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## A Goal-Directed Approach to Gaining Compliance

### *Relating Differences Among Goals to Differences in Behaviors*

*This research examines how particular face threats intrinsic to compliance gaining goals constrain compliance gaining behaviors, finding that (a) threats to certain negative and positive face wants differentiate compliance gaining goals from each other; (b) compliance gaining goals are distinct from each other in their arrangements of the number and kind of both appropriate and inappropriate, and efficient and inefficient, compliance gaining behaviors, particularly the goals of stopping an annoying habit, getting a date, asking a favor, and ending a relationship; and (c) a compliance gaining goal's restriction of cointeractants' autonomy accounts for differences in which compliance gaining behaviors are judged more and less appropriate, and which more and less efficient, for different compliance gaining goals. Although compliance gaining goals differentially threaten aspects of both negative and positive face, a goal's autonomy restriction, although not its negative affect potential, relates systematically to the appropriateness and efficiency arrangements of compliance gaining behaviors.*

**Keywords:** *compliance gaining; conversational goals; conversational constraints; face threat; appropriateness; efficiency*

Compliance gaining research treats social behavior as goal directed. People use a host of strategies (Dillard, Anderson, & Knobloch, 2002; Kellermann & Cole, 1994; Wilson, 2002) to pursue a variety of compliance gaining goals (Cody, Canary, & Smith, 1994; Dillard, 1990a; Dillard & Solomon, 2000; Rule & Bisanz, 1987). Activation of compliance gaining goals prompts enactment

of compliance gaining behaviors (Dillard et al., 2002; Seibold, Cantrill, & Meyers, 1985, 1994; Wilson, 2002), and people use different compliance gaining behaviors to achieve different compliance gaining goals (Cody et al., 1994). We know a great deal about situational and relational features relevant to the pursuit of compliance gaining goals. For example, we know which compliance gaining goals we pursue with which types of targets (e.g., kin/nonkin, role relationships, relational intimacy, relational homophily, target dominance), who benefits by complying (e.g., source, target, group), the relational consequences of our attempts, and the situational pressures to comply (e.g., normative pressure, rights to persuade, anticipated resistance; Canary, Cody, & Marston, 1987; Cody et al., 1994; Dillard, 1989; Miller, Cody, & McLaughlin, 1994; Rule, Bisanz, & Kohn, 1985; Smith, Cody, Lovette, & Canary, 1990; Wilson, 2002). We know far less about the features of compliance gaining goals that constrain compliance gaining behaviors or the attributes of compliance gaining behaviors that constrain their use for achieving various compliance gaining goals.

To understand how goals (and not situations or relationships) guide social behavior, intrinsic characteristics and qualities of the goals need to be identified. Although situational and relational uses of different compliance gaining goals provide valuable information for determining which goals are activated when, situational and relational features fail to identify what makes the goals themselves distinct from each other. Similarly, to understand behavioral differences, attributes of the behaviors themselves need to be identified (rather than of situations or relationships). Situational and relational uses of different compliance gaining behaviors provide valuable information for determining when different behaviors might be enacted, yet they fail to identify what it is about the behaviors that differentially constrains their use. Differences in the enactment of compliance gaining behaviors due to the pursuit of different compliance gaining goals (rather than due to situational or relational features) can only be predicted if different compliance gaining goals and behaviors uncovered empirically are each understood and characterized theoretically (Dillard et al., 2002; Kellermann & Cole, 1994; Seibold et al., 1994). This research examines what it is about compliance gaining goals that make them different from each other (regardless with whom or in what situation they might be pursued) and what it is about compliance gaining behaviors that constrain their use for achieving different compliance gaining goals (regardless with whom or in what situation they might be enacted). Specifically, this research examines whether compliance goals differ in threats to certain face wants and, if so, whether these differences constrain the appropriateness and efficiency of compliance gaining behaviors.

## Compliance Gaining Goals

People pursue an assortment of compliance gaining goals. Three research programs report a variety of compliance gaining goals (see Cody et al., 1994; Dillard, 1990a; Rule & Bisanz, 1987), and good consistency occurs in the goals uncovered empirically in these three programs (Canary et al., 1987; Canary, Cunningham, & Cody, 1988; Cody et al., 1994; Dillard, 1989, 1990a, 1990b; Dillard, Segrin, & Harden, 1989; Rule & Bisanz, 1987; Rule et al., 1985; Schank & Abelson, 1977; Smith et al., 1990). A comparative inventory of these compliance gaining goals is provided in Table 1. As Table 1 lists, compliance gaining goals are separable into such types as giving advice, gaining assistance, sharing activities, changing opinions, changing the status of a relationship, obtaining permission, enforcing an obligation, and protecting a right/changing a habit. These eight goals are among the most frequently occurring compliance gaining goals (Dillard & Marshall, 2003; Rule et al., 1985), although certain of these goals (gain assistance, change relationship) might need to be distinguished further (e.g., getting a favor and acquiring information; initiating, escalating, and deescalating a relationship).

A few compliance gaining goals identified by these three research programs are either inconsistently reported and/or fail to meet the definition of a goal. The compliance gaining goals of changing ownership (e.g., buying, selling, trading), violating the law, encouraging harm (e.g., committing a crime), and bureaucracy (e.g., trying to convince a police officer to let you out of a speeding ticket) appear inconsistently across the three research programs. Using a third party is included in a number of taxonomies of compliance gaining methods (e.g., “coercion” in Cody, McLaughlin, & Jordan, 1980; “extended expertise” in Cody, McLaughlin, & Schneider, 1981; “using an advocate” in Cowan, Drinkard, & McGavin, 1984; “coalition” in Kipnis, Schmidt, Swaffin-Smith, & Wilkinson, 1984), and it is doubtful whether this activity should be considered a goal. Eliciting support is a method for gaining compliance from a third person rather than being the end state that is sought or desired from that person. As Rule et al. (1985) find that less than 10% of compliance gaining goals involve third parties (e.g., agency/third party), ownership, or harm, there seems to be a core group of eight distinct compliance gaining goals (perhaps requiring further differentiation) and a possibility of others that might be distinguished in the future (see, e.g., Cody et al., 1994).

The most critical question is not how many different compliance gaining goals exist but what differentiates the goals from each other. Salient concerns of social actors in goal-directed pursuits are potentially informative of what differentiates these goals from each other. One salient concern of social actors

Table 1  
Types of Compliance Gaining Goals Identified in Different Research Traditions

Dillard	Cody, Canary, and Smith			Rule and Bisanz	
	Cody et al. (1994)	Smith et al. (1990) (Study 1)	Smith et al. (1990) (Study 2)	Canary et al. <sup>b</sup>	Schank and Abelson (1977)
Dillard <sup>a</sup>					Rule et al. (1985)
Give advice (Health)	Give advice	Give advice	Give advice	Advice giving	(Habit)
Give advice (Lifestyle)					
Gain assistance	Gain assistance	Gain assistance	Gain assistance Get favor	Gain assistance	Acquire object Acquire information Assist Activity
Share activity	Share activity	Share activity	Routine activities		
Change political stance	Change opinion	Change opinion	Opinion	Routine activities	
Change relationship	Change relationship	Initiate relationship	Relationship initiation	Relationship initiation	Relationship
		Escalate/test relationship	Relationship escalation	Relationship escalation	
		De-escalate relationship	Relationship de-escalation	Relationship de-escalation	
	Obtain permission	Obtain permission	Obtain permission	Assistance/permission	Obtain permission
	Enforce obligation	Enforce obligation	Enforce obligation	Obligation	
	Protect right	Protect right	Stop annoying habit		(Habit)
	Elicit support (third party)	Elicit support	Third party	Third person	Agency/third party
	Change ownership	Change ownership			Ownership
	Violate law				Harm
			Bureaucracy	Bureaucracy	

a. Dillard (1989, 1990a, 1990b); Dillard, Segrin, & Harden (1989).

b. Canary, Cody, and Marston (1987); Canary, Cunningham, and Cody (1988).

is maintaining face—their own and others' (Goffman, 1967). Individuals are attentive to both positive and negative face wants, or stated differently, to needs to be approved of and to not be imposed on (Brown & Levinson, 1978, 1987). Although initially treated unidimensionally, research suggests these two face wants are distinct and separable human needs (Craig, Tracy, & Spisak, 1986; Lim, 1988, 1990; Lim & Bowers, 1991).<sup>2</sup>

These two face wants seem to be implicated when actors pursue compliance gaining goals. Specifically, compliance gaining goal achievement might inherently infringe on or threaten cointeractants' autonomy and/or have the potential to be taken as a sign of negative affect (i.e., devaluation, dislike, and/or rejection). Almost by definition, achievement of compliance gaining goals must restrict cointeractants' autonomy, at least to some degree (or compliance would not be gained!) (Brown & Levinson, 1978, 1987; Wilson, Aleman, & Leatham, 1998; Wilson & Kunkel, 2000). For example, achievement of an information seeking goal restricts autonomy because cointeractants must necessarily provide what is requested. Indeed, social actors perceive moderate infringement of cointeractants' autonomy when giving advice, asking a favor, and enforcing an obligation (Wilson et al., 1998; Wilson & Kunkel, 2000). Inferences of negative affect also seem likely from the pursuit of compliance gaining goals, and especially so when ending a relationship and stopping an annoying habit (Craig et al., 1986; Penman, 1990; Wilson et al., 1998; Wilson, Kim, & Meischke, 1991). Social actors perceive mostly moderate negative affect potential when giving advice, asking a favor, and enforcing an obligation (Wilson et al., 1998; Wilson & Kunkel, 2000).<sup>3</sup> These restrictions of autonomy and potentials of negative affect are intrinsic to the nature of compliance gaining goals; they are not features of the persons, their relationship, or the situation.

Although achievement of compliance gaining goals threatens aspects of both negative and positive face wants, the goals likely differ in the degree to which they do so. Compliance gaining goals such as giving advice and giving permission demand relatively little of cointeractants and so are less likely to restrict cointeractants' autonomy than more demanding compliance gaining goals such as stopping an annoying habit. Indeed, social actors perceive they restrict cointeractants' autonomy more when asking favors and enforcing obligations than when giving advice (Wilson et al., 1998; Wilson & Kunkel, 2000). Pursuit of compliance gaining goals that compliment or pay tribute to cointeractants such as initiating a relationship or sharing an activity likely have less potential for cointeractants' to infer negative affect than do goals that criticize or denigrate others such as relational deescalation. Social actors do perceive less negative affect potential when asking favors than when giving advice or enforcing obligations (Wilson et al., 1998; Wilson &

Kunkel, 2000). These findings with respect to a few particular compliance gaining goals suggest that compliance goals more generally may be differentiable by the autonomy restriction and negative affect potential inherent in their pursuit and that these concerns of social actors provide plausible grounds for understanding differences among compliance gaining goals. This research thus extends prior research by testing whether

*Hypothesis 1:* Compliance gaining goals vary in the degree to which their achievement restricts others' autonomy and invites inferences of negative affect.

Differences in compliance gaining goals stemming from these particular threats to face wants are useful only if they account for differences in the use of compliance gaining behaviors. We know compliance gaining behaviors are responsive to both restrictions of autonomy and the potential for negative affect resulting from goal achievement (Lim & Bowers, 1991; Wilson et al., 1998; Wilson & Kunkel, 2000). We speculate that the more achievement of a compliance gaining goal threatens a face want, the fewer the compliance gaining behaviors likely capable of mitigating the threat. As such, as a compliance gaining goal's restriction of a cointeractant's autonomy and negative affect potential increase, we expect ever greater constraints to be placed on compliance gaining behaviors. In the next section, politeness and efficiency are argued to be critical behavioral constraints guiding behavioral enactment and underlying behavioral acceptability. This research thus tests whether the greater the autonomy restriction and negative affect potential of a compliance gaining goal, the less polite and less efficient a set of compliance gaining behaviors are expected to be for pursuit of that goal.

*Hypothesis 2:* Compliance gaining goals vary in the degree to which they constrain the appropriateness and efficiency of compliance gaining behaviors.

*Hypothesis 3:* The more achievement of a compliance gaining goal restricts others' autonomy and invites inferences of negative affect, the more constrained (i.e., less appropriate and efficient) are compliance gaining behaviors.

## Compliance Gaining Behaviors

People do not lack means of gaining compliance (see, e.g., Kellermann & Cole, 1994), and use different compliance gaining behaviors to achieve different compliance gaining goals (see, e.g., Cody et al., 1994). For example, rational appeals are more common when trying to gain permission, give advice, or

change opinions and are less common for initiating relationships and sharing activities (Canary et al., 1987; Cody et al., 1994; Kipnis et al., 1984). Direct requests are typically used for such compliance gaining goals as sharing an activity, escalating a relationship, enforcing an obligation, and stopping an annoying habit (Canary et al., 1987). Positive affect strategies are frequently used to gain permission, gain assistance, and escalate relationships (Falbo, 1977; Kipnis, Schmidt, & Wilkinson, 1980; Smith et al., 1990) while being avoided when deescalating relationships, giving advice, and stopping an annoying habit (Canary et al., 1987). Negative affect strategies are employed when enforcing an obligation, escalating a relationship, and giving advice but not when initiating a relationship or gaining assistance (Canary et al., 1987). Compromising is more commonly used to gain assistance, whereas coercion is used to protect one's rights and enforce obligations (Canary et al., 1987; Smith et al., 1990). Assertiveness is used to give advice and enforce obligations (Kipnis et al., 1980). These and other findings strongly support that different compliance gaining behaviors are used to achieve different compliance gaining goals.

Research on conversational interaction suggests that these differences in behavioral enactment may be due, at least in part, to differences either in the behaviors' *social appropriateness* (Brown & Levinson, 1978; Canary & Spitzberg, 1987, 1989; Price & Bouffard, 1974; Reardon, 1981; Spitzberg & Cupach, 1984) or their *efficiency* (Argyle, Furnham, & Graham, 1981; Carbonell, 1983; Dillard, 1997; Grice, 1975; Isenberg, 1981; Kasher, 1982; Schlenker, 1980; Wilensky, 1983) or *both* (Berger, 1995, 1997; Kellermann & Kim, 1991; Kellermann & Park, 2001; Kellermann, Reynolds, & Chen, 1991; Kellermann & Shea, 1996; Kemper & Thissen, 1981; Kim, 1994; Kim & Wilson, 1994; Seibold et al., 1994; Sutton & Rafaeli, 1988; Wilson, 1997). Social appropriateness has to do with behavioral politeness, whereas efficiency focuses on behavioral expediency. Socially appropriate behaviors are mannerly, courteous, and respectful (vs. uncivil, ill-mannered, and rude). Efficient behaviors are direct, immediate, and to the point, wasting neither time, energy, effort, or steps (vs. roundabout, indirect, or wasteful). Social appropriateness and efficiency are behavioral constraints.<sup>4</sup> Requestors "pay heed" to efficiency and appropriateness (Kim, 1993, 1994, 1995; Kim et al., 1996; Kim, Shin, & Cai, 1998; Kim & Wilson, 1994), competent communicators deviate from efficiency to be appropriate (Brown & Levinson, 1978, 1987), and social actors use efficiency and appropriateness to guide behavioral choice (Berger & Kellermann, 1994; Kellermann, 1988, 1992; Kellermann & Kim, 1991; Kellermann & Park, 2001; Kellermann et al., 1991; Kellermann & Shea, 1996).

The compliance gaining literature often treats compliance gaining behaviors as having consistent levels of efficiency and appropriateness independent of the social influence goal being pursued, either by generalizing across goals or by identifying the goal only as that of gaining compliance (e.g., Bisanz & Rule, 1989; Burleson et al., 1988; Kellermann & Shea, 1996). For example, Burleson et al. (1988) generalized the appropriateness of compliance gaining behaviors by combining data across three goals (enforce obligation, protect right/stop annoying habit, and share activity), and Rule et al. (1985) examined behavioral appropriateness collapsed across nine compliance gaining goals. Kellermann and Shea (1996) reported the appropriateness and efficiency of five compliance gaining behaviors for “gaining compliance,” whereas politeness theory (Brown & Levinson, 1978, 1987) explicitly rank orders the politeness of behaviors independent of the purpose of a request. Appropriateness and efficiency are treated, wittingly or unwittingly, as intrinsic features of compliance gaining behaviors.

Findings from research, however, suggest that the efficiency and appropriateness of compliance gaining behaviors vary across compliance gaining goals. For example, consider the compliance gaining behaviors of direct requests and disclosures. For relational initiation, direct requests are efficient and inappropriate, whereas disclosures are more appropriate yet less efficient (Berger & Kellermann, 1983). When ending a relationship, however, disclosures are efficient and inappropriate, whereas requests are inefficient (Baxter, 1987). In like manner, joking is appropriate for having fun, although not when resolving a conflict, and praising another person is efficient for providing guidance but not when ending a relationship (Kellermann & Kim, 1991). Evidence suggests that compliance gaining behaviors appropriate and/or efficient for certain compliance gaining goals might be inappropriate and/or inefficient for others.

As an explanation for why people use different behaviors to achieve different compliance gaining goals, these cross-goal differences in behaviors' absolute appropriateness and efficiency levels are insufficient. Differences in the arrangement of compliance gaining behaviors across compliance gaining goals—from most to least appropriate and most to least efficient—are necessary as well. Compliance gaining behaviors can vary in efficiency and appropriateness across compliance gaining goals without necessarily disrupting the behaviors' rank-order arrangement. For example, cultures judge the appropriateness of particular behaviors differently despite evidencing similarity in the ordering of these behaviors from most to least polite (see, e.g., Carrell & Konneker, 1981; Hill, Ide, Ikuta, Kawasaki, & Ogino, 1986; Holtgraves & Yang, 1990; Walters, 1980). Cross-goal similarity in appropriateness and efficiency arrangements of compliance gaining behaviors sug-

gests cross-goal similarity in behavioral choice. Only cross-goal differences in the appropriateness and efficiency arrangements of compliance gaining behaviors can offer an explanation for why people choose different compliance gaining behaviors to achieve different compliance gaining goals.

Differences across compliance gaining goals in their autonomy restriction and negative affect potential might necessitate different arrangements of compliance gaining behaviors in terms of their appropriateness and efficiency. Behaviors that mitigate restrictions of autonomy do not always mitigate negative affect potential, and behaviors able to mitigate both face threats simultaneously may not maximally mitigate either face threat individually (Lim & Bowers, 1991). When achievement of a compliance gaining goal primarily threatens a cointeractant's autonomy (e.g., asking a favor), behaviors that respect the other's freedom of action—giving options, asking for suggestions, avoiding explicit directives, using pleas, and being indirect or tentative—are most polite, whereas when achievement of a compliance gaining goal primarily carries potential for negative affect (e.g., giving advice), behaviors that express solidarity and appreciation—complimenting, understating inabilities, and using informal or intimate language—are most polite. Hinting mitigates autonomy restrictions more than pleading or advising, whereas agreement, appreciation, admiration, affirmation, suggestion, and encouragement mitigate negative affect potential more than disagreement or disapproval (Leech, 1983; Lim, 1988, 1995; Lim & Bowers, 1991). When a compliance gaining goal strongly restricts autonomy and implies negative affect, then behaviors that mitigate both threats are most polite (Lim, 1995). Because compliance gaining goals are thought to vary in their autonomy restriction and negative affect potential, the arrangement of compliance gaining behaviors by appropriateness and efficiency likely differs across compliance gaining goals. This research explores how the arrangement of compliance gaining behaviors—from appropriate to inappropriate and efficient to inefficient—differs across variously face-threatening compliance gaining goals, examining the following:

- Research Question 1:* How do features of compliance gaining goals (e.g., the face threats of autonomy restriction and negative affect potential) relate to attributes of compliance gaining behaviors (e.g., differences in appropriateness and efficiency arrangements of compliance gaining behaviors)? Specifically,
- a. Do compliance gaining goals have different appropriateness and efficiency arrangements of compliance gaining behaviors?
  - b. To what extent can particular face threats of compliance gaining goals (autonomy restriction and negative affect potential) account

for cross-goal differences, if they exist, in appropriateness and efficiency arrangements of compliance gaining behaviors?

## Method

Compliance gaining goals are evaluated for whether their achievement infringes on cointeractants' autonomy and invites inferences of negative affect. The appropriateness and efficiency of compliance gaining behaviors are evaluated for achieving each compliance goal.

### *Participants*

Participants in the study are 252 undergraduate students from communication courses at two universities, with 19 to 20 participants each evaluating one of 13 compliance gaining goals.

### *Goal Selection*

Thirteen different compliance gaining goals are used in the research. Twelve goals are selected to represent (a) the eight core compliance gaining goals and (b) the variation within the gain assistance (obtain favor, get advice, obtain information) and change relationship (initiate, move forward, end) goals. One additional goal is included (get date) based on its social importance, use in other research (see, e.g., Berger, 1997), and relationship to other compliance gaining goals (i.e., relationship initiation). Table 2 lists the goals used in this research and describes their presentation to participants.

### *Measurement*

Each of the 13 goals is evaluated on the extent to which its achievement restricts a cointeractant's autonomy and allows for implications of negative affect. These threats to face wants are measured by 8-item (5-point) Likert-type scales as listed in Table 3. Restriction of autonomy is measured by tapping the degree to which goal achievement limits the range of, or infringes on, cointeractants' behavior (e.g., interference, control, etc.). Negative affect potential is measured by tapping threats to others' positive face, that is, suggestions of dislike or rejection of cointeractants (e.g., cold shouldering, disapproving, rebuffing, etc.). These 16 items—along with 6 others tapping the importance of each goal, its frequency of usage, and the perceived difficulty of obtaining it—are interlaced to compose a 22-item survey. As is reported in Table 2, 1 item on the restriction of autonomy scale is unreliable

Table 2  
*Compliance Gaining Goals Used in Research*

Compliance Gaining Goal	Goal as Stated to Participants
Provide guidance	Providing guidance to your partner; to supply your partner with direction
Get advice	Soliciting recommendations about things you could do; to have your partner provide advice to you
Obtain favor	Obtaining a favor; getting your partner to do a favor for you
Obtain information	Obtaining information; to gain or acquire facts, knowledge, or other information
Share time together	Sharing time together; to provide an opportunity for you to be with one another
Initiate relationship	Initiating a relationship; to begin an association with your partner
Move relationship forward	Moving your relationship forward; to escalate your relationship with your partner, that is, to become closer
End relationship	Breaking off your relationship; to terminate (i.e., end) the relationship you have with your partner
Get date	Getting a date; to get your partner to go out with you
Obtain permission	Obtaining permission; to get your partner to allow you to do something
Change opinion	Getting your partner to change his/her opinion; to convince your partner to change his/her mind
Fulfill obligation	Having your partner fulfill an obligation; to have your partner satisfy his/her responsibility
Stop annoying habit	Getting your partner to stop an annoying habit; to alter this aspect of your partner's behavior

and removed from the final version of that scale prior to conducting other analyses. Confirmatory factor analyses indicate that the final versions of these scales are unidimensional.

### *Behavior Selection*

Fifty-six different compliance gaining behaviors were selected for evaluation based on two criteria: (a) the representation of compliance gaining behaviors in different taxonomic systems and (b) the representation of speech acts that could be used for gaining compliance. Two literatures were examined to select compliance gaining behaviors. In the compliance gaining literature, an integration of taxonomies for classifying compliance gaining methods is used to select behaviors (Kellermann & Cole, 1994). In the speech act literature, Wierzbicka's (1987) speech act dictionary is used to select speech acts that could be used for gaining compliance. Behaviors are selected so as to cover the

Table 3  
*Measurement of Threats to Face Wants*

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Restriction of autonomy ( $\alpha = .73$ ,  $M = 19$ ,  $SD = 4.44$ , theor. min = 7, theor. max = 35)

1. For the most part, I can accomplish my goal without interfering in what my partner does or wants to do. (R)
2. My partner can pretty much do what he or she wants and I will still be able to achieve my goal. (R)
3. My partner would feel obliged to go along with or accommodate me if I attain my goal.<sup>a</sup>
4. Attaining my goal restricts what my partner can do (i.e., what actions he/she can take).
5. For me to achieve my goal, I don't really need much control over my partner's actions. (R)
6. My partner doesn't have to do anything in particular for me to reach my goal. (R)
7. Reaching my goal tends to deprive my partner of the freedom to do what he/she wants.
8. Achieving my goal limits the options and/or actions my partner has.

Negative affect potential ( $\alpha = .87$ ,  $M = 19.82$ ,  $SD = 5.99$ , theor. min = 8, theor. max = 40)

1. I am confident my partner won't feel rebuffed or coldshouldered by me if I fulfill my goal. (R)
  2. I worry that my partner might think I disapprove of him/her if I try to attain my goal.
  3. Reaching my goal wouldn't lead my partner to think I have a bad opinion of him/her. (R)
  4. Achieving my goal could mean my partner might think I don't care for him/her.
  5. In the process of accomplishing my goal, I don't have to worry about the possibility of my partner feeling disliked by me. (R)
  6. Achieving my goal could lead my partner to feel rejected by me.
  7. I'm pretty sure my partner won't feel slighted or ignored if I accomplish my goal. (R)
  8. In attaining my goal, my partner might believe I think negatively of him/her.
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*Note.* Items with an R after them were recoded prior to computing scale scores.

a. Item was removed from the final version of the scale.

range of categories in each taxonomic system. Table 4 lists the 56 selected compliance gaining behaviors.

### *Procedure*

Each participant is provided a survey booklet. The first page of this booklet informs participants that the focus of the research is on conversational goals, specifically, how people think about them and the various ways they have for achieving them. Participants are directed to think of themselves as being in a conversation with another person (called the "partner") and to see the pur-

Table 4  
*Compliance Gaining Behaviors*

Accuse	Comment	Hint	Protest
Acknowledge	Complain	Inform	Question
Advise	Compliment	Insist	Remark
Apologize	Confess	Insult	Report
Approve	Confirm	Joke	Reprimand
Argue	Criticize	Justify	Request
Ask	Demand	Offer	Ridicule
Assert	Disagree	Order	Suggest
Assure	Disclose	Permit	Summarize
Attack	Excuse	Plead	Tell
Blame	Explain	Point out	Thank
Boast	Forbid	Praise	Threaten
Challenge	Forgive	Prohibit	Vow
Claim	Give	Promise	Warn

pose of their conversation with their partner to be to achieve a particular goal. At this point, the definition of 1 of the 13 goals used in this research is inserted into the survey booklet, followed by it being restated and labeled (i.e., named). For example, the instructions for the goal of getting a date included the following:

In this conversation, we are interested in your thoughts about one specific goal, that being getting a date. In other words, see the purpose of your conversation with your partner as being to get your partner to go out with you. Throughout this survey, we will refer to getting a date as being “your goal” for the conversation.

Participants are told that this goal is their purpose for having the conversation with their partner.

Participants are also told three sections exist in the survey booklet with separate instructions at the start of each section. Section 1 contains the 22-item survey measuring restriction of autonomy and negative affect potential (and other goal-relevant items) on 5-point Likert-type scales. Section 2 instructs participants to rate the social appropriateness of the 56 selected behaviors for achieving their conversational goal on 7-point scales (1 = *not at all*, 7 = *very*). Socially appropriate behaviors are defined as behaviors that if used to accomplish their goal, are proper, fitting, polite, and courteous, whereas socially inappropriate behaviors are uncivil, unmannerly, rude, and impolite. Participants are told to rate the behaviors only in terms of their politeness for achieving their goal regardless of their personal preferences, frequency of use, and/or effectiveness for goal achievement. Section 3 mirrors

Section 2 to obtain efficiency ratings of the behaviors for goal achievement. Participants are told efficient behaviors are those that have the possibility of achieving their goal virtually immediately without expenditure of much time or effort; that they are direct and they do not waste resources; and that the more time, energy, effort, or steps required in using a behavior, the less efficient that behavior is for achieving the goal. Participants are told to focus their ratings solely on how efficient each behavior is for achieving their goal regardless of participants' personal usage or their sense of behavioral politeness.<sup>5</sup> Participants find the rating task relatively easy, taking an average of approximately 15 minutes to complete the survey.

## Results

### *Goal Information*

Descriptive information about the 13 compliance gaining goals—participants' knowledge of how to achieve them, the benefit in doing so, their priority relative to other conversational goals, and how frequently they are pursued—is listed in Table 5. As can be determined from Table 5, as a set, the goals are not perceived to be difficult to achieve: People report (on a 5-point scale, 1 = *not at all*, 5 = *very*) that they generally know how to achieve their goal regardless of the one they are provided (min = 3.44, max = 4.15). The goals are differentiated in how beneficial (1 = *not at all*, 5 = *very*) their achievement is to the person pursuing them, although even the least beneficial goal is rated above the midpoint of the scale (min = 3.44, max = 4.50, midpoint = 3) and the goals as a set are considered highly beneficial to pursue ( $M = 4.12$ ). Student-Newman-Keuls tests reveal that stopping an annoying habit is least beneficial to pursue while obtaining information, sharing time together, obtaining permission, changing opinions, providing guidance, obtaining a favor, getting advice, initiating a relationship, and getting an obligation fulfilled are the most beneficial to pursue.

The compliance gaining goals are judged to be of moderate priority relative to other goals typically pursued in conversation (min = 2.50, max = 3.82), although variations in their priority occur. Student-Newman-Keuls tests reveal that obtaining a favor and stopping an annoying habit are of lower priority, whereas moving a relationship forward, initiating a relationship, providing guidance, sharing time, getting advice, obtaining information, and getting an obligation fulfilled are of higher priority. None of these goals is considered to be of the very highest priority compared to other goals typically pursued in conversation (max = 3.82 on a 5-point scale).

Table 5  
Description of Compliance Gaining Goals

Compliance Gaining Goal	Know How to Achieve Goal	Benefit of Achieving Goal in Past	Priority Versus Other Goals	Frequency of Goal
Stop annoying habit	3.67	3.44 <sub>a</sub>	2.61 <sub>a</sub>	2.22 <sub>a</sub>
End relationship	3.44	3.78	3.17	2.17 <sub>a</sub>
Obtain favor	3.95	4.20 <sub>b</sub>	2.50 <sub>a</sub>	2.45 <sub>a</sub>
Get date	3.65	4.00	3.00	2.85
Obtain permission	4.00	4.35 <sub>b</sub>	3.05	2.95
Change opinion	3.84	4.32 <sub>b</sub>	3.37	3.32 <sub>b</sub>
Get advice	4.00	4.10 <sub>b</sub>	3.62 <sub>b</sub>	3.43 <sub>b</sub>
Provide guidance	3.74	4.26 <sub>b</sub>	3.68 <sub>b</sub>	3.32 <sub>b</sub>
Moving relationship forward	3.71	3.94	3.82 <sub>b</sub>	3.41 <sub>b</sub>
Fulfill obligation	3.75	4.10 <sub>b</sub>	3.60 <sub>b</sub>	3.60 <sub>b</sub>
Share time together	4.10	4.43 <sub>b</sub>	3.62 <sub>b</sub>	3.52 <sub>b</sub>
Initiate relationship	3.85	4.11 <sub>b</sub>	3.68 <sub>b</sub>	3.68 <sub>b</sub>
Obtain information	4.15	4.50 <sub>b</sub>	3.60 <sub>b</sub>	3.85 <sub>b</sub>
<i>Mean</i>	3.83	4.12	3.33	3.14
<i>Standard deviation</i>	1.08	1.00	.72	.83
<i>F</i> (12, 239)	1.14	3.28***	4.10***	6.45***
$\eta^2$	—	.14	.17	.24

Note. Ratings are made on 5-point scales (1 = *not at all*, 5 = *very*). Within each rating, means with different subscript letters are significantly different using a Student-Newman-Keuls test at  $p < .05$ .

\* $p < .05$ . \*\*\* $p < .001$ .

Although goal priority is not significantly related to how beneficial the goal is to pursue,  $r = .41$ ,  $p < .085$ , the highest priority and most beneficial goals are judged to occur most frequently in conversation, adjusted  $R^2 = .80$ ;  $F(2, 10) = 25.36$ ,  $p < .001$ ; priority:  $r = .85$ ,  $p < .001$ ;  $\beta = .69$ ,  $t = 4.92$ ,  $p < .001$ ; beneficial:  $r = .66$ ,  $p < .007$ ;  $\beta = .38$ ,  $t = 2.71$ ,  $p < .022$ . As a set, the goals are considered moderately common ones in conversation (min = 2.17, max = 3.85), although they vary in their frequency of use. Student-Newman-Keuls tests reveal that goals judged to occur least often are ending a relationship, stopping an annoying habit, and obtaining a favor. Goals judged to occur most often are obtaining information, initiating a relationship, getting an obligation fulfilled, sharing time together, getting advice, moving a relationship forward, providing guidance, and changing an opinion. As a set, the different types of compliance gaining goals are considered beneficial to pursue and people know how to achieve them, despite the goals varying in priority and frequency of use.

Table 6  
*Face Threat and Constraint of Compliance Gaining Goals*

Goal	Face Threat		Constraint	
	Negative Affect Potential	Restriction of Autonomy	Appropriateness	Efficiency
Provide guidance	17.32 <sub>a</sub>	16.32 <sub>a</sub>	4.71 <sub>b</sub>	4.60 <sub>b</sub>
Obtain permission	17.50 <sub>a</sub>	17.10	4.63	4.40
Obtain favor	16.80 <sub>a</sub>	19.20	4.19	4.04
Sharing time together	15.95 <sub>a</sub>	20.38	4.40	4.23
Obtain information	18.84 <sub>a</sub>	18.21	4.56	4.34
Moving relationship forward	18.47 <sub>a</sub>	18.94	4.47	4.24
Initiating relationship	18.89 <sub>a</sub>	18.58	4.46	4.32
Get advice	18.62 <sub>a</sub>	18.95	4.47	4.26
Get date	17.32 <sub>a</sub>	21.10 <sub>b</sub>	4.07 <sub>a</sub>	3.82 <sub>a</sub>
Fulfill obligation	19.30 <sub>a</sub>	20.00	4.61	4.54 <sub>b</sub>
Change opinion	21.11 <sub>a</sub>	19.47	4.34	4.27
Stop annoying habit	25.28 <sub>b</sub>	23.67 <sub>b</sub>	4.18	4.03
End relationship	32.82 <sub>c</sub>	23.50 <sub>b</sub>	4.27	4.03
<i>Mean</i>	19.86	19.65	4.41	4.24
<i>Standard deviation</i>	6.45	4.44	1.38	1.15
<i>F</i> (12, 230)	14.48***	5.29***	2.51**	2.74**
$\eta^2$	.43	.22	.12	.13

*Note.* Ratings are on scales (*not at all, very*) ranging from 8 to 40 for negative affect potential, 7 to 35 for autonomy restriction, and 1 to 7 for appropriateness and efficiency. The means for appropriateness and efficiency are the average across all 56 compliance gaining behaviors, taken as a set, when pursuing each compliance gaining goal. Within each rating, means with different subscript letters are significantly different from each other using a Student-Newman-Keuls test at  $p < .05$ .

\*\* $p < .01$ . \*\*\* $p < .001$ .

### *Goal Face Threats*

Hypothesis 1 predicts that compliance gaining goals differ in the degree to which they threaten certain aspects of cointeractants' face. Table 6 lists the mean perceived autonomy restriction and negative affect potential of each compliance gaining goal. Consistent with the first hypothesis and as Table 6 details, the 13 compliance gaining goals are judged to differ significantly from each other in their restriction of autonomy and in their negative affect potential. Student-Newman-Keuls tests reveal that ending a relationship invites more negative inferences than stopping an annoying habit, which in turn invites more negative inferences than the other compliance gaining goals. Stopping an annoying habit and ending a relationship restrict a cointeractant's autonomy more than all other goals except getting a date, whereas providing guidance to a conversational partner least infringes on others' autonomy. Across these face threats, the compliance gaining goals of

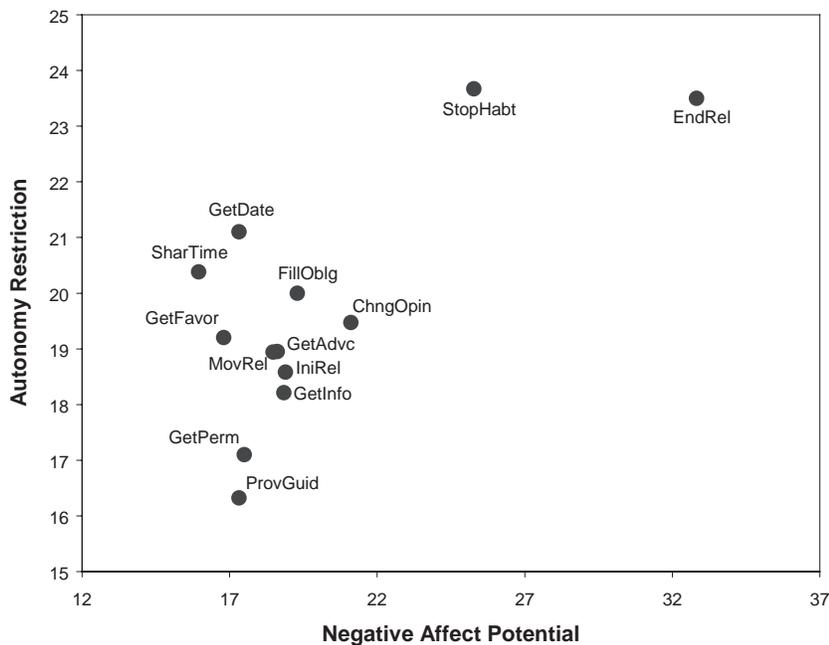


Figure 1. Face Threat of Compliance Gaining Goals

ending a relationship and stopping an annoying habit are among the most face threatening, and providing guidance is the least face threatening. Figure 1 plots each goal according to these face threats. Although a goal's negative affect potential seems highly related to its autonomy restriction,  $r = .72$ ,  $p < .005$ , removal of the "outlier" goals of stopping an annoying habit and ending a relationship reveal that for the other 11 goals, these face threats are independent,  $r = .004$ , *ns*. Hypothesis 1 receives support. Compliance gaining goals differ in both their negative affect potential and autonomy restriction.

### Goal Constraints

Hypothesis 2 predicts that compliance gaining goals differentially constrain the appropriateness and efficiency of compliance gaining behaviors. Constraint is measured by the mean appropriateness/efficiency level of the set of behaviors for each goal: The lower the mean, the less appropriate/efficient are the set of behaviors and the more constraining the goal. A completely constrained goal would have a mean of 1 (the set of behaviors are uniformly inappropriate/inefficient), whereas a completely unconstrained goal would

have a mean of 7 (the set of behaviors are uniformly appropriate/efficient). Table 6 lists the mean appropriateness and mean efficiency of the set of compliance gaining behaviors for each of the 13 compliance gaining goals. As predicted, the goals differ in their constraint on the set of compliance gaining behaviors for both appropriateness and efficiency, although within a very small range (i.e., the goals' means are within .8 units on 7-point scales). Student-Newman-Keuls tests reveal that getting a date is the most constraining goal for both behavioral efficiency and appropriateness, whereas providing guidance is the least constraining. All goals constrain the efficiency (min = 3.82, max = 4.60) and appropriateness (min = 4.07, max = 4.71) of the behaviors that might be used to achieve them. The more a goal constrains appropriateness, the more it also constrains efficiency,  $r = .91$ ,  $p < .001$ . Hypothesis 2 receives support. Compliance gaining goals differentially constrain the appropriateness and efficiency of compliance gaining behaviors.

#### *Relationship of Face Threats and Constraints*

Hypothesis 3 predicts that the greater certain face threats, the more a compliance gaining goal constrains the appropriateness and efficiency of compliance gaining behaviors. The more participants feel that achievement of a goal restricts cointeractants' autonomy, the less efficient,  $r = -.70$ ,  $p < .01$ , and appropriate,  $r = -.74$ ,  $p < .01$ , they judge the set of compliance gaining behaviors. Similarly, the more participants feel achievement of a goal permits inferences of negative affect, the less efficient,  $r = -.30$ ,  $p < .05$ , and appropriate,  $r = -.33$ ,  $p < .05$ , they judge the set of compliance gaining behaviors. Restriction of autonomy is a much stronger predictor than negative affect potential of a goal's constraint. Hypothesis 3 receives support. The greater these judged face threats of a compliance gaining goal, the less efficient and appropriate are the compliance gaining behaviors as a set.

#### *Individual Behavior Differences*

Research Question 1, inquiring into the *arrangement* of compliance gaining behaviors across compliance gaining goals, assumes that minimally some *individual* compliance gaining behaviors exhibit cross-goal differences in appropriateness and efficiency. This assumption warrants assessment prior to examining behavioral arrangements. Because specific behaviors varying in appropriateness and efficiency are not a primary focus of this research, tables of results are provided for the interested reader with only a summary provided in the text.

Nineteen compliance gaining behaviors vary in appropriateness across the 13 compliance gaining goals: accuse, demand, reprimand, criticize, protest, insist, argue, warn, disagree, permit, report, point out, apologize, advise, confirm, forgive, approve, inform, and ask. Table 7 summarizes goals for which each behavior is more and less appropriate. A couple of points are worth making about Table 7. First, normally positive behaviors such as forgiving, approving, and apologizing are socially less appropriate for a variety of compliance gaining goals such as stopping an annoying habit, getting a date, obtaining a favor, and changing opinions. Second, normally negative behaviors such as accusing, protesting, insisting, arguing, and disagreeing are socially more appropriate for particular compliance gaining goals such as changing opinions, providing guidance, getting permission, and various relational changes. Finally, relational change goals are times when behaviors typically seen as both negative and positive (e.g., demand, criticize, argue, disagree, apologize, approve) are more likely to be deemed appropriate for use.

Twenty-six compliance gaining behaviors vary in efficiency across the 13 compliance gaining goals: accuse, criticize, reprimand, demand, protest, plead, argue, disagree, warn, insist, hint, challenge, question, report, forgive, summarize, confirm, point out, advise, praise, acknowledge, give, approve, ask, compliment, and thank. Table 8 identifies the compliance gaining goals for which each behavior is more and less efficient. A couple of points are worth making about Table 8. First, normally efficient behaviors such as thanking, complimenting, asking, approving, giving, acknowledging, praising, and summarizing are less efficient for a variety of compliance gaining goals such as stopping an annoying habit, changing an opinion, sharing time together, and ending a relationship. Second, normally inefficient behaviors such as accusing, criticizing, reprimanding, demanding, protesting, pleading, arguing, disagreeing, warning, insisting, and hinting are more efficient for particular compliance gaining goals such as changing an opinion, fulfilling an obligation, and obtaining permission. Finally, ending a relationship efficiently seems to result in almost an opposite set of behaviors being considered more efficient for use than for other compliance gaining goals.

Of 56 compliance gaining behaviors, 19 differ in appropriateness and 26 in efficiency when used to achieve different compliance gaining goals. These results suggest that a necessary condition for exploring differences in the arrangement of compliance gaining behaviors across compliance gaining goals is met for both behavioral attributes.

*(text continues on p. 421)*

Table 7  
Behaviors Appropriate for Different Compliance Gaining Goals

Behavior	<i>M</i>	<i>F</i>	$\eta^2$	Goals for Which Least Appropriate	Goals for Which Most Appropriate
Ask	5.98	3.08***	.13	End relationship (5.00)	Fulfill obligation (6.05), initiate relationship (6.16), obtain information (6.20), obtain favor (6.40), get date (6.40), obtain permission (6.50), provide guidance (6.53)
Inform	5.72	1.86*	.09	End relationship (5.28), get advice (5.29)	Obtain information (6.20), provide guidance (6.37)
Approve	5.71	2.62**	.12	Stop annoying habit (4.56)	Obtain favor (5.80), share time together (5.86), get date (5.90), get advice (5.90), initiate relationship (5.95), provide guidance (5.95), move relationship forward (6.00), obtain information (6.10), fulfill obligation (6.25)
Forgive	5.63	2.32**	.11	Get date (4.85), obtain favor (4.85), change opinion (4.95)	Initiate relationship (6.00), fulfill obligation (6.05), move relationship forward (6.06), stop annoying habit (6.17)
Confirm	5.48	1.89*	.09	Stop annoying habit (4.83)	Fulfill obligation (6.10)
Advise	5.42	2.82***	.13	Get date (4.25)	Share time together (5.56), get advice (5.57), obtain permission (5.70), fulfill obligation (5.85), obtain information (5.95), provide guidance (5.95)
Apologize	5.41	2.67**	.12	Change opinion (4.32), get date (4.80)	Move relationship forward (5.82), fulfill obligation (6.05), end relationship (6.44)
Point out	5.30	2.62**	.12	Move relationship forward (4.59), get date favor (4.95)	Provide guidance (6.00)
Report	4.87	2.15*	.10	End relationship (4.11)	Obtain permission (5.10), change opinion (5.11), obtain information (5.15), get advice (5.24), share time together (5.29), provide guidance (5.53)
Permit	4.76	1.87*	.09	Get date (3.65)	Obtain information (4.95), share time together (5.00), move relationship forward (5.06), provide guidance (5.16), fulfill obligation (5.20), obtain permission (5.25)
Disagree	4.35	2.89***	.13	Get date (3.05), obtain favor (3.55)	Obtain permission (4.60), change opinion (4.63), end relationship (4.78), provide guidance (5.05), move relationship forward (5.41)

Warn	4.07	2.44**	.11	Get date (3.26), obtain favor (3.50)	Obtain permission (4.25), move relationship forward (4.41), initiate relationship (4.68), provide guidance (4.74), fulfill obligation (5.35)
Argue	3.62	2.72**	.12	Get date (2.45), stop an annoying habit (2.50)	Fulfill obligation (3.85), provide guidance (3.95), get advice (4.00), obtain permission (4.05), move relationship forward (4.06), initiate relationship (4.10), end relationship (4.11)
Insist	3.57	2.16*	.10	Get date (2.80), stop annoying habit (3.06), change opinion (3.11)	Obtain permission (3.80), move relationship forward (4.06), get advice (4.10), provide guidance (4.26), obtain information (4.30)
Protest	3.49	2.05*	.09	Get date (2.65)	Obtain information (3.80), fulfill obligation (3.90), obtain permission (4.00), change opinion (4.05), provide guidance (4.11)
Criticize	3.04	2.72**	.12	Get date (1.90), stop annoying habit (2.06), obtain favor (2.25)	Obtain information (3.10), initiate relationship (3.21), obtain permission (3.25), change opinion (3.26), end relationship (3.28), get advice (3.33), share time together (3.38), fulfill obligation (3.45), provide guidance (3.47), move relationship forward (3.56)
Reprimand	2.99	1.82*	.08	Get date (2.10)	End relationship (3.28), move relationship forward (3.29), obtain permission (3.30), fulfill obligation (3.40), obtain information (3.65)
Demand	2.71	2.96***	.13	Get date (1.35)	Share time together (3.04), end relationship (3.06), move relationship forward (3.12), provide guidance (3.21), get advice (3.24), obtain permission (3.55)
Accuse	2.42	1.83*	.08	Get date (1.70), stop annoying habit (1.83)	Change opinion (3.11)

*Note.* All  $F$  tests have 12 and 239 degrees of freedom. For each behavior, a Student-Newman-Keuls test was conducted to identify goals for which the behavior is least and most appropriate. Although multiple homogeneous subsets of goals are frequently found across these follow-up tests, all goals listed as least appropriate are homogeneous within their subset and never overlap in subset membership with any goals listed as most appropriate; similarly, all goals listed as most appropriate are homogeneous within their subset and never overlap in subset membership with any goals listed as least appropriate. Goals not listed share subset membership with one or more goals in each category (i.e., least and most appropriate). A full table of these results is available from the author.

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 8  
Behaviors Efficient for Different Compliance Gaining Goals

Behavior	Mean	F	$\eta^2$	Goals for Which Least Efficient	Goals for Which Most Efficient
Thank	5.87	2.86***	.13	End relationship (4.60), change opinion (5.26)	Provide guidance (6.37), initiate relationship (6.47), fulfill obligation (6.55)
Compliment	5.66	3.04***	.13	End relationship (4.44)	Move relationship forward (5.47), share time together (5.67), get advice (5.67), obtain favor (5.70), obtain permission (5.75), fulfill obligation (5.80), obtain information (5.95), initiate relationship (6.11), provide guidance (6.21), get date (6.60)
Ask	5.59	2.80***	.12	End relationship (4.33)	Get advice (5.67), provide guidance (5.84), fulfill obligation (5.85), get date (6.00), initiate relationship (6.00), obtain permission (6.00), obtain favor (6.20)
Approve	5.54	2.99***	.13	End relationship (4.50), stop annoying habit (4.83)	Provide guidance (5.89), fulfill obligation (6.10), initiate relationship (6.42)
Give	5.46	2.87***	.13	End relationship (4.33), change opinion (4.68), share time together (5.05), obtain information (5.20)	Initiate relationship (6.32)
Acknowledge	5.43	1.92*	.09	End relationship (4.67), share time together (4.81)	Fulfill obligation (5.95), initiate relationship (6.00)
Praise	5.36	2.23**	.10	End relationship (4.00)	Stop annoying habit (5.06), move relationship forward (5.18), get advice (5.29), obtain permission (5.35), change opinion (5.37), obtain favor (5.40), obtain information (5.45), initiate relationship (5.79), fulfill obligation (5.85), get date (5.95), provide guidance (6.11)
Advise	5.11	3.22***	.14	Get date (4.15), end relationship (4.50)	Stop annoying habit (5.56), provide guidance (5.84), fulfill obligation (6.05)
Point out	5.08	2.30**	.10	Initiate relationship (4.47), end relationship (4.50), get date (4.75), share time together (4.86), move relationship forward (4.88), stop annoying habit (4.89)	Provide guidance (5.79), fulfill obligation (6.00)

Confirm	5.05	2.15*	.10	Stop annoying habit (4.17), get date (4.20)	Get advice (5.38), fulfill obligation (5.60), obtain information (5.75)
Summarize	4.98	3.21***	.14	Get date (4.15), stop annoying habit (4.33), end relationship (4.39)	Change opinion (5.37), provide guidance (5.37), obtain permission (5.45), get advice (5.62), fulfill obligation (6.20)
Forgive	4.97	2.54**	.11	End relationship (4.06), change opinion (4.21), obtain information (4.35), obtain favor (4.40), fulfill obligation (4.85)	Initiate relationship (5.84)
Report	4.71	2.92***	.13	Get date (3.55), obtain favor (4.05), end relationship (4.22)	Provide guidance (5.32), get advice (5.33), fulfill obligation (5.40)
Question	4.70	3.18***	.14	End relationship (3.39)	Share time together (4.43), stop annoying habit (4.67), change opinion (4.68), get advice (4.86), obtain permission (5.00), obtain information (5.05), provide guidance (5.11), fulfill obligation (5.15), move relationship forward (5.18), initiate relationship (5.47)
Challenge	4.59	2.22**	.10	Get date (3.45), end relationship (3.83)	Stop annoying habit (5.11), fulfill obligation (5.35), provide guidance (5.58)
Hint	4.21	2.15*	.10	Get advice (3.42), obtain information (3.70), provide guidance (3.74), share time together (3.86), move relationship forward (3.88), change opinion (4.11), stop annoying habit (4.22), end relationship (4.28)	Obtain permission (5.30)
Insist	3.93	2.23**	.10	Get date (2.85), stop annoying habit (3.17)	Share time together (4.14), end relationship (4.17), provide guidance (4.32), fulfill obligation (4.35), obtain permission (5.15)
Warn	3.88	2.37*	.11	Get date (2.58)	Share time together (3.95), obtain permission (3.95), change opinion (3.95), move relationship forward (4.53), provide guidance (4.58), fulfill obligation (5.00)
Disagree	3.80	2.07*	.09	Get date (2.50)	Get advice (3.67), change opinion (3.84), stop annoying habit (3.94), share time together (3.95), obtain information (3.95), fulfill obligation (4.00), end relationship (4.11), provide guidance (4.37), move relationship forward (4.82)

(continued)

Table 8 (continued)

Behavior	Mean	F	$\eta^2$	Goals for Which Least Efficient	Goals for Which Most Efficient
Plead	3.39	1.86*	.09	Move relationship forward (2.88), initiate relationship (3.00), obtain information (3.00), end relationship (3.06), get date (3.10), get advice (3.14), provide guidance (3.16), change opinion (3.47), stop annoying habit (3.50)	Obtain permission (4.50)
Argue	3.38	2.24**	.10	Stop annoying habit (2.00), get date (2.35)	Share time together (3.38), end relationship (3.56), obtain information (3.60), get advice (3.67), initiate relationship (3.68), change opinion (3.89), provide guidance (4.00), move relationship forward (4.29)
Protest	3.38	1.81*	.08	Get date (2.45), obtain favor (2.65), get advice (2.95)	Provide guidance (3.84), obtain permission (3.85), change opinion (4.05)
Demand	3.10	1.89*	.09	Get date (1.80)	Move relationship forward (3.00), obtain permission (3.20), change opinion (3.26), get advice (3.29), fulfill obligation (3.30), obtain information (3.35), share time together (3.52), provide guidance (3.58), end relationship (4.22)
Reprimand	3.07	2.65**	.12	Get date (2.05), initiate relationship (2.26), obtain favor (2.35)	Change opinion (3.28), provide guidance (3.53), share time together (3.57), end relationship (3.78), obtain information (3.85)
Criticize	2.91	1.82*	.08	Get date (1.80)	Move relationship forward (2.88), get advice (2.90), obtain information (3.00), provide guidance (3.11), change opinion (3.32), end relationship (3.39), fulfill obligation (3.45), share time together (3.67)
Accuse	2.76	2.08*	.09	Get date (1.55)	Initiate relationship (2.68), provide guidance (3.26), end relationship (3.28), move relationship forward (3.35), change opinion (3.53), share time together (3.57)

Note. All *F* tests have 12 and 239 degrees of freedom. For each behavior, a Student-Newman-Keuls test was conducted to identify goals for which the behavior is least and most efficient. Although multiple homogeneous subsets of goals are frequently found across these follow-up tests, all goals listed as least efficient are homogeneous within their subset and never overlap in subset membership with any goals listed as most efficient; similarly, all goals listed as most efficient are homogeneous within their subset and never overlap in subset membership with any goals listed as least efficient. Goals not listed share subset membership with one or more goals in each category (i.e., least and most efficient). A full table of these results is available from the author.

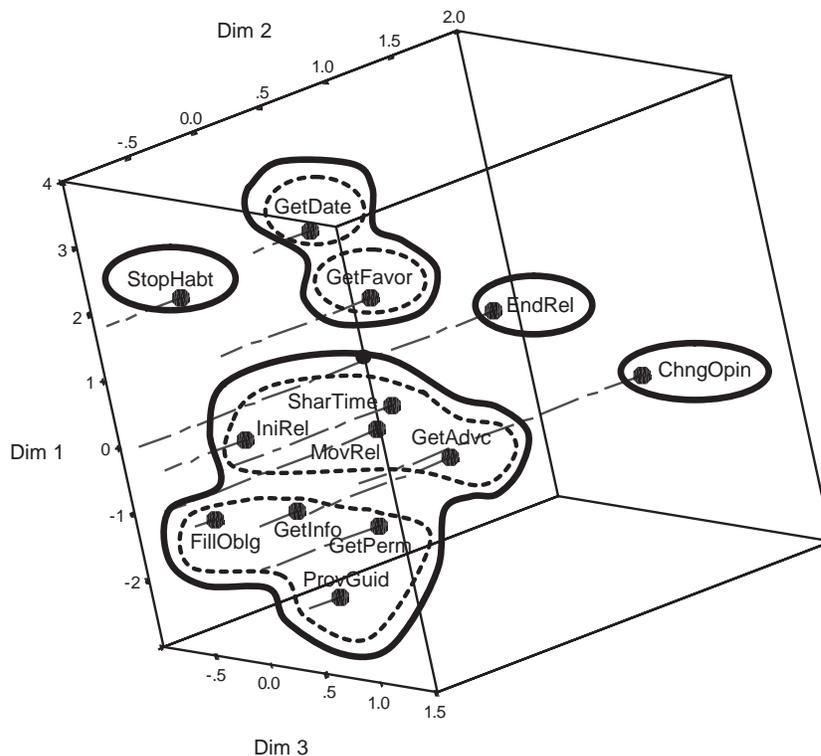
\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

*Behavior Arrangement Differences*

Research Question 1(a) inquires about differences in appropriateness and efficiency arrangements of compliance gaining behaviors across compliance gaining goals. Multidimensional scaling (MDS) and hierarchical cluster analyses (using average linkage between groups) were conducted to determine which compliance gaining goals yield similar, and which different, behavioral arrangements by appropriateness and efficiency. MDS locates the 13 compliance gaining goals in a multidimensional space wherein goals with similar arrangements are situated near each other, and goals with different arrangements are situated at a distance. Cluster analysis identifies which of these situated goals might reasonably be said to have similar, and which different, arrangements of compliance gaining behaviors. The 13 compliance gaining goals are the “objects” analyzed (i.e., for which distances are calculated), and the mean appropriateness and mean efficiency ratings of each of the 56 behaviors for each goal are the data used to calculate the proximities. As compliance gaining goals may not evidence the same arrangement of behaviors for appropriateness and efficiency, these analyses relating goal features to behavioral attributes are conducted for each constraint separately.

*Appropriateness.* The MDS comparing the arrangement of behavioral appropriateness across the 13 goals yields a fairly clear three-dimensional solution, stress = .05,  $R^2 = .99$ . The cluster analysis suggests that the 13 compliance gaining goals be grouped into 5 and 7 clusters to describe the similarities and differences in the arrangement of behaviors by appropriateness, although these 13 goals are sufficiently different from each other in their arrangement of behaviors by appropriateness that even moving from 13 goals to 12 clusters produces a very large jump in the agglomeration coefficient. Figure 2 plots the similarity of the 13 compliance gaining goals with respect to their arrangement of the compliance gaining behaviors by their appropriateness. Circled on Figure 2 are the goals found to be similar in the 5- and 7-cluster solutions. Goals that most similarly constrain the appropriateness arrangement of compliance gaining behaviors are in the same cluster, whereas those that least similarly constrain the appropriateness arrangement are in the clusters farthest from each other in Figure 2.

As can be seen in Figure 2, the 5 cluster solution differentiates compliance gaining goals of (a) stopping an annoying habit, (b) getting a date and obtaining a favor, (c) ending a relationship, (d) changing an opinion, and (e) the other 8 goals in terms of the arrangement of behaviors by their appropriateness. The 7-cluster solution differentiates the goal of getting a date from that



**Figure 2. Behavioral Appropriateness Similarity of Compliance Gaining Goals**

of obtaining a favor and subdivides the group of 8 goals into two separate groups (initiate relationship, share time, move relationship forward, and get advice; and fulfill obligation, get information, obtain permission, and provide guidance). Note that obtaining a favor constrains behavioral appropriateness quite differently than does having an obligation fulfilled or giving advice (i.e., providing guidance), supporting Wilson’s (Wilson et al., 1998; Wilson & Kunkel, 2000) argument that these are distinctly different compliance goals. Although certain goals are more similar than others, the 13 compliance gaining goals are not easily reduced to a smaller group based on their pattern of behavioral appropriateness.

Analyzing these behavioral appropriateness arrangements is problematic. A traditional repeated-measures ANOVA approach fully contrasting the 56 behaviors 13 times (once for each compliance gaining goal) is statistically problematic (too many tests) and, even for the dedicated, mentally mind numbing (too many details). An alternative procedure was sought that mini-

mized statistical tests and maximized clarity of findings. Cluster analysis was chosen because only 13 analyses need be conducted (1 for each goal), and behaviors are grouped rather than individually distinguished. For all goals, behaviors grouped by their appropriateness into either four or five clusters based on jumps and flattenings in fusion coefficients. Table 9 lists the groups of behaviors most and least appropriate for achieving each of the 13 compliance gaining goals. As can be seen from Table 9, compliance gaining goals differ in the number of polite behaviors social actors can enact for goal achievement and in the number of rude behaviors social actors might prefer to steer clear of. For example, when ending relationships, only a few highly appropriate behaviors exist, although inappropriate behaviors are also few; by contrast, many behaviors are highly appropriate for stopping annoying habits, although many inappropriate ones exist too. Compliance gaining goals differently constrain appropriate and inappropriate behavior. The arrangement of compliance gaining behaviors differs across compliance gaining goals not only in which behaviors are polite or rude but also in how many.

*Efficiency.* The MDS comparing the arrangement of behavioral efficiency across the 13 goals yields no clear solution (no clear elbow in the dimensional stress plot), although two dimensions appear to best define the differences between the 13 goals,  $\text{stress} = .09, R^2 = .96$ . The cluster analysis suggests that the 13 compliance gaining goals be grouped into 4 and 8 clusters to describe the similarities and differences in the arrangements of behaviors by efficiency. As before, this analysis yields relatively many clusters for relatively few goals, and the 13 goals are sufficiently different from each other in their behavioral efficiency arrangement that moving from 13 goals to 12 clusters produces a large jump in the agglomeration coefficient. Figure 3 plots the similarity of the 13 compliance gaining goals with respect to their efficiency arrangement of compliance gaining behaviors.

As can be seen in Figure 3, the four-cluster solution differentiates the compliance gaining goals of (a) stopping an annoying habit and ending a relationship, (b) getting a date, (c) obtaining a favor, and (d) the other 9 goals in terms of the arrangement of behaviors by their efficiency. The eight-cluster solution differentiates the goal of stopping an annoying habit from that of ending a relationship and subdivides the group of 9 goals into four separate groups (change opinion and get advice; share time; get information, initiate relationship, provide guidance, and get permission; and fulfill obligation and move relationship forward). As with appropriateness, obtaining a favor constrains behavioral efficiency quite differently than does having an obligation

*(text continues on p. 427)*

Table 9  
*Appropriateness Arrangement of Compliance Gaining Behaviors*

Goal (Number of Clusters)	Mean	F	$\eta^2$	Behaviors That Are Least Appropriate	Behaviors That Are Most Appropriate
Get date (5)	4.07	32.47***	.62	Demand (1.35), threaten (1.40), ridicule (1.55), blame (1.65), insult (1.70), accuse (1.70), attack (1.80), criticize (1.90), order (2.10), reprimand (2.10), forbid (2.20), prohibit (2.25), complain (2.30)	Ask (6.40), compliment (6.70)
Stop annoying habit (5)	4.18	28.60***	.59	Attack (1.33), insult (1.44), ridicule (1.56), blame (1.61), threaten (1.72), accuse (1.83), order (1.89), criticize (2.06), forbid (2.22), demand (2.22), boast (2.28), prohibit (2.28), reprimand (2.39)	Summarize (5.28), comment (5.39), ask (5.53), apologize (5.56), inform (5.56), advise (5.56), offer (5.67), acknowledge (5.67), explain (5.72), point out (5.78), give (5.78), suggest (5.83), assure (5.89), praise (6.00), forgive (6.17), thank (6.28), compliment (6.33)
Obtain favor (4)	4.19	33.41***	.63	Insult (1.30), ridicule (1.35), threaten (1.45), attack (1.60), blame (2.15), boast (2.15), accuse (2.20), criticize (2.25), complain (2.25), forbid (2.30), order (2.35), demand (2.40), prohibit (2.55), reprimand (2.55)	Offer (5.70), approve (5.80), praise (5.80), compliment (5.90), assure (5.95), acknowledge (6.05), explain (6.10), ask (6.40), thank (6.60)
End relationship (5)	4.27	13.31***	.40	Insult (1.61), threaten (1.72), ridicule (2.00), boast (2.11)	Explain (6.06), thank (6.11), apologize (6.44)
Change opinion (4)	4.34	13.39***	.40	Insult (1.63), ridicule (1.95), threaten (2.16), prohibit (2.21)	Forgive (4.95), question (5.00), report (5.11), joke (5.11), approve (5.11), request (5.21), point out (5.21), assure (5.21), confirm (5.26), remark (5.37), offer (5.37), ask (5.37), comment (5.42), justify (5.53), advise (5.53), give (5.53), praise (5.58), summarize (5.63), suggest (5.63), inform (5.68), acknowledge (5.68), compliment (5.74), thank (6.05), explain (6.11)

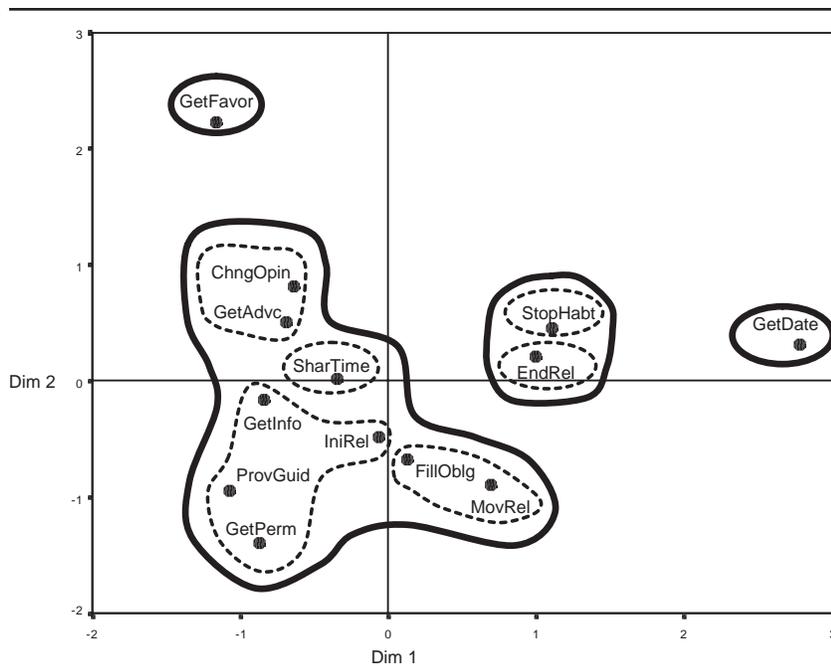
Share time together (5)	4.40	22.28***	.53	Threaten (1.67), ridicule (1.76), insult (1.90), boast (2.09), blame (2.14), prohibit (2.24), accuse (2.33), forbid (2.43)	Approve (5.86), praise (5.86), ask (5.90), offer (5.95), inform (5.95), acknowledge (6.10), compliment (6.14), thank (6.38)
Initiate relationship (4)	4.46	23.49***	.54	Threaten (1.74), insult (1.79), boast (1.89), ridicule (1.95), attack (2.11), blame (2.11), demand (2.16), accuse (2.37), forbid (2.47), order (2.74), reprimand (2.74), prohibit (2.84)	Explain (5.58), comment (5.63), apologize (5.74), suggest (5.68), assure (5.79), inform (5.89), approve (5.95), compliment (5.95), forgive (6.00), give (6.11), offer (6.16), ask (6.16), praise (6.32), acknowledge (6.32), thank (6.79)
Get advice (5)	4.47	31.06***	.61	Threaten (1.81), ridicule (2.05), attack (2.05), insult (2.10), accuse (2.14), prohibit (2.19), blame (2.38), forbid (2.43)	Report (5.24), remark (5.24), inform (5.29), question (5.38), point out (5.38), offer (5.38), assert (5.48), suggest (5.48), assure (5.52), advise (5.57), forgive (5.57), give (5.57), summarize (5.67), confirm (5.81), comment (5.90), approve (5.90), ask (5.90), praise (5.95), explain (5.95), acknowledge (6.10), compliment (6.14), thank (6.24)
Move relationship forward (4)	4.47	17.13***	.46	Ridicule (1.76), boast (1.82), insult (1.88), threaten (1.88), attack (2.00), blame (2.35), forbid (2.35), prohibit (2.59), order (2.71)	Advise (5.24), suggest (5.35), question (5.41), explain (5.47), summarize (5.50), joke (5.59), comment (5.59), inform (5.59), confirm (5.65), assure (5.76), ask (5.76), apologize (5.82), offer (5.88), praise (5.94), approve (6.00), acknowledge (6.00), forgive (6.06), give (6.18), compliment (6.24), thank (6.41)
Obtain information (4)	4.56	33.10***	.62	Insult (1.80), threaten (1.80), boast (1.95), attack (2.05), ridicule (2.10), accuse (2.10), blame (2.15)	Remark (5.45), justify (5.45), apologize (5.45), confirm (5.45), assert (5.50), point out (5.65), question (5.70), assure (5.75), request (5.80), summarize (5.80), confirm (5.80), forgive (5.80), suggest (5.90), praise (5.90), advise (5.95), offer (5.95), give (5.95), explain (6.05), approve (6.10), inform (6.20), ask (6.20), acknowledge (6.40), compliment (6.45), thank (6.45)

(continued)

Table 9 (continued)

Goal (Number of Clusters)	Mean	F	$\eta^2$	Behaviors That Are Least Appropriate	Behaviors That Are Most Appropriate
Fulfill obligation (4)	4.61	31.00***	.61	Insult (1.55), ridicule (1.75), threaten (1.80), blame (2.00), attack (2.10), boast (2.20), accuse (2.55), order (2.60), demand (2.60), forbid (2.70), prohibit (2.90)	Comment (5.60), offer (5.70), justify (5.75), point out (5.80), inform (5.80), advise (5.85), sum- marize (5.95), suggest (5.95), praise (5.95), assure (6.00), give (6.00), apologize (6.05), for- give (6.05), explain (6.05), ask (6.05), confirm (6.10), acknowledge (6.15), approve (6.25), thank (6.50), compliment (6.60) Ask (6.50), thank (6.55)
Obtain permission (5)	4.63	20.83***	.51	Threaten (1.95), blame (1.95), insult (2.00), attack (2.10), ridicule (2.15), boast (2.40)	Assert (5.67), request (5.68), offer (5.74), confirm (5.79), forgive (5.79), advise (5.95), approve (6.00), acknowledge (6.05), summarize (6.11), comment (6.16), suggest (6.16), explain (6.16), give (6.21), inform (6.37), ask (6.53), compli- ment (6.53), thank (6.58)
Provide guidance	4.71	23.21***	.59	Insult (1.84), threaten (1.95), ridicule (1.95), blame (2.10), attack (2.37), boast (2.37), accuse (2.42)	

*Note.* All *F* tests have 55 and 1,100 degrees of freedom and show that behaviors differed in appropriateness at  $***p < .001$  for each goal. Cluster analyses identified behaviors least and most appropriate for achieving each goal. All analyses yielded either four or five clusters. Behaviors listed as least appropriate are contained in the cluster having the smallest centroid, whereas those listed as most appropriate are contained in the cluster having the biggest centroid. The mean appropriateness is listed in parentheses after the behavior. Behaviors not listed are in “middle” clusters. A complete table of cluster results is available from the author.



**Figure 3. Behavioral Efficiency Similarity of Compliance Gaining Goals**

fulfilled or giving advice (i.e., providing guidance), and the 13 compliance gaining goals are quite different from each other in their pattern of behavioral efficiency.

Table 10 lists the groups of behaviors most and least efficient for achieving each of the 13 compliance gaining goals. Behaviors are grouped by their efficiency into either three, four, or five clusters based on jumps and flattenings in agglomeration coefficients. As can be determined from Table 10, compliance gaining goals differently constrain both efficient and inefficient behavior. Few efficient behaviors exist for obtaining permission, changing opinions, or sharing time together; apparently, these goals have fewer expedient behaviors for their achievement than getting advice, obtaining information, initiating relationships, and providing guidance. The arrangement of compliance gaining behaviors differs across compliance gaining goals in both which and how many behaviors are both expedient and wasteful.

*Summary.* Compliance gaining goals have relatively distinct arrangements of compliance gaining behaviors with respect to their appropriateness

*(text continues on p. 431)*

Table 10  
*Efficiency Arrangement of Compliance Gaining Behaviors*

Goal (Number of Clusters)	Mean	F	$\eta^2$	Behaviors That Are Least Efficient	Behaviors That Are Most Efficient
Get date (4)	3.82	23.20***	.54	Accuse (1.55), insult (1.70), ridicule (1.75), blame (1.75), threaten (1.80), attack (1.80), criticize (1.80), demand (1.80), forbid (1.90), complain (1.90), reprimand (2.05), order (2.10), prohibit (2.20), argue (2.35), protest (2.45), disagree (2.50), warn (2.55), boast (2.80), insist (2.85), plead (3.10)	Acknowledge (5.55), approve (5.75), give (5.85), thank (5.90), praise (5.95), ask (6.00), compliment (6.60)
Stop annoying habit (5)	4.03	14.11***	.41	Insult (1.44), attack (1.44), blame (1.61), ridicule (1.67), argue (2.00)	Disclose (5.00), praise (5.06), challenge (5.11), assert (5.11), ask (5.17), forgive (5.22), offer (5.22), compliment (5.22), acknowledge (5.28), comment (5.33), suggest (5.39), thank (5.39), assure (5.44), explain (5.50), inform (5.56), advise (5.56), give (5.78)
End relationship (4)	4.03	3.11***	.13	Boast (1.78)	Justify (5.00), apologize (5.06), confess (5.28), confirm (5.28), explain (5.28), inform (5.28)
Obtain favor (4)	4.04	16.66***	.45	Insult (1.85), ridicule (1.85), blame (2.00), boast (2.15), forbid (2.15), threaten (2.25), accuse (2.35), complain (2.35), reprimand (2.35), attack (2.40), criticize (2.45), demand (2.45), prohibit (2.65), protest (2.65)	Justify (5.35), request (5.40), suggest (5.40), praise (5.40), acknowledge (5.45), explain (5.65), compliment (5.70), give (5.70), ask (6.20), thank (6.21)
Share time together (5)	4.23	6.31***	.24	Boast (2.48), blame (2.67), insult (2.76), ridicule (2.76), forbid (2.81), threaten (3.05), prohibit (3.10), complain (3.10), attack (3.14)	Approve (5.62), inform (5.62), compliment (5.67), thank (5.67)

Move relationship forward (4)	4.24	8.93***	.31	Boast (1.76), insult (2.00), ridicule (2.24), blame (2.35), forbid (2.47), threaten (2.53), forbid (2.65), prohibit (2.65), complain (2.82), criticize (2.88), plead (2.88), demand (2.88)	Suggest (5.12), offer (5.12), inform (5.12), praise (5.18), question (5.18), assure (5.24), forgive (5.35), give (5.41), explain (5.41), acknowledge (5.47), compliment (5.47), approve (5.53), thank (6.00)
Get advice (3)	4.26	21.49***	.52	Threaten (1.76), ridicule (1.81), insult (1.95), blame (2.05), attack (2.24), forbid (2.38), accuse (2.38), boast (2.57)	Joke (3.95), promise (4.19), vow (4.29), claim (4.48), confess (4.52), challenge (4.67), permit (4.71), question (4.86), forgive (4.90), request (4.90), remark (4.95), disclose (5.00), justify (5.14), point out (5.14), apologize (5.19), comment (5.24), assert (5.24), tell (5.29), praise (5.29), report (5.33), advise (5.33), suggest (5.33), confirm (5.38), offer (5.38), inform (5.48), give (5.57), summarize (5.62), assure (5.67), ask (5.67), compliment (5.67), approve (5.71), explain (5.76), acknowledge (5.86), thank (5.95)
Change opinion (4)	4.27	6.24***	.24	Insult (2.16), ridicule (2.26), prohibit (2.53), threaten (2.68), forbid (2.79), blame (2.84)	Explain (5.84)
Initiate relationship (3)	4.32	16.57***	.45	Ridicule (2.00), blame (2.16), threaten (2.16), insult (2.21), forbid (2.21), attack (2.26), reprimand (2.26), boast (2.32), complain (2.53), demand (2.58), accuse (2.68), prohibit (2.70), criticize (2.84), protest (3.00), plead (3.00), order (3.16)	Promise (5.05), confirm (5.11), advise (5.11), remark (5.21), assert (5.21), explain (5.37), comment (5.42), suggest (5.42), request (5.44), question (5.47), apologize (5.58), inform (5.68), praise (5.79), assure (5.79), forgive (5.84), offer (5.84), acknowledge (6.00), ask (6.00), compliment (6.11), give (6.32), approve (6.42), thank (6.47)

(continued)

Table 10 (continued)

Goal (Number of Clusters)	Mean	F	$\eta^2$	Behaviors That Are Least Efficient	Behaviors That Are Most Efficient
Obtain information (4)	4.34	14.82***	.43	Insult (2.15), ridicule (2.20), blame (2.20), boast (2.35), accuse (2.45), threaten (2.55), forbid (2.70)	Promise (4.85), comment (4.85), permit (4.95), report (4.95), apologize (5.00), question (5.05), tell (5.05), suggest (5.10), insist (5.15), justify (5.15), give (5.20), ask (5.25), summa- rize (5.30), request (5.30), point out (5.30), assert (5.35), offer (5.40), advise (5.45), praise (5.45), acknowledge (5.65), explain (5.65), thank (5.65), assure (5.70), confirm (5.75), approve (5.85), inform (5.90), compli- ment (5.95) Thank (6.25)
Obtain permission (4)	4.40	17.26***	.46	Insult (1.95), blame (2.15), ridicule (2.20), attack (2.25), boast (2.45), forbid (2.45), accuse (2.55), threaten (2.65), prohibit (2.70), criticize (2.80)	
Fulfill obligation (5)	4.54	17.02***	.46	Ridicule (1.75), insult (1.80), boast (1.85), blame (2.00), threaten (2.20)	Compliment (5.80), praise (5.85), assure (5.85), ask (5.85), acknowledge (5.95), point out (6.00), advise (6.05), suggest (6.05), inform (6.05), approve (6.10), explain (6.15), sum- marize (6.20), thank (6.55) Permit (5.05), question (5.11), justify (5.11), remark (5.16), confirm (5.16), request (5.26), report (5.32), offer (5.32), tell (5.37), summa- rize (5.37), assert (5.39), apologize (5.56), challenge (5.58), comment (5.58), suggest (5.58), acknowledge (5.58), assure (5.63), for- give (5.74), point out (5.79), give (5.79), advise (5.84), ask (5.84), explain (5.89), approve (5.89), inform (5.95), praise (6.11), compliment (6.21), thank (6.37)
Provide guidance (4)	4.60	10.60***	.35	Insult (2.05)	

Note: All *F*-tests have 55 and 1,100 degrees of freedom, and show that behaviors differed in efficiency at  $p < .001$  (\*\*\*) for each goal. Cluster analyses identified behaviors least and most efficient for achieving each goal. All analyses yielded either 3, 4 or 5 clusters. Behaviors listed as least efficient are contained in the cluster having the

and efficiency, particularly so when stopping annoying habits, getting dates, asking favors, and ending relationships. The arrangement of compliance gaining behaviors differs across compliance gaining goals in both which and how many behaviors are appropriate and rude, and expedient and wasteful. Research Question 1(a) is answered in the affirmative; the 13 compliance gaining goals are quite distinct from each other in their pattern of behavioral efficiency and appropriateness.

### *Relating Goal Features to Behavior Attributes*

Research Question 1(b) inquires whether particular face threats of compliance gaining goals can account for differences in the arrangements of compliance gaining behaviors, that is, whether certain intrinsic features of compliance gaining goals relate systematically to certain attributes of behaviors used to achieve those goals. The appropriateness and efficiency arrangements of compliance gaining behaviors were argued to differ across compliance gaining goals based on the reasoning that compliance gaining goals varied in their face threats and that different behaviors were needed to mitigate the different threats. This reasoning can be tested by determining whether a compliance gaining goal's negative affect potential and autonomy restriction relate to its appropriateness and efficiency arrangements of compliance gaining behaviors. Because this research examines two behavioral arrangements and two face threats, four separate relationships need testing: a goal's negative affect potential with its behavioral appropriateness arrangement and a goal's autonomy restriction with its behavioral appropriateness arrangement; a goal's negative affect potential with its behavioral efficiency arrangement and a goal's autonomy restriction with its behavioral efficiency arrangement.

The tests relating these features of compliance gaining goals to these attributes of compliance gaining behaviors are conducted by separately regressing the mean judged extent of each of the face threats for a compliance gaining goal onto the goal's coordinates in each of the two multidimensional spaces in which the goals are differentiated by either their appropriateness or efficiency arrangements of compliance gaining behaviors. If a face threat of compliance gaining goals can account for differences in arrangements of compliance gaining behaviors, then that face threat will relate to (i.e., be correlated with) the coordinates of a dimension of a multidimensional space. Required for a face threat to be correlated with a dimension are (a) a multiple correlation coefficient of .70, significant at  $p < .01$ , (b) a higher weight on one dimension and noticeably different and lower weights on others, and (c) a low correlation with other dimensions. Table 11 lists the results of the four re-

Table 11  
*Regression Results for Dimensional Interpretation*

Behavioral Attribute/ Goal Feature	Beta Weight			<i>R</i>	<i>F</i>
	Dimension 1	Dimension 2	Dimension 3		
Appropriateness					
Negative affect potential	.107	<b>.556*</b>	-.457	.74	3.62
Autonomy restriction	<b>.633**</b>	.334	-.461	.86	8.29**
Efficiency					
Negative affect potential	.350	.119	—	.37	.78
Autonomy restriction	<b>.682**</b>	.400	—	.79	8.03**

*Note.* *F* tests have either 3 and 9 (three dimensions) or 2 and 10 (two dimensions) degrees of freedom. Bold numbers indicate a dimension of the behavior arrangement attribute space that is significantly correlated with a face want regressed on that space.

\* $p < .05$ . \*\* $p < .01$ .

gression analyses testing whether each of two face threats of compliance gaining goals can account for differences in those goals' appropriateness and efficiency arrangements of compliance gaining behaviors.

Perusal of Table 11 finds that of negative affect potential and autonomy restriction, only the autonomy restriction inherent to pursuit of compliance gaining goals is related consistently to differences in those goals' appropriateness and efficiency arrangements of compliance gaining behaviors. As is required, the autonomy restriction of compliance gaining goals is positively associated with only the first dimension of the multidimensional space for both appropriateness and efficiency arrangements of compliance gaining behaviors (see  $\beta$ s in Table 11), has nonsignificant correlations with other dimensions,<sup>5</sup> and has multiple correlation coefficients greater than .70 at  $p < .05$ . By contrast, the negative affect potential of compliance gaining goals is positively related to the second dimension of the multidimensional space only for the appropriateness arrangement of compliance gaining behaviors, and even there, the sufficiently large multiple correlation coefficient of .74 fails to reach standard levels of significance ( $p < .06$ ). These results suggest, in answer to Research Question 1(b), that a compliance gaining goal's restriction of a cointeractant's autonomy, although not its negative affect potential, can account for the differential arrangements of behaviors judged appropriate and efficient for its achievement. Although compliance gaining goals differ in both the autonomy restriction and negative affect potential inherent to their pursuit, only autonomy restriction accounts for the differences in assessments of behavioral appropriateness and efficiency.

## Discussion

People pursue a variety of compliance gaining goals with a host of compliance gaining behaviors. Why specific behaviors are used to achieve particular goals is not always clear. The challenge is to identify both intrinsic features of compliance gaining goals and attributes of compliance gaining behaviors and then relate these goal features to systematic differences in behavioral attributes. This research sought to do just that, suggesting certain threats to face wants as intrinsic features of compliance gaining goals, certain conversational constraints as critical attributes of compliance gaining behaviors, and variation in these face threats across goals accounting for differential behavioral constraint.

This research finds that compliance gaining goal achievement both carries potential for negative affect (i.e., devaluation, dislike, and/or rejection) and restricts cointeractants' autonomy. This finding is at odds with claims in the literature that pursuing compliance inherently infringes on cointeractants' autonomy yet only sometimes threatens their want to be approved. A common example used to support this claim is that asking favors and enforcing unfulfilled obligations both require the other person to do something they otherwise would not, but only enforcing unfulfilled obligations implies disapproval (see, e.g., Wilson et al., 1998; Wilson & Kunkel, 2000). Although certain compliance gaining goals have a particularly high potential for negative affect (e.g., end relationship, stop annoying habit), all carried some potential in this research, the lowest (i.e., share time together, obtain favor) having a score of 16 on an 8-to-40 measurement scale. Similarly, all 13 goals place restrictions on cointeractants' freedom of action, the lowest (i.e., provide guidance) having a score of 16 on a 7-to-35 measurement scale, although certain goals place greater restrictions than others (e.g., get date, end relationship, stop annoying habit). The 13 compliance gaining goals studied in this research varied in their autonomy restriction and negative affect potential and none was without these face threats.

The results of this research suggest that these 13 goals are more distinct than they are alike and better treated separately rather than grouped together. For example, this research suggests the "change relationship" goal should be differentiated into escalating, maintaining, and deescalating goals, with getting a date also made separate and distinct. Ending a relationship is different from initiating or maintaining a relationship in autonomy restriction (i.e., higher), negative affect potential (i.e., higher), its appropriateness arrangement of compliance gaining behaviors (i.e., a goal unto itself), and its efficiency arrangement of compliance gaining behaviors (i.e., only like stop

habit). Initiating and maintaining relationships goals are distinguished by their efficiency arrangement of compliance gaining behaviors (see Figure 3). Getting a date is different than initiating a relationship in its autonomy restriction (i.e., higher), behavioral constraint (i.e., more), and behavioral arrangements (see Figures 2 and 3). Indeed, getting a date is like obtaining a favor in its appropriateness arrangement of compliance gaining behaviors, although nearly polar opposite to a favor in its efficiency arrangement. The “gain assistance” goals (i.e., obtain favor, acquire information, get advice) are also different from each other in their appropriateness and efficiency arrangements of compliance gaining behaviors (see Figures 2 and 3). The appropriateness and efficiency arrangements of compliance gaining behaviors for obtaining a favor are also different than for having an obligation fulfilled or giving advice, supporting Wilson’s (Wilson et al., 1998; Wilson & Kunkel, 2000) argument that these are distinctly different compliance goals. Each of the 13 compliance gaining goals differs uniquely from others in its face threat, behavioral constraint, and/or arrangements of compliance gaining behaviors sufficient to support Dillard’s (1997; Dillard et al., 2002) call for treating the goals separately rather than as a single group. Although focusing on constellations of important primary and secondary goals rather than on face threats, constraints, and behavioral arrangements, research on compliance gaining goal structure complexity (see, e.g., Dillard & Solomon, 2000; Schrader, 1999; Schrader & Dillard, 1998) reaches a similar conclusion: Distinguishing compliance gaining goals from each other might be more valuable than treating them as if they are alike when they are not.

This research also finds that behavioral appropriateness and efficiency differ across goals in ways yet to be explained. Only one of the dimensions differentiating compliance gaining goals on the basis of their arrangement of compliance gaining behaviors is defined through the regression analyses. This research finds that a goal’s autonomy restriction, although not its negative affect potential, accounts for differences in the appropriateness and efficiency arrangements of compliance gaining behaviors for different compliance gaining goals. The potential for negative affect exists, and compliance gaining goals differ in it, but this intrinsic goal characteristic fails to influence the arrangement of behaviors by appropriateness and efficiency. If these findings are replicated, then continued analysis of this particular positive face threat of compliance gaining goals demands new justification, as the significance of any intrinsic goal characteristic is in its expected effects, and here negative affect potential fails to be of influence.

The goal feature that might define the remaining dimension(s) is unclear. The failure of negative affect potential, and the success of autonomy restriction, to account for differences in appropriateness and efficiency arrange-

ments of compliance gaining behaviors should not be taken to mean that positive face threats generally are unable, and negative face threats generally able, to relate intrinsic features of goals to key attributes of behaviors. Negative affect potential and autonomy restriction are just one type of positive and negative face threat, that being threats focusing on a *cointeractant's* want to be approved and want not to be impeded. The positive and negative face of *social actors* might also be implicated in behavioral choices when pursuing compliance gaining goals (see, e.g., Wilson et al., 1998). Disapproval of a social actor pursuing a compliance gaining goal and/or restriction of an actor's own autonomy if the goal is achieved might explain the other dimension(s) along which appropriateness and efficiency arrangements of compliance gaining behaviors differ. However, all four face threats (positive and negative face of both actor and coactor) are unlikely to be implicated in such an explanation as only two to three dimensions differentiate the behavioral arrangements of the 13 compliance gaining goals. Minimally, the negative face of a cointeractant does account for these differences while a cointeractant's positive face does not.

Another possibility to account for differences in behavioral arrangements across compliance gaining goals is what Argyle et al. (1981) referred to as the "task overlay" of a goal on a social situation. Said differently, compliance gaining goals may differ in the degree to which they are thought of as tasks, that is, involving work, seen as a job, or perceived as an undertaking. Supportive of the potential for the task orientation of a goal to influence compliance gaining behavior is the rather voluminous literature distinguishing task goals and task situations from social goals and social situations in theory and research on leadership (e.g., Blake & Mouton, 1968; Fiedler, 1964, 1978; Hersey & Blanchard, 1969; House & Dressler, 1974), group interaction (e.g., Bales, 1950; Poole, 1983; Tuckman, 1965), and work relationships (Farace, Monge, & Russell, 1977; Jablin & Krone, 1994; Katz & Kahn, 1978; Steinfeld, 1986). Consistent with a need for an independent reason to account for a dimension in a multidimensional space, a task-oriented goal holds no implications for the goal's face threat, as task and social orientations are distinct factors rather than bipolar opposites (Steinfeld, 1984, 1986).

The findings from this research point to appropriateness and efficiency not being intrinsic qualities of behavior consistent across goals but instead being attributes along which behaviors vary and change. This is not to suggest that compliance is gained through the enactment of the most appropriate and/or most efficient behaviors. Clearly, inappropriate and inefficient behaviors such as threats and orders are used, at least on occasion, to gain compliance. One way of thinking about the use of less efficient and/or less appropriate behaviors is by conceptualizing efficiency and appropriateness

as constraints on behavior rather than as mandates for behavior. The difference between constraints and mandates is this: Constraints regulate preferred levels of behavioral efficiency and appropriateness for particular situations, whereas mandates require that behavior be appropriate and be efficient.

As constraints, efficiency and appropriateness would be expected (or permitted) to be at low, moderate, or high levels in different situations and for different targets of compliance gaining attempts. Situational and relational features would influence the levels of appropriateness and efficiency needing to be exhibited in compliance gaining behavior for it to be deemed acceptable in particular instances. From this point of view, it would be quite reasonable to observe compliance gaining behaviors of different levels of appropriateness and efficiency being employed for the same compliance gaining goal for different influence targets and for different situations. Indeed, compliance gaining behavior does vary in its appropriateness and efficiency when the target of the influence attempt is of higher versus lower status (e.g., Argyle et al., 1981) or of different relational power (Baxter, 1984; Dillard & Burgoon, 1985; Falbo & Peplau, 1980). These differences in relational position can be interpreted as altering the constraints placed on persons to gain compliance in appropriate and efficient ways. Specifically, power and status provide license to use more efficient and less appropriate strategies for gaining compliance (Cody & McLaughlin, 1985; Putnam & Wilson, 1982). A host of situational, relational, and personal features could affect the levels of appropriateness and efficiency desired for given interactions (see, e.g., Kellermann, 1988; Kellermann & Park, 2001). The implication of this position is that behavior that is effective is acceptably appropriate and efficient; behavior that is ineffective does not match the situational and relational constraints required of it. Behavior could be ineffective either because it is overly appropriate and/or overly efficient or because it fails to be appropriate and/or efficient enough. As mentioned previously, both of these types of outcomes are reported based on observations of the behavior of store clerks during busy and slow times in convenience stores (Sutton & Rafaeli, 1988). Although the current research cannot speak directly to this constraint-satisfaction hypothesis, the knowledge that inefficient and inappropriate behavior occurs coupled with the gradations made in judgments of the efficiency and appropriateness of different behaviors for different compliance gaining goals is at least indirectly supportive of it.

This research sought to examine the relationship between compliance gaining goals and compliance gaining behaviors independent of situations or relationships. Empirically, not specifying relational or situational context permits each participant to do so individually, introducing variance that

makes it more difficult to reject null hypotheses, of concern in this research only for the failure of negative affect potential to account for cross-goal differences in appropriateness and efficiency arrangements of compliance gaining behaviors. Theoretically, as was just argued, these contextual features more likely alter preferences for (rather than judged levels of) appropriateness and efficiency. Time pressure, for example, increases the preference for efficient behaviors such as departure announcements (e.g., “I gotta go”) to end conversations; behaviors such as hints (e.g., “I’m really busy”) are no longer acceptable, not suddenly and newly inefficient (Kellermann & Park, 2001). Participants assessed compliance gaining behaviors in this research in the context of a compliance gaining goal, the tacit knowledge for which is said to be widely shared and not dependent on factors such as persons’ relationships (Wilson et al., 1998).

In this research, participants made judgments of the appropriateness and efficiency of compliance gaining behaviors in the form of speech acts rather than specific utterances. Findings on specific compliance behaviors of this and other research are consistent despite differences in operationalization and measurement. For example, the most appropriate and efficient behaviors assessed in this research for getting a date (e.g., ask, compliment) are among the most common actions participants generate in plans and initial conversations to get dates (Berger, 1988; Berger & Bell, 1988). Similarly, individuals express more approval when asking favors than when giving advice when generating written messages (Wilson et al., 1998) and, in this research, also judged approval-oriented speech acts appropriate and efficient for doing so. Question asking, disclosure, and relaxation are the most common means of seeking information (Berger & Kellermann, 1983), and behaviors related to each (e.g., question, ask, request; comment, tell, offer, inform; praise, acknowledge, approve, compliment) are judged appropriate and efficient for obtaining information in this research. Participants assess speech acts in a manner consistent with others’ analyses of actual messages, specific utterances, or recalled narratives.

Even so, the present research findings are limited to compliance gaining goals and compliance gaining behaviors. It might be worth exploring whether a more general set of behaviors and a more general set of goals can be distinguished in ways similar to those of compliance gaining behaviors and compliance gaining goals. A number of recent approaches to behavioral acceptability for a variety of other goals have focused on the dimensions of social appropriateness and/or efficiency (Argyle et al., 1981; Brown & Levinson, 1978; Carbonell, 1983; Kellermann, 1988; Kellermann & Kim, 1991; Kellermann et al., 1991; Kemper & Thissen, 1981; Price & Bouffard, 1974; Sutton & Rafaeli, 1988; Wilensky, 1983). For example, behaviors for retreat-

ing from conversation (Kellermann et al., 1991; Kellermann & Park, 2001) and testing the affinity of others for oneself (Douglas, 1987) vary in both their efficiency and appropriateness. These two constraints seem generally able to differentiate a wide range of behaviors for a variety of different conversational goals, even including “dark” goals (Kellermann & Kim, 1991; Kowalski, 1997). Appropriateness and efficiency might prove useful generally for understanding the acceptability of behavior for achieving conversational goals.

It is also possible that threats to face wants can distinguish more than just compliance gaining goals from each other; goals generally might be differentiable on the basis of their negative affect potential and restriction of autonomy. First, other goals also seem to differ in their negative affect potential. For example, when individuals have a goal of ending a conversation, they are typically seeking to decrease their accessibility to each other without creating corresponding increases in feelings of rejection (e.g., Knapp, Hart, Friedrich, & Shulman, 1973). By contrast, comforting another person seems unlikely to lead to inferences of negative affect (Burlison, 1984). Goals such as having fun and creating a positive impression seem, on their face, to be quite different in their negative affect potential than goals such as disciplining another person and putting someone in their place. Second, goals other than compliance gaining goals also seem differentiable in terms of how much their achievement restricts the autonomy of others. Expressing an opinion and overcoming boredom do not seem to impose much on a cointeractant. By contrast, getting a job done intuitively seems to place fairly large constraints on a cointeractant’s freedom of action. Consequently, goals other than compliance gaining goals might be differentiable on the grounds of threats to negative and positive face wants. Regardless, whether more general goals and behaviors are differentiable in ways similar to compliance gaining goals and behaviors, this research finds that for compliance gaining goals, compliance gaining behaviors vary in their appropriateness and efficiency and that these variations are responsive to certain threats to negative face.

## Notes

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2. Lim and Bowers (1991) suggested three types of face wants: for autonomy, for inclusion, and for approval/respect. The inclusion and approval/respect face wants subdivide Brown and Levinson’s (1978, 1987) positive face needs. In the current research, both of these elements (inclusion, approval) are included within the 8-item measure of

the extent to which goal achievement permits inferences of negative affect. Factor and reliability analyses suggest a unidimensional rather than a two-dimensional solution.

3. Wilson and Kunkel (2000) found that when social actors ask for favors, they perceive minimal threat to cointeractants' positive face and so label this concern "irrelevant" when achieving this goal. Although Wilson and Kunkel found the potential threat to another's positive face to be small when asking favors ( $M = 1.88, SD = 1.06; 1 = \text{min}, 7 = \text{max}$ ), a statistical test shows it is significantly greater than no threat at all,  $t(224) = 12.45, p < .001$ . Furthermore, in another study, Wilson, Aleman, and Leatham (1998) reported substantially greater negative affect potential for the goal of asking favors ( $M = 3.15, SD = 1.41$ ). Asking favors does threaten others' positive face, just not as much as other goals.

4. Constraints such as efficiency and appropriateness are qualitatively different from goals such as getting permission, asking a favor, or ending a relationship. Goals are ends individuals secure, whereas constraints are expectations individuals pay heed. Constraints differ from goals as follows: (a) People achieve goals and satisfy constraints; they do not arrive at constraints and abide by goals (and people fail to reach goals and violate constraints; they do not accomplish constraints and breach goals); (b) goals are achieved at particular moments in time, whereas constraints are only satisfied continuously; and (c) goals are impermanent, whereas constraints are persistent; goals come and go, whereas constraints are cross-goal considerations. Thus, constraints influence how individuals pursue goals, being process concerns rather than conversational outcomes.

5. Due to survey administration constraints, all participants rate social appropriateness in Section 2 prior to efficiency in Section 3. Although order effects are possible, we believe they are unlikely: People's appropriateness and efficiency judgments of individual tactics are not systematically correlated, accounting for only small amounts of variance in each other ( $M = 6.6\%$ ), and ratings of the behaviors in other investigations reveal similar assessments (see, e.g., Cole, 1993; Kellermann & Shea, 1996; Kellermann, Reynolds, & Chen, 1991; Kellermann & Park, 2001).

6. Autonomy restriction does not correlate with the other dimensions for the appropriateness arrangement, Dimension 2  $r = .37, ns$ ; Dimension 3  $r = -.45$ , or for the efficiency arrangement, Dimension 2  $r = .39, ns$ .

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