



## **Crisis Communications or Academic Nursing Leader**

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**PRESENTED BY: Mark Weaver**



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**CommunicationsCounsel.com**

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**Follow me on Twitter:**  
**@MarkRWeaver**




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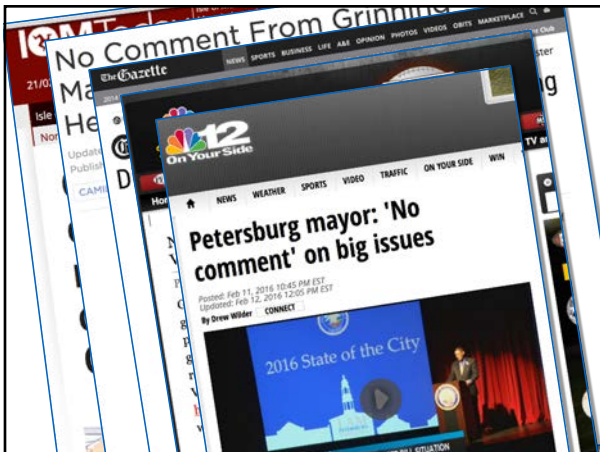
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**When PR PROS Decide Our Press Strategy:**



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**Thinking Like a Reporter**

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**Views of Health Care**

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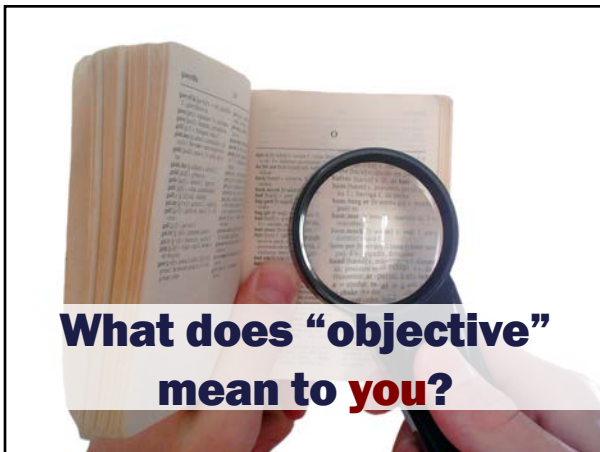
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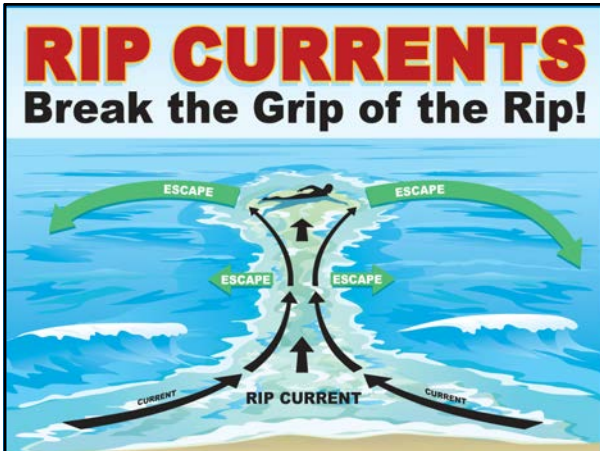
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**Tell the FACTS as soon you  
know they are FACTS**



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**TELL IT:**

**Fast**

**Truthfully**

**All at once**



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**NARRATIVE**

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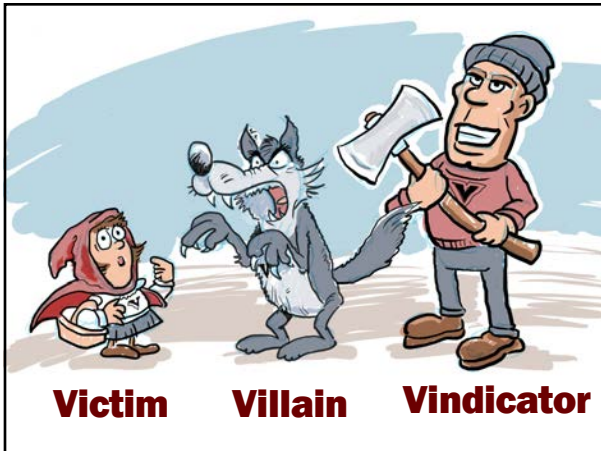
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**Victim Villain Vindicator**

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Who picks first?

**MONOPOLY**



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What about when we **can't** say something?



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**General  
(noncommittal)  
Responses**



aka "holding statements"

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**Categories:**

**Aspirational**

**Procedural**

**More to Come**

**Gag Order**



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**Ask Yourself:**

**What can you say  
that **WON'T**  
change?**



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**“Our medical professionals have dedicated their lives to healing people and saving lives. We expect everyone who works here to provide the best possible care to every patient.”**

**Aspirational**

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**“This lawsuit is just an allegation. Our attorneys will soon file court documents that will deny these allegations. In court, our side of this situation will become clearer.”**

**Procedural**

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**“We take these allegations seriously. We know it’s important and that the public wants to know more about this. That’s why we’re carefully reviewing this lawsuit and we’ll respond in more detail soon.”**

**More to Come**

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**“The Judge has asked us to not discuss the details of the case in the press. We respect her order and we will present our case aggressively in court.”**

**Gag Order**

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**KEY POINT:**



**Get Crisis Communications Help**

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**KEY POINT:**



**Get my emergency tips card**

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**tinyurl.com/CrisisCard2019**

**Download**




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# Who will talk to the press?



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- Competent
- Credible
- Caring



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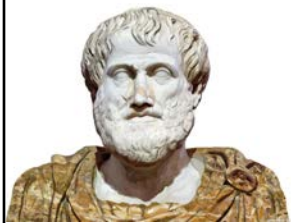
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**ARISTOTLE**



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**BUT NOT IF THEY AREN'T:**

- Competent**
- Credible**
- Caring**



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**GOAL: "They GET it."**

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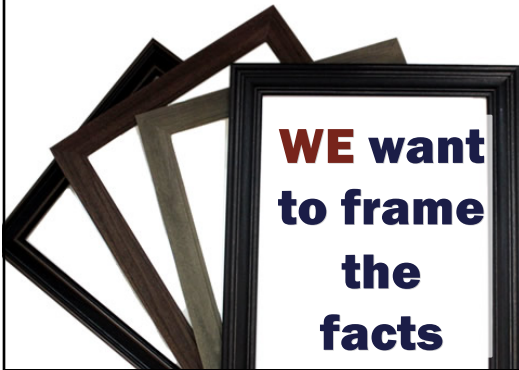
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**KEY POINT:**



**WE want  
to frame  
the  
facts**

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**KEY POINT:**



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**While we're waiting for approval of our message...**



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**KEY POINT:**



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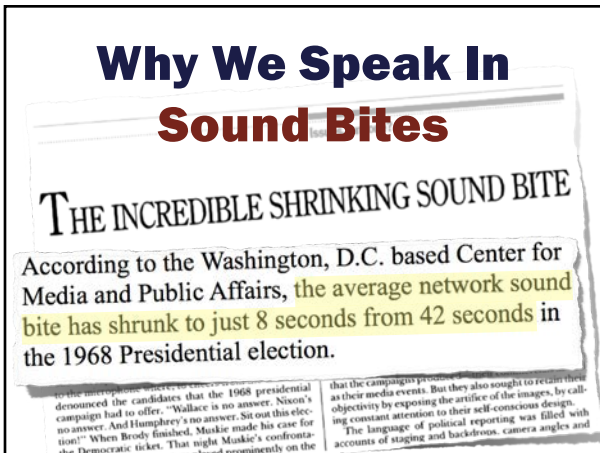
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### Flesch-Kincaid Readability Score

Readability Statistics

Counts	
Words	763
Characters	3,849
Paragraphs	18
Sentences	46
Averages	
Sentences per Paragraph	2.5
Words per Sentence	16.5
Characters per Word	4.9
Readability	
Flesch Reading Ease	50.5
Flesch-Kincaid Grade Level	10.3
Passive Sentences	13%

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Result

first attempts at writing involved **wielding a crayon** like the **perceptual blunt instrument**. The **remnants** of that work survive in **crumpled** form, **dashed** into odd corners of boxes otherwise **growing** with the **debris** of my childhood. It is best left **unpublished**.

Later, despite my very best effort at being **unnoticeable** in class behind an open copy of The Hockey News, my eighth-grade English teacher (an **and Philadelphia Flyers fan himself**) saw something in my writing. He asked me to serve as the editor of our school newspaper. Anyone who knows me well back then was as surprised as I was. My contributions to the **Abington Junior High School Informer** were **pedestrian** and as **unmemorable** as an hour of detention. Perhaps the sole exception was my **internationally-sustained** work as the newspaper's anonymous advice columnist "Dear Gailby." Such **brilliance** of **communication** would not go **unnoticed**.

In high school, few people would have **imagined** me as much of a writer, particularly since I could neither type well nor **handwrite** legibly. The **advent** of computers and word processing software helped that along and, by the time I finished graduate school and law school, my ability to write in a format for mass distribution was supported and **enhanced** by technology.

Early on, my writing was almost always on behalf of others. While I'd written a few letters to the editor in my own name (the first being published in the now-defunct **Philadelphia Bulletin** daily newspaper when I was 16), I was mostly a **ghostwriter** for public officials and politicians. Word got around that I was available to write news **interviews**, opinion **columns**, and **speeches** and I soon **subsidized** together a small income from it.

Even while going to law school at night, which requires a significant amount of writing in itself, I **shunned** leisure  **pursuits** aside and made time to tackle several writing projects every week. The **process** was **rewarding** and **providing** for the tasks **assigned**. Some projects were fun to write. Others felt like ten miles of bad road. For example, while I was glad to cash the checks, I was not particularly **impressed** of my **last** doing technical writing for a ball bearing manufacturer. Did you know that a **chromium steel** **cracked** ball bearing can help protect against **heart** (I'll leave that to you, doctor). And so, I wrote.

Years later, after a  **stint** as a national spokesman for the United States Department of Justice, I worked as a communications and media consultant in Washington, D.C., where instead of writing for state **inspectors**, commissioners, and judges, I found myself **drafting** work for **congressmen**, **senators**, and **governors**. During those five years, the highlight was writing, **directing**, and producing a television special that was hosted by former president **Ronald Reagan**. That media project, which including spending a morning with Mr. **Reagan** helping him with his television delivery, remains the **color** highlight of my communications career. I **learned** the **script** in the best **freemange** style I could manage, and I was proud to see President **Reagan's** own copy of my **script** **underlined**, highlighted, and dog-eared. A previously-published **firsthand** account of that session is featured here in this book.

Later, when I moved to **Ohio** in 1995 to become the state's Deputy Attorney General, I found the kind of work I do much in demand. Legal **drafting**, **composing** high-profile **website** work, and **creative** writing in the policy arena became my daily tasks. Many days, I write as much as a working journalist would. Other days, I spend hours **editing** the work of my staff and colleagues.



Common:	86%, 1242
Mid-Frequency:	10%, 138
Rare:	4%, 50
Suitability for general audience score:	91
Number Of Words:	1440

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## ScienceandPublic.com

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**Oldest Person at the Thanksgiving Table**

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**Use POWER Words**

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**Getting the Human Element Into A Crisis**

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## Traffic Light



**Red Light**  
Information you **MUST NOT** talk about – illegal, unethical, unprofessional

**Yellow Light**  
Information you'd **RATHER NOT** talk about – not important or distracting from message

**Green Light**  
Information you **WANT** to talk about – your message

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## Green Light



**Your three most important messages, such as:**

**Examples of hard work or good effort**

**Your mission**

**Why this matter is important**

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**But: careful with over-statements.**



**Particularly with veteran reporters**

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**Yellow Light**

- Answers to hypothetical questions
- Facts that place you in bad light (unless inoculating)
- Your personal opinion
- Rumors
- Information about process and procedure

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**Red Light**

- Comments critical of sympathetic victims
- Privileged or confidential information
- Investigative materials
- Defamatory comments
- Lies

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**For each of your green light points:**

<u>ANECDOTES</u>	<u>MEMORABLE STATISTICS</u>	<u>PUNCHLINES</u>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____

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**Bring this  
Training to  
YOUR  
organization**



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**Half day or full day**

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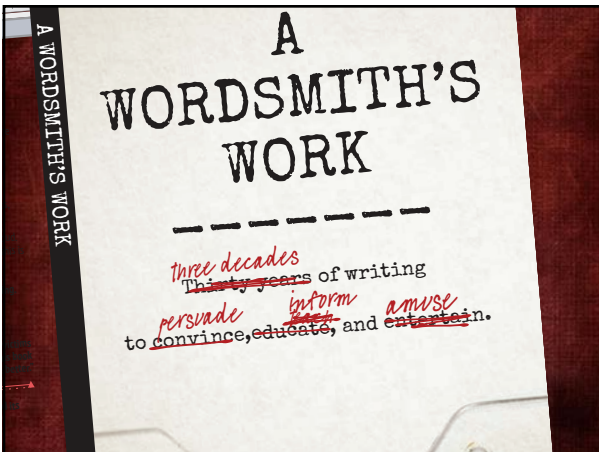
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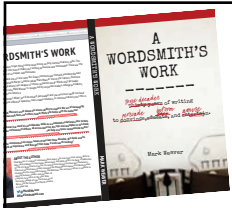
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**CHAPTERS ON:**

- 1. Health Care Crisis Communications**
- 2. Writing op-eds**
- 3. Better Speeches**
- 4. Sharpen writing skills**

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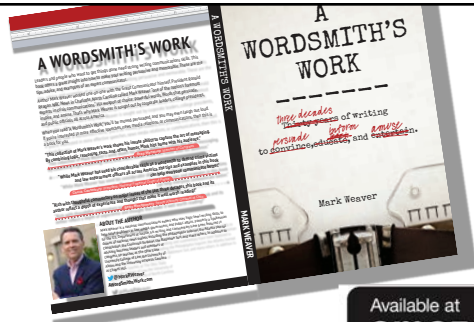
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Available at **amazon**

**AWordsmithsWork.com**

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