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**The impact of relationship type, other benefit, leadership style
and gender on managerial influence tactics**

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The University of Arizona, 1987

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Ann Arbor, MI 48106

**THE IMPACT OF RELATIONSHIP TYPE, OTHER BENEFIT,
LEADERSHIP STYLE AND GENDER ON
MANAGERIAL INFLUENCE TACTICS**

by

Thomas Spencer Birk

A Thesis Submitted to the Faculty of the
DEPARTMENT OF COMMUNICATION
In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF ARTS
In the Graduate College
THE UNIVERSITY OF ARIZONA

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DEDICATION

To Victoria who met a student, married a student, and planned a life with a student. Thank You. It is through your sacrifices and encouragement that much of my intellectual growth is possible, and your love that makes it meaningful.

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ABSTRACT

This study examined situational and individual difference variables that impact message strategy selection in superior-subordinate influence attempts. The study predicted and found a significant interaction between other benefit and concern for people. The results indicate that employee-oriented subjects are more unwilling to employ aggressive strategies when compliance does not benefit the target.

In addition, the study predicted and found a significant interaction between the type of relationship between superior and subordinates and concern for task. Results obtained suggesting that task-oriented subjects use more aggressive strategies when attempting to gain compliance from employees in noninterpersonal relationships only.

Females reported a greater degree of concern for people than males and more unwillingness to employ verbally aggressive strategies. This supports the conclusion that females may be more empathic than males, resulting in an unwillingness to employ strategies that may be perceived as lacking in concern for other's feelings.

CHAPTER 1

INTRODUCTION

Two primary concerns of managers in organizations are:

(1) how to alter or modify subordinates' behavior to achieve organizational goals; and (2) how to maintain a positive relationship with their subordinates. The first concern focuses on managerial techniques of influence and control, and the second focuses on the development of personal relations between superior and subordinate. Germane to both concerns is the communication employed by the manager.

The idea that management is only concerned with the means of production, without regard for people, can be seen as a limited definition of management's task. The broader view, which maintains that production takes care of itself when management communicates openly with subordinates, also is a limited picture of the supervisory requirements necessary to achieve managerial effectiveness.

Richmond, McCroskey and Davis (1986) emphasize,

Supervisor roles exist primarily to enhance the probability of effective and efficient work performance by subordinates. The successful enactment of the role requires the individual supervisor to cause alterations in the work-related behaviors of subordinates. The most effective supervision, at least from the vantage point of the organization, is that which accomplishes the necessary behavior alterations in subordinates while simultaneously maintaining subordinate satisfaction with supervision. (p. 183)

The predominate view holds that management's task is to develop and maintain a culture that promotes work. To do so requires more than just an understanding of "production-oriented" scientific management concerned with the nuts and bolts of production or "people-oriented" human relations management concentrating, as it does, on motivating and communicating with people.

Effective management demands an understanding of the forces which constitute an organization's work culture. Management's task is to perfect a culture which promotes and sustains efficient performance of highest quality and quantity, fosters and utilizes creativity and intelligence, and stimulates enthusiasm for effort, experimentation and innovation.

Two questions are central to communication scholars interested in examining management's role in achieving organizational purpose through productive utilization of people: (1) how is communication used to achieve these ends; and (2) with what effect?

Blake and Mouton (1985) argue that all organizations have purpose, people, and power. Compliance-gaining is the implementation of power to link people to purpose, while compliance-gaining behavior refers to the communicative behavior in which an agent engages so as to elicit from a target some agent selected behavior (Wheless, Barraclough, & Stewart, 1983, p. 111). A strategy is the conceptual route by which an actor makes his/her intentions manifest to the target. A compliance-gaining strategy is defined as a verbal message that contains the response intended for the target to undertake and an inducement that provides a reason or motivation for doing it.

The purpose of this present investigation was to analyze the compliance-gaining strategies that managers use in superior-subordinate interactions. More specifically, the present investigation examined the impact of the situational variables of relationship type and locus of benefit, and the individual difference variables of concern for task, concern for people, and gender on managers' compliance-gaining strategy selection.

The effects of compliance-gaining attempts have received little attention. Wheelless, Barraclough, and Stewart (1983, p. 106), maintain that, "The paucity of research on the effects and effectiveness of various tactics and strategies may well be attributable to the failure to define relevant outcomes and consequent behaviors."

The present study provides an opportunity to use the research literature concerned with compliance-gaining behavior and the vast extant research on power, leadership style, and organizational behavior to guide in the definition and examination of relevant variables and to predict the probable effectiveness of different approaches managers employ to gain employee compliance in the context of formal organizations.

Research Background and Rationale

Compliance-gaining behavior has been the focus of increasing attention in the communication literature in recent years. Marwell and Schmitt (1967) provided the impetus for this line of research with their efforts to determine and isolate the dimensions of compliance-gaining behavior.

Research in this area has been directed toward two general goals: (1) reducing a theoretically infinite number of messages into a more manageable typology of strategies; and (2) assessing the influence of situational and individual-difference variables in the message- selection process.

Message selection researchers have taken several different approaches to the generation, treatment, and analysis of various message typologies. The generation of compliance-gaining typologies has been characterized by two basic approaches. One procedure for generating typologies involves deducing a list of possible compliance-gaining strategies from available theoretical bases. A second major procedure arrives at a list of possible compliance-gaining strategies inductively. Subjects are presented with a social influence situation and asked to write or construct what they would say or do to gain compliance. The researcher then examines the messages that have been constructed by the subjects. The aim is to identify any categories, groupings, or patterns, thus to induce a set of behaviors.

Two basic approaches also characterize the treatment and analysis of typologies. Investigators adopting a nonsummative approach treat each message within a given typology as a separate dependent variable under the assumption that each strategy can be qualitatively differentiated from every other (Lustig & King, 1980, Sillars, 1980; Burgoon, Dillard, Doran, & Miller, 1982; Miller 1982).

The summative approach involves grouping strategies into some higher order scheme to tap the underlying conceptual dimensions of social influence (Marwell & Schmitt, 1967; Falbo, 1977; Miller, Boster, Roloff, & Siebold, 1977; Roloff & Barnicott, 1978, 1979; Clark, 1979; Hunter & Boster, 1979; Cody, McLaughlin & Schneider, 1981; Wiseman & Schenck-Hamlin, 1981; Burgoon, Dillard & Doran, 1984; Dillard & Burgoon, 1985; Witteman & Fitzpatrick, 1986; Hirokawa & Miyahara, 1986).

Burgoon, Dillard, Koper and Doran (1984) emphasize that:

The choice of one of these two very different analytic perspectives determines in large measure the type of information that a compliance-gaining message study produces. The nonsummative method may yield microscopic level information about the behavior of such specific techniques as altruism and aversive stimulation. The summative approach would appear to be tapping a construct at a somewhat higher level of abstraction—e.g., verbal aggression. (p. 1)

In the final evaluation, the relative efficacy of the different approaches to the generation, treatment and analysis of compliance-gaining messages should rest upon the types of questions asked, the kinds of answers desired, and ultimately, on the elegance of the theoretical framework from which these concerns are derived. Research and theory in the area of compliance-gaining have their origins in the literature concerned with power and its implementation. The Marwell and Schmitt typology (1967) was developed from earlier theoretical treatments of compliance-gaining behavior. Techniques suggested by the works of Etzioni (1961), French and Raven (1960), Goffman (1959), Kelman (1961), Parsons (1963), Skinner (1953), Thibaut and Kelley (1959), and Weinstein and Deuthberger (1963) are represented in the typology.

Marwell and Schmitt factor analyzed their data in an attempt to derive the underlying dimensions of compliance-gaining behavior. The five oblique factors that emerged were correlated to produce two second order factors. One of the second order factors was defined by techniques generally high in social acceptability, while the other was characterized by techniques low in social acceptability.

Hunter and Boster (1978) undertook a reanalysis of the Marwell and Schmitt (1967), Kaminski, McDermott, and Boster (1977), and Miller, Boster, Roloff, and Seibold (1977) data sets and argue for a single underlying dimension that forms a Guttman scale reflecting an individual's degree of interpersonal empathy. The strategies were viewed as lying along a continuum with some being socially appropriate and others inappropriate. The point at which a persuader is unwilling to employ additional strategies was supposed to be indicative of his or her degree of interpersonal empathy.

Dillard and Burgoon (1985) convincingly argue that the empathy approach is empirically invalid and that the underlying dimension is how verbally aggressive people are willing to be to gain the compliance of others. The authors emphasize,

Inspection of the mean frequency of usage of various strategies across several studies shows that those which might be considered prosocial are used most frequently. Harsher strategies such as threat and aversive stimulation tend to be used the least. Thus, the number of strategies a person reports that she or he would be willing to use provides an indication of how forceful that individual would be in the service of securing compliance. (p. 290)

This reasoning is consistent with Parsons' (1963) view of positive and negative pressures, and Etzioni's (1961) positive or negative orientation of the agent. In addition, this approach has demonstrated a measure of predictive validity (Burgoon, Dillard & Doran, 1983). Thus, this conceptual approach provides researchers with a degree of theoretical consistency and predictive validity unobtained by competing approaches.

While the Marwell and Schmitt typology does not purport to be exhaustive of the available repertoire of persuasive strategies, it is isomorphic with the underlying dimension of verbal aggression. For the purposes of this study, message selection is considered theoretically isomorphic with instrumental verbal aggression.

Situational Influences on Compliance-Gaining Behavior

Scholars have been interested in defining and examining situational variables as predictors of an individual's compliance-gaining behavior. Cody and McLaughlin (1980) undertook a dimensional analysis of compliance-gaining situations that resulted in a six factor typology. They identified the salient dimensions of compliance-gaining situations as: (1) the degree of **intimacy** between the target and actor, (2) the extent to which compliance will **personally benefit** the actor, (3) the **consequences** of the compliance-gaining attempt to the relationship between the target and actor, (4) the **rights** of the actor in the situation, (5) the extent to which the target typically **dominates** the actor, and (6) the degree of **resistance** the actor expects the target to offer to the compliance-gaining attempt.

Among the situational dimensions identified by Cody and McLaughlin (1980) and later replicated by Cody, Woelfel, and Jordan (1983), locus of personal benefits and the degree of intimacy between the actor and target seem particularly relevant to the domain of superior-subordinate interactions.

Locus of Benefit

The original conception of the personal benefits dimension was designed to tap the perceptions of "whether the agent personally benefited (vs. not personally benefiting), gained a lot (vs. gained a little), and whether the agent would benefit (vs. the other person benefiting) from the persuasion" (Cody, Woelfel & Jordan, 1983, p. 103).

Studies by Burgoon, Dillard, Doran, and Miller (1982) and by Miller (1982) treated the locus of benefit dimension as a continuum anchored by personal (actor/source) benefit and other (target/receiver) benefit. However, Williams and Boster (1981) provide evidence that benefit to self and to other are theoretically orthogonal. Their study crossed self benefit with other benefit and showed a significant effect for other benefit only. In addition, Dillard and Burgoon (1985) demonstrated that controlling for the effect of one benefit dimension does not remove the effect of the other, suggesting that the Cody-McLaughlin typology may be incomplete. Thus, for the present investigation we will distinguish between personal benefits to the actor and personal benefits to the target.

Hunter and Boster (1978) suggest that benefit to the target is a strong predictor of compliance-gaining message selection. They report that the more the persuader perceives that the compliance-gaining situation is in the listener's best interest, the greater the number of message strategies the persuader rates as being acceptable to use in gaining the listener's compliance. A later study (Boster & Stiff, 1984), which required subjects to actually construct and send persuasive messages, also showed a strong effect for target benefit. Dillard and Burgoon (1985) showed a positive partial correlation between target benefit and message selection, indicating that individuals would increase their level of verbal aggressiveness when they believed the outcome of compliance to be in the target's best interests.

Thus, research findings support the conclusion that one will go to greater lengths to secure compliance for what is perceived to be for the other's 'own good', generating the following research hypothesis:

H1: As perceived benefit to the subordinate increases, managers will increase their degree of verbal aggression when attempting to gain compliance.

Relationship Type

A number of scholars maintain that relationships evolve sequentially such that additional contact influences the nature of communication transactions. Miller and Steinberg (1975, p. 216) captured the sequential nature of relational development arguing that,

"... the development of communication relationships involves an association between two or more people in time, space, and in information context. These three dimensions... serve as powerful determinants of communication relationships..." Following Miller and Steinberg's (1975) distinction between interpersonal and noninterpersonal situations, Miller et al. (1977) created situations that differed in terms of the amount and quality of information a persuader possessed with regard to a particular target. Miller et al. reported that respondents showed a tendency to rate more strategies, thus more aggressive strategies, as likely to be used in noninterpersonal, rather than interpersonal situations. Other studies which reported similar results include Kaminski, McDermott, and Boster (1977), and Roloff and Barnicott (1979).

Sillars (1980) also compared likelihood of use of the strategies in interpersonal and noninterpersonal situations. In direct contrast with earlier results, Sillars found most strategies had a higher perceived likelihood of use in interpersonal rather than noninterpersonal situations. Twelve of the sixteen strategies were rated as more likely to be used in the interpersonal situation. Only threat had a significantly higher perceived likelihood of use in the noninterpersonal situation. This is consistent with the data presented by Fitzpatrick and Winke (1979) which showed that intimate pairs may rely on some very harsh verbal strategies to achieve their ends.

However, most of the evidence supports the conclusion that when relational goals are relevant to a situation, as they would be when interactants are in an interpersonal relationship, individuals are more likely to report that they use "prosocial" types of strategies rather than the more verbally aggressive strategies. Michener and Schwertfeger (1972), as well as Clark (1979), found that when the agent desired liking from the target, the agent would be more likely to be conciliatory than to use strategies potentially more destructive to the relationship. This reasoning leads to the following research hypothesis:

H2: Managers will be less verbally aggressive when attempting to gain compliance from subordinates when in an interpersonal relationship than when in a noninterpersonal relationship.

The investigation of possible interactions between situational variables has received very little attention in the extant research literature. The two main effect predictions posited above do not address the question of the impact of locus of benefit and relationship type when acting in conjunction.

In an interpersonal relationship when there is no benefit to the target (subordinate) inherent in the act of compliance, it is expected the actor (manager) will use less verbally aggressive strategies. In the condition of high benefit to the subordinate, the manager may use more aggressive strategies because the negative consequences associated with their use may be perceived as less salient due to the ongoing nature of the relationship.

In the Sillars (1980) study, the benefit to the target inherent in the act of compliance is considerable. The shade tree example cited in the study explicitly stated that "loss of the shade tree will adversely affect the beauty of your home, your comfort, and perhaps the value of your home" (1980, p. 268). In other words, a great deal of benefit is inherent in keeping the shade tree. Thus, high target benefit in interpersonal relationships may result in the actor's use of more aggressive strategies to secure compliance.

In a noninterpersonal relationship, the manager may perceive a great deal of resistance from the subordinate who receives no benefit from complying with the request. Therefore, the manager may use more aggressive strategies to overcome this perceived resistance. When there is high benefit to the subordinate in a noninterpersonal relationship, the motivation to secure compliance because of the positive consequences inherent to the subordinate may be considerably less.

Because of lack of theoretical precision, the exact nature of the interaction between the type of relationship and the relative degree of benefit to the subordinate is difficult to specify, leading to the asking of a research question rather than the positing of an hypothesis:

R1: Does subordinate benefit interact with relationship type to impact the degree of verbal aggression a manager is willing to employ when attempting to gain compliance from subordinates?

Personality and Individual Influences
on Compliance-Gaining Behavior

Scholars have demonstrated that personality and individual factors impact compliance-gaining strategy selection (Roloff & Barnicott, 1978, 1979; O'Keefe & Delia, 1979; Williams & Boster, 1981; Burgoon, Dillard, Doran, & Miller, 1982; Boster & Stiff, 1984; Burgoon, Dillard, Koper & Doran, 1984; Dillard & Burgoon, 1985; Witteman & Fitzpatrick, 1986).

One personality factor that has received limited attention is leadership style, while gender provides an individual difference variable that has received considerably more attention and seems likely to impact communicative behavior in social influence situations.

Leadership Style

Nash (1929) suggested that leadership implies influencing change in the conduct of people; Bunde1 (1930) regarded leadership as the art of inducing others to do what one wants them to do. For Bennis (1959), leadership is best defined as the process by which an agent induces a subordinate to behave in a desired manner, while Haiman (1951) suggested that leadership is an interaction process in which an individual, usually through the medium of speech, influences the behavior of others toward a particular end. Tannenbaum, Weschler and Massarik (1961) defined leadership as interpersonal influence, exercised in a situation, and directed through the communication process toward the attainment of a specified goal or goals.

Leadership is compliance-gaining behavior. It follows that the manner in which this leadership is exercised should strongly impact strategy selection.

In 1945 the Bureau of Business Research at Ohio State University developed a Leader Behavior Description Questionnaire (Hemphill, 1950; Hemphill & Coons, 1957). A factor analytic study by Halpin and Winer (1957) identified two dimensions of leadership that emerged as predominant: initiating structure and consideration. Initiating structure is task-oriented, relating more to the needs of the organization. Consideration is people-oriented, relating more to the needs of individuals within an organization.

At about the same time, the Survey Research Center at the University of Michigan published another set of studies (Katz, Maccoby & Morse, 1950), concluding that two factors account for most of the variance when leadership is measured and identified: employee orientation and production orientation. Employee orientation directly relates to consideration, and production orientation is similar to initiating structure as identified by the Ohio State group.

Every superior-subordinate relationship can be characterized as task related and/or socially oriented. These relationships function to accomplish organizational goals or social objectives. Thus, no matter what the rubric, leaders vary in degree of concern for the task (getting the task done, achieving the desired end) and in degree of concern for people (maintaining friendly and supportive social relations).

Research regarding leadership has come to focus on these two contrasting approaches to the leadership role. The factor analytical studies described above suggest that concern for task and concern for people are best conceptualized as separate and independent dimensions of leadership style. Thus, they will be treated as theoretically orthogonal dimensions in the present analysis.

The people-oriented leader is "characterized by...employee oriented, democratic behavior, uses general supervision, and is considerate of his subordinates" (Filey & House, 1969, p. 399). The task-oriented leader, on the other hand, is much more likely to rely on the power of his or her position and be more punishment centered.

Lewis, Cummings and Long (1980) argue that the highly professional manager (task-oriented leader) is externally focused and tends to consider the needs of the organization over the subordinates' needs. These managers tend to rely on compliance-gaining strategies to regulate the behavior of others. Goodstadt and Hjelle (1973) reported that externally controlled managers tend to utilize more coercive power (e.g. threats) than internally controlled managers.

Likert (1961) argues that when concerns for people are low, as manifested in an exploitive authoritative leadership style, managers employ "fear, threats, punishment, and occasional rewards." When concerns for people are high, as manifested in what Likert calls a participative leadership style, managers employ "rewards based on a compensation system developed through participation (p. 223)."

Blake and Mouton emphasize that a manager with a high degree of concern for task leads people in a controlled and directed way, compelling them to complete necessary tasks. These authors (1985, p. 19) argue that a task-oriented manager's strength comes from "feeling powerful, submitting to nothing and to no one, and expecting unquestioning subservience from subordinates." Levinger (1959) found that perceived relative power in a group correlated .55 with number of influence attempts, .51 with range of assertiveness, and .48 with degree of assertiveness.

On the other hand, the manager with a high degree of concern for people leads in a way to promote friendship and camaraderie, avoiding imposing on others. Blake and Mouton (1985, p. 36) state, "The attitude is reflected in the statement, 'You can't pressure people; if you do, they'll resist.'" The highly personal manager (people-oriented leader) is more internally focused and is much more concerned about worker satisfaction and the quality of interpersonal relations. These managers tend to use mostly internalization strategies for regulating behavior.

In summary, a high degree of concern for the task seems to result in a manager's greater willingness to employ more verbally aggressive compliance-gaining strategies, while a high degree of concern for people results in less willingness to employ verbally aggressive strategies that may be destructive to the relationship between the interactants. This reasoning leads to the positing of the following two research hypotheses:

H3: A manager's concern for task is positively related to the degree of verbal aggressiveness he or she is willing to employ when attempting to gain compliance from subordinates.

H4: A manager's concern for people is negatively related to the degree of verbal aggressiveness he or she is willing to employ when attempting to gain compliance from subordinates.

The investigation of possible interactions between situational and predispositional variables has received limited attention in the research literature. Miller et al. (1977) offer their opinion that the possible interaction of individual differences with situational factors would provide a fruitful area of investigation.

Individuals who have a high degree of concern for people are expected to be extremely sensitive to communicative behaviors that may have negative or positive consequences to the relationship, striving to avoid the former and promote the latter. Managers with a high degree of concern for people may be willing to become more verbally aggressive in gaining compliance when it is for the subordinate's own good, and the manager can justify his or her behavior via the positive benefit to the subordinate that results from compliance. Thus, high benefit to the subordinate might mitigate the potentially negative consequences and actually lead to positive relational outcomes.

Infante (in press) contends that aggressive behavior in interpersonal communication is a joint product of the individual's aggressive traits and the way the person perceives the aggression inhibitors and disinhibitors in a given situation.

When compliance is of no benefit to the subordinate, a manager who has a high degree of concern for people may use less verbal aggression because there is no justification for employing aggressive strategies. The use of more verbally aggressive strategies cannot be justified post hoc by the positive rewards that result from the subordinate's compliance, and therefore, may be destructive to the relationship between the manager and subordinate. Managers who have a high degree of concern for people want to be liked by their subordinates. Recall that Clark (1979), as well as Michener and Schwertfeger (1972), found that when the agent desired liking from the target, the agent would be more likely to be conciliatory than to use tactics potentially more destructive to the relationship. Such findings generate the following interaction hypothesis:

H5: There is an interaction between a manager's degree of concern for people and the degree of benefit to the subordinate such that a manager who has a high degree of concern for people: a) will be more verbally aggressive when attempting to gain compliance from subordinates who personally benefit from complying, and, b) less verbally aggressive when attempting to gain compliance from subordinates who do not personally benefit.

A high degree of concern for task is not expected to result in a greater degree of sensitivity to possible relational outcomes resulting from message behavior. However, as argued previously, a manager may perceive a greater degree of resistance to the request for compliance when there is no benefit to the subordinate. A high degree of concern for getting the task accomplished may predispose a manager to be excessively aggressive to overcome resistance. Thus, benefit to the subordinate may mediate the relationship between concern for task and verbal aggression. The exact nature of this mediation, however, is difficult to specify, leading to the following research question:

R2: Does a manager's degree of concern for task interact with the degree of benefit to the subordinate to impact the degree of verbal aggression a manager is willing to employ when attempting to gain compliance from subordinates?

This study argues that a manager with a high concern for task would be willing to employ more aggressive strategies in the service of securing compliance from subordinates. Further, managers will employ less aggressive strategies in interpersonal relationships than in noninterpersonal relationships. Thus, managers who are highly concerned with the task at hand may also be affected by the type of relationship they have with their subordinates.

A high concern for task may interact with relationship type such that in an interpersonal relationship, because the interactants are friends, concern for task does not result in the use of more aggressive strategies. Riccillo and Trenholm (1983) demonstrated that managers tend to use more coercive strategies with employees they do not trust, while utilizing more positive persuasion with employees they trust. Miller and Steinberg (1975) maintain that trust is a critical component to the development of interpersonal relationships. Miller (1982) demonstrated that within the interpersonal relationship context the probability of strategy utilization is lowest when the target has relatively low power. Miller argues,

When the target is a close friend (interpersonal relationship), other concerns increase in importance. If the target is a subordinate, there will be concern about using a strategy against which the target is ill-equipped to defend. In other words, there is reluctance to take what might seem to be unfair advantage of a friend. (p. 114)

Thus, in an interpersonal relationship, where trust, friendship, and a certain degree of psychological information about the subordinate is available to the manager, a high degree of concern for task may result in the manager employing strategies like altruism, pre-giving, liking, even debt, but not the more verbally aggressive strategies.

A high degree of concern for task in a noninterpersonal relationship may not be mitigated by the nature of the relationship. Miller (1982, pp. 116-117) showed that in the noninterpersonal relationship context, the "probability of strategy utilisation (sic) increases as the relative power of target decreases."

Thus, we might expect a strong positive association between concern for task and the degree of verbal aggression a manager is willing to employ when attempting to gain compliance from subordinates in noninterpersonal relationships. This reasoning leads to the following interaction hypothesis:

H6: There is an interaction between a manager's degree of concern for task and the type of relationship he or she has with a subordinate (interpersonal vs. noninterpersonal) such that a manager who has a high degree of concern for task will be more verbally aggressive when attempting to gain compliance from subordinates when in a noninterpersonal relationship than when in an interpersonal relationship.

A manager's degree of concern for people may also interact with the type of relationship to impact strategy selection. On the one hand, a high degree of concern for people may interact with relationship type such that in an interpersonal relationship, because the interactants are friends, concern is heightened, and thus, managers would be even less willing to employ verbally aggressive strategies. On the other hand, the concern may be heightened in the noninterpersonal relationship because the interactants are not friends, and the manager who desires liking from his or her subordinates may perceive that verbally aggressive strategies would be more detrimental to the relationship. This reasoning leads to the following research question:

R3: Does a manager's concern for people interact with relationship type (interpersonal vs. noninterpersonal) to impact the degree of verbal aggression a manager is willing to employ when attempting to gain compliance from subordinates?

A popular human relations model is the Managerial Grid of Robert Blake and Jane Mouton (1964, 1978, 1985). These authors describe three important dimensions of organizations: production, people, and hierarchy (power). The Managerial Grid outlines the various contingencies in a manager's attitude for production and people. Two dimensions, production and people, are basic to all leaders. Every manager uses some combination of a work/people orientation in leading subordinates.

Blake and Mouton (1964) have shown that a high degree of concern for task results in very different behaviors, depending on whether it is coupled with low or high concern for people. The authors state,

The manner in which these two concerns are linked together by a manager defines how he uses hierarchy . In addition, the character of concern for at different grid positions differs, even though the degree may be the same. For example, when high concern for people is coupled with a low concern for production, the type of people concern expressed (i.e., that they be "happy") is far different from the type of high concern for people shown when a high concern for production is also evident (i.e., that people be involved in the work and strive to contribute to organization purpose). (p. 11)

According to Blake and Mouton, the interaction of an individual's relative concern for people and concern for task result in different communicative behaviors in formal organizations. A high concern for task coupled with a low concern for people results in the use of more verbally aggressive compliance-gaining strategies such as threat or aversive stimulation. Blake and Mouton (1985) when discussing the communicative behaviors of such a leadership style state, "When threats don't work, punishment and reprisal usually are available and come in several forms. Punishment may be as indirect, for example, as not inviting a person to an important meeting, or failing to include someone in the circulation slip of an important memo." (p. 23) These verbally aggressive strategies may not be employed by the manager whose high concern for the task is also coupled with a high degree of concern for people.

Conversely, a high concern for people coupled with a low concern for task should result in a manager employing the least verbally aggressive strategies because the manager's goal is to promote happiness and liking in the workplace. According to Blake and Mouton (1964) this management style is very social and approval oriented. The manager who operates with this style tends to "accentuate the positive and eliminate the negative...It can be said that the manager who manages according to 1,9 assumptions is anxious to be nice to people (p. 60)." This reasoning leads to the following interaction hypothesis:

H7: There is an interaction between a manager's degree of concern for people and concern for the task such that a manager who has a high degree of concern for the task, coupled with a low degree of concern for people will demonstrate a greater degree of verbal aggression when attempting to gain compliance from subordinates than a manager who has a low concern for task coupled with a high concern for people.

Gender

The impact of gender differences on communication-related behavior has been the focus of a great deal of research in the social sciences. Considerable evidence demonstrates that males and females differ in their communication behavior. Burgoon and Stewart (1975) argue that cultural norms limit the choices of communication behaviors available to females relative to males. Eakins and Eakins (1978) argue that females employ communication strategies oriented toward achieving cooperation, interpersonal discovery, and self-expression more frequently than males.

Mehrabian and Epstein (1972) found that "a person who has a high level of emotional empathy is less likely to engage in aggressive behavior (1972, p.526)." The authors report a substantial correlation (.42) between empathy and gender. In their study, females tended to be

more empathic than males, and thus, would be less likely than males to engage in aggressive behavior. Infante and Wigley (1986) showed a significant difference in verbal aggression between males and females with females being less verbally aggressive.

In direct contrast with these findings are data reported by Kipnis, Schmidt, and Wilkinson (1980). In their study of intraorganizational influence strategies, they found no differences in the self-reported persuasive communication behavior of men and women. One possible explanation is that situational variables that exist in an organization act to obscure trait differences among men and women.

However, considerable evidence suggests that males and females do differ in empathic ability. Burgoon, Dillard, Koper and Doran (1984) argue that,

a persuader's lack of concern for the persuadee's affective response to a compliance-gaining attempt is indicative of a predisposition to behave aggressively... females, being more empathic, would be more concerned with the persuadee's affective response and thus, would be expected to be less aggressive than males in their verbal behavior. (p. 3,4)

This reasoning leads to the following hypotheses:

H8: Female managers will have a greater degree of concern for people than male managers.

H9: Female managers will be less verbally aggressive than male managers when attempting to gain compliance from subordinates regardless of situation.

CHAPTER 2

METHOD

Subjects

Participants in the study were 400 business students enrolled in a required communication course at a large southwestern university. The sample was 54% male and 46% female. The median age of the respondents was 20 years.

Procedures

Subjects were asked to complete the Task-People Leadership Instrument about halfway through a fifteen week semester (See Appendix A). Approximately five weeks following the administration of the leadership instrument, under the guise of an entirely different study, subjects received the compliance-gaining questionnaire (See Appendix B). To minimize researcher-subject interaction, detailed written instructions accompanied both instruments.

The majority of the compliance-gaining studies have used the role play method in generating data sets. This method presents participants with a brief description of a situation and asks that they imagine themselves as the actor in the situation described. Thus, each participant in a given cell within the design receives an identical manipulation tailored to meet the needs of the researcher. Any variations in perceptions of the experimental stimuli can be attributed to individual differences among the participants.

Subjects were asked to role play one of four situations in which they attempted to persuade a work group member to adopt a new sales technique. Subjects were asked to indicate their probability of using each strategy by completing the statement, "The probability of my using this strategy in this situation is _____." Subjects could answer using any number between 0 and 100.

Independent Variables

Four compliance-gaining situations were created by the manipulation of two independent variables: type of relationship (interpersonal/ noninterpersonal) and degree of benefit to the target (benefit/no benefit). Both independent variables were manipulated by altering the description of one of four compliance-gaining situations specifically written for the study. The format of the situations borrow heavily from those composed by Miller (1982). The four situations are described below:

Noninterpersonal/Other Benefit

You are the district sales manager for a national marketing firm. You have recently been moved to a new district. Since you are relatively new to the district, you are only slightly acquainted with the sales staff that works for you. You have developed a new way of demonstrating your product, and the new technique has proven very effective in increasing sales for the company. Since you are paid a set salary regardless of the number of products sold in your district, increases in sales volume do not directly influence your earnings. However, the pay of your sales staff is based on the number of sales they make, and any increase in their sales brings an increase in their earnings. In order to increase their earnings, you want to convince the members of your staff to use the new product demonstration technique.

Interpersonal/Other Benefit

You are the district sales manager for a national marketing firm. You have been in this position for a while and have developed what you consider to be an outstanding sales staff that works for you. Everyone gets along very well and you consider your workers to be your closest friends. You have developed a new way of demonstrating your product, and the new technique has proven very effective in increasing sales for the company. Since you are paid a set salary regardless of the number of products sold in your district, increases in sales volume do not directly influence your earnings. However, the pay of your sales staff is based on the number of sales they make, and any increase in their sales brings an increase in their earnings. In order to increase their earnings, you want to convince the members of your staff to use the new product demonstration technique.

Noninterpersonal/No Other Benefit

You are the district sales manager for a national marketing firm. You have recently been moved to a new district. Since you are relatively new to the district, you are only slightly acquainted with the sales staff that works for you. You have developed a new way of demonstrating your product, and the new technique has proven very effective in increasing sales for the company. Since you and your staff are paid a set salary regardless of the number of products sold in your district, increases in sales volume do not influence your or your staff's earnings. You want to convince the members of your staff to use the new product demonstration technique.

Interpersonal/No Other Benefit

You are the district sales manager for a national marketing firm. You have been in this position for a while and have developed what you consider to be an outstanding sales staff that works for you. Everyone gets along very well and you consider your workers to be your closest friends. You have developed a new way of demonstrating your product, and the new technique has proven very effective in increasing sales for the company. Since you and your staff are paid a set salary regardless of the number of products sold in your district, increases in sales volume do not influence your or your staff's earnings. You want to convince the members of your staff to use the new product demonstration technique.

Concern for task and concern for people were operationalized by having subjects complete the T-P Leadership questionnaire. The scale consists of eighteen Likert-type items which measure individuals' relative concern for task and concern for people. Internal reliability analysis revealed alpha coefficients of .78 and .70 respectively, indicating acceptable levels of reliability. Subjects in the upper, middle and lower third of each distribution were classified as high, moderate and low in degree of concern.

Gender was operationalized by the biological sex of the subject.

Dependent Variables

Instrumental verbal aggression was operationalized by providing the subjects with a general description of each of the Marwell and Schmitt (1967) strategies. In addition, the strategy "moral appeal positive" was included as a strategy choice to provide the option of both negative and positive moral appeals.

Appendix C presents the Marwell and Schmitt typology and the additional strategy of moral appeal positive.

Design and Analysis of Study

The situations created above yielded an initial 2 X 2 factorial design in which type of relationship (interpersonal/ noninterpersonal) is completely crossed with degree of benefit (high/low) to the sales staff. All subjects were randomly assigned to experimental conditions.

A 2 x 2 (type of relationship: interpersonal/noninterpersonal by target benefit: benefit/no benefit), analysis of variance was used to test hypotheses 1 and 2, and provide an answer to research question 1. Hypotheses 3 and 4 were tested via Pearson product-moment coefficients. The interaction posited in hypothesis 5 and research question 2 were examined using a 3 X 2 (concern for people: high/moderate/low by target benefit: benefit/no benefit), analysis of variance. Hypothesis 6 and research question 3 were examined using a 3 X 2 (concern for task: high/moderate/low by type of relationship: interpersonal/noninterpersonal) analysis of variance.

Hypothesis 7, which posited an interaction between concern for people and task was tested using a 3 X 3 (concern for task: high/moderate/low by concern for people: high/moderate/low) analysis of variance. Finally, hypotheses 8 and 9 were tested using Student's t-test for two independent groups.

Chapter 3

Results

The means of the seventeen strategies can be viewed as forming a unidimensional Guttman-like scale with more verbally aggressive strategies being employed the least (Hunter & Boster, 1978). Table 1 summarizes the mean probability of use of each of the seventeen strategies. Using this approach, verbal aggression was operationalized as the average summed probability of use of each of the seventeen strategies. Cronbach's coefficient alpha reliability for the seventeen summated strategies was .88.

Manipulation Checks

To ensure that there were perceived differences in the experimental manipulations three items were employed to tap each of the dimensions in the Cody-McLaughlin typology, as well as the other benefit dimension suggested by Williams and Boster (1981). The items used in the present study drew heavily on the items employed by Dillard and Burgoon (1985). The Likert-type items included here were single statements to which the participant could respond on a five point-scale anchored by "strongly disagree" and "strongly agree".

Subjects in the interpersonal condition perceived a greater degree of intimacy between actor and target ($t = 14.76$, $df = 398$, $p < .05$). Subjects in the other benefit condition perceived a greater degree of benefit to the target ($t = 10.31$, $df = 398$, $p < .05$).

However, the manipulation of type of relationship and other benefit impacted other situational variables. Within the "type of relationship" condition, there were perceived differences in the negative consequences to the relationship and degree of resistance expected from the target. Within the "other benefit" condition there were perceived differences in self benefit, degree of resistance expected from the target, and the legitimate rights of the actor. Tables 2 and 3 show the perceived differences among the seven situational dimensions between the two experimental conditions.

Tests of Hypotheses and Research Questions

Hypothesis 1, which predicted a main effect for target benefit was not supported. The second hypothesis, which predicted a main effect for type of relationship, was supported ($F = 3.05$; $df = 1,396$; directional; $p < .05$). Subjects reported a willingness to employ a greater degree of verbal aggression in noninterpersonal relationships than in interpersonal relationships when attempting to gain compliance from subordinates. Table 4 summarizes these results. No interaction was observed between target benefit and type of relationship.

Hypothesis 3 and 4 were not supported. Neither degree of concern for task nor degree of concern for people were associated with verbal aggression.

The significant concern for people by target benefit interaction predicted by hypothesis 5 was supported ($F = 3.03$; df 2,394; $p < .05$). Moreover, the means are in the exact pattern suggested by the hypothesis. Analyses of the simple effects of target benefit revealed that only subjects who had a high degree of concern for people differed in their degree of verbal aggression ($F = 9.10$; df 1,394; $p < .05$), with those in the no benefit to target condition reporting less willingness to employ aggressive strategies.

Analyses of the simple effects for concern for people revealed that only the no target benefit condition contained significant mean differences ($F = 3.65$; df 2,394; $p < .05$). Scheffe tests revealed that subjects with a high degree of concern for people reported more of an unwillingness to use verbally aggressive strategies than subjects with a low degree of concern for people ($F = 6.61$; df 1,394; $p < .05$). There was a significant difference between people with a high and moderate degree of concern for people when analyzed as a planned comparison, but not when tested via a Scheffe test that controls for familywise error. Thus, a decision category recommended by Keppel (1982, p. 163) to suspend judgement will be employed. No other comparisons were significant. Table 5 summarizes these results.

No interaction was observed between subjects' degree of concern for task and benefit to target. Hypothesis 6, which predicted an interaction between a subject's concern for task and type of relationship was supported ($F = 4.50$; df 2,394; $p < .05$).

Analyses of the simple effects of type of relationship revealed that only subjects who had a high degree of concern for task differed in their use of verbal aggression ($F = 10.43$; $df 1,394$; $p < .05$), with subjects reporting a greater willingness to use aggressive strategies in noninterpersonal relationships than in interpersonal relationships.

Analyses of the simple effects of concern for task revealed only the noninterpersonal condition contained significant mean differences ($F = 5.25$; $df 2,394$; $p < .05$). Scheffe tests revealed that subjects who have a high degree of concern for task report a willingness to employ more aggressive strategies than subjects with a low concern for task ($F = 10.50$; $df 1,394$; $p < .05$) when attempting to gain compliance from subordinates in a noninterpersonal relationship. No other comparisons were significant. Table 6 summarizes these results.

No interaction was observed between subjects' degree of concern for people and type of relationship. The significant concern for task by concern for people interaction predicted by hypothesis 7 was not supported. Although in the expected direction, mean differences among the leadership styles were not significantly different.

Hypothesis 8, which predicted that females would have a higher degree of concern for people than males, was supported ($t = 2.09$; $df 1,398$; $p < .05$). Hypothesis 9 was supported ($t = 2.43$; $df 1,398$; $p < .05$). Females reported less willingness to employ verbally aggressive strategies than males.

CHAPTER 4

DISCUSSION

The significant main effect for type of relationship found in this study confirms the hypothesis that individuals employ less aggressive strategies when attempting to gain compliance from targets in interpersonal than noninterpersonal relationships. However, although statistically significant, the small relative magnitude of effect and the interactions with other situational and individual difference variables found in this and other studies, suggest that it may be more fruitful to examine the type of relationship between actor and target in conjunction with other variables.

Although no significant correlations between verbal aggression and concern for task or people were found, the slopes of the lines in the noninterpersonal and no target benefit conditions suggest that other variables mediate this relationship. The predicted interaction between concern for people and target benefit confirms the fifth hypothesis that individuals who are highly concerned about fostering and maintaining friendly relations differ in degree of verbal aggression depending on whether the act of compliance benefits or does not benefit the target. Subsequent analysis revealed that people-oriented subjects are more unwilling to employ aggressive strategies when compliance does not benefit the target.

Thus, it appears that people-oriented subjects do not employ more aggressive strategies when compliance is beneficial to the target; rather, they employ less aggressive strategies when compliance is not beneficial to the target.

Individuals with a high degree of concern for people may be particularly sensitive to negative relational consequences that could accrue from using verbally aggressive strategies. If unable to justify use via the resultant positive consequences, individuals with a high degree of concern for people will be significantly less verbally aggressive than individuals with a low concern. Although in the expected direction, it is unclear whether individuals with a high degree of concern are less verbally aggressive than those with a moderate concern when there is no benefit to the target. When target benefit is inherent in the act of compliance, actors may not feel the need to use more aggressive strategies, as targets may be expected to comply because it is so much in their best interests to do so. It may be, therefore, that actors with a high degree of concern for people do not perceive compliance-gaining attempts that ultimately benefit the target as a means to foster friendly relations. Instead, they may perceive compliance-gaining attempts that do not ultimately benefit the target as a good way to insure that friendships are not achieved.

The general thesis of Human relations theory is that employee-centered rather than production-centered leadership style will lead to increased productivity on the part of the employees. It is hypothesized that this type of leadership will lead to high morale, and high morale will lead to increased effort resulting in higher production. Happy employees should be productive employees; that was the sermon that was increasingly preached in the management journals and by social scientists. Starting in the 1940's, study after study sought to confirm this relationship.

By 1954 there had been about 50 studies which examined the relationship between employee morale and productivity. Brayfield and Crockett's (1955) review concluded that there was little evidence to support the notion that attitudes bore any appreciable relationship to performance. A review of the literature by Vroom (1964) found a small but fairly consistent relationship between satisfaction and performance. Vroom cites twenty-three correlations from the literature, and in twenty there was a positive relationship, even though the median correlation was only .14 which explains less than two percent of the variance. Research in the area of employee attitudes and performance illustrates the growing disenchantment with the Human Relations thesis. Perrow (1986, p. 86) states that, "As a result of forty years of intensive research, we have a large body of information on what does not clearly and simply affect productivity (or the intervening variable, morale) and a growing list of qualifiers and conditions that have to be taken into account."

Lawler and Porter (1967) reviewed thirty studies considering the relationship between satisfaction and performance and decided the problem might simply be that the causal relationship should be reversed. These authors concluded that satisfaction might result from high performance, rather than being a cause of it, if the employee is rewarded for his or her performance. Lawler and Porter tested their hypothesis using data from 148 lower and middle-level managers in 5 organizations, and they found support for it.

The communication implications of the above findings suggest that avoidance of verbally aggressive strategies in the high target benefit condition may be bad communication strategy. If managers can persuade employees to produce, and production leads to benefit for the employee, the benefit may lead to higher levels of satisfaction and morale. Managers with a high degree of concern for people might avoid using verbally aggressive strategies because of the perception that such strategies may damage the work team's morale. If, however, aggressive strategies lead to compliance and compliance is rewarded, as it would be in the target benefit condition, it would result in higher morale, greater satisfaction and other positive consequences that might justify the use of verbally aggressive strategies even among managers concerned with fostering friendly relations with subordinates. Thus, perceptions that compliance-gaining attempts ultimately benefitting the target do not foster friendly relations may be faulty. Richmond, McCroskey and Davis (1986) note that the most effective supervision is that which

accomplishes the necessary behavioral alterations in subordinates while simultaneously maintaining subordinate satisfaction with supervision. Thus, perhaps managers should employ whatever strategy is necessary to secure compliance in the condition where compliance ultimately benefits the subordinate.

The interaction between concern for task and type of relationship confirms the sixth hypothesis and is consistent with the reasoning that the tendency for individuals with a high degree of concern for task to be more aggressive when attempting to gain compliance is mitigated when the target is a friend. Subsequent analysis showed that individuals who are highly concerned with the task are more aggressive when attempting to gain compliance from targets in noninterpersonal relationships only. Individuals with a high degree of concern for task differ significantly from those with a low concern when attempting to gain compliance from targets in noninterpersonal relational contexts.

Again, turning to the extant research literature concerning organizational behavior to judge the efficacy of such an approach, Fiedler's (1967) "contingency theory" states that, if the group situation is either highly favorable or highly unfavorable for the leader, a task-oriented leadership style is best; if it is in between, a leader skilled in interpersonal relations is best. By a favorable situation, Fiedler meant the extent to which relationships between the leader and the member are good, tasks can be easily programmed, and the position of the leader is clearly established.

If all these exist to a substantial degree, the best leader is the one that provides task direction and gets on with the work of the group. Interpersonal relations are not problematic and will take care of themselves. Thus, the tendency for task-oriented managers to avoid verbally aggressive strategies in interpersonal relationships may be questionable strategy.

Fiedler maintains that if the relationships between the leader and members are bad, tasks are unclear, and the position of the leader is not clearly established, attention to interpersonal relations will be wasted, and strong direction is needed. If the situation is in between, then interpersonal leadership or a people-centered approach is critical. Noninterpersonal relationships are not necessarily bad relationships. Thus, the tendency for managers who have a high degree of concern for task to use verbally aggressive strategies in noninterpersonal situations would be more or less efficacious depending on the nature of the noninterpersonal relationship. In noninterpersonal relationships, managers must consider the task structure, their relative power over subordinates, and whether the relationship can be characterized as good or bad before determining what compliance-gaining strategies are most effective. Fiedler notes that other variables such as member abilities and motivation, group heterogeneity, expertness of the leader, the leader's familiarity with the task etc. are likely to be important. Future research would benefit from an examination of these variables' impact on relevant behavioral and organizational outcomes.

Females reported a greater degree of concern for people than males and more unwillingness to employ verbally aggressive strategies. This supports the conclusion that females may be more empathic than males, resulting in greater concern for people and, thus, an unwillingness to employ strategies that may be perceived as lacking in concern for a person's feelings. The relatively low percentage of middle and upper level management positions held by women may be less a result of sex discrimination, as some would suggest, and more a result of the realization by successful managers that women may be more concerned with fostering relations and not hurting people's feelings than with securing organizational objectives. Future research should examine the relationship between concern for task and people, and variables associated with organizational success.

Researchers interested in isolating and examining situational influences on compliance-gaining behavior should be wary of other situational variables that may be accidentally manipulated and confound results. In the present study, the manipulation of the type of relationship between actors also influenced the perceived consequences of the compliance-gaining act. Subjects perceived greater negative consequences to the relationship in noninterpersonal relationships than in interpersonal relationships. Subjects also perceived that a target would offer more resistance to the compliance gaining attempt in noninterpersonal relationships.

The manipulation of target benefit influenced perceived self benefit, perceived resistance by the target and the perceived rights of the actor to seek compliance. When target benefit is high, self

benefit was low and vice versa. There was more perceived resistance on the part of the target in the no other benefit condition, and the actor was perceived to have more rights when the act of compliance benefited the target than when it did not.

Measuring the salient situational variables in compliance-gaining studies is beneficial for two reasons. First, it allows researchers to examine the variables that are actually affected by an experimental manipulation. Second, it provides researchers with more information, which allows greater precision in explaining and generating theoretical predictions.

In summary, it appears that dimensions of leadership interact with other situational variables to impact strategy selection. A limitation of the present study is its reliance on the role playing methodology with subjects who are not actual managers. Future research should replicate the study using practicing managers as a source of data.

A final concern for communication researchers would be an examination of the impact of compliance-gaining strategies on relevant organizational outcomes such as employee morale, satisfaction and production. The present study only offers possible outcomes that may accrue from different compliance-gaining approaches. The abundance of extant research literature concerning power, leadership style and organizational behavior offers communication scholars a wealth of information from which to build and test theory in the area of compliance-gaining in the organizational context.

APPENDIX A

LEADERSHIP INSTRUMENT

This questionnaire has been designed in order to help you evaluate your leadership or management style. It is not a test. There are no "right" or "wrong" answers. Simply read each of the questions and then circle or put an X through the response you choose. Choose the response to each question that **best describes** how you **would usually** behave if you were the leader of a work group in a formal organization. Circle whether you would be likely to behave in the described way: (A) Always, (F) Frequently, (O) Occasionally, (S) Seldom, or (N) Never.

If I were the leader of a work group.....

	Alw	Fre	Occ	Sel	Nev
1. I would most likely act as the spokesman of the group.	A	F	O	S	N
2. I would allow members complete freedom in their work.	A	F	O	S	N
3. I would encourage the use of uniform procedures.	A	F	O	S	N
4. I would permit the members to use their own judgement in solving problems.	A	F	O	S	N
5. I would needle members for greater effort.	A	F	O	S	N
6. I would let the members do their work the way they think best.	A	F	O	S	N
7. I would keep the work moving at a rapid pace.	A	F	O	S	N

	Alw	Fre	Occ	Se1	Nev
8. I would turn the members loose on a job, and let them go to it.	A	F	0	S	N
9. I would settle conflicts when they occur in the group.	A	F	0	S	N
10. I would be reluctant to allow the members any freedom of action.	A	F	0	S	N
11. I would decide what shall be done and how it shall be done.	A	F	0	S	N
12. I would push for increased production.	A	F	0	S	N
13. I would assign group members to particular tasks.	A	F	0	S	N
14. I would be willing to make changes.	A	F	0	S	N
15. I would schedule the work to be done.	A	F	0	S	N
16. I would refuse to explain my actions.	A	F	0	S	N
17. I would persuade others that my ideas are to their advantage.	A	F	0	S	N
18. I would permit the group to set its own pace.	A	F	0	S	N

This section of the questionnaire asks you for some background information about yourself. Please place an X by or write in the appropriate response.

1. What is your gender? _____ MALE (1) _____ FEMALE (2)

2. What is your age? _____ YEARS

3. What is your rank in school?
FRESHMAN (1) _____ SOPHOMORE (2) _____
JUNIOR (3) _____ SENIOR (4) _____

4. What is your major?
_____.

5. What is your racial background?
ANGLO (1) _____ BLACK (2) _____ HISPANIC (3) _____
ASIATIC (4) _____ NATIVE AMERICAN (5) _____
OTHER (9) Please specify _____

**** Thank You for Your Cooperation ****

APPENDIX B

PERSUASIVE STRATEGIES QUESTIONNAIRE

This questionnaire is designed to gather information about the way in which people use different kinds of persuasive messages. In the first section we ask you to provide some general information about yourself. Following this is a description of a situation in which one person, in this case a district sales manager, wants to convince his or her sales staff to adopt a new product demonstration technique. Following the sample situation is a list of 17 persuasive strategies that the manager might use in his or her attempt to convince the sales staff to adopt the new technique. The examples and descriptions of the 17 strategies are designed to give you an idea of what each strategy is. Since you will be asked to make several judgments about how you would use each of these strategies in a persuasion situation, it is important that you understand each one and can differentiate between them. In the final section we ask you to make some specific judgements about the nature of the persuasion situation we have described. If you find some questions difficult to answer, try to determine which way you are leaning and respond as best you can. Take your time and answer every question.

Thank you for participating in this project.

This section of the questionnaire asks you for some background information about yourself. Please mark or write in the appropriate response.

1. What is your gender? _____ MALE (1) _____ FEMALE (2)

2. What is your age? _____ YEARS

3. What is your rank in school?
FRESHMAN (1) _____ SOPHOMORE (2) _____
JUNIOR (3) _____ SENIOR (4) _____

4. What is your racial background?
ANGLO (1) _____ BLACK (2) _____ HISPANIC (3) _____
ASIATIC (4) _____ OTHER (please specify _____) (5)

In any persuasion situation there are a number of ways in which one person might try to influence another. We would like for you to make a series of judgments concerning the likelihood that you would use certain strategies in the persuasion situation which we will describe. Please read the following persuasion situation and try to imagine yourself in the position described. Following the description of the situation, we have listed seventeen different persuasive strategies that a person might use to persuade another to do as they ask. For each one read the accompanying description/example. Realize that the example that follows the description is only one example of the general strategy. After reading the example try to think of other examples of the strategy that you might use in this situation. Next, indicate how willing you would be to use that strategy in the particular situation described. You can make this estimate using any number between 0 and 100. For example, if you were certain that you would use this particular strategy in this persuasion situation, then you would write 100. Conversely, if you were certain that you would not use this strategy, then you would write 0. If you were not at all sure whether you would use or would not use this strategy then you would write 50. This value would mean that you were completely uncertain about using the strategy, i.e., the likelihood of your using it is equal to the likelihood of your not using it. There is one other thing to keep in mind. There are no right or wrong answers to any of these questions: only your feelings. However, the quality of the results of this research project is dependent upon the accuracy of the data you provide us with. For this reason, please give each item your full attention and answer each one as precisely and honestly as you can.

PERSUASION SITUATION

You are the district sales manager for a national marketing firm. You have recently been moved to a new district. Since you are relatively new to the district, you are only slightly acquainted with the sales staff that works for you. You have developed a new way of demonstrating your product, and the new technique has proven very effective in increasing sales for the company. Since you are paid a set salary regardless of the number of products sold in your district, increases in sales volume do not directly influence your earnings. However, the pay of your sales staff is based on the number of sales they make, and any increase in their sales brings an increase in their earnings. In order to increase their earnings, you want to convince the members of your staff to use the new product demonstration technique.

DIRECTIONS

Read each of the following persuasive strategies along with the corresponding description and example. Next indicate how willing you would be to use the strategy in the situation described above, and where appropriate, how strong of an appeal you would be willing to make using that particular strategy.

In any persuasion situation there are a number of ways in which one person might try to influence another. We would like for you to make a series of judgments concerning the likelihood that you would use certain strategies in the persuasion situation which we will describe. Please read the following persuasion situation and try to imagine yourself in the position described. Following the description of the situation, we have listed seventeen different persuasive strategies that a person might use to persuade another to do as they ask. For each one read the accompanying description/example. Realize that the example that follows the description is only one example of the general strategy. After reading the example try to think of other examples of the strategy that you might use in this situation. Next, indicate how willing you would be to use that strategy in the particular situation described. You can make this estimate using any number between 0 and 100. For example, if you were certain that you would use this particular strategy in this persuasion situation, then you would write 100. Conversely, if you were certain that you would not use this strategy, then you would write 0. If you were not at all sure whether you would use or would not use this strategy then you would write 50. This value would mean that you were completely uncertain about using the strategy, i.e., the likelihood of your using it is equal to the likelihood of your not using it. There is one other thing to keep in mind. There are no right or wrong answers to any of these questions: only your feelings. However, the quality of the results of this research project is dependent upon the accuracy of the data you provide us with. For this reason, please give each item your full attention and answer each one as precisely and honestly as you can.

PERSUASION SITUATION

You are the district sales manager for a national marketing firm. You have been in this position for a while and have developed what you consider to be an outstanding sales staff that works for you. Everyone gets along very well and you consider your workers to be your closest friends. You have developed a new way of demonstrating your product, and the new technique has proven very effective in increasing sales for the company. Since you are paid a set salary regardless of the number of products sold in your district, increases in sales volume do not directly influence your earnings. However, the pay of your sales staff is based on the number of sales they make, and any increase in their sales brings an increase in their earnings. In order to increase their earnings, you want to convince the members of your staff to use the new product demonstration technique.

DIRECTIONS

Read each of the following persuasive strategies along with the corresponding description and example. Next indicate how willing you would be to use the strategy in the situation described above, and where appropriate, how strong of an appeal you would be willing to make using that particular strategy.

In any persuasion situation there are a number of ways in which one person might try to influence another. We would like for you to make a series of judgments concerning the likelihood that you would use certain strategies in the persuasion situation which we will describe. Please read the following persuasion situation and try to imagine yourself in the position described. Following the description of the situation, we have listed seventeen different persuasive strategies that a person might use to persuade another to do as they ask. For each one read the accompanying description/example. Realize that the example that follows the description is only one example of the general strategy. After reading the example try to think of other examples of the strategy that you might use in this situation. Next, indicate how willing you would be to use that strategy in the particular situation described. You can make this estimate using any number between 0 and 100. For example, if you were certain that you would use this particular strategy in this persuasion situation, then you would write 100. Conversely, if you were certain that you would not use this strategy, then you would write 0. If you were not at all sure whether you would use or would not use this strategy then you would write 50. This value would mean that you were completely uncertain about using the strategy, ie., the likelihood of your using it is equal to the likelihood of your not using it. There is one other thing to keep in mind. There are no right or wrong answers to any of these questions: only your feelings. However, the quality of the results of this research project is dependent upon the accuracy of the data you provide us with. For this reason, please give each item your full attention and answer each one as precisely and honestly as you can.

PERSUASION SITUATION

You are the district sales manager for a national marketing firm. You have recently been moved to a new district. Since you are relatively new to the district, you are only slightly acquainted with the sales staff that works for you. You have developed a new way of demonstrating your product, and the new technique has proven very effective in increasing sales for the company. Since you and your staff are paid a set salary regardless of the number of products sold in your district, increases in sales volume do not influence your or your staff's earnings. You want to convince the members of your staff to use the new product demonstration technique.

DIRECTIONS

Read each of the following persuasive strategies along with the corresponding description and example. Next indicate how willing you would be to use the strategy in the situation described above, and where appropriate, how strong of an appeal you would be willing to make using that particular strategy.

In any persuasion situation there are a number of ways in which one person might try to influence another. We would like for you to make a series of judgments concerning the likelihood that you would use certain strategies in the persuasion situation which we will describe. Please read the following persuasion situation and try to imagine yourself in the position described. Following the description of the situation, we have listed seventeen different persuasive strategies that a person might use to persuade another to do as they ask. For each one read the accompanying description/example. Realize that the example that follows the description is only one example of the general strategy. After reading the example try to think of other examples of the strategy that you might use in this situation. Next, indicate how willing you would be to use that strategy in the particular situation described. You can make this estimate using any number between 0 and 100. For example, if you were certain that you would use this particular strategy in this persuasion situation, then you would write 100. Conversely, if you were certain that you would not use this strategy, then you would write 0. Conversely, if you were not at all sure whether you would use or would not use this strategy then you would write 50. This value would mean that you were completely uncertain about using the strategy, i.e., the likelihood of your using it is equal to the likelihood of your not using it. There is one other thing to keep in mind. There are no right or wrong answers to any of these questions: only your feelings. However, the quality of the results of this research project is dependent upon the accuracy of the data you provide us with. For this reason, please give each item your full attention and answer each one as precisely and honestly as you can.

PERSUASION SITUATION

You are the district sales manager for a national marketing firm. You have been in this position for a while and have developed what you consider to be an outstanding sales staff that works for you. Everyone gets along very well and you consider your workers to be your closest friends. You have developed a new way of demonstrating your product, and the new technique has proven very effective in increasing sales for the company. Since you and your staff are paid a set salary regardless of the number of products sold in your district, increases in sales volume do not influence your or your staff's earnings. You want to convince the members of your staff to use the new product demonstration technique.

DIRECTIONS

Read each of the following persuasive strategies along with the corresponding description and example. Next indicate how willing you would be to use the strategy in the situation described above, and where appropriate, how strong of an appeal you would be willing to make using that particular strategy.

ACTOR= DISTRICT SALES MANAGER TARGET= MEMBERS OF SALES STAFF

1. If you comply with my request, I will reward you.

You might give members of your sales staff something they would like (e.g. the day off), in exchange for doing as you ask.

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

2. If you comply with my request, you will be rewarded because of "the nature of things."

You might say to members of your sales staff that you know from experience that positive things will result if they do as you wish (e.g. they will be positively viewed by the company).

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

3. If you do not comply, you will be punished because of "the nature of things."

You might say to members of your sales staff that you know from experience that things will be worse for them if they do not do as you wish (e.g. they will be negatively viewed by the company).

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

4. A person with good qualities would comply with my request.

You might tell members of your sales staff that if they were "good" (e.g. responsible, concerned, dedicated) employees they would do what you want.

The probability of my using this strategy in this situation is _____.

5. Only a person with bad qualities would not comply with my request.

You might tell members of your sales staff that only employees with "bad" qualities, e.g., uncaring, self-centered, would refuse to do as you have asked.

The probability of my using this strategy in this situation is _____.

6. If you do not comply with my request, I will punish you.

You might inform members of your sales staff that you will do something which they find disagreeable e.g. telling your superiors that they are selfish, or unwilling to work for the good of the company, if they do not do what you want.

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

7. Actor is friendly and helpful to get target in a "good frame of mind" so that they will comply with the request.

You might act very friendly and helpful towards members of your sales staff for a few days before asking them to comply with your request.

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

8. Actor rewards target before asking for compliance.

You might do something for members of your sales staff that they like, (e.g., throw an office party or give them the day off) prior to attempting to persuade them.

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

9. Actor continuously punishes target making cessation of punishment contingent on compliance.

You might make members of your sales staff work extra hours or on the weekends until they do what you want?

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

10. You are a moral person if you comply with my request.

You might point out that the only ethical thing to do would be to comply with your request.

The probability of my using this strategy in this situation is _____.

11. You are an immoral person if you do not comply with my request.

You might point out that it would be unethical for members of your sales staff not to do as you have asked.

The probability of my using this strategy in this situation is _____.

12. You will feel better about yourself if you comply with my request.

You might tell members of your sales staff that they will be glad that they did as you asked because they will know they behaved in a good way and will feel good about themselves.

The probability of my using this strategy in this situation is _____.

13. You will feel worse about yourself if you do not comply with my request.

You might tell members of your sales staff that they will feel guilty, etc. if they do not do as you asked because they will know that they behaved in a bad way.

The probability of my using this strategy in this situation is _____.

14. People you value will think better of you if you comply with my request.

You might tell members of your sales staff that their friends, families, coworkers, etc. will think highly of them if they agree to your request.

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

15. People you value will think worse of you if you do not comply with my request.

You might tell members of your sales staff that their friends, families, coworkers, etc. will think less of them if they do not as you have asked.

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

16. I need your compliance very badly, so do it for me.

You might let members of your sales staff know how big a help it would be to you if they did what you wanted.

The probability of my using this strategy in this situation is _____.

If you indicated that you might be willing to use this strategy in this situation, how strong of an appeal would you be willing to make to get members of your sales staff to comply?

NOT AT ALL STRONG

VERY STRONG

1 2 3 4 5 6 7

17. You owe me compliance because of past favors.

You might tell members of your sales staff that you have stuck up for them in the past and that they owe you.

The probability of my using this strategy in this situation is _____.

The next set of questions asks you to make some specific judgments about the persuasion situation and the relationship between the actor (the district sales manager) and the targets (members of the sales staff). When you answer these questions try to keep the specific situation we have described in mind. Remember there are no right or wrong answers, just indicate the way you perceive the situation.

Use the scale below to indicate your level of agreement or disagreement with each statement by circling one of the five alternatives following each statement.

STRONGLY DISAGREE = 1

AGREE = 4

DISAGREE = 2

STRONGLY AGREE = 5

NEUTRAL OR NOT SURE = 3

	SD	D	N	A	SA
The sales staff's agreement really wouldn't benefit the manager very much.	1	2	3	4	5
The manager has more power than the sales staff in this relationship.	1	2	3	4	5
The manager has a legitimate right to request compliance from the sales staff.	1	2	3	4	5
It was much to the sales staff's advantage to agree with the manager's request.	1	2	3	4	5
The manager didn't know the sales staff very well.	1	2	3	4	5
The outcome of this situation i.e., whether the sales staff complied or not, would have very little impact on the way the manager and sales staff felt about one another.	1	2	3	4	5
The manager would personally benefit from the sales staff's compliance.	1	2	3	4	5
Under the circumstances the manager's request is legitimate.	1	2	3	4	5
In this relationship, the sales staff is definitely "on top".	1	2	3	4	5
At the time the manager made the request he/she was involved in a personally meaningful relationship with the sales staff.	1	2	3	4	5

	SD	D	N	A	SA
Overall, the manager is the one who would benefit most from the sales staff agreeing with the request.	1	2	3	4	5
The manager could expect a lot of resistance from the sales staff.	1	2	3	4	5
The outcome of this situation would be a fairly minor event in the manager and sales staff's relationship.	1	2	3	4	5
Overall, it was the sales staff who would benefit from doing what the manager requested.	1	2	3	4	5
The sales staff has a close, personal relationship with the manager.	1	2	3	4	5
The manager had authority over the sales staff.	1	2	3	4	5
The manager thought the sales staff would personally benefit from doing as he or she asked.	1	2	3	4	5
The manager will have a hard time persuading the sales staff to comply with the request.	1	2	3	4	5
The relationship between the manager and the sales staff was a pretty superficial one.	1	2	3	4	5
I think the outcome of this situation might have a long term effect on the way the manager and sales staff feel about one another.	1	2	3	4	5
The manager had no right to make the request that he/she did.	1	2	3	4	5
It won't be easy to convince the sales staff to comply with the manager's request.	1	2	3	4	5
The manager wanted the sales staff to do as he or she asked for their own good.	1	2	3	4	5

** THANK YOU FOR YOUR COOPERATION **

Appendix C

THE MARWELL AND SCHMITT TYPOLOGY OF COMPLIANCE-GAINING STRATEGIES

ITEM	DESCRIPTION
1. PROMISE	If you comply, I will reward you.
2. THREAT	If you do not comply, I will punish you.
3. EXPERTISE (POSITIVE)	If you comply, you will be rewarded because of "the nature of things."
4. EXPERTISE (NEGATIVE)	If you do not comply, you will be punished because of "the nature of things."
5. LIKING	Actor is friendly and helpful to get target in "good frame of mind" so that he will comply with request.
6. PRE-GIVING	Actor rewards target before requesting compliance.
7. AVERSIVE STIMULATION	Actor continuously punishes target making cessation contingent on compliance.
8. DEBT	You owe me compliance because of past favors.
9. MORAL APPEAL	You are immoral if you do not comply.
10. SELF-FEELING (POSITIVE)	You will feel better about yourself if you comply.
11. SELF-FEELING (NEGATIVE)	You will feel worse about yourself if you do not comply.
12. ALTERCASTING (POSITIVE)	A person with "good" qualities would comply.

APPENDIX C, Continued

ITEM	DESCRIPTION
13. ALTERCASTING (NEGATIVE)	Only a person with "bad" qualities would not comply.
14. ALTRUISM	I need your compliance very badly, so do it for me.
15. ESTEEM (POSITIVE)	People you value will think better of you if you comply.
16. ESTEEM (NEGATIVE)	People you value will think worse of you if you do not comply.
17. MORAL APPEAL (POSITIVE)	You are moral if you comply.

APPENDIX D
STATISTICAL TABLES

Table 1

Means, Standard Deviations and 95% Confidence Intervals
for Each of the Compliance-Gaining Strategies

Strategies	n	\bar{x}	s	95% CI
Expertise Positive	363	59.82	28.95	56.83 ----- 62.81
Altruism	361	56.48	31.87	53.18 ----- 59.78
Liking	364	51.5	29.65	48.44 ----- 54.55
Promise	363	46.79	30.52	43.64 ----- 49.94
Self-Feeling Positive	363	42.18	31.53	38.92 ----- 45.43
Altercasting Positive	360	34.30	30.41	31.15 ----- 37.46
Pre-giving	364	33.84	30.04	30.75 ----- 36.94
Esteem Positive	361	32.41	28.21	29.49 ----- 35.33
Debt	361	26.42	29.53	23.36 ----- 29.47
Expertise Negative	363	24.70	27.08	21.91 ----- 27.50
Moral Appeal Positive	364	22.15	25.85	19.48 ----- 24.81
Self-Feeling Negative	364	19.26	25.67	16.61 ----- 21.90
Threat	361	15.65	23.43	13.22 ----- 18.07
Esteem Negative	361	15.54	22.80	13.18 ----- 17.90
Altercasting Negative	363	13.86	21.02	11.69 ----- 16.03
Moral Appeal Negative	364	13.15	20.80	11.00 ----- 15.29
Aversive Stimulation	364	10.97	19.91	8.92 ----- 13.02

Table 2

Means, T-Value, and Probability of Each of the Seven Situational Dimensions in the Interpersonal and Noninterpersonal Situations

	Interpersonal (N = 211)	Noninterpersonal (N = 189)	T-Value	P
Intimacy	3.47	2.46	14.76	.05
Consequences	3.41	3.86	-5.94	.05
Resistance	2.51	2.80	-3.73	.05
Self Benefit	3.47	3.41	.84	.40
Rights	4.07	4.10	-.54	.59
Dominance	2.52	2.54	-.34	.73
Other Benefit	3.61	3.63	-.26	.79

Table 3

Means, T-Value, and Probability of Each of the Seven Situational Dimensions in the Other Benefit and No Other Benefit Situations

	Other Benefit (N = 193)	No Other Benefit (N = 207)	T-Value	P
Other Benefit	3.96	3.30	10.31	.05
Self Benefit	3.15	3.71	7.87	.05
Resistance	2.47	2.81	-4.53	.05
Rights	4.17	4.01	2.58	.05
Intimacy	3.06	2.93	1.53	.13
Consequences	3.58	3.66	-.99	.32
Dominance	2.50	2.56	-.95	.34

Table 4
Observed Means of Experimental Groups
Independent Variables: Relationship Type and Other Benefit
Dependent Measure: Verbal Aggression

Condition	n	Mean
Noninterpersonal: Target Benefit	99	29.10
Noninterpersonal: No Target Benefit	90	29.25
Interpersonal: Target Benefit	108	27.34
Interpersonal: No Target Benefit	103	25.26

Table 5
Source of Variance Table
ANOVA on Relationship Type and Other Benefit
Dependent Measure: Verbal Aggression

Source of Variance	SS	df	MS	F	P
Relationship	807.47	1	807.47	3.047	.05
Benefit	105.83	1	105.83	.399	NS
Benefit X Relationship	124.65	1	124.65	.470	NS
Error	104920.77	396	264.95		
Total	105958.73	399			

Table 6
Observed Means of Experimental Groups
Independent Variables: Other Benefit and Concern for People
Dependent Measure: Verbal Aggression

Condition	n	Mean
Other Benefit: Low Concern for People	58	27.20
No Other Benefit: Low Concern for People	46	29.96
Other Benefit: Moderate Concern for People	72	28.22
No Other Benefit: Moderate Concern for People	61	28.29
Other Benefit: High Concern for People	77	30.05
No Other Benefit: High Concern for People	86	22.37

Table 7
Source of Variance Table
ANOVA on Other Benefit and Concern for People
Dependent Measure: Verbal Aggression

Source of Variance	SS	df	MS	F	P
Benefit	112.91	1	112.91	.428	NS
Concern for People	494.99	2	247.49	.939	NS
Benefit X People	1598.18	2	799.09	3.034	.05
Error	103752.63	394	263.33		
Total	105958.73	399			

Table 8
Observed Means of Experimental Groups
Independent Variables: Relationship Type and Concern for Task
Dependent Measure: Verbal Aggression

Condition	n	Mean
Interpersonal: Low Concern for Task	60	26.92
Noninterpersonal: Low Concern for Task	44	23.38
Interpersonal: Moderate Concern for Task	73	27.39
Noninterpersonal: Moderate Concern for Task	60	27.98
Interpersonal: High Concern for Task	78	24.87
Noninterpersonal: High Concern for Task	85	33.01

Table 9
Source of Variance Table
ANOVA on Relationship Type and Concern for Task
Dependent Measure: Verbal Aggression

Source of Variance	SS	df	MS	F	P
Relationship	807.47	1	807.47	3.116	.05
Concern for Task	744.49	2	372.24	1.436	NS
Relationship X Task	2334.40	2	1167.20	4.504	.05
Error	102072.36	394	259.06		
Total	105958.73	399			

APPENDIX E
FIGURES

Figure 1
Main Effect of Relationship Type on Verbal Aggression

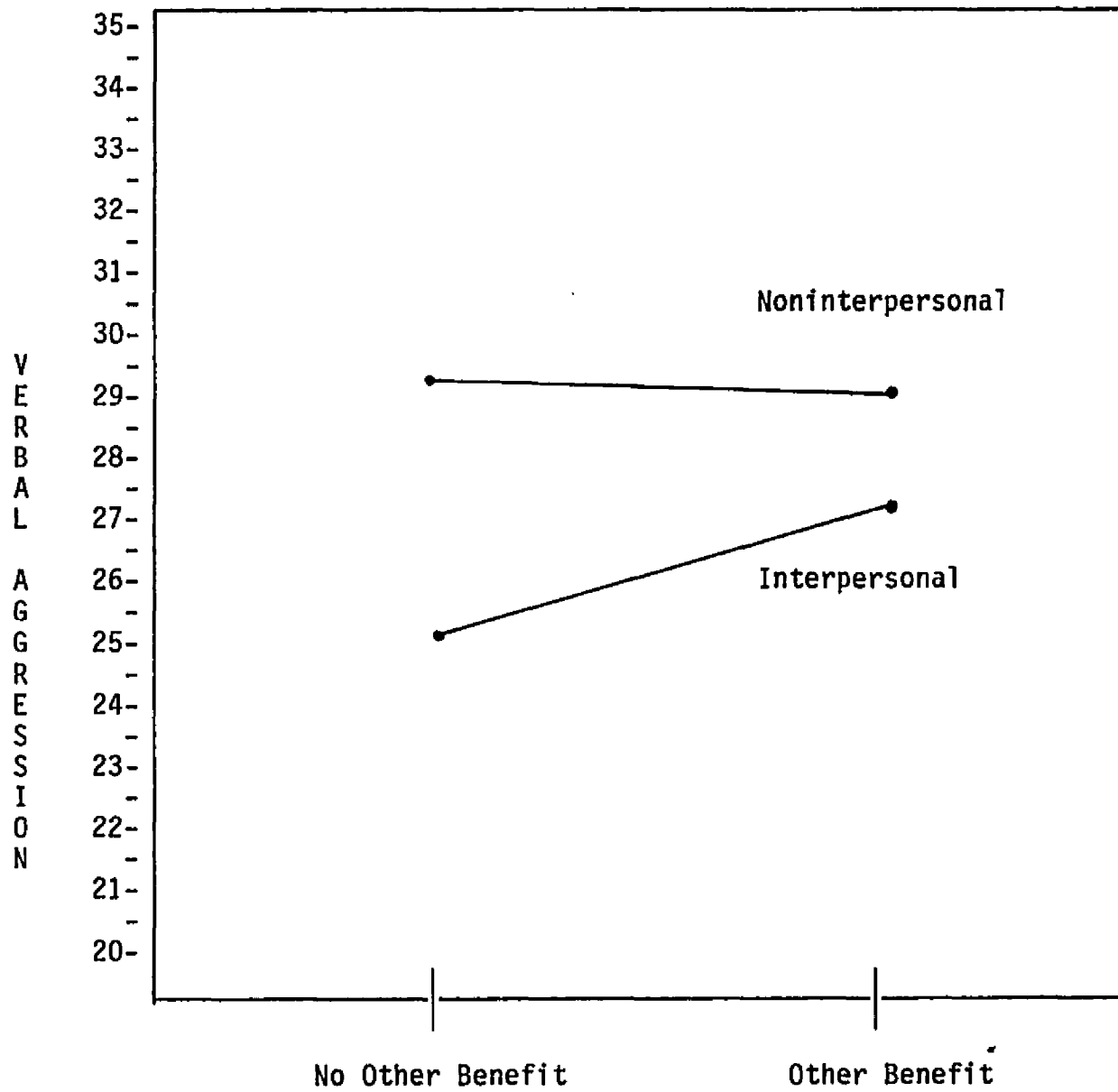


Figure 2
Two-way Interaction of Other Benefit
and Concern for People on Verbal Aggression

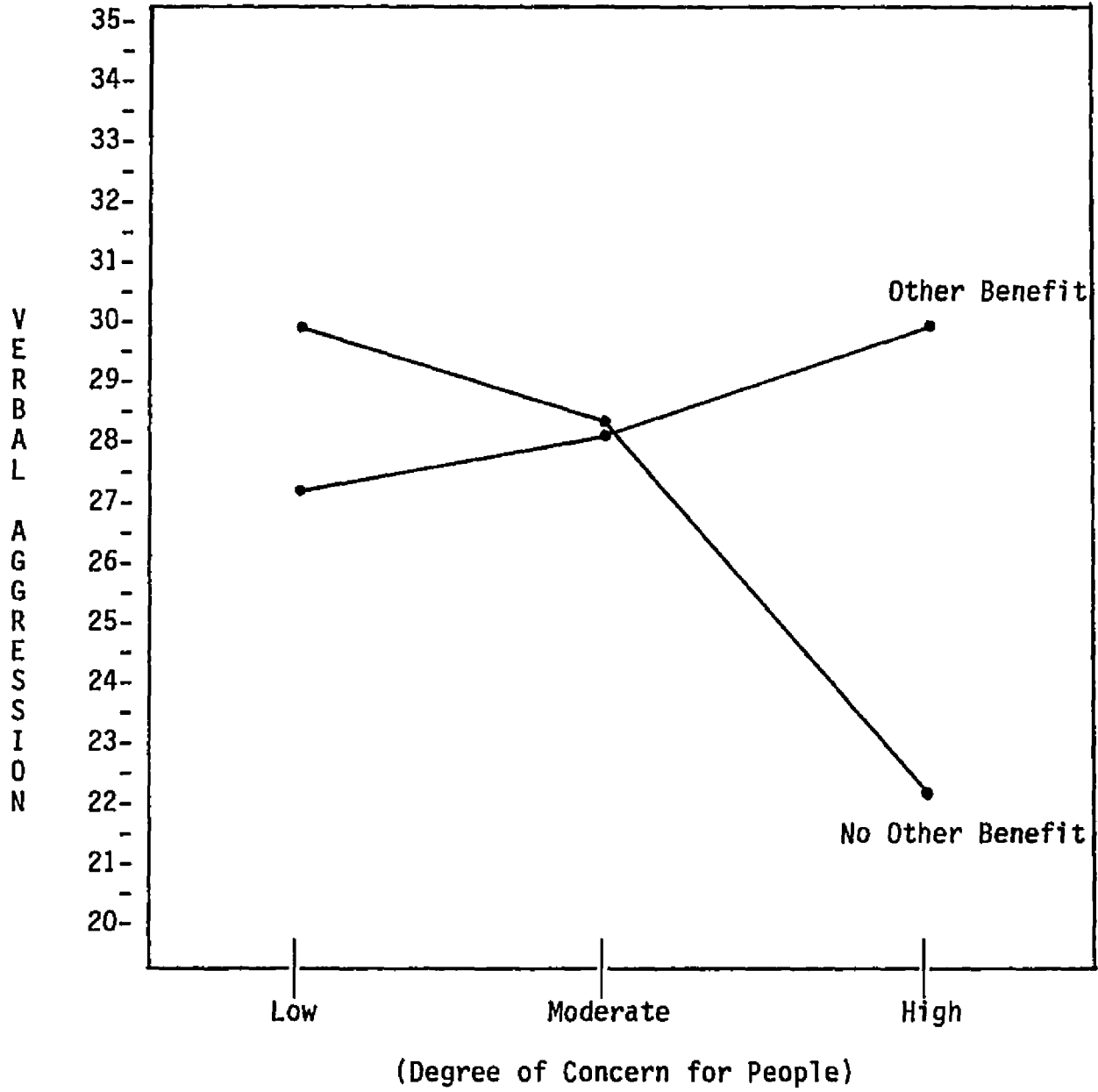
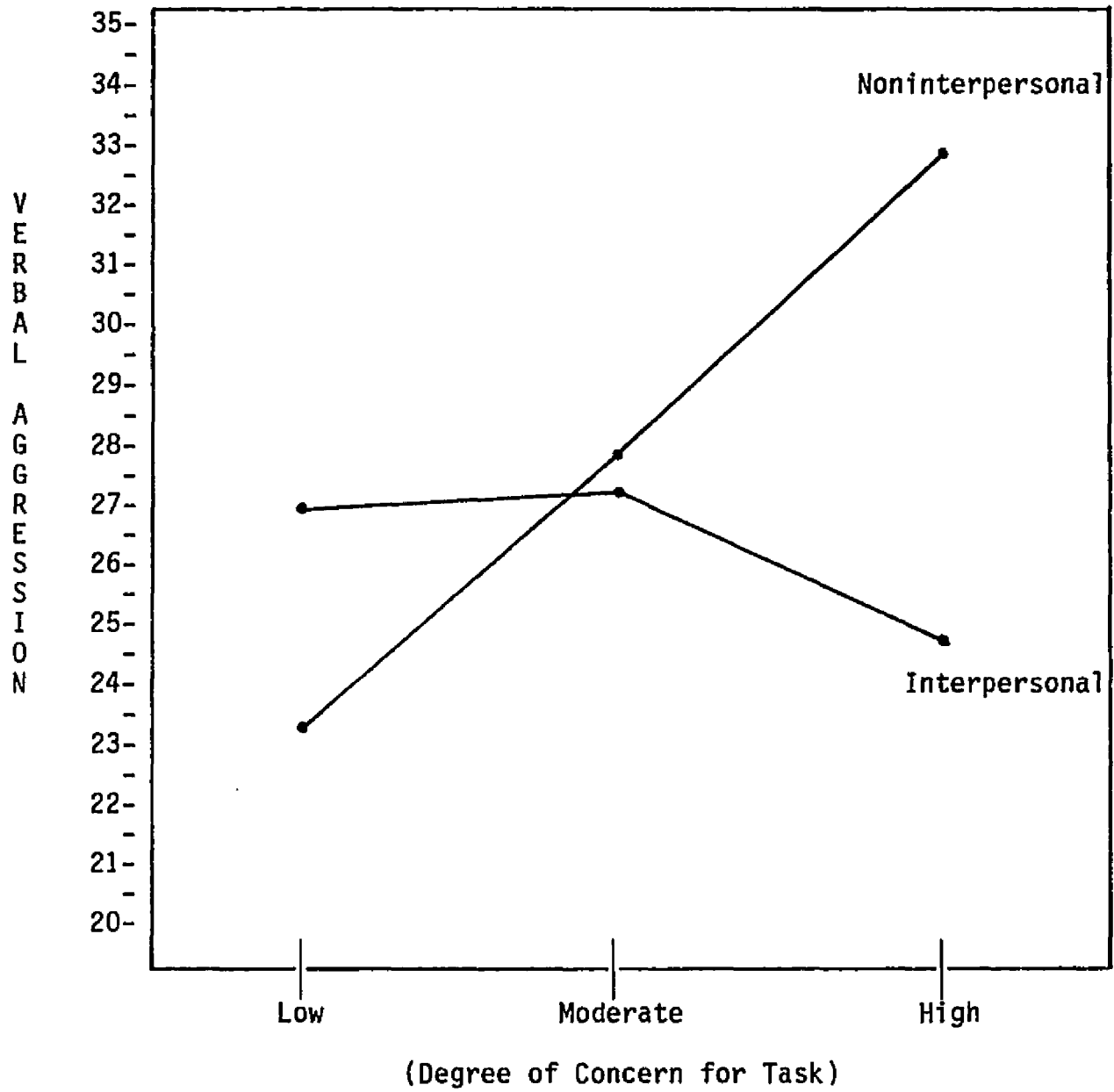


Figure 3

**Two-way Interaction of Relationship Type
and Concern for Task on Verbal Aggression**

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