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**Victims and Dialogue Processes in Conflict and in Restorative
Justice**

The Big Two Dimensions of Social Cognition in Interpersonal Conflict

Theses of the Doctoral Dissertation

Introduction

The two studies presented in this dissertation are responses to a need of theory-driven research in real-life context and they reflect my commitment to this mission. As a researcher of conflict and a practitioner of restorative justice, I see the benefits as well as the responsibility of the close cooperation between theorists, researchers and practitioners. My investigations are focused in the realm of applied social psychology of interpersonal conflict.

Theoretical Background

The theoretical background consists of three parts. The first part summarizes an overview of the so-called Big Two theory (Paulhus and Trapnell, 2008; Abele and Bruckmüller, 2013) that identifies universal dimensions of social cognition. I present the evolutionary, cognitive and motivational frameworks together with implications on concomitant emotions. Robust evidence of more than seven decade long research as well as recent theorization support the universality of the two-dimensional nature of human social cognition (Fiske, Cuddy, Glick, 2007). Editors of the recently published book summarizing research in the field talk about the rediscovery of the role of content (as opposed to process) in psychology (Abele and Wojciszke, 2019). Content related to agency and communion (Bakan, 1966) “are useful to describe motivational forces of behaviour, for analysing the functional meaning of social perception, and for researching the content dimensions of personality, self-concept and values” (Abele and Wojciszke, 2019 p. 2).

I present the Dual Perspective Model (DPM) (Abele and Wojciszke, 2014) that formulates general hypotheses derived by the Big Two theory. First, communal content is primary among the two dimensions. Second, in perception of others (in other words, in the observer/recipient perspective) communal content receives more weight than agentic content. Thirdly, in self-perception, one is more likely to apply the actor perspective where the agentic content receives more weight than the communal content. These postulates together with their implications on affective responses are the bases of the Hypotheses 1 – 6 investigated in Research 1.

The second part focuses on the conceptualization of (interpersonal) conflict in social psychology with a special emphasis on the socio-emotional route to reconciliation (Nadler, 2002). Within that framework the Needs-based Model of Reconciliation (Shnabel and Nadler, 2008) is presented in detail with implications on application and communication. Its relation to the Big Two theory is also discussed.

The Needs-Based Model of Reconciliation (NBMR) is based upon the – later empirically proven – presumption that “in a victimization episode, the impairment to the psychological resources of victims and perpetrators is asymmetrical” (Shnabel and Nadler, 2008, p. 117). Victims and offenders suffer differential identity-threats in a conflict resulting in different role-specific (victim or offender) needs. Victims have an impaired sense of power and have an enhanced need to restore that power, as a result. Offenders, on the other hand, have an impairment in their public moral image and therefore an enhanced urge to restore it. According to the model, if these specific interpersonal needs are satisfied, both victims and perpetrators show a greater willingness to reconcile. The model suggests that such needs are satisfied via “acts of social exchange”, in other words, in exchange of communication between victim and offender. Victims’ needs are best satisfied through messages of empowerment coming from perpetrators, while perpetrators’ needs can be met by victims’ messages of acceptance. The model’s postulates are the bases for Hypotheses 8 – 11 of Research 1 and research questions of Research 2.

The third part of the theoretical overview focuses on the applied field of conflict reconciliation of Restorative Justice. Definitions, principles, methodology, principles of communication and the Hungarian legal context are detailed. Restorative Justice gives the context of the second research. In addition, dissertation has a focus on discussing implications of the theoretical frameworks and empiric results on the applied conflict reconciliation field.

Research 1. Social Cognition, Emotions, Attributions, Needs and Reconciliation in Interpersonal Conflict: A Quasi-Experiment

Research Goals

- (1) One of the main goals of the study is to contribute to the scarce empiric evidence in relation to self- and other-perception in active interpersonal conflict and test the postulates of the DPM in this context. In addition, the study wishes to contribute to the amount of empirical data evidencing the NBMR by exploring its relevance in a quasi-experimental setting.
- (2) The study aimed to investigate the bi-dimensional structure and content of conflict-related perceptions and interpersonal needs as well as trait interpersonal needs.
- (3) The work aimed to develop and test an extension on role-specific competence- and morality –based concomitant emotions specifically designed to the context of interpersonal conflict.
- (4) One of the goals of the research was to investigate the effect of perception and emotions on reconciliatory attitudes.
- (5) The study aimed to investigate the effects of empowerment and acceptance messages on reconciliation described by the NBMR in an ecologically valid context.

Main Hypotheses

In the following, four hypothesis groups are presented.

I. Bi-dimensionality of conflict-related perceptions (H1A, H1B) needs (H10A) and trait interpersonal needs (H12A)

Based on the DPM and the NBMR, it was hypothesized that conflict-related other- and self-perceptions as well as conflict-related needs will show a dual structure and content (of warmth/morality and competence/agency). In accordance with the theoretical postulates and due to the diverging validity data (Wiedemann, Waxenberg, Mone, 1979, Fisher, Macrosson, Walker, 1995) the two-dimensionality of trait interpersonal needs was also hypothesized.

II. Conflict-related other- and self-perceptions derived by the DPM

Hypotheses regarding conflict-related perceptions (H2-H4) as well as conflict-related emotions (H6) are summarized by Table 1 below. Regarding self-perception it was hypothesized that winners (cooperatives and cheaters) will perceive themselves as actors (highly competent) whereas victims will perceive themselves as recipients (low on competence). Moral and immoral behaviour (cheated or not) was hypothesized to distinguish cooperatives and victims from cheaters and duals. Duals were postulated to be similar to cheaters in their self-perception (high competence and low morality). Regarding other-perception, it was postulated that teams

(cooperatives and victims) who had a winning partner perceived them as actors (high on competence) whereas cheaters would perceive their victim partners as recipients (low on competence). Due to the symmetrical nature of the task, duals were hypothesized to perceive their dual partners as immoral actors, similar to their self-perception. Morality was postulated to distinguish cheaters and duals from victims and cooperatives in their partner perception.

Table 1. *Summary table of hypotheses regarding conflict-related perceptions and emotions derived from self- and other aspects of competence and morality*

Conflict role		SELF-ASPECT		INTERPERSONAL-ASPECT	
		Competence-related aspect	Morality-related aspect	Competence-related aspect	Morality-related aspect
Cooperatives <i>virtuous success</i>	perception	high (actor)	high (moral)	high (actor)	high (moral)
	emotion	pride self-confidence	(not specific)	respect appreciation	trust
Cheaters <i>sinful success</i>	perception	high (actor)	low (immoral)	low (recipient)	high (moral)
	emotion	pride self-confidence rivalry- schadenfreude	guilt bad conscience	pity	compassion
Victims <i>virtuous failure</i>	perception	low (recipient)	high (moral)	high (actor)	low (immoral)
	emotion	shame	(not specific)	intimidation	anger vengefulness resentment contempt distrust
Duals <i>sinful failure</i>	perception	high (actor)	low (immoral)	high (actor)	low (immoral)
	emotion	rivalry- schadenfreude	(not specific)	(not specific)	distrust

III. Concomitant emotions in interpersonal conflict

Based on the reviewed literature a matrix of conflict-related emotions was developed (shown by Table 1. above). Emotions were derived from two dimensions: based on their relatedness to competence or morality and their origin of self or other (interpersonal). Cheaters, victims and cooperatives were hypothesized to have distinct emotions that will significantly distinguish them from other groups.

IV. Conflict-related needs and effects of empowerment and acceptance messages derived by the NBMR

It was hypothesized that conflict-related needs of agency and morality will differ significantly among conflict roles. Victims were hypothesized to have significantly higher levels of agency-related needs; cheaters were hypothesized to have significantly higher need for morality and duals were hypothesized to show elevated levels on both domains. In addition, it was hypothesized that victims' willingness to reconcile will be affected by empowerment messages

whereas offenders' willingness to reconcile will be affected by acceptance messages and duals' willingness will be effectively increased by both types of messages.


Research Design

A novel application of the prisoners' dilemma paradigm was used in this study. Traditionally, this paradigm is a widely used form to study mixed motive (containing the potential to both cooperate and compete) interdependence (Dreu, 2010). Inserting two rounds of face-to-face negotiations in the procedure (an element often used in simulations in the business education) the potential for immoral behaviour (cheating) became an inherent part of the setting besides the usual competitive –cooperative choice of strategy. The presence of cheating together with an outcome result pattern (cheaters won, honest teams lost in the competitive strategy) provided the ground for conflict emergence.


This research design was adequate to marry Nadler and Shnabel's (2015) conflict roles (victim, offender and dual) with Wojciszke's (1994) four-fold classification of actions resulting from the moral and competence-based interpretation dimensions (shown by Figure 4.) The conflict roles produced by the four-fold classification of actions developed by Wojciszke (1994) served as *quasi-independent variables* for this study to which participants were self-selected.

Figure 4. *Integrating the prisoners' dilemma paradigm with the Dual Perspective Model and conflict roles*

		MORAL INTERPRETATION	
		POSITIVE	NEGATIVE
COMPETENCE INTERPRETATION	POSITIVE	Virtuous success <i>Cooperatives (YY)</i>	Sinful success <i>Cheaters (Xy)</i>
	NEGATIVE	Virtuous failure <i>Victims (Yx)</i>	Sinful failure <i>Duals (XX)</i>



Cooperative and moral strategy



Competitive and immoral strategy

Note. Based on Wojciszke,, Baryla, Parzuchowski, Szymkow, Abele, 2011; Wojciszke, 1994 (p. 223) and Shnabel and Nadler (2008)

Method

Participants

Data collection was ongoing between 2015 fall semester and 2017 fall semester. After data cleaning the final sample consisted of 402 college students with a mean age of 20.6 (SD=1.6) with 251 (62.4%) identifying as female of Budapest Business School who participated in the research within the context of their Communication Training or Psychology of Economics courses offered in their first and second year. Participation was voluntary and anonymous. Participants homogenously indicated low levels of intimacy as their level of acquaintance.

Procedure

Students participated in a two-step quasi experiment of a simulation of a variation of the prisoners' dilemma game consisting of 6 rounds. Students participated in small teams of two (occasionally three) and played with another team pair. Teams were requested to take an either X bet (representing the competitive strategy) or a Y bet (representing the cooperative strategy) at each round and were rewarded according to the prisoners' dilemma matrix. Two high-deed rounds took place (Round 4 and 6) where the reward was tenfold and hundredfold, respectively. Before the high-deed rounds teams could choose to participate in a face-to-face negotiation. It was registered whether cheating occurred or not¹. After the last round the final scores were announced and data collection took place (Individual Opening Questionnaire – Time 1). As a second step, students were invited to participate in a short empathy exercise after which they were offered to decide as a team whether or not they would have liked to give a message to their opponent team by filling in a structured feedback questionnaire containing empowerment and acceptance messages (Team Feedback Message Questionnaire). This phase also concluded with data collection (Individual Closing Questionnaire – Time 2). A follow-up questionnaire was administered online containing the trait interpersonal needs measure (Firo-B) one to three weeks after the simulation.

Measurements

The table below summarizes the measures used in the study. Most measures contained by the Individual Opening Questionnaire were items with a seven point scale. Self-and other-perception was measured by bipolar scales, the rest of the measures used unipolar scales.

Measurements of Quasi-dependent Variables

OTHER- AND SELF-PERCEPTION (H1-H4)	RECONCILIATORY ATTITUDE (H8)
<ul style="list-style-type: none"> Competence items: competence, strength, control Moral-Social items : warmth, morality, cooperation 	<ul style="list-style-type: none"> Reconciliatory attitude Preferred response (dichotomous)
EMOTIONS (H6)	CONFLICT-RELATED INTERPERSONAL NEEDS (H10)
Self-related competence-based emotions	Agency-related need items
- pride, self-confidence, shame, schadenfreude	- need for control, worthiness, strength, competence
Self-related morality-based emotions	Need items related to the Moral-Social dimension
- guilt, bad conscience	- need for acceptance, morality, understanding, to be seen harmless, to be seen well-meaning
Interpersonal competence-based emotions	Quasi-intervention: empowerment and acceptance messages
- respect, appreciation, pity, intimidation	<ul style="list-style-type: none"> Empowerment messages: apology, acknowledging dishonest, acknowledging worthiness, expressing good intention Acceptance messages: acceptance, restoring morality, expressing understanding
Interpersonal morality-based emotions	
- Trust, compassion, anger, vengefulness, resentment, contempt	
ATTRIBUTIONS -(H7)	REPEATED MEASURES (H11)
- Outcome attribution to self, other or task	conflict-related emotions (T2); reconciliatory attitude (T2)

¹ An act was coded as cheating if both teams indicated on their team sheet that during the negotiation an agreement of cooperation (YY) was reached regarding the following round but both teams documented that one of them did not follow through on that promise and put an X bet instead.

In addition, the Firo-B questionnaire (Schutz, 1958) was included in the follow-up data collection as a trait measure consisting of 54 items of 6 subscales (wanted and expressed affection, inclusion and control). The response rate was 86 percent.

Quasi-Independent Variable: Conflict Roles

Based on a criterion system about the competence indicator (winning or losing) and the morality indicator (the presence or absence of cheating), a categorization scheme consisting of 19 subcategories and 5 main categories was established to distinguish between conflict roles.

91 subjects (41 teams) qualified to be cheaters, 88 subjects (41 teams) were coded as their victim counterparts, 34 participants (8 team pairs) fit the narrow criteria of dual roles (being both victim and perpetrator at the same time) and 61 subjects (13 team pairs) assumed the role of cooperatives. In addition, 128 participants (58 teams) were coded as 'other', not fitting either cheater, victim, dual or cooperative category. Participants' subjective perception of conflict supported the objective categorization ($\chi^2(9)=332.7$ $p<0.0001$).

Data Analysis

Group comparisons based on conflict role (cheater, victim, dual, cooperative) were executed using Generalized Estimating Equations Modelling (GEE) in SPSS on the conflict-related variables. Non-independence of observations, in other words team effect, was controlled for, and the main effect of the conflict role (cheater, victim, dual, cooperative) was investigated. Generalized Estimating Equations were also used for the repeated measure analysis. Pathway analyses were performed in AMOS. Conceptual analyses were tested by factor analysis.

The significance level of the results was adjusted for multiple testing, resulting in a $p \leq 0.001$ value. This value was used to determine significance in this study and was marked by '***' in tables and figures. I also indicated the tendential relationships that were understood as the range of significance between the traditional consensual p value and the adjusted p value: $0.05 \leq p \leq 0.002$ and they were marked by 'T' in illustrations.

Main results

Potential background variables

Neither perceived team cohesion nor trait interpersonal needs (Firo-B) revealed significant differences between conflict roles.

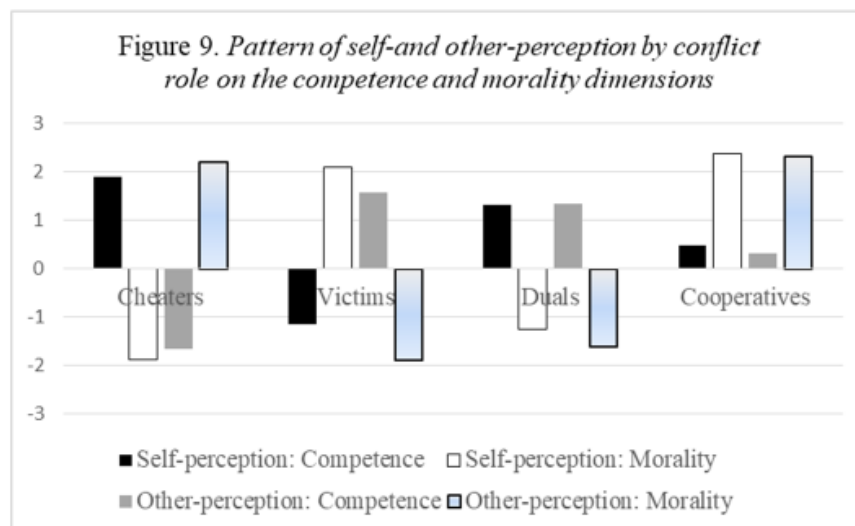
I. Bi-dimensionality of conflict-related perceptions (H1A, H1B) needs (H10A) and interpersonal needs (H12A)

Both in case of self- and other-perception (H1A, H1B) the cooperation, warmth and morality item fell on the first factor that was labelled as Morality whereas the competence, control and strength item fell on the second factor labelled as Dominance. The Morality factor explained 50 percent of the total variance in other-perception and the Dominance factor explained about and additional 25 percent. This is in accordance with Wojciszke's (2005) findings in conflict-

free global impression of others. Regarding self-perception, the Morality explained 41 percent of the total variance and the Dominance factor explained an additional 25 percent. I concluded that morality becomes a salient factor in conflict even in self-perception. Regarding conflict-related needs, aspects of communion, such as acceptance, morality, understanding, harmlessness and well-meaning fell on the first factor labelled as the Moral-Social dimension that accounted for 44 percent of the total variance. Aspects of agency such as control, competence, strength and worthiness fell on the second factor labelled as Agency and it explained an additional 17 percent of the variance (see Table 22.) Regarding trait interpersonal needs measured by Firo-B (Schutz, 1958), it was found that from the six subscales, expressed and wanted affection as well as expressed and wanted inclusion fell on the same factor labelled as Warmth that explained 43 percent of the total variance. The second factor labelled as Dominance explained 20 percent of the variance contained expressed and wanted control of inverse valence.

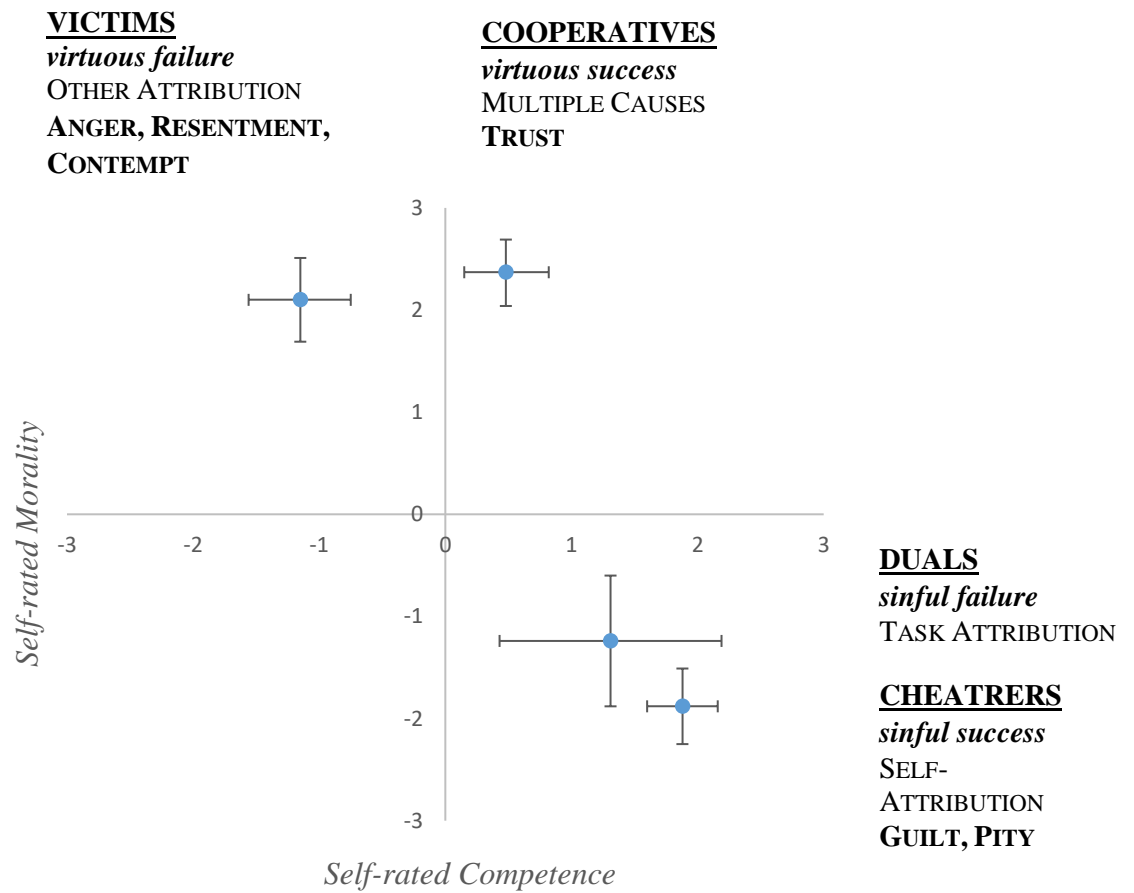
II. Conflict-related other- and self-perceptions derived by the DPM

Figure 9 illustrates the results of conflict-related self- and other-perceptions on the competence and morality items. The results support the hypotheses presented in Table 1 with the exception of cooperatives' neutrality on the self-competence domain. It could be concluded that cooperatives' self-perception was dominated by morality in a mixed-motive interdependence setting.



An extended figure of self-perception based on conflict roles is presented below (Figure 17). The figure additionally lists groups' dominant attribution and signature emotions.

Figure 17. *Extended model of self-perception, outcome attributions and signature emotions in conflict*



Note. Group means are presented with 95% Confidence Intervals. Signature emotions are emotions that significantly differentiated the conflict role group from all three other groups.

III. Concomitant emotions in interpersonal conflict

Table 15. shows the factor structure of conflict-related emotions. The analysis revealed a four-factor solution explaining about 67 percent of the total variance. Three factors contained conflict-related role-specific emotions (victim, cheater and cooperative) and the third factor contained the self-competence-related emotions. The conceptual analysis supports the hypotheses.

Table 15. *Structure matrix of conflict-related emotions*

Emotion	Factor loadings				Communities
	Factor 1 <i>Victims' profile</i>	Factor 2 <i>Cheaters' profile</i>	Factor 3 <i>Competence-related intrapersonal emotions</i>	Factor 4 <i>Cooperatives' profile</i>	
Resentment	-.887			-.317	.799
Anger	-.877			-.366	.798
Contempt	-.826			-.369	.717
Vengefulness	-.823			-.326	.694
Intimidation	-.539	.375			.416
Guilt		.901			.826
Bad conscience		.895			.812
Pity		.758			.623
Shame	-.413	.518	-.416		.572
Pride			.807		.702
Self-confidence			.776	.302	.657
Schadenfreude		.338	.496		.445
Appreciation	.336			.878	.779
Respect	.327			.869	.766
Trust				.777	.614
Compassion		.507		.585	.546
Eigenvalue	4.527	3.064	1.940	1.238	
% of total variance	28.293	19.149	12.126	7.738	
Total variance	28.293	47.442	59.568	67.305	

Note. Principal component analysis with Oblimin rotation. Factor loadings are sorted by size. Coefficients with a value below 0.3 are not shown. N=388.

Table 6 summarizes the group differences among conflict roles in relation to conflict-related emotions. Regarding self-competence based emotions only pride and schadenfreude reached significance in the expected direction. Regarding role-specific emotions, cooperative-, cheater and victim-specific emotions showed significant differences among the four groups (shown by Table 6.) and pairwise comparisons revealed that these differences were in the expected direction.

Table 16. GEE group comparisons of cheaters, victims, duals and cooperatives of conflict-related self-competence –based emotions

Emotions	Wald Chi-Square	p	QIC
<i>Self-competence –based emotion</i>			
Pride _i	19.14***	<0.0001	395.324
Self-confidence	9.987 ²	0.019	748.0
Shame _i	5.56 ^{NS}	0.135	855.041
Schadenfreude _i	24.338***	<0.0001	763.685
<i>Cooperative-specific emotions</i>			
Trust _i	98.449***	<0.0001	620.312
Appreciation _i	68.891***	<0.0001	437.296
Respect _i	79.528***	<0.0001	447.517
<i>Cheater-specific emotions</i>			
Guilt _i	38.09***	<0.0001	722.355
Bad conscience _i	32.657***	<0.0001	764.199
Compassion _i	50.4***	<0.0001	678.398
Pity _i	57.875***	<0.0001	761.884
<i>Victim-specific emotions</i>			
Anger _i	57.389***	<0.0001	758.216
Vengefulness _i	42.983***	<0.0001	791.976
Resentment _i	43.487***	<0.0001	776.619
Contempt _i	57.892***	<0.0001	727.564
Intimidation _i	4.97 ^{NS}	0.174	782.443

Note. N=270 df=3. Effect of teams are controlled for. Significance level is adjusted to $p \leq 0.001$ value for multiple testing and is marked by “***”. Tendential relation $0.05 \leq p \leq 0.002$ is marked by “²”. Nonsignificance is marked by “NS”. Model type is indicated in variabe footnote if not linear. Pairwise post-hoc analyses are presented in Appendix 4.

IV. Conflict-related needs and effects of empowerment and acceptance messages derived by the NBMR

Regarding conflict-related interpersonal needs, in case of both composite measures, a significant difference was detected between cheaters, victims and duals (Table 23.) Pairwise comparisons revealed that the agentic factor differentiated victims and duals from cheaters (victims from cheaters: $M_{diff}=0.486$ $p=0.008$; duals from cheaters: $M_{diff}=0.687$ $p=0.003$) who indicated significantly greater need for agency. Pairwise analyses of the moral-social composite measure revealed that cheaters showed significantly higher need for communion compared to cheaters ($M_{diff}= 0.98$ $p<0.0001$) whereas the difference between duals and victims was tendential ($M_{diff} = 0.51$ $p=0.036$). These results support the hypotheses derived from the NBMR.

Assymetrical role-specific needs (H10 A and B) Needs-based Model of Reconciliation (Shnabel and Nadler, 2008)

Table 23. GEE group comparisons (cheaters, victims, duals) of conflict-related interpersonal needs

Need Factor	Wald Chi-Square	p	QIC
Agentic Needs Factor	14,013***	0.001	180.079
Moral-Social Needs Factor	33,233***	<0.0001	183.420

N=195 df=2. Effect of teams are controlled for. Significance level is adjusted to $p \leq 0.001$ value for multiple testing and is marked by “***”

Table 22. Pattern matrix of conflict-related interpersonal needs.

Need item (indicating hypothesized group: cheater or victim)	Factor loadings		Communalities
	Factor 1 <i>Moral-Social dimension</i>	Factor 2 <i>Agency dimension</i>	
Need to be seen harmless (C)	.853		.686
Need for acceptance (warmth) (C)	.829		.730
Need to be seen well-meaning (C)	.797		.592
Need for morality (C)	.773		.659
Need for understanding (C)	.588		.436
Need for worthiness (V)		.771	.639
Need for competence (V)		.747	.694
Need for strength (V)		.738	.694
Need for control (V)		.669	.402
Eigenvalue	3,952	1,528	
% of total variance	43,916	16,975	
Total variance	43,916	60,891	

Principal component analysis with Oblimin rotation. Factor loadings are sorted by size. Coefficients with a value below 0.3 are not shown. N=371.

Regarding the effects of empowerment and acceptance messages only a tentative analyses could be conducted as the planned insertion of a control condition had to be omitted due to an earlier closure of the data collection. A 3X2 interactional model of conflict role (cheaters, victims, duals) and type of feedback message (empowerment or acceptance message factor) was developed (see the function on the figure below). Interaction between conflict role and acceptance message factor was significant with $\chi^2(3)=16.964$ $p=0.001$. Interaction between conflict role and empowerment message factor was tendential with $\chi^2(3)= 8.022$ $p=0.046$. Further parameter analysis revealed that, as expected, the interaction between cheater role and acceptance message (AMF) had a significant effect on willingness to reconcile ($\chi_{wald}^2(1)= 12.086$ $p=0.001$) with a function of $\Delta WtR_{Cheater}= 0,13 + 0,722*AMF$ as illustrated by Figure 15 below. The interaction between cheater role and empowerment message was not significant. As for victims, the interaction between victim role and empowerment message reached a $p=0.009$ significance ($\chi_{wald}^2(1)= 6.793$ $p=0.009$) which was considered a tendential relationship in this study. Victims resulted in a tendential increase in their willingness to reconcile with a function of $\Delta WtR_{Victim}= 0,13 + 0,692*EMF$ (illustrated by Figure 16.) The interaction between victim role and acceptance message factor was not found to be significant. Dual conflict role and empowerment message interaction was not significant. The interaction between conflict role and acceptance message however reached a $p=0.025$ significance level ($\Delta WtR_{Dual}= 0,13 + 1,50 *AMF$). The results of the tentative analyses are in accordance with the NBMR. Due to the lack of a control group however I could only conclude that investigating the NBMR may be a fruitful future research direction.

Repeated measures: tentative analysis (H11)

Examining interaction between conflict role and message type

$$\Delta WtR_{T2-T1} = CR_{cheater,victim,dual} * AMF + CR_{cheater,victim,dual} * EMF$$

Fig. 15. Illustration of the function of cheater's reconciliatory attitudes and acceptance message factor

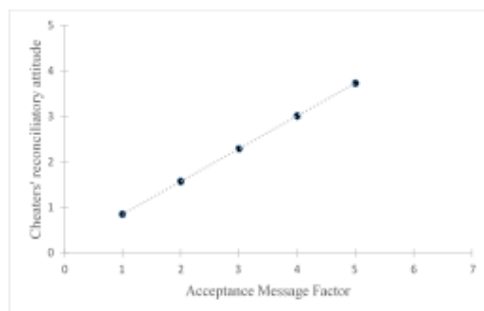


Illustration of the $\Delta WtR_{Cheater}= 0,13 + 0,722*AMF$ function.

Fig. 16. Illustration of the function of victims' reconciliatory and empowerment message factor

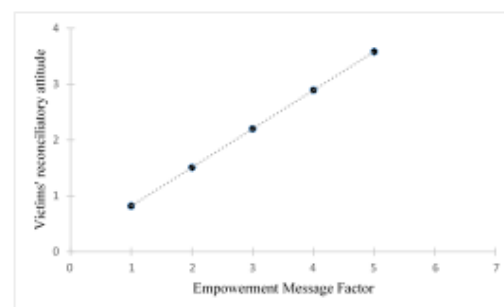


Illustration of the $\Delta WtR_{Victim}= 0,13 + 0,692*EMF$ function.

Limitations

Besides the contributions, it is important to discuss limitations of this study. The quasi-experimental design enhances ecological validity but it masks potential confounding variables. Since the design lacked randomized manipulation of conflict roles, causal relations can not be inferred. Efforts were made however to map potential background variables, such as trait interpersonal needs measure (Firo-B) and level of acquaintance. In addition, the asymmetry of

self and other judgement needs to be taken into consideration. While participants were asked to report about themselves individually, they were requested to formulate judgements about the others as a team. It is also important to note that in more cases, teams of three instead of teams of two participated in the simulation due to the odd number of students. Teams of two may have different internal dynamics than teams of three which may have also influenced the results. Effects of teams were dealt with in this study in two ways. On the one hand, the non-independence of the observations was controlled for in the Generalized Estimating Equations statistics. Secondly, one item investigated perceived team cohesion that showed no significant differences according to conflict roles. A major deficit of the investigation of repeated measures was the lack of control group condition. For this reason, the analysis presented have an illustrative value. Lastly in relation to measuring emotions it is important to note that individuals differ in their abilities to recognize their own emotions that may influence the results.

Research 2. Qualitative Investigation of the Relevance of the Needs-based Model of Reconciliation in a Restorative Justice Setting

The Needs-based Model of Reconciliation and restorative justice practices share similar perspectives on conflict: both conceptualize involved participants in asymmetrical roles (distinguishing between victims and offenders) resulting in different needs; both have a focus on addressing the intangible psychological, emotional and motivational needs of the parties; both have a dialogue-based approach and both put down principles defining what constructive communication is; and lastly, both emphasize that reconciliation can be fostered by communication, in other words, by “acts of social exchange” (Shnabel and Nadler, 2008).

Research Goals and Questions

The study aimed to investigate real-life verbal communicational manifestations of content categories described by the NBMR in a conflict management process. The postulates are summarized by Table 25. below.

Table 25. *Communication aspects of the Needs-Based Model of Reconciliation and the Magnitude Gap*

	CONFLICT ROLE	VICTIM	OFFENDER
	IMPAIRED IDENTITY DIMENSION	Agency	Morality
SELF-FOCUSED COMMUNICATION	SELF-PRESENTATION (<i>self-restorative effort</i>)	Self-presentation as agentic	Self-presentation as moral
OTHER-FOCUSED COMMUNICATION	MAGNITUDE GAP (<i>impediment of reconciliation</i>)	Emphasizing the crime/unjust/consequences	Minimizing the crime/unjust/consequences
	RESTORATIVE MESSAGES TO ADVERSARY (<i>fostering reconciliation</i>)	Messages of Empowerment from offender	Messages of Acceptance from victim

- (1) The first aim was to identify verbal manifestations of agentic and moral content in conflict to mount evidence from real-life conflict settings.
- (2) The second goal was to investigate the source of the communication postulated by the NBMR (see Table 25.)
- (3) The third goal was to analyse the valence of other-focused communication: constructive or destructive as described by the NBMR and the magnitude gap (Baumeister, 1966) (aslo shown on Table 25.)

Method

Data collection, case selection, case descriptions

Data was collected from an EU funded project² executed in the period of September 2011 until May 2013 with international partnership. Hungarian data was collected by researchers of Foresee Research Group³ via dictaphone recording. Each participant was informed and was requested to sign a consent. Two cases were selected for analysis based on convenience (based on the quality of the recording, the identifiability of participants). Preference was given to cases where an active conflict was present and where a higher number of victims participated. The first case was a property theft between former tenants involving one offender and four primary victims. The second case involved thefts between former dormitory roommates by one offender and three victims. Both sessions ended with an agreement but in Case 1 it was not fulfilled (Ehret, Dhont, Fellegi, Szegő, 2013).

Categorization and coding

Altogether 5 hours of data of the two sessions was analysed using an a priori established categorization scheme developed based on Table 25. The categorization scheme contained three main categories: (1) communication of needs (need for restored public moral image and need for control), (2) indicators for destructive magnitude gap in communication and (3) indicators for constructive communication: (a) messages of acceptance and (b) two types of messages of empowerment. Participants' speech was segmented based on utterances (one uninterrupted monologue). Within utterances expressions of the three category contents were identified, coded and counted. An expression was defined as a sentence or part of sentence. Three coders coded the material, two were unaware of the theoretical postulates. Codes were later on reviewed, discussed and amendments were made based on consensual agreements.

Results

The quantitative results are shown in Table 27. Grey cells of the table show expressions that are in accordance with the two theoretical frameworks. The dissertation presents an analysis and illustrations of the categories, examines regarding inconsistent data and constructive and destructive communication cues. An extension is presented on the clinical relevance of control/agency in the discussion. The results of the study, due to the nature of the investigation and the number of cases, are of illustrative value.

² Project No: JLS/2010/JPEN/AG/1609, the project was co-funded by the European Commission's Criminal Justice Programme, Directorate-General Justice, consortium leader: University of Tübingen

³ Foresee Research Group: <http://www.foresee.hu/en/>
About the project: <http://www.foresee.hu/en/segedoldalok/news/592/58f145060b/5/>

Table 27. Content analysis of two cases:
Needs, destructive and constructive communication

	CATEGORIES OF EXPRESSIONS	Case 1		Case 2		
		Offender	Primary victims	Offender	Primary victims	
Needs	Need for public moral image	4	0	7	0	
	Need for power	4	2	0	2	
Destructive comm.	Magnitude gap communication acts	14	0	2	5	
Constructive comm.	Messages of acceptance	3	1	1	5	
	Messages of empowerment	Responsibility taking	7	0	8	0
		Power restoration	0	0	0	0

Note. Counts are presented.

Cells in grey indicate the postulates of the Needs based Model of Reconciliation (Shnabel and Nadler, 2008) Content of the white cells are not explained or derived by the model.

Black cells indicate destructive communication acts described by the magnitude gap concept.

General Discussion

Both studies investigated and found the relevance of the Big Two dimensions of warmth/morality and competence/agency. Research 1 confirmed the structure and content duality of other- and self-perception in an ecologically more valid interpersonal conflict setting. From the results, the primacy of morality can also be inferred. In addition, the study confirmed the duality of conflict-related and trait interpersonal needs. As an extension of the model, concomitant competence-based and moral emotions showed the expected patterns.

Implications regarding conflict management practices are discussed. Firstly, it is important to conclude that traditional dialogue programs focusing on building empathy may benefit the offender/advantaged group members the most (Bruneau and Saxe, 2012, Aydin et al., 2019). When designing interventions it is essential to address victims' or disadvantaged group members' agentic needs besides empathy and relation-building in order to promote healing and reconciliation. Secondly, it is important to consider that agentic needs in general are less verbalized and empowerment messages can be conveyed in a number of ways, eg. by perspective-taking (as proposed by Bruneau and Saxe, 2012) or by promoting active involvement as proposed by restorative justice principles and practices. Close cooperation between researchers and practitioners in the field of conflict management and reconciliation is important.

Publications related to the dissertation

Gulyás A., Krémer A., Z. Papp Zs. (2018) *A normasértések kezelése. [Responding to Wrongdoing.]* Budapest: Dialóg Campus.

Z. Papp Zs. (2017) Az áldozathibáztatás pszichológiai magyarázatai. A kontroll szerepe az áldozatsegítésben. [Psychological explanations of victim blame. The Role of control in victim support.] *Alkalmazott Pszichológia*, 17(1), 77-97.

Z. Papp Zs., Fellegi, B., Szegő D. (2016) Constructive and destructive dialogues between victims and offenders. *Alkalmazott Pszichológia*, 16(4), 93-112.