



RESEARCH ARTICLE

Persuasive Interpersonal Business Communication Skills Needed at University Level

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ABSTRACT

A considerable vacuum exists in the synergy of business communication and interpersonal communication subjects as the prime skills needed for the graduates and teachers to bridge the existing lapses. Interpersonal communication and business communication are essential for the academic and professional excellence. This paper encapsulates an epitome of these repertoires of IPPCS. A hundred random questionnaires of 37 different sets of these impersonal persuasive communication skills from 25 different universities were selected to implement this research. A 100 questionnaires were randomly chosen from the said population responses. The outcomes are a significant understanding and contribution in the fields of business communication and interpersonal persuasive communication skills. The research recommends, highlights and brings attention to the oncoming researches for their contributions in BC (Business Communication) & IPPCS (Interpersonal Persuasive Communication Skills).

INTRODUCTION

Business communication is one of the subjects taught in the majors of business, IT & other similar subjects, especially in Pakistani universities. The subject requires the improvement of interpersonal and persuasive skills of the students & educators. The subject demands practical implementation and interest and requires to bridge the gap of interpersonal communication competence. The acquisition of interpersonal competence engages multifarious creative, critical, and analytic repertoires to make it as a comprehensive subject. The core objective of the study was to figure out the most pivotal and practical interpersonal persuasive skills. Numerous sets of varied competencies, discourse generation, interaction dynamics, and conversational are key to attainment of interpersonal competences. A theory of multiple meta-sets should form these key interpersonal skills. With the advancement of competitive and professional education, in the developing countries like Pakistan and such several other, interpersonal persuasive communication skills in the broad area of business communication is the sole requirement of professional and communicative excellence. Business communication and similar subjects are being offered in almost every single university, where the professional education is the prime concern. The course is offered in the fields of medicine, business, industry, commerce, telecommunication and information technology, engineering, and similar other disciplines. Vocational-professional English subjects of Freshman English, Communication skills, English comprehension, Technical Writing, and the umbrella subject of Business communication.

However, there exists a wide gap for these courses, their syllabi, meta-skills, sub-skills, and an overall repertoire of significant interpersonal communication. The afore-mentioned subjects generally

comprise random and general topics based on subjective focus, and there isn't any logic, objectivity and uniformity, specially in the universities under focus. In addition, the trainers don't find proper education and practical orientation regarding the field, therefore, there lies vacuum, originality, practicality and insight in the subject.

The courses and syllabi of business communication are delivered mainly through lecture methods than through functional-communicative strategies and methodologies, subjective topics are merely delivered, mere instructional topics are for rote-information based questions. The researcher has found the pedagogy, activities, instructions and evaluation unsatisfactory. A comprehensive syllabus based on key skills and uniformity of syllabus is necessary. This current research is the outcome of personal experiences in pedagogy, practice of core skills, and assessment based on pivotal interpersonal persuasive communication skills. The study by Fakhra Hussain Malik, titled "**A Study on the Unaddressed Concerns of Professional Learning in Teacher Socialization among Pakistani English Teachers**", was published in the **FWU Journal of Social Science, Vol. 8, No. 2, Winter 2014**. (Fakhra Hussain Malik, Vol. 8, No. 2, Winter 2014.) The research focuses on the professional learning and socialization of English teachers in Pakistan. It highlights the lack of formal mentoring systems, pre-service training, and interest in continuing professional development programs¹. The study emphasizes the need for cost-effective professional development models and mentoring systems to enhance the professional excellence of English teachers.

The Quran says to communicate to others with wisdom and better reasoning, and in a conversation involving sophistication, that is, logic, eloquence, and rationality. Call upon them to the way of your Lord with wisdom, persuasive communication, and (give) examples that are the best. (Quran, 534 AD)

Interpersonal communication is a flexible and rich approach with practical applications in business communication. Therefore, the courses in business communication need revisiting. Likewise, the activities, skills, books, syllabuses, content objectives, and materials support fulfilling the core objectives of communication competence. This current research was to find better materials on skills, theories, and activities regarding interpersonal persuasive communication skills. No book can supply all the theories and skills of interpersonal persuasive communication. Various courses of English comprehension skills, communication skills, and technical business writing, business communication skills should have an encyclopedic range of materials to supply. Dominantly, current interpersonal theories, modern Pragmatics, multiple intelligences, and rhetoric have special significance in this context.

Research Questions:

- What are the key interpersonal persuasive communication skills that are substantial for the improvement of business communication? What are the key meta-skills and their subskills that are needed for the improvement of interpersonal persuasive communication skills?

Research Objectives:

To identify, devise, and design a module of Interpersonal Persuasive communication skills and to identify a significant repertoire of skills needed for academic and professional excellence in interpersonal persuasive business communication skills.

LITERATURE REVIEW

We have chosen the most significant works that support this research in identifying interpersonal communication skills. Various studies on employers suggest that graduates should possess training in speaking and listening, written communication, oral communication, persuasion techniques, and other skills, including conflict management, leadership communication, team skills, presentation skills, global/cultural awareness, and interpersonal communication.

According to an American report, Interpersonal skills are the ability to work in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.

(Employability Skills for America, 2000) According to Bloom, Interpersonal Skills are one of the taxonomies or skills that every learner must develop to attain specialized knowledge.

Goleman's 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 are too analytic and cannot inculcate the required ICS. He is of the view that through their emotional intelligence, self-awareness, and motivation, students seek interpersonal communication (Goleman, 1998, pp. P, 254).

Sharon A. Pope 2015 & Christie (Christie, 2012) their research discussed interpersonal communication skills for business learners on nonverbal communication, team and group dynamics, conflict resolution, cultural relativity, and verbal elements of conversational and presentational skills. He further suggested that students improve their interpersonal communication skills by involving themselves in various role plays, assimilations, job portfolios, and group and team work sessions. Sharon further identified that hard skills are paid more focus than soft skills. Based on this, interpersonal communication skills have not improved much (Pope S. A., 2015). Several authors stressed that more focus and time should be paid to skills. Likewise, according to Christie (Christie, 2012) specific strategies, more time should be allocated to interpersonal communication skills.

Several studies ranked listening skills, conversational skills, giving feedback, communicating with the public, meeting skills, presentation skills, conflict, and negotiation skills highest. The importance of the skills found in this study concurred with previous studies (Warner, 1995) (Maes J D, 1997) (Tanyel, 1999).

Elmotri et al. (2025) examined the effectiveness of authentic materials in English-medium instruction (EMI) at Tunisia's Tunis Business School (TBS), where all courses are taught in English. The study highlighted significant challenges, including students limited English proficiency, insufficient academic knowledge, unfamiliarity with foreign contexts, and teachers' minimal involvement in material development and reliance on culturally incongruent imported materials. These issues negatively impact comprehension and exam performance, revealing a gap between students' linguistic skills and academic needs. The study recommends greater collaboration between subject and language teachers to design context-appropriate, in-house materials that address students' sociocultural and linguistic realities. It also emphasizes the importance of language training, partnerships with English for Specific Purposes (ESP) teachers, and regular interdisciplinary meetings to enhance content understanding and assessments. This research offers insights to improve second-language learning and address equity and curriculum relevance in EMI contexts.

Speech Acts theory and classical Rhetorical theory are of special focus to achieve the required skills in business communication teachers to improve their professional excellence. Proper syllabi of interpersonal persuasive communication skills need to be devised and programmed. A wide range of skills, theories, activities, language materials, and rhetorical-persuasive skills should 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 must have practical knowledge and a repertoire of these skills.

Interpersonal communication skills are critical in the business setting, but DeKay (2012) was concerned about the limitations of teaching these skills to students. (Pope S. A., 2015) Puhakka, A., Rautopuro, J. & Tuominen, 2010. Emphasize university graduates proposed that interpersonal skills are among the most important skills needed for today's graduates. (Puhakka, 2010). Various sets of skills are in practice and needed in modern educational-professional lives. Interpersonal persuasive communication helps professionals in their day-to-day lives. 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) Kokkonen presented a brief overview of various networks and interpersonal perspectives on them. He also discussed various interpersonal skills

needed for social and professional networking. Darling and Dannels (2003: 3-4) studied various oral communication tasks practicing engineers face in team presentations, one-on-one meetings with employees, and formal PowerPoint presentations of speaking tasks for workplace success with their various clients of public, personal, and governmental status (Darling, 2003).

Howard Gardner has identified multiple types of intelligence: intrapersonal and interpersonal, musical, rhetorical, linguistic, spatial, mathematical, and natural. There are several intelligences that human beings are blessed with. Communication is one essential intelligence inspired by several intelligences of rhetorical, mathematical, musical, interpersonal, intrapersonal, linguistic, spatial, and kinesthetic intelligence. Intrapersonal intelligence helps in mainly personalizing communication. Mind-mapping, brainstorming, indexing, and summarizing are the sub-communication skills. Interpersonal intelligence mainly helps maneuver the pragmatics of communication elements and adds the tinge of ethics, emotions, and esthetics. Linguistic intelligence helps manage the proper language and its various skills of written and spoken lexicology, syntactics, and pragmatics of communication. Mathematical element helps in ordering and logicity of the ideas multifariously through various ideas.

The musical aspect of intelligence helps manage tone, volume, rate, and the prosodic-elocutionary aspect of communication. The kinesthetic aspect helps manage nonverbal and prosodic dispositions through physical and physiological cues. Spatial intelligence helps manage and decide the space elements in communication, that is, maintaining formatting elements in writing and respectable formality in spoken communication elements (Flethem, 2014).

According to Betty Mattix Dietsch, invention techniques are free writing, ideas clustering, brainstorming, list making, scratch outlining, and questioning. As you find related ideas, you can logically group them, such as chronological, spatial, and important orders. Similarly, rhetoric identifies the arrangement of ideas from general to specific, whole to parts, simple to complex, familiar to unfamiliar, and concrete to abstract. Introducing orders of chronology, space, generality, importance, formation, complexity, and materiality. Something may also involve beginning with a narrative, description, statement of a problem, interesting facts, a striking statistic, bits of history, concluding by stating a benefit, summarizing ideas, providing a twist, and more (Dietsch, 2012). Hurta A. Murphy et al. suggest using a buffer or porch to open a statement in interpersonal persuasive discourse and label it as a question, quotation, general statement, joke, story or mime, analogy, or striking fact. Murphy (2015) also discusses the opening from an anecdote which sets the scene from a personal experience, from the statement of or stating a problem, from the description of a case, from a surprising statistical fact and a striking bit of history, from disputing a common belief and from defying a stereotype. Mattex Betty Dietsch, in the 'Reasoning and Writing Well,' suggests organizing skills such as brainstorming, indexing jumbled information, outlining, and free writing as starter devices. Descriptive, narrative, argumentative, persuasive, definition and process-oriented, reflective-analytic, problem-solving communication cases to be formally understood for successfully learning art and reasoning in communication. Chronological, formation, importance, generality, complexity, concreteness, and other orders to follow for creative, critical, and varied interpersonal communication competence. Definition, narration, description, classification and division, generalization and qualification, causes and effects, comparison and contrast, process formation, inference, argumentation, summarization, recommendation, and interpretation are the different information modes to be shared for the generative-creative interpersonal communication skills. They highlight the involvement of the learners and trainees in following these communication variables through different and relevant topics.

To initiate collaborative conflict resolution conversation, use communication skills. Own the problem, describe the potential conflict-using behavior, consequences, and feelings consequences. Evaluating the other person's motives; be sure that the other person understands your problem; plan what you say before you confront the other person; and phrase your request so that it focuses on common ground" (Verderber, 2014).

As mentioned in the Advanced English dictionary are congratulation and felicitation, slander, proposal or proposition, command or bidding or dictation, agreement and this agreement, 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, are the communication acts that are devised in the 'Dictionary of Advanced English. It targeted the main conversation acts of descriptive, declarative, imperative, interrogative, exclamations, phatic, emphatic, subjunctive and hypothetic-conditional (Kaburise, 2011).

Dr. Fakhar Malik, devised teachers' key interpersonal skills based on random 50 questionnaires based on speech actions of meta-pragmatics, meta-rhetorics, multiple intelligences, message design theories, social psychological theoretical mechanics. (Malik, Vol. 8, No. 2, December, 2017.)

Interpersonal persuasive communication is a wide repertoire of skills related to communication. It has skills about skills 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, give instructions and requests, and to exchange complements in various contexts. These persuasive business communication skills involve several sets of interpersonal persuasive communication skills. These broader categories of interpersonal and persuasive communication skills involve communication skills about communication dyadic and rhetorical constructions.

The researcher applied IPCS in BC. Business communication is taught in almost all universities today. The purpose of the subject is to train professionals regarding practical and professional communication effectiveness. The teachers need to inculcate the skills in them. Specialists need to identify the areas of the skills and apply them in the context of business communications.

METHOD

The research proposes survey-numeric method of questionnaire of 37 theories and skills based on practical instrumental variables in business communication which are referred in the review. Quantitative method is practical, workable and manageable and proposes the model in practical. Teachers and students are the key accelerators of interpersonal communication skills. Therefore, teachers have been involved in their key roles and the other parties' motivation.

Sample

Teachers who had experience teaching interpersonal business communication and the students who studied these skills were involved in the questionnaires to share their learning-teaching experiences. Sixteen different universities in Islamabad and Rawalpindi were chosen as samples for this research. 50 business communication teachers (n=50) and 100 random students who studied at different universities in Islamabad and Rawalpindi for the representation (n=100). The total sum of students and teachers sampled was 150 Rawalpindi and Islamabad University teachers and students. (n=150)

Instruments

1. Closed-ended questionnaires were proposed as the primary data interpretation tool. The questionnaires for the teachers and students comprised the courses related to communication, interpersonal communication, persuasive communication skills, and various sub-skills involved in the field. They consisted of their prior knowledge of the course and their knowledge of the skills that should involve the courses related to interpersonal persuasive business communication skills.
2. Various variables in interpersonal and business communication fall under focus to prove the workability. Various conversational expressions, conflict resolution, message design theory involves analyses of approach, plan, audience, occasion, order, theme etc. Verbal messages share speech acts of affirmation, interrogation, negation, exclamation, performative, subjunctive, hypothetical acts; nonverbal elements involve posture, appearance, gesture, hand movement, eye contact; prosody involves mock neutral accent of clarity, tone, volume, rate, frequency, Intrapersonal, presentational

and rhetorical communication is the management of the rhetorical acts of definition, description, process, cause-analysis, argumentation, inference, interpretation, recommendation and conclusion.

RESULTS

The table shows the frequency for constituent items of the Interpersonal Persuasive Business Communication Skills (IPBCS) composite variable. The column of Domain/Item shows a valid question or statement. A precise comparison of both teachers and students has been given.

Table 1: Description of Teacher Respondents' Data on Interpersonal Persuasive Communication Skills (IPBCS) Scale

Skills	Teachers		Students		Aggregate Result 150
	Agree	Disagree	Agree	Disagree	Agreement
1. IPBCS is a Fundamental Need	50(100%)	0	96 (96%)	4 (4%)	146(98%)
2. Integrality of IPBCS	46(92%)	4(8%)	91(91%)	9(9%)	137 (91%)
3. Logicality of IPBCS	47(94%)	3(6%)	82(82%)	16(16%)	129 (86%)
4. Variation or Variability of IPBCS	37(74%)	13(26%)	80(80%)	20(20%)	127(85%)
5. Need for Inductive-Deductive Interpersonal Approaches	35(70%)	15(30%)	62(62%)	38(38%)	97(65%)
6. Need for Ethical Plan in IPBCS (Ethos)	47(94%)	3(6%)	77(77%)	23(23%)	124(83%)
7. Need for Logical Reasoning Plan (Logos)	43(86%)	7(14%)	93(93%)	7(7%)	136(91%)
8. Need for a Rational Reasoning Plan (Pathos)	30(60%)	20(40%)	94(94%)	6(6%)	124(83%)
9. Need of Creative Reasoning Plan (Mythos)	46(92%)	4(8%)	72(72%)	28(28%)	118(79%)
10. Need of Phatic Mood of Sharing Greetings	48(96%)	2 (4%)	90(90%)	10(10%)	138(92%)
11. Need of Emphatic Mood	37(72%)	13(26%)	66(66%)	44(44%)	103(69%)
12. Need for Assertive-Affirmative Mood	42(84%)	8(16%)	81(81%)	19(19%)	123(82%)
13. Need of Exclamatory Mood	46(92%)	4(8%)	91(91%)	9(9%)	137(91%)
14. Need for Indirect Imperative Communication Mood	44 (88%)	6 (12%)	72(72%)	28(28%)	116(77%)
15. Need of Scientific-Formal Performative Mood	35(70%)	20(40%)	70(70%)	36(36%)	105(70%)
16. Need of Brainstorming IPCS	44 (88%)	6 (12%)	51 (51%)	55 (48%)	95(63%)
17. Need of Rhetorical-Interpersonal Analyses	46(92%)	4(8%)	81(81%)	19(91%)	127(85%)

18. Need of Rhetorical Case Analysis	38(76%)	12(24%)	84(84%)	16(16%)	122(81%)
19. Need of Descriptive Rhetorical Skills	37(72%)	13(26%)	88(88%)	12(24%)	125(83%)
20. Need of Analytic- Rhetorical IPCS	43(86%)	7(14%)	64(64%)	36(36%)	107(71%)
21. Need of Logical-Rhetorical IPCS	44(88%)	6(12%)	67(67%)	33(33%)	111(74%)
22. Need of Nonverbal-Kinesthetic IPCS	43(86%)	7(14%)	87(87%)	13(13%)	130(87%)
23. Need of Dynamic Set IPCS	45(90%)	5(10%)	83(83%)	17(17%)	128(85%)
24. Need of Eloquence-Prosodic IPCS	45(90%)	5(10%)	85(85%)	15(15%)	130(87%)
25. Need of Proper Repertoire Course of IPCS Training	42(84%)	8(16%)	93(93%)	7(7%)	135(90%)
26. Need IPCS for a Positive Academic-Professional Change	41(82%)	9(18%)	94(94%)	6(6%)	135(90%)
27. Extra-Verbal and Nonverbal Communication Set	40(80%)	10(20%)	82(82%)	18(18%)	122(81%)
28. Need of Contextual Relevance in IPCS	46(92%)	4(8%)	93(93%)	7(7%)	139(93%)
29. Need of Intrapersonal Enhancement IPCS	45(90%)	5(10%)	92(92%)	8(8%)	137(91%)
30. Need of Content or Product Knowledge in IPCS	48(96%)	2(4%)	85(85%)	15(15%)	133(89%)
31. Need of Delegating IPCS	43(86%)	7(14%)	97(97%)	3(3%)	140(93%)
32. Need of Conflict Resolving IPCS	42(84%)	8(16%)	88(88%)	12(12%)	130(87%)
33. Need of Team Dynamics in IPCS	44(88%)	6(12%)	83(83%)	17(17%)	127(85%)
34. Need for Leadership Practices in IPCS	31(62%)	19(38%)	92(92%)	8(8%)	123(82%)
35. Need of Issue-Analysis in IPCS	32(64%)	18(36%)	70(70%)	30(30%)	102(68%)
36. Need of Proper Disclosure IPCS	47(94%)	3(6%)	91(91%)	9(9%)	138(92%)
37. Need for Supportiveness in IPCS	47(94%)	3(6%)	96(96%)	4(4%)	143(95%)

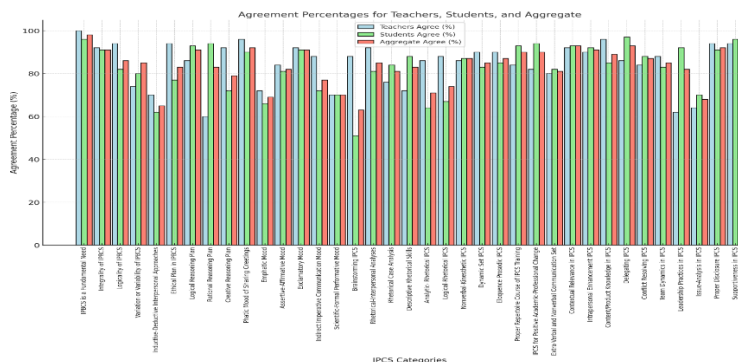


Figure 1. Agreement percentages for teachers, students, and aggregate

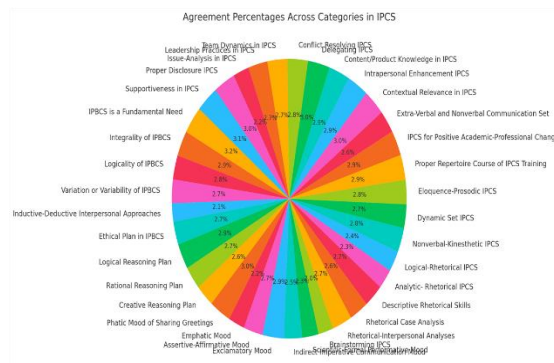


Figure 2. Agreement percentages across categories in IPCS

RESULTS AND DISCUSSION

The left column shows the sets of Interpersonal Persuasive Business Communication Skills, and the right Columns show the responses of both teachers and students. As a result, data analysis of both the respondents among teachers and students proves the authenticity of the need for interpersonal skills in business communication skills. The teachers’ data falls from 60% to 100% compared to the students’ responses, ranging from 51% to 90%. The total aggregate of teachers’ and students’ responses ranges from 63% to 98%. The overall results fall from 80 to 90%. Ratio of 90% approved interpersonal business communication skills is 13 (1/3) out of 37. These include fundamentality, integrity, use of reasons and emotions, phatic mode of conversation of sharing wishes, exclamatory mode of conversation of sharing various connecting devices in communication, repertoire training and practice, content analysis, intraverbal planning for communication delegation of roles in communication, disclosure of communication, and supportiveness in communication.

Most interpersonal skills are needed in business communication. 18 out of 37 (1/2) sets of skills fall in the 80s in percentage, which of logicality and variability of communication, use of ethics, creativity, and emotions in communication as of ethos, mythos, and pathos, use of the assertive-affirmative mode of ideas, integral rhetorical communication, expository-descriptive rhetorical skills of communication, nonverbal-kinesthetic communication skills, use dynamic elements, leadership styles, conflict resolving strategies and team-dynamics in communication skills. 6 out of 37 (1/4) skills fall under the 70s and 60s in percentage and are less rated by the participants. An eclectic modulation of the pragmatic, classical rhetoric, business communication, and humanistic aspects of communication skills can enhance and mature interpersonal persuasive communication skills.

These results compare to Elmotri (2025), who examined linguistic challenges and the impact of material authenticity on comprehension and assessment in English-medium instruction (EMI). The study found that while over 70% of students recognized the importance of technical terms and vocabulary, they undervalued morphological and syntactic elements like prefixes and logical connectives critical for understanding scientific content. Although 64% were highly motivated to learn specialized vocabulary and extract information from visual aids, limited institutional resources and teacher prioritization of content over language needs hindered progress. Task-based activities, such as ice-breaking games and gap-fill exercises, were effective for 66% of students in improving comprehension. For assessments, 80% preferred self-assessment, projects, or dissertations, highlighting challenges with traditional exam formats. The findings emphasize the need for context-specific materials, teacher training, and language-focused curricula to align students’ linguistic abilities with academic demands.

Pragmatic speech acts and syntactic patterns; rhetorical styles and skills; business contexts and tasks practice; and humanistic social and moral aspects of communication would mature the enhancement of skills and competence amongst learners and teachers. These use various approaches, emphatic and imperative modes of conversation, brainstorming, rhetorical analytic communication skills, use of various orders in communication. These include meta-conversational skills, rhetorical skills, multiple

intelligence skills, and broad interpersonal skill sets. Therefore, it is recommended to consolidate with the 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, and rhetorical canons should also be focused on to develop the maturity of interpersonal persuasive communication skills in trainees and trainers. Interpersonal communication styles should also focus on relevant logic and skills, such as ethos, logos, myths, pathos, etc.

Recommendations

1. This research recommends that interpersonal skills and business communication are critical academic and professional development areas. Integrating both theories helps generate various skills among students and teachers.
2. Various courses can be developed on selling, conflict resolving, presentation, marketing, managerial, and professional interpersonal persuasive communication skills.
3. Various teacher training programs should be organized for new and in-service teachers to equip them with modern teaching technology, skills, and expertise.
4. Various communication skills can be studied under interpersonal, intrapersonal, rhetorical, kinesthetic, prosodic, logical, and verbal theories and should be part of training and various syllabi of academic-professional development.

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APPENDIX

Statements of Assessment

1. Communication skills are the most fundamental element for educational-professional excellence for professionals.
2. Communication involves the repertoire (range or set) of abilities to be acquired to grasp various academic-professional fields better.
3. These communication abilities are closely integrated and interconnected with one another in many ways.
4. These communication skills fulfill the various communicative purposes of human interaction, such as persuading, informing, arguing, sharing emotions, or expressing different compliments to one another.
5. These different purposes of interpersonal communication are attained through the effective inductive and deductive approaches of saying something directly or indirectly to achieve the communication objective.
6. One needs to follow the ethos style of utilizing ethics, character standards, or values to perform persuasion.
7. One can use another style of logos of logical reasoning to convey the content in communication using strong informational and evidence patterns.
8. The use of pathos as the expression of sympathy or empathy for exchanging feelings to inspire the other party in communication.
9. Another convincing type of persuasion in formal academic-professional communication is the use of imagination or creative techniques or some sensible technique of interpersonal communication skill.
9. The phatic mood of compliments is another technique for having healthy and lasting relationships in academic and professional affairs.
10. To enforce the rules and regulations or the dos and don'ts, one can indirectly use an emphatic mode of speech.
11. The exchange of information is better conveyed through the exposition style of communication, which uses explicit and assertive language.
12. Benediction of feelings can better be exchanged through the exclamatory or subjunctive mode of speech, or expression of the optative-subjunctive mood of speech better enhances speech realization in interpersonal communication.
13. The Imperative mood of speech is conveying the pieces of advice, orders, or requests that should be utilized more indirectly.
15. The formal act of interpersonal persuasive communication enhances the use of formal performative speech acts. The expression reflects contagious interpersonal persuasive communication.
38. 16. To have more planned and effective interpersonal communication skills, one needs to utilize the intrapersonal skills of outlining, summarizing, brainstorming, indexing, clustering, etc.
39. 17. The rhetorical case should be dealt with using various techniques of analysis of content, audience, context, occasion, formality, approach, or plan of interpersonal persuasive communication.
40. 18. Another type of similar analysis is the utilization of memory, style, invention, disposition, eloquence, and order of the content for explicit interpersonal persuasive communication skills.
41. 19. The content can be made explicit through the extensive practice of the concepts, facts, narration, exemplification, classification, summarization, etc.
42. 20. The subject matter can be better analyzed through comparison and contrast, classification and division, causes and effects, generalization and specification, summarization, inferring, argumentation, interpretation, and recommendation.
43. 21. One needs to have another organizational strategy for communication by practicing different chronological, spatial, important-to-common, general-to-specific, and simple-to-complex patterns of interpersonal persuasive communication.

44. 22. An effective communicator should have the kinesthetic (physiological) patterns of effective appearance, gestures, posture, facial expressions, and hand movement to create persuasive academic-professional interpersonal communication.
45. 23. Being motivated, assertive, empathetic, effective, and having patient listening tactics, sincerity, warmth, and politeness involves another set of interpersonal persuasive communication skills.
46. 24. Eloquence (prosody or proximity) is another part of practical interpersonal persuasive communication skills, which involves the use of varied patterns of pronunciation, pitch, tone, volume, rate, etc.
47. 25. There needs to be a compact and systematic course for Interpersonal persuasive communication skills, or these skills should be at least an integral part of business communication.
48. 26. Teaching interpersonal persuasive communication skills is challenging and new, but it can positively change business professionals.
49. 27. Warmth, genuineness, assertiveness, contagiousness, and a dynamic sense of self are better exhibited through an understanding of effective kinesthetic interpersonal persuasive communication.
50. 28. The relevance of the context and the contextual involvement of interpersonal persuasive communication skills assure success and confidence in business communication professionals.
51. 29. The core of dynamic interpersonal persuasive communication skills involves personal experiences, objectives, an individual's self-respect, and serious future concerns about business.
52. 30. Awareness of the relevant knowledge of the product or content is one of the basic elements of interpersonal persuasive communication skills.
53. 31. Delegation style or skill is essential for enhancing teamwork and the sense of responsibility among business professionals. It boosts interpersonal persuasive communication.
54. 32. Conflict-resolving strategies are crucial for avoiding and resolving conflicts in daily business contexts. These strategies help enhance interpersonal persuasive communication.
55. 33. Working in teams supports business professional learners in communication through case analyses, sharing responsibilities, setting the agenda, and valuing diversity among themselves.
56. 34. Leadership styles in professional business contexts are used to develop competition, evoke leadership qualities, and assist the true spirit of persuasive interpersonal communication.
57. 35. Issues analyses regarding critical scenarios and problem-solving should be practiced in various contexts and case studies. This helps determine how remedial strategies are exercised and proposed for communicators' vital and creative maturity.
58. 36. Disclosure of genuine and positive feelings in many ways develops positive and strong relationships. Interpersonal persuasive communication disclosure skills are effective for healthy business professional relationships.
59. 37. Responding supportively towards others enhances the credibility of an interpersonal persuasive communicator. To improve the supportive response, a business professional should be trained to empathize, speak, give genuine and sincere advice, and have patience towards others' reactions for informing exact and authentic information.