Communication Models, Characteristics of Individual Communication

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ABSTRACT

The purpose of human communication is to convey and acquire information, as well as to share individual emotions and needs. The success of this process depends on a number of factors. During socialization, every child encounters several communication styles and develops their own – typical – communication techniques along these patterns – with attention also to the by other persons expected behaviours and other influencing factors. Blockage in interaction also can be caused by the reason inherent in the individual's ability to communicate, as well as by an inappropriately chosen form of communication. The chapter gives a brief overview of the individual characteristics (and disorders) of effective communication, as well as the personality typologies (e.g. DISC-model) that determines our communication style. Solutions that strengthen communication capabilities and support effective interpersonal communication, such as the 5C or 7C communication model, will also be presented.

KEYWORDS

effective communication, communication disorder, DISC-model, integrated communication, 5C, 7C, individual communication competences, personality

1. Criteria of Personal Effective Communication in Human Interaction

Effective personal *communication* can be disrupted by a number of circumstances, including physical, psychological reasons or lack of motivation on the part of the individual that make it difficult for him/her to participate in interpersonal interaction; at the community level, for example, lack of knowledge or acceptance of the communicative specificities of a particular culture or group of people (e.g. the elderly); the violation of generally held expectations, collective silence and distortion can cause conflict and fault lines in society as a whole.

Even in their absence, communication difficulties can be caused by inadequate conditions. These may include ambient noise, different levels of ability to use the communication equipment, distance in time or space.

Another definition of communication disorder is given, for example, in the 1998 Act on the Rights of Persons with Disabilities and Ensuring their Equal Opportunities.

Pursuant to Article 4 point a) of Act XXVI of 1998, a person with a disability is defined as "a person who long-term or permanent lives with a sensory, communication, physical, intellectual or psychosocial impairment, – or any combination of these –, which, in interaction with environmental, social and other significant obstacles, prevents effective and equal social participation".

Therefore, a communication disorder – if it has an inhibiting or limiting effect – can be defined as a communication disability under Hungarian law.

2. Barriers to the Effectiveness of Human Communication

In this approach, a *communication disorder*[1] is an impairment in the ability to receive, send, process and understand concepts and verbal, non-verbal and graphic symbol systems. It can be acquired or congenital, homogeneous or combined, it can result in a primary disability, but it can also be linked to other disabilities as a consequence, and to varying degrees.

The first large group of communication breakdowns belongs to the "*input*" side of information exchange. Hearing impairment is the result of an impairment of the auditory sensitivity of the physiological auditory system. In addition to deaf and hard of hearing people, central auditory processing disorders can also be included here. This is a deficiency in the processing of auditory signals that is not the result of peripheral auditory sensitivity or intellectual impairment. The significance of hearing impairment is increased by the fact that it can limit, among other things, developing speaking skills or understanding communication.

Barriers on the "*output*" side of information exchange include speech disorders (e.g. impaired articulation of speech sounds), articulation disorders (atypical formation of speech sounds, distortion of intelligibility), fluency disorders (different speech rate or rhythm) and voice disorders (e.g. age/sex-specific pitch).

In young people, language impairment, i.e. impaired understanding and/or use of spoken, written and/or other symbolic systems, can be particularly significant. This may affect the form, content and/or function of language in communication. Naturally, such a difficulty may be a particular system of symbols used by a particular group of individuals, reflecting, for example, specific cultural or ethnic factors. In this case, however, we are not talking about a communication disability, but about a barrier to effective communication at the community level.

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1 American Speech-Language-Hearing Association, 1982, pp. 949–950.

While the lack of knowledge or misinterpretation of communication axioms can be described as a problem mainly on the side of professionals, communication barriers among other actors in interpersonal interaction can be, for example, communication breakdowns.

Communication skills can be developed, but the prerequisite for this is that we recognize our own communication style and are able to identify our weaknesses and their causes.

3. Effective Human Communication and Personality Type

The personality of the person participating in human interaction and its characteristics significantly influence the typical communication style both directly and indirectly. This is particularly evident in conflict situations, or in situations where strong group pressure is exerted on a person to adopt an opinion that differs from their own convictions and way of thinking.

When choosing reactions to conflict situations, it is decisive what personality characteristics we have.[2] A person who is terrified of conflict situations, cannot stand the tension and body feeling that comes with it, will not get into such a situation, even if he knows for good reason that he is right. While the person who is fuelled by the conflict loves the adrenaline rush that comes with it, he is willing to get into an argument with the other even if he himself knows that there is not much basis for his demands.

In his 1969 experiment, Solomon Asch investigated the willingness of people to give a clearly wrong answer during a simple perceptual task under the influence of peer pressure (the previous respondents gave the same false answer). Based on this, the test subjects were classified as *conformists* or *nonconformists*. Further subgroups can be formed within the two categories.

Examining this grouping from the point of view of conflict situations, in our view, the willingness to accept conflicts (and active communication) can develop as follows for each type.

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2 See more details: Csemáné Váradi and Gilányi, 2010.

Table 1. Types of individual adaptation to group norms[3]

Conformist		Non-Conformist	
Subtypes of Personalities			
'Waxman'	the desire to avoid conflict is stronger than their sense of justice does not enter into a debate even if all the necessary conditions are given	conscientious	truth is the most important value; therefore, to stand up is a matter of conscience, an inner moral urge; In this respect, it is not decisive whether it is one's own truth or that of others (perceived or real)
low self-confidence person	they are not afraid of conflict in itself; they haven't any or have very low self-confidence, doubt their own abilities and knowledge, so their passivity can be traced back to this conviction	high self-confidence	a task-oriented persons who trust their own knowledge and abilities; thus, if they are convinced that they know the best solution, they are willing to take on the conflicts; at the same time, they can be persuaded when the alternative to solving the task more efficiently is verifiable or justified
submissive	they are not afraid of the conflict itself, but if the group pressure is strong, the majority is against their position, or if they have to contradict a person who they accept as a model or they consider superior to them for some reason (e.g. a person of higher social status), then they submit to the opposing opinion (regardless of their own beliefs or their truth)	individualist	self-centred, independent, strong personalities who are very difficult (or impossible) to convince; often those who do not tolerate limitations or submission to external will, and therefor don't „retreat" from the debate, even if they recognize the incorrectness of their own position

The communication style of people who are more accepting of conflicts is more open, powerful and intense, both verbally and non-verbally, while people who avoid conflict are more characterized by passive, withdrawn behaviour.

The communication of an individual, determined by their own personality, is also an important factor in how well they are able to fit into a given community or organisation.

These characteristics also influence how well they are able to meet the (perceived or real) expectations of the social role or workplace status they currently hold. These expected forms of behaviour often only exist in the individual's imagination, but they will adapt their own reactions to them.

If someone who has been placed in a leadership position is a conformist type, meaning they do not like to come into conflict with anyone, then this expected behaviour could pose a serious psychological burden and everyday problem for them.

They go to work full of tension and experiences everyday life as stress. As long as they were a subordinate, their performance soared because they proved to be a good employee, carried out the instructions of the leader, and performed their tasks without question.

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3   Author's own work based on Csemáné Váradi and Gilányi, 2010.

However, in their new position, they have to struggle with themself every day to be able to manage his subordinates and confront them if the task requires it.

Ultimately, this will have negative consequences in every respect, because not only will their own work efficiency and that of the unit they lead be low, but their poor well-being and frustration can also affect their private life, home and family roles. (But the deteriorating work efficiency, the lack of management and control, the different work activities of other employees, and the bad workplace atmosphere due to the internal conflicts that arise can also indirectly negatively affect the commitment of colleagues to their workplace.)

Whether a given person typically exhibits conformist or nonconformist behaviour depends significantly on the specific situation. Someone may be "eternal" nonconformist at work or in their peer group (because they are convinced that they stand out from the others in terms of knowledge, experience, creativity), but at the same time conformist in their own family. For various reasons – the other person is very important to them emotionally, they respect their parents, love family traditions, are proud of their roots, ethnic, national, etc. identity – they follow conformist behaviour in their private life.

The decision to what extent someone dares to take on the conflict with group norms is influenced by the degree of their self-esteem and self-evaluation - as the subtypes of personalities show to us.

Confrontation and conflict situation – especially if the power relations on the two sides are different (me vs. the others) – can be accompanied by some degree of stress or anxiety. Therefore, the individual's ability to tolerate tension and stress will also affect their decision.

In this context, upbringing, norms and values acquired during socialization also play a significant role. If a person comes from a typically authoritative environment, where the community, the elderly, those with greater knowledge or those in higher social status enjoy serious respect, then they can extend this attitude to other behaviours easier – even at work.

However, their choice may depend not only on these facts, but also on their experiences with the given specific – or previous similar – situation or the people involved.

Often, the interaction of these together leads the person to one of the subtypes behaviours. If they have had bad experiences in a similar situation before, and in addition, the learned behavioural pattern is the incorrect way of processing information coming from the external human environment, then the prejudice that develops in this way also plays a role on this field. Prejudice is a positive or negative evaluation of a social group and its members. Then the individual projects the negative (or positive) opinion they have formed about the given group onto the specific concrete person without they know him or her. Their interaction is based on them by prejudice influenced decision (e.g.: "the children coming from such background only really listen to the harsh word'; "it's not worth talking to the teachers because they won't help you anyway").

Other typification of human personality is also known. One of the most widely used groupings, especially in the world of work, is the so-called *DISC system***⁴**. The system itself creates personality types by examining the observable behaviour and emotions of the individual.

The intention of typifying people is of interest to scientists from a long time. Based on the medical knowledge of the time, *Hippocrates* (460–375 BC)[5] assumed the existence of four basic humours[6], similar to the four elements of world (air, earth, water, fire), whose predominance typically characterizes a particular type of person. On this basis, he distinguished the sanguine, melancholic, choleric and phlegmatic types[7].

Galen (129–201 AD)[8] further developed the Hippocratic system and supplemented the biological characteristics with typical behaviour and emotional and mood reactions characteristic of the given type[9]. For example, the sanguine person is usually cheerful, his emotions are intense, but they last for a short time; the melancholic person is reserved, has difficulty making decisions, and his emotions develop slowly. In contrast, the choleric person is very impulsive, reacts quickly, often out of anger. The phlegmatic type is reserved, has difficulty getting excited by those around him, and his emotions develop slowly. They are mostly calm, balanced individuals, but behind their calmness there is sometimes apathy. The emotional state and reactions of each type significantly determine their communication characteristics, because communication is the means of expressing emotions.

Among the scientists dealing with personality types, the work of *Jung* (1875–1961)[10] stands out, who typified the four psychological functions of the individual[11]: feeling and thinking, perception and intuition. Later, he distinguished an additional dimension: extraversion and introversion. (The importance of these also appears, for

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4 See more e.g.: Holland, Perry and Adams, 2015 or Vega, 2024.

5 Hippocrates (born c. 460 BCE, island of Cos, Greece – died c. 375 BCE, Larissa, Thessaly) was an ancient Greek physician who lived during Greece's Classical period and is traditionally regarded as the father of medicine. Smith, 2025.

6 "The Human body contains blood, phlegm, yellow bile, and black bile. These are the things that make up its constitution and cause its pains and health. Health is primarily in which these constituent substances are in the correct proportion to each other, both in strength and quantity and are well mixed. Pain occurs when one of the substances presents either a deficiency or an excess or is separated in the body and not mixed with others." in Lloyd, 1978, p. 262.

7 Nagybányai Nagy, Pongor and Hadarics, 2014, p. 11.

8 Galen (born 129 CE, Pergamum, Mysia, Anatolia (now Bergama, Turkey) – died c. 216) was a Greek physician, writer, and philosopher who exercised a dominant influence on medical theory and practice in Europe from the Middle Ages until the mid-17th century. Nutton, 2025.

9 Nagybányai Nagy, Pongor and Hadarics, 2014, pp. 11–12.

10 Carl Jung (born July 26 1875, Kesswil, Switzerland – died June 6 1961, Küsnacht) was a Swiss psychologist and psychiatrist who founded analytic psychology, in some aspects a response to Sigmund Freud's psychoanalysis. Jung proposed and developed the concepts of the extraverted and the introverted personality, archetypes, and the collective unconscious. His work has been influential in psychiatry and in the study of religion, literature, and related fields. Fordham and Fordham, 2025.

11 Nagybányai Nagy, Pongor and Hadarics, 2014, p. 14.

example, in Eysenck's theory, which explains the cause of non-criminal behaviour by the level and characteristics of condition ability.)

The DISC model is named after the initials of the words Dominance – Influence – Consistency – Compliance. The theory is associated with the name of an American psychologist, William Moulton Marston (1893–1947)[12], who explained people's emotional reactions with it in the early 1920s. Although the four types[13] are different from each other, and usually every person has a dominant type, it is very rare that other types do not characterize them to some extent. For example, someone behaves completely differently in a workplace where they work under pressure and are not attached to their task or the people working there, than in their free time, in relation to their family or friends.

However, the personality type that dominates an individual determines task and relationship orientation, extroversion or introversion, characteristic emotions, basic fears.

It is very important that both problem-solving abilities, their typical method, and their characteristic communication style are strongly influenced by belonging to a particular personality type.

Although both Dominance and Compliance (Conscientiousness) are task-oriented, the former is an open, extroverted type, while the latter is not. This also influences their attitude towards work. Thus, Dominance is typically goal-oriented, risk-taking, result-oriented, competitive, decisive, proactive, bold, decisive and energetic, while the Compliance-type person – due to his introversion – focuses more on the individual completion of the task: independent and methodical, accurate, analytical, conscientious, with high standards, cautious, precise, fact-finding, detailed, diplomatic.

The difference is similar in the case of the other two relationship-oriented personalities, although good relations with colleagues, nurturing and protecting relationships at work are very important for both of them. The more reserved Steadiness (although his work pace is slow) is a real team player: reassuring, kind, patient, a good listener, calm, honest, understanding. They avoid risk, is reserved, restrained, yet friendly and courteous. The Influence type is also a good team player, but in a different way: open and direct, full of self-confidence, who gives energy to others, inspires them. They are persuasive, enthusiastic, optimistic, popular, sociable, unbiased, optimistic person.

Consequently, their typical fears are also different: Dominance fears being exploited, the emotional manifestation of which is anger, which encourages him to fight. Influence is afraid that others will act demandingly towards them, which

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12 William Moulton Marston (born May 9 1893, Cliftondale, Massachusetts, U.S. – died May 2 1947, Rye, New York) was an American psychologist who is best remembered for his contributions to two distinct fields: psychology and comic books. His work led to the invention of an early prototype of the lie detector test, which was developed from ideas Marston formulated with his wife, Elizabeth Holloway Marston. (He also created the comic book character Wonder Woman, the model for which is believed to have been his wife.) Tabor, 2025.

13 Nagybányai Nagy, Pongor and Hadarics, 2014, pp. 15–16.

makes him lose his optimism. In such cases, he flees from the situation. Steadiness is afraid that he will lose the security that is important to him. They hide their emotions, turn even more inward and endure them silently. Compliance (Conscientiousness) is very afraid of criticism, which causes him serious anxiety. When faced with this, he prefers to avoid confrontation or become cynical.

These characteristics, principled priorities, and typical emotional reactions also affect the characteristic communication style of individuals.

For Dominance, the goal of communication is to achieve the result as soon as possible. That is why they often use interrogative sentences? What? How much? What?), waiting a quick answer, which is often indicated by words such as: "today", "now", "immediately", "the best", "optimal".

Although Influence is also extroverted, the other person, colleagues, and those around them are important, than for the Dominance. So, their question words are also related to this (Who? With whom? To whom?). They are very direct, they talk a lot, sometimes rambling, changing topics. Because of this, others may feel that their interest is not sincere, but rather superficial.

For the introverted Compliance (Conscientiousness), the goal of communication is to obtain information so that they can follow their analytical, detailed work style. Therefore, they most often use the question words necessary to obtain data, facts, etc. (How? How? In what way?), and their speaking style is characterized by seriousness and a restrained style. At the same time, if necessary, they persistently go into details, ask a lot of questions, and often ask for written material.

In contrast, Steadiness focuses on the process of solving the task. Due to their personality, they have difficulty making decisions, which is why their work pace is slow, and their communication is characterized by a procrastinating, restrained style and the avoidance of conflicts. Since they are slow and indecisive, they want to understand what is happening, so their frequent question is Why?

If an individual is in the "wrong" job at work (which isn't adequate with their personality and typical communication style), this can have a number of negative effects on everyone involved, which will ultimately also negatively affect the workplace outcome.

In addition to different personality traits, differences in typical communication styles can also generate serious conflict situations. If a Dominance, who expects quick answers and wants a solution as soon as possible, interacts with a meticulous, detailed and questioning Compliance, or an indecisive, slow-communicating Steadiness, who ask too much or cannot give a concrete answer, this difference in itself can generate serious negative emotions in those involved. Dominance becomes angry because they feel that they are not being taken seriously, which triggers strong emotions in them and encourages them to attack and argue further. In contrast, Compliance (Conscientiousness), who is already afraid of criticism, either withdraws from the situation or reacts cynically. There will be never a good and fruitful interaction between these parties, just as there will be if Steadiness, who has felt safe in their role so far, not

only closes off in communication with the Dominance, but also finds themself in an emotional crisis and loses their sense of security.

No matter how the interaction between the parties ends, the effectiveness of interpersonal communication is every time questionable.

Therefore, there are many programs and practical summary in the literature that provide advice on communication between different types.

In my opinion, however, in every case, two important prerequisites must be met: the person in question must know himself, be aware of what kind of behaviour characterizes him, which are his priorities and typical problem-solving and communication styles. Only then can the other important condition be met and this is understanding (or at least striving for) the functioning, behaviour, reactions, needs of the other party. In this way, both similarities, possible common points, and differences can be more easily identified, and the interaction between the parties will be based on mutual understanding and respect.

For example, in the absence of sufficient empathy, openness and understanding, the communication style of the Dominance person may seem forceful, blunt, demanding and rash. In contrast, the communication style of the Influence person may also be disturbing or "too much", as it may seem too talkative, energetic, scattered or too emotional. Although these are positive adjectives, in a formal, work or a more casual, distant relationship the caring, gentle, considerate and dependable communications of the Steadiness person could be to annoying, unpleasant – and maybe too confidential – for the other person. The communication style of the Conscientious person may be too slow, ineffective and unreasonable (or sometimes too personal) for the communication partner due to its systematic, analytical and meticulous nature. (Despite the fact that they give the impression of a reliable and trustworthy person.)

In order to ensure effective communication and effective cooperation between the parties, it is important to keep in mind[14] that the Dominance person responds well to the communication, if the communication of partner is characterized by confidence, directness and gets to the point quickly; the Compliance (Conscientiousness) person is open into the cooperation, if the partner-communication is positive and optimistic the other person is enthusiastic and excited, and their interaction is warm and open; the Steadiness person is open to a partner whose communication is warm, accepting and patient, but at the same time exudes calmness and prudence; the Compliance (Conscientiousness) person is a good communication partner, if the other person communicates calmly, logically and based on facts; if they think in a system and are able to give the Compliance (Conscientiousness) person time and space to think things through.

Taking these few facts into account alone – with the adoption of accepting the other's different personality and communication style – can significantly help the parties to communicate more effectively, build relationships and cooperate.

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14   Vega, 2024, p. 10.

Figure 2. Elements of communication practice based on the DISC-types[15]

Personality	Try to:	Be prepared for:
Compliance (Conscientiousness)	Be logical and systemic Valuable high standards Be precise and focused Provide background information and facts Show dependability Give time to prepare	Questions Resistance to vague or general information Desire to double check Little need to affiliate with other people
Dominance	Make communication brief and to the point Respect their need for autonomy Be clear about rules and expectations Let them initiate Show your competence Stick to the topic Show independence Eliminate time wasters	Blunt and demanding approach Lack of empathy Lack of sensitivity Little social interaction
Steadiness	Be warm and supportive Give clear expectations and deadlines Allow precedent to be a guide Provide a consistent and secure environment Let them know how things will be done Use sincere appreciation Show their importance to organisational good	Friendly and warm approach Slower to change Difficulty prioritizing Difficulty with deadlines
Influence	Approach then informally Be relaxed and sociable Let them verbalize thoughts and feelings Keep the conversation light Provide written details Give public recognition for individual accomplishments Use humour	Attempts to persuade/influence others Need for the "limelight" Over-estimating self and others Emotional responses

4. The 5 Criteria for Effective Human Communication – The Magic "5C"

The typology based on the DISC system, the individual personality types, the dissimilar problem-solving thinking, a different stress management techniques or the communication attitude determined by them characterize people both in private and official interactions. Thus, it is also relevant for professionals working with children – whether it is cooperation within their own organization or with other partners or with children or their representatives. However, it is important to emphasize that in the case of children – especially in connection with the development of their personality - the findings of the DISC system will only be relevant depending on their age and mental, cognitive development. In the effectiveness of communication with children,

15   Author's own work based on Holland, 2007.

it is especially important to take into account the communication characteristics and specific needs and demands of the children in addition to the communication characteristics of the other party.

In addition to a well-chosen communication style, the exclusion of various distractions, continuous feedback, control, etc., a further condition for the development of effective communication is the consciously sent message. The communication literature names several criteria that can promote successful interpersonal interaction on an individual level.

An important tool for effective human communication is to focus on the magic "*5C*". The "5C" is a commonly used tool and method, which strengthens the individual communication skills. With its help the persons become able to prevent miscommunications, and to build better bonds with others.

The "5C" appears in the literature with different – although pointing in the same direction – elements.

According to one approach[16], 5C-based communication is characterized by the following: *Clarity, Conciseness, Correctness, Courtesy, Consistency*

According to another approach[17], the elements of 5C communication are *Completeness, Concreteness, Credibility, Compelling, Compassion.*

In both cases, it is characteristic that during communication – regardless of the nature of the channel (verbal, written) – not only the clarity and comprehensibility of the messages sent to the other party is important, but also to strengthening the calm, positive atmosphere based on messages sent through non-verbal channels, suitable for building trust.

In the case of the first 5C-based communication: the person's manner is polite and respectful, their message has a clear purpose, their wording is direct, simple and to the point the message of the words is clear (free from the psychological level), they send messages of the same content through both verbal and non-verbal channels, their communication is conscious and self-controlled (aiming to be free from mistakes, etc.).

In the case of the other 5C-focused communication: a) the person's metacommunication is empathetic, they pay attention to the other's point of view (therefore, the content of their argument, the specific style of their communication changes all the time in response to the psychological needs of the other party); b) in the interest of effectiveness, they pay special attention to two facts: 1. from a formal point of view, to be specific, 2. from a content point of view, to share all the information that the other party considers important; c) they base their arguments and opinions, authentically, share facts in a way that maintains the other party's interest all the time; d) therefore, it is not only effective, but also has convincing power due to its authenticity.

As diverse and multifaceted as communication itself is, so too is also the range of the effective individual communication theories. Thus, there is an approach that does

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16 Singfield, 2020.
17 Jain, 2025.

not profess the principle of the 5C, but the principle of the *7C*[18]. In this case, effective personal communication is achieved if 7 criteria are met. These: *clarity, completeness, conciseness, correctness, courtesy, consideration, and concreteness*.

Each element has its effect in different areas, and the purpose of their application is also different. Thus, clarity ensures the accurate and efficient transfer of information; completeness ensures the full understanding of the transmitted message; conciseness ensures the preservation of the content of the message and the maintenance of the partner's attention; correctness ensures the avoidance of misinterpretations and misunderstandings; courtesy ensures the building of trust and the avoidance of tension and psychological pressure; consideration ensures the increase in the chance of receiving (or reacting to) the transmitted message; while concreteness increases the chance of visualizing the information, thereby increasing its persuasive power and the degree of recall.

What should be abstained for effective communication from? Among other things, the following should be avoided: the use of jargon; complicated or multi-meaning words and ambiguous or abstract statements; expansiveness, wordiness, lengthiness; sharing unnecessary details; rapid or frequent changes of topic or constant switching back and forth between topics; disrespectful or offensive language; impolite behaviour (including non-verbal channels); ignorance the audience's level of knowledge, cultural background, or communication style.

By observing these aspects, the effectiveness of communication can be increased in both professional and personal environments. Not only does the interaction with the other party become outstanding and memorable, but the bond between the parties can also be strengthened or the quality of the relationship can improve.

Person-to-person communication can appear in many ways, like in special situations or with dissimilar purposes. Thus, different characteristics can be described as a *teacher-student-parent*[19] or a *doctor-patient communication*[20]. The 5C communication model appears in the field of education with two different contents. On the one hand, in the field of teachers' communication with others, especially with students, and on the other hand, as a goal of education: i.e. that students acquire 5C communication skills at school.

While in the former case the communication (with minor differences) encompasses the classic content elements - Clarity, Credibility, Care, Closeness, and Confirmation - in the latter case, interpersonal interaction can be described with the words "Communication, Collaboration, Critical thinking, Creativity and Character/Citizenship".

The educational methodology focusing on the development of 21st century skills has many specific features. Its most important goal is to ensure that children leave school as versatile, open-minded and creative, with good problem-solving skills, who

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18 Porwal, 2023, pp. 515–517.
19 E.g.: Bud and Jacobson, 2023.
20 E.g.: Kessler et al., 2015, pp. 713–721.

can adapt quickly to changing external conditions; it means, that they are strong not only in their hard skills but also in their soft skills.

To this end, the educational methodology is practice-oriented, strongly building on the children's self-assessment and their own active participation. The elements of interpersonal interactions based on the principle of holistic development build on each other and strengthen each other. The framework for this is provided by Project Based Learning (PBL)[21]. Students work in groups to investigate and solve a real, complex problem that concerns them. For this, they need skills such as *Collaboration, Critical Thinking, and Creativity*. An important prerequisite for being successful in the community is understanding one's own role – and in connection with this, one's own responsibility – and through this, ability to developing one's social responsibility (*Character/Citizenship*).

However, the alpha and omega of this PBL-method is communication, which permeates all stage of the process. Not only in terms of basic elements such as collecting information to outline the problem, question-techniques to understand it, or the willingness to discuss to ensure joint work.

The essential element of the method is continuous feedback. This is not only important from the teachers' side; in fact, it encompasses the students' self-assessment and the feedback to be given to their peers – and not only in terms of strengths. Students must recognize and be able to formulate their own – and others' – competences to be strengthened, and the possible directions for further progress and (self) development.

And this cannot be done without considering the 5C criteria system – with partly different content – for either actor. Clarity, Conciseness, Correctness, Courtesy, Consistency are important in the feedback given by students to their peers, while Clarity, Credibility, Care, Closeness and Confirmation have to be characterized the teachers' responses to their students.

On the field of content of the messages Clarity and Credibility play a role as a main criteria of effective communication. However, in this system of personal relationships – due to partly concerning also sensitive issues (like students' weaknesses) – the nature of the "form" is also very important. A protected, caring (Care) and direct (Closeness) interpersonal relationship opens up the possibility for the student to turn to the teacher with confidence at any time if he has a problem or doubt. This requires Confirmation – that is, the teacher does not give only a feedback but acknowledges the student's efforts, his achievements so far, and supports him on his further path.

It is *important* to emphasize that the classical 5C-framework of teachers' effective communication is important also from two sides.

On the one hand, no matter how well-organized, highly scientific rated perfectly equipped and staffed with renowned professionals an educational institution – even a university – is, more than the school atmosphere framed by these facts, something else has a much greater impact on the advancement and academic achievement of

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21 Baird, 2019, pp. 107–122.

students: the quality of the interactions between the teacher and the students[22]. (This is also interesting because, for example, according to research focusing on teachers' needs in professional development – via chain mediators of self-efficacy and instruction practice – the school climate is the most important influence factor in the need for professional development.[23])

On the other hand, the 5C model applied in the framework of teacher communication is decisive both in model creating for students and in establishing a trusting, supportive relationship with parents.

A positive teacher-student relationship is a prerequisite for the students' progress and successful school integration, which requires teachers' positive communication behaviour[24]; the basic principles of which stem from positive psychology. The 5C positive teacher interpersonal behaviour, as a model, also has a serious indirect impact on students' communication style, their level of trust in adult society and their subjective well-being.

The application of the 5C model can be successful also in all cases when working with parents[25]. Thus, Conversation, Collaboration, Cooperation, Compromise, and Consensus with parents enables the development a new level of partnership, during the process of planning and implementation in dealing with specific students, which outcomes their joint, mutually reinforcing development and support.

The 5 criteria of *effective communication* may appear with a special content[26] also in the *health-care system*. In this case, however, it is not just an 'average', formal interpersonal communication. The purpose of the interaction: effective and complete transfer of patient-information to medical personnel, ensuring the successful and more effective care of the affected patient. Therefore, a specific type of communication, consultation, is in focus here.

In this case, the interpretation of the 5C Consultation model contains specific elements: Relationship, Communication, Basic Question, Cooperation, Close the Loop.

It is worth highlighting that we consider the essential elements of the model to be followed in other professional fields as well, for example, when immediate action is taken in a case involving a minor, where child protection professionals must communicate immediately and effectively with a police representative. But similarly, the effectiveness is one of the main criteria also during the case discussion involving children, where many different professional institutions are represented (often with different interests and focal points). In this context, we consider it particularly important to highlight the "close the loop" phase. At this point, the specialist concerned

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22 Specifically, school climate does not have a significant impact on the academic achievement of certain students, while teacher-student interaction exerts a stable and important positive influence on the academic achievement of all students, particularly benefiting those in the lower-scoring group. See more: Zheng et al., 2025, p. 3390.

23 See more: Zhang et al., 2025, pp. 1–17.

24 Derakhshan, 2022.

25 Bud and Jacobson, 2023, pp. 13–33.

26 Kessler et al., 2012, pp. 968–974.

reviews what they have said in a few sentences, repeats the most important points (this allows them to check whether they have said what they really wanted to say), and at the same time makes sure that they have correctly understood the essence of the information from the others.

Of course, the 5Cs are important in communication between the patient and the doctor[27], where several goals appear: obtaining more and more information from the patient in order to designate and make possible adequate and effective medical treatments and interventions; on the other hand, the appropriate sharing of information in order to enforce the patients' right to information. But in this field is also it particularly important to establish sufficient trust – whether it concerns the minor concerned or his or her legal representatives.

Many factors can have a negative or positive impact on the success of communication between the professional and the child (or parent). So, from the doctor's side, age, gender, education, specialty, income, social class and politics, while from the patient's side, age, gender, health status, prognosis, social class, education, health-related beliefs and preferences about control and risk[28]. Based on the results of the research[29], it can be recorded that in addition to hard skills, the existence of their personal attitude (e.g. patient and/or parent-centeredness) and soft skills (such as interpersonal skills) are important influencing factors on the side of professionals.

A different case is when the target group of the communication is not specifically known but can only be determined in general. Such is the case with *advertising, branding or marketing*. The principle of the "5C" can be authoritative in this case as well, although its content is again different[30]: it encompasses the criteria of *consistency, continuity, commitment, coordination, content*. In this context, the fact that the purpose of *communication* is special and typically based on *economic, market and financial interest*s plays a significant role.

On the field of business and economy, it is worth referring also separately to the so-called *Integrated Communication*. Integrated communication is a coordinated, consistent communication strategy that shares uniform messages in parallel on all possible communication channels, reinforcing each other's impact. In this case, the components of the 5C are *Consistency, Coordination, Targeting, Alignment, and Measurement*.

Accordingly, the criteria for successful and effective communication are different, taking into account business and economic goals and the general (and not specific, personal) appearance and characterization of the target group.

The goal here is to create a unified and coherent brand identity that inspires trust in potential consumers. This conscious workflow requires that each communication activity or step serves the achievement of specific (sub)goals. An important feature

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27 See more about this e.g.: Gregory, Peters and Slovic, 2011, pp. 347–371.
28 Howson, 2023.
29 Crossley and Davies, 2005, p. 807.
30 Hakala, 2015, p. 229.

is that communication is partner-focused – i.e. the individual activities (partial communication plans) always use the communication channels (social media, flyers, etc.) that best fit the needs of the given target audience. Overall, therefore, the communication strategy is characterized by a holistic approach. When developing the strategy, the main tenets and findings of all relevant fields of science, such as communication science, marketing theory or the science of public relations, are incorporated.

In the *development of personal communication competence*, the DISC model can play a role in the same way as the 5C or 7C communication theories. However, the latest training trends are already highlighting, for example, the applicability of artificial intelligence in this area.

For example, Chat GPT[31] can help strengthen and develop personal communication skills by, in different ways, like simplifying the written text, condensing its message while making it transparent and understandable. It makes the message traceable, structures its content, corrects grammatical errors, and can support the facts communicated with concrete examples and credible sources. Whether it follows a formal or informal style, it remains within the framework of polite communication, unless requested by the user other style.

However, it is important to point out that this method of learning is not able to fully implement the criteria expected by 7C, i.e. clarity, completeness, conciseness, correctness, courtesy, consideration and concreteness. "By leveraging AI as a tool and integrating its strengths with human judgment and editing, professionals can improve their communication abilities" - however, as Giray pointed out in his study - "They may lack accuracy, context comprehension, or empathy in their responses. They can generate incomplete or generic answers and cannot replace human judgment."[32]

The level of personal communication, the nature of human interactions, and the success of human communication depend on many factors arising from the individual's personality, habits, conflict and stress management abilities and problem-solving skills. However, the typical communication style can be shaped, just as communication skills can be developed. However, it is important that the person in question is in a position and plays a role that fits their basic personality. Although communication can be consciously developed a lot, it can only have a limited impact on the root cause of the individual's role conflicts or other life situations that generate inner tension, anxiety, etc, and thus affect the success of your communication. Thus, self-knowledge, recognizing specific problems and making efforts to solve them also - indirectly - contribute to the improvement of communication skills. On the other hand, when it comes to developing communication skills, expanding theoretical knowledge alone is not enough – as research[33] conducted among university lecturers, for example, points out. To the develop this soft-skill the real exercise – also in this case – can not be neglected.

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31 Giray, 2024, pp. 113–118.
32 Ibid., p. 118.
33 Noben, Folkert Deinum and Hofman, 2022, p. 39.

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