Professional Development Activity on Communication

This activity allows team members to deepen their understanding of leadership-style, managerial-style, and charismatic-style communication. It helps team members identify the advantages, disadvantages, and skills associated with each style.

Time Frame

This activity requires thirty to forty-five minutes to complete.

Materials

The team will need a facilitator, a copy of figure 4.1 containing a description of the three communication styles (available online at **go.SolutionTree.com/leadership**), and a whiteboard and markers.

Process

This activity may be completed as a team, in small groups, or individually.

After reviewing the leadership, managerial, and charismatic communication styles this chapter describes (see figure 4.1), teams should do the following.

1. State what other characteristics they believe further define the three communication styles. The facilitator should keep a visible list for the team to view as the activity continues.

2. Review the list of communication skills in figure 4.2 (available online at **go.SolutionTree.com /leadership**) and determine which style of communication each list item is associated with.

3. Discuss, as a group, each person's responses. Use the following to guide the conversation.

    - Were there differences among team members? Discuss why.

    - Did any team members place one skill in multiple styles? Which skill and styles?

    - Does each member's dominant communication style change as the team agenda changes?

    - What style is most needed from the superintendent at this time? What style is needed from the board? What style overall is needed from the school board–superintendent team? Is it the same or different for the superintendent, the board, and the overall team? Why or why not?

Results

Participation in this activity reinforces the three communication styles' strengths and challenges and enhances the team's unified voice.

As the team reviews the professional development activity, it may seem there is an inordinate amount of information to consider and to keep track of, at least initially. However, it is important to remember that the school board–superintendent team changes with regularity, most frequently as some board members leave at the end of each member's term and others replace them. Considering that this opportunity for change may

occur every two or three years—election and appointments—then team members can readily understand that this turnover requires a constant learning and review process. This review process ensures that board and superintendent communications are not only constantly meeting their intercommunication expectations but also providing an effective communication channel to their constituents and staff members.