All need some omptene in interpersonal kills. Competence in interpersonal kills is not uniformly divided in the population; however. Bringing, natal ability (i.e., emotional intelligence), taining, and personal motation are also some people have a high level of kills whereas others have low kills due to their bringing, total inequalities in society or personali dispos ition. There have also been remedial solns for people in each interpersonal kills. Nowadays, numerous adult eda ton enters and ones in interpersonal kills. Many have seen their employees similar ones in their training programs. This paper describes an interpersonal kills program available on the Internet.

Giving Psychology Away

There is a term in the field of psychology that describes a belief that interpersonal kills should be taught widely in the society. A concept called "giving psychology away" was coined in the 1970s to indicate a belief that the practical aspects of psychology should not be closely guarded secrets of psychology practitioners. At that time, psychological methods were not freely available in our society. In those days undergraduate students were taught abstract theories, but were not privy to the "how to" aspects of the field. The concept has persisted over time. Anthony Grasha (1998) documented how he implemented the concept in his undergraduate introductory psychology course. Instead of a strict theoretical approach, he taught the following practical concepts: persuasive communication, leadership, listening skill, conflict management, behavior modification, goal and objective setting, need achievement, power motives, problem solving in groups, and career planning. In addition, he required his students to apply these concepts in their daily lives. Students were required to keep a journal in order to document the success/failure to apply the concepts to practical situations they encountered.

Interpersonal Skills

A traditional way of teaching interpersonal skills is the behavioral model. In the behavioral model, the desired behavior is shown to a trainee, and the trainee is encouraged to emulate the behavior. There is a lot of developed theory on this approach. A study by Walter (1975) illustrates the main theoretical points. The behavioral model is effective in improving interpersonal skills. In this way, people can engage in self-help. In addition, undergraduate students are required to keep a journal in order to document the success/failure to apply the concepts to practical situations they encountered.
The study explored the concept of imitative behavior in social learning. In this approach, a video model of desired behavior is presented to trainees. According to Bandura and Walters (1963), behavior is modified by the acquisition of imitative responses from the model and the performance of imitatively learned responses. A willingness and readiness to change are assumed in the social learning paradigm. It is primarily the goals for change that depend on identification with the model. Once the new behavior or attitude has been performed, subsequent reinforcement contingencies determine whether the change will be lasting.

Walter studied the relative and combined effects of two behavior modification inputs (videotape feedback and video modeling) on predictable task group behavior change. Subjects were 227 business school students divided into problem-solving groups of five to seven members. Results indicated that videotape presentation of models and videotape feedback yielded significant behavioral change. It was concluded that providing a goal for change through modeling and aiding the change process through modeling is more important than providing an "unfreezing" experience, which stimulates change and that the linking of modeling and videotape feedback yielded behavior changes beyond those to be expected from the simple summation of the two inputs.

There are many examples of successful video behavior modeling training in the literature. Brenner, Helms, Williams, and Williams (2003) report on a video module they developed to teach assertion skills. They developed a video module that uses dramatizations of the effective and ineffective ways to respond to a provocation. Volunteers were randomly assigned to watch the assertion video (n = 50) or a control instructional video (n = 53). Participants completed pre/post assessment batteries that tested their knowledge of the steps of assertion and their ability to apply this knowledge in response to written scenarios. The answers were scored for both aggression and the use of assertion. Participants randomized to the assertion video showed larger increases in assertion and decreases in aggression compared to controls, indicating that a video dramatizing the use of assertion can be a practical and effective means of improving assertion skills, with decreased aggression a potential added benefit.

Schoonover and Bassuk (1983) showed how videotape productions with characters, a storyline, and action sequences can enhance learning. The study was conducted at the Harvard Medical School. In their report, the experience of producing a series of videotapes about pre-hospital emergency care is used as a paradigm for discussing how theatrical techniques, applied through discrete production steps, can reinforce training goals and appeal to a wide range of students with diverse learning styles.

**INTERPERSONAL SKILL TRAINING ON THE INTERNET**

With the advent of the Internet, a new training paradigm has emerged. There has been computer-assisted instruction for some time, but the Internet and the World Wide Web bring the possibility of sophisticated training at reasonable cost to every computer user. In the Internet culture, there is a philosophy of "giving technology away" that has some parallels to the earlier psychology movement, "giving psychology away."
example, by right clicking on an Internet page one can obtain the HTML code that was used to create it. Many valuable software programs are available free or for a low fee by means of shareware. There is a lot of free training material on computer technology on the Internet for anyone who is connected and has a desire to learn. (e.g., HTML training programs). There are a plethora of training programs available for a fee on the Internet. These include college-level courses, diploma programs, and management training programs. Any company can offer online training to their employees in a revolution of how training is conducted and become an extremely beneficial part of employee training.

Young (2005) did a study to identify the most effective model presentation format in behavior modeling to teach interpersonal skills in online learning environments. Four model presentation formats were compared: video, pictures plus audio, audio only, and text only. The effects of the model presentation were investigated in terms of learning outcomes, measured by learners' reactions, cognitive retention of learning content, and behavioral reproduction. No significant differences between groups were found in any measure of learning outcomes. The implication of the findings is that it is reasonable to use cost-effective model presentation formats to teach interpersonal skills using behavior modeling.

Giving Away Interpersonal Skills Training

With the advent of the Internet, it is now possible to make available interpersonal skills training on a global scale. There are many questions about how this could be done. The biggest question is: will there be any interest in this type of training if it is available at no additional cost to Internet subscribers? There are many other questions about how the training should be produced to make it most beneficial and cost-effective. At present these questions remain unanswered. There is no source of free interpersonal skills training on the Internet. There is no published research that would shed light on these questions. A pilot program was developed to investigate the feasibility of producing interpersonal skills training materials for distribution on the Internet. The skills chosen for inclusion in this program were: giving feedback to a subordinate, assertiveness, active listening, and negotiation. There is a substantial literature that addresses each of these interpersonal skills. While there are different approaches to teaching each skill, there are general principles that can be derived from the literature. Thus, for each skill a set of learning points can be described. The Internet lends itself to the graphical presentation of material. The high-speed connections that many subscribers have make it possible to make it both beneficial and accessible. An important aspect of this training is that online learners can control the pace of learning and the time needed for employee training.

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In order to gauge the feasibility of interpersonal skills training on the Internet, four video modules were created. Each module contained content material delivered in a lecture format and behavior modeling material delivered by means of a role-play. The learning points were highlighted by means of subtitles. The role-plays were introduced by an explanation of their scenarios. The learning points were embedded in the actions of the participants in the role-plays. The viewer is charged with associating the learning points with the behaviors modeled in the role-play.

One of the roles of a manager is to give feedback to subordinates. Feedback can be positive or negative. Positive feedback is used to motivate the subordinate. Negative feedback is used to correct performance deficiencies. The most common format for giving negative feedback is the performance review interview. These interviews occur annually, so their impact on performance is constrained by the disconnect between a worker's daily performance and the time lapse before the feedback is communicated. Another form of feedback is the kind that occurs in regular meetings between a manager and a subordinate. This form of feedback is more likely to be one-on-one and behavioral in intent. The feedback is given in an informal setting, not in a formal performance review. The immediate feedback makes it more likely that the feedback will have a positive impact on the subordinate's performance.

Maurer (1994) provides guidelines for how to administer negative feedback to a subordinate. He suggests that managers prepare for a feedback discussion by developing a clear picture of what the problem is. He suggests that a feedback discussion include a dialogue. The manager gives his/her opinion as to what broke down. The subordinate has an opportunity to respond with his/her perception of what happened. The manager is encouraged to listen to the subordinate in order to clarify what actually happened. A plan for action is called for. The manager and the subordinate identify what each can do to improve performance in the future. The discussion is viewed as a learning opportunity not as a disciplinary interview. Maurer offers some general learning points about giving feedback to others. Feedback should be specific. Give people tangible examples of the performance you want them to change or continue. Feedback should be timely. If feedback is going to help, it needs to be given near the time of the event. Timely feedback ensures that people will recall the details that are discussed. The focus should be on behavior, not individuals. Stick with the behavior and avoid personalities.

A 12-minute video module on feedback was produced to provide a pilot test of the efficacy of presenting instructional material at no cost to the public on the Internet. The learning points in the feedback module produced for the pilot project are:
• Provides support for negative feedback
• Focuses on specific behaviors
• Keeps comments impersonal and job related
• Makes sure recipient understands feedback
• Criticizes only controllable behaviors
• Adjust feedback to needs and situation of recipient

At present this video module is available on the Internet. It is playing on a Web site on which thousands of videos of many descriptions. To view the video, a user must type feedback into the search engine of the Web site. In a twelve-month period this video was viewed by 6,972 persons.

ACTIVE LISTENING

One of the most important issues in interpersonal communication is listening skill. It is well known that people frequently fail to communicate due to ineffective listening skill. From a theoretical standpoint, the mind moves four times more quickly than is necessary to listen to someone speaking. The result is that the mind often wanders when listening to someone in a one-on-one or during a lecture. This reduces the understanding that one attains from listening to someone. Of course, reduced understanding of two-person communication also stems from characteristics of the listener such as lack of interest in the speaker or the topic of discussion, distraction due to environmental factors (static), or poor conversational skills. When poor listening skill is a factor in important business matters, a business organization can suffer costly performance deficiencies. The kinds of interpersonal communication that are negatively affected by poor listening are: informational interviews, personnel (hiring) interviews, disciplinary interviews, performance reviews, and counseling (helping) interviews.

Bone (1998) offers practical guidance to improve listening in the business context. She suggests that there are four key elements of good listening: attending to both verbal and non-verbal information; making a good interpretation of the message being communicated between the speaker and the listener; developing a thorough understanding of the communication by means of asking questions; and giving the speaker an appropriate response, verbally or nonverbally. She states that our attitude toward the speaker is a determinant of our listening style, and that attitude may be a barrier to effective communication.

Bone offers suggestions to a manager who wants to be a good listener. She states that one must have desire, interest, self-discipline, and concentration to be a good listener. A good listener avoids daydreaming. Listening encompasses the "whole-body": listen with the ears, the eyes, the heart, the intuition, and the mind. Listening is aided by note taking. Notes aid retention of what has been communicated.

Bone's suggestions fit well within the framework of active listening. Active listening is a term that is used to place responsibility on the listener for understanding of a
two-person conversation. The listener takes responsibility by concentrating on what the speaker says and by clarifying his or her understanding by asking questions when necessary. Other ways of clarifying one's understanding are summing what has been said and reflecting back emotions expressed by the speaker. Bob often reasons a speaker will provide additional information that may be in his or her aid.

A 16-minute video module on feedback was produced to provide a pilot test of the efficacy of presenting instructional material at no cost to the public on the Internet. The learning points in the active listening module produced for the pilot project are:

- **Listen with intensity**
  - Don't confuse hearing with listening. We may try to hear everything someone is saying and still miss its meaning.
  - We think a lot faster than anyone can speak. Therefore, we are prone to being someone is speaking.
  - Our mind frequently wanders when someone is speaking.
  - Instead of going with every thought that comes into our mind, we should create a mental image of what is being told to us.

- **Empathy**
  - Empathy requires one to put oneself into the speaker's shoes.

- **Acceptance**
  - The listener tries to understand what the speaker wants to communicate rather than what the listener wants to believe.
  - Listen objectively without judging what is being said.
  - If one disagrees with what is being said, do not automatically start thinking of rebuttals. This causes us to miss the message.

- **Willingness to take responsibility for completeness**
  - Do what is necessary to understand the speaker's message.
  - Listen for feelings as well as content.
  - Ask questions to assure understanding.
  - Make eye contact.
  - Use non-verbal behavior to show interest.
  - Avoid distracting actions.
  - Paraphrase.

- **At present this video module is available on the Internet. It is playing on a Web site containing hundreds of thousands of videos of many descriptions. To view the video, a user must put the word 'listening' into the search engine of the Web site. In a twelve-month period this video was viewed by 3,224 persons.**
Being assertive is a skill that is beneficial in many other situations. Assertiveness in a two-person relationship is defined as standing up for one's rights while not trampling on the rights of the other person. Assertiveness is distinguished from passivity and aggressiveness, and it is considered to be the preferable way to act.

Many people lack the skill to be assertive, and some people are unaware of what it means to be assertive. Assertiveness is often defined in terms of situations that call for assertive behavior. Some examples are:

- Asking someone to stop smoking in a non-smoking area
- Getting a rebate on defective or unsatisfactory merchandise
- Re-establishing a relationship after an argument
- Asking for a raise or a promotion

Being assertive guarantees getting one's way, but it is often successful in influencing a person to respect the rights of the other person.

Bower (1994) presents a framework for understanding assertiveness and practicing it. She explains why some people are assertive while others are not. If a person does not know how to be assertive, they will not be able to communicate assertively. Knowledge about assertiveness is not instinctive. One must have a persistent determination to learn how to communicate assertively. The assertive communication style is a learned skill. It takes courage and skill to speak up assertively. After all, the person one is speaking to might not want to hear what one is saying and may make every effort to sidetrack or detour the speaker from his or her purpose. One's courage and assertive communication skills help a person to speak up positively in ways that keep the conversation aimed at solving the problem at hand. Self-confidence comes from doing something well. So every time one speaks up assertively, one enhances one's ability to do something well, and that builds self-confidence to do it again.

Bower suggests preparing a script in order to assure that the communication will be assertive. A script is a plan for how a two-person interaction will unfold. The basic elements of an assertive script are: 1) describe the behavior of the other person in objective terms; 2) express one's feelings about that behavior in a calm manner; 3) ask explicitly for a change in the other person's behavior; and 4) state the consequences for the other person's changed/unchanged behavior (e.g. reward/punishment).

A 15 minute video module on assertiveness was produced to provide a pilot test of the efficacy of presenting instructional material at no cost to the public on the Internet. The learning points in the assertiveness module produced for the pilot project are:
• Standing up for your own rights in a way that does not violate another person’s rights
• Getting what you want and need by using reasonable and fair means
• Assertiveness does not mean being aggressive. Aggressive behavior leads to violating another person’s rights in pursuit of your own interests.
• Non-Assertive Behavior: a failure to stand up for your own rights

Situations that call for assertive behavior
• Asking someone in a non-smoking area to put out their cigarette
• Returning unsatisfactory purchases to a store.
• Asking for a pay raise, day off, or promotion
• Reprimanding subordinates

Dos and don’ts
• If someone ignores you, repeat it in the same tone but a little louder.
• Refuse to be distracted or angered by side issues brought into the discussion.
• Show empathy for the other person.
• When expressing opinions be in the right tone.
• If a prior agreement with someone is being ignored, bring attention to the discrepancy without rudeness.

Self-control
• A positive self-image will encourage one to be assertive.
• It is more difficult to be assertive when in a stressful situation.
• If someone is being aggressive, do not allow yourself to get angry. Use SILENCE (explain that you are listening carefully and ask for further clarification).

At present this video module is available on the Internet. It is playing on a website containing hundreds of thousands of videos of many descriptions. To view the video, a user must put the word assertiveness into the search engine of the website. In a twelve-month period, this video was viewed by 4,368 persons.

NEGOTIATION
In our culture, negotiation is not used in retail buying and selling transactions. However, in other cultures, negotiation is used for all transactions large and small. The kind of negotiation instruction typical in our culture (U.S.) is geared for business transactions above and beyond the retail level. While the average consumer is forced to...
negotiate rarely people in the business context negotiate all the time. There are negotiations of all sorts in the business context. Some negotiations are one-on-one and others are comprised of two organizations that negotiate between themselves. Typical of organization-level negotiations are labor-management contracts, purchase and sale agreements, agreements between sub-units of an organization (e.g., engineering has made plans and manufacturing must implement them), and significant business deals (e.g., merger, partnership, alliance). Typical one-on-one negotiations include: agreement on a person's performance goals with his or her manager, consumer purchase of a house, and an industrial salesperson making a deal in a town.

There are many approaches to the subject of negotiation. The traditional approach is referred to as a zero-sum game. In this type of negotiation there is a winner and a loser. A more contemporary approach recognizes that there are three possible outcomes to a negotiation: win-win, win-lose, and lose-lose. The win-lose outcome is preferred. In this outcome each side has received something it needs. Assuming that each side has calculated the outcomes it must attain to be satisfied, the negotiation is a means of assuring each side that it will get its "musts" in an outcome where both sides have made concessions. In addition to a less cut-throat approach to negotiation, current methods emphasize negotiation skills. It is not possible to do justice to the many expert treatments of negotiation skill here. The approach chosen for the pilot instructional module is a melange of accepted wisdom about negotiating.

It is suggested that a negotiator have a clear idea of what would be a satisfactory outcome of the negotiation before the negotiation begins. Oftentimes negotiations become enflamed or are decided at the last minute. In order to avoid being manipulated into an undesirable outcome, the negotiator must have a clear idea of what is an acceptable outcome. Most negotiations begin with an opening offer. Trainees are instructed to think of the opening offer as unrealistic. This is not unethical or deceptive. Negotiators must know that the final settlement often represents a compromise that is significantly different than the opening offers. Negotiators are instructed to make concessions to the other side during the negotiation. A concession from one side often leads to a concession from the other side. Concessions allow for momentum in the negotiation. Negotiators are instructed to remain objective. Anger or personal attacks are events that can set back a negotiation. Negotiations are characterized as a give and take process. Despite the detailed preparation made by the negotiators and adherence to all the accepted principles of good faith negotiation, many negotiations are not concluded until the deadline has been reached. Only then do both sides reveal their best and final offer. The skilled negotiator must be able to maintain the process until the time for the final deal to be struck and to effectively conclude the process by meeting his or her side's goals.

A 13 minute video module on negotiation was produced to provide a pilot test of the efficacy of presenting instructional material at no cost to the public on the Internet. The learning points in the negotiation module produced for the pilot project are:
Negotiation is a way of resolving conflicts between people or organizational units.

- Develop goals before beginning a negotiation.
- Have a concrete strategy that allows you to negotiate objectively.
- A willingness to compromise will facilitate a negotiation.
- Develop objective criteria for outcomes to avoid the effects of emotions or pressure.
- Begin with a positive overture to develop rapport and establish mutual interests.
- The initial offer is merely a point of departure.
- Maintain a rational, goal-oriented frame of mind.
- Concessions tend to be reciprocated and lead to agreements.
- Many deals are made only at the last minute.
- Win-lose is a common approach; Win-win is recommended where possible, lose-lose is always possible and should be avoided.

At present, this video module is available on the Internet, by searching on the web site containing hundreds of thousands of videos of many descriptions. To view the video, a user must put the word negotiation into the search engine of the web site. In a 12-month period, this video was viewed by 6,972 persons.

**CONCLUSION**

There is some evidence that the public would seek out educational material on interpersonal skills that resides on the Internet. So far, people have sought this material without any pull from advertising. Given the vast amount of material on the Internet, bis is a positive indication that an offer to give away knowledge about interpersonal skills will be met by an interest from learners. This assumption must be followed up by a more rigorous research effort in order to verify it.

**REFERENCES**


