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Relationship Enhancement-
A Study in Four Parts

Brett W. Oakley

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University of Richmond

Relationship Enhancement- A Study in Four Parts

The concept of empathic communication evolved from a family therapy model originated by Bernard C. Gurney, Jr. called Relationship Enhancement. The major premise to this model is that if families can be taught to listen and speak to each other empathically, then the family itself could resolve their own interpersonal problems without reliance on a professional (Gurney, 1977).

Within the Relationship Enhancement model, all family members are taught specific rules for empathic responding (listening) and for the expressor mode (speaking) which are outlined by Gurney. The specific rules for these two communication modes are:

- I) For empathic responding, the listener must:
 - 1) put themselves into the other person's world and determine how the other person feels about the issue as well as listen for the content message
 - 2) listen for:
 - a) the most important thoughts
 - b) stated or unstated conflicts
 - c) stated or unstated wishes or desires
 - d) stated or unstated feelings

- 3) check out what they heard by briefly repeating the emotions they think the person is experiencing;
"You are irritated because of my last request for the..."
- 4) make the subject of the sentence "you" and avoid the word "I"
- 5) make your reflection a statement with an emotion -- if you are wrong the speaker will correct you
- 6) keep the focus on the other person, not on yourself

The listener must try to :

- 1) state their views subjectively by claiming all thoughts, values and perceptions as their own by using the words "I", "me", "my" and "mine"
- 2) make their statements as specific as possible, including behavioral description, time, occasion, place and frequency
- 3) associate the issue with specific feelings one may have with it
- 4) identify and express positive attitudes and feelings that underlie negative ones
- 5) identify and express the interpersonal message, which translates into:

- a) what I would like from this person in the future
- b) how would it make me feel if they did what I want?
- c) what will my wishes cost them if they change their behavior?
- d) what will they get in return from me if they cooperate? (Preston and Gurney, Note 1)

After these rules are presented by a trained facilitator, then the family practices these techniques on real family, hierarchical problems and conflicts with those family members involved, in a direct conflict situation with a facilitator present to restructure responses and statements. The object of this is that after a period of time, the family will no longer need the facilitator and will be able to work out the problems on their own.

The research on Relationship Enhancement (RE) has shown this particular communication tool/family therapy model to be a very effective intervention technique for families in a crisis situation (Gurney). The next logical step was to assess the practicality of RE as a possible preventive measure which could be available not only to families, but to individuals who were not in a crisis situation; could RE be used as a

"normal" style of communication to avoid arguments, get one through sticky communication situations, and make you sound like a better person. Thus, any individual, after training, could implement this communication model in order to improve an existing relationship or establish a new one (Preston and Oakley, Note 2). The hypothesized results obtained from implementing these techniques according to Preston and Gurney were that a skilled communicator, using both empathic responding and expressor skills, would be perceived as being a likeable person no matter if the message were a positive or a negative one.

During the 1980-81 academic year, I have been working very closely with Dr. Joanne C. Preston , conducting research on this new communication model. Since this is a new field, there were many questions to be answered about it in relationship to college students, communicating on a one-to-one basis in non-intimate relationships. It is from our interest and these unanswered questions that all of the following research stemmed.

In the first study, entitled, "Skilled vs. Unskilled Empathic Communication On The College Campus: Can It Exist? And Is It Liked?" the purpose was to assess how unskilled vs. skilled speakers, who were not presently in the midst of an

interpersonal crisis. would be perceived by people to whom they were speaking. It was speculated (because a hypothesis would have been too strong because this research was exploratory in nature) that at the college level, both the skilled and the unskilled communicator would be accepted as a peer and that this peer in general would be perceived as being either male or female. The authors also wished to see if the skilled communicator was seen more often as being male; and if skilled communicators, in general, would be liked better than unskilled communicators even though in both instances positive and negative messages were made.

Method

For this study, 41 upper-level undergraduates enrolled in Child Development 331 at the University of Richmond, a small, private upper-middle class university were used. The only apparatus used was that of the social interaction situation stimulus sheet developed by Preston for this study.

There were 16 typical social interactions which could occur among college students presented on the sheet. A couple of sentences explained to the reader the situation, then the reader was presented with person "A's" statement which was defined as unskilled; breaking the rules found in the

Relationship Enhancement Skills Manual I (Preston and Gurney)

and then the reader was presented with person "B's" statement, which was defined as skilled; following the rules in the manual. A replication of the first question on the stimulus sheet can be seen in Table 1

Insert Table 1 about here

Prior to running the subjects, the stimulus sheets were rated by four experts in RE to determine if the skilled and unskilled were in fact skilled and unskilled. On the stimulus sheet, there were eight compliments to the reader as well as eight criticisms, there were also eight empathic responses as well as eight expressor statements (four complimenting empathic responses, four criticizing empathic responses, four complimenting expressor statements and four criticizing expressor statements).

All 41 subjects met in one lecture hall and were given the social interaction situation stimulus sheet simultaneously. The subjects were told that this was part of a pilot study for future research on how an acquaintance relationship turns into a friendship. The purpose of this study was to get a sample of believable comments made by college students.

The experimenter asked the subjects to look at the first situation on the sheet and then person "A's" response. Subjects

were asked to answer the first group of questions which pertained to person "A's" response. The same situation was repeated on the sheet and the experimenter asked the subjects to read person "B's" response and then answer the next group of questions pertaining to person "B's" response. Subjects were asked to work through the stimulus sheet and to answer all 32 sets of questions. For each situational response by person "A" or "B", the same set of questions were asked (see Table 1).

After reading and answering the questions for all 16 situations, subjects were asked to rate, overall, how well they liked person "A's" answers and how well they liked person "B's" answers, separately, on two, seven-point Likert scales. The questionnaires were then collected and the subjects were debriefed.

Results

Before analyzing the data, a Pearson correlation was run on the four expert raters' answers to the question "skilled or unskilled" to each part of the 16 situations. The correlations, calculated pairwise, was 1.00. Also, by means of a T-test, there was no difference in the number of words used by person "A" and person "B" in all responses.

The first question addressed to this study was, would

college students view the speakers (persons "A" and "B") as being a peer or not. This was assessed by a McNemar Test for the significance of change and indicated that college students significantly felt that peers would make such statements as the ones made by persons "A" and "B", regardless of skill level; regardless of style of communication, college subjects say that either statement could be made by another college student.

A Chi Square (1.45, $p > .05$, not significant) was used to assess if male or female subjects would perceive the speaker as a particular sex. This Chi Square showed no significant relationship; there was no relationship between style of communication and perceived sex of speaker.

Another Chi Square (46.43, $p < .05$, significant) assessed whether subjects perceived the skilled vs. unskilled speaker as being either male, female or both. Generally, the significant Chi Square indicated that both skilled and unskilled speakers were seen as both males and females, but subjects generally did not view either skill level as being particularly masculine as can be seen in Table 2; the skilled statements

Insert Table 2 about here

were seen as being made by either females, or males and females,

but neither style of communication was seen as being only masculine.

A Wilcoxon Matched-Pairs Signed-Ranked Test between emotions aroused with skilled vs. unskilled statements in a situation resulted in 13 significantly different statements out of a possible 16. Of the 13, 12 were rated by subjects as having higher positive emotions; these 12 statements were all skilled statements.

Finally, another Wilcoxon Matched-Pairs Signed-Ranked Test between the skilled and unskilled speakers and subjects rating of liking, indicated the skilled person was rated significantly more positive than the unskilled person ($z = -5.442$, $p < .05$, significant).

Discussion

This study seems to support that a skilled speaker is liked better than an unskilled speaker (skilled as defined by using the rules of RE) by the listener, regardless of giving positive or negative messages, which seems to support Preston and Gurney's original statement.

Another major finding is that college students feel that skilled people could equally be among their friends as well as unskilled people, and that these people could be either male or female. This shows that college students would be able

to accept the skilled speaker as being a normal college student rather than some strange, superficial being who would only behave this way in a clinical setting.

Another interesting phenomenon was that neither skilled nor unskilled style of communication was viewed as being particularly or totally masculine. The experimenters speculated that the unskilled speaker, who seems to be more aggressive and blunt, may have been viewed as being traditionally masculine. This was not the case, indicating that college students feel that both men and women are capable of possessing these negative attributes.

Perhaps the most interesting result seems to center around the fact that in 12 out of the 16 situations, the skilled speaker was rated significantly more positive than the unskilled speaker. It is important to remember that there were eight negative messages and eight positive messages. Of the four non-significant statements, two were positive and two were negative. Thus, skilled people are viewed as being more helpful, more accepted and as asserting stronger statements than are unskilled individuals.

With the amount of data in this study that supported the original statements by Preston and Gurney, the authors felt confident in expanding and refining the first study to cover more area and answer more questions.

Study 2, "The Effects of Sex of Communicator, Sex of Respondent and Style of Communication on Perceived Empathy and Like/Dislike of a Speaker," was designed to look at the effects of the sex of the communicator (the person "speaking" on the stimulus sheet) and the sex of the respondent (the person reading the stimulus sheet, ie: the subject) on the message given. Along with these independent variables, the dependent variables of the Impact Message Inventory, (Kiesler, et. al., 1976), and the Bem Sex Role Inventory (Bem, 1974) were included in this more powerful 2x2x2 design.

Again, no specific hypotheses were made because the authors felt that the area was still too new and there was insufficient previous research and relating research available to make any good, sound hypotheses; so again this can be called exploratory research. The authors hoped to find some relationship between the two independent variables of sex and the independent variable of communication. The dependent variables that were used to examine the data were the 15 subscales of the Impact Message Inventory (IMI): dominant, competitive, hostile, mistrusting, detached, inhibited, submissive, succorant, abusive, deferent, agreeable, nurturant, affiliative, social and exhibitionistic (Kiesler, et. al.) measuring the impact a person's conversation has on the listener.

The three subscales of the Bem Sex Role Inventory (BSRI): masculinity, femininity, undifferentiated, plus the seven subscales of the BSRI as identified by Walker and Preston (1975): nurturance, social ascendancy, autonomy, pleasantness, feminine social role, strength of character and person's interpersonal relationships were also used as an assessment tool.

Through these dependent variables, the authors hoped to find a relationship between the more socially positive aspects of the IMI, agreeable, nurturant, affiliative and sociable and the skilled communication, and another relationship between the more socially negative aspects of the IMI, dominant, competitive, hostile and mistrusting, and the unskilled communication. It was also hoped that since the subjects were being given the sex of the person "speaking" to them on their stimulus sheet, they would score the BSRI accordingly. The seven other subscales of the BSRI were included merely for research purposes.

Method

Eighty Introductory Psychology students from five different sections at the University of Richmond were used as subjects. Subjects signed up for participation in this experiment in partial fulfillment of their experimental hours requirement at the University. The subjects ranged from 18 - 21 years of age and were of balanced sexes (40 males and 40 females).

Each subject received one experimental hour credit as a result of their participation.

The subjects were all tested in a large experimental/classroom equipped with long conference tables. The conference tables were placed in three rows, one behind the other with subjects sitting on only one side of the tables. Each subject, at one point or another in the experiment had a pencil, a consent form, an experimental packet which contained a description sheet, a stimulus sheet, and a questionnaire packet which contained a Bem Sex Role Inventory (BSRI), and Impact Measage Inventory (IMI), and an experimental questionnaire. The stimulus sheet was generated by a random selection of six significant statements, three positive and three negative, also three empathic responses and three expressor statements from the stimulus sheet of 16 statements used in the study, "Skilled vs. Unskilled Empathic Communication on the College Campus: Can it Exist and is it Liked?" by Preston and Oakley.

The experimental description sheet that was on the front of each packet read as follows:

You have just received a packet which contains six brief verbal interactions between yourself and a (male/female) acquaintance. (He/She) is a person whom you do not know very well, but you have recently

begun having numerous contacts with in class as well as out of class with (him/her).

Read each exchange carefully. Try to imagine yourself being in these situations. Concentrate on how you feel about the situation.

The unskilled stimulus sheet for both males and females read as follows:

You just asked the acquaintance to go to a movie with you, and the acquaintance says,

"There is nothing good playing. Lets do something with more activity than that. You like to sit and watch all the time. Why don't you get more involved?"

You receive a letter from your parents about how they can't wait to hear how well you're doing in college and you tell your acquaintance that you're failing one subject right now. Your acquaintance says,

"Don't let it bug you. The best way to handle it is to not tell them about failing at mid-term. You'll pull it up anyway."

You are about to go out on a date that is really important to you. Your acquaintance says,

"You look terrific in your new clothes. He

can't help but be impressed by what you are wearing."

You are worried about a test coming up and your acquaintance says,

"You're a worry wart. Everybody does well in that class. Stop sweating it."

You and your acquaintance walk out of a difficult class together and your acquaintance says,

"Listen, you can borrow my notes, and I'll give you extra help if you need it. You couldn't possibly get through this course without someone's help since you have to miss class so often."

You and your acquaintance are having a conflict and your acquaintance says,

"You never listen to me. You only think of yourself."

The skilled stimulus sheet for both males and females read as follows:

You just asked the acquaintance to go to a movie with you, and the acquaintance says,

"You enjoy my company at the movies, and I'd like to be with you as well. I was wondering if you'd enjoy something equally as well which

is more active?"

You receive a letter from your parents about how they can't wait to hear how well you are doing in college, and you tell your acquaintance you're failing one subject right now. Your acquaintance says,

"It sure will be hard to tell your parents about that "F" with all their enthusiasm. You really hate to disapoint them."

You are about to go out on a date that is really important to you. Your acquaintance says,

"I am impressed with how well you look in your new clothes and I feel certain that your date will too."

You are worried about a test coming up and your acquaintance says,

"Thinking about that test makes you anxious because you want to do well in that class."

You and your acquaintance walk out of a difficult class together and your acquaintance says,

"I'm concerned that with missing class so often you might fall behind and I want you to know that I am willing to share my notes and tutor you if you want it."

You and your acquaintance are having a conflict and your acquaintance says,

"I'm annoyed because I don't feel like I'm being listened to."

Questions asked on the experimental questionnaire were age, sex, class in school, did this person remind you of someone, if so were they a college student, male or female, and did you like the person that you read on your stimulus sheet.

Subjects signed up for the experiment and were tested in blocks of 16, eight females and eight males. Within each testing session, unknown to the subjects, divisions were made to fill the eight cells for the 2x2x2 MANOVA (sex of subject by sex of stimulus by style of communication). In each session, two males were given unskilled responses made by a male (Male unskilled to a male, MAM), two males were given skilled responses made by a male (male skilled to a male, MBM), two males were given unskilled responses made by a female (female unskilled to a male, FAM), and two males were given skilled responses made by a female (female skilled to a male, FBM). Conversely, two females were given unskilled responses made by a male (male unskilled to a female, MAF), two females were given skilled responses made by a male (male skilled to a female, MBF), two females were given unskilled responses made

by a female (female unskilled to a female, FAF) and two females were given skilled responses made by a female (female skilled to a female, FBF). This procedure was repeated five times until all 80 subjects had been run.

Upon entering the room, the experimenter thanked the subjects and informed them of their one hour credit. Next the experimenter distributed pencils and consent forms which were signed by the subjects and returned. Next the experimenter passed out the experimental packet and said, "Please read the instructions on the top sheet carefully. Remember, this is a newly formed acquaintance of yours. Try to put yourself into each situation, and then read the response that your new acquaintance gives you. Read each of the six interactions carefully and as often as you need to. Turn the packet over when you have finished. You will be asked to answer some questions about this person when you are finished, so please read each interaction carefully." After all of the subjects had finished reading the experimental packet, they were collected and the questionnaire packet was distributed. When all of these packets had been distributed the experimenter said, "There are three questionnaires in your packet. First, the IMI. Read the instructions on the front page of the IMI carefully and answer the questions as related to the person that you just read on the previous sheet that I collected. Second,

there is the Bem Sex Role Inventory. For the Bem, read the instructions at the top of the page and where it says describe the acquaintance, you describe the person whom you just read in the previous packet. Rate each adjective on the 1-7 scale provided. Finally, there is a general questionnaire to help me in this research. Please answer all of the questions on the space provided. Thank you again for your participation."

The subjects were free to leave after they completed the questionnaires and the experimenter had collected all of the materials.

Results

The results of this study are as follows. A 2x2x2 MANOVA was performed (sex of subject by sex of stimulus by style of communication) on all 15 sub-scales of the IMI, on the 3 sub-scales of the Bem, on the 7 sub-scales of the Bem as identified by Walker and Preston, and on overall feeling ratings, by sex of subject (sexs), sex of respondent (sexr) and style of communication (com). The results of the multivariate tests can be seen in Table 3. A Box's M test could not be performed

Insert Table 3 about here

because of 7 singular cells. When examining univariate

homogeneity, all subscales were non-significant, $p > .05$.

Next, a post-hoc 2x2x2 MANOVA was performed on the same 26 subscales, all by communication only. The multivariate test results can be seen in Table 4. The significant sub-

Insert Table 4 about here

scales can be seen in Table 5. A Box's M test was performed &

Insert Table 5 about here

was significant, $F(7, 780.64410)$, $p < .05$, significant.

Next, a post-hoc 2x2x2 MANOVA was performed by collapsing the 15 IMI sub-scales into the 12 sub-scales belonging to the 3 factors of the IMI, converting all scores to T-scores and eliminating all Bem and Walker/Preston sub-scales. These remaining sub-scales were all by sexr, sexs and com. The results of the multivariate tests can be seen in Table 6.

Insert Table 6 about here

For communication, the factors and their subscales are as shown in Table 7. The F values can also be seen in Table 7.

Insert Table 7 about here

A boxs M test could not be performed because of 7 singular cells.

After this, another post-hoc 2x2x2 MANOVA was performed by collapsing all of the sub-scales and going with the sub-scale score for that particular factor: dominant, submissive and affiliative, by communication. The results for the multi-variate tests can be seen in Table 8. The F values for the

Insert Table 8 about here

three factors can be seen in Table 9.

Insert Table 9 about here

Finally, a post-hoc ANOVA was performed on dominant, affiliative and submissive, by communication. The Bartlett Boxs F was .714, $p > .05$, non-significant. The F probabilities for the between groups ANOVA can be seen in Table 10.

Insert Table 10 about here

Discussion

Through all of this analysis, the authors feel that the main points of the research are: in the first several analyses, sex was a factor -- masculine was seen as unskilled and feminine and undifferentiated were seen as skilled, as one would expect. Sex was dropped as a variable in later analyses because it was found that from the Steped Down F's that the IMI was accounting for the variance and was measuring the same thing as the BSRI sub-scales, and more. The interesting thing here though is this; even when subjects were told that the person they were reading on their stimulus sheet was of a particular sex, that was not the criteria used for rating the person: they rated the speaker according to their style of communication; rated their sex type by their communication (according to the IMI and the BSRI).

The skilled communicator was seen as possessing positive qualities in American society as shown by the significant factors and their subscales in the IMI, affiliative; agreeable, nurturant, and affiliative, and the unskilled communicator was seen as possessing the negative qualities in American society as seen by the factors and their subscales in the IMI, dominant: dominant, hostile, competitive and exhibitionistic.

From the results of this study and Study 1, the authors felt they had proven RE as a good, positive tool when used in

written communication.

Now, after these two studies were run, there was determined a need for a program evaluation to be run of the skills of Relationship Enhancement. If no program evaluation were run, there would be no empirical data backing up the claims and positive advantages of RE as stated by Preston and Gurney and Preston and Oakley. As a result of this program evaluation, Preston, Gurney and Oakley will have empirical data backing up their claims and positive advantages of RE.

The program evaluation will be successful if students rate the RE responses higher (more positive) on the stated goals and rate the unskilled or untrained responses lower (less positive) on the stated goals.

Method

Students in Psychology 337 (Human Relations in the Work Environment) and Psychology 310 (Motivation), were given, on paper, a vignette to read concerning a late employee. They, acting as the boss, were to write a script, word for word, of what they would say when they called this employee into their office for a talk about this problem. Next, both classes were shown the film, Counselling Skills I and were shown six vignettes from the film: a friend with son problems (for practice), a secretary that has strong sexual feelings towards her boss,

the subject, a line worker that wanted to commit suicide, an upper level manager who felt she wasn't being listened to, a new executive that was having self esteem problems and a very shy computer programmer who had just been promoted. After seeing the film, the subjects were asked to write what they, as the boss and person these people came to talk to, would say to these people. They were asked to write their response to what the person on the film said. After this procedure, Psychology 337, the experimental group, went through two training sessions in RE, where as Psychology 310, the control group, went through no specific training. After the training period, this entire procedure was repeated for both classes. Independent raters , Introductory Psychology and upper level psychology students who had been trained in RE, rated the responses. The Introductory students used the form that can be seen in attachment 1 to rate the script written by the subjects (this script was checking for Expressor Skills), and the Upper-level students used the form that can be seen in attachment 2 to rate the vignettes from the movie (these vignettes were checking for Empathic Responding) and also the script.

Results

The results of this analysis are as follows: the 2x2

ANOVA (experimental group, control group by pre and post measures) yielded $F(6,29) 7.82, p < .05$, significant. This ANOVA showed interaction; there was no difference between the groups at time of first testing, but after the experimental period, there was no change in the control group, but there was a significant change in the experimental group, both from its original point and also between the post measure of the control. Percentages were calculated for content checks and means were calculated for emotions elicited. These results are listed in Table 11.

Insert Table 11 about here

Discussion

From the results of this program evaluation, it can be seen that there is a significant change in the rating of the responses when people had completed RE training: those students who completed RE training had a significant change in their responses, in the positive direction, where those students who had no training had no significant difference in their responses as shown by emotions evoked in people and collected by their representative forms. The direction of positive change for RE people can be seen by comparing their

pre and post rating forms.

I think now, that after the 2 studies and the program evaluation, some very definite conclusions can be drawn about Relationship Enhancement; it is a very positive tool when communicating with people. They perceive you in a more positive light and look at you as being a more positive person.

A fourth study, "The Effect of Relationship Enhancement vs. Client Centered Therapy in Telephone Hotline Counseling," has been run but the data has not yet been statistically analyzed. In this study, the authors put RE into direct confrontation with a form of Client Centered Therapy used by Richmond Hotline, Inc. The major premises of Richmond Hotline Client Centered Therapy (RHCT) are these: the call evolves in three stages, introduction, problem, solution, and every call must progress through these three stages, in order to be a successful call. Long pauses are very helpful in the call process because they help the caller work out his/her problem on their own, and also the use of I statements are allowed and encouraged during the conversation, as are questions (Richmond Hotline, Inc., 1972).

For this study, a pilot study was first run with Introductory Psychology students in order to determine the 3 greatest problems faced by college students today; problems they could conceivably call a hotline about. By means of percentage

tabulation, the three greatest problems faced by college students at the University of Richmond today were: loss of a boy/girlfriend, loneliness, and decision on a major/career.

Method

In this study, students (40 total) entered the experimental situation one at a time and were met by the experimenter. The experimenter was present to read instructions to the subject and to administer the questionnaires and tests to the subject that were needed for data collection.

The first thing that the subject did was to fill out a Rosenberg Self Esteem Scale on how they felt about themselves at the present moment. Next, the experimenter read the subjects the instructions on what was expected of them in this experiment and a definition of and helpful hints on how to do a role play (see attachment 3). After that each subject was presented with 3 vignettes, one representing each of the problems faced by college students, and was told how to go about selecting one to role play with the therapist for the experiment. A heart monitor was then placed on the subjects right index finger and the experimenter left the room (see attachment 4). When the experimenter left the room, the subject was given as much time as needed to select a vignette to role play and formulate how they wanted to approach the

situation. When the subject selected her/his vignette, they picked up the phone that was on the desk where they were sitting and dialed the number that put them in touch with the hotline therapist.

When the subject called, he/she was talking to the hotline therapist who, regardless of vignette selected, counseled them in either RE or RHCCT (the therapies were presented in a counterbalanced order between the 20 males and the 20 females). All of these phone calls were recorded and were listened to later by non-participant raters for the purpose of determining if empathy and affect was the same across subjects.

After all the subjects phone call, the experimenter re-enters the room, removed the heart rate monitor and began administering the questionnaires. First, the subjects filled out another Rosenberg Self Esteem Scale on how they felt right then, after talking with the therapist. After the Rosenberg, subjects then filled out the IMI on how they felt about the therapist they just talked to, and they also filled out a BSRI on how they felt about the therapist. Last, they filled out a questionnaire for the experimenter that rated the therapist on empathy, warmth, genuineness and general overall like of the style of therapy, all on 1-11 Likert scales.

Results

A 2 factor, independent groups ANOVA will be run on this data as soon as time allows. However, from an eyeball analysis, both men and women seem to prefer the RE style of counselling over the RHCCT, regardless of vignette selected. There seems to be a rise in self-esteem with those subjects who were counselled in RE and there seems to be no change in those counselled in RHCCT. When talking to the therapist, there is a drop in the heart rate of the people receiving RE, where there is a rise in the heart rate of those people receiving RHCCT, with heart rate being used as an operational definition of anxiety. The results on the BSRI seem to show that the RE counsellor is being viewed as being androgynous, where the RHCCT counsellor is being seen as masculine. There has been no eyeball of the IMI.

If these results hold through statistical computations, this study funded by an Undergraduate Research Grant from the University of Richmond, could prove to be a very powerful piece of research in this field.

I feel confident that with the results of this research being what they are, that the work being done by Preston and Oakley in this new field of Relationship Enhancement will be just the cornerstone for future research into this new type

of communication mode. There is much more research that needs to be done in this field, but I feel that the work that has been done, and is presently being done, at the University of Richmond in RE, is laying a good foundation for future study.

References Notes

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Table 2

Subjects Perception of Speaker's Sex
From the Study

"Skilled vs. Unskilled Empathic Communication on the College
Campus: Can it Exist and Is It Liked?"

	<u>Male</u>	<u>Female</u>	<u>Both</u>
<u>Unskilled</u>	*4.5	*7.13	19.06
<u>Skilled</u>	*1.19	*10.94	16.69

*Significantly different from each other
p.<.05

Table 3

Results of the Multivariate Tests
From MANOVA 1 from the study
"The Effects of Sex of Communicator, Sex of Respondent
and Style of Communication on Perceived Empathy
and Like/ Dislike of a Speaker"

	<u>Pillars</u>	<u>Hotellings</u>	<u>Wilks Lambda</u>
<u>Sexs by Sexr by Com</u>	.30656	.65716	.60344
<u>Sexs by Com</u>	.29295	.42432	.70705
<u>Sexr by Com</u>	.34916	.53648	.65084
<u>Sexr by Sexs</u>	.39806	.66130	.60195

All non-significant
p.>.05

Table 4

Results of the Multivariate Tests
From MANOVA 2 from the study
"The Effects of Sex of Communicator, Sex of Respondent
and Style of Communication on Perceived Empathy
and Like/Dislike of a Speaker"

	<u>Pillars</u>	<u>Hotellings</u>	<u>Wilks Lambda</u>
<u>Com</u>	.62547*	1.67004*	.37453*

(*significant p.<.05)

Table 5

The Significant Sub-scales
From MANOVA 2 from the study,
"The Effects of Sex of Communicator, Sex of Respondent and
and Style of Communication on Perceived Empathy
and Like/Dislike of a Speaker"

<u>sub-scale</u>	<u>F</u>
dominant	17.79840
competitive	18.75201
hostile	14.34405
mistrust	6.82761
deferrent	7.41169
agreeable	23.15420
nurturance	29.99116
exhibitionistic	7.42236
Bem masculine	4.76871
Bem feminine	8.33930
Bem undifferentiated	19.78207
nurturance	19.38246
social ascendancy	10.80170
womans social role	7.23472
overall feelings	26.29029

(all significant $p < .05$)

Table 6

Results of the Multivariate Tests
From MANOVA 3 from the study
"The effect of Sex of Communicator, Sex of Respondent
and Style of Communication on Perceived Empathy
and Like/Dislike of a Speaker"

	<u>Pillars</u>	<u>Hotellings</u>	<u>Wilks Lambda</u>
<u>Sexs by Sexr by Com</u>	.23041	.29939	.76959
<u>Sexs by Com</u>	.17013	.20501	.82987
<u>Com by Sexr</u>	.14166	.16504	.85834
<u>Sexr by Sexs</u>	.18246	.22318	.81754
<u>Sexs</u>	.26075	.35272	.73925
<u>Sexr</u>	.21324	.27104	.78676
<u>Com</u>	.51602*	1.06619*	.48398*

(* significant p < .05)

Table 7

The Significant Sub-scales

From MANOVA 3 from the study,

"The Effects of Sex of Communicator, Sex of Respondent and
and Style of Communication on Perceived Empathy
and Like/Dislike of a Speaker

<u>Dominant</u>	<u>F</u>	<u>Affiliative</u>	<u>F</u>
dominant	15.51819*	agreeable	22.43668*
competitive	15.61941*	nurturance	28.58258*
hostile	13.25982*	affiliative	21.65329*
exhibitionistic	8.81647*	sociable	.29114
	<u>Submissive</u>	<u>F</u>	
	inhibited	.06449	
	submissive	.19013	
	succorance	3.41839	
	abasive	14.00643*	

(* significant $p < .05$)

Table 8

Results of the Multivariate Tests
From MANOVA 4 from the study
"The Effects of Sex of Communicator, Sex of Respondent
and Style of Communication on Perceived Empathy
and Like/Dislike of a Speaker"

	<u>Pillars</u>	<u>Hotellings</u>	<u>Wilks Lambda</u>
<u>Com</u>	.28486*	.39834*	.71514*

(* significant $p < .05$)

Table 9

The Significant Sub-scales
From Manova 4 from the study,
"The Effects of Sex of Communicator, Sex of Respondent and
Style of Communication on Perceived Empathy
and Like/Dislike of a Speaker"

<u>Sub-scales</u>	<u>F</u>
dominant	17.79840*
affiliative	23.15420*
submissive	1.66539

(* significant $p < .05$)

Table 10

The Significant Sub-scales
From ANOVA 1 from the study,
"The Effects of Sex of Communicator, Sex of Respondent and
Style of Communication on Perceived Empathy
and Like/Dislike of a Speaker"

<u>Sub-scales</u>	<u>F</u>
dominant	16.224*
affiliative	21.779*
submissive	.471

(*significant $P < .05$)

Table 11

Percentages And Means
Calculated for the Program Evaluation ANOVA

	<u>Skilled</u>	<u>Unskilled</u>
pleased to displeased	4.57	4.42
satisfied to dissatisfied	4.71	4.71
warm to cold	2.85	3.71
understanding to not understanding	3.00	3.28
dominant to submissive	3.71	3.42
affiliative to aloof	3.14	3.71
harsh to soft	4.42	3.85
uncaring to nuturing	5.14	4.42
masculine to feminine	3.57	3.57
assertive to rude	2.28	2.00
classy to tacky	2.57	3.00
aggressive to passive	4.00	3.57
intelligent to ignorant	2.28	3.14
cosmopolitan to down home	4.14	3.28
Southern to Northern	3.57	4.57
cooperative to stubborn	2.28	3.14
self confident to inconfident	2.57	3.00
friend to enemy	2.28	3.00
likes me to hates me	1.57	3.28

	<u>Skilled</u>	<u>Unskilled</u>
My boss wants me to:		
be myself	14%	42%
open up to him	42%	57%
shape up	85%	57%
change myself	28%	14%
develop my potential	71%	42%
get to work on time	100%	85%
be creative	0%	28%
conform	14%	28%
arrive on time	100%	85%
be neater	0%	0%
be his equal	14%	0%
My boss is:		
interested in me	100%	85%
hates me	0%	14%
not my friend	71%	85%
an acquaintance	0%	14%
confident in me	214%	14%
speaking to me again about		
this problem	0%	0%
has no intrest in me	0%	14%
pleased with me	28%	28%
angry with me	28%	14%
I would cooperate with this person	100%	85%
I would not cooperate with this person	0%	15%

I. After reading the narrative statement from your boss, rate your perception of your boss based on this statement

pleased	strong	1	2	3	4	5	6	7	weak	displeased
satisfied		1	2	3	4	5	6	7		dissatisfied
warm		1	2	3	4	5	6	7		cold
understanding		1	2	3	4	5	6	7		not understanding
dominant		1	2	3	4	5	6	7		submissive
affiliative		1	2	3	4	5	6	7		aloof
harsh		1	2	3	4	5	6	7		soft
uncaring		1	2	3	4	5	6	7		nurturing
masculine		1	2	3	4	5	6	7		feminine
assertive		1	2	3	4	5	6	7		rude
classy		1	2	3	4	5	6	7		tacky
aggressive		1	2	3	4	5	6	7		passive
intelligent		1	2	3	4	5	6	7		ignorant
cosmopolitan		1	2	3	4	5	6	7		down home
Southern		1	2	3	4	5	6	7		Northern
cooperative		1	2	3	4	5	6	7		stubborn
self confident		1	2	3	4	5	6	7		inconfident
friend		1	2	3	4	5	6	7		enemy
likes me		1	2	3	4	5	6	7		hates me

II. Based on the narrative, my boss wants me to: (check all that apply)

- be myself
- open up to him
- shape up
- change myself
- develop my potential
- get to work on time
- be creative
- conform
- arrive on time
- be neater
- be his equal

III. Based on the narrative, my boss is: (check all that apply)

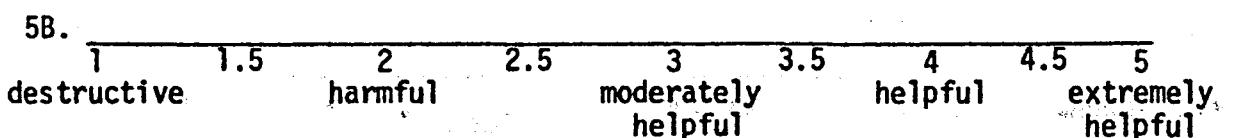
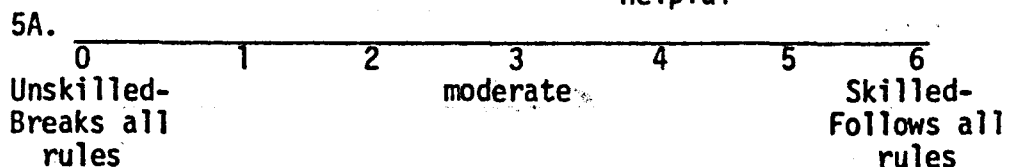
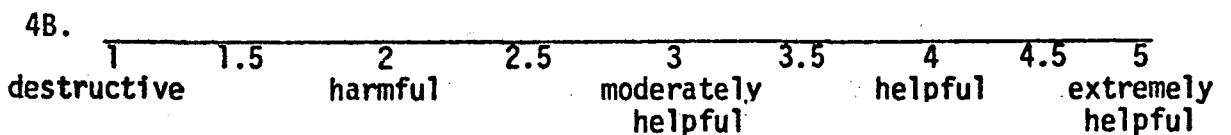
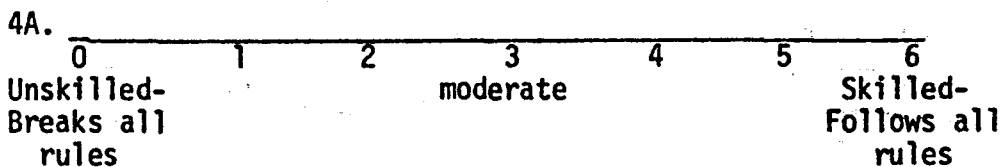
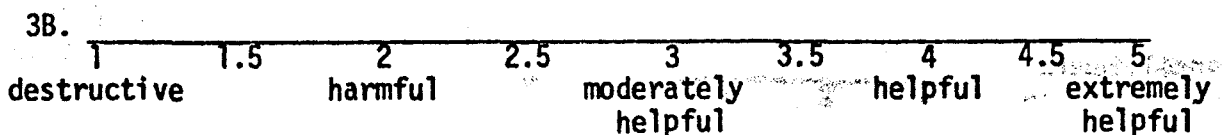
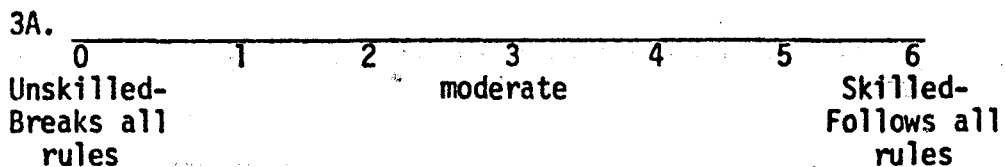
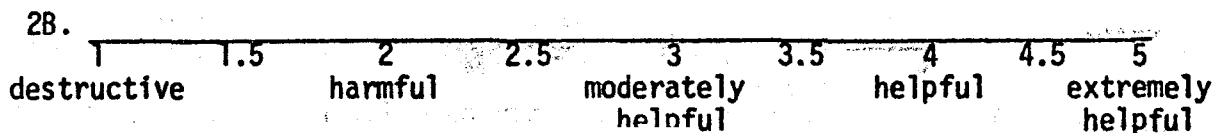
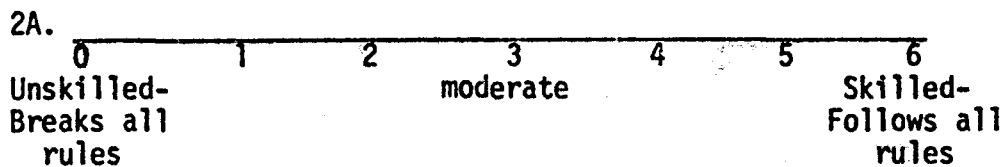
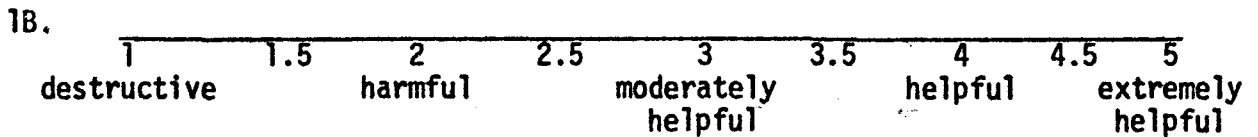
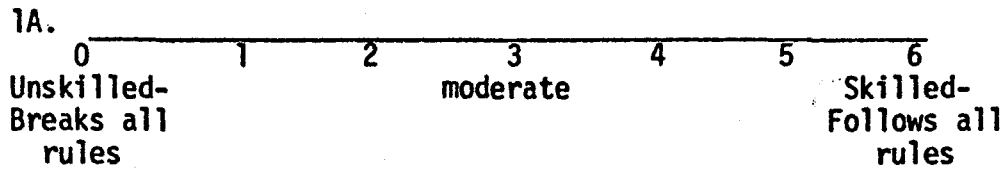
- interested in me
- hates me
- my friend
- not my friend
- an acquaintance
- confident in me
- speaking to me again about this problem
- has no interest in me as a person
- pleased with me
- angry with me

IV. Would you cooperate with this person?

Listening

Attachment 2

- A. Rate skill level for each vignette. A skilled response contains both content and emotion, and also focuses on the other person.
- B. Rate how helpful you feel the comment would be for each vignette.



Attachment 3
How to Role Play

To role play a situation is the same thing as acting out a character in a play. In the same way that you would get into the mood, get into the feelings of the character that you would be portraying on stage, you want to get into the mood of the setting you are going to role play. In these situations, you want to get into the emotions involved in each. The age character you are to play is whatever your age is. You want to picture yourself in the setting that you pick; you want to reach for the emotions, the anger, hurt, anxiety, whatever that you feel are associated with that particular problem.

So the setting is this: you are a college student at the University of Richmond with whatever problem that you have selected. You have just learned that there is a new "Hotline" number on campus that you can call to get help in personal situations. You feel very overwhelmed with your problem. You feel all of the emotions associated with that particular problem. You have no one else to talk with at the present moment but you need to talk to someone. So you pick up the telephone and call the volunteer, and when they answer, you talk about your problem. You may go in any direction, for as long as you feel is necessary -- until you solve the problem or until you feel better, your emotions are calmed. Remember this is a trained hotline volunteer and you want to role play this problem as realistic as possible.

Attachment 4
Selections for Role Play for Study 3

You called your boy/girlfriend last night just to talk (they live in your hometown or go to another University). Since you have been dating since your Junior year in high school, you felt your relationship was solid and stable. However, when you called, you found them cold and short. After about 5 minutes, they said that they felt it is time to call it off between you all -- they feel they need their freedom and want to date others. You tried to work this out with them but they obviously didn't want to, so they hung up on you and wouldn't answer the phone when you tried to call back. You have a flood of emotions and need to talk with someone, so you call the hot-line number and talk with the listener.

It's Friday night, again. Your roommate and a bunch of his/her friends are going to Stanley Stegmeyers for "Happy Hour", out to dinner and then to the Slip to drink, but you don't have the cash for an evening like that. The other guys/gals on your hall are going over to the fraternities for a couple of bar bottle parties but you can't stand the crowds at those things. You really want to stay in your room, put on a couple of albums, have a few drinks and whatever and talk to some of your friends -- but none of your friends like to do that. You are really lonely because all of your Friday nights are spent like this. You have a flood of emotions and need to talk to someone, so you call the hotline number and talk with the listener.

You were at a party last weekend and the crowd you were with got to talking about their majors and career plans. Your date wants to major in Chemistry and go to Medical School, your roommate is majoring in Journalism and wants to write for the Times-Dispatch, and your best friend wants to major in Sociology and go to graduate school for their PhD. However, you don't even know what you want to major in much less what you want to do with your life. The placement office, friends

and family have been of no help. You feel a flood of emotions and need to talk with someone, so you call the hotline number and talk with the listener.

Final Questionnaire
Study II

1. Please give your:

Birthdate _____

Year in school _____

Sex _____

2. When you filled out the questionnaires for this study, did you think of a real person that you know:

___ Yes ___ No

3. If you said Yes, is the person you thought of

A. _____ College age _____ Other (what general relationship & age _____
_____)

B. _____ Male _____ Female

C. _____ Friend _____ Intimate _____ Acquaintance

D. Rate the person you thought of on your general feeling for them:

1 2 3 4 5 6 7
Dislike Neutral Like

4. If you said No, do you believe the acquaintance in the six interactions was:

A. _____ College age _____ Other (what general relationship and age _____
_____)

B. _____ Male _____ Female

5. All Subjects:

Rate your general overall feelings about the acquaintance described in the six social interactions.

1 2 3 4 5 6 7
Dislike Neutral Like

DESCRIBE YOURSELF

1	2	3	4	5	6	7
NEVER OR ALMOST NEVER TRUE	USUALLY NOT TRUE	SOMETIMES BUT INFREQUENTLY TRUE	OCCASIONALLY TRUE	OFTEN TRUE	USUALLY TRUE	ALWAYS OR ALMOST ALWAYS TRUE

Self-reliant	
Holding	
Helpful	
Defends own beliefs	
Cheerful	
Mardy	
Independent	
Shy	
Conscientious	
Athletic	
Affectionate	
Theatrical	
Assertive	
Flatterable	
Happy	
Strong personality	
Loyal	
Unpredictable	
Forceful	
Feminine	

Reliable	
Analytical	
Sympathetic	
Jelous	
Has leadership abilities	
Sensitive to the needs of others	
Truthful	
Willing to take risks	
Understanding	
Secretive	
Makes decisions easily	
Compassionate	
Sincere	
Self-sufficient	
Eager to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Likable	
Masculine	

Warn	
Solemn	
Willing to take a stand	
Tender	
Friendly	
Aggressive	
Gullible	
Inefficient	
Acts as a leader	
Childlike	
Adaptable	
Individualistic	
Does not use harsh language	
Unsystematic	
Competitive	
Loves children	
Tactful	
Ambitious	
Gentle	
Conventional	

Name _____ Sex M F

Yr. in School Fr Soph Jr Sr Intended Major _____

Telephone No. _____

On the next page you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

Example: sly

Mark a 1 if it is NEVER OR ALMOST NEVER TRUE that you are sly.

Mark a 2 if it is USUALLY NOT TRUE that you are sly.

Mark a 3 if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.

Mark a 4 if it is OCCASIONALLY TRUE that you are sly.

Mark a 5 if it is OFTEN TRUE that you are sly.

Mark a 6 if it is USUALLY TRUE that you are sly.

Mark a 7 if it is ALWAYS TRUE OR ALMOST ALWAYS TRUE that you are sly.

Thus, if you feel it is sometimes but infrequently true that you are "sly", never or almost never true that you are "malicious", always or almost always true that you are "irresponsible", and often true that you are "carefree", then you would rate these characteristics as follows:

Sly	3
Malicious	1

Irresponsible	7
Carefree	5

ROSENBERG SELF-ESTEEM SCALE

Please read each question carefully and as HONESTLY as possible, answer each question. Answer each question the following four point scale, "strongly agree"-1; "agree"-2; "disagree"-3; strongly disagree-4.

1. I feel that I'm a person of worth, at least on an equal plane with others. _____
2. I feel that I have a number of good qualities. _____
3. All in all, I am inclined to feel that I am a failure. _____
4. I am able to do things as well as most people. _____
5. I feel I do not have much to be proud of. _____
6. I take a positive attitude towards myself. _____
7. On the whole, I am satisfied with myself. _____
8. I wish I could have more respect for myself. _____
9. I certainly feel useless at times. _____
10. At times I feel I am no good at all. _____

IMPACT MESSAGE INVENTORY

(IMI – FORM II – 1976)

Name _____ Sex _____

Age _____ Subject number _____

This inventory contains words, phrases and statements which people use to describe how they are emotionally engaged or impacted when interacting with another person.

You are to respond to this Inventory by indicating how accurately each of the following items describes your reactions to the particular person under consideration. Respond to each item in terms of how precisely it describes the feelings this person arouses in you, the behaviors you want to direct toward him when he's around, and/or the descriptions of him that come to mind when you're with him. Indicate how each item describes your actual reactions by using the following scale: 1--Not at all, 2--Somewhat, 3--Moderately so, 4--Very much so.

In filling out the following pages, first imagine you are in this person's presence, in the process of interacting with him. Focus on the immediate reactions you would be experiencing. Then read each of the following items and fill in the number to the left of the statement which best describes how you would be feeling and/or would want to behave if you were actually, at this moment, in the person's presence.

At the top of each page, in bold print, is a statement which is to precede each of the items on that page. Precede the reading of each item with that statement; it will aid you in imagining the presence of the person described.

There are no right or wrong answers since different people react differently to the same person. What we want you to indicate is the extent to which each item accurately describes what you would be experiencing if you were interacting right now with this person.

Please be sure to fill in the one number which best answers how accurately that item describes what you would be experiencing. For example, if an item is **Somewhat** descriptive of your reaction, fill in the number 2 for **Somewhat** descriptive:

2

Thank you in advance for your cooperation.

The Impact Message Inventory was developed by Donald J. Kiesler, Jack C. Anchin, Michael J. Perkins, Bernard M. Chirico, Edgar M. Kyle, and Edward J. Federman of Virginia Commonwealth University, Richmond, Virginia.

1--Not at all

3--Moderately so

2--Somewhat

4--Very much so

WHEN I AM WITH THIS PERSON HE MAKES ME FEEL THAT . . .

- | | | | | | |
|-----|--------------------------|--|-----|--------------------------|--|
| 1. | <input type="checkbox"/> | I want to tell him to give someone else a chance to make a decision. | 17. | <input type="checkbox"/> | I should do something to put him at ease. |
| 2. | <input type="checkbox"/> | I should be cautious about what I say or do around him. | 18. | <input type="checkbox"/> | I want to point out his good qualities to him. |
| 3. | <input type="checkbox"/> | I should be very gentle with him. | 19. | <input type="checkbox"/> | I shouldn't hesitate to call on him. |
| 4. | <input type="checkbox"/> | I want him to disagree with me sometimes. | 20. | <input type="checkbox"/> | I shouldn't take him seriously. |
| 5. | <input type="checkbox"/> | I could lean on him for support. | 21. | <input type="checkbox"/> | I should tell him he's often quite inconsiderate. |
| 6. | <input type="checkbox"/> | I want to put him down. | 22. | <input type="checkbox"/> | I want to show him what he does is self-defeating. |
| 7. | <input type="checkbox"/> | I'm going to intrude. | 23. | <input type="checkbox"/> | I should tell him not to be so nervous around me. |
| 8. | <input type="checkbox"/> | I should tell him to stand up for himself. | 24. | <input type="checkbox"/> | I could ask him to do anything. |
| 9. | <input type="checkbox"/> | I can ask him to carry his share of the load. | 25. | <input type="checkbox"/> | I want to ask him why he constantly needs to be with other people. |
| 10. | <input type="checkbox"/> | I could relax and he'd take charge. | 26. | <input type="checkbox"/> | I want to protect myself. |
| 11. | <input type="checkbox"/> | I want to stay away from him. | 27. | <input type="checkbox"/> | I should leave him alone. |
| 12. | <input type="checkbox"/> | I should avoid putting him on the spot. | 28. | <input type="checkbox"/> | I should gently help him begin to assume responsibility for his own decisions. |
| 13. | <input type="checkbox"/> | I could tell him anything and he would agree. | 29. | <input type="checkbox"/> | I want to hear what he doesn't like about me. |
| 14. | <input type="checkbox"/> | I can join in the activities. | 30. | <input type="checkbox"/> | I should like him. |
| 15. | <input type="checkbox"/> | I want to tell him he's obnoxious. | | | |
| 16. | <input type="checkbox"/> | I want to get away from him. | | | |

Do Not Write Below This Line

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	32	33	34	35	36	37	38	39	

1--Not at all

3--Moderately so

2--Somewhat

4--Very much so

WHEN I AM WITH THIS PERSON IT APPEARS TO ME THAT . . .

- | | | | | | |
|-----|--------------------------|--|-----|--------------------------|--|
| 1. | <input type="checkbox"/> | he wants to be the center of attention. | 17. | <input type="checkbox"/> | he's nervous around me. |
| 2. | <input type="checkbox"/> | he doesn't want to get involved with me. | 18. | <input type="checkbox"/> | whatever I did would be okay with him. |
| 3. | <input type="checkbox"/> | he is most comfortable withdrawing into the background when an issue arises. | 19. | <input type="checkbox"/> | he trusts me. |
| 4. | <input type="checkbox"/> | he wants to pick my brain. | 20. | <input type="checkbox"/> | he thinks other people find him interesting, amusing, fascinating and witty. |
| 5. | <input type="checkbox"/> | he carries his share of the load. | 21. | <input type="checkbox"/> | he weighs situations in terms of what he can get out of them. |
| 6. | <input type="checkbox"/> | he wants me to put him on a pedestal. | 22. | <input type="checkbox"/> | he'd rather be left alone. |
| 7. | <input type="checkbox"/> | he'd rather be alone. | 23. | <input type="checkbox"/> | he sees me as superior. |
| 8. | <input type="checkbox"/> | he thinks he can't do anything for himself. | 24. | <input type="checkbox"/> | he's genuinely interested in me. |
| 9. | <input type="checkbox"/> | his time is mine if I need it. | 25. | <input type="checkbox"/> | he wants to be with others. |
| 10. | <input type="checkbox"/> | he wants everyone to like him. | 26. | <input type="checkbox"/> | he thinks he's always in control of things. |
| 11. | <input type="checkbox"/> | he thinks it's every man for himself. | 27. | <input type="checkbox"/> | as far as he's concerned, I could just as easily be someone else. |
| 12. | <input type="checkbox"/> | he thinks he will be ridiculed if he asserts himself with others. | 28. | <input type="checkbox"/> | he thinks he is inadequate. |
| 13. | <input type="checkbox"/> | he would accept whatever I said. | 29. | <input type="checkbox"/> | he thinks I have most of the answers. |
| 14. | <input type="checkbox"/> | he wants to be helpful. | 30. | <input type="checkbox"/> | he enjoys being with people. |
| 15. | <input type="checkbox"/> | he wants to be the charming one. | | | |
| 16. | <input type="checkbox"/> | he's carrying a grudge. | | | |

Do Not Write Below This Line

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	32	33	34	35	36	37	38	39