

## The participatory training program model to improve communication skills of school principal and vice-principal

Tokuji Hayashi<sup>1</sup>, Asuka Ichihara<sup>2</sup> and Maki Kurokawa<sup>3</sup>

<sup>1</sup> Faculty of Education, Yamaguchi University  
1677-1, Yoshida Yamaguchi 753-8513, Japan

<sup>2</sup> Teacher, Guizhou University  
550025, Huaxi District Guiyang City Guizhou Province, China

<sup>3</sup> Lecturer, Osaka Gakuin University  
2-36-1, Kishibe Minami Suita-shi Osaka 564-8511, Japan

E-mail: <sup>1</sup>hayashi9@yamaguchi-u.ac.jp, <sup>2</sup>asukaichihara@gmail.com, <sup>3</sup>makkie@oak.ocn.ne.jp

**Abstract:** This program focuses on comprehensive development in logical thinking ability, assertiveness, self-expression in communication skills. This training is to develop capability to build human relationships at work. The goal is to develop the following capabilities: speaking coherently, thinking and talking from the other person's viewpoint, appropriate assertiveness, and conveyance of information in various ways. This training program model is based on Instructional System Development (ISD).

We ran the workshops a total of 16 times, each for 3 hours. We divided participants into 5-8 members per group and gave them tasks. Participants filled out self-evaluation form once before the workshop and again after workshop.

The training program model includes 3 items: "Compulsory Linkage" and "logic tree" for logical thinking training, "Micro Presentation" for communication training, "Assertion" for improve appropriate assertiveness.

Compared to the pre-evaluation, the results of the post-evaluation showed improvement in all aspects of communication skills mentioned above.

### 1. Purpose

This program focuses on comprehensive development in logical thinking ability, assertiveness, and self-expression in communication skills, by development of teachers' communication skills, intending to solve contemporary educational issues. This training program develops the capability to build human relationships at work. The goal is to develop the following capabilities: speaking coherently, thinking and talking from the other person's viewpoint, appropriate assertiveness, and conveyance of information in various ways.

### 2. Method

This training program model is based on Instructional System Development (ISD), which is a system approach model or processes on design, development, introduction and evaluation of instruction. ISD includes main phases that analyze, design, develop, implement, and evaluate. In addition, the post evaluation is applied to "Four levels of evaluating training programs" (D. L. Kirkpatrick, 2005).

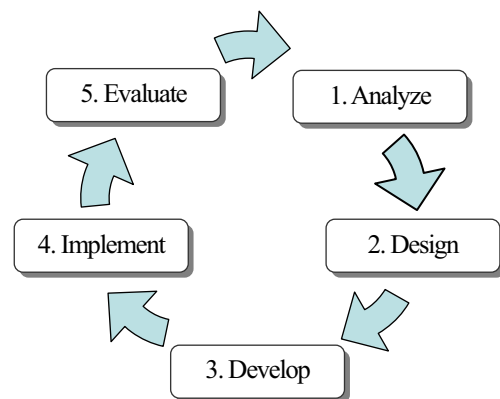


Figure1. ISD cycle

### 3. Implement

#### 3.1 Structure

This research was initiated by Yamaguchi University, and was also cooperated by Ritsumeikan University, Kyoto City University of Arts, and Yamaguchi Prefectural Board of Education.

We ran the workshops a total of 16 times with 5 lecturers, each for 3 hours. We divided participants into 5-8 members per group and gave them tasks. A designated textbook (Hayashi, 2007) was used as a teaching material in each program.

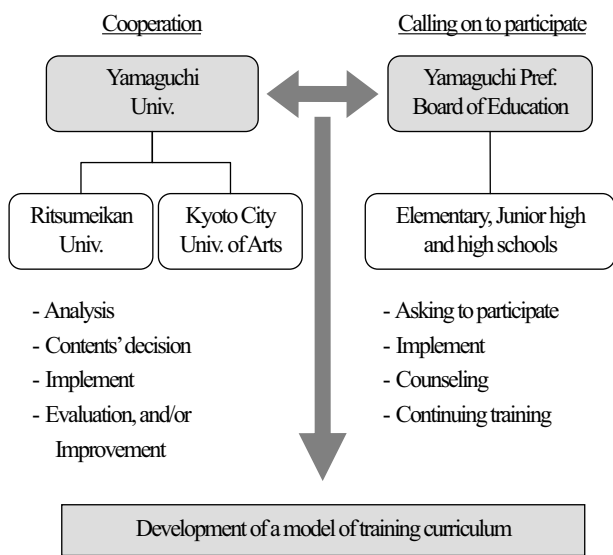


Figure 2. Cooperation Framework to Develop Model Training

### 3. 2 Programs and Procedures (a total of 30 hours)

#### 1) Compulsory Linkage

<total of hours (about)> 12 hours
<goal> Develop linearly-aligned logical thinking ability and class design ability.
<contents> Participants make the connection between a starting word and a terminal word while inserting associable words. Doing so draws up a presentation's framework. The inserted words must be considered the learner's schema. Additionally, they should acquire newer knowledge and skills until achieve a goal.
<style> practice
<procedure> The word of the starting and the terminal should be picked up from kinds of that suitable for learner's experience, their current situation, or topical subjects. During time of working, encourage them to associate as many as words they can, note that meanings of words' connection and extension.

#### 2) Logic tree

<total of hours (about)> 10 hours
<goal> It is used to clarify problem solving and structure of problems. This method is not just forming others opinions; by contrast, it can promote ability to think logically.
<contents> In the making process, participants draw up a hierarchical relationship diagram, in case of problem analysis, from "cause-effect", or in case of purpose analysis, from

"means-end". To encourage the understanding of the problem or purpose, and to be able to derive the solution from diversity of perspectives.
<style> practice
<procedure> While making the logic tree, facilitator will indicate that logicity is the most important, and note how to connect the upside cards to bottom ones. It advises properly if there is a necessity.

#### 3) Assertion

<total of hours (about)> 3 hours
<goal> It is used as a way of counseling which is a behavior therapy in psychotherapy. Respect others standpoints and human rights, value each other, then, cultivate ways of openly self-assertion.
<contents> Communication attitude divided into three categories (aggressive, non-assertive, assertive) and do role plays in each. Facilitator leads participants to acquire ability of self-assertion based on deeply understanding others idea.
<style> practice
<procedure> First, the lecturer should model behavior in order to build a common understanding. Then, the lecturer should draw the participants' attention to differences of the three attitudes. After the role become clear, play, participants will reflect on what they have accomplished.

#### 4) Micro-Presentation

<total of hours (about)> 5 hours
<goal> Promotion to self-expression and communicative competence using digital media .
<contents> Make a presentation with materials which have been wed in conjunction with the Compulsory Linkage task. Audience and Presenter should mutually evaluate from the view of verbal, non-verbal, media utilization, comprehension, degree of interest, and acquirement.
<style> lecture
<procedure> Facilitator properly instruct those who are insufficient with computer skills. They will call attention to the evaluation viewpoint, and to make the teaching materials from student's viewpoint.



Figure 3. Training progress

#### 4. Results

Participants filled out a self-evaluation form once before the workshop and again after workshop. The total number of surveys collected before the workshop was 379, and after 349. These surveys were collected from school principals and vice-principals.

The evaluation is applied to “Four levels of evaluating training programs” (D. L. Kirkpatrick, 2005), and measured to the third levels in this training program.

<b>Level 1</b>	Reaction: How did well the learners like the training?
<b>Level 2</b>	Learning: Did the learners actually acquire the intended knowledge, skills, and attitudes?
<b>Level 3</b>	Behavior: Whether or not the new knowledge and skills are retained and transferred back on the job?
<b>Level 4</b>	Result: What impact has the training achieved on the job?

Figure 4. Kirkpatrick’s four levels of evaluation on training effect

Table 1. Results of self-evaluation in communication skills

Communication skills	pre post	Total		
		Cases	Mean	t-Statistic
1. examination & judgment	pre	379	3.25	-2.68**
	post	347	3.37	
2. Logical thinking	pre	379	3.11	-4.20***
	post	347	3.33	
3. Understanding <sup>#</sup>	pre	379	3.15	-3.66***
	post	347	3.33	
4. Collection	pre	379	3.12	-2.96**
	post	347	3.27	
5. Find problem <sup>#</sup>	pre	379	3.18	-3.92***
	post	347	3.37	
6. Presentation <sup>#</sup>	pre	379	2.99	-5.93***
	post	347	3.29	
7. Acceptance	pre	379	3.27	-4.12***
	post	347	3.46	
Total	pre	379	3.15	-5.33***
	post	347	3.35	

Note: \*, p<.05 \*\*; p<.01 \*\*\*; p<.001 #; Welch t-test

The training program model includes 3 items: “Compulsory Linkage” and “logic tree” for logical thinking training, “Micro Presentation” for communication training, and “Assertion” for

improve appropriate assertiveness.

Compared to the pre-evaluation, the results of the post-evaluation showed improvement in all aspects of communication skills mentioned above. Table 1 shows significant difference between pre and post evaluation by using the unpaired t test.

## 5. Further Research

### 5.1 Development of E-Learning System

Regarding this research that remains to be solved; our further research could have two sides, that is, the digitalization of teaching material and the development of its E-learning system. E-learning must be very effective to grasp learner's readiness; also, for learners to acquire knowledge before and after face-to-face training.

In this training program, we think the following points are challenges.

First, principals should not take much time for training. Second, for lecturer, going from remote locations takes much time. If E-learning is introduced, such situations can be improved. Third, the trainings' efficiency will increase if participants study its knowledge, except participating tasks, done with E-learning beforehand. Fourth, the lecturer cannot communicate with attendants well excluding the lecture time; but, it will improve if participants are active to use e-mail as a part of this training's E-learning system. In other words, one of the future issues is how to develop the training system that unites the advantage of face-to-face communication with the advantage of E-learning.

The following is an example of E-learning progress which can be applied to this training. It is one of our practical researches, already carried out on "Presentation" and "Educational Media" (Tokuji Hayashi, 1999 and 2000.)



Figure 5. E-learning system for presentation training

The process of that learning system includes four steps; (1) Enrollment: participants fill out enrollment form. Then, they can study at an individual time and place. (2) Pre-Learning: participants study every part of the contents. At any part they can interrupt and start again for their own convenience. Almost of all the parts are based on the form of questions and answers regarding knowledge that should be acquired before training. It is available off-line when they answer the question; but, they must connect to the Internet to send to the lecturer. (3) Training: By face-to-face education, taking each lesson or training with a lecturer. (4) Questionnaire: After completing the course, we will ask them questions about using the online system to improve this education program.

### 5.2 Training of Facilitators

In order to solve contemporary educational issues, it is necessary to raise leadership of the whole school, and train not only school principal and vice-principal but also teachers. We are working towards expanding this training program for human resources development.

The goal is development of facilitator that targets teachers of leading edge in the elementary and secondary education. Facilitator is expected to initiate other teachers into the newer knowledge and skills in their own school training.

## References

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