***TIMELINESS (IMMEDIACY)***

*"NOW" is more newsworthy than "THEN"*

*Timeliness, in the field of journalism, no matter print or electronic, means freshness. News is about what is happening now. A saying goes, "old is gold". It is not true when it comes to a news story. What is old is not news in any way. It is important to mention here that the word old used here must never be mistaken for history. These two terms are entirely different and especially in journalism both have different connotations. History itself is a news value importance of which would be discussed later on. For instance, Pakistan has won the match. You have come to know about it and one of your friends rush forward to you filled with thrill and excitement and wishes you to get surprised. But, since you have already come across the victory of Pakistan in the match, how much ever you try, will not be able to come up to the situation with natural excitement and spontaneity in reflexive actions. It is, however, important to note, besides something that has happened just now, news is also about the first linking of something that had happened earlier but was not known to people. That is why,*

***"Radio news is what happened five minutes ago, and its impact on what is going to happen in the next five minutes."***

***-- (Richard Bestic)***

& ***"The strength of radio is its immediacy. Exploit that by constantly up-dating stories and keeping them fresh. We are telling people what is happening now.”***

***COHESION CAN BE ACQUIRED***

*To function successfully in a small group, students need to be able to communicate clearly on intellectual and emotional levels. Effective communicators:*

* *Can explain their own ideas*
* *Express their feelings in an open but non-threatening way*
* *Listen carefully to others*
* *Ask questions to clarify others’ ideas and emotions*
* *Can sense how others feel based on their nonverbal communication*
* *Will initiate conversations about group climate or process if they sense tensions brewing*
* *Reflect on the activities and interactions of their group and encourage other group members to do so as well*

*Regular open communication, in which group members share their thoughts, ideas, and feelings, is a must for successful group work. Unspoken assumptions and issues can be very destructive to productive group functioning. When students are willing to communicate openly with one another, a healthy climate will emerge and an effective process can be followed.*

*To work together successfully, group members must demonstrate a sense of cohesion. Cohesion emerges as group members exhibit the following skills:*

* ***Openness****: Group members are willing to get to know one another, particularly those with different interests and backgrounds. They are open to new ideas, diverse viewpoints, and the variety of individuals present within the group. They listen to others and elicit their ideas. They know how to balance the need for cohesion within a group with the need for individual expression.*
* ***Trust and self-disclosure****: Group members trust one another enough to share their own ideas and feelings. A sense of mutual trust develops only to the extent that everyone is willing to self-disclose and be honest yet respectful. Trust also grows as group members demonstrate personal accountability for the tasks they have been assigned.*
* ***Support****: Group members demonstrate support for one another as they accomplish their goals. They exemplify a sense of team loyalty and both cheer on the group as a whole and help members who are experiencing difficulties. They view one another not as competitors (which is common within a typically individualistic educational system) but as collaborators.*
* ***Respect****: Group members communicate their opinions in a way that respects others, focusing on “What can we learn?” rather than “Who is to blame?” See constructive feedback in the process section for more details.*

*Besides knowing how to develop a healthy group climate, students also need to know how to function so that they are productive and accomplish their tasks effectively. An effective process will emerge as students exhibit these skills:*

* ***Individual responsibility and accountability****: All group members agree on what needs to be done and by whom. Each student then determines what he or she needs to do and takes responsibility to complete the task(s). They can be held accountable for their tasks, and they hold others accountable for theirs.*
* ***Constructive Feedback****: Group members are able to give and receive feedback about group ideas. Giving constructive feedback requires focusing on ideas and behaviors, instead of individuals, being as positive as possible, and offering suggestions for improvement. Receiving feedback requires listening well, asking for clarification if the comment is unclear, and being open to change and other ideas.*
* ***Problem solving****: Group members help the group to develop and use strategies central to their group goals. As such, they can facilitate group decision making and deal productively with conflict. In extreme cases, they know when to approach the professor for additional advice and help.*
* ***Management and organization****: Group members know how to plan and manage a task, how to manage their time, and how to run a meeting. For example, they ensure that meeting goals are set, that an agenda is created and followed, and that everyone has an opportunity to participate. They stay focused on the task and help others to do so too.*
* ***Knowledge of roles****: Group members know which roles can be filled within a group (e.g., facilitator, idea-generator, summarizer, evaluator, mediator, encourager, recorder) and are aware of which role(s) they and others are best suited for. They are also willing to rotate roles to maximize their own and others’ group learning* experience.