Getting what you want:
A compelling, reusable, one-page message.

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Your role:

- Making your unit be the best version of itself it can be.
- Coach/Manager/Procurement guru, etc.
- Resource limitations.
- Salesperson.

What is your pitch?

Learning Objectives

- **Understand simple and concise, single-topic communication.**
  - Identify information needed.
  - Structure into one page.
  - Identify the best type of document format to use.
- **Outputs.**
  - Documents (samples provided).
  - Follow-up booklet.
- **Outcomes.**
  - Recognize your issue.
  - Understand your situation.
  - Gather data.
  - Analyze your options.
  - Communicate your solutions – clearly concisely in an appropriate vehicle.

In your group …

- Introduce yourself. *(5 min)*
- Share what you hope to learn in today's session.

Our experience.

- University Faculty.
  - Grant reporting.
  - Teaching.
- Government.
  - USDA - National Institute of Food and Agriculture.
  - Grant oversight.
  - Reports to the Executive and Legislative branches.
  - Process engineering.
- University Administration.

You had me at hello…

Versions of short communications.

- Abstracts.

e-Xtra*

Population Structure Among and Within Iowa, Missouri, Ohio, and South Dakota Populations of *Phytophthora sojae*

S. Stewart and **A. E. Robertson,** Department Plant Pathology and Microbiology, Iowa State University, Ames 50011; **D. Wickramasinghe,** Department of Plant Pathology, The Ohio State University, Ohio Agricultural Research and Development Center (OARDC), Wooster 44691; **M. A. Draper,** Plant Science Department, South Dakota State University, Brookings 57007-1090; and **A. Michel,** Department of Entomology, and **A. E. Dorrance,** Department of Plant Pathology, The Ohio State University, OARDC

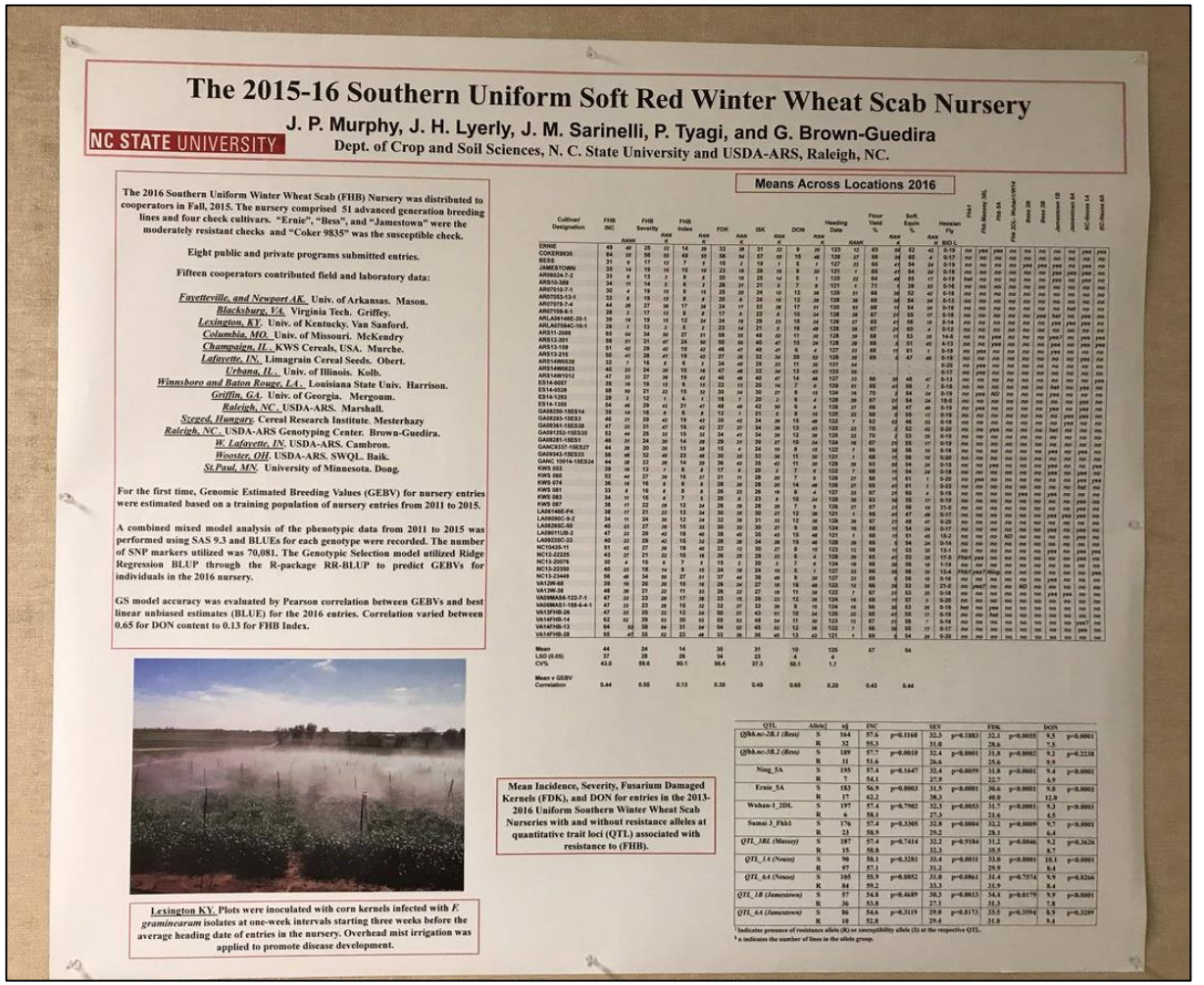
Abstract

Stewart, S., Robertson, A. E., Wickramasinghe, D., Draper, M. A., Michel, A., and Dorrance, A. E. 2016. Population structure among and within Iowa, Missouri, Ohio, and South Dakota populations of *Phytophthora sojae*. Plant Dis. 100:367-379.

Phytophthora root and stem rot, caused by *Phytophthora sojae*, is an economically important disease of soybean throughout the Midwestern United States. This disease has been successfully managed with resistance (*Rps*) genes; however, pathogen populations throughout the Midwest have developed virulence to many *Rps* genes, including those that have not been deployed. To gain a better understanding of the processes that influence *P. sojae* evolution, the population genetic structure was compared among populations using one isolate collected from 17, 33, and 20 fields in Iowa, Ohio, and South Dakota, respectively, as well as multiple isolates from individual fields in Iowa, Ohio, and Missouri. Genotypic diversity was measured using 21 polymorphic microsatellite (simple-sequence repeat) markers. and pathotype diversity using 15 soybean differentials. For all but three of the populations with low sample size, there was a high level of pathotype diversity and a low to moderate level of genotypic diversity among the populations for both comparisons between states and within-field variation. None of the *Rps*-gene differentials were resistant to all of the isolates. There were 103 unique multilocus genotypes identified in this study and only 2 were identified from the same field. Although no clones were identified in more than one field, pairwise F_{ST} indicated that some gene flow within neighboring fields does occur but not across the region, including fields from neighboring states. These results suggest that there is a strong probability that each state may have their own or several regional populations, as well as provide further evidence of high diversity within this homothallic pathogen which may be due, in part, to limited gene flow, mutation, or outcrossing, and this likely affects the success of deployment of resistance.

Versions of short communications.

- Posters.



The 2015-16 Southern Uniform Soft Red Winter Wheat Scab Nursery

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J. P. Murphy, J. H. Lyerly, J. M. Sarinelli, P. Tyagi, and G. Brown-Guedira

Dept. of Crop and Soil Sciences, N. C. State University and USDA-ARS, Raleigh, NC.

The 2016 Southern Uniform Winter Wheat Scab (FHB) Nursery was distributed to cooperators in Fall, 2015. The nursery comprised 51 advanced generation breeding lines and four check cultivars. "Ernie", "Bess", and "Jamestown" were the moderately resistant checks and "Coker 9835" was the susceptible check.

Eight public and private programs submitted entries.

Fifteen cooperators contributed field and laboratory data:

Fayetteville, and Newport AK. Univ. of Arkansas. Mason.
Blacksburg, VA. Virginia Tech. Griffey.
Lexington, KY. Univ. of Kentucky. Van Sanford.
Columbia, MO. Univ. of Missouri. McKendry
Champaign, IL. KWS Cereals, USA. Murche.
Lafayette, IN. Limagrain Cereal Seeds. Obert.
Urbana, IL. Univ. of Illinois. Kolb.
Winnsboro and Baton Rouge, LA. Louisiana State Univ. Harrison.
Griffin, GA. Univ. of Georgia. Mergoum.
Raleigh, NC. USDA-ARS. Marshall.
Szeged, Hungary. Cereal Research Institute. Mesterhazy
Raleigh, NC. USDA-ARS Genotyping Center. Brown-Guedira.
W. Lafayette, IN. USDA-ARS. Cambron.
Wooster, OH. USDA-ARS. SWQL. Baik.
St.Paul, MN. University of Minnesota. Dong.

For the first time, Genomic Estimated Breeding Values (GEBV) for nursery entries were estimated based on a training population of nursery entries from 2011 to 2015.

A combined mixed model analysis of the phenotypic data from 2011 to 2015 was performed using SAS 9.3 and BLUEs for each genotype were recorded. The number of SNP markers utilized was 70,081. The Genotypic Selection model utilized Ridge Regression BLUP through the R-package RR-BLUP to predict GEBVs for individuals in the 2016 nursery.

GS model accuracy was evaluated by Pearson correlation between GEBVs and best linear unbiased estimates (BLUE) for the 2016 entries. Correlation varied between 0.65 for DON content to 0.13 for FHB Index.

Means Across Locations 2016

Lexington KY. Plots were inoculated with corn kernels infected with *F. graminearum* isolates at one-week intervals starting three weeks before the average heading date of entries in the nursery. Overhead mist irrigation was applied to promote disease development.

Mean Incidence, Severity, Fusarium Damaged Kernels (FDK), and DON for entries in the 2013-2016 Uniform Southern Winter Wheat Scab Nurseries with and without resistance alleles at quantitative trait loci (QTL) associated with resistance to (FHB).

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Activity I – Issues.

- What issues could benefit from this type of communication?

- Large Group activity. *(10 min.)*

Issues.

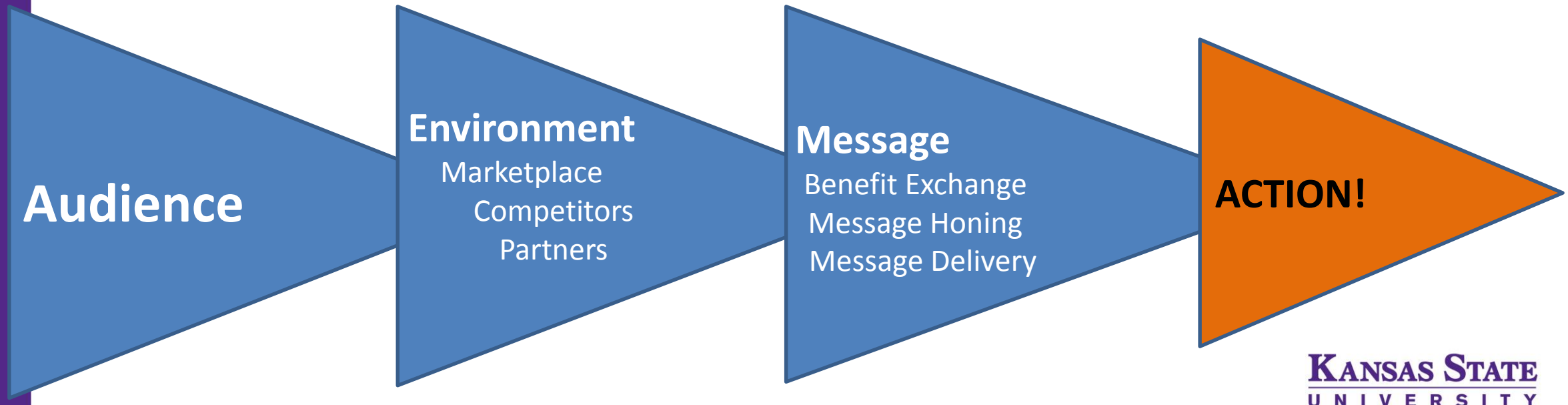
- Personnel actions?
  - Hiring
  - Firing
  - Promotions
  - New directions
  - Disciplinary
  - Improvement plans
- Budget concerns?
  - Equipment
  - Facilities
  - Start-up
- Space needs?
  - Classrooms
  - Laboratories
  - Greenhouse
  - Offices

- What is the focus of your department/unit –

  Teaching / Research / Service?

Who, What, When, Where, How, WHY!

- Intended Outcomes.
  - Audiences – What do they care about? (reading the tea leaves).
  - Action / Purposes – What do they need to do?



Adapted from: Katya Andreson, *Robin Hood Marketing: Stealing Corporate Savvy to Sell Just Causes*

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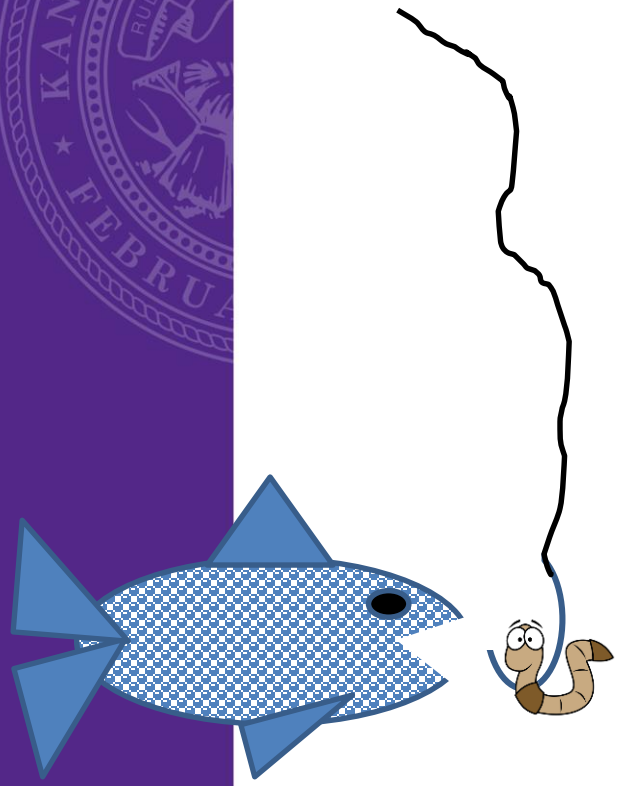
Who, What, When, Where, How, WHY!

- Types of decisions:
  - Just do it – for information.
  - Approval required.
  - Approval and resources required.

Who, What, When, Where, How, WHY!



- One Lesson - Bottom line up front!
  - This is your **hook**, your **bait** – never fish without a hook or bait!
  - The bait must have appeal to the audience!
  - Be sure you have a **hook**!

"Coconut? — You seriously expect me to bite on *coconut?*"

Activity II - Decision memo analysis.

- Questions: (*10 min)*
  - Clarity of…
    - Purpose/issue?
    - Justification
    - Action
  - Is this enough to be effective?

Put on your department head hat!

Who, What, When, Where, How, WHY!

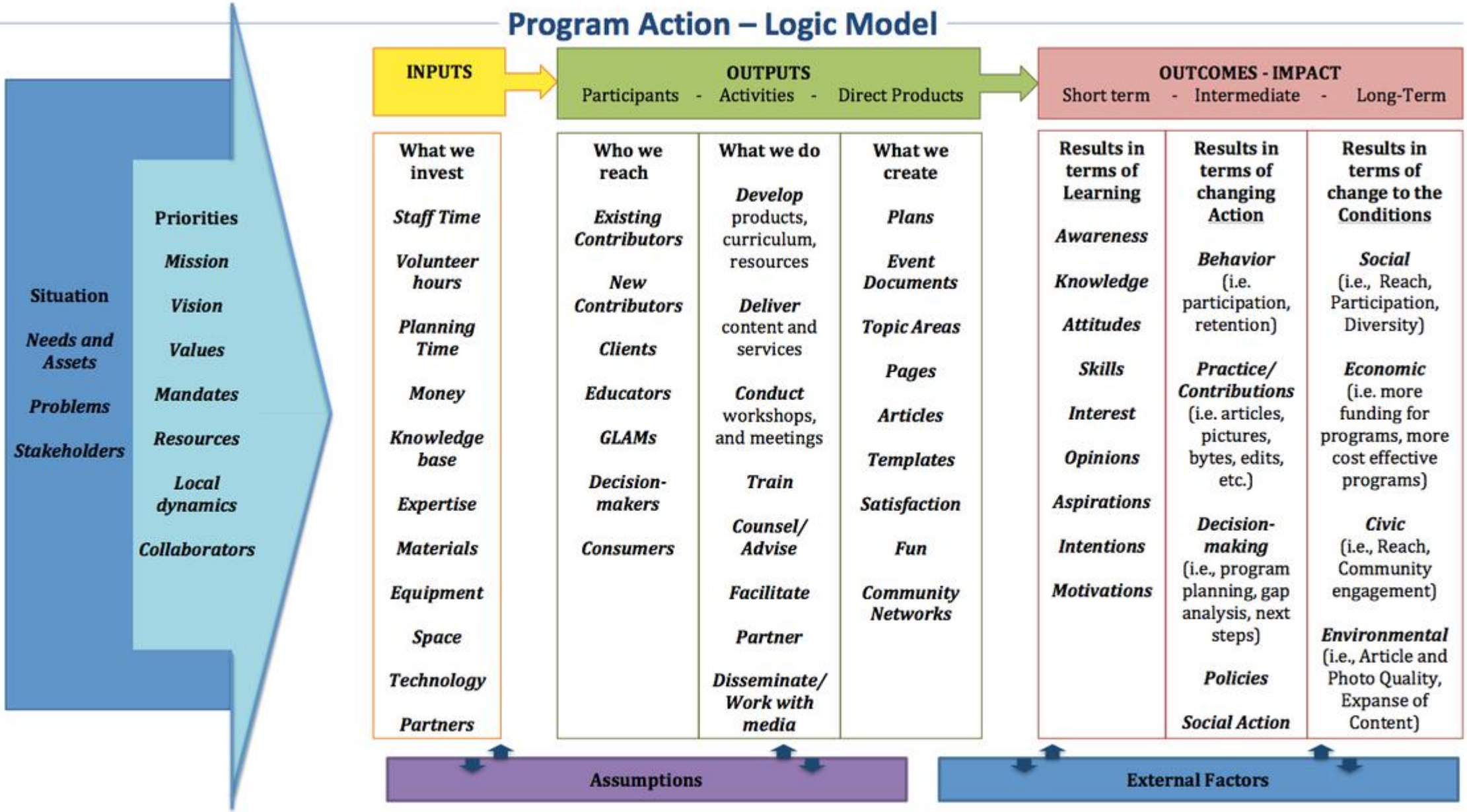
- Jumping the shark.
  - Solutions are not hatched instantly – **plan**, be analytical, take your time, seek input from others.
  - "Five whys" – be sure your issue is on the mark!

Who, What, When, Where, How, WHY!

- Gather information:
  - Situation (Facts, Background, History).
  - Timing.

- Structure your thoughts - Pre-analysis methods:
  - Logic Model.
  - SIPOC.

Program Action – Logic Model



Evaluation
Identification – Design – Implementation – Completion/Follow-up

Logic Model adapted and modified from UW Extension (2003). Program Development and Evaluation Logic Model. Available at: http://www.uwex.edu/ces/pdande/evaluation/pdf/LMfront.pdf (Retrieved 6/22/2013)

SIPOC – a process analysis approach.

Process or Function Name: **Corrective Action Process – Manufacturing and Distribution**	Date: 1/18/2017
Scope: All North America manufacturing and dist. facilities	Notes: Does not include product recall process

Suppliers	Inputs	Processes	Outputs	Customers
		Field Complaint Received		
Regional Sales Managers	Product Problem Report (form CAP3)	Problem Confirmation	Containment Plan (form CAP1)	Regional Sales Managers
Customer Service	Manufacturing QC Records	Containment Actions	In-House Stock Reworked	Affected Customers
Producing Plant	Supplier QC Records	Root Cause Investigation	Closed Corrective Action (form CAP2)	Customer Service
Distribution Centers		Corrective Action Plan	Product Design or Process Changes	
		Verification & Closure		
		Corrective Action Validated		

Source: http://sipoc.info/. Accessed 2/13/2018

Who, What, When, Where, How, WHY!

- Structure – Logic Model, SIPOC, etc.
  - Sections.
  - Tables / Lists.
  - Timetables.
  - Funding.
- Structure may be imposed – you may have to be flexible!
- Reuse.
  - Lateral.
  - Downward.

Life is busy…

Activity III: Model Documents.

- Position Justification.
- Decision Memo.
- Charter.
- Policy Brief.
- Legislative Brief.

- In pairs, select one document and look at the structure and characteristics. *15 min.*

Excel Template.

Issue	Audience	Action	Information Needed	Sections	Reuse
Concise communication in a single-page document	Session Participants		Sample issues Success stories Pros/Cons Easy-to-use model Example docs	Issues Model	Go to tool for many applications
Personnel Action - Position Justification	Dean / Provost / President	Funding and permission to hire	Departmental Strategic Plan Need / Gaps Budget Impact Situation analysis		Human Resources Unit Position Description Position Announcement Search Committee Mentoring Committee
Decision Memo - equipment purchase	Directors / CIO / Provost & Fin VP	Agreement to move forward with the recommendation	Current equipment lifecycle Impact of the equipment Analysis of alternatives Budget	History / Background Assumptions Alternatives Recommendation	Staff update Implementation team Campus newsletter article Accomplishment (annual)report

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Resulting Sample Docs.

- Handout.
- Position Justification.
- Decision Memo.

Activity IV – Excel Matrix.

- Large Group activity! *10 min.*
- Fill in the details for our common issue.
- Five whys?

Activity V – Build your structure.

- Small group activity. *(10 min)*
- Each table – select an issue of common interest.
  - Remember, *audiences* and *messaging*!
- Report back to the large group. *(5 min)*

Activity V – Feedback.

- Difficulties?
- Challenges?

We could take a break…

Justifications?

- Department ratings/stature.
- Diversity – faculty and students.
- Curriculum needs.
- ????

Activity VI – A topic that matters to you.

- Individual Activity. *(10 min)*
- Putting it all together!
- Pair and share - seek strong points. *(10 min)*

Final thoughts.

- You may think you don't have the time for this approach...

Don’t cheat yourself!

You ***are*** selling something important!

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Why one page?

- Your audience is composed of busy people.
- Plan for 20-30 minutes of their time – **IF** you get an audience.
- Your document must stand on its own!

Concise Communications

- Thanks for your participation!
- Don’t forget the survey!

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