This annotated bibliography contains 28 references to articles in the ERIC database about interpersonal communication. It contains citations from the period between 1987 and 1989 and is divided into three sections. The first section presents several citations for instructional strategies in the area of interpersonal communications. The second section consists of resources on gender issues, for example, complaint interaction, idiomatic communication, nonsexist communication, conflict strategies, and marital conversations. Articles and papers in the last section represent a wide variety of different kinds of research and theory on topics such as employment screening, organizational innovation, encoding patterns, interpersonal versus mass media communication, problem solving, and the intercultural reentry process. (MS)
This bibliography reflects the explosion of research and writing on and about interpersonal communication that has been added to the ERIC database from 1987 through 1989. The first section of the FAST Bib presents a few citations for instructional strategies in the area of interpersonal communication. The second section consists of resources on gender issues, for example complaint interactions, idiomatic communication, nonsexist communication, conflict strategies, and marital conversations. Articles and papers in the last section represent a wide variety of different kinds of research and theory, on topics such as employment screening, organizational innovation, encoding patterns, interpersonal versus mass media communication, problem solving, and the intercultural reentry process.

Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. The ED numbers for sources included in Resources in Education have been included to enable the user to go directly to microfiche collections, to order from the ERIC Document Reproduction Service (EDRS), or to go to RIE for the full abstract on those sources not available through EDRS. The most current and up-to-date references on this list have not yet been assigned an ED number. If a document has a CS number rather than an ED number, look in RIE or the ERIC database to find the corresponding ED number. The citations to journals are from the Current Index to Journals in Education, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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Instructional Strategies


Instructional applications of Q methodology (a set of procedures that can be used in studying the subjective nature of things) provide a means for teaching communication skills, analyzing thinking patterns, making comparative analyses, and structuring interpersonal processes.


Contends that the development of empathy, sympathy and consideration for others ranks as an important ingredient of social education in
schools. Presents techniques designed to be applicable to an evaluation of the effect of different interventions aimed at promoting empathetic attitudes.


Offers five tips that teachers can use to improve their skills in communicating with parents. Discusses each tip and provides a scripted example emphasizing how each tip could be used in a parent-teacher conference.


Explores one-to-one communication in teacher-student conferences in a college-level technical writing course. Examines whether the need to access their different knowledge bases would foster substantive conversational exchanges between instructor and student.

**Gender Issues**


Offers an overview of couples' complaint behavior by describing complaint types, response types, complaint-response sequencing, and the environment in which such complaining occurs. Examines differences in reported complaint behavior between males and females and between satisfied and dissatisfied couples.


Examines relationships of idiomatic communication (including words, phrases, and nonverbal signs) to the interpersonal sentiments of 100 romantically involved heterosexual couples. Finds that loving, commitment, and closeness correlated with the number of idioms expressing affection and referring to sexual matters. Notes that males invented idioms more than females.


Lays out guidelines for nonsexist communication. Offers additional recommendations for nonsexist communication in the classroom and elsewhere in the university community.


Investigates how conflict strategies and communication for gender affect two properties of communicative competence, appropriateness and effectiveness, and how these properties are associated with interpersonal attraction.


Examines communicative responses to the highly argumentative person. Finds that the adversary's use of verbal aggression provokes male subjects to be more verbally aggressive, but stimulates female subjects to be more argumentative.


Examines gender differences in the uses of uncertainty reduction strategies (self-disclosure, interrogative strategies, nonverbal immediacy, and other's self-disclosure) and their interrelationships with attributional confidence (uncertainty reduction). Results revealed significant gender differences in the uses of uncertainty reduction strategies. While both males and females used another person's self-disclosure to reduce uncertainty, the other person's disclosures were more important for reducing women's relational uncertainty. Also, men felt that their own self-disclosures helped them to reduce relational uncertainty, but women relied more on interrogation strategies and nonverbal immediacy to reduce uncertainty. Furthermore, gender differences were also noted in how these strategies were used to increase attributional confidence. While both men and women primarily used their own self-disclosure to elicit others' self-disclosure, women also incorporated use of interrogative strategies and greater use of nonverbal immediacy (smiling, eye contact,

Suggests that prominent themes in the conversations of spouses are metacommunication about relationships. Compares content themes of different marital types (traditional, separate, and independent) and more or less satisfied spouses. Finds marital satisfaction tends to be positively associated with communal and impersonal themes and negatively associated with individual themes.

Communication Research and Theory


Examines the impact of communication apprehension (CA) and interaction structure on participants’ perceptions and behavior during initial interactions. Finds that high and low CA males perceived their female interaction partners differently, while females reported less satisfying interactions in the structured versus unstructured condition.


Studies the process whereby four jazz musicians coordinate an inventive performance, without rehearsal or the use of sheet music. Identifies a basic strategy of shared information, communication, and attention for inventing and coordinating increasingly complex musical ideas. Draws implications for the study and management of organizational innovation.


Outlines four factors that account for the relative lack of integration between mass communication and interpersonal communication researchers. Cites several forces that support segregation of the two research areas, yet notes that the recent turn to cognitive explanations of communication in both fields may create the climate for meaningful collaboration.


Examines specific nonverbal behaviors that express conversational involvement (the degree to which participants in a communicative exchange are cognitively and behaviorally engaged in the topic, relationship, and/or situation) along five dimensions: immediacy, expressiveness, interaction management, altercentrism, and social anxiety. Finds specific behaviors that strongly discriminate high from low involvement.


Argues that an individual’s activities prior to and during an interpersonal influence attempt may be explained by his or her goals. Examines primary and secondary goals, their relationships to one another, and how they shape the interpersonal influence process in terms of planning, effort, directness, positivity, and logic.


Reports the results of a study that used several statistical tests of reciprocity of self-disclosure. Finds little evidence for reciprocity of self-disclosure, and concludes that either reciprocity is an illusion, or that different or more sophisticated methods are needed to detect it.


Examines the differences in perspective and training of nurse practitioners and physician assistants, and effects of these on their interactive strategies with patients. Shows how the macro issue of differences in occupational perspective can be incorporated into micro studies of the form and content of talk in social interactions.

Focuses on relationships between messages enacted during employment interviews and participants’ subsequent perceptions about the interview’s success. Indicates cybernetic tension in the interviewer-interviewee relationship. Shows a relationship between the ways this tension was balanced during the interview and its perceived success.


Examines the separate and combined impact of hedges, hesitations, and intensifiers on perceptions of authoritativeness, sociability, character, and similarity, and the extent to which messengers containing one or more of these language abilities differ from a “prototypically” powerless message in evaluative consequences.


Investigates interpersonal communication in a high tech organization to test the association between high tech organizations and Western styles of symbolic interaction. Takes a diagnostic, rather than prescriptive, approach to organizational change.


The communication discipline has advanced the belief that arguing (high argumentativeness) is a constructive communication activity. Recent research efforts have attempted the integration of principles from argumentation, interpersonal communication, and conflict management. Several benefits of high motivation to argue and skill in informal arguing have been identified.


Explores the consequences of differences in message design logic and goal structures for success in regulative communication situations. Finds that the level of message design logic was associated with every type of assessed effectiveness. Notes that differences in message goal structures had more selective effects on message evaluations.


Examines managing floor time and topical focus as manifestations of interpersonal dominance in conversations. Finds that the longer a conversational partner talks, and the less related are his or her remarks, the more that partner is perceived to be in control.


Examines social and parasocial interaction from interpersonal attribution perspectives. Finds subjects’ relationships with soap opera characters, like social relationships with real people, are based on reduction of uncertainty and ability to predict the character’s feelings and attitudes. Discusses implications for uncertainty reduction theory and personal construct theory.


Challenges the intellectual separation of interpersonal and mass media communication, arguing that this division rests primarily on grounds of historical convenience and university politics. Discusses the consequences of this dichotomy and suggests ways of encouraging intellectual exchange between the two subdisciplines.


Examines American college and university students’ successful reentry after a period abroad, hypothesized to be influenced by their locus of control for affiliation, interpersonal uses for communication, and relational satisfaction. Finds that
reentry was not associated with either internal or external locus of control in this study and that reentry shock can lead to improved interpersonal skills, improved relationships with family members, and even increased intrapersonal knowledge.


Examines the relationship between four types of communication (i.e., integrative, distributive, indirect, and avoidance) and fourteen perceptions of problem situations. Finds that a relatively specific relationship exists between each type of communication and the set of perceptions for both personally experienced and undefined problem situations.