

DIVERGENT PERSPECTIVE TAKING
IN CONFLICT SITUATIONS

by

HELGA KELTER ABRAMSON
A. B., University of California, 1977

Submitted to the Division of Speech and Drama,
Department of Communication Studies, and to
the Faculty of the Graduate School of the
University of Kansas in partial fulfillment
of the requirements for the degree of
Master of Arts.

Lawrence, Dec. 1982

Thesis Committee.

Redacted Signature

Chairperson

Redacted Signature

Redacted Signature

Redacted Signature

ABSTRACT

This work examined the relevance of person perception and attribution research, particularly divergent perspective taking of actors and observers, to the perceptual processes of observers who made attributions concerning two people involved in a conflict.

Four experimental conditions were created: two groups of male subjects expected to be asked to advocate for one of the two parties after watching the conflict on videotape, a third group expected to be asked to advocate, but was not told prior to viewing the videotape which one of the parties they would have to advocate for; and the fourth group did not expect to advocate for either side.

Based on the information-processing model of divergent perspective taking of actors and observers, it was expected that advocating subjects would make causal attributions of the other party that are typical of observers, whereas they would make causal attributions of their own party that are typical of actors.

Specifically, the study examined whether advocating observers would make divergent positive and negative dispositional attributions as a function of their perspective, whether their own party's behaviors would be more situationally determined than the other party's; whether divergent perspective taking would have an effect on expectations for resolution of the conflict, and, finally, whether the attribution of responsibility for the conflict would vary with the perspective taken.

In general, the results supported the contention that divergent perspective-taking occurs when observers of a conflict expect to advocate in favor of one side or the other.

The findings are discussed and their implications are considered in relation to conflict resolution processes.

ACKNOWLEDGEMENTS

I would like to thank all those individuals who have helped me in completing this research project. The list would be a long one were I to mention everyone, but some must be mentioned. I hope that all others will accept my assurance that their omission does not lessen my deepest appreciation for their help.

Professor Walter H. Crockett had a very special way of "prodding me along" when I began to procrastinate for fear I might not succeed. For this I am very grateful. His advice, including his editorial help, was invaluable. Thank you for believing that I could do it.

Professor Thomas D. Beisecker's suggestions, especially during the "design stages" of this project, were extremely helpful.

Professor Kenneth M. Johnson's "open door policy" made it easy for me to solicit his advice, he also introduced me to the mysteries of the computer, and as a result they are not a mystery anymore.

Professor Allan N. Press volunteered much of his time to help me with the analysis of my data, something I could not have done without him.

A special thank you to my son David who in spite of his youth has demonstrated a remarkable understanding for his mother's work in graduate school.

And finally, I want to mention my husband Allan and thank him most deeply. He has helped in so many different ways that they would be impossible to list here. Thank you, love.

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS.	iv
TABLE OF CONTENTS	v
LIST OF TABLES.	vii
CHAPTER 1 INTRODUCTION.	1
CHAPTER 2: METHOD.	9
OVERVIEW.	9
Script	9
Videotape.	11
Questionnaire Design.	
Part One - Case History.	12
Part Two - General Beliefs About Conflict Resolution	13
Part Three - Advocacy Instructions	13
Part Four - Attributions About Actors.	13
Part Five - Accuracy of Observation.	14
Part Six - Judgments About Solutions	15
Part Seven - Manipulation Check.	15
First Pilot Study	15
Testing of the Instrument.	15
Procedure.	16
Second Pilot Study	18
Stimulus Validation Test	18
Results.	19
Experiment Proper	21
Subjects	21
Procedure.	21
CHAPTER 3 RESULTS	24
OVERVIEW.	24
General Beliefs About Conflict Resolution	24
Analysis of Negative and Positive Trait Attributions	25
Overall Analysis	25
Item by Item Negative and Positive Attributions to Actor A and Actor B.	27
Analysis of Situational Attributions to Actor A and Actor B	31
Accuracy of Observation Score Analysis.	34
Overview	34
Accurate Belligerent and Conciliatory Statements as Made by Actors A and B	34

	<u>Page</u>
Analysis of Inaccurate Belligerent and Conciliatory Statements.	35
Analysis of Inaccurate Statements on the Basis of their Attribution to Actor A and Actor B	38
Outcome: Likelihood of Resolution of Conflict.	38
Attribution of Responsibility in Case of Nonresolution of Conflict	39
CHAPTER 4· DISCUSSION.	41
Tests of Hypothesis	41
Dispositional Perspective Taking.	41
Situational Perspective Taking.	42
Special Consideration: Accuracy of Observation.	44
General Observations.	46
Initial Optimism, Expected Outcome, and Attribution of Responsibility.	47
Summary and Conclusion.	47
REFERENCES.	51
APPENDIX A· SCRIPT	53
APPENDIX B· VERBAL INSTRUCTIONS.	56
APPENDIX C· QUESTIONNAIRES (Q1, Q2).	59
APPENDIX D· LIST OF DISPOSITIONAL ATTRIBUTIONS	79
APPENDIX E· STIMULUS VALIDATION TEST	81
APPENDIX F: LIST OF SITUATIONAL ATTRIBUTIONS BY ACTOR	88
APPENDIX G LIST OF ACCURACY OF OBSERVATION SCALE ITEMS BY ACTOR AND DIRECTION	90
APPENDIX H CONSENT STATEMENT.	92
APPENDIX I· ANALYSIS OF VARIANCE SUMMARY TABLES.	94

LIST OF TABLES

	<u>Page</u>
TABLE 1	Stimulus Validation Test Mean Ratings of owner A and owner B 20
TABLE 2	Mean Negative and Positive Trait Attributions for all Conditions. 26
TABLE 3	Negative Trait Attributions to A (% of each group responding to each alternative) 29
TABLE 4	Positive Trait Attributions to A (% of each group responding to each alternative) 29
TABLE 5	Negative Trait Attributions to B (% of each group responding to each alternative) 30
TABLE 6	Positive Trait Attributions to B (% of each group responding to each alternative) 30
TABLE 7	Mean Situational Attributions as a Function of Condition for Actor A and Actor B. 32
TABLE 8	Situational Attributions to Actor A (% of each group responding) 33
TABLE 9	Situational Attributions to Actor B (% of each group responding) 33
TABLE 10	Mean Scores for Accurate Belligerent and Conciliatory Statements for Actors A and B. 36
TABLE 11	Mean Scores of Inaccurate Belligerent and Conciliatory Statements (not actually made by Actors A and B). 37
TABLE 12	Mean Scores of Attributions to Actor A and B of Belligerent and Conciliatory Statements not Actually Made by Either A or B 37

	<u>Page</u>
TABLE 13: Mean Ratings for Responsibility in Case the Conflict is not Resolved.	40
TABLE 14: Analysis of Variance for Negative and Positive Trait Attributions	95
TABLE 15: Analysis of Variance for Situational Attributions to Actors A and B.	96
TABLE 16: Analysis of Variance for Accuracy of Observation Statements Actually Made by Actors A and B (Belligerent and Conciliatory)	97
TABLE 17 Analysis of Variance of Accuracy of Observation Score of Statements NOT Actually Made by Actors A and B (Belligerent and Conciliatory).	98
TABLE 18: Analysis of Variance for Attributions to Actors A and B of Belligerent and Conciliatory Statements not Actually Made.	99

CHAPTER 1

INTRODUCTION

Conflict has been and most likely will be a condition that is a permanent part of our existence. It is found on an intrapsychic, interpersonal, intergroup, and international level.

The importance of perceptual processes in the study of the causes of conflict has been observed by many. Stagner (1967), for example, recognized differences in perception as one of the major causes of conflict. Deutsch (1971) and Doolittle (1976) emphasized the importance of perceptual processes in the context of competitive versus cooperative conflict resolution processes. They stressed the specific outcomes and behaviors each process gives rise to.

Researchers concerned with developing models of conflict and methods for alleviating or reducing conflict have emphasized procedures that reduce "self-defensiveness, (increase) the understanding of the other's point of view, (increase) the awareness of the positive features in the other's viewpoint and the dubious elements in one's own behavior" (Muney, Deutsch, 1968). This seems to suggest that the emphasis in conflict resolution models is on the actors involved in the conflict, their perceptions of others, of themselves, and their attributions of the causes of behavior.

Findings in person perception and attribution research may be of particular interest in the study of conflict. Interests in person perception and attribution research lie, among other things, in

understanding the attributions of the causes of behavior. Jones and Nisbett (1971) proposed that

there is a pervasive tendency for actors to attribute their actions to situational requirements, whereas observers tend to attribute the same actions to stable personal dispositions.

Evidence supporting this hypothesis was based on the work of several researchers, Jones and Harris (1967), Jones, Rock, Shaver, Geothal, and Ward (1968), and McArthur (1972). One explanation for the divergent perspective taking is thought to be the fact that the actor's attention at the moment of action is focused on situational or environmental cues. Thus, it appears to the actor as if his behavior is caused by these situational factors. For the observer, though, the behavior of the actor is more salient, thus leading the observer to explain the actor's behavior in dispositional terms, that is, the observed behavior is perceived to be a trait or quality inherent in the actor

A second explanation for the divergent perspective taking of actor and observer is thought to be different kinds of information available to actor and observer. The actor knows more about his past behavior than the observer does, on those grounds alone one might expect different attributions of causes for behavior.

Several studies have been done in order to gain more specific empirical knowledge about the process involved in the divergent perspective taking hypothesis. They will be reviewed briefly and their significance will then be related to conflict situations.

In three experiments, Nisbett, Caputo, Legant, Marecek (1973) showed

- (a) that observers "tend to assume that actors have a disposition to behave in the future in ways similar to those which they have observed", even though the actor had been paid to behave that way; the actors, in contrast, "do not share the observer's assumption about their own future behavior".
- (b) that subjects described their own choice of girlfriend and college major in terms of the property of the girlfriend and major, while they attributed their best friend's choices to dispositional qualities and traits of the friend.
- (c) that subjects were more likely to apply the "depends-on-the-situation" category to themselves than to any other stimulus person

Research by Storms (1973) tested the visual perspective-taking of actors and observers and strongly supported Jones' and Nisbett's proposition that the individuals' point of view channels causal inference. Storms suggested that a simple difference between actors and observers exists. The actor watches his environment including the behavior of others more than he watches his own behavior. The observer watches the behavior of the actor more than he watches the actor's situation. Storms postulated that if this is the case it should be possible to reorient or even reverse the attributional biases. He demonstrated this by simply reversing subjects' normal visual perspective with the use of a videotape. Self-viewing actors attributed relatively more of the causes of their behavior to their own disposition than did situation-viewing or other-viewing actors. Thus, Storms demonstrated clearly that visual perspective can affect the causal attribution provided by actors and observers. The results are consistent with the information-processing mechanism suggested by

Jones and Nisbett.

Both studies, Nisbett et al. and Storms, provide evidence in support of the Jones and Nisbett hypothesis that observers are more likely to attribute causality to the disposition of the actor. They also show that perceptual salience is a factor in the attribution of causality.

While the above studies tested the mechanism of information processing exclusively, other studies took into account the motivational factors that may influence causal inferences from behavior.

Reagan's and Totten's (1975) experiment provided more support for an "information-processing" or "perspective mechanism". It also shed some light on the process of empathy. In their experiment only the perspective of the observer was altered. Subject observers watched a videotape of a "get-acquainted conversation" between two females. Instructions to subjects were either to observe a participant ("standard observer") or to empathize with her. Standard observers provided relatively more dispositional attributions, observers with empathy instructions gave relatively more situational attributions. The results indicated that an "empathic orientation would make observers relatively less likely to provide dispositional attributions for an actor's behavior". This seems to support the notion that empathy affects and alters the attribution process. The authors suggested that empathy instructions have the general effect of altering

the overall perspective of the observer, highlighting the causal salience of situational cues and making his perspective in general more similar to that of the target. Not only are the target's emotional experiences likely to be shared, so are his causal attributions...emotional experiences may be shared

precisely because situational aspects are more salient for the empathic observer... (the results) suggest the possibility that empathic instructions may induce shared emotional experience in part by directing the observer's perspective toward the salient environmental contingencies perceived by the actors.

Another study by Gould and Sigall (1977) proposed that empathizing observers and actors would make the same type of attributions. In the experiment subjects were asked to empathize with the "target" or to simply observe him try to make a good first impression on a female. Observers were then told that the target male had either succeeded or failed. Then each observer was asked to make causal attributions for the outcome. Empathic observers made outcome attributions in regard to success or failure similar to those typically made by actors themselves; success was attributed to dispositional causes; failures to situational causes. The standard observation instruction, without empathy, resulted in attribution to dispositional causes regardless of outcome.

This review of the literature suggests that the divergent perspective-taking of actors and observers might have a significant effect on how behaviors are perceived by each participant in a conflict situation. The emotional or motivational factor in a conflict situation is apparent. It is suggested that this, like empathy affects the attribution of causality. I suggest that in a conflict situation, each participant, or involved observer, is more inclined to view the other party's involvement in a way that is typical of the causal attributions made by an observer, and is more likely to view his own involvement or that of his party in a way that is typical of the causal attributions made by

actors. This divergent perspective taking will have the following results:

- 1 - An involved observer's perspective results in relatively fewer negative and relatively greater positive dispositional attributions to oneself (or one's own party) and relatively greater negative and relatively fewer positive dispositional attributions to the other party,
- 2 - Similarly, an involved observer's perspective results in relatively greater situational attributions to oneself (or one's own party) and relatively fewer situational attributions to the other party,
- 3 - Dispositional and situational perspective-taking is inversely related with respect to the perceiver's expectations about the resolution of conflict. That is, dispositional perspective-taking results in lowered expectations for the successful resolution of conflict, and situational perspective-taking results in increased expectations.
- 4 - Blame for the conflict and/or its nonresolution is a function of the perspective taken by the party. relatively high dispositional causal attributions to the other party will result in higher attribution of responsibility for the conflict to the other party.

The present study was designed to test whether involved observers (assumed to be functionally equivalent to actual participants in a conflict situation) instructed to advocate for one of the parties

involved in a conflict would:

- 1 - Attribute their own party's behavior to relatively fewer negative and relatively more positive dispositional determinants, and the behavior of the other party to relatively more negative and relatively fewer positive dispositional determinants,
- 2 - Attribute their own party's behavior to relatively more situational determinants, and the behavior of the other party to relatively fewer situational determinants,
- 3 - Have lowered expectations for the resolution of the conflict as a result of their divergent perspective taking, and
- 4 - Be more likely to attribute responsibility for the conflict and/or its nonresolution to the other rather than to their own party.

For the purposes of this study four experimental conditions were created. In conditions one, two, and three, subjects were told that they would be expected to participate in part two of the experiment, where they would argue in favor of owner A (A-advocacy), in favor of owner B (B-advocacy), or in favor of one of the two owners, with that one to be determined later (A or B-advocacy). In condition four, (no-advocacy), subjects were told they were not expected to participate in part two of the study. In fact, there was no part two of the experiment.

Subjects advocating for either owner A or owner B were expected to identify, or empathize with, the owner for whom they were expected

to advocate. This should result in divergent perspective taking by the observers, which should be expressed through different responses to items on the questionnaire. In the two groups in which subjects were not clearly intended to argue for either actor or were not asked to advocate at all, it was expected that the observers would not empathize or identify with either of the owners, hence, attributions for the causes of behavior should not be as clearly made to either A or B but should be more evenly distributed between the two actors.

CHAPTER 2

METHOD

OVERVIEW

A script of a conflict situation between two property owners was prepared. The script was transcribed into a videotape presentation, with three males acting out the roles of owner A, owner B, and a facilitator. Two pilot studies were carried out prior to the experiment proper in order to assess the usefulness of the script, the videotape, and the questionnaire. In this chapter the script, the videotape, and the questionnaire based upon the script will be described. The methods and results of the two pilot studies will then be presented, followed by the experimental procedures used in the final experiment.

Script

For the purpose of this study a script was prepared of a conflict situation between two property owners, owner A and owner B. Though the scenario was fictional, the idea for it was based on an actual case that had come to the attention of the researcher. The following represents a summary of the conflict situation: owner A had put up a brick wall that owner B wants changed. Owner A points out that he had shown B the plans for the wall and B had subsequently told him that he did not like them. While owner B was away on a vacation, A felt obliged to construct the wall since his parents were coming for a visit. They had previously been bothered by the neighbors' pestering dog and owner A

wanted to assure his parents' privacy. During the course of the interaction between the two owners it becomes apparent that B had built a fence previously that was apparently over the property line but was moved by him after A raised some objections. Owner B now wants A either to remove the brick wall or to lower it some, lest his darkened livingroom reduce the price a buyer might be willing to pay for the house in case he goes ahead with plans to sell it (For the complete script see Appendix A)

In writing the script an attempt was made to balance the types of statements made by the two actors. Each makes four conciliatory and four belligerent statements. Examples were: "We really should try to be cooperative about this", (conciliatory) and "You created this problem, not I", (belligerent).

Other statements were included which were dispositional or situational in nature. A dispositional statement referred to the character of the other person, for example, "I knew you would be uncooperative". In such statements, the actor interprets the other person's observed behavior on the basis of his assumptions about the other actor's inherent characteristics, (i e. "He is uncooperative").

A situational statement has some basis in the context, it explains behaviors as appropriate reactions to external circumstances. For instance, at one point owner A explains: "I couldn't help it that you decided to go away". In this statement, he justifies his actions not on the basis of his disposition (not because I am uncooperative) as might owner B, but in terms of the situation A found himself in.

The script and the subsequent videotape focus on the initial interaction between the two property owners in the presence of a third party facilitator from the Neighborhood Justice Center in Kansas City. The facilitator only intervenes verbally at the end of the interaction of owners A and B by stating: "Can I say a few words? Are you interested in finding a solution or do you want to keep on arguing?" This neutral third party was included to add credibility to the script situation. The presence of a third party implies that there is "right" and "wrong" on both sides, as well as a willingness to work out the conflict mutually.

Videotaping

Next, three males were recruited to play the roles of owner A, owner B, and of the facilitator. In order to control as much as possible for external influences the actors representing the two owners were of similar looks, close in age (35, 39), and were asked to wear a plain light colored shirt and no tie. While taping the interaction the two contending parties were seated opposite each other at a desk in an office environment with bookshelves visible in the background. The camera was focused in such a way that the two owners were visible from the waist up, one appearing on the right side of the screen, the other on the left side of the screen. The lower center of the picture showed the back of the third actor, the facilitator. Only his head from the neckup is visible. Occasionally, when appropriate, that third person was instructed to nod attentively and to turn his head toward the person who was speaking. This was to suggest the involvement of a third party, the representative from the Neighborhood Justice

Center. The two actors playing owner A and owner B (both actual property owners) were instructed to act as naturally as possible by imagining themselves in A's and B's specific situation. At all times the camera was held in a stable position, thus never changing the visual perspective for the viewers.

QUESTIONNAIRE DESIGN

A questionnaire was designed to present information about the conflict and to measure subjects' perceptions of the videotape and the actors. It consisted of seven parts. (Appendix C-01).

Part One - Case History

This part contained the general introduction to the history of the conflict between the two property owners. It briefly explained that two property owners owning adjacent townhouses were involved in a conflict situation over a brick wall one of the owners had built. They both had sought the help of the Neighborhood Justice Center. The subjects also learn that the center uses videotapes to help it analyze conflicts, and that the researcher was fortunate to use the tapes for the purposes of her study. The main interest of this study was said to be the perception by observers of conflict situations, the results of which would be of use in connection with studies of third party intervention in conflict situations.

The case history also informed subjects that the experiment consisted of two parts and that some subjects would be randomly selected to participate in part two of the project. Whether or not a particular subject would participate in part two was not revealed

until page three of the questionnaire was reached.

Part Two - General Beliefs About Conflict Resolution

Subjects were asked to indicate on an eleven point scale their general beliefs about conflict resolution. The scale ranged from "can almost always be resolved", through "can sometimes be resolved", to "can almost never be resolved". This scale was included to determine whether subjects' beliefs about conflict resolution would have an influence on their expectations about outcome of the conflict they were about to observe.

Part Three - Advocacy Instructions

Here subjects were informed whether or not they were expected to participate in part two of the study and, if so, whether they could expect to advocate for one actor or the other.

There followed a page that was blank except for the phrase "please wait for further instructions". This page remained face up while subjects watched the videotape.

Part Four - Attributions About Actors

This part contained forty items. These were a combination of fifteen positive dispositional and of fifteen negative dispositional statements, plus ten situational statements. Each of the thirty dispositional or trait items made stable personality attributions to the individual actors, such as "owner A is irrational" (negative), or "owner B is uncooperative", or "both owners are intelligent" (positive). Each of these attributions included three replications, so that each trait attributed to one actor was also attributed to the other actor

and, again, to both. Thus, three items were "owner A is intelligent", in the first application, "owner B is intelligent", in the second replication, and "both owners are intelligent" in the third replication. (For a list of these thirty traits or dispositional attributions see Appendix D). Subjects responded to these thirty trait items by circling their answer as either "true", "false", or "no opinion". An equal number of five each of positive and negative items were included in each category of attributions so that five positive and five negative traits were attributed to A, B, and both.

The remaining ten items on this scale were non-trait or situational statements, five attributed to A and five attributed to B. In each of these statements the observed behavior was attributed to some external cause, not to a stable disposition. In these, the person was described as acting in a certain way because of the circumstances. The following two items serve as examples: "A did not use glass bricks because of their higher cost", and "B wanted glass bricks or a lower wall to let more light into his livingroom". Subjects responded to each of these items by circling them appropriately as either "true", "false", or "no opinion".

Part Five - Accuracy of Observation

This consisted of 32 statements that were either conciliatory or belligerent in nature. Of these statements eight were actually made by actor A and eight by actor B. Furthermore, of those eight, four were belligerent, and four were conciliatory in nature. The remaining 16 statements were not made by either actor during the videotaped interaction. Subjects responded to each statement by attributing it to either actor "A", actor "B", or to "Neither".

The "Accuracy of Observation Scale" was included to test the subjects' ability to recall the content of the videotape.

Part Six - Judgments About Solutions

This contained two eleven point scales. The "Chances for Solution Scale" asked subjects to mark what they thought the chances were that a solution would be reached in this conflict. The scale ranged from "no chance", through "50/50", to "certain".

The second, or the "No Solution Scale", asked subjects to imagine that the conflict was not resolved and to indicate whom of the two parties, A or B, they would hold most responsible for the outcome. The scale ranged from "A", "Both equally responsible", to "B".

Part Seven - Manipulation Check

Here, subjects were asked to recall, without checking back, whether they were to participate in part two of the study. If so, they were to indicate for whom they were to advocate.

FIRST PILOT STUDY

Testing of the Instrument

After the videotape had been prepared, a pilot study was carried out to check on the utility of the questionnaire and the effectiveness of the videotape. Participants were 36 male undergraduate students from the Basic Speech Program at the University of Kansas, Lawrence. Each student was randomly assigned to one of four experimental conditions. Subjects first read the case history of the conflict situation between two property owners, indicated what their beliefs are about conflict

resolution, and learned what their specific advocacy instructions were. This was followed by the viewing of the videotape. Next the remaining parts of the questionnaire were filled out by subjects.

Procedures

Upon arrival subjects were greeted and asked to sit on any one of the chairs. Care had been taken that the chairs in the experimental room were arranged to make it difficult for participants to see each other's advocacy instructions and the answers to items on the questionnaire. The television set was elevated to insure proper viewing for all subjects. All subjects viewed the same videotape and answered the same questionnaire. The same verbal instructions (Appendix B) were used to guide participants through the experiment. The experimenter explained that participants would watch a videotape interaction between two property owners involved in a conflict over a brick wall one of the owners had built. They also learned that both owners had sought professional help from the Neighborhood Justice Center in Kansas City. This was followed by a set of specific rules, such as "Do not turn the page", or "please wait for further instructions".

Next the experimenter handed out the questionnaire and asked subjects to read page one of the case history. After reading page one subjects were instructed to turn to page two and to mark on the provided eleven point scale what their general belief about conflict resolution is. Then subjects turned to page three which contained the advocacy instructions. Next the videotape was viewed. Subjects then continued through the remainder of the questionnaire.

Analysis of these responses and of subjects' comments during the debriefing indicated that the items which asked for subjects' perceptions were satisfactory. However, it was clear that owner A appeared more negative than owner B. Thus, a mean of 3.54 negative dispositional traits were attributed to A but only 2.33 to B, conversely, an average of only 1.11 positive traits were attributed to A and 2.58 to B.

As a result, several changes were made on the questionnaire design. The original case history differed from the one used in the experiment proper in the following manner: it contained references to the fact that owner A had built the wall and did so while owner B was away on a vacation. Both references were excluded. The first case history, it was reasoned, could be interpreted as giving more negative information about owner A than owner B. The change was intended to reduce a negative bias toward either owner as much as possible.

The format of the two scales measuring dispositional or trait and situational responses was changed. The first questionnaire contained ten dispositional and ten situational statements each. The number of the dispositional items was doubled to include twenty and ten situational items.

In the original format subjects responded to the dispositional items with either "A", "B", or "Neither", while they responded to the situational items with a "true", "false", or "no opinion" answer. The format on the second questionnaire design was changed to make reading and responding more uniform, as well as simplify the coding process for later analysis. The choices for both dispositional and

situational item responses were "true", "false", or "no opinion".

Another minor change was made on the final page of the questionnaire, the manipulation check. The first design had caused some confusion for non-advocate subjects. Several had indicated on the second question that they were expected to argue for A, B, or A or B. The new design was to reduce some of their apparent confusion. Instead of asking "Who are you expected to argue for.....A,B, AorB", the new design read "Please circle whether you are expected to argue in favor of A, B, AorB, None of the above"

No other changes were made on the questionnaire design (For a comparison see Appendix C-01 & 02).

SECOND PILOT STUDY

Stimulus Validation Test

An additional pilot study was performed to determine whether the changes in the case history affected how the two owners were perceived by uninvolved observers. For this purpose the modified case history was used. Also, the mention of advocacy procedures was excluded.

The instrument to measure the perceptions consisted of 21 items, each followed by a seven point scale ranging from "strongly agree", through "neutral", to "strongly disagree". These items included three replications of seven traits: agitated, angry, has better argument, desires to cooperate, friendly, loses control, and rational. Each trait was ascribed in one replication to owner A, in another to owner B, and in a third to both owners. For example: in addition to the item "owner A appears to be more agitated than owner B", there also appeared the item "owner B appears to be more agitated than owner A",

and the item "both owners are equally agitated". Care was given that the same trait items would not appear sequentially.

Participants were fifteen male undergraduate students from the Basic Speech Program at the University of Kansas, Lawrence.

The procedure for administering the test was as follows. subjects followed the case history on the first page as it was read aloud by the experimenter. The subjects were also told that the Neighborhood Justice Center uses videotapes to help analyze conflicts, and that the researcher had been asked to assist the center in gathering information from the videotape in order to help develop techniques for third party intervention. This was followed by the viewing of the videotape. After the viewing, subjects responded to the aforementioned 21 scale items.

Results

T-tests were performed to determine whether mean ratings of owner A and owner B on the dependent variables differed from each other. As is shown in Table 1, subjects agreed that owner A appears significantly less agitated, less angry, and less likely to lose control than owner B. The remaining four variables of "better argument", "desire to cooperate", "friendlier", and "rational" showed no significant differences.

Though the data indicates that owners A and B were perceived differently on the items "agitated", "angry", and "lose control" no changes were made in the format of the videotape. As becomes evident during the viewing of A's and B's interaction owner A had built a wall between the two properties about which owner B wanted something done. On the basis of the case history alone one would expect a

difference in the observable behavior between the two owners. It is quite believable that owner B would appear to be more agitated, angry and lose control more easily than owner A since he had objections to the wall. It was felt that to have both owners appear alike on all accounts would have made the conflict situation less believable to viewers.

TABLE #1

Mean Ratings of Owner A and Owner B; Stimulus Validation Test*

<u>Scale Items</u>	<u>A</u>	<u>B</u>	<u>t(14, 0.025)</u>	<u>2-tailed</u>	<u>significance</u>
agitated	5.53	1.9	3.4		<0.025
angry	6.33	2.3	3.5		<0.025
better argument	3.4	4.8	1.3		
desire to cooperate	5.0	4.4	0.7		
friendly	3.4	4.9	1.5		
lost control	4.9	2.9	2.5		0.025
rational	3.0	4.7	1.9		

*

N = 15

1 = agree

7 = disagree

EXPERIMENT PROPER

Subjects

Participants in this experiment were 163 undergraduate male college student volunteers from the Basic Speech Program at the University of Kansas, Lawrence. Participation in a research project is one of the options offered toward fulfilling course requirements.

Twelve questionnaires had to be discarded, two from the A-advocacy, one from the B-advocacy, five from the AorB-advocacy, and four from the No-advocacy group. Reasons for exclusion were incorrect recall of advocacy instructions, and an expressed preference as to whom a subject in condition III (AorB-advocacy) wished to advocate for.

Procedure

Upon arrival subjects were greeted and asked to sit on any one of the chairs. Care had been taken that the chairs in the experimental room were arranged to make it difficult for participants to see each other's advocacy instructions and the answers to items on the questionnaire. The television set was elevated to insure proper viewing for all subjects. All subjects viewed the same videotape and answered the same kind of questionnaire. The same verbal instructions (Appendix B) were used to guide subjects through the experiment.

The experimenter explained that participants would watch a videotaped interaction between two property owners involved in a conflict over a brick wall one of the owners had built. They also learned that both owners had sought professional help in resolving the conflict from the Neighborhood Justice Center in Kansas City. This was followed by a set of specific rules, such as "Do not turn the page", or "Please

wait for further instructions". These rules were included to assure identical experimental conditions for all participants. Next, the experimenter handed out the questionnaire and asked subjects to read page one, the case history.

Subjects gained the following information from the case history: two property owners owning adjacent townhouses are involved in a conflict situation over a brick wall one of the owners had built. As a result the two owners had gone to the Neighborhood Justice Center, an organization that helps in the settlement of conflict. Further, subjects learned that the center uses videotapes to help them analyze the conflicts and allowed the researcher to use the videotape for the purposes of her study.

Next, participants were informed that the experiment consisted of two parts, and that some subjects had been randomly assigned to part two of the study. They learned that while part one consisted of answering the questionnaire part two required that subjects advocate for one of the owners. (Selection of part two and the advocacy instructions were not revealed until page three of the questionnaire was reached). Subjects read that after watching the videotape they would be expected to fill out the questionnaire, and that further instructions would be given to those who had been selected to participate in part two. Finally, subjects read that in this study the experimenter was interested in the perceptions of observers of conflict situations, and that the information would be used in connection with studies of third party intervention in conflict situations.

After reading page one subjects were instructed to turn to page two and to mark on the provided eleven point scale what their general belief about conflict resolution is. Then subjects turned to page three which contained the advocacy instructions. Next the videotape was viewed. This was followed by instructions to turn to page four and to follow the instructions as given on that page. The experimenter also stressed that subjects please make sure to mark all items on the questionnaire. When subjects reached a page that asked them to wait for further instructions, they waited until the experimenter signaled them to go on to the next page of the questionnaire. Upon completion of the last part, the experimenter collected the questionnaire and asked all students to remain seated for some further comments. She explained that no further participation was required of anyone, carefully explained to them the reasoning behind the study, answered any questions, asked for their confidentiality, and finally thanked them for their participation.

CHAPTER 3

RESULTS

OVERVIEW

The results of the study will be reported in the following order first, the subjects' initial optimism about conflict resolution in general will be analyzed. This will be followed by the overall analysis of the positive and negative trait attributions made to actors A and B, including an item-by-item comparison of negative and positive trait attributions. Third, attention will be paid to the subjects' responses to the situational or external attributions, with an item-by-item comparison across the groups of responses to the situational scale items. Fourth, the "Accuracy of Observation" scores will be reported, describing separately statements actually made by actors A and B during their interaction, and those not actually made by the actors. Finally, the results of responses to the "Likelihood of Resolution of Conflict" scale and the "Nonresolution" scale will be reported.

General Beliefs About Conflict Resolution

At the beginning of the experimental session, subjects were asked to indicate their general beliefs about conflict resolution. The scale ranged from 1 "can almost always be resolved", to 11, "can almost never be resolved" A score of 6 was labeled "can sometimes be resolved"

A oneway analysis of variance showed no significant difference between the groups on this pre-measure. The means for the four test conditions ranged from 4.9 to 5.0 with an overall means of 4.9. Thus, subjects expressed a slight degree of initial optimism about the resolution of conflict.

ANALYSIS OF NEGATIVE AND POSITIVE TRAIT ATTRIBUTIONS

Overall Analysis

The scales for this analysis of the negative and positive dispositional or trait attributions consisted of five negative and five positive trait attributions for each actor. Subjects could ascribe the attributes to each of the actors by responding with either "true", "false", or "no opinion". For each item, a "true" response received a score of one, a "false" response a score of minus one, and a "no opinion" response a score of zero. These scores were summed to provide two scores for each subjects' attributions to each actor, one score for negative trait attributions and one for positive trait attributions. Thus, on each variable, scores could range from minus five (complete denial of a set of traits) to plus five (complete attribution of a set of traits).

The analysis of variance (all analyses of variance summary tables can be found in Appendix I) showed a significant main effect for actor ($F=5.64$, d.f. 1,147, $p < 0.05$) as well as for the direction of the trait, whether it is negative or positive ($F=41.75$, d.f. 1,147 $p < 0.01$). The interaction of actor with direction was also significant ($F=28.76$, d.f. 1,147, $p < 0.001$) as was the interaction between condition, actor, and direction ($F=9.47$, d.f. 3,147, $p < 0.001$).

Table 2 presents the means of scores for negative and positive trait attributions for each condition. An examination of the means indicates that the interaction of actor and direction occurred because actor A was viewed as more negative and less positive than actor B.

TABLE #2

Mean Negative and Positive Trait
Attributions for all Conditions

<u>Trait Attributions. Actor A</u>	<u>Negative</u>	<u>Positive</u> ¹
A-advocates	0.22	-0.66
B-advocates	2.20	-2.15
AorB-advocates	1.66	-1.79
Control Group	1.44	-1.69
<u>Trait Attributions. Actor B</u>	<u>Negative</u>	<u>Positive</u> ¹
A-advocates	1.17	-0.66
B-advocates	-0.88	1.10
AorB-advocates	0.13	0.18
Control Group	0.69	-0.41

1 +5 = complete attribution of a set of traits

-5 = complete denial of a set of traits

The main effect for direction occurred because subjects were more likely to attribute negative traits than positive traits to the two actors.

The interaction between condition, actor, and direction was significant because subjects who expected to advocate for actor A ascribed fewer negative traits and more positive traits to A than did those who expected to advocate for actor B, conversely, subjects who expected to advocate for actor B ascribed more negative traits to A than to B and more positive traits to B than to A. Means in the two control groups were intermediate to those in the two advocacy groups.

Item by Item Negative & Positive Trait Attributions to Actors A and B

A supplementary analysis by chi square compared attributions of each negative and positive trait item to actor A and actor B across all groups. The principal comparison was between the groups in which subjects were instructed to advocate for actor A or actor B respectively. (See Tables #3, 4, 5, 6). Negative trait attributions consisted of the same five items for actors A and B. They were dishonest, irrational, selfish, stubborn, and uncooperative. The positive trait attributions also included five items for both actor A and B. They were fair, flexible, intelligent, reasonable, and thoughtful.

The results showed that of the negative trait attributions to actor A, only "dishonest" failed to differ significantly across groups; even in that case differences were in the predicted direction. A-advocates were less likely than B-advocates and the control group subjects to assert that owner A was irrational, selfish, stubborn, and uncooperative. (Table #3). Control group subjects tended to agree with the B-advocacy subjects except for the trait irrational. Here they were more closely aligned with A-advocacy subjects' attributions.

Of the positive trait attributions to actor A all but intelligent and thoughtful differed significantly across groups, with thoughtful in the predicted direction and intelligent showing no difference. A-advocates reported that owner A was fair, flexible, and reasonable more often than B-advocates and the control groups.

Of the negative trait attributions to actor B only two items, irrational and stubborn differed significantly across groups; differential attribution of uncooperative was marginally significant and attributions of dishonest and selfish were in the predicted direction. B-advocates were less likely to agree with A-advocates and the control group subjects that actor B was irrational, stubborn, and uncooperative.

Of the positive trait attributions to actor B only fair and flexible differed significantly across groups, while all of the others differed in the predicted direction. B-advocates were more likely to view owner B as fair and flexible than were A-advocates and the control group. The responses of the control group lay between those of A and B-advocates.

TABLE #3

NEGATIVE TRAIT ATTRIBUTIONS TO A (% of each group responding to each alternative)

Trait	Dishonest			Irrational			Selfish			Stubborn			Uncooperative			
	F	N	O. T	F	N.O.	T	F	N	O. T	F	N.O	T	F	N	O T	
A-advocates	54	39	7	46	27	27	22	24	54	27	12	61	27	24	49	n = 41
B-advocates	50	30	20	25	20	55	7	10	83	8	2	90	15	8	77	n = 40
Control Group 3 + 4	54	31	14	43	27	30	7	13	80	8	9	83	16	7	77	n = 70
	n.s			$\chi^2 = 6.92$ p = 0.03			$\chi^2 = 7.76$ p = 0.02			$\chi^2 = 9.21$ p = 0.01			$\chi^2 = 7.60$ p = 0.02			

29

TABLE #4

POSITIVE TRAIT ATTRIBUTIONS TO A (% of each group responding to each alternative)

Trait	Fair			Flexible			Intelligent			Reasonable			Thoughtful			
	F	N	O. T	F	N	O. T	F	N.O.	T	F	N.O.	T	F	N	O T	
A-advocates	34	44	22	64	24	12	0	63	37	29	46	25	12	17	71	n = 41
B-advocates	68	22	10	92	3	5	13	50	37	62	20	18	17	13	70	n = 40
Control Group 3 + 4	67	26	7	74	12	14	6	58	36	60	23	17	7	6	87	n = 70
	$\chi^2 = 9.03$ p = <0.03			$\chi^2 = 10.56$ p = <0.01			n.s.			$\chi^2 = 9.57$ p = <0.01			n s			

TABLE #5

NEGATIVE TRAIT ATTRIBUTIONS TO B (% of each group responding to each alternative)

Trait	Dishonest			Irrational			Selfish			Stubborn			Uncooperative			
	F	N.O.	T	F	N.O.	T	F	N.O.	T	F	N.O.	T	F	N.O.	T	
A-advocates	54	36	10	25	24	51	19	20	61	17	5	78	27	15	58	n = 41
B-advocates	72	23	5	60	13	27	35	23	42	35	15	50	50	10	40	n = 40
Control Group	57	34	9	43	11	46	16	23	61	24	12	64	44	13	43	n = 70
	n.s			$\chi^2 = 10.55$ $p = < 0.01$			n.s.			$\chi^2 = 7.091$ $p = < 0.05$			$\chi^2 = 4.60$ $p = 0.10$			

TABLE #6

POSITIVE TRAIT ATTRIBUTIONS TO B (% of each group responding to each alternative)

Trait	Fair			Flexible			Intelligent			Reasonable			Thoughtful			
	F	N.O.	T	F	N.O.	T	F	N.O.	T	F	N.O.	T	F	N.O.	T	
A-advocates	49	39	12	49	24	27	7	61	32	39	29	32	39	46	15	n = 41
B-advocates	15	20	65	33	10	57	10	58	33	32	18	50	33	40	27	n = 40
Control Group	23	47	30	51	13	36	10	57	33	33	30	37	40	47	13	n = 70
	$\chi^2 = 24.42$ $p = < 0.001$			$\chi^2 = 8.28$ $p = < 0.03$			n.s.			n.s.			n.s.			

Analysis of Situational Attributions to Actor A and Actor B

The results of the analysis of variance of the situational statements to actors A and B are presented in Appendix I. The scales consisted of five items attributable to each actor. Subjects could respond to each of these items with either "true", "false", or "no opinion". Each item was then scored as plus one for "true", minus one for "false", and zero for "no opinion". Their scores were summed.

The results showed a significant main effect for actor ($F=78.89$, d.f. 1,147, $p < 0.01$). As Table 7 shows this effect occurred because subjects made fewer situational attributions to actor A than to actor B. However, a marginal interaction between condition and actor was found ($F=2.17$, d.f., 3,147, $p < 0.10$). Advocates for A and subjects in the control groups were more likely to attribute A's behavior to situational causes than were advocates for B.

A supplementary analysis by chi square compared situational attributions across groups. (A list of individual items can be found in Appendix F). A previous analysis established that groups three and four could be combined and treated as one control group which was done for this analysis. The results showed that of the five situational items judged to be true for actor A only "A built the wall to get even for B's fence being over the property line", yielded significant differences between groups ($\chi^2=12.90$, $p < 0.02$) (Table 8). More A-advocates and control group subjects disagreed with the statement than did B-advocacy subjects. On the other four items there were essentially no differences across groups.

Of the five situational trait items attributable to actor B one, "B was insulted because A questioned his taste", proved significant ($\chi^2=11.75$, $p < 0.01$), (Table 9). More B-advocates and control group subjects agreed with the situational attribution compared to A-advocates, with control group subjects taking an intermediate position to A and B-advocacy groups. Again, for the other four items there were essentially no differences across groups

TABLE #7

Mean Situational Attributions as a Function of
Condition for Actor A and Actor B 1

<u>Situational Attributions</u>	<u>Actor A</u>	<u>Actor B</u>
A-advocates	1.49	2.51
B-advocates	0.80	2.97
AorB-advocates	1.11	3.03
Control Group	1.12	2.47

1 a higher score indicates "true"

a lower score indicates "false"

TABLE #8Situational Attribution to Actor A (% of each group)Attribution, Actor A

"A built the wall to get even for B's fence being over the property line".

<u>Judgment</u>	<u>False</u>	<u>No Opinion</u>	<u>True</u>
A-advocates	44	24	32
B-advocates	32	23	45
Control Group	51	34	15

TABLE #9Situational Attribution to Actor B (% of each group)Attribution, Actor B

"B was insulted because A questioned his taste"

<u>Judgment</u>	<u>False</u>	<u>No Opinion</u>	<u>True</u>
A-advocates	10	24	66
B-advocates	20	0	80
Control Group	14	13	73

ACCURACY OF OBSERVATION SCORE ANALYSISOverview

Thirty-two items made up the scale designed to measure a subject's accuracy of recall. It contained sixteen statements that were made by the actors and sixteen statements that were not made by the actors. Of the sixteen items not actually made by the actors, eight were belligerent and eight were conciliatory. For each of the thirty-two statements, subjects were able to say it was made either by "A", "B", or by "Neither". (A complete list of the thirty-two scale items can be found in Appendix G)

Accurate Belligerent and Conciliatory Statements as Made by Actors A and B

The following are the results of the analysis of variance of the accuracy of subjects' recollections of the sixteen statements that were made by the actors. Each response was scored by assigning a score of one to each correct observation and a score of zero to each incorrect answer. Scores were summed.

A significant main effect was found to exist for actor ($F=82.31$, d.f. 1,147, $p < 0.01$). Another main effect existed for whether the statement was belligerent or conciliatory (direction) ($F=22.42$, d.f. 1,147, $p < 0.01$). A third significant effect was found for the interaction between actor and the direction of the statement ($F=64.24$, d.f. 1,147, $p < 0.01$). Neither the main effect for advocacy condition nor the interaction of advocacy condition with any other independent variable achieved statistical significance.

Table 10 presents the mean scores for these effects. An examination of the means indicates that these effects were carried by differential recognition of conciliatory statements many more such statements were accurately recognized for actor A than for actor B.

Analysis of Inaccurate Belligerent and Conciliatory Statements

The following presents the results of the analysis of variance of the accuracy of observation scores of belligerent and conciliatory statements that were not actually made by either one of the actors. Each response was scored by assigning a score of one to each correctly rejected observation or recall and a score of zero to each incorrect one. Then scores were summed.

The analysis of variance showed that a main effect existed for direction, that is, whether an item was belligerent or conciliatory in nature ($F=77.41$, d.f. 1,147, $p = 0.01$). An analysis of the mean scores showed that the effect occurred because subjects were more accurate in rejecting conciliatory statements that were not actually made than in rejecting belligerent ones.

Two planned comparisons between A-advocates and B-advocates, as well as between AorB-advocates and No-advocacy subjects were performed. The results showed that A and B-advocates did not differ significantly in their judgments of incorrect belligerent and conciliatory statements. The comparison of the AorB- and of the No-advocacy subjects proved to be significant ($F=4.67$, d.f. 1,147, $p < 0.05$) for the direction of the statements. As the means indicate this main effect occurred because AorB-advocates more accurately rejected incorrect conciliatory statements as compared to the control group subjects. (Table 11).

TABLE #10

Mean Scores for Accurate Belligerent and ¹
Conciliatory Statements for Actors A and B

<u>Direction</u>	<u>Actor</u>		<u>Mean</u>
	<u>A</u>	<u>B</u>	
belligerent	2.71	2.76	2.74
conciliatory	3.00	1.79	2.40

¹

a high score indicates correctly identified more statements that were actually made. Scores in each cell could vary from 0 to 4.

TABLE #11

Mean Scores of Inaccurate Belligerent
and Conciliatory Statements (Not
Actually Made by Actors A and B)

	<u>Belligerent Statements</u> ¹	<u>Conciliatory Statements</u> ¹
A-advocates	3.10	4.68
B-advocates	3.02	4.40
AorB-advocates	3.11	5.00
Control Groups	3.13	3.97

¹ A high score indicates correctly rejected
inaccurate statements
Range 0-8

TABLE #12

Means Scores of Attributions to Actors A and B
of Belligerent and Conciliatory Statements Not
Actually Made by Either Actor

	<u>Belligerent not made</u> ¹	<u>Conciliatory not made</u> ¹
A-advocates	0.90	-0.78
B-advocates	0.42	0.15
AorB-advocates	0.16	-0.58
Control Group	0.69	-0.09

¹ A large positive score reflects incorrect attributions to A,
A large negative score reflects incorrect attributions to B
Scores could range from -8 to +8.

Analysis of Inaccurate Observations on the Basis of Their
Attribution to Actor A and Actor B

An analysis of variance was conducted to determine to whom of the two actors (A, B) the inaccurate observations would be made. The scale items were the same as in the foregoing analysis, but the scores were computed differently a plus one indicated that the statement was attributed to actor A, minus one meant that it had been attributed to actor B, zero meant that it was correctly rejected.

A main effect was found to exist for actor ($F= 10.49$, d.f. 1,147, $p= 0.001$). The analysis of the mean scores (Table #12) showed that more belligerent inaccurate statements were attributed to actor A than to actor B. Between the advocacy groups A-advocates made the most inaccurate belligerent attributions followed by the control group, the B-advocates (less than half as many), and the AorB-advocates with the fewest.

A-advocates attributed the most inaccurate conciliatory statements to actor B, followed by the AorB-advocates, and the control group, with the exception of the B-advocates who attributed inaccurate conciliatory statements to actor A.

A t-test between groups A-advocates and B-advocates showed that a significant difference existed for the attribution of conciliatory statements ($t(79, 0.05) = -2.11$). As the means indicate A-advocates (-.78) attribute relatively more conciliatory statements not actually made to actor B than B-advocates (.15) attribute to actor B.

Outcome Likelihood of Resolution of Conflict

At the end of the session, subjects were asked to indicate what they thought the chances were that a resolution of the conflict between

actors A and B would be achieved. Responses were measured on an eleven point scale. A one indicated "no chance", a six indicated a "50/50 chance", and an eleven indicated "certain". The means for each test condition ranged from 5.8 to 6.0 with no significant differences between the groups. Advocacy instructions had no effect on expected outcome in and of itself. There was a strong tendency to predict a 50/50 likelihood for resolution of the conflict.

A product-moment correlation between subjects' initial optimism about conflict resolution and their final expectations for the chances for resolution of the observed conflict was performed with the following results: among A-advocates a marginally significant correlation was found to exist between initial optimism and expected outcome ($r=-0.259$, $n=41$, $p=0.05$). No significant correlations were found to exist among B-advocates or subjects in the control groups.

Attribution of Responsibility in Case of Nonresolution of Conflict

Subjects were instructed to assume that the conflict was not resolved successfully to "either party's satisfaction". They were then asked to identify on an eleven point scale the party they held responsible. The scale ranged from 1 (A responsible) to 11 (B responsible) with a score of 6 indicating "both equally responsible". An analysis of variance established that significant differences existed between the groups ($F=6.03$, d.f. 3,147, $p < 0.001$). An analysis of the groups' means (Table 13) indicated that A-advocates leaned in their judgments about responsibility more toward B than toward A, whereas this process was reversed among the B-advocates who leaned toward A in their judgments. The two control groups were positioned between A-advocates and

B-advocates but were somewhat closer aligned with B-advocates.

T-tests performed between conditions showed that the difference in attribution of responsibility for failure to resolve the conflict was highly significant between A and B-advocates ($t=4.32$, d.f. 79, $p = <0.01$). Thus, each advocacy group tended to blame the other party for failure to resolve the conflict.

The difference in mean scores for A-advocates and either AorB-advocates and the control group subjects were significant ($t=2.92$, d.f. 77, $p = <0.01$ & $t=2.54$, d.f. 71, $p = <0.02$) respectively. The difference in mean scores between B-advocates and the control groups proved not to be significant.

TABLE #13

Mean Ratings for Responsibility
in Case the Conflict is not Resolved

A-advocates	6.41
B-advocates	4.33
AorB-advocates	4.95
Control Group	5.03

CHAPTER 4

DISCUSSION

This chapter will examine the implications of the results in relation to the experimental hypotheses, followed by an interpretation and possible alternative explanations, including some suggestions for further research.

Tests of Hypotheses

In general, the results support the contention that divergent perspective taking occurs when observers of conflict situations are expecting to argue in favor of one side or the other. The principal result was that advocate-observers generally attributed relatively more positive dispositions to their own party and relatively more negative dispositions to the other party. Differences between advocate observers in the attribution of situational causes tended to follow the same pattern but only at marginally significant levels. In addition, the hypothesis that taking one side or the other would produce lowered expectation for successful resolution of the conflict was not confirmed. Finally, the blame for failure to resolve the conflict generally was ascribed to the other party.

Dispositional Perspective Taking

As expected, subjects advocating for A made fewer negative dispositional attributions and more positive dispositional attributions to A than they made to B. This pattern was reversed for B-advocates.

Even when individual trait attributions were examined this pattern occurred consistently, though not always at a highly significant level.

Subjects tended to take a more negative than positive stance in their dispositional attributions. The overall judgments showed that more negative attributions were made than positive ones suggesting that observers may have been motivated to focus on negative attributions. Miller, Normann, and Wright (1978) showed that perceivers who expected future interactions were more inclined to dispositional attributions for behavior than when no future interaction was expected. It is quite possible that observers in this study had a strong desire to predict the behavior of the actor whom they were to advocate against. Knowledge of negative dispositions is perhaps more useful in preparation for anticipated interaction than is knowledge of positive dispositions. This may be particularly true when the observer is motivated to avoid anxiety over the anticipated interaction.

Another finding, to be discussed below, (page 46) indicated that of the two actors A was viewed as more negative and less positive than B by all subjects.

Situational Perspective Taking

It cannot be said with confidence that these observers attributed their own party's actions to situational causes. Nor is it possible to conclude confidently that situational perspective taking resulted in higher expectations for the successful resolution of the conflict

The results showed that subjects in general made fewer situational causal attributions to A than they made to B, indicating that actor B's

behavior was more likely attributed to the situation he found himself in than to his disposition. The expectation that A and B-advocacy subjects would attribute their own party's behavior to the situation was not strongly confirmed. Only a marginally significant effect showed that A-advocates were more likely to attribute A's behavior to situational causes than were B-advocates, and that the reverse pattern emerged for B-advocates.

It is possible that the hypothesis might be confirmed with the use of a different method. A review of questions used to measure dispositional and situational attributions indicate some basic differences between the two types of items. For example, the dispositional item "Owner B is uncooperative", is not as complex as the situational item "B wanted to compromise in order to avoid a law suit". The dispositional statement has only one part to it. Subjects either agree or disagree that B is uncooperative. The situational statement has two parts to it. Subjects could agree or disagree first with "B wanted to compromise", second they could agree or disagree with "B wanted to avoid a law suit". This makes the situational statement more complex than the dispositional one. It is impossible to determine which of the two parts a response applies to. Thus, the situational statements call for more complex judgments on the part of the subjects.

Some of the situational statements required fewer inferences than others. Consider the following two examples "A did not use glass bricks because of their higher costs", (1) and "B wanted to compromise in order to avoid a law suit"(2). The results indicated that general agreement existed across all experimental groups for 1. In this case,

the "correct" answer could be deduced from the videotape. This statement did not require detailed inferences on the part of the observers. The judgments of item 2 showed more discrepancies. Fewer A-advocates agreed with this judgment than did B-advocates. The question is why? First, no information is revealed in the script that B wanted to compromise. Subjects would have to infer this behavior themselves. Second, compromising may derive from different behavioral traits. B could be perceived as either weak, cooperative, or fearful. We could not be sure whether one of these dispositional inferences was made by the subjects. Thus, item 2 is not clearly dispositional or clearly situational. Its greater complexity means that the same response may reflect many different underlying inferences. This ambiguity creates a special problem when the data are interpreted. We cannot know for sure what the subjects focused on and what they inferred. Thus, it is possible that the questions as they were presented did not constitute a situational scale.

This suggests that a different method of measuring situational perspective-taking may be useful. One solution would be adding another response category to the dispositional trait items, instead of creating specific situational items. Thus, following Nisbett et. al. (1973) each dispositional trait ascribed to person A or B might have three alternatives, True, False, and Depends-on-the-Situation. Hypothetically, situational perspective-taking should result in a relatively higher selection of the "depends-on-the-situation" category

Special Considerations Accuracy of Observation

A differential recognition of statements existed among subjects. Of statements that were actually made by either A or B, more conciliatory

ones were accurately recognized as having been made by actor A than by actor B

In addition, in considering belligerent and conciliatory statements that had not actually been made by either A or B, subjects more accurately rejected conciliatory statements than belligerent ones. This indicates that they had better recall for items that were conciliatory in nature. This tendency to reject conciliatory statements not actually made was particularly high for subjects who were unsure whom they were to advocate for (AorB-advocates), it was lowest for the uninvolved subjects. Perhaps, not knowing where to put one's loyalty in an interpersonal conflict results in an increased focus of attention on conciliatory statements. Conversely, noninvolvement -- i.e. an attitude that the situation does not affect me directly -- does not require the same level of attention, since such information will not be needed

It is also possible that the more accurate rejection of inaccurate conciliatory statements and the previous finding that subjects made more negative than positive dispositional attributions may be related. If knowledge of negative dispositions is indeed more useful for future interaction (as suggested previously) one would expect more accurate rejection of conciliatory statements than of belligerent statements. This unwillingness to give credit for conciliatory statements would be consistent with the apparent predisposition to focus on negative factors.

Of the inaccurate belligerent and conciliatory statements more belligerent ones were attributed to A than to B, suggesting that A was perceived more negatively. Interestingly, A-advocates were more likely to attribute inaccurate conciliatory statements to actor B, B-advocates were more likely to attribute them to actor A. Both advocacy

groups anticipated future involvement. For this reason they may have overattributed conciliatory behaviors to the other party. Presumably, a conciliatory opponent would make future involvement easier for an advocating subject.

General Observations

As noted, more negative dispositional attributions were made toward actor A than toward actor B. Also, overall fewer situational attributions were made for A than for B. Further, when subjects were asked to assume that the conflict was not resolved and to indicate which of the two parties they held responsible for this outcome, even though each side tended to blame the other, the overall results of this scale indicated that A was perceived as more responsible than B. The group mean was 5.2 compared with an expected 6.0 (both equally responsible) in a perfectly neutral instrument. On this basis, it would not be unreasonable to conclude that a negative bias toward A existed in the experiment. This may simply have been due to the fact that it was he who built the wall over which the two parties were in conflict.

This negative orientation toward A might be expected to result in a better recall for belligerent statements actually made by A, due to salience. But this is not what happened, quite the contrary. Conflicting with the negative orientation toward A is the fact that more of A's actual conciliatory statements were correctly identified than B's conciliatory statements. Perhaps differential recognition of belligerent and conciliatory statements occurred on the basis of perceived responsibility. Responses to the "No Solution Scale" established that A was perceived as more responsible in case the conflict was not resolved. In

an attempt to be fair, or in the belief that a guilty party should be conciliatory, observers may have been especially keyed to look for signs indicating conciliation in the behavior of the party who was perceived as most responsible for the conflict. It is also possible that conciliating behavior of an actor perceived more negatively than the other actor becomes more salient simply because conciliating behavior is unexpected. It is perceived to be out of character and thus becomes more salient.

Whether differential recognition of belligerent and conciliatory statements or behavior occurs because of a perceived responsibility for the conflict, or in an attempt to be fair, or because it is out of character and thus more salient remains to be tested.

Initial Optimism, Expected Outcome, and Attribution of Responsibility

Before subjects knew of their advocacy instructions they were asked to indicate what their general beliefs were about conflict resolution. All indicated a slight degree of optimism that conflict could be resolved to both parties' satisfaction. With the knowledge of advocacy instructions and after viewing the conflict situation it was determined that advocacy instructions had no effect on subjects' predictions about the outcome in this conflict regardless of whether subjects were involved or uninvolved. Generally, all predicted a 50/50 chance for reaching a satisfactory solution.

Summary and Conclusion

The results have established that involved observers of a conflict situation take divergent perspectives when asked to make causal attributions of the behavior of the parties involved in a conflict. Their

own party's behavior generally is viewed as more often due to the situation than that of the other party. The trait characteristics describing each party also are differently attributed. One's own party tends to be described more positively than the other party. The other party is seen as relatively more responsible for the conflict and its non-resolution than one's own party. Further, the study showed that when actual behaviors were recalled, divergent perspective taking generally did not occur.

Thus, the results demonstrate that trait and situational attributions, as well as the attribution of responsibility, differ as a function of the perspective taken by an involved observer, but that the recall of actual behaviors do not. Subjects apparently remembered the same sequence of behavior no matter what their perspective was. This result suggests that rather than perceiving the conflict differently, subjects may perceive it similarly but interpret it differentially. This, in turn, would imply that perspective taking affects causal attributions of behaviors through the interpretations of the observations, not through the observations, themselves. Thus, divergent perspective taking may be the result of a particular motivation an individual has at the time of perception and attribution. If this is so it becomes necessary to pay special attention to the context in which behaviors are observed. Behavior that is appropriate in one context may be interpreted quite differently in another, resulting in quite different inferences about the person's traits and therefore, in different causal attributions.

Several other implications can be drawn from the study. The results suggest that the parties involved tend to see their own party more positively, and as less responsible for the conflict. Their own party's

behavior is likely to be viewed as a necessary response to the situation, not as a result of inherent negative traits. This pattern is likely to be reversed when the responsibility and characteristics of the other side are considered. Their behavior will be viewed as generally caused by their inherent traits, not as a response to the situation. This has interesting implications when considering negotiation behavior in conflict resolution processes. Negotiators, for example, may employ identical strategies (i.e. misleading communication, threats, secrecy) and view their side's use of these methods as intelligent and adaptive to the "dirty tricks" of the other side. Thus, similar behaviors are interpreted differently depending on whose side one is on.

Similarly, negotiation behavior may be interpreted differently as a result of divergent perspective taking. The attempt to get a first concession from the other party during negotiation may be interpreted as quite appropriate, since each party views the other as the causal agent for the situation. As a result, each party may feel that concessions should first be made by the other party. Perhaps that is the reason why much of negotiation behavior is based on bargaining over demands rather than principled negotiations (Fisher, Ury, 1981), or why demands are commonly well in excess of what one expects to receive, and why bargainers generally concede slowly (Pruitt, 1981).

Finally, it would be interesting to explore whether individuals with a cooperative and those with a competitive orientation make dispositional and situational causal attributions similar to those made by the advocating subjects of this study. A cooperatively-oriented negotiator is characterized as one whose goal is to find a solution that

maximizes both ones own gains and the other's gains. A competitively-oriented negotiator is one whose goal is to maximize the difference between his/her own gains and that of the other party. (Pruitt, 1981). A cooperatively-oriented negotiator sees the conflict resolution process not as an "either/or" issue in which only one can win and the other must lose, but as an attempt to reach decisions that satisfy both parties. One might expect a cooperatively-oriented negotiator to hold that both parties are somewhat equally responsible for the conflict, and the competitively-oriented negotiator to assign more responsibility to the adversary. Also, when making causal attributions a person with a cooperative orientation should be less likely than one with a competitive orientation to make negative dispositional attributions to the other party. This suggests, then, that a cooperative orientation looks at conflict resolution processes as a mechanism to defeat the situation (or the problem), whereas the competitive orientation looks at the process as designed to defeat the adversary. These speculations, of course, need to be substantiated by further research.

REFERENCES

- Deutsch, Morton Conflict and its Resolution. In: Smith, Clagett, G , ed., Conflict Resolution Contributions of the Behavioral Sciences, University of Notre Dame Press, 1971, p. 154.
- Doolittle, Robert, J.; Orientations to Communication and Conflict, Modules of Speech Communication, Science Research Associates, Inc., 1976, p. 11.
- Fischer, Roger, Uri, William; Getting to Yes, Penguin Books, 1981.
- Gould, Robert, and Sigall, H., The effects of empathy on attribution: an examination of the divergent perspective hypothesis. Journal of Experimental and Social Psychology, 1977, 13, 480-491.
- Jones, Edward, E. and Harris, V. S.; The attribution of attitudes. Journal of Experimental and Social Psychology, 1967, 3, 1-24.
- Jones, Edward, E., and Nisbett, R. E., The actor and the observer divergent perceptions of the causes of behavior. Jones, E. E. et al., Attribution Perceiving the Causes of Behavior, General Learning Press, 1971, 80.
- Jones, Edward, E. Rock. L., Shaver, K. G. Goethals, G.R., and Ward, L. M.; Pattern of performance and ability attribution: an unexpected primacy effect. Journal of Personality and Social Psychology, 1968, 10, 317-340.
- McArthur, Leslie, A.; The how and what of why some determinants and consequences of causal attribution. Journal of Personality and Social Psychology, 1972, 22, 171-193.
- Miller, Dale, T., Norman, S. A., and Wright, E.; Distortion in person perception as a consequence of the need for effective control. Journal of Personality and Social Psychology, 1978, 36, 598-607.
- Muney, Barbara, F., and Deutsch, Morton; The effects of role reversal during the discussion of opposing viewpoints. Journal of Conflict Resolution, 1968, 12 (3), 345-356.
- Nisbett, Richard, E , Caputo, C. Legant, P., and Marecek, J.; Behavior as seen by the observer. Journal of Personality and Social Psychology, 1973, 27 (2), 154-164.
- Pruitt, Dean, G.; Negotiation Behavior, Academic Press, 1981, p. 23; p. 112.
- Regan, Dennis, T., and Totten, J.; Empathy and attribution. turning observers into actors. Journal of Personality and Social Psychology, 1975, 5, 850-856.

Stagner, Ross, The Dimensions of Human Conflict, The Franklin Memorial Lectures, Vol. XV, Wayne University Press, Detroit, 1967, p. 136

Storms, Michael, Videotape and the attribution process reversing the actor's and observer's point of view. Journal of Personality and Social Psychology, 1973, 27, 2, 165-175.

APPENDIX A

SCRIPT

- A I will not do it, it just isn't fair I will not knock down the wall.
- B I always suspected you weren't a very good neighbor.
- A What do you mean by that? You were the one last year who put up a fence almost a foot over the propertyline.
- B Come on, we were going to be constructive about this.
- A I came to your house, didn't I show you the plans?
- B: And I told you I didn't like them Now, my fence was not over the line, but I moved it just to be fair, just to be nice Now, I really should sue you
- A. And you are telling me that I am being uncooperative! You won't get anywhere with a suit My plans were approved. .
- B That just proves it. I am dealing with a crook I want you to pay for this'
- A. I already paid for the wall What are you going to do? Tear it down? It's beautiful, much nicer than a fence or anything with glassbricks. Natural brick is very attractive
- B. Look, I have taste, too Now, I know what you are trying to do.
- A No, you don't know anything. I am really sorry that you got so upset, ok? But what I can't understand is why you are not trying to see it my way
- B Be quiet! You are trying to convince me that glass bricks just aren't nice looking, and I just don't agree. At least they let in some light Look, I am willing to let the whole thing stand if you lower it. Now, if you don't I don't know what I am going to do'
- A. Threatening again, that's all you and your smelly dog can do. This cost me too much to tear down
- B So you want me to pay for your mistakes? Now, look, my dog only went on your lawn twice in six months.
- A Won't you understand that I just had no bad intentions whatsoever. I had to rush because of my parent's visit. They want privacy because they can't stand your pestering dog.
- B: Now...

- A Come on, won't you just let bygones be bygones?
- B So your parents come for a week, they get their privacy and I get stuck with your wall.
- A Well, I couldn't help it that you went away for a couple of weeks. Why should you care anyway, you are already saying that you might sell the house.
- B. Look, this is part of it It looks terrible, it makes the livingroom really, really dark. I'll never get the money I want out of the house. You have to agree with that!
- A. Well, I think it looks great, it's an improvement. The Ferguson's like it, and he is a landscape architect.
- B Really?
- A They are even thinking of building one just like it.
- B. He really likes it?

Facilitator

Can I say a few words? Are you interested in finding a solution or do you want to keep on arguing?

APPENDIX B
VERBAL INSTRUCTIONS

Experimenter: Thank you for signing up to participate in this study. I will hand out a consent statement for you to read. If you decide to participate in the study please sign the form in the designated space, I will come and collect it from you before we continue

Experimenter What you are about to see on videotape is the interaction of two property owners who are involved in a conflict over a brick wall one of the owners built. Both owners sought professional help in resolving the conflict from the Neighborhood Justice Center in Kansas City

When I hand out the instructional package I want you to refrain from talking to each other. Should you have any questions please raise your hand and I will come and assist you. Your concentration is of utmost importance.

I also must ask you not to turn to the next page when you read "PLEASE WAIT FOR FURTHER INSTRUCTIONS" When instructions read "GO ON TO NEXT PAGE" please continue to that page. Also, do not turn back to previous pages You will be given enough time to fill out everything. These rules are necessary to create the same experimental conditions for all participants Thank you for your cooperation.

(Experimenter hands out instruction package)

Experimenter You may read page one now. When you are done, place your pencil on the page like this (experimenter demonstrates) This will be your signal to me that you are done with this part of the instructions. Please continue to use this signal until we reach the end of the questionnaire You may begin now.

(Subjects read instructions - page one)

Experimenter: Please turn to page two On the scale please indicate what your general beliefs about conflict resolution are.

Experimenter Please turn to the next page (3) which contains the advocacy instructions. After you are familiar with those please turn to page four

We will view the videotape next. The letters taped to the TV screen identify owner A and owner B

(Subjects watch the interaction of A and B)

Experimenter Please turn to the next page (5 and 6) and follow the instructions as given on that page, and make sure to mark each item

Experimenter Go on the next page (7 and 8) and make sure you mark each item again. Follow instructions carefully.

Experimenter: Please turn to page nine where you will find two scales. Follow the instructions carefully.

Experimenter: Please turn to page ten and answer the question according to the instructions.

Experimenter: Thank you all for participating I will collect the forms from you now. (collects questionnaire). Please stay seated while I do this, I have some further comments to make to all of you.

Experimenter: (explains) Your further participation in the study is not required We created advocacy instructions in order to arrive at four different experimental conditions.

(Following this the experimenter gave a detailed debriefing on theory and method and anticipated results about the study. This was followed by a final comment)

Before you all leave, I must ask you to keep the information about the experiment you just participated in confidential. Do not discuss it with others who might participate in the study. Any previous information will bias or influence the participants and will make the data useless for us. Thank you again for your effort.

APPENDIX C

QUESTIONNAIRES - (Q1, Q2)

Questionnaire - Q1

INSTRUCTIONSPLEASE READ CAREFULLY!

Two property owners are involved in a conflict situation. They both own a townhouse adjacent to each other. Owner "A" had put up a brick wall between the two houses's sunporches. Owner "A" had asked owner "B" before putting up the wall to look at the plans and asked for "B's" approval. "B" made objections asking "A" that the height of the wall be reduced and that "A" consider using glass bricks instead of natural bricks.

"B" went away for a two week vacation during which time "A" had his original plans approved by the local permit office, letting the officials know that owner "B" had seen the plans.

We are fortunate to have available a videotape of the interaction of owner "A" and "B" since both have gone to the Neighborhood Justice Center in Kansas City, where they use videotapes in order to better analyze conflict situations.

This study consists of two parts. In the first part you will be asked to answer a questionnaire. Some participants of the study will be asked to take part in part two of the study. Assignment will be on a random basis. Those selected will be expected to argue in favor of (advocate for) one of the property owners. You will find the appropriate advocacy instructions on the following page (2). On page three you will find a scale which we would like you to mark. You are to indicate what your general beliefs about conflict resolution are.

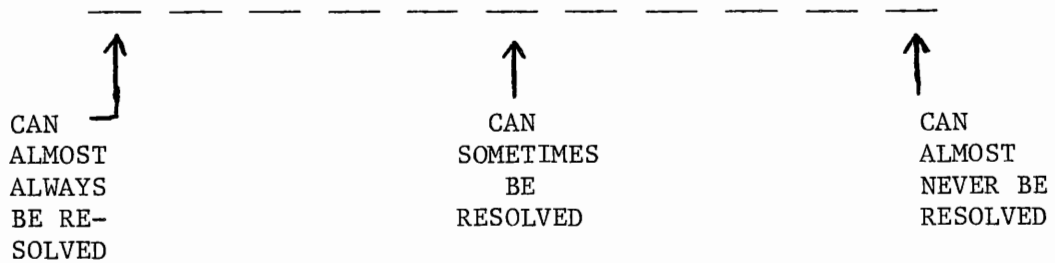
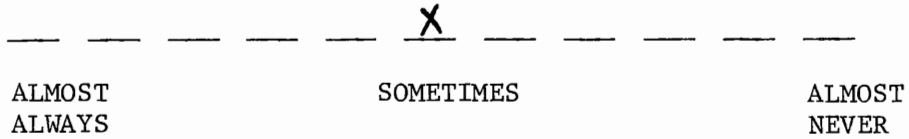
In a moment you will be watching the videotape of "A's" and "B's" interaction. Afterwards you will be given the questionnaire to be filled out by you. Those assigned to part two will be given further instructions after the questionnaire has been filled out.

We are generally interested in what and how much an observer of a conflict situation remembers.

PLEASE WAIT FOR FURTHER INSTRUCTIONS

INSTRUCTIONS Please indicate what your general beliefs about conflict resolution are. On the scale provided below mark what proportion of the time conflicts between people can be resolved to both parties' satisfaction.

EXAMPLE



PLEASE WAIT FOR FURTHER INSTRUCTIONS

ADVOCACY INSTRUCTIONS

You $\frac{\text{will}}{\text{will not}}$ participate in part two of the study

You will be expected to argue in favor of owner _____

PLEASE WAIT FOR FURTHER INSTRUCTIONS

INSTRUCTIONS

The following statements are designed to determine your opinions about the conflict you just observed.

PLEASE CIRCLE THE ITEM WHICH BEST FILLS IN THE BLANK OR FITS YOUR OPINION.

EXAMPLE: _____ made angry statements.... .. A B Both Neither

-
- | | | | | | |
|----|--|------|-------|------------|---------|
| 1 | B was insulted because A questioned his taste..... | True | False | No opinion | |
| 2 | _____ is/are uncooperative..... | A | B | Both | Neither |
| 3 | A valued his parent's feelings over B's.... | True | False | No opinion | |
| 4 | _____ is/are intelligent..... | A | B | Both | Neither |
| 5 | A did not use glass bricks because of their higher costs..... | True | False | No opinion | |
| 6 | _____ is/are dishonest..... | A | B | Both | Neither |
| 7 | B wanted glass bricks or a lower wall to let more light into his livingroom... .. | True | False | No opinion | |
| 8 | _____ is/are stubborn.. .. | A | B | Both | Neither |
| 9 | B wanted to compromise in order to avoid a law suit..... | True | False | No opinion | |
| 10 | _____ is/are thoughtful. | A | B | Both | Neither |
| 11 | A did not change his plans because B's vacation proved he did not care what A built..... | True | False | No opinion | |
| 12 | _____ is/are flexible..... | A | B | Both | Neither |
| 13 | _____ is/are irrational | A | B | Both | Neither |
| 14 | A built the wall because B's dog was a nuisance... .. | True | False | No opinion | |
| 15 | B was angry, because he wanted to sell his house at the highest possible profit..... | True | False | No opinion | |
| 16 | _____ is/are fair..... | A | B | Both | Neither |
| 17 | B used threats against A to get him to compromise..... | True | False | No opinion | |
-

GO ON TO NEXT PAGE

- | | | | | | |
|----|--|------|-------|------------|---------|
| 18 | _____ is/are selfish. | A | B | Both | Neither |
| 19 | A built the wall to get even for B's
fence being over the propertyline..... | True | False | No opinion | |
| 20 | _____ is/are reasonable.. . . . | A | B | Both | Neither |
-
-

PLEASE WAIT FOR FURTHER INSTRUCTIONS

INSTRUCTIONS. The following statements were made by

		A	B	Neither
<hr/>				
1	"Come on, won't you just let bygones be bygones?".....	A	B	Neither
2	"We should try to understand what's happening.".....	A	B	Neither
3	"We really should try to be cooperative about this."	A	B	Neither
4	"Now, I know what you are trying to do."... ..	A	B	Neither
5	"You are impossible to understand."	A	B	Neither
6	"And I told you I didn't like them."..... ..	A	B	Neither
7	"Well, I think it looks great, it's an improvement."	A	B	Neither
8	"The matter with you is that you are uncooperative."	A	B	Neither
9	"Lets not twist the truth around."... ..	A	B	Neither
10	"Now, if you don't, I don't know what I am going to do."	A	B	Neither
11	"You have to agree with that.".....	A	B	Neither
12	"Threatening again, that's all you and your smelly dog can do."	A	B	Neither
13	"We did create this problem together "	A	B	Neither
14	"We should be cooperative about this."	A	B	Neither
15	"I am dealing with a crook.".....	A	B	Neither
16	"Your intentions were bad from the start."	A	B	Neither
17	"You only told them half the truth at the permit office.".....	A	B	Neither

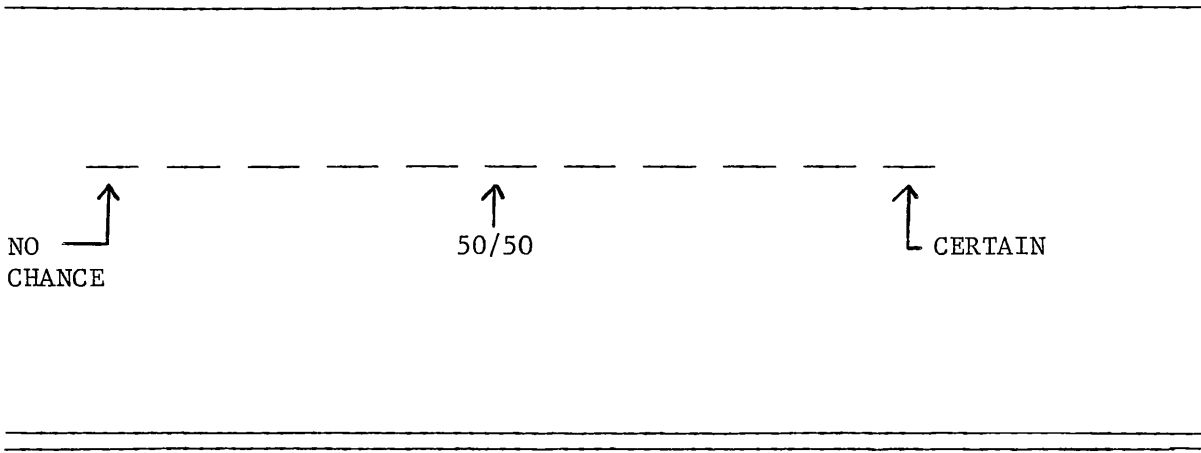
GO ON TO THE NEXT PAGE

18	"You created this problem, not I."	A	B	Neither
19	"But what I can't understand is why you are not trying to see it my way ".	A	B	Neither
20	"Well, you twisted the truth a little.".....	A	B	Neither
21	"Come on, we were going to be constructive about this.".....	A	B	Neither
22	"My intentions were good.".....	A	B	Neither
23	"Look, I have taste, too."	A	B	Neither
24	"No, you don't know anything "	A	B	Neither
25	"I don't think it matters anymore.".....	A	B	Neither
26	"And you are telling me that I am uncooperative.".....	A	B	Neither
27	"To you it doesn't matter anymore."..	A	B	Neither
28	"I knew you would be uncooperative."... ..	A	B	Neither
29	"Won't you understand that I just had no bad intentions?"... ..	A	B	Neither
30	"We have to straighten things out with the permit office.".....	A	B	Neither
31	"I want you to pay for this.".....	A	B	Neither
32	"Natural brick is very attractive.".....	A	B	Neither

PLEASE WAIT FOR FURTHER INSTRUCTIONS

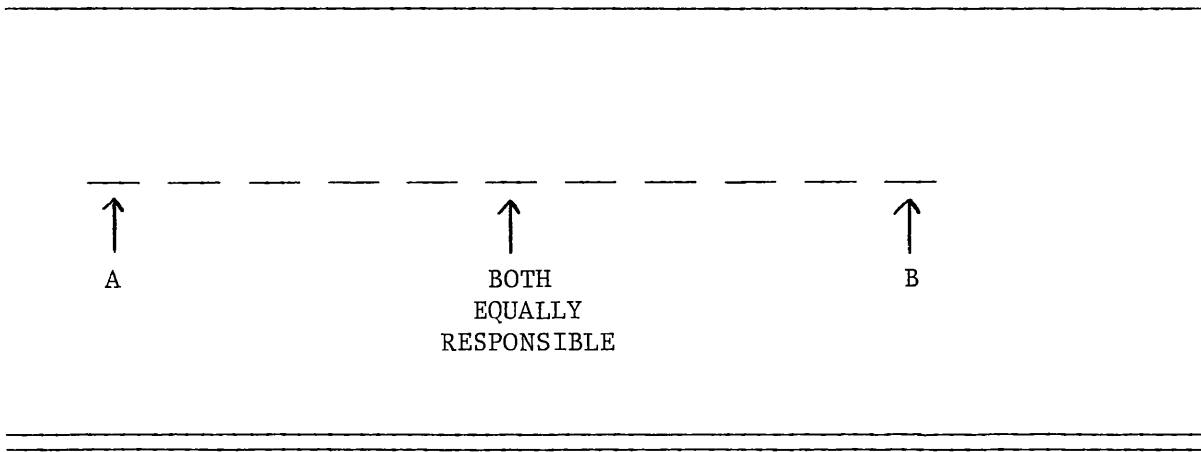
INSTRUCTIONS

On the scale provided below indicate by marking with an X what you think the chances are for coming to a solution in this conflict.



INSTRUCTIONS.

Imagine that the conflict was not resolved to either parties' satisfaction. Evaluate whom of the two parties (A,B) you hold responsible. A scale is provided below. Mark the appropriate point with an X.



PLEASE WAIT FOR FURTHER INSTRUCTIONS

NOTE. PLEASE DO NOT REVIEW PREVIOUS INSTRUCTIONS

INSTRUCTIONS: Please answer the following by circling the appropriate answer.

- 1) Are you expected to argue in favor of one of the owners?..... YES NO
 - 2) Who are you expected to argue for?..... A, B, A or B
-

PLEASE REMAIN SEATED AND WAIT FOR FURTHER INSTRUCTIONS.

THANK YOU!

Questionnaire - Q2

CASE HISTORY

Two property owners are involved in a conflict situation. Both own townhouses adjacent to each other, and one of the owners had put up a brick wall between the properties. As a result, owners "A" and "B" went to the Neighborhood Justice Center in Kansas City, an operation that helps in the settlement of conflicts without going to court, and without using lawyers.

The center uses videotapes in order to better analyze the conflicts, we are fortunate to be able to use one of the videotapes for the purposes of our study.

This study consists of two parts. In the first part you will be asked to answer a questionnaire. Some participants of the study will be asked to take part in part two of the study. Assignment will be on a random basis. Those selected will be expected to argue in favor of (advocate for) one of the property owners. You will find the appropriate advocacy instructions on one of the following pages (3). On page two you will find a scale which we would like you to mark. You are to indicate what your general beliefs about conflict resolution are.

In a moment you will be watching the videotape of "A's" and "B's" interaction. Afterwards you will be given the questionnaire to be filled out by you. Those assigned to part two will be given further instructions after the questionnaire has been filled out.

We are generally interested in the perceptions of observers of conflict situations. The information will be used in connection with studies of third party intervention in conflict situations.

PLEASE WAIT FOR FURTHER INSTRUCTIONS

ADVOCACY INSTRUCTIONS

You $\frac{\text{will}}{\text{will not}}$ participate in part two of the study

You will be expected to argue in favor of owner _____

PLEASE GO ON TO THE NEXT PAGE

PLEASE WAIT FOR FURTHER INSTRUCTIONS

19	Both owners are flexible.....	T	F	N.o.
20	A did not change his plans because B's vacation proved he did not care what A built...	T	F	N.o.
21	Owner A is thoughtful.....	T	F	N.o.
22	Owner B is stubborn....	T	F	N o
23	Both owners are irrational..	T	F	N o.
24	Owner B is flexible.....	T	F	N.o.
25	Both owners are dishonest.....	T	F	N.o
26	A built the wall because B's dog was a nuisance..	T	F	N.o.
27	Both owners are stubborn.....	T	F	N.o.
28	Both owners are fair....	T	F	N.o
29	B was angry because he wanted to sell his house at the highest possible profit...	T	F	N.o.
30	Owner A is flexible.....	T	F	N.o.
31	Both owners are thoughtful.....	T	F	N.o.
32	Owner A is selfish.....	T	F	N.o.
33	B used threats against A to get him to compromise....	T	F	N.o.
34	Owner A is fair.....	T	F	N.o.
35	Both owners are reasonable.....	T	F	N o.
36	Owner B is selfish....	T	F	N.o.
37	A built the wall to get even for B's fence being over the property line. . .	T	F	N.o.
38	Owner A is reasonable..	T	F	N.o
39	Owner B is intelligent	T	F	N.o.
40	Owner A is uncooperative....	T	F	N.o.

PLEASE WAIT FOR FURTHER INSTRUCTIONS

INSTRUCTIONS. The following statements were made by

A B Neither

CIRCLE THE APPROPRIATE ONE

- | | | | | |
|----|---|---|---|---------|
| 1 | "Come on, won't you just let bygones be bygones?"..... | A | B | Neither |
| 2 | "We should try to understand what's happening."..... | A | B | Neither |
| 3 | "We really should try to be cooperative about this."..... | A | B | Neither |
| 4 | "Now, I know what you are trying to do."..... | A | B | Neither |
| 5 | "You are impossible to understand."..... | A | B | Neither |
| 6 | "And I told you I didn't like them." .. | A | B | Neither |
| 7 | "Well, I think it looks great, it's an improvement."..... | A | B | Neither |
| 8 | "The matter with you is that you are uncooperative."..... | A | B | Neither |
| 9 | "Lets not twist the truth around." | A | B | Neither |
| 10 | "Now, if you don't, I don't know what I am going to do ". .. | A | B | Neither |
| 11 | "You have to agree with that."..... | A | B | Neither |
| 12 | "Threatening again, that's all you and your smelly dog can do." | A | B | Neither |
| 13 | "We did create this problem together."..... | A | B | Neither |
| 14 | "We should be cooperative about this."..... | A | B | Neither |
| 15 | "I am dealing with a crook." .. | A | B | Neither |
| 16 | "Your intentions were bad from the start.".... | A | B | Neither |
| 17 | "You only told them half the truth at the permit office."..... | A | B | Neither |
-

GO ON TO THE NEXT PAGE

18 "You created this problem, not I." A B Neither

19 "But what I can't understand is why
you are not trying to see it my way." A B Neither

20 "Well, you twisted the truth a little "..... A B Neither

21 "Come on, we were going to be
constructive about this."..... A B Neither

22 "My intentions were good."..... A B Neither

23 "Look, I have taste, too."..... A B Neither

24 "No, you don't know anything ".... .. A B Neither

25 "I don't think it matters anymore."..... .. A B Neither

26 "And you are telling me that I am
uncooperative." A B Neither

27 "To you it doesn't matter anymore."..... A B Neither

28 "I knew you would be uncooperative."..... A B Neither

29 "Won't you understand that I just
had no bad intentions?"... .. A B Neither

30 "We have to straighten things out
with the permit office." A B Neither

31 "I want you to pay for this " A B Neither

32 "Natural brick is very attractive." A B Neither

PLEASE WAIT FOR FURTHER INSTRUCTIONS

PLEASE DO NOT REVIEW PREVIOUS INSTRUCTIONS

INSTRUCTIONS Please circle the following questions by circling
the appropriate answer.

- 1 Are you expected to argue in favor of
one of the owners? Yes No
- 2 Please circle whether you are expected to
argue in favor of A
B
A or B
None of
the above
-
-

PLEASE REMAIN SEATED AND WAIT FOR FURTHER INSTRUCTIONS

APPENDIX D

LIST OF DISPOSITIONAL ATTRIBUTIONS

Owner A is dishonest

Owner A is fair

Owner A is flexible

Owner A is intelligent

Owner A is irrational

Owner A is reasonable

Owner A is selfish

Owner A is stubborn

Owner A is thoughtful

Owner A is uncooperative

Owner B is dishonest

Owner B is fair

Owner B is flexible

Owner B is intelligent

Owner B is irrational

Owner B is reasonable

Owner B is selfish

Owner B is stubborn

Owner B is thoughtful

Owner B is uncooperative

APPENDIX E
STIMULUS VALIDATION TEST

CASE HISTORY

Two property owners are involved in a conflict situation. Both own townhouses adjacent to each other, and one of the owners had put up a brick wall between the properties. As a result, owners "A" and "B" went to the Neighborhood Justice Center in Kansas City, an operation that helps in the settlement of conflicts without going to court, and without using lawyers.

The center uses videotapes in order to better analyze the conflicts; we have been asked by the center to help them in the analysis of some of the typical sessions they have held.

In a moment you will be watching a videotape of "A's" and "B's" interaction. Afterwards you will be given a brief questionnaire to be filled out by you.

The information gathered will be used to develop techniques for third party intervention in conflict situations.

INSTRUCTIONS:

The questions listed on the next page refer to the interaction of owners "A" and "B" that you have just observed on videotape. We would like for you to indicate how you perceived this interaction. To help you remember owner "A" is the person seated on the right side of the screen, owner "B" is the person seated on the left side of the screen.

Please read the questions carefully and answer each item according to this scale:

1	2	3	4	5	6	7
↑			↑			↑
Strongly agree			Neutral			Strongly disagree

PLEASE CIRCLE YOUR RESPONSE

EXAMPLE

Participating in an experiment is interesting.

1	2	3	4	⑤	6	7
Strongly agree			Neutral			Strongly disagree

PLEASE WAIT FOR FURTHER INSTRUCTIONS

1 Owner A clearly appears to be angrier than owner B

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

2 Both owners appear equally friendly

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

3 Owner A appears to be more agitated than owner B

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

4 Owner B appears to have better arguments than owner B

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

5 Owner A clearly appears to be more rational than owner B

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

6 Both owners appear to lose control at about an equal rate

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

7 Both owners appear to be equally rational

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

8 Owner B appears to be more agitated than owner A

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

9 Owner A appears to have better arguments than owner B

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

10 Owner B shows a stronger desire to act cooperatively than does owner A

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

11 Both owners appear to have euqlly well developed arguments

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

12 Both owners are equally agitated

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

13 Owner A shows a stronger desire to act cooperatively than
dows owner B

1	2	3	4	5	6	7
Strongly agree			Neutral		Strongly disagree	

14 Owner B is clearly the friendlier of the two owners

1	2	3	4	5	6	7
Strongly agree			Neutral		Strongly disagree	

15 Both owners appear equally angry

1	2	3	4	5	6	7
Strongly agree			Neutral		Strongly disagree	

16 Owner A loses control more often than owner B

1	2	3	4	5	6	7
Strongly agree			Neutral		Strongly disagree	

17 Owner B clearly appears to be angrier than owner A

1	2	3	4	5	6	7
Strongly agree			Neutral		Strongly disagree	

18 Owner B clearly appears to be more rational than owner A

1	2	3	4	5	6	7
Strongly agree			Neutral		Strongly disagree	

19 Both owners show an about equally strong desire to act cooperatively

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

20 Owner A is clearly the friendlier of the two owners

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

21 Owner B loses control more often than owner A

1	2	3	4	5	6	7
Strongly agree			Neutral			Strongly disagree

PLEASE WAIT FOR FURTHER INSTRUCTIONS

APPENDIX F

LIST OF SITUATIONAL ATTRIBUTIONS (BY ACTOR)

Actor A

- 1 - A valued his parent's feelings over B's
- 2 - A did not use glass bricks because of their higher costs
- 3 - A did not change his plans because B's vacation proved he did not care what A built
- 4 - A built the wall because B's dog was a nuisance
- 5 - A built the wall to get even for B's fence being over the property line

Actor B

- 1 - B was insulted because A questioned his taste
- 2 - B wanted glass bricks or a lower wall to let more light into his livingroom
- 3 - B wanted to compromise in order to avoid a law suit
- 4 - B was angry because he wanted to sell his house at the highest possible profit
- 5 - B used threats against A to get him to compromise

APPENDIX G

LIST OF ACCURACY OF OBSERVATION SCALE ITEMS
(BY ACTOR AND DIRECTION)

Accurate Belligerent Statements by A

- 1) Well, I think it looks great, it's an improvement
- 2) Threatening again, that's all you and your smelly dog can do
- 3) No, you don't know anything
- 4) And you are telling me that I am uncooperative

Accurate Conciliatory Statements by A

- 1) Come on, won't you just let bygones be bygones
- 2) But what I can't understand is why you are not trying to see it my way
- 3) Won't you understand that I just had no bad intentions
- 4) Natural brick is very attractive

+++++

Accurate Belligerent Statements by B

- 1) Now, I know what you are trying to do
- 2) Now, if you don't, I don't know what I am going to do
- 3) I am dealing with a crook
- 4) I want you to pay for this

Accurate Conciliatory Statements by B

- 1) And I told you, I did not like them
- 2) You have to agree with that
- 3) Come on, we were going to be constructive about this
- 4) Look, I have taste, too

+++++

Statements not made by either A or B - belligerent

- 1) You are impossible to understand
- 2) The matter with you is that you are uncooperative
- 3) Lets not twist the truth around
- 4) Your intentions were bad from the start
- 5) You only told them half the truth at the permit office
- 6) You created this problem, not I
- 7) Well, you twisted the truth a little
- 8) I knew you would be uncooperative

Statements not made by either A or B - conciliatory

- 1) We should try to understand what's happening
- 2) We really should try to be cooperative about this
- 3) We did create this problem together
- 4) We should be cooperative about this
- 5) My intentions were good
- 6) I don't think it matters anymore
- 7) To you it doesn't matter anymore
- 8) We have to straighten things out with the permit office

APPENDIX H
CONSENT STATEMENT

CONSENT STATEMENT

The Division of Speech Communication and Human Relations supports the practice of protection for human subjects participating in research. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate you are free to withdraw at any time.

In this study we are generally interested in the perceptions of observers of conflict situations. The information will be used in connection with studies of third party intervention in conflict situations.

You will view a videotape and will be asked to answer a questionnaire. Your answer will be anonymous.

Your participation is solicited, but is strictly voluntary. Do not hesitate to ask any questions about the study. Be assured that your name will not be associated with any research findings.

Your participation is greatly appreciated.

Sincerely,

Helga Kelter Abramson
Principal Investigator
Phone: Office 864-3633
Home 341-7254

Signature of subject agreeing to participate

APPENDIX I
ANALYSIS OF VARIANCE
SUMMARY TABLES

TABLE #14

Analysis of Variance for Negative and Positive
Trait Attributions

	df	MS	F	p
Total				
between	150			
Condition (C)	3	.113	.036	
Error	147	3.190		
within				
Actor (A)	1	10.60	5.64	<0.05
C x A	3	1.05	0.56	
pooled indiv. (C x A)	147	1.88		
Direction (D)	1	365.73	41.75	<0.01
C x D	3	5.89	.67	
pooled indiv. (C x D)	147	8.76		
A x D	1	281.03	28.76	<0.001
C x A x D	3	92.56	9.47	<0.001
pooled indiv. (C x A x D)	147	9.77		

TABLE #15

Analysis of Variance for Situational Attributions
to Actors A and B

	df	MS	F	p
Total				
between	150	1.01	.30	
Condition (C)	3	3.39		
pooled indiv.	147			
within				
Actor (A)	1	198.76	78.89	0.01
C x A	3	5.46	2.17	<0.10
pooled indiv.	147	2.52		

TABLE #16

Analysis of Variance for Accuracy of Observation
 Statements Actually Made by Actors A and B
 (belligerent and conciliatory)

Source	df	MS	F	p
Total	150			
between				
Condition	3	.89	0.68	
pooled indiv	147	1.30		
within				
Actor (A)	1	51.28	82.31	<0.01
C x A	3	1.38	2.21	
pooled indiv.	147	0.62		
Direction (D)	1	17.23	22.42	<0.01
C x D	3	0.27	0.35	
pooled indiv.	147	0.77		
Actor and Direction	1	59.77	64.24	<0.01
C x A x D	3	0.82	0.88	
pooled indiv	147	0.93		

TABLE #17

Analysis of Variance of Accuracy of Observation
 Score of Statements NOT Actually Made by
 Actors A or B (belligerent
 and conciliatory)

Source	df	MS	F	p
Total	150			
between				
Condition (C)	3	3.40	0.68	
pooled indiv.	147	5.02		
within				
Direction (D)	2	158.81	77.41	.01
C x D	3	3.38	1.66	
pooled indiv	147	2.05		

TABLE #18

Analysis of Variance for Attributions to
Actors A and B of Belligerent and
Conciliatory Statements not
Actually Made

Source	df	MS	F	p
Total	150			
between				
Condition (C)	3	4.25	1.28	ns
pooled indiv.	147	3.32		
within				
Actor (A)	1	58.57	10.49	0.001
C x A	3	7.03	1.26	ns
pooled indiv.	147	5.58		