

Andrews University
School of Education-Leadership Program

COMPETENCY 2A – EFFECTIVE COMMUNICATION

A Reflection Paper
Presented in Partial Fulfillment
Of the Requirements for the Degree
Doctor of Philosophy

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October 2017

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CHAPTER I

INTRODUCTION

Effective communication is an interactive process, a vital and sensitive point of success in daily life, personal, family, spiritual, public relations, and professional. Through excellent communication, we can do many things and influence people to understand the message as a receiver and as a sender, to be fully appreciated. The relationship between the receiver and sender can go through various communication channels such as TV, magazine, websites, and mobile apps, communication face-to-face, to name a few. Regardless of how you choose to communicate, it is a combination of four simple steps: the correct message to the perfect individual, utilizing the proper method to impart it, and exact at the ideal time to process it.

In my experience working as CEO for a Volkswagen car dealership in Brazil, I handled a situation where I once used poor communication. As a result, I had to manage the consequences. In 1997, Brazil was in a deep depression both economically and financially. My company employed 300 hundred employees and total sales of US50 million/year. In that moment of crisis, I decided to downsize the company to overcome the situation. In a board meeting, we agreed not to openly inform the employees about the company's position and the real reasons for the drastic changes we were launching. As a result, the company lost good employees, and the climate among them was affected. It took a few extra months to change the atmosphere inside the company and among the

employees. Despite the momentum, the primary cause was a lack of transparency in the communication that caused the employees to lose their confidence. Thompson (2014, p. 20) states that “effective managers make mistakes, but they do not make the same mistakes twice . . . great leaders are always learning.” I did learn that transparency during a specific situation was crucial. Additionally, I redirected the company, informing that I would provide the employees the right message, using the right way to express it, and at the exact time to do it.

My goal as a communicator changed and turned first to understand and then be understood, notwithstanding the hierarchy or relationship I was dealing with. The message has to be understandable at any level, with no noise or motives that may cause different interpretations. No less critical was the need to acquire new knowledge regarding communication models that I could use throughout the process.

Communication models are beneficial in many aspects, such as clarifying the nature of communication, providing a guide for research and steps to be followed, and offering a means of displaying the research findings. They are tools by which I can illustrate my thinking on what is considered to be the most critical aspect of communication. I resolve that as a leader in three different areas - business, church, and music - I need to be proactive and efficient using the right way to communicate. In doing so, I can reach the goals faster.

This reflection paper describes the search on how to improve my communication toward more effective communication. It explores the communication field experiences and their role in my personal and professional life, and both combined, in my leadership. Through this process, I will define this competency and describe its importance,

fundamental skills, and kinds of communication. In Chapter III, effective communication in action, I will explain several artifacts generated over the years. I will also discuss the connection between the knowledge base and the artifacts. The reflection on my leadership journey concludes with evaluating several communication methods to verify if I have been applying effective and consistent communication.

Defining competency 2A

Competency 2A, effective communication, is defined as the process where leadership “fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships” (Handbook, 2014, p. 20). The ultimate objective is to acquire knowledge that can enhance the person and the organizational purposes that facilitate communication accomplishment for both sides, the individual and the organization. I have used this competency to improve my leadership skills regardless of the area and situation I might be dealing with.

Communication: The essence of leadership

As I reflect on the communication process as a leader, I honestly think it is indispensable that I need to communicate well because the interface is the essence of good leadership. Communication is defined as “the process of transmitting information from one person or place to another” (Williams, Kondra, & Vibert, 2008, p. 487). It can be natural or complicated, challenging, or straightforward, informative, or transformative, regardless of the situation. Focusing on the basics for excellent communication can make the difference successful, but it can also be a broadcaster of my goals as a leader.

Moreover, according to Thorton (1966, p. 237), “a manager’s number one problem can be summed up in one word: communication.” When I first read Thorton

connected with my experiences, I realized that he brings a profound and frank discernment on the causes of many problems, the communication factor. Suppose we consider that most of the time of a manager's daily activities might concentrate on verbal communication. In that case, it is not shocking that they might find issues exerting their abilities to communicate better.

I like to sustain the idea that leadership does not exist without a connection. For a relationship to survive, it has to have a reasonable communication level between the parties involved asserting that communication is of the utmost importance to any interaction between the communicator and the message. According to Yaverbaum and Sherman (2008, pp. 62-63), "when you truly communicate, you create dialogue and reach shared meaning." Facing lack of communication, people factually go off in their path, and the goals lose its course. Consequently, where there is no clear vision, no clear direction, the dialogue among the parties is weak, and as a result, the message is not understood.

When I joined Montalve Monte Alegre Vehicles, a car dealership in Brazil, the company was doing poorly; the results were lacking. The country was in an economic and financial crisis. Montalve had around 300 employees and close to US\$50 million in sales/year. However, the ratio between income and expenses was negative. Indeed, the company needed a new direction and vision. As CEO for the company, I suggested the Kotter's eight steps for change combined with Lewin's three-step change theory model (unfreeze, moving, refreezing) (see Appendix A). Through these models' implementation, the communication was fundamental in every single step through the process. As I mentioned earlier in the introduction, I learned with the cited example where we decided not to communicate the real situation to the employees during a crisis.

I realized that I need to understand that honest and frank communication between both sides of the company was essential for success. I had to reach the target audience, and the channels had to be useful to achieve its purposes. So, I redirected the communication processes inside and outside the company, and the results emerged a few months later.

CHAPTER II

EFFECTIVE COMMUNICATION

When I think of effective communication, it is clear that the main reason for the discussion is because there is a need to share a particular message with someone. The final movement of effective communication is that the message has to reach its purpose. A good sense that the target people receive the message the sender wants to lead presents a notion that the communication was efficient. The process might be correct in the sender's head, but it does not represent that the message is the same in the receiver's head. Hughes, Ginnett, and Curphy (2012, p. 283) state that "effective communication involves the ability to transmit and receive information with a high probability that the intended message is passed from the sender to receiver." In the same meaning, Kehoe (2013, p. 2) declares that "effective communication happens when we try to understand what we are doing, not just from our point of view, but also from the receiver of our messages." The truth is that, unfortunately, not all the time, the receiver understands the message in the same way that the sender is intentioned. In this case, the communication fails to reach its purposes.

According to Kehoe (2013, pp. 2-3), in my search for communication, she provided me with excellent insight on the subject in question, saying that it combines three things: 1. We get what we want, 2. We have been understood – from our point of view, and 3. The exchanged message seems to be okay with the other person.

As communication is one of my strengths, the mix of positive and negative experiences over the years shows that I always have to think of the impact of the message through the receiver's eyes. What does this mean? Based on my expectation versus the effect that the message may have on the receiver, I have to use the right words, vocabulary, channel, and voice tone. Together with this process, I have to have light perception in reading the receiver's responses.

I used to be the Vice-President for Citibank in Brazil, and one of the most challenging tasks was the communication I received from the bank headquarter in the US to downsize the bank. I often went through situations where I felt very emotional and compassionate with the employees about firing them. For many, the way I communicated the problem was simple and reasonable, the expected one. On the other hand, for others, the communication process had to be more difficult.

The importance to communicate well

It is important to emphasize that effective communication is vital in our daily life. We can deal with simple and easy issues going up to the more complex and difficult ones through it. Technology brings new approaches, ways, responsibilities, and speed that make the communication process faster and, at the same time, demands responses more quickly. Despite all the advancement of technology and its rate that contributes to an expected communication level involving electronic communication such as email, social media, TV, newspaper, and magazines, to name a few, the face-to-face interaction is still one of the most efficient ways to proceed. Whetten and Cameron (2011, p. 239) assert that "technology does not make messages more useful unless good interpersonal

relationships are in place first . . . relationships determine meaning.” This affirmation is congruent “to make the most of electronic communication requires learning to communicate better face to face” (Rosen, 1998). This is so true once the complement or the part that might be missing is completed with a proper relationship level.

On the other hand, despite the communication being essential for every leader, dialogue remains a significant problem for managers because most believe that they are perfect and efficient in their roles as communicators. They feel that “communication issues are a product of other’s weaknesses, not necessarily their style or way to communicate” (Carrell & Willmington, 1996). The emphasis consists of the point the message is transmitted and received with little interference to modify the original intent.

The National Communication Association delivered a national survey called “How Americans Communicate.” In this survey, they found that 1. 62% felt they were comfortable communicators, 2. 87% rated themselves as supremely comfortable as communicators in personal relationships with significant others, but 3. Only 42% said they were very efficient when communicating (Kehoe, 2013, p. 12). Its importance resides in the fact that all communication should be conducted in an exact format, and the messages are precise. This is why the connection is vital to every and single person.

Fundamental skills

I reach the effectiveness of communication when I elaborate and transfer the inside of my head. Maxwell (2010, p. 3) declares that the connection is the key to excellent communication and leadership. He says that “connecting is the ability to identify with people and relate to them in a way that increases your influence with them” (ibid, p. 3). The communication process should transfer my way of thinking and see the

message's content and purpose to the other side, and the other hand should understand in the same way. Each side of the process has to connect.

Kehoe (2013, pp. 149-150) describes that to be genuinely effective as communicators, we should move from natural behaviors or acts which are based on emotions, perceptions, and cognitions that present automatic, schematic, and fast responses to abnormal behaviors that are conscious, flexible, and focused on shared meaning. These "unnatural" behaviors involve 1. The three critical abilities (mindfulness, appreciation, and metacommunication) we need to have to, 2. Enact the five values of the humanistic model, representing effective communication (ibid, p. 150). In brief, the first part of the "unnatural" acts are the three critical abilities: 1. Mindfulness: as cited in Kehoe (2013, p. 150), mindfulness means "being consciously aware of what is going on at the moment" (Langer, 1989). Ellen Langer describes as "a flexible state of mind in which we are dynamically involved in the present, observing new things, and searching to context," 2. Appreciation: Kehoe presents as being aware of our response patterns (mindful) and the context in which we interact (including any cultural differences) and choosing to respond appropriately in different settings. It is essential to be open to new ideas, opinions, and experiences that we may not share being able to hold them in our mind without future or anticipated judgment (ibid p. 152), and 3. Metacommunication: Kehoe describes that metacommunication is communication on communication. It is the ability to talk about the quality of the interaction occurring between both involved sides while in the midst of that communication (ibid, p.154).

The second part of the unnatural acts is called "A humanistic model of communication." This model gives an arrangement of discussion goals that can be

ratified if we stay appreciative and mindful in our discussions with others. According to Kehoe (2013, pp. 157-158), this model “summarizes what we need to achieve to be truly effective communicators.” In a sense, it suggests that its effectiveness consists of the idea that when communication begins, it occurs to encourage the person or people to listen to us following our point of view and not just the point of view they have in their minds. Simultaneously, they can make them feel able to reply to what we just said with an indication of honesty, relevance, and the message is accurate.

As presented by Kehoe (2013, p. 158), the models may be summarized as follows:

1. Openness	Willingness to: <ol style="list-style-type: none"> 1. self-disclose and for discovery to be mutual 2. respond sincerely to messages got 3. To claim one’s thoughts and feelings. Talk in I-messages such as “I think...” “I feel...”
2. Empathy	<ol style="list-style-type: none"> 1. the willingness to feel what the other is feeling from their perspective, 2. attempt to play the part of the other in your mind, 3. listen with attention while they talk. Reflect their sentiments in your words.
3. Supportiveness	<ol style="list-style-type: none"> 3a. Description versus judgment <ol style="list-style-type: none"> 1. portray what happened - don’t assess, 2. depict how you feel - don’t fault, and 3. disclose how this identifies with the other person 3b. Provisionalism versus certainty <ol style="list-style-type: none"> 1. have a receptive attitude, 2. hear contradicting views
4. Positiveness	<ol style="list-style-type: none"> 1. think positive instead of negative, 2. change verbs and actions such as “I hate when you...” in its place use “I like when you....” 3. praise where is proper 4. be open-minded and do not use the silence
5. Equality	<ol style="list-style-type: none"> 1. give the other individual, unrestricted definite respect as opposed to acting superiorly.

	<ol style="list-style-type: none"> 2. share talking and listening - demonstrate respect by alternating 3. Conflict is solving problems, not a winning option
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As I reflected on the humanistic model and its five steps to reach success in the communication, the model brings a rational and emotional appeal. Both combined give the model a perfect approach when dealing with a problematic situation. I remember the time I worked for Citibank in Brazil. Roberto Sus was the boss and the bank South Region President. He was an example, and I admired his managing situations and how he used to communicate the bank’s strategies. I learned that during the communication process is essential to show empathy, sincerity, and charisma. He used to say, “It might be a big challenge, but you have to find the right way and time to share it.”

In 1989, Brazil went to a deep recession a few days after the new government took office. The inflation and the money rate were very high. The economic and financial momentum for the country was without precedents in its history. The government closed the bank system for a week, and as a result, many banks collapsed because of the crisis. While the big banks worked 24 hours a day to evaluate the country’s new government proposal, the small banks were walking into bankruptcy. However, Roberto always had the right message, way, and time to communicate the bank’s latest news and instructions. In all situations, he showed that it was vital to 1. Be open to the message and the receiver, 2. Do it with empathy, 3. Be supportive during the communication, 4. Be positive, and 5. Give similar actions with respect.

Supportive communication

Before I analyze the kinds of communication, there are circumstances where it is not well accurately and honestly delivered, and as a result, a problematic situation begins. In this case and to solve the issue, it is required some evaluation and work. When everything goes well, the communication becomes easy and straightforward. However, when a specific approach due to some negative behavior or feedback or some fault has to be pointed out, the connection becomes more difficult. According to Whetten and Cameron (2011, pp. 242-243), “supportive communication seeks to preserve or enhance a positive relationship between you and another person while still addressing a problem, giving negative feedback, or tackling a difficult issue.” Even with these challenges, supportive communication seeks the strengthening of relationships. They affirm that when we utilize supportive communication, not only is a message conveyed precisely, as well as “the connection between the two imparting parties is upheld, even improved, by the trade” (ibid, p. 243).

Whetten and Cameron suggest eight attributes that connect directly to supportive communication where the communication should be: 1. Congruent, not incongruent (matching verbal reports match thoughts and feelings expressions), 2. Descriptive, not evaluative (focus and describe the occurrence and your reaction to it, suggesting an alternative), 3. Problem-oriented, not person-oriented (focus on the problems and not on the person), 4. Validating, not invalidating (preserves the respect, collaboration, and agreements), 5. Specific, not global (particular target events avoiding general explanation), 6. Conjunctive, not disjunctive (the statements should reflect on what was previously said, facilitating interaction), 7. Owned, not disowned (take responsibility for

what you mean, use “I” initially words), and 8. Supportive listening, not one-way listening (use different ways to respond, including thoughtful responses) (ibid, pp. 247-257).

Kinds of Communication

There are many ways to communicate. It is effortless to break the communication process between the sender and the receiver at any point. For this motive, it is essential to know and apply that type of communication to connect and reach both sides' success. Also, there is a need to understand the communication process model. As illustrated in Appendix B, it displays a communication process model and its significant steps: the sender, the receiver, noise, and feedback. Williams et al. (2008, pp. 487-488) explain this process, saying that “it begins when a sender is thinking in a message that will be sent to a receiver.” While in this step, the sender encodes the message into a format (written, oral, or symbolic) that the receiver can know and understood. The receiver then goes to the next step, which is decoding the message. Decoding is when the receiver uses the message (written, oral, or symbolic) into a well-understood message. Through these steps between sending and receiving a message, some noise can happen. Noise is anything that can interfere during the time the envisioned message is transmitted. The last step is the feedback where there is a returning message that states that the receiver understood the sender's original message.

The organizational communication is built through the communication process combined into four steps: formal communication channel, informal communication channel, one-on-one communication, and nonverbal communication. According to Williams et al. (2008, pp. 489-494), the formal communication channel is the official

channel in the organizations responsible for transmitting the approved messages and information throughout its different hierarchic levels. Inner to this channel, there is downward communication (from higher to lower levels in the company), upward communication (from lower to higher levels), and horizontal communication (among employees at the same level in the company).

The informal communication channel or “grapevine” happens when the communication is transmitted outside of formal communication such as gossip chain (one person shares information to the others) and cluster chain (numerous people spread the information to their friends). The fact is that if the employee does not have the full clarification on the message, they will interpret it in their way. Describing the effects of the grapevine into the organization, Davis and O'Connor (1977, pp. 61-72) declare that "it can be a tremendous source of valuable information and feedback . . . in fact, this kind of channel is estimated to be 75 percent to 95 percent accurate." One-on-one communication is also known as coaching and counseling. As cited in Williams et al. (2008, p. 492), coaching is "communicating with someone for the direct purpose of improving the person's on-the-job performance or behavior" (Hall, Otazo, & Hollenbeck, 1999). By contrast, counseling, they say, is "communicating with someone about non-job-related issues that may be affecting or interfering with their performance" (p. 492).

The last kind of communication is nonverbal communication. This one is not made through words. Williams et al. (2008 p. 494) assert that nonverbal communication is "equally, if not more, important than the words being spoken." The two kinds of nonverbal communication are kinesics and paralanguage. Kinesics is represented by the movements or expressions done by the face and body. On the other hand, paralanguage

refers to the voice and involves the pitch, tone, rate, volume, and speaking pattern (silence, pause, or hesitations) of one's voice.

CHAPTER III

EFFECTIVE COMMUNICATION IN ACTION

My background

Through the years, I have had the opportunity to work in various areas, such as 1. The CEO for Montalve Monte Alegre Vehicles and Citibank Vice-President for South Region in Brazil, 2. Assistant pastor for SDA churches in the US, 3. Musician, music director, choir, and vocal group conductor for churches in Brazil, US, Canada, and 4. The music school director and music teacher in the US and Canada. In all of them, not only by the position I was in charge but due to my responsibilities and commitments coming through those positions combined with my leadership, I had to exercise effective communication.

The connection between the knowledge base and my artifacts

Communication is an essential component of success. Combined with values, beliefs, and qualities, I have to deliver my thinking through a combination of communication factors such as live actions, words, letters, with or without the help of technology, and collectively when working in teams, to name a few. As a music minister, music director, a musician with the role to and prepare, direct, coordinate, and produce musicals and music programs for the church and communities, the main reason is to communicate all the steps and direct other musicians and singers. As a church leader, communication is a fundamental fact. It must happen to reach success. In that position, if the transmission fails, all the investment in the church and people fail. Working in

President and Vice-president's position, the interface has to be the primary link that connects the companies' several hierarchic levels.

The knowledge bases described above showed two essential communication models: the communication process itself and the humanistic model. I believe that my experiences show both of them in one or another aspect.

What artifacts did I generate?

To be an effective communicator and improve the channels to reach it, I have developed, worked, and executed several projects. Artifacts represent these projects. I performed and created many of them through the different roles I was assigned. A brief description follows of how each of these projects influenced my communication growth.

(A) I not only worked as an associate assistant for Dale Carnegie training in Brazil, but I also took the course in Effective Speaking and Human Relations. Dale Carnegie is a worldwide company that focuses its practice in several areas, such as 1. Leadership, 2. How to communicate well, and 3. How to deal with people. Through those courses, I was trained and also assigned to teach people to develop their abilities to see things from different perspectives in both their personal and professional life. They also helped to confront, analyze, reflect, and redirect their attitudes, actions, and viewpoints and transmit them through a correct communication channel.

See the following artifact(s):

A:1. Dale Carnegie certificates.

(B) Music involves many ways to communicate, touch, and be touched by its melodies and lyrics. Music is a passion. As a musician and Christian, I have developed a

passion for playing, conducting, and directing many choirs and vocal groups in several projects and churches in Brazil, the US, and Canada. I understand that music communicates not only a way of thinking but a responsibility. Furthermore, as singers and musicians, we sing about God and represent the SDA church, one of the most respected religious institutions worldwide. Singing and communicating work together.

As a Doxa vocal group director in Brazil and Canada, I developed several projects. We used to participate in religious events, evangelistic series, and crusades to sing about Jesus for the churches and the communities. The events were a combination of performances at churches and theaters over the years. The projects turned into two CDs: 1. "*Motivo da Canção*" (Reason to Sing), and 2. "Ser de Jesus é Bom Demais" (Being from Jesus is so good).

See the following artifact(s):

B: 1. Highlights of many performances,

B: 2. & 3. Doxa Group & Orchestra-Brazil: releasing the first album "*Motivo da Canção*," and Doxa Group-Brazil: a special program for the community in 1998 at "Sesc da Esquina" Theater,

B: 4. Doxa Group-Brazil: releasing the second album "*Ser De Jesus É Bom Demais.*," and

B: 5. Doxa Group in Concert-Canada: preaching the gospel and singing for the guests of the community at Portuguese SDA church in Toronto, and preaching the gospel and singing for the guests of the community at Heart Lake SDA Church in Brampton, ON, Canada

(C) As All Nations Music School director, I promoted a singing workshop "O que voce precisa saber para cantar bem" (what you need to know to sing well). As singing and communicating are attached, this workshop brought different approaches and techniques to the participants.

See the following artifact(s):

C: 1. Vocal technique flyer and vocal health workshops

(D) I worked as an assistant pastor and first elder for Seventh-day Adventist (SDA) Brazilian church. It was one of the most relevant experiences I achieved in my life. In this role, I had the opportunity to lead a vibrant Brazilian community in Mount Vernon, NY. When we drive the church, we lead people, and one of the functional attributes we have is communication. So, I was the communicator from and for the church and the community. Among several duties, I helped the church to develop, implement, and lead a nominating committee, church board meetings, religious activities, workshops, training and conferences, and project towards the community needs.

The SDA church manual states that "Elders must be recognized by the church as strong spiritual leaders and must have good reputations both in the church and community . . . And by precept and example must seek to lead the church into a deeper and fuller Christian experience" (Adventists, 2015, p. 73). Dr. Richard Marker and Dr. Glendale Knight, former Greater New York Presidents, wrote letters sharing and affirming my commitment to the church and my role as a church leader and assistant pastor for the church in that community.

I developed two essential projects: 1. Projeto Viva Melhor (Best Living Project) with the focus on communicating Jesus, giving Bibles to the local community, and

inviting them to come to church to learn about it, and 2. Projeto Viva Melhor (Best Living Project) focuses on communicating better health and helping smokers quit smoking.

Also, I created the program: Open-door church for the community. The idea was to invite the community to come, get to know each other, start a relationship with them, and communicate our friendship principles followed by religious insights. In the end, we used to serve lunch to all visitors and guests.

See the following artifact(s):

D: 1. Seventh-day Adventist church manual (Elders - pg.73),

D: 2. Elder's certificate,

D: 3. Letters from the Greater New York Conference of SDA showing my commitment to the church,

D: 4. As a church leader – efficiently communicate the mission, plans, projects for the church, and

D: 5., 6. & 7. Projeto Viva Melhor (Best Living Project): Bible to the community (newspaper ad), to help smokers quit smoking (newspaper ad), and open-door church for the community.

(E) I began taking piano classes at the age of six. Admittedly, music is culture, satisfaction, love, history, perception, and lifestyle, only to name a few. However, for me, it is a passion. Indeed, music communicates and touches, unlike other forms of communication. Music also influences my behavior. As a musician, I have been learning, studying, directing, and playing the piano for more than 40 years. In the US and Canada,

I have had the opportunity to learn, lead, teach, direct, and communicate music through many music schools. As a music school director, I was/am responsible for delivering the school to the community, events, churches, and friends. Since my first work in 2003 at All Nations Music School, passing through Philadelphia School of Music in Naugatuck, CT and Danbury, CT, Avivar Music & Arts Center in Danbury, Christ for the Nations Music & Arts Center in Toronto, Canada, until the most recent at Avivar Music Learning Center, I have been learning, teaching and developing students and their talents as musicians and singers.

See the following artifact(s):

E: 1. The communicator as music school director and teacher at All Nations School of Music in Danbury, CT - (banner, event promotion, radio contract, and newspaper ad),

E: 2. The communicator as music school director and teacher at Philadelphia School of Music in Naugatuck, CT - (banner, school opening invitation),

E: 2.1 & 2.2 Communication through newspaper: 1. Edition No.253 - 06/21/07 to 07/05/07, and 2. Edition No. 255 - 07/19/07 to 08/02/07, and communication through magazines,

E: 3. The communicator as music school director and teacher at Philadelphia School of Music & Arts, former EMAD (School of Music & Arts of Danbury) in Danbury, CT – grand opening invitation and banners,

E: 3.1 EMAF 2009, Spring Recital (Recital da Primavera) program at Philadelphia Church,

E: 3.2 & 3.3 Communication through the activities and promotions to the students that were done at EMAF, and communication through bulletins,

E: 4. Communicator as music school director and teacher at Avivar Music & Arts Center in Danbury, CT – Project, and activities (project and church presentation). This music school project I presented to the pastor as well as to the church board (all in Portuguese),

E: 4.1 Avivar Music & Arts Center: Flyers in English, Portuguese and Spanish, and registration,

E: 4.2 Communication through Avivar Ministries newsletters (several editions),

E: 4.3 2011, Avivar Music & Arts Center: Spring Recital (Recital da Primavera) – flyers, invitation, Comunidade News newspaper, ed.387, 06/7 to 06/13/11, and recital bulletin,

E: 4.4 & 4.5 2011, Avivar Music & Arts Center: Spring Recital (Recital da Primavera) video and pictures at Avivar Ministries (Ministerio Avivar), Danbury, CT,

E: 4.6 2012, Avivar Music & Arts Center: Spring Recital (Recital da Primavera),

E: 4.7, 2012, Avivar Music & Arts Center: Recorder project. I developed this recorder project to communicate and teach music to the kids from the community,

E: 5. 2012, Christ For the Nations Music & Arts Center in Toronto, ON, Canada – Project, and activities (presentation, newspaper ad, and registration, flyers in English and Portuguese, and spring recital (Recital de Primavera): program and invitation, pictures and videos) at Christ For the Nations Assembly of God Church in Toronto, Canada,

E: 6. 2017, Avivar Music Learning Center in Danbury, CT – Project, and activities (banner, registration, activities, spring recital (Recital de Primavera) program, audio, video, and pictures).

(F) I took AP/ADMS 3015 (Professional Communication in a Canadian context) at York University (Toronto - Canada): The York University, through the Internationally Educated Professionals (IEP) program, offers this course to all Canada skilled newcomers. The course intended to provide professional communication in several ways and steps, focusing on a Canadian context.

See the following artifact(s):

F: A. York University registration process to begin the classes, B. York University AP/ADMS 3015 (Professional Communication in a Canadian context) Course Outline, C. Communication lessons throughout the course, D. Course Assignments, E. York University – Certificate in Canadian Business for Internationally Educated Professionals, and F. York University – Celebrating Success 2015 Graduation, and G. picture.

(G) It is known that music communicates love, relaxation, elicits memories, feelings, and taste, among others. As a pianist and music teacher, I wrote a book on *How to Play by Chords: Basic Approach – A Practical Concept*. Through this book, I intend to provoke the students to communicate their knowledge and skills in playing the piano.

See the following artifact(s):

G: Piano chord book: a way to communicate and teach music.

(H) Furthermore, I took a Nonprofit Leadership Certification Program (NLCP), Sessions I and II promoted by Adventist Community Services sponsored by the North

America Division. These courses are designed to equip pastors and church members with strategies and professional skills to successfully lead and communicate the work in the communities and churches. This training focuses on three primary learning outcomes: 1. Managerial skills to better accomplish administrative responsibilities of non-profit management, 2. Leadership skills to improve participants' abilities to affect individual and community change, and 3. Biblical concepts of holistic ministry to equip leaders for service in dynamic environments.

Especially in Session II, I took two outstanding classes. The first one was on Culture and Communication with Dr. Eric Baumgartner, Ph.D. from Andrews University, and the second was on Marketing and Communication with Dr. Rohan Wellington, the marketing director for Greater New York Conference in New York, NY.

See the following artifact(s):

H: Non-Profit Leadership School1 – certificates of the program.

(I) I am building and developing my website. The purpose is to communicate the relevant experiences from my academic, personal, and professional life in progress.

What does effective communication mean to me?

They mean (a) awareness of my weaknesses, and (b) recognizing chances to do differently.

Awareness of my weaknesses

Wickham and Wilcock (2012, p. 266) affirm that "the communication can occur only if both the sender and receiver understand and share the language used." In other

words, regardless of my desire to be an excellent communicator, I have to be aware of my weaknesses. I have to understand that there is something else to communicate and that it has to reach the receiver's mind with the same meaning. I have to be aware of some questions for this to happen: 1. What actions do I wish the recipient of the conversation to take? 2. What information should be given? 3. What should be the tone? 4. How should the recipient feel? 5. What kind of questions are they expected to ask? 6. What will additional information be requested? 7. What kind of problems and objections might be encountered? (ibid, p.269). Wherever the message, I have to reduce the chances that it will not have the same meaning in the other's head. To do that, I have to make sure all the involved processes and avoid misdirection for that message.

Recognizing chances to do different

Good leaders start by overseeing themselves-monitoring their inspirations and qualities, aptitudes, and limits (Bennis, Sample, & Asghar, 2015, p. 33). As my experience show, I have to recognize the chances to do things differently. I have to understand God and His purposes in my life. There is always a space to do something and to engage in better communication. The message's meaning has to be delivered and understood as easy and straightforward it is, and sometimes this is not so simple. I do have to humbly review the steps and look for ways to do it differently. I have to remember that words represent communication, so I also have to use facial expressions, body language, gestures, and posture. In one way or another, I have to find the path to success to reach my goal.

CHAPTER IV

CONCLUSION

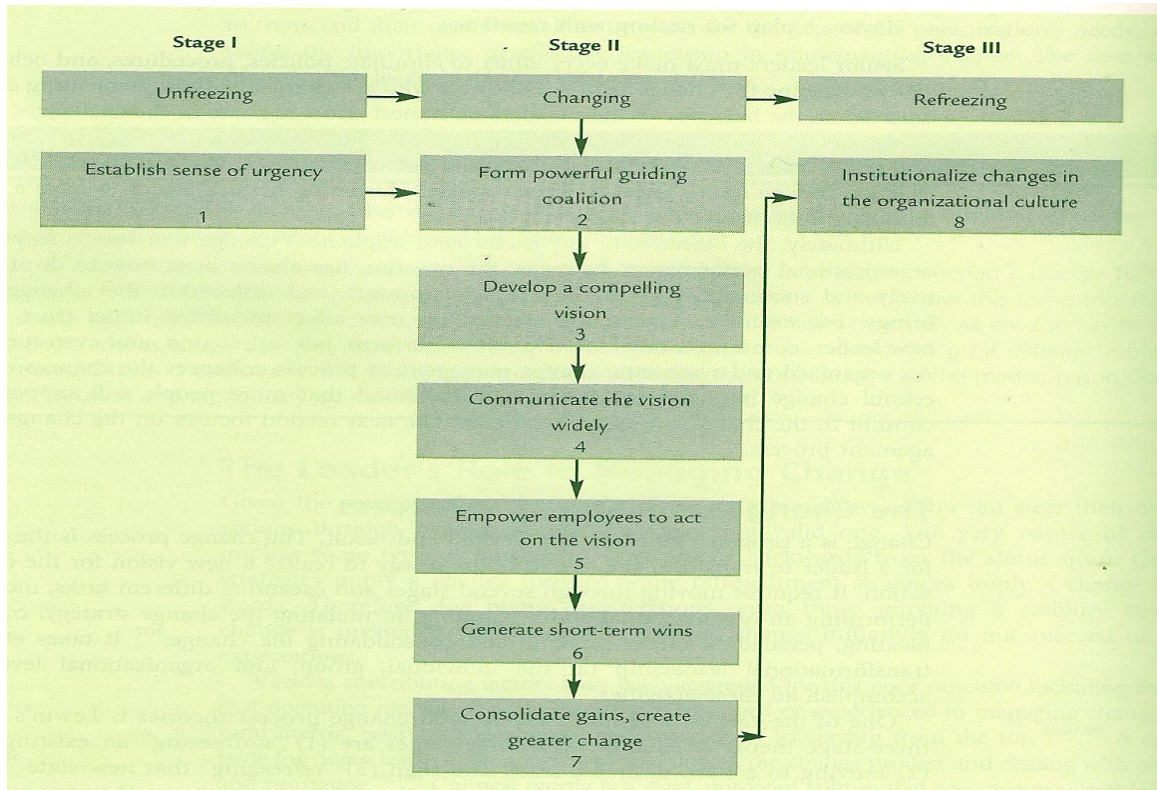
My evaluation shows, and I genuinely believe that I have made fewer mistakes now in the way I communicate compared to my early years; however, a lot more is still in front of me. Communication differs according to the situation, the person, the kind of message, and the channels used to communicate it. When I started my leadership journey at Andrews University, I assumed that I had a vast experience as a communicator. Taking my time and accomplishing this competency, I affirm that I learned a lot more in acquiring new knowledge and improving my communication methods.

Communication and learning are two of my five strengths. So, this competency helped me enhance the knowledge of communication models and allowed me to develop different skills in applying the knowledge base to my experience. As a leader, I have to be conscious of the importance of effective communication. When I communicate, I spell "something" that is in my mind to someone. That "something" needs to be well received and understood. On the follower's side, Herman (1994, p. 587) declares that "to obtain the optimum level of motivation and commitment from employees requires communicating to them the value of what they are receiving." I understand that the value is that step in their mind that will make them accept the message without noise and interruption. In other words, the communication is clear and well understood. The primary goal is to send and receive the message with an open mind and an open heart.

As cited in Maxwell (2010, p. 4), according to Harvard Business Review, "the number one criteria for advancement and promotion for professionals is an ability to communicate effectively" (Campbell, 2008). My effective communication experience makes me sure that connection signifies a good portion of my success.

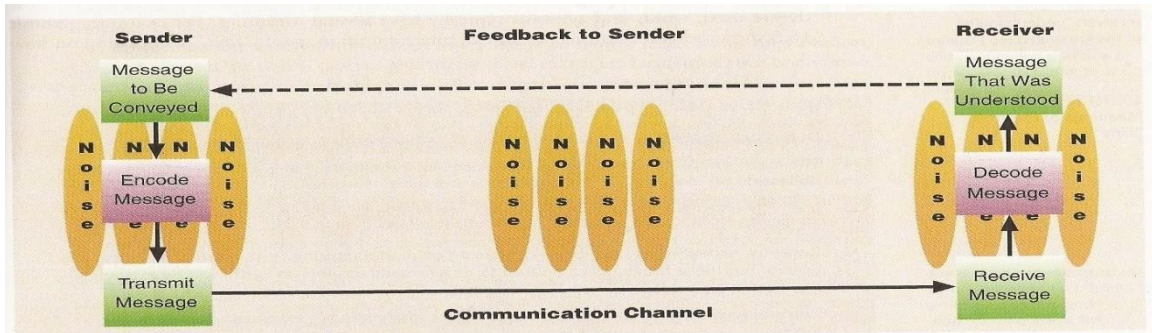
In closing, I believe that effective communication is a vital piece of my life accomplishments in both personal and professional areas. Kaplan (2015, p. 58) affirms that "building your capacity to learn and adapt should never end; it should be a lifelong discipline." It was an incredible opportunity to study, learn, and enhance my insight all through this competency.

APPENDIX A



Lussier and Achua (2013, p. 414).

APPENDIX B



The Communication Process according to Williams et al. (2008, p. 487)

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