

LEAP Into Workforce Innovation and Opportunity Act (WIOA), Part I: Preparing for Change

NRS Regional Training
July 26–28, 2016
Day 3



National Reporting System
for Adult Education

Review of Day 2



Overview of Day 3

- ▶ Communicating Change
- ▶ State Planning Time
- ▶ Small-group Sharing
- ▶ Bringing It All Together
- ▶ Discussion of NRS Project Support



Communicating Change to Stakeholders

Adaptive Leadership and Communication

“The hope of leadership lies in the capacity to deliver disturbing news and raise difficult questions in a way that people can absorb, prodding them to take up the message rather than ignore it or kill the messenger.”

-Leadership on the Line, by Heifetz and Linsky



Communication

...It's not what you want them to know; it's what they want to know from you.



Communication

- ▶ What is communication?
- ▶ How do you communicate?
- ▶ How do you communicate as a state leader?



Effective Communication

- ▶ Simplicity
- ▶ Clarity
- ▶ Consistency
- ▶ Multiple forums
- ▶ Repetition
- ▶ Explanation of seeming inconsistencies
- ▶ Give-and-take



Communication in Your State

1. As a state, list ways that you effectively communicate with
 - Local program staff
 - Other key stakeholders
 - People within your department
2. How do you know the communication is effective?
3. As a table, share your most effective communication strategies.

See Handout 1, Section G: Support Tool



Creating the Communication

PPPP Method

1. **Purpose:** Consider your audience, listeners' concerns, and what you want listeners to know, feel, or do.
2. **Particulars:** Decide the key points of the message.
3. **Package:** Select the best way to communicate the message (i.e., method).
4. **Plan (and deliver):** Craft the message.



Purpose

- ▶ What do you want your audience to know, feel, and do?
- ▶ What is the value of this information to the audience?
- ▶ What is important? What concerns is the audience likely to have?
- ▶ What forum is the best means of communication for this group?
- ▶ What questions does this audience probably have?

See Handout 1, Section H: Support Tool



Particulars

- ▶ What are the key points of the message?
- ▶ What information does the audience need to know?
- ▶ What information should be left out?
- ▶ Are the changes happening all at once, and do they need to be included in one communication?
- ▶ Should there be a separate communication for each new piece of information as it occurs?

See Handout 1, Section H: Support Tool



Package

- ▶ Consider the methods you typically use to communicate. What are they? List all forms (e-mails, newsletters, webinars, etc.).
- ▶ Are these forms the best ways to communicate each priority to this audience?
- ▶ If not, how can you modify what you currently do to a better format?

See Handout 1, Section H: Support Tool



Plan

- ▶ Consider how you would craft the message.
- ▶ Make sure to
 - Put the most important message first.
 - Use plain, clear, concise language.
 - Use three points to support information or data.
 - Focus on the interests and priorities of the audience.
 - Relate the message to what the audience cares about.
 - Anticipate questions.

See Handout 1, Section H: Support Tool



Example

1. **Purpose:** provide information about the status of WIOA regulations
2. **Particulars:** date, how we will communicate when they are final, when changes will take place, necessary actions from state
3. **Package:** state newsletter and email blast
4. **Plan (and deliver):** “Dear Adult Education Staff...”



State Planning Time

Focus on Planning and Communicating Changes



Guide for Creating Messages

- ❑ What is our goal?
- ❑ How can our messages be helpful to our audience?
- ❑ What background knowledge does our audience have about our topic?
- ❑ Is the audience willing to learn about our topic?
- ❑ What would be the reaction of our audience? Why?
- ❑ What related issues are important to our audience?
 - Can we link these issues to our topic?
 - How can we make our message relevant to our target audience?

See Handout 9: Communication Guidance



Communicating Change

Conservers	Pragmatists	Originators
<ul style="list-style-type: none">❑ Know the details.❑ Don't start by presenting the big picture❑ Pick one angle and build from there.❑ Present a minimum of information and ask what else is needed.❑ Let them guide you with what they need to know.❑ Ask about anticipated obstacles.	<ul style="list-style-type: none">❑ Speak in terms of outcomes❑ Talk about the consequences.❑ Ask for recommendations.❑ Talk about timelines.❑ Ask whose input is needed.	<ul style="list-style-type: none">❑ Think in the future.❑ Ask what they would like to see happen.❑ Ask for ideas.❑ Ask what's effective in the current system (status quo) that they would not want to change.❑ Talk about the connection between the change and future effectiveness.❑ Give details as they are requested.

© 2009, 2014 Discovery Learning, Inc

See Handout 10: CSI and Communication



State Planning Time

- ▶ Consider more deeply what changes will need to occur related to your priority area and how you will implement them.
- ▶ Complete the table in Section I
- ▶ Using the ideas generated in the PPPP activity, begin crafting a message for your priority area.

See Handout 1, Section I: Support Tool



State Planning Time

- ▶ In Section J, with the communication you just created, think about how you can revise it to address the needs and concerns of the three change styles (Conservers, Pragmatists, and Originators) in your message.

See Handout 1, Section J: Support Tool



Break – Please return in 15 minutes



Small-Group Share-Out

Rolling Break



Small-Group Share-Out

In groups of two state teams:

- a. Share plans, communication strategy, and message.
- b. Provide feedback to the other team.

Round 1:

- ▶ Find your assigned state team with similar priority.

Round 2:

- ▶ Find assigned state team with a different priority.

See Handout 11: Group Sharing and Feedback



Group 1

1. Illinois & Kansas (Kellogg 1)
2. Minnesota & Texas (Kellogg 1)
3. Guam & South Dakota (Kellogg 2)
4. Arkansas & Oklahoma (Kellogg 2)
5. Montana, Oregon, & Utah (Kellogg 3)
6. Idaho & Wisconsin (Kellogg 3)

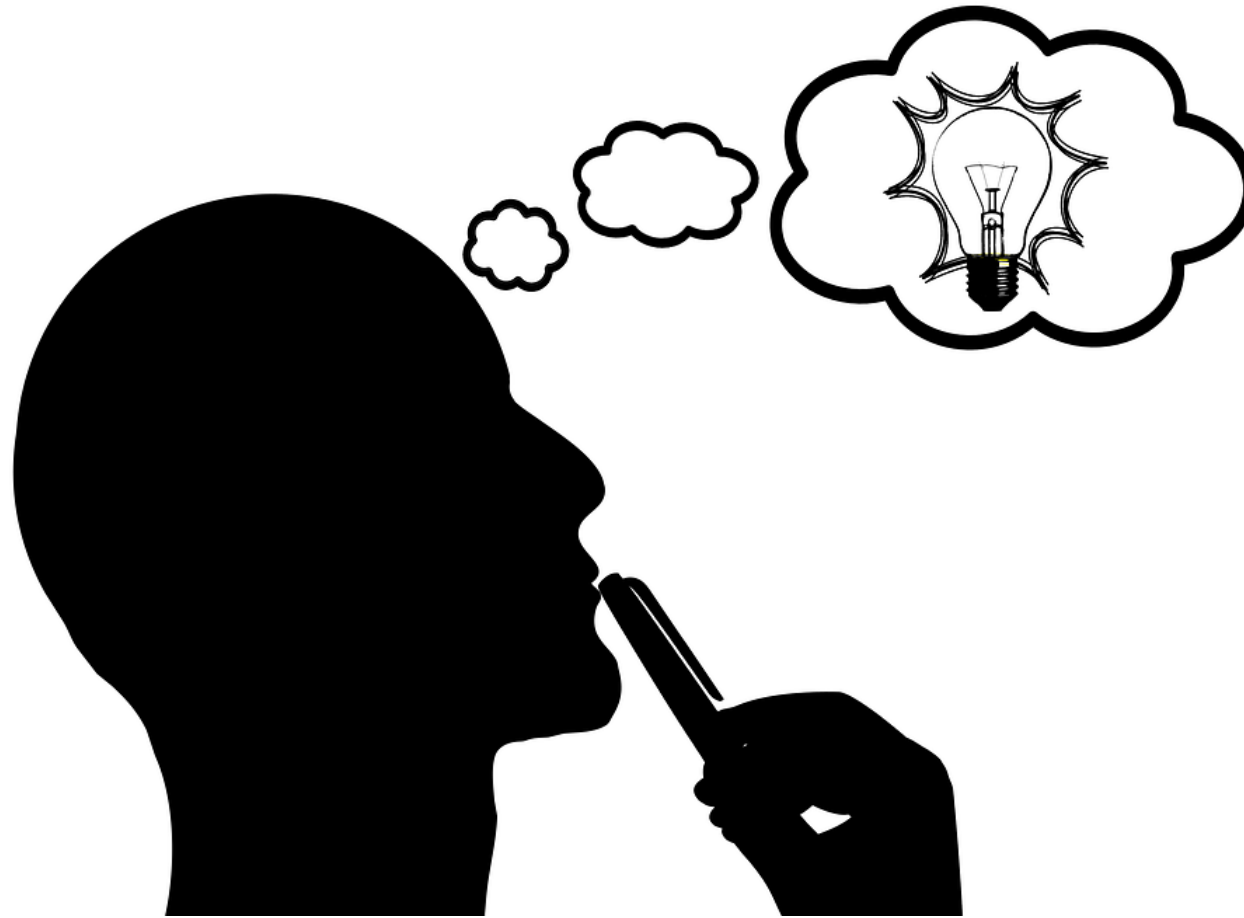


Group 2

1. Arkansas, Illinois & Minnesota (Kellogg 1)
2. Kansas & Oklahoma (Kellogg 1)
3. Oregon & South Dakota (Kellogg 2)
4. Guam & Montana (Kellogg 2)
5. Utah & Wisconsin (Kellogg 3)
6. Idaho & Texas (Kellogg 3)



Reflection



Remember...

- ▶ Communication takes time.
- ▶ Multiple exposures help create trust.
- ▶ Transparency and consistency is key.



Lunch

Please return in one hour



National Reporting System
for Adult Education

Bringing It All Together



State Plan Implementation: Action Steps

1. Review your NRS State Planning Tool.
2. Begin to set action steps:
 - Identify what tasks need to be completed for implementation of your priority area.
 - Determine the action steps needed.
 - Identify who is responsible.
 - Indicate what resources are needed to support the action steps.
 - Indicate a timeline for completion.

See Handout 12: State Plan Implementation: Action Steps



Whole-Group Share-Out and Discussion

State Plan



Whole-Group Share-Out

- ▶ Each state will have **two minutes** to share the focus within your priority area



Activity—Check-In

- ▶ Rate your state's preparedness for each of the six state plan areas:

Beginning: We do not know how we will implement this aspect of our plan.

Intermediate: We have some resources, partners, and ideas in place to aid in the implementation of this aspect of our plan. We still need support because the steps needed for success are not clear.

Advanced: We have already begun implementing this aspect of our plan. Our plan is well thought out and outlined. Our steps for success are clear.



Discussion of NRS Project Support



Wrap-Up



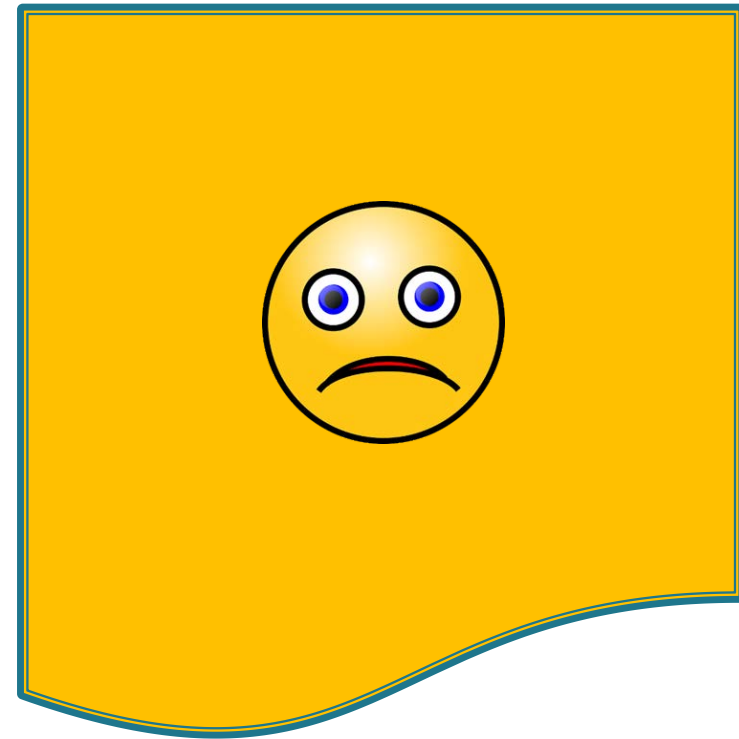
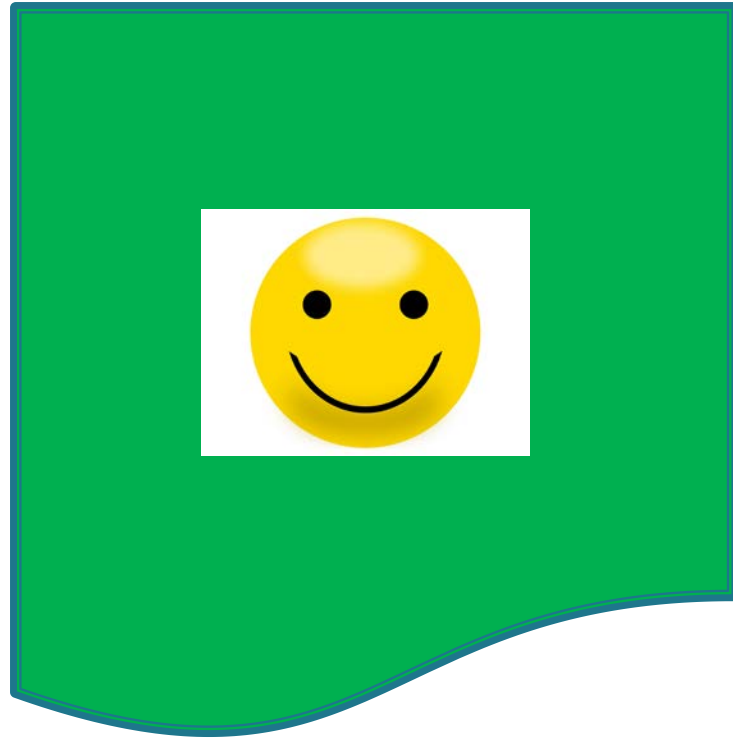
National Reporting System
for Adult Education

Next Steps

- ▶ Complete your evaluation form
- ▶ Begin/continue to implement your state plan.
- ▶ Look for notification of an interim assignment.
- ▶ Attend state directors' meeting presentation.
- ▶ Stay tuned for *LEAP Into WIOA, Part II: NRS Measures and Reporting* (September/October 2016).



Reflection—What Stuck With You?





Safe Travels!

