

Count to Ten: Self-Empathy and Nonviolent Communication in Conflicts

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Abstract

Within scientific conflict management literature, Rosenberg's method of Nonviolent Communication (NVC) and its claims have not yet been empirically examined. This explorative paper provides a theoretical framework of this method by taking Goleman's model of Emotional Intelligence as a starting point. The role of self-empathy in conflicts was examined by means of a mixed-methods experiment, in which the experimental group received a self-empathy treatment based on NVC, while the control group received a filler task. The conflict situation concerned a conflict between the participant and a hypothetical roommate. Results of the qualitative content analysis showed that self-empathy made people more aware of their inner state and that these people preferred to cooperate in solving the conflict, while participants in the control group shifted the problem. In addition to the content analysis, participants' emotions were analyzed quantitatively. Results showed that giving oneself empathy neutralizes the intensity of emotions. The results were discussed in order to verify the claims of NVC.

Keywords: conflict management, Nonviolent Communication, self-empathy, emotion, content analysis

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The existence of conflicts seems unavoidable in this world. On a large, international scale disputes between nations continue (The Institute for Economics and Peace, 2017), while on a more relational scale people also seem to have conflicts at home (Meer echtscheidingen, 2015). According to Steve Killelea, founder of the Institute for Economics and Peace, the fact that conflicts endure is caused by people's inability to solve them (Withnall, 2016). How to solve interpersonal conflicts has received increased attention in scientific literature over time and researchers have developed various conflict management strategies and techniques to decrease conflicts (e.g. Sorenson, Morse, & Savage, 1999).

However, the choice for a particular conflict management strategy is not randomly made. Conflicts often involve a variety of emotions, which influence the strategy people use (Jordan & Troth, 2002). Therefore, recognizing and managing these emotions is crucial for conflict resolution. This monitoring of emotions is called emotional intelligence (EI) and encompasses self-awareness, self-management, other-awareness, and relationship management (Goleman, 2001). A conflict resolution strategy that is based on EI is called Nonviolent Communication (NVC).

Through self-awareness and self-management, the communication method NVC claims to neutralize conflicts and to enhance relationships (Beck, 2005). NVC was developed in the 1960 by Rosenberg, who was an American clinical psychologist, initially as a means to quickly disseminate peacemaking skills among civil rights activists. Since then, NVC has been used in conflicts at personal, political, and professional levels through for instance parenting, therapy, education, mediation, and social change (Beck, 2005; Vision mission aim, 2017). Rosenberg built the method on three facets of communication, namely honesty, self-empathy, and empathy

(Rosenberg, 2009a). By respectively recognizing of one's own emotions, giving oneself empathy or compassion by soothing these emotions, and giving empathy to another person in a conflict situation, these principles aim to create a way of communicating that facilitates mutual understanding through the encouragement of personal responsibility (Beck, 2005).

Since Rosenberg established the international non-profit organization Center of Nonviolent Communication in 1984, NVC has spread from the United States of America to more than 65 countries through efforts such as trainings, mediations, or projects aiming to solve conflicts peacefully and effectively (Rosenberg, 2009a; Vision mission aim, 2017). Despite its wide global dispersion Rosenberg's method is largely neglected in scientific conflict management literature. Only a few studies about NVC have been published. These focused on specific aspects such as the empathic capability of convicts (Marlow et al., 2012; Suarez et al., 2014), and its application in e-mentoring relationships (Cox & Dannahy, 2005). Besides these studies, a limited number of unpublished dissertations exists, of which some addressed the impact of NVC on empathy development (Juncadella, 2013; Steckal, 1994).

Although the presence of NVC in scientific literature is limited, each of the three principles in itself have received more attention of researchers. Several studies found that empathy was positively associated with cooperative and prosocial behavior (Björkqvist, Österman, & Kaukiainen, 2000; De Wied, Branje, & Meeus, 2007; Eisenberg & Miller, 1987), while the intertwining of empathy and self-awareness is discussed by for instance Asendorpf and Baudonnière (1993) and Goleman (2001). However, the role of self-empathy in conflict management has been largely overlooked by researchers. Only Yarnell and Neff (2013) directly link self-compassion to conflict resolution strategies, concluding that increased self-compassion leads to more compromising and less subordinating strategies. Even though the concepts of

empathy, self-awareness, and self-compassion received some attention, they have not yet found support in empirical research while being part of the NVC method. Therefore, the current, explorative study focusses on the principle of self-compassion in NVC in conflicts.

In conflict situations, the distress people face can cause the conflict to further escalate, as emotions influence language (Beukeboom & Semin, 2006). For instance, anger increases verbal expressions of aggression (Fives, Kong, Fuller, & DiGiuseppe, 2011). Giving oneself empathy, or soothing oneself, can change such negative feelings into more positive ones. In this way, self-compassion functions as an emotion regulation strategy influencing how people cope with emotions. In addition, self-compassion enables people to preserve some emotional distance and hence to take into account both one's own and the other party's needs when resolving conflicts. Consequently, self-compassionate people are more likely opt for a compromising conflict resolution strategy than people who are not self-compassionate (Yarnell & Neff, 2013). Although it is assumed that giving empathy to oneself influences language through the regulation of emotions, it is not yet clear how this influence is reflected in people's language. In order to examine the role of self-compassion in conflicts the following research question will be addressed: How does self-compassion influence violence in language?

This paper extends the limited research available about NVC by examining the scientific fundamentals of the principles on which NVC is built. In order to review the claims of NVC existing research is analyzed and an explorative, qualitative study is conducted. Furthermore, this study elaborates on existing research on the role of self-compassion in the field of conflict resolution.

The remainder of this paper is structured as follows. It starts with a discussion of existing research in order to find a scientific basis for the principles of NVC, thereby placing a greater

focus on the principle of self-empathy. In the subsequent chapter the methodological aspects of the conducted experiment are addressed, after which the results are presented. The paper proceeds with a conclusion and a discussion of the research.

Theoretical Framework

The purpose of this section is to first introduce Rosenberg's method of nonviolent communication and decipher its philosophy and principles. Then the method is placed within Goleman's (2001) model of emotional competencies. Additional studies are presented in order to assess the three main components of NVC in the light of existing empirical research.

Nonviolent Communication

The main philosophy of NVC is based on the assumption that the best motivation to act and do things is life enrichment, or in other words the improvement of one's own and another person's life, in contradiction to a motivation based on, for instance, guilt or shame (Rosenberg, 2009a; 2009b). In more concrete terms, its purpose is to strengthen relationships through the creation of mutual understanding. In order to realize common ground between parties, the method stimulates people to focus on experienced feelings and universal needs and to communicate them in a way that shows respect and is not hurtful. In order to communicate in line with the NVC philosophy, Rosenberg created a four-step model that is applicable in all of the three principles of NVC – Honesty, Self-empathy, and Empathy (Figure 1). These steps are called Observation, Feelings, Needs, and Request.

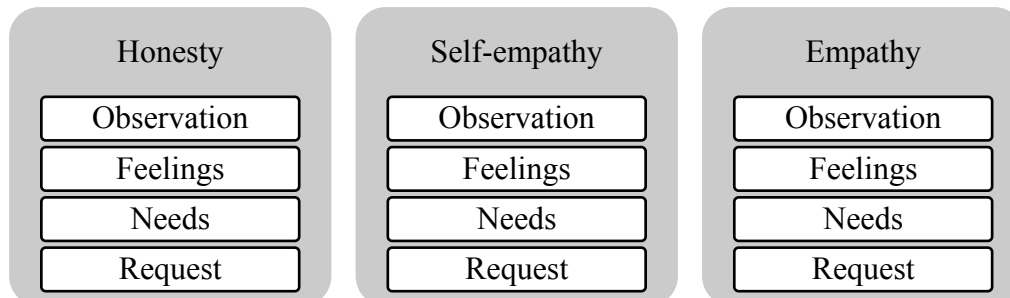


Figure 1. Overview of the principles and steps of NVC.

The following example, in which the protagonist Sarah talks to her roommate Paul, illustrates the four steps of the NVC model:

“Last night at 1:00 a.m. I heard guitar music from your room. (Observation)

I felt irritated when I heard the music, (Feelings)

because I needed sleep. (Needs)

Would you be willing to be quiet between 11 p.m. and 7 a.m.? (Request)”

The first step of the model refers to an observation of things, actions, or events in the outside world without evaluating what is observed. The example shows that the speaker solely expresses what he or she heard. From these observations, feelings emerge. Recognizing and expressing these feelings is the second step. According to Rosenberg (2009a), another one's actions cannot be the cause of one's own feelings, but solely a stimulus. Occurred events or actions can infringe upon one's needs and it is because of these infringed needs that someone experiences certain emotions. The third component therefore concerns taking responsibility for one's feelings by recognizing that they are not caused by another one's behavior or something that happened, but by one's own unfulfilled needs. The speaker in the example was irritated because he or she needed sleep and the music inhibited it. In case the speaker would not have needed the sleep, he or she probably would not have been irritated. In order to comply with its “life-enriching” philosophy (Rosenberg, 2009b, p. 20), the model ends with a request through which someone aims to satisfy one's own needs. Rosenberg (2009a) stresses that requests should be made with concrete, positive action words, which means expressing what one wants instead of what one does not want.

In order to understand how the four steps manifest themselves in each of the three principles, Goleman's (2001) framework of emotional competencies can be used to explain these principles first. This framework of emotional intelligence (EI) consists of four domains – Self-Awareness, Social Awareness, Self-Management, and Relationship Management – and twenty corresponding competences (Goleman, 2001). The framework is originally used to determine good leadership, but also explains how its four concepts and corresponding competencies are related. As several competences are not applicable for the current study, Table 1 depicts an adapted version of the framework (see Goleman, 2001 for the original framework).

Table 1

Adapted Version of Goleman's Framework of Emotional Competencies

	Self	Other
	Personal Competence	Social Competence
Recognition	Self-Awareness	Social Awareness
	Emotional self-awareness	Empathy
Regulation	Self-Management	Relationship Management
	Self-control	Communication
		Conflict management

Note. The concepts Emotional self-awareness, Empathy, Self-control, Communication, and Conflict management are the emotional competencies that correspond to the domain above it.

Honesty

The first principle of NVC is called Honesty. Rosenberg (2009a) explains that this principle manifests itself in an understanding of the self at a specific moment, in other words knowing what lives inside oneself. This principle is related to Goleman's (2001) cluster of Self-Awareness, which refers to the ability to feel, express, and contemplate one's own emotional state. It requires turning one's attention inwards and concentrating on the self, which enables one to identify, process, and store information about oneself (Morin, 2011). These actions belong to the emotional competence of Emotional Self-Awareness, which also includes realizing how one's emotions affect one's actions and relationships (Goleman, 2000). In this way, the self becomes the object of attention (Duval & Wicklund, 1972). Contrary to objective self-awareness where conscious attention is paid to the self, Duval and Wicklund (1972) also mention subjective self-awareness, which occurs when one turns one's awareness to the outside world. The individual "experiences himself as the source of perception and action" (Duval & Wicklund, 1972, p. 3), in other words, as the subject. In this state, one considers oneself to be an observer of the environment and is aware of this observing (Moskalenko & Heine, 2003). In the example of Sarah and her roommate Paul, Sarah was subjectively self-aware when she noticed that she heard Paul's guitar music. Whereas with objective self-awareness, Sarah observed herself and concluded that she felt irritated because she needed sleep (Moskalenko & Heine, 2003).

Research has found several effects of increased self-awareness on, amongst other things, emotional intensity (Morin, 2011). Multiple empirical studies found a relationship between self-awareness and how intense emotions are experienced (Gibbons, 1978; Lanzetta, Biernat, & Kleck, 1982; Scheier & Carver, 1977). However, these results either support the "salience hypothesis" – self-attention increases emotional intensity as one is focused on one's own

emotions – or the “dampening hypothesis”, which suggests that self-awareness attenuates emotional intensity through an increased focus on situational norms that make people feel compelled to regulate or suppress their emotions (Silvia, 2002a, 2002b). Silvia (2002a) examined past research for each hypothesis and conducted own research in order to reconcile the different findings. He found evidence that the salience hypothesis was confirmed when experimental demand was present, in other words when participants knew the researcher was interested in emotions. However, he found support for the dampening hypothesis through his other experiments in which participants did not know the researcher’s interests, concluding that self-awareness decreases emotional intensity (Silvia, 2002a).

Within the principle of Honesty, self-awareness is aimed to be elicited by following the four steps of the NVC model. The Observation step facilitates to align with and review the particular moment. Here, subjective self-awareness takes place when observing events in the outside world. Rosenberg (2009a) stresses to be attentive to the difference between observations and evaluations when being subjectively self-aware or observing. He explains that by communicating evaluations, others can hear judgements about themselves or their actions. Therefore, he advises to describe what is observed as objectively as possible. In order to clarify what kind of words can be used, the Linguistic Category Model (LCM) can be consulted (Semin & Fiedler, 1991). The LCM classified linguistic terms into five categories: Descriptive action verbs (DAV), interpretative action verbs (IAV), state action verbs (SAV), state verbs (SV), and adjectives (ADJ). To achieve mutual understanding, Rosenberg stresses to use descriptive action verbs. These verbs objectively describe an action with a clear beginning and end and refer to a specific object or situation (Semin & Fiedler, 1991). Furthermore, in general they have no positive or negative semantic valence, meaning that others are most unlikely to feel judged

(Semin & Fiedler, 1991). In the example of Sarah and Paul, Sarah used a DAV when she said she *heard* music. Towards the other end of the LCM the categories become more abstract, with the Adjectives category at the very end. Words in this category do not refer to an object, situation, or context, and are detached from specific behavior making them very interpretive. For instance, Sarah could also have said that Paul was being *selfish* last night. According to Semin and Fiedler (1991) these words cause the most disagreement with what has been communicated, which inhibits the aim of NVC of achieving mutual understanding. In the second Feelings step and third Needs step one turns to objective self-awareness in order to explore what kind of feelings and corresponding needs have emerged in the self at that moment. Finally, for the Request step self-awareness is needed to determine how one can satisfy one's needs again.

Empathy

The second principle of NVC concerns empathy, which goes beyond sensing other's feelings and understanding their needs by also giving full attention to what is alive in the other. In Goleman's (2001) model the cluster of Social Awareness concerns empathy. As discussed earlier, in order to understand others' emotional states, one should first be able to recognize the concerns and feelings of oneself. When one is able to comprehend that mental states, for instance emotions or desires, are responsible for people's behavior, one has a 'theory of mind' (Gallagher & Frith, 2003). Recognizing that mental states determine behavior and being aware of the difference in perspective enables one to 'read the other's mind' or mentalize, and to explain and predict behavior of others (Gallagher & Frith, 2003; Morin, 2011).

When someone is aware of what is going on in other people's minds, one is able to empathize. Goleman (2000) defined empathy as a competence concerned with perceiving the feelings of others, comprehending their point of view, and being actively interested in their

concerns. It involves the recognition and the affective experience of the other person's emotional state (Decety & Jackson, 2004). However, this sharing of emotions does not necessarily entail giving support or sympathy to others (Decety & Jackson, 2004). More specifically, the concept of empathy consists of four components: a moral, cognitive, affective, and behavioral component.

The moral component refers to an altruistic motivation to communicate empathically (Morse et al., 1992). This motivation is based on the philosophical belief that people share universal needs and experience similar conditions, which provides them with a sense of interconnectedness (Morse et al., 1992). Morse et al. (1992) explain that it is because of this belief that people feel the need to help others in distress. The second, cognitive component refers to the ability to comprehend the other person's emotional experience (Decety & Jackson, 2004; Jolliffe & Farrington, 2005). Davis (1983) relates this component to perspective taking as it refers to a cognitive understanding of the other person's point of view. The third, affective component can be defined as experiencing other's emotions (Jolliffe & Farrington, 2005). In conflict management literature, this component is used interchangeably with sympathy, as both refer to the emotional experience shared between observer and the other person. However, both are distinct concepts. In reviewing existing literature on the conceptualizations of sympathy and empathy, Wispe (1986) discusses the difference between the perspectives the focal person takes in these psychological processes. With sympathy, one takes in the other person's emotional experience and at that point experiences what the other is experiencing. As a consequence, one's sensitivity to the other's emotions increases and, hence, the need to alleviate the negative situation of the other arises. With empathy, one reaches out to the other person from one's own position and acts "*as if*" (Rogers, 1959, p. 210-211) he or she were the other person. Thus, where

the sympathizer immerses himself in the other, the empathizer keeps distance. The way empathic concern and understanding are communicated refers to the fourth, behavioral component and depends on someone's nonverbal and verbal communication strategies (Morse et al., 1992).

Examples of such strategies are active listening, mirroring, and perception-checking.

In NVC, empathy entails that one is able to hear what happened to others (Observation), how they experienced it emotionally (Feelings), what caused these emotions (Needs), and what they want (Request), regardless of the language used by the other. In this way, NVC enables one to look behind another's language and actions for his or her feelings and needs.

With the help of the four steps in NVC, empathy can be expressed through empathic listening. Rosenberg (2009a) explained that listening empathically requires one's full attention to be focused on the message of the other, giving this person time and space needed to fully express him- or herself. Showing that one is listening attentively can be conveyed through body language, like nodding, or short verbal responses, such as "O.K." and "yes" (Noesner & Webster, 1997). Rogers and Farson (1979) add that active listening can only be effective when the listener shows sincere interest in the speaker. Furthermore, by paraphrasing the other's observations, feelings, corresponding needs, and requests one shows presence and empathy (Rosenberg, 2009). Paraphrasing involves repeating the essence of what someone has communicated to demonstrate listening and understanding (Noesner & Webster, 1997; Seehausen, Kazzner, Bajbouj, & Prehn, 2012). Noesner and Webster (1997) add that the labelling of emotions is a third active listening skill that contributes to an understanding of the other's needs and behavior. Although active listening is intended to positively influence the other's affective state (Noesner & Webster, 1997; Rogers & Farson, 1979), research about its effects is ambiguous. Weger, Castle, and Emmett (2010) found that conversational partners did not feel

more conversation satisfaction and more understood by the paraphrasing listener than by a listener who showed simple acknowledgements. According to them, the results may be caused by the impersonal conversation task. In the study of Weger, Castle Bell, Minei, and Robinson (2014), dyads received conversation starter topics, such as their weekend plans. Results for this study showed that active listening increased the feeling of being understood, the conversational satisfaction, and the social attraction of the active listener.

Self-Empathy

The third principle of NVC is self-empathy. Self-empathy is similar to empathy in that both are intended to soothe someone's emotions; except for self-empathy it concerns the emotions of the self instead of someone else. As with empathy, self-empathy requires one to be aware of one's own emotions in order to change felt distress into a more positive emotional state. In this way, self-empathy functions as a self-regulation strategy, which relates to the Self-Management domain in Goleman's (2001) model. Here, the competence of Emotional Self-control entails one's control over disturbing emotions and impulses (Goleman, 2000), which enables an individual to withhold an impulsive response and instead make a more desired one possible (Baumeister, Schmeichel, Vohs, 2003; Baumeister, Vohs, & Tice, 2007).

Although the term 'emotion regulation' implies one's control over the emotion, people are not able to terminate the emotion itself, but rather change the consequential behavior through indirect strategies (Baumeister et al., 2003). By being either antecedent-focused or response-focused, five strategies are explained by Gross (2002) to regulate emotions indirectly at five different stages in the emotion generation process. The antecedent-focused strategies concern choices we make before the emotion response tendencies are fully activated and hence it alters the emotional experience and one's behavioral response (Gross, 2002). The first strategy

concerns surrounding oneself with or escaping from particular people or things. Secondly, one can change the situation, for instance by avoiding a certain conversation topic. Once the situation is set, the third strategy shifts someone's attention to another aspect of the situation in order to distract oneself from the distressing aspect. The last antecedent-focused strategy is cognitive change, which involves changing the meaning of that aspect of the situation. For instance, at night Sarah could have reminded herself that she has vacation, and it is therefore not a big problem that she is awake because of Paul's music. Response-focused emotion regulation prevents the emotion from being expressed. In other words, here the emotion is felt but suppressed.

Although self-regulation implies an intentional alteration of one's behavior by the self, sometimes self-regulation happens without this conscious intention (Baumeister et al., 2003). Here, Baumeister et al. (2003) refer to, for instance, situations in which certain norms are applicable, such as being quiet in cinemas. These norms are similar to the ones required to confirm the "dampening hypothesis", in which they cause people to regulate their emotions (Silvia, 2002b). However, even when the intention to regulate the self is present, not everyone is always equally competent in exerting self-control. There is research suggesting that regulating the self frequently improves this ability (Baumeister, Gailliot, DeWall, & Oaten, 2006). Comparing this ability with a muscle that can be trained, performing lifting tasks regularly strengthens the muscle and makes future tasks easier. Inzlicht, Schmeichel, and Macrae (2014) question the comparison to a muscle. They argue that how well people regulate themselves is determined by the tradeoff between extrinsic motivation based on external demand or reward (e.g. norms), and intrinsic motivation based on enjoyable or easy-performed behavior. In other words, it is not because of people's inability that they fail to regulate themselves, but their

reluctance to do so. Positive emotions, cash incentives, and the desire to reach a certain goal, such as being a good friend or helping others, are intrinsic motivations to exert self-control (Baumeister et al., 2007).

In NVC, self-empathy is also used to sooth one's emotions and prevent one from reacting impulsively. It concerns a response-focused strategy, as Rosenberg's method advises to practice self-empathy after the emotion has been experienced. It is carried out in someone's mind before the initial emotion is expressed. When giving empathy to oneself, it firstly involves subjective self-awareness to recognize from which event one's emotions have emerged. Then, one turns to objective self-awareness to discover of which need the felt emotion is a consequence, and with what request this need can be satisfied. This process can only take place when the emotion is experienced. Therefore, Rosenberg (2014) advises not to suppress this and to take time to hear one's own thoughts and become aware of the felt emotion and the needs underlying them.

In conflict management, self-empathy is important as it influences behavior and speech through the regulation of emotions. Researchers have found various effects of emotion on language, including the effect on speaker's attention (e.g. Fredrickson, 2001; Harmon-Jones, Gable, & Price, 2013), perspective taking (e.g. Clore & Hutsinger, 2007; Converse, Lin, Keysar, & Epley, 2008), and choice of words. The latter is interesting for this research purpose. Especially in conflict situations one's choice of words can determine the outcome of a conflict and prevent it from escalation.

Instead of using more constructive forms of communication, people often rely upon verbal aggression in conflicts, such as attacking another person's character, swearing, or ridiculing (Infante, Sabourin, Rudd, & Shannon, 1990). Research into the relationship between emotions and language has shown that verbal aggression increases when people become angrier

(Bodenmann, Meuwly, Bradbury, Gmelch, & Ledermann, 2010; Buss & Perry, 1992), whereas instances of pity and sympathy decreased violence in participants' reactions (Betancourt & Blair, 1992). In order to prevent oneself from behaving and communicating out of negative emotions such as anger, NVC claims to provide self-empathy to oneself when its four steps are completed, and thereby regulates a person's negative emotions. In this way, someone is less immersed in one's own distress and therefore more able to take the perspective of the other person in the conflict (Neff & Pommier, 2012). As also claimed by NVC, by giving oneself empathy one is more able to adopt other-focused conflict management strategies, such as problem solving (Yarnell & Neff, 2013). To understand the role of self-empathy in conflicts, the current study examines how self-empathy influences violence in language.

Methodology

In the current research participants read a conflict scenario about their hypothetical roommate Robin. The scenario was used to induce negative emotions in the participants in order to examine the possible effect of NVC's self-empathy method on participants' emotions and participants' verbal aggression as expressed in their message. All communications, from both the researcher and participants, for this experiment were in Dutch.

Pretest

A pretest was conducted to test the materials for the self-empathy induction (Appendix A). The pretest consisted of a semi-structured interview. Firstly, a man and woman who had received a training in NVC were interviewed about the (un)clarity of the self-empathy questions for the self-empathy manipulation and were asked whether they were able to self-empathize after reading the case scenario by using them. NVC proficient people were required for this pretesting, as they could confirm whether the questions actually induced self-empathy according to the method of NVC. Based on their feedback, the interview was adapted to make the questions clearer and more directing. Before the actual experiment took place, the whole experiment was pretested with a man and woman without knowledge of NVC to ensure that actual participants would also be able to understand the self-empathy questions and to make sure the instructions for the message to Robin were clear (Appendix B).

Design

This research was conducted using a mixed methods approach, as it represented a combination of a qualitative and (limited, explorative) quantitative design. The research involved an experiment in which two conditions were created for the independent variable, which was self-empathy. In one condition participants received a self-empathy treatment, whereas

participants in the other condition received a filler task. Regarding the qualitative part, a discourse analysis was conducted to analyze the effect of self-empathy on the dependent variable, which was the violence in participants' language. Regarding the quantitative part of the study, all participants completed a post-experimental questionnaire in order to determine if any effect of self-empathy on emotion was present.

Participants

In total twenty Dutch participants took part in this study. Participants were recruited using convenience sampling. They were selected based on age, education, and familiarity with NVC to control for other factors influencing the results next to the manipulation. Concerning age, Galvan, Hare, Voss, Glover and Casey (2007) concluded that impulsivity is negatively associated with age. To prevent for differences in impulsivity, the minimum age to participate in the current study was 21 years. Regarding education, students following higher professional education and academic education were selected in order to assure that participants possessed the level of understanding to comprehend the self-empathy interview questions. Furthermore, participants did not have any prior training or knowledge about NVC. People skilled in NVC should be more able to give themselves empathy by using the method, which could influence the results of the experiment. The participants were randomly divided over the two conditions but controlling for an equal number of men and women in each group. Men tend to be more verbally aggressive than women (Buss & Perry, 1992), so having an equal division of men and women prevents possible differences between conditions from being caused by differences in gender division. The experimental group consisted of five men and five women with ages ranging from 21 to 25 years ($M = 23.4$, $SD = 1.265$), and the control group also consisted of five men and five women with ages ranging from 21 to 25 ($M = 22.3$, $SD = 1.418$).

Materials

Online Questionnaire. Participants received an online questionnaire in Qualtrics, starting with a written explanation of the procedure and the informed consent (Appendix C), which notified participants that the whole experiment would be recorded with an audio recorder. The first part of the survey contained demographic questions about gender, age, education, their level of self-awareness, and participant's familiarity with NVC. Subsequently, the questionnaire informed the participant that the researcher would hand him/her a conflict scenario on paper and asked him/her to read it carefully in order to take the perspective of the main character. When proceeding to the next survey screen, participants either read that the researcher would give them word-search puzzles and that they had to solve as many as possible, or read that the researcher would ask them some questions about the conflict. Thereafter, the next screen explained that the conflict situation proceeded, and the participant was asked to respond to the conflict by saying something to the other party. In doing so, the questionnaire made clear that the participant was free to express him- or herself in every way. The survey ended with 20 questions regarding the participant's positive and negative feelings.

Emotion Induction. The case for the conflict scenario concerned the College Town Apartments case (Dispute Resolution Research Center & Kellogg Team and Group Center, 2008). In the present study it was used to induce negative emotions in participants and set a context for the participant to send a message to the other party in the negotiation later in the experiment. The case concerned a conflict between two roommates, Chris and Robin. The scenario described three conflict issues. The first issue concerned the fact that Robin did not send the envelope with Chris' part of the rent to the landlord. The second issue was about the monetary penalty that resulted from the late rent payment, and the third issue concerned the mess

in the shared living room. Participants read about the conflict from the perspective of Chris. As participants were native speakers of Dutch, the text was translated into Dutch (Appendix D).

Participants were asked to read the text carefully and to put themselves in Chris' shoes.

Self-Empathy Induction. Contrary to the control group, the experimental group participated in an interview to induce self-empathy (Appendix E). According to the NVC method, giving oneself empathy can be done by going through the four steps of NVC: Observation, Feelings, Needs, Request. Following these steps would make people aware of their inner state and consequently would enable them to give themselves empathy. In order to find evidence for these claims, the researcher interviewed the participants by asking questions regarding the four steps of NVC to elicit self-empathy after they had read the conflict scenario.

Observation. First of all, the participant was asked to describe three issues causing the conflict as specifically as possible without judging. In this way, participants are stimulated to look at what actually happened and to not make assumptions.

Feelings. Then, the researcher clarified the three conflict issues – the unsent envelope, the mess, and the penalty – and asked participants about their emotions and feelings related to these issues. Participants received a list of feelings based on NVC to help them determine how they felt (Table F1).

Needs. Subsequently, the researcher explained the Needs dimension: someone feels a certain way because a particular need is being infringed upon, which is also the case with the participant's feelings. In order to help participants determine what needs were infringed upon, the participant received a list of needs based on NVC (Table F2). The researcher then asked what the participant needed in order to feel better regarding each issue.

After determining their needs, participants were asked to reflect upon those needs and on their respective values. To help participants determine the value of each need, participants colored a bar with the corresponding highlighter (Appendix F). Participants colored a smaller area of the bar when the need was less important than when it was more important to them. According to NVC, taking this time increases one's self-awareness.

Request. At last, the researcher asked what the participant specifically could do at this moment to fulfil his/her needs. For example, after indicating that he needed a sense of community a participant pointed out that he could satisfy this need by initiating a conversation with Robin about the fact that they share a house together. By completing this step of the NVC model, someone should satisfy the infringed need and in doing that one's negative emotions would diminish as a result. In some cases, the participant did not provide a specific strategy to fulfil the need and gave many details irrelevant for the manipulation. In these cases, the researcher paraphrased what the participant said, thereby formulating a concrete request. A full transcript of the experiment for the experimental condition can be found in Appendix G.

Filler Task. In their research, Andrade and Ariely (2009) found that time has a mitigating effect on emotional intensity. As the self-empathy induction for the experimental group lasted on average nine minutes, participants in the control condition should complete a filler task of nine minutes in order to control for a possible effect time could have on the experiment results. To ascertain that participants' attention was diverted from their emotions and the conflict a cognitively challenging filler task was chosen in the form of two word-search puzzles (Appendix H) retrieved from Puzzelsport Varia (juli 2008). Each puzzle was made of a 26 x 19 matrix of letters. Participants started with the puzzle about French words and had to find 77 words, whereas the second puzzle concerned 55 words about coffee. All participants received

the same puzzles in the same order. As the self-empathy induction in the experimental condition lasted on average nine minutes, participants in the control condition had the same time to solve the puzzles. In order to make sure that participants were fully focused on the puzzle, they were instructed to solve as many puzzles as possible. No one was able to complete the first puzzle within nine minutes, which could indicate that participants needed all their attention for this task instead of focusing on their emotions.

Emotion Questionnaire. Participants completed a post-experimental questionnaire regarding their positive and negative feelings, using the 20-item PANAS scale (Watson, Clark, & Tellegen, 1988), as part of the online survey (Appendix C). Participants rated each feeling on a 5-point scale (*1 = very slightly or not at all; 5 = extremely*).

Procedure

Experiment. The experiment was held in individual sessions and took place in a quiet room, so no distractions were present. Upon arrival, participants were placed in front of a laptop and started with the online questionnaire. After they answered the demographic questions, participants read the case scenario provided by the researcher on a separate paper. After reading, they continued with the online survey where they either read that they would be interviewed about the conflict or that they would solve some word-search puzzles. In case of the experimental group, the researcher gave the participant the material for the self-empathy induction (Appendix F) and started the interview. The material was used for the Feelings and Needs part of the interview. With three different highlighters corresponding with the three conflict issues, participants marked a maximum of three feelings (Table F1), and subsequently one need for each issue (Table F2) on the provided material. Participants in the control group received a paper with the puzzles. After the interview or the puzzle task, participants proceeded

with the online survey, which asked them to put themselves in the shoes of the main character. In addition to the text in the survey, the researcher said “Wat zou je nu tegen Robin zeggen?” [“What would you now say to Robin?”] to make it feel more natural and easier for participants to say something to Robin. After this message was expressed, participants continued with the online survey and answered questions of the PANAS scale.

Debriefing. Finally, participants were debriefed by the researcher (Appendix I). First of all, participants were thanked for their participation in the experiment. Subsequently, it was explained that participants had to read the case scenario to induce emotions and to change their affective state, after which they either were interviewed about their emotions to induce self-empathy or received a cognitive task unrelated to the research. Furthermore, the researcher explained that it was expected that concentrating on one’s internal affective state, as was intended with the interview, would cause participants to use less aggressive language in their message. In case the participant had any questions regarding the study or their current affective state in case negative emotions were still present, he or she could ask them directly to the researcher.

Data Analyses

In order to determine how self-empathy changed verbal violence in participants’ message, the recorded messages were transcribed and analyzed. Transcripts of all the messages can be found in Appendix J. In order to analyze the length of each message, the words of each message were counted.

In order to analyze the messages, a codebook was developed through a deductive approach, which entails that the themes/categories were established before data analysis occurred and those were based on previous research. The codes were retrieved from the work of Infante et

al. (1990), which is used by many other researchers to examine verbal aggression (e.g. Matthews, 2016; Myers & Knox, 1999; Roberto, Meyer, Boster, Roberto, 2003). They distinguished ten types of messages, which can be found in Table 2 with the definition used by Infante et al. (1990). The codes ‘Physical appearance attack’ and ‘Nonverbal emblems’ were not included in the codebook. These codes were considered inapplicable for the current research, as Robin was not physically present and therefore participants were not able to comment on their communication partner’s physical appearance or behavior.

Table 2

Codes and corresponding Definition by Infante et al. (1990)

Code	Definition by Infante et al. (1990)
Character attack	Saying unfavorable things about the person’s character
Competence attack	Negative comments about the person’s competence as a husband/wife
Background attack	Attacking the person’s background
Physical appearance attack	Expressing dissatisfaction with the person’s physical appearance
Curse	Saying you hope something bad will happen to him/her
Teasing	Teasing
Ridicule	Ridiculing the person’s shortcomings
Threat	Threatening to punish the person
Swearing	Swearing at the person, using obscene language
Nonverbal emblems	Using facial expressions, gestures, eye behaviors, which attach his/her self-concept

After developing the codebook based on Infante et al. (1990), the coding was conducted using Microsoft Word to name the sections in the data and Microsoft Excel to analyze the

messages. During this inductive coding process, the codebook was adapted by adding new themes. These new codes were ‘Postpone’, ‘Cooperation’, ‘Shifting problem’, and ‘Inner state’. Then the data were reviewed again to check whether they included the new codes. An overview of the codes and their definition can be found in Table 3. Within some codes variations were present. In order to further clarify these codes, the following paragraphs describe these variations with examples from the collected messages. Appendix K gives an extended overview of the codes and corresponding variations.

Table 3

Final Codebook with Codes and Definitions

Code	Definition
Character attack	Participant said unfavorable things about Robin’s character.
Competence attack	Participant made negative comments about Robin’s competence as a roommate.
Background attack	Participant attacked Robin’s background, e.g. Robin’s culture or education.
Curse	Act of saying something bad will happen to Robin.
Teasing	Participant was trying to playfully provoke Robin.
Ridicule	Making fun of Robin by using sarcasm
Threat	Participant threatened to punish Robin.
Swearing	Participant used obscene language.
Postpone	Participant explicitly suggests postponing the conversation.
Cooperation	Participant wants to solve the conflict together.
Shifting problem	Participant passes the problem to Robin.
Inner state	Act of explicitly mentioning one’s own inner state.

Competence Attack. When participants negatively commented on Robin's competence, they did so by referring to Robin's failure to send the envelope with the rent, the mess in the living room, Robin's responsibility to send the envelope, and how Robin handled the situation after he/she could not find the envelope. The code also includes combinations of these variations, for instance as illustrated by example (1).

1. "Maar dat het niet het geval is geweest, en dat dat toch wel degelijk te maken heeft met zijn troep in het huis. Dus dat jij ook vindt dat de verantwoordelijkheid bij hem lag, want hij had kunnen zien dat hij 300 euro miste toen hij die andere 300 euro opstuurde en aan mij kunnen vragen waar die 300 euro was. Dan had ik dezelfde dag al kunnen aanwijzen waar dat geld lag, en was dit probleem er nooit geweest."

"However, that this was not the case, and that this had definitely to do with his mess at home. So, that you think that he had the responsibility, because he could have seen that he was missing 300 euros when he sent the other 300 euros and he could have asked me where those 300 euros were. Then, already at the same day, I could have pointed out where the money was, and this problem would never have been there." (participant 4, female, experimental condition)

Swearing. Infante et al. (1990) defined this code as an act of using obscene language, for instance as illustrated by example (2).

2. "Ik vind het super kut hoe we nu in deze situatie zitten [...]"

"I find it absolutely shit how we ended up in this situation [...]" (participant 20, male, control condition)

Postpone. This code was allocated when participants proposed to postpone the conversation.

Variations referred to the specific moment in time, either by proposing to postpone it to the next day or more specifically after Robin's exam. Example (3) illustrates the first variation within this code.

3. "Ik zou zeggen dat we er allebei een nachtje over moeten slapen."

"I would say we should both sleep on it." (participant 3, male, experimental condition)

Cooperation. Variations within this code concerned cooperation in solving the current problem of the unpaid rent, cooperation in preventing problems in the future, splitting the penalty, or a combination of these variations as in example (4).

4. "Dus ik stel voor dat we nu samen deze boete betalen, en samen dit probleem oplossen. En dan kunnen we daarna nadenken hoe we een beter systeem kunnen maken, zodat dit probleem niet herhaalt."

"So, I am proposing that we pay the penalty together, and together try to solve the problem. And then we could think of a better system in order to avoid the problem to repeat itself." (participant 1, male, experimental condition)

Shifting Problem. This code was allocated when participants indicated that the problem was Robin's fault, that Robin should solve the problem, and that Robin should pay the penalty. The code also includes combinations of these variations, as illustrated by example (5).

5. “En dus dat de manier van betalen dat dat zijn schuld is en nou ja, dat hij het maar ziet op te lossen.”

“And so, this way of paying is his fault and, well, he should figure out how to fix it.” (participant 14, male, control condition)

Inner State. This code includes variations concerning participants’ opinion about the situation, a specific felt emotion (see example 6), or a combination of both.

6. “Ik ben eigenlijk echt super boos op jou.”

“I am actually very mad at you.” (participant 15, female, control condition)

In order to check the reliability of the codebook, a second reader coded all data. There was confusion about the codes ‘Competence attack’ and ‘Shifting problem’, as both seemed to concern instances where the participant mentioned Robin’s responsibility. After discussion it was agreed that the code ‘Competence attack’ should be allocated when the participant explicitly mentioned Robin’s responsibility as a roommate, while the code ‘Shifting problem’ was given when the participant said that the situation was Robin’s problem or fault. Then the agreement between the two raters was calculated with Cohen’s Kappa, which can range from -1 to +1. 0 is expected when from random chance and 1 means perfect agreement between raters (McHugh, 2012). Cohen’s Kappa was $K = 0.9025$. This result means that the agreement between the two raters was very high and the codebook was considered very reliable, as the $K > 0.8$ means almost perfect agreement.

The scores on the PANAS scale were calculated with Excel to determine whether a difference between the affective states of participants in the experimental group and in the control group was present after the experiment.

Results

Content Analysis

The amount of words participants from the experimental group used ranges from 20 to 214 words ($M = 86$, $SD = 59$). 5 participants from this group directly addressed Robin, 3 of the participants used indirect speech, and 2 used a combination of both. In the control condition the amount of used words ranges from 47 to 188 words ($M = 96$, $SD = 56$). In this condition, 4 participants used direct speech, 2 used solely indirect speech, while 4 combined both.

Table 4 shows the frequency of occurrence per code for each condition, and in total. As each message was analyzed as a whole, one message could contain multiple codes. Therefore, the total amount of times codes occurred exceeds the number of messages. An extended overview of the final codebook with variations and corresponding frequencies can be found in Appendix K.

Table 4

Frequency per Code for the Experimental Group, Control Group, and in Total

Code	Experimental group	Control group	Total
Character attack	1	0	1
Competence attack	8	6	14
Swearing	0	2	2
Postpone	4	1	5
Cooperation	6	4	10
Shifting problem	2	6	8
Inner state	5	2	6

Note. The codes ‘Background attack’, ‘Curse’, ‘Teasing’, ‘Ridicule’, and ‘Threat’ were not found in participants’ messages.

Emotion Analysis

In addition to the qualitative analysis the results of the PANAS scale were analyzed to compare to what extent participants in the two conditions experienced different emotions. Table 5a and Table 5b provide overviews of the mean scores and standard deviations for each positive and negative affect item and in total per affect category of participants in the experimental condition and the control condition.

Table 5a

Means and Standard Deviations per Item and Total of the Positive Affect Category on the PANAS scale for the Experimental and Control Group

	Experimental group	Control group
	<i>M (SD)</i>	<i>M (SD)</i>
Positive Affect Items	27.3 (6.816)	29.1 (6.262)
Interested	2.9 (1.524)	2.9 (1.197)
Excited	2.1 (1.101)	1.5 (1.269)
Strong	3.1 (1.101)	3.5 (1.080)
Enthusiastic	1.2 (0.632)	1.1 (0.316)
Proud	3.3 (0.949)	3.3 (1.160)
Alert	3.6 (1.350)	4.1 (0.738)
Inspired	1.9 (1.197)	1.9 (1.101)
Determined	3.8 (0.422)	4.3 (0.823)
Attentive	3 (1.054)	3.2 (1.229)
Active	2.4 (0.966)	3.3 (1.160)

Note. Total scores per affect category could range from 10 to 50, as the answer scale for each item ranged from 1 to 5.

Table 5b

Means and Standard Deviations per Item and Total of the Negative Affect Category on the PANAS scale for the Experimental and Control Group

	Experimental group	Control group
	<i>M (SD)</i>	<i>M (SD)</i>
Negative Affect Items	25.3 (6.734)	28.4 (6.769)
Distressed	2.5 (1.269)	2.8 (1.135)
Upset	2.6 (1.174)	3.4 (1.265)
Guilty	1.7 (0.675)	1.6 (0.966)
Scared	2.1 (0.994)	2 (1.054)
Hostile	3.2 (1.229)	4 (1.054)
Irritable	3.4 (1.174)	4.1 (0.994)
Ashamed	1.2 (0.422)	1.9 (0.994)
Nervous	3.5 (1.080)	4 (0.816)
Jittery	3 (1.054)	2.7 (1.160)
Afraid	2.1 (1.287)	1.9 (1.197)

Note. Total scores per affect category could range from 10 to 50, as the answer scale for each item ranged from 1 to 5.

As this research is explorative in nature, no hypotheses could be tested, and hence results for the conditions can only be described. Looking at the two conditions per affect category, results show that participants from the control condition indicated to have felt positive emotions ($M = 29.1$, $SD = 6.262$) and negative emotions ($M = 28.4$, $SD = 6.769$) slightly more strongly than participants from the experimental group did, who had a mean score of respectively 27.3 ($SD = 6.816$) and 25.3 ($SD = 6.734$). However, for the positive affect items ‘Excited’ and

‘Enthusiastic’ and negative affect items ‘Guilty’, ‘Scared’, ‘Jittery’, and ‘Afraid’ higher mean scores were found for the experimental group.

Zooming in on the scores per item, there are a few items that show a bigger difference in mean score between the conditions than other items. The items with a difference greater than 0.5 are described here. The biggest difference concerns the positive affect item ‘Active’. Participants from the control group indicated to feel more active ($M = 3.3$, $SD = 1.160$) than participants from the experimental group ($M = 2.4$, $SD = 0.966$). The negative affect items ‘Upset’ and ‘Hostile’ show the second biggest difference between the conditions. Concerning the item ‘Upset’, participants in the control condition felt this emotion stronger ($M = 3.4$, $SD = 1.265$) than participants in the experimental condition ($M = 2.6$, $SD = 1.174$). Results for the ‘Hostile’ item indicate that participants from the control group felt more hostile ($M = 4$, $SD = 1.054$) than participants from the experimental group ($M = 3.2$, $SD = 1.229$). The results for the negative affect items ‘Irritable’ and ‘Ashamed’ show a difference of 0.7 between the experimental and control condition, where participants from the control group felt more irritable ($M = 4.1$, $SD = 0.994$) and more ashamed ($M = 1.9$, $SD = 0.994$) than participants from the control group (respectively $M = 3.4$, $SD = 1.174$ and $M = 1.2$, $SD = 0.422$). A difference of 0.6 was found for the positive affect item ‘Excited’. For this item participants in the experimental condition indicated to feel more excited ($M = 2.1$, $SD = 1.101$) than participants in the control condition ($M = 1.5$, $SD = 1.269$).

Conclusion

Because this research was explorative in nature, no expectations have been formulated in the form of hypotheses. Nevertheless, several conclusions can be drawn from the results of the content analysis and the emotion analysis. However, because of the small sample size, these conclusions must be approached with caution.

The content analysis hinted at differences between the NVC-condition and the control condition regarding the chosen conflict management strategy (i.e. postpone, cooperation, and shifting problem). Self-compassionate participants more often tended to prefer postponing the conflict conversation than participants from the control group. Furthermore, the findings seem to indicate a trend in preference of the self-compassionate participants for cooperation in solving the conflict, while on the other hand participants from the control group seemed to prefer shifting the problem towards Robin. Regarding the link between verbal aggression and self-empathy, the findings do not point at a specific direction. On one hand, self-compassionate participants, surprisingly, appeared to be more likely to attack the character and competences of the other party in the conflict, while on the other hand abusive language was only used by some participants in the control group. Finally, the results suggest that there may be a positive link between self-empathy and communicating one's inner state.

The results of the emotion analysis point out that the biggest differences between conditions were found in the positive emotion 'active' and the negative emotions 'upset', 'hostile', 'irritable', and 'ashamed', which participants in the control condition felt all stronger.

Whether it is on an international or a more personal level, NVC attempts to facilitate mutual understanding in conflict by making people more aware of their inner state and by enabling them to soothe their emotions through the practice of self-empathy. This research has

verified that the claims of NVC are in accordance with scientific literature in the field of emotional intelligence (e.g. Goleman, 2001). In particular, it cautiously concludes that NVC is able to improve emotional intelligence skills, such as self-awareness and self-management, thereby paving the way for collaboration in conflicts (Jordan & Troth, 2002).

Discussion

The aim of this paper was to investigate the role of self-empathy through NVC in conflict situations and to identify differences between the NVC-condition and the control condition regarding the influence self-empathy has on participants' verbal aggression and emotions. Furthermore, it is a first attempt to validate the claims of NVC, which were partly confirmed by the results.

Self-Empathy and Language

It appears that the self-empathy elicited through NVC might influence people's communications in conflicts, in particular on their choice for a conflict management strategy. According to NVC, one is better able to open up to someone else's needs and to give them empathy by first soothing one's own negative emotions and giving oneself empathy (Rosenberg, 2009a). As a consequence, self-empathic people tend to consider both the needs of themselves and the other in conflict resolution and hence choose to collaborate (Lewicki et al., 2015; Yarnell & Neff, 2013). This was cautiously supported by the experiment, in which participants from the experimental group also indicated more frequently their preference for cooperation in solving the conflict.

Results seem to suggest that participants who preferred to postpone the conversation in fact choose to avoid the conflict, which relates to the inaction strategy in the Dual Concern Theory (Lewicki, Saunders, & Barry, 2015). In this case, concern for the self and the other were low and participants did not aspire to fulfil their or Robin's needs at that specific moment. The fact that participants in the experimental condition suggested to postpone the conversation, and especially more frequently than participants from the other group, is therefore surprising. The method of NVC namely aims to elicit self-awareness and other-awareness, which enables one to

recognize one's own and the other's needs (Rosenberg, 2009a). However, when looking at potential reasons to avoid the conversation, it might be that the time and effort needed for the conversation with Robin was not worth it (Lewicki et al., 2015). As Robin is stressed for the exams, participants might have concluded that a conversation with Robin at that moment will not have the desired outcome and they therefore chose to avoid the conversation by postponing it to a later moment in time. This is confirmed by the data, as all but one participant who suggested postponing the conversation, also indicated their preference for solving the problem together.

It seemed that participants from the control group were more likely to shift the problem to Robin than the self-empathic participants, which was not surprising. Due to felt negative emotions, people are focused on their own needs and, hence, less able to open up to the needs of others (Rosenberg, 2009a). Having high self-concern and low other-concern relates to the contending strategy in the Dual Concern Theory (Lewicki et al., 2015), which aims at satisfying one's own interests while the other party loses. Lewicki et al. (2015) explain that through this strategy people try to keep the upper hand at the cost of the relationship.

Regarding the degree of verbal aggression we have found in the participants' reactions, the results are partly in line with the claims of NVC. The aim of NVC is to enable someone to react out of compassion and empathy by decreasing the aggression and defensiveness which are felt (Rosenberg, 2009a). While no one from the NVC-group used abusive language, some participants in the control condition did, which hints at support for this claim. Several factors cause verbal aggressiveness, of which frustration is one (Infante & Wigley, 1986). Giving oneself empathy may have led to a decrease of this frustration and thereby may have prevented aggression to be communicated, as we witnessed in the NVC-condition. On the other hand, the fact that participants in that NVC-condition attacked Robin's character and competences more

often, contradicts the claim of NVC and previous research has also concluded otherwise. Since it functions as a self-regulation strategy, self-empathy is likely to change people's behavior by managing their emotions (Baumeister et al., 2003), and consequently to change people's verbal expressions of emotions.

As NVC's principle of Honesty relates to self-awareness – the ability to feel, express, and contemplate one's own emotional state –, it was not surprising that self-empathic participants seemed to be more likely to communicate their inner feelings compared to the control group. Through the steps of NVC covered in the self-empathy interview, participants' subjective self-awareness (Observation) and objective self-awareness (Feelings and Needs) was augmented, causing these participants to be more aware of and able to express their emotional state (Goleman, 2001).

Self-Empathy and Emotion

In addition to the content analysis, the emotions participants experienced were analyzed. The differences between conditions in the negative emotions upset, hostile, irritable, and ashamed were in line with NVC and previous research, and support the dampening hypothesis (Silvia, 2002a). Self-empathy functions as a regulation strategy, which implies that participants in the experimental condition felt these negative emotions less strongly than participants who did not soothe themselves. The fact that participants in the NVC-group still felt these emotions is supported by the work of Baumeister et al. (2003) who explain that emotion regulation does not imply termination of the emotion, meaning that the emotion is still felt even though it is regulated.

At first it seemed surprising that participants in the control group felt more active than the other participants, as on the PANAS scale this emotion falls within the positive affect category

and the conflict scenario did not intend to induce positive emotions. However, the result is more logical when looking at the Dutch version of the PANAS scale in which ‘active’ is translated with ‘energiek’, which means active, energetic, or powerful. It is possible that participants linked this item to the intensity with which emotions were felt. In this case, the higher score for the ‘active’ item would be in line with the higher intensity rates of the majority of negative emotions felt by the control group compared to the NVC-group. As also examined by Xu, Jin, Luo, and Duan (2008), emotions such as anger cause much arousal and hence make people active. Furthermore, the control group did not receive a self-empathy treatment intended to regulate participants’ emotional intensity, which explains the higher rates of the control group as opposed to the lower rates of the NVC-group for these negative emotions.

Limitations and Further Research

Even though this research is one of the first in this area and the methodological choices were well thought through, some limitations can be pointed out. Due to time constraints, only a small number of participants took part in this explorative research. To be able to set conclusions that are more significant and reliable, the sample size should be extended.

Furthermore, the explorative nature of this research raised methodological difficulties for the experiment. For instance, no pre-experimental measurements of participants’ emotions could be done to measure the effect of self-empathy on emotional intensity. When this would have been done with, for example, the PANAS scale, this measurement would have interfered with the self-empathy manipulation, as both require participants to scrutinize their inner state. Future research should take such difficulties into account, for instance by using physical measures (e.g. heart rate monitor) which will not interfere with the self-empathy manipulation.

At last, the lack of substantial differences between conditions can be caused by the influence of the emotion induction (i.e. the conflict scenario). In the current research participants read about a hypothetical roommate and later mentioned what they would say to Robin. Although this conflict case was created and validated by the Dispute Resolution Research Center, its emotion induction still differs in real-life situations. In future research emotions could be induced through a real-life scenario in which an actor would play Robin's part in the conflict. This would make the conflict situation and hence participants' emotional experience more realistic. Furthermore, it would give participants a face to respond to, which would make it easier for participants to react to Robin.

This research has given one of the first insights into the effects of self-empathy in conflict situations. Even though conflicts seem inevitable in today's world, being aware of one's own emotions and being able to soothe them can help resolve conflicts more constructively and peacefully. With NVC Rosenberg has given the world a tangible tool to achieve this intention.

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Appendix A:

Pretest Interview NVC skilled Participants

Bedankt dat je mee wilt doen aan dit interview. De reden van dit interview is dat ik geïnteresseerd ben in je mening over een conflictscenario en bijbehorend interviewvragen over zelfempathie voor mijn scriptieonderzoek. Door middel van de hardop-denken methode kom ik hierachter. De hardop-denken methode houdt in dat je alles zegt wat in je opkomt wanneer ik je straks de interviewvragen voorleg. Wat belangrijk is bij deze methode, is dat je je bewust bent van je gedachten, gevoel, of reactie en dat je deze dingen ook hardop zegt in plaats van voor jezelf houdt.

Het interview zal ongeveer een half uur duren. Je deelname aan dit interview is vrijwillig en je mag stoppen wanneer je dat wilt. Er zijn geen risico's verbonden aan je deelname en er zijn geen goede of foute antwoorden.

Het interview zal opgenomen worden wanneer je akkoord gaat met je deelname aan dit interview. De audiotape en informatie verkregen uit dit interview zullen anoniem zijn en vertrouwelijk behandeld worden.

Heb je verder nog vragen?

Ga je akkoord met deelname aan dit interview?

Ik heb je gevraagd om mee te doen aan dit vooronderzoek, omdat je bekend en vaardig bent met Nonviolent Communication. Je krijgt zo een tekst over een conflict tussen twee huisgenoten en ik wil graag dat je hardop zegt wat je denkt tijdens het lezen. Probeer je zo goed mogelijk in de hoofdpersoon in te leven en lees de tekst zonder NVC stappen toe te passen. Het gaat mij erom hoe je het verhaal ervaart.

Rosenbergs methode gaat onder anderen over zelfempathie. Dit houdt in dat je jezelf empathie geeft opdat je kalmeert in emotionele situaties. In hoeverre heb jij zelfempathie nodig na het lezen van de tekst?

Volgens Rosenberg kan iemand zichzelf zelfempathie geven door de vier stappen – Waarneming, Gevoelens, Behoeften, Verzoek – te doorlopen. In het onderzoek zal ik deze stappen met de proefpersonen doorlopen door hen gerichte vragen te stellen. Om te testen of deze vragen duidelijk en gericht genoeg zijn, wil ik ze nu met je doorlopen. Ik vraag je hierbij hardop uit te spreken wat je denkt. Nogmaals, ik vraag je naar je mening over de vraag zelf, dus er zijn geen goede of foute antwoorden. De vragen zijn naar aanleiding van de tekst die je zojuist gelezen hebt.

1. Kun je zo specifiek mogelijk de situatie omschrijven? Probeer hierbij zo concreet mogelijk te zijn en niet te oordelen.
2. Welke gevoelens heb je nu naar aanleiding van deze situatie? Je mag op de lijst kijken als je het moeilijk vindt om gevoelens te benoemen (Table F1).

Uit onderzoek blijkt dat gevoelens omhoogkomen bij mensen omdat er inbreuk wordt gedaan op bepaalde behoefte die zij hebben. Dit geldt dus ook voor de gevoelens die je net genoemd hebt.

3. Wat heb je op dit moment nodig opdat jouw [feeling A] minder wordt? Je mag op de lijst kijken als je het moeilijk vindt om behoeften te benoemen (Table F2).
4. Wat heb je op dit moment nodig opdat jouw [feeling B] minder wordt?
5. Wat heb je op dit moment nodig opdat jouw [feeling C] minder wordt?

Ik wil je nu vragen om even de tijd te nemen om na te denken over deze behoeften. Bedenk wat [name needs] voor jou betekenen, hoeveel waarde jij er aan hecht, en laat dit bezinken.

Deze situatie heeft ervoor gezorgd dat jij behoefte kreeg aan [name needs].

6. Om ervoor te zorgen dat jij de [need A] krijgt die je nodig hebt, wat zou je nu tegen jezelf willen zeggen of willen doen?
7. Om in die behoefte van [need B] te voorzien, wat zou je nu tegen jezelf willen zeggen of willen doen?
8. Om in die behoefte van [need C] te voorzien, wat zou je nu tegen jezelf willen zeggen of willen doen?

Welke vraagstelling vond je beter om iemand een verzoek te laten formuleren?

Heb jij jezelf door middel van deze vragen empathie kunnen geven? Zijn jouw emoties gekalmeerd?

Hartelijk bedankt voor je medewerking en feedback.

Appendix B

Pretest Interview unskilled NVC Participants

Bedankt dat je mee wilt doen aan dit interview. De reden van dit interview is dat ik geïnteresseerd ben in je mening over een conflictscenario en bijbehorend interviewvragen over zelfempathie voor mijn scriptieonderzoek. Door middel van de hardop-denken methode kom ik hierachter. De hardop-denken methode houdt in dat je alles zegt wat in je opkomt wanneer ik je straks de interviewvragen voorleg. Wat belangrijk is bij deze methode, is dat je je bewust bent van je gedachten, gevoel, of reactie en dat je deze dingen ook hardop zegt in plaats van voor jezelf houdt.

Het interview zal ongeveer een half uur duren. Je deelname aan dit interview is vrijwillig en je mag stoppen wanneer je dat wilt. Er zijn geen risico's verbonden aan je deelname en er zijn geen goede of foute antwoorden.

Het interview zal opgenomen worden wanneer je akkoord gaat met je deelname aan dit interview. De audiotape en informatie verkregen uit dit interview zullen anoniem zijn en vertrouwelijk behandeld worden.

Heb je verder nog vragen?

Ga je akkoord met deelname aan dit interview?

Je krijgt zo een tekst over een conflict tussen twee huisgenoten en ik wil graag dat je hardop zegt wat je denkt tijdens het lezen. Het gaat mij erom hoe je het verhaal ervaart. Probeer je zo goed mogelijk in de hoofdpersoon in te leven.

Voel je na het lezen van de tekst andere emoties dan daarvoor?

In het onderzoek zal ik een aantal stappen met de proefpersonen doorlopen door hen gerichte vragen te stellen. Om te testen of deze vragen duidelijk en gericht genoeg zijn, wil ik ze nu met je doorlopen. Ik vraag je hierbij hardop uit te spreken wat je denkt. Nogmaals, ik vraag je naar je mening over de vraag zelf, dus er zijn geen goede of foute antwoorden. De vragen zijn naar aanleiding van de tekst die je zojuist gelezen hebt.

1. Kun je zo specifiek mogelijk de situatie omschrijven? Probeer hierbij zo concreet mogelijk te zijn en niet te oordelen.
2. Welke gevoelens heb je nu naar aanleiding van deze situatie? Je mag op de lijst kijken als je het moeilijk vindt om gevoelens te benoemen (Table F1).

Uit onderzoek blijkt dat gevoelens omhoogkomen bij mensen omdat er inbreuk wordt gedaan op bepaalde behoefte die zij hebben. Dit geldt dus ook voor de gevoelens die je net genoemd hebt.

3. Wat heb je op dit moment nodig opdat jouw [feeling A] minder wordt? Je mag op de lijst kijken als je het moeilijk vindt om behoeften te benoemen (Table F2).
4. Wat heb je op dit moment nodig opdat jouw [feeling B] minder wordt?
5. Wat heb je op dit moment nodig opdat jouw [feeling C] minder wordt?

Ik wil je nu vragen om even de tijd te nemen om na te denken over deze behoeften. Bedenk wat [name needs] voor jou betekenen, hoeveel waarde jij er aan hecht, en laat dit bezinken.

Deze situatie heeft ervoor gezorgd dat jij behoefte kreeg aan [name needs].

6. Om ervoor te zorgen dat jij de [need A] krijgt die je nodig hebt, wat zou je nu tegen jezelf willen zeggen of willen doen?
7. Om in die behoefte van [need B] te voorzien, wat zou je nu tegen jezelf willen zeggen of willen doen?
8. Om in die behoefte van [need C] te voorzien, wat zou je nu tegen jezelf willen zeggen of willen doen?

Bij welke vraagstelling wist je beter een antwoord te formuleren?

Hoe voel je je nu in vergelijking met direct na het lezen van de tekst?

Hartelijk bedankt voor je medewerking en feedback.

Appendix C

Online Questionnaire

Experimental condition:

Beste deelnemer,

Allereerst wil ik je bij voorbaat bedanken voor jouw deelname aan dit onderzoek. Voordat je instemt om deel te nemen aan dit onderzoek, is het belangrijk dat je de volgende uitleg over het doel van het onderzoek en de manier waarop het zal worden uitgevoerd, leest en begrijpt.

Doel onderzoek: Dit onderzoek wordt uitgevoerd ten behoeve van mijn masterthesis voor de Universiteit van Tilburg. De studie richt zich op het verloop van conflictsituaties.

Procedure onderzoek: Je begint straks met het beantwoorden van een vijftal demografische vragen. Daarna krijg je een tekst te lezen over een conflict tussen twee huisgenoten. Dit zal ongeveer 5 minuten duren. Probeer je tijdens het lezen zo goed mogelijk in de hoofdpersoon in te leven. Hierna zal ik je een aantal vragen stellen over je emoties naar aanleiding van het conflict, wat ongeveer 15 minuten duurt. Daarna word je gevraagd een reactie voor deze huisgenoot op te nemen. Het onderzoek eindigt met een korte enquête.

Rechten participant: Voordat jouw deelname begint, is het belangrijk dat je weet dat jouw deelname aan dit onderzoek geheel vrijwillig is en je het onderzoek op elk moment kunt stopzetten, zonder een geldige reden en/of negatieve gevolgen. Het gehele onderzoek zal opgenomen worden met een audiorecorder. De gegevens die tijdens het onderzoek verzameld worden, zullen vertrouwelijk en anoniem worden verwerkt en alleen voor wetenschappelijke doeleinden worden gebruikt.

Indien je nog vragen en/of opmerkingen hebt, kun je contact opnemen met de experimentleider

Wanneer je op de pijl rechtsonder in beeld klikt,

- geef je toestemming om jouw data (anoniem) te gebruiken voor dit onderzoek; en
- geef je aan de condities te hebben gelezen en begrepen.

Nogmaals bedankt voor je medewerking!

Eline de Croes

Student Master Communicatie- & Informatiewetenschappen

Control condition:

Beste deelnemer,

Allereerst wil ik je bij voorbaat bedanken voor jouw deelname aan dit onderzoek. Voordat je instemt om deel te nemen aan dit onderzoek, is het belangrijk dat je de volgende uitleg over het doel van het onderzoek en de manier waarop het zal worden uitgevoerd, leest en begrijpt.

Doel onderzoek: Dit onderzoek wordt uitgevoerd ten behoeve van mijn masterthesis voor de Universiteit van Tilburg. De studie richt zich op het verloop van conflictsituaties.

Procedure onderzoek: Je begint straks met het beantwoorden van een vijftal demografische vragen. Daarna krijg je een tekst te lezen over een conflict tussen twee huisgenoten. Dit zal ongeveer 5 minuten duren. Probeer je tijdens het lezen zo goed mogelijk in de hoofdpersoon in te

leven. Hierna zal ik je vragen in 9 minuten zoveel mogelijk woordzoekers op te lossen. Daarna word je gevraagd een reactie voor deze huisgenoot op te nemen.

Rechten participant: Voordat jouw deelname begint, is het belangrijk dat je weet dat jouw deelname aan dit onderzoek geheel vrijwillig is en je het onderzoek op elk moment kunt stopzetten, zonder een geldige reden en/of negatieve gevolgen. Het gehele onderzoek zal opgenomen worden met een audiorecorder. De gegevens die tijdens het onderzoek verzameld worden, zullen vertrouwelijk en anoniem worden verwerkt en alleen voor wetenschappelijke doeleinden worden gebruikt.

Indien je nog vragen en/of opmerkingen hebt, kun je contact opnemen met de experimentleider .

Wanneer je op de pijl rechtsonder in beeld klikt,

- geef je toestemming om uw data (anoniem) te gebruiken voor dit onderzoek; en
- geef je aan de condities te hebben gelezen en begrepen.

Nogmaals bedankt voor je medewerking!

Eline de Croes

Student Master Communicatie- & Informatiewetenschappen

Dit deel van de enquête bevat demografische vragen.

1. Wat is jouw geslacht?

- Man
- Vrouw

2. Wat is jouw leeftijd?

3. Wat is jouw hoogst genoten opleiding?

(Indien je op dit moment student bent, kruis dan jouw huidige opleidingsniveau aan)

- Geen
- Voorgezet onderwijs (VMBO, MAVO, HAVO, VWO)
- Middelbaar beroepsonderwijs (MBO, MTS)
- Hoger beroepsonderwijs (HBO, HTS)
- Wetenschappelijk onderwijs

4. Hoe zelfbewust schat jij jezelf in? (*1 = helemaal niet; 5 = heel erg*)

1 2 3 4 5

5. Hoe bekend ben je met de methode Geweldloze/Verbindende Communicatie van Marshall

Rosenberg? (*1 = helemaal niet; 5 = heel erg*)

1 2 3 4 5

Je ontvangt nu een situatieschets van de onderzoeker. Lees deze rustig en zorgvuldig door en probeer je zo goed mogelijk in te leven in de hoofdpersoon en het conflict.

Klik op de pijl rechts onderin wanneer je klaar bent met het lezen van de situatieschets.

Experimental condition:

Je gaat nu stilstaan bij de verschillende onderdelen van het conflict en de emoties die daarbij komen kijken. De onderzoeker gaat je een aantal vragen stellen naar aanleiding van het conflict met Robin waarover je zojuist gelezen hebt.

Control condition:

Uit onderzoek is gebleken dat het oplossen van woordzoekers mensen meer zelfvertrouwen geeft. Je ontvangt nu een aantal woordzoekers van de onderzoeker. Probeer in 9 minuten zoveel mogelijk puzzels op te lossen door alle woorden te vinden.

Experimental condition:

We zijn weer terug bij de situatie tussen jou en Robin. Nadat je het telefoongesprek met de student uit het appartement naast jullie hebt beëindigd, heb je zojuist stilgestaan bij de verschillende onderdelen van dit conflict en wat je daarbij voelt en nodig hebt.

Nu je hierover nagedacht hebt, loop je terug naar Robin om te reageren op de situatie. Wat zou je nu rechtstreeks tegen Robin willen zeggen? Alles is geoorloofd en je mag reageren zoals je wilt (bijv. vloeken, schreeuwen, etc.).

Control condition:

We zijn weer terug bij de situatie tussen jou en Robin. Probeer je weer in te leven in deze situatie: Je hebt het telefoongesprek met de student uit het appartement naast jullie beëindigd en loopt weer terug naar Robin om te reageren op de situatie.

Wat zou je nu rechtstreeks tegen Robin willen zeggen? Alles is geoorloofd en je mag reageren zoals je wilt (bijv. vloeken, schreeuwen, etc.).

Het laatste deel van deze enquête bestaat uit 20 woorden die gevoelens en emoties beschrijven.

In hoeverre voelt jij je **op dit moment**:

	Heel weinig / helemaal niet	Een beetje	Matig	Erg	Heel erg
1. Geïnteresseerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Bedroefd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Opgewekt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teneergeslagen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sterk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Schuldig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Angstig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Vijandig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Enthousiast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Zelfverzekerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Vlug geïrriteerd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Beschaamd	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Vol inspiratie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Gespannen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Vastberaden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Aandachtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Zenuwachtig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Energiëk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Bang	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dit is het einde van deze enquête. Hartelijk bedankt voor je deelname aan dit onderzoek!

Appendix D

Translation College Town Apartments

Robin en jij zitten allebei in jullie derde studiejaar aan de universiteit. Jullie hebben elkaar leren kennen door gemeenschappelijke vrienden en hebben heel veel gedeelde interesses. Ongeveer vier maanden geleden hebben jullie besloten een appartement te delen en zijn jullie verhuisd. Het appartement bevindt zich in een complex wat beheerd wordt door de familie Jansen. Robin en jij hebben beide een eenjarig huurcontract ondertekend en zijn in een tweepersoonsappartement met één badkamer ingetrokken. De maandelijkse huur is €600 en jullie delen dit bedrag iedere maand door tweeën.

De laatste vier maanden hebben jullie veel problemen gehad en afgelopen week heeft de situatie een grens bereikt. Sinds jullie in het appartement wonen, heeft Robin jou altijd naar jouw deel van de huur (€300) gevraagd en vervolgens beide enveloppen met geld gezamenlijk naar de familie Jansen gestuurd. Je weet niet waarom Robin zo graag op deze manier de huur wilde betalen en vraagt je ook af waarom de huur überhaupt contant betaald wordt en niet digitaal. Omdat je graag meegaand wilt zijn, ben je maar met Robins manier akkoord gegaan. Afgelopen week, ongeveer twee dagen voordat de huur betaald moest worden, heb je de enveloppe op de gebruikelijke plek op Robins bureau in de woonkamer neergelegd.

Vandaag ontvingen jullie een brief van de familie Jansen waarin stond dat slechts de helft van de huur betaald was en dat er een boete van €10 per dag geldt bij te laat betalen. In de brief stond verder dat de familie Jansen niet verantwoordelijk is voor het innen van (delen van) de huur. De normale boete is €20 per dag bij te laat betalen, maar aangezien de helft van de huur al betaald was, gaven de Jansens aan dat de boete ook maar €10 per dag betreft. Tegen de tijd dat jij

de brief las, waren er al zeven dagen voorbijgegaan – wat betekent dat er vandaag al €70 betaald moest worden!

Je was stomverbaasd: Heeft Robin jouw enveloppe niet opgestuurd? En is dit met opzet gedaan? Je voelde je ontzettend gefrustreerd en boos over de situatie en bent gaan studeren in de bibliotheek om af te koelen. Eenmaal in de bibliotheek dacht je aan de nadelen en de scheve verhouding in jullie woonsituatie: Robin is altijd in het appartement en laat overal spullen liggen. Jij moet maar ergens anders heen gaan om te studeren of om met vrienden af te spreken vanwege de enorme zoi. Je bent altijd flexibel geweest – en nu gebeurt er dit!

Toen je 's avonds thuiskwam, ben je meteen naar Robins kamer gelopen om over de situatie te praten. Iedere extra dag betekent namelijk weer €10 boete. Toen je op de slaapkamerdeur klopt, trok Robin deze open en begon te schreeuwen dat hij/zij de volgende ochtend tentamens had en wilde slapen.

Toen je het eindelijk voor elkaar kreeg iets te zeggen over de brief en de boete, zei Robin dat het niet zijn/haar probleem was. Zijn/haar deel was opgestuurd, dus jij moest dit zelf maar oplossen. Dit maakte je witheet van woede. Je vroeg waarom Robin jouw enveloppe niet had gepakt, terwijl je die een week geleden al had neergelegd. Robin zei dat er geen enveloppe met geld op tafel lag. Je reageerde toen dat die waarschijnlijk onder alle rotzooi lag. Robin zei dat hij/zij daar geen idee van had en dat het hem/haar ook niet interesseerde, omdat het jouw probleem is.

Op dat moment ben je naar Robins overvolle bureau in de woonkamer gegaan. Onder oude kranten en vieze borden vond je daar de enveloppe met het geld erin. Hiermee ben je naar Robins kamer gelopen en zei je: “Hier is de enveloppe die al meer dan een week op jouw bureau

ligt. Ik denk dat dit betekent dat jij nalatig bent geweest en dat JIJ de boete moet betalen.” Robin riep toen: “Vergeet het maar!”

Toen ging de telefoon in de woonkamer. Je nam op en het bleek de student uit het appartement naast jullie te zijn, die vroeg of jullie alsjeblieft wilde stoppen met de schreeuwwedstrijd. Je bood je excuses aan en bedacht toen wat je met de situatie en Robin aan moest...

Appendix E

Self-Empathy Interview

1. Zoals je net hebt kunnen lezen, bevind jij je op dit moment in een conflict met Robin. Kun je beschrijven over welke drie ergernissen jullie conflict gaat? Probeer daarbij niet te oordelen.

2. Natuurlijk bepalen meerdere zaken tegelijk het conflict. We gaan nu elk van de drie onderdelen apart bekijken.
 - A. Als je eraan denkt dat Robin jouw enveloppe niet heeft opgestuurd, wat voel je dan? Bekijk deze lijst met gevoelens goed en markeer dan maximaal 3 gevoelens (Table F1).
 - B. Als je de spullen van Robin in de woonkamer ziet liggen, hoe voel jij je dan? Markeer weer maximaal 3 items uit de lijst.
 - C. Als je Robin hoort zeggen dat de boete jouw probleem is, welke gevoelens ervaar je dan? Markeer weer maximaal 3 items.

Mensen ervaren negatieve gevoelens en emoties wanneer zij ergens behoefte aan hebben. Een voorbeeld hiervan is wanneer een vrouw 's nachts wakker wordt omdat de buurman harde muziek aan heeft staan. De vrouw wordt boos, omdat zij behoefte heeft aan nachtrust. De gevoelens die jij net gemarkeerd hebt, zijn ook een teken van een bepaalde behoefte.

3. A. Naar aanleiding van de niet opgestuurde enveloppe, voelde jij je [name feeling A]. Wat heb je het meest nodig om je beter te voelen? Bekijk deze lijst met behoeften goed en markeer dan één behoefte die voor jou het belangrijkste is (Table F2). Wellicht zijn niet alle woorden even duidelijk, maar kies wat nu het meest voor jou van toepassing is.

B. Naar aanleiding van Robins spullen in de woonkamer, voelde jij je [name feeling B]. Wat heb je het meest nodig om je beter te voelen? Markeer de belangrijkste behoefte uit de lijst.

C. Naar aanleiding van Robins opmerking over de boete, voelde jij je [name feeling C]. Wat heb je het meest nodig om je beter te voelen? Markeer weer de belangrijkste behoefte uit de lijst.

Ik wil je nu vragen om even de tijd te nemen om na te denken over deze drie behoeften. Bedenk hoe belangrijk [name needs] op dit moment voor jou zijn en geef dit vervolgens weer door voor iedere behoefte het balkje in te kleuren. Als het nu niet belangrijk is, kleur je weinig in. Als het op dit moment heel erg belangrijk is, kleur je veel in.

We gaan nu kijken hoe behoeften vervuld kunnen worden. In het voorbeeld van de vrouw en de muziek van de buurman, had de vrouw behoefte aan nachtrust. Ze kan op dat moment aan nachtrust komen door oordoppen te gebruiken. De conflictsituatie heeft erbij jou voor gezorgd dat jij behoefte kreeg aan [name needs].

4. A. Wat kun je er op dit moment concreet zelf aan doen om dat/die [need A] te krijgen?

B. Wat kun je er op dit moment concreet zelf aan doen om dat/die [need B] te krijgen?

C. Wat kun je er op dit moment concreet zelf aan doen om dat/die [need C] te krijgen?

Appendix F

Self-Empathy Material

Conflictonderwerpen:

- A. Robin heeft jouw enveloppe niet opgestuurd;
- B. Robins spullen liggen in de woonkamer;
- C. Robin zegt dat de boete van €70 jouw probleem is.

Table F1.

List of Feelings.

Liefdevol Hartelijk, teder, vol mededogen, vriendelijk, zachtmoedig, warm	Zelfverzekerd Gesterkt, open, trots, vastberaden, zelfbewust	Dankbaar Dankbaar, erkentelijk, geraakt, geroerd, ontroerd	Hoopvol Bemoedigd, optimistisch, verwachtingsvol	Verfrist Gestimuleerd, hersteld, uitgerust, verjongd, vernieuwd
Betrokken Aandachtig, alert, geboeid, gefascineerd, geïnteresseerd, geïntrigeerd, gestimuleerd, nieuwsgierig	Vredig Gecentreerd, gelijkmoedig, gelukkig, helder, kalm, ontspannen, opgelucht, op mijn gemak, rustig, sereen, stil, tevreden, voldaan	Geestdriftig Extatisch, gelukzalig, hartstochtelijk, opgewekt, opgewonden, stralend, uitbundig, uitgelaten, verrukt	Vrolijk Blij, frivol, geamuseerd, gelukkig, opgetogen	Gestimuleerd Energiek, enthousiast, geanimeerd, gepassioneerd, geprikeld, levendig, verbaasd, verlangend, verrast, versterkt, verwonderd
			Geïnspireerd Onder de indruk, verbaasd, verwonderd	

<p>Bang Angstig, in paniek, ongerust, ontsteld, op mijn hoede, verschrikt, versteend, verontrust, wantrouwend</p>	<p>Afkeer Haatdragend, minachtend, vol afschuw, vijandig, walging</p>	<p>Opgelaten Onbehaaglijk, ongemakkelijk, beschaamd, schuldig, verward</p>	<p>Vermoeid Futloos, leeg, lusteloos, slaperig, uitgeblust, uitgeput, verslagen</p>	<p>Pijn Alleen, berouwvol, gebroken, gekweld, gekwetst, miserabel, ontredderd</p>
<p>Onrustig Alert, geagiteerd, gealarmeerd, geschrokken, nerveus, ongemakkelijk, ontdaan, onthutst, ontmoedigd, ontsteld, verbaasd, verbouwereerd, verschrikt</p>	<p>Verward Ambivalent, aarzelend, onthutst, onzeker, perplex, twijfel, verbijsterd, verloren, verscheurd</p>	<p>Geërgerd Boos, gefrustreerd, geïrriteerd, ongeduldig, ontevreden, ontstemd</p>	<p>Machteloos Hopeloos, hulpeloos, moedeloos</p>	<p>Treurig Bedroefd, melancholiek, ontmoedigd, ongelukkig, terneergeslagen, teleurgesteld, verdrietig, wanhopig, triest</p>
<p>Afwezig Afstandelijk, apathisch, gelaten, koel, ongeïnteresseerd, onverschillig, verveeld, vervreemd</p>	<p>Kwaad Furieus, razend, verontwaardigd, woedend, wraakzuchtig</p>	<p>Gespannen Chagrijnig, geïrriteerd, overweldigd, rusteloos, zenuwachtig</p>	<p>Kwetsbaar Gevoelig, hulpeloos, onzeker, wiebelig</p>	<p>Verlangend Afgunstig, hunkerend, jaloers, nostalgisch, smachtend</p>

Table F2.

List of Needs.

<p>Betekenis Begrip Bewustzijn Bijdrage Creativiteit Doeltreffendheid Erkenning Groei Helderheid Hoop Leren Ontdekking Participatie Rouwen Stimulatie Uitdaging Vaardigheid Van belang zijn Vieren van het leven Werkzaamheid Wilskracht Zelfexpressie Zin</p>	<p>Verbinding Acceptatie Affectie Begrijpen en begrepen worden Communicatie Compassie Empathie Erbij betrekken Erbij horen Gemeenschapsgevoel Intimiteit Kennen en gekend zijn Liefde Nabijheid Ondersteuning Respect/zelfrespect Samenwerking Veiligheid Vertrouwen Voeding Voorkomendheid Waardering Warmte Wederkerigheid Zekerheid Zien en gezien worden</p>	<p>Lichamelijk welbevinden Aanraking Beschutting Beweging Lucht Rust Seksualiteit, Veiligheid Vocht Voedsel</p> <p>Vrede Gemak Harmonie Heelheid Inspiratie Orde Schoonheid Verbinding</p> <p>Autonomie Keuze Onafhankelijkheid Ruimte Spontaniteit Vrijheid</p> <p>Spelen Humor Plezier</p>
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	Heel weinig	Heel veel
Behoefte 1	<input type="text"/>	
Behoefte 2	<input type="text"/>	
Behoefte 3	<input type="text"/>	

Appendix G

Transcript Self-Empathy Manipulation

Researcher: Zoals je net hebt kunnen lezen, bevind jij je op dit moment in een conflict met Robin. Kun je beschrijven over welke drie ergernissen jullie conflict gaat? Probeer daarbij niet te oordelen.

Participant: Euhm. Welke drie? Je bent geërgerd überhaupt aan Robin als huisgenoot. Hij is nalatig en laat zijn spullen slingeren en zo, dus dan kan je niet studeren. Hij heeft de enveloppe niet opgestuurd, dus daarin heeft hij ook verzaakt. En het derde is dat hij jou de schuld geeft van dit probleem.

R: Oké. Natuurlijk bepalen meerdere zaken tegelijk het conflict. We gaan nu elk van de drie onderdelen apart bekijken. Als je eraan denkt dat Robin jouw enveloppe niet heeft opgestuurd, wat voel je dan? Bekijk deze lijst met gevoelens goed en markeer dan maximaal 3 gevoelens.

P: [participant marks feelings]

R: Als je de spullen van Robin in de woonkamer ziet liggen, hoe voel jij je dan? Markeer weer maximaal 3 items uit de lijst.

P: [participant marks feelings]

R: Als je Robin hoort zeggen dat de boete jouw probleem is, welke gevoelens ervaar je dan? Markeer weer maximaal 3 items.

P: [participant marks feelings]

R: Mensen ervaren negatieve gevoelens en emoties wanneer zij ergens behoefte aan hebben. Een voorbeeld hiervan is wanneer een vrouw 's nachts wakker wordt omdat de buurman harde muziek aan heeft staan. De vrouw wordt boos, omdat zij behoefte heeft aan

nachtrust. De gevoelens die jij net gemarkeerd hebt, zijn ook een teken van een bepaalde behoefte. Naar aanleiding van de niet opgestuurde enveloppe, voelde jij je boos en gefrustreerd. Wat heb je het meest nodig om je beter te voelen? Bekijk deze lijst met behoeften goed en markeer dan één behoefte die voor jou het belangrijkste is. Wellicht zijn niet alle woorden even duidelijk, maar kies wat nu het meest voor jou van toepassing is.

P: [participant marks a need]

R: Naar aanleiding van Robins spullen in de woonkamer, voelde jij je geïrriteerd. Wat heb je het meest nodig om je beter te voelen? Markeer de belangrijkste behoefte uit de lijst.

P: [participant marks a need]

R: Naar aanleiding van Robins opmerking over de boete, voelde jij je gekwetst en woedend. Wat heb je het meest nodig om je beter te voelen? Markeer weer de belangrijkste behoefte uit de lijst.

P: [participant marks a need]

R: Ik wil je nu vragen om even de tijd te nemen om na te denken over deze drie behoeften. Bedenk hoe belangrijk vertrouwen, gemak, en gemeenschapsgevoel op dit moment voor jou zijn en geef dit vervolgens weer door voor iedere behoefte het balkje in te kleuren. Als het nu niet belangrijk is, kleur je weinig in. Als het op dit moment heel erg belangrijk is, kleur je veel in.

P: [participant colours in the bar]

R: We gaan nu kijken hoe behoeften vervuld kunnen worden. In het voorbeeld van de vrouw en de muzikant van de buurman, had de vrouw behoefte aan nachtrust. Ze kan op dat moment aan nachtrust komen door oordoppen te gebruiken. De conflictsituatie heeft erbij

jou voor gezorgd dat jij behoefte kreeg aan vertrouwen, gemak, en gemeenschapsgevoel.

Wat kun je er op dit moment concreet zelf aan doen om dat vertrouwen te krijgen?

P: Ja, ik zou willen dat Robin erkent dat hij een verantwoordelijkheid heeft en dat het zijn verantwoordelijkheid is om de enveloppe op te sturen. Als hij het een keer gemist heeft, dat kan, maar dan moet hij dat wel gewoon eerlijk erkennen.

R: Dus hoe zou jij dat dan aanpakken? Je zou een gesprek aan gaan?

P: Ja, ik denk het wel. Gewoon bij de start, van hoe dat normaalgesproken werkt. Van ja.

R: Wat kun je er op dit moment concreet zelf aan doen om dat gemak te krijgen?

P: Ik vind dat gemak een beetje lastig, want ik weet niet: heb ik vaker Robin hierover aangesproken? Ik zou dat nu buitenbeschouwing laten. We hebben nu een urgent probleem. Ik zou, denk ik, alsnog eerst proberen die andere problemen op te lossen en dan is dit gewoon iets wat uiteindelijk eruit moet komen: misschien moeten we gewoon beter gaan opruimen om dit in de toekomst te voorkomen.

R: Wat kun je er op dit moment concreet zelf aan doen om dat gemeenschapsgevoel te krijgen?

P: Ja, ik denk dat ik met hem zou praten dat we wel gewoon een huis delen. Dus ook al maken we fouten, dat kan gebeuren, maar je bent wel samen verantwoordelijk voor de huur en problemen die er ontstaan. Dus ik denk dat ik een gesprek zou starten om te proberen erkenning te krijgen van dat je samenwoont, dat je samen problemen oplost.

R: Wat zou je nu tegen Robin zeggen?

P: Even denken. Ja, Robin er is iets misgegaan en dat vind ik heel erg vervelend. Maar ik kan begrijpen dat er een keer, ja het is wel elke keer jouw verantwoordelijkheid. En tot nu toe is het allemaal goed gegaan en het kan een keertje misgaan en dat is dan heel erg

jammer, maar dat moeten we gewoon in de toekomst voorkomen. Dus ik stel voor dat we nu samen deze boete betalen, en samen dit probleem oplossen. En dan kunnen we daarna nadenken hoe we een beter systeem kunnen maken, zodat dit probleem niet herhaalt.

R: Is dat je boodschap?

P: Ja, dat is mijn boodschap.

Appendix H:

Word-Search Puzzles

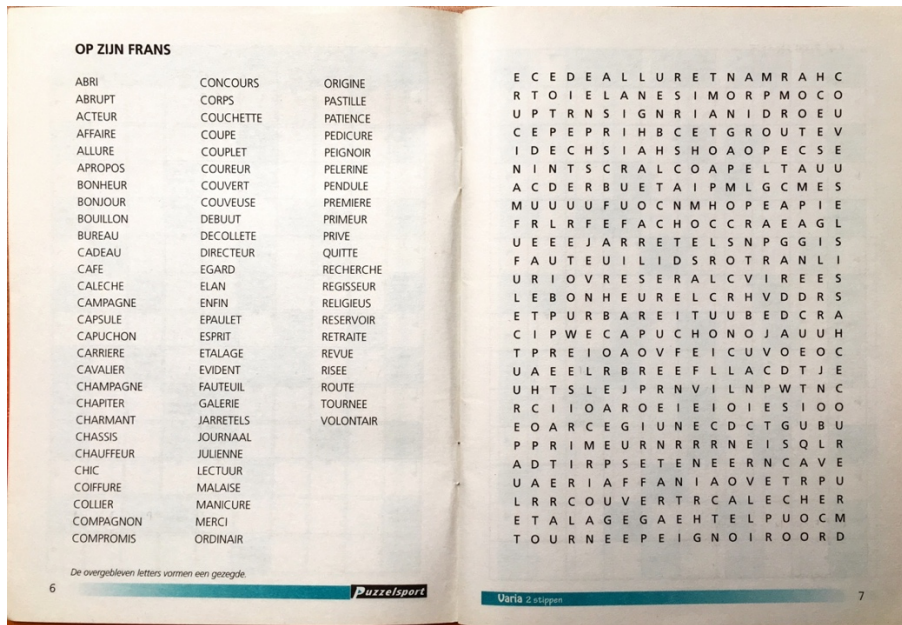


Figure H1. First word-search puzzle for the control condition.

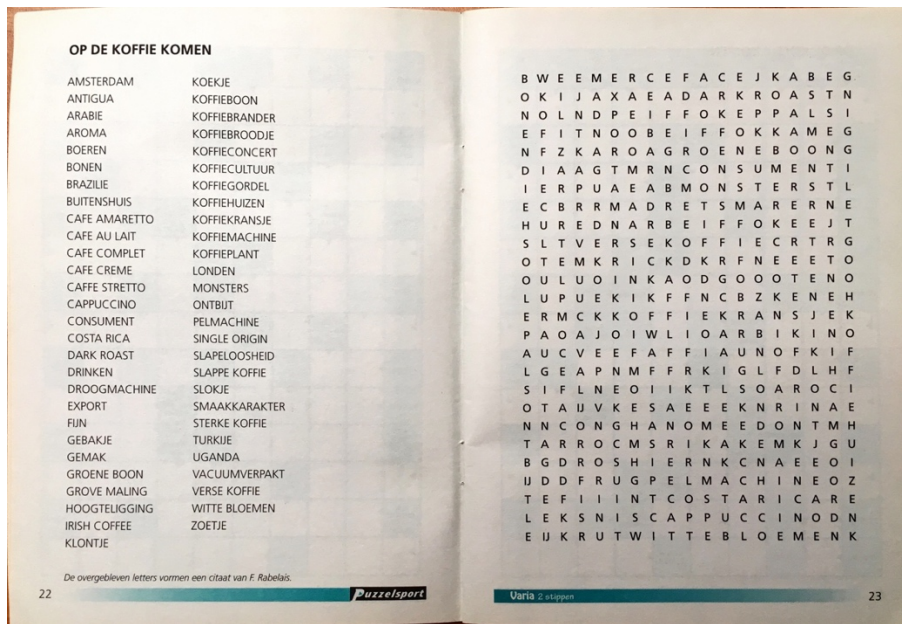


Figure H2. Second word-search puzzle for the control condition.

Appendix I:

Debriefing

Experimental condition:

Dit experiment was onderdeel van het onderzoek naar de invloed van zelfempathie door middel van de methode van Geweldloze/Verbindende Communicatie. De tekst die je gelezen hebt, was bedoeld om bepaalde emoties bij je op te wekken. Na het lezen van deze tekst heeft de onderzoeker je een aantal vragen gesteld over jouw emoties.

Volgens Geweldloze/Verbindende Communicatie zorgt de bewustwording van eigen emoties en voornamelijk bewustwording van hun oorzaak, ervoor dat iemand zichzelf empathie kan geven en iemands emoties minder intens worden. In dit onderzoek werd onderzocht welk effect zelfempathie heeft op iemands taalgebruik.

Heb je nog vragen over het onderzoek of voel je nog bepaalde emoties?

Nogmaals hartelijk dank voor uw medewerking aan dit onderzoek.

Control condition:

Dit experiment was onderdeel van het onderzoek naar de invloed van zelfempathie door middel van de methode van Geweldloze/Verbindende Communicatie. De tekst die je gelezen hebt, was bedoeld om bepaalde emoties bij je op te wekken. Na het lezen van deze tekst heb je woordzoekers opgelost. Het genoemde verband tussen het oplossen van woordzoekers en zelfvertrouwen is verzonnen voor onderzoeksdoeleinden.

Volgens Geweldloze/Verbindende Communicatie zorgt de bewustwording van eigen emoties en voornamelijk bewustwording van hun oorzaak, ervoor dat iemand zichzelf empathie kan geven en iemands emoties minder intens worden. In dit onderzoek werd onderzocht welk effect zelfempathie heeft op iemands taalgebruik.

Heb je nog vragen over het onderzoek of voel je nog bepaalde emoties?

Nogmaals hartelijk dank voor uw medewerking aan dit onderzoek.

Appendix J

Transcript of the Message per participant and corresponding condition

1. “Even denken. Ja, Robin er is iets misgegaan en dat vind ik heel erg vervelend. Maar ik kan begrijpen dat er een keer, ja het is wel elke keer jouw verantwoordelijkheid. En tot nu toe is het allemaal goed gegaan en het kan een keertje misgaan en dat is dan heel erg jammer, maar dat moeten we gewoon in de toekomst voorkomen. Dus ik stel voor dat we nu samen deze boete betalen, en samen dit probleem oplossen. En dan kunnen we daarna nadenken hoe we een beter systeem kunnen maken, zodat dit probleem niet herhaalt.”

“Let me think. Yes, Robin something went wrong and that is too bad. But I can understand that sometimes, yes every time it is your responsibility. And so far all went well and it can go wrong sometimes, which is too bad, but we have to prevent that from happening in the future. So, I am proposing that we pay the penalty together, and together try to solve the problem. And then we could think of a better system in order to avoid the problem to repeat itself.” (participant 1, male, experimental condition)

2. “Wat ik zou zeggen is dat ik het niet vind kunnen hoe hij er nu mee om is gegaan. Dat ik vooral vind, over die boete zeg maar, dat zou me het meest frustreren dat hij daar gewoon niet reëel over is. En dat hij het niet heeft opgestuurd, dat kan gebeuren, of niet heeft gezien. Rommel maakt me niet zoveel uit, dat is zijn eigen ding. Maar ik vind vooral dat je daar wel reel moet zijn dat je dat niet een kant op kan sturen. Dus ik zou gewoon zeggen dat we dat moeten splitten. En dan zand erover.”

“I would say that I do not find it acceptable how he handled it. That I in particular find, about the penalty, that would frustrate me the most, that he is just irrational about it. And that he did not sent it, that can happen, or he did not see it. The mess does not bother me that much,

that is his thing. But I especially think you should be realistic about the fact that you cannot point towards one side of the table. So, I would say that we should split it. And then forgive and forget.” (participant 2, male, experimental condition)

3. “Ik zou zeggen dat we er allebei een nachtje over moeten slapen. En dat ik het heel ergerlijk vind dat hij zo nalatig is geweest. Als hij de dag erna nog steeds niet snapt waarom ik het raar vind dat hij die extra stap niet heeft gezet, dat we dan maar gewoon onze wegen moeten scheiden.”

“I would say we should both sleep on it. And that I find it very annoying that he has been so negligent. If he does not understand why I find it strange that he did not take that extra step tomorrow, that we would go our separate ways.” (participant 3, male, experimental condition)

4. “Ik zou tegen Robin zeggen dat hij tot nu toe elke maand het geld heeft geregeld, en dat dat tot nu toe ook altijd goed is gegaan, dus dat ik ervan uitging dat het nu weer goed zou gaan. Maar dat het niet het geval is geweest, en dat dat toch wel degelijk te maken heeft met zijn troep in het huis. Dus dat jij ook vindt dat de verantwoordelijkheid bij hem lag, want hij had kunnen zien dat hij 300 euro miste toen hij die andere 300 euro opstuurde en aan mij kunnen vragen waar die 300 euro was. Dan had ik dezelfde dag al kunnen aanwijzen waar dat geld lag, en was dit probleem er nooit geweest. Dus nou ja, dat dit zeker zijn probleem is en dat hij die 70 euro lekker uit zijn eigen zak kan halen. Zou ik zeggen.”

“I would tell Robin that he handed the money each month until now, and that it always went well, so that I assumed that it would also go well this time. However, that this was not the case, and that this had definitely to do with his mess at home. So, that you think that he had the responsibility, because he could have seen that he was missing 300 euros when he

sent the other 300 euros and he could have asked me where those 300 euros were. Then, already at the same day, I could have pointed out where the money was, and this problem would never have been there.” (participant 4, female, experimental condition)

5. “Ik vind het prima dat je morgen je tentamen hebt, maar dan gaan we na je tentamen zitten om te kijken hoe we dit gaan oplossen.”

“I think it is fine that you have your exam tomorrow, but then we will meet after your exam to discuss how we will solve this.” (participant 5, female, experimental condition)

6. “Hee Robin, super vervelend dat het nu allemaal zo loopt. Laten we het er morgen gewoon even rustig over hebben. Ik snap dat je nu heel druk bent met je tentamens, maar je kunt hier niet zomaar afstand van nemen. En ik zeg niet dat het jouw schuld is, maar ik wil er gewoon in ieder geval met z’n tweeën naar kijken. Dus laten we morgen gewoon even ervoor met z’n tweeën voor gaan zitten. En dan kan je nu lekker gaan leren voor je tentamens en dan hoop ik dat het morgen goed gaat.”

“Hi Robin, too bad what is happening right now. Let us just calmly talk about it tomorrow. I understand that you are very busy with your exams right now, but you cannot just stand back. And I am not saying it is your fault, but I just want us both to look at it. So let us sit down together tomorrow. And now you can study for your exams and I hope it will go well tomorrow.” (participant 6, female, experimental condition)

7. Heel eerlijk, ik heb een beetje het gevoel dat het niet zo’n heel goede relatie is tussen mij en Robin, dus ik zou het er eigenlijk heel rustig over willen hebben om het misschien wel af te kappen. Om te gaan kijken naar... Kijk, ik zou heel graag willen bespreken van ‘Nou ik heb de enveloppe neergelegd, het is niet gebeurd, en ik snap best wel dat jij niet de volle 70 euro gaat betalen, maar je begrijpt ook wel dat ik niet de volle 70 euro ga betalen. Dus eigenlijk

zou ik daarin een regeling willen treffen om dat fifty/fifty te gaan doen.’ Dat zou ik met haar willen bespreken. En dan er ook vervolgens over willen gaan praten om of een andere manier van samenleven, of niet meer samenleven. ‘Want er zijn gewoon meerdere dingen die opkroppen bij mij, vooral dan dat ik het vervelend vind dat er gewoon overal zoi ligt en dat ik daarom niet meer zoveel naar huis kom, en niet meer studeer thuis. Dat soort dingen wat ik zelf een prettige leefomgeving vind, vind ik het niet. Dus of er moet een nieuwe manier komen waarop wij samen er mee eens zijn hoe wij gaan samenleven, of we kunnen het beter niet meer doen.’ Dat zou ik zeggen.

“Honestly, I have got the feeling that Robin and I do not have a good relationship, so I would want to calmly discuss to maybe go separate ways. To discuss... Look, I would like to discuss ‘Well, I put down the envelope, it did not happen, and I get that you do not want to pay the full 70 euros, but you also understand that I will not pay all 70 euros either. So, actually I would like to make an arrangement to do it fifty/fifty.’ That is what I would discuss with her. And then discuss about another way of living together, or not living together anymore. ‘Because there are multiple things that are bottling up inside me, especially that I find it annoying that there is mess everywhere and that this is the reason why I am not coming home often, and do not study at home anymore. That sort of things that I find a pleasant living environment, I do not find here. So, there should either be a new way of living together that we both agree on, or we could better end it.’ That is what I would say.”

(participant 7, female, experimental condition)

8. “Robin, luister, jij gaat eerst je tentamen maken. En daarna moeten we het hier gewoon over hebben. Dit werkt niet.”

“Robin, listen, you will do your exam first. And afterwards we will discuss this. This is not working.” (participant 8, male, experimental condition)

9. “Als hij de dag erna tentamen heeft, dan denk ik toch niet dat het heel veel zin heeft om dan er een probleem van te maken. Ik zou denk ik tegen hem zeggen van euhm: ‘Wanneer heb je morgen tentamen? Daarna gaan we afspreken en dan gaan we dit overleggen.’”

“If he has exams the next day, I think it is useless to make a problem of it. I would say to him err: ‘When do you have your exam tomorrow? Afterwards we will meet and we will discuss this.’” (participant 9, female, control condition)

10. “Ja, ik zou toch wel tegen Robin zeggen van: ‘Goh, hier ligt toch wel het bewijs dat het gewoon bij jou terecht is gekomen en ik heb gewoon aan jouw eisen voldaan. Dus die boete is sowieso gewoon voor jou.’ En daar zou ik ook bij blijven.”

“Yes, I would say to Robin: ‘Well, here is prove that it just came to you and that I met your requirements. So, the penalty is definitely yours.’ And I would stick to that.” (participant 10, female, control condition)

11. “Dan zou ik tegen hem zeggen van: ‘Wat flik je me nou? Zo gaan we niet met elkaar om he.’ Zoiets in die trant denk ik. En dan zou ik wel niet proberen te schreeuwen en boos te worden, want daar los je natuurlijk niks mee op. Nou het is wel zijn schuld in principe. Nou ja, aan de andere kant heb ik er natuurlijk ook wel schuld aan, ik had... Nou ja, als jij een duidelijke afspraak met iemand hebt en opeens houdt hij zich daar niet aan, dan moet hij dat ook oplossen.”

“Then I would say to him: ‘What the hell are you doing? This is not the we interact with each other.’ Something like that. And I would try to not yell or get mad, because that will not fix anything. Well it is his fault actually. Well, on the other hand I am a little guilty too, I could

have... Well, if you have a clear arrangement with someone and he does not stick to it, then he has to fix it.” (participant 11, male, control condition)

12. “Ik zou letterlijk zeggen, nou dat ze moet beseffen dat het niet allemaal, dat zij niet alles kan beslissen, maar dat dat in overleg moet. Zij kan wel beslissen, of ‘jij kan wel beslissen van jouw spullen mogen in de woonkamer liggen en ik moet die boete betalen van jou. Maar jij moet begrijpen dat je dat in overleg moet doen.’”

“I would literally say, well that she should realize that it cannot all, that she cannot decide everything, but that this should be done by common agreement. She can decide, or ‘you can decide that your stuff can be in the living room and that I should pay the penalty. But you have to understand that this done by common agreement.’” (participant 12, female, experimental condition)

13. “De troep ga ik op dat moment even niet noemen. Maar ik zou wel zeggen: ‘elke dag komt er 10 euro bij. We hebben een regeling gehad, waarbij je elke keer beide enveloppen zou inleveren. Dat heb je dit keer niet gedaan. Wat wil je eraan gaan doen?’”

“I will not mention the mess at that moment. But I would say: ‘Every day is 10 euros extra. We had a deal, which meant that you would sent in both envelopes everytime. You did not do it this time. What will you do about it?’” (participant 13, male, experimental condition)

14. “Ik zou dan tegen die Robin zeggen dat ik zelf contact zou opnemen met die huurbaas. Dat ik hem eerlijk zou vertellen ook hoe de situatie normaalgesproken zou zijn met huur betalen, zeg maar. En dus dat de manier van betalen dat dat zijn schuld is en nou ja, dat hij het maar ziet op te lossen.”

“I would tell Robin that I personally would contact the landlord. That I would tell him honestly how we normally deal with the rent. And so, this way of paying is his fault and, well, he should figure out how to fix it.” (participant 14, male, control condition)

15. “Ja, het ligt op de gebruikelijke plek. Het is jouw verantwoordelijkheid dan dat het ook bij de familie terecht komt. Dus ik zou het fijn vinden dat je me nu uitlegt waarom het dan niet is gebeurd. Hoezo dat kan? Want het is nu wel jouw verantwoordelijkheid. Jij hebt er nu helemaal een rommel van gemaakt. Het ligt op de gebruikelijke plek. Het ligt er nog steeds, dus ik heb aan mijn taak voldaan. Ik heb mijn geld weer daar neergelegd, zodat jij het samen met jouw geld naar de familie kon sturen. En nu heb je dat niet gedaan, dus ik ben nu eigenlijk echt super boos op jou, want nu moeten wij 10 euro boete gaan betalen, en ik vind eigenlijk dat jij dat moet doen, want jij hebt verzaakt om jouw taak te doen.’ Dus ik zou best wel boos zijn denk ik.”

“Yes, it is at the usual place. It is your responsibility that it will get to the family. So I would appreciate it if you explain to me now why that did not happen. How can that be? Because it is now your responsibility. You messed it up. It is at the usual place. It is still there, so I did my job. I have put the money there once more, so you could send it to the family together with your money. And now you did not, so I am actually very mad at you, because now we have to pay a 10 euro penalty, and I actually think you should do it, as you neglected your task.’ So I would be pretty angry I think.” (participant 15, female, control condition)

16. “Ik denk dat ik hem zou terugbrengen op iets van in de zin van: ‘Goh laten we het er nog eens even kalm over hebben. Want net begonnen we tegen elkaar te schreeuwen en ik denk niet dat we zo heel veel verder komen, zeg maar.’ Maar per saldo blijft het dat hij het niet betaald heeft volgens mij. Ik zou hem vragen hoe we dit samen op gaan lossen.”

“I think I would bring him back to something like: ‘Well, let us just calmly discuss this again. Because we just started yelling at each other and I think we do not get any further with that.’ However, in fact he did not pay it eventually, I think. So, I would ask him how we will solve this together.” (participant 16, female, control condition)

17. “Vanaf het eerste moment was het jouw verantwoordelijkheid en aangezien het ook jouw verantwoordelijkheid is of jouw schuld is dat het papiertje/enveloppe niet zichtbaar was en je hem ook zelf bent vergeten in te leveren, of niet hebt gezien door de troep, blijft het, ga ik, zou ik ook niet meebetalen als ik heel eerlijk ben.’ Want het was zowel zijn schuld als zijn verantwoordelijkheid.”

“From the very first moment it was your responsibility, as it is your responsibility or your fault that the paper/the envelope was not visible, and you also forget to send it, or you did not see it because of the mess, it remains that, I will, I would not pitch in if I am honest.’ Because it is both his fault and his responsibility.” (participant 17, male, control condition)

18. “Nou ik zou zeggen dat ze nou even goed naar mij moest luisteren, omdat gewoon hoe ze de situatie op dit moment aanpakt dat dat niet de gang van zaken is. Omdat zij, en dan heb ik het nog niet eens over of zij de schuldige is, zij de boete moet betalen, maar gewoon de manier van dat ik gewoon met een redelijk voorstel naar haar toe kom dat ik gelijk word afgeblaft. Zodat ze dan direct, of dat ze dan naar mij moet luisteren en dat ik dan mijn zaak ga maken qua wat ik er allemaal van vind. En dan laat ik haar zeggen van wat zij ervan vindt. En dan... Nou ja zo proberen er verder uit te komen. Maar in ieder geval dat ze naar mij moet luisteren, dat staat wel vooraan. Ik denk als je er niet samen uitkomt, dan heb je er niks aan. Je woont bij elkaar dus je moet er toch wel op de een of andere manier uitkomen. Dus als het nu niet werkt, dan moet er van beide kanten verhaal gehoord worden en dan naar een oplossing toe.”

“Well, I would say that she has to listen to me carefully now, because how she is now handling the situation is not how it is done. Because she, and then I am not talking about whether she is guilty, she has to pay the penalty, but I am talking about the way that I came to her with a reasonable proposition and she immediately snapped my head off. Or that she has to listen to me and that I will make my point then what I think about it all. And then I would let her say what she thinks of it. And then... Well, in this way trying to solve it. But either way she has to listen to me, that is certain. I think that if you do not solve it together, it will not do any good. You live together, so you have to figure it out in some way. So, if it is not working now, then both sides of the story should be heard and then go towards a solution.” (participant 18, male, control condition)

19. “Nou ja, waarom hij dat gedaan heeft en hoezo hij durft te zeggen dat hij dat is vergeten terwijl het gewoon onder zijn stapel met shit ligt. ‘Robin waar ben je mee... Waarom heb je dit gedaan? Ben je dit letterlijk vergeten? Ik vind dit nu gewoon onder jouw stapel met shit. Ik kan dit eigenlijk niet echt accepteren.’”

“Well, why he did this and how he dares to say that he forgot it while it was just under his pile of shit. ‘Robin, what are you... Why did you do this? Did you literally forget? I find this under your pile of shit. Actually, I cannot accept this.’” (participant 19, female, control condition)

20. “Oké. Euh ‘Ik vind het super kut hoe we nu in deze situatie zitten, maar ik wil wel kijken naar hoe we verder kunnen. In principe is het jouw probleem. Alleen laten we eerst even kijken naar hoe we het probleem op kunnen..., of de oorzaak van het probleem. En dat is de rommel op tafel.’ En dan hoop ik dat we eruit zouden kunnen komen, dat hij toegeeft dat zijn bureau een rommel was. En dan ben ik wel bereid om bijvoorbeeld de helft ervan te betalen.

Als dat niet zo is, dan zou ik hem er lekker mee laten zitten, want hij heeft daar de verantwoordelijkheid voor genomen. En dan als dat verder gaat, dan gaat dat maar verder. Dan gaat de huurbaas dan 70 euro vragen. Maar dat is dan niet mijn probleem, en dan leg ik het probleem bij Robin neer. Dan zeg ik van ‘Ja Robin, hé moet je eens luisteren, het is jouw shit, jij wil het niet toegeven, het ligt op jouw bureau. We hebben het altijd zo gedaan. Jij zoekt het maar uit.’ En dan zou ik erbij weglopen.”

“Okay. Err. ‘I find it absolutely shit how we ended up in this situation, but I would like to see how we can move on. It is your problem basically. However, let us first look at how we can solve the..., or the cause of the problem. And that is the mess at the table.’ And then I am hoping we could solve it, that he admits that his desk was a mess. And then I will be willing to for example pay half of it. If not, then it is up to him, because he took responsibility for it. And if it goes any further, it goes any further. Then the landlord will ask for the 70 euros. But that is not my problem anymore, and I will shift the problem to Robin. I would say ‘Yes Robin, listen up, it is your shit, you do not want to admit it, it is on your desk. We always did it this way. Figure it out.’ And then I would walk away.” (participant 20, male, control condition)

Appendix K

Extended Version of the Final Codebook with Frequency of Occurrence per Variation

Table K1.

Overview of used Codes, Frequency of Occurrence, and the Variation within each Code.

Codes	Frequency of occurrence		Variation
	Exp.	Contr.	
Character attack	1	0	Character attack
Competence attack	1	0	Unsent envelope
	1	0	Unsent envelope, mess, situation handling
	0	2	Unsent envelope, mess, mention responsibility
	1	0	Unsent envelope, mess, mention responsibility, situation handling
	1		Mention responsibility
	4	3	Situation handling
	1	0	Mess, mention responsibility, situation handling
Background attack	0	0	
Curse	0	0	
Teasing	0	0	
Ridicule	0	0	
Threat	0	0	
Swearing	0	2	Swearing

Postpone	1	0	Sleep on it
	3	1	After exam
	6	9	Right now*
Cooperation	2	3	Current problem
	1	0	Current problem, future
	1	1	Current problem, future, split penalty
	1	0	Future, split penalty
	1	0	Split penalty
Shifting problem	0	1	Robin's fault
	0	2	Robin's fault and solution
	1	3	Robin's fault and penalty
	1	0	Robin's solution
Inner state	3	1	Negative opinion
	1	1	Negative emotion
	1	0	Negative opinion and emotion
	5	8	Withhold*

Notes. * These variations are indirect conclusions, meaning that these variations were not explicitly mentioned by participants. Exp. = experimental condition. Contr. = control condition.