Instructional Design Capstones Collection          Instructional Design Graduate Program

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# Effective Leadership Through Effective Communication

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**Effective Leadership Through Effective Communication**

Submitted by
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MASTER OF EDUCATION

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## Abstract:

A public school in Pennsylvania was experiencing an issue with its administrative leadership. The ineffective leadership strategies resulted in failures within communication styles and abilities. Through a series of interviews and research, this course was developed to coach leaders within a school building on how to more effectively communicate and work with their staff members. The goal is to provide a series of behavior changing based instruction to reduce the ineffectiveness of leadership within the building. It uses an asynchronous approach with live instruction and involves the learners with an interactive workbook component to follow the learning course. The course follows four primary modules to help build effective communication and leadership skills within an elementary school. Those involve individualizing communication styles, building and maintaining relationships, having an active presence, and practicing direct accountability for themselves and their staff.

*Keywords*: communication, leadership, school, effective, training

Dedicated to Dr. Sara Hartigan - *Thank you for paving the way.*

# Effective Leadership Through Effective Communication Training

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# Part 1: Analysis

**Analysis Plan:**

Finding commonalities between subordinating staff members and leadership staff members was the goal of the project. The primary method of research was interviewing different members of a school building. Faculty included a wide range of teachers and leaders within the school. A survey was also released to the staff to complete to provide more perspective for the teachers of the school. The subordinating staff interviews conducted were analyzed to determine ineffective leadership strategies within administration and how they negatively impact the teachers. The leadership interviews conducted were analyzed to determine leadership's parameters of control and help dismantle former ineffective strategies and create new leadership strategies in their stead to positively impact the teachers.

**Analysis Report:**

In total, three people filled out the survey.

- Since the survey was not mandatory for the staff to do, not a lot of members completed it. Therefore, this research is supplemental and is referred to in relation to how it correlates with the interviewees.

In total, eight interviews were conducted.

- Subordinate interview data
  - 62% of all interviews were teachers of varying levels and positions (5)
    - Demographics:
      - 60% female participants
      - 40% male participants
      - 80% were 40+ years of age
    - Correlations within the data
      - 80% of participants cited ineffective communication as an issue when asked about challenges they face from administration.
        - Specifics mentioned included "mass emails" and "ever changing rules." "I do not appreciate [the] communication style which is almost nonexistent"
      - 60% of participants mentioned a lack of accountability in specific instances.
        - Specific mention of "there is no follow through" or "has no follow through."
      - 40% cited that leadership provides extra work that becomes an issue for them.
      - 80% of participants cited preferring one administrator over the other.

- o Specific mentions include "Principal [is] people oriented"; "she puts people first"; "constantly being watched by one and not the other"; "we have 2 leaders in our administrator roles and one of them is great…the [other] picks and chooses when she is going to enforce the rules."
  - 40% cited that administration is not usually present within the building.
- 38% of all interviews were building leadership representatives (3)
  - o 100% of leadership interviewees mentioned the importance of relationships.
    - Specific mentions "we could all improve" in reference to communicating and relationships.
  - o 67% mentioned communication being an issue.
    - Specific mentions: "The communication piece is the biggest hurdle and it's not effective" and "communication is so imperative."

**Organizational Need:**

Effective leadership is the difference between a healthy workplace and a toxic one. At an elementary school in Pennsylvania, the building leadership is proving to be ineffective at helping the subordinate teachers thrive in the workplace. The issue stems from communication as it is not clear, individualized, or effective. The elementary school leadership team needs training on proper communication to enhance the school climate and culture.

**Instructional Goal:**

The building leaders need to be able to communicate to their staff using proper individualized communication approaches.

**Performance Environment:**

The training will be completed as a professional development for building leaders at the district office. The training will be instructor-led and span the course of two days. Each session will be an hour and a half long.

**Project Constraints:**

The potential project constraints are having time limits for research and the needs analysis. Also, some resistance with the staff is anticipated as they may be unlikely to share their opinions about the school with full honesty and, thus, could alter the authenticity of their responses to interview questions.

**Goal Analysis:**

Instructional Goal: The building leaders need to be able to successfully communicate to their staff using proper individualized communication approaches.

- Building leaders will individualize communication when directly communicating with their subordinate staff members.

- Building leaders will establish and maintain healthy relationships with their staff.
- Building leaders will have an active role within the building.
- Building leaders will use direct accountability when addressing subordinate staff issues.

**Learner Analysis:**

The building has varying levels of leadership. The higher management, middle management, and the leadership committee of the building. The higher-level management includes the main office staff, the principal and vice principal.  Some of the middle level management includes specialists and guidance counselors. Lastly, the members of the instructional leadership team which consists of a grade-level representative from all grades within the school. The primary learners for the training are the higher-level building management. However, research conducted included the perspectives of middle level management and how their roles also affect the school culture and climate. Supportive research conducted included the use of the leadership team as subordinates alongside their colleagues.

**Prerequisite Skills:**

- Be in or pursuing a leadership role
- Basic literacy skills
- Critical thinking and self-reflection skills
- Interpersonal Skills

# Part 3: Design

**Performance Objectives:**

1. **Module 1: Individualize Communication**
   a. Given written and verbal instructions, building leaders will individualize communication when directly communicating with their subordinate staff members.
2. **Module 2: Build and Maintain Relationships**
   a. Given verbal instructions, learners will establish and maintain healthy relationships with their staff.
3. **Module 3: Be Actively Present**
   a. Given verbal instructions, building leaders will have an active and continuous presence within the building.
4. **Module 4: Direct Accountability**
   a. Given written and verbal instructions, building leaders will practice direct accountability when discussing issues with staff members.

**Learning Objectives:**

1. **Module 1: Individualize Communication**

a. Given written and verbal instructions, building leaders will individualize communication when directly communicating with their subordinate staff members.
    i. Learners will recognize their communication style according to the four indicated archetypes.
    ii. Learners will identify areas within their communication style that removes individualization of communication among their staff.

2. **Module 2: Build and Maintain Relationships**
   a. Given written and verbal instructions, learners will establish and maintain healthy relationships with their staff.
       i. Learners will differentiate between ineffective and effective relationship building strategies.
       ii. Learners will practice gratitude for subordinates to keep themselves accountable for office morale.

3. **Module 3: Be Actively Present**
   a. Given written and verbal instructions, building leaders will have an active and continuous presence within the building.
       i. Learners will create blocks within their daily routines to circulate the building.
       ii. Learners will identify the benefits of having an active presence as a leader in the workplace.

4. **Module 4: Direct Accountability**
   a. Given written and verbal instructions, building leaders will practice direct accountability when discussing issues with staff members.
       i. Learners will create a discussion plan for confrontational or conflict-based communication.
       ii. Learners will justify their rationale for directives given to subordinates in work-related situations.

**Learning Assessment:**

| Learning Objective | Assessment |
|---|---|
| **Since the course is a live training, all modules will be assessed together in one summative assessment. The objectives below will be assessed with different lines of questioning on the assessment** | |
| Building Leaders will individualize communication when directly communicating with their subordinate staff members. <ul><li>Learners will recognize their communication style according to the four indicated archetypes.</li><li>Learners will identify areas within their communication style that removes individualization of communication among their staff.</li></ul> | <ul><li>Identification based questions for this objective will focus on identifying different personality types according to the four indicated archetypes.</li><li>Scenario-based questions for this portion will provide examples of subordinates having work related problems that would require leadership intervention. Each subordinate will exhibit different traits</li></ul> |

| | according to the archetypes. Learners will have to provide an open-ended response posing possible solutions and methods of communicating with the staff member. |
|---|---|
| Building leaders will identify will establish and maintain healthy relationships with their staff.<br>• Learners will differentiate between ineffective and effective relationship building strategies.<br>• Learners will practice gratitude for subordinates to keep themselves accountable for office morale. | • Questions for this portion of the assessment will be open-ended opinion and scenario-based questions where the learners will either argue or defend a leader's actions and determine if the leader was justified in their actions when talking to a subordinate about specific conflict-related situations. |
| Building leaders will have an active and continuous presence within the building.<br>• Learners will create blocks within their daily routines to circulate the building.<br>• Learners will identify the benefits of having an active presence as a leader in the workplace. | • Questions on this portion of the assessment will focus on identifying why it is so important to have a presence within the school and not just in the office. |
| Building leaders will practice direct accountability when discussing issues with staff members.<br>• Learners will create a discussion plan for confrontational or conflict-based communication.<br>• Learners will justify their rationale for directives given to subordinates in work-life related situations. | • Questions on this portion of the exam will be self-reflection and open ended. Learners will need to explain why direct accountability is important even when it can be difficult. |

**Delivery Strategy:**

The learners in this course are members of an urban school district and will be centrally located at a district office. The training will be given via interactive lecture at the district office for building leadership members ranging from middle up to higher level management and administrators.

The course will span 2 days and each lecture will have a duration of about 1.5 hours. Day one will cover modules 1 and 2. Day two will cover modules 3, 4, and the assessment. It will use both online, written, and oral components. A presentation will be given to the administrators, and

they can follow along using the written component work booklet that goes along with each module of the course.

**Course Outline:**

**Day 1**

- **Module 1: Individualize Communication (Presentation Component/Slides)**
  - What is individualization?
    - A person's ability to be their own self.
      - Entitled to their own thoughts, beliefs, actions, expectations, desires, goals, wants, and needs.
  - What is communication?
    - The art of making the unknown known.
      - The ability to share thoughts, beliefs, actions, expectations, desires, goals, wants and needs.
  - Putting them together:
    - Individualized Communication is the art of catering the delivery of unknown information with a person on a level that directly reflects their individual self.
  - The Four Archetypes:
    - Through the research phase, data supported the use of four archetypes within the elementary school setting.
      - The Big Personality
      - The Heavy Hitter
      - The Bottom Liners
      - The Sensitive Soul
    - Each Archetype has different strengths and weaknesses to consider when approaching them for communicating information.
    - Each person exhibits all four archetypes, and they can shift between them on a day-to-day basis.
    - The archetypes show an emotional range of the human spectrum and experience. No one person stays in the same one forever even if they lean more towards one than another more often.
  - Infographic of all four archetypes with their strengths and weaknesses *(this is included in the work booklet for the staff)*.
  - Another infographic for possible ways to individualize communication with each archetype (*included in workbooks as well).*
- **Module 1: Individualized Communication (Independent working piece)**
  - In workbook learners will have a page to identify their own archetype.
  - They will answer an open-ended response in the workbook.
    - "How do you like to be communicated with as an individual?"
  - They will identify areas or instances in which their own communication has removed the individual from the communication process.

- o Learners will have an opportunity to share with their colleagues and take a five-minute break after module one.
- **Module 2: Build and Maintain Relationships (Presentation Component/Slides)**
  - o What is a relationship?
    - ▪ Something that takes a lifetime to build and a moment to lose.
  - o Relationships as a leader:
    - ▪ As a leader, the culture and climate of your school is a direct reflection of your relationships with the staff members.
      - It is dependent on your communication.
  - o How to effectively build relationships:
    - ▪ Individualize your communication style.
      - Approach all subordinate staff with the intention to see them as a human not a worker in a group setting.
      - Approach individuals afterward to follow up in an individualized way.
  - o How to effectively maintain relationships.
    - ▪ Validate and appreciate your employees.
      - Validate the efforts they go to, the struggles they are facing, and the difficulty of their experiences.
        - o Even if you think they could be doing better, with validation they are more likely to strive to do more.
      - Appreciate the work they put in, the hours they give, the way they show up and their effort put in.
        - o Even if you think they have not done anything worthy of appreciation, give it anyway, they will strive to please you.
  - o Validation and appreciation transcend all archetypes and is easier to communicate.
- **Module 2: Build and Maintain Relationships (Independent Workbook)**
  - o Is it effective or ineffective at building and maintaining relationships worksheet?
  - o How can you be more appreciative of your staff?

**Day 2:**

- **Module 3: Be Actively Present (Presentation Slides)**
  - o What does it mean to *Be Present?*
    - ▪ Taking an active role in what is happening around you.
      - *Participant quote "I can't teach from the hallway; you can't lead from the Office"* (obtained via the research and interview process for the training).
  - o What does this involve?
    - ▪ Mindfulness
      - active listening
      - eye contact
      - noticing

- experiencing
  - Keep transformative learning in mind.
    - The goal is to continuously choose to change how we approach situations for the better
    - Showing up with intent to be present helps individualize all communication.
  - Make your presence known.
    - As leaders within the building, eyes are on you for answers.
      - Even when you do not have them.
      - Even when you do not know where to find them.
      - Behaviors that occur reflect your presence or lack of in the building.
    - Make yourselves known.
      - Make time in your day to walk around the school.
        - Use this time to check in with teachers and practice individualized communication.
        - Use this time to take notes of what you see in the halls.
    - An active presence provides reassurance.
      - Teachers can see you and call on you if needed.
      - Students recognize you and identify you as the leader.
      - Consequences can be given out immediately without in-between time.
- **Module 3: Be Actively Present (Independent work)**
  - Write out your daily schedule to the best of your ability.
    - Block out a specific time during the school day where you can make your presence known in the hallways.
  - Identify potential issues that could arise and take you away from this time.
    - Create possible remedies to potential interruptions to ensure their active presence stays consistent.
- **Module 4: Direct Accountability (Presentation Slides)**
  - A reminder of what it means to be accountable:
    - According to google: *The fact or condition of being accountable; responsibility.*
  - How to express accountability indirectly.
    - Examples of how the need to show direct accountability can show up in a school setting.
      - Mass emails
      - Faculty meetings addressing specific behaviors
  - When not holding people directly accountable for their mistakes, it removes individualized communication and puts blame onto other staff members that are blameless

- They are likely to repeat the behaviors as they are not seeing the ramifications or consequences.
- The workers who have been following designated rules grow weary of being lumped into groups with those who do not.
  - Loss of motivation
  - Less desire to perform
  - Lack of interest
  - Peer to peer conflict increases
- When it feels personal.
  - Refer to the archetypes of workers and recognize that they may not be in a place to handle direct accountability.
  - No one likes to feel like they are in trouble or wrong.
    - The key is to individualize the communication and speak through kindness.
    - Speak with patience and grace and remember the person outside of the mistake.
      - It can be difficult, but difficulty is necessary for change.
- **Module 4: Direct Accountability (Independent Workbook)**
  - Identify the personal difficulties of holding their staff directly accountable.
  - Identify the personal strengths of holding their staff directly accountable.
  - Sharing activity:
    - They discuss with a group the similarities and differences of their answers.
- **Summative Assessment (see page 4)**

# Part 3: Development

**Course Materials:**

The materials in this training were designed with simplicity in mind. Since the premise of the training is about leaders accepting and embracing new behaviors for their communication styles, the design is calm and soft. The use of repetitive imagery, color scheme and language are used throughout all the materials. The goal of the materials' design was to embody gentleness, ease of access and connectivity to the concepts. Developed materials can be found within the Appendix.

# Part 4: Implement

**Implementation Plan:**

This course will be delivered by the Instructional Designer. It will span two separate days and each day will cover 2 modules. In each module at the end of the presentation, learners will be given 10 – 15 minutes of independent work and discussion time to assess their learning in each module. After the course is completed, learners will be given a summative assessment to determine mastery of learning objectives. This will be followed by a brief evaluative survey.

# Part 5: Evaluate

**Evaluation Plan: Kirkpatrick Model**

**Level 1: Reaction**

- Immediately post live training, the learners will be given a reaction-based survey to determine their immediate thoughts on the training. The goal will be to establish a foundation for how the learners felt immediately after receiving the training. Their opinions will be used to make necessary changes to the delivery or live presenter.

**Level 2: Learning**

- In the previously mentioned survey, the participants will also complete a ratings scale for how well they grasped the concepts taught in the live training. They will rate the content itself on a scale of 1 to 5 as well as the instructor presenting the content.

**Level 3: Behavior**

- A follow-up survey will be sent out to the learners a month post training to determine how they have applied some of the learnings from the live trainings. Learners will be asked how well they have implemented the new learnings within their leadership style or if they have even had a chance to implement them at all. The purpose of this survey is to determine if the training is effective at providing the leaders with the opportunity to develop more effect communication strategies and to track the progress of the learners.

**Level 4: Results**

- The one-month post training survey will also use more quantitative questions to determine whether the learners acquired the targeted outcomes or not. These questions will be a simple "yes" or "no" to determine if the learners acquired the desired concepts and competencies. They will also be prompted to explain their thoughts on the course and provide suggestions to improve it moving forward.

# Part 6: Supporting Research

Within the research phase of the project, there were several correlations found between the importance of having strong communication skills and being an effective leader. The recurring theme of all the reviewed articles and books in question relied on the irreplaceable affect communication in general has on a leadership's effectiveness. Some of the notable research mentioned from Pauley and Pauley (2009) emphasized the need for recognizing differences in personality types when considering communicating with a staff member. This research inspired the characterization and development of Module One for the course. Some of the other supporting research for Module One came from the correlational research about strong communication skills being the primary supporter of effective leadership (Banwart, 2020).

Some other inspiring research came from Tomal et al. (2014) when they discuss the qualities of teachers as leaders and what makes them effective. Among the things cited along with "collaboration" and "communication" was "advocacy." This related back to the training

development because in leadership positions, they are supposed to be the biggest advocates for their staff. This is represented in the training in Modules 3 and 4. These modules were developed to help train the leaders to have an active presence in the building and hold their subordinates directly accountable for their actions.

The interviews conducted in the uncontrolled setting of the Pennsylvania elementary school yielded some correlational results as well. In most of the subordinate interviews, a lack of communication was noted along with a lack of clear expectations. Among some other minute details that pertained to the specific individuals, they mentioned a deep lack of accountability. Some noted it was a lack for other staff members, but some noted it was for a lack within leadership.

Another important piece within the interview process related to the leadership interviews. One hundred percent (100%) of the leaders within the elementary building mentioned how important building relationships with the staff was. Some of the supplemental research done concluded that some leaders have different methods of communication with different personality types and different styles of building and maintaining relationships (Kise & Miller, 2008). This is what drove the development of Module 2 within the course. Recognizing different personalities and establishing relationships became a necessary focal point for the course.

Ultimately, with the research conducted at the elementary school, it was clear that the lack of communication and all its facets created a toxic work environment. The first-hand account from the staff and the administrators of the building provided some foundational grounds to continue researching. Upon further research, there is a correlation between effective communication and effective leadership. The training uses first-hand interviews and supplemental research to improve communication among school building administrators.

**Reference Page**

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**Appendix**
**Presentation slides**

- The slides are designed as a visual aid to the instructional designer and learners while the trainer is presenting. The purpose is to guide instruction along in a scaffolded and organized manner. It is the bulk of the content being taught and the themes, modules and objectives are transferred over into the interactive workbook.
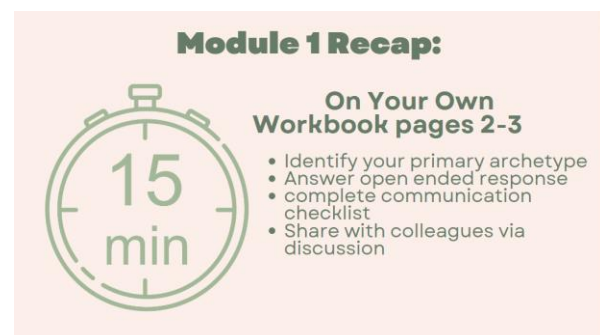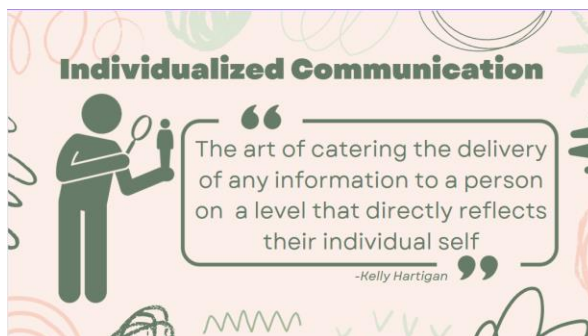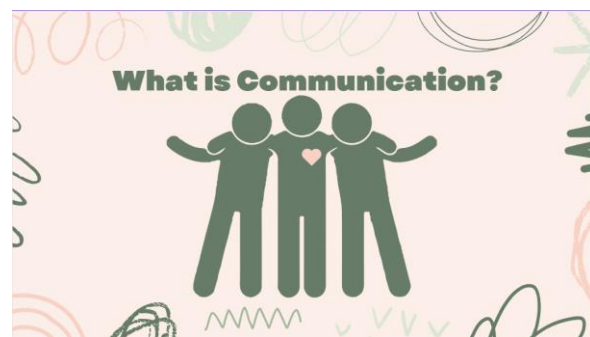
**Module 2: Build and Maintain Relationships**

**Module Objectives**
- Learners will differentiate between ineffective and effective relationship building strategies
- Learners will practice gratitude for subordinate staff members to keep themselves accountable for office morale

**What is a relationship?**

**How to effectively build relationships?**

Individualized Communication

Human > Worker

**How to effectively build relationships?**

**Follow the steps**
- Discern their present archetype
- Approach with genuine appreciation
- Be vulnerable and listen

**How to effectively maintain relationships**

**Validation and Appreciation**

**How to effectively maintain relationships**

**Validation**
affirming something
- Their efforts at work
- Their feelings about their work
- Their struggles outside of work
- Their concerns
- Their emotions

**How to effectively maintain relationships**

**Appreciation**
genuine recognition of something
- Their efforts at work
- Their attendance
- Their individualism
- Their concerns
- Their emotions

**Module 2 Recap:**

**On Your Own Workbook pages 5-7**

15 min

- Effective vs Ineffective worksheet
- How can you be more appreciative of your staff?

**Interactive workbook:**

- The workbook is a synchronous part of the training that allows the learners to practice the skills they are acquiring through the live training. It is an engagement tool designed to have the learners provide immediate reflections and demonstrations of learnings throughout the modules.

## Effective Leadership Through Effective Communication

_____'s

**Interactive Workbook**

Developed by Kelly Hartigan

## Module 1:
### Individualize Communication

**Module Objectives**

- Learners will recognize their communication style according to the four indicated archetypes
- Learners will identify areas within their communication style that removes individualization of communication among their staff.

### The 4 Archetypes

| The Big Personality | | The Heavy Hitters | |
|---|---|---|---|
| **Strengths** | **Weaknesses** | **Strengths** | **Weaknesses** |
| • Comedic Relief<br>• Individualized communication is natural<br>• Mood lightener | • Can deviate from directives<br>• Work happens on their terms<br>• Mood lightener | • They go above and beyond<br>• Ask the hard questions<br>• Work is always done | • Assertive Complainers<br>• Work gets done in their own ways and they are unchanging |
| **The Bottom Liners** | | **The Sensitive Souls** | |
| **Strengths** | **Weaknesses** | **Strengths** | **Weaknesses** |
| • Will set clear boundaries<br>• Will accomplish necessary work<br>• They are honest | • Passive Complainers<br>• Work is accomplished in a bare minimum capacity | • Empathetic<br>• Communicate with emotions at the forefront<br>• Work from passion | • Can deviate from directives<br>• Work happens on their terms<br>• Mood lightener |

**Which Archetype do you most often identify yourself?**

_____

**Why do you identify with that archetype?**

_____

_____

### Communicating with the 4 Archetypes

| The Big Personality | The Heavy Hitters |
|---|---|
| • Aim for a Light-hearted approach even if the news is troublesome<br>• Offer up a joke to help them feel safe to joke with their coping mechanisms<br>• Be honest and validating<br>• If an issue needs to be fixed encouraged their creative thinking and approaches to solving it | • Approach with gratitude and validation as a preface to all communication<br>• Provide a compliment or praise on related tasks before asking for something else<br>• When concerns arise validate them and give them the liberty to handle the communication how they need to |
| **The Bottom Liners** | **The Sensitive Souls** |
| • Give them the negative news first and move on because they may harp on it<br>• Be honest about what you control in the situation<br>• Give them space to be angry and upset if they need to be<br>• Validate their concerns and remind them that you are there to support them in whatever ways possible | • Approach with gratitude and vulnerability<br>• Let them know their emotions have a safe space with you<br>• Communicate directly what is needed and ask how they feel about it<br>• Listen to them compassionately |

**How do you like to be communicated with as an individual?**

_____

_____

_____

_____

_____

## How have you removed individualism from your communication?

Check all that apply to your communication style

- ☐ Mass Emails
- ☐ Conflict Avoidance
- ☐ Dismissing Concerns
- ☐ Responseiveness
- ☐ Ignoring communication
- ☐ Micromanaging
- ☐ Pushing off questions
- ☐ Lack of honesty
- ☐ Invalidating workers
- ☐ Lack of gratitude
- ☐ Direct Accountability of staff
- ☐ Lack of relationships
- ☐ Direct Accountability of leaders
- ☐ Consistency and clarify of expectations
- ☐ Other _____

**Pick one of the answers from above you struggle with the most as a leader. What is hard about it for you?**

_____
_____
_____
_____

## Module 2: Build and Maintain Relationships

### Module Objectives

- Learners will differentiate between ineffective and effective relationship building strategies
- Learners will practice gratitude for subordinate staff members to keep themselves accountable for office morale

## Effective Vs Ineffective Relationship Building

Read through the following scenarios. Describe what is effective or ineffective about leadership building and maintaining relationships in each.

1. A principal just hired a new sixth grade teacher for his school. He tends to leave new hires alone to acclimate how they see fit. He encourages them to explore the building and mingle with other staff to start building relationships. When approached about an idea for a project based learning opportunity by the new hire he shook his head and told her it would require too many higher ups to approve. She asked if she could still proceed and he denied her further and said the idea is good but she's new to the building and she needed to establish her place here first before trying to change curriculum. Was the principal validating of the new hire's ideas? Did he appreciate her efforts? where did this leader succeed and where did he fail at providing a chance for a relationship to build?

_____
_____
_____
_____
_____

2. Janice has been struggling a lot with her home life. Her kids are constantly sick and she has had to miss more work days than she is proud of. Her principal has cracked down on her and said she needs to put in more effort because she is starting to show no growth in her classroom. She used to be so good at her job and now she felt like a failure at it. The added stress from work has encouraged her to pursue other jobs. What could the principal have done to validate Janice? How could he have valued her as a human over her performance as a teacher? What would you do differently in this situation? Do you think Janice needed to feel appreciated and validated in spite of her declining performance?

_____
_____
_____
_____
_____
_____

## How can I be more Appreciative?

check off different ways that you can be more appreciative of your staff.

Check all that apply to you

- ☐ "Thank you" personal emails
- ☐ Applaud their honesty
- ☐ Specific praise
- ☐ Give small gifts
- ☐ Leave a positive note
- ☐ Give big gifts
- ☐ Offer your help
- ☐ Listen to them
- ☐ Express gratitude in the hallways
- ☐ Volunteer your time
- ☐ Hold yourself accountable
- ☐ Be as honest as possible
- ☐ Other _____
- ☐ Consistently provide reassurance

**Pick one of the answers from above you struggle with showing the most as a leader. What is hard about it for you?**

_____
_____
_____
_____

## Module 3:
### Be Actively Present

#### Module Objectives
- Learners will differentiate between ineffective and effective relationship building strategies
- Learners will practice gratitude for subordinate staff members to keep themselves accountable for office morale

## Making time
Write out your schedule and find time to have an active presence in your building. Mark the blocks where you can have an active presence with a *

## Finding Time Constraints
Identify any and all potential constraints for having time to be actively present. Then create potential ways to stop the constraints from taking you away from it.

| Potential Constraints | Potential Remedies |
|---|---|
|  |  |

**Infographics**

- The archetype charts are supposed to aid the learner by providing different methods of individualized communication in a simplistic and itemized way.

## The 4 Archetypes

### The Big Personality

| Strengths | Weaknesses |
| --- | --- |
| • Comedic Relief<br>• Individualized communication is natural<br>• Mood lightener | • Can deviate from directives<br>• Work happens on their terms<br>• Mood lightener |

### The Heavy Hitters

| Strengths | Weaknesses |
| --- | --- |
| • They go above and beyond<br>• Ask the hard questions<br>• Work is always done | • Assertive Complainers<br>• Work gets done in their own ways and they are unchanging |

### The Bottom Liners

| Strengths | Weaknesses |
| --- | --- |
| • Will set clear boundaries<br>• Will accomplish necessary work<br>• They are honest | • Passive Complainers<br>• Work is accomplished in a bare minimum capacity |

### The Sensitive Souls

| Strengths | Weaknesses |
| --- | --- |
| • Empathetic<br>• Communicate with emotions at the forefront<br>• Work from passion | • Can deviate from directives<br>• Work happens on their terms<br>• Mood lightener |

## Communicating with the 4 Archetypes

### The Big Personality

- Aim for a Light-hearted approach even if the news is troublesome
- Offer up a joke to help them feel safe to joke with their coping mechanisms
- Be honest and validating
- If an issue needs to be fixed encouraged their creative thinking and approaches to solving it

### The Heavy Hitters

- Approach with gratitude and validation as a preface to all communication
- Provide a compliment or praise on related tasks before asking for something else
- When concerns arise validate them and give them the liberty to handle the communication how they need to

### The Bottom Liners

- Give them the negative news first and move on because they may harp on it
- Be honest about what you control in the situation
- Give them space to be angry and upset if they need to be
- Validate their concerns and remind them that you are there to support them in whatever ways possible

### The Sensitive Souls

- Approach with gratitude and vulnerability
- Let them know their emotions have a safe space with you
- Communicate directly what is needed and ask how they feel about it
- Listen to them compassionately

**Summative Assessment**

- The assessment form is developed through google surveys. The purpose of this assessment is to determine if the learners mastered the concepts that were taught. More information can be found in the assessment breakdown on page

## Effective Leadership Through Effective Communication

**Effective Leadership Through Effective Communication**

This assessment will help you identify, explain, and reflect on your learning from this training. It will address the learning objectives covered in the training found below.

Module 1:

- Learners will recognize their communication style according to the four indicated archetypes.
-
  Learners will identify areas within their communication style that removes individualization of communication among their staff.

Module 1:

- Learners will differentiate between ineffective and effective relationship building strategies.
- Learners will practice gratitude for subordinates to keep themselves accountable for office morale.

Module 3:

- Learners will create blocks within their daily routines to circulate the building.
- Learners will identify the benefits of having an active presence as a leader in the workplace.

Module 4:

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Ms. Wetzel was having a great day. She got to work and her coffee was warm. She hummed her way up to her classroom and she greeted everyone cheerfully. She knew that there was some rough news coming down the pipe line about state testing, but she didn't care because she accepted that it was beyond her control and she made a point to laugh about it with her colleagues. Which Archetype would you identify Ms. Wetzel as in this scenario? *1 point*

- ○ The Bottom Liner
- ○ The Heavy Hitter
- ○ The Sensitive Soul
- ○ The Big Personality

Mr. Carlton is having some issues at home right now. He is not excited about the upcoming state tests and he doesn't want to deal with them. After the faculty meeting he spent five minutes complaining about the new rules and regulations. He has declared he is going to do things the easiest way possible and he won't budge on his stance. He also refused to stay late to help his fellow coworkers remove some posters around the school that had to come down before the testing. What personality is Mr. Carlton exhibiting? *1 point*

- ○ The Bottom Liner
- ○ The Heavy Hitter
- ○ The Sensitive Soul
- ○ The Big Personality

## Evaluation surveys

- o Immediate reaction and evaluator survey

**Effective Leadership Through Effective Communication**

**Primary Evaluation Survey**

B  *I*  U  ⊖  ✗

This survey is designed to gather your immediate opinions on the Effective Leadership Through Effective Communication survey

Image title

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What did you like about the training? * — 1 point

Your answer

What did you dislike about the training? * — 1 point

Your answer

What is something you learned that you feel will most benefit you in your career? * — 1 point

Your answer

How did you feel about this training? * — 1 point

Your answer

How likely are you to implement a new learning from this training * — 1 point

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| not likely | ○ | ○ | ○ | ○ | ○ | most likely |

- o One month post training survey to measure the behavior and results of the training

# Effective Leadership Through Effective Communication

## Follow Up Course Evaluation Survey

B  *I*  U  ⌐  ✗

This survey is designed to gather your feedback regarding the Effective Leadership Through Effective Communication Training one month post the live sessions.

The goal of this survey is to determine the effectiveness and usefulness of the training by gathering quantitative data from training participants.

**Thank you for taking part in this course!**

Image title



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**Have you practiced individualized communication** *     1 point

○ Yes

○ No

---

If you have tried to individualize your communication how did it go?     * 1 point

If you haven't tried to individualize your communication, what reasons have stopped you from implementing it?

Your answer

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Have you successfully validated and showed appreciation for your employees?     * 1 point

○ Yes

○ No

---

How have you shown employee validation and gratitude?     * 1 point

or

What holds you back from showing appreciation and validation to your employees?

Your answer