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Improving interpersonal communication skills: An inservice design for Iowa school administrators

Abstract

Recent studies have shown that the school principal is the pivotal person in determining the effectiveness of a school. (24:1) He or she has more influence over both the institutional and the individual dimensions that comprise the operations of the school than any other single participant in the educational enterprise. Newell (31:5) has suggested that the reason administrator relationships have such far-reaching effects on education is because the goals the administrator sets out to achieve are realized chiefly through other people. It is inherent to an administrator's effectiveness to nurture positive human relationships.

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IMPROVING INTERPERSONAL COMMUNICATION SKILLS:
AN INSERVICE DESIGN FOR IOWA SCHOOL ADMINISTRATORS

A Research Paper

Presented to

the Department of School Administration

and Personnel Services

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

---

by

Troyce Lindaman Fisher

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This Research Paper by: Troyce Lindaman Fisher

Entitled: Improving Interpersonal Communication Skills: An Inservice Design for Iowa School Administrators

has been approved as meeting the research paper requirement for the Degree of Master of Arts in Education.

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Chapter 1

INTRODUCTION

> Of all the things an administrator does during the course of a day, talking takes first rank. The administrator also needs to have great skill in listening. (15:71)

> Communications is a process through which relationships develop or decline, lead to growth or frustration.
> -Ronken and Lawrence (8:380)

Recent studies have shown that the school principal is the pivotal person in determining the effectiveness of a school. (24:1) He or she has more influence over both the institutional and the individual dimensions that comprise the operations of the school than any other single participant in the educational enterprise. Newell (31:5) has suggested that the reason administrator relationships have such far-reaching effects on education is because the goals the administrator sets out to achieve are realized chiefly through other people. It is inherent to an administrator's effectiveness to nurture positive human relationships.

Katz (23:39) identified three basic skills upon which he believed successful school administration depended:

1. the technical: proficiency in the methods, processes, procedures and techniques of education;

2. the conceptual: developing a perception of the overall picture of the district's goals by balancing theory and philosophy;

3. the human: the ability to work effectively and efficiently with other people on a one-to-one basis and in group settings.

Katz also provided evidence that suggested that the realization of both the technical and conceptual aspects of school functioning is, in large part, dependent on the level of proficiency in interpersonal relationship skills possessed by the administrator. (23:40)

Newell (31:189) found that administrators who were concerned about improving their students' educational development and the learning climate of the school examined the relationship between their own behaviors and how others in the school function. Most educators now agree that awareness of group processes and interpersonal skills is of primary importance to effective school administration. (40:59) Beale and Bost (3:31) found that the critical element for the realization of the school's goals was the possession of effective communication skills by the administrator. Jerrems (22:63) concluded that "interpersonal relations are what the school is all about." When asked what kind of background a person who wanted to be a successful school administrator should have, Mills (29:22) offered the following:

> Certainly a good knowledge of curriculum is required, but the biggest asset I feel is the ability to communicate with people--the interpersonal relationship. I fully believe that communication skills can be learned and ought to be included in training programs."

Thomas has researched training programs that prepare graduate students for positions as school administrators and found that historically they gave little formal attention to the development of interpersonal communication skills. (40:59) Most often those programs concentrated on teaching about the task dimensions of schools: the intracasies of school finance, school law, curriculum and instruction, the philosophy of education, and the evaluation of performance, e.g. Less often was there a formal training of the interpersonal

communication skills which research confirms are also necessary components of the compleat administrator's repertoire. (40:60)

Newell (31:73) suggested that perhaps this traditional emphasis on task dimension training developed because most administrators

> are reasonably competent in communicating with others when the problems are intellectual in nature and the other persons involved are logical.

However, Newell added, when the other persons involved are emotional and illogical, many administrators are perplexed because they lack the necessary communication skills effective in those instances. Their training has not prepared them sufficiently for the inevitability of dealing with human beings who are often emotional and sometimes illogical in their own communication behaviors. (31:74)

When the subject of communication has been addressed in preservice training programs for administrators, it has often focused on communications devices and techniques rather than communication skills and styles. (40:59) This attention to the formal communication organization, with its emphasis on vertical communication patterns, is certainly an integral part of the efficient functioning of the school. (19:37) But the communication which occurs through the informal organization, this is those interchanges which allow people to pass information between one another, to make friends, to express grievances, to explore ideas, and to obtain suggestions for solving specific problems, which often determines how effectively a school's goals and objectives are being met, is seldom formally addressed in the preservice training program for administrators. (31:74)

Purpose of the Study

The purpose of this study was to provide evidence to support the following assumptions: (1) that to be successful, school administrators must be proficient in interpersonal communication skills; (2) that insufficient attention is currently being given to the teaching of those skills in preservice training programs; and (3) that an inservice design for school administrators, which has as its objective instruction for the improvement of interpersonal communication skills, could be developed.

Procedures

A review of the literature will be made to determine if proficiency in interpersonal communication skills is necessary for a school administrator to be successful. A review of course offerings in the educational administration programs at Iowa's three Regents institutions will be made to determine if formal instruction in interpersonal communication skills currently exists. Based on the results of those two reviews, an inservice program will be designed to provide instruction in basic interpersonal communication skills.

Limitations

The objective of the inservice program design of this paper is not to deliver a complete package of interpersonal communication skills. Rather, it will be constructed to provide a practical and effective introduction to interpersonal communication skills for school administrators which could be delivered in a day-long inservice format

and which would allow participants a high level of success as they applied the skills. Specific materials and/or activities included in the design may need to be altered to provide more relevance to the local situation of the trainees.

Definitions

Interpersonal communication skills: those skills which facilitate the accurate transfer of thoughts and feelings from one person to another. Components of interpersonal communication skills include, but are not limited to empathizing, questioning, listening and responding, summarizing, and giving and receiving feedback.

Inservice: a planned program of learning opportunities afforded school administrators for purposes of improving their job performance.

Administrator: any person who is responsible for the coordination of forces necessary for the instruction of all children within a school into an orderly plan for accomplishing the school's objectives. (46:9)

Facilitator: the person in charge of conducting the inservice design.

Chapter 2

REVIEW OF THE LITERATURE

Research by Burnes (5:74), Watkins (45:11), Newell (31:3) and Thomas (40:56) has concluded that the possession of interpersonal communication skills is necessary for school administrator success. Burnes (5:76) found that the school principal was the key determiner of a school's effectiveness and that the effectiveness of a school was in large part a function of how skilled the administrator was in interpersonal communication skills. Watkins (45:111) found evidence that not only did the principal's attitude influence the school staff's norms, but the way those attitudes were communicated had a direct relationship to the staff's willingness to innovate. Newell (31:11) concluded that the most productive organizations were those in which the best human relationships were evident, and that the person most directly responsible for those human relationships was the school administrator. Thomas (40:57) stressed the primacy of effective interpersonal skills.

Further studies have attempted to be more specific about which interpersonal communication skills are most essential for successful school administration. Beale and Bost (3:31) identified empathy as the most important communication skill:

> Accumulated research evidence continues to point to the to the conclusion that a high degree of empathy in a relationship is the most potent factor in bringing about positive change and learning. (3:32)

Culbertson's (8:394) study concurred with Beale and Bost's in concluding that empathy was necessary to an administrator's ability to

comprehend the feelings, values, and ideas of others. To be unempathic, Culbertson warned, invited failure. (8:395)

Gray and Ward, (12:11) in their study of how communications between students and principals could be improved, concluded that genuineness was the essential attribute of a school principal. Newell (31:58) suggested that the ability to collect feedback from others and give feedback to others was the most critical skill needed by a school principal.

A number of studies have examined the benefits school administrators realized when effective interpersonal communication skills were applied. Thomas (40:59) concluded that administrators skilled in interpersonal relationships became more tactful in dealing with staff, more sensitive to the needs of others, more willing to develop closer relationships with other staff members, more efficient in communication patterns and more likely to be consulted by staff members about both professional and personal concerns. Newell (31:73) discovered that an administrator who used effective interpersonal relationship skills was more able to resolve problems with people whose feelings were so intense that the problems could only have been resolved if attention was given to the accompanying feelings.

Griffiths (15:10) synthesized the essential interpersonal communication skills into a composite description of an administrator adept at using those skills:

> First of all, he knows himself--his strengths and weaknesses. He is aware of his own attitudes and assumptions. He has an inner security which enables him to consider new ideas and can work to bring about orderly changes in both the system and the people in the system. He is skillful in understanding other's words and behaviors because he accepts viewpoints, perceptions, and beliefs which differ from his

> own. He works to create an atmosphere of approval and security for all his organization. He knows that all he does or fails to do has an effect on his associates. Human skills have become an integral part of his whole being.

Studies have shown that benefits also accrued to students, teachers, communities and boards of education with whom an administrator who applied interpersonal communication skills came in contact. Schott (38:86) determined that how well the principal-student communication process functioned was more often than not the primary indicator of the emotional health of the secondary school. Thomas (40:59) concluded that positive effects for the school organization happened when school administrators practiced effective interpersonal communication skills. Specifically, teachers accepted the organization's goals more completely, the entire school staff became a more cohesive group, there was higher morale, and the staff was more open to change. (40:60)

Newell (31:11) concluded that administrators who developed sound human relationships helped communities develop a sense of educational purpose; boards of education developed sounder educational policies; schools were able to attract more competent staff; and implementation of school policies was more complete. Valentine and others (43:70) established that in schools where principals verbally expresssed empathy or attempted to accept and understand what the student was saying, more evidence was present of students assisting others and providing service to the organization. Valentine provided further evidence which suggested that the more direct the principal's communication habits, the more positive the attitudes of teachers towards the organization. (43:73)

People with whom an administrator works have given feedback to researchers which underscored the importance of effective interpersonal

communication skills. A study which asked teachers to specify impediments to conducive interpersonal relationships with principals identified the following trouble spots: inconsistent policies; nonsupportiveness of teacher decisions, especially with parents; nonavailability of administrators; lack of communication; distrust by teachers; authoritarian outlook; lack of support in discipline matters; lack of full understanding of teachers' problems; and lack of appreciation of teacher efforts. (6:60) Another study asked students to evaluate the quality of communication between principals and students. Based on seven hundred student responses, the suggestions were made that principals were well-advised to assess the current status of communication with students to find more positive ways to communicate and to establish administrator credibility as a communicator. "Students need to know their messages have been received and utilized in some manner." (38:90)

Using effective communication skills is especially difficult because of all the impediments that exist when administrators communicate with others. Pulley (33:50-52) identified five such impediments: (1) the source of the communication (the administrator); (2) the message to be communicated; (3) the medium used; (4) the receiver; and (5) the reaction. Newell (31:25) put it another way:

> If administrators are to be in touch with reality, they need to develop ways of checking the accuracy of their perceptions. The best way for administrators to grow in interpersonal relationships is to communicate at a deeper level with the people close to them. By asking others for feedback in interpersonal relationships ("How did you read me when I took exception to your proposal?") and by responding in a nonpunitive way, the administrator can encourage further sharing of perceptions."

Beale and Bost (3:32) suggested that administrators often responded in one of four ways, none of which fosters positive interpersonal relationships. The four types of responses were: (1) evaluative (the commander-in-chief); (2) instructive (the know-it-all); (3) placating (the consoler); (4) probing (the interrogator). Beale and Bost further recommended that administrators could facilitate healthier relationships in school settings if a fifth type of response, that of understanding (the leveler), was applied more frequently.

Culbertson (8:386-390) detailed the specific communication barriers faced by an administrator as (1) the perceptions of the communicator: the principal is viewed not only as a person, but as a position, as well; (2) the word associations that people make to interpret any communication; and (3) the needs, values, and predispositions of the communicatee. Newell (31:73-77) suggested that these barriers could be overcome, but to do so required a three-step process using interpersonal communication skills: (1) analyze the situation; (2) clarify own intent; and (3) utilize the skills of leaning into the relationship, recognizing feelings, verbalizing feelings, checking the accuracy of perceptions with the other person, ventilating feelings, and identifying common purposes:

> An administrator needs to know whether he or she really wants to relate to another person in terms of the other's needs, or seeks to control the other person's actions to avenge some real or imagined wrong, to gain prestige, to maintain the status quo or to satisfy some other personal intent.

Newell (31:12) acknowledged the difficulty of mastering interpersonal communication skills and suggested that it is imperative that those skills be taught:

> An effective school administrator needs to be a creative artist in human relationships, one who develops an artistry freed from the shackles of ignorance and prejudice by competence in utilizing in an authentic way the findings which concern the nature of humankind.

To be effective, Newell contended, an administrator must be in continuous communications with others so there could be an exchange of ideas, perceptions and opinions. At the same time, administrators must be able to retain autonomy to act as individuals and make decisions which would accomplish stated educational purposes.

The importance of proficiency with interpersonal communication skills for school administrators has been documented. What attention has been given to the teaching of those skills in preservice training programs? Thomas (40:59) conducted a study in which he found that traditional college courses for school administrators emphasized school buildings, personnel administration, finance and school management, but did not formally address instruction in interpersonal communication skills.

Newell's (31:57) study concluded that much attention had been focused on the task dimension of schools in preservice training programs, but very little attention had been given to the human dimension. Sergiovanni and Carver's (39:8) findings were consistent with Newell's. Evidence proved that the emphasis in educational administration preservice training programs was on techniques and technology, and on roles and tasks. Seldom was managing the vagaries of human interaction taught. (39:9)

Creamer (7:37) studied unmet needs in educational leadership training programs. One of the five conclusions which eminated from the study was that too little attention had been given the humanistic qualifications of candidates for educational administration schools, and that greater emphasis should be placed on "noncognitive qualities in the recruitment and selection of students for administrative preparatory programs."

After surveying educational administration preservice training programs nationwide, the American Association of School Administrators (15:3) noted that insufficient attention was given to the interpersonal communication aspects of administrator training in spite of evidence which suggested that persons in major educational leadership roles must understand human relationships in order to effectively utilize all the human resources within the school community. The study further suggested that:

> Preparation of educational administrators should include an interdisciplinary approach. Contributions from such broad fields as law, business, economics, science, and the humanities can best be made when the representatives of those disciplines take an active part in the preparation of school administrators. High priority should also be placed on the ability to communicate. (16:7)

As early as 1956 there was evidence that educators perceived a significant omission in the preservice training program for administrators. Griffith's (15:22) study noted that:

> For many years now, there has been a demand for new content in the teaching of school administrators to address a theory of how people behave in the American public school.

Wood (47:112) reported the results of a study by Nickerson which asked university professors of educational administration to generalize three areas upon which training programs for school administrators

should concentrate. The responses were: (1) up-to-date knowledge of curriculum development and instructional technology; (2) human awareness or sensitivity training; and (3) specialization on a level of interest. When asked to provide specific areas in which successful administrators should have a high degree of skills and knowledge, thirteen categories emerged. Five of those areas (human relations; effective communication; decision-making; social awareness; and change, motivation and diffusion) were directly related to interpersonal communication skills.

An analysis of the curriculum offerings in Iowa's three Regents institutions' schools of educational administration produced little evidence that formal instruction in interpersonal communication skills was being taught. In all three institutions, management and supervision courses predominated. Second most frequent were courses in educational theory. Next were specific curriculum area concerns, followed by research and practicum experiences. In none of the course descriptions was mention made of the treatment of the development of interpersonal communication skills. (21:183-84; 41:302; 42:213-14)

McIntyre (25:30) reported that interpersonal communication skills are not part of most curriculum offerings in schools of educational administration. McIntyre further reported that the findings of two major studies of trends in administrator preservice programs recommended that there be a new focus included in preservice programs with "increased utilization of other departments such as the social and behavioral sciences" to develop courses which would teach interpersonal communication skills. (25:31)

Persons who are administrators now, therefore, in all likelihood have received little formal training in interpersonal relationship

skills. To provide training in interpersonal communication skills, many educators are suggesting that inservice designs be developed. Damon (10:46) has suggested that because of the complexity of school administration today, even the best doctoral program could not have taught all the competencies and skills needed for effective performance as a school administrator. Damon's study noted that preservice education cannot meet all the specific demands of each administrative position, but that inservice programs could begin to accomplish that goal:

> Inservice for principals will improve the quality of children's education far more than any new preservice training, management techniques or curriculum package ever could. Just as there are no teacher-proof materials, there are no principal-proof schools. Inservice programs will make an impact on thinking and behavior, on attitudes and experiences. (10:50)

Damon (10:51) noted, however, that it was the responsibility of principals to persuade superintendents and school boards that inservice opportunities in interpersonal communication skills were needed.

Principals themselves asked for inservice training in communication skills. Results of the National Elementary Principal poll, which asked school administrators to rank inservice needs, listed "providing for counseling techniques training" third, behind only internship programs and management theory. (35:3) The Oregon Principal's Association (40:60) called for a "human relations training" for principals which had two objectives:

> 1. To increase each person's understanding of (a) ways he sends messages and how others see his actions differently from the way he sees them; (b) his tendency to misread other's behaviors; (c) how feelings influence behavior; (d) his silent assumptions that give rise to the feelings about other people's actions.

2. To increase each person's skill in: (a) understanding the feelings and ideas of others and using skillful checking responses to decrease damaging misunderstandings;
(b) communicating his own feelings and ideas in ways that are maximally informative and minimally hurtful to others;
(c) dealing with conflict and misunderstanding.

Burnes (5:775-78) concluded her study of "Inservice for Educational Leadership" by identifying eight inservice training needs for administrators. Half of the needs identified centered around the development of interpersonal communication skills.

Based on the review of literature, some summary conclusions can be made regarding the assumptions delineated in Chapter 1 of this study:

1. To be successful, school administrators must effectively apply interpersonal communication skills.

2. Little formal instruction in interpersonal communication skills is currently offered in school administration preservice programs.

3. There is a need for an inservice design for school administrators which has as its objective the improvement of interpersonal communication skills.

It is that inservice design which is the focus of Chapter 3.

Chapter 3

THE INSERVICE DESIGN

Organization of the Inservice Design

The objective of this inservice design is to give instruction to school administrators in the improvement of interpersonal communication skills. It has been written from the perspective of the facilitator of the inservice in order to most completely convey the scope and intention of the activities. For that reason, the inservice design presented herein has been divided into five sessions, each of which contains an approximate time schedule, a detailed explanation of the activities to be facilitated and copies of any handouts or readings necessary to conduct the session. References have been made to the resources from which the activities have been adapted to enable the facilitator access to a more complete discussion of the skills to be taught. All materials presented in the mini-lectures will be placed on transparencies for overhead projection.

Overview of Each Session's Activities

At the conclusion of session one, Introduction to Interpersonal Communication Skills, each participant will have:

1. written responses to five typical interpersonal communication situations administrators experience;

2. received instruction, via mini-lecture, on the purposes and structure of this inservice design, and on the process of learning interpersonal communication skills;

3. completed a checklist, 'Improving Skills In Face-To-Face Communication';

4. identified three interpersonal communications skills he/she would most like to improve upon by the conclusion of this inservice training;

5. received practical experience in developing questioning skills.

At the conclusion of session two, Listening and Responding, each participant will have:

1. experienced four different learning techniques;

2. received instruction, via mini-lecture, in 'Six Steps for Attentive Listening' and 'The Six Types of Responses';

3. applied summary skills in responding to another person;

4. participated as a speaker, responder, and observer in an exercise in listening;

5. processed an example of information distortion.

At the conclusion of session three, Empathy, each participant will have:

1. received instruction, via mini-lecture, on the nature of empathy and how to apply it;

2. practiced the skill of making empathic responses to others, both in a group setting and in a conversation with one other person.

At the conclusion of session four, Feedback: Confrontation and Praise, each participant will have:

1. received instruction, via mini-lecture, on the nature of feedback, a feedback model, the advantages that giving feedback has over blaming and silence, and how to receive feedback from others;

2. written feedback of both a positive and negative nature concerning the behaviors of a student, staff member, parent or other community member;

3. applied the principles of giving negative feedback through the "absent person" technique.

At the conclusion of session five, Bringing It All Together, each participant will have;

1. written responses to the same 'Five Typical Communications Situations' worksheet they were given in session one, and will have compared the two sets of responses;

2. determined progress attained in realizing goals set in session one;

3. completed a written evaluation of the inservice design;

4. participated in a 'group go-round' oral evaluation of the experiences contained in this inservice design.

Tentative Agenda

It is suggested that this inservice design be facilitated in a one-day eight hour training. The one day format is recommended over other formats, e.g., two, one-half day sessions or four, two-hour sessions because: (1) continuity of activities is protected; (2) participants maintain a sense of identity with the group and there is less likelihood that participants will miss any of the sessions, (3) the intensity of the training schedule demands that time is used as efficiently as possible. Efficiency is more often realized in less interrupted settings. The following tentative schedule

has been constructed to give the reader a general perspective of the inservice design structure:

8:30 - 10:15	Session One
10:15 - 10:30	Break
10:30 - 12:30	Session Two
12:30 - 1:15	Lunch
1:15 - 1:45	Session Two, continued
1:45 - 3:05	Session Three
3:05 - 4:30	Session Four
4:30 - 5:30	Session Five

A more detailed breakdown of actual timing of activities can be found in the session outlines.

Group Size

It is suggested that the optimum group size for the successful facilitation of this inservice design is between fifteen to twenty persons. It is further suggested that the minimum number of participants be no fewer than ten, and the maximum number be no more than twenty-five. With fewer than ten participants, the chances for a wider variety of experiences and viewpoints, which add richness to the interactions, is somewhat diminished. The variety of possible partner combinations, which is an integral part of the training, is also decreased. With more than twenty-five participants in the group, the number of participants who are allowed to contribute during the processing stages of the activities is greatly diminished, primarily because of time constraints, but also because of a sense of loss of "intimacy" and "safeness" that comes with a smaller group.

Resources Needed

Besides a room (preferably with windows and carpeting) that will comfortably accommodate twenty people, the facilitator of this inservice design will also need: an overhead projector and screen; movable, comfortable chairs; pens and pencils; notepaper; and chalkboard and chalk or easel with newsprint and markers.

Session One: Introduction to Interpersonal Communication

Activity IA: Make the following introductory remarks:

(8:30 a.m. - 8:40 a.m.)

1. This inservice design has been constructed to give participants instruction in improving the interpersonal communication skills of questioning, listening, summarizing, responding, empathizing, and giving and receiving feedback.
2. Participants will be asked to share issues of a professional nature, but to caution against sharing the very heavy personal issues that may arise as the training proceeds. The purpose of the sharing is to let the listener practice appropriate skills. This is not a group therapy session.
3. Suggestions for getting the most out of this training.
   a. Experiment with new behaviors.
   b. Suspend quick judgments about the skills' effectiveness.
   c. Exchange feedback with other participants.

d. Speak about real concerns.

e. Establish clear goals for yourself.

(Resource: Malia, page 3)

Activity IB: Establish ground rules (8:40 a.m. - 8:50 a.m.)

1. Post this list:

   Listen carefully to others

   Respect others concerns

   No put downs

   The option to pass always exists

   What is shared here is to remain confidential

2. Solicit any additions from participants to the list

Activity IC: Have participants complete 'Five Typical Situations' worksheet (see Appendix A) (8:50 a.m. - 9:00 a.m.)

1. Instruct participants to respond with the first, natural response which comes to mind.
2. Collect worksheets.
3. Tell participants they will be asked to complete this same worksheet at the completion of the day's activities, and that the two will be compared to see if there is a difference in the nature of the responses.

Activity ID: Facilitate 'Awkward Skills' activity (9:00 a.m. - 9:05 a.m.)

1. Ask participants to write their full names in cursive on a sheet of paper four times using the opposite hand that they normally use.
2. Next ask participants to write their full names with the hand they normally use.

3. Process with the group how both experiences felt in relation to one another.

Activity IE: Deliver mini-lecture on skills building (9:05 a.m. - 9:15 a.m.)

1. Develop the analogy between what participants have just experienced in the writing exercise and this inservice training.
   a. The purpose is not to take away old skills, but to learn new ones.
   b. Because we tend to be better at the way we customarily do things, it may seem awkward and embarrassing to try new behaviors.
   c. With practice, writing ones name with the opposite hand would improve. So, too, with this training: the more the skills are practiced, the more effective they become.
2. Review the stages of learning a new skill:

   Beginning awareness

   Awkward use

   Consciously skilled use

   Integrated into "natural style" use
3. Encourage participants to believe in their own ability to learn new skills.

(Resource: Malia, page 4)

Activity IF: Get acquainted with other participants by asking each to give his/her name and two interests of theirs they consider fairly unique. (9:15 a.m. - 9:20 a.m.)

Activity IG: Facilitate questioning exercise

(9:20 a.m. - 10:00 a.m.)

1. Using the information received from the previous exercise, choose one of the most unusual interests mentioned. Ask the person with that interest if he/she would be willing to have the group ask him/her questions about that interest.
2. Ask the group to brainstorm questions they could ask this person about this interest, without the person answering at this time. Write the questions on the board or easel as they are being asked.
3. After a sufficient time, when the frequency of the questions suggested is slowing down, turn back to the focus person. Explain that although he/she might like to answer all the questions, he/she is being asked to go through the list and indicate which questions he/she would particularly like to answer. Then ask him/her to rank the top three he/she would like to answer.
4. Ask the group to distinguish characteristics of the preferred questions from those less preferred. (Usually a group notices that a person will choose questions which allow him/her to tell something about which he/she has achieved or about some personal values or traits.)
5. Ask the person to answer his/her top-ranked question.
6. Review four types of questions:

   Closed

   Open

Informational

Feeling level

7. Explain that although most people are programmed to ask closed and informational questions, they can learn to ask open-ended and feeling level questions.
8. Ask the group to provide examples of each of the four types of questions in an imaginary conversation with (a) a student who has just been sent to the office for a discipline matter; (b) a teacher who has just told you he/she does not want to chair that important committee you asked him/her to chair; and (c) a parent registering his/her child for the first time in your school.

Activity IH: Instruct participants to complete the checklist, 'Improving Skills in Face-To-Face Communications', following the instructions provided on the checklist (see Appendix B) (10:00 a.m. - 10:10 a.m.)

Activity II: Facilitate 'Practice in Questioning Skills' activity (10:10 a.m. - 10:15 a.m.)

1. Instruct participants to choose a partner, preferably one with whom they are not well-acquainted.
2. Using their new awareness of questioning skills, participants are to discuss with one another the three skills they have identified as the most valuable for them to develop at this time.
3. Remind partners that they will be reconvening at the end of the inservice training to reassess their responses.

Resources for Session One:

Activity ID: Malia, page 2

Activity IF and IG: Varenhorst, pages 8-9

Session Two: Listening and Responding

Activity IIA: Facilitate 'Four Types of Listening' exercise (10:30 a.m. - 10:50 a.m.)

1. Ask participants to choose a partner. Have them decide who is Person "A" and who is Person "B."
2. Have the "A"s leave the room. Tell the "A"s that they are to speak for five minutes on a topic about which they feel very comfortable talking to their partner when they rejoin the "B"s. Give them some time to think about their topic.
3. Rejoin the "B"s and tell them that when the "A"s return they are to listen to them in four ways: (a) inattentive listening, making sure it's subtle; (b) 'me, too' listening, shifting the focus from the speaker to the listener; (3) advice-giving; (4) attentive listening, actually listening to what the speaker has to say. Tell the "B"s that at periodic intervals during the five minute conversation, the facilitator will say: "A"s keep talking." That is the clue for the "B"s to shift to the next type of listening.
4. Bring "A"s into the room. Have them begin talking to their partners. Give verbal clue for "B"s at periodic intervals. At the end of five minutes, say "Stop."

5. Process the activity with the group

   a. Ask "A"s what they thought was happening, if they can distinguish the four different types of listening, how they felt in different stages of the conversation.

   b. Ask "B"s how the exercise felt to them, which of the four ways was the easiest, which was the hardest and why.

   c. Ask all participants to list characteristics of attentive listening based on this activity.

   d. Ask the participants to supply examples of each of the four types of listening demonstrated in this activity that they have experienced in their professional settings in the last month.

Activity IIB: Deliver mini-lecture: 'Six Steps for Attentive Listening' (10:50 a.m. - 10:55 a.m.)

Focus on the person who is talking.

Be aware of the feelings of the talker.

Differentiate between unpleasant and pleasant feelings.

Show that you understand what is being said.

Be a selective listener.

Avoid labeling or judging the speaker.

(Resource: Myrick, page 43)

Activity IIC: Facilitate 'Summary Skill' exercise (10:55 a.m. - 11:40)

1. Tell participants they are going to receive practice in attentive listening.

2. Tell each participant to select a partner, preferably someone with whom they have not yet spoken.
3. Ask participants to think of how they would respond to this queery: "What are two instances lately that you have experienced that made you glad you are a school administrator?"
4. Tell participants that for this activity, each person will rotate roles as speaker and as listener. The speaker is to share his/her responses to the question in number three above. The listener may ask questions for clarification, when the speaker is finished, the listener tells the speaker what he has heard in his/her own words. The objective is not to feed back a detailed item-by-item account. Rather the skill is in summarizing the message given, especially as the listener attempts to identify the feeling-level messages the speaker is giving. The speaker must be satisfied that the listener has captured the essence of his/her message.
5. Give the speaker approximately ten minutes. Complete assigned tasks.
6. Reverse roles so the speaker is now the listener. Allow approximately ten minutes. Complete assigned tasks.
7. Process the Activity. Suggested questions: What specific ways did your listener show he/she was listening to you? Did your listener's questions or summary of what he/she heard help you understand more clearly why your experiences made you feel the way you did? If so, how?

How can the skill of summary be used to enhance your role as an effective school administrator? What specific instances can you think of where the summary skill would be useful to you?

Activity IID: Deliver mini-lecture 'Different Types of Responses' (11:40 a.m. - 11:50 a.m.)

Advising and Evaluating

Analyzing and Interpreting

Reassuring and Supporting

Questioning and Probing

Clarifying and Summarizing Events

Reflecting and Understanding Feelings

(Resource: Myrick, page 65)

Activity IIE: Facilitate 'Responding To An Issue' exercise (11:50 a.m. - 12:30 p.m.)

1. Number off participants so there are three people in each subgroup.
2. Explain that each person will be asked to do three things:
   (a) share a problem situation that they are currently experiencing within the confines of their professional lives--perhaps a problem with a teacher or other staff member, or with a particularly challenging student, or with a student, or with a parent or other community member. The only requirement is that it be a particularly testy problem--one that does sincerely concern him/her;
   (b) listen to another talk about the situation, ask clarifying questions and summarize what he/she hears the

speaker saying. (Refer to the mini-lecture just given for reminders of the higher-level responses); (c) observe the two others in the group while they are speaking and listening. When the speaker is satisfied that the listener understands, the observer will give feedback to the listener based on the "Observer's Report Card" (see Appendix C) that he/she has been marking while the interaction was taking place.

3. Hand out 'Observer's Report Card.'
4. Ask if any clarification is needed.
5. Let the groups practice the skills. (Allow about 25 minutes)
6. Bring the participants back to a large group to process the activity. Questions for all participants: Which role was the hardest for you? Why? Which role was the easiest for you? Why? What did you learn about your strengths and weaknesses as a speaker, a listener, an observer? Questions for speakers: What was the hardest part about sharing a concern like this with another person? What did the listener say that helped you get a better understanding of your own concern? What did the listener do that helped you talk about this concern? Questions for listeners: What made it difficult for you to accurately understand the concern being shared? Did you find yourself giving advice or doing any 'me, too' listening? If so, when? Questions for observers: What makes it hard to observe in a situation like this? What

did you observe that seemed to help the understanding between the speaker and the listener? What hindered understanding? Summary questions for all: In what professional situations can you apply these newly acquired skills? In what type of professional situations would you hesitate to use these skills?

Activity IIF: Facilitate "Story of Paul" exercise (see Appendix D) (1:15-1:45)

1. Ask for four volunteers to participate in this listening exercise. Ask one to stay in the room and ask the others to leave the room to be called in later one-by-one.
2. Explain to the one remaining that a description of a student with a problem is going to be read to him/her. (Tell him/her that the entire activity will be tape recorded.) The first volunteer is to listen to the account. When the account is finished, the next volunteer will be brought in and the first listener will share with the new listener what he/she heard, and so on for all four volunteers.
3. Read 'The Story of Paul.' After completing the story, ask the listener what he/she believes is the most important information that he/she heard about Paul. Bring in the next listener and so on.
4. Process the activity with the group. Questions for volunteers: What made this difficult? How were you trying to listen? Were there any distractions? Questions for the group: What did you hear that was consistently

missed? What kinds of information began to get distorted? What information was consistently reported accurately? Can anyone supply a real-life example of what just occurred here? Can you make any generalizations about what you hear when people speak?

5. Review these points about effective listening:

   A person does not have to memorize what another person says. A person does not have to pull out themes or relevant points. A person cannot hear accurately if he/she is nervous or anxious.

6. Replay tape if there are any questions about what transpired during the activity. (Facilitator must be aware that replaying the tape will cause the time schedule of the remainder of the inservice design to be altered.)

Resources for Session Two:

Activity IIC: Varenhorst, page 9

Activity IIE: Myrick, pages 18-20 and Myrick, pages 86-94

Activity IIF: Varenhorst, pages 13-14

Session Three: Empathy

Activity IIIA: Deliver empathy mini-lecture (1:45 p.m.-1:55 p.m.)

Empathy is communicating understanding and acceptance of the other person's feelings and the causes of those feelings. The goal of empathy is to prove you really are hearing what the person is saying to you. Empathy behaviors:

(a) Listen: tune out distractions. Listen for the words and the feelings behind the words.

(b) Process: identify feelings. Ask, "What event has caused those feelings?"

(c) Respond: "You feel ___(precise descriptor)___ because ___(concise description of event/situation)___."

(d) Get to clarity if speaker makes a correction. Stress that sincerity is the key to empathy.

(Resource: Malia, page 3)

Activity IIIB: Facilitate 'Empathy Circle' exercise.

(1:55 p.m. - 2:25 p.m.)

1. Explain that each person will act as speaker, then as listener to a neighbor as the group practices empathy around the circle.
2. Facilitator begins exercise by modeling the behavior expected in this exercise: a brief description about some school-related event in the past week which had some feelings attached to it.
3. The neighbor to the facilitator's right is the listener and must respond to the speaker with "You feel _____ because _____."
4. After the speaker and the listener get to clarity, they are done. Then the listener on the right becomes the speaker and the person on his/her right becomes the listener, and so on around the circle.
5. If a listener leaves out a feeling word or is unable to supply one, he/she may ask for suggestions from the group. The listener then chooses one of the suggestions.

6. Point out that the format may seem canned at first, but that it becomes easier and more natural with practice.

Activity IIIC: Read to the participants 'Cipher in the Snow' (See Appendix E) (2:25 p.m. - 2:35 p.m.)

Introduce it by pointing out that it is a true story, and ask participants to listen and be aware of any reactions or memories the story evokes.

Activity IIID: Facilitate 'Empathy' exercise (2:35 p.m. - 3:00 p.m.)

1. Ask participants to pair up with someone, preferably someone with whom they have not yet been paired.
2. Ask each person to assume two roles: (a) speaker and (b) listener. The speaker will share his/her reaction to 'Cipher in the Snow;" the listener is to practice the skill of empathy by using the format taught earlier in this session. Allow fifteen minutes total for these two conversations.
3. At the conclusion, process the activity with the participants. Suggested questions: In what professional situations could you apply the skill of empathy? Are there any examples from your professional experiences that illustrate the benefits of empathic skills?

Resources for Session Three

Activity IIIB: Malia, page 8

Activity IIID: Gray and Tindall (Peer Counseling), pages 103-119.

Session Four: Feedback: Confrontation and Praise

Activity IVA: Deliver mini-lecture on feedback

(3:00 p.m. - 3:30 p.m.)

Feedback is defined as telling others the kind of impact their behavior is having on you. The goal of feedback is to resolve issues between you and another person.

Feedback Method: (the order can be varied)

(a) Be specific about the person's behavior (be descriptive and give an example if you can).

(b) Tell how the person's behavior makes you feel.

(c) Tell what your feelings make you want to do.

(Resource: Myrick, page 105)

Feedback Format:

"____(name of person)____, I'd like to give you some feedback about when you were __(what the person was doing, what the situation was)__. When you __(specific behavior)__ I felt __(feeling level word)__ and that made me want to _____(behavior)_____."

What To Avoid When Giving Feedback:

(a) giving advice

(b) judging or labeling

(c) focusing on things that can't be changed

Advantages Feedback Has Over Blaming:

(a) increases likelihood of clear communication about the issue.

(b) invites change, but doesn't demand it.

(c) focuses on what can be changed.

(d) usually results in more understanding because it shows you care.

(e) describes but doesn't evaluate the other's behaviors.

(f) involves a readiness to work together on clarifying an issue.

(g) can describe positive behavior (that you want to have continued) or negative behavior (that you want to have changed or discontinued).

Advantages Feedback Has Over Silence:

(a) Chance for change in behaviors you don't like.

(b) You show you care enough to risk.

(c) Positive behavior is more likely to be repeated.

(Resource: Malia, page 7)

Activity IVB: Facilitate 'Giving Positive Feedback' exercise (3:30 p.m. - 3:35 p.m.)

1. Instruct participants that, using the feedback model presented in the mini-lecture, they are to write a letter of appreciation to someone they know who has done something they have really appreciated. (Stress that it must be school-related.)
2. Encourage participants to send the letter.
3. Ask for volunteers to read their letter.

Activity IVC: Facilitate 'Giving Negative Feedback' exercise (3:35 p.m. - 3:40 p.m.)

1. Instruct participants that, using the feedback model presented in the mini-lecture, they are to write a letter to someone they know who has done something they have not

appreciated. (Again, stress that this must be school-related.)

2. Ask participants how they would react if they were to receive the letter of complaint? Is it written constructively? Is it written in a manner that leaves both the sender and receiver focusing on the behavior?

Activity IVD: Facilitate 'The Absent Person' exercise (3:40 p.m. - 4:15 p.m.)

1. Number off participants so there are groups of five or six people. Ask the groups to form a circle. Place an empty chair in the middle of the circle.
2. Ask participants to think of someone from their school setting--student, staff, parent, community member. Now think of something they do in the school setting that you like. What kinds of pleasant feelings do you get? When you experience that feeling, what do you want to do?
3. Imagine that the person is sitting in the empty chair. Ask the participants to tell the person what they like about their behaviors, using the feedback model presented in the mini-lecture.
4. Now ask participants to think of a person with whom they have had an unpleasant experience. Again, using the feedback model and imagining that the person is sitting in the chair, give that person some feedback.
5. Process the activity with the entire group. Suggested questions: In which instance was the feedback more difficult to give? Why? What made the one easier than

the other? What have you learned about the way you give feedback to others? In what kinds of professional situations do you believe you could use this model?

Activity IVE; Deliver mini-lecture on how to receive feedback (4:15 p.m. - 4:30 p.m.)

Take a deep breath and listen.

Seek clarification if you don't understand part of the message.

Summarize the message back to the speaker so you can prove you've heard the message.

Give your view of the situation or explain the intention of your behavior if you like.

Make use of the message if it's useful to you (it's their perception, not absolute truth).

(Resource: Malia, page 7)

Resources for Session Four:

Activity IVB: Malia, page 18

Activity IVC: Malia, page 18

Activity IVD: Myrick, page 127

Session Five: Bringing It All Together

Activity VA: Have participants complete 'Five Typical Situations' worksheet again. (4:30 p.m. - 4:35 p.m.)

Activity VB: Return to each participant his/her 'Five Typical Situations' worksheet he/she completed in Session One (4:35 p.m. - 4:50 p.m.)

1. Compare responses.

2. Process the differences in the responses on the two worksheets. Suggested questions: Did you respond to any in the same way? If so, which ones? Did you respond to any in different ways? If so, which ones? And how are the responses different? What generalizations can you make about the way your responses are structured on both worksheets?

Activity VC: Regroup participants into partners they had for 'Checklist' exercise in Session One (4:50 p.m. - 5:05 p.m.)

1. Direct partners to review checklist goals with one another.
2. Direct participants to decide if the three goals they identified in session one still apply. If not, invite them to make alterations and set new goals.

Activity VD: Distribute written evaluation forms of inservice for participants to complete. Collect when completed. (See Appendix F) (5:05 p.m. - 5:15 p.m.)

Activity VE: Distribute copies of the booklet Straight Talk to all participants (5:15 p.m. - 5:20 p.m.)

Booklet is available from: National Association of Secondary School Principals, Publications Sales, 1904 Association Drive, Reston, Virginia, 22091. (Cost per copy $1.00.)

1. Explain that the booklet succinctly reviews forty school situations which require interpersonal communication skills. By first giving what is typically said, and then suggesting more effective responses, the booklet encapsules much of what this inservice attempted to teach.

2. Invite participants to regularly review the booklet.

Activity VF: Facilitate short oral evaluation session (5:20 p.m. - 5:30 p.m.)

1. With participants in circle, ask each to complete and share aloud one of three sentences: "From the experiences I have had in this inservice, (1) I learned or (2) I feel, or (3) I wonder..."
2. Thank participants for their involvement and encourage them to further develop their interpersonal communication skills.

- End Of Inservice Design -

Chapter 4

SUMMARY

This study attempted to find evidence to support the following assumptions: (1) that to be successful, school administrators must be proficient in interpersonal communication skills; (2) that insufficient attention is currently being given to the teaching of those skills in preservice training programs; and (3) that an inservice design for school administrators, which has as its objective instruction for the improvement of interpersonal communication skills, could be developed.

Studies concerning the importance of interpersonal communication skills have emphasized the pivotal nature of those skills to success in all other areas of school administration. Research has focused on the critical importance of the principal to the effective functioning of the school. Furthermore, the effective functioning of the school has been shown to be a reflection of the proficiency in interpersonal communication skills that the school's administrator possesses.

Evidence has been accumulated which suggests that, not only do administrators themselves realize the benefits from the application of effective interpersonal communication skills, but students, teachers, and community members as well display more positive behaviors when their administrator is adept in interpersonal communication skills. Studies have correlated the directness of an administrator's communication with his/her constituents to the existence of more positive attitudes toward the school organization.

The importance of the application of effective interpersonal communication skills by school administrators is underscored by research which has detailed the multitude of barriers to effective communication that human beings face. Studies have documented the troublespots in communication principals experience to be because of the preconceptions of him/her by those with whom he/she is in contact and because of the needs and values of those persons with whom the administrator is attempting to communicate. Because of the existence of those barriers, research confirms that administrators often respond to others in ineffective ways. This creates more misunderstanding and less opportunity for either the institution's or the individual's goals to be realized. As the importance of proficiency in interpersonal communication skills for school administrators is documented so, too, is the difficulty of mastering those skills ackowledged.

Studies have concluded that preservice training programs for school administrators devote little formal training in the instruction of interpersonal communication skills. The traditional focus of the preservice training programs has been on the management and supervision of the school and on the techniques and technology needed to administer it. As early as 1956, professionals were demanding that more attention be given to the instruction of interpersonal communication skills. Evidence today suggests that those demands have gone largely unrealized.

Recognizing that many preservice training programs have given little formal training in interpersonal communication skills, an increasing number of administrators, university personnel and other educators have called for inservice training for school administrators which has as its objective instruction for the improvement of

interpersonal communication skills. Studies have noted that the complexity and magnitude of administrator responsibilities makes inservice training a necessary component of an administrator's professional development.

Conclusions

To be successful, school administrators must be able to apply effective interpersonal communication skills in their relationships with school and community personnel. The most productive schools are those in which the best human relations are evident; and the person most directly responsible for the tone of those relationships is the school administrator.

Proficiency in interpersonal communication skills results in benefits not only to the administrator who practices them, but to all the other people within the school organization with whom he/she has contact, as well. The complexity of communication systems between human beings makes it imperative that school administrators who wish to realize both institutional and individual goals become effective practitioners of interpersonal communication skills.

Although the findings of research document the need for proficiency in interpersonal communication skills, little formal instruction in those skills is currently being offered in preservice training programs in schools of educational administration. Most attention continues to be focused on the technical and task functions of school operations. Skills in facilitating the human dimension of school organizations are less often taught.

Because administrators have received little formal training in interpersonal communication skills in their preservice training

programs, many administrators, university professors, and other educators are suggesting that inservice training be designed to meet the need for instruction in interpersonal communication skills. An inservice design for school administrators could be constructed which had as its objective instruction for the improvement of interpersonal communication skills.

Recommendations

Courses of study need to be developed and offered in preservice training programs for school administrators which provide instruction in the improvement of interpersonal communication skills. The importance of these skills to successful school administration has been well documented. Schools of educational administration have a responsibility to their students to see that they receive instruction that will maximize leader effectiveness.

Administrators who are concerned about improving their proficiency in interpersonal communication skills should participate in a training for the improvement of interpersonal communication skills such as the one detailed in the inservice design in Chapter 3 of this study. Inservice designs can deliver effective training for the improvement of interpersonal communication skills for school administrators.

It is further suggested that the inservice design as detailed in Chapter 3 of this study be carefully and thoroughly evaluated to determine its effectiveness in instruction to improve interpersonal communication skills. Based on that evaluation, it is recommended that ongoing refinement and development of the design be conducted.

Additional interpersonal communication skills inservice designs should be constructed as follow-ups to the one presented in Chapter 3 of this study. Particular areas to be addressed should focus on decision-making and increased confrontational abilities for school administrators.

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APPENDIXES

APPENDIX A

Five Typical Situations Worksheet

1. After asking a new student how he likes it at your school, he replies: "I like it here okay, but I don't seem to have any friends here and I can't figure it out. I had lots of friends at the other school, but here..."

2. After telling the custodian she put up the blackboard on the wrong wall in the learning disabilities classroom, she responds: "I don't know why we have to have all those special programs for those kids anyway. When I was in school, we never heard of such a thing."

3. A parent calls your office to complain about his middle school youngster not being home from the after-school basketball practice. He says to you: "Don't you know families like to have at least one meal together each day? The coach assured us practice would never go past 5:30, and here it is 6:00 p.m. and there's no sign of him. He might as well live down at that school."

4. You walk past the classroom of a first year teacher at 5:30 p.m. He's bent over his desk, busy correcting papers. You stop in to say hi and ask how things are going. He replies: "Oh, okay. I guess I was kind of naive about all this. Oh well, the kids should improve when they get to know me better. I don't know how Ms. Miller next door does it."

5. A community member calls you up to inquire if it's true that teachers are reporting students if they see them drinking in social situations on the weekend. He says he doesn't think it's any right of the school to play police officer, and besides, most parents know their kids are doing it and they'd rather know than have the kids sneak it. Then he says, "Besides, if some of us would start reporting some of the teachers for their high jinks, you'd have to close the place down."

APPENDIX B

Checklist: Improving Skills In Face-To-Face Communication

This form is to help you think about how you communicate with others in face-to-face situations. You can use it to set your own personal goals for improvement by following three steps:

1. Read through the entire list, marking each item to show whether you think you are doing all right, should do it more often, or should do it less often. Check each in the appropriate column.

2. If some goals that are not listed are more important to you than those that are on the list, write your additional goals on the blank lines.

3. Go back over the whole list and circle the three skills you believe would be most valuable to you to improve at this time.

	Need To Do It Less	Doing All Right	Need To Do it More
EXPRESSING INFORMATION, IDEAS, SUGGESTIONS			
1. Being brief and concise--getting to the point	_____	_____	_____
2. Being forceful and definite rather than hesitant and apologetic	_____	_____	_____
3. Talking in specifics, giving examples and details	_____	_____	_____
4. Talking in generalizations, principles and explanations	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
EXPRESSING FEELINGS			
7. Letting others know that I have not understood something they have said	_____	_____	_____

	Need To Do It Less	Doing All Right	Need To Do It More
8. Letting others know when I like something they have said	_____	_____	_____
9. Letting others know when I disagree with them	_____	_____	_____
10. Letting others know when I think they have changed the subject or become irrelevant	_____	_____	_____
11. Letting others know when I am getting irritated	_____	_____	_____
12. Letting others know when I feel hurt, embarrassed or put down by something they have said	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____

UNDERSTANDING INFORMATION, IDEAS AND SUGGESTIONS OF OTHERS

15. Listening to understand rather than prepare my next remark	_____	_____	_____
16. Helping others participate in the discussion	_____	_____	_____
17. Before agreeing or disagreeing, checking to make sure I do understand what others mean	_____	_____	_____
18. Summarizing points of agreement and disagreement	_____	_____	_____
19. Asking questions in ways that get more information than "yes" or "no"	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____

	Need To Do It Less	Doing All Right	Need To Do It More
UNDERSTANDING AND RESPONDING TO OTHERS' FEELINGS			
22. Checking out with others what I think they are feeling rather than assuming that I know	_____	_____	_____
23. Responding to a person who is angry with me in such a way that I do not ignore his/her feelings	_____	_____	_____
24. Responding to a person whose feelings are hurt in a way that I do not ignore his/her feelings	_____	_____	_____
25. Responding to a person who is expressing closeness to me in such a way that I do not ignore his/her feelings	_____	_____	_____
26. Surveying a group to see how much agreement exists (in making a group decision	_____	_____	_____
27.	_____	_____	_____
28.	_____	_____	_____
GENERAL			
29. Talking in group discussions	_____	_____	_____
30. Getting feedback, encouraging others to let me know how my actions affect them	_____	_____	_____
31. Being aware when I am trying to cope with my own feelings of discomfort rather than responding to the other person	_____	_____	_____

		Need To Do It Less	Doing All Right	Need To Do It More
32.	Being able to stand silence when with others	_____	_____	_____
33.	Being able to stand tension and conflict	_____	_____	_____
34.	Accepting help from others	_____	_____	_____
35.	Offering help to others	_____	_____	_____
36.	Yielding to others--giving in to others	_____	_____	_____
37.	Being protective of others	_____	_____	_____
38.	Standing up for myself	_____	_____	_____
39.		_____	_____	_____
40.		_____	_____	_____

(Resource: Association of California School Administrators. "Pressure Pot Communications," January, 1980.)

APPENDIX C

The Observer's Report Card

1.	Evaluated and gave advice	Yes	No	Not Sure
2.	Interpreted or analyzed	Yes	No	Not Sure
3.	Used questions:			
	Open	Yes	No	Not Sure
	Closed	Yes	No	Not Sure
	Information	Yes	No	Not Sure
	Feeling Level	Yes	No	Not Sure
4.	Responded to feelings	Yes	No	Not Sure
5.	Clarified or summarized	Yes	No	Not Sure
6.	Supported or reassured	Yes	No	Not Sure
7.	Had direct eye contact	Yes	No	Not Sure
8.	Seemed at ease	Yes	No	Not Sure
9.	Was able to keep the talker speaking on the subject	Yes	No	Not Sure
10.	Seemed to be an effective listener	Yes	No	Not Sure

(Resource: Erney, Tom and Robert D. Myrick, Caring and Sharing: Becoming A Peer Facilitator. Minneapolis, MN: Educational Media Corporation, 1978, page 94.)

APPENDIX D

Story of Paul

Many teachers were glad to see that Paul did graduate from junior high school and would be leaving for high school and the tenth grade. When the name of this good-looking sixteen year old boy was mentioned, teachers shook their heads about his future and breathed a sigh of relief that he would no longer be in their classes.

Paul's chief interests in school are girls and sports. Having a nice build, lots of blond hair and clear blue eyes, and a smooth, gracious, shy manner, it is easy for him to pursue both of these interests. Female teachers alternate between being charmed and extremely annoyed with all his antics. With above average ability, Paul seldom feels the need to apply this ability to his studies. His behavior of talking and clowning in class, coming late, or frequently being absent, combined with not turning in his work earned for him frequent trips to the Assistant Principal's office. His mother is a well-known person around school, being asked to come for conferences with the teachers and counselors frequently. Her attitude seems positive towards what the school is trying to do for Paul, but she seems helpless to know what to do. She says she often sees little of Paul at home, believing that children should be trusted and left to develop their independence. In trying to talk with Paul about these concerns related to school, she ends up feeling convinced that Paul means well, and is trying.

The crowd Paul runs around with and whose company he seems to desire, also has no interest in school. They are known as the tough guys who stay out late, make fun of school rules and get into trouble. This association has led Paul into fights, trouble with the police and early in the 8th grade to an arrest.

Paul is the youngest of four children. One older brother is in college, one in the Marines and a sister is in high school. His father is Regional Manager for a Drug Company covering the eleven western states. Although he did not go to college, he earns approximately $30,000 per year. He is athletic and frequently golfs or plays tennis during leisure when at home. Paul's mother, who attended two years of college works part-time in a clothing store, earning approximately $8,000 per year. Since Paul's father travels a great deal, the responsibility for the family falls heavily on her shoulders. The older brother in the marines also has problems, with no direction or purpose to his life.

In the ninth grade Paul went out for football, but although talented in athletics, he did not seem to take this activity seriously. His casual attitude and poor attendance at practice stretched the patience of the coach and resulted in angry outbursts towards Paul.

Paul did not seem involved in anything. At times Paul showed an interest in school leadership, but he would never follow through with anything. With poor grades in the 7th and 8th grades, a big improvement did take place during his ninth grade year. Still seeming lost and confused, Paul chooses to depend on his personality and to devote most of his energy to socializing. It is obvious he likes people and wants to be liked by them. At the present time, however, this is not proving to be successful either at home or at school.

APPENDIX E

Cipher In The Snow

It started with tragedy on a biting cold February morning. I was driving behind the Milford Corners bus as I did most snowy mornings on my way to school. It veered and stopped short at the hotel, which it had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank at the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white even against the snow.

"He's dead," the driver whispered.

It didn't register for a minute. I glanced quickly at the scared young faces staring down at us from the school bus. "A doctor! Quick! I'll phone from the hotel. . ."

"No use, I tell you, he's dead." The driver looked down at the boy's still form. "He never even said he felt bad," he muttered. "Just tapped me on the shoulder and said, real quiet, 'I'm sorry. I have to get off at the hotel.' That's all. Polite and apologizing-like."

At school the giggling, shuffling morning noise quieted as the news went down the halls. I passed a huddle of girls. "Who was it? Who dropped dead on the way to school?" I heard one of them half-whisper.

"Don't know his name; some kid from Milford Corners" was the reply.

It was like that in the faculty room and the principal's office. "I'd appreciate your going out to tell the parents," the principal told me. "They haven't a phone and, anyway, somebody from school should go there in person. I'll cover your classes."

"Why me?" I asked. "Wouldn't it be better if you did it?"

"I didn't know the boy," the principal admitted levelly. "And, in last year's sophomore personalities column I note that you were listed as his favorite teacher."

I drove through the snow and cold down the bad canyon road to the Evans' place and thought about the boy, Cliff Evans. His favorite teacher! I thought. He hasn't spoken two words to me in two years! I could see him in my mind's eye all right, sitting back there in the last seat in my afternoon literature class. He came in the room by himself and left by himself. "Cliff Evans," I muttered to myself, "a boy who never talked." I thought a minute. "A boy who never smiled. I never saw him smile once."

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. "He never said anything about bein' ailing."

His stepfather snorted. "He ain't said nothin' about anything since I moved in here."

Mrs. Evans pushed a pan to the back of the stove and began to untie her apron. "Now hold on," her husband snapped. "I got to have breakfast before I go to town. Nothin' we can do now, anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good."

After school I sat in the office and stared blankly at the records spread out before me. I was to close the file and write the obituary for the school paper. The almost bare sheets mocked the effort. Cliff Evans, white, never legally adopted by stepfather, five young half-brothers and sisters. These meager strands of information and the list of "D" grades were all the records had to offer.

Cliff Evans had silently come in the school door in the mornings and gone out the school door in the evening, and that was all. He had never belonged to a club. He had never played on a team. He had never held an office. As far as I could tell, he had never done one happy, noisy kid thing. He had never been anybody at all.

How do you go about making a boy into a zero? The grade-school records showed me. The first and second grade teachers' annotations read, "sweet, shy child," "timid but eager." Then the third grade note had opened the attack. Some teacher had written in a good, firm hand, "Cliff won't talk. Uncooperative. Slow learner." The other academic sheep had followed with "dull", "slow-witted", "low I.Q." They became correct. The boy's I.Q. score in the ninth grade was listed at 83. But his I.Q. in the third grade had been 106. The score didn't go under 100 until the seventh grade. Even shy, timid, sweet children have resilience. It takes time to break them.

I stomped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and another in the sad, dog-eared file. I banged the typewriter and slammed the file and crashed the door shut, but I didn't feel much better. A little boy kept walking after me, a little boy with a peaked, pale face; a skinny body in faded jeans; and big eyes that had looked and searched for along time and then had become veiled.

I could guess how many times he'd been chosen last to play sides in a game, how many whispered child conversations had excluded him, how many times he hadn't been asked. I could see and hear the faces and voices that said over and over, "You're a nothing, Cliff Evans."

A child is a believing creature. Cliff undoubtedly believed them. Suddenly it seemed clear to me: When finally there was nothing

at all for Cliff Evans, he collapsed on a snowbank and went away. The doctor might list "heart failure" as the cause of death, but that wouldn't change my mind.

We couldn't find ten students in the school who had known Cliff well enough to attend the funeral as his friends. So the student body officers and a committee from the junior class went as a group to the church, being politely sad. I attended the services with them, and sat through it with a lump of cold lead in my chest and a big resolve growing through me.

I've never forgotten Cliff Evans nor that resolve. He has been my challenge year after year, class after class. I look for veiled eyes or bodies scrounged into a seat in an alien world. "Look, kids," I say silently, "I may not do anything else for you this year, but not one of you is going to come out of here a nobody. I'll work or fight to the bitter end doing battle with society and the school board, but I won't have one of you coming out of here thinking himself a zero."

Most of the time--not always, but most of the time--I've succeeded.

--Jean Mizer

APPENDIX F

Evaluation Form

IMPROVING INTERPERSONAL COMMUNICATION SKILLS: AN INSERVICE DESIGN FOR IOWA SCHOOL ADMINISTRATORS

DATE _____

1. What were the three activities from which you believed you gained the greatest benefit?

2. What were the three activities from which you believed you gained the least benefit?

3. What suggestions do you have for ways to improve this inservice design?