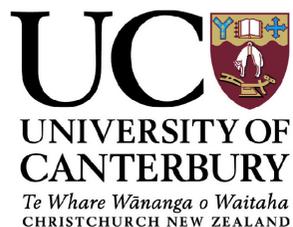


RISK COMMUNICATION IN CONTEXT: CROSSING THE DISCIPLINARY BOUNDARIES

FACILITATED BY: Jacqueline Dohaney

**PROJECT TEAM: THOMAS M. WILSON, BEN KENNEDY, ERIK BROGT,
EMMA HUDSON-DOYLE, BRENDON BRADLEY, DAVID JOHNSTON AND JAN LINDSAY**



Produced with
support from:



QuakeCoRE
NZ Centre for Earthquake Resilience



HOUSE KEEPING:

Wi-Fi:

Network: ucguest16

Password: happy179

- ✓ Ladies bathroom (upstairs), Mens (downstairs)
- ✓ Afternoon tea at 3:30pm
- ✓ Finish at 5pm. If you'd like to join us downstairs for a beverage, please do.

MY ROLE TODAY:

- ✓ Facilitator
- ✓ Background in geology and education
- ✓ Sharing risk communication resources
 - ✓ All resources we will encounter today is available online via:
riskcommresources.strikingly.com
 - ✓ Please share widely!
 - ✓ The resources are for educational use only.

RESEARCH PROJECT GOALS:

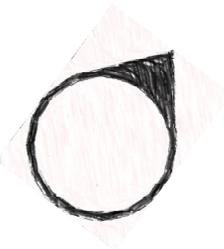
- ✓ **Engage** with professionals in geology, emergency management, and engineering sectors within New Zealand.
 - ✓ People responsible for communicating natural hazards science to the public.
 - ✓ Risk & crisis communication.
- ✓ **Share our experiences** with communication training.
- ✓ **Raise awareness** of value of role-play & training exercises.

Method

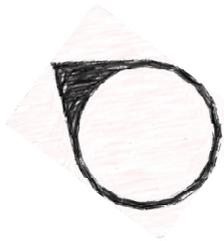


Interviews with professionals

- **Participatory** engagement approach
- **Professionals** (n=20) in geology, emergency management, and engineering sectors within New Zealand
 - Aim was to interview a range of professionals
 - People currently active in risk and crisis communication
- **Snowball** sampling approach
- Interview protocol designed to **identify specific communication needs** and styles of engagement which is suited to the professionals

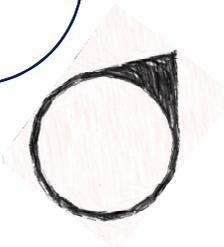


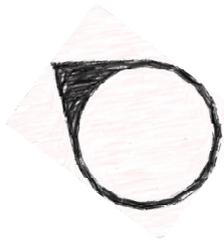
Results: Communication needs



*Most commonly mentioned theme: **strategic planning***

- Programme or **campaign-level** strategy
- **Support** and acknowledgement that communication work matters
- **Targeted** (i.e., to specific groups) communication strategies
- **Evaluation** strategies
- **Risk** and resilience basics
- **Participatory** approaches to communication





Results: Shared knowledge

Many of the professionals interviewed are active communicators and communication researchers. Several key resources have been identified and will be shared today:

- Lessons Learned in Communication Training (Dohaney 2016)
- **Crossing the Disciplinary Boundaries** (Dohaney and McBride, 2016)
- 16Cs and 7Ts of **communication best practice** (Bryner, 2016)
- **Reflective practice** for communicators (McBride, 2016)

WORKSHOP OBJECTIVES:

- ✓ **Discuss** the lessons learned from our research into communication education.
- ✓ **Reflect** on how different professionals approach communication differently due, in part, to their training, experiences, and values.
- ✓ **Recognise that communication is a team-effort** shared by these disciplines, with the public.

WORKSHOP OBJECTIVES:

- ✓ **Build a multi-level strategy** to target a specific audience, and evaluate their specific communication needs and considerations.
- ✓ Learn about research-informed **science and risk communication best practices** individually. Build your own strategy.
- ✓ Reflect on areas for growth, reflection and improvement. **Recognise** your own challenges and needs in risk communication.

COMMUNICATION LEARNING: WHAT DO WE KNOW?



Higher Education Research for Improved Communication



NPF
NATIONAL PROJECT
FUND
AKO AOTEAROA

This project developed and evaluated a suite of scenarios that can be used as real-time role-plays that enhance communication skills. Through these role-plays, learners can gain experience in realistic and challenging situations where they need to rapidly respond in an uncertain environment, and effectively communicate with a range of stakeholders

Lesson 1. A holistic & interdisciplinary approach



- You cannot understand communication without exploring its history and use from **many domains** (E.g., Public relations, health communication).
- **Different definitions:** risk vs. crisis vs. science communication.

Lesson 2. Communication is cultured and highly contextualised

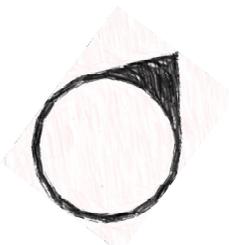
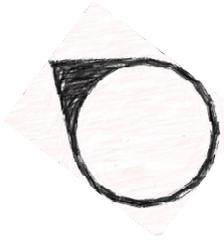
- Communication is no longer viewed as Source -> Receiver. Communication does not occur in a vacuum.
- Training should include tasks that allow us to assess the appropriateness of strategies for specific circumstances.

Lesson 3. Communication is multi-faceted

*Some scientists approach communication with a **narrow view** and specific to a public speaking context.*

Communication has a range of ...

- **Receivers** (strangers, acquaintances, friends)
- **Contexts** (public, meeting, group, paired)
- **Forms** (verbal and non-verbal)
- **Styles** (informative, advocative, persuasive)
- **Formats** (press conferences, seminars, panel discussion, interviews, social media, visual, written)



Lesson 4. Role-play improves perceptions & confidence

There is much anecdotal advice on how to improve communication



We showed* that by participating in the role-plays, learners...

- improved communication **confidence**
- improved their **perceptions** of best practices in communication
- gained valuable **experience** in a realistic scenario

*Dohaney et al. (2016, in press) Improving Science Communication through Scenario-Based Role-plays, Ako Aotearoa Research Report

Lesson 5. Feedback & support is key

Meaningful feedback is the key to improving communication.

- It allows learners to **try out new strategies** and receive specific feedback in a safe learning environment.
- Feedback can be done on the spot, through **quick-fire comments**, or through **longer reflection** on practice (viewing self, viewing others).

Lesson 6. The value of education research

Science communication training is often built adhoc and is not evaluated.

- Build and design communication from known **theory**.
- Use appropriate and **evidence-based methods** of evaluation.

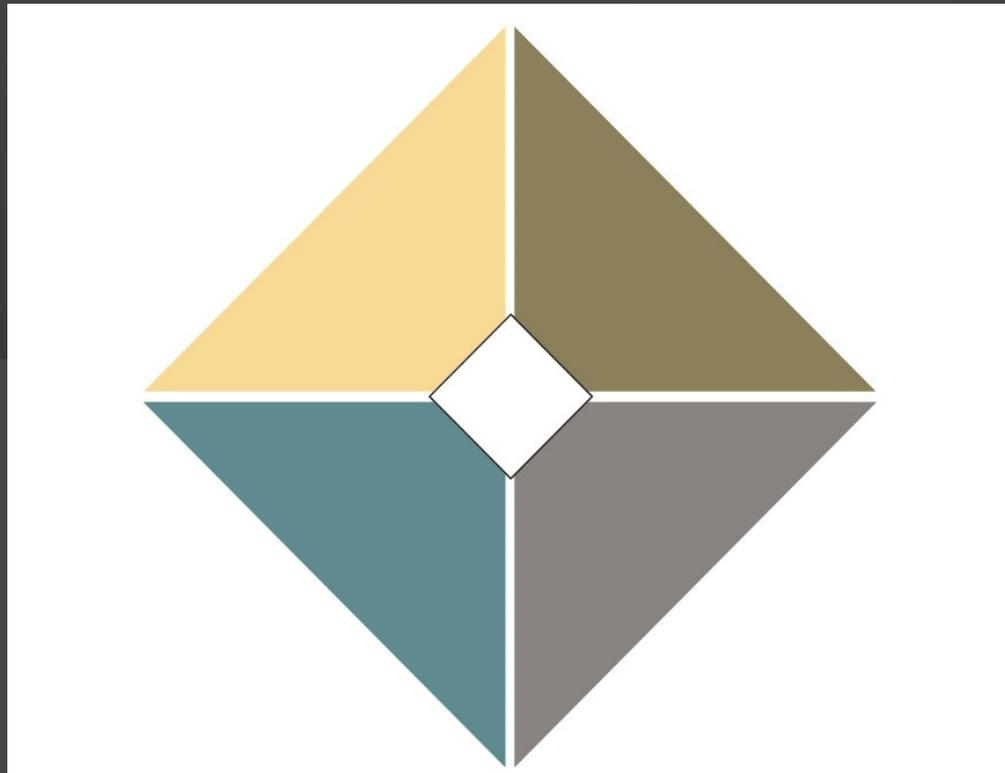
Reflections?

As a group talk about these lessons.

What is most valuable for you and your work?

Are there any that you disagree with? Why?

CROSSING DISCIPLINARY BOUNDARIES FOR IMPROVED RISK COMMUNICATION



Activity 1:

CROSSING DISCIPLINARY BOUNDARIES FOR IMPROVED RISK COMMUNICATION

- ✓ Get together into groups of 4. Introduce yourself to the people at your table. Pick one of the professions on the diagram.
- ✓ Individually and separately, write out what their communication needs are: Meaning. Based on what you see on the diagram, how do they want to be communicated with? What style/format/strategies do they value? What are their strengths?
- ✓ Share with the group what you wrote. Do people at the table agree/disagree with what's been said. Share your own experiences that help prove your point.

Activity 1:

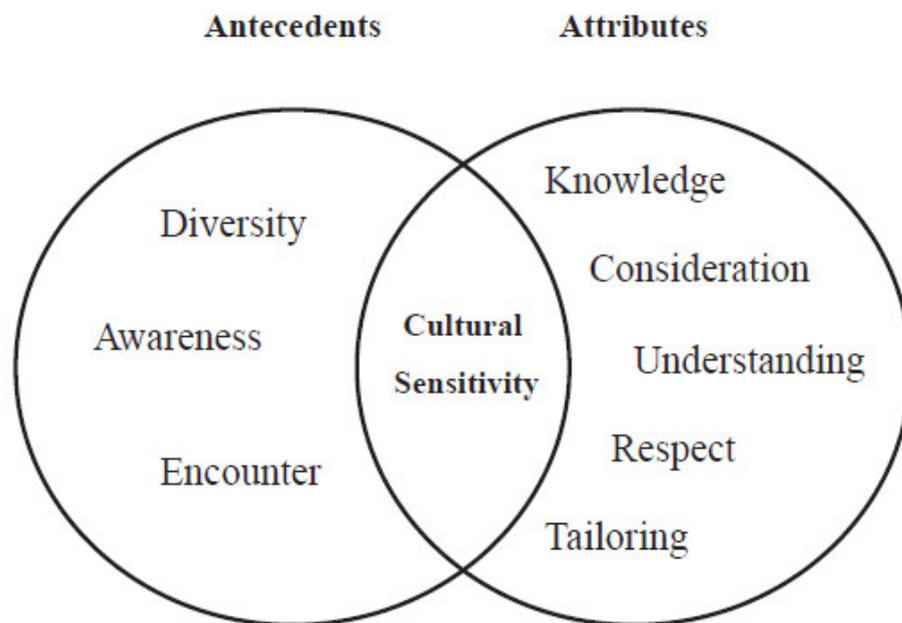
CROSSING DISCIPLINARY BOUNDARIES FOR IMPROVED RISK COMMUNICATION

- ✓ Look at the diagram again. List barriers (as a group) which can create misunderstandings between these sectors.
- ✓ Come up with some ideas or strategies that can reduce these barriers.
- ✓ Conclude activity with whole-room talking about their shared goals that these professionals have. What are they aiming to do, **TOGETHER**, during a regional or large-scale event.

Activity 1:

TARGETING DIVERSE AUDIENCES

Concept Analysis of Cultural Sensitivity.



Consequences

Effective Communication
Effective Intervention
Satisfaction

Activity 2:

TARGETING DIVERSE AUDIENCES

- ✓ Get into your groups. Read the scenario provided. Pick one of the target audiences.

Part 1. Individualised Needs:

As a group, consider the individualised needs of this audience. (i.e., If you were to visit the home of one or more of these audiences and talk to them). What would you need to consider? What is the best way to reach this individual? What formats? What modes/styles? Write down all the considerations of this audience.

Activity 2:

TARGETING DIVERSE AUDIENCES

Part 2. Organisational strategy: Consider your current place of employment. How might you as an organisation communicate with this audiences? What are the most important considerations, when communicating with this audience from your organisation? What do you want to prioritise

Part 3. Sector-wide strategy: How can natural hazards professionals work together to communicate with this audience, in this scenario? What are the most important considerations, when communicating with this audience?

Activity 2:

Tea Break



BUILDING YOUR OWN COMMUNICATION STRATEGY

Features (16Cs) and strategies (7Ts) for
science and risk communication



Activity 3:

BUILDING YOUR OWN COMMUNICATION STRATEGY

- ✓ Putting yourselves in the shoes of a wide range of audiences. Individually, pick three elements on the left of the table that you think are the most important to the public.
- ✓ Discuss as a group why you think that is.
- ✓ Now, revisit the diagram. Reflect on what you think YOU are good at on this list. What strengths do you have?

Activity 3:

BUILDING YOUR OWN COMMUNICATION STRATEGY

- ✓ Reflect now on what you can improve on. What areas would you like to make an improvement?
- ✓ What challenges stand in your way? (i.e., what are the barriers for improvement?). What do you need to improve on these areas?
- ✓ Discuss as a wider group what the common barriers/challenges that are inhibiting us from being good risk communicators.

Activity 3:

Using Reflection in your Communication Practice



Activity 4:

USING REFLECTION IN YOUR COMMUNICATION PRACTICE

- Individually, take some time to reflect on your current communication practice.
 - What big issues are you trying to communicate?
- Imagine that you are in the midst of a major communication event.

Activity 4:

USING REFLECTION IN YOUR COMMUNICATION PRACTICE

- ✓ What was the biggest take home message from this process?
- ✓ What can you use today, that will improve your risk communication practice, in the future?

Activity 4:

CONCLUDING REMARKS

Firstly, thank you very much for attending today!

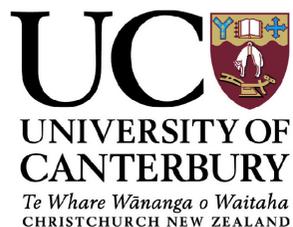
Please send us your resources. Email Jackie.

We may contact you to fill out a short evaluation form to ask you how this workshop went.

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