

Communications, Advocacy, and Media

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Objectives:

- ❑ By the end of the lecture the participants will be able to:
 - Understand the different uses of media for health communication
 - Understand the role of media advocacy in influencing the public and decision makers
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3 Purposes of Media Relations

- Publicize services, events, materials, organizations
 - Educate re personal practices
 - Advocate, advance policy
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Overview: Media Relations at a Glance

Three Keys:

1. Message strategy (what, so what, now what + approach)
 2. Access
 - where
 - strategy (getting attention)
 - when
 - general approach (credibility, selling story, etc.)
 - reacting
 3. Creative & compelling delivery of message
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1st Key: Message Strategy

Three main message elements

- What
- So What (why now?)
- Now What

Approach

- Tone
 - Source
 - Appeal
 - Other dimensions
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Determining the Approach

- Tone
 - Source
 - Type of Appeal
 - Other dimensions
-

Framing Conventions

- ❑ Images, symbols
 - ❑ Spokespersons
 - ❑ Selected words, trigger phrases, names
 - ❑ Problem definition (who, what, importance)
 - ❑ Solution definition
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2nd key: Accessing the Media

1. Where?
 - a. Which type of media do you want to target?
 - b. Specific media?
 - c. Specific target?
 2. What strategy will you use?
 - a. What is newsworthy?
 - b. Any opportunities for piggy-backing?
 3. When?
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Accessing the Media (Con't)

4. What is your general approach to pitching the story?
 - a. How will you establish credibility?
 - b. How will you sell the story?
 - c. How can you package the story?
 - d. Who will be your spokespeople/
 5. When the reporter calls....(reactive)
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Media Outlets: The Press

- Uganda Media Centre
 - Ugee
 - Bukedde
 - Bukedde ku Ssande
 - Monitor
 - New Vision
 - East African
 - Red Pepper
 - East African Business Week
 - The Express
 - Weekly Observer
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Media Outlets: Television

- Wavah Broadcasting Service Television (WBS)
 - International TV Network Uganda
 - East Africa Television (EATV)
 - National Television (NTV)
 - Uganda Broadcasting Television (UBC)
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Media Outlets: Radio

- Radio Uganda
 - Star FM
 - Super FM
 - Radio Buganda
 - Impact FM
 - Touch FM
 - BBC World Service Africa
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1. Where?

- Which type of media do you want to target?
 - Specific media?
 - Specific target?
-

Channel	Vehicles
Print/Radio/TV	paid ads news stories special features/series
TV/Radio	call-in shows group interview programs/debates
Print	letters to the editor regular columns community calendars guest opinion columns editorials supplements comics

Who are the Media?

- ❑ Employees of businesses—need to contain costs and maximize resources
- ❑ Competitors—the first “to break a story” wins
- ❑ Professionals—abide by a code of ethics (e.g. balanced coverage, accuracy)
- ❑ Parents, partners... people just like you

Slide from “Working With the Media” by Randall Pearce, for THCU “How To’s” Workshop, February 2001.

Who are the Media?

- Broadcasters
- Television
 - VHF
 - Cable
- Radio
- Narrowcasters
- E-zines
- Internet news services/bulletin boards
- Publishers
- Daily newspapers
- Weekly newspapers
- Newsmagazines
- Monthly magazines/journals
- Web Publishers
- Self-published websites
- Interest group websites

Slide from "Working With the Media" by Randall Pearce, for THCU "How To's" Workshop, February 2001.

Who Are the Media? Journalists...

- Editor
- Newsreader/announcer
- Editorial boards
- Host/interviewer
- Columnists
- Photographers
- Assignment Editor
- Camera operators
- General news reporter
- Beat reporter
- Freelancers

Slide from "Working With the Media" by Randall Pearce, for THCU "How To's" Workshop, February 2001.

Who are you Talking to through the Media?

External

- Daily/national press
- Weekly/local press
- Broadcasters
- Narrowcasters
- News Services

Internal

- Employees
- Volunteers
- Elected officials
- Donors
- Partners

Slide from "Working With the Media" by Randall Pearce, for THCU "How To's" Workshop, February 2001.

Media Relations

- Meet with local editorial boards, news directors, promo directors
 - Cultivate relationships with key journalists
 - Maintain your list of media contacts
 - Ensure you have trained spokespeople
 - Have a one-page media policy for your organization & ensure all are aware of it
 - Know your facts when you speak to the media
 - Know & respect media deadlines
 - Follow through when asked for information
 - Provide thanks for interviews / coverage
 - Always be honest
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2. What Strategies Will You Use?

- Newsworthiness
 - Piggy-backing
 - Media Relations
 - Pitching
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“Newsworthiness” - framing for access

News media more likely to cover your story if it is one or more of the following types:

- ironic or unusual
 - an uncovered injustice
 - human interest
 - local interest
 - associated with an event or milestone
 - involved a prominent person
 - controversial
 - a good photo opportunity.
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Specific Ideas for Gaining Access

- Release new info about your issue.
 - Secure & announce a political endorsement.
 - Develop a controversial ad / counter ad.
 - Sponsor a preschool graduating class.
 - Sponsor a community event.
 - Form & launch a new partnership – ideally a unique combination.
 - Hold a contest.
 - Hold a media / news conference with “a twist”.
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Piggy-backing

Grapes were imported from Chile that had been sprayed with cyanide. Some media advocates got together & realized that one cigarette contains several hundred micrograms of cyanide & second hand smoke contains 10 micrograms. All fruit imports from one entire country were banned because 2 grapes contained a tiny fraction of one of the many poisons in cigarettes. So a big press conference was held with a bunch of grapes on one side of the podium and cigarettes on the other.

3. When?

- a call or petition is made to a legislative body
 - legislators introduce a proposal
 - your opponents actively lobby against you
 - public debate & controversy over the issue is aroused
 - editorial writers endorse your position
 - hearings are held
 - policy-makers debate the issue
 - a policy is passed
 - implementation procedures are developed
 - activities commemorate the date of implementation.
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4. What is your general approach to pitching?

- How will you establish credibility?
 - How will you sell the story?
 - Who will be your spokespeople?
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Credibility

- ❑ Messenger credibility is enhanced by:
 - Power
 - Perceived expertise
 - Perceived honesty
 - Attractiveness
 - Being similar to the target audience
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Typical Categories of Messengers

- ❑ **Celebrity** (famous athlete or entertainer)
- ❑ **Public official** (government leader or agency director)
- ❑ **Expert specialist** (doctor or researcher)
- ❑ **Organization leader** (hospital administrator or executive),
- ❑ **Professional performer** (standard spokesperson, attractive model, or character actor)
- ❑ **Ordinary real person** (blue-collar man or a middle-class woman)
- ❑ **Specially experienced person** (victim, survivor, or successful role model)
- ❑ **Unique character** (animated, anthropomorphic, or costumed).

*Above information presented by Dr. Chuck Atkin
at 2000 Special Topics, THCU workshop).*

Selection of Messengers

- ❑ In selecting the appropriate messenger, the crucial factor is which component of influence model needs a boost. For example,
 - **celebrities** help draw attention to a dull topic,
 - **experts** enhance response efficacy,
 - **ordinary people** heighten self-efficacy,
 - **victims** convey the severity of harmful outcomes, and
 - **victims** who share similar characteristics of the audience should augment susceptibility claims.

- ❑ Atkin (1994) provides an elaborate discussion of strengths and weaknesses of various types of messengers

*Above information presented by Dr. Chuck Atkin at
2000 Special Topics, THCU workshop).*

Selection of Messengers

- ❑ No one messenger is always superior.
- ❑ A dentist may communicate trust and expertise in one campaign, and be perceived as boring in another.
- ❑ While celebrities are often seen as trustworthy, they are much more effective when they have personal experience with the issue.

Atkin, C. & Schiller, L. The Impact of Public Service Advertising. In Shouting to be heard: Public service advertising in a new media age. February 2002. Kaiser Family Foundation



Selecting the Messenger



Framing for Content

- ❑ Tailor the message to the specific media & the specific audience
 - electronic, sound, print
 - fits with the values you discovered in AA
 - address the “heart, hand, head, pocketbook”
 - ❑ Shape the debate
 - ensure socio-environmental cause, not individual
 - move away from “blaming the victim”
 - ❑ Discredit the opposition
 - anticipate their arguments & develop counters
 - shame them (explain why they are deceptive, irresponsible, unethical, manipulative etc.)
 - ❑ Advance the policy
 - make sure it is clear what you want the audience to do
 - present practical solutions
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Broadening the Frame

- Authentic voices with perspective
 - Finding meaning from many stories
 - Shaming the opposition
 - The long view (among other mindsets)
 - Others.....
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Being understood & remembered

- Be specific
 - Be visual; use compelling images and symbols
 - Be brief
 - Use media bites
 - Use social math
 - Try to see it through their eyes
 - Avoid sloganeering, shrillness, moralizing
 - Be careful with humour
 - Use literative devices
 - Be authoritative & commanding
 - Be fresh, alive & surprising
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Media Bites

“ There is a need for workforce development and preparedness initiatives throughout the United states”

Better – “We need trained, quick response teams to protect our nations health”

“We need to address the social determinants of health in order to alleviate the problem of health disparities.”

Better – “We need to tackle the root causes of our health problems, such as lack of insurance, or bad air, to ensure everyone has an equal chance of enjoying good health.”

Interview Techniques

Social Math

- **Localization** - "Health care costs the community \$25/hr, 24/7"
- **Relativity** - the amount of beer consumed per student per year in college = swimming pool
- **Public policy effects** - how many baby's lives will be saved each yr by stronger car seat laws

Sound Bites

- 10-15 sec messages; catchy

SOCO

- Specific Over-riding Communication Objective
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6 C's of Effective Messages

Courtesy – show concern for the intended receiver

Clarity – compose messages that are easy to understand

Conciseness – State what needs to be said in as few words as possible

Concreteness – convey a message in precise terms

Correctness – provide accurate details in an acceptable format

Completeness – include all pertinent information

“Effective Communication for Colleges” 9th ed. Brantley & Miller

Conciseness: Every word counts...

- A man opened up a fish market and proudly hung up a sign that read **FRESH FISH SOLD HERE TODAY**. A friend politely advised that it was not necessary to use the word **TODAY** because everyone knows that it is today. The merchant eliminated the word.
- Along came a customer who suggested that the word **HERE** was superfluous since anyone could see that the fish is sold here. Again, the man shortened the sign.
- A woman happened along and asked why the sign had the word **FRESH** on it, since everyone knows that you only get fresh fish at a fish store. Yet another person objected to the word **SOLD** since that, too, is a given for a shop. That left a one-word sign: FISH.
- The last critic looked up at the sign and said, "Why bother to have a sign that reads **FISH**? Everyone knows you sell fish. You can smell this place a mile away."

Adapted from "Poor fish" in Ausubel, 1948.

Step six: Evaluate media activities

Ten Tips for Talking Public Health

1. Don't speak "public health", speak English.
2. Know what you want people do to and ask them to do it.
3. Make your case with your audience in mind.
4. Show, don't tell.
5. Use the magic of stories, examples and analogies.
6. Connect with current events.
7. Talk about the results, not the process.
8. Use your partners to advance your agenda
9. Use your interest groups
10. Avoid the lectures – people might listen.

For Example :

Objective – to alert the public about the risk factors for chronic disease and encourage communities to respond.

Here are some possible sound bites:

Conclusion – “We can reduce the risk of chronic disease, such as cancer or heart disease.”

Support - “If we don’t, two out of every three local residents will die from chronic disease.”

Response – “Communities can do something to address the six most important factors influencing chronic disease: tobacco, stress, nutrition, exercise, the environment, and socioeconomic status.”

Media Advocacy

Advocacy – verbal support or argument for a cause, policy

Simply put, it is telling your story to someone (a decision-maker), through various means, with the express purpose of compelling that person to do something

THREE STEP ADVOCACY PROCESS

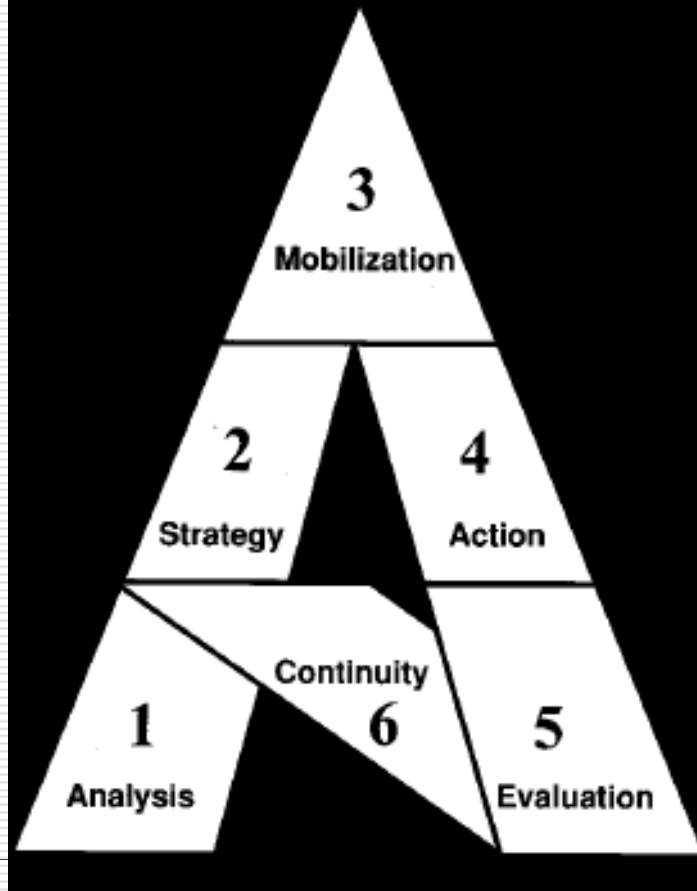
- Educate
 - Demonstrate
 - Advocate
-

-
- Advocates plead and take action for a cause
 - Getting those with power to correct an unfair or harmful situation
 - Published letter, submission writing, individual contact, media, rallies, marches, being there...
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The Importance of Advocacy

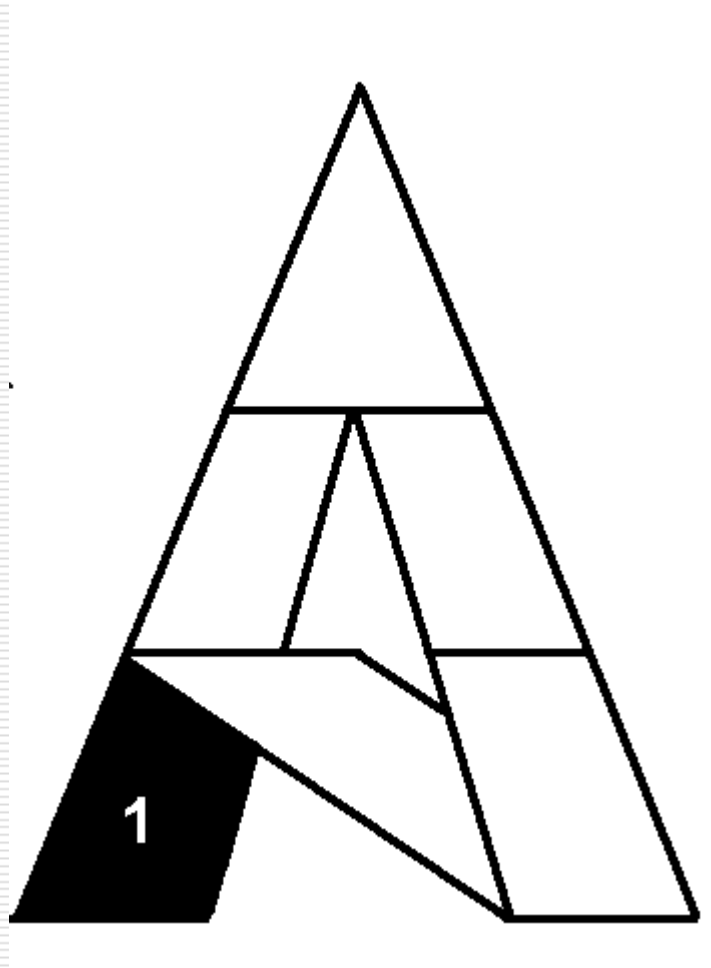
- ❑ Decision-makers react to those who can most effectively bring their issues to the forefront of the public agenda
 - ❑ You have the power to affect change around your issues
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“A” Frame for Advocacy

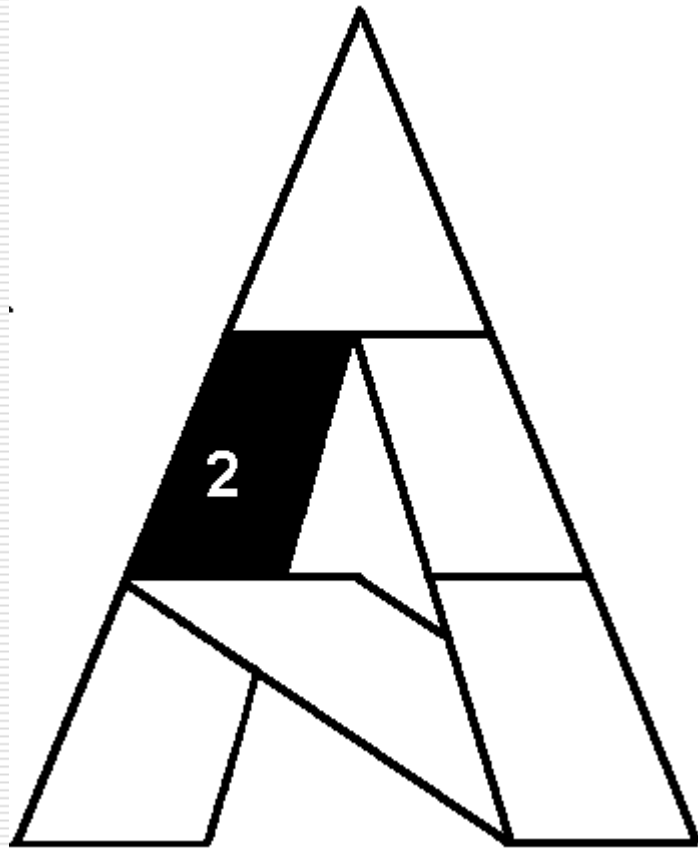


Definition of Public Policy Advocacy

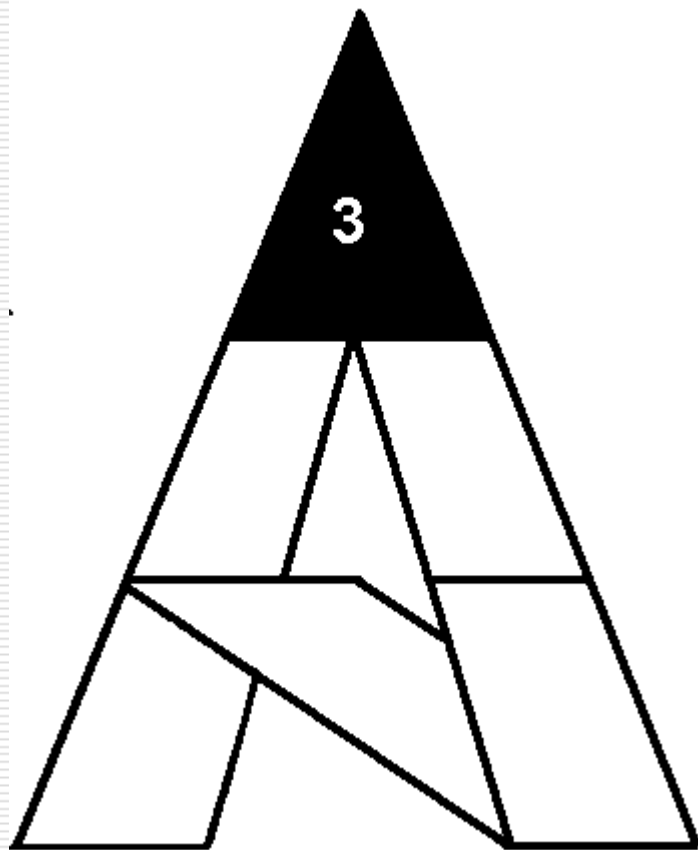
Public policy advocacy is the effort to influence public policy through various forms of persuasive communication. Public policy includes statements, policies, or prevailing practices imposed by those in authority to guide or control institutional, community, and sometimes individual behavior.



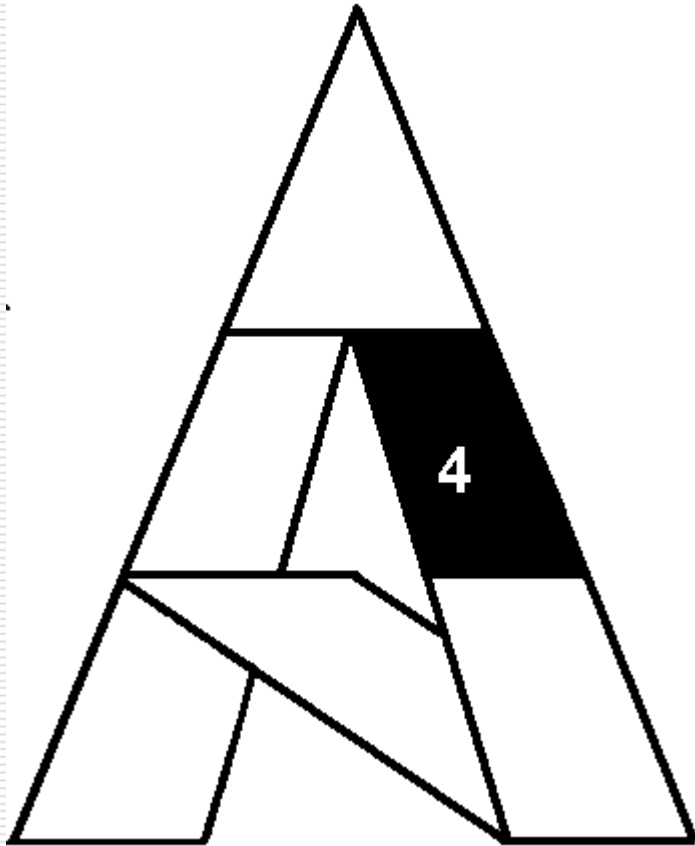
1. Analysis



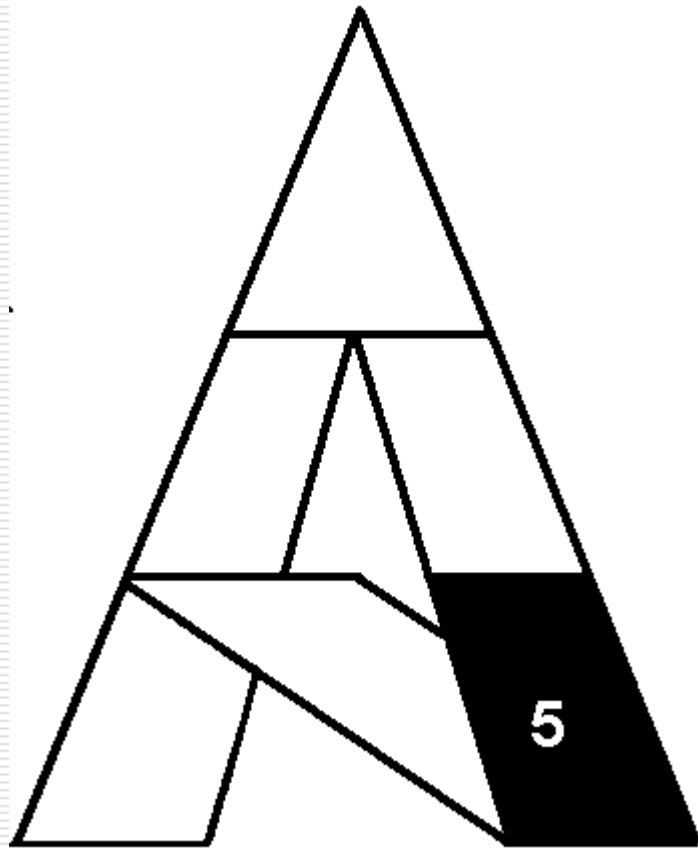
2. Strategy



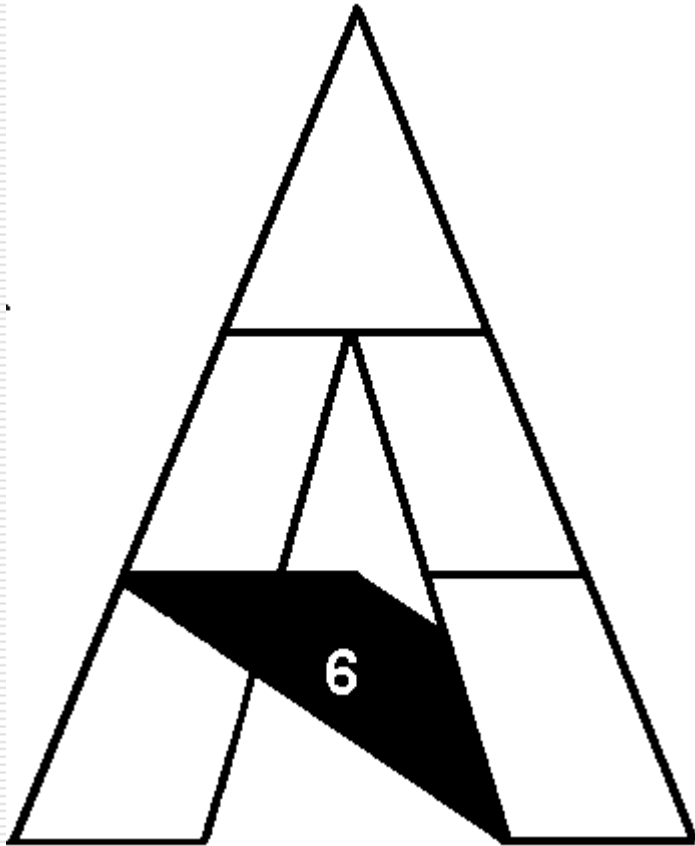
3. Mobilization



4. Action



5. Evaluation



6. Continuity

Advocacy Tips

1. Know your messages.
 2. Keep your messages simple and grounded in facts.
 3. Deliver your messages over and over again, using all of your tools.
 4. Ask for the one thing you really need, not a list of what want.
 5. Position your issues within the decision-makers agenda
 6. Build impeccable relationships with the people who impact your issues.
 7. Know the core facts about your issues.
 8. Believe that you have the power to affect change.
 9. Start today – you have the right to be heard now.
 10. Don't ever give up – the successful advocates are persistent in their efforts
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Survival Skills for Advocacy

- Accentuate the positive
 - Emphasize your organization's accomplishments to the community
 - Plan for small wins
 - Present the issue as you want others to see them
 - Develop your own public identity
 - Check your facts
 - Keep it simple
 - Be passionate and persistent
 - Be prepared to compromise
 - Be opportunistic and creative
 - Look for the good in others
 - Keep your eyes on the prize
 - Make issues local and relevant
 - Get broad based support from the start
 - Work within the experiences of your group members
 - Try to work outside the experiences of your opponents
 - Make your opponents play by their own rules
 - Tie your advocacy group's efforts to related events
 - Enjoy yourself!
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Why is it important to learn survival skills?

- Advocacy tends to put you in the public eye
 - To carry out your tasks efficiently and confidently
 - To avoid giving your opponents ammunition to use against you
 - To keep allies on your side
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Ingredients for Effective Advocacy

- Rightness of the cause
 - Power of the advocates
 - Understanding of the issues, opposition and community opinion
 - Skill in using advocacy tools
 - Selecting effective strategies and tactics
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Balancing the
rights of
individuals with
the needs of the
community



Other Examples:

“Such increased expenditures has been strongly correlated with increased survival in children younger than five years in developing countries, especially poor people”

“ There is optimism that Tanzania can maintain this mortality reduction, since there are a number of child health interventions that have recently been implemented whose effects will have barely shown up in the last estimates.”

“All stakeholders need to make sure that all couples and individuals have basic information about access to family planning services so that they freely and responsibly decide on the number of spacing of children.”
