The Journal of Process Communication

Welcome Letter

Welcome to the inaugural issue of the Journal of Process Communication. The purpose of the journal is to inform people of the research being done with Dr. Taibi Kahler's Process Communication Model® (PCM): to share leaders' successes in applying the concepts in improving communication, safety, productivity, satisfaction, relationships, and profitability; to provide a venue for PCM users to share their experiences in applying the concepts in various fields; to be a resource to help improve peoples' lives by improving communication and satisfaction in relationships at home and in the workplace, and to expand the influence of PCM world-wide.

Miscommunication is a major problem in all walks of life. In a survey of 10154 hospitals in the U.S., Consumer Reports found that no hospital received the highest grade in communication. Only a few of the hospitals scored in the next highest category and only a few more scored in the neutral category. Most of the hospitals were found to be deficient in communication. This miscommunication led to mistakes and to other problems in the hospitals.

The journal papers are blind peer reviewed by people who understand the concepts of PCM

Continued on next page

Feature Article

"Forty Five Years and Counting ... on You" 1

In This Issue

Revalidation Study 18

"Verifying the Validity and Reliability of the Personality Pattern Inventory: Preliminary Results"

Research 27

"An Examination of Teacher Ability to Communicate with Students and Student Achievement"

Education 45

"The Process Education Model (PEM): A Catalyst for School Improvement"

Assessing Matrix 68

"The Assessing Matrix and Second Degree Distress Behaviors"

Continued from cover page

and also are very knowledgeable in their fields. We want to thank them for reviewing the papers and for their feedback. The papers are much better because of their expertise and comments.

Our featured article, "Forty Five Years and Counting … on You", was written by Dr. Taibi Kahler. In the paper, Dr. Kahler describes the history and development of the Process Communication Model and looks to the future.

In their paper, "Verifying the Validity and Reliability of the Personality Pattern Inventory: Preliminary Results", Frimpomaa D. Ampaw, Michael B. Gilbert, and Ryan A. Donlan report the results of their investigation of the validity of the revised form of the Personality Pattern Inventory published by Dr. Kahler in 1996.

"An Examination of Teacher Ability to Communicate with Students and Student Achievement", is a product of a doctoral research project done at Central Michigan University by Alison M. Cicinelli.

In "The Assessing Matrix and Second Degree Distress Behaviors", Cyril Collignon describes second degree distress behaviors and shows the usefulness of Dr. Kahler's Assessing Matrix in assessing individuals based on their distress behaviors.

In "The Process Education Model (PEM): A Catalyst for School Improvement", Ryan Donlan, describes how the concepts of the Process Education Model can help educators accomplish the criteria set forth by Danielson and Marzano to enable all students to succeed.

> "The journal papers are blind peer reviewed by people who understand the concepts of PCM and also are very knowledgeable in their fields."

Kahler Communications, Inc.

Forty Five Years and Counting…on You

Taibi Kahler, Ph.D.

Abstract

The author presents a history of the Process Communication Model, including those upon whose shoulders he stood and those with whom he now stands.

Purdue University

It was September of 1968, and I had been given a Research Assistantship by renowned author and child development scholar, Dr. William Ellsworth Martin, Head of the Department of Child Development and Family Life [CDFL] at Purdue University. {Dear Reader: We are extremely fortunate when a mentor takes interest in us, and helps shape our life, and thereby the lives of those whom we touch. Bill Martin is such a special person in my life. He was the first of several mentors who would guide me on my journey. I have love and admiration for him, and lasting appreciation for his having seen something in me. We have maintained contact for all these years, and I am honored to say he signs his letters, "Brother Bill".}

My undergraduate degree from Purdue University was in English Literature, and now I needed to do a Master's thesis in CDFL. Again fortune smiled on me, as I was assigned to work under the tutelage of Dr. Mary Endres, recognized as a Purdue's Teacher of the Year. Mary was a compassionate, sensitive, and warm lady, with energy of someone years younger, able to work endless hours on projects she loved. {Dear Reader: Have you surmised her Base and Phase?}

Mary was always interested in helping new teachers become better communicators with their students, and encouraged us graduate students to do educational research on such communication dynamics. So began my academic interest in process before I had ever heard of Transactional Analysis [TA].

That Fall I started my Master of Science degree research on the thesis: "The effects of teacher management process code via video tape feedback on the verbal behavior of student teachers" (Kahler,1971). {Dear Reader: I would be remiss if I did not mention that the most important lesson I learned in those two years came from Mary's Harmonizer Base, connecting to my Harmonizer Phase, with what she called "Giving Back": help someone with no intention that he or she pays you back, but rather that you continue this process.}

Several months later Mary invited me to accompany her to a lecture on "OK'ness" by local psychiatrist Edward "Pete" Stuntz, M.D.. It was a cold evening, but I felt a warmth grow within me listening with fascination as he spoke of how each of us has a Parent part, an Adult part, and a Child part. He quoted another psychiatrist who had created this theory -- a Dr. Eric Berne. This I'm OK – You're OK model of therapy not only explained human behavior, but also allowed an observing of it by words, tones, gestures, posture, and facial expressions. He called it Transactional Analysis.

I had to know more. Dr. Stuntz must have read our minds, or simply used this TA observational tool to read our behavior: "Those of you who want to know more about this, please call me at the Wabash Valley Mental Hospital for an appointment."

His office was just large enough for a small group, with a low table in the middle, and different sizes of chairs and sofas around it. In one corner was a flipchart, with three circles drawn atop one another.

“I’m in Child Development and Family Life at the university, and would like to become a TA therapist,” I began, expecting a response. But no response. I saw that he was wearing a hearing aid, and assumed that he had not heard me. “I’m in Child Development and Family Life at the university, and would like to become a TA therapist,” I repeated loudly, nodding as I spoke.

“I heard you the first time. Did you hear that you did not ask me anything?”

I was momentarily confused, attempting to remember what I had or had not said. I really wanted to make a good impression. What was he trying to tell me? {Dear Reader: recall my Phase was Harmonizer.}

“I want to be a TA therapist,“ I blurted. He sat silently. Thus began my first lesson in TA.

Collecting my thoughts, I proceeded: “What do I need to do to become a TA therapist?”

I felt quite relieved when Dr. Stuntz responded, “Join a TA therapy group as a patient, attend our TA seminars, and become a Clinical Member of the International Transactional Analysis Association.”

My Research Assistantship afforded me enough money to live and attend the university, but I had no insurance that allowed me to enter therapy. That is when Mary Endres introduced me to her philosophy of Pay it Forward: “I will pay for your therapy on two conditions. On the weekends and holidays that I leave, you agree to house and dog sit for me.” [Mary had two wonderful dachshunds, Bitte and Danke. Years later my first pets were two dachshunds.] “And you agree to help someone when you can afford it, either with money or in deed.” I agreed.

As the months passed, I went from being a patient to being an observer in Dr. Stuntz’s TA groups. He and a young minister, Steve Winners, formalized the TA seminars into “The Winner’s Circle”, whose members included several doctors, and a few of us graduate students. One such graduate student, Richard Erskine (Erskine and Zalcman, 1979), was also destined to receive the Eric Berne Memorial Scientific Award, and make significant contributions to TA.

In one of our TA seminar study groups Dr. Stuntz taught us Dr. Stephen Karpman’s Drama Triangle (Karpman, 1968), which postulated that people in [negative] Drama assumed one of three roles: Victim [V], Rescuer [R], or Persecutor [P], often times then shifting to another role. I was fascinated with the simplicity of such a profound concept. Little did I know that I would have my first experience in one of the roles of the Drama Triangle that very week, while being supervised by Dr. Stuntz as a co-leader in one of his therapy groups.

"Who would like to begin this evening?”, inquired Dr. Stuntz. Just then a man appeared in the doorway, reaching out as if to be grasping the air.

"I don’t know where to sit", said the newcomer.

“No one will be sitting in this chair”, offered Susan.

Jim moved slowly, with stuttered steps, again reaching out with both hands. "Oh, the man's blind,” I said to myself. Just then Jim veered toward the low coffee table in the center of the group. I instinctively rose to stop him, but was restrained by Dr. Stuntz's

hand on my shoulder. I felt a welling of anger, almost blurting out loud the words in my mind: “What's wrong with you! Can’t you see?! The man's blind, and he's going to get hurt!"

At the last second. Jim turned and missed the sharp edge of the table and sat down.

Dr. Stuntz began again, "Everyone, this is our new member Jim. Susan, let's start with you."

In our supervision debriefing Dr. Stuntz began with a searing statement: “You believed you had to be responsible for someone close to you when you were growing up.”

How did he know that? Then he went to the flipchart that still had the diagram of the Drama Triangle, showing the three roles of Persecutor, Rescuer, and Victim. He pointed out that Jim had not requested anything, advertising his being in a Victim role. Susan entered into the Drama Triangle by taking on the role of Rescuer, one of the reasons why she was in therapy.

Dr. Stuntz continued by telling me that Jim has conversion hysteria and is not organically blind. I justified with, “I just wanted to stop Jim from getting hurt….I didn’t know he wasn’t blind.”

Prone to giving homework, Dr. Stuntz said, with what I interpreted as a wry smile, “Let me know in our next supervision session if you were in the Drama Triangle with Jim.”

How would I know if I just wanted to do something thoughtful or if I had Rescued? Wouldn’t anybody want to help someone from getting hurt in the same situation?

After several days of self-reflection I realized that I must have been a Rescuer because my anger at Dr. Stuntz was not only in believing he was wrong, but also that he was “not OK”. I had switched to the Persecutor role.

So that’s why he had first said to me, “You believed you had to be responsible for someone close to you when you were growing up.” {Dear Reader: Steve Karpman and I have been friends now for forty years. Thank you, Steve for your genius contribution. Not a week goes by that I do not find application value in your Drama Triangle.}

I began conducting group therapy at the Wabash Valley Mental Hospital, still under the supervision of Dr. Stuntz. As those of us in The Winners’ Circle became more and more interested in TA, Dr. Stuntz invited Dr. Hedges Capers, Sr. to demonstrate how to do TA in a group setting, called a marathon. Hedges was a friend and confidant to the originator of TA, Dr. Eric Berne.

This experience was to be life changing for me.

Hedges came to Wabash Valley Mental Hospital to lead a two-day TA marathon. He ended the weekend with an experiential fantasy exercise. He instructed us, “Let’s imagine it’s five years from now, and we’re having a reunion to share all that we have done and felt these past five years.” I approached Hedges and said, “We sure have had a wonderful five years together at your institute in La Jolla. I finished my Ph.D., became an ITAA Clinical Member, and have had a few ideas published.” I felt scared and searched his eyes for any sign of rebuff. But instead, with a hand on my shoulder and a genuineness in his voice that I will never forget, Hedges said, “Taibi, my friend, we have helped people and thank you for being with me at the institute. And those TA ideas of yours have touched the lives of thousands.” That permission was given to me

before I was even a Regular Member, let alone before my first inclination of what a Driver would be.

I shall never underestimate the power of permissions. Within five years I had my Ph.D., discovered and developed the miniscript therapy model, published a handful of articles, was Guest Editor of the *Transactional Analysis Journal*, member of the Board of Trustees of and a Provisional Teaching Member in the ITAA, and had been Director of Clinical Training for Hedges at his institute for several years. He became my mentor, and my father-figure.

As I think of the potency of permission, I believe it is a function of personality structure. Hedges was a Rebel Base, then in a Harmonizer Phase. I, a Thinker Base, was also in Harmonizer Phase. His natural Harmonizer Phase Psychological Needs of Recognition of Person matched mine: "Taibi, my friend, we have helped people and thank you for being with me at the institute." And he intuitively addressed my Thinker Base recognition of work needs with, "And those TA ideas of yours have touched the lives of thousands."

I was inspired to utilize TA more in my practice. And I did. One evening after having just reviewed classic defense mechanisms and Berne's ego states, I made an interesting discovery in one of my therapy groups. With a knack for seeing how things fit together, and a natural skill for observing detail, I noticed that just prior to a patient showing signs of neurotic, psychotic, or personality disorder behavior, as evidenced by functional [i.e., observable] ego states, he or she would show behaviors that repeated consistently, lasted only a few seconds, and functioned like doorways to further distress. These observable behaviors were analogous both to classic defense mechanisms and to "counterscripts" in TA. I had discovered Drivers.

Dr. Eric Berne had quantified behaviors by looking at words, tones, gestures, posture, and facial expressions. My hypothesis was simple: if these Drivers did function as a doorway into obvious distress, then by making and completing a chart of these observable behaviors that were mutually exclusive, yet comprehensive, to any other such behaviors, then I may have discovered something of value.

After several weeks of observing in person and videotapes of patients, I had completed my matrix of five sets of mutually exclusive behavioral cues, all of which immediately preceded verbally attacking, vengeful, or victim behaviors. These five Drivers I called Please, Try Hard, Be Perfect, Be Strong, and Hurry Up. I coined the word Driver from Freud's drive, or basic instinct to repetitive behavior.

Since each such Driver could be projected or internalized, they represented an attitude of "for me" and "for you". [I originally called these Parent Drivers and Child Drivers, respectively]

As I conceptualized this in a TA framework, I thought of the four life positions hypothesized by Dr. Thomas Harris (Harris, 1967): I'm OK – You're OK, I'm OK – You're not OK, I'm not OK – You're OK, and I'm not OK – You're not OK. Drivers, however, fit in none of these positions. Rather, they represented a conditional position of "OK if", which further suggested a sequence.

Having an aversion to classifying people negatively, I took exception to Harris' contention that people assumed any form of "not OK" life position. Consequently I postulated that there was only one existential life position: I'm OK – You're OK. The

others were just behavioral. And Drivers represented another behavioral life position -- OK if, in two forms: I'm OK – You're OK if… and You're OK – I'm OK if….

As a Base Thinker I was drawn to the TA of the sixties, which focused on using one's Adult [thinking part] in order to solve one's problems. Consequently I created a TA inventory and decided to use it in my doctoral research: "Predicting Academic Underachievement in Ninth and Twelfth Grade Males with the Kahler Transactional Analysis Script Checklist" (Kahler, 1972). Interested in further validating the inventory, I expanded it for adults, included Drivers, and continued to gather data. After a sufficiently large sample population size, I asked a statistics professor for his evaluation and interpretation.

The results were at first disappointing, in that the strongest correlations were just with Drivers and scripts (Berne, 1970; "negative life blue prints"). The statistician, however, pointed out to me that whatever I was researching did have significance. The data naturally fell into six, mutually exclusive clusters at a high enough significance not to be random.

Several years later I realized that these clusters were actually the foundation for the Process Communication Model® (PCM) (Kahler, 1982a) and the Process Therapy Model™ (PTM) (Kahler, 1978) to be comprised of six Personality Types.

Of all his work I was most fascinated by Berne's explanation and interpretation of the script dynamics of Mrs. Sayers, described in his 1961 book *Transactional Analysis in Psychotherapy* (Berne, p.124). He had analyzed her behavior second-by-second and discovered her whole life script which she "had repeatedly played out over varying lengths of time ranging from a passing moment to several years." How incredible – the "telescoping of a whole script into a few seconds."

By the summer of 1971 I had discovered how Drivers reinforce life scripts thousands of times a day. As we move into Drivers, "energy is drained" from the OK – OK part of us, and this affects how we (preconsciously) structure our thoughts, as evidenced by Driver contaminated sentence patterns. (Kahler with Capers, 1974; Kahler, 1975a; Kahler, 1975c).

So by definition, a script is a failure pattern with a false belief originating in Drivers, reinforced through sentence patterns, and replayed throughout life in intensity as a function of distress.

With the discovery of the miniscript (1971-1972), I became more interested in process sequences: (1) an order of cathecting negative functional ego states (Kahler with Capers, 1974; Kahler,1975b); (2) an order of interring the Drama Triangle (Karpman, 1968; Kahler with Capers, 1974), with Drivers at the Rescuer or Victim (of a Rescuer) roles; (3) an order of starting games, with Drivers at Con and Gimmick. (Berne, 1970; Kahler with Capers, 1974).

The miniscript is the foundation for our current three degrees of distress for each Personality Type. This original miniscript had four positions, starting with (-1) any Drivers, then (-2) what we now call Drooper, then (-3) what we now call Attacker or Blamer; and finally (-4) Despairer. This showed that there was an observable order of a person going into distress. However, I had not yet realized that there were only six such sequences of distress. That would come later with the discovery of Phases and Phasing.

I conceived of the idea of the Four Myths in 1972 and wanted to be able to say in simple language how we reinforce and further negative behavior interaction by interaction: "I believe I or others can make you feel good emotionally." [R→V]
"I believe you or others can make me feel good emotionally." [V→R]
"I believe I or others can make you feel bad emotionally." [P→V]
"I believe you or others can make me feel bad emotionally." [V→P]

Myths are at the basis for justifying staying in maladaptive, distressed behavior.

The following everyday examples seem in and of themselves to be innocuous, but their repetition invites a belief in the Myths that can lead to justifying further distressed behavior.

"I knew that would make you feel good when I told you that." [R→V]

"You just made me feel so proud by saying that to me." [V→R]

"That must have hurt your feelings when he said that to you." [P→V]

"Bullies just don't know how much they are hurting other kids' feelings when they call them such bad names." [V→P] Note: I do not condone bullying. The point is that if I [am encouraged to] believe someone can hurt me emotionally by calling me a name, then I act like a Victim, and by doing so invite Persecutors who believe they can make me feel bad emotionally to continue such behavior.

On the Lecture Circuit

Dr. Paul Ware and I met in 1974, and became life-long friends. After he attended a weeklong seminar I had done in early 1975 in Dulzura, California, Paul hosted a seminar for me later that year in Shreveport, Louisiana, in which I: (1) presented six basic miniscripts, each reinforcing a different life script. I still did not think in terms of personality types, but rather of the six scripts I had earlier researched: Until, After, Never, Always, Almost I, and Almost II; and (2) demonstrated the positive transactions to offer when a person shows a Driver. These transactions became what we call Channels in PCM.

When offered	**Respond with**
Be perfect (for me or you)	Adult ⇄ Adult [Channel 3]
Be strong (for me or you)	+Critical Parent ⇄ Adult [Channel 2]
Try hard	Free Child ⇄ Free Child [Channel 5]
Please you	+Nurturing Parent ⇄ Free Child [Channel 4]

TA transactions were defined by the offering ego state and the receiving ego state, interaction by interaction. However, ego state theory had not yet encompassed positive and negative ego states, let alone "provided for" a diagramming of the location of Drivers. So, the discovery of Drivers led to my expanding of TA theory in several ways. One such was that classical, observable ego states had to be diagrammed more

precisely, separating the Parent and Child parts to show that there were positive and negative behaviors that were mutually exclusive (Kahler, 1975b). Additionally, that there was a sequence of how these ego states "cathected"—were used and observed. I soon realized that a three circle diagram of ego states was inadequate to indicate these discoveries (Kahler with Capers, 1974).

What I had been observing that was effective was that to invite someone out of a Driver, use a particular transaction [Channel], Based on the new designations I had made in functional ego states, that identified the behaviors of the positive halves of the Parent.

In 1976 Paul and I co-led a marathon in Shreveport, Louisiana. What I had been doing by selecting different transactions to use to connect with a client, depending on his or her primary Driver, Paul was doing with selecting Berne's designation of feelings, thoughts or behaviors. Whereas I focused on intervening at beginning distressed behavior (i.e., with being presented a Driver), Paul looked at the person's preference of feelings, thoughts, or behaviors.

Seven years later Paul had refined his concept of therapy "Doors," and what he called six Adaptations, and wrote an article in the 1983 *Transactional Analysis Journal* entitled "Personality Adaptations" (Ware, 1983).

In 1977 I finished *Transactional Analysis Revisited* (Kahler, 1978a). Paul Ware wrote the introduction: "Taibi has enlarged on his Process School of TA…his Process Therapy will become an important contribution to psychology."

Later that year I received the Eric Berne Memorial Scientific Award for the "Miniscript" (Kahler with Capers, 1974).

In 1978 I wrote the *Process Communication Model in Brief* (Kahler, 1978b), and *Managing with the Process Communication Model: Selecting, Retaining, Motivating* (Kahler, 1979a). I reasoned that if there are six clusters of negative behavior (the six scripts and the six clusters from the 1972 research), then there are six clusters of positive behaviors. Hedges Capers had suggested the OK miniscript. Jack Dusay had conceived of the Egogram (Dusay, 1972), which although suggesting a "measuring" of both positive and negative ego states, still suggested that we have an order of positive ego states in us. Paul Ware's Doors (Ware, 1983) strongly argued for an individual preferential sequence.

I coined the term "Personality Types" to emphasize that they are not clinical diagnostic categories, and that they have positive behaviors associated with them. My terms are Believer [Persister], Feeler [Harmonizer], Thinker [Workaholic], Doer [Promoter], Funster [Rebel], and Dreamer [Imaginer][1].

In 1979 I wrote and published the *Process Therapy in Brief*. (Kahler, 1979b), in which I: (1) separated the Process Communication Model (for non-clinical applications) and the Process Therapy Model (for clinical applications) by using different terminology, referencing Paul Ware and calling the Personality Type Adaptations: Doubters, Overreactors, Workaholics, Manipulators, Disapprovers, Daydreamers, and added a seventh, Cyclers; (2) described and diagrammed the miniscript in terms of three degrees of distress - *w*ords, tones, gestures, and facial expressions are given for each, as well as life positions, myths, and roles; (3) offered how to assess a client: Quadrize,

Contactize, and Driverize; (4) created, presented and explained the Assessing Matrix: (5) placed Thoughts, Feelings, Reactions, and Actions on the Assessing Matrix; (6) placed Drivers on the Assessing Matrix; (7) put Overreactors, Doubters, Disapprovers, Manipulators, Daydreamers, Workaholics, and Cyclers on the Assessing Matrix; (8) suggested traits,
Drivers, stoppers (functional script injunctions), rackets, games, scripts, and dynamics for each Type; (9) showed Drivers and scripts on the Assessing Matrix; (10) provided a table for what positive transaction (Channel) and contact area to use with each Type; (11) gave a table for the contact, target, and trap for each Type; and (12) offered a table for therapist-client potentially incompatible Adaptations.

The Coalescence of PCM

1978 was a pivotal year for PCM: I theorized that personality structure is composed of six Personality Types, discovered and defined Phases and Phasing, and began research.

For several years I had been conceiving of personality structure as a layering of six "positive" Personality Types within each individual. I was looking not only at clinical, distressed, or maladaptive behaviors of people, but also at all the positive behaviors as well. I visualized a six-floor house, with a different set of positive personality traits on each floor. I hypothesized what these positive traits would be for each of six Personality Types, that I then called Reactors, Workaholics, Persisters, Dreamers, Rebels, and Promoters. (I now wanted neutral terms, as I was not just focusing on my previous TA clinical miniscript view of them.) Such hypothesized traits included: Character Strengths, Personality Parts and Channels of communication, Perceptions, Environmental Preferences, Management and Interaction Styles, facial expressions, home/office preferences, and Psychological Need motivators. I was no longer looking at just a single negative pattern of a person clinically, but rather seeing each person as having a personality structure made up of six Personality Types available to him or her, and in some measurable order.

As I contemplated this, I asked myself question after question: Why are people motivated by different Psychological Needs at different times in their lives? Why doesn't a person's primary Driver ever change even though he or she might have a different distress sequence? Why does a person have a different script at different times in their life? Why do some people demonstrate not just one but two Distress Sequences?

As I asked myself these questions, I thought of how many people change throughout their lifetime, as if going through passages—growing from the pain—different in attitude, but same in their basic structure. I remembered what seemed like different "Phases" of my life. As I did, I realized that in each of these Phases I had a different miniscript (distress) sequence, as well as different Psychological Needs, although I was basically the same person.

I had a burst of insight. People start out with the miniscript (distress) sequence that matches the Personality Type on the first – or "Base" - floor of their six-floor personality "condominium." When they don't get the psychological need(s) associated with the

Personality Type on that floor met positively, they show the miniscript (distress) sequence of that Personality Type in order to get the same need met negatively.

Furthermore, each such Distress Sequence has a key psychological issue associated with it. If a person does not deal with that issue (i.e., experience the underlying authentic feeling associated with the issue), he will be "stuck" in that floor related Distress Sequence.

When the person finally experiences the underlying authentic feeling and resolves the issue, he or she will then "Phase" to his next floor, and have a new Distress Sequence, new potential issue, and new Psychological Need motivations in his or her life. These would be those associated with the Personality Type located on this next floor, which I refer to as the Phase Personality Type or, simply, the Phase.

The person would still have the relative order of positive characteristics of his or her personality structure. For someone who had not experienced a Phasing, the Base Personality Type and the Phase would be the same.

NASA

Research was needed. The timing was perfect. I had been hired by Dr. Terry McGuire, NASA's Lead Psychiatrist for Manned Spaceflight [1959-1996] in charge of selection and crew management, to work with him in choosing astronauts. {Dear Reader: It is time to give my profound thanks to one of the smartest, wisest, most knowledgeable, most OK individuals I have ever known. Terry, your humor, humility, and compassion for others is an inspiration for us all. I include humility as a major virtue of Terry's, as it was years after we had met that I found out he was the inventor of the first high altitude space suit, and the first external heart pacemaker.}

As Terry would kindly state in the foreword to the reference manual of Insight (Three-Sixty Pacific, 1992), "Dr. Kahler was invited to participate with me as a consultant in a selection cycle. As I conversed with the individual applicants, Dr, Kahler sat quietly and listened, only rarely asking a pertinent question. Ten to fifteen minutes into each two hour interview, he would make a few notes on a piece of paper and place it on the floor. When each interview was concluded, we would share our findings. To my amazement, he had been able to extract and commit to paper at least an equal amount of meaningful data about the applicant's personality structure in a fraction of the time it had taken me. My response was, 'I must learn how he does that.' Thus began a long and very satisfying personal and professional relationship that continues to grow and be enriched with the passage of time."

Hundreds of the best of the best were being interviewed, but we needed a more efficient selection process. We decided to do a research validation of a pencil and paper inventory to do what we were doing in person. It gave me the opportunity to expand into non-clinical applications, as well as test my hypotheses. It was to be the birth of the Personality Pattern Inventory™ (PPI) (Kahler, 1982b).

I had moved to Little Rock, Arkansas, more as a result of intuitive destiny than cognitive design. Among those with whom I would have a life-long friendship were Dr. Ron Boyle, who had asked me to come there and conduct a yearlong therapy training with a group of clinicians; Dr. Luther Johnson, who would become a Vice President in our company and be a trusted friend and advisor; and Dr. Bob Maris, who would help

with the validation of the PPI, be an unconditionally caring and giving friend, and who would interpret spiritual contributions to PCM.

The research took several years. By early 1982 the research was completed—with interesting results (Kahler, 2009). Now the 1972 research made sense. When I went back to it and inserted the new hypothesis, the data became significant at the >.01 level (Kahler, 2008, p. 271). The reason that I did not get the correlational significance at first was that I didn't factor in Phasing in life. For example, only one out of three people will have and show the distress sequence of their Base, because they have not Phased—that is, their Base and Phase are the same, as is their distress sequence. Two out of three of these people have Phased, and consequently will have a different Distress Sequence than that of their Base-- that of the floor Personality Type of their Phase.

These research findings included confirmation of the six positive Personality Types, each with its own measured amount of energy and order of Character Strengths, Environmental Preference, Perception, Psychological Needs, Management Style, Personality Part, and Channel. The research also identified the normal Distress Sequence of the current Phase the individual is in, as well as the Base Distress Sequence of his or her first floor Personality Type.

Correlations further indicated that each Personality Type has a certain Psychological Need(s), and that when not met positively, the individual will attempt to get the very same need(s) met negatively—with or without awareness. This showed how and why PCM could accurately predict distress behaviors in astronauts and the rest of us.

As Terry chronicled in a letter to me (McGuire, 2010):

> "Hi Taibi,
> This is to confirm in writing something you and I have discussed in the past. While functioning as NASA's Lead Psychiatrist for Manned Space Flight, I predicted significant crew function between selected crew members on five occasions. The primary source of friction was commonly someone imposed upon the flights for political reasons. In four of the five instances, the conflict became visible in-flight… In each case, the behavioral predictions were Based upon what I had learned from you and the studies of Process Communication through which you guided me.
> With respect and appreciation, Terence F. McGuire, M.D."

In 1982 I incorporated Kahler Communications, Inc., and wrote and published the *Process Communication Management Seminar* with profile report (Kahler, 1982a) and the *Process Communication Model Seminar* with profile report (Kahler, 1983), each computer generated by paper and pencil *Personality Pattern Inventory* (Kahler, 1982b). Our first formal seminar was held in Little Rock, Arkansas in April, 1982. [A special thanks to Dr. Brad Spencer for his financial input and to Charlie Owen for his friendship and wise legal advice.]

The data that was derived from the research included the following: Personality Types are correlated to both positive and negative behaviors. Paul Ware's 3 "Doors" are shown to be six mutually exclusive ways of experiencing the world, behaviorally observable as Perceptions.

Ware Doors		Perceptions
feelings	→	emotions
	→	thoughts
thoughts		
	→	opinions
	→	actions
behaviors	→	reactions (likes and dislikes)
	→	inactions (reflections)

Paul Ware has now agreed with my Process Therapy Model, and has changed his original clinical theory to match PTM (Ware, 2010), as he acknowledged in the following letter.

"Dear Taibi,

Over the years we have had good times, and learned from each other. This is to confirm in writing several things you and I have talked about on many occasions since I learned about your Process Communication and Process therapy Models through my visits to you and my bringing you many times to LSU Medical Center in Shreveport to teach your materials to my staff, colleagues, residents, and interns.

You have expanded through research my three Doors of thoughts, feelings, and behaviors into six Perceptions, each one correlating to one of your six Personality Types.

I also agree with your concept of each person having all six Personality Types available in a set order to form a personality structure "condominium", as well as one of these types being the "Base", most used floor [i.e., strongest Perception, ego state, transaction, character strengths, etc.] and one of them being the "Phase", which determines psychological needs and distressed sequence miniscript. When this miniscript warrants a diagnosis, it then is identified as one of my Adaptations.

I have always considered my six Adaptations as identifying distressed, miniscript behavior to the extent of warranting a "diagnosis". Your research correlations of Base, Phase, and where this occurs in a person's condominium adds new insight into what injunctions, games, and scripts would be involved and active. This means that we cannot just have a table of injunctions, games, and scripts to match a given miniscript or Adaptation, but need to consider the entire personality condominium structure of an individual – what is the Phase miniscript, and what have they Phased through and dealt with.

My Contact Door is what you call the Base, first floor Personality Type, open to being contacted with the matching Channel plus Perception of that type. My Trap

Door is what to avoid, so I agree that that would be any top floor in the person's condominium with scores there less than 20%. So, agreed, whatever Channel and Perception of those floor Personality Types should be avoided as the trap.

I agree that the Target is actually the Phase issue, which when dealt with results in the person phasing to the next floor, and showing more of that floor's Perception (Door).

May we continue our friendship, learning and growing together.

Paul D. Ware, M.D."

Process Model Confusion

From 1978 to 1982 I lectured on these Process Model concepts at TA Conferences, Institutes, trainings, and invitational gatherings throughout the world.

During these years my audiences included Vann Joines and Ian Stewart. Vann, when I presented my Process Model of six Personality Types at his Southeast Institute in Chapel Hill, and Ian when I trained in London, England in 1981. As Ian writes in the preface of Vann and his book, Personality Adaptations, (Joines, V. and Stewart, I., 2002), "Above all, I want to acknowledge the work and generosity of Taibi Kahler PhD, who, along with Paul Ware MD, developed much of the material described in this book. It was Taibi who (at a memorable training workshop in London, 1981) first brought home to me the power and usefulness of the model of personality Adaptations and the related ideas that make up his Process Model."

Although Joines and Stewart agree that what they call the Process Model in their book is my work, confusion has arisen, primarily due to their referencing my Process Model, mostly in its outdated form, from my 1970's publications.

To their credit, Joines and Stewart have vowed to continue to clear up any confusion about the origination and contributions to my Process Model, including correcting outdated and non-credited references in further editions and translations of *Personality Adaptations.*

Issues

In 1985 I postulated the issue for each Phase type, and began collecting data. The following table identifies the issue that will cause the Phase distressed behavior until that issue is resolved, at which time the person will Phase to the next floor of his/her condominium and have a new psychological need and a new distress sequence. Also offered is the probable early, unconscious decision associated with the issue. Note: (1) each issue is the only key to phasing for that Phase; (2) an emotion may be a cover-up or authentic, depending whether it is experienced in distress or in the condominium.

Phase	Issue	Cover-up Emotion	Authentic Emotion
Haramonizer	Anger	Sad	Angry

The early decision is likely to be, “If I express my anger at you, I will have hurt your feelings and/or you will reject me. Therefore I will please you and hold in anger.”

Thinker	Loss	Frustratedly Angry	Sad

The early decision is likely to be, “If I don’t do the thinking for you, then something bad will happen. Therefore I will be perfect and not make any mistakes, and as long as I am critical of you not thinking clearly I can avoid my grief.”

Persister	Fear	Righteously Angry	Afraid

The early decision is likely to be, “If I don’t make sure you believe the right way and do the right things, then something bad will happen. Therefore I expect you to be perfect and not do the wrong thing, and as long as I am preaching at you, I can avoid my own fears.”

Imaginer	Autonomy	Insignificant	Potent

The early decision is likely to be, “Things and people can make me feel bad. Therefore I will withdraw, and as I become passive I can avoid making my own decisions.”

Rebel	Responsibility	Vengeful	Sorry

The early decision is likely to be, “If you don’t do the thinking for me, then I won’t be happy. Therefore I will just Try hard. When you don’t make me feel good, then it’s your fault I feel bad, and as long as I blame you I can avoid taking responsibility for making myself feel good or feel bad.”

Promoter	Bonding	Vindictive	Intimate

The early decision is likely to be: “Things and people can make you feel bad. Therefore you will have to be strong and abandon anyone who gets too close. And as long as I abandon you, I can avoid intimacy and bonding with you.”

Around the World

For many years I lectured regularly in Mexico, the Caribbean, South America, and Europe. This provided many relationships to develop into PCM business collaborations. Initial contracts included the rights to Canada (1987) and to Belgium (1987); the following year, Denmark and France. {Dear Reader: France was a milestone for PCM and for me personally, as it created a relationship with my dear friend, Gerard Collignon, who has done so much in spreading the word of PCM, not only in France, but also now in Europe and Africa. Gerard, I am grateful for your friendship and thankful for your significant contributions to our mission: Significantly to enhance the quality of lives for generations.}

We now have representation in five continents: North America, Europe, Africa, Asia, and Australia, with PCM having been taught in more than thirty countries, in more than a dozen languages. As of the end of 2012, we have profiled 900,000 people worldwide. Thank you, certified trainers and coaches, who number more than 3,000 over the years, and you authors of more than 50 books on or referencing PCM in its various forms.

Bill and Hillary Clinton

In 1984 I was asked by Hillary Clinton to give a private three-day PCM seminar to then Governor Bill Clinton, her, and a few of their close friends. I was immediately struck by how dedicated, bright, clear-thinking, and charming both of them were. We visited and had lunch at our home.

The very night that the seminar ended, I got a call about midnight from Bill. He informed me that he had just received a death threat on his life as well as on the lives of Hillary and his daughter, Chelsea. His security people were on the way to my house with a recording of the threat, and he asked if I would listen to it and give him all the feedback I could about the person. I did. Apparently it was of some value, because over the years in relation to a variety of situations and issues, Bill has called upon me. We became friends.

During his campaign I was asked to review and edit speeches. People listen most attentively (to a candidate) from their perceptual frame of reference. In other words, Thinkers listen through thoughts and want the candidate to give the facts. Harmonizers listen through emotions and want the candidate to give from the heart, and so on. Therefore, how (the ***process*** of word choice) we say what we say (***content***) is indeed crucial to inviting people to even want to listen to us. This is the same phenomenon involved with connecting and establishing rapport in sales. Furthermore, it appears that people make major decisions (such as voting or buying) from their Phase because of the Psychological Need that is motivating them.

Once elected, the Clintons chose PCM to be used in training the White House staff.

Process Education Model

Our Process Education Model (PEM) has helped us fulfill our mission statement by spreading the information to educators, students, and parents. And for more than twenty years Joe and Judy Pauley have been the leaders of PEM, speaking at conferences, training at colleges and universities, writing books and papers, encouraging PEM masters theses and research, and impacting the lives of thousands of youths around the nation.

I know of no more dedicated a couple to the values of our model, and what it means in the lives of educators and students. Their efforts and results have not gone unnoticed. In November of 2008 at the U. S. conference of the National Dropout Prevention Center/Network (NDPN) at Clemson University, attended by 1,300 educators, Dr. Judy and Joe Pauley, were presented the Crystal Star Award by the NDPN. This honored them as the persons who made the most significant contributions to education in America in helping kids to want to and do stay in school. {Dear Reader: Please join me in saying to Joe and Judy, “Thank you for your perseverance and

dedication. We are most grateful to you and for all you have given us….And, yes… You aren't done yet! ☺"}

The Pauleys are retiring in 2013 from managing PEM, but not from PCM or PEM. They have chosen my good friend and colleague, Dr. Michael Gilbert to take over the leadership of PEM. Michael has been responsible for the supporting of many dissertations, as well as his own research, including a recent validation study of the PPI with Ryan Donlan and Frimpomaa Ampaw. To date in the U. S., PEM and PCM have been the topic for 38 dissertations and theses, and has been taught in 29 colleges and universities.

Some interesting additional information includes:

The Base Personality Type of an individual is either present at birth (my belief) or develops soon thereafter, and according to test-retest reliability research does not likely change in life (Stansbury, 1990, funded by a grant from NASA).

Observations from 1978 to 1996 of more than 20,000 children in Brevard Community College Day Care Centers by Process trained professional parent educators (Geier, 2007) support that the order of the Personality Types (i.e., the individual's personality condominium) is set by about seven years of age.

Research also supports Phasing and Phase issues, including dealing with the Phase issue associated racket and underlying authentic emotion: Face validity: 97% of participants in our Advanced Seminar who had Phased reported that they had experienced the expected (theorized) frequent and intense Phase distress sequence in resolving that issue, and then Phased. Of these, 93% reported that they had experienced the expected (theorized) associated issue cover-up emotion, and then the underlying authentic emotion (Kahler, 2008).

The Future of the Process Model

I have no intention of shuffling off this mortal coil anytime in the near future, but when I do the model is in good hands. My friend and trusted colleague Rob Wert will captain and guide the ship ably.

And we have so many others of you, who will be carrying on the model message to help the quality of lives for millions. My sincere thanks and appreciation.

International Owners: Gerard Collignon (Africa and France); Cyril Collignon (Europe); Jacques Leloup (Belgium); Ulla Lindroth (Finland); Miyako and Isao Miyata (Japan); Rainer Musselmann (Austria, Germany, Switzerland); Andrea and Werner Naef (Australia and New Zealand); Jean Pierre Raffalli (Luxemburg); John Parr (Romania).

PCM Master Trainers: Gerard Collignon, Michael Gilbert, Luther Johnson, Jerome Lefeuvre, Jacques Leloup, Hideyuki Masuda, Isao Miyata, Miyako Miyata, Rainer Musselmann, Andrea Naef, Werner Naef, John Parr (also Certifying Master Trainer), Joseph Pauley, Judith Pauley, Nathan Regier (also Certifying Master Trainer), Robert Wert.

PEM Master Trainers: Michael Gilbert, Joseph Pauley, Judith Pauley, Nathan Regier.

PTM Master Trainers: Michael Brown, Gerard Collignon, Rainer Musselmann, John Parr, Nathan Regier.

"Cognosco, ergo sum." T. K.

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Verifying the Validity and Reliability of the *Personality Pattern Inventory:* Preliminary Results

Expanded Paper

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on Process Communication

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August 30, 2012)

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Verifying the Validity and Reliability
of the *Personality Pattern Inventory:*
Preliminary Results

Introduction

The *Personality Pattern Inventory® (PPI)* (Kahler, 1982, 1996) was created to provide information regarding individual choices from which specific communication, interaction, and motivational preferences could be interpreted.

The original inventory (Kahler, 1982) had 22 items and was shown to be valid (Kahler, n. d.).

The inventory was revised (Kahler, 1996) into a more robust form. It is the revised form that was the subject of this investigation.

The inventory looks for patterns of responses to determine an individual's Base personality (out of six possibilities) and one's current motivation (called "Phase"). The interpretation of the results allows for the determination of the confidence of Base and Phase determinations. Only those results with confidence levels of 72% or higher were used for this study.

Additionally, in matching results with previous patterns, results that suggested questionable validity (QV) were culled from the sample. The eventual sample included 54,233 subjects (1998-2011), whose identities were anonymous to the researchers. [Sample size far exceeded the benchmark deemed "excellent" for stable factor analysis, that of $n = 1{,}000$ (Gregory, 2011).]

History

The PPI is the basis for one to access various aspects of the *Process Communication Model® (PCM)* (Kahler, 1982a). Only the Base and Phase concepts of the PCM were the foci of this study.

Base personality reveals one's character traits; personality parts, expanding on ego states (Berne, 1964; Kahler, 1975); channels of communication, an expansion on personality parts (Berne, 1961; Kahler, 1979a); environmental preferences (Kahler, 1979a); and perceptions (Berne, 1972, Kahler, 1982; Ware, 1983).

With historical underpinnings from Karl Jung and Alfred Adler, Berne (1972) described ego states as thoughts and feelings manifested by corresponding patterns of behavior. Ware (1983), a psychiatrist, described thinking, feeling, and behaving as three "doorways" through which a therapist might connect with patients.

Kahler's (1979) concepts of perception envisioned thoughts as being related to facts but also that opinions can color facts to yield beliefs. Feelings are the internal impressions on the senses. External expressions are placed in three categories – those pertaining to outcome-motivated activities (Actions), those pertaining to the external expressions of likes and dislikes (Reactions), and those pertaining to reflective responses to the environment or others (Inactions).

Approach

Construct validity was selected as the approach in studying how well the Personality Pattern Inventory measures what it is supposed to measure (Anastasi & Urbina, 1997). The notion of validity involves overall soundness (Cronbach, 1990) and plausibility of interpretations (Miller, McIntire, & Lovler, 2011).

Construct validity involves theoretical and psychometric evidence (Anastasi & Urbina, 1997; Miller, McIntire, & Lovler, 2011). In this study, theoretical constructs were Base and Phase personalities (Kahler, 1972, 1982, 1982a, 2004, 2011). Psychometric evidence was provided by factor analysis and Cronbach's alpha (Tavakol & Dennick, 2011).

Two general hypotheses guided the research:

H_1: There is no relationship between and among the items of the *Personality Pattern Inventory*.

H_2: There is no consistency of responses between subjects completing the *Personality Pattern Inventory*.

Instrumentation

The *PPI* uses 42 items to reveal patterns. Nineteen of the items relate to Base, and the remainder relates to Phase determinations, both positive and negative. (Negative Phase is described by the PCM as *distress*, or lack of positive needs fulfillment.)

Each item forces a choice by the subject from six options. A respondent may list from none to six choices in order from highest to lowest preference. The various choices stem from the theoretical underpinnings of the PCM, and the scoring key was provided confidentially to the researchers. (The specifics of the inventory are proprietary and not available publicly.)

Methodology

Factor analysis served as the principal method of statistical analysis. It included mathematical procedures to identify components (factors) of commonality within instrument responses (Cohen & Swerdlik, 2002). Factor analysis produces a parsimonious description of complex data (Gregory, 2011). Factor analysis allows researchers to determine the unobserved characteristic, which may be influencing the response choices of participants. As an example for this study, the expectation was that individuals who have the same base personality type would select a similar response set to the base questions on the inventory; factor analysis allowed the measure of that expectation.

Two types of factor analyses are generally employed – exploratory factor analysis and confirmatory factor analysis (Cohen & Swerdlik, 2002). Kahler's earlier work in model creation and subsequent validation utilized exploratory factor analysis (Kahler, n.d., 1972, 1982, 2004). This study takes that validation a step further.

Techniques in factor analysis produce findings that are by their very nature conservative.

> No amount of statistical analysis can rescue data based on trivial, irrelevant, or haphazard measures. If there is no gold to be found, then none will be found; factor analysis is not alchemy. Factor analysis will yield meaningful results only when the research was meaningful to begin with (Gregory, 2011, pp. 162-163).

Methods involved included not only the statistical analysis of data, but also item analyses of the *Personality Pattern Inventory*. Most of the questions relating to determining one's base personality are couched in choosing one's preference of responses from among six possibilities. Two of the items speculated about other people or positions, as compared to the other items that appeared to be more experiential. These speculative items seemed into interfere with the loading on the various components (factors) and were removed from the analysis.

Since Kahler (2004) had developed the theory of the six personality types for both the base and phase stage, our study used Principal Component Analysis with a six-factor restriction to determine the fit of participant responses to these factors. The researchers employed a Promax with Kaiser Normalization as the rotation method employed since response sets were to the same questions and thus highly correlated. Since the researchers were given the responses based on the theoretical underpinnings, the methods were arranged to distribute the loading across the components. Factor loadings of .300 or higher were used to distinguish one component from another. Higher factor loadings show how well a question fits within the personality type.

Results

Validity

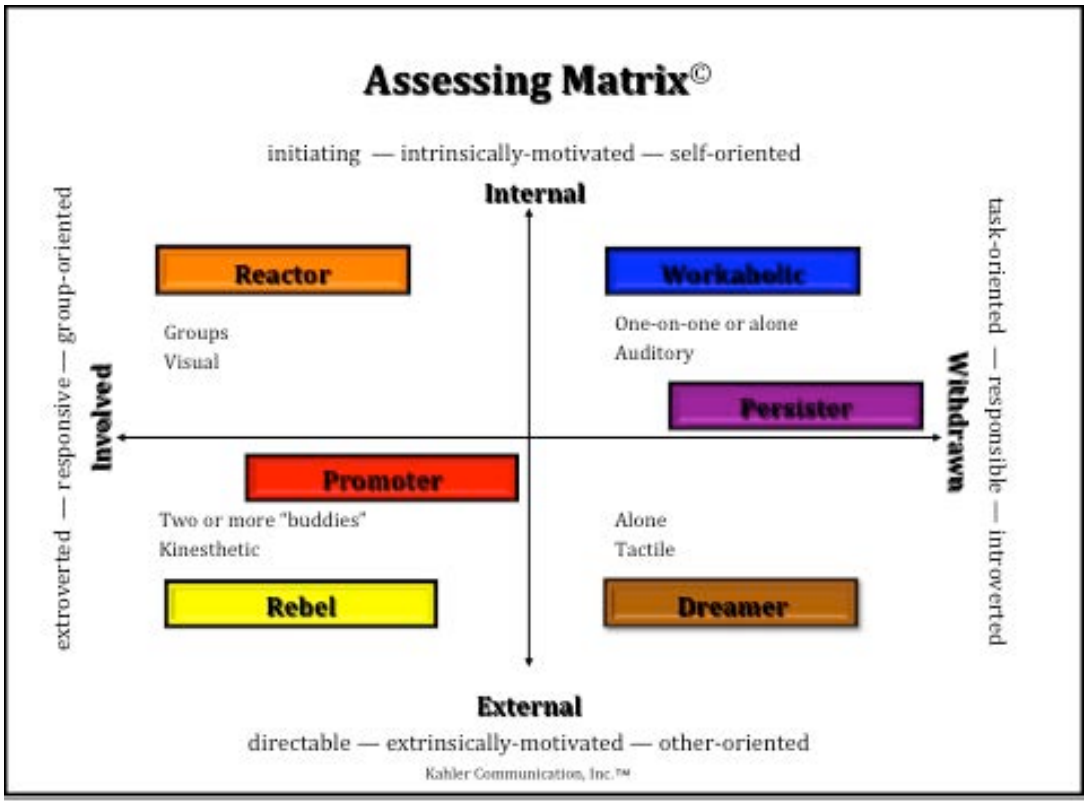
Base. Seventeen of the 19 items that related to Base showed five distinct components. The confidence level for valid Base results was 76%, yielding 41,649 subjects. The table below shows the number of items and load ranges for each distinguishable component:

Reactor	16	.329-.685
Workaholic	14	.436-.630

Persister	13	.323-.607
Rebel	12	.374-.586
Dreamer	11	.302-.590

One component had no distinguishable pattern in the target range, nor was there a component that clearly related to the Promoter personality. However, seven Promoter items loaded in the target range (.322-496) on the predominantly Rebel component. One speculation may be the issue of primacy – that is, Promoters are action-oriented and geared to completing tasks quickly and easily. It might be that subjects who were potentially Promoters might have chosen the first response that suited them without reading through all of the choices. Further, there was no information as to the possible percentage of Base Promoters in the sample. General *PPI* demographics suggest that there are 5% Base Promoters in the general population.

Phase. The determination of Phase is knottier, since Phase speaks to motivation, both positive and negative (lack of positive fulfillment of needs). In the PCM, each of the personality types distributed into four quadrants of an Assessing Matrix, with one axis going from involved to withdrawn, and the other going from internal to external (see figure below.)



Reactors and Dreamers are in quadrants by themselves, while the other four types are paired. An example of the similarities among Workaholics and Persisters is that they both are energized by recognition for their work – Workaholics for work done well and Persisters for work in which they have a strong conviction. Similarly, Rebels

and Promoters are energized by things that stimulate or excite them. Since these motivators are closely related, clear patterns were less obvious when looking at the items that determined Phase and how they loaded on the components.

The confidence level for valid Phase results was 72%; there were 54,233 subjects who fell into this range. An analysis of *all* of the items (23) that related to Phase determination yielded the following distinguishable components, excluding one item that might be re-examined:

Reactor	19	.303-.606
Dreamer	17	.347-.636
Workaholic	11	.367-.579
Persister	9	.301-.469

One component that paired personalities was:

Promoter/Rebel	9/4	.323-.656

The remaining component did not have a distinguishable pattern.

An analysis of positive Phase items (15) showed some clearer component distinctions:

Reactor	12	.309-.627
Rebel	10	.321-.636
Dreamer	10	.336-.720
Promoter	9	.377-.689

One paired component emerged:

Workaholic/Persister	9/6	.307-.527

One explanation of the combination is that both Workaholics and Persisters are motivated by recognition of their work. The remaining component did not have a predominant pattern; however, there were three Workaholic items (.677-.805) and four Persister items (.398-.811) that loaded positively on that component. Three of the items were the same.

An analysis of the negative Phase items (8) showed the following distinguishable patterns, although two components had only three items that loaded >.300:

Reactor	8	.402-.689
Dreamer	8	.429-.656
Persister	8	.308-.507
Promoter	3	.584-684
Workaholic	3	.476-.558

One paired component emerged:

Rebel/Promoter	8/5	.318-.591

Reliability

The internal consistency of the *PPI* was analyzed using Cronbach's Alpha, describing the extent to which all the items in a test measure the same concept or construct and, hence, it is connected to the inter-relatedness of the items within the test (Tavakol & Dennick, 2011). The coefficients for Base and Phase items appear in the table below.

Factor	*Base*	*Phase*
Reactor	0.85	0.81

Workaholic	0.82	0.75
Persister	0.79	0.74
Rebel	0.76	0.78
Promoter	0.68	0.73
Dreamer	0.66	0.79

The strongest reliability was shown with both Reactor Base and Phase aspects of the *PPI*. Since 0.70 is the usual target for confidence, Base Dreamer and Promoter responses might be re-examined for wording and placement in the inventory, especially as primacy might explain the way in which Promoters are likely to respond.

Discussion

The original *PPI* was based on Kahler's original research (1972) regarding miniscripts, extended to the development of the Process Communication Model. The first iteration contained 22 items. The basis for the current analysis was the expanded version, which contained 42 items scored to determine Base (perception) and Phase (motivation) designations of respondents. Items that appeared more speculative than experiential were excluded from examining validity and reliability.

Using >.300 as the threshold, five Base components (factors) emerged clearly. A sixth loading did not reveal a clear pattern. Also, there was no clear Base pattern for the Promoter personality.

In examining the Phase items, all (23), positive (15), and negative (9), five patterns were seen. With each analysis, there was also one grouping that combined both Rebel and Promoter responses, with Rebel responses predominating.

The internal consistency was verified for 10 of 12 possibilities, using 0.70 as the threshold. The Base results for Dreamer and Promoter were slightly below the target.

The conclusions are that the expanded version of the PPI is both valid and reliable. There are some items that might be re-examined and considered for revision or elimination. "Although confirming evidence contributes to a judgment that the test is indeed a valid measure of some construct, contrary evidence – on the bright side – provides a stimulus for the discovery of new facets of the construct or alternative ways to measure it" (Cohen & Swerdlik, 2002, p. 173).

The guiding hypotheses were both rejected. The conclusions are:

- There were relationships between and among the items of the *Personality Pattern Inventory* that yielded five clear grouping of items.
- There was reliable consistency of responses among the sample subjects who completed the *Personality Pattern Inventory.*

Implications

Beyond the findings of Kahler's (n.d.) original validation studies, training evaluations have verified the accuracy of the *Personality Pattern Inventory*. Consistent responses from inventory completers confirm the accuracy of the profiles generated from the responses as 8.7 on a 10-point scale (T. Kahler, personal communication,

August 16, 2012). In that sense, both developers and users have played a legitimate role in instrument validation (Cohen & Swerdlik, 2002). The purpose of this study was to provide current, empirical data on the validity and reliability of the expanded PPI now in use. Therefore, both aspects of the study were fulfilled – the PPI is both valid and reliable.

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An Examination of Teacher Ability to Communicate with Students and Student Achievement

The following article is a product of a doctoral research project.

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Abstract

The expectation for teachers to increase the achievement levels of all students in their classroom is the primary focus of attention in American schools. Never before has there been as much emphasis placed on meeting the needs of every student to get them college- and career-ready. The ability to connect with all students is no longer an option but an expectation in the classroom. This study compared a teacher's ability to communicate with students to student achievement. Teachers were asked to choose five students that he or she communicated with easily and five students with whom he or she had difficulty communicating. Ability to communicate with students was compared with student achievement to determine if there was a significant relationship. The information derived from the Personality Pattern Inventory (PPI) was used to compare the amount of energy teachers and students had available to interact with each other.

An analysis of the data revealed that a teacher's ability to communicate with students does impact student achievement for academic measures that align with teacher expectations, such as grade point average (GPA), but external measures created by someone other than the teacher, such as reading and math Michigan Educational Assessment Program (MEAP) scores, did not show the same results. The critical finding in this study is that teacher identification of students as easy or difficult to communicate with seemed to be a function of locally created assessment differences, but had no bearing on external measures of achievement.

Keywords: student achievement, communication, PPI, students, teachers, GPA, education, PCM, PEM, Personality Pattern Inventory, Process Communication Model, Process Education Model

Introduction

The research from this study showed that the ability of a teacher to connect with students can have a significant impact on student achievement. For academic measures that align with teacher expectations such as GPA, communication is essential for student understanding of teacher outcomes in an effort to reach success. Results showed that there was not a difference between easy and difficult students on standardized tests. When the measure was external and not aligned with teacher expectations, there was no difference in performance between easy and difficult students. To best serve students and prepare them for the 21st century, teachers need to be able to help guide students to meet proper goals that will get students ready for life after high school. Goals need to align with standards aimed at getting students college- and career-ready. In addition to proper goal setting, teachers need to connect with students on an individual basis through effective communication and a delivery

method that is most conducive to individual student learning. Communication gives support to other research-based best practices. This is especially necessary with GPA being a large component for the college application and selection process after high school. Communication can have a large influence on whether or not students make the grade and are accepted into the college or university of their choice. It is recommended by this study that administrators, teachers, secretaries, and other staff members who interact with students have training in how to connect with or communicate effectively with students. Specifically, it is recommended that educators participate and utilize the Process Education Model (PEM) training designed to help educators better understand how students prefer to communicate and what motivates them in an effort to better accommodate individual needs. PEM is "the updated educational applications of the Process Communication Model" (Gilbert, 2010, p. 3). Individuals, including students and educators, are unique and different but have common patterns that are exhibited based on personality structures (Kahler, 2009). PEM can help educators to understand these patterns and give practical strategies on how to best accommodate student needs (Gilbert, 2010). This study found that the top personality strengths for all students were Rebel, Harmonizer, Thinker, and Imaginer. The overall mean personality strengths for all students give insight into the general student population that teachers may consider when designing lesson plans. Educators need to be equipped with the necessary tools to be strategic at meeting the needs of individual students and communicating effectively.

It is also recommended that school districts and intermediate school districts offer professional development that includes training on communicating effectively with students and focusing on the individual needs of students. Differentiated instruction helps teachers tailor instruction in response to individual needs allowing for different avenues to learn content (Fuchs & Fuchs, 2006; Tomlinson & Allan, 2000; Tomlinson, Brimijoin, & Narvaez, 2008). When planning professional development for teachers, administrators and school improvement teams should strongly consider providing teachers with the tools necessary to connect with all students to help give fidelity to other best practices. Giving teachers the opportunity to communicate with students by considering student preferences will increase the likelihood that students will meet teacher expectations in the classroom. At-risk students require a learning environment that focuses in individual learning preferences (Gilbert, 2005). The outcome of understanding and meeting teacher expectations may ultimately result in higher student achievement as measured by GPA. An increase in GPA can give students more options after high school graduation for both college selection and career opportunities.

Finally, it is important for educators at the college level training instructors, administrators, and teachers in the classroom to understand the importance of aligning various measures of student achievement because of the noted differences between GPA and MEAP scores found in this study. Educators need to be able to clearly communicate the adopted state expectations with students to set goals, provide instruction, and provide appropriate feedback regarding levels of proficiency. Helping educators align classroom expectations with state expectations should be done at the pre-service and in-service levels to help increase the efficiency of teachers. The standardized measures have an impact on determining a teacher's effectiveness, and a student's GPA influences admittance to colleges after high school graduation. Teacher preparation institutions need to prepare teachers to assess students in a way that is more closely aligned with 21st century standards and expectation set forth by the state. Administrators need to have an understanding of this to know how to lead teachers best and hold them accountable.

Problem

Getting a quality education is an expectation for all children living in the United States and many other countries in the world. It is a necessity in order to become a productive global citizen in society. In order to advance as a society, the ability to simply show up on time and follow directions is no longer the means to attain success as it was 30 years ago. To become successful in the 21st century, students must have the skills that allow them to be creative thinkers and problem solvers in a global society. As years have passed, so has the skill set required for success. Unfortunately, many students have not met this challenge (ACT, 2005).

The expectation of acquiring 21st century skills is crucial for the success of today's students in the workforce and in college. Not preparing students adequately for the real world has a drastic negative impact. The entire American society is affected when U.S. students perform subpar as measured by ACT's national readiness indicators (ACT, 2005). ACT is a national test that American high school students take. It is often used as a part of college admissions as it is an indicator of student success in college level courses. Currently, American student performance is poor and below that of other countries. As many other countries have risen to the higher expectations of the 21st century, the U.S. has not. Modern times demand that the American education system keeps pace with other countries (National Governors Association, the Council of the Chief State School Officers, and Achieve, 2008). Consequently, the effects of not responding to the educational needs of students in the U.S. impact individual students and the nation as a whole.

Background

Education is the great equalizer in the U.S. and many other countries. It can put students from various backgrounds on a level playing field for the current competitive job market. In the U.S., getting an education is not a privilege, but it is the right and a requirement of all school-age children. The federal legislation of the No Child Left Behind Act (NCLB) stated, ‘‘The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments” (No Child Left Behind Act, Pub. L. No. 107-110, § 1001, 115 Stat. 1426, 2002).

Education impacts the quality of life for individuals, but the residual effects have a large bearing on society, as well. Even with all of the current research aimed at moving students toward proficiency, the U.S. is still falling short in educating all children according to the expectations of federal legislation, such as NCLB. Unfortunately, many students graduate from high school, leaving school unprepared for college or the workforce. Success requires 21st century skills. Educating students has now become a game of survival. Educators need to teach students the skills they need to survive in an unknown future.

To ensure that all students are performing at a level deemed acceptable according to NCLB, every student must reach a high level of proficiency. The only way this will happen is by focusing on individual students. With educators pursuing the expectation that all students will become proficient, many best practices in the form of research-based strategies are employed. Best practices promote student growth and proficiency. “Effective teachers must first connect with their students personally as the precursor to foster student learning” (Gilbert, 2005, p. 15). Effective communication is a necessary best practice for student success. Clear goals and feedback must be communicated with students. While it is easy to communicate with some students in the classroom, there are other students who are difficult to reach because of differences in personality types. If teachers can find a way to communicate more effectively with all students using the students' preferred ways of communicating, then more students are likely to reach the level of proficiency required by federal and state laws. The

ability to communicate effectively with struggling students can help educators determine what type of assessment and interventions will be most beneficial for individual students.

Purpose of the Study

Due to the high standards placed on educators to foster student learning, addressing individual student needs is essential. The results of this study will help educators understand how to increase their ability to connect with all students to impact student achievement positively. It supports educators by providing necessary tools to communicate with students more effectively. Specifically, strategies are recommended to use with difficult students by identifying the common ways in which difficult students communicate. The purpose of this study was to test the relationship between a teacher's ability to communicate with students and student achievement.

Method

Administrators from 288 schools in five regions in Michigan were contacted to participate in this study. The eventual sample for the study was nine teachers and 73 students. Four of the seventh grade teachers taught math, and five of the seventh grade teachers taught English language arts (ELA). Teachers were asked to identify five students that they communicated with easily and five students with whom they had a difficult time communicating. The criteria for identifying students were left up to the discretion of the teachers. A total of 40 *easy* students and 33 *difficult* students were identified for a total of 73 students that participated in this study. Student achievement was measured by Grade Point Average (GPA) and Michigan Educational Assessment Program (MEAP) scores. MEAP scores are standardized tests created by the state to measure student growth and the effectiveness of teachers.

The following research question was examined throughout this study: What is the relationship between a teacher's ability to communicate with students and student achievement? The following hypotheses were explored to inform this study.

1. There is no significant difference in personality strengths between teachers and easy students.
2. There is no significant difference in personality strengths between teachers and difficult students.
3. There is no significant difference in personality strengths between easy and difficult students.
4. There is no significant difference in GPA between easy and difficult students.
5. There is no significant difference in reading MEAP scores between easy and difficult students.
6. There is no significant difference in math MEAP scores between easy and difficult students.
7. There is no significant difference in student achievement between GPA and MEAP scores.

Research Design and Data Collection

In accordance with university guidelines, teachers were asked to identify five students with whom they had difficulty communicating and five students with whom they communicated easily. Teachers determined their own criteria for identifying the students because the goal of the study was to inform teachers what best practices work best with students that they deem to have had difficulty communicating and verify what worked well with easy students. Teachers were asked to share with the researcher the criteria they used to identify students.

The teachers and students completed the Personality Pattern Inventory (PPI) by ranking a series of statements that output each participant's personality structure and personality strengths. The teachers assisted students in getting to the correct website and logging in properly, but the students took the PPI on their own. From the PPI, the personality strengths were obtained.

Student achievement was measured by GPA for the previous school year and the most recent available MEAP scores in math and reading. Both GPA and MEAP scores were used in this study because each measures student achievement differently. In reference to GPA, "It is reasonable to assume that grades are mostly students' ability to meet teacher expectations" (Gilbert, 2010, p. 9). The MEAP test was used to measure success on an external test used to compare student achievement throughout the state of Michigan. All public schools gave the same reading and math MEAP tests in third through eighth grades.

Analysis of Data

Data collected in this study were used to determine the relationship between a teacher's ability to communicate with students and student achievement. The results may provide educators with knowledge about what best practices are likely to impact student achievement positively. It can inform teachers about how to communicate best with all students on an individual basis. The ability to differentiate instruction in the classroom to impact all students by understanding how to communicate goals and provide feedback can make a significant impact on the number of successful students in the U.S. If more students are successful in the classroom, then more students will be prepared for college or the workforce after they graduate high school. In this study, the mean of the personality strengths within the teacher group, easy students, and difficult students were compared using a t-test. A t-test is a statistical analysis that compares two mean scores to determine if they are actually different from one another. Student achievement was measured by comparing the mean GPA and MEAP scores between the easy and difficult students using a t-test. An ANOVA was conducted to test if there was a difference in student achievement between and among groups. An ANOVA is a statistical analysis similar to a t-test that compares two or more mean scores to determine if they are actually different from one another.

The first three hypotheses were tested using data gathered from the PPI. The Interaction Span of students and teachers were used to identify personality strengths. "One of the more interesting categories generated from the Kahler PPI is Interaction span−the amount of relative energy (on a scale of 100) one has to deal with other personality types" (Gilbert, 1999, p. 252). The personality strength data were first analyzed using descriptive statistics to get a better understanding of the test sample in this study. Three t-tests were conducted comparing means using a statistical program called SPSS to determine if there was a significant difference between the personality strengths between students and teachers.

Student achievement data were used to answer the second three hypotheses in this study. MEAP and GPA data were used to measure student achievement. Data were first analyzed using descriptive statistics to understand more thoroughly the test sample in this study. Three t-tests were conducted comparing means to determine if there was a significant difference between student achievement scores between easy and difficult students. The first t-test compared GPA between easy and difficult students; the second t-test compared math MEAP scores between easy and difficult students; and the third t-test compared reading MEAP scores between easy and difficult students.

Student achievement was further compared by testing to see if there was a difference in the procedures used to identify student achievement. The researcher conducted an ANOVA comparing GPA, math MEAP scores, and reading MEAP scores to determine if there was a

statistically significant difference between them. Due to the inverse nature of GPA and MEAP scores, GPA scores were inverted on the 4.0 scale prior to conducting the ANOVA to standardize all measures of student achievement. An ANOVA does not determined where there are differences in mean scores so a Tukey HSD post hoc analysis was required to determine which measures of achievement were different. A Tukey HSD post hoc comparison of these data were used to show where there was a statistically significant difference between means.

Instrumentation

The instrument used to gather data regarding personality strengths was the PPI. The PPI was developed by Kahler (1982) to identify personality types and strengths. "The PPI can predict normal and severe distress sequences for the individual. Further research yielded correlations with standard management and communication concepts" (Kahler, 2008, p. 266). The Interaction Span was measured and both the teachers' and students' energy levels were determined. The PPI determined the individual amount of energy that each person had to interact with other personality types.

The personality strengths of both the teachers and students were obtained from the PPI. Obtaining the personality strengths in this study was of importance because it was a measure of the amount of energy available to interact with others. The PPI determined if a person had high or low levels of energy to interact with each of the personality types. For example, if a teacher had high levels to interact with Harmonizers, Thinkers, and Persisters, and low levels of energy to interact with Rebels, Imaginers, and Promoters, then he or she would likely had difficulty communicating with a student who had high levels of Rebel, Imaginer, and Promoter energy, but low levels of Harmonizer, Thinker, and Persister energy. Personality differences occur because of "how we take in and deliver information," or our perceptions (Kahler, 2009, p. 6). Differing perceptions can cause difficulty when communicating. Harmonizers view the world through emotions, Thinkers through thoughts, Persisters through opinions, Imaginers through inactions, Rebels through reactions, and Promoters through actions (Kahler, 2009). By comparing the amount of energy available to interact with other personality types, the researcher determined the ability of a group to communicate with another. In this study, the means of the personality strengths within the teacher group, easy students, and difficult students were compared. Student achievement data were also compared between students who were difficult to communicate with and those whom teachers identified as communicating with easily. Student achievement was measured by GPA and MEAP scores.

Validity and Reliability

The PPI was considered to be both valid and reliable (Kahler, 1982). "Only items with a correlation of greater than .60 (significant at < .01) were accepted for inclusion in the final Personal Pattern Inventory" (Kahler, 2008, p. 271). Great measures were used to lend to the credibility of the PPI. Each inventory returned with a degree of confidence signifying the usefulness of the data. If the inventory was returned with a low degree of confidence of validity, below 72, the score was not utilized when the data were analyzed and efforts were made to allow teachers to replace those students. According to Fraenkel and Wallen (2006), "Reliability refers to the consistency of the scores obtained−how consistent they are from one administration of an instrument to another and from one set of items to another" (p. 157). The PPI is a reliable instrument due to the test-retest method of research (Kahler, 2008).

The use of the PPI is widespread. It has been administered numerous times since its inception and translated and used in many countries (Kahler, 2008). The PPI has been used

in counseling, business, education, and many other venues. "The PPI was used by Dr. Terry McGuire of NASA from 1992-1996 in the selection of astronauts and payload specialists because of its accuracy in predicting individual distress sequences as well as assessing compatibility" (Kahler, 2008, p. 266). The use of the PPI gives this study usefulness because the personality strengths were used as the measure for the ability of teachers to communicate with students.

Results

Teachers were asked to answer the following questions: "What criteria did you use to identify students that you communicate with easily?" and "What criteria did you use to identify students that you have difficulty communicating with?" Teachers were then asked to share the criteria that they used to identify students with the researcher. Based on teacher comments, easy students seem to be more similar to teachers in their interactions and thinking. Teachers talk to and interact regularly with the easy student group. Easy students were compliant with the teacher expectations of making eye contact and following the rules. Teacher comments about difficult students were different in nature. Comments about difficult students focus more on lack of compliance by defiance and failure to follow directions. Teachers also noted about the lack of interaction and class participation of difficult students.

Findings for Hypotheses 1, 2, and 3

Personality strengths are the amount of energy available for each of Kahler's personality types. All individuals have one personality type that is their strongest part, but they also exhibit characteristics from the other personality types depending on the amount of personality strength available. Personality strengths (0-100) were determined by the PPI that teachers took and the student PPI that the students took as a part of this study. Table 1 shows the means of the personality strengths of all teachers and students in the test sample.

Table 1

Means of Personality Strengths of Teachers and Students

Subjects		Harmonizer	Persister	Thinker	Rebel	Promoter	Imaginer
Teacher	Mean	84.44	77.78	65.00	36.22	33.56	31.67
	N	9	9	9	9	9	9
Student	Mean	55.61	41.69	46.52	77.80	35.89	45.32
	N	71	71	71	71	71	71

The teacher and student group means were considered to determine an overall understanding of the structure of the teacher group as compared to the student sample that they were teaching. The three personality strengths with the highest amount of energy for teachers were Harmonizer, Persister, and Thinker. The top personality strengths for all students were Rebel, Harmonizer, Thinker, and Imaginer. The two groups have a different personality preference with the highest amount of energy. Teachers have higher energy levels than students for Harmonizer, Persister, and Thinker, while students have higher levels for Rebel, Promoter, and Imaginer. The Promoter energy between teachers and students was very close.

A more detailed look at the means of the sample specified in Hypothesis 1 of teachers and easy students can be observed in Table 2. The top three personality strengths for easy students were Rebel, Harmonizer, and Persister. The energy structure of easy students was

similar in structure, or order of personality strengths as determined by amount of available energy, to the teacher group. The major exception was that there was a large discrepancy, more than a 40-point difference, in Rebel energy. Both the easy group of students and the entire student sample have the highest amount of energy for Rebel. The easy group of students had a considerably large standard deviation on a scale of 100 resulting in a large range of energies portrayed in this sample. The large range and size of standard deviation may be a function of the smaller sample size and low response rate in this study. The high amount of energy available for Rebel may partially be explained by the nature, age, and maturity level of the middle school student.

Table 2
Descriptive Statistics of the Personality Strengths of Teachers and Easy Students

	Subjects	N	Mean	Std. Deviation	Std. Error Mean
Harmonizer	Teacher	9	84.44	15.61	5.20
	Easy	38	53.32	27.01	4.38
Persister	Teacher	9	77.78	22.23	7.41
	Easy	38	45.68	25.97	4.21
Thinker	Teacher	9	65.00	22.63	7.54
	Easy	38	43.13	23.20	3.76
Rebel	Teacher	9	36.22	16.72	5.57
	Easy	38	76.95	20.05	3.25
Promoter	Teacher	9	33.56	19.57	6.52
	Easy	38	34.47	24.50	3.97
Imaginer	Teacher	9	31.67	15.39	5.13
	Easy	38	42.05	26.16	4.24

A t-test for independent samples showed that for four of the six measures in personality strengths, there was a statistically significant difference in means between teachers and easy students. In Table 3, the t score for Harmonizer was 4.58 ($p < .001$), Persister was 3.77 ($p = .002$), Thinker was 2.60 ($p = .023$), and Rebel was -6.31 ($p < .001$) indicating statistically significant differences in energy levels. Teachers had greater strength than the easy students for Harmonizer, Persister, and Thinker energy, but the easy students had greater strength than the teachers for Rebel energy. Promoter and Imaginer did not show a statistically significant difference between teachers and easy students. Since there was a significant difference in energy in four of the six personality strengths between teachers and easy students, Hypothesis 1 was partially rejected. The small sample size was likely responsible for the large standard deviation and range of energy for easy students as cited in Table 3. The results for partially rejected Hypothesis 1 may have been impacted by the large standard deviation and range and also be a function of the sample size for easy students.

Table 3
T-Test for Independent Samples for Teachers and Easy Students

	t-test for Equality of Means	
	T	Sig. (2-tailed)
Harmonizer	4.58	.000
Persister	3.77	.002
Thinker	2.60	.023
Rebel	-6.31	.000
Promoter	-.12	.906
Imaginer	-1.56	.134

Statistical evidence showed that there was a difference between teachers and easy students in four of the six personality strengths. The compliance factor and ability to interact as indicated from teachers about easy students can help explain why teachers identified this group of students as easy to communicate with instead of difficult. Due to the lower than expected number of participants in this study, the results of the data may be at least partially a function of the size of the test sample.

The mean personality strengths of the sample in Hypothesis 2 of teachers and difficult students can be observed in Table 4. The top three personality strengths for difficult students were Rebel, Harmonizer, and Thinker. The energy structure of difficult students was different in structure than the teacher group. There was a large discrepancy, more than a 40-point difference in energy levels, between teachers and difficult students for Rebel and Persister. Students had a much higher energy for Rebel. The higher Rebel energy indicated that difficult students had more energy to interact with people who were spontaneous, creative, and playful than the teachers. The teachers had a much higher energy for Persister strengths than the difficult student group. The higher Persister energy indicates that teachers have more energy to interact with people who are dedicated, conscientious, and observant than the difficult student group. Both the difficult group of students and the entire student sample have the highest amount of energy for Rebel. The difficult student group has a considerably high standard deviation in this test sample. The standard deviation observed with the difficult student group may be a function of the sample size in this study.

Table 4

Descriptive Statistics of the Personality Strengths of Teachers and Difficult Students

	Subjects	N	Mean	Std. Deviation	Std. Error Mean
Harmonizer	Teacher	9	84.44	15.61	5.20
	Difficult	33	58.24	25.61	4.46
Persister	Teacher	9	77.78	22.23	7.41
	Difficult	33	37.09	22.72	3.95
Thinker	Teacher	9	65.00	22.63	7.54
	Difficult	33	50.42	26.55	4.62
Rebel	Teacher	9	36.22	16.72	5.57
	Difficult	33	78.79	16.98	2.96
Promoter	Teacher	9	33.56	19.57	6.52

	Difficult	33	37.52	24.61	4.29
Imaginer	Teacher	9	31.67	15.39	5.13
	Difficult	33	49.09	26.18	4.56

A comparison of mean scores for teachers, easy students, and difficult students can be observed in Figure 1. The easy and difficult student groups have much higher levels of Rebel energy than the teacher group. Large differences in Harmonizer, Persister, and Thinker energy between teachers and both the easy and difficult groups of students can be observed in Figure 1. The easy students were closer to the teacher group for four of the six personality strengths than the difficult student group. While no one is a pure personality type, the amount of interaction energy available for each of the personality types is more of a factor of ability to communicate with others. In addition to the personality energies, teachers identified easy students as more compliant and easier to interact with than the group of difficult students. The compliance factor and closer overall energy levels between teachers and easy students help explain why teachers identified students as easy. The clear differences in energy levels, structure, and noncompliance of difficult students help explain why teachers identified students as difficult. While many of the differences in energy between easy and difficult students were subtle, as observed in Figure 1, the amount of interaction energy available for each of the personality types is a factor of ability to communicate with others. For example, Harmonizer teachers may be able to nurture their students well, but their students may not respond readily to the nurturing; however, they would tolerate it, usually without problems.

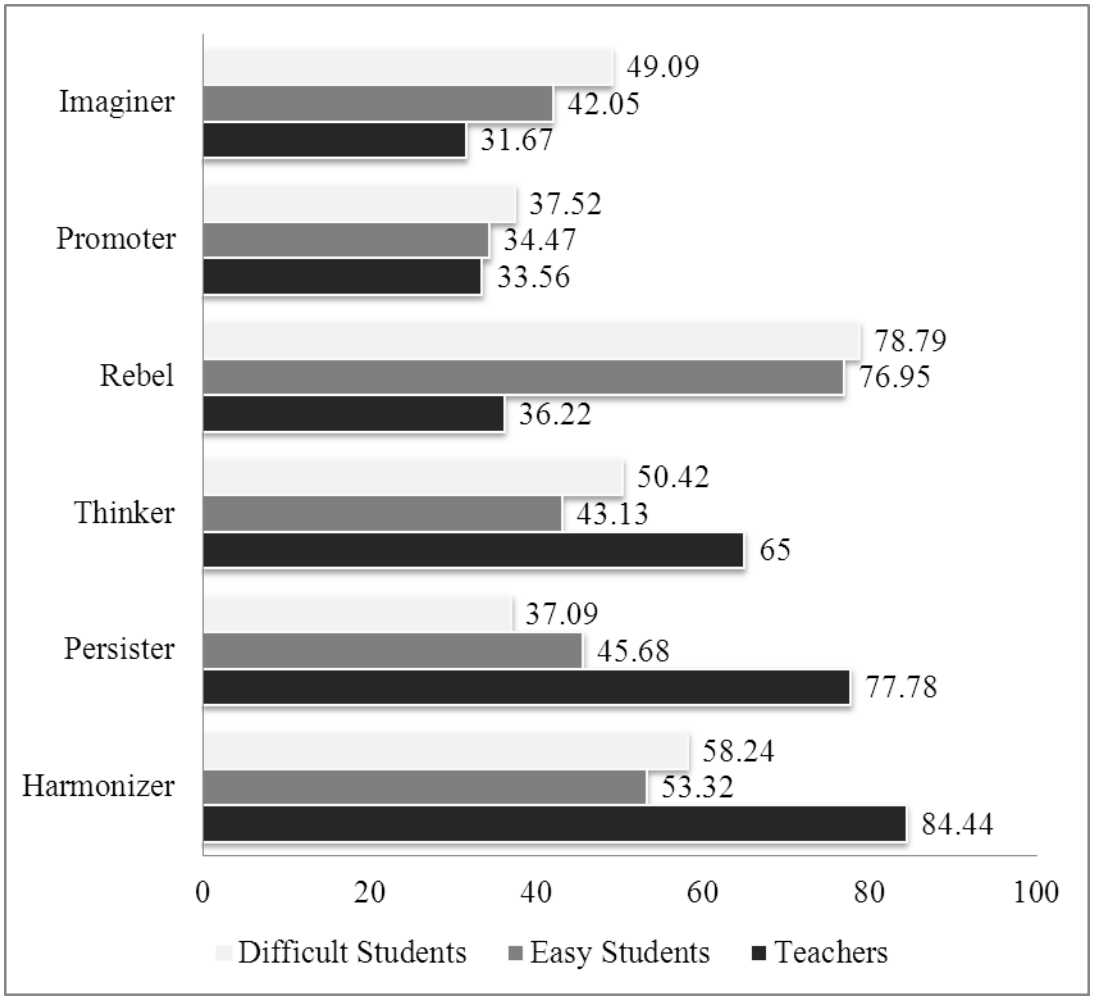

Figure 1. Mean personality strengths of teachers, easy students, and difficult students.

A t-test for independent samples showed that for four of the six measures of personality strengths, there was a statistically significant difference in means between teachers and difficult students. Shown in Table 5, the t-score for Harmonizer was 3.83 ($p = .001$), Persister was 4.84 ($p < .001$), Rebel was -6.75 ($p < .001$), and Imaginer was -2.54 ($p = .019$) indicating a statistically significant difference in energy levels. Teachers had greater strength than the difficult students for Harmonizer and Persister energy, but the difficult students had greater strength than the teachers for Rebel and Imaginer energy. Thinker and Promoter did not show a statistically significant difference between teachers and difficult students. Since there was a significant difference in energy in four of the six personality strengths between teachers and difficult students, Hypothesis 2 can be partially rejected.

Table 5

T-Test for Independent Samples for Teachers and Difficult Students

	t-test for Equality of Means	
	t	Sig. (2-tailed)
Harmonizer	3.83	.001
Persister	4.84	.000
Thinker	1.65	.121
Rebel	-6.75	.000
Promoter	-.51	.619
Imaginer	-2.54	.019

While evidence showed that there was a difference between teachers and difficult students, there was not a statistical difference in energies between Thinker and Promoter energy. These results were likely a function of the low teacher sample size. In addition to differences in four of the six personality strengths, there was a distinct difference in order of personality strengths based on the amount of available energy between teachers and difficult students. Also, the lack of compliance and inability of difficult students to interact with teachers can help explain why teachers identified this group of students as difficult.

The mean personality strengths of the sample in Hypothesis 3 for easy and difficult students can be observed in Table 6.

Table 6
Descriptive Statistics of the Personality Strengths of Easy and Difficult Students

	Subjects	N	Mean	Std. Deviation	Std. Error Mean
Harmonizer	Easy	38	53.32	27.01	4.38
	Difficult	33	58.24	25.61	4.46
Persister	Easy	38	45.68	25.97	4.21
	Difficult	33	37.09	22.72	3.95
Thinker	Easy	38	43.13	23.20	3.76
	Difficult	33	50.42	26.55	4.62
Rebel	Easy	38	76.95	20.05	3.25
	Difficult	33	78.79	16.98	2.96
Promoter	Easy	38	34.47	24.49	3.97
	Difficult	33	37.52	24.61	4.29
Imaginer	Easy	38	42.05	26.16	4.24
	Difficult	33	49.09	26.18	4.56

A t-test for independent samples, in Table 7, shows that for all of the measures in personality strengths, there was not a statistically significant difference in means between easy and difficult students. The t scores were not significant for any of the personality types. Therefore, Hypothesis 3 was retained because there was not a statistically significant difference in personality strengths between easy and difficult students.

Table 7
T-test for Independent Samples for Easy and Difficult Students

	t-test for Equality of Means	
	T	Sig. (2-tailed)
Harmonizer	-.79	.433
Persister	1.49	.141
Thinker	-1.22	.226
Rebel	-.42	.677
Promoter	-.52	.604
Imaginer	-1.13	.262

While there was not a significant difference in personality strengths between easy and difficult students, it was observed that both groups of students were at least partially different than their teachers. The easy students and teachers have a more similar structure and amount of energy within each personality type than the difficult students and teachers. Also, the identified differences show that compliance and ability to interact with teachers was notably different between easy and difficult students.

Findings for Hypotheses 4, 5, and 6

Table 8 shows the means of the achievement data for all students in the test sample. The GPA score was measured on a 4.0 scale. A GPA score of 4 indicated high achievement and a score of 1 indicated low achievement. MEAP scores were also scored on a 4.0 scale; however, a 1 indicated high achievement and a 4 indicated low achievement. A score of 1 or 2 were considered proficient and a score of 3 and 4 were considered not proficient. GPA and MEAP scores are both measures of student achievement, but are read inversely of each other.

Table 8
Mean Student Achievement Scores for Easy and Difficult Students

	Students	N	Mean	Std. Deviation	Std. Error Mean
GPA	Easy	40	3.24	.76	.12
	Difficult	33	2.55	1.08	.19
Reading MEAP	Easy	40	2.15	.83	.13
	Difficult	33	2.48	1.03	.18
Math MEAP	Easy	40	2.92	.86	.14
	Difficult	33	3.21	.93	.16

A more detailed look at the means of the achievement scores for easy and difficult students can also be observed in Table 8. Students were identified by their teacher as easy or difficult to communicate with based on the criteria teachers cited. MEAP scores are read inversely of GPA scores. The lower the MEAP score, the higher the academic achievement for that measure.

A t-test for independent samples, shown in Table 9, demonstrated that there was a statistically significant difference in GPA between easy and difficult students. The t score for

GPA was 3.08 (p = .003) indicating a statistically significant difference between easy and difficult students. Hypothesis 4 can be rejected because there was a statistically significant difference between the mean of easy and difficult students. GPA can be considered a student's measure for meeting teacher expectations. This study shows that students with whom teachers communicate easily performed better as measured by their GPA than students that teachers identified as difficult.

Table 9
T-Test for Independent Samples for Achievement in Easy and Difficult Students

	t-test for Equality of Means	
	t	Sig. (2-tailed)
GPA	3.08	.003
Reading MEAP	-1.50	.139
Math MEAP	-1.36	.178

Table 9 also shows that the t score between easy and difficult students was not statistically significant indicating that there was no difference in reading MEAP scores. Hypothesis 5 is retained because there was not a statistically significant difference in the mean reading MEAP scores between easy and difficult students. The results in reading between the two groups of students may be explained by understanding that the criteria for achievement were independent of the teacher. There was also not a statistically significant t score for math MEAP scores between easy and difficult students. Hypothesis 6 was retained because there was not a significant difference in math MEAP scores between easy and difficult students.

Identifying a student as easy or difficult was not an indication of how successful he or she would be on a standardized test. While GPA is partially a student's ability to meet a teacher's expectations, the same cannot be said for standardized tests such as the MEAP test. One of the common characteristics described by teachers about how they identified students was the compliance factor. Easy students were identified as more compliant than their difficult peers. Easy students also had a statistically higher GPA than the difficult student group. Due to the criteria teachers used to identify students as easy or difficult, differences in grades can be a function of a locally created measure and their personality match with their teacher. The result was that a successful student was determined by how compliant he or she functioned in the classroom based on the teacher's criteria or expectations. When the achievement measure was external and the compliance factor was removed, the data showed that there was no statistical difference in achievement between easy and difficult students. The results indicated that students with whom teachers consider easy to communicate may be graded more favorably as evidenced by a statistical difference between student groups for GPA. There is not a difference between student groups for MEAP measures.

Findings for Hypothesis 7

GPA, math MEAP, and reading MEAP scores were used as measures of student achievement. Descriptive statistics of the mean achievement measures including the inverted GPA are displayed in Table 10. Lower scores indicate higher achievement. GPA indicated a higher level of achievement than both other measures and reading MEAP scores indicated higher achievement than math MEAP scores.

Table 10
Descriptive Statistics of Achievement Data

	N	Mean	Std. Deviation	Std. Error
GPA Inverted	73	1.07	.97	.11
Reading MEAP	73	2.30	.94	.11
Math MEAP	73	3.05	.90	.10

An ANOVA, in Table 11, on the student achievement measures of GPA reading MEAP, and math MEAP show that the F value of 83.53 was statistically significant ($p < .001$). Hypothesis 7 was rejected, and there is a significant difference in the manner in which students are measured for achievement. As previously noted, there was a difference in achievement between easy and difficult students for locally created assessments such as GPA, but there was not a difference in achievement for externally created assessments such as the MEAP test. It was anticipated that there was a mean difference in academic measures due to the mean differences observed between easy and difficult students with regard to GPA but not MEAP measures.

Table 11
ANOVA for Student Achievement Measures

	Sum of Squares	Mean Square	F	Sig.
Between Groups	146.64	73.32	83.53	.000
Within Groups	189.58	.88		
Total	336.22			

A post hoc analysis was performed to determine where individual differences in student achievement lie. Table 12 shows that there was a statistically significant mean difference between all measures of achievement. The mean difference in achievement between GPA and reading MEAP scores was -1.23 ($p < .001$), GPA and math MEAP scores was -1.99 ($p < .001$), and reading MEAP and math MEAP scores was -.75 ($p < .001$). All MEAP content areas are measured using the same proficiency scale with 1 and 2 considered proficient and 3 and 4 considered not proficient. Both scales, GPA and MEAP scores, are measured on a 4.0 scale with a higher number for GPA indicating higher student achievement and a lower number indicating higher achievement for MEAP measures. Prior to the ANOVA and Tukey HSD post hoc analysis, the GPA scores were inverted so that all measures of student achievement would be measured accurately and similarly. The properties of GPA and MEAP scores scales require further explanation to interpret.

Table 12
Tukey Post Hoc Analysis for Student Achievement Data

Measure 1	Measure 2	Mean Difference	Std. Error	Sig.
GPA Inverted	Reading MEAP	-1.23*	.16	.000
	Math MEAP	-1.99*	.16	.000

Reading MEAP	GPA Inverted	1.23*	.16	.000
	Math MEAP	-.75*	.16	.000
Math MEAP	GPA Inverted	1.99*	.16	.000
	Reading MEAP	.75*	.16	.000

Statistical analysis showed that the GPA scores at 1.07 indicate higher achievement levels than the reading MEAP scores at 2.30 for this test sample. Results also showed that reading MEAP scores for all students were significantly higher at 2.30 than math MEAP scores at 3.05 for all students. Not surprisingly, there was also a significant difference between GPA and math MEAP scores. The higher scores in GPA could be explained because grades are a local measure determined by meeting teacher expectations, while the reading scores are a function of an external test measuring proficiency. The ability of a student to comply with teacher expectations appears to indicate higher levels of achievement than the external measures. The higher reading MEAP scores than math MEAP scores may be explained by the stronger emphasis and resources that schools are allocating toward reading proficiency.

It can be concluded that for this subject sample, students had higher achievement scores as measured by GPA than on the reading MEAP test and higher scores on the reading MEAP test than on the math MEAP test. Even with the statistical differences indicated in this study, all measures are important, necessary, and used when making high-stakes decisions. MEAP scores have been used to measure the effectiveness of teachers, and GPAs are typically a part of the college application process. The local measure was determined by meeting the criteria or expectations set forth by teachers to determine GPA, and the external measure is used to determine proficiency as indicated by state standards. While there was a statistical difference in how these measures determine student achievement, an understanding of their purpose can help make better decisions to prepare students for the 21st century.

Implications

This study examined the relationship between a teacher's ability to connect with students and student achievement. Findings show that there was a relationship between a teacher's ability to connect with students and student achievement. The data showed that there were more similarities in amount of available energy for four of the six personality types between teachers and easy students than with the difficult student group. Looking at the mean statistics of the energy levels in the test sample, teacher energy levels of personality strengths show some consistencies and differences with the findings of previous research. In this study, the personality types with the largest amount of available energy for teachers were Harmonizer, Persister, and Thinker. Also, as was found in Gilbert's (2010) previous research, the easy students were strongest in Rebel energy with differences in the other personality type energies. Difficult students in this study were strongest with Rebel and Harmonizer energy. Gilbert's (2010) research showed that difficult students had the strongest energy for Imaginer with Rebel and Harmonizer energy second and third strongest respectively. This study did not find significant differences between the easy and difficult student groups for any of the personality types. Gilbert's (2010) research found that there were significant differences between easy and difficult students for Thinker, Promoter, and Imaginer energies.

This study confirms previous findings in that there was a statistically significant difference in achievement between easy and difficult students for GPA. Gilbert (2010) found that "easy students performed significantly better than students identified by their teachers as difficult." In this study, the mean GPA for easy students (3.24) was significantly higher than difficult students (2.55). The research from this study supports the notion that effective

communication has a positive impact on GPA, one measure of student achievement. It supports Gilbert's premise that "grades are partially the ability of students to meet teacher expectations" (2012, p. 47). This study takes the next step and examined whether the same premise could be made for other measures of student achievement. Differences in achievement between easy and difficult students were not observed with the standardized measures. Findings show that student performance on the reading and math MEAP tests, both external tests, do not have the same implications as GPA, a local measure. While the standardized test is used to measure the success of a school, it is not a measure created by the expectations of individual classroom teachers. Rather, the standardized test is a measure of teacher performance in the classroom, aligned to state standards, based on individual student scores. This study also showed that there were significant differences between GPA and MEAP scores, or local and external measures of student achievement. It is important for educators to understand that there is a difference in how student success in measured, and that a teacher's ability to communicate and connect with students can impact student achievement.

Discussion

A teacher's ability to connect and understand each student is essential for student achievement in the classroom. Findings in this study show that students who were easy to communicate with demonstrate higher classroom achievement as determined by GPA. This study verifies previous findings that grades are an indicator of how well students meet teacher expectations (Gilbert, 2010). The differences in student grades could be due to a personality match with his or her teacher and a student's ability to comply with teacher criteria for success. The easy students scored higher for GPA because they met the criteria set forth by teachers better than the difficult students. This study expanded on Gilbert's (2010) previous research to include an examination of standardized student achievement measures in addition to GPA. Results showed that there was not a difference between easy and difficult students in achievement on standardized tests. When the measure was external and not aligned with teacher expectations, there was no difference in performance between easy and difficult students. To be clear, the lack of difference in achievement between easy and difficult students for standardized scores is not an indicator that connecting with students is not necessary. Connecting with all students can help increase GPA and standardized test scores. The need to communicate and connect with all students is essential and supported by the number of students who are not achieving proficiency on the expected standards of NCLB.

Many students are not prepared for their career or college in the 21st century once they graduate high school (ACT, 2005). Regardless of how easy or difficult students are to communicate with, it is necessary for educators to understand how to connect with all students. An understanding of the dynamic role that connecting with students can play in achievement gives teachers leverage in leading students to reach high-stakes goals. Knowing that there are discrepancies in GPA between students that teachers connect with easily and students that teachers have a difficult time connecting with can help teachers become more strategic in instructional planning and delivery in the classroom. This study helps give credibility and recommends the use of PCM in the educational realm. Specifically, it is recommended that educators participate and utilize PEM training designed to help educators better understand how students prefer to communicate and what motivates them in an effort to better accommodate individual needs. A teacher's ability to connect with students can impact the overall success of students at school and in life.

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The Process Education Model (PEM): A Catalyst for School Improvement

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Abstract

Pressures for increased standardized testing performance of students and limited financial resources have resulted in a narrowing of professional development opportunities for educators. If not directly related to academic performance, topics for teacher training run the risk of being forgone by school superintendents and their leadership teams. This has resulted in the need to articulate training in the Process Education Model® (PEM) as aligned with powerful instructional pedagogy and student performance results. The content and organization of this article was in part informed by the results of a Midwest, United States study on what K-12 educators believe is most important for them today in professional development. Its purpose is to propose a new direction for inquiry while highlighting existing scholarship, as it conceptually presents the Process Education Model as a catalyst worldwide in school improvement. It poses through interpretation of two mainstream educational frameworks – the work of Charlotte Danielson and Robert Marzano (Danielson, 2011; Marzano, 2010; Marzano, Pickering, & Pollock, 2001) – that the theoretical and practical applications of Process Education Model interface with and even inform widely accepted definitions of successful classroom instruction and teacher evaluation. Information in this article is presented with the intent that it could be generalizable to a worldwide audience of educators and trainers working with children, adolescents, and adults in schools.

Author's Note: References to Kahler's Process Communication Model throughout this paper that pertain to educational applications are denoted as "Process Education Model." Additionally, Kahler's most current terms for Process Personality Types are used throughout the article for consistency of content and helpfulness to readers new to Kahler's model. They also will be included [in brackets] during the presentation of older research on the model and quotations regarding that work.

Keywords: Educator Training, Process Communication Model (PCM), Process Education Model (PEM), Professional Development, School Redesign, School Reform, School Reimagination, School Wellness

Introduction

At a November 2012 midwestern United States conference on current issues in education, 94 educators participated in a study entitled, *An Inquiry into Educator Perspectives on K-12 Professional Development Needs*. They answered the question, "What is currently the most important topic for the professional development of K-12 educators?"

Of the 94, only one responded, “Communication.” The other 93 did not even mention the word. Albeit a small sample in one country’s educational system, consider the potential responses of our worldwide Process community.

“Ouch!” our Rebels might say.
“An unrepresentative sample?” our Thinkers may question.
“I’ll need time to reflect,” might ponder our Imaginers.
“What about bias?” our Persisters may ask.
“I feel a bit worried about these results,” might reply our Harmonizers.
“Just cut to the chase; tell me what’s going on,” would demand our Promoters.

For those newer to the theories of Process Communication, rest assured that the personality types noted above are further explained in this article. For all, let me present that something of interest and impact on education has been communicated with these results, the notion of an alignment among models that I have been conceptualizing over the past year. As a Base Persister, I believe that Process is a catalyst for improvement in educational professional development and training and deserves worldwide conversation. As a Phase Thinker, will you let me suggest that educators will directly benefit from Process as an option?

This article will explain how the concepts of the Process Education Model (PEM) can help educators in those topics that are considered most important today in the professional development of K-12 educators. As you read my perspectives, will you offer your own thoughts, feelings, reactions, and opinions in response, especially pertaining to the relevance in your countries of the points I make? I also will appreciate your sharing your feelings regarding the information I present with others who work with children in your nation’s schools. Reflect on the information as you are able. My hope is to inspire further conversation based on the information from this modest, United States sample, and of course … to inspire further research worldwide. It may be that this group of midwestern educators is making a powerful case for the need for Process Education Model (PEM) training in schools. The bottom line: The Process Education Model (PEM) is a catalyst for school improvement and is integral to staff efficacy in implementing and sustaining initiatives important to student success.

Background and Context

The demands on educators to upgrade student achievement and raise test scores have resulted in a harried, short-term race to implement whatever “initiatives-of-the-month” distressed educators believe will help schools. This is all taking place without a thorough understanding of what may be more important to the big picture.

I am interested in the concept of *school wellness*, a focus on the relationship between underlying factors and surface conditions in schools. Prevention and treatment of the whole institution and its people are the keys to maintaining wellness. United States educators today are pressured to focus on surface conditions such as standardized test scores. They have little time to address positively the underlying factors that influence those scores in the first place – “their people.” This is evidenced indirectly in the sample results from the Midwest event mentioned, a microcosm of what is happening throughout the country.

Those who wish to take the time necessary to offer PEM as training and support face an uphill battle because the public demands quick fixes over long-term solutions. Schools are being criticized as failures; many who aspire to government office run on a platform of fixing schools.

Intervening variables affecting achievement such as lack of family support create a worry in even our best educators that they will be penalized for working with our most challenged students. This has resulted in a hesitancy to spend time in professional development on anything unrelated to high stakes tests. School leaders are focusing on training they deem urgent, rather than taking a deeper look at training that may be more important.

This has created a barrier to those who desire training in the Process Education Model, as the perceived importance of a comprehensive model in understanding human behavior falls second to the perceived priority of surface-level academic triage. This appeared to be evident in research results from the Midwest conference.

My intent in this article is to reframe current conversations regarding communication as simply a "soft skill" and to share the Process Education Model's potential to positively impact academic achievement, thus deserving validation as a catalyst for school improvement.

Process Communication in Education

The Process Communication Model® (PCM) informs us that miscommunication is a mystery only as long as people and behavior are a mystery (Kahler, 2006). Dr. Taibi Kahler, in 1971, conceptualized that people interacted with each other in productive and non-productive ways. The power of this discovery was that interpersonal behavior can be analyzed to-the-second as being either "communication" or "miscommunication." Both patterns are predictable and measureable (Kahler, 2008).

Kahler has since translated his clinical concepts into a model for educators entitled The Process Education Model® (PEM). The Process Education Model is the educational application of concepts and theories of Kahler's Process Communication Model (PCM) (Kahler, 2008), as discussed in Bradley, Pauley, and Pauley (2006), Gilbert (2004), and Pauley, Bradley, & Pauley (2002).

Educators using the Process Education Model (PEM) can recognize personality strengths, favored communication channels, psychological needs, and signs of distress in students. They then can provide targeted communication interventions through words, tones, gestures, postures, and facial expressions to address students' psychological needs and keep them out of distress (Pauley & Pauley, 2009).

Most interestingly, educators with knowledge of PEM can more effectively apply ANY TOPIC they learn in training and professional development through targeted methods of individualized instruction -- a style of differentiated communication that has a focus on meeting the psychological needs of students so that students are better able to access their own strengths while learning (Bradley, Pauley, & Pauley, 2006; Kahler, 2008, Pauley, Bradley, & Pauley, 2002).

Theories of Process teach us that six distinct personality energies exist in all persons (Kahler, 2008). Some predominate more than others, and often, students who struggle in school have predominate personalities very different than their teachers (Bradley, Pauley, & Pauley, 2006; Gilbert, 2004; Pauley, Bradley, & Pauley, 2002). Kahler (2012) offered the following terms, their character traits, and the perceptual frames through which each personality experiences the world and communicates, presented in Table 1 below:

Kahler's Personality Types	Perception	Character Traits
Thinker	Thoughts	Responsible, Logical, and Organized
Persister	Opinions	Dedicated, Conscientious, and Observant
Rebel	Reactions	Spontaneous, Creative, and Playful
Promoter	Actions	Persuasive, Adaptable, and Charming
Harmonizer	Emotions	Compassionate, Sensitive, and Warm
Imaginer	Inactions	Calm, Reflective, and Imaginative

Table 1: Personality Types in the Process Education Model, with Perceptual Frames and Character Traits.

An educator's understanding of the personality types, perceptions, and character strengths, and overall application of the Process Education Model (PEM) provides for improved communication, minimized distress, and fewer interruptions to the teaching/learning environment.

PEM Connections Envisioned through Conference Findings

Professional educators participated in a survey during a Fall 2012 Midwestern conference on teaching and learning. They were asked at registration to consider voluntarily responding to a question for purposes of informing the content of a journal article. A secure, supervised drop box was provided for anonymity. The researcher's intent was to use *whatever results the survey provided* (i.e. *what educators deemed important in current professional development*) and examine their potential alignment with the theories and practical applications embedded in Kahler's Process Education Model. These results represented the perspectives of educators addressing today's demands for student achievement noted in this article.

From 94 educators who participated, the following were tabulated and categorized from the question, "What is currently the most important topic for the professional development of K-12 educators?"

- Teacher Evaluation (32 responses – 34%)
- Curriculum Standards and Assessment (18 responses – 19%)
- Instruction/Pedagogy (8 responses – 9%)
- Technology (7 responses – 7%)
- Student Academic Engagement (6 responses – 6%)
- Handling Change (4 responses – 4%)
- Collaboration (3 responses – 3%)
- Educating Students with Handicaps (3 responses – 3%)
- Literacy (2 responses – 2%)
- School Culture (2 responses – 2%)
- Staff Retention (2 responses – 2%)

- Time Management (2 responses -- 1%)
- Arts (1 response – 1%)
- Communication (1 response – 1%)
- Creativity (1 response – 1%)
- Early Childhood Services (1 response – 1%)
- Family and Home Intervention (1 response – 1%)
- No Information Provided (3 responses – 3%)

Of the 88 educators who chose to identify their professional roles upon registration, 49 (56%) were K-12 teachers, 17 (19%) were K-12 school leaders, 10 (11%) were pre-service university students, four (5%) were higher education faculty, and eight (9%) were "others," such as guidance counselors or paraprofessionals. It was a demographic with adequate variety among professional positions to be reflective of typical educator sentiment. The area of perceived highest need for professional development from the study's results related to those political urgencies and pressures that I noted at this article's outset (i.e. Teacher Evaluation).

Anecdotal reports indicated that the urgency of training on this system for both teachers and school administrators seems more a desire to know what one needs in order to attain success within this new system, than a general interest in the subject of teaching evaluation (Personal communications, principal and superintendent training programs and conferences, Summer/Fall 2012). This is also evidenced by the fact that most responses concerning teacher evaluation in the study mentioned a particular system by name.

Other responses at the top of the list include Curricular Standards and Assessment (18), Instruction/Pedagogy (8), Technology (7), Classroom Management and Student Engagement (6), and Change (4). These seem natural cohabitants at the top of this list, as they have to do with an educator's ability to ensure success with students.

In Considering "Process"

This conceptual article now will begin building a case that careful analysis of the focal area that educators identified as *most important to their K-12 professional development* reveals competencies that are related to elements of the Process Education Model (PEM). The highest response gleaned from the fall study, *Teacher Evaluation*, will be analyzed alongside theory and research from the Process Education Model. My intent will be to demonstrate that even though educators did not delineate "communication" in 93 of 94 reported responses, they described implicitly the need for a deeper understanding and application of the constructs within the Process Education Model in what they reported as important.

Evaluation as Professional Development

Most respondents in the Midwest study described a specific evaluation instrument in offering responses indicating the need for teacher evaluation training (Indiana Department of Education, 2012a, 2012b). Educators urgently wanted to know more about this system so that they could be effective within that system. To be fair, their responses may also have indicated that they also generally wanted to do well by children and desired success professionally.

The widespread system of teacher evaluation in Indiana is informed by the research of prominent educational theorists: Danielson (2011) in her *Framework for Teachers*, Marzano (2010), in *An Observational Protocol Based on the Art and Science of Teaching*, and Marzano, Pickering, & Pollock (2001) in *Classroom Instruction that Works* (Indiana Department of Education, 2012b). It is important in building the case for the Process Education Model as a

catalyst to a school's professional development that these models be presented through identification of their major parts.

Additional information on each model can be obtained from the references provided.

Danielson's Framework for Evaluation

Danielson's Framework (2011) includes the following four domains and subcomponents:

1. Planning and Preparation

    a. Knowledge of Content and Pedagogy
    b. Demonstrating Knowledge of Students
    c. Setting Instructional Outcomes
    d. Demonstrating Knowledge of Resources
    e. Designing Coherent Instruction
    f. Designing Student Assessments (Danielson, 2011)

2. The Classroom Environment

    a. Creating an Environment of Respect and Rapport
    b. Establishing a Culture for Learning
    c. Managing Classroom Procedures
    d. Managing Student Behavior
    e. Organizing Physical Space (Danielson, 2011)

3. Instruction

    a. Communicating with Students
    b. Questioning and Discussion Techniques
    c. Engaging Students in Learning
    d. Using Assessment in Instruction
    e. Demonstrating Flexibility and Responsiveness (Danielson, 2011)

4. Professional Responsibilities

    a. Reflection on Teaching
    b. Maintaining Accurate Records
    c. Communicating with Families
    d. Participating in a Professional Community
    e. Growing and Developing Professionally
    f. Showing Professionalism (Danielson, 2011)

Marzano's Approach to Evaluation

Marzano (2010) provided observational protocol questions pertaining to the art and science of good teaching, as well as classroom instruction that work, under three general categories of behavior (a) Lesson Segments that Involve Routine Events that Might Be Observed in Every Lesson, (b) Lesson Segments that Address Content, and (c) Lesson Segments that Are Enacted on the Spot (Marzano, Pickering, & Pollock, 2001).

Under each of the three categories, Marzano offered educators guiding questions that help to clarify their responsibilities as deliverers of instruction.

Marzano's "Routine Events" category included questions such as the following:

1. What will I do to establish and communicate learning goals, track student progress, and celebrate success?
2. What will I do to establish and maintain classroom rules and procedures? (Marzano, 2010)

Marzano's "Addressing Content" category included questions such as the following:

1. What will I do to help students effectively interact with new knowledge?
2. What will I do to help students practice and deepen their understanding of new knowledge?
3. What will I do to help students generate and test hypotheses about new knowledge? (Marzano, 2010)

Marzano's "Things Enacted on the Spot" category included questions as follows:

1. What will I do to engage students?
2. What will I do to establish or maintain classroom rules and procedures?
3. What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
4. What will I do to establish and maintain effective relationships with students?
5. What will I do to communicate high expectations for all students? (Marzano, 2010)

Building the Case for "Process" as a Catalyst

Research illustrates that the Process Education Model (PEM) assists educators in better understanding themselves and others (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002; Gilbert, 2004). In particular, increased attention to the Process Education Model as it relates to classroom instruction has been the focus of scholars and practitioners for a number of years (Bradley, 2007, Bradley and Smith, 1999; Gilbert, 2012, 2004, 1999; Sheehey, 2009; and Shioji, 2004).

Groundbreaking results in the implementation of the Process Education Model first occurred in The Apache Junction (Arizona) School District, when it adopted Process over a three-year period (Gilbert, 1996, 1994, 1992). Gilbert described the district's professional development in the model as follows:

Every professional staff member attended at least a three-day session on Process

Communication. During these three-day sessions, participants learned about the Kahler Model, what their base personality and personality sequence were, how to energize themselves, and how to arrange to get their own psychological needs met daily, weekly, and monthly, how to interact effectively and motivate each of the six student types, how to interpret negative behaviors in students and
intervene quickly and effectively, as well as how to monitor their own distress signals and take appropriate, positive action (1994, p. 8).

Results for this school district included the following:

- Student achievement at every grade increased dramatically.
- The failure rate in grades 7 and 8 went from 20 percent to less than two percent.
- Disciplinary referrals were reduced to fewer than 2 percent each day.
- Dropout rates declined from greater than 20 percent to less than nine percent.
- Graduation rates increased.
- The percentage of students going on to college or post-secondary education rose from fewer than 19 percent to greater than 43 percent.
- Staff turnover was reduced from 43 percent to less than three percent.
- Staff morale and parental satisfaction improved (Gilbert, 1996, 1994, 1992).

It is with an interest in expanding scholarship in the Process Education Model that Process theory and application are now presented in alignment with and informing the work of leading United States authorities on instructional excellence. Please note that information on the interface of Process is provided section-by-section, in *italics* for ease of identification.

Danielson's Framework and the Interface of "Process"

Table 2 offers alignment of Danielson's (2011) research on Planning and Preparation with Kahler's Process Education Model. A detailed explanation of each component will follow:

Planning and Preparation

Danielson Framework	Kahler's Process Education Model
Knowledge of Content and Pedagogy	Applying Learner Personalities to Differentiated Instruction
Demonstrating Knowledge of Students	Understanding Development of Personality Structure, Perceptual Frames, Channels of Communication, Psychological Needs, and Distress Patterns
Setting Instructional Objectives	Providing Goals for Differentiation and Instructional Sequencing
Demonstrating Knowledge of Resources	Aligning Instructional Resources to Motivational Needs of Students
Designing Coherent Instruction	Matching Instruction to Language of Students' Personalities
Designing Student Assessments	Utilizing Personality Pattern Inventories Prior to Curriculum Development and Academic Content Delivery

Table 2: Danielson and Kahler theoretical interfaces for Planning and Preparation.

Knowledge of Content and Pedagogy: Danielson (2011) described this as knowledge of content and the structure of the discipline; knowledge of prerequisite relationships; knowledge of content-related pedagogy.

PEM Interface: Research and application demonstrate that the pedagogy involving differentiated instruction and natural connections between academic disciplines and learner personalities is significantly enhanced through knowledge of Process education (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002).

Demonstrating Knowledge of Students: Danielson (2011) described this as knowledge of child and adolescent development; knowledge of the learning process; knowledge of students' skills, knowledge, and language proficiency; knowledge of students' interest and cultural heritage; knowledge of students' special needs.

PEM Interface: Process informs practitioners about stages of child development and the development of personality. Kahler (2008) stated, "Personality structure consists of six Personality Types, the order of which is set by about age seven. We are likely born with the first floor of 'Base' Personality Type, while the order of floors two through six are determined by parenting and the environment" (Kahler, 2008, p. 195). Kahler's research included observations of more than 20,000 children in Brevard Community College Day Care Centers from 1978 to 1996 (Kahler, 2008, pp. 36-37). Gilbert (1994) described the utility of Kahler's model in demonstrating knowledge of students as follows:

> *The Kahler Model is so precise, we can anticipate the actual behaviors of a particular type of student before he or she fails. Using this information allows the teacher to present early intervention strategies to invite students back into their success patterns. What makes this work is that students prefer to succeed and will cooperate with a teacher who appears to understand them, accept them, and help their learning. (p. 10)*

Bailey (1988) recommended specific professional development in the Process [Education] Model for educators to recognize the differences in teacher and student personality types and how these may impact a teacher's knowledge of students, their learning needs, and their specific personality character strengths.

Setting Instructional Outcomes: Danielson (2011) described this as ensuring value, sequence, and alignment; clarity; balance; suitability for diverse students.

PEM Interface: With training in Process, teachers are better able to understand diversity among students of different personality energies, particularly among ethnicities and family structures in setting instructional outcomes, sequencing instruction, and providing for a balance of delivery modalities (Bradley, 2007).

Demonstrating Knowledge of Resources: Danielson (2011) described this as knowledge of resources for classroom use; resources to extend content knowledge and pedagogy; resources for students.

PEM Interface: Research has demonstrated that introducing teachers and students to the Process Education Model as a resource unlocks potential for success. Shioji (2004) found that

when incorporating additional instructional and lesson planning resources based on an understanding of the Process Communication Model, motivation and grades improved in her students. Those resources were accessed from both inside and outside the school to aid in classroom instruction.

Designing Coherent Instruction: Danielson (2011) described this as effectively designing learning activities; instructional materials and resources; instructional groups, lesson and unit structure.

PEM Interface: When instruction occurs in the language of students' personalities, it better connects and makes more sense to them, (Pauley, Bradley, and Pauley, 2002). Bradley, Pauley, and Pauley (2006), and Pauley, Bradley, and Pauley (2002) provided examples and templates of coherent instruction to meet the needs of diverse students using the Process Education Model.

Designing Student Assessments: Danielson (2011) described this as ensuring congruence with instructional outcomes, criteria and standards, design of formative assessments, and use for planning.

PEM Interface: Assessment of students in the Process Education Model begins long before academic content is delivered with an assessment of student strengths of personality through a Personality Pattern Inventory (PPI) (Kahler, 2001). Academic testing has long been a challenge because of a mismatch between a student's strength of personality and the demands of the assessment. This evidences itself in the predominant personalities of students such as Rebel and Promoter (Bradley, Pauley, and Pauley, 2006; Kahler, 2001). Rebel and Promoter personality students tend to be kinesthetic or active learners (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, and Pauley, 2002). Teachers must also understand an Imaginer's need for solitude and direction during assessment activities. Gilbert (2005) noted that Imaginers must be directed by teachers to focus on specific portions of the instructional messages intended for them.

The Classroom Environment

Table 3 offers alignment of Danielson's (2011) research on The Classroom Environment with Kahler's Process Education Model. A detailed explanation of each component will follow:

Danielson's Framework	Kahler's Process Education Model
Creating an Environment of Respect and Rapport	Ensuring the Classroom Application of Kahler's Existential Life Position: "I'm Ok; You're Ok" - Targeting Psychological Needs to Minimize Distress
Establishing a Culture for Learning	Shifting to Meet Students Where They Are in Predominating Personalities
Managing Classroom Procedures	Using Personality Energies to Navigate Classroom Transitions and Routines
Managing Student Behavior	Adapting Classroom Managerial Style to Student Personality; Motivating Students in Phase Personalities; Targeting Psychological Needs to Minimize Distress Patterns in Students

Organizing Physical Space	Using Environmental Preferences and Kahler's Assessing Matrix with Considerations for Classroom Arrangements

Table 3: Danielson and Kahler theoretical interfaces on the Classroom Environment.

Creating an Environment of Respect and Rapport: Danielson (2011) described this as creating optimal teacher interactions with students, including both words and actions; as well as positive student interactions with other students, including both words and actions.

PEM Interface: Kahler maintained that only one existential life position exists: "I'm OK; You're OK" (Kahler, 2008). When distress is evident, rapport suffers. Sheehey (2009) cited reductions in classroom disciplinary incidents after employing strategies of PEM with challenging students noted as "notorious with their peers, teachers, and administrators on campus for being disrespectful and academically disadvantaged" (p. 31). Shioji (2004) noted increases in student motivation through her own classroom research.

Establishing a Culture for Learning: Danielson (2011) described this as the importance of the content and of learning; expectations for learning and achievement; student pride in work.

PEM Interface: Establishing a culture of learning depends upon a shared understanding of how persons in professional settings must function together (Schein, 2004). In schools, classroom culture is influenced by communication as teachers must connect with students to set expectations. Establishing a culture of learning, however, requires teachers and students communicating on the same page, evidenced by Gilbert's (2012) research that found students with whom teachers were similar performed better in schools than those who were dissimilar. The Process Education Model assists in establishing a culture of learning by demonstrating how educators can shift to become more similar in personality energy to their students, connecting better.

Managing Classroom Procedures: Danielson (2011) described this as management of instructional groups; management of transitions; management of materials and supplies; performance of non-instructional duties.

PEM Interface: Managing classroom routines involves navigating our own personalities. The Process Education Model introduces the notion of a six-story Personality Condominium that resides in each of us, with each floor housing a different personality that rests within us. A metaphorical elevator allows us to ride up and down our condominium, accessing different personalities when we wish to communicate with others (Kahler, 2008, 2001). This provides a deft shift among personality energies that keeps classroom procedures and the management of instructional groups in harmony. (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002).

Managing Student Behavior: Danielson (2011) described this as providing expectations; monitoring of student behavior; response to student misbehavior.

PEM Interface: Adapting managerial style to personality is best applied with knowledge of the Process Education Model, as oftentimes, conflict will occur simply because people interacting with others perceive that their goals are incompatible (Gilbert, 2004). The key in helping people into win/win behavioral outcomes is ensuring that their needs are being met. Individualizing

motivation is one of the major concepts of Process. Sheehey (2009) found notable reductions of student disciplinary referrals after implementing Process Education Model strategies in her classroom. Gilbert (1996, 1994, 1992) found in a school system-wide implementation of Process that disciplinary referrals were reduced to fewer than 2 percent on any particular day.

Organizing Physical Space: Danielson (2011) described this as organizing for safety and accessibility; including the arrangement of furniture and use of physical resources.

PEM Interface: Kahler's research on Environmental Preferences (Assessing Matrix), is helpful to teachers in arranging their rooms to fit both the learning tasks and also the personality energies of the student audience (Kahler, 2008). Those stronger in Thinker and Persister may need areas to work in pairs. Imaginers need their own space. Gilbert (2005) noted, "Rebels need playful contact, and Promoters need incidence (lots of activities in short periods of time with quick payoffs)" (p. 4). Bradley, Pauley, & Pauley (2006) and Pauley, Bradley, & Pauley (2002) informed educators of the need for targeted environmental arrangements for differentiated instructional opportunities. Savage (1991) stated, "Learners who feel that their needs are being met in the classroom seldom cause discipline problems because interfering with something that is meeting a need is contrary to their self-interest" (Savage, 1991, p. 32).

Instruction

Table 4 offers alignment of Danielson's (2011) research on Instruction with Kahler's Process Education Model. A detailed explanation of each component will follow:

Danielson's Framework	Kahler's Process Education Model
Communicating with Students	Defining Communication as an Offer and Acceptance of Information in-Channel; Educators Shifting to Match Students' Perceptual Frames
Questioning and Discussion Techniques	Using Proper Channels of Communication: Requestive, Directive, Nurturative, and Emotive
Engaging Students in Learning	Helping Students to Provide for Their Own Psychological Needs First in Learning
Using Assessment in Instruction	Using Personality Pattern Inventories and Educating Students About Personality-Specific, Metacognitive Competencies in Learning; Diagnosing Student Instructional Readiness through Strengths of Personality
Demonstrating Flexibility and Responsiveness	Understanding One's Own Needs so as to Shift and Meet Students' Psychological Needs and Connect with Perception and Communication Channel

Table 4: Danielson and Kahler theoretical interfaces on Instruction.

Communicating with Students: Danielson (2011) describes this as communicating expectations for learning; directions and procedures; explanations of content; use of oral and written language.

PEM Interface: Communication is at the heart of the Process Education Model, as at the heart of communication is an offer and acceptance of information, in channel, as well as one's willingness to consider the psychological needs of others while shifting to meet others where they are (Kahler, 2008). Educators who communicate more effectively with other staff and students find that they experience more positive outcomes in the way in which learning communities function (Bradley, Pauley, & Pauley, 2006; Gilbert, 2004; Pauley, Bradley, & Pauley, 2002). Gilbert's (1999) research noted why educators have problems communicating with some students, as their personalities are very much like students who succeed in school, but on balance, are very much "unlike" students who do not succeed.

Communication with an understanding of the Process Education Model allows educators to recognize personality differences and to employ strategies to shift into their less-predominant personalities in order to better connect with students. Without a knowledge of Process, problems are inherent, as Gilbert (1999) noted:

> *The most conclusive outcome from the research was verification of predominant educator types and their potential to interact with others. Not surprisingly, educators have the potential to interact most easily with others like themselves. However, the sample demonstrated very limited potential to interact with those unlike themselves …What this means is that educators should consider the preferences of those unlike themselves and find the energy and strategies to deal with them effectively, rather than insisting that others adapt to what is most comfortable for educators. Accomplishing this shift in approach requires that educators arrange to get their own needs met and find sufficient energy to deal with others using different perceptions and motivational techniques, especially since many of these others might be categorized as at-risk. (p. 253)*

Questioning and Discussion Techniques: Danielson (2011) described this as the quality of questions/prompts; discussion techniques; student participation.

PEM Interface: Process Education Model theory guides educators in their questioning and discussion techniques, informing them of the need to make judicious use of requestive, directive, emotive, and nurturative channels of communication for questioning and discussion. Students strong in their Persister and Thinker respond well to the Requestive Channel. Those strong in Harmonizer respond well to the Nurturative Channel. Imaginers and Promoters respond well to the Directive Channel, and Rebels respond well to the Emotive Channel. A teacher's ability to shift into students' perceptual frames in order to connect with them through classroom discussion is critical for engagement and academic achievement (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002; Gilbert, 2004).

Engaging Students in Learning: Danielson (2011) described this as providing engaging activities and assignments; groupings of students; instructional materials and resources; structure and pacing.

PEM Interface: Helping students get their needs met positively in class enables them to stay engaged in learning. Understanding psychological needs is a key concept of Process. Once students' needs are met, teachers can use instructional groupings and assignment of differentiation to maximize student engagement. Process provides a personality-specific road map to that destination (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002).

Using Assessment in Instruction: Danielson (2011) described this as utilizing accurate assessment criteria; monitoring of student learning; providing feedback to students; facilitating student self-assessment and monitoring of progress.

PEM Interface: The Process Education Model enables teachers to assess the personality strengths of students long before the teachers deliver academic content by using Kahler's Personality Pattern Inventory (Kahler, 2001). It is critical that students are able to assess themselves, understanding their own personality structures, recognizing their distress patterns, and implementing action plans to get their own needs met. When students are in distress, it is probable that testing will accurately misread their true instructional abilities because many students in that circumstance are not accessing the Thinker portion of their personalities – the part of their personalities that DOES school.

Demonstrating Flexibility and Responsiveness: Danielson (2011) described this as lesson adjustment; response to students; persistence.

PEM Interface: A teacher's ability to know oneself, in order to shift personality energies to meet the communication needs of students and maintain positive relationships, is at the heart of Process (Gilbert, 2012, 2004). The Process Education Model allows educators to recognize that they have more tools available with which to teach, to communicate (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002), and to demonstrate flexibility and responsiveness. Specifically, teachers can improve their abilities to interact with others who are unlike them. This allows more responsiveness with children. Gilbert (2004) refers to the three competencies allowed by Process as diagnosing, adapting, and communicating. He called the flexibility involved in these concepts a Blueprint for Success, which can be applied to any situation of teaching and learning.

Professional Responsibilities

Table 5 offers alignment of Danielson's (2011) research on Professional Responsibilities with Kahler's Process Education Model. A detailed explanation of each component will follow:

Danielson's Framework	Kahler's Process Education Model
Reflection on Teaching	Using Action Plans for Personal & Professional Fulfillment; Reflecting on Abilities to Shift to Meet Needs of Students
Maintaining Accurate Records	Accessing the Logical, Responsible, and Organized Aspects of Personality
Communicating with Families	Connecting with Others: The Heart of Process
Participating in a Professional Community	Defining Others as "OK," Leading to Better Professional Relations Among Staff
Growing and Developing Professionally	Utilizing Action Plans to Provide for Teachers' Own Needs to Enhance Openness and Receptivity
Showing Professionalism	Accessing All Strengths of Personality Across the Spectrum of Professional Responsibilities

Table 5: Danielson and Kahler theoretical interfaces on Professional Responsibilities.

Reflection on Teaching: Danielson (2011) described the importance of accuracy in reflection, so that it is of use in future teaching.

PEM Interface: Process allows for deep analysis of what teachers are capable of doing, an understanding of where they are in their own health and wellness. This is deep, professional and personal reflection. Teachers also can diagnose distress patterns in students so that they are able to modify future instruction and communication (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002). In short, they can modify past lessons more effectively and look for future better practices. They become more aware of what they provide for others in the classroom. Process also allows them "gamesmanship," including a better understanding of an "It's not about us" philosophy and an understanding of one's teaching load with a clairvoyant perspective (Donlan, 2009).

Maintaining Accurate Records: Danielson (2011) described this as ensuring student completion of assignments; documenting student progress in learning; accuracy of non-instructional records.

PEM Interface: Process theory teaches us that some personalities are more naturally equipped to maintain accurate records than others, yet all "are ok" (Kahler, 2008, 2001). Persons with a predominant Thinker personality maintain accurate records exceptionally well, as they are responsible, logical, and organized (Kahler, 2008, 2001). Training in the Process Education Model will allow those not so strong in Thinker to redouble their efforts to get their Phase needs met so that they can access their Thinker floors for better recordkeeping (Kahler, 2008, 2001). By modeling and providing the structure of effective organization, teachers can ensure greater effectiveness through student responsibility (Donlan, 2009).

Communicating with Families: Danielson (2011) described this as communicating information about the instructional program; information about individual students; engagement of families in the instructional program.

PEM Interface: The heart of the Process Education Model is one's ability to connect with others. Enhancing the quality of lives for today and for future generations is at the heart of all training (Kahler, 2001). No more important is this notion of collaboration and communication than that which concerns school, family, and community partnerships (Epstein, 2010). Teachers and families who are on the same page in their communication keep lines of information open and engage one another for student success (Epstein, 2010). Gilbert (1994) noted a connection between schools and families from his research in schools:

> *The benefits [of Process] are both tangible and intangible. The most tangible benefits that students attend better and stay in school … The greatest intangible benefit is more effective communication throughout the organization– administrators and staff, staff and students, and staff with each other. Moreover, this benefit carries over into the home, where communication becomes more effective between the participants and their families. (p. 11)*

Participating in a Professional Community: Danielson (2011) described this as relationships with colleagues, involvement in a culture of professional inquiry, service to the school; participation in school and district projects.

PEM Interface: Educators trained in the Process Education Model may find that one of the key benefits of their newfound understanding has to do with a better understanding of those with whom they work. This makes sense, in that when all are OK by definition, people exhibiting distress are simply those wearing masks; they are not necessarily bad people. This realization allows for a reframing of how we perceive others with whom we may at times disagree toward better relationships (Kahler, 2008, 2001). Gilbert (2004) noted how less-successful conflict management styles of avoidance, suppression, domination, or even compromise, can be replaced with integration, allowing for productive problem solving and win/win conversations (Gilbert, 2004).

Growing and Developing Professionally: Danielson (2011) described this as enhancing content knowledge and pedagogical skill; receptivity to feedback from colleagues; service to the profession.

PEM Interface: When "I'm OK," by definition in Kahler's existential life position (Kahler, 2008), it stands to reason that I am more accepting and in touch with myself and more receptive to feedback. Process training teaches educators how to be proactive in getting themselves to a good place in which their needs are met so that they can develop professionally. Educators with little or no understanding of Process may not be able to identify when they are exhibiting distress. A deeper understanding of our own failure patterns that serve as barriers to new learning, is greatly enhanced by Kahler's Process theories.

Showing Professionalism: Danielson (2011) described this as integrity and ethical conduct; service to students; advocacy; decision making; compliance with school and district regulations.

PEM Interface: Theories of the Process Education Model teach everyone how to access the following qualities as we need them – those of being dedicated, conscientious, observant, responsible, logical, organized, compassionate, sensitive, warm, charming, persuasive, adaptable, spontaneous, creative, playful, calm, reflective, and imaginative (Kahler, 2008, 2001). Accessing these strengths positively and using them in our communication with others is at the heart of showing professionalism as an educator.

Danielson/Kahler Conclusions

In sum, 22 out of 22 categories of effective teaching according to Danielson's model of instruction interfaced with or have the potential to be informed by specific aspects of Process Education Model (PEM) concepts and practical applications. I will now illustrate PEM's interface with Marzano's (2010) observational protocol applications of his framework regarding classroom instruction that works (Marzano, Pickering & Pollock, 2001).

Marzano's Framework

Marzano's "Routine Events" Questions

Table 6 offers alignment of Marzano's (2010) framework and observational protocol on Routine Events with Kahler's Process Education Model. A detailed explanation of each component will follow:

Marzano's Framework	Kahler's Process Education Model
Establishing and Communicating Learning Goals, Tracking Student Progress, and Celebrating Success	Understanding Others' Personality Structures, Shifting to Connect, and Speaking the Language of Perceptions, Mindful of Psychological Needs
Establishing and Maintaining Classroom Rules and Procedures	Widening Understanding of What Constitutes Student Misbehavior for More Effective Rules and Procedures; Preventative Maintenance through Shifting Personality Energies to Meet Student Needs

Table 6: Marzano and Kahler theoretical interfaces involving Routine Events.

What will I do to establish and communicate learning goals, track student progress, and celebrate success? (Marzano, 2010)

PEM Interface: Process answers that a teacher will begin by studying and understanding the personality condominiums of students, thereafter connecting in-channel to communicate learning goals, tracking student progress to match personality energies, and celebrating success mindful of students' psychological needs and motivations (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002). Further, the Process Education Model helps teachers to communicate learning goals, track student progress, and celebrate success by offering awareness of the preferred learning styles of students who value individuality and those who value communalism and group orientation (Bradley, 2007). Bradley (2007) found that these learning style orientations are reinforced by family or cultural heritage.

What will I do to establish and maintain classroom rules and procedures? (Marzano, 2010)

PEM Interface: Process answers that students need to be involved in establishing class rules. Also, the rules need to be framed around the idea that all are OK (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002). To maintain the rules, teachers ensure that they, themselves, "shift" when seeing distress behaviors among students. Bradley (2007) cautioned, "Student behaviors that do not conform to the teacher's expectations are frequently viewed as deficits rather than as differences" (p. 23). Her work revealed that when differences exist between teachers and students, teachers have the tendency to misinterpret student aptitudes and abilities and see their behaviors as more confrontational than intended.

Marzano's "Addressing Content" Questions

Table 7 offers alignment of Marzano's (2010) framework and observational protocol on Addressing Content with Kahler's Process Education Model. A detailed explanation of each component will follow:

Marzano's Framework	Kahler's Process Education Model
Helping Students Effectively Interact with New Knowledge	Differentiating Instruction to Match Students' Strengths of Personalities
Helping Students Practice and Deepen Understanding of New Knowledge	Reinforcing Metacognitive Strategies through Understanding of Students' Personality Structures and Strengths
Helping Students Generate and Test Hypotheses about New Knowledge	Teaching Students to Access Logical, Responsible, and Organized Personalities through the Meeting of Phase Personality Needs

Table 7: Marzano and Kahler theoretical interfaces with Addressing Content.

What will I do to help students effectively interact with new knowledge? (Marzano, 2010)

PEM Interface: Process suggests that teachers differentiate instruction based on student personality energies and allow students to learn in ways that accentuate the positive characteristics of their stronger personality energies (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002). Teachers, through Process, can also foster a supportive learning environment where risks are encouraged and failure is understood as a learning experience. An understanding of Process will help teachers through impasses toward more effective interaction of new knowledge.

What will I do to help students practice and deepen their understanding of new knowledge? (Marzano, 2010)

PEM Interface: Process answers that teachers ideally will teach students learning strategies enhanced by their stronger personalities and learning styles (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002, Gilbert, 2004). Historically, however, teachers have primarily delivered instruction to students with the same preferred structure that their own instructors used to teach them, presuming that it was appropriate (Gilbert, 2006). Bradley (2007) cautioned that without Process, teaching practices found in American school systems are not unearthing the positive potential in diverse students.

What will I do to help students generate and test hypotheses about new knowledge? (Marzano, 2010)

PEM Interface: Generating and testing hypotheses about new knowledge require not only students' ability to perform something logical and organized with the new learning experienced, but also necessitate keen listening ability in order to accurately digest the content. Gilbert's research found that persons strong in Thinker personality were the best listeners overall (2005). The challenge is to reach those students who are not strong in their Thinker personalities. Process provides ways for educators to reach students and access their potential, no matter their personality strengths (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002). Continued attention to what Process refers to as Phase needs will allow students to maintain the energy for academic work. Without the aid of a teacher who knows Process to model and guide personality access, it is unlikely that the students will be able to do this on their own.

Marzano's "Things Enacted on the Spot" Questions

Table 8 offers alignment of Marzano's (2010) framework and observational protocol on Things Enacted on the Spot with Kahler's Process Education Model. A detailed explanation of each component will follow:

Marzano's Framework	Kahler's Process Education Model
Engaging Students	Building Relationships and Helping Engage Students Through an Understanding of Personality Structures, Perceptual Frames, Channels of Communication, Psychological Needs, and Distress Patterns
Establishing and Maintaining Classroom Rules and Procedures	Widening Understanding of What Constitutes Student Misbehavior for More Effective Rules and Procedures; Preventative Maintenance through Shifting Personality Energies to Meet Student Needs
Recognizing and Acknowledging Adherence or Lack of Adherence to Rules and Procedures	Addressing Students through Phase Needs and with Knowledge of Distress Patterns
Establishing and Maintaining Effective Relationships with Students	Supporting and Facilitating an Existential Position: "I'm Ok; You're Ok" -- Teachers Accepting the Responsibility to Shift to Personality and Communication Strengths of Students
Communicating High Expectations to All Students	Energizing Students in Phase Personality to Connect with Motivational Avenues

Table 8: Marzano and Kahler theoretical interfaces with Things Enacted on the Spot.

What will I do to engage students? (Marzano, 2010)

PEM Interface: Process answers that teachers build relationships through an understanding of students' personality condominiums, as well as their perceptual frames, preferred channels of communication, psychological needs, and motivations. This knowledge allows for connection and motivation (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002). Regarding students who often resist engagement, Gilbert (2006) added as one strategy, "Rebels and Promoters will have to be motivated to listen, since it is likely they prefer to learn kinesthetically. This means these students can shift their learning preferences only if they meet their contact and incidence needs first and positively" (p. 252).

What will I do to establish and maintain classroom rules and procedures? (Marzano, 2010)

PEM Interface: As discussed above, Process answers that students need to be involved in establishing class rules. Also, the rules need to be framed around the idea that all are OK (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002). To maintain the rules, teachers ensure that they, themselves, "shift" when seeing distress behaviors among students. Bradley (2007) cautioned, "Student behaviors that do not conform to the teacher's expectations are frequently viewed as deficits rather than as differences" (p. 23). Her work revealed that when differences exist between teachers and students, teachers have the tendency to misinterpret student aptitudes and abilities and see their behaviors as more confrontational than intended.

What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures? (Marzano, 2010)

PEM Interface: Teachers need to be aware that when some students violate rules and procedures, it is because they prefer to learn in ways that are different from the way the instruction is provided. "The key to working successfully with these students is shifting – moving from your frame of preference to that of your students. If they can get their learning (and other) needs met positively, they are less likely to get into negative behaviors" (Gilbert, 2003, p. 2). Bradley (2007) encouraged implementation of culturally competent instruction, as well as "the use of The Process [Education] Model, which addresses the use of instructional strategies congruent with a variety of personality styles irrespective of gender or race," in order to better meet the needs of "youngsters who have the added disadvantages of a peer group that often pressures them not to achieve in school …" (p. 30).

What will I do to establish and maintain effective relationships with students? (Marzano, 2010)

PEM Interface: Process answers that according to the National Dropout Prevention Center at Clemson University, the two leading reasons students give for dropping out of school include the notions, "nobody cared" and "I didn't feel I belonged" (Duckenfield, 2004). To counter this attitude, teachers must establish effective relationships with every student. They must individualize the way they communicate with each student by shifting to the student's favorite channel and including something in every lesson to enable each student to get their psychological needs met in their classes.

In order to do this, teachers must first maintain their own energy by providing for their needs. They then can encourage students to strengthen the less well developed parts of their personalities.

What will I do to communicate high expectations for all students? (Marzano, 2010)

PEM Interface: Process answers that teachers must work to energize students in their Phase personalities so that the students are motivated to access their Thinker personality parts in order to do their school work (Bradley, Pauley, & Pauley, 2006; Pauley, Bradley, & Pauley, 2002). Once experiencing academic success when their needs are met, they will be open to communication regarding high academic expectations.

Shioji (2004) conducted a study in which she measured the impact of teaching style on student motivation in a population of low-achieving students in the Watts community of Los Angeles. She was having a difficult time in one class, as all but three of her students were Base Rebels and Promoters. Shioji used that class as the experimental group and her other physiology class as the control group, using the concepts of Process to establish relationships with the students. In the control class, Shioji taught the way she always taught. She gave both groups pre-tests and post-tests to determine motivation and used university texts with both groups. Shioji then compared grades before and at the end of the term and compared discipline problems before and at the end of the term. In the control group, student motivation and grades did not improved; many discipline problems ensued. In the experimental group, every student's motivation and grades improved, and virtually no discipline problems were present. The students in the control group thought the university text was impossibly difficult, whereas

the students in the experimental group thought the text was easy. Shioji (2004) concluded that using the specific motivators designed for each personality type throughout her plans resulted in higher motivation to achieve, as well as to behave positively in school, thus enabling her students to meet high expectations.

Marzano/Kahler Conclusions

As demonstrated above, training in the Process Education Model (PEM) offers teachers targeted, meaningful, and tangible answers to challenging questions posed in nine out of nine areas on Marzano's framework and observational protocol.

This alignment of Process concepts, and their potential to inform K-12 school achievement solutions, is precisely how Process can serve as a catalyst to school improvement. Again, these areas of focus were cited as the most important K-12 professional development needs by educational practitioners in the Midwest study noted at the beginning of this paper.

Implications for Positive School Change

A question to ponder as we think of the need for improving instruction in K-12 schools, "Will training in the Process Education Model assist teachers in navigating the fast-paced, continual change that is now a staple of where education is headed?"

We will consider this as we head to our conclusion.

One of the most telling arguments for the importance of the Process Education Model in navigating current demands for school change is offered through indirect example by Black & Gregersen (2003) who noted how times of uncertain change have an adverse effect upon performance in the workplace.

They wrote, "In almost every case, the need for change is born of past success – of doing the right thing and doing it well … but then something happens: The environment shifts, and the right thing becomes the wrong thing" (p. 11). Figuring out how to do the "new right thing" well is not without struggle.

Consider this in our context: If teachers *change* to a *new right thing* – whatever it is (typically mandated by the state or national government) – they will undoubtedly experience an implementation dip, wherein their performance will for a time, not be quite as sharp, creating distress. Thankfully, the Process Education Model can have great impact. Process encourages educators working in the face of challenge to be self-ful (Kahler, 2008, 2001), providing for their own needs so that they can maintain the energy to work through adversity.

The Process Education Model is almost akin to the ingestion of a performance-enhancing supplement, one that comes with few side effects other than an increased awareness of oneself and better relationships with others.

Consider this, as one of countless examples:

Without Process, how would a secondary Persister/Thinker teacher know to provide for a recognition of one's own work and time structure before shifting personality energies in order to communicate spontaneously, creatively, and playfully to a group of at-risk students before inviting them to access their logical, responsible, and organized selves to learn Algebra II?

WOW!!!

Conclusion

The future of professional development in the United States and abroad needs a catalyst, one that assists in the successful implementation of professional development in education, as well as the achievement of future generations of students. This article presents the Process Education Model (PEM) as that catalyst, with an invitation for further scholarship to build upon research that has provided the foundation for current practice. Continued conversations will allow those in the worldwide Process community to speak with measurable acuity on Process's potential to take teaching and learning worldwide from where they are currently, to a better place.

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The Assessing Matrix and Second Degree Distress Behaviours

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Journal Editor's Introduction

The year was 1979. Taibi already had identified the Channels of Communication and the six personality types and had matched his six perceptions with Paul Ware's 3 "doors". In 1978, he had published one of his ideas in *Process Therapy In Brief.* Eric Berne emphasized the idea that all new concepts and ideas had to be diagrammed. Also, Steve Karpman, who had been the editor of the Transactional Analysis Journal, also encouraged Taibi to put discoveries into diagrams. The result was the Assessing Matrix.

Taibi first published the Matrix in the July 29, 1979 issue of Human Development Publications in an article entitled *Managing with the Process Communication Model*. In the section of the article entitled "Initial Assessing", Taibi said there were 3 steps in assessing the six Personality Types, 1. Quadrize, 2. Contactize, and 3. Driverize (p. 25). In describing Quadrize, Taibi suggested a party atmosphere and described the six types as to whether each initiates contact (Active), or waits (Passive). He added to that whether each type was people oriented (Involving) or goal oriented (Withdrawing). In describing this he used the term Assessing Matrix (p.25).

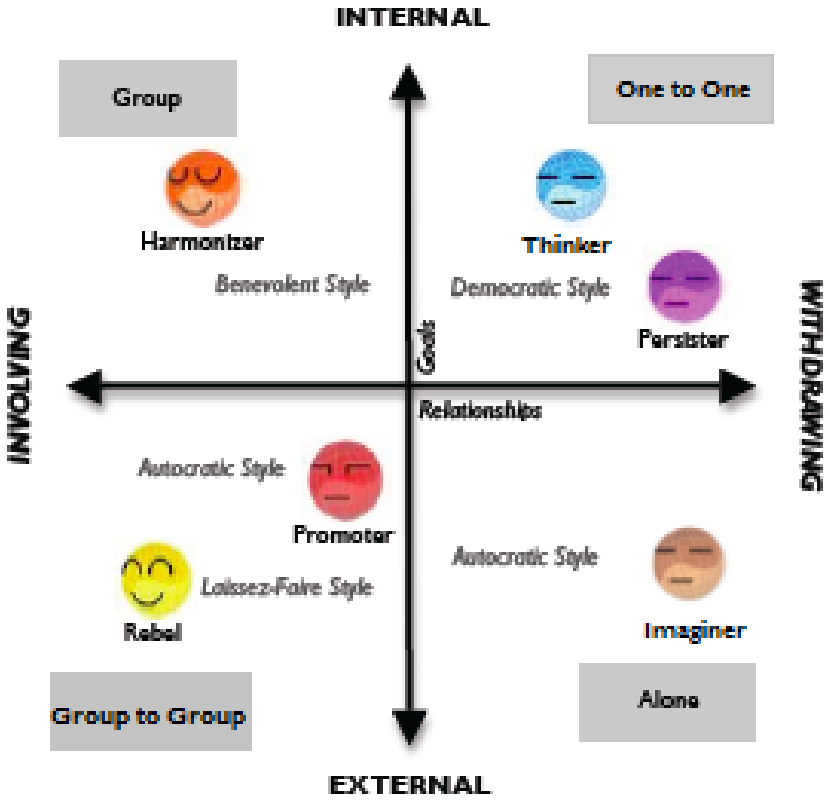
In the Contactize section, he referenced Ware's 3 contacting doors, using the PCM terms emotions, thoughts, reactions, inactions, and actions. He had not yet separated thoughts into thoughts and opinions (p. 26). In the Driverize Section he added Drivers to the matrix, putting Be perfect for me (Be Perfect-P) in the Passive-Involving quadrant, as a left over from "the clinical model" he originally identified (p.27). Next he put the Personality Types on the matrix, placing Persister in the Passive-Withdrawing quadrant, and having the Promoter a little off center, straddling the middle intersection. As a result of his subsequent research, Taibi separated the perceptions of thoughts and opinions, placed Persisters in the upper right quadrant, i.e. the Active-Withdrawing quadrant and placed Promoters in the lower left quadrant, i.e. the Passive-Involving quadrant.

Taibi also relabeled the vertical axis "Internal/External" to indicate the types that were internally motivated and those that were externally motivated. This changed the names of the four

quadrants to Internal-Involving, Internal-Withdrawing, External-Involving, and External-Withdrawing. Because the other terminologies were not self-explanatory, he also placed on the matrix the terms “groups”, “one on one”, “alone”, and “group to group” to indicate whether people preferred to interact with groups of people, with one other person, to be alone or to move from group to group with no strong affiliation with any one group. These terms now are in current usage and will appear in all the profiles.

Abstract

In this article we examine the relevance of the Assessing Matrix, including cases where the individual is wearing a second-degree distress mask.



The Assessing Matrix and second-degree distress behaviours

The Assessing Matrix and Second-Degree Distress Behaviors

Introduction

The Assessing Matrix is essentially a diagnostic tool for the identification of an individual's personality base. Is he or she focused on goals – a Thinker, Persister or Imaginer base – or on relationships – a Harmonizer, a Rebel or a Promoter? Does that same individual have an internal trigger – Harmonizer, Thinker, Persister – or an external trigger: Imaginer, Promoter, Rebel. We can use a process of deduction to determine his or her personality base.

However, we sometimes have to work through a series of other hypotheses to differentiate between Thinker and Persister and between Rebel and Promoter personality bases. In this case my preferred tool is the observation of strengths. Is this person essentially logical, responsible, organized (Thinker base) or conscientious, dedicated and observant (Persister base). Or is he/she essentially persuasive, adaptable, charming (Promoter base) or creative, playful, spontaneous (Rebel base). In case of doubt, I look at the part of their personality they use the most.

The Matrix, in addition to identifying the base, enables a person's preferred environments to be defined. A group (family, colleagues, and friends) for someone with a Harmonizer base. With one other person for someone with a Thinker or Persister base. Alone for a person with an Imaginer base. And finally, moving from group to group for someone with a Promoter or Rebel base. The preferred environment is synonymous with the comfort zone of the individual.

But what happens when that same individual is not comfortable, or worse, when they are in stressful situations, or worse still, in second-degree distress? We can look at the case of a person with the same base and phase for each personality type. To which environment will they tend to turn?

The Harmonizer base/phase in second-degree distress

When in second-degree distress, an individual with a Harmonizer base and phase will use their emotional abilities to complain, dramatize, feel victimized, weep or feel guilty or shame or sometimes make mistakes about things they know how to do very well. At times the mistakes may be tragic or costly.

And with whom do they do this? In most cases they do this with the same close group from which they draw strength: friends, close colleagues, or family members. Those with limited empathic energies should be alert because they may need to care for and focus attention on the individual concerned.

In distress, Harmonizers retreat to their preferred environment: the group. Are they proactive in making contact? Yes they are. And what do they talk about? They talk about themselves. This means that we can place the Harmonizer type when in distress in the same

quadrant as when they feel unstressed, i.e*. in the Internal-Involving quadrant at the top left of the matrix.*

Élodie, a professional trainer, has a pleasant word of welcome for each participant. She immediately takes an interest in people, asks about their emotional state, making strong eye contact. You could say that approaching participants in this way is just part of her job. But for her, the individual is not a participant: it is already “Lionel”, “Isabelle” or “Jean-Louis”. She is naturally proactive in making contact and, above all, is interested in people. Élodie certainly has a Harmonizer personality base. Her dominant perception is emotion.

She is also quick to want to satisfy the psychological needs of the Harmonizer floor of the other person. Taking a deep interest in the other’s identity, rather than in their social image, as we have seen *in our training*, is a splendid way of satisfying the need to be recognized as an individual. By offering a cup of coffee or a comfortable seat to the other person she will be targeting, generally unconsciously, their sensory needs.

It has been my good fortune to train over 2,000 participants in the model since my Process Certification in 2006. According to my observations, which are confirmed at every one of my seminars, it is easy for us to offer other people the psychological needs of our own phase, thinking it will be as beneficial to them as it *is* for us. Dr. Kahler has listed this as one of the ways to project to the other person what it is we ourselves need. How often do participants with a Thinker phase congratulate me on my work? This happens frequently and they do it quite naturally. How often have my Rebel-phase participants offered me contact? Very often. How often have my Promoter-phase participants suggested profitable business deals? How often have my Persister-phase participants started a debate or said they agree with me? How often have my Imaginer-phase participants left me to my own devices? How often have my Harmonizer-phase participants been attentive to my well-being? Yes, they all willingly offered me what they themselves needed. It is also true of other people I have the opportunity of meeting at work or in my personal life: if they feel good, they will offer me primarily their own psychological need, or the one or two needs of their phase.

Returning to Élodie, she is in a Harmonizer phase. Which approach to teaching will she emphasize in her training? Her own feeling is that effective learning requires there be a good atmosphere in a group. She will set out to achieve that. She frequently will provide opportunities for each participant to talk about him/herself or his/her personal life in order to illustrate concepts. She also will share with the group a great deal of her own personal life and emotions during the training.

Her seminar is a definite success; she has gotten her phase needs met all day long by interacting with likeable participants who are highly focused on her. Because leading a seminar with a dozen participants requires her to use her elevator frequently all day long, Élodie returns home tired after her day as a facilitator. However; she is full of psychological energy, wanting to relax a little and devote herself to her partner, Marc. A great evening is very much in the cards, especially because Marc also is in top psychological form.

A week later, we see Élodie again. She has been working alone for the last few days on a complete overhaul of her teaching. She likes working on her teaching but doesn’t like being on her own for days at a time. However, Marc, also a professional trainer, is running a course in the Sahara desert and has been impossible to contact over the last few days. Her closest

girlfriends are busy looking after their young children. Her parents are enjoying a Mediterranean cruise. There is no sign of her new neighbour, who *she feels* will soon be a friend. Élodie feels lonely. Deprived of satisfaction of her need to be considered as an individual, she nevertheless tries to satisfy it, but negatively. The failure mechanism is now operating; she has put on the mask of the victim. We now can observe her as she experiences second-degree stress. What does she do? She picks up the telephone and leaves a desperate message for Marc, her voice broken by sobs: "I feel so lonely…I can't stand it anymore… I want to weep all the time …I really don't feel up to things…" Élodie sought out contact, and what did she want to talk about - herself and her difficulties. We can place Élodie in the *Internal-Involving quadrant in the upper left of the matrix,* even when she is in second-degree *di*stress.

Was it the right thing to do? It is rare or even impossible for us to *m*ake good decisions in second-degree distress. She knew that Mark could not be contacted, that she would simply get his voice mail, and she knew that *as a result she would* feel even more remote from him. She did it anyway. There is no clear thinking going on when people are in second degree distress.

There is no response from Marc and Élodie is still in distress so she calls her mother, who also is impossible to get hold of. She leaves a message made barely comprehensible by her weeping. Then she calls her friends to complain. Here we can see her preferred environment: the group i.e. those closest to her. What should they do? Show her love, if possible with affectionate physical contact. If they do, Élodie soon will be smiling and optimistic once again.

The Thinker base/phase in second degree distress

*In second degree di*stress, individuals with a Thinker base/phase use their analytical abilities to be controlling. They demonstrate mental rigidity and frustrated anger and criticize others on grounds of lack of intelligence and/or competence. And they do this with just one other person.

When in stressful situations, they remain within their preferred environment: one-to-one. Do they seek out contact? Yes, they do. And what do they talk about? Order, cleanliness, money, incompetence or goals not achieved. They are clearly goal-oriented. This means that we can place the Thinker base/phase type when in distress in the same quadrant as when all is right with their world, i.e. in the *Internal-Withdrawing quadrant at* the top right.

Mathias, also is a professional trainer. He politely welcomes each participant to his seminar. He is quick to introduce himself and share information to the person with whom he is speaking. He asks what company they work for, their post and why they are attending the seminar. He then is able to classify his interlocutor rapidly. His dominant perception is factual thinking. Our typical participant, Lionel, is a 40 year-old IT manager in a French software company with sales increasing by 15% yearly. Mathias takes an interest in exchanging information with this other person, and we can clearly say that he is goal-focused. As we have seen, he is proactive in making contact. We can locate his base in the *Internal-Withdrawing quadrant at* the top right in the Matrix. Is his base Thinker or Persister? Mathias is essentially responsible, logical and organized, and we can see that he has a Thinker base.

Mathias starts his training session exactly as planned, at 9.05 a.m. This is because he has allowed for a delay of 5 minutes to welcome latecomers. This is a way for him to satisfy his need to structure his own time and that of the participants. Right from the start of the session he asks questions to verify trainees' comprehension and congratulates them on correct answers. He is unconsciously satisfying their need to be recognized for their work. Since he is primarily offering his own psychological needs to the group, we can infer that Mathias is in a Thinker phase.

Which approach to teaching will he emphasize? Mathias begins by setting out the teaching goal for each module and finds it logical to go on to present the theory to the group, followed by a practical exercise to be done individually. He next includes a discussion session and answers questions, gaining satisfaction from being the group's resident expert.

Mathias's seminar has gone well; the group was as interested as it was interesting. Mathias ended the roundtable discussion on schedule. He goes home satisfied with a good job well done.

That same evening, Mathias receives an email from a seminar participant, a teacher of philosophy, a subject for which Mathias has great respect. The participant congratulates him on his teaching and says that by observing him he has learned a great deal about how to lead a group. Mathias is delighted with this email and sends it on to his manager. His manager congratulates him in turn for his excellent work as a facilitator. His need to be recognized for his work is fully satisfied and he has a smile on his face for the rest of the evening.

A week later, his day starts badly. Mathias's satnav has not been working properly out in the depths of the French countryside. He cannot find the "Relais du Silence" hotel where his seminar is to take place. Time is passing by, and his precious seminar preparation time is shrinking. After driving around in circles for ten minutes, he decides to call the hotel. Unluckily for him, the call is picked up by an answering machine telling him to call back later. Teeth clenched, he calls again. Mathias runs the GPS App on his smart phone but it fails to work due to poor signal coverage at his location. He hurls insults at both his satnavs and sets off once again. Another five minutes' driving and he comes across a farmer who puts him on the right road.

Arriving just ten minutes before the seminar and visibly very irritated, Mathias rushes into the hotel reception desk, goes up to the young receptionist and says aggressively:

"You might answer the telephone instead of having a smoke outside!"
"Sorry, Sir?"
"I called three times and nobody could be bothered to pick up the phone. You do know how to answer a phone, I suppose?"
"I'm sorry, I don't understand…"
"It's quite simple, I've been lost in the countryside for thirty minutes, without a single comprehensible road sign, and I've been trying to call you for the last twenty minutes… Call your manager now!"

Mathias, wearing a second-degree distress mask, has predictably made contact. The receptionist barely had time to say hello. And why is Mathias angry? He is angry because of

the incompetence of the hotel's reception staff, incompetence as defined by him, of course.

We can place Mathias in the *Internal-Withdrawing quadrant*, the top left quadrant of the Assessing Matrix when he is in second-degree distress. This also shows us his preferred environment: one-to-one contact. His aggression is aimed exclusively at the receptionist.

And how does this female receptionist see Mathias? She most likely sees him as a frustrated, unpleasant and bad-tempered guest. Will she seek spontaneously to satisfy his psychological needs? Logically, we might think that she will not. She might even wear a second-degree mask herself after encountering this kind of aggression. To be effective what should she do? Should she show him love as was previously the case with Élodie? No. In these circumstances, what was needed was to acknowledge responsibility: a mistake was made by hotel reception – either by her or by a colleague – in failing to answer the telephone on several consecutive occasions. What also was needed was the receptionist behaving as professionally as possible in order to save Mathias time as a highly dissatisfied guest and do whatever she could to help him start his seminar on time.

The Persister base/phase in *second degree* distress

In second degree distress, individuals with a Persister base and phase use all of their judgemental capacity to launch crusades, reject criticism, interrupt others, refuse to listen, or show suspicion. And with whom do they do this? Just one other person. We also can see volatility in their behaviour because these individuals exit distress as quickly as they enter it. In distress they remain in their preferred environment: with one other person. Are they proactive in making contact? Yes, they are. And what do they talk about? Values, opinions, morality, things that must not be done. They are clearly goal-oriented. This means that we can place people with a Persister base, when in distress, in the same quadrant of the Assessing Matrix as they are when positive and deserving of our confidence, i.e. in the *Internal-Withdrawing quadrant at the top right of the matrix.*

Léonore is proud of working as a trainer. On the first morning of a seminar she greets each participant pleasantly. She seizes the opportunity to observe each arrival carefully in order to judge and evaluate them. She introduces herself in order to provide the other person with reassuring references. She also gives supporting information on those references if she sees the slightest doubt in the eyes of the other person. She has no problem at all in talking about her personal values, and enjoys exchanging opinions with others, asking them what they themselves think. In this context Lionel is not the IT expert as he was for Mathias but a "participant who seems reliable, intelligent, and involved. I can rely on him to inject energy into the dynamics of the group if necessary." Her dominant perception is opinion. Is Léonore people-oriented or goal-oriented? She is clearly goal-oriented, because what interests her is debate on ideas or on values. However, given that, why might she be less goal-focused than Mathias? That will depend on her values. Is she involved in a non-profit think-tank on societal values (goal) or a non-profit association that looks after five needy cases (a highly people-oriented goal)? In other words, depending on their more or less concretely people-focused values, individuals with a Persister base will tend to be placed more or less on the right-hand side of the Assessing Matrix. Is Léonore proactive in making contact? Yes, she is. Once again, this will be less obvious than for Mathias because she observes the other person before greeting them and then takes the initiative in making contact, whereas Mathias needs data before he can classify the participant and therefore makes contact immediately. This means

that we can place Léonore in the *Internal-Withdrawing quadrant* at the top right of the Matrix but below and more to the left than Mathias. Léonore certainly has a Persister base. If there is still doubt as to the most appropriate category – Persister or Thinker – we can look at Léonore's primary strengths: she is conscientious, (in harmony with her conscience), observant and dedicated.

Right from the initial introductions, Léonore willingly acknowledges her trainees' sense of involvement in their work and/or in their personal life. It is natural for her to take note of their opinions, allowing each to express him- or herself. Léonore tends to offer her trainees the need to be recognized for her work as a duty, and the need to be recognized for her opinions. Offering to the group as she does primarily her own psychological needs, we can conclude that Léonore has a Persister Phase. This is confirmed by her smile when she closes the discussion with her group. Her position as leader, in her capacity as trainer, allows her to meet her own psychological needs, the needs of her own phase.

Which approach to teaching will she emphasize? She will encourage participants to make sense of what they learn. She will offer them numerous opportunities for discussion to ensure that each is able to speak his or her mind on the concepts dealt with in the session. She will make herself available at breaks and at the end of each day to ensure that each has an opportunity to ask for advice.

After three days of training, the participants have been won over by Léonore's input. Some have even told her they will recommend her to colleagues. One has gone so far as to send an email to Léonore's manager, with a copy to Léonore, saying how talented and worthy of confidence Léonore is as a member of the manager's staff and how much the writer wished his own colleagues had such a personality and values of such great worth. Even before her manager has responded, Léonore is overjoyed at this email and the feedback from all the participants. Her need to be recognized for her work as a duty performed has been fully satisfied.

A week later, Léonore attends a parent/teacher association meeting, fully determined to make changes in the way teaching is done in the high school where her son is a pupil.

In her view she is fully entitled to express her views since she herself trains adults. She has invested a great deal of time in studying new teaching methods and she would like to provide the benefit of this to the teachers at the high school. She meets with her son's class teacher. As soon as she mentions teaching based on each teenager's personality type, the teacher gives her short shrift:

"It is the job of the pupils to adapt to the teacher, not the teacher to the students. You need to understand that I have 30 pupils in each class and that is the only way of doing things. I don't have time to waste with people who know absolutely nothing about teaching in school. Thank you, goodbye" – says the teacher, trying to get rid of her.

Was the teacher offering to communicate? Far from it. The teacher had just been criticized by the Principal in front of her colleagues for having punished a pupil excessively. The teacher is wearing a second-degree distress mask. Which one? She is wearing an Attacker mask – the same mask the Thinker type puts on when in second degree distress. The teacher is demonstrating inflexibility and attacking Léonore for her lack of knowledge of

teaching in school. Given that a second-degree mask will invite another second-degree mask in response, the reaction was hostile. Just as the teacher was thinking that the conversation was at an end, Léonore went into second degree distress. Her opinions had not been acknowledged. She had not been listened to and she saw this as a rejection of all discussion; therefore, she attacked the other woman, saying in a threatening tone:

"What entitles you to speak to me like that? Are you aware of the terrible example you are setting for young people? It is unacceptable for a teacher to refuse to listen! You should start by taking a hard look at yourself!"

It is highly likely that things *will* now go from bad to worse, with escalating verbal aggression on both sides, the teacher attacking Léonore for her lack of expertise and Léonore attacking the teacher for her lack of humane values. Léonore is now in distress. She will proactively seek contact in order to make a complaint about the teacher's behaviour to the latter's manager, the Principal: "It is absolutely scandalous that a teacher would dare to speak to a parent like that!"

And that is nothing to what will follow because she then will enter a self-reinforcing spiral of complaint about the teacher's unacceptable behaviour. Is she speaking about the person or is she being goal-centred? By attacking the Principal for the teacher's lack of humane values she is certainly goal-centred. We can therefore place her *in the Internal-Withdrawing quadrant* at the top right of the Assessing Matrix when she is in second-degree distress. Because she is levelling moral criticisms at one person at a time, her preferred environment is still very much one-to-one.

What can the Principal do by using Process Communication tools to establish communication? First of all, she can listen, and listen right to the bitter end without interrupting. She might then reformulate what he has heard from her own standpoint, for example: "So in your view, if I have understood you correctly, my colleague's behaviour was unacceptable?"

Reformulating the views of the other person is not the same thing as agreeing with them; it is a signal that the other's message has been duly received. And then the Principal might ask how Léonore would resolve the issue from her own standpoint: "In your opinion, what can be done to restore a proper dialogue with the teacher?" And once again she can listen to her and give due consideration to her comments, showing respect for Léonore as an individual. After just a few sentences, we can observe that Léonore takes off her second-degree distress mask. What has the Principal done? She has offered Léonore the need to be acknowledged for her opinions.

The Imaginer base/phase in second degree distress

In second-degree distress, an individual with an Imaginer base/phase will use all his or her capacity for composure and imagination to wait passively, to withdraw, or to be non-competitive. And who does he or she do this with? This is an individual who prefers to be alone, in an ivory tower. Under intense distress, Imaginers remain in their preferred environment: alone. Do they seek contact proactively in order to express their distress? No. What do they talk about? They do not talk; they lose themselves in their thoughts. You might say that they are goal-oriented. And once again, we can place the individual with an Imaginer base when in second degree distress in the same quadrant of the Assessing Matrix as when

they are composed and all is well, i.e. *in the External-Withdrawing quadrant at the bottom right of the matrix.*

Like her three colleagues, Marine is a trainer. She needs time alone in the morning before the seminar participants arrive. She needs to prepare quietly, far from the collective energy that will prevail shortly. Arriving in the seminar room, she finds her marks by imagining the group's activity in the room. She sets up her equipment calmly and collectedly. Once everything is ready, she sits at her computer and opens her mailbox. The first participants arrive. She raises her head to greet them with a small, very pleasant smile, wishing them welcome before returning to her emails, leaving the new arrivals the time and space to get settled in. Naturally, Marine does not seek contact proactively. Her trigger is external.

When a participant comes up to her to greet her, which she likes them to do, she is never the first to say hello, but responds to a greeting with a greeting. Likewise, she does not ask questions, she responds to questions put by the other person, without necessarily seeking to keep the conversation going. She may have learned in her professional training as a trainer that it is important to welcome each person and to introduce oneself. This is a learned behaviour pattern and she uses her elevator to respond to the needs of her duties as trainer. Lionel, who now comes up to her to introduce himself, is no longer the "reliable and involved participant", but is now the man who "has hardly had time to get out of bed before he goes into his mailbox. He lingered over an email from his Indian correspondent, asking him to lead a group in Goa in a few days. He ate three slices of toast with his coffee and was already in Goa. In the subway, Lionel saw an old school friend but they did not acknowledge each other's presence." All of which is of course purely imaginary: Marine's dominant perception is reflection.

Is Marine people-centered or goal-centered? Imagining what Lionel's life might be like is certainly goal-centered. We have also seen her answering her emails and there again she is goal-centered. Marine therefore can be placed at bottom right in the Matrix. Marine undoubtedly is an Imaginer base. This is confirmed by her dominant strengths. She is calm, imaginative, and reflective. She has a Zen-like aura about her. What is her preferred environment? She prefers to be alone. How can an individual who prefers solitude work as a trainer? Remember that the idea of a person's preferred environment entails preference, not exclusivity. People recharge their batteries in their preferred environment but do not spend all their time there.

And how does Marine perform her professional tasks? At midday, when the group is at lunch, she performs relaxation exercises in the seminar room, returning to her preferred environment. In the evening after her day spent as a facilitator she needs to rest in a calm atmosphere, to eat a quick evening meal with her partner and to remain alone for the rest of the evening quietly reading a book. We can see a need for solitude here. And that is precisely what she offers participants as they arrive in the morning: the space, tranquillity and time to settle in. Marine certainly *is in an* Imaginer phase. How is it possible then for her to be motivated by her chosen profession?

First, as an excellent professional, she feels wanted by the group, and thus responds positively to what is the existential issue for her: "Do people want me?" Next, she has organized her professional tasks in a way that enables her to work as a facilitator two or three days a week. The rest of her time is spent alone in her office writing course programs, articles

on her profession and answering her numerous emails. She is in fact recharging her batteries in her phase. Newly qualified Process Communication practitioners often put the following question to me: “Do trainers with an Imaginer base and phase really exist?” Yes, they do exist and I have met several who find fulfilment in their work if they succeed in fulfilling their need for solitude. We might also remember the importance of our phase’s next floor in our personality structure. When we are feeling good, we are attracted by the corresponding psychological needs. In the present instance, Marine has Rebel on her second floor. She is highly attracted by the need for contact and leading a group is an excellent way of satisfying that need.

What approach to teaching will she emphasize? Marine begins each module with an imagined story that introduces the concepts. She then goes on to present the theory, just as Mathias would with his Thinker base. She then suggests an exercise in which each participant is invited to take a mental step back, whereas the exercise proposed by Mathias was directed at straightforward application. When the group asks questions she does not always have an answer because, as she frequently says, “everything is relative.” Also, she may need time to reflect on providing the best answer.

She has spent three days thinking with her seminar group and they consider her to be the “group expert”. She also has been creative during the training and had fun with the participants, thereby feeding the needs of the Rebel part of her personality structure. At the same time she has been able to meet the solitude need of her Imaginer part by getting her need for solitude met at midday and in the evening, thereby recharging her batteries so that she is energized to continue training the next day. Her energy is different from that of her friends, however. Hers is a composed, centered energy. In this way, she has succeeded in satisfying her need for solitude.

A week later, Marine is in charge of her training organization’s stand at a coaching conference. Marine did not volunteer to be on the stand but had to replace one of her colleagues at very short notice. Marine finds herself in the corridors of a conference centre, with no daylight, surrounded by noise and passing crowds. Most passers-by ignore her. Occasionally, one will pick up a brochure. A few ask her questions. Marine is far from at ease and has difficulty in finishing her sentences when responding to the questions of a prospective client; she is under the influence of her Be Strong driver. Above all, Marine is deprived of solitude, time, space and tranquillity. She gets by on the first day by recharging her batteries for solitude by spending time alone reading a book that evening. But she is also obliged to be there on the next day and that is more than she can stand. By the end of the morning, she has ceased to make herself available and spends her time in her mailbox, avoiding eye contact with visitors to the stand. There is too much noise – she is unable to concentrate. She is increasingly ill at ease and has a desire to scream out that she is not feeling well; however, no sound actually comes out of her mouth. She shuts herself away in her ivory tower, her thoughts totally focused on departing from a place that is toxic for her. She no longer responds to anyone. She ceases to take the slightest initiative. She could leave the building for a few minutes to recharge her batteries, but instead she waits passively, allowing her mind to wander, uncomfortable, lost. She is so withdrawn that visitors to the stand fail to notice her, believing the stand to be empty.

She is neither centered on people nor on herself, so we can logically deduce that she is task-centred, tasks that she is not in fact performing at the moment, but which she can imagine performing.

When in second-degree distress, we can place Marine in the *External-Withdrawing quadrant* at the bottom right of the Assessing Matrix, surrounded by what she detests most, but in her preferred environment. She has arranged things so that she is alone despite the noise and the crowds. Alone in her mind, that is.

It is at this point that Marine's boss drops by unannounced to get an idea of the payback on the investment in the stand. She recognizes that Marine is in severe distress. Fortunately for her employee, she uses the tools provided by Process Communication: "Take the rest of the day off and get a breath of fresh air, I'll take over on the stand." Is this enough to release Marine from her depression? Not necessarily, but at least Marine has resumed eye contact with her manager. "Get out of the building and get your breath back. Go now." Slowly, Marine emerges from her immense feeling of lassitude. "Come up with one thing we can do differently next time and we'll talk about this tomorrow." This time, it works, and after three different suggestions of ways Marine can get her solitude need met, she once again expresses emotion.

The Promoter base/phase in second degree distress

In second-degree distress, individuals with a Promoter base and phase use all their adaptive and instinctual abilities to manipulate, take serious risks, act impulsively, get overexcited – and fail to learn from their mistakes. And with whom do they do that? The bigger and more varied the audience, the greater the negative benefit will be. Are they proactive in making contact to express their distress? No – they wait for an opportunity that will allow them to express it. What do they talk about? They talk about other people, seeking to spread confusion in the minds of all around them. They are people-oriented. We can place them in the same quadrant of the Assessing Matrix as when they are acting positively, i.e. in the *External-Involving quadrant at the lower left of the matrix.*

Arthur has been a dynamic trainer for the last five years. He lives his work to the full. He takes on job after job involving very different audiences. He can lead groups in English anywhere in the world and relishes the challenge of doing so. When the participants enter the room, Arthur waits for a trigger, a very small signal, before going over to greet them. That signal may be a glance, a movement toward greater physical proximity, a bodily posture. The signal can also take the form of the importance of a given participant such as a Human Resources director or a CEO attending the seminar before implementing the program throughout his company.

Any individual who embodies a defined goal or issue is a trigger for Arthur. Once that signal has been sent and duly received, Arthur comes over and introduces himself, straightforwardly and with elegance and charm. Arthur, although he is quick to act, does not seek contact immediately: he is on the external trigger part of the Assessing Matrix. Our typical participant, Lionel, is no longer the man who "hardly had time to get out of bed before he goes into his mailbox and who lingered over the email from his Indian correspondent…" which he was for Marine. On this occasion Lionel is "Lionel, the guy who has a great idea for a business deal in IT." Arthur's dominant perception is certainly action. What interests him most, people or goals? Although individuals with a Promoter base are near the center of the Matrix, they are nevertheless people-centered. They are more interested in relationships than results. Their

strengths are charm, adaptability and persuasiveness. Their characteristics are a need for other people if they are to be expressed. And although they are more interested in relationships than results, they are also much more attracted by goals than individuals with a Harmonizer or Rebel base. That is the reason we can place Promoters near the center of the Matrix. Listen to Arthur in conversation with Lionel during the break:

> Arthur: "Say, tell me if you know Jacques Estradier, the CEO of the company."
> Lionel: "Yes, I'm in regular contact with him"
> Arthur: "Arrange a lunch for all three of us – I have a client interested in your methods. We'll negotiate a commission for getting the business."

In this illustration, Arthur begins by talking about people, followed very quickly by what he might gain (goals).

In short, Arthur should be placed in the *Internal-Involving quadrant at the bottom* left of the Assessing Matrix. Arthur undoubtedly has a Promoter base. If there were any remaining doubt as to whether his base was Rebel or Promoter, we would see Arthur as more charming, adaptable and persuasive, than playful, spontaneous and creative.

What psychological need does Arthur offer Lionel in the short conversation recounted above? He offers the need for excitement. Might this be the need he offers most frequently? Observe him in his everyday activity as a facilitator. Immediately following his introduction, he places the group in a situation of positive competition. He tells them he will be awarding points for each correct answer from those present. The participant with *the* most points at the end of the seminar will receive a bottle of vintage champagne. He also is very quick to give them challenges. Arthur spontaneously offers the need for excitement to those attending his courses. Arthur clearly has a Promoter base and phase.

What approach to teaching will he emphasize? The approach that involves doing before learning or, to be more precise, doing in order to learn (Pauley, J and Pauley J, 2002). He regularly asks seminar participants to simulate situations and draw their own conclusions in order to provide them with his own input. We can see here that action is his perception.

When the three seminar days come to an end, Arthur has been brilliant with his audience. He has received a great deal of positive feedback of the "What a guy!" type or "He really dazzled us", "He is an exceptional trainer". Lionel has succeeded in getting a meeting with the CEO. The meeting is full of promise. The next morning Arthur leaves on a flight to New York, a city he loves for its high-octane energy and the speedy performance of his groups in the city. Arthur returns home fully satisfied.

A week later Arthur is to take part in a two-day gathering of trainers and training managers in Deauville. Arthur is keen to add contacts to his address book and especially to meet with new clients, and to do both at a chic seaside resort. His first disappointment is with the venue: the basement level of an enormous hotel devoid of charm in the suburbs of Deauville. This is a place that fails totally to match his taste for prestige, so dear to his phase. Arthur very quickly sees that many training companies are represented but there are very few buyers of training.

Worse still, the buyers present are generally looking for language and IT training. After

spending less than an hour on his stand, Arthur has come to understand that he has just wasted two days and that there is nothing for him here. Arthur has paid a substantial amount of money for the privilege of taking part in this two-day event and he feels trapped. Two hours later, when still nothing has happened, Arthur cannot stand it any longer and, deprived of excitement, he snaps. He leaves his own stand and begins to wander around looking at the others. Stopping by a randomly selected stand, he discreetly removes his trainer's badge and pretends to read some documentation when a lady trainer comes up to him and asks if he would like some information.

Arthur: "Allow me to introduce myself - Arthur Miller, HR manager at Apple."
Trainer: "Good morning, Jeanne Esposito, trainer at Well-Being."
Arthur: "Your approach is interesting; it is exactly what I want for my managers. I'd like to train them in your methods."
Trainer: "Yes, of course, how can I help you?"
Arthur: "Your method doesn't seem particularly effective; didn't you detect that I am a trainer?"

Arthur then goes away, leaving her totally confused. Arthur has succeeded in manipulating her. He arranged things so that she would seek out contact with him. In manipulating the other person, he was being people-centred, adapting his body language to match his prey. When Arthur is in second-degree distress, we can place him in the *External-Involving quadrant at the bottom left* of the Assessing Matrix, close to the centre and under the influence of his failure mechanism. If we continue to watch him we will see him going from stand to stand, leaving confusion in his wake. Here again his preferred environment is *different groups*.

"Arthur!"

Surprised, Arthur turns around and sees his boss, who has dropped by unannounced. She sees from the look in his eyes and his body language that he is suffering. So she uses the tools provided by Process Communication.

"Come and have lunch with me. I have an attractive project to suggest," she begins by saying to him.
"What?" he responds, irritated.
"Let's discuss it at lunch in that three-star restaurant on the sea front."

Arthur's eyes light up and his whole attitude changes.

The Rebel base/phase in second-degree distress

In second-degree distress individuals with a Rebel base and phase use all their creative capacity to criticize and shift the blame to others, to avoid shouldering their responsibilities, to sulk, and to act in a stubborn and hostile manner. And with whom do they do this? They need a large and diverse audience. Do they proactively seek contact to express their stress? No – they need others as sounding boards; they are past masters at psychological ping-pong. What do they talk about? They talk about other people, *blaming them instead of taking responsibility* themselves. They are people-oriented. We can place them in the same quadrant as when they

are reacting spontaneously, i.e. in the *External-Involving quadrant at the bottom left of the matrix.*

Thierry is a fifty-year old, experienced trainer. As a former software sales manager, not a day goes by without his feeling good about having changed his career ten years earlier. He loves to train people on a wide range of subjects, and he too likes variety in his audiences. In the morning when the first participants arrive, Thierry is drawing on the paperboard. He does not seek contact proactively or spontaneously. On the other hand, when a person comes up to him to say hello, he reacts with a hearty "hi there". At lunch, if the participants are silent, he will also be silent, because he needs to bounce off others – Ping-Pong again. Conversely, at that same lunch, *as soon as* there is an opening to react to an idea, an off-beat question or if he can draw an off-beat comment from some odd event, he will do so with pleasure. The worst possible table companion for him is somebody with an Imaginer base in first-degree distress, showing no emotion and shut off in their own world.

Thierry is on the external trigger side of the Assessing Matrix. In this case Lionel, our typical participant, is no longer "Lionel, the guy who has a great idea for a business deal in IT." Lionel is now "a great guy who looks relaxed and will inject some energy into the group; I can see it now." The "I can see it now" should be seen as a reaction, since *re*action is Thierry's dominant perception, rather than an emotion. What or who interests Thierry more than anything else? It is a "who", not a "what". That is to say that Thierry is people-centred and what matters more than anything else for him is the quality of the relationship rather than the result obtained. His behavioral characteristics are creativity, playfulness and spontaneity; strengths that involve a relationship with other people.

This means that Thierry can be placed in the *External-Involving quadrant at the* bottom left of the Assessing Matrix. Thierry undoubtedly has a Rebel base. If there were any remaining doubt as to the choice between a Rebel or a Promoter base, before considering his preferred perception, we would see him more as creative, playful and spontaneous than charming, adaptable and resourceful. That being said, is the Rebel type always spontaneous? In fact, not always – or to be more precise this type will always be spontaneous when in a relationship of trust with others. Individuals with a Rebel base have sometimes learned to set their spontaneity aside in groups of people they do not know well, having learned to their cost that spontaneity is not always welcomed. From experience, we can say that this nuance is particularly applicable to individuals with a Rebel base whose phase is Harmonizer, due to their fear of upsetting others with excessive spontaneity.

What psychological need does Thierry offer from the outset in his courses? By making the group react, by picking up on their every remark, by remaining physically close to them, he is quite naturally offering the need for contact. Thierry certainly has a Rebel base and phase.

What approach to teaching will he emphasize? Learning through play, allowing the group to proceed as it wishes and ensuring that those present participate to the full. *(Pauley, et al, 2002)* Enabling them to participate is an excellent method of feeding his need for reaction.

Thierry is delighted with his three-day seminar. He has not followed the official program, seeking greater flexibility, and this has given him the freedom to invent new exercises. The group laughed at his acted-out scenarios and the jokes he used to illustrate his teaching. The teaching goals have been achieved in an atmosphere that has been stimulating and serious

but without excessive solemnity. The cherry on the cake for Thierry is that he is now looking forward to a friendly dinner with his wife and his best friends. Thierry will be smiling and relaxed for the entire evening.

A week later, Thierry is leading a seminar on time management. This is his least favourite seminar. At the express request of his lady manager, he is replacing a colleague and must lead the group on the basis of the program drawn up by the absent colleague, a program he considers to be outdated and ineffective. He might have found it amusing to follow a set framework but in this case he has worked with too many groups on this subject to get any pleasure from it. In fact, he finds the subject boring. The five participants in this seminar add to the boredom. All day they keep their eyes buried in their notes and fail to react to his spontaneous phase "signal" offers of playful, spontaneous contact. They are serious-minded and although satisfied with the training, they do not participate and do not respond to questions. This means that Thierry has to answer his own questions. That evening, in his car, his energy is low. Deprived of his need for contact, he has no desire to return to the seminar the next day. At that moment, a colleague calls him. He turns on his hands-free Bluetooth connection and picks up:

The colleague: "Hi, Thierry, how's it going?"
Thierry: "Not so hot, I've got a really boring group in this seminar."

Thierry is already in distress.

The colleague: "Yes, it happens. Say, when are we going to take a look at your course next week at my client's company? The seminar will be starting before we know it."
Thierry: "What client?"
The colleague: "You remember – Obtra"
Thierry: "Can't say I do"
The colleague: "You're supposed to be teaching next Monday and Tuesday."
Thierry: "What the hell are you on about?"
The colleague: "It's true. I assure you!"
Thierry: "But I can't. My *schedule* is full."
The colleague: "Sorry, but you haven't any choice."

Thierry is slipping into a state of second-degree distress:

"You're really beginning to annoy me. How am I supposed to know if you don't send me an email to confirm?"
The colleague: "I did send you an email to confirm."
Thierry: "I've had enough of this bloody company. I'm snowed under with thousands of emails and I've any number of things to do instead of reading emails all day. I cannot go to your client's, can't you understand that? I've had enough of all of you!"

He then hangs up without warning.

Thierry has just had a pretty annoying day. Has he sought contact proactively? No. Driven by a Rebel dynamic, the first person he sees gets the blame. In *second-degree distress*, he does not seek out contact. Instead of using his high level of creativity to solve the problem, Thierry digs his heels in, is stubborn and even sets out to annoy his colleague by hanging up. In this instance he is focused on the quality of the relationship, which he seeks to degrade, thinking unconsciously that he is doing himself some good. Obviously, this is the opposite of what actually happened. In such situations it is extremely difficult to feed the need for contact positively when the other person is getting the contact need met negatively.

When he is in second-degree distress, we can place Thierry in the *External-Involving quadrant* – the bottom left quadrant of the Assessing Matrix, under the influence of his failure mechanism. If we continued to observe him we would see him blaming every individual with whom he comes in contact. His preferred environment continues to be to move from group to group.

Alerted by this incident, Thierry's lady manager drops by to see him that evening. She arrives disguised as superwoman, making grand uncoordinated gestures, smiling but saying nothing. Thierry cannot help breaking into a smile himself. Her goal has been achieved – they now can get a grip on the situation and find the right solutions together.

Conclusion

To conclude, an individual's place in the Assessing Matrix and preferred environment are identical, whether they are running on positive energy or are in second-degree distress. When in distress, we find them in their preferred environment in order to "unwind" or "regain control": friends, family, and colleagues for someone with a Harmonizer base; a colleague, manager, staff member, partner or child for those with a Thinker or Persister base; alone, in the case of someone with an Imaginer base; or groups of friends, various colleagues, anybody who happens to be nearby *in the case* of individuals with a Promoter or Rebel base.

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