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## ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: factors affecting group decisions regarding attributions of responsibility; a model of message-attitude-behavior relations; effects of the communicative process on perceived source credibility and attitude change in a political setting; anger, cohesiveness, and productivity in small task groups; the effects of "threats" (threats and promises) on compliance and concession-making in the bargaining situation; the relationships among judging philosophies, demographic characteristics, and debate ballot rationales; courtroom communication strategies; incubation strategies used by small groups during problem solving; the relationship of violations of receiver expectations and resistance to persuasion; an instrument for measuring group members' perceptions of the difficulty of a problem solving task; language variation and success in the system of criminal justice; variables affecting perceived source credibility; culture, role models, and interaction within a police communications centre; the effects of violations of personal space expectations on source credibility and attraction and on distraction; and the effects of vocal rate and the synchronization of coverbal clues on such factors as receiver distraction and message comprehension. (GT)

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**FACTORS AFFECTING GROUP DECISIONS ON RESPONSIBILITY: SITUATION AND LOCUS OF CONTROL OF ATTRIBUTOR**  
Order No. 7900370

ALDERTON, Steven Mark, Ph.D. Indiana University, 1978.  
117pp.

This study was designed to test the expectation that the personality of group members and the type of situation being discussed by group members affect both group member decisions and group communication of attribution of responsibility for socially deviant acts. Group members were, therefore, categorized as either persons who tend to perceive themselves as more powerful than situations (internals) and persons who perceive themselves as victims of situations (externals). The situations discussed by group members included either ambiguous person/act linkages (unstructured) or clear person/act linkages (structured).

Thirteen groups of three to five internals and thirteen groups of three to five externals attributed responsibility on a series of six measures for individuals described in both unstructured and structured situations. The dependent measures were as follows: 1) the appropriate penalty (grade) for the deviant acts; 2) the degree of personal responsibility; 3) the degree of impersonal responsibility; 4) the overall responsibility factor--person or circumstances; 5) the amount of trustworthiness and innocence of the person described in each situation; and 6) the amount of misfortune involved in each situation. In addition, the communication of each of the audio taped group discussions was content analyzed by three raters into three categories of bases for judgment related to personal causality (person is responsible because of acts he or she did or should have done; the punishment should equal the severity of the act; the person was stronger than the situation) and three categories of reasoning related to impersonal causality (person was helpless in committing acts; the punishment should be adjusted because of circumstances; the circumstances were stronger than the person).

Results of analyses of group decisions and communication behavior were contrasted with attributions of responsibility made by individuals prior to the group discussion. These results suggest that the situation being discussed and the personality of discussants interact to affect pre-discussion and post-discussion attribution of a penalty for a socially deviant act, but, on other measures, this interaction occurs more with individuals before the group discussion than after the group process. The group process, however, was found to enhance personality related decisions of responsibility. In addition, the degree of clarity of information included in each of the attribution situations affected the communication behaviors of group members more so than did the personality of the discussants.

**TEST OF A MODEL OF MESSAGE-ATTITUDE-BEHAVIOR RELATIONS**  
Order No: 7912565

FAIRHURST, Gall Ann Theus, Ph.D. University of Oregon, 1978. 306pp. Adviser: Dr. William Elliott

This study began with an interest in two fundamental areas: 1) the prediction of attitudes (and other variables) from behavior; and 2) belief change as a function of a persuasive message. A model proposed by McPhee (1975) sought to support two notions: 1) attitudes and social norms are only two of among many predictors of behavioral intention; and 2) change in attitudes, social norms and personal norms is contingent upon both the amount of information in a message as well as the amount of information previously held. McPhee's previous attempt to test his model was thwarted by conceptual and measurement problems. The purpose of this project was to outline a path of research aimed at correcting those inadequacies.

Two sets of hypotheses were posed in this experiment. The first involved the model's predictors as individually necessary and collectively sufficient predictors of behavioral intention. The predictors of intention were attitude-towards-the-act, personal and social normative beliefs, perceived environmental constraint, and motivation to comply. All variables were cast in a multiple regression format. All variables received some

support as predictors of behavioral intention, although less support was forthcoming for social normative beliefs and motivation to comply.

The test of the model's sufficiency was supported when the overall percentage of variance accounted for in intention was found to be significant both across and within all treatment conditions. The model's sufficiency was called into question, however, when the presence of two prior information variables and one demographic variable did not reduce to zero or non-significance when correlated with intention while the model's components were partialled out.

Fishbein's (Fishbein and Ajzen, 1975) model, which deleted personal normative beliefs, motivation to comply, and perceived environmental constraint, was rejected in lieu of the research model first proposed by McPhee and elaborated in this project.

The second set of hypotheses involved the communication aspects of this study. Belief change was held to be a direct function of the amount of information in a message and an inverse function of the amount of previously held information. Simple correlations were run between the accumulated information ratio and belief change. Low but significant correlations were found. Change in behavioral intention was also held to be contingent on change in the model's components. There were no significant differences in change in intentions, and thus, the hypothesis could not be tested as stated.

The conclusion drawn in this project was that the manipulations did not elicit extensive belief change, even though the manipulations were assessed to be sufficiently strong relative to the workings of the model. Subject involvement and the nature of the triggering effects of the accumulated information operator were reasons offered for this result.

**EFFECTS OF THE COMMUNICATIVE PROCESS ON PERCEIVED SOURCE CREDIBILITY AND ATTITUDE CHANGE IN A POLITICAL SETTING**  
Order No. 7910292

FRAKES, Keith Lyndel, Ed.D. University of Northern Colorado, 1978. 81pp.

The Problem

The primary purpose of this study was twofold, (1) Whether a method of inquiry could be formulated in the course of developing a procedure for investigating the aggregate effects of the communication process on perceived source credibility and attitude change in a political setting; and (2) Whether a procedure for the investigation of the communicative process could be developed which would be applicable to empirical and theoretical hypotheses and which would provide a method for integrating a theory of communicative process into a general theory of persuasive communication.

The specific objectives of the study were:

1. To determine if a relationship existed between an individual's perception of source credibility and subsequent support of a political position.
2. To determine if a relationship existed between an individual's reference group and the support of a political position.
3. To determine if a relationship existed between an individual's reference group and the support of a political position.

Based on these objectives, a theoretical path model was generated to determine the causal sequence.

Methods and Procedures

The population for this study represented only certified registered voters within the City of Greeley, Colorado. A survey sample of 300 was selected by a computer generated systematic probability sampling.

A systematically ordered Political Perception Scale was developed for the purpose of collecting data which would reflect the perceptions of voters and why the perceptual differences (if any) existed. All of the 148 sets of surveys were individually and collectively processed by the researcher.

Four basic types of data were collected: (1) perceived reference group evaluation; (2) individually perceived credibility evaluations; (3) support of political position and; (4) demographic indicators employed as test factors.

The response included in the data collection instruments were coded and placed on computer cards for statistical analysis. The statistical procedure employed was path analysis and a ninety-five percent confidence level. The scores were used to test the significance of the mean score among voters on single and combined item indicators. The .05 level of significance was used to test the statistical differences of the hypotheses.

### Findings

Three null hypotheses were postulated, all of which were rejected.

As path analysis is a method of delineating and interpreting linear relationships among a set of variables, the obtained path coefficients suggest the best causal sequence in terms of the hypotheses. Based on the collected data, the theoretical path model was confirmed.

### Conclusions

1. That the manipulation of information and subsequent attitude change between one reference group and an individual is a precondition for an individual's support of a position.
2. That within this form of experimental research, certain demographic test factors yielded no clear results relevant to the theoretical path model.
3. That party affiliation, although not hypothesized, did indirectly influence reference group but the nature of the relationship was not clearly defined.
4. That an initially high credible source produced an increase in overall credibility.
5. That the total effect of the communicative process precluded the isolation of individual subjective perceptions.
6. "That an individual, like a group, is a motley collection of ambivalent feelings, contradictory needs and values and antithetical ideas. He is not, and cannot be, monolithic, and the modern effort to pretend otherwise is not only delusional and ridiculous, but also acutely destructive, both to the individual and to society." ANONYMOUS

### Recommendations

1. Further study involving the relationship between contemporary perspectives on mass communication and persuasion.
2. Further research to explore the utility of multidimensional conceptualizations of source evaluations in persuasive communication.
3. More research to determine the impact of source evaluation in influence situations involving particular topic areas and with audience of differing demographic and personality characteristics.
4. Research of programs designed to change motivations and transform social institutions.

### **A STUDY OF ANGER, COHESIVENESS, AND PRODUCTIVITY IN SMALL TASK GROUPS**

Order No. 7824799

GRANT, Bonnie Rae Weaver, Ph.D. University of Kansas, 1978. 311pp.

Anger associated with criticism of one's task accomplishment may be a covert factor contributing to high employee turnover, an indication of low group cohesiveness. This study investigates the effects of anger communicated by one group member upon the perceived group cohesiveness of other group members when the anger concerns the manner in which the perceiver is accomplishing the task. It is assumed that expressions of anger function in groups as an alertive communication announcing an unbalanced psychological state. It is hypothesized that when anger is communicated describing one's and identifying the cause, i.e., threat, need, or ob-

struction, others can empathize and respond in supportive and helpful ways to restore balance in the group, consequently increasing cohesiveness. It is also hypothesized that group members tend to attribute the angry person's behavior to the situation rather than to the person as usually predicted by balance theory. When anger is not clearly described and its cause identified, it is hypothesized that others are unable to help reestablish balance and cohesiveness decreases; members seek to leave the group. One hundred and eighty subjects, Registered Nurses, participated in an experimental task involving sorting medication cards. Subjects perceived themselves as being one of three group members. Preclassified messages, rated non-angry, constructive anger, or destructive anger, were delivered to each subject as he/she worked on the task alone. The subjects' written responses to the experimental messages were rated (93%+ inter-rater reliability) for intensity of anger and for degree of constructivity/destructivity; responses were purportedly delivered by the experimenter to a perceived angry and a non-angry group member. The findings show anger expressed in small task groups tends to decrease group cohesiveness and productivity, particularly when expressed in the constructive mode as defined in this study. The data showed that expression of anger decreases one's member attractiveness, calls forth an angry response from others, and others tend to withdraw interpersonally from the angry person and from the group. As recipients of angry messages express anger, experienced anger tends to decrease. Angry responses tend to be directed to the initiator of angry expressions, not to other members. Responses of the subjects were found to be related to annual turnover rates of hospitals where they were employed.

### **AN EXPERIMENTAL MODEL TO DETERMINE THE EFFECTS OF IMPLICIT AND EXPLICIT THROMISES FOR THE PURPOSE OF INDUCING COMPLIANCE AND CONCESSION-MAKING IN THE NEGOTIATION AND BARGAINING SITUATION FROM HIGH, EQUAL AND LOW POWERED POSITIONS**

Order No. 7901441

HAWKINS, Alfred Gordon, Jr., Ph.D. Bowling Green State University, 1978. 107pp.

This study was an experiment to determine the effects of thromises on compliance and concession-making in the bargaining situation. A 3 x 2 factorial design involving three levels of power (high, equal and low) and two levels of mode of presentation (implicit and explicit) was employed. A review of the literature indicated contradictory findings in the threat and promise area as well as inconclusive evidence concerning power in the bargaining situation. Further, past findings were based on a single experimental paradigm: the Prisoner's Dilemma Game. This study proposed Kelley et al.'s International Card Game as an experimental paradigm to strengthen the validity of the conclusions in the threat and promise area.

A univariate analysis and Duncan's Multiple Range test indicated that an implicit thromise is more effective at inducing compliance than an explicit thromise in equal power positions. The results did not indicate a significant difference between an implicit thromise and an explicit thromise for inducing compliance in a high power position. The results also did not reveal a significant difference between an implicit thromise and an explicit thromise for inducing compliance in a low power position.

As findings were based on a new experimental model in the threat and promise area, additional replication is needed before any definite conclusions about the paradigm and the threat and promise area can be substantiated.

## AN INQUIRY INTO THE RELATIONSHIPS AMONG JUDGING PHILOSOPHIES, DEMOGRAPHIC CHARACTERISTICS, AND DEBATE BALLOT RATIONALES

JAMES, Anita Carol, Ph.D. University of Southern California, 1978. Chairperson: Professor Allen

The purposes of this study were (1) to determine the utility of preparing and distributing judging philosophy booklets to debaters at the National Debate Tournament, and (2) to develop an additional source of information for the debaters.

Specifically, an historical perspective was developed of the role of the critic-judge in refereeing a competitive debate, with an emphasis on the disparity of approaches that have been taken.

Three hypotheses were posited:  $H_1$  - There is a relationship between the position statements made by critic-judges in the written judging philosophy and the written rationale for a decision on a debate ballot.  $H_2$  - There is a relationship between the position statement made by a critic-judge in the written judging philosophy and certain demographic characteristics of the critic-judge.  $H_3$  - There is a relationship between certain demographic characteristics of the critic-judge and the written rationale for a decision on the debate ballot.

The judging pool at the 1977 National Debate Tournament at Southwestern Missouri State was sampled. Judging philosophies were obtained from 100 of the 108 critic-judges in attendance. Demographic questionnaires were collected from all 108 critic-judges. Completed debate ballots were obtained for 715 of the 744 preliminary debate rounds. With the exception of the demographic questionnaires, the critic-judges were not aware that the judging philosophies and debate ballots were being collected for analysis. The cover was maintained to minimize the possibility that critic-judges would deviate from their normal ballot completion procedures.

The judging philosophies and debate ballot rationales were content analyzed in accordance with the requirements of grounded theory. Grounded theory, as explained by Glaser and Strauss (1967), is primarily a sociological tool for developing categories for content analysis of complex data groups. The primary requirement of grounded theory is that the categories must emerge from the data rather than be imposed upon the data. The reading of the judging philosophies yielded a total of 54 categories covering the first five questions asked of the critic-judges. The reading of the debate ballot rationales generated an additional ten categories specific to the comments made by the critic-judges in the course of justifying and explaining the decisions made in the first eight rounds of the 1977 National Debate Tournament.

Data was analyzed using non-parametric statistical procedures with chi-square analysis of the cross tabulations. All tests for significance are for the .05 level.

There was general support for all three hypotheses; although not always at the level of significance. In some instances the delineation remains unclear and further research should be undertaken.

Finally, there is a discussion of the results and implications and suggestions for future research.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

## SOME COMMUNICATION STRATEGIES IN THE COURTROOM: A SIMULATED JURY STUDY Order No. 7907351

JARA ELIAS, Jose Ruben, Ph.D. Michigan State University, 1978. 189pp.

This work is concerned with the effects of some communication strategies used by an alleged offender standing trial on the decisions rendered by a simulated jury regarding the offender's degree of responsibility. The theoretical underpinnings for the study come from attribution and equity theories. Equity theory provides a conceptual equation for arriving at decisions regarding the fate of a defendant based on a variety of perceived rewards and costs experienced by the offender and his victim in the course of their relationship. Attribution theory provides some guidance in identifying the relevant in-

puts and outcomes to be entered in the equity equation. One of such inputs is the juror's liking for the defendant. Such liking can be greatly influenced by communication variables such as the content of the information regarding the defendant's behavior and by the source of such information. The interaction of these two variables also affects the jurors' stereotyping of the defendant, their feelings of sympathy for and similarity with the defendant, and their perceptions of his honesty.

In order to test the relationship between these variables and attribution of responsibility, 120 undergraduate students enrolled in various social science courses were asked to imagine themselves as jurors, and render a judgment regarding the responsibility of a defendant accused of murdering his father while attempting to defend his sister from the father's attacks. In a 2 x 3 design, subjects heard either the defendant (self-disclosure condition) or a witness (other-disclosure condition) disclose actions performed by the defendant which were either negative (negative avowal condition), positive (positive avowal condition) or neutral (neutral avowal condition).

### Results indicate:

- The lack of a significant relationship between the experimental manipulations and attribution of responsibility.
- A significant relationship (canonical  $r = .68$ ) between liking and attribution of responsibility indicators.
- Significant relationships (canonical  $r = .60$ ) between liking and three hypothetical dimensions: perceived honesty, perceived similarity, and sympathy.

In the discussion, several operational flaws that explain the failure of the experimental manipulations to take effect are pointed out. It is suggested that future research should be aimed at identifying the communication behaviors that serve as antecedent conditions of these psychological processes, and to increase the mathematical rigor of equity theory formulations by casting them in the form of information integration models. It is also stressed the need to carry out similar studies within the context of social situations with different outcome structures, in order to study the effects of such structures on human behavior.

## AN EXPERIMENTAL STUDY OF INCUBATION STRATEGIES USED DURING PROBLEM SOLVING BY SMALL GROUPS Order No. 7907898

KIRKWOOD, William Garry, Ph.D. Northwestern University, 1978. 158pp. Supervisor: Dr. Paul H. Arntson

To empirically measure the effects of the "incubation" phase of problem solving during small group discussion, this study compared the influence of alternate sequences of task performance on interaction, solution production, and member satisfaction. 59 Male and 57 female undergraduate students were randomly assigned to 29 four-person groups of mixed sexual composition. The experiment measured the performance of such groups assigned one of three discussion formats--XXX, XYX or XZX. XXX groups were assigned one divergent-production discussion task and worked on it for 30 minutes without interruption from the experimenter. XYX groups discussed one production task for 10 minutes, were then instructed to work on a second production task similar in content to the first task for 10 minutes, and later were asked to discuss the first task for another 10 minutes. XZX groups followed a pattern identical to that of the XYX groups, except that the second problem discussed was quite different in content from the first.

Comparing the effects of sequences XYX and XZX to those of sequence XZX comprised a test of the notion that a planned break from conscious work on a task improves work on the task after the break--the "incubation" effect. Comparing the effects of sequence XYX to those of XZX permitted a test of the influence of the kind of activity done during an incubation period.

It was predicted that both the use of a planned incubation period and the nature of the activity done during such a period would influence group interaction, solution production, and member satisfaction. Specifically, hypotheses predicted that during selected portions of discussion both XYX and XZX groups would display more nearly equal participation by all members.

superior solution production, and higher levels of participant satisfaction. It was further suggested that XZX groups would also prove superior to XYX groups in egalitarian participation, solution production, and member satisfaction.

Analysis of discussion transcripts revealed no significant differences in patterns of participation under the different treatment conditions. Review of participants' responses to post-discussion questionnaires also failed to disclose any significant differences in levels of member satisfaction for different treatment conditions. However, after correcting for the influence of the particular tasks used in the study on levels of solution production, it was found that XZX groups produced significantly more solutions after the incubation period than XXX groups produced during a comparable period of time. The difference between XYX and XZX groups' levels of solution production was in the predicted direction, but failed to reach significance.

These results suggest that the nature of the activity performed during periods of incubation does influence subsequent task performance by small groups.

#### THE RELATIONSHIP OF VIOLATIONS OF RECEIVER EXPECTATIONS AND RESISTANCE TO PERSUASION

Order No. 7907777

MILLER, Michael D., Ph.D. The University of Florida, 1978. 83pp. Chairman: Michael Burgoon

This investigation extended the development of a new model of resistance to persuasion. The model views the induction of resistance to persuasion an extension of the persuasion process. Support was found for the prediction that violations of induced receiver expectations are mediators of resistance to subsequent persuasive attacks. Positive violations of receiver expectations induce counterarguing which will lead people to be resistant to a second persuasive message advocating the same side of a given attitudinal issue. Negative violations of receiver expectations decrease the probability of counterarguing and increase the vulnerability of people to subsequent persuasive attacks. Competing explanations for the results were ruled out through the utilization of a counterbalanced design and stringent control procedures.

#### PERCEIVED TASK DIFFICULTY: AN APPROACH TO MEASURING GROUP MEMBERS' PERCEPTIONS OF THE DIFFICULTY OF A PROBLEM SOLVING TASK FOR THEIR GROUP

Order No. 7900340

MONROE, Craig Allen, Ph.D. The University of Nebraska - Lincoln, 1978. 224pp. Adviser: Vincent Di Salvo

This study attempted to develop an instrument for measuring group members' perceptions of the difficulty of a problem solving task assigned to their group. Such a measurement technique was seen as a viable substitute for a priori, independent operational definitions of task difficulty employed in previous research concerning this variable. The study was structured into five phases. First, twelve theoretical task factors were extracted from the small group literature. These factors were: effort, goal clarity, operation requirements, decision verifiability, goal-path multiplicity, intrinsic interest, solution multiplicity, cooperation requirements, population familiarity, information, environmental constraints, and task products. Second, items were developed to represent each factor. These items--statements descriptive of the task as assigned--were drawn from explications and operationalizations of the factors developed in previous research. Items were evaluated by a sample of subjects for relevance and clarity. Third, items were structured into sets of triadic scales adapted from Smith et al.'s study of job satisfaction. These scales were administered to 100 college undergraduates, each of whom had worked through two problem solving tasks with a group. Subjects were told to respond to the triadic scales from the frame of reference provided by that experience. These responses were analyzed via a chi square to isolate items which

discriminated between subjects' perceptions of easy and difficult tasks ( $p < .05$ ). A chi square statistic was computed for discriminating items to determine the appropriate weighting system for scoring responses ( $p < .05$ ). Fourth, surviving items were administered to 150 undergraduates. Responses were subjected to a PM correlation to isolate items correlating to total scores ( $p < .05$ ). These items were subjected to an orthogonal, principle axis factor analysis followed by a varimax rotation with squared multiple correlations in the diagonals. Two factors emerged. Factor I was interpreted to represent cooperative decision requirements. It accounted for 17% of the total variance and for 54% of the variance common to the two factors. Factor II, labelled information processing requirements, accounted for 14.5% and 46% of the total and common variances. Fifth, the items representing these two factors were administered to 65 undergraduates to estimate reliability and validity. The reliability criterion employed was internal consistency. A KR-20 was computed on responses to items for each factor. Estimates of .80 and .73 were obtained for Factors I and II respectively. The validity check consisted of comparing the undergraduates' ratings of the difficulty of three problem solving tasks with rankings obtained from experts. The chi square statistics revealed that the subjects' ratings were independent of expert judgments for two of the experimental tasks regarding Factor I ( $p < .05$ ). Subjects' responses on Factor II were associated with expert judgments of all three experimental tasks. These results suggest that, for at least some dimensions of task difficulty, experts' judgments are poor predictors of experimental subjects' perceptions of tasks. This lends support for the theoretic rationale upon which this study was based. The instrument emerging from this study suffers two limitations. First, the extent to which it applies to the entire range of problem solving tasks has yet to be demonstrated. The author recommended replication of the methodology employed in this study to a broader range of problem solving tasks. Second, the present instrument clearly fails to capture the entire realm of perceived task difficulty. The author recommended the development and testing of additional theoretical factors, particularly those tapping group structure and interpersonal relationships as sources of members' perceptions of task difficulty.

#### LANGUAGE VARIATION AND SUCCESS IN THE SYSTEM OF CRIMINAL JUSTICE

Order No. 7824609

PARKINSON, Michael Gaylon, Ph.D. The University of Oklahoma, 1978. 124pp. Major Professor: L. Brooks Hill

Conceptually based on credibility and social mediation, this dissertation attempts to demonstrate the applicability of communication and linguistic research techniques to the courtroom milieu. The study predicts the outcome of 38 criminal trials from computer based content analysis and rater judgements of verbal behaviors demonstrated by attorneys and accuseds. The accuracy of these predictions range from 69% to 84%.

Characteristics of successful courtroom speech are identified for prosecution attorneys, defense attorneys and accuseds. Tests of prosecution speech indicate that verbal aggression is an important factor for those in this role. Tests for defense speech indicate the importance of equivocation and tests of accuseds' speech identify deference as an important characteristic.

The dissertation was produced under grant number 77NI-99-0057 from The Office of Criminal Justice Education and Training, Law Enforcement Assistance Administration, U.S. Department of Justice; a graduate research fellowship grant under authority of The Crime Control Act of 1973, Public Law 93-83.

**AN EXPERIMENTAL INVESTIGATION OF THE EFFECT OF  
MEDIUM OF COMMUNICATION, SEX OF THE SOURCE AND  
SEX OF THE RECEIVER ON PERCEIVED CREDIBILITY OF  
THE SOURCE**

Order No. 7911264

SAVARY, Suzanne Joyce, Ph.D. New York University, 1978.  
107pp. Chairman: Professor Robert Q. Young

This study was undertaken in an effort to discover whether medium of communication, sex of the source and sex of the receiver are significant variables which enter into the perception of the credibility of the source.

The subjects who participated in this study were 155 undergraduates, 78 males and 77 females, enrolled in eight sections of the basic communications courses at Pace University, Westchester. Speaker equivalency selection procedures were utilized to select one male and one female speaker out of a pool of speakers.

A five minute speech in the area of General Semantics was developed as the message all treatment groups would hear. Particular attention was paid to the sexual neutrality of the message. A psycholinguistic tool, the Scales for the Measurement of Ethos, which is a semantic-differential instrument developed by James C. McCroskey, was chosen as the measurement instrument for this study. A factorial design provided eight treatment cells, audiotape-male, audiotape-female source, videotape-male source, videotape-female source, live-male source, live female-source, and print--male source and print--female source. The sex of the receiver variable was controlled for in each cell. The live presentation was videotaped and audiotaped without the knowledge of the subjects in that treatment. The videotapes and audiotapes were then presented to the appropriate treatment groups. Other than a repeated reinforcement of the name of the author in the print cells (to insure recognition of the sex of the author by the subjects), all instructions and procedures were identical in all treatments. The investigator gave instructions to all groups to maintain consistency. The data was analyzed with a factorial analysis of variance,  $4 \times 2 \times 2$ . The independent variables were media, consisting of four levels, videotape, audiotape, print and live; sex of the source, male/female, and sex of the receiver, male/female. A separate analysis was conducted for each of the following dependent variables: authoritativeness, character and a total of authoritativeness and character, which are the two dimensions of credibility according to McCroskey. Based on previous research and theory, four hypotheses were postulated: (1) Medium of communication will affect perceived credibility of the source such that there will be a trend diminishing from videotape, through audiotape, print and live; (2) Sex of the source will affect perceived credibility of the source such that male sources will be ranked higher than female sources regardless of medium; (3) Sex of the receiver will affect perceived credibility of the source such that female receivers will tend to rank all sources higher than male receivers; and (4) There will be an interaction between medium of communication and sex of the source such that sex differences will be greater in the less credible media of communication.

The results of the study indicated no significant difference due to the medium of communication or the sex of the source. Therefore, Hypotheses 1 and 2 were not confirmed. Significant differences were found to exist in the sex of the receiver variable, with female receivers ranking all sources higher than male receivers. Hypothesis 3 was confirmed by the results of the investigation. No significant interaction effects were found for medium of communication and sex of the source. Therefore Hypothesis 4 was rejected. The implications of the results of this study are discussed. Many of our present assumptions about one medium inherently possessing greater credibility than others and about males possessing greater credibility than females need to be reevaluated in light of the findings of this study.

**REAL MEN, WISE MEN, GOOD MEN AND CAUTIOUS MEN:  
A STUDY OF CULTURE, ROLE MODELS AND INTERAC-  
TION WITHIN A POLICE COMMUNICATIONS CENTRE**

SHEARING, Clifford Denning, Ph.D. University of Toronto  
(Canada), 1977

Research on the police has proceeded apace over the past two decades. Nevertheless, there continues to be important theoretical and empirical gaps in our understanding of police work. This study identifies and considers some of these gaps. In doing so it examines within the context of one empirical setting, a subject of general sociological significance: the relation between the "self" and "others".

Sociological research on the police has, recently, been influenced by two major movements, one theoretical and one political, namely, labelling theory and the "liberal" concern for "equal justice" and "equal opportunity". One consequence of these two influences is that research on the police has concentrated on discovering whether the police apply the law equally to all citizens. This emphasis has resulted in a search for correlations between police action and the characteristics of complainants, suspects and victims. This search, in turn, has had three significant consequences for the sociology of the police. First, research has concentrated primarily on the activities of patrolmen (and to a lesser extent detectives). Secondly, the focus of attention has been police-citizen encounters and the law enforcement decisions made in these situations. Thirdly, and perhaps most importantly, sociologists have implicitly assumed that policemen can be treated as a homogeneous group who will respond similarly to similar situations.

These developments have shaped our understanding of police work. Today while we know a considerable amount about the situational factors associated with the law enforcement outcomes of police-citizen encounters we know little about the activities of policemen other than patrolmen and detectives, the interaction that takes place in police-police encounters or the differences that exist between policemen in their responses to situations.

This study responds to these limitations in our knowledge by identifying various styles of police work in both police-police and police-citizen encounters within a police communications centre.

In seeking to identify different styles of police work the study takes Westley's work on the police culture, and its relation to police action, and Niederhoffer's more recent attempt to define a typology of police role models, as its points of departure. The argument advanced is that in responding to the demands of the public, colleagues and superiors, policemen orient to two ideal conceptions of police work: the ideal policeman embodied in the police culture and the conception of police work advocated by "the brass". In responding to these ideals, policemen, it is argued, identify four strategies or role models that they take into account in dealing with the public and other policemen. These role models are used by policemen to identify and categorize each other. The study examines the activities of people within each of these categories in order to describe the styles of police work associated with each role model. It then goes on to examine how policemen select and shift between role models.

This study adds to our present knowledge of the police by moving away from a monolithic conception of policemen and police work. It points out that while policemen recognize a police culture and departmental policy they are not all equally committed to these values and expectations. In order to understand police action one must, it is argued, do more than examine the values and situations that policemen respond to; one must examine, in addition, the differences in the way policemen interpret these values and expectations.

The situation that policemen within the communications centre find themselves in has parallels in other police, occupational, and international settings. Consequently, what this study has discovered about the relationship between "self" and "others" in one empirical setting has implications for other people living and working within other settings.

**THE EFFECTS ON CREDIBILITY, ATTRACTION AND  
ATTITUDE OF REWARD AND DISTRACTION THROUGH  
VIOLATIONS OF PERSONAL SPACE EXPECTATIONS**

Order No. 7907796

**STACKS, Don Winslow, Ph.D. The University of Florida, 1978.  
234pp. Chairman: Judee K. Burgoon**

The underlying rationale for the effects of distraction in a communicative setting is based upon the disruption of an individual's ability to counterargue. While research investigating the distraction effect has generally relied upon environmental disruptors, this investigation attempted to test the distraction available to a persuader within the communicative setting through the violation of personal spacing expectations. Additionally, research has attempted to examine an individual's propensity to counterargue a message when distracted and the results of the distraction on the source's credibility. Such research predicts that high propensity-to-counterargue individuals will be more resistant to both the message and source than will low propensity-to-counterargue individuals. This investigation sought to: 1) establish the relationship between violations of personal spacing expectations as a distractor; 2) to test the relationship between propensity to counterargue and message acceptance, source credibility and attraction as mediated by both the distractor and the individual's propensity to counterargue; and 3) to expand previous research on violations of personal space expectations to persuasive attempts.

The results of multiple regression analyses offered limited support for the predicted relationships among reward, distance, propensity and the communication outcomes of credibility, attraction and persuasion. Two dimensions of credibility and one dimension of attraction conformed to the predicted curvilinear relationships when subjects interacted with a rewarding initiator who did or did not violate personal spacing expectations; when interacting with a punishing initiator, obtained outcomes appeared to conform more to the expected relationships for rewarding initiators. For propensity, where significant effects were obtained, the results were in the opposite direction; low propensity subjects were more resistant to the source and message than were high propensity subjects. The relationship between distance and distraction was not supported. Although subjects reported being distracted by the personal space violations, the distraction scores were not significantly different across distances. The relationships between distance, reward and propensity were not supported.

The results were discussed in terms of violations of personal space expectations, distraction and distance, the propensity-to-counterargue measure and the operationalization of reward. A number of research improvements and extensions, as suggested by the findings of this investigation, were discussed.

**THE EFFECTS OF VOCAL RATE AND SYNCHRONIZATION  
OF COVERBAL CUES ON INFORMATION PROCESSING AND  
COMMUNICATION OUTCOMES OF COMPREHENSION AND  
PERSUASION**

Order No. 7913330

**WOODALL, William Gill, Ph.D. The University of Florida,  
1978. 154pp. Chairperson: Judee K. Burgoon**

The present research investigated the effects of vocal rate and the synchronization of coverbal cues on receiver distraction, message comprehension, receiver counterarguing, and receiver yielding to a counterattitudinal message. The rationale of the study was developed from an information processing perspective, and based on that rationale, a synchronization main effect was predicted for message comprehension, while vocal rate by synchronization interaction effects were predicted for distraction, counterarguing, and receiver yielding. Additionally, predictions were made concerning comparisons between messages which contained synchronized coverbal cues and messages which did not (either cues were not performed or messages were delivered on the audio channel only), and how such messages might differentially affect comprehension and persuasion. It was predicted that messages which con-

tained coverbal cues would be more effective in terms of comprehension and persuasion than messages which did not contain these cues.

Two acting students were videotaped while delivering a persuasive counterattitudinal message. The message was delivered in a synchronized manner, where coverbal cues (hand gestures, body movements, facial-head activity) were well synchronized to the vocal rhythm, or in an unsynchronized manner, where coverbal cues were not synchronized to the vocal rhythm, or the message was delivered with the speakers not performing coverbal cues at all. Thus, synchronization was manipulated on three levels. The messages were also delivered at either a normal or fast rate of speed. Subjects were exposed to either a videotaped version of the different encoding conditions in which synchronization and vocal rate were manipulated, or to an audiotaped version of the message in which only vocal rate was manipulated. Additionally, some subjects were randomly assigned to a no-message control group. Subsequent to message exposure, all experimental subjects responded on recall and recognition measures of comprehension, a series of scales measuring distraction, scales measuring position on the attitudinal topic, a free response counterarguing measure, and a series of scales measuring the source's credibility. The credibility measure was included as a manipulation check on subjects' impression of the source across different encoding conditions.

The data were analyzed by a 3 x 2 analysis of variance for unequal N with a two level speaker blocking effect included, and by planned comparison t tests. Results indicated support for the synchronization main effect prediction on comprehension such that synchronized messages were significantly more comprehensible than unsynchronized messages. The results failed to indicate support for the interaction predictions for distraction, counterarguing and attitude yielding, or for the comprehension and yielding predictions for the comparisons between synchronized messages and messages which did not contain synchronized cues. The results were discussed in terms of the low power found for the predicted effects in the analysis, how the rationale might be expanded to live face-to-face interactions, and the implications for an information processing perspective of nonverbal effects on communication outcomes.

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