

# ENGENDERING A FEELING OF CONNECTION AND RAPPORT IN YOUR STUDENTS: REACHING AND TEACHING USING THE PROCESS COMMUNICATION MODEL

**Dragos Lucian IVAN**  
**Teodor MANEA**

Universitatea Politehnică, București

## **Abstract**

*The Process Communication Model® (PCM) is a non-clinical communication and management methodology derived from Dr. Kahler's research in the field of psychology and communication. The uniqueness of this method consists in the theory that human behavior can be identified objectively literally as time progresses as being either productive (COMMUNICATION) or non-productive (MISCOMMUNICATION). It has been developed in order to offer people a firm behavioral, management and interaction foundation.*

**Key-words:** *communication, management, behavior, interaction*

## **I. A. Process communication**

The field of communication has changed considerably over the last years. Although this field of activity has evolved we should still use the models of communication invented in the past, today. In my opinion this is perhaps one of the fields of activity in which past discoveries are still useful and easy to adapt to present day communication both interpersonal and within the classroom. It should be regarded as a sign that these theories and model possess an enduring value. However we should not forget that the field of communication has evolved greatly since the 1960's, and it may be considered appropriate for people to start being curious about these new updates and try and apply these changes to present models. This model of communication, entitled Process Communication attempts to capture the fundamental interaction of language, medium, and message that enables communication. The focus is on the socially constructed aspects of each of the elements involved in the process. Also the focus shifts between this aspect and the relationship of creators and consumers of messages both to these elements and each other.

Process communication can be regarded as a new tool in the field of communication. I would dare to name it as an innovative tool which should enable you, as the manager of a class, to understand, motivate, and communicate more effectively with your student, but it presents applicability also on the broader sense, because it should contribute to the improvement of the communication with other people. Process communication consists in the discoverer of how to identify and in the same time respond appropriately and correctly to certain patterns of productive behavior by correctly evaluating and responding to a certain pattern of communication we achieve what is called successful communication. The second we do not manage to respond appropriately to a certain pattern of speech or reaction, in the process of communication, appears and behavior that prevents actual, real and true communication. We shall define this as a non-productive behavior or with the term of miscommunication.

The first time Process Communication was used, was in 1978. That time NASA used process communication in the selection, placement, and training of astronauts. Nowadays, there are people, from astronauts to entrepreneurs and teachers that have put the concepts of Process Communication to work for themselves. The purpose of this paper is not to present an omniscient view or a complete analysis of this complex process, but to raise awareness, underline the fact that it exists and has results and some of its basic concepts.

The first time I used such an approach in communication was to deal with a difficult person in the classroom. Process communication offers some advantages. On one hand through this approach you can observe and understand your own behavior. Once the process of self understanding has been completed, the methods used in process communication can be applied in your understanding of other. You can observe, asses and connect to your interlocutors and act in an adequate way of communication. Process communication is another way through which you can analyse conflicts and miscommunication situations that disturb the class and present a real challenge to class management. The important thing in such a situation is to get out of the situation and come back to a positive relationship. Process communication has a focus on the positive parts of your personality and your inventory of skills, but will not ignore those negative elements that exist in all of us. Non-productive, undesirable behavior generally happens when we are not getting what we need. In this case I refer to psychological needs. The moment this happens, miscommunication happens. This miscommunication gets in the way of successful interaction in both our personal life and in the class room.

Process communication, together with other ways of improving communication and class management should come with valuable tools to increase the quality of class activity. In the education world process communication puts emphasis on: Assessing, connecting, motivating and resolving conflict.

### **I. B. Contact perception**

Everyone views the world around them in at least six different ways. The important thing is to manage to coordinate your activity within the classroom in a specific way in order to attract the interest of all of the students. By assessing the way they view the world class management can be improved. The basic ways through which people perceive reality is through perceptions of thoughts, emotions, opinions, reflections, actions or reactions (likes and dislikes).

Not only are these the filters by which we experience the world, these perceptions become the way we contact others and prefer that they contact us. Each of us has a primary perception or preference as to how we should say that content of what we are saying.

1. Those whose primary perception is through thoughts value facts. The way they view the world is by identifying and categorizing people and things. They prize data and information. Logic is their currency.
2. Those whose primary perception is opinion value trust. The way they view the world is by evaluating people and situations through a belief system. They prize loyalty and commitment. The concept of value is their currency.
3. Those whose primary perception is emotion value relationships. The way they view the world is by reflecting about what is happening. They prize privacy and their own space. Imagination is their currency.
4. Those whose primary perceptions is through reactions value fun. The way they view the world is by reacting to people and situations with likes and dislikes. They prize spontaneity and creativity. Humor is their currency.
5. Those whose primary perception is actions value initiative. The way they view the world is by experiencing situations and making things happen. They prize adaptability and self sufficiency. Charm is their currency.

**Exercise:** How to assess personality type through perceptions

1. Thought/Logic: “I think...”, “What options...”, “Does that mean...”, “who...”, “what...”, “when...”, “where...”, “facts...”, “information...”, “data...”, “time frames...”.
2. Opinions/Values: “In my opinion...”, “we should...”, “I believe...”, “respect...”, “values...”, “admiration...”, “commitment...”, “dedication...”, “trust...”.
3. Emotions/Compassion: “E feel...”, “I’m comfortable with...”, “I care...”, “...happy...”, “...sad...”, “I love...”, “...close.”
4. Inactions/Imagination: “Need time to reflect...”, “Wait for more direction...”, “Hold back...”, “Easy pace...”, “Own space...”, “Don’t want to rock the boat...”.
5. Reactions/ Likes and dislikes: “Wow...”, “I like...”, “I don’t like...”, “I don’t hate...”, fun, slang phrases.
6. Actions/ Charm: “...best shot...”, “...make it happen...”, “Go for it...”, “Enough talk...”.

**Perception assessing exercise**

The purpose of this exercise is to listen for evidence of how a person experiences the world. This will let you know what the predominant perception is and therefore likely what the basic Personality type is.

When discussing an important topic or presented with a challenging stimulus, we are more likely to move to our first way of perceiving reality. In that moment we start to filter the situation through our favorite, strongest perception.

1. Get into groups of four.
2. Choose two speakers and two observers.
3. Choose a controversial topic to which they feel passionate about. This is the base of our discussion.
4. Have the speakers discuss this topic for about five minutes.
5. Have each observer pick a speaker, and using the phrases above keep a frequency count of the evidence, second by second, of the perception that speaking is using.
6. After the five minutes, have each observer give feedback to his/her speaker.
7. Change places and change the assigned roles.

**I. C. Psychological needs**

Psychological needs are born-with attention and motivational desires that require being met in an individual for effective and productive function. These are the basic hungers that need satisfaction. Each personality type has different psychological needs. Before we can deal effectively with others, we must first get our own psychological needs met. This insures crisp, effective communication through channels, avoiding masks, miscommunication and

unproductive interactions. If we know our personality structure, we know what psychological needs we must satisfy. When our needs are met we are more productive and have more joy.

#### **I. D. Personality types**

There are six distinct personality types: harmoniser, workaholic, persister, dreamer, rebel and promoter. Each of us develops a predominant personality type early in life and that does not change. It is our basic personality type all our lives. Each personality type is ok. No one type is better or worse, more smart or less smart, more ok or less ok than any other. Each type has specific motivators characterized by differences in character strengths, psychological needs, perceptions and favored communication channels.

1. Harmoniser – Emotions – NEED: recognition of person, sensory

This type of psychological need is for others to accept us just the way we are, without conditions or strings, or performance required. Those students with recognition of self want other people to say that they appreciate them, like them, or are glad that they are part of the group.

2. Workaholics- Thoughts – NEED: recognition of work, time structure

This type of student is goal oriented and achievement oriented. This student desires confirmation that what he has done is noticed. He is motivated by awards, bonuses, a pat on the back. He needs to know that he has done a good job.

3. Persister- Opinion – NEED: recognition of work, conviction

This type of person, a student, has a need for his or her achievements recognized is doing so because of her strong commitment and belief in what her mission goal is. Conviction need refers to having commitment to a belief, an opinion, or a judgment. It is important to people who have conviction hunger that people listen to their beliefs.

4. Dreamer – inactions– NEED: solitude

Students whose basic need is solitude tend to be withdrawn, often moving into self-reflective, imaginative reveries. These people are often at peace with themselves, enjoy being with themselves and may need solitude when performing a task. They do not require groups or excitement.

5. Rebel – reactions –Likes and Dislikes– NEED: contact

Students who desire an environment that turns them on are showing their need for contact. Frequent interaction with others, fabrics and textures, mechanical devices, loud music, games, bright lights and favorite posters often satisfy contact hunger. Also they prefer to be around fun people.

6. Promoters – actions – NEED: incidence

Incidence need covers a basic desire for a great deal of excitement in a short period of time. People with incidence hunger usually prefer structuring their own time for short periods of great intensity as opposed to a imposed schedule.

This model of the communication, process communication can be considered in many aspects as part of the beginning of the modern field in class communication. It is my opinion that although it represents a general model of the communication process it has the advantage that it can be treated as the common ground, the meeting place, of such diverse disciplines as journalism, rhetoric, linguistics, and speech and hearing sciences. Process communication is valuable because it separated communication into a set of basic constituents that not only explain how communication happens, but why communication sometimes fails.

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**Dragos Lucian IVAN** is a junior lecturer at the Polytechnic University in Bucharest and a student at the MTTLC MA program, under the guidance of professor Lidia Vianu. I also work as a trainer and freelance writer, while being part of the Public Relations team at the University of Bucharest.