

Communicating with Professionalism and Quality



2016 February Institute

Communicating with Professionalism and Quality



Tierney Fairchild, WCU Region, tpfairchild@wcu.edu

Kitty Mann, NCSU Region, ktmann2@ncsu.edu

Jaye Taylor, NCSU Region, Jaye_Taylor@ncsu.edu

Wayne Williams, NCSU Region, wawilli2@ncsu.edu

What?



And you thought you were being clear?

Think about these things while you watch...

- What was the message trying to communicate?
- What causes it to be a miscommunication?
 - What are the consequences?

What?



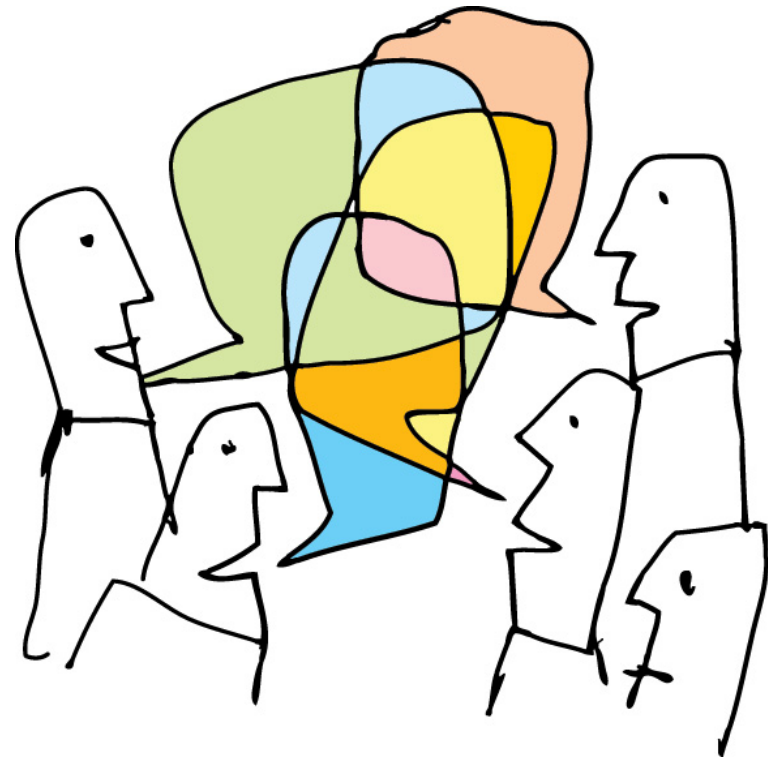
So...

- What was the message trying to communicate?
- What causes it to be a miscommunication?
 - What are the consequences?

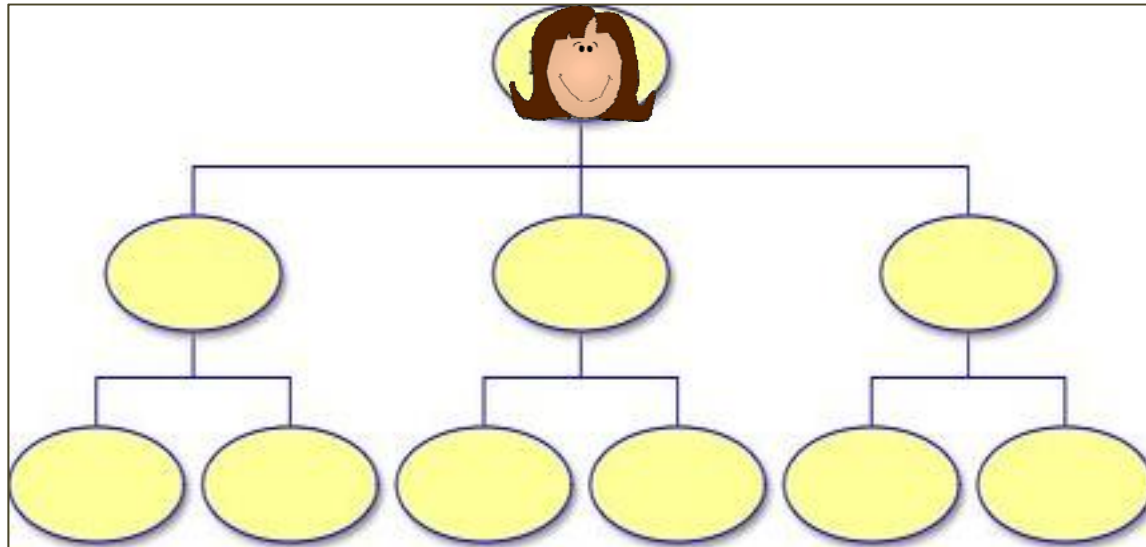
With Whom Do You Communicate?



Think about
your
interactions as
a teacher.
With whom do
you
communicate?



Stakeholders



Types of Communication: Linguistic



Oral:

self-talk, dialogue, discussion between two people, telephone calls, etc.

Visual:

such as maps, graphics, traffic signals, advertisements, etc.

Written:

such as memos, letters, reports, paper, etc.

Electronic:

facilitated by an interface with a computer, email, blog, text, fax, etc.

Source: http://www.pathways.cu.edu.eg/subpages/training_courses/Communications7/Chapter1.htm

Types of Communication: Non-Linguistic



- Facial Expression
- Eye
- Posture
- Voice
- Apparel

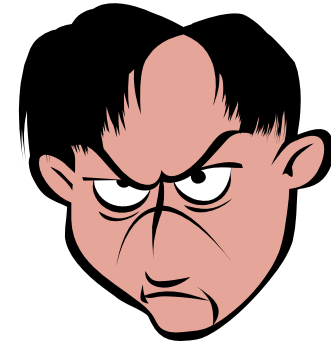


Source: http://www.pathways.cu.edu.eg/subpages/training_courses/Communications7/Chapter1.htm

Communicating with “Tough Customers”



I Messages



I Messages (not to be confused with the “stink eye”) are a way of politely but firmly explaining how the behavior of another impacts you and how you feel.

They are broken into three parts which name the behavior that is bothering you in nonjudgmental terms, describe its impact on you, and explain how it makes you feel.

Communicating with the Irate



Take the . . .

H - Hear

E - Empathize

A - Apologize

T - Take Action



Community



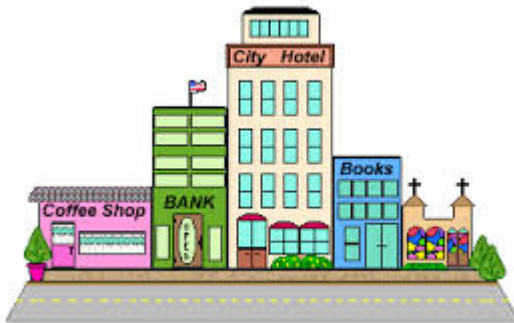
“Seek first to understand, then to
be understood.”

Stephen Covey

Community



Who's listening and who do they know?



Time for a Skit



In small groups:

Based on the topic card, create and act out a scenario that could be either negative or positive or a combination of the two. As groups perform their skits, look for examples of verbal, non-verbal, and/or cultural communication.

Whole group discussion:

How might the scenarios be complicated by cultural differences?

ALTERNATIVE: GO FOR IT!

How might we turn these around?

Planning for Communication



Plan and commit to yourself to have a special

DAY

TIME

PLACE

set aside for your Communications!



Communication



for example...

Communicating with Professionalism and Quality



How might this apply to your first years as a teacher?

How might it relate to classroom management?

(Think rapport/relationships)