

## "Print" Document for ERC CDCynergy

This PDF document is a compilation of the checklists and worksheets for **POST EVENT** phase.



This document consists of **12** pages.

**Select File, Print** now to print out this entire document.

To print selected documents only, refer to the References or Tools list in each phase.

## Crisis Communication Spokesperson Checklist

Criteria	Yes	No
<b>Message Preparation*</b>		
1. Did you <b>mobilize resources</b> and staff quickly?		
2. Did you recognize that <b>public perceptions</b> matter more than facts?		
3. Did you <b>seek outside help</b> , including volunteers?		
4. Did you <b>coordinate efforts</b> with other emergency response organizations?		
5. Did you enlist support from <b>credible third parties</b> ?		
6. Did you <b>monitor</b> and listen closely to what the <b>news media, public officials, and other important players</b> were saying and the questions they are asking?		
7. Did you <b>refrain from trying to control</b> the flow of information?		
8. Did you <b>withhold names of injured or deceased</b> until next-of-kin were properly notified?		
<b>Message Content*</b>		
9. Did you express and show <b>concern, empathy, and compassion</b> consistently for damages, injuries, and any inconvenience?		
10. Did you emphasize <b>dedication, commitment, and social responsibility</b> ?		
11. Did you provide an early or immediate <b>apology</b> ?		
12. Did you provide a list of <b>facts and an action plan</b> ?		
13. Were you <b>open and honest</b> about capabilities, needs, and problems?		
14. Did you <b>know exactly what you wanted to say</b> to the media and did you use two key messages?		
15. Did you <b>acknowledge responsibility</b> but avoid placing blame?		
16. Did you indicate that <b>investigations</b> are under way to determine the cause?		
17. Did you <b>tell the truth</b> as best you knew it?		
18. Did you use examples, human-interest stories, and concrete analogies to establish a <b>common understanding</b> ?		
19. Did you use <b>simple visuals</b> and graphics as much as possible?		
20. Did you <b>test your message</b> content prior to delivery?		
21. Did you <b>refrain from going "off the record"</b> ?		

## Crisis Communication Spokesperson Checklist

Criteria	Yes	No
22. Did you <b>avoid saying "no comment?"</b>		
23. Did you <b>avoid evading statements</b> and shifting responsibility?		
24. Did you <b>avoid</b> statements that imply that <b>cost is more important</b> than public safety, health, or environment?		
25. Did you <b>avoid</b> the use of technical and legal <b>jargon</b> ?		
26. Did you <b>avoid</b> providing too much technical <b>detail</b> ?		
<b>Message Delivery*</b>		
1. Was top <b>management involved and visible</b> ?		
2. Did you <b>go immediately</b> to the scene?		
3. Were you <b>easily accessible</b> to the media?		
4. Did you <b>stay calm</b> ? (not lose your temper)		
5. Did you <b>practice</b> what you planned to say to the media aloud and did you test it?		
6. Did you indicate that you would <b>get back by a specific time</b> with an answer if you did not know an answer to a question?		
7. Did you <b>avoid conjecture</b> and speculation ("What if" questions)?		
<b>Nonverbal Communication**</b>		
1. Were you <b>sensitive to the non-verbal messages</b> you were communicating?		
2. Did you <b>sit up straight</b> , showing that you are paying attention and respecting your audience?		
3. Did you make <b>eye contact</b> ? (Avoiding eye contact can make you look deceitful. If it is very difficult to make eye contact, focus on the back of the room, not on your notes or the floor.)		
4. Did you <b>avoid defensive, argumentative, and unreceptive body language</b> (e.g., arms crossed)? Did you stand with your arms straight at your sides?		
5. Did you <b>avoid fidgeting</b> , shuffling papers, or playing with your pen? (Keeping your feet planted on the ground, sitting or standing still will make you look more controlled and confident.)		

*\*This material is based largely on the findings of advanced environmental communication research conducted by Dr. Vincent T. Covello and the staff of the Center for Risk Communication, 1995.*

*\*\*This material is based largely on the ATSDR Handbook 8-01.*

# Public Information Emergency Response Call Tracking

Time of call: \_\_\_\_\_ a.m. p.m.

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## Nature of call:

### *Specific information contained in stock materials:*

- Disease or illness-related
- Treatment-related
- Prevention-related
- Clarify recommendations
- Current status of the incident
- Hot topic 1 \_\_\_\_\_
- Hot topic 2 \_\_\_\_\_

### *Request for referral:*

- For more health information
- For medical attention
- Other \_\_\_\_\_

### *Feedback to agency:*

- Complaint about specific contact with agency
- Complaint about recommended actions
- Concern about ability to carry out recommended action
  
- Report possible cases or markers (e.g., dead birds for West Nile or increased absences from place of employment)
- Rumor or misinformation verification (briefly describe)

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## Outcome of call:

- Calmed caller based on scripted information

### *Referred caller to:*

- Health expert outside the department
- Personal doctor or health care professional
- Emergency room
- Red Cross or other non-government organization
- FEMA or state emergency management agency

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## Action needed:

- None
- Return call to: Caller's name: \_\_\_\_\_ Telephone number: \_\_\_\_\_  
Gender: M F

### Return Call urgency:

- Critical (respond immediately)
- Urgent (respond within 24 hours)
- Routine

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Call taken by: \_\_\_\_\_ Date: \_\_\_\_\_

## Choosing The Spokesperson(s) Worksheet

Candidate:

<b>Qualification</b>	<b>Meets</b>
<i>To be effective, a crisis communication spokesperson must (based on Covello, 1995):</i>	
1. Be perceived as highly credible by the news media and the public	
2. Be able to be flexible while staying on message	
3. Possess excellent communication skills	
4. Possess relevant technical knowledge about the specific crisis, its dynamics, and how it is being managed	
5. Be someone of sufficient authority to be accepted as speaking for the company	
6. Be able to express technical knowledge in a way that can be understood by the news - media and the average person	
7. Be able to respond to sensitive questions	
8. Be resourceful and a quick learner	
9. Be able to make decisions regarding on the spot media responses	
10. Be able to work well under pressure	
11. Be able to accept constructive feedback	
12. Be able to recognize limitations of authority to speak and when to defer (can check "ego at door")	
13. Be able to reflect appropriate tone for audience and crisis needs	
<b>Other Deciding Factors to Be Considered in Spokesperson Selection (Covello, 1995)</b>	<b>Notes</b>
14. Subject matter expertise related to event	
15. Established relationships and patterns of communication with affected audiences as the normal course of business	
16. Severity of the crisis	
17. Liabilities, for the person or for the company	
18. Conflicts with other crisis management responsibilities	
19. Anticipated legal issues	
20. Expected level of media interest	
21. Expected level of public interest	
22. Expected level of government involvement	
23. Political – who do people want to see?	

## Environmental Effects Overview Worksheet

Site Name \_\_\_\_\_ Date \_\_\_\_\_

*Summarize your knowledge of the situation, including a brief site history, overview of work to date at the site, and any unique circumstances of the investigation.*

### Type of Site

- |  |  |
|--|--|
| <input type="checkbox"/> NPL Superfund         | <input type="checkbox"/> Department of Energy  |
| <input type="checkbox"/> Cooperative Agreement | <input type="checkbox"/> Military Base         |
| <input type="checkbox"/> Department of Defense | <input type="checkbox"/> Brownfield            |
| <input type="checkbox"/> Minority Health       | <input type="checkbox"/> Environmental Justice |

### Public Health Situation

Contaminants of concern detected \_\_\_\_\_  
\_\_\_\_\_

### Environmental media with potential or known contamination

- |                                |   |
|--------------------------------|---|
| <input type="checkbox"/> air   | <input type="checkbox"/> sediment               |
| <input type="checkbox"/> soil  | <input type="checkbox"/> biological (fish/game) |
| <input type="checkbox"/> water |   |

Residents on groundwater wells?  yes  no

Potential health effects \_\_\_\_\_  
\_\_\_\_\_

Suspected and/or documented health effects \_\_\_\_\_  
\_\_\_\_\_

Completed exposure pathways \_\_\_\_\_  
\_\_\_\_\_

Potential exposure pathways \_\_\_\_\_  
\_\_\_\_\_

Known exposures \_\_\_\_\_  
\_\_\_\_\_

Source: [ATSDR Handbook 8-01]

# Emergency Risk Communication Evaluation Planning Worksheet

*Use this worksheet to plan the evaluation of your emergency risk communication work against your original objectives. Revisit this worksheet often to make program notes, suggestions for future work, and observations.*

Site Name \_\_\_\_\_ Date \_\_\_\_\_

## 1. Baseline data against which you can measure (e.g., prevalence of activities or beliefs you hope to change)

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## 2. Planning (formative) evaluation to test messages and materials

2a. What are you evaluating? \_\_\_\_\_

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2b. How will you evaluate it? \_\_\_\_\_

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2c. What were the results? \_\_\_\_\_

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**3. Immediate impact (process) evaluation to review and document activities conducted**

3a. What are you evaluating? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3b. How will you evaluate it? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3.c What were the results? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**4. Midpoint (outcome) evaluation to determine whether short-term objectives were met**

4a. What are you evaluating? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4b. How will you evaluate it? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4c. What were the results? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**5. Results (impact) evaluation to assess long-term effects**

5a. What are you evaluating? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5b. How will you evaluate it? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5c. What were the results? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*Source: Adapted from ATSDR Handbook 8-01*

# Site History Worksheet

*Attach a map of the site and its relationship to residences, schools, parks, water sources, etc.*

## Key Facts

Past uses of site \_\_\_\_\_

Ownership of site \_\_\_\_\_

Employment at site \_\_\_\_\_

EPA involvement \_\_\_\_\_

Critical decisions and significant actions \_\_\_\_\_

Key dates in the future \_\_\_\_\_

## Government Structure

Local government type \_\_\_\_\_

Key political players \_\_\_\_\_

Community's past involvement with government/agencies \_\_\_\_\_

## Community Description

Geographic boundaries \_\_\_\_\_

Total population density \_\_\_\_\_

Commuting populations \_\_\_\_\_

Age distribution of residents \_\_\_\_\_

Education level \_\_\_\_\_

Ethnic mix \_\_\_\_\_

Languages spoken \_\_\_\_\_

Socioeconomic status \_\_\_\_\_

Religious groups \_\_\_\_\_

Interests \_\_\_\_\_

### Characteristics

\_\_\_\_ Immediate neighborhood

\_\_\_\_ Wildlife/natural resource areas

\_\_\_\_ Schools/childcare facilities

\_\_\_\_ Community medical facilities

\_\_\_\_ Community buildings (churches)

\_\_\_\_ Additional industries in area

\_\_\_\_ Office buildings/work facilities

\_\_\_\_ Other potential sources of pollution

\_\_\_\_ Parks and recreation areas

### Community Concerns

Health concerns \_\_\_\_\_

Environmental concerns \_\_\_\_\_

Economic concerns \_\_\_\_\_

Legal concerns \_\_\_\_\_

Unmet needs for information, education, or training \_\_\_\_\_

Perceived lack of response to concerns \_\_\_\_\_

What does the community know about the site? \_\_\_\_\_

What gaps exist in the community's knowledge? \_\_\_\_\_

What does the community want to know? \_\_\_\_\_

What attitudes/beliefs do community members hold that may **negatively** affect their willingness to engage in preventive actions or community collaborations? \_\_\_\_\_

What attitudes/beliefs do community members hold that may **positively** affect their willingness to engage in preventive actions or community collaborations? \_\_\_\_\_

What are community members doing that puts them at risk? \_\_\_\_\_

What can community members do to protect themselves from site-related hazards? \_\_\_\_\_

### Community Organizations and Contacts

Environmental \_\_\_\_\_

Business \_\_\_\_\_

Social \_\_\_\_\_

Religious \_\_\_\_\_

### Community Leaders

Elected \_\_\_\_\_

Nonelected \_\_\_\_\_

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**Site Publicity**

News coverage \_\_\_\_\_

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Visibility of site \_\_\_\_\_

Source: [ATSDR Handbook 8-01]