

Sure, I know how to talk to people!



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Introduction

Good communication skills are vital in both your work life and your social life. Because talking to other people is part of everyday life, you may feel that you naturally possess these skills. In this course you will discover that a little psychological knowledge about interactions will help you to be able to plan and prepare for conversations in a way that will enable you to become an even more skilled communicator. The model you will learn about in this course is based on evidence from extensive psychological research into rapport, much of which has been carried out in a policing context.

As soon as two people are in a room together, they are communicating in some way, albeit perhaps non-verbally. Imagine the following scenario: you and your colleague, Jim, are in a meeting room at work together, the first two people to arrive for a meeting. You are busy trying to answer emails on your laptop, so you don't want to talk, and from the fact that you don't look up when Jim enters the room, are interacting with your computer and don't verbally acknowledge Jim, he is able to deduce that you aren't interested in chatting. While you've said nothing, you have nonetheless communicated. So even without speaking, once two people are in a room together, they are communicating – even if the message they are communicating is that they don't want to talk.

In this course you will be introduced to a simple model that encourages you to think about interactions between you and a conversational partner or a small group. This model is based on psychological research and is easy to understand and apply in your daily life, whether at work, at home or in a social environment.

In the following video, Dr Zoe Walkington introduces you to the content you will cover in this course.

Video content is not available in this format.

Video 1 Talking to people – when rapport works ... and when it fails



By the end of this course, you will be able to:

- understand the principles of a psychological model about rapport
- identify interpersonal behaviours using the model
- avoid maladaptive responses using the model
- plan an interpersonal response to a particular situation based on the model
- reflect on a situation experienced recently.

1 A difficult conversation

Before you explore the psychological model, first have a go at the following activity based around a tricky communication.

Activity 1 How might you react?

Allow approximately 10 minutes

Imagine you're a police officer attending a meeting in a local community centre. You're the only police officer attending and you're wearing your uniform, so it's obvious that you're a police officer. When you get to the centre, only a few people have arrived so far. You get a cup of tea, walk over to a man in his forties who is just sitting down and introduce yourself by saying, 'Hi, I'm [your name]. It's nice to meet you. Have you had an OK journey getting here?'

The man turns to you and says, 'Sorry but I've got nothing to say to a police officer.' He then turns away from you and doesn't make further eye contact with you.

What could you do to progress this situation? Make a couple of notes against each of the four questions below. (Alternatively, you might find it useful to write down your responses on a sheet of paper that you can refer to later in this course.)

1. Putting yourself in the role of the community police officer, what would you want to get out of the situation?

Provide your answer...

2. How would you 'diagnose' the behaviour of the community member towards you? What behaviours do you think they are displaying towards you?

Provide your answer...

3. What do you think might be the reasons for them responding that way? Try to generate a few different ideas about what might be going on for them to have reacted this way.

Provide your answer...

4. Spend a couple of minutes thinking about what you might want to say in reply and why. What are the exact words you would want to say in response?

Provide your answer...

You will refer to this activity at the end of the course so please ensure you have saved all your responses.

2 Research into difficult conversations

Sometimes in life people have to have difficult conversations. Examples of difficult conversations might include ending romantic relationships, communicating disapproval to children about bad behaviour, and managing a staff member whose performance is problematic at work.



Figure 1 Police suspect interview

Another excellent example of a really difficult conversation is a police suspect interview. In the next section, you will learn more about the research relating to these challenging conversations.

2.1 Police suspect interviews

Most police suspect interviews might be considered difficult because the suspects often don't want to be there, yet for obvious legal reasons they have to be. Whether they are guilty or innocent, it's likely that, for the suspect, such interviews are stressful events. It's also likely that they may be unwilling to talk. Likewise, the police officers conducting the interview may well feel under pressure to get the suspect to talk. As such, these are conversations in which the stakes are high. So what does the research in this area indicate is the best way to approach them?

In 2002, researchers Ulf Holmberg and Sven Åke Christianson carried out some psychological research in Sweden. They gave a questionnaire to men who had been convicted of either sexual offences or murder. The questionnaire asked the men to remember the interviews they'd had with the police in connection with the crime with which they'd been charged, asking them about the interviewing officers and how they felt they were treated by them. It also asked them whether they had admitted or denied their crime during their interview.

On analysing the responses the researchers found there were two main interview styles: one characterised by dominance (i.e. officers appearing aggressive, impatient and brusque), which tended to be associated with denials of the crime from suspects, and the other characterised by humanity (i.e. officers appearing empathic, helpful and accommodating), which was more often associated with suspects making confessions. This research is very interesting to psychologists as it suggests that treating people helpfully and empathically in police suspect interviews is associated with people making confessions.

Activity 2 Reflecting on your own experience

Allow approximately 10 minutes

Reflecting on this information, try to think back to a time when you had to talk to someone about something you didn't really want to discuss, recording your thoughts in the boxes below. The example you use can be drawn from anywhere – your family relationships, a work situation or maybe a situation in your local community.

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Discussion

It's interesting to notice that most people's response to this is to think that of course they would be more forthcoming if someone was empathic and understanding – and yet we still buy into the myth we see in films that, when talking to a police suspect, for some reason the rules of 'what works' will be different! (i.e. in films and TV shows we think that being a 'tough' or 'aggressive' interviewer gets results.)

The psychological research explored here links to the psychological model introduced in the next section, which also considers how dominance and humanity might be important in communicating. This model is called the interpersonal circle.

3 Diagnosing behaviour using the interpersonal circle

The interpersonal circle – also known as the interpersonal circumplex or interpersonal wheel – is a psychological tool that helps explain why we experience the reactions explored in the previous activity. For example, why is it that, when you don't want to talk and don't feel like saying much, and then someone is very dominant with you, it makes you feel even more reluctant to talk?

In the 1950s, Tim Leary developed the idea of the interpersonal circle as a simple way of visually representing the interactions that take place between people. It's therefore a well-established idea and has been used to look at the interactions between all sorts of people – doctors and their patients, police officers and suspects in interviews, and partners in romantic relationships. It has even been found to translate well to the interpersonal interactions of primates.

The following video introduces the principles of the model. Once you've watched it, you will move on to using the model to diagnose some behaviour.

Video content is not available in this format.

Video 2 The interpersonal circumplex (basic model) (adapted from Leary, 1955)



Now that you understand the basics of the model, you can have a go at 'diagnosing' behaviour by marking where you feel someone falls on the interpersonal circle.

Activity 3 Plotting where someone is on the model

Allow approximately 20 minutes

First, take a look at the following interaction.

Video content is not available in this format.

Video 3 Interaction in a car park



Now consider the following questions.

1. Where is the person on the hostility–cooperation axis? Do you see them as being mainly hostile or mainly cooperative?
2. How intense is that behaviour? Remember that neutral behaviour goes towards the centre of the circle and more extreme or intense behaviour towards the outside of the circle (Wiggins, 1982).
3. Where is the person on the dominance–submission axis? Do you see them as being mainly dominant or mainly submissive?
4. How intense is that behaviour?

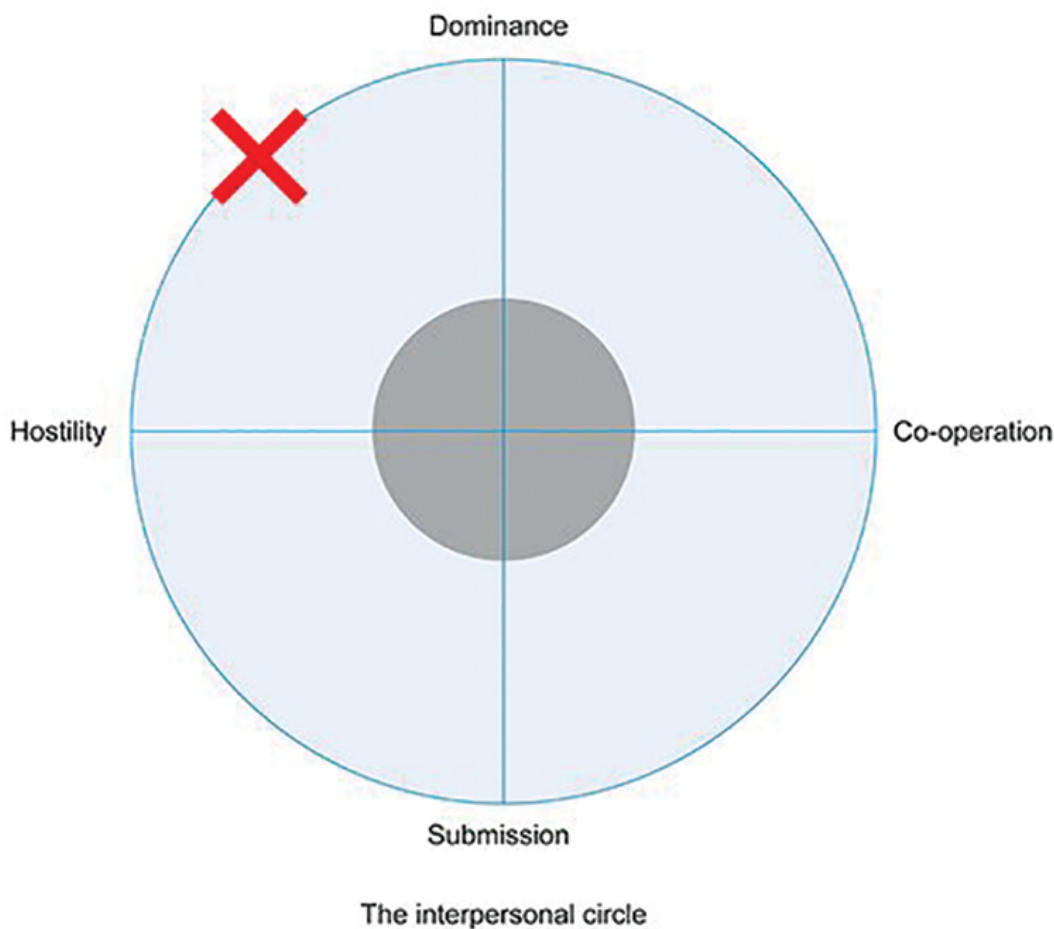
Provide your answer...

Using the following plotting tool, plot where you would position the person in the video on the interpersonal circle.

Interactive content is not available in this format.

Discussion

The person in the video would be plotted on this point of the interpersonal circle:



Because the interaction shows high intensity dominance and high intensity hostility, the cross on the circle is placed on the outer edge of the circle in between the dominance and hostile points.

3.1 Maladaptive and adaptive variants of the model

So far you have been presented with a very simple version of the model. However, to get the maximum advantage from working with it a bit more complexity needs to be added. Birtchnell (2014) developed the basic model of the interpersonal circle to take into account the fact that there are both 'adaptive' and 'maladaptive' versions of behaviour – an idea that was researched in a policing context by Alison et al. (2013), who developed their model of rapport based on coding many hours of police suspect interviews. The interpersonal circles they developed from this research are shown in Figure 2 below.

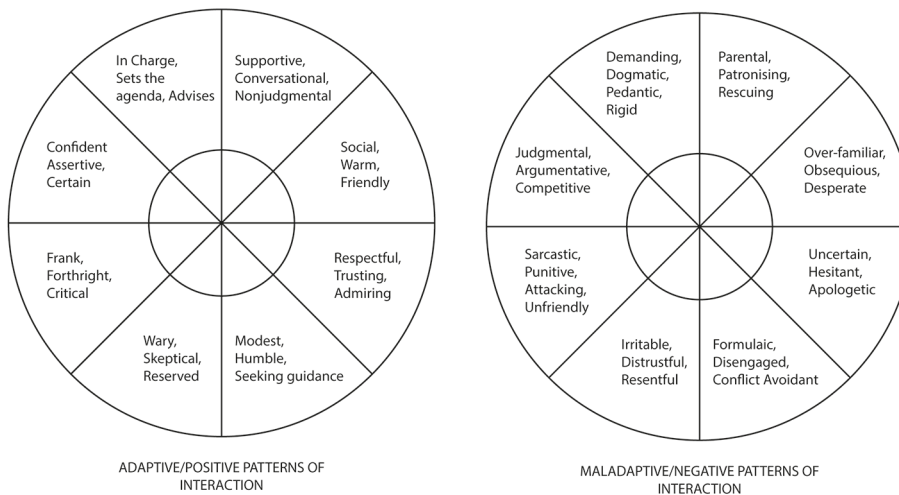


Figure 2 The adaptive and maladaptive interpersonal circles taken from Alison et al.'s (2013) ORBIT model (Observing Rapport Based Interpersonal Techniques)
[Downloadable version available](#)

This more complex version of the model takes into account the fact that there are ways of relating that help to facilitate communication (adaptive behaviours) and those that tend to inhibit communication (maladaptive behaviours). The following video explains this idea further.

Video content is not available in this format.

Video 4 Adaptive and maladaptive variants of the interpersonal circle (Alison et al., 2013)



3.2 Diagnosing maladaptive and adaptive behaviour

In the next activity you will move on to consider a different example, of a different type of behaviour.

Activity 4 Plotting someone's position on the interpersonal circle

Allow approximately 10 minutes

Watch the following video and pay attention to the behaviour of the male neighbour in this neighbourhood interaction. After you've watched the video, you will be asked to diagnose his behaviour on both the adaptive and maladaptive wheels.

Video content is not available in this format.

Video 5 A neighbourhood interaction



Having watched the video, and concentrating on adaptive patterns of behaviour, do you think the male neighbour displayed any adaptive behaviours? If so, where would you plot him as being on the adaptive wheel?

Interactive content is not available in this format.

Discussion

The male neighbour is very very talkative indeed and it is relatively easy to identify that his behaviour is cooperative. He is social, warm and friendly (e.g. 'you are very welcome here'). On occasion he is also supportive to the female neighbour (e.g. 'I am so sorry to hear that'). As such it is easy to see that his behaviour is mainly cooperative behaviour but he is also clearly dominating the conversation. For that reason the behaviour could be plotted somewhere between the 'Supportive, conversational and non-judgemental' and the 'social, warm and friendly' octants. Because his behaviour is quite intense we would make the mark on the plot towards the outside of the circle.

Now, do you think he displayed any maladaptive behaviours? If so, where would you plot him as being on the maladaptive wheel?

Interactive content is not available in this format.

Discussion

While the male neighbour's behaviour is mainly adaptive, it does veer into maladaptivity in one octant – at times he is a little over-familiar and perhaps a little obsequious (e.g. 'you look like a lovely person') and as such we would plot him as being within the 'overfamiliar, obsequious and desperate' octant – but the behaviour is not too intense on the maladaptive wheel.

As you have experienced when plotting the behaviour of the male neighbour sometimes even highly cooperative people can be quite hard to deal with! In the next section you will start to consider how you may be able to work with these sorts of behaviours as you move on to consider the potential responses to such positions on the interpersonal circle.

4 Responding using the interpersonal circle

In the activities provided so far in this course, you have focused on diagnosing behaviour. However, the reason why the model is so useful is because it allows you to think through and plan for how you can respond **within** an interaction, using its principles to encourage rapport. In this section you will start to build on your knowledge of diagnosing behaviours to start thinking about appropriate adaptive responses.

From Video 3 in [Section 3](#), you learned about the principles of interactions from the interpersonal circle. You learned that dominance invites submission, and vice versa, whereas on the hostility–cooperation axis both hostility and cooperation invite the same behaviour in response. In this section, you will develop your knowledge of this area slightly further.

Activity 5 Reconsidering the neighbour's interaction

Allow approximately 20 minutes

Bearing in mind the male neighbour's behaviour – and taking into account the principles of the interpersonal circle – where would you anticipate someone responding to the man in the video might be plotted on the adaptive and maladaptive wheels of the circle?

- ☐ The male neighbour was cooperative and dominant. Therefore it is likely that someone would be hostile towards him and dominant.
- ☐ The male neighbour was cooperative and dominant. Therefore it is likely that someone would be cooperative back to him and submissive.
- ☐ The male neighbour was hostile. Therefore it is likely that someone would be cooperative back to him.
- ☐ The male neighbour was cooperative and submissive. Therefore it is likely that someone would become hostile and submissive when talking to him.

The male neighbour was both adaptively and maladaptively cooperative (i.e. both social, warm and friendly and on occasion over-familiar and obsequious). According to the principles of the circle, this type of communication is likely to lead to the respondent being cooperative in response. Because the male neighbour dominates the conversation so much this is likely to lead to the respondent being submissive. The risk for the person responding to the male neighbour is that they display behaviour that is the maladaptive version of cooperative submissive behaviour, i.e. behaviour that is uncertain, hesitant and apologetic.

In the next section you will find out why avoiding maladaptive behaviour is so important.

4.1 Avoiding maladaptive behaviour

Research by Alison et al. (2013) has shown that any movement of an interviewer onto the maladaptive wheel reduces the amount of useful information (also known as the **yield**) obtained from their conversational partner. In fact, the most important aspect of building rapport is the complete avoidance of maladaptive circle behaviours.

If the person you are interacting with is on the maladaptive wheel, it is quite natural to want to respond with maladaptive behaviours yourself, and your conversational partner might therefore 'pull' or 'push' you into an area where you may feel very tempted to respond with maladaptive behaviour.

So, given that you know that maladaptive behaviour should be avoided at all costs, how can you achieve this? If you can identify what you are at risk of doing – i.e. what section of the maladaptive wheel you might fall into – but then instead deploy a variant of the same position on the adaptive wheel, then you will be responding adaptively. This idea will be further explained in the examples in the next activity.

Activity 6 Responding to the male neighbour

Allow approximately 15 minutes

In the following videos, you will see the same neighbours you saw previously but this time the female neighbour is responding. From your observations, would you say that her handling of him is adaptive or maladaptive in the two clips?

Video content is not available in this format.

Video 6 Responding to the neighbour I



Interactive content is not available in this format.

Video content is not available in this format.

Video 7 Responding to the neighbour II



Interactive content is not available in this format.

Discussion

The behaviour of the female neighbour in Video 6 is likely to develop rapport with the male neighbour, whereas in Video 7 her behaviour is not likely to develop rapport.

4.2 Confrontation – positive and negative variants

You have learned that being sensitive to interactions shown on the adaptive and maladaptive wheels is a useful skill. If you are able to plot (i.e. diagnose correctly) your conversational partner's position on the wheels, you are more likely to be able to enact a response which is sensitive to where they are, which helps to build rapport and develop conversation.

One particularly important aspect of communication to get right is handling confrontation adaptively. In policing, especially, you will often need to respond to someone who is being hostile – for example, in the challenge phase of a police interview, when managing a team member who is being problematic at work, or when handling interactions on the street in your local community.

Activity 7 Mr Simpson

Allow approximately 20 minutes

In Video 8 you will see police suspect Robert Simpson being interviewed about the death of his father, Ralph. Robert alerted police when he was unable to access his father's house the week before the interview took place. The police broke the door down and found Ralph dead. However, Robert's behaviour at the time was found to be a little unusual, and some of the information he provided in his initial witness account of the incident has been subsequently found not to match up with other evidence and

witness statements. As a result, Robert is now being interviewed as a suspect to the crime, and in the video the police are at a stage in the interview where they are presenting some of the evidential challenges to Robert.

You already know that we are dealing with confrontation (i.e. hostility) here so you know the behaviours will be on the left side of the wheel. Your task is to identify which of the two videos below is adaptive and which is maladaptive, and to think about what examples you might pick out that illustrate the adaptive or maladaptive responses.

Video content is not available in this format.

Video 8 Police suspect interview I



Interactive content is not available in this format.

Video content is not available in this format.

Video 9 Police suspect interview II



Interactive content is not available in this format.

It's important to remember that adaptive challenge is a useful tool that can be used in a way that is positive and constructive, as you have seen in the videos in Activity 7. However, you should remember that no type of behaviour on the adaptive wheel is 'better' than any other; the most important thing is to avoid maladaptive responses.

5 Thinking about your own experience

In the activities presented so far in this course, you have applied the model of the interpersonal circle to the interactions of other people. You will now look at an example taken from your own experience.

Activity 8 Reflection

Allow approximately 30 minutes

Think of the last interaction you had in which, on reflection, you engaged in some behaviour from the maladaptive wheel of the interpersonal circle. (This might be from a work situation, your home life, an interaction in the pub or in a shop, when communicating online, or in some other setting.) Make a note of it here.

Provide your answer...

Now think about what happened just before your maladaptive behaviour and answer the following questions. You may find it helpful to refer back to the adaptive and maladaptive wheels in [Figure 2](#) during this activity (you may like to open the figure in a new tab or window or download the pdf).

1. Who were you interacting with?
2. What was the context?
3. Think about the person you were talking to. Where would you say they were on the model? Were they
 - Hostile versus cooperative
 - Dominant versus submissive
 - Adaptive versus maladaptive?

Provide your answer...

Now think about your response/reaction or the initiation of the conversation (if you were the first to speak).

1. Which of the octants from the maladaptive wheel (as shown in the model in [Figure 2](#)) would you say you displayed?

Provide your answer...

2. What specifically did you say? (The gist is fine if you cannot remember the exact wording.)

Provide your answer...

3. What happened following your response?

Provide your answer...

Now, taking that same situation, think through the model and answer the following questions. *Hint:* Remember that your 'risk area' according to the principles of the model maps directly onto where you will be pushed to go by your conversational partner. You should try and be in that position but on the adaptive version of the circle.

1. Where would you plot the person you were interacting with on the adaptive and maladaptive wheels?

Provide your answer...

2. According to the principles of the model, what was the 'risky' (i.e. maladaptive) behaviour into which you might have been pushed?

Provide your answer...

3. Where would you have needed to be on the wheels in order to elicit adaptive rather than maladaptive behaviour?

Provide your answer...

4. What was your longer-term goal? For example, in an ideal world, where would you have preferred your respondent to have been on the wheels, and how might you have enacted adaptive behaviour that would get them there?

Provide your answer...

Discussion

Hopefully, using the principles of the interpersonal circle has enabled you to reflect in a structured way about a recent experience.

6 Enacting appropriate responses

Being able to diagnose behaviour using the interpersonal circle model is one aspect of the skill-set required for building rapport, while another is the ability to avoid maladaptive behaviour. The final skill is being able to be versatile in your behaviour as it maps onto the adaptive variant of the circle.

You already know the principles of the interpersonal circle model and have learned about the risk of maladaptive responding. You have also learned about how to adaptively 'meet' the behaviour of another person. However, sometimes you may want to use the principles of the circle to control your own behaviour and see how that might move someone else around the circle.

Think again about the two axes of the circle and take hostility as an example. If the person you're communicating with is hostile, it can be a good idea to respond adaptively to that hostility with positive adaptive forms of confrontation, provided that – as you learned – you listen carefully to their responses. But sometimes being cooperative towards someone demonstrating hostility – especially extreme hostility – might start to pull them around the circle to meet you on the cooperative side. If you think about it, it's very hard to continue with hostility if someone is really nice to you!

As you get more experienced in using the circle as a tool in your communication, you can start to adapt your own behaviour (which is, after all, the only thing you can control) and observe what works to make your conversational partner keep talking.

6.1 A difficult conversation (revisited)

Remember the example from Activity 1, the difficult scenario of the unfriendly community member in a meeting? Now would be a good time to [re-read the example](#) and have a look back at the responses that you noted at the start of the course. In the activity below, you will compare your responses to what you now know, having developed more knowledge about the model.

Activity 9 Reflecting on your responses to Activity 1

Allow approximately 20 minutes

In Activity 1, you were asked the following questions about this scenario. Knowing what you now know about the interpersonal circle model, how would you answer the questions now?

1. Putting yourself in the role of the community police officer, what would you want to get out of the situation?

Your original response was:

Display of content entered previously

Your response now:

Provide your answer...

Discussion

It is likely that the answer to this question probably hasn't changed as a result of the course, in that you would probably want to be able to open up conversation with the community member to try to find out what's behind their reaction. And you'd want to do this quickly, so that you might resolve it quickly too.

2. How would you 'diagnose' the behaviour of the community member towards you? What behaviours do you think they are displaying towards you?

Your original response was:

Display of content entered previously

Your response now:

Provide your answer...

Discussion

Given what you've learned in this course, you probably now have a different vocabulary for your diagnosis. It's likely that you will diagnose their behaviour as being very clearly hostile, maladaptive and slightly submissive. To be even more specific, it is both punitive (punishing you for being a police officer) and unfriendly ('I've got nothing to say to you').

3. What do you think might be the reasons for them responding that way? Try to generate a few different ideas about what might be going on for them to have reacted this way.

Your original response was:

Display of content entered previously

Your response now:

Provide your answer...

Discussion

Their response might be rooted in deeply held negative beliefs about the police, or they might have had personal bad experiences regarding the police. It might also be caused by something much more contextual – for example, they're having a bad day, they're in a bad mood and don't want to talk generally – or it might be that they don't want to be seen by others to be talking to you. To find out which of the above explanations (or others) might be the case, you will need to listen to them to find out

more. There may be political or religious reasons underpinning their attitude towards you.

4. Spend a couple of minutes thinking about what you might want to say in reply and why. What are the exact words you would want to say in response?

Your original response was:

Display of content entered previously

Your response now:

Provide your answer...

Discussion

Given what you've since covered in the course, you are now more likely to be much clearer about how to go about planning a response to the community member.

What is my risk area?

You will by now be aware of the risk of enacting hostile maladaptive behaviour back to the community member, firstly because you know that hostile behaviour from someone often invites it back and secondly because maladaptive behaviour can often encourage the other person to act maladaptively too.

How do I translate that to an adaptive response?

You will also be aware that the adaptive response to someone being hostile and submissive is to be confident, assertive and certain. You might choose to say something along the lines of, 'I'm sorry to hear you say that. From what you've just said, it sounds like you don't want to talk to me because I'm a police officer. I'm curious to understand why, though, and even if you might not think I want to hear what you have to say, I would nevertheless be interested to find out why you feel that way.' By saying this, you will have diffused their hostility, denying it the opportunity to escalate, and you will have asserted a clear desire to engage with and listen to them. You will have shown that you have already heard the important part of their message (i.e. the fact that you're a police officer) by repeating it back to them. Importantly, you will have avoided showing any hostility for them to react to, thus diffusing the potential for a hostile interaction to get more intense. In short, you will have told them – without any emotion on your part – that you want to listen to what they have to say.

6.2 Planning and preparing appropriate responses

When faced with difficult situations requiring communication, it can be useful to use the interpersonal circle model to plan and prepare.

When building rapport, it is important to be mindful of two things: (i) that listening is the most important aspect of building rapport and (ii) that in any interaction a bit of advance preparation often goes a very long way.

It can be useful to 'road test' responses with people in advance of difficult conversations though role play. If, for example, you have a difficult meeting coming up, it can be good to get a friend or colleague to role-play being the 'difficult person', as this will allow you to try out your questions and conversational openers on them. A really good idea when doing this is to get them to give you a range of different challenging replies to your opening questions and comments so that you're able to try out a variety of different conversational options in advance, in a safe environment.

Finally, the research (Alison et al., 2013) suggests that behavioural adaptability and versatility is a key skill of those capable of handling conversations really well, so no matter how good you are at adaptive cooperation, if you always stick with that section of the interpersonal circle – regardless of what your conversational partner is doing – you'll be less effective than someone who is able to enact a range of adaptive behaviours from different segments of the circle. Trying out a range of behaviours on a trusted friend is therefore a good way of improving your adaptive responding to real-life situations.

The final activity in this course is a quiz designed to enable you to assess the knowledge you've gained throughout the course. Work through the questions in turn, and don't worry if you need to refer back to the material in the rest of the course; the aim is to make sure you identify the areas you're not sure about and work back to plug any gaps in your knowledge.

Activity 10 Quiz

Allow approximately 15 minutes

1. According to the research, the most important advice from this course is that:
 - ☐ I should avoid maladaptive behaviour
 - ☐ I should always be cooperative no matter what behaviour I am presented with
 - ☐ being nice is the most important thing in trying to establish a good rapport with someone
 - ☐ I should always try to be frank and forthright.
2. If I am presented with an individual who is very submissive, who isn't making much conversation, according to the principles of the interpersonal circle this will encourage me to:
 - ☐ match the other person's submissive behaviour and be very quiet myself
 - ☐ leave a lot of very long pauses
 - ☐ adopt more dominant behaviours, because on the dominance–submission axis one invites the other
 - ☐ adopt more submissive behaviours, because on the dominance–submission axis whatever you put in you will invite the same behaviour back.
3. I am more likely to display behaviours that are maladaptive when I am:
 - ☐ tired
 - ☐ faced with someone who is demonstrating maladaptive behaviours themselves
 - ☐ faced with someone who is challenging me (being confrontational)
 - ☐ faced with someone who is being overly nice.

4. When trying to establish rapport with someone who I have been warned is likely to be difficult, I should:
 - ☐ rely on my natural ability to judge a situation and just play it by ear on the day
 - ☐ try to find out a little about how they have interacted in the past, from other people who have met them, so that I can think about the interpersonal circle and how it might apply to their behaviour
 - ☐ role-play the difficult conversation with someone so that I am prepared for some of their possible responses to what I have planned to say
 - ☐ avoid maladaptive behaviour.
5. While you are walking down the street and checking your mobile phone, you accidentally bump into someone. They shout at you angrily, 'You idiot! Look where you're going in future.' According to the principles of the interpersonal circle, you should reply:
 - ☐ 'You're the idiot! How dare you speak to me like that?'
 - ☐ 'I'm so sorry, that was my fault. Are you all right?'
 - ☐ 'Mate, I'm so sorry. Can I get you a coffee to apologise? What a lovely suit you're wearing!'
 - ☐ Don't speak and just walk off.
6. The interpersonal circle describes:
 - ☐ your interpersonal style, which will be the same no matter who you are interacting with
 - ☐ what happens between people when they interact
 - ☐ your personality
 - ☐ a set of reactions to other people which you cannot control.

Summary

In this course, you have learned about a specific model of interpersonal behaviour which enables you to do the following:

- accurately diagnose other people's behaviour
- avoid maladaptive behaviour
- plan and enact appropriate adaptive responses.

Additionally, you have learned about how the model can help you with planning and preparing for interactions that might be difficult or hard to handle for a variety of reasons. You have learned how to reflect on your own practice when communicating with others, and you have discovered some of the skills that will help you to practise techniques for handling tricky interpersonal situations. Regular reflection about your own interpersonal interactions using the interpersonal circle model will help you to handle difficult or challenging situations with confidence.

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