

EFFECTIVE COMMUNICATION

The learner will develop the capacity to communicate effectively both verbally and non-verbally, publicly and privately, formally and informally, and in written and oral forms. The leader will display the capacity to rally their team around a shared vision, inspiring people through the building of trust and morale in changing and diverse environments. Followers will know they can trust what the learner says as they speak with clarity, integrity, and conviction. The learner will display skill in advancing the interests of the organization in their communication of goals and strategies, speaking in ways that minimize misunderstanding and ambiguity.

Indicators:

1. The learner communicates effectively in all contexts necessary to their leadership.
2. The learner inspires people toward a shared vision within changing and diverse environments.
3. Followers know that the learner can be trusted because they speak with clarity, integrity, and conviction.
4. The learner advances the interests of their organization by the way they communicate.
5. The learner speaks in ways that minimize misunderstanding and ambiguity.

Inputs:

Anderson, Kenton C. *Integrative Preaching: A Comprehensive Model for Transformational Proclamation*. Grand Rapids, MI: Baker, 2017.

Blaisdell, Bob. *Great Speeches of the 20th Century*. New York: Dover Publications, 2011.

Cialdini, Robert B. *Influence: The Psychology of Persuasion*. San Francisco: Harper Business, 2006.

Dudeck, Joe. "2022 Trends and Best Practices – Social Media." Keyhole Marketing. <https://www.keyholemarketing.us/social-media-best-practices/>

Hipps, Shane. *Flickering Pixels: How Technology Shapes Your Faith*. Grand Rapids, MI: Zondervan, 2009

Koessler, John. *Folly, Grace, and Power: The Mysterious Act of Preaching*. Grand Rapids, MI: Zondervan, 2011.

McClellan, Dave. *Preaching by Ear: Speaking God's Truth from the Inside Out*. Wooster, OH: Weaver, 2014.

McCluhan, Marshall. *Understanding Media: The Extensions of Man*. New York: McGraw-Hill, 1964.

Morand, Tatiana. "The Ultimate Social Media Guide for Nonprofits." *Personify – Wild Apricot*. <https://www.wildapricot.com/blog/social-media-guide-for-nonprofits>

Ong, Walter. *Orality and Literacy: The Technologizing of the Word*. London: Methuen, 1982.

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. New York: Viking, 1985.

Providence Seminar on Effective Communication, to be offered occasionally.

Schultz, Quentin. *An Essential Guide to Public Speaking: Serving Your Audience with Faith, Skill, and Virtue*. Grand Rapids, MI: Baker Academic, 2006.

Interactions:

Principles of Public Speaking

Building directly and demonstrably out of the Schultz reading, the learner will describe a set of 5-10 principles of public speaking which she or he intends will govern the practice of his or her public speaking. These principles will be described and presented to the mentors in a brief paper of 3 – 5 pages. The learner will include various examples of his or her personal use of these principles.

Formal Communication

The learner will display their capacity for formal, large group communication by presenting a series of at least three lectures, sermons, or public addresses to an audience of at least 20 people. The effectiveness of these presentations will be attested by at least five listeners who describe their response in writing (utilizing forms designed for the purpose). The learner will submit to his or her mentors a set of comprehensive developmental notes for these presentations which will show the learner's preparation process for this sort of speaking. The mentors will have personally listened to at least one of these presentations either in person or by video recording.

Persuasion Audit

The Learner will identify some significant leadership issue requiring persuasive communication to effect a desired transformation. The student will produce a "persuasion audit" identifying achievable means of influencing the situation around Robert Cialdini's six persuasive elements and describing the result to her or his mentors in a paper of 5-8 pages.

Orality and Literacy

Building out of the Ong and McClellan readings, the learner will form a personal theory of communication, with particular emphasis upon the way that orality shapes communication in contemporary culture. The learner will communicate this in either a paper or a visual presentation and share it with a group of other learners or mentees, sharing the results of such with the mentors.

Interpersonal/Office Communication

The learner will have a thorough conversation with his or her mentors relating to the practice of interpersonal/office communications, showing non-confidential examples of emails, memos, and other forms of communication for input and discussion. The learner will follow up with a set of written principles intended to guide the learner's practice of such communications.

Project Proposal

The learner will write a proposal for some significant project (imagined or actual) intended to persuade or convince a board or governing body to adopt or approve its intentions. This proposal will include both a written document and a visual presentation (Keynote; PowerPoint, or something similar). The learner will present the proposal either to a real such body, or to his or her mentors who will role play the situation. If the learner presents the proposal in real time to an actual governing body, an oral report of the results should be offered to the mentors.

Preaching for Transformational Effect

Building out of the Koessler and Anderson books, the learner will write a 5-8 page paper expressing his or her view of preaching and its practice upon the transformation of listeners in the 21st century. As part of this project, the learner will describe his or her own approach to the task of preaching, giving examples.

Conversational Communication

The learner will pay attention to her or his conversational communications intending to notice and appreciate patterns and tendencies, both positive and negative. The learner will engage a feedback session with at least three regular conversation partners who will offer their observations about the learner's conversational practice. Particular focus will be given to things like the learner's availability, listening skills, clarity of intent, use of humour, show of respect, persuasive capacity, and general amiability. The student will summarize his or her findings in a 2-3-page self-evaluation for oral discussion with the mentors.

Small Group Leadership

The learner will take leadership of a small study group or community (fifteen people or less) for a period of at least three months of weekly or bi-weekly gatherings. The learner will look to his or her mentors for guidance as to how to gain this opportunity

and how to prepare for it. The learner will bring her or his preparation notes to the mentors for feedback before live presentation. At the end of the period, the learner will gather four or five of those who regularly attended these meetings to provide feedback as to the learner's communication and leadership skills. The learner will then bring that feedback to a conversation with the mentors.

Great Speeches

The learner will study and compare 2 "great speeches" from history and in a brief paper, describe the comparative strengths and weaknesses of those speakers, while identifying principles that could be helpful in his or her own public speaking.

Social Media

The learner will engage in a disciplined use of social media on a least three platforms for a period of 3 or 4 months, giving access to the mentors to these feeds. Upon completion of that period, and building out of the Hipps, Dudeck, and Morand inputs, the student will describe her or his preferred practice of social media usage in a thorough conversation with the mentors. The student will also identify 4 or 5 well-known and effective users of these platforms, describing what makes these people so beneficial in their use of these platforms.

Technology and Infotainment

Building out of the McLuhan, Postman, and Hipps readings, the learner will write a 8-12-page academic paper addressing the question of how modern technology is affecting contemporary society and its communications for good or for ill.