

A Cross-Cultural Analysis of Avoidance: Behind-the-Scenes Strategies in Interpersonal Conflicts

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Abstract: The current study linked high levels of concern for either self or the other with different avoidance strategies to test whether avoidance can be more than a passive state of indecision across two cultural groups: U.S. Americans and Chinese ($N = 653$). As predicted, acceptance strategy was caused by high concern for other and low concern for self, *termination* was caused by high concern for self and low concern for other, whereas *third-party seeking* was a result of high concerns for both self and other. Chinese were more avoidant than Americans across all the avoiding behaviors, because Chinese perceived a direct approach as more ineffective than Americans did.

Keywords: Avoidance, cross-cultural, interpersonal conflict, dual concern model

1. Introduction

Interpersonal conflicts are not always handled in an up-front manner, where parties address their concerns in a conversation or negotiation. Sometimes, behind-the-scenes strategies are used to deal with a difficult interpersonal situation. These behind-the-scenes deliberations and decisions are not uncommon, but they are often depicted as a passive state of indecision in interpersonal conflicts in the West. Pruitt and Rubin's (1986) dual concern model used negotiators' concern for one's own and the other party's outcomes to predict five conflict styles: High concern for one's own and the other's outcomes predicts use of an *integrating* style. Moderate concern for both self and the other is expected to result in *compromising*. *Dominating*, the most confrontational style, reflects high concern for self but low concern for the other. The *obliging* style results from low concern for self but high concern for the other. And, according to the model, avoiding is used when a person has low concern for both self and the other party.

Although Pruitt and Rubin's (1986) model predicts how negotiators will interact at the negotiation table, this model has been extended beyond face-to-face interactions to predict people's conflict management behavior more generally (Cai & Fink, 2002; Oetzel & Ting-Toomey, 2003). At times, avoidance may be used when one's interests in an interpersonal conflict are small and not worth bringing up (Pruitt & Rubin, 1986). The dual concern model describes avoidance as a passive state of indecision in a conflict that results from low concern for both self and other. The model predicts that when self or other concern is high, people are not going to avoid conflicts. However, interpersonal conflicts can be intense and emotion-laden situations where concerns for self or the other person are often high, so avoidance behaviors that occur behind the scenes may take several forms and may be used strategically to accomplish a variety of goals within these types of situations (Wang, Fink, & Cai, 2012).

Cai and Fink (2002) found the dual concern model to be multidimensional, suggesting that the

five conflict styles may not be exhaustive. Researchers, such as Leung (1988) and Tjosvold and Sun (2002), have suggested that different conflict avoidance strategies are caused by different concerns. But no systematic investigation has directly tested whether high concern for either self or the other or both can lead to various avoidance strategies. Avoidance was theorized in this paper as behind-the-scenes unilateral considerations, decisions, and behaviors involving only one party that lead to some sort of resolution to the interpersonal conflict.

The current study tests whether avoidance can be more than a passive state of indecision by linking high levels of concern for either self or the other with different avoidance strategies across two cultural groups that have been shown to differ in their use of avoidance: U.S. Americans and Chinese. The following section examines various factors that may lead to avoidance across different levels of concern for self or other in interpersonal conflicts.

2. Antecedents of Avoidance

2.1. Concern for the Other Person

The concern a person has for the other party in a conflict can be influenced by the relationship the two parties have with each other. Relational closeness and status (e.g., Aquino, 2000; Bippus & Rollin, 2003; Brew & Cairns, 2004; Brewer, Mitchell & Weber, 2002; Holt & DeVore, 2005) as well as a person's concern for the other's outcomes (e.g., Blake & Mouton, 1964; Rahim, 1983, 1989, 2001; van de Vliert & Kabanoff, 1990) have all been shown to affect the conflict styles that people use. In other words, people may have higher concern and may be more thoughtful about maintaining a relationship with a person with whom they have a closer relationship or who has a higher status than themselves.

The dual concern model predicts that when concern for the other person is high, people will either collaborate or yield when negotiating with the other party. Avoidance occurs only when concern for the other person is low. But in an interpersonal conflict-not at the negotiation table-when concern for the other person is high, a person may choose to drop his or her concern and not to bring it up with the other person as if nothing has happened. This type of avoidance is a result of high concern rather than low concern for the other person. Therefore, high concern for the other may generate avoidance strategies that disregard one's own interests. This study predicts that high concern for the other, generated by relational closeness or status, will affect whether and which avoidance strategies are used in an interpersonal conflict.

2.2. Concern for Self

The concern for self can be affected by how much a person has at stake in the conflict. Concern for self also depends on how high one's own interests are; it can also be influenced by how justified or fair one feels it is to voice one's concerns. Justification to speak up and fairness are genuine concerns (see Tyler, Boeckmann, Smith, & Huo, 1997; Tyler & Lind, 1992), and these concerns differ across conflict situations. Gelfand and Realo (1999) found that when a negotiator had to justify his or her decision, the negotiator used more culturally typical ways of behavior and decision-making. This result showed that concern for self increased when one had to justify one's behavior. The concern for self will be lower if a person feels his or her concerns are not justified.

The dual concern model predicts that, in negotiation, when concern for one's own outcomes is high, a person will either collaborate or dominate. Avoidance occurs only when concern for self is low. But when anger is involved, or when face-to-face interaction is perceived to be an ineffective strategy, high concern for self may lead to the use of unilateral and passive aggressive strategies in an interpersonal conflict. This type of avoidance is caused by a high rather than low concern for self. Therefore, a high level of concern for self in a conflict may lead to avoidance strategies that show a tendency to revenge. This study predicts that high concern for self, generated by self interest and justification, affect if and which avoidance strategies are used in an interpersonal conflict.

The dual concern model predicts the use of integrative strategies in negotiation when concerns for both one's own and the other's outcomes are high. However, integrative (win-win) solutions can be difficult to find from each party's own perspective. A go-between can help make sure that the needs of both parties involved in a conflict are addressed and also help both parties reduce face threats that come with asserting one's own interests in a direct communication. People with high concerns for both self and other may want to use third parties to help balance the opposing desires to satisfy both one's own and the other's needs. Therefore, third-party seeking, as an avoidance strategy, may be activated by high concerns for both self and the other person.

The current study proposes that behind-the-scenes avoidance, in its various forms, is caused by high concern for the other, the self, or both. The prediction that avoidance is a deliberate action runs counter to the depiction of avoidance as indecision or apathy in the dual concern model. The following sections discuss cultural differences in avoidance tendencies and propose hypotheses that link self or other concerns and cultural factors with a typology of behind-the-scenes avoidance strategies.

3. The Effect of Culture

In Western cultures, openness in managing conflict emphasizes discussion, public debate, and direct confrontation as effective ways to solve conflict (e.g., Amason, 1996). This openness is rooted in the importance of freedom of speech in that only through making everyone's ideas public, and challenging the weaknesses of each other's arguments, can the best ideas be induced and presented for the public good (see Menand, 2001, and Tjosvold & Sun, 2002). Consistent with this value, direct and confrontational styles frequently have been found to be preferred over an avoidance style as an effective way of dealing with conflict (see Amason, 1996; Kozan, 1997; Kramer & Messick, 1995; Simons & Peterson, 2000). Moreover, conflict avoidance is generally viewed as having undesirable effects (see Roloff & Ifert, 2000), such as the *chilling effect* (Roloff & Cloven, 1990) or the demand-withdraw pattern observed among romantic couples (e.g., Gottman & Levenson, 1988). In a typical avoidance scenario, both parties withdraw from communicating their needs and interests, which can result in deadlock and can damage both parties' needs.

In contrast, conflict avoidance is regarded as a useful strategy in managing conflicts in many East Asian countries. Chinese culture, as influenced by Confucianism, values harmony and social stability (Chan, 1963). These values encourage the use of obliging and avoiding styles for handling conflict so that social face can be protected (Cocroft & Ting-Toomey, 1994; Oetzel & Ting-Toomey, 2003; Ting-Toomey, Oetzel, & Yee-Jung, 2001). Ting-Toomey's (1988; Ting-Toomey & Kurogi, 1998) face-negotiation theory used individualism and collectivism (Hofstede, 2001) to predict face concerns and conflict styles (Oetzel & Ting-Toomey, 2003), with individualists more concerned about self negative-

face (autonomy of self) and collectivists more concerned about other positive-face (acceptance of other). Therefore, different face concerns led collectivists to use obliging and avoiding conflict styles more than individualists. However, the avoidance style was not differentiated systematically in the face-negotiation theory. In the current study, a typology of avoidance strategies was created to investigate the different motives behind avoidance and data from China (typically characterized as a collectivist culture) and the U.S. (typically characterized as an individualist culture; however, Cai & Fink, 2002, and Fiske, 2002, provide evidence that refutes these characterizations) to examine cultural patterns.

The use of third-party seeking behavior is not viewed the same in Eastern and Western cultures (Thibaut & Walker, 1975; Ting-Toomey, Oetzel, & Yee-Jung, 2001). Thibaut and Walker (1975), who represent a Western perspective, argued that people only go to third parties when they are unable to resolve a dispute through negotiation; the reluctance to approach a third-party may result from a desire to maintain personal control. Their view has received support in cultures considered individualistic (Triandis, 1995), where personal control over one's environment is valued. But this view has received contradictory results in cultures where such control is not as important (Nisbett, 2003; Nisbett, Peng, Choi & Norenzayan, 2001; Wall & Blum, 1991). Further, in high power distance cultures, the intervention of a high status third party in a dispute is regarded as more legitimate than in low power distance cultures (Leung & Stephan, 2001). High power distance cultures (e.g., India, China) are more accepting of—and expect—social and professional inequalities between individuals than in low power distance societies (e.g., Denmark, Germany, U.S.). Members of high power distance cultures have been found to have fewer conflicts with their superiors than do their counterparts in low power distance cultures (Bond, Wan, Leung & Giacalone, 1985; Gudykunst & Ting-Toomey, 1988), perhaps because people in high power distance cultures avoid approaching their superiors directly to resolve conflicts. Therefore, in this study, Chinese are expected to use more avoidance strategies than U.S. Americans.

4. Avoidance Strategies

4.1. A Typology of Behind-the-Scenes Avoidance Strategies

Avoidance in conflicts can take different forms. Although people may demonstrate avoidance in face-to-face interactions, these avoidance behaviors, under the constraint of the immediate interaction, are not as strategic or planned as avoidance behaviors that are a result of much deliberation. Therefore, the current study focuses on behind-the-scenes avoidance behaviors and proposes a typology relying on the cognitive processes determining whether and how to avoid.

We conceptualized avoidance behaviors in interpersonal conflicts using three dimensions to identify whether using face-to-face interaction is a viable option. The three dimensions were created because they summarize the most important concerns leading to behind-the-scenes avoidance behaviors in an interpersonal conflict. When deciding whether to confront and voice a concern to the other party in a conflict, a person considers the following: (1) Is the concern *worth fighting* for? (2) *Is it likely* I will win? (3) Is there any *future interaction* with the other party?

The *worth fighting* dimension captures the cost-benefit analysis of the conflict. A confrontation strategy can be time consuming (e.g., it takes time to plan for the face-to-face encounter) and face-threatening (e.g., confrontation can send messages of disapproval, dislike, and criticism to the other party). Unless the benefits of confronting outweigh the costs, people are more likely to avoid

confronting the other person. This dimension considers how much is at stake in a conflict. The *likely to win* dimension implies a calculation of power difference between self and other in a conflict. The higher the possibility of achieving one’s primary goals through interaction, the more likely one is to voice one’s concerns to the other party. People may avoid confrontation if they believe it is not the most effective way in getting what they want. Finally, the future interaction dimension involves the evaluation of the relationship challenged in the conflict. If there is a need to continue interacting with the other party in the future, people may avoid confrontation to prevent discomfort or difficulties in *future interactions* with that person. The need for future interaction can be higher in long-term than in short-term relationships.

These three dimensions create an eight-cell typology of avoidance (see Table 1). When one feels that the conflict is worth fighting, one is likely to win, and there is no need for future interaction with the other party, one is likely to use the *confrontation* strategy, which is not an avoidance strategy and, therefore, is not included in the table. When one feels that the conflict is not worth the efforts of confronting, one is likely to avoid, regardless of the win-lose calculation: the need for future interaction provides another reason to disregard one’s own concern for the sake of the relationship (i.e., to accept the situation). When there is no need for future interaction, indecision may occur, because there is no incentive for either addressing the concern or protecting the relationship. Indecision is similar to avoidance as described in the dual concern model. It is a procrastinating state that may not lead to any kind of resolution and therefore, is not included in the table. The following sections explain *acceptance*, *termination*, and *third-party* as three deliberate avoidance strategies and propose hypotheses related to each strategy.

Table 1. A Typology of Avoidance Strategies

		Dimension 1: Worth Fighting			
		Yes		No	
		Dimension 2: Likely to Win			
		Yes		No	
Dimension 3: Future Interaction	Yes	<i>Third-Party</i>	<i>Third-Party</i>	<i>Acceptance</i>	<i>Acceptance</i>
	No	— ²	<i>Termination</i>	— ¹	— ¹

Note.

¹ *Indecision* was not included in the study.

² *Confrontation* was not included in the study.

4.2. Acceptance

Acceptance is behaving as if nothing has happened. As an avoidance strategy, acceptance is used when one feels that the conflict is not worth the efforts, and there is a need for future interaction. Under these circumstances, even if one is likely to win, one is more likely to let the conflict go by avoiding it. Acceptance is used mainly because one’s interests are small and not worth fighting for. In addition, the need to avoid discomfort in future interaction with the other party is greater than the need to satisfy one’s present interests. The person who uses acceptance as an avoidance strategy is not simply yielding to the other party but rather choosing his or her battle very carefully. Acceptance is thus a result of one’s concern for maintaining the relationship because the person needs to continue interacting with the other

party in the future. Therefore, the higher the concern for the other party and the lower the concern for self, the more likely the acceptance strategy will be used.

The level of concern for the other party is manipulated by relational closeness and status in this study. It is expected that acceptance will be more likely used when a person is close rather than not close with the other party, or when the other is of a higher rather than equal status. The level of concern for self can be reflected by self interest and justification. Therefore, acceptance will be more likely used when a person has a low rather than high self interest, or when a person does not feel justified rather than feels justified in voicing his or her concerns.

Avoidance is a more socially acceptable strategy in China than in the United States. Leung and his colleagues (Leung, 1997; Leung, Koch & Lu, 2002) have noted that conflict avoidance can be motivated by a value for harmony, as in Chinese culture, and thus can involve sacrifice of personal interests to maintain relationships. The concern for harmony in the Chinese culture encourages obliging styles for handling conflict to protect social face (e.g., Oetzel & Ting-Toomey, 2003; Ting-Toomey & Kurogi, 1998). As a result, Chinese are expected to act as if nothing has happened more than Americans. Therefore, the following hypotheses are proposed:

- H1a: The likelihood of acceptance is greater for Chinese than for Americans.
- H1b: The likelihood of acceptance is greater for both cultures when the concern for the other is high than when the concern is low.
- H1c: The likelihood of acceptance is greater for both cultures when the concern for self is low than when the concern is high.

4.3. Termination

Termination is defined as avoiding the current conflict while terminating any future relationship with the other party. When a person feels that the conflict is worth fighting (i.e., the stakes are high), and there is no need for future interaction, the person is likely to confront the other party. But if the person does not expect to win the battle, he or she may avoid the conflict, but may terminate the future relationship to prevent further loss. Termination is used mainly because the person perceives confronting as futile and ineffective. As a result, the feeling that one is forced to give up important interests, coupled with the realization that the relationship is not important in the future, leads to the decision to terminate. Termination reflects a desire to enact revenge toward the other party. The person suffers a current loss, but is able to prevent future exploitation by the other party. Termination is an avoidance strategy that is caused by a concern to protect oneself. This concern for self is countered with a lack of concern for maintaining a future relationship with the other party. Therefore, the higher the concern for self and the lower the concern for the other in a conflict, the more likely the termination strategy will be used. Thus, the predictions for termination are the opposite of those for the acceptance strategy when relational closeness and status are used to manipulate the level of concern for the other, and self interest and justification are used to influence the level of concern for self.

Although avoidance can be caused by a concern to maintain harmony in social relationships in China (Leung, 1997; Leung, Koch & Lu, 2002), avoidance also can be a result of self interest so that maintaining harmony is used to prevent overt interpersonal problems in Chinese culture (Leung, 1997). Given that avoidance is more of a social norm for managing conflict in China than in the U.S., if a

Chinese person is motivated by high concern for self, but avoids the other person due to cultural norms and expectations, the person may simply terminate the relationship to prevent further losses. Therefore, Chinese are expected to terminate relationships more often than Americans. The following hypotheses are proposed for the termination avoidance strategy:

H2a: The likelihood of termination is greater for Chinese than for Americans.

H2b: The likelihood of termination is greater for both cultures when the concern for the other is low than when the concern is high.

H2c: The likelihood of termination is greater for both cultures when the concern for self is high than when the concern is low.

4.4. Third-Party

Seeking help from a *third-party* is likely to occur when one feels that the conflict is worth the effort, but there is also a need for future interaction with the other party. Whereas acceptance and termination avoidance strategies are driven by relationship maintenance and self protection, respectively, third-party seeking is a result of being pulled into the two directions simultaneously. The person is torn between fighting for own interests and maintaining the relationship. This type of relational concern that leads to third-party intervention is most likely to occur when dealing with a high status person. A third party may help the person evaluate the conflict situation and balance the opposing concerns. People may seek different third-parties based on whether they think they are likely to win the desired outcome. If they are not likely to win, they may approach a third-party who is more powerful than the other person in the conflict, such as an arbitrator or a supervisor. If people think they are likely to win, they may use a third-party to serve as a go-between, such as a friend or a mediator. In this study, the variety of third-parties is treated as one avoidance strategy because across situations this strategy is used to balance one's own interests and the relationship with the other person. The higher the concern for self and the higher the concern for the relationship with the other, the more likely third-party seeking will be used. Therefore, the predictions for third-party seeking reflect the conflicting concerns for both self and other.

Third-party seeking behaviors are more commonly used in Eastern than Western cultures (Thibaut & Walker, 1975; Wall & Blum, 1991). Americans have more concern about making choices and maintaining personal control in conflict situations than Chinese do (Nisbett, 2003). Therefore, it is expected that Americans will be less likely than Chinese to use a third-party because face-to-face interaction provides more personal control over the conflict situation. Thus, the following hypotheses are proposed for third-party seeking behaviors.

H3a: The likelihood of using a third-party is greater for Chinese than for Americans.

H3b: The likelihood of seeking third-party help is greater for both cultures when the concern for the other is high than when the concern is low.

H3c: The likelihood of seeking third-party help is greater for both cultures when the concern for self is high than when the concern is low.

4.5. Perceived Ineffectiveness

The reason why Chinese prefer to use behind-the-scenes avoidance behaviors is perhaps due to their *perceived ineffectiveness* of approaching the other party directly. Leung and Stephan (2001) examined reactions to injustice and proposed that the choice that people made concerning whether to respond behaviorally to injustice in a conflict depended on the perceived effectiveness of the action. In the same light, perceived ineffectiveness of resolving a conflict by directly talking to the other party may have led Chinese to resort to behind-the-scenes avoidance behaviors. Therefore, we hypothesize the following:

H4a: Chinese perceive a direct approach in interpersonal conflict as more ineffective than Americans.

H4b: Perceived ineffectiveness is positively related to the use of acceptance, termination, and third-party avoidance strategies

5. Method

A pilot study was conducted to validate sixteen scenarios created for the sixteen experimental conditions: 2 Status (high vs. low) \times 2 Relationship (close vs. not close) \times 2 Interest (high vs. low) \times 2 Justified (justified vs. not justified). Participants were 144 students from undergraduate communication courses at a large public U.S. East Coast university and 80 students from a college in Southwest China (20 males, 60 females). In the U.S. sample, 122 students were included in the analysis with 22 students excluded because their first language was not English (72 males, 50 females). The primary purpose of the pilot study was to make sure the scenarios manipulating sixteen experimental conditions were realistic and believable and differed in ways that were expected for participants from both the U.S. and China.

The results showed that the U.S. and Chinese participants perceived the scenarios as highly believable and highly realistic. The manipulation of justification was less successful than for the other variables. Specifically, the justified condition was not rated as significantly more justified than the unjustified condition for the Chinese sample. In a revision, the eight scenarios in the unjustified condition were modified. The new scenarios were used in the experiment described here.

5.1. Participants

Participants were 449 students (160 males, 234 females) from undergraduate communication courses at a large public U.S. East Coast university and 259 students (78 males, 179 females, 2 unidentified) from four colleges in three cities in China. Both the Chinese and U.S. student participants attended large public universities in major metropolitan areas in the two countries. In the U.S. sample, 394 students were included in the analysis, and 55 were excluded because their first language was not English. The mean age of the U.S. participants was 19.1 years (median = 19.0; range = 18 to 28 years). The participants were 70.8% Caucasian, 15.7% African American, 7.4% Asian, 3.0% Hispanic, and 2.8% not in the listed categories. The mean age of the Chinese participants was 22.0 years (median = 22.0; range = 18 to 25 years); the participants were all ethnic Chinese.

5.2. Procedures

5.2.1. U.S. Sample

American participants received a small amount of extra credit for participating in the study. They came to an assigned location outside of class to complete the questionnaire, which took approximately 30 minutes. An alternative class assignment or other studies were offered as an option for students who did not want to participate in this study.

5.2.2. Chinese Sample

Participants from Shanghai (6 males, 32 females) were solicited on a voluntary basis. The participants (age: 20 to 23, $M = 21.1$, median = 21) were asked to sign the consent form and complete the questionnaire on their own outside of class and return the questionnaires to their instructor. For the Tianjin participants (29 males, 31 females; age: 18 to 23, $M = 20.9$, median = 21) and Guiyang participants (43 males, 116 females, 2 unidentified; age: 20 to 25, $M = 22.6$, median = 23.0) about half of the participants signed the consent form and completed the questionnaire during regular class time supervised by their instructor, and the other participants were asked to complete the consent form and questionnaire on their own outside of class and return them to their instructor. The Chinese samples did not differ significantly on any of the manipulation checks or dependent variables, so participants from these three cities were combined for the remaining analyses.

5.3. Questionnaire

Sixteen versions of the questionnaires were distributed randomly among participants, with each version containing one of the sixteen scenarios created by researchers and tested in the pilot study; each participant completed only one version. Participants were first asked to imagine themselves in the hypothetical conflict situation given to them. The other party in the conflict was described as the same sex as the participant. Participants were asked to rate the believability (“How believable is the situation?”) and realism (“How realistic is the situation?”) of the situation.

Participants were also asked to rate the level of interest at stake in the situation, how justified they felt they were in raising their concerns, how much higher in status the other person was, and how close their relation was to the other person. All the items were newly created for this study. The level of interest at stake was measured by three items (“If you do nothing in this situation, how much sense of loss will you have?”, “How important is it to you to _____?”, and “How much of your personal interest is at stake in this situation?”). Justification was measured by two items (“How justified are you in voicing your request in this situation?” and “How reasonable is it for you to raise your concerns in this situation?”). Status was measured by two items (“How much higher in status do you feel _____ is than you?” and “To what extent do you consider _____ to be superior to you?”). Relational closeness was measured by two items (“How close is your relationship with _____?” and “How much do you expect to maintain a long-term relationship with _____?”).

Participants were asked to indicate their likelihood of using each of six possible strategies to deal with the conflict (“How likely would it be for you to act in this way?”). Each strategy was

described in a statement (see Table 2). The strategies included *acceptance*, *termination*, and *four third-party seeking* strategies. Participants also were asked to indicate how much they agree with three statements describing perceived ineffectiveness (“My interests may not be served by talking directly to _____”, “Talking directly to _____ is the most effective way to solve the problem.”, and “Talking directly to _____ may not be conducive to a better outcome for me.”). At the end of the questionnaire, items asked participants for information about sex, age, racial or ethnic background, nationality, native language, major, year in school, and marital status.

Table 2. Descriptions of Six Avoidance Strategies

Avoidance Strategy	Description
Acceptance	You would avoid talking to _____ about your concerns and ignore what’s bothering you. You would keep the problem to yourself as if nothing had happened.
Termination	You would avoid talking to _____ about your concerns, but you would not trust _____ any more, and would consider withdrawing from the relationship. You would avoid future contact with _____ as much as possible.
Third-Party (arbitrator)	You would seek the assistance of an impartial third party who would serve as an arbitrator to the dispute. The arbitrator would listen to the arguments presented by you and _____ and make a decision as to how to resolve the problem. The arbitrator has the authority to make a final and binding decision, which you and _____ would be required to follow.
Third-Party (mediator)	You would seek the assistance of an impartial third party who would serve as a mediator to the dispute. The mediator would help you to discuss your concerns with _____ and give advice. The mediator merely offers suggestions which you or _____ doesn’t have to follow.
Third-Party (authority)	You would avoid talking directly to _____ but discuss the problem with a third party such as a person who has power over _____ and try to convince this person to intervene and pressure _____ to address your concerns.
Third-Party (friend)	You would avoid talking directly to _____ but discuss the problem with a third party such as a mutual friend who may influence _____ to address your concerns.

For Chinese participants, questionnaires were translated into Chinese by a native Chinese speaker and back-translated by another native Chinese speaker. The two translators discussed any incongruities in the pre- and post-translated English versions and constructed a final Chinese version of the scenarios and questions (see van de Vijver & Leung, 1997, regarding equivalency in translation).

Magnitude scales were used for all scale items in the questionnaire. Participants were instructed to use 100 to represent a moderate amount of the variable that they were rating, 0 to represent none, and to use any nonnegative number without a limit at the upper end, with higher numbers representing greater amounts of the variable that was being assessed (Hamblin, 1974; Lodge, 1981; see also Torgerson, 1958, 1961). To meet the statistical assumptions required for analyses within the general linear model, all the items were transformed, using a power transformation (see Bauer & Fink, 1983; Fink, 2009; Kruskal, 1968).

A “single bend” transformation was used, and the optimal transformation was determined to be $X^* = X^p$, where X is the original variable and p is a power; empirically it was found the optimal p values were always between 0 and 1.00. When a measure had large outliers such as infinity, they were trimmed by being recoded to a fixed value, in this case 1000, before further analysis. The manipulation check items were transformed to the same power of .26. The six strategies were transformed to the same power of .20. The three-item perceived ineffectiveness scale was transformed to a power of .36. Transformed variables were used in all the parametric analyses discussed below.

5.4. Manipulation Checks

Both the American and Chinese participants rated the scenarios as highly believable (U.S.: $M = 4.01$, $SD = 0.89$; China: $M = 3.65$, $SD = 1.01$) and highly realistic (U.S.: $M = 3.94$, $SD = 0.91$; China: $M = 3.68$, $SD = 1.02$). The manipulation checks for status, closeness, interest and justification were all successful for the overall sample and for each culture (see Table 3). In sum, the manipulations were rated as effective in differentiating the situations in the desired directions.

Table 3. Manipulation Checks on Status, Relational Closeness, Self-interest, and Justification

		Overall Sample	U.S. Sample	China Sample
Status		$F[1, 648] = 1034.56$, $p < .001$, $\eta^2 = .62$	$F[1, 391] = 965.88$, $p < .001$, $\eta^2 = .71$	$F[1, 255] = 225.42$, $p < .001$, $\eta^2 = .47$
	high	$M = .80$, $SD = .70$	$M = .87$, $SD = .63$	$M = .69$, $SD = .78$
	low	$M = -.77$, $SD = .53$	$M = -.82$, $SD = .43$	$M = -.68$, $SD = .68$
Relational Closeness		$F[1, 646] = 219.81$, $p < .001$, $\eta^2 = .25$	$F[1, 390] = 192.99$, $p < .001$, $\eta^2 = .33$	$F[1, 254] = 45.75$, $p < .001$, $\eta^2 = .15$
	close	$M = .51$, $SD = .88$	$M = .58$, $SD = .86$	$M = .38$, $SD = .96$
	not close	$M = -.50$, $SD = .84$	$M = -.57$, $SD = .78$	$M = -.40$, $SD = .88$
Self-interest		$F[1, 644] = 55.07$, $p < .001$, $\eta^2 = .08$	$F[1, 390] = 38.21$, $p < .001$, $\eta^2 = .09$	$F[1, 252] = 23.12$, $p < .001$, $\eta^2 = .08$
	high	$M = .28$, $SD = .96$	$M = .30$, $SD = .90$	$M = .29$, $SD = 1.02$
	low	$M = -.28$, $SD = .96$	$M = -.30$, $SD = 1.01$	$M = -.29$, $SD = .89$
Justification		$F[1, 643] = 59.72$, $p < .001$, $\eta^2 = .08$	$F[1, 390] = 30.66$, $p < .001$, $\eta^2 = .07$	$F[1, 250] = 32.12$, $p < .001$, $\eta^2 = .11$
	justified	$M = .29$, $SD = .87$	$M = .27$, $SD = .86$	$M = .34$, $SD = .88$
	unjustified	$M = -.29$, $SD = 1.04$	$M = -.27$, $SD = 1.06$	$M = -.33$, $SD = 1.00$

5.5. Dependent Variables

The *acceptance* and *termination* strategy items were used as dependent variables for H1 and H2, respectively. A principal-components analysis was used on the four third-party strategy items. Only one component with an eigenvalue greater than 1 was extracted. This component accounted for 55% of the total variance. The loadings of the four items on this component were .78, .72, .79, and .68 respectively. The reliability coefficient (Cronbach's α) of the summed third-party items was .73. This component was used as the dependent variable of seeking third party assistance for H3.

A principal-components analysis was used on the three-item *perceived ineffectiveness* scale. Only one component with an eigenvalue greater than 1 was extracted. This component accounted for 56% of the total variance. The loadings of the three items on this component were .80, .63, and .81 respectively. The reliability coefficient (Cronbach's α) of the summed items was .59. This component was used as the measure of perceived ineffectiveness for H4.

6. Results

6.1. Hypotheses

To assess the hypotheses, a series of $2 \times 2 \times 2 \times 2 \times 2$ factorial ANOVAs were performed, crossing status (high, low), relational closeness (close, not close), interest (high, low), justification (justified, not justified), and culture (U.S., China), with likelihood ratings for the acceptance, termination, third-party strategies, and perceived ineffectiveness as dependent variables for H1 through H4. All five variables are between-subjects measures.

6.2. Hypothesis 1: Acceptance

Significant effects were found for culture ($F[1, 617] = 68.33, p < .001, \eta^2 = .10$), closeness ($F[1, 617] = 4.20, p < .041, \eta^2 = .01$), interest ($F[1, 617] = 28.91, p < .001, \eta^2 = .05$), and justification ($F[1, 617] = 20.28, p < .001, \eta^2 = .03$). The culture main effect (H1a) showed that Chinese ($M = 1.71, SD = 1.27$) reported greater likelihood than Americans ($M = .96, SD = 1.13$) of avoiding the conflict as if nothing has happened.

The main effect for closeness showed greater likelihood of using acceptance when the person in the conflict was close with the other party ($M = 1.34, SD = 1.24$) than when their relationship was not close ($M = 1.17, SD = 1.23$). But there also was an interaction between closeness and status ($F[1, 617] = 4.40, p < .036, \eta^2 = .01$), indicating greater likelihood that a person would use the acceptance strategy when the relationship was close than not close but only if the other party was also a high status person (See Figure 1). The results showed that the greatest tendency to accept the situation occurred when the concern for the other was highest (i.e., when the other was of a higher status with whom one was also close). The main effect for closeness and the interaction between closeness and status (H1b) showed that when concern for the other person was high, people were more likely to use acceptance as a strategy.

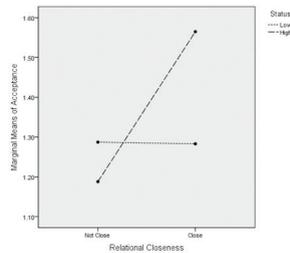


Figure 1. Acceptance by Relational Closeness and Status

The main effect for interest showed greater likelihood of avoiding as if nothing has happened when one's own interest was low ($M = 1.51$, $SD = 1.21$) than when one's self interest was high ($M = 1.00$, $SD = 1.22$). And people reported greater likelihood to avoid as if nothing has happened when they did not feel justified ($M = 1.44$, $SD = 1.27$) than when they felt justified to voice concerns ($M = 1.07$, $SD = 1.18$). The tendency to accept was greatest when the concern for self was lowest (i.e., when one's interest was low and one did not feel justified). These two main effects (H1c) showed that when concern for self was low, people were more likely to use the acceptance strategy. Therefore, H1a through H1c were supported.

6.3. Hypothesis 2: Termination

For H2, the culture main effect was significant (H2a: $F[1, 618] = 5.21$, $p < .023$, $\eta^2 = .01$), with Chinese ($M = 1.24$, $SD = 1.24$) reporting greater likelihood than Americans ($M = 1.06$, $SD = 1.14$) of terminating future relationship.

A main effect was found for closeness ($F[1, 618] = 35.06$, $p < .001$, $\eta^2 = .05$), indicating a greater likelihood of using termination when the relationship with the other person was not close ($M = 1.39$, $SD = 1.19$) than when the relationship was close ($M = .87$, $SD = 1.12$). But closeness and status interact ($F[1, 618] = 30.29$, $p < .001$, $\eta^2 = .05$), indicating greater likelihood to avoid future relationship with the other party when the relationship was not close than close but only if the other party was not a high status person (See Figure 2). The results showed that the likelihood of using termination was highest when the concern for the other was lowest (i.e., when the other was of equal status with whom one was not close). The main effect for closeness and the interaction effect between closeness and status (H2b) showed that when concern for the other person was low, people were more likely to use the termination strategy.

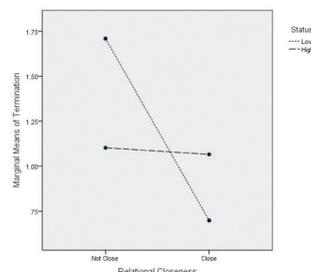


Figure 2. Termination by Relational Closeness and Status

A main effect for being justified to voice concerns ($F[1, 618] = 7.61, p < .006, \eta^2 = .01$) showed greater likelihood to terminate future relationship when the individual feels justified ($M = 1.24, SD = 1.21$) than not justified ($M = 1.03, SD = 1.15$). Although the main effect for interest was not significant, there was an interaction effect between interest and justification ($F[1, 618] = 11.39, p < .001, \eta^2 = .02$), indicating that people were most likely to use termination when they felt justified but also when their self-interest was not very high. Perhaps when people's self-interest was high, they would want to maintain some contact to regain their interests. Thus, H2a and H2b were supported, but H2c was partially supported.

6.4. Hypothesis 3: Third-party

Significant main effects were found for culture ($F[1, 608] = 8.87, p < .003, \eta^2 = .01$), status ($F[1, 608] = 10.75, p < .001, \eta^2 = .02$), interest ($F[1, 608] = 6.13, p < .014, \eta^2 = .01$), and justification ($F[1, 608] = 9.74, p < .002, \eta^2 = .02$). The culture main effect showed that the likelihood of using third-party in a conflict (H3a) is greater for Chinese ($M = 0.15, SD = 1.00$) than for Americans ($M = -0.09, SD = 0.99$). The main effect for status indicated a greater likelihood to involve a third-party when (H3b) the other party's status was high ($M = 0.13, SD = 0.97$) than when the other party's status was low ($M = -0.12, SD = 1.02$). The results indicated that when other concern, mainly caused by the high status of the other, was high, people were more likely to seek third-party help.

The likelihood to seek third-party help was greater when (H3c) one's own interest was high ($M = 0.09, SD = 0.97$) than when self interest was low ($M = -0.09, SD = 1.03$), and when (H3c) the individual felt justified to voice concerns ($M = 0.13, SD = 0.99$) than when the individual did not feel justified ($M = -0.13, SD = 0.99$). These main effects showed that the tendency to seek third-party help was greatest when self concern was highest (i.e., when one's interest was high and one felt justified). Thus, H3a, H3b, and H3c were supported.

6.5. Hypothesis 4: Perceived Ineffectiveness

The ANOVA results on perceived ineffectiveness of a direct approach revealed that perceived ineffectiveness was greater for Chinese ($M = .51, SD = .92$) than Americans ($M = -.34, SD = .90; F[1, 619] = 145.62, p < .001, \eta^2 = .19$).

Results also showed that perceived ineffectiveness was positively related to the three avoidance strategies: acceptance ($r = .377, p < .001$), termination ($r = .231, p < .001$), and third-party ($r = .230, p < .001$), respectively. Therefore, H4a and H4b were supported.

7. Discussion

7.1. Significant Findings and Implications

This study examined whether behind-the-scenes avoidance behaviors are caused by strategies for managing conflicts, and it showed that avoiding a conflict is not just a result of apathy from low concern for both parties' outcomes. Instead, avoidance behaviors, acceptance, termination, and *third-party* seeking, are caused by high concern for the other, the self, or both, respectively. Further, this study tested cultural expectations about the use of avoidance to manage conflicts. Several major findings

resulted from this study.

First, Chinese reported greater likelihood to use avoidance than Americans to manage conflicts. The conflict management literature suggests contradictory findings regarding the influence of culture on the use of avoidance (e.g., Cai & Fink, 2002; Leung, Koch & Lu, 2002). Results from this study showed that Chinese are more likely than Americans to avoid conflict as if nothing has happened (the acceptance strategy) perhaps for the purpose of saving a relationship. However, relationship maintenance is not the only reason why Chinese avoid conflict. This study supported Leung and his colleagues' (Leung, 1997; Leung, Koch & Lu, 2002) claim that conflict avoidance can be a result of self interest and that harmony can be used as a tool to avoid further interpersonal problems. Chinese reported greater likelihood than Americans to use a third-party to safeguard interests, even though this strategy may have negative relational consequences. Chinese also reported greater likelihood than Americans to terminate a relationship to prevent further losses, perhaps when they perceive that a direct approach is ineffective for achieving their goals.

The findings that Chinese were more likely to use all behind-the-scenes avoidance behaviors than Americans may be understood from a facework perspective. Chinese had been found to have higher concerns for others' face, which usually led to the use of avoiding and integrating conflict strategies (Oetzel & Ting-Toomey, 2003). Han and Cai (2010) found that Chinese maintained relatively high levels of face concerns for self and others across different levels of responsibility and relational closeness in apologizing, whereas U.S. Americans varied their face concerns based on situational and relational cues. The pressure of maintaining face needs could have led Chinese to choose behind-the-scenes strategies instead of a direct social interaction.

One of the behind-the-scenes strategies preferred by Chinese is termination of future relationship, which seems counter-intuitive in a society that values relationships. Gelfand et al. (2011) investigated the differences between tight and loose cultures. Tight cultures are defined as those with strong social norms and low tolerance of deviance, whereas loose cultures are those with weak norms and high tolerance of deviant social behaviors. China's tightness score (7.9) is slightly higher than the average score among the 33 nations (6.5) and higher than the U.S. score (5.1). However, when compared with tight cultures (South Korea, 10.0; Singapore, 10.4; Pakistan, 12.3; Malaysia, 11.8; India, 11.0), the Chinese society seems to be more loose than tight. With the economic development and technological advancement in China, some social norms can become fluent. Relational mobility refers to the number of opportunities available to an individual to end old relationships and form new ones in a society (Yuki et al., 2007). Relational mobility describes a societal characteristic much like the tight-loose dimension. Therefore, if relational mobility becomes relatively high for Chinese, they could choose to unilaterally terminate an unjust relationship to prevent future losses in a conflict.

Another important finding in the study is that, in an interpersonal conflict, acceptance was caused by high concern for other and low concern for self, showing a tendency to oblige. Termination was a result of high concern for self and low concern for other, indicating a tendency to assert control and dominate. Third-party seeking was activated by high concern for both self and other, implying a need to integrate. All the avoidance behaviors examined in this study are different from avoidance in the dual concern model which is a result of low concern for both self and other. Instead, the behind-the-scenes avoidance strategies examined here mirror the conflict styles used in face-to-face situations in that they are active strategies that are used under the pressure of social and cultural expectations. Therefore, distinguishing avoidance from non-avoidance behaviors is not as crucial as identifying the underlying

motive behind the avoidance or non-avoidance behavior in managing an interpersonal conflict.

7.2. Limitations and Future Directions

In the current study, high concern for self or other have been linked to different types of behind-the-scenes avoiding strategies. These concerns may be driven by a single or a combination of different relational and situational factors. When the concern for the other is high, people are likely to use either acceptance or third-party help. The current study showed that if the high concern for the other was caused only by the high status of the other party, people were more likely to seek third-party help; however, if the high concern for the other was induced by both closeness and high status, people were more likely to use acceptance. On the other hand, when the concern for self is high, people are likely to use either termination or third-party help. If the high self concern was caused solely by feeling justified, people were more likely to use termination as a strategy; however, if high self interest was also involved, third-party seeking was a preferred strategy.

One limitation of this research is that although the manipulations of the relational and situational factors were successful, the self-concern and other-concern were not directly measured in each condition. So it was unknown how much of a difference existed between other-concern caused by high status alone and other-concern caused by both high status and closeness. The two different kinds of other-concern were shown to lead to two different avoidance behaviors. The same can be said about self-concern. Future research could look into other factors that can activate high concern for either self or the other party in an interpersonal conflict. More importantly, direct measures need to be used to evaluate the magnitude of concern between different manipulations.

Another limitation is that the scenarios that were created involve interpersonal conflicts that college students are likely to encounter in their everyday life, which would explain why participants rated the scenarios as highly believable and realistic. But these situations may not be relevant to other populations in which other types of power relationships operate. For example, the professor-student power relationship is only relevant to students and the boss-employee power relationship may be understood differently by students compared to people who have careers in the workplace. Future research needs to test the results found in this study within other contexts.

In the current study, participants were asked to read and then respond to conflict scenarios. Although the scenarios may be realistic and believable enough to elicit reactions similar to real conflicts, the intensity and complexity of reactions are not likely to be fully realized. Further, interpersonal conflicts are often ongoing rather than one-time events. The conflict behaviors individuals report may be different from the behaviors they demonstrate in actual conflict situations. Self-report measures are more susceptible to social desirability effects than behavioral measures. Therefore, future research should investigate actual rather than projected behaviors. Nevertheless, the predictions of this study, which are based on theoretical conceptualizations of cultural values, were widely upheld.

Relational closeness has been used frequently in predicting conflict behaviors because it is related to how much concern a person has toward the other party. Status has been shown to be an important predictor as well. Status was a significant factor in predicting third-party seeking behaviors in this study. Previous research on conflict styles used closeness or status in predicting conflict styles (e.g., Aquino, 2000; Bippus & Rollin, 2003; Brew & Cairns, 2004; Brewer, Mitchell & Weber, 2002; Friedman, Chi & Liu, 2006; Holt & DeVore, 2005) but did not include both of them. Therefore, interaction between

closeness and status was rarely investigated as a predictor of conflict styles. The current study showed that status alone was not a significant predictor, but status interacted with closeness to predict avoidance behaviors. In predicting the use of acceptance and termination for both cultures, the interaction of status and closeness showed that the effect of closeness depends on the status of the other person. Therefore, future research on conflict management should systematically examine the effects of power difference between conflicting parties on conflict behaviors.

This study confirmed findings in the conflict literature that people from East Asia, such as China, used the avoiding style more than people from the West, such as U.S. (Oetzel & Ting-Toomey, 2003; Ting-Toomey, 1988; Ting-Toomey & Kurogi, 1998). Chinese were more likely to use all three avoidance strategies than Americans in this study. A Chinese tendency to avoid conflict has been explained by a greater concern for the other party and the relationship in a conflict (Friedman, Chi & Liu, 2006), by an interdependent self-construal (Ting-Toomey, Oetzel & Yee-Jung, 2001), and by a tendency to protect social face (Oetzel & Ting-Toomey, 2003). Prior research argued that Chinese used avoidance behaviors primarily to maintain relationship and harmony in social interactions. However, the current study extended this line of thinking by empirically validating the possibility that relationship maintenance was not the only reason that Chinese avoided conflict. In some situations, Chinese, who were shown to use more termination and third-party than Americans in this study, avoided conflict to protect self interest.

China has often been categorized as a collectivist society with a focus on group rather than individual goals. In the same category are many Asian countries such as Japan, South Korea, Pakistan, India, and Malaysia. Interestingly, these countries have also been categorized as tight nations with strong social norms and low tolerance to deviant behaviors (Gelfand et al., 2011). However, assuming that these cultures would have similar conflict behaviors based on broad values and patterns may be an oversimplification. Future research should start to look at the differences between collectivistic societies or between tight cultures to have a full understanding of specific conflict behaviors.

In conclusion, the contradictory motives of avoidance behaviors, concern for self versus concern for the other, can complicate a conflict situation. Therefore, when avoidance occurs, careful examination of the interpersonal conflict situation will help better explain the use of avoidance and understand the motives for avoidance.

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Appendix 1. Conflict Scenarios

Superior, close, high interest, justified

You have been working part-time for a company for over a year. You have developed a very good relationship with your boss. You value both your friendship and your working relationship with your boss and want to maintain a long-term relationship. When you were hired, your boss agreed to increase your hourly wage depending on how well the company does. You are in need of this pay raise because of the recent tuition increase at your university. Without this pay raise, you don't know how you will afford the tuition increase. The company has been doing very well for some time, but your boss has not mentioned the promised pay raise. Based on the profits the company has been making, you especially feel you deserve a substantial increase in pay. You are wondering whether to talk to your boss about this.

你已經為一個公司兼職工作超過一年了，你已和你的老闆發展了很好的關係，你重視你與老闆的友誼和工作關係並希望長期維持這種關係。當初你被雇用時，你的老闆答應根據公司的效益增加你的小時工資。你確實需要更高的工資，因為最近你大學的學費漲了。如果不增加你的工資，你都不知道將如何支付學費。這家公司的效益已經持續增長了好長一段時間了，但你的老闆還沒有提及曾經答應過的漲工資的事。根據公司已經取得的利潤，你更加覺得你的工資應該有大幅的上調，你正在考慮是否就此事去和你的老闆談一談。

Superior, not close, high interest, justified

You have been working part-time for a company for six months. You see your boss on occasion, but you don't know your boss very well. When you were hired, your boss agreed to increase your hourly wage depending on how well the company does. You are in need of this pay raise because of the recent tuition increase at your university. Without this pay raise, you don't know how you will afford the tuition increase. The company has been doing very well for some time, but your boss has not mentioned the promised pay raise. Based on the profits the company has been making, you especially feel you deserve a substantial increase in pay. You are wondering whether to talk to your boss about this.

你已經在一個公司兼職工作半年了。你偶而見過你的老闆但是和他（她）並不熟。當初你被雇用時，你的老闆答應根據公司的效益增加你的小時工資。你確實需要更高的工資，因為最近你大學的學費漲了。如果不增加你的工資，你都不知道將如何支付學費。這家公司的效益已經持續增長了好長一段時間了，但你的老闆還沒有提及曾經答應過的漲工資的事。根據公司已經取得的利潤，你更加覺得你應得到大幅增加的工資，你正在考慮是否就此事去和你的

老闆談談。

Superior, close, low interest, justified

You have been working part-time for a company for over a year. You have developed a very good relationship with your boss. You value both your friendship and your working relationship with your boss and want to maintain a long-term relationship. At the beginning of the summer, your boss agreed to give you a bonus depending on how well the company does over the summer months. The company did well during that period. Now at the end of the summer, your boss has not mentioned the promised bonus. If there is a bonus, you know it is not going to be a large amount of money, but any bonus would be better than none at all. You are wondering whether to talk to your boss about this.

你已經在一個公司兼職工作超過一年了，你已和你的老闆發展了很好的關係，你重視你與老闆的友誼和工作關係並希望長期維持這種關係。在這個夏天開始時，你的老闆答應將根據公司在夏季的贏利情況給你一筆獎金。公司在夏季經營得很好。現在已經是夏末了，但你的老闆還沒有提及曾經答應過的獎金的事。就算有這筆獎金，你知道數目可能也不大，但是有獎金總比沒有獎金好。你正在考慮是否就此事去和你的老闆談一談。

Superior, not close, low interest, justified

You have been working part-time for a company for half a year. You see your boss on occasion, but you don't know your boss very well. At the beginning of the summer, your boss agreed to give you a bonus depending on how well the company does over the summer months. The company did well during that period. Now at the end of the summer, your boss has not mentioned the promised bonus. If there is a bonus, you know it is not going to be a large amount of money, but any bonus would be better than none at all. You are wondering whether to talk to your boss about this.

你已經為一個公司兼職工作半年了。你偶而見過你的老闆但是和他（她）並不熟。在這個夏天開始時，你的老闆答應將根據公司在夏季的贏利情況給你一筆獎金。公司在夏季經營得很好。現在已經是夏末了，但你的老闆還沒有提及曾經答應過的獎金的事。就算有這筆獎金，你知道數目可能也不大，但是有獎金總比沒有獎金好。你正在考慮是否就此事去和你的老闆談一談。

Superior, close, high interest, not justified

This semester, you took a class from a professor in your department. You have been working closely with this professor and have become good friends over the past two years. You value both your friendship and your working relationship with the professor and want to maintain a long-term relationship. In this class, you were required to participate in a group project in which students chose their own group members. The professor has made everyone sign a group contract in which it is clearly stated that everyone in a group will receive the same grade for the project. The professor stressed that being in a group with slackers is no exception because one of the purposes of the group project is to have students learn to take responsibility for the whole group. You feel you worked very hard and contributed a lot to your group, but because of the poor work by other members in your group, your group received a low grade for the project. As a result, your final grade for this course was affected and, as a result, you are now likely to lose a special scholarship you receive from the department. You know that everyone in

the group should take responsibility for the whole group and will receive the same grade, but you still want to raise your grade. You are wondering whether to talk to the professor about this.

這個學期你在上一位本系教授的課。過去兩年來你一直和這位教授合作並和他（她）成為好朋友。你重視與這位教授的友誼和工作關係並希望長期維持這種關係。在這門課上，你們每人都被要求參加一個小組專案。所有的學生是自己選擇組員組成各個小組的。教授讓每個人簽了一個小組專案合同，其中明確指出小組裡每一個人在所做的專案上將得到同樣的分數。教授強調即使和不願幹活的學生分到一個組裡也不能成為這條規定的例外，因為這個小組專案的其中一個目的就是讓學生學會為整個小組負責。你覺得你工作非常努力而且在組裡貢獻很大。但是由於小組裡其他成員缺乏品質的工作，你的小組在這個專案上得到了一個很低的分數。結果你在這門課上的最終成績受到了影響，因此你有可能會失去系裡給你的一份特別獎學金。你知道小組的每一個人應該為整個小組負責並將得到同樣的分數，但你仍想提高你的分數。你正在考慮是否就此事去找你的教授談一談。

Superior, not close, high interest, not justified

This semester, you took a class from a professor in another department. This is your first and probably the only course you will take with this professor. In this class, you were required to participate in a group project in which students chose their own group members. The professor has made everyone sign a group contract in which it is clearly stated that everyone in a group will receive the same grade for the project. The professor stressed that being in a group with slackers is no exception because one of the purposes of the group project is to have students learn to take responsibilities for the whole group. You feel you worked very hard and contributed a lot to your group, but because of the poor work by other members in your group, your group received a low grade for the project. As a result, your final grade for this course was affected and you are now likely to lose a special scholarship you receive from your department. You know that everyone in the group should take responsibility for the whole group and will receive the same grade, but you still want to raise your grade. You are wondering whether to talk to the professor about this.

這個學期，你在別的系上一位教授的課。這是你第一次也許也是唯一一次上這位教授的課。在這門課上，你們每人都被要求參加一個小組專案。所有的學生是自己選擇組員組成各個小組的。教授讓每個人簽了一個小組專案合同，其中明確指出小組裡每一個人在所做的專案上將得到同樣的分數。教授強調即使和不願幹活的學生分到一個組裡也不能成為這條規定的例外，因為這個小組專案的其中一個目的就是讓學生學會為整個小組負責。你覺得你工作非常努力而且在組裡貢獻很大。但是由於小組裡其他成員缺乏品質的工作，你的小組在這個專案上得到了一個很低的分數。結果你在這門課上的最終成績受到了影響，因此你有可能會失去系裡給你的一份特別獎學金。你知道小組的每一個人應該為整個小組負責並將得到同樣的分數，但你仍想提高你的分數。你正在考慮是否就此事去找你的教授談一談。

Superior, close, low interest, not justified

This semester, you took a class from a professor in your department. You have been working closely with this professor and have become good friends over the past two years. You value both your friendship and your working relationship with the professor and want to maintain a long-term relationship. In this class, you were required to participate in a group project in which students chose their own group

members. The professor has made everyone sign a group contract in which it is clearly stated that everyone in a group will receive the same grade for the project. The professor stressed that being in a group with slackers is no exception because one of the purposes of the group project is to have students learn to take responsibility for the whole group. You feel you worked very hard and contributed a lot to your group, but because of the poor work by other members in your group, your group received a low grade for the project. As a result, your final grade for this course was half a grade lower than you hoped to achieve in this course. Although this is not a major course for you, you still feel disappointed. You know that everyone in the group should take responsibility for the whole group and will receive the same grade, but you still want to raise your grade. You are wondering whether to talk to the professor about this.

這個學期你在上一位本系教授的課。過去兩年來你一直和這位教授合作並和他（她）成為好朋友。你重視與這位教授的友誼和工作關係並希望長期維持這種關係。在這門課上，你們每人都被要求參加一個小組專案。所有的學生是自己選擇組員組成各個小組的。教授讓每個人簽了一個小組專案合同，其中明確指出小組裡每一個人在所做的專案上將得到同樣的分數。教授強調即使和不願幹活的學生分到一個組裡也不能成為這條規定的例外，因為這個小組專案的其中一個目的就是讓學生學會為整個小組負責。你覺得你工作非常努力而且在組裡貢獻很大。但是由於小組裡其他成員缺乏品質的工作，你的小組在這個專案上得到了一個很低的分數。結果你在這門課程上的得分比你所希望的少了五分左右。儘管這不是你的主課，你仍然感到失望。你知道小組的每一個人應該為整個小組負責並將得到同樣的分數，但你仍想提高你的分數。你正在考慮是否就此事去找你的教授談一談。

Superior, not close, low interest, not justified

This semester, you took a class from a professor in another department. This is your first and probably the only course you will take with this professor. In this class, you were required to participate in a group project in which students chose their own group members. The professor has made everyone sign a group contract in which it is clearly stated that everyone in a group will receive the same grade for the project. The professor stressed that being in a group with slackers is no exception because one of the purposes of the group project is to have students learn to take responsibility for the whole group. You feel you worked very hard and contributed a lot to your group, but because of the poor work by other members in your group, your group received a low grade for the project. As a result, your final grade for this course was half a grade lower than you hoped to achieve in this course. Although this is not a major course for you, you still feel disappointed. You know that everyone in a group should take responsibility for the whole group and will receive the same grade, but you still want to raise your grade. You are wondering whether to talk to the professor about this.

這個學期，你在別的系上一位教授的課。這是你第一次也許也是唯一一次上這位教授的課。在這門課上，你們每人都被要求參加一個小組專案。所有的學生是自己選擇組員組成各個小組的。教授讓每個人簽了一個小組專案合同，其中明確指出小組裡每一個人在所做的專案上將得到同樣的分數。教授強調即使和不願幹活的學生分到一個組裡也不能成為這條規定的例外，因為這個小組專案的其中一個目的就是讓學生學會為整個小組負責。你覺得你工作非常努力而且在組裡貢獻很大。但是由於小組裡其他成員缺乏品質的工作，你的小組在這個專案上得到了一個很低的分數。結果你在這門課程上的得分比你所希望的少了五分左右。儘管這

不是你的主課，你仍然感到失望。你知道小組的每一個人應該為整個小組負責並將得到同樣的分數，但你仍想提高你的分數。你正在考慮是否就此事去找你的教授談一談。

Peer, close, high interest, justified

You have been classmates and good friends with Terry for three years. You value your friendship with Terry and regard Terry as a long-term friend. Terry had some trouble paying tuition this semester because Terry's parents discontinued their financial support for Terry's schooling. Terry's part-time job salary was not enough to pay the tuition. Terry asked to borrow some money and promised to pay you back as soon as possible. You let Terry borrow \$500. Now the semester is coming to an end and Terry hasn't said anything to you about returning the money. This sum of money is not a small amount for you. You are wondering whether to talk to Terry about this.

華和你是三年的同學和好朋友。你珍惜和華之間的友誼並視華為自己長期的朋友。這個學期華在交學費時碰到了麻煩，因為華的父母不再給他（她）提供財政支援，而華的兼職工資不足以交學費。華向你借錢並允諾儘快還你。你借給華500元錢。現在這個學期馬上就要結束了，而華還沒有提起還錢的事。這筆錢對你來說不是一筆小數目。你正在考慮是否就此事去問華。

Peer, close, low interest, justified

You have been classmates and good friends with Terry for three years. You value your friendship with Terry and regard Terry as a long-term friend. A couple weeks ago, Terry was short of cash and borrowed \$30 from you, promising to pay you back as soon as possible. Now it's a few weeks later and Terry hasn't returned the money to you and hasn't even mentioned the subject. You are wondering whether to talk to Terry about this.

華和你是三年的同學和好朋友。你珍惜和華之間的友誼並視華為自己長期的朋友。幾周前，華因為缺錢而向你借了30元錢，並允諾儘快還你。現在幾周時間過去了，華還沒有把錢還給你甚至沒有提起這件事，你正在考慮是否就此事去問華。

Peer, close, high interest, not justified

You have been classmates and good friends with Terry for three years. You value your friendship with Terry and regard Terry as a long-term friend. You and Terry rented a two-bedroom apartment together for this school year. When you signed the lease, you wanted very much to live in the master bedroom that faces south, and agreed to sign the lease with Terry on the condition that you would take the master room and pay more rent. Terry was willing to sign the agreement, moving into the smaller bedroom that faces north with lower rent, which Terry could better afford. About a month after you moved in, the community center outside your window began construction. You are typically a night person and get up very late in the morning. The construction begins early every morning and wakes you so that you are getting little sleep. You haven't had a good night's sleep since the construction began. The construction doesn't look like it will be completed any time soon. Because Terry is a morning person, you are thinking of asking Terry to change rooms or at least asking that Terry's portion of the rent increase to compensate you. You are wondering whether to talk to Terry about this.

華和你是三年的同學和好朋友。你珍惜和華之間的友誼並視華為自己長期的朋友。這學年華和你合租了一套兩臥室的公寓。當你簽租約時，你非常想住朝南的主臥室。你同意和華一起簽租約，但條件是你能住進主臥室並願意為這間大房間承擔較多的房租。華同意簽租約，住進朝北的小房間，並付較少的房租，這個價格華更能付得起。在你們搬入大約一個月後，你窗外的社區活動中心開始施工。你是一個典型的熬夜工作的人，所以早上起得很晚。每天早上開始得很早的施工會吵醒你，使你幾乎睡不了什麼覺。自從工程開始你就沒有睡過好覺。這個工程看起來不會很快結束。因為華是一個早起的人，你想要華和你換房間或至少讓華多交些房租來補償你。你正在考慮是否就此事去和華談一談。

Peer, close, low interest, not justified

You have been classmates and good friends with Terry for three years. You value your friendship with Terry and regard Terry as a long-term friend. Terry and you rented a two-bedroom apartment together for this school year. The rent doesn't include the cost of electricity. When you moved in, the two of you agreed that you would split evenly the cost of electricity because it is too difficult to calculate how much one person spends over the other. But two months after you moved in, Terry bought a small refrigerator that only Terry uses. As a result, the electricity bill increased about \$20 each month. Although you often stay up late to watch television, and you watch a lot more TV than Terry does, you would like Terry to pay a greater share of the electric bill. You are wondering whether to talk to Terry about this.

華和你是三年的同學和好朋友。你珍惜和華之間的友誼並視華為自己長期的朋友。這學年華和你合租了一套兩臥室的公寓。租金不包括電費。入住後，你倆同意兩人平均分擔每月的電費，因為要算清楚誰比誰多用多少電實在很困難。但你們入住兩個月後，華買了一個小冰箱自己用。結果電費因此每月增加了大概20元。雖然你經常熬夜看電視，而且電視比華看得多得多，你仍想要華分擔較多的電費，你正在考慮是否就此事找華談一談。

Peer, not close, high interest, justified

You know Lynn only because you are classmates in a course you take from another department. The professor for this course required students to work in pairs on a project; the professor would select the very best projects to be presented at a prestigious research day on campus. The professor noted that the person who makes the most significant contribution to the work should be recognized as first author on the project. Having your project selected would look very impressive and be important for your graduate school applications. Going to graduate school is a high priority for you when you graduate from college. You and Lynn were assigned to work together. You worked especially hard on this project. You came up with the idea for the project and did more than half of the research and writing on the project. Although Lynn also did a good job, you did the most important work to make the project come out as well as it did. As a result, your project was selected for the research day. Lynn prepared the cover page for the project right before the project was turned in, and you just found out that Lynn is listed as the first author on the project. You feel you should have been listed as the first author. You are wondering whether to talk to Lynn about this.

你認識林只是因為他（她）是你在其它系聽一門課時所認識的同學。在那門課上，教授要求學生兩人一組做一個專案。教授會選出做得最好的專案到校園裡很有名的研究日上去展出。教授提醒說對項目貢獻最大的人應該是第一作者。你的項目被選中將是一個了不起的成就而

且會對你研究生院的申請很重要。上研究生院是你大學畢業後的首選。林和你被分配到一起工作。你非常努力地為這個項目工作，你提出了項目方案並且承擔了超過一半的研究和寫作任務。雖然林的工作也做得很好，是你所做的最重要的工作使得這個專案取得了如此滿意的成果。結果，你們的項目被選上參加研究日的活動。林在論文上交前現準備了封面。你才發現他（她）把自己列為該項目的第一作者。你感到自己應該是第一作者。你正在考慮是否就此事去找林談一談。

Peer, not close, low interest, justified

You know Lynn only because you are classmates in a course you take from another department. The professor for this course required students to work in pairs on a project. The professor notes that the person who makes the most significant contribution to the work should be recognized as first author on the project, and that the first author would receive a few more points on the project than the second author for the assignment. You and Lynn were assigned to work together. You worked especially hard on this project. You came up with the idea for the project and did more than half of the research and writing on the project. Although Lynn also did a good job, you did the most important work to make the project come out as well as it did. As a result, your project received a high grade. Lynn prepared the cover page for the project right before the project was turned in, and you just found out that Lynn is listed as the first author on the project. You feel you should be listed as the first author, although you've done very well in all the other assignments for this course and a few more points may not affect your grade very much. You are wondering whether to talk to Lynn about this.

你認識林只是因為他（她）是你在其它系聽一門課時所認識的同學。在那門課上，教授要求學生兩人一組做一個專案。教授提醒說對項目貢獻最大的人應該是第一作者。並指出在此專案中第一作者比第二作者將多得幾分。林和你被分配到一起工作。你非常努力地為這個項目工作，你提出了項目方案並且承擔了超過一半的研究和寫作任務。雖然林的工作也做得很好，是你所做的最重要的工作使得這個專案取得了如此滿意的成果。結果，你們的專案得到了高分。林在論文上交前現準備了封面。你才發現他（她）把自己列為該項目的第一作者。你感到自己應該是第一作者。雖然你在這門課上的其它任務完成得很好，多幾分對你的最後成績影響不大，但是你仍在考慮是否就此事去找林談一談。

Peer, not close, high interest, not justified

You know Lynn only because you are classmates in a course you take from another department. You made plans to travel over the summer. Most of your belongings were moved home, but you had a single box of books that you needed to store on campus before you left to travel. You happened to know that Lynn would be staying on campus during the summer. Because Lynn was the only person you know who would stay on campus, you asked to leave a box of your books at Lynn's place. Lynn agreed but did not want to be held responsible for the books. You assured Lynn that there would be no obligation whatsoever if anything happened to the box of books. When you came back from your travel and picked up the box from Lynn's place only to find that one of most expensive books in the box was missing. You had a lot of notes written on the book and you need to use the book in the upcoming semester. You are now thinking that maybe Lynn should be held responsible for the cost of the lost book. You are wondering whether to talk to Lynn about this.

你認識林只是因為他（她）是你在其它系聽一門課時所認識的同學。你計畫暑假出門旅遊，你的大多數物品已經搬回家了，但是你還有一箱書需要在旅遊前貯存在學校。你偶然得知林整個夏天將會留在學校裡。因為林是你認識的唯一一位元夏天會留在學校的人，你問林是否可以留一箱書在他（她）那裡。林同意了但說不想為這箱書負責。你向林保證說無論這箱書發生了什麼事，他（她）都沒有任何責任。當你旅遊回來並把那箱書從林那裡拿回來時，你發現箱子裡有一本書丟失了。這本書不是很貴而且能很容易在書店買到。你現在在想也許林應該為丟失書負責。你在考慮是否就此事去找林談一談。

Peer, not close, low interest, not justified

You know Lynn only because you are classmates in a course you take from another department. You made plans to travel over the summer. Most of your belongings were moved home, but you had a single box of books that you needed to store on campus before you left to travel. You happened to know that Lynn would be staying on campus during the summer. Because Lynn was the only person you know who would stay on campus, you asked to leave a box of your books at Lynn's place. Lynn agreed but did not want to be held responsible for the books. You assured Lynn that there would be no obligation whatsoever if anything happened to the box of books. When you came back from your travel and picked up the box from Lynn's place only to find that one of the books in the box was missing. The book is not very expensive and can be easily purchased in bookstores. You are now thinking that maybe Lynn should be held responsible for the cost of the lost book. You are wondering whether to talk to Lynn about this.

你認識林只是因為他（她）是你在其它系聽一門課時所認識的同學。你計畫暑假出門旅遊，你的大多數物品已經搬回家了，但是你還有一箱書需要在旅遊前貯存在學校。你偶然得知林整個夏天將會留在學校裡。因為林是你認識的唯一一位元夏天會留在學校的人，你問林是否可以留一箱書在他（她）那裡。林同意了但說不想為這箱書負責。你向林保證說無論這箱書發生了什麼事，他（她）都沒有任何責任。當你旅遊回來並把那箱書從林那裡拿回來時，你發現箱子裡最貴的書中有一本丟失了。你在這本書上作了大量的筆記，而且你這學期需要用這本書。你現在在想也許林應該為丟失書負責。你正在考慮是否就此事去找林談一談。

Appendix 2. English Questionnaire

COMMUNICATION STYLE STUDY

PLEASE READ CAREFULLY

We are interested in the factors that influence individuals' communication in interpersonal situations and how these situations are managed. For this study, you will be asked to read a scenario and provide responses related to the scenario. Please read all instructions carefully before you begin each section.

Part 1: Please read the scenario below. As you read the scenario, imagine that you are actually in this situation and how you would react. The person in the situation is the same sex with you.

Scenario

[Insert one of the scenarios]

If this were a real situation, write out what you would do in this situation:

If you decided to speak to your boss, what exactly would you say to your boss:

Part 2: Please answer the questions below based on the scenario you just read. There are no correct or incorrect answers. We are simply interested in how you perceive the current situation.

For each of the following questions, use a number from 0 (zero) to infinity to indicate your response. For example, the first question asks how believable the situation is. In this case, zero means the situation is **not at all** believable; higher numbers represent greater believability. If you think the situation is **moderately** believable, rate the situation as 100; if you think the situation is **twice** as believable as a moderate level of believability, rate the situation as 200; if you think the situation is **half** as believable as a moderate level, rate the situation as 50. Thus,

Not at all believable = 0

Moderately believable = 100

There is no highest number: Use any number from zero on up.

1. Believability: Rate the situation as to how believable it is:

Not believable at all = 0

Moderately believable = 100

There is no highest number: Use any number from zero on up.

How believable is the situation? _____

2. Realism: Rate the situation as to how realistic it is:

Not realistic at all = 0

Moderately realistic = 100

There is no highest number: Use any number from zero on up.

How realistic is the situation? _____

3. Indicate your responses to the following questions based on the situation you just read.

a. Rate how close you are to your boss:

Not close at all = 0

Moderately close = 100

There is no highest number: Use any number from zero on up.

How close is your relationship with your boss? _____

b. Rate how justified you are in voicing your request:

Not justified at all = 0

Moderately justified = 100

There is no highest number: Use any number from zero on up.

How justified are you in voicing your request in this situation? _____

Please explain why you feel justified or not justified in voicing your request?

c. Rate how much sense of loss you will have if you were to do nothing:

I will have no sense of loss = 0

I will have a moderate sense of loss = 100

There is no highest number: Use any number from zero on up.

If you do nothing in this situation, how much sense of loss will you have? _____

d. Rate how important it is to you to gain the promised raise in pay:

It is not at all important = 0

Moderately important = 100

There is no highest number: Use any number from zero on up.

How important is it to you to gain the promised raise in pay? _____

e. Rate how much higher in status you feel your boss is than you:

My boss is same status as me = 0

My boss is moderately higher in status than me = 100

There is no highest number: Use any number from zero on up.

How much higher in status do you feel your boss is than you? _____

f. Rate how reasonable it is for you to raise your concerns:

Not reasonable at all = 0

Moderately reasonable = 100

There is no highest number: Use any number from zero on up.

How reasonable is it for you to raise your concerns in this situation? _____

Please explain why you feel it is reasonable or not reasonable to raise your concerns?

g. Rate the level of personal interest you have at stake in this situation:

I have no personal interest at stake = 0

I have a moderate amount of personal interest at stake = 100

There is no highest number: Use any number from zero on up.

How much of your personal interest is at stake in this situation? _____

h. Rate your expectation for maintaining a long-term relationship with your boss:

I have no expectation of maintaining a long term relationship with my boss = 0

I have a moderate amount of expectation = 100

There is no highest number: Use any number from zero on up.

To what extent do you consider your boss to be superior to you? _____

Part 3: Please answer the questions below based on the scenario you just read. There are no correct or incorrect answers. We are simply interested in how you believe you would respond in this situation.

1. If this were a real situation, think about what you would be likely to do in this situation. Please read carefully the following descriptions of seven possible approaches to deal with the problem in the scenario. Rate how likely you would be to use each of the approaches.

Use a number from 0 (zero) to infinity to indicate how likely you would be to react in each of the following ways. For each question, zero means you are not at all likely to use the approach, and higher numbers represent greater likelihood. If you feel you are moderately likely to use the approach, rate the approach as 100; if you feel you are twice as likely to use the approach as a moderate level of likelihood, rate the approach as 200; if you feel you are half as likely to use the approach as a moderate level of likelihood, rate the approach as 50. Thus,

Not at all likely to use this approach = 0

Moderately likely to use this approach = 100

There is no highest number: Use any number from zero on up.

Rate each of the following questions using this rating scale:

a. You would avoid talking to your boss about your concerns, but you would not trust your boss any more and would consider withdrawing from the relationship. You would avoid future contact with your boss as much as possible.

How likely would it be for you to act in this way? _____

b. You would talk directly to your boss about your concerns. You would try to persuade or negotiate with your boss in order to actively address your concerns.

How likely would it be for you to act in this way? _____

c. You would seek the assistance of an impartial third party who would serve as a mediator to the dispute. The mediator would help you to discuss your concerns with your boss and gives advice. The mediator merely offers suggestions which you or your boss doesn't have to follow.

How likely would it be for you to act in this way? _____

d. You would avoid talking to your boss about your concerns and ignore what's bothering you. You would keep the problem to yourself as if nothing had happened.

How likely would it be for you to act in this way? _____

e. You would avoid talking directly to your boss but discuss the problem with a third party such as a person who has power over your boss and try to convince this person to intervene and pressure your boss to address your concerns.

How likely would it be for you to act in this way? _____

f. You would avoid talking to your boss about your concerns, but you would take any opportunity to get even with your boss in the future, such as by gossiping about your boss.

How likely would it be for you to act in this way? _____

g. You would seek the assistance of an impartial third party who would serve as an arbitrator to the dispute. The arbitrator would listen to the arguments presented by you and your boss and make a decision as to how to resolve the problem. The arbitrator has the authority to make a final and binding decision, which you and your boss would be required to follow.

How likely would it be for you to act in this way? _____

h. You would avoid talking directly to your boss but discuss the problem with a third party such as a mutual friend who may influence your boss to address your concerns.

How likely would it be for you to act in this way? _____

2. Review the seven approaches you just rated. If you have to choose one approach, which one approach would you be most likely to do in this situation? Circle ONE (and only one):

a b c d e f g h

Please explain why you chose this procedure:

3. Use a number from 0 (zero) to infinity to indicate to what extent you agree with the following statements. Zero means you **do not agree at all** with the statement, and higher numbers represent greater agreement. If you agree **moderately**, rate the statement as 100; if you agree **twice** as much as a moderate level of agreement, rate the statement as 200; if you agree **half** as much as a moderate level of agreement, rate the statement as 50. Thus,

Do not at all agree = 0

Moderately agree = 100

There is no highest number: Use any number from zero on up.

a. My interests may not be served by talking directly to my boss. _____

b. Talking directly to my boss is the most effective way to solve the problem. _____

c. Talking directly to my boss may not be conducive to a better outcome for me. _____

Please turn to the back of this page to complete the demographic information!

Finally, we would like to know a little more about you. Please complete the following information.

1. What is your gender? (circle one) MALE FEMALE

2. What is your age? I am _____ years old.

3. Which race/ethnicity label describes you best? (circle one)

African-American / Black Hispanic / Latino

Asian-American / Asian Native American

Caucasian / White Other (Please specify): _____

4. What is your nationality? _____

5. Is English your native (first) language? (circle one) YES NO
If not, what is your native language? _____
6. What is your major in college? _____
7. What year are you in college? (circle one)
FRESHMAN SOPHOMORE
JUNIOR SENIOR
GRADUATE OTHER (Please specify): _____
8. What is your marital status? (circle one)
SINGLE MARRIED
SEPARATED DIVORCED
WIDOWED

Thank you for completing all the questions. We appreciate your participation!

Appendix 3. Chinese Questionnaire

交流方式研究 (1)

請仔細閱讀

我們對人際關係中影響人與人交流的因素及怎樣處理這些關係感興趣。在這個研究中你將被要求閱讀一個場景,並回答跟這個場景有關的問題。在你開始每個部分之前請仔細閱讀所有的提示。

第一部分：請閱讀以下場景，當你閱讀這個場景時，請想像你自己實際處於這個場景中並考慮你會怎樣行動，在場景中的人是一個和你同性別的人。

場景

[加入場景一]

如果這個場景是真實的，請寫出在這種情況下你會怎樣做：

如果你決定找你的老闆談一下，你確切地會對你老闆說些什麼：

第二部分：請根據剛才閱讀的這個場景回答以下問題。這裡沒有正確或錯誤的答案，我們僅對你是如何看待此場景感興趣。

對以下每個問題，用從0到無窮大之間的任何一個數字來代表你的答案。例如，第一個問題問你對此場景的相信程度。在這種情況下，0代表此場景一點也不可信，較高的數字代表較大



的可信度。如果你認為此場景是中等可信的，就寫上100；如果你認為此場景的可信度是兩倍於中等可信度，就寫上200；如果你認為此場景的可信度是中等可信度的一半，就寫上50。因此，

一點也不可信 = 0

中等可信 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

1. 可信度：用數字表明此場景的可信度：

一點也不可信 = 0

中等可信 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

此場景有多可信？ _____

2. 真實程度：用數字表明此場景的真實度：

一點也不真實 = 0

中等真實 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

此場景有多真實？ _____

3. 根據你剛閱讀的場景回答以下問題：

a. 用數字表明你和老闆之間關係的親近程度：

一點也不親近 = 0

中等親近 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

你和老闆之間的關係有多親近？ _____

b. 用數字表明你提出要求的正當程度

一點也不正當 = 0

中等正當 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

你在此場景下提出你的要求有多正當？ _____

請解釋一下為什麼你感到提出你的要求是正當的或是不正當的？





c. 用數字表明如果你什麼也不做，你感到有多大的損失

我一點損失也沒有 = 0

我有中等程度的損失 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

如果你在這種情況下什麼也不做，你會感到有多大的損失？ _____

d. 用數字表明得到所允諾的漲工資對你的重要性

一點也不重要 = 0

中等重要 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

得到所允諾的漲工資對你有多重要？ _____

e. 用數字表明你的老闆比你的地位高的程度

我的老闆和我的地位一樣 = 0

我的老闆比我的地位高的程度為中等 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

你感到你的老闆比你的地位高多少？ _____

f. 用數字表明你提出你的顧慮的合理程度

一點也不合理 = 0

中等的合理程度 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

在此場景中你提出你的顧慮有多合理？ _____

請解釋一下為什麼你感到提出你的顧慮是合理的或是不合理的？

g. 用數字表明在此場景中你可能損失的個人利益有多大

我沒有可能損失的個人利益 = 0

我可能損失中等程度的個人利益 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

在此場景中你可能損失的個人利益有多大？ _____

h. 用數字表明你對與你的老闆維持一種長期關係的期望值





我不期望與老闆維持一種長期關係 = 0
 我有中等程度的期望 = 100
 沒有最高的數字限制，可以用從0到無窮大之間的任何數位
 你對與你的老闆維持一種長期關係有多大的期望？ _____

i. 用數字表明你認為你老闆權勢高於你的程度

我老闆的權勢一點不比我高 = 0
 我老闆的權勢中等程度地高於我 = 100
 沒有最高的數字限制，可以用從0到無窮大之間的任何數位
 你認為你的老闆比你的權勢高多少？ _____

第三部分：請根據剛才閱讀的這個場景回答以下問題。這裡沒有正確或錯誤的答案，我們僅對你在這個場景下會如何反應感興趣。

1. 如果這是一個真實的場景，想一想在這種情況下你可能會怎麼辦。請仔細閱讀以下對解決場景中問題的八種途徑的描述，對每一種可能的途徑，用數字表明你有多大可能會採用。

用從0到無窮大之間的任何一個數字來表示對以下的每一種途徑，你有多大可能性會採用。對每一個問題，0代表你根本不可能採取這種途徑，較高的數字代表較大的可能性。如果你覺得你是中等程度可能採取這種途徑，就寫上100，如果你覺得你是兩倍於中等程度可能採取這種途徑，就寫上200，如果你覺得採取這種途徑的可能性僅是中等程度的一半，就寫上50。於是：

根本不可能採取這種途徑 = 0
 中等程度的可能性採取這種途徑 = 100
 沒有最高數位的限制，可以利用從0到無窮大的任何數位。

用這個數字標準來表明你採取以下每個途徑的可能性：

a. 你會避免向你的老闆提出你的顧慮，但是你再也不會信任你的老闆了，並且考慮疏遠與他（她）的關係。以後你會儘量避免與你的老闆交往。

你有多大的可能會採取這種途徑？ _____

b. 你會直接找你的老闆提出你的顧慮。你會盡力說服你的老闆或與他（她）協商以便主動地來解決你的問題。

你有多大的可能會採取這種途徑？ _____

c. 你會尋求一個中立的協力廠商的幫助，他（她）將作為糾紛的調解人。這個調解人會幫助你與你的老闆協商你的要求並提出建議。調解人僅提供建議，你和你的老闆不一定非得遵守。





你有多大的可能會採取這種途徑？ _____

d. 你會避免向你的老闆提出你的顧慮，並儘量不去考慮這件讓你煩惱的事。你會對此事守口如瓶就當什麼事也沒發生。

你有多大的可能會採取這種途徑？ _____

e. 你會避免直接向你的老闆提出你的顧慮，但是會與一個協力廠商，例如一個比你老闆更有權勢的人，來討論這個問題，並盡力說服這個人介入，給你的老闆施加壓力以便讓他（她）來解決你的問題。

你有多大的可能會採取這種途徑？ _____

f. 你會避免向你的老闆提出你的顧慮，但是你以後會利用任何機會向你的老闆報復，例如說你老闆的閒話。

你有多大的可能會採取這種途徑？ _____

g. 你會尋求一個中立的協力廠商的幫助，他（她）將作為糾紛的仲裁人。這個仲裁人會傾聽你和你的老闆的不同意見，並對如何解決問題做出決定。仲裁人具有權力做出最終的和有約束力的決定，這個決定你和你的老闆都被要求服從。

你有多大的可能會採取這種途徑？ _____

h. 你會避免直接向你的老闆提出你的顧慮，但是會與一個協力廠商，例如一個雙方的共同的朋友，來討論這個問題，這個朋友可以影響你的老闆以便讓他（她）來解決你的問題。

你有多大的可能會採取這種途徑？ _____

2. 想一下你剛才給分的這八個途徑，如果你只能選擇其中一個途徑，在這個場景下你最有可能選擇哪一個途徑？圈上一個（只能選一個）：

a b c d e f g h

請解釋你為什麼會選擇這種途徑：

3. 用從0到無窮大之間的任何一個數字來表明你對以下陳述的贊同程度。0代表你完全不贊同這句話，較高的數字代表較大的贊同度。如果你的贊同度為中等，就寫上100；如果你的贊同度兩倍於中等的程度，就寫上200；如果你的贊同度為中等程度的一半，就寫上50。於是，

完全不贊同 = 0

中等的贊同度 = 100

沒有最高的數字限制，可以用從0到無窮大之間的任何數位

a. 直接去找老闆並不一定會對我的利益有幫助。 _____



b. 直接去找老闆是最有效的解決問題的方式。 _____

c. 直接去找老闆並不一定會有益於取得更好的結果。 _____
請翻到最後一頁完成有關你個人資訊的內容。

最後, 我們要知道一些關於你的資訊。 請填寫以下內容:

1. 你的性別是什麼? (圈上一項) 女性 男性

2. 你的年齡有多大? 我有 _____ (多少) 歲。

3. 哪一項種族劃分最適合你? (圈上一項)

非洲裔美國人/黑人 西班牙裔人/拉丁美洲人

亞裔美國人/亞洲人 美洲印第安人

高加索人/白種人 其它 (請指明): _____

4. 你的國籍是什麼? _____

5. 中文是你的母語嗎? (圈上一項) 是 不是
如果不是, 你的母語是什麼? _____

6. 你在大學的專業是什麼? _____

7. 你在大學上幾年級? (圈上一項)

大學一年級 大學二年級

大學三年級 大學四年級

研究生 其它 (請指明): _____

8. 你的婚姻狀況是什麼? (圈上一項)

未婚的 已婚的

分居的 離異的

喪偶的

感謝您完成所有的問題。 我們感謝您的參與!