PERSUASIVE MESSAGES OF WOMEN IN XHOSA

by

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DECLARATION

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ABSTRACT

The aim of this study was to explore interpersonal persuasive messages of Xhosa-speaking women. The findings suggest that the majority of attempts at interpersonal persuasion take place in close and often personal relationships. The findings further show that the majority of Xhosa-speaking women tend to persuade those they are familiar with, such as husbands, children, siblings and friends. Specific cultural aspects also influence the persuasive messages of these women, such as collectivism, indirectness, politeness and ubuntu (caring).

Research conducted by Cody et al. (1994), Dillard (1989) and Rule et al. (1985) suggests that individuals seek to persuade others for a variety of reasons. They discovered that the most sought-after influence goals are the following: give advice, gain assistance, share activity, change orientation, change relationship, obtain permission and enforce rights and obligations. These seven influence goals cover a large portion of the persuasive landscape, and were dealt with considerably in this research.

The data for this research were collected from Xhosa-speaking women situated in the Eastern Cape, specifically in the region of East London. A total of 20 women in the age range of 30 to 45 participated by writing self-reports in which they attempted to influence their friends, colleagues or family members. Participants also had to relate persuasive incidents that recently took place. In addition, they were asked to mention whether the process of gaining compliance was successful or not.

The research data were analysed and evaluated against the following:

1. Different types of influence goals
2. Message dimensions (explicitness, dominance and argument)
3. Evidence in a persuasive message
4. Emotional appeals (threat and guilt appeals)
5. Cultural and conversational constraints

The data analysis revealed that the findings of this study among Xhosa-speaking women are on par with the findings of the study by S.R. Wilson (2002) on culture and

conversational constraints, as well as with other research conducted by Dillard (1998) in the field of message production.

OPSOMMING

Die doel van hierdie studie was om interpersoonlike oorredingsboodskappe van 'n aantal Xhosasprekende vroue te ondersoek. Die bevindinge doen aan die hand dat die meerderheid pogings tot interpersoonlike oorreding in nabye en dikwels persoonlike verhoudings plaasvind. Die bevindinge van die navorsing toon ook dat die meerderheid Xhosasprekende vroue daartoe geneig is om diegene waarmee hulle vertroud is, te oorreed. Dit sluit gades, kinders, broers en susters en vriende in. Sekere kulturele aspekte beïnvloed ook die oorredingsboodskappe van hierdie vroue, soos kollektivisme, indirektheid, beleefdheid en ubuntu (omgee).

Navorsing uitgevoer deur Cody et al. (1994), Dillard (1989) en Rule et al. (1985) voer aan dat individue ander mense om verskeie redes probeer oorreed. Hulle het uitgevind dat die algemeenste doelwitte van beïnvloeding die volgende is: gee advies, verkry bystand, deel aktiwiteit, verander oriëntasie, verander verhouding, verkry toestemming, dwing regte af en verpligtinge. Hierdie sewe doelwitte van beïnvloeding dek 'n groot gedeelte van die gebied van oorreding, en word omvattend in hierdie studie behandel.

Die data vir die navorsing is ingesamel van Xhosasprekende vroue in die Oos-Kaap, spesifiek in die Oos-Londen-gebied. Twintig vroue tussen die ouderdom van 30 en 45 het deelgeneem deur verslae te skryf waarin hulle gepoog het om hul vriende, kollegas of familielede te beïnvloed. Die deelnemers moes ook verslag doen van oorredingsinsidente wat onlangs plaasgevind het. Hulle is gevra om te meld of die proses om toegewing te verkry suksesvol was al dan nie.

Die navorsingsdata is ontleed en teen die volgende geëvalueer:

6. Verskillende soorte doelwitte van beïnvloeding
7. Boodskapdimensies (uitdruklikheid, dominansie en argument)
8. Bewyse in 'n oorredingsboodskap
9. Emosionele beroepe (dreigemente en beroepe om skuldgevoelens)
10. Kulturele en gespreksbeperkings

Die data-ontleding het aangetoon dat die bevindinge van hierdie studie onder Xhosasprekende vroue ooreenstem met dié van 'n studie deur S.R. Wilson (2002) oor

kulturele en gespreksbeperkings, asook met navorsing deur Dillard (1998) op die gebied van boodskapproduksie.

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TABLE OF CONTENTS

CHAPTER 3: ANALYSIS OF PERSUASIVE MESSAGES IN SOME XHOSA

           WOMEN

CHAPTER 4: CONCLUSIONS

CHAPTER 1

INTRODUCTION

1.1 AIM OF THE STUDY

Compliance gaining, as a research tradition has received considerable research attention, from scholars within the field of communication science, psychology, law, marketing and other related disciplines. However, there seems to be no reports of research contributions from African Languages, let alone those that could have been related from isiXhosa language. Yet, a closer look at the reviewed literature and various studies of interpersonal communication show compelling evidence that this area of work has much to offer in a variety of other areas, including languages, other that those cited above.

This study will generally focus attention on interpersonal influence interactions in Xhosa. Primarily different influence messages used by Xhosa speaking women when attempting to gain compliance will receive considerable treatment.

In order to achieve this aim, the following factors will be taken into consideration:

- The sources of the persuasive messages will be Xhosa speaking females.
- Participants in this investigation will originate from a Xhosa speaking community in the area of East London in the Eastern Cape.
- The message sources will be professional people, such as educators, nurses and lawyers.
- Persuasive messages will be drawn from a recent past, and the influence interaction will take place between the source and target who may have known each other.

1.2   PROBLEM STATEMENT

This study will address influence messages that are used by Xhosa speaking women within compliance seeking situations, in interpersonal contexts. Influence messages are triggered by influence goals, and goals in pattern serve as motivating ground that underlies attempts by a speaker in his/her influence message to produce behavioural change in a target person. Therefore this study primary focus on a two-fold problem:

i. The types of influence goals that is typical in interpersonal contexts in Xhosa.

ii. The type of influence messages that these goals activate, and the way in which the different types of influence messages are characterised in compliance gaining situations of Xhosa speaking women.

1.3 OBJECTIVES OF THE STUDY

The reasons for conducting this study are as follows:

- To explore the influence messages that exemplify interpersonal influence interactions in Xhosa speaking women.
- The examination of the type of goals that is responsible for enacting such messages.
- To examine influence strategies and techniques used by Xhosa speaking females.
- To discover which influence goals are popular amongst these participants.

1.4 SIGNIFICANCE OF THE STUDY

This study is significant as it sheds light on the Xhosa persuasive messages and more importantly both the Xhosa and other speech communities will:

- understand that persuasive messages are there in all communities;
- also see the value of persuasive messages to them as a society.
- learn about various persuasive techniques even in Xhosa.
- explore various influence goals common amongst Xhosa speakers.

1.5 METHODOLOGY

This study will make use of a qualitative approach because this type of approach focuses on phenomena that occur in natural settings. Through this type of methodology, the researcher will be able to describe, explore, examine and discover new or little unknown phenomena related to persuasive messages.

1.6   DATA COLLECTION TECHNIQUES

1.6.1   Secondary research method

Through this approach, the researcher will collect data from articles, journal, books from the library and the Internet. The researcher values these resources as they contain readily available information.

1.6.2   Primary research method

East London in the Eastern Cape was identified as the area for data collection, in which 20 Xhosa speaking females, with age range of 30-35 were direct participants in this research. In this study self-report approach was applied wherein students were asked to write a report on their recollection of recent influence attempts in which they tried to change their friends or relative's behaviour. The participants were given the following criteria for writing these reports:

- The reports should give details of attempts to influence somebody.
- These attempts should really have happened.
- The report should be recent reports on influence.
- The reports should be written in a form of a dialogue.
- The participants should mention after these reports whether they were successful or not in their effort to influence their friends or family members.
- These reports are confidential, they should not give their real names or the real names of their friends or family members in the dialogues.

1.7   SCOPE AND DELIMITATION

This task will concentrate on the persuasive messages in Xhosa only.

1.8   LITERATURE REVIEW

Berger C.R. (1997)

According to Berger planning before engaging in an argument is important. It helps the source to anticipate the potential response of the target, and therefore practice counter responses that could facilitate goal achievements. Having stable plans makes the

source to be trusted by the target and the amount of uncertainty in their relationship is reduced.

Chaiken S. (1982, 1987)

In his Heuristic – Systematic Model he states that if a topic is important a person will tend to think more deeply about it and exert more effort to gain knowledge about it. On the contrary if the topic is of little interest, a person will spend little energy obtaining information about it. People will use the most effortless modes of mental processing available to get valid and accurate result. When the subject is important (high issue involvement) people tend to use systematic processing.

Dillard J.P. (1987)

Dillard states that goals are future states of affairs that individuals desire to attain or maintain. He explains that desired end states become interaction goals when individuals must communicate and coordinate with others in order to achieve those states. He also mentions that although interaction goals are pursued through communication, they are part of the cognitive rather than the behavioural domain. Goals motivate and explain behaviours, but they are not behaviours themselves.

Hample and Dallinger (1990)

Through their research they explain that during the course of producing an argument people must do two analytically distinct things. They must generate messages which might possible be said, and then must decide whether or not to utter them. They found that people edit compliance – seeking messages not only out of a concern for what will and will not work, but also in light of whether the message makes sense within the situation, whether it is an appropriate or ethical form of action, and whether it will have desirable interpersonal consequences.

Kellermann and Kim (1992)

Kellerman believes that communication is regulated by two overaching constraints, which social appropriateness and efficiency. Appropriateness refers to whether a message is nice, civil, pleasant, proper and courteous, whereas efficiency refers to whether a message is direct, immediate, and to the point. These two constraints help to

set limits on people's choices during compliance-gaining interaction. Also individuals feel pressure to meet social expectations when seeking compliance.

O'Keefe and Delia (1982)

O'Keefe distinguishes two senses of the term goal, the first one is that:

- Goals are generalized constraints defined and activated by social structures and goals as they are recognized and pursued by individuals.
- Goals are those future states of affairs that an individual wants to attain or maintain.

O'Keefe and Delia also distinguish between "complex" and "simple" communicative situations. A situation is complex when:

- its constituent features create multiple situational relevant objectives,
- significant obstacles to achieving those objectives are present, and/or
- actions that accomplish one objective conflict with those that accomplish other relevant objectives.

Wilson S.R. (1998)

He states that the cognitive rules model assumes that people possess knowledge about a wide range of primary and secondary goals, as well as about numerous situational features relevant to each goal. This goal relevant knowledge is stored in an associative network model of long-term memory, composed of nodes representing concepts such as people, traits, roles, relational qualities, settings, and desired outcomes. Each cognitive rule links a node representing an interaction goal of giving advice and one for the goal of enforcing an unfulfilled obligation.

Reinard J.C. (1998)

In his review of the research literature Reinard suggests that including evidence in a persuasive message (vs. not) has a dependable and often substantial influence on the effectiveness of that message and perceptions of the credibility of the message source. He also states that evidence can take different forms and effects, such as testimonial assertions, argument completeness and quantitative specificity.

1.9 ORGANISATION OF THE STUDY

This study has been subdivided into four chapters which are arranged as follows:

Chapter 1

This chapter gives the introduction to the study; it presents the aims and objectives, the methodology and data collection techniques of the study, as well as an outline of the theoretical framework utilised in this study. The organisation of the content of chapters is also highlighted in this study.

Chapter 2

In this chapter, a broad overview of the literature on Persuasion is presented.

Chapter 3

This chapter will focus attention on analysis of persuasive messages.

Chapter 4

Finally, this chapter will present the findings, as well the conclusion of the study.

CHAPTER 2

PERSUASIVE MESSAGE PRODUCTION

2.1   OVERVIEW OF PERSUASION AND INFLUENCE

2.1.1 Interpersonal influence and persuasion

This study focuses on different means by which individuals endeavor to find the way as arrayed on a continuum. At one end (left pole) the continuum has no message, but as we move towards the right we encounter different strategies that might include a simple, polite request, a promise of a future favor in return for compliance today, or an appeal to the target's sense of altruism. As we move more to the right, we come into areas that may become more hostile, such as criticism, negative alter casting, and threat, physical aggression can also be encountered before arriving at the opposite right end (right pole)

The main focus of this chapter is on the vast area between the left pole and right pole. According to Dillard and Marshall (2003:476) the area between these two poles is what we call social influence. These social influences are social interactions that involve verbal exchanges. They do not include phenomena such as conformity, group pressure, or subliminal influences.

This chapter will also deal with research that is characterized by longer messages, which are carefully planned, often consisting of a lengthy number of arguments on topics of social, political, and commercial interest. Research on interpersonal influence and persuasion has historically distinct traditions, and integration in this area is still undeveloped.

The study of these domains highlight commonalties and each contribute toward answering the question of social skill. The terms influence and persuasion will be used interchangeably.

2.1.2 Elements of persuasive skill

A.   Two fundamental tasks

Solmsen, (1995:24-25) states that there are two fumndamental tasks that any social actor has to think about when handling persuasive influence. The first one is, "Audience

analysis", it involves discovering facts about message target that permit judgments regarding their response to the message. "Message production" is the second fundamental task; it includes the conception, design, and implementation of a persuasive message.

B.   Personal relationships

A great deal of studies shows that persuasion takes place between individuals who know each other relatively well. A study conducted by Rule et.al., (1985) on college students revealed that about 59% have encountered persuasion from friends and family, and 76% have tried to persuade others. These findings suggested two things, namely that the majority of attempts at interpersonal persuasion take place among close and often personal relationships. Also that with whom we are intimate are more likely to be both the source and target of persuasive messages than are strangers.

C.   Influence goals

(I)   Primary goals

Individuals seek to persuade others for a variety of reasons, but the most frequently sought after influence goals were revealed by the research done by Cody et. al., (1994), Dillard (1989); Rule et al., (1985), as give advice, gain assistance, share activity, change orientation, change relationship, obtain permission, enforce rights and obligation. These seven goals cover a large portion of the persuasive landscape.

(II)   Secondary goals

These goals are goals that arise from influence goals. They shape the range of behavioral options available to the source. For instance, an individual whose goal is to change the religion of the other person (change orientation) will consider being patient to try to achieve his/her object.

Secondary goals are very helpful in trying to achieve the desired influence goal. They prompt one to consider related ideas that can help to understand persuasive social skill. It is true that trying to gain two goals at the same time is not an easy task.

Therefore situations that have multiple goals such as initiating a relationship goal structure complexity of interactions. As complexity increases, the degree of social skill needed must also rise, in order to reach the desired influence goal.

D.   Targets of change

The term target refers to individuals that might be changed by a persuasive interaction. Research conducted by Rajecki (1982) has revealed that sources of message have three targets that they aim to alter on individuals. Namely, beliefs, attitudes and behaviors.

According to Rajecki (1982) beliefs are estimates of the truth or falsity of some proposition, attitudes are summary evaluations of the goodness or badness of an attitude object, and finally, behaviors are actions performed by some individuals. Rajecki states that a message source needs a skill to be able to know which of these three targets s/he hopes to change. These three targets vary in difficulty to change. Beliefs are the most pliable, attitudes are less pliable and altering behavior requires a very high social skill.

E.   Types of change

Dillard and Marshall (2003:484) states that there are different types of change when any of the three targets mentioned above are altered. The first type is "formation", it occurs when an individual acquire a new belief, attitude or behavior where none existed before. Formation is more common among children and adolescents than adults. This may be so because of the fact that adults have already established these targets beliefs, attitudes and behaviors. Nonetheless adults too sometimes encounter formation of these targets in their lives such as unexpected requires, or marital break –ups.

Some persuasion aims to reinforce already existing beliefs, attitudes or behavior. This type of change is called "reinforcement" and its purpose are to increase the extremity or blocking the effects of counter persuasion by other message sources.

According to Dillard and Marshall "conversion" is the most common type of persuasion. For example a non-Christian converts and becomes a Christian. Conversion occurs when beliefs are altered from true to false, attitudes shift from positive to negative, or individuals act on behalf of a course rather than against it.

F.   Motivation for message processing

This section will explore the kinds of goals that message consumers try to achieve. According to Chaiken et. al., (1989) there are three conceptually distinct orientations that receivers might assume towards a message.

The first orientation Chaiken et. al., mention is "accuracy-motivated" processing. Accuracy-motivated precessing is when the target's primary motivation is to objectively assess the validity of the message advocacy, the soundness of its arguments, the quality of its evidence, and so on. Individuals will employ the goal of accuracy when they perceive that the topic is one that has positive or negative personal consequences for themselves.

Secondly, when message consumers already hold a pre-existing view on a particular topic, "defense–motivated" processing may be applied. This response to a message may be characterized as biased because the goal is not to obtain a fair and impartial weighing of facts, but to fend off the persuasive attack leaving the original opinion unchanged.

Chaiken's third approach to message processing is called "impression-motivated'. In this approach the target has the desire to hold and express evaluations that are seen as appropriate to the social situation. Message consumers align their attitude with those of attractive others. The objection here is to change in any direction that will enhance liking by others.

G.   Depth of processing

The preceding paragraphs have explained that individuals process messages for different reasons. Dillard and Marshal (2003) states, "Processing of goals become more or less complex as a function of the number of goals that individuals are attempting to achieve simultaneously".

According to Chaiken et. al., (1989), individuals process messages at different level, depending on the level of motivation the individuals holds. Therefore according to Chaiken's (1989) heuristic – systematic there are two processing modes; the systematic mode focused on evaluating the evidence and on understanding the facts. Systematic mode involves deep processing.

On the other hand, heuristic processing is superficial and simple, it depends on various decision making short cuts and learned rules to arrive at an attitude. As a results, heuristic processing is shallow and it requires little effort or even conscious awareness, when processing goals.

The advantages of systematic processing are the greater likelihood of accurate message evaluation. This processing is costly, because of the effort that is applied. Individuals, who possess adequate cognitive capacity, will strive to reach their desired level of confidence in their positions.

2.1.3 Audience analysis

A. Cultural information

Culture as defined by anthropologist is the total behavior patterns, beliefs, values, language and practices shared by a large group of people living in some definable geographic area.

Message producers use cultural knowledge to predict how others will respond to their persuasive goals. Research conducted by Hofstede (1980), produced a list of dimensions used to characterize various cultures, e.g.

(i)   Individualism versus collectivism
(ii)   Power distance
(iii)   Femininity versus masculinity
(iv)   Uncertainty
(v)   Long-term versus short – term orientation to life.

This study was conducted in 50 countries around the world.

In individualism versus collectivism dimension we see that some cultures emphasize the rights of individuals whereas in other cultures the group is seen as more important than any of the individuals that compose it. This study shows that certain approaches to persuasion are more likely to be found in some cultures than in others. Consequently, matching the appeal to a cultural value is more effective than the alternative.

Nevertheless cultural knowledge does not completely predict the responses of message recipient. Although cultures value certain thing over other, individuals may differ in the extent to which those values are internalized among members of a given culture.

B.   Sociological information

Sociological information is that which locates individuals with regard to groups. One form of sociological information is called demographic data. It puts individuals to social categories such as gender, age, race, income and level of education.

Demographic information is less expensive and it is easy to obtain. It also offers a more general approach as cultural information. It also offers a problem to a lesser degree, because sociological groups are often more narrow than cultural groupings and they are commonly used in conjunction with cultural data.

Although membership in many groups is a matter of fate, however membership in social categories is a matter of choice. According to Dillard and Marshall (2003:487), knowledge of group membership may permit relatively accurate influences about an individual's related beliefs and attitudes.

C.   Psychological trait information

According to Dillard and Marshall (2003:487), trait information focuses on the makeup of the message recipient. Knowledge of trait information about the message recipient permits a source to make prediction with greater specificity than either cultural or sociology data alone.

Trait information includes the values individuals hold, thing he likes or dislike, being introverted or extroverted, quarrelsome or agreeable. All of this psychological information is very useful in predicting the response of the recipient.

D.   Involvement

Dillard and Marshall (2003:487)'s findings reveal that individuals' involvement with the message depends on three motivations: accuracy motivated, defense motivated and impression motivated. Accuracy goals are activated when the message describes some situation with tangible positive or negative consequences for the recipient or someone

close to him or her. When the consequences are crucial, the message processor is likely to engage in systematic, accuracy motivated message processing. But, when the message is viewed as trivial, heuristic processing is the result.

Moving to defense processing, it is used when recipients view message in a way that will affect their self-concept. Messages that interfere with the individuals' values, world view or past actions are likely to instigate defense–motivated individual processing. Consciously or not, the prime aim of the defense - motivated is to enhance or maintain his / her self-concept. The primary mechanism by which individual achieves this goal is by selective information processing (Chaiken, Gener-Sorolla and Chen, 1996).

According to Slater, (2002), there is a need to distinguish between value-protective processing and value-affirmative processing. Consequently, the results showed that individuals processing with a goal of affirming their values were more persuaded than individuals with value-protective processing.

Dillard and Marshall (2003:488), massage processors also use impression-motivated processing when their primary concern is with the interpersonal consequences associated with expressing a given judgment in a particular social situation. A necessary condition for this goal is presence of significant others. These significant others need not always be present during the message production, but their options are crucial.

E.   Synchrographic information

According to Dillard and Marshall (2003:488) the idea of synchrographic is to segment the audience with regards to the timing of some events. The use of synchrographic information avoids the assumption that individuals' message – processing goals are stable overtime. Although this view generalizes processing by breaking the audience into smaller, more homogeneous units, the accuracy of the audience analysis is heightened.

2.1.4 Features and components of persuasive messages

A.   Perceptual dimensions

There are three perceptional dimensions individuals engage in to characterize influence messages. They are explicitness, dominance and argument.

Explicitness is the degree to which the message source makes her or his intentions transparent in the message itself. These types of messages are straightforward regarding the speaker's needs. In contrast, inexplicit messages require more active engagement from the message recipient. As a result, explicitness is best considered as a message property that is present to a greater or lesser extent, rather than as a dichotomous quality that either is present (on record) or absent (off record), Kim et. al., (1994). Nevertheless, explicitness is not an intrinsic feature of a message, but a function of the context in which the utterance occurs.

Dominance refers to the relative power of the message source, over the recipient as that power is expressed in the message. Dominance is the source's bid for power, the recipient may respond with submission or reject the bid.

Furthermore, dominance may be communicated through multiple communication modalities, such as; variation in the vocal parameters of speed;

(i)   Gross body movements
(ii)   Facial displays and
(iii)   Message content.

Therefore dominance is a broader communication variable than explicitness, which is primarily communicated through linguistic means.

We need now to consider, argument as a perceptual dimension. Dillard et. al. (1997), defined argument as the extent to which a rationale for the sought-after-action is presented in the message. In actual, sense, argument refers to the degree to which the source provides reasons for why she or he is seeking compliance rather than simply making an unelaborated request. Argument refers to the perceived quantity of reason giving.

Arguments are fundamentally expressed verbally, but the perceived degree of argument will be shaped by the context in which the utterance occurs.

B.   The structure of argument

An argument structure as explained by Dillard and Marshall (2003:490), consists of claim data and warrant. A claim is that which the source would have the recipient believe

or do. Data refers to the reasons and evidence offered in support of the claim. Warrant is the concept that connects data to claim, they consists of beliefs, values, assumptions that links the argument's conclusion back to the data.

The elements of argument can be exemplified as follows:

Claim: Abortion should be banned among teenage girls.

Data: Teenage girls are traumatized by the procedure.

Warrant: Because abortion is a traumatic experience for young girls it should be banned.

Both data and warrant may become the focus of argument themselves.

2.1.5 Evaluating claims

A.   Explicitness

According to Brown and Levinson (1987), being explicit in message production has a number of advantages. Firstly, explicit claims have the property of clarity. The source's desires regarding the recipient is clear. There are also findings that explicit claims translate into improved comprehension, although comprehension alone has little impact on opinion change.

Secondly, explicit claims are also efficient. Many conversations include certain conditions that encourage acceptance of a claim, such as a power differential favoring the source. Finally explicit claims encourage favorable source judgments. Sources who utter explicit messages may earn social credit for plain speaking, such as honesty, and they may avoid the risk of being labeled manipulative.

Brown and Levinson claim that when considering inexplicit statement, individuals also use inexplicit claims to encourage favorable source judgments. This is different from the explicit message in that in indirect claims, the recipients may conclude that the source is tactful, sensitive and non coercive. Furthermore inexplicit claims permit plausible deniability because of the ambiguities inherent in indirect utterance, the speaker is in a position to assert that the apparent meaning of the message is not what he or she intended at all.

B.   When claims stand alone

Hample (1981) discovered that; when an argument is incomplete, message recipient tend to fill in the missing pieces. In most cases the warrant is often left unstated; nonetheless it is common to encounter simple requests that lack clarity. Furthermore, it is believed that this absence is more apparent than real because much of the supporting structure of argument is drawn from knowledge of the relationship of the interactants. To illustrate this point, Rollof et. al., (1988), showed that, when requesting resources, persons in close relationships use fewer elaborated request, fewer explanations and fewer inducements compared with interactions in more socially distant relationships.

Nevertheless, research shows that individuals in intimate relationships prefer to hear the reason behind the appeal. In short, reason-giving creates generally positive relational outcomes.

C.   High stakes episodes

Schrader et. al., (1998), states that influence interactions vary in their degree of goal structure complexity. To illustrate this point let us look at the following examples; to ask a close friend to give you a lift to town may not necessarily generate much concern for secondary goals. But, initiating a romantic relationship or de-escalating a relationship may increase the level of concern for secondary goals.

As a result, instances that are high in goal structure complexity have been labeled high stakes episodes. They are different from other normal influence episodes by virtue of their importance and this has implications for what constitutes effective communication behavior. Important data was presented by Schrader (1999), showing that explicitness and argument produce negative judgments of competence in high stakes episodes.

2.1.6 Evaluating arguments

A.   Evidence

Research conducted by Reinard (1988) suggests that to include evidence in a persuasive message has a dependable and often substantial influence on the effectiveness of that message and perceptions of the credibility of the message.

Therefore, including evidence in a persuasive influence will enhance the performance of the appeal.

According to Reinard there are three forms of evidence, namely testimonial assertions, which are statements in which a message source introduces material from an outside source in an attempting to support the claim. This type of evidence produces positive results on attitude change and judgments of credibility.

The second form of evidence is argument completeness. Influence statements that are high in this form, explicitly detail out the premises, warrants, backing and qualifications the claim that argument completeness promotes persuasion and favarourable source judgment.

Lastly the third form of evidence is quantitative specificity. The evidence in the message is revealed in vague wards such as "most" or on more precise language such as 90%. O'Keefe, (1998) maintains that quantitative specificity contributes to message effectiveness and enhanced credibility, though the effect is less clear than for testimonial assertions or argument completeness.

B.   Argument processing

Dillard and Marshall (2003:493) states that Chaiken et. al., (1989) and Petty et. al., (1986) argue that individuals process messages in two modes, namely systematic processing and heuristic processing. Systematic processing is the one that is contemplative, analytic and responsive to the argumentative quality of the message. Heuristic processing occurs when an individual relies on short cut decision-making rule to construct an attitude towards the persuasive advocacy. Let us look at the two types of message processing more closely.

(i)   Specious arguments

Langer et. al., (1978) reports on a library experiment that was conducted to prove this model. Where individuals were using a photo copier, they were interrupted and asked if the experimenter could intrude to make five copies. One request contained a valid reason, which is 'may I use the Xerox machine because I'm in a rush" and the other request was vacuous, such as "May I use the Xerox machine because I have to make copies". In both requests the frequency of compliance did not differ.

However, in another condition the experimenters increased the level of the request by asking to make 20 copies instead of five. Consequently, compliance with this larger, more time – consuming request varied; significantly more individuals complied with the valid request than with the vacuous one.

From the study of Langer it can be concluded that the mere appearance of a reason may be just as persuasive as a genuine reason. Also we note that the structure of a message than its content can lead to compliance, in matters that are not of much consequence. However it appears that individuals evaluates the message content more closely, when the outcomes associated with the request grow more significant, and then they comply or not based on the merits of the case.

(ii)   Heuristic arguments

Accordind to Dillard and Marshall (2003:494), when individuals lack either the ability or motivation to carefully analyze the claims, they tend to use heuristic method of message – processing. Certain heuristics are sometimes exploited by professional persuaders to ensure compliance even though careful analysis of the argument might be flawed.

Heuristic theorists argue that individuals' consistency is crucial in compliance gaining. They mentioned two reasons that consistency is valued. Firstly, individuals desire that others manifest regularity in their behavior because it makes them predictable. Secondly, consistency provides an efficient means of dealings with the inevitable complexities of life.

Cialdini, (1987:170) proposed the commitment–consistency principle, based on the belief that "After committing oneself to a position, one should be more willing to comply with requests for behaviors that are consistent with that position". This warrant forms the foundation of two compliance techniques known as the foot- in- the door and the lowball.

In dealing with the first technique, foot-in-the door, Dillard and Marshall state that compliance is gained when you begin with a small request and follow with a larger request. This was proved in an investigation conducted, where the first request was to ask the participant to put a small sign in their home windows that reads "Be a safe driver". This was followed by a second request, asking participants to put billboard in their front yard for a period of 1 week.

Foot-in-the-door will be more powerful if, (a) the initial behavior is involving, (b) the message recipients actually performs the behavior rather than simply agrees to perform it, and (c) the two requests are topically related such that the second is seen as an extensions of the first, Burger, (1999).

Dillard and Marshall (2003) consider another consistency-based technique known as the lowball. The development of this technique is attributed to vehicle dealership. The sequence begins with the salesperson offering a car at a low price. After securing a commitment to purchase from the buyer, the salesperson goes to the management to arrange transaction. Then she comes back, to tell the buyer that the management has rejected the deal at that price they would lose money. Therefore, the dealer can only offer the sale at a new, higher price.

Gouldener (1960) states that in the history of humankind, every society has embraced a norm of reciprocity. Reciprocity norm helps to ensure equitable and predictable exchanges between individuals and groups. Cialdini (1987:172) summarizes the principle of reciprocity as follows: "One should be more willing to comply with a request to the extent that the compliance constitutes a reciprocation of behavior".

To illustrate this point, Bell et. al., state that charitable organizations in their marketing efforts send small gifts such as Calendars and Address labels along with their appeal for funds. This strategy is known as pregiving and one necessary condition for the effectiveness of this strategy is that the message recipients actually accept the initial offering.

Indebtedness created by the acceptance of the first offer, increase the need to reciprocate. However if the gift is too large, the recipient may refuse to receive fearing that they would become too indebted.

Research conducted by Boster et. al., indicated that when the intimacy level between source-recipient is high, pregiving produce less compliance. But when the source and recipient are strangers pregiving produce greater compliance. Also, one of the defining features of friendship is that reciprocity takes place in an extended time frame.

On the other hand, Cialdini et. al., (1975) state that the door-in-the-face compliance technique is the direct opposite of foot-in-the-door technique. This technique begins with

a large request that will be rejected still substantial and target request. To obtain the desired effect of this technique, the two requests must be delivered close together in time by the same individual and on behalf of the same prosocial beneficiary.

C.   Genuine reasons

Argumentation theorists maintain that individuals posses certain natural standards for the evaluation of evidence. Let us look closely at these natural standards for evaluation.

(i)   Traditional test of evidence

According to Herrick, (1998) there are five general tests of evidence that may be posed as questions; namely

a) Is the evidence available?
b) Is the body of evidence consistent within itself and with the best available evidence from other sources?
c) Is the evidence timely?
d) Is the evidence relevant to the conclusion that it is used to support?
e) Is there sufficient evidence to support the claim?

(ii)   Subjective message constructs

According to Dillard and Mashall (2003497), there are three subjective message constructs against which the individuals engage in cognitive tests of evidence. The first one is the importance construct concerns itself with the centrality and relevance of a datum in relation to a claim. Secondly, the plausibility judgment reflects the message recipient's subjective estimate of the likelihood that the evidence is true. Lastly, evidentiary material is also evaluated with regard to its novelty.

In conclusion, these three construct exhibit considerable initiative appeal as well as a certain degree of parallelism with standards developed by argumentation theorists.

D.   Emotional appeals

In Western cultures, it is believed that affect and logic exist in an oppositional relationship. A logical state of mind is seen as the effective approach to message processing. However, it is more likely that there are affective components to all

persuasive interactions Jorgensen, (1998). And also, cognitive and affective approaches most often work hand in hand to produce attitude change.

(i) Fear and trust appeals

Threat appeals describe negative results that will befall the message recipient if he or she does not comply with the advocacy. It is the intent of the message producers, to arouse fear, but research conducted by Dillard (1994) has proved that such messages may or may not be effective at producing fear.

There is reliable evidence by Mongeau (1998) that individuals change their attitudes and behaviors as a result of the degree of fear instilled by a message. Therefore, it is important to distinguish between message content and message affects.

Threat appeals are built around two components namely the threats components with the information that describe the susceptibility of the receiver to the negative outcome as well as the severity of that outcome. The action component shows the behavioral solutions to the problem defined by the threat component.

According to Dillard and Marshall (2003:498) the behavioral solution has two essential features, namely response efficacy and self efficacy. Response efficacy deals with the extent to which the recommended action will be effective in lessening the threat. Self-efficacy information focuses on the relative ease or difficulty of enacting the behavior by the message recipient.

In addition, the implementation of a fear appeal is the potential for defensive processing. Although fear appeals are often used to warn individuals about some threat to their well-being, audience members who are most at risk are those whose hazardous behavior produces some benefit.

To illustrate this view, dangers of smoking are well publicized, but benefits such as temporary relaxation are frequently ignored. Thus, as a result of this evidence, it may be seen that the investment that audience members have in the targeted behavior, as well as the cost of complying, may need to be dealt with directly in order to gain effective compliance.

(ii) Guilt appeals

Dillard and Marshall (2003:499), states that guilt appeals are those messages in which a source points out a recipient's past or potential failure for the purpose of motivating the recipient to remedy that failure. They are common in both interpersonal and mass-communication contexts.

Furthermore, guilt appeals vary in their strength, intensity, and explicitness. O'Keefe (in press), states that as the explicitness of guilty appeals increase, so does the amount of guilty that is aroused. High levels of explicitness can hinder compliance, because message can arouse other emotions than those intend by the message designer.

Coulter and Pinto (1995) states that, persons on the receiving end of a strong guilty appeal feel unfairly pressured by the tight guilty message and, therefore, engaged by it. Therefore, anger becomes the motivated basis for rejecting the persuasive appeal.

E.   Mood

Dillard and Marshall examined whether people in a good mood are more susceptible to persuasion than those in a neutral or bad mood. Earlier research shows that individuals process arguments differently as a result of their preexisting mood.

Moods are thought to be good versus bad, or happy versus sad. Thus, moods are seen as a bipolar valence model, whereas emotions are seen as a relatively complex set of qualitative distinct states. Furthermore, according to Dillard, (1998) and Parkinson, (1995), mood is seen as a diffuse, background state of indeterminate origin, whereas emotions are fore grounded in consciousness, arising from readily identifiable events.

Brentar et.al,. (1997) discovered three major findings from a recent meta-analysis of the mood and persuasion literature. Number one is that as positively of mood increases so does attitude change. For instance a stronger mood-attitude correlation was found for topics that were positive in tone, claims that were gain framed and pro-attitudinal rather than counter-attitudinal message.

The second finding according to Brentar et.al,. is that, positive moods led to decreased depth of processing. Meaning, people in good mood tended to report fewer cognitive responses than those in neutral or negative moods. Thus, it may be said that positive mood works against careful and thorough analysis of the message.

Lastly, the third major findings revealed that the more positive an individual's effective state, the greater the number of favorable cognitive response. It was proved that mood influences the degree to which an individual is likely to engage in biased processing of the message.

These major findings are valid only when individuals are unaware of the source of their affect. However, when they are prompted to consider the cause of their affect, the relationship between mood valence and persuasion disappears.

It can be conclude the discussion by saying the mood and persuasion findings are depended on two circumstances namely; (i) the affect is irrelevant to the message and (ii) message recipients have no reason to debias the effects of moods.

2.1.7 Relational implications

According to Watzlawick et.al., (1967) the foundations of communication are that all interaction functions at two levels simultaneously. The message is analyzed in terms of the content as well as the relationship between the two participants. The message can reveal that the source is more competent, more correct, better informed or more powerful than the message recipient.

Brehm's (1966) reactance theory reveals that individuals tend to react negatively when they perceive a threat to their freedom to believe or behave as they wish. Also Braun and Levinson's (1987) politeness theory share similar views. Influence messages have a natural intent of altering another's point of view, therefore there is a tendency viewing them as intrusive and that there are negative consequences that follows.

Moreover, the dominance dimension states that the more that an influence message is seen as expressing dominance, the more it is perceived by the recipient as interfering with his or her ongoing plans, the more likely it is to produce surprise and anger and the less likely it is to be judged competent. Dillard et. al., (1996); Schracter, (1999)

Consequently these responses are likely to result in rejection of the persuasive appeal and derogation of the message is one that does not give the impression of pressuring the message recipient or constraining his or her choice.

2.1.8 Structure

A.   Forewarning

Based on research literature conducted by Benoit (1998) there are two distinct types of forewarning, namely persuasive intent and forewarning of topic and position.

Benoit states that persuasive intent is the knowledge that suggests that someone will attempt to persuade the target. Then forewarning of topic and position gives details about the subject matter as well as the position that the persuader can be expected to adopt. Both of these forms disappointedly lead to message rejection.

In only way that a message producer could succeed is by portraying his mission as informative rather than persuasive. On the other hand knowledge that forewarning reduces persuasion can also be strategically to minimize the efforts of other conterpersuaders.

B.   Sideness

In dealing with this topic Dillard and Marshall (2003:502) looked at the distinction between a one-side message and two-sided message. A one-sided message is the one that ignores opposing arguments, while a two-sided message is the one that assumes one of two crucial different forms.

To illustrate the above point, let us look closely at the following explanations. The refutation two-sided message acknowledges the existence of opposing arguments and attempt to discuss them by attacking the reasoning behind the claims, questioning the relevance of the evidence, depreciating the creditability of the message source. The nonrefutational two-sided message is more elementary, it acknowledges that an alternative exists.

Concerning these findings Dillard and Marshall concluded that refutational message yields the greatest persuasive effect, while the nonrefutational forms produce diminished persuasion related to one-sided message.

C.   Inoculation

In this study Dillard and Marshall have explored how attitude and behavior might be maintained, especially in the face of efforts to alter them. The theory and research on resistance to persuasion have been guided by an inoculation metaphor.

McGuire, (1970) claimed that we can develop belief resistance in people; by exposing the person to a weak dose of the attacking material strong enough to stimulate his defense but not strong enough to overwhelm him.

The inoculation approach has two essential features, one is "threat" and the other one is "refutation". Threat is used to alert the receivers that their current belief is vulnerable to attack. In refutation, opposing arguments are offered to the information used to create the threat.

In conclusion there is strong evidence from laboratory and field research that the two message components are adequate to decrease the impact of later persuasive attacks.

2.1.9 Style

A. Gain and loss framing

According to Dillard and Marshall (2003:503), "Gain – framed message express the benefits that will be an advantage to the receiver by adopting the recommended behavior, Loss – framed messages in contrast, emphasize the costs associated with failing to comply with the advocacy".

According to Rothman and Salovey there are two types of behaviors associated with framing of message. Firstly, prevention behaviors are those actions whose purpose is to fight undesirable health consequences. These behaviors are the results of gain-framed message.

Secondly, detection behaviors are oriented towards uncovering problems that may already exist and loss-framed appeals are more effective at fostering detection behaviors.

In summary, it is important to understand that gains and losses both posses two faces. Gains results both from the acquisition of a desirable effect and from the avoidance of a

noxious outcome. Similarly, losses can be viewed as either failure to attain a sought-after end or the acquisition of something repugnant.

B. Figurative language

In dealing with this topic, we will be looking mostly at a metaphor. A metaphor is a figure of speech that compares one concept to another.

According to Sopory and Dillard (2002), conclusions based on meta-analysis were that metaphor does have persuasive advantages over a literal construction, though the effect was rather small. Later analysis revealed that a powerful advantage for metaphor over literal message obtained only when several other conditions were in place.

As an example of this, Dillard considers that all metaphors are of the form "A is B "as in this example, "Tom is a pig". The A term, Tom is called the target, and the B term, pig is known as the base. For the metaphor to work, meaning must be transferred from the base to the target. The example is telling us that Tom possesses some characteristics of a pig, such as fat, untidy, and eating a lot. At minimum, for metaphor to operate effectively as persuasive device it must have a familiar base.

Novelty is the second essential feature of metaphor. This point is endorsed by Morley's (1987) assertion that for appeals to be effective it must be seen as novel by the audience.

Most importantly metaphor must serve as creative and compact means of organizing one's thinking about an issue. Metaphors must simultaneously hide and reveal various features of a message. Thus, enhancing comprehension and viewing the topic in a particular manner.

Finally, Sopory and Dillard states that metaphor effectiveness also implies two additional guidelines for enhancing the potency of persuasive message. First, the metaphor should appear at or near the beginning of the appeal. Second, skilled persuaders should avoid the use of multiple metaphors in the same message, because they will lessen the clarity of the message.

C. Powerful vs powerless speech

According to Dillard and Marshall (2003:505) the language of powerful speech expresses the speakers' confidence in his or her position. In contrast, powerless speech conveys uncertainly. Research shows that powerful speech forms are more advantageous than powerless speech. They also have a substantial and favorable impact on both persuasion and credibility. This research was based mostly in the context of courtroom proceedings. However, when the issue to be resolved is one of policy ethics or aesthetics the effects of powerful speech may be smaller. Consequently, because there is so little variation in context in this research literature, it is unclear to what extent the effects can be generalized.

Dillard and Marshall state that persuaders can capitalize on powerful speech by being simple and explicit. They can also avoid overuse of the following:

1. Hedges or qualifiers (e.g., "sort of"," kind of", "I guess")
2. Hesitations and fillers (e.g., "Uh," "Well," "You know")
3. Tag questions (e.g., "…, don't you think?"
4. Disclaimers (e.g., "I'm not an expert, but …, " "Others may see it differently, but …,")
5. Intensifiers (e.g., "Very surely", "Really, " " Really, really")
6. Politeness (e.g. "Please, " " If you don't mind")

Frequent use of the above speech forms can damage the strength of one's speech. Present research does not permit strong generalization over the damaging effects of the six forms of speech.

2.2   MESSAGE PRODUCTION

2.2.1 Goals – Plans – Action theories

A: CR model

Wilson's (1990, 1995) CR model gives one explanation of the mental processes underlying formation of goals. This model assumes that people possess cognitive rules, between representations of interaction goals and numerous situational features.

Another view by the CR model is that a spreading activation process operates in parallel on this associative network, such that cognitive rules can be compared with ongoing

perceptions of situations without substantial demand on processing capacity and situations can activate rules for forming multiple goals simultaneously.

Nevertheless, a cognitive rule must reach a certain activation threshold before it is triggered and forms a goal. For a rule to be triggered three criteria must take place; fit, recency, and strength.

Furthermore, Wilson and Sabee (2003) states that several insights about goals and competence are interpretable within the CR model. To illustrate this point, speakers may be judged incompetent for pursuing goals that others evaluate as inappropriate by some standards.

Intercultural interactions may trigger such actions. For example a person who is not familiar with a certain culture may act in an inappropriate manner (or say something that is viewed as taboo). As well as in single cultures, speakers may be viewed as incompetent for attaining goals that others view as unacceptable.

According to the CR model a speaker may form and pursue goals that others judge to be inappropriate because s/he possesses a strong rule that is easily triggered (i.e., chronically accessible; Grant and Dweck, (1999); Wilson, (1995)

Besides pursuing inappropriate goals, speakers may be considered communicatively incompetent for failing to pursue goals that others view as desirable or obligatory. Brown and Levinson, (1987), said there are actions that create potential threats to both the speaker and the target. Such actions include, asking for assistance, giving advice, change opinion or offer criticism. To appear oblivious to such threats is to risk appearing communicatively incompetent.

On the other hand, speakers who attend to the face wants of both participants while pursuing their primary goals are viewed as communicatively competent that those who appear concerned only about their primary goals.

Furthermore, Wilson and Sabee believed that speakers fail to form and pursue goals that others view as desirable because they lack perspective – taking skills, needed to recognize psychological implications of their actions. Also they associate goals such as providing face support with an insufficient number of situational conditions.

Wilson and Sabee mentions that speakers posses rules for forming supportive goals that are triggered only by an almost compete match with perceived situational conditions. Also they fail to mentally link rules for different goals, so that the triggering of one rule does not automatically spread activation to the rule for a second goal.

In conclusion, speakers may be judged communicatively incompetent for failing to alter their interaction goals across situations. For example, according to Wilson (1990) when attempting to convince a target, the source should vary their supportive goals depending on why the target has failed to fulfill and obligation as well as how close they were to the target.

The CR model provides several explanations for failing to adapt interaction goals, including that speakers may associate interaction goals with only a small number of situational conditions; fail to develop subcategories of a goal that apply to different situations; or overemphasize base – rate data and underemphasize individuating information, especially under conditions that promote heuristic processing Wilson, (1995)

B.   Plans

Wilson and Sabee explore how speakers differ in their procedural knowledge (plans) for coordinating multiple goals as well at implementing plans. According to Berger's, 1997 description, plans are knowledge structures representing actions necessary for overcoming obstacles and accomplishing goals. Greene's (1990) explanation; plans are mental representations of actions, whereas strategies are overt behaviors exhibited by individuals.

To illustrate this point a parent's plan for talking to her 16 year old son, whose behavior has changed because of bad influence could include such actions as finding time to talk about goal choice, and find out what his goals are and then associate them with his current behavior and also talk about the influence of his friends on his behavior. Then a parent can advice him on the kind of people he can associate with if he wants to succeed in accomplishing his goals.

Berger, (1997) and others, state that plans for accomplishing social goals vary in complexity and specificity. Complex plans are those plans with large number of action

units, like the example given above. Also complex plan include contingencies, such as; in the previous example it could be added that "if the boy is offended by the discussion, that is and indication that he is not ignorant but he needs more time and patience".

Specific plans are fleshed out in detail, whereas abstract plans provide only vague guidelines for actions. To illustrate this, let us continue with our previous example; a vague plan would be: "let's talk about smoking"

Moreover plan complexity and specificity should facilitate communicative competence in many situations. Speakers who use complex plans have a number of alternatives to choose from, should their initial efforts fail. While those who use specific plans already have considered how to implement abstract acts during the conversation.

On the other hand, Berger and Bell, (1988) discovered that shy and lonely college students had less complex plans for social goals such as asking for a date or impressing a new roommate than did students who were not shy or lonely. Also it was found that plan complexity was positively associated with other's perceptions of whether a plan was likely to succeed.

In support of this opinion, Waldron and Lavit (2000), made a study of women transitioning from welfare to paid work, the results showed that participants who articulated specific and complex plans for a job interview were more likely to be employed full-time 2 to 3 months later related to women who articulated vague and simple interview plans.

Although studies indicate that complex and specific plans facilitate communicative competence, there are several qualifications that still need to be met. Firstly a complex plan is neither necessary nor enough for competent communication. Secondly, planning too many alternatives in advance can hamper fluid speech performance.

Thirdly, the relationship between plan specificity and competencies may vary depending on whether a culture values detailed, short-range plans versus flexible, long – range plans. Lastly, complex and specific plans still must be adapted in light of changing circumstances and unforeseen opportunities during interaction even though such changes are cognitively taxing Berger et. al., (1996, 1997)

There are still more factors to be considered about planning. According to Berger, (1997); Dillard, (1990); Waldron, (1997); planning is the set of psychological and communicative processes involved in generating, selecting, implementing , monitoring, adapting and coordinating plans. In many instances planning occurs before interaction, but also a good deal occurs as the conversation takes place. Competent communicators are skilled at monitoring and adjusting their plans online during conversation.

A study was conducted by Cegala et. al., (1992) to show how perceived communication competence is evident in people's online planning. In these studies students sought information about their new partner's religious or political background. Coders analyzed the degree to which participants used effective and appropriate information-seeking strategies.

Students were subdivided into high, medium, and low, based on these two criteria. Results showed that students that rated as highly competent had a larger percentage of plan-oriented thoughts during conversation. In contrast, students rated as low in competence reported a larger percentage of self-assessment cognition.

In addition, Cegela and Waldron (1992) speculated that incompetent communicators, because of low self-esteem, experience many conversations as stressful events, which leads to "inward orientation that probably accounts, in part, for their ineffectiveness at accomplishing task goals'.

It is also noted that, problems with executive control may hinder a person's ability to monitor plans during conversation. Executive control processes are a set of higher order mental activities, including decisions about selection, regulation and monitoring.

Wilson and Sabee refer to selection, as to knowledge to access from memory given the current situation. Regulation is how much time or attention to devote to processing information. Monitoring refers to whether current conditions warrant a change in processing.

People differ in the efficiency of their executive control processes, with inefficiency being reflected in performance error, slips of tongue, and lapses (Reason, 1990). Supporting this view, Jordan (1998) showed that people's cognitive efficiency is positively

associated with the ease with which they can develop a preinteraction plan for persuading others and hence with their own confidence that the plan will succeed.

In turn confidence in planning predicts whether individuals actually carry out their plans. Thus as we can see, communication competence is evident in people's ability to deploy, monitor and adjust efficiently during interaction.

C. Communicative competence

The GPA framework suggests several avenues for improving an individual's communication competence. One suggestion is training individuals to identify "situational relevant" goals, O'Keefe, (1988)

As a example of this point, a training session for new graduate teaching assistants (TAs), might discuss how any interaction with a student regarding the student's grades has implications for both the student's and the TA's face, as well as how threats to either party's face can divert attention from the issue of helping the student develop plans to improve future performance.

Such discussion might lead TA's to associate providing face support with a broader range of situational conditions, or strengthen the connection between situational conditions and the goal of supporting face.

Another suggestion by Wilson and Sabee is that training could focus on helping TAs learn and practice a broader range of actions relevant to pursuing goals. To illustrate this, TAs with high levels of anxiety could benefit from techniques for managing their own apprehension and defensiveness, thus allowing them to focus on monitoring and modifying goals and plans during potentially difficult discussion with their studies.

Wilson and Sabee also states that TA's might be taught be taught identify signs, that their initial plans are not working and encouraged to interpret such signs as evidence that they need to try something different.

Lastly, TA's could be taught to identify, and when possible alter, situational hindrances to monitoring goals and plans. For example, new TAs might be instructed to ask a student who wants to discuss a disappointing grade to make an appointment to do so

during office hours rather than trying to talk with the student, in front of others, immediately after the class in which the grade was received.

2.2.2 Cognitive rules model

A. Conditions interaction goals

According to the Cognitive Rules model people possess goal-relevant knowledge which is stored within a hierarchical associative network of long-term memory. Anderson, (1983) states that this network is composed of nodes which represent individual concepts such as people, traits, roles, relational qualities, settings, and desired outcomes.

Research shows that cognitive rules might read as follows; 'if conditions X, Y, and Z are encountered then set A as a goal". Furthermore it shows that CR model assumes that activation process operates on the associative network in order to retrieve relevant knowledge about goals. A cognitive rule is activated directly by a match between perceived features of the current situation and the situational conditions represented in the rule.

According to Higgins a goal is not formed unless a certain level of activation is reached, and once that level is reached, the rule is triggered and forms a goal. Therefore there are three important criteria which affect the probability that a rule will be triggered: fit, strength, and recency.

B. Determinants of rule selection in obligation situation

Wilson R. (1990) states that a system of rules is organized in relation to specific situational conditions. Any investigation of goal formation must begin by identifying a specific kind of interpersonal situation and specific goals that are relevant to it.

Obligation situations are situations in which someone has failed to do something s/he is obligated to do. In obligation situations there are five different types of interaction goals that might be pursued, namely;

(I) Compliance goals, e.g. "I would speak to my husband and try to show him that eating red meat is harmful to his health".

(II) Supporting goals, e.g. "I need to find right words, so that I don't break our friendship".

(III) Attacking goals, e.g. "I would tell her to stop being manipulative and controlling".

(IV) Image goals, e.g. "I would tell her to dress up properly like a lady".

(V) Account-seeking goals, e.g. "I would find out why he was grumpy, maybe something happened earlier".

C.   Attribution, power and the fit criterion

Wilson states that for a rule to be triggered depends in part on the match between perceived situational features and situational conditions represented in rules. Nevertheless situations vary in terms of the number of situational conditions they instantiated.

Apart from degree of fit, situations vary in ambiguity. Ambiguous situations are open to multiple interpretations, and hence partially match and activate a large number of rules than clear situations. The CR model assumes that when both degree and clarity of fit are high, situational features are sufficient to trigger rules.

But when fit is moderate and ambiguity is high, strength and recency are more important determinants of goals formation, Scrull et. al., (1979). In instances involving obligations people assess their perceptions of at least features for fit: the attributional ambiguity and the distribution of legitimate power in the situation.

D.   Attributional ambiguity and fit

Wilson's early findings suggest that the causes for a target's failure to fulfill an obligation are situational features associated with supporting and attacking goals.

The degree and clarity of fit between situational features and cognitive rules can be manipulated, by varying the degree of attributional ambiguity.

E.   Legitimate power and fit

According to Wilson legitimate power influences the fit of rules to obligation situations. French et. al., 1958, suggests that institutional differences in authority are associated

with greater rights to make requests, and greater obligation by targets to comply. Therefore, when the obligation to comply is clear, there is less need for politeness.

But if the target fails to comply in such instances, the source is more likely to perceive that their authority is threatened. Hence in such cases, sources are more likely to form attacking goals.

F.   Construct differentiation and the strength criterion

According to Higgins et. al., (1982), strength is directly related to the frequency of prior activation of the rule, that is as strength increases, rules become "chronically accessible". Moreover, it can be said that the strength of the association between the situational conditions and goals, as well as between the rule and other rules in the network is likely to trigger rules.

Research has proved that construct differentiation is one determinant of the strength of supporting goals. Kline (1984) did a test to support this hypothesis, he instructed highly and less differentiated persons to pursue supporting goals, he also wanted to prove if it will reduce differences in the politeness of their compliance-gaining messages. The test did reduce differences in the degree to which the two groups supported the target's self identify.

In another study done by Wilson (1988) he found a moderate positive relationship between construct differentiation and frequencies of supporting goals. These findings were questionable, because the relationship appears to be contingent and Wilson failed to replicate these findings with alternative obligation situation.

G.   Priming and the recency criterion

The CR model assumes that a rule that has been activated by a recent prior event will temporarily retain a degree of residual activation. To demonstrate these effects of a recent event, a research was conducted using "priming paradigm".

In support of this opinion, Srull and Wyer (1979) asked participants to perform a sentence completion task prior to providing their behavioral interpretation. The study consisted of two groups, a treatment group with the trait "hostile" and another group in a control condition was not primed consistently. The results indicated that the primed

participants were more likely than control participants to interpret the subsequent behavioral description as reflecting aggressiveness rather than assertiveness.

Another important point is that since people associated "relational intimacy" with supporting goals. The probability of forming supporting goals should be higher if message source complete a task priming the domain of "relationships" just before they respond to a compliance-gaining situation.

In short, we can say that priming effects should be transitory and they should be observed under conditions of moderate and ambiguous fit between rules and situation conditions, since high degrees of fit should be sufficient, themselves to trigger rules.

H.   Discussion of research

Criteria Determining Selection of Cognitive Rules

According to Wilson, R (1990) findings support the first assumption, which is, people are likely to form interaction goals based on the availability of cognitive rules. Through priming manipulation, results proved that individuals were more likely to form supporting goals if a situational feature associated with goals recently had been activated, making the relevant cognitive rules accessible.

The second assumption is based on the fact that recency and strength are more important in determining goal formation when key situational features associated with goals are ambiguous. It was found that situation variables can affect interaction goals by exerting: a) main effects, when they match situational features represented in cognitive rules, or b) interactive effects, when they ambiguate the degree of fit between rule conditions and perceptions of the situation.

Modularity of the Cognitive Rule Network

The results show consistency with the opinion that cognitive rules for various interaction goals are represented as modular structures that do not inhibit one another. It was discovered that correlations between frequencies of the five goal categories were small.

Legitimate Power and Fit

According to Wilson, R (1990) there was no significant effects of legitimate power on compliance goals. One possible explanation could be that the clarity of the source's legitimate power rather than the level of power should have been varied. Future research should focus on distinguishing the level versus the clarity of situational features relevant to goals.

A second explanation is that legitimate power is associated more with instrumental than interpersonal goals. This second explanation raises a more general point: attempts to model goal formation should begin with analyses of which interaction goals and contextual features are relevant to specific types of interpersonal situations, O'Keefe, (1988).

Construct Differentiation and Rule Strength

According to Wilson, R. (1990) finding that attributional ambiguity and priming had no effects on supporting goals for less differentiated people was unexpected. This finding was inconsistent with the position that construct differentiation can be equated with rule strength.

This finding also suggests that less differentiated message sources possess different rules than those employed by highly differentiated sources. In general it was discovered that highly differentiated persons may associate goals with a wide range of situational features, whereas less differentiated sources may possess cognitive rules linking goals to fewer or more global situational features.

2.2.3 A theory of planning

A.   Plans and planning

What are plans?

According to Berger, C.R. (1997:25) different researchers have given definitions of what plans are that has a similar view. They share that plans are hierarchical cognitive representations of goal – directed action sequence. Plans should exist before the action sequence; they control and give direction on the implementation of the actions. Thus, plans are mental representations of action sequence.

These definitions also show an agreement that plans can be formulated at a number of different levels of abstraction. To illustrate this point, a highly abstract action unit in a persuasion plan might be "Offer a reward", whereas a more concrete way to represent this broad action class might be something like "Offer R5, 00" or "Offer a ride in the Porsche".

Lastly, the definitions point that plans may contain alternative action sequence for attaining goals, and that social actors may be faced with making choices among alternatives.

What is planning?

In general, planning is viewed as a process that produces a plan as its end product. Definitions from various researchers agree that planning is a process where intended course of action is formulated, which include assessment of the situation (e.g. situational impediments) and goal selection.

B.   The genesis of plans

Berger advice that the social actor has at least two potential sources from which to derive a plan from. They are:

a) a long term memory, and
b) current information inputs.

Nevertheless, when a social actor wants to achieve a goal, these two sources of plan knowledge are not utilized equally.

Berger postulated that, when persons derive plans to reach goals, their first priority is to access long-term memory to determine whether an already – formulated or canned plan is available for use. Canned plans are ones that either have been implemented numerous times or mentally rehearsed in the past.

According to Fiske and Taylor, (1984, 1991) social actors have a tendency to expend as little effort as possible in processing information, based on the above mentioned proposition. Also, individuals have significant cognitive processing limitations that interfere with their heeding and processing large amounts or relevant data when making decisions and judgments.

Furthermore Berger states that it is less strenuous to retrieve plans from long-term memory that it is to formulate them consciously either before the interaction commences or online as the interaction takes place. Researchers found similar results, which show that individuals will search for stored experiences that remind them of current situations in order to achieve an understanding of their current situations.

Shank's (1982) model contains the claim that such reminding experiences are driven by memory failures. A corollary that follows from proposition 1 asserts that when individuals

fail to find canned plans in long-term memory, they will resort to formulating plans in working memory utilizing potentially relevant plans from a long-term store, from current information inputs, or both.

There needs to be a similarity or close fit between the desired goal state and canned plans, before the above corollary 1 is implemented (enacted/invoked). However when the fit is not good, the planner is forced to search memory and current experience to formulate a plan. This process is both energy and time consuming and is most probably reserved for goals that have a relatively high priority for the actor.

Berger assumed that no two experiences are exactly the same, then the notion of a canned plan is somewhat misleading because plans that have been used in the past cannot be expected to match the current situation perfectly. Still people overgeneralize similarity when the fit between canned plans and the current situation is relatively close.

In conclusion, social actors may overlook subtle differences between their canned plans and the current exigencies entailed by the social context.

C.   Plan formulation

Top-Down and Bottom-Up Planning

Plan formulation process is both time and energy consuming, but it cannot be avoided when canned plans are not available. Moreover it is very significant process because canned plans were also at one stage formulated by employing these resource-consuming processes.

Accordibg to Berger C.R. (1997:28) there are two extreme views of the plan generation process. The first one is the "top-down", which argues that plans are first formulated at relatively high levels of abstraction. Then the action details are filled in at progressively lower levels of abstraction until concrete course of action are generated.

The bottom-up approach posits that individuals process action as it unfolds, and from these data they derive more abstract plans. This approach is employing an inductive approach and is also called opportunistic planning.

Bratman (1987, 1990) holds a contrastive view to the two approaches, which is that it is more rational for humans to formulate plans only partially because future events that might alter plans cannot be predicted completely. In his study, Bratman states that, "partial hierarchically structured plans for the future provide our compromise solution".

Contingent Planning:

According to Berger there are certain possibilities that Bratman's compromise solution has ignored. Such as, part of their detailed plans, individuals may not only lay out a specific course of action, they may also anticipate events that might interfere with the successful completion of their plan, and thus explicitly plan for these contingencies.

One might defend Bratman's partial plan thesis, by stating that people can not always anticipate all the contingencies they may encounter in their future acts, but it is a fact that many contingencies have such a low probability of occurrence, that it is not worth planning for them

Furthermore, actors can develop detailed plans that include subplans to be deployed if high probability, plan-thwarting events occur. One important common contingent response to planning is to abandon pursuit of their goals in the event of goal blockage. Nevertheless the plan becomes more complex, as the number of contingencies included in a plan increases.

Under some circumstances, detailed contingent planning may be a preferable alternative to filling in partially formulated plans as those plans are carried out.

Desire and Plan Complexity

Accordin to Berger plan complexity has two different meaning that we will look at closely. The first one is the "level of detail" at which planning occurs. It should be mentioned that plans may consist of a few abstract steps, or they may contain detailed behavioral descriptions of the concrete actions to be taken to realize the plan.

The second meaning of complexity refers to the number of contingencies that plan include. The more the number of contingencies in a plan, the more complex the plan becomes by default. The following theoretical proposition shows that the construct of complexity embodies both senses of the term. Proposition 2 states that as the desire to

reach a social goal increases, the complexity with which plans are formulated also tends to increase.

The term "desire" used in Proposition 2, was analyzed by Sellers, (1966) as meaning "intention". Brand (1984) argued that there are differences between desiring and intending. Desiring can vary with respect to strength by intending cannot, and the strength of desire can change over time, whereas the strength of intending cannot.

Knowledge and Plan Complex

Berger asserts that the level of knowledge the planner has about the planning domain under consideration is also a crucial determinant of complexity of plans. For instance, if the goal is change opinions, the social actor who has knowledge about the field on which "his" argument is based tends to have complex persuasion plans that he will readily apply if the argument becomes more complex.

At the same time, some actors may lack the specific goal knowledge, but have general knowledge about changing other's opinions. It is crucial that we be able to distinguish between general knowledge that might be used to alter opinions on any issue and knowledge that is specific to the focal issue of a particular persuasion episode.

To understand if some strategies of knowledge can be used in other social goals than opinion change. Berger et. at., (1983) and Kellermann et. al., (1984), found that people employed the following three principal means to acquire personal information from another individual.

a) **interrogation**
b) **disclosing information**
c) **relaxing the target.**

These are abstract categories of strategies, which do not by themselves indicate, what questions should be asked, what specific information about one's self should be proffered to the other, or what specific behaviors should be enacted to relax the target.

However, this is an illustration that the distinction between general strategic knowledge within a domain and knowledge that is more specific to the local goals being pursued may indeed generalize across social goals.

In addition to these two types of knowledge is general planning knowledge. Individuals vary with respect to their ability to engage in planning activities in general, and some individuals are generally more planful than others Kreitler and Kreitler, (1987).

General planning knowledge plays a significant role in the ability to develop plans in particular domains. On one hand, individuals may not be knowledge of the necessity for planning to reach goals, or people may set goals that they cannot possibly reach, thus rendering their plans useless. On the other hand, individuals may be acutely aware of the variables that might influence the development of an action plan.

Furthermore Berger assumed that general planning knowledge should sensitize planners to the necessity of assessing the potential achievable goals before expending the effort to plan for their attainment. Moreover, general planning knowledge should help planners in avoiding goal and plan conflicts in themselves as well as their targets.

For example, one might include in planning the proposition that one should take into account the possible response by others to one's planned actions, and plan accordingly.

Although the relationship between general planning knowledge and plan complexity is difficult to postulate in any straightforward way, the relationship between strategic domain knowledge, specific domain knowledge, and plan complexity can be summarized in the following Proposition 3, "increases in strategic domain knowledge and specific domain knowledge tend to produce increases in the complexity of plans within the domain"

Berger states that there is a corollary to Proposition 3 because of the distinction between strategic and specific domain knowledge. The corollary states that, maximally complex action plans will be generated when high levels of both strategic domain knowledge and specific domain knowledge obtain. Low levels of strategic domain knowledge with low levels of specific domain knowledge produce plans with lower levels of complexity.

Moreover, Berger states that the strength of the desire partially determines plan complexity. To illustrate this point let us look at a situation where there is a strong desire to reach a goal but there is little knowledge to support the planning effort. In this case, strong desire by itself does not promote complex action plans.

The relationship between desire and knowledge on plan complexity is summarized it the following proposition 4: High levels of desire and high levels of knowledge produce more complex plans. Low and high desire levels coupled with low knowledge levels should produce less complex plans.

Meta-Goals and Plan Complexity

According to previous findings, Berger, C.R.(1997:32) suggested that meta-goals of efficiency and social appropriateness are crucial in shaping plans for attainment of social goals. Furthermore individuals might be prone to develop a plan that they believe will work and that is efficient enough, but may not be optimally efficient.

Therefore when planning for tasks such as running errands, or planning the order in which various housekeeping chores might be done in a classroom, efficiency and optimality concept are more easily conceptualized and operationalized.

Moreover, people frequently consider the social appropriateness of their actions as they pursue social goals. As the pressure toward efficiency and social appropriateness increases, plan complexity is affected systematically. Also, the more the pressure to be social appropriate, which decreases the range of alternatives the planner, might choose from to include in the planning.

Proposition 5, which was supported by research done on machiavellianism, suggested that increased concerns for the meta-goals of efficiency and social appropriateness tend to reduce the complexity of plans to reach social goals.

In addition according to Berger it should be acknowledged that meta-goals of efficiency and social appropriateness may either reinforce or be in tension with each other. For instance, the most efficient way to acquire personal information from another is to ask personal questions. The more intrusive strategy of question- asking increases the likelihood that the desired information will be revealed, but this strategy may lower social appropriateness.

Conversely Berger infers that when one's social goal is to ingratiate one's self to another, the most efficient way to accomplish this goal also may be the most social appropriate. Inducing a target individual to like the source by smiling and being friendly is likely to give rise to elevated social appropriateness judgments.

D. The hierarchy principle

In dealing with this topic Berger asserts that it is crucial to note that there are two principal sources of goal blockage. First, goals can be thwarted due to external factors, which may interfere with the interaction. Second, internal forces can also disrupt and prevent goal attainment. Nonetheless, internal blockages that are the main concern can be overpowered when the strength of desire is sufficient.

The hierarchy principle deals with the question that, "what happens to action choices when plans are thwarted?" For example, the planner wishes to attain a goal of change opinion, but receives resistance from the target. If the planner has alternative actions for goal achievement, these actions can be presented at different levels of abstraction in the hierarchy.

The above example presents several possibilities for the thwarted planner. Firstly, the planner may choose to repeat the same argument, maybe increases vocal intensity or varying some other aspect of paralanguage. Secondly, the planner might take up another specific argument, thus altering the plan at a somewhat more abstract level of the hierarchy.

Lastly, Berger states that the planner could modify even more abstract plan elements, and the sequence in which these plan units we enacted (presented). For example the social actor might challenge the target to advance arguments for their position, thus raising the possibility that the planner could refute these arguments.

The terms used in the second and third options involves the difference between, (i) a change in specific domain-invoking a new argument, and (ii) a change in strategic domain knowledge-instantiating a new abstract plan unit. These other terms we dealt with in the previous study.

Proposition 6 of this study, suggest that when people experience thwarting internal to the interaction, their first response is likely to involve low-level plan hierarchy alternations. But when thwarting is continued more abstract alteration to plan hierarchies are invoked.

Thus, when goal blockage occurs, the planner will repeat the previous action sequence with minor, low-level variations.

Corollary 1 to proposition 6 suggest that individuals who have elevated goal desire levels should be willing to expend to more time and effort to alter plans at more abstract levels when their plans are thwarted. Corollary 2 further suggest that high levels of goal desire with repeated goal failure will give rise to higher levels alterations to their plans earlier in the goal failure-plan alteration sequence than will planners with lower levels of goal desire who experience repeated goal failure.

2.3 PERSUASIVE MESSAGE PRODUCTION

2.3.1 Conceptualizing goals

(I) What are interaction goals?

Interaction goals can be defined as desired end states, that individuals need to communicate and coordinate with others in order to reach those states.

Interaction goals are achieved through communication, but it is important to note that they are more cognitive than behavioral. It is also important to understand that goal motivate and explain behaviors, but they are not behaviors themselves.

Furthermore, it may be stated according to Benoit, (1990) that individuals have goals, whereas situations do not, but people pursue those goals in situations. To have or possess an interaction goal, a person must have a desire to reach those goals. Knowledge about goals is not enough, therefore interaction goals are proactive.

By describing interaction goals as proactive, Wilson S.R (2002) does not mean to imply (a) that people are highly conscious of their goals, (b) that people consciously plan how to accomplish goals in advance, or (c) that people's goals are static.

Wilson believes that people have a greater awareness of their interaction goals under certain conditions, however, in general, people often have only limited and fleeting awareness of their interaction goals, according to Green (2000), Kellermann (1992), Wilson K Putnam, (1990).

To try and address questions about how interaction goals can be measured, researcher have invented a variety of techniques.

(II)   Primary and Secondary Goals.

When engaged in a persuasive attempt, the message source's primary goal is to change the target's behavior. It is the primary goal that exerts a "push" force which motivates the message source to speak.

Furthermore, the primary goal "brackets" the situation, it tells what the interaction is about (it gives meaning). Moreover the primary goal gives a "frame" within which participants recognize "what is going on" and thus signals expectations about each party's identity, rights, and obligations (Goffman, 1959).

Wilson illustrated the concept of primary goal by giving two scenarios in the first scenario, a friend need to offer advice to his friend Chris and in the second scenario a friend need to ask a favour from Chris. In the first scenario it would be wise to lead the conversation with Chris by saying "(Chris, can I give you some advice?" and in the second scenario it would be advisable that the source lead to conversations to what s/he ultimately wants to say to Chris, for example" Chris can I ask you a big favour?"

In attempting to define the secondary goal, Wilson looked at the above scenarios, Wilson used. Where you are expected to give advice, there are other factors that need to be considered when pursuing that goal. These factors may include the following, (a) avoiding appearing as an intruder, (b) making Chris defensive, and (c) damaging your relationship with Chris.

We also need to look at factors that may interfere with the goal of scenario 2. The primary goal of the message source is to ask Chris for a favour, but taking into consideration that (a) he does not appear to lack the ability to handle his own problems, (b) he is not imposing too much on Chris, and (c) he does not make Chris feel like he is being used.

These factors that are crucial in achieving primary goals are called secondary goals. Secondary goals are what shape and constrain the persuasive message. Whereas the primary goals exert a "push" force, secondary goals exert a "pull" force toward the behaviors whose overriding purpose is to alter the behavior of the target.

In short, Wilson, S.R. (2002) states that primary and secondary goals refer to the functions and directional forces, rather than to their importance. Influence goals are primary only if they frame what an interaction is about and energize the actors.

2.3.2 Research on influence goals

Research has been conducted on several studies with different participants about specific goals that motivate influence attempts although these studies have involved different methods, materials and context, certain specific influence goals have emerged consistently.

In dealing with these influence goals let us look at research done. Research done by Kipnis et. al., (1980) on 165 U.S. American manangers (75% male), Kipnis et. al., proposed a list of five general categories of influence goals. Studies that followed from these findings used a different typology which grouped the five categories into two larger categories, namely personal goals versus organization goals.

On the other hand Yulk et. al., (1990) proposed a typology of eight influence goals based on research done on the nature of managerial work and on how employed MBA students frequently pursue various objective at work. Subsequently after conducting a pilot study in which they analyzed dairies and critical incidents, Yulk et. al., (1995) further grouped their initial typology into five categories of influence goals.

Also in an investigation conducted by Rule et. al., (1985) on 32 males and 32 females Canadian undergraduates. Participants were asked "What kinds of things do people persuade, when the target was "other people", or "their friends" and when the targets were "the father" or "their enemies". Based on previous findings and response from their participants, Rule et al developed a list of 12 influence goals.

More research was conducted by Dillard (1989) where he used a three-step procedure to develop a typology of influence goals he began by asking 152 U.S American college undergraduates (59% female) and 49 employees of retail and service business (m age= 27 years, 75% female) to make a written description "of a situation in which they tried to persuade someone to do something and to describe their goal in that influence attempt"

The participants were to persuade someone they knew well, and the situation should be one in which they were either successful (n= 87 participants) or unsuccessful (n= 104

participants) at getting the target to comply. The results were founded on analyzing the goal descriptions for topical content, structure and clarity. They concluded using three coders and identified a total of 59 unique goals statements in these descriptions.

In the second stage of Dillard's study each participants was given a deck of 59 index cards with one goal statement printed on each card. Each participant was required to sort the cards into piles so that all of the goal statements in each pile were the same, and the statements in each pile were different from the statement in other piles. Information collected from each participant was subject to cluster analysis.

Then in the third phase, each of 240 additional undergraduates rates a subset of the 59 goal statements in terms of a number of dimensions along which compliance-gaining situations can differ. Dillard used these dimensional ratings to assist in interpreting the clusters of goal statements identified in the second phase of the study. Then he developed a typology of six influence goals that are common in close, personal relationships. Cody et.al., took a different view, by claiming that influence goals can be regarded as different points at which their multiple dimensions of compliance-gaining situations meet. For instance, he stated that favours are requests that benefit primarily the message source rather than the target. Favours are not normally asked from complete strangers. Therefore situation defined by the influence goal "obtaining a favour" should share the qualities of having high source benefits, low target benefits, and at least moderate relational intimacy.

To test the above claims, Cody et. al., reanalyzed data from his 1986 study. The summary of the studies includes (a) college students and non-student participants, (b) investigated episodes with a variety of targets, (c) used different stimuli to elici data about goals, and (d) used both quantitative and (e) qualitative methods to establish goal categories. These studies have produced eight specific influence goals in at least two of the five studies.

These similar findings are important for three reasons. The first one is that these findings help explain why individuals are able to define compliance-gaining episodes in terms of underlying primary goals. The second reason is that people appear to organize their knowledge about seeking and resisting compliance around influence goals.

Thirdly, these findings are important because people vary in the way they seek and / or resist compliance depending on the underlying influence goal. In summary, these studies show that individuals share similar understandings about what are common reasons for seeking compliance. Also, individuals organize their own knowledge about compliance gaining around influence goals. When seeking or resisting compliance, people decide what to say based in part on qualities of the influence goal, also they orient to other concerns during compliance gaining interactions.

2.3.3 Multiple goals as constraints

When people are engaged in compliance–gaining interactions they have influence goals, and they also pursue additional objectives known as second goals. .

Hample and Dallinger's cognitive editing standards.

These researches believes that when participants are engaged in compliance gaining interactions, they make decisions about what to say and also about what not to say, to exert influence. In their investigation they explain that during the process of message production, people generate messages and then decide whether or not to utter them.

Their focus concentrated mainly on the editing of messages, which involves a simple decision of whether to say or suppress a possible argument. In their study they have identified "cognitive editing standards" and have explored individual-difference factors that predict people's choice of editing standard.

Hample and Dallinger (1985, 1987) employed a "strategy" procedure throughout their research. Participants were given multiple hypothetical compliance-gaining scenarios as well as lists of possible messages that might be used in each scenario. Then participants indicated which compliance-seeking messages they would and would not be willing to use in each situation. Participants gave reasons why they rejected certain messages in the given situation.

Hample and Dallinger explain the reason for using the strategy rejection procedure, by stating that "people are naturally reluctant to paint themselves unattractive", that is why they could not obtain information simply by asking subjects to state their own suppressed arguments. They also state that some suppressed arguments may only

have flickered through consciousness or perhaps never arrived there at all, obviously these would have been unavailable for self-reporting.

Based on these rationales for rejected compliance seeking messages, these researchers developed a category system of eight cognitive editing standards. These editing standards show that participants rejected messages based on effectiveness, principled grounds, concern for oneself, and concern for the other, concern for the relationship, truthfulness and relevance. These cognitive editing standards, show that, people edit compliance-seeking messages not only out of a concern for what will and will not work, but also whether the message makes sense within the situation, whether it is an appropriate or ethical form of action, and whether it will have desirable interpersonal consequences.

Concerning individual differences in people's preferences for specific standards, Hample and Dallinger used a checklist method in which subjects have been presented with hypothetical compliance-gaining scenarios, lists of potential messages for each scenario, and the list of cognitive editing standards, participants were expected to select the single criteria that best represents their reason for rejecting that message from the reformulated list of editing criteria. These researchers explored whether personality traits such as argumentativeness, construct differentiation, interpersonal orientation, self-monitoring, social desirability, and verbal aggressiveness are associated with an individual's tendency to use one editing criterion rather suggested that people differ in whether they typically prioritize primary or secondary goals when seeking compliance.

For a complete understanding of cognitive editing, Hample and Dallinger (1990) considered situations and relationships. To prove this they selected scenarios that differ systematically in terms of the influence goal defining the situation or the perceptual dimensions along which compliance-gaining situations can vary Cody and McLaughlin, (1980). However, related analyses revealed that individuals do vary their use of specific criteria for editing compliance seeking messages across situations and that personality traits often exert different on editing criteria in different situations.

Among married couples the study revealed that, people preferences for specific editing criteria appear to develop within and reflect their close personal relationships.

Dillard's secondary goals

James Dillard's research focuses on the content of secondary goals, or recurrent motivations in individual's lives that shape and constrain how they seek compliance. Dillard et. al., (1989) initially proposed a typology of four secondary goals, namely, identity goals, interaction goals, resource goals and arousal management goals.

To test their typology, Dillard et al used a strategy rejection procedure. Their participants were 100 undergraduates, who were given 2 hypothetical compliance-gaining scenarios to read, that were drawn from a larger pool of 10 scenarios. The results of the studies showed that nearly half of the participants were concerned about accomplishing influence goal, and most of the remaining reasons reflected concerns about one of the four secondary goals, such as identity goals.

Dillard's second study generated closed-ended, likert-type scales to measure people's degree of concern about each of their proposed goal categories. To develop the scale items the researchers used the reasons for rejecting strategies that had been written in the first study. Participants were 604 undergraduates, personal lives and then rated how important each goal statement was in that situation. The study was analyzed by selecting a 5-item scale to measure the importance of the influence goal, as well as 3-to 5 item scales to measure secondary goals. Moreover, they divided the original "resource goals" into relational resources and personal resources.

In their third study Dillard et. al., (1989) examined how goals guide people's planning and action. In this study participants were required to recall a recent episode in their own lives in which they sought compliance from a target, they were also expected to describe the interaction. The participant's response in these situations was analyzed along three dimensions, namely, explicitness, positivity, and argument. Participants were expected to rate the degree of their planning as well as the effort they have given in the situation. Lastly each participant completed the closed-ended goal scale for his or her situation.

Dillard et. al., assumed that high levels of planning and effort reflect the importance of influence goal, whereas secondary goals would predict how participants actually went about seeking compliance. Thus primary goals serve to initiate and maintain social action, while the secondary goals act as a set of boundaries which delimit verbal choices available to sources.

Kellermann's and Kim's conversational constraints

Both Kellermann and Kim, (1991) have explored constraints on strategic communication.

Kellermann states that communication is regulated by two overarching constraints, which are social appropriateness and efficiency. Social appropriateness refers to whether a message is "nice, civil, pleasant, proper, and courteous". Whereas efficiency refers to whether a message is direct, immediate and to the point, saving time, energy, steps or effort.

According to Kellermann it is important to note that efficiency is different from effectiveness. Effectiveness refers to whether the compliance seeking strategy will succeed at gaining the target's compliance whereas efficiency refers to the expenditure of time and or effort that a strategy requires.

Therefore, as can be seen that social appropriateness and efficiency are constraints because they set limits on people's choices during compliance-gaining interaction. Factors such as the type of influence goal being persuade, the urgency of the requested action, and participant's gender, cultures and relationships affect the expectations about proper levels of appropriateness and/or efficiency during compliance-gaining episodes.

There is pressure upon individuals to meet social expectations when seeking or resisting compliance, because violating expectations can undermine one's credibility and persuasiveness.

Again, Kellermann and Kim (1991) argue that appropriateness and efficiency are separate dimensions, and that the relationship between them takes different forms depending on the type of primary goals that defines the interaction. In a study conducted by Kellermann and Shea, their findings showed that "direct request" strategy is more efficient than "hint" strategy, and also that "direct request" and "hint" are equally appropriate.

Cultural and conversational constraints

Triandis (1993:156), defines culture as "shared attitudes, beliefs, categorizations, expectations, norms, roles, self-definitions, values, and other such elements of subjective culture found among individuals whose interactions were facilitated by shared

language, historical period, and geographic region. Research shows that when elements of a subjective culture are organized around a theme, a cultural syndrome is present. Examples of cultural syndrome are individualism and collectivism. Therefore individualist cultures stresses autonomy and independence, self-determination, and concern for one's own interests, whereas collectivist cultures emphasize interconnectedness, conformity to group norms, relational harmony, and concern for-in-group interests Hofstede, (1980, 2001).

Furthermore, it may be said that collectivist cultures place greater emphasis on status and legitimate power than individualist cultures, and distinguish more clearly between in-group and out-groups Gudykunst et. al., (1992). Collectirism is mainly found in Colombia, Japan, South Korea, and Pakistan, while in Australia, Great Britain, and the United States, individualism is the predominant cultural syndrome. Hofstede, (1980, 2001).

Triandis, (1993) states that cultural syndromes are transmitted from one generation to another, "through socialization, modeling, and other forms of communication from one generation to another. Beliefs and values form part of cultural syndrome, and it follows from this that a person's sense of self reveals, in part the cultural syndrome into which he/she is born.

Research conducted by Triandis continues to show that persons from individualist cultures are more independent than those from collectivists' cultures, who are more interdependent. Individuals who have developed independent self-construal through their culture, think of themselves primarily in terms of internal, psychological qualities that distinguish them from other and that remain constant across situations. However persons within collectivist cultures, tend to develop interdependent self construal, think of themselves in terms of the social relations, e.g. family, community, church, etc. of which they are a part.

Research done by Markus and Kitayama (1991) show that inter-dependent self-construals do not draw sharp boundaries between self and others, and, compared with independent self-construals, they differ more in content across situation involving different relations. In addition, evidence shows that although members of individualist cultures, on average, develop more independent self-construal than do members of

collectivist cultures, not every person within an individualist culture will form highly independent sense of self, and the same is true with members of collectivist cultures. The predominant cultural syndrome is but one factor influencing a person's self-construal.

 Min-Sun Kim and her colleagues conducted a research to examine similarities and differences in conversational constraints within individualist and collectivist cultures. Researchers have used similar methods throughout these studies, except for Kim and Sharkey, (1995), who each compared undergraduates college students studying in the United States, with students studying in South Korea, Japan (both predominantly collectivist cultures) and Hawaii (both cultural syndromes exist). Participants had to read one or more hypothetical compliance-gaining situations defined by different influence goals and containing different levels of source target dominance. Results of the research showed that after reading one more hypothetical scenarios in one setoff studies participants rated the importance of satisfying four conversational constrains in the scenario. Types of constraints included (a) (concern for clarity, (b) concern for avoiding hurting the other's feelings (c) concern for avoiding negative evaluation by the hearer, and (d) concern for minimizing imposition. Also being effective at accomplishing influence goal was mentioned as an important conversation constraint. Concern for clarity is synonymous with Kellermann's (1992) efficiency constraint, and each of the latter three concerns relate more with Kellermann's social appropriateness constraint.

In the second set of studies, participants read a hypothetical scenario plus 12 different strategies for requesting compliance in that scenario. The 12 request strategies were organized into three large strategy clusters, namely:

- ❖ **Direct statement**
- ❖ **Queries**
- ❖ **Hints**

Participants were expected to rate the degree to which each request strategy meets the four conversational constraints. In these earlier studies, Kim and her colleagues simply compared how students from individualist and collectivist cultures completed these tasks.

However in later studies participants completed scales that measure the degree to which they possess an independent and/or interdependent sense of self. The aim of using these scales was to assess whether individuals from different countries of origin tend to posses different self-construals as well as whether individuals who possess different self-construals whatever their countries of origin, differ in their perceptions of conversational constraints.

Kim et al's research showed five major findings about conversational constraints. In first findings, there were similarities between individualist and collectivist cultures. For example, individuals from both cultures see direct statements as more clearer, than queries, which they see in turn as clearer than hints. Also these students do not differ in the importance rating for effectiveness at gaining compliance.

Second findings showed that members of individualist and collectivist culture differ dramatically in which specific request strategies they view as most effective. Students from South Korea, rate hints as a more effective strategy for gaining compliance than queries, which they in turn rate as more effective than direct statement. For the U.S American students the opposite pattern occurs.

For South Korean students, for a request to be effective it must be sensitive to the other's feelings and it must also avoid creating disapproval of others. Clarity and avoiding imposition are unrelated to effectiveness for the same group. Clear request are the most important determinants of effectiveness, amongst U.S American students. Being sensitive to the other's feelings is a less important determinant, and avoiding disapproval and imposition are unrelated to effectiveness Kim and Bresnahan, (1994).

A third finding is that members of individualist and collectivist cultures hold different perception of the relationships among conversational constraints. Amongst U.S American students it was discovered that they make separate, and only moderately related, judgments of a request strategy's appropriateness and that strategy's efficiency. In contrast, South Korean students view appropriateness and efficiency as a single dimension.

The fourth finding, reveals that persons from individualist and collectivist cultures differ in the importance they place on meeting specific conversational constraints. Concerning clarity, students from the U.S.A. place greater importance of being clear than do

students from Hawaii, and both groups place greater emphasis on being clear than do South Korean students. Kim (1994) found that nation of origin accounted for almost 25% of the variance in importance rating for clarity.

On the other hand, South Korean students, place greater emphasis on avoiding hurting the other's feelings and avoiding imposing than do students from other countries. Cultural differences in importance ratings for thee two constraints are smaller than the differences for clarity. These cultural differences hold up for both female and male participants Kim and Bresnahan, (1996).

Finally, the fifth finding states that cultural differences in importance ratings for conversational constraints are mediated, in part, by differences in self-construal. According to Kim and Sharkey, individuals who have independent self-construals tend to assert their needs with direct, clear, and non-ambiguous forms of communicative strategies that make the speaker's intention more or less transparent to the hearer. They state that interdependent self does not exist except in relation to the actors and situations around it. Therefore in choosing a communicative strategy the person with a tendency towards interdependence will be concerned about the other's evaluation of him or her and not hurting the other's feelings.

Kim et. al., (1996) report that individuals with higher levels of independent self-construal, regardless of country of origin, rate efficiency as more important. Thus we can conclude that cultural differences in the importance of conversational constraints are significantly smaller once the effects of culture on self-construal have been controlled statistically, Kim et. al., 1996, concluded.

In conclusion, the research reveals striking differences amongst cultures concerning efficiency. It shows that persons from individualist cultures, who tend to have more independent self-construals, place greater valve on being clear and direct than persons from collectivist cultures do. They also view efficient request strategy as being effective, whereas those from collectivist cultures view request efficiency as irrelevant to effectiveness or even counter productive.

Kim, (1994), believes that such cross-cultural differences in conversational constraints increase the possibility of misunderstanding during intercultural interactions.

O'Keefe and Delia's analysis of goal and behavioural complexity.

This study will explore why individuals frequently pursue multiple goals when seeking compliance. O'Keefe and Delia (1982) had analyzed the potential "complexity "of compliance-gaining situations. But, they also believe that individuals also differ in their likehood of recognizing and addressing that complexity.

According to O'Keefe (1988), there are two senses of the tern goal, one is, goals are generalized constraints defined and activated by social structures and secondly. They are recognized and pursued by individuals. The first sense of goals refers to constraints that are generally found within social circumstances. In this sense an individual would identify goals through careful consideration of "the predefined activities of human cultures and the general norms of consideration, self-respect, cooperation, and so on, that govern group life" O'keefe, (1988:82).

The second sense of goals refers to what an individual wants to achieve at the end. Such goals can be identified by asking the individual what s/he is trying to accomplish or by inferring purpose from the individual's behavior. For our study purpose the first sense of term will be referred to as "situationally relevant objective" and the second sense the word "goal" will be used. Expanding the concept of situationally relevant objective, we will look at "complex" and "simple" communicative situations. O'Keefe and Delia (1982), state that a situation is complex when:

- ❖ Its constituent features create multiple situationally relevant objectives,
- ❖ Significant obstacles to achieving those objectives are present, and.
- ❖ Actions that accomplish one objective conflict with those that accomplish other relevant objectives.

Thus, O'Keefe and Delia (1982) conclude that compliance gaining situations, by their nature, contain the potential for complexity.

Also, it is noted that compliance-gaining situations can be complex from the perspective of the message target, for instance the target may be accountable to multiple demands, such as opposing the request clearly, providing a rationale for refusal, and not communicating disapproval of the message source Kline & Floys, (1990), Metts et. al., (1992), Saeki and O'keefe, (1994).

In spite of the fact that compliance-gaining episodes contain multiple situationally relevant objectives, individuals do not always form or pursue multiple goals when seeking and resisting compliance.

O'Keefe and Delia (1982) state that people with higher levels of interpersonal construct differentiation are more likely than their less differentiated counterparts to define compliance-gaining situations in a manner that makes salient multiple situationally relevant objectives. Furthermore, O'Keefe and Delia (1982) proposed three strategies for managing multiple conflicting goals;

- ❖ **Selection**-giving priority to one goal (either the primary or a secondary goal).
- ❖ **Separation**-addressing multiple goals in temporally or behaviorally distinct aspect of a message.
- ❖ **Integration**-attempting to address multiple goals simultaneously

Burleson, 1987, said that separation and integration are more "behaviorally complex" than selection in that they reflect greater concern about accomplishing multiple goals. Thus, O'Keefe and Delia (1982) concluded that highly differentiated persons will use behavioral complex strategies.

In support of these findings, several other studies also revealed that adults high in construct differentiation are more likely than less differentiated adults to use persuasive strategies that address multiple goals when seeking or resisting compliance. To illustrate this point, O'Keefe and Shepherd (1987), studied the effects of construct differentiation on people's goal management strategies during face-to-face persuasive interactions.

The results of the experiment showed that selection was the often used strategy by the participants, however, highly differentiated participants used "behaviorally complex" strategies that addressed multiple goals more frequently than did their less differentiated counterparts. Concerning message effects, goal management strategies did not predict whether participants were viewed as skilled at argument, but they did influence how much they were liked by their partners.

The results were analyzed as follow; participants who used integration strategies frequently were liked better than those who did not, whereas those who used separation strategies actually were liked less than those who did not. Consequently, O'Keefe and

Shepherd (1989) found that participants who were likely to use integration strategies were those who were high in interpersonal construct differentiation.

Two important contributions to the study of persuasive message production had come out of O'Keefe and Delia's (1982) "goal complexity / behavioral complexity analysis. Firstly, it may be said that it has reframed the role that person-perception skills play during message production. It was believed that highly differentiated persons were seen as better able than their less differentiated counterparts to understand the message target's perspective, and hence to produce persuasive appeals that explicitly the target's views.

Secondly, concerning the "goal behavioral complexity" account it is reasoned that construct differentiation influences people's likelihood of forming and pursuing multiple goals during persuasive attempts. Meaning that, it affects the forces that motivate and shape message production from the start.

Although, O'Keefe and Delai (1982) has limitations in their findings, because they say little about situational variation in the use of behaviorally complex persuasive strategies. They also offer little insight into why the effects of construct differentiation would depend on situational factors such as request size and type or relational dominance.

Nevertheless, their work is outstanding because it highlights key components of communication competence (Wilson and Sabee, in press). In sum, we may conclude that communication competence seems to mean:

- ❖ Being able to identify when one may be held accountable for meeting multiple objectives, and
- ❖ Being able, when faced with such situations, to produce messages that coordinate seeking or resisting compliance with secondary goals (Park, 1995, Tracy, 1989, Wilson and Sabee, in press)

Summary of research on secondary goals

In summary it can be said that there are three important about the studies conclusion we have done. The first, is, people's attempts to seek and resist compliance are shaped and constrained by multiple goals. Factors that influence message production include

those that are personal e.g. (begin true to oneself) and even social, e.g. meeting the norms for cooperative interaction.

The second conclusion is that individual's concerns about multiple goals differ across individuals, situations, relationships, and cultures. Lastly, the third conclusion states that a focus on multiple goals highlights the potential complexity of influence interactions.

2.3.4 Forming interaction goals: the cognitive rules model

According to Wilson, S.R. (1990,1995) the cognitive rules (CR) model people possess knowledge about a wide range of primary and secondary goals, as well as about numerous situational features relevant to each goal Wilson, (1990, 1995).

This knowledge is kept in an associative network model of long-term memory, composed of nodes representing concepts such as people, traits, roles, relational qualities, settings and desired outcomes.

Wilson states that each cognitive rule links a node representing an interaction goal with multiple nodes representing situational features relevant to that oal. Table 5.7 of the notes shows two hypothetical cognitive rules, one is the influence goal of giving advice linked with a number of situational features, the other one is the influence goal of enforcing an obligation together with its linking situational features.

Furthermore, the CR model assumes that a spreading activation process operates on this associative memory network Anderson, (1984). Also, a cognitive rule is activated directly by a match between perceived current situational features and situational features in the rule.

To illustrate this point, Wilson assume that a close friend is thinking of resigning at work and starting a business, she is going through financial problems and is in so much debt and, I believe that leaving work is not the solution to her problems, the rule for "giving advice" in table 5.7 would be used. Also this rule would work if I were to perceive that a work colleague whom I like needs to spend, more time on a specific area of his job.

A cognitive rule also may be activated indirectly, e.g. by simply thinking about the concept of "liking" or "love" should spread some activation of the first rule in table 5.7. This spreading activation process is assumed to occur in "parallel", which means, people

typically compare cognitive rules to their perceptions of the current situation largely outside of consciousness, with little demand on their attentional resources. Also parallel processing means that the current situation can activate simultaneously the cognitive rules needed to form a goal Higgins, et. al., (1985).

Although activation is necessary, but is not a necessary condition for goal formation. According to the CR model, cognitive rules have an activation "threshold", that is a goal is not formed unless a certain level of activation is received, and once that level is reached a rule is "triggered" and forms a goal Higgins, et. al., (1985).

Three general criteria must be met for a rule to be activated. They are fit, strength, and recency. In dealing with the first point it may be said concerning fit criterion, the probability of goal formation increases when a larger rather than a smaller numbers of situational conditions represented in a rule are perceived in the current situation.

To illustrate this point, let us look at the following example, a message source is likely to form the goal of "enforcing an obligation" when a target person of equal or lesser status knowingly fails to perform a promised action with tangible consequences for the source. However it is less likely to do so when only some of these situational conditions in table 5.7 are present.

Furthermore, aside from fit, situations also vary in ambiguity. Ambiguous situations are open to multiple plausible interpretations, and hence partially match and activate a larger number of cognitive rules than do clear situations.

Again, another important note about the CR model is that when both degree and clarity of fit are high, then situational features themselves are enough to activate rules. However when fit is only moderate and ambiguity is high, then strength and recency are more important determinants of goal formation.

On the other hand, both the strength and recency criteria relate to the accessibility of cognitive rules amongst ambiguous situations, a cognitive rule is more likely to be triggered as the strength of associations between the situation features and the desired and state represented in the rule increases. Strength of association is related directly to the frequency of prior activation of the rule.

Therefore, a cognitive rule that has been triggered frequently in the past becomes "chronically accessible" and hence it is triggered more easily than a rule that has been used less frequently in the part. Also within ambiguous situations, a cognitive rule also is more likely to be triggered if that rule already has been activated by a recent event, Higgins et al. 1985, note that, this can occur even in cases where the recent event that spread accessibility to a cognitive rule has little to do with the topic of the current influence interaction.

2.4   INFLUENCE GOALS:

2.4.1 Compliance gaining goals: an inductive analysis of actors' goal types and successes.

According to Dillard, (1987), several clusters of "goal statements" and also rights and/or obligations as well as levels of personal benefits were crucial in distinguishing among goal types. His goals were labeled as follows; Short-term Activities, Self Interest, Target Health, Long-Term Activities, Family Matters, and Political Activities.

It is argued that cluster analyses of situations do not necessarily form a typology of goals. But, it is the integration of goal typologies together with the knowledge of how actors view situations that can help in forming a meaningful typology of goals.

There are several types of motives or goals organizational members pursue in a given situation. Kipnis et. al., (1980) has compiled the following types of goals. Firstly, the self-interest goals, he believes that when actors pursue this goal they try to manage their impression and they also promote pleasant relationships.

Secondly, the initiate change goals, here we found that actors are trying to get their targets adopt new ideas. Their strategy in this goal is rational tactic. Thirdly, when actors are trying to get compliance in "improving the target's performance, actors employ assertiveness as a tactic.

When seeking to gain "personal objectives" actors use different approaches than administrative sanctions, simply demanding compliance, which are tactics used in improving the target's performance. Lastly, the gain assistance goal, when pursuing this goal the actor uses direct requests tactics, in trying to get the target's help in getting his

job done. Also it should be noted that when the superior has more reasons for influencing others, the range of tactics used increases, Kipnis, (1984).

There is also a view by Schank and Abelson (1977) that there are generally four goals actors strive to achieve. They are; to acquire information, to acquire a physical object, to get power or authority to do something or to get someone to do something for you.

Rule et al., 1985, found that only 23% of responses could be classified under Schank and Abelson's four goals, and that 95% of the responses could be coded in 12 types of goals. They also discovered that there are five goals common among college students, and they are Opinion Change, Share Activity, Object, Gain Assistance, and Habits.

Since Rule and Bisanz's typology of goals is so informative and expansive, there are slight changes that are necessary. Firstly, some of Rule and Bisanz goals can be subsumed under more inclusive categories, for example, Gain Assistance goal is more general and it involves an actor asking help from a target to complete a task or to achieve another goal. It can include other episodes involving request for information, such as gaining information on car loans others acquire information to gain favor or object.

Secondly, there are other goal-types that were uncovered previously, that needed to be incorporated; they are Enforce Obligation, Protect Right and Selfish Request. Selfish Request is subsumed under Gain Assistance because actors in these episodes seek their goal at the target's expanse.

Table 2.4 provided in this study, presents 11 general goal types, it is a modification of Rule and Bisanz (1987) typology, and it retains all the relevant features. Goal target, Obtain Permission include several subcategories, such as single activities, ongoing activities, personal activities, and increased autonomy which involves requesting greater freedom from parents or superiors. Gain Assistance goals include gaining information, help to fund activities, and help to purchase goods, requests for financial assistance, requests for favors or considerations, and selfish requests.

Give Advice involve giving to others, as a relational advice, advice on health and habits, advice on social skills, and appearance such as what to wear or diet to maintain a

certain weight, and also advice on financial and career planning. Change Opinion goals is about actors actions getting their targets to change opinions.

Share Activities involve those activities the actor and the target share together, and it also involve those events in which the actor recommended to the target that he or she engage in an activity.

Elicit Support occurs when an actor seeks assistance from another to influence a third party. Change Ownership includes buying and selling as well as contributing such as selling raffle tickets. Violate Law include illegal activity such as proposing an unlawful activity, that may be self-destructive or otherwise antisocial Rule and Bisanz's (1987),Harm category).

Enforce Obligation involves a clear social contract to perform a behavior. Enforce Obligation and Protect Right has similar goals in that target appear to be violating personal rights. For instance a friend who takes my assignment and submit it for herself, when she did not even contributed on it. Change Relationship is the last goal type and it included the following subcategories; Initiate, Escalate, De-escalate.

The typology of compliance gaining goals presented in this study appears to be relevant and quite inclusive of other typologies suggested by other research.

2.4.2 Primary and secondary goals in the production of interpersonal influence messages

In this article Dillard et. al., will discuss two classes of goals; primary and secondary goals. It is a known fact that people almost daily are involved in message of influence by others or themselves, in an attempt to meet their own needs. Academic interest around message production has grown tremendously, and particularly around the area of interpersonal influence attempts has come to be known as the study of compliance – gaining.

A study conducted by Marwell and Schmitt's (1967) on compliance-gaining behavior, pointed out that there are two general types of goals individuals consider when making an influence attempt. They stated that actors must think of ways that can be effective in order to get what they desire. Also they must take into consideration the costs associated with different approaches. These are many other theorist that have adopted

similar views concerning message production. As a result goals will be treated as belonging to two general classes: primary and secondary.

According to Dillard, (1989) the desire to engage in an influence attempt in order go bring about behavioral change in a target person is known as primary goal. Several studies have been conducted with the aim of uncovering the substance of these primary goals. Different theorist has suggested different goal types. This article will not dwell much on that work. Rather we will consider that the strengths of the primary goals may vary, and therefore the attractiveness of the influence goal determines the source's desire to bring about the sought-after behavioral change in the target Sillars, (1990). Dillard, (1989) states that secondary goals give shape to the influence process; they also highlight the actor's desire to conform to the constraints inherent in the particular situation in which the influence attempt takes place.

This study will deal with four secondary goals. The first one is identity goals, which is more related to the self-concept. They focus more on the internal aspects of the source, such as moral standards, principles for living, and personal preferences concerning one's own conduct.

Interaction goals are the second secondary goal. The focus here is on the actor's need to impress others (target). This goal is more concerned with social appropriateness, also to maintain or escalate relationships by ensuring that the communication process was conducted in a smooth manner, as well as avoiding de-escalation of relationships and to produce messages which are relevant and coherent (Grice, 1975).

The third type of secondary goals is resource goals, these goals involve the increasing or maintaining of valued assets, such as relational assets, material assets and physical assets. According to Hill, (1987) Relational assets include all those personal rewards and gratification which arise from participation in a relationship with the target. Dillard (1989) states that material assets are all those physical objects, such as money, which the source has some attachments. Last, but not least, Berger, (1985:488) posit that physical assets refer to all of those aspects of the source's health that might be compromised in an interpersonal influence attempt.

The fourth goal is arousal management, and it involves arousal properties that are involved in communication events. It is believed that this arousal is internally

experienced as pleasurable or unpleasurable. According to Burgoon, 1978 and other theorist, persons have a desire to maintain a state of arousal which falls within certain idiosyncratically preferred boundaries.

To be able to distinguish between primary and secondary goals, we should take note of the following. Primary goals are more central than secondary goals because they define interpersonal influence attempts. Also that primary goal shapes and constrains (set boundaries) the behavior (influence process) whose purpose is to alter the target's behavior.

2.4.3 Goal structures and interpersonal influence

A: Characteristics of goals

Function of goals:

According to Schrader and Dillard (1988:277) the GPA Model goals provide the impetus for planning which, in turn makes action possible. Also goals give culturally viable explanations for the behavior of actors and observers. When actors are able to give explanation for their action, that explanation is usually couched in terms of what they were trying to achieve.

Furthermore, it may be said that when people ascribe traits to others as explanations for their behavior, the underlying meaning typically reduces to the notion that he or she characteristically holds a particular goal. For example to say that somebody is inquisitive, that means s/he frequently has the goal of gaining information.

By imparting meaning to interaction, goals also allow us to partition the stream of behavior into segments. According to Beach (1985) these perceptual segments are called "action unit," and Newell and Stutman (1988) prefer to call them "social episodes". An action unit and social episode is confounded at the distal end by the state of affairs one is trying to bring about and at the proximal end by the decision to act.

Types of influence goals

Different studies conducted by Dillard (1989); Rule et. al., (1985), Cody et. al., (1994), was summarized in a table and produced types of influence goals that show substantial

consistency. To illustrate this point, Change Relationship goals type was found by both Dillard (1989) and Rule et. al., (1985), while Cody et. al., (1994) found similar relational change goals that were of three types, namely, Relational Initiation, Relational Escalation, and Relational De-Escalation.

Also it is noted that the summary of the goals, show that the results of the three findings are not identical. For instance, Dillard's (1989) list of goals is the shortest. This is so because his study focused only on influence goals in close relationships.

The table shows that Cody et. al., (1994) lists of goals is the longest and also shows the greatest variety. This is due to the fact that his focus is in the relationship in which the goal is instantiated, For example, the Gain Assistance goal was reported once with Acquaintances and once with Parents.

The GPA Model assumes that goals listed in the summary may serve as theme and motive for a social episode. Nevertheless, this will occur only if the goal is sufficiently important to motivate action. It then imparts meaning to the interaction as a function of its type, because goals vary both in type and importance.

B: Differentiation of influence goal types

(i)   Relational Initiation

Schrader et. al., (1998) states that the goal here is to begin or start new relationship with the opposite sex or one may be interested in increasing intimacy in a relationship. A couple that has been together for a long time, may feel bored or used to be together. One of them may come up with the idea of spending quality time together so that they can share new ideas together or go watch a movie at least once a month.

(ii)   Relational Escalation

According to Schrader et. al., the goal in relational escalation is to strengthen the relationship, by involving that someone special in your life by involving him or her in your social life, such as family and friends. You can invite your friend to join you for lunch after church. S/He can come with family if married or have children so that the tow families can get to know each other.

(iii) Relational De-Escalation

Schrader et. al., states that the goal in Relational De-Escalation is to end a relationship. It can be a romantic relationship or friendship. May be it is because you have picked up certain things you do not like about the person. You can avoid the person, by excusing yourself every time s/he plans to meet you, hoping that s/he will eventually give up, or can simple tell him or her that you are only interested in being just friends.

(iv) Ellicit Support

The goal is to find someone to help a third party (Schrader et. al., 1998). A person close to you has lost a wife or husband through a horrific car accident. This person is not coping very well, may be s/he has started drinking or has become promiscuous. You want to persuade someone you know is good and have knowledge about such issues to offer help to this person, so that s/he can cope better.

(v) Gain Assistance – Acquaintance

According to Schrader et. al., the source wants to persuade an acquaintance to help him do something. Since its school holidays, I find it hard to do my studies, because I am part-time student, I need someone to look after my children during the day so that I can to go to the library. I had to go to my neighbough and explain to her about my situation and ask her to help me.

(vi) Gain Assistance – Parents

Schrader et. al., states that the source in this goal wants assistance from parents, e.g. "I would like to ask my parents to help me with the kids during the holidays, so that I can dedicate my time to my studies.

(vii) Gain Assistance – Professor

In this instance Schrader states that the source wants the professor to help him get his exams remarked because he is unhappy about the results.

(viii)   Gain Assistance – Stranger

According to Schrader et. al., the source wants assistance from a total stranger, e.g. the queue in the bank is very long, and wants to ask somebody who is in the front of the line to let you pass, because you have an important appointment in 10 minutes time.

(ix)   Give Advice – Parents

According to Schrader the source wants to give advice to his parents about their safety. He wants to persuade them to put burglar alarms electric gates so that they can be safer.

(x)   Give Advice – Friend

Schrader et. al., states that the goal is to give advice to a close friend, who is neglecting her/his health. Her eating habits are becoming a worry. She is eating more fatty food, and is now experiencing health problems. As a friend you know where the problem lies, and you have to be straight and advice your friend wisely.

(xi)   Enforce Obligation

According to Schrader et. al., this goal is about persuading a person to fulfill his/her obligation to you. The source wants his child to understand that she cannot just take her clothes and give them away without telling her as a mother first. As a child she is still under the authority of her parent. She need to submit to that authority.

(xii)   Annoyance

In this goal Schrader et. al., states that the source wants to persuade someone from engaging in an annoying habit. A colleague of has a habit of distracting him when he is in class teaching. She would just call for a child without asking for his permission and this behavior is very annoying. The source must to explain to her about this and show her how this behaviour is distractive to both him and the learners.

(xiii) Routine Activities

Schrader et. al., states that the source wants to engage in a routine activity with his friends or family. He has this great idea that together with his sisters they should organize a mother's day party for their mother.

(xiv) Bureaucracy

According to Schrader et. al., the source desires to persuade a person in authority or in a bureaucracy to do something. He wants to persuade his manager not to give him a leave without pay, during the days he was absent from work.

(xv) Change Orientation

Schrader et. al., states that the source hopes to change a person's opinion about something. For example, He wants to persuade his friend who is 50 years old not to take an early retirement, by showing him the disadvantages of taking an early retirement especially when she is still healthy, and her children are still at school.

C: Clusters of primary goals

I. Maintenance Episodes – The first cluster and it includes two primary goals: Give Advice-parents and routine Activities. These two types of goals involve influence attempt that are frequent Cody et. al., (1994), relatively less important, and focus on issues concerning the collaborative nature of the source-target relationship.

> The secondary goal, which plays an important role in this cluster, is relational resource goal. The reason is that this cluster involves close relationships. Other secondary goals such as identity goals and interaction goals tend to play a less important role, due to the fact that these are established relationships and individuals already have stable attributions about each other.

> Furthermore, Schrader asserts that concerning Give-Advice-Parents goals, the source of the influence attempt may not benefit anything form the communication process. The source is offering his/her advice to the parent; this does not necessarily involve high levels of anxiety or effort.

II. Special Issues Episodes – is the second cluster and it entails five primary goals, such as Change Orientation, Gain Assistance-Parents, Give Advice-Friends, Gain Assistance Acquaintance, and Relational Escalation. The primary goals in this cluster are considered to be more important than those in Cluster 1, and they are goals that demanded special attention.

According to Schrader relational resources goals are also important in this cluster as it was in Cluster 1. This is because these primary goals in this cluster have a high element of relational intimacy. These goals also offer a personal benefit to source. These benefits may be quite obvious, but there are other interpersonal needs that the source gains from the interaction.

To illustrate the above point, increases in the identity and interaction goals might reflect the idea that when one seeks compliance in circumstances where personal benefits are relatively high, messages that contain high ethical standards and social appropriateness might increase the generosity of the target. That will make the source appear more deserving, and /or prevent the source from jeopardizing agreement to future attempts.

III. Problem-Solving Episodes – Cluster 3, it contains six primary goals which are; Enforce Obligation, Annoyance, Gain Assistance-Stranger, Gain Assistance-Professor, Ellicit Support, and Relational De-Escalation. The source of these primary goals is involved in a difficult situation that must be resolved.

According to Schrader and Dillard, (1998) the secondary goals that are significantly important are influence and arousal management goals, and the relational resource goal becomes significantly less important than in Cluster 2. The influence goals are very important in the cluster because of the source's high right or high need to persuade. For example, the Enforce Obligation an Annoyance goals entails situations in which the source's right or need has been violated.

Schrader and Dillard maintain that in the other four primary goals the source will gain personal benefit if the target complies. In the Elicit Support goal, it appears that there is less benefit for the source because of the third party involved, but when looking at it closely the source will benefit greatly because somebody else (it may be somebody

with expertise in the area of need) will take care or the friend and help the friend who is in serious trouble.

On the other hand Schrader and Dillard asserts that the attainment of the Relational De-Escalation will relive the source from the commitment of an undesirable relationship. That will give the source the freedom and space to pursue other more satisfying relationships or activities.

Thus, as a result of this evidence it may be seen that relational resource goals decrease in this cluster because they involve low relational intimacy by arousal management secondary goals increases due to high target dominance and potential target resistance.

IV. **High Stakes Episodes** – Cluster 4. According to Schrader and Dillard cluster 4 consists of only two primary goals; Bureaucracy and Relational Initiation. Personal resources and arousal management increases dramatically in this cluster. Both of these primary goals involve a request which accedes to control the target.

In addition Schrader and Dillard states that the message source also risks embarrassment and humiliation, for instance the bureaucrat can reject the request without explanation and the potential romantic partner can reject not only the date request, but the message source him/herself.

Arousal management goal features significantly in these situations not only because of the target resistance, but also from uncertainty regarding the target's response. Thus, is labeled, High Stakes Episodes, due to the fact that both primary and secondary goals are significantly important.

D: Secondary goals associated with influence goals

According to Schrader and Dillard (1998), secondary goals are associated with influence goals in a variety of ways. They state that not all secondary goals are associated with every influence goal, for instance:

A. Identity goal is more associated with Change Orientation goals than the Routine Activities and Gain Assistance – Acquaintance goal type.

B. The interaction goal received higher importance ratings in the Relational Initiation goal than in the Elicit Support – Third Party, Give Advice – Parents, Give Advice – Friend, and Routine Activities goal types, and higher ratings in the Bureaucracy goal type than in the Routine Activities goal type.

C. Relational resource goal received higher ratings in the Gain Assistance – Parents, Relational Escalation, and Routine Activities goal types than in the Bureaucracy, Relational De-Escalation and Elicit Support – Third Party goal types. This is because these influence goals have something to do with maintaining or increasing relations with the target. The relational resource goal also has higher ratings in the Gain Assistance – Parents goal type than in the Gain Assistance – Stranger, Gain Assistance - Professor, and Annoyance goal types.

D. The personal resource goal have higher ratings in the Bureaucracy goal type than all other goal types except the Annoyance, Enforce Obligation, and Relational Initiation goal types.

E. Lastly, Arousal management goal received higher ratings in the Relational Initiation goal types except the Bureaucracy, Gain Assistance – Parents, Gain Assistance – Stranger, Relational De-Escalation, and Gain Assistance – Professor goal types.

2.5 SUMMARY OF PERSUASIVE MESSAGE PRODUCTION

This section will offer a brief summary of chapter 2, by looking at section of study done in the previous chapter.

2.1 OVERVIEW OF PERSUASION AND INFLUENCE

This section focus on the work done by Dillard and Marshall (2003), they offer an indepth analysis of research conducted by various theorists in persuasive message production. Dillard and Marshall state that message production is a process that includes social interactions and influences that involve verbal exchange. Research done also show that personal relationships play a crucial part in message production. It was

also mentioned that the are two types of goals that are most sought after by message producers, namely primary goals which are most sought after and secondary goals which arise from primary goals. They also mention three types of change that occurs when a target complies, i.e. formation, reinforcement and conversion. The motivation for a target to change is based on the accuracy of a message, preexisting views on a particular subject may cause defense-motivated as well as impression-motivated. Dillard and Marshall also mention that culture as well as sociological information and psychological information affect target change. The depth of message processing that is done by the target affect the desired goal. Message processing can be systematic (deep processing) or heuristic (shallow processing). Three perceptual message dimensions are mentioned by Dillard and Marshall, which are explicitness, dominance and argument. Explicitness is about the clarity and transparency of message, dominance is the relative power of the message source over the recipient and argument is about the quantity of reason given in the message. Message producers sometimes use emotional appeals such as threat and guilt appeals to produce the desired effect. The mood of the target also plays a very important role in the change of attitude. Research conducted by Benoit, 1998 revealed that forewarning strategies lead to message rejection. Gain framed messages express the benefits that will be advantageous to the receiver by adopting the recommended behavior. Loss-framed messages emphasise the cost associated with failing to comply with the advocacy. Figures of speech such as metaphor play a very helpful role in compliance gaining. They assist the target in the processing of the message. Research done by Dillard and Marshall also show that powerful speech forms are more advantageous than powerless speech. Powerful speech has a substantial and favorable impact on both persuasion and credibility.

2.2 MESSAGE PRODUCTION

This section focuses on research work done by Wilson, S.R. and Sabee, C.M. (2003). On goals, plans and action research Wilson and Sabee asserts that people posses cognitive rules, between representation of interaction goals and numerous situational features. They state that a cognitive rule must reach a certain activation threshold before it is triggered and forms a goal. Three criteria must be met for a rule to be triggered; they are fit, recency and strength. They explain plans as knowledge structures or mental

representations of actions necessary for accomplishing goals. These plans vary in complexity and specifity. Wilson and Sabee state that communicative competence is about equipping individuals with several avenues for improving the communication skill.

Wilson S.R. 1990 states that people possess goal-relevant knowledge which is stored within a hierarchical associative network of long-term memory. The cognitive rule model assumes that activation process operates on the associative network in order to retrieve relevant knowledge about goals. A goal is not formed unless a certain level of activation is reached and once that level is reached, the rule is triggered and forms a goal. Rules are selected in relation to specific situational conditions. Any goal formation must begin by identifying a specific kind of interpersonal situation and specific goals that are relevant to it. Situations vary in terms of situational conditions they instantiate. Apart from degree of fit, situations differ in ambiguity and ambiguous situations are open to multiple interpretation hence they activate a large number of rules.

The CR model posit that a rule that has been activated by a recent prior event will temporarily retain a degree of residual activation.People are likely to form interaction goals based on the availability of cognitive rules. Recency and strength are more important in determining goal formation when key situational features associated with goals are ambiguous.

Berger, C.R. (1997) states that plans are a hierarchical cognitive representations of goal-directed action sequence, they exist before the sequence action. Planning is a process that produces a plan as its end product. Berger states that there are atleast two sources from which to derive plans; a long term memory and current information inputs. Plan formulation is both time and energy consuming process. There are two views of plan formulation, one is top-down and the other is bottom-up approach. Top-down view posits that plans are formulated at relatively high levels of abstraction. The bottom-up approach claims that the individuals process actions as it unfolds, and from these data they derive more abstract plans.

2.3 PERSUASIVE MESSAGE PRODUCTION

It is important to note that goals motivate and explain behaviors. To have or possess an interaction goals, a person must have a desire to reach those goals. When engaged in a persuasive attempt the message source's primary goal is to change the target's

behavior. Secondary goals are factors that need to be considered when pursuing a goal, e.g. being patient when pursuing a goal. Research done on influence goals has come with similar findings. Firstly, they help explain why individuals are able to define compliance-gaining episodes in terms of underlying primary goals. Secondly, people appear to organize their knowledge about seeking and resisting compliance around influence goals. Thirdly, these findings are important because people vary in the way they seek and resist compliance depending on the underlying influence goal. In conclusion the research done on influence goals show that individuals organize their own knowledge about compliance gaining around influence goals.Research done on persuasive message production also shows that people's attempt to seek and resist compliance are shaped and constrained by multiple goals. Also that individual's concerns about multiple goals differ across individuals, situations, relationships and cultures. Lastly the focus on multiple goals highlights the potential complexity of influence interactions. Wilson S.R. (1990) states that people possess knowledge about a wide range of primary and secondary goals, as well as about numerous situational features relevant to each goal. This knowledge is kept in an associative network model of long-term memory, composed of nodes representing concepts such as people, traits, roles, relational qualities, settings and desired outcomes.

2.4 INFLUENCE GOALS

Rule and Bisanz provided a more informative and expansive typology of goals. Their goals can be subsumed under more inclusive catergories, such as Gain Assistance, Enforce Obligation, Obtain Permission, Give Advice, Change Opinion, Share Activity, and Change Relationship. This typology of compliance gaining goals presented in this study appears to be relevant and quite inclusive of other typologies suggested by other research.

According to Dillartd, (1989) a desire to engage in an attempt to bring about a behavioral change in a target person is called a primary goal. He states that the strength of primary goals vary therefore the attractiveness of the influence goal determine the source's desire to bring about the sought-after behavioral change in the target. The secondary goals give shape to the influence goals, they also highlight the actor's desire to conform

to the constraints inherent in the particular situation in which the influence attempt takes place.

According to the GPA Model goals provide the impetus for planning which in turn makes action possible. Goals also give culturally viable explanations for the behavior of actors and observers. When actors are able to give explanation for their action, that explanation is usually couched in terms of what they were trying to achieve.

Influence goals are clustered as follows;

- Maintainance Episodes

- Special Issues Episodes

- Problem-Solving Episodes

- High Stakes Episodes

Two primary goals included in the first cluster are Give Advice –Parents and Routine Activities. The secondary goal which plays an important role in this cluster is relational resource goals, because this cluster involves close relationships.

In the second cluster, five primary goals are included. They are Change Orientation, Gain Assistance-Parents, Give Advice-Friends, Gain Assistance-Acquitance and Relational Escalation. These goals demand special attention. Secondary goals of this cluster are relational resources because the primary goals of this cluster have high element of relational intimacy. They offer a personal benefit to source.

Problem-Solving Episodes which is the third cluster contains six primary goals which are; Enforce Obligation, Annoyance, Gain Assistance-Stranger, Gain Assistance-Professor, Ellicit Support and Relational De-Escalation. The source in these primary goals has a common factor which is a difficult situation that must be resolved. The secondary goals that are important in this cluster are arousal management goals.

High Stakes Episodes cluster dconsist of only two primary goals: Bureaucracy and Relational Initiation. Secondary goals associated with this cluster are personal resources and arousal management.

According to Schrader and Dillard there are a few secondary goals that are associated with influence goals.

- Identy goal is more associated with Change Orientation goal.

- Interaction goal is highly related with Relational Initiation goal.

- Relational resource goal is more associated with Gain Assistance-Parent, Relational Escalation and Routine Activities.

- Personal Resource goal have higher ratings with the Bureaucracy goal.

- Arousal management goal received higher ratings with Relational Initiation goal types.

CHAPTER 3

ANALYSIS OF PERSUASIVE MESSAGES IN SOME XHOSA WOMEN

3.1   AIM

The aim of this chapter is to give an indepth analysis of a number of persuasive messages in Xhosa. In all these messages there will be a source and a target in a persuasive dialogue. The source will always be a female, i.e. the types of influence goals of females as well as the number of arguments they may use in persuasion will be a primary aim.

3.2   DEFINITION OF PERSUASION

Dillard (2003) defines persuasion as various means by which individuals endeavour to get their way. Individuals use various techniques that include a simple, polite request, a promise, favour in return for compliance or an appeal to the target's sense of altruism.

3.3   INFLUENCE GOALS

According to Dillard (2003), when people seek to persuade others they use various influence goals. He identified the following influence goals as those that are used by individuals:

3.2.1 Give advice

3.2.2 Gain assistance

3.2.3 Share activity

3.2.4 Change orientation

3.2.5 Change relationship

3.2.6 Obtain permission

3.2.7 Enforce rights and obligation

3.4   METHODOLOGY IN THE ANALYSIS OF PERSUASIVE MESSAGES

3.4.1 Participants

The participants in this study are males and females. The main focus was to have females engaging in persuasive messages, therefore the message source in all of the dialogues are females and the targets can be female or male. We have 20 number of

females partaking in this study between the ages between ages of 30 – 50. Only three males are involved in this study as targets of persuasive message the rest are females. We have one male target in message 3, playing a role of a manager in the Department of Education, another male target is in message 3 playing the role of a husband and in message no. 11 the message target is a male principal. These male targets are between ages 50-55. The 18 female targets are between ages 12 – 40. The youngest target is Zodwa in message no. 4 who is a daughter of Lulu (source) who wants her to change relationship with her friends. All of these participants are from the Eastern Cape, located in East London, Bisho and Grahamstown. Participants of message no. 3 live in Bisho and those of message no. 20 live in Grahamstown the rest are from East London. Most of the participants work as government employees such as teachers, nurses, lawyers, etc.

3.4.2 Persuasive messages

The participants were asked to recall and write a self-report on a recent conversation where they tried to persuade someone, e.g. an intimate partner, a child, a family member, a colleague, a stranger or just an acquaintance. They were also asked to mention the goal they wished to achieve when persuading the target and metion if they were successful in achieving their goals. The participants were given guidelines to guide them in writing the dialogues.

Guidelines given to the participants:

- Write only one dialogue in which you have tried to persuade someone.
- The dialogue should have really happened.
- It should not have happened long ago; for example, a year ago.
- Mention influence goal.
- Compliance (gained or denied)

3.4.3 Scheme for analysing persuasive messages

I.   The persuasive message
      Statement of the problem
      Influence goal
      Arguments of the source and arguments of the target

Comparison of the arguments of the source and the target

Compliance and reasons for it

II.   Message dimensions

Explicitness

Dominance

Argument

3.5   ANALYSIS OF PERSUASIVE MESSAGES

3.5.1 Dialogue no. 1

(1)   **Sindiswa**: Mhlekazi, Unjani phofu ngempilo? Ndingu Mrs Faso

(Sir, how are you? I'm Mrs Faso.)

(2)   **Mr Tshwe**: Ndiyaphila sisi wethu, wena unjani?

(I'm very fine ladyr, how are you?)

(3)   **Sindiswa:** Ndiyaphila mhlekazi wethu, ngaphandle nje kwale ngxaki ndizanayo apha kuwe.

(I'm fine sir, only that I'm bringing you my problem.)

(4)   **Mr Tshwe**: Ndimamele sisi, qhuba.

(I'm listening lady, continue.)

(5)   **Sindiswa**: Ehe! Kulonyaka uphelileyo, kanye ngoku kuvalwa izikolo ndiye ndafumana umsebenzi wokufundisa eMonti. Bendikade ndititsha kuCentane kwisikolo ekuthiwa yiDyantyi J.S.S. Bandicelile ke kwe sisikolo sam sitsha ukuba ndiqale xa kuvulwa izikolo ngoJanyuwari. Inqununu yam ndiye ndayazisa ngolu daba yaza yavuyisana nam kuba ibisazi ukuba kudala ndifuna isikolo eMonti ukuze ndibe kufutshane nosapho lwam.

(Mh! Last year, at the end of the last school term, I got a teaching job in East London. I was currently teaching at Centane, at a school called Dyantyi J.S.S. They asked me in my new school to start teaching when the school re-opens in January. I informed my principal about this matter, and he was happy for me because he knew how much I always wanted to be closer to my family.)

(6**)**   **Mr Tshwe**: Yintoni ke ingxaki yakho?
(What was your problem then?)

(7)   **Sindiswa:** Ingxaki iye yaba yeyokuba, inqununu yam iye yafuna ukuba ndizise incwadi yengqesho. Andikhange ndibe nayo ke incwadi leyo kuba zona aziphumi msinyane, incwadi endinayo yechazayo ukuba umsebenzi ndiwufumene, endiwamkele ngokubhala phantsi. Ngoku iyandalela ukuba mandiqhube ngokuphangela eMonti de ndifumane le ncwadi yengqesho.

(The problem is that, my principal asked for the "letter of appointment". I did not have it, because it takes a long process to get such letters from the department, the only letter I have is an "offer of appointment" which I accepted in writing. He refuses to let me to continue working in East London until I get the "letter of appointment".)

(8**)**   **Mr   Tshwe**:   Ndilusizi   injalo   loo   nto   ithethwa   yinqununu   yakho, ngokwasemthethweni akumelanga ukuba uqalile kwesinye isikolo de ufumane le leta.
(I'm sorry, what your principal said is true, according to law you are not suppose to start working at another school until you get the letter.)

(9)   **Sindiswa**: Owu! Mr Tshwe, ayikho enye indlela enokwenziwa ngayo le nto, ewe umthetho ngumthetho nam ndiyawuhlonipha,kodwa ndize kubeka ingxaki yam kuwe   ukuze   undincede,   nditshatile   kwaye   ndinabantwana   abancinci abazakukhathazwa yiyo yonke le nto. Xa ngoku ndizakubuyela kuCentane, zonke izicwangciso zam zizakutshintsha, imali besendiyilungiselele impilo yaseMonti, ngoku kufuneka ndinemali engaphezu kwale bendiyicwangcisile xa ndizakubuyela kuCentane
(Ooh! Mr Tshwe, is there no other way we can sort this out, I understand that law is law and I respect that, but I came with my problem to you so that you could help me, I'm married and I have young children who will be hurt by all this. If now I have to go back to Centane, all my plans will have to change, the money I have budgeted for was for my life in East London, now I have to get more money if I go back to Centane).

(10)   **Mr Tshwe**: Ukuncedana nawe, ndingathi hamba uye kumphathi wesosithili saseMonti, ucele akwenzele le ncwadi ngokungxamisekileyo, uwubeke kuye lo mcimbi wakho, ngethemba lokuba uyakuvelana nawe akuncede. Uze uyizise kwinqununu yakho, ndakuthetha nayo ukuba ibe nengxaki.

(To help you, I can say to you go to your District Manager in East London, ask him for the letter immediately, and explain to him your situation, hopefully he will empathise with you and help you. Then you must bring it to your principal, I will speak to him if he has any problem.)

(11**)**   **Sindiswa**: Ndiyabulela Mr Tshwe, izakuba yinto yokuqala kusasa. Ndiyathemba ndakuyifumana ingaphelanga Iveki. Enkosi kakhulu.

(Thanks Mr Tshwe, it will be the first thing tomorrow morning. I hope I will get it before the end of this week. Thanks a lot.)

(12)   **Mr Tshwe**: Kulungile sisi.

(Fine, lady)

(i)   Statement of the problem

The source is Sindiswa, a married female teacher. She has been working far from her family for a very long time. In 2007 towards the end of the year she got a post in East London, closer to her family, she was asked to assume her duties from January of 2008. Her problem was that, her principal refused to allow her to start working in East London without producing to him the letter of appointment. Sindiswa did not have the required letter at that time.

(i)   Influence goal

The influence goal that she used is "Gain Assisstance". She seeks assistance from a person of high authority in the department of education, hoping that her problem with her principal will be solved and be able to continue with her new job in East London.

(iii)   Argument for and against compliance

Source:

Sindiswa mentions two arguments for compliance, namely:

1. **Marriage and children**. (no.9 …nditshatile kwaye ndinabantwana abancinci…)
2. **Finances**, (no. 9…ngoku kufuneka ndibe nemali engaphezu kwale bendiyicwangcisile xa ndizakubuyela kuCentane,)

Target:

Mr Tshwe does not argue against compliance, but offers advice to Sindiswa on what she can do.

(iv)   Comparison of the arguments

	Source			Target	
	Arg. for	Subarg. For		Arg. Against	Subarg. against
No. 9	2	-		-	-
Total	2	-		-	-

The above table shows us that the source of the message Sindiswa is low in argument; she only gave two reasons for compliance.

(v)   Compliance and reasons for it

Compliance was gained when Mr Tshwe advice Sindiswa to go to the District Manager of Education in East London to ask for the Letter of Appointment and bring it to her principal. He even promised her that he will speak to her principal if there are any problems.

(vi)   Message dimensions

a.   Explicitness

Sindiswa is transparent about her intentions in paragraph **no. 7** where she mentions what her problems are:

1. that is she does not have the letter of appointment required by the principal **(Andikhange ndibe nayo ke, incwadi leyo…)**
2. and her principal is refusing to release her to East London (**Ngoku iyandalela ukuba mandiqhube ngokuphangela eMonti…)**

3. Also in paragraph **no. 9** she is explicit about her problems when she mentions that her **family** and **finances** will be affected.

b.   Dominance

Sindiswa does not show evidence of dominance, because she seems to be pleading to higher authority, **no. 9 (… ayikho enye indlela enokwenziwa ngayo le nto,)**

c.   Argument

Sindiswa gave only 2 reasons for seeking assistance **see no.9**. She is not very high is argument.

3.5.2 Dialogue no. 2

(1)   Thembi: He! Sive, kufuneka uye kudibana nogqirha, kudala ukhohlela.
(Sive, you must go to the doctor, you've been coughing for too long.)

(2)   Sive: Andiguli mna, ukukhohlela yinto eqhelekileyo.
(I'm not sick coughing is normal.)

(3)   Thembi: Uneveki yonke ukhohlela, sukuthi iqhelekile loo nto.
(You've been coughing for a week, don't say that is normal.)

(4)   Sive: Mama, lukhohlo-khohlo nje olu, akukho nto.
(Mom, this is just a normal cough, there's nothing.)

(5)   Thembi: Ndingakusa kwagqirha khe akuxilonge, ukuba uyafuna.
(I can take you to the doctor for examination, if you want to.)

(6)   Sive: Andifuni kuya kwagqirha mna.
(I don't want to go to the doctor.)

(7)   Thembi: Sive mntanam, impilo yakho ibalulekile, ngokuya kwagqirha ungakhuseleka kwisifo esingaphezulu kolu khohlo-khohlo.
(Sive my child your health is important, by going to the doctor you will prevent other serious illnesses.)

(8) **Sive**: Ndiyoyika ukuya kwagqirha, mama.
(*I'm afraid to go to the doctor.*)

(9) **Thembi**: Woyika ntoni Sive, uzakufumana unyango utsho uphile, sukuphelelwa lithemba.
(*Why are you afraid, you will get treatment and get well, don't give up hope?*)

(10) **Sive**: Asukuba andinathemba mama, qha isuke yaninzi le nto ngoku, ndiphelelwa ngamandla kwaye akungeni nokutya.
(*It's not that I'm losing hope, but this is more complicated than you think, I feel weak and I've lost my appetite.*)

(11) **Thembi**: Sive sukugqiba ngento ongayaziyo, ndiyanazi nina lutsha ayikho enye into eniyicingayo ngaphandle kwe AIDS. Kanti ke Sive kungcono uzazi isimo sakho kunokuba ungasazi, xa usazi uthatha amanyathelo afanelekileyo, ukuze uphile ubomi obungcono.
(*Sive don't assume about something you do not know, I know you young people what is on your minds is only AIDS, but you know it is better to know your status than not to know, when you know you take the correct steps to live a better life.*)

(12) **Sive**: Ndiyakuva mama, ungandisa ke kwagqirha.
(*Okay mom, you can take me to the doctor.*)

(i) **Statement of the problem**

Sive the daughter of Thembi is sick, and is refusing to go to the doctor. Her mother Thembi (the target) wants to persuade her to go to the doctor so that she can be treated.

(ii) **Influence goal**

Thembi's influence goal is to "give advice". She wants to advice Sive to go to the doctor so that she can get treatment.

(iii) **Arguments for and against complaince**

Source:

Thembi mentions three arguments for compliance; namely **health**, **treatment** and **HIV/AIDS TEST**, see:

no.7 (impilo yakho ibalulekile,) your health is important.

no.9 (uzakufumana unyango utsho uphile,)you will get treated and get well.

no.11 (kungcono uzazi isimo sakho kunokuba ungasazi,)it is better to know your status than not to know.

Target:

She confesses that she is afraid of going to the doctor, **see no 8 (Ndiyoyika ukuya kwagqirha, mama.)**

(iv)   Comparison of the arguments of the source and target

	Source			**Target**	
	Arg. for	Subarg. For		Arg. against	Subarg. against
No.1	1	-	No.8	1	
No.9	1	-			
No. 11	1	-			
Total	3			1	

(v)   Compliance and reasons for it

Thembi gained compliance when Sive reveals what her real fears were, **see no. 8 (Ndiyoyika ukuya kwagqirha, mama.) see also no. 10 (isuke yaninzi le nto ngoku, ndiphelelwa ngamandla kwaye akungeni nokutya.)**

After Thembi showed her that it was the best thing to go to the doctor and have AIDS test done, she agreed to visit the doctor, **see no 12, (Ndiyakuva mama, ungandisa ke kwagqirha.)**

Thembi as a parent managed to persuade her daughter to see the doctor so that she gets treatment.

(v)   Message dimension

a. Explicitness:

Thembi's argument is high in transparency. She pursues her goal by giving reasons why Sive should see the doctor, **see no. 3**, **(Uneveki yonke ukhohlela…)** meaning she has been coughing for the whole week, she motivates further that it will be best if Sive knows her health status than to make assumptions, **see no. 11, (kungcono uzazi isimo sakho kunokuba ungasazi, xa usazi uthatha amanyathelo afanelekileyo,)**

b. Dominance:

Thembi's messages carry a high degree of dominance. This is so because of the reasons she gives to support her goal. Her argument shows that:

- she cares for Sive, **see no 1 (…kufuneka uye kudibana nogqirha kudala ukhohlela…),**
- she supports Sive, **see no 5 (… ndingakusa kwagqirha…)**
  and that Sive is valuable, **see no 7 (…impilo yakho ibalulekile…)**

These three views had a positive impact on Sive's emotions hence they led into compliance. Her argument led into collapse of Sive's defense when she confessed that she is afraid to go to the doctor.

c. Argument

Thembi's arguments are high in quantity, she gave three reasons to persuade Sive to visit the doctor, **see no.7, 9 and 11**.

3.5.3 Dialogue no. 3

(1) **Nomsa**: Uqaphele na ukuba kwisicwangciso sonyaka sika Trevor Manuel, ixabiso lecuba notywala linyuke ngamandla?
(Did you notice that in the Budget Speech of Trevor manuel, tobacco and alcohol prices have escalated enormously?

(2) **Lulama**: Ewe, kwaye ndiyabulela ukuba ndabuyeka utywala.
(Yes, and I'm thankful that I overcame alcohol.)

(3)   **Nomsa**: Ucinga ntoni ngecuba, ayinokuba yimpumelelo engaphaya xa unokuliyeka nalo?)

(What do you think about smoking, will it not be a big breakthrough if you can stop it altogether?)

(4)   **Lulama**: Awubuleli nale yokuba lihlile izinga lam lokutshaya oko ndathi ndonzakala? Ipakethi enye yecuba ithatha iveki yonke ngoku.

(Are you not thankful that I have reduced my level of smoking ever since I got an accident? Now I smoke only one packet of cigarret a week.)

(5)   **Nomsa**: Ndiyayibulela loo nto s'thandwa. Ndiyazi ukuba wawuqhele ukutshaya ipakethi enye ngosuku. Kodwa yintoni eyenza ukuba ungaliyeki icuba.

(I appreciate that darling. I know you use to smoke one per day. But what stops from doing away with it altogether.)

(6)   **Lulma**: Asoze isebenze loo nto. Ukutshaya kundinceda ndikwazi ukumelana neenzima zosuku. Nditshaya ngamaxesha athile. Nditshaya kusasa xa ndivuka, ndiphinde emini, zendigqibelise ebusuku. Noko ndisakwazi ukuzilawula kwaye ndonwabile ngendlela endiqhuba ngayo.

(That will never work. Smoking helps me to cope with the day. I take it at intervals. I smoke in the morning when I wake up, then at noon, and finally when I go to bed. That's quite controllable and I'm happy with my smoking habits now.)

(7)   **Nomsa**: Kungenzeka ntoni xa unokuvela uliyeke icuba.

(What will happen if you can just decide to stop it?)

(8)   **Lulama**: Xa ndingatshayanga ndivela ndibe nentloko. Ngokoke liyayinceda ingqondo yam nomzimba lo utsho udlamke. Xa ndinokuliyeka ndingagula.

(Once I don't smoke I suffer from headache. So it helps my brain and revives my body. If I can stop I'll get sick.)

(9)   **Nomsa**: Kodwa ke uyabona ukuba impilo yakho ayibingcono nangona usebenzisa amayeza engozi. Ndiyakrokra, phofu ndiqinisekile ukuba la mayeza awasebenzi ngenxa yeli cuba ulitshayayo. Oogqirha basicebisa ukuba xa unengozi yasentoloko liyeke icuba. Ngokoke kuyakufuneka ukuba wenze isigqibo ngempilo yakho, ukhetha ukufa kunokuyeka icuba? Ukhetha ntoni ke mfo?

(But can you see that your health doesn't get better though you take medication for your injury. I suspect and infact I'm double sure that the medication doesn't work because of this smoking. The doctors always advise that people who got head injuries should stop smoking. You can therefore decide what you want for your health, whether you rather die than abstaining from smoking. Which one do yoou choose?)

(10) **Lulama**: Ngokuqinisekileyo ndikhetha impilo. Khawundicebise ndingohlukana njani nalo mkhwa?

(I definitely choose to live a healthy life. Can you advise me on how to break the addiction?)

(11) **Nomsa**: Ndizakuthengela ootshepisi ekhemesti abanceda ekuyekeni ukutshaya. Uzakuyeka ukutshaya kancinci kancinci, impilo yakho izakubangcono kwaye nemali yakho izakugcineka.

(I'll buy you ant-smoking chewing gums from the chemist. You will gradually stop smoking, your health will be improved and you'll save some money.)

(12) **Lulama**: Enkosi, ndiyakuqinisekisa ndizakuqala ngomso.

(Thank you. I commit myself to start tomorrow.)

(i) **Statement of the problem**

Nomsa, the source of the argument is concerned about her husband's health that is deteriorating because he is refusing to stop smoking. She wants to persuade her husband to stop smoking, for health reasons **(no. 9 …impilo yakho ayibi ngcono …)** as well as for economic reasons, **(no 1, … amaxabiso ecuba notywala anyuke kakhulu.)**

(ii) **Influence goal**

Nomsa wants to give advice to her husband so that he can stop smoking which is bad for his health condition. The condition of her husband is not good, because of a car accident that left his right limb paralysed, that is why she mentions heard injuries **(no 9. oogqirha bacebisa ukuba abantu abanengozi yentloko baliyeke icuba.)**

(iii) **Argument for and against compliance**

Source:

Nomsa gives three arguments why her husband should stop smoking:

1. His health is deteriorating. **(no. 9 …impilo yakho ayibi ngcono …)**
2. Smoking is interfering with treatment. **(no. 9 …amayeza awasebenzi kakuhle kuba axutywe necuba.)**
3. Doctor's advice. **(no. 9, Oogqirha bacebisa ukuba abantu abanengozi yentloko baliyeke icuba.)**

She then supported her reasons by leading him into decision making, **(no. 9 Kufuneka wenze isigqibo …)**

Target:

Lulama the husband to Nomsa mentions 4 arguments against compliance:

1. Smoking helps him to cope with the stress of the day **(no. 6, Ukutshaya kundinceda ndikwazi ukumelana nemini.)**
2. He smokes at intervals, **(no. 6 Nditshaya ngamaxesha athile …)**
3. He is in control of his smoking habits, **(no. 6 ndiyakwazi ukulilawula …)**
4. He gets headaches if he does not smoke, **(no. 8…xa ndingatshayanga ndiba nentloko ebuhlungu.)**

(iv)   Comparison of the arguments

	Source			Target	
	Arg. for	Subarg.for		Arg. against	Subarg. against
No. 9	3	-	No. 6	3	
			No. 8	1	
Total	3	-		4	

The source of this message has lesser number of arguments than the target, but she was able to make sense to the target by stating that it is a matter of life and death. The number of arguments did not have an impact in this case, what was important was the sense behind the argument. That has made the source of this argument to be very high in reasoning.

(v)   Compliance and reasons for it

Nomsa successfully persuaded her husband to stop smoking. She told him that he needs to choose between life and death, (no. 9 … uxolele ukufa kunokuba uyeke ukutshaya…)

(vi)   Message dimension

a. Explicitness

Nomsa begins her argument by stating her goals clearly and directly ask him what he thinks about smoking, **(no. 3 Ucinga ntoni ngokutshaya?)**

Nomsa also showed him that it is not enough to control smoking; he needs to stop smoking for the sake of his health **(no. 7 Xa unokuvela wenze isigqibo sokuyeka kungenzeka ntoni.)**

b. Dominance

She is pleading her husband to stop smoking, she is not dominant as we see some of her argument:

a)   What do you think about smoking? **(no. 3, Ucinga ntoni ngokutshaya?)**
b)   What is stopping you from completely stopping smoking? (**no. 5, Yintoni ekunqandayo ukuba ungaliyeki xa lilonke icuba?)**
c)   What can happen if you make a decision to stop smoking? **(no. 7, Xa unokuvela wenze isigqibo sokuyeka kungenzeka ntoni?)**

c. Argument

The source of the argument Nomsa, gave 5 good motivations for gaining compliance, see no 9 and 11.

3.5.4   Dialogue no 4

(1)   Lulu : Sana ndiva ecaweni ukuba wena uzidibanisa neetshomi ezingekhontweni.
(*Baby, I've just received a report from the church that you are mixing with misbehaving group.*)

(2) **Zodwa**: Kodwa mama, uthetha ngoobani?

(But mom, who are you talking about?)

(3) **Lulu**: Aba ngantweni ubaziyo. Kutheni usenza loo nto nje, badala kunawe.

(This mischievous group that you know. Why are you doing that, they are even older than you.)

(4) **Zodwa**: Abokho badala kakhulu mama, badala nje ngeminyaka emithathu. Ndiyabathanda ngoba ba "cool".

(They are not that old mom. They are three years older than me. I like them because they are cool.)

(5) **Lulu**: Uthetha ukuthini xa usithi ba "cool"?

(What do you mean when you say they are cool?)

(6) **Zodwa**: Banxiba iimpahla ezintle kwaye bajongwa ngumntu wonke phaya ecaweni.

(They wear nice clothes and everybody looks at them when they are at church.)

(7) **Lulu:**". Sana, iimpahla abazinxibayo azamkelekanga, azikho "cool zikrwada kwabanye abantu ingakumbi abadala. Yiyo loo nto ndive ezi zinto njengawe, kwaye aba bantu bandixelela ezi zinto bakukhathalele. Abafuni ubomi bakho butshatyalaliswe. Wonke umntu ecaweni uthetha ngendlela abaziphethe ngayo nangedlela abangabahloniphiyo abantu abadala. Ndifuna wazi ukuba ndiyakuthanda. Nceda ungonakalisi ubomi bakho ngokuvana nabantu abangenakamva lihle. Cinga ngokwakha ubomi bakho wena.

(Baby, the clothes they wear are not accepted, they are not cool. They are rude to other people especially grown ups. That is why I received reports from the church about you because those people care about you. They do not want your life to be destroyed by the so called "cool" kids. Everyone at church is talking about the way they behave and disrespect grown ups. I want you to know that I love you. Please don't destroy your life with friends that have no future. You should focus on building you life.)

(8) **Zodwa**: Enkosi mama, nam ndiyakuthanda. Ndizakubuyela kwaba bahlobo bam benza izinto ezilungileyo, kwaye bona balingana nam.

(Thanks mom. I love you too. I will go back to my good friends who are of my age.)

(9) **Lulu**: Enkosi "Z" sana ngokundimamela. Ndiyazi ukuba uyakwenza eyona nto ifanele ubomi bakho.

(Thank you "Z" baby for listening to me. I know you will do the best thing for your life.)

(i) **Statement of the problem**

Lulu who is a single parent has received reports about her daughter Zodwa, that she has bad friends. Lulu is concerned about her daughter and wants to persuade her to stop seeing those friends.

(ii) **Influence goal**

The influence goal that Lulu uses in this message is "change relationship". She wants to persuade her daughter Zodwa to see that her friends are not good for her.

(iii **Arguments for and against compliance**

Source:

Lulu begins her arguments by showing Zodwa that she is mixing with wrong friends,
(see no. 1 …wena uzidibanisa neetshomi ezingekhontweni.)

She then proceedes to mention **five** subarguments why Zodwa should stop seeing those friends;

1) They are mischievous and old, **(no. 3 …Aba ngantweni...badala kunawe …)**
2) She also explains to Zodwa that being cool is not about the way one dresses, her friends dress inappropriately, **(no.7 … Sana, iimpahla abazinxibayo azamkelekanga, azikho "cool", zikrwada kwabanye abantu ingakumbi abadala.)**
3) She also explains to Zodwa that people love her that is why they are concerned about her, **(no. 7 … aba bantu bandixelela ezi zinto bakukhathalele. Abafuni ubomi bakho butshatyalaliswe ngabo bantwana…)**

4) They do not respect old people, **(no. 7 …wonke umntu uthetha ngendlela abathetha ngayo nabantu abadala.)**

5) Lastly she told Zodwa that she also cares about her, **(no. 7 …Ndifuna wazi ukuba ndiyakuthanda.)**

Target:

Zodwa first showed resistance to her mother's arguments, by stating that:

1.   her friends are not too old, **(no. 4 …Abakho badala kakhulu mama …)**

2.   and they are cool.**(also see no.4)**

She gives a subargument to support herself.

a. She mentions that she likes their "cool" style of dressing because everybody at church looks at them, **(no. 6, …Banxiba iimpahla ezintle kwaye bajongwa ngumntu wonke …)**

(iv)   Comparison of the arguments

	Source			Target	
	Arg. for	Subarg. for		Arg. against	Subarg. against
No. 1	1		No. 4	2	-
No. 3		1	No. 6	-	1
No. 7		4			
Total	**1**	**5**		**2**	**1**

The source of the message made 6 arguments, and the target only gave 3. The source of the message is very high in quantity as well as quality of the arguments.

(v)   Complaince

Lulu was successful in persuading her daughter Zodwa to stop seeing those friends. She was able to correct Zodwa's understanding of the word "cool" and showed her what those friends really are.

(vi) **Message dimension**

a. Explicitness

Lulu the source of the argument is very explicit in her argument. She is clear from the very onset what her intentions are,

(no.1, Sana ndiva ecaweni ukuba wena uzidibanisa neetshomi ezingekhontweni.)

When Zodwa tries to deny she tells her that those friends are old and not good for her,
(no.3 …badala kunawe.)

b. Dominance

Lulu is dominant in her argument towards Zodwa. She uses her role as a parent to tell Zodwa that she knows what she is talking about, **(no. 3 … Aba ngantweni ubaziyo …)**, when Zodwa tried to deny having bad friends.

She asks Zodwa to explain what she means, when she says they are "cool", **(no. 5, UThetha ukuthini xa usithi ba "cool"?)** Then she explains to Zodwa what her friends' behavior really mean, **see no 9**.

c. Argument

Lulu is high in argument because she gives 5 reasons to support her statement that Zodwa is mixing with the wrong crowd.

3.5.5 Dialogue no. 5

(1) **Zola**: Molo mhlobo wam, kudala ndikuthinta ngomnxeba, awufumaneki rhoqo, ndiyavuya ndide ndakufumana.
(Hallow my friend, I've been trying to get hold of you but its hard I can't reach you, I am happy I finally got you.)

(2) **Sindi**: Eyi ntombi, kukho amaxesha endiqonda ukuba ndixinekile ziinzingo zobom, ndivela ndiwuvale umnxeba kuba ndingafuni ukuphazanyiswa.
(My friend, there are times when I feel stressed by the trials of life; I just switch off the phone because I don't want to be disturbed.)

(3)   Zola: Yintoni ingxaki sisi?

(What is the problem my sister?)

(4)   Sindi: Yile uyaziyo mhlobo.

(It's the one you know, friend.)

(5)   Zola: Sindi ndiyayiqonda indlela ekunzima ngayo ukumelana nesimo urhulumente asibeke kuso,kodwa ke mhlobo wam nyamezela.

(Sindi I know how hard it is to cope in the situation that the government has placed us in, but my friend you need to endure.)

(6)   Sindi: Apho kubuhlungu khona yinto yokuba ndifundiswe nzima ngumyeni wam ephangela kumsebenzi ongenamali, naye akafundanga, sinabantwana abane abasezikolweni abadinga imali yokufunda. Mna ndifumane umsebenzi osisingxungxu kufuneka rhoqo ngenyanga ndivuselele ikontrakthi, ngamanye amaxesha ingaphumi naloo mali. Ngoku wena mhlobo wam uthi mandiqhubekeke ndifunde izakuvela phi loo mali kwezi ngxaki zingaka.

(It's painful because my husband has struggled to educate me while earning a very low salary because he is not educated, we have four children who are still at school and they need money for education. I got a part-time job which I must renew the contract every month, sometimes I don't even get my wages. Now my friend you want me to continue with my studies where will I get money with all these problems.)

(7)   Zola: Ndiyazi mhlobo wam izinto zonke zinyukile ngoku, kodwa yona imivuzo ayinyuki kwaye nemisebenzi ayikho. Kodwa ndiyakuqinisekisa mhlobo wam ukuba unokugqiba ukufunda, uzame ukufumana umsebenzi ongcono imeko yendlu yakho ingangcono. Abantu abafundileyo ngabo abaphumelelayo kule mihla. Zama nezi zibonelelo zikarhulumente, mhlobo wam usenalo ithuba kuba abantwana bakho basebancinci, kwaye ulungiselela ikamva labo ngokufunda.

(I know my friend prices have gone up, but salaries are still low and there are no jobs. But I want to assure you my friend that when you finish your studies, and you search for a better job your home situation will change. Educated people are the ones who succeed these days. Try to get government bursaries, my friend

you still have time because your children are still young and you are building their future by studying.)

(8) **Sindi**: Liyinyani elo Zola, kodwa ke umyeni wam yena uyabulaleka kwaye akusekho mnandi tu endlini, ufika ngobusuku kwaye esele. Akafuni kuthethiswa andazi yinto endizakuyithini ke leyo. Hayi mna ndincamile ngoku, ndidiniwe kukungonwabi, ndixolele mhlobo wam kaloku owakho umyeni akaseli kwaye usemisebenzini ongcono.

(That is true Zola, but this is hard for my husband and there is no joy at home, he comes home late at night and drunk. He does not want me to talk to him and I don't know what to do about that. I've given up now, I'm tired of being unhappy, forgive me my friend your husband do not drink and he is in better job.)

(9) **Zola**: Mhlobo wam, khawumamele kakuhle. Ndiyaziva zonke ezi zinto uzibekayo, amaXhosa athi ekunyamezeleni ukhona umvuzo. Urhulumente uncedisa iititshala ezifuna ukuphucula imfundo, ingakumbi ezo zinediploma kuphela. Ngeli xesha usabambileyo kule ndawo ukuyo yithi chu nemfundo yabucala de ube kwelizinga kuthiwa ngu M+4. Urhulumente ugrogrisa ngokuzidenda iititshala ezingenasidanga. Ngokoke khawuzilungiselele, uzokukwazi ukuthetheleleka xa ufuna umsebenzi.

(My friend, listen carefully. I understand everything you say, there is a saying among amaXhosa that if you persevere you will be rewarded. The government is helping to improve the qualifications of teachers, especially those that only have a teaching diploma. While you are still temporally employed you must continue to study part-time and get a higher qualification (M+4). The government is threatening to retrench teachers who do not have a degree. Therefore you must prepare yourself so that you can get a job.)

(10) **Sindi**: Enkosi sihlobo sam, kumnandi ukuba nomntu onokuthi akumamele xa usengxakini, ndizakukhe ndiyicinge le nto uyithethayo.

(Thank you my friend, it's good to have somebody to speak to when you have a problem, I will think about what you have said.)

(i) **Statement of the problem**

Zola who is the source of the argument is encouraging her friend Sindi to study further so that she can get permanent employment.

(ii)   Influence goal

Zola is trying to persuade her friend to study further the influence goal is "Give advice".

(iii)   Arguments for and against compliance

Source:

1. She encourages Sindi that if she continues with her studies she will be successful, **see no.7 (ndiyakuqinisekisa mhlobo wam ukuba unokugqiba ukufunda, uzame ukufumana umsebenzi ongcono imeko yendlu yakho ingangcono. Abantu abafundileyo ngabo abaphumelelayo kule mihla)**
2. She also mentions the government's initiative to help improve teaching qualifications,**see no. 9, (Urhulumente uncedisa iititshala ezifuna ukuphucula imfundo,…)**
3. Lastly she tells Sindi that the government is threatening to retrench teachers who are under qualified. **See no. 9 (urhulumente ugrogrisa ngokuzidenda iititshala ezingafundanga zibe nemfundo yomsila.)**

Target:

1. She mentions that her husband does not earn much, **see no. 8 (… ndifundiswe nzima ngumyeni wam ephangela kumsebenzi ongenamali ingako.)**

She motivates further with the following subarguments:

a)   He is not educated.
b)   They have four children who must be educated.
c)   She is in a temporal job which she must renew a contract every month, sometimes she does not get a salary.

(iv)   Comparison of the arguments.

	Source			Target	
	Arg. for	Subarg. For		Arg. against	Subarg.against
No.7	1	-	No.8	1	3
No.9	2	-			
Total	3	-		1	3

The source of the argument made a total of three strong arguments which were able to gain her compliance. The target gave 4 arguments but still she complied.

(v)   Compliance and reasons for it

Compliance is gained because Zola succeeds to encourage Sindi.

(vi)   Message dimensions

a. Explicitness

The source is not very transparent about her intentions, in argument no. 7 she starts by being sympathetic with the target and then she encourages her that if she studies further she will be successful.

In argument no. 9 she states it clearly that the government is assisting teachers to improve their qualifications and that those teachers who are under qualified will loose their jobs.

b.   Dominance

The source is not dominant in the message. If we look in no. 7, (ndiyazi mhlobo wam izinto zinyukile ngoku, …) she is sympathetic and polite. Being sympathetic can encourage a person to justify the way s/he feels.

c.   Argument

The source gave 3 reasons why she should study further; therefore she is high in argument.

3.5.6 Dialogue no. 6

(1) **Utitshala**: Yintoni ofuna ukuyenza emva kokuphumelela ibanga leshumi.
(What do you want to do after you finish grade 12)

(2) **Umfundi**: Ndizakukhangela umsebenzi ngenxa yokungabi namali.
(I will look for a job because of lack of finances.)

(3) **Utitshala**: Uzakuzilibazisa ukuba uqale ngokufuna umsebenzi, kuba usemncinci kwaye ukrele-krele kakhulu.
(You are going to delay yourself if you look for a job, because you are still young and very clever.)

(4) **Umfundi**: Ndiyakunqwenela ukuqhubekeka nezifundo zam qha ingxaki yam yimali.
(I wish to further my studies but my problem is finances.)

(5) **Utitshala**: Ikhona enye indlela onokuyisombulula ngayo le ngxaki yakho, iSebe lezeMfundo liqale iphulo elitsha lokubonelela mahala ngezifundo zaseKholejini.
(There is another way to overcome this problem, the Department of Education has introduced new programs and these programmes are also funded.)

(6) **Umfundi**: (Ucinga ukuba ndizakulifumana elo thuba?)
(Do you think I will get that opportunity?)

(7) **Utitshala**: Ewe, lenzelwe kanye abantu abasokolayo abangenamali kuba urhulumente unesibonelelo semali asikhuphayo, kwaye ke wena uzakuthathwa kuba ukrele-krele.
(Yes, they are designed for the people who are struggling not having money the government has funds available, and you qualify because you are clever.)

(8) **Umfundi**: Kufuneka ndiyo kuyifuna nini indawo.
(When must I apply?)

(9) **Utitshala**: Isicelo sakho sifake kula kota yesithathu yonyaka.
(You must submit your application during the third quarter.)

(i)   Statement of the problem

The teacher is trying to persuade her student to continue with his studies, the student does not have money and the teacher is encouraging her to apply for the studies at the college because he will get financial assistance.

(ii)   Influence goal

The influence goal is "give advice" about lifestyle, so that the student can continue with his studies instead of finding a job.

(iii)   Arguments for and against compliance

Source:

1.   She discouraged the learner to find a job because he is still young and clever, he think he can still continue studying , **see no.**3 (uzakuzilibazisa ukuba uqale ngokufuna umsebenzi, kuba usemncinci kwaye ukrele-krele.)

2.   She also told him that the government is offering funding for studies at college, **see no.5**, **(Ikhona enye indlela onokuyisombulula ngayo le ngxaki yakho, iSebe lezeMfundo liqale iphulo elitsha lokubonelela mahala ngezifundo zaseKholejini.)**

Target:

1.   He cannot continue with his studies because of financial problems, **see no. 4, (ndiyanqwena ukuqhuba nemfundo yam, kodwa ingxaki yimali.)**

(iv)   Comparison of the arguments

	Source			Target	
	Arg. for	Subarg. against		Arg. against	Subarg. against
No. 3	1	-	No. 4	1	-
No. 5	1	-			
Total	**2**	-		**1**	**1**

The soure made two strong arguments which were successful in persuading and the target gave only 1 argument.

(v)   Compliance and reasons for it

Compliance is successful.

(vi)   Message dimension

a. Explicitness:

The intentions of the source in this message are clearly stated, that the learner must go back to school and continue with his studies because he is still young and very clever. **(See no 3 + 5.)**

b. Dominance:

The argument has power because she gives information that will help the target to make the right decision about his future.

c. Argument:

There are two arguments for gaining compliance; therefore the argument is not high.

3.5.7 Dialogue no. 7

(1)   Nomvume: Molo, unjani?
(Hi! How are you?)

(2)   Angel: Ndiphilile wena unjani?
(I'm fine thanks and yourself?)

(3)   Nomvume: Akukho ukukhala, izinto ndizithatha njengokuba zisiza. Kudala ndikufuna imini yonke yanamhlanje.
(No use complaining, just taking each day as it comes. I've been trying to get hold of you the whole day.)

(4)   Angel: Kunjalo? Ndiyaxolisa, andikhange ndifumaneke namhlanje enye into nguMvulo kuxakekile. Phofu ibiyintoni?

(Is it? I'm sorry, I really have been unreachable today and its Monday it's so busy?)

(5)   Nomvume: Ungandinceda undithathele intombi yam kusasa uyise esikolweni, ndiyibhalise kwesa sikolo sihamba unyana wakho. Ndakuncedisana nawe ngamafutha emoto ngemali engange R200, 00 ngenyanga.

(Can you please pick up my daughter in the morning and take her to school; I have registered her at the school your son is attending. I will contribute with R200, 00 towards petrol on monthly basis.)

(6)   Angel: Kulungile, andiboni ngxaki kulo nto. Ndixelele ukuba ufuna ndimthathe ngabani ixesha, kuba ndiphuma endlini ngentsimbi yesixhenxe ndimthathe unyana wam ngentsimbi yesihlanu malanga.

(Ok, I don't see a problem with that. Tell me, what time should I pick her up, cause I leave the house at 7am and I collect my son at 5pm.)

(7)   Nomvume: Lo maxesha andilungele, ungaqalisa ngomso?

(Those times are perfect for me, can you start tomorrow?)

(8)   Angel: Kulungile, sobonana kusasa.

(Ok, see you tomorrow morning.)

(9)   Nomvume: Kulungile, enkosi kakhulu.

(Ok, thank you so much.)

(i)   Statement of the problem:

The source of the argument, Nomvume is asking her friend Angel to transport her daughter to school in the mornings and back in the afternoons.

(ii)   Influence goal:

Nomvume is asking a favour from her friend Angel. The influence goal is "gain assistance" for transporting her child to school.

(iii)   Arguments for and against compliance:

Source:

1. Nomvume states her request to Angel; "Can you please take my daughter to school in the mornings**?"(see no. 5 – unganceda uthathe intombi yam kusasa uyise esikolweni sayo?)**

Then she gives two subarguments:

i)   She has registered her daughter in the same school that her son is in.
ii)   She will contribute towards petrol.

Target:

Angel made no arguments against compliance instead she was willing to help Nomvume.

(iv)   Comparison of the arguments

	Source			Target	
	Arg. for	Subarg. for		Arg. against	Subarg. aginst
No. 5	1	2		-	-
Total	1	2		-	-

The source made 3 arguments in her attempt to persuade the target, and was successful in gaining compliance. The target gave no arguments against compliance.

(v)   Compliance and reasons for it

Compliance was gained successfully, see above.

(vi)   Message dimensions

a. Explicitness:

The message source has made her intentions very transparent to the target. Firstly she stated that she wants her favour, see no. 5 (**ndicela undezele inceba**), and secondly in no. 7, she clearly states what the favour is and what she is willing to put in

(**ndiyakwenza igalelo**…). Her explicitness shows how important her request is and that she is not just taking advantage of the target but she is willing to contribute towards petrol. Her explicitness also reflect her commit\ment to the goal she is pursuing.

b. Dominance:

There is relative power in the message of the source. The fact that her message is explicit reflects that she is clear about her intentions, therefore she is dominant in her message. Her request is accompanied by other powerfull statements which reflect her commitment to her goal, see no. 7 (**ndiyakwenza igalelo elingange R200 ekuncedanisaneni nawe**…). Her willingness to contribute shows commitment, as a result she did not get any resistance from the target, her request was granted immediately.

c. Argument:

The argument of the source is not high in rational, see no. 7. She only gave 2 arguments for her request.

3.5.8 Dialogue no. 8

(1)   Phumza: Sisi ndicinga ukuthengisa le ndlu.
        (My sister, I'm thinking of selling this house.)

(2)   Zimasa: Mntana wasekhaya, ayibobulumko obo. Le ndlu uyilungise kakhulu, uyifakele ifenitshala yala maxesha, nobucwebe-cwebe, futhi uyandisile. Soze ufumane ixabiso eliyifaneleyo kuba iselokishini. Ngexabiso onokuthi uyithengise ngalo awusoze ufumane indlu ezakwanelisa edolophini, uyakufumana indlu endala ezakufuna ukulungiswa. Amaxabiso ezindlu anyuke kakhulu, kwaye nenzala inyuka rhoqo. Nali elinye icebo endikupha lona, iinkonzo zikaMasipala zixhomile edolophini. Zininzi izinto ekufuneka uzijongile xa ufuna ukuthenga indlu. Le ndlu yakho intle, futhi yogqitha izindlu ezininzi edolophini.
        (My sister, that is not a wise idea. This house is beautiful; it is well furnished with todays furniture. You will never get the value it deserves because it is in the township. The money you will get will never buy you the house you want in town, you will get an old house that will need to be repaired. House prices have gone up, and the interest rates go up everytime. Here is another advice, Municipal

services are alo high in town. There are so many things you must consider when you want to sell a house. This house is beautiful and it is far better than many houses in town.)

(3) **Phumza**: Sisi zikhona izinto ezindikruqulayo apha elokishini, luxinezelelo lwezithuthi ezindleleni, kuye kufuneke ndivuke ngentsimbi yesihlanu kusasa ndileqe oodula-dula. Ngelo xesha ndishiya usana lwam lusalele ndingazi nokuba aliguli na. Nonyana wam ofundayo kufuneka evukile ukuze ndimshiye ndimlungiselele.

(My sister, there are so many things that are disturbing me here in the township, the traffic in the road and I have to wake up at five o'clock in the morning to catch a bus. I am living behind a small baby that is still sleeping not even knowing if she is well. I also have a son that I must prepare for school.)

(4) **Zimasa**: MaRadebe nokuba usedolophini khumbula kuseGoli apha uxinzelelo lweemoto uwunakuliphepha kusezakufuneka uvukile. Izinto ekufuneka uzinike ingqalelo zezo ndizikhankanyileyo. Kufuneka nijonge ukuba ngokwasezimalini nizakumelana neemfuno zendlu. Enye into omawuyijonge yeyokuba wena nomyeni wakho niqeshwe ngekontrakthi ziinkampani zabucala, akukho siqinisekiso apho. Le ndlu yenu sele niyigqibile ukuyibhatala, andiqondi uyafuna ukuzibeka kwisimo esinjalo.

(Marhadebe even is you are in town remember you are at eGoli here you can not escape the traffic you will need to wake up very early. What you must take into consideration are those things I mentioned to you. You need to consider if you finances will cope with you home needs. The other thing you must consider is that you and your husband are in contract jobs of private companies, there is no security in your jobs. The house you have now is paid up. I don't think you want to be in that risk.)

(5) **Phumza**: Heyi sisi andifuni nokuyicinga leyo into, ndim nalo umele le nto, kanti yena umyeni wam akakho kuyo yonke le nto. Kwaye ekuhambeni kwethuba yonke le nto izakuphinda ibuyele kum kuba amaXhosa athi, "Isikhuni sibuya nomkhwezeli". Hayi ndiyabulela sisi wam ziinyani zodwa ezi undibonisa zona, qha intliziyo yona inde.

(My sister don't even want to think about that, I am the one who is pushing this

forward my husband is not in agreement with me. "In the long run this is going to hit back at me." I thank you my sister you are showing me the truth ,but my heart is not content.)

(6) **Zimasa**: Kubalulekile ke MaRadebe ukuba uqiqe phambi kokuba wenze, kuthiwa "Inyathi ibuzwa kwabaphampbili". Khumbula le nto ke abathengisi bona abasoze bakuxelele ezi zinto, inye nje into abayifunayo yingeniso.

(It is important that you think very carefully before you take action, there is a saying that wisdom is found in those who have walked the path. Remember that property agents will not tell you about all these things, they are only interested in making a profit.)

(7) **Phumza**: Ndiyabulela mntasekhaya awuncedanga mna qha koko uhlangule nomtshato wam. Enkosi kakhulu.

(Thank you my sister you have not just helped me, but you have also saved my marriage. Thank you very much.)

(i) **Statement of the problem**

Phumza is considering selling her house in the township and buying another one in town because she wants better living conditions. Her sister Zimasa (source) wants to persuade her not to sell the house and move to town because of various reasons she cited, such as high prices.

(ii) **Influence goal**

The source Zimasa wants to persuade Phumza not to go ahead and sell her house. The influence goal that is used by Zimasa to influence Phumza is "Give advice".

(iii) **Argument for and against**

Source:

Zimasa advances seven arguments to try to persuade Phumza not to sell her house in the township and move to the suburbs of the city, see no.2,

a) She has renovated her house,
b) The house is well furnished, and extended.

c) She will not get a good selling price for the house.

d) She will not get a good house in town with the same amount.

e) Property prices and rates have gone up.

f) Municipal services in town are expensive.

g) Her house is more beautiful than most houses in town.

Target:

Phumza is worried about various problems in the townships. She gave four sub-arguments to strengthen this one argument; see no. 3

1. She is bothered by many things in the township:

   a. Traffic congestion.

   b. Having to wake up very early.

   c. She has a small baby.

   d. She has to prepare for her school going son.

Source:

Zimasa responded to this issue of the problems in the townships by advancing four arguments, see no. 4

a) Traffic congestion in town is still the same.

b) They must consider their financial status.

c) There is no security in their jobs.

d) Their house in the township is paid up.

Target:

a) She is the one who is pushing for change and not her husband.

b) Maybe this issue will backfire on her.

c) Her heart is not content.

Source:

a) She (target) must think before she acts.

b) Property agents are only interested in themselves.

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. for		Arg. against	Subarg. against
No. 2	7	-	No. 3	1	4
No. 4	4	-	No. 5	3	-
No. 6	2	-			
	13	-		**4**	**4**

The source made 13 strong arguments for compliance and the target gave only 4 arguments. The number of arguments made by the source gave her a big advantage in winning the arguments, she also made good sense in her arguments, its not just quality but it is also quantity of the argument. The source was very persuasive in this case.

(v)   Compliance and reasons for it

Phumza used an IsiXhosa idiom "Isikhuni sibuya nomkhwezeli", which means that one must not play with dangerous things. This idiom shows that she is reconsidering her decision of selling her house, and she will think about the advice her sister Zimasa gave her, see no. 5 of the message. She goes on to thank her sister for the help she gave her and for saving her marriage, see no. 7 of the message.

(vi)   Message dimensions

a.   Explicitness:

The arguments of the source in persuading the target are explicitly stated. They are clearly and fully expressed, see arguments of source no.3, she gave seven reasons that Phumza should consider before making a decision to sell her house and move to the suburbs.

b.   Dominance:

The persuasive strategy of the source dominates the resistance of the target. She is able to persuade the target not to sell her house by showing her all the disadvantages of

moving to town, such as high cost of town life, rise in property value, job security and risks of starting a property debt.

c.   Argument:

The message of the source is high in quantity; she gave 9 reasons why she should reconsider buying a house in town.

3.5.9 Dialogue no. 9

(Kusemva kwemini ngecawa, kuphuma icawa, kufuneka kuyokuvelelwa omnye udade oshiywe ngumzali wakhe.)

1.   **Thembi**: Kutheni ingathi niyaxabana nje, yintoni ingxaki ?
      (*Why* does it look *like you are arguing, what is the problem?)*

2.   **Diksi:** NguAvuyile uthi akasahambi ngoku besesigqibe kwelokuba siyokuvelela uLusanda, kule meko yakhe, yokuswelekelwa ngumama wakhe.
      (Its *Avuyile she says she is no longer going to visit Lusanda, who has lost her mother.)*

3.   **Thembi:** Yintoni ngoku Avuyile?
      (What is the matter now Avuyile?)

4.   **Avuyile:** Bendingekho izolo sis'Thembi, kufuneka khe ndicoce indlu yam ndipheke nokupheka. Noko niliqela, mna ndiyakuya emngcwabeni kulo Mgqibelo uzayo.
      (*I was not here yesterday Thembi, I still have to clean up my house and cook as well. You are a good number, I will attend the funeral next Saturday.)*

5.   **Thembi:** Kodwa Avuyile xa kwehle into elolu hlobo ezinye izinto ziyama, uyasidinga uLusanda sonke. Ukucoca indlu yakho kunokukhe kume akubalulekanga ngaphezu kokubhujelwa ngumzali, kwaye uyazihlalela unokutya nokuba sisonka. Umntu xa eswelekelwe uyadinga ukubabona abantu akhonza nabo bekunye naye kule meko imehleleyo. Wena noLusanda ningumtya nethunga, nikunye ekwayaleni kwaye ningena kunye nenkonzo yoosisi. Ndiyacela

ukhe uzifake kwezi zihlangu zikaLusanda.

(Avuyile when something of this nature has occurred we stop everything, Lusanda need our support. Cleaning your house can wait its not important than loosing your parent, you stay alone you can even eat bread. When a person has lost a loved one she needs the support of those she fellowships with. You and Lusanda are close friends, you are together in the choir, and you both attend single ladies fellowship. Please can you put yourself in Lusanda's shoes?)

6. **Avuyile:** Hayi ke mandehle, bendiyithatha kancinci le nto, ndisiba ukuya emfihlweni konele. Masihambeni ke, kuzakukhwelwa eyiphi imoto.

(No Let I decline, I took this lightly, and thinking that going to the funeral is enough. Let us go which car we are going to use.)

7. **Thembi:** Masikhkhweleni le kaDiksi.

(Let us use Diksi's car.)

(i) **Statement of the problem**

After enquiries from Thembi about a possible quarrel between Diksi and Avuyile, it became clear that Avuyile is no longer prepared to go along with a visit to Lusanda whose mother has passed away, (no.2). Thembi then tries to persuade Avuyile to go along with the visit (no. 5).

(ii) **Influence goal**

Thembi (the source) wants to persuade Avuyile that she should go along with them to a visit to Lusanda, i.e. the influence goal is "share activity", the activity being the visit.

(iii) **Arguments for and against compliance**

Target:

a.   She was absent from home.(see no. 4)
b.   She must now clean the house and cook food.(no. 4)
c.   She will go to the funeral on Saturday, (no.4).

Source:

Thembi used the following arguments against those of Avuyile:

1. When death strikes, everything stops, see no.5, (…xa kwehle into elolu hlobo ezinye izinto ziyama…)
   a. Your cleaning of the house can stop, its not that important.
   b. Your cooking can stop, and you can eat anything because you stay alone.
2. A friend needs to see her fellow churchgoers when death strikes in her family.(also no.5)
3. Target and friend are very close friends. (also no.5)
4. Important for target to sympathise with her. (also no.5)

Target:

Avuyile responded by stating the following:

   a. She regarded the issue as a minor one.(no.6)
   b. She thought by going to the funeral should be enough. (also no. 6)

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg. aginst	Subarg. against
No. 5	4	2	No. 4	3	
			No. 6	2	
Total	4	2		5	

The source gave 6 arguments and the target gave only 5. The source of the argument is his in argument, hence compliance was gained.

(v)   Compliance and reasons for it

Avuyile agreed to a visit and they went on their way in the car of Diksi.

(vi)   Message dimension

a. Explicitness:

Thembi (the source) argued explicitly for compliance from Avuyile. Her arguments were clear and fully expressed: the results of death, the sympathy of the church goers, the close friendship and the need for sympathy.

b. Dominance:

The source demonstrates dominance in the way she explains to Avuyile how important the visit is to Lusanda. She stresses how important their friendship is (**Wena noLusanda ningumtya nethunga nikunye ekwayaleni kwaye ningena kunye nenkonzo yoosisi.**) and what the visit would mean to Lusanda (Umntu xa eswelekelwe uyadinga ukubabona abantu akhonza nabo).

c. Argument:

Thembi uses four arguments to try to persuade avuyile (see arguments of source above). She thus used a satisfactory number of reasons for Avuyile to accept.

3.5.10 Dialogue no. 10

(1)   Nontlantla: uncedile ufike msinyane xa ndikubizile. Ndifuna sithethe ngemeko kaYanga kuba akaqhubi kakuhle ezifundweni zakhe.
       (Thanks Majili for coming so soon when I called you. I want us to talk about Yanga's situation because he is not doing well in his school work.)

(2)   Majili: UYanga uyandicaphukisa bonanje kuba abantwana bam abasokolisi nguye yedwa lo unje, akazimiseli.
       (Yanga makes me angry because my other children never gave me problems, he is the only one, he is not serious.)

(3)   Nontlantla: Kaloku Majili okokuqala umntwana uyakufuna ukunikwa uthando lukamama ngakumbi xa eselula njengaye, awuhlali naye ke wena olu thando akalufumani.
       (Majili understand this, a child needs a mother's love especially when still love, he does not get that love because you are not staying with him.)

(4)   Majili: Akukho nto ndingamenzeli yona uYanga, ndimthengela yonke into ayifunayo, andiyazi imbangi yokusoloko ebonakalisa ukufeketha nokungazimiseli, mna notata wakhe sasiphala phambili sisafunda. Kwaye naba babini abantwana bethu khange babenenggxaki nguye yedwa lo unje.

(I've done everything for Yanga, buying everything he needs, I don't know why he is so spoilt and not serious, his father and I were stars while we were at school. Even our two other children never gave us problems, he is the only one like this.)

(5)   Nontlantla: Kanye kuloo ndawo Majili, uYanga awunakumfanisa nabanye abantwana bakho, kuba bona bakhulele kuwe, kwaye abantwana abafani kohlukene nkqu namawele la embala ngoku ezelwe ngumntu omnye ngemini enye.

(Exactly that point Majili, you cannot compare Yanga with your other children, they were raised by you, and children are different even identical twins are different.)

(6)   Majili: Ndisokoliswa ngabantu abancedisayo, yiyo loo nto ndaxolela ukuba makahlale nomama wam. Uhleli kakuhle phaya qha akaqhubi kakuhle ncam esikolweni.

(I have a problem with domestic workers, that is why I decided to take him to my mother.He is happy there he is just not doing well at school.)

(7)   Nontlantla: Elam icebo Majili leli umntwana lo makahlale nawe aye kumakhulu ngeempelaveki nangeeholide. Loo nto iyakupha ithuba lokuba umncedise ezifundweni zakhe. Utsho ukwazi nokumnika ela thuba lokufunda eyedwa umane umcacisela apho angaqondi khona, ngoba apha esikolweni akalifumani ncam elo thuba kuba ugqunyelelwa ngabanye abaqonda msinya.

(My advice to you Majile is that this child must stay with you and only visit her grandmother during weekends. That will give you a chance to help him in his studies. You will give him time to study alone and correct him where he needs it, because at school he does not really get that chance because those who understand overshadow him.)

(8)   Majili: Ndingengotishala nje ndizakuyenza njani lo nto? Kwaye ukuba akaqondi ndithini?

(I'm not a teacher, how will I do that? When he does not understand what must I say?)

(9) Nontlantla: Kaloku Majili kufuneka uzibuke kunye naye iincwadi zakhe, umncome nokuba awukho mhle umsebenzi wakhe, ze emva koko ke uqale umlungise kwezo mpazamo azenzileyo, niyenze ngemvisiswano le nto, tyeli ngalinye ezama ukuphendula okanye ephedula umncome. Ngalo ndlela uyamkhuthaza atsho azithembe kwaye uyakuba semoyeni phezulu kuba uyakuqonda ukuba ibalulekile yonke into ayenzayo.

(You must look at the books with him, praise him even if his work is not good, then after that correct the mistakes you see, do this in a good spirit of agreement, everytime he tries to answer praise him. That way you are encouraging him to believe in himself and he will feel that he is valuable.)

(10) Majili: Utsho na?

(Is that so?)

(11) Nontlantla: Ewe, kaloku kubalulekile ukuba umntwana ngamnye kubantwana bakho umazi ukuba ungumntu onjani. Kwaye umncekelele ngolu hlobo alulo, ungamthelekisi nabanye esiva, iyakumdodobalisa lo nto. Mfanise nesityalo sona usifaka emhlabeni sisincinane, usinkcenkceshele, usihlakulele side sihlume sivelise iziqhamo. Kunjalo ke nokukhulisa umntwana.

(Yes, it is important to know each one of your children as individuals. You must deal with him as he is, don't compare him with other children, that discourages him. Compare him to a small plant that you put in the ground, you water it, you cultivate it until you see fruits. Raising up a child is just like that.

(12) Majili: Ndiyakuva keTshangisa, ndakuzama kuba ke ndifuna ahambele phambili njengabanye abantwana bam.

(I understand Tshangisa, I will do my best because I want to see him successful just like my other children.)

(13) Nontlantla: Kaloku Majili ngokubancedisa abantwana sityala imbewu yenkathalo, lamandla ethu aseza kubuya thina sesibadala singasakwazi nokuzenzela nto, sincedwe ngaba bantwana.

(Majili when we help our children we are sowing a seed of caring, our efforts will

be rewarded even when we are old, when we cannot help ourselves, our children will help us.)

(14)   Majili: Ndivile keTshangisa, ndizakuqala ngokufuna umntu oncedisayo pha endlwini ndizokumthatha umntwana abe kum, ndikhe ndimhoye.
(I understand Tshangisa, I will start by finding a domestic worker and take him to stay with me, so that I can give him my attention.)

(15)   Nontlantla: Kulungile ke, ndohlala ndikubiza ukuze sibonisane ngenkqubela kaYanga.
(That's fine, I will keep asking you to come so that we can help each other with Yanga's progress.)

(i)   Statement of the problem

Nontlantla (source) is a concerned school teacher, she teaches a young boy called Yanga who is not doing well at school. Yanga has a domestic problem which affects his school performance. Nontlantla has called Yanga's mother Majili (target) to discuss the matter with her and see how they can help Yanga.

(ii)   Influence goal

Nontlantla wants to persuade Majili (target) to take Yanga from his grandmother and stay with him so that she can give him all the necessary support that will help to improve his performance at school. The influence goal that is used by Nontlantla is "Give Advice".

(iii)   Arguments for and against compliance

Target:

After hearing from Nontlantla the purpose of the meeting Majili responded by expressing her anger towards Yanga because:

1.   Her other children are clever.
2.   Yanga is not serious.

Source:

Nontlantla argues against Majili by stating that:

a.   Yanga is not getting his mother's attention and love.

b.   Majili is not staying with him.

Target:

In response Majili argues that, (see no. 4):

1.   As parents they did everything for Yanga.
2.   They bought him everything he needed.
3.   Yanga was spoilt and not serious.
4.   When they were still at school they were very clever.
5.   Her other two children were also clever.

Source:

Nontlantla argued that:

1. Her other children received their parent's support, (see no. 5).
2. Children are different she must not compare them, (no. 5)

Target:

1. She has difficulty finding a helper.
2. Her mother is a good care giver.

Source:

In response Nontlantla gave the following advice (no.7):

1.   Yanga must stay with her during school time and visit grandmother during weekends and holidays.

   a. Then she will be able to help Yanga with her school work.
   b. She will also give Yanga the individual attention which is difficult to get at school.

3.   Lastly she concluded by giving Majili the following advice, see no. 11:

    a. Majili must accept her children as individuals.

    b. She must not compare them.

    c. Comparing them will discourage them.

    d. When we help our children we are sowing a seed of caring.

    e. Our hard work on our children will be rewarded when we get old.

(iv)   **Comparison of arguments**

	Source			Target	
	Arg. for	Subarg. For		Arg. against	Subarg. against
No. 3	2	-	No. 2	2	-
No. 5	2	-	No. 4	5	-
No. 7	1	2	No. 6	2	-
No. 11	5	-			
Total	**10**	**2**	**Total**	**9**	**-**

The source of the argument is very persusive; she used 12 arguments to gain Majili's compliance, who in turn only used 9 arguments.

(v)   **Compliance and reasons for it**

Compliance is gained because Majili responded by acknowledging what Nontlantla said and that she will find a helper and then take Yanga to stay with her.

(vi)   **Message dimension**

a. Explicitness

The arguments of the source are explicitly stated for compliance, see arguments of the source no. 5. She took time to explain and clearly advised Majili on what to do and how to do it, (see response of source no. 9).

b. Dominance

The source demonstrates dominance in the way she argues for compliance. She is able to make sense to Majili by explaining the contributing factors to Yanga's poor performance, that Yanga needs his mother's support, she must not compare children, she supported her other children. Lastly she guided Majili by advising her on what to do

(Response of source no.1), step by step guide on how to do it (Response of source no.2), and concluding advice (Response of source no. 3).

c. Argument

The arguments of the source meet the requirements because they are a satisfactory number for compliance. Nontlantla gave 4 arguments.

3.5.11 Dialogue no. 11

1. Nurse: Ingaba ikhona into ofuna ukuyongeza kule nto bendiyithetha nqununu, ngoba kaloku nini abantu abadibana nezi meko?
   (Is there anything you want to add principal, because you are the people who deal with such cases?)

2. Nqununu: Uyabona nurse kunento endingenakuze ndiyinyamezele ititshala etya amayeza ngexesha lesikolo, futhi uyibona ukuba iyozela emva koko. Ningayilalisi nje nina esibhedlele ide igqibe ukutya amayeza ayo yandule ukuphangela.
   (You see nurse, there is one thing I cannot accept, is to see a teacher taking medication during school hours, and get drowsy after that. Why don't you keep such person in hospital until he finish his medication then he can go to work.)

3. Nurse: Hayi kaloku nqununu uyaphazama ngoku utitshala unelungelo lokutya amayeza akhe esikolweni futhi ke umyeke alale xa kufuneka enze njalo.
   (No principal you are mistaken, the teacher has a right to use his medication at school and you must not interfere with that and you can give him time to sleep when it is needed.)

4. Nqununu: Lo nto nurse uyithini into yokuba uyibone le titshala ukuba ngoku inazo neshingles, into ebonisa ukuba uchaphazelekile sesi sifo sikhoyo?
   (Then what happens when you see that the teacher has shingles which are the symptoms of this dreadful desease.)

5. Nurse: Hayi ke akuzokuyazi into yetitshala enesifo nengenaso ude uve ngayo.
    (No you can not assume that the teacher has the desease until he reveals his status.)

6. Nqununu: Akukho mfuneko yokuba makazichaze nurse ngoba iimpawu zibhaliwe kuye ebusweni futhi ke siyazazi sonke iimpawu zesifo.
    (There is no need for the teacher to reveal his status because the signs are written all over his face and everybody knows the signs of this desease.)

7. Nurse: Nizazi xa niziva ngabani? Ingaba sukube ititshala izichazile okanye uyazibonela.
    (Who told you? Did the teacher tell you that he is infected or you are just assuming.)

8. Nqununu: Nurse iimpawu zicace phandle, zona ngoba bayazifihla ukuba bayachaphazeleka. Into endifuna ukuyazi yeyokuba aninakundinika lungelo likumgxotha na lo titshala.
    (Nurse the signs are clear, these people hide that they are infected. What I want to know is that can't you give me permission to expel this teacher.)

9. Nurse: Hayi ke leyo into yilibale kungenjalo uyakuzibona udada kwesimnyama, ngoba kaloku umntu onentsholongwane uyafana nommnye umntu ke aba bantu abazikhetheli ukuba nentsholongwane.
    (No forget about that or you will find yourself in prison, because we should not discriminate against those with this desease, they did not choose this virus.)

10. Nqununu: Ngoku uyaphazama ngoba kaloku aba bantu banamaqabane amaninzi ngoko ke bayayimema intsholongwane .
    (You are making a mistake because these people have many partners therefore they invite this virus to themselves.)

11. Nurse: Mandikulungise apho kuqala, phofu khawundiphendule lo mbuzo. Ungathini xa inkosikazi yakho inokuchaphazeleka kwesi sifo?
    (I want to correct you first, by asking you this question. What will you do if your wife can be infected by the virus?)

12. Nqununu: Ndingayikhuphela ngaphandle kowethu ngoba izakube indibonise ukuba ayoneli ndim ngoku inamanye amadoda asecaleni, ngoba ke mna ndiyazazi ndingumqabaqaba andinagawulayo.

(I will chase her away from my house because that will show me that she has other men, because I am very healthy I don't have the AIDS.)

13. Nurse: Ubusazi phofu ukuba zikho ezinye iindlela umntu anokuchaphazeleka ngazo ngaphandle kwesondo?

(Did you know that there are other ways one can get infected besides sex?)

14. Nqununu: Unotshe! ziphi ezinye iindlela ngoku?

(You are lying! What other ways?)

15. Nurse: Titshala kaloku xa unqanda abantu abalwayo ze kubekho igazi ube wena unenxeba elivulekileyo futhi unganxibanga zigloves. Okwesibini xa ngelishwa unokuhlatywa ngenaliti ebihlabe umntu osele echatshazelwe kade yile ntsholongwane.

(Teacher if you try to stop people who are fighting and there is blood involved and you have an open wound you can be infected. Secondly when you unfortunately get injected by the same injection that was used to a person with the virus.)

16. Nqununu: Andikuva nurse, uthetha ukuba ndingayifumana nakwagqirha ngoku le ntsholongwane.

(I don't hear you nurse, are you telling me that I can even get this virus while visiting a doctor.)

17. Kunjalo titshala xa utofwe ngenaliti enye nomntu onentsholongwane. Yiyo le nto kufuneka sibamkele aba bantu sazi ukuba ngahle abayifumananga ngesondo koko kwenzeke enye yezi zinto besele ndizikhankanyile. Ndiyaqonda ke ngoku ukuba notitshala xa umbona futhi noba angakuxelela uyakumhlonipha umazi ukuba akayibizanga le nto.

(Yes, when you get injected by the same injection that was used on an infected person. That is why we need to accept those with the virus, knowing that they did not only get infected through sexual intercourse, there are many other ways. I hope now you will respect the teacher even if he reveals his status, knowing that he did not invite this virus.)

18. Nqununu: Hayi kodwa lo ndimxelayo ndiyamazi nje yena akazibandezi kodwa mandilibulele igalelo lakho ngokungazenzisiyo ngoba kona mna bendisiba umntu onogawulayo ngumntu oziphathe kakubi.

   (No but the one I'm talking about is very promiscuous, but let me thank you for your contribution, because I only thought that a person with this virus is promiscuous.)

19. Nurse: Hayi kona sukuba nexhala baninzi abantu abacinga ngolu hlobo lwakho esidibana nabo imihla ngemihla kodwa mandikubulele ngokuyiqonda le nto ngoba abanye baphuma apha befunga besithi inye indlela yokusulelwa lisondo kuphela.

   (Don't worry there are many people who still think the way you do, let me also thank you for understanding this matter some people don't want to change their stereotype views.)

20. Nqununu: Mna ndiyabulela ngokundivula kwakho ingqondo kona kuyacaca ukuba umntu uyakufa efunda.

   (I thank you for opening my mind it is true that we learn until we die.)

(i)   Statement of the problem

The principal (target) is expressing his concerns to the nurse (source) that a certain teacher he suspects is HIV positive is using medication and that affects his work. The principal believes that the teacher should be kept in hospital until he finishes his medication and not be allowed to go to work.

(ii)   Influence goal

The source (nurse) wants to persuade the target (principal) to change his opinions that HIV positive people should not go to work. In her persuasive message she argues that HIV infected people also have rights that protect them. The influence goal used by the source is "Change Orientation", she wants to change the principal's opinions regarding this social issue of HIV/AIDS.

(iii)   Arguments for and against compliance

Target:

a.   He can't tolerate a teacher who uses medication at school. (no. 2)

b.   The nurses should keep such people in hospital. (no. 2)

The source challenges the principal about:

a)   The right of the teacher to use medication at the workplace.(no.3)

b)   The teacher being allowed time to rest. (no. 3)

c)   Confidentiality of the status of the teacher. (no. 5)

The target:

a)   People don't want to disclose.(8)

b)   Permission as principal to expel those who are HIV positive. (no. 8)

The source:

a)   Law protects HIV positive people. (9)

b)   People don't choose to be infected. (no.9)

The target:

a)   HIV positive people are promiscuous.(no. 10)

b)   They deserve to be infected.

The source:

1.   There are other ways of getting HIV besides sexual intercourse (no. 13):

    a.   Through blood, e.g when stopping a fight and there is blood (no. 15).

    b.   Using the same injection, being injected by an injection used by an infected person (no. 15).

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 3	2	-	**No.2**	2	-
No. 5	1	-	**No. 8**	2	-
No. 9	2	-	**No. 10**	2	-

No. 13	1	-			
No. 15	-	2			
Total	**6**	**2**		**6**	**-**

The source of the message used 8 arguments to gain compliance, he is high in argument. The target only used 6 arguments against compliance.

(v)   Compliance and reasons for it

Compliance is gained because the principal is thankful that the nurse has opened his understanding and that he has gained knowledge.

(vi)   Message dimension

a. Explicitness:

The nurse is very explicit in her argument and in the way she explains to the principal that; law protect the teacher, the teacher has rights, different ways of acquiring HIV.

b. Dominance:

The nurse is demonstrating dominance in her arguments for compliance. She warns the principal by telling him that he can go to jail if he dismisses the teacher because of his HIV status and that it is against law to label a person with HIV, that even his own wife can be infected with HIV because there are many ways of getting HIV.

c. Argument:

The arguments of the nurse are high in quantity she gave 7 arguments for compliance. The weight of her arguments gained her the compliance she was hoping to achieve.

3.5.12   Dialogue no 12

1.   Sesethu: Sihlobo uyabona indlela abantu abatsha abasweleka ngayo ngenxa yesifo sikagawulayo. Ndiyakucela ke sihlobo uyeke ukuthandana nabantu

abaninzi.

(My friend do you see how young people are dying because of HIV/AIDS. I am begging you my friend to stop having many partners.)

2. Nandipha: Ayikho le uyithethayo kuba umntu uyakwazi ukuba nesi sifo nokuba uneqabanee elinye okanye utshatile.
    (That is not true because people can be infected with this desease even if they have one partner or married.)

3. Sesethu: Injalo ke le uyithethayo kodwa kum ingathi kungcono xa uneqabane elinye kuba nizakuya ekliniki nizitshekishe, naxa unayo uzakuyazi apho uyifumene khona.
    (That is true but it is better when you have one partner because you can go to the clinic to test yourselves, even if you get infected you will know who infected you.)

4. Nandipha: Ingathi licebo eli ulithethayo ndizakuyiyeka into yokuba namaqabane amaninzi ndihoye umntu omnye.
    (That is good advice; I will stop having many partners and have only one.)

5. Sesethu: Uyakube uwuchanile umhlola ukuba wenza njalo kwaye nobomi bakho buyakuba lula, kwaye bube bude.
    (You will have done something good for yourself and your life will be easy and longer.)

6. Nandipha: Ndiyabulela ngeengcebiso zakho ndiyakuzilandela.
    (Thank you for your advice I will follow them.)

7. Sesethu: Xa singabahlobo kaloku kufuneka sicebisane xa omnye ephuma endleleni silungisane, ndiyabulela ke mhlobo wam ngokundimamela.
    (Friends must advice one another when one is doing something that is not right; I also thank you for listening to me.)

(i)   Statement of the problem

Sesethu wants to persuade her friend Nandipha to stop having many sexual partners because that increases the risks of having HIV.

(ii)   Influence goal

Sesethu (source) tries to influence Nandipha to change her lifestyle so that she can have a healthier and longer life. The influence goal that has been used by Sesethu is "Give Advice".

(iii)   Argument for and against compliance

Source:

Sesethu opened the argument by highlighting to Nandipha that:

a)   Young people are dying because of HIV disease (no. 1).

b)   She should stop having many sexual partners (no. 1).

Target:

Nandipha defended herself by saying that people get infected with HIV even if they have only one partner (no. 2).

Source:

1. Sesethu agreed with what Nandipha said, but she emphasised that:

   a. Chances of being infected decrease if there is only one partner (no. 3).
   b. They can check their status at the clinic together (no. 3).
   c. She will know where she got infected if it happens (no. 3).

Target:

She agreed to take Sesethu's advice and stop having many partners, (no. 4)

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 1	2	-	No. 2	1	-
No. 3	1	3	No. 4	1	-
Total	**3**	**3**		**2**	-

The source of this message is high in arguments, she used 6 arguments to persuade the target who in turn responded with only 2.

(v)   Compliance and reasons for it

Nandipha thanked Sesethu for advising her and she promised to follow them, (no. 6)

(vi) Message dimension

a. Explicitness

Sesethu's arguments are not explicitly stated; though she gained compliance she seems to be pleading with Nandipha, (**no. 1, Ndiyakucela ke sihlobo** …). She also seems to doubt in her arguments, (**no.3, ingathi kungcono** …)

b. Dominance

The message of the source lacks dominance because of pleading and doubting she uses in her argument strategy. She seems to be unsure of her input, making her arguments weak and less powerful.

c. Argument

Nandipha uses 4 arguments for compliance, which is a satisfactory number to gain compliance.

3.5.13 Dialogue no. 13

1. Umthengi: Molo! Ungandinceda undenzele iikopi zesazisi ezintandathu, nezatifikethi zokuzalwa ezine, nezatifikethi zediploma ezintandathu kunye neeCV ezine.
    (Hallow, can you make me six copies of IDs, five copies of birth certificates, six diploma certificates, and four CVs.)

2. Umthengisi: Ingaba ufuna ndibethe isitampu sesiqinisekiso.
    (Do you want me to certify them.)

3. Umthengi: Ewe zonke ngaphandle kweCV.
    (*Yes all of them except the CV.)*

4. Umthengisi: Kulungile.
    (That's fine.)

5. Umthengi: Ndineekopi zezazisi ezimbini ezingaqinisekiswanga, unganceda uzibeke isitampu nazo.
(I have two ID copies that are not certified, can you certify them for me.)

6. Umthengisi: Ubuzikope phi?
(Where did you photocopy them?)

7. Umthengi: Bendizenze ekhaya.
(I copy them at home.)

8. Umthengisi: Hayi asiziqinisekisi iikopi ezingenziwanga apha eposini.
(We do not certify copies that are not done here at the post office.)

9. Umthengi: Nangona ndenze iikopi ezingaka?
(Even though I have done so many copies already?)

10. Umthengisi: Nokuba bezilikhulu.
(Even though they were hundred.)

11. Umthengi: Akunyanzelekanga ubekrwada xa undiphendula.
(You don't need to be rude when you answer me.)

12. Umthengisi: Ufuna ndithini? Ndiyakuphendula nje.
(What do you want me to say? I am answering you.)

13. Umthengi: Ubunokuphendula ngolunye uhlobo.
(You could have answered differently.)

14. Umthengisi: Ndithini?
(And say what?)

15. Umthengi: Umdala awuzokufundiswa ndim isimilo. (*watsho ephuma*)
(You are old I will not teach you how to answer. (she left)

(i)   Statement of the problem

The customer (source) has come to the post office to make photocopies and to certify them. But then she has done other copies at home which she would like to have them

certified at the post office. The teller (target) refuses to help the customer with those extra copies because it is against the rules of the post office to certify such copies.

(ii)   Influence goal

The customer wants to persuade the teller to certify extra copies she came with. The influence goal she uses is "Gain Assistance".

(iii)   Arguments for and against compliance

Target:

After the source made the request to certify copies done at home the teller responded that:

a) They only certify copies done at the post office (no. 8).

Source

She challenged the target:

1. She has done many copies at the post office (no. 9).

Target

She responded that even if there were as many as hundred copies, she would no do them (no. 10).

Source

Being irritated she addressed the teller's rude response, (see no. 11)

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 9	1	-	No. 8	1	-
No. 11	1	-	No. 10	1	
Total	**2**	**-**		**2**	**-**

The source of this message is very low in argument, she only used 2 arguments and was therefore unsuccessful in her persuasion. The target as well had a low number of arguments.

(v) Compliance reasons for it

Compliance is not gained by the source of the argument (customer), because what she was expecting to gain was out of the rules of the Post Office.

(vi) Message dimension

a. Explicitness:

The intentions of the source (customer) are clearly stated, that she has copies she made at home which she would like to have them certified by the teller (target). Unfortunately her request is not in line with Post Office procedures.

b. Dominance:

The arguments of the source are not powerful enough to gain compliance. Instead of giving strong arguments to persuade the target the source becomes emotional and looses the control of the argument.

c. Argument:

The source uses only one argument to gain compliance, that is not a satisfactory number of reasoning.

3.5.13 Dialogue no 14

(UNoluthando ufonela umhlobo wakhe , Tri, tri, tri…, uyakhala unomyayi ixesha elide ude ekugqibeleni uphendulwe)
(Noluthando is calling her friend , the phone is ringing for a long time eventually it is answered)

1.   Sindi: Hallow Thando mhlobo wam, unjani?
       (Hallow Thando my friend how are you?)

2. Thando: Hi! Sindi baby, ndiphilile ndiyakuva uphilile nawe. Andizukuwenza made wethu Sindi, ndicela siye eBhisho kukho ibriefing yeTenders ye School transport. Ungandikhapha?

(Hallow Sindi, I am fine and I can here that you are also fine. I am not going to be long Sindi, can you please go with me to Bhisho there is a tender briefing on School transport. Can you please accompany me?)

3. Sindi: Owu mhlobo wam ndingayiphenduli nje kwangoko ifoni ndilungiselela ukwenza ivasi. Kaloku ndithathe ikhefu namhlanje usisi lo uncedisayo ugodukile ngokuke andinako.

(Oh! My friend the reason I do not answer the phone is because I am busy preparing to do washing. The reason I am on leave is because my maid is off duty therefore I can't go.)

4. Thando: Ndiyakuva mhlobo wam, kodwa kubalulekile ukuba uye nawe phaya kaloku uzakutsho uvuleleke amathuba okubona ibusiness le yenziwa njani. Qonda kaloku unale minibus yakho isayokulungiswa, ukulunga kwayo ungatsho ube nokuyifaka endleleni ukwazi ukwenza enye ingeniso.

(I understand my friend, but its important for you to go there so that you can understand how the business works. Remember you have this minibus that is being repaired, when it is finished you will be able to use it and make money.)

5. Sindi: Ndiyakwazi ke wean awupheli mandla. Impahla sendiyifake emanzini, ngokoke bendizimisele ukuyihlamba ngoku.

(I know you will not give up. The clothes are already in water, I was going to wash them.)

6. Thando: Yeyona nto intle ke leyo. Izakutsho kube lula ukuyihlamba xa sibuya kwaye ndiya kukuncedisa. Okanye masicele lo wam umncedisi ayihlambe. Ndiza kumbhatala ngokwam. Andifuni kuya ndodwa phaya, kaloku andiyazi kakuhle iBhisho oyena mntu uyaziyo nguwe, kwaye ndiyakwazi ungumntu onezimvo ezi phangaleleyo nemibuzo ozakuyibuza pha iyakuba lulutho kuwe nakwabanye.

(That's good. It will soak and when we come back it will be easy to wash it and I will help you. Or we can ask my maid to wash it. I will pay her myself. I don't want

to go there alone, I don't know Bhisho you know it better than me, you also have so many ideas that will help others.)

7. Sindi: Thandos kucacile ukuba uya funa ndize. Ndicela uzokundilanda ke. Ndicela ukuqhuba ngokwam, kaloku wena uneveki nje ezimbini unaso isiqinisekiso sokuqhuba.

    (Thando it clear you really want me to go. Then please come and take me. Please let me drive, because you are still a knew driver.)

8. Thando: Lilo elo. Kucacile ukuba ubusonqena ukuqhutyelwa ndim qha njengokuba usala nje? Phofu unyanisile. Enkosi kakhulu mhlobo. Ungumhlobo wenene. Ndiyeza ngoku, bye bye.

    (That's it. It's clear the reason you were refusing you did not want me to drive for you. But you are telling the truth. Thank you my friend. You are a true friend. I'm coming now, bye bye.)

9. Kulungile, sobonana.
    (Fine, see you.)

(i) Statement of the problem

Noluthando (source) wants to attend a briefing on tenders at Bhisho. She wants Sindi (target) her friend to accompany her but Sindi is reluctant to attend the briefing because she wants to stay at home and do her houses work.

(ii) Influence goal

Noluthando wants to persuade Sindi to accompany her to the tender briefing at Bhisho (no.3). Her influence goal is "gain assistance".

(iii) Arguments for and against compliance

Target:

a) She is preparing to do washing (no. 3).
b) Her maid is on leave.

Source:

She mentions that it is important for Sindi to go because (see no. 4):

a) She will get exposed on how the business works.

b) She has a minibus that she can use for the business.

Target:

The clothes are in the water, and she is ready to wash them.

Source:

a) The clothes will soak while they are gone, which will make it easier for her to wash them.

b) She offered to assist her when they come back.

c) She can even ask maid to do the washing.

d) Sindi knows Bisho better and that she (target) has good opinions that will be helpful even to others.

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 4	1	2	No. 3	2	-
No. 6	4	-	No. 5	1	-
Total	**5**	**2**		**3**	

The source of the message is high in persuasion, she used 7 argument strategies to gain compliance. The target only used 3.

(v)   Compliance and reasons for it

Compliance is gained, Sindi finally agreed to accompany Thando to Bhisho and she even offered to drive because Thando is a new driver.

(VI)   Message dimension

a. Explicitness:

The arguments of the source (Thando) are explicitly stated. She is clear and direct in displaying what her intentions are (no. 3 – Andizukuwenza made wethu Sindi, ndicela siye eBhisho …), she is straight to the point.

b. Dominance:

Thando demonstrates dominance in the way she explains why Sindi should attend the briefing. She explains that she (target) will get exposure on how the business works, and she has an opportunity of using her own minibus for the business.

c. Argument:

Noluthando use seven arguments to gain compliance from Sindi. She wants the requirements for a successful persuasive message.

3.5.15 Dialogue no. 15

1.   Katlego: Tshomi ukuba wawukuyekile ukutshaya mhlawumbi uZola ngesekutshatile. Uyamazi mos, yena akatshaya kwaye akaseli, xa efuna umfazi ucinga ukuba angathatha umfazi otshayayo.
(My friend if you had stopped smoking I think Zola could have married you. You know that he does not smoke and drink, do you think when he is looking for a wife he will go for a woman who is smoking.)

2.   Nomandla: Mhlobo wam wena awazi, indlela endizama ngayo ukuyeka ukutshaya. Ndincamile ngoku.
(My friend you don't know how much I have tried to stop smoking. I have given up now.)

3.   Katlego: Uthetha ukuthi uzincamele kule nto? Ayithethi nto kuwe into yokulahlwa liqabane ebelikuthanda kangaka.
(You mean you have given up? You don't care about loosing your lover?)

4.   Nomandla: Awundiva, ndimamele kuqala. Ewe ndiyamthanda nam uZuko. Kwaye kakhulu, kodwa naye ukuba ebendithanda ngewanyamezela.

(Listen to me. Yes I love Zuko. Very much, but if he loved me he could have been patient.)

5.   Katlego: Into endiyithethayo mna yile kufuneka wenze isigqibo wena ngobomi bakho uyazi into ebalulekileyo kuwe. Ungakhetha ukuqhubeka ngokutshaya okanye uhlale njalo ube lilolo. Cinga nangempilo le yakho, unganesifo semiphunga. Mhlobo wam khawuyicinge kakuhle le nto ayikho indoda emnyama efuna umfazi otshayayo, okanye ukuba ikutshatile soze ikuhloniphe.

(What I am saying is that you need to make a decision for your life and you know what is important to you. You can choose to continue with smoking or be lonely. Think also about your health, you can get a lung desease. My friend think really carefully about this there is no black man that wants a smoking wife, or if he marries you he will never respect you.)

6.   Nomandla: Tshomi andifuni khona ukududelwa ngujambase, le nto uyithethayo ndizakukhe ndiyicingisise, ndizame ukuyeka ukutshaya.

(My friend I don't want to grow old without getting married, I will really think about what you are saying, and try to stop smoking.)

7.   Katlego: ndikhona ke sihlobo xa ufuna inkxaso.

(I will be here if you need my support.)

(i)   Statement of the problem

Nomandla has a smoking problem which has caused her to loose a man who could have married her. Katlego as a concerned friend wants persuade her to stop smoking, so that her life can be in order.

(ii)   Influence goal

Katlego wants to influence Nomandla so that she can stop smoking and work on her relationship with Zuko. The influence goal she used is "Give Advice".

(iii) Arguments for and against compliance

Source:

Katlego charges with the following arguments (see no. 1):

a) Zuko could have married her if she had stopped smoking.

b) Zuko does not smoke of drink.

c) Therefore he wouldn't marry someone who smoke and drink.

Target

a) She has tried so many times to stop smoking (no. 2).

b) She has given up.

Source:

a) Has she given up on her life? (no. 3)

b) Has she given up on the man she loves?

Target:

a) She confesses that she loves Zuko (no. 4).

b) Zuko should be patient with her if he loves her.

Source:

a) Nomandla must make a decision for her life (no. 5).

b) Quitting smoking is health beneficiary.

c) No black man wants to marry a smoking woman.

(iv) Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. Against
No. 1	3	-	**No. 2**	1	-
No. 3	2	-	**No. 4**	4	-
No. 5	3	-			
Total	8	-	Total	5	-

The source of this message is high in argument; she used 8 messages to gain compliance from the source and was successful. The source only used 5 arguments to try to resist compliance.

(iv)   Compliance and reasons for it

Nomandla agreed to think about Katlego's dvice, she does not want to grow lonely and unmarried (**no.6 …andifuni khona ukududelwa ngujambase**…)

(vi)   Message dimension

a. Explicitness:

Katlego makes her intentions for compliance very transparent. Her arguments are fully expressed; that the man in her life is important, she must not give up on her life, her health is also important, (see arguments of the source above).

b. Dominance:

The source demonstrates dominance in her arguments and response in trying to gain compliance. She challenges the target about her relationship with Zuko, see Response of Source, no.5, and to make a meaningful decision for her life, see also Response of Source no.7.

c. Argument:

The argument of the source is high in reason; she uses 5 arguments to persuade Nomandla, a satisfactory number to gain compliance.

3.5.16 Dialogue no.16

1.   **Lisa:** Zoliswa, andiqondi yinto elungileyo ukuba uzifake kubuhlobo obuzakwenzisa isondo ungekatshati.
(*Zoliswa, I don't think it's a good idea to engage in pre-material   sex relationship.*)

2. **Zoliswa:**   Kutheni? Iintanga zam ziyenza nje, ngaphandle koko ukuba ndiyala uyakundilahla uSteve ndibe lilolo.
(Why not? everybody my age is doing it and besides that if I do not consent to it Steve will dump me and I'll be lonely.)

3. **Lisa:** Mhlobo wam, ininzi into onokuyenza ngobomi bakho ngoku. Izifundo zakho, iitalente zakho onokuzisebenzisa, nathi sikhona.
(My friend, you've got a lot in your hands right now. Your studies, your talents that you can use, and you've got us.)

4. **Zoliswa:**   Ndiyazi loo nto, kwaye ndizimisele ezifundweni zam, kodwa andikwazi ukwahlukana noSteve.
(I know that and I'm serious about my studies but I can't loose Steve either.)

5. **Lisa:** Ingaba ufuna ukuphelelwa sisidima sakho? Ukuba uye wanzima? Ukuba uthe wasuleleka yintsholongwane kagawulayo? Nceda sihlobo ndiyakucenga . Kangangokuba xa uSteve ekuthanda kutheni engakulindi nje.
(So would you rather loose your integrity and value? What if you fall pregnant? What if you get disease like HIV? Please my friend I'm begging you. For that if Steve loves you he can wait and not rush you.)

6. **Zoliswa:**   Ucinga ukuba uyandinyanzela kule nto, ngoba okwenene akandinyanzeli.
(Do you think he's rushing me into this sex thing because he's not genuine?)

7. **Lisa:** Ewe ndicinga njalo, ukuba bekungenjalo ngeyengazami ukukwahlula kuthi. Ufuna ukukuqhatha kungekho omnye umntu ozakunceda.
(Yes of cause, otherwise why else would he even separate you from us. He wants to convince you without anybody opening your eyes.)

8. **Zoliswa:**   Ndiyakuva , kodwa wakhe wathetha ngokunditshata xa elungile.
(I hear you, but he did mention marrying me once he is ready.)

9. **Lisa:** Mlinde ke de alunge. Akunyanzelanga ukuba uzifake kule nto ungekalungi.

(Then wait until he is ready. You don't have to rush into anything my friend please.)

(i)   Statement of the problem

Zoliswa is involved in a premarital sexual relationship; she believes that her boyfriend Steve will leave her if she does not consent. Lisa (source) thinks it is not a good idea to engage in sex before marriage and she hopes to persuade Zoliswa against it.

(ii)   Influence goal

Lisa's influence goal is "Give advice" regarding Zoliswa (target)'s lifestyle. She wants Zoliswa to end a relationship because it is unhealthy and putting her under pressure.

(iii)   Argument for and against compliance

Target:

1. Engaging in sexual behavior before marriage is a norm (no. 2).
2. Steve will dump her if she does not consent.
3. She will be lonely.

Source

The is so much that she needs to concentrate on (no.3)

She can focus on her students.
She can develop her talents.
There are people who care for her.

She also made the following arguments in (no. 5)

Her integrity is lost.
Falling pregnant and getting HIV.
Steve should wait if he loves her.

After Zoliswa denies that Steve is rushing her, and Lisa challenges Zoliswa that:

1.   Steve's actions are separating Zoliswa from those who want to advice her (see no. 7).

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 3	3	-	No. 2	3	-
No. 5	5	-	No. 6	1	-
No. 7	1	-			
Total	**9**	**-**		**4**	**-**

The source of this message is high in argument looking at the number of arguments she used (9), the target is low because she only used 4 arguments.

(v)   Compliance and reasons for it

Lisa failed to persuade Zoliswa to end her relationship with Steve.

(vi)   Message dimension

a. Explicitness

Lisa argued explicitly for compliance by explaining to Zoliswa that there was so much that she could be doing with her life, such as concentrating on her studies, developing her talents and spending time with her close friends. She also mentions that her integrity is depreciating, she may fall pregnant and she could contract HIV disease.

b. Dominance

The arguments of the source are expressed in a dominant manner. The reasons given by the source carry power (see no. 3,5 and 7), but the target did comply because she loved Steve.

c. Argument

Lisa's arguments are high in quantity, she gave 5 arguments for compliance.

3.5.7 Dialogue no. 17

1. **Sophie:** Sisi wam , uqhuba njani nalo msebenzi ungaka ka OBE?
    (*My sister, how are you doing with OBE?*)

2. **Miranda:** Hayi wethu ndiyazama, nangona ingade ingene nje le nto ka OBE kum.
    Eyona nto ininzi apha kukubhala andazi kuba bacinga ukuba sakufundisa nini.
    (*No I'm fine, but I'm struggling to understand OBE.There is a lot of   paper work,
    and less time for teaching.*)

3. **Sophie:** Into encedayo kukuhamba ezi workshops, ze ufumane ulwazi,
    nokusebenzisana.
    (*What helps is to attend the workshops, so that you understand,and working
    together.*)

4. **Miranda:** Ulwazi la ntoni? Ngoba aba bantu bezi workshops bona abazinto,
    uyakufika bebuza apha kuthi endaweni yokuba basixelele le nto yabo.
    (*What understanding, The facilitators of the workshops know nothing, they want
    us to give them all the answers, instead of telling us what they know.*)

5. **Sophie:** Sis Miranda, kufuneka sitshintshe iingqondo zethu, siyamkele le nto ka
    OBE, siphinde siyenze eyethu. Isizathu sokuba babuze kuthi bafuna sithabathe
    inxaxheba ukuze sibe nokuyizonda.
    (*Miranda, we need to change our thinking, we must accept the change of OBE,
    also we need to own it. The reason why they ask us is because they want us to
    get involved and participate.*)

6. **Miranda:** Khawundiyeke wethu mna Sophie ndibe ndiqhuba ngendebe ndala
    nakuthi ke nakuyigqiba le nto yenu nindixelele. Ngoba kuba ngasa iyatshintsha,
    hayi wethu mna ndidikiwe kwaye nabantwana bayatshona abazi nto.
    (*Leave me alone Sophie with the old method, when you settle this then you will
    involve me.*)

7. **Sophie:** Yazi le nto ke undebe ndala yena soze siphinde sibuyele kuye leyo into
    yincame.   Kwaye   wena   ubulala   abantwana   ngoba   akubafundisi
    ngokusemthethweni. Le nto ifuna intsebenziswano nokutshintsha iingcinga qha,
    ngoba ingekamva lomntwana hayi elakho okanye elam.

(Know this, the old method is gone. You are killing the children by not teaching what is expected by law. This needs cooperation and change of attitude, because it is about the future of the child not yours.)

8. **Miranda:** Sophie kothatha ithuba ukutshintsha ngoba ininzi into engahambi kakuhle, kule nkqubo.
(Sophie it will take a long time to change because there is a lot that is not correct.)

9. **Sophie:** Loo nto yenziwa ngootishala abafana nawe abafuni ukwamkela ukutshintsha.
(That is caused by the teachers who do not want to accept change)

10. Miranda: Sophie! Bendithe khawundiyeke mna ndiqhube ngendebe endala ngoba nawe iyakubhida lo OBE.
(Sophie, I said just leave me with the old method because even you are confused about OBE.)

11. **Sophie:** Bendithe ke mna kuwe, masincedisane kwaye simamnkele uOBE ngoba uyaqhutywa.
(I said to you, we need to work together and we need to accept OBE, because it is not going to change.)

(i)   Statement of the problem

Miranda is an old teacher who finds it difficult to cope with the changes of the new curriculum (OBE). Sophie wants to help Miranda and encourages her to attend workshops on OBE so that she can gain understanding.

(ii)   Influence goal

Sophie wants to persuade Miranda to change her attitude towards OBE, by offering to her assistance and encouraging her to be positive towards OBE. The influence goal used by Sophie is "Change Orientation".

(iii)   Arguments for and against compliance

Target:

1. She complains that she does not understand OBE (no. 2).

2. OBE has too much paperwork, causing less teaching.

Source:

1. Attendance of workshops is helpful (no. 3).

2. Working together as teachers is also helpful.

Target:

1. The facilitators of OBE do not know anything (no. 4).

2. They search for answers from the teachers.

Source:

She suggested the following (no. 5)

1. Change mindset about OBE.

2. Accept of OBE.

3. Personalize OBE.

4. Participation

Target:

1. OBE is changing all the time (no. 6).

2. Children are failing.

Source:

1. The old method of teaching is past (no. 7).

2. Children are deprived of education because she does not want to change.

3. This is about to future of the child.

(iv)   Comparison of arguments

	Source			**Target**	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 3	2	-	No. 2	2	-
No. 5	4	-	No. 4	2	-

No. 7	3	-	No. 6	2	-
Total	**9**	**-**		**6**	-

The source of the message is high in argument; she used 9 messages and gained compliance. The target used only 6 messages.

(v)   Compliance and reasons for it

Miranda refuses to change her opinions about OBE, she believe that it is not working for students and even teachers because it is taking too much time in doing paperwork. Compliance is therefore not gained.

(vi)   Message dimension

a. Explicitness

Sophie's arguments for compliance are clearly stated. She stresses that Miranda must attend workshops in order to gain understanding (no.3) and that she must change her mindset, accept and personalize OBE. There are other arguments which state clearly that she is transparent about her intentions (no. 9), that OBE is not wrong but it is the attitude that is wrong.

b. Dominance

Her argument is dominant, but not enough to change the rigid views of Miranda who does not want to accept change.

c. Argument

The arguments of the source are high in quantity; she has 6 arguments against compliance.

3.5.18   Dialogue no. 18

1.   **Nolutho:** Sindie masiye epatini.
       (*Sindie can we go to the party***.**)

2. **Sindie:** Uyintoni ngoku ezipatini wena?

   (What are you doing there?)

3. **Nolutho:** Hayi wethu ndifumene umhlobo ondimemileyo.

   (I've met a friend who has invited me.)

4. Sindie: Ngumhlobo onjani lowo ukumemileyo?

   (What type of a friend has invited you?)

5. **Nolutho:** Ngumhlobo ongumfana.

   (It's a male friend.)

6. **Sindie:** Uvumelene naye ukuba nidibane epatini?

   (Have you agreed to meet him in the party?)

7. **Nolutho:** Ewe tshomi kwaye ndicela siye sobabini apho.

   (Yes my friend and I need you to go with me.)

8. **Sindie:** Kutheni ufuna ukuhamba nam nje?

   (Why do you want to go with me?)

9. **Nolutho:** Ndihamba nawe nje ndifuna umbone ukuba undilungele na?

   (I want to go with you because I want you to see if he is right for me.)

10. **Sindie:** Kulungile ke sokuhamba kodwa ukhumbule ukuba iCondom iyasetyenziwa kwinto eniyigqibayo.

    (Okay then we can go but you must remember that you must use a condom.)

11. **Nolutho:** Enkosi Sindie, ndakuyiphatha icondom leyo.

    (Thanks Sindi, I will carry the condom.)

(i) Statement of the problem

Nolutho has been invited to a party by her new boyfriend. She does not want to go alone, she wants Sindie to accompany her to the party so that she can meet her new boyfriend and see if he is suitable for her.

(ii) Influence goal

Nolutho wants to persuade Sindie to accompany her to a party. The influence goal she used is "Share Activity", she wants Sindie to be part of the party and meet her new boyfriend.

(iii)   Arguments for and against compliance

Target:

Sindie does not argue against compliance but she responded to Nolutho's request by asking the following questions:

1. What will she be doing at a party? (no. 2)
2. What kind of a friend has invited her? (no.4)
3. Did Nolutho agreed to meet this new friend at a party. (no.6)
4. She also wanted to know why she (target) wants to go with her. (no.8)

Lastly she agreed to go and she advised her to use a condom when needed.

Source:

Nolutho gave the following answers to the questions posed by Sindi:

1. A friend has invited her to party. (no.3)
2. A male friend. (no. 5)
3. She agreed to meet him at the party. (no. 7)
4. She wants Sindie's views about the new friend.

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 3	1	-	No. 2	1	-
No. 5	1	-	No. 4	1	-
No. 7	1	-	No. 6	1	-
No. 9	1	-	No.8	1	-
Total	**4**	**-**		**4**	**-**

Both the source and the target used equal number of arguments, (which is 4).

(v)   Compliance and reasons for it

The target did not resist compliance, but she responded by posing questions in order to gain clarity before she agreed to accompany her friend.

(v)   Message dimension

a.   Explicitness:

The source is responding by explaining clearly and fully the questions asked by Sindie (target). See response of the source above. Sindie agreed to accompany Nolutho to the party.

b.   Dominance:

Dominance in the arguments of the source are not visibly. The source is only responding to questions from the target.

c.   Argument:

There are no arguments for compliance.

3.5.19 Dialogue no. 19

Le yingxoxo ephakathi komzali nomtwana otshone ibanga leShumi.

1.   Umzali: "Ude wathi ugqibe entweni ntombi kuba izikolo ziyavulwa kungekudala?".
      (What have you decided on, because will soon be opened.)

2.   Mntwana: "Mama ndizakukhe ndikhangele umsebenzi"
      (I am going to look for a job, mom.)

3.   Mzali: "Msebenzi mni lo uzakuwufuna wena ungenalo nebanga leshumi. Uyazi ukuba kukho abantu abanezidanga abangaphangeliyo, wena uzakufika ulindwe ngumsebenzi phi?
      (What kind of work are you going to get because you don't even have grade ten.

Do you know that there are people with university degrees who are not working, where do you think you are going to get a job?)

4. Mntwana: Hayi kaloku intlahla yethu ayifani mna mhlawumbi ndizakuwufumana.
(People are not the same maybe I will get it.)

5. Mzali: Kodwa ke mna nokuba kunjani bendingathanda ukuba ubuyele esikolweni uqhube oku kwebanga leshumi.
(But as for me I would like you to go back to school, and finish your matric.)

6. Mntwana: Ndidiniwe mama sisikolo ndinqwenela ukukhe ndibe nonyaka wokuphumla.
(Mom I'mtired of school, I wish to take a one year's break.)

7. Mzalli: Uloyiko lwam kukuba xa uyewaqhelana nemali kuzakubanzima ukuba ubuyele esikolweni. Futhi ke neentanga zakho zizakube zikushiyile ubeneentloni ke ngoku."
(My fear is that when you get used to earning monthly it becomes very difficult to go back to school. Even your friends will be far from you educationally and that wll make you feel small.)

8. Mntwana: "Hayi ke ngoku mama uvela kwenye into endingakhange ndiyicinge. Ndizakuvuka ngomso ndiyekubhalisa phaya esikolweni kuba andifuni kuxabangela ndifuna ukuliphinda ngokupheleleyo ibanga leShumi."
(You are mentioning something I did not even think about. Tomorrow I will go to school and register, because I don't want to jump a grade.)

9. Mzali: "Ndiyavuya ke xa sivumelana ntombi yam. Ngenye imini uyakuyibona lento ndiyithethayo. Sithi isaci sakwaXhosa "umzingisi akanashwa."
(I'm happy that we agreed. One day you will see what I am talking about. AmaXhosa say "Never give up").

(i) Statement of the problem

The child (target) of the mother (source) has failed matric, her mother wants to know what she wants to do. She is astonished to find out that her child wants to work instead of going back to school and finish her matric.

(ii)   Influence goal

The parent (mother) wants to persuade her daughter daughter to go back to school so that she can finish her matric. The influence goal that is used by the mother to persuade her daughter is "Give Advice", she wants to advice her daughter to finish up her high school so that she can get a better job.

(iii)   Arguments for and against compliance

Source:

In no.3, the parents charges for compliance by stating:

1. She (target) can't get work without matric.
2. People with university qualifications are struggling to find work.

Target:

1. She responded by saying that she may be lucky and gets a job (no.4).
2. She also said that she is tired and needs a break (no.6)

Source:

She argued further that (see no.7) :

a) She will get used to money.
b) It will be difficult to go back to school.
c) Her peers will be ahead of her in education.

Target:

a) She did not think about disadvantages of the whole matter (no. 8).
b) They agreed to go back to school and repeat matric.

(iv)   Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 3	2	-	No. 4	1	-

N0. 7	3	-	No. 6	1	-
	-	-	No. 8	2	-
Total	**5**	**-**		**4**	-

The source of this message has a high number of arguments (5) than the target (4), she is very persuasive and hence compliance is gained.

(v)   Compliance and reasons for it

The child agreed to go back to school and finish her matric instead of looking for a job (no.8).

(vi)   Message dimension

a.   Explicitness:

The mother (source) argued explicitly for compliance. She gave clear and fully   uttered arguments (no. 3 and no. 7), as a result of those arguments the target finally complied.

b.   Dominance:

The source's arguments carry power over those of the target. The source carefully warns her daughter that she must go back to school and finishes her matric because she will not get work without matric, that even graduates struggle to find a job, also even if she finds a job she will get used to money and it will be difficult to go back to school. Finally, she advised her that her peers will be ahead of her making her to feel inadequate amongst them.

c.   Argument:

The source is high in argument, she has used five arguments to try to persuade   her daughter to go back to school (see arguments of source above).

3.5.20   Dialogue no.20

1.   Lindi: Molo Sasa, Unjani?
        (Hallow Sasa, How are you?)

2.   Sasa: Ndiphilile, wena unjani?
        (I'm fine and yourself?)

3.   Lindi: Nam ndiphilile ngaphandle kolu hlaselo lwehlela iintlanga zamanye amazwe.
        (I'm fine as well except for the xenophobic attacks.)

4   Sasa: Kutheni le nto uzikhathaza nje ngezi zehlo?
        (Why do you bother yourself about xenophobic attacks?)

5.   Lindi: Ngabantu abaya njengawe nam, kwaye abanye baba bantu bawashiya amazwe abo ngenxa yeemeko ezinzima kwaye bengenandawo yimbi yokuya.
        (Those are human beings just like you, and me and some of those people left their countries because it was really bad and have no where else to go.

6.   Sasa: Lo nto ingaba ithetha ukuba mabaze kumosha apha eMzantsi Afrika?
        (Then does that mean that they must come and exploit South Africa?)

7.   Lindi: Uthetha ukuthini?
        (What do you mean?)

8.   Sasa: Uyazibona izitalato zalapha eMzantsi Afrika. Bakwiindawo zonke, inani labantu baseMzantsi Afrika landile ngenxa yabo iinkonzo zinqongophele. Xa usiya ezikliniki awufumani mayeza. Jonga ulutsha neziyobisi, izinga lobukrelemnqa lenyukile
        (Do you see the streets of SA? They are everywhere; the population of   people in SA hasincreased as results few people have access to the services. If you go to the clinic you don't get any medication. Look at the youth and drugs; the fraud rate has increased as well.)

9.   Lindi: Kodwa   ucinga   ukuba   oluhlaselo   luzakuzisombulula   ezi   ngxaki uzikhankanyileyo.

      (But do you think that attacking them is a good idea or solution to your concerns?)

10.   Sasa: Kum lulungile olu hlaselo kwaye kufuneka bedudulelwe ngaphandle babuyele kumazwe abo. Kutsha nje apha ekuhlaleni bameme intombazanana bayinika isiselo esinesiyobisi bayidlwengula baza emva koko bayishiya, xa ivuka ngosuku olulandelayo babengasekho kwaye bezicimile neemfonomfono zabo.

      (As for me I'm fine with the attacks and infact they should be chased back to their countries. Just recently in our neighbourhood they invited a young girl to their house poured some drugs on her drink and raped her repeatedly and left her and when she woke up the following day they were gone and had switched off their cellophanes.)

11.   Lindi: Ndiyavuma yayimbi loo nto kodwa masingajongi nje imeko enye okwesibini nomthetho kufuneka wenze eyawo indima. Cinga ngabatyali zimali? Ngokuqinisekileyo soze bafune ukutyala iimali zabo kweli lizwe, kufuneka sijonge banzi. Okwesibini uyazi ukuba nezethu iinkokheli zazingababhaci kumazwe abo kwade kwathomalala izinto apha eMzantsi Afrika. Kwaye asingabo bonke ababhaci abenza ezi zinto. Abanye ngabantu abafundileyo abazise izakhono zabo ezephucula izinga loMzantsi Afrika.

      (I agree that was bad but let us not only look at just one incident and secondly the law has to take its course. What about the investors? Definitely they would not want to invest in our country; one has to look at a bigger picture. Secondly do you know that our own political leaders were refugees or foreigners in their countries up until the politics calmed down in SA? Besides that not all the foreigners are bad. Some are educated people who come and share their skills and attributes which add value to SA).

12.   Sasa: Ingathi ndiyavumelana nawe kule ndawo   yezoqoqosho nabatyali zimali.

      (I think I agree with you on the economy of SA and investors.)

13.   Lindi: Isisombululo kule ngxaki sinayo sesokuba umthetho mawube luqilima pha emideni engenayo napha kwela Sebe Lezangaphakathi ngoba ikhona yona ingxaki yabantu abangene ngokungekho mthethweni. Amapolisa nawo mawenze

umsebenzi wawo ngokufanelekileyo. Kubekho ubuqilima nakwimpahla ephumela ngaphandle. Ngoba xa oluhlaselo lunokuqhubeka singasengozini. Xa abantu bakuthi benokubhacela ngaphandle kwelilizwe singasengxakini. Nabantu bakuthi abasebenza, nabafunda kwamanye amazwe nabo bathathwa njengabaphambukeli kulo mazwe. Cinga kwakhona ngendebe yehlabathi iFIFA 2010, ihlabathi lizithabathele umkhanyo ezi zinto zehlayo, ukuba oluhlaselo lwabantu bangaphandle luyaqhubeke luyakugxotha abakhenkethi.

(The solution to this problem that we have is to make sure that we have strong control measures at the border gates or from the Dept of Home Affairs because we cannot deny that we do come across illegal immigrants. The police must do their job as well. Also strong control measures on goods that are being deported and exported. If these attacks continue we are in trouble. If our people have to seek refugees outside SA we will be in trouble. What about our own people from South Africa who are working, schooling in other countries, are they not being regarded as foreigners in those countries. Think also about 2010 FIFA world cup the international community is observing if these xenophobic attacks continue they are going to drive tourists away.)

14.   Sasa: Mhlobo wam mandehle yinyani le uyithethayo.
       (My friend I agree what you are saying is true.)

(i)   Statement of the problem

Sasa (target) who is a friend of Lindi believes that foreigners have created problems for many South Africans. Lindi (source) wants to persuade Sasa to see that the attacks on foreigners will not solve things but will complicate matters for all South Africans.

(ii)   Influence goal

The influence goal that Lindi (source) used is "Change Orientation". She wants to alter Sasa's opinions towards foreigners that they have come to exploit South Africa, by showing her that there are other factors that should be considered.

(iii)   Arguments for and against compliance

Source:

a)   Foreigners are human beings (no. 6).

b)   They left their countries because of bad situations.

Target:

1.   Foreigners have come to exploit South Africa (no. 8).

    a. The population of South Africa has increased.

    b. Few people have access to services.

    c. In clinics there is no medication.

    d. Youth is exposed to drugs.

    e. Fraud rate has increased.

Source:

Lindi asked if she thinks attacking foreigners is the solution (see no. 9)

Target:

Sasa responded that (no. 11):

1 The attacks are right.

2. Foreigners should be chased away from South Africa.

3. They drugged and raped a young girl.

Source:

1. That was just one incident.

2. The law must take its course.

3. The xenophobic attacks will drive away investors.

4. Many South Africans were refugees in other African countries.

5. Not all foreigners are bad people.

6. Some are educated and they contribute to the development of the economy of South Africa. (see no.12)

Target:

Sasa acknowledged that what Lindi was saying about the economy and investors was true.

Source:

1. There should be strong control measures on illegal immigrants.
2. Police should also do their job in assisting in crime.
3. Strong measures should be taken on goods deported and exported.
4. Negative impact on 2010 FIFA world cup.
5. The attacks will drive away tourists. (see no.14)

(iv) Comparison of arguments

	Source			Target	
	Arg. for	Subarg. For		Arg.Against	Subarg. against
No. 6	2	-	No. 8	1	5
No. 8	1	-	No.11	3	
No. 12	6	-	No. 13	1	
No. 14	5	-		-	-
Total	**14**	**-**		**5**	**5**

Both the source and target are high in persuasion, the source used 14 arguments and the target used 10. But compliance was gained because the source was able to persuade the target.

(v) Compliance and reasons for it

Compliance is gained, the message source is high in quantity of arguments.

(VI) Message dimension

a. Explicitness:

The arguments of the source are explicitly stated. She is able to give clear and transparent explanations why xenophobic attacks should stop. She argued that *(see argument and response of source)* they are human beings, they left their home countries because of hardships, investors will leave this country, some are educated and they contribute to the development of the economy of our country, these attacks will have a negative impact on 2010 FIFA World Cup.

b. Dominance:

Lindi's arguments are also dominant, she is able to persuade Sasa about the attacks that they will not bring solution to the country, but they will bring the country down. She was able to gain compliance because of the arguments she gave.

c. Argument:

The arguments of the source are high in quantity. She gave 13 arguments, see Arguments of Source and Response of Source above.

CHAPTER 4
CONCLUSIONS

4.1   AIM

The aim of this chapter is to give a conclusion of a number of persuasive messages of women in Xhosa culture. The sources of these influence messages should always be a Xhosa females and the target could either be a female or a male.

The focus of the source in these messages is to gain compliance from the target, through persuasion. The influence goal of the source differs in each message depending on what the source of the message desires to attain from the target.

4.2   SUMMARY OF THE ANALYSIS

4.2.1   Comparison of influence goals

The findings of this research show that sources have used only five types of goals: namely, give advice, gain assistance, change relationship, share activity and change orientation. The study also shows that the goal of giving advice has been used most frequently by the sources as compared to the other four. There are ten persuasive messages on "give advice", they are messages no, 2, 3, 5, 6, 8, 10, 12, 15, 16, and 19. Five of these messages are persuading a family member, see message 2, 3, 8, 16 and 19.

Gain assistance, share activity, and change orientation have each been used three times by the sources of this study.We find the goal of gain assistance in messages no. 1, 7, and 13, the goal of share activity is in messages no. 9, 14, and 18, and the goal of change orientation is in messages no. 11, 17, 20. None of these three goals have been targeted on family members.

Gain assistance goal in message no.1 is targeted to a colleague, in message no. 7 the target is a friend, and in message no. 13 the target is a Post Office employee. The goal of "share activity" in messages no. 9, 14, and 18 is targeted towards friends.

Messages with the influence goal of "change orientation" took place between a nurse and a principal; see dialogue no. 11, also between 2 female colleagues in dialogue 17, and between two female colleagues in dialogue no.20. They all are focused on gaining

compliance from their targets in social and political issues, such as HIV/AIDS STIGMA and XENOPHOBIA.

These findings show that giving advice among family members in Xhosa culture is a common practice, judging from the number of "give advice". Members of this culture would rather give advice to those that are close to them than far from them. This goal was successful when done among family members than non family members.

Goals such as gain assistance, share activity, and change orientation, are targeted towards friends, colleagues, and acquaintances. Xhosa speaking women would rather share activities with their friends, than with colleagues or acquaintances. In message no. 9, Thembi is persuading a friend to go with her to visit a bereaved family, she feels she cannot go without Avuyile, this shows us that in Xhosa culture that there are certain things that are done with other people, one can not do them alone. There is also interdependency among the people of this culture which makes them to do things together. There is an idiom that says (umntu ngumntu ngabanye) which shows that Xhosa culture is the collectivist culture, which supports each other, work together and share what they have with others.

Also the spirit of 'ubuntu' is evident in the influence goals used, that can be seen in message no. 11 where the nurse is trying to persuade the principal to have compasion towards the HIV positive teacher, in other words to show ubuntu, which is love, care and support. The influence goal in this message is "change orientation".

4.2.2 The Results of Compliance

The results show that in most of the messages the sources have been successful in gaining compliance except in messages 13, 16, and 17. The sources have used various strategies in order to get the targets to comply. In dialogue no. 3, the source was successful in the use of "threat" to gain compliance from the target (her husband). Her desire was to see her husband not smoking, so that he could recover from his head injuries. Also the threat she used worked for her because the target would also like to see his health recoverd, he is in a vulnerable state, making him weaker against the persuader. The threat in this case is done out of love, because the wife has been trying to persuade her husband for many years to stop smoking.

In argument no. 4, where the mother is persuading her daughter to stop seeing her bad friends. The strategy that the source used in this case is that of "relative power" as a parent. Her arguments are wisely uttered and able to convince her teenage daughter to find better friends for herself.

In almost all these messages the sources has maintained a "positive face" with the targets, because relational harmony is important in Xhosa culture. The arguments end with happy endings even though there were disagreements during the persuasion. Only argument 13 ended negatively, because friendship is not important to both of them as they are strangers to each other.

The use of a figure of speech, such as an idiom strengthens the persuader's arguments. In dialogue no.8, Zimasa the source is persuading Phumza not to sell her beautiful house in the township and move to town because of high rates in town. The source of this message used an idiom that means "wisdom is found in those who have walked the path before you, because they are wiser" (Inyathi ibuzwa kwabaphambili."

	Arg. of source		**Arg. of target**	
	Argument For	Subarg. For	Argument Against	Subarg. Against
Dialogue 1	2	**-**	**-**	-
Dialogue 2	1	-	1	-
	1	-	-	-
	1	-	-	-
Dialogue 3	3	**-**	3	**-**
	-	-	1	-
Dialogue 4	1	-	2	-
	-	1	-	1
	-	4	-	-
Dialogue 5	1	-	1	3
	2	-	-	-
Dialogue 6	1	-	1	-
	1	-	-	-
Dialogue 7	1	2	-	-
Dialogue 8	7	-	1	4

	4	-	3	-
	2	-	-	-
Dialogue 9	4	2	3	-
Dialogue 10	2	-	2	-
	2	-	5	-
	1	2	2	-
	5	-	-	-
Dialogue 11	2	-	2	-
	1	-	2	-
	2	-	2	-
	1	-	-	-
	-	2	-	-
Dialogue 12	2	-	1	-
	1	3	1	-
Dialogue 13	1	-	1	-
	1	-	1	-
Dialogue 14	1	2	2	-
	4	-	1	-
Dialogue 15	3	-	1	-
	2	-	4	-
	3	-	-	-
Dialogue 16	3	-	3	-
	5	-	1	-
	1	-	-	-
Dialogue 17	2	-	2	-

	4	-	2	-
	3	-	2	-
Dialogue 18	1	-	1	-
	1	-	1	-
	1	-	1	-
	1	-	1	-
Dialogue 19	2	-	1	-
	3	-	1	-
	-	-	2	-
Dialogue 20	2	-	1	5
	1	-	3	-
	6	-	1	-
	5	-	-	-
TOTAL	**107**	**18**	**65**	**13**

4.2.3 Comparison of Arguments

	Arguments of Source		Arguments of Target	
	Argument For	Subarg. For	Argument Against	Subarg. Against
Dialogue 1	2	-	-	-
Dialogue 2	3	-	1	-
Dialogue 3	3	-	4	-
Dialogue 4	1	5	2	1
Dialogue 5	3	-	1	3
Dialogue 6	2	-	1	-
Dialogue 7	1	2	-	-
Dialogue 8	13	-	4	4
Dialogue 9	4	2	3	-
Dialogue 10	10	2	9	-
Dialogue 11	6	2	6	-

Dialogue 12	3	3	2	-
Dialogue 13	2	-	2	-
Dialogue 14	5	2	3	-
Dialogue 15	8	-	5	-
Dialogue 16	9	-	4	-
Dialogue 17	9	-	6	-
Dialogue 18	4	-	4	-
Dialogue 19	5	-	4	-
Dialogue 20	14	-	4	5
TOTAL	**107**	**18**	**65**	**13**

Sources in most of the dialogues have used many arguments in order to gain compliance, but there are some exceptions where the number of sources' argument is lesser than that of target. In dialogue no. 1 the source is low in argument with only 2 arguments, this may be due to the fact that she is pleading with a person of higher authority. Though the arguments of the source in this case are low in quantity, compliance was gained. The use of "respect" as a strategy of persuasion amongs Xhosa speaking people is very important, though it can limit the number of arguments one would like to have, it can still work well in gaining compliance. It is a sign of respect in Xhosa culture when a female does not argue too much with a male.

In argument no. 5, the source has used only 2 arguments to persuade the target, and compliance was gained, this was because of the professional status (the relative power) of the source. The source is a lecturer and the target is her student.

These findings show that even though the number of arguments can be less in compliance gaining, the target can comply with the source especially when a good strategy is carefully used by the source.

4.3 MESSAGE DIMENSIONS

4.3.1 Explicitness

Explicitness is the important feature in persuasive messages because a clear message stands a chance to be complied with. When a persuader's message is explicit his or her

desires regarding the target are clear. In messages where the influence goal is "give advice" the sources have managed to state their intentions explicitly and directly. In message 19, the source being the mother is advising her daughter to continue with her studies and get a matric. The source is clear right from the onset what she intends to persuade for, (umzali: Ude wathi ugqibe entweni ntombi kuba izikolo ziyavulwa kungekudala?)

Only in few messages we find that the source is not explicit, i.e persuasive message no. 3, where Nomsa is trying to persuade her husband to stop smoking. (Have you noticed that the tobacco price has escalated enormously), this statement is not straightforward, instead of getting to the point she start talking about price. Nomsa the source of this message has used the "first ask" strategy to try and get to the point.

The other strategy that is used in some of the persuasive message is where the source describe or explain the current situation and then offer a solution for it, see argument no.12 and no.15. (My friend can you see how people are dying because of HIV/AIDS, see argument no. 15). In this argument the source starts by asking a question before getting to the point. These arguments are not explicit and direct.

4.3.2 Dominance

The results show that all these messages do show a level of dominance meaning that the sources are dominant towards the targets in these dialogues. For example in persuasive messages no. 2, 3, and 10 the sources use knowledge in the area they wish to persuade for, e.g. in message no. 10 Nontlantla gained compliance because she is a teacher and has better understanding in that area than Majili. However in some messages the sources are dominant because they used threats to persuade their targets, i.e in message no.3 Nomsa threatens Lulama (her husband) to take a decision about smoking or risk losing his life.

Messages 1, and 12 where the source is not dominant, when giving advice. The sources in these messages are pleading with the target in order to gain compliance, i.e message no. 12, she is pleading with the target while giving advice. Also in message no.1 the source is pleading with the target while trying to gain assistance.

In some arguments the source used age to dominate the target, see argument 2, 4, and 6. The use of age as a tool to gain compliance is a good strategy for strengthening the argument. The age component gives the sources power over the targets.

4.4 FINDINGS

❖ Out of 20 female participants 50% used the goal of giving advice, and the other 50% used goals such as share activity, gain assistance, change relationship and change orientation.

❖ Participants gave advice more to family members and friend than to other people.

❖ Xhosa females are culturally expected to be polite and respectful when they address another person.

❖ Relational harmony with the target is important to the participants, hence we find some sources pleading and being respectful.

❖ The messages show that there is interdependency between the source and the target.

4.5 RECOMMENDATIONS

❖ Participants who used pleading techniques during persuasion could use more direct and bold aproach to strengthen their arguments.

❖ Giving advice seems to be an easier goal to pursue, participants should be encouraged to pursue other thought provoking goals such as change orientation or gain assistance.

❖ Participants should go beyond cultural boundries when engaging in persuasive messages.

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