

The Communication Process

The Life Blood of Every School





Developed from the Contents of Reginald Leon Green's



Practicing the Art of Leadership: A Problem- based Approach to Implementing the ISLLC Standards

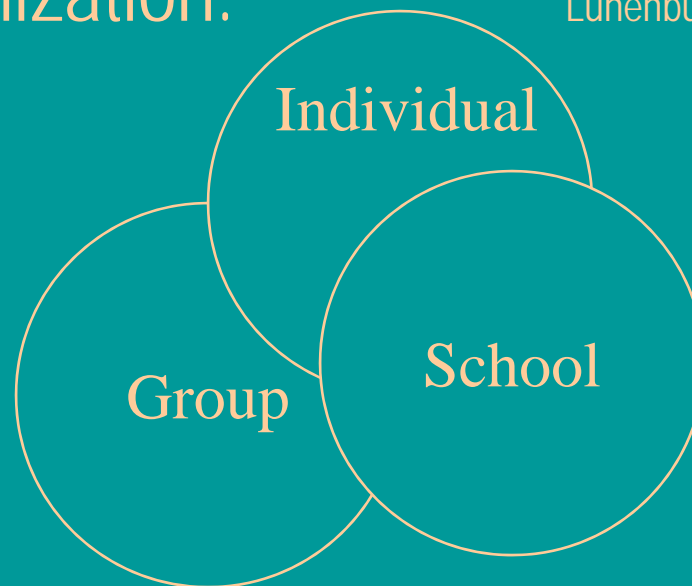
Chapter 4



Communication in Schools

- ◆ Communication is a process that links the individual, the group, and the organization.

Lunenburg & Ornstein (1996)



Effective Communication

- ◆ Through effective communication, relationships are built, trust is established, and respect is gained.



Leadership and Communication

- ◆ "In areas of leadership there is no talent more essential than one's ability to communicate."

Guarino (1974, p. 1)





Types of Communication



Any activity that conveys a message between individuals is considered communication.

Myers & Myers (1982)

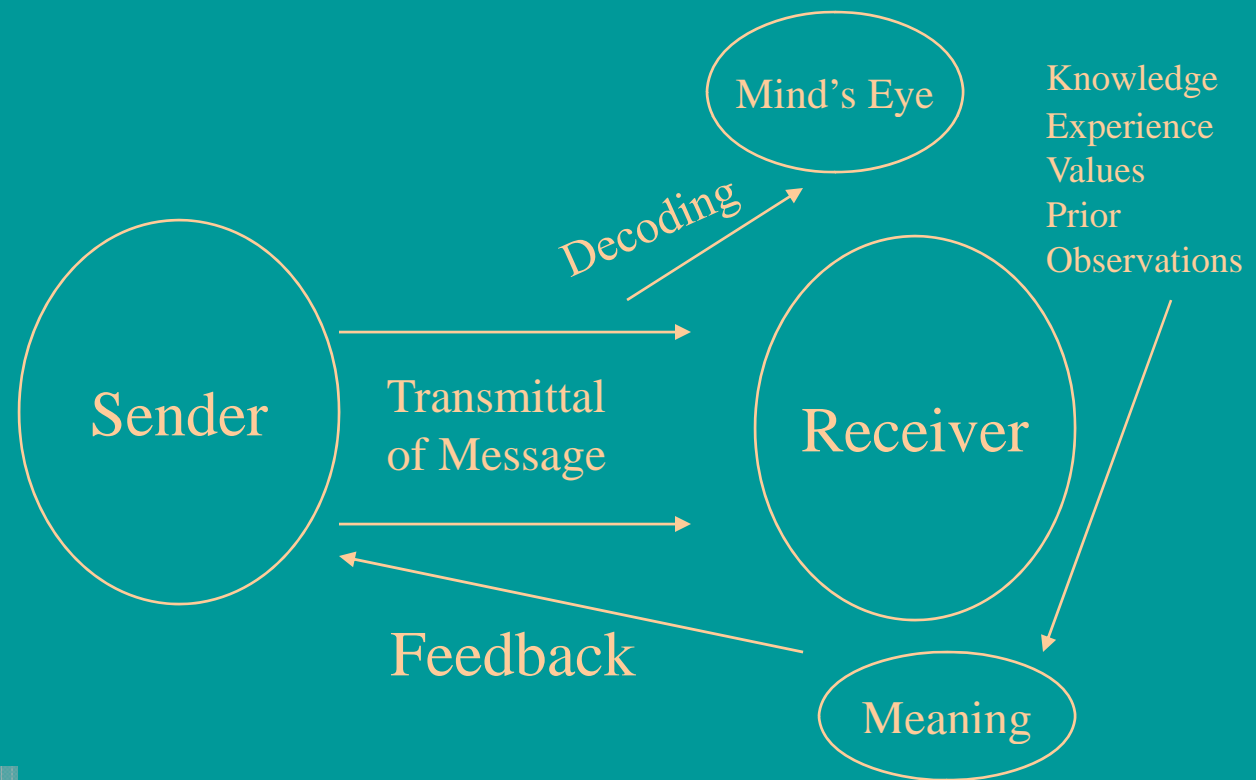
- ◆ Verbal communication
 - ◆ Nonverbal communication
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The Communication Process

- ◆ Communication involves the exchange of information between a sender and a receiver.

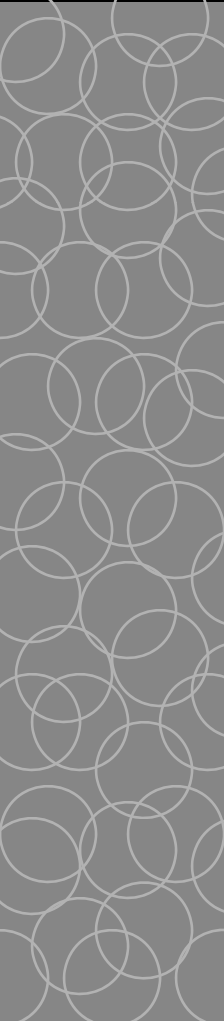



The Process





Communication Effectiveness

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- ◆ When effective communication occurs, there is a mutual sharing of ideas and feelings out of which understanding develops and action is taken.
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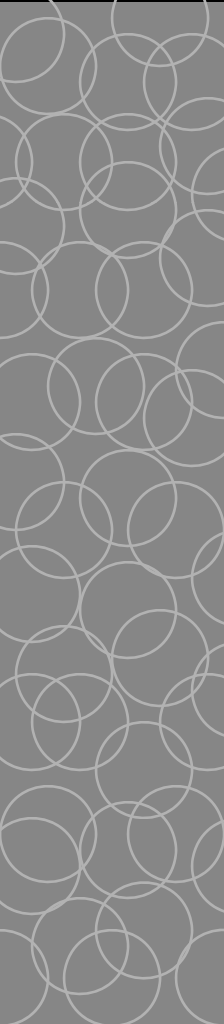

Understanding the Process

- ◆ Meaning is not in the spoken words, but rather in the mind of the receiver.

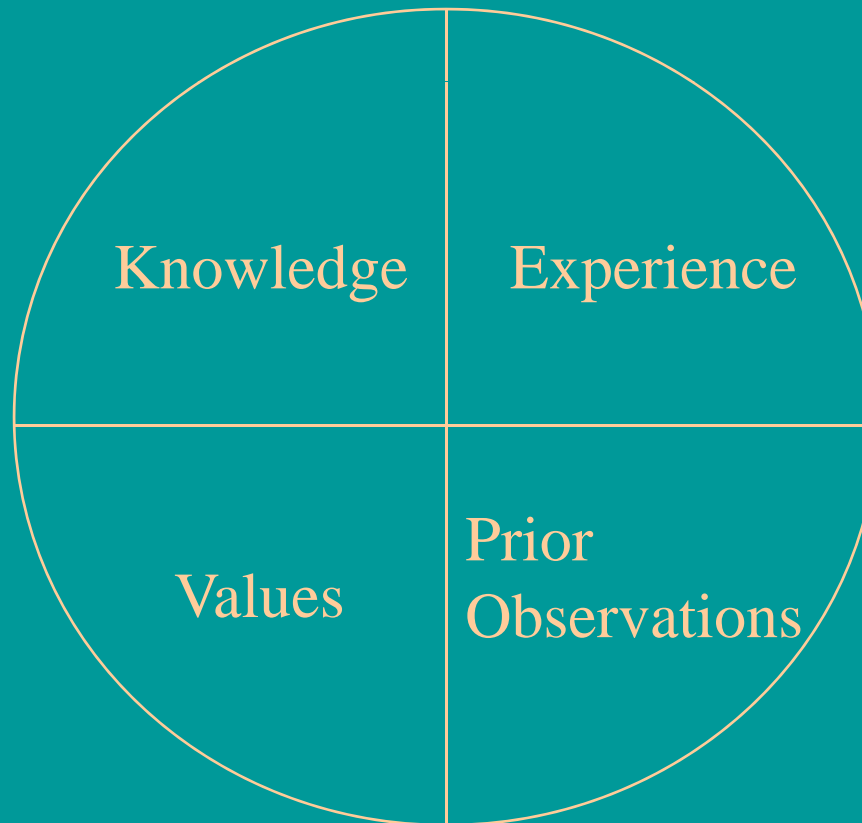




Understanding the Process

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- ◆ The receiver gives meaning to the message based on background knowledge, experience, values, and prior observations.
 - ◆ The sender must strive to transmit the message using symbols familiar to the receiver.
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Factors Influencing Meaning



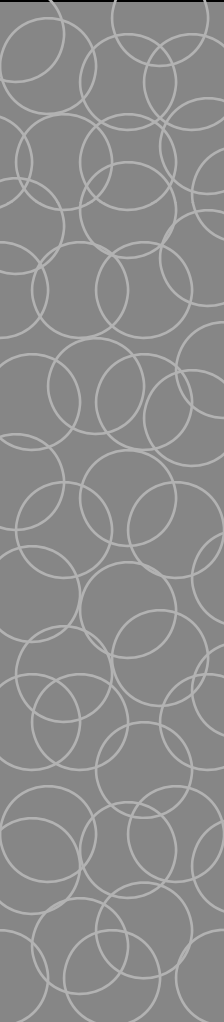
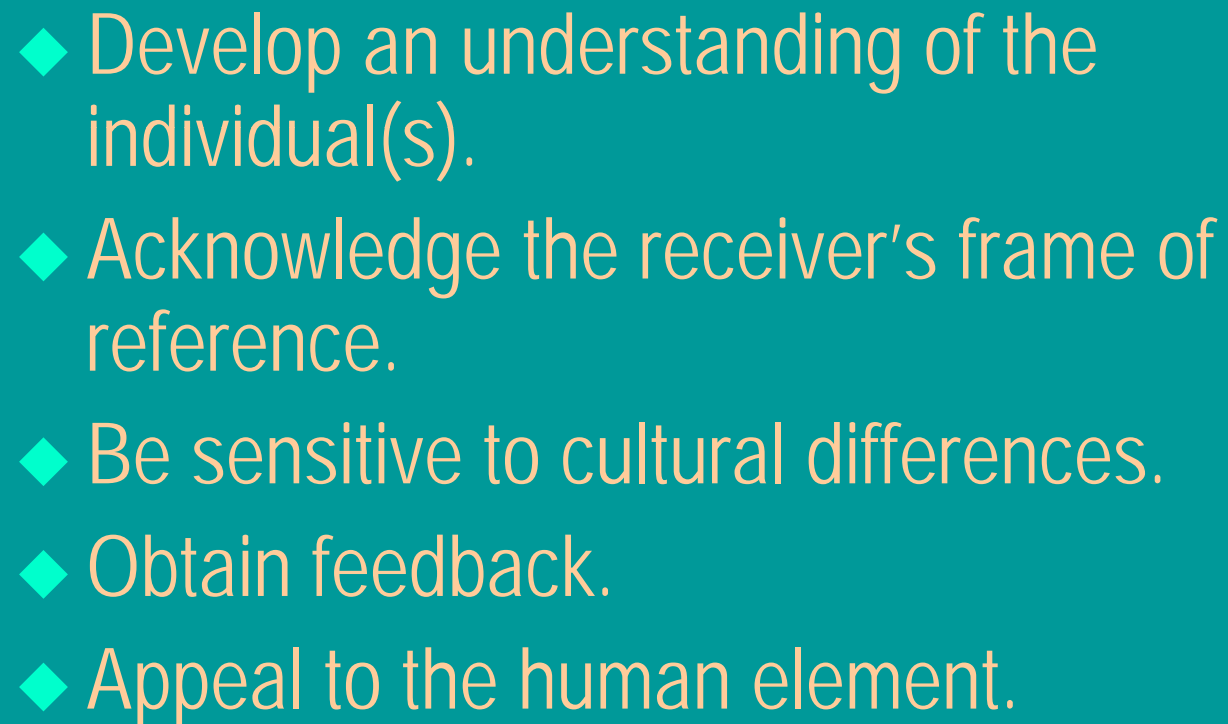
A Frame of Reference

- ◆ The greater the agreement between the sender and receiver regarding the symbols used, the greater the probability of understanding occurring between the two parties.



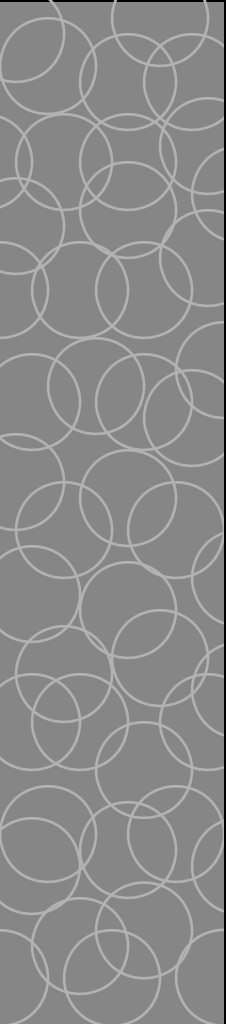



Enhancing the Agreement

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- ◆ Develop an understanding of the individual(s).
 - ◆ Acknowledge the receiver's frame of reference.
 - ◆ Be sensitive to cultural differences.
 - ◆ Obtain feedback.
 - ◆ Appeal to the human element.
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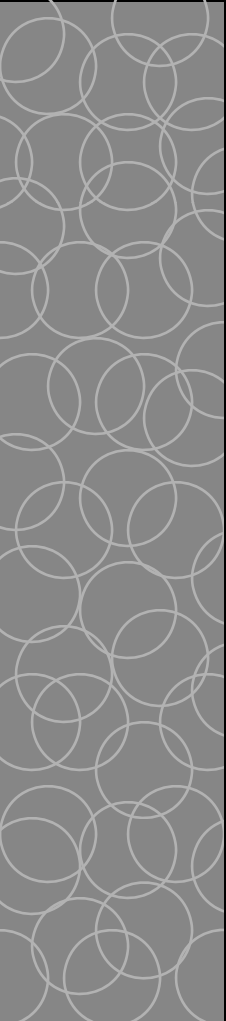
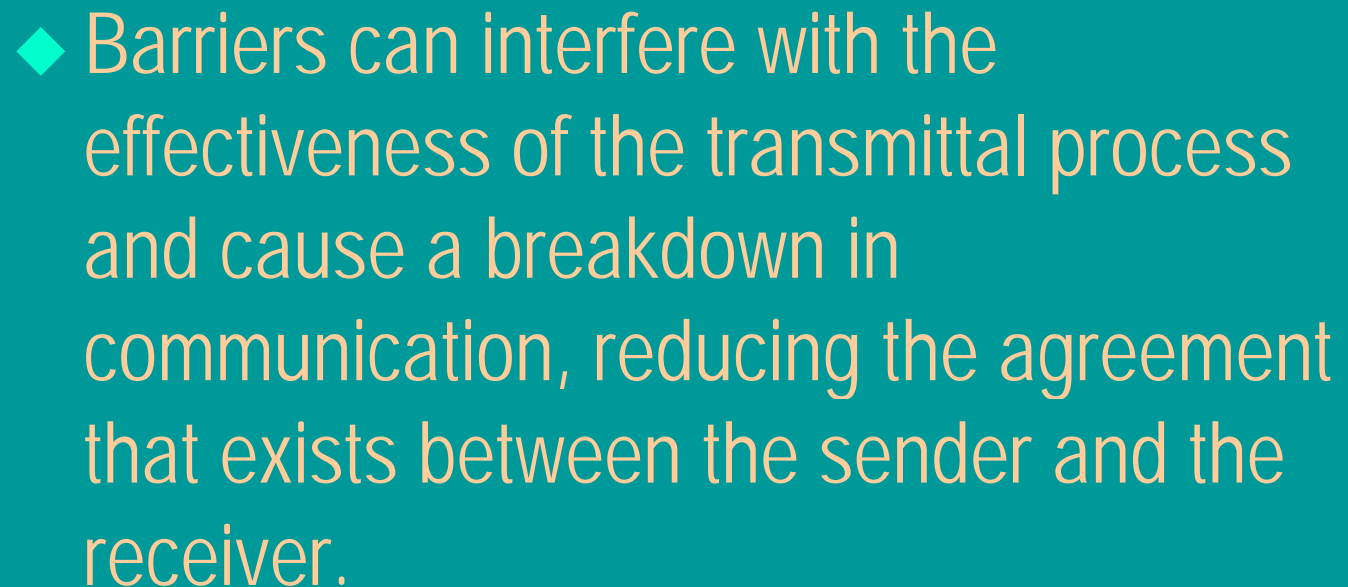


Enhancing the Agreement

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- ◆ Become an active listener.
 - ◆ Be attentive to both the content of the message and the feelings of the sender.
 - ◆ View communication as a people process, rather than a language process.
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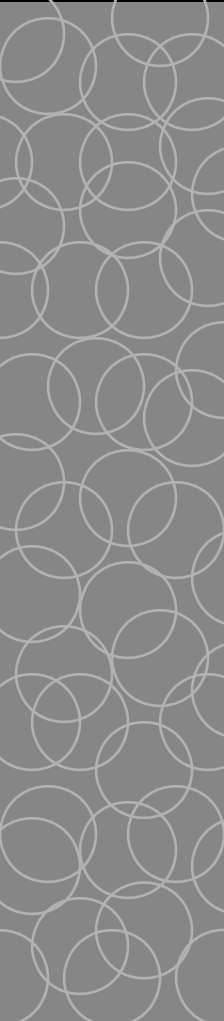



Communication Barriers

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- ◆ Barriers can interfere with the effectiveness of the transmittal process and cause a breakdown in communication, reducing the agreement that exists between the sender and the receiver.
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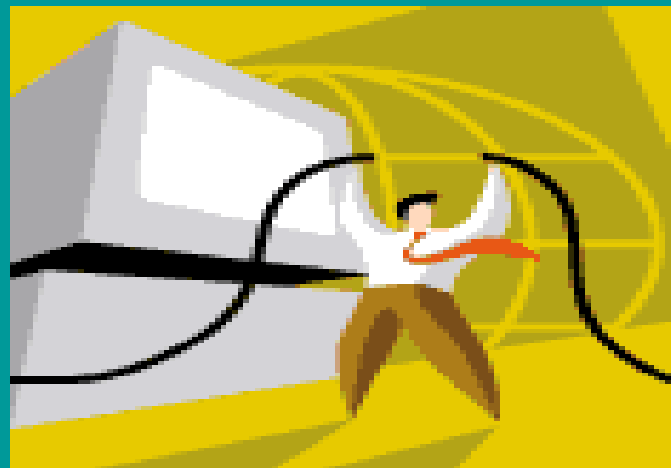


Barriers

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- ◆ Information overload
 - ◆ Interpersonal relations
 - ◆ Status difference
 - ◆ Filtering
 - ◆ Semantics
 - ◆ Paralanguage
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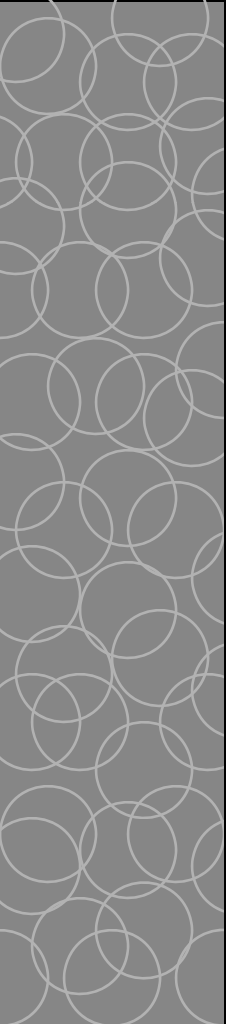
Reducing Communication Barriers

- ◆ Leaders must have a plan that can be used to reduce barriers to effective communication.



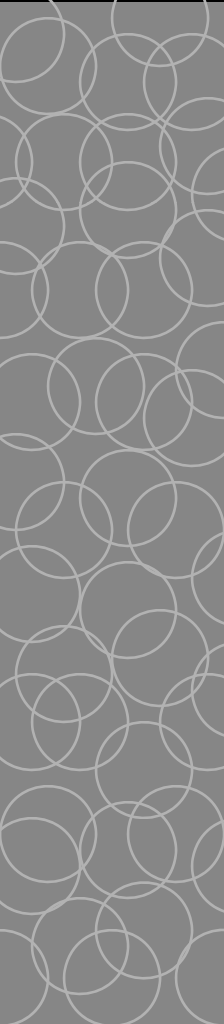


Reducing Communication Barriers

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- ◆ Establishing effective interpersonal relations
 - ◆ Managing position power
 - ◆ Being an active listener
 - ◆ Acquiring feedback
 - ◆ Displaying empathy
 - ◆ Applying ethics to the conversation



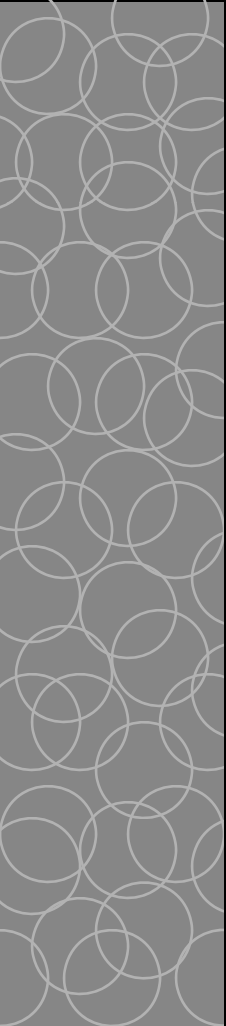
Communication in Schools

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- ◆ In schools, for communication to be as effective as possible, the act of receiving information must be separated from the act of judging information.

Ciancutti & Steding (2001)




Communication in Schools

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- ◆ If the act of receiving information is not separated from the act of judging information, the flow of information may be discontinued or altered, and important information could be lost.

Ciancutti & Steding (2001)

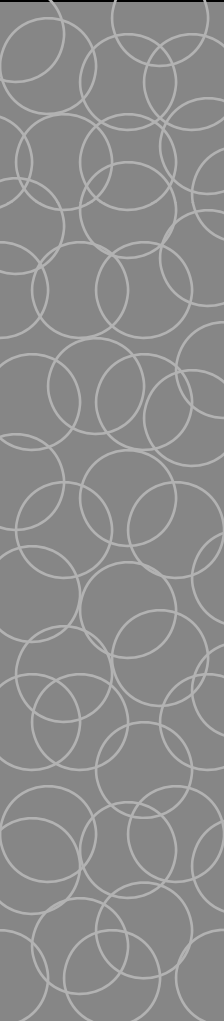


Communication in Schools

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- ◆ The lack of communication effectiveness can become a roadblock to total school effectiveness.
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References

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