CIRCULAR COMMUNICATION

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What we say to dogs
Okay, Ginger! I've had it!
You stay out of the garbage!
Understand, Ginger? Stay out of the garbage, or else!

What they hear
Blah blah GINGER... Blah, Blah, Blah, Blah Blah Blah Blah... Blah Blah GINGER... Blah, Blah Blah Blah...

What we say to cats...
Well, Fluffy, you've clawed the furniture for the last time! I'll not tolerate that behavior any longer!

What they hear

“Many attempts to communicate are nullified by saying too much.”

~ Robert Greenleaf
Learning Objectives

Recall empowering learning events.

Understand transactional communication modes.

Compose a central message that promotes circular communication.
Write down a negative learning experience you have had in the past.

What was the impact of this experience in your life?

What would you tell yourself now, in the present, about that experience?
Break into pairs.

One person talks about why they have attended the session today...the other is repeatedly distracted.

Then, switch.

Discuss the experience.
“The only antidote to shame is vulnerability.”

~ Dr. Brene Brown
It is the first day of class. Everyone is excited to begin a new course and to determine if your class will fit their needs. The class you are instructing has seventy students and there is only a 10-minute turnaround between the class before you and your class. You are trying to get set up for class instruction as quickly as possible and a student asks to speak with you. You look up only to realize that there are twelve students waiting to talk with you.

What will you be aware of and how will you address student inquiries?
You only get one chance to make a first impression.

What impression will you make?
INTENTION

Write your **Statement of Intention** when engaging with students.
(i.e., I will introduce myself to each student with a smile, eye contact, and handshake.)

Where will you **post this intention** so that you see it?

Pair & Share.
COMMUNICATION CHECKLIST

(**adapted from Leadership Excellence 2019)**
Understanding personal vulnerabilities.

Creating a *Statement of Intention* on how you are going to interact with all students.

Reviewing this intention regularly.
STEP 2 | REFLECTION

WARNING SIGN

“something is up”

MINDFULNESS

stop & remove self from stressful event

BODY MAPPING

attend to your body through breath

EMOTIONAL AWARENESS

list emotions
STEP 3 | REFLEXIVITY

ENGAGE AMBIGUITY

generate list of what we do not know about the situation

RIGHT ACTION

list possible actions & determine what supports our ‘best’ self

PLAN OF ACTION

meet face-to-face for a mediated discussion
follow up with summary email of meeting and agreements