Self-Disclosure in Initial Acquaintanceship Interactions

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Abstract

The present study investigated the effects of varying degrees of self-disclosure and

attachment style on the recipient's behavioral, cognitive, and emotional responses in an

acquaintanceship situation. Participants heard a self-disclosure of either low, moderate, or

high intimacy. Participants disclosed information in return, made attributions for the

confederate's disclosure, and indicated their general feelings and mood after the

interaction. Results indicate that participants exposed to a high discloser felt sympathy

and concern for the confederate, were less pleased and less satisfied with the interaction

as a whole, and were less likely to reciprocate disclosure than participants exposed to a

less intimate discloser. Results are discussed in terms of theories of relationship

development, and in the context of past self-disclosure research.

Self-Disclosure in Initial Acquaintanceship Interactions

Justin and Jennifer, two strangers, met at a party and began to converse. They both began by talking about relatively shallow topics, discussing their major and their classes. Both individuals were enjoying the brief conversation, until Justin mentioned the fact that he was not sure that he would be able to stay in college because of his family's money problems. Jennifer was not expecting to hear about Justin's family problems and so was a bit taken aback, but didn't think too much about it. Nevertheless, Jennifer quickly gave her opinion about the matter. Within moments, Justin's comments about his family's money problems reminded him of another problem he had been having lately: anxiety attacks. Again, Jennifer was taken back by the comments, and began to wonder why Justin was telling her all of this personal information. After all, before tonight, they had never met and had no past history. When Justin began telling Jennifer about his jealous ex-girlfriend who was slandering him, Jennifer continued to feel the pressure to converse, but was never able to return comments of equal intimacy.

We all frequently encounter situations in which we meet and converse with new acquaintances. In these situations, it is a very natural thing for us to make quick, intuitive judgments about the people we meet and behave toward them accordingly. These judgments allow us to maintain a sense of predictability, reduce uncertainty and ambiguity in our own minds, and exert control over the situation so that a smooth interaction will transpire (Kelley, 1972).

The degree to which a new acquaintance discloses information about him/herself is one feature of an interaction with a new acquaintance that is likely to influence our impressions of him/her – that is, what we think about, how we feel about, and how we respond to him/her. In previous research, self-disclosure has been shown to play an important positive role in the development of interpersonal relationships (Altman & Taylor, 1973; Knapp & Vangelisti, 1991; Berscheid & Walster, 1978; Derlega, 1988). This research generally indicates that, among other things, we tend to disclose more to those we like, we tend to like those who disclose to us, and we tend to like those to whom

we disclose (see Collins & Miller, 1994, for a meta-analysis and review). However, depending on the depth and the breadth of the disclosure, as well as the stage of the relationship between the two parties, self-disclosure may be associated with a variety of negative outcomes. For example, as the anecdote above indicates, we might like someone less and feel more uncomfortable if they disclose too much personal information before we feel the relationship has reached a point where such disclosure would seem appropriate. That is, there are likely to be situations in which too much or too little disclosure will have a negative impact on relationship development.

Cozby (1972) first documented an instance in which highly intimate disclosure had a negative impact on relationship development. In his role-playing study, female participants were instructed to *pretend* that they were to be playing the role of one of two females in an experiment and that it was important that the participant always imagine that she was really a subject in the experiment. The experimenter explained to them that the procedure of the pretend experiment maintained that the two girls describe certain things about themselves by passing notes back and forth. The participants were then given ten topics that the other participant would have chosen to pass to them, and they were asked to choose ten topics (from a list of 70) that they would like to discuss and pass to the peer participant in return. The ten topics that they first received from the imaginary peer were of a low ("her favorite TV program"), moderate ("the things she enjoys most in life"), or high intimacy level ("her greatest romantic disappointment"), depending on the experimental condition to which the participant was assigned. Cozby (1972) found that the participants reciprocated the intimacy level in the low and moderate conditions, but that they liked the female peer the most in the moderate condition only.

In other words, the participants were more likely to match the intimacy level when the topics that the hypothetical participant gave them were *not* of high intimacy, and furthermore, the relationship between self-disclosure intimacy and liking was curvilinear (with the most liking existing for the *moderately* disclosing "friend"). Thus, Cozby's results would suggest that in the anecdote above, not only would Jennifer be unlikely to reciprocate Justin's highly intimate self-disclosure, but that she would also like Justin more if he had disclosed more moderately.

Thus, we see that not only might there be situations in which too much or too little self-disclosure is detrimental to relationship development, but that we can actually identify and predict in which situations these deterrents occur. Research following Cozby's (1972) study extended his findings to scrutinize other aspects and dimensions of self-disclosure within the acquaintance process, and these studies are reviewed below. The majority of these studies were conducted between the late 1960's and the early 1980's, and there has been a dearth of research on self-disclosure since then. A few researchers have continued to examine self-disclosure as a means of understanding intimacy within close relationships (e.g., Bradford, Feeney, and Campbell, 2002; Anders and Tucker, 2000; Dindia, 1997). Moreover, attachment theory is a framework that has been recently used to examine individual differences in self-disclosure and receptivity to the disclosure of others (e.g., Mikulincer & Nachson, 1991; Grabill and Kerns, 2000; Keelan, Dion, and Dion, 1998; Pistole, 1993).

The purpose of the present study, then, is to extend previous research by investigating the effects of varying levels of self-disclosure on the recipient's behavioral, cognitive, and emotional responses to situations in which two people are meeting for the

first time. This investigation extends prior work by examining behavioral, cognitive, and emotional responses to self-disclosure in greater depth than has been investigated before and by examining all categories of responses in the same study. For example, in this investigation we used more elaborate coding systems that permit the examination of a variety of behaviors, thoughts, and feelings in response to an *actual* interaction with a new acquaintance. A review and assessment of the state of the literature regarding the three categories of responses to self-disclosure considered here (behavioral, cognitive, and affective) are provided below as important background information for the present study.

Behavioral Responses to Self-Disclosure – Self-Disclosure Reciprocity

One of the most consistent findings in the self-disclosure literature involves the norm of reciprocity (Kleinke, 1979; Berg & Archer, 1980). Described by Jourard (1964) as the "dyadic effect", research has shown that the intimacy level of one person's disclosure is positively correlated with the intimacy level of the receiver's disclosure (see Cozby, 1973; Chaikin & Derlega, 1974; Kleinke, 1979). In other words, when one person discloses personal information, the recipient of that information often discloses personal information in return, usually at an equivalent level of intimacy. Any instance in which the recipient chooses not to reciprocate by disclosing personal information at an equivalent intimacy level would be considered breaking the norm.

Social penetration theory (Altman & Taylor, 1973) predicts that as a relationship develops, the content of two individual's reciprocating disclosures will continue to increase in intimacy. Furthermore, Knapp and Vangelisti's (1991) "Staircase model of relationship stages" suggests that mutual self-disclosure in the initial stages of

acquaintanceship could assist the two individuals in further intensifying their association. Thus, disclosure reciprocity could function as an effective means for relationship development. However, as described by Derlega et al (1993), one's level of self-disclosure may also serve as a means for deterring the development of a relationship. In any given interaction between strangers, it is possible that relationship development is *not* one or both of the interaction partner's goals. In situations such as these, an intimate disclosure will likely not be reciprocated (Cozby, 1972; Archer & Berg, 1978).

An interesting issue that still remains, however, is that there are likely to be other behavioral factors that come into play besides reciprocity (or lack thereof). One of the purposes of the present study is to examine additional behavioral responses to self-disclosure (besides reciprocity) that have not been explored before. Other factors, including the positivity and negativity of the disclosure, time spent talking, topical reciprocity (the degree to which the participant matches topics), and the use of self-disclosure as an attempt to relate to others are all likely to be important behavioral variables to consider beyond reciprocity.

Consistent with previous research, it is predicted that self-disclosure of low and moderate intimacy will be reciprocated, and that self-disclosure of high intimacy will not be reciprocated in an initial acquaintanceship interaction. Furthermore, it is predicted that participants who receive high levels of intimate disclosure from a new acquaintance will be less likely to match topics and attempt to relate personally to the acquaintance, and will exhibit signs of discomfort with the acquaintance. It is possible, however, that our predictions could go the other way. The "stranger on a train" phenomenon describes the experience of being intimately disclosed to by a stranger with whom you do not

expect to interact with again. In these situations, it was found that people often follow

the norm of reciprocity. If this phenomenon holds, participants may very easily

reciprocate highly intimate self-disclosure to a stranger. Finally, in accordance with

Mikulincer and Nachson's (1991) work on self-disclosure and attachment, we predict that

secure individuals will feel more comfortable and be more likely to reciprocate highly

intimate disclosure than insecure individuals.

Cognitive Responses to Self-Disclosure – Self-Disclosure and Attribution

When a new acquaintance discloses highly sensitive information, it is reasonable

to assume that such unexpected behavior will lead to increased interpretive processing.

This assumption is consistent with the social inference literature and with studies that

indicate that an intimate disclosure from a stranger will influence not only a person's

impression of that stranger, but also how the person attempts to explain the stranger's

behavior (Town & Harvey, 1981; Derlega et al, 1993; Wortman, Adesman, Herman, &

Greenberg, 1976). Research on the topic of self-disclosure and attribution indicates that a

person's attributions about a disclosing other (e.g., attributions about the disclosing

others' motivations) *mediate* the relationship between the reception of self-disclosure and

the reciprocation of that disclosure (Derlega, Winstead, Wong, & Greenspan, 1987). In

other words, before reciprocating or responding to a highly disclosing other, it is

necessary to attempt to explain that behavior in a positive or negative way. The less

intimate the disclosure, the less inferential processing is necessary before a disclosure is

reciprocated.

In the anecdote above, Jennifer uses multiple cues to attempt to understand

Justin's intimate revelations. By considering the status of their relationship, the intimacy

level of the topics, Justin's motivations, and her own emotional state, Kelley (1972) would argue that Jennifer is attempting to maintain a sense of control and stability in the midst of behavior that she does not understand. Following this attributional processing, Jennifer will decide whether or not she will reciprocate Justin's disclosure. More importantly, however, is the fact that, upon receipt of Justin's disclosure, Jennifer did engage in attributional activity. The valence of her attributions (i.e., the positivity or negativity of the attributions) will then determine her behavioral response (Derlega et al, 1987).

Previous studies have explored the valence, the locus of causality (i.e., situational vs. dispositional vs. personalistic), and the stability of attributions that individuals make for the self-disclosing behavior of others. These studies show that intimate disclosure is more likely to lead to dispositional attributions (inferences that the cause of the behavior involves some sort of characteristic of the discloser, Town & Harvey, 1981), and that positive attributions for a friend's disclosure contribute significantly to reciprocal self-disclosure among friends (Derlega, et al., 1987). The current investigation extends previous research by simultaneously considering a variety of attributions that individuals make for the disclosing behavior of another following an actual acquaintance interaction. In addition to the above attribution variables, we examine another type of attribution which we labeled benefit-finding and defined as the degree to which the participants' explanation of the disclosure involves some sort of intrinsic benefit to the discloser (e.g., "He really need to vent"). Finally, the current investigation also extends previous research by examining the effects of attachment style on an individual's likelihood of making certain attributions for the disclosure of a new acquaintance.

It is expected that participants will make more positive attributions in response to moderate levels of disclosure and more negative attributions in response to both low and high levels of disclosure. We also anticipated the greatest amount of benefit-finding in response to high levels of disclosure. Because personalistic attributions are, in general, the strongest predictors of liking (Wortman et al., 1976; Jones & Archer, 1976), and because we predict that the most liking will occur in response to moderate levels of disclosure, we predict the greatest number of personalistic attributions to occur in response to moderate levels of self-disclosure. Additionally, it is expected that individuals will make more stable, internal attributions in response to low and high levels of disclosure, compared to individuals who receive moderate levels of disclosure. And finally, because research has shown that insecure individuals tend to make negative attributions for ambiguous dating partner behaviors (Collins, 1996), it is expected that insecure individuals will also make more negative attributions (than secure individuals) for the inappropriately high disclosure of a new acquaintance. Secure individuals, who have been shown to exhibit a more positive attributional style, may be more likely to give a highly disclosing acquaintance the benefit of the doubt and make more benign attributions.

Affective Responses to Self-Disclosure – Self-Disclosure and Liking

While previous research on self-disclosure has focused on some of the behavioral and cognitive responses of individuals to varying degrees of self-disclosure, much less attention has been given to individuals' affective and emotional responses to self-disclosure. The only emotional component of self-disclosure situations to which ample attention has been paid involves the recipient's liking for the disclosing individual.

Jourard (1959) was the first to report a positive correlation between liking and self-disclosure, and since then, dozens of studies have investigated the phenomenon and provided evidence for this association (for a meta-analysis see Collins & Miller, 1994).

However, a large number of studies have shown that increased self-disclosure is not always associated with increased liking when highly intimate information is discussed too early in an interaction. If, in fact, an extremely intimate disclosure causes a person to be liked *less*, then we predict that this negative affect extends into emotional domains other than liking. A study by Ashworth, Furman, Chaikin, and Derlega (1976) gives us reason to believe that an intimate disclosure can cause distress and discomfort in the listener. In their study, participants who listened to a confederate disclose highly intimate information showed signs of physiological stress, including an increase in skin conductance level and heart rate. Moreover, those participants also reported feeling less comfortable.

In the present study, we extend this previous work by examining other affective variables that may be experienced in response to varying levels of self-disclosure. Specifically, the current investigation examines the recipient's level of satisfaction regarding an interaction with an acquaintance, the recipient's mood following the interaction, as well as *changes* in the recipient's mood after the interaction. Finally, we extend previous work by looking at the effects of attachment on mood in the context of acquaintanceship and self-disclosure.

First, we predict that participants will report less liking for an interaction partner who exhibits either high or low levels of disclosure. This prediction is supported by Cozby's (1972) early research showing a curvilinear relationship between self-disclosure

and liking, especially between strangers who do not immediately anticipate meeting again. Furthermore, we predict that participants will report less satisfaction with an interaction in which highly intimate information is transmitted, on the basis that, if a highly disclosing other is liked less than a moderately disclosing other, conversing with an individual whom you don't necessarily like is less satisfying than conversing with an individual whom you like. Our prediction for mood is that individuals who receive high and low intimacy disclosures will be affected negatively. That is, someone who is subjected to high and low intimacy disclosure will be subjected to emotions that are more negative in valence than they normally experience. Finally, given some insecure individuals' discomfort with intimacy (Bartholomew, 1990; Hazan & Shaver, 1987), we predict that insecure individuals will feel more anxious than secure individuals upon receipt of highly intimate disclosure from a new acquaintance.

Method

Participants

One hundred and five undergraduate men and women were recruited from the Carnegie Mellon University participant pool for partial credit. Of these participants, ten were dropped from data analysis because of their suspicion regarding the deception, leaving a total of 90 participants. Forty-seven participants were male and 43 were female. Demographic measures indicated that the ethnic background of the participants was approximately 29% Asian or Asian-American, 3% African-American, 9% Indian or Asian-Indian, 4% Hispanic or Latin, and 51% Caucasian.

Design

The study employed a series of 3 x 2 between-subjects designs. One of the major independent variables of interest, level of disclosure, was manipulated so that one third of the participants were randomly assigned to the low disclosure condition, one third were randomly assigned to the moderate disclosure condition, and one third were randomly assigned to the high disclosure condition. A second major independent variable of interest in this investigation, attachment style (secure, insecure) was measured in an initial set of questionnaires (described below).

Other independent variables were included in preliminary analyses to explore potential effects of gender on the major study variables. Gender composition of the dyad was manipulated so that half of the participants were randomly assigned to a same-sex dyad (i.e., male participant-male confederate or female participant-female confederate), while half were randomly assigned to an opposite-sex dyad (i.e., male participant-female confederate or female participant-male confederate).

The main dependent variables of interest were:

a) The nature of the participants' behavioral response to the confederate's disclosure, i.e., the participants' audio-recorded reciprocal disclosure

b) the nature of the participants' self-reported attributions for the confederate's disclosure

c) the participants' self-reported liking for the other participant

d) the participants' change in mood/affective state between the time that they arrived for the experiment and the time that they heard the participants' disclosure

Procedure

Participants were greeted at the lab, one participant at a time, seated in a room which contained an intercom connected to an adjacent room, and given informed consent and basic instructions. They were told that another participant, a student from the University of Pittsburgh with whom they would be interacting, had arrived ten minutes earlier and had already begun to complete a background questionnaire in an adjacent room. They were notified that they would be participating in a study about "body language and how people communicate without it", and that it was important that the two students were not familiar with each other prior to the experiment and that the two do not see each other during the experiment. They were also informed that, because we are interested in verbal communication that is not accompanied by nonverbal cues (e.g., attractiveness, body language, gestures, etc.) they would be introducing themselves to the other participant over an intercom system. In reality, the other participant was a confederate to the study and was not actually in the other room at all. Instead, confederate introductions containing various levels of self-disclosure had been tape-recorded previously and were to be played to the participant through the intercom system. This procedure was used to standardize the experiences of the participants and to ensure that the only factors that varied among the participants were the manipulated level of self-disclosure, their individual attachment style, and the gender of the interaction partner (the confederate). To support the cover story, all participants were asked if they knew the other participant (Justin Goddard or Jennifer Goddard, depending on their sex and on the pre-determined gender composition of the dyad). All participants but one reported that they did not know anyone from the University of Pittsburgh with that name.[1]

The participants were then given a packet of background measures. This packet included measures of demographic characteristics, attachment style (Brennan, Clark, and Shaver, 1998), and general mood. Details regarding these measures are provided in the following section.[2]

Following the completion of the background questionnaire, the participants were asked to wait in their room while the experimenter ostensibly gave instructions regarding the operation of the intercom to the other participant. The experimenter then walked to the adjacent lab room and "gave instructions" to the confederate, who was, as mentioned previously, only a tape recorded voice. Because the two lab rooms were adjacent to one another, the participants could faintly hear the experimenter's voice, thus reinforcing the cover story. During these "instructions", the experimenter demonstrated the use of the intercom to the confederate so that the participant further believed that there was actually another person in the other room. Subsequently, the experimenter walked back to the participant's room and gave him/her the same instructions. The instructions were that each person was going to have an opportunity to introduce themselves and talk a little bit about themselves to the other participant over the intercom located in the room. The participants were told that the length of time that they spoke and the subject matter they chose were completely open-ended and up to them. The participants were also told that the confederate was randomly chosen to introduce him/herself first. Provided there were no questions at this point, the experimenter left the room, but said that he/she would be back as soon as the other participant was finished so that he/she could fill out a quick questionnaire before it was their turn to introduce themselves.

Next, the participants received the disclosure manipulation by listening to the confederate's tape-recorded introduction, the content of which varied depending on the condition in which the participant had been placed. Participants were randomly assigned to a low disclosure, moderate disclosure, or high disclosure condition. In the low disclosure condition the confederate's introduction described his/her major, the classes he/she took each semester of the previous school year, and an assignment that need to be finished within the next few days. In the moderate disclosure condition the confederate's introduction described his/her major, an interesting class from this semester, his/her hobbies and interests, and his/her favorite movies. In the high disclosure condition the confederate's introduction described his/her major, his/her family's money problems, his/her recently developing anxiety attacks, and his/her slandering ex-boy/girlfriend. All audio-taped introductions were of approximately equal length, and only the content and the gender of the voice varied. See Appendix A for a transcript of these audio taped manipulations.

The disclosure manipulation was immediately followed by a mood questionnaire, which would allow for the eventual assessment of changes in mood between the time they arrived for the study and the time they heard the confederate's disclosure. After completing the mood measure, the participants were given the opportunity to disclose in return to the confederate. The experimenter turned on the tape recorder and instructed the participant to begin talking whenever he/she felt ready. These introductions were later coded by two independent observers along a number of dimensions relevant to self-disclosure. The coding system is described below.

When the participant finished introducing him/herself, the final dependent measures were administered to the participant. These follow up questions included measures of satisfaction and liking of the confederate, manipulation checks, and attribution measures. After completion of these measures, the participants were debriefed, thanked for participating, and asked not to discuss the study with others who might participate.

Stimuli

Each participant heard an approximately four and a half minute tape-recorded introduction from a confederate interaction partner. On a scale from 1 ("Not at all intimate") to 10 ("Extremely intimate"), pilot testing revealed that the low disclosure introduction received an average intimacy rating of 4.6 ($\underline{SD} = 0.89$), the moderate disclosure introduction received an average intimacy rating of 7.0 ($\underline{SD} = 2.0$), and the high disclosure introduction received an average intimacy rating of 8.3 ($\underline{SD} = 1.7$). Results of a one-way ANOVA revealed significant differences between all three conditions ($\underline{F(2,16)} = 8.70$, $\underline{p} < .003$). Thus, the pilot tests confirmed that the manipulated disclosure introductions should accurately reflect their desired intimacy level relative to the others.

Measures

Attachment Scales. Participants completed an abbreviated, 26-item version of Brennan, Clark, and Shaver's (1998) Experiences in Close Relationships scale, which contained two subscales: The Avoidance subscale ($\alpha = .91$) measures the extent to which a person is comfortable with closeness and intimacy as well as the degree to which a person feels that people can be relied on to be available when needed (e.g., "I am very

uncomfortable being close to others"). The Anxiety subscale ($\alpha = .88$) measures the extent to which a person is worried about being rejected, abandoned, or unloved (e.g., "I worry about being abandoned"). Participants responded to each item on a scale ranging from 1 (disagree strongly) to 7 (agree strongly) in terms of their general orientation toward close relationships.

For use in data analysis, secure/insecure dichotomies were created as follows: Participants who scored below the midpoint on both the avoidance and anxiety dimensions were categorized as secure ($n = 37$). Participants who scored above the midpoint on one or both dimensions were categorized as insecure ($n = 46$). There were not enough participants in the various insecure styles (preoccupied, fearful, dismissing) to examine them individually.

Pre-Manipulation and Post-Manipulation Mood. To assess mood, participants rated 19 emotions, ranging from "Pleased" and "Happy" to "Frustrated" and "Emotionally Drained", rated on a scale from 1 ("Not at all") to 5 ("Extremely"). The first time the participants completed the questionnaire (Time 1), they were asked to describe the extent to which they feel each emotion in general. These Time 1 responses constitute a measure of the participants' *general* mood. The second time they completed the questionnaire (Time 2), the participants were asked to rate the extent to which they feel each emotion right now. As described above, this Time 2 mood measure was completed after hearing the disclosure manipulation. These Time 2 responses, then, should theoretically constitute a measure of the participants' mood *in response* to the disclosure manipulation.

Because many of the mood variables were highly intercorrelated, composite variables were formed as follows: A Positive Mood index was computed by standardizing and averaging the emotions that reflect a happy mood (happy, excited, optimistic, pleased, understood; $\alpha = .80$). A Negative Mood index was computed by standardizing and averaging the emotions that reflect a sad mood (hurt, emotionally drained, angry, frustrated, sad, annoyed; $\alpha = .81$). A Concerned Mood index was computed by standardizing and averaging the emotions that reflect concern (concerned, sympathetic, distressed, worried, discouraged; $\alpha = .81$). Finally, an Anxious Mood index was computed by standardizing and averaging the emotions that reflect anxiety (nervous, anxious, afraid; $\alpha = .72$). A principal components analysis confirmed this four-factor structure.

Satisfaction and Liking. After hearing the confederate's introduction and after introducing themselves in return, participants responded to three measures of satisfaction. One measure assessed the participants' overall satisfaction with the interaction ("Overall, how satisfied were you with the introduction that took place between you and the other participant?"). The next two measures gauged overall satisfaction with the confederate and with themselves ("Overall, how satisfied were you with the way the other participant behaved during the introduction?", "Overall, how satisfied were you with the way you behaved during the introduction?"). Participants responded to all satisfaction items on a scale ranging from 1 ("Not at all satisfied") to 5 ("Extremely satisfied"). Finally, we included two measures of liking ("As a person, how much do you like the other participant?", "How much would you like to have the other participant as a friend?").

Participants responded to all liking items on a scale ranging from 1 ("Not very much") to 7 ("Very much").

Attributions. Participants completed a free-response attribution measure, modeled after Town and Harvey's (1981) free-response method for generating attributions. Participants responded to two questions: (1) "Please describe your thoughts and feelings about the other participant, based on what you heard in his/her introduction", (2) "Why do you think the other student introduced him/herself that way he/she did?". These questions were designed to elicit general inferences or explanations for the confederate's behavior during the introduction. These attributions were later coded by two independent observers (see description below).

Manipulation Checks. Participants responded to four items designed to verify that the disclosure manipulations were perceived by participants to be as intimate as they were designed to be ("Overall, how intimate would you describe the other participant's introduction?", "To what degree do you think the other participant revealed information that you would consider private and personal?", "To what degree do you think the other participant revealed information that you would consider public and impersonal?", "How well do you feel that you know the other participant after this interaction?"). Participants responded to each item on a scale ranging from 1 to 7 with appropriate anchors.

Coding of Audiotapes

The participants' tape-recorded disclosure was coded by two independent judges for the following variables. Only one judge's rating are used in the current analyses as the second judge's ratings were not completed in time to be included in the present report.

(a) Time spent interacting

(b) The number of topics discussed

(c) The amount of descriptive and/or evaluative/emotional disclosure

(d) The valence of this descriptive and/or evaluative/emotional disclosure

(e) The sensitivity of the information

(f) Topical reciprocity

 (g) The degree to which the participant, in his/her disclosure, attempted to

relate personally to the other participant (i.e., develop a temporary

relationship)

(h) The valence of these attempts

(i) The degree to which the participant exhibited discomfort.

Time spent interacting was defined as the amount of time that the participant kept the

intercom on. Number of topics discussed was defined as the number of finite trains of

thought that the participant spoke of. The amount of descriptive and

evaluative/emotional disclosure was defined as the degree to which the participant

revealed factual information (descriptive disclosure) and information that carried

emotional and/or evaluative content (evaluative/emotional disclosure). The valence of

the descriptive and/or evaluative/emotional disclosure was defined as the overall

positivity and negativity of the disclosure. The sensitivity of information was defined as

the intimacy level of the participant's disclosure. Topical reciprocity was defined as the

degree to which the participant brought up his/her own perspective on one or more of the

confederate's topics. An attempt to relate personally was defined as the degree to which

the participant addressed the confederate or spoke to the confederate directly (e.g., used

the confederate's name, apologized for being late, made a direct comparison to the

confederate), without treating the confederate as simply another participant. The valence

of these attempts was defined as the overall positivity and negativity with which the

participant treated the confederate. Discomfort was defined as any instance in which the

participant appeared or sounded uncomfortable, whether it manifests itself through

awkward silence, nervous laughter, or explicit remarks regarding his/her discomfort. All

dimensions were coded on scales ranging from 1 (rare occurrence and/or low quality

behavior) to 5 (consistent occurrences and/or high quality behavior)

Coding of Attributions

The participant's self-generated thoughts and feelings were coded by two

independent judges for the following variables. Again, only one judge's ratings are

reported (similar to previous statement on page 21).

(a) Type of statement

(b) Valence of statement

(c) Locus of causality of attribution

(d) Stability of attribution

(e) Benefit-Finding attributions

Statement type is defined as either an attribution (a causal explanation for the

confederate's behavior) or a non-attribution (a non-causal statement or comment).

Valence of statement is classified as the positivity, neutrality, or negativity of the

statement, regardless of what *type* of statement it is. Locus of causality is classified as

either internal (dispositional, something characteristic of the confederate), external

(situational, behavior caused by an environmental factor), or relational (personalistic,

behavior caused by a quality of the recipient). Stability is classified as either stable

(behavior that is likely to occur again) or unstable (behavior that is not likely to occur

again). Benefit-Finding is defined as any statement that attributes some sort of intrinsic

benefit to the discloser as a result of disclosing ("She really needed to get that stuff off

her chest"). The frequency of each type of attribution was calculated for use in data

analyses.

<div align="center">Results</div>

Manipulation Checks

In order to establish the effectiveness of the manipulations, one-way analyses of

variance (ANOVA) were conducted for each of the four perceived intimacy items. For

the item, "How intimate would you describe the other participant's introduction?", the

average intimacy rating, on a scale of one to seven, for the high disclosure manipulation

was 6.17 ($\underline{SD}$ = 0.62), which differed significantly from the moderate and low disclosure

manipulations (for the moderate condition, $\underline{M}$ = 3.77, $\underline{SD}$ = 1.6, and for the low

condition, $\underline{M}$ = 3.13, $\underline{SD}$ = 1.5, $\underline{F(2,89)}$ = 51.15, $\underline{p}$ < .001). For the item, "To what degree

do you think the other participant revealed private and personal information", the average

intimacy rating for the high disclosure manipulation was 6.52 ($\underline{SD}$ = 0.57), which

differed significantly from the moderate and low disclosure manipulations (for the

moderate condition, $\underline{M}$ = 2.90, $\underline{SD}$ = 1.5, and for the low condition, $\underline{M}$ = 2.47, $\underline{SD}$ = 1.3,

$\underline{F(2,89)}$ = 101.1, $\underline{p}$ < .001). For the item, "To what degree do you think the other

participant revealed public and personal information?", the average intimacy rating for

the high disclosure manipulation was 3.63 ($\underline{SD}$ = 1.6), which differed significantly from

the moderate and low disclosure manipulations (for the moderate condition, $\underline{M}$ = 5.30,

SD = 1.5, and for the low condition, $\underline{M}$ = 5.73, $\underline{SD}$ = 0.9, $\underline{F(2,89)}$ = 20.42, $\underline{p}$ < .001). For

the item, "How well do you feel you know the other participant after this interaction?"),

the average intimacy rating for the high disclosure manipulation was 3.73 ($\underline{SD}$ = 1.6),

which differed significantly from the moderate and low disclosure manipulations (for the

moderate condition, $\underline{M}$ = 2.83, $\underline{SD}$ = 1.0, and for the low condition, $\underline{M}$ = 2.43, $\underline{SD}$ = 1.2,

$\underline{F(2,89)}$ = 8.30, $\underline{p}$ < .001). Contrary to expectations and to the results of the pilot testing,

there were no statistically significant differences in the perceived intimacy of the low and

moderate conditions.

Preliminary Analyses of Potential Gender Effects

A series of 2 (gender composition of dyad) x 2 (sex of participant) analyses of

variance (ANOVA) were conducted to explore potential gender effects on the major

study variables. Gender composition of the dyad (opposite-sex dyad vs. same-sex dyad)

and gender of the participant (male, female) were the independent variables. First, 2 x 2

ANOVA's were conducted predicting participants' audio-taped behavior during the

introduction. Results revealed a marginal main effect of gender composition of dyad

predicting attempts to relate personally to the confederate and two main effects (one

significant and one marginal) of participant gender predicting descriptive and evaluative

disclosure. Specifically, participants assigned to opposite-sex dyads made more attempts

to relate personally to the confederate ($\underline{M}$ = 2.60, $\underline{SD}$ = 1.1) than participants in same-sex

dyads ($\underline{M}$ = 2.17, $\underline{SD}$ = 1.0, $\underline{F(1,82)}$ = 3.81, $\underline{p}$ = .055). Also, consistent with previous

research (e.g., Dindia & Allen, 1992), the content of the female participants' self-

disclosure contained more descriptive information ($\underline{M}$ = 3.16, $\underline{SD}$ = 0.84) and

evaluative/emotional information ($\underline{M}$ = 3.21, $\underline{SD}$ = 1.0) than the content of the male

participants' disclosure (for descriptive information, $\underline{M} = 2.72$, $\underline{SD} = 0.77$, $\underline{F(1,82)} = 5.93$, $\underline{p} < .05$, and for evaluative/emotional information, $\underline{M} = 2.81$, $\underline{SD} = 0.8$, $\underline{F(1,82)} = 3.48$, $\underline{p} < .10$). In addition, there was a marginal interaction between the sex of the participant and the gender makeup of the dyad predicting the time that the participant spent talking. Males spent more time introducing themselves in opposite-sex dyads ($\underline{M} = 260.0$, $\underline{SD} = 142.5$) than did males in same-sex dyads ($\underline{M} = 195.2$, $\underline{SD} = 79.8$). However, females spent less time introducing themselves in opposite-sex dyads ($\underline{M} = 216.5$, $\underline{SD} = 78.7$) than did females in same-sex dyads ($\underline{M} = 248.7$, $\underline{SD} = 157.1$, $\underline{F(1,82)} = 3.75$, $\underline{p} < .10$, see Figure 1). No other effects emerged for the coded audio-taped behaviors.

Next, a series of 2 x 2 ANOVAs were conducted predicting attributions made about the confederate's behavior. This analysis revealed one main effect of gender composition predicting personalistic attributions. Specifically, participants in opposite-sex dyads made more personalistic attributions (e.g., "He told me this because he trusted me", $\underline{M} = 0.87$, $\underline{SD} = 1.2$) than participants in same-sex dyads ($\underline{M} = 0.38$, $\underline{SD} = 0.7$, $\underline{F(1,86)} = 5.85$, $\underline{p} < .05$). No other significant effects emerged predicting attributions.

Finally, a series of 2 x 2 ANOVA's predicting feelings/emotions after the introduction session (mood and liking) revealed no significant gender effects.

Behavioral Responses to Self-Disclosure

A 2 x 3 multivariate analysis of variance (MANOVA) was conducted with disclosure condition (low, moderate, and high) and attachment style (secure vs. insecure) as the independent variables and behavioral variables that were coded from the audiotapes (e.g., amount of descriptive disclosure, positivity of disclosure, time spent talking, number of attempts to relate personally) as the dependent variables.

Results revealed three significant main effects of disclosure condition predicting negativity of disclosure, sensitivity of information, and negativity towards the other participant, and two marginally significant main effects of disclosure condition predicting attempts to relate personally and positivity towards the other participant. Specifically, participants in the high disclosure condition revealed more sensitive and negative information, made more attempts to relate personally to the other participant, displayed more negativity towards the other participant, and displayed more positivity towards the other participant than participants in both the low and moderate disclosure conditions. In addition, two significant disclosure condition by attachment style interactions emerged predicting evaluative/emotional disclosure and negativity towards the other participant. The interactions revealed that secure individuals in the high disclosure condition divulged more evaluative/emotional content in their introduction (see Figure 2), and displayed more negativity towards the other participant than did insecure individuals in the high disclosure condition. All results are displayed in Table 1.

Cognitive Responses to Self-Disclosure

A 2 x 3 multivariate analysis of variance (MANOVA) was conducted with disclosure condition (low, moderate, and high) and attachment style (secure vs. insecure) as independent variables and coded attribution variables (e.g., number of internal attributions, number of stable attributions, number of positive attributions, etc.) as dependent variables.

Results revealed no significant main effects of attachment predicting attributional activity. However, eight significant main effects emerged for disclosure condition predicting dispositional, personalistic (relational), stable, unstable, positive, negative, and

benefit-finding attributions. Specifically, participants in the high disclosure condition made significantly more dispositional, personalistic (relational), and unstable attributions than participants in the moderate disclosure condition, though not significantly more than participants in the low disclosure condition. However, participants in the high disclosure condition made significantly more negative attributions and benefit-finding attributions than participants in *either* of the other two conditions. Finally, participants in the moderate disclosure condition made significantly more stable attributions and positive attributions than participants in either of the two conditions. Means, standard deviations, and significance tests are reported in Table 2. Finally, results revealed a significant interaction effect between attachment style and disclosure condition predicting benefit-finding. Specifically, when the participants had to try to explain the behavior of the confederate *in the high disclosure condition*, secure individuals provided more explanations that focused on the potential benefits of high disclosure than insecure individuals (e.g., "This stuff was probably weighing heavily on her mind and she needed to vent"). It is important to note, however, that there was a very low occurrence of benefit-finding attributions. On the occasions when they did occur, it appeared to be the secure individuals in the high disclosure condition who were generating them (see Figure 3). No other interaction effects were significant.

Affective Responses to Self-Disclosure

Two 2 x 3 multivariate analyses of variance (MANOVA) were conducted with disclosure condition (low, moderate, and high) and attachment style (secure vs. insecure) as independent variables predicting (1) self-reported liking and satisfaction variables (e.g., "How much do you like the other participant", "Overall, how satisfied were you

with the introduction that took place between you and the other participant?", etc.) and (2) self-reported mood variables (e.g. anxious mood, positive mood, negative mood, concerned mood) as dependent variables.

First, the analyses predicting liking and satisfaction revealed one significant main effect of attachment style predicting satisfaction with the other participant. Specifically, secure participants found the behavior of the other participant to be more satisfying than insecure participants. Additionally, two significant main effects were found for disclosure condition predicting satisfaction with the interaction and satisfaction with the other participant. Participants in the low disclosure condition reported the most satisfaction with the interaction as a whole, while participants in the high disclosure condition reported the least satisfaction. Participants in the moderate disclosure condition reported satisfaction scores that did not differ significantly from either the low disclosure condition or the high disclosure condition. No other main effects or interactions reached significance. Contrary to our expectations, disclosure condition did not predict liking. Means, standard deviations, and significance tests are reported in Table 3.

Second, the analyses predicting the mood variables revealed two significant main effects of attachment style predicting anxious and positive mood. Specifically, insecure participants reported higher anxious mood and lower positive mood than did secure participants. Furthermore, results revealed a significant main effect of disclosure condition predicting concerned mood, such that participants in the high disclosure condition reported feeling more anxious than participants in either the low or moderate disclosure conditions. See Table 3 for specific means, standard deviations, and significance tests.

Predictions of Changes in Mood. Finally, a series of 2 x 3 ANCOVAs were conducted with disclosure condition and attachment style as independent variables and self-reported mood composite variables as dependent measures, controlling for the participant's self-reported general mood. In this way we were able to predict *changes* in mood between how the participant's report that they normally feel and how they felt after receiving the disclosure manipulation.

For the mood change analysis, in which the participants' general mood was controlled for as a covariate, results revealed a significant main effect of attachment style predicting anxious mood, such that insecure individuals reported more of an increase in anxious mood relative to their general mood (M = 2.20, SD = 0.83) than did secure individuals (M = 1.75, SD = 0.48, $F(1,76)$ = 4.68, p < .05). Also, results revealed a significant main effect of disclosure condition predicting concerned mood. Specifically, participants in the high disclosure condition reported more of an increase in concerned mood relative to their general mood (M = 2.26, SD = 0.70) than did participants in the low or moderate conditions (for the low condition, M = 1.80, SD = 0.57, for the moderate condition, M = 1.55, SD = 0.65, $F(2,86)$ = 9.52, p < .001). There were no statistically significant interaction effects.

Discussion

The purpose of the present study was to investigate the effects of varying levels of self-disclosure from a new acquaintance on a range of variables within the recipients' possible behavioral, cognitive, and affective responses. In the midst of social interaction, all of these factors are important to consider in determining the ways in which self-disclosure is perceived, interpreted, internalized, and reciprocated. In particular, we

wished to consider the effects of highly intimate self-disclosure on the recipient's behavioral, cognitive, and emotional responses in comparison with lower and more moderate levels of disclosure. Will the recipient of highly intimate disclosure from a new acquaintance reciprocate? How will the recipient explain the acquaintance's behavior? How will the recipient feel about the interaction and about the acquaintance?

The results of this investigation reveal a number of interesting findings that assist in answering these questions. Behaviorally, participants in the high disclosure condition disclosed the most sensitive information, indicating some degree of reciprocity. Compared to the other conditions, these participants also disclosed the most negative information (though also the most positive information), displayed the most negativity towards the confederate, and made marginally more attempts to relate personally to the confederate.

Theoretically, the nature of the participants' attributions should help explain these findings. In the high disclosure condition, participants made significantly more personalistic attributions, which may explain why participants in the high disclosure condition made more attempts to relate personally to the confederate. That is, if the participant felt selected or singled out as the recipient of the high disclosure (indicative of personalistic attributions), then in his/her return disclosure, the participant may have felt more comfortable with the confederate than had been originally hypothesized. In fact, because we found no significant main effect of disclosure condition predicting discomfort, there is no reason to believe that the high disclosure condition caused any more discomfort in the participants than either of the other two conditions. Furthermore, because greater levels of reciprocity were displayed in the high disclosure condition than

in the other conditions, it appears that the participants in the high disclosure condition were comfortable enough to reveal somewhat intimate information. Thus, evidence such as this indicates that the highly intimate self-disclosure may have actually *broken down* the barriers between the participant and the confederate, the *opposite* effect that we predicted.

However, participants also reported more *concerned* mood in the high disclosure condition than in the other two conditions. In a vignette study, Berg and Archer (1980) found that responding to high disclosure with reciprocity and concern was perceived by individuals reading descriptions of high disclosure scenarios to be the most *socially acceptable* response. Therefore, it is possible that participants in the current investigation picked up on this socially acceptable amendment to the norm of reciprocity. Upon receipt of the high disclosure manipulation, it appears that, at least more than in other conditions, the participants felt singled out (according to the frequency of personalistic attributions made) and concerned (the concerned variable is a composite of such emotions as concerned, sympathetic, distressed, and worried). As such, the participants returned disclosure in a way equivalent to what Berg and Archer (1980) found to be the most appropriate; participants in the high disclosure condition revealed more sensitive information and in an attempt to express concern, made more attempts to relate personally to the confederate in response. However, it is important to note that participants in this condition were also less satisfied with the interaction, less satisfied with the confederate, made more negative attributions for the confederate's behavior, and displayed more negativity towards the confederate.

Therefore, these results suggest that participants in the high disclosure condition may have felt conflicted about providing an appropriate response to such intimate disclosure from a new acquaintance. They may have felt "special" for receiving such intimate disclosure and may have been attempting to provide a socially acceptable response, but at the same time they were dissatisfied with the interaction and even allowed some negativity to leak through during the course of their introduction.

But what occurs in the low and moderate disclosure conditions? How do disclosures of low and moderate intimacy affect participants? Unfortunately, very few differences occurred between the subjects assigned to these two conditions. Although they were written and piloted to differentiate in intimacy, participants did not perceive them as such. Likewise, participants did not exhibit many significant differences between the two conditions. One of the ways in which participants *did* respond differently to the two conditions was through the attributions that they made for the confederate's disclosure in the two conditions. Many of the attributions that the participants in the low disclosure condition made for the confederate's behavior resembled the attributions made by the participants in the high disclosure condition and differed significantly from the attributions made by participants in the moderate disclosure condition. Specifically, participants in the moderate disclosure condition made significantly more stable and positive attributions than participants in the high and low disclosure condition. Participants in the moderate disclosure condition also made significantly more dispositional attributions than participants in the high disclosure condition. In other words, participants in the moderate disclosure condition were more likely to attribute the confederate's behavior to positive, stable, internal factors, whereas

participants in the low disclosure condition were *less* likely to attribute the confederate's behavior to positive stable factors. Thus, even though the low and moderate disclosure conditions did not differ in many aspects of the participant's responses to the confederate, the attributions that the participants in the moderate and low disclosure conditions significantly differed.

Another instance in which the participants in the low and moderate disclosure conditions reacted differently was in their reported satisfaction. In the low disclosure condition, participants reported more satisfaction with the *interaction* as a whole, but in the moderate disclosure condition, participants reported more satisfaction with the *confederate*. Why would this occur? Perhaps in the low disclosure condition, given the salient experimental demand characteristic of "introducing yourself to the other participant", receiving disclosure of such low intimacy is less stressful and less burdensome, and therefore more satisfying as a laboratory interaction. However, Jourard (1964) proposed that receiving personal information about a person is rewarding and fulfilling. As such, perhaps participants in the low disclosure condition feel a sense of inequity and dissatisfaction at receiving such little personal information about a person, which is why they reported more satisfaction with the interaction than with the confederate. Participants in the moderate disclosure condition, on the other hand, report the most satisfaction with the confederate, whom they believe has disclosed adequate personal information to them at an appropriate level of intimacy.

An important direction for future research will be to develop experimental manipulations that differentiate low and moderate levels of disclosure. As described above, a caveat of the current study is that our low and moderate disclosure

manipulations were not perceived to be significantly different in intimacy levels. Whereas pilot testing had shown significant differences ($p < .003$), the participants in the present study failed to differentiate between the moderate and low disclosure conditions with regard to perceptions of intimacy. One possible reason for this is that in our pilot tests of the disclosure manipulations participants *read* the manipulated disclosures, while in the actual running of the study participants *heard* the disclosures. Additionally, participants in the pilot testing were only instructed to imagine that somebody was saying this to them. There was no reason for the participants to account for believability in pilot testing. Also, in creating the disclosure manipulations, we attempted to standardize the length so that all participants heard a confederate speak for an equal amount of time. However, the low disclosure manipulation still contained a substantial amount of descriptive disclosure. Future studies should investigate participants' responses to low disclosure manipulations that contain little to no information at all.

One of our most disappointing yet intriguing results was our lack of significant main effects of liking between conditions. We predicted that participants assigned to the high disclosure condition would like the confederate less than the participants in the low and moderate disclosure conditions. We found, however, no effect of disclosure condition predicting liking. One possible explanation for this lack of effects is our experimental procedure. In the present study, participants heard the confederate's tape-recorded introduction, filled out a mood questionnaire, disclosed back to the confederate, and *then* reported liking and satisfaction. As a result, the participants' liking for the confederate may have been convoluted by their own return disclosure. One relatively consistent finding in the self-disclosure literature is that we tend to like those to whom we

disclose (e.g., Archer, Berg, & Runge, 1980; Burger, 1981). Because of this, it is very possible that, because we allowed the participant to disclose *before* we asked them to report their liking for the confederate, their liking scores might be confounded by the effects of their own disclosure. In other words, if, hypothetically, the participants initially liked the confederate less as a result of his/her highly intimate self-disclosure (as we predicted), then it is possible that, because we found reciprocity effects in the high disclosure condition, the simple fact that the participants reciprocated (and thus disclosed more sensitive information) might have caused them to begin to like the confederate more than they would have initially reported.

In order to determine whether our liking effects were confounded by reciprocity, we looked for a correlation between reciprocity and liking in the high disclosure condition. If we find a positive correlation between the two, then we can determine whether reciprocating sensitive information (and thus liking the confederate more as a result) is a valid explanation for the lack of liking effects. Results indicate that in the high disclosure condition, there was a significant positive correlation between the sensitivity of information disclosed by the participant (reciprocity) and both measures of liking (for "How much do you like the other participant", $r = 0.39$, $p < .05$; for "How much would you like to have the other participant as a friend", $r = 0.32$, $p < 0.1$). Additionally, there was a significant positive correlation between topical reciprocity and both measures of liking ($r = 0.66$, $p < .001$; $r = 0.45$, $p < .02$). Interestingly enough, in the other two conditions there were neither significant correlations between sensitivity of information and liking nor between topical reciprocity and liking. Thus, because the participants in the high disclosure condition were more likely to reciprocate disclosure,

and thus disclose more sensitive information than participants in the low and moderate conditions, and because studies have shown a positive association between initial disclosure intimacy and subsequent liking scores made by the same individual, it is safe to suppose that the liking scores for the participants in the high disclosure condition were confounded by their own reciprocal self-disclosure.

Ideally, we should have employed two measures of liking in the procedure in order to capture all the liking effects that Collins and Miller (1994) describe – one measure directly after they hear the *confederate* disclose, and one directly after *they* disclose. Methodologically, however, if we were to give the participants two measures of liking so close together temporally, it would be difficult to gauge whether they were truly reporting a difference in liking or if they were biased by their initial liking response. In other words, if you give the participants a measure of liking right after they hear the confederate, they will report a number – most likely a fairly reliable indicator of their liking for the confederate. If you give the participants another measure of liking after they have disclosed in return, their next measure of liking will either be a true report or an artifact of what they remember putting down a few minutes earlier. Ensuing studies should be careful to utilize appropriate liking measures at key points in participant interactions, allowing enough time in between each measure so as to minimize the potential effects of convoluting confounds.

In sum, the results of this study offer evidence that much of the landmark research performed on self-disclosure between the late 1960's and the early 1980's is still valid and applicable today. Furthermore, because of its intrinsic relationship to intimacy and relationship development, it is important that the study of the nature of self-disclosure

continues. One of the broader results of the present study is that individuals experience a number of conflicts previously unaccounted for when subjected to highly intimate self-disclosure. Likewise, people return disclosure in a more complex manner than has previously been explained. The valence of disclosure topics, the subtle attempts that are made to try to relate to a high discloser, the ways in which recipients of high disclosure look for positive aspects of the situation and of the high discloser, the conflict that occurs in struggling to find the most socially acceptable way to respond to high disclosure, and the relationship of self-disclosure to attachment theory are all topics that can be further explored and isolated. As Derlega (1988) concurs, understanding self-disclosure is integral to understanding human behavior across a number of diverse domains and relationships.

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Footnotes

[1] One participant claimed to know a girl named Jennifer Goddard, as she had a childhood friend with the same name. The participant was convinced that the confederate and her childhood friend of the same name were not the same person before proceeding with the study.

[2] Additional questionnaires that are not reported as part of the current investigation were administered and completed at this time as well.

Table 1

Results for 2 (Disclosure Condition) x 3 (Attachment Style) MANOVAS Predicting Audio-taped Behaviors during Introduction

	Low Disclosure		Main Effects
			Mode
Audio-Taped Behaviors	*M*	*SD*	*M*
Time Spent Talking	253.96	124.04	222.48
Number of Topics	6.57	2.43	6.67
Descriptive Disclosure	3.08	0.87	2.87
Evaluative	3.17	0.98	3.02

Disclosure			
Positivity of Disclosure	2.11	1.02	2.29
Negativity of Disclosure	1.59$_a$	0.60	1.68$_a$
Information Sensitivity	1.19$_a$	0.40	1.00$_a$
Topic Matching	2.86	0.91	2.92
Attempts to Relate Personally	2.11$_a$	0.85	2.29$_a$

Positivity Towards Other Participant	1.71	0.74	1.75
Negativity Towards Other Participant	1.05	0.20	1.04
Discomfort	1.82	1.05	1.73

Note. $N = 90$. $^{+}p < .10$ $^{*}p < .05$ $^{**}p < .01$ $^{***}p < .001$. Means having the same subscript are not significantly different at $p < .05$.

Table 1 Continued

Results for 2 (Disclosure Condition) x 3 (Attachment Style) ANOVAS Predicting Audio-taped Behaviors during Introduction

	Secure Attachment		Insec
			Main Effects
Audio-Taped Behaviors	*M*	*SD*	*M*
Time Spent Talking	221.88	109.26	238.49
Number of Topics	6.65	2.31	6.56
Descriptive Disclosure	2.89	0.78	3.03
Evalua	3.07	1.00	2.98

tive Disclosure			
Positivity of Disclosure	2.12	0.79	2.13
Negativity of Disclosure	1.84	0.99	1.74
Information Sensitivity	1.24	0.78	1.18
Topic Matching	3.03	1.01	2.74
Attempts to Relate	2.25	1.15	2.47
Person			

ally

	1.77	1.05	2.06
Positiv ity Towar ds			
Other Partici pant			
	1.18	0.63	1.04
Negati vity Towar ds			
Other Partici pant			
	1.74	0.86	1.84
Disco mfort			

Note. N = 90. $^{+}p < .10$ $^{*}p < .05$ $^{**}p < .01$ $^{***}p < .001.$ Means having the same subscript are not significantly different at *p* < .05.

Table 2

Results for 2 (Disclosure Condition) x 3 (Attachment Style) MANOVAS Predicting Attributions

Main Effects c

Attributions	Low Disclosure		Moder
	M	*SD*	*M*
Dispositional	2.04	1.60	2.69$_a$
Situational	1.22	1.01	1.62
Personalistic	0.59	0.89	0.28$_a$
Stable	2.04$_a$	1.76	2.97$_b$
Unstable	1.81	1.42	1.62$_a$
Attributional Positivity	1.07$_a$	1.57	2.17$_b$

	Self-Disclosure and Acquaintanceship	50	
	0.63ₐ	0.97	0.41ₐ

Attributional Negativity	0.63_a	0.97	0.41_a
Benefit-Finding	0.04_a	0.19	0.00_a
Total Statements	6.51	2.22	6.69

Note. $N = 90$. $^{+}p < .10$ $^{*}p < .05$ $^{**}p < .01$ $^{***}p < .001$. Means having the same subscript are not significantly different at $p < .05$.

Table 2 Continued

Results for 2 (Disclosure Condition) x 3 (Attachment Style) MANOVAS Predicting Attributions for Confederate Behavior

			Main Effects
	Secure Attachment		Insecure
Attributions	M	SD	M
Dispositional	2.11	1.54	2.07
Situational	1.57	1.34	1.50
Personalistic	0.68	0.91	0.59
Stable	2.35	1.62	2.15
Unstable	2.00	1.73	2.00
Attributional Positivity	1.51	1.46	1.35

Attributional Negativity	0.89	1.41	0.61
Benefit-Finding	0.22	0.48	0.11
Total Statements	6.65	2.16	7.22

Note. $N = 90$. $^{+}p < .10$ $^{*}p < .05$ $^{**}p < .01$ $^{***}p < .001$. Means having the same subscript are not significantly different at $p < .05$.

Table 3

Results for 2 (Disclosure Condition) x 3 (Attachment Style) MANOVAS Predicting Emotional Experience Following Introductions

Main Effects o

	Low Disclosure		Moder
Mood	*M*	*SD*	*M*
Anxious Mood	2.02	0.83	2.01
Positive Mood	2.78	0.74	2.74
Negative Mood	1.33	0.55	1.27
Concerned Mood	1.85$_a$	0.58	1.52$_a$
Feelings			
Liking for Confederate	4.42	1.03	4.48

	Self-Disclosure and Acquaintanceship	54	
Like to Have as Friend	4.19	1.13	4.14
Satisfaction - Interaction	3.62$_a$	0.75	3.41
Satisfaction – Confed	3.35	1.13	3.79$_a$
Satisfaction - Self	4.69	5.83	3.41

Note. $N = 90$. $^+p < .10$ $^*p < .05$ $^{**}p < .01$ $^{***}p < .001$. Means having the same subscript are not significantly different at $p < .05$.

Table 3 Continued

Results for 2 (Disclosure Condition) x 3 (Attachment Style) ANOVAS Predicting Emotional Experience Following Introductions

Main Effects

	Secure Attachment		Insecure
Mood	*M*	*SD*	*M*
Anxious Mood	1.75	0.48	2.20
Positive Mood	2.93	0.89	2.51
Negative Mood	1.21	0.30	1.40
Concerned Mood	1.86	0.68	1.86
Feelings			
Liking for Confederate	4.51	0.99	4.53

Like to Have as Friend	4.14	1.21	4.33
Satisfaction - Interaction	3.41	0.80	3.33
Satisfaction – Confed	3.70	0.88	3.18
Satisfaction - Self	3.51	0.87	4.04

Note. $N = 90$. $^{+}p < .10$ $^{*}p < .05$ $^{**}p < .01$ $^{***}p < .001$. Means having the same subscript are not significantly different at $p < .05$.

Figure 1 – Interaction of Participant Sex and Gender Composition Predicting Time Spent Talking
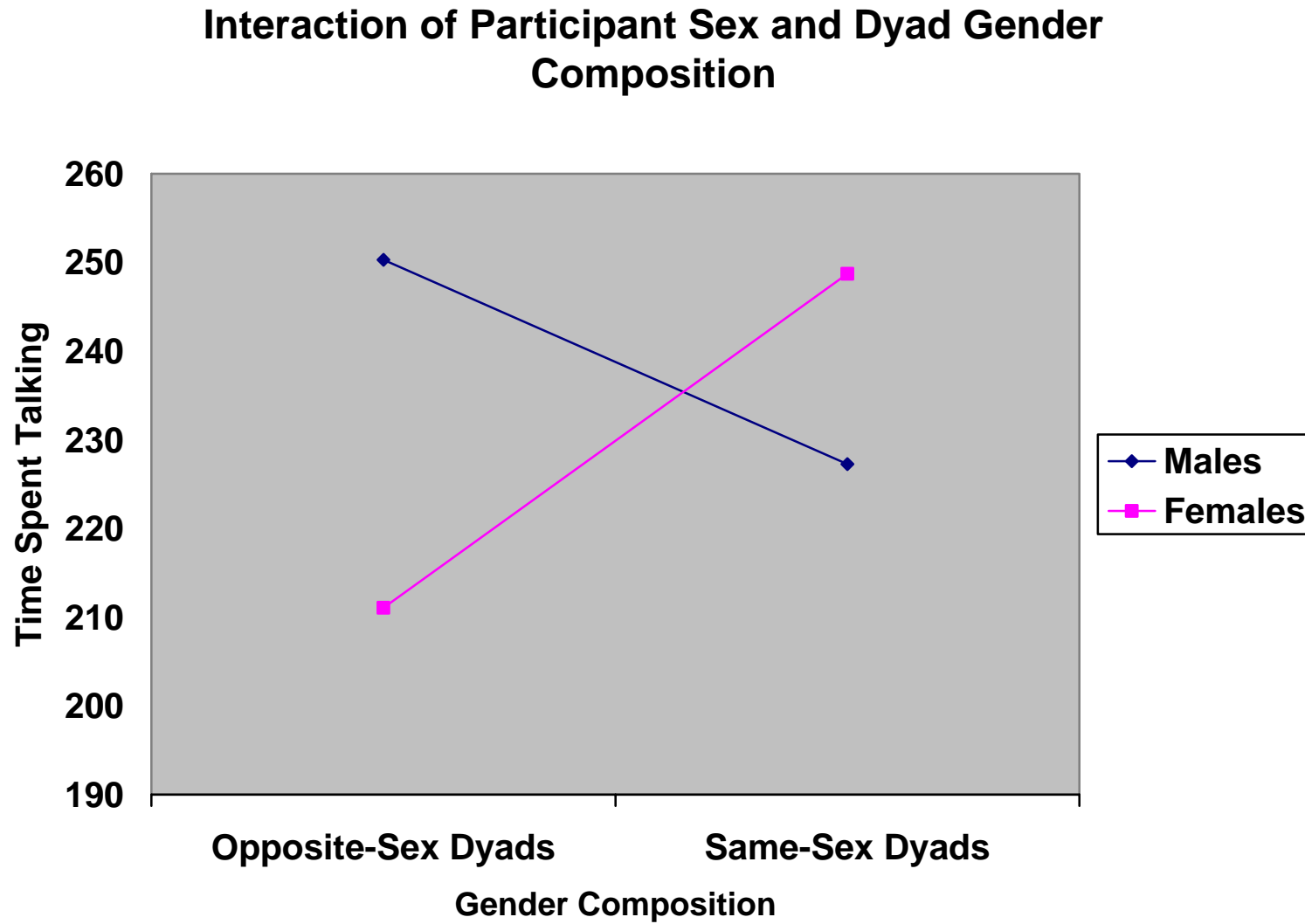

Interaction of Participant Sex and Dyad Gender Composition

Figure 2 – Interaction of Disclosure Condition and Attachment Style Predicting Evaluative/Emotional Disclosure
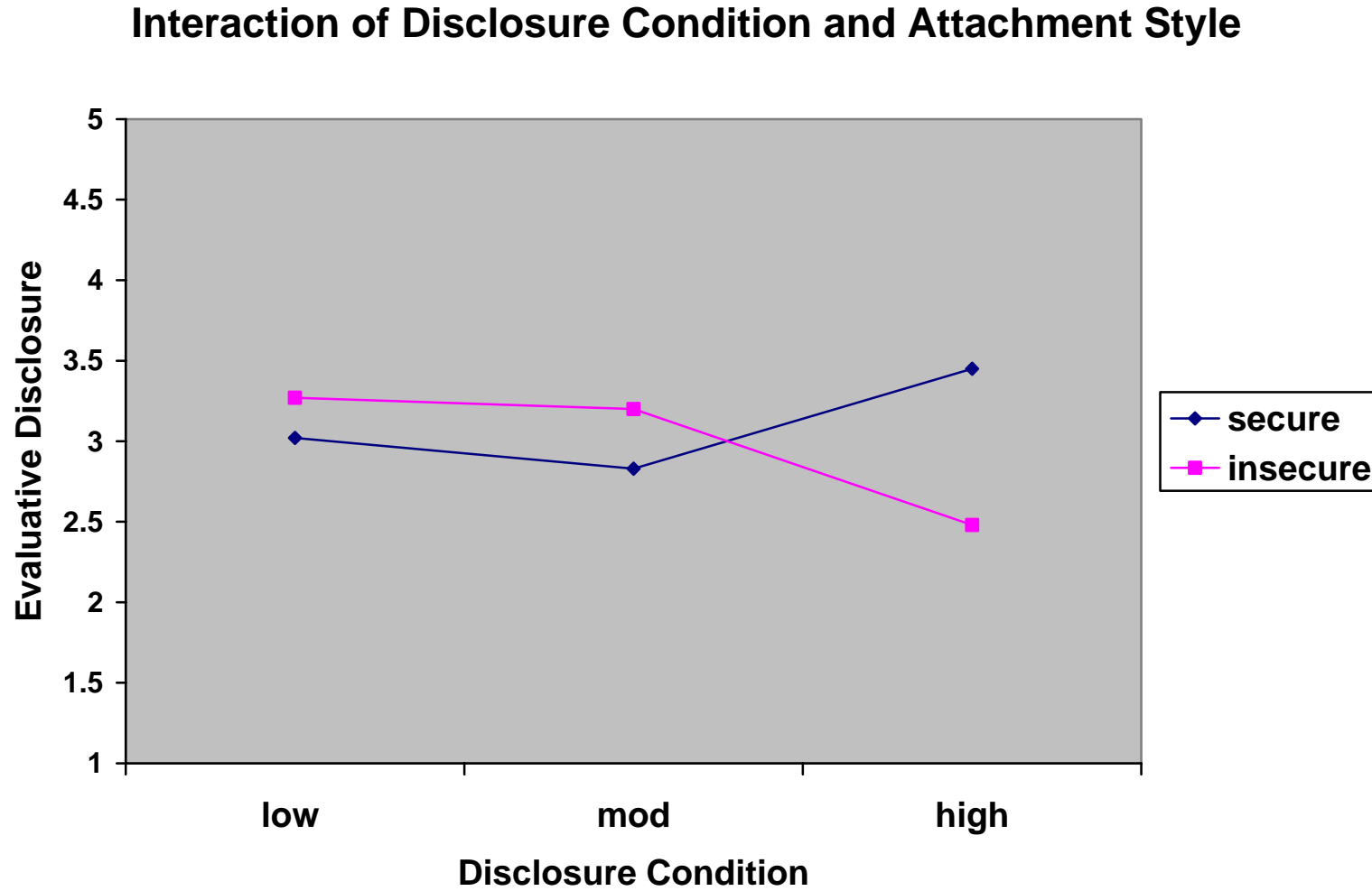

Interaction of Disclosure Condition and Attachment Style
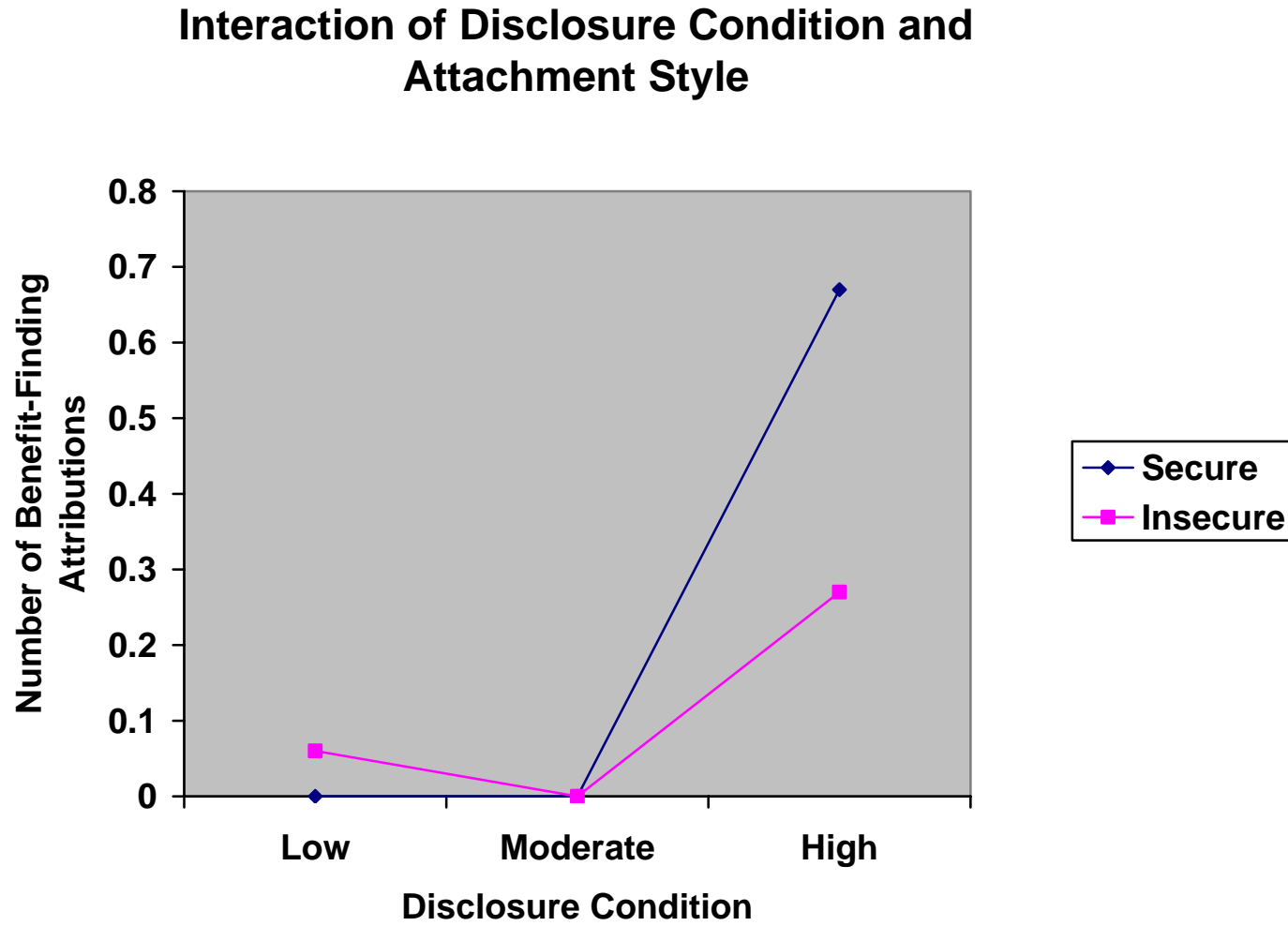
Figure 3 – Interaction of Disclosure Condition and Attachment Style Predicting Benefit-Finding Attributions

Interaction of Disclosure Condition and Attachment Style

Appendix A

Transcripts of Self-Disclosure Manipulations

Low Intimacy Male Version

<u>Common Intro</u>

     Umm…pssh, let's see, so my name is Justin Goddard, I'm a student over at Pitt; I'm a sophomore there, err, a second-year, whatever. Umm… I'm living down over near the Post Office in Oakland, it's like Bouquet St. and Pier St., South Oakland, I don't know, a lot of students live around there, it's pretty cool, I like it there.

     But anyway, uhh, I'm a communications major there, which means I don't know what I want to do with my life… *[slight laughter]*… no, I'm just playing, I mean, I'm no CMU student, but I'm pretty sure I have an idea of what I got myself into with this major.

<u>Low Intimacy Manipulation (male)</u>

     It won't be that bad, I don't think. Like I haven't even had to take any classes yet that are required for the major or anything, all I did last year was just work on my Arts and Science requirements, and there are a LOT of those. I don't even remember how many I finished, I think only like nine or ten...or maybe...no, it had to be ten required classes.

     Alright, let me see… We have a math requirement, and so I took this pretty easy statistics class last year, Statistics in the Real World. And I think we have to place out of an algebra exam, which I did, so I don't have to take any more math, just that one statistics class. And then we have all sorts of writing requirements, which I had to finish by the end of last year. So I took Basic Writing and General Writing for Films, and now because of that, I can take whatever writing courses I want for my communications major, and I was also able to take this American Literary Traditions class second semester, since I had taken Basic Writing. What else did I take? Oh, I remember taking this Intro to Ancient Philosophy class for like a week and a half, but I definitely dropped that and took a Human Nature class through the philosophy department. We didn't really even talk about human nature, though, we mainly just talked about guilt and talked about Oedipus and stuff. Oh yeah, which reminds me of the other class I took that semester, Ancient Civilizations. So yeah, I think that was all the classes I took first semester.

     So then second semester, what did I take? Well I already told you about that American Literature class I took. Then I had one other writing class, Intro to Journalism, which wasn't my first choice, but it was okay. I originally wanted Intro to Creative Writing, but couldn't get in, so then I tried to get into Video Production…Or wait. No, actually, I think it was the other way around. Yeah, no that's right, originally I had wanted Video Production, but definitely couldn't get into that, so I tried Intro to Creative Writing, but no luck there either, so I finally settled on Intro to Journalism, even though it didn't satisfy the artsy requirement like I had wanted. Okay, so I was right the *first* time. I've only finished nine of the CAS requirements. But everything else I took that semester was required – Intro to Film, Social Psychology, and one more…I don't even remember what it was.

But anyway I'm finally taking this one class now, Communication Processes, and it's for the major, which means it takes a lot more work. And like the paper we're doing right now, I don't even know when I'm really gonna get it done. It's due at the end of this week, and I don't even know what I'm supposed to be writing about. I looked at the question once, when it got handed out, but that was it. And I can't work on it today because I've got to go to work after this, and I don't know if I'll have time in the next few days and I really don't want to do it at all, you know? So I don't know, maybe I won't, I'm really tempted to not do it... But I mean, I really should, it's only supposed to be like three to five pages. Yeah, I'm sure I will, I'm just gonna have to make time for it after work.

Common Ending

But yeah, so anyway, ummm… I guess that's about it for me. I think that's about all. *[slight nervous laughter]* I can't really think of anything else I should tell you. So… yeah. That's it.

Moderate Intimacy Female Version

Common Intro

Umm…pssh, let's see, so my name is Jennifer Goddard, I'm a student over at Pitt; I'm a sophomore there, err, a second-year, whatever. Umm… I'm living down over near the Post Office in Oakland, it's like Bouquet St. and Pier St., South Oakland, I don't know, a lot of students live around there, it's pretty cool, I like it there.

But anyway, uhh, I'm a communications major there, which means I don't know what I want to do with my life… *[slight laughter]*… no, I'm just playing, I mean, I'm no CMU student, but I'm pretty sure I have an idea of what I got myself into with this major.

Moderate Intimacy Manipulation (male)

Actually, I chose this major because I really like broadcasting and I like the idea that I could possibly go into broadcasting as a career. Well, either that, or I was thinking about working in radio, because I'm taking this class now, Public Speaking, which I thought would be a joke, but really it's pretty cool. It's this two and a half hour class, it meets once a week, and all we do so far is come up with ideas for the other people in the class. So you could give them a topic like, I don't know, the state of shellfish migrations in the northern pacific ocean, or something crazy like that, and they would have to go, do some research on it, and then come back and give like a five or ten minute presentation on it. And that kind of stuff happens all the time, because our professor, this woman named Renee Jackson, she keeps telling us that the more like, obscure or whatever our topic is, the better experience it becomes for that person to come up with a presentation that people will remember and enjoy and stuff. So it's pretty cool.

But anyway, so what was I talking about before…? Oh yeah, so this public speaking class makes me think that I could go into radio maybe after I graduate. Cause

like, I think that one thing that makes a good DJ is the ability to talk about just about anything, for however long, and that's exactly what this class is about.

But I still do love broadcasting, too. Back in my high school in Jersey we used to have this TV studio or whatever, and every day during our lunch period we used to broadcast to the TV's in the cafeteria, and I would be the news anchor on Tuesdays and Thursdays. So I got a lot of experience with broadcasting and all that and I realized that I really liked being in front of the camera and getting to speak professionally for an audience. It's like being Connie Chung or something like that, but without the scandal! *[a bit of laughter]*

So yeah, broadcasting is good, radio is good, what else is there about me? I don't know, lets see… Ummm, well, I guess I'm pretty much a movie buff, too, I watch *a lot* of movies. I don't know if I have a favorite, though. If I had to choose, I would probably say…oh, I don't know….maybe……well, alright, it would have to be a tie between "One Flew Over the Cuckoo's Nest" and maybe "The Usual Suspects". The first one, "One Flew Over the Cuckoo's Nest", because of Jack Nicholson, and then "The Usual Suspects" because it's just awesome; but I don't think I could say I like one over the other, they're both really really good. Oh, but you know what, speaking of Jack Nicholson, I really loved "The Shining", too, that movie was great. I love the kid in it, too, and did you know that the woman who played Jack Nicholson's wife was the woman who played Olive Oil in that Popeye movie with Robin Williams? Oh man, that Popeye movie, now there's a weird movie. It's probably up there with Willy Wonka and the Chocolate Factory as one of the weirdest movies of all time. And Willy Wonka, geez, the first time I saw that movie, wow. I don't know how old I was, but I was pretty young, and all I remember is not really knowing what was going on in this movie except that kids were being killed or something and this creepy Willy Wonka guy didn't really seem to care. What a weird thing to see as a kid, not to mention those crazy Oompa Loompas! But it's a great movie now that I've seen it all the way through and realize what's going on.

Common Ending

But yeah, so anyway, ummm… I guess that's about it for me. I think that's about all. *[slight nervous laughter]* I can't really think of anything else I should tell you. So… yeah. That's it.

High Intimacy Male Version

Common Intro

Umm…pssh, let's see, so my name is Justin Goddard, I'm a student over at Pitt; I'm a sophomore there, err, a second-year, whatever. Umm… I'm living down over near the Post Office in Oakland, it's like Bouquet St. and Pier St., South Oakland, I don't know, a lot of students live around there, it's pretty cool, I like it there.

But anyway, uhh, I'm a communications major there, which means I don't know what I want to do with my life… *[slight laughter]*… no, I'm just playing, I mean, I'm no CMU student, but I'm pretty sure I have an idea of what I got myself into with this major.

Extreme Intimacy Manipulation (male)

Actually, it's kinda funny, because lately I've been wondering how much longer I'm gonna be able to stay around Pittsburgh, let alone, stay with this communications major. Like, it's not that I don't think that I can handle the workload, that's not it, the workload's fine, I guess it's just that… well, I guess it's a lot of things. First of all, my family's been having some money problems lately. And I mean, I guess most families have money problems at one time or another, but they told me the other night that they're not sure if they're gonna be able to keep paying for my tuition and stuff. I've got this job waiting tables a few nights a week which definitely *does* help, but I don't know how much more money I can bring in with a few extra hours here and there. I might have to go back home and go to a cheaper community college or something.

But…it might be for the best, though, because I've also been feeling kinda anxious lately…I don't really know how to describe it. Like all of a sudden I get really freaked out about everything – about doing well enough in school, about my relationships with my friends and my girlfriend…I'm starting to wonder if this is what a nervous breakdown feels like…it's weird. And this has never happened to me before, never! I was always really calm and low key. I don't know what it is.

Like the other day, I was over at Eddie's, it's this dining hall underneath the Towers, with two of my friends, Anne and Tony, and I had to leave it got so bad, and this was like a week ago. It hasn't really gotten that bad since then, but I was definitely freaked out that night. And like, I've known a few people who used to take medicine for feeling anxious and stuff, but I don't think this is the same thing. And I can't tell my mom, you know, because she's got enough problems…she'd just freak out…she's always worrying about things too much. So I don't know, maybe it'd be better to get out of Pittsburgh...

But anyway, the *other* reason I might not be able to stay around here is my ex-girlfriend and her family. See, unfortunately this ex-girlfriend of mine lives around Pittsburgh, so when we broke up, which by the way was about half a year ago, all she did was go home to her family and talk dirt about me to get back at me, so now her family hates me. And this was bad stuff, too, you know, this wasn't just "Oh, he's so mean for breaking up with me", or any of that, it was just flat out lies, like "Oh, he used to cheat on me" and "Oh, now he's trying to hook up with my best friend". I mean, this stuff just isn't true!! I never once cheated on her, I would never do that, and I thought we had a great relationship before we broke up, so why would I cheat on her?! And this thing about her best friend??? I don't even really know her best friend…My girlfriend was so jealous she never even let me meet most of her friends!!! She always thought I was looking at other girls even when I wasn't…It didn't matter if it was a waitress in a restaurant or a girl walking by on the street. Sometimes when we were driving in the car and I'd of course be looking both ways so that we didn't die, she'd accuse me of checking out girls on the corner! It's not my fault they just happen to be standing there!

Anyway, it's a shame, now I've got this girl, who I used to be really genuinely in love with even though she was sometimes difficult to deal with because of her jealousy,

talking all sorts of smack to her family, who lives *in Pittsburgh*, so she talks to them all the time, and who knows what else she's said since then?

Yeah… *[nervous laughter]*… so my life's pretty crazy right now, man, I don't know what to do about it.

Common Ending

But yeah, so anyway, ummm… I guess that's about it for me. I think that's about all. *[slight nervous laughter]* I can't really think of anything else I should tell you. So… yeah. That's it.