THE INFLUENCE OF LEARNING ORIENTATION AND CREATIVE BROADCASTING TECHNIQUES ON SMALL BUSINESS SUSTAINABILITY: A CASE STUDY OF SELECTED COMMUNITY RADIO STATIONS IN BLOEMFONTEIN

BY

KANYA FAITH MOFOKENG

MASTER OF TECHNOLOGY IN: BUSINESS ADMINISTRATION

In the

Faculty of Management Sciences

CENTRAL UNIVERSITY OF TECHNOLOGY, FREE STATE

SUPERVISOR: PROFESSOR PATIENT RAMBE

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DECLARATION

I, Kanya Faith Mofokeng, Student Number , do hereby declare that this research paper submitted to the Central University of Technology, Free State for the M.Tech: Business Administration is my own independent work and has not previously been submitted by me at another university. I furthermore, cede copyright of the dissertation in favor of the Central University of Technology, Free state.

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“I trust the universe to bring the right people and circumstances into my life at the right time” – Unknown.

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DEDICATION

I would like to dedicate this thesis to my amazing husband, Makhabanyane Maxwell Mofokeng, for his constant love and encouragement. I also dedicate this thesis to my maternal grandmother, Nonceba Thelma Mlalandle, my late paternal grandmother, Lucy Nosisa Mlungwana and my late parents, Sindiswa Faith Mlungwana and Amos Mlungwana. Your contributions to my life will forever remain in my heart.

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LIST OF ACRONYMS

ACRONYM	FULL WORD
AGM	Annual General Meeting
BRC	Broadcast Research Council
CBT	Creative Broadcasting Techniques
CDJ	Compact disk jockey
CEO	Chief Executive Officer
CRS	Community Radio Stations
CSI	Corporate Social Investment
DJ	Disk jockey
HR	Human Resources
IBA	Independent Broadcasting Authority
ICASA	Independent Communications Authority of South Africa
ICT	Information and Communications Technology
KZN	KwaZulu-Natal
LO	Learning Orientation
MDDA	Media Development and Diversity Agency
NCRF	National Community Radio Forum
NGO	Non-Governmental Organisation
NRF	National Research Foundation
RAMS	Radio Audience Measurement Survey
SA	South Africa
SABC	South African Broadcasting Corporation
SAARF	South African Research Foundation
SMEs	Small and Medium Enterprises
SNS	Social Networking Sites
UK	United Kingdom
USA	United States of America

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ABSTRACT

Despite the abundant literature highlighting the significance of community radio stations (CRS) in advancing community development and promoting local employment opportunities, articulating the collective voice of marginalised communities, and in advancing pluralist democracy in South Africa, there is a lack of literature that investigates the critical success factors for the long-term sustainability of these community based organisations. The current study, which recognises the importance of creating learning organisations and the introduction of new broadcasting techniques to the survival of an organisation, explores the influence of learning orientation (LO) and creative broadcasting techniques (CBT) on the sustainability of CRS. There exists extant literature that attests to LO as an antecedent of innovation and the sustainability of firms on the one hand, and new broadcasting capabilities and procedures (CBT) as instrumental to the long-term sustainability of CRS on the other. Yet studies that explore the intersection of these three variables (i.e. LO, CBT and the diverse forms of sustainability) are hard to come by, hence this study.

The study draws on an interpretive epistemology, qualitative approach and two case studies of CRS located in Bloemfontein, Free State. It investigates the LO and CBT of these institutions to develop some in-depth knowledge of their influence on the community stations' sustainability. The researcher conducted in-depth interviews with CRS managers, producers and presenters and observed the broadcasting practices and activities of these CRS.

The results of the study reveal that LO and CBT, especially the implementation of each of the components, positively influenced organisational, financial and social sustainability of CRS. The study recommends that each CRS should draw up a station constitution, which specifies the code of good practice and conduct in conformity to their licencing conditions, vision and goals. The constitution should be availed to all employees to ensure unity of purpose and common understanding of the practices adopted and methods implemented by the CRS.

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CHAPTER ONE: ORIENTATION OF THE STUDY

1.0 INTRODUCTION

This study investigates the influence of learning orientation (LO) and creative broadcasting techniques (CBT) on selected community radio stations'[1] (CRS) sustainability in Bloemfontein, South Africa. LO describes an organisation's values that influence its approach to obtaining information, knowledge and competitive advantage (Calantone, Cavusgil & Zhao, 2002; Wang, 2008; Farrell, Oczkowski & Kharabsheh, 2008; Huang & Wang, 2011; Buckley, 2012; Martinette, Obenchain-Leeson, Gomez & Webb, 2014). In the absence of a working definition of CBT, the individual definitions of the three words that constitute this concept are explored. The Oxford Dictionary (2015) defines creativity as the use of imagination or original ideas to create something. Curtis (2015) describes broadcasting as the practice of creating audio and video program content and distributing it to mass audiences. While 'technique' is defined as a way of carrying out a particular task, especially the execution or performance of work (Oxford Dictionary, 2015). Consistent with the three definitions, therefore, CBT is defined as the practical application/deployment of innovative practices of creating, executing and disseminating audio/video program content to massive audiences of listeners. To the extent that the application of innovative practices in the broadcasting terrain rests on the use of emerging technologies, CBT can be conceived to be underpinned by new media technologies. The swift change in listener preferences, increases in technological developments (e.g. private playlists, cell phones and television) and rise in broadcasting competition, makes it pivotal that stations create and make use of mechanisms that will enable them to respond to rising information demands (Çömez & Kitapçi, 2016; Krüger, 2017).

[1] Although the term community radio stations (CRS) is used, the target population of the study is campus-based radio stations. However, I use the term CRS throughout because campus-based radio stations fall under the umbrella of CRS and have similar characteristics to those of CRS. For instance, a university campus is a community of academics (e.g. educators, students, administration personnel and the broader community) whose values and aspirations can be articulated via campus radio stations. Additionally, both CRS and campus radio stations employ volunteers/employees from their local community and they serve the needs of the community in which they belong. However, in terms of clientele, a CRS can serve a broader community beyond that of a campus radio station.

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LO is a high commitment to learning different methods of collecting, sharing and interpreting knowledge that enables an organisation to outperform its competitors (Lin & Chen, 2005; Senge, 2006; Rodríguez-Pinto, Rodríguez-Escudero & Gutiérrez-Cillán, 2012; Dicle & Köse, 2014). The impact of LO on employees' behaviour with regards to sustainability has already been thoroughly investigated in the manufacturing, higher education and small and medium enterprises (SMEs) (Nybakk, 2012; Abbasi, Akbari, Tajeddini, 2015; Çömez & Kitapçi, 2016). However, Martinette et al. (2014) note that no concerted effort has been devoted to exploring the effects of LO on the behaviours of organisations in other industries such as the broadcasting industry, hence this study. In the same vein, Mochiko (2017) observes that the emergence of the internet and increased networking capabilities of social media creates the need to interrogate the influence of CBT on the sustainability of resource constrained broadcasting organisations such as CRS. For the purpose of this study, sustainability relates to a strategy that prioritises the long-term survival of a business and 'keep[s] the business going' (Colbert & Kurucz's, 2007; Mar, 2013). Therefore, this study acknowledges the limited research into the relationships among LO, CBT and organisational performance and it investigates the influence of LO and CBT on CRS' sustainability in South Africa.

An interrogation of the collective influence of LO and CBT on CRS' sustainability is critical to the survival and long-term sustainability of organisations. In spite of previous studies' (Wu & Fang, 2010; Mitchell, Parker & Giles, 2012; Cho, Kim, Park & Cho, 2013; Kharabsheh, Jarrar & Simeonova, 2014; Verschoor, 2014) reports on the influence of LO on organisational performance, studies on its influence on the sustainability of CRS have been limited in literature. Mekoa (2013) suggests that community radio can perform much better if it maximises opportunities for learning. Therefore, CRS' deepening of LO can result in high levels of performance and increased competitive advantage (Farrell et al., 2008; Martinette et al., 2014). The competition between community stations and other radio stations and with television and other broadcasting media makes it imperative that the community stations develop a competitive advantage that will make them the most preferred choice for audiences and in the process increase their economic and social sustainability.

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CRS find it difficult to make money and remain sustainable. The proliferation of CRS in South Africa has not resulted in any increases in commercial support as advertisers are still sticking with commercial stations (Mochiko, 2017). Community radios' priority is to develop, inform and uplift the community through content-based programmes (Wakefield, 2017). However, this priority cannot be realised without infrastructure, resources and listeners, factors that contribute to organisational, financial and social sustainability. Financially unstable CRS cannot sustain their infrastructure and equipment, which undermines the quality of their broadcasting services and leads to a lack of organisational sustainability. Therefore, CRS need to come up with creative ways of attracting new advertisers and listeners. Thus, the effective utilisation of CBT can enhance the ability of these stations to remain sustainable through increasing their listenership and funding base.

The long-term sustainability of CRS is fundamental to national economic growth. These organisations drive local employment (Singh, 2010; National Association of Broadcasters & Price Waterhouse Coopers, 2014), and are the main conduits for supplying critical broadcasting skills for the commercial radio sector (Hadland & Thorne 2004; SAinfo Reporter, 2012; Wakefield, 2017). In addition, they are the sought-after tool of choice for development communication activities due to their capacity to penetrate the remotest of rural hinterlands (Singh, 2010). According to Krüger, Monji, and Smurthwaite (2013:6), CRS are "stations that conceive themselves as an integral part of the community in which they participate and seek to build a common path to support one another and strengthen communication among people/communities". Therefore, community stations are one of the powerful community media that give life to the knowledge, wisdom and skills to be transferred from one generation to another (Dahal, 2013).

1.1 BROADCASTING HISTORY IN SOUTH AFRICA

The history of broadcasting in South Africa sheds light on the significance of CRS in the developmental discourse of the country and emerging economies in general. The development of broadcasting in South Africa dates back to 1923 when the first wireless

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broadcast station was set up in Johannesburg (Mishkind n.d). The South African Broadcasting Corporation (SABC) evolved over the years (1927 to 1950) and thereafter there were concerted efforts to introduce Afrikaans radio, while other competing stations were in English (Anon, 2015). The mainstream radio, the SABC, concentrated on serving the Afrikaans speaking minority in the country, while Radio Bantu, established in 1959, broadcasted in African languages to 'homeland' areas set up to accommodate different ethnic groups (Admin, 2011). By 1985, there were less than 10 independent radio stations in all of Africa (Mtimde, Bonin, Maphiri, & Nyamaku, 1998). Nevertheless, the origins of CRS across the globe are associated with various grassroots social movements, such as trade unions, women's groups and political activism including the anti-apartheid movement (Shukla, 2014). As a result, South African CRS sprouted as vital conduits of black majority expression and tools of resistance against the autocratic apartheid government's vicious attempts to silence the voices of the marginalised blacks, coloureds and Indians. The CRS were conceived as both powerful weapons of grass root mobilisation against an oppressive regime and a unifying force for articulating community developmental aspirations. These organic developments culminated in the May 1983 four-hour illegal broadcasting by the Cape Town based Bush Radio before its closure by police (Admin, 2011). The defiance of Bush Radio encouraged other activists to establish their own stations as noted in Radio Zibonele - also based in Cape Town - that went on air illegally for two hours a week to debate matters of importance to their communities (Admin, 2011). Thus, community media acted as a service business, which provided alternative press focusing on building an anti-apartheid consciousness (Maphiri, 2012), and took a nascent developmental character as evidence by its focus on community matters. The holding of the first democratic elections and attainment of majority rule in South Africa resulted in the establishment of hundreds of independent radio stations and CRS by 1998 (Mtimde et.al, 1998). The number of CRS has risen significantly in recent years (Mochiko, 2017), thus indicating the significance of these stations to the public democratic expression and national development.

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1.2 IMPORTANCE OF COMMUNITY RADIO BROADCASTING: AN OVERVIEW

Community radio broadcasting advances grass root community development, enhances skill development and offers isolated communities the opportunity to articulate their subdued voices. A community radio that acts as an organising platform for concerted and inclusive community analysis and developmental action serves as a platform for the dissemination of information and empowerment of communities to generate change (Jallov, 2012). More so, CRS are a crucial part of the South African broadcasting landscape as they reach diverse listeners (SAinfo Reporter, 2012) and contribute to the creation of employment, which reduces regional inequalities between urban and rural areas (The World Bank, 2013). Madamombe (2005) attests to the significance of community radio by stating that, although community stations transmitters reach only a few kilometres, they enable isolated communities across Africa to voice their own concerns. These stations, therefore, provide the marginalised victims of capitalist societies and unjust systems with the platforms to articulate their voices.

1.3 DEFINITION OF KEY TERMS

The following definitions of key terms adopted in the study seeks to develop a shared understanding of arguments projected in this study. These terms, which include learning orientation (LO) and creative broadcasting techniques (CBT), are discussed in subsequent sections of this study.

1.3.1 Learning orientation and creative broadcasting techniques

Investigations of the combined effects of learning orientation (LO) and creative broadcasting techniques (CBT) on CRS' sustainability are either scant or non-existent. LO and CBT are interlinked as community stations are more likely to innovate when managers unleash their creative potential by motivating employees through LO, allocating resources towards the execution of radio broadcasting techniques, and by enabling appropriate management practices to establish a work environment that is conducive to the attainment of organisational sustainability (Çokpekin & Knudsen, 2012).

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LO, which has gained increasing importance over the years (Abbasi et al., 2015) is defined as a kind of knowledge-based resource capability that contributes to successful innovation (Casey, 2005; Nybakk, 2012; Çömez & Kitapçi, 2016). Various authors (De Geus 1988; Calantone et al., 2002; Kropp, Lindsay & Shoham, 2006; Martinette et al., 2014; Abbasi et al., 2015; Çömez & Kitapçi, 2016) argue that LO facilitates the process of organisational learning - the ability of the organisation to learn faster than its competitors - which may be the only source of sustainable competitive advantage. Organisational learning is critical to the long-term survival of the CRS because these stations whose mandate is to serve the community operate in a competitive industry. Broadcasting media crumble before competitors due to failure to grasp the attention of the listener, lack of innovation and a limited understanding of their changing consumers (Nevill, 2017).

In addition, LO is a process whereby employees at CRS are stimulated to continuously strive for new approaches as well as acquire and share knowledge of their industry (Argyris, 1991; Abbasi et al., 2015; Çömez & Kitapçi, 2016). Numerous scholars (Barney, 1991; Martinette & Obenchain-Leeson, 2012; Martinette et al., 2014) emphasise that knowledge derived from learning is potentially the most productive resource of an organisation as it increases organisational competitiveness. It is, therefore, imperative that CRS integrate LO into their operations to improve their survival and long-term sustainability.

Anon (2017a) indicates that CBT is the combination of two platforms, namely social media and live broadcasting. Even though social media platforms are considered competitors to traditional media (e.g. radio), they can also be considered partners (Zanni, 2017). The relative ease with which an average person creates and contributes content opens opportunities for broadcasters to share their content with many people (Anon, 2017a). The reality that future media models are focusing on grasping the attention of the bored consumer through digital innovation (Radio Centre, 2014), indicates that CBT needs to be a priority in the community radio industry. CRS are under pressure to implement digital strategies that transcend broadcasting to include ‘catch-up’ and synchronisation with their

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audiences on digital platforms. Unfortunately, studies on CBT often ignore sustainable development discourse of community stations and yet community stations are of importance in fostering entrepreneurship and resilience, developing the freedom of expression and dialogue and in providing substantial economic growth and jobs (Cliche & Medici, 2013).

1.4 PROBLEM BACKGROUND

The need to understand the collective influence of LO and CBT on the sustainability of CRS arises from clear evidence of the CRS' lack of sustainability models for their long-term survival, despite the fundamental importance of their developmental activities. Community stations face challenges that hamper them from achieving financial, social and institutional stability and sustainability. Sustainable development, including sustainable broadcasting, "has become an influential yet controversial concept for industry, providing both opportunities and challenges" for institutions (Hall & Wagner, 2012:409). CRS are compelled to increase awareness of, for instance, demands for improved service delivery and the right to access information, and contribute to the broadening of the developmental roles of sustainable broadcasting. The sustainability of these democracy drivers is imperative in ensuring that no communities are side lined at the levels of job creation, skills development, distribution of information and knowledge. It is therefore, uncontested that when these institutions perform their sustainability roles, they serve as grounds for nurturing future politicians, entrepreneurs, storytellers, social activists and investigative journalists.

A number of investigations have been conducted on the relationship between CRS' finances and their sustainability, with findings pointing to the lack of financial access as the basis for their stunted development (Rogerson, 2008; Amorós & Bosma, 2014), such research does not cover LO or CBT of CRS. In addition, financial resources are nontrivial to the success of CRS, and yet "financial sustainability parameters cannot alone help respond to questions of what indicates long-term sustainability of CRS" (Arora, Ramakrishnan & Fernandez, 2015:13). Therefore, research needs to close the LO, CBT and sustainability gap, and draw on the multiple types of sustainability to ensure balanced

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development of community based organisations such as CRS. This is because the long-term survival of community radio is also dependent on social and institutional sustainability.

1.4.1 Over-dependence on external funding

One typical expression of CRS' lack of sustainability is their over-dependence on external funding. CRS are seldom fully-fledged independent institutions, with the fully independent ones often struggling to maintain a sustainable service over a long period. Perhaps, it is precisely due to a lack of sustainable finance that most community media are owned by nongovernmental organisations (NGOs), religious institutions, cultural associations, municipalities or universities (Fairbairn, 2009; Arora et al., 2015). Independent CRS operate in dire conditions and environments that do not allow for growth of these small stations. Thus, the sourcing and purchasing of broadcasting transmitters and equipment, transportation for broadcasters to make programs in communities, paying staff and volunteers, construction of buildings to house the stations, honouring electricity and water bills, as well as training staffers have largely depended on external funding (Manyozo, 2009; Arora et al., 2015). These external funders include local government funding, private donors or agencies (e.g. the Media Development and Diversity Agency - MDDA) set up to develop/fund community media (Anon, n.d1). With the MDDA's beneficiaries extending beyond community media and small commercial media (which includes over 200 CRS) (Mochiko, 2017), there is no guarantee that it will be able to continuously fund a CRS' project for a number of years. The challenge is that the cessation of funding often leaves stations wandering for alternative sources of financing. Furthermore, the failure by CRS to purchase, upgrade and repair broadcasting equipment; pay salaries and stipends to employees; and maintain overhead costs, indicates the broadcast service as being at risk and likely to close down. Ironically, a number of volunteers who work for these cash-strapped community mediums find these institutions as their only avenue for earning an income and advancing their careers to commercial radio. Thus, the paucity of training, stipends and quality equipment means that many of the volunteers many end up deciding to find 9 to 5 jobs.

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1.4.2 Lack of autonomy

Another clear expression of lacklustre development and constrained sustainability of CRS is their lack of autonomy. Communities form CRS in order to alleviate certain socio-economic factors at local level. However, these communities do not necessarily have the skills nor the financial power to manage their operations, such that organisations with skills and financial capabilities are likely to become parent-organisations to these stations. The ownership of these stations by NGOs, or any other institutions, puts the stations at risk of being side lined by the community, due to the community's fear of the hijacking of local programming and local needs by external funders. These fears are justified as external ownership allows the parent organisation to make provision for membership, management, and staffing of the organisation (Fairbairn, 2009; Mofokeng & Rambe, 2017).

The institutional arrangements arising from external parent organisations and funders compromise the community's sense of ownership and identification with the CRS. This may cause community members to become sceptical, as they may not be convinced that the appointed management and staff possess the appropriate conviction to serve the community. Therefore, NGO-supported CRS need to evolve clear recruitment policies that will help strengthen their broadcasting potential as well as create transparency and accountability mechanisms that make the relationships between the NGO and the community radio clearer and clarify the identity of the community radio to its communities (Arora et al., 2015). This will boost the community's confidence in the CRS because social cohesion is hampered as communities become disconnected from the CRS that serve them, resulting in communities not investing finances or support to these stations. Magpanthong and McDaniel (2015) indicate that if communities were aware that community stations require their participation to survive and flourish, they would be more inclined to join their stations as volunteers and financial contributors. NGOs, donors and other governmental organisations tend to fill such lack of recognition by communities and the associated void. As such, "community generated funding either does not exist or is small for most CRS" (Arora et al., 2015:16) resulting in the survival of these stations being in jeopardy.

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1.4.3 Lack of staff training

Another evidence of sustainability challenges is the lack of staff training among CRS. The limited funding most probably explains the absence of trained staff and poor programming (Developing Countries Farm Radio Network, 2003; Nevill, 2017). The CRS owned by NGOs do not always appoint qualified individuals as management and staffers. The common lack of qualifications and appropriate training may undermine the institutional integrity of CRS and compromise the capacity of this medium to run efficiently and effectively. Jacobs (2016) indicates that it is imperative that community stations invest in the training of employees in order to maintain a healthy brand and increase their level of competitiveness. Thus, these stations should have concerted efforts at ensuring that staffers are trained to ensure a sustainable broadcast service.

1.5 PROBLEM STATEMENT

There is limited knowledge on the influence of LO and CBT on the sustainability of CRS. This is due to the paucity of research on the combined effects of both variables on CRS sustainability. Despite the purportedly important role that community radio plays in the information and development needs of local communities, these local entities remain entrapped by stunted growth, limited resource generation capacity and incapacity to employ their existing competencies to advance their information, empowerment and developmental agendas due to the lack of a sustainable broadcasting model (Manyozo, 2009; Krüger, 2017; Nevill, 2017). Loomis and Albarran (2004), Nyarko and Mate-Kole (2016) state that an analysis of radio station sustainability is relevant because radio has reorganised and consolidated itself ahead of and at a greater pace than other media. However, there is evidence of the lack of a sustainable broadcasting model inter alia: CRS' operation in poverty-stricken communities with limited human resources; lack of basic broadcasting technology infrastructure and financial resources; and overdependence on volunteers who are focused on a mission of independent community service (Krüger, 2013). Thus, CRS in South Africa and the rest of the African continent were created with the ideal view that they will rely on community volunteering, in-kind support and donations to drive their growth and sustainability, yet they remain gripped by

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dire poverty (Siemering & Fairbairn, 2007; Nevill, 2017) due to their limited capacity to enlist support from their resource-constrained communities.

The elements LO and CBT are considered as essential to the sustainability of CRS. This because LO has been identified as a key process that contributes to successful innovation (Nybakk, 2012; Martinette et al., 2014; Çömez, & Kitapçi, 2016; Motsepe & Fatoki, 2017) while CBT has also been recognised as essential in creating innovative business practices that enable organisations to go ahead of competitors (Leibold, Voelpel & Tekie, 2005; Lee, VanDyke & Cummins, 2017; Williamson & Ruming, 2017). In spite of this fundamental importance, community stations tend to lack strong LO and CBT due to limited creativity in their founders and lack of resources. Nonetheless, CRS need to have both a strong LO and strong drive towards CBT in order to be as sustainable as their counterpart commercial radio stations. The reality, however, is that little systematic attempts have been made to track and explore the interface among LO, CBT and sustainability of these stations. Therefore, the current study investigates the influence of LO and CBT on the sustainability of CRS.

1.6 RESEARCH AIM

The main aim of the study is to develop comprehensive theoretical knowledge on the combined effects of LO and CBT on the sustainability of CRS in Bloemfontein. The following specific objectives were formulated to realise the aim of this study:

1.7 RESEARCH OBJECTIVES

Main objective:

1. To examine the influence LO and CBT on the sustainability of CRS.

Sub-objectives:

1. To investigate CRS employees' perspectives on LO methods used in their work environment.

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2. To examine CRS employees' perspectives on the CBT employed by their CRS.

3. To explore employees and managers' interpretations of the influence of LO on the sustainability of CRS.

4. To investigate employees and managers' perspectives on the influence of CBT on the sustainability of CRS.

1.8 RESEARCH QUESTIONS

Main research question:

1. What is the influence of LO and CBT on the sustainability of CRS?

Sub-research questions:

1. What are CRS employees' perspectives on LO opportunities in their work environment?

2. What are CRS employees' perspectives on CBT employed by their organisations?

3. What are employees and managers' interpretations of the influence of LO on the sustainability of their CRS?

4. What are employees and managers' perspectives on the influence of CBT on the sustainability of CRS?

1.9 SIGNIFICANCE OF THE STUDY

CRS continue to play an influential role in advancing a democratic and pluralist South Africa, thus making their sustainability imperative for the continued progress of the country (Jacobs, 2016; Rothschild, 2017). Unfortunately, these community institutions are plagued by challenges such as poor management and lack of resources and financial

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stability that risk their ability to maintain a sustained broadcasting service (Krüger et al., 2013; Arora et al., 2015). Hence, this study significantly demonstrates the contribution of LO and CBT on the sustainability of these institutions.

This study, being the first to the researcher's knowledge that investigates the combined effects of LO and CBT on sustainability, builds on Mofokeng and Rambe (2017) to provide novel information on the phenomena of CRS' sustainability. In addition, the survival of commercial radio is largely dependent on CRS because many commercial broadcasters depend on CRS for their employ and the skills base (SAinfo Reporter, 2012). Thus, the failure of these small stations could result in the demise of the entire radio industry.

Finally, the results of this study assist CRS' managers in the execution of their duties. The results offer some insights into conceptual and practical tools and skills needed to ensure the continued stability of these stations.

1.10 RESEARCH METHODOLOGY: AN OVERVIEW

This study adopts a qualitative approach, a case study design and non-probability sampling method to guide the research processes and gather data on selected CRS in Bloemfontein. In-depth interviews and on site observations were used to collect data and a thematic analysis was used to analyse the data.

1.11 STRUCTURE OF THE STUDY

This study comprises of six chapters that are dedicated to determining the influence that learning orientation and creative broadcasting techniques have on the sustainability of community radio stations.

Chapter 1 outlines an overview of the study, problem statement, research objectives, and significance of the study.

Chapter 2 reviews the literature on community radio stations, learning orientation, creative broadcasting techniques and sustainability.

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Chapter 3 describes the methodology adopted for this study.

Chapter 4 presents and discusses the findings from an analysis of the interviews.

Chapter 5 presents and discusses the findings from an analysis of the observations conducted during data collection.

Chapter 6 concludes and presents the study recommendations.

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CHAPTER TWO: LITERATURE REVIEW

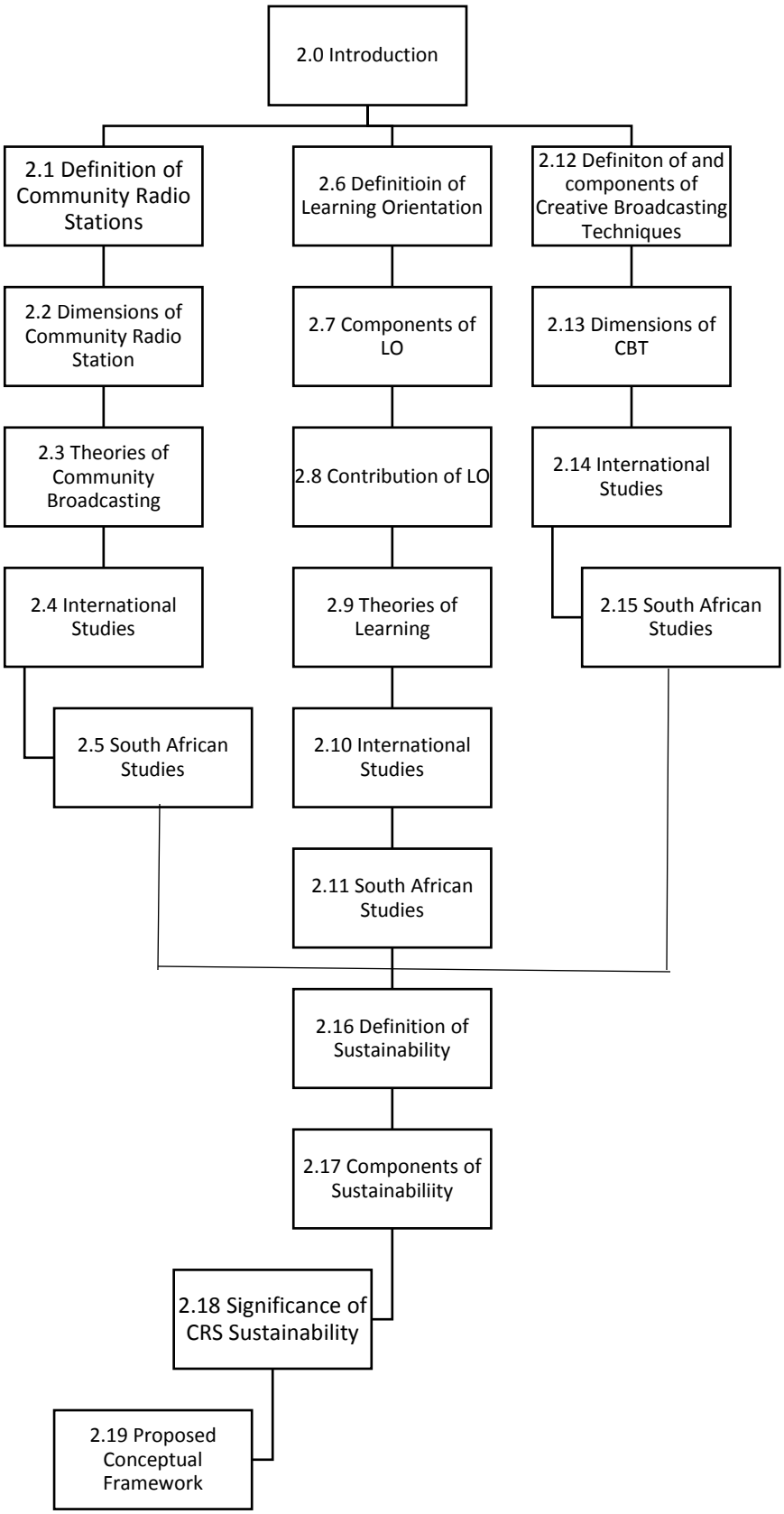

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Figure 1: Chapter Two flow diagram (Author's compilation)

Studies from around the world are covered under the international studies to avoid spreading the subheadings thinly, with South Africa being covered separately.

2.0 INTRODUCTION

The introductory chapter identified the research gap as evident in the lack of studies that investigate the combined effects of learning orientation (LO) and creative broadcasting techniques (CBT) on the sustainability of community radio stations (CRS). This literature review focuses on CRS, LO, CBT and sustainability. The chapter also discusses the definitions and components of these variables. The review also considers research that explores the influence of LO and CBT on CRS sustainability in an attempt to fill the gap left by the limited existing studies on this issue.

2.1 DEFINITION OF COMMUNITY RADIO STATIONS

According to Mhagama (2015:2) community radio stations (CRS) are stations that "work for the benefit of the people in the community it is meant to serve both through providing programmes and information services and through the opportunity to participate in running the station and other activities." Ingrained in this definition is the strong local community focus and the collaborative development thrust of their activities. Nirmala (2015) highlights that the management, control and ownership by the community serves to ensure that the interests and needs of the communities are addressed. One of the key distinguishing traits of CRS is their underlying participatory social development thrust compared to pursuing commercial interests (Perkins, 2000; Nirmala, 2015; Oku, Oyo-Ita, Glenton, Fretheim, Ames, Muloliwa, Kaufman, Hill, Cliff, Cartier, Bosch-Capblanch, Rada & Lewin, 2016). Based on these definitions one can deduce that CRS are broadcasting platforms that are grounded in, purport to represent community interests and strive to equip the community with a medium to communicate their socio-economic and cultural development perspectives.

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2.2 DIMENSIONAL FOCI AREAS OF COMMUNITY RADIO STATIONS

The dimensions of CRS should be conceived in light of other competing forms of digital media that are contesting for space and influence in the broadcasting domain. The internet and other digital technology have taken the broadcasting space by storm but these have failed to send radio into oblivion. The radio industry has instead found new ways to adapt to the changing needs of listeners and address their new patterns of media consumption (Rosales, 2013). Moreover, radio remains the most easily accessible, low cost and far reaching medium than the internet (Nyarko & Mate-Kole, 2016). Nevertheless, the CRS' issues considered here are access to information, community involvement and community development, as elaborated below.

2.2.1 Access to information

Access to and an effective use of information is a critical component of any functioning democracy (Shukla, 2014) and integral to any effectively functioning CRS. CRS play a vital role in serving the information needs of the neglected areas such as the peri-urban, rural and farming areas, and hinterlands where commercial radio may have poor reception or may be expensive to broadcast in. Various authors (Shukla, 2014; Nirmala, 2015; Nyarko & Mate-Kole, 2016; Capps, Njiru & deVries, 2017) reiterate that CRS provide vital information to a large population, which enables people to make choices that are more informed in their daily lives. CRS also empower people by reducing disparities in access to resources and allows more equitable allocation of resources and opportunities. More than 850 million people in developing countries are excluded from a wide range of information and knowledge, thus CRS provide a platform for those that are marginalized access to information (Mitra, 2004; Scott, 2010; Oku, et al., 2016). Nyarko and Mate-Kole (2016) also argue that CRS afford rural communities to save time, energy, money and manpower in getting information.

2.2.2 Community involvement

Since "community" is the catchword, the fundamental characteristic of CRS is to involve the communities served by specific stations in their broadcast activities (Teer-Tomaselli, 2001; Bosch, 2003; Bailey, Cammaerts & Carpentier, 2007; Nirmala, 2015). According to

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the World Association of Community Broadcasters, community media should not entail outsiders doing something for the community, instead the community members should do something for themselves (Madamombe, 2005; Nirmala, 2015) and CRS are one such vehicle through which the community engage in self-reliance initiatives. This implies that by enhancing community ownership and control of the means of communication (Madamombe, 2005; Wakefield, 2017), CRS will become the genuine mouthpiece of such communities (Mochiko, 2017). Magpanthong and McDaniel (2015) distinguish the small stations from large commercial broadcasters by stating that CRS engage ordinary citizens in the work of broadcasting and offer an important alternative to mainstream government and commercial media. The continuous existence and popularity of community radio can be linked to Ko, Cho, Marilyn and Roberts' (2005) claim that communities use radio to satisfy certain needs, such as to pass time, cure boredom, find excitement, social interaction and survey the environment.

2.2.3 Community development

Singh (2010:6) highlights that "radio, with its capacity to penetrate the remotest of rural hinterlands, is the tool of choice for development communication activities". Osunkunle (2008) indicates that development is achieved in two ways: through economic growth and/or social change. CRS advance economic growth through providing local employment opportunities to local people excluded from the mainstream broadcasting terrain due to their lack of and/or limited skills base and experience. CRS are also platforms for social transformation as they often allow local citizens to use their vernacular and communicative repertoires to articulate and participate fully in their development imperatives. Research has shown that globally CRS are perceived as vital instruments for facilitating the development of communities and nations at large (Siemering, Fairbairn & Rangana, 1998; Manyozo, 2007; Osunkunle, 2008; Worku, 2013). Local development is facilitated through the vibrancy and depth of discussions on diverse topics of interest to communities that take place at these stations. These dialogues cover local political and socio-economic activities; educational information on crime prevention; opportunities available to the community (e.g. bursaries); and sustainability-enhancing skills such as farming and how to start new ventures. Hadland and Thorne (2004) and Manyozo (2007)

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stress that the significance of community radio lies in their broad based consultative processes which then allow development to take place. As a result, social transformation would be inconceivable without the beneficiaries' ability to influence the decisions made or without their contribution to project planning beforehand. The reversal of roles afforded by CRS, which allow them to devolve power and authority of decision making to citizens, constitute the main rallying point of these community-based institutions. Therefore, it can be argued that "community radio needs to respond to developmental needs of the communities they serve through providing access to relevant information, developing and broadcasting programmes on issues related to development, health, education, social welfare, etc., to meet the special interest and needs of the local communities" (Shukla, 2014:349).

2.3 THEORIES OF COMMUNITY BROADCASTING

There is limited knowledge on how and why people in organisations choose new media, such as electronic mail and voice mail, although the availability and the use of new media is increasing dramatically (El-Shinnawy & Markus, 1997; McQuail, 2010). Nevertheless, there is need to unravel some broadcasting theories in order to understand how these choices are made.

2.3.1 Media richness

Daft and Lengel (1984) developed the Media Richness Theory, which postulates that the development of new communication technologies makes the decision-making about the best way to send a message more complex. They elaborate that the Media Richness Theory supposes that task performance improves when task needs are matched to a medium's richness. CRS perform communicative and deliberative functions of disseminating and collaborating messages received by communities, thus suggesting that a medium that is commensurate with these functions needs to be identified and deployed. Dainton and Zelley (2005) consider media richness to the information-carrying capacity of a medium. This means that a medium that allows for the preservation, communication and dissemination of information in various formats (audio, video, graphic and text) is conceived to be richer than one that only presents the information in one

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format. Therefore, “communication transactions that can overcome different frames of reference or clarify ambiguous issues to change understanding in a timely manner are considered rich” (Bergin, 2016:1).

Furthermore, CRS should employ livestreaming via social media platforms in order to ensure a reduction in the ambiguity of their messages. This reduction is achieved by allowing the presentation of non-verbal and para verbal cues that are critical to deepening communication and reducing listeners’ misunderstanding of messages. However, one determines the “richness of the media by assessing four characteristics: speed of feedback, ability to personalize the message, availability of multiple cues and language variety” (Daft & Lengel, 1986:566). The use of voice only could thus undermine the provision of listener feedback even though it would allow the listener with a headset to personalise the receipt of the message.

Finally, richness pertains to the learning capacity of a communication (Bergin, 2016), with Bergin (2016) stating that the Media Richness Theory relates to media use and not the media choice. The challenge with this theory is that its accords technology (i.e. media) unwarranted power for explaining individual behaviour in technology-mediated environments. Therefore, the theory borders on technological determinism to the extent that it seems to absolve humans of sufficient responsibility and agency in their interaction with technology.

2.3.2 Uses and gratifications theory

An alternative theory that can overcome the Media Richness Theory’s determinism is the Uses and Gratifications Theory. Unlike media richness, the uses and gratifications theory (UGT) emphasises user agency by focusing on why a receiver uses particular media forms (Dainton & Zelley, 2005) and the needs and wants the users want to fulfil (Rubin, 2002). According to Katz, Blumler and Gurevitch (1973) the UGT supposes that humans’ possession of options and free will suggests that individuals will make specific decisions about the intended media use and when to use the chosen media. Such views on the capability of humans to domesticate technology and appropriate it for their own intended

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purposes demonstrates the power of this theory in explaining technology mediated human action. Dainton and Zelley, (2005), in their book, *Applying Communication Theory for Professional Life,* analyse three primary assumptions that drive UGT. First, they draw on Katz et al.'s (1973) formulation to express the view that audiences actively use various media to fulfil certain needs or goals. The increase in communication technologies available to people in the 21st century only boosts the viability of the notion of choice (Ruggiero, 2000). This suggests that the intention-based appropriation of technology does not seem to acknowledge unintended consequences arising from the use of technologies such as heading impairments from use of headsets. Second, the UGT maintains that a person must identify his or her need and make a media choice (Katz et al., 1973). This view, which premised on the intentional use of technology, is founded on the idea of a rational user of technology and is highly contested in technology-mediated human interaction studies as users are assumed to possess homogenous traits. Lastly, media outlets compete with other available means of satisfying personal needs (Katz et al., 1973). However, should these other means be "technology oriented", then the above mentioned view cannot hold for resource constrained environments where one form of media (e.g. radio sets) often dominates human interaction with CRS. In summary, Dainton and Zelley (2005) assert that the UGT accounts for many ways to fulfil individual needs.

2.4 INTERNATIONAL STUDIES

CRS share the privilege of being autonomous from the government, as their agenda starts from the point of view of liberation from dominant power structures (Dahal, 2013). As already noted, the origins of these stations across the globe are associated with various grassroots social movements, which aimed at achieving equitable and just development by deepening democratic functioning of society (Shukla, 2014). However, the history of CRS within the American context dates back to the 1900s. North American universities established hams and small radios, in the early 1900s, as part of physics experiments. They then used these radios to air 'life-saving' information on agriculture, weather, the environment, and crop prices to rural farms (Hilliard, 2003). The 1940s were nevertheless an era marked by the rise of radio and its positioning as a viable form of mass communication and entertainment (Simmons, 2016). Community radio in Latin America

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can be traced back to miners' radios (Shukla, 2014) and may be best understood through the theoretical lens of Brazilian educator and philosopher, Paolo Freire (Osunkunle & Wozniak, 2015). Radio Sutatenza in Colombia, which first broadcast in 1947, is often recognised as the first ever community station (Girard, 2003). Founded by an amateur radio operator and priest José Joaquin Salcedo Guarin, the station initially broadcast to Father José's parish with a homemade transmitter (de Contacto, 2002). The station focused on literacy and educational programmes aimed at adults in Colombia (de Contacto, 2002).

Community radios were also established in Europe and India under various circumstances. Pirate radios established in the 1960s and 1970s in Europe led to the flourishing of community radio in this continent (Shukla, 2014). Furthermore, Shukla (2014) notes that community radios in India, a large and highly diverse country, hold an enormous potential for promoting sustainable development. These stations remain the only source of information and entertainment to the rural population (Nyarko & Mate-Kole, 2016). Thus, the Indian context indicates that CRS serve as platforms for inclusive and transformative development as they act as vehicles through which stations bring the socially marginalised into the mainstream through information broadcast and diverse topics discussed on these programmes. This is exemplified in the case of Radio Active in Bangalore, which broadcasts programmes that address the specific needs and issues of segments such as the rag pickers, transgender individuals, visually challenged, slum dwellers and auto drivers (Shukla, 2014). Magpanthong and McDaniel's (2015) also demonstrate the way community radio in Thailand fits into the habits of community members. Their study found that 63% of respondents reported to listening to it every day, while 40% stated that they never listened to anything but community radio (Magpanthong & McDaniel, 2015).

Rural and community radio emerged in Africa during the 1940s and 1950s, when state and public broadcasters started generating agricultural programming intended for rural and farming constituents in practices known as farm broadcasting (Manyozo, 2009). Radio has since become the lifeblood of the African media and information industry

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(Simons, 2013) as it affords communities located in the hinterlands access to information that is of value to their livelihoods. In Africa, it is not just a question of whether people can hear broadcasts but rather whether they can understand the broadcasts (Mtimde et al., 1998). Thus, CRS need to broadcast in different languages in order to accommodate people that come from different cultural backgrounds. This is confirmed with the way community radio in Nigeria is seen as an ideal instrument for communicating with low-literacy communities (United Nations Children's Fund, 2012). This enables community stations to not only reach but also impact community members from various literacy backgrounds. Finally, community radio has the potential to influence community members as observed by Semujju (2014) in the survey carried out in Western Ugandan district that found that about one-quarter of 250 listeners sampled listened to their community station ten or more hours daily.

2.5 SOUTH AFRICAN STUDIES

CRS in South Africa are expected to serve as 'voices of the people', articulate the interests of their owner communities, and provide opportunities for poor and rural communities to express themselves in their own language and in a convenient manner as well as ways they know (Siemering et al., 1998; Wakefield, 2017). The community radio is an integral part in South African's lives, with SAinfo reporter (2012) noting that South Africa has an estimated 15.4-million radio sets and CRS garner almost 8,6-million listeners a week. This popularity arises from the reality that radio is regarded as an 'intimate' medium as listeners are addressed in a very personal way by programme hosts who usually speak in familiar styles (Magpanthong & McDaniel 2015). This claim however, fails to recognise that with English becoming a global hegemonic language of discourse, CRS' temptation to draw on such language to garner youthful listenership potentially reduces the listenership of adults with low literacy levels who do not understand the English language. In addition, the type of ownership and funding sources, which may inform the agenda purveyed by these stations. If a CRS is owned by an NGO, this may shift their focus from serving the local communities needs to serving the interests of the owners/funders.

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Community radios cover various social, political and economic developmental issues in South Africa. A study of six CRS in South Africa carried out by Megwa (2007) found out that the commonly shared themes in stations' policies were that community stations are mechanisms for initiating and aiding development, facilitating citizens access to development information, and linking communities with their local leaders. In times of local government elections in South Africa, local political candidates go on CRS to discuss their manifestos, thus, affording local communities and citizens a rare opportunity to engage directly with their local leaders. Moreover, topics about how community members can engage in self-development, whether it is through education or acquiring skills, are covered by these stations.

2.5.1 Pre-apartheid

Before South Africa's transition to multiracial democracy in 1994, the minority white government's use of apartheid laws won global notoriety for separating citizens into geographical, social and political enclaves (Olorunnisola, 2000; Peters, van Gensen, Isaacs, Botha & Naicker, 2014). This segregation further cemented the exclusion of non-white South Africans from developmental activities and information that was significant to citizens of the country. Olorunnisola (2000) expresses that, as a state monopoly, the SABC policed the airwaves and controlled the broadcasting industry. This policing meant that radio, in the country, was created to intentionally exclude non-white people from receiving equal information and opportunities. Hachten and Giffard (1987) indicate that the first radio service in 1927 catered for white English speakers only. Thus, the majority groups - which were marginalised by the mainstream media - were forced to seek solace in the capabilities of community radio (Olorunnisola, 2000). Nevertheless, it should be noted that literature on CRS from the pre-apartheid era is scarce, with Bosch (2003:26) supporting this statement by stating that "though there is a wealth of literature on alternative media press in apartheid South Africa, the activities of community radio, before and after 1994, have not been adequately documented".

It should be noted that the emergence of community radio in the 1990s, in radical opposition to both state-owned and commercial media, represented a radical shift in

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South Africa's media industry (Bosch, 2003). Media scholars, Steinberg (1995) and Johnson (2001) suggest that CRS were established as a response to different kinds of struggles for social, economic and cultural issues. The reasons for this establishment mapped CRS as a popular medium that targeted marginalised citizens, who made up the majority of the country. Currently, most stations, such as Radio Zibonele in Khayelitsha in the Western Cape Province and Radio Winterveld in the North-West Province, serve communities, which were disadvantaged under apartheid (Osunkunle & Wozniak, 2015).

2.5.2 Post-apartheid

Shortly after the 1994 elections, the Independent Broadcasting Authority (IBA) was established with the objectives to: "promote diverse ownership, historically disadvantaged ownership, diverse programming content, and South African content" (Matisonn, n.d:6). In 1994, Bush Radio and Radio Zibonele in the Western Cape received the first community radio licenses from the IBA (Pather, 2012). This paved the way for the various CRS that the country now hosts. Pather (2012) notes that the IBA had licensed 82 community radios by 1995. This advent of community radio in South Africa post-1994 is significant in a number of ways. It underpinned the development of these listener communities, improved state service delivery in a few instances and generally facilitated the empowerment of audiences in that they publicly vocalise their most pressing needs to the state (Olorunnisola, 2000). Hence, the development that has arisen, as a result, of community stations' presence, further encapsulates the significance of these stations in the progress of communities. The Independent Communications Authority of South Africa (ICASA) later replaced the IBA in mid-2000 when the IBA merged with the South African Telecommunications Authority (Anon, n.d2). Apart from regulating the broadcasting industry, ICASA's functions include "areas of investigation, inspection, complaints handling, dispute resolution, adjudication, regulation, and the conduct of market review studies" (Anon, n.d2).

Various scholars (Jankowski & Prehn, 2002; Dunu, 2012; Javuru, 2012) note that radio services are essential for disseminating development messages to the people throughout the world. These scholars are mindful that CRS, especially in post-apartheid South Africa,

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function as a link between government and its citizens, since government works to bring about the necessary development and provide basic services to its citizens. Currently, South Africa is home to over 200 licensed CRS – from about 150 in 2013 (Mochiko, 2017) – and these support programming covering a wide range of languages, cultural and religious interests (Pather, 2012). This number of community stations is proof to this media's popularity and its social significance. It also reflects that a number of South Africans are still in desperate need of platforms that will address their needs in languages they are comfortable in.

A number of studies outline the significance of CRS. Megwa (2007) found that community members listened to community radio because they teach and reinforce societal norms and values. The imposed segregation laws forced different communities to form their own value chains. These societal norms and values have been purveyed by the CRS and in that way enabling these communities to maintain and keep them within the rest of society. Hence, as noted by the Wits Justice Project (2013), the growth of community radio since the advent of democracy in South Africa is proof of the "democratiz[ation] of the airwaves", which witnessed radio stations that cater for ethnic and religious groups broadcasting alongside South Africa's mass media offerings.

In a focus, specific to this study, the Free State Province is host to over 14 CRS that cater to the needs of various communities, such as information regarding health, education and community development (Pather, 2012). There are two types of community stations: stations that serve specific geographic areas, and those serving a community of interests (Osunkunle & Wozniak, 2015). An example of stations that serve a specific geographic area is Motheo FM, which aims to serve the district previously known as Motheo. In addition, an example of a station that serves a community of interests is the now defunct Med FM, which aimed at broadcasting information about health and wellness. Regardless of the type of community radio, these stations normally attempt at maintaining sustainability by serving communities, informing, educating and entertaining them (Manyozo, 2007; Osunkunle, 2007). Community radios also contribute to the country's efforts towards the reduction of unemployment (Worku, 2013), by providing job

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opportunities to their community members. Figure 2 below illustrates the types of CRS in the province and the district municipalities they are located in.

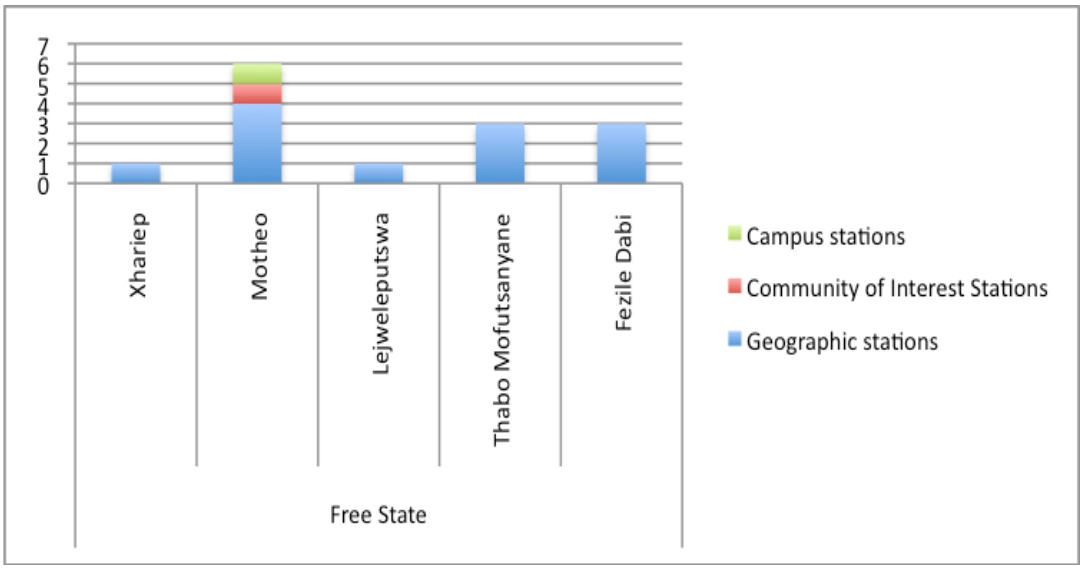

Figure 2: Community radio stations in the Free State Province (Pather, 2012:22)

2.6 DEFINITION OF LEARNING ORIENTATION

Sujan, Weitz and Kumar (1994) define learning orientation (LO) as a motivational orientation that guides employees' behaviour. Farrell et al. (2008) describe LO as the ability of a firm to generate, spread and make use of knowledge. While the term is often employed with references to firm competitiveness, community based organisations such as CRS also need to draw on LO to guarantee their survival. Similarly, various authors (Calantone, Cavusgil & Zhao, 2002; Motsepe & Fakoti, 2017) refer to LO as pertaining to the organisation-wide activities of creating and using knowledge to enhance competitive advantage. Drawing on these definitions, LO describes the capacity of an organisation to create an environment that enables employees to generate, analyse and make use of knowledge that enables the organisation to gain a competitive advantage.

2.7 COMPONENTS OF LEARNING ORIENTATION

LO comprises of a number of learning drivers that affect an organisation's ability to persist at working towards achieving a goal, and creating new techniques and methodologies, particularly over extended periods of time (Jeffrey, 2009; Çömez & Kitapçi, 2016). It

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comprises the sharing of information regarding “customer needs, market changes, and competitor actions” that contributes to the development of broadcasting strategies that position CRS with a competitive advantage (Martinette et al., 2014:780). The driving forces discussed below are a shared vision, commitment to learning, open-mindedness and knowledge sharing.

2.7.1 Shared vision

Shared vision focuses on learning in a context where much information and knowledge is available (Day & Institute, 1991). Stations, as a whole need to have a clearly articulated vision (Abbasi et al., 2015) in order to ensure that everyone in the stations works towards this set vision. In the context of CRS, a shared vision can be in the form of day-to-day operational activities in a community station. This can also be in the form of broadcasting, administrative and managerial activities. Parsons (2002) describes a shared vision as referring to shared values and mutual goals and understanding in a cooperative relationship. The realisation of shared vision in CRS, where the station manager often assumes multiple managerial roles that may gravitate towards authoritative tendencies, may be compromised as the station manager pursues personal will at the expense of collective interests. Even though motivation to learn exists, necessary learning from provided information and knowledge may not occur due to a lack of direction (Cho et al., 2013; Çömez & Kitapçi, 2016). Therefore, a shared vision is important because it provides a direction for what should be learned (Sinkula, Baker & Noordewier, 1997; Abbasi et al., 2015).

A shared vision must consider the employees involved in the organisation. Small organisations must make sure that all team members actively participate in continuous learning of their duties in order to contribute to the stations’ vision. This indicates that a shared vision provides CRS employees with a sense of purpose and direction, and embodies the common value of dyadic relationships of managers and subordinates (Wang & Rafiq, 2009). Yet developing a shared vision depends on the leadership style of the managers and the extent of cooperation of subordinates. The lack of shared vision between employees and managers indeed undermines possibilities of cooperation

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(Boddy, Macbeth & Wagner, 2000). Nonetheless, lack of cooperation among subordinates may not be intentional and based on ulterior motives of sabotage but may arise from confusion around goals pursued and the lack of sufficient knowledge of expectations from senior management. Thus, Nybakk (2012) suggests that planned processes are vital for an organisation to get to a point where they have a shared vision.

Organisations are increasingly pressured towards improved responsiveness and flexibility, which coupled with the quickening rate of changes in the media industry, leads them to pursue goals that are often too complex or multifaceted for individual accomplishment (Mitchell et al., 2012). Therefore, senior management must continuously communicate its goals to employees and guide them on how to achieve these goals and harness resources towards their attainment. Chang, Huang (2012) and Martinette et al. (2014) stress that community radio members who have a shared vision possess the same perception about how to integrate strategic resources and how to interact with each other. Moreover, Salas, Cooke, and Rosen (2008) suggest that organisations are relying more on teamwork to achieve valued outcomes as teams that possess a shared vision, provide an opportunity for a broad range of relevant skills to be directed towards interdependent and difficult tasks.

2.7.2 Commitment to learning

Commitment to learning is an organisational value that focuses on the likelihood that the organisation will encourage learning (Sinkula et al., 1997). It considers placing importance on learning to search for new information and create new knowledge that is valuable to the organisation (Sinkula et al., 1997). The commitment to learning is indeed critical for organisational sustainability, but the search for information is a consequence of human endeavour and the role of technology in enabling such access cannot be understated given the networking and crowdsourcing capabilities of technology. Commitment to learning is likely to foster a learning climate (Tobin, 1994) that enables stations to use information from a number of entities such as listeners to improve broadcasting, sales and maintain a large listenership (Nybakk, 2012; Çömez & Kitapçi, 2016; Motsepe & Fatoki, 2017). Correspondingly, Pedder and MacBeath (2008) point out that LO allows

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learning, constructive-engagement among community stations' employees and enables employees to 'see' emergent trends in the external environment. Thus, continuous learning enables community radio employees to position both the station and themselves in a competitive valuable position in this ever-changing and competitive industry.

The provision of a conducive learning environment is essential here. Providing a learning-friendly environment is crucial because the more the organisation encourages learning at the organisational level, the more learning will occur throughout the organisation (Sinkula et al., 1997; Nybakk, 2012; Çömez & Kitapçi, 2016). However, CRS require competent employees in order to learn and interpret new market information, and discern technology changes from the external environment (Birdthistle & Fleming, 2005; Casey, 2005; Abbasi et al., 2015) and promote CBT. Additionally, the integration of on-air and online resources is a social practice that community radio employees have to contend with (Nevill, 2017) meaning that the definition of competent employees has changed drastically in the last two decades. For that reason, employees of community stations not only need to have the capability to process information efficiently but to create new knowledge faster than other competitors (Huang & Wang, 2011). Therefore, there is need for both employees and stations to be open-minded and flexible in their fulfilment of organisational processes.

2.7.3 Open-mindedness

Open-mindedness is defined as a willingness to question one's own position and find evidence against one's beliefs or perspectives (Sinkula et al., 1997) regarding inter- team dynamics. Calantone et al. (2002) also define open-mindedness as the willingness to critically evaluate existing routines in an organisation and to accept new ideas. The suggestion is that open mindedness hinges on one's capacity to self-reflect and 'take a step back' in the evaluation of one's own views as well as appreciate alternative viewpoints. In other words, open-mindedness relates to the extent that the organisational members can avoid being trapped in processes already being used, how often they think flexibly, and how active they are in accommodating new knowledge and ideas (Baker & Sinkula, 1999; Abbasi et al., 2015). Finally, in the context of CRS, open-mindedness can

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include using newer technologies, modernising traditional ways of broadcasting and accommodating new concepts of operating.

Open-mindedness has its key characteristics and benefits. West, Borrill, Dawson, Brodbeck, Shapiro and Haward (2003) argue that open-mindedness leads to enhanced performance, effective problem solutions and better decision-making. It is reflected in shared beliefs about how team members should respond to the divergent perspectives and positions of each other (Mitchell et al., 2012). It enables employees from different backgrounds and with different ideas to come together in order to create successful community stations. Open-mindedness can also facilitate the development of effective problem solutions in professionally diverse groups (Mitchell et al., 2012) such as CRS, which can have experienced people in management positions working with novice broadcasters behind the microphone. Finally, if an organisation does not have the open-mindedness to question and correct outdated procedures, it may continue to operate inefficiently and ineffectively (Senge, 1992; Martinette et al., 2014).

2.7.4 Knowledge sharing

Verdonschot (2005) indicates that the processes of LO involve key components that support knowledge productivity processes, which include searching for information, assimilating, developing and creating new knowledge on products, processes and services. This means that CRS need to draw on the experiences of other community stations and tap into the vast knowledge of commercial stations to ensure that they continue to learn and improve the calibre of the service they provide to their communities.

Furthermore, these radio stations need to share the acquired knowledge internally through conversations and interactions among employees (Abbasi et al., 2015). This entails community station employees coming together in order to share knowledge that they would have acquired in their broadcasting careers with those around them. Buckley (2012) emphasises this in the observation that it is critical to have a culture of knowledge sharing as free-flowing conversations, open dialogue across organisational boundaries and team and network building are important mechanisms for the creation of high levels

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of innovation and learning. Wenger (2004) postulates further that one way to share knowledge is through a community of practice, which he describes as groups of people who come together voluntarily, both face-to-face and virtually, to share and to learn from one another. Therefore, various CRS can form these practices by coming together, physically and virtually, in order to share their knowledge and experiences regarding how they overcame difficulties in this ever-changing industry.

2.8 CONTRIBUTION OF LEARNING ORIENTATION TO ORGANISATIONAL LEARNING

Panayides (2007) and Martinette et al. (2014) define organisational learning as an activity of creating and using knowledge to enhance competitive advantage. LO, just as organisational learning, involves the creation and use of knowledge for a competitive advantage and the sustainability of CRS. LO and organisational learning cannot exist without each other (Senge, 2006; Kharabsheh et al., 2014; Abbasi et al., 2015; Çömez & Kitapçi, 2016). CRS experience a number of problems that can be traced to competitive weakness (Buys, 2012; Cant & Wiid, 2012). As a result, these stations should ensure that LO and organisational learning are practiced in their organisations. Nonetheless, organisational learning is not really a characteristic of small organisations for various reasons, such as limited resources put into research and development, immediate preoccupation with organisational survival, and the existence of limited expertise in such organisations. LO (which smaller stations may still implement) is becoming increasingly popular among organisations that are interested in enhancing their competitive advantage, innovativeness and effectiveness (Wu & Fang, 2010; Çömez & Kitapçi, 2016; Motsepe & Fakoti, 2017) even though it has been least explored within the context of community based organisations such as CRS. Furthermore, organisational learning, an approach which advocates that organisations must learn from their experiences in order to survive (Abbasi et al., 2015; Wu & Fang, 2010), will then come into play as community stations grow their resources, manpower and experiences. Organisational learning is also important because what the organisation learns is necessary for the organisation to understand its audience (Lagrosen & Lagrosen, 2012; Nybakk, 2012; Çömez & Kitapçi, 2016; Motsepe & Fatoki, 2017). As such, CRS may not thrive without recourse to

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organisational learning and in particular sufficient knowledge of their listeners who may comprise a complex intergenerational group of listeners.

2.9 THEORIES OF LEARNING

The most commonly articulated theories of learning are Behaviourism and Constructivism. Both theories stem from two philosophical schools of thought, which have influenced educators' view of learning (Weegar & Pacis, 2012). Behaviourism has strong resonance with traditional science and objectivism, in particular how external stimuli shapes individual response, while Constructivism was postulated to challenge and question Behaviourisms over dependence on the external environment to explain human action such as learning.

2.9.1 Behaviourism theory

Behaviourism views knowledge as a product of a finding process and learning as an active process of acquiring knowledge (Boghossian, 2006). Behaviourists also think that only the observable and measurable aspects of human behaviour is worthy of scientific inquiry (Bush, 2006; Zhou & Brown, 2014). The focus is on processes that enable individuals to respond to external environments and especially, the extraction of knowledge from the external environment (e.g. an academic). Bichelmeyer and Hsu (1999) note that behaviourism considers instruction as the process of providing knowledge through the support of an expert. Behaviourism's focus is on the external observation of lawful relations between and among outwardly observable stimuli and the responses that follow (Boghossian, 2006; Zhou & Brown, 2014). In the context of CRS, subordinates learn from a knowledgeable expert or supervisor through direct acquisition and modelling. According to Freiberg (1999), what constitutes valid knowledge is publically observable, and as such, behaviourists believe that the concept of mental states can be discarded. This indicates that studies adopting theories of learning should emphasise observable practices as the main results of the study.

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2.9.2 Constructivism theory

Constructivism challenges the scientific driven ideas of Behaviourism that put much emphasis on the impact of external stimuli on human behavioural responses. The theory views both knowledge as the natural consequence of a constructive process and learning as an active process of constructing knowledge (Boghossian, 2006). Rather than conceive a community radio's station manager as a 'sage on the stage' or articulating knowledge and subordinates as passive recipients or 'empty vessels' to be filled with knowledge, Constructivism postulates that both the station manager and subordinates are co-negotiators and co-constructors of knowledge. Bichelmeyer and Hsu (1999) further state that constructivism views instruction as the process of supporting the construction of knowledge. Therefore, neither the expert nor the novice in the CRS have absolute knowledge, instead, knowledge is a consequence of their engagement with partial knowledge or truth. According to Boghossian (2006), there are many different types of constructivism with the cognitive, critical, radical, and social as the most popular. However, these constructivisms all share the same core idea that employees construct their own knowledge (Sener, 1997) and are not internalising expert knowledge. For the constructivist, each person's subjective experience is just as valid as anyone else's, and no one has an epistemically privileged viewpoint (Boghossian, 2006). Constructivists argue that there are multiple realities constructed by individuals (Boghossian, 2006). This implies that CRS' knowledge is a product of hybrid perspectives generated by individual workers, producers and their station managers.

2.10 INTERNATIONAL STUDIES

Much of the existing completed research on LO tends to cover large organisations and focus on improving firm competitiveness and productivity (Celuch, Kasouf & Peruvemba, 2002; Magnini & Honeycutt Jr.'s, 2003; Nybakk, 2012; Martinette et al., 2014; Abbasi et al., 2015; Çömez & Kitapçi, 2016; Motsepe & Fatoki, 2017). The critics Calantone et al. (2002) and Çömez and Kitapçi (2016), hypothesize that the higher the level of LO, the greater the degree of firm innovativeness. Thus, the relationship between LO and firm innovativeness, and between LO and firm performance grows stronger as organisations age because they can use the information more efficiently (Calantone et al., 2002).

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Martinette et al.'s (2014) American study on the relationship between LO and organisational performance in Accounting firms, found that there is a relationship between LO and firm performance. They found that LO creates a better understanding of one's customer base and enables the potential for improved client relationships and retention (Martinette et al., 2014). In addition, a study of 247 firms conducted by Celuch et al. (2002) in Indiana observed that managers who perceived their firm to be higher in LO reported stronger information systems and marketing capabilities. The same study found out that managers in higher LO firms reported having stronger upper management competencies compared to lower LO firms, thus reflecting the importance of upper management's commitment and the resulting strategic consistency. In recognising the importance of LO, Magnini and Honeycutt Jr.'s (2003) study, on US-based multinational hotel corporations, found that expatriate hotel positions require candidates who can continually learn from their experiences. Therefore, organisations should incorporate LO measures in their candidate-screening process (Magnini & Honeycutt Jr., 2003).

International studies prove that LO improves organisational efficiency. Nybakk's (2012) study on the influence of LO on firm innovativeness and performance in the Norway manufacturing industry indicated that there is a strong link between LO and organisations that perform well. This suggests that a CRS' implementation of LO is likely to create high chances of increasing their performance indicators (e.g. increased service base, employment figures, financial sustenance, firm growth, etc.) and an achievement of sustainability. Nybakk (2012) also indicates that LO influences an organisation's financial stability. This finding is important for CRS as they continuously struggle to remain financially stable. Verschoor (2014) adds that learning organisations generate highly motivated and more productive employees, which reduces employee turnover and training costs and yields an improved bottom line. This is pivotal, as retaining employees in community radio is a challenge that many still encounter. Nevill (2017) accentuates the importance of a low employee turnover by indicating that attracting and retaining talent is the lifeblood of any radio station as it is crucial in keeping audiences and advertisers

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engaged. Therefore, stations' integration of LO in their organisations increases their chance of triumphing in employee retention.

2.11 SOUTH AFRICAN STUDIES

Studies covering LO in the South African context, especially those on smaller organisations are infrequent (Motsepe & Fatoki, 2017). Dubihlela (2013) notes that the vast majority of studies on LO focussed on the developed countries. This suggests that the adoption of LO in South Africa is severely limited. However, Motsepe and Fatoki's (2017) study on the relationship between LO and SMME performance found that the implementation of LO enables small businesses to become market-leaders. Motsepe and Fakoti's study further emphasises that small organisations, which implement LO, have higher chances of achieving sustainability as LO gives SMMEs a competitive advantage and allows them to build long lasting relationships with their customers (Motsepe & Fakoti, 2017). Hence, the availability of scant literature examining the relationship between LO and firm performance in the South African context does not discount LO's potential positive influence on organisational success and sustainability.

2.12 DEFINITION OF CREATIVE BROADCASTING TECHNIQUES

Creative broadcasting techniques (CBT), in the radio context, is the transmission of radio content (text and/or audio) via new media technology platforms, such as social media, that allow listeners to interact with this content. The 2015 Global Web Index reported that the use of social media increased from a daily average of 1.61 to 1.72 hours between the period of 2012 and 2014, which suggests that CRS stand to benefit from utilising this medium. Kaplan and Haenlein (2010) define social media as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content."

CBT has made it possible for listeners to have multiple platforms to participate (Nassanga, Manyozo & Lopes, 2013) in broadcasting activities of their CRS. It enables small stations to benefit from the advantages of listener participation. Through the years, technology has evolved and opened up opportunities for its exploitation to make

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communication easier and faster. This evolution created a rise in new media technology (also known as Web 2.0) (Amundson, 2017) to which CBT is part of. In addition, CBT, unlike the static technology of traditional media, affords users the ability to interact and produce content rather than passively receive information (Lee et al., 2017). A brief discussion on and that of traditional media compared to new media technology assists in understanding the potential of CBT.

2.12.1 Traditional media

The relationship between consumers and the media in traditional media (also known as Web 1.0) used to be a one-way street, with the medium being the active provider and the consumer the passive receiver of information (van der Merwe, 2012). This limited the listeners' influence on programmes that targeted them. Carpentier (cited by Willems, 2013) argues that scholars in media studies have raised concern about the quality of audience participation. Audience interaction and participation cannot be ignored since social sustainability is part of a CRS' overall sustainability strategy. Additionally, traditional media tends to be limited in source diversity and is susceptible to the biases of the establishment (Bennett, 2007). This then results in the possibility of the right of information being infringed upon as consumers do not have influence on the information that they are fed.

2.12.2 New media technology

Birkerts (1994), Jordaan (2017) and Nevill (2017) indicate that new media technologies have created an entirely new social space, which allows for new forms of interaction with little connection to the physical world. This means that CRS now have platforms that they can exploit to engage more with their listeners. CRS can remain relevant and sustainable by building an intimate relationship with their listeners so that the listeners feel a degree of ownership of the station (Rothschild, 2017) and new media technology enables the building of this relationship. Therefore, listeners who are of the view that they are a part of the decision makers of their station remain loyal to the station. In fact, Mochiko (2017) indicates that 64% of South African radio listeners tune into to one station, which indicates

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the significance of broadcasting content relevant to listeners in order to create a foundation of loyalty.

CBT enables community stations to determine content that is relevant and of interest to their listeners. Garcia-Aviles (2012) suggests that the synergies between radio and new media technology have brought about innovative ways of considering the role of audiences and amplifying the reception of shows, as interactive technologies are transforming the way radio communicates with listeners and increasing the opportunities for listener feedback and engagement with shows. The implementation of new media technology in the radio industry has also enabled listeners to put a face to their favourite presenters' voice, thus, creating a more intimate relationship. Finally, radio programmes are increasingly produced bearing in mind their online distribution, with listeners turned into users who are able to interact more intensively, share their experiences and participate with a large number of applications (Deery, 2003; Fine, 2017).

2.13 DIMENSIONS OF CREATIVE BROADCASTING TECHNIQUES

CRS can have a lasting influence on its listeners by allowing participatory communication, which takes the views of the community into consideration (Osunkunle & Wozniak, 2015). Media strategist Mark Ramsey emphasises this further by stating that listeners are on social media, so in order to be relevant, radio employees must have a meaningful presence there too (Nevill, 2017). CBT enables this participatory communication to take place between the station and its listeners. CBT and its concepts are discussed in the subsequent sections.

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Figure 3 illustrates how CBT and its subsects are related.

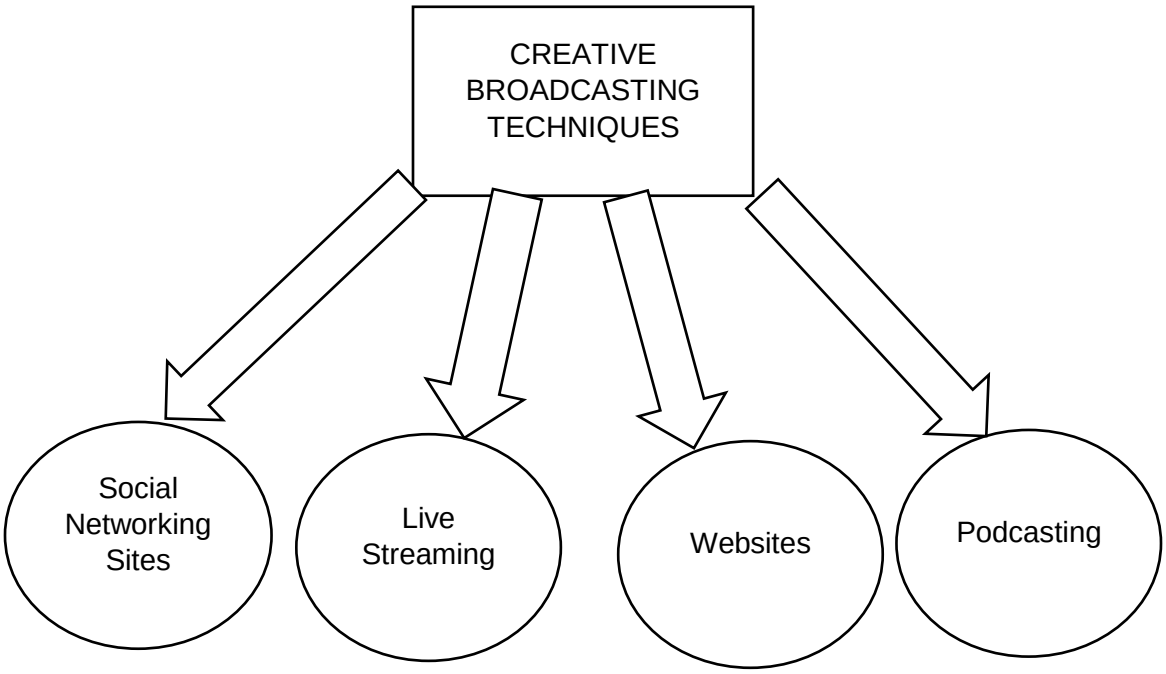

Figure 3: Construction of Creative broadcasting techniques (Author's compilation)

2.13.1 Social networking sites

Social Networking Sites (SNS) are "a networked communication platform in which participants have uniquely identifiable profiles that consist of user-supplied content, content provided by other users, and/or system-provided data" (Ellison & Boyd, 2013:158). These sites allow stations to identify their listeners, engage with and receive feedback from them through participation in programmes and interaction with presenters. SNS have rapidly become one of the most used online services (Rambe & Ng'ambi, 2014; Lenhart, 2015; Vendemia, High & DeAndrea, 2017), thus suggesting that CRS should use them to engage with listeners as they help create a community of fans and followers that see the station as trustworthy, and humans tend to be loyal to those they trust (Mattern, n.d). The emphasis on listener loyalty for CRS' success (Myler, 2016; Wiid, Cant & le Roux, 2016; Davey, 2017; Fine, 2017; Rothschild, 2017), indicates that these stations have to make effective use of SNS as attracting listeners can be a costly practice for these financially constrained organisations.

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2.13.2 Live streaming

Live streaming is the transmission of content (audio or video) via the internet in real time (Rouse, 2008; Costello, 2017). It enables stations' availability to their listeners from anywhere in the world. Live streaming also allows locally based community radios' parameters to be expanded as they are able to reach wider audiences across countries and have thus become both local and global (Nassanga, 2009).

The unique characteristics of the Internet, such as an almost unlimited reach to the global audience, allows CRS to interact with their listeners beyond the borders through live streaming (Shin & Huh, 2009). This CBT subsect enables CRS to reach audiences that are beyond their communities and grants them a selling point when approaching funders and advertisers. In addition, live streaming eliminates the problem of distance and space (Ikpe & Olise, 2010; Israele, 2017) and allows listeners to experience events without the restriction of using a traditional radio set as mobile devices can be used to receive content. Therefore, as noted by Osunkunle (2008), live streaming enables community members to access the community stations` and benefit from it without any hindrances.

2.13.3 Website

Websites are multimedia interfaces that allow users to access content that is available on the Internet at convenient times (O'Leary, O'Leary & O'Leary, 2017). They provide people with information (Fotis, Buhalis, & Rossides, 2011; Pawlicz, 2012; Neuhofer, Buhalis, & Ladkin, 2015) about news and events taking place in their communities. These sites are also an important tool and communication channel in organisations because they give a global reach to media content, are more effective and less expensive than other alternatives (Shin & Huh, 2009; Hung, Lai & Chang, 2015).

CRS also use websites for operational activities and other functions. Websites enable CRS to distribute their content and make live distribution that allows listeners to read content about their local communities that they may have missed during a live radio broadcast. A number of organisations use interactive media that is attractive to customers (O'Leary et al., 2017) to create websites that establish a brand image and enhance

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relationships with customers (Dou, Nielsen & Tan, 2002; Cho & Cheon, 2005; Chudasri & Saksrisathaporn, 2017). CRS can also create beneficial websites. However, the CRS' website construction must pay attention to content organisation, have clear instructions and helpful information, enable robust search and easy navigation, as well as possess a clear layout, uncluttered pages and visual attractiveness (Ling & Salvendy, 2013; Chudasri & Saksrisathaporn, 2017). When all these features and interfaces are incorporated, listeners will have websites that offer information that is relevant and a format that is user-friendly to them.

Furthermore, CRS use websites to offer more to their listeners. The different options to access allows listeners to be in touch with their stations and these stations are more likely to retain these listeners. Kusinitz (2014) states that 92% of marketers in 2014 claimed that social media marketing was important for their business, with 80% indicating their efforts increased traffic to their websites. Hence, the active use of CBT across its different platforms has significant benefits.

2.13.4 Podcasts

Podcasts are audio files that one can download onto a desktop computer, iPod, or other portable media player for playback later (Potter, 2006; Harris & Park, 2008; Gray, 2017). In this fast-paced world, podcasts enable community radio listeners to access and listen to content at any time and place via a medium that they prefer. Podcasting combines the broadcast nature of radio with the flexibility of listener control, as listeners can download and listen to a podcast in their own time (Chan & Lee, 2005; Croteau & Hoynes, 2011; Krüger, 2017). McClung and Johnson (2010) propose that content producers may want to podcast in an effort to take advantage of the element of mobility previously unseen with radio. Listeners can also access these podcasts by subscribing to feeds, which automatically download new podcasts as they become available (Potter, 2006; Gray, 2017). Thus, podcasts are an innovative broadcasting platform.

CRS can host these podcasts on their websites, thus increasing traffic to their websites as well as use them to the best of their advantage. Podcast use has been growing steadily

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with a 2013 Pew Research Centre (2013) survey confirming the growing popularity of podcasts where 27% of internet users aged 18 and older download or listen to podcasts as compared to the 21% of 2010. McClung and Johnson's (2010) research on the motives of podcast users found that podcasts use allows time shifting, are associated with social aspects in that podcast users tend to talk to friends and other fans about the podcasts they download, and for entertainment purposes. As a result, CRS should leverage on the benefits of podcasts, as they create a community of people that discuss content that is available for joint access.

2.14 INTERNATIONAL STUDIES

New media technology has enhanced radio's position as a medium of choice by extending access and offering increased station and genre choice (Ofcom, 2013). This has compelled traditional radio broadcasters to embrace and utilise new technology. Concerning CRS, new media technology has allowed interaction with listeners 24/7 on various platforms (Sorum, Andersen & Vatrapu, 2012).

CBT and specifically SNS have a huge impact worldwide. Ordinary citizens can have direct communication with their first-world leaders through these sites. In the American context, the United States of America's (USA) policy adviser, Gewirtz (2016), dubbed the 2016 election as "the most technology-driven election in American history." Current USA President, Donald Trump, used Twitter mostly during his campaign, which brought him attention and billions of dollars' worth of advertisement when the media wrote articles about his tweets (Anon, 2016b). Moreover, by the end of 2016, 81% of mobile phone owners in America used a smartphone (Lella, 2017) increasing the opportunities for broadened access and commentary on CBT systems on smartphones. Therefore, CRS should exploit these platforms more to engage with their listeners about relevant issues.

Furthermore, CBT has a massive influence on major events that take place around the globe. The platform has embedded itself in the everyday life of many citizens around the world (Staksrud, Olafsson & Livingstone, 2013), with over 400 million users across Europe and 340 million of those people using social media via mobile devices every

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month (Kemp, 2017). In addition, Singh (2016) notes that 47% of voters that voted for the United Kingdom (UK) to stay in the European Union indicated that their side would have won the referendum if social media did not exist. This underscores the fact that CRS need to utilise these technologies in order to be of greater influence to their listeners.

The larger global world perceives the internet as almost human and yet this is not the case in Africa (Workman, 2017). Internet growth in Africa has been rising slowly but millions of people still do not have access to it. Kemp (2017) reports that fewer than one in three people, in the continent, have access to the internet. This creates a challenge for CRS that want to exploit CBT. However, these systems can target the one in three that have access. In addition, the growth of internet use will result in a larger number of listeners targeted on these platforms. An example of a country that is experiencing rapid growth in the use of the internet is Nigeria where 47.9% of the country's 191 million citizens have access to the internet (Workman, 2017). In addition, Kemp (2017) reports that 7 of the 10 fastest growing internet populations in the world are in Africa. Thus, although the continent is lagging behind in continental penetration of the internet, CRS need to prepare themselves, as the number of people with access continues to be on the rise.

2.15 SOUTH AFRICAN STUDIES

South Africa contributes 8.5% to Africa's total internet usage (Workman, 2017), with an internet penetration of more than 20 million in a country of 55.9 million citizens (Sha, 2017). Even though almost 75% of the country does not have access to the internet, CRS cannot ignore the 25% that does. Therefore, community stations need to invest in resources that will enable them to access and engage with this market through CBT systems. In addition, of those that have access to the internet, 53.9% access the internet via mobile devices (Mzekandaba, 2017), thus indicating that CRS should create content that is mobile device friendly in order to tap into this population.

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2.16 DEFINITION OF SUSTAINABILITY

Running a community station is not easy (Wakefield, 2017) which makes achieving sustainability a challenging task. Sustainability is the ability of a radio station to maintain a good quality developmental broadcasting service over a period of time (Siemering & Fairbairn, 2007). Baron (2013) also defines sustainability as the ability to serve the needs of the present listeners while considering the needs of future generations. The above suggests that CRS need to meet their obligation of serving communities in a manner that prioritises its community while also taking into account their future communities over a continuous period.

2.17 COMPONENTS OF SUSTAINABILITY

Sustainable broadcasting has become an essential topic in many areas, (Chen, Thiede, Schudeleit & Herrmann, 2014; Haskin & Burke, 2016). There is need to investigate various aspects of CRS sustainability in order to ensure that all are effective to the overall sustainability of these stations. Shukla's (2014) study of the role of community radios as a developmental intervention in India found that CRS within an enabling environment can be a potent tool for promoting sustainable and inclusive development.

2.17.1 Organisational sustainability

Gumucio-Dagron (2003) defines organisational sustainability as relating to the station's policies, management styles, internal relationships and practices including its partnerships with external agencies. The principle of organisational sustainability seeks to improve the societal, environmental and economic systems within which the CRS operate (Chartered Institute of Personnel and Development, 2012). Since CRS often operate under the arm of the parent institution (e.g. a university), their employment and operational policies are normally reflective of the parent institution's. Additionally, the attainment of a sustainable status by these stations has some ripple effects on their surrounding community. Thus, the stability of these institutions is integral to the growth of societies.

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A further definition by Krüger et al. (2013) considers organisational sustainability as organisational frameworks, such as the legal framework, government policy and the licensing regime, within which a station operates. These include broadcasting acts, compliance with the Bill of Rights and licensing regulations provided by ICASA to stations. CRS often put a major focus on policies but previous research has shown that there usually is no positive relationship between organisational policies and employee behaviour (Ramus & Steger, 2000; Whitmarsh, 2009). 5FM station manager and programme manager, Cullinan and Nash (2017) are of the view that licence agreements – particularly the format definition - are rather broad and intended to guide stations instead of restricting them. Community radio management should therefore understand, interpret and explain the stations license agreement to employees in practical ways in order to avoid frustrations brewing and legal action being taken against the stations owing to misunderstandings.

2.17.2 Financial sustainability

Financial sustainability, is the station's income-generating potential over time, such as return on sales and overall competitiveness (Siemering & Fairbairn, 2007; Nybakk, 2012). CRS need funds to be able to pay salaries, meet operational expenses, produce programmes, buy and repair equipment when necessary, and pay transmission costs (Krüger et al., 2013). The organisations depend on inadequate advertising fees, donations and sponsorships to survive financially, such that they struggle to meet their financial obligations while producing quality broadcasting. In addition, the ability of communities to grasp the financial management of radio stations represents the single most important challenge facing the evolving sector (Olorunnisola, 2000; Order, 2016; Scifo, 2016). The reality is that commercial radio stations are structured as for-profit enterprises (Wakefield, 2017) while CRS are not-for-profit enterprises and as such face many methodological and financial challenges, especially with regard to the establishment of financially sustainable models (Manyozo, 2009). Therefore, community stations need to create and maintain effective financial models in order to plan their finances accordingly.

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A big challenge that community stations face is that they sometimes become too dependent on external funding from organisations (Singh, 2010; Krüger et al., 2013). This dependence undermines their attempts of establishing ways for financial stability. Additionally, some of these stations become too overprotected that when external funding stops, it leads to their demise, as they would fail to remain sustainable on their own. This indicates that community stations' financial sustainability is imperative because a cessation of funding puts most projects at risk (Manyozo, 2009; Krüger, 2013; Scifo, 2016). Finally, CRS dependency on external funding is heightened by the fact that advertising revenues in rural areas are too low to generate any substantial fees (Manyozo, 2007). This results in limited funds to operate stations, maintain infrastructure, finance overhead costs and pay employees.

Nkopane Maphiri, Chief Executive Officer (CEO) of The Media Connection, emphasises that community radio has an increasing demand for skills development, especially in management areas (Nevill, 2017). The deployment of untrained staff has a domino effect in that should funds be received, employees will not have the skills to effectively and efficiently use the funding, thereby threatening the stability of the station. Moreover, it is an arduous task to keep stations running in a poor community and to ensure that employees remain focused on the stations mission (Krüger, 2013). As a result of such difficulties, community radio broadcasters fail to visit remote communities to research and produce programs due to a lack of financial sustainability (Manyozo, 2007) and thus broadcasters tend to produce top-down programs (African Farm and Rural Radio Initiative, 2008). This then leaves rural communities at risk of socio-economic marginalisation.

2.17.3 Social sustainability

Social sustainability means community ownership of the station and participation in the production and airing of programming at both decision-making and operational levels (Siemering & Fairbairn, 2007). All employees, such as management, producers, news editors and on-air personnel should belong to the community that the broadcast service focuses on. Semujju (2014:197) stresses the importance of community participation in

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the statement that “one of the essential ingredients of community media is participation.” Therefore, the survival of CRS is dependent on community involvement (Gumucio-Dagron, 2003; Oni & Fatoki, 2013).

Megwa (2007) underlines that South Africa’s broadcast licensing authority, ICASA, takes into account community participation and support in granting or renewing operating licenses for CRS. Support for CRS is expressed in different ways such as through voluntary work, donations, participation in activities and constructive criticism (Krüger, 2013). The participation of the community being served in the decisions being made in CRS ensures that they are not sidelined in their own development. Jacobs (2016) also notes that stations need to invest in their communities by appointing local personalities and allowing them to participate in the management and operations of the stations.

The communities served by CRS should be actively involved in the activities of the stations. The communities should not be passive listeners but be active decision makers/contributors to what constitutes relevant information for them, programme production and management of the radio station (Shukla, 2014). Moreover, community members must participate as planners, producers and performers as this is a means of expression of the community (Carpentier, Lie & Servaes, 2003). The community members’ active participation in the management of the station ensures that their matters are addressed in a constructive manner and that solutions are established.

Finally, listeners do not just become loyal to stations through positive feelings about the stations (Wiid et al., 2016). Instead, stations that address the community’s difficulties and serve as a platform for their self-expression gain the loyalty of that community. Loyalty with current listeners is just as important as attracting and acquiring new listeners, even though the latter is more time consuming while retaining existing ones is expensive (Martinette, et al., 2014; Myler, 2016; Davey, 2017). Wiid et al. (2016) highlight the significance of listener retention by indicating that it has an impact on the profitability and continuation of CRS. Therefore, lack of a community of listeners that support a community station means that the station may cease to exist.

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2.18 SIGNIFICANCE OF COMMUNITY RADIO STATION SUSTAINABILITY

The sustainability of community radio broadcasting plays a significant role in providing essential information and knowledge to listeners and enables them to respond successfully to opportunities and challenges presented by social, economic and technological changes (Osunkunle & Wozniak, 2015). The establishment of CRS to tackle societal challenges and improve the socio-economic conditions of communities suggests that the sustainability of these stations remains relevant as a number of communities, especially rural ones, are still being sidelined when it comes to development. The difficulty is that many new local independent CRS start with high-flown ideals of development programming, community service and self-sustainability (Masolane, 2005; Siemering & Fairbairn, 2007). Later on, practice produces mixed and sometimes contradictory results in that these stations stray away from broadcasting for the development of the communities they serve, they fail to be the voice of the community, and request funding from external sources (Siemering & Fairbairn, 2007). It is, therefore, imperative that CRS are aware of their listeners, their needs and preferences in order to continue to serve their communities and impact on their sustainability. Hence, Fine (2017: para 4) asserts that "listeners are more likely to tune in to a station that knows what is on their mind, meets them where they are, engages them on things that matter to them and offers them a diverse selection of content, along with more of the music they love to listen to."

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2.19 PROPOSED CONCEPTUAL FRAMEWORK

Figure 4, below, illustrates the framework which postulates that when CRS have LO and CBT in place, they are more likely to succeed and ensure survival against competitors.

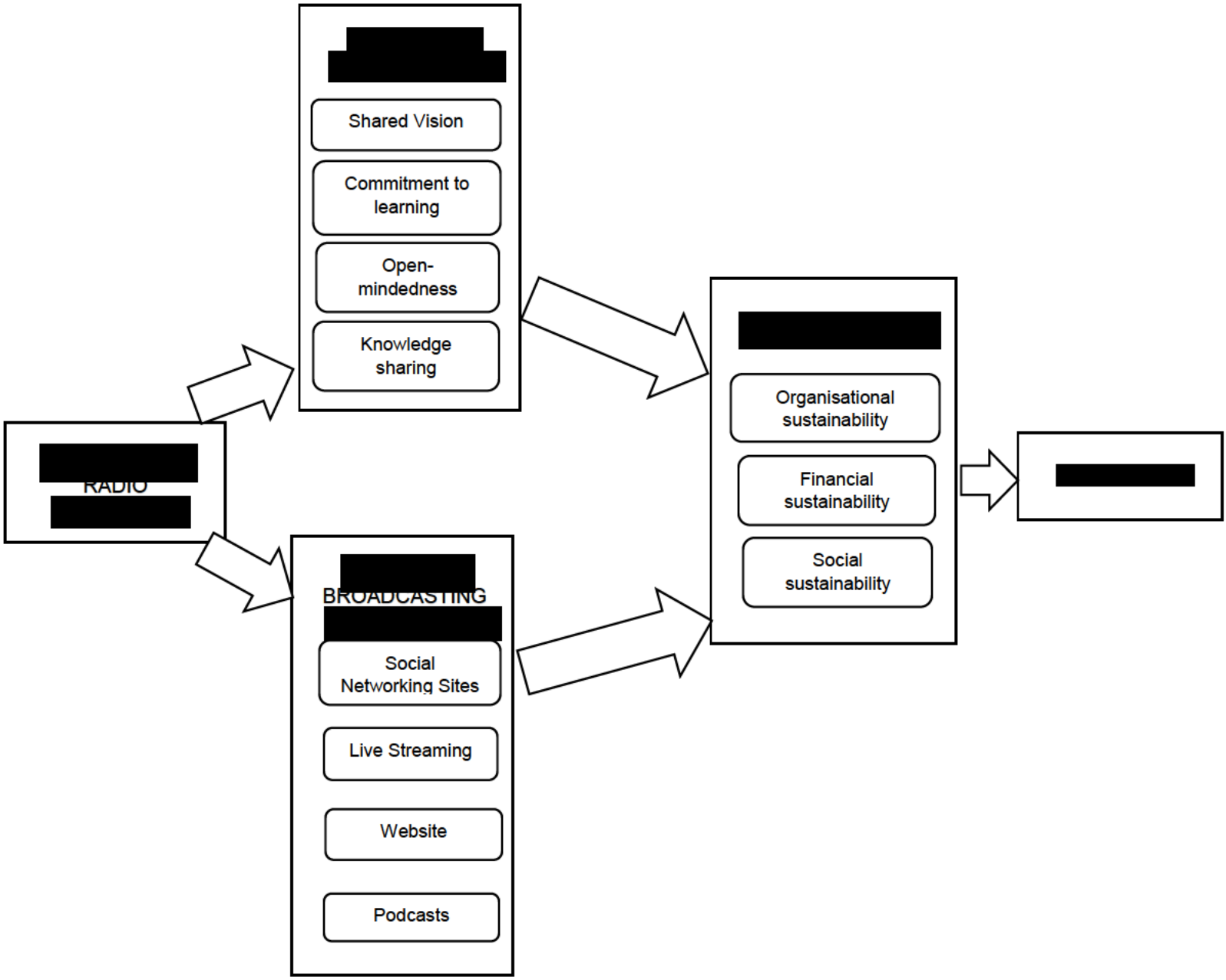

Figure 4: The relationship between learning orientation, creative broadcasting techniques and sustainability

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An interpretation of the above figure suggests, as backed by literature, that organisations that exemplify LO demonstrate a culture of knowledge sharing, which encompasses free-flowing conversation, open dialogue across organisational boundaries and network building (Buckley, 2012). These are important mechanisms for creating a sustainable enterprise. In this digital age, the broadcasting strategies a station possesses and uses are essential to maintaining a sustainable broadcast service. CBT allows for engagement between CRS and listeners – which creates a community of fans and followers that conceive the station as one that they can trust (Fine, 2017; Rothschild, 2017; Mattern, n.d) - and enables listeners to listen to community stations from anywhere in the world. Therefore, a combination of increased LO and CBT allows CRS to increase the base of listenership, and potentially increases social and financial contributions to this institution which contribute to the maintenance of the institution's overall sustainability (namely, organisational, financial and social).

2.20 CHAPTER SUMMARY

This chapter focused on the different components that make this study. First, it outlined the definitions of CRS and the different dimensional foci areas, emphasising the importance and relevance of these stations. The second segment concentrated on the definitions of LO and its components. It highlighted the impact that LO has had in other industries in various parts of the world. Thirdly, an explanation of the concept CBT was deciphered and its different components explained. Lastly, the term sustainability was defined and the types of sustainability relevant to this study explained.

The next chapter presents the methodological approach that applied in this study. It outlines the research approach, design and the methods of data collection applied, as well as the analysis used in this study.

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CHAPTER THREE: METHODOLOGY

3.0 INTRODUCTION

The previous chapter reviewed literature about the influence of learning orientation (LO) and creative broadcasting techniques (CBT) on the sustainability of community radio stations (CRS). It also discussed the broader perspectives on ways to advance the different forms of sustainability of community based organisations such as CRS. The discussions observed that the social and financial wellbeing of CRS is significant and the stations remains the top medium of communication and information dissemination reaching over 8.5 million listeners during the September to December 2014 period (South African Audience Research Foundation, 2014). Nonetheless, this chapter examines the methodology adopted in this study. It explores the design adopted in the study, the data collection techniques used and the data analysis applied to get the study's findings.

3.1 RESEARCH PARADIGM

Grbich (2013:5) defines paradigms as "worldviews of beliefs, values, and methods for collecting and interpreting data." Thus, a research paradigm captures the research philosophy that informs the researchers' research perspectives, value systems and methodological processes that justify the choice of data collection and analyses of the study. One of Grbich's category of research paradigms is the interpretivist paradigm (Hassani, 2017), which this study adopts as its research philosophy. The interpretive method adopts the position that our knowledge of reality is a social construction that integrates human interests (Grbich, 2013; Walsham, 1995). Therefore, a researcher cannot obtain value-free data as they use their preconceptions in order to guide the process of enquiry, and interact with the respondents of the enquiry in a way that changes the perceptions of both parties.

This study's focus was to examine the LO and CBT of various broadcasting personalities to get an intimate understanding of how they shape and inform the sustainability of their enterprises. As a result, the researcher sought a close encounter/interaction with the various broadcasting personalities in order to interpret/make meaning of their worldviews

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and perspectives. This epistemological paradigm allowed the researcher to observe on-going processes in CRS to have a better understanding of individual behaviour (Burrell & Morgan, 1979; Grbich, 2013; Hassani, 2017) in particular that of station personnel.

3.2 RESEARCH METHODOLOGY

A research methodology is the process of broadening enquiry that incorporates philosophy, interpretation and dissemination (Creswell, 2014). It involves the study of various steps adopted by a researcher in studying his research problem along with the logic behind them (Kothari, 2004). It is necessary for the researcher to know both the research techniques and methodology to ensure that there is congruence among the identified problem, methods adopted and the solution in dealing with the problem. This, therefore, involves the selection of the most useful ways of collecting and analysing data (Grbich, 2013).

3.3 RESEARCH APPROACH

This study adopted a qualitative research approach whose main objective is to describe the complexity of variations in a phenomenon, situation or attitude (Kumar, 1999). The researcher engaged with CRS in order to develop a detailed understanding of their orientation towards LO and CBT in relation to the promotion of the stations' long-term sustainability. Creswell (2007) explains that a qualitative research approach involves talking directly with people, going to their places of work, and allowing them to tell their stories unencumbered by what the researcher expects to find out on the basis of their own experiences or what has been read in the literature. Therefore, the qualitative research methodology was considered relevant for this study owing to the need for some engagement with the participants, such as key informants like managers and presenters, and the intended observation of social behaviour, attitudes, knowledge and practice of the group of key broadcasting personalities that had to be conducted (Kumar, 1999).

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3.4 RESEARCH DESIGN[2]

A research design provides a framework for the collection and analysis of data. Bryman and Bell (2007) note that the choice of research design reflects decisions about giving priority to a range of dimensions of the research process. In order to conduct the study, the researcher employed the case study design, which Yin (1984) describes as a method that allows researchers to retain the holistic and meaningful characteristics of real-life events such as individual life cycles, organisational and managerial processes, industry evolution and technological advancements. Thus, the researcher examined the real-world experiences and perspectives of community broadcasting personnel in order to determine the complex LO and CBT components of CRS, understand the broadcasting perspectives on these issues, and evaluate their impact on the sustainability of their stations.

The researcher observed multiple sources in their natural environment using the case study design method. The objective thereof, was to collect the most accurate, reliable and useful data for the study through the case study method. Roller (2017) indicates that using a case study design allows for an in-depth understanding of the phenomenon under study and enhances the capacity of the researcher to generate and substantiate theory based on available raw data. Yin (1984) regards this method as an empirical inquiry, which investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not evident and in which multiple sources of evidence are used. The reality is that the boundary of operation of LO and CBT in an organisational setting is not always necessarily distinct. This makes a case study method the most suitable for this investigation as it allows the researcher to get an intimate encounter with practical application of these concepts on the one hand, and the world of broadcasting (i.e. in their context) on the other. Schell (1992) suggests that case studies by design usually take selected examples as the principal subject of a social entity within its normal context and that at their simplest level, they provide descriptive accounts of

[2] Although the researcher acknowledges that an ethnographic design could have produced more comprehensive and meaningful findings on broadcasting practices compared to a case study, the case study approach best suited this researcher who was a full time academic at the time of conducting this study. Conducting an ethnographic study would have required her to apply for sabbatical leave to allow her to observe the campus radio stations for over six months. However, she did not qualify for sabbatical leave due to her junior status.

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one or more cases. Hence, the case study approach is clearly ideal for this study, which examines how LO and CBT impact on the sustainability of CRS, particularly Station A, Station B and their employees, as it will assist in understanding these two unique cases of CRS.

3.5 TARGET POPULATION[3]

Polit and Hungler (1999) define a population as the totality of all subjects that conform to a set of specifications comprising the entire group of persons of interest to the researcher and to whom the research results can be generalised. In qualitative research, the focus is on relatively few participants who have the ability to describe their experiences and/or knowledge with respect to some research questions or phenomenon (Creswell, 2003; Baškarada, 2014). The researcher's target population were CRS in the city of Bloemfontein in the Free State Province of South Africa.

Asiamah, Mensah and Oteng-Abayie (2017) suggest that it is important that the researcher identify any individuals/organisations who are unwilling to participate in the study or are unavailable at the time of data collection, in order to identify the accessible population. Based on this, the researcher's accessible population was Station A and Station B as they are the most accessible CRS in the researcher's geographic area. This population comprises all the cases that conformed to the designated criteria and were accessible to the researcher as a pool of subjects for a study (Polit & Hungler, 1999; Bartlett, Kotrlik & Higgins, 2001). Asiamah et al. (2017) argue that making use of the accessible population is an effective way of making a large study population manageable for qualitative sampling.

[3] In qualitative methodology, the selection of the target population and use of purposive sampling limit the generalisation of findings to other populations. That said, the text-richness and uniqueness of case studies make them more preferable to surveys.

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3.6 SAMPLING

Sampling is a process of selecting a portion of the population that represents the entire population (Polit & Hungler, 1999; Creswell, 2014). Unlike experimental designs, qualitative inquiry designs can include new sampling strategies in order to take advantage of unforeseen opportunities that may arise after fieldwork has begun (Asiamah, et al., 2017; Patton, 1990). As this research is qualitative in nature, it typically focused on relatively small samples selected purposefully. Purposive sampling involved the researcher's targeting of campus-based stations, which met her description of CRS including those that were geographically close to her to reduce the cost of travelling. Purposive sampling is appropriate for this study as it allows the selection of few distinct cases based on a particular unique homogenous character, in this case being the participation of key informants in community radio broadcasting. Therefore, non-probability sampling assisted in the examination of the logic and power of purposeful sampling which relies on selecting information-rich cases for in depth study. These information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling (Patton, 1990). The personnel of these case studies form part of the informants in the data collection process.

3.7 DATA COLLECTION TECHNIQUES

The researcher gathers data in qualitative research by observing participants or directly asking open-ended questions using tools such as (a) in-depth interviews, (b) focus groups or (c) questionnaires (Marshall & Rossman, 2010; Creswell, 2014). This study utilises the case study design. As a result, Roller (2017) theorises that multiple qualitative data collection methods should be used. The researcher used interviews and direct observations as the analysis of documents alone might not yield impressive results on issues relating to the sustainability of CRS.

3.7.1 Interviews

According to Boyce, Neale (2006) and Roller (2017), in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small

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number of respondents in order to explore their perspectives on a particular idea, program, or situation. The researcher conducted interviews with the station manager, programme manager, two presenters and two producers from each of the researcher's selected population (Station A and B). Thus, six key informants were interviewed per case. The managers were interviewed about the LO methods they had put in place and how that influenced the sustainability of their CRS. Furthermore, the researcher conducted interviews with the presenters and producers of the lunch drive (Monday-Friday, 12h00-15h00) and the afternoon drive (Monday – Friday, 15h00-18h00) programmes. These interviews focused on the CBT used and their effectiveness, and the LO methods put in place at the stations. Presenters and producers were ideal respondents for CBT issues as they are responsible for the creativity of shows at CRS. In addition, the presenters and producers were the participants in the development of LO methods adopted at the stations.

3.7.2 Observation[4]

Marshall and Rossman (1989:79) define observation as "the systematic description of events, behaviours, and artefacts in the social setting chosen for study". According to Roller (2017) on-site observations are a common tool when conducting case study research. Direct observation of the procedures (selection of content for shows; how shows are conducted; employee conduct during shows; use of studio equipment) at Station A and Station B were conducted by the researcher in order to have meaningful data. Additionally, how on-air programmes are conducted and the interactions between personnel was observed.

3.8 DATA ANALYSIS

Lofland (1971) and Snelson (2017) describe qualitative content analysis as a data analysis technique in which a researcher seeks to develop a coding frame comprising themes, categories and codes arising from patterns identified in the data. The researcher employed thematic analysis to examine systematically the textual detail of the contents

[4] It is important to note that observations were just a supplementary data collection tool meant to support the interviews, the main data collection tool.

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of a particular feedback/response in order to identify patterns, themes, or biases and present the findings in a literary form (Creswell, 2014). Leedy and Ormrod (2010) consider thematic analysis as ideal for the analysis of forms of human interaction and communication unfolding in natural settings. This form of analysis involves a thorough account of the hierarchical relationship between codes, as well as an account of each, their criteria, exemplars and counter examples, and other such information (Ryan & Bernard, 2000).

3.8.1 Dependability of results

The mechanisms put in place to improve the dependability of the findings included seeking the expert input of the supervisor during the construction of the instruments. A thorough member checking was also done where the researcher shared the detailed reports with participants to cross check whether participants' perspectives and narratives were appropriately captured and reported on. In addition, the researcher compared the views of senior management and that of junior staff to corroborate evidence.

3.9 ETHICAL CONSIDERATIONS

Ethics have become a cornerstone for conducting effective and meaningful research (Hoeyi, 2016; Roller, 2017). Certain ethical practices needed to be adhered to as the researcher's data collection tools comprises of interviews as well as direct observation.

Informed consent involves a procedure by which an individual chooses whether or not to participate in a study. In addition to informed and voluntary consent, approval from institutional review boards must be granted (Roller, 2017). Thus, the researcher obtained written permission to conduct the research study from the two parent-organisations of the CRS under study. These letters, which, were presented to all participants of this study, ensured that participants had a complete understanding of the purpose and methods to be used in the study, the risks involved (if any), and the demands placed upon them as participants (Best & Kahn, 2006; Leedy & Ormond, 2010; Roller, 2017).

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The researcher's compliance with informed disclosure demanded that she explain the objectives of the research and the expected intellectual benefits of participation to participants, if any. This is critical to ensuring that participants have a complete understanding of the purpose and methods to be used in the study, the risks involved, and the demands placed upon them as participants (Best & Kahn, 2006). Hence, this researcher disclosed the objectives of the research and that there was no material benefit for the participants after participating in the research.

Participants' anonymity was guaranteed by ensuring that the study's results do not make reference to individuals or organisations' identities (Brookfield & Holst, 2011; Roller, 2017). Anonymity is fundamental to protecting the participants from any unforeseen circumstances and risks (e.g. potential dismissal, embarrassment or harassment from their employers) that may arise from their choice of responses. Hence, the researcher adhered to the required respect of the participants' anonymity.

Respect for participants requires a commitment to ensuring the autonomy of research participants and where autonomy may be diminished, to protect people from exploitation of their vulnerability (Mack, Woodsong, Macqueen, Guest, & Namey, 2005). Hence, the researcher ensured the autonomy of participants by clarifying that participants would not get any financial benefits nor would they receive rewards from their participation.

Finally, beneficence requires a commitment to minimising the risks associated with research, including psychological and social risks, and maximising the benefits that accrue to research participants (Mack et al., 2005; Roller, 2017). Therefore, the researcher assured participants that there was no harm of any nature (psychological, physical or emotional) from participation in this study.

3.10 CHAPTER SUMMARY

This chapter described the research methodology of this study. It applied the interpretivist paradigm and the adopted qualitative methods. The chapter outlined further the study's research design and target population. It also explored the data collection techniques

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used in the study. Finally, the chapter also explained the ethical considerations applied in the study.

The next chapter presents that findings and discussions of the study.

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CHAPTER FOUR: FINDINGS AND DISCUSSION OF INTERVIEW RESULTS

4.0 INTRODUCTION

This chapter focuses on the presentation and analysis of the in-depth interviews that the researcher undertook with the community radio stations' (CRS) station managers, programme managers and presenters. Significant points to note here are that: Station A did not make use of producers, as presenters performed dual duties of producing and presenting programmes, whereas Station B made use of producers, but not for all programmes. In addition, Station B's station manager also took on the role and duties of a programme manager.

The interviews were conducted to examine the learning orientation (LO) and creative broadcasting techniques (CBT) used at the stations and how they influenced the sustainability of these organisations. These structured-interviews were also executed to find out the interviewees' perspectives on the LO methods and CBT used at their CRS. Pseudonyms are used in order to protect the identity of the participants. In addition, the intentional use of pseudonyms that start with the letter 'A' were used for all employees that belong to Station A and the letter 'B' for those that are employed by Station B in order to make it easier for the reader to follow.

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4.1 STUDY DEMOGRAPHIC PROFILE

Table 4.1.1: Management demographics

	Anele	Anthony	Boitumelo
Gender	Male	Male	Female
Age	21-30 years	31-40 years	31-40 years
Race	African	White	African
Home Language	IsiXhosa	Afrikaans	Setswana
Highest education level	Degree	Honour's Degree	Degree
Designation at the station	Programme Managers	Station Manager	Station Manager
Occupation apart from working at community radio station	Student	Media manager	Self-employed
Name of station the manager works for	Station A	Station A	Station B

Table 4.1.1 illustrates the managers' demographics in the stations under study. It indicates that individuals (Anthony and Boitumelo) are both station managers, who are probably 'mature' individuals as they are older than 30 years of age. Van Vugt (2014) states that older leaders tend to have more wisdom accumulated through experience and exposure to different work environments than younger ones, which is important when managing an organisation. Wisdom is essential for the continued broadcast of CRS, as these managers should use their experience and knowledge to make sensible decisions and judgements (Collins Dictionary, n.d).

Experienced leaders are a consequence of grooming and it is interesting to note that Station A displays an eagerness to groom young community members for management positions by appointing Anele as their programme manager despite his young age. In addition, the managers all had other activities they partake in apart from working for the station. Nevertheless, the significant observation here is that all three managers had a

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university qualification, with a university qualification noted as providing opportunities to earn an income and have an increased job satisfaction, and the tendency among qualification holders to learn continuously (Baum, Ma & Payea, 2013). Hence, the inclination towards lifelong learning could be instrumental for organisational growth.

Table 4.1.2: Employee demographics

	Anda	Andile	Buntu	Bongani
Gender	Female	Male	Male	Male
Age	21-30 years	21-30 years	21-30 years	21-30 years
Race	African	African	African	African
Home Language	IsiZulu	IsiZulu	Sesotho	Sesotho
Highest education level	Grade 12	Grade 12	College certificate	Grade 12
Current designation	Presenter	Presenter	Presenter	Presenter
Occupation apart from working at community radio station	Student	Student	Unemployed	Student
Name of station employee works for	Station A	Station A	Station B	Station B

An observation of the demographics reflected in Table 4.1.2 shows that both stations employ students as their volunteers. This is probably due to the status of both stations in this study, which are campus-based CRS and thus making their immediate community students. As a result, the majority of employees fell in the group 21-30 years group. Hence, these demographics reflect the Council of Higher Education South Africa's (2016) claim that a majority (over 60%) of South Africa's higher education student population falls in the age groups of 20-35 years of age.

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Table 4.1.3: Community radio station demographics

	Station A	Station B
Broadcast language	English, Afrikaans and Sesotho	English, Afrikaans and Sesotho
Number of on-air volunteers	31-40	41-50
Number of volunteers	41-60	61-80
Volunteer stipend	R600-R1500	R0-R500

The researcher also inquired about the broadcast languages used at the studied CRS, the number of volunteers that service these stations and whether volunteers received a stipend. According to Anthony, Station A's station manager, his volunteers received R600-1500 stipend, while Boitumelo's, Station B's station manager noted that their volunteers received R0-R500. The minimal stipend provided by Station B could be associated with the fact that the station had more volunteers (between 61-80 volunteers), unlike Station A that had 41-60 volunteers, thus making it difficult for the former to pay volunteers larger amounts. Furthermore, the lower amounts can be justified from the reality that a stipend traditionally covers volunteers' minor expenses, acts as a reward for one's participation (Campbell, Nair, Maimane & Gibbs, 2008) and is therefore, not as a substantive salary.

Table 4.1.4: Listener demographics

	Station A	Station B
Number of listeners	21 000-30 000	31 000-40 000
Location of majority of listeners	Bloemfontein	Bloemfontein
Age group of listeners	16-26 years old	16-26 years old
Socio-economic status of listeners	Middle class	Lower-middle class

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The majority of listeners of both stations resided in Bloemfontein as both stations are based in Bloemfontein. The ages of both stations' listeners fall in the 16-26 years range with Station A classifying their listeners as predominantly middle-class whereas Station B's listeners were largely from the lower to middle class group. According to the Council of Higher Education (2013), 55% of students in higher education are aged between 20 and 24 years of age, an observation on the demographics that cohere well with the stations' listeners' age.

Table 4.1.5: Programme demographics

	Anda	Andile	Buntu	Bongani
Type of programmes	Entertainment	Entertainment	Entertainment	Lifestyle
Language of broadcast	English	English	SeSotho	English
Most covered topic in the programme	Entertainment	Entertainment	Community-based topics	Self-development topics
Number of presenters	1	1	1	1
Typical number of call-ins during a typical programme	0-4	0-4	5-9	10-14

Three of the participants' response to the question about the type of programmes that presenters host and producers produce show that the majority of the programmes are entertainment shows while one described his as a lifestyle programme. The CRS' main mandate is to serve and discuss issues related to the community they serve, yet the irony here is that only one of the four presenters stated that a majority of their topics are community based. In addition, Station B's presenters (Buntu and Bongani) had more interaction via call-ins (5-9 and 10-14 per programme respectively) with their listeners whereas Station A's presenters (Anda and Andile) both stated that they only received 0-

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4 calls during their programmes. Also significant here is that the average time spent on entertainment related activities among the eight to 18-year-olds is more than twice the average amount of time spent in school each year (National Centre for Education Statistics, 2007–2008; Rideout, Foehr & Roberts, 2010). This indicates that the majority of the programmes focused on entertainment rather than meeting diverse interests of the listeners.

4.2 ORGANISATIONAL SUSTAINABILITY

The theme considered here is organisational sustainability and how it related to the internal practices and the external factors, in which the stations operated. These dynamics influence the operation of these stations by either allowing or hindering the CRS' long-term survival.

Organisational sustainability comprised three categories: the parent organisation's regulations, licensing regimes and the stations' human resource (HR) practices. Firstly, both stations in this study are dependent CRS because the universities in which they operate are the owners of the broadcasting licences that they use. This means that these community radios must answer and adhere to the rules and policies implemented by the universities. Secondly, though these stations may not be the owners of the broadcasting licences, they are still expected to adhere to the rules – stipulated by ICASA - that control their operations and existence. Lastly, the stations in this study needed to implement their own HR practices that had an influence on the sustainability of the community radio.

These three categories and their respective codes as shown in Table 4.2

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Table 4.2: Organisational sustainability

THEME	CATEGORIES	CODES
ORGANISATIONAL SUSTAINABILITY	Parent organisation's regulations	University control
		University editorial policy
		University training support
	Licencing regimes	Language policy
		Format policy
		License policy
	Station human resource practices	Staff turnover rate
		Student personnel
		Staff development procedures

4.2.1 Parent organisation's regulations

The category parent organisation's regulations comprised three codes and these are: university control, university editorial policy and university training support. The following sections outline each of these codes.

4.2.1.1 University control

University control manifested in the reality that both stations investigated were operating in and owned by their respective universities. This form of ownership possibly increases the stations' chances of long-term sustainability as they are owned by established institutions that have some stake in the durable existence of the organisations. The finding on private ownership of the CRS by their respective universities seem to buttress Fairbairn's (2009) claim that universities, NGOs, religious institutions, cultural associations, municipalities often own community media (Fairbairn, 2009). This is largely because prior to becoming fully-fledged institutions, community radio typically struggled to maintain a sustainable service over a long period. Thus, the university ownership of a community station may shield it from total collapse as universities may bail it out financially. However, the ownership's contradictory effect is that the community may end up being sidelined owing to the hijacking of the programming by the parent-organisations.

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Only Station A employees, expressed some form of dissatisfaction with the influence the university has on its operations. One of Station A's presenter expressed difficulty in commenting on the inadequacies of the parent university and sharing these perspectives and opinions with listeners. She complained that:

> *I mean something as simple as listeners' or students' speaking out about how they feel about what is happening in the university. It would make sense for us to do that, but we have station policies now. I mean you cannot criticise or question the university's practices in any way or say anything that makes the school look bad. Even if students feel like the institution is not as amazing, the institution expects us to make listeners feel as though it is.* – (Anda (presenter), 30/08/2016)

The above transcript suggests that university ownership of a community radio shields the university from internal scrutiny and criticism in a way that may compromise the community's sense of ownership and communal identity that the community station is supposed to have. Contrary to literature's claims that CRS should be the mouthpiece for marginalised communities (Krüger et al. 2013; Mofokeng & Rambe, 2017), the above excerpt suggests that the parent-organisation's reputation takes precedence over reporting what is happening on the ground. This finding contradicts Krüger et al.'s (2013) advice that regardless of the form of ownership, community radio must always take programming and other decisions with the community's interests in mind, rather than the welfare of sponsors, funders or other interest groups. A consideration of the institutional arrangement of these stations suggests that a degree of institutional loyalty to the university is natural and expected (Krüger et al., 2013) even though listeners' welfare should remain a top priority with every community oriented medium.

Some CRS managers commented on university control. Station A's programme manager responded to a question on whether his station hosted a website with the complaint that they did not have one due to the university's control of all websites and wanting to host all of them. This is notwithstanding the claim that community radio must play an important

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role in being a source of information to communities. Hence, it is paramount that the CRS utilise their own available resources and platforms to engage with listeners.

The consonance of this programme manager's statement with Station A presenter's utterances is indicative of the difficulty of a parent-owned station in operating as an independent medium for articulating communities' interests. This restriction from hosting a website could hamper the free expression of presenters and producers' opinions and views of listeners, which could ultimately impede on the social sustainability of the station. Websites must be platforms for building and preserving good relationships with listeners (Hart, 2002; Bentley & Barnes, 2015). Station A risks undermining its long term social sustainability since the university does not tolerate the articulation of personal opinions and criticism, which is conceived as attacking the public image of the university.

4.2.1.2 University editorial policy

The parent organisation's regulations are also expressed through the university's editorial policy. While some university regulations may undermine freedom of speech and expression, the parent organisation's editorial policy should not just be conceived at face value, as some policies enhance smooth operation of the station. Station A's programmes manager responded to the question about the strategies put in place to provide for critical commentary:

> *If it is heavy content (i.e. content that is critical); they (presenters) usually run it past me, as there are rules and regulations we have to bear in mind before airing content. As much as we are a separate entity from the university, we are still part of the university and therefore, what we say on air and social media platforms, reflects the university (*Anele (programmes manager), 29/08/2016).

It is clear that the community station is a microcosm of the macrocosm (i.e. the parent university). As a result, the social identification of this small organisation with the parent institution means that making unfounded comments and publishing irresponsible statements may compromise the reputation of the parent institution. Therefore, the parent

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institution verifies and balances statements expressed in the stations and ensures regulation allows for the operation of community radio within the confines of policy, as policies are formal techniques of management leadership to familiarise staffers with the regulations of the community radio (Ferreira, Erasmus, Groenwald, Boucher, Masakale, Prinsloo, Rossouw, Strydom, & van Rooyen, 2015).

Furthermore, community stations still function, in spite of their independent operations, in accordance with the university rules and regulations. This ensures that unruly individuals do not run stations to the ground. Sometimes, the application of editorial policy actually manifested in online surveillance as noted below:

> *I was not aware of this but I recently realised that the University actually monitors our social media platforms and there have only been two incidents that were showing inappropriate things on social media. That is the only time we were caught and we realised that they [i.e. university authorities] were not happy about certain comments* (Anele (programmes manager), 29/08/2016).

If the incidents that were reported are authentic, then it is apparent that the university monitors Station A's operations to ensure that the station maintains a good standing with the community. The parent institution's maintenance of a watchful eye seeks to improve the efficiency of organisations; eliminate confusion among employees; and allows for easier supervision of staff (Ferreira et al.; 2015). While adopting parent-organisations' policies seems to be typical of community stations' operations (Arora et al., 2015) it is important that stations also implement their own policies that are aligned to their mandate of community service. This would then enable Stations A and B to forge an independent approach to broadcasting and relax the control of their parent-organisations and effectively improve its social sustainability towards the community.

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4.2.1.3 University training support

The parent organisation's regulation also manifests through the universities' training support. The universities provided support in the form of leadership training to the stations' management teams as stated by the Station A's manager:

> *We have a leadership development office within the university and they do generic leadership training. Therefore, I ask the university to include us and they include us (i.e. management) in generic training. Such training includes how to manage people, how to conduct yourself and what professionalism is* (Anthony (station manager), 29/08/2016).

Boitumelo, Station B's station manager, also had support from the university in which her station operates. She stated that the parent-organisation expects the station management team to attend leadership classes conducted by the university. The training that managers receive at these teaching hubs is paramount as small stations are breeding grounds for the staff of commercial broadcasters. Such support, provided by these universities, is an indication of the investment that universities provide in ensuring the sustainability of these stations.

The training also contributes to the development of the organisational sustainability of the community radios. This contribution arises from the way the training equips managers with the vision of an organisation's potential (DuBrin, 2012). More importantly, this leadership training provides campus-based community stations' novice leaders with skills on the handling of the day-to-day operations of the stations and team management skills, hence ensuring the sustainability of the CRS.

4.2.2 Licensing regimes

Licensing regimes consider the rules and policies that ICASA expects from these stations. The regimes manifest in language policy, format policy and license policy, as outlined in subsequent sections of this study.

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4.2.2.1 Language policy

Observations on the language policy focused on the station's application of the broadcasting languages stated in their licence agreements with ICASA. Both station managers indicated that some listeners voiced their dissatisfaction with the languages the stations used for broadcasting. According to both station managers, some listeners feel excluded, as stations do not broadcast content in their home languages. The station managers highlighted that:

> *One of the problems that we had as broadcasters was the language issue. There is a university student Facebook group asking why the content is being broadcast in English. The other times it is why there is no Xhosa on the station.* (Boitumelo (station manager), 26/10/2016).

> *We are a multilingual radio station: 60% of our content is in English, 20% is in Afrikaans and 20% is in Sesotho. So broadcasting in Sesotho, which is again a stereotype, because this is a community where we are predominantly Zulu or almost. So then again you are stereotyping that all your black students are Sotho* (Anthony (station manager), 29/08/2016).

The shared sentiments of the station managers show that listeners are dissatisfied with the broadcast languages used. This also suggests that there may be a disconnect between the CRS and the communities they are serving. Though both the isiZulu and isiXhosa languages mentioned by listeners have the highest percentages in terms of being a first language for South Africans (22.4% and 15.8%, respectively) (Sinclair, n.d), the same language distribution does not necessarily apply in the Free State Province, where the stations broadcast. Furthermore, stations do not set their own language policies as they are given quotas by ICASA (Mavhungu; 2009) which are developed based on the main languages spoken in the region and by the listeners in the target community.

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One way that Station A and B can eliminate the challenge of language exclusion is through making their licence conditions public, including them in their constitution and availing them to the community. This assists the community in understanding that the stations' language of broadcasting is not their own but a product of ICASA's language policy. Perhaps, this clarification would reduce the level of dissatisfaction reported in Megwa's (2007) study, which demonstrates that community members did not listen to their community radio because they broadcast in English. Hence, the sidelining of the language issue could result in listeners boycotting the community stations and ultimately undermine their sustainability.

4.2.2.2 Format policy

The focus here was on the broadcasting format that stations have to adhere to as stipulated under their licence conditions. Format entails whether a station is a 'talk' or 'music' station. Ofcom (n.d) describes a stations format as encapsulating the character of the service that CRS are obliged to deliver in accordance with the licencing conditions stipulated by ICASA. Station A's station manager feels that their format policy allows for diversity of music while his programmes manager insisted that listeners believe the station did not engage fully with listeners, because of the station's format:

> *Well, I must say in one of our license conditions, the type of music that we play, which is the top 40 format, we can pretty much go any route we want to go, that is actually cool* (Anthony (station manager), 29/08/2016).

> *80% music, 20% talk, we have some suggestions from the listeners to say that there be more talk, maybe 60% music and 40% talk* (Anele (programmes manager), 29/08/2016).

In a previous study on Station A, the former programme manager described the top 40 format as "40 songs that are really popular now and are all on the charts on all the radio stations" (Mavhungu; 2009:30). In view of this, it becomes critical for the radio station to publicise its licence conditions so that the community understands the importance of the

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stations' compliance with the terms and conditions set out in the licencing agreement. In addition, employees of these stations need to be careful as not to use 'talk time' to discuss music. Mavhungu (2009) established that as much as they enjoy music, presenters should not concentrate on music as a point of discussion, but rather use the music to create an atmosphere and break from topics discussed.

4.2.2.3 License policy

CRS require a broadcasting licence to broadcast. Thus, the licenses guide the CRS' practices and operations. Anthony, the station manager, indicated that the clear and fixed rules and regulations of their licence influenced the management team's operations. He commented thus:

> *From a shared value perspective, obviously my licence helps. We have had a little bit of consistency throughout with the management team and with the presenters to an extent, which has helped with financial sustainability* (Anthony (station manager), 29/08/2016).

The above-mentioned statement underscores that broadcasting licences can act as a form of reference, should matters become unclear, as the rules are set out clearly in such documents. The business development director of Abundant Media, Nkopane Maphiri, suggests that broadcasting licences are guidelines that assist CRS to continue their broadcasting while adhering to rules (Bratt, 2012). Such guidelines create consistency in the management team, as there should be fewer deviations from the rules and agreements as regulations are clearly set out.

4.2.3 Station human resource practices

This category comprises of staff turnover rate; student personnel; and staff development procedures. These are discussed below.

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4.2.3.1 Staff turnover rate

CRS employ volunteers who sometimes do not have other jobs, thus leading to a high staff turnover rate. This is because stations are unable to pay volunteers a living wage and in that way compelling the volunteers to take 9 to 5 jobs. Anthony elaborates on his experience with personnel leaving his employ:

> *With most community stations, staff turnover is massive. We found that in the honeymoon period, first three months, the people are motivated and we usually lose about 10 to 20% in the first month. Then they drop off considerably, after three months we are left with about 30% of the original staff that would have agreed to join the station* (Anthony (station manager), 29/08/2016).

The above statement reflects some of the struggles encountered by community stations. The stations are unable to pay volunteers stipends, which results in a high staff turnover. The turnover can have some dire consequences for the community stations, such as the need to train staff continually, failure to air programmes due to employee resignations, and failure to present the organisation as a distinct entity owing to the constant introduction of new on and off-air staff. Krüger et al. (2013) recommend the establishment of simple contracts that give the station enough notice about a staff member's intention to move on as one of the effective ways of curbing sudden departures. The notice period would offer the station sufficient time to plan for the replacement of those leaving the station.

Station A's station manager (Anthony) also observed that although a high staff turnover rate may create anxiety for other station managers, for him new staff members created opportunities for management to make abrupt staffing changes without the need to explain themselves. As Anthony suggested, he usually has new staff after a six-month period, which allows him to implement changes to the station. Even though Anthony is satisfied with the high staff turnover rate at his station, Fraser and Estrada (2011) state that staff sustainability is essential for community radio.

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4.2.3.2 Student personnel

Student personnel stems from the reality that tertiary institution students service campus-based CRS. This means that such students have opportunities for social mobility and may end up assuming managerial positions over time. The participation of university students as amateur broadcasters also implies that there would be a need for sufficient management training to reduce the amount of supervision needed over time. Station B attests to this observation:

> *I have a young and inexperienced management team, which is one of the reasons why I was pushing for them to start going to the leadership classes so they can really understand leadership rules. A number of them do not understand and take them (management positions) for granted. Nevertheless, I have accepted the fact that I work with students and have moved on* (Boitumelo (station manager), 26/10/2016).

Even though the employment of students at campus-based community stations is indicative of the realisation of the principle 'CRS, for the community, by the community', this comes with a number of challenges, which cannot be ignored. Students are costly in terms of money, time and training (Gerlich, 2002) and the situation is aggravated by the fact that as university creations, the community stations under study cannot escape hiring students. Although not established in our study, students tend to struggle to balance time between their studies and duties as radio employees (Mavhungu, 2009). Therefore, managerial training is also critical in order to equip students with time management and improve efficiency in task organisation. Such investment by the stations would then ensure that the novice managers are able to influence, motivate and guide other employees in their activities focused on achieving the stations' goals (Ferreira et al., 2015).

4.2.3.3 Staff development procedures

Staff development procedures capture the induction process of novice broadcasters to the radio industry as well as the operations and procedures of these small stations. These

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often manifest in the offering of intensive training to the new recruits. The observation was that some new employees do not have experience in the broadcasting industry. As a result, the initial training that they received is of outmost importance in ensuring that listeners receive a quality broadcasting service. Station A's manager elaborated on the training process they embark on after recruiting employees:

> *So what we do is we select many people, they go through training, then we invest the time, we train those people, we send them into programmes, they do shadowing. We have a training manual, which explains exactly how everything works, our style of doing things, how the computer works, it is quite a thick thing. We start at 08h00 when we finish we finish. Therefore, I had to do from radio: what is presenting, what is radio right through to interviewing in one day.* – (Anthony (station manager), 29/08/2016).

One of employees attests to the above statement:

> *Usually, they (management) instil more training before you are brought into the studio. Before you get a show, they will choose you to be in the station but before you get the actual show, they will make sure you go through training for about a month or two* (Anda (presenter), 30/08/2016).

The above-discussed training enables these incubators of commercial radio station broadcasters to produce quality broadcasting to their communities. The provision of this training is in consonant with the popular claim that organisations that offer various learning opportunities assist the employees to perform better in their jobs (Jacobs & Washington, 2003) than those that do not do so. The manner in which Station A conducts its staff training indicates that they invest in the development of their employees. They ensure that they prepare them thoroughly in order for them to be prepared and competitive in the industry. This mirrors Jacobs and Washington's (2003) observation that successful companies achieve their success due to their willingness to commit substantial amounts of their resources to employee development programs.

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4.3 FINANCIAL SUSTAINABILITY

Financial sustainability was also instrumental in the overall sustainability of the CRS under study. Financial sustainability revolved around the extent to which the stations could continually generate income in order to keep their routine operations, provide ongoing learning opportunities and remain the constant mouthpiece of the communities that they serve.

The theme financial sustainability had three main categories. These categories are financial management, income generation activities and financial viability.

Table 4.3: Financial sustainability

THEME	CATEGORIES	CODES
FINANCIAL SUSTAINABILITY	Financial management	Technological acquisition
		Funding constraints
	Income generation activities	In-house finance activities
	Financial viability	Technology's influence on finances

4.3.1 Financial management

The focus on financial management dealt with how stations used their finances in order to acquire technology meant for the continued maintenance of their broadcast service and how they managed to continue broadcasting despite their financial constraints. This category had two overriding codes, which are technological acquisition and funding constraints.

4.3.1.1 Technological acquisition

Community media tends to struggle with maintaining financial stability. Nevertheless, the received fragment of finances have to be reinvested to ensure the continuation of the

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stations' broadcast service. When queried about how much (in financial terms) the station allocated to the acquisition of technological equipment, the station managers replied:

> *There is an annual fee we pay for Genesis (programming software) for scheduling programmes, maintenance of the system and its operations; last year, we paid R44 000* (Boitumelo (station manager), 26/10/2016).

> *We spend about R35 000 a year on our software alone, our music scheduling software. Eighty % of our content is music, so we have to make sure that is spot on* (Anthony (station manager), 29/08/2016).

The above-mentioned yearly expenditure for technology indicates that the stations in this study spent small amounts on technological acquisitions compared to other community stations. For instance, the study by Arora et al. (2015) found that out of 12 CRS they studied, 50% had a monthly expenditure of between R10 000-R22000, amounts far much higher than those expended by the stations under study. However, the expenditures indicated by the station managers in this study were for technological expenditure exclusively, unlike those in Arora et al.'s (2015) study.

Furthermore, "The ability to transmit and receive radio waves is a fascinating subject" (Laster, 2001:71) that requires funds to purchase equipment for this transmission. This suggests that community stations, as not-for-profit organisations, must re-invest any income received into the station. In fact, community media needs to prioritise radio equipment as literature states that "radio communications depend on many technologies for their reliable performance" (Laster, 2001:74).

4.3.1.2 Funding constraints

A further key consideration regarding financial sustainability was funding constraints. This related to the extent to which the community stations possessed and availed finances for the day-to-day running of their businesses. When probed about financial investments

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committed to researching content for broadcasting, the research participants from both stations indicated a lack of such investment:

> *I cannot put a figure to it. We are using resources that are available to us immediately. You come in here you get good content and there is free internet although we (the station) pay for our internet monthly* (Anele (programmes manager), 29/08/2016).

A presenter at Station B also attested that financial investment at their station was in the form of a computer and the internet that they used to research content for their programmes. The fact that both stations had computers and the internet available for use by employees is a great feat as some stations' broadcasters have to figure out how they will generate content on their own. Arora et al.'s (2015) analysis of CRS in South Asia indicates that community stations spent their budgetary expenses on the repairing and maintenance of equipment. Nevertheless, there is still more equipment and resources that Stations A and B could have and these include voice recorders, transportation and telephone connection to make external calls.

In addition, the limited financial resource base of both community stations seem to mirror the financial struggles that some KwaZulu-Natal (KZN) community stations encounter (Mavhungu, 2009). One participant, in Mavhungu's (2009) study, who once worked for these KZN radio stations, complained about quarrels between departments as the community media had one car. Hence, resource constraints is one of the reasons why Arora et al. (2015) recommends community stations to develop some arrangements with local service providers for the maintenance and upkeep of their broadcasting equipment and even sponsorship of some resources such as a car, recording equipment, and telephones, in exchange for airtime.

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4.3.2 Income generation activities

This refers to the creative ways that the stations in this study tried to raise income using resources that are readily available to them. The component includes in-house finance activities.

4.3.2.1 In-house finance activities

According to the Perking Order Theory, it is ideal for an organisation to rely on internally generated financial resources because they are generally cheaper than external sources of funding such as debt financing (Myers & Majluf, 1984; Aabi, 2014). This theory suggests that organisations must follow a hierarchy of financing controlled by the need for external funds (Mpiti & Rambe, 2017). Therefore, it is important for stations to consider first the resources that they have at hand and find ways of generating an income using them before looking externally for financing. Stations A and B note that they make use of readily available in-house resources to generate an income. When quizzed about their sources of financing the managers of these stations highlighted that:

> *We sell some of the programmes and make a profit out of that. We also do promotions on-campus for companies. A company pays us, for instance, ABSA had promotions for about three-six hours and we charged them R6500* (Boitumelo (station manager), 26/10/2016).

> *We lease, on our social media platforms, to market an event. We collaborated with Topaz lounge as they sponsor shows* (Anele (programmes manager), 30/08/2016).

The above-mentioned procedure involves an external company ‘purchasing’, ‘leasing’ or ‘sponsoring’ a specific programme or feature in order to gain advertising for the company and the stations making money as a result. CRS have a number of sellable resources at their disposal, yet they fail to make use of them. For instance, a health programme can be sponsored by a local pharmacy; a music programme can be sponsored by a local music store; a lifestyle programme by a local eatery; and a current affairs show by a local

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newspaper. However, community stations need to exercise caution when using this form of income-generation to ensure that there is no conflict of interest between the sponsors and the stations mandate regarding unbiased broadcasting services (Fraser & Estrada; 2011).

Both stations stated that they have a variety of services that they offer for profit making:

> *If a company wants to come and do promotions on campus, we charge them and help them set up. We also offer them sound services* (Boitumelo (station manager), 26/10/2016).

> *We do have activations. Many companies approach us to help promote a new product or event* (Anele (programmes manager), 29/08/2016).

Although these stations may receive external financial support from external funders or donors, they do not depend on such funding as they can generate their funding internally. They understand their marketing power and the reach they have, which they use to market themselves to advertisers. Their dependence on internally generated resources seems to mirror Fraser and Estrada's (2011) criticism on dependence on external funding as it could compromise a station's editorial independence.

4.3.3 Financial viability

This related to the harnessing of technology as an instrument for generating finances. With CBT being so prevalent in today's society, community stations should utilise them as creative ways of making profits rather than as mediums of communication exclusively.

4.3.3.1 Technological influence on finances

The station manager's response to the question about how technology has influenced the station's finances was that:

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> *Well, social media, very much so because that is a benefit I give when I am selling or advertising. We say, 'listen, we have 16 000 likes on Facebook and what I will do is give you 100 ads on radio but I will also give you 10 Facebook posts or I will give you 20 Facebook posts. That is an extra income generating medium for us* (Anthony (station manager), 29/08/2016).

> *Our having proper technologies and broadcasting services has made us much better than our common typical CRS. Some people say we sound like big radio stations. It has not helped us a lot but in some instances it did* (Boitumelo (station manager), 26/10/2016).

Station A took advantage of CBT to go beyond their conventional operations and create additional income for the station. Station B needed to focus on how the technologies they acquire can enhance their overall sustainability. While most community stations depend on donations, grants, membership fees, sponsorship and advertising (Fraser & Estrada; 2011) as sources of income, social media can be a vital tool for generating income for community media. However, there was no sufficient evidence to demonstrate that substantial amounts of income were generated using social media.

4.4 SOCIAL SUSTAINABILITY

The theme social sustainability relates to the extent that the stations under study go in order to know their listeners, cater to their broadcasting needs and to involve these community members in the functions of the community radio. CRS ownership and service is traditionally located within the communities to which they provide a broadcasting service. As a result, social sustainability forms a critical part of the overall sustainability of a community media. Thus, this theme, tabulated in Table 4.4, comprises of the following codes: market research, music preference research, market awareness, Influence of listenership on financial sustainability, community meeting, internship programme and philanthropic activities.

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Table 4.4: Social sustainability

THEME	CATEGORIES	CODES
SOCIAL SUSTAINABILITY	Knowledge of listeners	Market research
		Music preference research
		Market awareness
		Influence of listenership on financial sustainability
		Community meeting
	Corporate social investment	Internship programmes
		Philanthropic activities

4.4.1 Knowledge of listener

An awareness of the community receiving services enables stations to execute service-delivery better. This section, thus discusses the methods that the community stations in this study employed in order to have a better knowledge of the community to whom they are providing a broadcasting services.

4.4.1.1 Market research

Market research describes the measures the CRS undertook to perform research on who their listeners are. The performance of market research allows the community radios to ensure that the service provided is suitable and well aligned to its target market. Both radio stations demonstrated dedication in comprehending their target market as noted in the following responses:

> *Station A has tried to get involved in events happening on and off campus in order to know and engage with its listeners* (Anda (presenter), 30/08/2016).

> *We ensure that we know who our target market is. We go to events and see what our target market enjoys and does not enjoy* (Bongani (presenter), 06/03/2017).

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Given that community radio broadcasting targets a specific community, knowledge of such a community is crucial to delivering a service that is commensurate with the needs of that community. Audience research is important, especially in the formation of strategy (Mytton, 2011) founded on matters that are of importance to listeners, the playing of music genres that are relevant to their listeners and schedule programming that is appealing to such a target market.

Station A's programme manager's answer to the question about how stations ensure that they have increased listenership was:

> *We went to every first year event, we had banners at the events, we were promoting the station at all the first-year events. We also went to the campus residences* (Anele (programmes manager), 29/08/2016).

Station B, however, seems to be doing slightly more to increase their listener base. The station's presenter indicated that:

> *We have gone to a couple of high schools this year. I think it is about six or seven. We also have 'Fun Fridays' where our in-house disk jockeys (DJs) come every Friday between 12h30-14h30 to play and have a little competition. We have giveaways to the students so that they can know about Station B and Station B personalities. This takes place on campus every Friday* (Buntu (presenter), 06/03/2017).

The baseline studies on listenership enable the community stations to tailor make programmes that meet listeners' needs and expectations, as the station is an extension of the community it serves. These activities resonate with Jallov's (2005) notion that CRS need to execute audience research to develop productive station-audience relations. Therefore, community media is an integral part of the community and can act as a developmental platform for the community; a voice for the marginalized and an incubator

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for future broadcasters through the acquisition of a comprehensive knowledge of its audience.

4.4.1.2 Music preference research

Another key issue considered concerning knowledge about the listener was research on the music preferences of listeners. There was a consensus between the radio stations on the importance of undertaking music preference research in order to cater to the communities' preferences. The researcher established that Station B employed a minimalist method to determining the music choices of its listeners.

> *One of our research tools we employ to understand our listeners' music preference is by checking out their preferences via the dedication show. Our dedication show was set up to monitor our listeners taste and musical preferences* (Boitumelo (station manager), 26/10/2016).

While Station B employed dedicated shows to determine their listeners' music preferences, Station A employed focus groups for audience music research:

> *Last year, we did focus groups. So we sat them (focus group participants) in a hall and we said 'okay we are going to play you a hook of a song - 30 seconds - and please rate it one to five, five "I like it", one "I hate it"". Then, they rate the music, then we take that and we change our music a little bit* (Anthony (station manager), 29/08/2016).

The research on listeners' choices serves as an effective tool for ascertaining the listener needs for music play-listed at stations. According to Jallov (2005), focus groups ensure that community radio creates preferred basic social change in the community it is serving. It is through these focus groups that community stations hear their community's needs and preferences. In addition, using a programme to research is cost-efficient and enables participation from listeners regarding their preferences.

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Station A also made use of a creative method whose results are more detailed and states exactly what listeners preferred as noted below:

> *The other thing that we use is a little bit of a shortcut. When you plug in an iPhone into iTunes you can export the data of: how many times a song has been played, when you uploaded it, when did you last listen to it, and you can have a massive amount of data that can be pulled out of iTunes. So what you do is, if people are willing, we plug-in their iPhones, we pull out the data and we see 'okay, this is the type of music, this is when they listen, this is how often they listen, this is when they last listened', so that we can have a little bit of an idea about how they (listeners) think* (Anthony (station manager), 29/08/2016).

Therefore, Station A's technique enables it to know what time their listeners listen to a specific genre of music and this allows the stations to acquire detailed and factual information about their listeners' music tastes. This practice resonates with ICASA regulations on the granting of licenses, which require community radios to specify the music genres that they will play for their audience (Cullinan, 2016).

4.4.1.3 Market awareness

Knowledge and understanding of listeners is pivotal to the sustenance of social sustainability. Both stations expressed a sense of awareness of their targeted audience.

Station B broadcasts to a niche market as a way of maintaining a competitive edge over its rivals:

> *We have been trying to create our own niche market. We realised that our station caters for a young black urban audience while the majority of stations in our region do not do that* (Boitumelo (station manager), 26/10/2016).

A competitive edge arises from a recognition of the gap in the market and attempting to fill it. Station B capitalised on their niche and boasts 39 000 listeners while Station A had

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10 000 listeners during the last quarter of 2015 (South Africa Advertising Research Foundation, 2016). Stations that have a clear idea of their clientele base tailor make each broadcast in relation to the targeted audience. This customer orientation enables the community station to respond to community's needs and priorities (Media Institute of South Africa, 2003).

Station A also displayed knowledge of their listeners, the majority of whom are university and high-school students, by identifying that they are cash strapped. Thus, the station provided an affordable way for them to participate in programmes.

> *The whole WhatsApp thing, it is much easier to engage because many students are unable to afford data. So the WhatsApp application makes it easier for listeners to engage with us, the presenters* (Andile (presenter), 30/08/2016).

> *We have incorporated WhatsApp in our team for on-air. It is another way to determine what our target audience wants and what is easy for them. Having to call to a landline is more expensive for a student, WhatsApp is cheaper* (Anele (programmes manager), 29/08/2016).

The above excerpts indicate that Station A tapped into their market by making use of a mobile application that most of their listeners use. The continuing rises in the cost of education (Roshchin & Rudakov, 2016) compelled Station A to employ WhatsApp as a cost-efficient interactive platform for engaging with listeners (students), who are cash strapped. The use of WhatsApp allowed community stations to retain listeners who could be lost due to high airtime costs. Moreover, an increase in the modes of interaction improves social sustainability by providing a platform for listeners to engage with the station regarding issues that affect them and to voice out their opinions.

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4.4.1.4 Influence of listenership on financial sustainability

CRS typically made use of the knowledge they gained about their listeners to implement strategies and methods that yield an increase of their listenership. Even though a station's listenership may increase, the true influence it has on the station's sustainability is not clear. The station managers responded to a question about the influence of the number of stations' listeners on financial sustainability in order to get a clear picture of its true impact. As a result, Station B's station manager noted that:

> *Some clients will want to spend money on the station and want to know how much listenership we have. So knowledge of listenership can have an influence of finances* (Boitumelo (station manager), 26/10/2016).

However, Station A's manager stated that:

> *Not that much actually, I must be brutally honest. When we had 60 000 listeners I cannot show you on an Excel sheet that we had a bigger income than we have now* (Anthony (station manager), 29/08/2016).

The difference in statements from the station managers indicates that the real influence of the listener population cannot be fully determined. This lack of certainty coheres with Reid's (2016) claim that Radio Audience Measurement Survey (RAMS) results released by the South African Research Foundation (Saarf) were disputed in the past. This can thus result in clients that want to advertise, not trusting the figures released by the Saarf and therefore, RAMS do not have much influence on the overall financial stability of a station.

4.4.1.5 Community meeting

Community meetings were another creative technique that Station B employed to engage with and hear the views of listeners. This observation is confirmed in the statement that:

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> *We hold community meetings where listeners come and voice what they want to hear during the month of October* (Boitumelo (station manager), 26/10/2016).

Despite community meetings' infrequency, which undermined their effectiveness in improving community stations-listener relations, these meetings provided a good point of departure for the broadcaster to establish the needs and desires of its community. This view resonates with the understanding that annual general meetings (AGMs) are important platforms for presenting annual progress and financial reports as well as for discussing the station's administrative issues with the community (Saadatmand-Zitouni; 2011). AGMs indeed provide a voice and platform for the community to participate in the running of their community radio.

4.4.2 Corporate social investment

The above category concerns the CRS' investment in their community by means beyond just providing a broadcasting service. It consists of internship programmes and philanthropic activities conducted by the stations being investigated.

4.4.2.1 Internship programmes

Both community stations in this study provided internship programmes to the youth in order to induct them into broadcasting:

> *During the June and July school holidays, we have an open internship programme for scholars, whereby we train them as presenters and explain how the radio station works to them. We give Grade 11 and 12 learners an opportunity to learn how broadcast works and is managed. We give them three to four weeks of broadcasting experience* (Anthony (station manager), 29/08/2016).

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> *There are internships we provide to learners during December holidays. We open our doors to them and spend their time with us to learn about radio broadcasting* (Boitumelo (station manager), 26/10/2016).

As developmental programmes, internships allow for the inculcation of knowledge and skills into community youth and in that way improve the community's identification with the radio station. Internships also enable the transfer of technical, programme production and management and operations skills (Fraser & Estrada; 2001) from experienced personnel to novices. The skill transfer is critical to increasing youth's employment opportunities and deterring them from engaging in criminal activities especially considering that, there is a prevalence of crime in the former homelands and townships of South Africa. Finally, there is a general view that, the capacity of the community stations to bring production training to the community demystifies radio within the community and motivates residents to participate in programme making (Tabing, 2002).

4.4.2.2 Philanthropic activities

Philanthropic activities were another expression of Corporate Social Investment (CSI) that community stations employed to maintain their social sustainability. Both stations strive to contribute to their respective communities through philanthropic activities. However, Station A went further than just rendering broadcasting services to their community as noted the management's answer to the question about how the stations give back to the community:

> *It is a big problem and we are not doing enough. Last year, we tried a little bit with Mandela day, we went out with most of the presenters and we worked hard, playing some music, but pretty much very limited* (Anthony (station manager), 29/08/2016).

> *We are currently running a campaign, a partnership with Samsung, for old sports equipment that we are giving to local sports teams* (Anele (programmes manager), 29/08/2016).

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In addition, Station B made a greater effort towards serving its community. The response below descries the effort:

> *Last year, we offered our services to a school called Pholoho, for the disabled, about three or four times. We went to the school free of charge with our DJs, microphones and our sound system to assist with a talent show for the kids. We also worked with former inmates that started a project called 'second chance' in order to motivate scholars, advising them that the commission of crime is not right. In addition, some of our presenters were asked three weeks back to motivate scholars about education and varsity. The majority of our community projects are from last year, where we went to many high schools, which we have not done this year. We also partook in a campaign against substance abuse with the police at Park Road, on the 8th of March* (Boitumelo (station manager), 26/10/2016).

It is clear that Station B is taking philanthropy to a new level through social transformation of their communities by allowing the socially marginalised people such as offenders to participate in broadcasting activities.

Both stations are trying to improve their communities through various charitable works. With Fogg, Korbel and Brooks' (2005) claim that most CRS are charities themselves, the ability of these stations to conduct any CSI activities is indeed an achievement. Station B is affecting its community by providing a broadcast service and attempting to influence the community's livelihoods as a whole. Additionally, Station A, has conducted some charitable work, although it can do more in order to influence their community positively.

4.5 SHARED VISION

Shared vision concerns itself with whether the employees of the stations under study have a common understanding regarding the future of their stations. This involves practices adopted by the stations to ensure that each individual employee contributes to the

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stations vision. This theme, shared vision, comprises of the following elements: station values, station techniques and management meetings.

Table 4.5: Shared vision

THEME	CATEGORIES	CODES
SHARED VISION	Station direction	Station values
		Station techniques
		Management meetings

4.5.1 Station direction

Station direction relates to the factors that impact on the stations operations. These include the stations' values; employee common understanding on programme performance and the planning of stations activities. The following paragraphs present explanations of each of the category's codes.

4.5.1.1 Station values

A station's values describe the way in which all employees' are expected to conduct themselves in accordance with the community station's mandate. The Business Dictionary (2017: para 1) defines shared values as "explicit or implicit fundamental beliefs, concepts, and principles that underlie the culture of an organization and which guide decisions and behaviour of its employees, management, and members".

Both station managers admitted that they did not have any station values within which their employees had to operate in:

> *One of the major problems, or perhaps it is my mistake, is that we never identified values in the staff. We did not define the values, so the station is not value based it is rule based, which is a problem* (Anthony (station manager), 29/08/2016).

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> *For the last year, now going on two years, I have actually been trying to develop a Station B manual. I need to execute it pressingly as it has shared values* (Boitumelo (station manager), 26/10/2016).

However, both managers indicated that although they do not have written down shared values, they have a guidance that directs them towards having shared values.

> *From a shared value perspective, obviously my license helps. We have had a little bit of consistency throughout with the management team and with the presenters to an extent that has helped obviously, financial sustainability* (Anthony (station manager), 29/08/2016).

> *Essentially, the people here have the shared values and mutual goals; we are all after one thing and that is our love for radio, ambition and passion for radio as well as our drive* (Boitumelo (station manager), 26/10/2016).

The lack of values at these stations could result in a lack of a shared vision in the station. Literature attests that the possession of a vision encompasses shared values (Sinkula et al., 1997; Parsons, 2002; Cho et al., 2013), hence, a lack of these values could affect the long-term sustainability of stations. The essential purpose of the relationship between CRS and listeners is to create value for the listener (Anderson, 1995; Walter, Ritter & Gemunden, 2001). Therefore, stations whose work teams do not have shared values could be counterproductive and may undermine the longevity of the station.

4.5.1.2 Station techniques

This applied techniques that have an influence on the vision of the station. Station A's station manager noted that their operations were directed and informed by a fictional character that was created: "*Our direction comes directly from Alex"* (Anthony, 29/08/2016). This character assists employees in identifying who the station's target audience is. This fictional character's age, qualifications, musical interests and hobbies match those of the station's typical listener.

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Station A's station manager states further that 'Alex' enables employees in the station to be on the same page. The manager stated that:

> *'Alex' puts everybody on the same line, on the same page about what the direction of our broadcasting as a whole must be. When you talk about news values, news must be in line with what she would want to hear and what she would not want to hear* (Anthony (station manager), 29/08/2016).

On the contrary, one of the employees at Station A noted that they have no regard for the 'Alex' technique. The presenter's answer to the question about whether the Alex idea was useful for him in conducting his programme was:

> *Not really, I do not even pay attention to 'Alex' sometimes, I honestly do not* (Andile (presenter), 30/08/2016).

The inference from Anthony's utterances is that the implementation of broadcasting techniques requires a clear articulation of why and how a given method will enhance the broadcasters' craft. Andile's claims demonstrate that employees tend to disregard systems that they do not comprehend as would be facing challenges on how to apply them. Ferreira et al. (2015) highlight that the implementation of techniques in the initial training phase enables employees to recognise the importance of these strategic practices. Furthermore, managers need to exercise control over employees, by requesting them to refer to the procedure manual during evaluations.

4.5.1.3 Management meetings

The planning of management meetings is also an important aspect towards the creation of shared values. Station A reported that they hold management meetings at the beginning of each year to plan for the year ahead. The station manager noted:

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> *So what we do at the beginning of every year is we sit down and we have a planning session, say 'these are the events, this is what we are going to do, this is what we want to achieve* (Anthony (station manager), 29/08/2016).

When questioned if these meetings are useful, Station A's station manager underlined their lack of value in the statement that:

> *No, it is not effective at all. Not even remotely. Things change so often. You know in the past we said this is what we are going to do in the year. This year we said 'okay this is what we are going to do in the year', in a broad spectrum, 'but let us just do it month for month* (Anthony (station manager), 29/08/2016).

The decision by Anthony to change the frequency of these planning meetings displays his understanding of the ineffective activities and their resultant lacklustre outcomes. The approach of planning on a monthly basis may contribute to improved broadcasting because stations that do not maintain the quality of their broadcasting lose their competitive advantage (Kone & Diallo, n.d). The stations' planning may involve identifying tasks that would not be enhancing productivity and then reinventing them or simply removing them. The continuation of futile tasks results in the stagnation of community radios. Nonetheless, failure to implement stated plans seems to concur with Kone and Diallo's (n.d.) claiming that regardless of the success – or lack thereof, it is always better to invest in a plan of action.

4.6 COMMITMENT TO LEARNING

This study's other theme is commitment to learning. It is important that CRS promote learning. They must be organisations where employees "continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" (Senge, 1990:1). Thus, in the context of this study, commitment to learning revolved around the different forms of training which the organisation provided to its employees in order to promote learning.

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Table 4.6: Commitment to learning

THEME	CATEGORIES	CODES
COMMITMENT TO LEARNING	Training	Management training
		Employee training
		Technological training
		Influence of training on programming

4.6.1 Training

The organisation, as noted in Table 4.6, provided three main forms of training and these are management, employee and technological training. The sections that follow outline these different training forms and their influence on programming.

4.6.1.1 Management training

This code refers to training support provided to the management personnel of the stations in order for them to execute their duties effectively and efficiently. Both stations highlighted that they offer specialised training, with the station managers stating that:

> *Tomorrow we have the previous programme manager of 5FM coming with a couple of people. They are presenting a workshop, intense workshop, only for the four managers, namely the programme manager music manager and two opinion and perspective guys* (Anthony (station manager), 29/08/2016).

> *Last year, I was in communication with Tim Zunckel, he was the programme manager for 5FM, I think he was still programme manager last year. He came down together with 5FM presenter Grant Nash, who actually hosts workshops for managers. They basically spoke about everything - from management, marketing and sales anything you can incorporate in radio.* - (Boitumelo (station manager), 26/10/2016)

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The CRS' investment in specialised training indicates a commitment to producing quality professionals that will run the station effectively. It reveals that these stations are committed to developing the community by ploughing skills in the members that volunteer at the station. Leppel, Brucker and Cochran (2012) emphasise the importance of appropriate training as a precondition for maintaining an effective workforce in an era of rapid technological change. The skills attained from these trainings could also benefit the community if applied to existing community projects.

4.6.1.2 Employee training

Both stations also provided training for on and off-air employees in order to make them better at their craft. The station managers stated that:

> *Every second week, we conduct one-hour staff meetings involving 20 minute announcements and the rest of the 40 minutes is spent on the training. In the 40 minutes we talk about general interviewing, we will get a person who works for OFM to come and explain certain broadcasting process. We get a former presenter to talk about something specific* (Anthony (station manager), 29/08/2016).

> *We have had a workshop for producers where we invited several producers from other radio stations to come and mentor and talk to our producers about their duties. We also had a workshop about social media where the social media coordinator for OFM came down with an individual who specialises in branding, photography and website designs. They hosted a training workshop for the employees. We also had a social policy workshop last year coordinated by a gentleman who compiled policies for Motheo FM. Additionally, we had a full-day workshop, courtesy of the SABC, where a number of people such as Palesa responsible for current affairs, Mamontha Motaung and a couple of producers from Lesedi FM* (Boitumelo (station manager), 26/10/2016).

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The employees also confirmed that they had been exposed to trainings as noted in the statements:

> *I also believe that our presenter's meetings are part of programming training, because we actually share ideas on how not to make mistakes on air* (Buntu (presenter), 06/03/2017).

> *We get trained at least every month* (Andile (presenter), 30/08/2016).

The above excerpts show that the stations in this study are committed to providing continuous learning opportunities for their employees to enable them to improve their craft. Kalvari (2016) states that radio is an art and a science that requires skills and talent. Therefore, trainings on specific broadcasting topics assists these stations to produce quality broadcasting to communities. In addition, the statements attest to community radio as an incubator for commercial radio talent.

4.6.1.3 Technological training

The increase in the number of CBT platforms suggests that it is essential to train community radio employees on how to use these technologies effectively. Both stations' managers, however, expressed that they have trained employees on how to use new technologies within their organisations and yet staffers do not have a grip on how to use these technologies:

> *The WhatsApp started extremely slowly and it is still not where I want it. Presenters really hunger for feedback and because the listenership or listeners might not be as quick on the concept, it will take time to explain how the WhatsApp application works for radio. We have not trained our employees on the use of wireless mics, as this is a new phenomenon. So they need to be briefed on how something works and as an established presenter they cannot leave room for mistakes* (Anthony (station manager), 29/08/2016).

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In addition, Station B's response to the question about how presenters have adopted new technologies was:

> *I do not think they have adapted and adopted the new technologies well enough yet. Because we work in an industry that has many technological developments, it is not easy for employees to perform their tasks well using our newer technologies. There are a couple of presenters getting the hang of it but not as many as I want* (Boitumelo (station manager), 26/10/2016).

However, the employees' responses to the query on whether CBT have an influence on their broadcasting was that:

> *I do not think they influence me in any way or my presenting style or my show in a whole. Nevertheless, I think the whole WhatsApp medium makes it easier for listeners to actually engage with the presenters* (Andile (presenter), 30/08/2016).

> *As a presenter, I am able to have the whole programme plan, through technology. I also know the music that is going to play and when it will play* (Buntu (presenter), 06/03/2017).

The above-expressed views indicate the importance of intensive technological training for employees. Technology training is critical for employees in order for stations to operate effectively within their changing industry (Kumpikaite & Čiarniene, 2008). The featuring of technology in almost every aspect of today's life makes it paramount for employees to understand how to apply these technologies in their broadcasting in order to effectively produce quality broadcasting that is relevant to its listeners. Therefore, managers should focus beyond theoretical training and put emphasis on practical training.

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4.6.1.4 Influence of training on programming

This determined whether the trainings and workshops carried out by the CRS have influenced presenters programming. The presenters indicated that:

> *These training sessions help a lot because you get a clear mind set of what it is that you need to do and how you need to do it* (Andile (presenter), 30/08/2016).

> *We are able to get different perspectives, thus allowing our creative juices to flow* (Buntu (presenter), 06/03/2017).

The above excerpts show that the training offered by CRS impacts on employees' performance. Training can indeed enhance the effectiveness of employees – directly and indirectly (Leppel, Brucker & Cochran, 2012). For this reason, CRS need to train their employees in order to improve both the productivity and sustainability of these organisations. These stations are also incubators of staff for future commercial broadcasters. Hence, the provision of knowledge and skills to the CRS employees ensures the success of the employees and their stations.

4.7 OPEN-MINDEDNESS

Open-mindedness is another theme identified in the interviews conducted in this study. It is the willingness to try things or to hear and consider new concepts (LoveToKnow Corp, 2017). This theme, as shown in Table 4.7, comprises of one category, which is the management disposition.

Table 4.7: Open-mindedness

THEME	CATEGORIES	CODES
OPEN-MINDEDNESS	Management disposition	Autocratic management style
		Insufficient management skills

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4.7.1 Management disposition

This involved the form of management style adopted by managers as well as their management skills. The two codes identified are autocratic management style and insufficient management skills.

4.7.1.1 Autocratic management style

This managerial style involves someone who adopts a particularistic approach to task execution and does not tolerate slack, mediocrity and lack of seriousness and commitment (Anon, 2016d). Station A's programme manager is conceived as having an authoritarian management style:

> *Anele is strict like a mother and does not take nonsense.* - (Anthony (station manager), 29/08/2016)

> *Because we have meetings every Friday, Anele always has something to say. 'Do not speak about relationships, don't speak about baes* (which is an acronym that stands for "before anyone else" and is usually used to refer to a boyfriend or a girlfriend (Moreau, 2017)*. Do not speak about blessers* (which is a slang term for a wealthy man who offers financial support to a, typically, younger female companion in exchange for sex, friendship, etc. (Mchithisi, 2016)*, and do not speak about boyfriends' and girlfriends' and all those things'. I kind of manipulate his mind so that it is not as vivid when I speak about these topics. Yes, he might be saying that do not be talking about relationships, he cannot say that, he cannot restrict us* (Andile (presenter), 30/08/2016).

The inference from the above excerpts is that Station A's programme manager is an autocratic leader who is clear about what he wants and is not readily flexible about what he expects. Joseph (n.d) states that an autocratic style of management is characterised by a manager who makes decisions alone. The manager then conveys their decisions to staff and staff members have to work within the scope of that decision (Joseph, n.d).

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However, Anele does not shy away from the authoritarian aura:

> *I do not beat about the bush. If you are messing up I will tell you, I am not going to sugar-coat it for you. I have a whole lot of stuff going on. I am very straightforward with the presenters* (Anele (programmes manager), 29/08/2016).

It is clear, from the programmes manager's above excerpt that he has a task-oriented leadership style. This type of management style is one where the manager is not mindful of employees' ideas and feelings but rather seeks the execution of organisational tasks (Ferreira et al., 2015). Although this style may get the job done, it may create a hostile working environment as novice broadcasters are usually insecure and need affirmations from their supervisors instead of constant reprimands. Anele is supposed to use his leadership position to influence, inspire or guide the employees in their activities so that they can attain the stations' goals (Ferreira et al., 2015). He should engage with presenters in the decision making process in order for the employees to comprehend why certain conclusions had to be reached.

4.7.1.2 Insufficient management skills

Lack of management skills also formed part of the codes for the management styles identified at the stations understudy. Both station managers admittedly stated that they lacked effective management skills. The responses below are instructive:

> *I do not like conflict and confronting people. I let a lot of things slide. So, at the moment, I try to read more about how I should manage people with a management style approach that is people orientated. I am also trying to develop myself to have some sort of a balance, as I am too lenient* (Anthony (station manager), 29/08/2016).

> *I think my management style is horrible without being in denial* (Boitumelo (station manager), 26/10/2016).

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Being aware of one's weaknesses allows for self-improvement. Duval and Wicklund (1972) note that self-evaluation consists of equating the self to a standard of correctness that stipulates a state the self should have. The effort put in by Anthony to improve his managing style shows his desire to develop better management skills in order to perform his job of managing employees. Therefore, a people-oriented style is important as it enables managers to communicate effectively, manage internal conflicts, and to handle different personalities (Mobbs, 2016).

4.8 KNOWLEDGE SHARING

Knowledge sharing was identified as another theme in this study. This theme is important for long-term organisational effectiveness (Andolšek & Andolšek, 2015). In this study's context, knowledge sharing refers to the extent to which employees in the stations worked together to share knowledge. It also pertains to the relationship that the community stations have with stations alike in order to learn from each other.

This theme comprised of three categories. These categories are employee cooperation, industry collaboration and influence of sharing knowledge.

Table 4.8: Knowledge sharing

THEME	CATEGORIES	CODES
KNOWLEDGE SHARING	Employee cooperation	Presenters engagement
		Open conversations
	Industry collaboration	Relationship with commercial radio stations
		Community radio station engagement
	Influence of sharing knowledge	Impact of collaboration

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4.8.1 Employee cooperation

This related to the extent that presenters at the station engaged with each other in order to exchange knowledge and learn from each other.

4.8.1.1 Presenter engagement

It is important that employees engage with each other for the success of their careers (Chacon, 2015). The lack of this form of workplace relationship can have dire consequences for stations because any employee career failure may result in the organisation's failure as well.

Participants from Station A noted that internal relations between employees are almost non-existent and that there existed an unhealthy internal competition between presenters. One of the presenters noted that:

> *Not everybody is willing to jump off ideas because everybody wants their own shows to be the best show. We do not really help each other with content because; I think presenters assume it is kind of 'it is my thing'* (Anda (presenter), 30/08/2016).

Andile stated further in the response to the question on how often presenters at the station engage with each other:

> *Never-ever, we are like strangers, we are like strangers here – we come to work and leave* (Andile (presenter), 30/08/2016).

This isolationism between presenters clearly indicates that the stations' employees are not a united front in advancing the community's development. In-house broadcasters should not compete with each other as they are working towards the same cause. The lack of communication and engagement between employees can have detrimental effects on the stations stability. Chacon (2015) suggests that employees' working towards building professional relationships in the workplace leads to higher performance in the

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organisation. Therefore, community radio employees need to develop an 'if my colleague loses, I lose' mentality in order to assist each other to become better broadcasters and meet the station's goals.

4.8.1.2 Open conversations

It is important that employees feel free to have conversations amongst themselves and with their managers. Management needs to set this culture so that employees feel more comfortable when having these conversations.

The employees' responses to the question on how often open conversations were encouraged at the station indicated:

> *I feel like we are only given a platform and the opportunity to voice out whatever it is that is bothering us in meetings* (Andile (presenter), 30/08/2016).

> *We have a WhatsApp group in which everyone can raise their opinions. Actually, every department has their own groups, technical team, producers, presenters and so forth* (Buntu (presenter), 06/03/2017).

Station B's use of a CBT medium to provide a platform for open conversations is creative as this means that employees can always have discussions when they need to, regardless of where they are. Utley (2017) suggests that open conversations result in new business strategies that may grow the station. These conversations can also lead to a more open and creative team (Utley, 2017). Station A needs to create an environment that allows open conversations throughout the organisation.

4.8.2 Industry collaboration

Industry collaboration refers to the extent to which CRS in this study work in partnership with other stations in order to exchange knowledge, experiences and solutions. The codes for this category are relationship with commercial radio stations and community radio station collaboration.

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4.8.2.1 Relationship with commercial radio stations

This pertained to the degree to which the CRS in this study had professional relationships with commercial radio stations in order to learn from each other. The station manager for Station A, Anthony, responded to the query on whether these community stations have any relationships with commercial radio stations by stating that:

> *None, whatsoever. Actually, I think Station B has a relationship with OFM currently. Station A used to have a relationship with OFM and since things went a little bit sour, we do not have the close relationship we used to have. But, we will make use of their expertise, - say for example we will have the OFM breakfast presenter to come and talk to the presenters. We have individual agreements with OFM's employees if I ask them to come, but not to form a formal relationship* (Anthony (station manager), 29/08/2016).

However, Station B's station manager, Boitumelo, pointed out that they have good relations with other stations:

> *We have a good relationship with OFM, we received news, journalism and music compilation training from them. We had a minor relationship with Lesedi FM, we know them and they have been assisting us whenever we had a problem with anything specific* (Boitumelo (station manager), 26/10/2016).

It is thus critical for CRS to acquire mentorship from commercial stations to the growth of the community stations. Having a professional relationship with commercial stations can assist community stations to anticipate future challenges from a number of angles and thus grant them the option that would fit best with whatever they are facing (Dobos, 2017). In addition, skills received from bigger stations can be paramount to CRS' attainment of survival skills. Therefore, expert advice can enhance the management of these community media and allow them to continue their mandate of community development.

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4.8.2.2 Community radio station collaboration

CRS must also collaborate with other community stations. The researcher's enquiry on whether or not the stations had a relationship with other community stations elicited the following responses from Station B's station manager:

> *I am the provincial coordinator of the National Community Radio Forum (NCRF). So, I am in communication with the majority of the community radio stations* (Boitumelo (station manager), 26/10/2016).

When asked how this association with the NCRF has assisted the station, Boitumelo stated that:

> *It has shown me how other managers resolve their problems, how they encounter their problems and what to do to resolve such problems. I love the fact that when there is a problem, the other station managers are there. We have a group on WhatsApp where a station manager can point out a problem and we, as other station managers, put our heads together to resolve issues at hand* (Boitumelo (station manager), 26/10/2016).

As Station B's manager alluded, collaborating with peers assists in tackling encountered challenges. Redfield (2015) emphasises that peer-to-peer collaboration provides dimension, insight, and growth for participants. These relationships, thus, prepare stations for challenges that they might face.

Station A's station manager, on the other hand, pointed out that they are not a part of the NCRF. He noted the reason for this as:

> *I have been a part of it in the past. I was just going nowhere with being a part of it and my primary responsibility is developing students not positioning the radio station with other community radio stations. So, my role is to try and keep*

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> *Station A as an independent radio station from other stations as possible* (Anthony (station manager), 29/08/2016).

Even though the NCRF may seem to be ineffectual to Anthony, its practices assist the community stations in achieving the mandate of community service. According to a KZN participant in Mavhungu's (2009) study, the NCRF provided their station with information on health and development campaigns and general information that they could follow with their local health departments. Therefore, Anthony's decision to exclude his station from the NCRF can be seen as undermining the aim of advancing the community it serves.

4.8.3 Influence of sharing knowledge

This considered the influence of knowledge sharing (internally and externally) on community stations. It is vital that employees learn from each other, their management and from external sources, such as other CRS. Station B ensures that they collaborate with other stations, whereas Station A does not, as discussed in the code below.

4.8.3.1 Impact of collaboration

Collaboration is essential for CRS growth and can be extended to other community stations as well as commercial stations. Asked about the influence collaboration has had on their stations, Station B's station manager indicated that:

> *The collaboration is very helpful in many ways. It has really helped in terms of improving our brand as our focus is to build a brand that is big. It has also benefitted us in being able to do outside broadcasts and we are paid because of those* (Boitumelo (station manager), 26/10/2016).

However, Station A's station manager disagrees with the positive influence expressed by Boitumelo. He indicated that:

> *I was just going nowhere with being part of committees* (Anthony (station manager), 29/08/2016).

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Disaffiliating from other community stations may have a negative result on Station A. This is because collaboration promotes self-analysis, results in problem solving and enhances teaching, amongst other things (Nixon, 2014; Boyer, 2017). As much as Anthony wants to keep the station separate from other stations, he needs to ensure that this is not to the detriment of the station and the employees.

4.9 INNOVATION

Innovation is another theme identified in this study. The theme relates to advanced ways in which the stations used technology in their daily operations. It comprised of one category on innovative techniques.

Table 4.9: Innovation

THEME	CATEGORIES	CODES
INNOVATION	Innovative techniques	New technology

4.9.1 Innovative techniques

Innovative techniques refer to the advanced methods and technologies stations use in conducting their day-to-day operations.

4.9.1.1 New technology

This code deals with the new ways used by stations on existing social media platforms and the technology used to conduct their broadcasting. The new technologies that Station A has introduced is the use of WhatsApp for listeners to communicate with the station's presenters.

> *We introduced WhatsApp for people to send voice notes and it's very important and gets people excited about the WhatsApp* (Anthony (station manager), 29/08/2016).

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While Station B notes its technologies as:

> *The latest technology that we possess is one of the best software's and technologies in radio broadcasting called the Genesis system. We also have one of the best telephone systems, which is Telos* (Boitumelo (station manager), 26/10/2016).

It is an open secret that community stations face difficulties in maintaining financial sustainability. Thus, the fact that both stations are able to acquire new quality technology indicates that there is a means to purchasing equipment and making broader use of applications. Community radios are not-for-profit organisations, which simply means that the profits they make need to be ploughed back into the station. Stations have capital and running costs as the two main expenditures that they need to spend their money on (Saadatmand-Zitouni; 2011). The stations' investment in technology and equipment indicates that they are taking care of their capital costs, which in-turn benefits the station. The ownership of the medium by community and not individuals suggests it is essential that these stations be in a better condition always, for their future sustenance.

4.10 TECHNOLOGY APPLICATION

The final theme identified in the interviews is technology application. This pertains to the different ways in which the stations under study made use of the technology at their disposal. Four categories were identified and these are social networking, live streaming, website and podcasts.

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Table 4.10: Technology application

THEME	CATEGORIES	CODES
TECHNOLOGY APPLICATION	Social networking	Voice for marginalised
		Employees assisting each other
		Influence of social networks on social sustainability
	Live streaming	Scouting via live streaming
		Influence of live streaming on stations
	Websites	Promotional platform
		Potential influence of websites
	Podcasts	Lack of podcasting
		Potential influence of podcasts

4.10.1 Social networking

The rise of SNS use in today's society makes the implementation of its functions in broadcasting essential. The use of SNS is of significance in order to make broadcasting remain in tune with the listeners' needs.

4.10.1.1 Voice for marginalised

This platform that normally connects family and friends, can also be used to provide a voice for those who may not have been given the opportunity to voice out their opinions/struggles within traditional media. Both station managers agree that SNS provides a voice for those that may not have shared their views on other platforms:

> *Majority of the time, you find that people that post will not necessarily call in. They are more comfortable with sharing and voicing their problems in unique*

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positions via social media rather than call in (Boitumelo (station manager), 26/10/2016).

It gives everybody a voice, especially with WhatsApp where people can suddenly send voice notes (Anthony (station manager), 29/08/2016).

Community radio should make these platforms available to their listeners in order to receive audience feedback. Prior to the introduction of CBT and the telephone, radio has always been a top-down medium, with no space for feedback (Bonini, 2014). The use of social media enables an additional platform for the community to voice out their opinions. Bonini (2014) states that social media has re-established a balance in favour of the public.

4.10.1.2 Employees assisting each other

Teamwork is essential to an organisation's success. Employees responded to the questions about the rate at which they get assistance from their colleagues at the station. The employees indicated that:

Sometimes I just post in the WhatsApp group what we are going to discuss on the show and then we (presenters) give each other ideas on the content (Buntu (presenter), 06/03/2017).

If I am doing something wrong on my programme, the other presenters will assist me by posting in the WhatsApp group (Anda (presenter), 30/08/2016).

Some presenters also commented on the influence and significance of WhatsApp group communication. Some of the responses were that:

You get informed quickly (Buntu (presenter), 06/03/2017).

It helps in terms of if maybe, I am sounding flat or the show is not sounding as it usually does (Anda (presenter), 30/08/2016).

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The fact that both stations display signs of teamwork is admirable. Teamwork increases productivity, results in a committed workforce and stimulates innovative solutions (Bossart, 2017). Thus, the reality that teamwork is the key to success (Bossart, 2017) underlines that CRS need to implement this important work practice.

4.10.1.3 Influence of social networks on social sustainability

The stations' use of SNS and influence of these sites on radio stations needs assessment. The participants' responses on how helpful social networks are to them and/or their station were:

> *I think it really depends on what it is that's being spoken about that day as sometimes you really have good content that people can relate to and sometimes you have good content but it's not really relatable to people* (Andile (presenter), 30/08/2016).

> *They are very helpful. I mean from our side we have done all we can and you put Facebook and Twitter and WhatsApp out there. It just depends on the listeners whether they are willing to take that step and comment on our topics* (Anda (presenter), 30/08/2016).

> *These days, advertisers are looking more towards response especially on social media. It is measurable, so it is better to sell your likes* (Anthony (station manager), 29/08/2016).

> *WhatsApp is very effective. As I said, people are stingy about logging onto other social media. You are able to get people's opinions very quickly via WhatsApp* (Andile (presenter), 30/08/2016).

> *They allow listeners to connect and reflect on topics that we post, allowing them to feel like they are a part of the station* (Buntu (presenter), 06/03/2017).

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The popularity of social networks makes the stations' use of the social network platforms a positive practise. Social networks such as Facebook and Twitter are among the most used sites on the Internet (Rambe & Ng'ambi, 2014) and it can be inferred from the above excerpts that both sites are accessible judging from their convenience and quick speed of communication. As a result, the social sustainability of stations may be positively affected by the use of SNS that connect the station with listeners.

4.10.2 Live streaming

The ability to penetrate physical borders makes live streaming a popular service. The service can be used to scout future commercial broadcasters. The codes identified for this category are scouting and influence of live streaming on stations.

4.10.2.1 Scouting

The community radio employees, as novice broadcasters, always anticipate possible scouting by a commercial station. Commercial station managers or other managers in other industries indeed scout talent beyond frequency borders. Boitumelo, Station B's station manager, acknowledges the possibilities that live streaming can offer her employees as shown in the statement that:

> *We, having a live stream, which makes it (the station) accessible to an international audience. At times it's good for exposure, there is going to come a time when some of my presenters get scouted via that* (Boitumelo (station manager), 26/10/2016).

In addition, a presenter from Station A agrees with the above statement:

> *I feel like, there might be somebody who would be listening out there, who might actually take an interest in me. Moreover, that one person might be the person who actually gives me the platform to be able to do or further what I love* (Andile (presenter), 30/08/2016).

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Therefore, exposure to a larger audience and creating a platform for presenters to be scouted, are the paramount motivations behind the employees' continued radio productivity. Even the movement of community radio broadcasters to bigger stations offers confidence to the ones that are remaining (Cullinan, 2016). In addition, the broadcasters' witnessing of their peers scouted will urge them to work harder on their craft and thus improving the broadcasting quality of CRS.

4.10.2.2 Influence of live streaming on stations

Live streaming is a paid for service. Therefore, CRS need to know if this service has any other benefits apart from the ones stated above. The station managers indicated that:

> *Advertising agencies can listen to us and hear if the ads are playing and they also get a feel for the station* (Anthony, 29/08/2016).

> *It is useful just for listening but not necessarily for participation* (Boitumelo (station manager), 26/10/2016).

Live streaming increases exposure thus showing the stations' need to find ways in which this can benefit their sustainability or consider investing the money spent on this service in other station projects that have the potential to realise measurable financial benefits. Community stations need to plan financially in order to pay salaries, pay debt and other unforeseen circumstances (Mwandiambira, 2016). Thus, the increased use of CBT services can enable community radios to measure the income generated from using these services.

4.10.3 Websites

The internet's availability to a large part of the population indicates that the use of websites enables stations to get in touch with their listeners through that platform. This category comprised of one code, namely, promotional platform.

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4.10.3.1 Promotional platform

Even though at the time of this study none of the stations have websites, employees believe that the stations' use of websites could create a promotional platform for them. The employees believe that:

> *The website would actually promote me as a radio presenter and allow people to actually see who this person is and not just listen to the voice* (Andile (presenter), 30/08/2016).

> *I think it can promote the station before me, personally, and then after the station is promoted that is when people will know us, through personal profiles, and they then could put their money on us* (Buntu (presenter), 06/03/2017).

> *It would allow people to familiarise themselves with my brand image through a website so, it would definitely help me* (Anda (presenter), 30/08/2016).

Websites are instrumental in creating the visibility of community radio broadcasters that have aspirations of working at commercial stations. A number of authors (Anon, 2016c; Daly, 2016; Mothowagae, 2016) state that talent scouting is a common practice. Thus, participants believe that their stations' possession of websites would create an additional platform for them to be scouted by commercial stations. Websites indeed allow for the creation of digital profiles for personalities, which potential employers can gain quick and easy access to in order to determine if presenters would fit within their brand or organisations.

4.10.3.2 Potential influence of websites on station sustainability

In order to get a clear reason why the stations in this study do not make use of websites, station managers were asked if they thought having a website would influence their stations' financial stability. The managers indicated that:

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Not a lot as I said. Our audience does not go to websites (Anthony (station manager), 29/08/2016).

If you apply for funding, when funders research and google search the station to investigate, most of the time they end up on the website. It will help a lot that way (Boitumelo (station manager), 26/10/2016).

Anthony's excerpt suggests that he knows his listeners' preferences well. As a result, not much benefit would be derived from Station A's establishment of a website. On the contrary, Boitumelo believed that having a website could attract funders. This view coheres with McEvoy's (2016) perception that websites give organisations credibility and make them easier to discover. Therefore, funders' discovery or opening of a station's website will give them an idea of the station's business without having to speak to anyone.

4.10.4 Podcasts

Kalvari (2017) posits that the future of radio is podcasting - a clear indication that CRS need to introduce podcasts at their stations. Apart from the benefit of time shifting, this service enables listeners to listen to programmes at their own convenience.

4.10.4.1 Lack of podcasting

Both stations in this study indicated that they do not have a podcast service. With Kalvari (2017) having indicated how pivotal this service is to radio stations, the station managers were asked why they do not make use of a podcast service. They responded that:

> *It has to go through the University and the content has to be approved by the University, because we cannot post it anywhere else but on the University site. I have to send it to the Dean, then to student affairs then it needs to go to the Director of Communication and Brand Management. Once is has been approved, Computer Services uploads it. Now because a podcast is an immediate thing, you can't upload it a week after or 2 weeks after, you have*

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maybe 2 hours before it becomes irrelevant (Anthony (station manager), 29/08/2016).

I think with the podcast, I left it for the website as it is going to be part and parcel of the website. I think it is much easier to have a podcast service that's more accessible via the website (Boitumelo (station manager), 26/10/2016).

Anthony's reason for not making use of a podcast service can be plausible as podcasts need to be immediately available to the listeners. However, the idea that podcasts are created so that listeners can listen in their own time (Krüger, 2017) implies that they may not have time limitations stipulated for their use. Thus, Station A should consider making use of the service, test its plausibility and decide whether their listeners would make use of the service or not. In addition, Station B needs to speed up their process of acquiring a website so that they can make use of the podcast service.

4.10.4.2 Potential influence on stations' sustainability

Even though both stations do not make use of a podcast service, they were queried on what potential influence they thought having this service would have on their listenership. This question sought a clear understanding of whether they believed there is a need for this service. The responses indicated that:

Podcasting is an effective tool if you are in an environment where data is very cheap and not in this community especially in community radio. For example, if we have an interview with Cassper Nyovest and we podcast it, but we also do a video of the interview and you put it on Facebook, who is going to listen to the podcast? (Anthony (station manager), 29/08/2016).

I feel the podcast service makes it easier for the listener to download and get what they want. I think the podcast would help quite a lot and make it easy for our listeners. There are a couple of instances, where the listeners wanted a

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recording and we could not give it to them (Boitumelo (station manager), 26/10/2016).

Anthony's observation that the capabilities of podcast are achievable through other mediums that are already being actively used by his listeners gives reason as to why he may not be keen on the use of podcast. Betters (2017) indicates that, Facebook Live can enable anyone to start a live video where friends and followers can watch and engage with in real time. The video is then downloadable at a later stage by those that may have missed the live broadcast (Computer Hope, 2017). Hence, the popularity of SNS, especially amongst young adults (Rambe & Ng'ambi, 2014) makes it challenging to convince listeners to make use of the podcast service, especially if there is a platform that they use that already has those capabilities.

4.11 CHAPTER SUMMARY

This chapter presented the findings and discussion of the study based on the in-depth interviews that were conducted with CRS managers and employees.

The next chapter focuses on findings and discussion based on the observations conducted during the study.

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CHAPTER FIVE: FINDINGS AND DISCUSSION OF OBSERVATION RESULTS

5.0 INTRODUCTION

This chapter focuses on the direct observations that the researcher conducted while sitting-in on two radio programmes at each of the stations (a total of four radio programmes). She observed the stations' procedures such as selection of content for programmes, how programmes are conducted, employees' conduct during programmes, and the use of studio equipment. These observations were conducted in order to study the LO methods practiced and the CBT used. These observations were also conducted to verify the interviewees' perspectives expressed in the previous chapter. The subsequent sections cover the main themes generated from the observations and the discussions thereof.

5.1 COMMUNITY INTERACTION

The theme, community interaction, relates to the different forms of media that listeners used to interact with presenters. These media comprise of SNS, telephone lines and live streaming.

Table 5.1: Community interaction

THEME	**CATEGORIES**	**CODES**
Community Interaction	Social media interaction	Social media pages
		Social media feedback
		Social media checkup
	Other media interaction	Livestreaming
		Telephone line feedback

5.1.1 Social media interaction

All the observed presenters highlighted how listeners contact them via social networking platforms - a prominent phenomenon of the age of ubiquitous technology. Traditionally, there was a general concern about community radio's lack of knowledge of the demographic profile of its listeners and lack of feedback from them (Bonini, 2014). The

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above findings demonstrate a shifting communication trajectory brought about by the accessibility of certain technology, which enabled listeners to become active participants on radio.

Station B listeners generated 42 comments on the station's Facebook topics based on the two programmes aired on the day of observation. Whereas, Station A had no comments on their Facebook page. While there is some truth in Rothschild's (2016) claim that radio is sustained by presenters who ensure that they have great content, the lack of commentary on Station A's Facebook page could be an indication that presenters' content is not appealing to its audience. Perhaps presenters should conduct thorough research on topics that are of interest to their audiences prior to going on-air and in that way reduce the risk of a lack of participation from listeners.

It was also observed that Station A presenters did not check their Twitter feeds where they had posted topics to try secure feedback from listeners during their programmes. To the contrary, Station B presenters checked Twitter continuously for comments. Bonini (2014) conceives Twitter as one of the SNS that work well with radio. This is because both media act as real time communication platforms, which enable mutual dependence for content on these platforms. Thus, Station A neglecting the contributions of Twitter could result in community radio ignoring some of the listeners' views and contributions.

5.1.2 Other media interaction

Both Station A presenters, that were observed, failed to mention the station's use of live streaming whereas Station B presenters mentioned it. Since live streaming allows cross border broadcasting of content, Station A presenters are limiting the number of listeners they could reach out to by not exploiting the live streaming option.

It was found out, during the observations that, Station A presenters did not receive any telephone calls, while those from Station B received two phone calls. Furthermore, Station A did not generate any participation using their WhatsApp platform. There were, however, limited interactions that these stations promoted despite the reality that community

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participation can be exploited to increase the effectiveness of the stations' programmes (Siemering & Fairbairn, 2007).

5.2 ADVERTISING

The other theme that emerged from the researcher's observations is advertising. The types and number of advertisements during a programme were observed owing to the reality that advertising is an income-source generation method for CRS. This theme had two categories and these are community advertising and in-house advertising. This theme focused on the type of advertisements that the community stations under study broadcast to ascertain the amount of income generated through advertisements. The assumption here is that all external adverts and live reads have the potential to generate an income for the stations.

Table 5.2: Advertising

THEME	**CATEGORIES**	**CODES**
Advertising	Community advertising	External adverts
		Live reads
	In-house advertising	Institution adverts
		Station adverts

5.2.1 Community advertising

On the one hand, Station B had two adverts that were external and one was a parent-institution advert during both programmes. Both adverts were played live on-air. On the other hand, Station A had four external ads and one live-read on both programmes observed, and they were also played live on-air. Advertising for CRS is the most common form of income generation even though Brooks (2016) warns that stations must be careful not to allow adverts to distract the intimacy of the show's content.

5.2.3 In-house advertising

Station B had three in-house adverts that played during both programmes that the researcher observed. The adverts promoted advertising space available to the community

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to use at a fee. This suggested an interest by Station B to generate more income from external advertisers.

5.3 PRESENTER PERSONALITY

Another theme that emerged from the researcher's observations was presenter personality. The observation was on the different personalities of the individuals that interact with listeners during the radio programmes. Nevill (2017) suggests that radio presenters are unique and should be managed as such. Table 5.3 highlights the different personae of presenters observed.

Table 5.3: Presenter personality

THEME	**CATEGORIES**	**CODES**
Presenter personality	Decorum	Calm persona
		Energetic persona

5.3.1 Decorum

Based on the observations conducted, Station A's presenters have similar on-air personalities. Both presenters had lay-back personalities and were calm in speech and movement. Nevertheless, Station B's presenters were more energetic in their speech and movement. Kalvari (2016) emphasises the importance of a presenter on radio by stating that listeners are loyal to stations because of the connection they have with presenters. Therefore, presenter personalities play an important role in developing listeners who are loyal to the station.

5.4 PROFESSIONALISM

Professionalism was a recurring feature of community broadcasting stations observed by the researcher. Even though these presenters projected different personalities, they all had to adhere to the rules and regulations set out by stations (Nevill, 2017). Thus, Table 5.4 highlights the various dimensions of how professionalism was expressed during the broadcast of their programmes.

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Table 5.4: Professionalism

THEME	CATEGORIES	CODES
Professionalism	Employee relations	Employee on-air relations
		Co-host distraction
	Broadcasting actions	On-air disturbances
		Programme preparation

5.4.1 Employee relations

The observation made was that when Andile, from Station A, was announcing to listeners that he would be a master of ceremony at a local event, the co-host ridiculed him, stating that the event would not have a good attendance because Andile would be the host. Andile did not take the comment lightly and rebuked the co-host off-air. It should, however, be noted that when Andile reprimanded the co-host he did so in a calm manner and also asked the co-host why he was behaving this way, suggesting that the co-host did not always behave in such a disorderly manner on air.

Moreover, the co-host lacked concentration during the whole show, resulting in delayed responses when answering questions posed by Andile on-air. Such actions are unprofessional, especially, in the broadcasting context. Professionalism is not merely about dress code or speech but also about manner and standards of practice (Beaton, 2010; Balogun, Mbada, Balogun & Okafor, 2017).

5.4.2 Broadcasting actions

The researcher observed that Andile's on-air show lacked professionalism. With regard to broadcasting, Tabing (2002) and Hardy (2009) advise that manufactured noise on-air should be limited by informing guests to be silent when it is not their turn to speak. Yet the noise levels of the team and other individuals in studio when microphones were turned on were too high. In another scenario, an employee of the station walked into the studio while the presenter was on-air resulting in the disruption being audible on-air.

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On the contrary, Station B's employees conducted themselves in a more professional manner. Bongani double-checked the system to ensure that advertisements were placed correctly and that the music was play-listed accordingly. Furthermore, the show's script is e-mailed to the iPad as well as the desktop in studio, for back-up purposes. This demonstrates diligence as it shows concern for the work that one does in studio (Anon, 2013) and results in the development of cordial relations with listeners.

5.5 TEAMWORK

The airing of a number of radio programmes involving more than one person (i.e. presenter, producer, newsreader, sports reader, etc.) necessitates teamwork. The dimensions of teamwork observed at the stations under study are summarised in Table 5.5.

Table 5.5: Teamwork

THEME	**CATEGORIES**	**CODES**
Teamwork	Group effort	Punctuality
		Collaboration
		Sharing information

5.5.1 Group effort

Group effort found expression in punctuality. At both stations, the show's team would be ready and seated at least 10 minutes before the programme starts. This work ethic mirrors Tabing (2002) and Keol's (n.d) proposition that broadcasters should arrive no less than 10 minutes before broadcasting time.

The other expression of group effort was collaboration among team members. Station B's employees worked seamlessly together. For instance, when Buntu was about to link the sports reader to his bulletin, the sports reader indicated –by way of hand gesture – that he was not ready. Consequently, Buntu effortlessly extended his link to allow his colleague to be fully prepare for the sports bulletin.

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The above-noted teamwork contrasts with Station A's sense of disorganisation. For instance, Andile constantly did all the work on the show as his co-host repetitively left the studio – without stating a reason. This misdemeanour contradicts literature, which emphasises teamwork as a crucial part of a stations' success (Office of Disability Employment Policy, 2012). The lack of decorum was evidenced when Andile mentioned to the listeners a feature that was taking place later in the show, which he asked the co-host to explain to the listeners. The co-host stated that he did not know about the feature, resulting in an off-air reprimand for exhibiting ignorance and constantly speaking over the host on-air. The behaviour of the co-host contradicted the ethos of teamwork demanded from co-hosts, for a co-host should participate fully in the discussions regarding the programme he participates in (Tabing, 2002). Andile also had a pleasant relationship with members of the technical team who liaised with him during the show regarding an audio clip that had to be played.

Station A's Anda had a cordial relationship with the newsreader as they continuously engaged on-air. Furthermore, Anda always asked if the newsreader was ready before linking her to a bulletin, thus, emphasising that relationships are important to the success of programmes. This indeed resonates with Obakpolo's (2015) view that employees' performance depends on their ability to effectively interact with their co-workers.

Finally, Station B's Buntu, interacted extensively with his sports reader on and off-air. When the sports reader came across something interesting in his bulletin, the sports reader informed Buntu and they discussed it off-air. Buntu then took what he and the sports reader discussed off-air on-air for listeners to share their opinions. Such cordial interpersonal relationships can yield increased organisational learning and establish a supportive and innovative environment and institutional productivity (Crabtree, 2004; Song & Olshfski, 2008; Martinette et al., 2014; Abbasi et al., 2015).

5.6 DIVISION OF LABOUR

Table 5.6 deals with the different responsibilities that each team member had and their contribution to the programmes.

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Table 5.6: Division of labour

THEME	CATEGORIES	CODES
Division of Labour	Presenters' responsibilities	Reading live reads
		Creating content
		Controlling console
		Interacting with listeners
	Other team members' responsibilities	Reading news
		Reading sports news

5.6.1 Presenters' responsibilities

The observation noted that the presenters at both stations were responsible for the running of their programmes. They controlled the console, read live-reads and linked different songs. As mentioned in the introduction of the chapter of Chapter 4, Station A does not make use of producers, while Station B sometimes does. Nonetheless, Buntu's producer was not present on the day of the observation and so the researcher did not record his duties during the show. Bongani had to take on the role of both the presenter and producer during the show.

There were other observations that the researcher made. Community broadcasters take on dual-employment which Anon (2014) defines as employees holding two or more positions in an organisation. The integration of roles can be a consequence of a lack of finance to pay employees performing different duties. Additionally, 5FM station manager Justine Cullinan indicates that good content producers are difficult to find (Nevill, 2017) which results in stations having to utilise available staff for different functions.

5.6.2 Other team members' responsibilities

The newsreaders prepared their news and read them at the top of every hour. Station A did not have sports readers thus no sport news was read. On the contrary, Station B had sports readers that compiled and read their full bulletins at the bottom of every hour.

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5.7 CONTENT

The quality of the content needed examination owing to the difficulty of locating good content producers (Nevill, 2017). A content producer is a person who is able to research on content that is relevant to the listeners and relatable to the presenter. Table 5.7 deals with the content produced on the programmes that were observed.

Table 5.7: Content

THEME	**CATEGORIES**	**CODES**
Content	Local content	Institution events
		Local events
	National content	National matters

5.7.1 Local content

Three presenters had at least one on-air discussion that covered local content. Andile and Buntu discussed local events that were going to take place and the local places that people visited. This is essential to maintaining a radio service, especially for CRS, as they need to appeal to their local audiences (Jacobs, 2016).

5.7.2 National content

Anda discussed matters that are of national importance and also showed how the news impacted on the local listeners. Broadcasting local news and stories in CRS is crucial as this is one aspect that sets community media apart from commercial media. About 82% of listeners surveyed in the Kantar Media research, in Britain, indicated that local news was important to them (Radio Centre, 2014).

5.8 ORGANISATIONAL FLEXIBILITY

Another theme that emerged from the observations was the flexibility of CRS. Literature (Mitchell et al., 2012; Martinette et al., 2014; Abbasi et al., 2015) emphasised the importance of flexibility as it is linked to enhanced decision-making and performance. The observations sought to ascertain the extent of the flexibility of CRS employees, especially, when changing their planned programmes during the broadcasts.

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Table 5.8: Organisational flexibility

THEME	CATEGORIES	CODES
Organisational Flexibility	Structure	Prepared structure
		Searching for content

5.8.1 Structure

Andile, from Station A, was not flexible enough to change the structure of his show, as he did not look for additional information or online content to add to his prepared content during the programme. His actions contradict the postulation that announcers should always read and research, especially on the internet in order to present new ideas and information (Fraser & Estrada, 2001; Tabing, 2002; Fine, 2017). His colleague, Anda, was more flexible as she browsed online for content and when the newsreader showed her something online, she would discuss it on the show. That said, it should be noted that Anda does not have any content prepared prior to the show. Tabing (2002) criticises this practice in the statement that presenters should always organise their programmes before going on-air.

Nevertheless, Station B's presenters were more flexible. They both continuously searched for information online and added it to their prepared structure. This is important because radio should involve a lot of fresh information every minute of airtime (Tabing, 2002; Abbasi et al., 2015).

5.9 GENERIC PRACTICES

Generic practices (whether intentional or not) were observed from both stations. This reflected work behaviours that may be associated with the stations. This gives an idea of the training that stations offer to their employees and the structure that stations use for their programming.

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Table 5.9: Generic practices

THEME	CATEGORIES	CODES
Generic practices	Station practices	Length of links
		Software system
		Equipment checklist
		Social media postings
		Frequency of links

5.9.1 Station practices

The researcher observed that both stations had generic practices that occur on all programmes. Station A's practices included: providing links which were not longer than one minute; posting topics on Facebook with an image before the first link of a show; and creating links after every song or at most after every two songs. These practices are some form of organisational culture arising from agreements the team may have made, whether intentionally or not, over time (Baiorunos, 2017).

Station B's practices included having a studio checklist whereby every presenter has to ensure, before conducting his/her programme that, all equipment was left in functional mode by the previous presenter. It is crucial that CRS maintain an active users' log of equipment and studio use (Tabing, 2002; Venter, 2016) to ensure that equipment is always in good shape and for accountability purposes. Finally, a topic is posted before the first link of a show and there is a Facebook image post of the guest DJ/artist in studio.

5.10 STUDIO SET-UP

As some CRS struggle to acquire basic equipment to broadcast (Arora et al., 2015), the researcher thought it important to report on the layout of the studios of the stations that were observed. This creates an impression of the needs that stations have and their current level of stability.

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Table 5.10: Studio set-up

THEME	CATEGORIES	CODES
Studio set-up	Physical location	Parent organisation
	Studio design	Lighting
		Equipment
		Noise cancelling
		Studio layout

5.10.1 Physical location

Both radio stations are located inside the premises of their parent organisations and are either inside the student centre (cafeteria) or next to it. According to Tabing (2002) and Deitz (2016) CRS studio sites should be close to the centre of their population and must be accessible to participants. As such, both stations seem to comply with the criteria, as they are located in close proximity to their primary audience.

Nevertheless, Station A's studio was under renovation when the observation was conducted. Therefore, the results of the observation on the equipment and studio structure may not be a true reflection of the circumstances at the station.

5.10.2 Studio design

Station A

Station A's studio layout was about nine square metres. This reflected its small size. However, Fogg, et al. (2005) states that a studio should at least be twelve square metres for it to house equipment and broadcasters that use it. The studio walls had carpet coverings with regalia (university's rugby team's jersey and station flag) on them. The studio also had carpets covering the wall in order to avoid sound bouncing from the walls. This assists with noise cancelling (Doge, 2017; Merrill, 2017).

There were two fluorescent tube lights, a two square metre window that allows natural light to come in, and a four-metre-long black desk that was against the wall. There were three microphones mounted about one metre away from each other on the desk. Although

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the motivations for use of these microphones could not be established, literature suggests that decisions on the type of microphones for use depends on the station programming (Fogg et al., 2005; Cunsolo, 2016). The station had a console on the desk, which took input from multiple audio channels and enabled presenters to control which channels to use in the output and at what volume levels (Fraser & Estrada, 2001; Fogg et al., 2005; Brown, 2006; Saadatmand-Zitouni, 2011).

Brown (2006) notes the number of computers that stations must acquire are not fixed. Rather the stations should purchase according to the intended use of these computers. Station A had three computers (for the system, compiling news and social media) lodged in-between the microphones. There was an audio jack box with three jack slots, for connecting headphones. There were three saddle industrial chairs (for the presenter, co-host and newsreader) and one mid-back office chair in studio. There was no air-conditioning system (thus, sliding door is open between links) and there was a mini-bar fridge in the studio. The studio was kept clean and neat, with a bin available for debris disposal.

Station B

Station B is in a studio that is about 12 square metres. This is inconsistent with Fraser and Estrada's (2001) proposal that a desirable studio size should be between 25 and 50 square metres. There was a console lodged onto the table in studio. The studio walls had carpet covering on them. This provides basics to other materials that stations can use for sound-proofing such as plywood, styropor, coconut coir and even egg trays (Fraser & Estrada, 2001; Tabing, 2002).

There were five incandescent intermediate base light bulbs (two of which were burned out at the time of observation). A two square metre window led into the production room. This confirmed with Fraser and Estrada (2001) and Tabing's (2002) prescription that that a glass panel needs to be installed between the main and the production studios to enable communication between the presenters and production staffers by way of hand signals, prompters and other forms of non-verbal communication. There were also three two

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square metre windows – branded with the station logo - that looked into the university's cafeteria.

There was a mahogany executive desk that has conference extensions in the centre of the room and three vocal microphones mounted on the desk. All these microphones had stands, which allow them to be adjusted to a comfortable position for speakers (Brown, 2006). Brown (2006) advises that stations must avoid having more than four microphones because they may lead to a lot of background noise when they are all active. Two computer screens (one for the system and another for the news and sports readers), tablet and an iPad were placed on the desk. There was an audio jack box, which allowed for headphone connection and chances to increase the volume in presenter headphones (Saadatmand-Zitouni, 2011).

Three Hercules heavy-duty chairs with wheels were also in the studio while a digital clock hung on the wall. A 48-inch television hung on the wall, with a Telos telephone hybrid system, which converts the phone line into an audio feed that presenters then use to chat to listeners via the console (Fogg et al., 2005; Saadatmand-Zitouni, 2011). There is also a DJ console and compact disk jockey (CDJ) used for music programmes when the station had club DJs playing at the studio (Fogg et al., 2005).

5.11 CHAPTER SUMMARY

This chapter discussed the observations conducted and patterns identified at the different CRS. It also considered the personalities of the presenters, the use of CBT, the content on the different programmes and the design of the different studios.

The next chapter presents the conclusion and recommendations of the study.

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CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 INTRODUCTION

The previous two chapters presented and discussed the findings that stemmed from the interviews and observations conducted by the researcher. These findings were on the extent to which learning orientation (LO) and creative broadcasting techniques (CBT) are implemented in community radio stations (CRS) activities and the implications of such implementation for the sustainability of these community based organisations. The investigation stemmed from the low sustainability ratio that community radio industry often suffers from (Wakefield, 2017) and hence the need to develop creative methods to transform these sustainability challenges. The study thus postulated that the CRS' implementation of LO and CBT has the potential to positively influence the organisational, financial and social sustainability of these stations (Mofokeng & Rambe, 2017; Motsepe & Fakoti, 2017).

This chapter makes a recap of the study's research questions to remind the critical reader of the essence and focus of this study. It also highlights the study's conclusion and makes recommendations and practical implications of the study.

6.1 CONCLUSION BASED ON RESEARCH QUESTIONS

The researcher conducted the study drawing on a qualitative methodology. As a result, this section concludes the study based on the five research questions. The study examined the influence of learning orientation (LO) and creative broadcasting techniques (CBT) on the sustainability of community radio stations (CRS). In view of the small numbers of management operational staff that run the selected CRS, a survey approach was deemed inappropriate for this study even though LO and CBT are measurable concepts. Therefore, a qualitative case study of the two CRS was conceived as ideal since the intention was to uncover the peculiarities of these two cases - namely the CRS' staff experiences of the implementation of LO and CBT and their implications for different dimensions of sustainability. The research questions, along with the summary of their findings and conclusions, are presented in the subsequent sections.

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Main research question: **What is the influence of LO and CBT on the sustainability of CRS?** In subsection 4.6.1.4, the presenters indicated that training – an aspect of commitment to learning and a component of LO – improves their broadcasting skills. The improvement is viewed as contributing to the overall sustainability of stations because a quality broadcasting service attracts listeners and advertisers and thus ensuring the continuance of the broadcasting service. In addition, knowledge sharing, itself a dimension of LO, has assisted Station B to improve its brand and problem solving (see subsection 4.8.3.1). Stations that solve problems successfully can focus their attention more to promoting their stability, which guarantees their organisational sustainability.

Andile, a presenter at Station A, indicated that, WhatsApp (a form of CBT), makes interacting with listeners simpler (refer to subsection 4.4.1.4) as WhatsApp is one of the various platforms which listeners use to communicate with the station. The use of WhatsApp, an inexpensive ubiquitous technology that is easily accessible to listeners, increased the CRS' chances of improving their social sustainability through wider coverage of a diversity of listeners - the lifeblood of CRS. Moreover, the use of social media platforms, such as WhatsApp, also improved work-based communication and social interaction between employees as it allowed them to assist each other and hone their skills (see subsection 4.10.1.2). Station managers reported that live streaming enables their stations to access a bigger listenership and attract advertisers, thus influencing social and financial sustainability (see subsection 4.10.2.2). Both stations also indicated that they had internship programmes (which is knowledge sharing, a dimension of LO) that community members can participate in (refer to subsection 4.4.2.1), this positively influenced the stations' social sustainability.

It is thus concluded, although not deeply entrenched across the CRS, that LO and CBT influences the organisational, financial and social sustainability of CRS positively.

The research question: **What are CRS' employees' perspectives on LO opportunities in the work environment,** was considered. The findings from the interviews conducted

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suggest that the employees agree that although some LO opportunities are provided; they are not many. Subsection 4.5.1.2 suggests that there is a lack of shared vision in both stations. The utterances made by Anthony (Station A's station manager) compared with those of the employees of the station who indicated that employees were not aware of the station's values and did not practice the station's techniques (refer to subsection 4.5.1.2). Both station managers also admitted that they had no written shared values for all employees.

All employees indicated that they receive broadcasting training on a regular basis, which can be linked to the LO component called commitment to learning. Both stations encouraged learning by providing continuous opportunities for employees to harness their skills (see subsections 4.2.3.3, 4.6.1.1 and 4.6.1.2). When queried about the influence of this training on their broadcasting service, employees indicated that "training sessions help a lot" and that they influence their "creativity" on the job (see subsection 4.6.1.4).

Observations in subsection 5.8.1 demonstrate that Station A's personnel were not open-minded (which is a subcomponent of LO) while those of Station B were. However, during the interviews, Station A's station manager, Anthony, displayed some flexibility as he indicated that "things change so often" and as such they had to remain flexible in their annual planning (refer to subsection 4.5.1.3). On the contrary, subsection 4.7.1.1, presents Anele (Station A's programme manager) as an inflexible manager. Anthony suggested that Anele is "strict like a mother" while Andile (Station A's presenter) agreed that Anele does not make compromises. However, the results from the researcher's observations revealed that Anda (Station A presenter) was flexible as she constantly browsed for new information on the internet during her show, thus, indicating that she would change her programme structure in the event of a need arising.

Table 4.8's content provided a vast difference between Station A and B over the sharing of knowledge internally and externally, a component of LO. Station A's presenters indicated, with regard to promoting LO that, open-conversations are restricted to formal meetings only (see subsection 4.8.1.2) and yet Station B's presenters are able to

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communicate with each other anytime via a WhatsApp group that was created (refer to subsection 4.8.1.2). Station B, also indicated as part of LO that, they collaborated extensively with other stations in order to share knowledge (see subsection 4.8.2.1). Boitumelo (Station B's station manager) indicated that she is "in communication with the majority of the CRS" and that these relationships assisted her in that it has shown her "how other managers resolve their problems" and thus making the performance of her job smoother (see subsection 4.8.2.2). Station A, on the other hand, has limited to no relationships with other radio stations (refer to subsection 4.8.2.1). This non-collaboration (which is related to knowledge sharing, a component of LO) extends even to employees, with Anda (Station A's presenter) indicating that presenters "do not really help each other with content" and Andile (Station A's presenter) stating that presenters "are like strangers" to each other (refer to subsection 4.8.1.1).

It is therefore concluded that employees are afforded some LO opportunities and that the opportunities that are offered have a positive impact on their development and skills in the work environment.

In relation to the research question: **What are CRS' employees' perspectives on CBT?** Both stations indicated that they do not have a station website and as a result, Andile, Anda (Station A presenters) and Buntu (Station B's presenter) indicated they may not be getting sufficient exposure (see subsection 4.10.3.1). The above-mentioned presenters also informed the researcher that hosting of a website by the stations would make their "brand image" known to listeners and "promote" them as "radio presenters" through their online "profiles" (refer to subsection 4.10.3.1).

Subsection 4.3.1.2 also shows that employees believe that their stations invest in resources needed in order to engage in CBT. They attested that the radio station's computers and internet assisted them with the execution of some CBT activities. Employees confirmed that both stations made use of a live stream service. They indicated that this service is beneficial as it exposes them to "an international audience" who might have "an interest" in their talent, and thus afford them opportunities to progress in the

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industry (see section 4.10.2.1). Even though both stations used live stream services, it was observed that Station A presenters did not mention live stream links during their programmes, whereas Station B presenters informed their listeners of the live stream link (see subsection 5.1.2).

None of the stations made use of a podcast service. Station A's station manager, Anthony, indicated that they did not make use of a podcast service as every podcast had to be approved by the university that the station operates in, which can be a timely process resulting in podcasts being out dated by the time they are uploaded (see subsection 4.10.4.1). However, Boitumelo indicated that once they got a website, they would make use of a podcast service (refer to subsection 4.10.4.1).

Station A introduced the use of WhatsApp and its effect in assisting with the engagement with listeners (see subsection 4.9.1.1). This engagement is regarded as important as Anthony, Station A's station manager, indicated that social media platforms "give everyone a voice" (refer to subsection 4.10.1.1). It was observed that all presenters made use of their SNS during their programmes (see subsection 5.1.1). It was also observed that none of Station A's social network posts garnered any feedback, whereas Station B's posts garnered over 42 comments between the two programmes observed (see subsection 5.1.1).

Based on the above insights, it can be concluded that employees believe that CBT have an influence on their career advancement, even though they were not fully exploiting the ones that were available to them.

The researcher also sought an answer to research question: **What are employees and managers' interpretations of the influence of LO on the sustainability of their CRS?**

In subsection 4.5.1.1, Station A's station manager, Anthony, indicated that though they do not have explicit shared values, they made use of their broadcasting licence as a guide. The 'shared vision' meant that changes to the management team were minimal,

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and such consistency positively affected their financial stability (refer to subsection 4.5.1.1). Buntu and Andile (Station B and A presenters) stated that the training opportunities (a subset of commitment to learning) offered by the stations helped them to improve their broadcasting skills (refer to subsection 4.6.1.4). Station B's station manager, Boitumelo, suggested that collaborating with other stations (i.e. knowledge sharing) assisted her station greatly as she learnt how to resolve problems in the station and thus influencing all forms of sustainability (see subsection 4.8.2.2).

It can be concluded that LO does have an influence on the sustainability of CRS.

An answer was sought to the research question: **What are employees and managers' perspectives on the influence of CBT on the sustainability of CRS?** In sub section 4.4.1.3, Andile (Station A's presenter), stated that WhatsApp made it "easier for listeners to engage with presenters" and broadened the opportunities to improve the social sustainability of CRS. Anda (also a presenter at Station A) agrees with Andile by stating that CBT is "very helpful" as it gave listeners more discretion on whether they want to engage with the station or not (refer to subsection 4.10.1.3). However, it was noted that both programmes observed at Station A did not generate any interaction with listeners via their WhatsApp line (see subsection 5.1.2). Anda and Station B's Buntu indicated that employees at their stations used WhatsApp to assist each other with ideas and in offering broadcasting tips (see subsection 4.10.1.2). The honing of broadcasting skills can be interpreted as integral to ensuring the continued existence of quality broadcasting from the stations, which may impact the overall sustainability of the stations.

In addition, Boitumelo (Station B's station manager), specified that she did not believe that live streaming influenced sustainability except for increasing distance listening capabilities (in subsection 4.10.2.2). On the contrary, Anthony (Station A's station manager) was of the view that live streaming can increase the station's exposure to advertising agencies that are located outside their broadcasting region (see subsection 4.10.2.2). Therefore, advertisements broadcast facilitated by this reach can improve the financial sustainability of the station.

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However, Anthony did not believe that websites had any influence on financial sustainability as their listeners do not go to websites (refer to subsection 4.10.3.2). Boitumelo thought that websites could assist when applying for international funding, as a website can give funders an idea of the station's line of business (in subsection 4.10.3.2). With reference to podcasts, Anthony conceived alternatives such as Facebook Live as more effective at reaching their listeners, while Boitumelo indicated that podcasts would be beneficial for Station B's listeners, especially when they are looking for a specific recording (see subsection 4.10.4.2).

Therefore, the conclusion is that CBT has a differential influence on the sustainability of CRS depending on the technology in use and the purpose for which they are used.

6.2 CONCLUSION BASED ON LITERATURE

Literature emphasized the importance of CRS in providing access to information; socio-economic development and in articulating the voices of disadvantaged communities. The study examined the influence of LO and CBT on the sustainability of CRS. This section discusses the conclusion while drawing on mainstream literature.

6.2.1 Significance of CRS

Even though CRS have been in existence for over ten decades, their role in communities is still as relevant and pivotal as it was when they were created. As a result, the CRS' role regarding the provision of access to information and community development are highlighted to signify their contribution.

6.2.2 Access to information

CRS continue to provide information to rural communities that have limited access to it. Das (2013) describes them as powerful mass media that enable the dissemination of information and knowledge to listeners. These stations afford citizens, often marginalised due to economic circumstances or geographic locations, the opportunity to become active

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citizens through their increased participation due to increased access to information. In their studies, Oku et al. (2016) and Capps et al. (2017) presented CRS as the main conduit of information for rural communities, especially health related information. The benefit that CRS have over other media is that they are simple, affordable and readily available to the poorest people (Das, 2013). This indicates that these stations' information broadcasts are for both entertainment and the provision of value to communities' livelihoods.

6.2.3 Community development

Inequality compels underprivileged communities to require developmental actions that will put them on an equal footing with the mainstream communities and the rest of the world. CRS contribute to the uplifting of local communities by providing employment to novice broadcasters and equipping them with skills that make them employable in commercial stations (Wakefield, 2017). These stations continue to be 'hunting grounds' for talent scouts recruiting personalities to bigger stations. CRS continue to be reference points for recruitment because, as Wakefield (2017) observes, these community stations tend to groom and develop talent from scratch, thus making their staff members most of whom are community members, attractive to commercial stations.

Moreover, these stations play a developmental role in terms of local culture and language promotion. The development of ethnic identity and languages is of critical importance to national development discourses (Magpanthong & McDaniel 2015; Nystad, Spein, Balto & Ingstad, 2017), and CRS play a vital role in developing and advancing these indigenous traits. Therefore, broadcasts in local languages ensure that communities are addressed in languages that they understand and if the progressive discussions were promoted, these will spearhead communities' development.

6.2.4 Learning Orientation

LO - comprising shared vision, commitment to learning, open-mindedness and knowledge sharing – is seen an influential factor to organisations' competitiveness, innovativeness

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and performance. The following section synthesises literature on the influence of LO on competitive advantage, innovation and the high performance of organisations.

6.2.5 Influence of LO

CRS sustainability is achieved through continuous high rate performances, innovation and the possession of a competitive advantage. Studies have found that LO has an influence on all three of those components of sustainability (Nybakk, 2012; Martinette, et al., 2014; Çömez & Kitapçi, 2016; Motsepe & Fakoti, 2017). This positive influence makes the investigation of the influence of LO on CRS' sustainability essential. Çömez and Kitapçi (2016) suggest that CRS need to encourage their employees by providing an environment that allows them to express their ideas and to learn continuously in order achieve stability. This recommendation provides organisations with the tools that they need to survive. In addition, Nybakk (2012) indicates that innovative organisations improve their financial performance. This is particularly important to community stations as one of their biggest challenges is maintaining financial stability.

6.2.6 Creative broadcasting techniques

The prevalence of technology in today's everyday life means that CRS cannot ignore the fact that their listeners are also becoming more tech savvy. Fine (2017) posits that radio cannot see technology as a distractive competitor in a world where technology provides the user with a concierge in their pocket and self-driving cars. Therefore, CRS must recognise technology as a means to amplify their mandate of reaching large masses of listeners.

6.2.7 Significance of CBT

The broadcast of radio is achieved through technology from the microphones used in studio to the radio transmitters that transmit the radio signals. Hence, as technology evolves, so should radio and its methods of broadcast. The CEO of Primedia, Western Cape region, Trish Taylor, notes that the listeners' patterns of radio consumption have changed considerably (Jordaan, 2017), which is a clear indication of the need for stations to cater for these new ways of radio consumption. CRS need to leverage technology as

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an opportunity to thrive in challenging times (Fine, 2017). These small stations need to utilise social media platforms to reach wider audiences as well as podcast technologies to grow their listenership. Jacobs (2016) states that stations must invest in training their employees on what he terms SOMOVOPO (namely, Social, Mobile, Video and Podcasting). He suggests that these technologies assist in building a station's brand, and develops its competitive advantage in an industry that is competing with a plethora of other technologies such as private playlists, music streaming and other audio platforms (Jacobs, 2016; Krüger, 2017).

6.2.8 Sustainability

One of the biggest challenges that CRS face is maintaining stability. The challenges include finance, managerial competencies and maintaining a listenership. Windeck (2007) notes that media organisations need to achieve economic stability and overall sustainability. The different forms of sustainability that CRS need to sustain are discussed in the subsequent sections.

6.2.9 Organisational Sustainability

Organisational sustainability can be defined as the ability to use methods that keep an organisation operational in the contemporary world and also taking into account methods that will keep it operational in the future (Boudreau & Ramstad, 2005; Colbert & Kurucz, 2007; Wales, 2013). The ability of CRS to maintain a continuous broadcasting service is pivotal to the development of the communities it serves. This is emphasised by the Chartered Institute of Personnel and Development (CIPD, 2012) which states that organisational sustainability links with enhancing societal systems within which the stations operate. Thus, it is important that these stations maintain this form of sustainability.

6.2.10 Financial Sustainability

One of CRS' biggest challenges is maintaining financial stability (Sullivan, 2007). In order for these stations to operate, they should meet their financial obligations, such as paying salaries, rent, and purchasing and maintaining equipment. Parameswaran (2013) posits

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that CRS employees require specific financial skills in order for them to carry out an extensive analysis of the station's financial needs and the management of operational expenses. However, the need for financial skills is a challenge to CRS as these small stations often lack skilled personnel to offer such training. Therefore, community stations should breach the skills gap to ensure effective financial planning for the station's long-term sustainability (Parameswaran, 2013).

6.2.11 Social Sustainability

Social stability has a significant role in the stations' continued broadcasting service as their formation is expected to benefit the community. Windeck (2007) suggests that CRS must serve their listeners with the right content in order to maintain their social stability. This results in listeners supporting stations' projects and initiatives as well as its financial needs. Rothschild (2017) asserts that a station retains listener loyalty as long as its programmes remain relevant and compelling to the listeners. This loyalty is essential as the CRS cease to exist without a community to serve.

6.3 RECOMMENDATIONS

6.3.1 Recommendations for Policy

- There is evidence to support the view that CRS employees did not have knowledge of certain policies and procedures under implementation in their respective CRS. Board members and station managers of the CRS need to develop a constitution that stipulates the governance matters, rules and regulations of the station. Station managers can then avail this constitution to all employees to develop a shared vision and an effective organisational culture to guide the station's operations. This constitution can also stipulate the licence conditions that the station operates under the mission and goals that drive the station.

- Table 5.4 and 5.5 provided some themes relating to presenters' lack of professionalism in their conduct both on-air and off-air. If this problem is not rectified, CRS will be at risk of losing listeners and other clients. Community stations, therefore, should develop (where there is none) and make use of a broadcasting

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manual that renders information regarding the broadcasting rules and procedures so that incoming employees have a reference if anything is unclear.

- As observed in Table 5.2, Station A had advertisements that highlighted that they had space for advertisers to promote their products and services for a fee. This practice is another way of attracting potential clients. The drawing of a coherent financial policy is recommended and this should highlight how stations can generate sustainable forms of income. The development of such a financial sustainability policy can help augment the stopgap measures already in place, which are allowing stations to break even. These policies need to draw on the emergent use of CBT among stations to increase their organisation's financial sustainability.

- These stations should develop broadcasting policies emphasising the attraction of local advertisers to advertise on the SNS, for a reasonable fee in an attempt to strengthen aspirations for long-term financial sustainability. The consultation of experts in grant proposal writing is further recommended in order for these stations to submit winning proposals, which would increase the financial viability of these stations.

6.3.2 Recommendations for Practice

- The shortage of LO methods could be ameliorated if CRS make a conscious decision to integrate LO into their organisational culture in order to maintain stability and improve the economic viability of their operations. The varying levels of professionalism (on air and off air), collegiality and knowledge sharing reported in this study can be attributed to the lack of an articulated shared vision. Therefore, an organisational vision needs to be crafted together to ensure that all organisational operations are directed at it and a service charter will be implemented with a view to ensure that the provision of quality broadcasting prevails consistently.

- The emergent cases of intermittent knowledge sharing should be entrenched through making internal and external knowledge sharing a critical component of

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broadcasting service delivery. Lack of collaboration and resistance to share knowledge should be challenged in strategic meetings held weekly and incentives to reward knowledge sharing should be promoted. This will ensure a quick establishment of solutions to problems that undermine the quality of broadcasts offered to communities.

- A social media based broadcasting strategy needs to be developed at the intermediate (programme manager) level and cascaded to the operational levels for buy-in and implementation. This is because some semblance of creative approaches to broadcasting, drawing in some instances on social media, are already emerging in CRS even though they are under-explored and under exploited. It would be easier to draw on inexpensive technologies already in use, which are affordable and accessible to listeners, than develop or search for new ones. These platforms would invariably enhance social sustainability and improve the financial stability of these stations.

- The use of search engine optimisation and data mining will allow CRS to develop a more panoramic perspective of the narratives and perspectives held by their listeners as developed through social commentary (as observed in Table 5.1). Such data mining can also help these stations to focus better on current topics, refine the focus of their discussions and increase listeners tuning-in and meaningful participation.

- CRS need to remember that they were created for the benefit of the community. Therefore, the airing of exemplary producers and presenters recruited locally and effectively groomed to become seasoned and broadcasting personalities could attract more local citizens to work for CRS. Consequently, the adoption of a community centred business social responsibility approach to recruitment, content development and broadcasting is recommended as it increases the relevance of these stations to the local communities they serve as communities would not feel side-lined.

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- The holding of community fund raising projects and community empowerment projects can increase the financial viability and visibility of CRS, and increase the buy-in of their activities by local communities. Communities can use CRS' programmes as their broadcasting platforms if they have urgent and important social activities such as cultural events, wedding ceremonies and political meetings. As observed in Table 5.8, local content is important for CRS and their broadcasting of relevant local content and local news in local languages would increase their immediate relevance to the listeners.

- The use of a studio checklist (see subsection 5.9.2) is recommended to ensure that the station's equipment is safe and that studios become an environment where novice broadcasters can thrive. Checklists also allow employees to become more accountable for any damages caused.

6.4 STUDY LIMITATIONS

- The study only focuses on two CRS (both belonging to parent organisations), which cannot be a full representation of independent stations or CRS in general. However, since an in-depth study of these institutions was conducted to establish their use of LO and employment of CBT, it is envisaged that the findings generated here provide some rich insights into the sustainability climate of such institutions in general.

- Due to CRS' sizes, some employees performed dual duties, such as being the presenter and producer for a programme, thus complicating the identification of participants based on their designation. In addition, one of the stations did not make use of producers at all while another had a programme manager. To address this challenge, the researcher had to pose questions aimed at producers to presenters as they also performed the roles of producers. The researcher also had to pose questions aimed at the programme manager to the station manager, as one performed both roles.

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- Another challenge was that both stations employed students. This complicated the meeting of appointments set with the researcher. The difficulty of these meetings meant that some appointments were rescheduled several times before interviews could be conducted.

- Finally, one of the stations was under renovations during the study. As a result, the observations made by the researcher may not be a full representation of what the station's studio looks like under normal circumstances. This was beyond the control of the researcher and this took place at a time when the researcher needed to produce the full research report at the scheduled time to meet the completion times stipulated by the researchers' funding institution, the National Research Foundation (NRF).

6.5 IMPLICATIONS FOR FUTURE RESEARCH

- Future studies may focus on other community stations in the Free State Province and the entire country in order to get a greater understanding of the influence of LO and CBT on the sustainability of these stations.

  - While stations may not be willing to share openly their financial status, another measure of stability is social sustainability. Future studies should include the participation of listeners of the stations to ascertain whether the mechanisms used by stations have a direct influence on social stability.

- While a qualitative approach provided an in-depth understanding of the methods used by CRS with a small work force, it may not provide a broad picture of the circumstances of other CRS in the province or in the whole of South Africa. Therefore, future studies may need to adopt a quantitative approach to explore the examined relationships statistically.

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6.6 CONCLUDING REMARKS

This final chapter of the study presented the conclusion based on literature, recapped the research questions and their respective results, proposed recommendations for policy and practical, and provided the limitations of the study as well as suggested implications for future research.

The study notes that CRS play a central role in providing development activities to communities that may be excluded from mainstream development discourses. As a result, the stability of these stations is an important issue that cannot be ignored. Yet, the ability of these stations to remain sustainable continues to be a challenging feat that necessitates solutions that transcend organisational lines. Therefore, based on the findings it can be concluded that varying degrees of the employment of LO and CBT influence the sustainability of CRS depending on the staff complement's flexibility, their value systems and capacity to innovate when broadcasting.

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ANNEXURE A: A SHORT BIOGRAPHICAL STATEMENT

Kanya Faith Mofokeng (nèe Mlungwana) is a Master of Business Administration student at the Central University of Technology, Free State. She holds a B.tech in Office Management and Technology from the same university. She has four years' experience in community radio and is currently employed at Sanlam as a Management Support Assistant. Her research interest lies in organisation's sustainability, particularly community radio stations. She has co-authored the following conference papers:

Mlungwana, K and Rambe, P. 2016. The Influence of Learning Orientation on the Sustainability of Community Radio Stations. Management, Business, Administration & Legal Initiatives (MBALI) Conference, 6 - 8 July. University of Zululand, Richards Bay.

Mofokeng, K. and Rambe, P. 2017. The Influence of Creative Broadcasting Techniques on the Social Sustainability of Community Radio Stations. The 1st International Conference on Entrepreneurship Development (ICED), 5-7 April. Central University of Technology, Free State.

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ANNEXURE B: PERMISSION LETTERS

Central University of Technology, Free State

ACADEMIC PLANNING

Ms. K Mlungwana

Office Management and Technology

Business Support Studies

kmlungwana@cut.ac.za

PERMISSION TO CONDUCT RESEARCH ENTITLED "INFLUENCE OF LEARNING ORIENTATION AND CREATIVE BROADCASTING TECHNIQUES ON SMALL BUSINESS SUSTAINABILITY: A CASE STUDY OF SELECTED COMMUNITY RADIO STATIONS IN BLOEMFONTEIN" AT CUT CAMPUS

Dear Ms. K Mlungwana

This is to confirm that you have been granted permission for research/study and access to data at the CUT in connection with your registered study programme.

The conditions of the permission are:

- The survey will not interrupt any of the official activities at the CUT;
- You will supply us with the copy of your report;
- The cost of all related activities will be covered by yourself;
- Recruitment of participants is the sole responsibility of yourself;
- Voluntary nature of the potential participant's decision to consent to participate should be strictly observed;
- You should not disclose a potential participant's decision to participate or otherwise to any other party;
- Permission does not compel, in any sense, participation of staff members or students in your survey.

DIRECTOR: ACADEMIC PLANNING

DR DM BALIA

26 NOVEMBER 2015

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UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA

UFS·UV
STUDENT AFFAIRS
STUDENTESAKE
DITABA TSA BAITHUTI

09 December 2015
Faculty of Management Sciences
Central University of Technology

Dear Ms. Mlungwana

SA Research Committee: Study approval and registration

With reference to your application for approval by registration with the Student Affairs (SA) Research Desk, *The influence of learning orientation and creative broadcasting techniques on small business sustainability: A case study of selected community radio stations in Bloemfontein,* submitted on 23 November 2015, I am pleased to report that approval has been granted for your study to engage the student population for the purposes of the research.

Your study is registered with the SA Research Desk for its full duration, which desk is appointed to offer you support in further detailing access to and data collection among students.

Please note to contact Mr. Gerben Van Niekerk, head of student media with regard to your study. Kindly also note to schedule the submission of the required report of findings to the Research Desk upon completion of the study, as relfected in the research timeline you provided for the study.

Please do not hesitate to contact Mr. Vhugala Nthakheni, with further queries or requests for support.

Yours sincerely

C Faasen, (Acting) Dean of Student Affairs

CC: Mr. G van Niekerk
Prof. C Witthuhn
Mr. V Nthakheni

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ANNEXURE C: COVER LETTER

TOPIC: THE INFLUENCE OF LEARNING ORIENTATION AND CREATIVE BROADCASTING TECHNIQUES ON AN ORGANISATIONS SUSTAINABILITY: A CASE STUDY OF SELECTED COMMUNITY RADIO STATIONS IN BLOEMFONTEIN.

My name is Kanya Mlungwana. I am a Master of Technology student in Business Administration at the Central University of Technology (CUT) in Bloemfontein. I am conducting interviews on the impact of learning orientation and creative broadcasting techniques on the sustainability of community radio stations. This interview aims to gather data from managers and personnel regarding their perceptions and experiences of the sustainability of community radio stations. This study is supervised by Prof. Patient Rambe, who can be contacted on the following details:

Dr Patient Rambe: 051 507 4064 or prambe@cut.ac.za

This interview will assist in enriching research in the field of community radio stations and establishing the influence of learning orientation and creative broadcasting techniques on the sustainability of community radio stations. Your participation in this survey is voluntary and your responses are confidential. The results of this interview will be reported in aggregate form to ensure your anonymity.

Your participation in this research is highly appreciated.

Yours faithfully,
Kanya Mlungwana
Master's Student

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ANNEXURE D: INTERVIEW DEMOGRAPHICS

SECTION A: PRESENTER/PROGRAMME MANAGER/STATION MANAGER DEMOGRAPHIC DATA

Please indicate your response by encircling the appropriate option in the boxes provided.

1. Gender

Male	Female
1	2

2. Age

Below 21 years	Between 21-30	Between 31-40	Between 41-50	Above 51
1	2	3	4	5

3. Race

Black	White	Colored	Indian	Other (please specify)……
1	2	3	4	5

4. Home Language

English	Afrikaans	Sesotho	IsiXhosa	Setswana	Other (please specify)……
1	2	3	4	5	6

5. Highest education level

Grade 12	Degree	Honor's Degree	Master's Degree	Doctor of Philosophy	Other (please specify)……
1	2	3	4	5	6

6. Occupation apart from working at community radio station

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Student	Government Organisation	Private Organisation	Self-employed	Unemployed	Other (please specify)……..
1	2	3	4	5	6

SECTION B: PROGRAMME DEMOGRAPHIC DATA

Please indicate your response by encircling the appropriate option in the boxes provided.

1. Type of programme

Current Affairs	Lifestyle	Music	Talk	Entertainment	Other (please specify)……..
1	2	3	4	5	6

2. Language of broadcast

English	Afrikaans	Sesotho	IsiXhosa	Setswana	Other (please specify)……..
1	2	3	4	5	6

3. Most covered topic in the programme

Community-based	Entertainment	Self-development	Current Affairs	Other (please specify)……..
1	2	3	4	5

4. Number of presenters

1	2	3	4	Other (please specify)……..
1	2	3	4	5

5. Number of listeners

1 000–10 000	11 000–20 000	21 000–30 000	31 000–40 000	41 000–50 000	Other (please specify)……..
1	2	3	4	5	6

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6. Typical number of call-ins during a typical programme.

0-4	5-9	10-14	15-19	20-24	More than 25
1	2	3	4	5	6

SECTION C: COMMUNITY RADIO STATION DEMOGRAPHIC DATA

Please indicate your response by encircling the appropriate option in the boxes provided.

1. Language of broadcast

English	Afrikaans	Sesotho	IsiXhosa	Setswana	Other (please specify)……..
1	2	3	4	5	6

2. Number of on-air volunteers

0-10	11-20	21-30	31-40	41-50	Other (please specify)……..
1	2	3	4	5	6

3. Number of volunteers in total

0-20	21-40	41-60	61-80	81-100	Other (please specify)……..
1	2	3	4	5	6

4. Average stipend provided to volunteers

R0-R500	R600-R1500	R1600-R2500	R2600-R3500	R3600-R4500	Other (please specify)……..
1	2	3	4	5	6

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ANNEXURE E: PRESENTERS' INTERVIEW

WHAT ARE COMMUNITY RADIO STATION PRESENTERS PERSPECTIVES ON LEARNING ORIENTATION OPPORTUNITIES IN THE WORK ENVIRONMENT?

1.1 Learning Orientation

1.2 How often does your station provide programming and broadcasting training to you as a presenter?

1.3 In what ways has your programme planning and presentation been influenced/impacted by these broadcasting programme trainings offered in your organisation?

1.4 How has your programme presentation been shaped by the acquisition of new broadcasting technologies by your station?

1.5 Please describe your behavioral conduct when you are hosting a programme.

1.6 Please describe your work-oriented activities when hosting a programme.

1.7 How are these activities and behaviours influenced by the learning opportunities availed by your station?

1.8 What strategies do you use in the generation/development of programme content?

1.9 In your view, how effective are these strategies in the generation of relevant, topical and quality content? Elaborate.

1.10 What techniques (system) do you use for the programming of your show?

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1.11 How effective are these techniques in the constitution of informative, entertaining and educational content?

1.12 What mechanisms do you use for soliciting feedback from your listeners?

1.13 From your own perspective how useful are these mechanisms in crowdsourcing (obtain information or input into a particular task by enlisting the services of a number of people) relevant feedback from your listeners?

1.14 How have you used your programmes to maintain an edge over your competitors?

1.15 How effective have you been at ensuring that this happens?

1.16 What strategies has your institution put in place to ensure an increased listener base over the past three years?

2. Shared vision

2.1 In programming of new content/knowledge what methods do you use to ensure the development of shared values between your station and your listeners?

2.2 How useful are these methods in ensuring this happen? Elaborate.

2.3 In the presentation of new content on air, how do you promote the development of mutual goals with your listeners?

2.4 How effective are these techniques in ensuring that this happen? Elaborate.

2.5 Please describe to me the methods that you use for the assimilation (or crowd sources) of critical commentary from experts on the subjects that you discuss on-air?

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2.6 Please describe to me the methods that you use for the assimilation (or crowd sources) of critical commentary from the general public on the subjects that you discuss on-air?

2.7 How do you ensure that listeners' collective values are embedded into the selecting, developing and packaging content for your programme?

2.8 How do you ensure that managements' collective values are embedded into the selecting, developing and packaging content for your programme?

2.9 How do you ensure that your team develops a shared/common vision/ understanding around the integration of broadcasting content that is aired?

3. Commitment to learning

3.1 From which sources do you solicit information for the generation of content to be aired on radio?

3.2 How credible are these sources of information? Elaborate.

3.3 How much investment (time, finance and intellectual resources) has your organisation put into researching new relevant content for your programme?

3.4 How useful has been such:

3.4.1 The time investment?

3.4.2 The financial investment?

3.4.3 The intellectual investment?

3.5 What different strategies do you have in place to provide the social commentary on topical issues that you broadcast on radio?

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3.6 How effective are they in improving the quality of radio content that you broadcast?

4. Open-mindedness

4.1 Do you self-reflect on content and challenge your own beliefs when preparing or presenting a programme?

4.1.1 If so how?
4.1.2 Under what circumstances do you so that?
4.1.3 If not, why not?

4.2 To what extent do you critically evaluate your behaviour and ideas with regard to the following:
4.2.1 Generation of content?
4.2.2 Packaging of content?
4.2.3 Presenting content?

5. Knowledge-sharing

5.1 Under what circumstances does your organisation promote open conversations between employees and management?

5.2 What individual team responsibilities are involved in the process of generating, preparing and presentation of content?

5.3 To what extent do presenters across the station engage with each other to share ideas and knowledge? Elaborate.

WHAT ARE COMMUNITY RADIO STATION PRESENTERS' PERSPECTIVES ON CREATIVE BROADCASTING TECHNIQUES?

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1. Creative broadcasting techniques

1.1 How have you used virtual learning communities (e.g. whatsapp groups) to engage with your colleagues on generating broadcasting content in the past three years?

1.2 How effective have these learning communities been in accomplishing these goals?

1.3 Which innovative techniques have you used for the selection and aggregation of content (audio, video, text) for your listeners in the past three years?

1.4 How effective have these techniques been? Elaborate.

1.5 Which innovative techniques have you used for the dissemination (spreading of information) and transmission of content to your listeners?

1.6 How have these techniques impacted your broadcasting activities? Elaborate.

1.7 Which radio broadcasting strategies have you adopted to ensure the following:

1.7.1 That your listeners generate their own content?

1.7.2 That your listeners share the content they generate with your station?

1.7.3 That listeners give feedback and engage with your station?

2. Social Media

2.1 Which social media platforms have you used to interact with our listeners when on-air?

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2.2 How have you used the different forms of social media (text, sound, images and video) to interact with your listeners?

2.3 To what extent have these digital medias been effective in promoting interaction with listeners?

2.4 Which social media platforms have you used to develop and share professional contacts?

2.5 In what ways have these social media platforms allowed you to personally develop social and professional contacts? Elaborate.

2.6 To what extent do you engage with your fans on social media platforms? Elaborate.

2.7 How relevant and useful have these social media platforms been in promoting such engagements? Elaborate.

2.8 Discuss how the use of social media, on your programme, provides a voice for the marginalized?

2.9 In what instances has the use of social media allowed for diversity and different perspectives to be added to the programme by your listeners?

3. Live streaming

3.1 In what ways do you believe the station having a live streaming service, can benefit your professional career? Elaborate.

4. Website

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4.1 To what extent do you believe the station having a website can enhance your own personal brand image? Elaborate.

5. Podcasts

5.1 In what ways do you believe having a podcast service would enhance your relationship with your listeners?

5.2 What different ways would you make use of a podcast service to create a “buzz” about your programme?

THANK YOU FOR YOUR TIME.

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ANNEXURE F: PRODUCERS' INTERVIEW

WHAT ARE COMMUNITY RADIO STATION PRODUCERS' PERSPECTIVES ON LEARNING ORIENTATION OPPORTUNITIES IN THE WORK ENVIRONMENT?

1. Learning Orientation

1.1 How often does your station provide programming and production training to you as a producer?

1.2 In what ways has your programme planning and producing been influenced/impacted by these trainings offered in your organisation?

1.3 How has your programme production been shaped by the acquisition of new technologies by your station?

1.4 Please describe your work-oriented activities when producing a radio programme.

1.5 Please describe to me your behavioural conduct when you are producing a radio programme.

1.6 How are these activities and behaviours influenced by the learning opportunities availed by your organisation?

1.7 What strategies do you use in the generation/development of programme content?

1.8 In your view, how effective are these strategies in the generation of relevant, topical and quality content? Elaborate.

1.9 What techniques (system) do you use for the programming of your show?

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1.10 How effective are these techniques in the constitution of informative, entertaining and educational content?

1.11 What mechanisms do you use for soliciting feedback from your listeners?

1.12 From your own perspective how useful are these mechanisms in crowdsourcing (obtain information or input into a particular task by enlisting the services of a number of people) relevant feedback from your listeners?

1.13 How have you used your programme to maintain an edge over your competitors?

1.14 How effective have you been at ensuring that this happens?

1.15 What strategies has your station put in place to ensure increased listener base over the past three years?

2. Shared vision

2.1 In programming of new content what methods do you use to ensure the development of shared values between your organisation and your listeners?

2.2 How useful are these methods in ensuring this happen? Elaborate.

2.3 In the production of new content, how do you promote the development of mutual goals with your listeners?

2.4 How effective are these techniques in ensuring that this happen? Elaborate.

2.5 Please describe to me the methods that you use for the assimilation (or crowd sources) of critical commentary from experts on the subjects that are discussed on-air?

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2.6 Please describe to me the methods that you use for the assimilation (or crowd sources) of critical commentary from the general public on the subjects that are discussed on-air?

2.7 How do you ensure that listeners' collective values are embedded into the selecting, developing and packaging content for your programme?

2.8 How do you ensure that managements' collective values are embedded into the selecting, developing and packaging content for your programme?

2.9 How do you ensure that your team develops a shared/common vision/understanding around the integration of broadcasting content that is aired?

3. Commitment to learning

3.1 From which sources do you solicit information for the generation of content to be aired?

3.2 How credible are these sources of information? Elaborate.

3.3 How much investment (time, finance and intellectual resources) has your organisation put into researching new relevant content for your programme?

3.4 How useful has been:

3.4.1 The time investment?

3.4.2 The financial investment?

3.4.3 The intellectual investment?

3.5 What different strategies do you have in place to provide the social commentary on topical issues that you broadcast?

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3.6 How effective are they in improving the quality of radio content that you broadcast?

4. Open-mindedness

4.1 Do you self-reflect on content and challenge your own beliefs when producing a show?

4.1.1 If so how?

4.1.2 Under what circumstances do you so that?

4.1.3 If not, why not?

4.2 To what extent do you critically evaluate your behaviour and ideas with regard to the following:

4.2.1 Generation of content?

4.2.2 Packaging of content?

5. Knowledge-sharing

5.1 Under what circumstances does your organisation promote open conversations between employees and management?

5.2 What individual team responsibilities are involved in the process of generating, preparing and presentation of content?

5.3 To what extent do producers across the station engage with each other to share ideas and knowledge? Elaborate.

WHAT ARE COMMUNITY RADIO STATION PRODUCERS' PERSPECTIVES ON CREATIVE BROADCASTING TECHNIQUES?

1. Creative broadcasting techniques

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1.1 How have you used virtual learning communities (e.g. whatsapp group) to engage with your colleagues on generating broadcasting content in the past three years?

1.2 How effective have these learning communities been in accomplishing these goals?

1.3 Which innovative techniques have you used for the selection and aggregation of content (audio, video, text) for your listeners in the past three years?

1.4 How effective have these techniques been? Elaborate.

1.5 Which innovative techniques have you used for the dissemination (spreading of information) and transmission of your content to your listeners?

1.6 How have these techniques impacted your broadcasting activities? Elaborate.

1.7 Which radio broadcasting strategies have you adopted to ensure the following:

1.7.1 That your listeners generate their own content?

1.7.2 That your listeners share the content they generate with your station?

1.7.3 That listeners give feedback and engage with your station?

2. Social Media

2.1 Which social media platforms have you used to interact with our listeners when on-air?

2.2 How have you used the different forms of social media (text, sound, images and video) to interact with your listeners?

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2.3 To what extent have these digital medias been effective in promoting interaction with listeners?

2.4 Which social media platforms have you used to develop and share professional contacts?

2.5 In what ways have these social media platforms allowed you to personally develop social and professional contacts? Elaborate.

2.6 Discuss how the use of social media, on your programme, provides a voice for the marginalized?

2.7 In what instances has the use of social media allowed for diversity and different perspectives to be added to the programme by your listeners?

3. Live streaming

3.1 In what ways do you believe the station having a live streaming service, can benefit your professional career? Elaborate

4. Website

4.1 To what extent do you believe the station having a website can enhance your own personal brand image? Elaborate.

5. Podcasts

5.1 In what ways do you believe having a podcast service would enhance your relationship with your listeners?

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5.2 What different ways would you make use of a podcast service to create a “buzz” about your programme?

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ANNEXURE G: PROGRAMME MANAGERS' INTERVIEW

WHAT ARE COMMUNITY RADIO STATION PROGRAMME MANAGERS' PERSPECTIVES ON LEARNING ORIENTATION OPPORTUNITIES IN THE WORK ENVIRONMENT?

1. Learning Orientation

1.1. Have you ever used crowdsourcing (obtain information or input into a particular task by enlisting the services of a number of people) for the development of appropriate and relevant broadcasting content?

1.2. If so, how have you used crowdsourcing to ensure the development of such appropriate and relevant broadcasting content?

1.3. How effective has been such crowdsourcing in generating such content?

2. Shared vision

2.1. What mechanisms have you put in place to ensure the development of shared/mutual values with your listeners in the selecting, developing and packaging content for on-air?

2.2. What has been the impact of these mechanisms on the development of such values?

2.3. How have you ensured that a shared vision is developed with your staff in the integration of programme content?

2.4. How do you ensure that a shared vision is generated with your target audience in the development and integration of programme content?

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2.5. What has been the impact of developing such shared vision in the production of content?

2.6. How do you ensure that your team develops a shared/common vision/ understanding around the integration of broadcasting content or programmes that are aired?

2.7. Elaborate on how these strategies have worked so far?

3. Commitment to learning

3.1. What forms of human resources training does the station offer its employees to ensure that they learn about relevant programming?

3.2. How effective have these trainings been on broadcasting?

3.3. What different strategies do you have in place to provide the critical commentary of topical issues that are broadcast?

3.4. In what ways has such critical commentary been significant to the generation of topical issues in programmes?

3.5. Which latest broadcasting technologies have you acquired in the past three years?

3.6. How have you used these technologies to acquire current information on listeners' programme tastes and preferences?

3.7. In what ways have you used these technologies to create new or transform broadcasting (content generation, broadcasting transmission, etc.) techniques?

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3.8. How have employees adopted these new technologies to enhance their broadcasting skills?

3.9. Apart from programme shows and radio shows what other brands/services does your radio station provide?

3.10. How valuable are these services business wise?

3.11. How valuable are these services social wise to the general public?

3.12. How much investment (time, finance and intellectual resources) have your organisation put into researching new relevant content for your shows?

3.13. How useful has been such:

3.13.1. Financial

3.13.2. Intellectual investment

3.14. What different strategies do you have in place to provide the social commentary on topical issues that you broadcast on radio?

3.15. How effective are they in improving the quality of radio content that you broadcast?

4. Open-mindedness

4.1. To what extent are you inclined in accepting new ideas, whether new technology or programme changes? Elaborate.

4.2. How do you self-reflect on and challenge your own management style?

4.2.1. Under what circumstances do you so that?

4.2.2. If not, why?

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4.3. How do you source evidence against you own perspectives and beliefs?

4.3.1. Under what circumstances do you so that?

4.3.2. If not, why?

5. Knowledge-sharing

5.1. How have you used your programmes to maintain an edge over your competitors?

5.2. How effective has your work force been at ensuring that this happen?

5.3. What strategies has your institution put in place to ensure increased listener base over the past three years?

5.4. Have these strategies been effective in increasing your listener base?

5.5. Under what circumstances does your organisation promote open conversations between employees and management?

WHAT ARE COMMUNITY RADIO STATION PROGRAMME MANAGERS' PERSPECTIVES ON CREATIVE BROADCASTING TECHNIQUES?

1. Creative broadcasting techniques

1.1. Does your station make use of virtual learning communities (closed social networks, internet forums, etc.) to engage employees on generating broadcasting content in the past three years?

1.2. How has your organisation developed these?

1.3. How effective have been these learning communities in accomplishing these goals? Elaborate.

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1.4. Which innovative techniques have you used for the selection and accumulation of content (audio, video, text) from listeners in the past three years?

1.5. How effective have these techniques been?

2. Social Media

2.1. Which social media platforms have you used to interact with listeners?

2.2. How have you used the different forms of social media (text, sound, images and video) to interact with your listeners?

2.3. Which social media platforms have you used to develop and share professional contacts?

2.4. In what ways have these social media platforms allowed you to personally develop social and professional contacts? Elaborate.

3. Live streaming

3.1. In what ways do you believe the use of a live streaming service by your radio stations, can benefit the station? Elaborate.

4. Website

4.1. To what extent do you believe the station's possession of a website can enhance its brand image? Elaborate.

4.2. Which broadcasting information do you post on your radio station websites?

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4.3. How do you generate the information that you put on these websites?

4.4. How relevant is this content for engagement with your listeners?

4.5. How relevant is this content for engagement with your clients?

5. Podcasts

5.1. In what ways do you believe having a podcast service would enhance your relationship with your listeners?

5.2. Why does your station not make use of a podcast service?

WHAT ARE PROGRAMMES MANAGERS' INTERPRETATIONS OF THE INFLUENCE OF LEARNING ORIENTATION ON THE SUSTAINABILITY OF THEIR COMMUNITY RADIO STATION?

1. Sustainability and Learning Orientation

1.1. How has having shared values enabled your station to broadcast for the last three years?

1.2. How has having mutual goals enabled your station to broadcast for the last three years?

2. Organisational Sustainability and Learning Orientation

2.1. In what ways do you use quality circles (a group of employees who meet regularly to consider ways of resolving problems and improving production in their organisation) to negotiate and deliberate on the management of the station?

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2.2. How effective has been this strategy in promoting effective broadcasting over the last three years?

2.3. What is the nature of broadcasting relationship that you have with commercial radio stations?

2.4. How has this impacted on the range of the services that you offered in the last three to three years?

2.5. What is the nature of broadcasting relationship that you have with other community radio stations?

2.6. How has this impacted on the range of the services that you offered in the last three to three years?

2.7. How have your licensing regimes limited or enhanced your growth potential? Elaborate.

2.8. Is your station a part of the National Community Radio Forum?

2.8.1. If so, how has this benefitted your station?

2.8.2. If not, why not?

2.9. How has your affiliation to a National Community Radio Forum impacted on:

2.9.1. Increasing your market presence/share in the last three years?

2.9.2. Management of your community radio station?

3. Financial Sustainability and Learning Orientation

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3.1. In what ways does an increase in listener base effect the station's income-generating potential?

3.2. How has acquisition of new broadcasting technologies impacted on the profitability of the organisation over the last three years?

3.3. Based on the brands/services that your station provides, in what ways have they improved your market presence in the last three years?

3.4. Discuss how assimilating new technology has increased your competitiveness in the last three years?

4. Social Sustainability and Learning Orientation

4.1. How has your station's use of crowdsourcing (obtain information or input into a particular task by enlisting the services of a number of people) impacted on the maintenance of cordial relations/interactions with the community?

4.2. How has your embedding of listeners' collective values in the selecting, developing and packaging content for programmes influenced advancement of social development activities (e.g. participation in infrastructural development projects)?

4.3. In programming of new content/knowledge what methods do you use to ensure the development of shared values between your organisation and your listeners?

4.4. How has this impacted on your participation in philanthropic activities (e.g. donating of food hampers, donating of sporting attire and equipment to local communities)?

4.5. How useful are these methods in ensuring this happen?

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4.6. In the presentation of new content on air, how do you promote the development of mutual goals with your listeners?

4.7. How has such generation of mutual goals impacted on the social development of communities (e.g. developing social cohesion)?

4.8. How has the participation of the community in dissemination of programme content impacted on the organisation's engagement in philanthropic (charitable) activities in the community?

WHAT ARE PROGRAMMES MANAGERS' PERSPECTIVES ON THE INFLUENCE OF CREATIVE BROADCASTING TECHNIQUES ON THE SUSTAINABILITY OF COMMUNITY RADIO STATIONS?

1. Creative broadcasting techniques and Organisational Sustainability

1.1. How has the innovative techniques you have used for the selection and accumulation of content assisted in the maintenance of broadcast service over the last three years?

1.2. How has the innovative techniques you have used for the selection and accumulation of content improved the diversity of the service in the last three years?

1.3. How has the use of virtual learning (closed social networks, internet forums, etc.) communities by employees affected the ability for sustained provision of on-air programming in the last three years?

2. Social Media and Social Sustainability

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2.1. How has your organisation's use of social media at your station provided a voice for the marginalized in the last three years?

2.2. How have the radio broadcasting strategies you have used to ensure listeners generate and share their own content enhanced listeners' participation in the production of programming in the last three years?

3. Live streaming and Social Sustainability

3.1. How has having a live streaming service allowed for the enhanced interaction and participation of your listeners over the last three years?

4. Live streaming and Financial Sustainability

4.1. How has having a live streaming service increased the station's market presence in the last three years?

5. Website and Financial Sustainability

5.1. In what ways has having a website promoted the potential of your organisation to acquire the potential of external/global funding in the last three years?

6. **Podcast and Financial Sustainability**

6.1. How would having a podcast service increase the station's competitiveness?

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ANNEXURE H: STATION MANAGERS' INTERVIEW

WHAT ARE COMMUNITY RADIO STATION STATION MANAGERS' PERSPECTIVES ON LEARNING ORIENTATION OPPORTUNITIES IN THE WORK ENVIRONMENT?

1. Learning Orientation

1.1. How do you use crowdsourcing (obtain information or input into a particular task by enlisting the services of a number of people) to ensure the development of your management team?

1.2. How effective has been such crowdsourcing in this development?

2. Shared vision

2.1. Discuss the process of selecting, developing and training on-air employees?

2.2. How effective has been this process in ensuring that employees have shared values?

2.3. How effective has been this process in ensuring that employees have mutual goals?

2.4. What benchmark is in place to ensure that on-air employees "fit" with your target audience?

2.5. How often is this benchmark re-evaluated?

2.6. What would permit the adjustment of this benchmark?

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2.7. How effective is this benchmark in ensuring that broadcast content appeals to your target audience?

2.8. How do you ensure that your management team develops a shared/common vision/understanding around the management of the station?

2.9. How effective have you been in ensuring that this happen?

3. Commitment to learning

3.1. What forms of training does the station offer to management?

3.2. How effective has this training been in ensuring that management succeed in their duties?

3.3. How much investment (time, finance and intellectual resources) is put into:

3.3.1. Researching content?

3.3.2. Music?

3.3.3. Listeners of the station?

3.4. What different strategies do you have in place to provide the critical commentary of the management of the station?

3.5. How has this enabled the station to be managed efficiently in the last three years?

3.6. Which latest technologies has the station acquired in the past three years?

3.7. In what ways have these technologies been used to transform broadcasting (content generation, broadcasting transmission, etc.)?

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4. In what ways have employees adopted these new technologies to enhance their broadcasting skills?

4.1. Apart from programme/radio shows what other brands/services does your radio station provide?

4.2. How valuable are these services:

4.2.1. Business wise?

4.2.2. Social wise to the general public?

5. Open-mindedness

5.1. How inclined are you in accepting new ideas, whether new technology or programme changes? Elaborate.

5.2. Do you self-reflect on and challenge your own management style?

5.3. Under what circumstances do you so that?

5.4. How has this self-reflection assisted in your managing the station effectively?

5.5. If you don't self-reflect, why don't you?

6. Knowledge-sharing

6.1. How have the station's programmes been used to maintain an edge over competitors?

6.2. How effective has the station been at ensuring that this happen?

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6.3. What strategies has your station put in place to ensure increased listener base over the past three years?

6.4. How effective have been these strategies in ensuring that this happen?

6.5. Under what circumstances does your organisation promote open conversations between employees and management?

6.6. In what ways have these 'open conversations' enhanced knowledge sharing at your station?

WHAT ARE COMMUNITY RADIO STATION STATION MANAGERS' PERSPECTIVES ON CREATIVE BROADCASTING TECHNIQUES?

1. Creative broadcasting techniques

1.1. Does your station make use of virtual learning communities (closed social networks, internet forums, etc.) to engage management on managing the station?

1.2. How effective have been these learning communities (closed social networks, internet forums, etc.) in accomplishing these goals? Elaborate.

2. Social Media

2.1. Which social media platforms have you used to develop and share professional contacts?

2.2. In what ways have these social media platforms allowed you to personally develop social and professional contacts? Elaborate.

3. Live streaming

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3.1. In what ways do you believe the station having a live streaming service, benefits the station? Elaborate.

4. Website

4.1. To what extent do you believe the station having a website can enhance the station's brand image? Elaborate.

4.2. What type of information do you post on your station's website?

4.3. How do you generate the information that you put on the website?

4.4. How relevant is this content for engagement with your listeners?

4.5. How relevant is this content for engagement with your clients?

5. Podcasts

5.1. In what ways do you believe having a podcast service would enhance your relationship with your listeners?

5.2. Why does your station not make use of a podcast service?

WHAT ARE STATION MANAGERS' INTERPRETATIONS OF THE INFLUENCE OF LEARNING ORIENTATION ON THE SUSTAINABILITY OF THEIR COMMUNITY RADIO STATION?

1. Sustainability and Learning Orientation

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1.1. How has having shared values and mutual goals enabled your station to broadcast for the last three years?

2. Organisational Sustainability and Learning Orientation

2.1. In what ways do you use quality circles (a group of employees who meet regularly to consider ways of resolving problems and improving production in their organisation) to negotiate and deliberate on the management of the station?

2.2. How do you ensure that listeners' collective values are embedded into the management of your station?

2.3. What is the nature of broadcasting relationship that you have with commercial radio stations?

2.4. How has this relationship enabled in the continued broadcasting of your station?

2.5. What is the nature of broadcasting relationship that you have with other community radio stations?

2.6. How has this relationship enabled in the continued broadcasting of your station?

2.7. How have your licensing regimes limited or enhanced your growth potential? Elaborate.

2.8. Is your station a part of the National Community Radio Forum?
2.8.1. If so, how has this benefitted your station?
2.8.2. If not, why not?

2.9. How has your affiliation to a National Community Radio Forum impacted on:
2.9.1. Increasing your market presence/share in the last three years?

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2.9.2. Management of your community radio station?

3. Financial Sustainability and Learning Orientation

3.1. In what ways does an increase in listenership effect the station's income-generating potential?

3.2. How has the acquisition of new broadcasting technologies impacted on the profitability of the organisation over the last three years? Elaborate.

3.3. Based on the additional brands/services that your station provides, how have they impacted on the profitability of your station over the last three years?

3.4. Based on the additional brands/services that your station provides, in what ways have they improved your market presence in the last three year?

3.5. Discuss how assimilating new technology has increased your competitiveness in the last three years?

4. Social Sustainability and Learning Orientation

4.1. How has your station's use of crowdsourcing (obtain information or input into a particular task by enlisting the services of a number of people) impacted on the maintenance of cordial relations/interactions with the community?

4.2. In the introduction of new programming what methods do you use to ensure the development of shared values between your station and your listeners?

4.3. How useful are these methods in ensuring this happen?

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4.4. In the representation of the community, what techniques do you use to ensure the development of mutual goals with your listeners?

4.5. How effective are these techniques in ensuring that this happen?

4.6. Discuss how the station encourages and provides learning opportunities to the community?

4.7. In what ways does the station “give back” to the community?

4.8. In what ways does the station assist with the development of the community?

WHAT ARE STATION MANAGERS’ PERSPECTIVES ON THE INFLUENCE OF CREATIVE BROADCASTING TECHNIQUES ON THE SUSTAINABILITY OF COMMUNITY RADIO STATIONS?

1. Creative broadcasting techniques and Organisational Sustainability

1.1. Discuss how the use of creative broadcasting techniques (social media, live streaming, podcasts, websites, etc.) to accumulate, develop, distribute and transmit of digital audio content assists in the maintenance of a broadcast service?

1.2. How has the use of virtual learning communities (closed social networks, internet forums, etc.) by management affected the ability for the organisation to remain sustainable?

2. Social Media and Social Sustainability

2.1. Discuss how the use of social media at your station provides a voice for the marginalized?

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3. Live Streaming and Social Sustainability

3.1. How has having a live streaming service allowed for the enhanced interaction and participation of your listeners over the last three years?

4. Live Streaming and Financial Sustainability

4.1. How has having a live streaming service increased the station's market presence in the last three years?

5. Website and Financial Sustainability

5.1. In what ways has having a website promoted the potential of external/global funding?

6. **Podcast and Financial Sustainability**

6.1. How would having a podcast service increase the station's competitiveness?

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ANNEXURE I: OBSERVATION PROTOCOL

THE INFLUENCE OF LEARNING ORIENTATION AND CREATIVE BROADCASTING TECHNIQUES ON ORGANISATIONS SUSTAINABILITY: A CASE STUDY OF SELECTED COMMUNITY RADIO STATIONS IN BLOEMFONTEIN.

The purpose of having the researcher observe the operations at community radio stations (CRS) is to gather as much information as possible about the influence of learning orientation (LO) and creative broadcasting techniques (CBT) on the sustainability of these CRS. The primary tasks are to observe what LO practices are in place and what CBT are used and make some conclusions about whether or not LO and CBT influence the sustainability of CRS.

The researcher will observe the full programmes of the lunch and afternoon drive programmes for one day (amounting to three hours of each show and six hours in total), which will include the observation of the process of broadcasting the programmes. Observation of the process the producers take in researching, gathering and assimilating content for programming will take place for one day. The researcher will also observe the daily operations of the CRS for two hours over the course of one day.

PROGRAMME OBSERVATIONS

MAIN THEME	QUESTION	OBSERVATIONS
PERSONNEL BACKGROUND		
Personnel.	Number of presenters?	
Personality.	What type of personality does/do the presenter/s?	
Individual behavior.	How does the producer behave during a programme?	

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Individual behavior.	How does the presenter behave during the programme?	
Role and responsibilities, role conflict and role negotiations.	What are the duties of the producer during the programme?	
Role of influence.	What are the duties of the presenter during the programme?	
PROGRAMME BACKGROUND		
CREATIVE BROADCASTING TECHNIQUES		
MAIN THEME	**QUESTION**	**OBSERVATIONS**
Volume of phone-ins.	How many phone-ins from listeners in one programme?	
Constructive conversations on air.	How much airplay is constructive conversations?	
Publicity and advertising.	How many ads are in one programme?	
Critical commentary from listeners, community participation	Do listeners purely call to comment on topics or do they also call to report community issues?	

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Social interaction.	Does the presenter state how listeners can interact with them?	
Live streaming.	Does the presenter inform listeners about the live stream?	
Web-based interaction.	Does the presenter inform listeners about the station's website?	
Content structure and sequence.	Is the structure and content generated prior to the programme followed strictly?	
LEARNING ORIENTATION		
MAIN THEME	**QUESTION**	**OBSERVATIONS**
Shared values.	What methods are used to ensure the development of shared values with listeners?	
Expert's critical commentary.	What are the methods used to obtain critical commentary from experts?	
Social commentary.	What are the methods used to obtain commentary from the general public?	
PHYSICAL CONDITIONS		
MAIN THEME	**QUESTION**	**OBSERVATIONS**

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Studio equipment.	What studio equipment is there?	
Microphones.	How many microphones are there?	
Computers.	Number of computers?	
Computer application.	What are the different computers used for?	
Studio lighting.	How is the lighting in the studio?	
Equipment locations.	Location of the equipment?	
Noise levels.	What are the noise levels when on-air?	
Noise control.	How is noise controlled?	
Headphone resources.	Number of jack inputs?	
Headphones.	Number of headphones (are they provided or must everyone bring their own)?	
SOCIAL NETWORKING SITES		
MAIN THEME	**QUESTION**	**OBSERVATIONS**
Soliciting feedback.	How is feedback solicited from listeners?	

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Facebook commentary.	Is there a Facebook posting of the topic?	
Twitter commentary.	Is there a Twitter posting of the topic?	
Volume of Facebook interactions.	How many interactions from Facebook?	
Twitter interaction volume.	How many interactions from Twitter?	
CONTENT DELIVERY		
MAIN THEME	**QUESTION**	**OBSERVATIONS**
Division of labour.	What individual team responsibilities are involved in the process of presenting content?	
Technology use for content delivery.	How is technology used in conjunction with content delivery?	
Composition of content.	Is content locally based?	
ON-AIR INTERACTION		
MAIN THEME	**QUESTION**	**OBSERVATIONS**
Collegiality on air.	How does the producer and presenter and interact with each other on-air?	

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Presenter-audience dynamics.	How does the presenter interact with listeners?	
Encourage learning.	Does the presenter/s regard the listener's views?	
Flexibility.	Are the presenter and producer flexible to changing a planned programme structure?	
Free-flowing conversations.	Is there free-flowing conversations with listeners?	
OFF-AIR INTERACTION		
MAIN THEME	**QUESTION**	**OBSERVATIONS**
Off-air collegiality.	How does the producer and presenter and interact with each other off-air?	
Internet searches for content development.	Does the team (presenter and producer) look for more content on the internet?	
Listener interaction.	Is there interaction with listeners off-air?	
Self-reflection.	Does the presenter and producer reflect on the show during breaks?	

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