



***Actividades educativas para promover el estilo comunicativo
democrático en los miembros del ciclo directivo***
***Educational activities to promote a democratic communicative
style in the members of the management cycle***

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Resumen

El presente estudio descriptivo caracteriza los estilos comunicativos de los miembros del ciclo directivo de la Primaria José Martí, del Niceto Pérez en Guantánamo. El objetivo del mismo es proponer acciones educativas que promuevan el estilo comunicativo democrático, en función de promover la comunicación abierta y participativa en la escuela. Con este fin se emplearon métodos de nivel teórico e empírico en una población formada por 11 miembros. Se constató la incidencia del estilo autoritario en la dirección escolar y en el clima socio psicológico, y la necesidad de potenciar el estilo comunicativo democrático con las actividades propuestas.

Palabras clave: Comunicación educativa, Estilos comunicativos, Clima socio psicológico; Ciclo directivo.

Abstract

This descriptive study characterizes the communicative styles of the members of the management cycle of José Martí Elementary School, Niceto Pérez in Guantánamo. The objective of this study is to propose educational actions that promote the democratic communicative style, in order to promote open and participative communication in the school. For this purpose, theoretical and empirical methods were used in a population formed by 11 members. The incidence of the authoritarian style in school management and in the socio-psychological climate and the need to strengthen the democratic communicative style with the proposed activities were confirmed.

Keywords: Educational communication; Communicative styles; Socio-psychological climate; Management cycle.

Introduction

Communication in the school is the basis for strengthening the links within the school and those established with its environment, as well as making the fulfillment of its social role feasible. The participatory and interactive character generated in the educational processes is only possible through communicative mediation.

The interaction of educators with the group of students includes elements of educational and organizational communication, since the school is in turn a labor organization that promotes the integral development of the new generations. The personal and organizational development and growth that promotes dialogue and interaction among its participants is addressed by several authors, and is also defined by Ojalvo as educational communication:

It is a process of interaction between teachers, students and these among themselves and of the school with the community, which aims to create a favorable psychological climate, to optimize the exchange and recreation of meanings that contribute to the development of the personality of the participants. (2002, P.84).

Communication should then be understood as the transversal axis that runs through all educational and organizational processes, since the school has this duality of educational and work center. Alonso refers that:

In the internal dynamics of the same, the directive cycle fulfills the functions of planning, organizing, directing and controlling the work. The very essence of management is communication, since a person who is not an excellent communicator cannot be able to manage. (2001, P. 35).

Marconi states:

The principal as a pedagogical leader must possess the skills and communicative competencies to spread enthusiasm for learning, for achieving academic excellence and encourage the educational community to plan, carry out and evaluate actions that support the improvement of learning. (2017, P. 21).

A favorable socio-psychological climate in the school is characterized by a positive relationship between the leader and the members, generated by communication styles that allow development and well-being.

In educational practice, in contrast to the previous idea, problems associated with the communicative styles assumed by the members of the management cycle are revealed in the exercise of general management functions. Inadequate oral expression is perceived, which is based on an imposing and rude tone of voice, the little establishment of an empathic relationship with the workers and the centralization of decision-making in the group constituted by the board of directors, imposing their criteria on the rest of the workers.

This leads to demotivation, labor conflicts, an unfavorable climate and discomfort in educators and students. In order to manage the solution to the problem, it is determined as an objective to propose educational activities to promote the democratic style in the members of the directive cycle of the Elementary School "José Martí" of the Niceto Pérez Municipality.

Development

The study of communication styles has its antecedents in research on leadership, in the influence of the leader on his team for the achievement of the proposed goals through the communicative process.

This direct relationship between leadership and communication established the basis for the classification of management styles, which are precisely characterized by the form of interaction, of communication, between the one who directs the process of interpersonal influences (leader) and the group.

The personal way of directing and relating to others is defined as a communication style and Fernandez's criterion is assumed in the research.

In the ways of exercising authority and establishing relationships is what is called the communication style. This is nothing more than the personal mode of performance in the communication situation, which depends to a great extent on the personality characteristics of the subject, the communication patterns shaped throughout his experience, (2002, P. 17).

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In this sense, Trelles states that: "Communication assumes a leading role; its approach is synergetic and generally the management of this area is closely linked to the entity's top management..." (2001, P. 11). (2001, P. 11.)

In terms of management style, the classic classification (influenced by the ideas of Lewin and White) proposed by some authors, including Maslova and Bodaliev, refers to three fundamental types of teacher management styles:

Democratic, characterized by:

- Taking into account individual particularities and personal experience, needs and activity.
- Working with the group as a whole, without abandoning the personal approach in the treatment of students.
- Not being stereotyped neither in behavior nor in judgments.
- Not to be selective in contacts, nor subjective in results.

- Not to be aggressive in relationships. To take into account the individual particularities and personal experience of the student, his needs and activity.
- Work with the group as a whole, without abandoning the personal approach.
- Not to be stereotyped neither in behavior nor in judgments.
- Not to be selective in contacts, nor subjective in results.
- Not to be aggressive in relationships.

The democratic style is characterized by an active participation of the group in decision making. The leader takes into account its criteria and the relationships obey a decentralized structure. The adoption of a communicative style, which favors dialogue, cooperation, group work, the full development of all members, relating individual interests with the general educational objectives, should lead to the achievement of greater efficiency in the teaching process.

Efficiency is achieved through a dynamic style, where it is possible to merge the personal characteristics of the director, the particularities of the group of students, the content and requirements of the task to be developed and the conditions in which the teaching-learning process takes place.

The contingency model proposed by Fiedler states that "the effectiveness of the leadership style depends on how favorable the leader's work situation is, in particular on the interpersonal perceptions that condition certain attitudes among the people who interact in that situation." (1964, P. 52.)

Training in the determination of a developmental communicative style and the ability to assume an appropriate style, taking into account all these factors, is a skill that can and should be developed.

Characterization of the communicative styles in the management cycle of the José Martí Elementary School, Niceto Pérez, Guantánamo province.

The communicative styles were characterized on the basis of indicators that include: Communication characteristics in the managerial cycle. Capacity to establish empathic relationships in the management cycle. Consideration of the opinions and criteria of the members

of the management cycle for decision-making in the planning of joint activities.

It was found that out of 15 interviewees and respondents, 8 (56%) stated that there is little communication when planning activities and that they count very little on the others for the planning and organization of the work plan.

In 60% of the activities, there is little dialogue in the cycle collective at the moment of executing and controlling the activity. The tone of voice is rude, imposing and aggressive and the corporal expression corresponds to this description in 75% of the members.

Thus, it can be evidenced that this indicator presents insufficiencies in the process of the development of the directive cycle. The predominant authoritarian communication style, imposing criteria that limit and affect group work, produces dissatisfaction and demotivation in the members of the directive cycle and the rest of the workers of the center.

The ability to establish empathic relationships in the management cycle is perceived as affected in that 46% lack an empathic relationship among them, they do not put themselves in the other's place and there is not a favorable climate.

60% of the managers give anticipated answers while they hear what is being said to them, they do not have listening skills. There is no consideration for the coworker's work; the concern for the coworker's well-being is scarce, which affects the work.

The consideration and taking into account of the opinions and criteria of the members of the management cycle for the activity reveals that it is deficient represented by 53 % of the sample. Forty percent of the observed activities show that there is little consensus in the criteria, evidenced in 60%, an authoritarian communication style predominates and communication is limited for collective decision making; insufficient understanding of the other's position and lack of reasoning to find common points.

The indicators presented show affectations, which confirm the need to provide a solution to the important problem of communication in the management cycle, since responsible participation requires trust, respect and consideration of those involved in the processes, and the negative impact on the work group was corroborated in the research.

Educational activities to foster communication with the democratic style in the staff of the school.

According to Louse Rosenblatt (1988), educational activity, within the formal education system, is

considered as that in which students and teachers are in continuous transaction, not only with each other, but also with all the environmental, cultural and institutional elements of the school situation.

Activity 1 Workshop

Theme: Communication as a valuable tool

Objective: To provide the management cycle with communicative tools that will allow them to better communicate with each other.

Method: conversation and discussion.

Means and materials: blackboard, paper, pencil.

Application of presentation technique

For the development of this activity, the researcher and the psychopedagogue will begin with a presentation technique, asking each participant to introduce him/herself with his/her name and to add how he/she evaluates and contributes to communication from his/her work.

After the presentation, the educational psychologist will ask:

- What do they know about communication in school institutions?
- What activities do they carry out to communicate better?
- How do you plan them?
- What channels do you use to get messages to subordinates?
- What contributions or changes would you make to improve interpersonal relations among yourselves in the center through communication?

The key words of the answers given by the participants will be collected on the blackboard and a person will be assigned to record the evidence (photos, writings) of the activity, to later visualize them.

Based on these answers, the educational psychologist will explain to the teachers the definition of educational communication provided by Victoria Ojalvo, which refers to communication as a process of interaction between teachers and students and between students and the school and the community with the purpose of creating a favorable psychological climate to optimize the exchange and recreation of meanings that contribute to the development of the students' personalities.

At this point, teachers will be asked for their opinion on this definition and to give examples.

Subsequently, the results of the diagnosis will be made known and the action plan will be proposed, always taking into account the criteria for its enrichment, changes or suggestions.

Evaluation

The activity will be evaluated based on the application of the PNI technique (the positive, the negative and the interesting) this will be the closing of the first meeting.

Activity 2 Workshop

Topic: Group communication in management.

Objective: To model ways to enhance group communication in the management cycle.

Method: conversation

Means: cards, videos in my school, and cards with phrases about group communication.

Guidelines for methodological implementation.

Gather managers and employees in the school's meeting room. Explain the objective of the workshop, thus the way it will be developed, specify the guidelines for the observation of the video, what they should do during and after its projection, and specify the time it will last.

It is suggested to start the viewing of the documentary "in my school" by explaining its purpose.

It is suggested that the educational psychologist offer arguments on the determining role played by group communication in the management cycle, where managers and workers act.

It is suggested to take into account the role of group communication and the use of resources that allow to give answers to the adequate communicative process, creating a climate of confidence in the attention to the existing problems in the group communication process in the directive cycle in the school.

Then, cards are handed out with sentences about group communication. They have to interpret each one of the sentences.

It is proposed to use the technique for group dynamics: Putting oneself in the place of another person.

The participants are organized in pairs, in subgroups, they represent small roles of professions, trades and they interview each other improvising this role.

Observers are used.

It is suggested that the contribution made by communication skills and active listening in the management cycle be addressed in the exchange to show the adequate performance of these skills in their daily actions.

Finally, a brainstorming session will be used as a way to evaluate the topic presented.

Activity 3 Workshop

Title: Communication in the functions of the management cycle.

Objective: To assess some aspects that affect group communication problems in the management cycle.

Method: conversation

Materials: Book "Educational Communication".

Methodological instrumentation and evaluation.

Beforehand, the problems that will be addressed during the workshop are oriented to guarantee the participation of the directors; suggest them to bring in writing some suggestions, experiences to be generalized during the development of the workshop.

Gather the participants in the center's library, explain the objective of the activity and how it will be developed, including the expectations they bring.

Select a facilitator, who is proposed by the workshop participants, and explain his/her role during the activity.

Explain how the workshop will be developed, where the following clarifications will be made:

Inquire about some information, significant experience or proposal on the content to be addressed to be generalized by the teachers and workshop facilitators to the other colleagues; when providing their considerations must be precise, concrete and relevant. Professionalism and the organizational-methodological element must prevail.

The facilitator designated by the group must control the interventions and provoke interaction among all the participants for the best course of the workshop.

In order to meet the proposed objective in no more than 1 hour, we ask for the greatest possible punctuality, to come willing to contribute, to intervene without fear, hence we suggest a level of prior preparation in terms of the objective to be addressed and the content stated in the title should reflect and we affirm that we will all learn from everyone so their considerations, experiences and level of information are important.

- Three volunteers are asked to leave the place where they are gathered and they are guided to make an objective description of a task (in this case how to plan an activity). (in this case how to plan an activity taking into account the other) Each one is going to discuss the plenary in turn, without agreeing among them how they are going to do it.

They cannot say what it is for, what they think of it, or any other personal result, an objective description must be made.

The facilitator controls everything that happens, while the three companions perform the action, makes notes, so that later they can be resolved by the group.

- In a second moment, one by one, they should go to the plenary to discuss their part of the task. The plenary should be told that they should guess what tasks the classmates are referring to, they should say what made them think of it.

The analysis should revolve around the fact that the same thing or fact can be given different interpretations, depending on the point of view followed, and thus should be clear the idea of how partial knowledge leads to develop wrong ideas, which happen very often in everyday life and mainly in the management cycle.

The leader of the activity directs the facilitator to explain the performance of the colleagues in carrying out the actions during the development of the workshop.

Elaborate a body of recommendations on how to plan, organize, execute and evaluate any task in the school with collective participation, listening to the opinion and criteria of the other without hindering the fulfillment of the proposed objective with the collaboration of all.

The workshop will conclude with the application of the PNI technique, comment on its results, congratulate the participants and thank them for their attention and contributions.

Activity 4 Workshop

Theme: The Train of communicative styles

Objective: To characterize the communication styles of the participants.

Method: conversation and chatting

Medium: Style train, bibliographic support, box.

Methodological instrumentation and evaluation:

In the group of educators, a brief introduction is made about the different ways of how we communicate in our daily life, highlighting that each one has a way of doing it, a style.

Participants will be told that we will take a very long trip on the train of the communicative styles, and while they go through the whole place, each one will stop at the style that identifies him/her, each stop will be identified with a sign with the characteristics of each style.

Each participant will review the cards and choose the one that best identifies his or her communicative style.

In plenary, a debate is promoted on aspects such as:

Which style did each participant identify with?

Have they ever stopped to think about what their communicative style is?

Satisfactions or dissatisfactions that it causes them?

Experiences in their personal and professional life as a result of the style that characterizes them.

What communicative style should managers use?

What are its characteristics?

What do you think you should change?

The participants will give comments they wish to make on the subject.

Next, a material is shared with the group as a didactic support, where theoretical contents on the topic of Communicative Styles appear and the group is invited to make a commented reading of it, and the group members are encouraged to reflect on it.

The activity will conclude with the application of the PNI technique and in this way will be evaluated, the results will be commented, and the participants will be congratulated and thanked for their attention and contributions.

Activity 5 Workshop

Theme: My own style

Objective: To assess the impact of the different communication styles of each member of the board of directors on their work.

Method: conversation and chat

Medium: Magic Trunk, markers or crayons.

Methodological instrumentation and evaluation

Gather the directors in the school's meeting room. Explain the objective of the workshop, thus the way it will be developed.

The activity begins with a brief introduction of the activity to be carried out, each participant will be seated in a duo facing each other, each one of them will make a dramatization of the democratic style, which the other partner must evaluate, then the researcher takes out the Magic Chest and they must write down what their partner was confused about when using the democratic style and throw it in the chest.

Then they proceed to the dramatization with the objective of identifying the problems that are generated with the style they have and the solutions.

Technique: Change strategies

Roles linked to management are distributed, in the roles are introduced the task of leading a meeting or another proposal of situations that require changing behavior.

Influence to convince

Work is done in pairs on those points of view in which there are real contradictions. Each participant establishes his or her arguments to convince and is evaluated for effectiveness or not.

Experiencing and overcoming barriers

In subgroups, situations are prepared to represent psychological barriers in communication; they are dramatized and evaluated by the others.

Convincing (defending a position)

Elaborate arguments by subgroups based on an opposing political and ideological position. The results of the arguments are evaluated by all and the effective ones are concluded. Observers are used for group and subgroup.

We proceed to read the summaries delivered by the observers who took turns in teams and each participant will give criteria about the elements in which they should improve individually and collectively.

In order to strengthen teamwork, the following exercise is carried out as a group.

These questions will be answered by all participants, the activity will conclude with the application of the PNI technique, commenting on the results, congratulating the participants and thanking them for their attention and contributions.

Conclusions

The communicative style that predominates in the management cycle of José Martí Elementary School, Niceto Pérez in Guantánamo province corresponds to the authoritarian management style.

The incidence of the communicative styles in school management, planning, organization of educational processes and in the socio-psychological climate of the school center was observed.

The adoption of a democratic communicative style that favors interaction and mutual influence is possible and feasible.

The proposed educational activities can be generalized to other groups with similar problems to the group under study as an alternative solution.

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