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LA THÈSE A ÉTÉ
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TEMPORAL AND EXPERIENTIAL
IMMEDIACY OF SELF-DISCLOSURE
IN A DYADIC ENCOUNTER

by Yvonne A. Labelle

Doctoral Thesis presented to the School
of Graduate Studies of the University
of Ottawa as partial fulfillment for
the Doctor of Philosophy Degree

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CURRICULUM STUDIORUM

Yvonne Labelle was born February 23rd, 1952, in St. Norbert, Manitoba. She received her Bachelor of Arts Honours from the University of Manitoba, Winnipeg, Manitoba, in 1974, and her Master of Arts Degree from the University of Ottawa, Ottawa, Ontario, in 1979.

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ABSTRACT

Reciprocity in self-disclosure intimacy is explained by interpersonal attraction, equitable exchange, and modeling theories. Gestalt therapy asserts that immediacy, or contact with one's 'here and now', is a prerequisite in having an intimate relationship. To see if temporal and experiential immediacy begets immediacy and intimacy, disclosure dyads were formed between one of four pretrained confederates and one of 80 French-Canadian introductory psychology students.

Results of analyses of variance mostly supported an interpersonal attraction theory. Confederates' and subjects' liking and trust, according to a post-interview questionnaire, was greater in the experientially close condition ($p < .05$). Past versus present orientation of confederates' disclosures was not affected by any theoretically-related variables.

Evidence was found for a straight reciprocity effect since judges' and confederates' ratings confirmed that subjects: (a) with present-disclosing confederates were more present-revealing than subjects in the PAST conditions; and (b) with CLOSE confederates were more

emotionally invested than subjects with DISTANT partners. Also, the latter were rated as less specific by confederates and did not refer to their partners' first names as compared to subjects in the CLOSE conditions.

PRESENT but not CLOSE confederates were rated by subjects as more intimate. However, the 'immediacy begets intimacy' hypotheses were not supported for temporal immediacy and with only two of the five intimacy measures for experiential immediacy. Thus, confederates' ratings and total number of words were greater for subjects with CLOSE partners but pre-rated intimacy levels, judges' ratings on the Disclosure Rating Scale and total self-references were not significant. On the whole, results affirm that, as in Gestalt psychotherapy, an experiential component is crucial to the formation of an interpersonal relationship.

INTRODUCTION

The study investigates the effect of variations in two dimensions of immediacy in one person's self-disclosure on another person's immediacy and intimacy disclosure levels. The two types of immediacy are: (a) temporal, or specifically if it relates to the individual's past or present, and (b) experiential, manifested through degree of emotional investment and specificity, use of I versus it-talk, and references to partner. The context of this focus is a dyadic encounter between two female, French-speaking strangers, one of which is a trained confederate. Although the setting and procedure are necessarily structured, considerable freedom of interaction is allowed to simulate how a personal relationship develops as a consequence of self-disclosure.

This paper is divided into four chapters. Chapter I defines self-disclosure and its dimensions and emphasizes reciprocity in self-disclosure by citing three theoretical frameworks and numerous research studies lending credibility to a 'disclosure begets disclosure' phenomenon. Then, both temporal and experiential immediacy in a person's self-exploration are linked to intimacy in

self-disclosure. Four hypotheses follow, two of which postulate a straight dyadic effect of immediacy (temporal and experiential) and the other two attribute an effect of one person's immediacy upon another's consequent disclosure depth.

In Chapter II, the research design is outlined, including (a) the selection of practice and naïve subjects and confederates, (b) the description of all dependent measures, two related to temporal immediacy, and five each for experiential immediacy and self-disclosure intimacy, and (c) the procedures involved in including a baseline trial, in training the confederates, and in describing the actual dyadic encounters.

Concerned with the statistical analyses of the data, Chapter III looks separately at: (a) checks of the experimental manipulations in terms of adequacy of confederates' training, level of frustration experienced as a result of an imposed control and effectiveness of deception as to the true purpose of the study, (b) checks of three theoretical explanations of reciprocity in relation to subjects' and confederates' responses on a post-interview questionnaire, and (c) hypothesis testing through analyses of all dependent measures dealing with direct reciprocity for temporal and experiential immediacy and with reciprocity between both forms of immediacy and intimacy.

Lastly, Chapter IV discusses the results. The effectiveness of the manipulations and the relative importance of all three theoretical frameworks in the present design are stressed. Following, the straight reciprocity findings for temporal and experiential immediacy point to a more precise application of the dyadic effect. The other two hypotheses predicting an effect on a person's intimacy level receive only mild support. The overall findings are discussed given the increase from baseline to treatment trials for all groups and the effect of particular confederates. They are then related to a primarily Gestalt and humanistic viewpoint. The importance of a communicator's immediacy, both temporal and experiential, is demonstrated within a personal relationship. Improvements in the present design and suggestions for future research are stated.

The implications in this paper are that present-oriented and especially close manners of self-exploration are necessary to develop a relationship of liking and trust based on the 'here and now'. To establish intimacy might also require self-disclosures on various private content areas, even in the initial stages.

Chapter I

REVIEW OF THE LITERATURE

The aim of this chapter is to formulate hypotheses linking both temporal and experiential immediacy in a confederate's self-disclosure to the reciprocated immediacy and intimacy levels of self-disclosure in a naive dyadic partner. It begins with a global view of self-disclosure and narrows down to the crucial focus of this study. The discussion is first centred on self-disclosure as a whole: the importance of this behavior, its definition, self-disclosure as a personality construct versus a process variable, and its basic parameters. The purpose of this overview is to identify the main facets of self-disclosure, to point out its relevance to all interpersonal relationships, and later, to arrive at a better understanding of why degree of immediacy may be so influential in one's social interactions.

In order to come to this latter point, one must first postulate the existence of a reciprocity effect whereby disclosure begets disclosure; three theoretical frameworks and corroborative research are cited to assert

to this effect. The focus can then be narrowed down to a re-investigation of the definition of intimacy so as to include a temporal element and an experiential component. Gestalt and client-centred approaches enlighten us as to the meaning and importance of a past-present dimension and experiential closeness for ourselves and in our relationships with others. After this elaboration, the hypotheses for this research are developed.

Self-disclosure in General

Importance and Definition

Why study self-disclosure? The published research on self-disclosure in the last few decades is voluminous. Theories have evolved matching appropriate self-disclosure to positive mental health and to the ability to form good interpersonal relationships (Derlega & Chaikin, 1975; Jourard, 1971b). Self-disclosure holds a key position in friendship formation, marital harmony, positive personality change in psychotherapy, and effectiveness of experiential groups. To expand on the intricacies of such situations, one can refer to reviews by Cozby (1973), Derlega and Chaikin (1975), and Jourard (1971a). Moss (1977), in her bibliography on the self-disclosure literature, includes references concerning the above relationships as well as

studies involving self-disclosure between strangers which is the focus of the present paper. Since relationships originate with first encounters, studying what happens when two people meet for the first time is a prerequisite for an understanding of all relationships and also has the advantage of being simpler to investigate than later encounters. As Patterson (1976) says, one must have the "recognition that any isolated exchange is likely to be affected by earlier occasions of intimate exchange" (p. 21). By definition, therefore, an interaction between strangers is free from effects of past encounters which would be impossible to evaluate a posteriori. Thus, self-disclosure is held to be crucial to all social behaviors. The centrality of intimacy in self-disclosure will be considered more fully at a later time.

A general definition of self-disclosure is: "any information about himself which Person A communicates verbally to a Person B" (Cozby, 1973, p.73). Jourard and Jaffe (1970) stipulate that Person A must "willingly" want to make himself known to Person B. Allen (1974) supports this notion by stressing that self-disclosure involves only the "uncoerced" exchanging of personal information. A further aspect of self-disclosure communication is honesty. Pearce and Sharp (1973) emphasize that those strategies used by an individual to distract or shock his listeners

through the information he reveals about himself are not examples of self-disclosure. Supporting this, Gitter and Black (1976) have used the term "gilding" to describe "communicative behavior intended by the communicator to falsify what he actually believes to be true" (p. 327). An example of this is that of a veteran soldier who seeks others' positive attention by glorifying his account of past war experiences. Wheelless and Grotz (1976) underline honesty, accuracy, and willingness (or conscious intent to disclose) as important dimensions of self-disclosure. One might now redefine self-disclosure as: "any verbal information about himself that Person A willingly and honestly communicates to Person B".

This definition could be used to instruct subjects involved in self-disclosure research. Asking people to self-disclose without specifying further what is meant by this term could result in various individual interpretations. For example, Fantasia and Lombardo (1975) found significant differences in disclosure levels between one group who was asked what each was "willing" to discuss and another group instructed to indicate what each would "like" to discuss. Thus, the definition employed here could eliminate such variations yet still leave a nearly unlimited degree of flexibility in a subject's deciding what and how to self-disclose. At this point, one has generally answered the question: what is self-disclosure?

Personality Construct or Process Variable

One might still wonder whether self-disclosure is a personality construct or a process variable. If one believes that a person, through his experiences, integrates into his self-concept an individual and a unique form of self-disclosure, then this concept is a personality trait. It is then a fairly stable entity that varies somewhat situationally but maintains basic constancy in level and form. Research congruent with this approach tries to assess individual differences in self-disclosure and uses such measures as Jourard's Self-Disclosing Questionnaire (Jourard and Lasakow, 1958). In this connection, studies have found that females self-disclose to a greater extent than males (DeForest and Stone, 1980; Lombardo, Franco, Wolf, and Fantasia, 1976; Lord and Velicer, 1975; Sermat and Smyth, 1973). However, the differences may be chiefly related to topics of high intimacy value (Gitter and Black, 1976; Lombardo and Berzonsky, 1979; Morgan, 1976). This might explain why some research has found no significant differences between males and females (Rogers and Wright, 1976), or that males were more willing than females to disclose to a stranger or acquaintance with the opposite being true for disclosure to an intimate friend (Stokes, Fuehrer, and Childs, 1980). Except for the latter, no other studies were found to support the hypothesis that

males disclose on the overall more than females. Given these fairly consistent results, choosing only females as subjects would control for the possibility of gender differences and maximize the chances of having subjects who are more willing to self-disclose. Other variables related to self-disclosure as a personality construct are: race, ethnic group, social class, age, marital status, birth order, religion, personality characteristics and mental health (Cozby, 1973; Goodstein & Reinecker, 1974). Although studies bring forth different results in relation to these variables, an effort should be made to control for some of them, with the assumption that the others are randomized in the sample. As an additional aspect, extremely high levels of self-disclosure appear to be negatively correlated with positive mental health. Consequently, as is common in much of the research, confederates should be trained to self-disclose only on topics of lower intimacy levels.

The process outlook assumes flexibility in individuals to change how and what they reveal about themselves depending on the nature of each social interaction. In this perspective, research concentrates on the variables that can contribute to these changes in level and form of self-disclosure. In this study, temporal and experiential immediacy of a confederate's self-disclosure as they influence a naive subject's form of self-disclosure were considered.

Dimensions of Self-disclosure

This leads one to wonder what forms can self-disclosure take. One may self-disclose on a wide array of topics but remain vague and noncommittal on each. This example illustrates the difficulties involved in realistically talking about self-disclosure as a unidimensional concept and, not surprisingly, research results become difficult to compare. However, to break the concept down into some basic dimensions, Cozby (1973) postulates three main parameters: (a) breadth or amount of information disclosed, or, how many areas of his life does an individual self-disclose about; (b) depth or intimacy of information disclosed or to what extent does an individual self-disclose in each area, for example, does he reveal private information that would not otherwise be readily available to the other; and (c) duration of time spent describing each item of information. To this list, Chelune (1975) has added two more: (d) the affective or emotional manner of presentation, from being defensive and mechanistic to displaying greater spontaneity and affect, and (e) the flexibility of the disclosure pattern shown in a person's ability to adjust to situational changes.

This paper focuses on intimacy as affected by changes in time reference, that is, whether an individual self-discloses on past or present events and feelings, and

by the manner of presentation - one of Chelune's dimensions. Temporal orientation in content and degree of affect and experiencing in self-disclosure will become central to the discussion, but first some other process variables that influence another's depth of self-disclosure are mentioned.

Independent Variables Affecting Self-disclosure Intimacy

Goodstein and Reinecker (1974) summarize these independent variables under four main headings: (a) the attributes of the recipient or target of the disclosure; (b) the characteristics of the disclosing persons and how they interact; (c) the properties of the situation; and (d) the content or topic of the disclosure.

In terms of the interactant receiving self-disclosing information, important criteria are: (a) the relationship he has with the discloser, as in the degree of acquaintance (Brockner and Swag, 1976; Lombardo et al., 1976), specifically with family members (Wiebe and Scott, 1976) or in comparing family versus friends as targets (Lord and Velicer, 1975; Pederson and Higbee, 1969; and Woodyard and Hines, 1973); (b) the degree of liking for the target (Daher and Banikiotes, 1976; Kohen, 1975; Walker and Wright, 1976); (c) his sex (Brooks, 1974; Casciani, 1978; Derlega and Chaikin, 1976; Goodstein and Russell, 1977;

Walker and Wright, 1976). In relation to this last aspect, females received self-disclosures and self-disclosed in turn more frequently or deeply with same-sexed partners than with male partners, except in Brooks' study where females disclosed more to males. Davis (1978) found that females, in accordance to stereotyped roles, conformed to their male partners' pace in selecting intimate topics but experienced more strain than disclosing pairs of females. Since sex of the recipient of self-disclosure can affect the degree to which another will reveal him- or herself, only females were chosen as target persons, that is, as confederates in the present study.

Secondly, interacting characteristics of the dyad members may be considered from the point of view of:

(a) their personalities (Becker and Munz, 1975; May and Thompson, 1973; Schneider and Eustis, 1972) and (b) their relative status positions as seen from their perceived roles (Brooks, 1974).

Situational variables also affect the degree of self-disclosure by the participants: (a) the privacy of the setting, (b) the physical distance between discloser and target, (c) instructions given, that is, whether descriptive and/or demonstrative, as in modeling (Fantasia & Lombardo, 1975; McGuire, Thelen & Amolsch, 1975; Stone & Gotlib, 1975; Zarie & Boyd, 1977); (d) subjective

expectancies of outcome, that is, whether favorable or not (Kent, 1975; Smith & Lewis, 1974); (e) social approval of the reinforcement of disclosure (Bundza & Simonson, 1973; Taylor, Altman, & Sorrentino, 1969); (f) timing of the target's disclosure, whether early or late in the session(s) (Jones & Gordon, 1972; Mann & Murphy, 1975; Wortman, Adelman, Herman, and Greenberg, 1976).

Finally, one comes to the degree of intimacy of the self-disclosure topic or content of one interactant as affecting another's intimacy level. A separate section is reserved for a thorough investigation of this particular area of research.

Reciprocity in Self-disclosure Intimacy

In question form this process of shared intimacy could be stated as: how does the intimacy level in content of Person A affect the intimacy level of Person B when both are self-disclosing? Research has given support to a reciprocity effect whereby partners in a first encounter interact at similar intimacy levels. Jourard (1971b) calls this mutuality in interpersonal communication the "dyadic effect" which essentially means that "disclosure begets disclosure". He affirms that, in normal social relationships, a person disclosing his thoughts, feelings, and

actions will receive similar revelations in turn from the other dialogue participant. Such a mutuality phenomenon might occur exclusively between interactants who have some degree of mental health. Shimkunas (1972) found that 20 nonpsychotic psychiatric patients reciprocated for intimate and nonintimate disclosures whereas 40 schizophrenics reciprocated only for superficial revelations.

Before reviewing the relevant literature on reciprocity in depth of self-disclosure, the theoretical frameworks which explain this phenomenon are stated. That this dyadic effect has also been evidenced when breadth of self-disclosure was the dependent variable (Chittick & Himelstein, 1967; Mann & Murphy, 1975).

Theory

The reciprocity of intimacy in self-disclosure can be interpreted from numerous standpoints. One of these is disinhibition theory (Bandura and Walters, 1963; Brockner and Swag, 1976). However, the three main explanations revolve around: (a) interpersonal attraction (Thibault & Kelley, 1959; Worthy, Gary, & Kahn, 1969) which involves crucial notions of liking and trust; (b) equitable exchange, a follow-through from Gouldner's (1960) norm of reciprocity; and (c) modeling based on situational demand characteristics (Rubin, 1975). These are discussed in the

following paragraphs. It is the contention here that all three play a part in determining the intimacy level of social interactions, depending principally on the degree of structure in a situation, and on the type and stage of the relationship involved.

Interpersonal attraction. An interpersonal attraction perspective considers intimate disclosures to be positive outcomes of an interaction process. In themselves, such disclosures are typically revealed only to friends, that is, people who more readily respond with positive feelings. These feelings constitute rewards for one's revelations. Greater rewards are associated with greater interpersonal attraction in a two-way transaction. On the one hand, an individual would initially disclose more personal revelations to those for whom he experiences greater liking and trust. There are risks inherent in disclosing intimate details of one's life. By self-disclosing, one adopts a vulnerable position; the other can respond with rejection or open ridicule. Thus, an individual must trust that such costs will not incur, but instead, that the other will reinforce such disclosures, typically by expressing positive feelings toward him. This becomes the second part of the interaction process: liking and trusting more those people who have shared intimate self-disclosures with you. Thus, person A likes and trusts

Person B; therefore, Person A self-discloses to Person B; and, Person B receives Person A's self-disclosures, therefore, Person B also likes and trusts Person A, which then leads to self-disclosure by Person B. Research lending support or contradicting this perspective will be reported after exposing the two other frameworks.

Equitable exchange. The notion of equitable exchange is rooted in what Gouldner (1960) has named the "norm of reciprocity". This position negates that liking is necessary for mutual self-disclosure intimacy to occur between two persons. Rather, according to Gouldner, in any stable social system, persons have internalized a specific norm of reciprocity which morally obliges them to give benefits to those from whom they have received them. What happens is as follows. When one party benefits another, an obligation is generated. Inequity has replaced a balanced relationship and the indebted recipient seeks to reduce the tension this inequity creates by repaying his donor. Specifically, giving self-disclosure to another is a benefit producing inequity; a balance can be re-established by responding or paying it off with self-revelations. Since this is indeed a generalized norm the person who first parts with valuable and personal information has realistic grounds in having confidence that he will be repaid with similar information. Unlike the interpersonal attraction

theory, liking could be a consequence of the process but it is not the motivating force directly inciting persons to self-disclose. The similarity in the two approaches lies in the perception of intimacy of self-disclosures as a reward or benefit; the more intimacy, the greater the reward. Such a standpoint is taken by Altman and Taylor (1973) in their social penetration theory. Their general hypothesis is that:

"Interpersonal relationships develop systematically over time, with gradually increasing mutual interpersonal exploration by dyad members via exchange of personal information, expression of affect, engaging in joint social activities, etc. The basic developmental process is hypothesized to involve increased amounts of interpersonal exchange (breadth of penetration) and increasingly intimate levels of exchange (depth of penetration)." (Taylor & Altman, 1966, p. 1-2).

However, depth or intimacy of self-disclosure is not reduced to a mechanistic consequence of the time duration and number of interpersonal transactions. Rather, the process depends on the personal characteristics of the participants and the situational context. Also, it is associated with rewards and costs experienced during mutual exchanges so that an equilibrium or asymptotic level is reached when costs involved overtake the benefits received in the relationship. Contrary to the above two outlooks, the modeling viewpoint does not visualize self-disclosure as a positive payoff in social encounters.

Modeling. Within a structured, familiar environment, one has learned how to act correctly. Yet, in an unstructured, novel setting, no set guidelines aid the participants to tell them how they should or are expected to behave. According to some researchers (e.g. Rubin, 1975), a laboratory experiment dealing with an undefined concept like "impression formation", a typical introduction for self-disclosure studies, is a prime example of the latter situation. Lacking explicit norms of appropriate behavior, participants in a psychological experiment will look at one another for cues in order to determine what sort of response is called for. In this way, the intimacy level of self-disclosure of a first speaker becomes a clue concerning the demands of the situation. In a dyadic encounter, the second speaker can then model himself to his partner by responding with a similar depth of disclosure. The dyadic effect becomes an outgrowth of the situational demands of an experimental setting and not as a generalized process that is part and parcel of all social interactions.

From the discussion of the above three theories, the reciprocity effect is shown to be well grounded theoretically. It becomes necessary to look at the studies that investigate the existence of a dyadic effect.

Research

The order of presentation of the research is in terms of the measures employed. As previously cited, different instruments may be tapping different aspects of self-disclosure which might confuse any interpretations that could be made.

Initially, self-report measures will be dealt with briefly as these are one-step-removed from the actual process of a self-disclosure exercise. Those studies reviewed next promoting a modeling standpoint also fall in this category. Getting closer to in-process variables, the literature which makes use of pre-rated intimacy levels as the dependent measure will then be reported. Finally, one comes to research that focuses only on actual self-disclosure intimacy, either through judges' ratings, or a set of indices zeroing in on the ongoing intimacy levels of the participants. All of these will, if possible, be evaluated in terms of which theory they best support and conclusions will then be drawn.

The wide array of measures used within varied situations opens up the spectrum of applicability of the reciprocity effect. Such an effect needs to be firmly established in order to generalize its applicability to two novel aspects of self-disclosure intimacy: temporal and experiential immediacy.

Self-disclosure as a stable construct: self-report instruments. With measures of reported self-disclosure, support for viewing self-disclosure as a positive outcome is found in studies which show that self-disclosers are liked and trusted more than non- or lower self-disclosers (Halverson & Shore, 1969; Johnson & Noonan, 1972; Stephan, Lucker & Aronson, 1976; Walker & Wright, 1976; Wheelless, 1978; Wheelless & Grotz, 1977).

However, Merluzzi, Banikiotes and Missbach (1978) had results showing high-disclosing female counsellors as more attractive yet less trustworthy than low-disclosing ones. The interpretation given is that disclosure level was too extreme and thus was viewed with reserve and uncertainty.

Also, a speaker who matches another person's self-disclosing intimacy and thus conforms to a norm of reciprocity is rated more favorably than one who does not respond with equivalent disclosures (Derlega & Chaikin, 1974a).

That higher level disclosers will be more trusting and show greater liking for their partners has led to conflicting findings. Significant results that lend credibility to this statement are reported by Banikiotes and Daher (1974) and Daher and Banikiotes (1976) yet a lack of evidence or negative outcomes have also been observed

(Cash, Stack, & Luna, 1975; Derlega, Harris, & Chaikin, 1973).

As a final study in this category, Jourard and Resnick (1970) demonstrate the dyadic effect by defining high and low disclosers according to both a self-report measure and an index of ongoing disclosure. Not only did high dyads disclose more than low dyads but a low discloser matched with a high discloser increased significantly in his disclosure level so as to match more appropriately his partner's level. The usual trend suggested here and predicted from a social penetration framework is in terms of lows joining highs rather than a perfect compromise between the two being reached.

For the most part, the above studies lean towards a social attraction interpretation. However, reported and actual self-disclosure appear to be unrelated measures (Ehrlich & Graeven, 1971; Hurley & Hurley, 1969; Jourard & Jaffe, 1970; Vondracek, 1969). Evidence for any theoretical position that purports to show that the intimacy level of one person's self-disclosure is reciprocated by another should come from a more direct measure of self-disclosure occurring during an encounter between these two persons.

Modeling of self-disclosure: one-step removed procedures. In the experiments mentioned above, intimacy in self-disclosure is regarded chiefly as a stable construct

and measuring of self-disclosure depth has not focused on the actual situation. Thus, one is looking at a one-step-removed index of intimate self-disclosure and comparing it to in-process variables such as degree of liking for the dyadic partner or the confederate's actual level of disclosure. In this light, results are barely tenable. The need for the exclusive use of direct in-process variables cannot be emphasized enough. Several studies that have investigated modeling effects on self-disclosure have also failed to fulfill this need (Doster & Brooks, 1974; McAllister & Kiesler, 1975; McGuire et al., 1975; Stone & Goltib, 1975).

All these have attempted to relate measures of actual self-disclosure and absence or presence of a model or of instructions in a preliminary session. Experimental subjects receive some sort of descriptive or demonstrative instructions. In a subsequent interview, they are matched with a confederate who does not self-disclose at all or, as in Stone and Gotlib's study, talks into a tape recorder. Intimacy was computed mainly from judges' ratings from the Disclosure Rating Scale (Doster, 1971). These subjects manifested greater depths of self-disclosure than control or weaker treatment subjects. This indicates that individuals will be more personal when responding to explicit demand cues. The situation is different in an

unstructured setting where a person might model himself to the degree of intimacy of his partner because he has no other standards or clues for appropriate behavior. Only by demonstrating the latter would one prove that reciprocating self-disclosure is a direct consequence of conforming to an actual partner's intimacy level. Below, research is reported in which both dependent and independent variables are process elements measured in the actual situation and involving only the interacting members.

Intention to be intimate in self-disclosure: pre-rated intimacy levels. One measure of intimacy in self-disclosure occurring in the situation itself is the pre-rated intimacy levels of topics, usually a sample of the total pool of items developed and standardized by Taylor and Altman (1966). Results of self-disclosure research utilizing this dependent measure are brought forth in the following section.

Worthy, Gary and Kahn (1969) found support for an interpersonal attraction interpretation based on Thibault and Kelly's (1959) social exchange theory. Following 10 minutes to get acquainted, 12 groups of four females rated each other on a liking scale. Each group then had 10 trials where each subject could choose questions of varying intimacies to answer to a preferred group member. The

procedure of disclosure was passing notes without any verbal interaction. Afterwards, each again indicated her liking for each of her three partners. An analysis of variance revealed that more intimate initial disclosures were made to those who were initially better liked. Also, final liking was higher for those who made more intimate disclosures. A highly significant F ($p < .001$) strongly supported the norm of reciprocity notion. Certner (1973), using both all-male and all-female groups, obtained identical findings. These results affirm that self-disclosure functions as a social reward. In both studies, the method of note-passing can be criticized on the grounds of artificiality of interaction.

In Cozby (1972), 31 female subjects were exposed to experimenters pre-trained at low, medium, or high intimacy disclosing levels and then chose items on which they were willing to disclose to their partners. Results display a curvilinear relationship between disclosure and liking. Reciprocity was manifested at all levels yet became less of a determining factor in relation to a high-disclosing other, as demonstrated by significant linear ($F = 128.75$, $p < .001$) and quadratic ($F = 11.47$, $p < .005$) trend analyses. This could be because he was liked less and seen as less well-adjusted. However, Cozby's study, lacks the naturalness of a face-to-face encounter.

Also using pre-scaled intimacy values as a dependent measure of self-disclosure intimacy are studies by Davis (1976, 1977), with 96 and 70 subjects respectively. Both favor a social penetration interpretation. Like-sex dyads took turns speaking on 12 self-disclosure topics selected from a 72-item list. Subjects began mutually to choose topics rated higher in intimacy as shown by significant linear trend F tests. As in Jourard and Resnick's study, the high level discloser took the dominant role unknowingly and his partner raised his level to conform. Both studies by Davis are more natural in being without confederates and they lend credibility to Taylor and Altman's theory. They would, however, provide stronger evidence if more than one dependent measure had been used.

Results of Thase and Page's study (1977) favors a modeling interpretation over social exchange theory. Subjects exposed to no model, or a high-disclosing model chose significantly more intimate topics as compared to subjects with a low-disclosing model. Since no real social exchange occurred with the confederate, the findings can only be explained according to a modeling framework. A second finding was that, of the subjects with no modeling, those participating in a laboratory setting showed significantly more willingness to disclose than those recruited in a library. Although one might again interpret this as

responding to the demand cues of the situation, there might be a priori differences between volunteering and recruited subjects. Although the above study indicates the importance of a model's influence, it does not negate the possibility that social exchange would also promote self-disclosure.

Lynn (1978) attempted to test the validity of the three theoretical positions with same-sexed dyads. In a 2 x 2 x 3 design, 180 females received: (a) instructions suggesting the appropriateness of disclosing either intimately or not, that is, varying the demand cues; (b) either positive or negative evaluation by their confederate partner, to test a social attraction theory; and (c) intimate, nonintimate or no self-disclosure by their partner to check out the equitable exchange viewpoint. Confederates then subjects each selected 5 topics on which they would be willing to self-disclose. By analyzing the intimacy levels for the subjects' topics, it was found that subjects were more willing to disclose to a high rather than a low-revealing partner, lending support to an equitable exchange framework. To a degree, the normative information changing the situational demand cues also proved to be a potent determinant of disclosure intimacy. Liking was reciprocated, but it did not affect the subjects' choices of items in terms of intimacy level.

The major criticism of this research design lies in the fact that actual self-disclosure between partners did not take place.

All of the above studies employing only pre-rated intimacy values as a measure of self-disclosure can be questioned. A subject can select a high intimacy topic and yet only skim the surface when self-disclosing on it or a low intimacy topic can be discussed at great depth. Such a measure is more of an index of willingness to be intimate in self-disclosure and should therefore be used in combination with other(s) more directly concerned with actual content. Thus, although the studies considered so far indicate a dyadic effect, and for the most part support the notion of self-disclosure as a social reward construct, results must be interpreted with caution in the light of the measure employed.

The three studies below have used the intimacy value of items along with dependent variables measuring another dimension of self-disclosure, for example, breadth. Becker and Munz (1975) obtained a significant dyadic effect with 72 subjects in terms of duration of disclosure computed as total time speaking and depth of disclosure as seen by Taylor and Altman's 11-point scale for level of intimacy of items. Taylor, Altman, and Sorrentino (1969) analyzed their results from three perspectives: duration or average

time talked per session; breadth or number of items chosen; and depth or mean intimacy value of items. By varying the confederate's degree of approval of the subjects, these authors came up with evidence in favor of an overall social penetration process. Positive interpersonal experiences were significantly correlated with all three measures for 45 navy men. In Savicki's (1972) study, the experimenter responded to 60 male psychology students in one of four manners of intimacy: (a) low; (b) two levels above the subject's depth of disclosure; (c) nearly matching the subject's level; or (d) high. Instruments were Controlled Disclosure Stimulus based on items from Taylor and Altman and an index measuring actual disclosure in terms of time per exchange and latency or hesitancy before disclosing. Subjects were found to alter their intimacy in order to better match their partner in all groups, again denoting support for a reciprocity effect.

In the following section, research specifically involved with intimacy level of self-disclosure provides strong support for a dyadic effect with process measures.

Actual self-disclosure intimacy: in-process measures. Studies which use in-process measures to investigate the role of reciprocal self-disclosure intimacy in the area of social interactions is now the focus. Beginning with studies that simply emphasize the existence

of the dyadic effect, others will then compare the theoretical frameworks. An attempt at a consensus will then be made in order to give a final evaluation in terms of theoretical confirmations.

Sodikoff, Firestone, and Kaplan (1974) investigated the effect of interviewers who either self-disclosed or did not. In the former case, the all-male subjects responded at greater length ($p < .01$) and were rated by judges as showing greater intimacy ($p = .10$). These subjects also rated the self-disclosing interviewer more favorably. The probability level obtained of .10 marks this as weak support for the reciprocity effect.

Also, using judges to rank 86 subjects' depth of self-disclosure, Serfat and Smyth (1973) performed two experiments where communication between dyadic partners was transmitted through teletypewriters. Subjects increasingly disclosed at a more intimate level in their questions and answers when confederates exceeded these subjects' initial level. Subjects paired with confederates who merely matched the subjects' first level showed little change. In a similar procedure, confederates encouraged disclosure in the subjects but with either minimal or matching self-disclosure on their part. No significant differences occurred in the subjects' self-disclosure level although they reported being more intimate in the matching group.

This goes along with research where subjects changed their self-disclosure depth only in an upward direction, that is, when paired with a higher discloser. Although the method of teletypewriters has the advantages of greater experimental control with significant content, it subtracts from the fluidity of a common social interaction.

With 24 males and 24 females paired with a male confederate, Feigenbaum (1977) varied the interviewer's style in two ways: reflecting or disclosing. A trained interviewer asked questions of moderately high intimacy in which the first and last of four periods were treatment-free. In Periods 2 and 3, subjects were exposed to a reflecting condition for the 10 questions or to a disclosing condition comprised of eight self-disclosures and two reflections. The taped transcripts were rated by two judges according to Doster's (1971) intimacy scale. Also, a second intimacy score consisted of the sum of self-referent words within two minutes of responding to each question. Interviewer style did affect subjects' depth of self-disclosure, however, an increase in depth was found over the first three periods followed by a drop in the final control period ($p < .01$). Thus, subjects had higher intimacy levels when they also received matched self-disclosures as compared to when they were in the two no-disclosing periods. This affirms that self-disclosure is a process

variable whose intimacy is influenced by another's self-revelations. Yet, one may wonder why this author confounded the disclosing condition with two reflecting statements.

In Derlega, Wilson and Chaikin (1976), all female dyads were formed between friends and strangers. The first communications through written messages were either of high or low intimacy as defined by Taylor and Altman's scalings. Judges rated subjects' written responses to these messages on a 9-point intimacy scale and a count was made of the number of words per disclosure. With strangers, subjects did reciprocate the intimacy of the disclosure input ($r = .64$) but not with friends ($r = .15$). There may be a stronger obligation to reciprocate during the same encounter with strangers. With friends, the rewards and costs system has become complex and dues need not be paid in a "now or never" fashion. Again this design may be questioned on the note-passing technique which subtracts greatly from a natural social interaction context.

The above four studies assert to the existence of reciprocity in self-disclosure intimacy in various situations, within and between individuals, and specifically with strangers.

If one now turns to the separate theoretical explanations, little support explains the dyadic effect purely as

a function of interpersonal attraction. It has previously been indicated that self-disclosers are generally liked more than non-disclosers. However, Derlega, Walmer, and Furnam (1973) and Ehrlich and Graeven (1971) contradict this and that one self-discloses in a more personal fashion to and only to those one likes more. Both studies favor an interpretation based on the norm of reciprocity.

In Ehrlich and Graeven's study, a trained confederate revealed either low or high level personal information to a naive male partner. Unit analysis included two measures of breadth and the rating of judges on the intimacy level of unit statements. Depth was reciprocated at $p < .01$ but self-disclosure as defined by all measures was not found to be related to interpersonal attraction. One might argue that breadth and depth of self-disclosure are confounded within one measure. To explain, the subjects' statements were rated as intimate or nonintimate and then summed to obtain a score of depth, and thus, what this amounts to is the number of intimate statements by each subject.

Derlega, Walmer, and Furnam's results are also contrary to social attraction viewpoints. Similar to Derlega, Harris, and Chaikin, a confederate dressed in either a socially appropriate or in a deviant fashion and disclosed with low or high intimacy. From 7-point ratings by judges,

the subjects paired with a confederate revealing personal data exhibited greater intimacy, consistent with the dyadic effect ($F = 16.25, p < .001$). Furthermore, these subjects reported a greater willingness to talk about more topics and at deeper levels in the future with their partners. A hypothesis predicting a main effect due to liking was disconfirmed. The confederate was not liked less when she was deviantly as opposed to appropriately dressed. Also, this study indicates that to self-disclose more to another is not necessarily to like him more.

Both of these studies undermine social attraction theory and favor an explanation based on the norm of reciprocity. However, modeling has not been eliminated as a possibility. Some research has tackled this problem.

The treatment conditions set up by Derlega, Chaikin, and Herndon (1975) for their sample of 60 female subjects comprised a low or high self-disclosing confederate and a low or high demand situation. In the low demand, the confederate "spontaneously" revealed while waiting for the experimenter but in the high demand, this self-disclosure occurred within the context of an experiment termed "impression formation". Nine-point intimacy ratings by two blind judges established significant effects due to degree of intimacy by the confederate ($F = 15.57, p < .001$). Demand cues influenced the overall amount of self-disclosure;

however, intimacy increased regardless of the demand condition as shown by the absence of interaction effects. This negates a modeling standpoint completely unless demand characteristics unrelated to the laboratory context exist. But, to stretch this hypothesis would become equivalent to saying that the other's behavior, as the only clue, would be conformed to no matter what. Since people are aware of others who act inappropriately, it would seem to follow that one must initially decide by some other criteria whether it is appropriate to self-disclose or not. The results give validity to the generalization of the dyadic effect to much more than laboratory settings.

To support these findings, Morgan and Evans (1977) manipulated an experimenter's self-disclosure to precede or to follow the self-disclosure of 30 male volunteers. These groups were respectively named a modeling and a noncontingent reinforcement group. Using Haymes' technique of analysis with two raters, equivalent levels of intimacy resulted from both treatments, with $p < .05$. This gives preference to a norm of reciprocity approach. The three studies discussed below compare all of the theoretical points of view and lend some support for the adoption of an equitable exchange framework.

Davis and Sloan (1974) chose high intimacy topics to be used in four groups where the interviewer either:

(a) did not disclose; (b) disclosed for all topics; (c) disclosed in the first five but did not in the last five topics; or (d) did not disclose in the first five but did in the following five topics. Judges determined three scores for each of 32 subjects on 5-point scales measuring: (a) depth; (b) emotional investment or intensity of affect; and (c) imitation or similarity of content between paired interactants. These scores were subjected to analyses of variance at an alpha level of .05. If disinhibition had occurred, interviewees, once disinhibited should maintain a high level of disclosure even in the absence of continued disclosure on the part of the interviewer. This was not the case. A social attraction explanation assumes that naive subjects are positively attracted to their self-disclosing partners. From results obtained from their Interview Reaction Checklist, no clear preference was demonstrated for the disclosing interviewer by the interviewees. Also, according to a modeling hypothesis prediction, one would expect a high degree of imitation, that is, high similarity of content between members of a pair. Yet, deep disclosures contained more originality of content than shallow disclosures. The findings favored the existence of a norm of reciprocity since interviewees remained highly intimate only if the interviewer continued to disclose. This reward-cost interpretation is

strengthened by the fact that, for a given interviewer disclosing level, the more self-disclosing subjects checked off less favorable reactions in a post-interview questionnaire, thus suggesting that the dispensation of self-disclosure to maintain equity was costly.

With a novel approach and a total of 36 subjects, Davis and Skinner (1974) had one interviewer disclose openly on an audiotape and another in a live situation with a naive subject. The content was essentially the same for both male models. Disclosure on 10 high intimacy rated topics was scaled by judges as to depth and emotional investment. Greater intimacy was found in subjects paired with a live model as compared to both the audiotape and control groups. Modeling would have predicted equal disclosure intimacies in the two groups exposed to a model and is thus refuted. Arguments might be raised in terms of the comparative potency of the models due to their ways of transmitting their self-disclosures, as in their affective tone. No preference was reported for the high-disclosing model seen live according to the Marlowe-Crowne Social Desirability Scale, contradicting the liking standpoint. This design might have been improved by having the same model self-disclose in the two treatment conditions.

With their sample of 48 males, Jones and Archer (1976) have contributed some evidence for an equitable

exchange approach. They found significance using length and breadth of self-disclosure, yet no main effects were found for either liking, modeling, or social exchange with a measure of depth, our prime focus so far. In this design, all subjects first read a questionnaire supposedly filled out by their confederate partner and including some intimate details. Then, they were divided so that half witnessed a videotape where the confederate disclosed intimately, and half saw a videotape with only low intimacy disclosures. Following, the subjects were paired with the same confederate who either revealed personal disclosures or only spoke about himself superficially. Then, subjects were asked to describe themselves on five topics. Contrary to modeling propositions, in the groups paired with an intimate confederate, those subjects not exposed to a videotape talked on more topics and at greater length than those having had this exposure. Also, for amount and length of disclosure, subjects were more self-disclosing when they had heard some intimate disclosure than without either a videotape or actual examples of the confederate's intimacy. Ratings of liking and trust were not related to any of the disclosure effects. Since all subjects had knowledge of the intimate information concerned with the confederate through the questionnaire, it might be reasoned that this was sufficient for all to reciprocate to some extent. They

would then be "paying for" the openness they had received in some or several forms by the confederate.

Summary view of reciprocity studies. On the whole, the set of studies above give credibility to an equitable exchange theory as an explanation for the dyadic effect. This means that interactants strive to maintain a balance in the intimacy level of relationships between the incurred costs and rewards by conforming to what Gouldner has named a norm of reciprocity. Social attraction may be tenable in explaining a reciprocity effect but with possibly more influence in the early stages of a relationship. From Derlega, Wilson and Chaikin's study, friends do not seem to adhere to a reciprocity norm as strictly as strangers. Few studies have dealt with trust as distinct from liking; such investigations might uncover a relationship between trust alone and self-disclosure. Modeling seems to have some influence at times but not as consistently. Experiments by Archer and Berg (1978) and Rubin (1975, 1976) serve to demonstrate that the dyadic effect can be generalized to natural settings and is, therefore, not merely an outgrowth of the ambiguous laboratory situation.

Better experimental designs could be devised to investigate to what extent each theory explains why self-disclosure exchanges are usually governed by a reciprocity norm. Although this was not done here specifically, an

attempt was undertaken to see how certain postulates of the three theories (e.g. that persons who disclose more will be liked more) are related to temporal and experiential immediacy. The important point is that all three theories, as well as the research reported, are robust assertions of a dyadic effect.

Immediacy and Intimacy in Self-disclosure

In the above, reciprocity in self-disclosing intimacy has been shown to be tenable both theoretically and in a significant number of studies. As previously discussed, dependent measures of self-disclosing depth have varied from self-report instruments to pre-rated intimacy ratings to number of self-references to judges' evaluations of degree of personalness. However, it has not been clearly explained as to how the intimacy level of the confederate has been controlled for. In most cases, topic choice and content were the main foci; briefly, this means what is being discussed. The purpose here is to re-investigate the meaning of intimacy and, in so doing, introduce a new dimension of self-disclosure content, that is temporal immediacy, and to take into account the how of disclosing, defined later as experiential immediacy. With the rationale presented below, it will then be possible to hypothesize an influence

of these two aspects of immediacy upon a respondent's self-disclosure immediacy (both temporal and experiential) and depth. The first follows through from a straight reciprocity viewpoint. The second needs to be developed further.

Why one person's discourse is considered by another to be personal and openly revealing as opposed to superficial and nonintimate could be highly subjective. Derlega and Chaikin (1975) attribute importance to two factors in the rating of intimacy: (a) information that is unique to the individual and (b) revelations of feelings or behaviors that are not divulged publicly or to many people. The more vulnerable the information about ourselves makes us, the less likely we are to reveal it. But how do we know if someone who is self-disclosing to us has not just told the same thing to the person down the block or that he isn't really talking about his brother? According to societal expectations, one might assume that being highly expressive or revealing about certain topics, for example one's sexual experiences, would be intimate communication. However, this may be true only on an average basis. One solution to help us define intimacy would be to turn to a setting where, by definition, one would expect revelations of a personally unique nature. One possibility here is a psychotherapeutic context.

A more important reason why psychotherapy, and

specifically humanistic psychotherapy, will now become the focal point stems from the major contention of this paper: intimacy through self-disclosure with another is achieved only if the revealer is immediately aware of his own experiences. Self-disclosure literature has often assumed a link between intimacy and active self-awareness. For example, in defining his Disclosure Rating Scale, Doster (1971) stresses that, when someone engages in personal revelations, "there is an exploration of one's own behavior, feelings and attitudes as well as their meaningfulness in his self-picture" (p. 4). Johnson (1972) amplifies this assertion by stating: "your ability to disclose yourself to others depends upon your self-awareness and your self-acceptance. You must be aware of your reactions in order to communicate them to others" (p. 13).

The emphasis on self-exploration in humanistic psychotherapy will permit an understanding of what this concept means and what behaviors, feelings, attitudes are involved in this concept. According to this framework, self-exploration may be achieved through "living-in-the-moment", "experiencing the now", "being in the here and now" - what will generally be referred to as immediacy, (Carkhuff, 1969; Egan, 1970; Passons, 1975; Perls, Hefferline and Goodman, 1965; Rogers, 1961). These authors agree that immediacy involves a high consciousness of what

one is at every moment. This not only means being in contact with one's inner environment (e.g. bodily sensations, thoughts) but also implies an awareness of one's immediate environment, especially with whom and how one is relating. With this position, defenses recede and there is an openness to oneself and to others. On the opposite end of this immediacy continuum, one has the person who avoids taking responsibility for the moment and assumes a defensive attitude in order to distance himself from potentially threatening concerns. This individual is not in tune with himself; there is a subject-object split so that he does not appropriate his own feelings as part of his gestalt, nor is he actively engaged with his environment. Instead he displays lower trust and fear of risk-taking when interacting with others.

The above clarifies, in general terms, the necessity for effective self-exploration to encompass immediate rather than non-immediate awareness. The postulate is that focusing on the immediate within a psychotherapeutic context is akin to being highly revealing, or intimate within interpersonal relationships.

In their definition of affective self-disclosure, Highlen and Voight (1978) come close to what is meant here: "a speaker's voluntary verbal statement made. . .in a dyadic interaction that expresses his emotions in feeling

terms, is present-oriented, and self-referenced" (p. 22). Adding these notions to the general definition of self-disclosure given initially, self-disclosure intimacy can be said to be: any present-oriented, self-referenced verbal information that Person A willingly and honestly communicates to Person B, and which include expressions of emotion in feeling terms.

At this point, the concept of self-disclosure intimacy in terms of immediacy needs to be defined more concretely. How would one recognize a self-discloser who is "really into it" and immediate as opposed to a self-revealer who merely "talks about" his feelings in a detached manner? Two facets of immediacy can be extracted from readings in Rogerian and Gestalt psychotherapies: temporal and experiential immediacy. The next sections include a discussion of each of these to specify their meanings and state hypotheses related to an exact dyadic effect, and develop rationales predicting their influence on another's consequent self-disclosure depth.

Temporal Immediacy

An argument will be developed here which asserts that the time orientation and intimacy level of a self-discloser can be affected significantly by altering the temporal immediacy of a communicator's disclosure content.

Temporal immediacy means the present, the actual, and all that relates to an individual today. Temporal nonimmediacy refers to the past, a time gone by, as in days, months, years.

Temporal immediacy begets temporal immediacy. A first hypothesis stems from the direct reciprocity premise that a certain type of disclosure begets the same type in return. Applied to temporal immediacy, the following hypothesis is stated:

During a dyadic first encounter, when a naive subject engages in self-disclosure with a confederate who is self-revealing on topics of moderately high intimacy, greater temporal immediacy in the confederate's self-disclosure (that is, a present as opposed to a past time orientation) will be associated with greater temporal immediacy in the subject's disclosure.

Temporal immediacy begets intimacy. Now, the emphasis becomes how temporal immediacy in one person might affect another person's intimacy level in addition to his time orientation. The belief is that, by orienting oneself to present happenings in one's life, one is more intimate than if one restricts self-disclosures to past events. This is given self-disclosures on similar topics of discussion and a fixed level of experiencing. Gestalt and client-centred process outlooks and research findings help verify these deductions.

The importance of time orientations in experiential psychotherapy differs from psychoanalysis and existential therapy. In the Freudian perspective, success in therapy

necessitates looking back into the past. The present is viewed as a network of unresolved conflicts stemming from an early age. In fact, studying the formation of interpersonal relationships is considered superficial since no focus is on the transference of feelings carried over from childhood parental relationships. From another standpoint, existentialism affirms the cruciality of being present, of encountering one's own experiences with full awareness and immediacy. This parallels notions of experiential rather than temporal immediacy. Existential temporality defines man as the total of all his past, present and future possibilities of relating to the world. Thus, to delineate time into past versus present is not viable. In addition, the existential way of looking at an encounter between two people is simply descriptive. Any attempt of formulating hypotheses and testing them through experimental manipulations is seen as artificial and trivial. As such, although both these viewpoints offer interesting divergences from the Gestalt and client-centred ones on temporal immediacy, methods of operationalizing their conceptualizations defy analysis as presented in the self-disclosure literature.

Gestaltists stress that living in the present is different from being past-oriented in terms of an individual's well being (Egan, 1970; Fagan & Shepherd, 1970; Passons, 1975; Perls, Hefferline, & Goodman, 1965; Thorne,

1974; Ward & Rouzer, 1974). Later, this is shown to affect one's interpersonal contacts as others respond differently to an actual versus a past discloser. A greatly emphasized injunction of Gestalt therapy is: "live now: be concerned with the present rather than with the past or future" (Naranjo, 1970, p. 49). Living-in-the-moment is the appropriate prescription for life and for valuation of consciousness. Having a present reference point means commitment to living and an experiential framework. Thorne (1974) asserts that "by keeping awareness in the present, one avoids the past conditioning that keep(s) life from being experienced freshly" (p. 31). As a consequence, achieving the status of a healthy person is synonymous to living in the now. To develop the feeling of actuality, words such as "now" and "at this moment" are stressed.

On the other hand, being concerned with the past means avoidance of living and of present responsibility. Talking about the past is a defensive attitude or maneuver to maintain distance from potentially threatening current concerns. The Gestalt outlook states that a past orientation subtracts from the possible time and energy necessary to change one's present condition. All references to one's past are not negative since presentification or reliving of the past can be beneficial. Rather, the point is that: "talking about the past in the past tense usually results

in leaving the past in the past" (Passons, 1975, p. 161).

To summarize then, good adjustment follows through from present centredness whereas references to the past imply avoidance and limit personality growth. This idea is expressed specifically by Ward and Rouzer, 1974:

"Lack of present centredness results in a loss of contact with reality. Although the healthy person uses the past and/or future to guide him in action, he does so without leaving the present since he sees only the present as reality. The neurotic person, having lost sight of his existence as a 'time-space event', avoids awareness of the present and reality. He dwells either in the past or future, mistaking previous dangers or situations for current ones... The neurotic's resistance to facing the present implies that he does not take responsibility for himself since it is only in the present that effective action can take place; rather, he attempts to manipulate the environment into taking responsibility for him. The result is that he does not grow and develop further, thus failing to make the transcendence from environmental to self-support which characterizes the healthy person." (p. 27)

Not only does the past or present focus have consequences for an individual's psychological health but it also affects a person's contact with his environment. Actuality of the present results in clearer contact with the real environment, including the people with whom one is relating. A division is created when one tries to focus on the past and at the same time really be with someone in the present. In terms of the psychotherapeutic relationship, deviations from the present may be real indications of a client's distrust for the whole approach to therapy and/or

for his therapist. With others, as in a group encounter, a preoccupation with a time gone by is often an escape into safer grounds (Egan, 1970). Talking about the past may frequently be paired with lower trust and fear of risk-taking, concepts already linked to lower levels of self-disclosure. In other words, both self-disclosing in the past and self-disclosing with low intimacy stem from choosing to be more distant and should conceivably be responded to with low intimacy in self-disclosure from the recipient of such revelations. As Egan says in regards to others' reactions to a past-oriented interactant: "the problem with the past is that it (coupled with...the quality of a person's self-disclosure) engenders ennui" (p. 94). Therefore, from Gestalt interpretations, there seems to be justification for the prediction of the second hypothesis: that past self-disclosures by Person A is more distant than present-focused revelations and should be correlated with lower self-disclosure intimacy in Person B's responses.

The present-past time dimension is also stressed by Rogers (1961). According to client-centred therapy, the process of constructive personality change involves a sequence of changes within a person. Of particular interest here are the alterations in a client's relationship to feelings, his communication of self and his interpersonal

relationships. In the initial stages when the client is in a state of incongruence, Rogers states that he expresses feelings as remote from himself, usually existing in the past; that he is unwilling to communicate anything but external, non-self material; and he fears and refrains from close personal contacts. Poor personal adaptation seems to cement together a past focus in feelings, low levels of self-disclosure and avoidance of intimacy with others. One has, in fact, three crucial elements of the present study which are assumed to be significantly correlated with each other. In the advanced stages of successful therapy when a client becomes congruent with himself, he has learned to experience his feelings in the present, to achieve satisfaction in communicating himself and to risk more and more in his personal contacts by living openly with an integrated flow of feelings. The link between present-centredness, greater self-disclosure and closer and deeper interpersonal relationships seems unquestionable, all variables going hand in hand with positive personal growth. Thus, rogerian theory also gives solid ground for the hypothesis formulated in this research paper.

Experimentation investigating the relationship between self-disclosure intimacy and time orientation is unfortunately lacking. However, some studies have focused on the effect of various time contexts on a person's

attitude. These will be reviewed in the following section. They provide evidence for the belief that different reactions and responses would follow from different time perspectives, giving concrete indications of the trend these responses could take.

Wiener and Mehrabian (1968) and Mehrabian (1972) believe strongly that a person communicates his attitudinal or affective positiveness or negativeness towards another by altering the degree of immediacy in his verbal behavior. Immediacy refers to the "degree of directness and intensity of interaction between communicator and referent in a communicator's linguistic message" (Mehrabian, 1966, p. 28). Using this concept, they have devised an Immediacy Scale based on 9 or 12 categories scored according to an empirically based scoring procedure. One of these categories is time immediacy which is specifically concerned with "the relationship between the communicator and the object of communication (as) ongoing or present instead of being temporally past or future" (Mehrabian, 1967, p. 415). An example of a temporally immediate statement would be: "Mike is showing me his house" whereas nonimmediacy would be communicated in: "Mike showed me his house". As such, this draws a parallel to the definitions of past- and present-oriented contents given in the present study since it bases itself on variation in tense usage. The main

postulate of these authors is that nonimmediacy in language signals a speaker's separation of himself from the object of his message, from his addressee or from the message itself and is thus indicative of avoidance behavior.

To test the validity of this assertion, the responses of untrained subjects to variations in immediacy were investigated in two studies by Mehrabian (1967, 1968). In the first of these, 92 undergraduates were asked to choose the item from pairs of statements which displayed the more positive preferential and/or affective attitude on the speaker's part towards the entity referred to. The 35 pairs of statements each had an immediate and nonimmediate version of the same context. The significant z score of the means confirmed the hypothesis that subjects judge more temporally immediate communications as demonstrative of more positive attitudes on a speaker's part than nonimmediate sentences.

In a similar design, 46 students rated items in a 96 page booklet on a 7-point dislike-like continuum in terms of the attitude inferred of the speaker toward some thing or person (Mehrabian, 1968). An analysis of variance revealed that temporal nonimmediacy in response to an immediate context was scored significantly more often as indicative of a negative attitude than either immediate time statements in an immediate context or nonimmediate

statements in a nonimmediate context ($p < .01$). As such, when there was reciprocity in degree of immediacy between question asked of the communicator and response by the communicator, the perception of the speaker's feelings were less negative. Both studies suggest that a present-immediacy focus is interpreted by naive subjects as denotative of more positive attitudes from a discloser than a past or future, that is, a nonimmediate temporal reference point.

Mehrabian and Wiener (1966) also demonstrated that one manifests greater temporal immediacy as a consequence of pleasant attitudes felt about a situation or person in contrast to an entity having more negative connotations for you. The answers given by 24 subjects on two literary passages were arbitrarily rated "high" or "low" by an experimenter. Subjects then wrote a sentence about each passage and this was rated by two judges using the Immediacy Scale. According to a one-tailed t test analysis, the nonimmediacy score for a failure-associated event is significantly greater than the nonimmediacy score for a success-associated event ($p < .05$). Similarly, 35 nursing students wrote statements describing a liked and disliked acquaintance. Judges' evaluations underlined a significant effect linking greater temporal nonimmediacy with revelations about disliked people ($p < .001$). This last procedure was

replicated with 70 subjects and parallel results were extracted with an overall interjudge agreement of .62.

Although Bursor (1979) found no differences in immediacy between description of liked and not liked clients, the use of counsellors as subjects introduces an element of sophistication which might affect the language employed.

In the above studies on immediacy, the validity of the Immediacy Scale needs to be ascertained. To relate these findings more closely to the present study, a concentrated look at temporal immediacy becomes necessary. The research by Weiner and Mehrabian support the idea that past-related statements are perceived as showing more negative attitudes than a present focus in self-revelations. As the present study stipulates, this leads to less intimacy in response to the less temporally immediate disclosures.

Not only are nonimmediate time disclosers perceived as manifesting negative attitudes, they may even belong to a less adjusted group. Like the Gestalt therapists who maintain that living in the "here and now" promotes positive mental health, Maslow (1971) has described one criteria of the psychologically healthy or self-actualized person as having a present-oriented focus in life.

To this effect, Robertson (1978) gave 40 subjects paper and pencil tests in a group situation. The results

clearly indicated ($p < .01$) a positive relation between both temporal competence and evaluation and measures of ego strength, purpose-in-life and self-evaluation. The time factors were also negatively associated with manifest anxiety and external control. In a parallel fashion, Bonier and Rokeach (1975) found that high dogmatics used the present tense to a lesser degree than low dogmatics. Cottle (1971) also reported that people scoring higher on dogmatism gave less importance to the present and a stronger emphasis on the past. Turning to a more pathological group, Getsinger (1976) shows that to dwell in the past or to aspire continuously for better days prevents the attainment of self-actualization. Getsinger chose 15 men diagnosed as sociopaths upon hospitalization and 15 men labelled "psychologically healthy" or "self-actualized" following a battery of psychological tests and a 30-minute clinical interview. One temporal measure employed in this study was a time reference inventory containing 10 positive, 10 neutral, and 10 negative open-ended questions with reference to ~~a~~ past, present or future time mode, as devised by Ross and Albers (1965). At $p < .001$, a t -test demonstrated that sociopaths assigned positive statements more often to the past than the self-actualizers. Also, the latter more frequently associated negative statements with the past and less frequently with the present than the

pathological group. The author concludes that the past is a more dominant time mode and a more positive one for sociopaths who seem to yearn for the "good old days" unlike more psychologically adjusted individuals.

Thus, it seems plausible that a past-oriented discloser would be perceived more negatively in general than a present-centred speaker. To follow through, it appears as tenable that one would want to be less intimate with such a discloser. The communicator revealing present-related or immediate information would be judged as better adjusted and thus induce greater trustworthiness to share intimate material with him.

Coming from a different line, von Wright and Kinnaunen (1976) lend support to the contention that closer temporal events are viewed as more threatening than more temporally distant happenings. Forty-five females and 42 males were asked to estimate the degree to which they experienced one of three harmful events as threatening, if it occurred in one of five years: 1977, 1982, 1993, 2012, and 2034. The scale used ranged from "0" or "wholly indifferent" to "100" or "extremely threatening". The plottings of the mean ratings of threat against chronological time indicated less threat was felt with increased time but this study does not clearly state that this tendency achieves a significant value. Also, no

counterpart study exists that investigates this relationship specifically with a past and present focus. The assumption here is that the level of fear decreases with greater chronological distance, whether one is going forward or backward in time.

The above research has given some weight to the belief that more temporally immediate disclosures would be perceived and responded to more positively. This was tested out directly in a preliminary study (Labelle, 1979). Fifty-six French-speaking university students met with one of eight confederates during a 30-minute dyadic encounter. The naive subjects received disclosures of either low or high intimacy and either past- or present-oriented revelations from the pre-trained confederates. Pre-rated intimacy levels and self-references per minute served as dependent measures of intimacy in self-disclosure. An analysis of covariance with repeated measures gave further support to a reciprocity phenomenon such that subjects exposed to high intimacy confederates displayed greater depths of disclosure than those receiving only low level communications. Time orientation failed to attain significance for both measures, although p levels obtained were $< .10$. Nonetheless, it was found that the intimate confederates disclosing present-related material were perceived as more intimate and were responded to with more self-references

than the intimate but past-revealing confederates ($p < .05$). As predicted from a Gestalt perspective and suggested by these results, living in the present does imply a better ability to form intimate relationships when it comes to disclosing more private information. Suggestions for improvement of this study included: increasing the sample, adding more dependent measures of intimacy, including some on temporal and experiential immediacy, having more confederates trained per condition, checking on the effectiveness of deception, and investigating if the how of experiencing the self-disclosure content, whether past or present, is relevant. All such considerations have been applied in the present research.

The results reported above can be interpreted from an interpersonal attraction or equitable exchange viewpoint. The former viewpoint would hold that revealing personal information about one's present is a sign of greater liking and trust by the discloser. In response, a dyadic partner would also be attracted to such a communicator and display this through greater manifestations of intimacy in return. On the other hand, one would feel less liked and consequently like less the person who restrains completely from any mention of his present and concentrates solely on past events of his intimate life. There would be

some attraction because of the personal detail received, however, the past orientation would cause one to trust the other less and thus disclose on a shallower level.

Taking the norm of reciprocity framework, it would seem that a recipient of present, intimate information feels obligated to pay for such revelations with greater depth in self-disclosure. Receiving present and personal disclosures seem to constitute a greater benefit than obtaining past confidences. In terms of self-disclosures of mild intimacy, these may already symbolize the receipt of a minimal reward and a second interactant would feel no differential obligations whether the revelations are past or present-related.

Modeling, can less easily explain the above results. If a recipient is merely looking to her partner for appropriate cues of behavior, he would be expected to respond to a present and intimate discloser with a similar intimacy level and the same time orientation. This does not demonstrate why the naive subjects with such partners would have been more intimate than others matched with confederates expressing similar intimacy but with a past perspective.

In the present study, the topics chosen for the confederates are the same as were given to the intimate confederates in the previous research. Since this is

controlled for throughout the four experimental conditions, it is expected that temporal immediacy would invite naive subjects to be more intimate than a temporally nonimmediate confederate. As a follow-through of the theoretical rationale and research set forth, one might formulate another main hypothesis of this paper:

- ✓ During a dyadic first encounter, when a naive subject engages in self-disclosure with a confederate who is self-revealing on topics of moderately high intimacy, greater temporal immediacy in the confederate's self-disclosure (i.e. a present as opposed to a past time orientation) will be associated with greater intimacy in the subject's disclosure.

Having looked at temporal immediacy in detail, a second form of immediacy, that is experiential, will be investigated so as to derive two other major hypotheses.

Experiential Immediacy

Whereas the time dimension is in itself influential in a self-disclosure encounter, it would be simplistic to assume that this is all Gestalt and Rogerian therapists envisage in their notions of immediacy in self-awareness. As Wills (1978) states, "time in no way should be construed as implying that 'there and then' awareness refers to what went on in the client's past and 'here and now' as referring to what is going on in the present time. Past, present and fantasized future can each be explored with both 'here and now' and 'there and then' awareness"

(p. 185). In this paper, the 'here and now' from such a perspective is referred to as a high level of experiential awareness of being CLOSE to oneself. 'There and then' awareness is regarded as DISTANT awareness or the manifestation of low experiential immediacy.

Before developing a theoretical rationale involving the influence of experiential immediacy on another's self-disclosing intimacy, an operational definition of this concept needs to be formulated. A close versus distant dimension is complex and is shown below to involve four criteria. In terms of each of these, straight reciprocity between the confederate and subject will also be expected.

Emotional investment. The first dimension that is part of experiential immediacy is emotional investment. Chelune has asserted the importance of affective manner in self-disclosing communication. Intimacy, as defined by Altman and Taylor (1973), also involves strong affect. The difference between CLOSE and DISTANT is similar to the contrast between "focusing on" and "talking about" one's feelings. To clarify, Keen (1978) speaks of a reflective past that is purely intellectual and does not promote change in an individual's perceptions and behavior. This he distinguishes from a "contemporaneously lived past" characterized by emotional involvement in insights and allowing one to grow by changing the meaning of the past.

Growth seen not only from an individual perspective but also in the formation of a close relationship needs a high level of emotional investment, according to Levinger and Raush (1977).

From a Gestalt interpretation, emotions signal reality contact. As Mermin (1974) discusses, the neurotic expresses his emotions indirectly and without satisfaction and, on the whole, has lost awareness of his emotional life. From another humanistic viewpoint, Gendlin (1964), expounds the necessity of an emotionally felt process within the context of a close relationship in order for personality change to occur.

From the above, it becomes evident that many theorists stress the importance of emotional investment in promoting individual growth in interacting with others. Although the point has been made that emotional manner should be investigated within the area of self-disclosure (for example by Chelune), little research has been published to follow through on this. Psychotherapy, however, has dealt with emotional investment and relevant studies in this context are now mentioned. Then, one study which specifically considers the influence of one person's affect on others' corresponding affect in disclosure is brought forth.

Positive outcomes in therapy have been associated

with clients exhibiting greater vocal energy, openness and expressiveness (Butler, Rice and Wagstaff, 1962), more readiness to confront and communicate their feelings (Strupp, 1971), higher levels of emotional discharge (Nichols, 1974), and of experiencing according to Gendlin's Experiencing Scale (Kiesler, 1971; Tomlinson, 1967). Also, sessions are rated as better by both clients and therapists if feelings are expressed (Kiesler, 1973). Studies in the area of psychotherapy are plagued with many methodological problems, thus rendering conclusions difficult. However, it would appear that, both theoretically and empirically, emotional involvement is integral to personal growth and a developing intimate relationship.

Focusing on small group interactions, Moss and Harren (1978) measured self-disclosure according to the 10 dimensions referred to in the Moss Behavioral Rating of Disclosure (MBRD). The two of interest are: (a) affect of message, defined as the intensity of verbal affect, from no explicit to vehement affect, and (b) vocal intensity or the degree of vocal affect conveyed by volume and pitch of voice. Both of these emotion-based aspects in naive subjects' self-revelations were found to be positively correlated with the subjects' overall disclosure quality, with $r = .44$ for affect of message and $r = .34$ for vocal intensity ($p < .001$). This justifies looking at emotional

investment in self-disclosure studies, as was attempted in the present study. Moss and Harren also found evidence of a reciprocity effect when comparing the affect of message and vocal intensity in the leader with that of the participants in the personal growth groups. The leader's intensity of verbal affect was mirrored in the members ($r = .39, p < .001$). Vocal intensity was also reciprocated ($r = .31, p < .001$). This follows a strict reciprocity effect in terms of emotional investment. The postulate is that Moss and Harren's results can be generalized to a dyadic context.

I versus it talk. Coming now to a second, more concrete manifestation of experiential immediacy, is the necessity for direct self-references. Passons (1975) and Wills (1978) have stressed the importance of using the personal pronoun "I" instead of "you" or "they" in expressing an opinion. According to Perls (1947), the latter, referred to as "it-talk" is a barrier to self-awareness whereas the use of ego language through I-statements infers taking responsibility for one's actions and feelings and leads to more authentic interpersonal contact with others.

Greenberg and Tannenbaum (1962) were interested in how the use of first versus third personal pronouns was affected by level of cognitive stress. Twenty-five

journalism undergraduates were divided into one of three groups: a) a first group was asked to reply to an attack on a strongly held belief in which journalism was heavily criticized, b) a second needed to formulate an answer to a supportive comment in which journalism was commended, c) a third provided a control. As predicted from the postulates of 'I' versus 'it-talk', the subjects whose beliefs were attacked responded with greater third personal pronouns ($p < .01$) than the controls and tended to use less first personal pronouns ($p < .10$) than the control and supportive groups. Thus, I's are avoided under stressful situations, in preference for a more distant pronoun.

Stiles (1979), Stiles, McDaniel and McGaughey (1979), and Stiles and Sultan (1979) have studied verbal response modes in relation to interpersonal intentions. One of their eight classes of verbal responses was disclosure form and intent, abbreviated as D(D). A client statement using the first person reference 'I' and revealing subjective information such as thoughts, feelings, perceptions, and intentions was rated as D(D). These authors believe that operating with this verbal mode provides binding associations between internal experiences and the self. It is an index of one's assuming responsibility for one's self. This is opposed to a mode called edification form with disclosure intent, or E(D), where

subjective information is disclosed through a third person. Examples would be: "I'm afraid of him" for D(D) and "it scared me" for E(D), thus paralleling I versus it-talk. Stiles and Sultan suggest the monitoring of therapists' effectiveness by noting how often clients use D(D) statements. In Stiles, McDaniel and McGaughey's study, such verbal modes were compared to the client's level of experiencing, measured with the 7-point Experiencing Scale as a global index, of good psychotherapeutic process or growth. Low levels describe impersonal and superficial revelations whereas a highly experiencing client is exploring his feelings and the emergent levels of experiencing serve as basic referents for self-understanding. When 90 verbatim therapy transcripts were coded, the strongest correlation with experiencing was with D(D) ($r = .58, p < .0001$). Thus, both theory and research give weight to I versus it-talk as an index of experiential immediacy.

Specificity. Thirdly, the degree of specificity to describe one's feelings and actions is enmeshed in the definition of experiential immediacy. Doster (1971) underlines that superficial verbal behavior is characterized by breadth and generalizability whereas the specificity in the communication of personal information helps to get a more intimate view of the self-discloser as an

individual rather than merely a member of a general group. Gendlin (1964) also emphasizes a difference between an emotion-like anger which is a global entity and a feeling which can be directly and specifically referred to in a bodily sense. This author writes that the first never leads to personality change. In contrast, focusing on a specific, physiologically felt sensation is a necessary step in experiencing and promotes a shift in the whole personality. Similarly in the present study, confederates were trained to state only global emotions (eg. "it makes me angry") or describe specific feelings (eg. "right here in my chest, I feel like I'm boiling and fuming, almost like I'll explode"). Usually this criterion is found as part and parcel of the meaning of experiencing in the research and is not separated from other factors.

Coming back to Moss and Harren's study, 1 of the 10 rating scales of self-disclosure was concreteness or the degree of specificity of the discloser's language. This could range from abstract to very specific with elaborate details. To emphasize how specificity and emotional investment are both dimensions of experiential immediacy, the above researchers report a positive correlation between leader's degree of specificity and his vocal affect ($r = .17$). Also, when the leader was more specific, members responded with greater explicitness in their

statements of affect, $r = .35$. And, as a final point, when the trained leader manifested more vocal affect, the subjects responded with more concreteness and affect. Therefore, this study and the theoretical postulates mentioned above assert to the inclusion of specificity as a relevant criterion for experiential immediacy.

References to partner A last element stipulates that focusing on one's immediate experiences within a self-disclosure dyadic encounter necessarily involves being aware of one's partner. As Johnson (1972) asserts, merely making personal confessions is not sufficient for true intimacy without some acknowledgement of the other person in the interaction. Thus, although one is self-disclosing about an aspect in one's life that does not involve the other, one's partner should still be included somehow in one's disclosures. In the present study, references to the subject's first name were thought to enhance experiential immediacy in confederate's self-disclosures.

Experiential immediacy begets experiential immediacy. Therefore, it has been demonstrated in past writings that experiential immediacy comprises emotional investment, personal I-thou statements, specificity in self-disclosure content, and references to one's partner.

If one reconsiders the dyadic effect from the perspective of each of these criteria, a third hypothesis

can be made explicit:

During a dyadic first encounter, when a naive subject engages in self-disclosure with a confederate who is self-revealing on topics of moderately high intimacy, greater experiential immediacy (as measured separately by the four criteria) in the confederate's self-disclosure will be associated with greater experiential immediacy in the subject's disclosure.

Experiential immediacy begets intimacy. Turning now to a specific consideration of intimacy, self-disclosure depth has often been described according to the above four criteria (Chelune, 1975; Doster, 1971; Highlen & Voight, 1978). In the research, however, intimacy has mostly been defined in terms of content variables and not process ones.

One exception is that of Moss and Harren, previously mentioned. Positive correlations between disclosure affect in a leader's message and the overall quality of disclosure in the group members were found. According to the analysis of variance, this leader variable was the only significant predictor of member disclosure ($p < .05$). Therefore, the expectation is that how one person discloses, notwithstanding the topic or objective details of the revelations, will be sufficient in affecting a recipient's intimacy in general.

Looking at experiential immediacy in terms of interpersonal attraction premises, one would predict that an individual who is really involved experientially in his

self-disclosures will be liked and trusted more and, in so doing, will incite a listener to become more intimate generally. This second person will also have perceived himself as being liked and trusted more by the initiating self-discloser because of the experiential aspect of his disclosures. In contrast, if a speaker displays flatness of affect and low experiential immediacy as a whole, there is little evidence of liking and trust for a recipient. As such, he would not be prone to feel attracted to his partner and would thus respond with shallow disclosures.

Equitable exchange would interpret such effects differently. An experientially immediate individual is manifesting rewarding behavior for a second interactant. In western society, affect or being referred to on a first name basis, for example, is restricted to less formal relationships. Personal interactions are viewed as promoting personal satisfaction, thus reward. As such, a recipient of such disclosures would, in turn, feel obligated to return a similar favor and would increase his overall level of intimacy. In the case of the opposite event, low reinforcement value is attributed to distant behavior in one person. To reply, in this case, requires little 'payment' in the form of intimacy.

Although modeling would easily emphasize straight reciprocity of experiential immediacy, it would have

trouble explaining why experiential closeness in one person would heighten another's intimacy in terms of both content and process. The hypothesis stated below is therefore more in line with the first two theoretical postulates.

During a dyadic first encounter, when a naive subject engages in self-disclosure with a confederate who is self-revealing on topics of moderately high intimacy, greater experiential immediacy in the confederate's self-disclosure will be associated with greater intimacy in the subject's disclosure.

Summary and Hypotheses

In this chapter, one dimension of self-disclosure, intimacy, has been given focal attention. Three theoretical frameworks and extensive research assert to the existence of a reciprocity effect such that intimacy begets intimacy. Interpersonal attraction theory explains that an individual involved in a dyadic interaction will like and trust a high discloser more than a shallow revealer and, as a consequence, will communicate this liking and trust by disclosing at a deeper level in turn. In terms of an equitable exchange viewpoint, a dyadic partner will feel obligated to pay for the receipt of more intimate disclosures and thus conforms to a norm of reciprocity in an attempt to maintain a balanced relationship. These two theories assume that receiving self-disclosure is

rewarding. On the other hand, modeling, as the third theoretical premise of the dyadic effect, says that a person will copy another's disclosure level simply because this provided an indicator of how to behave in an otherwise unstructured situation. Aspects relevant to each theory are investigated in this study. However, the main purpose in presenting all three frameworks was to firmly establish the intimacy begets intimacy phenomenon.

The next point of importance is that immediacy, that is, the degree to which an individual is present in the here and now of a dyadic interaction, is intrinsically linked to intimacy. Research has looked more at what one discloses, for example, on which topics. Although Bundza and Simonson (1973) had stressed the need to look into the "here and now" experiences within self-disclosure, no such direct research has as yet been published. More specifically, two dimensions of immediacy can be defined: (a) temporal immediacy or the time orientation used during disclosures and (b) experiential immediacy which says how much an individual is involved in an encounter; this comprises emotional investment, specificity, awareness of the other, and I-references. Gestalt and humanistic therapy viewpoints have emphasized that, in order to be intimate with others, one must be intimate with oneself, or in other words, be immediate.

Given the notion of the reciprocity effect alone, the first two hypotheses listed below predict that immediacy begets immediacy such that a specific way of disclosing will be mirrored in a precise sense. Following from the dyadic effect premise and the point that immediacy is a precursor for intimacy, two more hypotheses are raised.

Thus, during a dyadic first encounter, when the naive subject engages in self-disclosure with a confederate who is self-revealing on topics of moderately high intimacy:

- (a) greater temporal immediacy in the confederate's self-disclosure will be associated with greater temporal immediacy in the subject's disclosure.
- (b) greater experiential immediacy in the confederate's self-disclosure will be associated with greater experiential immediacy in the subject's disclosure.
- (c) greater temporal immediacy in the confederate's self-disclosure will be associated with greater intimacy in the subject's disclosure.
- (d) greater experiential immediacy in the confederate's self-disclosure will be associated with greater intimacy in the subject's disclosure.

Chapter II

EXPERIMENTAL DESIGN

In order to test out the hypotheses, self-disclosing encounters were held involving the matching of naive subjects with pre-trained confederates. After describing both subjects and confederates, the dependent measures used to assess time orientation, experiential immediacy, and intimacy in self-disclosure are discussed. Then, the inclusion of a baseline level trial is shown to provide a control for a subject's usual disclosure depth. At this point, the step-by-step procedure concerned with the training stage and the experiment proper is detailed.

SubjectsConfederates

Confederates were four female, French-Canadian, graduate students enrolled in the psychology programme at the University of Ottawa. Each confederate underwent training for all four experimental conditions to control for the possible influence of personality and physical appearance.

Practice and Experimental Subjects

The subjects were 103 French-Canadian female students taking the introductory psychology course at the University of Ottawa during the 1979-1980 school year. All were volunteers and obtained a 2-point credit for their participation in this research.

As part of their training for each experimental condition, confederates were matched with at least one naive subject for a practice session. These practice subjects were 23 students chosen from the above pool.

The remaining 80 students took part in the experiment proper. Frequencies depicting distributions related to marital status and age ($M = 19.29$) of subjects are listed in Table 1.

Both practice and experimental subjects were given the same instructions and underwent the same treatment; however, only the data from the latter subjects were analyzed in the results.

Dependent Measures

The dependent measures are discussed below under three headings: temporal immediacy, experiential immediacy, and overall intimacy. The first two refer to the postulates of a straight dyadic effect and the last is

Table 1
 Frequency Distribution of Naive Subjects'
 Marital Status and Age

Marital Status	<u>N</u>	Age	<u>N</u>
Single	74	17	5
Married	4	18	20
Separated/Divorced	1	19	29
Religious	1	20	14
		21	5
		22 thru 25	7
Total	80		80

associated with expectations of immediacy affecting the intimacy level of a self-disclosure recipient.

Temporal Immediacy

Measures involved here attempt to judge whether subjects matched with confederates talking in the past or present tense conform to the time orientation of the trained partner. Confederates were asked in the post-interview questionnaire whether their co-discloser was more concerned with past or present happenings as a first indication of the subjects' temporal immediacy. Then, three judges listened to all taped subject disclosure excerpts and gave their evaluation on this time variable. Thus, confederates' and judges' perceptions of subjects' immediacy as to time are the two indices of interest here.

These ratings have the advantage of being very simple. Also, except for Kangas (1971), the past literature has given little concern to time orientation of self-disclosures. Kangas developed an 8-category scale where revelations were judged as personal versus impersonal, self versus other-directed, and present versus past/future-oriented. Thus, in the same way here, rankings by others comprise the temporal measures. Correlations between the two were computed.

Experiential Immediacy

Precise indicators of each of the four criteria defined under experiential immediacy are attended to in this section.

Emotional investment. As previously mentioned, Davis and Sloan (1974) developed a 5-point scale of emotional investment to rate subjects' manner of experiencing during disclosures. The focus is thus on how a person says what he does, with what earnestness and intensity he desires to communicate. Main emphasis is placed on an individual's manner, voice quality, inflections, phraseology, hesitations, and pauses. Appendix A gives a detailed description of this scale.

Confederates' perceptions of subjects' expressed affect was regarded as an index of how emotionally involved were the subjects. As well, full descriptions of the 5 scale points were given to three judges who rated each of the 320 self-disclosure excerpts, that is 4 topics for each of the 80 subjects. This became the second measure for the degree of emotional investment of subjects.

An argument may be raised as to which are the more valid raters. Although both confederates and judges were blind to the purpose of the study, confederates could guess that the effect of their training was investigated. Also, judges gave their ratings on each of the subjects' trials

whereas confederates reported a global impression of each subject after the whole session. On the other hand, particularly for a measure such as emotional investment, many nonverbal aspects such as facial expression may be important dimensions. Confederates had this information whereas judges' perceptions were based on vocal quality alone. In addition, confederates had been trained according to this same scale so that they had working knowledge of the scale. For these reasons, both are included here and the degree of interrelatedness of the two measures was calculated.

Davis and Sloan (1974) and Davis and Skinner (1974) developed the emotional investment scale as this was felt to bring a crucial element to the definition of intimacy. In agreement, Moss and Harren (1978) emphasized the affect and the vocal intensity of the self-disclosing message. These scales were rejected in favor of the Davis one because the Moss Behavioral Rating Scale: (a) was based on audio-visual data (in the present study, with only the audio portion, judges would have found it difficult to distinguish between affect of message and vocal intensity), and (b) interjudge reliabilities were significant without being very high, for example $r = .58$ for affect of message. Davis and Sloan's emotional investment scale, therefore, could give a global index of intensity of affect. Also, it

was simply described to aid confederates in their training and then in their and the judges' perceptions of the subjects.

I versus it talk. A frequency count of the number of I's employed by a subject during each self-disclosure topic was taken. This was divided by the total number of words in the excerpts. In this study, a count was also made of all first person pronouns over the total number of words and this is regarded as a measure of overall intimacy.

Since both measures are similar in form, they are discussed together here in terms of the applicable research using self-references as an important index of disclosure. Rogers (1960) showed that it is possible to increase significantly the number of self-references employed by a client when a therapist followed such references by "Mm-hmm" or the like. For this research, a self-reference related to: "a verbal response by a subject which describes him in some way, tells something about him or refers to some affect he experiences" (p. 248). To assess the reliability of codings, ratings by two judges yielded Pearson product moment correlations between .83 and .95. Using the same framework, Powell (1968) found comparable high inter-judge reliability between .84 and .94.

Other experimenters have employed affective

self-references to measure the verbal affect of patients (Merbaum, 1963, 1965; Salzinger & Pisoni, 1960). These investigated the effect of various reinforcers on the conditioning of such self-references. As a baseline measure, total self-references were all statements beginning with pronouns "I" and "we".

Janofsky (1971) considered affective self-references according to Salzinger and Pisoni's criteria, however, he excluded the use of the "we" pronoun and divided the affective self-references by the number of total self-references. Parallel to what is named I-talk, the latter were all statements beginning with "I" except when repeated as in "I. . .I mean" or not completed, for example "but I..." With this system, an interjudge reliability of .99 was reached. As with other measures of self-disclosure, females were found to use more affective and more total self-references than males.

In a study on the effects of instructions and modeling on self-disclosure, Stone and Gotlib (1975) emphasized a connection between self-disclosures and self-references. Disclosures containing first person references received two points and impersonal second person references, for example "you", were counted as one point in computing self-disclosure.

Zarie and Boyd (1977) attempted to evaluate the

efficacy of self-disclosure training on married couples. For this purpose a self-disclosure statement was "any statement that contained a self-referent pronoun and conveyed information that concerned the emotions, ideas, attitudes or experiences of the speaker" (p. 120).

McGuire et al. (1975) operationally defined self-reference as the number of times subjects referred to themselves using personal pronouns I, me and myself. To remove the effects caused by different speech durations, the score was analyzed as number of self-references per minute of speaking time. Results using this measure were comparable to those found with Doster's Disclosure Rating Scale. Unfortunately, a correlation between both measures was not calculated.

In the present study, the denominator for the I-count and for total self-references was total words in an excerpt. Because people vary in their speed of talking, taking the number of I's or self-references per minute might not be as appropriate as having measures where both numerator and denominator are word dimensions.

In Goodstein, Goldstein, d'Orta, and Goodman (1976), 33 statements randomly selected from an encounter group session were ranked on a scale of 1 to 7 by 10 naive raters. An analysis was made comparing the five most disclosing and the five least disclosing statements. The

examination revealed a greater number of self-references (I, me) in the former statements in relation to the latter ones, $p < .05$. The authors concluded that self-disclosing statements could be identified simply by selecting those containing a high number of self-references.

Therefore, given the widespread use of self-references as a whole and the close association between the confederates' use of "I" versus "it made me" expressions and what Gestalt therapists refer to as I-talk, there is justification in taking this measure to investigate whether confederates who are being experientially immediate will incite subjects to say I relatively more frequently than when they are being more distant.

Specificity. The importance of specificity has been ascertained by Doster (1971) and Stiles (1979), however, only one existent similar measure has been found. Moss and Harren (1978) defined concreteness or specificity as one of ten rating scales. The low, although significant, inter-judge agreement ratio of .43 amplifies the need for greater precision in the operational definition of specificity. In the present study, confederates were trained to be specific or general and are considered good evaluators of this dimension. Therefore, ratings by confederates on a 5-point scale on level of specificity became the dependent measure here.

References to partner. Confederates in the experientially close condition were asked to refer to their partner by their first names. As a straight reciprocity test then, these subjects should, in turn, mention the confederate's name during their disclosures more often than subjects with DISTANT confederates. Simply, to verify this, a frequency count is taken of the number of subjects in each treatment cell who voiced their partner's name.

This concludes the discussion of dependent measures related to temporal and experiential immediacy. Below one measure to test out the link between immediacy and intimacy in confederates and five measures pertaining to the subject's disclosure depth are defined.

Overall Intimacy

Subjects' ratings of confederates' intimacy. The post-interview questionnaire asked each dyadic interactant to rate the other in terms of intimacy of disclosure. Since it has been postulated that experiential and temporal immediacy are necessary forerunners to the development of intimacy, how a subject rates his partner on this 7-point scale gave a first indication of whether immediacy is indeed perceived as general intimacy.

Confederates' ratings of subjects' intimacy.

Turning now to a consideration of subjects' disclosures,

confederate ratings on subjects' intimacy provided a first check on whether subjects' depth was influenced by confederate's temporal or experiential immediacy. Confederates have the most information about subjects and may, therefore, be used to judge their partner's intimacy. Four other measures of subjects' intimacy were taken and are described in the following.

Pre-rated intimacy levels. Selecting a sample pool from Taylor and Altman's (1966) original list of 671 statements has been done extensively in studies to develop self-disclosure questionnaires or as topics of self-disclosing communications. The latter was the case in this study using new intimacy ratings derived from a more appropriate University of Ottawa female population. The procedure in the establishment of these ratings will be detailed following a description of Taylor and Altman's original instrument and studies which have utilized this measure.

The 671 items in Taylor and Altman's study were concerned with various aspects of self for intimacy on an 11-point scale by a sample of sailors and of male freshman students. Thirteen categories were established:

- (a) religion ($\underline{n} = 38$);
- (b) own marriage and family ($\underline{n} = 56$);
- (c) love, dating, sex ($\underline{n} = 71$);
- (d) parental family ($\underline{n} = 57$);
- (e) physical condition and appearance

(\underline{n} = 44); (f) money and property (\underline{n} = 37); (g) government and politics, current events and social issues (\underline{n} = 53); (h) emotions and feelings (\underline{n} = 52); (i) interests, hobbies and habits (\underline{n} = 65); (j) relationships with other people (\underline{n} = 46); (l) school and work (\underline{n} = 72); (m) biographical characteristics (\underline{n} = 18). Results indicated high inter-sample agreement for intimacy with Pearson product-moment correlations from .76 to .94 for the 13 categories individually and a pooled index of .90. Also, these authors obtained significant split-half and alternate-form reliabilities of .82 to .86 for 35- and 70-item instruments. Becker and Munz (1975) confirmed high interrater reliabilities with correlations of .88 and .96.

Other researchers have used the pre-rated intimacy values with the male college norms (Cozby, 1972; Daher & Banikiotes, 1976; Fantasia & Lombardo, 1975; Feigenbaum, 1977; Jones & Archer, 1976; Jourard & Resnick, 1970; Schneider & Eustes, 1972). The intimacy levels established with this American male sample were also used in studies involving females (Savicki, 1972) or another culture (Davis, 1976). With a male and female college sample, Strassberg and Anchor (1975) provided support for the consensual validity of the Taylor and Altman list (\underline{r} = .96).

Few correlations have been made between the pre-rated intimacy values and measures of actual

self-disclosure in an interview situation. Bundza and Simonson (1973) selected items from Taylor and Altman's list and asked subjects to indicate their willingness to self-disclose with various therapists. An interview followed with a therapist asking each subject some open-ended questions. A systematic analysis of subjects' recorded statements in the interviews constituted a measure of the depth of subjects' actual disclosures. The authors report that this index is highly correlated with responses on the initial questionnaire. Unfortunately, no precise quantifying correlation is given.

Vondracek and Marshall (1971) calculated an estimate of the correlation between a 144-item Self-disclosure Questionnaire (from Taylor and Altman's list) and actual disclosure, as measured by amount of self-disclosure. In their study, 40 males and 40 females rated the degree to which they had disclosed each topic to their best friend. A significant correlation of .25 ($p < .05$) was found between the questionnaire pre-ratings and amount of self-disclosure. A higher coefficient could have been obtained had the target person been a stranger instead of the subject's best friend.

Thus, in using pre-ratings, high reliability coefficients have been found for various samples with significant correlations with other process measures of

self-disclosure. In a study of social interaction, pre-rated intimacy levels strikes a balance between permitting relatively free interaction and providing research control for rigorous measurement.

However, it was felt that the 1966 male college norm sample was not appropriate in the present study involving French-speaking Canadian females. Therefore, 59 female volunteers who were enrolled in the 1979-80 introductory psychology course at the University of Ottawa served to establish new pre-rated intimacy levels. These exactly matched the experimental subjects in terms of age, sex, mother tongue, nationality, and even in being registered in first year psychology at the same university for the same year.

These 59 students rated 162 statements on a 7-point Thurstone scale ranging from "not at all intimate and personal" to "extremely intimate and personal". These 162 topics were randomly selected from 5 of the initial 13 topical categories in Taylor and Altman's initial list of intimacy-scaled stimuli and were translated into French. Only these five categories fulfilled the following criteria: (a) $r > .80$, where r refers to the Pearson product moment correlations between scale values of intimacy levels (ranging from 1.0 to 11.0) for individual statements in each category, with inter-sample ratings of

intimacy; topics chosen yielded r 's between .82 and .92; (b) categories whose frequency distributions (histograms) were either normally distributed or somewhat negatively skewed, that is, these topics contained items stretching through a wide range of intimacy levels with the greatest cluster of items in the middle or moderately high scale value of intimacy; and (c) categories appropriate to the entire sample so that "own marriage and family" applying only to the married subjects was eliminated. Given the above stipulations, the following were included in this study: (a) love, dating, sex; (b) parental family; (c) emotions, feelings; (d) general relationships to other people; (e) personal attitudes, values, ethics) and self-evaluation.

Three of the 162 statements were topics pre-chosen to be the confederate's topics of conversations and included to verify their intimacy ratings. These had been used in a previous study (Labelle, 1979) and had intimacy scale values (SV) in a moderately high range in Taylor and Altman's study. More specifically, these were: (a) what I am most afraid of, $SV = 8.3$; (b) whether or not I feel that I am attractive to the opposite sex, $SV = 8.7$; and (c) weaknesses that I feel I have in my personality, $SV = 8.4$. According to the University of Ottawa sample, the mean intimacy ratings on the 7-point scale were 3.5, 5.3,

and 5.1, taken respectively. These fall between the medium to medium high range. The most intimate items were not chosen since previous studies have shown that self-disclosure of extremely high intimacy in a first encounter is often interpreted by the person receiving the disclosure as signals of maladjustment (Chaikin & Derlega, 1974a, 1974b; Cozby, 1972; Giannandrea & Murphy, 1973; Mann & Murphy, 1975). Given the societal values of the western civilization, some reserve is expected when persons first meet. Talking about oneself on highly intimate matters too quickly is judged as inappropriate and is often responded to by "turning off". For this reason, only items from a moderate to moderately high intimacy category were picked.

Of the 159 remaining items, 40 were extracted, ensuring that the whole range of intimacy values were represented. These were randomly ordered and served as a list of self-disclosure topics for subjects in the experiment proper (see Appendix H). The mean ratings of the 59 female pool on each of the 40 items became measures of the intimacy level of the topics chosen by the subjects to disclose to confederates.

Naive subjects in the close and present treatment conditions are expected to choose topics pre-scaled at a higher intimacy level than subjects in the distant and past conditions, respectively. Since pre-ratings might measure

intention to disclose more than actual disclosure, three other indices assessed a subject's intimacy level in self-disclosing communication and are discussed in the following sections.

Judges' intimacy ratings on the Disclosure Rating Scale. Three judges went through a 9-hour training, using the manual and procedure outlined by Doster (1971). The judges were all from the University of Ottawa Master's programme in psychology. In four separate sessions, they were taught to differentiate between seven levels on a superficial-personal dimension. The lowest score marks absence of personal involvement and focuses on other people or events without referring to oneself. A midpoint level indicates an individual who places himself within the context of his experiences. Emotions and actions help to elaborate but not explore more deeply these experiences. On the other end of the continuum, the most personal revelations comprise total exploration of feelings and emotions with reflections pertaining to evaluations of one's own frame of reference. Clarification of all seven levels is included in Appendix B.

Doster's Disclosure Rating Scale is commonly used to measure self-disclosure depth. The effectiveness of the training manual for this scale is substantiated by high interjudge reliabilities. For example, after undergoing

the 9-hour practice training, significant r 's were found to be: .94 to .98 for Doster (1972) and Doster and McAllister (1973), .86 in a study of girls' parental identification (Doster, 1976), .81 and .97 where modeling was investigated (Casciani, 1978; Matloff & Doster, 1976, respectively).

The Disclosure Rating Scale has frequently been used in combination with other measures of self-disclosure. Positive correlations with $r = .45$ were found when compared with duration of speech defined as the amount of time spent talking on a topic discounting pauses two seconds or greater in length (Doster and Strickland, 1971). Other studies dealt with the influence of modeling by an interviewer and revealed coefficients of .47, .55, and .35 respectively, all at $p < .01$ (Doster, 1972; Doster & Brooks, 1974; McAllister and Kiesler, 1972). Some research has emphasized similarities between rankings on this 7-point descriptively anchored scale and the number of self-references, as reviewed in the next section. In addition, the Disclosure Rating Scale was a major measure in Doster (1975), Doster and Slaymaker (1972) and Shimkunas (1972).

Number of self-references. A fourth dependent measure of intimacy in subjects' self-disclosure is the number of self-references spoken by subjects per topic divided by the total number of words. Apart from the

research brought forth in the "I" self-reference measure section, three others relate more specifically to all self-references and are correlated with ratings on Doster's superficial-personal scale.

With Powell's system as a baseline, positive, negative and ambiguous self-referenced statements were divided by total self-references in Doster and Brooks (1974). Reliability of judges' ratings for non-neutral self-references were .84 and .83, at $p < .01$. In terms of total references to self, disclosure-level ratings yielded a correlation of .18 with proportion of self-references, with $p < .10$. Although the r coefficient is fairly low, two other studies have found highly significant Pearson product-moment correlations. Casciani (1978) defined references to self as the total number of first person pronouns, singular and plural, given by subjects. At $p < .001$, intercorrelations between speech duration and depth, according to Doster's scale, and the number of self-references ranged from .77 to .98. Feigenbaum (1977), like Casciani used number of self-references and the Disclosure Rating Scale as measures of intimacy in self-disclosure. Self-disclosure interviews for 48 subjects had been transcribed and then rated using Doster and Strickland's scale by two blind judges. Interrater agreement for this measure was high ($r = .79$, $p < .01$). The Pearson moment correlation

revealed ($r = .70$) between the two measures is significant at a probability level of $< .001$. This substantiates the use of self-references as a measure of intimacy level in subject's self-disclosure.

For the present study, a frequency count of self-referent words articulated over the total words for each topic discussed became another behavioral measure of self-disclosure. Specifically, the self-referent words considered were those employed by Feigenbaum: "I, we, me, us, my, our, myself, ourselves, mine, ours". Translated, one has the following: "je, nous, me, moi, mes, ma, mon, notre, nos, moi-même, nous-mêmes, le nôtre, la nôtre, le mien, la mienne, les miens, les miennes, les nôtres". However, these were not counted when used in an idiosyncratic manner, for example "je ne sais pas", that is, "I don't know".

Some authors support the inclusion of first person pronouns, plural while others use only singular first person forms for the purpose of analysis. In the present study, singular first person pronouns were also calculated and correlated with the plural and singular index chosen as self-references here.

Total number of words. A final measure that was used for self-disclosure intimacy was the total number of words spoken by each subject in each conversation topic.

Although this might questionably be called a measure of depth, it would not fit easily with other specified dimensions of self-disclosure. For example, duration of self-revelation is usually operationalized as the amount of time subjects speak on a topic, as in Taylor, Altman, and Sorrentino (1969). In the present study, time per topic was held constant at three minutes for all subjects. Another dimension, breadth deals with total number of disclosure topics, as shown by Chittick and Himelstein (1967). Here subjects could talk on only one topic per experimental trial. The reason why total words is included here as an intimacy measure is not merely due to this elimination process vis à vis other dimensions. Rather, one of the observations made in a first study (Labelle, 1979) was that subjects matched with the more intimate confederates revealed information about themselves with greater ease and a more fluid flow of words. They often continued and ended their sentence after the expired time, remarking: "three minutes really goes fast." On the other hand, subjects exposed to a less intimate partner appeared to run out of things to say and have longer pauses during their discourses. They frequently commented: "well, that's about all" or "how much time do I have left?" Comparing the total words spoken would reflect such differences between subjects with more immediate confederates.

Derlega, Wilson, and Chaikin (1976) and Goodstein et al. (1976) included number of words per disclosure as a dependent variable. The latter also employed ratings of Q-sort statements by objective observers as a measure of depth. It was found to be positively associated with the number of words count such that the most highly revealing statements tended to contain more words and more self-references. Thus, counts of total words should be greater when the immediacy of the partner is higher.

Therefore, in the above section, two measures relate to temporal immediacy and five to experiential immediacy, according to its four dimensions. Six others are indices of intimacy level, five of which pertain to how subjects' disclosure depth is affected by their trained partner's type and level of immediacy. At this point, the procedure of the experiment is outlined in detail.

Procedure

Baseline Trial

Naive subjects were assigned to one of four treatment conditions in a random fashion. Since people may be either high or low disclosers generally, one should control for such differences so that differences are attributed to the treatment alone. To do so, subjects spoke on their

first topic in a baseline disclosure period before the beginning of treatment.

Finding the baseline level of a subject's self-disclosing manner prior to any experimental treatment has been frequently done in past research. In Powell's (1968) study on the effectiveness of various interviewer interventions, the experimenter kept silent in the first 10 minutes of the interview as an attempt to establish the subjects' operant level of self-disclosure. Similarly, Savicki (1972) defined as the baseline the first trial when a subject first chose a topic from a 10-item list, assuming that this baseline level reflected the level at which the subject would start disclosing to an unknown student on campus. As expected, he found no significant differences between groups in this pretreatment trial. Roth and Kuiken (1975) considered self-disclosure on two preliminary topics as the initial baseline level of nonimmediacy in each subject's speech. The final scores computed consisted of the differences between the average number of nonimmediacy categories per line on these two topics and the average number of nonimmediacy categories per line on each of the four test topics. Doster and Brooks (1974) calculated an estimate of their subjects' initial disclosing behavior prior to the modeling intervention of an interviewer's self-disclosure. However, as in the present study, they used this baserate

level score as a covariate for an analysis of covariance. This statistical method is judged statistically more powerful than the former method of using simple differences between pre- and posttreatment scores.

A baseline, pretreatment level in self-disclosure provides a warm-up period for an acquaintance process. Also, by using this score as a covariate, it renders all baserate disclosure levels of subjects constant in terms of their later test levels, indicating true change from pretreatment to posttreatment conditions. In other words, this statistical analysis directly tests the effects of the experimental manipulations by eliminating the error due to a priori differences.

Preliminary Training Stage

What follows is a description of the main criteria involved in the training of confederates. Next, the steps comprised in the training procedure will be listed.

Each of the four confederates were asked to undergo four treatment conditions to control for characteristics of an individual's personality and/or his physical appearance which might affect another person's disclosure. To avoid confusion for the confederates and to minimize the effect of forgetting, the confederates' training for each condition was immediately followed by the sessions with

naive subjects randomly assigned to that treatment group. Then, the confederate was retrained to fulfill the next condition's criteria and then again go through the experimental sessions before learning about the third condition, and then about the fourth. Each confederate was trained following a different order of training presentation.

Step one of the training consisted of an explanation of the procedure to be undergone in each interview. Confederates also received instruction sheets shown in Appendix C, D, E, and F. In order to clarify the requirements to the confederates, a videotape was presented where the same model typified each of the four experimental disclosure fashions for the same topic of conversation: "ce qui m'effraie le plus".

The instructions pertaining to each of the four treatment conditions are summarized in terms of the four possible classifications:

(a) CLOSE or high experiential immediacy:

- a high level of emotional implication as manifested in voice tonality and non-verbal presentation and given by a 4 or 5 in the Davis and Sloan emotional investment scale.
- a maximizing (i.e. at least 10 per topic) of the use of the personal pronoun "I".

- no "it-talk" expressions, as in "it scared me", "they made me go...".
 - the use of specific statements in describing events and especially feelings, for example: "I was really tense and my fingertips were cold but inside I was boiling and felt I would explode."
 - the designation of the naive subject by his first name, with three times for each conversation.
- (b) DISTANT or low experiential immediacy:
- low emotional implication with flat voice tone reduced nonverbal gestures, as in a 1 or 2 on Davis and Sloan's scale.
 - a maximizing (i.e. at least 10 expressions per topic) of "it-talk".
 - a minimizing of "I-talk" with no sentences where "I" was followed by an emotional state.
 - the use of general statements in talking about events and feelings, for example: "it got me feeling bad".
- (c) PRESENT:
- at least three expressions with direct reference to the present, for example: "maintenant, à ce moment-ci", that is, "now, at

this time"; such an expression had to be used in the confederate's first sentence for each topic.

- only verbs in the present tense.

(d) PAST:

- at least three expressions with direct reference to the person's past, defined as at least three years ago.

Examples are: "il y a 3, ou 4, ou 5,...ans; adolescente...; dans le passé", that is, "three, or four, or five...years ago; as an adolescent; in the past". One of the expressions per topic had to specify the time in terms of number of years ago or the year that the event had occurred.

- only verbs in the past tense.

For each treatment, two of the above had to be fulfilled, that is, either CLOSE or DISTANT and either PRESENT or PAST. Thus, confederates were instructed in each of the following: CLOSE-PRESENT, CLOSE-PAST, DISTANT-PRESENT, and DISTANT-PAST. They were naive as to the hypotheses and expectations of the research.

Confederates were asked to dress casually, with no jeans or fancy dress, to control for possible differences that might result from this variable. Also, this probably

ensures the least possible differences on the average between the confederates and the subjects in terms of dress. Confederates were strongly urged not to talk or otherwise interrupt subjects' discourses and to limit conversation between topics. In all respects, the confederates were to behave as if they were naive subjects during the interviews. This was to ensure equivalence in role status between dyadic partners and thus minimize the effects of modeling.

At this point in the training, each confederate was assigned to a first treatment condition and was given at least two days to compose self-disclosure excerpts. Apart from the criteria for each condition, there was room for individual variation in specific content of what was to be revealed by the confederates. This allowed greater naturalness and spontaneity in the confederates' manner of disclosing as compared to a procedure involving memorized prewritten disclosure excerpts. Then, a rehearsal with the experimenter permitted the confederate to become concretely familiar with the procedure and to practice, with feedback, her three topics of self-disclosure.

Following, each confederate underwent a session with a practice subject, identical to those that would follow in the experiment proper with the naive subjects. They served the dual purpose of checking on the smoothness of carrying

out the procedure, and principally, of verifying the disclosures of the confederates. These taped sessions were checked to ascertain the fulfillment of the treatment criteria by the confederates. The aspects considered were: voice tonality, the number of I's and expressions of it-talk used per topic discussion, the general-specific dimension of the information verbalized, the inclusion or absence of the partner's first name, the verbs in the past and present and the absence of future tense verbs. If this analysis showed that confederates had not fully learned their roles accurately, other practice sessions were held until all aspects of the specific treatment conditions were met. Responses of the practice subjects on the post-interview questionnaire confirmed that present and past confederates had been perceived as such and confederates in the CLOSE conditions were rated as more emotionally invested and more specific than those in the DISTANT mode.

Experiment Proper

2 Location and arrangement of apparatus. The experiment took place in two similar offices at Psychological Services at the University of Ottawa. Two chairs were in a slanted position such that a distance of approximately 30 inches separated the two people. A small low table was situated in the corner formed by the two chairs. On top of

this table lay the minute minder, two HB pencils, and two information packages turned over. The information package for the naive subject, labelled "A", comprised copies of the following: (a) the two-page instruction sheet outlining the procedure, see Appendix G; (b) the 40-item topic list, see Appendix H; (c) a 3" by 5" answer card, see Appendix I. The confederate's information package, labelled "B", contained the confederate's instructions and a list of 40 topics, shown respectively in Appendix J and K. Two copies of the post-interview questionnaire were to be found face down on a nearby desk (Appendix L). The tape recorder was near the confederate's chair.

Introductory procedure. Naive subjects had been assigned a convenient time for their interviews. They had been told that they would participate in a 45-minute interview session with another female student with whom they had had no previous contact. The aim was stated as a study of social interaction to investigate what happens when two people meet for the first time. No other details were given before the experiment.

The naive subjects sat in the waiting room of Psychological Services until called for. The confederates waited in the offices reserved for the experiment. Each subject was greeted personally and escorted to the office. The dyadic partners were then introduced, mentioning only

that both were students from the University of Ottawa. It was stated that the nature of the study demanded that both be complete strangers until this introduction, thus explaining why each had been waiting in separate places.

The only verbal stipulations given were the following:

(a) a brief statement of what the experiment would involve by pointing out the material on the table; (b) a request to avoid all talking not related to the context of the study as such until the end of the encounter; (c) an explanation that person "B" (always the confederate) had been haphazardly assigned to be in charge of the minute minder and tape recorder throughout so as to obtain standardization by always using the same individual; to compensate, person "A", that is, the naive subject, was told that she would be required to speak on four topics whereas her partner only had three topics of discourse; (d) a precision that details regarding the nature of the study would be given to the participants in their classes after completion of all interviews. After these clarifications, the matched pair was left alone.

Actual interview procedure. The two members of the dyad began by reading over the instructions carefully. Then, the naive subject looked over the topic list and selected one from the 40 available according to her willingness to talk openly and honestly about herself as

pertained to that topic. She then wrote the number corresponding to her topic choice on the index card. At this point, the confederate started the tape recorder and set the minute minder to three minutes. The naive subject then spoke about herself as related to her topic choice until the bell of the minute minder signalled the end of three minutes. This was a pretreatment trial, giving a baseline of the naive subjects' self-disclosure style in a first encounter. Then, the confederate read through the topic list, pretending to select one in the same way that the naive subject had done, so that there would be no doubts that she too was naive. When ready, the minute minder was reset and the confederate similarly discoursed on one of her preselected topics for three minutes, that is, until the sound of the bell.

Turns continued until the naive subject had talked on four self-disclosure topics and the confederate on her three topics. Thus, the experiment began and ended with self-revelations on the naive subject's part.

Post-interview Questionnaire

The matched pair then answered the post-interview questionnaire. A first purpose of this inquiry provided a check of the effectiveness of the experimental manipulations, including: (a) subjects' accurate perception of

confederates' trained behavior, (b) deception in minimizing subjects' conscious awareness of the purpose of the experiment, and (c) subjects' reaction to the control imposed during confederates' disclosing times.

In relation to the first-mentioned aspect, naive partners were asked to rate emotional investment and specificity with the expectation that their perceptions would parallel the form of the confederates' training. Subjects also marked down if they felt their partners' disclosures were chiefly past- or present-oriented in order to establish the fulfillment of temporal immediacy by the confederates.

The deception check provided an assurance that subjects were not aware that their partners were confederates who had been trained to disclose in a particular fashion in order to affect their disclosures in turn. A standardized procedure was employed to parallel that of Matarazzo, Saslow, and Pareis (1960). In the post-interview questionnaire, subjects were asked to respond to two open-ended statements: (a) "the purpose of the experiment was. . ." and (b) "my evidence for this is. . ." (nos. 12 and 13 of Appendix L). Using the same format described by Matarazzo et al., a 4-point rating scale for degree of conscious awareness was developed and is given in Appendix M. Two judges independently rated subjects'

responses to the two statements in terms of level of awareness of the true purpose of the experiment.

As in any laboratory experiment, the controls imposed may affect subjects in the various treatment cells differently. Although subjects were asked to remain silent while the confederates disclosed it is hoped that subjects in one experimental group do not have a higher frustration level in terms of this control than in another group. As such, question 11 was included in the post-interview questionnaire.

A second objective of the questionnaire was to investigate the contribution of the three theoretical explanations of reciprocity: (a) interpersonal attraction, (b) equitable exchange, and (c) modeling.

The main premise of social attraction theory stipulates that: when exposed to greater self-disclosure intimacy, subjects should feel more liked and trusted and react by liking and trusting the revealer more than when hearing less intimate information. Also, when confederates are being the more intimate self-discloser, they should express more liking for one's listener. Given the link made between intimacy and immediacy in this study, the temporally and experientially immediate confederate should therefore be the more attractive discloser.

Turning to equitable exchange theory, receiving

self-disclosure is a benefit that must be paid for by similar self-revelations to balance out the relationship. As such, responding to greater intimacy is more costly and more difficult. Therefore, as Sundstrom (1978) had done previously, subjects were asked in question 9 how difficult they found it to self-disclose to their partners.

A modeling interpretation stresses that an individual feels the situation demands that one reciprocates self-disclosure. Thus, a person does not respond on a similar level of intimacy because he wants to but because he has to. He should feel more pressure to model himself to his partner when the other is being more intimate. Question 10 was aimed at checking these suppositions.

As a final aim for the questionnaire, the following responses became dependent measures: subjects' ratings of confederates' intimacy, confederates' ratings of subjects' intimacy, past versus present orientation, emotional investment, and specificity.

Each confederate partook in 20 interviews with naive subjects, five sessions for each of the four experimental conditions. Given four confederates, this meant that 20 naive subjects received one of the four experimental treatments. The subjects' four topics for each of the 80 taped sessions added up to 320 excerpts which were randomly ordered on new tapes. These excerpts were subjected to an

analysis by three judges who rated disclosures on a superficial-personal dimension, on emotional investment and on whether it dealt with the past or the present. Counts of the typed excerpts involved total number of words, number of total self-references, and number of I's.

Summary

Dyadic encounters involved 80 naive introductory psychology female students matched with four pretrained confederates. Dependent measures assessing subjects' temporal immediacy are confederates' and judges' ratings of time orientation. Experiential immediacy is operationalized by: (a) confederates' and judges' perceptions of emotional investment; (b) number of I's per total words in a disclosure topic; (c) confederates' ratings of subjects' specificity level; and (d) number of subjects voicing their partner's first name. These immediacy measures aim at testing the two 'immediacy begets immediacy' hypotheses. Subjects' ratings of confederates' intimacy will help to ascertain the link between intimacy and immediacy. Then, five indicators of subjects' intimacy are discussed:

- a) confederates' ratings of subjects' intimacy,
- b) pre-rated intimacy levels, c) judges' intimacy ratings on the Disclosure Rating Scale, d) total number of

self-references divided by total words, and e) total number of words. These will help determine if confederates' immediacy affects subjects' intimacy levels.

All four confederates are trained to vary their temporal and experiential immediacy levels in four experimental conditions: a) PRESENT-CLOSE, b) PAST-CLOSE, c) PRESENT-DISTANT, and d) PAST-DISTANT. The same three disclosure topics of moderate to moderately high intimacy are held constant for all confederates in every condition. The training comprised written instructions, a videotaped model, a rehearsal with the experimenter, and then one or several practice subjects.

Volunteering subjects were told the study's aim was to investigate what happens when people meet for the first time. The 45-minute interview session called for subjects' disclosing on four topics and confederates on three, beginning with the subjects. This initial, pretreatment trial controlled for a priori disclosure level difference between subjects. Before leaving, subjects and confederates answered a post-interview questionnaire. Its purposes were to check the effectiveness of the experimental manipulations and to consider the relative importance of the three theoretical explanations of reciprocity.

With the data from the above, the statistical analyses can now be reported in the next chapter.

Chapter III

RESULTS

This section deals with the experimental findings of the present study and, for this purpose, is divided into three areas. At first, verifications pertaining to the experimental manipulations are discussed by considering three aspects. One is a check for the adequacy of the confederates' training based on three responses by subjects on the post-interview questionnaire. Related also to the manipulations, subjects' level of frustration in being silent during their partners' revelations helps determine if this control had any differential effects in the four experimental conditions. As a final point in this first section, the effectiveness of deception is investigated by looking at subjects' degree of conscious awareness as to the purpose of the experiment.

Given the three theoretical explanations of the reciprocity effect, the next main section looks at contributing effects of each as revealed by subjects' and confederates' answers to questions in the post-inquiry.

The third part describes the outcome of the analyses

associated with the main hypotheses using five measures of experiential immediacy, two of temporal immediacy, and five of overall intimacy. The two independent variables of interest are experiential (E) and temporal immediacy (T) in the confederates' disclosures. At times, the names of the four experimental groups are abbreviated in the following manner: Past-Distant as PaD, Present-Distant as PD, Past-Close as PaCl, and Present-Close as PCl. The influence of the confederates themselves was also included in the analyses. Their personality and physical attributes might have made a different impact on their partners' self-disclosure. To predict what characteristics in confederates are relevant is beyond the scope of this paper. However, such possible effects were considered and are reported only when the different confederates per se produced significant variations in a dependent measure. The individual confederates are referred to as Confederates A, B, C, and D, or CA, CB, CC, and CD. Lastly, correlation coefficients between relevant measures of immediacy and intimacy are reported.

The alpha level to test out the predictions was set at .05. This is a justifiable significance level as it has often been used in social psychological studies of this nature.

Experimental Manipulations CheckAdequacy of Confederates' Training

In addition to the tape checking of a practice interview the results of the post-interview questionnaire were examined. The naive subjects' perceptions of the confederates' form and level of disclosure were taken as a measure of the adequacy of the training.

Perceived time orientation: Question 2. In the questionnaire, subjects indicated how they perceived their partners' time orientation. All 40 students paired with past-disclosing confederates perceived them as such and all 40 subjects matched with present-trained confederates described their partners' revelations as 'present'.

Perceived emotional investment: Question 3. Subjects also rated their partners' level of emotional investment on a 5-point scale based on Davis and Sloan (1974). The results of a 2 by 2 analysis of variance are reported in Table 2. Subjects rated their partners as more emotionally involved in the CLOSE training condition (C1: $\underline{M} = 4.08$, $\underline{SD} = 0.76$; D: $\underline{M} = 3.00$, $\underline{SD} = 1.22$) as compared to subjects placed with confederates in the DISTANT condition ($\underline{F}_{1,76} = 22.25$, $\underline{p} < .05$). Naive subjects' ratings were not affected by the PRESENT versus PAST disclosure conditions ($\underline{F}_{1,76} = 1.46$, $\underline{p} > .05$) and interaction effects were negligible ($\underline{F}_{1,76} = 0.30$, $\underline{p} > .05$).

Table 2

ANOVA: Subjects' Perceptions of Confederates' Degree of Emotional Investment, Post-interview Questionnaire, no. 3

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	23.11	1	23.11	22.25*
Temporal Immediacy	1.51	1	1.51	1.46
E X T	0.31	1	0.31	0.30
Error	78.95	76	1.04	

* $p < .05$.

Perceived specificity: Question 4. Specificity is another criterion that distinguishes the CLOSE training from the DISTANT one. As the analysis of variance in Table 3 outlines, subjects matched with confederates trained to be more specific in the CLOSE condition did consider these as showing greater specificity (C1: $\underline{M} = 3.93$, $\underline{SD} = 0.86$; D: $\underline{M} = 2.90$, $\underline{SD} = 1.10$) than subjects having partners instructed in the more general DISTANT condition ($\underline{F}_{1,64} = 24.36$, $p < .05$). Time orientation of confederates' disclosures produced no differential effects ($\underline{F}_{1,64} = 0.13$, $p > .05$). Similarly, CLOSE by DISTANT interaction effects were not noticed ($\underline{F}_{1,64} = 1.17$, $p > .05$).

Subjects did not rate all confederates alike on specificity ($\underline{F}_{3,64} = 3.53$, $p < .05$) and there was also a significant interaction effect attributable to the combined effect of the three independent variables ($\underline{F}_{3,76} = 3.30$, $p < .05$). The mean specificity ratings for the four confederates are: 3.65, 3.45, 3.70, and 2.85. Using a Tukey post hoc analysis, confederate D's level of specificity was found to be significantly lower than that of confederates A and C, at $p < .05$.

Level of Frustration: Question 11

Subjects were instructed to restrain from intervening during the confederates' discourses. A check was

Table 3

ANOVA: Subjects' Perceptions of Confederates' Degree
of Specificity, Post-Interview Questionnaire, no.4

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	21.01	1	21.01	24.36*
Temporal Immediacy	0.11	1	0.11	0.13
Confederate	9.14	3	3.05	3.53*
E X T	1.01	1	1.01	1.17
E X C	1.34	3	0.45	0.52
T x C	1.04	3	0.35	0.40
E X T X C	8.54	3	2.85	3.30*
Error	55.20	64	0.86	

* $p < .05$

conducted to ensure that differences between groups did not come through in terms of subjects' expressed level of frustration given this control. The analysis of variance in Table 4 detected no differences in subjects' ratings between the experientially immediate groups ($F_{1,76} = 0.87$, $p > .05$), between the PAST versus PRESENT treatments ($F_{1,76} = 0.47$, $p > .05$) or taking these variables in combination ($F_{1,76} = 0.10$, $p > .05$).

Deception Effectiveness: Questions 12 and 13

To assess the effectiveness of deception, two judges independently rated questions 12 and 13 of the post-interview questionnaire. Out of 80 subjects, they found that 79 had no and one had little conscious awareness of the experiment's true purpose.

Summary of Experimental Manipulations Check

In terms of adequacy of confederates' training, subjects significantly rated confederates to be PRESENT or PAST, emotionally invested, and specific as this appropriately applied to their training. Level of frustration did not vary across conditions. And thirdly, subjects reported no conscious awareness of the experiment's true purpose.

Table 4

ANOVA: Subjects' Ratings of Frustration in Being Silent
 during Confederates' Disclosures, Post-interview
 Questionnaire, no. 11

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F_a</u>
Experiential Immediacy	1.51	1	1.51	0.87
Temporal Immediacy	2.81	1	2.81	0.47
E X T	0.31	1	0.31	0.10
Error	244.85	76	3.22	

^a F is NS with p > .05

Theoretical Explanations Check

In this section the importance of each of the three theories explaining the dyadic effect is the focal point, using subjects' and confederates' responses to some of the post-interview questions. Means and standard deviations related to significant findings are given in Table 15.

Interpersonal Attraction: Questions 5, 6, 7, 8

Subjects' responses. An analysis of variance shown in Table 5 reveals that confederates in the CLOSE conditions are liked more by their naive partners than confederates giving out DISTANT revelations ($F_{1,64} = 21.75$, $p < .05$) whereas temporal immediacy does not appear relevant to subjects' liking of their partners ($F_{1,64} = 0.11$, $p > .05$). Experiential and temporal immediacy show no significant interaction effects ($F_{1,64} = 0.11$, $p > .05$). Some confederates were liked more notwithstanding their training ($F_{3,64} = 3.15$, $p < .05$). A Tukey post-hoc test shows significant differences ($p < .05$) between confederates B and C, whose means were 4.65 and 5.60 respectively.

The above results are paralleled with level of trust in their partners (see Table 6). Experiential immediacy produces a significant effect ($F_{1,76} = 7.45$, $p < .05$) but not PAST versus PRESENT orientation ($F_{1,76} = 0.63$, $p > .05$)

Table 5

ANOVA: Subjects' Liking for Confederates, Post-interview
Questionnaire, no. 5

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	23.11	1	23.11	21.75*
Temporal Immediacy	0.11	1	0.11	0.11
Confederate	10.04	3	3.35	3.15*
E X T	0.11	1	0.11	0.11
E X C	7.54	3	2.51	2.37
T x C	7.54	3	2.51	2.37
E X T X C	5.94	3	1.98	1.86
Error	68.00	64	1.06	

* $p < .05$

Table 6

ANOVA: Subjects' Trust in Confederates, Post-interview
Questionnaire, no. 6

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	12.01	1	12.01	7.45*
Temporal Immediacy	1.01	1	1.01	0.63
E X T	2.81	1	2.81	1.74
Error	122.55	76	1.61	

* $p < .05$

or the interaction of the two independent variables ($F_{1,76} = 1.74, p > .05$).

Two other questions dealt with the extent to which the subjects perceived themselves as liked and trusted by their partners and analyses are set forth in Tables 7 and 8, respectively. When the confederate was experientially immediate, subjects thought they were liked more than when they were with confederates who were experientially DISTANT ($F_{1,76} = 4.94, p < .05$). Again, time orientation ($F_{1,76} = 0.20, p > .05$) and the interaction effect ($F_{1,76} = 0.00, p > .05$) were not relevant. Subjects feel trusted more by partners in the experientially high condition as opposed to the DISTANT one ($F_{1,76} = 12.24, p < .05$). No significance was manifested for either temporal immediacy alone ($F_{1,76} = 0.68, p > .05$) or when it interacted with experiential immediacy ($F_{1,76} = 3.43, p > .05$).

Confederates' responses. Considering confederates' responses in relation to trust and liking, the findings of analyses of variance are reported in Tables 9, 10 and 11. First, Table 9 demonstrates that when confederates are being experientially CLOSE, they like their partners more than when they are more DISTANT ($F_{1,76} = 10.63, p < .05$). The time orientation used by the confederate does not affect liking for her matched subject ($F_{1,76} = 0.11,$

Table 7

ANOVA: Subjects' Perceptions of Being Liked by
 Confederates, Post-interview Questionnaire, no. 7

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	5.00	1	5.00	4.94*
Temporal Immediacy	0.20	1	0.20	0.20
E X T	0.00	1	0.00	0.00
Error	77.00	76	1.01	

* $p < .05$

Table 8

ANOVA: Subjects' Perceptions of Being Trusted by
Confederates, Post-interview Questionnaire, no. 8

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	14.45	1	14.45	12.24*
Temporal Immediacy	0.80	1	0.80	0.68
E X T	4.05	1	4.05	3.43
Error	89.70	76	1.18	

* $p < .05$

Table 9

ANOVA: Confederates' Liking for Subjects, Post-interview
Questionnaire, no. 5

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	10.51	1	10.51	10.63*
Temporal Immediacy	0.11	1	0.11	0.11
E X T	2.11	1	2.11	2.14
Error	75.15	76	0.99	

* $p < .05$

$p > .05$). Interaction effects also do not appear ($F_{1,76} = 2.14, p > .05$).

Confederates perceived themselves as being more liked by their dyadic partners when they were disclosing with greater, as compared to less, experiential immediacy (Table 10, $F_{1,64} = 62.42, p < .05$). This dependent variable did not attribute a significant effect to PAST-PRESENT orientation ($F_{1,64} = 0.20, p > .05$) or the interaction of CLOSE-DISTANT by time ($F_{1,64} = 3.76, p > .05$). Some confederates felt that they were liked more by subjects than others ($F_{3,64} = 12.70, p < .05$). Means for the four confederates are: 4.60, 4.40, 4.45, and 3.30. Also, the confederate by experiential immediacy combined factor proved significant for this measure ($F_{3,64} = 5.42, p < .05$). According to a post-hoc analysis, Confederate D felt she was liked less than Confederates A, B, and C, with $p < .05$.

Table 11 refers to confederates' perceptions of how much they were trusted by their partners. A substantial effect is detected for experiential ($F_{1,64} = 23.36, p < .05$) but not temporal immediacy ($F_{1,64} = 0.81, p > .05$). Interaction effects due to both types of training are extracted ($F_{1,64} = 4.73, p < .05$). The perceptions differed depending on the identity of the precise confederate ($F_{3,64} = 12.54, p < .05$). Again in

Table 10

ANOVA: Confederates' Perceptions of Being Liked by
Subjects, Post-interview Questionnaire, no. 7

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	35.11	1	35.11	62.42*
Temporal Immediacy	0.11	1	0.11	0.20
Confederate	21.44	3	7.15	12.70*
E X T	2.11	1	2.11	3.76
E X C	9.14	3	3.05	5.42*
T x C	1.54	3	0.51	0.91
E X T X C	2.74	3	0.91	1.62
Error	36.00	64	0.56	

* $p < .05$

Table 11

ANOVA: Confederates' Perceptions of Being Trusted by
Subjects, Post-interview Questionnaire, no. 8

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	20.00	1	20.00	23.36*
Temporal Immediacy	0.05	1	0.05	0.81
Confederate	32.20	3	10.73	12.54*
E X T	4.05	1	4.05	4.73*
E X C	1.00	3	0.33	0.39
T x C	0.55	3	0.18	0.21
E X T X C	0.55	3	0.18	0.21
Error	54.80	64	0.86	

* $p < .05$

this instance, the Tukey critical value of 15.51 is surpassed when totals for Confederate D are compared to that of the other three. Given the means, Confederate D felt herself to be less trusted than the other three trained persons ($C_A = 4.15$, $C_B = 4.65$, $C_C = 4.55$, $C_D = 3.05$).

Equitable Exchange: Question 9

To look at equitable exchange theory, subjects' expressed difficulty in self-disclosing to differently trained partners was investigated (Table 12). No significance was established for either the CLOSE-DISTANT condition ($F_{1,76} = 3.86$, $p > .05$), the PAST-PRESENT factor ($F_{1,76} = 1.46$, $p > .05$), or the interaction of the two independent variables ($F_{1,76} = 1.85$, $p > .05$). Because a significance level of .053 for experiential immediacy suggests a possible undetected difference, an analysis of the simple main effects is given in Table 13. Given past-revealing confederates, experiential immediacy in the confederate does not distinguish the subjects in their ratings of difficulty to disclose ($F_{1,76} = 0.18$, $p > .05$). However, when confederates talked about their PRESENT in an experientially CLOSE manner, subjects found it more difficult to disclose to their partners as compared to subjects hearing PRESENT but DISTANT disclosures ($F_{1,76} = 5.53$,

Table 12

ANOVA: Subjects' Ratings of Difficulty in Disclosing to
Confederates, Post-interview Questionnaire, no. 19

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	8.45	1	8.45	3.86 ^a
Temporal Immediacy	3.20	1	3.20	1.46
E X T	4.05	1	4.05	1.85
Error	166.50	76	2.19	

^a $p = .053$

Table 13

Simple Main Effects: Subjects' Ratings of Difficulty in
 Disclosing to Confederates, Post-interview
 Questionnaire, no. 9

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy : with Past	0.40	1	0.40	0.18
: with Present	12.10	1	12.10	5.53*
Error	166.50	76	2.19	

* $p < .05$

$p < .05$). The latter finding is in the opposite direction predicted by equitable exchange and is discussed further in Chapter IV.

Modeling: Question 10

Table 14 underlines results related to the degree to which subjects wanted to versus felt forced to self-disclose. Contrary to a modeling standpoint, subjects receiving experientially CLOSE revelations expressed feeling more free and willing to disclose than subjects placed in the DISTANT experimental cells ($F_{1,76} = 5.67$, $p < .05$). Significant differences were not obtained in terms of confederates' temporal orientation ($F_{1,76} = 0.94$, $p > .05$) or the combined effect of the two immediacy variables ($F_{1,76} = 0.20$, $p > .05$).

Summary of Theoretical Explanations Check

Table 15 reports the significant effects of the dependent measures used to test out the three main theories of the reciprocity effect. In Appendix N, correlations computed between measures attached to a theoretical framework and those relating to immediacy and intimacy levels are given.

Table 14

ANOVA: Subjects' Ratings of Freedom to Disclose to Confederates, Post-interview Questionnaire, no. 10

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	9.11	1	9.11	5.67*
Temporal Immediacy	1.51	1	1.51	0.94
E X T	0.31	1	0.31	0.20
Error	122.05	76	1.61	

* $p < .05$

Table 15
 Summary of Results Pertaining to Theoretical
 Explanations Check^a

Dependent Measure for each Theory	Main Effects			Other Significant Effects	M	SD
	E	T	C			
Interpersonal Attraction:						
Ss' Liking for Cs	X	X	(C _B <C _C)		D: 4.55 Cl: 5.63	1.15 1.10
Ss' Trust for Cs	X				D: 4.53 Cl: 5.30	1.32 1.22
Ss' Feelings of Being Liked	X				D: 4.60 Cl: 5.10	0.94 1.14
Ss' Feelings of Being Trusted	X				D: 4.33 Cl: 5.18	1.27 0.90
Cs' Liking for Ss	X				D: 4.10 Cl: 4.83	1.01 0.98
Cs' Feelings of Being Liked	X	X	E X C (C _D <C _{A,B,C})		D: 3.53 Cl: 4.85	1.15 0.74
Cs' Feelings of Being Trusted	X	X	E X T (C _D <C _{A,B,C})		D: 3.60 Cl: 4.60	1.13 1.06
Equitable Exchange:						
Ss' Ratings of Difficulty to Disclose				P _{Cl} > PD	PD: 3.60 P _{Cl} : 4.70	1.60 1.42
Modeling:						
Ss' Ratings of Freedom to Disclose	X				D: 4.65 Cl: 5.33	1.27 1.25

^a Significant differences of $p < .05$ are denoted by X for the main effects. Brackets signal post-hoc analyses.

Hypothesis Testing

In this section, the data relevant to the four hypotheses raised in the first chapter are analyzed. At first, the straight reciprocity effect is investigated by looking at temporal immediacy alone and then the four criteria involved in experiential immediacy. A second part focuses on how these two types of immediacy affect a subject's intimacy level. Table 39 summarizes the results of this section and indicates relevant means and standard deviations.

Temporal Immediacy Begets Temporal Immediacy

Both confederates' and judges' ratings of subjects' main time orientation were analyzed to determine if the confederates' temporal mode affected that of the subjects.

Confederates' ratings of subjects' temporal immediacy. As pertains to confederates' ratings, Table 16 indicates that experiential immediacy was not significant ($F_{1,64} = 0.97, p > .05$). Temporal immediacy in the confederate just failed to reach the required F value for significance ($F_{1,64} = 3.88, p > .05$), with an obtained probability value of .053. The same was found in the interaction of the two training variables ($F_{1,64} = 3.88, p > .05$). Some confederates rated their subjects differently in terms of

Table 16

ANOVA: Confederates' Ratings of Subjects' Time Orientation, Post-interview Questionnaire, no. 2

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	0.20	1	0.20	0.97
Temporal Immediacy	0.80	1	0.80	3.88 ^a
Confederate	1.70	3	0.57	2.75*
E X T	0.80	1	0.80	3.88 ^b
E X C	0.90	3	0.30	1.46
T x C	0.90	3	0.30	1.46
E X T X C	0.30	3	0.10	0.49
Error	13.20	64	0.21	

* $p < .05$

^a $p = .053$

^b $p = .053.$

which time orientation was used ($F_{3,64} = 2.75, p < .05$). However, a Tukey test did not reveal any pairs of confederates as being significantly different, where the means were 1.80, 1.75, 1.45, and 1.80.

Simple main effects were computed to investigate the effect of temporal immediacy for each level of experiential immediacy as shown in Table 17. When all four confederates were being DISTANT, their time orientation did not affect how they rated the subjects' time orientation ($F_{1,76} = 0.00, p > .05$). On the other hand, confederates in the PRESENT and CLOSE conditions found their subjects to be more present-oriented than when confederates were both PAST and CLOSE ($F_{1,76} = 13.77, p < .05$).

Judges' ratings of subjects' temporal immediacy.

Three judges rated subjects' time orientation. To establish their degree of consistency, an Ebel reliability coefficient was calculated according to the method described in Guilford (1954) and is given by $r = 0.81$ ($p < .05$).

The ratings were then subjected to an analysis of covariance with repeated measures, depicted in Table 18. As was expected, experiential immediacy does not produce any effect here ($F_{1,75} = 0.07, p > .05$). Temporal immediacy in the confederates is reciprocated by the subjects' conforming to the appropriate temporal focus

Table 17

Simple Main Effects: Confederates' Ratings of Subjects'
Time Orientation, Post-interview Questionnaire, no. 2

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy : with Past	0.00	1	0.00	0.00
: with Present	3.03	1	3.03	13.77*
Error	16.72	76	0.22	

* $p < .05$

Table 18

ANCOV with Repeated Measures: Judges' Ratings of
Subjects' Time Orientation

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	0.01	1	0.01	0.07
Temporal Immediacy	0.83	1	0.83	6.94*
E X T	0.04	1	0.04	0.34
First Covariate	0.24	1	0.24	2.03
Error	8.98	75	0.12	

* $p < .05$

($F_{1,75} = 6.94, p < .05$). The experiential by temporal immediacy interaction is inconsequential ($F_{1,75} = 0.34, p > .05$). In figure 1, the means of the judges' ratings for the baseline and experimental trials help illustrate that the change is mostly in terms of past-exposed subjects becoming more past-oriented from the baseline to treatment sessions rather than subjects with a PRESENT confederate showing much change from their pre-treatment scores.

Experiential Immediacy Begets Experiential Immediacy

In this section, the analyses pertaining to the four criteria of experiential immediacy are discussed. As detailed in the second chapter, these parallel the training procedure for the confederates and are, therefore, used in evaluating if one specific type of disclosure begets the same type of disclosure in turn.

Emotional investment. Confederates' ratings of their dyadic partners' emotional investment are interpreted in Table 19. What comes out significantly in this analysis of variance is experiential immediacy ($F_{1,76} = 7.92, p < .05$) and the interaction of this factor with temporal immediacy ($F_{1,76} = 5.59, p < .05$). Effects due to temporal immediacy alone are not noteworthy ($F_{1,76} = 0.11, p > .05$). To illustrate the nature of the interaction, figure 2 places the means into perspective.. Taking the effect of

Figure 1

Illustration of Means of Judges' Ratings of Subjects' Temporal Immediacy

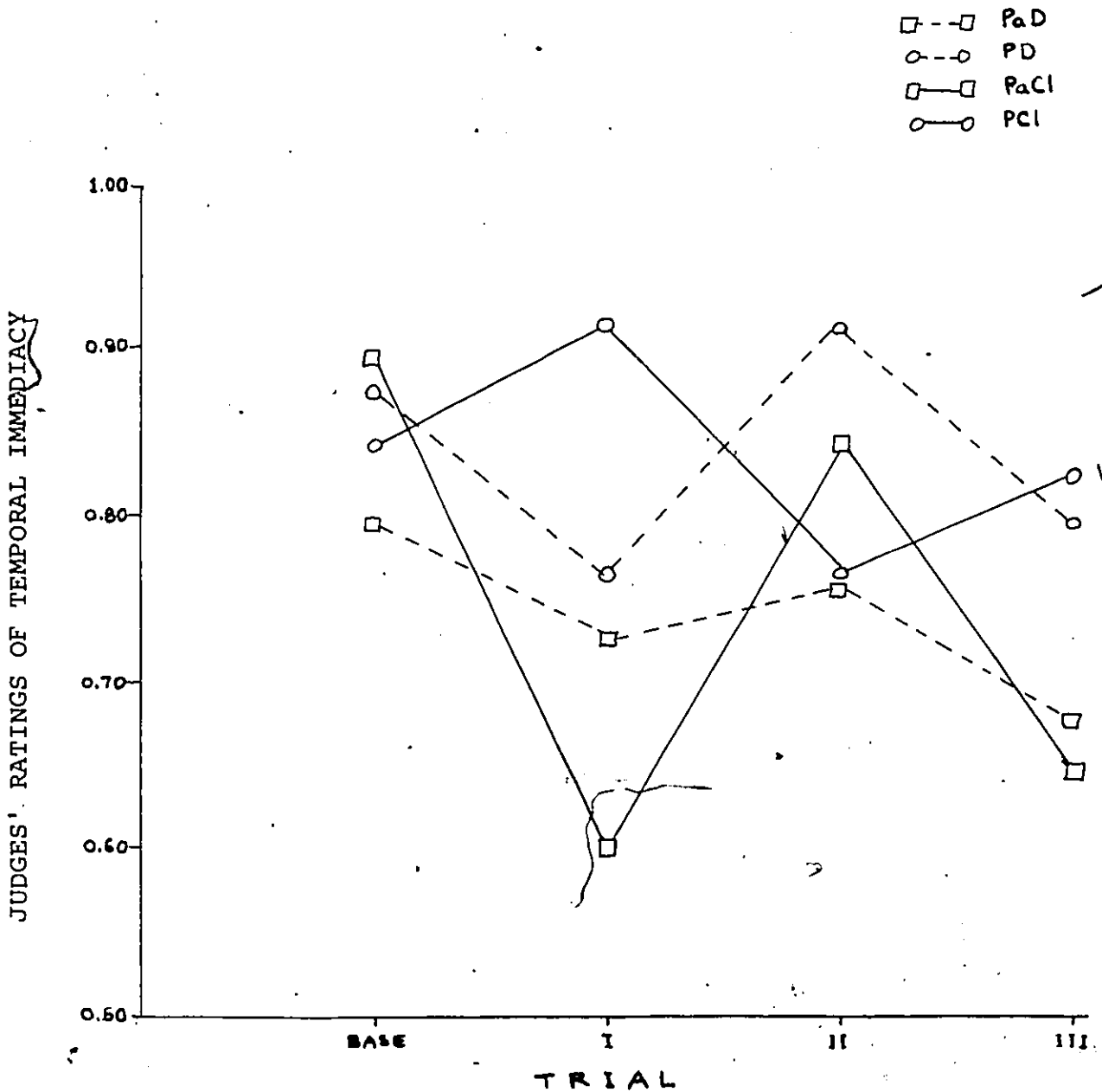


Table 19

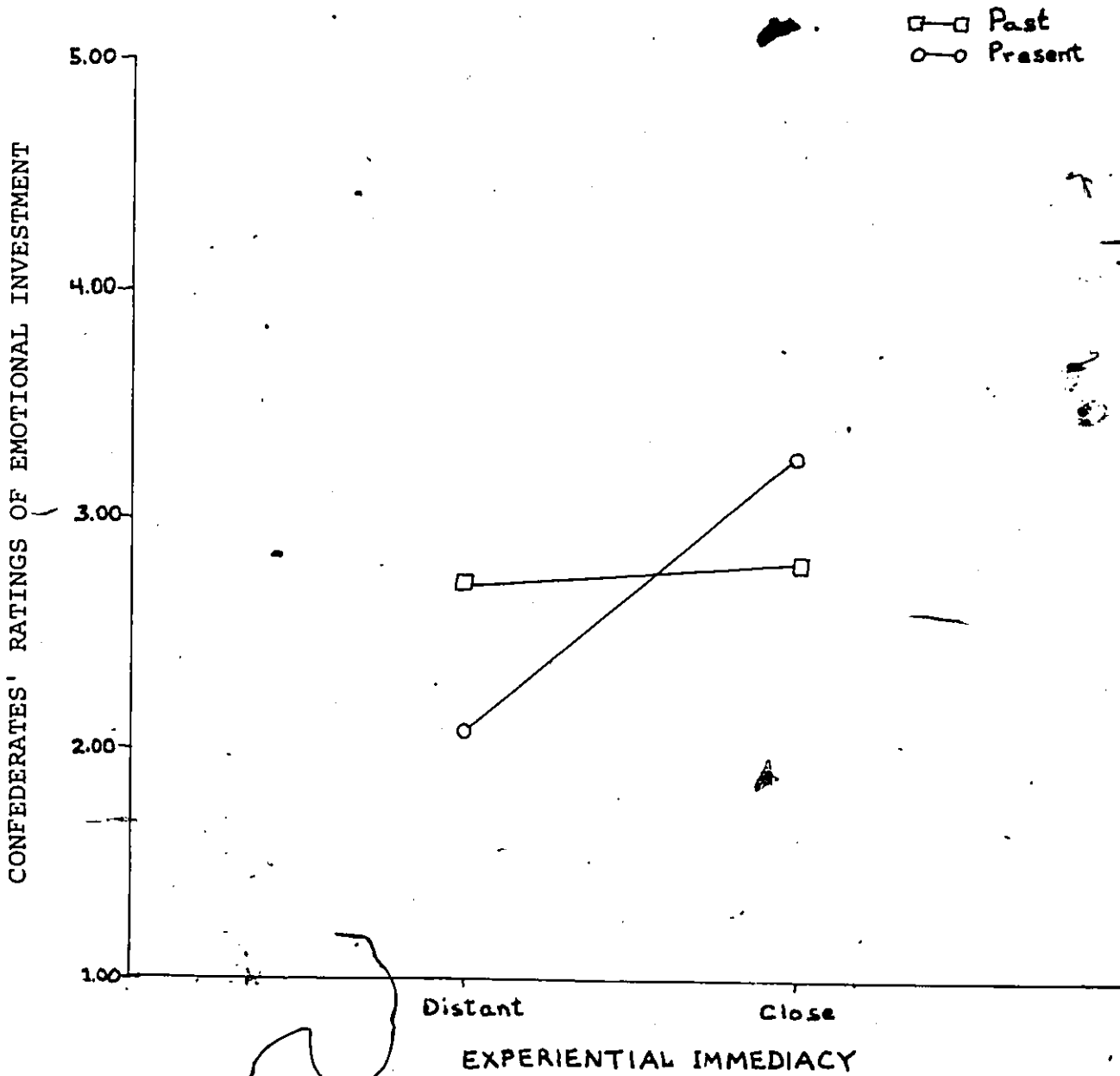
ANOVA: Confederates' Ratings of Subjects' Emotional
Investment, Post-interview Questionnaire, no. 3

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	7.81	1	7.81	7.92*
Temporal Immediacy	0.11	1	0.11	0.11
E X T	5.51	1	5.51	5.59*
Error	74.95	76	0.99	

* $p < .05$

Figure 2

Illustration of Means of Confederates' Ratings of Subjects
Emotional Investment, Post-interview Questionnaire, no. 3



experiential immediacy separately in relation to each level of temporal immediacy, one obtains the simple main effects depicted in Table 20. Differences attributable to the confederates' experiential training are negligible for the PAST groups ($F_{1,76} = 0.10, p > .05$). However, PRESENT-DISTANT confederates judged their naive partners to be significantly less emotionally involved than the PRESENT-CLOSE confederates ($F_{1,76} = 13.36, p < .05$).

Judges also independently rated subjects on the same scale of emotional investment. Given the three judges' ratings on the 320 excerpts, an Ebel correlation coefficient of .55 ($p < .05$) marks a significant interjudge agreement. Using these ratings in Table 21, the significant increase in emotional investment from the baseline trial to each experimental trial can be ascertained. This is true if you compare the initial no-treatment score with the first ($F_{1,76} = 6.09, p < .05$), second ($F_{1,76} = 8.54, p < .05$), third ($F_{1,76} = 7.67, p < .05$), as well as all three trials ($F_{3,76} = 3.59, p < .05$). However, no significant differences are evidenced between the three treatment sessions ($F_{2,76} = 0.08, p > .05$). Figure 3 clarifies this trend by showing the means for each trial and experimental condition in relation to each other.

In terms of the specific treatment effects, the findings of the analysis of covariance with repeated

Table 20

Simple Main Effects: Confederates' Ratings of Subjects'
Emotional Investment, Post-interview Questionnaire, no. 3

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy				
: with Past	0.10	1	0.10	0.10
: with Present	13.23	1	13.23	13.36*
Error	74.95	76	0.99	

* $p < .05$

Table 21

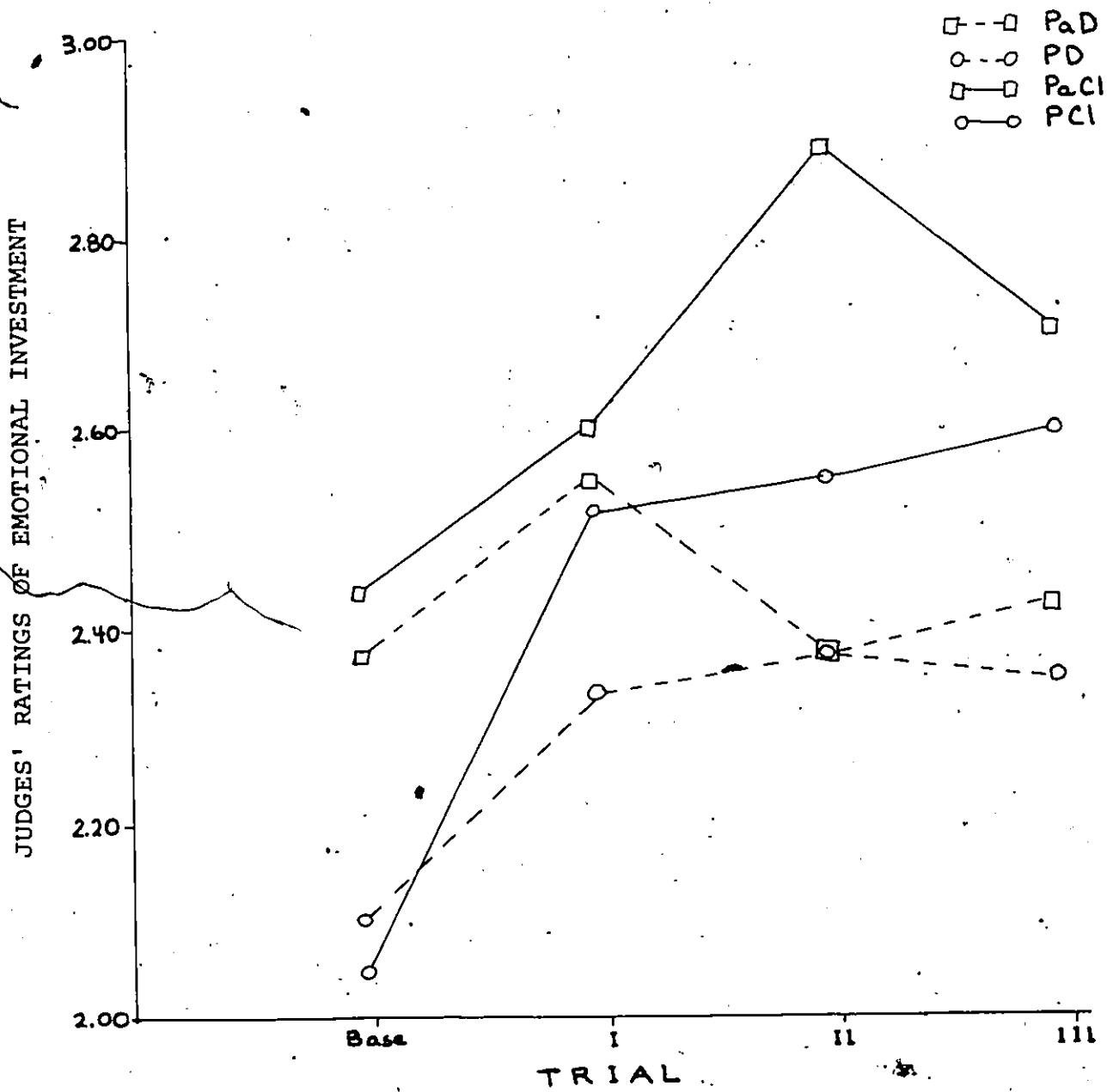
ANOVA Summaries: Comparison of Baseline and Experimental
Trials Using Judges' Ratings of Subjects'
Emotional Investment

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Base X Trial I	2.76	1	2.76	6.09*
Base X Trial II	3.70	1	3.70	8.54*
Base X Trial III	3.12	1	3.12	7.67*
Base X Trials I X II X III	4.84	3	1.61	3.59*
Trials I X II X III	0.07	2	0.04	0.08

* $p < .05$

Figure 3

Illustration of Means of Judges' Ratings of Subjects' Emotional Investment



measures are given in Table 22. Significant differences in the judges' ratings are revealed for experiential immediacy ($F_{1,75} = 4.07, p < .05$). Effects attributable to temporal immediacy ($F_{1,75} = 0.08, p > .05$) or the interaction of the two types of immediacy ($F_{1,75} = 0.03, p > .05$) do not appear. Looking back to figure 3 helps to visualize these results:

I versus it talk. To investigate the effect of confederates' use of I or it, analyses were performed with number of I's spoken by subjects divided by the total number of words.

As a preliminary, Table 23 looks at how the baseline ratio of I's compares to that of the three experimental trials. No differences can be detected between the non-treatment disclosure excerpt and the first ($F_{1,60} = 0.14, p > .05$), second ($F_{1,60} = 0.15, p > .05$), third ($F_{1,58} = 0.30, p > .05$), or all three treatment trials ($F_{3,156} = 0.05, p > .05$). Also the 'I' measure does not vary between experimental trials ($F_{2,104} = 0.07, p > .05$). Figure 4 shows the disparity of means of each experimental group for all four trials.

The analysis of covariance with repeated measures sought to sort out the influence of each treatment condition. Results in Table 24 indicate that such effects were not significant for temporal ($F_{1,63} = 1.44, p > .05$)

Table 22

ANOCOV with Repeated Measures: Judges' Ratings of
Subjects' Emotional Investment

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	3.51	1	3.51	4.07*
Temporal Immediacy	0.07	1	0.07	0.08
E X T	0.03	1	0.03	0.03
First Covariate	11.34	1	11.34	13.14*
Error	64.72	75	0.86	

* $p < .05$

Table 23

ANOVA Summaries: Comparison of Baseline and Experimental Trials Using Number of I's Divided by Total Number of Words

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F^a</u>
Base X Trial I	0.0024	1	0.0024	0.14
Base X Trial II	0.0034	1	0.0034	0.15
Base X Trial III	0.0056	1	0.0056	0.30
Base X Trials I X II X III	0.0026	3	0.0009	0.05
Trials I X II X III	0.0026	2	0.0013	0.07

^a F is NS with p > .05

Figure 4

Illustration of Means of Number of I's Divided by Total
 .. Number of Words

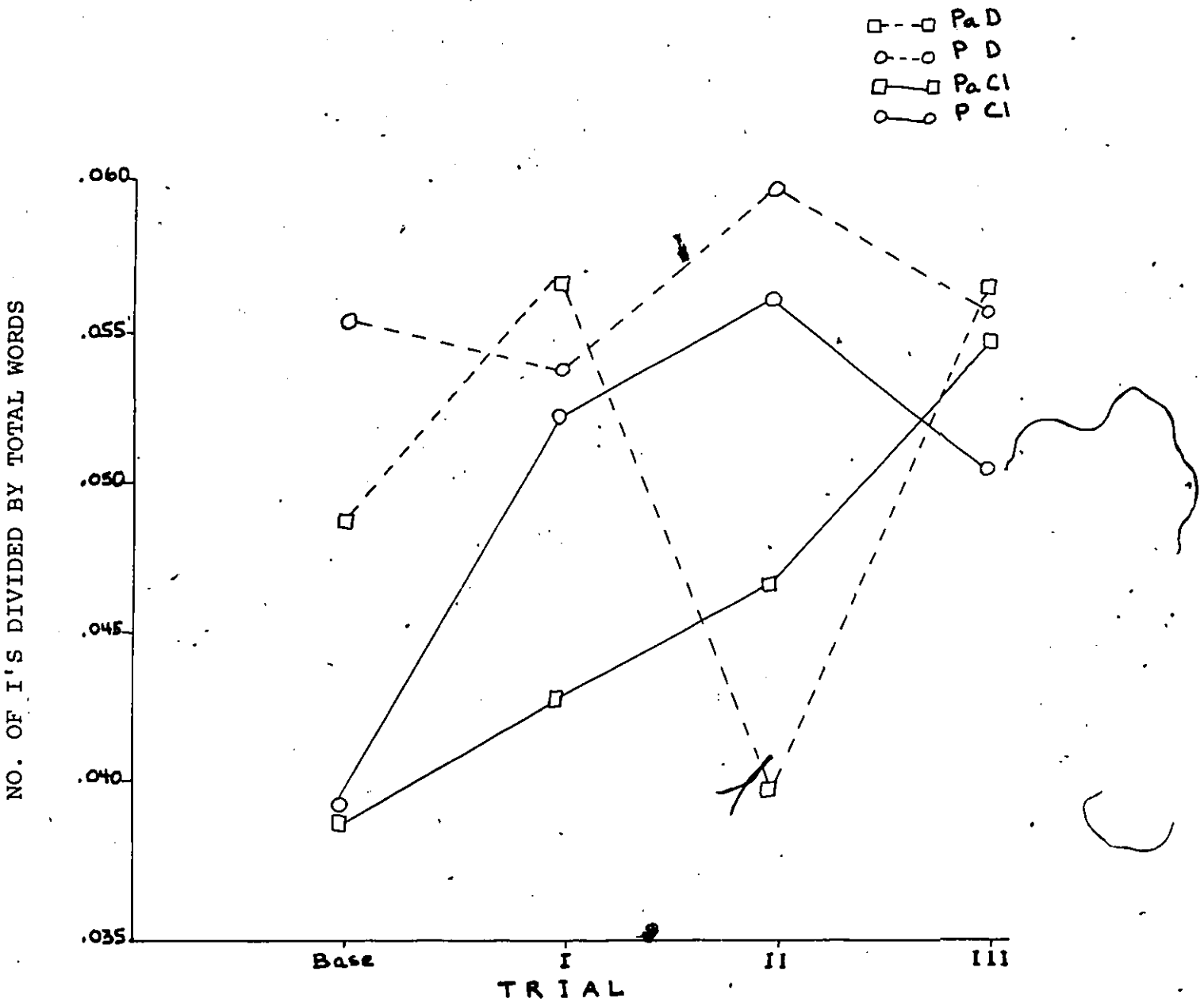


Table 24

ANOCOV with Repeated Measures: Number of I's Divided
by Total Number of Words

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	0.00020	1	0.00020	0.33
Temporal Immediacy	0.00089	1	0.00089	1.44
E X T	0.00000	1	0.00000	0.00
First Covariate	0.00095	1	0.00095	1.53
Error	0.03882	63	0.00062	

* $p < .05$

or experiential immediacy ($F_{1,63} = 0.33$, $p > .05$) or for these variables in interaction ($F_{1,63} = 0.00$, $p > .05$).

Specificity. Confederates rated subjects' level of specificity in their disclosures. According to the analysis of variance in Table 25, experiential immediacy is not a differentiating factor for specificity ($F_{1,64} = 3.24$, $p > .05$). Although the means in the CLOSE conditions are larger than in the DISTANT one ($M_{C1} = 2.80$, $M_D = 2.45$; $SD = 1.04$), the null hypothesis cannot be refuted. Significance is not manifested for either temporal immediacy ($F_{1,64} = 0.07$, $p > .05$) or the interaction of the main independent variables ($F_{1,64} = 0.07$, $p > .05$). The influence of the individual confederate stood out, however ($F_{3,64} = 10.60$, $p < .05$) as well as the combined effect of the three factors ($F_{3,64} = 3.46$, $p < .05$). As with subjects' ratings of confederates' specificity, the means for Confederate D are consistently lower than for the other three confederates ($C_A = 3.10$, $C_B = 2.75$, $C_C = 2.95$, $C_D = 1.70$). The results of Tukey post-hoc comparisons emphasize significant pairwise differences between Confederate D and each other confederate taken separately ($p < .05$). Considering the total data, a correlation coefficient of .30 ($p < .05$) between subjects' and confederates' ratings on specificity indicates a close relationship between these two variables. Simple main

Table 25

ANOVA: Confederates' Perceptions of Subjects' Specificity
 Post-interview Questionnaire, no. 4

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	2.45	1	2.45	3.24 ^a
Temporal Immediacy	0.05	1	0.05	0.07
Confederate	24.05	3	8.02	10.60*
E X T	0.05	1	0.05	0.07
E X C	0.85	3	0.28	0.38
T x C	1.05	3	0.35	0.46
E X T X C	7.85	3	2.62	3.46*
Error	48.40	64	0.76	

* $p < .05$

^a $p = .077$

effects were computed for the PAST and PRESENT conditions to see the effect of experiential immediacy (see Table 26). Given all confederates, their ratings of subjects' specificity did not differ in relation to whether they were DISTANT or CLOSE but always past-revealing ($F_{1,76} = 1.48$, $p > .05$). When confederates talked in the PRESENT mode, however, subjects were rated as more specific in the experientially more immediate condition as compared to the lower experiential group ($F_{1,76} = 10.21$, $p < .05$).

References to partner. A chi square statistic was computed using the number of subjects who voiced the confederates' first names in each treatment cell. The obtained χ^2 of 12.64 is beyond the value necessary for rejection of the null hypothesis at $p < .05$. This is not surprising given that 11 subjects used their partner's name in the CLOSE condition whereas none did so in the DISTANT treatment cells.

Immediacy Begets Intimacy

Subjects' ratings of confederates' intimacy:

Question 1. As a preliminary for investigating the influence of one person's immediacy on another's overall intimacy, subjects' ratings of their partners' level of intimacy is attended to. Thus, to see if greater intimacy is indeed perceived as more intimate, an analysis of

Table 26

Simple Main Effects: Confederates' Perceptions of
Subjects' Specificity, Post-interview
Questionnaire, no. 4

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy : with Past	1.60	1	1.60	1.48
: with Present	11.03	1	11.03	10.21*
Error	82.20	76	1.08	

* $p < .05$

variance is shown in Table 27. Experiential immediacy did not distinguish the ratings of confederates' intimacy ($F_{1,76} = 2.31, p > .05$) but temporal immediacy did ($F_{1,76} = 4.92, p < .05$). In the latter case, the means of intimacy for present-disclosing confederates exceeded those of confederates in the past condition. Interaction effects were not noticeable ($F_{1,76} = 0.12, p > .05$).

Confederates' ratings of subjects' intimacy:

Question 1. One of the five measures that looks at whether confederates' immediacy affects subjects' intimacy level is confederates' 1 to 7 ratings of their partners' depth of disclosure. Table 28 summarizes the analysis of variance computed on these scores. Differences due to experiential immediacy stand out significantly ($F_{1,76} = 15.62, p < .05$). According to confederates, the time focus they used did not influence subjects' intimacy ($F_{1,76} = 0.46, p > .05$). The combination of treatments revealed no important effects ($F_{1,76} = 1.12, p > .05$).

Pre-rated intimacy levels. By comparing Taylor and Altman's pre-rated intimacy levels with the Ottawa University female sample ratings, a highly significant correlation coefficient was extracted ($r = .90, p < .05$). The means of the University of Ottawa sample for each topic became estimates of the intimacy of conversation topics chosen by the subjects.

Table 27

ANOVA: Subjects' Perceptions of Confederates' Intimacy
 Post-interview Questionnaire, no. 1

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	2.11	1	2.11	2.31
Temporal Immediacy	4.51	1	4.51	4.92*
E X T	0.11	1	0.11	0.12
Error	69.65	76	0.92	

* $p < .05$

Table 28

ANOVA: Confederates' Perceptions of Subjects' Intimacy,
Post-interview Questionnaire no. 1

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	21.01	1	21.01	15.62*
Temporal Immediacy	0.61	1	0.61	0.46
E X T	1.51	1	1.51	1.12
Error	102.25	76	1.35	

* $p < .05$

Looking at Table 29, analyses of variance report significant changes in topical intimacy from the baseline trial to the first experimental trial ($F_{1,76} = 10.03$, $p < .05$), to the second treatment time ($F_{1,76} = 6.09$, $p < .05$), to the third and final one ($F_{1,76} = 17.11$, $p < .05$), and in viewing the no-treatment session with respect to the three subsequent ones ($F_{3,76} = 4.87$, $p < .05$). Differences from one experimental trial to the next two were negligible ($F_{2,76} = 0.63$, $p > .05$). Means per group per trial are graphically shown in figure 5.

To investigate whether, within this global context, different treatments produced different effects, results of the analysis of covariance with repeated measures are demonstrated in Table 30. Main immediacy effects are not substantial since the F values for both experiential ($F_{1,63} = 0.66$, $p > .05$) and temporal immediacy ($F_{1,63} = 0.04$, $p > .05$) fall below the probability level necessary for rejection. However, subjects with different confederates chose topics with significantly varying intimacy ratings ($F_{3,63} = 4.23$, $p < .05$). Comparing the confederates' influence over all experimental trials, the Tukey critical value necessary for significant pairwise differences at $p < .05$ is surpassed when taking Confederate D in relation to each of the other confederates. Thus, subjects matched with Confederate D chose topics pre-rated

Table 29

ANOVA Summaries: Comparison of Baseline and Experimental
Trials Using Pre-rated Intimacy Levels

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Base X Trial I	13.97	1	13.97	10.03*
Base X Trial II	9.83	1	9.83	6.09*
Base X Trial III	22.01	1	22.01	17.11*
Base X Trials I X II X III	24.75	3	8.25	4.87*
Trials I X II X III	2.46	2	1.23	0.63

* $p < .05$

Figure 5

Illustration of Means of Pre-rated Intimacy Levels

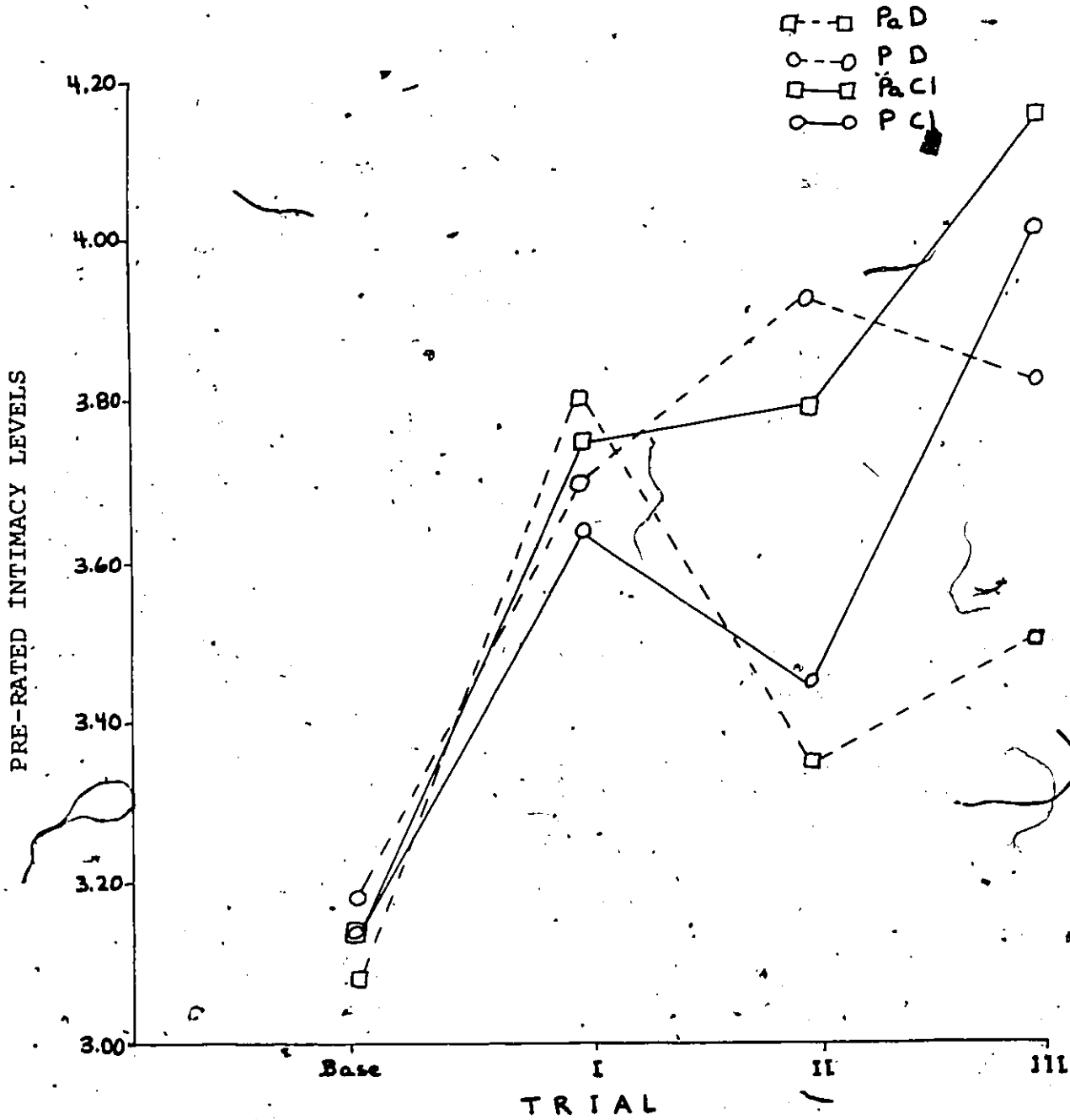


Table 30

ANOCOV with Repeated Measures: Pre-rated
Intimacy Levels

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	0.78	1	0.78	0.66
Temporal Immediacy	0.05	1	0.05	0.04
Confederate	15.13	3	5.04	4.23*
E X T	3.07	1	3.07	2.58
E X C	7.75	3	2.58	2.17
T x C	8.93	3	2.98	2.50
E X T X C	9.21	3	3.07	2.58
First Covariate	1.45	1	1.45	1.21
Error	75.10	63	1.19	

* $p < .05$

as more intimate than subjects with any other trained partner ($M_A = 3.52$, $M_B = 3.66$, $M_C = 3.63$, $M_D = 4.17$). The E X T interaction brought forth no significant differences ($F_{1,63} = 2.58$, $p > .05$), nor did other interaction sources.

Judges' intimacy ratings on the Disclosure Rating Scale. Using judges' ratings of subjects' disclosure on a superficial-personal dimension, the interjudge reliability coefficient was calculated using Ebel's method and was found significant with $r = .97$ ($p < .05$).

Following, analyses determined subjects' changes in their revelations simply from being exposed to a treatment. As Table 31 underlines, the analyses of variance report significant F values when comparing baseline scores to each of the experimental trials, whether one considered pre-treatment ratings with the first ($F_{1,76} = 13.14$, $p < .05$), the second ($F_{1,76} = 15.53$, $p < .05$), the third ($F_{1,76} = 19.08$, $p < .05$) or all three experimental sessions in combination ($F_{3,76} = 6.88$, $p < .05$). However, as with temporal immediacy and emotional investment ratings, no significant differences are encountered between the three treatment trials alone ($F_{2,76} = 0.01$, $p > .05$). Figure 6 helps to visualize the increase from the baseline level by showing the means graphically.

Turning to the various treatment effects, an analysis of covariance with repeated measures was conducted on

Table 31

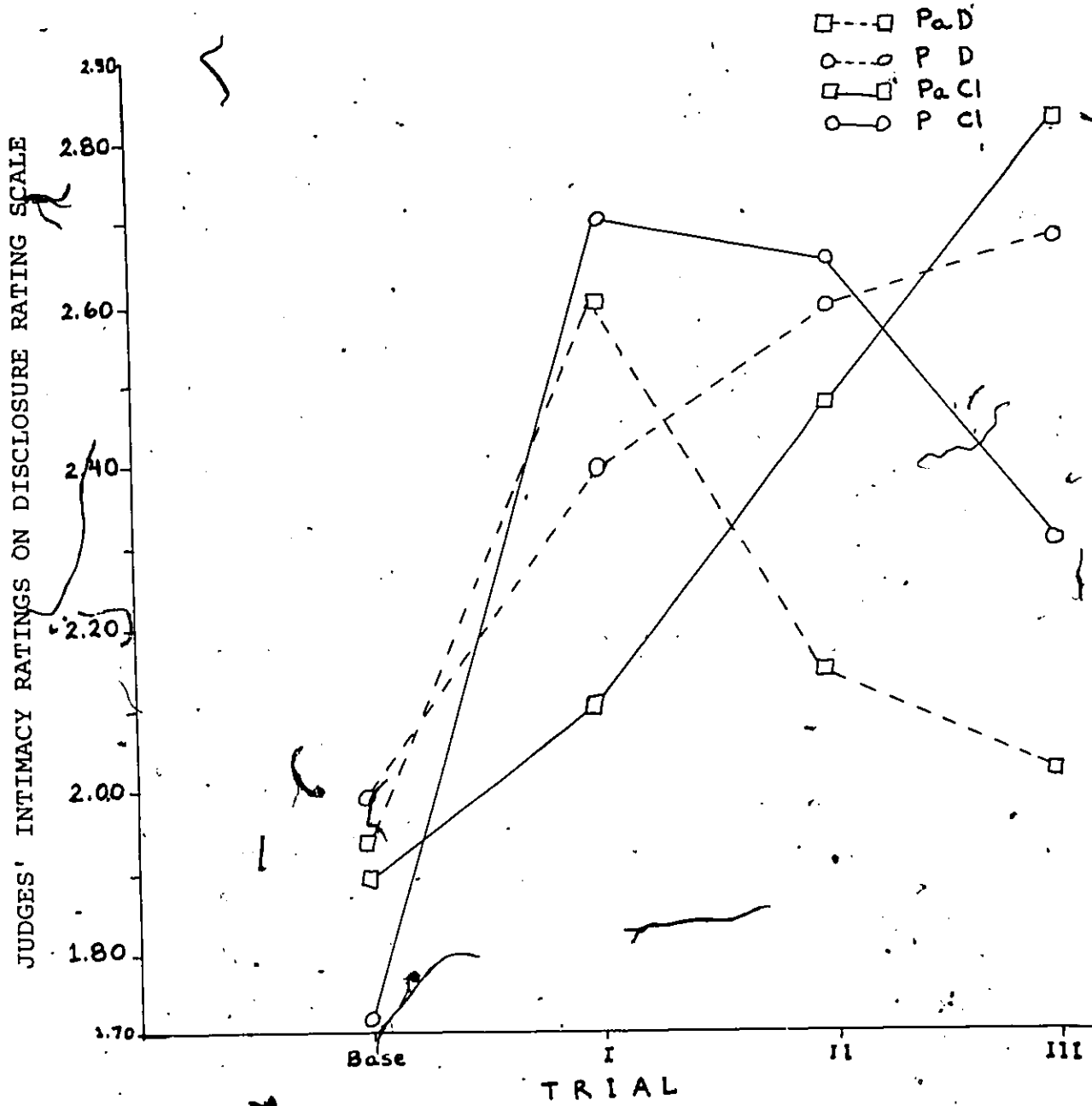
ANOVA Summaries: Comparison of Baseline and Experimental
Trials Using Judges' Intimacy Ratings on the
Disclosure Rating Scale

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Base X Trial I	13.03	1	13.03	13.14*
Base X Trial II	13.81	1	13.81	15.53*
Base X Trial III	13.81	1	13.81	19.08*
Base X Trials I X II X III	20.33	3	6.78	6.88*
Trials I X II X III	0.01	2	0.01	0.01

* $p < .05$

Figure 6

Illustration of Means of Judges' Intimacy Ratings on the Disclosure Rating Scale



the Disclosure Rating Scale scores. Table 32 reveals no significant values beyond the .05 probability level for experiential ($F_{1,75} = 0.52, p > .05$) and temporal immediacy ($F_{1,75} = 1.54, p > .05$) or for these two variables in interaction ($F_{1,75} = 0.34, p > .05$). An interaction with a significant probability level did occur between experiential and temporal immediacy and repeated trials ($F_{2,152} = 4.40, p < .05$). When separate computations were made for each trial, as shown in Table 33, the analysis of covariance revealed a significant interaction in the final trial only ($F_{1,75} = 6.77, p < .05$). Analyses of the simple effects for this third trial are brought forth in Table 34. Subjects were found to be more superficial in the PAST-DISTANT condition in comparison to both the PAST-CLOSE subjects ($F_{1,75} = 6.67, p < .05$) and the PRESENT-DISTANT ones ($F_{1,75} = 4.40, p < .05$).

Number of self-references. All singular and plural self-references were counted and divided by the total number of words. In comparing these with only first-person singular references over total words, a significant correlation was found at .996 or nearly 1.00 ($p < .05$).

Taking the former ratio then, analyses were performed to investigate the difference between the baseline and treatment trials. Table 35 demonstrates a non-significant change from the initial to the first

Table 32

ANOCOV with Repeated Measures: Judges' Intimacy Ratings
on the Disclosure Rating Scale

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	0.81	1	0.81	0.52
Temporal Immediacy	2.41	1	2.41	1.54
E X T	0.53	1	0.53	0.34
First Covariate	1.59	1	1.59	1.01
Error	117.62	75	1.57	
Repeated Measure (Rep)	0.01	2	0.01	0.01
Rep X E	1.21	2	0.61	0.55
Rep X T	0.63	2	0.31	0.28
Rep X E X T	9.69	2	4.85	4.40*
Error	167.34	152	1.10	

* $p < .05$

Table 33

ANOCOV: Judges' Intimacy Ratings on the Disclosure Rating
Scale for Each Experimental Trial

Trial	Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
I	E X T	3.27	1	3.27	2.25
	Error	109.04	75	1.45	
II	E X T	0.26	1	0.26	0.19
	Error	103.29	75	1.38	
III	E X T	6.53	1	6.53	6.77*
	Error	72.29	75	0.96	

* $p < .05$

Table 34

Simple Main Effects: Judges' Intimacy Ratings on the Disclosure Rating Scale for the Third Experimental Trial.

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Temporal Immediacy : with Distant	4.23	1	4.23	4.40*
: with Close	2.61	1	2.61	2.71
Experiential Immediacy : with Past	6.40	1	6.40	6.67*
: with Present	1.30	1	1.30	1.35
Error	72.29	75	0.96	

* $p < .05$

Table 35

ANOVA Summaries: Comparison of Baseline and Experimental
Trials Using Number of Self-references
by Total Words

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Base X Trial I	0.0024	1	0.0024	2.49
Base X Trial II	0.0028	1	0.0028	3.54
Base X Trial III	0.0054	1	0.0054	5.29*
Base X Trials I X II X III	0.0078	3	0.0026	2.87*
Trials I X II X III	0.0013	2	0.0007	0.69

* $p < .05$

($F_{1,60} = 2.49$, $p > .05$) and to the second ($F_{1,60} = 3.54$, $p > .05$) experimental sessions. However, the base rate of self-references is distinctively lower than the last treatment trial ($F_{1,58} = 5.29$, $p < .05$) and on the overall in relation to all three experimental disclosure times ($F_{3,156} = 2.87$, $p < .05$). No such differences are encountered between treatment trials alone ($F_{2,104} = 0.69$, $p > .05$). Figure 7 illustrates how the means vary from one trial to the next over all conditions.

The analysis of covariance with repeated measures given in Table 36 reveals non-significant effects for experiential ($F_{1,63} = 0.45$, $p > .05$) and temporal immediacy ($F_{1,63} = 2.31$, $p > .05$) separately or taken in interaction ($F_{1,63} = 0.01$, $p > .05$).

Total number of words. As with the previous measures, the number of words spoken by the subjects were compared from one trial to the next. In Table 37, results of analyses of variance point out significant increases from the baseline trial to each of the three experimental sessions with respective F values of 31.51, 32.91 and 27.23 for the first, second and third treatment trials ($p < .05$). When the three experimental excerpts are considered together, no statistically noticeable differences are revealed ($F_{2,104} = 0.26$, $p > .05$) yet when the initial trial is added to the analysis, the null hypothesis of no

Figure 7

Illustration of Means of Number of Self-references, Divided
by Total Number of Words

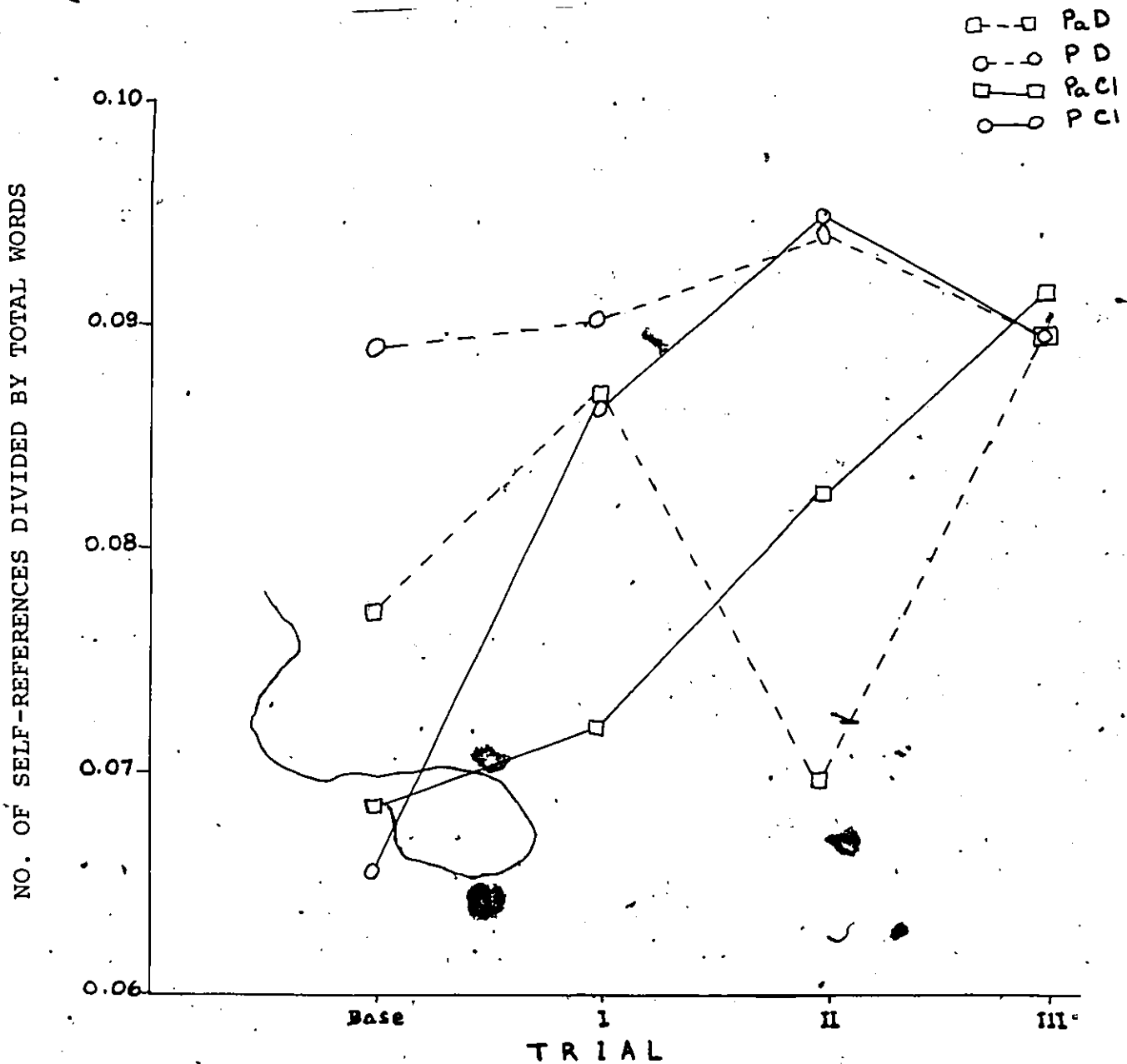


Table 36

ANOCOV with Repeated Measures: Number of Self-references
Divided by Total Words

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	0.0006	1	0.0006	0.45
Temporal Immediacy	0.0029	1	0.0029	2.31
E X T	0.0000	1	0.0000	0.01
First Covariate	0.0101	1	0.0101	7.92*
Error	0.0799	63	0.0013	

* $p < .05$

Table 37

ANOVA Summaries: Comparison of Baseline and Experimental
Trials Using Total Number of Words

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Base X Trial I	227542.24	1	227542.24	31.51*
Base X Trial II	228622.78	1	228622.78	32.91*
Base X Trial III	261005.04	1	261005.04	27.23*
Base X Trials I X II X III	375003.40	3	125001.13	19.74*
Trials I X II X III	2333.69	2	1166.84	0.26

* $p < .05$

can be rejected ($F_{3,156} = 19.74, p < .05$). Figure 8 situates the means for all trials and conditions on a graph.

The analysis of covariance with repeated measures investigated the effects of experiential and temporal immediacy and of the individual confederates (see Table 38). Subjects with close-revealing confederates spoke more than those matched with DISTANT partners ($F_{1,51} = 4.77, p < .05$). Total words spoken per excerpt did not differentiate the PAST from the PRESENT treatment subjects ($F_{1,51} = 0.00, p > .05$). No interaction effects were detected for the two immediacy variables ($F_{1,51} = 0.16, p > .05$). The influences due to the specific confederate was noteworthy ($F_{3,51} = 3.11, p < .05$) as was the experiential immediacy by confederate interaction ($F_{3,51} = 3.69, p < .05$). Other combined effects were not significant.

A Tukey post-hoc analysis of pair-wise comparisons indicates that Confederate C's subjects spoke significantly more words ($M_C = 525.51$) than subjects matched with the A and B confederates ($M_A = 438.72, M_B = 465.36$). The mean in Confederate D's cells was also lower ($M_D = 503.48$).

Figure 8

Illustration of Means of Total Number of Words

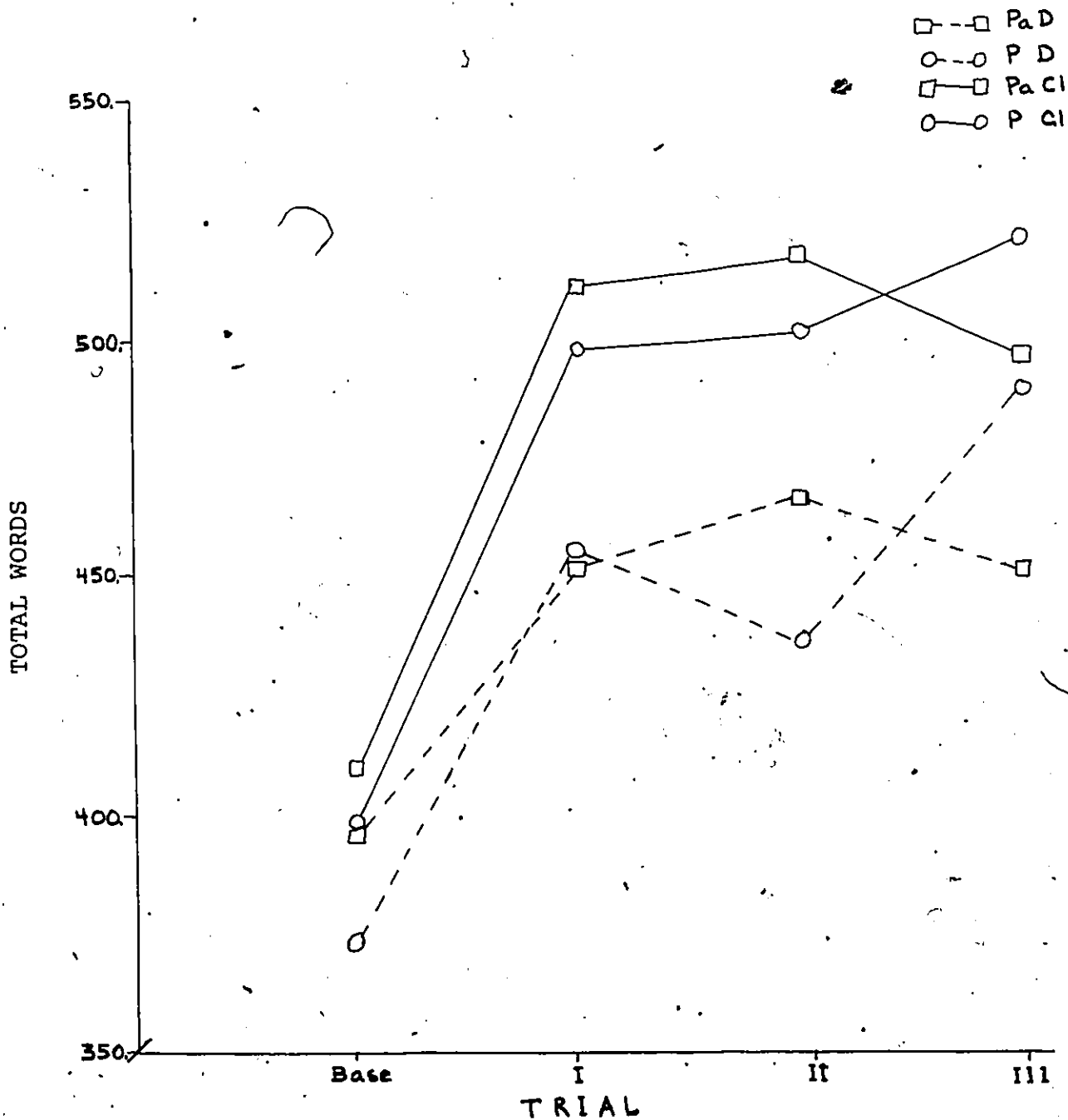


Table 38

ANOCOV with Repeated Measures: Total Number of Words

Source	<u>SS</u>	<u>df</u>	<u>MS</u>	<u>F</u>
Experiential Immediacy	89164.90	1	89164.90	4.77*
Temporal Immediacy	47.73	1	47.73	0.00
Confederate	174056.10	3	58018.70	3.11*
E X T	2973.19	1	2973.19	0.16
E X C	206755.65	3	68918.55	3.69*
T x C	21733.56	3	7244.52	0.39
E X T X C	2346.17	3	782.06	0.04*
First Covariate	296133.22	1	296133.22	15.85*
Error	952922.02	51	18684.75	

* $p < .05$

Summary of Hypothesis Testing

Results in Table 39 pertain to the influence of confederates themselves and their temporal and experiential immediacy levels upon the temporal and experiential aspects and overall depth of a subject's disclosure.

Three other tables in Appendices O, P, and Q bring forth Pearson correlation coefficients between dependent measures in the following order: (a) between all immediacy measures, whether temporal or experiential, (b) between all five intimacy measures, and (c) between immediacy and intimacy measures.

This concludes the section on the analyses of the data. The next chapter discusses the results in the same order as was presented here.

Table 39
Summary of Results Pertaining to Main Hypothesis^a

Dependent Measure	E	T	C	Other Sig. Effects	Base vs. Trials	M	SD
<u>T</u>							
-Confederates' Ratings			X	PC>PaC		PCl: 1.95 PaCl: 1.47	0.22 0.51
- Judges' Ratings		X				P: 0.83 Pa: 0.72	0.28 0.39
<u>E</u>							
-Emot. Invt. :Confederates' Ratings	X			E X T		Cl: 3.02 D: 2.40	1.00 1.03
:Judges' Ratings	X				X	Cl: 2.64 D: 2.40	0.82 0.76
-I/total words							
-Specificity :Confederates' Ratings			X	E X T X C PCl>PD (C _D <C _{A,B,C})		PCl: 2.80 PD: 2.40	1.20 0.99
-References to Partner	X					Cl: 11 D: 0	- -
<u>INTIMACY</u>							
-Ss' Ratings of C		X				P: 5.15 Pa: 4.68	1.12 0.76
-Cs' Ratings of S	X					Cl: 4.30 D: 3.28	1.18 1.13
-Pre-rated Int Levels			X	(C _D <C _{A,B,C})	X		
-Judges' Rat. on DRS				E X T X Rep PaCl>PaD PD>PaD (TRIAL III)	X	PaD: 2.03 PD: 2.67 PaCl: 2.83	1.10 0.89 0.98
-Self-refs/ total words					X		
-Total Words	X		X	E X T (C _C <C _{A,B})	X	Cl: 507.66 D: 457.78	111.17 92.77

^a Significant differences of $p < .05$ are denoted by X for the main effects. Brackets signal post-hoc analyses.

Chapter IV

DISCUSSION

The following chapter is divided into five main parts. Paralleling the outline of Chapter III, the implications of the experimental manipulations and theoretical explanations checks are considered in the first two sections. Then, in the third and main part, the relevant findings pertaining to the four reciprocity hypotheses for temporal and experiential immediacy are brought forth. This is a discussion of the influence of one person's immediacy, whether temporal or experiential, on another's corresponding immediacy and intimacy levels. Included also in the hypothesis testing section is a look at changes from the baseline to the experimental trials and the effect of the confederates themselves. In view of the overall results, a fourth part suggests improvements in the present design. Finally, the principal conclusions are stated and ideas for future research serve the purpose of carrying the implications of this study one step further.

Experimental Manipulations

Adequacy of Confederates' Training

The training of the confederate is judged to be thoroughly adequate. In terms of temporal immediacy, subjects perceived their partners as past or present according to how they had been trained. Also, when confederates were in the more experientially immediate condition, they were rated by subjects as more emotionally invested and more specific than when they behaved in a more distant fashion. The two other criteria in the CLOSE-DISTANT concept, I versus it talk and references to partner, were objectively verified by simply checking the number of I and it expressions and the number of times confederates used her partner's first name. These also confirmed an adequate level of training.

Level of Frustration

In this study, participants hearing a disclosure were asked to keep silent. Although this restriction was experienced as moderately to quite frustrating ($M = 4.74$), the level of frustration did not differ between treatment conditions. To raise the issue of whether the silence stipulation changes all subjects' self-disclosure in the experimental setting as compared to a naturalistic

control-free first encounter would lead to a global discussion of the relevance of all laboratory research.

Deception Effectiveness

In relation to the deception involved in having confederates pose as naive subjects, evidence shows that subjects were not consciously aware of their partner's true roles and thus of the real purpose of the experiment.

On the whole then, in terms of all three experimental manipulations, the overall conclusion is of their effectiveness.

Theoretical Explanations

Interpersonal Attraction

Looking at the findings on liking and trust (refer back to Table 18), the dyadic effect is partially viable in terms of interpersonal attraction theory for experiential immediacy but not for temporal immediacy.

When paired with close-trained confederates, subjects liked and trusted their partners more and also felt that they were more liked and trusted in turn. The same was revealed for confederates since they liked the subjects to a greater extent and regarded themselves to be liked and trusted more by their naive partners when they

were in the more experientially immediate condition as compared to the DISTANT one. Temporal immediacy, however, made no difference in the level of liking and trust for either dyadic partner. Greater disclosure, in the form of experiential immediacy at least, promotes greater liking and trust. Correlations listed in Appendix N confirm this in that subjects and confederates liked and trusted their partners more and felt this to be generally reciprocated when they perceived the other as more intimate.

Interpersonal attraction theory also predicts that a higher degree of liking and trust will lead to disclosing more in turn. Mild support is found for this in terms of degree of emotional investment since subjects who liked and felt liked more were also judged as more emotionally involved (again see Appendix N). Subjects' liking was also positively associated with how specific they found their partners to be. However, subjects' intimacy, as measured in four ways, bore no relation to liking and trust.

As such, the present study re-affirms the findings of numerous past research that liking is greater for high disclosers but does not as consistently go hand in hand with disclosing more. However, in relation to the main criteria defined for experiential immediacy, emotional investment, and somewhat in terms of a second one, specificity, interpersonal attraction theory does afford a tenable explanation for a reciprocity effect.

Equitable Exchange

A second theoretical framework, equitable exchange, receives no support in the present study. Subjects did not find it more difficult to disclose to more immediate confederates, whether on a temporal or experiential mode. In fact, subjects reported less difficulty in disclosing to present revealing confederates when these were CLOSE rather than DISTANT. This is contrary to expectations based on equitable exchange in that subjects receiving more experientially immediate revelations should feel a greater obligation to pay back for these disclosures. They should find this harder to do as compared to responding to less immediate, less costly disclosures.

Modeling

As with equitable exchange, modeling does not come through to explain reciprocity for both types of immediacy. Subjects felt more, instead of less, free to disclose with more experientially immediate confederates, although the demand cues were greater. However, one could argue from a cognitive dissonance viewpoint. Freedom of speech is highly valued in our society so that an individual would wish to maintain that he is speaking because he wants to, rather than has to, do so. When the pressures to speak are greater (as with subjects in the CLOSE condition), a person

might re-interpret these outside pressures as an inner wanting to speak. Thus, it is not because the situation demands that he reveals more but because, somehow, he feels freer to say more. Such a process would therefore not contradict a modeling standpoint.

Summary of Theoretical Explanations

According to the present research, support has been found for some premises of an interpersonal attraction theory but not for an equitable exchange or modeling interpretation of the reciprocity effect. However, these last two are less conducive to operationalization through self-report measures and are not truly tested. An experimenter whose prime interest is in analyzing the three explanations more deeply would do well to vary his design to conform to each framework or employ behavioral measures with self-report ratings.

Hypothesis Testing

Straight Reciprocity: Temporal and Experiential Immediacy

Temporal immediacy begets temporal immediacy. The first hypothesis stated that temporal immediacy in the confederate would be reciprocated by the subject. This was partially substantiated by the confederates' ratings since subjects in the CLOSE condition were judged to be more

present-oriented when confederates were revealing in the present as compared to the past. Because confederates may suspect the hypotheses of the study, this index may be less valid than blind judges' ratings. In addition, unlike variables such as emotional investment, no benefits can be detected in having visual data for a measure of time orientation. Also confederates rated a subject's overall temporal mode for all four disclosure excerpts, including the pre-treatment trial. For these reasons, greater weight can be placed on the testing of the 'temporal immediacy begets temporal immediacy' hypothesis with the three judges' ratings. In this instance, subjects revealed more past information with past confederates than when matched with confederates in the PRESENT condition. This, therefore, provides support for a straight reciprocity effect in relation to temporal immediacy.

Experiential immediacy begets experiential immediacy. Because experiential immediacy is defined in terms of four criteria, analyses were made of all four to verify a straight reciprocity effect here. In terms of emotional investment, a matching occurred between subjects and confederates, as shown both from the confederates' and the judges' standpoints. Thus, subjects displayed more emotional investment when paired with the more experientially immediate confederates. The significant

experiential, by temporal immediacy interaction evidenced with the confederates' ratings indicates that the effect is more attributable to the difference between PRESENT-CLOSE confederates and PRESENT-DISTANT ones. The effect applied to both time conditions when considering the judges' ratings. Again here, as with temporal immediacy, a direct 'disclosure begets disclosure' phenomenon has been found.

In the case of I versus it talk, although confederates said I more frequently in the CLOSE condition as compared to the DISTANT one, their naive partners did not manifest any differences in their relative frequency of saying "I". For this variable then, a straight reciprocity hypothesis is not substantiated.

Specificity was a third factor used to distinguish CLOSE and DISTANT-confederates. Although an overall main effect was not found to support a 'specificity engenders specificity' phenomenon, confederates disclosing with a present orientation perceived subjects as more specific when they were being more, compared to less, specific. This suggests partial support for a straight dyadic effect in terms of degree of specificity.

As the last criterion of experiential immediacy, confederates who voiced their partners' first names in the experientially immediate condition, were called by their first names more often by subjects than when no such

references were made. This is in agreement with the hypothesis raised of direct reciprocity.

In consideration of the above, there is fairly consistent results in favor of a straight reciprocity effect. This is evidenced for temporal immediacy and generally for three of the four experiential immediacy criteria. The importance of this finding is doubly significant. As a first point, self-disclosure studies have abounded in their focus on a reciprocity effect yet have rarely (if at all) investigated an exact reciprocity phenomenon. In other words, in the past, the criteria for training confederates at various disclosure levels have not been the criteria used to measure subjects' disclosure levels. This study, therefore, provides a first step in the analysis of an exact reciprocity correspondence with such specifically defined variables. Secondly, because immediacy in the temporal and experiential sense is so novel in the literature, the significant effects found here emphasize the need to give more weight to such variables when investigating self-disclosure.

Influence of Immediacy on Intimacy

Perceived link between immediacy and intimacy. In the first chapter, it was stipulated that a person who is

being temporally and experientially immediate could be considered to be more intimate. Credibility for this statement was given in terms of temporal immediacy since subjects rated PRESENT confederates as more intimate than PAST confederates. However, a higher level of experiential immediacy was not perceived as more intimate. This is surprising in light of the results so far. Although the CLOSE versus DISTANT component in the confederates' training produced effects for all liking and trust measures and most indices concerned with subjects' experiential immediacy, subjects perceive this factor independently of intimacy. It might be that intimacy is a concept that is linked more closely to content per se and not to how one is disclosing. Then, temporal immediacy could still fit in as a dimension of intimacy. However, one might then question why it was so consistently non-significant in all analyses except with straight reciprocity. These queries certainly demand further experimentation to arrive at clarification.

At this point, it remains difficult to interpret the lack of significance for experiential immediacy. Since the means point to close-revealing confederates being rated as more intimate than distant-type revealers, one might be faced with an undetected effect due to Type II error. Also, the wording of the post-interview question could be crucial. If, instead of asking subjects to rate their

partner's communications on intimacy, one would ask them to rate simply how intimate they felt their co-revealers to be, the responses might have been more sensitive to components of experiential immediacy. Objective measures rather than subjects' ratings might have detected a link between the two.

In terms of temporal immediacy and intimacy, the link can be understood by looking at the factors Derlega and Chaikin (1975) have postulated as always affecting intimacy ratings. These are: (a) information that is unique to the individual, and (b) revelations of feelings or behaviors that are not divulged publicly or to many people. The more vulnerable the information about ourselves makes us, the less likely we are to reveal it. With this in mind, information about the self in the present as opposed to the past, might render us more vulnerable. There is a greater likelihood that more recent events are less public than events that took place at least three years ago since there has been less time and fewer opportunities to reveal the present happenings. This effect might be especially strong in considering the average age of the university sample. Information related to three years ago could be experienced as relatively more distant at 19 years old than at 45 years old. Subjects involved in this study would, therefore, rate the present revelations as more intimate.

Immediacy begets intimacy. The five measures described below point directly to how the two immediacy levels in one person affect another's depth of disclosure.

Although greater temporal immediacy is perceived as more intimate, the time orientation in the confederate was not reciprocated in terms of subjects' intimacy indices, that is, for (a) confederates' ratings of subjects' intimacy, (b) pre-rated intimacy levels, (c) judges' ratings on a superficial-personal dimension, (d) total self-references divided by total words, and (e) total number of words spoken per disclosure topic. In all cases, present revelations in the confederates did not produce an increase in subjects' intimacy as compared to past-related information.

Experiential immediacy has an effect on intimacy for two of the five depth measures: confederates' ratings of subjects' intimacy and total number of words. Subjects with close-revealing partners were perceived as more intimate by their confederates and talked more than subjects in the DISTANT treatment cell. However, intimacy was not differentiated by the CLOSE-DISTANT factor according to pre-rated intimacy levels of topics chosen, judges' ratings on Doster's scale, and total number of self-references divided by total words. One might conclude that moderate support exists for the 'experiential immediacy

begets intimacy' hypothesis. Yet, one must, in all fairness, point out that both measures attaining significance can be seriously questioned. That is, one might wonder if confederates are truly naive raters and if total words really belongs under a depth dimension of self-disclosure. The latter could also be listed under amount or duration of disclosure measures. The three non-significant indices are intimacy measures that have been well validated and are the most commonly used. Therefore, it would be more accurate to conclude that subjects hearing more experientially immediate revelations said more and could be perceived as more intimate by people involved in the personal encounter, but objectively cannot be considered to be more intimate than their counterparts receiving more distant disclosures.

The only significant interaction effect of immediacy on intimacy is given with judges' superficial-personal ratings. The effect comes though in the final experimental trial with PAST-DISTANT subjects rated as less intimate than PRESENT-DISTANT or PAST-CLOSE subjects. This might not be greatly noteworthy in itself, unless the trends of the means for the three non-significant intimacy measures are looked at (refer back to figures 5 through 7). Compared to the three more immediate cells, the naive recipients of past and distant disclosures are lowest or

equally low in intimacy in the last two disclosure trials. Also, in the most immediate condition, that is the PRESENT-CLOSE one, subjects' means for the same three measures fall below the means of PAST-CLOSE subjects in the final disclosure excerpt. This suggests that, with greater time spent relating together in the first stages of a relationship, a dyadic interactant may be: (a) less prone to be intimate with a very nonimmediate partner (one who is both past and distant in his disclosures), and (b) less inclined to be intimate when there is a high level of immediacy both experientially and temporally. The latter may be interpreted as too immediate too fast.

Two other possible reasons can explain the low profile effect of immediacy: (a) the increases for all groups from the initial to the treatment trials and (b) the differences attributable to the uncontrolled aspects of the confederates and their disclosures.

Baseline versus experimental trials. Subjects changed in disclosure levels from the no-treatment trial to the next three disclosure times. Increases were evidenced for five measures considered: (a) judges' ratings of emotional investment (\bar{M} : base = 2.24, trials = 2.52), (b) pre-rated intimacy levels (\bar{M} : base = 3.14, trials = 3.75) (c) judges' ratings on the Disclosure Rating Scale (\bar{M} : base = 1.88, trials = 2.62), (d) total number of

self-references divided by total words (M : base = .075, trials = .086), and (e) total number of words spoken (M : base = 393.85, trials = 487.72). No noteworthy changes occurred between subsequent trials. Different possibilities offer themselves to explain this phenomenon. The first disclosure period may serve as a warm-up in that subjects habituate themselves to the task at hand, to having a new person in front of them, to the location, and so on. Having become at ease in later disclosure times, they are able to allow themselves to be more emotionally invested and intimate. According to Taylor and Altman's social penetration theory, this type of progression naturally occurs in disclosing on intimate matters from the early to middle stages of a relationship. However, what is required for such a trend is some reciprocity in the self-disclosure of one's dyadic partner. In this study, the confederates had all been given the same topics rated as moderate to moderately high intimacy and the related content of their revelations changed little in the four conditions, except in being past or present, and being distant or close. Subjects in all treatment cells heard their fellow interactants choose and speak on intimate topics, and, in turn, became more deeply disclosing. Several studies have demonstrated that reciprocity is mostly due to lower disclosers joining the more disclosing partner (Davis, 1976, 1977; Jourard & Resnick, 1970).

The rise in intimacy from baseline to experimental trials may have indirectly produced some side effects which would prevent the occurrence of a significant 'immediacy begets intimacy effect' for three main intimacy measures. A first point is in terms of the measures themselves. Both the Disclosure Rating Scale and the pre-rated intimacy levels are limited to 7-point ratings. Except as a sign of deviancy, individuals would not reach the two highest point values of these scales. At the same time, the initial disclosing levels of subjects are near or past the two first point ratings. This leaves about three scale points in which changes are hoped for. If, within those points, there is already a substantial increase from the no-treatment to the treatment trials, the restraints become even greater so that a significant difference attributable to the two independent variables becomes more difficult to obtain. A part-solution would be to increase the number of scale points for both measures.

The third index, that of number of self-references by total words, may be affected by too lengthy disclosure periods. Three minutes to disclose 'about one's self without hearing any feedback might feel long. To fill in the time, a person might describe episodes in wordy detail that need few self-references. The ratio of self-references to total words is very small and mild increases in

self-references make no substantial effect. In addition, since the total number of words was significantly greater for subjects in the CLOSE condition and greater because of the baseline to treatment trial increase, the amount of self-references must be initially much greater than the DISTANT subjects in order to achieve a significant effect. The disclosure time could be reduced to one and a half to two minutes per topic.

Apart from this possible problem due to the measures, confederates' disclosures in the more immediate conditions were conceivably too intimate given the intimacy level of their topics as well. As has been mentioned, after a first no-treatment session, subjects increased their intimacy to match the level of the confederates' topics. For subjects to raise their level of self-disclosure depth even more for the immediate confederates might have made it too high for a first encounter to stay within a normal range of self-disclosure. Given such an interpretation, topics with lower intimacy levels could be chosen for the confederates' disclosures.

Effect of specific confederates. Although no predictions related to subjects' reactions to the four different confederates, some effects were: (a) Confederate D rated her subjects and was rated lower on specificity. She also felt liked and trusted less. Notwithstanding these points,

subjects chose more intimate topics with this confederate as compared to subjects matched with the other three; (b) Confederate C was liked most (especially in relation to B) and her naïve subjects said more total words than subjects with other confederates. The first finding is surprising in that subjects could be expected to choose less intimate topics with Confederate D because of the other low ratings. One possible explanation is in line with the 'too intimate and immediate' postulate. If this confederate did have an overall lower specificity level, this would decrease her relative immediacy level enough so that it would no longer be 'too high' to be reciprocated - at least by choosing topics with high pre-rated intimacy levels. The same applies in terms of liking and trust. This confederate might have communicated her sense of being less liked and trusted in other uncontrolled facets of her revelations. For example, she might have looked less at her subjects as she was disclosing. Again, this would reduce the overall intimacy-immediacy effect to easier response levels for subjects. Confederate C's being liked more and talked to more can be understood in the context of interpersonal attraction theory. In other words, subjects liked this partner more and showed this by disclosing more words to her.

Globally, the significant findings with respect to

confederates' non-training influences can be a consequence of one of the following factors. Poorly-defined emotional investment and specificity scales can be interpreted differently by different people. Such divergences can affect overall results to the extent of rendering the treatment effects negligible. Secondly, in redefining the emotional investment scale, three variables should be controlled: (a) feelings must match the content, (b) a positive or negative valence must be assigned to the feelings expressed, and (c) non-verbal aspects must be considered. In the first case, a person disclosing on feelings of hurt and sadness should look and sound appropriately hurt and sad. In our society, people can take on a jocular attitude when talking about how they felt embarrassed or stupid or angry. Although these are emotional manifestations, it is not congruent with the disclosure content. Another element stresses the types of feelings that are revealed. Negatively valued events are behaviors that society does not condone like cheating and hurting others. On the positive side is trying to achieve and still maintaining consideration for others. Because society has not accepted all emotions equally, one reacts differently to a person who would disclose the following: "I was so happy that I hugged him" or "I was so hurt that I cried" or "I was so angry that I hit him". Although feelings match behavior,

reciprocity in disclosure may be expected to be lower with a highly aggressive revealer as a partner. Turning to non-verbal aspects, research has found that, when intimacy increases, non-verbal factors like eye contact decrease so that an equilibrium is reached (Sundstrom, 1978). Thus, notwithstanding the effectiveness of confederates' training, these three factors or others might have reduced the effect of the immediacy levels upon subjects' subsequent intimacy.

The above discussion centred on the reciprocity phenomenon, first in an exact sense for both temporal and experiential immediacy and then in how immediacy could lead to intimacy. Various explanations of the results were raised with particular emphasis on the baseline to experimental trial increase and the effect of uncontrolled variables of the confederates' behaviors. Below, the results are interpreted in the light of the theoretical premises of experiential therapy.

Interpretations from a Gestalt and humanistic framework. Since temporal and experiential immediacy pertain chiefly to Gestalt and humanistic therapy outlooks, this last part of hypothesis testing attempts to show if - and how - the results are congruent with such theoretical views.

Temporal and experiential immediacy are very

different in Gestalt humanistic terms. In looking at Appendix O, this seems corroborated since all but one correlation relating temporal immediacy to experiential immediacy are negative. In fact, judges' ratings on temporal immediacy and emotional investment are significantly negatively associated ($r = -0.37$, $p < .001$). This suggests that an individual might compensate in self-disclosure by being past-oriented when he is more emotionally involved, and by decreasing his experiential investment when he switches to the present. Thus, he preserves a measure of safety and feels less threatened. In Angyal's (1965) terms, a person's need for others or homonomy would lead him to self-disclose to achieve intimacy, but his self needs or autonomy would have him moderate his self-disclosure to assure a degree of privacy. As Rickers-Ovsiankina and Kusmin (1958) state:

"the extent to which a person is accessible to interpersonal communication is a result of a subtle balance between a contractive need to protect vulnerable areas of the personality and an expansive tendency toward social, cognitive and emotional self-expression" (p. 403).

Further, in the Gestalt outlook, time orientation may be considered of secondary importance to the experiential manner of disclosure. It is the subjective meaning given to the past or present that is crucial. Apart from a straight reciprocity effect, the only time that the

temporal mode was found to be important was with subjects' ratings of confederates' intimacy. With all measures relating to a theoretical orientation, experiential immediacy, and subjects' intimacy, no significant effects were detected for temporal immediacy. In fact, Appendix Q signals negative correlations (some are significant at $p < .001$) between this time factor and intimacy measures, as with a compensatory effect. However, the association between experiential immediacy and intimacy and theoretical measures is consistently positive, often at $p > .001$. It might be, therefore, that experiential (and not temporal) immediacy is a necessary precondition for a disclosure to be defined as intimate, at least in objective terms. Naive subjects' perceptions of confederates' intimacy are subjective and, after all, self-report measures often do not agree with actual process measures.

This emphasizes how there does seem to be a link between experiential immediacy and intimacy. In many cases, the correlations between these variables are higher than the reliability coefficients comparing the intimacy measures with each other (see Appendix P). Research concerned with time orientation or other dimensions of self-disclosure could focus on how these are 'lived' in an experiential sense.

Suggested Improvements

Although some improvements have already been upheld as a follow through of certain interpretations, others are given in terms of the dependent measures and the experimental procedure.

Dependent Measures of Immediacy and Intimacy

In looking at suggestions relating to dependent measures, brief points are given for indices of temporal and experiential immediacy and intimacy of self-disclosure.

Temporal immediacy. A behavioral index, as discussed by Cummings and Renshaw (1979), could be included such that past time is defined as the relative frequency of occurrence of simple past tense or verbal phrases and present and future times in terms of present and future verbs, respectively.

Experiential immediacy. To heighten the interjudge agreement in rating emotional investment, a specifically defined rating scale and training manual with pre-rated excerpts are needed. Given the non-significant I-measure, confederates could give a greater number of I-expressions in the CLOSE condition and it-talk expressions could be counted as well. If restricting to feeling disclosures, the E(D) versus D(D) indices would be the preferred choice

(Stiles, 1979). A specificity rating manual needs to be developed to train objective raters. A behavioral specificity possibility is lexical diversity described by Bradac, Bowers and Courtright (1979) where the number of different types of words in a message is divided by the total number of words spoken. References to partner could be indicated by counting the number of "you's" which specifically refer to the recipient of the self-disclosures (e.g. "as you were saying, I also...").

Measures of intimacy. To assess how immediacy relates to intimacy, confederates' discourses could be rated on the 7-point intimacy scale by judges. Since subjects were most often rated within a 3-point range on the 7-point Disclosure Rating Scale, differences between subjects might be picked up with an 11-point descriptively anchored scale. The total number of self-references measure should be redefined for a French-speaking group. Because some French verbs require two same-person pronouns (called "verbes pronominaux"), a count of one instead of two could be given in such a case.

Experimental Procedure

The above has looked at possibilities of improving measures used in this paper. Recommendations for changes related to aspects of the procedure consider three areas:

(a) naive subjects, (b) confederates, and (c) the experiment proper.

Naive subjects. A larger number of subjects would more readily discern differences due to treatment effects alone. In the present study, given the effect of the specific confederate as well as the two types of training, there were only 5 subjects per cell (although 20 per cell for the immediacy levels alone).

Confederates. To eliminate differences related to the personalities or physical appearances of the confederates, confederates could be asked to disclose first and in a standard fashion for all experimental groups. Thus, both partners would talk four times, beginning with the confederate and ending with the subject. In the first trial, all confederates could display moderate experiential immediacy and an equally-weighted past-present disclosure. Then, subjects would disclose in a baseline trial that would now include the influence of the confederate. The rest of the encounter would follow the same pattern as the present design with confederates disclosing according to their training conditions. The analysis of covariance would then control for differences in noncontrolled factors of the confederates and their disclosures.

Experiment proper. Taylor and Altman's social penetration theory corroborated by Won-Doornink (1979)

emphasizes that reciprocity of intimate information is likely to occur only at a more advanced stage of a relationship making it difficult if one is dealing with trained confederates. As a compromise, two or three encounters could be scheduled for all subject-confederate pairs. Although this might increase the drop-out rate, a hypothesis could predict that subjects' coming back, as a measure of interest in pursuing the relationship, would be greater for subjects with more immediate confederates.

The above section has outlined recommendations for changes in the present design. Such modifications would test out the conclusions of the present paper.

Conclusions and Future Research Possibilities

In view of the results, continued research involving temporal and experiential immediacy within self-disclosure encounters is strongly indicated. The main findings are summarized below and future research that follow through from these conclusions are brought forth:

(a) The hypothesis 'temporal immediacy begets temporal immediacy' was confirmed. Because of the lack of other studies involved with time orientation of self-disclosures, this needs to be re-affirmed with other designs and an added verb-ratio measure.

(b) The hypothesis 'experiential immediacy begets experiential immediacy' was supported for three of four criteria of experiential immediacy, that is: emotional investment, level of specificity with present disclosures, and references to partner's first name. Number of I's divided by total words was not found to show direct reciprocity. Better measures and the need to strengthen the I versus it talk treatment condition have been discussed.

(c) The hypothesis 'temporal immediacy begets intimacy' was not validated. However, a temporally more immediate person was perceived to be more intimate. Further research could investigate at which depth (if any) past versus present disclosures take on importance. This suggests looking at time-orientation within low, moderate, and high intimacy in a confederate's disclosures.

(d) The hypothesis 'experiential immediacy begets intimacy' was corroborated by two out of five intimacy measures. The three other measures are, however, the more frequently used indices of intimacy. Control of the intimacy level of content and its positive-negative valence (as defined by societal values) is crucial in future research.

(e) In terms of the theoretical explanation of reciprocity, experiential immediacy positively affected liking and trust and freedom to self-disclose. To see if

positive feelings are always generated with closer involvement, males and females could be compared.

All in all, this study signals three important points: (a) the need to differentiate between an exact and a generalized reciprocity effect in self-disclosure research. It seems that the best way to receive certain types of disclosure is not only to disclose in turn but to disclose in the particular manner that one wants to be responded to; (b) a confirmation of Gestalt premises indicating that past versus present disclosure orientations are less crucial than how each of these time modes are experientially lived. To exemplify what this implies, a therapist should be less concerned with whether a client is speaking about the past and present happenings and more focused on how experientially involved he is being; (c) an emphasis of how being close or distant within a relationship can affect if one is (and feels) liked and trusted, and thus can affect to what extent a relationship develops. Immediacy thus 'belongs' in studies of self-disclosure, whether the interpersonal situation is a therapeutic or a social one.

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APPENDIX A

Emotional Investment Scale
(Davis and Sloan)

Emotional investment. In using this scale you are attempting to rate what the subject is experiencing during the process of disclosure. Your rating should be based not so much on what he says as on how he says it -- his manner, voice quality, inflections, phraseology, hesitations, pauses, and so on. A high rating requires that the subject show, by his whole tone, that he is intently searching within himself and is strongly desirous of opening himself up. He should appear to be responding to his feelings and not merely taking part in an intellectual exercise. It is quite possible for a subject to show high investment even though he does not succeed in disclosing himself very deeply. Conversely, some subjects may disclose quite intimate material while giving recitals that are flat and detached or glib and fluent. You may find it helpful in making your ratings to think in terms of the earnestness with which the subject is approaching his material and the intensity of his desire to disclose himself.

Ratings will again be made on a 5-point scale as follows:

1. This is the lowest rating and should be applied when the subject displays virtually no feeling about what he is doing. He may sound quite flat and detached, or his presentation may be quite glib and fluent. Either way his tone would not differ from what you would expect in a technical reading from a textbook or a chat about the weather.

5. This is the highest rating and should be applied when the subject seems to be really striving to open himself up and explore his innermost feelings. What counts is the effort and involvement he shows, irrespective of how well he succeeds in transmitting information.

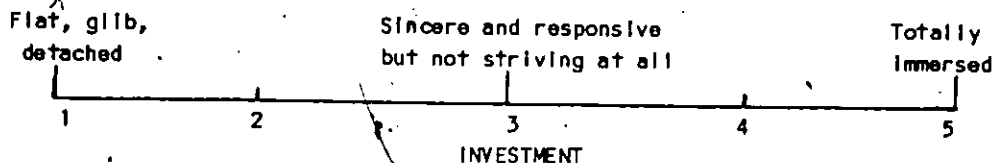
Again, the intermediate points on the scale should be used as though they represent equal steps between no involvement at all and a total immersion in the disclosure process. Point 3 represents the central position on the scale:

3. You should apply this rating if the subject sounds sincerely involved and responsive in presenting his material but seems content to present what comes easily to mind without wanting to really push himself or engage in much active searching of his feelings.

The remaining points on the scale fall into place naturally:

2. There is some communication of feeling and involvement in the subject's presentation, but not very much. It is as though he needs to keep a good distance between what he is saying and what he is experiencing as he discloses.

4. The subject is highly involved in the disclosure process and seems to want to open himself up, but appears unable to absorb himself completely into the process or to make a final commitment. Some reservation shows through in his tone and delivery.



APPENDIX B

Disclosure Rating Scale
(Doster)

0. Absence of personal involvement. The topic has been explored in an entirely impersonal or superficial manner. The central focus is on people, objects and events (or experiences) not including this person. Self-references are notably lacking or few in number. Information may be an attempt to define, clarify or discuss the topic without reference to self. His response may represent an inability or refusal to deal with the topic in terms of his personal frame of reference.

1. This person has dealt with the topic almost entirely on a non-personal or superficial level. An attempt has been made to bring oneself into the picture, but this is mostly incidental to the content presented. Identification of self usually serves to acknowledge where the thoughts originate (e.g. "It comes to me...", "I believe that...") but the central focus is on people, objects, and events surrounding the person. Inclusion of self can also be implied through membership in a larger group (e.g. "Everyone is...", "Our fraternity sent...", "People in the South are...") but inclusion or standing in the group requires interpretation. The information does allow for an understanding about what he thinks or how he sees events external to himself in terms of attitudes, opinions, or beliefs about them. However, his interaction with the events or their impact on him are clearly unexplored.

2. There is noticeably more material involving aspects of the speaker but the tendency to deal with the topic on a superficial level clearly predominates. Involvement of self is not incidental and requires no interpretation, but reflects an attempt to reveal information about self. The person has placed himself within the context of his experiences as opposed to an observer of experiences. This person is primarily at a cognitive level, clearly owning his attitudes, opinions, and beliefs. However, his elaboration of an experience is shallow and not profound in content. Reference can be made to emotions or behaviors, but their generality, scope or breadth is such as to not allow for discrimination among his experiences or to distinguish them from other people.

3. Equal attention is given to both superficial and personal aspects regarding this topic. The person clearly places himself within the context of his experiences but information about self is oriented more to event description or clarification rather than exploration of self. The content of his descriptions clearly place events as aspects of his personal experience. Aspects of the event are described, feelings labelled or behavior indicated. But his orientation is one of having you understand various aspects of the event rather than exploration and understanding of himself in this event. Labelling of feelings or behavioral descriptions enhances a picture of the event but provides mostly a general overview of him and not an appreciation of integral relationships. Evaluation of self (comparisons, impressions, judgements) are either absent from topical treatment or explored at a general and/or impersonal level.

4. This person has dealt with this topic mostly on a personal level. He clearly places himself within the context of his experience and the information provided allows for a good understanding of his personal frame of reference. Cognitions and emotions are well explored at a specific situational level and tied into aspects of these events. Elaboration of cognitions and emotions go beyond simply labelling, and are explored in terms of an integrated internal experience of himself. However, the impact of his cognitions and emotions on his responses to (operations on or interactions with) the external remains vague and unclear. Aspects of self including behaviors and evaluations (comparisons, impressions, judgements) are either absent from topical treatment or explored at a general and/or impersonal level.

5. This person has dealt with this topic almost entirely on a personal level. Cognitions and emotions are well explored within the context of his experiences and the information provided allows for a good understanding of his personal frame of reference. Exploration in terms of his internal experience of himself is more fully understood through his efforts to integrate these aspects with his responses to (operations on or interactions with) the external. Evaluations (comparisons, impressions, judgements) are either absent from topical treatment, or are explored at a general and/or impersonal level.

6. This person has focused entirely on himself, providing an intimate picture of various aspects of himself as they relate to the topics. Cognitions and emotions are well explored within the context of his experience and the information provides a good understanding of his personal frame of reference. His internal experience of himself is more fully understood through his efforts to integrate these aspects with his responses to (operations on or interactions with) the external. He reflects on himself in an evaluative manner, offering comparisons of self with others, impressions of self and others, and judgements about self and others. At this level he places his understanding of self in perspective with where he wants to be (or doesn't want to be) and where others are.

APPENDIX C

Instructions For PRESENT-CLOSE Confederates

Votre rôle sera de faire de la "révélation de soi" selon les conditions suivantes:

1. Vos trois sujets de conversation sont les suivants:

- a) Ce qui m'effraie le plus.
- b) Si oui ou non, je me sens attirante au sexe opposé.
- c) Des faiblesses que je pense avoir (que je ressens) dans ma personnalité.

2. Vous devez parler de chaque sujet de conversation en vous référant à une situation présente et actuelle. Il doit s'agir de comment vous vous sentez ou agissez au présent, dans l'immédiat. Communiquez ceci à votre partenaire:

(a) en commençant chacun des 3 sujets de conversation avec une des expressions suivantes: "à ce moment-ci", "à présent", "maintenant", "comme je me sens à ce temps-ci", "actuellement". Employez au moins 3 de ces expressions dans les 3 minutes allouées par sujet de conversation.

(b) en employant seulement des verbes conjugués au présent.

3. Vous devez parler de chaque sujet de conversation en vous montrant en contact avec votre 'experiencing'. Communiquez ceci à votre partenaire:

(a) en démontrant un niveau élevé d'investissement émotif; plus spécifiquement, vous vous efforcez à vous ouvrir et à explorer vos sentiments. Ce qui importe est votre effort et implication transmis dans votre tonalité et présentation.

(b) en employant je aussi souvent que possible comme sujet de vos phrases. Le minimum exigé pour remplir cette condition est de 10 pour les 3 minutes de discussion d'un sujet de conversation. Toutefois, essayez d'utiliser ce pronom aussi souvent que possible. Essayez d'omettre autant que possible les phrases avec des expressions telles que: "cela me fait peur"; "ce genre de personnes me choque", etc.; omettre complètement de vous servir de ces expressions comme sujet d'un verbe impliquant une émotion.

(c) en vous servant d'énoncés spécifiques pour décrire des événements ou des sentiments; par exemple, "Jean, Jacques et Pierre" au lieu de "des groupes de gens" et "je me sens crispée et je bouille en dedans" au lieu de "ça me choque".

(d) en désignant votre partenaire d'une façon personnelle, c'est-à-dire vous servir de son nom au moins 3 fois par sujet de conversation.

APPENDIX D

Instructions For PRESENT-DISTANT Confederates.

Votre rôle sera de faire de la "révélation de soi" selon les conditions suivantes:

1. Vos trois sujets de conversation sont les suivants:

- a) Ce qui m'effraie le plus.
- b) Si oui ou non, je me sens attirante au sexe opposé.
- c) Des faiblesses que je pense avoir (qui je ressens) dans ma personnalité.

2. Vous devez parler de chaque sujet de conversation en vous référant à une situation présente et actuelle. Il doit s'agir de comment vous vous sentez ou agissez au présent, dans l'immédiat. Communiquez ceci à votre partenaire:

(a) en commençant chacun des 3 sujets de conversation avec une des expressions suivantes: "à ce moment-ci", "à présent", "maintenant", "comme je me sens à ce temps-ci", "actuellement". Employez au moins 3 de ces expressions dans les 3 minutes allouées par sujet de conversation.

(b) en employant seulement des verbes conjugués au présent.

3. Vous devez parler de chaque sujet de conversation en vous montrant distante face à l''experiençing' de vos révélations. Communiquez ceci à votre partenaire:

(a) en démontrant un niveau moindre ou non détectable d'investissement émotif; plus spécifiquement, votre ton de voix devrait être monotone et détaché, votre présentation est fluide et non pondérée. En fait, votre tonalité ressemble à une lecture mécanique d'un livre de classe ou une jasette au sujet de la température.

(b) en employant comme sujets de vos phrases des expressions telles que: "cela me fait peur", "ce genre de personne me choque", etc., où le sujet de vos phrases est un événement ou une personne autre que je. Le minimum exigé pour remplir cette condition est de 10 de ces expressions pour les 3 minutes de discussion d'un sujet de conversation. Toutefois essayez d'utiliser ces mots aussi souvent que possible. Essayez d'omettre autant que possible les phrases dont le sujet est je; omettre complètement de vous servir de je comme sujet d'un verbe impliquant une émotion e.g. "j'aime..."

(c) en vous servant d'énoncés généraux (non-spécifiques) en décrivant des événements ou des sentiments; par exemple, "des groupes de gens" au lieu de "Jean, Jacques et Pierre"; et "ça me choque" au lieu de "je me sens crispée et je bouille en dedans", etc.

(d) aucune référence personnelle à votre partenaire, c'est-à-dire, n'employez pas son nom pendant vos propres révélations.

APPENDIX E

Instructions For PAST-CLOSE Confederates

Votre rôle sera de faire de la "révélation de soi" selon les conditions suivantes:

1. Vos trois sujets de conversation sont les suivants:
 - a) Ce qui m'effrayait le plus.
 - b) Si oui ou non, je me sentais attirante au sexe opposé.
 - c) Des faiblesses que je pensais avoir (que je ressentais) dans ma personnalité.

2. Vous devez parler de chaque sujet de conversation en vous référant à une situation passée et nonactuelle. Il doit s'agir de comment vous vous sentiez ou agissiez dans un temps passé; plus spécifiquement dans une période depuis au moins 3 ans. Communiquez ceci à votre partenaire:
 - (a) en commençant chacun des 3 sujets de conversation avec une des expressions suivantes: "Il y a 3 (ou 4, 5...) ans", "quand j'étais plus jeune", "adolescente, je...", "en 1976 (ou 1975, 1974...)", "dans le passé", etc. Employez au moins 3 de ces expressions dans les 3 minutes allouées par sujet. Au moins une de ces expressions doit spécifier un temps précis (c'est-à-dire une des deux expressions: "il y a 3 (ou 4, 5...) ans" ou "en 1976 (1975, 1974...)").
 - (b) en employant seulement des verbes conjugués dans un temps passé tel que le passé composé, l'imparfait, etc.

3. Vous devez parler de chaque sujet de conversation en vous montrant en contact avec votre 'experiencing'. Communiquez ceci à votre partenaire:
 - (a) en démontrant un niveau élevé d'investissement émotif; plus spécifiquement, vous vous efforcez à vous ouvrir et à explorer vos sentiments. Ce qui importe est votre effort et implication transmis dans votre tonalité et présentation.
 - (b) en employant je aussi souvent que possible comme sujet de vos phrases. Le minimum exigé pour remplir cette condition est de 10 pour les 3 minutes de discussion d'un sujet de conversation. Toutefois, essayez d'utiliser ce pronom aussi souvent que possible. Essayez d'omettre autant que possible les phrases avec des expressions telles que: "cela me faisait peur"; "ce genre de personnes me choquait", etc.; omettre complètement de vous servir de ces expressions comme sujet d'un verbe impliquant une émotion.
 - (c) en vous servant d'énoncés spécifiques pour décrire des événements ou des sentiments; par exemple, "Jean, Jacques et Pierre" au lieu de "des groupes de gens" et "je me sentais crispée et je bouillais en dedans" au lieu de "ça me choquait".
 - (d) en désignant votre partenaire d'une façon personnelle, c'est-à-dire vous servir de son nom au moins 3 fois par sujet de conversation.

APPENDIX F

Instructions For PAST-DISTANT Confederates

Votre rôle sera de faire de la "révélation de soi" selon les conditions suivantes:

1. Vos trois sujets de conversation sont les suivants:
 - a) Ce qui m'effrayait le plus.
 - b) Si oui ou non, je me sentais attirante au sexe opposé.
 - c) Des faiblesses que je pensais avoir (que je ressentais) dans ma personnalité.

2. Vous devez parler de chaque sujet de conversation en vous référant à une situation passée et nonactuelle. Il doit s'agir de comment vous vous sentiez ou agissiez dans un temps passé; plus spécifiquement dans une période depuis au moins 3 ans. Communiquez ceci à votre partenaire:
 - (a) en commençant chacun des 3 sujets de conversation avec une des expressions suivantes: "Il y a 3 (ou 4, 5...) ans", "quand j'étais plus jeune", "adolescente, Je...", "en 1976 (1975, 1974...)", "dans le passé", etc. Employez au moins 3 de ces expressions dans les 3 minutes allouées par sujet. Au moins une de ces expressions doit spécifier un temps précis (c'est-à-dire une des deux expressions: "Il y a 3 (ou 4, 5...) ans" ou "en 1976 (1975, 1974...)");
 - (b) en employant seulement des verbes conjugués dans un temps passé tel que le passé composé, l'imparfait, etc.

3. Vous devez parler de chaque sujet de conversation en vous montrant distante face à l''experienting' de vos révélations. Communiquez ceci à votre partenaire:
 - (a) en démontrant un niveau moindre ou nondétectable d'investissement émotif; plus spécifiquement, votre ton de voix devrait être monotone et détaché, votre présentation est fluide et nonpondérée. En fait, votre tonalité ressemble à une lecture mécanique d'un livre de classe ou une jasette au sujet de la température.
 - (b) en employant comme sujets de vos phrases des expressions telles que: "cela me faisait peur", "ce genre de personne me choquait", etc. où le sujet de vos phrases est un événement ou une personne autre que je. Le minimum exigé pour remplir cette condition est de 10 de ces expressions pour les 3 minutes de discussion d'un sujet de conversation. Toutefois essayez d'utiliser ces mots aussi souvent que possible. Essayez d'omettre autant que possible les phrases dont le sujet est je; omettre complètement de vous servir de je comme sujet d'un verbe impliquant une émotion, e.g. "j'aimais...".
 - (c) en vous servant d'énoncés généraux (non-spécifiques) en décrivant des événements ou des sentiments; par exemple, "des groupes de gens" au lieu de "Jean, Jacques, et Pierre"; et "ça me choquait" au lieu de "je me sentais crispée et je bouillais en dedans", etc.
 - (d) aucune référence personnelle à votre partenaire, c'est-à-dire, n'employez pas son nom pendant vos propres révélations.

APPENDIX G

Procedure Instructions For Subjects

Chère étudiante,

Nous vous demandons de participer à un projet de recherche qui traite du processus d'interaction sociale. Pour simplifier, cela pourrait être décrit comme suit: qu'est-ce qui se passe lorsque deux personnes se rencontrent?

Votre partenaire et vous avez été placées ensemble au hasard. La durée de votre participation sera d'environ 45 minutes. Lisez d'abord les instructions au complet attentivement. Puis, lorsque votre partenaire et vous aurez terminé cette lecture, revenez au numéro 1 et suivez les étapes ci-dessous.

Voici comment vous devez procéder:

1. Près de vous il y a deux feuilles de papier. Celle intitulée "B" appartient à votre partenaire. Vous devez seulement vous servir de la feuille "A". Une petite carte blanche est attachée à cette feuille. En regardant la feuille "A", vous pouvez voir une série de 40 énoncés différents. Chacun représente un sujet possible de discussion où l'on parle de soi-même. Les feuilles "A" et "B" sont similaires; cependant, pour éviter de choisir les mêmes sujets de conversations, deux listes furent rédigées.
2. Notez qu'il y a aussi deux crayons et un chronomètre sur la petite table à votre côté.
3. Maintenant, lisez bien tous les énoncés sur la feuille "A". Choisissez-en un sans trop tarder. Pour faire votre choix, sélectionnez un énoncé (i.e. un sujet de conversation) sur lequel vous êtes prêtes à parler ouvertement et honnêtement de vous-même. Indiquez le numéro (de 1 à 40 correspondant à l'énoncé que vous avez choisi sur la petite carte blanche. S'il-vous-plaît, laissez la feuille "A" sans aucune marque.
4. Lorsque vous aurez bien indiqué votre choix, demandez à votre partenaire de mettre le chronomètre en marche pour 3 minutes. (et le magnétophone au début du 1er tour) Puis, commencez à parler sur l'énoncé choisi d'une façon naturelle. Il est important de continuer à parler sur ce même sujet jusqu'à ce que les 3 minutes soient écoulées. Ne dépassez pas les 3 minutes.
5. Lorsque le chronomètre sonnera (après 3 minutes), ce sera alors le tour de votre partenaire. Elle choisit, de la même façon, un énoncé en se servant de la feuille "B". Elle suit alors la même procédure. Quelque cela puisse vous tenter, il est important de ne pas l'interrompre pendant ou après son discours.
6. Après les 3 minutes de votre partenaire, vous commencez alors votre deuxième tour. Regardez de nouveau la feuille "A" puis choisissez un 2ème énoncé. Il n'est pas permis de reprendre le même énoncé. Puis, répétez les instructions 4, 5, et 6.

7. C'est alors votre 3ème tour (après le 2ème de votre partenaire). Encore, répétez les instructions 4, 5 et 6 en vous servant d'un 3ème énoncé.

8. Faites de même pour votre 4ème et dernier tour. L'entrevue est alors terminée. Vous allez noter que la personne "A" a 4 tours tandis que la personne "B" en a que 3 mais elle doit s'occuper du magnétophone et du chronomètre. Encore ici, cette décision a été fait au hasard tant qu'au choix des personnes "A" et "B".

* * * * Avant de partir, nous vous demandons de remplir un bref questionnaire. Vous le trouverez sur le bureau dans la même pièce.

* * * * Vous recevrez une copie décrivant plus spécifiquement la nature de cette recherche. Si, par la suite, vous voudriez plus de renseignements, (par exemple, en ce qui concerne les résultats, appelez-moi à 231-2465).

* * * * Nous vous prions de ne pas discuter de ce projet avec d'autres volontaires (par exemple, vos compagnons de classe) avant leur propre participation.

* * * * Merci encore pour votre coopération.

APPENDIX H

Self-disclosure Topic List For Subjects

1. Les fois où mes parents ont été en colère contre moi.
2. Si oui ou non j'aime raconter des farces et histoires amusantes.
3. Les animaux qui m'agacent ou qui m'effraient.
4. La description d'une personne avec qui j'étais (ou je suis) amoureuse.
5. Comment je me sens face à un gars après avoir eu des relations sexuelles avec lui.
6. Si j'aime faire des choses seule ou en groupe.
7. Mes peurs de l'eau.
8. Mes sentiments face aux conventions concernant la sexualité avant le mariage.
9. Si oui ou non je trouve le mensonge acceptable dans certaines situations.
10. Ce qui m'est plus important: l'amitié ou l'argent.
11. Comment je réagis si l'ami de ma meilleure amie me faisait des avances sexuelles.
12. Les situations qui m'ennuient.
13. A quel point j'aime m'engager dans des activités sexuelles.
14. Ma vie sexuelle.
15. Ce qu'est un bon ami pour moi.
16. Les déceptions ou mauvaises expériences que j'ai eues dans ma vie amoureuse.
17. Les fois où je me suis sentie querelleuse.
18. D'où viennent mes tantes, oncles, cousins, etc.
19. Les aspects de ma personnalité que je n'aime pas, qui m'inquiètent ou que je considère un handicap.
20. Mes disputes avec les membres de ma famille.
21. Les fois où je me sentais en colère contre mes parents.
22. Ce que je n'aime pas discuter avec d'autres.
23. Les choses passées ou présentes pour lesquelles je me sens honteuse ou coupable.
24. Mes habitudes dans les sorties avec des garçons.
25. A quel point je me masturbe.
26. Les fois où d'autres personnes m'ont rendu mal à l'aise.
27. Si oui ou non je peux me laisser aller lorsque je suis fâchée.
28. Les sujets sur lesquels je me sens bien renseigné.
29. Mes superstitions.
30. D'où viennent mes parents et grands parents.
31. Comment je me sens face à rencontrer les parents de mon ami lors de notre première sortie.
32. Les fois où j'ai dit à un garçon "ses quatre vérités" (i.e. "told him off").
33. Le nombre de fois que mes tantes et mes oncles et ma famille se rencontrent.
34. Mes sentiments face à dire les quatre vérités à quelqu'un qui est injuste.
35. Mes vues à propos de fumer.
36. Les mensonges que j'ai dits à mes ami(e)s.
37. Ma vie amoureuse.
38. Les erreurs de mes parents en m'élevant.
39. A quel point je suis une personne tendue.
40. Où je vais habituellement avec un gars pour une sortie.

APPENDIX I

Answer Card

Age _____
Statut: Célibataire _____ Mariée _____
(cochez) Séparée/
Divorcée _____ Religieuse _____

Choix de sujets de conversation

1er tour: _____
2ème tour: _____
3ème tour: _____
4ème tour: _____

Réponses au questionnaire

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |
12. _____

13. _____

APPENDIX J

Procédure Instructions For Confederates

Chère étudiante,

Nous vous demandons de participer à un projet de recherche qui traite du processus d'interaction sociale. Pour simplifier, cela pourrait être décrit comme suit: qu'est-ce qui se passe lorsque deux personnes se rencontrent? Votre partenaire et vous avez été placées ensemble au hasard. La durée de votre participation sera d'environ 45 minutes. Lisez d'abord les instructions au complet attentivement. Puis, lorsque votre partenaire et vous aurez terminé cette lecture, revenez au numéro 1 et suivez les étapes ci-dessous.

Voici comment vous devez procéder:

1. Près de vous il y a deux feuilles de papier. Celle intitulée "A" appartient à votre partenaire. Vous devez seulement vous servir de la feuille "B". Une petite carte blanche est attachée à cette feuille. En regardant la feuille "B", vous pouvez voir une série de 40 énoncés différents. Chacun représente un sujet possible de discussion où l'on parle de soi-même. Les feuilles "A" et "B" sont similaires; cependant, pour éviter de choisir les mêmes sujets de conversations, deux listes furent rédigées.
2. Notez qu'il y a aussi deux crayons et un chronomètre sur la petite table à votre côté.
3. Maintenant, votre partenaire doit choisir un des énoncés sur la feuille "A" et indiquer le numéro de son choix sur la carte réponse.
4. Lorsque votre partenaire est prêt à parler, mettez le chronomètre en marche pour 3 minutes (et le magnétophone au début du 1er tour). Elle parlera alors jusqu'à la sonnette. Quoique cela puisse vous tenter, il est important de ne pas l'interrompre pendant ou après son discours.
5. Lorsque le chronomètre sonnera (après 3 minutes), c'est alors votre tour. Regardez attentivement la feuille "B". Faites semblant de choisir un des énoncés et indiquez le numéro (de 1 à 40) sur la CARTE-RESPONSE. Puis, mettez le chronomètre en marche pour 3 minutes et commencez à parler jusqu'à la sonnette.
6. C'est alors le 2ème tour de votre partenaire. Répétez les instructions 3, 4, 5.

7. C'est alors le 3^{ème} tour de votre partenaire. Encore, répétez les instructions 3, 4, 5.

8. C'est alors le 4^{ème} et dernier tour de votre partenaire. L'entrevue est alors terminée. Vous allez noter que la personne "A" a 4 tours tandis que la personne "B" en a que 3 mais elle doit s'occuper du magnétophone et du chronomètre. Encore ici, cette décision a été faite au hasard tant qu'au choix des personnes "A" et "B".

* * * * Avant de partir, nous vous demandons de remplir un bref questionnaire. Vous le trouverez sur le bureau dans la même pièce.

* * * * Vous recevrez une copie décrivant plus spécifiquement la nature de cette recherche. Si, par la suite, vous voudriez plus de renseignements, (par exemple, en ce qui concerne les résultats), appelez-moi à 231-2465.

* * * * Nous vous prions de ne pas discuter de ce projet avec d'autres volontaires (par exemple, vos compagnons de classe) avant leur propre participation.

* * * * Merci encore pour votre coopération.

APPENDIX K

Self-disclosure Topic List For Confederates

1. Les sujets sur lesquels je me sens bien renseignés.
2. Les fois où je me suis faite dire "mes quatre vérités" par un garçon.
3. A quel point je deviens fâchée lorsque les gens me pressent.
4. Mes sentiments lorsque, de temps en temps, je me retrouve seule pour réfléchir.
5. Des mensonges que j'ai dits à mes parents.
6. Comment je me sens face aux nouvelles modes masculines.
7. Ce qui m'effraie (m'effrayait) le plus.
8. Ma vie sexuelle.
9. Si oui ou non je brise les règles.
10. A quel point je suis du genre à remettre les choses à plus tard.
11. A quel point je me soucie de ce que les autres pensent de moi.
12. Les animaux qui m'agacent ou qui m'effraient.
13. Mes sentiments face à la régulation des naissances (birth control).
14. D'où viennent mes parents et grands parents.
15. Ma vie amoureuse.
16. L'intensité de douleur que je peux tolérer.
17. Comment je réagis si l'ami de ma meilleure amie me faisait des avances sexuelles.
18. Les gens de ma parenté que je n'aime pas et pourquoi je ne les aime pas.
19. Si oui ou non je me sens (sentais) attirante au sexe opposé.
20. La première fois que j'ai embrassé un garçon.
21. Les rêves sexuels que j'ai faits.
22. Ce qui se passe chez moi lorsque je vois du sang.
23. Ce que je ferais si je devenais enceinte.
24. Les périodes de crises ou difficultés que j'évite ou je fuis.
25. Mes superstitions.
26. Si je suis plutôt du genre à écouter (listen) ou à parler (talk) dans les conversations sociales.
27. Le genre de choses que je n'aime pas faire devant les gens.
28. Mes sentiments face aux conventions concernant la sexualité avant le mariage.
29. Mes difficultés, s'il y a lieu, à recevoir l'attention favorable des personnes du sexe opposé.
30. Ce que j'aime de ma mère.
31. Les fois où j'ai été tentée de voler quelque chose.
32. Mes sentiments face à ma compétence sexuelle.
33. Les fois où mes parents ont été en colère contre moi.
34. Si oui ou non j'aime raconter des farces et histoires amusantes.
35. Ce que j'apprécierais le plus recevoir en cadeau.
36. Les faiblesses que je pense (pensais) avoir dans ma personnalité.
37. Les fois où j'ai dit à un garçon "ses quatre vérités".
38. Les malheurs possibles qui m'inquiètent.
39. La plus grande amitié que j'ai connue.
40. Les sentiments, s'il y a lieu, que je trouve difficiles à exprimer ou contrôler.

APPENDIX L

Post-Interview Questionnaire

Avant de partir, veuillez répondre aux questions suivantes. Donnez seulement une réponse par question. Servez-vous de la carte réponse pour y inscrire le numéro correspondant à votre réponse. Répondez aux questions 12 et 13 à l'endroit indiqué sur la carte réponse en vous servant de l'espace nécessaire.

Vous venez d'avoir un entretien d'environ 30 minutes avec votre partenaire.

1. La communication dont votre partenaire vient de vous faire part était-elle:
 - 1...pas du tout intime et personnelle
 - 2...très peu intime et personnelle
 - 3...peu intime et personnelle
 - 4...moyennement intime et personnelle
 - 5...assez intime et personnelle
 - 6...très intime et personnelle
 - 7...extrêmement intime et personnelle

2. La communication de votre partenaire était-elle surtout:
 - 1...à son passé
 - 2...à son présent

3. L'investissement émotif de votre partenaire pendant ses communications pourrait être mieux décrit par l'énoncé suivant:
 - 1...niveau moindre d'investissement émotif; ton de voix monotone et détaché, comme une lecture mécanique ou une jasette au sujet de la température.
 - 2...un peu d'investissement d'émotion et d'implication mais pas beaucoup; il semble y avoir une bonne distance entre ce qui est dit et le ressenti.
 - 3...impliqué sincèrement et répond bien à la tâche quoique présente ce qui lui vient facilement en tête sans chercher activement au niveau de ses sentiments.
 - 4...très impliqué dans le processus de la révélation; semble vouloir s'ouvrir mais encore un peu de réserve dans la tonalité et présentation.
 - 5...niveau élevée d'investissement émotif; s'efforce de s'ouvrir et d'explorer ses sentiments à fond; ce qui importe est l'effort et l'implication transmis par la tonalité et la présentation.

4. Le contenu de la communication de votre partenaire était-il surtout: (A noter: plus un contenu est général, plus il s'applique à des descriptions globales d'émotions e.g. "J'ai peur; Je suis nerveuse", etc. Plus un contenu est spécifique, plus il s'applique à des descriptions précises et détaillées d'émotions e.g. "Je frissonne de la tête aux pieds; J'ai une boule étouffante dans la gorge", etc.)
 - 1...très général; pas du tout ou très peu spécifique
 - 2...assez général; peu spécifique
 - 3...quelque peu général; quelque peu spécifique
 - 4...peu général; assez spécifique
 - 5...pas du tout ou très peu général; très spécifique

5. Indiquez jusqu'à quel point vous avez trouvé votre partenaire sympathique:
- 1...pas du tout sympathique
 - 2...très peu sympathique
 - 3...peu sympathique
 - 4...moyennement sympathique
 - 5...assez sympathique
 - 6...beaucoup sympathique
 - 7...extrêmement sympathique
6. Indiquez jusqu'à quel point vous vous êtes senties en confiance avec votre partenaire:
- 1...pas du tout en confiance
 - 2...très peu en confiance
 - 3...peu en confiance
 - 4...moyennement en confiance
 - 5...assez en confiance
 - 6...beaucoup en confiance
 - 7...extrêmement en confiance
7. Indiquez jusqu'à quel point vous semblez sympathique à votre partenaire:
- 1...pas du tout sympathique
 - 2...très peu sympathique
 - 3...peu sympathique
 - 4...moyennement sympathique
 - 5...assez sympathique
 - 6...beaucoup sympathique
 - 7...extrêmement sympathique
8. Indiquez jusqu'à quel point votre partenaire semblait vous démontrer de la confiance:
- 1...pas du tout de confiance
 - 2...très peu de confiance
 - 3...peu de confiance
 - 4...moyennement de confiance
 - 5...assez de confiance
 - 6...beaucoup de confiance
 - 7...extrêmement de confiance
9. A quel point trouviez-vous cela difficile de faire de la révélation de soi avec votre partenaire?
- 1...extrêmement difficile
 - 2...beaucoup, très difficile
 - 3...assez difficile
 - 4...moyennement difficile
 - 5...peu difficile
 - 6...très peu difficile
 - 7...pas du tout difficile

10. A quel point vous sentiez-vous libre en faisant vos révélations? (A noter: Plus vous vous sentiez libre, plus que vous vouliez vous révéler, sans ressentir une obligation due aux directives de la recherche. Plus vous ne vous sentiez pas libre, plus vous vous sentiez obligée de vous dévoiler étant donné la nature de la recherche et moins vous vouliez vraiment vous dévoiler.)

- 1...pas du tout libre
- 2...très peu libre
- 3...peu libre
- 4...moyennement libre
- 5...assez libre
- 6...beaucoup, très libre
- 7...extrêmement libre

11. A quel point trouviez-vous cela frustrant de ne pas pouvoir intervenir pendant les révélations de votre partenaire? (A noter: Plus vous trouviez cela frustrant, plus cela vous tentait de parler, e.g. de donner votre opinion face à ce que votre partenaire disait. Moins cela vous était frustrant, moins cela vous tentait de dire quoi que ce soit et plus vous vous sentiez bien à rester muette):

- 1...pas du tout frustrant
- 2...très peu frustrant
- 3...peu frustrant
- 4...moyennement frustrant
- 5...assez frustrant
- 6...très frustrant
- 7...extrêmement frustrant

12. D'après vous, le but de cette recherche est de:
(voir carte réponse)

13. Mes raisons pour dire cela (no. 12) sont:
(voir carte réponse)

APPENDIX L (English)

Post-Interview Questionnaire

Before leaving, please answer the following questions. Give only one answer per question. Indicate the number corresponding to your answer on the answer card provided. Respond to questions 12 and 13 using the space shown on the card.

You have just completed a 30 minute session with your partner.

1. How would you rate your partner's disclosures to you:
 - 1...not at all intimate
 - 2...very little intimacy
 - 3...little intimacy
 - 4...average intimacy
 - 5...quite intimate
 - 6...very intimate
 - 7...extremely intimate

2. Were your partner's disclosures primarily related:
 - 1...to her past
 - 2...to her present

3. Which statement best describes your partner's degree of emotional investment?
 - 1...almost no emotional investment; tone of voice is monotonous and detached, as in a technical reading from a textbook or a chat about the weather.
 - 2...some emotional investment but not much; there seems to be a good distance between what she is saying and what she is experiencing.
 - 3...sincerely involved and responsive in presenting her material but content to present what comes easily to mind without much active searching of her feelings.
 - 4...very involved in the disclosure process; seems to want to open herself up but some reservation shows through in her tone and delivery.
 - 5...most involved emotionally; strives to open herself up and explore her innermost feelings; what counts is the effort and involvement shown in her tone and delivery.

4. Your partner's disclosure content was mostly: (please note: the more a content is general, the more it describes global emotions, e.g. "I am afraid; I am nervous", etc. The more a content is specific, the more it includes precise definitions and detailed emotions, e.g. "I am shivering from head to foot, I feel a strangling ball in my throat", etc.)
 - 1...very general; not or hardly specific
 - 2...quite general; only slightly specific
 - 3...somewhat general; somewhat specific
 - 4...slightly general; quite specific
 - 5...not or hardly general; very specific

5. Indicate to what extent you liked your partner:
- 1...not at all
 - 2...very little
 - 3...little
 - 4...average
 - 5...quite
 - 6...much
 - 7...extremely
6. Indicate to what extent you trusted your partner:
- 1...not at all
 - 2...very little
 - 3...little
 - 4...average
 - 5...quite
 - 6...much
 - 7...extremely
7. Indicate to what extent you felt liked by your partner:
- 1...not at all
 - 2...very little
 - 3...little
 - 4...average
 - 5...quite
 - 6...much
 - 7...extremely
8. Indicate to what extent you felt trusted by your partner:
- 1...not at all
 - 2...very little
 - 3...little
 - 4...average
 - 5...quite
 - 6...much
 - 7...extremely
9. To what extent did you find it difficult to disclose to your partner:
- 1...not at all
 - 2...very little
 - 3...little
 - 4...average
 - 5...quite
 - 6...much
 - 7...extremely

10. To what extent did you feel free to disclose? (Please note: the more you felt free, the more you wanted to reveal, without feeling any obligation due to the demands of the research; the more you did not feel free, the more you felt obliged to reveal yourself because of the nature of the research and the less you really wanted to reveal yourself).

- 1...not at all
- 2...very little
- 3...little
- 4...average
- 5...quite
- 6...much
- 7...extremely

11. To what extent did you find it frustrating not to be able to intervene during your partner's revelations? (Please note: the more you found it frustrating, the more you were tempted to talk, e.g. giving your opinion of what your partner was saying; the less frustrating for you, the less you were tempted to say something and the more you felt good about being silent).

- 1...not at all frustrating
- 2...very little frustration
- 3...little frustrating
- 4...average frustration
- 5...quite frustrating
- 6...much frustration
- 7...extremely frustrating

12. The purpose of this study is: (see answer card)

13. My reasons for this are (no. 12): (see answer card)

APPENDIX M

Effectiveness of Deception Rating Scale

Niveau	Critère	Ce que le sujet dit est le but de la recherche (no.12)	Exemples
1	Le sujet n'a aucune idée du but réel de la recherche, ou a une hypothèse fautive ou n'est pas du tout conscient de l'entraînement de son partenaire.	"Pour voir ce qui se passe quand deux étrangers se rencontrent." ----- "Je ne sais pas... Interaction sociale."	Les raisons données pour le but mentionné (no. 13) "Parler devant une inconnue est difficile. Alors, par cette recherche, on voit si une personne est ouverte." ----- aucune
2	Le sujet mentionne que son partenaire semble se révéler d'une certaine façon et alors pourrait être entraîné; cependant, l'hypothèse soulevée est fautive.	"Ce qui se produit chez une personne quand l'autre parle d'une façon spécifique." ----- "Pour voir qu'est-ce qui se passe avec des complices différentes."	"La personne avec qui j'étais ne variait pas beaucoup dans sa façon de s'exprimer. Il y avait quelque chose de toujours pareil." ----- "Elle avait l'air trop familière avec comment ça se passait pendant l'entrevue."
3	Le sujet spécifie l'entraînement probable de son partenaire e.g. Investissement émotif ou passé/présent et souligne que cela pourrait l'affecter. L'hypothèse majeure est encore vague et d'autres hypothèses apportées ne sont pas exactes.	"Mon partenaire avait reçu des directives spécifiques de se révéler intimement. Cela pourrait affecter comment moi, je me révèle."	"Elle était toujours très intime... par exemple elle disait beaucoup de "Je" ou "elle parlait toujours de son passé sans rien dire du tout de maintenant."
4	Le sujet spécifie que le partenaire avait été entraîné et devait se montrer proche (ou distant) de ses sentiments; aussi le partenaire était obligé de parler de son présent (ou de son passé). Elle postule que d'autres sujets auraient été paillés avec des partenaires se révélant d'une façon opposée. L'effet possible sur les sujets dans différentes conditions est suggéré.	"Cette recherche comprend des sujets naïfs (comme moi) qui sont paillés avec des personnes entraînées à se révéler toujours au présent et avec peu d'investissement émotif - Il se peut que d'autres sujets reçoivent des révélations différentes par ces complices. Je crois que les gens seraient affectés différemment par ces différentes façons."	"Elle parlait toujours d'une façon bien distante, aussi parce que c'était toujours au passé, j'ai pensé que ses révélations étaient contrôlées."

APPENDIX N

Pearson Correlations: Relationship Between Theoretical Manipulations' Measures and Main Dependent Measures

Dependent Measures	Interpersonal Attraction Theory Ss' Liking for Confederate	Ss' Trust In Confederate	Ss' Feeling of Being Liked by Confederate	Ss' Feeling of Being Trusted by Confederate	Confederates' Liking for Ss	Confederates' Feeling of Being Liked by Ss	Confederates' Feeling of Being Trusted by Ss	Equitable Exchange Theory Ss' Difficulty In Self-Disclosing	Modeling Theory Ss' Freedom In Self-Disclosing
<u>Temporal Immediacy</u>									
: Confederates' Ratings	.04	-.15	-.07	.11	.10	.12	.05	.06	-.15
: Judges' Ratings	-.12	-.05	-.20*	-.02	-.19*	-.14	-.19*	-.12	-.35**
<u>Experiential Immediacy</u>									
<u>Emotional Investment</u>									
: Confederates' Ratings	.36**	.36**	.24*	.37**	.51**	.42**	.67**	.20*	.33**
: Judges' Ratings	.23*	.18	.19*	.09	.27*	.24*	.28*	.20*	.29*
No. of I's/Total Words	-.14	-.21*	-.02	-.17	-.13	-.13	-.13	.04	-.15
Specificity: Confederates' Ratings	.19*	.11	.01	.07	.51**	.42**	.67**	.06	.16
<u>Intimacy (Int.)</u>									
Ss' Ratings of Cs' Int.	.26*	.40*	.30*	.34**	.23*	.18	.25*	.16	.32*
Cs' Ratings of Ss' Int.	.27*	.30*	.15	.30*	.52**	.41**	.60**	.22*	.30*
Pre-Rated Int. Levels	.12	.09	.10	-.10	.07	-.05	-.04	.03	.14
Judges' Ratings on DRS	-.04	-.03	-.06	-.03	-.07	-.10	-.06	.07	.07
No. of Self-References/ Total Words	-.07	-.11	.05	-.05	-.07	-.12	-.12	.13	-.02
No. of Total Words	.17	.11	.20	.14	.11	.18	.05	.31*	.29*

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

APPENDIX 0

Pearson Correlations: Relationship Between Temporal and Experiential Immediacy Measures

Pearson Correlation Coefficients (<u>r</u>)	TEMPORAL IMMEDIACY		EXPERIENTIAL IMMEDIACY			
	Confederates' Ratings	Judges' Ratings	Confederates' Ratings of Ss' Emotional Investment	Judges' Ratings of Ss' Emotional Investment	Number of I's/ Total Words	Confederates' Ratings of Ss' Specificity
TEMPORAL IMMEDIACY						
- Confederates	xxx	.36**	.13	-.03	-.04	-.03
- Judges		xxx	-.21	.23**	-.07	-.23
EXPERIENTIAL	x	x	x	x	x	
- Confederates	x	x	xxx	.51**	.00	.64**
- Judges	x	x	x	xxx	.58**	.39**
- Number of I's	x	x	x	x	xxx	.00
- Specificity	x	x	x	x	x	xxx

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

APPENDIX P

Pearson Correlations: Relationship Between Intimacy Measures

Pearson Correlation Coefficients (r)	Ss' Ratings of Cs' Int	Cs' Ratings of Ss' Int	Pre-rated Int Levels	Judges' Ratings On DRS	No. of Self- References/ Total Words	No. of Total Words
Ss' Ratings of Cs' Int.	xxx	.20*	.15	.19*	.18	.25*
Cs' Ratings of Ss' Int	x	xxx	.29**	.26*	.14	.17
Pre-Rated Int Levels	x	x	xxx	.24**	.19**	.15*
Judges' Ratings on DRS	x	x	x	xxx	.64**	.25*
No. of Self- References/ Total Words	x	x	x	x	xxx	.07
No. of Total Words	x	x	x	x	x	xxx

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

APPENDIX Q

Pearson Correlations: Relationship Between Immediacy and Intimacy Measures

Pearson Correlation Coefficients (r)	TEMPORAL IMMEDIACY		EXPERIENTIAL IMMEDIACY			
	Confederates' Ratings	Judges' Ratings	Confederates' Ratings of Ss' Emotional Investment	Judges' Ratings of Ss' Emotional Investment	Number of I's/ Total Words	Confederates Ratings of Ss' Specificity
INTIMACY (Int)						
Ss' Ratings of Cs' Int	.05	-.01	.23*	.23*	.10	.25*
Cs' Ratings of Ss' Int	.04	-.24*	.78**	.47**	.06	.64**
Pre-Rated Int Levels	-.14	-.30*	.12	.24**	.10	.07
Judges' Ratings on DRS	-.03	-.03	.18	.51**	.58**	.08
No. of Self-Refer- ences/total words	-.03	-.14*	.07	.35**	.88**	.01
No. of Total Words	-.21*	-.22**	.08	.33**	-.02	.04

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