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Communication Apprehension: Conversation: *Interpersonal Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: (1) the relationships between power, gender, and mode of conflict management in superior/subordinate relationships; (2) the interaction processes of groups, with varying levels of consensus; (3) the interpersonal communication of Zelda and Scott Fitzgerald; (4) the communicative rules that should guide the use of deceptive messages within noninterpersonal and interpersonal relationships; (5) reflexive loops in conversation; (6) the effectiveness of the measure of communication apprehension as an exercise in assessment center evaluation; (7) the relationship between intrapersonal and interpersonal communication patterns; (8) the use of the Cartoon Listening Test for interpersonal communication; (9) the social and cognitive conditions for communication behaviors; (10) the relationship of primary mode of human communication to the development of complex cognition; (11) communication and attributes in interpersonal conflict; (12) functional communication patterns and relational concern in interpersonal conflict; (13) social style and interpersonal communication competence in the public school superintendency; and (14) communication variables that affect defensive and supportive reactions.
Interpersonal, Nonverbal, and Small Group Communication:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

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POWER AND CONFLICT: AN ANALYSIS OF THE RELATIONSHIPS BETWEEN POWER, GENDER AND MODE OF CONFLICT MANAGEMENT IN SUPERIOR-SUBORDINATE RELATIONSHIPS

Organizational theorists have long been concerned with managing intra-organizational conflict. In recent years this concern has had two faces. "Structural" models have attempted to discover the sources of conflict and to propose structural changes that will reduce the incidence and intensity of organizational conflict. "Process" models have described the behavior that would reduce the frequency and/or difficulty of resolving intra-organizational conflict. Many process models have proposed that conflict will be less frequent, less intense, and more readily resolvable when members of organizations adopt "participatory" or "problem-solving" modes of managing conflict than when they adopt competitive or avoidant modes.

Unfortunately, both in laboratory research and in applications to "real world" organizations, these prescriptions have had mixed results. In response, researcher-theoreticians have searched for the characteristics of organizations and of members of organizations that might influence the relative effectiveness of participatory, avoidant and forcing (competitive) modes of conflict management.

Focusing on superior-subordinate conflict, this study proposes that subordinates' responses to the conflict managing behaviors of their supervisors are related to their perceptions of the power relationship that exists between themselves and their supervisors. Surveys composed of a series of forced-choice and open-ended questions were completed by managers from twenty-five units of a hotel and motel firm. By each of his/her immediate subordinates. Survey questions asked each subject to provide demographic information, to report his/her perceptions of the superior-subordinate power relationship; the mode of conflict management used by the supervisor, or his/her responses to the conflict. The interrelationships between three types of verbal responses to conflict (subordinates' effective responses, evaluations of the quality of the decisions that emerged from the conflict, and evaluations of the overall effectiveness of the conflict-managing behaviors of the supervisor), two modes of conflict management (confrontation and forcing), the personal power of the superior-subordinate power relationship (the supervisors' status, their influence with the subordinates, their position, reward, referent and expert-power and the subordinates' status, options for employment outside of the organization, expert and position power) and the gender of the supervisors and the subordinates were examined. Two sets of conclusions were supported by the results.

I. An alpha factor analysis indicated that the superior-subordinate power relationship could be defined by four dimensions: the personal power of the supervisors; the personal power of the subordinates; the personal power of the two parties and the interaction of the supervisors and their subordinates. The results of a series of ANOVAs and multiple regression analyses indicate that (1) subordinates' verbal responses to the conflict management actions of their supervisors are substantially influenced by the perceived power relationship; (2) aspects of the personal power of both parties significantly influence responses to conflict, while aspects of the supervisors' position power have no significant impact, and (3) the relative salience of different dimensions of the power relationship varies substantially across the different modes of conflict management, the different types of subordinate response and the gender of the subordinate.

II. Similar data analyses revealed a complex interrelationship between dimensions of the power relationship, mode of conflict management and responses to conflict. The effects of the former on the latter were highly dependent on the power relationship; the effects of the confrontation mode were largely independent of the power relationship. The inter-relationships between power, gender and mode of conflict management varied substantially across the different types of subordinate response. Implications of the results for (1) theories of organizational communications and conflict resolution, (2) the management of superior-subordinate conflict, and (3) organizational training programs were developed in detail.

INTERACTION ANALYSIS OF GROUPS WITH VARYING LEVELS OF CONSENSUS

Previous consensus research is based upon no consistent definition of consensus, nor does any encompassing theoretical basis for the study of consensus exist. Subsequently, the investigation of consensus, at best, has taken a shotgun approach to relating diverse variables to group decision- or conflict-management, or both. This is not unexpected given the diversity of findings obtained by a multitude of researchers. This investigation attempts to avoid this confusion by providing a theoretical perspective which both clearly indicates the assumptions of the researcher, and which also necessitates the examination of the group interaction for recurring patterns.

Specifically, the study considers the comparative interaction of the first and final meetings of low consensus groups, the first and final meetings of high consensus and low consensus groups, and the final meetings of high and low consensus groups. Consensus was determined by individual group member responses on a series of semantic differential type scales.

The groups examined were part of the basic small group course. They were zero history continuing groups and were audio-taped at the same point in their group development. The audio tapes were coded using systems of both Relational Communication (RELCOM) and the Fisher Interaction Analysis System (FIAS). Inter-rater reliability was computed using Guttman's formula and was acceptable for reliability both prior to and after actual coding.

Results indicated that the interaction was significant for all comparisons with the FIAS coding. That is, on the content level of communication, high and low consensus groups are significantly different in terms of their interaction patterns. However, RELCOM results demonstrated significant differences for the first meetings of high and low consensus groups and the final meetings of both high and low consensus groups. The first and final meetings within group comparison for high and low consensus groups was not significant. Apparently, both high and low consensus groups' relational communication changed little over each group's history. All significant results were at the .01 level according to the Anderson-Goodman assessment of stationarity and homogeneity.

The study findings indicate that the communication patterns of high and low consensus groups are significantly different. Basically, high consensus groups tend to engage in much more complementary behavior, while low consensus groups engage in symmetrical behavior. High consensus groups tend to have discussion which is characterized by deference, while more equivalent behaviors are present in low consensus groups.

COURTSHIP AS A RHETORICAL FORM: AN ANALYSIS OF THE INTERPERSONAL COMMUNICATION OF ZELDA AND SCOTT FITZGERALD

The purposes of this study were to (a) deconstruct a model of courtship rhetoric applicable to the understanding of how interpersonal communication creates, develops, and ends human relationships, and to (b) demonstrate that biography is a useful source of information about human relationships. By using biography to generate the data about the contexts and content of talk and action over time, this study sought to produce a descriptive history of an entire relationship from the perspective of the participants as it is said and done in it.

Courtship is defined as a social behavior characteristic of someone seeking social, political, or interpersonal favor from someone else who has the power to bestow favor. The concept of courtship rhetoric was derived historically and exhibited three critical assumptions: (1) a hierarchy exists in which all relationships in that hierarchy can be defined by one's class, status, and power; (2) an individual may improve his/her position within the hierarchy by studying the behavior of higher-ups (however, "higher-ups" may be defined by the relationship), and
by striving to imitate those behaviors. The courtship model consists of three stages of development based on the operation of form, power, and equity in the relationship. The three stages are (1) a beginning, characterized by a rhetoric of invention; (2) a middle, characterized by a rhetoric of management; and (3) an ending, characterized by a rhetoric of judgement.

The relationship between Scott and Zelda Fitzgerald, from July, 1918-December, 1940, was used for examination in this study. This relationship was chosen because there are several good biographies available in which to generate the data about talk, action, and contexts. The procedure for this investigation consisted of (a) collecting, classifying, and verifying the statements and actions of the relationship between 1918-1940; (b) developing a chronology of events in the relationship based on statements and actions; (c) writing a biographical narrative from the perspective of the courtship model; (d) presenting the analysis of the data using the chronology and the biographical narrative to answer questions raised by the courtship model; and (e) presenting a summary of the findings and recommendations for future research.

Two conclusions were drawn as a result of this investigation. First, the courtship model was demonstrated to be a productive tool for the critical, interpersonal relationships. The critical questions raised by the concepts of rhetorical form, power, and equity were found to be a viable research methodology for this study, and possibly for future studies using the courtship idea. Second, biographical writing was found to be an appropriate and highly productive source of data about the talk, action, and contexts of human relationships.

There were three tentative hypotheses reached as a result of doing this work. First, there is a power structure discernible in a relationship capable of flexibility, modification, and change based on what each party says and does in relation to the overall goals of that relationship. Second, the community or audience to whom the appeals are directed defines the ways and means of attaining articulated goals. And third, the messages communicated between people will be perceived as intentional even if they are not constructed intentionally, or if the original intention is not the one that is perceived or attributed to the message. If communication is capable of creating reality, then what is not communicated does not exist for that relationship.

AN EMPIRICAL INVESTIGATION OF THE COMMUNICATIVE RULES WHICH SHOULD GUIDE THE USE OF DECEPTIVE MESSAGES WITHIN NON-INTERPERSONAL AND INTERPERSONAL RELATIONSHIPS

HOWARD, BARBARA RYON, PH.D. University of Southern California, 1980. Chairperson: Professor Edward M. Bodaken.

In recent years, several scholars have suggested that the ability to communicate deceptively may be important for personal survival as well as for the development and maintenance of interpersonal relationships. However, the values of deceptive communication and the rules which should guide its use have not been explored empirically. It was the purpose of this research to investigate empirically receivers' perceptions of messages that are non-deceptive, deceptive by commission, and deceptive by omission in interactions with strangers and close friends. The ultimate goal of research was the generation of data-based rules which specify receivers' perceptions of whether deceptive messages should be used and how their use is affected by the degree of the relationship between the communicators.

Two independent variables were tested: message and relationship. Three message types—non-deceptive, deceptive by commission, and deceptive by omission—were manipulated. Two levels of relationship—stranger and close friend—were examined.

Participants in the study were 216 students enrolled in the basic speech course (Speech 254) at New Mexico State University in the Spring semester, 1980. The participants were randomly assigned to the six conditions. They received a packet which included one of six scenarios in which they were to imagine that they were the receiver of a message that was manipulated to represent one of the three message types. They were to further imagine that the message was sent by a stranger or a close friend. After reading the scenario, each participant responded to the communication behavior described in it on a set of seven Likert-type scales. In addition, they were asked to write a brief paragraph in which they described the communication behavior in the scenario and told how they would react to it.

The data from the seven scales were factor analyzed. Two factors—appropriateness and negative sanction—were generated and used as the dependent variables in the research. Items included in the questionnaire to assess participant's perceptions of the regularity of the various message types did form a meaningful factor.

A 3 x 2 analysis of variance indicated that each deceptive message was evaluated as significantly more appropriate than were either of the types of deceptive messages. In addition, any type of message sent by a friend, in this study, was evaluated as more appropriate than any type of message sent by a stranger. There were no significant findings regarding negative sanctioning behavior and no interaction effects. Based on the strong appropriateness finding, the following rule was generated: Rule 1: If a communicator wishes his/her behavior to be judged as appropriate in a peer evaluation situation, s/he should give a non-deceptive evaluation of the performance in question.

Implications of the research with regard to methodological and conceptual considerations were discussed and suggestions for future research were made.

A THEORY OF REFLEXIVE LOOPS IN CONVERSATION

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Reflexivity has long been recognized as an emergent feature of the logical structures of human thought and actional systems. In various social and philosophical literatures, the property of human logical structures to turn back upon themselves has been treated as both a reason for celebration and a cause for despair. Some literatures note that human reflexive logical systems facilitate the development of creativity, autonomy, and responsibility in the evolution of scientific thought and action. Other literatures suggest that reflexive logical systems in social science produce paradox, infinite regress, and solipsism. Two important questions are thus advanced. First, what are the capacities of various types of human constructed logical systems for autonomy and responsibility given their construction? Second, what are the capacities of these systems to account for their own reflexivity? The attempts of three literatures to deal with reflexivity are reviewed, a metalogical theory of reflexivity is developed, and the utility of the metalogic for the critique of existing theories of human thought and action is demonstrated.

Chapter 1 poses the primary thesis that the ultimate grounds of the social sciences is neither in the content of human social behavior nor in the content of a history of human meaning per se., but in the reflexivity of their own logics for construction and extension. As exemplars, Marx, Weber, Durkheim, Mead, and Parsons construct the logic of social order as temporally recursive, holonically-organized, and that such structures function in orderly and disorderly ways. Chapter 2 reviews the critical-analytic tradition in philosophy and science concerning the logical structures and functions of reflexivity. The sequence of works by Kant, Hegel, Marx, and Habermas serve as sources and as exemplars that reflexivity is an endemic feature in the logic of human thought and action, which may facilitate human development and evolution. Chapter 3 examines the role of reflexivity in contemporary philosophies of science in the empirical-analytic tradition. Here reflexivity in logical processes facilitates theory construction and measurement techniques through the scientific use of analogic reasoning. In addition, the logic of science is seen as reflexively grounded in itself, in structuralism and functionalism. The fourth chapter reviews the concept of reflexivity in functionalist and structuralist theories of formal logic. Two major formal approaches toward the management of reflexivity are discussed: finitistic and transfinite construction procedures. A critique concerning the generality of formal logical theories by informal logicians suggests greater utility in a transfinite approach.
The fifth chapter develops a metalinguistic theory of reflexivity consisting of existential hypotheses and predicative statements. The first existential hypothesis concerns the nature of finitistic and transfinistic logical approaches to reflexivity in holistically-organized systems. The second characterizes the structures of four types of reflexive loops in holistically-organized systems and their relationships to autonomy. The final existential hypothesis examines the capacity of holistically organized logical systems to address responsibility and autonomy. The six predicative statements comparatively analyze finitistic logical systems with a transfinistic logical system in terms of their relative capacities to account for their own reflexivity and to offer their users autonomy and responsibility. In Chapter 6, the transfinistic perspective is employed as a method of critique applied to three communication theories: Walzlawick, Beavin, and Jackson's System in terms of their relative capacities to account for reflexivity while the third is transfinistic without requiring further logical development concerning reflexivity. The final chapter addresses the implications of the metalinguistic for social science.

The Effectiveness of the Measure of Communication Apprehension as an Exercise in Assessment Center Evaluation


Communication apprehension, defined as one's fear of communicating with another individual in a face-to-face situation, was measured in assessment centers in order to determine its utility as an assessment center exercise. A total of six organizations of the public and private sectors participated in this research. Both candidates and raters were surveyed in a field setting. A total of 187 candidates and 24 raters participated in the study. The data were collected between February and July of 1980.

Empirical techniques were used to analyze relationships between: (1) interactive and noninteractive exercise scores; (2) communication apprehension and interactive and noninteractive exercise scores; (3) interactive and noninteractive exercise scores, and communication apprehension and the hired/qualified decision. Rater rankings of the importance of interactive and noninteractive exercises for the hired/qualified decision were also examined. Bivariate and multivariate methods of analyses were employed for candidate data analysis. Nonparametric analyses were applied to the rating data.

Two hypotheses received support: communication apprehension scores were negatively correlated with interactive exercise scores and interactive scores were ranked higher by raters than noninteractive exercises as important for the hired/qualified decision. The hypotheses failing to find support were: (1) in terms of predictive ability for the hired/qualified categories, candidates' scores on interactive exercises will be a more important predictor than scores on the noninteractive exercises; (2) candidates' scores on interactive exercises will be higher for the hired/qualified candidates than for the nonhired/inaugmented candidates; (3) an interactive exercise was performed by the dreamer to make choices and take action in the dream event; (4) Communication apprehension will be a significant negative predictor of hired/qualified candidates. This study recommends the measure of communication apprehension in assessment centers. It also establishes the importance of interactive and noninteractive exercises along with the measure of communication apprehension in assessment centers.

AN EMPIRICAL INVESTIGATION OF THE RELATIONSHIP BETWEEN INTRAPERSONAL AND INTERPERSONAL COMMUNICATION PATTERNS

Lippard, Paula Virginia, Ph.D. University of Colorado at Boulder, 1980. 190 pp. Director: Assistant Professor Alina Elaine Yarbrough

This study investigated the relationship between intrapersonal and interpersonal communication. It focused on the prediction that quality interpersonal communication reflects, and is indicative of, quality intrapersonal communication. Communication was defined as "mutual creation of meaning between or among interdependent parts whose interdependence is modified by the meanings that they generate." Intrapersonal communication was defined as "mutual creation of meaning between or among interdependent multipurpose activities whose interdependence is modified by the meanings that they generate." The dream was established as the best means of monitoring intrapersonal communication. Eight patterns of quality intrapersonal communication were derived from dream research and used to create a Dream Rating Scale (DRS) as a measure of quality intrapersonal communication. The DRS was composed of ten categories, each of which could be assessed from 1 to 5.

Characteristics of quality interpersonal communication were derived from communication literature. O. J. Harvey's This I Believe Test was used to identify four groups of subjects, assumed to exhibit four different degrees of quality interpersonal communication: System 4 the highest degree, 3 next, 1 next, and 2, the lowest degree. It was hypothesized that: (1) System 4 would receive the highest rating on the DRS; (2) System 3 would receive a higher rating than System 1 or 2; and (3) System 1 would receive a higher rating on the DRS than System 2. These hypotheses were tested by analyzing 100 dream reports of 20 subjects: 5 subjects per system, 5 dream reports per subject. A Duncan range post hoc analysis confirmed Hypothesis 1 and III and partially confirmed Hypothesis II. However, there was no significant difference between the DRS scores of Systems 3 and 1. Supplementary analyses of the ten categories of the DRS revealed specific commonalities and differences in dream content among systems. A principal Components Factor Analysis identified three factors which accounted for 99% of the variance between systems. These included: (1) "Dreamer Intervention," ability of the dreamer to make choices and take action in the dream event; (2) "Constructive Use of Allies and Self," ability of the dreamer to use allied parts of the self and the dreamer self in constructive dream activity; and (3) "Engagement of the Unconscious," ability of the dreamer to optimally engage an emerging part of the self in the dream.

Discussion of the results generally supported the overall prediction of the study that degree of quality interpersonal communication paralleled degree of quality interpersonal communication. The lack of significant difference between the intrapersonal scores of System 1 and 3 was explained by reexamining the assumed degree of quality interpersonal communication and the individual category scores of these two systems. It was determined that Systems 1 and 3 vary their interpersonal and intrapersonal communication with context and the context of the study would not evoke that difference. It was also concluded that System 3 (like System 2) represents a transition phase in belief system and consequent behavior, from the more authoritarian stance of System 1 to the pragmatic perspective of System 4. Each of these transition systems is marked by apparent regression in quality communication behavior. This conclusion suggests that quality communication should be redefined to include fluctuations between cooperative and conflicting behavior as both are necessary for optimal development of the individual.
Three types of communication behaviors were studied: mass media message discrimination, information seeking, and interpersonal communication between an adolescent and both parents.

The social conditions included measures of the number of individuals named by an adolescent as people who talked to the adolescent about a particular topic, and the adolescent's perception of the amount of knowledge about a topic held by peers and parents. The cognitive conditions included three measures of the adolescent's own knowledge about a topic, and the perceived personal importance of the topic to the adolescent.

Multiple Classification Analysis (MCA) was used to determine the relationship of each social and cognitive condition with a communication behavior, controlling for the impact of all other conditions entered into the analysis. The test for consistency of relationships between conditions and communication behaviors is based on this statistical analysis conducted over four topics for a particular communication behavior, and over the three communication behaviors mentioned above for the same topic. Measures for conditions and communication behaviors were operationalized in the same manner across topics.

Findings suggest that social conditions, particularly the perception of the number of people in the social environment who are talking about a topic, consistently explain more variance in all types of communication behaviors across all topics. Cognitive conditions come into play mainly in relation to mass media message discrimination about potentially sensitive topics of discussion like drug use or family planning. There is, therefore, a strong rationale, based on these data, for the inclusion of "social context" measures in studies of communication behaviors to further test for the existence of this basic relationship across other populations (adults) and other topics.
Each of the three research hypotheses was tested by analyzing the subjects' scores with a test for significant difference between the means for correlated samples. Each of the hypotheses was supported. As predicted, the oral/aural subjects demonstrated superior analogical reasoning to that of the gestural/visual subjects, at a $p < .005$ level of significance. Both subject groups correctly solved significantly more Similar than Dissimilar analogies ($p < .005$ for both groups), but the oral/aural group correctly solved significantly more Dissimilar analogies than did the gestural/visual groups ($p < .01$). As predicted, the gestural visual group showed no significant difference in performance on Word vs. Figure analogies; the oral/aural group had a higher success rate on Word analogies than on Figure analogies ($p < .01$) but still performed significantly better than the gestural/visual on the Figure analogies ($p < .05$). Each finding thus contributed support to the theoretical position tested in this research.

The research results were discussed in the final chapter. The limitations of the study also were discussed in the last chapter, and suggestions were made for future research.

COMMUNICATION AND ATTRIBUTIONS IN INTERPERSONAL CONFLICT

SILLARS, ALAN LESLIE, PH. D. The University of Wisconsin - Madison, 1980. 260pp. Supervisor: Associate Professor Dean E. Hewes

A theoretical perspective on communication and interpersonal conflict was developed in this dissertation from a review of the experimental conflict literature and the literature on social attribution. This perspective states that: (a) People choose conflict resolution strategies based on attributions about their partner's intent, the locus of responsibility for conflict, and the stability of conflict. (b) Biases in the attribution process tend to encourage noncooperative modes of conflict resolution. (c) The choice of conflict strategies affects the likelihood of conflict resolution and satisfaction in the interpersonal relationship. These propositions were supported in two studies.

In Study I a typology of conflict resolution strategies was developed from open-ended accounts of naturally occurring conflicts between college dormitory roommates. In Study II conflict strategies were coded from videotaped discussions of conflict issues by college roommates. The main categories used to classify conflict strategies were "avoidance", "distributive", and "integrative". Avoidance strategies were defined as strategies which minimize explicit acknowledgment and discussion of conflict. Distributive strategies referred to explicit discussion of conflict with the partner which sustains a negative evaluation of the partner or seeks concessions. Integrative strategies were defined as explicit discussion which sustains a neutral or positive evaluation of the partner and does not seek concessions.

The perceived locus of responsibility for conflicts was related to conflict strategy in both studies. The perceived cooperative-competitive intent of the partner and the perceived stability of conflicts was associated with conflict strategy in Study I. Further, in Study II the sequential structure of discussions was affected by attributions of responsibility and stability. The sequential structure indicates how conflicts escalate and de-escalate over time. Distributive acts by the partner were likely to be reciprocated by subjects when the subjects held the partner responsible for a conflict. Distributive acts were likely to be followed by integrative acts when the subjects attributed responsibility to themselves. Both studies found evidence of sector-partner biases in attributions. In Study I subjects attributed more responsibility for conflicts to their partners than to themselves and attributed greater stability to conflicts to the extent that responsibility was attributed to the partner. This pattern indicates a tendency to attribute conflicts to the stable traits of the partner. In Study II sector-partner differences in attributions of responsibility and stability interacted with relationship satisfaction. Highly satisfied roommates reversed the expected pattern of sector-partner differences - they attributed more responsibility to themselves than to their partners.

Finally, Study I found evidence of a relationship between conflict strategies and conflict outcomes. Strategies were related to the likelihood of resolving conflicts, the duration of conflicts, and the satisfaction with the partner. Thus, the three main premises of the theoretical perspective were supported in the two studies. The final chapter considers possible extensions of this perspective, including research on the effects of different causes of attributional bias and applications of attribution research to conflict intervention.

SOCIAL STYLE AND INTERPERSONAL COMMUNICATION COMPETENCE IN THE PUBLIC SCHOOL SUPERINTENDENCY


This study was based on an examination of two constructs, Social Style and Interpersonal Communication Competence as they are reflected in the school superintendency. The focus of the study was other perceptions of superintendent behavior in relation to the assertiveness and responsiveness dimensions of Social Style, and the empathy, listening, self-disclosure, social anxiety, and versatility dimensions of Interpersonal Communication Competence.

Descriptive research methodology was used in this study. Two questionnaires were used to collect perceptions of superintendent behavior from administrator co-workers. The sample for this study was stratified to include superintendents representing two populations, superintendents of city/exempted village school districts and superintendents of local school districts. One hundred fifty-six observations of behavior of superintendents of city/exempted village school districts and 167 observations of behavior of superintendents of local school districts were used in the analysis.
The first part of the study examined the independent constructs of Social Style and Interpersonal Communication Competence of superintendents as perceived by administrator co-workers. The Expressive and Driver Social Styles were found to dominate the superintendency of both city/exempted village and local school districts. There was strong agreement that superintendent behaviors associated with four dimensions of Interpersonal Communication Competence: empathy, listening, social anxiety, and versatility, were perceived by administrator co-workers. Neither agreement nor disagreement that the behaviors associated with the dimension, self-disclosure, were perceived was established.

The internal consistency of the five-dimensional model of Interpersonal Communication Competence was generally supported by this study. Minor variations of the model based on this research are recommended.

In the second part of this study, Social Style and school district type were analyzed as predictor variables of Interpersonal Communication Competence. The statistical treatments employed indicate that Social Style is a significant factor in the determination of Interpersonal Communication Competence as defined in this study, but school district type was not statistically significant in the overall examination of the construct, Interpersonal Communication Competence.

Hypothesis One was partially supported by the data. The "literal" "I-You" statement was seen as more supportive than the deceptive "You-Me" in all cases but negative statements with verbs of probability. Additionally it was seen as the most supportive in negative statements that involved a verb of probability. Hypothesis Two was supported by the data, but only in negative "You-Me" statements. The opposite result was found for positive statements. Hypothesis Three was supported by the data. Positive statements were clearly seen as more supportive than negative statements. Finally, Hypothesis Four was not supported by the data. Males and females did not differ in terms of how they reacted to defensive and supportive interaction. Conclusions and limitations were given.
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