PHONE, FACEBOOK, OR FACE-TO-FACE? CHOOSING CHANNELS TO ENGAGE IN PARENT-CHILD CONFLICT

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This study explored predictors of channel preferences within the context of parent-child relationships. Two theoretical frameworks were compared—the impression management model and face-negotiation theory. Participants included 727 young adults who completed online questionnaires concerning their perceptions of an ongoing conflict with a specific parent in mind. Results both supported and differed from the impression management model. Specifically, in contrast to the model's assumption of a unidimensional difference between mediated and nonmediated channels, preference for oral communication channels emerged as a dimension separate from, and orthogonal to, preference for textual channels, with more significant and/or stronger effects emerging for the former. The central goal of this study was accomplished in that locus, valence, and face-concern emerged as significant predictors of conflict behaviors, and in turn, conflict behaviors as predictors of channel preferences. Overall, other-face concern was the strongest predictor of channel preferences. Conversely, individuals' conflict behaviors predicted both oral and textual channel preferences. The theoretical, methodological, and practical implications of these findings were discussed.

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In recent decades, society has witnessed a rapid increase in the availability of different communication media for use in interpersonal relationships. Whereas friends and family members once had relatively few routes for communicating, an assortment of new and old communication channels now has created an increase in options regarding how and when individuals can choose to communicate with one another (Kim, Kim, & Nam, 2010; Rettie, 2009; Walsh, Gregory, Lake, & Gunawardena, 2003). Of particular theoretical and practical importance, communicators may choose between synchronous (occurring at the same time, and generally oral/visual in nature) or asynchronous (occurring at different times, and generally textual) channels to engage in dialogue with interpersonal partners. Depending on a person's goals and impression management needs in a conversation, individuals may be more willing to use one channel over another (O'Sullivan, 2000).

O'Sullivan (2000) theorized and evaluated the association between self-presentation goals and medium choice in his *impression management model*. This model contends that medium choice arises, to a significant extent, from an individual's perception of the communicative episode. Specifically, assessment of the *locus* of an episode (i.e., whether the episode is about the self or not) and *valence* of an episode (i.e., whether the individual perceives the conversation to be positive or negative) predicts the communication channels a person will prefer to use. Specifically, O'Sullivan's study demonstrated that individuals particularly prefer textual channels when the episode's locus is self and the valence is negative, because textual channels provide more regulation and control over self-presentation than does face-to-face communication. In other words, textual channels allow for more ambiguity and the ability to

eliminate "unattractive or embarrassing aspects" of one's identity that could potentially lead to a negative response by the partner (O'Sullivan, 2000, p. 408).

This project aims to extend the impression management model (O'Sullivan, 2000) in three ways. First, this study considers the extent to which differences in face management might alter the associations predicted by the impression management model. According to face-negotiation theory (Ting-Toomey & Kurogi, 1998), individuals differ in their tendency to support their own and/or their relational partner's positive self-image; depending on these preferences, which may vary between relationships and contexts, they will have different goals and choose to engage in different face management behaviors during conversations. Individuals who tend to use more self-oriented face-saving behaviors will prefer to preserve their own positive self-image, whereas those tend to use more other-oriented face-saving behaviors will focus on honoring the interests of others. Following face-negotiation theory, these differences in face management preferences may alter perception of a communicative episode and, in turn, preferences for channel of communication.

Second, this study extends O'Sullivan's (2000) model by considering conflict strategy as an intervening step (i.e., mediator) between perception of the episode and channel choice. In contrast to the general experimental scenarios regarding impression management in O'Sullivan (2000), this study examines the specific context of ongoing parent-child conflicts (which some have termed, *serial arguments;* Malis & Roloff, 2006). Although face-negotiation researchers have considered how cultural differences in face concern predict preferences in conflict behaviors (Oetzel & Ting-Toomey, 2003; Ting-Toomey, Oetzel, & Yee-Jung, 2001), the impression management model suggests these observations are incomplete apart from investigation of channel preferences used to enact the conflict. This study evaluates whether

perception of the episode predicts the generalized conflict strategy for the episode which, in turn, predicts preferences for specific communication media.

Finally, the channels addressed in the initial formulation of the impression management model (O'Sullivan, 2000) are now rather outdated (e.g., "answering machines" was one technology of interest). In the past fifteen years, interpersonal partners have adopted major technological advances in mediated communication (with the development of smartphones and social media perhaps most evident and consequential), which has led to a growth in the general accessibility of different communication channels. Thus, the time is ripe to update O'Sullivan's (2000) line of inquiry by examining how the model predicts preferences in participants' channel choices today.

Overall, then, the chief goal of this study is to update and expand O'Sullivan's (2000) model by (a) considering face concern as a moderator of the effect of the perception of the communication episode on channel choice, (b) evaluating whether conflict behaviors mediate the association between perception of the episode and channel choice, and (c) providing an updated investigation of the model in light of recent technological developments. The following section will consider more specifically how the impression management model and face-negotiation theory might be integrated to provide a more robust account of channel preferences in face-threatening situations such as conflict.

Theoretical Warrant

Impression Management and the Impression Management Model

Arguably, the work of Goffman (1959) and Schlenker (1980, 1984, 1985) has offered the most robust conceptualization of *impression management*, with Schlenker (1980) defining it as "the conscious or unconscious attempt to control images that are projected in real or imagined

social interactions" (Schlenker, 1980, p. 6). Goffman (1959) explained impression management by comparing it to acting, in that individuals are "performers" who strive to impress others with an "idealised" version of themselves; when this image is threatened, they endeavor to remove any behaviors that do not support this image (Goffman, 1956, p. 56; Schlenker, 1980). Throughout this process of managing and adjusting their communicative actions, individuals slowly begin to shape their identity. This influences how they view themselves and how they believe others will perceive them, as well as the self-presentation goals they create during conversations (O'Sullivan, 2000).

Although scholars have used Goffman's (1959) framework in several studies over the decades, the majority of scholars focused solely on how individuals regulated and shaped their identities through *oral* (face-to-face, telephone) interactions, rather than *textual* (letter, text messaging, email) channels (Hooghiemstra, 2000; Ralston & Kirkwood, 1999; Riordan, Gross, & Maloney, 1994; Schaller & Conway, 1999; Schlenker, Britt, & Pennington, 1996). However, as society increasingly relied on technological innovations, this gap in research became more evident. O'Sullivan (2000) particularly noticed this problem and suspected that the increased ambiguity in new textual communication channels could influence how individuals regulated their impression management. Specifically, he contended that "channel selection [could] be used as a means for maximizing self-presentational benefits and minimizing self-presentational costs," and as a result, created and empirically tested the impression management model (O'Sullivan, 2000, p. 413) to study these effects. Specifically, the model predicted that, in some cases, people may prefer textual channels because they facilitate more controlled and strategic presentation of self than does face-to-face interaction. With the aim of testing the model in a new context, this investigation focuses on media choice in ongoing conflict in parent-child relationships (versus

the romantic context investigated by O'Sullivan). In a relationship involving serial arguments, motivations and goals may be reconstructed based on the previous serial argument episode that took place (Bevan, Finan, & Kamisky, 2008). As serial arguments are particularly important to observe in parent-child relationships, as there is a great imbalance of power between the dyad (compared to other relationships, such as romantic relationships), research on such arguments could help provide constructive advice for resolving them, or at the very least, decrease their severity (Bevan, 2010).

The impression management model identifies two particular elements of a communicative episodes that direct self-presentation goals: (a) *locus* of the episode and (b) *valence* of the episode. Whereas *valence* focuses on the positive or negative qualities of the episode, *locus* emphasizes whether or not the conversation pertains to the self or if it does not (e.g., concerns another individual). Regarding locus, O'Sullivan (2000)'s study found that locus had a main effect on self-presentation, such that individuals preferred to use mediated channels when episodes concerned their own self-presentation rather than their partner's self-presentation. However, O'Sullivan's results focused on technologies of widespread use and interest at the time that are of lesser importance now (e.g., answering machines). Although the development of new communication channels appears inevitable, if the model is to remain relevant today, it is worthwhile to investigate whether locus still has a significant effect on individuals' choice of current-day channel preferences. As a result, the following hypothesis is proposed for the current study:

> H1: Locus predicts channel choice in ongoing parent-child conflict situations, such that young adult children are more likely to prefer textual channels when locus is self-oriented versus not self-oriented.

Although locus is a crucial part of O'Sullivan (2000)'s impression management model, valence is also a significant predictor of individuals' channel preferences. O'Sullivan (2000) used the term *valence* to describe individuals' positive or negative perception of an episode. However, he did note that perceiving valence as positive or negative is an "oversimplification of complex real-life situations," as episodes are not always necessarily fully positive or negative; as a result, valence falls more on a continuum and may be interpreted in different ways depending on the given scenario or individuals' personal conceptualizations of the episode (O'Sullivan, 2000, p. 411).

Typically, from this conceptual standpoint of positive and negative valence, if a face-threatening exchange of messages (such as a conflict situation) is not going as smoothly as desired and an individual's or partner's self-presentation is threatened, persons may try to adjust their behaviors in order to reorient a conversation. Specifically, "individuals are expected to obscure or downplay information that threatens their ability to be seen as attractive to their partners," and will emphasize information that supports a more positive assessment of themselves (O'Sullivan, 2000, p. 411). When individuals' faces are threatened, they may choose text-based media that allow greater self-presentational control (cf. Walther, 1996). At other times, however, individuals may feel the need to restructure the discussion in order to save face for someone else. If people observe an episode to be very negative, they may "try to protect the partner from threats to his or her positive self-presentation" by sharing information that more effectively supports his or her positive identity (O'Sullivan, 2000, p. 411). Thus, individuals may prefer some channel choices over others due to the "person's needs, goals, the relationship context, and the message being sent" (Frisby & Westerman, 2010, p. 971). As a result, the following hypothesis is proposed for the current study:

H2: Valence predicts the likelihood of channel choice in ongoing parent-child conflict situations, such that young adult children prefer textual channels when valence becomes more negative.

Face-Negotiation Theory and Face Concern

An important theory that shares O'Sullivan (2000)'s interest in impression management is face-negotiation theory (Ting-Toomey & Kurogi, 1998). It explains the process of impression management and self-presentation through the terms *face* and *facework*. Face is "a claimed sense of favorable social self worth that a person wants others to have," whereas *facework* occurs when individuals attempt to manage both their own and others' face appropriately in communicative situations (Ting-Toomey & Kurogi, 1998, p. 187). People typically engage in facework in one of three ways: by *threatening face, losing face,* or *saving face.* When face is threatened, an individual's self-concept has been attacked in some way, such as when a speaker directs a degrading comment towards another person. Often speakers will do their best to save both their own and another person's face by making reparations for the offenses they have caused. If their efforts are unsuccessful, however, both the sender and receiver may very well *lose face*, which can decrease both parties' overall self-esteem and positive self-images (Ting-Toomey & Kurogi, 1998).

Particularly, Gudykunst et al. (1996) found that individuals' facework behaviors are heavily influenced by their cultural background or upbringing. Individuals "learn the norms and scripts for appropriate and effective . . . conduct in their immediate cultural environment," and "these tendencies . . . influence . . . the way individuals conceive of themselves" (Oetzel et al., 2001, p. 240-241). Typically, individuals fall into one of two cultural categories: individualism or collectivism. In individualistic cultures, people are concerned most with achieving their own

personal goals, accomplishments, talents, or abilities; they are often competitive, self-confident, independent, and unique (Hofstede & Hofstede, 2005; Triandis, 1995; Ting-Toomey, 1988). On the other hand, collectivistic people prefer to maintain harmony with others and often seek the groups' or partner's needs over their own (Hofstede & Hofstede, 2005; Triandis, 1990; Ting-Toomey, 1988). For example, research by Ting-Toomey and her colleagues has found that individualists use more self-oriented face-saving and autonomy-preserving behaviors, whereas collectivistic individuals use more other-oriented face-saving and non-imposing behaviors (Cocroft & Ting-Toomey, 1994; Kim & Wilson, 1994; Ting-Toomey, 1988; Ting-Toomey 1994; Ting-Toomey et al., 1991; Trubisky et al. 1991).

Although face concern has been studied to some extent in previous literature, the majority of studies have focused solely on its role in face-to-face interactions rather than textual forms of communication, such as email and letter discussed in O'Sullivan's (2000) impression management model (Cocroft & Ting-Toomey, 1994; Kim & Wilson, 1994; Ting-Toomey, 1998; Ting-Toomey 1994; Ting-Toomey et al., 1991; Trubisky et al. 1991). Nevertheless, it is important to consider how newly introduced web-based forms of communication, such as social media sites and apps, have altered individuals' facework/impression management behaviors (Radford, Radford, Connaway, & DeAngelis, 2011). These channels provide "additional repositories of impression-enabling information" and "bring into view conceptual questions about how impressions are formed and . . . tempered" (Walther, Van Der Heide, Hamel, & Shulman, 2009, p. 230). In many cases, people can purposefully distort information they provide others online in ways they may not be able to in person, as well as justify their decisions in order to present their preferred self-image (Walther et al., 2009). As a result, some individuals may prefer textual channels to face-to-face interactions because they allow for more ambiguity and an

indirect approach to managing self-oriented face concern (O'Sullivan, 2000). Although scholars have conducted little research on this particular matter, Rice, D'Ambra, and More (1998) did a cross-cultural comparison to observe how managers' preferences for different communication channels varied depending on their cultural values. They found a direct effect where collectivistic managers preferred the telephone (an oral channel preference) more than did individualistic managers. As well, they that found for 9 of 11 scenarios, collectivists preferred face-to-face interaction more than individualists, and individualists preferred email more than did collectivists. Thus, it seems logical to propose the following hypothesis for the current study:

> H3: Face concern predicts channel choice in ongoing parent-child conflict situations, such that young adult children with other-face orientations are less likely to prefer textual channels.

Although face concern does not appear in the original formulation of O'Sullivan (2000)'s impression management model, it is plausible that it may influence the impression management process. O'Sullivan (2000) predicts that individuals' perceptions of their self-presentationally-relevant episodes, particularly through the interaction of the perceived locus and valence of an episode, shapes their self-presentation goals. These goals typically involve minimizing costs and maximizing benefits "to one's own or one's partner's preferred impression" (O'Sullivan, 2000, p. 411). However, O'Sullivan does not clearly explain the process for *how* these individuals determine whether to focus their attention on their own impression-management needs or their partner's. Face-negotiation theory, however, attempts to explain this process: It depends on face concern.

If face-negotiation theory is incorporated with O'Sullivan (2000)'s model, it seems plausible that individuals concerned with another's face (i.e., other-face concern) would strive to

create a communicative environment that is least threatening to their recipient's face. For individuals with low or average concern for other-face, the impression management model may hold as demonstrated in O'Sullivan (2000), with strongest preference for textual channels when valence is negative and locus is self. In contrast, individuals with high other-face concern may be more likely to use textual channels in negatively-valenced episodes when locus is *other*, not self. Thus, I contend that face concern moderates the locus and valence of an episode, and an interaction of these three concepts predicts the process of channel selection:

> H4: Locus, valence, and face concern interact to predict channel choice, such that self-oriented locus, negative valence, and low levels of other-face concern increase young adult children's preference for textual channels, whereas lack of self-oriented locus, negative valence, and high levels of other-face concern would also increase young adult children's preference for textual channels in parent-child conflict situations.

Face-negotiation theory suggests one more extension of O'Sullivan's (2000) impression management model, and that is the role of more general conflict management behaviors in the association between perception of an episode, face concern, and channel selection. As face-negotiation theory states, "conflict parties have to consider protecting self-interest conflict goals and honoring or attacking another person's conflict goals" (Ting-Toomey & Kurogi, 1998, p. 188). Thus, individuals with self-face concerns are more likely to pursue personal conflict goals, whereas individuals with other-face concerns will strive to fulfill another's conflict goals (Beck & Ledbetter, 2013). As Ting-Toomey and Oetzel (Oetzel et al, 2003; Oetzel & Ting-Toomey, 2003; Ting-Toomey et al., 1991) claim, these variations in face concern lead to differences in individuals' choice of conflict behaviors (and, presumably, channel choices; Kim et al., 2010).

Rahim (1983) claims that individuals choose between five main conflict behaviors: integrating, obliging, compromising, dominating, or avoiding. Depending on whether individuals' face concerns are other-oriented or not, people tend to deem some methods as more favorable. For example, the integrating approach involves high concern for self and high concern for others; obliging involves low concern for self but high concern for others; dominating involves high concern for self and low concern for others; avoiding involves low concern for self and low concern for others; and finally, compromising involves a "moderate concern for both self and other, demonstrated by both parties' bargaining and concessions" (Frisby & Westerman, 2010, p. 972; Rahim, 1983, p. 369-370). This typology has been employed by several studies to explain face and facework; for example, Oetzel and his colleagues' studies have revealed differences in conflict style preference between individuals with self-face concern and those with other-face concern. Dominating and direct conflict behaviors were positively associated with self-face concern, whereas avoiding and integrating behaviors were positively associated with other-face concern (Oetzel et al., 2003; Oetzel & Ting-Toomey, 2003).

Although face concern clearly influences preference for conflict behaviors, it also seems plausible that locus and valence of an episode could also interact with face concern to predict a person's approach to conflict. For example, face concern could potentially be a moderator that changes the nature of the locus and valence interaction found in O'Sullivan (2000)'s study. Although few studies have examined this possible interaction, a few findings provide some insight into the possible interaction of these constructs: for example, Şahin, Basim, and Çetin (2009) found that individuals' locus of control predicted conflict resolution approaches, and Taylor (2010) found that participants with external locus of control were more likely to use avoidant behaviors than were participants with an internal locus of control. Although locus of

control is not isomorphic with O'Sullivan's (2000) conceptualization of locus of a conflict episode, it nevertheless may be the case that when locus of an episode is other-oriented people are less likely to communicate directly, and when locus of an episode is self-oriented people will be more direct with their conflict behaviors (Paşamehmetoğlu & Atakan-Duman, 2011). In regards to valence, I am not aware of research examining this connection, but it could stand to reason that increased conflict intensity magnifies preexisting channel preferences. As Olaniran (2010) stated, it is likely that the "centrality of issues" in a communicative episode may have more influence on conflict behaviors than has been previously addressed (p. 62). Thus, the current study predicts:

> H5: Locus, valence, and other-face concern interact to predict conflict behaviors, such that other-face and lack of self-oriented locus predict avoiding and obliging conflict behaviors, with increased negative valence strengthening these preferences, whereas low other-face concern and self-oriented locus predict dominating conflict behaviors, with increased negative valence strengthening these preferences.

As mentioned previously, O'Sullivan's (2000) model suggests that individuals' impression management concerns affect their presentation goals. More specifically, it incorporates the idea of costs and benefits to explain how individuals make decisions for impression management. When individuals perceive an episode to be advantageous for impression management, they prefer to communicate face-to-face; if they perceive an episode to challenge impression management, participants choose to use mediated channels (O'Sullivan, 2000). Furthermore, O'Sullivan (2000)'s model suggests that individuals' impression management concerns influence their perceptions of the locus and valence of an episode, which, in turn, influence their channel selections.

Both O'Sullivan (2000) and Ting-Toomey's studies suggest that personal goals meaningfully influence impression management (Ting-Toomey & Kurogi, 1998). If differing face concerns and perceptions of an episode lead to variations in conflict behaviors, it seems likely that choices in conflict behaviors will also lead to the preference of certain channels over others (Ting-Toomey & Kurogi, 1998). For example, individuals who prefer to use avoidant conflict behaviors may desire to use an indirect or ambiguous communication channel, such as text messaging, instead of a more direct communication channel, such as telephone or face-to-face. As a result, "when the discloser expects the information to make him or her look good, the benefits of being face-to-face are easy to identify," whereas when an "episode involves information that potentially threatens a partner's self-presentation . . . there are likely benefits of mediated channels for these types of interactions" (O'Sullivan, 2000, p. 415).

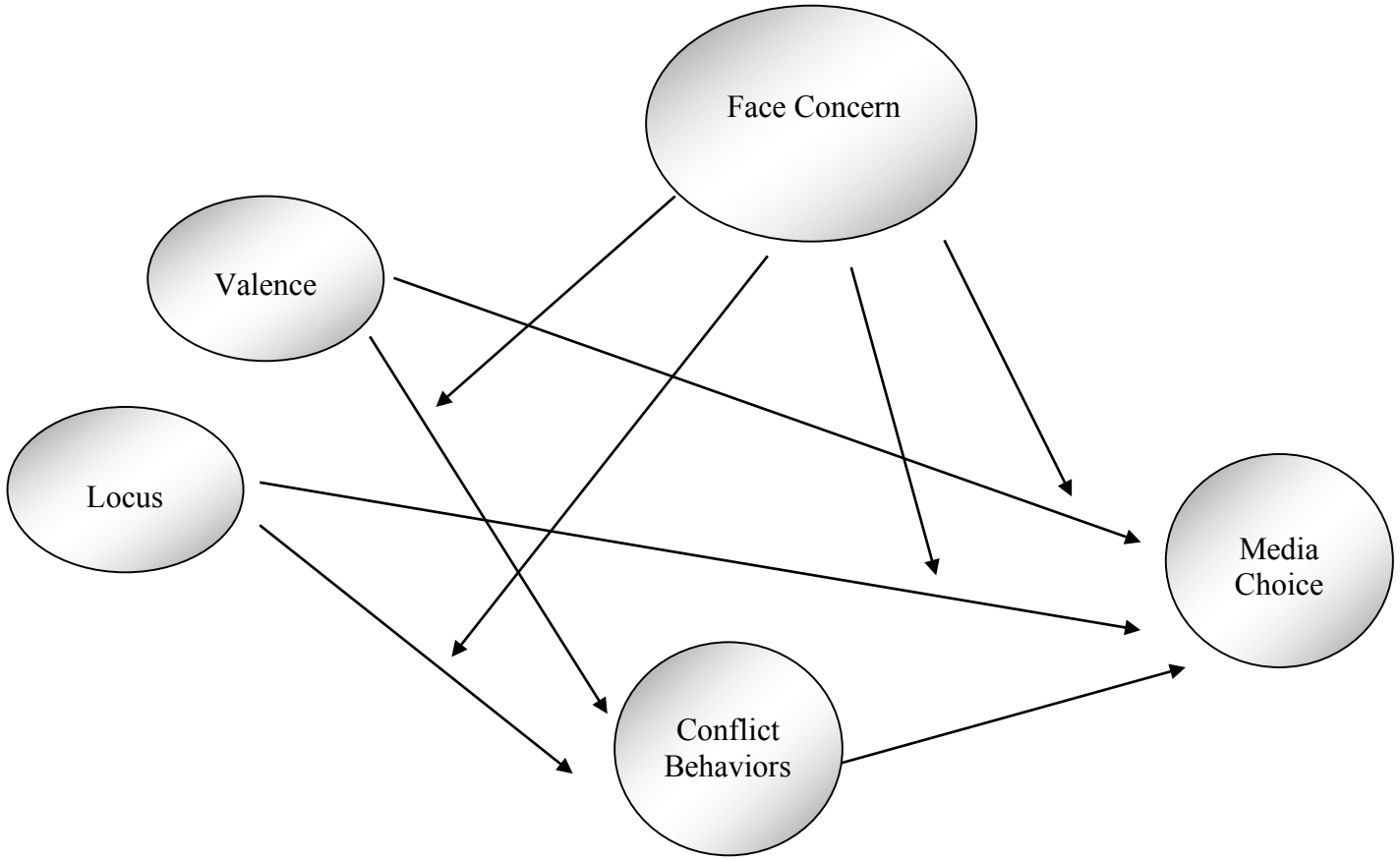
Although some research has addressed how face concern affects conflict behaviors or how conflict behaviors affect channel preferences (Oetzel 1998; Oetzel et al., 2001; Oetzel, et al., 2003), researchers have yet to examine these constructs together in a single model. Nevertheless, this study builds from previous research by evaluating a theoretical chain whereby (a) locus, valence, and face concern predict (b) conflict behaviors, which, in turn, predict (c) channel preference. As a result, the following hypotheses predict:

H6: Conflict behaviors predict channel preference, such that avoiding conflict behaviors are more likely to predict increased textual channel preferences, whereas integrating and compromising conflict behaviors predict decreased textual channel preferences.

H7: Conflict behaviors mediate the association between locus, valence, other-face, and channel choice.

Figure 1 presents the conceptual model proposed by this study, which is a refinement of O'Sullivan (2000)'s model: it claims the perception of an episode, particularly the locus and valence of an episode, predicts individuals' conflict behaviors (such as avoiding, integrating, obliging, etc.), which, in turn, influence media channel choice (face-to-face, text messaging, email, etc.). This process is altered by individuals' face concerns. In O'Sullivan (2000)'s model, impression management goals directly affect the individuals' perceptions of the presentation of an episode (locus and valence), which in turn, influences their channel selections. In the proposed conceptual model, other-face concern interacts with locus and valence and moderates the effect of the perception of the episode for conflict behaviors and channel selection. In addition, while O'Sullivan (2000) defines self-concept as the way people "manage self-relevant information," in this conceptual model, self-concept explains both self *and* other-relevant information, which may influence the rest of the process of media choice (O'Sullivan, 2000, p. 411).

Figure 1. Demonstrates a structural equation model of O'Sullivan (2000)'s impression management model by conveying the theoretical relationship between face concern, perception of the episode, and conflict behaviors.



Methods

Participants

After obtaining approval from the Institutional Review Board, 727 participants were solicited from a mid-sized, private university in the southwestern United States. Students earned class credit or extra credit in their courses for participating in this study. All participants were over the age of 18. 484 participants (66.6%) were female, while 243 participants (33.4%) were male. 597 participants (82.3%) of the sample were Caucasian, but other races were represented as well: 47 were Hispanic American (6.5%), 37 were African American (5.1%), 17 were Asian American (2.3%), two Native American (.3%), and 25 classified themselves as Other (3.4%). The mean age of the participants was 19.5 years old, and the standard deviation was 1.97.

Procedures

Undergraduate students were recruited from TCU courses to complete an online survey. Participants took the questionnaire outside of regular class time and were awarded minimal course credit (less than 2% of final course grade). All responses remained confidential. After completing a consent form, students provided basic demographic information, such as age, sex, ethnicity, and school classification. Participants also provided basic demographic information about their family of origin. 129 participants had divorced parents (17.7%). with 26 having a mother and stepfather (3.6%%) and 3 having a father and stepmother (0.4%). Most participants (n = 644) had both their mother and father as primary caregivers (88.8%), 41 students had a biological (or adoptive) mother only (5.7%), 6 students had a biological (or adoptive) father only (.8%), 26 had a mother and stepfather (3.6%) and 3 a father and stepmother (0.4%), and 5 had some other type of primary caregiver (.7%).

Measures

Because this study focused on conflict management, which was not the specific focus in O'Sullivan (2000)'s study, participants reported on perceptions of a specific, real-life ongoing conflict with a parent, rather than the hypothetical and generic communicative episodes that served as the experimental conditions in O'Sullivan's study. Although retrospective report of a real-life conflict could decrease internal validity of the survey to some extent, this approach was used as it increased external validity, and thus complements O'Sullivan's (2000) work by providing a greater understanding of real-world conflict.

In this study, participants were asked to think of an ongoing argument that they had participated in with one specific parent. To enhance the salience of the conflict for the participant, they were asked to write a full description of the argument. Some argument topics focused on the parent, including the parent talking badly about the other parent, the parent's being a workaholic, the parent's drinking problems leading them to make bad decisions; other argument topics focused on the participant, including frustration over poor grades, concerns about the child's health and sleep patterns, and how the child presented him/herself on social media. The study revealed the frequency of these ongoing arguments typically ranged between 10 and 50 times and typically spanned between two to five years.

Locus. Locus of the conflict was measured through two items with participant responses solicited on a seven-point semantic differential scale. Participants indicated (a) whether the conflict "threatens me" / "does not threaten me" and (b) "threatens this parent" / "does not threaten this parent." Examination of the Pearson product-moment correlation between these items revealed a modest positive association between them ($r = .26$, $p < .01$). This positive

association differs from O'Sullivan's (2000) research design which assumed a trade-off between self and other locus. Because self-locus may be most salient when making impression management decisions, and to simplify creation of interaction terms, the self-locus item was used for the primary analysis and tests of statistical moderation, with parent locus retained as a control variable.

Valence. Valence of the conflict episode was measured through a pool of semantic differential items created for this study. Participants were instructed, "Using the contrasting word pairs below, mark the space that most closely describes your feelings about the conflict," with all items were assessed on a seven-point scale. Principal components factor analysis with varimax rotation revealed seven items with face validity for assessing valence, with all items loading on a single dimension (using the criterion of eigenvalue > 1.0). These final item pairs were (a) not distressing/distressing, (b) mild/severe, (c) friendly/hostile, (d) peaceful/angry, (e) calm/heated, (f) unchallenged/challenged, (g) light/serious. All items in the single dimension produced factor loadings greater than .5, and the items demonstrated acceptable internal reliability ($\alpha = .82$). Items were coded such that higher scores indicate more negative valence (i.e., a more severe conflict); since this direction of coding may be confusing, the results section will regularly remind the reader of the meaning of significant associations when reporting results.

Other-Face Concern. Other-face concern was measured using Ting-Toomey & Oetzel's (2001) Face-Concern Scale, which has been used in several studies by Ting-Toomey, Oetzel, and other scholars (Oetzel, Garcia, & Ting-Toomey, 2008; Oetzel et al., 2003; Ting-Toomey & Oetzel, 2001). The scale includes 22 questions assessing participants' self-face (i.e., "I am concerned with protecting my self-image"), mutual-face, (i.e., "I am concerned with respectful

treatment for both of us") or other-face (i.e., "My primary concern is helping the other person to save face") concerns. Responses were recorded using a five-point Likert scale that ranged from one (*Strongly Disagree)* to five (*Strongly Agree*). In this study, participants were directed to consider items "With THIS CONFLICT with THIS PARENT in mind." The scale originally included 24 questions, but as Ting-Toomey and Oetzel advised dropping two of the items due to low alpha reliability, these were discarded before conducting the survey.

Although all three types of face are worthy of consideration for analysis, other-face concern was used as the moderator for this study for several reasons: one, O'Sullivan (2000) presumed self-face concern in his study rather than considering the collectivistic alternative (other-face concern), so it is important to specifically test the extent to which other-face might moderate the patterns he observed. Second, focusing on other-face concern is more theoretically relevant, as individuals with other-face concern are typically more collectivistic (Ting-Toomey, 1988). Third, using only other-face provides for more parsimonious data analysis. The other-face dimension exhibited acceptable internal reliability ($\alpha = .75$).

Conflict styles. Rahim (1983)'s Conflict Styles Measurement Scale has been used frequently in previous studies to assess intercultural communication and differences in cultural relations (Ergeneli, Camgoz, & Karapinar, 2010; Morris et al., 1998; Oetzel & Ting-Toomey, 2003; Ting-Toomey et al., 2000). This measurement scale has been tested for internal consistency by Ting-Toomey et al. (2000) and for construct and criterion validity (Rahim, 1983). The 28-question scale assesses five types of conflict behaviors: *integrating* ($\alpha = .87$), *obliging* ($\alpha = .70$), *compromising* ($\alpha = .64$), *dominating* ($\alpha = .70$), and *avoiding* ($\alpha = .80$). All participant responses were solicited through the use of a five-point frequency scale ranging from one (*Never*) to five (*Always*). Questionnaire items for the current study were slightly modified to

address parent-child conflicts. Example items include: "I try to investigate the issue in order to find a solution acceptable to both of us" (*integrating*), "I try to satisfy my own needs over this parent's needs" (*obliging*), "I avoid open discussion with this parent about our differences on this topic (*avoiding*), "I use my authority to make a decision in my favor" (*dominating*), and "I use 'give and take' so that a compromise can be made with this parent" (*compromising*).

Channel preferences. This study aimed to redress a methodological weakness in O'Sullivan's (2000) measurement of channel preferences. Although he noted that "a more orthodox scale" might assess high or tendency to use a medium, the instrument in his study instead measured tendency to use mediated channels against tendency to communicate face-to-face. Specifically, scale items forced O'Sullivan's participants to indicate that their preference for mediated channels was at the expense of face-to-face communication (p. 417). Conceptually, however, people in conflict may prefer both textual and oral channels or neither, as well as one or the other. Thus, rather than framing textual/asynchronous and oral/synchronous channels as opposing choices, the current study used a modification of Ledbetter (2009)'s media use scale (α = .70) to measure individuals' channel preferences when engaging in a specific conflict episode with a parent. Participants indicated preferences for eight channels that could be used in the parent-child conflict: (a) face-to-face, (b) voice telephone, (c) phone text messaging, (d) email, (e) private messaging (such as Google Chat or Facebook Messenger), (f) publicly via social networking sites (such as a Facebook timeline post or Twitter tweet), (g) video chat (such as Skype or FaceTime), and (h) postal mail.

Using a seven-point Likert-type scale, the first section of the scale measured participants' perceived benefits to using each particular channel (1 = *Very low benefits*, 7 = *Very high benefits*); then, participants again rated each medium for its perceived level of costs in the

conflict episode (1 = *Very low costs*, 7 = *Very high costs*). For each medium, costs was subtracted from benefits to yield an estimate of the relative preference for each individual channel. These difference scores were then submitted to exploratory factor analysis using principal components extraction and varimax rotation. After eliminating video chat due to cross-loading between dimensions, two dimensions emerged: (a) *textual* (text messaging, e-mail, private messaging, public social media, and postal mail) and (b) *oral* (face-to-face and voice telephone). Table 1 reports the factor loadings for the rotated solution. Each dimension exhibited acceptable internal reliability, with $\alpha = .78$ for oral channels and $\alpha = .88$ for textual channels.

Table 1

Loadings for Common Factors and Principal Components Using Varimax Rotations: Benefits and Costs

Variables	1	2
1. Private Messaging	**.90**	-.08
2. E-mail	**.88**	.07
3. Public Social Media	**.81**	-.12
4. Postal Mail	**.80**	-.14
5. Text Messaging	**.74**	.42
6. Voice Telephone	.15	**.92**
7. Face-to-Face	-.27	**.85**

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

Control Variables

It is important to mention that several factors were controlled for in the data analysis. This was in order to ensure that other variables were not biasing the overall effects and to promote greater validity of the findings. Specifically, three variables were controlled for: belief that the argument would continue, obtained from Carr's (2009) thesis ($\alpha = .83$), satisfaction of the overall parent-child relationship (Forsythe & Ledbetter, 2013) ($\alpha = .89$), and threat to parent in each regression (single-item factor; see above).

Data Analysis

Study hypotheses were evaluated using a series of regression analyses. Five hierarchical regression analyses were used to predict conflict behaviors (one for each dimension of the perception of a communication episode). Step one consisted of entering control variables (i.e., belief that the argument would continue, overall communication satisfaction with the parent, and perceived threat of the conflict to the parent), step two controlled for conditional (i.e., main; Hayes, 2013) effects (i.e., locus, valence, and other-face); the third step of the regression analysis controlled for the two-way interactions (i.e., locus and valence, locus and other-face, valence and other-face), and the fourth step tested the three-way interaction to determine if an interaction effect was produced over and above the main effects. A series of regressions then assessed preference for textual interaction, with steps one through three as before, and step four entering conflict behaviors. The PROCESS program was used to test for statistical mediation (Hayes, 2013).

Results

The first hypothesis (H1) was tested by generating partial correlation coefficients to assess the associations between perceived locus of the episode (i.e., perceived threat to self), oral

channel preference, and textual channel preference, while controlling for perceived threat to the parent (see Table 2). H1 claimed that locus predicts channel choice in ongoing parent-child conflict situations, such that young adult children are more likely to prefer textual channels when locus becomes more self-oriented. A negligible, inverse association was found between threat to self and oral channel preference; however, no association was found between threat to self and textual channel preference. Thus, H1 was partially supported.

The second and third hypotheses (H2 and H3) were tested using two-tailed Pearson-product-moment correlations (see Table 2). H2 claimed that valence predicts the likelihood of channel choice in ongoing parent-child conflict situations, such that young adult children prefer textual channels when valence becomes worse (i.e., the conflict is more severe). Although there was a significant, yet negligible inverse relationship between textual channel preference and valence (i.e., severity) of the episode ($r = -.14$, $p < .001$), there was a small, but slightly larger, significant inverse relationship found between oral channel preference and valence (i.e., severity) of the episode ($r = -.24$, $p < .001$). Using Lee and Preacher's (2013) online calculator, a correlated correlations t-test was conducted to compare the association between textual channel preference and valence of the episode, along with the association between oral channel preference and valence of the episode, in order to determine whether the correlations were significantly different from one another. Results found that the two correlations were not significantly different, but approached significance ($p < .0523$). Thus, results for H2 partially support the impression management model (O'Sullivan, 2000), as participants did not prefer oral channels for negatively-valenced conflict episodes, but also contradicted the model, as participants did not exhibit a corresponding preference for textual channels.

H3 claimed that face concern predicts channel choice in ongoing parent-child conflict

situations, such that young adult children with other-face orientations are more likely to prefer textual channels. This hypothesis was partially supported. Although a negligible, but significant

Table 2

Descriptive Statistics and Correlations Among Manifest Variables

Variables	*M (SD)*	1	2	3	4	5	6	7	8	9
1. Oral	1.60 (2.16)	--								
2. Textual	-0.54 (2.10)	-.04	--							
3. Valence[a]	4.37 (1.05)	-.24**	-.14**	--						
4. Locus	3.34 (0.64)	-.17**	-.05	.47**	--					
5. Other-face	3.50 (0.64)	.22**	.10*	-.17**	-.13*	--				
6. Integrating	3.59 (0.65)	.37**	-.07	-.08*	-.09*	.37**	--			
7. Avoiding	3.34 (0.66)	-.24**	-.03	.18**	.09*	.14**	-.14**	--		
8. Competing	3.11 (0.64)	-.07	.14**	.06	.10*	.00	.11*	.08*	--	
9. Obliging	3.33 (0.53)	.14**	.04	-.10*	-.07	.36**	.49**	.10*	.06	--
10. Compromising	3.39 (0.67)	.20**	-.00	-.05	-.05	.36**	.63**	-.02	.18**	.46**

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

[a]High scores on valence indicate more negative (i.e., more severe) conflict.

positive relationship was observed between other-face and textual channel preference ($r = .10$, $p < .01$), there was a small, but slightly larger significant positive relationship between other-face and oral channel preference ($r = .22$, $p < .001$). A correlated correlations t-test (Lee & Preacher, 2013) was conducted to compare these correlations with results indicating that the associations were significantly different ($p < .05$). Thus, these results partially support H3 by finding a positive association between other-face concern and textual preference, but qualify this support by identifying an even greater positive association between oral preference and other-face concern.

The fourth hypothesis (H4) predicted that locus, valence, and face concern would interact to predict channel choice, such that self-oriented locus, negative valence (i.e., greater severity), and low levels of other-face would increase young adult children's preference for textual channels, whereas lack of self-oriented locus, negative valence (i.e., greater severity), and high levels of other-face concern would also increase young adult children's preference for textual channels in parent-child conflict situations. This hypothesis was tested using two hierarchical regression analyses (i.e., one for each dimension of channel preference; see Table 3). For each regression, step one entered control variables (i.e., belief that the argument would continue, overall communication satisfaction with the parent, and perceived threat of the conflict to the parent), step two entered main effects (i.e., locus, valence, and other-face), the third step controlled for the two-way interactions (i.e., locus and valence, locus and other-face, valence and other-face), and the fourth step tested the three-way interaction to determine if an interaction effect was produced over and above the conditional (i.e., main) effects. The fourth step revealed nonsignificant results and thus will be omitted from further discussion of the regression analyses. Results for each dimension of channel preference will be discussed in turn.

Oral Channel Preference

For oral channel preference, in the first block, all three control variables were significant predictors: belief that the argument would continue (B = -0.26, β = -.19, p < .01), overall communication satisfaction with the parent (B = 0.74, β = .30, p < .001), and perceived threat of the conflict to the parent (B = -0.14, β = -.11, p < .01). In block two, these three control variables were still significant, and other-face (B = 0.29, β = .08., p < .05) and valence (i.e., severity) of the episode (B = -0.18, β = -.09., p < .05) were also significant predictors. In block three, the significant predictors in the previous steps remained significant. Moreover, three two-way interactions emerged between valence (i.e., severity) and locus (B = -0.07, β = -.07., p < .05), valence (i.e., severity) and other-face (B = -0.24, β = -.09., p < .05), and other-face and locus (B = 0.15, β = .09., p < .05).

Table 3

Summary of Hierarchical Regression Analyses for Variables Predicting Textual and Oral Channel Preferences

Predictors	Oral *B*(β)	Textual *B*(β)
Step 1	**ΔR^2 = .19****	**ΔR^2 = .01**
Belief	-0.26(-.19)**	-0.07(-.05)
Satisfaction	0.74(.30)**	-0.12(-.05)
Threat to Parent	-0.14(-.11)*	0.05(.04)
Step 2	**ΔR^2 = .02****	**ΔR^2 = .04****
Belief	-0.22(-.16)**	-0.00(-.00)
Satisfaction	0.64(.26)**	-0.26(-.11)*
Threat to Parent	-0.11(-.08)*	-0.12(-.10)*
Other-Face	0.30(.09)*	0.38(.12)*
Threat to Self	-0.01(-.01)	-0.01(-.01)
Valence[a]	-0.19(-.10)*	-0.33(-.17)**
Step 3	**ΔR^2 = .01***	**ΔR^2 = .00**
Belief	-0.22(-.16)**	-0.00(-.00)
Satisfaction	0.63(.25)**	-0.25(-.10)*
Threat to Parent	-0.11(-.09)*	0.12(.10)*
Other-Face	0.29(.08)*	0.34(.12)*
Threat to Self	-0.02(-.01)	-0.01(-.01)
Valence[a]	-0.18(-.09)*	-0.33(-.17)**
Valence[a] x Locus	-0.07(-.07)*	0.03(.03)
Other x Valence[a]	-0.24(-.09)*	0.05(.02)
Other x Locus	0.15(.09)*	-0.09(-.06)

Step 4	**ΔR^2 = .00**	**ΔR^2 = .00**
Belief	-0.22(-.16)**	-0.00(-.00)
Satisfaction	0.63(.24)**	0.25(.10)*
Threat to Parent	-0.12(-.09)**	0.12(.10)*
Other-Face	0.29(.08)*	0.38(.12)*
Threat to Self	-0.02(-.01)	-0.01(-.01)
Valence[a]	-0.18(-.09)*	-0.33(-.17)**
Valence[a] x Locus	-0.07(-.07)*	0.03(.03)
Other x Valence[a]	-0.24(-.09)*	0.05(.02)
Other x Locus	0.15(.09)*	-0.09(-.06)
Other x Locus x Valence[a]	0.03(.03)	-0.04(-.03)

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

[a]High scores on valence indicate more negative (i.e., more severe) conflict.

Finally, in step four, no three-way interaction was found, but belief that the argument would continue, overall communication satisfaction of the parent-child relationship, threat to parent, other-face, valence (i.e., severity), and the three two-way interactions were still found to be significant (see Table 4). Although the three-way interaction effect was not significant, the three significant two-way interaction effects indicate that the effect of each individual predictor cannot be fully understood apart from the moderating effect of each other predictor. Accordingly, I will explain the decomposition by considering the effect of the situation-specific variables (i.e., valence and threat to self) at three different levels of the trait variable other-face.

Low other-face. Regardless of threat to self, valence (i.e., severity) was not a significant predictor when other-face was low. Decomposition of the interaction effect at low other-face (see Figure 2) suggested that a young adult child's low other-face concern may create sensitivity towards threat to self (due to a self-oriented locus of the episode) but not to valence of the episode. Rather, valence moderates the negative association between threat to self and oral channel preference, such that the negative effect of threat to self on oral channel preference is statistically significant when the conflict has negative valence (i.e., is more severe; $\beta = -.16$, $z = -2.50$, $p < .05$) but statistically nonsignificant when valence is average or positive.

Mean other-face. In contrast to low other-face (where valence was not a significant predictor regardless of threat to self), at mean other-face, threat to self was not a significant predictor regardless of valence. Decomposition of the interaction effect at mean other-face (see Figure 3) suggested that a young adult child's mean other-face concern may create sensitivity towards valence but not self-oriented locus (threat to self) of the episode. Rather, threat to self moderates the negative association between valence and oral channel preference, such that the negative effect of valence (i.e., severity) on oral channel preference is statistically significant at

Table 4
Summary of Hierarchical Regression Analyses for Variables Predicting Conflict Behaviors

Predictors	Integrating *B*(β)	Avoiding *B*(β)	Competing *B*(β)	Obliging *B*(β)	Compromising *B*(β)
Step 1	**ΔR^2 = .22****	**ΔR^2 = .06****	**ΔR^2 = .02***	**ΔR^2 = .06****	**ΔR^2 = .09****
Belief	-0.08(-.19)**	0.07(.16)**	0.03(.07)	-0.05(-.15)**	-0.04(-.09)*
Threat to Parent	-0.03(-.09)*	-0.01(-.02)	0.02(.06)	-0.02(-.05)	-0.02(-.05)
Satisfaction	0.26(.35)**	-0.11(-.14)**	-0.05(-.07)	0.08(.13)*	0.19(.24)**
Step 2	**ΔR^2 = .06****	**ΔR^2 = .06****	**ΔR^2 = .01**	**ΔR^2 = .10****	**ΔR^2 = .08****
Belief	-0.07(-.17)**	0.07(.15)**	0.03(.06)	-0.03(-.10)*	-0.03(-.06)
Threat to Parent	-0.04(-.09)*	-0.02(-.04)	0.02(.04)	-0.01(-.02)	-0.02(-.05)
Satisfaction	0.23(0.30)**	-0.13(-.17)**	-0.04(-.06)	0.03(.05)	0.14(.18)**
Other-face	0.26(.26)**	0.22(.21)**	0.03(.03)	0.28(.34)**	0.32(.30)**
Threat to Self	0.01(.03)	-0.01(-.01)	0.02(.06)	0.01(.02)	0.01(.04)
Valence[a]	0.04(.07)	0.11(.17)**	0.02(.04)	-0.02(-.03)	0.03(.04)
Step 3	**ΔR^2 = .01***	**ΔR^2 = .06**	**ΔR^2 = .00**	**ΔR^2 = .01***	**ΔR^2 = .00**
Belief	-0.07(-0.18)**	0.06(.15)**	0.03(.06)	-0.04(-.10)*	-0.03(-.06)
Threat to Parent	-0.03(-0.08)*	-0.02(-.04)	0.02(.04)	-0.01(-.02)	-0.02(-.05)
Satisfaction	0.23(0.30)**	-0.13(-.16)**	-0.04(-.05)	0.02(.04)	0.14(.18)**

Other-face	0.26(0.26)**	0.22(.21)**	0.03(.03)	0.28(.34)**	0.32(.30)**
Threat to Self	0.01(0.02)	-0.01(-.02)	0.02(.06)	0.00(.01)	0.01(.03)
Valence[a]	0.05(0.07)	0.11(.17)**	0.02(.04)	-0.01(-.03)	0.03(.05)
Other x Locus	0.03(0.05)	0.00(.01)	-0.02(-.04)	0.05(.12)*	0.02(.04)
Other x Valence[a]	-0.06(-0.08)*	-0.05(-.06)	0.01(.02)	-0.05(-.07)	-0.03(-.04)
Valence[a] x Locus	0.02(0.07)*	0.01(.04)	0.00(.01)	0.01(.05)	0.01(.04)
Step 4	**ΔR^2 = .00**	**ΔR^2 = .00**	**ΔR^2 = .00**	**ΔR^2 = .00**	**ΔR^2 = .00**
Belief	-0.07(-.18)**	0.06(.15)**	0.03(.06)	-0.03(-.10)*	-0.03(-.06)
Threat to Parent	-0.03(-0.08)*	-0.02(-.04)	0.02(.04)	-0.01(-.02)	-0.02(-.05)
Satisfaction	0.23(0.30)*	-0.13(-.16)**	-0.04(-.05)	0.02(.04)	0.01(.18)**
Other-face	0.36(0.26)**	0.22(.21)**	0.03(.03)	0.28(.34)**	0.32(.30)**
Threat to Self	0.01(0.02)	-0.01(-.02)	0.02(.06)	0.00(.01)	0.01(.03)
Valence[a]	0.05(0.07)	0.11(.17)**	0.02(.04)	-0.01(-.03)	0.03(.05)
Other x Locus	0.03(0.05)	0.00(.01)	-0.02(-.04)	0.05(.12)*	0.02(.04)
Other x Valence[a]	-0.06(-0.08)*	-0.05(-.06)	0.01(.02)	-0.05(-.07)	-0.03(-.04)
Valence[a] x Locus	0.02(0.07)*	0.01(.04)	0.00(.01)	0.01(.05)	0.01(.04)
Other x Locus x Valence[a]	-0.01(-0.02)	0.02(.04)	-0.01(-.03)	-0.01(-.03)	-0.01(-.02)

* $p < .05$ ** $p < .01$ [a]High scores on valence indicate more negative (i.e., more severe) conflict.

mean (β = -.09, z = -2.17, p < .05) to high levels of threat to self (β = -.15, z = -3.00, p < .01) but statistically non-significant at low levels of threat to self.

High other-face. Decomposition of the interaction effect at high other-face (see Figures 4 & 5) indicated that a young adult child's high other-face concern creates sensitivity towards both valence and self-oriented locus (threat to self) of the episode. This can be interpreted in two ways. First, when considering valence as the moderator of threat to self on oral channel preference, the positive effect of threat to self on oral channel preference is statistically significant when valence is positive (i.e., the conflict is less severe; β = 0.13, z = 2.13, p < .01) but statistically non-significant when valence is mean or negative. Second, when considering threat to self as the moderator of valence, the inverse effect of valence (i.e., greater severity) on oral channel preference is not statistically significant at low levels of threat to self but statistically significant at mean (β = -0.16, z = -3.05, p < .01) to high levels of threat to self (β = -0.23, z = -3.66, p < .01).

Textual Channel Preference

For textual channel preference, in the first block, none of the control variables were significant predictors. However, in block two, two of these control variables became significant predictors (satisfaction: B = -0.26, β = -.11., p < .05; threat to parent: B = -0.12, β = -.10., p < .05), along with other-face (B = 0.38, β = .12., p < .05) and valence (i.e., severity; B = -0.33, β = -.17., p < .01). In block three, satisfaction, threat to parent, other-face, and valence remained significant, but, in contrast to the results for oral channel preference, no two-way interactions emerged as significant predictors. Considering oral and textual channel preferences overall, the pattern of results provides partial support for H4, but clarify the effects identified in the impression management model; specifically, the interaction effects identified in the model seem

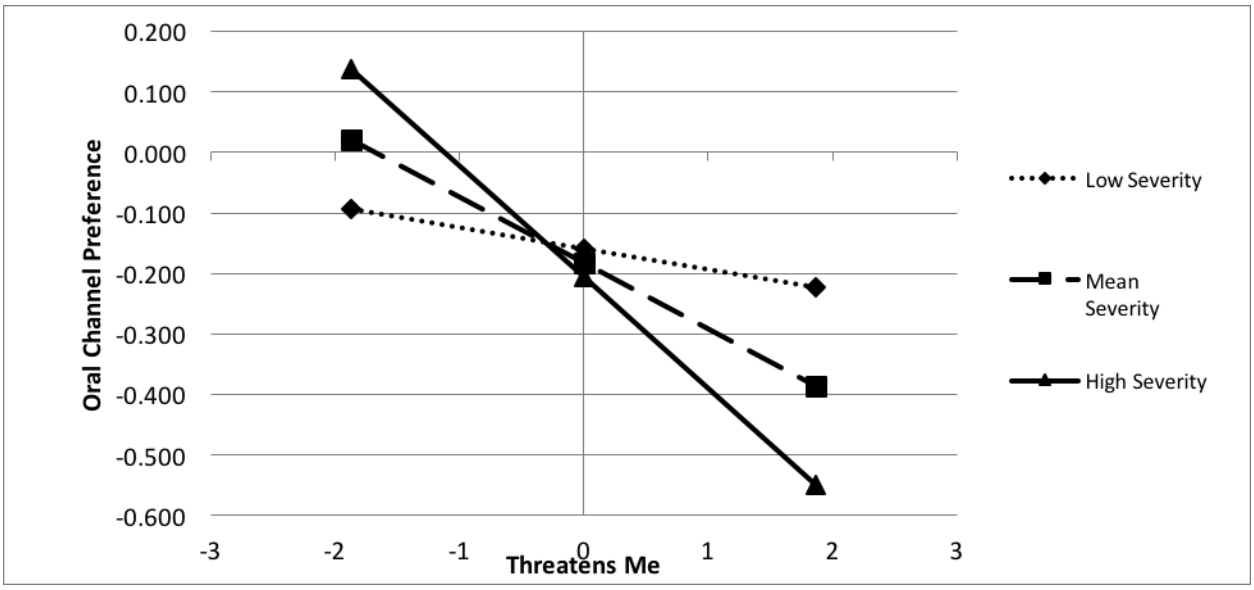


Figure 2. At low other-face, effect of threat to self on oral channel preference at low, mean, and high levels of valence (i.e., severity).

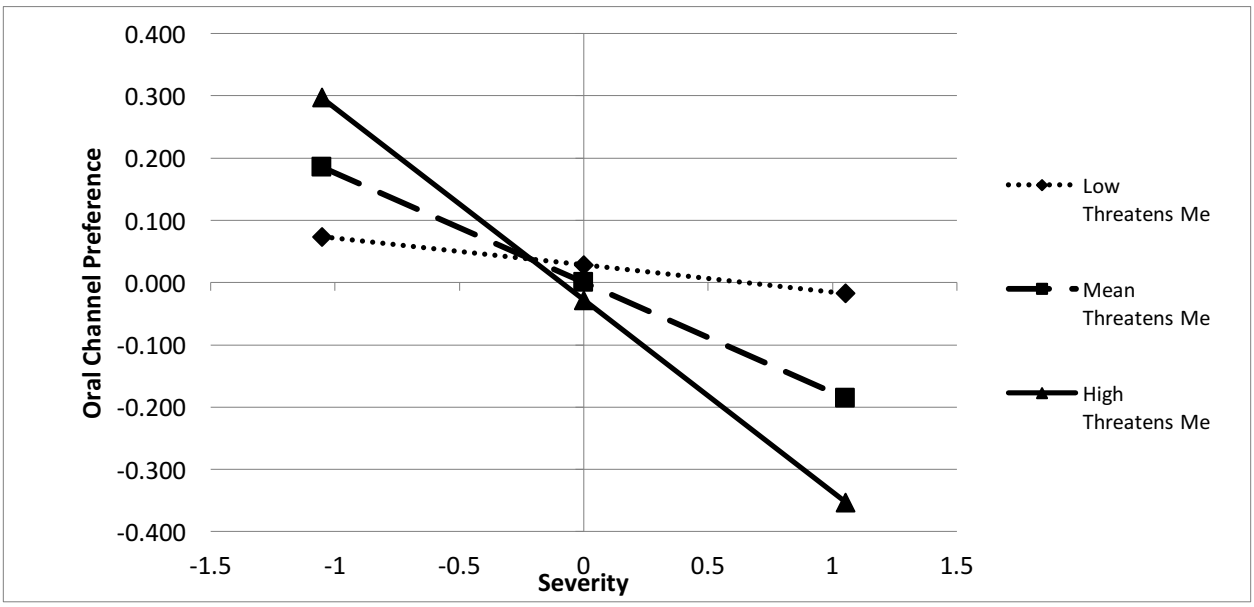


Figure 3. At mean other-face, effect of valence (i.e., severity) on oral channel preference at low, mean, and high levels of threat to self.

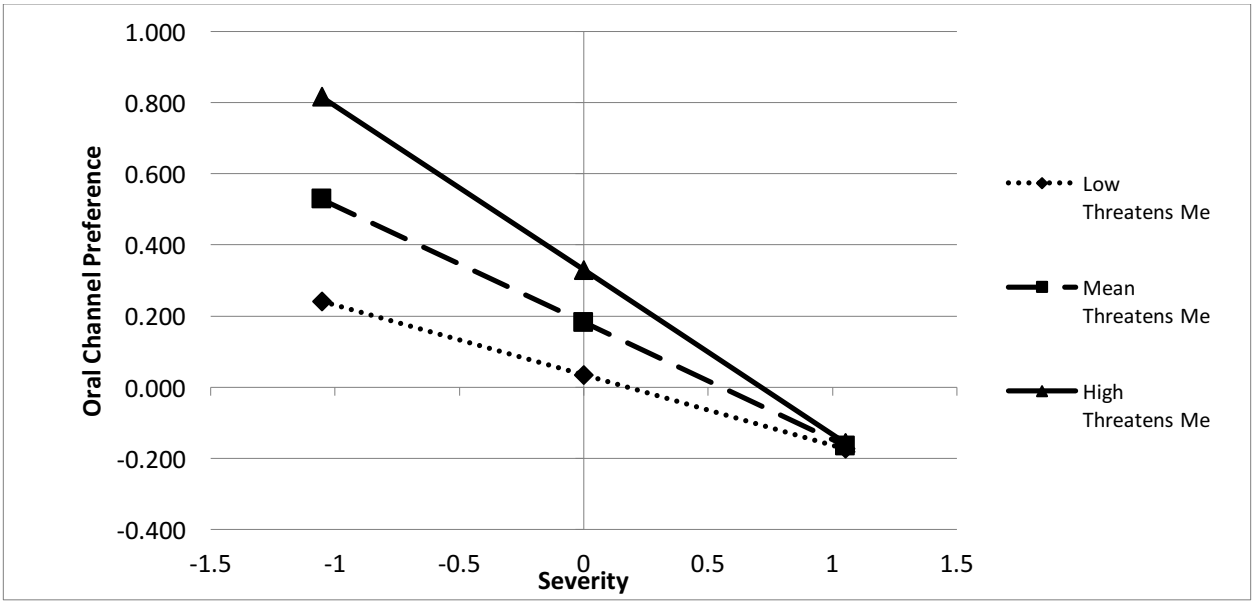


Figure 4. At high other-face, effect of valence (i.e., severity) on oral channel preference at low, mean, and high levels of threat to self.

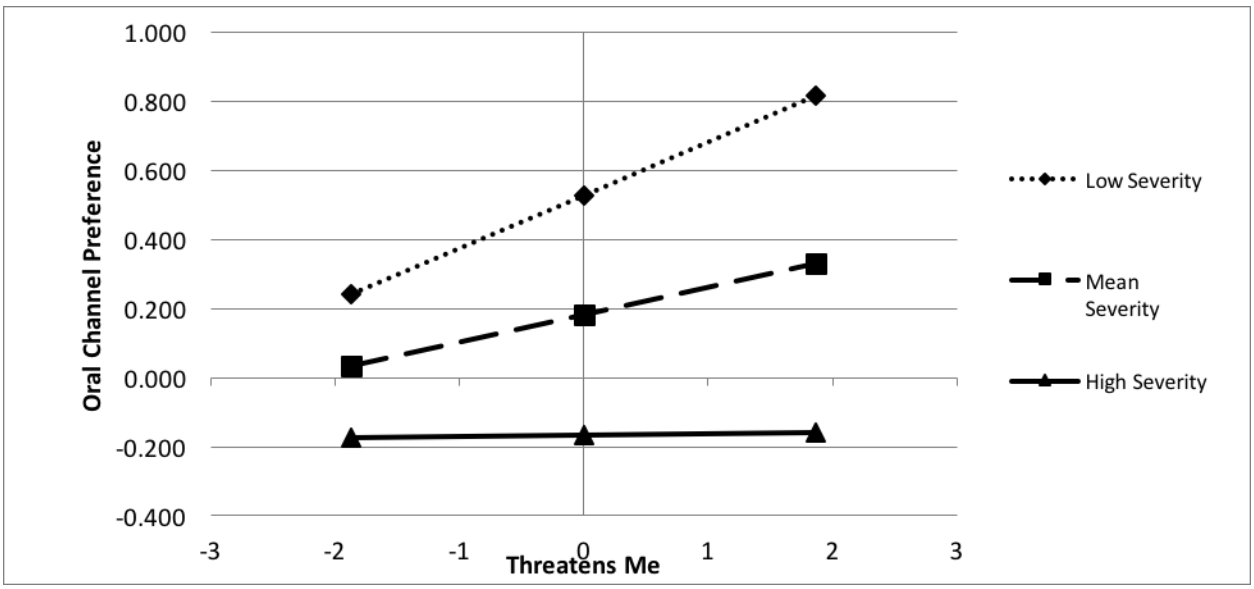


Figure 5. At high other-face, effect of threat to self on oral channel preference at low, mean, and high levels of valence (i.e., severity).

to pertain more to avoidance of oral channels versus attraction to textual channels.

Conflict Behaviors

The fifth hypothesis (H5) claimed that locus, valence, and other-face interact to predict conflict behaviors, such that other-face and low threat to self predict avoiding and obliging conflict behaviors with increased negative valence (i.e., greater severity) strengthening these preferences, whereas self-face concern and self-oriented locus predict dominating conflict behaviors, with increased negative valence (i.e., greater severity) strengthening these preferences. This hypothesis was partially supported and was tested using a hierarchical regression analysis (see Table 4). Step one entered control variables (belief that the argument would continue, overall communication satisfaction of the parent-child relationship, and threat to parent), step two entered main effects (i.e., locus, valence, and other-face), and the third step entered the two-way interactions (i.e., locus and valence, locus and other-face, valence and other-face). A fourth step tested the three-way interaction, but as with channel preferences, no significant three-way interaction effect emerged, and thus the fourth step will not be discussed further here. A series of five separate hierarchical regression analyses were run (i.e., one for each conflict style). I will discuss results for each conflict style in turn.

Integrating

In the first block, all three control variables were significant: belief that the argument would continue (B = -0.08, β = -.19, $p < .001$), overall communication satisfaction of the parent-child relationship (B = 0.26, β = .35, $p < .001$), and threat to parent (B = -0.03, β = -.09, $p < .01$). In block two, these three control variables were still significant, and other-face was a significant predictor (B = 0.26, β = .26., $p < .001$). In block three, belief that the argument would continue, overall communication satisfaction of the parent-child relationship, threat to parent, and other-

face were still found to be significant. As well, two of the two-way interactions were significant predictors: other-face and valence (i.e., severity) (B = -0.06, β = -.08., p < .05), and other-face and locus (B = 0.02, β = .07., p < .05). Decomposition of this interaction effect (see Figure 6 and 7) indicated that the effect of valence changes depending on locus and other-face, such that the positive effect of valence (i.e., severity) on integrating conflict style is (a) statistically significant at high (β = 0.17, z = 2.94, p < .01) levels of self-locus, but statistically non-significant at medium to low levels of self-locus and (b) statistically significant at low levels of other-face (β = 0.17, z = 2.78, p < .01), but statistically non-significant at medium to high levels of other-face.

Avoiding

In the first block, two control variables were significant: belief that the argument would continue (B = 0.07, β = .16, p < .001) and overall communication satisfaction of the parent-child relationship (B = -0.11, β = -.14, p < .0001). In block two, these two control variables remained significant, and other-face (B = 0.22, β = .21., p < .001) and valence (i.e., severity) (B = 0.11, β = .17., p < .001) were significant predictors. In block three, belief that the argument would continue, overall communication satisfaction of the parent-child relationship, threat to parent, other-face, and valence remained significant; however, all two-way interactions were nonsignificant.

Competing

In the first block, the three control variables (belief, threat to parent, and satisfaction) were found to be nonsignificant. In the second block, the control variables remained nonsignificant, and other-face, locus, and valence were not significant. In the third block, the previous variables indicated no significance and the three two-way interactions (other x locus,

other x valence, valence x locus) were nonsignificant as well. Overall, then, no variables within the four blocks emerged as significant.

Obliging

In the first block, two control variables were significant: belief that the argument would continue (B = -0.05, β = -0.15, $p < .001$) and overall communication satisfaction of the parent-child relationship (B = 0.08, β = .13, $p < .01$). In block two, belief that the argument would continue remained significant, and other-face was a significant predictor (B = 0.28, β = .34., $p < .001$). In block three, belief that the argument would continue and other-face remained significant; as well, one two-way interaction for other-face and locus was found to be significant (B = 0.05., β = .12., $p < .01$). Decomposition of this interaction effect (see Figure 8) indicated that a young adult child's level of other-face moderates the association between locus and obliging conflict style, such that a negative effect of locus on obliging conflict style is statistically significant at low levels of other-face (β = -0.08, z = -2.18, $p < .01$) and a positive effect of locus on obliging conflict style is statistically significant at high levels of other-face (β = 0.17, z = 2.49, $p < .01$), with statistically non-significant results at a mean level of other-face. Thus, the effect of locus switches direction depending on other-face, with a positive association when other-face is high and an inverse association when other-face is low.

Compromising

In the first block, two control variables were significant: belief that the argument would continue (B = -0.04, β = -.09, $p < .05$) and overall communication satisfaction of the parent-child relationship (B = 0.19, β = .24, $p < .001$). In block two, overall communication satisfaction of the parent-child relationship remained significant, and other-face was found to be a significant predictor (B = 0.32, β = .30., $p < .001$). In block three, overall communication satisfaction of the

parent-child relationship remained significant, and other-face remained significant; however, all two-way interactions were nonsignificant.

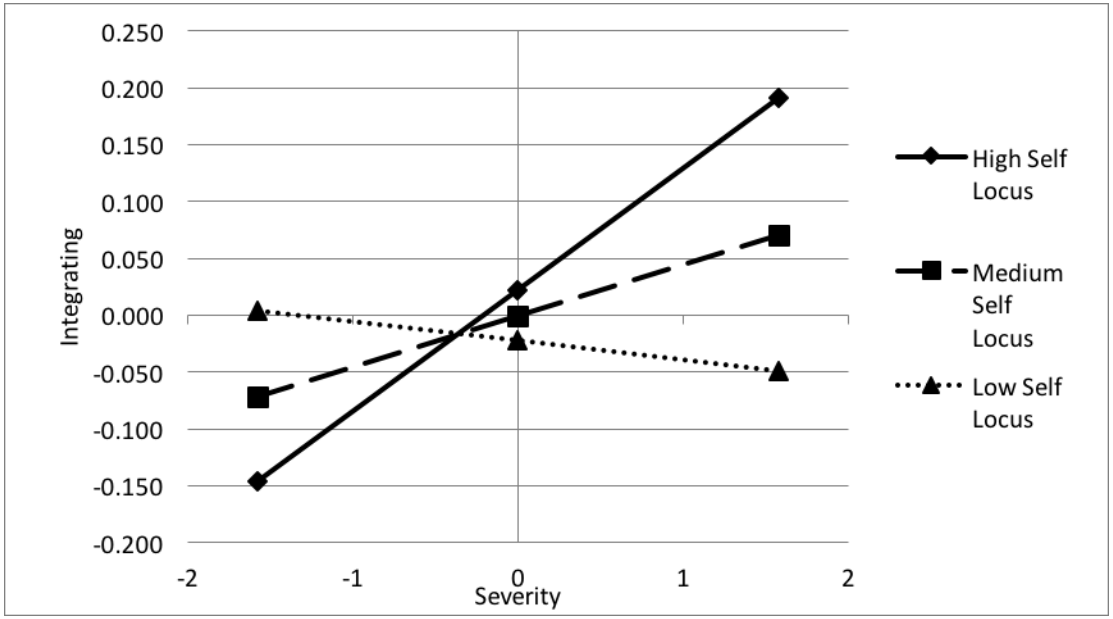


Figure 6. Locus condition and level of valence (i.e., severity) as a predictor of integrating conflict style.

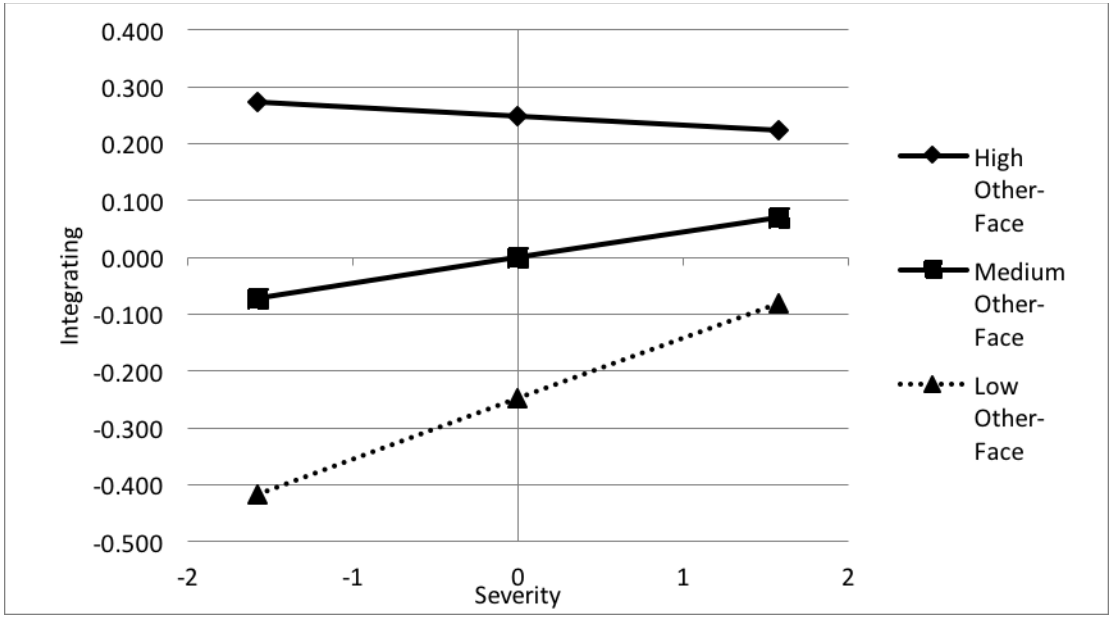


Figure 7. Other-face condition and level of valence (i.e., severity) as a predictor of integrating conflict style.

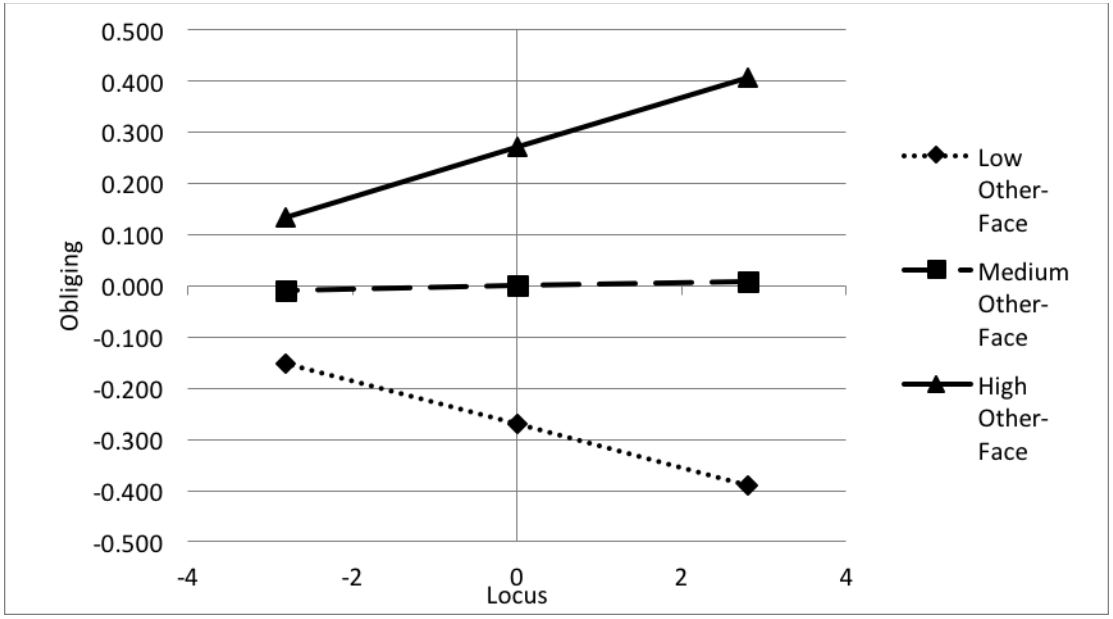


Figure 8. Other-face condition and level of locus as a predictor of obliging conflict style.

Conflict Behaviors and Channel Preference

The sixth hypothesis (H6) stated that conflict behaviors predict channel preference, such that avoiding conflict behaviors predict textual channel preferences (see Table 5). Results found that integrating conflict style significantly predicted oral channel preference ($B = 0.82$, $\beta = .25.$, $p < .001$) and textual channel preference ($B = -.057$, $\beta = -.18$, $p < .05$). It is worth noting that effects for each channel diverged, with integrating behaviors positively predicting oral channel preference yet inversely predicting textual channel preference. As well, avoiding conflict style significantly and inversely predicted oral channel preference ($B = -0.44$, $\beta = -0.14$, $p < .001$). Finally, competing conflict style significantly and positively predicted textual channel preference ($B = 0.55$, $\beta = 0.17$, $p < .001$). No other conflict behaviors were found to significantly predict channel preference, and thus results provided support for H6's general claim that conflict behaviors are associated with channel preferences, albeit not in the specific directions anticipated. In block five of the regression, threat to parent, other-face, and valence remained significant, and the conflict behaviors integrating ($B = -0.57$, $\beta = -.18.$, $p < .05$) and competing ($B = 0.55$, $\beta = .17.$, $p < .01$) were found to be significant.

Table 5

Summary of Hierarchical Regression Analyses for Conflict Behaviors Predicting Channel Preferences

Predictors	Oral *B*(β)	Textual *B*(β)
Step 5	**ΔR^2 = .06****	**ΔR^2 = .04****
Integrating	0.82(.25)**	-0.57(-.18)*
Avoiding	-0.44(-.14)**	-0.22(-.07)
Competing	-0.09(-.03)	0.55(.17)**
Obliging	-0.21(-.05)	0.25(.06)
Compromising	-0.09(-.03)	0.01(.00)

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

Note: For more information regarding steps one through four of this hierarchical regression, please see prior table analyses.

Mediation and Indirect Effects

The seventh hypothesis (H7) predicted that conflict behaviors mediate the association between locus, valence, other-face, and channel choice (see Table 6). This hypothesis was evaluated using nonparametric bootstrapping as implemented in the PROCESS module for SPSS (Hayes, 2013). Results partially supported this hypothesis: Avoiding conflict style mediated the inverse association between valence (i.e., severity) and oral channel preference (B = -0.05, SE = 0.02, $p < .01$), along with an inverse association for other-face and textual preference (B = -0.05, SE = 0.03, $p < .01$), and integrating conflict style positively mediated the association between other-face and oral channel preference (B = 0.21, SE = 0.05, $p < .01$), positively mediated valence (i.e., severity) and oral channel preference (B = 0.02, SE = 0.01, $p < .01$), and inversely mediated other-face and textual channel preference (B = -0.15, SE = 0.05, $p < .01$). No other conflict behaviors were found to be mediators.

As a final check on the regression results, I re-ran the regression analyses including an additional control variable: the other dimension of media use. In other words, I controlled for textual preference when predicting oral preference, and vice versa. In these regressions the other preference dimension did not emerge as a significant predictor, and all other predictors retained their statistical significance and direction. Thus, the results for each dimension do not seem to reflect a general approach or avoidance of communication overall but, rather, reflect preferences specific to each channel dimension.

Table 6

Bootstrapped Estimates of Unstandardized Indirect Effects

Indirect Effect	*B*	*SE*	95% CI for *B*
1. Locus → Integrating → Oral Preference	0.00	0.01	-0.02: 0.03
2. Locus → Avoiding → Oral Preference	0.00	0.01	-0.01: 0.02
3. Locus → Competing → Oral Preference	-0.00	0.00	-0.01: 0.00
4. Locus → Obliging → Oral Preference	-0.00	0.00	-0.01: 0.00
5. Locus → Compromising → Oral Preference	-0.00	0.00	-0.01: 0.00
6. Other-Face → Integrating → Oral Preference	0.21*	0.05	0.13: 0.33
7. Other-Face → Avoiding → Oral Preference	-0.10*	0.03	-0.17: -0.04
8. Other-Face → Competing → Oral Preference	-0.00	0.01	-0.03: 0.06
9. Other-Face → Obliging → Oral Preference	-0.06	0.01	-0.03: 0.01
10. Other-Face → Compromising → Oral Preference	-0.03	0.05	-.13: 0.07
11. Valence[a] → Integrating → Oral Preference	0.02**	0.01	0.00: 0.04
12. Valence[a] → Avoiding → Oral Preference	-0.01	0.01	-0.02: 0.00
13. Valence[a] → Competing → Oral Preference	-0.00	0.00	-0.01: 0.00

14. Valence[a] → Obliging → Oral Preference	-0.00	0.00	-0.06: 0.00
15. Valence[a] → Compromising → Oral Preference	-0.00	0.00	-0.01: 0.00
16. Other-Face x Valence[a] → Integrating → Oral Preference	-0.05	0.03	-0.13: -0.00
17. Other-Face x Valence[a] → Avoiding → Oral Preference	0.02	0.02	-0.01: 0.07
18. Other-Face x Valence[a] → Competing → Oral Preference	-0.00	0.01	-0.03: 0.01
19. Other-Face x Valence[a] → Obliging → Oral Preference	0.01	0.01	-0.03: 0.01
20. Other-Face x Valence[a] → Compromising → Oral Preference	0.00	0.01	-0.01: 0.03
21. Other-Face x Locus → Integrating → Oral Preference	0.02	0.02	-0.01: 0.06
22. Other-Face x Locus → Avoiding → Oral Preference	-0.00	0.01	-0.03: 0.02
23. Other-Face x Locus → Competing → Oral Preference	0.00	0.00	-0.00: 0.02
24. Other-Face x Locus → Obliging → Oral Preference	-0.00	0.01	-0.02: 0.00
25. Other-Face x Locus → Compromising → Oral Preference	-0.00	0.01	-0.02: 0.00
26. Valence[a] → Integrating → Textual Preference	-0.03	0.02	-0.07: -0.00
27. Valence[a] → Avoiding → Textual Preference	-0.02	0.02	-0.06: 0.00
28. Valence[a] → Competing → Textual Preference	0.01	0.02	-0.02: 0.05
29. Valence[a] → Obliging → Textual Preference	-0.00	0.01	-0.03: 0.00

30. Valence[a] → Compromising → Textual Preference	0.00	0.01	-0.01: 0.02
31. Locus → Integrating → Textual Preference	-0.00	0.01	-0.03: 0.01
32. Locus → Avoiding → Textual Preference	0.00	0.00	-0.00: 0.01
33. Locus → Competing → Textual Preference	0.01	0.01	-0.00: 0.03
34. Locus → Obliging → Textual Preference	0.00	0.00	-0.00: 0.01
35. Locus → Compromising → Textual Preference	0.00	0.00	-0.01: 0.01
36. Other-Face → Integrating → Textual Preference	-0.15**	0.05	-0.27: -0.06
37. Other-Face → Avoiding → Textual Preference	-0.05**	0.03	-0.12: -0.00
38. Other-Face → Competing → Textual Preference	0.02	0.02	-0.03: 0.07
39. Other-Face → Obliging → Textual Preference	0.07	0.05	-0.02: 0.19
40. Other-Face → Compromising → Textual Preference	0.00	0.06	-0.11: 0.12

* $p < .05$ ** $p < .01$ [a]High scores on valence indicate more negative (i.e., more severe) conflict.

Discussion

The primary goal for this research was to update and expand O'Sullivan's (2000) impression management model by (a) considering face concern as a moderator of the effect of the perception of the communication episode on channel preference, (b) evaluating whether conflict behaviors mediate the association between perception of the episode and channel preference, and (c) providing an updated investigation of the model in light of recent technological developments. These aims were met as other-face concern emerged as a significant moderator of valence and locus as predictors of channel preference, avoiding and integrating conflict behaviors were found to be significant mediators of the association between perception of the episode and channel preference, and new technological avenues, such as text messaging, private messaging, social networking sites, and video chat options were implemented into the study to determine if the impression management model still had theoretical grounding with these advancements. Of particular note, a distinction emerged between textual and oral channel preferences, with significant effects (or stronger effects) generally emerging for the latter as compared to the former. The results also aligned with previous research conducted by Oetzel and Ting-Toomey et al., which have used face-negotiation theory as a lens to understand individuals' conflict style choices (Oetzel & Ting-Toomey, 2003; Oetzel et al., 2001; Ting-Toomey et al., 2000; Ting-Toomey & Kurogi, 1998). Consequently, the results of this study not only extend our theoretical understanding of the impression management model, but also provide preliminary evidence as to how channel preferences and conflict behaviors may vary as a function of locus, valence, and face concern.

Locus, Valence, and Face Concern as Predictors of Channel Preferences

The first hypothesis (H1) predicted that locus predicts channel choice in ongoing parent-

child conflict situations, such that young adult children are more likely to prefer textual channels when self is the locus. This prediction was based on O'Sullivan's (2000) findings of a main effect for locus: In his study, participants preferred to use textual channels when conversation episodes were self-oriented. In the current study, however, this hypothesis was only partially supported, as no association was found between threat to self and textual channel preference.

One reason that significance may not have been found is because locus may be more complex than scholars have previously recognized it to be; a given conflict may not be either self-oriented or other-oriented. At times, a conversation could have orientation towards *both* the sender and receiver of the conversation. For example, in a situation in which romantic couples are determining their identity as a couple, both individuals are at stake and require careful impression management. As Litchenberg & Kaplan (2014) noted, "The experience of the self can never become free from experiencing the complementary aspect of the other . . . [they] are irrevocably 'bound'" (p. 73). The parent-child conflicts examined in this study exhibited such interdependence, such that perceived threat to the young adult (i.e., self-oriented locus) was positively correlated with perceived threat to the parent (i.e., other-oriented locus). Initially, the project aimed to experimentally manipulate locus as did O'Sullivan (2000), but such a manipulation did not appear to be effective in assessing participants' retrospective accounts of real-life conflict situations (in contrast to the brief hypothetical vignettes developed by O'Sullivan). Future research might consider manipulate self- and other-locus in more complex ways to isolate their influence on channel preferences.

The second hypothesis (H2) claimed that valence predicts channel preference in ongoing parent-child conflict situations, such that young adult children prefer textual channels when valence becomes more negative. This hypothesis was made based, once again, on O'Sullivan's

(2000) findings, where a main effect for negative valence of an episode emerged for mediated channel preference. H2 was partially supported; valence was associated with channel preference, such that participants did not prefer oral channels when valence became more negative, but neither did they exhibit a corresponding preference for textual channels. After conducting a correlated correlations t-test, the correlations between these channels and valence were not significantly different across oral and textual dimensions, although they approached significance (with a greater magnitude for the correlation between valence and oral channel preference).

To some extent, this finding contradicts O'Sullivan's (2000) results and may challenge previous assumptions in the CMC field that channel preference consists of a dichotomous choice between oral (synchronous) and textual (asynchronous) media. Although many scholars, such as Caplan (2010), suggest individuals choose textual channels to avoid oral channels, this may not be the case in all situations; rather, in this study, individuals' preferences for oral or textual channels were entirely independent (i.e., uncorrelated) with one another. This finding may be explained based on O'Sullivan's (2000) suggestion that individuals weigh the benefits and costs of each channel to determine which one allows for the greatest impression management in a given situation. The more self-presentational benefits a channel offers and the less likely it could lead to self-presentational costs, the better (O'Sullivan, 2000), and it appears that the participants in this study made such judgments separately for oral and textual channels.

The third hypothesis (H3) suggested that face concern predicts channel choice in ongoing parent-child conflict situations, such that young adult children with other-face orientations prefer oral channels as opposed to textual channels. This prediction was based on combining an understanding of face-negotiation theory (Ting-Toomey & Kurogi, 1998) and Rice, D'Ambra, and More's (1998) mixed methods study, which found that collectivistic managers preferred the

telephone (an oral channel preference) more than individualistic managers and that typically collectivists preferred face-to-face interactions more than individualists. This finding was supported, in that a small, significantly positive relationship was found between other-face concern and oral channel preference ($r = .224$, $p < .001$) that was greater than the significantly positive relationship found between other-face concern and textual channel preference. As almost no other research is currently recognized that has looked at how face concern has an influence on channel preference (although Rice, D'Ambra, and More (1998) do look at how culture plays a role in this process), these findings contribute meaningfully to the areas of intercultural and computer-mediated communication.

Based on these findings, it appears that individuals who have more of a concern for others' impression management may be more willing to engage in conflict through oral channels rather than text, perhaps because oral channels typically provide more richness and ability to reduce equivocality (Daft, Lengel, & Trevino, 1987). This could be because these individuals are willing to put their own needs aside and lose their own face, if need be, in order to alleviate their parent's concerns, promote harmony, and reduce uncertainty, along with the likelihood of hurt feelings (Kim & Wheeler, 1997). It could also be explained by the idea of power differences in the parent-child relationship. As the parent typically has more authority than the child, children may be more willing to talk face-to-face with their parent to comply to their parent's communication channel preference. Many studies in the field of interpersonal communication have looked at the impact of power distance on conflict behaviors and decision-making in close relationships. For example, Dunbar and Abra (2010)'s experimental study found that in conditions with unequal high power, participants used more dominant communication, were least affected by their partner, and had more control over their partner's decisions. Thus, it could be

assumed that if the child prefers to talk face-to-face, he/she may choose to do so to avoid upsetting their parent who has greater control over him/her. Only future research can determine whether power differences in parent-child relationships (versus the more balanced power distribution likely in the romantic relationships studied by O'Sullivan, 2000) moderate the associations observed here.

Locus, Valence, and Face Concern as Moderators

The fourth hypothesis (H4) predicted that locus, valence, and face concern would interact to predict channel choice, such that self-oriented locus, negative valence, and low levels of other-face would increase young adult children's preference for textual channels (i.e., replicating the basic predictions of the impression management model; O'Sullivan, 2000), whereas lack of self-oriented locus, negative valence, and high levels of other-face would also increase young adult children's preference for textual channels in parent-child conflict situations. This hypothesis was partially supported, with three significant two-way interactions emerging between locus and valence, locus and other-face, and valence and other-face. However, these significant interaction effects emerged for oral channel preference only; in contrast to the impression management model, no significant interaction effects emerged for textual channel preference.

These findings suggest that face concern is a moderator for individuals' overall perception of different factors of an ongoing conflict and, thus, may need to be given more consideration as a variable in future studies. As anthropologists, such as Ingold (2002), have claimed, our cultural frameworks define how we perceive and adapt to our environments. Without this fundamental basis, it is impossible to understand fully why individuals perceive the same episodes in completely different ways.

To provide a more parsimonious description of the H4 findings and how they relate to

O'Sullivan's (2000) research, it may aid interpretation to consider mean other-face as the "typical person" in (American) society. The typical person, who has a moderate level of other-face concern for the parent, replicates O'Sullivan (2001)'s prediction that high threat to self, combined with negative valence, is associated with avoidance of oral channels; however, unlike his prediction, they do not gravitate toward text-based channels. Simply put, if the situation will make us look bad, we want to avoid that situation to preserve our dignity and prevent embarrassment.

For a person with low other-face, a similar pattern emerges in that high threat to self, combined with negative valence, leads to an avoidance of oral channels for participants. Thus, in the low other-face condition, individuals are more sensitive to locus. This seems to make logical sense; if young adult children do not care about another person's needs, they are probably going to be more focused on fulfilling their own self-presentation needs within the conversation.

High other-face revealed a different pattern, such that those high in other-face were more sensitive to conflict valence than locus. Specifically, a person with high-other-face most preferred oral channels when valence was positive yet the conflict also threatened the self. This can be explained in that although typically high-other-face individuals are focused on their parent's needs, valence of an episode still plays a role in how they react to a situation; if a situation is more negative, this influences individuals to find the richest environment possible, perhaps to make the environment more positive and reduce uncertainty and miscommunication.

The fifth hypothesis (H5) claimed that locus, valence, and other-face interact to predict conflict behaviors, such that other-face and low threat to self predict avoiding and obliging conflict behaviors, with increased negative valence strengthening these preferences, whereas self-face concern and self-oriented locus predict dominating conflict behaviors, with increased

negative valence strengthening these preferences. Although this precise pattern did not emerge, decomposition of interaction effects for integrating and obliging conflict behaviors found intriguing and theoretically sensible results (see Figures 6-8). The first decomposition indicated that the effect of valence changed depending on locus and other-face, such that the positive effect of valence on integrating conflict style was (a) statistically significant at high levels of self-locus and (b) statistically significant at low levels of other-face. In other words, this may explain that if an episode is perceived to be more negative and/or individuals see a need to preserve their own face, individuals may be more willing to try to collaborate with their parent to resolve the situation. Regarding the obliging conflict style, results indicated that other-face concern moderated the effect of locus, such that the effect switched directions depending on the level of other-face. Specifically, locus served as an *inverse* predictor of obliging conflict style at low levels of other-face concern, yet became a *positive* predictor of obliging conflict behaviors at high levels of other-face. Thus, if young adult children care very much for their parent's needs above their own, they are more likely to comply to their parent's demands in a conflict rather than attempt to "win" the conversation to complement their own wants. From the opposite standpoint, if individuals have no consideration for their parent's needs, they are not likely to oblige the parent's wishes.

Conflict Behaviors and Channel Preference as Mediators

The sixth hypothesis (H6) stated that conflict behaviors would predict channel preference, such that avoiding conflict behaviors would predict textual channel preference (see Table 5). Results partially supported this hypothesis; although avoiding conflict behaviors did not predict textual channel preference, they inversely predicted oral channel preference. Integrating and competing conflict behaviors, however, both significantly predicted a positive

association for textual channel preference.

The explanation for these results could be a variation of things: with avoiding conflict behaviors, it seems to make sense that individuals may see more of a threat to face within an oral channel compared to a textual channel, because there is less equivocality and the channel is richer, meaning there is a requirement to craft messages more quickly, increase nonverbal cues, and have more of a personal focus (Daft et al., 1987). By the same token, an absence of nonverbal cues is likely to make some individuals feel more comfortable collaborating if there is less at stake (Walther, 1995). According to Sproull and Kiesler (1985), mediated communication allows for a decreased cognitive awareness of social status and allows for less inhibited communicative behavior for individuals from a lower status. Thus, collaboration may be more possible when there is a power imbalance, as may be the case in parent-child relationships; on the other hand, negative behavior could also occur, which may explain why competing conflict behaviors are also associated with textual channels. When there is less inhibition, "flaming," or more hostile language, can occur because people feel less threatened in their environment to share their true feelings (Sproull & Kiesler, 1985).

Finally, the seventh (H7) hypothesis predicted that conflict behaviors would mediate the association between locus, valence, other-face concern, and channel choice. Nonparametric bootstrapping was implemented via the PROCESS module for SPSS (Hayes, 2013). Results partially supported this hypothesis: Avoiding conflict style mediated the inverse association between valence and oral channel preference, along with an inverse association for other-face and textual preference, and integrating conflict style positively mediated the association between other-face and oral channel preference, positively mediated valence and oral channel preference, and inversely mediated other-face and textual channel preference. No other conflict behaviors

were found to be mediators.

Comparing these findings to Ting-Toomey et. al's findings on face concern and conflict style, these predictions are found to be consistent (Oetzel & Ting-Toomey, 2003; Oetzel et al., 2001; Ting-Toomey et al., 2000). For example, research by Ting-Toomey et al. has found that individualists use more self-oriented face-saving and autonomy-preserving behaviors, whereas collectivistic individuals use more other-oriented face-saving and non-imposing behaviors (Cocroft & Ting-Toomey, 1994; Kim & Wilson, 1994; Ting-Toomey, 1988; Ting-Toomey 1994; Ting-Toomey et al., 1991; Trubisky et al. 1991). Nevertheless, several other explanations may account for these results: For example, with avoiding, it makes sense that if individuals do not like negative situations, they would prefer to avoid situations altogether, rather than choose one channel over another; in their opinion, the situation may not improve regardless of which channel they use to communicate.

It is interesting to consider how other-face individuals must make a decision between using integrating and avoiding conflict behaviors in negative situations. It appears that if they feel the conversation is too difficult to discuss in an amiable way, they may wish to avoid it altogether to save face for their family member. However, if they believe there is possibility that an effective resolution can come from the conversation, despite its unfavorable status, they will choose to speak face-to-face or on the phone, a channel their parents probably prefer (due to their social upbringing) and feel most comfortable with to discuss important information. In turn, the decision the young adult children make between avoiding the conversation or integrating may be related to communication competence; the more competent they are, it is likely the more the children are willing to talk out the problem rather than avoid the conversation. For example, Gross and Guerrero (2000)'s study revealed that business students perceived an integrating

conflict style as the most appropriate strategy in a conflict situation, whereas the avoiding conflict style was perceived as ineffective and inappropriate. A young-adult child with good communication competence will most likely choose the most appropriate response that appeals to their parent's needs.

Theoretical, Methodological and Practical Implications

Taken as a whole, this investigation possesses meaningful theoretical, methodological, and practical implications. Theoretically, this study provides new considerations O'Sullivan (2000)'s findings by revealing that oral and textual channel preferences are distinct from each other. Although many previous scholars in the field of CMC have posited that individuals prefer textual channels to avoid oral channels (e.g., Caplan, 2010), this may not be the case in all situations; rather, in this study, individuals' preferences for oral or textual channels were entirely independent (i.e., uncorrelated) from one another, and it appears that individuals focus more on weighing the benefits and costs of each channel set to make the best decision. Although Hardy's (1982) study focused on how benefits and costs play a role in determining the best channel to seek new information, it seems likely that this could also apply to conflict situations online as well. Future development of the impression management model should avoid positing a tradeoff in preferences for oral and textual channels.

A second theoretical implication is the finding that other-face is a relevant moderator of the impression management model. Incorporating Ting-Toomey's face-negotiation theory (Ting-Toomey & Kurogi, 1988) allows us have a better understanding of how culture plays a factor in the way individuals perceive their environments and the circumstances in which they communicate, particularly in ongoing conflict situations. Ting-Toomey's research was largely supported in regards to conflict style choices, so the findings provide consistency in explaining

that participants' face concerns will influence communicative behaviors, despite whether or not they choose to talk face-to-face or through online communication.

As a third and final theoretical implication, this study provides credibility for O'Sullivan (2000)'s impression management model. Although the model was created in the early 2000s, 16 years later, even with large transitions and changes in technology, the model still explains that individuals' self-images are a major factor in determining how to communicate in a given situation. Although the model may pertain more to oral than textual channel preferences, the theory's utility across technological changes and relational contexts is noteworthy.

While the study provides several theoretical implications, it also provides several methodological implications. For example, the study found a solution to measuring channel choice more accurately than did O'Sullivan (2000). By having participants rate channels independently of one another, rather than comparing all mediated channels against face-to-face, the results can be deemed as having more validity and accuracy. Second, as O'Sullivan's manipulation of locus was perceived as too simple for analyzing locus, this finding determined that locus is less black-and-white than O'Sullivan (2000) considered; instead, orientation of an episode can potentially be both towards the self and the other person at the same time. Third, this study provided a new means of studying valence. By including a semantic differential scale in the survey, participants were able to rate the valence of the episode on a continuum, as well as indicate how they perceived valence to be positive or negative across several emotional domains. Future studies could benefit from incorporating a similar semantic differential scale for tackling this somewhat ambiguous concept.

Finally, this study provided practical implications: having this understanding of conflict behaviors and channel preferences among young adults, we now have a better conceptualization

for how parents and young adult children can have more effective conversations during difficult conflict situations. Taken from the lens of media multiplexity theory, if tie strength is strong, it is beneficial if the sender of the information can communicate through a medium in which the recipient approves of or has a positive attitude (Haythornthwaite, 2005). This study seems to support this idea that if young adult children can talk with their parents to determine which channel they both equally enjoy and feel most comfortable communicating through, much tension could be potentially resolved, allowing for better clarity, understanding, and appreciation for the partner's thoughts despite the previous conditions of the ongoing argument (Ledbetter, Taylor, & Mazer, 2016).

Limitations and Future Research

The results extend current research efforts to understand how individuals' conflict behaviors influence the channels they use to communicate, along with enhancing O'Sullivan's (2000) impression management model. As with all research, however, this study has its limitations. The study was cross-sectional, which makes it difficult to determine causation for the findings. It could stand to reason that channel choice affects conflict behaviors; for example, because young adult children choose to Facebook message a parent regarding a conflict, they may eventually oblige to the parent's needs in the conversation, as he/she perceives it is more difficult to communicate his/her viewpoint most effectively compared to a face-to-face encounter. As well, conflict behaviors could predict perceived locus and valence of the episode. It is possible that a dominating conflict style, for example, could lead to a more aggressive environment, which in turn could make a receiver of the information feel the environment is very negative and that the sender of the message is attacking them personally. Further research would need to be conducted in order to evaluate the direction of these associations more effectively,

such as an experimental and/or longitudinal study that observes changes in participants' channel preferences and conflict behaviors over time.

Another limitation to this study is that the sample was not diverse and not necessarily generalizable. The study was conducted with college students at a southwestern, mid-sized private university, many of whom were Caucasian and female. For any study, but particularly one touching on generalized cultural orientations such as face concern, having a variety of age groups and ethnicities would be beneficial. However, due to time constraints and accessibility during this project, it was not feasible to recruit participants from other regions or locations for a wider sample. Scholars, however, are highly encouraged to extend future research in this way, as the participant samples would be more representative and comparable to many of Ting-Toomey et al.'s studies on face-negotiation theory (Oetzel & Ting-Toomey, 2003; Oetzel et al., 2001; Ting-Toomey et al., 2000; Ting-Toomey & Kurogi, 1998).

Last, another limitation of the study is that while the study looked at how conflict is managed in dyadic relationships, participants only reported on how they, the senders of information, made their decisions regarding channel choice and conflict behaviors; recipients of the conversations were not brought into consideration. For example, if a young adult child prefers to communicate through text message but his/her mom prefers speaking face-to-face, how does that change the outcome of the channel choice? Having the parents participate in the study would have been helpful to compare individuals' preferences and determine how these choices are best determined within parent-child relationships. As well, because the study focused on parent-child relationships, power distance could be a moderator for the outcome of the results. Although this was not a controlled or measured variable in the study, it is plausible to think that children may make communicative choices much differently when talking to a parent compared

to a friend, sibling, or even the romantic partners O'Sullivan (2000) studied. For example, Oetzel et al. (2003)'s study supports this idea, which found that parent-child interactions were more respectful and less aggressive than sibling interactions. In some cultures, power distance comes much more into play in decision-making compared to Westernized cultures, such as in America where this study was conducted (Lee, 2000). Thus, this dynamic could have influenced results.

In conclusion, this study sought to update and extend O'Sullivan's (2000) impression management model, and in turn, the current findings both supported and challenged previous research. As accessibility to technology increases throughout our society, the possibilities are endless for scholars to explore new avenues of research with the impression management model. The impression management model is beneficial both theoretically and pragmatically, as it provides a parsimonious way to understand how communication occurs in dyadic relationships, brings new implications to current knowledge of relational maintenance when combined with other theories, and provides surprising new results to the field of CMC. Most of all, however, studies focusing on the impression management model may shed light on how individuals can find the best channel possible in order to reduce misunderstandings and create more harmonious environments in conflict settings.

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Appendix

Texas Christian University
Fort Worth, Texas

CONSENT TO PARTICIPATE IN RESEARCH

Title of Research: Locus, Valence, and Self-Construal as Predictors of Channel Preferences

Funding Agency/Sponsor: N/A

Study Investigators: Dr. Andrew Ledbetter and Ms. Corley Padgett

What is the purpose of the research? The purpose of this study is to gain a better understanding of the predictors of conflict behaviors and channel preferences in parent-child conflict.

How many people will participate in this study? Approximately 400 participants will be recruited to complete the questionnaire.

What is my involvement for participating in this study? You must be 18 years of age. After providing consent to participate in this study, you will complete an online questionnaire. With your consent, we will use your responses as part of the data collection for this study. Your participation is completely voluntary, and you may withdraw from the study at any time without penalty.

How long am I expected to be in this study for and how much of my time is required?
The online questionnaire should take approximately 30 minutes to complete.

What are the risks of participating in this study and how will they be minimized?
The potential risks of this study are minimal. As an example of a potential risk, some participants might become upset when filling out the questionnaire, because some elements of the questionnaires might remind them of some unpleasant experiences they have had with a parent or caregiver. Your participation is completely voluntary and confidential. If you feel the need to withdraw from the study, you may do so at any time without penalty by simply closing the survey's browser window. If you are taking the study for course credit, your answers will in no way affect your grade or teacher evaluation in this course.

What are the benefits for participating in this study?

Even though there may be no direct benefit to you from the results of the online questionnaire, the current study will contribute to the growing knowledge body of research on interpersonal/intercultural relationships, and will result in findings that extend our understanding of how to use communication technology effectively during conflicts with family members.

Will I be compensated for participating in this study?
Your instructor may choose to award course credit or extra credit for participating in this study.

What is an alternate procedure(s) that I can choose instead of participating in this study?
If you do not wish to participate, your instructor will provide you with an alternative assignment option so as to give you the opportunity to earn the same amount of course or extra credit.

How will my confidentiality be protected?
Your responses from the online questionnaire will be confidential. This consent form and the data you provide will be kept in a locked cabinet or password-protected confidential electronic file. The researchers will be the only individuals with the ability to access this information.

Is my participation voluntary?
Your participation in this study is completely voluntary.

Can I stop taking part in this research?
You may withdraw from this research at any time without penalty.

What are the procedures for withdrawal?
If you wish to withdraw, you may exit the online survey at any time by closing the survey's browser window. Then, if completing the survey for course or extra credit, you may consult your instructor for an alternative option.

Will I be given a copy of the consent document to keep?
Yes--if you wish to retain this form, please print or save a copy of it now.

Who should I contact if I have questions regarding the study?
Dr. Andrew Ledbetter, Associate Professor of Communication Studies, Telephone 817-257-4524

Who should I contact if I have concerns regarding my rights as a study participant?
Dr. Anna Petursdottir, TCU Institutional Review Board, Telephone 817-257-6436.
Dr. Bonnie Melhart, Director, Sponsored Research, Telephone 817-257-7104.

By clicking "Yes" below and proceeding to the first page of the survey, you indicate that you have read or been read the information provided above, you have received answers to all of your questions and have been told who to call if you have any more questions, you have freely decided to participate in this research, and you understand that you are not giving up any of your legal rights.
Yes, I am 18 years or older, and I comply to the information provided above.

No, I am not 18 years old, or I do not comply to the information provided above.

PLEASE NOTE: Returning this survey affirms that you have read, understand, and agree to the terms of the consent form.

Demographic Information

1. What is your age? _____

2. What is your biological sex?
   1 Male
   2 Female

3. What is your current classification in school?
   1 Freshman 4 Senior
   2 Sophomore 5 Graduate student
   3 Junior 6 Other: _____

4. What is your ethnicity or race?
   1 White/Caucasian American 4 Native American
   2 African American 5 Asian American
   3 Hispanic American 6 Other (please specify): _____

5. For the majority of your childhood, who were your primary caretakers?
   1 Biological (or Adoptive) Mother only
   2 Biological (or Adoptive) Father only
   3 Both Mother and Father
   4 Mother and Stepfather
   5 Father and Stepmother
   6 Other (please specify): _____

6. If your biological/adoptive parents are still married, how long have they been married (in years)? _____

7. Are both of your biological (or adoptive) parents living? YES NO

8. Are your biological (or adoptive) parents divorced? YES NO

9. If you answered "yes" to question 8, approximately how long has it been since your parents divorced? _____

10. If your parents are divorced, how long were they married before they divorced? _____

11. How many siblings do you have? _____

12. What is your birth order?
    1 First born
    2 Second born
    3 Third born
    4 Fourth born
    5 Fifth born
    6 Beyond fifth born

Directions: The following questions ask for your opinion about communicating online. **Please answer these questions by thinking about how you communicate online in your family, friendship, and romantic relationships, not how you use online communication for school or work purposes.**

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewha t Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. I like that some forms of online communication do not require both people to be online at the same time.	1	2	3	4	5	6	7
2. When life gets busy, the Internet is a great way to communicate efficiently.	1	2	3	4	5	6	7
3. One thing I like about online communication is that I can still send someone a message when they aren't available to talk on the phone.	1	2	3	4	5	6	7
4. I enjoy communicating online.	1	2	3	4	5	6	7
5. Online communication is convenient.	1	2	3	4	5	6	7

Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewha t Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

Directions: Using the scale below, indicate to what degree you disagree/agree with each statement provided. It may be helpful to think of "groups" as your peer group.

	SD			N			SA
1. I should be judged on my own merit.	1	2	3	4	5	6	7
2. Being able to take care of myself is a primary concern for me.	1	2	3	4	5	6	7
3. My personal identity is important to me.	1	2	3	4	5	6	7
4. I consult others before making important decisions.	1	2	3	4	5	6	7
5. I consult with co-workers on work-related matters.	1	2	3	4	5	6	7
6. I prefer to be self-reliant rather than depend on	1	2	3	4	5	6	7

others.							
7. I will sacrifice my self-interest for the benefit of my group.	1	2	3	4	5	6	7
8. I stick with my group even through difficulties.	1	2	3	4	5	6	7
9. I respect decisions made by my group.	1	2	3	4	5	6	7
10. I will stay in a group if it needs me, even if I am not happy with it.	1	2	3	4	5	6	7
11. I maintain harmony in the groups of which I am a member.	1	2	3	4	5	6	7
12. I respect the majority's wishes in groups of which I am a member.	1	2	3	4	5	6	7
13. I remain in the groups of which I am a member if they need me, even though I am dissatisfied with them.	1	2	3	4	5	6	7
14. I am a unique person separate from others.	1	2	3	4	5	6	7
15. If there is a conflict between my values and values of groups of which I am a member, I follow my values.	1	2	3	4	5	6	7
16. I try to abide by customs and conventions at work.	1	2	3	4	5	6	7
17. I try not to depend on others.	1	2	3	4	5	6	7
18. I take responsibility for my own actions.	1	2	3	4	5	6	7
19. I give special consideration to others' personal situations so I can be efficient at work.	1	2	3	4	5	6	7
20. It is better to consult others and get their opinions before doing anything.	1	2	3	4	5	6	7
21. It is important to consult close friends and get their ideas before making a decision.	1	2	3	4	5	6	7
22. It is important for me to act as an independent person.	1	2	3	4	5	6	7
23. I should decide my future on my own.	1	2	3	4	5	6	7
24. What happens to me is my own doing.	1	2	3	4	5	6	7
25. My relationships with others are more important to me than my accomplishments.	1	2	3	4	5	6	7
26. I enjoy being unique and different from others.	1	2	3	4	5	6	7
27. I am comfortable being singled out for praise and rewards.	1	2	3	4	5	6	7
28. I don't support a group decision when it is wrong.	1	2	3	4	5	6	7

Directions: We would also like to know your perception of your ability to listen and communicate your ideas. The scale ranges from 1 (strongly disagree) to 5 (strongly agree).

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

1. I am a good communicator.	1	2	3	4	5
2. I am a good listener.	1	2	3	4	5
3. I do not solve problems effectively.	1	2	3	4	5
4. My communication is usually appropriate to the situation at hand.	1	2	3	4	5
5. I have a wide variety of social skills.	1	2	3	4	5
6. It is hard for me to communicate my feelings clearly.	1	2	3	4	5

Information on a Specific Parent

Directions: Think of the parental figure with whom you communicate **most often**. This could be anyone whom you consider to be a parent in your life.

1. Who is this parent?
   ___ Biological or adoptive mother
   ___ Biological or adoptive father
   ___ Stepmother
   ___ Stepfather
   ___ Other (please specify): _____
   ____I do not have a parental figure in my life currently.

2. On average, how often do you talk with this parent during a typical week?
   _____ hours _____ minutes

Directions: Please indicate how often you communicate with this parent using each of the media listed below.

Never	Very Rarely	Occasionally	Sometimes	Often	Very Frequently
0	1	2	3	4	5

1. Face to face	0	1	2	3	4	5
2. Voice telephone	0	1	2	3	4	5
3. Phone text messaging	0	1	2	3	4	5
4. E-mail	0	1	2	3	4	5
5. Private messaging (such as Google Chat or Facebook Messenger)	0	1	2	3	4	5
6. Publicly via social networking websites (such as a Facebook timeline post or Twitter tweet)	0	1	2	3	4	5
7. Video chat (such as Skype or FaceTime)	0	1	2	3	4	5
8. Other forms of online communication (such as discussion boards, online games, etc.)	0	1	2	3	4	5
9. Postal mail	0	1	2	3	4	5

Instructions: We would like to know about your satisfaction with your relationship with this parent. Please think of how satisfied you have been in this relationship over the last two months.

Using the contrasting words pairs below, mark the space that most closely describes your feelings toward your relationship.

Miserable	_____ : _____ : _____ : _____ : _____ : _____ : _____	Enjoyable
Hopeful	_____ : _____ : _____ : _____ : _____ : _____ : _____	Discouraging
Free	_____ : _____ : _____ : _____ : _____ : _____ : _____	Tied Down
Empty	_____ : _____ : _____ : _____ : _____ : _____ : _____	Full
Interesting	_____ : _____ : _____ : _____ : _____ : _____ : _____	Boring
Rewarding	_____ : _____ : _____ : _____ : _____ : _____ : _____	Disappointment
Doesn't Give Me Much Chance	_____ : _____ : _____ : _____ : _____ : _____ : _____	Brings Out the Best in Me
Lonely	_____ : _____ : _____ : _____ : _____ : _____ : _____	Friendly
Hard	_____ : _____ : _____ : _____ : _____ : _____ : _____	Easy
Worthwhile	_____ : _____ : _____ : _____ : _____ : _____ : _____	Useless

All things considered, how satisfied have you been with your relationship with this parent during the last two months?

Completely dissatisfied			Neutral			Completely satisfied
1	2	3	4	5	6	7

Directions: Please indicate the degree to which you agree or disagree that each statement describes typical conversations with your parent.

Strongly Disagree	Disagree	Slightly Disagree	Undecided	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. I feel as if I can talk about anything with this parent.	1	2	3	4	5	6	7
2. I feel like we can laugh easily together.	1	2	3	4	5	6	7
3. Our conversations flow smoothly.	1	2	3	4	5	6	7
4. We tend to talk about things I am NOT interested in.	1	2	3	4	5	6	7
5. This parent lets me know that I am communicating effectively.	1	2	3	4	5	6	7
6. I am very DISsatisfied with conversations with this parent.	1	2	3	4	5	6	7
7. I do NOT enjoy conversations with this parent.	1	2	3	4	5	6	7
8. This parent expresses a lot of interest in what I have to say.	1	2	3	4	5	6	7
9. I like to have conversations with this parent	1	2	3	4	5	6	7
10. I am satisfied with the communication with this parent.	1	2	3	4	5	6	7
11. I find it easy to talk with this parent.	1	2	3	4	5	6	7

Information on a Conflict with the Parent

[NOTE: At this point, the survey program will randomly direct the participant into one of two conditions:

a) **Locus = self**
b) **Locus = other]**

<u>Directions [LOCUS = SELF]</u>: Think of an ongoing argument that you have participated in with THIS PARENT. Specifically, we would like you to think of an argument that would UNDERMINE how THIS PARENT thinks about YOU. For example, it could be a discussion about you failing to meet his or her expectations, you doing something morally distasteful, you holding an opinion you know this parent would find repugnant, you being disloyal toward your parent, or any other point of conflict or disagreement that would UNDERMINE how THIS PARENT thinks about YOU.

<u>Directions [LOCUS = OTHER]</u>: Think of an ongoing argument that you have participated in with THIS PARENT. Specifically, we would like you to think of an argument that would UNDERMINE how YOU think about THIS PARENT. For example, it could be your knowledge about his or her failure to meet your expectations, him or her doing something morally distasteful, your parent holding an opinion he or she knows you would find repugnant, him or her being disloyal toward you, or any other point of conflict or disagreement that would UNDERMINE how YOU think about THIS PARENT.

1. Please provide a FULL description of the argument below:

   _____

2. Who typically initiates further discussion of this issue (i.e., new episodes of the argument)?

_____ I do
_____ My parent typically initiates it.
_____ We both initiate it equally.
_____ I am unsure who initiates it.

3. How many times have you had this argument (or an argument about this same issue) with this parent? _____

4. Beginning with the very first episode, how long have you and your parent been having ongoing arguments about this issue? _____ years _____ months _____ days

5. On the following scale, please indicate the extent to which this argument undermines how YOU think about your PARENT, versus undermining how YOUR PARENT thinks about YOU.

Undermines how I think about my PARENT			Undermines each of us equally			Undermines how my PARENT thinks about ME
1	2	3	4	5	6	7

6. Now, please indicate your *likelihood of actually continuing* this series of arguments with this parent:

Unlikely	_____ : _____ : _____ : _____ : _____ : _____ : _____	Likely
Possible	_____ : _____ : _____ : _____ : _____ : _____ : _____	Impossible
Improbable	_____ : _____ : _____ : _____ : _____ : _____ : _____	Probably
Will continue	_____ : _____ : _____ : _____ : _____ : _____ : _____	Will not continue

7. Each word pair presents a series of contrasting words you could use to describe the conflict. Using the contrasting words pairs below, mark the space that most closely describes your feelings about the conflict.

Motivated	_____ : _____ : _____ : _____ : _____ : _____ : _____	Unmotivated
Interested	_____ : _____ : _____ : _____ : _____ : _____ : _____	Uninterested
Uninvolved	_____ : _____ : _____ : _____ : _____ : _____ : _____	Involved
Not stimulated	_____ : _____ : _____ : _____ : _____ : _____ : _____	Stimulated
Challenged	_____ : _____ : _____ : _____ : _____ : _____ : _____	Unchallenged
Enthused	_____ : _____ : _____ : _____ : _____ : _____ : _____	Unenthused
Not excited	_____ : _____ : _____ : _____ : _____ : _____ : _____	Excited
Not looking forward to it	_____ : _____ : _____ : _____ : _____ : _____ : _____	Looking forward to it
Intense	_____ : _____ : _____ : _____ : _____ : _____ : _____	Not intense
Easy	_____ : _____ : _____ : _____ : _____ : _____ : _____	Difficult
Stressful	_____ : _____ : _____ : _____ : _____ : _____ : _____	Relaxing
Heated	_____ : _____ : _____ : _____ : _____ : _____ : _____	Calm
Peaceful	_____ : _____ : _____ : _____ : _____ : _____ : _____	Angry
Irritating	_____ : _____ : _____ : _____ : _____ : _____ : _____	Not irritating
Hostile	_____ : _____ : _____ : _____ : _____ : _____ : _____	Friendly
Not distressing	_____ : _____ : _____ : _____ : _____ : _____ : _____	Distressing
Enjoyable	_____ : _____ : _____ : _____ : _____ : _____ : _____	Miserable
Worthwhile	_____ : _____ : _____ : _____ : _____ : _____ : _____	Useless
Serious	_____ : _____ : _____ : _____ : _____ : _____ : _____	Light
Unimportant	_____ : _____ : _____ : _____ : _____ : _____ : _____	Important
Severe	_____ : _____ : _____ : _____ : _____ : _____ : _____	Mild
Painful	_____ : _____ : _____ : _____ : _____ : _____ : _____	Pleasant
Positive	_____ : _____ : _____ : _____ : _____ : _____ : _____	Negative
Threatens me	_____ : _____ : _____ : _____ : _____ : _____ : _____	Does not

Threatens this parent	_____ : _____ : _____ : _____ : _____ : _____ : _____	threaten me Does not threaten this parent

8. To what extent do you believe the following about your ongoing argument?

To a great extent						Not at all
1	2	3	4	5	6	7

1. I believe that it will never be resolved.	1	2	3	4	5	6	7
2. I believe that it will be resolved in the future.	1	2	3	4	5	6	7
3. I don't think that this parent and I will ever agree on this issue.	1	2	3	4	5	6	7
4. I anticipate that it will always be a problem.	1	2	3	4	5	6	7

Directions: Now, we'd like you to think about your preferences regarding THE MEDIUM OF COMMUNICATION for discussing this conflict with this parent.

We'd like you to consider the COSTS of using each medium. Costs could be any NEGATIVE OUTCOMES from using the medium to discuss this conflict with this parent. Examples of costs could include the time and energy spent using the medium, making the conflict worse, or feeling embarrassed about using the medium.

Please rate HOW COSTLY each medium would be for THIS CONFLICT with THIS PARENT using the scale below.

Very low costs	Low costs	Somewhat low costs	Neutral	Somewhat high costs	High costs	Very high costs
1	2	3	4	5	6	7

1. Face to face	1	2	3	4	5	6	7
2. Voice telephone	1	2	3	4	5	6	7
3. Phone text messaging	1	2	3	4	5	6	7
4. E-mail	1	2	3	4	5	6	7
5. Private messaging (such as Google Chat or Facebook Messenger)	1	2	3	4	5	6	7
6. Publicly via social networking websites (such as a Facebook timeline post or Twitter tweet)	1	2	3	4	5	6	7
7. Video chat (such as Skype or FaceTime)	1	2	3	4	5	6	7
8. Other forms of online communication (such as discussion boards, online games, etc.)	1	2	3	4	5	6	7

9. Postal mail	1	2	3	4	5	6	7

We'd like you to consider the BENEFITS of using each medium. Benefits could be any POSITIVE OUTCOMES from using the medium to discuss this conflict with this parent. Examples of benefits could include the time and energy saved using the medium, making the conflict better, or feeling comfortable about using the medium.

Please rate HOW BENEFICIAL each medium would be for THIS CONFLICT with THIS PARENT using the scale below.

Very low benefits	Low benefits	Somewhat low benefits	Neutral	Somewhat high benefits	High benefits	Very high benefits
1	2	3	4	5	6	7

1. Face to face	1	2	3	4	5	6	7
2. Voice telephone	1	2	3	4	5	6	7
3. Phone text messaging	1	2	3	4	5	6	7
4. E-mail	1	2	3	4	5	6	7
5. Private messaging (such as Google Chat or Facebook Messenger)	1	2	3	4	5	6	7
6. Publicly via social networking websites (such as a Facebook timeline post or Twitter tweet)	1	2	3	4	5	6	7
7. Video chat (such as Skype or FaceTime)	1	2	3	4	5	6	7
8. Other forms of online communication (such as discussion boards, online games, etc.)	1	2	3	4	5	6	7
9. Postal mail	1	2	3	4	5	6	7

Directions: With this topic in mind, we'd like to know your preferences regarding HOW LIKELY you would be to use each medium discuss the conflict. Please indicate your likelihood of using each medium for discussing THIS TOPIC with THIS PARENT using the scale below.

Very Unlikely	Unlikely	Somewhat Unlikely	Neutral	Somewhat Likely	Likely	Very Likely
1	2	3	4	5	6	7

1. Face to face	1	2	3	4	5	6	7
2. Voice telephone	1	2	3	4	5	6	7
3. Phone text messaging	1	2	3	4	5	6	7
4. E-mail	1	2	3	4	5	6	7
5. Private messaging (such as Google Chat or Facebook Messenger)	1	2	3	4	5	6	7
6. Publicly via social networking websites (such as a	1	2	3	4	5	6	7

Facebook timeline post or Twitter tweet)							
7. Video chat (such as Skype or FaceTime)	1	2	3	4	5	6	7
8. Other forms of online communication (such as discussion boards, online games, etc.)	1	2	3	4	5	6	7
9. Postal mail	1	2	3	4	5	6	7

Directions: With THIS CONFLICT with THIS PARENT in mind, indicate your level of agreement with the following statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

1. I am concerned with respectful treatment for both of us.	1	2	3	4	5
2. Relationship harmony is important to me.	1	2	3	4	5
3. I am concerned with maintaining the poise of the other person.	1	2	3	4	5
4. Maintaining humbleness to preserve the relationship is important to me.	1	2	3	4	5
5. I am concerned with not bringing shame to myself.	1	2	3	4	5
6. Helping to maintain the other person's pride is important to me.	1	2	3	4	5
7. I am concerned with protecting my self-image.	1	2	3	4	5
8. My concern is to act humble in order to make the other person feel good.	1	2	3	4	5
9. My concern is to help the other person maintain his/her dignity.	1	2	3	4	5
10. I don't want to embarrass myself in front of the other person.	1	2	3	4	5
11. Maintaining peace in our interaction is important to me.	1	2	3	4	5
12. I want to maintain my dignity in front of the other person.	1	2	3	4	5
13. A peaceful resolution to the conflict is important to me.	1	2	3	4	5
14. My primary concern is helping the other person to save face.	1	2	3	4	5
15. Preserving our mutual self-images is important to me.	1	2	3	4	5
16. Saving both of our faces is important to me.	1	2	3	4	5
17. I am concerned with maintaining my own poise.	1	2	3	4	5
18. I am concerned with helping the other person maintain his/her credibility.	1	2	3	4	5
19. My primary concern is protecting both of our feelings.	1	2	3	4	5
20. I am concerned with not appearing weak in front of the other person.	1	2	3	4	5
21. I am concerned with helping the other person to preserve his/her self-image.	1	2	3	4	5
22. I am concerned with protecting my personal pride.	1	2	3	4	5

Please indicate your agreement with the following statements about this argument with the parent below.

Strongly Disagree	Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

1. We get really mad when we discuss this argument.	1	2	3	4	5	6	7
2. When we discuss this argument, we discuss it quietly.	1	2	3	4	5	6	7
3. When we discuss this argument, we say mean things to each other.	1	2	3	4	5	6	7
4. When we discuss this argument, we yell a lot.	1	2	3	4	5	6	7
5. We hardly ever yell when we discuss this argument.	1	2	3	4	5	6	7

Directions: Please indicate the degree to which you agree with each of the following statements regarding how you communicate about THIS CONFLICT with THIS PARENT.

Never	Seldom	Moderate	Often	Always
1	2	3	4	5

1. I try to investigate the issue in order to find a solution acceptable to both of us.	1	2	3	4	5
2. I try to satisfy my own needs over this parent's needs.	1	2	3	4	5
3. I attempt to avoid being "put on the spot" and try to keep the conflict to myself.	1	2	3	4	5
4. I try to integrate this parent's ideas with those of mine to come up with a decision jointly.	1	2	3	4	5
5. I try to work with this parent to find solutions to this problem that satisfy our expectations.	1	2	3	4	5
6. I avoid open discussion with this parent about our differences on this topic.	1	2	3	4	5
7. I try to find a middle course to resolve this impasse with this parent.	1	2	3	4	5
8. I use my influence to get my ideas about this conflict accepted.	1	2	3	4	5
9. I use my authority to make a decision in my favor.	1	2	3	4	5
10. I accommodate this parent's wishes.	1	2	3	4	5
11. I give in to this parent's wishes.	1	2	3	4	5
12. I exchange accurate information with this parent to solve this problem together.	1	2	3	4	5
13. I allow concessions to this parent.	1	2	3	4	5
14. I propose a middle ground for breaking deadlocks on this topic.	1	2	3	4	5
15. I negotiate with this parent so that a compromise can be reached.	1	2	3	4	5
16. I try to stay away from disagreement with this parent.	1	2	3	4	5

17. I avoid discussing the topic with this parent.	1	2	3	4	5
18. I use my expertise to make a decision in my favor.	1	2	3	4	5
19. I go along with this parent's suggestions.	1	2	3	4	5
20. I use "give and take" so that a compromise can be made with this parent.	1	2	3	4	5
21. I am firm in pursuing my side of the issue.	1	2	3	4	5
22. I try to bring all our concerns out in the open so that this issue can be resolved in the best possible way.	1	2	3	4	5
23. I collaborate with this parent to come up with decisions acceptable to both of us.	1	2	3	4	5
24. I try to satisfy this parent's expectations.	1	2	3	4	5
25. I use my power to win in this situation.	1	2	3	4	5
26. I try to keep my disagreement with this parent to myself in order to avoid hard feelings.	1	2	3	4	5
27. I try to avoid unpleasant exchanges with this parent about this topic.	1	2	3	4	5
28. I try to work with this parent for a proper understanding of the problem.	1	2	3	4	5

Thank you for your participation in this study!