the resume in the same order as mentioned under:

Section	What is the employer looking for
Header	Your identity and to contact you
Objective	To check if their requirement and your objective match
Education	To check if you have the basic qualification for the job/internship you are applying for
Practical Experience/ projects	To see if you have done anything that reflects your potential capability. Also, to see how different you are from your peers
Skills	How equipped you are in terms of your personality traits as well as occupational skills
Interests	Professional aspects apart, how meaningful are your life?
Other	Is there else significant and relevant you want to showcase, that will add value to your resume

**Preparation work and important tips**

Before you start preparing your resume make sure to follow the checklist:

- Educational documents from class ten onwards to calculate scores
- Make list of all things that you need to add to your resume. Like internships, projects, part time jobs, extracurricular activities, sports, training, skills, interests etc. the list doesn't need to be complete, you'll always add to the list as you go.

**Before preparing resume always remember:**

- Every point in your resume should be specific and must be supported by several factual information.
- Use action verbs in all your points. They catch attention immediately and make your sentences clear.
- Use bullets not paragraphs.
- Do not mention your responsibilities mention what you have accomplished.
- A common mistake we make while constructing the resume is to copy the format from our friends resume and built it based on that.

**Resume Header**

**Purpose:** You must provide some information about yourself, so that the employer can reach you.

**Mandatory fields include:** Name, current address, email id, phone number, and date of birth. Your name should be written in bigger font.

**Do Not:**

- Include your photo
- Write RESUME as heading to the file
- Give details like family information, marital status, etc.
- Add these details to the bottom of your resume or occupy more space to fill up these details

**Framing the Objective**

**Purpose:** To convey the employer what goals you have. The focus should be towards getting a particular position in a specific industry.

**Always remember:** Your objective should include the following:

- Position wanted
- Functional area
- Industry wanted
- Be specific and restrict it to minimum words.
- Your objective should be different to each role you apply to
- While writing the objective, keep the employer's requirement in mind. The objective is not what you desire from the company, it's about company's need.

## Education

The next session in your resume is to highlight your educational qualifications.

**Purpose:** For the employer to know whether you have basic qualification for the job for which you are applying or not.

### Always Remember:

- To write all educational qualifications from class 10 to highest education.
- For class 10 and 12 – include school/college name, Board, Stream/Specialization (If any), year of study, Marks.
- For undergraduate – include College name, University name, Degree and Specialization, year of study.
- Write all your qualifications in reverse chronological order, i.e. the latest qualification on top.
- You may write the educational qualifications in a tabular format or in a simple one after the other order.

## Projects and Internships

The next part of your resume includes the hands-on work that you have done, like projects, internships, in-plant training, part time jobs, volunteering, starting up a company and other initiatives. The number and the nature of initiatives taken define whether to keep one heading or detail them under different headings.

**Purpose:** This is a mandatory part of a resume, as your hands on work and the initiatives you have taken apart from your curriculum in what will reflect your real strength as well as separate your resume from your peers.

### Remember:

- The heading should be – title / project name, role, company/organisation name, -2 lines description about
- The specific time period.
- Time period is must.
- The entries under each heading must be in reverse chronological order.
- Be very specific on what you have accomplished. Add numbers and facts wherever possible.

### Do Not:

- Do not write simple statements. It does not give employer a clear picture of the work you have done. Thus, the employer can assume that you have done an internship for the certificate.

## Skills

**Heading:** You can have multiple headings under skills. Common heading can include:

- **Soft Skills:** must include, they showcase your personality traits.
- **Core occupational skills:** Optional include if you possess any core skills. These are skills you possess relevant to the role you are applying for.
- **IT Skills:** Optional, suggestive to include if you are applying for IT/software related roles.

### Remember:

- List your skill and add a point which supports your skill the best.
- Make specific points. Add numbers and facts wherever possible.

- Pick only three to four soft skills that describes you the best.
- Dig your past to discover the best of these skills you possess and the best example you can quote to support it.

### Interests

In this section of your resume carefully choose which of interests you want to showcase on your resume so that they can make your life seem meaningful.

The interests you showcase talk about your character. These interests frequently come up as a subject of discussions during the interviews; therefore, sagely choose what to show.

#### Remember:

- List interests which are meaningful and display some learning.
- Support the interest you have listed
- Make points specific and add supporting fact to it.
- Do not just list random cluster of interests like adventure, guitar, reading, environment
- Never include interests like partying, watching movies etc. they create wrong impression.

### References

#### Give References

The very last thing on your resume ought to be a list of 2-4 professional references. These are all those who you're not related to, but whom you have handled in a professional manner. You would possibly think about previous leader, faculty member or volunteer coordinator to include on your reference page.

- Include the name of the reference, their relationship to you, mailing address, e mail and telephone number.
- The place you're applying to could contact these people, therefore always call them in advance to allow them to understand that you are using them for a reference and are presently applying for a job.

#### Points to Remember

- Make sure that the length of your resume doesn't exceed a pair of pages
- Does a thorough recheck and confirm there are fully no errors in your resume. No grammatical errors, no spelling mistakes, no punctuation errors
- Run through your resume time and again for to create enhancements and phrasing sentences better
- Choose a professional font in a size eleven or twelve. You can use multiple fonts for different elements of resume but try to limit it most of two fonts. Instead changing between fonts, strive creating specific sections bold or italicized instead
- The font size of your header and the introduction to a part may be a size fourteen or sixteen
- Your text should be printed in solid black ink. Ensure to deactivate any hyperlinks so that they don't print in blue or other contrastive colour
- Your page ought to have one inch margin all the way around with 1.5- or 2-point line spacing. The body of your resume ought to align left and your header should be centred at the top of the page

## UNIT 7.9: Interview Preparation

### Unit Objectives

At the end of this unit, participants will be able to:

1. Understand the procedure of interview
2. Go through mock interviews
3. Understand how to present them during an interview
4. Motivated to work after the training period is over

### 7.9.1 Interview

An interview is a conversation between two or more individuals (the interviewer(s) and the interviewee) wherever queries are asked by the interviewer to get information from the interviewee. An interview is the first and last hurdle you need to cross in order to get employment.

#### Common Types of Interviews

**Traditional HR Interview:** Most of the interviews are face to face interviews. The most traditional is a one-tone conversation with the Human Resources Executive where the candidate's focus should be on the person asking question. You are advised to maintain good eye contact, listen keenly and answer promptly.

**Panel Interview:** In this situation, there is more than one interviewer. A panel ranging from two to ten members may conduct this part of the selection process. This is an ideal chance for you to display group management and group presentation skills.

**Technical interview:** The objective of this interview is to basically evaluate technical knowledge. Majority of the questions will be based on the skills sets mentioned in the candidate's resume.

**Telephonic Interview:** Telephonic interviews are used for initial screening of candidates who live far away from the job site.

Before going for an interview, it is important to have clarity of the role you are applying for. It's also important that for you to know where you are applying and whom will you be talking to. Your answers should tell the employer that you are the match they are looking for.

This requires you to do small research on the following fields:

- Company and Field
- Job Description
- Yourself (Skills, Values, and Interests)
- Resume (Experience)

If you were an employer, you would have chosen a person who is sure of himself, calm and confident. So, it's important that you are:

- Confident
- Relaxed
- Sure, of yourself
- Prepared
- Before, during and after the interview, it is important for you to be prepared.
- Dress Professionally

It is important that you dress professionally. It is a proven fact that the way we dress makes a huge difference in the way we are perceived. 90% of the way you communicate with other people is through body language (gestures, expressions, etc.) and the first Impression we make. It is very simple to make a great first impression.

For a good first impression it is important those we:

- Smell good
- Have a professional appearance
- Pay attention to your grooming
- Make eye contact
- Know what and how you speak
- Our overall personality contributes to our complete perception.

#### How to dress for Interview

Men	Women
Long-sleeved buttoned shirt (clean and pressed)	Conservative pump, no stilettos
Dark shoes (cleaned and polished) and dark socks	Jewellery -One set of earrings (preferably knobs)
Get a haircut (short hair is always best)	No bangles
No Jewellery (chains, earrings, piercing)	Minimal use of makeup
No beards or Tattoos	

### 7.9.2 During the Interview

- Be confident, not arrogant
- Sell yourself - Keep your energy up
- Maintain your posture
- Be positive, don't complain
- Know your resume and accomplishments

It isn't sufficient to have ideas. They must be expressed effectively in the interview. The parameters that the candidates are assessed on during the interview are very simple. These are the parameters that this training program has prepared you for.

### 7.9.3 Active Listening

- Clarity on ideas and expressions
- Correct language
- Good body language
- Fluency
- Ideas should be expressed fluently in the right tone, right voice, and right articulation







## 8. First Aid and CPR

### Unit 8.1 – First Aid and CPR



## Key Learning Outcomes



At the end of the module, participants will be able to:

1. Identify different methods of first aid
2. Perform first aid
3. Understand CPR
4. Perform CPR in case of emergency

## UNIT 8.1: First Aid and CPR

### Unit Objectives

At the end of this unit, participants will be able to:

1. Apply first aid on an injured person
2. Understand the procedures of doing CPR

### 8.1.1 First Aid

First aid is the help given to any individual suffering from an unforeseen illness or injury, with care provided to preserve life, stop the condition from worsening, and/or promote recovery. It includes initial intervention during a serious condition before skilled medical help being accessible, like performing CPR while waiting for the ambulance, also because the complete treatment of minor conditions, such as applying a plaster to a cut. First aid is usually performed by the layman, with many of us trained in providing basic levels of first aid, and others willing to try and do thus from acquired information. Mental health first aid is an extension of the idea of first aid to cover mental health.

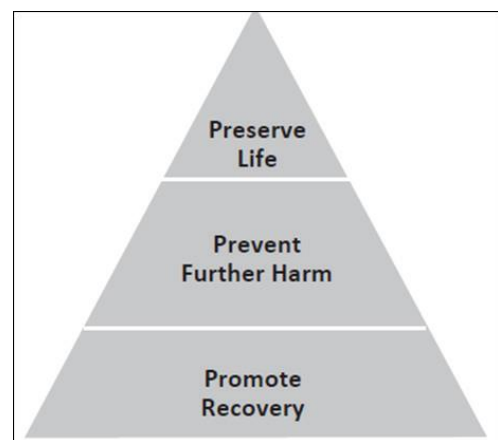


Fig 9.1.1: First aid objective pyramid

There are many situations which may require first aid, and many countries have legislation, regulation, or guidance which specifies a minimum level of first aid provision in certain circumstances. This can embrace specific coaching or equipment to be obtainable within the work area (such as an Automated External Defibrillator), the availability of specialist first aid cover at public gatherings, or necessary first aid coaching among learning institutes. First aid, however, doesn't essentially need any specific equipment or previous information, and may involve improvisation with materials offered at the time, usually by undisciplined persons.

Vital Signs	Good	Poor
Heartbeat	60-100 beats per minute	<60 or >100 per minute
Respiration	14-16 breaths per minute	<14 breaths per minute
Skin	warm, pink, dry	cool, pale, moist
Consciousness	alert, oriented	drowsy or unconscious

Awareness	Assessment	Action	Aftercare
Observe	Assess what is required to be done	Do what you can	Once you have assisted the victim, stay with him/her till expert care arrives
Stop to help	Ask yourself 'Can I do it?'	Call for expert medical help	
		Take care of your and the bystander's safety	

While delivering First Aid always remember:

- Prevent deterioration
- Act swiftly, deliberately, and confidently
- Golden Hour – First 60 minutes following an accident
- Platinum Period – First 15 minutes following an accident
- Prevent shock and choking
- Stop bleeding
- Loosen victim's clothes
- Regulate respiratory system
- Avoid crowding/over-crowding
- Arrange to take victim to safe place/hospital
- Attend to emergencies first with ease and without fear
- Do not overdo. Remember that the person giving first aid is not a doctor

Injury	Symptom	Do's	Don'ts
Fracture	<ul style="list-style-type: none"> <li>• Pain</li> <li>• Swelling</li> <li>• Visible bone</li> </ul>	<ul style="list-style-type: none"> <li>• Immobilise the affected part</li> <li>• Stabilise the affected part</li> <li>• Use a cloth as a sling</li> <li>• Use board as a sling</li> <li>• Carefully Transfer the victim on a stretcher</li> </ul>	<ul style="list-style-type: none"> <li>• Do not move the affected part</li> <li>• Do not wash or probe the injured area</li> </ul>
Burns (see degrees of Burn table)	<ul style="list-style-type: none"> <li>• Redness of skin</li> <li>• Blistered skin</li> <li>• Injury marks</li> <li>• Headache/seizures</li> </ul>	<ul style="list-style-type: none"> <li>• In case of electrical burn, cut-off the power supply</li> <li>• In case of fire, put out fire with blanket/coat</li> <li>• Use water to douse the flames</li> <li>• Remove any jewellery from the affected area</li> <li>• Wash the burn with water</li> </ul>	<ul style="list-style-type: none"> <li>• Do not pull off any clothing stuck to the burnt skin</li> <li>• Do not place ice on the burn</li> <li>• Do not use cotton to cover the burn</li> </ul>

Bleeding	<ul style="list-style-type: none"> <li>• Bruises</li> <li>• Visible blood loss from body</li> <li>• Coughing blood</li> <li>• Wound/ injury marks</li> <li>• Unconsciousness due to blood loss</li> <li>• Dizziness</li> <li>• Pale skin</li> </ul>	<ul style="list-style-type: none"> <li>• Check victim's breathing</li> <li>• Elevate the wound above heart level</li> <li>• Apply direct pressure to the wound with a clean cloth or hands</li> <li>• Remove any visible objects from the wounds</li> <li>• Apply bandage once the bleeding stops</li> </ul>	<ul style="list-style-type: none"> <li>• Do not clean the wound from out to in direction</li> <li>• Do not apply too much pressure (not more than 15 mins)</li> <li>• Do not give water to the victim</li> </ul>
Heat Stroke/Sun Stoke	<ul style="list-style-type: none"> <li>• High body temperature</li> <li>• Headache</li> <li>• Hot and dry skin</li> <li>• Nausea/Vomiting</li> <li>• Unconsciousness</li> </ul>	<ul style="list-style-type: none"> <li>• Move the victim to a cool, shaded place</li> <li>• Wet the victim's skin with a sponge</li> <li>• If possible, apply ice packs to victim's neck, back and armpits</li> <li>• Remove any jewellery from the affected area</li> <li>• Wash the burn with water</li> </ul>	<ul style="list-style-type: none"> <li>• Do not let people crowd around the victim</li> <li>• Do not give any hot drinks to the victim</li> </ul>
Unconsciousness	<ul style="list-style-type: none"> <li>• No movement of limbs</li> <li>• No verbal response or gestures</li> <li>• Pale skin</li> </ul>	<ul style="list-style-type: none"> <li>• Loosen clothing around neck, waist and chest</li> <li>• Check for breathing</li> <li>• Place the victim's legs above the level of heart</li> <li>• If victim is not breathing, perform CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Do not throw water or slap the victim</li> <li>• Do not force feed anything</li> <li>• Do not raise the head high as it may block the airway</li> </ul>

1st Degree Burn	2nd Degree Burn	3rd Degree Burn	4th Degree Burn
Will recover it in a few days.	Serious but recovers in few weeks.	Very Serious and will require skin grafting.	Extremely Serious and requires many years with repeated plastic surgery and skin grafting, is life-threatening.
Action Required: Place under running water	Action Required: Place clean wet cloth over the burnt area	Action Required: Place clean dry cloth over the burnt area	Action Required: Leave open and prevent infection.

## 8.1.2 Splints and Aids of Torso

A splint can also be called a bandage that immobilizes a broken bone. Generally, this is often done by handling rigid objects like sticks or boards. For a few injuries, however, this is not attainable, and the alone possibility is to tie the broken limb to the body.

### Splints

When applying a splint, don't commit to straighten the break. This may solely cause additional injury and additional pain. Instead, simply apply the splint to the break the way it is.

### When using rigid material

Always use long enough items to reach the joints beyond the break.

For instance, once splinting a forearm, the fabric ought to be long enough to touch each the wrist joint and therefore the elbow. This helps keep the fabric in place and prevents an excessive amount of pressure from being applied to the wound.

- Always place cushioning between the rigid material and the body to stay the victim comfy. Tie knots between the rigid material and the body (in mid-air) once doable. This makes them easier to untie. If this can be impossible, tie knots over the rigid material
- To splint the forearm, surround the split with rigid material and snugly bandage it to the arm with wide cloth strips. A newspaper or magazine, curled into a "U" form, works alright
- Splint the wrist joint within the same approach. The whole forearm needs to be immobilized
- To splint the elbow, use enough rigid material to travel from the armpit to the hand.

The entire arm ought to be immobilized. Don't plan to straighten or bend the elbow; splint it in position

- To splint the upper leg, use long items of rigid material which will reach from the ankle joint to the armpit. On top of the hips, tie long straps round the torso to carry the top of the splint in place.
- To splint the lower leg, use rigid material long enough to travel from the knee to the foot. The foot ought to be immobilized and unable to turn. Make sure to use a lot of cushioning, particularly round the ankle.

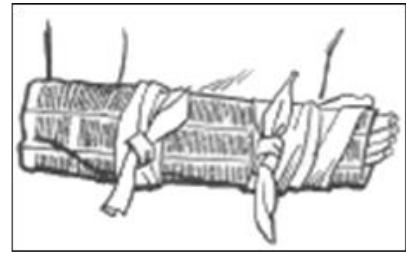


Fig 8.1.2: Splinting arm

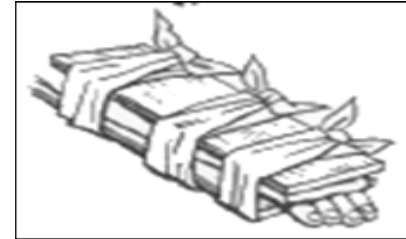


Fig 8.1.3: Splinting wrist

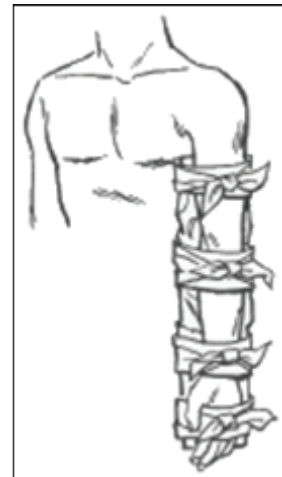


Fig 8.1.4: Splinting elbow



Fig 8.1.5: Splinting upper leg

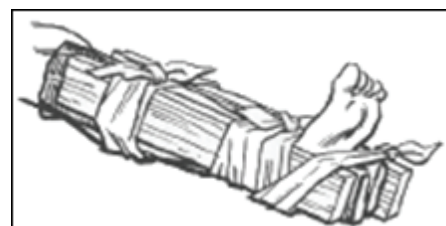


Fig 8.1.6: Splinting lower leg

### 8.1.3 CPR

Basic life support (BLS) is also a level of medical aid that is used for victims of life-threatening diseases or injuries until they'll be given full medical aid at a hospital.

First aid is as simple as first principle – airway, respiration and CPR (cardiopulmonary resuscitation). In any scenario, apply the DRSABCD Action plan.

**DRSABCD stands for:**

- **Danger:** Always check the danger to you, any bystanders and then the injured or sick person. Ensure you do not place yourself at risk once going to give assistance to of another person.
- **Responses:** Is the person conscious? Do they respond when you check with them, hold their hands or squeeze their shoulder?
- **Send for help:** Call ambulance
- **Airway:** Is the person's airway clear? Is that person breathing? If the person is responding, they're acutely aware and their airway is evident, assess how you'll be able to help them with any injury. If the person isn't responding and he is also unconscious, then you have to check their airway by opening their mouth and having a glance within. If their mouth is clear, tilt their head gently back (by lifting their chin) and check for respiration. If the mouth isn't clear, place the person on their side, open their mouth and clear the contents, then tilt the head back and check for respiration.
- **Breathing:** Check for respiratory by searching for chest movements (up and down). Listen by bringing your ear near to their mouth and nose. Check for respiratory by bringing your hand on the lower part of their chest. If the person is unconscious but breathing, flip them onto their side, delicately ensuring that you simply keep their head, neck and spine in alignment. Monitor their respiratory till you hand over to the ambulance officers.
- **CPR (cardiopulmonary resuscitation):** If an adult is unconscious and not breathing, ensure they're flat on their back and then place the heel of 1 hand within the centre of their chest and your alternative hand on top. Press down firmly and smoothly (compressing to at least one third of their chest depth) thirty times. Provide two breaths. To induce the breath in, tilt their head back gently by lifting their chin. Pinch their nostrils closed, place your open mouth firmly over their open mouth and blow firmly into their mouth. Keep going with the thirty compressions and 2 breaths at the speed of roughly five repeats in 2 minutes till you hand over to the ambulance officers or another trained person, or until the person you're resuscitating responds.
- **Defibrillator:** For unconscious adults who are not breathing, an automated external defibrillator (AED) is applied. An AED also called a machine that delivers an electric shock to cancel any irregular heartbeat (arrhythmia), in an attempt to get the normal heart beating to re-establish itself. Please



Fig 8.1.7: Basic life support chart

ensure that a trained person is there to apply the AED. If the person responds to defibrillation, turn them onto their side and tilt their head to maintain their airway

### Airway

Once you have assessed the patient's level of consciousness, evaluate the patient's airway. Remember, if the patient is alert and talking, the airway is open. For a patient who is unresponsive, make sure that he or she is in a supine (face-up) position to effectively evaluate the airway. If the patient is face-down, you must roll the patient onto his or her back, taking care not to create or worsen an injury. If the patient is unresponsive and his or her airway is not open, you need to open the airway. Head-tilt/chin lift technique can be used to open the airway.

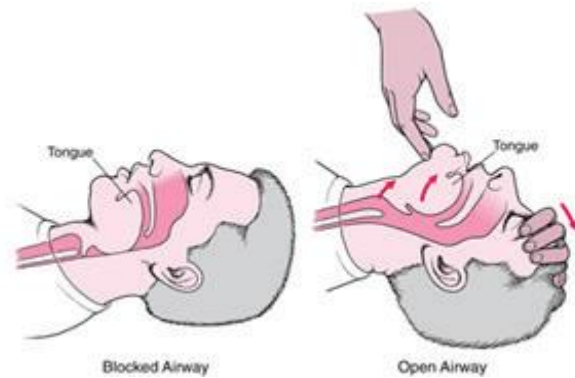


Fig 8.1.8: Blocked and open airway

### Head-tilt/chin-lift technique

- To perform the head-tilt/chin lift technique on an adult:
- Press down on the forehead while pulling up on the bony part of the chin with 2 to 3 fingers of the opposite hand.
- Tilt the head past a neutral position to open the airway whereas avoiding hyperextension of the neck.

### Cardiopulmonary resuscitation

Cardiopulmonary resuscitation circulates blood that contains oxygen to the very important organs of a patient in cardiac arrest once the heart and respiration have stopped. It includes chest compressions and ventilations also the use of an automatic external defibrillator.

**Compressions:** One part of CPR is chest compressions. To make sure optimal patient outcomes, high quality CPR should be performed. You'll guarantee high-quality CPR by providing high-quality chest compressions, ensuring that the:

- Patient is on a firm, flat surface to allow for adequate compression. In an exceedingly non-healthcare setting you might find it on the grounds, whereas in an exceedingly healthcare setting you may find it on a stretcher or bed.
- The chest is exposed to make sure correct hand placement and the ability to envision chest recoil.

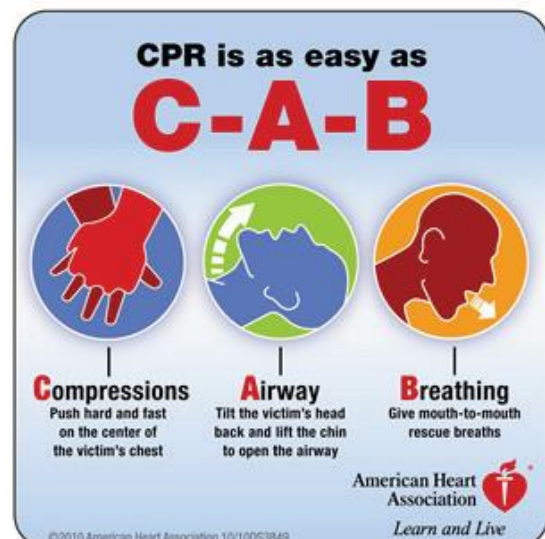


Fig 8.1.9: CPR chart



- Hands are properly positioned with the heel of 1 hand within the centre of the chest on the lower 1/2 sternum with the opposite hand on top. Most rescuers realize that interlacing their fingers makes it easier to supply compressions while keeping the fingers off the chest.
- Arms are as straight as attainable, with the shoulders directly over the hands to build up effective compressions. Lockup elbows can help maintain straight arms.
- Compressions are given at the proper rate of a minimum of a hundred per minute to a most of one hundred twenty per minute, and at the correct depth of a minimum of two inches for an adult to promote adequate circulation.
- The chest should be allowed to completely recoil between every compression to allow blood to flow back to the heart following the compression.
- For adult co-workers, CPR consists of thirty chest compressions followed by two ventilations.

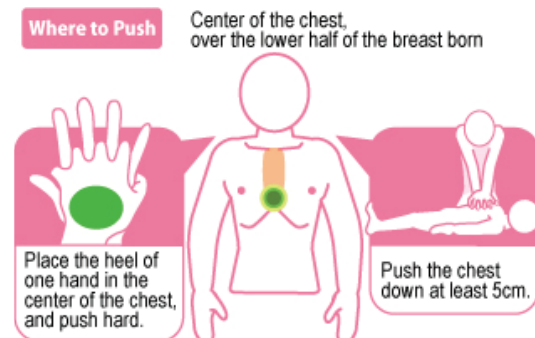


Fig 8.1.10: Doing CPR

**Ventilations:** Ventilations supply oxygen to a patient who is not breathing. One can give ventilation via several methods including:

#### Mouth-to-Mouth

- Open the airway past a neutral position with the help of the head-tilt/chin-lift technique.
- Pinch the nose shut and build a whole seal over the patient's mouth along with your mouth.
- Provide ventilations by blowing into the patient's mouth. Ventilations ought to be given one at a time. Take a break between breaths by breaking the seal slightly between ventilations and then taking a breath before re-sealing over the mouth.

#### Pocket mask

CPR respiration barriers, like pocket masks, produce a barrier between your mouth and also the patient's mouth and nose. This barrier will help to guard you from contact with patient's blood, vomits and saliva, and from breathing the air that the patient exhales.

- Assemble the mask and valve.
- Open the airway past the neutral position with the help of the head-tilt/chin-lift technique from the patient's side when alone.
- Place the mask over the mouth and nose of the patient starting from the bridge of the nose, and then place the bottom of the mask below the mouth to the chin (the mask shouldn't extend past the chin).
- Seal the mask by putting the "webbing" between your index finger and thumb on the top of the mask above the valve whereas putting your remaining fingers on the side of the patient's face. along with your different hand (the hand nearest to the patient's chest), place your thumb on the bottom of the mask while putting your bent index finger beneath the patient's chin, lifting the face into the mask. Your bent index finger under the patient's chin, lifting the face into the mask.

## 8.1.4 Performing CPR for an Adult

**Step 1: Check the scene for immediate danger:** Check that you're not putting yourself in harm's manner by administering the CPR to somebody unconscious. Do whatever you think is necessary to move yourself and the other person to safety.

**Step 2: Assess the victim's consciousness:** Gently tap on his or her shoulder and ask them "if they are, ok?" in a loud and clear voice. If he or she gives a positive response, then the CPR is not required. Instead, undertake basic first aid and take measures to prevent or treat shock, and assess whether or not does the victim needs emergency services. If the victim does not respond, continue with the subsequent steps.

**Step 3: Do not check for a pulse:** Unless you're a trained medical professional, odds are you'll spare too much valuable time to look for a pulse when you should be doing compressions.



**Step 4: Check for breathing:** Check that the airway is not blocked. If the mouth is closed, press with your thumb and forefinger on both cheeks at the end of the teeth and then look inside. Remove any visible obstacle that is in your reach but never push your fingers inside too far. Place your ear near to the victim's nose and mouth and listen for slight breathing. If the victim is coughing or breathing normally then you don't have to perform CPR.



**Step 5: Place the victim on his or her back:** Make sure he or she is lying as flat as possible-this can stop injury while you're doing chest compressions. Tilt their head back by exploitation your palm against their forehead and a push against their chin.



**Step 6: Place the heel of 1 hand on the victim's breastbone,** a pair of finger-widths on top of the meeting space of the lower ribs, precisely within the middle of the chest.



**Step 7: Place your second hand on top of the first hand, Palms down,** interlock the fingers of the second hand between the first.

**Step 8: Position your body directly over your hands,** in order to straight your arms and somewhat rigid. Don't flex the arms to push, however kind of lock your elbows, and use your upper body strength to push.



**Step 9: Perform thirty chest compressions.** Press down with each hand directly over the breastbone to perform a compression that helps the heartbeat. Chest compressions are a lot of crucial for correcting abnormal heart rhythms (ventricular fibrillation or pulse less ventricular tachycardia, heart rapidly quivering rather than beating). You ought to press down by about two inches (5 cm)



**Step 10: Minimize pauses in chest compression** that occur when dynamic suppliers or getting ready for a shock. Commit to limit interruptions to less than ten seconds.

**Step 11: Make sure the airway is open.** Place your hand on the victim's forehead and 2 fingers on their chin and tilt the head back to open the airway. If you find a neck injury, pull the jaw forward instead of lifting the chin. If jaw thrust fails to open the airway, do a careful head tilt and chin raise. If there are not any signs of life, place a respiratory barrier (if available) over the victim's mouth.



**Step 12: Give 2 rescue breaths (optional).** If you're trained in mouth-to-mouth resuscitation and totally assured, provide 2 rescue breaths once your thirty chest compressions are complete. If you've never done mouth-to-mouth resuscitation before, or you're trained however rusty, stick with solely chest compressions.



**Step 13: Repeat the cycle of thirty chest compressions.** If you're conjointly doing rescue breaths, keep doing a cycle of thirty chest compressions, and then a pair of rescue breaths; repeat the thirty compressions and a pair of a lot of breaths. You ought to do mouth-to-mouth resuscitation for two minutes (5 cycles of compressions to breaths) before spend time checking for signs of life.



### 8.1.5 CPR Using AED



**Step 1:** Use an AED (automated external defibrillator). If an AED is accessible within the premises, use it as soon as possible to jump-start the victim's heart. Ensure that there aren't any puddles or standing water in the premises.



**Step 2:** Expose the victim's chest totally. Remove any metal necklaces or underwire bras. Check for any body piercings, or evidence that the victim includes a pacemaker or implantable cardioverter defibrillator (should be indicated by a medical bracelet) to avoid shocking too close to those spots. Confirm the chest is completely dry and the victim isn't in a puddle. Note that, if the person has a lot of chest hair, you ought to shave it, if possible. Some AED kits come with razors for this purpose.



**Step 3:** Attach the sticky pads with electrodes to the victim's chest. Follow the directions on the AED for placement. Move the pads at least one inch (2.5 cm) off from any metal piercings or implanted devices. Ensure that nobody is touching the person when you apply the shock.



**Step 4:** Press analyse on the AED machine. If a shock is required for the patient, the machine can notify you. If you do shock the victim, ensure nobody is touching him/her.



**Step 5:** Don't remove pads from the victim and resume CPR for another five cycles before using the AED again. Stick on adhesive electrode pads is meant to be left in place.

### 8.1.6 Chain of Survival

Chain of Survival could be a sequential process for providing treatment to victims of SCA outside of a hospital setting. Additional individuals will survive SCA if the subsequent steps occur in fast succession:

- Cardiac arrest is instantly identified, and the emergency response system is begun
- CPR is started with an emphasis on chest compression

- Rapid medical care could start
- Effective life support is started
- Integrated post-cardiac arrest care is given
- Quick execution every step is important because the possibilities of survival decrease 7 to 10 % with each passing minute.

### 8.1.7 Safety Signs at the Shop Floor

#### Health and safety signs

A sign informs and instructs about safety and health at work by means of a signboard, a colour, an illuminated sign or acoustic signal, a voice or hand signal. Some important signs which could be used at a shop are as below:



*Prohibition sign*



*Electricity Danger*



*Exit sign*



*No Smoking*



*First Aid*





*Fire Extinguisher*

*Fig 8.1.10: Safety sign*



Module Name	Unit Name	URL	Page No.	QR Code
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	Choosing media and channels for messages	<a href="https://youtu.be/XZb6eHdi_os">https://youtu.be/XZb6eHdi_os</a>	<a href="#">72</a>	
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