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Building Effective Management and Communication Skills

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Session Objectives



- Identify basic facts about communication and management.
- Introduce a variety of effective communication and management strategies.
- Discuss how to track the effectiveness of the strategies discussed.



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ice BREAKER



“These materials were developed for OHS/Region XI under Contract No HHSP233201500016c by ICF International”



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Communication Systems must include:

- Communication with families
- Communication with governing bodies and policy groups.
- Communication with staff.
- Communication with delegate agencies (if your agency has delegates)



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Let's discuss our concerns about communication





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Effective Communication

- It is two-way
- Verbal and non-verbal
- Depends upon active listening
- Uses effective feedback
- Direct with no inconsistent messages
- Understandable and acceptable
- It is comfortable for all parties involved



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Planning for Effective Communication

- Think about how you learn new information or skills?
- How do you support staff when communicating a task?
- Discuss how to monitor the effectiveness of the strategies discussed.



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Adult Learning Principles

- Adults need social interaction to process information.
- Construct knowledge by relating new information to what they already know.
- Learn best when in an environment where they feel safe and respected.
- Require time to think and revisit ideas
- Motivated to learn when they have a reason and desire to find something out.
- Learn in a variety of approaches: Visual, auditory and kinesthetic



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Question??

How many meetings do you attend or plan in a month?



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What makes a meeting effective?

- Planning for the meeting
- Setting up the meeting
- Running the meeting
- Follow up after meeting



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Planning for the meeting

- Decide on the goals of the meeting.
- Make sure you research all that is needed before the meeting starts.
- Decide who needs to attend.
- Plan with others before you start.
- Review your agenda items before meeting.



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Setting up and running the meeting

- Agreement on agenda and rules.
- Keep the discussion on track.
- Keep track of time.
- Summarize what you are hearing for clarity.
- Encourage participation.
- Be careful not to take sides.



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Setting up and running the meeting

- Participants are not attentive to what is being said in a meeting 40% of the time.
- Participants retain 70% of the information in the first ten minutes of a meeting but only 20% in the last ten minutes.



Meyer & Jones, 1993



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Processing Strategy: 10:2 Theory

- To reduce information loss, pause for two minutes at about ten minute intervals.
- For every ten minutes or so of meaningful chunks of new information, participants should be provided with two or so minutes to process information.
- Participants can respond and discuss their current understanding in various ways.

Rowe, 1983



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Follow up after the meeting

- Gather feedback
- Summarize the meeting

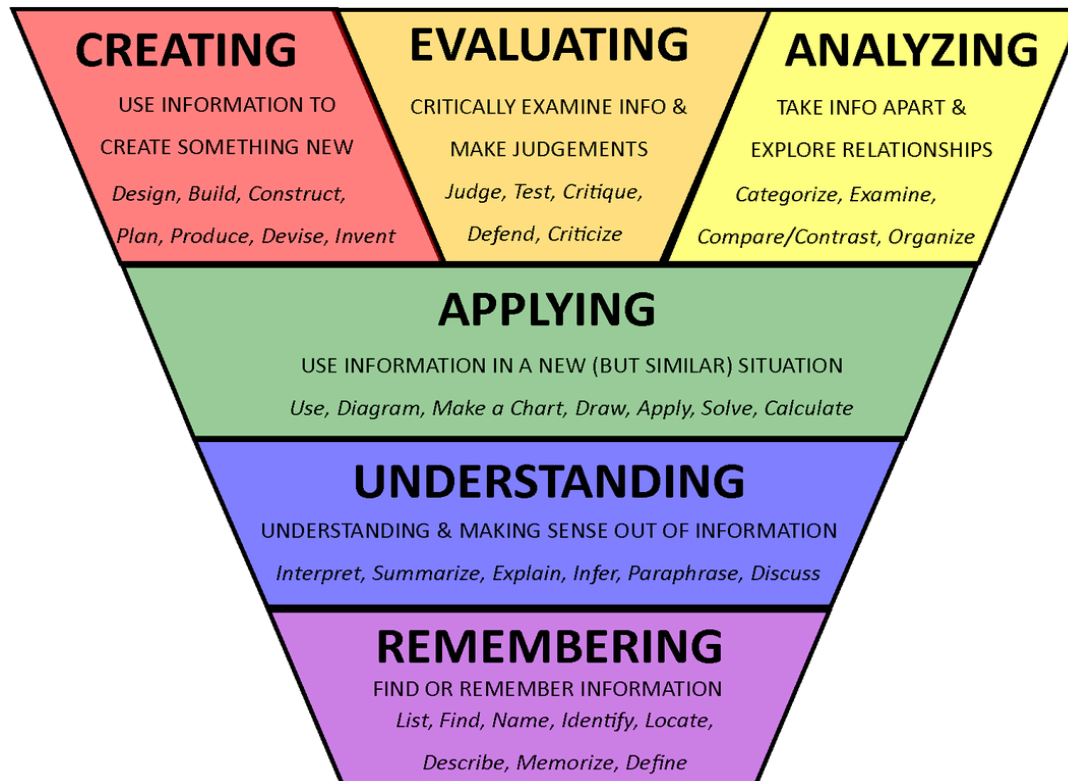




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Bloom's Taxonomy

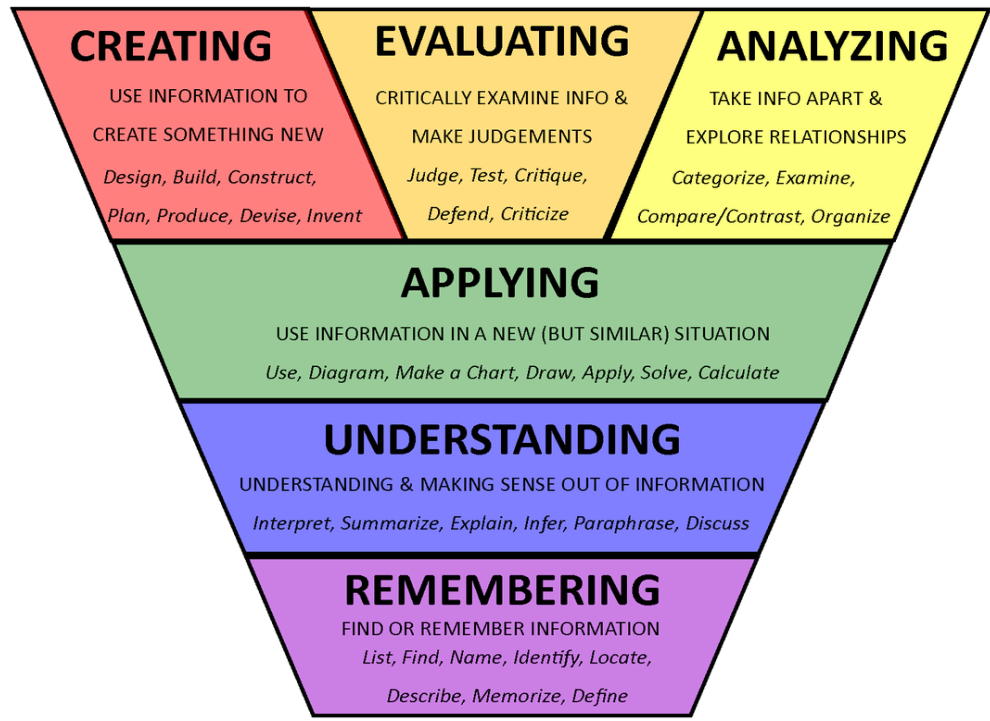




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Using Bloom's Taxonomy to follow up after a meeting



- Use questions as tools
- Consider your audience
- Higher order thinking skills



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Let's practice





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Review of Session Objectives



- Identify basic facts about communication and management.
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- **Final Thoughts**
- **Questions/Comments**

Thank you!!



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REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory