

00:11:05.000 --> 00:11:10.000

Thank you so much for taking the time to join this workshop today.

00:11:10.000 --> 00:11:15.000

On writing in government will be getting started in just a moment.

00:11:15.000 --> 00:11:29.000

But whilst we wait for all 250 of you to get connected to your audio, we will just do a couple of kind of introductions and some technical things to get out of the way.

00:11:29.000 --> 00:11:40.000

So, as I said, you're joining today, and for 8 political, we workshop on essential writing skills in government, and welcome to all of you who are joining from around the world.

00:11:40.000 --> 00:11:43.000

My name is Daisy, and i'm going to be moderating the session.

00:11:43.000 --> 00:11:51.000

Today I work at a political where I design and deliver our free email boot camps which some of you may have taken before.

00:11:51.000 --> 00:11:57.000

It would be great to hear who we have in the virtual room with us today.

00:11:57.000 --> 00:12:08.000

So if you go into the chat which is at the bottom of your screen, open it, and you can type in a short introduction. so it'd be good to know your name and job title.

00:12:08.000 --> 00:12:14.000

Maybe the organization in which you work where in the world you're dialing in from.

00:12:14.000 --> 00:12:24.000

So we can see who we've got join us we're just over 300 participants right now, and you will notice that you have been put on mute.

00:12:24.000 --> 00:12:31.000

Please do stay on mute. Want to keep kind of disruptions and background noise to a minimum.

00:12:31.000 --> 00:12:47.000

So thanks for keeping that in mind. So I am delighted to welcome you all here to the workshop today on writing skills in government. Those of you who might be joining for the first time and a bit is your first time you can let us

00:12:47.000 --> 00:12:57.000

know in the chat as well. A political is a network and learning platform used by over 160 public servants and policymakers from 170 countries.

00:12:57.000 --> 00:13:08.000

Mission is to build 20 first century governments that work for people and the planet by pushing the best knowledge and skills at the fingertips of public servants around the world.

00:13:08.000 --> 00:13:15.000

And we do this through our events like this one, our courses and sharing platform and network.

00:13:15.000 --> 00:13:18.000

As I said, you will have been put on, mute as you join.

00:13:18.000 --> 00:13:24.000

Please do try and stay on mute, and introduce yourself in the chat, as I can see.

00:13:24.000 --> 00:13:32.000

Loads of you are doing. They're coming too fast for me to read. but I can see we've got people joining from Ghana.

00:13:32.000 --> 00:13:43.000

The UK. Canada, New York, and America it's great to have you all here, and i'm excited to get into the conversation.

00:13:43.000 --> 00:13:48.000

So, as I said, a few technical notes to get out of the way before we dig in.

00:13:48.000 --> 00:13:55.000

And so we are going to be recording this session, and we will host it on the A political website via Vimeo.

00:13:55.000 --> 00:14:10.000

Afterwards. So we do this, so that participants and a political members can review the content on demand to further their learning, and it also enables us to share the content with any participant who were unable to make the session live today so

00:14:10.000 --> 00:14:16.000

please be aware that viewers of the recording will be able to see your zoom username.

00:14:16.000 --> 00:14:19.000

If you have your camera on they will be able to see your face.

00:14:19.000 --> 00:14:34.000

Addition to any information contained in your background. If you come off mute, and please let me or my colleague, Helen, know if you wish to object to being recorded all to a political making, the recording available in the manner described and if

00:14:34.000 --> 00:14:42.000

you have any questions you can find the contact details of our data

protection officer at the foot of our homepage.

00:14:42.000 --> 00:14:50.000

And as Helen just said, there we will be sending the recording along with speaker resources to all of you via email tomorrow.

00:14:50.000 --> 00:15:00.000

So look out for that. We also have as well a live transcription going on this call, which you'll be able to see on your screens.

00:15:00.000 --> 00:15:15.000

If you would like to turn this off, then you can locate the settings at the bottom of your screen by clicking on live transcript and selecting Hyde and Helen has put the instructions there as well so today.

00:15:15.000 --> 00:15:17.000

We are fortunate to have Carol Ravel, Alex.

00:15:17.000 --> 00:15:23.000

Nicholson and Laura Muso joining us for the conversation before I introduce them in more detail.

00:15:23.000 --> 00:15:27.000

It would be great to see who we've got in the virtual room.

00:15:27.000 --> 00:15:35.000

So if you're comfortable, doing so you can go up to the top right hand corner, select gallery view.

00:15:35.000 --> 00:15:46.000

Sorry. that is a dog in the background. select a gallery view and turn on your camera and give everyone a big wave, and we can see who we've got joining us.

00:15:46.000 --> 00:15:55.000

So I can see hector on my screen marie Kali Iris. it's great to have you joining Tim Jenna.

00:15:55.000 --> 00:16:00.000

Thanks for taking the time today, and to get involved in the conversation as well.

00:16:00.000 --> 00:16:07.000

Before we get started. We are also going to do a couple of poll questions.

00:16:07.000 --> 00:16:18.000

As our last few participants are joining because I can see we've still got people streaming in from the waiting room, and if you've joined Zoom using your web browser, you might not be able to see the poll questions

00:16:18.000 --> 00:16:23.000

so I'm gonna read them out and my colleague Helen will also put them in the chat as well.

00:16:23.000 --> 00:16:28.000

So if Helen, you can pull up the first question for us.

00:16:28.000 --> 00:16:46.000

So the first poll question is, how confident do you feel about your written communication skills in government on a scale of one to 5 with one being very unconfident and 5 of being extremely confident? so rating how confident we feel when

00:16:46.000 --> 00:16:54.000

it comes to writing skills, abilities very much welcome here so if you're a 5.

00:16:54.000 --> 00:17:08.000

Don't worry hopefully. we'll Get you feeling a 3 or 2, or maybe even a one, by the end of the Hour we'll just give everyone a couple more seconds to respond.

00:17:08.000 --> 00:17:16.000

There. Okay. can see a couple of threes coming in on the chat.

00:17:16.000 --> 00:17:22.000

4. nice. Okay, Helen, if you want to pull up the results again.

00:17:22.000 --> 00:17:27.000

So, most of us kind of rating ourselves in the middle.

00:17:27.000 --> 00:17:41.000

There the 56% of us, and then a relatively even split between those of us who aren't feeling as confident at 4, and those who are feeling it slightly more confident at 2, and then a small portion of people who are feeling really

00:17:41.000 --> 00:17:48.000

confident, and another small portion portion of people not being so confident as I said hopefully, No matter where you are on.

00:17:48.000 --> 00:17:54.000

That scale. you'll come away with some kind of useful tips and tricks, and by the end of the session.

00:17:54.000 --> 00:18:00.000

So a second poll question to ask you guys, Helen, if you could pull that up

00:18:00.000 --> 00:18:09.000

This one is around your biggest pain point when writing. So what is it that you find you struggle with the most?

00:18:09.000 --> 00:18:14.000

Is it tailoring your writing to a specific audience is it making

that writing succinct?

00:18:14.000 --> 00:18:24.000

Maybe it's weaving in storytelling to your writing, or maybe you struggle with making your writing persuasive, and maybe you think it's something else.

00:18:24.000 --> 00:18:32.000

And if it is, please share that in the chat. And I can see already one comment getting started. Yep. I definitely agree.

00:18:32.000 --> 00:18:35.000

It can feel like a daunting task at the beginning.

00:18:35.000 --> 00:18:44.000

And before kind of putting pen to paper, Yeah, someone else saying that all of these things can be a pain point definitely agree as well.

00:18:44.000 --> 00:18:51.000

Okay, Wayne, interesting here, using plain language, but also pleasing the lawyers.

00:18:51.000 --> 00:18:58.000

I know that that's going to come up at some point the presentations today.

00:18:58.000 --> 00:19:02.000

Commerce and grammar. Yep, I definitely struggle with commerce thing.

00:19:02.000 --> 00:19:05.000

I had an English teacher who scared me off, ever using them.

00:19:05.000 --> 00:19:12.000

Nia also finding that getting started is hard Okay, Well, hopefully we'll address

00:19:12.000 --> 00:19:16.000

Most of these kind of pain points over the course of the hour.

00:19:16.000 --> 00:19:22.000

One more poll question, and to ask you guys, before we launch into speaker introductions and presentations.

00:19:22.000 --> 00:19:37.000

So if you want to pull that up pellum? so the third question is, Who are you usually writing for and so often in government we're writing for different people different audiences?

00:19:37.000 --> 00:19:43.000

So let us know if you're writing for senior leaders, for example, ministers.

00:19:43.000 --> 00:19:54.000

Is it the general public? Are you normally writing for your peers might be stakeholders, or it might be multiple audiences and a mixture of of these people?

00:19:54.000 --> 00:20:01.000

Okay, Sue, saying that she's writing for decision makers got another comment here.

00:20:01.000 --> 00:20:07.000

Senior leaders and stakeholders ministers decision makings that's coming up again.

00:20:07.000 --> 00:20:13.000

All right, Helen. Do you want to share the results of that pole?

00:20:13.000 --> 00:20:20.000

Okay. So maybe unsurprisingly, almost half of us are writing for multiple audiences.

00:20:20.000 --> 00:20:29.000

So having to tailor our writing depending on who it is that we're speaking to, and I know that that's gonna be addressed as well in today's conversation.

00:20:29.000 --> 00:20:35.000

If great, and so thank you all for participating and sharing your thoughts with us on the poll.

00:20:35.000 --> 00:20:39.000

Questions there. as I said, we have 3 speakers joining us today.

00:20:39.000 --> 00:20:44.000

I'm going to introduce them now. so firstly we have Carol Gravel.

00:20:44.000 --> 00:20:54.000

She is a strategic advisor to an assistant deputy minister at the office of the Fire Marshal, which is part of the Ontario ministry of the solicitor.

00:20:54.000 --> 00:21:08.000

General. Prior to this she was an external spokesperson for the office, handling media inquiries, writing news releases and key messages as well as coordinating news conferences and developing communication strategies

00:21:08.000 --> 00:21:14.000

she's also spent a number of years on Australia working within communications marketing and Pr.

00:21:14.000 --> 00:21:24.000

For a leading Australian university and governmental bodies. Carol has worked in corporate communications for just over 20 years, and has a master of public relations from Mount St.

00:21:24.000 --> 00:21:28.000

Vincent University in Halifax, Nova Scotia.

00:21:28.000 --> 00:21:33.000

Big welcome to you, Carol, and a return speaker as well, which is always exciting.

00:21:33.000 --> 00:21:45.000

Next up. We have Alex Nicholson Alex is the head of the International Civil Nuclear team for the UK's Department for business energy and industrial strategy.

00:21:45.000 --> 00:21:55.000

Alex was previously at the UK's department for Digital culture media and sport, where he worked on the UK's digital and tech ministerial track under the UK's. G.

00:21:55.000 --> 00:22:10.000

7 Presidency. He also sat as the vice-chair of the organization for Economic Cooperation Development Committee on Digital Economic Policy, and he enjoys hiking and spending time in New England, where his partner, grew up and Finally, we have

00:22:10.000 --> 00:22:15.000

Laura Museum. Laura is an accredited public relations.

00:22:15.000 --> 00:22:26.000

Professional working as the manager of strategic communications for the city of wealth in Ontario, Canada, which is the traditional territory of the Mississippi of The Credit.

00:22:26.000 --> 00:22:31.000

First nation of the Amni Andish, nor back peoples.

00:22:31.000 --> 00:22:36.000

Laura has been working in a field of communications for almost 20 years.

00:22:36.000 --> 00:22:41.000

She loves storytelling and learning, so is always looking for new and better ways to share messages.

00:22:41.000 --> 00:22:46.000

Laura also loves being outdoors 3 out of the 4 Canadian seasons.

00:22:46.000 --> 00:22:57.000

I think we can guess which of the seasons she prefers to be indoors, and she especially loves floating in water somewhere, and please the ukulele with an ensemble in wealth, so as you can tell when very

00:22:57.000 --> 00:23:05.000

capable hands. What a really great range of experiences when it comes to writing in government!

00:23:05.000 --> 00:23:12.000

And we're now going to hear from our 3 speakers that each gonna give a short presentation, and then we're gonna do some Q and A.

00:23:12.000 --> 00:23:20.000

So as you're listening to the presentations if any questions spring to mind, please pop them in the chat, and we will get to those shortly.

00:23:20.000 --> 00:23:28.000

But for now I'm gonna stop speaking, and I'm going to hand it over to our first presenter which is Laura Laura over to you.

00:23:28.000 --> 00:23:45.000

Yeah, thanks, daisy so I do have a visual presentation. i'll share It's just got some high-level notes, and this will be made available to you in the materials that will be circulated so don't stress

00:23:45.000 --> 00:24:01.000

too much about trying to write these things down. But you know, Daisy mentioned, I work in local government, and of course we communicate with all sorts of people, residents, business owners, city Council, who are often our decision makers other levels

00:24:01.000 --> 00:24:11.000

of government, professional peers, media and more and so the communications tips that i'm going to share today are meant to work with any audience.

00:24:11.000 --> 00:24:17.000

And there are things I consider when i'm both reviewing and creating content.

00:24:17.000 --> 00:24:24.000

So jumping right in, speak plainly. This is the one solid piece of advice, and we all talk about it.

00:24:24.000 --> 00:24:32.000

But what does it mean? So first off studies do show that the simpler the language is, the more everyone understands and retains.

00:24:32.000 --> 00:24:35.000

And this includes people with the highest levels of education.

00:24:35.000 --> 00:24:45.000

We live in a world of global connectedness. you may be working with people across the world who don't speak the same primary language as you do, and with immigration.

00:24:45.000 --> 00:25:04.000

We have a lot of newcomers to our countries Our local communities who may not understand our primary language very well, and simpler words just make things easier, especially when it comes to

transition services and tools plain language isn't simple at plain language and

00:25:04.000 --> 00:25:17.000

simplifying are not dumbing down it's about not using jargon or slang, explaining technical terms or concepts, using simple sentence structure and using the active voice.

00:25:17.000 --> 00:25:21.000

The overpass a voice which we tend to do naturally while speaking.

00:25:21.000 --> 00:25:27.000

But we do less of in writing. Somebody had provided in the comments you know.

00:25:27.000 --> 00:25:33.000

How do you get your writing to a grade 6 level when you are talking about technical things?

00:25:33.000 --> 00:25:41.000

And you you're using technical terms again just explaining them is really helpful.

00:25:41.000 --> 00:25:45.000

So the language itself might not get down to a grade 6 reading level.

00:25:45.000 --> 00:25:57.000

But if you're explaining what a technical term is then you're doing the same work, So we use analogies and comparisons to make things tangible, you know we talk about how we replace underground water

00:25:57.000 --> 00:26:03.000

pipes much like people, you know. Take care of their household plumbing.

00:26:03.000 --> 00:26:11.000

We do it before it's a problem because it costs less than if we let pipes burst and things flood.

00:26:11.000 --> 00:26:20.000

We use a website called The Measure of Things Com to put in tangible measurements into more tangible framing.

00:26:20.000 --> 00:26:30.000

I guess. so. We collected, for example, 1,500 kg of garbage at a community cleanup, and we told people we collected a hippos weight in garbage.

00:26:30.000 --> 00:26:43.000

We tell people, we you know, have overseas 100 kilometers of water pipes running through our city, and that's the same distance as driving from our community to our country's capital, which people people know that driving distance or how far away

00:26:43.000 --> 00:27:01.000

that is, we focus on what they need not what we want people to know that curse of knowledge is we all know our subject matter really well, and we're keen to tell everybody everything, because we find it exciting and because it's important to

00:27:01.000 --> 00:27:06.000

us. But why does it matter to them so? how will it affect them?

00:27:06.000 --> 00:27:18.000

What are the impacts, benefits or risks? You can put all the background somewhere else, either at the bottom or in supporting materials, but focus on what it is they actually need speaking of.

00:27:18.000 --> 00:27:26.000

You know. make your calls to action clear, so don't bury your lead, put whatever it is that you need people to know or do.

00:27:26.000 --> 00:27:34.000

First. If they only read your first title your email subject. the first sentence of your work, make sure it is the most important thing.

00:27:34.000 --> 00:27:44.000

It's the take-home piece be clear so telling them what you need them to know or do be.

00:27:44.000 --> 00:27:49.000

Tell them how. be clear. Don't skip steps sometimes things are intuitive to us.

00:27:49.000 --> 00:27:54.000

That may not be to others, so make sure you're covering every step of the process.

00:27:54.000 --> 00:28:03.000

And then your Y comes last, and you know information, and in a world of information overload, you know, we just.

00:28:03.000 --> 00:28:10.000

We put this at the bottom because it's tips typically people who want the wire are going to go there and read it.

00:28:10.000 --> 00:28:15.000

People who don't want it or don't care if you start with why you've lost them

00:28:15.000 --> 00:28:20.000

The Y can also provide the context for the transparency.

00:28:20.000 --> 00:28:24.000

So an openness about why we're changing something or making a decision.

00:28:24.000 --> 00:28:33.000

So it is important to include, just include it last. next speak to your audience.

00:28:33.000 --> 00:28:39.000

So again, you know how and where you communicate matters.

00:28:39.000 --> 00:28:44.000

It needs to resonate with the people you are talking to.

00:28:44.000 --> 00:28:49.000

So break your audiences down. And again everyone says this, and it really matters.

00:28:49.000 --> 00:28:53.000

I often hear we're talking to everybody in gelf and so I dig down.

00:28:53.000 --> 00:29:00.000

Okay, Well, are we talking to business owners? is it owners of particular types of business?

00:29:00.000 --> 00:29:11.000

Or if we're talking to residents, are we talking to home owners or renters, or we talking about as a people in a certain part of the city, that people that use a certain service like recreation centers or

00:29:11.000 --> 00:29:18.000

transit So really dig down and then find out what your audience values.

00:29:18.000 --> 00:29:24.000

What kind of language or messaging do they respond to people have different learning styles?

00:29:24.000 --> 00:29:29.000

So it's Why, I have slides up I am speaking but some people like to read

00:29:29.000 --> 00:29:34.000

Where are they, and how do they get their information? Do they get it from print materials?

00:29:34.000 --> 00:29:47.000

Neighbors community groups, radio, digital. so make sure. you're paying attention to that, And with respect to sort of what kind of language or messaging, they respond to think about generational differences.

00:29:47.000 --> 00:30:01.000

So this is very high level. these are generalizations but you're talking to baby Booner boomers, for example, avoid punitive language, frame benefits of what you're talking about in terms of

happiness, cost savings health and

00:30:01.000 --> 00:30:05.000

wellness. They value youthfulness, they value peer appreciation.

00:30:05.000 --> 00:30:15.000

So leverage their desire for strong social standing to motivate behavior focus on again benefits of related to happiness, cost savings, health and wellness.

00:30:15.000 --> 00:30:31.000

Generation. X avoid wordiness and useless facts. They also like to be involved over being told, and, you know, connect behaviors and benefits and impacts to a local community rather than a global community. for them.

00:30:31.000 --> 00:30:41.000

They also tend to value more time. They also tend to value time over work, life, balance.

00:30:41.000 --> 00:30:45.000

So frame benefits in terms of time savings, and I can tell you as a Gen.

00:30:45.000 --> 00:30:51.000

Xer. this is me Millennials are sometimes also called generation.

00:30:51.000 --> 00:30:55.000

Why, again make things easy. Don't bog them down with too much info.

00:30:55.000 --> 00:31:04.000

Be open and honest. They will figure you out they Have less money to spend, and they value access over ownership.

00:31:04.000 --> 00:31:11.000

So they're big in the sharing economy so cost value benefits work, and they also value wellness.

00:31:11.000 --> 00:31:16.000

Generation said again, These this generation is also about authenticity.

00:31:16.000 --> 00:31:21.000

So make interactions personal and be transparent. They are smart.

00:31:21.000 --> 00:31:34.000

They are socially concept conscious. They care about equity in the climate, and they identify with organizations that share their political views and values, and they tend to be very progressive.

00:31:34.000 --> 00:31:42.000

They also value new experiences. so you can frame benefits in terms of that, and innovation and doing good.

00:31:42.000 --> 00:31:57.000

Lastly, but certainly not least important is making sure your communications are equitable and inclusive, and you know what language we use is as important as what language we don't use.

00:31:57.000 --> 00:32:02.000

So we've seen the trend away from using the term slave.

00:32:02.000 --> 00:32:06.000

This is something that happened to people. they were enslaved.

00:32:06.000 --> 00:32:13.000

We talk in wealth about people experiencing homelessness as opposed to a homeless person.

00:32:13.000 --> 00:32:21.000

Then, you know, you have meaningful language for different cultures, indigenous peoples of Canada, you know.

00:32:21.000 --> 00:32:26.000

Rain, dance, or spirit animal, are meaningful things to them.

00:32:26.000 --> 00:32:36.000

We don't use them. casually. to Describe things that don't specifically apply to their culture also pay attention to colonial and white centered language.

00:32:36.000 --> 00:32:50.000

So you know, some of them are simple, and some of them are more complex where we're learning more as we go the ones, I think, for me, that stand out the most in my day-to-day work is chief We have this in a lot of job

00:32:50.000 --> 00:32:55.000

titles, Chief Executive officer, chief administrative Officer.

00:32:55.000 --> 00:33:00.000

Could it be? lead executive, math, master again, that tied to slavery?

00:33:00.000 --> 00:33:10.000

We have master plans in municipal government here in Canada, and could we call them long-term plans long-range plans, you know.

00:33:10.000 --> 00:33:27.000

Action plans. five-year plans, whatever it is, Grandfather is another one that is, a legacy where black people and men in particular at the time were unable to vote through a grandfathering law.

00:33:27.000 --> 00:33:36.000

And so, instead of grandfather, use legacy, or exempted very simply, and find out what terms the people you talk to prefer and use them.

00:33:36.000 --> 00:33:45.000

So we work with different indigenous peoples in Canada, and each group may speak about themselves differently.

00:33:45.000 --> 00:33:54.000

Some identify as first nations. some do not, Some prefer the term Indian, and some prefer indigenous.

00:33:54.000 --> 00:33:57.000

They like us to get specific so don't group all indigenous peoples together.

00:33:57.000 --> 00:34:02.000

We have May T. We have Inuit. we have our first nations.

00:34:02.000 --> 00:34:11.000

So you know, finding out what they use, and use that, and then be open to feedback and learning, particularly as a white person myself.

00:34:11.000 --> 00:34:18.000

I am open to being called out and and and hearing where I can be doing better.

00:34:18.000 --> 00:34:24.000

And I think in communications we do have to be open to that, so that we can get better and be more inclusive.

00:34:24.000 --> 00:34:31.000

So those are my top tips that was a lot but i'll hand it back to Daisy.

00:34:31.000 --> 00:34:41.000

So we can move on so much, Laura getting a lot of love and appreciation in the chat for the presentation and the slides.

00:34:41.000 --> 00:34:49.000

You packed an incredible amount in there, and we will be sharing the slides tomorrow, so you can go back and review this.

00:34:49.000 --> 00:35:00.000

I particularly liked the kind of thinking about the generational aspect as Well, it's not something that I kind of personally had thought about, and you tied it really nicely there, to kind of.

00:35:00.000 --> 00:35:04.000

Yes, things are clear to people. How can we communicate differently?

00:35:04.000 --> 00:35:12.000

Generationally great. we're now going to hear from Alex who is going to talk about briefings and how we can structure those.

00:35:12.000 --> 00:35:18.000

So I will hand over to him. Thank you, Daisy, and hello, everyone.

00:35:18.000 --> 00:35:24.000

First of all, thank you to the a political team for for hosting this workshop today.

00:35:24.000 --> 00:35:37.000

It's a great pleasure to be here. and to join carol and Laura Laura just set out a series of top tips for for communicating effectively, and considerations on the words we use or don't use my presentation

00:35:37.000 --> 00:35:43.000

is going to deep dive into drafting briefings for senior officials and ministers.

00:35:43.000 --> 00:35:48.000

Hopefully, this is of interest, not just the 21% of you who noted this in the earlier poll.

00:35:48.000 --> 00:35:53.000

I'll share my notes after the Call for those that want to read it in slower time.

00:35:53.000 --> 00:36:02.000

The most important step i'd recommend is you have an objective to be clear on what you want to achieve through this briefing.

00:36:02.000 --> 00:36:11.000

And why, if you do not have this, you will struggle to write an effective briefing that is targeted concise and easy for the reader to follow.

00:36:11.000 --> 00:36:15.000

But if you do, then you have the most important framing device for your briefing.

00:36:15.000 --> 00:36:24.000

Everything in this briefing should then be in delivery of this objective, I would recommend that you note this objective at the top of your briefing.

00:36:24.000 --> 00:36:29.000

It might be one objective it might be more if it's a particularly important or long meeting.

00:36:29.000 --> 00:36:33.000

You're writing a briefing for but at the top of your briefing.

00:36:33.000 --> 00:36:37.000

I would write. The objective of this meeting is to achieve X.

00:36:37.000 --> 00:36:42.000

That would not only help you frame the briefing, but also jump out to the reader.

00:36:42.000 --> 00:36:50.000

The next section is what we in the UK Civil Service often call the points to make, although for the other you case all servants.

00:36:50.000 --> 00:36:54.000

Sunday, and on the call, Please do tell me if i'm incorrect.

00:36:54.000 --> 00:37:01.000

There. Ultimately, these are the points that your official or minister will use to deliver your objective.

00:37:01.000 --> 00:37:08.000

Good practice is to have 2 to 3 points to make, but this may vary, depending on the number of objectives and automatically.

00:37:08.000 --> 00:37:14.000

Is this a 15 min, one to one? Is it a one-hour Round Table, and so forth?

00:37:14.000 --> 00:37:18.000

These points to make, though, should be clearly in delivery of your objective.

00:37:18.000 --> 00:37:26.000

What does your official or minister need to land? To achieve this there should be clear, concise, and targeted.

00:37:26.000 --> 00:37:33.000

Your official or minister may have a certain speaking style, and you should always be mindful of that when drafting.

00:37:33.000 --> 00:37:37.000

But a recommendation I would make is read these points out.

00:37:37.000 --> 00:37:44.000

If you struggle because it's too long or complex then you're, official or minister will do too it needs to flow naturally.

00:37:44.000 --> 00:37:48.000

You may also want to have one to 2 points to watch.

00:37:48.000 --> 00:37:55.000

This will follow the same structure as your points to make but a more defensive and reactive in nature.

00:37:55.000 --> 00:38:00.000

Is there anything you expect the individual your official or minister is meeting to raise?

00:38:00.000 --> 00:38:11.000

If they do, what do you want to say? So you now have a clear objective your points to make to achieve that your points to watch in defense of achieving that objective.

00:38:11.000 --> 00:38:17.000

Your briefing at this point should be short and snappy, but you need to support this with background.

00:38:17.000 --> 00:38:23.000

I would recommend one to 2 short paragraphs per point to make and watch for your background.

00:38:23.000 --> 00:38:31.000

Your points are clear, but your background enables you to offer further context to draw out more information about this topic.

00:38:31.000 --> 00:38:37.000

This can help your official or minister understand the issue but also in case it's needed in the meeting.

00:38:37.000 --> 00:38:43.000

They might be pressed to elaborate further, or need just a little bit more to land their points.

00:38:43.000 --> 00:38:57.000

There is more flexibility with background drafting and they don't need to be as snappy as the points to make, but they should still be clear, concise, and targeted it isn't supposed to demonstrate you know

00:38:57.000 --> 00:39:02.000

absolutely everything and anything about this topic. it is to support the points to make in the points, to watch.

00:39:02.000 --> 00:39:15.000

Finally below the background. you'll. have your annex this is an opportunity to include any information that your official or minister should be mindful of, but not to necessarily use.

00:39:15.000 --> 00:39:22.000

For example, have they met this person before you could include key information from that meeting in your annex.

00:39:22.000 --> 00:39:32.000

The length of your briefing will vary based. on the length of the meeting, but try and keep it as clear, concise, and targeted as possible, and the structure I've set out.

00:39:32.000 --> 00:39:42.000

I hope, will help with this. You should be mindful that your official or minister will receive a number of briefings a day, and they will always ask you if they need more information.

00:39:42.000 --> 00:39:49.000

I also have a checklist to consider when drafting and i'll add these to my speaking notes, which i'll share after the meeting.

00:39:49.000 --> 00:39:54.000

Thank you, everyone for your time. I hope this was useful, and I look forward to any questions.

00:39:54.000 --> 00:39:57.000

Later on in the session. Thank you. and back to you, Daisy.

00:39:57.000 --> 00:40:08.000

Thanks, Alex, very much, and I really like that idea of starting out with the objective first and kind of cascading everything down from that objective.

00:40:08.000 --> 00:40:12.000

So you can make sure it's kind of as targeted and as clear as possible.

00:40:12.000 --> 00:40:16.000

And I think as well that relates to the comment we had earlier in the chat.

00:40:16.000 --> 00:40:27.000

It's getting started that's often the hardest thing but if you just have to think about the objective of the briefing, it's not necessarily putting pen to paper from the very first.

00:40:27.000 --> 00:40:37.000

I will now hand over to our third and final speaker which is Carol afternoon.

00:40:37.000 --> 00:40:43.000

Sorry, Carol. I just wanted to call out as well, because I can see a lot of people asking in the chat.

00:40:43.000 --> 00:40:48.000

We will be sharing all the presentation slides and also the recording tomorrow as well.

00:40:48.000 --> 00:40:59.000

Carol back to you. Thanks, Stacey. Am just going to see about sharing my screen because I have a presentation to

00:40:59.000 --> 00:41:10.000

Okay, yes. So good afternoon. And thanks to the a political team for having me on here, I really enjoy attending these workshops.

00:41:10.000 --> 00:41:16.000

Also, Laura and Alex. I thought you provided some really great insights there, and

00:41:16.000 --> 00:41:26.000

My presentation today is going to cover off. What a typical briefing note is sort of in the Ontario context.

00:41:26.000 --> 00:41:30.000

Ontario Government context. So it well it is similar to what Alex

spoke about.

00:41:30.000 --> 00:41:37.000

I'm going to show you what I think is an interesting way to turn a note into a communications piece.

00:41:37.000 --> 00:41:46.000

If you have to communicate it more outwardly to external stakeholders or ministry of Miss Shells.

00:41:46.000 --> 00:41:51.000

So last year you may recall that I did a similar presentation.

00:41:51.000 --> 00:41:55.000

I was working in an external media relations role so this year.

00:41:55.000 --> 00:42:02.000

I've gotten into a new role and it's more internal communicating with the ministry officials.

00:42:02.000 --> 00:42:16.000

So, as a result, i've had to adapt my writing style, and so hoping to share some of the tips and tricks that I've learned along the way to help everyone else, especially in regard to some of the come

00:42:16.000 --> 00:42:19.000

pitfalls that we typically experience in writing for government.

00:42:19.000 --> 00:42:28.000

So, you know, having too much jargon technical speak and getting over that hurdle of the the non succinct writing.

00:42:28.000 --> 00:42:33.000

So let's get started. I just see if my screen will advance.

00:42:33.000 --> 00:42:43.000

No, I think i'm having an issue with fancy my slide.

00:42:43.000 --> 00:42:52.000

So wondering Maybe exit presentation mode and we can see them in power.

00:42:52.000 --> 00:43:00.000

Let's just do that hopefully. they'll Still, be they get enough everyone to see, not gonna do that either for me.

00:43:00.000 --> 00:43:09.000

But let me just stop sharing for a second and I will See if I can't just share the inside the powerpoint.

00:43:09.000 --> 00:43:20.000

Here. I don't know. can you see that yeah we can see the Powerpoint window, and we can see your first slide.

00:43:20.000 --> 00:43:25.000

Okay, let me just see if I can't just minimize all that stuff.

00:43:25.000 --> 00:43:30.000

Okay, is that okay? Yeah, I think that will do perfectly. Yes.

00:43:30.000 --> 00:43:37.000

Okay, let's go with that. then. Okay, so in the Antarctica government context.

00:43:37.000 --> 00:43:43.000

We typically start off with a purpose. So that would be like your objective for your briefing note.

00:43:43.000 --> 00:43:49.000

This is really to identify what the issue is that's being brought to the attention of your ministry official.

00:43:49.000 --> 00:43:56.000

It's, then go on to what the context is so describing why this is identified as an issue.

00:43:56.000 --> 00:44:02.000

You'd want to include some critical information which is you know pertinent to the context.

00:44:02.000 --> 00:44:04.000

What are the implications for the ministry and involved?

00:44:04.000 --> 00:44:11.000

Is there a cost? Is there media or public interest that go along with this issue?

00:44:11.000 --> 00:44:17.000

That ministry officials should be aware of then you'd want to identify some of the next steps?

00:44:17.000 --> 00:44:26.000

What are the actions that are happening on this issue so far, or to date? should they be brought to the attention of ministry?

00:44:26.000 --> 00:44:30.000

Officials, and indicate what some of the timelines are.

00:44:30.000 --> 00:44:35.000

The next item would be any background that you feel is relevant to the issue.

00:44:35.000 --> 00:44:41.000

So this is more around the contextualizing of what the issue is all about.

00:44:41.000 --> 00:44:54.000

You might want to include a jurisdictional scan. if you feel that's

relevant to the issue or the initiative that you are bringing forward any appendices that you might think are relevant so

00:44:54.000 --> 00:45:07.000

any supporting documentation. Whether this this could even be correspondence that you feel is necessary, and I want to bring all this forward because it's going to make a little bit more sense as I go forward in in the next 2 slides that

00:45:07.000 --> 00:45:21.000

i've got here because i'm building into what my my next communications piece is to communicate effectively in Government going to go.

00:45:21.000 --> 00:45:27.000

So this here, this slide here is something that I pulled out from a stakeholder.

00:45:27.000 --> 00:45:43.000

Consultation deck so I was able to do that freely, because it's already been shared with stakeholders in the province is part of a consultation initiative on this initiative that we

00:45:43.000 --> 00:45:58.000

brought forward for first responders. So it's about strengthening the rules around acting when they see animals in critical distress in vehicles, specifically in motor vehicles.

00:45:58.000 --> 00:46:07.000

So this is how the information note that I just set out in the previous slide was turned into a placemat slide.

00:46:07.000 --> 00:46:25.000

So in Powerpoint, so it's a little bit more visual as opposed to using a lot of words and a lot of paragraphs in a lot of point form type information which you might do in an information note But

00:46:25.000 --> 00:46:33.000

this helps us to communicate ideas that are complex in a very simple and succinct way.

00:46:33.000 --> 00:46:43.000

It's a great way to overcome these 3 common pitfalls that we experience in government, such as jargon, technical writing, and non succinct writing.

00:46:43.000 --> 00:46:50.000

So. but I what we've done here is we've taken this standard.

00:46:50.000 --> 00:47:02.000

I guess it's a 4 3 ratio slide in powerpoint, and we take we've actually turned it into the widescreen 69 ratio so I know that's getting a little bit technical there

00:47:02.000 --> 00:47:09.000

but just so that everybody knows The theacemat slide that we use is a little bit bigger.

00:47:09.000 --> 00:47:13.000

We than the normal Powerpoint side that we typically use

00:47:13.000 --> 00:47:18.000

So this slide speaks to the context that I spoke about earlier.

00:47:18.000 --> 00:47:33.000

So it's not using a whole lot of words it's talking about some of the objectives of the initiative that we're bringing forward to strengthen the rules around responding to animals in critical distress.

00:47:33.000 --> 00:47:37.000

So what are we trying to do? we're trying to provide an efficient and rapid response?

00:47:37.000 --> 00:47:44.000

We want to provide a safe and effective response, and we want to be accountable to government or to public.

00:47:44.000 --> 00:47:56.000

Sorry, somebody, the enablers that are already in place that we spoke to our stakeholders about, and this would really speak to their values because they were first responders.

00:47:56.000 --> 00:48:02.000

They and they have control over some of these issues right so it's calling the dispatch lines.

00:48:02.000 --> 00:48:14.000

It's guidance on how to assess critical animals, so they might be in a position to do that they have the authority to enter vehicles to rescue animals.

00:48:14.000 --> 00:48:26.000

They would be able to provide guidance how to relieve immediate animals in distress, so they might actually have some equipment as well. on their trucks or in their vehicles.

00:48:26.000 --> 00:48:30.000

And then they have a process to engage with their local animal welfare.

00:48:30.000 --> 00:48:34.000

Inspectors, whether it be in their communities or their cities.

00:48:34.000 --> 00:48:40.000

So they would have that relationship with those folks. so overall visually.

00:48:40.000 --> 00:48:47.000

This slide answers a lot of questions for audiences who are looking to learn about.

00:48:47.000 --> 00:48:58.000

Well what's my role in this what can I do to you know, strengthen the rules, or improve our services to animals and critical distress.

00:48:58.000 --> 00:49:08.000

Next slide is really around that back peace that i'd spoken about earlier.

00:49:08.000 --> 00:49:15.000

So this is a jurisdictional scan, and I like this one because part of the jurisdictional skin.

00:49:15.000 --> 00:49:23.000

We actually looked at the UK in terms of what they do so hope I've got this hope I've got this right.

00:49:23.000 --> 00:49:26.000

But yeah. So we looked at the UK. the US.

00:49:26.000 --> 00:49:35.000

And other provinces in Canada as to some of their rules around responding to animals in critical, distressing motor vehicles.

00:49:35.000 --> 00:49:44.000

So again like this is really like an infographic, in a way, because it does again use a lot of visuals.

00:49:44.000 --> 00:50:01.000

It uses a lot of point form. information but it clearly gets across what others jurisdictions are doing to assist animals in critical distress. and, as you can see, it's not overly technical.

00:50:01.000 --> 00:50:05.000

There is very I don't think there's actually any jargon.

00:50:05.000 --> 00:50:21.000

I think that we could all pretty much understand you know animal control officers, emergency responders, that there's particular legislations that might be in place to aid in assisting animals in distress.

00:50:21.000 --> 00:50:31.000

So the outcome of all of these slides together. I mean we spoke a great length with our stakeholders about this.

00:50:31.000 --> 00:50:44.000

There's a number of particularly for my office there's a number of firefighters in in the province, and this was actually supported by provincial firefighters, given that they already have the authority to do this

00:50:44.000 --> 00:50:52.000

this kind of initiative while it was not you know I didn't have it built on the legislation already in place.

00:50:52.000 --> 00:51:01.000

We've developed an e-training module. so they would more clearly understand their authorities to enter more to be a to rescue these animals.

00:51:01.000 --> 00:51:14.000

It did receive approval from our municipal officials to be rolled out, and, as I say, there was any training module that was also rolled out to assist first responders in knowing their authorities a little bit better

00:51:14.000 --> 00:51:21.000

So that they could rescue animals, whether it be in, you know, extremely hot weather or extremely cold weather.

00:51:21.000 --> 00:51:35.000

So overall, we considered that to be a success in terms of the information we brought forward, and aligning it with the values of our stakeholders and ministry officials.

00:51:35.000 --> 00:51:51.000

And and also, you know, showing them how they, how it would work for them and getting their input on, how it could work for them, particularly in different jurisdictions across Ontario, where roles and in communities are applied

00:51:51.000 --> 00:52:00.000

differently, so they could take it, and and to individually, how how they could roll it out most effectively.

00:52:00.000 --> 00:52:07.000

So that concludes my presentation, Daisy, I will turn it back to you. Perfect!

00:52:07.000 --> 00:52:15.000

Thank you so much, Carol. So in the last 20 min or so we are going to go into a bit of a Q and a

00:52:15.000 --> 00:52:18.000

I can see that people have already been posting questions in the chat.

00:52:18.000 --> 00:52:30.000

So please continue to do that, and and we've also got questions that registrants had submitted earlier as well, and so we'll try our best to get through as many as we can.

00:52:30.000 --> 00:52:39.000

And I actually wanted to put a question to you first, Carol, which

came in whilst you were presenting, and so someone wanted some purification on your first slide.

00:52:39.000 --> 00:52:46.000

You showed different parts of the briefing note, someone asked, What is the difference between context and background?

00:52:46.000 --> 00:52:56.000

Sure. Yeah, no problem in, you know. Sometimes I get hung up on that question, too.

00:52:56.000 --> 00:53:11.000

But basically the context is describe why this issue is important. The background is more about, You know, the the context of the issues.

00:53:11.000 --> 00:53:23.000

So it could be A list of events that's happened that have led to the issue taking place So for instance, for this one.

00:53:23.000 --> 00:53:28.000

The background had to do with the jurisdictional scan.

00:53:28.000 --> 00:53:33.000

It also had to do with, and we didn't include this in the presentation.

00:53:33.000 --> 00:53:41.000

But animals that had been stuck in cars that had not been rescued, and that had potentially perished right

00:53:41.000 --> 00:53:49.000

And so that's the the background the context is described by this issue is being identified as an issue.

00:53:49.000 --> 00:53:58.000

So we have a responsibility to act as a government because there's legislation in place for first responders to act and do this.

00:53:58.000 --> 00:54:09.000

So those I don't know if that helps to distinguish it a little bit better. but that that's what I would answer to that question that is helpful clarification.

00:54:09.000 --> 00:54:15.000

Thanks Carol I also wanted to pose a follow-up question to Laura.

00:54:15.000 --> 00:54:25.000

So, Laura, you mentioned in your presentation how we can tailor our message to different generations, and we had a question around

00:54:25.000 --> 00:54:37.000

What are your thoughts on? how to communicate difficult or sensitive messages and issues, and get buy-in kind of across different

generations?

00:54:37.000 --> 00:54:46.000

Yeah. So you know, I would say, the biggest thing for me is I try to look for common values.

00:54:46.000 --> 00:55:00.000

Because when you dig down to what people really value or what's important to them, you can often find commonalities, and then frame it in a way that makes sense to them you know it's hard to know without sort of more specific

00:55:00.000 --> 00:55:08.000

what You're looking at what you're looking for but I I mean one example is my parents are baby boomers.

00:55:08.000 --> 00:55:29.000

I'm, Gen. X. I am sort of learning a lot about anti-racism, and i'm often addressing what I see as microaggressions in my parents language or behavior, and calling them in rather than calling them out likening it to

00:55:29.000 --> 00:55:36.000

experiences. I know they have had around discrimination or judgment, and how that felt.

00:55:36.000 --> 00:55:43.000

So again tying into a value a common thing that you know we all are worthy.

00:55:43.000 --> 00:55:51.000

So yeah, and and it does get hard you know you don't want to sound condescending.

00:55:51.000 --> 00:55:59.000

So you know again, a generational psychographics are are very generalized.

00:55:59.000 --> 00:56:10.000

And lot of those they are. They tend to be things that are proven, though rather than assumptions or stereotypes.

00:56:10.000 --> 00:56:16.000

So but leveraging them in a way that's not condescending.

00:56:16.000 --> 00:56:20.000

So I know you guys don't like to be called old so let's do this.

00:56:20.000 --> 00:56:29.000

Well, let's let's just not do it and let's just address what they do value instead of what they don't like.

00:56:29.000 --> 00:56:44.000

I don't know if that's helpful yeah definitely and lots of people

are saying that that calling them in rather than out is a really positive and useful framing, and Anita is put here that people should check out

00:56:44.000 --> 00:56:51.000

Loretta J. Ross, who have had to write on this subject as well.

00:56:51.000 --> 00:56:54.000

We follow up with that, Laura. I want to stick with you.

00:56:54.000 --> 00:57:02.000

Just for a moment longer. So a loop mentioned or rather observed that you didn't mention gender neutrality in writing.

00:57:02.000 --> 00:57:09.000

Would you say that that is a factor at all Yes, I mean it comes into equity and inclusion right?

00:57:09.000 --> 00:57:15.000

So there's there's so much in that you know I focused on language right now.

00:57:15.000 --> 00:57:18.000

That is like. I talked about a lot of anti-racism.

00:57:18.000 --> 00:57:27.000

Examples. but of course there is, you know, sexual orientation.

00:57:27.000 --> 00:57:34.000

There is gender identity. There is somebody even posted in the comments talking about.

00:57:34.000 --> 00:57:39.000

You know, disabled versus a person living with a disability.

00:57:39.000 --> 00:57:42.000

So it's it's not just about anti-racism.

00:57:42.000 --> 00:58:02.000

It is all of these things, and you know it i've got she her next to my name in everything I tend to put out and do now because again like letting leading by example and showing other people that it's normal.

00:58:02.000 --> 00:58:19.000

To start using like using your pronouns in places to make sure people know what to call you, then makes it easier for people who may use different pronouns to also do that. and there's even a bit of a movement for even if you

00:58:19.000 --> 00:58:35.000

are she her to say she them like be open to being called either. I know It's something we work on internally, and we just tend not to use gender pronouns when communicating externally, unless we

actually are talking about somebody

00:58:35.000 --> 00:58:41.000

who identifies by that. So if I were to frame the to provide communications.

00:58:41.000 --> 00:58:58.000

Let's Say, I'm telling a story about we're trying to get a decision to approve something, and I want to give an example of you know, Jane, you know has this experience when they go to the store so you might use the name but still

00:58:58.000 --> 00:59:01.000

use day, and then that normalizes it, it becomes part of your everyday language.

00:59:01.000 --> 00:59:07.000

So you know absolutely all of that stuff is in the equity, diversion, and inclusion piece.

00:59:07.000 --> 00:59:15.000

So thanks, Laura, that's helpful clarification as well.

00:59:15.000 --> 00:59:22.000

There. Alex. We had a few questions in response to your presentation. as well, so i'll turn to you now.

00:59:22.000 --> 00:59:27.000

We had a question from Sales, who asks What if the briefing note is only fit information?

00:59:27.000 --> 00:59:32.000

And there, isn't really any next step what would you recommend writing there?

00:59:32.000 --> 00:59:38.000

Or would you just admit the next step so I think thanks today?

00:59:38.000 --> 00:59:53.000

I think if there isn't that next step I think you should still follow the same structure in terms of being clear, concise, and targeted, and following the steps in terms of looking at well, is what i'm saying making sense, is it going to be

00:59:53.000 --> 01:00:00.000

digestible, and but yeah, I would probably if there isn't a next step, and it's more of an information notes.

01:00:00.000 --> 01:00:06.000

I think it's using those best practices of overall writing rather than necessarily.

01:00:06.000 --> 01:00:08.000

Yeah, having the kind of points to make points to watch background

it's more just.

01:00:08.000 --> 01:00:17.000

Can you keep it clear, concise, and targeted, drawing actually from, I think, a lot of the points that were raised on the the other 2 presentations from from Larring Tower around.

01:00:17.000 --> 01:00:21.000

Actually you know. What is it that you want the reader to take from this?

01:00:21.000 --> 01:00:24.000

You know. How do you kind of make that really really clear?

01:00:24.000 --> 01:00:32.000

You know. How do you make sure that the information there is receiving is what they need to know that it's clear what they need to know why they need to know it?

01:00:32.000 --> 01:00:40.000

And what happens. So even if there isn't that that next step it's still following those same principles you mentioned again.

01:00:40.000 --> 01:00:49.000

There the the points to make and points to watch and we've had a question around, What is the difference between those 2 things?

01:00:49.000 --> 01:00:53.000

So could you distinguish a bit more points to make versus points to watch. sure.

01:00:53.000 --> 01:01:00.000

So the way I look at points to making points to watch so points to make to me are more proactive.

01:01:00.000 --> 01:01:14.000

They are the points you want to raise in a meeting to land in a meeting, to achieve your objective, whereas the points to watch are looking at it on a slightly more reactive or defensive line the sense of what will the person your meeting, or the

01:01:14.000 --> 01:01:20.000

briefing and official is meeting, What would they raise? and therefore what would you say in response?

01:01:20.000 --> 01:01:29.000

So you might not necessarily proactively raise those points to watch It's just in case something does come up in the meeting. and then your official minister has something to hand to say.

01:01:29.000 --> 01:01:38.000

Okay, this is my response. So points to make a little bit more proactive in achieving your objective points, to watch a little bit more reactive.

01:01:38.000 --> 01:01:51.000

But there, if needed, and you'd hope you wouldn't but if you do, there they are, right, and I can see that we've got a thumbs up reaction there, so I think that that has clarified that point

01:01:51.000 --> 01:02:08.000

nicely. So all 3 of you I think, spoke about different kind of types of writing for different purposes, and we've had a question that come in from Susan, and this is around using stories and storytelling.

01:02:08.000 --> 01:02:16.000

And she said that while she has never used stories in her writing she guesses that it's probably a good idea to do this when communicating.

01:02:16.000 --> 01:02:21.000

But we, when is it appropriate to use storytelling like?

01:02:21.000 --> 01:02:26.000

Is it appropriate? and all kinds of communications and How can we tell when it might be appropriate?

01:02:26.000 --> 01:02:33.000

I'll put the question first to Carol if that's right, and then Laura and Alex feel free to chip in.

01:02:33.000 --> 01:02:36.000

So how can we tell when storytelling is appropriate?

01:02:36.000 --> 01:02:51.000

Great you know I i've actually used storytelling as a way to persuade audiences, particularly when I was working in media relations.

01:02:51.000 --> 01:02:55.000

To persuade audiences to do something so.

01:02:55.000 --> 01:03:09.000

Whether it be a story about you know different fires that are happened which you know they come from places of credibility, because my office does investigate fires throughout the province.

01:03:09.000 --> 01:03:15.000

And telling them what to do, and and why should they should do do it?

01:03:15.000 --> 01:03:20.000

I think stories really help with the the y factor. of Why you should do something.

01:03:20.000 --> 01:03:24.000

I'll turn it over to laura and Alex to see what they have to say.

01:03:24.000 --> 01:03:41.000

Sure I can jump in absolutely persuasion, right? and you know it can paint a picture for people who may not understand why you need to do something.

01:03:41.000 --> 01:03:46.000

So we you know, if we're asking for our council to make a decision.

01:03:46.000 --> 01:03:52.000

We might want to tell a story about what an experience is like.

01:03:52.000 --> 01:03:57.000

Now based on our recommendations to counsel what an experience would be like after.

01:03:57.000 --> 01:04:06.000

And recently one of our employees did this when presenting a customer service improvement recommendation.

01:04:06.000 --> 01:04:13.000

So they describe the customer journey as it is now, for from beginning to end, so basically journey mapping.

01:04:13.000 --> 01:04:18.000

And then they said, and if we do this here's what it would look like.

01:04:18.000 --> 01:04:29.000

And so they you know, telling the story shows what it will look like when this is done. So that's you know it's a really effective tool in decision-making, you know.

01:04:29.000 --> 01:04:39.000

I would say, the places where storytelling might be less effective is where you really need to focus on an action.

01:04:39.000 --> 01:04:54.000

Rather than specific situation or person or you are, talking about something where you don't know who the people are, or know anything about the people.

01:04:54.000 --> 01:05:04.000

But storytelling is just a I mean, this is something that has existed for all time, because it is the most effective way really to communicate.

01:05:04.000 --> 01:05:11.000

And just, very briefly, completely echoed points made by Laura and Cow.

01:05:11.000 --> 01:05:21.000

There, I think Ultimately there are principles or tips or cur I think there's different phrases to use of any written product you're

doing should follow these corporates with these core tips.

01:05:21.000 --> 01:05:26.000

But then there will be specific approaches or tools you can use to deliver it.

01:05:26.000 --> 01:05:38.000

So in some cases a storage. This, the storytelling approach, might be the best way of being persuasive to bring someone into what you want them to see, and what you want them to understand, and what you want them to feel they will get

01:05:38.000 --> 01:05:46.000

from this, but I would still recommend that you follow those same principles in terms of being clear, being concise, being targeted.

01:05:46.000 --> 01:05:50.000

Making sure that you are bringing in information that is relevant to the individual reading it.

01:05:50.000 --> 01:06:03.000

So, even if the style or the tool you're using can vary depending on you know who you're communicating to, or what you want to achieve, following those those principles and tips I think is really valuable as well,

01:06:03.000 --> 01:06:13.000

and a follow-up question. in the chat is, you know, the worry sometimes might be the storytelling that you fall into stereotypes.

01:06:13.000 --> 01:06:20.000

So do you have any kind of tips to keep it front of mind when storytelling, to avoid stereotyping and feel free.

01:06:20.000 --> 01:06:30.000

Anyone to jump in on that. Sure i'll jump in I would say that you're telling a story.

01:06:30.000 --> 01:06:36.000

You're not making something up, though you're telling a story of what is actually happening.

01:06:36.000 --> 01:06:39.000

So hopefully, it's not based on stereotypes it's based on data.

01:06:39.000 --> 01:06:48.000

It's based on research. and and I mean that in essence to me would avoid stereotypes, because you're using facts.

01:06:48.000 --> 01:06:56.000

You're telling people this is how things are this is how we want them to be, or how they should be, or how they need them to be so.

01:06:56.000 --> 01:07:09.000

I mean just just make sure You're using facts and data, and I would agree with that, Laura, in terms of using data and facts.

01:07:09.000 --> 01:07:23.000

I mean we one way that you know. we're able to talk about some of the investigations our office does is by talking about the process by which we investigate these fires. and so that really speaks to the credibility from where the story

01:07:23.000 --> 01:07:40.000

is coming from. Sometimes when you talk about research, talking about how you came by the research or the data, or I think there was a question up in the chat for about cybersecurity, It's like, why is it important like you know what does it mean in

01:07:40.000 --> 01:07:51.000

the context of this story that you're trying to tell sometimes talking about how you came by the information is the most important thing, and really speaks to the credibility of the story that you're telling.

01:07:51.000 --> 01:08:00.000

Think just very yeah, Alex, go ahead. So I was gonna say 1 1, one very brief point, I think, linking back to everything.

01:08:00.000 --> 01:08:08.000

Laura and Calab kind of have said just then, but also their presentations. That, and I think a number of the comments in the chat as well.

01:08:08.000 --> 01:08:23.000

Is, it's really about understanding your reader or the user it's kind of really understanding actually what makes most sense for the way they understand information, or the way that they process information or the way that they read all of those elements so just I think kind

01:08:23.000 --> 01:08:28.000

of making sure you're really considering that when you are producing your products.

01:08:28.000 --> 01:08:34.000

Great. I think that is an excellent point on which to wrap up the Q.

01:08:34.000 --> 01:08:44.000

And a as we are rapidly heading towards the end of the hour. And so yeah, keeping that kind of who is going to read this really front and center, I think that's super useful.

01:08:44.000 --> 01:08:49.000

So, as I said, we are heading towards the end of the session now.

01:08:49.000 --> 01:09:02.000

There were loads of questions in the chat. If you have unanswered

questions that you really want to kind of put to the rest of the A political community, you can do so by using a new Q and a feature and my

01:09:02.000 --> 01:09:14.000

colleague. Helen has just put a link in there, so please do feel free to follow up after the session and post your unanswered questions. I want to say a big thank you to everyone for joining and of course

01:09:14.000 --> 01:09:22.000

and massive. Thank you to Carol Lauren Alex, for leading such a brilliant discussion, and sharing so many valuable insights with us.

01:09:22.000 --> 01:09:28.000

And before you go, and we would love it if we can.

01:09:28.000 --> 01:09:42.000

Hear from everyone a one-word takeaway so the thing that's kind of going to stick with you most i'd encourage everyone to put those in the chat, and I will turn to ask speakers to give their one word take

01:09:42.000 --> 01:09:46.000

away. So, Laura, do you want to go first?

01:09:46.000 --> 01:10:08.000

Yeah, sure I would say concise size great carol I'm going to say it's sink and Alex here to say clear. clear. i'm seeing in the chat I saw we had place Matt we had generational differences

01:10:08.000 --> 01:10:22.000

for sentence. Audience: inclusivity and that's great to see? and finally, we would like to launch a final poll to find out how you found the workshop.

01:10:22.000 --> 01:10:36.000

So on a scale of one to 10 rank your agreement with this statement, so one meaning that you completely disagree and 10, meaning that you completely agree. and this workshop was a valuable use of my time We

01:10:36.000 --> 01:10:40.000

won't share the survey results this is just for us to help improve our workshops.

01:10:40.000 --> 01:10:52.000

So i'll leave that up for just a few moments longer. yeah All that's left to say is thank you so much for joining us.

01:10:52.000 --> 01:11:02.000

Keep an eye out for that follow-up email tomorrow, in which we will share the recording and the presentations from our speakers and other resources.

01:11:02.000 --> 01:11:06.000

And we very much hope that you will be joining another.

01:11:06.000 --> 01:11:29.000

A political workshop soon. please join me in thanking to speakers once again, if you want to come off mute and say goodbye, and please do and Yeah, have a lovely rest of your morning afternoon or evening.