

## Psychological Determinants of Competent Communication Behaviour of Union and Management Representatives in Negotiation Situations

Oloyede Oyinloye<sup>1</sup>, Ayobami Ojebode<sup>2</sup>, Aderemi I. Alarape<sup>3</sup>, Abel C. Obosi<sup>3</sup>

<sup>1</sup>Department of Mass Communication, Redeemer's University, Ede, Osun state, Nigeria

<sup>2</sup>Department of Communication and Language Arts, University of Ibadan

<sup>3</sup>Department of Psychology, University of Ibadan, Nigeria

Correspondence: Dr. Oyinloye Oloyede, [oloyeoyinloye@gmail.com](mailto:oloyeoyinloye@gmail.com)

### Abstract

*Communication competence has been widely conceptualised as the perception of effectiveness and appropriateness of communication content. This paper examined the joint and relative interaction of cognitive complexity-ability for communication effectiveness and self-monitoring-motivation for communication appropriateness on competent communication behaviour of union and management representatives in negotiation situations. Dual-process theories of communication ability and motivation were adopted as framework, while the survey design was employed. Convenience sampling technique was used to select seven agriculture/forestry related research organizations in Ibadan, Nigeria. A three-scale questionnaire was administered to 257 purposively selected union (184) and management (73) representatives, who actively participated in various negotiations between 2001 and 2014. Hierarchical multiple regression analysis was used to test the research hypothesis for joint and independent prediction, while a 2x2 ANOVA was used for interaction effect of cognitive complexity and self-monitoring on communication competence of representatives. A significant interaction effect and joint prediction of cognitive complexity and self-monitoring ( $F_{(2, 254)}=5.189$ ,  $R^2=0.039$ ,  $p<.05$ ) on communication competence was obtained. Meanwhile, only self-monitoring ( $\beta=0.20$ ;  $t=3.186$ ,  $p<.05$ ) independently predicted communication competence. In spite of the joint prediction of communication competence by cognitive complexity and self-monitoring, training programme designed for union and management representatives should place more emphasis on self-monitoring of appropriate negotiation behaviour than communication effectiveness associated with cognitive complexity.*

**Key words:** Competent Communication Behaviour, Cognitive Complexity, Self-monitoring

## **Introduction**

Frequent occurrence of conflicts in almost all research organizations like in other organizations in Nigeria has become one of the contemporary problems in work place environment in recent times. As a result, experts have continued to focus on why the existing mechanisms designed for enhancing better negotiation performance have consistently failed to checkmate the problem. It has been observed that most of the existing communication skills for stimulating better negotiation performance were useful but inadequate to address the complexity of negotiations events (Putnam and Powers, 2016). It has been further observed that the problem could persist until the right communication strategy for stimulating mutually rewarding conflict handling behaviour is found. When this happens, it is expected that most interpersonal and organizational squabbles between union and management representatives in these organizations could be better handled or managed. Research has specifically linked the frequent occurrence of conflicts in most organizations in Nigeria to poor conflict-handling behaviour of labour leaders and management representatives in these organizations (Bankole, 2008; Ojiji, 2009; Akibu, 2010 & Bankole, 2010).

The squabbles between union and management representatives continued to linger because more attention was focused on the issues driving the frequent agitations without seriously examining the psychological determinants of incompetent conflict handling behaviour of these representatives. In Nigeria, for example, between 2001 and 2014, the Academic Staff Union of Research Institutions (ASURI), Senior Staff Association of Universities, Teaching Hospital, Research Institutes and Associated Institutions (SSAUTHRIAI) and Non-Academic Staff Union of Educational and Associated Institutions (NASU) were the three most prominent unions involved in frequent agitations within Agriculture and Forestry related organizations in Nigeria. The focus of these agitations were on the issues of poor working conditions of workers, non-payment of arrears of salary; poor funding of research activities and the issue of the newly introduced Integrated Personnel Payroll Information System (IPPIS) for the payment of members' monthly salary with the fear that it could inflict more pains on members (Momoh, 2008; Salami, 2009; Olayinka, 2013).

The implication is that agitations and the resultant regular dispute negotiations in these research organisations could continue for some years to come in Nigeria if the human (behavioural) element associated with the resolution of these conflicts is not addressed (Raifa, 1982; Putnam, 2010; Luthans, 2011; Mullins, 2016). Hence, the need to examine the psychological factors that are likely to influence the communication behaviour of those who are involved in the dispute negotiations in these organizations. This is with a view to finding a coherent system of effective and appropriate communication behaviour necessary for competently managing people and events associated with dispute negotiations in these research organizations for positive negotiation performance or outcomes.

The skilled conduct tipped by scholars to capture the complexity of negotiation situations is competency-based communication behaviour (Berge, 2013; Putnam and Powers, 2016). More

importantly, communication competence has properties of behaviour associated with greater effectiveness and appropriateness (Lailawati, 2009). Apart from these skilled-based behavioural properties, competency-based communication strategy utilizes process approach which focuses on the manner in which the encounter is conducted and accomplished. This might be of immense significance for successful negotiation outcomes. This approach requires that a systematic and analytic understanding of communication processes be developed and applied such that people might become more scientific in their predictions about how their communication choices will affect others in similar situations (O'Hair, Friedrich, Wiemann and Wiemann, 2017).

Despite the importance attached to competent communication, researchers have constantly voiced two additional concerns: difficulty at defining what constitutes competence and paucity of research aimed at constructing or testing theoretical explanation of competent interaction (Wilson and Sabee, 2003; Putnam and powers, 2016). To address these concerns, it is necessary to precisely specify or pinpoint the socio-psychological variables or constructs underlying competent communication behaviour which can accommodate empirical test for predicting the influence of such individual difference variables on competent communication (Wilson and Sabee 2003; Richeit, Strohner and Vorwerg, 2008).

Previous studies on communication competence by Chomsky (1965) and Hymes (1972) have focused on effectiveness and appropriateness of language usage with mere descriptions of the attributes of communication effectiveness and appropriateness as dimensions of competence. While scant attention was paid to the psychological processes underlying competent communication performance. Added to this is paucity of research that directly test the specific psychological factors underlying the processing of interpersonal effectiveness and appropriateness necessary for the enactment of competent communication conduct in negotiation situations (Putnam and Powers, 2016). Therefore, findings from this study are expected to offer insight into the psychological determinants underpinning the processing of competent communication (capacity to communicate effectively and appropriately) behaviour among negotiators. In practice, findings of this study may help to meet the challenge faced by conciliators, mediators, civil society groups and other agencies involved in peace and conflict studies who constantly seek alternative communication strategies and tactics that are functional and meditational for dispute negotiations and resolutions.

### **Conceptual and empirical framework**

This study was therefore designed to examine how the psychological constructs such as cognitive complexity and self-monitoring might either independently or interdependently influence competent communication behaviour among unions and management representatives of research organizations during negotiations in Ibadan, Nigeria. Cognitive complexity is the interpersonal construct system regarded as a template of flexible mental structure that enables people to engage in a variety of cognitive activities or processes more effectively (Delia, 1977; Burleson, 1987; Zhanna, 2009; LittleJohn and Foss, 2011 Griffins, 2012; Miller, 2012). Research has shown that those with complex systems of interpersonal constructs are better able to form detailed and organised impression of others, remember impression of others, resolve inconsistencies in information about others, learn complex social information quickly, use multiple dimensions of judgment in making social evaluation, understand or take the

perspectives of others (Burleson and Caplan, 1998; Burleson, 2007). Self-monitoring concept deals with variations in the extent to which individuals strategically control and monitor expressive behaviour and self-presentation as a result of sensitivity to social appropriateness of behaviour in social situations. The major proposition of self-monitoring theory asserts that there is striking and important individual differences in the extent to which people can and do engage in the control of their expressive behaviour and self-presentation (Snyder, 1974, 1992; Gangestad and Snyder, 2000; Dobosh, 2005). The recent conceptualization of communication competence is hinged on the perception of effectiveness and appropriateness (Spitzberg and Cupach, 1989; Morreale, 2009).

This paper therefore moved beyond mere description of attributes of competent communication to focus on the particular psychological constructs or the interpersonal individual difference variables (cognitive complexity and self-monitoring) underlying the processing of effective and appropriate behaviour necessary for competent communication conduct in social situations, including negotiation encounters.

### **Theoretical framework**

This study gained support from dual process theories of persuasive and supportive communication which maintain that communication outcomes are deeply or extensively influenced by factors that impart the individuals' abilities and motivation to process message content (Petty and Cacioppo, 1986; Moskowitz, Skumik, Galinsky, 1999; O'keefe, 2008; Burleson, 2009; Wagner and Petty, 2011; Holmstrom, Bodie, Burleson, McCullough, Rack, Hanasono & Rosier, 2013). The key proposition of dual process theories, particularly, Petty and Cacioppo's (1986) Elaboration likelihood model goes further to assert that the impact of messages varies as a function of the extent to which these messages are cognitively processed by their recipients; in turn, processing of messages varies as a function of the recipient's motivation and ability to attend to these messages (Moskowitz, Skumik, Galinsky, 1999; Bodie, G.D., Burleson, B.R., Holmstrom, A.J., McCullough, J.D., Rack, J.J., Hanasono, L.K., & Rosier, J.G. 2011; Burleson, Hanasono, Bodie, Holmstrom, Rack, Rosier, & McCullough, 2012; O'keefe, 2008, 2013).

The core objective of this paper therefore, had been to examine how the interactions of cognitive complexity-ability for communication effectiveness and self-monitoring-motivation for communication appropriateness might influence competent communication behaviour between union and management representatives of research organisations in Ibadan, during negotiations.

In light of this objective, the following questions and hypothesis were raised:

1. Would cognitive complexity and self-monitoring independently influence union and management representatives' communication competence in negotiation situations?
2. Can cognitive complexity (ability) and self-monitoring (motivation) interact to influence union and management representatives' communication competence during negotiations?
3. H<sub>1</sub>: There will be a significant independent and joint prediction of communication competence by cognitive complexity and self-monitoring among union and management representatives during negotiations.
4. H<sub>1</sub>: There will be a significant main and interaction influence of cognitive complexity and self-monitoring on communication competence of union and management representatives during negotiations.

## Methods

**Research Design:** The research design adopted in this study is survey design that enables the use of quantitative technique of the ex-post facto type. This design allowed for improved understanding and offered wider range of insights into the issues under investigation.

**Sample:** The target population for this study comprised of management staff and union representatives of all the 23 research institutes and their affiliated federal colleges of agricultural related organisations in Nigeria (the list of these institutes are in the appendix). As a result of availability and accessibility considerations, five research institutes and two Federal Colleges of Agriculture and Forestry which are the training arms of two of these research institutes, all located within Ibadan, were chosen for this study. These include; (1) Cocoa Research Institute of Nigeria (CRIN), (2) Forestry Research Institute of Nigeria (FRIN), (3) Institute for Agricultural Research and Training (IAR&T), (4) National Horticultural Research Institute (NIHORT), (5) Nigerian Institute of Social and Economic Research (NISER), and two Federal Colleges: (6) Federal College of Forestry, (7) Federal College of Agriculture. The choice of Ibadan, the capital of Oyo state was based on the high concentration of Federal and international research institutes in the city. For this study, the research sample consists of management representatives of the seven organisations and union representatives who belong to the understated associations in the above named seven organisations: (1) Non Academic Staff Union of Educational and Associated Institutions (NASU), (2) Senior Staff Association of Universities, Teaching Hospitals, Research and Associated Institutions (SSAUTHRIAI), and (3) Academic Staff Union of Research Institutions (ASURI).

**Sampling technique:** The Convenience sampling technique was used in selecting the seven research organisations in Ibadan. This decision is justified because Ibadan has the largest concentration of research institutes and federal colleges of agriculture and other related institutions in Nigeria. Also, these organisations were readily available and accessible.

**Selection Criteria:** Representatives and management staff in these seven organizations who have participated in active negotiations between 2001 and 2014 on issues already highlighted in the background to this study were chosen for this study.

**Sample sizes:** the sample sizes are presented in Table 1.

**Table 1: Union representatives sampled in the seven organizations**

S/N	Organization	Total No. of Executive for the 3 Unions in each Organization (ASURI-15,SSA-15, NASU-13 =43 Representatives)	No. of sampled Representatives in 7 organizations at 10 Representatives per Union			Total sample size	%
			ASURI	SSA	NASU		
1	FRIN	43	10	10	10	30	69.8%
2	FCF	43	10	10	10	30	
3	NIHORT	43	10	10	10	30	
4	FCA	43	10	10	10	30	
5	IAR&T	43	10	10	10	30	

6	NISER	43	10	10	10	30	
7	CRIN	<u>43</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>30</u>	
		301	70	70	70	210	69.8%

There were 43 Union representatives for the three union bodies in each institute. These are as follows: (a) ASURI- 2 Ex- officio, 7 elected officers, 6 selected representatives = 15. (b) SSAUTHRIAI- 9 Elected officers, 6 selected representatives=15. (c) NASU- 5 Ex-officio, 3 principal officers and 5 representatives=13. Therefore, 15+15+13= 43 union representatives constitute the population of interest in each institute. Therefore, 43 x 7= 301, constitutes the total population of union representatives for this study. Thirty union representatives were selected in each organization using the purposive sampling procedure. Purposive sampling procedure was used to assess this particular subset selected because they fit a particular profile. Therefore 30 x 7 = 210 union representatives as the total sample size in this study. The breakdown of management representatives sampled in the seven organizations is as shown in Table 2.

**Table 2: Management representatives sampled in the seven organisations**

S/N	Organisation	Management Members	Sample Size	%
1.	FRIN, Ibadan	15	12	80%
2.	FCF, Ibadan	15	12	
3.	NIHORT	15	12	
4.	FCA, Ibadan	15	12	
5.	IAR & T, Ibadan	15	12	
6	NISER, Ibadan	15	12	
7	CRIN, IBADAN	<u>15</u>	<u>12</u>	
		105	84	80%

There were 105 Management representatives out of which 84 management representatives were selected using the purposive sampling procedure. Therefore, 210 Union representatives and 84 Management representatives were the total sample (294) for the quantitative study.

### Measures

**Demographic variables:** These consist of age, gender, academic qualification of management and union representatives etc.

**Self-monitoring scale (SMS):** The items of the original 25-item of Self-monitoring Scale were used to tap respondents' level of self-monitoring, in the present study, in the domain of interpersonal communication appropriateness. Having established a single dimensionality of construct found in the original (25-item) of self- monitoring scale (Wilmot, 2011), the decision to use the original (25-item) of self-monitoring scale (Snyder, 1974), for the present work was taken by these researchers. As Snyder (1974:529), has affirmed, "Self-monitoring would probably best be measured by an instrument specifically designed to discriminate individual differences in concern for social appropriateness, sensitivity to expressive behaviour and self-presentation of others in social situations as cues to social appropriateness of self-expression and use of these cues as guidelines for monitoring and managing self-presentation and expressive behaviour". The original 25-item of Self-monitoring Scale is therefore expected to measure the

respondents' level of self-monitoring, in the present study, in the domain of interpersonal communication appropriateness.

**Communicative competence scale:** The Communicative Competence Scale (CCS) developed by Wiemann (1977) was used to assess individual's levels of communication competence in social situations. The original 36-item Likert Scale format with a single dimensionality of construct was designed to measure communication competence with responses ranging from 5=strongly agree to 1= strongly disagree. The original 36-item was intended to assess self and partners' perception of communicative competence, such that an individual assesses his or her perception of his or her own communication competence and that of his or her partner. The idea is to have a self-reported perspective of how competent or skilled a communicator or individual is. To adapt the original items of communicative competence scale by Wiemann (1977) to this study, "My partner" is replaced with "I." So, statement like "My partner finds it easy to get along with others" is replaced with "I find it easy to get along with others". Other items adapted from "My partner" to "I" include; "I am cold and distant in personal relationship," "I am easy to talk to." "I won't argue with someone just to prove I am right" amongst others.

**The least preferred co-worker (LPC) scale for the measure of Cognitive complexity**

Since the preliminary evidence has suggested a relationship between LPC and cognitive complexity (Lottes, 2012) , the use of LPC for the present study is to further explore the use of LPC as an alternative measure of cognitive complexity in the domain of communication effectiveness and not in the domain of interpersonal relations as investigated by Larson and Rowland (1972). Therefore, the Fiedler's (1967) least preferred coworker scale (LPC) as an alternative instrument for the measure of cognitive complexity (Hill, 1969; Mitchell, 1970; Fao, Mitchell and Fiedler, 1971; Singh, 1983; Lottes, 2012) was used in this study.

**Data Analysis**

The demographic data were analysed using descriptive statistics such as mean, percentages and frequency count. Hypothesis one was tested using Hierarchical Multiple Regression and hypothesis two with a 2 x 2 Analysis of Variance (ANOVA). The Statistic Package for Social Sciences (SPSS) version 20 was the software used for the analyses.

**RESULTS**

Table 3 presents the description of the study sample using the demographic data of gender, occupation, marital status and educational level. Further, the researchers were also interested in understanding the distribution of the union and management representatives respectively.

**Table 3: Summary of the descriptive statistics showing the distribution of the study participants**

	Freq.	%
<b>Gender</b>		
Male	168	65.4

Female	89	34.6
<b>Occupation</b>		
Support staff	88	34.2
Researchers	169	65.8
<b>Marital Status</b>		
Single	23	8.9
Married	231	89.9
Divorced	2	0.8
Widowed	1	0.4
<b>Educational Level</b>		
Primary	9	3.5
SSCE/OND	23	8.9
HND/First Degree	85	33.1
Masters/Ph.D	140	54.5
<b>Type of Negotiators</b>		
Union representative	184	71.6
Management staff	73	28.4

The first hypothesis stated that there will be a significant independent and joint prediction of cognitive complexity and self-monitoring on communication competence. This hypothesis was tested using Hierarchical Regression analysis. Table 4 presents the summary of the results.

**Table 4: Prediction of communication competence of workers by cognitive complexity and self-monitoring**

	Variables	B	T	P	R <sup>2</sup>	R <sup>2</sup> Δ	F	FΔ	P	PΔ
Model 1	Self-Monitoring	.198	3.222	<.05	.039	.039	10.379	10.379	<.05	<.05
Model 2	Self-Monitoring	.200	3.186	<.05	.039	.000	5.189	.039	>.05	<.05
	Cognitive Complexity	-.012	-.196	>.05						

Results from model 1 of table 4 revealed that self-monitoring independently and significantly predicted communication competence ( $F_{(1, 255)} = 10.379, p < .05; R^2 = .039$ ), ( $\beta = .198; t = 3.222; p < .05$ ) during negotiation among representatives, inferring that only about 19.8% of the variation observed in communication competence can be accounted for by self-monitoring. The independent contribution of self-monitoring to communication competence was statistically significant

In model 2 of table 4 cognitive complexity was introduced into the model, with results revealing a significant joint prediction of self-monitoring and cognitive complexity on communication competence ( $F_{(2, 254)} = 5.189, p < .05; R^2 = .039$ ), with the inference that all these variables accounted for about 3.9% of the variation observable in communication competence.



Whereas, there was no significant independent prediction of cognitive complexity ( $\beta = -.012$ ,  $t = -.196$ ;  $p > .05$ ) on communication competence among the representatives in negotiation situations, the contribution of self-monitoring to the second model increased from 19.8% to 20% ( $\beta = .200$ ;  $t = 3.186$ ;  $p < .05$ ). This implies that, in negotiation situation, self-monitoring alone, can help achieve competence in communication. But, competence is better achieved in the presence of self-monitoring and cognitive complexity.

The second hypothesis states that there will be a significant main and interaction influence of cognitive complexity and self-monitoring on communication competence of union and management representatives during negotiations. This hypothesis was tested using 2x2 Analysis of Variance (ANOVA). Summary of the result is as seen in Table 5.

**Table 5: Main and interaction influence of cognitive complexity and self-monitoring on communication competence.**

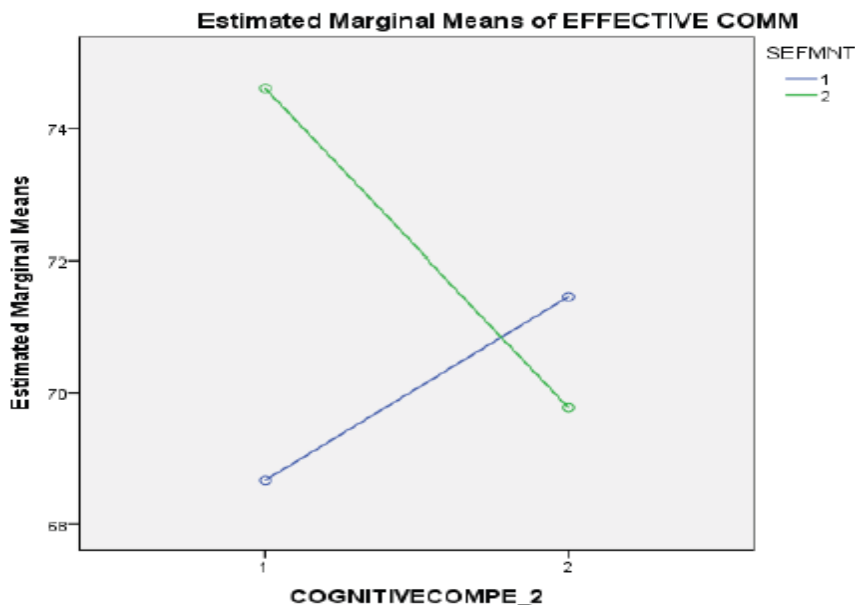
Source	Type III SS	Df	MS	F	P
Cognitive Complexity (CC)	1.781	1	1.781	.017	>.05
Self-Monitoring (SM)	2819.285	15	187.952	1.814	<.05
CC * SM	2504.579	12	208.715	2.015	<.05
Error	23619.358	228	103.594		
Total	1303532.000	257			
Corrected Total	28503.191	256			

a. R Squared = .171 (Adjusted R Squared = .070)

The result of the 2 x 2 ANOVA revealed no significant influence of cognitive complexity ( $F_{[1,256]} = .017$ ;  $p > .05$ ) on communication competence. However, self-monitoring ( $F_{[15,256]} = 1.814$ ;  $p < .05$ ) significantly influenced communication competence among union and management representatives during negotiations. In addition, there was a significant interaction effect of cognitive complexity and self-monitoring ( $F_{[12,256]} = 2.015$ ;  $p < .05$ ) on communication competence.

The graph in Figure 1 depicts that an interaction influence exists between cognitive complexity and self-monitoring on communication competence. The thick line represents high self-monitoring, while the broken line represents low self-monitoring. When cognitive complexity is low and self-monitoring is high, communication competence is at its best (75) compared to when cognitive complexity is low and self-monitoring is low (68.5). When cognitive complexity is high and self-monitoring is high, communication competence is reduced (69) compared with when cognitive complexity is high and self-monitoring is low (71.5). This invariably mean that communication competence is enhanced when union representatives' self monitoring is high and the cognitive complexity of the situation is low.

## Profile Plots



**Figure: 1.** Interaction influence of Cognitive complexity and self-monitoring on Communication competence

## Discussion

We hypothesized that communication competence would be predicted jointly and independently by cognitive complexity and self-monitoring among union and management representative during negotiations. The results revealed a significant joint prediction of communication competence by cognitive complexity (ability factor) and self-monitoring (motivation factor) among union and management representative during negotiations. These results answered the research question which sought to examine whether cognitive complexity and self-monitoring could come together to jointly or independently predict communication competence of union and management representatives during negotiations.

The results paralleled the conceptual framework in competent communication research which rests on two crucial dimensions: Effectiveness in implementing communication abilities to accomplish communication goals and appropriateness in the adherence to motivational valued orientations such as norms and rules of social situations (Canary and Spitzberg, 1987; Spitzberg and Cupach, 1989). These results also gained support from dual process theories of supportive communication which maintain that communication outcomes are deeply or extensively influenced by factors that impart the individuals' abilities and motivation to process message content (Petty and Cacioppo, 1986; Moskowitz, Skumik, Galinsky, 1999; Burleson, 2009; Holmstrom, Bodie, Burleson, McCullough, Rack, Hanasono & Rosier, 2013).

There are empirical supports for these results as studies have shown that skilled and competent negotiators are aware and have control over their cognitive and motivational biases in negotiation situations (Roloff, Putnam & Anastasiou, 2003). Research has showed that competent negotiators are rational decision makers who adjust plans to incorporate the priorities

of the opposing negotiators and they are endowed with better cognitive reactions to issue which had assisted them to overcome the biases associated with cognitive and motivational shortcomings traced to unskilled or incompetent negotiators (Roloff, Putnam & Anastasiou, 2003). Scholars have generally linked both effectiveness and appropriateness to Communication Competencies in conflict management style, interpersonal conflict and intercultural conflict interactions (Brew et al 2011; Putnam & Powers 2016).

This result provides clear evidence that processing ability and motivation are required for competent communication conduct among representatives in negotiation situations. In this study, cognitive complexity (ability for communication effectiveness) and self-monitoring (motivation for communication appropriateness) are psychological determinants of competent communication behaviour in negotiation episodes. The implication is that self-monitoring (motivation for communication appropriateness) has stronger significant independent contribution to communication competence than cognitive complexity (ability for communication effectiveness) among representatives in negotiation situations. The expectation is that a better understanding of the dimensions of communication competence in terms of how to enact effective and appropriate behaviour as potential products of cognitive complexity and self-monitoring, will lead individuals, particularly union and management representatives to approach people and negotiation events competently.

### **Conclusion**

This study examined some psychological factors that influenced effective and appropriate behaviour necessary for competent communication conducts among union and management representatives during negotiations in research organizations in Ibadan, Nigeria. Cognitive complexity (ability for communication effectiveness) and self-monitoring (motivation for communication appropriateness) were revealed in this study as psychological predictors of competent communication conduct among union and management representatives in negotiation situations. By these results, it is established that the more cognitively complex and self-monitoring the union and management representatives are during negotiations, the more interpersonally able and motivated they are to effectively and appropriately enact competent communication behaviour in negotiation situations. Findings in this study have however revealed that union and management representatives who are high on self-monitoring skills, in terms of controlled self-presentation and expressive behaviour, are more likely to better process and exhibit competent communication conducts in negotiation events than cognitively complex representatives.

These results have implications for the teaching (pedagogy) and training of communication competence in all forms of social interactions, including negotiations. Generally, this could inform decisions about whether the teaching and training of communication competence should emphasize the development of cognitive abilities (such as the characteristics that lead some negotiators to be more effective than others particularly in social perception skills, including affect recognition, causal attribution, nonverbal decoding, impression formation, information integration, social evaluation, social perspective taking) or self-monitoring (such as, civility in social conducts, sensitivity to the expression of others and vigilance to self-presentation of others necessary for appropriate communication conduct in social events, including negotiation events).

The results also have implications for labour education and training in the sense that when developing training materials for seminar and workshop purposes on communication competence organized for negotiators of all categories, emphasis should be placed on self-

monitoring of appropriate communication behaviour than on effective communication conducts associated with cognitive complexity. Secondly, in the development of school curriculum designed for the teaching of communication competence as a course of study, the knowledge and understanding of social perception skills associated with cognitive complexity and self-monitoring skills should be jointly emphasised.

## References

- Akibu, H.O. (2010). Sustaining peace through strategic communication. In I.O. Albert and I.O. Oloyede (Eds.), *Dynamics of peace processes*. Ibadan: John Archers (Publishers) Limited. Pp. 106-116.
- Bankole, A.R. (2008). Psychosocial factors as determinants of conflict-handling behaviour of labour leaders and management representatives in Lagos State, Nigeria. Ph.D Post-field paper. Department of Adult Education, University of Ibadan.
- Bankole, A. R.(2010). Influence of assertiveness and communication skills on conflict-handling behaviour of trade union leaders in Lagos state. In I.O. Albert and O.N. Olarinde (Eds.), *Trends and tension in managing conflicts*. Ibadan: John Archers (Publishers) Limited. Pp. 245-253.
- Berge, J.K. 2013. Communication competence and systemic practice. In S.W. Littlejohn and S. McNamee (Eds.), *The coordinated management of meaning: A festschrift in honour of W. Barnett Pearce*. 137-159. Madison, NJ: Fairleigh Dickinson University Press.
- Bodie, G.D., Burleson, B.R., Holmstrom, A.J., McCullough, J.D., Rack, J.J., Hanasono, L.K., & Rosier, J.G. (2011). Effects of cognitive complexity and motivational set on processing supportive messages: Two tests of a dual-process theory of supportive communication outcomes. *Human Communication Research*, 37. 350-376.
- Brew, F.P., Tan, J., Booth, H. & Malik, I. (2011). The effects of cognitive appraisals of communication competence in conflict interactions: A study involving Western and Chinese cultures. *Journal of Cross-Cultural Psychology*. 44, 856-874.
- Burleson, B.R. (1987). Cognitive complexity. In J.C. McCroskey, J.A. Daly (Eds.), *Personality and Communication*. Pp. 305-349. Newbury park, CA: Sage.
- Burleson, B. R. & Caplan, S.E. (1998). Cognitive complexity. In J.C. McCroskey, J.A. Daly, M.M. Martin and M.J. Beatty (Eds.), *Communication and personality: Trait perspectives*. Pp. 230-286. Cresskill, NJ: Hampton Press.
- Burleson, B. R. (2007). Constructivism: A general theory of communication skills. In W. Samter (Ed.), *Explaining communication: Contemporary theories and examples*. Psychology Press. Pp. 105-128.

- Burleson, B. R. (2009). Explaining recipients' responses to supportive messages: Development and tests of a dual-process theory. In S.W. Smith and S.R. Wilson (Eds.), *New directions in interpersonal communication*. Pp. 159-179. Thousand Oaks, CA: Sage.
- Burleson, B.R. Hanasono, L.K., Bodie, G.D., Holmstrom, A.J., Rack, J.J., Rosier, J.G., & McCullough, J.D. (2012). Are gender differences in responses to supportive communication a matter of ability, motivation, or both?: Reading patterns of situational responses through the lens of a dual-process theory. *Communication Quarterly*, 59, 37-60.
- Canary, D.J. & Spitzberg. B.R. (1987). Appropriateness and effectiveness perceptions of conflict strategies. *Human Communication Research* 14. 93-118.
- Chomsky, N. (1965). *Aspect of the theory of syntax*. Cambridge, Massachusetts. The M.J.T. Press.
- Delia, J.G. (1977). Constructivism and the study of human communication. *Quarterly Journal of Speech*, 63, 66-83.
- Dobosh, M.A. (2005). *The impact of cognitive complexity and self-monitoring on leadership emergence*. An M.A. Thesis, Department of Communication, University of Delaware.
- Fiedler, F.E. (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.
- Foa, U.G., Mitchell, T.R. & Fiedler, F.E. (1971). Differentiation matching. *Behavioural Science*, 16 (2), p. 130.
- Gangestad, S., & Snyder, M. (2000). Self-monitoring: Appraisal and reappraisal. *Psychological Bulletin*, 126. 530-555.
- Griffin, E. (2012). *A first look at communication theory*. New York: McGraw-Hill Higher Education 5<sup>th</sup> edition.
- Hill, W. (1969). The LPC leader: A cognitive twist. *Academy of Management Proceedings* (Vol. 1969, No. 1, pp. 125-130). Academy of Management.
- Holmstrom, A.J., Bodie, G.D., Burleson, B.R. McCullough, J.D., Rack, J.J., Hanasono, L.K. & Rosier, J.G. (2013). Testing a dual-process theory of supportive communication outcomes: How multiple factors influence outcomes of supportive situations. *Communication Research*. XX(x), pp. 1-21. Sage Publications.
- Hymes, D.H. (1972). On communicative competence. In J.B. Pride and J. Holmes (Eds.), *Sociolinguistics*. Baltimore, USA: Penguin Educational Penguin Books Ltd, Pp. 269-293.
- Lailawati, M.S. (2009). *Communication competence: Malysian approach*. A Publication of the Pacific and Asian Communication Association. Vol. II, No. 3, Pp. 303-312.
- Larson, L.L. & Rowland, K.M. (1972). *Leadership style and cognitive complexity*. Faculty Working Paper: College of Commerce and Business Administration, University of Illinois at Urbana-Champaign.

- LittleJohn, S.W., & Foss, K.A. (2011). *Theories of human communication*. Belmont: Thomson Wadworth.
- Lottes, D. (2012). *The effect of general versus specific coworker in directions in Fiedler's Least Preferred Coworker Scale*. A Master Thesis Presented to the Department of Psychology: Western Kentucky University, Bowling Green, Kentucky.
- Luthans, F. (2011). *Organizational behaviour*. New York: McGraw-Hill Inc. (6<sup>th</sup> Edition).
- Miller, K. (2012). *Communication theories: Perspective, processes and contexts*. New York: McGraw Hill Higher Education.
- Mitchell, T.R. (1970). *Leadership complexity, leadership style and group performance*. Unpublished Doctoral Dissertation, University of Illinois.
- Momoh, A.M. (2008). *The role of organised labour in the promotion of industrial democracy, social dialogue and social pact within the university system in Nigeria*. *International Journal of Literacy Education*. Vol. 5, No. 1, pp. 197-206.
- Morreale, S.P. (2009). *Competent and incompetent communication: 21<sup>st</sup> century communication*. A Reference Handbook. Ed. Thousand Oaks, CA: Sage Publications Inc.
- Moskowitz, G.B., Skurnik, I. & Galinsky, A.D. (1999). *The history of dual-process notions and the future of preconscious control*. In S. Chaiken and Y. Trope (Eds.), *Dual-process theories in social psychology*. Pp. 12-36. New York, NY: Guilford.
- Mullins, L.J. 2016. *Management and organizational behaviour*. London: Financial Times Pitman Publishing.
- O'Hair, D., Frietrich, G., Wiemann, J.M., & Wiemann, M.O. (2017). *Competent communication*. New York: St. Martin's Press, Inc.
- O'Keefe, D.J. (2008). *Elaboration likelihood model*. In D. Wolfgang (Ed.), *The International encyclopedia of communication* Vol. iv, pp. 1475-1480. Blackwell Publishing Limited.
- O'keefe, D. J. (2013). *The elaboration likelihood model of persuasion*. In J.P. Dillard and L. Shen (Eds.), *The persuasion handbook* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Ojiji, S. (2009). *Conflict Handling Styles*. In S.G. Best (Ed.), *Introduction to peace and conflict studies in West Africa*. Ibadan: Spectrum Books Limited. Pp. 116-129.
- Olayinka, C. (2013). *Protecting the vulnerable in workplace*. *The Guardian*. July 9. P. 35.
- Oyinloye, O. (2019). *Influence of Cognitive complexity and self-monitoring on communication competence of management and Union representatives during negotiations in research organization in Ibadan, Nigeria*. PhD Thesis Comm. & Lang. Arts Dept. U.I. Ibadan.
- Petty, R.E. & Cacioppo, J.T. (1986). *The elaboration likelihood model of persuasion*. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 19, pp. 123-205). New York: Academic Press.

- Putnam, L.L. (2010). Negotiation and discourse analysis. *Negotiation Journal*. 26, 145-154.
- Putnam, L.L., & Powers, S.R. (2016). Developing negotiation competencies. In P.J. Schulz, and P. Cobley (Eds.), *The handbook of communication science*, 22. Berlin, Boston: Mouton de Gruyter. Pp. 367-395.
- Raiffa, H. (1982). *The art and science of negotiation*. Cambridge, MA: Belknap.
- Rickeit, G., Strohner, H. & Vorweg, C. (2008). The concept of communicative competence. In G. Rickheit and H. Strohner (Eds.), *Handbook of communication competence*. Berlin: Water de Gruyter. Pp. 15-62.
- Roloff, M.E., Putnam, L.L., & Anastasiou, L. (2003). Negotiation skills. In J.O. Greene and B. Burleson (eds.), *Handbook of communication and interaction skills*, 801-834. Mahwah, NJ: Erlbaum.
- Salami, S. O. (2009). Trade unionism and professional responsibilities. *International Journal of Educational Issues*. (Adekunle Ajasin University, Akungba, Akoko). Vol. 4, No. 1, January- June.
- Singh, S. (1983). Effect of motivation, values, cognitive factors, and child-rearing attitudes on productivity among Punjab farmers. *The Journal of social psychology*. 120 (2), pp. 273-278.
- Snyder, M. 1974. Self-monitoring of expressive behaviour. *Journal of Personality and Social Psychology*. 30, 526-537.
- Snyder, M. (1979). Self-monitoring processes. In L. Berkowitz (Ed.), *Advances in experimental social psychology*. 12, 86-128. New York: Academic Press.
- Snyder, M. (1992). Motivational foundations of behavioural confirmation. *Advances in Experimental Social Psychology*. 25. 67-114.
- Spitzberg, B.H., & Cupach, W.R. (1989). Issues in interpersonal competence research. In B.H. Spitzberg and W.R. Cupach (Eds.), *Handbook of interpersonal competence research*. 52-75. New York: Springer.
- Wiemann, J.M. 1977. Explication and test of a model of communicative competence. *Human Communication Research*, 3, 195-213.
- Wilmot, M.P. (2011). *Self-monitoring at work revisited: A comparative meta-analysis*. An M.A. Thesis Faculty of the Graduate College. University of Nebraska, Lincoln, Nebraska.
- Wilson, S.R., & Sabee, C.M. (2003). Explicating communicative competence as a theoretical term. In J.O. Greene and B. Burleson (Eds.), *Handbook of communication and interaction skills*, 3-50. Mahwah, NJ: Erlbaum.
- Zhanna, B. (2009). *Developing and validating a measure of cognitive complexity: The role of cognitive complexity in processing of health messages*. Rutgers: The State University of New Jersey.

