

INTRO ~ 40 seconds

Introduce ourselves/Attention getter: What's up everybody?? We got Lil' Hangry and Professor G-Real Killa here today to continue with the podcast theme of interpersonal communication.

Overview: Today, we're gonna talk to you today about how to communicate with your professors.

Transition: Aight! Now let's just hop right in!

BODY ~ 3-4 minutes

### **Uncertainty Reduction Theory**

- Helps to explain how we seek to reduce our uncertainty when we are faced with strangers or new situations
- Describes how we strategically interact with others to enhance our understanding of them so they seem less strange to us

### **Ways to Reduce Uncertainty**

- Passive Strategy – observe the situation
- Active Strategy – ask other people about the unsure person or situation, or personally look for information
- Interactive Strategy – directly talk to the person or people in the situation you are unsure about, use self-disclosure

### **Effective Self-Disclosure**

- Voluntarily giving information about ourselves that instructors are unlikely to know or discover from other sources
- It is important in establishing relationships but must be appropriate for the situation

### **Self-Validation**

- If we disclose information such as “I think...” with the hopes of obtaining the listeners' agreement, we are seeking validation on our behavior(s) – confirmation of a belief we hold about ourselves
- Listening to someone is a form of recognizing and validating that person's worth

### **Explanatory Knowledge**

- You can predict someone's behavior if you get to know the person more through the use of self-disclosure
- You will be better able to explain their behaviors (late to class)

### **Reasons to Talk to Instructors**

- People respond to each other as members of the class or groups to which they belong (Ex: student to teacher or student to student)
- As relationships become more personal, the professor and student both begin to respond not as members of groups but as individuals

### **Nonverbally Communicating with Instructors**

- Verbal and nonverbal communicative actions should match
- Appropriate facial expressions (smiling)
- Eye contact maintained
- Natural gestures and body movement
- Open body position
- Good posture
- Physical closeness and body arrangement for one-on-one interaction

### **Mutual Influence**

- Both the professor and student are affected by the transaction and receive knowledge
- To build a relationship with the teacher at the beginning of the semester
- Better grades
- To get help when it is needed

### **24-Hour Rule**

- It is better for a student to wait 24 hours before confronting an instructor regarding a grade
- This gives the student time to cool down and develop rational thoughts
- Example – If you get mad at a teacher because of a bad grade and you yell or argue with the teacher, it cannot be erased

### **Resolving Interpersonal Conflict**

- Explain what is wanted in a descriptive, non-evaluating way
- Make personal statements that refer to I, me, my, or mine

- Describe specifically your wants, needs, and goals, and establish their legitimacy

### **Checklist**

- Is the timing of the self-disclosure appropriate?
- Consider...
  - The other person's capacity to respond
  - The short-term effects
  - Motives for self-disclosure
  - How much detail is called for
  - Whether the disclosure is relevant to the current situation

### OUTRO

Aight that wraps up the podcast for today! Thanks for listening to Lil' Hangry & Professor G Real Killa! Comment some more ideas for future podcasts and make sure to subscribe!

<https://speakingcenter.uncg.edu/wp-content/uploads/2019/12/communicationwithinstructors.docx.pdf>

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