

Change Management: Frequently Asked Questions

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I. Why Questions (Questions and concerns that relate to seeing the big picture)

1. Why are the proposed changes needed?
2. Why are the proposed changes being considered now?
3. Why were the proposed changes not introduced before?
4. Why do you think the proposed changes are better than the status quo?
5. Why have more people not been involved in developing the proposed changes?
6. Why isn't more time being allowed for the proposed changes to be discussed?
7. Why have you selected these changes as opposed to other changes?
8. Why did we not receive prior notice that changes were being considered?
9. Why are the proposed changes targeted on me and my part of the organization?

II. Who Questions (Questions and concerns that relate to people and roles)

1. Who decided that change is needed?
2. Who decided that all the proposed changes will focus on my part of the organization?
3. Who developed the proposed changes?
4. Who approved the proposed changes?
5. Who agrees with you that the proposed changes are needed?
6. Who will be in charge of managing the proposed changes?
7. Who will implement the proposed changes?
8. Who will be in charge of monitoring the impacts of the proposed changes?
9. Who will decide if the proposed changes are working?
10. Who has the power and authority to reverse the proposed changes if they are not working?
11. Who will be affected by the proposed changes?
12. Who will be affected most by the proposed changes?
13. Who will benefit from the proposed changes?
14. Who will benefit most from the proposed changes?

15. Who will be adversely affected by the proposed changes?
16. Who will be most adversely affected by the proposed changes?
17. Who have you consulted on the proposed changes?
18. Who will be asked to comment on the proposed changes?
19. Who will review comments on the proposed changes?
20. Who has to agree before the proposed changes are implemented?
21. Who will pay for the proposed changes?
22. Whose program will be most impacted?
23. Who will be held responsible and accountable for ensuring the proposed changes are implemented?
24. Who will be held responsible and accountable if the proposed changes fail to achieve their goals and objectives?
25. Who do you think has enough time to devote to the proposed changes given all the other things they have to do?
26. Who else knows about the proposed changes?
27. What does history say about the probability of success of the proposed changes?
28. What do experts on organizational change say about the probability of success of these or similar proposed changes?
29. Who will be impacted most by the proposed changes?

III. What Questions (Challenges that relate to things, people, and roles)

1. What specific changes are being proposed?
2. What problems are the proposed changes meant to address?
3. What are the proposed changes intended to accomplish?
4. What options and alternatives, other than the proposed changes, have been considered?
5. What process did you use to decide which option or alternative would be best?
6. What persons will be affected by the proposed changes?
7. What departments or divisions will be affected by the proposed changes?
8. What processes or procedures will be affected by the proposed changes?
9. What will be the scope of the proposed changes?
10. What are the goals and objectives of the proposed changes?
11. What changes will be needed before the proposed changes can be installed?
12. What are the specifics of the implementation plan?
13. What are the specifics of the transition plan?
14. What is the schedule and timing for the proposed changes?
15. What do you expect will be the response to the proposed changes from within the organization?
16. What do you expect will be the response to the proposed changes from outside the organization?
17. What incentives, rewards, or compensation will you offer for those who are being asked to adopt the proposed changes?

18. What assistance are you offering to those adversely affected by the proposed changes?
19. What are the major uncertainties about the proposed changes?
20. What type of resistance are you expecting to the proposed changes?
21. What barriers do the proposed changes need to overcome?
22. What happens if the proposed changes do not have the intended benefits?
23. What evidence do you have that the proposed changes will be beneficial?
24. What is the most compelling argument for the need for proposed changes?
25. What is the most compelling argument for maintaining the status quo?
26. What change comes first?
27. What change comes next?
28. What things have to change?
29. What people have to change?
30. What roles have to change?
31. What direction will the proposed changes take us?
32. What permissions are needed before the proposed changes can be put into effect?
33. What will the cost be to delaying the proposed changes?
34. What other changes are being considered at this time?

IV. Where Questions (Challenges that relate to direction and how things fit together)

1. Where in the organization will the proposed changes take place?
2. Where in the organization did the proposed changes originate?
3. Where can people get more information about the proposed changes?
4. Where can people send their comments on the proposed changes?
5. Where will comments on the proposed changes be posted?
6. Where does [person "x"; department "y"; organization "z"] fit into the proposed changes?
7. Where are you going to find the resources to implement and sustain the proposed changes?
8. Where in the organization will the impacts of the proposed changes be felt the most?

V. When Questions (Challenges that relate to scheduling and timing)

1. When was the decision made that changes are needed?
2. When will the proposed changes take place?
3. When will people be notified about the proposed changes?
4. When will we have time to review the proposed changes?
5. When will the proposed changes become finalized?
6. When will the schedule for the proposed changes be announced?

VI. How Questions (Challenges that relate to how things influence one another and how to measure impacts)

1. How involved have you been in developing the proposed changes?
2. How will the proposed changes be implemented?
3. How will the proposed changes be communicated within the organization?
4. How much have others been involved in developing the proposed changes?
5. How ready are we to change?
6. How will the proposed changes be communicated externally?
7. How will the proposed changes be communicated internally?
8. How much time will we have to review the proposed changes?
9. How long will it take for the proposed changes to be implemented?
10. How much time from other work will be needed to implement the proposed changes take?
11. How do you expect those implementing the proposed changes to fulfill their other work responsibilities?
12. How will you deal with those who resist or don't want to change?
13. How will you integrate the proposed changes with activities in other parts of the organization?
14. How many people will be affected by the proposed changes?
15. How will people function during the transition period as the proposed changes are being made?
16. How will you monitor and adjust the effectiveness of the proposed changes?
17. How will you measure the outcomes and benefits of the proposed changes?
18. How will you sustain any benefits that will be derived from the proposed changes?
19. How much will the proposed changes cost?
20. How will we pay for the proposed changes?
21. How many resources will need to be diverted to achieve the proposed changes?
22. How many resources will need to be diverted to sustain the proposed changes?
23. How will the proposed changes empower employees?
24. How will costs for the proposed changes affect other the budgets of other programs or projects?
25. How much will the benefits of the proposed changes outweigh the costs?
26. How will people who have comments on the proposed changes be informed about the response to their comments?
27. How will you address rumors, misperceptions, and misinformation about the proposed changes?
28. How will you prevent the dissemination of rumors and false information about the proposed changes?
29. How confident are you that the proposed changes will achieve the intended goals?
30. How will those making decisions about the proposed changes be impacted themselves by the consequences?

31. How prepared are you to address and mitigate any resistance that will develop in response to the proposed changes?"
32. How will the proposed changes affect me?
33. How will the proposed changes affect my part of the organization?
34. How can I influence the proposed changes?
35. What is the scope of my potential influence on the proposed changes?

Message Map		<u>Stakeholder Question or Concern:</u>			
<u>Key Message</u>		<u>Key Message</u>		<u>Key Message</u>	
<u>Supporting Info.</u> 1.1		<u>Supporting Info.</u> 2.1		<u>Supporting Info.</u> 3.1	
<u>Supporting Info.</u> 1.2		<u>Supporting Info.</u> 2.2		<u>Supporting Info.</u> 3.2	
<u>Supporting Info.</u> 1.3		<u>Supporting Info.</u> 2.3		<u>Supporting Info.</u> 3.3	



President Barack Obama gives a hug to Dallas nurse Nina Pham in the Oval Office of the White House, October 24, 2014, the day the 26-year-old nurse was released from her Atlanta hospital isolation room after overcoming Ebola. Designed to convey these messages ed to convey these ideas to the public: Ebola can be beaten. The American healthcare system can cure Ebola. Ebola cannot be transmitted from a former patient. Do not be afraid of Ebola. I am a caring and concerned leader.

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77 Questions Commonly Asked by Journalists during a Crisis

(Reprinted from: Covello, V.T., Keeping Your Head In A Crisis: Responding To Communication Challenges Posed By Bio-terrorism And Emerging Infectious Diseases. Association of State and Territorial Health Officers (ASTHO), 2003)

Journalists are likely to ask six questions in a crisis (who, what, where, when, why, how) that relate to three broad topics: (1) what happened; (2) What caused it to happen; (3) What does it mean.

Specific questions include:

- 1) What is your name and title?
- 2) What are your job responsibilities?
- 3) What are your qualifications?
- 4) Can you tell us what happened?
- 5) When did it happen?
- 6) Where did it happen?
- 7) Who was harmed?
- 8) How many people were harmed?
- 9) Are those that were harmed getting help?
- 10) How certain are you about this information?
- 11) How are those who were harmed getting help?
- 12) Is the situation under control?
- 13) How certain are you that the situation is under control?
- 14) Is there any immediate danger?
- 15) What is being done in response to what happened?
- 16) Who is in charge?
- 17) What can we expect next?
- 18) What are you advising people to do?
- 19) How long will it be before the situation returns to normal?
- 20) What help has been requested or offered from others?
- 21) What responses have you received?
- 22) Can you be specific about the types of harm that occurred?
- 23) What are the names of those that were harmed?
- 24) Can we talk to them?
- 25) How much damage occurred?
- 26) What other damage may have occurred?
- 27) How certain are you about damages?
- 28) How much damage do you expect?
- 29) What are you doing now?
- 30) Who else is involved in the response?
- 31) Why did this happen?
- 32) What was the cause?

- 33) Did you have any forewarning that this might happen?
- 34) Why wasn't this prevented from happening?
- 35) What else can go wrong?
- 36) If you are not sure of the cause, what is your best guess?
- 37) Who caused this to happen?
- 38) Who is to blame?
- 39) Could this have been avoided?
- 40) Do you think those involved handled the situation well enough?
- 41) When did your response to this begin?
- 42) When were you notified that something had happened?
- 43) Who is conducting the investigation?
- 44) What are you going to do after the investigation?
- 45) What have you found out so far?
- 46) Why was more not done to prevent this from happening?
- 47) What is your personal opinion?
- 48) What are you telling your own family?
- 49) Are all those involved in agreement?
- 50) Are people over reacting?
- 51) Which laws are applicable?
- 52) Has anyone broken the law?
- 53) How certain are you about whether laws have been broken?
- 54) Has anyone made mistakes?
- 55) How certain are you that mistakes have not been made?
- 56) Have you told us everything you know?
- 57) What are you not telling us?
- 58) What effects will this have on the people involved?
- 59) What precautionary measures were taken?
- 60) Do you accept responsibility for what happened?
- 61) Has this ever happened before?
- 62) Can this happen elsewhere?
- 63) What is the worst case scenario?
- 64) What lessons were learned?
- 65) Were those lessons implemented? Are they being implemented now?
- 66) What can be done to prevent this from happening again?
- 67) What would you like to say to those who have been harmed and to their families?
- 68) Is there any continuing danger?
- 69) Are people out of danger? Are people safe? Will there be inconvenience to employees or to the public?
- 70) How much will all this cost?
- 71) Are you able and willing to pay the costs?
- 72) Who else will pay the costs?
- 73) When will we find out more?
- 74) What steps need to be taken to avoid a similar event?
- 75) Have these steps already been taken? If not, why not?
- 76) Why should we trust you?
- 77) What does this all mean?

Basic Risk Communication/Message Mapping Templates*

Use these templates to create effective messages in high concern situations

CCO TEMPLATE

Use when asked a question with high-emotion

Steps:

- Compassion
- Conviction
- Optimism

Example: (1) "I am very sorry to hear about..."; (2) I firmly believe that...;(3) In the future, I believe that ...

"WHAT IF" TEMPLATE

Use when asked a low probability "what if, what might happen" question

Steps:

- Repeat the question (without negatives)
- Bridge to "what is"
- State what you know factually

Example: (1) "You've asked me what might happen if..."; (2) I believe there is value to talk about what is, what we know now; (3) And what we know is..."

*Source: Dr. Vincent T. Covello , Center for Risk Communication, Copyright 2013

BRIDGING TEMPLATES

Use when you want to return to your key points or redirect the communication

1. "And what's most important to know is..."
2. "However, what is more important to look at is..."
3. "However, the real issue here is..."
4. "And what this all means is..."
5. "And what's most important to remember is ..."
6. "With this in mind, if we look at the bigger picture..."
7. "With this in mind, if we take a look back..."
8. "If we take a broader perspective, ..."
9. "If we look at the big picture..."
10. "Let me put all this in perspective by saying..."
11. "What all this information tells me is..."
12. "Before we continue, let me take a step back and repeat that..."
13. "Before we continue, let me emphasize that..."
14. "This is an important point because..."
15. "What this all boils down to is..."

1N=3P TEMPLATE (ONE NEGATIVE EQUALS THREE POSITIVES) /BAD NEWS TEMPLATE

Use when breaking bad news or stating a negative

Recommendation: Balance one bad news or negative message with a least three or more positive, constructive, or solution oriented messages

AGL-4 TEMPLATE (AVERAGE GRADE LEVEL MINUS FOUR TEMPLATE)

Use when responding to any high stress or emotionally charged question

Recommendation: Provide information at four or more grade levels below the average grade level of the audience.

GUARANTEE TEMPLATE

Use when asked to guarantee an event or outcome

Steps

- Indicate that the question is about the future
- Indicate that the past and the present help predict the future
- Bridge to known facts, processes or actions

Example: (1) "You've asked me for a guarantee, to promise something about the future; (2) The best way I know to talk about the future is to talk about what we know from the past and the present; (3) And what we know is..." **OR** "What I can guarantee [assure; promise; tell you] is..."

YES/NO TEMPLATE

Use when asked a yes/no question that cannot be answered yes or no

Steps

- Indicate you have been asked a yes/no question
- Indicate it would be difficult to answer the question yes or no
- Indicate why it would be difficult to answer the question yes or no
- Respond to the underlying concern

IDK (I DON'T KNOW) TEMPLATE

Use when you don't know, can't answer, or aren't best source

Steps

- Repeat the question (without negatives)
- Say "I wish I could answer that"; or "My ability to answer is limited by ...;" or "I don't know" (often least preferred)
- Say why you can't answer
- Provide a follow up with a deadline
- Bridge to what you can say

Example: (1) "You've asked me...; (2) I wish I could answer your question...; (3) This is not my field of expertise...; (4) I will do my best to get an answer...; (5) I expect to be able to tell you more by ...; (6) What I can tell you is..."

FALSE ALLEGATION TEMPLATE

Use when responding to a hostile question, false allegation, or criticism

Steps

- Repeat/paraphrase the question without repeating the negative; repeat instead the opposite; the underlying value or concern, or use more neutral language
- Indicate the issue is important
- Indicate what you have done, are doing, or will do to address the issue

Example: (1) "You've raised a serious question about "x"; (2) "x" is important to me; (3) We are doing the following to address "x."

27/9/3 TEMPLATE

Use when responding to any high stress or emotionally charged question

Recommendation: Be brief and concise in your first response: no more than 27 words, 9 seconds, and 3 messages

PRIMACY/RECENCY TEMPLATE

Use when responding to any high stress or emotionally charged question

Recommendation: Provide the most important items or points first and last

RULE OF 3 TEMPLATE

Use when responding to any high stress or emotionally charged question

Recommendation: Provide no more than three messages, ideas, or points at a time

Example: My three main points are: (1) ...; (2)....; and (3)....

<p>Advanced Risk Communication/Message Mapping Templates*</p> <p><i>Use these advanced templates to create effective messages in high concern, high stress situations</i></p> <p>TBC TEMPLATE</p> <p>when responding to questions or concerns indicating high perceived risks or outrage.</p> <ul style="list-style-type: none"> • (T)rust Message (For example, messages communicating listening, caring, honesty, transparency, or competence) • (B)enefit Message (For example, messages communicating benefits to the individual, organization, or society) • (C)ontrol Message (For example, messages that give people things to do or that increase their sense of hope or self- efficacy. <p>-----</p> <p>*Source: Dr. Vincent T. Covello , Center for Risk Communication, Copyright 2009</p>	<p>KDG TEMPLATE</p> <p>Use to give upset people a greater sense of control.</p> <ul style="list-style-type: none"> • (K)now Message: Share what is most important for people to know. • (D)o Message: Share what is most important for people to do • (G)o Message: Share where people should go for credible information <p>KDD TEMPLATE</p> <p>Use to give upset people a greater sense of control</p> <ul style="list-style-type: none"> • (K)now Message: Share what is most important for people to know. • (D)o Message: Share what you are doing to address the concern • (D)o Message: Share what people can do to address the concern 	<p>CARING/SHARING TEMPLATE</p> <p>Use when responding to a question or statement containing incorrect information.</p> <ul style="list-style-type: none"> • Caring Message: State what you and the person holding incorrect information have in common. • Sharing (1) Message: Invite the person holding incorrect information to share their information with you • Sharing (2) Message: Re-share your information <p>Example: (1) "I assume you asked this question because you care about ..., which I also care about; (2) I would greatly appreciate your sharing with me all the information you have so I can review it; (3) In the meantime, the information I have indicates..."</p>
<p>CAP TEMPLATE</p> <p>Use when responding to a high concern question or statement</p> <ul style="list-style-type: none"> • (C)aring Message: Provide a message indicating caring, concern, empathy, or compassion. The message should communicate the seriousness of the situation. • (A)ction Message: State actions you have, are, or will take to address the issue or problem. For example, the message might indicate you are cooperating with other organizations or conducting an investigation. • (P)erspective Message: Provide information that puts the issue in perspective or context. 	<p>AAF Template</p> <p>Use when the immediate goal is build, maintain, or restore trust in the face of large uncertainties</p> <ul style="list-style-type: none"> • (A)knowledge Uncertainty Message: Identify uncertainties, gaps and challenges. • (A)ction Message: State actions you have, are, or will take to address uncertainty. (For example, cooperating with other organizations or conducting an investigation.) • (F)ollow Up Message: Provide information on where people can obtain timely and credible information. <p>AAF (Acknowledging Uncertainty): Examples</p> <ul style="list-style-type: none"> • "I wish we knew more." • "There are still many uncertainties." • "I had hoped we could be more certain by now." • "It must be difficult to hear how many uncertainties there are." • "There is still much that we need to know..." • "There are many unanswered questions..." • "There is a range of expert opinion on this issue." 	<p>TPS Template</p> <p>Use when to enhance credibility</p> <ul style="list-style-type: none"> • (T)hird • (P)arty • (S)upport <p>Developing third party support and validation for the basic risk messages of the organization is essential.</p> <p>Support should ideally come from those high a credibility ladder. For example, for health, safety, and environmental messages, these might include medical authorities, advisory boards, local leaders, relevant academics, and fire and police officials.</p> <p>Support should ideally come from at three to four credible third parties.</p>

**Seven Implications of Neuroscience Research
for
Effective Risk, Crisis, and Change Communications**

Executive Summary

Date: September 7, 2015

Source: Dr. Vincent T. Covello, Director, Center for Risk Communication, New York, New York

When people are fearful, stressed or upset, they typically:

- 1. ...want to “*know that you care before they care what you know.*”**
 - caring, empathy, and listening typically account for as much as 50% of trust determination
 - trust is often established in the first 1-30 seconds
 - 95% of fears and concerns are driven by perception factors such as trust, benefits, control, and fairness
 - once lost, trust is difficult to regain
- 2. ...have difficulty *hearing, understanding, and remembering* information.**
 - “*mental noise*” can reduce the ability to process information by up to 80%
 - 95% of high concern questions can be anticipated and prepared for in advance
- 3. ...receive information best when delivered in *small digestible chunks/bytes.***
 - message chunks/bites should ideally contain less than 27 words; be delivered in less than 9 seconds; be supported by 3 facts; be repeated 3 times
- 4. ...are more likely to recall information they hear *first and last.***
- 5. ...process information at *four grades below their educational level.***
- 6. ...focus more on *negative information* than positive.**
 - negative statements should be balanced by three to four positive or constructive ones
 - avoid absolutes (“no, not, never, none, always, every, all, etc.”)
 - avoid words with high negative imagery
- 7. ...actively look for *visual information* to support verbal messages**
 - people typically give greater weight to non-verbal cues than verbal information in determining trust and credibility.
 - people typically assign a negative interpretation to non-verbal cues
 - as much as one-third of high concern information is processed in the lizard part of the brain, which largely processes visual information

PERIODIC TABLE FOR HIGH CONCERN COMMUNICATION

Use these templates for high concern, risk, crisis, and change management situations

Basic Templates		Key Templates		Advanced Templates	
<p>R3 (Rule of 3)</p> <p>Use when responding to any high stress or emotionally charged question.</p> <p>Recommendation: Provide no more than three messages, ideas, or points at a time.</p>	<p>IDK (I Don't Know)</p> <p>Use when you don't know, can't answer, or aren't the best source.</p> <p>Steps:</p> <ul style="list-style-type: none"> Repeat the question (without negatives) Say "My ability to answer is limited by...;" or "I don't know" Say why you can't answer Provide a follow up with a deadline Bridge to what you can say 	<p>CCO (Compassion, Conviction, Optimism)</p> <p>Use when asked a question with high emotion.</p> <p>Steps:</p> <ul style="list-style-type: none"> Compassion (Caring, Empathy, Listening) Conviction Optimism <p>Example: (1) "I am very sorry to hear about...;" (2) "I'm confident that...;" (3) "In the future, I believe that..."</p>	<p>ALE (Authority, Logic, Emotion)</p> <p>Use to encourage appropriate attitudes, beliefs, or behaviors.</p> <ul style="list-style-type: none"> (A)uthority Message: Appeal to authority—those perceived as high in credibility (L)ogic Message: Appeal to logic (if x, then y). (E)motion Message: Appeal to an emotion (anger, fear, joy, empathy, surprise, grief, hope, etc). 	<p>KDG (Know, Do, Go)</p> <p>Use to give upset people a greater sense of control.</p> <ul style="list-style-type: none"> (K)now Message: Share what is most important for people to know. (D)o Message: Share what is most important for people to do. (G)o Message: Share where people should go for credible information. 	
<p>P/R (Primacy/Recency)</p> <p>Use when responding to any high stress or emotionally charged question.</p> <p>Recommendation: Provide the most important items or points first and last.</p>	<p>FA (False Allegation)</p> <p>Use when responding to a hostile question, false allegation, or criticism.</p> <p>Steps:</p> <ul style="list-style-type: none"> Repeat/paraphrase question without repeating the negative; repeat underlying value or concern, or use more neutral language Indicate the issue is important Indicate what you have done, are doing, or will do to address the issue 	<p>27/9/3 (27 Words, 9 Seconds, 3 Messages)</p> <p>Use when responding to any high stress or emotionally charged question.</p> <p>Recommendation: Be brief and concise in your first response; no more than 27 words, 9 seconds, 3 messages.</p>	<p>TBC (Trust, Benefit, Control)</p> <p>Use when responding to questions or concerns indicating high perceived risks or outrage.</p> <ul style="list-style-type: none"> (T)rust Message: Listening to messages communicating listening, caring, or transparency. (B)enefit Message: Messages communicating benefits to the individual, org, or society. (C)ontrol Message: Messages that give people things to do or give them a sense of control. 	<p>KDD (Know, Do, Do)</p> <p>Use to give upset people a greater sense of control.</p> <ul style="list-style-type: none"> (K)now Message: Share what is most important for people to know. (D)o Message: Share what you are doing to address the concern. (D)o Message: Share what people can do to address the concern. 	
<p>G/WI (Guarantee/What If)</p> <p>Used when asked a "what if" question or to guarantee an event or outcome.</p> <p>Steps:</p> <ul style="list-style-type: none"> Indicate that the question is about the future Indicate that the past and the present help predict the future Bridge to "what is": known facts, processes or actions 	<p>AGL-4 (Average Grade Level Minus Four)</p> <p>Use when responding to any high stress or emotionally charged question.</p> <p>Steps: Provide information at four or more grade levels below the average grade level of the audience.</p>	<p>IN=3P (One Negative Equals Three Positives)</p> <p>Use when breaking bad news or stating a negative.</p> <p>Recommendation: Balance one bad news or negative message with at least three or more positive, constructive, or solution-oriented messages.</p>	<p>CAP (Caring, Action, Perspective)</p> <p>Use to give upset people a greater sense of control.</p> <ul style="list-style-type: none"> (C)aring Message: Communicates listening, caring, empathy, and compassion. (A)ction Message: Actions you are taking to address the concern. (P)erspective Message: Helps put the concern in perspective. 	<p>VCD (Voice, Choice, Do)</p> <p>Use to give upset people a greater sense of control.</p> <ul style="list-style-type: none"> (V)oice Message: Messages communicating listening, dialogue, or participation. (C)hoice Message: Messages communicating options, alternatives, or available choices. (D)o Message: Messages that give people things to do, increase feelings of hope, etc. 	
<p>AAF (Acknowledge, Action, Follow-up)</p> <p>Steps:</p> <ul style="list-style-type: none"> (A)cknowledge Uncertainty: Identify knowledge gaps and challenges (A)ction: State actions you have taken, are taking or will take to address the issue (F)ollow-up: Provide information on where people can obtain timely and credible information 	<p>Y/N (Yes/No Template)</p> <p>Use when asked a yes/no question that cannot be answered yes or no.</p> <p>Steps:</p> <ul style="list-style-type: none"> Indicate you have been asked yes/no question Indicate it would be difficult to answer the question yes or no Indicate why it would be difficult to answer the question yes or no Respond to the underlying concern 	<p>KDK (Know/Don't Know)</p> <p>Use when there is high uncertainty.</p> <p>Steps:</p> <ul style="list-style-type: none"> State what you know State what you don't know State what you are doing to achieve greater certainty or knowledge 	<p>C/S (Caring/Sharing)</p> <p>Use when responding to a question or statement containing incorrect information.</p> <ul style="list-style-type: none"> (C)aring Message: State what you and the person holding incorrect information have in common. (S)haring Message (1): Invite person holding incorrect information to share their information w/ you. (S)haring Message (2): Share the correct information again. 	<p>Reference</p> <p>  Dr. Vincent Covello, Director www.centerforriskcommunication.com Maga Design, Visual Strategists www.magadesign.com </p> <p>© 2014</p>	