

the handbook of
**COMMUNICATION
SKILLS**

FOURTH EDITION

Edited by **OWEN HARGIE**

ROUTLEDGE


The Handbook of Communication Skills

The Handbook of Communication Skills is recognised as one of the core texts in the field of communication, offering a state-of-the-art overview of this rapidly evolving field of study. This comprehensively revised and updated fourth edition arrives at a time when the realm of interpersonal communication has attracted immense attention. Recent research showing the potency of communication skills for success in many walks of life has stimulated considerable interest in this area, both from academic researchers and from practitioners whose day-to-day work is so dependent on effective social skills.

Covering topics such as non-verbal behaviour, listening, negotiation and persuasion, the book situates communication in a range of different contexts, from interacting in groups to the counselling interview. Based on the core tenet that interpersonal communication can be conceptualised as a form of skilled activity, and including new chapters on cognitive behavioural therapy and coaching and mentoring, this new edition also places communication in context with advances in digital technology.

The Handbook of Communication Skills represents the most significant single contribution to the literature in this domain. Providing a rich mine of information for the neophyte and practising professional, it is perfect for use in a variety of contexts, from theoretical mainstream communication modules on degree programmes to vocational courses in health, business and education. With contributions from an internationally renowned range of scholars, this is the definitive text for students, researchers and professionals alike.

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Edited by Owen Hargie

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For my wife, Patricia



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Editorial introduction

FEW AREAS OF ACADEMIC study have attracted so much attention as that of interpersonal communication. In recent years there has been a deluge of research studies in this domain. The reasons for this were aptly summarised by Wiemann (2003, p. ix):

Our ability to create and sustain our social world depends in large measure on how well we communicate. People's social skills are crucial to their well-being – individually and collectively. The importance of understanding skilled behavior in all its complexities cannot be overstated.

Competence in communication is vital for our health, our relationships, and indeed for all of the activities in which we engage as functioning humans (Hannawa & Spitzberg, 2015). Studies have shown a clear and positive relationship between effective interpersonal skills and a range of benefits such as greater happiness in life, resilience to stress and psychosocial problems, and enhanced academic and professional achievements (Müller, Peter, Cieza, et al., 2015; Hargie, 2017). Indeed, in examining the question as to why we should study this area, the answer given by Stewart, Zediker, and Witteborn (2005) was that we study it because there is a direct relationship between the quality of our communication and the quality of our lives.

In relation to the professional sphere, as society develops and becomes more complex, there has evolved the need for a greater number of what Ellis (1980) termed 'interpersonal professionals', who spend a large part of their working lives in face–face interaction with others. Such professionals include doctors, teachers, speech therapists, physiotherapists, occupational therapists, social workers, psychologists, nurses,

career advisers, counsellors, and business executives, to name but a few. Historically, the training of many of these professionals focused almost entirely upon the acquisition of specialised knowledge. More recently, however, the centrality of interpersonal communication in their work has been recognised and catered for in training. As noted by Greene and Burleson (2003, p. xiii): 'In light of the importance of communication skills, it is hardly surprising that they have been a continuing object of study by scholars and researchers from numerous disciplines.'

Competence in most types of profession involves the effective implementation of three main sets of skills.

- 1 *Cognitive skills.* This relates to the knowledge base of the profession, that which characterises it and sets it apart from others. Barristers must have knowledge of existing legal structures, doctors need to understand human anatomy, and so on.
- 2 *Technical skills.* These are the specialised practical and manipulative techniques essential to the profession. Thus, a surgeon must be able to utilise a scalpel skillfully, a nurse has to be able to dress a wound, and a surveyor needs to know how to use a theodolite.
- 3 *Communication skills.* Here, the professional must have the ability to interact effectively with clients and other professionals.

Traditionally, the education and training of most professional groups placed emphasis upon the former two sets of skills at the expense of interpersonal skills. This is somewhat surprising, given that it has long been recognised that the ability to communicate effectively is essential for success in many walks of life (McCroskey, 1984). The oldest extant essay, written circa 3000 BC, consisted of advice to Kagemni, the eldest son of Pharaoh Huni, on how to speak effectively in public. Likewise, the oldest book, the *Precepts* written in Egypt by Ptah-Hotep about 2675 BC, is a treatise on effective communication. It can thus be argued that scholarship in the field of communication has been ongoing for some 5,000 years.

In recent years, communication as a social science discipline has developed at a very rapid pace. There has been a huge growth in communication research and theory, as evidenced by the number of journals and books now devoted to this discipline. This has been paralleled by a concomitant large increase in the number of students undertaking undergraduate and postgraduate degree programmes in communication. A significant proportion of this work has been at the interpersonal level, including the study of professional interaction. Given the importance of effective communication, it is reasonable to expect that professionals should have knowledge of, and expertise in, interpersonal skills. Therefore, it is hardly surprising that the study of such skills is mandatory in most professions.

Increasing attention has also been devoted to the entire spectrum of socially skilled interaction. The fairly obvious observation that some individuals are more socially skilled than others has led to carefully formulated and systematic investigations into the nature and functions of social skills. There are three discrete contexts within which such investigations have taken place.

- 1 *Developmental.* Here the concern is with the development of skilled behaviour in children; with how, and at what stages, children acquire, refine and extend their repertoire of social skills.

- 2 *Remedial.* In this context, the focus of attention is upon those individuals who, for whatever reason, fail to develop an adequate repertoire of social skills. Investigators are interested in attempting to determine the nature and causes of social inadequacy, and in ascertaining to what extent deficits can be remediated.
- 3 *Specialised.* This relates to the study of interpersonal skills in professional encounters. Most professions necessitate interaction of a specialised nature either with clients or with other professionals. Therefore, it is important to chart the types of communication skills that are effective in specific professional situations.

It is with the latter context that this book is concerned. Research into specialised social skills has developed rapidly, and the period since the publication of the third edition of this Handbook has witnessed a vast amount of investigation. This text now brings together much of this research to provide a comprehensive study of those communication skill areas central to effective interpersonal functioning in a range of professional settings.

Although it is difficult to sectionalise communication, for the purpose of analysis the book is divided into four main sections. Part I sets the book in context by providing a theoretical framework for the study of communication as a form of skilled activity. The concept of communication as skilled performance is examined (Chapter 1), and an operational model of interpersonal communication as skill is fully delineated (Chapter 2). Part II then focuses upon eight core communication skills, namely, nonverbal communication, questioning, reinforcement, explaining, self-disclosure, listening, humour and laughter, and persuasion. These are included as 'core' skills as they occur to a greater or lesser degree in most interactions. While these skills are not entirely mutually exclusive (for example, aspects of nonverbal communication are relevant to all of the other chapters), each chapter deals with a discrete and important component of communication.

In Part III, the focus moves to an analysis of interpersonal communication in five specialised and widely researched milieus. These are broader areas of communication, involving a combination of the skills included in Part II. This section incorporates an examination of central dimensions inherent in situations where assertion and confrontation is required (Chapter 12), a synopsis of factors that impinge upon the individual working in a task group (Chapter 13), negotiating encounters (Chapter 14), situations where coaching or mentoring is required (Chapter 15), and pivotal elements inherent in the development, maintenance, and dissolution of relationships (Chapter 16).

Part IV is then devoted to the study of five interviewing contexts. The importance of interviewing was succinctly summarised by Millar, Crute, and Hargie (1992, p 183) who pointed out that:

The interview is a ubiquitous activity. Everyone will have had the experience of being interviewed at one time or another, and an increasing number of people are required to play the role of interviewer in a professional capacity. For this latter group, a knowledge of the nature of interviewing can make an important contribution to effective practice.

This is an apt justification for the inclusion of this section. While it is beyond the scope of the present text to include chapters on all types of interview, the main forms

of interview relevant to most professionals are included, namely the employment interview (Chapter 16), the cognitive interview (Chapter 17), the therapeutic interview (Chapter 18), the cognitive behavioural interview (Chapter 19), and issues pertaining to the appraisal interview (Chapter 20). The final chapter then provides an overview bringing together the main issues arising from the study of communication skills and relates these to the context of training (Chapter 21).

The information about interpersonal communication provided in this book should be regarded as providing resource material. How these resources are applied will depend upon the personality of the reader and the situation in which any interaction occurs. It is impossible to legislate in advance for every possible social encounter, and decisions about what approach could best be employed can only be made in the light of all the available background information. As such, this book certainly does not provide a preordained set of responses for given situations. Rather, it offers a selection of communication perspectives, which facilitate the interactive process. In this way, it proffers valuable information that can be used to reflect upon, refine, and extend one's own personal style and pattern of interaction.

Thus, this text provides reviews of research, theory, and practice pertaining to a range of key skills and dimensions of communication. The chapters are authored by international experts in each particular field. The coverage of interpersonal skills is not intended to be exhaustive, since there are specialised skills relevant to particular contexts (e.g. 'breaking bad news' by medical practitioners), which could not be covered in a text of this nature. Furthermore, research in social interaction is progressing rapidly, and it is anticipated that other general skills will be identified as our knowledge of this area increases. Finally, although the aspects contained in this book are presented separately, in practice they overlap, are interdependent, and often complement one another. However, for the purposes of analysis and evaluation it is valuable to identify separately those elements of communication that seem to 'hang together', and thereby gain important insights into what is a complex area of study.

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Asserting and confronting

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