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Editor's Comments

Welcome to the October 2014 issue of the Journal of Process Communication. To help individual readers find papers of interest to them, we are changing the format of the journal beginning with this issue. Specifically, we will have subsections on various topics and will publish papers on those subjects in them. Every issue will have a section for research papers. The other subsections will vary from issue to issue depending on the papers that are submitted. In this issue there is a subsection for education papers and a subsection for papers of general interest to PCM trainers. In future issues, we anticipate having sections in leadership, management, healthcare, and others.

The featured paper in this issue was written by Dr. Michael Gilbert, the CEO of ATOIRE Inc. Michael is the former chair of the Education Leadership Department at Central Michigan University and the current director of Process Education in the United States. Dr. Gilbert has been interested in the importance of listening to enhance communication since 1979 and has conducted many research studies on various aspects of listening and communication. In his paper, "Effective Communication: Evolving from Listening to Processing", he describes how his studies evolved from learning how to listen

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better as the first step in improving communication, to a study of the personality types who are the most effective listeners, to the impact this has on students in the classroom and the need for teachers to individualize the way they teach in order to improve their communications with all of their students so that every student will be motivated to learn and will achieve more.

In the Research Subsection is a paper “The Missing Perceptions in one North American Church” by Rev. Adam Burlow-Thompson, the pastor of a Methodist church in Wichita, Kansas and Dr. Nate Regier, the CEO of Next Element, a training and development company in Newton, Kansas. They co-authored a paper based on the research the Rev. Burlow-Thompson did on the personality types of the people who attend his church and the types who do not. Understanding the psychological needs of those who are not interested in Dr. Burlow-Thompson’s church, they explore ideas of how to change their approach so that other personality types will feel welcome in their church. Although this study is about church attendance, the implications are equally applicable to all organizations, including businesses, schools, and non-profits. People who get their needs met in an organization or business will want to be there and those who do not get their needs met in an organization, will not. Realizing this, organizations can take positive steps to help everyone get their psychological needs met positively, thereby improving staff and customer satisfaction, organization productivity and business profitability.

This issue will be especially interesting for educators and readers with children in school because several of the papers are education related. In late July 2013, the Muse school in Malibu, California hosted the international Process Communication for Educators Conference. More than 120 people from 21 countries attended the conference. Four of the people who presented at the conference have written papers that are included in the Education Section of this issue

of the Journal. In her paper, “Case Studies by PCM Trained Teachers”, Dr. Dianne Bradley, a recently retired professor at the University of Maryland, describes the results teachers who were trained in the concepts of Process Communication had when they applied the concepts in their classrooms.

Many educators do not know how to reach Rebels, Promoters and Imaginers. Miss Aria Johnston, a base Rebel in a Promoter phase and a senior at Good Counsel High School in Olney, Maryland, has written a paper entitled “One Rebel’s Experience in School”. In her paper she describes her experiences in two different types of school – a traditional school which she hated and a progressive school that she loved to attend. She explains that in the progressive school her teachers taught nearly every subject the way she learns. She also includes suggestions of things educators can do to reach and teach base Rebel students. The Journal editor wrote an introduction to her paper explaining the reasons why it is important for teachers to understand how to reach Rebels, Promoters, and Imaginers, i.e. many of them drop out of school before they graduate from high school and in many cases, their skills and talents are lost to society. Her paper is included in the Education Section.

As mentioned above, many teachers have a difficult time understanding Imaginers. Sarah M. Lloyd, a base Imaginer in a Thinker phase, has written a paper entitled, “Observations and Reflections: A base Imaginer from the Inside”. In her paper Ms. Lloyd describes her experiences in school, in her home, and in therapy sessions. In her paper, she explains how Imaginers think and makes suggestions to help teachers and others communicate with and teach base Imaginer students.

Dr. Ryan Donlan, a Professor in the Education Department at Indiana State University, and Dr. Yi Lin, a former graduate student of Dr. Donlan, co-authored a paper on distance learning entitled

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“Closing the Distance”. In their paper, they explore the literature on distant learning, explain how different distant learning tools can be used, and describe the results of their own experiences using those tools in teaching their classes. They also suggest how the tools can be used effectively to benefit students of all personality types.

Dr. Kathleen Vespia, the Coordinator of Secondary Education at Salve Regina University in Newport, Rhode Island and an instructor for the non-profit organization, Oliver Hazard Perry Rhode Island, had a very unusual experience this summer. She taught a one-day Process Education seminar to 16 educators from various parts of the United States on board the first “tall ship” built in the world in the last hundred years. She taught the seminar in turbulent seas made rough as a result of the tail end of a hurricane. She describes the personality types of the educators and the members of the crew (mostly Rebels). She also explains how the concepts of Process Communication helped the teachers build teamwork, how they learned to communicate with Rebels, and how much they enjoyed the experience in spite of the high seas and the seasickness. Her paper is entitled “Rebels On Deck: PEM For Educators Takes To The High Seas” and is in the Education section.

Kahler Communications Japan is hosting the 2014 International Process Communication Congress in October. Miyako Miyata from Kahler Communications Japan has written a paper entitled “Process Communication and Japanese Culture”. In the paper, she describes how the concepts of Process Communication fit into the Japanese culture and the changes they are making to universalize the acceptance of the concepts throughout Japan. They also welcome to the Congress colleagues from all over the world and all others who are interested in the concepts of Process Communication. Miyako’s paper is in the General section.

We invite you to explore the papers at your leisure and hope that you will find them readable, informative, useful and entertaining.

“ Dr. Gilbert has been interested in the importance of listening to enhance communication since 1979 and has conducted many research studies on various aspects of listening and communication. ”

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Effective Communication: Evolving from Listening to Processing

Michael B. Gilbert

Professor Emeritus

Department of Educational Leadership

Central Michigan University

Chief Executive and Principal Consultant

ATOIRE Communications



Effective Communication: Evolving from Listening to Processing

Abstract

This article traces the exploration of effective communication through the research of one scholar for more than 30 years. The impetus of an awareness of the need to listen more effectively was the starting point and has evolved through the adaptation of interaction skills as described by the *Process Communication Model*^(c).

Three specific studies are explored to show the journey, still unfinished:

1. School principals perceived themselves to listen effectively, echoed by their staffs.
2. Educators who are more thought-oriented were found to be the better listeners.
3. Students whose personalities more closely match their teachers were graded significantly better than those whose personalities were not as closely matched.

Effective Communication: Evolving from Listening to Processing

The Beginnings

Sometime in 1979, the author was half-heartedly listening to television when what appeared to be a public service announcement (PSA) was aired. A group of people comprised an audience looking at a speaker. The “voice over” said, “We, at Sperry, have learned to listen better.”

Hmm! What did that mean? Don’t we all listen? If we do, then how do we listen *better*?

I wrote to Sperry, explaining that I was involved with the preparation of educational leaders and was intrigued by their PSA. Would they share more about what they were doing?

After protracted silence, I received a cursory response with a copy of their “Personal Listening Profile” inventory. Fortunately, the inventory gave credit to the creator, one Dr. Lyman K. Steil, chairperson of the Department of Rhetoric at the University of Minnesota.

I wrote to Dr. Steil recounting how I happened on his name and with the same request I had made of Sperry – sharing more about listening. Shortly, I received a thick envelope from Dr. Steil with copies of many of his articles related to the *skill* of listening...and an invitation to join the fledgling International Listening Association (ILA). (I, as you may have just thought, did not know there was an International Listening Association.)

As I read, with increasing interest, Dr. Steil’s many articles, I realized that the key to effective verbal communication lay in the ability to listen well. To learn more, I joined the ILA and attended its second annual convention in Denver, Colorado in 1981.

I found the ILA membership to be comprised of communications faculty at universities, business consultants, counselors, language arts teachers, and researchers. I did not find another whose background and interests were closely related to mine. I was a maverick. (Not a big surprise to those who know me.)

As I became more engaged in listening as it pertained to the preparation of educational leaders, I wanted to know how (and if) listening is taught and the degree to which practitioners listened effectively. Thus began my journey to understand how communication was part of the administrative skill set of those who would lead educational organizations.

[Since this article is somewhat of an academic odyssey, I will be shifting between formal and informal writing styles throughout the “journey.”]

The Teaching of Listening

Humans listen before they speak, speak before they read, and read before they write. Thus, failure to refine our listening skills impairs the entire process of human communication. (Wolff, Marsnik, Tacey, & Nichols, 1983, p. 24)

The reality is that most educators (taken from a data base of about 1,400) prefer the auditory (43%) or visual (44%) mode of taking in information (Gilbert, 1994-2012, unpublished ongoing research). This is significantly different from the general population – auditory (35%) and visual (30%) (cf. Kahler, 1982). It is probable that teachers would prefer to deliver instruction in ways they would prefer to learn. Therefore, students who do better with kinesthetic or tactile learning experiences would be disadvantaged, or at least challenged to stay on task, in visual and auditory environments, *unless* their teachers recognize the needs to *shift* instructional delivery modes and are willing and able to do so. (The ability of students, themselves, to shift is probably an indicator of those who perform well and those who are at risk of failing or doing poorly.)

The emphasis on reading and writing in most elementary schools, especially as it relates to current high-stakes testing, suggests a continuing predominance of visual instruction (cf. Barbe & Swassing, 1979). However, the verbal aspect of most instruction mitigates for teaching listening, a skill taken for granted and difficult to observe.

When one attempts to teach good listening habits, it is necessary to structure an environment conducive to listening (Barker, 1971):

1. Establish a comfortable, quiet and relaxed atmosphere.
2. Make sure the audience knows [senses] the purpose for listening.
3. Prepare the listeners for what they are about to hear.
4. Break up long periods of listening with other activities. [Author's note: most critical counsel]

Teachers should not be passive in allowing students to be fully responsible for the outcomes of their listening. Eye contact, "correct" posture, and stock responses to which divergent answers are not desired (e. g., "Uh huh...") are not necessarily adequate indicators of effective listening.

Some measures of listening are summarizing, drawing inferences, recalling facts accurately, and recalling facts in sequence (Barker, 1971). Teachers may not wish to take the time to employ these measures (or know that they are important checks for understanding). Indeed, the typical classroom with 30 or more pupils is a near-impossible place in which to receive continual information about pupil listening.

To begin the process (or change the paradigm), schools and colleges of education might consider reorienting the language arts methods courses to focus more heavily on listening pedagogy as part of pre-service professional education programs. If the newly trained professionals have learned how to teach listening as part of their teaching preparation programs, then they might be instrumental in affecting languages arts emphases.

To start on a small and independent scale, teachers already in the field might make a commitment to change their own listening habits (and might encourage others to follow their lead). Some suggestions for improvement are (Lyle, 1984):

1. Realize that listening takes real effort: Be prepared to expend time and energy.
2. Look at the child who is speaking to you: Do not fake attention or seem uninterested.
3. Turn off feelings as much as possible and listen with an open mind: Receive information as fresh; suppress your bias.
4. Do not jump to conclusions; hear the child out: Do not interrupt.
5. Separate fact from inference.
6. Listen between the lines to hear what is not being said: Are you getting all the information?
7. Learn to read nonverbal communication: What are the child's posture and movements telling you?
8. Pay attention to the feedback you provide: Have you confirmed, corrected or clarified your understanding of the message?

Few would question the importance of effective communication, of which listening is a part. The key to change in current practice in many places is for those in positions of decision making to recognize the need and to address that need. So how do those in leadership positions listen?

How Well Do Principals Listen?

With a newfound understanding of the importance of listening and its various attendant behaviors, I wanted to know how effective principals were at listening. I chose a basically descriptive study that would match the perceptions of principals with their staffs' perceptions regarding the principals' listening behaviors.

Based on the prevailing wisdom in the literature regarding listening behaviors, I constructed a perceptionnaire regarding 19 behaviors and included several demographic categories to distinguish among and between the respondents. The instrument was submitted to a panel of experts for content validation and to a pilot group for reliability. An 80% threshold of agreement was set as the target for validity – e.g., “Does this question reflect x behavior clearly?” The panel made very few comments regarding change and agreed as to the content. The pilot group also provided data to determine instrument reliability ($r = .77, p < .05$).

The pilot group was representative of the eventual sample – elementary and secondary principals in four central California counties. (Additional data collection occurred subsequently from a similar group, but those results are not included. The initial analysis was reported by Gilbert [1989] and is excerpted here.)

The instrument employed a six-point scale of descriptors for each behavior: *always, usually, frequently, sometimes, rarely, or never*. There were seven behaviors of general consensus. Table 1 shows the results.

Table 1

Principals' Listening Behaviors Perceptions

Most Proficient

1. I **rarely** don't understand so I quit listening.
2. It is **rarely** hard for me to keep up with a message because I can't figure out what might come next and I lose interest.
3. I **rarely** get so concerned with details that I have difficulty separating the key ideas from those that are only supporting.
4. I **rarely** find myself distracted easily, so I miss part of the message and cannot figure out what is going on.

Least Proficient

1. I **sometimes** don't pay attention when I'm not interested in the subject.
 2. My response to an oral message is **frequently** based on my initial understanding of that message.
 3. I **sometimes** judge speakers mainly on delivery style and appearance.
-

With respect to item 2 under "Least Proficient:" Responses based on initial understanding may be faulty. *Communication* occurs when the listener understands a message in the same way the speaker intended that it be understood (Gilbert, 2012; Johnson, 1993). Failure to employ feedback, to confirm, clarify or correct a message, can lead to misunderstanding.

With the responses in hand from more than 200 principals, a *post hoc* factor analysis was conducted using a varimax rotation. The predominant factor included behaviors relating to *distractibility, preparedness to listen, anticipation, interrupting, planning for a response, and thinking of other things*. This factor was entitled *barriers to listening effectiveness*. A second factor emerged – *hearing*. This was not surprising, since hearing is the initial phase of listening.

The initial respondents were asked for permission to obtain their staff's perceptions of the principal's listening behaviors. The second survey was sent to determine if there were differences between the principals and their staffs concerning the principal's listening behaviors.

These results appear in Table 2.

Table 2

Consensus of Principals' and Staff Perceptions of Principal's Listening Behaviors

Most Proficient

1. **Rarely** doesn't understand so quit listening.
2. **Rarely** hard to keep up with a message, because can't figure out what might come next and lose interest.

Least Proficient

1. **Sometimes** gets wrapped up in own argument and planning for a response.
 2. Response **sometimes** based on initial understanding.
-

The consensus revealed that principals were understanding and had little difficulty keeping up with sender. An adjunct to this is that principals who comply with requests will be seen as better listeners than those who do not. This has more to do with giving people what they want rather than whether the principals listen well. "If you comply with my request, you have listened well. If you do not, you obviously did not understand what I wanted." Agreement is not necessarily a component of effective communication; understanding the message is.

The less effective behaviors that were noted were: planning a response and responding based on initial understanding of the message. Both of these behaviors suggest possibly not having a full understanding of the message. Employing a feedback loop of confirming, clarifying, or correcting can confirm understanding of the message to the sender's satisfaction.

"Dad, can I go out tonight."

"No, it's a school night."

"But, Dad. I won't stay out long."

"No."

"Dad, you just don't understand!"

"OK. Let's double check. You want to go out and the house rule is not on a school night, right? So it's not that I don't understand; it's that I am not giving you what you want."

Interestingly, the staffs were more positive about the principals' listening behaviors than were the principals. This might be explained by the fact that only those staffs whose principals gave permission for contact comprised the analysis.

One interpretation might be that only those principals who were comfortable with the relationship with their staffs and who perceived that they were doing a good job gave permission. As a result, a *halo effect* may have been present: if the overall performance was perceived by the staff as being good, any subset of that performance, such as listening, was perceived as good. (Including an objective measure of listening in a subsequent study might help determine if perceived behavior and actual behavior coincided.)

An interesting offshoot of the survey information related to the demographic information collected about the principals. Principals who were *currently unmarried* (either separated, divorced or widowed) were perceived to listen less well than those who were married or who had never married, using the *barriers* factor. One speculation might be that the trauma of the principal's marital situation affected listening (and possibly other interpersonal behaviors) negatively. Of course, the obverse might be true – lack of effective listening (communication) might have led to the breakup. (Were another study to be conducted, it is suggested that the marital status designations be: *single, married (or in a committed relationship), separated, divorced, or widowed*. This might allow for greater discrimination.)

While this research was interesting, questions arose as to how principals might use the results. If one were already (perceived as) a good listener, then why bother with exploring listening as a skill further? If one were not, then what would be the impetus to improve? The need to improve might follow a simple formula:

- Understand the need for the skill.
- Learn the component steps.
- Practice the steps.
- Receive feedback on how well the skill is being performed.
- Incorporate the skill and its components into one's repertoire.

Understanding the need might come from formal or informal feedback. While, as an elementary school principal, I had an annual formal evaluation with my superintendent, I also asked my staff (1) what I was doing well, (2) in what areas I might improve, and (3) suggestions for that improvement. To protect any insecurity the staff might have about offering this information, their responses were submitted anonymously.

If one wanted to improve listening skills generally, the following *keys to effective listening* were suggested (Nichols & Stevens, 1956; Steil, Barker, & Watson, 1983):

1. **Find areas of interest:** Look for benefits and opportunities; ask "What's in this for me?"
2. **Judge content, not delivery:** Overlook delivery errors and concentrate on the main message.
3. **Hold your fire:** Withhold judgment until the message is complete.
4. **Listen for ideas:** Focus on central themes.
5. **Be flexible:** Take appropriate notes, adapting to the speaker's style. [Of course, one should get into the habit of taking notes and not rely on memory.]

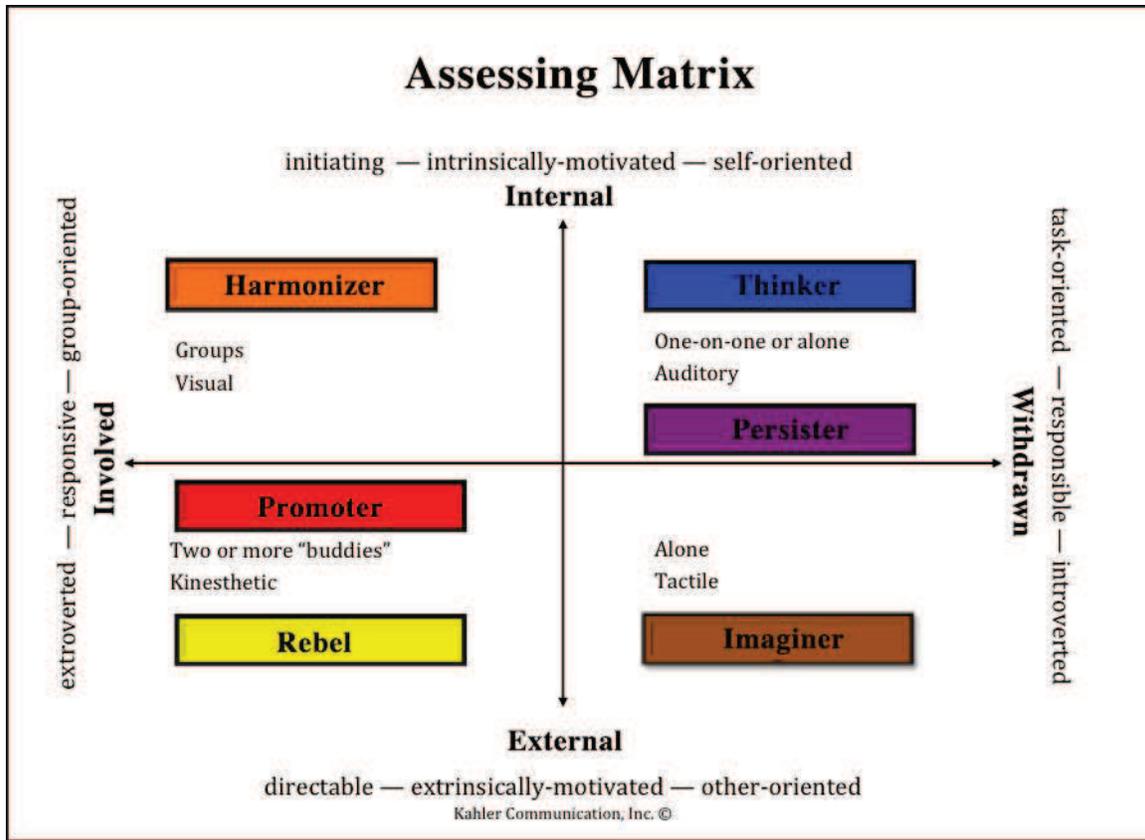
6. **Work at listening:** Exhibit active body readiness—eye contact, supportive facial expression; ask clarifying questions and respond appropriately.
7. **Resist distractions:** Fight or avoid distractions; tolerate bad habits in others; know how to concentrate [and recognize when concentration is waning or absent].
8. **Exercise your mind:** Search for challenging material.
9. **Keep your mind open:** Know your emotional triggers and be prepared to combat their control over you.
10. **Capitalize on the fact that *thought* is faster than *speech*:** Challenge [mentally], anticipate, summarize, and reflect on what has been said; weigh the evidence; listen between the lines.

Even in the current context, oral communication, where there are listeners and speakers, is critical to effective organizations. While we can communicate electronically, at a distance and asynchronously, we do not yet live in a world where face-to-face interaction is absent.

Who Listens Better?

So what to do with this information? Fortunately, I met Taibi Kahler in 1991 and began the evolution from listening to processing. As he introduced me to the Process Communication Model (PCM), my mind began to run amok with educational possibilities. I found it hard to stay focused on what (and how) he was telling me. I had to fight the impulse to interrupt and follow the stimulation endemic to each interchange (much to the chagrin of one who knew better).

As I began to understand PCM more intimately, I followed my own counsel to look for objective measures. This first started when my dear colleague, Okie Lee Wolfe, an insightful PCM trainer, suggested that the different PCM personality types prefer different learning environments. Inserting the current personality descriptors, the PCM Assessing Matrix is displayed:



When I asked Dr. Wolfe how she knew this, she offered that if you knew PCM, you understood what learning preferences each personality had. Of course, I (now a certified PCM trainer) knew she was correct, but it would be helpful to verify this.

Enter the next piece of research: what personality type of educator listens better? Why? If listening is an important learning tool and educators are likely to teach in the way they prefer to learn, then which type of educator is a better listener? In other words, if we understand who prefers to listen, then we will know who is likely to create a learning environment that requires listening. Moreover, we might also discover who might be disadvantaged by such an environment – that is, who might flounder?

Students need a supportive classroom environment, one that caters to their learning preferences. Most classrooms offer a product-oriented climate, which may only reinforce student insecurities in their performance. “They associate the classroom environment with failure; expecting to fail, they often do” (Pierce, 1994, p. 38). To be effective, teachers need to listen to and talk with their students (Steer, 1984). Of course, this presumes that teachers are educated in listening skills (Swanson, 1997) and are prepared to listen when situations or students invite them.

“As good listeners, teachers: (1) establish a classroom environment conducive to learning; (2) make better pedagogical decisions based on good listening skills; and (3) model good listening behavior for students” (Bozik, 1987). Listening competency is important to being an effective teacher in “sending and receiving messages that: (1) are used to obtain or give information; (2) express or respond to feelings; (3) speculate, theorize, or include fantasy; (4)

serve to maintain and facilitate social interaction; and (5) seek to convince” (Cooper, 1986). Flexibility in environmental and instructional strategy provides ways in which all learners can be accessed (i.e., motivated). Subscribing to this approach allows educators to explode one of the long-standing myths: “You can’t let them move around; they are too disruptive” (Pope, 1994, p. 7). Moving away from traditional patterns by recognizing different learner needs gives teachers a plethora of approaches – and permission to use them.

Many educators limit the ways in which they offer and process information because of their personality strengths and preferences. Sometimes even good teachers may assume mistakenly that teaching strategies that worked previously for their students will work with all children. A reason they may have been successful is that they connected with similar personality strength and preferences of their students. Educators must listen carefully and collaboratively (to and with their students, staff, and other stakeholders) to communicate successfully (Wilmore, 1995). Knowing how to accommodate different patterns and perceptions expands the interaction effectiveness most educators seek (Gilbert, 2005).

The purpose of this next study was to determine how well educators perform the skill they require most students to use in face-to-face interaction of classroom time. Moreover, the research focused on whether some types of educators listened more effectively than others.

The major questions to be answered were:

1. Are there personality types that listen more effectively than others in general?
2. Are there specific types of listening that distinguish one personality type from another?

Instrumentation

Listening effectiveness was determined by an overall score on the *Watson-Barker Listening Test (WBLT)* (Watson & Barker, 1991), standardized for adult audiences and divided into five subscales: (1) evaluating message content, (2) understanding meaning in conversations, (3) understanding and remembering information, (4) evaluating emotional meanings in messages, and (5) following directions and instructions. Personality patterns were derived from the *Kahler Personality Pattern Inventory (PPI)* (Kahler, 1997).

The *WBLT* videotape took approximately 30 minutes to administer in group settings. The *PPI* was completed individually in about 30 minutes. Data were collected during the 2002-2003 academic year.

Several thousand subjects across the United States were used to refine and validate the *WBLT*, including executives, professionals, government employees, and undergraduate/graduate students from a variety of universities and curricula. Pilot tests were subjected to factor analyses, item analyses, reliability tests, and descriptive analyses. Face validity of each item was judged by a panel of listening experts (Watson & Barker, 1991). In addition, Roberts (1986; 1988) and others (as cited in Watson & Barker, 1991) reported the *WBLT* to be valid.

A study similar to the current one was undertaken in 1996 by the author with nothing notable coming from the data analysis, only that no distinctions between personality types could be ascertained (Gilbert, 1997). This was puzzling until the findings of Villaume and Weaver (1996) were published. Their work challenged the validity and reliability of the subscales of the *WBLT*.

Villaume and Weaver (1996) contended that the overall scores on the tests were circumspect because the subscores were deemed unreliable. Their research showed different groupings of items in factor analyses than the test authors indicated. Further, Villaume and Weaver suggested that there were distinctions to be made between literal recall in listening situations and those areas that required interpretation and evaluation-based paralinguistic factors and subtextual cues.

Even though the *WBLT* had been revised (1999) into a shorter test, no additional validity and reliability data were available to support use of the shorter, less-fatiguing version. The researcher instead chose to use the original longer version, incorporating the factors discovered by Villaume and Weaver.

Kahler (1982) posited that each person has an individual structure of personality types – a *base*, the strongest part, and each of five other personality types in decreasing strength. Each personality type has character strengths, psychological (motivational) needs, communication preferences, and predictable patterns and behaviors that occur when one is in distress (described simply as not fulfilling one's needs positively).

Kahler's (1997) *PPI* is a valid and reliable measure of one's personality structure and behavioral preferences. Initially, 204 items were administered to 180 people, representing each of the identified personality types, to determine face, concurrent, and predictive validity. Only items with a correlation greater than .60 ($p < .01$) were accepted for inclusion in the final inventory (Kahler Communications, n. d.). (Note: the original *PPI* was lengthened from 22 to 45 items. The revised version, too, was deemed to be valid and reliable [Ampaw, Gilbert, & Donlan, 2012].)

The data used for the current research were the personality determinations from the *PPI*, and the overall and the five Villaume-Weaver factored subscale scores on the *WBLT*. These scores allowed for an analysis of the relationship between one's personality patterns and listening effectiveness. The demographic categories (independent variables) were *gender* and *position* (student teacher or veteran educator).

Sample

To provide a cross section of educators, both student teachers (those aspiring to be classroom instructors) and veteran educators were sampled. Subjects came from Maryland, Michigan, New York, and Tennessee. Data were gathered from 217 subjects. The sample was predominantly female ($n = 164$, 76%) student teachers ($n = 139$, 71%). (Also, 53 males comprised the sample, and there were 58 veteran educators. Twenty of the subjects were missing position designations.)

Not all of the subjects completed the Kahler Personality Pattern Inventory (*PPI*). This shortcoming was due in part to the voluntary nature of participation in the project and the fact that responses were to be completed online and out of the control of the researcher. Eighty-eight percent of the group ($n = 152$) were Base Harmonizers (49%), Thinkers (13%) and Persisters (25%), and 82 percent were Phase Harmonizers (25%), Thinkers (26%) and Persisters (31%). More than 74% of the group were either a Base or Phase Harmonizer, Thinker or Persister, or a combination of two out of the three. The data showed this group of educators was 8% Base Rebels, 2% Base Imaginers, and 3% Base Promoters. Of the remainder, 13% were Phase Rebels;

5% were Phase Promoters; and 1% was Phase Imaginers. The comparative data between the general population (Kahler, 1982) and the research sample are shown in Table 3. [The “Educator” arrays were derived from the data collected for this study.]

Table 3

Distribution of Personality Types

Personality Type	General Population Base	Educator Base	General Population Phase	Educator Phase
<i>Harmonizer</i>	30%	49%	22%	25%
<i>Thinker</i>	25%	14%	20%	26%
<i>Persister</i>	10%	25%	22%	31%
<i>Imaginer</i>	10%	2%	4%	1%
<i>Rebel</i>	20%	8%	24%	13%
<i>Promoter</i>	5%	3%	8%	5%

These differences were significant ($p < .001$), as shown in Table 4. Educators were much more intrinsically motivated than the general population (cf. Assessing Matrix above). This is characteristic of Harmonizers, Thinkers, and Persisters.

Table 4

Chi-Square Comparisons of General Population and Educator Sample

	X^2	p
Base	82.1	<.001
Phase	22.0	<.001

The *PCM* variables (as determined by the *PPI*) were the main focus of the research – to determine if any aspects of personality were predictable indicators of listening effectiveness. Previous research (Gilbert, 1997) found no differences in the listening effectiveness of the sample on the overall *WBLT* score or any of the subscales when using *Base* and *Phase* designations. The reason for no variation seemed to be the lack of differentiation among the designators in the initial study – Base and Phase were each assigned a single digit to distinguish one personality type from another. The *PPI* responses provide distinctions from 0 to 100 for each personality. This represents the percentage of available “energy,” or the ability to tap into that part of a person’s structure. Because of the greater distinguishability, more discrete analyses were possible. The issues of Base and Phase seemed less important to this study than the amount of available energy in any given personality type.

Results

Using the overall score on the *WBLT*, the following results were found:

1. Veteran educators listened significantly ($p < .001$) better than student teachers (see Table 5).
2. Strong *Thinker* energy was the best predictor of overall listening effectiveness ($p < .01$; see Table 6).
3. Strong *Imaginer* energy was the best predictor of overall listening ineffectiveness ($p < .05$; see Table 6).

Table 5
Listening Effectiveness by Position

Position	N	Mean	t score	p value
Student	139	30.5	-4.767	<.001
Veteran	58	33.5		

Veteran teachers listened significantly better than student teachers. They scored 10% higher overall on the *WBLT*.

Table 6
Predictors of Listening Effectiveness by Total Score on the WBLT

Personality Type	Beta	t score	p value
<i>Harmonizer</i>	-.143	1.693	.093
<i>Thinker</i>	.303	3.380	.001
<i>Persister</i>	-.139	-1.678	.095
<i>Imaginer</i>	-.192	-2.418	.017
<i>Rebel</i>	-.056	-.577	.565
<i>Promoter</i>	-.052	-.511	.610

People with strong *Thinker* energy were better listeners. People with strong *Imaginer* energy were poorer listeners.

Thinkers are very data-driven; they would listen for the concrete information contained in the Content, Remembering, and Directions sections of the *WBLT*. Imaginers are directable and might need to be instructed regarding particular information beforehand.

Because Villaume and Weaver (1996) provided new and useful information regarding the *WBLT*, their suggested reconfigured factors were used to answer the question of distinctions in types of listening. The items making up the majority of Factor 1, characterized as *Literal Recall of Information*, were taken mostly from the *WBLT* Subscale 5, Following Directions and Instructions. Factor 2, *Literal Recall with Semantic and Pragmatic Inferences*, was comprised of items from the *WBLT* Subscale 3, Understanding and Remembering Information. Factor 3, *Using Paralinguistic Elements*, was made up of items from the *WBLT* Subscale 4, Evaluating Emotional Meaning in Messages. Factor 4, *Discursive Judgments Based*

on *Subtextual Cues*, was comprised mostly of items from the *WBLT* Subscale 2, Understanding Meaning in Conversations. Finally, Factor 5, *Most Warranted Implications*, was based on items from three *WBLT* subscales: 1, Literal Recall; 4, Evaluating Emotional Meanings; and 5, Following Directions and Instructions.

Factors 1, 2, and 4 yielded the only significant distinctions. These results are shown in Tables 7-9.

Table 7

Predictors of Listening Effectiveness by Factor 1 (Literal Recall of Information)

Personality	Beta	t Score	p Value
<i>Harmonizer</i>	-.119	-1.506	.134
<i>Thinker</i>	.088	1.102	.272
<i>Persister</i>	-.031	-.386	.700
<i>Imaginer</i>	-.234	-2.945	.004
<i>Rebel</i>	-.108	-1.330	.186
<i>Promoter</i>	-.051	-.618	.538

Table 7 shows that people with strong *Imaginer* energy listen poorest when required to recall information literally. *Imaginiers* tend to be highly directable; hence, they might need to be told to focus on particular information. No other significant distinctions were shown.

Table 8

Predictors of Listening Effectiveness by Factor 2 (Semantic and Pragmatic Differences)

Personality	Beta	t Score	p Value
<i>Harmonizer</i>	-.222	-2.784	.006
<i>Thinker</i>	-.037	-.431	.667
<i>Persister</i>	-.122	1.732	.134
<i>Imaginer</i>	-.137	1.732	.085
<i>Rebel</i>	-.006	-.076	.940
<i>Promoter</i>	.043	.527	.599

Table 8 shows that strong *Harmonizer* energy yielded poorest listening related to semantic and pragmatic inferences. These people tend to be more literal (and initially trusting) in their relationships. They prefer to believe what they are told and typically will not infer other interpretations to what the speaker says.

Table 9

Predictors of Listening Effectiveness by Factor 4 (Subtextual Cues)

Personality	Beta	t Score	p Value
<i>Harmonizer</i>	-.144	-1.810	.072
<i>Thinker</i>	.140	1.761	.080
<i>Persister</i>	.012	.152	.879
<i>Imaginer</i>	-.190	2.375	.019
<i>Rebel</i>	-.091	-1.113	.267
<i>Promoter</i>	.070	.849	.397

An analysis of Factor 4, Evaluation of Subtextual Cues, showed those with high *Imaginer* energy listened more poorly. These data, shown in Table 9, yielded a similar interpretation to the analysis of Factor 2 (above) – Imaginers need directed focus.

The analyses using the factors determined by Villaume and Weaver (1996) showed those with high *Thinker* energy listened best to factual information; those with high *Imaginer* energy listened poorest on two factors (Semantic and Pragmatic Inferences, and Subtextual Cues); and those with high *Harmonizer* energy listened poorest on the factor relating to drawing pragmatic and semantic inferences.

Discussion

It was anticipated that educators who are more intrinsically motivated and withdrawn (Thinkers and Persisters) would listen more effectively than any of the other personality types, because they seem to prefer auditory input. This was not the case with Persisters, even though the contention related to Thinkers was borne out.

A possible reason that Persisters did not listen as well was because they tend to overlay messages with their beliefs initially. That is, they evaluate the message using their values and opinions as they consider the worth and utility of the information. (They may need more time to respond to a structured listening test.)

Prior to the data collection, the presumption of differences was based on the various orientations and descriptions of the personality types identified by the *Process Communication Model* (Kahler, 1982). Thinkers and Persisters are motivated by recognition for their work – a focus on accomplishment acknowledged by others and a certain precision in functioning. They experience the world through *thoughts* and *opinions*, respectively. Knowing that Harmonizers are more people-oriented and need acceptance of self, that Imaginers prefer solitude with little or no interaction with others, and that Rebels and Promoters need the more kinesthetic interaction of playful contact and incidence led the researcher to the notion that there would be a difference in listening performance.

Using the factors determined by Villaume and Weaver (1996) yielded some interesting and predictable results. Thinker energy may allow one to focus better on factual information; the “more” Thinker one is the better one can sort through data delivered orally.

High Imaginer energy may confound a listener unless the directions for gleaning information are provided beforehand. Similarly, those whose feelings guide them (Harmonizers) tend to have difficulty in sifting through information to use pragmatic and semantic inferences effectively.

Implications

Gilbert (1988; 1989) reported that listening is required in classrooms and in other educational situations a majority of the time, but most educators have had little or no formal training in learning and teaching the *skill* of listening. Moreover, the differences in personalities and preferences provide other layers of explanation as to what happens in classrooms (Bailey, 1998; Gilbert, 1999).

Since the gap between the need for listening and preparation in listening appears to be consistent, I wanted to examine whether certain types of educators listened more effectively than others, especially as the research might have implications for classroom environments. The representative educators demonstrated limited significant differences in their listening effectiveness as measured by the *Watson-Barker Listening Test*.

Educators who have a strong ability to think (as opposed to feel, believe, etc.) appeared to be the best listeners. Those who are more reflective and are highly directable listened least effectively.

Most educators typically use auditory and visual input for instructional activities – approaches that work best with students who have those same preferences. If learners follow the same patterns as the educators in this study, Thinkers will be most effective in taking in factual information by listening. Harmonizers will need encouragement to look past the literal information. Imaginers will need to be directed to focus on particular aspects of messages to listen effectively.

If Persisters are to listen effectively, they may need to be given time to filter messages through their belief systems. 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.

Educators should be sensitive to potential problems in overusing the auditory mode to present material. While oral presentation might be preferable for classroom control and for other reasons, it may also foster distress in those learners who prefer to take in information visually or kinesthetically.

Those educators whose preferences or personality strengths suggest they might listen better to be more effective would do well to seek workshops or training in developing listening skills. Teacher educators might also consider adding instruction in listening to pre-service programs to make requisite training in a critical communication skill that will augment the emphasis on classroom management and discipline strategies (Ritter & Taylor, 1990).

Effective teachers must first connect with their students personally as the precursor to foster student learning. This may result in their being remembered by their students, in part, for their active listening and empathy (Ferguson & Thomas, 1987).

With what I learned from my research, where to next in the journey from listening to processing? We know that listening is an important skill in face-to-face interaction. We also know that those with strong Thinker energy are the better listeners, with Persister energy close behind. We also know that those with other instructional delivery preferences may not listen as well and might be disadvantaged in classroom where lecture predominates.

With all of this information, what is the impact in the classroom? How do students achieve when we consider their learning preferences and needs.

Connecting with Students for Academic Success

In making the transition from how educators prefer to communicate and where their strengths lie, we must now consider how that relates to what goes on in the classroom. We know educators are intrinsically oriented, far in excess of the general population. We can presume students will mirror the general population, meaning 35% of them will be extrinsically oriented. They will prefer a more hands-on learning environment – tactile (Imaginers) and kinesthetic (Rebels and Promoters).

Learning preferences are not exclusive. Students can *shift* from one mode to another. However, in the same regard, teachers need to accommodate all learning styles, not just those that they would prefer if they were students.

Students whose learning preferences do not match teacher delivery methods are often stymied in school. The lack of motivation (needs fulfillment) can lead to predictable negative interaction behaviors that may result in students being referred out of the classroom for redirection or reassignment. The typical mismatch is with students whose learning preferences are extrinsic (kinesthetic and tactile) in classrooms where the predominant teaching preferences are intrinsic (auditory and visual).

Educators are highly intrinsic in their motivation and preferences. Their personalities suggest that they have little inclination to plan or to accommodate extrinsic learning activities (with certain exceptions offered in performance or production courses) (Gilbert, 2012; Rushton, Morgan, & Richard, 2007).

While intrinsic teaching methods (lecture, seat work, etc.) are more orderly than group activities,

they appeal mostly to students who learn best in that mode. Those who need more interaction are thwarted in a quiet setting. “Different learners have various references and needs, so they learn in different ways” (Leontidis & Halatsis, 2009, p. 226).

Teachers tend to model what they know best. If what they model works, they are successful. If not, they may have difficulty. A “teacher’s system of implicit knowledge and beliefs about teaching and learning includes the teacher’s own experiences with learning primarily in the role of the learner, the teacher’s learning styles and the teacher’s teaching styles” (Nielsen, 2008, p. 155).

Examining the Process Education Model

The *purpose* of this next study was to examine the efficacy of the Process Education Model (PEM), the adapted educational applications of the PCM, in dealing with students whose orientations and needs were different from those of their teachers and who might be prime candidates for segregation from the regular classroom into alternative settings or for dropping out of school. In many classrooms, the behaviors of students who are extrinsically oriented (kinesthetic and tactile) may be mistaken for inattentiveness or impulsivity (Bailey, 1998). These students may be identified as “most difficult to communicate with” by the teacher. If the communication difficulties are not resolved, the students may be referred for other services or interventions. An answer to classroom interaction or communication problems may be found in the awareness of a need for teachers to connect differently (Bradley, Pauley, & Pauley, 2006; Faas, 1994; Gilbert, 1992, 1994, 1996, 1999; Hawking 1995; Kahler 1973; Pauley, Bradley, & Pauley, 2002; Short, 1988; Wallin, 1992). With or without their awareness, teachers may approach these students from a position of distress, because they (the teachers) may have little energy (or inclination) to deal with these students who are unlike themselves in their orientation and motivation (Bradley, Pauley, & Pauley, 2006; Gilbert, 1999, 2007; Pauley, Bradley, & Pauley, 2003). When students are *on task*, they are engaged mostly because their needs are being met, and they will not display distress. The key to achieving student engagement is for teachers to vary their delivery to match the learning preferences of *all* of their students (Gilbert, 1994).

Methodology

All data and information were collected from a PK-12 midwestern (U. S.) school district with approximately 1,400 students, the substantial majority of whom was White (92.3%). More than two-thirds of the students were eligible for the federal lunch program (indicating financial need). Average daily attendance ranged from 91.3% at the high school to 94-98% at the other three schools. The student-teacher ratio was 16:1.

The core group of 10 teachers volunteered to take part in the study. They attended a three-day training session on the basics of PEM in October and November of 2009. Part of this training required that they complete a PPI (Kahler, 1997), from which their training materials and personalized profiles were generated.

Following the training, each of the teachers designated a group of 10 of their students to participate in the project – five who were (1) the “most difficult to communicate with” and five who were (2) the “least difficult to communicate with.” Those labeled as *difficult* would likely be most different from their teachers.

The parents of the identified students were contacted to give consent for their children to be involved in the project and to provide their perceptions of how the school is meeting their children’s educational needs. Once parental permission was given, the students were asked (by their teachers) to complete the

PPI and to provide their perceptions of how the school has been meeting their educational needs.

During early and late spring semester, each teacher was observed by someone outside of the school organization, certified to train in PEM strategies. The observations focused on opportunities to use PEM strategies and the skill with which the teachers took advantage of the opportunity.

In addition to the perceptual and observational information, school records were gleaned for grade-point average (GPA). Comparisons were made using these data, reported descriptively and with the results of a *t*-test analysis, so that inferences could be drawn regarding the following hypotheses:

1. There is no significant difference in the personality strengths between students who are identified by their teachers as easy or difficult to communicate with.
2. There is no significant difference in classroom performance between students who are identified by their teachers as easy or difficult to communicate with.

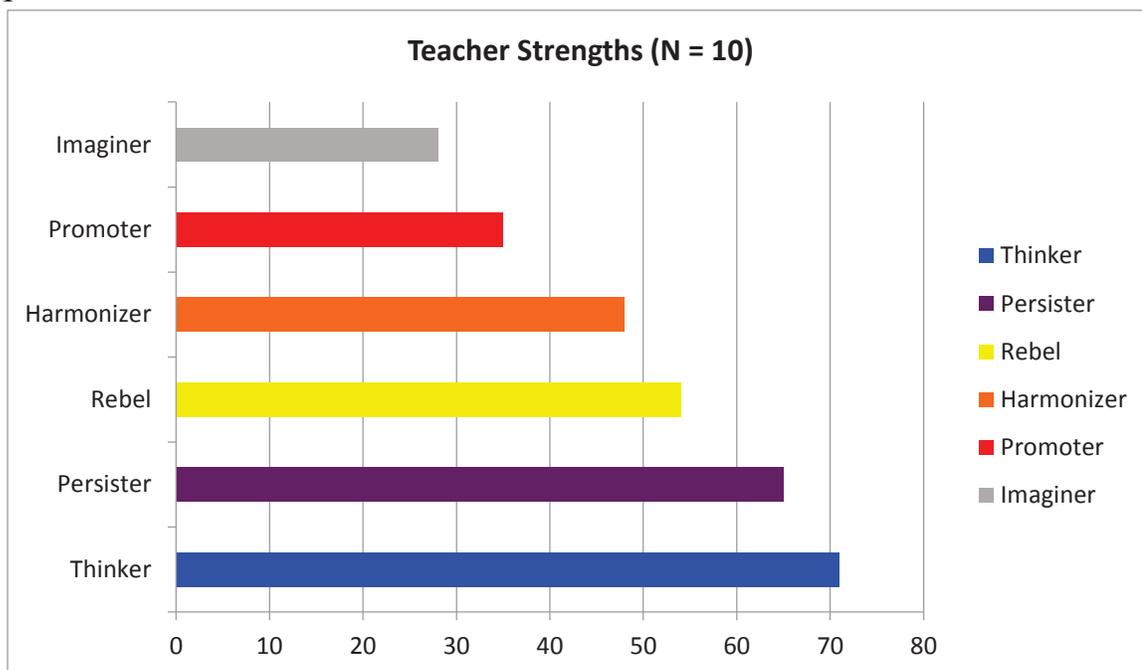
In addition to the observation reports, teachers were surveyed regarding their perceptions of the importance and preparation of various PEM concepts and strategies.

Results

Data and information were gathered from subjects of this study – 10 public middle and high school teachers and 89 students identified by the teachers as either easy or difficult to communicate with. (These designations were left to the teachers’ interpretations and are described in the results of the teacher surveys below.)

For the purpose of this study, mean personality strengths (determined by the PPI) were used to compare the three groups of subjects – teachers ($n = 10$), “easy” students ($n = 47$), and “difficult” students ($n = 42$). Figures 1-3 show the personality strengths for each group. The numbers indicate relative strength for the characteristics of each personality type (on a scale of 100).

Figure 1



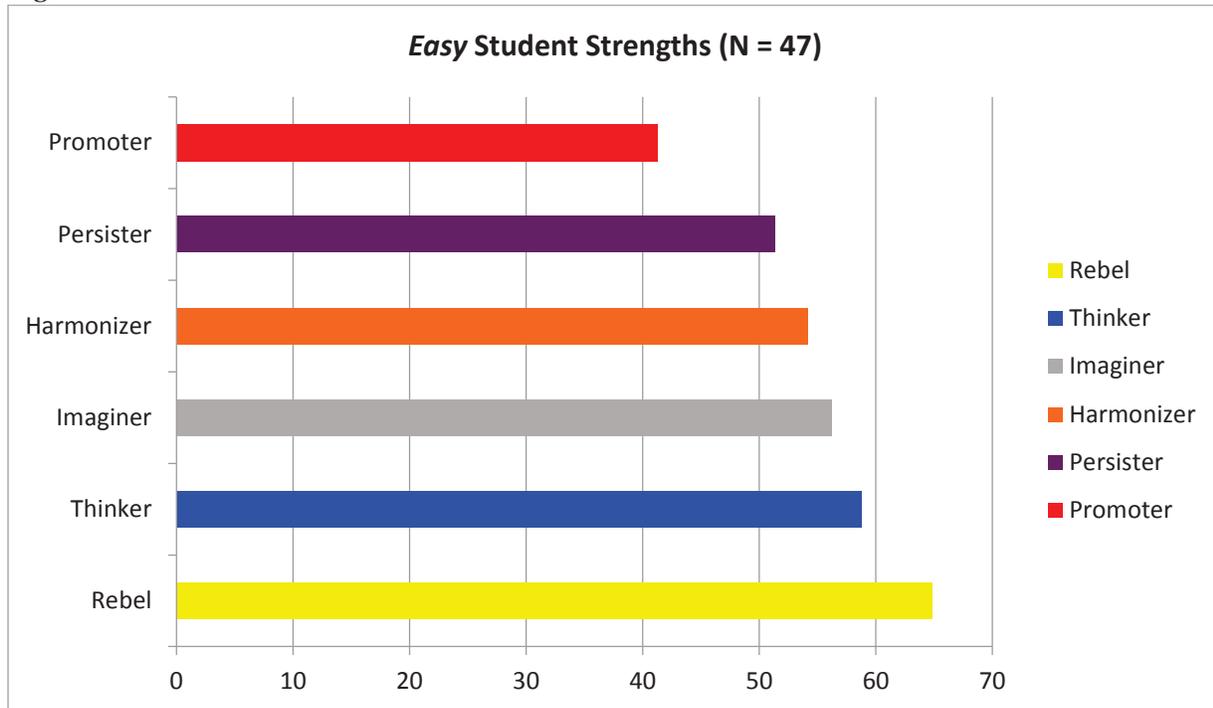
Teachers were strongest in Thinker and Persister energy. This means they prefer to deliver

instruction in controlled classroom environments and activities (lecture, seat work, etc.). They would expect their students to function well with auditory delivery. The group of 10 teachers used in this research was different from their counterparts in other studies (Gilbert, 2005) in that they had stronger Rebel energy. In the previous research, Rebel was fifth strongest (47), as compared with this group, where Rebel was third strongest (53).

Stronger Rebel energy was particularly useful for the teachers in this study, since the majority of the students were in middle school. This is important because young adolescents develop in remarkable and dramatic ways. Being able to connect with them is crucial for their success in school. Rebel was strongest for the easy group and second for the difficult group.

As seen in Figure 2, the easy students had relatively strong Thinker energy and could thrive in a controlled and intrinsic classroom environment. However, their playful Rebel strength could get in the way of long periods of individual desk activities. The teachers in the project had good Rebel strength and could “play” with these students as the situation warranted.

Figure 2



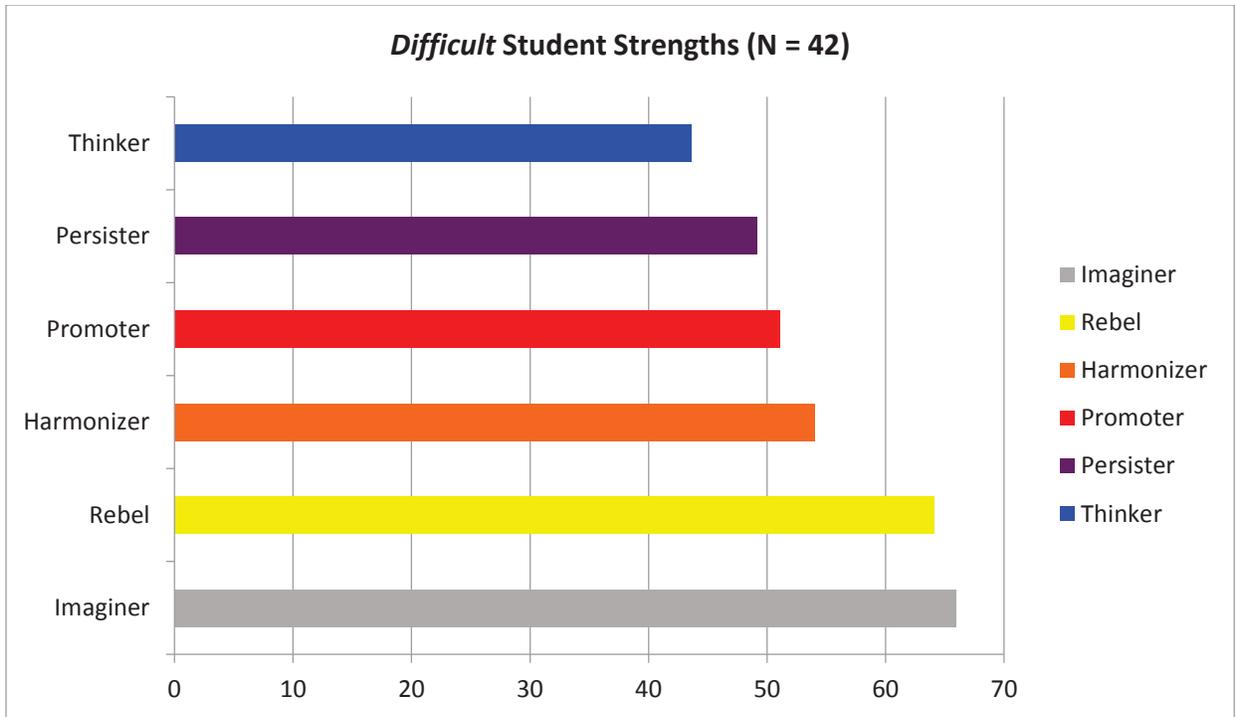
The difficult students (arrayed in Figure 3) were strongest in Imaginer and Rebel energy. These students would prefer either tactile or kinesthetic activities. Their Thinker and Persister parts were comparatively the weakest.

It could be a struggle for Rebels to engage in quiet and orderly activities for long periods of time. Imaginers would tend not to initiate discussions or be responsive to general questions of the group; they would do better if they were directed. This group showed greatest strength (Imaginer) where the faculty had the least strength.

Because of their preference to be directed and not initiate, Imaginer students might be frustrating for Thinker and Persister teachers, who are intrinsically motivated and might not regard highly students who needed ongoing direction. A strength of Imaginers is to stay at a task to completion or perform repetitive tasks without experiencing distress.

Figure 3

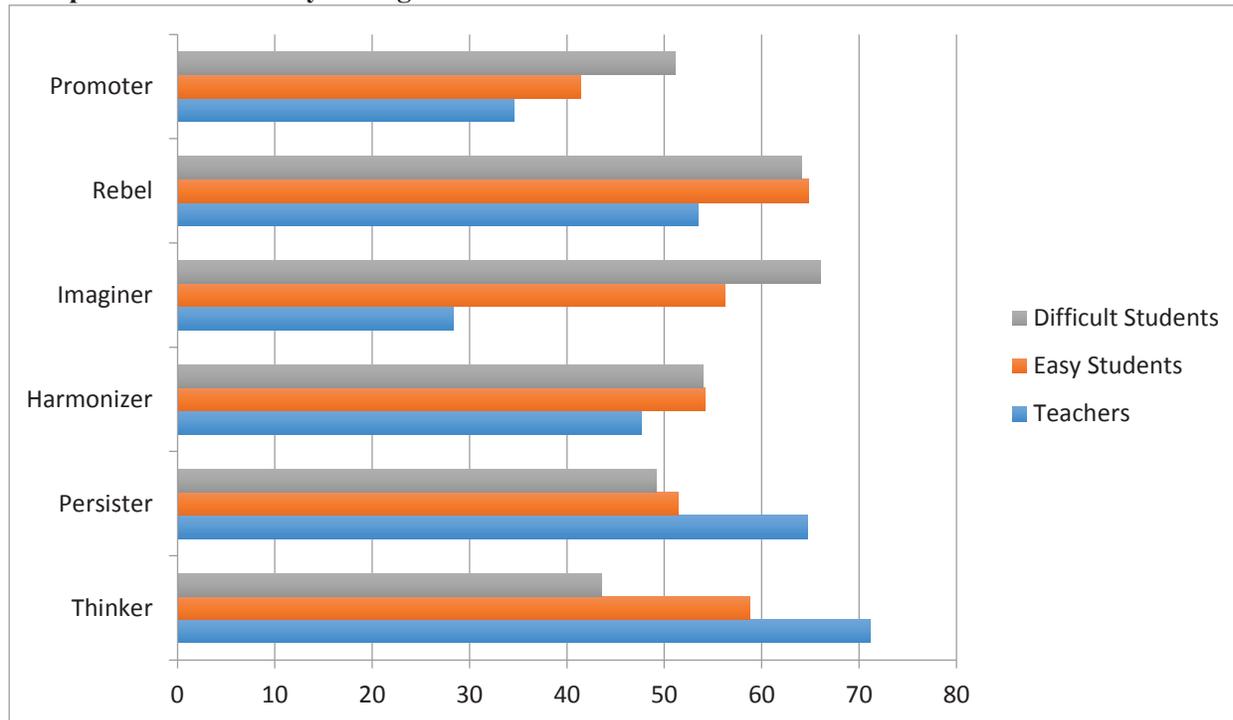
The descriptive data show more synchrony between the teachers and the easy students and greater disparity between the teachers and the difficult students. The easy students seem to match more closely



the intrinsic orientation of their teachers than do the difficult students, who were decidedly more extrinsic in their orientation.

Comparatively, the predominant teacher strengths of Thinker and Persister were the weakest for the difficult students. Additionally, difficult students had more than twice the Imaginer strength of teachers, and substantially greater Promoter strength. The closest extrinsic strength between teachers and difficult students was in Rebel energy. This all relates to the challenges those students characterized as difficult may face in classrooms where teachers are more decidedly intrinsic in their orientations. Figure 4 shows the comparisons.

Figure 4
Comparative Personality Strengths



Designations

The designation of whether students were easy or difficult was left to the teachers, with no guidance. The researcher was interested in what criteria the teachers would use (similar to Bailey’s 1998 study). Listed below are some of the criteria the teachers reported:

1. *If the student responded to me! If I smile and they smile. Or I talked; they responded. Students who gave little or no interaction, I felt were the difficult ones.*
2. *I based my (Easy and Difficult) communication on the following: (a) personalities working well together, (b) talking routinely, and (c) willingness to engage in a conversation.*
3. *Are they disruptive in class – talk too much, out of seat, don’t listen...?*
4. *Good kid. Follows instructions and gets work done on time.*

These criteria also reflected the strength or lack of strength of the teachers. In numbers 1 and 4, the teachers expected responsiveness (obedience?) from the student. If it were not present, the teacher viewed that student as difficult. Disruption, however that might be defined, was problematic.

With regard to Hypothesis 1 – “There is no significant difference in the personality strengths between students who are identified by their teachers as easy or difficult to communicate with” – several significant differences, determined by a *t*-test, were noted (as shown in Table 10). The hypothesis is rejected, in part – there are significant differences between students whom teachers identify as easy or difficult to communicate with.

Specifically, easy students had greater Thinker energy than did difficult students. This would allow the easy students to connect more easily with the teachers in the study, whose Thinker energy was the strongest. Lecture, seat work and orderly (one person talking at a time) class discussion would work

well.

Conversely, difficult students had greater Promoter and Imaginer energy. They would prefer greater amount of kinesthetic and tactile activities, less likely to appeal to the teachers. Table 10 shows the comparative personality analyses between easy and difficult students.

Table 10

Mean Personality Strengths, Easy v. Difficult Students

<i>Personality</i>	<i>Easy (N = 47)</i>	<i>Difficult (N =42)</i>	<i>t score</i>	<i>p value</i>
Thinker	58.8	46.1	2.28	0.012*
Persister	51.4	50.5	0.20	0.422
Rebel	64.8	64.9	-0.02	0.493
Promoter	41.3	51.0	-1.92	0.029*
Harmonizer	54.2	55.5	-0.25	0.401
Imaginer	56.1	66.7	-1.86	0.033*

* ($p < 0.05$)

The most informative analysis that came from this study was with regard to student achievement. As students were identified and personality strengths became apparent, what did this mean for classroom performance?

There were no significant differences for within each group between 2008-09 and 2009-10 regarding grade-point averages. Their achievement levels as determined by their teachers were stable.

Paired samples were used. When the students were compared for each year, there were highly significant ($p < .001$) differences for both years, with the easy students outstripping their difficult counterparts. It is reasonable to assume that grades are mostly students' ability to meet teacher expectations. With different orientations (intrinsic v. extrinsic), it is not surprising that students identified as "easy" performed better. Table 11 arrays the comparisons.

Table 11

GPA Comparisons, Easy v. Difficult Student, 2008-2010

	Mean	Subjects	df	t score	<i>p</i>
Easy, 2008-09	3.17	35	61	4.48	<0.001
Difficult, 2008-09	2.30	28			
Easy, 2009-10	3.07	35	61	4.00	<0.001
Difficult, 2009-10	2.24	28			

With regard to Hypothesis 2 – “There is no significant difference in classroom performance between students who are identified by their teachers as easy or difficult to communicate with” – the data indicated highly significant ($p < .001$) differences between the groups. The hypothesis was rejected. Easy students performed significantly better than students identified by their teachers as difficult.

This is important information, but it should be noted that achievement measures were grades assigned by the teachers. These grades are determined by teacher criteria and may not be anchored to more objective benchmarks. Also, there is the possibility that teacher impressions of students interfered with application of learning criteria.

A similar study was done by Cicinelli (2013), in which more objective state testing was an additional measure used. She found similar teacher results: A teacher's ability to communicate with students impacts student achievement measures, such as grade point average (GPA) – *easy* students fared better than *difficult* students.

State measures did not show differences in achievement. Students achieved equally. Conclusion: Teacher grading criteria are a function of classroom achievement. Broader and more objective criteria suggest personality interactions in classrooms, not evident in measures where the teacher is removed.

Observations

An individual certified to train PCM/PEM concepts visited each teacher twice during early and mid 2010. The purpose was to document opportunities to use the following PEM concepts:

- Classroom arranged to meet different learner needs.
- Different learner needs apparent.
- Different Interaction Styles used.
- Different Perceptions used.
- Different Psychological Needs (Motivation) addressed.
- Different Communication Channels used.
- Drivers (first degree distress) identified, then proper channel and perception offered.
- Masks (second degree distress) identified, then appropriate motivation (needs) offered positively.
- Attempted to motivate students with verbal messages aimed at Phase.
- Able to shift to meet student perception and need.

The observer reported signs of first- or second-degree distress in the teachers. This means that the teachers were not getting their needs met positively and were focusing more on their own needs than shifting their energies to meeting student needs.

Since teachers were strongest in thought and belief orientations, an example of their distress might be: "You know the assignment was due yesterday. It is important that you meet the deadline." This would indicate the teacher's being critical about issues of time, distress behavior for those with strong thought orientations.

While deadlines are appropriate for classroom structure, some teachers (in distress) will become critical if they experience what they perceive to be a lack of good thinking on the part of their students. The interesting aspect of distress is that one may not realize that it is present. Again, distress behaviors are indicative of lack of positive need fulfillment.

Table 12 shows the individual observation categories and the Opportunity (0-4) and Effectiveness (1-5) averages. These were components of the training designed to give teachers tools to connect with their students more effectively.

Table 12

Observed Teacher PEM Behaviors, Opportunities and Effectiveness

Teacher Behavior	Obs 1 Opp.	Obs 1 Eff.	Obs 2 Opp.	Obs 2 Eff.
Classroom Arranged to Meet Learner Needs	2.9	3.4	3.1	3.6
Different Learner Needs Apparent	3.8	3.9	3.3	3.9
Different Interaction Styles	3.8	3.7	3.2	4.0
Different Perceptions	3.8	3.5	3.3	3.5
Different Needs Addressed	4.0	3.8	3.2	3.1
Different Channels Used	3.9	3.2	3.3	3.7
Drivers Identified – Proper Perception/ Channel Offered	2.6	3.3	2.2	3.0
Masks Identified – Proper Motivation Offered	1.7	3.4	1.0	n/a
Verbal Motivation Attempted	3.9	3.5	3.1	3.1
Ability to Shift to Student Need/Perception	3.9	3.3	3.2	3.4

There was minimal to moderate opportunity to use all of the concepts, with two notable exceptions – identifying Drivers and Masks. One interpretation of these lesser opportunities is that the students did not demonstrate much distress. This suggests positive involvement in class activities.

Effective use of the concepts was in the moderate range throughout (3.0-4.0). The most effective (3.7+) teacher behaviors were: arranging classrooms to meet learner needs, recognizing different learner needs, employing different interaction styles (autocratic, democratic, benevolent, or *laissez faire*), and using different communication channels (directive, requestive, nurturative, or emotive).

Teacher Feedback

At the end of the school year, the project teachers were asked to complete a survey regarding their use of the PEM. Seven teachers responded.

Teachers were asked to rate each PEM component in terms of its importance to them as professionals (from Does Not Apply=1 to Very Important=5) and on how prepared they were to use each concept (from Does Not Apply=1 to Excellent Preparation=5). The means for both the importance of and their preparedness in PEM Concepts can be found in Table 13. Teachers also wrote the following comments regarding their response to these questions:

- I had difficulty understanding (the concepts). More time was needed.
- I am not as prepared, but could be me.
- I need more practice.
- I think it takes “reminders.” I keep the notebook close.
- I was well prepared at the time I learned it, but I need it to be reviewed, over and over (just like the kids☺).

These comments suggest that periodic mentoring or coaching would have been helpful for more effective application of the training. This support was offered but not accepted, mostly because of time constraints expressed by the teachers. It is highly recommended that coaching be part of future trainings.

Table 13

Teacher Feedback Regarding PEM Training

Concepts	Importance	Preparation
Personality Structure (Condominium)	4.6	4.0
Character Strengths	4.7	4.0
Interaction Styles	4.4	3.7
Perceptions	4.3	3.6
Psychological Needs	4.1	4.0
Communications Channels	4.0	3.7
Distress Sequences	4.0	3.7
Masks	4.1	3.6
Failure Mechanisms	2.7	3.3
Personality Parts	4.5	4.0
Identify Driver (first degree distress), then offer proper channel and perception	4.0	3.7
Identify Masks (second degree distress), then offer appropriate motivation (addressing needs) positively	3.7	3.3
Motivate Students with Verbal Messages Aimed at Needs	4.4	4.0

The basic concepts of the PEM (personality structure, character strengths, interaction styles, and motivating students by targeting their needs) received the highest average ratings of importance (4.4 or higher). Some of the more advanced concepts (identification of masks and failure mechanisms) received the lowest average ratings (3.7 and 2.7, moderately to minimally important).

Teachers expressed that they were minimally to moderately prepared on the various aspects of the model. Given that the training covered three days with no follow-up training, the results appeared salutary. There was relative synchrony between the ratings of the importance of the concepts and preparedness to use the concepts.

The teachers indicated that most of the concepts that were part of the training were very important. They indicated they were moderately prepared to use the concepts.

Discussion

There is useful anecdotal information regarding the success and utility of the PEM (Bradley, Pauley, & Pauley, 2006; Gilbert, 2004; Hawking, 1995; Pauley, Bradley, & Pauley, 2002). Few studies have provided statistical analyses of the use of the PCM in education (Bailey, 1998; Wallin, 1992), and those studies were not focused on the extent to which the Model affects student learning.

The current study begins the more formal inquiry as to whether teachers trained to understand student preferences and needs as determined by Kahler’s Personality Pattern Inventory can make a difference in student learning. Companion studies (Cicinelli, 2013; Donlan, 2010) echo similar conclusions. Additionally, this study examined the differences between students who connected with their teachers easily and those who may have had greater difficulty, and *vice versa*.

The most interesting outcome was that difficult students performed more poorly than did the students identified as easy. This difference was shown in their grade-point averages.

The caution is that grades are criterion-referenced and may measure little more than a student’s ability to meet teacher expectations, which may be related to the ease or difficulty of communication. Difficult students are more extrinsically oriented and may have been challenged with controlled and less kinesthetic activities in the classroom. This is the key outcome – students and teachers relate better when

their personality traits are in synchrony. The unique nature of the PEM and the encouraging aspects of the results suggest a more extensive project that incorporates norm-referenced measures and ongoing teacher coaching/mentoring.

Reflections of Communication

Aha! So listening is important. It is not a faculty; it is a skill to be learned. To get the message, I must comprehend what the speaker wants me to understand. I do not have to agree with the message for communication to occur. Effective listening is a critical aspect of effective leadership.

So how well do school leaders (principals) listen? They perceived that they listen reasonably well. Their staffs echoed that same perception. However, objective measures were not available to match those perceptions. One interpretation was that there might be a halo effect – any subset of a job done well was also seen as being done well. Another possibility was that compliance with requests might have been related to perceptions of effective listening.

If principals are perceived to be effective listeners, are there personality strengths that bode for better or poorer listening? Those with greater Thinker energy demonstrated more effective listening overall; those with strong Imaginer energy were least effective listeners. Being data- and information-oriented may explain why those with strong Thinker energy listened better. Those with greater strength as Imaginers may need to be directed to the focus of an oral message.

As we understand that principals are a subset of educators and were most likely teachers at some point, how does this information relate to what goes on in the classroom? The data have shown that educators are predominantly intrinsic in their orientation. They will set up their environments and activities to match their preferences – usually visual and auditory.

As they encounter others, they will “invite” them into interactions that are comfortable for those educators. Others whose preferences are similar will adapt easily and communication should occur. However, those whose preferences are different may “accept” the invitation, but may not have sufficient energy to interact intrinsically for long. They will be more comfortable with extrinsic modes of interacting.

In the classroom, students most like their teachers will fare better on teacher assessment of their work. Similarly, those less like their teachers may struggle for equal achievement – not because they do not “get it,” but more because their learning styles are different.

Connecting/communicating with their teachers is critical for achieving at acceptable levels. However, there is evidence that achievement has greater parity when the assessment criteria are more objective.

What this all means is that teachers must *shift* their delivery and instructional activities to meet student needs and preferences to accommodate all students. Listening (environmental scanning) to what is going on is the initial step. Getting to a place where one is able to shift and does so will be one way to help all students achieve equally.

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The Missing Perceptions in one North American Church: Comparing Distribution of Base and Phase Perception of Church Going People and the General Population

Rev. Adam Barlow-Thompson and Nate Regier, PhD

Abstract

Written in first person from the voice of Adam Barlow-Thompson this article analyzes data gathered from churchgoing people in a United Methodist Congregation in south central Kansas to test a hypothesis about trends in perceptual frameworks among churchgoing people. Using the concepts of the Process Communication Model (PCM), developed by Taibi Kahler, PhD, the article shows that the institutional Church primarily reaches people who perceive the world through Opinions, Thoughts, and Feelings and unintentionally excludes people who perceive the world through Reactions, Inactions, and Actions. The data for this article was collected using the PCM spiritual model Servants By Design (SBD) created by Dr. Robert Maris in consultation with Taibi Kahler, PhD. By giving individual and cultural examples the authors show the implications of this bias and propose solutions based on Adam's work. With help of tools developed by Nate Regier, PhD, and the team at Next Element Consulting, LLC. Adam was able to measure changes in self efficacy among churchgoing people who received training in the six perceptual frameworks described in PCM. The changes reflected in the research are paired with stories of how individuals have responded with proper training.

Keywords: Process Communication Model, Servants by Design, perceptions, base, phase, NEOS, self-efficacy.

Hunch Exploration

Like many North American youth the church of my adolescence attracted me with the lure of active games, social events, and hands on mission trips. It seemed as if the sole purpose of our gathering was to have fun! It was during those formative years that I decided, “If this is what church is, I want to do it the rest of my life.” As I worked toward ordained ministry I found out a hard truth: aging out of youth ministry means far less intentional fun. To be an adult leader in the church meant I would have to go to meetings....lots of meetings. These changes started to make me suspicious that the church was a place full of people who weren’t really like me. They said dress up, I wore sneakers. They said pray daily, I fell asleep trying. They said believe through faith, I loved doubting. Over and over I began to ask, “Do these people accept me for who I am?”

It wasn’t until I was introduced to the Process Communication Model (PCM) and its spiritual counterpart, Servants By Design (SBD), that I began to find language to describe what I was experiencing. PCM, discovered and developed by Taibi Kahler (Kahler, 1974) outlines six perceptions or viewpoints of how people experience the world. Perceptions shape how we view the world, how we make contact with others, and how we prefer contact to be made with us. Each person has all six perceptions and they are arranged in a preferred, set order. The most developed, primary part of the personality is called the Base and remains our strongest temperament throughout our life. This structure can be thought of as a condominium with a base floor that determines the nature and temperament of a personality. Kahler has developed an inventory that determines the preferred order and relative amount of energy available on each floor. (Kahler, 1982) Here is a summary of these perceptual frameworks:

Thoughts: People whose primary perception is thoughts naturally analyze people and things using data and information. They are logical, responsible, and organized. In distress these people tend to over control, not delegate, and are likely to attack others around thinking, work, and time concerns.

Opinions: People whose primary perception is opinions prefer to evaluate people and things by forming and sharing opinions. They are observant, conscientious, and dedicated. In distress these people tend to notice what is wrong instead of what is right, and are likely to push their beliefs or crusade.

Emotions: People whose primary perception is emotions take in people and things by feeling about them. They are warm, compassionate, and sensitive. In distress these people tend to become wishy-washy in decision making and are likely to make mistakes and become self-critical.

Actions: People whose primary perception is action view the world by experiencing it. They are persuasive, adaptable, and charming. In distress they tend to expect others to fend for

themselves and in deeper distress they are likely to manipulate, break rules, and cause negative drama.

Reactions: People whose primary perception is reactions react to people and things with likes or dislikes. They are playful, spontaneous, and creative. In distress they tend to inappropriately delegate and are likely to blame and act blameless.

Inactions: People whose primary perception is inaction are motivated into action by the people and things around them. They are calm, imaginative, and reflective. In distress they tend to withdraw and spin their wheels and are likely to find themselves passively waiting. (Kahler, 2008, p. 39-42)

Over the last year in my local congregation we have started testing this hunch with actual data. We are a United Methodist congregation in a suburban Kansas town that worships weekly with 550-600 in attendance. While our context is by no means universal, the findings are compelling and beg further study.

Using the Servants By Design inventory developed by Dr. Robert Maris in consultation with Dr. Kahler we have determined the personality structure of 133 churchgoers and have compared that data with national North American averages. Figure 1 represents the distribution of Base Perceptions in North America. These are compared with the base perception of 118 churchgoing adults who have taken the inventory, shown in Figure 2.

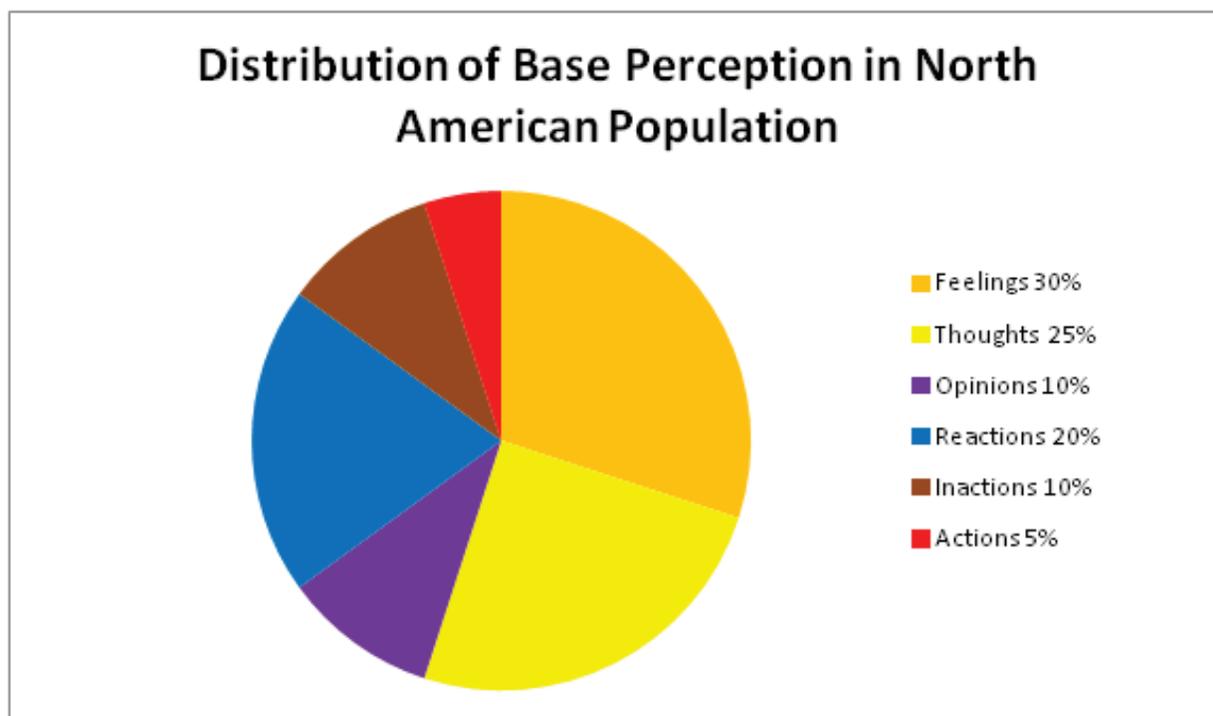


Figure 1: Distribution of Base Perceptions in the North American population.

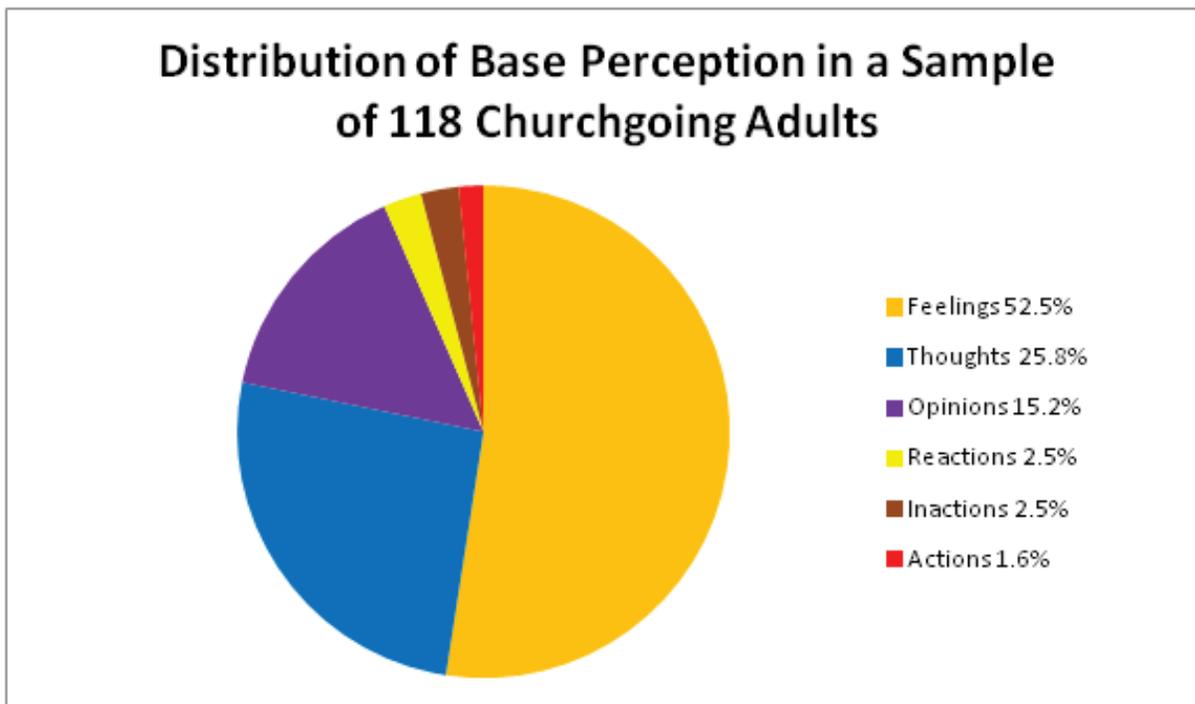


Figure 2: Distribution of Base Perceptions in a sample of 118 churchgoing adults.

Comparing Figures 1 and 2 shows that my sample of churchgoing adults differ considerably in their primary perceptual framework from the general population of North America. Most notably is the preponderance of people with base perception of Feelings, Opinions, and Thoughts, and very few people with the Base perceptions of Reactions, Inactions and Actions.

To further test my hypothesis that certain personality types were not finding expression and engagement within my church setting I dug deeper into my data. Beyond perceptual frames of reference, Kahler's research uncovered six distinct personality types, each with unique characteristics, strengths, environmental preferences, motivational needs, distress patterns, life scripts and more. Looking specifically at environmental preferences and motivational needs helps better illuminate the dilemma I faced growing up in the church.

Environmental preferences refer to a person's preferences regarding people involvement (involving with people or withdrawing from people) and goal involvement (internally vs. externally motivated towards goals). Internally motivated people are invested in setting a goal or task and being self-motivated to accomplish it - *Responsible* by nature. Externally motivated people are moved into action by the people and things around them - *Responsive* by nature. Often those who are externally motivated are described as people who know how to read a room, or are very directable. Kahler has identified three personality types that are internally motivated, and three that are externally motivated. These are shown in Table 1.

Psychological needs are inborn motivational drives that must be met for each personality to function at their best. When people do not meet these needs in healthy ways each day, they will attempt to get the very same needs met negatively, with or without awareness, causing predictable behaviors that undermine healthy community and relationships. Table 1 also shows the psychological needs correlating with each personality type.

<p>Types with Internal Motivation (responsible) Opinions: Recognition of work and belief Thoughts: Recognition of work and time structure Emotions: Recognition of self and sensory</p>	<p>Types with External Motivation (responsive) Action: Incidence (excitement and challenge) Reaction: Contact (lively and upbeat) Inaction: Solitude (with direction)</p>
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Table 1: Perceptions, Psychological Needs, and Internal vs. External motivation.

Table 1 further demonstrates that the predominant personality base types in my congregation are internally motivated, i.e. “responsible,” while the underrepresented types are externally motivated, i.e. “responsive.” Growing up, rather than being labeled “responsive,” I was labeled “quick on my feet.” My grandmother would say, “Adam could fall into a pile of crap and still come up smelling like roses.” My hunch is that the institution of my Church supports a culture that naturally includes internally motivated types while excluding externally motivated types.

Inferring psychological needs and motivators from Base perception is not entirely accurate, however. Kahler discovered that while everyone is born with psychological needs corresponding to their base personality type, approximately two thirds of the North American population will experience a change in psychological needs (motivational drives) during the course of their life. How and why this happens is beyond the scope of this paper and is discussed in detail in Kahler’s book, *Process Therapy Model* (Kahler, 2008).

The floor in a person’s personality condominium corresponding with current psychological needs is called the Phase and perhaps is a strong predictor of what drives people to participate in church and find fulfillment there. Figures 3 and 4 compare the distribution of phase psychological needs in North America and in the sample I have gathered.

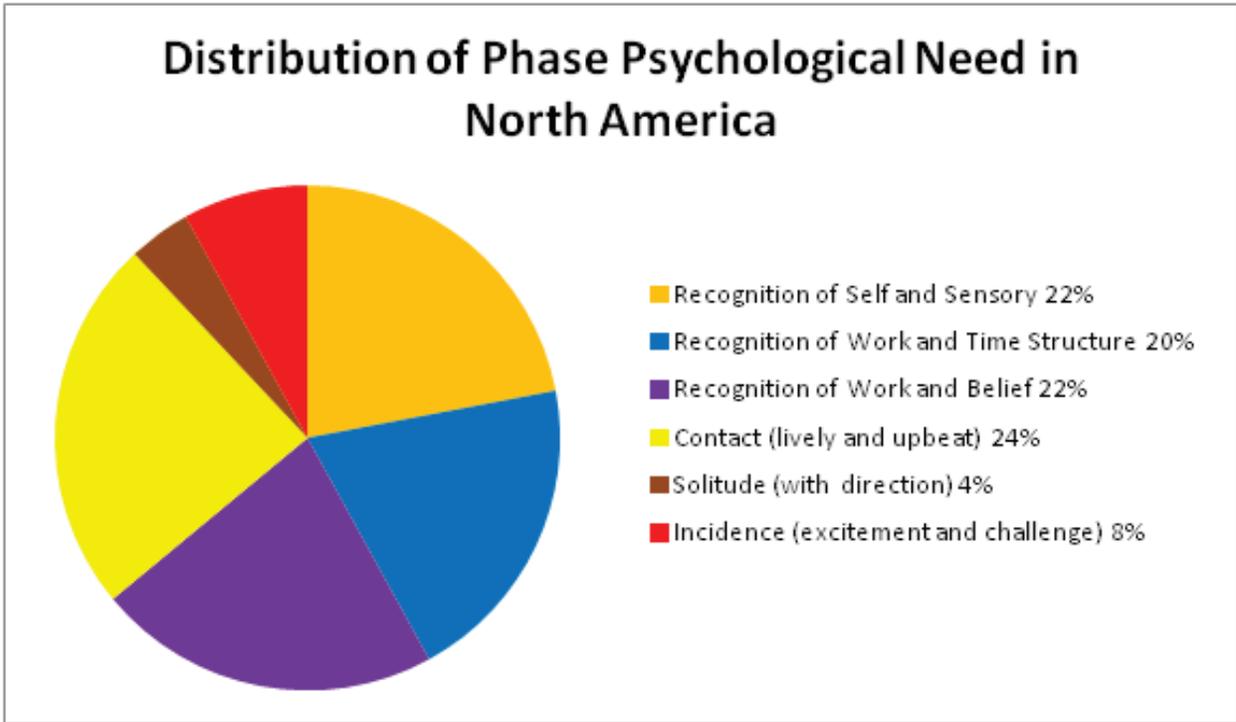


Figure 3: Distribution of phase psychological needs in North America

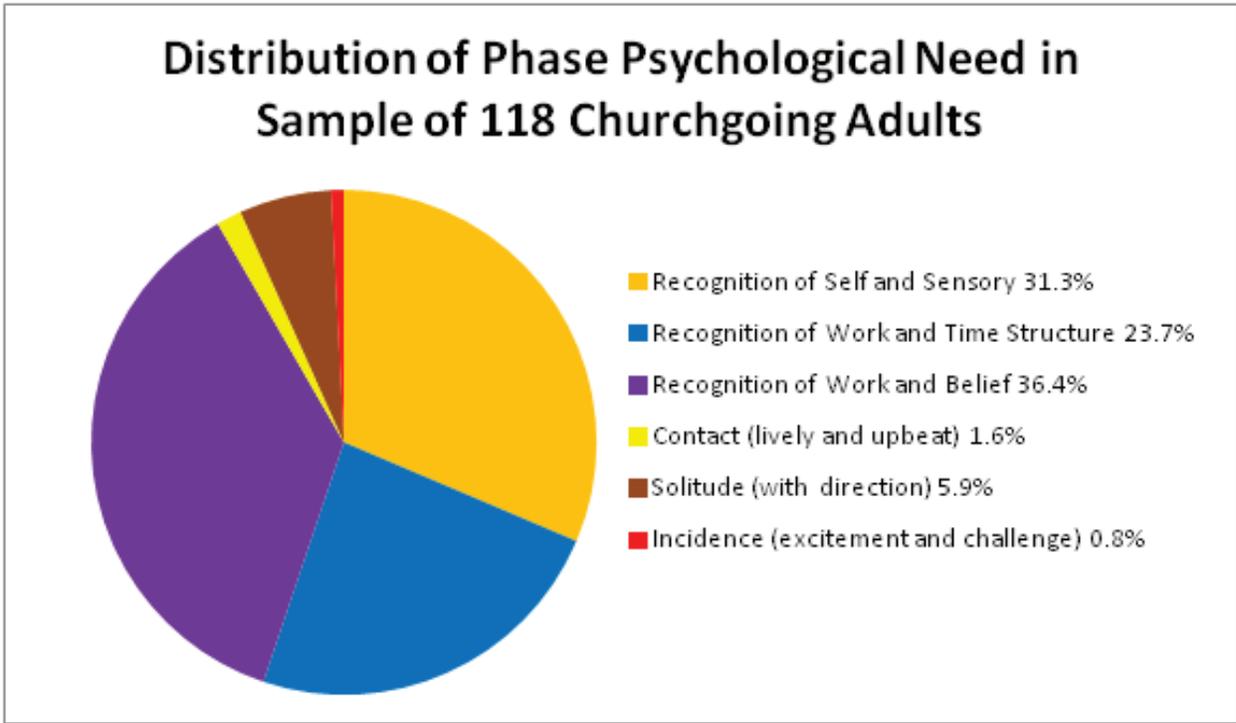


Figure 4: Distribution of phase psychological needs in a sample of 118 churchgoing adults.

Examination of Figures 3 and 4 reveals several areas in which churchgoing adults are different from the general population. First is the higher incidence of the need for Recognition of Work and Belief, Recognition of Work and Time Structure, and Recognition of Self and Sensory among churchgoers, especially Recognition of Work and Belief, where my sample had 60% more (36.4 vs. 22%) Phase Opinion oriented people than the general population. This makes intuitive sense based on the language used in most churches: beliefs, morals, values, commitment, loyalty, and more. These are the people who are most loyal to the institution of the church and their hard work and commitment have given it the stability to withstand centuries of existence.

The dominance of people whose psychological need is Recognition of Work and Belief is contrasted by the almost non-existence of people who meet psychological needs by Contact or Incidence. The absence of the people who have a need for Playful Contact (externally motivated by lively and upbeat) among churchgoers represented in the data begins to explain my experience in the church. I currently am motivated by and have a psychological need for Playful Contact and have often felt my strengths are underappreciated by the church, my motivators are rarely present, and situations that invite distress are a dime a dozen. For those of us who currently have psychological needs of Contact and Incidence the church can be a difficult place to connect, stay motivated, and avoid distress. Therefore, many of the people who make up this demographic simply are not a part of my congregation. For roughly 32% of the general population, their personality preferences and motivational needs may not find expression in my church.

Further inspection of the data shows a vastly different picture for those under 18 years of age. Figures 5 and 6 show distribution of base perceptions and phase psychological needs of 15 churchgoing youth. My church now, like my church as a youth, seems to do a better job of attracting the segments which the adult population is missing.

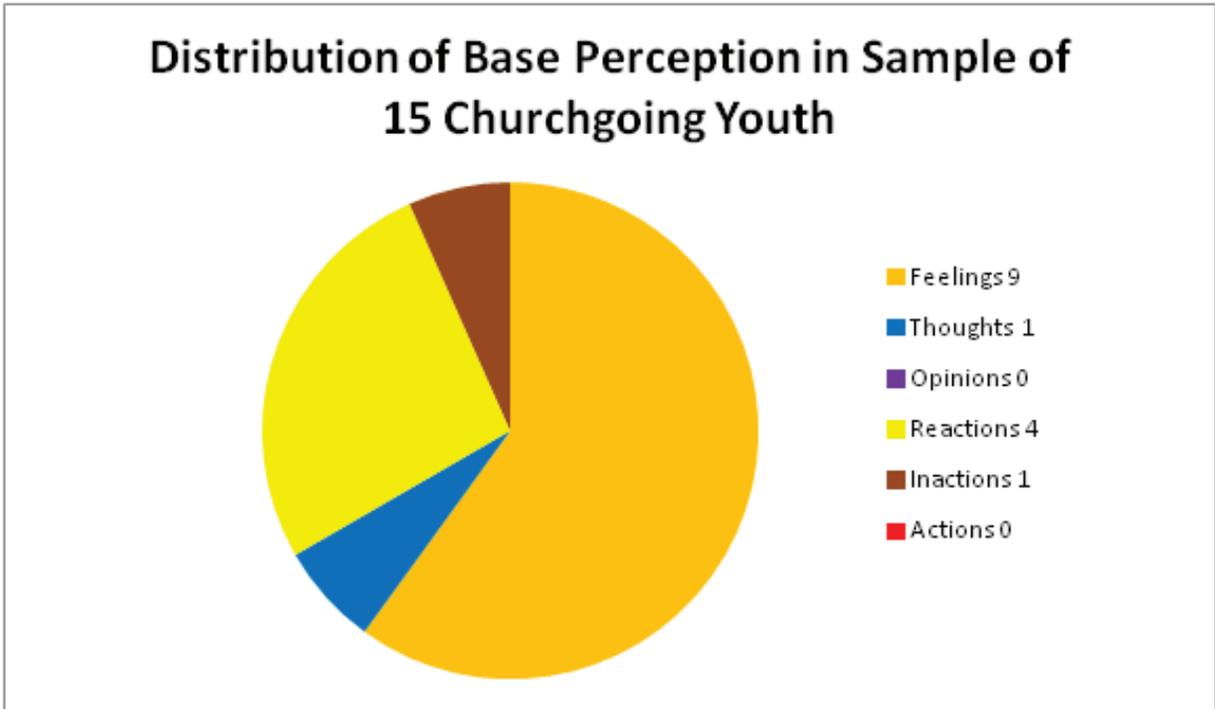


Figure 5: Distribution of base perceptions among 15 churchgoing youth.

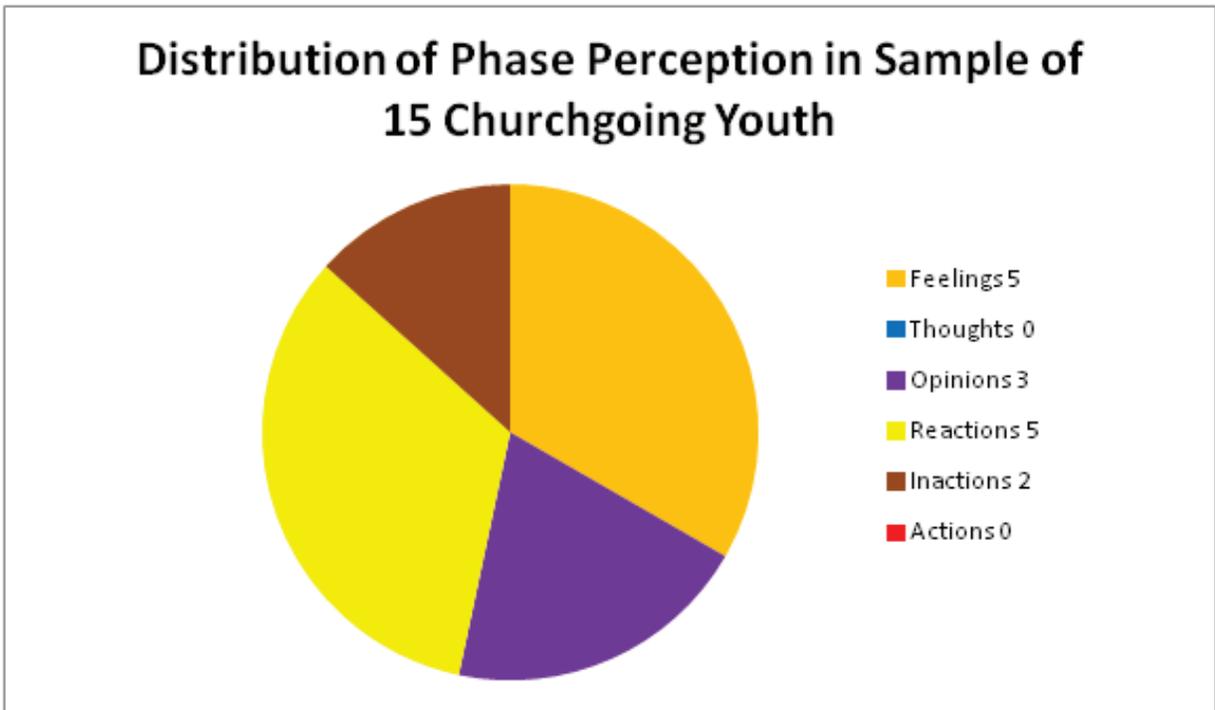


Figure 6: Distribution of phase psychological needs among 15 churchgoing youth.

Culturally, have we decided Contact, Incidence, and Solitude are motivators and needs you must grow out of? Does self-expression, fun, and excitement find a place in the church only when we are young? The National Study of Youth and Religion released results of a national research project which shows that 42% of teenagers attend church at least once a week and another 17% attend two or three times weekly. The same students, surveyed 3-4 years later as emerging adults, say that attending a religious service is “somewhat important” or “not important at all” 55% of the time. Nearly 50% marked attending a religious service “about 1-2 times a year or less.” (Denton, Pearce, Smith, 2008) As youth age out of youth group and into ministries for adults the church begins to lose relevance.

Many church experts and consultants have looked at these numbers and deduced that the reason we are losing our youth is because we aren't working hard enough (thoughts - recognition of work), aren't loving enough (feelings - recognition of person), or aren't teaching the right things (opinions - recognition of conviction). Curriculum like *Catch* from Kansas City mega-church, Church of the Resurrection, tries to streamline hospitality with teams and ministry captains ensuring every guest is welcomed in the same way (Nixon and Hamilton, 2012). Consultants like Jim Griffith and Rev. Bob Crossman have developed a Church Planter Boot Camp and New Church Leadership Institute that emphasize numeric expectations (Griffith and Easum, 2008, p. 59) and intentionally discourage personalities that don't fit their model. These are the same personalities that happen to be externally motivated. Others have analyzed the data and decided to attack the numbers with more strategy; splitting demographics by age, income, marital status, children, and location (Hammett and Pierce, 2007).

The typical response has been to speak louder and directly in the faces of those who we are missing. The assumption is if the “unchurched” would mature, learn discipline, or listen to the truth they would be able sit still for an hour of worship and contribute at weekly “meetings” on church administration. Many who find their way inside a church return out of a desire to be OK for someone else and eventually find their gifts mismanaged, their motivators absent, and often they respond with distress which justifies their choice to not attend, and the church's choice to not pursue.

Implications You Already Know

When an institution's populous is missing certain perceptions it can create culturally predictable distress. Here are typical church problems that can be described using the distress patterns of the three personality types most commonly found in my congregation.

“We've never done it that way before...”

This phrase has been uttered in thousands of churches across North America and is a signature calling card for people in distress who perceive the world through Opinions and are motivated by Recognition of Work and Belief. Because of their loyalty and focused commitment these people struggle to entertain new direction. Change is hard for them. In distress they want others to “be

perfect,” causing them to notice what is wrong instead of what is right, which can undermine momentum and positive energy.

Individual Example: After restructuring committees and eliminating redundant meetings a person who viewed the world through opinions began to crusade against leadership for making this decision without consulting enough people. Her fear of change and desire for the new system to be perfectly articulated before installation took an hour of conversation at a meeting scheduled for other reasons with parties not affected by the decision. The end result was wasted time and reduced confidence to make forward progress.

Cultural Example: In recent years, author and pastor Rob Bell has become controversial because of his book *Love Wins: A Book about Heaven, Hell, and the Fate of Every Person Who Ever Lived*. (Bell, 2010). Bell questions mainstream teachings on the afterlife. Many presumed Bell's description of Hell outside the spectrum of right belief. His values were called into question and he was forced out of his large church. The reverberations of his work have swept across the nation causing the large number of churchgoers who view the world through opinions to become obsessively focused on making clear responses to his work. Francis Chan's *Erasing Hell* has led the way in an avalanche of church leaders afraid that new beliefs could undermine the message of the Bible (Chan and Sprinkle, 2011). Countless resources have been dedicated to this conversation. People who view the world through Reactions, Inactions, and Actions, the people we are not reaching, are likely to care very little about the beliefs being discussed. In fact, they are likely to care very little about beliefs at all.

“Let's do a little more study before making a decision...”

The distress of those who view the world through Thoughts and are motivated by Recognition of Work and Time Structure can cause people who prize efficiency and timeliness to table, delay, and often never make decisions on important issues. The desire to “be perfect” for others causes people who perceive the world through thoughts to get trapped in endless research and/or inefficient micromanagement. They become afraid of making decisions and letting go of control.

Individual Example: After more than a year of gathering data about the needs of the congregation, architectural recommendations, and financial specifications an all church vote was called to move forward on a facility renovation. In the face of mountains of data gathered and analyzed, people who view the world through thoughts were recommending tabling the motion for six months to allow time to correlate speculated income verse potential spending. Their need for more information caused key givers, leaders, and staff to experience hesitation and doubt about the project. Many began to express a fear that we would never be able to start.

Cultural Example: Many regional and jurisdictional leaders across denominational Christianity have a thoughts-based perception. In 2009 the bishops of the United Methodist Church

commissioned a group named “The Call To Action Steering Committee” to a year of research which resulted in an accurate description of many of our problems. At the heart of their solution was a plan centered around gathering more data (Call To Action, 2010). The recommendation was to gather numbers weekly in five areas of ministry and track changes over time. The assumption was that evidence based numbers would lead to strategy based action. Instead, congregations across the denomination responded with disdain describing the proposed plan as top down micromanagement. This expensive and time consuming project now is on the back burner and many wonder if it will simply fade away in the coming years.

“We don’t want to leave anyone out...”

For people who view the world through Feelings and are motivated by Recognition of Self and Sensory their distress creates an unhealthy desire to please others. This can result in wishy-washy decision making and poor boundaries. Seeking to please everyone and avoiding conflict, they prefer consensus decision-making in every situation, or avoidance.

Individual Examples: When making decisions on programming themes in a planning meeting, people who view the world through feelings will make suggestions and then immediately discredit their own idea by reminding the team that the theme they suggested may exclude or, worse, offend some groups. The desire to please every person, imagined or real, meant a potentially terrific idea did not even get considered.

Cultural Example: Because people who view the world through Feelings play the role of victim their distress is not as vocal on a cultural level, and it is just as destructive. They are the voiceless majority whose good ideas and giftedness for hospitality and compassion is suppressed by self-criticism and fear of not being OK in the eyes of others. At a regional meeting of United Methodist Churches, 1500+ voting members gathered together to make decisions for the church. When the floor opened for discussion, motions, and other business, those who perceive the world through feelings were noticeably absent. Time after time speeches were made using opinions and thoughts, and not feelings. If the data in this paper holds true across the whole church, nearly half the body has chosen to remain silent at this level of institutional organization. Unfortunately, feelings-based persons are able to control resources and attention, inviting others to rescue them by being needy and broken.

Perceptual Tolerance At Our Fingertips

The numbers I use here are from a very small sample in a very defined context, however, my guess is this hypothesis would be confirmed with larger data samples. This is not all bad news for the church. This insight could give rise to new expressions of ministry that the church desperately needs. By analyzing the data, appealing to belief in a God who created people uniquely on purpose, and emphasizing the desire to include people who are overlooked, the church may find itself open to conversations about increased flexibility and experimental forms of ministry. By seeking out voices of Reactions, Actions, and Inactions we can leverage

giftedness once missed. By consistently offering venues with multiple perceptions in mind the church can build trust with people who once were apathetic or even opposed to the idea of our declining institutions.

Everyone in our church who has received a PCM profile has also completed a training course designed to raise awareness and develop skills in connecting with other personality types. The trainings represented by the data in this paper varied from nine to twenty-one hours in a variety of formats. Each training introduces perceptions and their corresponding types, gives techniques for effective communication with multiple perceptions, and equips participants to recognize, avoid, and invite others out of patterns of distress.

In my local setting we are already seeing positive results. We began by assessing impact of PCM training using NEOS (Next Element, 2013), a measure of self-efficacy. Self-efficacy is a person's confidence in their ability to execute the courses of action necessary to succeed in various situations and has been shown to be a strong predictor of positive behavior (Bandura, 1997). NEOS assesses self-efficacy in the areas of Openness (transparency, receptivity, self-confidence, acceptance), Resourcefulness (flexibility, creativity, curiosity, problem-solving), and Persistence (courage, boundaries, perseverance, consistency). Because self-efficacy is sensitive to context and domain, NEOS further distinguishes self-efficacy based on relevant domains.

For the PCM training in this study we asked people to rate their self-efficacy in the following contexts: At Work, At Home, My Church, and Me at Church. Assessments were conducted pre- and post-training. Changes from beginning to end of training were analyzed using a Hedges G Effect Size metric (Hedges, 1985). Effect size measures the direction and magnitude of change. Effect sizes of .25-.49 are small and considered educationally significant (some learning occurred). Effect sizes of .50-.79 are medium and considered clinically significant (changes in attitudes, values, and beliefs). Effect sizes of .80 and above are considered large and usually accompany significant insights and epiphanies. NEOS pre-post effect size for 114 of the people who completed PCM training are shown in figure 7.

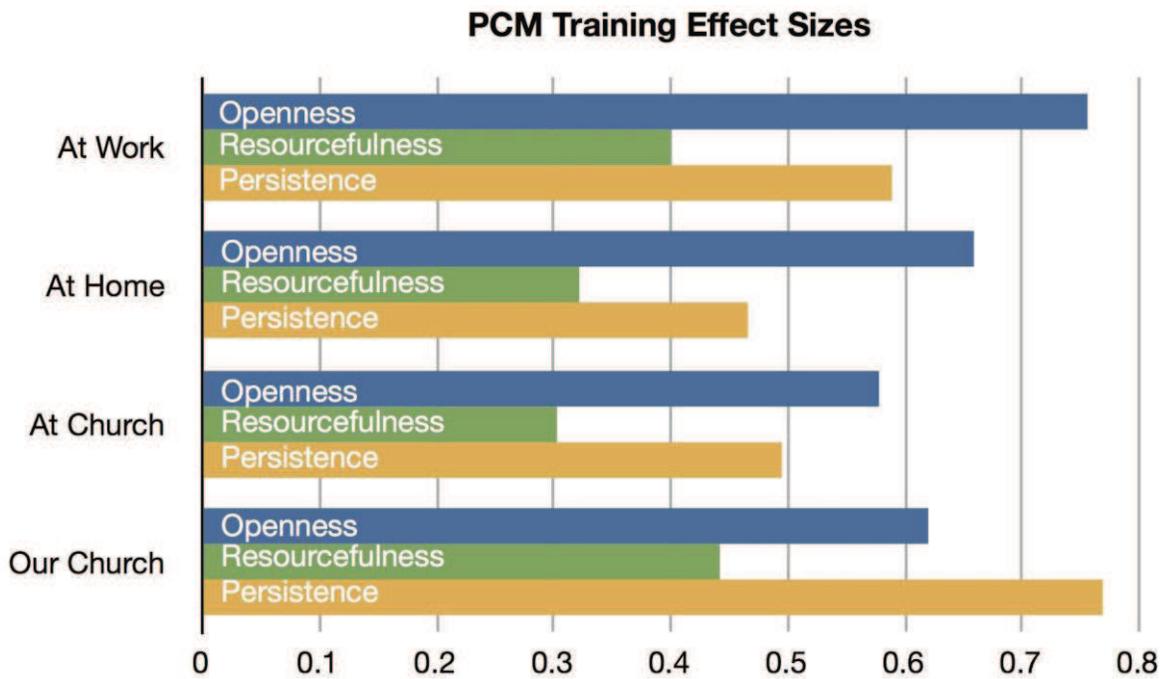


Figure 7: Effect sizes for changes in self-efficacy pre-post PCM training for 114 Woodlawn United Methodist Church adults and youth.

Results show small to medium effect sizes in all contexts, with the highest changes seen in Openness and Persistence. Growth in self-efficacy can predict the ability to shift energy to parts of our personality that may contain less energy. Although it may take some work, current churchgoers have the ability to create programming and communication that can speak to people who are built differently than themselves. Churchgoers, like anyone else, have all six personality types within them and can access that part of “the other” inside them to build a bridge. Making these changes in habitual behavior will require moving from Open to Resourceful to Persistent which can only be done when using character strengths from multiple personality types. These results combined with the cumulative personality structure of the people in the data set show that there is the potential to meet others where they are and practice the Platinum Rule, “Treat others as they want to be treated.”

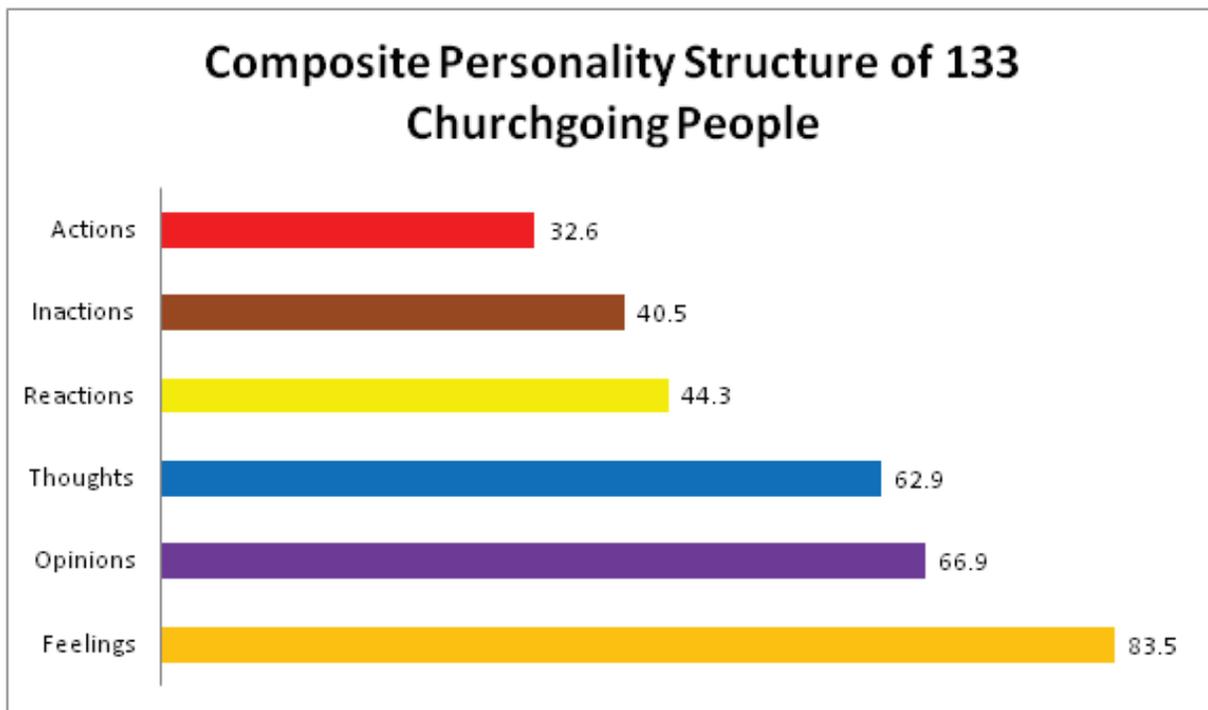


Figure 8: Composite personality structure of 133 churchgoing people.

Figure 8 shows that although there are few who have base or phase in the externally motivated personalities there is evidence of energy available. If those in the church learn to access the energy in the higher parts of the composite personality structure they can build trust with externally motivated people. As relationships of trust grow all parties will be able to shift energy in a way that utilizes the diversity of all types. In our church, the PCM training along with these positive changes in self-efficacy have been accompanied by new behaviors as well. Several examples are outlined below.

Examples in Our Midst

I have found that those who are in the majority genuinely want to address the unintended slight and with proper training can be equipped to do so in creative ways. After bringing one cohort through the Servant By Design material I walked into my office and found a painting of the Lord's Supper hung on the wall. Above the head of each disciple and Jesus were word bubbles of witty commentary.



Figure 8: The Lord's Supper - adapted for Reactions

A group of people who view the world through Opinions reached out to someone who viewed the world through Reactions. By opening a line of communication outside their norm they accomplished far more than a funny joke. For someone like me, this defiled artwork of Jesus built trust, invited me to feel accepted, and helped me manage the stress of full time ministry.

Two people who view the world through Opinions in my congregation recently signed up for a two year course on missional imagination with the objective of creating a new ministry in a lower income community full of people who would never darken the door of our pristine church building. They are not seeking new members for our club, nor reliable donors. Instead, they have developed a respect for the strengths, perspective, and community of externally motivated people and are moving outside their comfort zone to engage these people where they are.

Nate Regier is currently leading a program called “From leadership to effectiveness in ministry”, a year-long PCM training and application program for United Methodist ministers in Kansas and Nebraska who are entering ministry out of seminary. This program is in its fourth year and the results are very positive. For example, ministers practice delivering sermons and prayers that speak to all six personality types, discover new ways to engage marginalized personality types in church activities, and explore different ways to structure services to engage those who have not found a voice in the church. The increases in tolerance, creativity, and commitment to ministry among these pastors have been outstanding. They are reaching deep within themselves to reach more people.

Pastors who go through this training gain invaluable skills in self-care in a field where burnout and exhaustion are normative. The Global Board of Pension and Health of the United Methodist Church reports that of 1600 surveyed clergy 40% are obese, 39% are overweight, 51% have high cholesterol, and 26% of all clergy have at least some functional difficulty from depressive symptoms. Of the respondents 47% reported hostility of the church environment as one cause for tension. (GBPHB, 2013) Other studies have shown that younger clergy are particularly in danger of burnout related to the stress of ministry. (Hooten, 2011)

Given the high rate of problems related to mental health and wellness among clergy, training that helps navigate motivation and distress can help new clergy survive the transitions of entering ministry. For clergy that are externally motivated, training in PCM helps articulate the isolation felt by spiritual leaders of congregations who do not share a similar perceptual base and/or phase. One clergy with Reactions-based perception described his experience this way:

“PCM gave me permission to be me. Through PCM, I came to understand, for the first time, that my personality: wild, creative, sporadic, passionate, crazy, fun-loving (not your run of the mill pastor personality), is not a liability to my vocation but an undeniable asset. PCM has also given me invaluable tools in dealing with distress, meeting others’ needs and reenergizing myself. It is common for me to feel drained and exhausted, primarily because in the church setting my contact needs are not often met by those around me. PCM has given me the ability to sense this, articulate it to others, and the tools to re-energize and replenish my tank when needed.” (Jamis 2013)

When clergy learn to meet psychological needs outside of their ministry setting, they set up a foundation that can sustain full careers. Programs like this one give permission for people of multiple perceptions to take leadership roles and also teaches how to create space for all people.

Conclusion

The population of many North American churches is heavily weighted towards people who perceive the world through Opinions, Thoughts, and Feelings. The Church’s most common problems can be linked to the predictable distress and dysfunctional interaction patterns of these people. Properly motivated and trained, this overwhelming majority can learn an increased tolerance and openness to people who view the world through Reactions, Inactions, and Actions. The results may not build churches as we’ve always known them, but it will make more palatable the core message for a broader audience. And that might be a very good thing!

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PEM Works in the Classroom!
Case Studies by PEM Trained Educators

Dianne F. Bradle

University of Maryland (retired)

Author Note

Dianne F. Bradley was the Director of Creative Initiatives in Teacher Education at the University of Maryland from 2002-2012. She is now retired.

Correspondence regarding this article should be directed to Dianne F. Bradley, 13900 Broomall La., Silver Spring, MD. dbradmz@comcast.net

Abstract

From 2002-2012, I worked as the Director of the Creative Initiatives in Teacher Education program at the University of Maryland, College Park, MD preparing candidates to work as teachers in elementary and middle school classrooms. During their program, I taught them the Process Education Model (PEM) and worked with them on developing behavioral interventions and lesson plans based on PEM. My students had great success with the model and often communicated to me that learning about PEM was the most useful part of their program. They still write to me about ways in which they deal successfully with all the personality types in their classrooms, especially their Rebel, Promoter and Imaginer students and how they apply the concepts to their interactions with parents. This paper will present some of the behavioral interventions that my teacher candidates implemented including those that worked and didn't work at a variety of grade levels with various personality types whose needs they were struggling to meet.

Key words: education, teacher, behavior, strategy, student, Promoter, Rebel, Imaginer

PEM Works in the Classroom!

Case Studies by PEM Trained Educators

Students at all levels, from pre-school to high school (and beyond) demonstrate the characteristics of their personality types as they perform in classrooms. If they are given opportunities to show what they know through their preferred style, and their psychological needs can be met at the early stages of their education, they are more likely to develop confidence in their abilities, feel valued as students and perform well in school. The following case studies exemplify uncomplicated ways in which teachers were able to reach their students who were causing them distress in their classrooms. Base Thinkers are not represented as no one selected a Base Thinker for their case study! Names of students and teachers have been changed to protect their identities.

Case Studies

Sixth Grade Base Promoter

Lilly, a student teacher, chose to do her case study on Luke, a 6th grader to whom she taught English. Luke was an on-grade level student who made significant contributions in class discussions but needed to be the center of attention. He accomplished this by getting out of his seat frequently, calling out in class, and showing off for his friends. He also responded negatively to repeated corrections, which were frequent due to his behavior. Lilly selected Luke because her interventions of correcting his behaviors were not working. She identified Luke as a Promoter with his second energy in Rebel. She soon realized that this is one of the most difficult personality type combinations to deal with in the school setting. However, once she realized Luke's need for excitement, his desire to be center-stage, and his need for recognition, she began to think of ways to meet these needs in a positive rather than negative way.

Lilly introduced each literature book her class was to study by reading selections and walking around the room with the book to share the cover and some of the interesting pictures. She decided that instead of walking around with the book herself, she selected Luke to walk around with the book. At first he used this opportunity to be silly and get more attention from the other students, but when he realized being the book carrier was a responsibility and he could get positive attention from the teacher, he took it seriously. It gave him a natural and acceptable way to move around. Another intervention this teacher implemented was a behavior contract. These tend to work well with Promoter students when implemented properly. Lilly had spent a good deal of up front time establishing a positive relationship with this student. Once she developed his trust and he knew that she had his best interests at heart, he was willing to discuss a contract. Luke had input into the contract, especially the rewards, which included being able to do the book walk. Luke liked making deals and competing with himself to see if he could get all of his points in a week. His behavior turned from disruptive to being a helpful and productive part of the class. He became more aware of his behaviors and worked to make them more appropriate while being provided with opportunities to get his needs for excitement, movement and being center-state met by his teacher.

Fifth Grade Base Imaginer

Mike's base personality type was Imaginer with Harmonizer a strong second floor. Erin, his teacher, described him as "trapped in his own mind." He was a sweet and sensitive boy who almost never volunteered in a class full of Base Persisters, Base Promoters, and Base Rebels. When there was an assignment to do, Mike often just sat there. Once when questioned why he did not get started when

the majority of the class was almost finished, he finally said that he did not have a pencil. He simply was not assertive enough to ask someone else for a pencil or ask the teacher for help.

Having learned about the Process Education Model, Erin started paying close attention to Mike's behaviors in the classroom. She noticed that Mike often did not bring a pencil to class. When asked why he did not have one, his answer was simple, "I forgot". That seemed to be his answer for many other things that he forgot to bring, such as his homework, his textbooks, and his reading log. He rarely made eye contact with the teacher during lessons, which resulted in the teacher concluding that he was not paying attention. Mike almost never raised his hand to volunteer in class, or if he did, he quickly withdrew it. However, when the teacher called on him, he often knew the answer to the question. She also noticed that Mike frequently turned his back to a neighboring student who was a Base Promoter personality. It seemed as if it was almost painful for Mike to sit next to this student.

Mike often forgot to do his homework and the teacher kept him in during recess so he had a chance to catch up on his assignments. In class, Mike did not start his assignments right away and needed frequent prompting. The teacher noticed that when taking the high stakes tests, Mike frequently skipped whole pages and then forgot to look back. His teachers told him that he had to go in order, but he still lost focus, even during the high-stakes and high-pressure assessments.

Finally, Erin noticed, that Mike had a hard time prioritizing in class. It was difficult for him to get started on any assignment. When the class did research for articles they were writing during their limited time in the computer lab, Mike often looked at the walls or looked at his peers' research instead of trying to locate his own.

Some of Mike's positive qualities and characteristics as a student were that he clearly demonstrated mastery of mathematical concepts; had an innovative, extremely creative and interesting outlook on things; was kind to everybody; and was likable and sweet to everybody around him, including his teachers. His teachers often commented on Mike's sensitivity and sweet disposition. Based on observations and conversations with his other teachers, Erin devised an intervention plan to help Mike come into his own as a student.

Erin, along with Mike's other teachers, developed a contract to present to Mike. His contract was called "Mike's Path to Success" and was to be signed everyday by both of Mike's teachers for Math and Reading. The contract highlighted Mike's positive behaviors and therefore reinforced their facilitation. It included keeping his eyes on the teacher during lessons, raising his hand at least two times during class discussions to share his thoughts, starting his class work right away, and writing down all of his homework in his planner. He also was to come up to his teacher to have her initial the logging of the homework without any reminders. The contract also stated that when Mike received fifteen checks, he could select any book that he wanted to have from his teacher's collection as his reward. This extrinsic reward worked well for Mike because he loved to read. The fact that the contract was

signed and supported by both of his teachers, gave Mike the necessary reinforcement and consistency from both ends of his school day. The contract worked well for the most part.

The teacher also created a nightly checklist to support Mike's Base Imaginer personality. He kept the checklist in his binder to help him be prepared for the next day's class. He was to self-check the list to make sure he had all of his completed homework and his silent reading book in his backpack, and sharpened pencils in his pencil pouch. There also was a reminder to bring his reading contract to school after the weekend. The teachers met with Mike's mom and explained the contract. She was quite supportive and worked with him at home by reminding Mike to check his binder checklist. She checked along with him at first to make sure that he was getting the hang of this new habit. As a result, Mike was a lot more prepared for class, had a pencil every day and was ready for class.

A final way in which his teachers managed to help Mike organize himself was through a daily priorities sheet for both reading and math. Both of Mike's teachers put it on his desk every day prioritizing what they wanted Mike to accomplish in class that day in the order of importance. The idea was to give Mike the necessary structure that Base Imaginers require to comply with the quick-paced classroom environment. Both teachers checked in with Mike periodically while circulating and double-checked where he was on the list. They also taught Mike to check off the TO DO list when things got accomplished to give him a visual representation of his successes. Pretty soon he began checking it off himself with enthusiasm because it seemed to add to his feeling of accomplishment.

These interventions proved to be a success with this particular Base Imaginer student because it helped him get more organized, prioritize, act in a proactive fashion in the classroom, and volunteer in class. It was especially helpful to have both of Mike's teachers' buy-in as well as to have the support of Mike's parents. The teacher reported that her Base Imaginer student blossomed and became a more successful and assertive learner in class! These interventions that Base Imaginers tend to respond to often are teacher and parent intensive at first. Two of the positives of this intervention were encouraging Mike to check off his own accomplishments and showing him how to develop checklists he can use in and out of the classroom. Hopefully, as Mike progresses in school, he will learn how to develop these interventions for himself. He always may need some support from his parents and teachers, but he can be encouraged to develop these organizational habits on his own.

Fourth Grade Base Persister with Strong Harmonizer

Maurice was a very verbal student, a good conversationalist and very matter-of-fact. He enjoyed sharing his thoughts and participating in class discussions. He came across as polite and proper with strong beliefs about right and wrong. He frequently tattled on his classmates and, he always knew what was going on and who did what! He always could be counted on to tell the truth. On the other hand,

Maurice sometimes was stubborn and he refused to accept blame. He bristled when told to stop calling out and then began to roll his eyes. He sucked his teeth and muttered under his breath. He called out so often and so loudly that it interfered with the other students' ability to participate in class and distracted the lesson. The teacher had to take time away from teaching to chastise Maurice for taking another student's turn. Also, the teacher had to make up alternate questions to give other students a chance to participate. Maurice had an especially negative reaction to a flip card system. (A student's card was on green at the beginning of the day and they had two warnings before their card would have to be flipped to another color, first yellow, then red with an ensuing consequence). When this system was applied to his behavior, he argued back with his arms in the air asking, "What?" and then reluctantly flip his card and sulk for a long time. He actually was creating an environment in which he was receiving the exact opposite reaction that he desired. He craved positive attention and recognition of the fact that he had a lot to contribute to the classroom in the form of ideas and his ability to help his classmates.

At first his teacher admitted that she found it annoying how much he called out. She felt he was hogging attention and wanted to show off. She took him aside and tried to impress upon him the reasons why it was important to let all the students have a turn, adding that she wanted him to raise his hand if he had something to share. That did not work. He continued to blurt out answers, even smiling as he did so. He was proud that he knew the answers in spite of everyone's irritation.

After learning about PEM, his teacher decided to try to help Maurice not call out so much, get positive instead of negative attention and demonstrate more self-confidence. Maurice was a Base Persister with a strong Harmonizer component to his personality as well. As such, he needed recognition for his work, his convictions and his commitments as well as to know his opinion was valued. This met his Persister needs. He also needed to feel that he was helping other students, needed sensory stimulation and needed to be appreciated just for being himself to get his Harmonizer needs met. The teacher realized his psychological needs were not being met in the current situation so she began to implement some strategies to meet those needs in order to head off the attention-seeking distress behaviors. He was put on a behavior contract. With his input, two goals were selected: 1) He agreed not to talk or walk around during class and 2) He agreed to raise his hand and not call out when he wanted to contribute something. Besides the contract, the teacher implemented a different mode of communication with Maurice. She began to use the Requestive rather than the Directive channel of communication so the Persister in Maurice heard her when she spoke to him. Also, because he had a strong Harmonizer component to his personality, she alternated using the Nurturative channel of communication and the Requestive channel.

The contract turned out to be more than a daily reflection of his behavior. It created some personal time for conversation with the teacher during which she stressed to Maurice how much she valued his contributions to the class discussions. He enjoyed being recognized for meeting his goals as well as receiving recognition for a personality trait that was meaningful to him. In addition to these interventions, his teacher felt that he would really blossom with a better relationship and more attention at the beginning of the day as opposed to at the end of the day. She always had greeted the

student at the door but she began making comments to Maurice about his outfits, his smile or his shoes in order to tap into the strong Harmonizer part of his personality. He responded positively to the fact that she was noticing him. Previously, Maurice always had to be told to remove his knit cap. The teacher realized that she was using the Directive channel and *telling* him to remove his cap; therefore, one day she used the Nurturative channel and explained that it was a school rule not to wear hats in school. She added that even though he looked awesome in his hat it wouldn't be fair to others if he were allowed to wear his hat when others couldn't. She *asked* Maurice not to wear his hat in school and amazingly, he stopped wearing it. She did not have to ask him not to wear the hat anymore. This approach appealed to both the Harmonizer and Persister parts of his personality.

The teacher also began to do other things in her classroom. She began playing soothing music that tended to calm the whole class while appealing specifically to the Harmonizer in Maurice. She also used a scented plug-in to give a pleasing aroma to the classroom. (This is needed in a 4th grade class as the summer months approach!). Lastly, the teacher instituted a “Read Around the Room” policy to create fair turns for all students to sit in the rocking chairs or on the rug or sofa. Maurice really seemed to appreciate that because it set up a fair situation and the rules were consistently enforced.

Before these interventions, Maurice had a track record of blurting out, being loud and disruptive, and telling on students or complaining as well as sulking. He had potential for academic success but had seemed unhappy and was not performing to his potential. After the implementation of the behavioral changes based on PEM, Maurice became less complaining, calmer, more patient, and more willing to accept his share of the blame. Being called out in a negative way happened much less frequently in the classroom. He seemed to feel appreciated for who he was. He naturally wanted to please his teachers and get recognition for knowing the content and doing his work well. The teacher continued to compliment him, ask his opinion of things and solicit his input. She also continued to tell him what a great smile he had, or tell him what a good job he did in class, all of which appealed to the two strongest parts of his personality — Persister and Harmonizer.

First Grade Base Harmonizer

Charlie was a six-year-old student in the first grade who had suffered a great deal of personal trauma in his short life. As a result, he spent much of his time in distress. He acted out in various ways that severely impacted his learning and motivation.

After monitoring his behavior closely, his teacher recognized that Charlie's strongest personality type was Harmonizer. She knew him to be a compassionate and friendly individual who truly cared about his appearance and thrived on pleasing his Mom as well as his teachers. He began the school year as a well-liked student with many friends. However, as his distress increased he became withdrawn from many of his former friends as well as demonstrated an unwillingness to complete his assignments. His teacher wanted school to be a safe and nurturing environment for him. She also wanted to support him academically so that he could feel the joy he once demonstrated in his educational experience.

Base Harmonizers thrive on pleasing those they care about and appreciate feeling a sense of belonging. Therefore, the teacher developed a plan aimed at supporting the needs of a Base Harmonizer in distress. Realizing that this was Charlie's strongest personality type, she made an effort to address him using the Nurturative channel as often as possible. She also decided to change Charlie's assigned seat to a location adjacent to her and her co-teachers' desks in an effort to calm him and ultimately motivate him to stay on task. This was certainly a helpful step and Charley began to feel more at ease in school. She also welcomed him to sit near her occasionally to help him to focus. Charlie responded really well to this intervention initially. It helped him to feel acknowledged in the classroom and provided a working space in which he had access to two teachers at all times. It minimized his need to distract himself and others when he didn't know what to do. Instead, he took initiative and began asking to sit at the teacher's desk to read or work when he felt distracted.

Charlie's teacher also made a conscious effort to verbally praise him when she saw him doing something well. If he did an exceptional job or had a fantastic day, she sometimes rewarded him with a smelly sticker of his choosing or wrote a positive note to let his mom know what a great day he had. The combination of these processes proved extremely helpful for laying the foundation of a safe and positive classroom environment for Charlie. While it did not address every issue that he was struggling with, it certainly helped to build a relationship between him and his teacher. Because the teacher had earned Charlie's trust at an early stage, it was much easier to put other interventions into action and keep him on task.

Another behavioral issue that Charlie's teacher wanted to address was his desire to avoid work by getting out of his seat. Often it was because he said his pencil wasn't sharp enough and he wanted to get a different one. The first strategy implemented to address this issue was to provide three pre-sharpened pencils for him taped to his desk. The idea was that with three sharpened pencils always at his seat, he had little reason to wander over to the supply table. This strategy worked only for about a week. Shortly thereafter, he began "losing" his three pencils and soon was back to wandering over to the supply table multiple times a day. Taking into account a Base Harmonizer's need for sensory stimulation, his teacher purchased a pencil box and decorated the outside of the case with stickers and Charlie's name. She filled the box with any supplies he might need including 6 sharpened pencils, 2 erasers, a glue stick, a pair of scissors, and a set of crayons. Before presenting the box to Charlie, she explained to him that it was a very special box that should stay at school in his desk. It had everything he would need to help him stay focused and on-task in class. Charlie was elated at the prospect of having a special box and definitely wanted to keep it. He even asked his teacher to sign it so he would always remember who had given it to him! The positive motivation that this item brought to Charlie was practically instantaneous and he was eager to simply have it at his desk while he worked on his assignments. She also noticed him using it during group learning assignments and he was eager to share his personal pencils and crayons with his peers. His generous nature was resurfacing!

Even after the implementation of the pencil box, sometimes Charlie still turned in incomplete assignments. His mom also commented that homework was still a challenge at home and Charlie would

often refuse to do it. As a means of addressing this, his teacher began offering supportive verbal praise to motivate him. She quickly realized that while this pleased him, it wasn't enough to keep him motivated and his incomplete homework assignments were still a concern. She decided to implement a Friday reward time as a motivating incentive. If Charlie turned in all of his homework assignments and completed his class work, then she set aside 15 minutes on a Friday afternoon for just the two of them to do a special activity together. The activities ranged from reading to jigsaw puzzles to learning games. This intervention addressed Charlie's motivational need by enabling him to spend one-on-one time with his teacher and be recognized for his individuality and special relationship with the teacher. As soon as she instituted a Friday reward time, she immediately noticed a vast improvement in Charlie's attitude and work ethic at school. He was eager to complete assignments and was happy to be working towards his Friday reward. His mom even commented that he came home and got right to work. Occasionally if Charlie did not complete his morning work, he offered to take it home and finish it for homework. Not surprisingly, Charlie's academic progress improved greatly and his mom was having much less trouble with him at home.

The teacher astutely noticed that if Charlie walked in sullenly and did not greet her with his usual beaming smile, this was a clear indicator that he already was having a stressful day. Being aware of this was essential for predicting how she could intervene to meet his needs and help ensure a successful day. Because of the severe distress in his personal life, Charlie's teacher reports that he still struggles but that the growth she has seen in him has been significant. His reading has improved and he is eager to come to school. He completes his homework and has regained friendships as well as his motivation to please and help others. The majority of his days are positive and successful. When he gets off course, his teacher now has an arsenal of strategies to invite Charlie out of distress.

Fifth Grade Base Promoter with strong Rebel

Jason needed to have constant excitement around him and became bored very easily if the lesson was not structured in a fun, competitive way. He was a fidgety student and he demonstrated a definite need to move around the classroom. His chair sometimes turned over on its side as he attempted to balance it on two legs. The teacher classified Jason as a Base Promoter with a strong Rebel component who required some type of movement or action in class in order to pay attention and be successful. Jason also liked to be recognized for the way he dressed and he wanted to be acknowledged for the brand names and labels he wore. He routinely acted first without thinking, but he also worked very hard if he was interested in and motivated by the activity. Unfortunately, he often rushed through his work in order to be recognized as the first one finished.

Jason also was very creative. Other students often asked him for ideas because they were aware of his talents. He liked to participate in group-activities but only if he could be the center of attention. He demonstrated a need to control the situation and when it was explained to him that he was not to control, he became angry and shut down.

When the teacher learned about PEM, he decided to implement a behavior intervention plan focused on three main behaviors that the student routinely exhibited throughout the day--calling out, making inappropriate noises and sounds, and talking back to the teacher when the student was reprimanded for his behavior. The first thing his teacher did was to keep a tally sheet of the total number of times that the student displayed these behaviors without the student knowing he was doing it. When confronted with the information, Jason refused to believe that the teacher had marked down a number of 23 times in one week, nearly an average of 5 times a day in the two hours he was in the teacher's class.

Mr. Anderson, his teacher, explained to Jason that he was going to help him limit the number of times he displayed these behaviors by cueing the student every time he engaged in these behaviors in order to create an awareness. He told Jason that he did not expect him to be perfect, but if he could cut the number of times he disrupted the class by 5 times a week, he would earn a lunch with him at the end of the week. He further enticed Jason by letting him know that he would buy him a pizza at the end of the month and he could select three friends to invite if he reduced the number to under 3 times a week, or an average of 12 times for the month. Jason's Promoter personality jumped at the chance to accept the deal and he immediately became more aware of his behavior.

Because this was a long class in his block schedule, Mr. Anderson allowed Jason a chance to take a break in the hall and use the bathroom during his class. He also gave the student permission to move around in his seat as long as the chair was flat on the floor for safety reasons. Jason responded remarkably well and Mr. Anderson was pleased that other teachers also had become aware of Jason's behavioral changes. The competition was definitely a big contributor in drawing the student into the intervention. It provided the motivation. Jason received more positive recognition than he had gotten before and this motivated him to do his work and reduce his negative behaviors. The teacher eventually was able to reduce the reward to eating lunch with Jason once a week. The one-on-one relationship with his teacher seemed to be an important motivating factor for Jason. It helped him establish positive rapport with his teacher and also gave him an opportunity to discuss and review his behavior as a self-monitoring tool. The student was able to turn his negative classroom behavior into being a productive and well-behaved student.

Second Grade Base Promoter with Strong Persister

Carlos entered Ms. Wilkins second grade classroom reading significantly below grade level and with limited math skills. His teacher knew immediately that the first thing she needed to do was to develop a very positive relationship with him in order to prevent behavior problems in the class. She made sure she greeted him in the morning and frequently talked positively about how lucky she was to have him in her class. She personally took him on the class tour and introduced him to the class quilt. The quilt had some classroom rules that the students had come up with. She read them to him and asked if he wanted to add something. She asked him if he

disagreed with any of them or would like to modify them. She also made sure to appreciate him and recognize his efforts in front of the whole class. She often smiled at him and was very encouraging to him. In a couple of weeks, she had developed a very positive relationship with him. Soon it was evident that Carlos was working very hard to please Ms. Wilkins and that he cared very much about that relationship. He was very obedient and respectful to her.

However, this behavior was not automatically generalized to other adults in the building. He often was rude and disrespectful to the other adults in the school. As the teacher's student intern, Ms. Potek, started to take over the teaching responsibilities in the class, there were times when Carlos was very stubborn and emphatically say "No" to what she asked him to do. He also distracted some of the other students and attempted to influence many of them to go in a reverse direction from that which the teacher wanted. The other children became disruptive and this hindered the teaching and learning process in the classroom. When she discussed the matter with her coach teacher, Ms. Wilkins suggested that Ms. Potek come up with some strategies on her own and try them. Having just learned about PEM, Ms. Potek decided to get to know Carlos and then implement appropriate strategies to meet the needs of his personality type. Her first step was to develop a positive relationship with him. She looked for opportunities to talk to him on topics of his interest like Pikachu, Spiderman etc. She worked with him and got really excited about his reading and the hard work he put in. At times she also made a positive comment on his hairstyle.

Next she started identifying his strengths and behavioral weaknesses. His strengths included coming to school regularly, he had friends he liked to talk and play with, he was on-grade level in math, and he usually had no problems working in groups. During whole group lessons he actively participated in the discussions and loved to share his opinions and viewpoints. He demonstrated leadership qualities and he easily influenced other children. However, at times he also tended to bully other children, usually during playtime. Being older than other children in the class, he could easily move the group in the direction he wanted. He tended to fool around, sometimes very physically, particularly in the cafeteria with two other children. At times he inappropriately pretended to play 'Spiderman' when entering the classroom or during transition time. It was evident that he was aware of his low reading ability and at times tended to shut down and refuse to work. He compensated by calling out answers to prove he was knowledgeable.

Looking back at his strengths and weaknesses and his overall behavior, it was easy to identify him as a Base Promoter. He wore trendy clothes and his hair was cut stylishly. This showed that looking good in the eyes of others was important to him. He enjoyed challenges and learned well when the learning was done as a game and he was challenged to win. Winning was important to him and at times he resorted to cheating in order to win.

Carlos also had certain opinions and views, which he held on to tightly and defended against anyone who challenged them. It was not uncommon for him to get stubborn at times and refuse to do what he was asked to do. He became upset when others did not believe him or respect his convictions. He was very concerned with fairness and often said, "Hey, not fair." At times he tattled and found fault in others; therefore, it was easy for the teacher to see that the Persister part of his personality was well developed as well.

Ms. Patel put much effort into getting to know Carlos and in the process found it easy to identify his psychological needs once his personality structure was determined. As a Base Promoter he needed excitement and action in whatever he was doing. Because the Persister part of his personality was so well developed, she found he also needed to get his convictions and work recognized. Establishing a relationship with him was key in order that the Promoter part of his personality would trust her and the Persister part of his personality would respect her. Because he was a base Promoter, the communication channel that worked best with him was the Directive channel. Communication through this channel is precise and direct and helps the listener know exactly what is expected of him. It was the best way of reaching and teaching Carlos. Using any other channel resulted in his going into distress. This usually resulted in his getting in trouble with teachers and peers.

When in distress, Carlos argued and blamed others for his behavior. He ignored and broke rules and sometimes also twisted situations to others' detriment. He was sensitive to negative feedback and became upset when others did not believe or respect his side of things. Winning was important to him and it was not unlikely to see him playing rough. He seemed to need constant praise and recognition of his work and when this need was not met, he frequently quit and said, "It's too hard!"

Ms. Patel decided to select calling out as a target behavior and came up with intervention strategies based on Carlos's needs, channels, and distress behaviors. She tried several strategies such as talking with him or sending him back to his seat. These strategies worked sometimes, but not always; therefore, she decided to make a deal with Carlos. He was quite fascinated by Pikachu, so she decided to use Pikachu stickers. She divided up the day into 6 subject areas where he could earn a sticker if he did not call out. When he earned a total of ten stickers, he could go into a treasure box. This intervention worked and he almost completely ceased to call out. Working for a prize seemed to be the key to get Carlos to become more aware of his behavior and make major changes.

Ms. Patel had great success with Carlos as his Base Promoter personality part responded to making a deal and helped him control his inappropriate behavior of calling out. Base Promoters need to know the bottom line and what is in it for them! Building a positive relationship with him was essential in getting Carlos to trust her and buy into the deal. After a while Carlos exhibited very few behavior problems for Ms. Patel. She was proud to have established this relationship with him as a result of her knowledge of PEM!

Second Grade Base Imaginer with strong Harmonizer

Max was a seven-year-old second grader who had been in four different schools. Max came with an IEP (special education Individualized Education Program) because of very limited hearing in both ears due to an early childhood infection. He had had surgery on his ears, which repaired much of the previous damage and improved his hearing so much that it was diagnosed in the normal range. But

even with the reconstructive repair, years of not being able to hear others affected Max's academic and social interactions.

Max's primary personality type was Imaginer. He was creative, imaginative and introspective. Max loved to read independently, had an excellent oral vocabulary and was in the highest spelling group. He was intelligent and capable. But he also often zoned out and had trouble listening completely to instructions. He was not a self-starter and when he was assigned independent seatwork, he withdrew into his own world. He often stared out the window or watched other children. This made it challenging for him to complete his work, and he often didn't finish unless a teacher assisted him one-on-one or in a small group.

Max was a caring and affectionate child who craved acceptance from his classmates and students. He frequently tried to hug or touch other students and teachers, and he asked for validation about his character. (He often asked, "I'm a special kid, right?"). He appeared sad when he was left out of games at recess, and he insulted himself or started to cry when something didn't go his way. It was evident that the Harmonizer part of his personality was strong as well. His reactions and need for acceptance were compounded because he had difficulty picking up on social cues (likely from his years of limited hearing but perhaps from his Base Imaginer personality as well). He sometimes came on too strong for other students when he wanted to play or interact with them. When this happened the other students rejected him, and Max became upset.

Max presented many unique challenges. It was a daily struggle to get Max to finish his work. He required a great deal of teacher time and effort working with him both one-on-one and in small groups. This took teacher time away from reading groups and working with other students.

The main issue that the teacher sought to address was Max's inability to finish classwork in Reading independently. Before implementing PEM interventions, Max only finished all of his assigned reading work for the day about once or twice a week and this was often with maximum teacher assistance. The first intervention that his teacher made was to change Max's seat. Previously he had been sitting in the middle of a six-person cluster of desks, close to the back of the room where the students went to get their pencils and other supplies. Sitting there, he became distracted or agitated by nearby students talking or when students walked by his desk. There were times when Max was in mid-sentence answering a question when another student walked by and he'd lose his train of thought and ask what he was just about to say or write. He was unable to finish his work and seemed distressed by the crowded space. The teacher decided to move Max to a less high-traffic zone of the room. She put him at the end of a cluster of five desks towards the back corner of the room, away from where most of the other students ever walked. He was still part of a group of students but he also had some of his own space. His new seat was perpendicular to the other desks so that he was not directly next to any other students. Also, three of the five students at the table often were out of the classroom.

Almost instantaneously the teacher noticed that the change in location lessened the amount of time Max was distracted by other children. Because fewer students had a need to go near his desk, Max was not constantly thrown off task by their presence. However, she noticed that he did find other realms of distraction. Rather than pay attention to other students, he ramped up the amount of time that he was staring out the window or just into space. He still was unable to maintain his focus long enough to finish most assignments independently.

The next intervention she made was to provide personal check-ins and reminders to help him stay on task. She also started using the Directive channel when giving instructions. As a Base Harmonizer with Thinker well developed herself, her instinct was to put a hand on a student's shoulder and, in a nurturing tone, ask what he thought he should be doing or what he needed help with. Instead, she began using clear, straightforward language. Instead of saying, "Sweetheart, can you start answering number 1?" she stopped by his desk, pointed to the question on the paper and said, "Max, read and answer number 1."

Within the first day of this intervention, she found that Max responded much more positively to clear directives. While before, the teacher's interactions seemed to open the door to blank stares that she interpreted as his needing help, the unambiguous instructions worked like a power boost. He recharged and refocused with these reminders. This resulted in his getting back to work and letting his teacher move on to another student. However, the surges in concentration were not continual. Within about five minutes, he often started to stare off into space again.

When his teacher realized that Max was still having difficulty completing his work without frequent check-ins, she implemented a final intervention. She provided him with a daily written reminder that broke down his tasks for the day into a prioritized list. She made sure there were never more than three or four tasks to complete on the list and wrote them in as clear and succinct language as possible. She told him that she used notes like this to keep herself organized and showed him her favorite part: crossing off assignments when done.

Having a written reminder lessened the possibility of his forgetting what he needed to do each day. Also he knew exactly what to start on when he finished one part of the work. Breaking the assignments down into clear, smaller tasks and prioritizing the list helped keep him from getting overwhelmed by a long catalog of requirements. He seemed to be very motivated by checking assignments off the list when he finished them.

On the first day that he used the list, Max finished all his work—mostly done independently. In the subsequent weeks he completed approximately double the amount of work that he did

independently from when the interventions started. The lists greatly cut down the number of personal reminders from the teacher that Max required. As a Base Imaginer, Max may continue to need teacher reminders as a power boost; however, providing these kinds of checks work as a preventive measure to keep Max and other Imaginers from going into distress. With the list, checking in with him became much more manageable for both Max and his teacher. As the year continued, he developed into a more independent and personally responsible student and completed more work on his own.

First Grade Base Rebel with strong Promoter

Spencer was a creative and artistic student who was on or above grade level in all subjects. He was capable of creating very detailed stories and illustrations and frequently looked for ways to share his ideas with the class.

As soon as Spencer entered the classroom each morning he wanted to share something with his teacher. He liked to make sure that his peers knew his ideas and did the same things he did. He even made sure that the students were completing the same activities in the same way as he did.

Spencer had many strengths but he also had a few weaknesses. During a 30 minute whole group lesson Spencer called out many times. This was becoming an issue and even though he had unique ideas to share, his calling out disrupted the class and kept others from participating. He had some other disruptive habits as well. He sometimes hid. Also, after taking someone's pencil or paper he denied that he did it. In addition, he often was off task. As a result, he did not hear the directions the first time they were given. He also had side bar conversations during whole group instruction. Periodically he disrupted the class and called attention to himself by sneezing so loudly that instruction stopped for a few seconds as he apologized. He certainly knew how to call attention to himself!

The first problem behavior the teacher chose to address was his calling out and sharing his ideas at inappropriate times. The teacher discussed a plan with Spencer that involved being rewarded with a sticker for raising his hand. The first day he called out 3 times but raised his hand once so he earned one sticker. The teacher decided to give him a reminder of the agreement right before each lesson started. She continued to give him stickers each time he raised his hand. As a Base Rebel, Spencer responded to this attention, which now was positive instead of negative. Spencer continued to improve as he was getting a positive response each time he raised his hand. As time progressed, the teacher stopped reminding him before each lesson and was shocked that he raised his hand every time he wanted to share something. As time progressed, instead of giving an immediate reward during the lesson she waited until after the lesson and gave him the stickers then. She found he was able to delay his gratification in getting his reward! This behavior continued with a reduction in the time and frequency of

receiving stickers. He got to the point that whenever he did call out, he stopped himself and put his hand over his mouth. He had learned to self-monitor his behavior!

The next problem behavior the teacher wanted to address was his lack of listening to the directions the first time they were given. While the directions were being given he seemed to be thinking about his next question or his next idea he wanted to share. Having the calling out under control the teacher noticed that his listening improved as well! She also decided to make another agreement with him; if he listened to the directions and was on task completing his work, she would allow him to have one of several special jobs - run errands, get students from other classes for reading groups, and assist the teacher in various duties around the classroom. This worked very effectively because Spencer was a Base Rebel in a Promoter phase and he responded well to deals. He also needed to have fun and participate in kinesthetic activities.

The teacher often reminded him of their deal in the morning and he responded positively. She noticed him following the directions and getting right to work when he returned to his seat. She continued to give him special jobs such as being the teacher for a few minutes when she stepped out of the room to get supplies. Spencer seemed to love having these special jobs and it turned out to be a very successful strategy to help him remain on task as well as follow directions the first time they were given.

As for the teacher's concern about Spencer being bored in class very easily, she energized her Emoter and spoke in the Emotive Channel throughout the day. She also changed her tone periodically. These simple adaptations really kept the attention of all the students and helped make things more entertaining. Even when talking to him one-on-one she made an effort to add excitement to the conversation by using the Emotive channel. Sometimes she said something crazy to keep his attention. This seemed to be an effective way to keep Spencer from getting bored.

The following was the final comment from this teacher, "I have very much enjoyed having Spencer in class. It has been a pleasure working with him and helping him improve his behaviors to make our classroom a more conducive learning environment for all students! This student intervention plan really worked and I was excited to implement the strategies with my student."

Conclusion

Because they had learned about PEM, these teachers understood how small changes in their own behavior as well as their classroom structure could meet the needs of the various personality types of the students with whom they were having challenges. Once they understood the model, they

developed strategies for inviting students out of distress and made their classrooms more conducive to meeting the needs of each student. They often were amazed at how well the strategies worked and how the changes they implemented changed the dynamic of their classrooms. As one teacher candidate said, “The amazing thing is how all these strategies spill over to the rest of the classroom and how that in turn begins to create an ever stronger cycle of positive behavior, good communication, and less stress for both teacher and students alike. When students say negative things, I don’t take it as personally as I used to. I take it as a sign that the students’ needs aren’t being met and I listen to it as a form of communication not criticism.”

A Rebel’s Reactions To School

By Aria Johnston

Editor’s Introduction

The U.S. Department of Education reports that 51% of school dropouts said they did not like school because they felt as if they did not belong. Thirty five percent said

they could not get along with their teachers—this increased to 51% when considering male-only dropouts. The report concludes that administrators and teachers must increase positive relationships with their students and find ways to make their schools and classes more welcoming places (Duckenfield, 2004).

According to the National Dropout Prevention Network (NDPN) at Clemson University, 30% of students in the United States do not graduate from high school. The dropout rate is even higher among African American students (50%), Hispanic American students (55%) and Native American students living on reservations (55%). According to the NDPN, many students make the decision to drop out of school by the third grade based on their experience in kindergarten through grade 3 (Duckenfield, 2004). Because the law will not allow them to drop out of school before they are 16 years old, these students remain in school physically, but mentally drop out. The majority of those who drop out of school are Base Rebels and Base Promoters. (Bradley, 2007; Bradley, Pauley, & Pauley, 2002; Gilbert, 1996; Hawking, 1995). Some Base Imaginers and some Base Harmonizers also leave school before they graduate. In several interviews with students who had dropped out of school, some Harmonizers said they felt that no one cared about them. Others said that they got pregnant and left to take care of their baby. Some Imaginers said their teachers did not understand them and tried to force them to be like the teachers. They said that they often were confused about what was the “right” thing to do to meet the expectations of their teachers and eventually gave up on school. (Pauley & Pauley, 2010)

The NDPN has interviewed thousands of students who have dropped out of school and asked them the reasons they left high school before they graduated. Here are the top six reasons they give. The first four reasons were the most common responses. (Duckenfield, 2004).

- 1, No one cared.
2. I didn't feel I belonged.
3. Classes were boring
4. What they were teaching had no relevance to my life.
5. I was expelled and didn't go back.
6. I got pregnant.

The NDPN has found that if at least one adult in the school establishes a relationship with a student and shows the student they really care about them, the student will stay in school and graduate.

The 3 R's in education in the United States used to be reading, writing, and arithmetic. Today they are:

Rigor

Relevance

Relationships

It is apparent from the responses above that the order is wrong. If the top two reasons students give for dropping out of school are that "no one cared" and "I didn't feel I belonged", then perhaps Relationships are more important than Rigor and Relevance and can be listed before it. In addition, no one said that classes were too difficult, but many said classes were boring and had no relevance to their life. This suggests that Relevance is more important than Rigor. Research by Ann Shioji, a high school biology teacher in the Watts District of Los Angeles, illustrated what can happen when teachers establish a relationship with every student in their class and show them the relevance of the subject matter they are studying (Shioji, 2004). Shioji's research (described below) also shows that if, in addition to establishing relationships with each of their students, teachers help them get their motivational needs met in every class and show them the relevance of the material they are teaching, they can make the material as rigorous as they want and the students will be interested, will learn, and will stay in school. Savage (1991) found that student behaviors also improved. Savage put it this way: "Students who get their needs met in the classroom seldom cause problems, because doing something that interferes with getting a need met is not in their self interest."

Shioji was discouraged because no matter what she did, she was not reaching her students. They were not interested in school and were waiting to turn 16 so they could dropout. The students in one of her physiology classes were particularly troublesome. Shioji was working for her master's degree at UCLA when she heard a one-hour presentation on Process Communication. She decided to write her thesis on the impact of the Process Education Model on improving the academic achievement of her students and reducing the dropout rate among them.

As the experimental group, she selected the physiology class in which the students were least interested in school and were most disruptive in her class. She used her other physiology class as the control group. She gave both groups a pre-test and post-test on motivation that was an adaptation of work by Goldberg (2001), Ginsberg (2003), Nicholls (1989) and Sandven (1977). In addition, she compared grades before and after the period of the thesis research. She also compared discipline problems before and after. She taught the control group the way she always taught. With the experimental group she used the book, *Here's How To Reach Me: Matching Instruction to Personality Types In Your Classroom* as a guide to help her individualize instruction and establish relationships with the students. She also brought in people working in the field to show the students the relevance of physiology to their lives and the salary they could earn if they pursued a career in physiology. She used a university text in both classes.

What were the results? The control group thought the course text was impossibly difficult. The experimental group thought the text was easy. In the control group, no student's motivation or grades improved. In the experimental group, every student's motivation improved and many of their grades improved. By the end of the term, there were many discipline problems in the control group; there were none in the experimental group. The following year, Shioji applied the concepts of Process Communication in all of her classes and had no discipline problems. All of her students stayed in school and graduated from high school. Because she was the only teacher in the school who was reaching the students, she was promoted and given additional responsibilities coordinating programs for all the students in the school.

All of the personality types were represented in Shioji's class. Many Base Rebels have a difficult time in school. As we have seen above, many drop out of school; however, many make it. How do those who survive in the system do it? This is a fascinating question and cries out to be researched. We invite our readers to do this research or encourage others to do so and we look forward to publishing the results in future issues of the journal. Some of the specific questions that might be considered are:

1. Is there a difference in the personality structure of those Base Rebels and Base Promoters who succeed in the education system compared with those who do not?
2. What role does phase play in those Base Rebels and Base Promoters who succeed in the education system and those who do not?

3. What role, if any, does participation in extra curricular activities such as sports, school musicals, school plays, school band, art classes, physical education classes, and music classes play in those who succeed in the education system compared with those who do not?
4. Have Base Rebel and Base Promoter students who succeed in the education system found ways to get their psychological needs met positively in school compared to those who do not?
5. Does communication/miscommunication between teachers and students make a difference between those who succeed in the education system and those who do not?
6. Do those Base Rebels and Base Promoters who succeed in the education system take responsibility for their distress behaviors and those who are not successful do not?

The following paper is a summary of a presentation made at the July, 2013 International Process Education Conference hosted by the MUSE school in Malibu, California. The author is a teen-aged Base Rebel student who is in a Promoter phase. In the paper, she gives a highly personal account describing her reactions to being taught in a traditional school in which her teachers did not teach the way she preferred to be taught and in which she did not get her motivational needs met. She contrasts her experience in the traditional school with her experience in a private, progressive school in which her teachers did teach the way she preferred to be taught and in which she got her motivational needs met in nearly every class. She went from hating school and wanting never to go to school again to loving school and being eager to get to school every day. She explains the different strategies used in both schools to teach her, the difference in the environment in each school, her relationships with her peers, the difference in her attitude toward school when she got her motivational needs met in class, the academic results, and the change in her behavior.

We are publishing the paper here to give educators an insight into the mind of their Base Rebel students and some ideas of things they can do to improve the educational experience and academic achievement of the Base Rebel students in their classes. The information is just as useful to the supervisors of Base Rebel employees in the workplace. Many supervisors do not know how to communicate with and motivate their Base Rebel employees either. Base Rebels are our most creative students and our most creative employees once they enter the work force. We cannot afford to be losing their creativity in either environment.

In her paper, Ms. Johnston talks about her favorite Channel of Communication being the Emotive Channel. Dr. Taibi Kahler identified five different Channels that people use when communicating with others. He named them the Interventive Channel, the Directive Channel, the Requestive Channel, the Nurturative Channel, and the Emotive Channel. Each of the personality types has a preference for one of these Channels and most people are uncomfortable using one or more of them. The Emotive Channel is upbeat, energetic, and fun. She also says that her psychological needs

are Incidence and Playful Contact. Incidence means a lot of excitement in a short period of time, i.e. a rush. Playful Contact means that she is high energy and needs to have fun.

Ms. Johnston's paper begins here.

A Rebel's Reactions to School

By Aria Johnston

Pre-School

The problem began in pre-school. I was attending a day-care center and it seemed to me that everyone was bossing me around. I do not like it when people boss me around. When others boss me around too much, I can get stubborn and refuse to do what they want me to do. They insisted. I resisted. As a result my teachers did not like me. My classmates picked up on my teachers' dislike of me. Some of the boys began to bully me. I fought back and my teachers always blamed me for fighting. They expelled me from that day care center when I was 3 1/2 years old. They wrote a 2-page evaluation of me that did not contain one positive word about me.

I had been accepted into another day care center; however, when they received that evaluation, they refused to let me in the door. I finally was accepted into a Montessori Day Care Center. That was better. They had yellow lines on the floor and we had to walk along the yellow line whenever we went anywhere. I did not like that, so I made a game out of seeing how I could have fun walking along the line. We went outside a lot and I liked that.

Early Elementary School

After pre-school, I attended kindergarten in a Catholic school. I hated it. My teacher did not teach the way I learn and I hated to go to school. At back- to-school night, my teacher said to all the parents, "This is my classroom. We do things my way. Not everyone buys into it right away, but eventually they all come around." One day I woke up and told my mother and father that I was never going to school again. The law would not let me not go to school. I developed ulcers in kindergarten. I was also near the bottom of the class in every subject. I hated my teacher and she did not like me either. Many of my classmates made fun of me. Some picked on me. I did not like that and sometimes I reacted by fighting them.

I survived kindergarten, but was not happy. The next year I was in the first grade. I continued to struggle in all my classes and my first grade teacher thought I was a slow learner and not very bright. She said that eventually I would “catch on”. They tested the entire first grade class on a national test and I was in the bottom third in every subject except verbal skills. I ranked in the top 1 percentile nation-wide in verbal skills. My teacher was a good teacher and she decided that if she was going to reach me, she had to change the way she taught.

My grandfather and grandmother have written a book entitled “Here’s How To Reach Me: Matching Instruction to Personality Types in Your Classroom”. Every year they give a copy to all of my teachers. Some of them read it and some do not. After she saw my verbal skill score, my first grade teacher read the book. I was really struggling in math so one day she said, “Today for math, let’s go outside in the hall, sit on the floor, and quietly do our math work.” I was the first one done and I had the problems all right. My teacher was surprised. As we came back into the room I thanked my teacher for “letting me out of my little box.” My desk and chair were like a prison to me. From then on she let any of us who wanted to sit on the floor beside our desk to do our work, do so. I always was the first one on the floor. Some of my classmates liked to do their work on the floor too. My math grades went up.

I also was struggling with reading and spelling. I am dyslexic and had a lot of trouble with the words. In spelling my sister suggested that I spell the words by leading a cheer. My spelling improved. In reading, I was in the lowest reading group. The teacher kept the lowest reading group in the classroom. The other reading groups went to other classrooms. She decided to let me go with one of the other groups. I really like to move around and my reading quickly improved. Before long I was in the highest reading group. My teacher did creative things like this in all my subjects and I went from the bottom of the class to the top of the class in all of them. One day while we were at recess playing, the principal asked me what my favorite classes were. I told her math and reading. She was surprised. She expected me to say recess or lunch.

At Grandparents Day near the end of the year, my grandfather congratulated my teacher on what she had done to improve my school experience. He added that he hoped she had passed on what she was doing to the teacher I would have in the second grade. My teacher told him that she had and the second grade teacher was looking forward to having me in her class. I did not know this. I was afraid that 2nd grade would be like kindergarten. Therefore, I did not want to leave the first grade. They had to drag me into the second grade classroom. I was crying all the way because they were making me go to a different teacher.

The second grade teacher really was waiting for me. She told me she knew about my ulcers. She told me she had ulcers too. She then showed me where she kept her “stash” and showed me where

I could put my “stash”. I stopped crying. I knew the second grade teacher was going to be okay. She was. She did some creative things to help us learn. I continued to be at the top of my class academically. I was in the top math and reading groups and math and reading continued to be my favorite classes. Science was a favorite too. I got to leave the classroom to go to the science room. My science teacher was awesome. We did a lot of cool hands-on experiments and science was fun.

At Grandparents Day that year, my grandfather congratulated the second grade teacher on what she had done for me and again said that he hoped she was telling the third grade teacher what she was doing to reach me. The second grade teacher said, “Oh, Aria’s no trouble. She won’t have any problems in the third grade.” My grandfather was apprehensive about what was going to happen in the third grade. He gave a copy of “Here’s How to Reach Me” to the third grade teacher. She never read it and I had a miserable year. I continued to do okay academically, but I did not respond well to being ordered around. Very quickly it became obvious that the teacher did not like me. My classmates picked up on it and started bullying me again. The bullying was constant all 4 years I was in this school. I had no friends. I fight back when people bully me, so I frequently was in trouble in school. My ulcers also flared up.

One day I wrote a poem in class that really impressed my teacher. They published it in the school paper. My mother saw the poem in the paper and asked me if I had written it. I told her I had. She asked me if anyone had helped me. I replied that no one had helped me. I hesitated and then added, “Well they sort of helped me.” She asked me what I meant by “sort of helped”. I told her I had a couple of fights that day and I had written the poem in my workbook to remind myself that I was still a good person. This is the poem.

“How I Am

I am strong; I am weak.

I am brave; I am scared.

I am smart; I am nice.

I am athletic; I am special.

For who I am and what I do

I am Aria.”

The fourth grade teacher was very nice and she tried very hard with me. Unfortunately my classmates continued to bully me. I continued to fight back and so I frequently was in trouble. I hated school. I hated to go to school in the morning and I couldn’t wait to get out of there at the end of every

day. I did okay academically in the classes I liked, but I began to dislike math and doubted my ability to do math. I could not stand my classmates or the school. Also, my ulcers acted up again so I frequently was in pain. At the end of the fourth grade, my parents took me out of that school and enrolled me in a “progressive school”. That saved my life.

The Progressive School

The atmosphere was entirely different in the progressive school. In my other school we had to wear uniforms. Also, there was a lot of snobbery and peer pressure to conform and wear what was in style. For example, everyone wore Uggs at that school. If kids didn’t conform to the style that was popular at the time, students made fun of them and ostracized them. In my new school we did not have uniforms, no one wore Uggs, and no one cared what anyone wore. The only things kids judged you on were how you acted and the kind of person you were. Everyone bonded.

In my other school every class was in one building. In addition the walls were all the same color – a dull color that I did not like. In my new school classes were small. Also, there were several buildings. One building was for 1st and 2nd grade. Another was for 3rd and 4th grade. There were 4 classrooms in each of those buildings. There were 2 more buildings for grades 5-8. In all grades there was a short break between classes, and we moved from building to building for different classes. In addition, the walls were multi-colored and the colors were all bright. This was completely opposite of the way things were in my other school.

The biggest differences in the schools were the teachers and the way they taught. In the new school most of the teachers were fun and they did creative things in every class. Most important, they all cared deeply about the students. They liked us and we liked them because we knew they cared about us.

In all our classrooms we had smart boards. I loved using the smart boards. They were fun. We had a block schedule. Our daily routine was very flexible. Some days our periods were 90 minutes long and other days they were 45 minutes long. One of our teachers told us she would bake us a cake if we ever had a “normal” week. We never got the cake because we never had a normal week. Maria was one of my favorite teachers. She was fun. She joked around as she taught us. She also let us move around during class. She taught the entire class in Channel 5, the Emotive Channel. David was another of my favorite teachers. He was my math teacher in the 7th and 8th grades. He was excited about math and he cheered us on. He really cared about the kids. He let me have a separate sheet of graph paper so I did not have to write on the test paper. When he corrected my test, he flipped back and forth between the test paper and the graph paper. I thought I was not good at math. He convinced me that I was good at it. He offered to move me up to a higher math group, but I was too insecure to move up.

In my former school everyone had to write in cursive. In my new school they didn't force us to write that way. We could print if we wanted to. Also, all of our classes were fun. We played a lot of games in every class. For example, in spelling we passed a ball around. When you got the ball, you had to spell a word. In math we played a lot of games where we had to use math. For example, we learned to play poker, bridge, darts, and did many real life things that required us to use math. I began to like math again. In science class, everything was hands-on and that was fun. We even had a petting zoo. In reading, we were given a list of books and everyone could pick the book they wanted to read. This meant everyone was reading something they were interested in. This too was very different from my other school. In that school, everyone read the same book. I was not interested in many of the books they made us read. In the progressive school we had a group discussion of the books we read. Then we wrote a story that was similar to the book we read.

Sometimes we had a discussion meeting called Black-eyed Susan. We'd miss some class time and we had cookies and stuff. That was fun. We also had 2 kinds of plays. One was called "smart play" and the other was "big play". We never had a script in "smart play". We just went with what we felt and things always turned out okay at the end. This helped us develop our creativity. In "big play" all the 7th and 8th graders had a part in the play and we performed it for the school and for our parents. The two "big plays" we did when I was in the 7th and 8th grade were "Joseph and the Amazing Dream Coat" and "Sussical". I was the narrator in "Joseph and the Amazing Dream Coat" and I was a bird in "Sussical". This helped us develop our confidence in speaking and performing before a group.

In the 6th grade we studied Egypt. They said we were junior archeologists and gave us a list of clues to the location of a "mummy". We followed the clues, found the mummy's grave, dug it up, and opened the sarcophagus. The "mummy" was a mummified chicken. The "mummy" my group found had a lot of rotten flesh on it and stank. The other group's "mummy" had no flesh on it. It was all bones and did not stink. I'll never forget that smell.

We read about Egypt and then they gave us the materials so we could mummify our chicken. They didn't tell us how. We had to go on-line and research how to do it. We did. After we mummified our chicken, we built a sarcophagus, painted it, and buried it. Our team was so into this, that we did all of this at home in our spare time. My team measured the size of the boards wrong. The pieces of the sarcophagus did not fit right so we had to measure the pieces again before we could make the sarcophagus. No one cared that we had to do it over. After we buried our mummy, we left clues for next year's 6th graders. That is typical of the way they taught all of our classes. It was totally opposite of the way they taught in my old school.

We did a lot of other cool things in history too. I made a dress for one project. In another I made a sari. In another we did a stick dance. In “Intensive Study Week”, we each did a project. I made a 3D map of Cuba. I went on the computer and did a lot of research for a presentation to my class.

In Spanish we played tons of games with language. We warmed up at the beginning of every class with a game called “zip, zap, zop”. This helped us burn off some energy at the beginning of class. One person pointed to another person and said, “zip”. That person pointed to a third person and said, “zap”. That person pointed to a fourth person and said, “zop”. That person had to spell a Spanish word. We really had to pay attention during that game. It also helped us learn to spell the Spanish words. We played tons of other games too, including vocabulary bingo and Spanish monopoly, etc.

At the progressive school, they want us to experience a ton of different things to help us decide what we want to do. Everyone had to be in something. The electives were art, ceramics, choir, and hand bells. Also, we had to take photography as a required subject in the 7th and 8th grades. This helped us find things that we were good at. I love to sing so I was in the choir. They also had physical education activities. In Phys. Ed. we played soccer, basketball, lacrosse, hockey, and bowling. In Phys. Ed. the guys gave me the nickname “hockey” because I was the best hockey player in the school. We left school to go to a bowling alley when we bowled. I am a good athlete. I love soccer and I play on a team in our county league. I also play ice hockey.

Summary

I loved the progressive school. I couldn’t wait to go to school in the morning and I was not eager to leave at the end of the day. Every kid felt the same way. Every day was fun and exciting. All the kids were cool and I had a lot of great friends. The teachers were awesome. We had fun learning from them. Also, they showed us they cared about us. They helped me turn my life around.

Now I am a junior in high school. I like my school. In the 9th grade I started in a special program for kids with learning differences. When I realized all the kids in my classes had given up on school, I moved to the honors program. Now I am taking International Baccalaureate courses and doing well. If I like the teacher I usually get A’s. If I don’t like the teacher I get bored. I don’t like the subject and usually get low B’s or C’s. I have a huge group of friends and I am active in extracurricular activities. I sing in the choir. I play ice hockey on the boys’ varsity ice hockey team and I play soccer in the local girls soccer league.

In my sophomore year I took math, English, science, Spanish, honors history, and physical education. My math teacher was nice. She cares about the kids and she teaches the way I learn when I am on my meds. She doesn’t talk down to us. I hated science as a sophomore. The teacher was a nice

guy, but he was very quiet and boring. There was very little lab work and everyone fell asleep. I love my English teacher. She is a lot of fun. She taught in Channel 5, the Emotive Channel, a lot and had us act out what we were reading. Many kids did not like her. I thought she was cool. My Spanish teacher tried hard, but she was boring. I got low B's in her class. My history teacher was very cool. We have a ton of reading and she let me go out in the hall to read because I have a problem concentrating in a group. I am a good athlete so Physical Education was a strength for me. It helped me re-charge my batteries so I could get through the boring classes.

I made the boys varsity ice hockey team as a freshman and have played all 3 years. When I was in the 9th grade my grandparents gave a copy of their book, "Here's How To Reach Me: Matching Instruction To Personality Types In Your Classroom" to all of my teachers. Some of them told me they read it. They began using the concepts in their classes. They became my favorite teachers and their classes were my favorite classes. They helped me transition to high school. Some of my teachers did not read the book. If they did read it, they did not use the concepts in class. Their classes were boring. I did not like those teachers or those classes. Lucky for me, enough teachers use the concepts of Process Communication in their classes that I stay charged up enough to get through the classes of the teachers who do not.

This past summer I attended a Process Communication Core Topics Seminar. I am a Base Rebel in a Promoter phase. I learned that my phase need is to move around doing things that are exciting (Incidence) and my base need is to do things that are fun (Playful Contact). I get both needs met playing ice hockey and soccer. I also get them met in the classes of my teachers who use the Emotive Channel (Channel 5) in their classes and do creative things so that their classes are interesting and fun. I also get my needs met with all of my friends. As a result, I am able to survive the boring classes and do my class-work. In the I.B. program we have tons of homework. If I didn't get my needs met, I wouldn't survive some of my classes. Because I have a lot of fun every day, I really like my school.

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OBSERVATIONS AND REFLECTIONS: A Base Imaginer from the Inside

By Sarah M. Lloyd
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Summary

Base Imaginers possess a lively inner world of interconnections and a deep caring for the people around them, but these characteristics are often not immediately evident. This essay, by an adult base Imaginer, describes the personality type as it is experienced from the inside, and makes suggestions for teachers and therapists on how to help base Imaginers make their gifts available to the community around them.

Keywords: Imaginer, teacher, therapist, community, inner world, non-verbal

A teacher was sent to a one-room school in a sheep-farming community where the children were thought to be slow. On her first morning she drew the outline of a sheep on the blackboard and asked the children what it was. The children stared at the picture and nobody raised a hand. Thinking they must indeed be terribly stupid if they could not recognize a sheep, the teacher said, "Oh, come on, children! Surely you know what this is!" Finally one of the older boys hesitantly raised his hand and said, "I think it's a three-year-old Shropshire ewe... but it's not quite tall enough and the tail is different."

This story is not about base Imaginers per se, but it is typical of their experience in school, and illustrates one of the difficulties teachers may have in teaching them. Base Imaginers have a great deal going on in their minds, which means they do not answer questions quickly. They may bring an unexpected level of detailed knowledge to a question, which takes a long time to process. They may lose focus and/or answer a different question altogether as a result. In conventional classrooms, they may seldom have the opportunity to share their knowledge in a way that is expected or welcomed, and they may often be labeled "slow." They experience inner lives filled with information, reflection, connection and speculation that do not show on the outside. I hope this article will be helpful to teachers, parents, therapists and others who have base Imaginers in their lives.

I was introduced to the Process Education Model by my friend Dianne Bradley when *Here's How to Reach Me: Matching Instruction to Personality Types in Your Classroom*, the first book she co-authored with Judy and Joe Pauley, was published (Pauley, Bradley and Pauley, 2002). The personality typing system it is based on, the Process Communication Model, was the first

such system to offer a type definition that matched my inner experience. I learned that I am a base Imaginer who has the ability to fit in as a Thinker by living out of my second floor energy because my preferred way of being in the world has not typically fit social, cultural and family expectations. Based on my experience, Dianne and I often talked about ways to make the path easier for young base Imaginers now struggling with school, family or popular cultures in which they do not fit. When Dianne and the Pauleys published their second book together, *Effective Classroom Management: Six Keys to Success*, my input was useful to them (Bradley, Pauley and Pauley, 2006). As I have explored the ways PCM terminology describes base Imaginers in Taibi Kahler's work (Kahler, 2008), I have become even more motivated to share my insights and experiences and to continue to build bridges between base Imaginers' inner self-understanding and the way they are perceived from the outside.

Introducing Myself

I am a white, hetero, middle-aged, middle-class Imaginer/Thinker/Persister. I grew up feeling out of place in the conformist 1950's, had a successful career in data processing where I excelled but continued to feel out of place, and now serve as a companion elder (spiritual counselor) in my Quaker meeting, where I do *not* feel out of place. I have ready access to my second floor Thinker energy, which served me well in school and my career, although getting things done is more "uphill" for me than it would be for a base Thinker because I have to consider – verbally and non-verbally -- all the connections and ramifications involved in organizing the work and deciding where to start. My Thinker energy, which gives me the ability to shut down my Imaginer complications and just start somewhere and *DO* whatever it is – right to left, nearer to farther, harder to simpler -- has frequently saved the day. It has enabled me to fit in and be successful in school, college and grad school (seminary), and make my living in a technical field. I hate keeping my attention tightly focused for long periods (three-hour essay exams were a torment), and when I am busy, I yearn for space and time to sort through complications and connections or, since much of this happens non-verbally, to just "be." My private name for this is "taking cat time" because cats sit and stare into space quite a lot and it seems to be useful for them. My Thinker's conclusion that rewards can be earned through good work often leads me to hope for "Imaginer time" when a job is done, but Thinkers are generally rewarded with more work, and outwardly useless "Imaginer time" is rarely available in organized settings such as the classroom and the workplace.

I have a high level of *Intrapersonal* Intelligence as defined by Howard Gardner, and great interest in other people's inner experience, though I have less of the *Interpersonal* Intelligence that would let me perceive it directly (Gardner, 1993). I have long been interested in exploring my inner life (and those of others) through personality types and systems. I have been identified as an Introverted, Intuitive, Thinking, Judging (INTJ) type on the Myers-Briggs Type Indicator (Myers, 1980) and a Trooper (type Six) with an Observer (type Five) wing on the Enneagram (Palmer, 1995). These identifications have been useful, but none provided the explanatory power offered by the Imaginer personality type in the Process Education Model. My core behavior patterns, characteristics and gifts seemed to be "outside of" or "invisible to" the other systems unless I pretended to be a base Thinker. This led to my not feeling at home or safe in workshop situations where others shared immediate insights and received affirmation. The base Imaginer personality type in the PCM system is the first to accurately describe and address

aspects of my inner reality and my outer relationships with people of other types, and has greatly increased my self-understanding.

I come from a family of base Persisters with the occasional base Rebel, so my way of being in the world has been foreign to the community that surrounds me since the day I was born. I have a hard time explaining myself. Since base Persisters often begin to formulate an opinion before a story is finished or an idea fully described, I am frequently interrupted and only get the floor for a sentence or two in conversations. When I am interrupted before I finish what I am saying, I get frustrated and I imagine that if they would hear me out, what I am saying would make sense to them. By then we are all upset, however, and it feels hopeless to me. In general, the base Persisters in my family acknowledge that I make sensible decisions and succeed at what seem to them to be real-world (i.e. Thinker-based) efforts, but they seem unwilling to acknowledge my Imaginer-based explanations of how it was for me or how I did it. As long as I don't try to share too deeply, I can superficially fit in, but I would love to be known and accepted for who I am.

In therapy and psychoanalysis, where I was determined to express my inner reality as part of the work I believed I was there for, I often found myself under attack when I expressed myself as an Imaginer. I was confronted for being slow, for not being spontaneous, for “playing stupid” and “just sitting there blinking,” and for not being truthful. In fact, my mind was racing as I tried to figure out where to start, what to say, how to answer the confrontation, and how to get to the work I thought I was there to do. No matter how tightly I controlled what came out of my mouth, I was not able to respond in the way I perceived that they wanted me to, was not able to work on my own agenda and sometimes even felt unsafe. My longing for “Imaginer time” was seen as avoidance and resistance. Since I'm unable to stop being an Imaginer under my Thinker façade, my therapy endeavors have not been a success.

Since base Imaginers' second floor energy has a lot of influence over our way of being in the world, as an Imaginer/Thinker my approach to life has similarities to but is very different from that of my Imaginer/Rebel friend, my Imaginer/Persister friend, and my Imaginer/Harmonizer friend. My ideas and feelings come from deep inside me and other Imaginers' ideas and feelings come from deep inside them. We each have our own set of perceptions and words that we like to use and are often at odds with our family, culture or community in a unique way. When we do not understand this, it may limit our ability to be supportive of one another while attempting to fit in with the community around us. Given the wide variety of base Imaginers' experience, I offer this description as one of many possible base Imaginer points of view.

General Observations

Base Imaginers have a complex, time-consuming inner process, a large part of which is non-verbal, not easily experienced consciously and not easily expressed. They notice things other people do not notice, remember things other people do not remember and see connections that others do not see. They consider these connections important and worth reflecting upon, which can put them at odds with the people around them. They are slow to respond to questions because they have to organize non-verbal as well as verbal information, and it takes time to bring the non-verbal aspects to the surface where they can be integrated and expressed. This can bring them to unusual conclusions and they may not provide the expected or “right” answer. In a

group that values quick, conventional answers or one that is actively hostile, they may be labeled “slow,” “stupid” or even “untruthful.” This can result in the Imaginer being disrespected, disregarded, or even punished. Base Imaginers’ style of perception and processing often puts them at odds with people of other types and they can experience a state of dissonance, disapproval and denial of their inner reality as well as of their observations of outer reality.

If a person whom the base Imaginer respects challenges or criticizes the base Imaginer’s communication or tries to force them to start a project at the “right” place or say something the “right” way, the base Imaginer may well respond in distress by going even more inward than they already are. Since base Imaginers experience quite a bit of dissonance and disapproval in the normal course of life, they can withstand quite a bit of pressure by building a hard outer shell. However, in deep distress, they may respond to confrontation by shutting down and placing their ideas – especially the non-verbal ones -- out of reach, even to themselves.

The base Imaginers I know have a commitment to telling the truth as they experience it, and will usually grieve deeply at labels like “blamer” or “liar,” as well as their experience that they can do nothing about it. Because they do not experience the world in black-and-white terms, and can often see the value of others’ points of view, they are not good at arguing and often will not defend their ideas. If it is not possible to build a bridge from their point of view to the other person’s, they will hold their ideas and reasoning close inside themselves rather than risk further criticism by sharing them. When they are not given space to communicate their point of view, base Imaginers are likely to feel sad when people of other types might feel angry. Although they wear the Drooper mask in distress and their position appears from the outside to be “I’m not OK; you’re OK,” base Imaginers who have access to the “I’m OK” position of their second floor energy (Thinker, Persister or Rebel -- but not Harmonizer) survive in distress by holding to the belief that they really are OK, and their ideas do have merit. Other people just don’t see it.

Base Imaginers may express their reflections in terms of metaphors or analogies rather than straightforward description. They may also say or do things in an eccentric way because of associations to things or people in the past that they value, perhaps pronouncing words oddly because doing so reminds them of a friend who had an unusual accent, or doing something in an inefficient manner because doing it that way reminds them of a happy time. They may be quite adamant about this in the face of criticism, but will not attempt to explain it. They may imagine that the explanation will draw further criticism rather than creating understanding.

Because base Imaginers see interconnection in many areas of life including the interpersonal, they yearn to be an acknowledged, contributing part of their surrounding community, whether it be family, classroom, project team or therapy group. They would like to offer their gifts of insight to the general good and they are likely to keep trying unless their spirit is broken entirely. While they are said to “think outside the box” from others’ point of view, they themselves do not see the “box” at all and can be very puzzled when people of other types object to their crossing subject lines and putting unexpected ideas together or when others attribute rebellious or aggressive tendencies to them when, from their point of view, they are trying to offer helpful connections.

If there is more than one base Imaginer in a group or community, they are unlikely to be supportive of one another. Each sees the world through the lens of their own unique experience and they will almost certainly not see things the same way. They may also have learned to fit in with other members of the group by joining the group in not supporting unusual ideas proposed by other base Imaginers.

Personal Observations

The personal characteristics that I associate with being a base Imaginer are as follows:

- 1) I have a complex inner world of memories and the emotions linked to them, which includes my own experiences and the experiences of others that I have read about or been told about. Because a good deal of the information in my inner world is non-verbal, it is often not readily accessible. In my first therapy group I noticed that when we were asked our feelings and associations about something, most people could begin responding right away. It took me much longer, but it seemed to me that I went much deeper. I thought it would help me deal with the complexity if I could use written notes but spontaneity was an important value in that group and notes were not allowed. Although I experienced much pressure to speed my process up, I was never able to do so. However, I paid attention to what was going on inside me during those sessions even though I experienced not being allowed to describe it. I learned that I needed time to “unpack” what had happened inside me during a remembered instant of experience or interaction. It required time and space and deep thought to search out the feelings and either express them or “ground” them internally. I now know that it can take years for me to fully process an experience, especially if intense emotions are involved.
- 2) The out-of-reach part of my inner world includes the non-verbal knowledge held in my physical body, which has a major role in my decision making and coping with life. If I am facing an ongoing situation in which my Imaginer needs are not met and my Thinker energy will not help, I am likely to become physically ill.
- 3) I am likely to use the passive voice when describing situations or actions, because it seems more inclusive of the people, situations and energies around me. I am more likely to say, for instance, “I *was taught* to preach in seminary” rather than “I *learned* to preach in seminary” because the former is inclusive of my caring or challenging teachers, the ancient tradition, and the support I received in the practice chapel. It allows for a three- or even four-dimensional experience in my thoughts and emotions as I am speaking or writing. The latter sounds bare and insufficient to me, as though I did it all by myself in a vacuum. Although this habit of speech could be perceived as blaming or showing a lack of autonomy, it feels on the inside as though I am accurately describing my experience.
- 4) Describing an item, a process or an event is not a linear start-at-the-beginning-go-to-the-end-and-stop process for me and I make much use of analogies and metaphors. I am building a three-dimensional picture rather than spinning a thread and I may start in the middle and work outward in several directions; the picture will likely not be clear until it’s finished. This is why I can write (taking time to make it all complete, exploring all

the aspects of a metaphor) better than I can talk. If I am describing something verbally, I may go “back” to fill in something I have missed and it can look to a teacher or therapist as if I’m sidetracking or avoiding something important that they think I was about to express. I am aware that listening to me sometimes takes a lot of patience. If a listener challenges or corrects a point of information or technique before I have finished explaining the idea or completed the verbal picture, I may place the entire concept out of reach – even to myself -- because...

- 5) I have strong radar for disapproval. I am extremely sensitive to voice tones and I will associate a response that sounds to me like correction, disapproval or contempt with whatever I was explaining at the time and that can stay with me for years. Angry words feel as though they go through me like knives and during a perceived sustained attack, even inside my hard shell, I may imagine that hate, rage and death are being poured into me. For self-protection I may place whatever idea, feeling or event I was describing out of reach and it will take years and a good deal of determination and even courage to recover it for myself and attempt to express it again.
- 6) In some interactions, this is a reason I will not argue or defend my ideas. I believe that defending will draw further opposition and lead me to drive my feelings and ideas even more deeply out of my reach. I would rather hold my reasons for thinking I am right close to myself so I can continue to believe in them and believe in myself. I can resist a lot of perceived negative pressure this way.
- 7) It is also hard to argue or defend my ideas when I can see things from the other person’s point of view at the same time as my own. When my reality encompasses both sets of ideas, and their reality only allows for one, I imagine that explaining would make me even more vulnerable than I already am. I don’t think fast when I perceive myself to be under attack, and the more complex the situation, the less I am able to be articulate on the spot.
- 8) It is hard for me to interpret communication that is indirect. In situations where someone is expecting me to know that their “no” really means “yes” (or vice versa) or their turning down my offer of help means I am supposed to insist, or help anyway, I am likely to do what the words mean rather than what is socially intended. It is much easier for me to be with people who are straightforward about what they want whether or not they actually use the Directive Channel.
- 9) For the same reason, although I have a good sense of humor and enjoy wordplay and irony, I do not like to be teased. When someone pretends to think I am a bad person because of something I’ve said or done, or when they pretend to be angry at me when they are not, it is hard for me to figure out what’s real. Teasing sometimes camouflages real anger, and “I was just kidding,” is sometimes used to excuse hurtful comments, and I’m not good at differentiating those interactions from lighthearted harassment. I also find statements like “You’re in trouble,” threatening and distressing unless they are accompanied by an explanation, because I can’t tell how serious it is.

- 10) When people respond to me differently in one social situation than another, it is distressing to me. If I have good conversations with someone when we are alone, and then they put me down for sharing similar ideas when we are with a group, I imagine that I have been betrayed, and withdraw from both the person and the group. Similarly, when a music teacher told me I had played a wonderfully good individual lesson, but the next day told the ensemble (attempting to motivate us, I think) that she hadn't heard a good lesson all week, I couldn't figure out which it was. I dropped out of both lessons and the ensemble to get out of distress.
- 11) I am a lover of words. I like how they feel in my mouth and I like choosing exactly the right ones. I write better than I talk because I can take the time to reach into the non-verbal part of what I am thinking, organize my ideas and choose the right words, the right analogies, the right metaphors. Also, it is easier for people to suspend judgment until I have fully explained if they are reading than if they are listening. Facebook friendships have improved my relationships with my Persister relatives, because reading my status posts in their entirety has given them positive information about who I am and how I experience the world that they had not been able to take in verbally. As a result, our in-person contacts are evolving in a new, less distressing direction for all of us. It is challenging for me to compress my three-dimensional or four-dimensional inner world into a linear description that will be meaningful to someone else, but it is work that I love to do.
- 12) In therapy, I need to fully explore what is going on in my inner world around the issue in question, and do not move to healing and change as fast or as directly as the therapist may expect. After a session that resulted in deepened awareness, I often want to explore more at that level, and pursue further understanding rather than consider the problem solved by the new insight and move on to something else in the next session. I understand that this can be frustrating to a goal-oriented therapist.
- 13) Although my PCM type was once known as the Dreamer, I do not have therapeutically analyzable dreams when I am asleep. However, it often happens that I wake up in the morning knowing what to do about a problem, with a certainty that involves my whole body, but has nothing to do with my dreams. When I was in Jungian analysis, I was required to report my dreams. As long as I bought into that style of therapy, it seemed as though my waking life was being held hostage to dreams I had when I was asleep. When I would believe and act on my waking insight, things would turn out well, but again it was not congruent with the analyst's ideas.
- 14) I have learned a great deal about myself in several courses of therapy and Jungian analysis, but each time I have ultimately had to go my own way, do my own research and draw my own conclusions rather than completing a therapeutic/analytic contract to a therapists' or analyst's satisfaction. My metaphorical impression is that they have wanted me to stop being a base Imaginer, asking me to move from Orphan (isolated, lost, yearning for connection) to Warrior (fierce, oppositional, independent) directly. For me, moving from Orphan to Wanderer (exploring, observing from outside, bridging from one community to another) has been more achievable given my base Imaginer's way of being

in the world. I sometimes imagine that I am embezzling from the field of psychoanalysis, hunting across schools of thought for clues and converting their concepts to my own use in developing a positive self-understanding.

- 15) My practice of Insight Meditation (or Mindfulness Meditation) (Kabat-Zinn, 1994) has been more of an opening for me psychologically than therapy because of its emphasis on observing what's going on in my mind and my emotions rather than changing it. I can stay with the complexity of past and present issues and my reactions to them until I am satisfied that I have explored them fully, from different points of view, before moving on. Insight Meditation teachers are not invested in change or cure but in techniques for developing awareness of what is. The teachers I have worked with have offered respect and acceptance to their students, no matter how complex the students' thought processes. This work has gifted me with self-understanding and, counter intuitively, enabled me to make useful changes in my approach to the world.
- 16) I have also found respect and acceptance in my Quaker Meeting community. The Quaker practice of speaking into the silence without interruption during worship and worship-sharing lets me fully express what I am thinking. The value placed on respect for each person's views and the assumption that there will be many different viewpoints on any topic creates a comfortable environment for me as a base Imaginer.
- 17) Although base Imaginers are said to need "solitude," it would be more accurate to my experience to say that I need "space nearby." I want very much to be a contributing member of my family, classroom community, therapy group or culture, but I need to work from the edge. For example, I was in distress while serving on a committee that responds to pastoral care needs in my Quaker Meeting. Service on this committee is intense, demanding and requires instant decision-making. It was not a good job for a base Imaginer. However, as I am growing into a companion elder, I can serve this committee from "space nearby," reporting to it, running errands for it and doing pastoral care as assigned. I also serve as the Meeting's "edge-tender" by initiating one-on-one connections with people new to the community and maintaining contact with people who have distanced themselves. I am able to listen without judgment to both sides of a dispute, and provide neutral-ground hospitality for groups working through contentious issues. Although I no longer serve on the pastoral care committee, my role is recognized and appreciated by this committee as well as the rest of the community.

The Gifts That Base Imaginers Bring

Each base Imaginer experiences the world in a unique, unconventional way. They see what others do not see and organize their observations in original and unexpected ways. Their descriptions and explanations tend not to be linear like spinning a thread, but more like a weaving of warp and weft, making a braid of many strands or piecing a quilt top embellished with embroidery and beads. They can look deeply into systems, processes and problems, and often find solutions based on small details that others have missed. All of this takes time, but if given the support and space they need, and some help with staying focused, they can offer

amazing observations, produce exquisite poetry and other writings, and solve complex problems in a variety of fields.

Many base Imaginers have the gift of nonjudgmental listening. As tellers of complicated stories themselves, they have a great deal of respect for other people's stories, and do not have a preconceived idea of how things "should" have unfolded or "should" have been told. With their gifts of deep insight and tenacity in investigating an event, reaction or idea, they may respond to a story days, months or years later, but the response when it comes is likely to be insightful and valuable. Because of this gift, as a computer programmer, I had an unusual ability to understand and modify other programmers' code, in very complex systems.

Because of their gift for perceiving interconnectedness, base Imaginers care deeply about the people and institutions around them and feel the moods and attitudes of their community very strongly. If given the support they need and allowed to have "space nearby," base Imaginers can contribute much in the way of listening, making connections, putting difficult ideas and sensations into words and responding supportively to the community's goals.

The Downside

The complex inner world of verbal and non-verbal thoughts, connections and feelings may draw the base Imaginer's attention so strongly that they can accomplish little in the real world. It can take so long to get focused in order to produce an answer or finish a project or put on one's shoes that the deadline is long past before the task can be accomplished.

Also the things that are known in the base Imaginer's inner world may not be based on correct real-world information. I have strong Intrapersonal Intelligence, but not so much Interpersonal Intelligence, and I am likely to assume other people's actions are based on the same thing mine would be if I were to do the same thing. For instance, when I experience being firmly corrected by a Persister, I may assume they are acting out of terrible hurt when, from their point of view, they are just straightening matters out in a businesslike way. They may forget the matter once they've expressed themselves, while I might – unnecessarily -- remember the encounter as hurtful or negative for a long time.

Being a base Imaginer also makes organizing a project, my day or even the answer to a question very difficult (especially under pressure), because there are so many interconnected things to sort out. My Thinker second energy frequently saves the day: I can dive in and start. My Imaginer/Persister friend often holds off starting until her plan is perfect, which may be far too late; an Imaginer/Rebel might not get around to working on whatever it is at all.

The most inwardly destructive problem is my inclination to cut off connection to the inner world when some aspect of expressing it has been criticized. It may take me years to reconnect with what happened and how I reacted, and make those memories and energies accessible once again.

How to Help: For Teachers

Teachers influence the self-definitions and the inner worlds of their students as well as the outward community of the classroom. I was able to gain approval by using Thinker energy, keeping my Imaginer energy deeply hidden, in order to fit into my school and family environment. However, I have tried to imagine what would have made a difference to me as a base Imaginer student in school. In order to set up an environment that would be conducive for Imaginers to think, learn and contribute to the classroom community, there are a number of things teachers can do.

- 1) A teacher can help base Imaginers feel comfortable in the classroom by allowing them to have “space nearby” the rest of the class. Seating the base Imaginer student in less trafficked areas of the room, giving them a responsible, edge-tending classroom job such as cleaning the boards or sorting the lunch tickets, or assigning them to be scorekeeper during competitive games will help.
- 2) A teacher can help base Imaginers accomplish their assignments by providing an organizational structure that spells out what needs to be done, in manageable steps. Since base Imaginers are likely to start in the middle and work outward in both directions, their efforts on large assignments can turn into a terrible muddle if the assignment is too large or ill-defined. Helping them in a friendly way to manage practical matters like prioritizing multiple assignments, assembling materials or actually turning the assignments in can be useful. Focusing on a base Imaginer’s apparent disorganization or pointing out the natural consequences of that disorganization will not help. (Adult base Imaginers frequently find life partners or administrative assistants who will help them with this part of their lives.)
- 3) A teacher can help base Imaginers be a part of the community by showing them the ways in which they are “thinking outside the box” (with its positives and negatives), how to tell where the “box” is and by giving them the skills to navigate and work their way through the boundaries so their gifts can be received. The teacher can support the base Imaginers as well as the other students by modeling respect and acceptance for everyone’s contributions. This will help to construct bridges between the base Imaginer’s unique point of view and those of the other students. If there is more than one base Imaginer in the classroom, they may have learned to fit in by attacking each other, and bridges will need to be built between them as well.
- 4) Some teachers have introduced their students to Mindfulness Practice, which involves sitting quietly, concentrating on breathing, and paying attention to the flow of inner thoughts and feelings without analysis (Kabat-Zinn, 1994). The technique, which is becoming more popular in school settings, has been shown to be useful for reducing distress, stimulating creativity, and assisting with anger management (McHenry, 2009). This practice can also help the base Imaginers connect their own inner thoughts and feelings to what is going on in the classroom.

Some of these suggestions may be counterintuitive and difficult for Harmonizer, Persister and Thinker teachers to buy into. For a Harmonizer teacher, the base Imaginer's need for alone time to process interactions and new information may seem unhealthy. Flooding the base Imaginer with attention, however loving and kindly meant, will feel invasive and will not be helpful. Allowing the base Imaginer to have "space nearby," modeling respect for boundaries and building bridges between the base Imaginer and other students may reduce the number of negative interactions the base Imaginer encounters and reduce their inclination to retreat into isolation. In this way they can remain a part of the group and feel like a contributing member of the classroom community.

For a Persister teacher, the base Imaginer's thought and organization process may be extremely frustrating and it may be hard not to express that frustration in the form of criticism. However, it is not possible to criticize a base Imaginer into doing things the "right" way. The idea of building bridges may also be hard for a base Persister teacher because of discomfort with the idea of multiple options. If the teacher can distinguish important issues from the less important, it may be possible to negotiate, giving the base Imaginer student enough space in unimportant matters to enable them to conform when it is absolutely necessary.

For a Thinker teacher, the length of time a base Imaginer needs to explore ideas and decide how to proceed may seem as if it is time wasted. The amount of apparently-irrelevant information they need to process and communicate can be experienced as frustrating by a teacher who just wants to get on with it. However, the base Imaginer's contribution may expand and deepen the discussion or final project in a way that will be well worth the effort of giving them time.

How to Help: For Therapists

Base Imaginers' work is thorough, detailed, and unfolds slowly over time. They do not typically "move on" to assertiveness and overt action. Their overwhelming awareness of the interconnections of facts, processes, events and relationships is central to who they are. Their detailed processing and need to explore memories, concepts and issues thoroughly before moving on is not likely to change and new information may lead them to a re-examination of previously completed work. Their ability to access deeper levels of consciousness than clients who can process more expeditiously may lead to what appear to be further delays and complications.

Base Imaginers have an active inner life, and may have constructed a lively imaginary world that is friendlier to them than is their experience of the world around them. Exploring it may open a more useful path to discussion of deep issues than analyzing the dreams they have when they are asleep. Base Imaginers also carry non-verbal knowledge in their physical bodies, possibly best accessed on waking. Teaching them how to pay attention to this and other physical signals can be useful.

Winning the trust of a base Imaginer may be best accomplished by demonstrating trust in them. They are likely to share their inner lives more easily with someone who is patient, genuinely interested and willing to let them use their own words and concepts. Confronting, correcting, or forcing a base Imaginer to accept the therapist's vocabulary and interpretation of their actions

will likely not be successful, especially if these sound negative. Allowing the base Imaginer to use their own words to work in conjunction with the therapist's vocabulary and concepts can be more useful. It is also useful to offer strategies that will help them build bridges between their inner world and the outer world they are coping with.

If the therapist sees a base Imaginer in a group setting as well as in private, it is essential that they show the same openness and respect to the base Imaginer in group as they do in private. It is also essential to recognize and validate when there has been a session that led to an opening and deepened understanding. Progress comes to base Imaginers in small, nearly invisible steps and it's important to incorporate each step into the overall picture going forward.

Base Imaginers are likely to respond to the therapist's trust in and acknowledgement of their efforts. If the therapist is willing to accept and respect their work, and offers them the tools needed to bridge between their inner and outer worlds, the therapy is likely to be productive.

In Conclusion

I hope that this article has enhanced the understanding of base Imaginers for those who work in the Process Communication field. I would especially like to express my appreciation to those working with the Process Education Model to understand and improve the experiences of base Imaginers in the classroom. Thank you for keeping open minds and open hearts and for helping to make space in your schools and classrooms for base Imaginers to contribute.

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Closing the Distance by Unpacking Personality: Process Education Model (PEM) Applications to On-Line Instruction

Ryan Donlan, Ed.D. Assistant Professor

&

Yi Lin, Ph.D. Alumnus

Indiana State University

United States of America

Abstract

Imagine how relationships would thrive if each student in our classes felt connected as we spoke “his or her language.” Learn how the Process Education Model (PEM) and the theoretical contributions of Dr. Taibi Kahler can help teachers “unpack personality” and engage students through an online-learning medium. Learn as well how critical it is for instructors to support students in bringing their diverse personality energies into the online learning environment, to enhance the classroom experience for all. The content for this article was developed collaboratively, as Dr. Ryan Donlan has served as a trainer in PCM/PEM since 2007 and has used the model in both K-12 and higher educational settings. He also utilizes “Process” as he teaches Ph.D. students from Indiana State University’s Department of Educational Leadership in the Bayh College of Education and has served as his own reflective practitioner in an online and hybrid learning environment. Dr. Yi Lin is a graduate of Indiana State University’s Department of Educational Leadership Program in Higher Education Leadership, formerly a graduate assistant for Ryan Donlan while completing her Ph.D. With shared interests in the potential of online learning in improving education worldwide, Dr.’s Donlan and Lin have partnered to offer this mostly conceptual piece, yet one gleaned from direct classroom application of Process in a graduate program in educational leadership, interweaving Lin’s content regarding online learning worldwide with Donlan’s content on the Process Education Model. Information in this article is presented with the intent that while not necessarily generalizable in a statistical sense, it will be useful to a worldwide audience of educators and trainers interested in the potential that exists on the frontiers of new mediums of classroom instruction.

Keywords: Process Education Model (PEM), Process Communication Model (PCM), Online Learning, Distance Learning, Asynchronous Teaching, School Reform, School Redesign, and School Reimagination.

Background

In the Bayh College of Education's Department of Educational Leadership at Indiana State University, a conversation took place in which faculty discussed whether distance or online learning could offer the engagement enjoyed in a face-to-face classroom experience. A dichotomy of perspective existed, with one faculty member noting the shortcomings of attending virtual weddings or sunning oneself on a virtual beach.

Fast forward to one Midwest high school ...

If one were to walk among students collaborating on an off-line assignment in the middle of a large, spacious room that appeared a cross between a corporate hotel lobby and a university student union, it would be evident that school as we knew it was being "reimagined." At one end, exercise bicycles with attached laptop rests allowed students to work on their online assignments while listening to music. The principal suggested that students listen to tunes aligned to brainwave research. Teachers gathered students in small groups for academic support after reviewing assessment data. Some students chose instead to receive help virtually, and that was "ok."

A personal fitness trainer, employed full-time by the school, worked with other students on individualized wellness programs in the school's exercise area, consulting with them about their academics. Exercise balls with backrests provided seating for students who needed movement while they worked, most using laptops or tablet devices. Furniture was ergonomically designed for comfort and allowed movement from individual learning to small group activities for those who chose to attend in-person and were engaged face-to-face. Students conducted online research in private study carrels. All students came and went as they pleased.

While learning was mostly at a distance and online, this school "was working" for students. For many, it was the first time in quite some time they were able to say that school was "real" and that they were "up close" with their learning.

Introduction

With interests in school reimagination, we are particularly grateful to be allowed opportunities to teach and serve in face-to-face and online/hybrid classrooms. Students at Indiana State University are future principals and superintendents-in-training, some working on PhD's, as well as future Directors, Deans, Provosts, Vice Presidents, and Presidents of colleges and universities. With this diversity of school leadership perspective and experience, it is no surprise that our students require personalization and flexibility in teaching pedagogy.

We offer this manuscript as an ongoing conversation regarding emerging scholarship in education, mostly including material from theorists and practitioners who are particularly interested in a

model of human behavioral analysis that dates back approximately 40 years in clinical psychology, the Process Communication Model® (PCM). Yet as well, we incorporate research material we have synthesized from the history of different mediums of classroom instruction over the past few decades, particularly with a focus on online learning.

In such, we offer details of the Process Education Model® (PEM) and information regarding practitioner use of online learning for your consideration as you strive to make newly innovative methods of teaching “real” for your students. We will discuss the notion of *closing the distance by unpacking the personalities* of our students and will invite you to be the best judge of whether this information is relevant to you. Wouldn’t it be nice, however, to understand our students’ needs with respect to the words, tones, gestures, postures, and facial expressions you use in instruction, so that every time we teach, our style of presentation is a “fit” for them?

As scholars and educators, we are not so naïve to believe that we make a connection with students each time we interact, as the human condition provides blind spots that skew our perceptions and take us off our “A-game.” Yet what we pose is that with the respect to on-line learning, PEM allows educators to better understand students, even without being in the same room. A better understanding leads to enhanced communication, which in and of itself closes the distance between teaching and learning – and as well, closes the distance between us as people as we understand better what we’re all about.

In the next few sections, we will describe a model of human behavioral analysis that provides enhanced pedagogical efficacy for educators, as well as the developing mediums of instruction through which this model is now being used in an academic setting. Beyond those sections, we will explore relevant literature pertaining to online learning and will then begin to build a case for how teachers can use the specific strategies to use the Process Education Model (PEM) to connect with students and encourage their strengths of personality for an enhanced classroom experience for all.

History of the Process Education Model

The Process Education Model (PEM) is the educational application of the Process Communication Model (PCM), informed by the notion that miscommunication between and among people worldwide is a mystery only if the behavior of people worldwide is a mystery (Kahler, 2006). In 1971, Dr. Taibi Kahler, a practicing clinical psychologist, observed that people interacted with one another second-by-second, in both productive and non-productive ways. He considered these “communication” or “miscommunication,” both of which were measurable and predictable (Kahler, 2008).

Noting experiences from his graduate research, Kahler observed mental health patients exhibiting short, defense-like behaviors when moving into distress. Through deft observation, he completed a matrix of these behaviors, calling them “Drivers” – “from Freud’s drive, or basic instinct, to repetitive behavior” (Kahler, 2008, p. 4). Kahler then validated a personality inventory informed in part by the concepts and practical applications of Transactional Analysis, finding that “data [on people’s behaviors while in distress] naturally fell into six, mutually exclusive clusters at a high enough significance [not to be] random” (Kahler, 2008, p. 13).

Kahler began formulating a theory of personality in 1977, noting six positive personality types (or energies) that comprised each individual, some stronger than others, with a total of 720 combinations in all. With the support of the National Aeronautics and Space Administration (NASA) and particularly from Dr. Terry McGuire, NASA’s Lead Psychiatrist for Manned Spaceflight, Kahler’s research validation of the Process Communication Model was initially conducted, and his concepts regarding personality and distress were used during the interview and selection process of astronauts (Kahler, 2008).

Kahler’s model was able to identify in people their character strengths, perceptions, environmental preferences, management styles, psychological needs, and predictable distress sequences. The model currently includes therapeutic, corporate, non-profit, educational, and health care applications, with training in the Process Communication Model now offered in 18 countries.

Relevant in our conversation today is that in consideration of three decades of educational literature, training, and research on the Process Communication Model, Donlan (2013) posited how the Process [Education] Model (PEM), Kahler’s companion model, synthesized, underscored, and served as a catalyst for “best practices” in classroom teaching. He noted an alignment among Kahler’s model and others presented by mainstream, contemporary theorists and writers. This manuscript describes the Process Education Model (PEM) as one befitting new and innovative instructional mediums that can assist in the education of students throughout the world.

Emerging Mediums of Instruction

Information technology has influenced each aspect of our lives in modern society. As one of the forms of “distance education” (Clardy, 2009), online education has developed promptly with the employment of information technology in the last twenty years. The U.S. Department of Education reported the “number of on-line courses, degree programs, and enrollment in the United States nearly

doubled from 1995 to 1998” (Arant, Coleman, and Daniel, 2002, p. 4). In 2000, 90 percent of higher educational institutions offered distance-education programs (Clardy, 2009). From 2003 to 2004, enrollment of online education increased more than 18 percent (from 1.98 million to 2.35 million). A total of more than 3.9 million students registered in online programs in fall 2007, which was a 12 percent increase (Wickersham & McElhany, 2010). The student number boomed 17 percent in 2008, to 4.7 million (Derringer, 2010). Since 2010, online college course enrollment has increased by 29 percent. The student number reached 6.7 million (Jaggars, Edgecombe, & Stacey, 2013).

Higher educational institutions have developed more and more online programs to fit student need. United States regional accrediting commissions and program-accrediting agencies, including the Association to Advance Collegiate Schools of Business (AACSB) and the American Association of Colleges of Nursing (AACN), rendered guidelines to “hold on-line programs to high standards, collectively creat[ing] a best practices statement to assist institutions and facilitating on-line programs” (Grandzol and Grandzol, 2006, p. 4). Contemporary education in the United States is shaping its instructional philosophies and methodologies through innovations online. Supportive reviews for online education indicated the economics of potential revenue from minimal investment cost (Clardy, 2009).

Review of Literature: Online Learning

In practice, many faculty members and students have enjoyed for quite some time the flexibility of online education (Arrant, Coleman, & Daniel, 2002; Derringer, 2010; Kim, 2004; Romm & Taylor, 2000; Witkowsky, 2008) and the different teaching styles (Ash, 2010; Romm & Taylor, 2000; Clardy, 2009; Witkowsky, 2008) available to them through this medium of learning. Administrators appreciate its cost savings and potential revenue (Clardy, 2009; Romm & Taylor, 2000; Witkowsky, 2008). Although online education encompasses a lot of advantages (Arrant, Coleman, & Daniel, 2002; Kim, 2004; Romm & Taylor, 2000; Witkowsky, 2008), some faculty members show concerns and resistance to its challenges (Arrant et al., 2002; Dow, 2008; Kim, 2004; Wickersham and McElhany, 2010). Mindful of these points of contention, faculty members who use this instructional medium are exploring better methods to upgrade the level of online education (Arrant et al., 2002; Ash, 2010; Darrington, 2008; Dow, 2008; Kim, 2004).

It bears mention that administrators acknowledge the efficacy and potential markets of online education (Clardy, 2009; Witkowsky, 2008). They provide supports and services to on-line education with an attempt to overcome the cited disadvantages and to keep current with institutional competencies regarding educational providership (Clardy, 2009; Derringer, 2010; Wickersham & McElhany, 2010; Witkowsky, 2008). Several studies have provided divergent perspectives regarding online education as follows:

Both faculty members and administrators confirmed online education had its own unique efficacy (Arrant et al., 2002). Online education provided students with the opportunity to learn actively by changing methods into learner-centered, self-reflective, active learning at a distance and with an individual pace. Students, especially non-traditional students, could re-arrange their learning schedules and location to fit their lifestyles, thereby avoiding the conflicts with work and family. The flexibility of online education has also increased students’ confidence and has offered more personal feedback. Technological reliability and rapid response rates have encouraged students’ engaging into activities and

contributing with peers (Hew, 2009). Students as well have felt comfortable with approaching the Internet as a learning medium and in communicating with each other (Dow, 2008). Through active engagement via the Internet, they have experienced better learning outcomes. Students have reported satisfaction with their online learning. They could read materials over and over again, and finish everything early (Anderson, 2010). Some liked to write drafts and then rewrite for posting.

Both students and faculty members have benefited from the flexibility of online education (Derringer, 2010). Faculty members could break the limitation of time and space in teaching their students (Darrington, 2008). Online instruction has provided effective methods to interact with students as well. Before class, instructors can check and prepare materials at different locations. After the first establishment of instructional design, faculty can spend less time repeating the process. Under this condition, the sessions can be taken over without change, even if the instructor cannot be present.

Administrators have acknowledged the cost effectiveness and flexibility (Romm & Taylor, 2000) of online education. They have noted the market need for online education under the economic recession (Wickersham & McElhany, 2010). Technology has primarily brought about advantages to the teaching and learning process, such as through sharing teaching and learning materials, submitting assignments, and updating teaching methods in the modes of one-to-one, one-to-many, and many-to-many (Romm & Taylor, 2000). Other benefits to students included the notion that online education emphasized the importance of self-discipline (Derringer, 2010) and that elements of online education influenced students' levels of interpersonal awareness (Dow, 2008).

In some cases, faculty members have offered concerns on the effectiveness of online instruction (Wickersham & McElhany, 2010). They worried about the quality of education by transferring direct, classroom instruction into that of online teaching, especially with respect to course content and student preparedness. Some faculty members who were used to an on-campus teaching model even complained that online courses reduced real interaction and could harm student retention (Romm & Taylor, 2000). Some of them showed their reluctance to online education because they did not want to have extra work.

Some students have reported uncertainty and anxiety with online learning because they reflected that online courses lacked social context, face-to-face communication, and interactivity (Arrant et al., 2002; Dow, 2008). Students with language barriers had more challenges to learn online courses (Arrant et al., 2002). Comparing with a medium of classroom instruction, students reflected that instructors were less accessible (Jaggars et al., 2013). They felt that online peer-to-peer interaction was a waste of time. Some students reflected that they preferred to take important and interesting courses face-to-face so that they were able to learn more about it.

With the variety in perspective regarding the quality and utility of online learning, can it be that an important question has been left out of the equation, i.e. "Can anything that we are doing on line, make learning in that medium more like that which exists when people are in close proximity, both spatially and temporally, to one another?" Viable answers to this question may begin to bring together the more divergent viewpoints that exist worldwide.

The Pedagogy of Unpacking Personality

The Process Communication Model (PCM) notes six distinct personality energies in all of us (Kahler, 2008). Some are more predominant. Research has found that students who have difficulty in school typically have different strengths and arrangements of these personality energies than their teachers (Bradley, Pauley, & Pauley, 2006; Gilbert, 2004; Pauley, Bradley, & Pauley, 2002). Note the following personality types, their perceptions, and the character traits 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: Process Communication Model Personality Types, Perceptions, and Character Traits.

Those who predominate in Thinker personality are responsible, logical, and organized. When their psychological needs for recognition of their work and time structure are met, they are good with problem solving, data, and most academic work, and they can shift into other personalities as needed. When their psychological needs are not met, they can go into distress, acting as perfectionists and overthinking for others. They can also over-control and criticize others for not thinking clearly, thereby becoming frustratedly angry (Kahler, 2001, 2008).

Those who predominate in Persister personality are dedicated, conscientious, and observant. When their psychological needs are met for recognition of their work and convictions, they are committed and loyal, and they can shift into other personalities as needed. When their psychological needs are not met, they may become perfectionists and expect perfection from those around them. They also may push their beliefs upon others and become hyper-convictional (Kahler, 2001, 2008).

Those who predominate in Rebel personality are spontaneous, creative, and playful. When their psychological needs for playful contact are met, they are good with lateral thinking, bring fun and excitement to the learning environment and can shift into other personalities as needed. When their psychological needs are not met, they may become frustrated and blameful of others (Kahler, 2001, 2008).

Those who predominate in Promoter personality are persuasive, adaptable, and charming. When their psychological needs for positive incidence (much excitement in a short amount of time) are met, they can take definitive action on class projects, sell the importance of what they are doing to classmates and teachers alike, and handle risks quite well, shifting into other personalities as needed. When their psychological needs are not met, they may provoke drama through manipulation (Kahler, 2001, 2008).

Those who predominate in Harmonizer personality are compassionate, sensitive, and warm. When their psychological needs are met, they are nurturative and take care of those around them, inviting those in class with them to interact and support each other as people; they also can shift into other personalities as needed. When their psychological needs are not met, they may make mistakes and draw rejection from others (Kahler, 2001, 2008).

Those who predominate in Imaginer personality are calm, reflective, and imaginative. They derive their psychological motivation by solitude. When their psychological needs are met, they are able to see things in their minds far beyond the capabilities of many others, and they can move into other personalities as tasks demand. When their psychological needs are not met, they may do nothing when faced with a problem, withdrawing and shutting down (Kahler, 2001, 2008).

Base and Phase Personalities

All of us have strengths of personality in all areas noted above. We are all, “all six.” That said, some of us predominate in certain personalities more so than others. Where this information becomes particularly noteworthy for purposes of meeting students’ needs in an online learning environment has to do with our recognition of their Base and Phase personalities. Kahler’s model differentiates between the personalities that offer us our preferred communication channels, and those in which we have our predominating psychological needs. For some of us, these personalities are the same within us; for others they are different.

Our Base personality is our personality in which our strongest perceptions and communication preferences reside. It has remained as such since birth or shortly thereafter, and it will remain so throughout our lifetimes (Kahler, 2008). Our Phase personality is our personality in which our predominating psychological needs reside, as well as our motivations. For two thirds of us, this Phase personality can change throughout our lifetimes. This is a result of factors that occurred earlier in life, which made us more or less candidates for a Phase change, as well as how we have handled life issues that present themselves in our lives (Kahler, 2008).

It is with myriad combinations of Base and Phase personality and their energy combinations that makes for a delightful recognition of the wonderful depth, breadth, and complexity each person brings to the online teaching and learning experience. As students and teachers, we are not “types”; we are not “snapshots.” We are people with a wonderful mosaic of diverse perceptions, preferred managerial and teaching styles, communication preferences, psychological needs, and even distress patterns when things

are not going well. These differences are what make the use of the Process Education Model so critically important in an online learning environment.

Closing the Distance: Reflective Practice in University Teaching

Faculty member Dr. Ryan Donlan's reflection on the interface of the Process Education Model and online instruction at Indiana State University has been ongoing since July of 2011. The online learning mediums that were used have included asynchronous Blackboard, as well as virtual classrooms in Blackboard Elluminate and Blackboard Collaborate. Both Blackboard Elluminate and Blackboard Collaborate are online portals through which students and teachers can meet, hold classes, and use interactive tools for learning such as whiteboards and presentation software. Web cameras and microphones can be used so that students and teachers can see and hear each other when communicating during the online classroom experience.

Typical features in these environments allow for posting assignments, discussion board opportunities, blogging or co-created (Wiki) assignments, and the ability to link to other Internet destinations. With the virtual classrooms in particular came the ability for Dr. Donlan to meet his students as a whole class, using up to six cameras and microphones at one time, as well as the opportunity to subdivide into virtual breakout rooms, wherein each, up to six cameras and microphones could be used, thus multiplying the total number available. These virtual classrooms also allowed for a white board, presentation software, and various drawing tools.

Application sharing allowed Dr. Donlan and students to see what was on others' computer screens, and through such technology, the class could take web tours together, in which Dr. Donlan navigated to a specific Internet location to demonstrate teaching and learning tools available to the class. A video-on-demand feature allowed Dr. Donlan to create short videos of his instruction and critiques for his students, and through the use of the web tour feature, class members could view YouTube videos together during class time. It is within the context of these interactive, online teaching and learning venues, that Dr. Donlan used the Process Communication Model's concepts and applications with a graduate student audience.

A synthesis of observations regarding the utility of Process in "Closing the Distance" and the recursive nature of using the learning's into adaptive teaching approaches inspired an online article in a Department of Educational leadership blog entitled the ISU Ed. Leadership (Donlan, 2013, April 16) and served as the platform for an initial presentation of these concepts at the United States Distance Learning Association national conference (April 29, 2013) in St. Louis, Missouri.

These initial understandings are now paraphrased and amended here for our consideration in terms of five overarching themes that have helped Dr. Donlan direct and redirect his online teaching methodologies. We will then move beyond these reflective themes to more thoroughly discuss the technology involved and how the Process Education Model (PEM) allowed teachers to connect with students, and how student personality helped create a higher-quality classroom experience.

Reflective Theme One: The Importance of Knowing Our Students

Online instruction necessitates that we KNOW our students, as noted by an old Irish proverb – *A Good Beginning is Half the Work*. Online instruction allows teachers the opportunity to ask their students to share their stories, personal and professional narratives of their lives. The importance of this becomes self-evident as students display their varying personality energies through discussion boards, podcasts, or in virtual classroom experiences, bringing forth their *thoughts, feelings, opinions, reactions, reflections, or actions* regarding how their lives are interfacing with their coursework.

One strategy utilized was to ask students to share pictures or collages of themselves in ways that define them personally or professionally or in the teaching and learning situations that we facilitate. Another way that this can be accomplished is through a YaYa box assignment, where students adorn the outside of a box with pictures that represent the part of their lives that others readily see when working with them. On the inside of the box, students place objects that metaphorically illustrate parts of themselves that may not be as evident to others on the surface. These might include aspects of their personalities a bit more personal to them or even those reserved for display with closer colleagues and friends. This assignment, serves as a portal to student personality and provides the teacher with signposts to how content may need to be delivered.

As important as it is to get to know students, it is important to disclose aspects about ourselves as teachers that might be of interest to students. After all, student levels of interest in our coursework may be directly proportional to the success in which they connect with us, and most certainly, to the degree that we speak their language – the language of Process. It's not always the WHAT we say that is of interest in online classrooms -- it is "HOW" we say it.

With contemporary pressures to "get our content covered," spending the time to put people first enhances our pedagogy by creating a more inclusive learning community. Inclusiveness invites heightened motivation, enhanced collaboration, and a personally meaningful learning experience. It builds efficiency and effectiveness of engagement and thus, learning.

Reflective Theme Two: The Importance of Students' Doing the Teaching

In online learning, it is important to allow our students to teach. We need to provide them a venue, or space, to showcase their personalities while serving as facilitators of learning, such as through links to their own websites that they design as part of our course assignments. Giving students the opportunity to design, publish, and continually update these spaces to communicate with each other is one way to keep them accountable for course content and increases the possibility that other students will connect with their information presented in ways that resonate with each other's strengths of personality.

One way to accomplish this is by asking students to blog with each other or to co-create assignments using Wiki features. When students design, decorate, and make available their own online learning spaces to provide materials and create learning experiences, they naturally showcase both content and their strengths of personalities. Plus, these methods broaden and deepen what students retain in the teaching and learning process, all-the-while bringing people together.

Interestingly, a few semesters ago one student decorated his online, virtual space using flags from the many countries he had visited while on relief missions to third-world countries. In addition to the required content and links, he included many patriotic messages and inspirational notes regarding effort and accomplishment. Another student used soft colors and pictures of those close to her such as her family and her pets to decorate her space, in addition to the content required for the course. A third used great detail in listing and organizing links to helpful course content. The student arranged them in chronological order for easy reference and to help others in their research. One student used cartoon clip art creatively with the content gathered, alongside links to YouTube videos that were engaging and a delight to watch. Another student wasn't as much into decorating, but did what he needed to do to get the grade he needed and to provide others something useful quickly. A final student needed a bit more prompting to get his work submitted. The student was not particularly interested in decorating public, online space, yet was often the person class members sought-out to synthesize team efforts through multimedia software when team projects were assigned.

Reflective Theme Three: The Need for Responsiveness

A teacher's individualized responsiveness to students is critical to an online learning environment, in line with student concerns regarding online learning noted by Jagers et al. (2013). Responsiveness keeps students out of distress. The online medium actually enhances the responsive impact of instructor communication, and in doing so, requires much more work out of the instructor, as a 24 hour/seven-day-per-week expectation is the new norm. In an asynchronous classroom, someone else's urgency can really be OUR importance (and an ally to discovering student personality energies!).

E-mails or text messages returned within a few hours if at all possible help many on-line learners who do not learn in predictable, traditional (daily) segments. Oftentimes in online learning, students work in bursts of effort, compressing much of their activities into just a few days (or nights) per week. If not provided a virtual answer to questions in a very timely manner, our students may not be able to recommit to their studies for a handful of days. Imagine the distress that could result among personalities if, as teachers, we lost that time with foregone, teachable moments – and thus, lost a relationship with someone depending on us. Not only can we capitalize on the strengths of technology to enhance our responsiveness (the “what”), we can as well utilize the power of Process (the “how”) to connect responsively. We must be responsive to this new generation of students, on their time and in their channel. We cannot operate solely in the ones that we have considered “ours.”

Reflective Theme Four: The Importance of Recognizing Distress

In distance or in online education, we can readily detect distress in students and when it is present, we can do something about it. The following diagram illustrates 1st and 2nd degree distress for each of the personalities that students have within them. It is important to note as well that teachers can also exhibit symptoms of distress.

Personality	Perception	Preferred Channel	1 st Degree Driving Perspective	1 st Degree Behavior	Psychological Need	2 nd Degree Distress
Thinker	Thoughts	Asking	<i>I must be perfect to be OK,</i>	Over-qualifying statements – “ <i>I’m not exactly sure what you mean.</i> ”	Recognition of Work and Time Structure	Over-controls others and criticizes people for not thinking clearly.
Persister	Beliefs	Asking	<i>You must be perfect to be OK,</i>	Over-qualifying questions - - “ <i>What precisely do you mean?</i> ”	Recognition of Work and Convictions	Pushes beliefs and becomes hyper-convictional
Rebel	Reactions	Playing	<i>I must try hard to be ok,</i>	Inviting others to Think for Them – “ <i>I don’t get it,</i> ” or “ <i>This is too hard.</i> ”	Playful Contact	Blames
Promoter	Actions	Directing	<i>You must be strong to be OK, free lunches.</i> ”	Using “You” for “I” – “ <i>You do what you gotta do, there ain’t no</i>	Incidence	Manipulates
Harmonizer	Emotions	Comforting	<i>I must please you to be OK,</i>	Over-adapting to others – “ <i>Maybe you could say that again?</i> ”	Recognition of Personhood and Sensory	Makes mistakes
Imaginer	Inactions	Directing	<i>I must be strong to be OK,</i>	Implying others are In charge of my own thoughts or feelings – “ <i>It came to me ...</i> ”	Solitude	Withdraws

Source: T. Kahler (2008) *The Process Therapy Model: Six Personality Types with Adaptations*

When someone is presenting symptoms of first-degree distress, an appropriate response as the teacher would be to communicate with that student in a manner that resonates with what presents itself as the person's Base personality. This can be done with written responses in asynchronous classrooms and verbally in virtual classrooms where microphones and cameras are present. When someone is presenting symptoms of second-degree distress, an appropriate response would be to communicate in a way that best resonates with a person's Base personality as well, yet add to it something that would address the person's relevant Phase psychological needs (Kahler, 2008). Once doing so, students will be more apt to move out of distress and to do what we're asking them to do. In many cases this will require them to access their Thinker personality part on whatever floor it resides.

Reflection Five: Responding to Distress

In order to respond appropriately to distress, it is critical that educators understand their students' predominant personalities in classes that are completely on-line and asynchronous or in situations that don't allow for virtual communication where you can actually "see or hear" students. Utilizing Process to examine the words and sentences students' use in their writing assists teachers here, both *what* students write and *how* they write it. Consider the following:

- Students strong in Thinker will use words such as *"I think," "What options ..."* *"Does that mean ..."* and *"Who..." "What..." "When..." "Where..."* and *"...facts."*
- Students strong in Persister will use *"In my opinion..." "We should..." "I believe..."*, as well as *"...respect" "...values" "...commitment" and "...dedication."*
- Students strong in Rebel will say, *"Wow..." "I like..." "I don't like [hate]..." "don't want..."* and *"[fun, slang phrases]."*
- Students strong in Promoter use such words as *"Bottom line..." "...best shot" "Make it happen," "Go for it..."* and *"Enough talk."*
- Those strong in Harmonizer will share such feelings as, *"I feel..." "I'm comfortable with ..."* and *"I care."*
- Those strong in Imaginer may use *"Need time to..."* if they use any words at all (Kahler, 2008, pp. 49-50).

Students exhibit predictable cues when moving into distress that can be readily identified by educators who know Process. A student's initial words, tones, gestures, postures, and facial expressions serve as observable defense mechanisms indicating the onset of miscommunication (Kahler, 2008). Once these are identified, teachers can respond and invite the students out of distress, back into the positive personality strengths that reside in their Personality Condominiums. Kahler's research offers suggestions for what educators can do when students are in either 1st-degree distress or 2nd-degree distress, in any of the six predominating personalities.

Responding to Thinker distress

Students in 1st-Degree Thinker personality distress will use unneeded qualifications, such as saying “To me, personally.” They will be measured in tone, will have punctuated gestures, and they will be measured in posture and strained in facial expression (Kahler, 2008). The key for a teacher here will be to respond with questions, not directives, and invite the student to “think” about something.

If the student were to move into 2nd-Degree Thinker distress prior to intervention, we might hear the student verbally attacking someone for being stupid or not being able to think. This shows us that the student’s psychological need for recognition of work or time structure is not being met positively (Kahler, 2008). Teachers would then continue connecting with them as mentioned above while recognizing the student for a job-well-done or by ensuring that things are moving along as planned, with respect to time.

Responding to Persister distress

Students in 1st-Degree Persister personality distress will use big words when little words would do. They might also over-qualify or over-question. They will be precise in tone, calculated in gestures, and they will be rigid in posture with their heads cocked or with piercing eyes (Kahler, 2008). The key for a teacher here will be to respond with questions, not directives, and invite the student to provide his or her “opinion” about something.

If the student were to move into 2nd-Degree Persister distress prior to intervention, we might hear the student verbally attacking someone for being committed or shaming someone. This shows us that the student’s psychological need for recognition of work or convictions is not being met positively (Kahler, 2008). Teachers would continue connecting with the students as mentioned above while recognizing them for jobs-well-done or by commending them on the fact that we can always count on them and their commitment.

Responding to Rebel distress

Students in 1st-Degree Rebel personality distress will say things such as “I can’t!” and “I don’t know!” They may even say, “This is hard!” Their tones will be strained, and they may appear helpless in gesture. Further, they may lean forward or bend down in posture, with their heads up, while having wrinkled or struggling looks on their faces (Kahler, 2008). The key for a teacher here will be to respond with a playful or emotive tone in voice and to ask what they “like” in any given situation.

If the student were to move into 2nd-Degree Rebel distress prior to intervention, we might hear the student verbally blaming someone for the plight in which he or she is experiencing. This shows us that the student’s psychological need for playful contact is not being met positively (Kahler, 2008). Teachers would then continue connecting with them as mentioned above while offering a bit of fun before requesting that any further work is done.

Responding to Promoter distress

Students in 1st-Degree Promoter personality distress will use the word “You” in place of the word “I.” Their tones will be meant to impress, with exaggerated gestures and an air of confidence in facial expression (Kahler, 2008). The key for a teacher here is to be very direct with the student, even possibly cutting deal with them, saying, “Hey, you do [this], and I’ll do [that].” Teachers must aim for “action.”

If the student were to move into 2nd-Degree Promoter distress prior to intervention, we might hear the student manipulating others into a “Let’s you and him fight” scenario. This shows us that the student’s psychological need for incidence is not being met positively (Kahler, 2008). We then continue connecting with them as mentioned above while doing something additionally to provide for a bit of risk and the possibility of a pay-off.

Responding to Harmonizer distress

Students in 1st-Degree Harmonizer personality distress will use words like “Maybe ...” and “Kinda.” Their tones may sound a bit whiney, with tones raised at the ends of sentences. Their gestures may include nodding their heads with chins tucked, and their postures may include having shoulders in with their heads forward. Eyebrows may be raised, and facial expressions could include looking up or appearing a bit mousy (Kahler, 2008). The key for a teacher here is to use nurturative and comforting language and aim for the perception of “feelings” or “emotions.”

If the student were to move into 2nd-Degree Harmonizer distress prior to intervention, we might hear the student playing the victim or using self-denigration. This shows us that the student's psychological need for recognition of person or sensory is not being met positively (Kahler, 2008). Teachers would continue connecting with them as mentioned above while recognizing them *for the people they are*, as opposed to the jobs they do on their schoolwork.

Responding to Imaginer distress

Students in 1st-Degree Imaginer personality distress may say things like “It came to me” or “That makes me feel.” They are monotonic in tone and do not really exhibit any discernable gestures to indicate distress. Postures are rigid or frozen, and facial expressions are cold or expressionless (Kahler, 2008). The key for a teacher here is to use directive language and encourage the student into action via reflection, and further, to direct the student to do only one thing at a time.

If the student were to move into 2nd-Degree Imaginer distress prior to intervention, we might see the student withdrawing from participation or attendance in class. This shows us that the student’s psychological need for solitude is not being met positively (Kahler, 2008). Teachers would then continue connecting with them as mentioned above while doing something additionally to help them provide for their solitude before asking them to continue with class activities.

Technological Tools That Close the Distance

The following technologies typically available in online learning environments can be used in specific ways in order to synthesize the components of PEM, thereby making online learning suitable for all students with all predominating personality energies.

Closing the Distance: The Platform's Homepage

Online learning environments typically have a home page that includes a dashboard of tools and links that allows the virtual experience to be one of teaching and learning. The visual appeal of these pages is oftentimes within the control of the teacher. Oftentimes, teachers have the abilities to adorn these pages with Banners, or pictures that represent something about them or the institution. Teachers mindful of Process can ensure that these pictures and the overall look of the homepage provide something that appeals to each of the six personalities in students. If the platform is not sophisticated enough to allow pictures to fade from something that resonates with one personality to something that resonates with another, a deft teacher can paste a different Banner on the homepage each day, connecting with each personality on a six-day cycle.

Homepages often have spaces for daily announcements. Teachers can use these announcement spaces to speak (write) in six languages, providing students news and information regarding upcoming events, offering messages of inspiration and dedication, affirming how much they appreciate students, giving students the bottom line on what it takes to be successful, celebrating and giving shout-outs to enliven the message, and even directing students to take some time for themselves to reflect alone about course content, before logging-on to complete assignments. The key is to speak in six languages while providing daily or weekly homepage announcements.

One technique recently utilized that was very popular with students on the homepage of Indiana State University courses is a Photo Gallery link. Once clicked, this link displayed student-created PowerPoint slides, which students designed with their own photographs and text to display some of their favorite things, both personally and professionally. A gallery of these PowerPoint slides was saved as jpeg files, so that students could refer to pictures of others in the class who they may not meet face-to-face, because of the environment's more asynchronous nature. As with any student's virtual space, these galleries offered the teacher hints to students' predominating personalities.

Homepages also serve as portals for organization and information gathering, helpful to students of all personalities. Buttons and links can be provided for course syllabi; course readings and materials (arranged week-by-week or otherwise); library access, databases; calendars; tutorials; assignment submission portals; and areas to access students' grades for assignments. It is important that in warehousing all of these materials that the teacher tries to move beyond the fact that most homepage nuances (arrangement options) tend to align better with Thinker personalities. Using the capabilities of these environments to their fullest to provide visual messaging and decorating will allow teachers better to resonate with students in all personalitie.

Closing the Distance: Asynchronous Tools

In an asynchronous learning environment, the lack of direct, face-to-face time with students can admittedly make connecting more difficult. Yet used to their fullest, asynchronous portals of communication can reach all personalities. Take for instances the often-used discussion board. This is a tool in online learning where the teachers post written questions, often linked to readings or course lectures, and students then post a response. Students are also asked to reply to each other's postings and carry on a virtual dialogue to help promote learning and retention. The risk with discussion boards is that oftentimes, they appeal more to Thinker and Persister personality types than others. However, if teachers vary their prompts and use the language and techniques of Process to connect with students of different personalities, they will be more likely to make better connections and meet the needs of all learners. Learners responding to well-designed prompts can access the positive qualities in their predominating strengths of personality to navigate the discussion board as well.

One example of how a teacher can accomplish this is by using the various communication channels when constructing the prompts. Some prompts can be created using the Requestive Channel; others can be created using the Emotive or Directive Channel. The use of the Nurturative Channel in creating prompts is important as well. As many discussion board posts have the capacity to attach files (documents) or even provide links to information, teachers can transcend the written word in creating prompts. Even pictures or websites that align with the interests of different personalities can be provided as prompts! More importantly, allowing the students to respond through diverse mediums, such as via text, podcast, or link, will broaden the pan of personality connectivity. A technique that has elicited very positive student feedback through action research at Indiana State University is when the instructor uses a video-on-demand/podcast feature to record his own feedback on student discussion board postings. Instead of reading the teacher's feedback from a written reply, students can simply push "PLAY" and watch the instructor talking into the camera from the instructor's office, his patio, or the neighborhood park, wherever the instructor is inspired to record remarks and "talk" to students. In these recordings, he speaks in six languages, of course.

Other asynchronous tools used to reach all students and maximize learning opportunities include blogs and Wikis. Through blogs, students can bring their own voices into the learning environment, which may include their presenting facts, offering editorials, sharing feelings, advocating for action, reacting to events, and even inviting reflection. Blogs allow for a bit more flexibility in presentation options and formats than the typical discussion board and do well to infuse student voice and ownership in their teaching and learning.

Wikis actually transcend these capabilities, as they allow for simultaneous student co-creation and editing of content. Online technology can even allow students to be divided into groups and store the products of their effort in group rooms. Groups of students then have the capabilities to set-up private discussion boards, blogs, and Wikis to get their own work done, ON THEIR TERMS, before presenting to the instructor or entire class. In short, all of this collaboration works well to close a distance, yet because some students do prefer to work on teams, these tools, as with all tools, should be used with appropriate consideration for student needs so that students can move up and down their personality condominiums to get the best results.

Closing the Distance: Synchronous Tools

Many online learning mediums now allow for the creation of virtual classrooms, where teachers and students can meet to hold class. One such example at Indiana State University is through the use of Blackboard Collaborate. Blackboard Collaborate allows students and instructors to meet virtually, in a setting where they have access to a white board for writing, presentation software, application sharing (so as to see each other's computer screens and what is taking place on each other's computer), and web tours so that they can travel the Internet together. Students and teachers can even watch online videos simultaneously to stimulate discussion.

In this medium, up to six webcams and microphones can be in use at one time, allowing students and teachers to see each other's faces on screen and to hear each other as well. Expanding this capability is the teacher's ability to create virtual breakout rooms, in which students and the teacher can enter to work in smaller groups, with each breakout room offering the ability to tile up to six webcams and microphone. This technology really has come a long way in bringing people from a distance together so that the teacher can truly "Process" with his or her students. In short, this technology ROCKS!

Interestingly, this medium can be used as well to provide some friendly anonymity and solitude as well, even while folks are together. Cameras and microphones do not necessarily have to be used. If a teacher knows that a student desires solitude, the class can provide it, even while meeting together. Imagine that! A chat (text) feature allows one to participate and even to send "private" messages only to certain students. One technique employed by the teacher was the use of "Fireside Chats," fashioned to compare with what former United States President Franklin Delano Roosevelt used in his radio addresses to the American people during World War II, when the technology at the time had families sitting with each other, listening to the President's radio broadcasts regarding the American war effort.

On Sunday evenings, a Fireside Chat can be offered over Blackboard Collaborate, with no expectation that students will bring cameras or microphones to class. Upon the whiteboard, the instructor can put a picture of a fire crackling in a fireplace while talking via microphone to students on relevant course content and inviting them to participate, only if they feel inspired to do so. This meets the needs of those who want to attend, but in isolation.

With virtual meeting spaces, a deft instructor can close the distance among students and build community by keeping virtual classrooms (i.e. meeting rooms) open 24 hours per day for the duration of the course. By giving students "moderator privileges," teachers provide the ability for students to join the room at any time, so that they engage each other in small groups, work collaboratively on projects, or simply hang out and have fun.

Closing the Distance: A Collective Opportunity

Teachers and students in online learning environments can understand each other in order to work together better (Jaggars et al., 2013). They can share their responsibilities for the use of resources and generation of products and make themselves accountable. In supporting these efforts, teachers can guide and motivate students to learn through activities and effective pedagogical approaches, so that students

can maximize their independence in learning and self-motivation in seeking assistance when they need it. Teachers and students can serve as coaches of technology, providing each other with a teaching/learning medium that is as user-friendly as possible through self-mastery and modeling.

Online teachers and students can also provide each other with accessibility to make a positive difference when the learning gets tough. They can work in sync with each other, asking questions when needed and providing timely responses. They can celebrate the opportunity to work round-the-clock, and consider it a blessing when “they have mail” (e-mail, of course). Efficient, courteous responses and communication through all possible mediums assists in this collective effort, as participants are able to put people before pedagogy or product. It is with these ideas in mind that we now provide suggestions for how teachers can access their own personality energies to maximize the teaching and learning experience for students in the online learning environment, with Process helping to close the distance.

Teacher Responsibilities

We suggest that faculty members would benefit from learning Process Education as they teach in an online medium that by design, reduces the in-person communication tools at one’s disposal. These tools include in more traditional environments the ability to sense a room’s atmosphere, the ability to look deeply into a student’s eyes to gauge understanding, the ability to allow students to communicate with each other and offer and accept each other’s quiet whisper of support or the pointing of a finger, as well as the ability to capitalize on the softer nuances of gestures, postures, and facial expressions in gauging what is happening in students.

Why Process in online teaching? It is akin to the need for a blind person to have greater hearing acuity or a better sense of smell, to compensate for what is missing in the perceptual equation. Because of any teacher’s challenge in picking up the nuances of misunderstanding and distress in an online environment, we invite teachers to consider honing the skills that PCM/PEM training would provide, so that they are able to proactively facilitate communication that aims for perceptions, uses appropriate channels, and recognizes and responds to distress patterns when they occur. A few strategies now follow, that are DO-able for teachers upon acquiring this foundational knowledge.

All available personality energies assist teachers in helping to foster and promote better classroom experiences and student learning. Of course, before teachers can move among their own personalities, they may wish to provide for their own need. To those trained in Process, this goes without saying; however, most educators think FIRST about others and then if at all, about themselves. We all might want to keep this in mind and encourage teachers to be “self-ful” (Kahler, 2001, 2008) before moving forward with our conversation.

Using Teacher Thinker Energy

Base Thinker personality in North American educators is currently at 22%, as compared to 25% in the general population. Phase Thinker personality in North American educators is currently 31% in



educators, as compared to 20% in the general population (Gilbert, 2014). With these numbers in mind, ensuring that Thinker energy is in the online learning medium would seem a natural for many in our profession.

Before the semester, faculty members can use their Thinker energy to structure a timeline and organize a framework for interaction and content delivery for students. They can dutifully review their information on Process to gain a deepened understanding of student personalities in order to better prepare their instructional methods. They may wish to ask students if they have any needs prior to beginning the semester. Oftentimes, the needs that students have serve as guides to their personality structure.

Thinker energy may also help instructors provide students a detailed syllabus with expectations and guidelines for the whole semester, including information regarding assignments, teamwork, research, experiments, papers, lectures, readings, quizzes, and examinations. Providing online office hours and modeling the frequency with which timely communication will occur over the course of a semester are good uses of Thinker energy.

Thinker energy may also be helpful to teachers who wish to employ a democratic managerial style and ask students for feedback on what has been designed for them. Students might work harder and more actively if they have the opportunity to provide input regarding the direction of the class or the overall instructional improvement of the course.

Using Teacher Persister Energy

Base Persister personality in North American educators is currently at 22%, as compared to 10% in the general population. Phase Persister personality in North American educators is currently 31% in educators, as compared to 22% in the general population (Gilbert, 2014). This implies that that bringing Persister energy to the classroom will be relatively easy for many educators.

Teachers can use Persister energy to communicate to students the importance of what they are learning and how course content will make a positive impact on students' lives and those around them. They can inspire students by sharing the transferability of what they are learning to their own lives beyond school, so as to provide for themselves and their families personally meaningful and economically productive career pathways.

Persister energy will also help teachers to stay energized while teaching course content and to remain steadfast in promoting academic freedom in meeting the needs of students, especially in a society that often uses an increased number of narrowly focused standardized testing measures to judge the quality of education that is taking place in our nation's schools. Persister energy will also provide for meaningful inquiry in research and scholarship that can enhance the quality of one's teaching and institutional contribution.

Persister energy can also provide the teacher the ability to facilitate quality, service-learning experiences for students that because of their asynchronous nature, may need more careful articulation in their importance in the communities in which students are engaged. Persister energy also is useful in helping teachers maintain a continual dedication to the needs of an increasingly diverse and divergent student audience. This is especially helpful in that when diverse persons interact, the potential for conflict increases, yet one dedicated to student success can parlay conflicts when they occur into positive learning experiences.

Using Teacher Rebel Energy

Base Rebel personality in North American educators is currently at 7%, as compared to 20% in the general population. Phase Rebel personality in North American educators is currently 8% in educators, as compared to 24% in the general population (Gilbert, 2014). This would indicate that Rebel energy may be more difficult to bring to the classroom for many, yet nevertheless incredibly important!

Rebel energy will be critical to teachers working to move past what has been navigated as a sterile, two-dimensional learning environment at times in the past. Student dissatisfaction with online learning in the past had to do with classes lacking social context and interactivity (Arrant et. al, 2002; Dow, 2008), and Rebel can help!! Creativity is needed to transcend the boundaries of text-based learning and make the experience as engaging as it can possibly be. One who thinks, "We certainly can; check-this-out!" (as opposed to "What can and can't we do?" or even, "Why can't we?") is desperately needed as a teacher in an online classroom.

Rebel energy is incredibly powerful in motivating students. Today's students have grown up in an era of continuous engagement; they have been constantly entertained and creatively stimulated. These

are strongpoints of Rebel energy. Rebel energy also humanizes the distance of online learning, with particular abilities to bring a twinkle to one's eye, as well as the enthusiasm and the cheerleading to motivate teams and individuals toward goals that they might not have wanted to tackle on their own. Having fun is important to so many students, and a lack of engagement in traditional settings is oftentimes what brought students to the online learning environments in the first place.

Using Teacher Promoter Energy

Base Promoter personality in North American educators is currently at 1%, as compared to 5% in the general population. Phase Promoter personality in North American educators is currently 2% in educators, as compared to 8% in the general population (Gilbert, 2014). These numbers suggest that although this personality might be more difficult to employ for most educators, every once in a while students are counting on their teachers to “Get ‘er done!” and “Show ‘em what’s UP!”

Promoter energy is necessary for navigating uncharted waters when a certain degree of risk tolerance is needed, and online learning certainly has some sharks swimming around. With the high pressures placed upon educators to either ensure student achievement (or look to other careers) ... if we are truly going to provide something different, something “THAT WORKS,” teachers need to take risks to do something different. Promoter energy allows teachers to do just that!

Teachers also can use their Promoter energy to bring a good deal of charisma to the online learning environment. Without this charm ... without the schmooze, the online environment would run the risk of being quite sterile. After all, the online classroom begins with a deficit of not being face-to-face; Promoter energy can provide for the appropriate overcompensation that will allow for the environment to make an impact.

Promoter energy also has the ability to allow teachers a certain degree of adaptability to make content relevant to students. They can offer straight-up/bottom line answers to students who ask, “Hey, why’s this stuff important?” and “What’s in it for me?” Teachers bringing Promoter personality to the classroom can think quickly on their feet; they can sell, and if there is one thing that education needs today with some very commercialized youth and adults, it is THE SELL. Teachers with Promoter energy can bring “game” and make positive things happen, thus closing the distance.

Using Teacher Harmonizer Energy

Madeline Hunter once said that kids don’t care how much you know until they know how much you care. Teachers with Harmonizer energy bring the care and consideration necessary to connect closely with learners in the online classroom. This should be particularly natural to our profession, as Base Harmonizer personality in North American educators is currently at 47%, as compared to 30% in the general population. Phase Harmonizer personality in North American educators is currently 24% in educators, as compared to 22% in the general population (Gilbert, 2014).

The question remains, “Are teachers bringing these energies on line?”

Harmonizer energy is particularly important in making connections with students through sincere attempts at getting to know our students personally and providing for their needs when they are not being met otherwise. A teacher's Harmonizer invites him or her to use compassion and sensitivity to seek first to understand students, then to be understood. Steven Covey once suggested this of highly effective people. Harmonizer energy allows a kind ear, even from a distance.

Harmonizer energy allows teachers to read between the lines of what students are writing or to look inside the words of what students are saying. One's Harmonizer allows a continual focus on people-first, pedagogy second, then projects and products thereafter. It allows a computerized environment to project the warmth and nurturance of someone's soft couch in a personalized living room. Teachers are in one of their most natural in-loco-parentis states ("in the place of a parent") when they are using their Harmonizer part of their personality.

Because many students are using online learning environments to access opportunity in the midst of very busy lives, especially those who struggle, Harmonizer energy allows teachers a certain degree of empathy needed to invite students to understand that failure at times is ok, because from it, we can learn and support each other. It builds trust among teachers and students in a learning community and invites trust among students themselves. Above all, Harmonizer personality models compassion, decency and virtue and shows others how they may live their lives.

Using Faculty Imaginer Energy

Base Imaginer personality in North American educators is currently at 2%, as compared to 10% in the general population. Phase Imaginer personality in North American educators is currently 4% in educators, as compared to 4% in the general population (Gilbert, 2014). Though not predominant, it adds value to the teaching/learning experience.

To the degree that we encourage online education to serve as its own action research project, with constant reflection toward continuous quality improvement, Imaginer energy is key. Imaginer energy allows for teachers to step beyond the obvious to access the realities of the classroom environment that have yet to be discovered. It allows a teacher to make meaning of the nuances of classroom climate and culture that may be more difficult to discern.

Imaginer energy is also important within the classroom as well. In online environments, it is at times important for the teacher to refrain from being a sage on a stage, to pause from being a disseminator of learning. Instead, much as one would in a high flying plane, a teacher with Imaginer energy can simply watch how discussion board patterns develop, observe how leadership within a group is nurtured, and synthesize how the whole of the cohort may or may not be more powerful than the capacity of the individuals within the cohort. Teachers can then use their imaginations to design even more effective lesson plans, assignments, or measures of assessment to gauge the learning that has taken place or the quality of the teaching.

One's imaginer may even allow teachers to stay calm when others are not. It may offer permission for a decision not to be made today – but to be put off to allow more time to explore all options. Imaginer energy can give a teacher permission to inact, when appropriate. Finally, Imaginer energy can work to build in teachers a deepened understanding of some of their students in terms of the following, "Not all who wander are lost."

Speaking in Six Languages

Our better online teachers close the distance by unpacking first their six personality energies in their distance-learning classroom. They then speak in-channel, among their six languages of Process that align with the personality energies of students, using the words, tones, gestures, postures, and facial expressions while delivering content. By doing so, a better potential exists that students and teachers will remain OK-OK and will stay out of distress. Teachers can also use the six languages of personality to solicit feedback from students, asking them about their thoughts, opinions, feelings, reactions, and even directing them to share their reflections or intended actions as a result of the class, content, and the teacher.

Student Energy and the Classroom Experience

Student personality energy is key in online learning if distances are to be closed for better results. A teacher's responsibility is to bring this out! From the beginning to the end of a semester, students are a vital part of the overall experience, as they actively engage in communication, learning about differences and diversity among classmates and use personality energies that connect better with those with whom they work.

This brings up the question of whether or not online students must have direct teaching or training in the concepts of Process Communication before or during an online learning experience in order to make the experience one of success. Our perspective at this time is to say, "No," yet with mindful mention that anytime students are taught or trained in Process, the learning experience from our perspective will be enhanced.

Cicinelli (2013) found students' abilities to meet their teachers' expectations and a teacher's abilities to communicate with students were factors in classroom achievement. When teachers and students differ in strengths of personality, more miscommunication is a result (Cicinelli, 2013, Gilbert, 1999, & Thompson, 2006). It would be interesting to conduct future action research on how online responsiveness of teachers increases in a manner directly proportional to students' abilities to shift in their own personality condominiums to meet their teachers' needs.

At this point, we want to highlight the importance of teachers inviting online the use of all six personality energies in students by presenting the advantages of students' bringing each of the six personality energies to the teaching and learning environment. We present these, noting that it IS the instructor's responsibility to invite and foster these energies and to respect, value, and encourage what beauty is inherent in each, so that students feel they have permission to use them in their learning.

Student Thinker Energy

If students are representative of the typical North American population, Base Thinker energy is 25% and Phase Thinker energy is 20% (Gilbert, 2014). Thinker energy brings with it the capacity in students of being responsible, logical, and organized (Kahler 2008).

Responsibility is certainly advantageous to students, as it can be manifested both in terms of responsibilities to themselves in preparation, productivity, and product-mindfulness, yet also in terms of responsibilities to others, in terms of teamwork, delegation of responsibilities, and intervention when others are having a difficult time. Having a certain degree of responsibility is what allows students to self-generate the effort needed to log-on and get something done.

Sorting and sequencing all of the expectations inherent in distance learning is critical, and thus, a student whose mind works logically to problem-solve and prioritize will be well placed in an online classroom. A logical mind will help them sort through myriad demands and thus can aid in reducing potential distress.

One reality in online learning is that organization helps students as well, as they must have sound time management to fulfill course guidelines up to the expectations of their teachers. Thinker energy assists students here, as it helps with the typical volume of text-based reading and writing that is part and parcel of the online learning experience.

Student Persister energy

If students are representative of the typical North American population, Base Persister energy is 10% and Phase Persister energy is 22% (Gilbert, 2014). Persister energy brings with it the capacity in students of being dedicated, conscientious, and observant (Kahler 2008).

Dedication is helpful for student in an online environment, as many things are vying for their attention. Computers are easily turned-on, and easily turned-off. In online formats, the degree to which students can avoid responsibilities for attendance and participation is increased, as they need not be physically present with their instructors; thus, having the stick-to-it-iveness to fulfill one's responsibilities in the face of temptation would seem most critical.

Conscientiousness is very important, as the fact that students might never be required to meet their instructors in person can potentially lessen a felt obligation to turn-in something of high quality. That face-to-face look of disappointment may not serve as readily a deterrent to those who lack the quality of conscientiousness. Thus, one who takes great care to craft and hone an assignment, as well as to do the preparatory work and related readings to build capacity to complete it, is certainly one well placed in an online classroom.

Because an online experience does not include all aspects of in-class collaboration, those who are observant have a slight advantage over those who are not. Those who are observant can detect the nuances of communication and behavior in others that serve as social barometers of whether things are going well or not. They can detect those portions of the syllabus that might serve as harbingers of what

the instructor values more than others, and thus, can provide hints on where students need to prioritize their efforts. In short, those who are observant have a social and scholastic awareness of how better to navigate an instructional journey, and under what conditions.

Student Rebel Energy

If students are representative of the typical North American population, Base Rebel energy is 20% and Phase Rebel energy is 24% (Gilbert, 2014). Rebel energy brings with it the capacity in students of being spontaneous, creative, and playful (Kahler 2008).

Spontaneity is one of the most refreshing and delightful ingredients to a successful online learning experience, both for students and instructors. If we consider that much of what we provide students on line is pre-plugged, or even pre-fabbed in order to provide a certain degree of asynchronous standardization to them, things that enliven the learning experience and engage us offer a natural rush that brings energy to the experience.

Consider the benefits of creativity as well. The entire experience of online learning is predicated on the fact that we are all going to try something a bit different; therefore, we need creativity in order to explore new and unique ways of reaching instructional objectives. If online learning were simply a computerized option grounded in traditional instructional techniques, it would by definition and design be less-successful, as it would be “subtractive,” removing a human element. With creativity, when we remove “some” of the human element, we offer an additive ingredient as well. This is where creativity is not simply important, but WAY critical to closing the distance. Students with a “Hey, let me show you something really new and cool!” are needed!

What about playfulness? Human beings who have fun at what they are doing are simply better at it, and better off because of it. This is what Rebel energy brings to the classroom in terms of playfulness. We say, “The classroom that plays together, stays together.” Oftentimes, students may not remember all they learned once a course is complete, yet they will undoubtedly remember how others treated them, how much fun they had, and who lightened the atmosphere when the pressure was on. Laughter and love of content go hand in hand.

Student Promoter Energy

If students are representative of the typical North American population, Base Promoter energy is 5% and Phase Promoter energy is 8% (Gilbert, 2014). Promoter energy brings with it the capacity in students of being persuasive, adaptable, and charming (Kahler 2008).

Persuasiveness is important in terms of how students can persuade others to accept what they are presenting, but also in terms of persuading others toward optimal, mutually beneficial ends. This becomes particularly important when teamwork leads to the need for consensus on project topics, dissemination of responsibilities, and division of labor. It may even come into play when a representative

from the group needs to speak to the teacher about concerns students are having. Embedded in each and every course experience is the need to get things done, and folks who can persuade others to do things are certainly well placed in these classrooms.

Adaptability is also key, in that online learning often involves a divergence of perspectives and a naturally occurring diversity among those who are geographically dissimilar. This quality allows for one to work more effectively with others, as well as to have peace with the work one is being asked to do. The converse, rigidity, seems more prone to eventual distress behavior, which impinges upon one's capacity to engage as a student and successfully complete the course.

In order to invite in others a feeling that they are OK, and that the persons communicating with them are as well, a certain degree of charm is very important. Not necessarily the kind of charm that allows one to sell cars or close deals, although that type of charm isn't bad to have. It is a type of charm that invites a person to walk away from a conversation feeling better about it (and about themselves) than they did before they went into it. It's an authentic charm that is effervescent and at times, a bit contagious.

The bottom line is that Promoter energy in students gives them the ability to go it alone at times, making things happen for themselves and getting the job done.

Student Harmonizer Energy

If students are representative of the typical North American population, Base Harmonizer energy is 30% and Phase Harmonizer energy is 22% (Gilbert, 2014). Harmonizer energy brings with it the capacity in students of being compassionate, sensitive, and warm (Kahler 2008).

If one aspect of humanity exists at a distance that students and even teachers need more of in their lives, it is compassion for each other. Compassion builds empathy, trust, and togetherness and allows people to live among each other with virtue and decency. This is critical in online learning. Anytime you take the entire person out of an interpersonal interaction, a certain degree of distance or aloofness may result. Compassion allows students to feel for others who are struggling and to reach out and see how they can help. It naturally directs itself toward meeting the needs of others. This helps to keep classmates and possibly even the teacher, out of distress. Compassion allows students to give more of themselves than they would expect of others. If everyone did this, consider how positive each day would be through the concept of paying-it-forward.

Compassion goes hand in hand with sensitivity, another very important quality for an online student to have. With sensitivity comes a certain degree of patience and tact as we communicate with those around us. Consider how important this is in text messaging and in dealing with the visibility and drama in much social media. We need more sensitivity to be more sensible in interacting with people.

As the notion of online learning involves distance, and as some might caution, distant-ness, bringing qualities of warmth into an online classroom helps engender an atmosphere of support, trust, and mutual affirmation. In this way, Harmonizer students can exercise all of their personality parts while offering support and encouragement when their classmates, or the entire learning community, encounter challenges along the way.

Student Imaginer Energy

If students are representative of the typical North American population, Base Imaginer energy is 10% and Phase Imaginer energy is 4% (Gilbert, 2014). Imaginer energy brings with it the capacity for students to be calm, reflective, and imaginative (Kahler 2008).

American society nowadays values the notion, “Keep Calm and Carry On,” depicting this slogan on signs, on clothing, and even adapting the message to their schools, businesses, and organizations at events and activities. Such would be the natural inclination of one who possessed Imaginer energy in an online classroom.

Students can also energize their Imaginer energies to offer reflection on how the class is working together or how assignments can be better accomplished. They can also offer feedback, as if given solitude and a bit of time to reflect, they are able to see in their minds eyes what has taken place over the course of any given semester.

Imagination is also key in dreaming-up new pathways, methods, and vistas for learning that can provide for the needs of today’s students. It is no secret that oftentimes in online learning environments, students in a sense become their teachers’ teachers in pushing the limits of how technology can be used to create even better teaching and learning opportunities for students. Imaginer energy allows one to dream a little dream, from the student’s perspective.

Students and Six Languages

While it would be delightful, potentially delightfully utopian, to envision student academic efficacy through their own comprehensive awareness of how to speak six personality languages provided by the Process Education Model (PEM), we can find comfort in the fact that if instructors invite students to bring their predominating selves into the classroom and to shift, distances will be closed and online instruction will be successful.

We do not suggest that Process must be taught to students IN the online environment, as our perspective at this point is that the actual teaching of Process concepts online may be similar to attending that virtual wedding or swimming in an online beach we discussed at the beginning of this paper. Critical content may fall short as well, because today’s technology does not yet allow persons apart to be completely “in the room” together, the way Dr. Kahler prefers to have PEM taught. We suggest instead that teachers have this knowledge in order to best facilitate an online experience that closes the distance and works for all.

Conclusion

On-line education is the new frontier in worldwide education. It offers both acceleration to goal completion for vast constituencies and a platform of equity. No longer are only the “geographic have’s” privy to the springboard of life a quality K-12 education or even a college or university experience can provide.

Research suggests that colleges and universities continue exploring better methods to promote the effectiveness of on-line education. We believe that a “better,” if not the “best”, method for this exploration, is through unpacking personality. As the world of education moves from the reform of yesterday, through the redesign of today, toward the re-imagination of tomorrow, we must ensure to “keep things real” by *keeping close*, those who are at a distance. PEM holds the key.

We’ll end this conversation by asking the following question as a new beginning: In connecting with students who are less-land-locked than we were in our own years of K-12 and college education, will we make the decision to “BE THERE” with them, teaching for learning in a way that works? Or will we settle for “Our father’s Oldsmobile” because once upon a time it got us from where we were to where we wanted to go?

We know that every 10,000 miles, we can use a tune-up.

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Rebels on Deck: PEM for Educators Takes to the High Seas

Kathleen L. Vespia

Oliver Hazard Perry Rhode Island and Salve Regina University

Author Note

Kathleen L. Vespia, Department of Education, Coordinator of Secondary Education, Salve Regina University and Education at Sea Instructor for the non-profit organization Oliver Hazard Perry Rhode Island

Correspondence concerning this article should be directed to Kathleen Vespia at Kathleen.vespia@salve.edu. Information on the tall ship organization, Oliver Hazard Perry Rhode Island can be obtained at <http://www.ohpri.org/>

Summary

This paper describes the experience of newly certified trainer leading a program for educators on the Process Communication Education Model® (PEM) during an education at sea voyage. Findings suggest that offering such a program aboard a tall ship promoted quality communication among the educator crew in-training and provided opportunities for participants to gain a deeper understanding of PEM concepts and personality types through the experience of living and working together during the voyage. While the percentage of rebels among secondary educators is relatively low, the high percentage of a rebels aboard the ship created opportunities for participants to develop greater fluency in communicating with rebels. This skill is essential for secondary educators in effectively meeting the needs of at risk high school students in danger of dropping out, many of which are rebels.

Keywords: education at sea, Process Communication Education Model, at risk high school students

Rebels on Deck: PEM for Educators Takes to the High Seas

Kathleen L. Vespia

Oliver Hazard Perry Rhode Island and Salve Regina University

On July 7, 2014, sixteen secondary educators—compassionate, sensitive, warm, responsible, logical, and organized—boarded a three-masted tall ship in Rhode Island, USA, for a week-long seamanship and communications training cruise. This adventure brought together a unique group of educators—exceptionally spontaneous, creative, and playful. In the close quarters onboard the ship, rocking with the ocean swells, their rebel personalities crystalized. What follows are selected lessons learned from the experience and how an innovative model for effectively engaging, inspiring, and communicating with students is ideally suited for the sea.

As a newly certified trainer for the Process Communication Education Model® (PEM), I joined the crew of the Oliver Hazard Perry Rhode Island (OHPRI) for its first-ever voyage of this kind—to strengthen the skills of 16 extraordinary secondary educators. What made these teachers so extraordinary? Put another way—why would an individual volunteer to sway for five days atop the Atlantic Ocean, sharing close, stuffy quarters with strangers, to learn PEM? The answer to this question is critical. It is at the heart of why I believe PEM is a meaningful professional development offering as part of an Education-at-Sea program.

Going to Battle

It was only fitting that Commodore Oliver Hazard Perry, a naval war hero with many strengths and the ability to recognize them in others, be the namesake of the tall ship that promoted this first offering of PEM because he had to overcome many obstacles that educators today also have to overcome in order to succeed in their mission of educating today's students.

Commodore Perry is a U.S. naval war hero who overcame extreme obstacles—a serious lack of material and manpower, demanding time lines, and environmental challenges—to turn the tide of battle and win a decisive battle. He did not allow these shortages to stop him from accomplishing what he was determined to do: prove the strength of his men and bring victory to his country” (OHPRI.org, 2014). At a young age he was recognized for his dedication and conscientiousness, and was named midshipman at age thirteen. As an adult, he believed he had a great role to play in the War of 1812 and he was persistent, relentless and persuasive in his pursuit of a position of command. A review of biographical literature portrays Perry to be a man with traits and the personality structure identified by T. Kahler of the “typical Fortune 500 CEO” (Pauley, J., & Pauley, J., 2009, p. 9). In the CEO profile Persister, Thinker, and Promoter parts are well developed on the first three condominium floors. Perry was notably organized and logical, preparing a fleet of ships with scarce supplies and unskilled labor. His keen, logical thinking; ability to act quickly; and willingness to take risks resulted in his victory over a superior force.

As a result of my work in schools and my research, it is easy to see parallels to knowledge, skills, and dispositions needed to face battles going on in our schools. I see two major battles being simultaneously fought by educators.

Fighting to keep students in school and earn a diploma

While graduation rates are increasing, 20% of U.S. students are leaving high school without a diploma. (America's Promise Alliance, 2014). In a recent report entitled, "Don't Call Them Dropouts" (2014), four main themes emerged:

- A cluster of factors, rather than one event or cause, lead young people away from school,
- Students are living in toxic environments,
- Students are yearning for supportive connections,
- Students are in need of more support and guidance to thrive and support their resilience.

Perry was an excellent communicator and understood the need to identify the motivational needs of his men and he successfully individualized the way he motivated them. Effective communication and identifying and responding to each student's needs and strengths are critical in helping students address all the above issues. That is why, prior to boarding our ship, I believed the skills acquired through PEM training could play a pivotal role. Additional comprehensive research (Doll, Eslami, & Walters, 2013) (Rumberger & Sun Ah Lim, 2009) supports the complexity of the dropout issue and that push, falling out, and pull factors all contribute to students being unable to achieve their goal of earning a diploma. Students are leaving school because they are in prolonged and severe distress and need support from skilled educators. A skill acquired through training in PEM—helping teachers to identify signs of distress both in their students and in themselves and building on personality strengths—is key.

Fighting to prevent teacher dropouts

The second major battle being fought involves *teachers* dropping out of school, with findings of 50% of new teachers in urban districts in the US leaving the profession within the first five years (National Education Association, 2014). Liz Riggs (2013) reports on the work of Richard Ingersoll, a professor at the University of Pennsylvania, who has extensively researched the problem of teacher turnover. Particularly troubling to me as a teacher educator are data suggesting that 40 percent of teachers who pursue undergraduate degrees in teaching never enter the classroom at all. Ingersoll shares his personal experience in the classroom and explains why he left, "One of the big reasons I quit was sort of intangible...But it's very real: It's just a lack of respect ...Teachers in schools do not call the shots. They have very little say. They're told what to do; it's a very disempowered line of work."

PEM offers educators tremendous insight into their needs and the needs of their colleagues. It is difficult, if not impossible, to meet needs that are not recognized. Identifying the needs of others is essential to helping those in distress.

Through my training in PEM, listening took on a whole new dimension. I developed greater understanding of what I was hearing in my conversations. In fact, I questioned whether I had ever *truly* listened to conversations prior to training. Listening to teachers locally and nationally, it is apparent that many are experiencing prolonged and severe distress. I supervise pre-service teachers in their clinical placements at Salve Regina University in Newport, Rhode Island. My students familiar with PEM return to campus each semester troubled by the "distress" they witness, by observing and listening in teachers'

rooms during their clinical training in schools. Several have been questioned by cynical teachers in the field as to why they would ever want to be teachers.

Both battles—for students’ and teachers’ future success—can be fought using insights and skills educators can gain through PEM training at sea. Empowered with knowledge, educators can develop greater confidence in meeting their personal needs and the needs of their students.

Like Oliver Hazard Perry in his belief that he had an important role to play in war, my 16 shipmates all expressed the desire to play a pivotal role in these battles to help students and teachers. As they boarded the ship, they were vocal in their desire to achieve the latter goal; most, I would soon learn, did not come to the training with the awareness that they would gain a greater understanding of the importance of meeting their personal needs.

While I believed PEM showed great promise in the above areas, I needed evidence that this training could be successfully delivered at sea and educators would see the value and power of this tool.

Profiling the Participants

An opportunity such as this one—a weeklong nautical adventure exclusively designed as a project-based training experience for educators—has the potential to draw individuals that share particular personality traits. That was certainly true of the sixteen participants, 9 females and 7 males from across the United States, all with teaching experience at the secondary level. According to the results of the Personality Pattern Inventory® (PPI), 14 out of 16 were base Harmonizers (7) or Thinkers (7), and 13 out of 16 were phase Harmonizers (7) or Thinkers (6). Research conducted by Taibi Kahler has led to a great understanding of the personality profiles of various groups and these results were not surprising given the findings of Taibi Kahler on the strength of these personality parts in educators (as cited in J. Pauley, D. Bradley & J. Pauley, 2002, p. 4). Those onboard found themselves in the company of caring, sensitive, and responsible individuals who had little difficulty adhering to an unfamiliar and complicated schedule. Each day, participants were assigned to one of two four-hour watch groups, starboard or port. During these four-hour jobs, each person rotated through four areas of duty—lookout, helm, boat check, and standby, in addition to “anchor watch” in the dead of night. Participants managed these tasks with ease, reporting precisely on time, which is not surprising considering 12 out of 16 had a well-developed (≥ 40) Thinker personality part.

While the initial days brought wind and lively seas—perfect for sailing—the rough waters made for some sick stomachs, putting several educators out of commission. Supportive comments delivered in a sensitive and comforting manner by their fellow participants and crew proved to be extremely valuable and appreciated. I would not be exaggerating to say that several educators felt wretched and made dramatic comebacks due to this compassion shown by the Harmonizers in the group—offering aloe to the sunburned, clearing others’ dishes, lending a hand on the ropes, etc. The group’s comfort working together was apparent; it contributed to harmony aboard the ship.

In addition to participating in PEM and seamanship training, all participating educators were required to produce an authentic lesson plan that could be used at sea to meet the differing needs of individual learners. As most educators share a well-developed Thinker part, they used a variety of means to access data and were organized in their approach. They arranged two-person teams, sought information from other colleagues, and utilized literature available through the PEM workshop or in the ship’s resource library. The literature provided in the Quality Educators Relations® *Seminar manual and Here’s How to Reach Me: Matching Instruction to Personality Types In Your Classroom* (J. Pauley et al., 2002) proved to

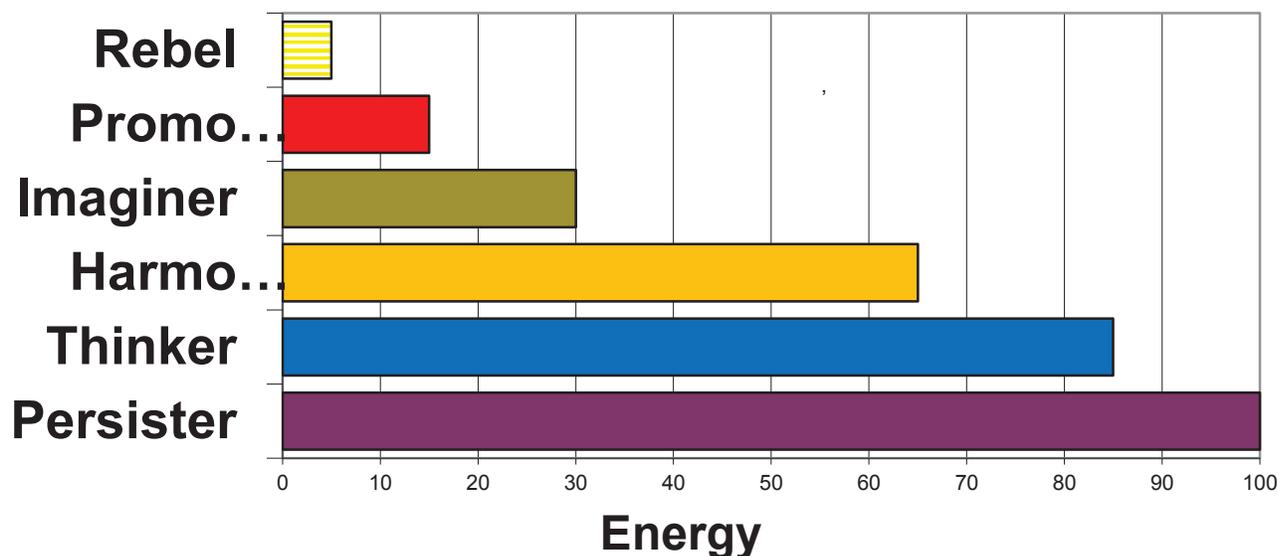
be valued resources for creating meaningful lesson plans. Demonstrating well-developed Thinker personality parts, all of the educators organized their information using an agreed upon template, established a time structure for final completion of the plan, and took responsibility for accessing the resources needed to complete the task.

(A sample lesson plan, developed by Fabienne Mondesir, a teacher at the Latin Academy in Boston, Massachusetts, is available for review in the Appendix. In her lesson plan she addresses the specific needs of the six personality types, Thinker, Harmonizer, Persister, Imaginer, Rebel, and Promoter utilizing the knowledge that she gained from the PEM training).

My observations of interactions of the participants throughout the week supported the quantitative PPI findings that the educators had well-developed skills in communicating with fellow Thinkers and Harmonizers. Participants sought out each other and demonstrated ease using the communication channels strongest for their personalities, Requestive and Nurturative, respectively. Once participants acquired their sea legs, they were found in engaged conversation throughout the ship. They were following the PEM rules of communication readily accepting offers to engage in conversation with their fellow crew members.

It was notable that only one participant chose an isolated spot on the deck to work alone for extended periods of time. In addition to working on his lesson plan, this educator indicated that he was keeping a personal journal. He was the only member of the group that had Imaginer on his first two floors and one of three with an Imaginer energy score greater than 40 in his condominium profile. While he was able to find time to be alone on the ship, those opportunities were rare and “alone” time needed to be reserved for catching some sleep. Most of the participants, however, had little energy for inaction, 12 out of 16 with scores well below 30 on their PPI. This was a good thing. In the aftermath of the first hurricane of the season and the rough seas, all hands were needed on deck to hoist and lower the sails, providing little time for reflection and inaction. When the captain ordered, “all hands on deck”, spontaneous response needed to be immediate! Despite the limited opportunity for isolated reflection, this directive command was a manageable task for Imaginers given their preference for directive communication.

Only one out of 16 of these secondary educators had Persister as a base and phase, an interesting finding in light of the research of the personality structure of a typical secondary school teacher by T. Kahler (as cited in Pauley et al., 2002, p.9) and indicated in the table below. In Kahler's research, a very high percentage of secondary educators had the Persister personality on their base floor.



Contrary to Kahler's research, this was clearly not the case with the group of secondary educators aboard this ship. The sole participant, an educator, with Persister on his base and phase floors, had spent little time at the secondary level, moving to an administrative position in higher education. I found it very telling that during the introductions, he reported that he has the most difficulty with individuals that do not have strong values and a sense of conviction. Such moments of recognition ("aha moments") helped me, as a new trainer, deepen my understanding of and appreciation for PEM for educators. During this voyage, and the constant interactions, I gained greater skill in recognizing the language spoken by the six personality types and in recognizing their needs, in this case the needs of a Persister.

Ship first. Shipmates second. Self last

The culture of the ship was clearly articulated prior to setting sail—"Ship first. Shipmates second. Self last." Self-interest, or "what's in it for me", learned from PEM training to be a hallmark of the promoter, has little place on a tall ship. It was not surprising, then, that Promoters were few in number on the ship, as the participants have chosen to focus on the field of education. As noted earlier, based on the profiling results CEOs of industries, the most common personality structure found was Persister, Thinker, then Promoter with all three being well developed (J. Pauley and J. Pauley, 2009, p. 9). From my personal interactions and background knowledge of the tall ship's captain, I would suspect a profile assessment would yield a stronger base or phase Promoter personality part contrary to the profiles of the working crew and educators aboard the ship. To date, I am only familiar with two captains of tall ships, one through research and the other through my personal experience aboard a vessel under his command. Both would appear to have Promoter well developed in their personality structure.

Commodore Perry's relentless efforts in self-promotion resulted in a transfer of duties and his getting a command. Three years later, he slapped the face of a fellow officer and was challenged to a duel (Naval History and Heritage Command, 20014). According to this account, Perry's opponent walked four paces and fired the first shot. He missed. Perry seized the opportunity to maintain his honor, never firing a shot. Later, recognition by the President of the United States resulted in his selection to an important diplomatic position to South America. Dr. Taibi Kahler in reviewing this historical information noted to the editor, J. Pauley, that Perry's behavior is "consistent with Persister in Promoter phase". As a newly certified trainer, such valued input from Dr. Kahler contributes to my deeper understanding of base and phase behaviors and my ability to provide quality PEM workshops.

Captain Richard Bailey of the *Gazela*, a tall ship out of Philadelphia, is soon to become the captain of the SSV *Oliver Hazard Perry*. A self-proclaimed "man of small stature who commands very tall ships," Captain Bailey is drawn to challenges.

As Pauley & Pauley (2009), write, Promoters "are natural entrepreneurs...and they love to sell." Captain Bailey had the vision to revive another majestic tall ship—the *HMS Rose*—serving as its Captain up until it was sold to Hollywood for the making of the 2003 movie *Master and Commander: The Far Side of the World*, starring Russell Crowe. Bailey commanded the ship during the making of the movie. He is credited with playing the part of, who else, "Captain Richard Bailey." Bailey has been instrumental in selling the concept of building the SSV *Oliver Hazard Perry*, a tall ship for which over 11 million dollars have been raised through private donations and fundraising. My experiences aboard the ship have raised questions for me on the role of the Promoter in an educational environment; while they are few in number they certainly play a key leadership role. My experiences on this voyage have heightened my interest in exploring, in more depth, the role of the Promoter in educational environments.

Bring on the Rebels!

Earlier I asked, "What kind of educator volunteers for such an adventure?" Here is the answer: 7 out of 16 identified as a Rebel on one of their first 3 condominium floors, and 11 out of 16 had Rebel scores ≥ 40 . For me, the single greatest takeaway from this experience was the impact and power of Rebel personalities onboard the ship. While the ship's official crew did not participate in PEM training, it was clear to this PEM trainer that the majority had Rebel personalities. They played games, laughed often, and explained the origins of their elaborate tattoos—purple and teal squid, intricate spider webs, and menacing harpoon lines. Every dinner, our group was treated to outrageous stories. I learned the challenges of my position in academia paled in comparison to eight hours of combining salmon eggs and sperm at a fish hatchery! We learned that success on a ship can be measured by the number of clothespin you can clip on a crew member without their knowledge, or how long you can sway with ship, without holding onto anything in choppy seas.

I obtained Personality Pattern Profiles for two members of the OHPRI organization that served onboard and are assisting in program development. Both revealed well developed Rebel personalities on their first two condominium floors. The ship was filled with Rebels. And those with Rebel on their top condominium floor quickly developed fluency in the language of the Rebel—giving high fives, joining in games, and telling great jokes throughout the voyage. It was not unusual to hear loud whales noises coming from a "stand-up comic" sharing the story of a mammal that walked into a bar. Immersed in the language of the Rebel and in the Emotive channel, we all developed greater fluency in this language.

After the training, one participant commented on my fun spirit, sense of humor, and “willingness to dress up as a pirate to welcome our class.” While my Rebel personality is on my fifth floor, with a score below 40, I developed amazing comfort communicating on that floor throughout the voyage, as did my fellow non-Rebel educators.

Rebel Power: The Implications for Secondary Education

The implications of acquiring fluency and ease in relating to Rebels is profound for secondary educators. Findings by T. Kahler (cited by J. Pauley et al., 2002, p. 9) show the Rebel personality type to be the most dominant for at risk students. In comparison, the Rebel personality part is not well developed in many secondary educators. Recent demographic data released by ATOIRE Communications, LLC (M. Gilbert, personal communication, July 22, 2014) indicates that out of 1539 educators in the U.S. between 1994 and 2014, only 8% were identified as base Rebels. The educators that came on board were seeking information on ways to reach students. They learned to be Rebels and found themselves in an environment that supported this learning. They saw, firsthand, the positive impact of “joyful education” as reported by Jody Willis (2007), a neurologist and teacher. In her excellent article, entitled, “The Neuroscience of Joyful Education” she cites brain and education research that supports the critical need for creating learning environments that support strong positive emotion. Willis provides valuable information for teachers that aligns with PEM concepts, “brain research tells us that when the fun stops, learning often stops too... Classrooms can be the safe haven where academic practices and classroom strategies provide students with emotional comfort (*for the Harmonizer*) and pleasure (*for the Rebel*) as well as knowledge (*for the Thinker*)” (Italics added by this author). The educators on this tall ship voyage sailed in this “safe haven” and now have the potential to transfer this learning to their own classrooms.

Feedback from Participants

The PCM Quality Educator Relations Seminar Evaluation[®], as designed, proved to be an excellent tool for assessing the effectiveness of the training. Selected participant responses include:

Tall Ship Environment

- “Amazing! Challenging and different.”
- “Inspiring and focused unless we were experiencing wave action”
- “Absolutely awesome! Classroom learning on the ship was at times a little distracting.”
- “Opening, inviting, welcoming.”
- “Unusual! Shipboard workshop...but it did promote bonding and communication!”

Fellow Participants

- “What I liked most? My new colleagues and their playful spirit and willingness to explore.”
- “The luxury of having down time in this beautiful setting to get to know new people and share ideas with like-minded people was a great addition to this experience”

- “Fellow students were a joy to work with. I really learned a lot from them.”

Overall

- The material “was intriguing and of immediate utility...It will take far more practice to master.”
- “Living a sailor’s life on a real working tall ship—this was just an awesome learning experience for me. The educational context was totally relevant to my concerns as a teacher and working on a tall ship was awesome.”

Constructive criticism from participants addressed the limitations related to training time, technology, and difficulty understanding unfamiliar, often complex concepts. I have started to develop strategies to address issues identified by the participants. I am confident that as I become a more experienced trainer, I will be able to provide a greater level of support to participants in their effort to grasp concepts. Consideration is being given to expand the course to a three-day training of PEM, with a week at sea on the tall ship, followed by a week-long training on the university campus. Future trainings would take place on the newly constructed SS Oliver Hazard Perry, which will provide for increased use of technology.

Back on Shore: From the Sea to the Classroom

Returning to port has afforded me the opportunity to spend quality time on my Imaginer floor, as a phase Thinker reflecting upon the data and making the following conclusions:

1. Deeper Understanding for Trainers: As a newly certified trainer of PEM, onboard training proved to be an invaluable learning experience, providing me with the opportunity to live amongst the class participants. I gained a *deeper* understanding of PEM and reinforced the concepts learned during the course of KCI certification training. Such close quarters—24 hours a day with 16 strangers—proved to be an invaluable learning experience for making connections with prior learning.
2. Full Rebel Experience: Spend a week on a tall ship with the staff and crew and 16 fellow educators, an immersion experience with Rebels, and you will never be the same. In his popular book for educators, *Teach Like a Pirate*, Dave Burgess strives to empower educators to “explore new frontiers...entrepreneurial innovators who are capable of captaining the educational ships through waters that are rough and constantly changing” (Burgess, 2012, p. xii). After taking the helm and climbing the mast, we were all ready for the next challenge at sea or in the classroom. That sense of teacher empowerment and excitement in learning is critical. In a profession that sees a serious glut of disenchanting skilled professionals—with 50% of new educators in the US leaving the teaching profession in the first five years (Riggs, 2013), it is needed now more than ever.
3. Yes to PEM at Sea: PEM for Educators was recognized by participants as a valuable tool for meeting their needs and the needs of their students. Based on the positive feedback from the participants, PEM will be considered as a on-going offering of the OHPRI’s Education atSea programming. The adjustments made in the delivery of training, such as holding class while anchored, were important, as were suggestions made by the participating educators for tailoring a course delivered on a tall ship at sea.

It has been a week since my first experience as an instructor for the OHPRI Education-at-Sea program. The memories of that special voyage remain vivid, especially as I find myself still swaying with non-existent waves. In time, I know my sea legs will wear off, but one thing will never fade—the powerful learning from PEM® training for both me and my fellow educators onboard our tall ship. We have developed far greater fluency in communicating with others, which we need if we are to win the battles we face as educators.

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More information on the SS Oliver Hazard Perry can be found on the following website:

<http://www.ohpri.org/>

Pictures below (in order): 1. The Mystic, the tall ship chartered for this training voyage, 2. Responding to a request to capture the “Thinker” personality 3. Kathy Vespia’s upward journey on the mast, 4. The educator trainees and working crew with Captain Bailey, 5. The PEM classroom aboard the tall ship, Mystic











Appendix

2014 Oliver Hazard Perry Rhode Island: Sailing for Success Teachers' Course Lesson Plan

Student Name: Fabienne Mondesir

Date: 07/24/14

Assignment: Sailing for Success Teacher Lesson Plan

Course Title: Oliver Hazard Perry Rhode Island Sailing for Success Teachers Course

Dates: 07/07/2014 – 07/11/2014

Instructors: Kathleen Vespia, Ed.D. and Oliver Hazard Perry Rhode Island *Mystic* Crew

Section 1: General Information

School: Boston Latin Academy

Grade & Subject Taught: 9th grade Biology

Number of Classes & Student Load: 5 Biology 1 classes taught daily with approximately 29-31 students per class.

Total Number of Students Taught per day: 150

Lesson Title: Gummy Bear and Diffusion through a Semi permeable Membrane

Massachusetts Department of Education (DOE) Secondary Education Science Curriculum Frameworks

Lesson ID tags:

2.4- Describe how cells function in a narrow range of physical conditions, such as temperature and pH, to perform life functions that help to maintain homeostasis.

2.5 - Explain the role of cell membranes as a highly selective barrier (diffusion, osmosis, and active transport). (State Government Massachusetts *Curriculum Frameworks*. (2001) Retrieved November 5th, 2012, from http://www.doe.mass.edu/frameworks/scitech/2001/standards/ls9_102.html

School & Class Description:

Boston Latin Academy is a grades 7-12 Title 1 Boston public exam school located in the urban neighborhood of Roxbury in Boston Massachusetts. It is open to all students who reside in the city of Boston, and pass the ISEE entrance exam. The Honors and AP® participation rate at Boston Latin Academy is around 72 percent. School begins at 7:10am and ends at 1:40pm and operates on a rotating schedule, having seven 45- minute periods each day. In each of my 5 biology classes I have about 3-5 students who are either on individualized education plans (IEP's) or who are English language learners (ELL's).

The student body makeup is 44 percent male and 56 percent female. There are approximately 1800 students in the school and approximately 120 teachers, administrators and support staff. The school's student population is very ethnically diverse with 70% minority enrollment, and the staff diversity however is only around 12%. To name a few, our students or their families come from places such North Africa, various parts of Asia, the Caribbean, Central and South America.

Section 2: Lesson Goals

BSCS Chapter 4: The Internal Environment of an Organism - the Human Animal.

The lesson for this project is based on concepts from chapter 4, of a larger 3 chapter unit titled "Homeostasis: Maintaining Dynamic Equilibrium in Living Systems" BSCS Biology Human Approach Second Edition textbook (2003), pages 149-170, and 222- 235. The two goals or objectives for my individual self-titled lesson from chapter 4, *Gummy Bear and Diffusion through a Semi permeable Membrane* are to ensure that students will be able to:

- 1) apply the methods of scientific practice while using skills of observation making, questioning, data collecting, data recording, and data analyzing.
- 2) design and/or implement an experiment that explores the mechanisms of osmosis as a way of introducing homeostatic cellular mechanisms.

These objectives will first be measured using formative assessment writing assignments, and later using a summative chapter 4 test and quiz assessments.

Section 3: Lesson Background Information and Overview

The BSCS three chapter unit, as a whole, focuses on the molecular movement of substances across cell membranes. Prior to teaching the *Gummy Bear and Diffusion through a Semi-permeable Membrane* lesson, students will have previously learned about cell structure, function, and parts. After learning about those ideas, students will then be introduced to the concepts of osmosis and diffusion in order to understand how molecules move in and out of cells. In the lesson, a gummy bear will be used to represent a “cell” or a semi-permeable membrane. Students in groups of 4-5 will be given 3 gummy bears and 3 different solution types: ocean water, fresh water, and molasses. As a group their tasks are to:

- 1) make a gummy bear shrink (by immersing it in high solute concentration or a hypertonic solution such as salt water)
- 2) make a gummy get larger (by immersing it in low solute concentration or a hypotonic solution such as fresh water)
- 3) make gummy stay the same (by immersing it an equal solute-solvent concentration or an isotonic solution such as molasses).

After the lesson and the entire 3 chapter unit is concluded, students will be able to demonstrate their understanding of molecular movements via diffusion and its effect on the human body.

Section4: Pedagogy, Engagement, & Differentiated Instruction

The lesson is to serve as an entry point for building curricular relevant content knowledge and to help reinforce concepts that will aid in understanding future lessons of the larger unit on homeostasis while integrating inquiry driven hands-on active learning, oceanic principles, higher order thinking skills, and differentiated instruction to meet the state biology standards on the structure and function of cells.

Using this inquiry model allows students with a range of personality types and leaning styles to question, “explore”, and “engage” with the content in a more meaningful way by doing activities and designing experiments. It also allows the teacher to “elicit” prior knowledge by using meaningful writing prompts, and “extend” on concepts by providing readings and animations for students to view and analyze. Students are also encouraged to work together in groups to problem solve and come to conclusions on their own. This pedagogical approach reinforces Boston Latin Academy’s mission to have students elicit more of Bloom’s Taxonomical higher order thinking skills of creating, analyzing, and evaluating, and lower order thinking skills of memorization, and comprehension. (Overbaugh, R & Schultz, Lynn. (n.d). *Bloom’s Taxonomy*. Retrieved November 5, 2012, from http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm).

Additionally, a deliberate pedagogical approach of using differentiated instruction to accommodate for student learning needs, will be implemented. According to the Taibi Kahler Process of Communication Model, students (and teachers) of various personality types such as Harmonizers, Thinkers, Persisters, Imaginers, Rebels, and Promoters need differentiated instruction to ensure the success of all learners. (Kahler, T. 2014). To account for this students will be group in teams of 4-5 and assigned one of two lab options.

In option 1, students will be shown the lab materials (see next section) and their task will be to make a gummy bear shrink, get larger, and stay the same. They will have to create and document their

plan according to the scientific method (testable question, hypothesis, materials, procedure, data, and analysis). These option 1 students will be made up of “rebels who require more creative and spontaneous stimulation, “promoters” who are very adaptable and can be firm directors, and “harmonizers” who bring balance and nurturing empathy to a group (Kahler, T. 2014). Students who have been assigned to lab option 2, will be given a typed lab procedure with explicit directions of what to do to make a gummy bear shrink, stay the same, and get larger. They too will document their findings according to the scientific method in their science notebooks. These option 2 students that will consist of “thinkers” who are logical and need structure, Persister who are opinionated and dedicated, and “imagers” who need direct and explicit directions. (Kahler, T. 2014).

Section 5: Materials

During Lesson Activity Materials:

1. 3 packs of Gummy bears from any drug store
2. 1 pack presoaked gummy bears in water for 24 hours
3. 2 bottles of molasses
4. 105 medicine cups (21cups/ class of 30 students)
5. 500ml of ocean water at room temperature (salt water can be substituted)
6. 500ml of fresh water from a pond (tap water can be substituted)
7. Gram Scale
8. Napkins

Section 6: Procedure

Pre- Lesson Activity Procedure

In this pre-lesson activity titled “Can You Stand the Heat,” students have three tasks to complete before they are able to successfully do the main *Gummy Bear and Diffusion through a Semi-permeable Membrane* lesson. In groups of three, students will:

1. read a 2 -page scenario about a young man, Josh, and his dog Maggie, doing laborious farm work on a treacherously hot summer day, while drinking very little to no water, but instead, choosing to consume several sugary- caffeinated energy drinks or diuretics, which caused him to exhibit several symptoms such as headache, dehydration, and dizziness, which were later alleviated when his parents give him water. *(See appendix pg. 4: Pre Lesson Activity Scenario Reading).*
2. brainstorm explanations for Josh’s condition, and use evidence from the scenario to answer questions about internal, and external factors that may have affected Josh and Maggie, while connecting their ideas to concepts of homeostasis. *(See appendix pg. 3: Pre Lesson Activity Brainstorm Directions).*
3. complete a homework assignment where had to use the internet to: a) find useful animations about “homeostasis in cells” and cite the source used. b) define and write a paragraph about what they learned about homeostasis in cells and c) create a drawing/visual that supports their learning/understanding.

During Lesson Activity Procedure:

In this *Gummy Bear and Diffusion through a Semi-permeable Membrane* lesson, Option 1 student’s “mission” is to in groups of 4-5, use the scientific method to design and implement an experiment that could be used to explore the mechanisms of osmosis by immersing gummy bears in different solution types.

Option 2 students will be given a typed procedure with directions of what to do to each gummy bear, and they will have to write up their processes in the scientific method. The lesson will take place in 5 steps as listed below.

1. Do Now Writing Prompt- All students will be given a writing prompt that is written as follows: “Read today’s mission and brainstorm ideas for an experiment in our usual scientific method format TQ, hypothesis, procedure, materials, data, etc. Their task or mission will be written on the black board and read as follows:

Post- Lesson Activity Procedure

In this post gummy bear osmosis lesson activity students will have a chance to review and reinforce the concepts of osmosis by modeling and going over their previous day's work. The lesson will take place in 3 steps as listed below:

1. **Do Now**: Using provided colored pencils, students will to copy and draw the 3 large illustrations/models of the gummy bears in different solution types that I had drawn on the black board, and label the arrows in each of the 3 scenarios using the vocabulary terms hypertonic, hypotonic, and isotonic. They will also define the terms solute, solvent, osmosis. *(See appendix pg. 2: Post Activity Sketching Prompt with Student's Response).*
2. **Debrief Do Now**: As a class we will observe the diagram of the 3 gummies in the 3 solution types and label and define the terms as asked in the do now using ideas of the previous day's Gummy Bear Osmosis Activity
3. **HW**: For homework, students will finish the analysis/conclusion portion for their laboratory write up of the gummy bear osmosis activity, while being sure to use and underline as many vocabulary concepts as possible.

Section 7: Assessments

My first goal for teaching the Osmosis Gummy bear Lesson was to have students apply the methods of scientific practice while using skills of observation making, questioning, data collecting, data recording, and data analyzing. This goal will be assessed using a formative assessment Gummy Bear Osmosis Activity Laboratory Writing assignment. In this lab write up, using the scientific method format, students will have to document their experiment while making sure to connect chapter specific vocabulary concepts in their analysis and conclusion section. I will have evidence that this goal is met when I check each student's write up, and debriefed with the class as a whole. *(See appendix pgs. 7-8: Formative Assessment Gummy Bear Osmosis Activity Student Work).*

The second goal for the lesson is to have students design and/or implement an experiment that explores the mechanisms of osmosis as a way of introducing homeostatic cellular mechanisms. This goal will be assessed using the same formative laboratory writing assignment as stated above and by using a summative quiz and test *(See appendix pgs. 9-16: Summative Assessments Chapter 4 Quiz & Test)* that has specific questions about homeostatic mechanisms of osmosis. I will have evidence that this goal is

met when 75% or more of the students successfully answer the test questions. (See appendix pgs. 17-18: *Summative Assessment Students Response*).

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How PCM could expand in Japan

~Within unique culture, custom and language ~

When do you feel comfortable in the knowledge that you are going to reach the participants in a PCM seminar? Is it when you do the Introduction? Is it when you do the History? How about when you demonstrate the miscommunication between a Thinker husband with a Harmonizer wife? We do the exact same dialogues in the Japanese language and this is the moment we know we have grabbed the hearts of our participants. The participants nod their heads or laugh as they recall times in their daily lives when they experienced this same miscommunication.

One of our trainers wrote in their seminar report:

“One couple who attended our Key To Me seminar told us it was the same as the exchanges they experienced in their daily lives and now they seemed to be able to sympathize with each other and to understand each other much better.”

Even though we have a different culture, a different life style, and a different language in Japan, this miscommunication is very common. From experience you can see that this miscommunication is very common in all nations and cultures. In fact, we can see this same miscommunication everywhere

throughout the world. Because of this, our participants learn from their discussions with us that each of us has a different filter, their interest is piqued, and they decide they want to attend a seminar.

We sometimes receive questions such as:

“Is PCM accepted in the Japanese culture?”

“How can the PCM that was developed in the U.S. fit in the Japanese market?”

“Do you encounter any difficulties when you train PCM seminars in Japan?”

We would like to answer these questions and examine how PCM fits in the Japanese culture and explain how it has expanded in Japan today.

Japanese Culture

What things come to mind when you think of Japan?

Perhaps you think of the words “Mt. Fuji”, “Samurai”, or “Sushi” first. Today, people may think of the words “Kawaii (cute)” and “Manga (cartoon)” as well. They are very popular things people think of when they want to describe Japan. These symbols of Japan have changed from generation to generation; however, we also have unchangeable things in our culture. We inherited these things from our ancestors in ancient times. They have remained constant throughout our history and represent our national spirit.

We want to share with you two very popular things that make up the typical Japanese cultural spirit - “Bushido” and “Yamatonadeshiko”.

Bushido: Bushido is the mental, physical, and ascetic practices one uses to take responsibility for self-managing oneself. It is the way to judge oneself. Without becoming emotional, one can philosophically and methodically maintain order and maintain the equanimity between their mind and their physical surroundings. The precepts of Bushido are:

-Control greed and endure hardships and painful experiences with equanimity so as to polish oneself every moment.

-Be respectful and maintain one’s honor while courageously fighting against evil. .

-It is an excellent thing to live to serve the public because this helps build the future of the country.

The Bushido spirit is for men. As they have grown up, Japanese men have been taught this spirit verbally and also have been placed in practical real-life situations in which they have had opportunities to practice Bushido. Which personality type do you think fits the Bushido spirit?

For women, there is a different spirit, called Yamatonadeshiko.

Yamatonadeshiko: Yamato means Japan. Nadeshiko is the name of a kind of flower. Yamatonadeshiko language can be called “flowery” and is characterized by the words “Sweet” and “Faithfulness”. Perhaps the ancient Japanese people wished Japanese ladies to act like this flower. You may have heard the term “Nadeshiko Japan”. This is a nickname for the Japanese women’s soccer team; however, they actually are very strong and active players on the soccer field. As you can see Nadeshiko has a very good meaning and is a way of praising Japanese women. Women who personify Yamatonadeshiko are dignified, pleasant, modest, and neat. Neatness was considered to be a virtue in ancient times and is still considered to be a virtue today. Women who are modest do not compete openly with a man, but diligently project the image of a woman who tries to do things for a man in order to please him. Can you guess which personality type might be the model for Yamatonadeshiko?

The characteristic requirements for men and women were very different in the ancient period. People in this period believed men must develop their Bushido spirit and women must act like the flower Nadeshiko. Today we still believe that these spirits and thoughts can impact our action, attitude and life style. We believe these two spirits have a connection to our strategy to reach the six different personalities.

There was a good example that illustrates that these spirits still are alive and well in the Japanese culture. In 2011, there was a big earthquake in the northern part of Japan. Everyone still remembers it very clearly and thinks about it constantly. In spite of such a state of emergency, the Japanese remained calm. There were no riots or disturbances. Everyone cooperated to deal with the dire situation. In two days they completely rebuilt highways that had been devastated. The overseas media were so surprised that they broadcast all over the world that there were no riots and no looting. They also broadcast pictures of the ravaged highways immediately after the earthquake and the same highways completely restored two days later. This demonstrated that the traditional spirits of Bushido and Yamatonadeshiko still exist in the Japanese culture today.

PPI result

Understanding the unique rules of our culture and our national spirits that were inherited from our ancestors, can you guess which personality types are common in Japan? You might imagine “Persister” men and “Harmonizer women” are most common among the Japanese. If so, you will be surprised by the results of our research. We began having people complete the Personality Pattern Inventory (PPI) in Japan in 2001. As of November 5, 2013, the total number of people in Japan who have completed the PPI

is 9,331. Before 2008 there was no check box for people to indicate their gender; therefore the data we use in this paper is from the 6,962 people who completed the instrument from 2008 to 2013.

Contrary to our expectations, the most common base personality type is Harmonizer for both men and women. Of the 6,962 people who completed the instrument, 59.4% were Base Harmonizers. Base Thinkers were the next most common personality type at 12.1%. Base Rebels were the third most common personality type at 12.0%. Base Persisters were in fourth place with 9.3%. Looking at it by gender, Harmonizer is still the most common. 49.2% of men and 67.8% of women were Base Harmonizers.. Why are most of our participants Base Harmonizers? This is a very good question. It may be the result of the way we approach potential clients and the way the different personality types respond to our approach. Our approach may be more appealing to these personality types than it is to other types. Clearly these types are the ones we are successful in getting as customers.

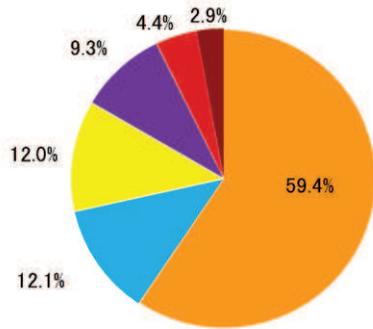
The phase of those who have completed the PPI also is very interesting. The most common phase in men is Persister and the most common phase in women is Harmonizer. Is this the result of our Bushido and Yamatonadeshiko spirits that we inherited from our ancestors? Has the oral and practical experiences that our children experience as they grow and mature, influenced their personality structure and phase? These are very interesting questions and deserve to be researched. Another interesting result of the analysis of our data is that Rebel phase is in the second most common phase for both men and women. The key reason for this also may be because of the method we use in our approach to potential clients. Does our method in approaching clients appeal primarily to men who are Base Harmonizers in a Persister or Rebel phase and women who are Base Harmonizers in a Harmonizer or Rebel phase? This too is an interesting question.

This data is based on only 6,962 results so far; therefore, we cannot say with confidence that this is representative of the entire Japanese population. We will consider administering the PPI randomly and increase the numbers in our database. We then can do more research and study the results more.

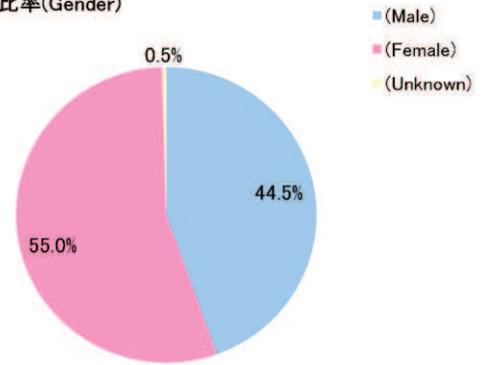
2008-2013

	Total		Male				Female				Unknown	
	総数		男性	(Male)	フェーズ(Phase)		女性	(Female)	フェーズ(Phase)		不明	(Unknown)
全体 Totals by Type	6,962	100%	3,100	44.5%	3,100		3,830	55.0%	3,830		32	0.5%
Harmonizer	4,134	59.4%	1,524	49.2%	701	22.6%	2,598	67.8%	1,303	34.0%	0	0.0%
Thinker	842	12.1%	490	15.8%	565	18.2%	347	9.1%	471	12.3%	1	3.1%
Rebel	832	12.0%	461	14.9%	722	23.3%	366	9.6%	921	24.0%	2	6.3%
Persister	648	9.3%	359	11.6%	740	23.9%	283	7.4%	685	17.9%	0	0.0%
Promoter	307	4.4%	175	5.6%	106	3.4%	129	3.4%	51	1.3%	1	3.1%
Imaginer	199	2.9%	91	2.9%	266	8.6%	107	2.8%	399	10.4%	0	0.0%

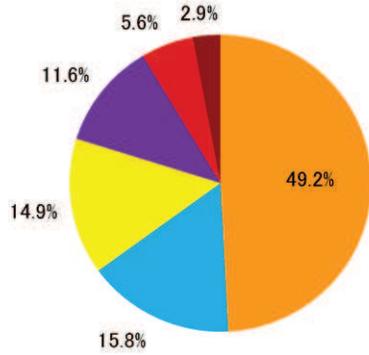
全体の比率(Total)



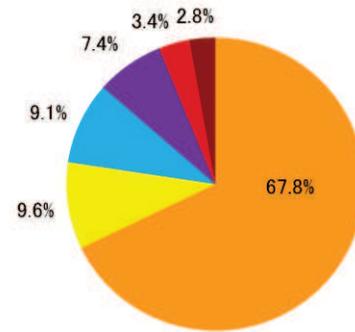
男女の比率(Gender)



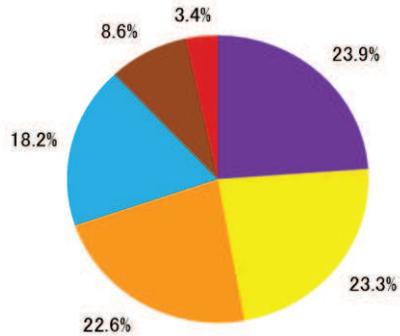
男性ベース(Male Base)



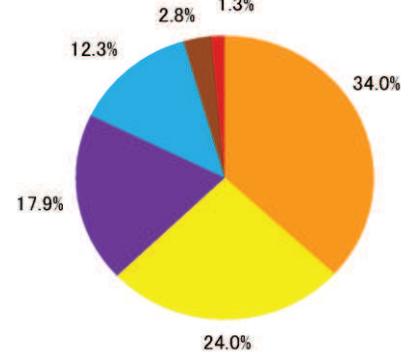
女性ベース(Female Base)



男性フェーズ (Male Phase)



女性フェーズ (Female Phase)



Introducing our operations system

This is our 9th year training Process Communication Model seminars in Japan. Every month we run a Key To Me seminar as an open-seminar. We have about 45 participants learning PCM together every time. Half of them are newcomers and the rest are repeaters. We have not done any advertising or publicity for PCM. Since we began training PCM seminars in 2005 our participants do our advertising for us. We depend on them to tell their friends and colleagues about PCM and our seminars. That is the only way we get our participants.

At the end of the seminar, all the participants write an evaluation just as all participants in PCM seminars throughout the world do in other countries. In section 1 we ask them to answer this question: “Why did you attend the PCM seminar today?” The following are typical of their answers.

“My friend strongly recommended that I attend it”

“My friends enjoy talking about PCM and I want to be able to understand PCM so that I can talk with them”

“I heard it is fun! But I have not heard anything about the concepts of PCM from my friend hahaha”

“The trainer’s process is so interesting that my friend told me”

From these replies, we know that many Harmonizer and Rebel participants have introduced PCM to their special one. (You may be interested to know that our main trainer, Hide, has been in a Rebel phase for at least the last 5 years.)

Other participants love to write comments in the comment section. Here are some of their comments.

“I would like to bring my husband and share PCM with him”

“I am sure I will bring my special friend to the seminar next month.”

“Never had such a practical and an interesting seminar”

“I am going to tell my friends”

“It is very simple but a lot of fun!”

In this way, people share what they have learned with their special one and as a result we get many new participants every month. Frequently the person who told them about PCM attends with them and introduces them to us. The person who introduces them to us also benefits. They want to know their special one’s personality and learn ways to communicate with them in order to establish a better relationship. In addition, they become more familiar with the concepts.

Some of these participants have taken the “Train the Trainer Course”. We began offering this course in 2008 and we now (2013) have 17 active trainers. Each of our trainers has their own background. For example, some are doctors, one is a nurse, another is an elementary school teacher, still another is a business consultant, another is a labor and social security attorney, etc. These trainers run PCM seminars in their various fields and make many new PCM fans in various regions in Japan. The most important mission for all of us is to train PCM the same way Taibi does so as to maintain the integrity of the model and make many more PCM fans.

In order to make a lot of new fans, we focus on taking care of those who return to attend more than one seminar. We call them repeaters and we take care of them because they are the people who will become PCM fans in the future. We encourage our participants to attend the same seminar in the future in order to become more familiar with the concepts. It is not easy to understand and be able to use the concepts after only one day. Also, the next time they come back, the viewpoints they learn will be different for those they learned the first time even though they are hearing the exact same seminar. It is true, isn't it? For example, we seldom use English words in our daily life so Thinker, Harmonizer, Personality, etc. are very new and are difficult for us to remember. They learn the ” key” to knowing and understanding themselves at the first seminar. By the second seminar, their point of view of themselves and other people has changed. Now they likely will hear and understand other information that they did not catch the first time. In this way, they learn something new from the seminar every time they attend. Their satisfaction with the seminar increases and they become even more of a fan of PCM.

We also benefit when participants come back to us. We have an opportunity to communicate more with them and establish better rapport. This also provides us with a good opportunity to tell them more about the concepts of PCM. In addition, our bonding with our participants enables us to establish true mutual trust. Also, we can tell them how PCM has helped greatly enhance people's lives. In this way, we automatically increase the number of PCM fans. Of course, the training always is done in an environment where they feel safe and we make certain the seminars always are full of Japanese hospitality “O-MO-TE-NA-SHI”.



Key To Me seminar

Recent Action

The number of our trainers and participants has increased each year; therefore, in 2011 we decided it was time to do “re-Branding” for us. We have been preparing for it ever since.

There are three main ideas.

1, Revise and update all the visible materials including our Homepage, the PPI web face, Seminar books, Brochure, Name card to the set of materials we hand out. Fortunately, Gerard Collingon, the owner of KCI Europe, allowed us to use their original sexy design. We now have this design on our Homepage and on our brochure. We have announced that the designs are from France. This tells our clients that PCM is a worldwide method and is not only used in the U.S. and Japan. We also say that people also can see the same logo in Europe. There are many European companies with branches in Japan. Being able to show a connection to PCM in Europe will be very helpful when we approach these companies in the future. Actually we have had some participants from European companies already. Their headquarters asked them to attend. We hope to increase the number of participants from these companies in the future. We also have a smaller brochure that is below the picture is designed especially for women. It is small enough that it can fit in their small handbag and is easy for them to carry. We have included a picture of the smaller brochure below.



Having a good quality and a light weight seminar book helps participants read and study on the train or in public places. Their names are printed inside. We put our ingenuity here and there for convenience.



3 major seminar books

We needed to change everything; however, remaking the Japanese PPI web system was an innovative action for us. We translated it again with input from all our trainers. The design of the web face has changed and it has kept a sense of PCM unity. Before that, the Japanese font did not show correctly and messed up the pages. As a result, our staff had to input all the participants PPI manually. Now, participants can input anytime, anywhere by themselves. This also enabled us to reduce the deadline for the input time. In Japan, people prefer to use their mobile phones to access the internet rather than using their PC; therefore, we had to ensure that people can access the system from their mobile phones. We are still working so that we can print the seminar book data in Japanese automatically. We hope it will be completed soon.

2. Systematization of the customer management method: If our participants want to enroll in a seminar, they can enter from our web. We added one more system so that we can manage our customers more efficiently. The personality structure for each participant is displayed on the screen. This helps us to know their base and phase immediately so that we can motivate them at their phase and communicate with their base quickly. All trainers have the same system, so we can share the information of our clients with each other all the time. From the display we also can see each customer's history, when they attended the first seminar, which trainer's seminar she/he attended. This helps our participants to attend other seminars smoothly.

3. Strengthening our relationships with trainers: We believe re-branding is not only revising the way people input information, our adding more goods, or updating our systems. Re-branding is much more than that. It is our new voyage. Therefore, we asked all our trainers to join the voyage and cooperate with us in making our vision a reality. We believed that if we were to be successful, we had to be united in order to create a new period. Change is uncomfortable, so this undoubtedly was a very hard time for KCJ and our trainers. We had to face a lot of the new things. The translation changed, a new data system was introduced, the design changed, etc.

October 31, 2011 was the day we began our new voyage. The time flies so quickly, it has passed almost 3 years. All the systems are operating smoothly and soon everyone will be satisfied with our re-branding. Because we did re-branding with one unified goal, we became more unified. In addition, the more we thought of PCM, the more we realized that we and our trainers had to study the concepts more in order to provide higher quality seminars. As a result, our trainers now voluntarily gather and do study sessions. We create sample dialogues for typical situations and do role playing for dealing with driver behaviors, second degree masked behaviors, and other situations. Everyone is willing to study and improve our skills for our benefit and for the benefit of our participants. Trainers bring their own case studies and share their stories. Trainer study sessions are held once a month. These are in addition to the two national trainer meetings that are held each year. This has strengthened the bonding among all our trainers and with corporate headquarters. As a result, our trainers understand the concepts better, are unified in what they are teaching, and are providing high quality PCM seminars, just as trainers in other countries are. This is the result of the success of our re-branding.

We repeatedly say that even if a people's culture, customs, and words are different, PCM is the common and unique language of people in any place. It is the same for the Japanese. We Japanese are sure that PCM can improve peoples' lives markedly. Japan has just started PCM. With your help and cooperation, PCM will be adopted and expanded throughout Japan.

The next challenge for us is to hold the International PCM congress in 2014 as the host country. We would like you to experience PCM in Japan with full O-MO-TE-NA-SHI. PCM has a history. We want Japanese clients to know the history of each country, the activity in various fields, and your experiences. Also it will be a valuable experience and priceless time for all of us.

Finally, we would like to tell you what our clients attending a seminar are experiencing in their lives. Our goal is to introduce them to PCM to help them deal with the problems they face and lead happier, healthier, and more productive lives.

We look forward to meeting you at the conference here in Japan!

~From clients voices~

I want to improve my human-charm.



I want to know myself first.

I want to know my strengths and weaknesses.

I want to be able to find the strengths of others and help their growth.

I want to know how to get along oneself and how to get along with other people.

How I can know a client's needs?

I am at a loss to understand why I do not reach my partner.

I would like to be able to get customers to trust me.

It is work for me to establish contact with a person. I am weak in communication