

# Relationship-Based Professional Development Credential Course

## Learning Activities for Session 8 – Co-Creating Relationships: Communication

**Please note:** The RBPDP Credential materials are owned by the Minnesota Department of Human Services, Child Services Division. The materials will be available on Canvas during the course and for one week after the course ends. You are responsible for downloading any materials that you would like to keep for your records.

### Session 8 Overview

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#### Course Level:

2

#### Knowledge Competency Framework for Early Childhood Practitioners:

Content Area VI: Professionalism

#### RBPDP KCF Content Areas:

IV. Effective communication

#### CDA Content Area:

Professionalism

#### Learning Objectives:

- Objective 1: Practice active listening skills and attending to non-verbal communication
- Objective 2: Develop and evaluate powerful questions to use in RBPDP conversations
- Objective 3: Examine tools for direct communication

#### Watch the Introductory Video:

- Introduction to Co-Creating Relationships (Sessions 8-10)

## Readings: Session 8 Documents

### Lecture Notes, PPTs and Handouts:

- Session 8 Module 4 PPT Communication
- Session 8 Lecture Notes A – Active Listening
- Session 8 Lecture Notes B – Powerful Questions
- Session 8 Lecture Notes C – Direct Communication
- Session 8 Powerful Questions (see web link)
- Session 8 Pocket Guide to Four Direct Communication Strategies
- Session 8 Balanced Conversations (Garmston)
- Session 9 Assignment - Entering the Relationship – Six Questions

### Web Links

- The 4 Communication Styles: Which One Do You Have? [Quiz] article and quiz <http://blog.visme.co/the-4-communication-styles-quiz/>
- Review the “Powerful Questions” at <https://coactive.com/> Click on “resources” and then go to “Tools” scroll down to “Co-Active Coaching Toolkit.” Once you enter your information you will have access to a variety of documents. One of them is called, “Powerful Questions.” Bring it (or a virtual version handy) to use during the Virtual Chat.
- Mapping your cultural orientation: <https://www.uwb.edu/connected-learning/wp-content/uploads/sites/24/2023/07/mapping-your-cultural-orientation.pdf>

### Video Link

- [https://mediaspace.umn.edu/media/t/1\\_oci4ulmw](https://mediaspace.umn.edu/media/t/1_oci4ulmw)

Note: If this link doesn't work when clicked, copy and paste into a browser

### Ongoing Resources posted:

- RPBD Credential Glossary
- *Minnesota's Knowledge and Competency Framework for Relationship Based Professional Development Specialists* <https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7586-ENG>

### Discussion Board:

Initial response due by \_\_\_\_\_. Responses to at least three other participants by \_\_\_\_\_.

- Complete the communication styles self-assessment which can be found <http://blog.visme.co/the-4-communication-styles-quiz/>
- Complete the handout: Mapping your cultural orientation: <https://www.uwb.edu/getattachment/globalinitiatives/resources/intercultural-competence-tool-kit/Mapping-Your-Cultural-Orientation.pdf>

- Post a paragraph or two responding to the following: After completing the communications style quiz and mapping your cultural orientation, what is one insight or surprise that came up about your approach to communication with others? How might this (aspect of your communication) affect your interactions in an RBPD relationship?

## Video Chat:

Bring to chat for group work (either in paper form or have handy on a device):

- **Powerful Questions** document
- Scenarios 1 & 2 below
- Page 1 of **Lecture Notes C**

## Lecture notes A: Active Listening

- What do you see as your strengths and challenges with active listening?

**Lecture notes B and Powerful Questions handout** Please make sure to have opened or printed the Powerful Questions PDF from the link on the documents page.

- Be ready to chat specific examples of powerful questions that fit the RBPD powerful questions competencies (*section IV B*) from Lecture Notes B.
- Which two types of questions might work in the following scenarios and why? (Have these scenarios handy for chat)
  - Scenario 1: *You have started coaching a teacher to help him improve his behavior management skills. The director mentioned that she had some concerns about teamwork among the staff in his classroom. This is your second meeting to attempt to identify a goal that he wants to work on. He seems uncertain about what goal to set and keeps coming up with goals for the children rather than goals for himself. When you suggest looking at his lesson plan for a place to start, he says his co-worker writes all the lesson plans and he doesn't have any input into the weekly plans.*
  - Scenario 2: *You are working with a family child care provider on improving her business practices. She has been complaining about trouble collecting weekly fees from a particular family. When you look at her books together, you notice two other families who are also behind in payments. She seems uncomfortable talking about it, and on further discussion, you discover that she is good friends with the moms in these two families.*

## Lecture Notes C: Direct Communication

- Be ready to describe in your own words the strategies in the direct communication notes (or apply them to a real world example).
- What did you notice about the communication mediums used in the coaching video? What are the communication tools you currently use and what helps you decide which tool might be best for the situation?
- How do you prefer to receive feedback? What is your comfort level in receiving and giving feedback?
- **Note:** *This question relates to feedback (cultural and linguistic differences in giving and receiving feedback) AND to material in Lecture Notes A about RBPd partners who speak different primary languages.)*

Have you worked in an RBPd partnership when you and the person you were working with were not fluent in the same language? Imagine being in that situation. Look at the list of possible strategies to use in the Lecture Notes A document and think about: What might you do if you felt you were not able to communicate effectively? Are there any other strategies you might add? How would you decide the strategy was effective?

- Watch the six minute video and take notes on how many different communication tools you notice that the coach and provider use or refer to in this coaching exchange:  
[https://mediaspace.umn.edu/media/t/1\\_oci4ulmw](https://mediaspace.umn.edu/media/t/1_oci4ulmw)
- What is a favorite tool or strategy you have used to communicate virtually in RBPd work? (If you are not currently working in RBPd or have not done work virtually, what is a tool you would like to explore?)

### Reflection assignment:

- **Level 1:** *Describe a time that someone gave you feedback that was helpful (if you cannot think of a helpful example, choose a time when feedback was not helpful.) How do the communication ideas in this session (active listening, powerful questions, direct communication, etc.) relate to your own experience as the person who received feedback? Discuss how the person who was giving the feedback used an approach aligned or did not align with your communication style and cultural orientation.*
- **Level 2:** *Think about and share a time when you gave feedback that didn't or did go well. Describe briefly, using the ideas from this session (active listening, powerful questions, direct communication, etc.) to analyze what worked and what did not, and why. Use ideas from this session to describe how you might improve on the communication in the interaction if you had a magical "do-over."* **Level 2:** *Add a paragraph describing*

*strategies you have or might use to find out more about the other person's communication style and cultural orientation.*