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## Abbreviations

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ABU	Asia Pacific Broadcasting Union
AIBD	Asia Pacific Institute For Broadcasting Development
BBS	Bhutan Broadcasting Services Corporation Ltd.
BICMA	Bhutan Info-com & Media Authority
BMF	Bhutan Media Foundation
CEO	Chief Executive Officer
EX	Ex Country
FGD	Focus Group Discussion
HR	Human Resource
HRD	Human Resource Development
IC	In Country
ISTMP	In Service Training Of Media Personnel
KII	Key Informant Interview
KUENSEL	Kuensel Corporation Ltd.
LFA	Logical Framework Approach
MOU	Memorandum Of Understanding
NGA	Need Gap Analysis
NYAB	National Youth Association Of Bhutan
RFP	Request For Proposal
RJ	Radio Jockey
SLA	Self-Learning Area
TNA	Training Need Assessment
TOR	Terms Of Reference
TOT	Training Of Trainers

## Executive Summary

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Up until the 10<sup>th</sup> FYP, the national HRD endeavors have largely focused on addressing the needs of the civil service, and that different sector excluding the mainstream media organizations, have been developing their own sector-specific HRD policies and plans without regard to the long-term national vision or direction. And now that there is an evolving shift of national HRD from the government to the corporate and private sectors as reinforced by the 11<sup>th</sup> FYP policy guideline, this HRD master plan recognizes such an impetus for institutionalizing a coordinated strategy for planning, managing and supporting the Bhutanese media organizations with their HRD efforts.

Unlike many other master plans, this HRD master plan besides presenting a broad set of strategic HRD interventions also positions the Bhutan Media Foundation (BMF) as the prime proponent for implementing the strategies and targets. Additionally, the vision, mission, values and long-term objectives of BMF have been proposed to effectively facilitate and act upon the HRD strategies and targets.

While the plan is based on the generally used HRD planning concepts and frameworks in Bhutan, extensive consultations, workshops and interviews were held with relevant organizations, media houses and other stakeholders. Besides, to gain deeper insight into the current situations and anticipated future HRD challenges for media organizations; adequate references to similar sectors in few other countries have been also conducted. One of the overriding considerations as evident in this plan is the reference to the gradual evolution of popular democracy in the country, and therefore, the need for media organizations to enhance their professionalism and sustain required human capital through organized HRD strategies and key result areas.

The master plan contains six major sections excluding the general introduction and final thought or conclusion. These are media in Bhutan, development context and rationale, situational assessment, the way forward, strategies and targets and the implementation guide. Each section contains a summary. The implementation guide has been incorporated to help BMF to prepare for and roll out the suggested HRD strategies and targets. To the extent possible, this master plan has been kept simple and flexible to ensure successful implementation and timely review.

Finally, it is imperative that BMF prioritize the suggested HRD targets, initiate onboarding of the media houses and institutions, and set up the required systems to coordinate, monitor and evaluate the HRD activities early on.

## Part 1: Introduction

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### 1.0 Summary

The main purpose of this document is to present a human resource development plan with a framework to address the existing deficits faced in, and by, the media organizations in Bhutan. A strong media and information environment is critical to a young democracy like Bhutan. To promote a vibrant democracy, it will require a free and democratic environment in which the Bhutanese media can play an effective role.

This section outlines the context and scope, objectives, structure and limitations of media sector in Bhutan.

### 1.1 Context and Scope

The Bhutan Media Foundation (BMF), mandated to develop the professional capacity of the media in the country, draws the need for a HRD Master Plan (hereafter “HRD-MP4M or simply MP4M) from the facts mentioned below:

- Media organizations in the country generally function based on their independent capacities and thus lack equitable competence to assume equitable roles and responsibilities.<sup>1</sup>
- No comprehensive or relevant studies have been carried out assess the current capacity gaps, and challenges and needs of the media sector till date.
- An impact study of the capacity building initiatives supported by various agencies has not been carried out.

The MP4M identifies the long-term and short-term strategic objectives to be pursued for a five-year period (2012-2016) for developing the human capital for the Bhutanese media. It also outlines strategic thrust areas or recommendations, activities, and the expected outputs.

### 1.2 Concept and Objectives

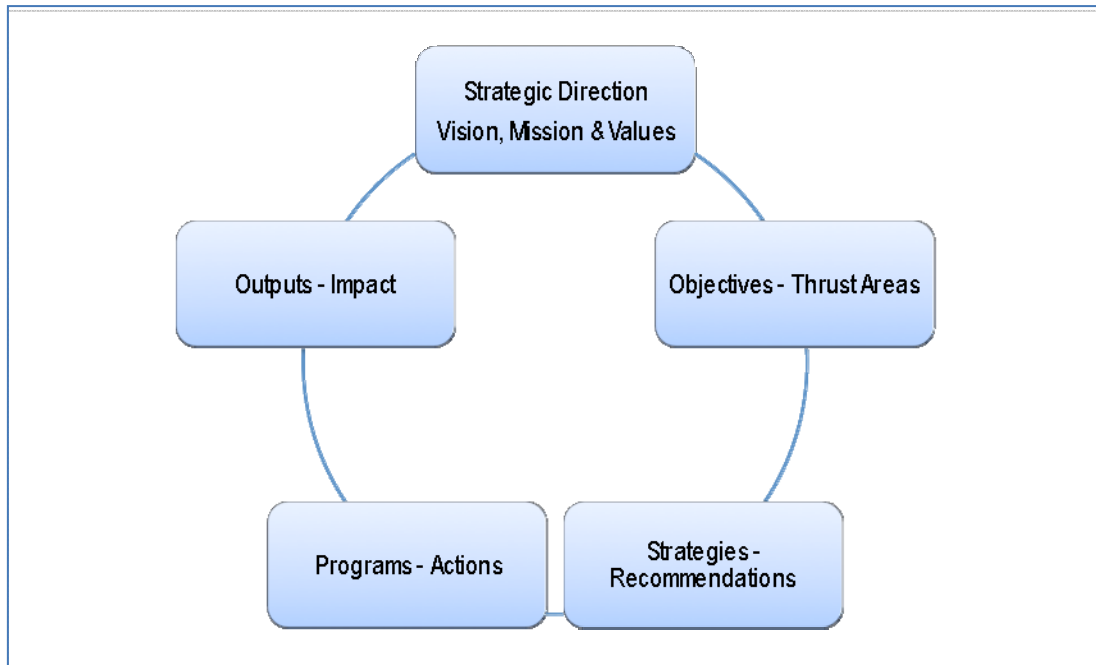
The concept recognizes that there is no coordinated national approach towards addressing the human capital development needs of the media sector as well as that the role of media in Bhutan is increasingly becoming crucial in helping the government build a knowledge-based society. Therefore, the generic approach adapted in conceptualizing the preparation of the

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<sup>1</sup> Figure 1, *The constraint process in the media organizations for professional capacity development*

MP4M is iterated by the following cyclical frame that acknowledges the inter-relatedness of each process rather than their linearity and singularity:

Figure 1. Conceptual process of the MP4M.



To link the preamble of the Royal Charter, the mandates of BMF and the professional capacity development activities of media organizations, a common framework to approach the task at hand has been adopted. It also serves to draw a clear purpose of every event. For its merits of popularity of use and scientific approach, the Logical Framework Approach (LFA) is deployed as the methodology for conducting this study. This is being elaborated in Part 5.

### 1.3 Structure and Methodology

A comprehensive HRD needs assessment was carried out to obtain accurate and critical information to the extent possible. For the purpose of the study, the assessment was segmented into components such as the field surveys, focus group discussions (FGDs), key informants interviews (KIIs) and secondary research (SR). Following are some of the key methodological approaches deployed for conducting the study:

1. A sample size of 425 respondents was selected at random for representation of their organization <sup>2</sup> through a self-administered questionnaire <sup>3</sup> (Quantitative study). The questionnaire enumerated during the survey process consisted of structured questions for the respondents to fill up. It consisted of three parts. The first part gathers basic personal professional information on the qualification and service period in the specific media organization, the second, focuses on human capacity requirements and the third, assesses the current competencies of employees. Further, the questionnaire was structured to examine the overall strategic position of media organizations in terms of their organizational capacity.
2. FGDs were held with key representatives<sup>4</sup> from various media houses and stakeholders for a day to gauge the capacity of the media in a democratic set-up (Refer Annexure A). A consultative meeting was also scheduled with the executives, mostly with managerial and above positions from the mainstream media. The FGD facilitated the exercise on assessing the current skills and position gaps in their respective organizations and at the same time, envisioning the aspirations of the skill requirements based on the overall missions of their organization. A semi-structured questionnaire was also developed for the participants before initiating the actual discussions. The interviews were designed to extract and zoom in on the HRD policies in their organizations, its implications and impact.
3. For the KIIs, domain experts in media were selected and then through integrated mode of dialogues (telephonic followed by e-mails) information was obtained<sup>5</sup>. The informants included retired employees especially the professionals such as journalists, editors, producers and audio-visual engineers from the industry and few key employees. While the semi-structured interviews were targeted at assessing the existing skills media personnel, the envisioning of the skills requisite of media personnel for a five-year perspective from 2012 onward was conducted.
4. An extensive secondary research was carried out. The list of literature reviewed is given in Annexure B.

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<sup>2</sup> Table 5, Total gender disaggregated population in media organizations, Table 6, Total gender disaggregated sample collected (60% average percentage), Table 7, percentage of sample collected

<sup>3</sup> Annexure III, Self-Administered Questionnaire for the employees & Organizations in the media organization

<sup>4</sup> Table 8, List of participants of Focus Group Discussion held on 20/7/2011

<sup>5</sup> For privacy purpose, the names of the Key Informants Interview are not listed in this document

### 2.0 Summary

This section presents a historical overview of growth, evolution and development of Bhutanese media both in terms of quantity and variety. The legitimacy of freedom of press, radio and television and other forms of information dissemination, and the rights to information was formally institutionalized only after the enactment of the Constitution of the Kingdom of Bhutan. However, as evident in this section the cautious approach towards media liberalization has today in turn created necessary hands-on expertise and foundations for further strengthening the sector. The section also highlights some of the key challenges and opportunities for this changing media landscape.

### 2.1 The Evolution and Growth

Prior to the launch of the first five-year plan (FYP) in 1961, the “oral tradition” besides art and cultural events, has been the most popular form of information dissemination in Bhutan. With unique geo-physical conditions and strong indigenous rural cultures, oral tradition played a dominant role in disseminating ideas and information to the Bhutanese society at large. Traditionally, being a hierarchical society, information almost always flowed top-down by word-of-mouth. However, with the establishment of Kuensel in 1965 the newspaper that it launched has evolved from a weekly to bi-weekly and now to a daily publication. This important shift introduced the first ever print-based media in the country.

The advent of an amateur weekly broadcasting program in 1973 was another milestone. Initiated by the then National Youth Association of Bhutan (NYAB), it evolved into the Bhutan Broadcasting Services (BBS) bringing a shift from listening to the All India Radio stationed in Kurseong. In 1986, BBS became a full-fledged state-owned radio station under the Ministry of Communication and Development, Royal Government of Bhutan (RGoB).

Media has undergone a remarkable metamorphosis since the delinking of Kuensel and BBS from RGoB in 1992. Undoubtedly, this wisdom exhibited by the Fourth King Jigme Singye Wangchuck prepared Bhutan to advance into a democratic state through a progressive promulgation of freedom of speech. In 1999 coinciding with the Silver Jubilee of the reign of the Fourth King, the country witnessed another landmark by opening itself to the television and Internet technologies. Though there are no private TV stations in Bhutan, about 48 cable



operators today provide a menu of over 50 different channels. There are local cable TV service providers as well.

However, the biggest paradigm shift in the history of Bhutanese media is the liberalization of media industry in 2007, the year when the first private newspaper, Bhutan Times made to its maiden voyage. This initiative offered the Bhutanese society with wider perspective on information and choice to be informed.

There are perhaps three main turning points in the history of the Bhutanese media. These are the launch of Kuensel in 1965, delinking of BBS and Kuensel in 1992 from RGoB as independent corporate entities by a Royal Decree, and in 2007, the liberalization of media. These moves were important since they gave independence to media organizations, thereby enhancing the quality and frequency of information. What is therefore evident from this process of growth and evolution of media is that the government has gradually withdrawn its control over media. This independence and freedom to media is now clearly enshrined in the Constitution of the Kingdom of Bhutan:

*There shall be freedom of the press, radio and television and other forms of dissemination of information, including electronic (Article 7, Section 5).*

The Right to Information (RTI) Act enacted in 2010 is already a fundamental right given under the Constitution. It allows any Bhutanese to demand information from any government entity (excepting few) within a given timeframe failing which the agency could be prosecuted. The Act also requires government agencies to establish an information cell and designate a specific public authority to handle such requests and enquires. The Act also stipulates annual submission of reports of compliance to the RTI obligations by public authorities to the Prime Minister.

Bhutanese media in a very short span of time has grown very rapidly. Three years after the establishment of a parliamentary democracy, the number of media houses in Bhutan has seen an upsurge. 2010 was literally a boom time for the media industry. Bhutan has today 12 newspapers, one TV station and five radio stations. The most visible development has been in the print and broadcast media. This surge has been possible because of liberal outlook of the

state, and the importance given to promoting a free, pluralistic and independent media. The Bhutan Info-Com and Media Authority (BICMA) administers licensing of media entities.

Of the English papers, Kuensel is the only daily publication. Bhutan Today is a bi-weekly paper, Bhutan Observer, a Friday paper, Business Bhutan, a Saturday paper, and Bhutan Times, The Journalist and Bhutan Youth, Sunday papers. The Bhutanese is a bi-weekly paper which join the print media fraternity recently. Others in Dzongkha include Druk Neytshuel, Druk Yoedzer, Druk Melong and Gyalchi Sarshog are all released on Sundays.

The BBS TV, BBS Radio, Radio High, Radio Valley, Centennial Radio and Kuzoo FM make up the broadcast media and all are daily broadcast. BBS is the only national public service broadcaster that provides both radio and television services. More than 48 towns in Bhutan can watch BBS TV directly while its FM radio service covers the whole country.

Besides these, film industry is also growing. Currently in almost all theatres around the country, only Bhutanese films are screened. Social media also plays an important role in Bhutan and is now increasingly becoming prolific. Many Bhutanese, from ordinary school-going children to the Prime Minister of Bhutan is now on Facebook. Many significant bloggers are also apparently on the web.

This profound growth of media has been possible due to the political transformation. And the expectations are generally high from the Bhutanese people. In 2008 parliamentary democracy, the media fraternity was at the very forefront covering political stories and election events and results. Their role was widely acknowledged and applauded. The two political parties virtually depended on media houses for people to form opinions about their parties and manifestoes.

The media editorials and news contents are increasingly becoming very robust or objective, outspoken and critical reflecting independent views and perspectives.

It is now widely realized that a well-informed society is crucial for the new democratic government to contribute towards the nation-building process, function effectively to understand issues and make informed decisions and for the general people to contribute meaningfully. Newspapers reach about half of the country's 20 Dzongkhags within the first 12 hours of their publication.

The reach of direct television is even wider. Radio is still the most accessible and affordable medium of mass media for Bhutanese people. The most popular radio in rural areas for entertainment is Kuzoo FM, and BBS radio, for news and current affairs. Internet access has also expanded with both free dial-up facilities and relatively low-priced broadband and 3G services provided by three Internet service providers

## **2.2 Opportunities and Challenges**

At the core of this new impetus is the need to address the challenges, which are mainly in the form of capacity constraints faced by media institutions and optimize on the emerging opportunities in the media sector. It is recognized that in order to sustainably develop quality contents and effective delivery of various media services, it will require human capital development for the media sector.

It is acknowledged that effective media are a vital ingredient in the establishment and maintenance of effective, transparent, and accountable state which promote development, protect human rights, respect the rule of law, and ensure that people are free to participate in, and be heard on decisions that affect their lives. This is highly critical for media stakeholders and the general public.

Some of the key challenges that currently confront media are:

1. Difficulty in extracting relevant information for investigative journalism
2. Difficulty in access to quality information
3. Difficulty in playing the balancing the acts between the power centers
4. Lack of collaboration or partnerships among media houses and with relevant institutions
5. Inadequate professionals in specialized media fields
6. Inadequate investment in research and development of media expertise
7. Low productivity of quality media content
8. Highly urban-centric focus
9. Excessive reliance on government to sustain operations
10. Decreasing trust and credibility due to competition and small size of readership

This report recognizes that these challenges are set against the overall national economic constraints such as small domestic market, inadequate infrastructure, high transportation cost, difficult access to finance, inconsistent policies, lack of management skills, shortage of professionals and low labour productivity, absence of research and development capability, and the access to land.

As listed above, the Bhutanese media is currently confronted with challenges in sourcing out relevant information for delivering objective and investigative media contents as well as in striking the right balance between the power centers primarily due to the traditional close-knit cultural characteristics. Within this context, human capital development remains the overriding challenge for the media sector, which if not addressed on time can make the rest of the constraints only more pronounced.

Despite these challenges, Bhutanese media do have some opportunities, which needs to be seized. These are:

1. Wide use of English language and growing English-speaking population
2. Increasing accessibility and use of Internet
3. High demand for specialized media and information professionals
4. Proliferation of media houses (both traditional and social media)
5. Space for networking among media stakeholders and relevant institutions
6. Conducive policy environment for media
7. Peace and security
8. Political stability

These opportunities need to be harnessed by the Bhutanese media, and once realized, the media sector can truly become most vibrant and a force to be reckoned with.

In brief, the political, technological and economic metamorphoses are speculated to bring about both the opportunities and challenges to the Bhutanese media that is already making a significant impact on the country.

## Part 3: Developments- Context and Rationale

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### 3.0 Summary

This section provides an overview of strategic direction, emerging role of media in democratic setting of Bhutan and its people's perception and expectation of the sector. Given this context, the need for a strategic roadmap towards developing the human capital for the sector is becoming more pronounced, and thereby imperative for BMF.

### 3.1 Policy and Strategic Need for HRD Plan

Bhutan has been able to put in place a sound institutional apparatus to complement the changing role of the media. The Constitutional clause on the freedom of press, radio, television and other forms of information dissemination such as the Bhutan ICM Act 2006, RTI 2010, media regulations and code of ethics and codes for advertising and content for both broadcast and print media, provisions of the Penal Code of Bhutan relating to media, the journalist association of Bhutan (JAB), and BMF.

The MoIC is responsible for overall policy and development of the media sector, and the Bhutan Information, Communication and Media Authority (BICMA) for administering media regulations.

The Guidelines for Preparation of the 11<sup>th</sup> FYP Plan (2013-2018) declares that media (along with the ICT) will “continue to play an important role in creating a media literate society and in creating employment opportunities in the sector”. Key objectives are to:

- a) Promote Bhutanese information society, strengthen good governance and enhance economic development, and
- b) Develop a responsible, vibrant and creative information and media industry”. Within this, one of its key result areas is – “citizens empowered through effective use of media to make informed decisions”.

### 3.2 The Emerging Role

With the institutionalization of parliamentary democracy in Bhutan, numerous changes both at institutional and organizational levels are beginning to evolve as well as the needs and expectations of the general public. For instance, one of the main aspirations of the EDP – 2010

is to promote a green and self-reliant economy through a knowledge-based society guided by the philosophy of GNH.

Together with other relevant institutions, media organizations are thus expected to make Bhutanese a well-informed and knowledge-based society by developing and delivering appropriate and pluralistic news content, knowledge and infotainment.

An independent media play an important role in fostering and safeguarding democratic and pluralistic values, and strengthening good governance. Although Bhutanese media are able to wield varying degrees of influence on the contents of public policies and legislations, its role also includes serving as a bridge between the government and the people. Despite its recent beginnings, Bhutanese media is evolving rapidly. Its role in strengthening the functioning of the government and for promoting vibrant democracy has become highly crucial.

The role of the media, in the GNH context means providing credible information to the Bhutanese society as part of public service whether the media are public or privately owned. The role of media is therefore about creating and improving the space for healthy public discourse and debates.

For young democracy in Bhutan, it is highly essential that media provide factual contents and well-informed perspectives within the appropriate media contexts or styles so that the public who are the ultimate media service consumers in turn can make their own judgments and choices based on it.

The three arms of the state (executive, legislative and judiciary) including the public and the media will need to re-define media freedom in the context of democracy and the right to information as applicable to their jurisdiction. In other words, each party will need to contextualize their institutional mandates or citizenry responsibilities and then conduct their affairs by being media literate. Media literacy refers to basic knowledge and skills for understanding and scrutinizing information churned out by various media houses. Media service consumers whether public or private are responsible for scrutinizing the media contents and examining the sources of information for credibility and accuracy.

Media literacy has become more crucial than before particularly when our society is beginning to see an explosion of various media forms and coverage. Therefore, what and how should

media entities address this challenge? So in the context of freedom of press, radio, TV and other Internet and electronic-based media such as social networking and interactive sites, and the freedom of speech, opinion and expression given to the general citizenry, what kind of role should the Bhutanese media play?

BMF as new non-government organization is confronted with new mandates and such challenges in creating an enabling environment for media houses in the country. Given the current general environment and the role of media in democratic Bhutan it clearly provides the reason why BMF must be strengthened and prepared to adapt to the emerging needs and challenges. BMF perceives the human capital development as one of the top priorities for the Bhutanese media.

### **3.3 Performance and Perception**

As part of government's agenda to clearly understand and formulate appropriate media policy environment, the MoIC commissioned two national level media impact studies in 2003 and 2008 (MIS-2003 and MIS-2008). The findings from the MIS-2003 suggest that the media in Bhutan despite its nascent stage were already an integral part of the country's evolution and modernization. Though the study was conducted only after four years after the launch of TV in 1999, MIS-2003 reports this powerful medium being used for acquiring wider knowledge of the outside world and for infotainment purpose.

However, it also points out how subtle the influence of TV can be for shaping the lifestyles, views and values of Bhutanese people including that of the youth. Similarly, but with greater focus on the emerging policy contexts, MIS-2008 studies the role of media and its performance in terms of the country's development philosophy of GNH and its four pillars. Media policy for Bhutan has been and is embedded with the fourth pillar of good governance. Under this, the national key result areas expected of Bhutanese media are "strengthened democracy and governance" and "reduced corruption".

Drawing on this, the media sector as desired by the government has been able to make use of the convergence of media and ICT. More than one-third of the Bhutanese population uses the mobile telephony for purposes beyond voice calls. Various media and ICT-related technologies are coming in and are already popular in Bhutan including the pervasive digital and Internet-based social media.

One of the most visible performance evidences of media and the kind of impact that it had was undeniably witnessed both during and after the advent of the popular democracy in 2008. Since then, the upsurge in media-related activities in the country is becoming inevitable. Today both the traditional and new media are changing the way we do business, live, and shape our perspectives. With more than 34% of the country's population falling below 15 years of age there is a huge potential for media industry to only grow on its own but also to shape the future of Bhutanese society.

Besides disseminating accurate, timely and relevant information and other media-contents, the general public expects the Bhutanese media to act as a watchdog for scrutinizing the policy and legislative decisions made by the state, and promoting open debate and discussions. Both the public and media fraternity perceive that it is the responsibility of the government to open up. They contend that the information belongs to the public, because of which the government must be obligated to respond.

The present government led by the prime minister and the cabinet, have initiated the monthly 'meet-the-press'. This is one of the opportune platforms given to the Bhutanese media, where the freedom of the press and access to information is openly tried out.

There are others again that demand media to complement the government and other public entities in return by being responsible and mindful in disseminating accurate, timely and relevant information. Like in many other countries, media in Bhutan is also expected to operate independently and objectively without any fear or favor by producing, reporting or informing through quality media contents. Concomitantly, media is expected to conduct this role in a responsible and respectable way.

Another important concern from the general public is the inflow of global media contents and the rapidity at which these are adapted, produced and delivered into the local language. The popularization of global media contents such as films, serials, shows and musical programs that are channeled either through television or Internet is known to have a significant impact on the Bhutanese people, particularly the youth. Given the overriding GNH conscience, and the kind of society that we are, perhaps it is about time that we re-define what our media should be, and chart out a broad-based form of content and style appropriate for Bhutan.



## Part 4: Situational Assessment

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### 4.0 Summary

An assessment of current HRD situation of the media sector is discussed in this section. It highlights key constraints or challenges relating to human capital development needs based on which the findings will form the basis for HRD plan.

### 4.1 Review of HRD for Media

Generally, HRD plans and programs in the country are either sector-based or institution-driven. Different ministries and public agencies are responsible for their own HRD activities. For instance, the Royal Civil Service Commission (RCSC) is entrusted with the overall responsibility of executing the HRD master plan for the civil service employees, the Ministry of Education (MoE) and Royal University of Bhutan (RUB) for employees engaged in school and college or tertiary education, and the Ministry of Labor and Human Resources (MoLHR) for technical and vocational education and training. MoLHR is also mandated to formulate and execute HRD plan for the corporate and private sector organizations. At the national level, there is a lack of coordination to integrate and synergize the long-term HRD priorities of various sectors.

As pointed out different sectors or institutions have their own HRD policies and plans thereby creating incongruity between the overall strategic directions of the Bhutanese economy and the emerging human capital needs of the sectors. The present government, cognizant of this reality directed MoLHR to publicize an all-inclusive national HRD policy, and accordingly the ministry drafted the National HRD Policy of the Kingdom of Bhutan (NHRD Policy 2010).

However, this policy has not made any firm footing on ground, albeit the ministry's standing as the apex agency for developing such national-level policy frameworks and ensuring integration and monitoring of such HRD plans for the corporate and private sector, especially for media organizations.

As we report on this, another high-level exercise for developing a national HRD road map has been entrusted to MoLHR by the Gross National Happiness Commission (GNHC) in 2012. And the ministry, keeping in line with directives to base the new HRD road map on the thrust areas reflected in EDP 2010 and Strategy for GNH, has already formed a multi-sector taskforce to develop the HRD road map for the country. However, as stipulated in the NHRD Policy 2010,

the sector-level HR planning will still remain with the member organizations concerned. For media, it will be left to institutions such as BMF and JAB, and other relevant entities to spearhead the development and execution of HRD Plan for the Bhutanese media.

In the process of liberalizing the media industry (since 2006) the spurt in the number of media organizations have disbursed the already limited pool of media professionals particularly to the new media houses, and thereby creating shortage of expertise in the old as well. With this, the skill cascading process and re-skilling efforts have been obstructed largely by investment constraints and financial sustainability of media organizations due to which the role and the responsibility of media in the democratic process is perceived to be under-optimized.

There is a strongly felt need for developing and enhancing the human capacity of the media in the country. Since the media business is highly dependent on human capital the need of a study to reveal the capacity development gaps and identify appropriate people development interventions for this sector is noticeably crucial. The high aspiration to avail HRD programs to enhance and enrich the knowledge and skills is a testimony of the fact that the HRD Plan would help in preparing the media organizations to effectively realize their daunting roles in the democratic process of the country<sup>6</sup>.

To cite some examples of HRD activities implemented by corporate media organizations such as Kuensel and Bhutan Broadcasting Services (BBS), short-term trainings in areas such as finance, journalism, TV, and printing were offered to their employees through institutional linkages (ILs) with external organizations. In 2008, two employees of Kuensel were trained on communications skills and six others availed trainings through ILs on courses such as marketing and customer care, supply chain management, performance planning management, training need analysis, customer relationship management, and compliance procurement in 2010. But for many new media houses, ILs is not established for reasons of lack of capacity and commercial motivation, to identify and establish common interests with external institutions<sup>7</sup>.

Except for corporate media entities, most with a view of saving on employee cost many of the basic trainings in various job positions such as finance, journalism, marketing, communication

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<sup>6</sup> Table 2, Percentage representation: Suggested Training Priority (Knowledge & skill area)

<sup>7</sup> Table 3, Training sponsor in Media Organizations

skills, research etc. are being carried out in-house. In the absence of professionally developed modules, every media organization trains their staff especially the new recruits through their own implied modules.

Therefore, the focus of HRD Plan is to identify and suggest interventions to develop the professional capacity of the media by supporting capacity building programs, and trainings both within the country and outside. In well-established media organizations, the policy and operational guidelines on long-term capacity development programs are usually laid out in their internal service rules or manuals through schemes of open scholarship with the burden of salary being borne by the employers. However, for many others, such provisions are literally absent, in effect to the lack of an endorsed service rule, which is also because of their recent entry and capacity constraints.

Short-term capacity development programs in most of these new entrants are generally based on the trigger-of-offer or ad-hoc invitations, as they do not possess a planned schedule for developing their human capital on a yearly basis. Except for the corporatized media like Kuensel<sup>8</sup> and BBS, there is no HRD budgeting for the rest. Media personnel have attended about 244 training programs since 2008 under various arrangements in areas listed in the following table:<sup>9</sup>

Table 1  
*Past Training Areas Attended by Media Personnel*

No.	Training Areas	No.	Training Areas
1	Advanced desktop publishing	60	Graphic designer
2	Archiving	61	Graphics
3	Asia conference on broadcasting	62	Human resource management
4	Asia journalism fellowship	63	Intermediate radio production technique
5	Asian media summit	64	International training on color TV English
6	Asian news network	65	Internet products
7	ATP in pre-press	66	Internship in mail today
8	Basic camera course	67	Internship (business standard)
9	Basic computer course	68	Journalism
10	Basic course	69	Labor relations
11	Basic IT	70	Lamination
12	Basic radio program	71	Layout and marketing
13	Basic reporting	72	Life insurance

<sup>8</sup> Table 4, *The training needs plan of Kuensel is cited as an example*

<sup>9</sup> Table 3, *Trainings attended by media personnel in the past 3 years*

14	Basic TV program production	73	Lighting
15	Binding	74	Management
16	Block sector	75	Marketing
17	Book management	76	Marketing media
18	BPO	77	Masters
19	Broadcast fundamentals and satellite	78	MBA (IBM)
20	Camera handling	79	Media code and ethics
21	Children co-production workshop	80	Media convergence
22	Communication arts	81	Media coverage
23	Conference on climate change	82	New journalism
24	Conventional theatre	83	News reporting
25	Copyright	84	Office management course
26	Coverage of new democratic program	85	Online journalism
27	CTP unit	86	On-line system and marketing
28	Customer care	87	Photography
29	D.W training for children program producer	88	Plate section
30	Data base management	89	Print journalist
31	Deciphering	90	Printing
32	Designing course (Web)	91	Production
33	Desktop publishing	92	Project management
34	Diploma in financial management	93	Radio jockey
35	Digital archiving	94	Radio news production
36	Digital broadcasting	95	Radio PGM
37	Digital management (Spectrum)	96	Refresher
38	Digital switchover	97	Reporting the World Cup
39	Digital VDO production	98	Responsibilities of a chief editor
40	Digital Video production	99	Short wave transmission
41	Diploma in camera and lighting	100	Sound edition
42	Diploma in commercial accounting	101	Still camera, movie camera (theory)
43	Diploma in development journalism	102	Store management
44	Disaster coverage	103	Studio equipment
45	Documentary	104	TV program production
46	Driving	105	Election reporting
47	Dzongkha journalism (basic)	106	Tally
48	Dzongkha media	107	Television
49	Dzongkha media (special course)	108	Train-the-trainer
50	Dzongkha Unicode	109	FM TV
51	Editing and sound recording	110	VTR
52	Effective secretarial	111	Translation
53	Election reporting	112	Translation and layout and designer
54	Electronic broadcasting media	113	Transmission (DVBT)
55	Elephant and human co-existence	114	TV program production
56	English language course	115	Visual editing production
57	Entrepreneurship	116	Waste management
58	FM transmitter	117	Web programing
59	Folding technique		

### 4.3 HRD Needs Assessment – The Gaps and Findings

Some of the main dimensions of HRD needs of the media sector were assessed in terms of professional skills development, media's role, training-learning modules, organization structures, availability of editors and reporters, and the size of the industry. Some of the existing HRD gaps and their causes are as summarized below:

Table 2  
*Existing HRD Gaps and Causes*

HRD Needs & Training Areas		Gaps	Causes
1	Strategic direction on human capital development	The general vision is lacking; professional skills developing generally left to media personnel thereby forcing them on self-learning	Financial inadequacy to budget HRD activities
2	Media organizations' role	There exists conflict of investment goals of media houses and their role in bridging the society	Lack of alternate source of revenue for media organizations
4	Capacity development or training-learning modules	No standard training modules and certifications	Lack of vision for professional skill development
5	Organizational structure	Only corporate media houses have linkages and associations with professional media institutions outside	
6	Editors and Reporters	Corporate entities possess more qualified personnel than private media organizations	Small investment base of the private media such that operating under the trade license of small business with investment less than one million
7	Media organizations	New entrants into the industry targeting on the government advertising market	Incentive for small operators not having to bear huge investment burdens

More specific constraints or gaps as revealed by the study are highlighted below:

1. The strategic direction or vision of human capital development for the media sector is missing. Besides, there is no apex agency to serve as the overall national coordinator for developing long-term media HRD plans and programs. Due to this professional skills

development is lacking, and being constrained by inadequate investment capacity of media houses, which is why HRD programs are not set as priority.

2. There is a conflict between investment goals of media organizations and their role in connecting with the society to contribute towards the democratic Bhutan. There is no shared vision within the media industry on what Bhutanese media should be like, and what kind of content, style and form it should be presenting to the GNH society and how it should be wary of media imperialism. The advertisement market, largely fed by the government is already dwindling, and thereby media's role in bridging the society can be undermined.
3. There exists this perception that the best alternate for undertaking professional development in view of the financial constraints is the forced entry into "self-learning area" in due course of time. The perception is flawed strategically in opting for an alternate.
4. There is no single institution with documented modules and assessment methods for the purpose of carrying out in-house training programs for the new recruits as well as those already into positions for job changes within the organizations. Thus, there is a lack of such standard training protocol.
5. Only corporate entities (Kuensel and BBS) do possess some institutional links but the rest in the media industry does not. Hence media organizations do not stand at equitable positions in terms of access to training and other human capital development services.
6. In the media industry, of the sample (425), in the job position category of "editor", the number of personnel with post-graduate degree is only 4 representing 14% of the total 28, and the maximum qualification in this job position are graduate degree only representing 16 personnel or 57% of the total. Further, in this job category, the number of editors holding "diploma", class-12 and class-10 are 3, 3, and 2 personnel, representing 11%, 11% and 7% respectively.
7. For "reporters" positions, 14 have post-graduate degree and 42, a graduate degree. There are 2 reporters with diploma, 5 with class-12 and 1 with class-10 qualification and below

respectively. The percentage representation of post-graduate degree is 22%, graduate degree, 65%, diploma 3%, class-12, 8%, class-10, 2%, and less than class-10, it is 2%.

8. BBS, Bhutan Times, and Kuensel have the highest number of post-graduate degree holders with 5, 5, and 15 employees respectively of the 425 samples. The highest number of graduate degree holders is in BBS and Kuensel representing 51 and 54 personnel respectively. Private media organizations representation on the two qualification domains is very poor with only 28% of the 35 samples on post-graduate being distributed in the rest of the media organizations. Similarly, 44% of the graduates of the 171 are being distributed in media houses other than BBS, Bhutan Times and Kuensel.
9. Rapid proliferation of media houses is a threat to the over media setting and the sector's progress. New entrants operate on a small-scale but they get almost the same share of the advertisement pie. Consequently, the new entrants are able to make profit while the old ones face difficulty of keeping their businesses alive due to their size of investment and personnel. Therefore, it has become essential for BICMA to either right size the number of players in the industry or tighten its regulatory requirements for new and aspiring media license applicants through strict scrutiny of their business proposals.
10. The general scenario of media employees, particularly, the reporters reveal the urgent need for enhancing the skills and knowledge of working as reporter, for instance. The broad areas that can be covered in the form of seminars, conferences or workshops are:
  - GNH
  - Environment and related issues
  - Gender and social issues
  - Poverty
  - Democracy and role of media
  - Media ethics
  - Basic journalism
  - Social media
  - Mobile journalism
  - Citizen journalism
  - Media literacy programs
  - Abuse of authority and sexual harassment
  - Local governance
  - Corruption
  - Natural disasters and climate change
  - Training of the trainers workshops
  - Basic journalism (Dzongkha)
  - Dzongkha editing course
  - Radio station management
  - Radio jockeying
  - Film editing
  - Sound recording and editing

These are topical issues pertaining to Bhutan and the Bhutanese society in particular, and the global society at large. Seminars, conferences or workshops on these areas will create awareness among the reporters, enhancing the credibility of media houses. The MP-4M in recommending measures from a systematic perspective will consider the above issues keeping in view the supportive interventions of BMF.

The findings of HRD needs assessment as summarized and illustrated by Figure 2 are:

1. For all the domains of knowledge and skill area, there is a high level of acknowledgement on the skills importance to work and genuine training prioritization based on individual responsibility and aspiration to contribute towards the organizational goals.<sup>10</sup>
2. Media organizations are not equitable in terms of access to human resources, advertisement market and readership<sup>11</sup>. With no local media institutions in the country media organizations (corporate entities and other forms of business) are forced to recruit novice employees<sup>12</sup>. There is limited investment in human capital required for media houses. With the liberalization of media industry, the market share on advertisement is dispersed amongst the 12 print media, one television and seven radio stations<sup>13</sup>. As a result, the financial positions of most media organizations are generally vulnerable to risks. Because of this, to reduce costs some media firms such as BBS and Kuensel have instituted in-house training programs for their novice employees. This in effect has become a concern for newly established media houses.
3. The changing expectation of the Bhutanese society is perceived as another important concern by media organizations. Creativity, innovation and originality in media content and style are seen as something missing in Bhutanese media. One of the evidences of this is the unhealthy practice of outsourcing of editorial team in the same segment of media industry<sup>14</sup>.

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<sup>10</sup> Table 10 top ten suggested training priority (Percentage representation 70% and above)

<sup>11</sup> Reference from the focus group discussion held on 20/7/2011

<sup>12</sup> Sherubtse college would be commencing media studies program in the academic session 2012 only

<sup>13</sup> Table 11, List of print and radio organizations in the media industry, BICM Database

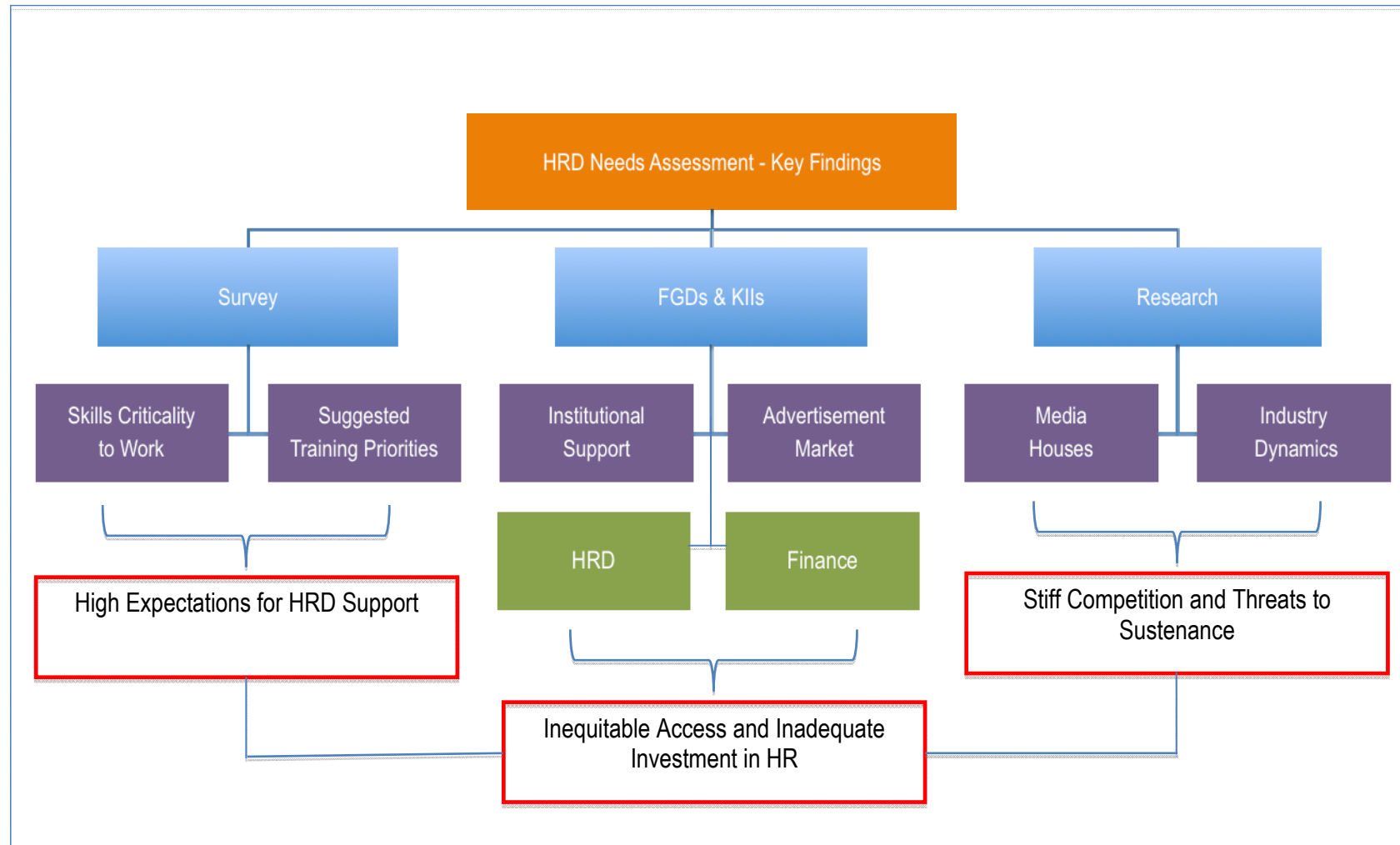
<sup>14</sup> Points ensued from the focus group discussion conducted on 20/7/2011



4. Public media organizations such as Kuensel are facing the issue of retention after having made huge investments in their professionals. It is usually the newly established media houses that purport to poach or hunt for seasoned media professionals so that their start-up organizational capacities can be built through cascading of such expertise.
5. Private media organizations are usually troubled by financial and administrative constraints, especially when it comes to investing in their human resources. Further, if they have to send their people for long-term studies or professional trainings outside their organizations, it must be done for reasons for not undermining the basic motive of setting up a rival media firm.
6. Resource constraint impedes many media houses from balancing between their responsibility of keeping the society informed and that of making their business sustainable. For instance, many media houses operate on shoestring budget, with little or no reliable budget for enhancing the knowledge and skills of their staff, not even of those core employees. Ensuing from this, the risk of advertisement market influencing the quality and nature of news is high. It is therefore important to build the competence of media staff so that the dependence of media houses on external influences is reduced.

As illustrated in Figure 2, the current HRD landscape of media sector as assessed by this study is characterized by high expectations for HRD support by media houses, inequitable access to institutional assistance and advertisement market and stiff competition in the industry.

Figure 2. Key findings of the HRD needs assessment.



The study revealed a uniform pattern of views with regard to skills criticality to work, and the suggested training priorities and challenges faced by Bhutanese media organizations<sup>15</sup>.

Table 3  
*Areas of HRD Assessment, Method and Findings*

No.	Areas of HRD Assessment	Method	Findings
1	Skill importance to work	Survey	Respondents felt that the knowledge and skill areas identified were of key importance to the job they do.
2	Suggested training priority	Survey	The respondents stated that there exists a gap between their skills and the job they do. Suggested the need for HRD and trainings to perform their task effectively.
3	Human resources	FGD & KIIs	There is limited labour force in the market with media background. Media organizations do not have access to skilled professionals.
4	Advertisement market	FGD & KIIs	The revenue for the media organizations from the government advertisements shrank at a fast rate since the liberalization of the media industry. Revenue shared by three organizations is now being shared among 10 print media entities; seven radio stations and one TV station.
5	Finance	FGD & KIIs	Limited revenue generation in media industry is the cause for lack of talent and human capital development efforts for commercial sustenance.
6	Media organization	Research	Media organizations, constrained by lack of access to skilled labor supply (3) and HRD budget (5) to train their own personnel in-house to make commercial sense.
7	Industry	Research	Intense competition in media industry due to which the revenue share is decreasing, which in turn makes media houses to resort to unhealthy business operations.

<sup>15</sup> Table 9, Percentage representation: Skill importance to work (Knowledge and skills area)

### 5.0 Summary

To realize the provisions stipulated by the Article II of the Royal Charter<sup>16</sup> of BMF it is imperative that the Foundation adopt a trio of guiding beliefs essential to effectively and convincingly support the Bhutanese media organizations in their efforts towards human capital development and media professionalism. As stated in this section, the vision, mission and values should serve as the overall guiding philosophy within which the strategic thrust areas and recommendations of MP4M should be implemented.

### 5.1 Vision, Mission and Values

As an apex institution for creating an enabling environment for media houses to grow and professionalize, it is necessary for BMF to conduct its business such as the implementation of the MP4M by constantly keeping in mind its vision, mission and values.

#### **Vision**

The “vision” describes the preferred status of BMF, particularly in terms of where it intends to reach in the long term. Generally, the span of period for visions is 10 to 15 years, but for BMF since it started only a year or two back, an eight-year perspective from 2012 might be desirable.

BMF’s vision as proposed shall be to become “a unique institution for developing and fostering the space for professional growth of Bhutanese media, respected for its consistently collaborative efforts towards championing for freedom of expression and media in a just, responsible and mindful manner”.

#### **Mission**

Mission statements of organizations often define their purpose of existence, and are generally drawn from the vision. In other words, the “mission” describes the major actions or steps to attaining the “vision.” So, the BMF’s mission as proposed shall be to “develop, fund, create or facilitate human resource development and training programs in media and media-related domains, and forums and networks for reflecting key issues and voices that matter in professionalizing Bhutanese media”.

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<sup>16</sup> TOR for the assignment “Terms of Reference, Development of Training Master Plan

## Values

To materialize the essence of its vision and mission statements, BMF's "values" are a set of behaviors and characteristics that the Foundation will hold as its code of conduct for conducting its institutional mandate and organizational business.

As a civil society organization, BMF's values shall be:

- Independent
- Proactive
- Transparent
- Accessible
- Unbiased
- Responsible
- Engaging
- GNH-mindful
- Sustainably-funded

High aspirations from the media personnel for HRD needs will support the system through active participation in contributing towards the creation of a strong media environment. In the survey, the respondents revealed that they do need the training programs in specific skill areas such as print journalism, broadcast journalism, TV journalism, marketing, finance, ICT, human resource, leadership, administration, personal effectiveness, printing and other related domains.

It is anticipated that there will be a reliable information system on professional development that is equitable and accessible to all media organizations through the interventions of BMF by way of creating a systematically transparent system for all media personnel.

Therefore, the proposed vision, mission and values of the MP4M is aimed at strengthening the human capacity of the media to enable them to perform professionally in the interest of the democratic Bhutan, and also to help build a knowledge-based GNH society:

## 5.2 Objectives

The objectives have been derived from the broader mission and vision for the fact of the availability of the singular objective in the RFP<sup>17</sup>. Based on the aspirations of MP4M, the following objectives are categorized into four core areas of BMF, and defined as:

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<sup>17</sup> TOR for the assignment "Terms of Reference, Development of Training Master Plan

**Access and Equity:** To assess the HRD needs (both in short-term and long-term) for building the institutional capacity considering the different levels of media organizations in the industry ranging from small media firms to corporate entities such as BBS & Kuensel.

**Quality of Professional Development:** To intervene in creating institutional links with relevant agencies within and outside the country for enhancing media's organizational capacity, and also to sensitize the public on media literacy, taking into consideration the popular social web networks.

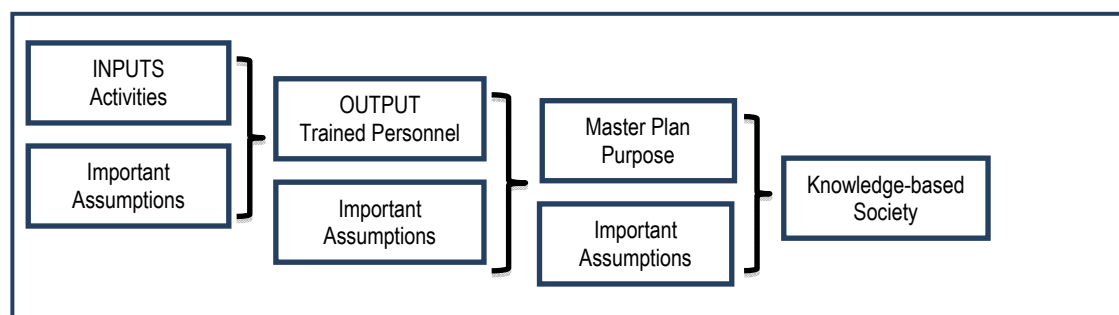
**Management:** To support the increase in the supply of media personnel from various institutions in the country.

**Financing:** To organize and coordinate the trainings and exchanges on identified professional capacity deficits, and also to identify and prioritize training needs by duration and category.

### 5.3 Design and Strategic Approach

On the premise of the LFA, important assumptions can be spelled out for the results of every event, be it the inputs in the form of activities (BMF guided or supported) of the media organizations, the output that have resulted in the media organizations, the purpose that have been achieved, or the overall contributions impacted towards the creation of a knowledge-based society in the democratic process. The MP4M based on the LFA connects the main components of the study.

Figure 3. Logical links of the MP4M.



## 5.4 Key Recommendations

The recommendations are drawn in line with the critical aspects revealed from the HRD needs assessment and with the assumption that the status of media houses would remain status quo. The recommendations are proposed keeping in mind the whole media industry as a system rather than fragmenting into different categories. While the the objectives, recommendations, activities and outputs of the MP4M are shown by Table 4, following are the recommendations:

- Recommendation 1:** Develop and implement a strategic HRD framework for the media sector
- Recommendation 2:** Streamline the HRD system and policy on training and development
- Recommendation 3:** Establish institutional linkages within and outside the country
- Recommendation 4:** Explore the possibility of establishing a full-fledged media academy in Bhutan
- Recommendation 5:** Create Human Capital Development Fund for Media Sector (HCDF)
- Recommendation 6:** Organize in-country training programs by bringing in international expertise
- Recommendation 7:** Promote synergy professional HR forums to share experiences and best practices among the local media fraternity

Table 4  
Summary of Recommendations of the MP4M

Objective	Recommendation	Activities	Outputs
<ul style="list-style-type: none"> <li>- <b>Enhance need-based HRD and training programs catering to the present and future needs of the media sector</b></li> <li>- <b>Provide equal HRD and training opportunities to all media organizations irrespective of their size and year of operation</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Develop and implement a strategic HRD framework for the media sector</li> <li>2. Streamline the HR-related system and policy particularly the training and development procedures</li> </ol>	<ul style="list-style-type: none"> <li>- Develop and implement a strategic HRD framework for the media sector to serve as a common reference for aligning the HRD efforts of individual media organizations</li> <li>- Conduct a systematic training needs assessment of the sector every after two to three years for developing the subsequent HR master plan</li> <li>- Create an online HR info-system for accessing and applying for training opportunities on BMF website</li> <li>- Set up and maintain a dynamic database of qualification and skills profile of all media professionals engaged in the Bhutanese media sector including the trainings coordinated by BMF</li> </ul>	<ul style="list-style-type: none"> <li>- Disseminated the strategic HRD framework to all media houses for information and reference</li> <li>- TNA report published and findings reviewed to be used for drafting the HRD framework</li> <li>- Designed and uploaded HR info-system online on BMF website</li> <li>- Database or registry of media professionals operational</li> <li>- Instituted equitable training opportunities to all media organizations irrespective of their revenue, size of headcount and operations</li> </ul>
<ul style="list-style-type: none"> <li>- <b>Provide a common institutional link for all the media organizations in the country</b></li> </ul>	<ol style="list-style-type: none"> <li>3. Establish institutional linkages both within and outside the country</li> <li>4. Explore the possibility of setting up a full-fledged media training institute in the country, or relevant existing training providers that cater to specific</li> </ol>	<ul style="list-style-type: none"> <li>- Establish at least four institutional linkages with reputed international media organizations, at least one each in print, broadcast, radio and new social media for strengthening the human capital of the media sector (by BMF)</li> <li>- Carry out the feasibility study for establishing a media training institute or center and submit the proposal to the government for approval</li> </ul>	<ul style="list-style-type: none"> <li>- MoUs signed and activities operational</li> <li>- A detailed project report on the feasibility study completed (DPR)</li> <li>- Proposal reviewed and submitted to the government for approval and support</li> </ul>



	training needs of the media industry		
- <b>Secure and allocate financial resources prudently to gain optimal outcome</b>	<p>5. Create human capital development fund for the Bhutanese media (HCDF)</p> <p>6. Organize in-country training programs by bringing in international media expertise</p>	<ul style="list-style-type: none"> <li>- Set up HCD Fund where media employers contribute a certain minimal % of total wages of their employees earning less than Nu. ... per month to the fund while the government can contribute a matching %; Employers can avail 70% or 80% of the training subsidy for developing their employees</li> <li>- Liaise with government agencies to secure and allocate financial assistance</li> <li>- Prepare the training schedules on a periodic basis</li> <li>- Organize or coordinate the training programs</li> </ul>	<ul style="list-style-type: none"> <li>- Secured financial assistance</li> <li>- Prepared timely HRD budget estimations</li> <li>- No. of training man-days achieved</li> <li>- No. of targeted personnel trained</li> <li>- No. of training programs organized or coordinated</li> </ul>
- <b>Improve HRD coordination and synergy among different media houses</b>	7. Promote synergy through HRD platforms such as professional forums to share knowledge, experience and best practices among the media industry	<ul style="list-style-type: none"> <li>- Establish HR forums among the media houses to encourage the process of knowledge sharing and managing best practices in HR and organization development</li> </ul>	<ul style="list-style-type: none"> <li>- Bhutan Media HR Forum (BMHR) created</li> <li>- Business charter and ToR of BMHR drafted</li> </ul>

## Part 6: Strategies and Targets

### 6.0 Summary

Unlike in the government organizations (civil service), and large public corporations many media houses still lack long-term HRD plans which is mostly due to inadequate national policies and strategies to encourage the private media firms to invest in their human capacity development efforts. With this, and also based on the opportunities and challenges specific to today's Bhutanese media sector as highlighted in part 2 of this report, this section focuses on the broad strategies, thrust areas and targets that the BMF should consider while implementing the MP4M. HRD strategies and key result areas as discussed herein are derived from the (a) vision, mission and values and (b) key recommendations. In other words, the strategies and key result areas are formulated based on the proposed strategic statements of BMF and the key recommendations that originate from the findings of the study.

### 6.1 HRD Strategies

Some of the broad strategic components suggested for BMF are as follows:

#### 1. Streamlining of HRD System and Initiatives

In order to render effective institutional capacity development support to the media houses, one of the strategies recommended for BMF is to streamline its HRD system initiatives. BMF must tightly put together its HRD systems and initiatives to institutionalize a sound foundation for supporting the media organizations. This is being discussed in Table 5 below.

Table 5

*Framework for Streamlining HRD System Initiatives*

Strategic Objective	Reference to Master Plan	Thrust Areas and Key Activities
Facilitate effective institutional capacity development support to media organizations	Strategic HR planning and organizational support structure	<ul style="list-style-type: none"><li>• Ensure that policies and plans on HRD for media sector are appropriately linked to other national HRD-related policies, strategies and priorities, and communicated at all levels</li><li>• Strengthen HRD system and processes for managing training and development initiatives</li><li>• Ensure effective monitoring and</li></ul>

		evaluation of HRD initiatives and that the system and processes itself are set in place or functional
	HRD knowledge and information management	<ul style="list-style-type: none"> <li>• Create and promote equitable and transparent access for acquiring and managing knowledge and information in support of HRD in the media sector</li> <li>• Promote, through HRD, an integrated and inter-media approaches to the development of HRD priorities</li> </ul>
	Adequacy of financial support and availability of external subject expertise	<ul style="list-style-type: none"> <li>• Ensure adequate access and use of financial and human resources for supporting the capacity development initiatives</li> </ul>

While the BMF act as the overall coordinator in streamlining the HRD system and initiatives to support the capacity development needs of the media sector, the media houses should also be made responsible for their own HRD-related system and processes. The Foundation should consider integrating all other strategies discussed below as part of its overall HRD plan.

## 2. Identifying, Sourcing and Delivering Trainings

Identification of professional training providers for the media sector both within and outside the country is another important strategic areas for BMF. The Foundation will need to carefully identify and outsource training programs whether short-term or long-term (programs with duration of less than three months may be considered as short-term and more than three months, long-term). One other important objective should be to promote and coordinate in-house training capacity of media organizations through joint action planning.

Based on the HRD needs analysis, a list of short-term trainings as shown by Annexure C is drawn up for 2012-2016. Similarly, Annexure D shows a set of long-term trainings identified for the same period, and followed by a generic process chart for implementation in Annexure E. A list of potential training institutes in India is presented in Annexure F. To accommodate the changes due to any specific or specialized training requirements BMF may need to review these.

All future training needs of the media sector should be conducted systematically by BMF and accordingly used for planning and budgeting the programs. A prioritized list of trainings

is shown in Annexure G. As an autonomous institution created for supporting media organizations, BMF must also proactively liaise with the MoLHR and other relevant agencies that are engaged in determining the national HRD policies and plans for the corporate and private sector in Bhutan.

### **3. Arranging Apprenticeship and Industry Attachment Programs**

To effectively groom and foster in-house media professionals, relevant apprenticeship and industry attachment programs (AIAPs) should be deployed, not only to new recruits but also to in-service employees. AIAPs should provide opportunities for prospective media job seekers and media personnel to acquire practical experience in the real workplace settings and enhance their professional skills. Modalities of AIAPs can be arranged as internships, traineeships and employee attachments across various media houses and other relevant institutions.

The AIAP for media sector if planned and programmed well can help BMF and its beneficiaries reduce substantial training and employee development costs. To initiate this kind of arrangements, it is imperative that a clear policy and operational guideline be developed in conjunction with the media organizations similar to the MoLHR's practice of signing MoUs with the corporate and private sector companies.

### **4. Creating HRD Fund for Media**

To sustain the HRD programs for the media sector, the possibility for creating a HRD fund for media should be explored and finalized with a matching amount from the RGoB. As an organization responsible for developing the professional capacity of media in Bhutan, BMF should submit proposals and initiate the dialogues with various potential international and national donors, and of course with the local media organizations.

The idea should be to create and develop a scheme where the media employers and other direct stakeholder entities contribute some minimal percentage of their total wages of their staff on payroll (could further specify the ceiling based on the category of employees earning less than Nu. 15,000 or 20,000 per month) to the fund while the RGoB can contribute a matching percentage to it. Based on the contribution by individual media houses, the training subsidies for developing their employees' skills can be provisioned,

and thereby, ensure the long-term viability of HRD programs for the media sector. Within this, another potential use of the scheme is to supplement the bilateral or multilateral partial scholarship funds provided by the donor agencies and institutions abroad for which the media house concerned can secure through this fund.

## **5. Establishing Institutional Linkages**

For better access to expertise and transfer of knowledge base for organizing and managing training and other capacity development initiatives to media houses, BMF must strategically explore and establish institutional linkages with outside professional like-minded institutions and partnerships with reputed organizations within the country.

A clear agenda on the design and operational aspects of such collaborations must be prepared. While there may be several institutions, BMF should be strategic in identifying and selecting collaborative linkages and partners. And one of the key considerations should be based on the extent to which such institutions can potentially enhance the quality, standard and relevance of capacity building support programs and services required by the media sector.

In addition, institutional linkages and partnerships should be forged to serve as a vehicle to build credibility and thrust for promoting media excellence through HRD initiatives in the sector. Having a good set of linkages and partners can certainly help BMF to mobilize organizational support and to promote a culture of cost-sharing and ownership of HRD interventions from among the media houses concerned. As part of this, BMF must also forge a clear interface with key government agencies, and other local independent institutions such as the Center for Bhutan Media and Democracy, Journalist Association of Bhutan, Bhutan Media Institute, Institute for Management Studies, etc. Therefore, a more strategic role for BMF will be to tie up with professional institutions and bodies in terms of developing its own capacity and for the media organizations.

## **6. Building Networks**

Building networks must be targeted towards fostering and promoting a vibrant learning culture in media-related professions. Professional networks with institutions and expert resources are generally established and maintained to share and seek a wide set of best

practices, standards and solutions to emerging challenges. So should BMF build networks with professional media organizations, and leaders and experts in media. To keep up with prevailing practices, networking can be seamlessly established using the social media sites as LinkedIn, Facebook, Twitter, etc.

## **7. Hosting Seminars and Webinars**

Like in any professions, hosting of workshops or seminars and webinars on topical themes and issues is another strategic thrust that the BMF can deploy. Using its core principles and values as an institution mandated to help promote professionalism and media excellence; it is a must for BMF to consistently host such high profile events.

## **6.2 HRD Key Result Areas and Activities (Tabular Form)**

HRD key result areas as outlined below refers to the intended impact of the broad strategies above:

1. Improved professionalism in developing and delivery media content, style and form
2. Better quality media productions and services including documentation and archiving
3. Improved and accessibility to professional networks and collaborations
4. Optimal utilization of human capital by media organizations
5. Improved media services and public satisfaction
6. Improved sustainability
7. Higher morale and positive attitude of media personnel

## Part 7: Implementation Guide

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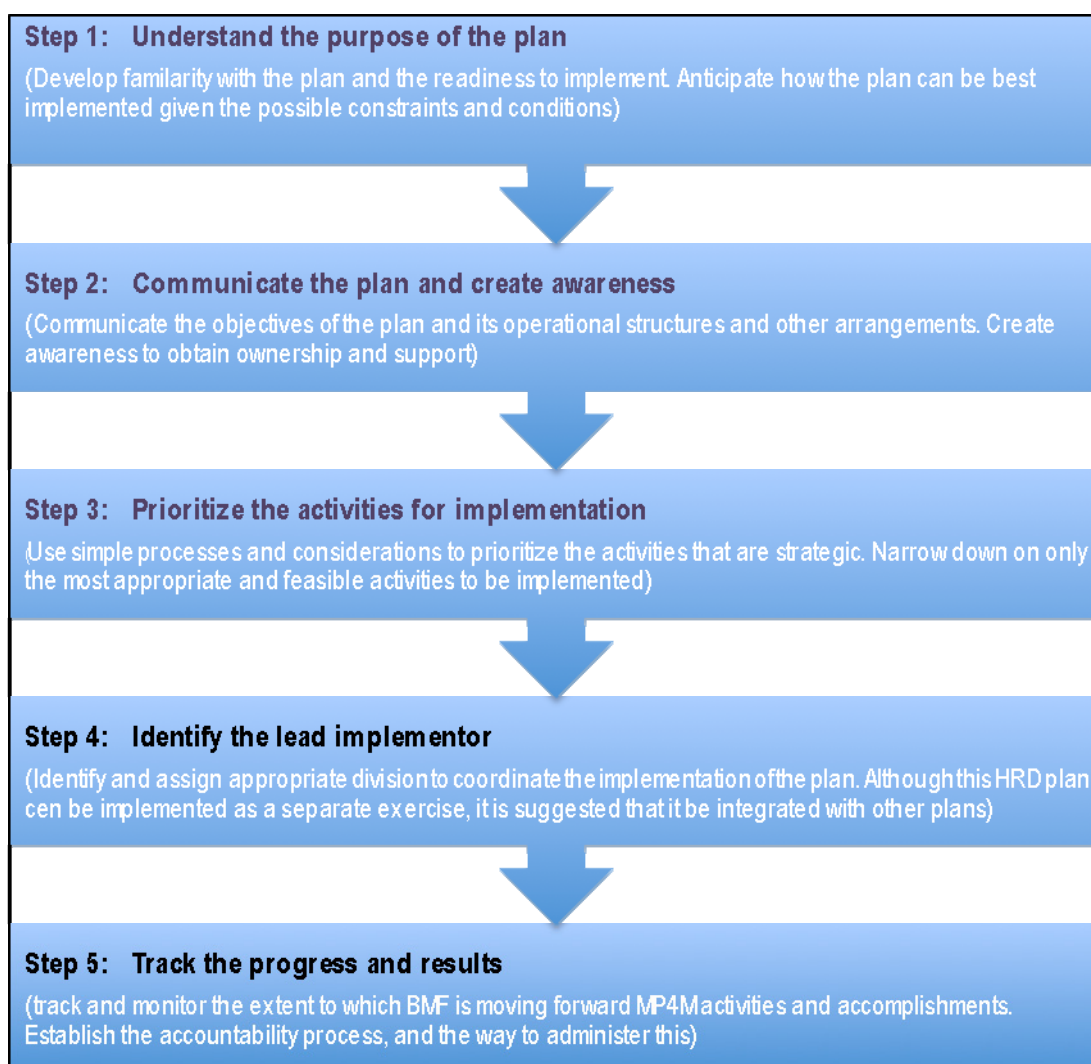
### 7.0 Summary

The implementation guide is prepared to assist BMF in implementing the recommendations and strategies suggested in this document. Its objective is to assist BMF in selecting and adapting relevant interventions of the MP4M so that the human capital needs and training constraints of the media organizations are addressed.

### 7.1 Implementation and Monitoring

The guide presents a process through which this plan can be effectively implemented. The guide is divided into five main steps as shown and brief descriptions are provided in Figure 4 below.

Figure 4. MP4M Implementation guide.



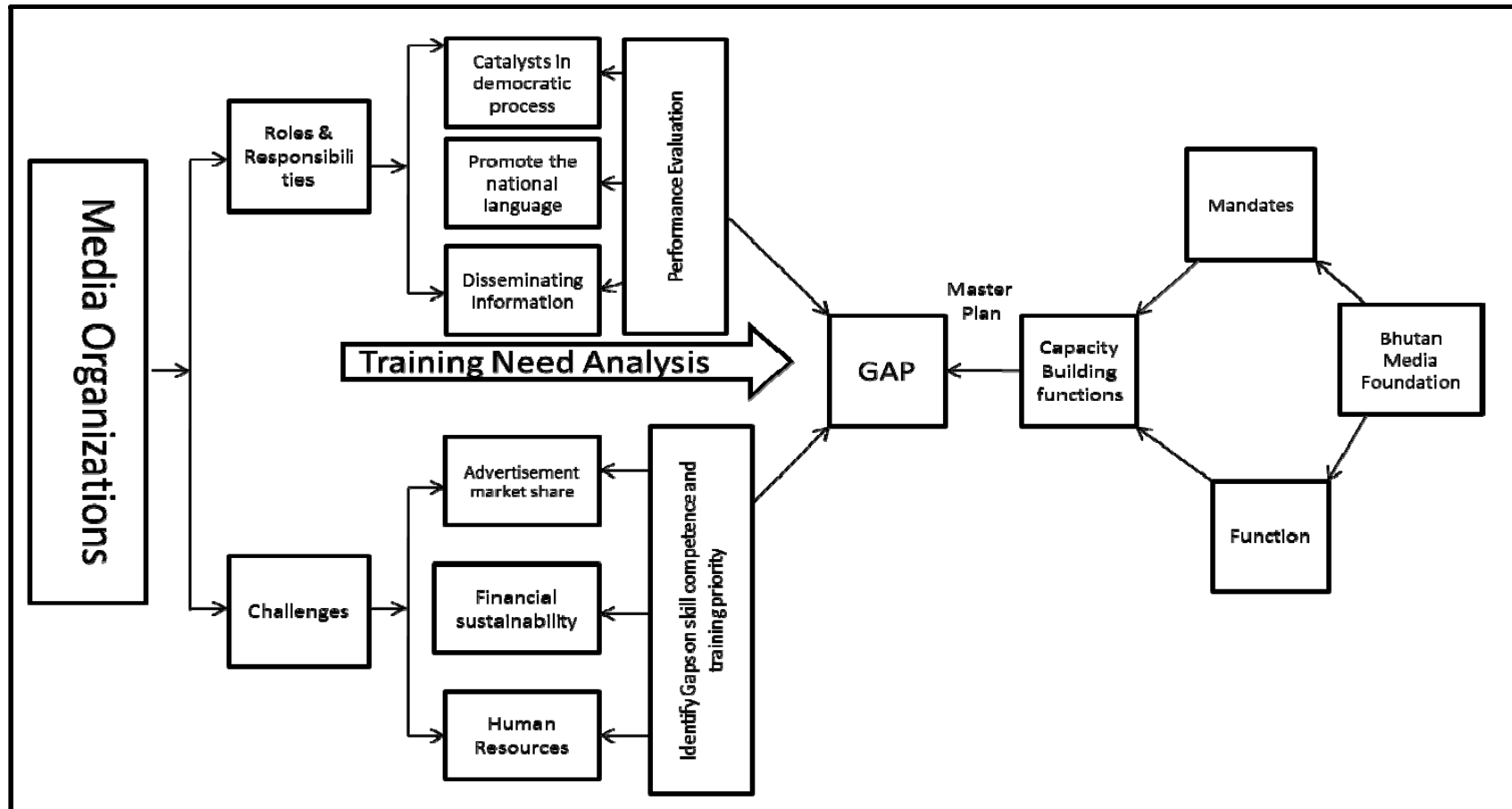
The process of implementation and monitoring of the plan necessitates the performance assessment of the activities with indicators that are objectively verifiable. Once the strategic thrust areas and activities are validated and finalized, setting of clear performance indicators for key activity should help BMF in implementing and monitoring. Clear accountability can also be established on the investments made for the media organizations.

## **7.2 Evaluation and Review of the Plan**

For the approach to the preparation of the MP4M, the media organization's roles and challenges are recognized based on specific organizational structures and HRD needs analyzed. The needs assessment facilitated in gauging their performance in the context of their role in democratic Bhutan and expectations of the media organizations. The intervening role of BMF is perceived to converge from the other end towards the identified professional development gaps with mandates and functions derived from the Royal charter and BMF's vision. Thus the MP4M is approached from a holistic external perspective without losing the HR priorities of individual media houses.



Figure 5. Evaluation approach to the Master Plan.



## Part 8: A Final Thought

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This HRD master plan is presented, as an organizational statement of the BMF to plan, manage and support the Bhutanese mainstream media in terms of their HRD-related capacity needs. The plan with its broad strategic interventions seeks to build on the strengths of the past human resource investments in mainstream media, reckon the issues that currently distress their performance potentials despite the recent transition to popular democracy and the upsurge of media houses threatening their sustainability, and initiate a new coordinated change intervention.

While the MP4M is apparently not infused with any unique ideas, it is largely based on the prevailing HR planning principles and frameworks used by many public and non-government institutions both within the country and outside. Unlike in many national or sector-specific HRD master plans that are voluminous and overburdened with complicated conceptual principles, policies and processes, it is expressly formulated by keeping it more simple, understandable and doable.

The suggested ideas on how to position BMF as a proponent of the strategies or recommendations made in this plan, it is imperative that their preceding rationale and objectives will take BMF forward into being a more responsive HRD champion for the Bhutanese media.

Of equal importance is the idea of ensuring the creation of knowledge and learning experience on instituting such capacity development initiatives. Both the suggested contents and approach of the plan will need to be reviewed and renewed in terms of their relevance to media houses and priorities. Given the changing media landscape in Bhutan, it is expected that the strategies and recommendations of the plan will help BMF to make a difference in supporting the cause of enhancing media professionalism. For these HRD intervention ideas have been developed based on inputs gathered and analyzed from a wide range of stakeholders including the key informants and practitioners from the local media industry and established HRD literature.

Therefore, it is hoped that BMF will keep this MP4M in the forefront of its mandates, and continue to strengthen the human capital for the Bhutanese media.

Short Term Training Programs (5 days to three months)										
	TRAINING PROGRAMS					2012-2016				
		Entity base	Slot per entity	Number of years	TOTAL SLOT	Y1	Y2	Y3	Y4	Y5
Sl. No.	<b>REPORTING AND JOURNALISM</b>					10	30	30	20	10
	RESEARCH METHODS	20	1	5	100	10	30	30	20	10
	NEWS AND REPORTS	20	1	5	100	10	30	30	20	10
	REPORTING ON SPORTS	20	1	5	100	10	30	30	20	10
	REPORTING ON ENVIRONMENT	20	1	5	100	10	30	30	20	10
	INTERVIEW SKILLS	20	1	5	100	10	30	30	20	10
	JOURNALISTIC WRITING	20	1	5	100	10	30	30	20	10
	INVESTIGATIVE JOURNALISM	20	1	5	100	10	30	30	20	10
	NEWS MAGAZINE SKILLS	20	1	5	100	10	30	30	20	10
	PRESENTATION AND COMMUNICATION SKILLS	20	1	5	100	10	30	30	20	10
	ONLINE JOURNALISM	20	1	5	100	10	30	30	20	10
	NEWSROOM MANAGEMENT	20	1	5	100	10	30	6	20	10
	STUDIO BASED PRODUCTION	4	1	5	20	2	6	30	4	2
	VISUAL EDITING SKILLS	20	1	5	100	10	30	6	20	10
	DEBATE & TALK SHOWS SKILLS	4	1	5	20	2	6	6	4	2
	NARRATION AND ANCHORING SKILLS	4	1	5	20	2	6	6	4	2
	LIVE REPORTING SKILLS	4	1	5	20	2	6	0	4	2
	<b>TECHNICIANS</b>									
	OUTSIDE BROADCASTING (OB & DSNG)	4	1	5	20	2	6	6	4	2
	BASIC TELEVISION AND RADIO BROADCASTING	4	1	5	20	2	6	6	4	2
	SATELLITE ENGINEERING	4	1	5	20	2	6	6	4	2
	DIGITAL TERRITORIAL TRANSMISSION	4	1	5	20	2	6	6	4	2
	NETWORK PLANNING, INSTALLATION & MONTORING	4	1	5	20	2	6	6	4	2

SATELLITE COMMUNICATION	4	1	5	20	2	6	6	4	2
BROADCAST AND COMMUNICATION TECHNOLOGY	4	1	5	20	2	6	0	4	2
<b>MARKETING</b>									
MARKETING PLAN & INFORMATION	20	1	5	100	10	30	30	20	10
MARKETING MANAGEMENT	20	1	5	100	10	30	30	20	10
PUBLIC RELATIONS	20	1	5	100	10	30	0	20	10
<b>FINANCE</b>									
FINANCIAL MANAGEMENT	20	1	5	100	10	30	0	20	10
<b>ICT</b>									
NET WORKING	20	1	5	100	10	30	30	20	10
DESIGNING / PUBLICATION	20	1	5	100	10	30	30	20	10
GRAPHICS	20	1	5	100	10	30	0	20	10
<b>HRM</b>									
STRATEGIC HUMAN RESOURCE MANAGEMENT	20	1	5	100	10	30	30	20	10
HUMAN RESOURCE PANNING & DEVELOPMENT	20	1	5	100	10	30	0	20	10
<b>LEADERSHIP</b>									
PROBLEM ANALYSIS, CONFLICT.& DECISION MAKING	20	1	5	100	10	30	30	20	10
EFFECTIVE LEADERSHIP	20	1	5	100	10	30	30	20	10
TIME MANAGEMENT AND INTERPERSONAL SKILLS	20	1	5	100	10	30	0	20	10
<b>PRINTING</b>									
SAFETY MANAGEMENT	20	1	5	100	10	30	30	20	10
QUALITY CONTROL	20	1	5	100	10	30	0	20	10
<b>FILIMING</b>									
ACTING	20	1	5	100	10	30	30	20	10
ADMINISTRATIONVANCE COURSE ON	20	1	5	100	10	30	30	20	10

DIGITAL FILMING										
ART DIRECTION	20	1	5	100	10	30	30	20	10	
CHOREOGRAPHY	20	1	5	100	10	30	30	20	10	
DIGITAL FILM MAKING	20	1	5	100	10	30	30	20	10	
FILM EDITING	20	1	5	100	10	30	30	20	10	
FILMS&ARCHIEVING	20	1	5	100	10	30	30	20	10	
FILM STUDY	20	1	5	100	10	30	30	20	10	
PRODUCTION & DIRECTION	20	1	5	100	10	30	30	20	10	
SCRIPT/SCREEN WRITING	20	1	5	100	10	30	30	20	10	
TECHNIQUES/LIGHTING	20	1	5	100	10	30	30	20	10	

## **Approaches to implement short term trainings**

1. Short term training will be organized as far as possible in – country unless training equipments and logistical training support cannot be arranged within the country.
2. Local resources such as the local training institutions and locally available expertise will be engaged to deliver the short term training programs.
3. In cases where local resources are not available, expertise from outside the country shall be hired to conduct trainings in the country.
4. Various funding sources would be solicited to meet the cost of short term training programs such as the government HR budget, NGOs, donors and BMF's fund source.
5. While BMF will serve as the anchor for the media training programs, it shall outsource the actual delivery and coordination of the training programs to relevant capacity builders in the country.
6. Wherever possible different training titles which are related and can be offered at the same time should be combined and delivered together.
7. While number of slots is mentioned for each year of implementation, the BMF can either spill over or bring forward the training programs one year to the other during the implementation depending on the funding available and the changing priorities in the sector.
8. The BMF shall ensure that the media entities obtain equitable access to the training opportunities through a transparent process of training invitation and allotment procedure.
9. Based on the Master plan, the BMF should prepare an annual prioritized training delivery plan that reflects the most current situation such as the funding circumstances, priorities and other resources situation.

10. The Journalist Association of Bhutan (JAB) and the Motion Pictures Association of Bhutan (MPAB) should be important stakeholders who should be engaged in advising on the identification of priority capacity building programs and the delivery approaches. These entities can be useful medium for BMF's communication with the respective sector.
11. An annual training output assessment should be undertaken to gauge the achievement and any adjustments and changes that may be needed in the Master Plan.

<b>Long Term Training Programs (three months to two years)</b>										
	<b>TRAINING PROGRAMS</b>	<b>Entity base</b>	<b>Slot per entity</b>	<b>Number of years</b>	<b>TOTAL SLOT</b>	<b>2012-2016</b>				
						<b>Y 1</b>	<b>Y 2</b>	<b>Y 3</b>	<b>Y 4</b>	<b>Y 5</b>
Sl. No.										
	Masters (Journalism)	5	1	5	25	5	5	5	5	5
	Diploma (Journalism)	5	1	5	25	5	5	5	5	5
	Mass Communications (Degree)	5	1	5	25	5	5	5	5	5
	Film Study	5	1	5	25	5	5	5	5	5
	Direction / Production	5	1	5	25	5	5	5	5	5
	Acting	5	1	5	25	5	5	5	5	5
	Writing (Journalism)	5	1	5	25	5	5	5	5	5
	Writing (Screen)	5	1	5	25	5	5	5	5	5
	Photography	3	1	5	15	3	3	3	3	3

### **Approaches to implement Long Term trainings**

1. Long Term Training will be generally conducted outside of the country.
2. Various funding sources would be solicited to meet the cost of long term training programs such as the government HR budget, NGOs, donors and BMF's fund source and any other potential sponsorship.
3. While BMF will serve as the anchor for the media training programs, it shall outsource the actual delivery and coordination of the training programs to relevant capacity builders in the country.
4. While number of slots is mentioned for each year of implementation, the BMF can either spill over or bring forward the training programs one year to the other during the implementation depending on the funding available and the changing priorities in the sector.

5. The BMF shall ensure that the media entities obtain equitable access to the training opportunities through a transparent process of training invitation and allotment procedure.
6. The Journalist Association of Bhutan (JAB) and the Motion Pictures Association of Bhutan (MPAB) should be important stakeholders who should be engaged in advising on the identification of priority capacity building programs and the delivery approaches. These entities can be useful medium for BMF's communication with the respective sector.
7. An annual training output assessment should be undertaken to gauge the achievement and any adjustments and changes that may be needed in the Master Plan.



## Annexure A: List of FGD Participants

(Held on 20<sup>th</sup> July 2011)

Sl.No	Name	Designation	Organisation
1	N.B Ghelley	Head-Administration & Finance	Bhutan Times
2	Namkhai Norbu	Managing Editor	Bhutan Times
3	Kaka Tshering	Managing Director	Bhutan Times
4	Nima Yanchen	Human Resource Officer	BBS
5	Mindu dorji	Head of Administration	Bhutan Observesr
6	Thinley Namgyel	General Manager, Operations	KUENSEL
7	Dorji Wangdui	Editor	Druk Yoedzer
8	Tandin Goenpo	Head-Administration	Druk Neytshel
9	Yeshi Dorji	Reporter	Druk Neytshel
10	Lobsang Dorji	Chief Executive Officer	Druk Yoedzer
11	Sonam Tenzin	Head- Administration	Bhutan Youth
12	Tshering Namgay	Radio Jockey	Radio High
13	Tshering Yeshi	Circular Managing	Gyalchi Sarshog
14	Kencho	Managing director	The Journalist
15	Tenzin Dorji	Managing director	Bhutan Today
16	S.B Chherti	Dy. Managing director	Bhutan Today

## Annexure B: Literature References

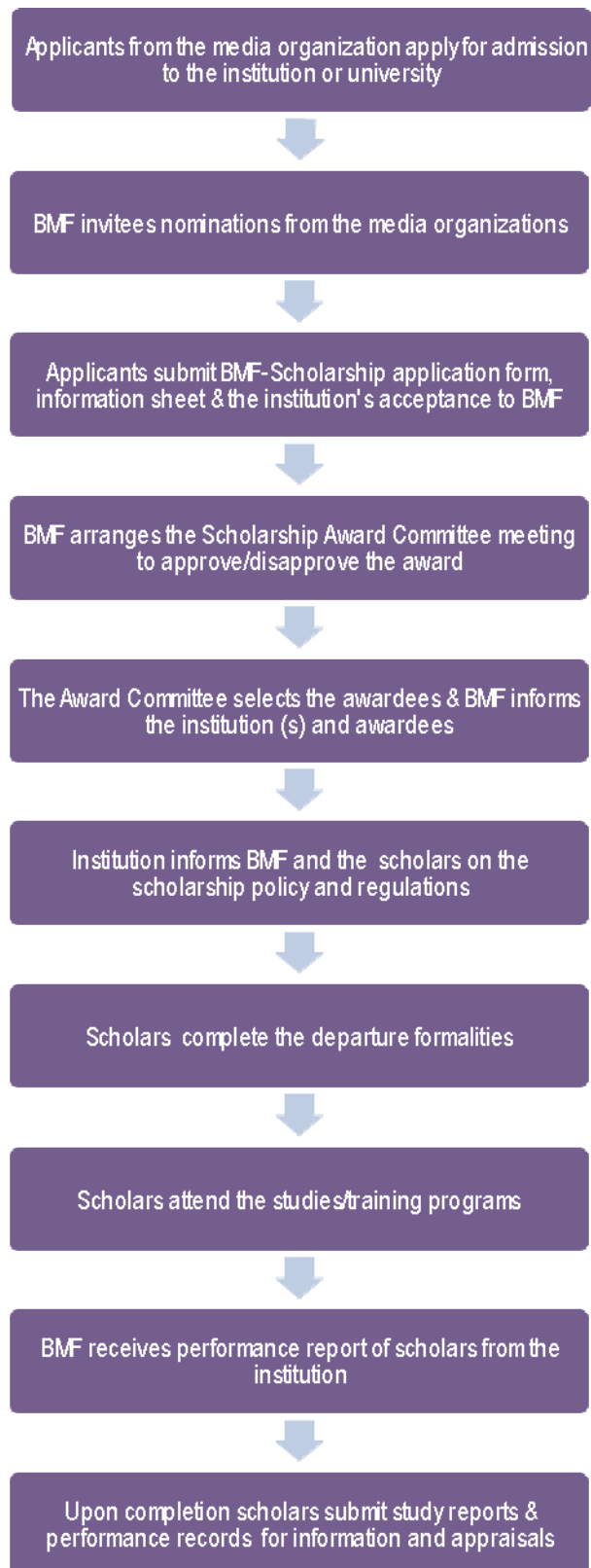
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10. Economic Development Policy of the Kingdom of Bhutan, 2010
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## Annexure C: Long-Term Training Implementation Process

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## Annexure D: Prioritized List of Trainings from the Baseline Data

Short-Term	Projected	Prioritized	Adjustments
Administration	23	23	Status Quo
Communication	9	9	Status Quo
Designing	13	4	-69%
Entrepreneurship	2	1	-69%
Finance	24	7	-69%
Graphics	13	13	Status Quo
Human Resource	18	18	Status Quo
ICT	19	19	Status Quo
Journalism	40	40	Status Quo
Leadership	10	10	Status Quo
Librarian	1	0	-69%
Logistics	11	11	Status Quo
Marketing	29	29	Status Quo
Other Skills	7	2	-69%
Photography	10	3	-69%
Printing	65	65	Status Quo
Research	4	4	Status Quo
Training of Trainers	1	2	69%
<b>Total</b>	<b>299</b>	<b>260</b>	
Long-Term	Projected	Prioritized	Adjustments
Administration	1	1	Status Quo
Broadcast Management	2	1	-69%
Communication	2	2	Status Quo
Design	1	1	Status Quo
Finance	1	0	-69%
Graphics	9	9	Status Quo
Human Resource	6	6	Status Quo
ICT	2	2	Status Quo
Journalism	21	21	Status Quo
Business Administration	4	4	Status Quo
Engineer	2	2	Status Quo
Marketing	12	12	Status Quo
Photography	3	1	-69%
Project Management	1	0	-69%
<b>Total</b>	<b>67</b>	<b>62</b>	

## Annexure E: Training Allocations to Mainstream Media (Proposed)

<b>SHORT-TERM</b>				
	<b>Print</b>	<b>Radio</b>	<b>Television</b>	<b>Total</b>
Administration	14	7	1	23
Communication	6	3	1	9
Designing	4	0	0	4
Entrepreneurship	0	0	0	1
Finance	5	2	0	7
Graphics	8	0	5	13
HR	11	6	1	18
ICT	12	6	1	19
Journalism	24	13	3	39
Leadership	6	3	1	10
Librarian	0	0	0	0
Logistics	7	3	1	11
Marketing	18	9	2	29
Other Skills	1	1	0	2
Photography	2	1	0	3
Printing	65	0	0	65
Research	3	1	0	4
Training of Trainers	1	1	0	2
<b>Total</b>	<b>188</b>	<b>56</b>	<b>16</b>	<b>260</b>
<b>LONG-TERM</b>				
	<b>Print</b>	<b>Radio</b>	<b>Television</b>	<b>Total</b>
Administration	1	0	0	1
Broadcast Management	0	0	0	1
Communication	1	1	0	2
Design	1	0	0	1
Finance	0	0	0	0
Graphics	6	3	0	9
HR	4	2	0	6
ICT	1	1	0	2
Journalism	13	7	1	21
Business Administration	3	1	0	4
Engineer	0	0	2	2
Marketing	8	4	1	12
Photography	1	0	0	1
Project Management	0	0	0	0
<b>Total</b>	<b>38</b>	<b>19</b>	<b>5</b>	<b>62</b>

## Annexure F: Long-Term Cost of Trainings (Per Program)

<b>Masters in Mass Communication (2 Year)</b>							
Particulars	In THB	Ex rate THB-\$	Per semester cost in USD	Total	Exchange rate	Cost in Nu. Thailand	India (Rs)
Registration fees one time	20,000	0.034	671	671	44.800	30,046	1,500
Tuition fees per semester	76,000	0.034	2,549	10,194	44.800	456,706	105,600
Living expenses	20,000	0.034	671	16,096	44.800	721,115	360,000
Insurance one time	20,000	0.034	671	671	44.800	30,046	5,000
Travel and visa	22,365	0.034	750	900	44.800	40,320	30,000
Books & stationeries	8,946	0.034	300	1,200	44.800	53,760	53,760
TOTAL						1,331,994	555,860

<b>Graphic Design (1.5 to 2 Year)</b>							
Particulars	In THB	Ex rate THB-\$	Per semester cost in USD	Total	Exchange rate	Cost in Nu. Thailand	India (Rs)
Registration fees one time	20,000	0.034	671	671	44.800	30,046	1,500
Tuition fees per semester	92,667	0.034	3,107	9,322	44.800	417,647	374,000
Living expenses	20,000	0.034	671	16,096	44.800	721,115	360,000
Insurance one time	20,000	0.034	671	671	44.800	30,046	5,000
Travel and visa	22,365	0.034	750	900	44.800	40,320	30,000
Books & stationeries	8,946	0	300	1,200	44.800	53,760	53,760
TOTAL						1,292,935	824,260

<b>Human Resource Management (2 Year)</b>							
Particulars	In THB	Ex rate THB-\$	Per semester cost in USD	Total	Exchange rate	Cost in Nu. Thailand	India (Rs)
Registration fees one time	20,000	0.034	671	671	44.800	30,046	1,500
Tuition fees per semester	76,000	0.034	2,549	10,194	44.800	456,706	950,000

Living expenses	20,000	0.034	671	16,096	44.800	721,115	360,000
Insurance one time	20,000	0.034	671	671	44.800	30,046	5,000
Travel and visa	22,365	0.034	750	900	44.800	40,320	30,000
Books & stationeries	8,946	0.034	300	1,200	44.800	53,760	53,760
TOTAL						1,331,994	1,400,260

<b>Broadcast Engineering and ICT (2 Year)</b>							
Particulars	In THB	Ex rate THB-\$	Per semester cost in USD	Total	Exchange rate	Cost in Nu. Thailand	India (Rs)
Registration fees one time	20,000	0.034	671	671	44.800	30,046	1,500
Tuition fees per semester	76,000	0.034	2,549	10,194	44.800	456,706	650,000
Living expenses	20,000	0.034	671	16,096	44.800	721,115	360,000
Insurance one time	20,000	0.034	671	671	44.800	30,046	5,000
Travel and visa	22,365	0.034	750	900	44.800	40,320	30,000
Books & stationeries	8,946	0	300	1,200	44.800	53,760	53,760
TOTAL						1,331,994	1,100,260

<b>Masters in Journalism (2 Years)</b>							
Particulars	In THB	Ex rate THB-\$	Per semester cost in USD	Total	Exchange rate	Cost in Nu. Thailand	India (Rs)
Registration fees one time	20,000	0.0335	671	671	44.800	30046	1,500
Tuition fees per semester	76,000	0.0335	2,549	10,194	44.800	456706	105,600
Living expenses	20,000	0.0335	671	16,096	44.800	721115	360,000
Insurance one time	20,000	0.0335	671	671	44.800	30046	5,000
Travel and visa	22,365	0.0335	750	900	44.800	40320	30,000
Books &						53760	



stationeries	8,946	0.0335	300	1,200	44.800		53,760
TOTAL						1,331,994	555,860

<b>Master in Business Administration (2 Years)</b>							
Particulars	In THB	Ex rate THB-\$	Per semester cost in USD	Total	Exchange rate	Cost in Nu. Thailand	India (Rs)
Registration fees one time	20,000	0.034	671	671	44.800	30,046	1,500
Tuition fees per semester	76,000	0.034	2,549	10,194	44.800	456,706	950,000
Living expenses	20,000	0.034	671	16,096	44.800	721,115	360,000
Insurance one time	20,000	0.034	671	671	44.800	30,046	5,000
Travel and visa	22,365	0.034	750	900	44.800	40,320	30,000
Books & stationeries	8,946	0.034	300	1,200	44.800	53,760	53,760
TOTAL						1,331,994	1,400,260

<b>Marketing Management (2 Years)</b>							
Particulars	In THB	Ex rate THB-\$	Per semester cost in USD	Total	Exchange rate	Cost in Nu. Thailand	India (Rs)
Registration fees one time	20,000	0.034	671	671	44.800	30,046	1,500
Tuition fees per semester	76,000	0.034	2,549	10,194	44.800	456,706	950,000
Living expenses	20,000	0.034	671	16,096	44.800	721,115	360,000
Insurance one time	20,000	0.034	671	671	44.800	30,046	5,000
Travel and visa	22,365	0.034	750	900	44.800	40,320	30,000
Books & stationeries	8,946	0.034	300	1,200	44.800	53,760	53,760
TOTAL						1,331,994	1,400,260

<b>Post Graduate in Photography (1 to 2 Year)</b>							
Particulars	In THB	Ex rate THB-\$	Per semester cost in USD	Total	Exchange rate	Cost in Nu. Thailand	India (Rs)
Registration fees one time	20,000	0.034	671	671	44.800	30,046	1,500

Tuition fees per semester	97,000	0.034	3,253	9,758	44.800	437,176	450,000
Living expenses	20,000	0.034	671	16,096	44.800	721,115	360,000
Insurance one time	20,000	0.034	671	671	44.800	30,046	5,000
Travel and visa	22,365	0.034	750	900	44.800	40,320	30,000
Books & stationeries	8,946	0.034	300	1,200	44.800	53,760	53,760
TOTAL						1,312,464	900,260

## Annexure G: Survey Questionnaires

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### PART 1: ABOUT YOURSELF

- i. Name of Respondent:
- ii. Name of the organization:
- iii. Sex (Please Tick):

Male	Female
------	--------

- iv. Educational Qualification (please tick the closest):

Post Graduate Degree	Graduate Degree	Diploma	Class XII	Class X	Class VIII	Informal	Others (specify)
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- v. Professional Qualification (specify):
- vi. Age: \_\_\_\_\_
- vii. Dzongkhag: \_\_\_\_\_
- viii. Number of years served in the present organization: \_\_\_\_\_
- ix. Number of years worked in the media sector: \_\_\_\_\_
- x. List the last three previous organizations where you worked with designation and year:

Year	Organization	Designation

- xi. Current position/designation:.....

- xii. Details of training received (in the past 3 years):

Title of Training/Course	Duration Year/month	Venue/Country	Sponsored by
1.			
2.			
3.			

- xiii. Is your education relevant to your current profession (Please tick):                      YES                      NO

## PART 2: SELF-ASSESSMENT OF TRAINING REQUIREMENTS

Please tick the appropriate box in all the areas:

1. Knowledge/Skills Area		1) Importance to your work			
1	<b>PRINT JOURNALISM</b>	High	Medium	Low	Not applicable
1.1	Basic Reporting				
1.2	Journalistic writing				
1.3	Feature writing				
1.4	Research				
1.5	Interview skills				
1.6	Investigative journalism				
1.7	Photography				
	Others (specify)				
	Others (specify)				
	Others (Specify)				

2. Knowledge/Skills Area		2) Suggested training priority			
2	<b>PRINT JOURNALISM</b>	High	Medium	Low	Self learning area
2.1	Basic Reporting				
2.2	Journalistic writing				
2.3	Feature writing				
2.4	Research				
2.5	Interview skills				
2.6	Investigative journalism				
2.7	Photography				
	Others (specify)				
	Others (specify)				
	Others (Specify)				

3. Knowledge/Skills Area		1) Importance to your work			
	<b>BROADCAST JOURNALISM</b>	High	Medium	Low	Not applicable
3.1	Basic Reporting				
3.2	Journalistic writing				
3.3	Feature writing				
3.4	Research				
3.5	Interview skills				
3.6	Investigative journalism				
3.7	Presentation skills				
3.8	Scripting radio drama				

3.9	News magazine skills				
	Others (specify)				
	Others (specify)				
	Others (Specify)				

4. Knowledge/Skills Area		2) Suggested training priority			
	<b>BROADCAST JOURNALISM</b>	High	Medium	Low	Self learning area
4.1	Basic Reporting				
4.2	Journalistic writing				
4.3	Feature writing				
4.4	Research				
4.5	Interview skills				
4.6	Investigative journalism				
4.7	Presentation skills				
4.8	Scripting radio drama				
4.9	News magazine skills				
	Others (specify)				
	Others (specify)				
	Others (Specify)				

5. Knowledge/Skills Area		1) Importance to your work			
	<b>TV JOURNALISM</b>	High	Medium	Low	Not applicable
5.1	Basic Reporting				
5.2	Journalistic writing				
5.3	Writing for TV				
5.4	Research				
5.5	Interview skills				
5.6	Investigative journalism				
5.7	Communication skills				
5.8	Live reporting skills				
5.9	Debate & Talk shows skills				
5.10	News magazine				
5.11	Studio based production				
5.12	Online journalism				
5.13	Narration and anchoring skills				
5.14	Feature writing skills				
5.15	Sports reporting				
5.16	Business reporting				
5.17	Environment reporting				
5.18	Newsroom management				

5.19	Writing leads and teasers				
5.20	Visual editing skills				
	Others (specify)				
	Others (specify)				

6. Knowledge/Skills Area		2) Suggested training priority			
	TV JOURNALISM	High	Medium	Low	Self learning area
6.1	Basic Reporting				
6.2	Journalistic writing				
6.3	Writing for TV				
6.4	Research				
6.5	Interview skills				
6.6	Investigative journalism				
6.7	Communication skills				
6.8	Live reporting skills				
6.9	Debate & Talk shows skills				
6.10	News magazine				
6.11	Studio based production				
6.12	Online journalism				
6.13	Narration and anchoring skills				
6.14	Feature writing skills				
6.15	Sports reporting				
6.16	Business reporting				
6.17	Environment reporting				
6.18	Newsroom management				
6.19	Writing leads and teasers				
6.20	Visual editing skills				
	Others (specify)				
	Others (specify)				
	Others (Specify)				

7. Knowledge/Skills Area		1) Importance to your work			
	TECHNICIANS (RADIO & TV)	High	Medium	Low	Not applicable
7.1	Engineering management				
7.2	Broadcast and communication technology				
7.3	Studio design and operation				
7.4	File based automation system				
7.5	Lighting system				
7.6	Outside broadcasting (OB & DSNG)				

7.7	Archiving of files and meta data system				
7.8	Basic course on Television and radio broadcasting				
7.9	Digital RF measurement & spectrum				
7.10	HBR product maintenance & servicing				
7.11	Camera & VTR maintenance & servicing				
7.12	Maintenance of HVR series				
7.13	Power system network				
7.14	HVAC, fire alarm, CCTV and security system, elevator				
7.15	Project management				
7.16	Satellite communication				
7.17	Satellite engineering				
7.18	Transmission network planning & installation & monitoring				
7.19	Digital territorial transmission				
	Others (specify)				
	Others (specify)				
	Others (Specify)				

<b>8. Knowledge/Skills Area</b>		<b>2) Suggested training priority</b>			
	<b>TECHNICIANS (RADIO &amp; TV)</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>Self learning area</b>
8.1	Engineering management				
8.2	Broadcast and communication technology				
8.3	Studio design and operation				
8.4	File based automation system				
8.5	Lighting system				
8.6	Outside broadcasting (OB & DSNG)				
8.7	Archiving of files and meta data system				
8.8	Basic course on Television and radio broadcasting				
8.9	Digital RF measurement & spectrum				
8.10	HBR product maintenance & servicing				
8.11	Camera & VTR maintenance & servicing				
8.12	Maintenance of HVR series				
8.13	Power system network				
8.14	HVAC, fire alarm, CCTV and security system, elevator				
8.15	Project management				
8.16	Satellite communication				
8.17	Satellite engineering				
8.18	Transmission network planning & installation & monitoring				

8.19	Digital territorial transmission				
	Others (specify)				
	Others (specify)				
	Others (Specify)				

9. Knowledge/Skills Area		1) Importance to your work			
	MARKETING	High	Medium	Low	Not applicable
9.1	Public relations				
9.2	Marketing Management				
9.3	Market Information Management				
9.4	Negotiation skills				
9.5	Selling techniques				
9.6	New Product development				
9.7	Service management				
9.8	Branding				
9.9	Segmentation / Positioning				
9.10	Developing Marketing plan				
	Others (specify)				
	Others (specify)				

10. Knowledge/Skills Area		2) Suggested training priority			
	MARKETING	High	Medium	Low	Self learning area
10.1	Public relations				
10.2	Marketing Management				
10.3	Market Information Management				
10.4	Negotiation skills				
10.5	Selling techniques				
10.6	New Product development				
10.7	Service management				
10.8	Branding				
10.9	Segmentation / Positioning				
10.10	Developing Marketing plan				
	Others (specify)				
	Others (specify)				
	Others (Specify)				



11. Knowledge/Skills Area		1) Importance to your work			
	<b>FINANCE</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>Not applicable</b>
11.1	Budgeting				
11.2	Financial Management				
11.3	Book Keeping				
11.4	Taxation				
11.5	Costing				
11.6	Pricing				
11.7	Tally				
11.8	Basic Accountancy				
11.9	Advanced Financial Management				
11.10	Procurement				
	Others (specify)				
	Others (Specify)				
	Others (specify)				

12. Knowledge/Skills Area		2) Suggested training priority			
	<b>FINANCE</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>Self learning area</b>
12.1	Budgeting				
12.2	Financial Management				
12.3	Book Keeping				
12.4	Taxation				
12.5	Costing				
12.6	Pricing				
12.7	Tally				
12.8	Basic Accountancy				
12.9	Advanced Financial Management				
12.10	Procurement				
	Others (specify)				
	Others (Specify)				
	Others (specify)				

13. Knowledge/Skills Area		1) Importance to your work			
	<b>ICT &amp; GRAPHICS</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>Not applicable</b>
13.1	Web designing				
13.2	Net working				
13.3	ICT Hardware management				
13.4	Network Administration				
13.5	Designing / publication				

13.6	Graphics				
13.7	Basic Computer applications				
13.8	Advanced Computer applications				
13.9	Masters in Information Technology				
13.10	CISCO switch router				
	Others (specify)				
	Others (specify)				
	Others (specify)				

14. Knowledge/Skills Area		2) Suggested training priority			
	ICT & GRAPHICS	High	Medium	Low	Self learning area
14.1	Web designing				
14.2	Net working				
14.3	ICT Hardware management				
14.4	Network Administration				
14.5	Designing / publication				
14.6	Graphics				
14.7	Basic Computer applications				
14.8	Advanced Computer applications				
14.9	Masters in Information Technology				
14.10	CISCO switch router				
	Others (specify)				
	Others (specify)				
	Others (specify)				

15. Knowledge/Skills Area		1) Importance to your work			
	HUMAN RESOURCE	High	Medium	Low	Not applicable
15.1	Human resource planning				
15.2	Strategic Human resource management				
15.3	Job analysis and evaluation				
15.4	Personnel information management system				
15.5	Human resource development				
15.6	Training needs analysis				
15.7	Performance Management system				
15.8	Salary administration				
15.9	Incentives and motivation				

	Others (Specify)				
	Others (Specify)				
	Others (Specify)				

16. Knowledge/Skills Area		2) Suggested training priority			
	HUMAN RESOURCE	High	Medium	Low	Self learning area
16.1	Human resource planning				
16.2	Strategic Human resource management				
16.3	Job analysis and evaluation				
16.4	Personnel information management system				
16.5	Human resource development				
16.6	Training needs analysis				
16.7	Performance Management system				
16.8	Salary administration				
16.9	Incentives and motivation				
	Others (Specify)				
	Others (Specify)				
	Others (Specify)				

17. Knowledge/Skills Area		1) Importance to your work			
	LEADERSHIP	High	Medium	Low	Not applicable
17.1	Effective Leadership				
17.2	Delegation				
17.3	Effective communication				
17.4	Management of a media enterprise				
17.5	Decision Making				
17.6	Problem Analysis				
17.7	Influencing and motivation skills				
17.8	Change Management				
17.9	Organizational Development				
	Others (Specify)				
	Others (Specify)				
	Others (Specify)				

18. Knowledge/Skills Area		2) Suggested training priority			
	LEADERSHIP	High	Medium	Low	Self learning area
18.1	Effective Leadership				
18.2	Delegation				
18.3	Effective communication				
18.4	Management of a media enterprise				
18.5	Decision Making				
18.6	Problem Analysis				
18.7	Influencing and motivation skills				
18.8	Change Management				
18.9	Organizational Development				
	Others (Specify)				
	Others (Specify)				
	Others (Specify)				

19. Knowledge/Skills Area		1) Importance to your work			
	ADMINISTRATION	High	Medium	Low	Not applicable
19.1	Office Management				
19.2	Secretarial services				
19.3	Office correspondences				
19.4	Filing and achieving				
19.5	Reception				
19.6	Customer service				
19.7	General administration				
19.8	Stores Management				
	Others (specify)				
	Others (specify)				
	Others (specify)				

20. Knowledge/Skills Area		2) Suggested training priority			
	ADMINISTRATION	High	Medium	Low	Self learning area
20.1	Office Management				
20.2	Secretarial services				
20.3	Office correspondences				
20.4	Filing and achieving				
20.5	Reception				
20.6	Customer service				
20.7	General administration				

20.8	Stores Management				
	Others (specify)				
	Others (specify)				
	Others (specify)				

21. Knowledge/Skills Area		1) Importance to your work			
	PERSONAL EFFECTIVENESS	High	Medium	Low	Not applicable
21.1	Communication skills				
21.2	Presentation skills				
21.3	Team Building				
21.4	Assertiveness				
21.5	Interpersonal skills				
21.6	Conflict Management				
21.7	Customer Care				
21.8	Planning				
21.9	Stress Management				
21.10	Time Management				
	Others (specify)				
	Others (specify)				
	Others (specify)				

22. Knowledge/Skills Area		2) Suggested training priority			
	PERSONAL EFFECTIVENESS	High	Medium	Low	Self learning area
22.1	Communication skills				
22.2	Presentation skills				
22.3	Team Building				
22.4	Assertiveness				
22.5	Interpersonal skills				
22.6	Conflict Management				
22.7	Customer Care				
22.8	Planning				
22.9	Stress Management				
22.10	Time Management				
	Others (specify)				
	Others (specify)				
	Others (specify)				

23. Knowledge/Skills Area		1) Importance to your work			
	OTHER SKILLS	High	Medium	Low	Not applicable
23.1	Project Management				
23.2	Project proposal writing				
23.3	Project Monitoring and				

	Implementation				
23.4	Business writing skills				
23.5	Supervisory skills				
23.6	Research skills				
23.7	(Any others Please specify. Use the following space.)				

24. Knowledge/Skills Area		2) Suggested training priority			
	OTHER SKILLS	High	Medium	Low	Self learning area
24.1	Project Management				
24.2	Project proposal writing				
24.3	Project Monitoring and Implementation				
24.4	Business writing skills				
24.5	Supervisory skills				
24.6	Research skills				
24.7	(Any others Please specify. Use the following space.)				

25. Knowledge/Skills Area		1) Importance to your work			
	PRINTING PRESS	High	Medium	Low	Not applicable
25.1	Quality control				
25.2	Binding techniques				
25.3	Machine handling				
25.4	Safety management				
25.5	Cost estimation				
25.6	Supply chain management				
	Others (specify)				
	Others (specify)				
	Others (specify)				

26. Knowledge/Skills Area		2) Suggested training priority			
	PRINTING PRESS	High	Medium	Low	Self learning area
25.1	Quality control				
25.2	Binding techniques				
25.3	Machine handling				
25.4	Safety management				

25.5	Cost estimation				
25.6	Supply chain management				
	Others (specify)				
	Others (specify)				
	Others (specify)				

### PART 3: SELF-ASSESSMENT OF PRESENT COMPETENCY

Please rate your present level of competence in the following areas of your work?

<b>1</b>	<b>JOB AREA</b>	<b>High competen ce</b>	<b>Medium compet ence</b>	<b>Low compet ence</b>	<b>Not Applica ble</b>
1. 1	My professional skills				
1. 2	Dealing with People with whom I have to interact				
1. 3	Managing resources which are within my control				
1. 4	Supervising people who are within my management				
1. 5	Planning my work				
1. 6	Dealing with my clients				
1. 7	Adapting to new technology related to my work				
1. 8	Adapting to new skills / approaches and methods of doing my job				

#### **PART 4: LEARNING STYLE / APPROACH INVENTORY**

This part is designed to help us gain an understanding of your preferred learning style / approach.

1. What is your preferred venue for training? Tick the most preferred.

- i. In – country
- ii. In – house
- iii. Out of Thimphu
- iv. Internship
- v. On the job training in a media firm outside

2. What would be a good training duration? Tick the most preferred.

- i. 1 to 3 days
- ii. 3 to 7 days
- iii. 7 to 14 days
- iv. 14 days to one month
- v. More than one month

3. How would you rate your confidence on local resource persons? Tick the most preferred.

- i. Very confident
- ii. Confident
- iii. Not sure
- iv. Not confident
- v. Not confident at all

4. How would you rate the support of your employer / top management to nominate you for a training program? Tick the most preferred.

- i. Very supportive
- ii. Supportive
- iii. Not sure
- iv. Not supportive
- v. Not supportive at all

5. How would you rate your motivation / interest to attend trainings which would help you in your work?

- i. Very interested
- ii. Interested
- iii. Not sure
- iv. Not interested
- v. Not interested at all

6. Any other comments: -----

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## Annexure H: Organizational Capacity Assessment

Name of the Media Organization: \_\_\_\_\_

Name of the Respondent : \_\_\_\_\_

Designation : \_\_\_\_\_

Please make your assessment on each of the domain by placing a tick mark in any one of the box that best describes your evaluation pertained to the statement. The following legends are assigned for each column.

Legends:

- a. Strongly Agree (SA)
- b. Agree (A)
- c. Not Sure (NS)
- d. Disagree (D)
- e. Strongly Disagree (SD)

<b>ASPIRATION</b>		SA	A	NS	D	SD
Mission	Our organization has a clear expression of it's reason for existence which describes an enduring reality that reflects its values and purpose; broadly held within organization and frequently referred to.					
Vision – clarity	Our organization has a clear, specific, and compelling understanding of what it aspires to become or achieve; broadly held within organization and consistently used to direct actions and set priorities					
Vision – boldness	Our vision reflects an inspiring view of future and is demanding but achievable					

<b>STRATEGY</b>		SA	A	NS	D	SD
Overall strategy	Our organization has clear, coherent medium- to long-term strategy that is both actionable and linked to overall mission, vision, and overarching goals;					
Goals/performance Targets	Our organization has a set of quantified, genuinely demanding performance targets in all areas; targets are tightly linked to aspirations and strategy, output/outcome-focused with annual milestones.					
Product relevance	Our products and services are well defined and fully aligned with mission and goals; product and service offering are clearly linked to overall strategy;					
New program Development	Our organization conducts continual assessment of gaps in ability of existing programs to meet changing needs and adjustment and innovative products and services are developed to cater to the changing needs.					

Funding model	Our organization has diversified funding across multiple source types and is generally insulated from potential market instabilities					
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<b>ORGANIZATIONAL SKILLS</b>		SA	A	NS	D	SD
<b>Performance management</b>						
Performance Measurement	Our Organization has well-developed comprehensive, integrated system used for measuring organization's performance and progress on continual basis, including social, financial, and organizational impact of program and activities.					
<b>Planning</b>						
Monitoring of Landscape	Our organization has knowledge of acquiring information on the changing environment and making a systematic analysis of the information to support organization in making adaptations to the changes.					
Strategic planning	Our organization has the ability to develop and refine concrete, realistic and detailed strategic plan through internal expertise in strategic planning, or through efficient use of external, sustainable, highly qualified resources;					
Financial planning/ Budgeting	Our organization has good financial plans, continuously updated; budget integrated into full operations; as strategic tool, it develops from process that incorporates and reflects organizational needs and objectives;					
Human resources Planning	Our organization is able to develop and refine concrete, realistic, and detailed HR plan through its internal expertise in HR planning HR planning exercise carried out regularly; HR plan tightly linked to strategic planning activities and systematically used to direct HR activities					
Human plan	HR planning exercise is carried out regularly and the HR plan is linked to strategic planning activities and systematically used to direct HR activities					
<b>External relationship building and management</b>						
Partnerships and alliances development and nurturing	Our organization has built, leveraged, and maintained strong, high-impact, relationships with variety of relevant stakeholders both with the local and international entities. The relationships are deeply anchored in stable, long term, mutually beneficial collaboration.					
Local community presence and involvement	Our organization is widely known within the community, and perceived as actively engaged in socially responsible activities.					
Public relations and Marketing	Our organization is fully aware of power of PR / marketing activities, and continually and actively engages in them;					

<b>HUMAN RESOURCES</b>		SA	A	NS	D	SD
Staffing level	Our organization has adequate level of staff					
Staff Competence	Our organization has staff who are generally competent to undertake their professional duties					
Staff Commitment	Our organization has a set of staff who are committed to their work					
Board – composition And commitment	Our Board membership comprise of eminent persons from broad variety of fields of practice and expertise, and are drawn from the full spectrum of stakeholders					
Board – involvement and support	The Board provides strong direction, support, and accountability to programmatic leadership and engaged as a strategic resource;					
Human resources management –	Our organization has planned process to recruit, develop, and retain key personnel and managers. The organization takes active interest in staff development;					
Human resources management – incentives	Our organization has a well-designed, clear, and well accepted incentive system which includes competitive salary, attractive career development options, opportunities for trainings and development					

<b>Leadership</b>		SA	A	NS	D	SD
Impact orientation	The Top Management guides organization to succeed simultaneously in dual mission of social impact and optimal financial efficiency; constantly seeking and finding new opportunities to improve impact;					
People and organizational leadership/ effectiveness	The Top Management is constantly establishing successful, win-win relationships with others, both within and outside the organization; and delivers consistent, positive and reinforcing messages to motivate people; able to let others make decisions and take charge;					
Personal and interpersonal effectiveness	Top Management is viewed as outstanding “people person”; using diversity of communication styles, including exceptional charisma, to inspire others and achieve impact;					
Analytical and strategic thinking	Top management has keen and exceptional ability to synthesize complexity; makes informed decisions in ambiguous, uncertain situations; develops strategic alternatives and identifies associated rewards, risks, and actions to lower risks					
Financial judgment	Top management has exceptional financial judgment; has keen, almost intuitive sense for financial implications of decisions					

SYSTEMS AND INFRASTRUCTURE		SA	A	NS	D	SD
<b>Systems</b>						
Knowledge Management	Our organization has a well-designed, user-friendly, comprehensive systems to capture, document, and disseminate knowledge internally in all relevant areas;					
<b>Infrastructure</b>						
Physical infrastructure – buildings and office space	Our organization’s physical infrastructure is well tailored to organization’s current and anticipated future needs; well-designed and thought out to enhance organization’s efficiency and effectiveness					
Technological infrastructure – telephone/fax	Our organization has reliable telephone and fax facilities accessible by all staff (in office and at frontline),					
Technological infrastructure – computers, applications, network, and e-mail	Our organization has state-of-the-art, fully networked computing hardware with comprehensive range of up-to-date software applications; Most staff has individual computer access and e-mail;					
Technological infrastructure – Web site	Our organization has a comprehensive and interactive Web site, regularly maintained and kept up to date on latest area and organization developments;					
Technological infrastructure – databases and management reporting systems	Our organization has a comprehensive electronic database and management reporting systems for tracking clients, staff, and program outcomes and financial information;					