

ROLE OF INTERPERSONAL SKILLS IN THE ENHANCEMENT OF BUSINESS COMMUNICATION SKILLS: TEACHERS' PERSPECTIVE

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ABSTRACT

Business, IT and many other professional qualifications demand a blend of several competencies mainly categorized into human resource management, marketing, accounting and communication studies as per their specialization. The present study explores that contemporary academic-professional context requires repertoire of creative, critical and analytic interpersonal communication skills on the part of teachers and graduates to meet the target needs. Business Communication is one of the most significant subjects, taught for the enhancement of interpersonal and persuasive skills of students at university level. The purpose of this study was to find out the most significantly working interpersonal persuasive skills from the teachers' perspective at tertiary level. For the present quantitative study, 50 Business communication teachers working in different universities of Islamabad and Rawalpindi were selected as participants. The study has found that interpersonal persuasive skills are needed and to be used for the multifarious growth in learners. It is also found that the teachers do need to employ these needs to contribute positively in their pedagogical and research practices. The article provides a brief overview of communication repertoire with interpersonal communication perspective. The findings of this study can be used to enhance creativity in pedagogy and educational research in general, and particularly, in the development of effective interpersonal persuasive skills in learners.

1. INTRODUCTION

1.1. Background

With the growth of professionalism and professional educational training and research, education has become internationally competitive. In non-native countries like Pakistan, communication skills and business communication for all the professionals and trainers have become crucially important. Only in the twin cities of Islamabad and Rawalpindi, there are more than 25 universities which offer the subject of Business Communication. In this perspective, several courses of communication skills and interpersonal persuasive communication skills enhancement have been of special focus in the fields of academic professional fields of medicine, business, industry, commerce, telecommunication and information technology, engineering and several other subjects. Several

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professional English subjects like freshman English, communication skills, English comprehension, technical writing and business communication are of specific focus in professional-vocational development. However, the vacuum continues to exist for a comprehensive course, content, set or repertoire of skills related to interpersonal persuasive business communication skills. The courses mainly cover subjective topics and do not make a comprehensive, logical repertoire of skills. The teachers lack the skills, content and training related to interpersonal persuasive communication skills, and the content does not cover logicity, richness, consistency and contextual-functional interest. In business communication context, the set of interpersonal communication skills have not been identified. A number of theories are taught but because of the rote nature of instructions the students cram these theories in order to qualify the subject without actually understanding and learning them. It has been observed in the current research studies that teaching practices are not satisfactory in teaching business communication. There is no clear syllabus based on written and spoken genres of business communication skills. Interpersonal persuasive business communication meta-skills need to be systematic, uniform and properly organized for more results-oriented teaching-learning contexts.

1.2 Research Question

This study is based on the questions: How the effective use of interpersonal skills can enhance the competence of business communication skills? What strategies can make interpersonal skills more effective and persuasive? What challenges the business communication teachers face in imparting the interpersonal skills to the desired learners?

2. LITERATURE REVIEW

2.1. Interpersonal Skills as Vital Job Requirement

Various studies on employers' need suggest that the graduates should possess training in speaking and listening, written and oral communication, persuasion techniques, conflict management, leadership communication, team skills, presentation skills, global/cultural awareness, and interpersonal communication. According to an

American report, Interpersonal skills were defined as the ability to work in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds (Secretary's Commission on Achieving Necessary Skills, 2000).

According to Murphy (2015), interpersonal skills are one of the taxonomies or skills to be developed in every learner in the attainment of specialized knowledge. Goleman's (1998) emotional intelligence research study examined key applications of interpersonal communication skills including communication, collaboration, conflict management, and cross-cultural awareness. He also pointed out that MBS programs being too analytic remain unable to inculcate the required ICS. He is of the view that through their emotional intelligence of self-awareness and motivation, students seek interpersonal communication. Several authors stressed that more focus and time should be paid towards soft skills. Likewise, specific strategies and more time should be allocated to interpersonal communication skills (Christie, 2012; Pope, 2015). Several studies gave highest ranking to listening skills, conversational skills, giving feedback, communicating with the public, meeting skills, presentation skills, conflict and negotiation skills (Maes, Weldy, & Icenogle, 1997; Tanyel, 1999; Warner, 1995).

2.2. Theories into Practice

Speech Act theory and classical Rhetorical theory are of special focus in order to achieve the required level of skills in teachers of business communication in order to improve their skills for their professional excellence. There needs to be proper syllabi of the interpersonal persuasive communication skills. A wide range of skills, theories, activities, language materials, rhetorical-persuasive skills to be devised and programmed. These skills, theories and syllabi should properly be scheduled, graded and devised in the classroom academic-professional contexts. Teachers and trainers need to be equipped with practical knowledge and repertoire of these skills.

Interpersonal communication skills are critical to the business setting, but Toye (2013) was concerned about the limitation of teaching these skills to the students. Some studies emphasize university graduates that interpersonal skills are among the most important skills needed for

today's graduates (Pope, 2015; Puhakka, Rautopuro, & Tuominen, 2010). Interpersonal persuasive communication helps professionals in their day to day life. Regardless of the vast amount of research that supports the claim that communication training is important, there is not much research specifying the types of communication skills that might be most appropriately incorporated in the curricula of particular fields (Kokkonen, 2015). He also discussed various kinds of interpersonal skills needed for social and professional networking. Darling and Dannels (2003) have studied about various oral communication tasks practicing engineers face in team presentations, one-on-one meetings with employees, formal PowerPoint presentations of speaking tasks for workplace success with their various clients of public, personal and governmental status.

Howard Gardner (2010) has identified multiple intelligences of intrapersonal and interpersonal, musical, rhetorical, linguistic, spatial, mathematical, and natural ones. There are several intelligences that human beings are blessed with. Communication is one very important intelligence that is inspired by several intelligences of rhetorical, mathematical, musical, interpersonal, intrapersonal, linguistic, spatial and kinesthetic intelligence. Intrapersonal intelligence helps in mainly personalizing the communication. Mind-mapping brainstorming, indexing and summarizing are the sub-communication skills. Interpersonal intelligence helps in maneuvering the pragmatics of communication elements, adding the tinge of ethics, emotions and esthetics in it. Linguistic intelligence helps in managing the proper language and its various skills of written and spoken lexicology, syntactic and pragmatics of communication. Mathematical element helps in ordering and logicity of the ideas multifariously through various ideas. Musical aspect of intelligences helps in managing tone, volume, rate and broadly speaking the prosodic-elocutionary aspect of communication. Kinesthetic aspect helps in managing nonverbal and prosodic disposition through various physical and physiological cues. Spatial intelligence helps in managing and deciding the space elements in communication, i.e. formatting elements in writing and respectable formality in spoken element of communication (Fleethem, 2014).

2.3. Wide Range Sub-Skills Making the Whole

Dictionary of Advanced English enumerates the following communication acts: congratulation and felicitation, slander, proposal or proposition, command or bidding or dictation, agreement and disagreement, offer and request, response or reply, acceptance or denial, informing, describing, disclosure or making known, naming, challenging, explanation, denunciation, boasting, self-praise or jactitation, addressing speech, resignation, affirmation or assertion. It targeted the main conversation acts of descriptive, declarative, imperative, interrogative, exclamations, phatic, emphatic, subjunctive and hypothetic-conditional (Kaburise, 2011). Interpersonal persuasive communication is a wide range of repertoire of skills related to communication like rhetorical-pragmatics skills. Interpersonal communication is the meta-theory about the understanding of communication skills and the various processes and functions involved in it. There are various purposes of communication to inform, persuade, express, giving instructions and requests and to exchange complements in various contexts. These interpersonal skills involve several sets of interpersonal persuasive communication skills. These broader categories of interpersonal persuasive communication skills involve communication skills about communication, dyadic and rhetorical constructions. The present study explores the interpersonal communication skills (IPCS) in business communication skills (BCS). The purpose of the subject is to train the professionals with practical and professional communication effectiveness.

3. RESEARCH METHODOLOGY

The present study follows the quantitative method because of its workability. Teachers are the key accelerators of interpersonal communication skills, though the students, administration and evaluators are also important. The data was collected through questionnaires and then analyzed statistically to find the explanation of the study questions.

3.1. Sampling

Sixteen different universities in Islamabad and Rawalpindi, which function under the Higher Education Commission, were taken into account for this research. Further, 50 Business communication teachers

working in these different universities of Islamabad and Rawalpindi were selected as the participants of this study.

2.2. Research Tools

Questionnaire for the teachers comprised the course related to the communication, interpersonal communication and persuasive communication skills, techniques related to these topics. It consisted of the prior knowledge of the course and the knowledge that should involve the areas of the course related to interpersonal persuasive communication skills. The questionnaire included only the closed ended questions in order to have authentic results. Several variables in interpersonal and business communication fall under the focus to prove the workability. Various conversational expressions, conflict resolution, message design theory involved analyses of approach, plan, audience, occasion, order, theme etc. Verbal messages shared speech acts of affirmation, interrogation, negation, exclamation, performative, subjunctive, hypothetical acts; nonverbal elements involved posture, appearance, gesture, hand movement, eye contact; prosody involved mock neutral accent of clarity, tone, volume, rate, frequency, intrapersonal, presentational and rhetorical communication.

4. RESULTS

4.1. Description

Table 1 shows frequency for constituent items of composite variable of Interpersonal Persuasive Business Communication Skills (IPBCS). The column of *Domain/Item* shows a valid question or statement. *Frequency* shows the number of participants who responded to this option from the given choices. The *Percent* column records the percentage of the responses given to this option. *Cumulative percentis* the percentage of subjects in a category plus the categories listed above it.

Table 1.*Description of teacher respondents' data on interpersonal persuasive communication skills (IPBCS) scale*

Domain/ Item	Strongly agree/ Very Pleasing	Agree/ Pleasing (Freq. Percent, Cum.	Neutral (Freq. Percent, Cum.	Disagree/ Small Problem	Strongly disagree/ Great Problem
1. Fundamentality of	32	18	0	0	0
Interpersonal	64.0	36.0	0	100	0
communication skills	64.0	100	100	100.0	100.0
Communication skills are the most fundamental element for the educational-professional excellence in professionals.					
2. Integrity of	35	11	0	4	0
Interpersonal	70	22	0	8	0
Communication Skills	70	92	92	100	100.0
Communication involves the repertoires (range or set) of abilities to be acquired for the better grip in various academic-professional fields.					
3. Logicity in	24	23	0	3	0
Interpersonal	48	46	0	6	0
Communication Skills	48	94	94	100	100.0
These communication abilities are closely integrated and interconnected with one-another in many ways.					
4. Variability of	21	16	03	10	0
Communication skills	42	32	06	20	0
These communication skills fulfill the various	42	74	80	100	100.0

communicative purposes of human life and interaction: such as to persuade, inform, argue, sharing emotions, or the expression of different compliments to one another.

5. Interpersonal	17	18	08	07	0
Approaches	34	36	16	14	0

These different purposes of interpersonal

communication are attained through the effective inductive and deductive approaches, that is, saying something directly or indirectly in order to achieve the objective of communication.

6. Ethos Persuasion Plan	16	27	4	0	0
One needs to follow the	32	36	16	14	0
ethos style of utilizing the	32	68	84	86	100.0

ethics or character standards or values to perform persuasion.

7. Logos Reasoning Plan	20	23	03	04	0
One can another style logos	40	46	06	08	0
of being logical reasoning,	33.9	86	92	100	100.0

that is, the use of strong informational, and evidence patterns of the content in the communication.

8. Pathos Reasoning Plan	11	19	05	15	0
The use ‘pathos’ as the	22	38	10	30	0
expression of sympathy or	22	60	70	100	100.0

empathy, that is, the exchange of feelings to move the other partner or

party in communication.

9. Mythos Reasoning	18	28	02	02	0
Plan	36	56	04	04	0

Another type of persuasion 36 92 96 100 100.0

means is to convince in the formal, academic-professional is the use of imagination or creative techniques of some addition of sensible technique of interpersonal communication skill.

10. Phatic	23	25	02	0	0
Communication Mood	46	50	04	0	0

The expression and 46 96 100 100 100.0
exchange of phatic mood of complements is another technique to have healthy and lasting relationships in the academic and professional affairs.

11. Emphatic	16	21	03	10	0
Communication Mood	32	42	06	20	0

In order to enforce the rules 32 74 80 100 100.0
and regulation or the dos' and don'ts, one can utilize the indirect use of emphatic mode of speech.

12. Assertive	11	31	02	06	0
Communication Mood	22	62	04	12	0

The exchange of the 22 84 88 100 100.0
information is better conveyed through the exposition style of communication, that is, the explicit and assertive mode

of language.

13. Exclamatory	29	17	0	04	0
Communication Mood	58	34	0	08	0
Benediction of feelings can	58	92	92	100.0	100.0

best be exchanged through the exclamatory or subjunctive mode of speech. The expression of optative or subjunctive mood of speech better enhances the speech realization in interpersonal communication.

14. Imperative	19	25	03	3	0
Communication Mood	38	50	06	6	0
The ‘Imperative mood’ of	38	88	94	100	100.0

speech is the expression of conveying the pieces of advice, orders or requests that illustrates an important essential part of interpersonal communication skills, which should be utilized through indirect way more and direct less usage.

15. Performative Mood of	12	18	8	12	0
Communication	24	36	16	24	0
The formal act of	24	60	76	100.0	100.0

interpersonal persuasive communication enhances the use of formal performative act of speech. This stands for contagious interpersonal persuasive communication.

16. Brainstorming and	25	19	02	4	0
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Other	Beginning	50	38	04	08	0
Styles	of	50	88	92	100.0	100.0
Communication						

One needs to have the intrapersonal skills of outlining, summarizing, brainstorming, indexing, clustering etc. to have the more planned and effective interpersonal communication skills.

17. Integrity	of	17	29	0	4	0
Interpersonal		34	58	0	8	0
Communication Skills		34	92	92	100	100.0

The rhetorical case should be manipulated to utilize the techniques of analyses of content, audience, context, occasion, formality, approach, or plan of interpersonal persuasive communication.

18. Classical	Rhetorical	14	24	4	8	0
Communication Skills		28	48	8	16	0
Another type of similar analyses is the utilization of memory, style, invention, disposition, eloquence and order of the content for the explicit interpersonal persuasive communication skills.		28	76	84	100	100.0

19. Descriptive	Rhetorical	16	21	5	4	4
Communication Skills		32	42	10	8	8
The content better be explicit through the		32	74	84	92	100.0

extensive practice of the
concepts, facts, narration,
exemplification,
classification,
summarization etc.

20. Rhetorical-Analytic	10	33	4	3	0
Communication Skills	20	66	8	6	0
The subject matter can	20	86	94	100	100.0

better be analyzed through
comparison and contrast,
classification and division,
causes and effects,
generalization and
specification,
summarization, inferring,
argumentation,
interpretation and
recommendation.

21. Various Orders in	21	23	1	5	0
Communication Skills	42	46	2	10	0
One needs to have another	42	88	90	100	100.0

ability of organization on
communication by the
practice of different
chronological, spatial,
important to common,
general to specific, simple to
complex patterns of
interpersonal persuasive
communication.

22. Nonverbal Set of	16	27	4	0	3
Communication Skills	32	54	8	0	06
(Kinesthetic)	32	86	96	96	100.0

An effective communicator
is supposed to have the
kinesthetic (physiological)

patterns of effective appearance, gestures, posture, facial expressions and hand movement to create effective academic-professional interpersonal persuasive communication.

23. General Set of	31	14	4	1	0
Interpersonal	62	28	8	2	0
Communication Skills	62	90	98	100	100.0

Being motivated, assertive, empathetic, and effective, and having patient listening tactics, sincerity, warmth, polite carries another set of interpersonal persuasive communication skills.

24. Eloquence or Prosodic	13	32	2	3	0
Communication style	26	64	4	6	0
Eloquence (prosody or	26	90	94	100	100.0

proximity) is another part of effective interpersonal persuasive communication skills, which is the use of varied stress patterns of pronunciation, pitch, tone, volume and rate, etc.

25. Proper Repertoire of	24	18	4	4	0
Communication Skills	48	36	8	8	0
Needed for Training	48	84	92	100	100.0

There needs to be a compact and systematic course for Interpersonal persuasive communication skills or otherwise, these skills should be integral part of

business communication at least.

26. Interpersonal	17	24	5	0	4
Communication is	34	48	10	0	8
Important to Practice	34	82	92	92	100.0

Teaching of interpersonal persuasive communication skills is though challenge-some and new, but it can cause dominant positive change in the business professionals.

27. Extra-Verbal and	17	23	8	2	0
Nonverbal	34	46	16	4	0
Communication Set	34	80	96	100	100.0

Warmth, genuineness, assertiveness, contagiousness, dynamic sense of self is better exhibited though the understanding of the effective kinesthetic interpersonal persuasive communication.

28. Contextual Relevance	33	13	4	0	0
The relevance of the context	66	26	8	0	0
and the contextual	66	92	100	100.0	100.0

involvement of interpersonal persuasive communication skills are the assurance of success and confidence in the business communication.

29. Intrapersonal	29	16	02	3	0
Enhancement Skills	58	32	4	6	0
Involvement of the personal	58	90	94	100	100.0
experiences, objectives,					

individual sense of self-respect, and the serious future concerns about business are the core of dynamic communication of interpersonal persuasive communication skills.

30. Content or Product/	27	21	1	1	0
Knowledge of the	54	42	2	2	0
Content Skills	54	96	98	100.0	100.0

Awareness of the relevant knowledge of the product or the knowledge of the content is the basis of interpersonal persuasive communication skills.

31. Delegating	28	15	5	2	0
Interpersonal Skills	56	30	10	4	0
Delegation style or skill is	56	86	96	100	100.0

essentially important for the enhancement of teamwork and the sense of responsibility amongst the business professionals, and it causes boost in interpersonal persuasive communication.

32. Conflict Resolving	18	24	4	4	0
Strategies of	36	48	8	8	0
Communication	36	84	92	100	100.0

Conflict resolving strategies are very important for the avoidance and resolution of varied conflicts in the business contexts, and these strategies are helpful in the

enhancement of interpersonal persuasive communication.

33. Team Dynamics of Communication	32	12	1	5	0
	64	24	2	10	0
Working in the teams, supports the business professional learners in communication through case analyses, sharing responsibilities, setting the agenda and valuing diversity among themselves.	64	88	90	100	100.0

34. Leadership Practices of Communication	12	19	15	4	0
	24	38	30	8	0
Leadership styles in the professional business contexts are to be used in order to develop competition, evoke leadership qualities, and to assist the true spirit of interpersonal persuasive communication.	24	62	92	100.0	100.0

35. Analyzing of Issue for Communication Generation	15	17	11	7	0
	30	34	22	14	0
	30	64	86	100	100.0

Issues analyses regarding the critical scenario and problem solving should be practiced in the contexts as well as case studies, so that the remedial strategies are exercised and proposed for critical as well as creative maturity.

36. Proper Disclosure for	24	23	0	1	2
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Communication	48	46	21.4	2	4
Generation	48	94	94.6	96	100.0
Disclosure of the genuine and positive feelings in many ways develops positive and strong relationship. Interpersonal persuasive communication disclosure skills are effective means to healthy relationships amongst the business professionals.					
37. Supportive Response	22	25	1	1	1
Communication Set	44	50	2	2	2
Responding supportively towards others enhances the credibility of an interpersonal persuasive communicator. In order to enhance the supportive response, a business professional should be trained to empathize, speak clearly, giving genuine and sincere advice, to have patience towards others reactions and informing exact and genuine information.	44	94	96	98	100.0

Table 2 shows that the most of the variables added to make composite variable of Interpersonal Persuasive Business Communication Skills Effectiveness (Moods, Styles and Speech Acts) were approximately normally distributed; they had skewness values between -1 and 1 and so could be used for inferential statistics of regression analysis.

Table 2. *Description of data: analysis for variable of interpersonal persuasive communication skills (IPCS)*

N	Use of Brainstorming	Analyses of Communication	Rhetorical Communication Skills	Use of Descriptive of Communication Skills	Rhetorical Communication Skills	Use of Rhetorical Analyzing Communication Skills	Use of Various Orders of Communication	Use of Kinesthetic Communication Aspect	Use of Assertive Mode of Communication	
	Valid	50								
	Missing	0								
Mean	4.3	4.18	3.84	3.82	3.84	4.0	4.2	4.06	4.5	4.1
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.50	4.00
Mode	4	4	4	4	4	4	4	4	4	4

Table 3 shows that most of the variables added to make composite

N	Valid	50	Fundamentality of Communication	Repertoire of Communication Skills	Integrity of Communication	Purposefulness of Communication	Use of Communication Approaches	Use of Ethos Communication	Use of Logos Style	
	Missing	0								
Mean			4.64	4.54	4.3	3.96	3.9	4.06	4.5	3.
Median			5.00	5.00	4.00	4.00	4.00	4.00	4.5	5.
Mode			5	5	4	4	4	4	4	
Std. Deviation			0.48	0.85	0.77	1.13	1.02	0.97	0.88	1.
Percentiles	25	0	1.00	1.00	2.00	1.00	2.00	2.00	2.00	2.
	50	1.00	1.00	2.00	2.00	2.00	2.00	1.00	2.00	2.
	75	1.00	1.00	0	0	0	0	1.00	0	0

variables of Interpersonal Persuasive Business Communication Skills

(Intelligences, Analyses & Skills) were approximately normally distributed; that is, they had skewness values between -1 and 1 and so could be used for inferential statistics of regression analysis.

Table 3.*Description of rhetorical-interpersonal communication skills in business communication*

Table 4 shows that the most of the variables added to make composite variables of Interpersonal Persuasive Communication Skills were approximately normally distributed; that is, they had skewness values between -1 and 1 and so could be used for inferential statistics of regression analysis.

Table 4.*Descriptions of meta-interpersonal persuasive communication skills sets*

Need of Interpersonal Repertoire of Skills	Interpersonal Communication is the essence of Human Endeavor	Outcomes of Kinesthetic Interpersonal Skills	Contextual Aspect of Interpersonal Communication	Personalization of Interpersonal Messages	Exploitation of Knowledge of the Product or Content	Use of Delegation or Teamwork Style	Use Conflict Resolving Communication Strategies	Use of Team Dynamics to generate communication	Adopting Leadership Styles to generate IPCS	
4.24	4.0	4.0	4.58	4.02	4.48	4.38	4.12	4.42	3.78	3
4.00	4.00	4.00	4.00	4.00	4.48	4.00	4.00	4.42	4.00	4
4	4	4	4	4	4	4	4	4	4	
0.91	1.08	0.81	0.64	0.83	0.64	0.52	0.86	0.94	0.90	1
2.00	2.00	1.00	2.00	2.00	2.00	2.00	3.00	2.00	2.00	2
2.26	2.00	1.00	1.00	1.00	1.00	2.00	0	2.00	2.00	2
0	0	1.00	1.00	1.00	1.00	0	1.00	0	0	

FINDINGS AND DISCUSSION

On the basis of data analysis, the following results have been found to authenticate the results. It is clearly revealed that interpersonal persuasive skills are needed and to be used for the multifarious growth in learners. It is also found that the teachers do need to employ these needs and several other needs to contribute positively in their research.

5.1. Scale to Measure and Aggregate Result of Findings

As the questionnaire was gauging on the scale of 1-5 of closed questions to validate research, almost all the questions approve the result to 4 scales with maximum results. This shows that interpersonal communication skills are the most important area in business studies. It involves a repertoire of skills. This repertoire has integration, variety and interest for learners and teachers. Multiple intelligences have direct integration for the generation of interpersonal communication skills. Pragmatic speech acts and interpersonal acts are the keys to producing the required results. Pragmatic, rhetoric and interpersonal strategies integration produces variety, interest, motivation, compensability on part of teachers and learners.

5.2. Dynamic Nature of Interpersonal Communication

The results have found that the teaching of the subject does not produce the required level of proficiency in learners and teachers because of the lack of a systematic set of skills and relevant content to be taught to them at this level, because of lack of required training in teachers. Whereas business communication is the key subject along with the students' specialization subjects of marketing, management, information technology, engineering, human resource management or human resource development. Unlike Europe, America and other advanced countries, communication is not taken as a specialization subject in business, IT and other management sciences disciplines. Majority of the universities in Pakistan offer courses of Business Communication for Interpersonal Persuasive Skills enhancement. It should be given due focus for fruitful results of academic-professional competence in both the trainees and the trainers in the process of teaching-learning.

5.3. Rich Repertoire of Skills in Interpersonal Communication

Interpersonal persuasive communication skills involve a wide repertoire of skills. Various analyses such as, SWOT (strengths, weaknesses, opportunities, threats) analyses, content, context, approaches 'plans, audiences, verbal and nonverbal, prosody etc. need to be focused, practiced and rehearsed in order to attain interpersonal persuasive communication skills competence. An eclectic modulation of the pragmatic, classical rhetoric, business communication, and humanistic aspects of communication skills can work for the enhancement and maturity in interpersonal persuasive communication skills. Pragmatic speech acts and syntactic patterns, rhetorical styles and skills, business contexts and tasks practice, and humanistic social as well as moral aspects communication mature the enhancement of skills and competence amongst learners and teachers.

5.4. Interdisciplinary Nature of Interpersonal Communication Skills

Rhetorical development helps in the management and manipulation of thought into strategies; psychology helps in generation of thoughts; pragmatics helps in the management of communication and coordination helps in the successful generation of consensus and communication. As an interdisciplinary field, it connects different professional competencies with the competency of language. Therefore, it should consolidate with various fields of medicine, business, mass media, law, teaching, learning,

religion, social work, and almost all the important spheres of human activity. Logical skills, various logical constructions, rhetorical canons should also be focused in order to develop interpersonal persuasive communication skills maturity in trainees and trainers. Various styles of interpersonal communication should also be focused with relevant logics and skills, as ethos, logos, mythos, pathos etc.

5.5. Multiple Intelligences in Interpersonal Skills

Multiple intelligences regarding language and other sister subjects need to be revised. Interpersonal, rhetorical, musical, mathematical, spatial, and related other intelligences are correlative in academic, professional and intellectual activities of interpersonal persuasive communication. Conflict is a naturally occurring phenomenon, so needed to be studied and various linguistic and social strategies should be studied as well as taught in order to attain interpersonal persuasive communication skills competence. Selling is a very significant part of interpersonal communication. It should be focused in a communication skills class, so that the trainers and trainees get optimum utility from this skill. Teamwork and delegation of portfolios is another crucially important aspect of business and interpersonal persuasive competence and should be focused in order to achieve optimum results.

5.2 Conclusion

Repertoires need to be devised based on workability, utility and practicality of the scenario according to different interpersonal communication experts. There are new openings towards the reformation of the communication in the context of practical application of linguistics. Now opens a new beginning towards the theories to be a blended and converged for uniqueness and innovation in education policy. Interpersonal communication is modern form of pedagogy and new avenues can be explored in synergy with technology and modern communicative theories.

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