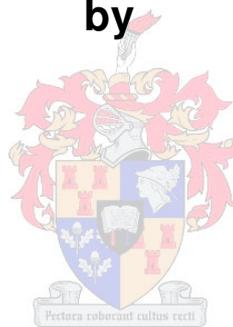


# **PERSUASIVE MESSAGES OF SOME MARRIED MEN IN XHOSA**

**by**



**NONZOLO TITI**

Thesis submitted in partial fulfillment of the requirements for the degree  
of the Master of Arts at the University of Stellenbosch

**Study leader:**

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**DECEMBER 2009**

## **DECLARATION**

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

December 2009

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## ABSTRACT

Issues relating to persuasive-message production motivated this study to investigate the extent to which married Xhosa men use persuasive messages in their conversations. The study also explored the influence goals that married Xhosa men wish to attain when they engage in persuasive interactions. The study furthermore aimed to determine the persuasive strategies used by married Xhosa men in their persuasive messages.

Dillard and Marshall (2003) defined persuasion as an occurrence that comprises longer, naturally impromptu messages concentrating mainly on a large body of discussion with preferred topics of social, political and commercial importance.

Goals have been given much attention, since they play a major role in persuasive messages. Dillard and Marshall (2003) distinguished between two types of goals: primary goals and secondary goals. Primary goals are also referred to as influence goals and are defined as the state of affairs that people wish to bring about (Dillard & Marshall, 2003). The two authors mentioned also identified different types of primary goals, referring to them as motivations behind the source's influence attempt. Different types of primary goals have been found in various works, including the works of Dillard (2003), Wilson and Sabee (2003), Wilson (2002), Cody et al. (1994), Dillard et al. (1989), Wilson and Kunkel (2000) and Schrader and Dillard (1998).

This study examined the approaches, such as directness or indirectness, that married Xhosa men use when conveying their messages. It endeavoured to discover the persuasive problems encountered by these men and other issues related to the production of a persuasive message. In this study, the goal of giving advice appeared to be the one used most by the men. The study revealed that the main reason for the men giving advice was to help people in their society to lead healthy lifestyles. It also showed that the common use of the advisory goal is valued in Xhosa culture and that it is, to a certain extent, appreciated by those who are being advised.

## OPSOMMING

Kwessies wat verband hou met die skep van ooredende boodskappe was die dryfveer agter hierdie studie wat ondersoek ingestel het na die mate waartoe getroude Xhosamans ooredende boodskappe in hulle gesprekke gebruik. Die studie het ook die invloed van doelstellings wat getroude Xhosamans graag wil bereik wanneer hulle by ooredende interaksies betrokke raak, verken. Die studie het verder ten doel gehad om die ooredende strategieë wat deur getroude Xhosamans in hulle ooredende boodskappe gebruik word, te bepaal.

Dillard en Marshall (2003) het ooreding gedefinieer as 'n gebeurtenis wat langer boodskappe, wat van nature impromptu is, behels en wat hoofsaaklik op 'n groot massa bespreking met verkose onderwerpe van sosiale, politieke en kommersiële belang konsentreer.

Heelwat aandag is aan doelstellings gegee aangesien dit 'n belangrike rol in ooredende boodskappe speel. Dillard en Marshall (2003) onderskei twee soorte doelstellings: primêre doelstellings en sekondêre doelstellings. Primêre doelstellings word ook invloeddoelstellings genoem en dit word gedefinieer as die toedrag van sake wat mense teweeg wil bring (Dillard & Marshall, 2003). Genoemde twee outeurs noem ook geïdentifiseerde verskillende soorte primêre doelstellings, en beskryf hierdie soort as motiverings agter die bron se poging tot invloed. Verskillende soorte primêre doelstellings is in verskeie werke aangetref, met inbegrip van die werk van Dillard (2003), Wilson en Sabee (2003), Wilson (2002), Cody et al. (1994), Dillard et al. (1989), Wilson en Kunkel (2000) en Schrader en Dillard (1998).

Hierdie studie het die benaderings, soos direktheid of indirektheid, ondersoek wat getroude Xhosamans gebruik wanneer hulle boodskappe oordra. Daar is probeer om die ooredende probleme wat deur hierdie mans teëgekomp word en ander kwessies wat met die produksie van 'n ooredende boodskap verband hou, vas te stel. In hierdie studie lyk dit asof die doel om raad te gee dié is wat die meeste deur die mans gebruik word. Die studie het aan die lig gebring dat die hoofrede waarom die mans raad gee, is om mense in hulle gemeenskap te help om gesonde lewenstyle te handhaaf. Dit het ook getoon dat daar aan die gewone gebruik van die raadgewende doel in die Xhosakultuur waarde geheg word en dat dit, tot 'n sekere mate, deur diegene wat raad gegee word, gewaardeer word.

## ISISHWANKATHELO

Imicimbi enxulumene nokuveliswa kwemiyalezo yotshintsho lwengqondo iye yaphembelela ukuba kuphandwe ubungakanani bokusetyenziswa kwemiyalezo etshintsha ingqondo kwincoko ngamadoda amaXhosa atshatileyo. Esi sifundo sikwaphonononga ezona njongo zoxinzelelo la madoda athi abe nomnqweno wokuzifezekisa xa ezibandakanya kwiinkqubo zotshintsho lwengqondo. Ngaphezu koko, esi sifundo sikwajolise ekufumaniseni amaqhinga okutshintsha ingqondo athi asetyenziswe ngamadoda amaXhosa atshatileyo kwimiyalezo yawo yokutshintsha ingqondo.

Njengoko kuchaziwe ngu Dillard no Marshall (2003), utshintsho lwengqondo sisenzeko esiquka imiyalezo emide, engalungiselelwanga kwangendalo, egxila ngakumbi kwiingxoxo ezinemiba eliqela enemixholo engentlalo, ezopolitiko nezingokubaluleka korhwebo.

Iinjongo abantu abathi bafune ukuzifezekisa zinikwe ingqwalasela enkulu nanje ngoko zidlala indima ephambili kwimiyalezo etshintsha ingqondo. UDillard no Marshall bangowama-(2003) bohlula phakathi kweentlobo ezimbini zeenjongo abantu abanazo nabathi banqwenele ukuzifezekisa; iinjongo ezisisiseko (Primary goals) kunye neenjongo zenqanaba lesibini (Secondary goals). Iinjongo ezisisiseko zikwabizwa ngokuba ziinjongo ezinoxinxelelo (influence goals) kwaye zichazwa ngokuba ziinjongo abathi abantu banqwenele ukuzifezekisa ngu Dillard no Marshall bangowama-(2003). Bakwalatha iintlobo ezahlukeneyo zeenjongo ezisisiseko abakwazibiza ngokuba ziimpembelelo ezithi ziphembelele umzamo wokutshintsha ingqondo womvelisi womyalezo lowo. Ezi ntlobo zahlukeneyo zeenjongo ezisisiseko zifunyaniswe kwimisebenzi eyahlukeneyo, misebenzi leyo equka umsebenzi ka-Dillard no Marshall bangowama-(2003), ka-Wilson no Sabeo bangowama-(2003), ka-Wilson wangowama-(2002), ka-Cody et al. bangowama-(1994), ka-Dillard et al. bangowama-(1989), ka-Wilson no Kunkel bangowama-(2000), kwakunye noka Schrader no Dillard bangowama-(1998).

Esi sifundo sikwaphonononga nendlela athi amadoda amaXhosa atshatileyo ayisebenzise xa egqithisa imiyalezo yawo, umzekelo ukuthi ngqo (Directness) okanye ukungathi ngqo (Indirectness) kwimiyalezo yawo. Esi sifundo sikwazama ukufumanisa iingxaki zotshintsho lwengqondo ezithi zifunyanwe ngala madoda kuquka neminye imiba enxulumene nokuveliswa kwemiyalezo yotshintsho ingqondo. Kwesi sifundo injongo yokunika icebiso ibonakala iyeyona isetyenziswa kakhulu ngamadoda amaXhosa atshatileyo. Esi sifundo sivelisa ukuba iyonke injongo yokucebisa kula madoda kukunceda abantu ekuhlaleni ukuba babenobomi obusempilweni. Ukusetyenziswa kakhulu kwenjoko yokucebisa kwesi sifundo kukwabonakalisa ukuba injonjo yokucebisa ixatysiswe kakhulu kwinkcubeko yamaXhosa kwaye ngokwezinga elithile ikwathakazelelwa ngabo banikwa icebiso.

## **DEDICATION**

I dedicate this work to my late mom, Priscilla Titi and my lovely baby daughter, Azabenathi Titi, and mostly to all the people who have supported me during the course of my studies.

## ACKNOWLEDGMENTS

My sincerest gratitude goes to the following people and institutions for their contribution in the success of this study.

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## CHAPTER ONE

### 1.1 AIM OF THE STUDY

This study aims at discovering the persuasive strategies Xhosa married men use in their persuasive messages. In order to achieve this aim the following factors should be taken into consideration:

- the type of goal they wish to accomplish
- the approach they use when conveying their messages e.g. directness or indirectness.
- if their power is presented in these messages and how is it presented.
- the argument they provide in support of their persuasive messages.

### 1.2 PROBLEM STATEMENT

Persuasive message has a communicative value since no matter what people do, they reveal information about themselves. IsiXhosa, like every language of the world, also uses persuasive communication in everyday life. Persuasive communication plays a pivotal role among the isiXhosa discourse as people sometimes pay more attention to how one conveys the message more than what he or she says.

Like any form of communication, there are sometimes problems associated with understanding a persuasive message. Difficulties may arise if the communicators are unaware of the types of messages they are sending and how the receiver is interpreting those messages. Divergence may also arise if the sender's message does not match the receiver's perceptions of social norms of the particular situation. All parties involved must desire interaction in order for reciprocal communication to occur.

The problem of misinterpretation that results from misunderstandings between the speaker and the listener may give rise to communicative failure or even embarrassment. When communication is blocked, misunderstood or mixed up, relationships eventually become weak and die. On the other hand, all these can be

conquered through effective communication. When open, clear communication takes place relationship and cooperation thrive. Research in persuasive messages would thus provide awareness and possible solutions to many communication problems. A study of this nature is thus necessary as it would assist interlocutors to employ persuasive messages in a proper manner.

### **1.3 OBJECTIVES OF THE STUDY**

The objectives for conducting this study are as follows:

- to describe the persuasive problems encountered by married men in Xhosa.
- to explore problems among the Xhosa speakers.
- to examine the role played by persuasive messages.
- to explore how big the possibilities are for married men in Xhosa to be unsuccessful in gaining compliance.
- to explore if gender plays a role in the success of the persuasive messages of married men in Xhosa.
- to explore the other options normally used by married men in Xhosa when falling short in getting compliance from the use of the first option.
- to explore the consistency in the strategies used in persuasive messages of married men in Xhosa.
- to explore the factors that contribute in the success of persuasive messages of married men in Xhosa.
- Finally, to discover the goals which are common and uncommon among married men in Xhosa.

### **1.4 SIGNIFICANCE OF THE STUDY**

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

- understand that persuasive messages are there in all communities;
- also see the value of persuasive messages to them as a society.

## **1.5 METHODOLOGY**

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

## **1.6 DATA COLLECTION TECHNIQUES**

### **1.6.1 Secondary research method**

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

### **1.6.2 Primary research method**

Through this approach, the researcher will collect first-hand information through interviews and observations.

- This study will be conducted from the Westesn Cape informal settlement, in the area called Nyanga East, in KTC informal settlement (Shacks). The participants will be males, thirteen in number and they are between the ages of 32 and 49.

The following questions are amongst the questions that will be asked to the participants:

- The participants will be asked if they have ever tried to persuade a person.
- They will be asked to recall a conversation they had recently wherein they tried to persuade someone, (whoever person they tried to persuade), e.g. an intimate partner, a child, a family member, a colleague, a stranger, or just an acquaintance.

- They will also be asked to mention the goal they wanted to achieve when persuading the target, e.g. why was the participant persuading the target, or what is it that he wanted to achieve by persuading the target.

## **1.7 SCOPE AND DELIMITATION**

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

## **1.8 LITERATURE REVIEW**

The main objective of the literature review is to study work done by other scholars on persuasion. The following are some of the scholars who have contributed to the study of persuasive messages:

### **1.8.1 Dillard, J.P., Marshall, L.J. (2003)**

Dillard and Marshall (2003) identify two important components of a persuasive message, namely; perceptual dimensions, and the structure of the argument. They claim that these perceptual dimensions are three in number; explicitness which is the level of clearness in the message, dominance which is the degree of power exerted in the message, and argument which is referred to as the amount of reasons given to support the persuasive message. Dillard and Marshall (2003) further report that argument is divided into three parts: claim, data and warrant.

### **1.8.2 Dillard, et al. (1989)**

Dillard et al. (1989) believe that people engage in conversations with goals to accomplish, and sometimes they are not even aware about those goals but in most instances they are. They further explain that one cannot pursue a goal without producing a message to be used in the persuasion process. According to Dillard et al. (1989) it is these goals that actually guide people in the production process of persuasive messages. They propose that a theory of influence message production

may possibly be advantageous if started from the notion of a goal planning action (the GPA) sequence.

### **1.8.3 Leslie A. Baxter and Carma L. Bylund (2004)**

As they were reporting on the results from the research conducted on persuasive strategies used in families, Baxter and Bylund (2004) examined effectiveness of the strategies used in these persuasive messages, and mention that different types of emotional disclosures have not been found to have an effect on the persuasive strategies used, but they do impinge on the objective efficacy of requests, for example: on the spouse's response to the compliance request, the spouse's attitude toward his or her spouse, the spouse's attitude toward compliance, and the spouse's attitude toward self.

### **1.8.4 Wilson S.R. (1990)**

Wilson (1990) maintains that people design persuasive messages using different approaches and structures and they call this phenomenon "construct differentiation". He further provides a number of characteristics that actually make difference in the construction of persuasive messages and these are: people's personalities, educational level, experience, age, and gender. These are the components that actually cause distinction between techniques used to design persuasive messages.

### **1.8.5 Wilson, S.R. (2002)**

Wilson (2002) claims that individuals use persuasive messages to achieve aspirations which are referred to as goals during influence interactions. Dillard et al. (1989) also made the same claim that human beings do not just involve themselves in social interactions for pure pleasure, they in fact aspire to influence others so that they ultimately accomplish their own ends. In other words, they are in pursuit of goals.

### **1.8.6 Wilson, S.R. and Kunkel, A.W. (2000)**

Wilson and Kunkel (2000) claim that there are certain features one has to take into consideration when producing a persuasive message and those include reason giving. They comment on the contribution of reason giving in the production of a compliance gaining message, and report that individuals do not only use reasons to show politeness, but they use them to manage impression as well, which in turn helps in developing acceptable personalities of themselves and others. Wilson and Kunkel (2000) exemplify that when giving advice, individuals may give reasons to make their selves not to be seen as interfering in other people's problems.

### **1.8.7 Wilson, S.R. and Sabee, C.M. (2005)**

According to Wilson and Sabee (2005) a message may be structured using two politeness strategies, the negative, and the positive politeness. Drawing from the research conducted on students' poor grades, they report that students with poor grades pursue different goals when engaged in interpersonal influence, namely; fighting, change the grades, and improve study environments or material. However, those with the goal of fighting may choose to structure their messages using the negative politeness. They further argue that the strategies used by students to design their messages regarding the poor grades has a great effect on how they act and say when conversing with their educators.

## **1.9 ORGANISATION OF THE STUDY**

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

- Chapter one serves as an introductory chapter to this study and also gives the different views from various scholars.
- Chapter two explores the theoretical part of the study. The works of Dillard and Marshall (2003), Schrader and Dillard (1998), Leslie A. Baxter, Carma L. Bylund (2004), Wilson and Kunkel (2000), Wilson S.R (1990), Wilson S.R (2002), Dillard et al. (1989) are being dealt with at length.
- Chapter three analyzes persuasive messages in Xhosa.

- Chapter four is the concluding chapter to this study and presents the findings and recommendations.

## **CHAPTER TWO**

### **PERSUASIVE MESSAGE PRODUCTION**

#### **2.1 AIMS**

The focus of this chapter is mainly on the production of a persuasive message. This chapter will further examine the theories of plans, goals and action and other issues relevant to the topic under discussion.

#### **2.2 OVERVIEW OF PERSUASION AND INTERPERSONAL INFLUENCE**

##### **2.2.1 Persuasion as a social skill**

**Dillard, J.P., Marshall, L.J. (2003)**

##### **2.2.1.1 Interpersonal influence and persuasion**

Dillard and Marshall (2003) believe that every communication gesture has a meaning and it should have an effect on the receiver. They report that there are some situations wherein an individual would like to convince a particular person, but then does not carry on with the persuasion because one has not been confident that the persuasion he or she wishes to practise would be successful. Dillard and Marshall (2003) further mention that there are two categories of persuasion techniques used by the source in a persuasion set up in attempting to reach compliance. The first category relates to a group that comprises a simple, polite request, which one may also relate to politeness theory of Brown and Levinson (1987), and is termed the positive approach. The second category described includes disapproval, threat, negative argument as well as physical attack. This category is associated with the negative approach which also forms part of the politeness theory.

Dillard and Marshall (2003) emphasize that their focus is mainly on the area of social influence or interpersonal influence. They also specify that their interest is solely on

social interactions which comprise messages that are conveyed orally. They further distinguish between interpersonal influence and persuasion. As defined by Dillard and Marshall (2003), interpersonal influence entails a scenario that involves messages that are concise, not well planned, lacking in detailed argumentative structure, which also concentrate on personal interests. W;Dillard and Marshall (2003) describe persuasion as an occurrence which comprises messages that are longer, naturally impromptu, which concentrate mainly on a large figure of discussions with preferable topics of social, political, and commercial importance.

### **2.2.1.2 Elements of persuasive skill**

Dillard and Marshall (2003) report that in order for persuasion to be successful, two fundamental tasks should be practiced, namely Audience analysis and Message production. They refer to Aristotle who gives clarity using his phrase “The available means of persuasion” which implies that one who is experienced in persuasion will have a number of differing approaches in the range and not all of them will be appropriate in making the persuasive attempt successful. Therefore, one will have to choose the approach which seems to have potential. To be able to make a good choice, one will have to run a selection process, wherein some other unnecessary approaches will be eliminated, due to their ineffectiveness, inappropriateness, and or inefficiency.

- Audience analysis is defined as the process of trying to deduce information pertinent to fundamental specifics about message recipients, which may actually provide with clues about the ways in which message recipients would probably react to the message. This analysis will include the age, gender, race, and educational level of the target audience. (Dillard and Marshall 2003: 481).
- Message production is defined as the process which includes all the steps taken in the making of a message, including the initial part (brainstorming), the plan, and the carrying out of a final persuasive approach. (Dillard and Marshall 2003: 481).

➤ Personal relationships

The information given by Dillard and Marshall (2003) indicates that persuasion takes place among people who have good relations. This supposition brings us back to the definition of interpersonal influence, where Dillard and Marshall (2003) highlighted that interpersonal influence occurs between individuals, and the focal point is on discussions that will benefit people's private aspirations. In support of this statement Dillard and Marshall (2003) cite Rule, Bisanz and Kohn (1985) who explain that usually persuasion runs among persons who are acquainted with each other.

➤ Influence goals

Dillard and Marshall (2003) believe that influence goals play a huge role in the process of persuasion, since persuasion originates from them. Influence goals may be described as the reasons for one's search for compliance. They also believe that in order for persuasion to occur, there should be a reason for its pursuit. Dillard and Marshall (2003) outlined a number of influence goals and describe them as follows:

- Primary goals

On defining primary goals, Dillard and Marshall (2003) mention that goals are primary reasons for a message producer's wish for persuasion. They serve as motivation, guidelines, and give directions to a message producer when planning a persuasive message. Dillard and Marshall (2003: 482) outlined the following as the examples of primary goals:

- i. The goal of giving advice: exists when one wishes to provide guidance pertaining to the health or lifestyle of the message receiver.
- ii. Gain assistance goal: exists when someone wishes to get favours, objects, and/or information from the target.
- iii. The goal of sharing activity: this type of goal is possessed when the persuader has the intentions of spending time together with the target.
- iv. Change opinion: this goal exists when one wishes to alter the opinion or conduct of the target with regards to some social or political issue.

- v. Change relationship: the main aim of this goal is to commence, extend, or de-escalate the relationship between the message producer and the receiver of the message.
- vi. Obtain permission: this goal exists when a persuader intends to secure the approval of someone in authority who in this situation is a target.
- vii. Enforce rights and obligations: the intention of this goal is to stop the target from continuing with an unpleasant conduct. The aim could be also to drive the target to fulfil the prior commitment.

Dillard and Marshall (2003) propose that individuals are always aware of the goals they possess. It has also come into realization that whilst pursuing primary goals, individuals are also in pursuit of other goals either than primary goals and those are secondary goals, which will be explored in the following discussion.

- Secondary goals

Secondary goals, as the name says, are goals which develop succeeding primary goals. They are defined as goals that give structure to the number of options in which a message producer can choose to act. (Dillard and Marshall 2003:483). Dillard and Marshall (2003) mention that secondary goals develop as second thoughts after primary goals which people wish to achieve as well. Once more, secondary goals play a significant role in making the persuasive attempt successful, because they make the message producer think profoundly about the persuasive message to be produced. Careful planning of the persuasive message facilitates the source to investigate thoroughly and get useful information about the target and efficient techniques to be used to make persuasion successful. Dillard, Sergrin, and Harden (1989:20) listed as examples four types of secondary goals and described them as follows:

- i. Identity goals exist when one wishes to behave in a way that reflects his or her identity which also does not affect his or her reputation. Dillard, Sergrin, and Harden (1989) Claim that these behaviour originate from an individual's morals, principles for living, as well as personal preferences concerning an individual's own behaviour.

- ii. Interaction goals exist when one wishes to exert influence in a way that does not affect his or her reputation. In this type of goal the source is trying to administer and protect his or her self concept. According to Dillard, Sergrin, and Harden (1989), interaction goals represent the message producer's wish to administer his or her impression with success, to avoid threatening the faces of the other partakers, to produce messages which are germane and understandable, and to ensure that the communication event runs smoothly.
- iii. Resource goals exist when one wishes to preserve the important possessions. Dillard, Sergrin, and Harden (1989:20) list relational assets, material assets, and physical assets as three types according to which assets may be categorized, and further give the following details to describe them:
  - Relational assets include every personal rewards and appreciation recompensed to show importance of the target's contribution in a relationship with the source. These encompass things such as attention, positive stimulation, emotional support as well as social comparison.
  - Material assets refer to all the tangible substances which may be part of the source's belongings or may in some way be connected to a source, for example: these can include money.
  - Physical assets specifically label every features of the sources physical condition that may possibly be compromised in a persuasion event.
- iv. Arousal management goals arise when one aims at keeping the emotions of the target in a good state by exerting influence in a way that does not bring unpleasantness.

➤ Targets of change

The above discussed aspects of persuasion and message production are not the only ones to be taken into consideration. The areas which a message producer wishes to change in a human being also need to be considered. It is believed that anyone who wishes to change another person's minds should aim at certain features of a person. Dillard and Marshall (2003) outline three of these areas at which a

persuader should attempt to make a change, and these are: Beliefs, attitudes, and behaviour. Dillard and Marshall (2003:483-4) further describe the above mentioned aspects as follows:

- Beliefs are predictions about the reality or falsity of something. Individuals possess a number of different beliefs concerning people, objects, incidents, and other life occurrences available among people in life.
- Attitudes are brief appraisals people make about whether something is right or wrong, drawing from the observations they have made.
- Behaviours are ways in which people choose to conduct themselves.

An assumption made is that a good persuader knows exactly which individual component he or she would like to alter from the three mentioned above. Dillard and Marshall (2003) report that some of these areas are not easily altered, and that beliefs are easily influenced, while attitudes are less difficult to alter than behaviours. They also highlight that the supposition that some areas are easily changed than others may vary according to some reasons, for example, a particular area one aims at changing to a target may be difficult to influence because of the approach the message producer has used in his or her persuasive appeal.

Dillard and Marshall (2003) exemplify that there are some attitudes which are complicated to alter because individuals possess large knowledge about them. They further exemplify that people may conform to some messages depending on how the message is expected to alter a message receiver's conduct. For instance, people may easily conform to the message that says "Keep the door closed at all times". Conversely, a message producer may find difficulty in getting someone to stop the excessive consumption of alcohol beverages, because that requires more elaboration and clear facts for a message producer to be so concerned about the message receiver's excessive consumption of alcohol.

#### ➤ Types of change

Dillard and Marshall (2003) reveal another important part to be examined in the discussion of persuasion, which focuses on the types of change as well as at giving

clear understanding about how a human being can be persuaded. These types of changes are termed: formation, reinforcement, and conversion and they are described as follows Dillard and Marshall (2003:484):

- Formation is referred to as a type of change that occurs when a person for the first time gains a new belief, attitude, or a new way of behaving which this person has never been exposed to before, for example we may call it formation when an operation of a new campaign aimed at informing people about a new disease that has been detected has started. This may be called formation since people would be getting new information when they become informed about those diseases for the first time. Then, they start to be aware of that disease and get precautions on how to prevent it, as well as the remedy for those who have already been infected, including other prescribed methods that can be used to fight this disease.
- As Dillard and Marshall (2003) clarify, reinforcement differs totally from formation in that it takes place when someone's previous information is being consolidated, either to advance the existing information or to make it difficult for a new different idea or information to dominate.
- Conversion is referred to as a total alteration of someone's mentality from one point to another. For example it is called conversion when one's behaviour is altered from bad to good or from good to bad.

➤ Motivations for message processing

The motives behind someone's message processing are also important aspects on persuasion. It is considered wise for the message producer to know exactly where his or her message aims at, because that could have a great contribution in making the persuasive attempt successful. These aspects under discussion are termed: motives for message processing. Dillard and Marshall (2003:484-5) outlined three of these motives as Accuracy motivated, Defense motivated and Impression motivated.

- Accuracy motivated – it is said that some people get prompted by particular elements of the message in the course of the message processing. The

elements mentioned above are termed: the truth and solidness of the message, the amount of the accessible evidence, as well as the accuracy of the message argument. It is believed that these are important features for people to concentrate on, more especially if people are deeply involved, and if the results will have noticeable effects on them.

- Defense motivated – the second motivated processing type is the defense motivated processing which is said to take place when the message receiver assesses the message with no intention of getting valid evidence, but to block the persuasive attempt from altering the pre-possessed beliefs, values, or opinions.
- Impression motivated – is the third type of motivated processing which is said to happen when a message receiver processes a message having in mind the wish of being accepted by the society. It is believed that most people do that to manage impression. There is also a belief that in most cases, message receivers who are concerned about their reputation accept situations not because they have decided to do so, but because they want to get approval from other people. Dillard and Marshall (2003) report that in normal circumstances people with this type of motivated processing are not difficult to convince and they usually make insubstantial statements.

➤ Depth of processing

One of the challenges Dillard and Marshall (2003) had to pay attention to are the raising concerns on the size of the effort people apply when working on a message. Those concerns include the questions on the level of carefulness applied and how deep people go when processing the message. In addressing these questions, they reveal that there is a system called Heuristic systematic model which distinguishes between two types of processing, the systematic mode and the heuristic (Dillard and Marshall 2003:485).

- Systematic mode processing diagnoses all the gained information in a thoughtful manner; it aims at finding valid evidence, and examines the proof to make sure that the truth has been fully comprehended. Systematic mode

processing is known for its production of good results, as it requires much concentration.

- Conversely, Heuristic mode processing does not get profoundly on the details of the message. The decisions are taken based on the listener's assumptions, perspectives, and the little understanding about the story, but not on well scrutinized evidence. Heuristic mode processing does not take much effort like systematic mode processing, and one might say it is because of being unenthusiastic to a message receiver. It is believed that normally, individuals who do not have potential on researching, who also need stimulation to do so tend to employ effortlessly made decisions about what to act on or on what to have faith in.

### **2.2.1.3 Audience analysis**

Dillard and Marshall (2003) categorize audience analysis as one of the important tasks to perform before the execution of a persuasive message. They further describe audience analysis as the process of deducing facts about the spectators one wishes to persuade. Information such as the target's capacities and their possible reactions to a message, age, gender, marital status, level of education, and background may be very helpful in knowing the type of people one might be dealing with. Cultural information is one of the important things that should be given much consideration when making audience analysis. It is believed that cultural background plays a major role in people's way of thinking and that is where people differ mostly.

#### ➤ Cultural information

It is very important for a message producer to obtain cultural information of the target he or she wishes to persuade because it gives clues pertinent to the reaction that is likely to be expected of a particular cultural group from which the target comes. Dillard and Marshall (2003) have discovered that cultures have dissimilar aspects such as individualism in opposition to collectivism, power distance, femininity in opposition to masculinity, uncertainty, and long term in opposition to short term orientation to life.

It should be clear by now that, the research focused mainly on the dimension of individualism and collectivism as it basically gives information on both cultures, the individualistic and the collectivistic culture. Dillard and Marshall (2003) have noticed that cultures have different beliefs about individualism and collectivism, and people from these two cultures, collectivistic and individualistic differ in the way they conduct themselves in relation to these two practices. The conclusion has been drawn that, some cultures fully support collectivism, whilst others support individualism. Dillard and Marshall (2003:486) gave a detailed description of these two cultures as follows:

Collectivistic cultures are those cultures who believe in unity and co-operation, and group success is everyone's priority. Collectivism is known to be practised mostly in African cultures. Individualistic cultures on the other hand support independency, individuals focus on personal success. This type of culture is known to be practised mostly in Western cultures (Dillard and Marshall 2003:486).

Dillard and Marshall (2003) comment that media is expected to display individualism and collectivism in the commercials, since they are referred to as fundamental characteristics of persuasion. Touching up on Mueller, Dillard and Marshall (2003) make a distinction between two approaches in advertisements which also tell apart between individualistic and collectivistic cultures. For example, they mention that Americans prefer directness, and seem to have the same preference with Western cultures. It follows from this that one can interrelate the American and Western cultures. On the other end, Japanese are said to believe in polite speech and imprecision and they are known as a group that practices collectivistic culture.

Dillard and Marshall (2003) further claim that cultural information assists by providing information on how people from the same culture become similar in terms of behaviour, and it suggests that their tendency in relation to their reaction to a particular message will almost be the same. They raised another different opinion that, some views and opinions might be more important than others, but the obedience of them differs, depending on the degree to which those rules and regulations are instilled within members of a particular culture.

➤ Sociological information

Cultural information is not the only subject under discussion, sociological information also forms part of the discussion. Explaining on this point, Dillard and Marshall (2003) believe that sociological information makes it easy for a message producer to infer the usual behaviour of a particular social group in a given situation, because it gives information about a group of people who are located in a particular area.

➤ Psychological trait information

According to Dillard and Marshall (2003) this type of information encompasses the way of thinking of the target audience. For example, it gives information about the values of the target audience, the favourites and non-favourites, whether the target is an introvert or an extrovert, and if whether the target is resistant or compliant. It is believed that the details about these qualities give a clear understanding of the targeted person's mindset. Dillard and Marshall (2003) further claim that psychological trait information allows the message producer to make exact inferences about the message receiver, and that makes the psychological trait information differ totally from sociological and cultural information because they both give clues drawn from the moderation of the whole social or cultural group.

➤ Involvement

As reported by Dillard and Marshall (2003) the interest level of the message receiver on a story has a great influence on his or her decision making. It is believed that the message receiver might be either highly or less involved in the message, and that will be reflected on the decision he or she makes. Explaining the message receiver's involvement with the message or topic, Dillard and Marshall (2003) report that people differ in their intentions and interests when working on the message. In their prior explanation, they mentioned accuracy motivated, defence motivated and impression motivated as the most significant inspirations when dealing with the message. Dillard and Marshall (2003) also claim that people who get motivated by clearness and truthfulness of the facts also process the message systematically, meaning that they get to the bottom of the story, and conclude from what they find.

On the other side, Dillard and Marshall (2003) make a connection between heuristic processing and defensive motivated processing, stating that people who are not profoundly engaged with the message are less interested on facts and on other important details of the story. All they intend to do is to protect their self concept, ignoring the truthfulness of the story. Dillard and Marshall (2003) explain that this happens in particular if the product of the conclusion will have a negative effect on one's impression.

Once again, Dillard and Marshall (2003) explain that people who get involved through impression motivated processing are not really concerned about facts, or about protecting their self concept, all they do is to do the most pleasant thing just to be accredited by the society. In addition to that, impression motivated message receivers also do not select the information nor dig facts about the story, they just choose what seems to be alright in the eyes of the people they value.

➤ Synchrographic information

It is believed that synchrographic information helps the source figure out if whether the timing for carrying out the formal persuasion is good or bad. (Dillard and Marshall 2003:488). Dillard and Marshall (2003) report that synchrographic information is used mostly to find clues pertaining to the needs of the audience at the targeted time for a particular occasion. Dillard and Marshall (2003) exemplify that it is good to know that the message one wishes to pass on is something that the audience would like to hear, and that they have enough time and clear minds to listen and think about it. Sometimes it should be expected that people's minds might not be fit enough to make up message processing goals. It is also said that synchrographic information gives one more chances of drawing precise facts about the target audience when doing target analysis.

### 2.2.1.4 Features and components of persuasive messages

Dillard and Marshall (2003) identify two important components of a persuasive message, namely: perceptual dimensions, and the structure of the argument which will be discussed in detail below.

#### ➤ Perceptual dimensions

Perceptual dimensions are three in number, these are: explicitness, dominance, and argument. These three perceptual dimensions are discussed as follows:

- **Explicitness**

As defined by Dillard and Marshall (2003:489), explicitness is the level of clearness the message producer manages to reach in making the message understandable. According to Dillard and Marshall (2003), an explicit message stands more chances to be complied with compared to messages that are vague. Dillard and Marshall (2003) claim that total explicitness of a message is an ideal feature, because some parts of the message may be found very clear, whilst others may be ambiguous. From this comment one might draw a conclusion that, explicitness can never be inexistent, it is available but to a certain extent, it could be either high or low. Dillard and Marshall (2003) believe that the clearness of the message is reached through the amount of information the message recipient has about the kind of situation in which the persuasive message is carried out. It is recommended that in order for a message to be clear a message producer should make the message receiver understand the content in which the message is communicated.

- **Dominance**

Dillard and Marshall (2003) are in agreement that dominance is one of the features normally found in persuasive messages. They go on define dominance as the degree to which the message producer overpowers the message recipient in his or her message. (Dillard and Marshall 2003:489). Mostly, dominance is manifested in a situation whereby the message producer gets compliance from the receiver without

any complexities, and it has been explained that this is not always the case. Dominance might also be reflected without the target compliance, because, in some occasions the recipient may be resistant even though the strength of the source is alive in the message. This kind of response has been named the defiant response. According to Dillard and Marshall (2003) dominance may be conveyed through a number of communication modalities such as gross body movements (e.g. gesture, lean), facial expression, message content, and dissimilarity in the vocal parameters of speech (e.g. pitch, and volume).

- **Argument**

Argument is also one of the elements of a persuasive message. Argument is referred to as the amount of reasons given by the message producer for why it is important for the message recipient to agree to the persuasive appeal. (Dillard and Marshall 2003:489). As Dillard and Marshall (2003) reckon, it is important for the message receiver to know the advantages or disadvantages that come with what ever manner he or she reacts to a message received. Dillard and Marshall (2003) comment that arguments are comparable to explicitness in that they are conveyed orally, unlike the dominance which can be expressed with actions. It is believed that argument is also given structure by the environment in which the message is communicated. Dillard and Marshall (2003) have based their focus on the argument dimension as the most essential ingredient in the production of a persuasive message. The following is the detailed discussion of the argument structure:

- The structure of argument

Dillard and Marshall (2003) mentioned data, claim and warrant as three vital components of the argument structures. Giving details on these components, Dillard and Marshall (2003:490) provided the following explanations:

- **Claim**

Claim is the final statement according to which the message producer would like the receiver to act, or is the knowledge a message producer would attempt to infuse as

information into the receiver's mind. The following statement can be taken as an example of claim: *HIV should be prevented.*

- **Data**

Data refers to the motives provided as the back up consolidating the claim generated by the message producer. The following statement can be taken as an example of data: *HIV is incurable.*

- **Warrant**

In the confines of argument, warrant refers to the notion that joins data together with the claim. Dillard and Marshall (2003) report that warrants are made up of beliefs, values, suppositions and they turn up as a linkage that reconnects arguments together with the data. Let us take the following example: *A disease that cannot be cured should be prevented.*

### 2.2.1.5 Evaluating claims

- Explicitness

Being explicit is seen as an added advantage to a message producer in that the statement becomes more transparent and comprehensible. Dillard and Marshall (2003) are also in agreement that unequivocal statements stand a chance of receiving favourable judgments. Once more, it is believed that unambiguous statements save the recipient's time that would have been wasted on guessing the sources intentions. Dillard and Marshall (2003) claim that explicit claims guarantee attainment of compliance and at the same time it minimizes the consumption of time and effort. Dillard and Marshall (2003) also are confident that explicit claims have a huge contribution on favourable source judgments, since the source could possibly appear as honest.

Conversely, it is believed that some people value inexplicitness. It has been found that being indirect is seen as the best policy by members of other cultures, for

example in African cultures people believe that being blunt is just not acceptable because it shows insensitivity. Dillard and Marshall (2003) comment that some people believe that being indirect means that the speaker is tactful, sensitive and not coercive. More assumptions have been made that indirect statements may also benefit the speaker with favourable judgments. Moreover, Dillard and Marshall (2003) believe that vague statements may be interpreted in many different ways, so the speaker stands a chance of twisting his or her own words and constructs another meaning of what he or she have said before.

It is understandable that indirect speech is good for the speaker who is not confident enough about what he or she is talking. Dillard and Marshall (2003) made an example about the conventionally indirect request, where they claim that such request permits the addressee to react according to his or her capability instead of willingness. It may be concluded that this indirect approach has an element of saving the addressee from unfavourable judgment of being unenthusiastic. They also claim that vagueness may display tight relations between the source and the target, even though their relationship is not really good in its nature, or they not seeing things with the same eye.

It is therefore clear that these two dimensions, explicitness and inexplicitness vary. One perception is that the variation of these two approaches has caused them to depend heavily on the results drawn from the audience analysis. Dillard and Marshall (2003:491-2) suggest that it is wise for a speaker to double check the following essentials when designing a persuasive message:

- The preference of the target audience among explicitness or inexplicitness.
- If whether the information will benefit the source
- And if whether the cultural information will provide with more clues.

Coming to the point made earlier that African cultures (collectivistic) value ambiguity, whilst Western cultures (individualistic) value directness. Dillard and Marshall (2003) make another supposition that psychological trait information might be helpful in figuring out about the audience preference of the two approaches.

➤ When claims stand alone

Dillard and Marshall (2003) mention that in some cases claims go without the companionship of data and warrant and this happens when statements are not supported by evidence and reasons. This occurrence is judged as normal, as some times one will find that people make unjustified statements. For example, Dillard and Marshall (2003) reveal that in intimate or close relationships although there is a need, but it is not compulsory for the other partner to always motivate his or her request. It is believed that justification is always compulsory when the request statement is uttered among strangers or people who are not acquainted. They conclude that whether the interactants are in close or distant relationship, it is always important to give reasons for an utterance because it gives more credits to the person who is making it.

➤ High stakes episode

High stakes episodes as described by Dillard and Marshall (2003) are situations wherein the source is much concerned about achieving the goal, which the very same achievement is seen as important in any persuasive appeal. Touching upon Schrader and Dillard (1998), Dillard and Marshall (2003) mention that influence interactions differ and that the degree of goal structure is what differentiates between them. They exemplify that inviting a close friend to go out to the movies has little possibility of developing anxiety about secondary goals. However, this scenario differs from the situation wherein one is initiating a romantic relationship or persuading someone in power, because in these two the source has high chances of falling short in his or her persuasive attempt. Dillard and Marshall (2003:492) further mention that in both these scenarios people reveal that:

- They become much anxious about making the communication process successful without any impediments.
- They also have a wish of keeping the relational ties with the receiver, their degree of concern, and their personal resources in good condition.

A conclusion drawn from the data of Schrader (1999) is that explicitness and argument are not good ingredients in gaining people's favourable evaluations in high stakes episodes, as the use of them can make the source appear incompetent. By this statement, Dillard and Marshall (2003) imply that the message source's approach in high stakes episodes should be indirect. This now goes back to the suggestion made earlier that before using one of the two approaches (explicitness or inexplicitness) one should check the one that the target values mostly, and then use argument regularly to maximize the chances of achieving acquiescence.

### 2.2.1.6 Evaluating arguments

Dillard and Marshall (2003) report that the good use of evidence is through the application of two more criteria, namely: the processing, and evaluation of the evidence. These criteria are described as follows:

#### ➤ Evidence

Dillard and Marshall (2003) are certain that the use of proof in an influential message guarantees the success of the persuasive attempt. They further claim that evidence comes in various types, and that has been proven by one research conducted earlier. Three types of arguments are then sketched by Dillard and Marshall (2003:493); Testimonial assertions, Argument completeness, and Quantitative specificity.

- **Testimonial assertions** are defined as facts collected from other people and revealed by the source to affirm his or her argument.
- **Argument completeness** is found in messages that clearly reveal premises, warrants, backing, and in messages that consist of other components which contribute in making the construction of the argument successful. Dillard and Marshall (2003) are in agreement with the assertion that argument completeness contributes much to the success of persuasion, and adds to the reputation of the source.
- **Quantitative specificity** is referred to as the degree to which the source manages to reveal evidence that is more precise. It is believed that the

information becomes clearer if the message producer uses figures instead of ambiguous words because they could generalize things. Dillard and Marshall (2003) exemplify that it is specific enough to use the numbers (e.g. 90%) to refer to a quantity than to use the word “more” that reflects a huge amount which is also less apparent. Showing distinction between these forms of evidence, Dillard and Marshall (2003) report that the effect of quantity specificity type of evidence is smaller when compared to those of testimonial assertions and argument completeness, although it plays a bigger role in the message efficiency and in increasing the credits of a persuasive message.

➤ Argument processing

On explaining argument processing, Dillard and Marshall (2003) insist that the Systematic processing and Heuristic processing are the two modes used by people to process the message. Dillard and Marshall (2003:493-4) describe these two types of processing as follow:

- Systematic processing scrutinizes and gives a profound thought and responds according to the excellence degree of message argument.
- Heuristic processing runs as soon as one becomes illogical when making a judgment on the persuasive message.

Moving forward with the discussion, Dillard and Marshall (2003) distinguish and give more details on two types of arguments, namely: specious arguments and heuristic arguments.

### **Specious arguments**

As described by Dillard and Marshall (2003:494), specious arguments are reasons that are absolutely deceptive but in normal circumstances reflect as rational. They further exemplify with a research conducted in the library, where two types of reasons, the concrete reasons and the wholly inappropriate reasons were given by participants to support their requests. The results showed a slight difference in the concurrence degree of these two groups. Conversely, they report that from the

experiment which requested a bigger favour that utilizes much time, the majority of the interactants seemed to be convinced by the valid request instead of the unconvincing one. It appears that, the most important element that gives credibility to a reason is its calibre.

Giving further report on the results of influence research, Dillard and Marshall (2003) mention that people get persuaded by the plain stated reason as it also happens with the authentic reason. It is also reported that people seem to be easily influenced by the structure of the message than the content of the message does.

Conversely, Dillard and Marshall (2003) comment that in situations wherein the results of the analysis will have much influence, people analyze the message content carefully, and comply according to their findings, not on the basis of the intrinsic worth of the statement. This goes back to the statement made earlier that individuals who are accuracy motivated cautiously assess the possible outcomes of the message, and act in accordance with their conclusions.

### **Heuristic Argument**

Dillard and Marshall (2003) believe that people who employ heuristics are incapable of cautiously scrutinizing the facts presented in a persuasive message. As explained earlier, heuristics are those rules contained in decisions that are formed without employing much thinking effort and they seem sufficient to be used to make judgments. They comment that the cautious scrutiny of the message argument may possibly expose the imperfections of heuristics, yet experts in persuasion carry on utilizing heuristics to succeed in obtaining concurrence from the audience, because some heuristics are strongly believed on.

Speaking about the importance of consistency in the process of persuasion, Dillard and Marshall (2003) report that individuals from Western cultures value stability of their conduct and that an individual's statement must match with his or her performance. Dillard and Marshall (2003) gave the following as reasons as to why people prefer consistency in one's behaviour:

- Consistency is mostly favoured because it makes it easy to foresee and understand other people.
- Secondly, consistency is preferred because it offers effective ways which can be used to handle difficulties that cannot be avoided in life.

Dillard and Marshall (2003) believe that it is very wise for one to employ a strategy found as a solution to a particular problem, than to unnecessarily examine the particulars of the same problem repeatedly. In that case, Dillard and Marshall (2003) recommend the commitment – consistency principle of Cialdini, which explains that once one engages in a particular situation, one is expected to act in accordance with the behaviours assigned for that position. According to Dillard and Marshall (2003:495) the consistency principle encompasses two compliance techniques, the foot in the door and the low ball, and they describe these techniques as follow:

- The foot in the door technique applies when a person asks for a small favour which would be easy for anyone to accept, then follows a plea that is slightly inoffensive. An example of this can be a scenario where an old lady asked two young men to help her take the furniture she bought from town off the truck. After they have agreed and removed the furniture, she says “can you please take it inside the house?” These two young men are left with no choice, but to finish what they have started even though they are in a hurry. Since these two young men complied with the minor request (the first one) it then became difficult for them to reject the second plea. Dillard and Marshall (2003) further explain that the acceptance of the initial plea makes it difficult for the target to reject the plea that comes after it. But then again, they are not so sure that the foot in the door technique may be successful in gaining target’s compliance.

Dillard and Marshall (2003) advance the view that the conducted research revealed that some of the conditions may either increase or decrease the effectiveness of the foot in the door. They further report that the effectiveness of the foot in the door technique may in fact get boosted by the following (Dillard and Marshall 2003:495):

- The degree to which the first act involves the recipient.

- The degree to which the audience act upon the requested act than just accepting to act upon it.
- The degree to which the topics of these sequential pleas are relevant. For an example, the gap should be closed to a point where the second plea appears as the continuation of the first one.
- Conversely, Dillard and Marshall (2003) describe the low ball technique as the one that is used mostly in the business set up, which applies in the process wherein the dealer sells goods to the customer at a low cost. At that moment this same person goes to the authorities and comes back with the higher price explaining that the deal was not accepted because it will be a loss to the company. It has been accepted as true that the lowball technique is not always functional, in that its usefulness is controlled by situations wherein the initial plea together with the last one have been made.

Dillard and Marshall (2003) reveal that the prior discussed techniques are not the only components to be considered in the commitment consistency principle. There is also a pre-giving technique. This technique is applied successfully by firstly offering the message receiver something and makes him or her accept it, and then the accepted offer automatically obligates him or her to give in return. This technique encourages the give and take mode, which suggests that people should perform the mutual sharing of actions, objects, and a small amount of affection with other people. If one does not feel beholden, then there will be no return of anything, meaning that there is no mutual sharing at all.

- The door in the face is the opposite technique of the foot in the door. As described by Dillard and Marshall (2003:496) the door in the face technique applies when one makes a huge plea which is impossible to accept, and followed by another plea which is not much lesser than the first one, but less enough to be accepted by the target, because at this point in time target concurrence is the most important thing. Dillard and Marshall (2003) claim that the door in the face technique functions well when these

two requests are made sequentially, aiming to achieve similar results. And if not so the technique will be useless.

➤ Genuine reasons

Moving to the other issue in the discussion of persuasion, Dillard and Marshall (2003) claim that the most important thing that gives ability to a persuasive message is the authenticity of the reasons provided in the message. Dillard and Marshall (2003:497) sketched out a number of features a message should carry in order to be classified as the one with sincere reasons. They believe it is wise to check if the message:

- Does contain any evidence. This should be used to check if there is any evidence provided in the message to be reviewed by the message receiver.
- If the body of evidence is consistent. In this case consistency is used to examine the concreteness of the evidence on hand compared to any proof that can be provided by other sources.
- If the evidence is timely. It is important to check if whether the evidence on hand goes with the time in which the topic is being evaluated, because old evidence might not be relevant to the newly evaluated topic.
- If the evidence is relevant to the conclusion it is used to support? It is important that one provides evidence that will ultimately match the conclusion of the statement for which it is used to backup.
- Whether there is sufficient evidence to support the claim? It is essential that one uses the evidence that will is huge enough to support the statement, because supporting a statement with insufficient evidence might spoil the effectiveness of the statement. (Dillard and Marshall 2003:497)

### **Subjective message constructs**

Dillard and Marshall (2003) assert that people practice the test of evidence in opposition to some natural standards which are specified as subjective message constructs. Dillard and Marshall (2003:497-8) distinguish between three types of subjective message constructs and explain them as follow:

- Importance construct looks upon the significance and applicability of a datum to a claim.
- Plausibility evaluation represents the source's predictions concerning the possibility of the truthfulness of the evidence.
- Novelty refers to the introduction of the evidence being evaluated, if it is the first time the message recipient hearing about it, because mostly, people give their attention to something they never heard of before. Moreover, novelty is also used to measure the importance of the evidence provided to support the claim.

Dillard and Marshall (2003) believe that each of these subjective message constructs should be judged fairly in order for a belief alteration to take place.

➤ Emotional appeals

Dillard and Marshall (2003) suggest that the best requirement for message processing is alertness. It is recommended that a message receiver gets alerted, meaning that his or her mind should be able to make clear choices due to the level of comprehension that is brought by the lucidity of the message. It is also said that when an individual's mind is cleared, it is easy to make wise decisions because the mind is not occupied by something else. Dillard and Marshall (2003) mention some constituents that influence one's decision making in a persuasive interaction, and that the pursuit of attitude alteration is made possible by cooperative function of operations that run in one's mind together with emotional processes.

➤ Mood

Dillard and Marshall (2003) give more details on the role of an individual's mood in the persuasive message processing. They also respond to questions such as; can people in the good mood become easily influenced? Dillard and Marshall (2003) agree that people who are in a good mood get convinced without any difficulties. Dillard and Marshall (2003) report that moods can be good or bad depending on the feelings of an individual at a particular moment. Dillard and Marshall (2003) distinguish between mood and emotions. Emotions are described as feelings that one is not aware of until aroused by a judgment of a certain occurrence, whilst *mood*

is described as an unclear condition that has a background which is uneasy to identify, (Dillard and Marshall 2003:499). Revealing three findings from a Mood Meta analysis, Dillard and Marshall (2003:500) mention that:

- When there is a rise in a positiveness of mood, the attitude change increases as well.
- When the mood is positive, the depth of process shortens, meaning that people who are in good mood tend to use short cut decision making rules because their level of cautiousness drops.
- When a person is in a good mood, chances for positive judgments increase. One might conclude that an individual who is in a positive mood judges persuasive messages fairly than the one who is in a negative mood. This may give approval to the supposition that, an individual looks at things with positive eyes when he or she is in a positive mood, and the reverse is true.

#### **2.2.1.7 Relational implications of persuasive messages**

Dillard and Marshal (2003) mention that examination of a persuasive message is not limited to the theme of the message. Individuals can as well evaluate anything indicated by the message including the condition of relations among the message producer and the message receiver. Dillard and Marshall (2003) also claim that it is a people's belief that the message producer controls everything in a persuasion occurrence, meaning that the dominance dimension is more likely to be reflected in the message. As reported by Dillard and Marshall (2003) the structure of the persuasive message may possibly indicate that the message producer is in possession of many things, such as more authority than the addressee, superior knowledge, excellence, and is extra proficient compared to the addressee.

They also mention that people have a propensity to conduct themselves in an unconstructive manner when they sense that they are being intimidated from doing things as they desire. For example, when an addressee notices an element of coercion in a message, he or she may refuse to comply, or the message itself may bring astonishment as well as displeasure. Dillard and Marshall (2003) suggest that in order for a persuasive message to be effective, one should design it in a way that

does not reflect coercion to an addressee. It is also believed that a thoughtful message is the one that allows the message receiver to make his or her own choices, meaning that it makes suggestions instead of commands.

#### **2.2.1.8 Structure**

Dillard and Marshall (2003) mention various ways in which a persuasive message can be designed, and suggest that one can choose to inform the target about his objectives, either in depth or just roughly. Moreover, a message producer has a choice of either designing a message in a way that gives one side of the story or in a way that invites the contradicting evidence. The message producer may as well construct a message in a way that protects his or her statement, and make the audience believe the new information instead of the pre-possessed one. The attention goes to three topics that will give more information about the construction of a persuasive message on which our next discussion will be based, and these are forewarning, message sidedness, as well as inoculation.

##### ➤ Forewarning

Describing forewarning, Dillard and Marshall (2003) state that, forewarning takes place when a message producer informs the message receiver about his or her intentions. Forewarning is described as some kind of introduction which indirectly reports that some audience members are presently holding inaccurate information about the issue on hand; therefore their wrong information should be altered by acquiring the accurate one. (Dillard and Marshall 2003:501). The difference between two types of forewarning has been spotted by Dillard and Marshall (2003:501-2), that forewarning has the persuasive intent which its specifics propose that a persuader might try to convince the audience, without announcing his or her topic or the expected results.

There is also forewarning of topic and position which directly specifies the topic and the current opinions of the persuader. One of the beliefs of Dillard and Marshall (2003) is that these two strategies equally risk negative response. Dillard and Marshall (2003) suggest some hints for successful persuasion that, a persuader

ought to hide his or her actual intent of initiating persuasion. This can be done by appearing as updating people instead of persuading them. In that way the forewarning might not be clear and someone must be able to do that cautiously, because if this trick can be noticed by the audience it might work against the message as well as its producer and that could give advantage to opposing persuaders.

➤ Sidedness

Apart from this strategy, a message producer may also use sidedness. When using sidedness strategy, the persuader has two choices, to use either one sided message or two sided message. Dillard and Marshall (2003) argue that one sided message could be used when a message producer concentrates on the information that gives credit to his or her message, overlooking information that contradicts his or her statement. Opposite to one sided message, is the two sided message wherein one of the two strategies is used. Two sided message has two approaches, the refutational two sided message and the non-refutational two sided message.

The refutational two sided message is said to admit the presence of the contradicting information, but aims at confuting it by condemning its details, generating doubts about the significance of its proof, and shows disapproval of the person who provided the information. Conversely, the non-refutational two sided message is described as very straightforward and does not consider the presence of the opposition. Dillard and Marshall (2003) are condemning the use of non-refutational forms, reasoning that refutational strategies are efficient than non-refutational forms.

➤ Inoculation

Dillard and Marshall (2003) mention that equipping people with solid information is a wise action. It is also said that the message producer can secure target compliance by giving information that may actually cause the audience to defend against any other opposing information, meaning that this information may be instilled in a way that will make the audience refuse to accept any other belief, and this strategy is called Inoculation. Dillard and Marshall (2003) reveal two important characteristics of

the inoculation technique: threat, and refutation. Explaining how these two components work, Dillard and Marshall (2003) mention that one might stimulate rejection of any forthcoming opposing information by making the audience unconfident about their stand point on the issue at hand. Doing so will make them realize that their knowledge or views on the issue need to be corrected, and alteration will occur easily because their stand points have been destabilized.

As the second component of an inoculation message, refutation is applied when a message producer unfolds the imperfections of other opposing information in his or her statement. The use of this approach may bring doubts to the message receiver about the contradicting information and it may be ignored, whilst the existing one is strengthening. Dillard and Marshall (2003) believe that this strategy drops the force of any persuasive attack that may appear afterwards.

#### **2.2.1.9 Style**

When designing a persuasive message, one should choose a style in which a message will be formed. When talking about style Dillard and Marshall (2003) refer to the language which the message producer chooses to use when formulating his or her persuasive appeal. This goes back to the emphasis made earlier that one might choose to convey the message explicitly or inexplicitly. The discussion moves to the examination of the style of a persuasive message as a subject matter, in which the focus will be on gain or loss framing and figurative language as components that make up the style of a message.

#### **2.2.2 Perspectives on Persuasion, Social influence, and Compliance (Social influence in close relationships)**

##### **Leslie A. Baxter, Carma L. Bylund (2004)**

The review of social influence in close relationships seems very important in that it will give some details on persuasion in more close relationships. For example, it will give details concerning persuasive strategies that are employed, which also concerns the ways in which characteristics of the persuader and of the relationship affect the

application of strategies. These details will also help identify the most effectual strategies used by people in these types of relationships.

Baxter and Bylund (2004:317-18) report that the perspectives on social influence in close relationships are divided into three specific categories: Classic or Traditional approach, Social meaning approach, and Dialogic communication.

- Classic or traditional approach applies when one has an objective of altering another person's behavior or attitude and applies necessary strategies on a compliance gaining message prepared to obtain the aspired results. And this means that the focus of this approach is on figuring out how the message producer applies the strategies in the production of a persuasive message.
- Social approach is said to concentrate on the persuader's objective of trying to convince the target.
- Dialogic communication mainly concentrates on the communication events called Dialogic moments wherein both individuals involved in a relationship spontaneously persuade each other.

### **2.2.2.1 The traditional perspective**

This section will have as a focus the examination on the ways in which social influence strategies are used in both types of close relationships e.g. intimate and family relationships. Baxter and Bylund (2004) maintain that the assessment of influence strategies within relational context helps in discovering the proper and usual strategies that may be used to achieve compliance in a relationship.

Baxter and Bylund (2004) focused solely on compliance gaining not considering compliance resistance as part of persuasion, and it is known that compliance is not the end product of persuasion or interpersonal influence. The discussion will proceed by examining the persuasive strategies used in intimate relationships.

### **2.2.2.2 Persuasive strategies in intimate relationships**

Baxter and Bylund (2004) seem to favor the examination of interpersonal influence among friends and romantic partners, as they believe that persuasion is easily achieved in close relationships, because in normal circumstances persuader and the target are acquainted individuals. This comes back to the belief that people seek compliance from people they know, since it is difficult and rare to persuade and achieve compliance from strangers. Kellermann and Cole (1994) as cited by Baxter and Bylund (2004) claim that the secret in gaining acquiescence from the target is the good use of two guidelines followed in pursuit of compliance gaining, namely; The types of compliance gaining strategies available, and the times at which those strategies are employed.

Baxter and Bylund (2004) believe that the accomplishment of persuasion depends on the type of strategy used, and the frequency of strategy use. The strategy may be used in consideration of the characteristics of the individual persuader (for example: the gender, power, individual personality features, as well as the cultural background of the persuader), characteristics of the relationship, and the type of request.

According to Baxter and Bylund (2004), gender has no influence on the frequency use of a persuasive strategy, but some findings reveal that gender has nothing to do with the use of direct or indirect strategies. On the other hand, the report says that in romantic couples of cross sex, women were found to use less two-sided and direct strategies than men, whilst in the context of sexual influence strategies men as compared to females reported the frequent use of persuasive strategies such as pressure and manipulation.

The relative power also falls under the category of strategies used in gaining compliance as another type of strategy used. It is believed that people who have power than others tend to use two-sided and explicit strategies than their less counter parts. Also people who seem to employ weak strategies were identified as using manipulation, while those who have strength in relationships always employ strong strategies.

As Baxter and Bylund (2004) report, situations wherein the degree of intimacy is high are identified as the settings in which explicit requests are used more efficient as compared to implicit requests.

### **2.2.2.3 Persuasive strategies in families**

The persuasive strategies in families will be discussed along two different types of relationships in families, the spouse-spouse and parent-child relationship.

Baxter and Bylund (2004) mention that, threat is the most unemployed strategy by married couples, and is used mostly by people who do not know each other. They continue that, dual career couples are known to be the most group that use direct strategies more often as compared to indirect strategies.

Baxter and Bylund (2004) also comment on various uses of persuasive strategies by individual characteristics of the spouses and by characteristics of the spouses as a marital couple. Furthermore, a comment is made by Baxter and Bylund (2004) that sexual category has no influence on the type of strategies employed, and that obviously there are some exclusive cases. According to them there are some elements which distinguish between the strategies used by spouses to influence each other and they also ascertain which strategies could be used. These elements are termed: the social position of the spouse in the conversation (which partner is a persuader), low confidence and tenderness of the wife, and the masculinity of the wife. They mention that some of the individuality features that actually have an effect on the spouse's choice of strategy use include: surgency, agreeableness, conscientiousness, emotional stability, and intellect openness.

Baxter and Bylund (2004:322-323) distinguish between three types of couples which employ different sorts of persuasive strategies in spousal influence, namely:

- Traditional couples-believe in their tradition and sharing, and they also believe in argument. The messages they convey communicate the negative or positive consequences that may result from the decisions they make.

- Separate couples-believe in their tradition, for example: they do not believe in arguing, they also have little consideration for sharing. The messages they use are limiting their choices.
- Independent couples- do not believe in their tradition, they believe in argument and in sharing. They are said to employ a number of messages and more power compared to other couples.

Baxter and Bylund (2004) further mention that the type of conflict, gender, and relationship features e.g. “marital satisfaction, power pattern, and the duration of the relationship” have a huge influence on the choice of persuasive strategies used by couples in their decision making.

Baxter and Bylund (2004) also mention that the employment status of the spouse has also been investigated if whether it does affect the relational persuasion. The results were that it has no influence on the strategies employed in spousal persuasive attempt. According to them there is no connection between marital satisfaction and the employment of inexplicit persuasive strategies. They further exemplify that one research results showed that dissatisfied spouses were more candid and used emotional influence than satisfied spouses do. And emotional influence is classified as the vaguest strategy.

They report that spouses who get positive response from their partners use messages that concentrate on the action one is asked to perform, not on power or control in the relationship. Direct statements, direct requests, and direct questions have also been proved effectual in gaining spousal compliance, as well as direct pleas from husbands to their wives.

Looking at the effectiveness of strategies used in persuasive messages in families, Baxter and Bylund (2004) report that different types of emotional disclosures have not been found to have an effect on the persuasive strategies used, but they do impinge on the objective efficacy of requests, for example: on the spouse’s response to the compliance request, the spouse’s attitude toward his or her spouse, the spouse’s attitude toward compliance, and the spouse’s attitude toward self.

Baxter and Bylund (2004) clarify that the nature of this setting is totally different from the married couples. They reveal that in play settings when trying to make their kids comply, parents employ a lot of directives, for example they tell the child what to do instead of limiting them from doing other things, such as telling the kids what not to do. Also parents have been found to employ action controls more often, for example they attempt to change the child's immediate physical behavior, instead of using attention controls such as attempting to modify the kid's recognizable activity.

Baxter and Bylund (2004) further report that the gender category of the parent and child makes no difference between strategies used in persuasive attempts with children in play settings. On the other hand, it has been discovered that when persuading older children, fathers use commanding language the most as compared to mothers. As mentioned by Baxter and Bylund (2004) a number of strategies used in play settings have been connected indirectly with the age of the child. They further exemplify that during a mother play interaction, Japanese mothers have been found to use less directive strategies as compared to American mothers.

According to Baxter and Bylund (2004) mothers who interacted with their kids in a normal manner have been found to be less convincing to their children than mothers who interact in a responsive mother manner. It is said that responsive mothers manage to gain compliance from their kids by encouraging their children to direct the interaction, and this has been found to be the most effective strategy.

The mood of children when involved in a compliance gaining interaction has also been given much consideration. Looking at the effect the responsive play has on kids' level of compliance, Baxter and Bylund (2004) discovered that children partaking in a normal play have negative mood compared to children who take part in a responsive play. And those who take part in a responsive play displayed a positive mood and usually have a high degree of acquiescence than the less degree of acquiescence obtained from children with negative mood.

They advance that children approached with attention persuasive strategies gave positive response compared to those who were approached with action persuasive strategies. The efficacy of the strategy also depends on the age of the child.

Once again Baxter and Bylund (2004) report that in a cross cultural study when American and Japanese mothers gave direct command, American mothers have managed to get their children acquiescence in picking up toys throughout the play whilst Japanese mothers did not.

Reporting on the persuasive strategies used by parents when persuading children on adolescence stage, Baxter and Bylund (2004) mention that the strategies were conceptualized into three categories, namely: coercion, induction,(attaining voluntarily acquiescence), and love withdrawal.

Examining persuasive strategies used by teenagers when interacting with their parents, Baxter and Bylund (2004) report that the strategies they use include more concrete persuasive strategies as opposed to young children who are likely to just request for objects. Additionally, they reveal that teenagers use a set of persuasive strategies which is not different from the one used by mothers and fathers. They further mention that the category of strategies used by parents and teenagers is made up of seven types of strategies, and all the interactants have mentioned; reasoning, a substrategy of the bargaining type of strategy as the most effective persuasive strategy used by adolescence.

### **2.3 MESSAGE PRODUCTION**

This part of discussion will examine the three parts of the Goals Planning Action (GPA), the Cognitive Rules model of interaction (CR Model), and the Planning. It will also explore how competent communication may be achieved in a persuasion occurrence, and what to do when designing a message which may be used to gain compliance.

## **2.3.1 Goals – Plans – Action theories**

### **2.3.1.1 Explicating communicative competence as a theoretical term**

**Wilson, S.R., Sabee, C.M. (2003).**

i) Communicative competence as a theoretical term

➤ The Cognitive Rule Model

The Cognitive Rule's model of interaction explains that people form rules by drawing from their innate cognitive knowledge. According to the Cognitive Rule's model, people naturally have a certain knowledge regarding the connection of the situational conditions with the perceived features of the situation in progress. It is said that there is a spreading activation which works in a way that matches cognitive rules with the perceived features of the situation, and situations may concurrently form rules for creating numerous goals. The cognitive rules model insists that for a goal to be formed it is required that a certain level of activation threshold is attained by the cognitive rule prior to its activation, once that level is reached, the activation gets done.

It is believed that the activation of a rule is made possible by the function of three criteria, namely, fit, strength and the recency criteria. Explaining further on these three criteria, Wilson and Sabee (2003) mention that the fit criterion necessitates that situational conditions and the perceived features of the present situation match perfectly with each other. It is also mentioned that there are unclear situations which may be interpreted in many different ways and partly click with numerous rules and form multiple cognitive rules. The recency criterion applies in unclear situations where there is more possibility for cognitive rules to be formed if the rule had been activated prior. The strength criterion applies when the rule has been activated more than once in the past.

Wilson and Sabee (2003) also mention that the CR model contains some details about perspective on goals and competency. They further exemplify that the pursuit of goals which are identified as improper by other people may cause their pursuers judged inept. The intercultural interactions have been identified as having influence on goals being judged as inept. For example, people from other cultural groups may view the ideas of those who are coming from other cultures useless because cultures have different beliefs and see things in various ways. Moreover, some individuals may be viewed ineffectual if they are unable to give suggestions regarding a significant thing at the exact time.

Wilson and Sabee (2003) mention that it is also possible for people from the same culture to have different perspectives about goals, meaning that some people may judge a particular goal inappropriate, whilst at the same others judge it proper.

The CR model also tells about “goalless” ideas, which exist when people leave their pursuit of goals hanging, because they are unable to find a good way of resolving their problems. Touching upon the CR model, Wilson and Sabee (2003) believe that the goal pursuer who does so has an incomprehensible and improper collection of goals, thus as a result one’s persuasive attempt could be identified as goalless. Giving demonstration on this point, Wilson and Sabee (2003) exemplify with a scenario where one of the group members has informed the group about his inability to attend the group meeting after failing many times to make it. The response to this message was “look I can’t handle this anymore. Why do you keep doing this to me? Just go away”. The person who produced this message sounds bitter, and irritated in so much that he could not find any other way of dealing with this problem, and so he is giving up. It follows from these reasons that this message is identified as goalless. It is now clear that a communicator who is unable to rectify another people’s troublesome actions is goalless and ineffectual.

As Wilson and Sabee (2003) mention, individuals may pursue incompetent goals because; the message producer holds exceptionally powerful rule that is easily activated. They believe that someone who considers both the face wants of oneself as a speaker and of the target during the course of goal pursuit is judged communicatively proficient compared to those who only consider the primary goal.

Wilson and Sabee (2003:20) reveal a number of features which are reasons for people to fall short in creating and pursuing goals that are identified as desirable or necessary by other people, and these are;

- The need of perspective taking skill essential for the recognition of psychological hints of their behaviour.
- The act of connecting goals such as providing face support with an inadequate figure of situational conditions.
- Being in possession of rules for creating supporting goals that are activated only by an approximately complete equivalence with noticeable situational features, because they are at the subordinate level of activation.
- And an inability to psychologically connect rules for various goals in order that the activation of a single rule (e.g. the goal of asking a favour) does not automatically expand and activate a rule for a second goal (e.g. the goal of not appearing as good for nothing).

According to Wilson and Sabee (2003:21) individuals may also be judged inept for being unable to change their interactions between situations. They also reveal that there are some reasons that lie beneath an individual's inability to adjust interaction goals, and outline the following as part of those reasons (Wilson and Sabee 2003:21):

- The individual's interrelation of goals with a limited amount of situational features.
- An individual's inability to integrate subcategories of goal which are applicable to various situations.
- And to exaggerate base-rate data and understate personal details particularly under circumstances that favour heuristic processing.

#### ➤ Plans

As quoted by Wilson and Sabee (2003-21), Berger (1997) defines plans as knowledge structures representing behaviour required for overcoming obstacles and

achieving goals. Quoting Berger (1997), Dillard (1990) and Waldron (1997), Wilson and Sabe (2003:22) define planning as the collection of psychological and communication processes included in the courses of generating, selecting, implementing, monitoring, adapting, as well as co-ordinating plans. Wilson and Sabe (2003) claim that most of the time planning occurs automatically when the conversation is in progress, but in normal circumstances it occurs before the interaction. There are also people who have been classified as competent communicators. Wilson and Sabe (2003) identify competent communicators as individuals whom are capable of scrutinizing and orienting their plans in the course of conversation.

Waldron (1990) and Waldron et al., (1995) as quoted by Wilson and Sabe (2003) report that one's competency in communication can be noticed through some features appearing on one's online planning. Furthermore, they explain that an individual's communication competence can be measured along two criteria, the effectiveness and appropriate information seeking strategies. The degree to which one is able to reach competency is rated along three levels, the low, medium, and the high level. Wilson and Sabe (2003) also believe that highly competent individuals are characterized by a higher percentage of plan oriented thoughts in the course of conversation.

Wilson and Sabe (2003) have perceived that individuals identified as having less communication skills rate a higher percentage in self-assessment cognitions. They further report that low self esteem is found to be one of the causes of incompetence to individuals, which in turn makes them uncomfortable during conversation because they view conversations as stressful events and that contributes a lot on them being unable to achieve task goals.

In investigations conducted about plans, apart from stress, problems with execution control have been found to be the added obstructions that make it impossible for one to assess plans throughout the conversation. As described by Wilson and Sabe (2003), execution control process is a collection of higher order cognitive activities which include decisions about selection, regulation, and monitoring information.

According to Wilson and Sabee (2003) individual's execution control processes differ, same applies to the efficacy of these processes. One can notice the difference through the performance errors such as slips of tongue as well as lapses. They also believe that individuals who have effective mentalities easily construct a plan to be used to persuade other people before the formal persuasion event, and they construct it fully confident that the plan will do well.

Wilson and Sabee (2003) also claim that skilled communicators have faith in their plans, meaning that they are plan confident. Explaining further on skilled communicators and their plans, Wilson and Sabee (2003) mention that besides having faith on their plans communicators who are plan confident can easily prefigure if they can really execute their plans. Furthermore, Wilson and Sabee (2003) clarify that when one is identified as plan confident, it means that one is able to use the plan efficiently. They also postulate that people who have an ability to organize, inspect, and regulate information effectively through out the interaction may be categorized as skilful communicators.

➤ Communicative competence

Communicative competence is an ingredient for a successful persuasive attempt, it has also been identified as an important requirement in the message production process. As reported by Wilson and Sabee (2003), according to the GPA framework's point of view skilled communicators possess a preventative way of thinking which enables them to:

- Predict the impending impediments to the preparations meant for goal achievement;
- And predict the hints shown in the behaviour of their participants and themselves.

Furthermore, Wilson and Sabee (2003:23) maintain that the skilled communicators:

- Are able to comprehend messages generated within a particular situation that may be seen as proper or inappropriate, desirable, or obligatory by other interactants.
- Communicative competent individuals make plans with various choices from which one can select when following and combining goals.
- Skilful communicators usually make a follow up to a number of goals.
- When they orient their goals and plans, they take into account the situational, relational, and cultural conditions.
- And that, skilled communicators spend sometime focusing on the progress of their goals and plans, and avoid musing on destructive thoughts and emotions about themselves and other people.

Drawing from the view point of the GPA, Wilson and Sabee (2003:23) claim that communicative incompetence is caused by the following three factors, namely:

- The excessive accessibility or inaccessibility of rules meant for creating goals that are sufficient or insufficient to the situation at present.
- The scarcity of enough information pertinent to other options that may be used to follow or combine goals.
- And the imperfections in an individual's capabilities in checking or orienting plans which might be caused by personal anxiety, fatigue, or contesting situational demands on processing aptitude.

According to Wilson and Sabee (2003) the possibility that one's communication competence may be developed does exist. In support of their statement, they outlined a number of ways that can be used to help improve one's communication competence and explain them as follow (Wilson and sabee 2003:23):

- An individual's communication skills might be improved by going through training which might focus on teaching people to identify goals that are germane to the situation at present.

- Training may also concentrate on giving assistance to people in learning and practising a number of germane alternative ways according to which one may act in attempting to pursue goals.
- Lastly, people may as well learn to notice and feasibly change the obstacles in the situation that makes it difficult to check the progress in goals and plans.

## **2.4 COGNITIVE RULES MODEL**

### **2.4.1 Development and test of a cognitive rules model of interaction goals**

**Steven R. Wilson (1990)**

#### **2.4.1.1 Conditions interaction goals**

Explaining a cognitive rules model of goal formation, as quoted by Wilson (1990) Canary et al. (1987), Clark & Delia (1979) claim that people innately held knowledge about a large variety of instrumental and interpersonal goals as well as numerous situational features, and these features can also be associated with each of these goals. One of the suppositions made by the CR model is that people also have within them a hierarchical associative network of long term memory, and it is where the information pertinent to a goal is contained. In his elaboration, Wilson (1990) lists as examples a number of individual concepts which he believes they form an essential component of this network, these concepts include: people, traits, roles, relational qualities, and settings.

Wilson (1990) mentions that, within human beings there is a process of repossessing information pertinent to goals which runs through the function of this associative network. He claims that there is either an upright or oblique way in which the rule activation may occur, and explains these two types of activation in the following terms; Wilson (1990:82):

The direct activation of the cognitive rule occurs when there is compatibility between perceived features of the present situation and the situational conditions constituted in the rule. Conversely, the cognitive rule activation becomes oblique when there is

expansion of activation from a single node to the other ones with which are joined together. In this process of activation numerous goals may be created as the conditions may possibly trigger rules meant for creating many goals. Wilson (1990) presumes that this rule activation process occurs similarly.

According to Wilson (1990) goal formation is not the end product for every rule that has been triggered. He further reveals one of the CR model's presumptions that there exists an activation threshold in the rules, and according to his terms this means that there is no creation of a goal except that a certain level of activation is attained. Once that level is attained, the rule becomes activated and a goal comes into existence.

#### **2.4.1.2 Determinants of rule selection**

Wilson (1990) maintains that there is a relationship between the system of rules and the situational conditions of any goal. He further asserts that the organization of rules is made in a way that connects them with specific situational conditions. And for that reason, the identification of a specific kind of interpersonal situation and specific goals pertinent to goal formation should be the initial step in any research of goal formation.

Drawing from the research conducted earlier, Wilson (1990:82) outlines five kinds of interaction goals which he believes individuals may be in pursuit of in obligation situations:

- Compliance goals – are formed when someone wishes to convince another person to behave according to her or his wishes. For example to convince someone to get his or her commitment done.
- Supporting goals – exist when someone wishes to convince another person to do something, but at the same time, this person wants to keep their relationship with the target in good condition.
- Attacking goals – exist when someone has the intentions of persuading another person to complete his or her obligation regardless of this person's feelings and the security of their relationship.

- Image goals – exist when someone intends to persuade another person with the desire of presenting himself or herself very well to the target to keep his or her reputation good in the eyes of the target and others
- Account seeking goals – are formulated when a message producer wishes to get motives for why someone is performing in a way that a source would like him or her to alter and conduct him or herself in a way that is suggested by the source.

### **2.4.1.3 Attribution, Power, and the fit criterion**

Wilson (1990) accentuates the CR model presumption made earlier that the match between the perceived situational features and situational conditions represented in the rules determines if the rule will be triggered or not. The point is that the rule cannot be triggered if there is no click between the perceived situational features and situational conditions, and that is what Wilson (1990) calls the fit criterion. It has been noted that situations do not only differ in the degree of fit, but in ambiguity as well.

Wilson (1990) clarifies that, ambiguous situations have the potential of being interpreted in too many ways, they are also capable of triggering too many rules, whilst chances for clear solutions to do so are very small. He also emphasizes that there are situations wherein the conditions constituted in a rule are clearly manifested, and there are also those in which these conditions are not clearly characterised. This corresponds with the claim made earlier that, the figure of situational conditions constituted in situations is the one that actually makes distinction among situations.

Wilson (1990) further explains the CR model and mentions another presumption that, the requirement for rules to be activated by situational features is for the degree and clarity of fit to be equally high. In contrast, he brings to awareness that, when the level of fit is moderate and the ambiguity level is high, the strength and recency become more significant in performing the duty of deciding the formation of a goal. Wilson (1990:83) asserts that in obligation situations people expect to identify two

characteristics for fit which may be expected to click with situational conditions, and these are:

- The reasons behind the target's failure to act in accordance with the source (attributional ambiguity),
- And the way in which legitimate power is applied in the situation.

#### **2.4.1.4 Attributional ambiguity and fit**

According to the results drawn from the investigations conducted previously, the judgement of locus of cause and intent are significant situational conditions incorporated in the rules for forming supporting and attacking goals. Wilson (1990) brings to awareness that the facts re-examined by Weiner prove that attributions of locus, responsibility, and intent became conciliators between emotional reactions which arise from different types of interpersonal situations and obligation situations.

It is believed that attributions of locus and intent have great effect on individuals' decision making on employing interpersonal influence. To explain this point Wilson (1990) makes an example specifying that, these attributions have a huge contribution in the decision making of the superiors about the plans they might use in assessing their worker's performance. He claims that attributions of locus and intent have an effect on how message producers convince others, on deciding whether to employ disciplinary strategies in the management of an employee's poor performance or on the decisions people make about exerting distributive or integrative conflict tactics.

Wilson (1990) comments that the motive behind the target's inability to complete the commitment might be due to natural habit and purpose or to outer causes, but still in some obligation situations the cause may possibly be inexplicit. Touching up on Kelly (1967), Wilson (1990) outlines three dimensions he claims are traits to the causes of a target's conduct, these are: Consistency, Consensus, and Distinctions.

#### **2.4.1.5 Legitimate power and fit**

As mentioned earlier, attributional ambiguity and legitimate power are the characteristics that exert a push force to the fit of rules in obligation situations. Wilson (1990) reports that legitimate power explicitly permits the source to get her or his own way from the target. He states that people who occupy higher positions in many organizations have high rights to make requests and the target who is likely to be the subordinate does not have a choice, but to act in accordance with the request.

Wilson (1990) claims that people formulate attacking goals to make the target reach compliance in explicit situations, when they perceive that the target is not willing to comply irrespective of the clearness of the obligation terms. Based on that reason, Wilson (1990) believes that attacking goals have to be employed, simply because the source feels that his or her position has been undermined by the target. Drawing from Brown and Levinson (1987), Wilson (1990) points out that when someone in superior position requires compliance from the target (subordinate), the need for the target to comply becomes explicit and the source strictly expects co-operation. Therefore, it will be unnecessary for the source to employ supporting and image goals.

#### **2.4.1.6 Construct differentiation and the Strength Criterion**

As described by Wilson (1990:84), construct differentiation may be explained as the variation between the ways in which people design their persuasive messages. There are a number of characteristics that actually make difference in the construction of persuasive messages. For example one may classify people's personalities, educational level, experience, age, and gender as components that actually cause distinction between techniques used to design persuasive messages.

As stated by Wilson (1990), the goals people wish to accomplish are what bring the difference among message designs. For example, he maintains that the number of goals pursued by less differentiated and highly differentiated people is the component that actually distinguishes between their message designs. He further maintains that highly differentiated people tend to follow supporting goals together

with instrumental objectives instinctively. Wilson's (1990) findings also reveal that the weight of cognitive rules that involve supporting goals is ascertained by interpersonal construct differentiation.

Construct differentiation and the strength criteria are marked as other decision makers which determine if whether it is appropriate for an activation of a rule to occur. Commenting on this statement, Wilson (1990) mentions that the feasibility on the activation of a rule is brought by the mass of the combination of situational conditions and goal, together with the rule and other rules comprised in the network.

#### **2.4.1.7 Discussion of research**

Wilson (1990) emphasizes that the main focus of his paper is on the Cognitive Rules model of interaction which gives understandable ideas about the strategies people employ in the formation of goals within different settings. He also puts emphasis on the concept of the Cognitive Rules model and explains that the goal relevant knowledge held by individuals is depicted as cognitive rules which then connect situational features together with aspired outcomes in an associative network.

As mentioned earlier, people become able to form interaction goals through the function of three criteria, the fit, strength, and the recency criteria. Wilson (1990) reaffirms the claim that variables that have an effect on the recency and strength criteria also have an effect on individual's interaction goals when the level of fit between rule conditions and situation perceptions is unclear.

Looking at the criteria that determines selection of cognitive rules, Wilson (1990) accepts as true that people become able to form interaction goals through the accessibility of cognitive rules. He further reports that when the main situational features associated with goals are not clear, the two criteria, recency and strength then become the chief determinants of the goal formation. He also highlights that priming and construct differentiation have an effect on supporting goals only in attributionally ambiguous situations, not in attributionally apparent situations.

According to Wilson's (2002) observations, dissimilarities on how individuals form goals increase people's likelihood of creating numerous goals in every complicated communication situations. He further states that the experiment performed currently showed that attributionally clear and ambiguous situations were equally complex because the target's ego and independence were open to persuasive messages conveyed in these episodes.

Commenting on legitimate power and fit, Wilson (1990) reports that legitimate power did not seem to have any remarkable consequences on compliance goals. He also mentions that the hypothesis originates from the motive that persuading a certain legitimate power level of the message producer could possibly complicate situational features connected with supporting and attacking goals, for instance the target's obligation to acquiesce.

As suggested by Wilson (1990) the analysis of discovering which interaction goals and contextual features are germane to particular kinds of interpersonal situations should be the initial step of any actions to model goal formation. He also mentions that, the fact that both power and attributions were never associated with frequencies of image goals perhaps follows from the fact that, message producers in general never felt like focusing on their own impression when trying to persuade the message receiver who had been unable to carry out his or her assigned duty.

Wilson (1990) comments on the construct differentiation and rule strength as another important influential factors in the formation of a rule, mentioning that the results that supporting goals for less differentiated people did not get affected by attributional ambiguity and priming came as a surprise. He believes that there is contradiction between this finding and the claim that construct differentiation may possibly be compared with rule strength. The idea that construct differentiation may be compared with rule strength gave rise to the perception that message producers share similar type of rules, whilst some individuals possess rules which can be further accessed easily.

He also states that less differentiated persons did not succeed on reporting more supporting goals although the degree of fit between rules and situational features

was supposed to be high and apparent. Wilson (1990) has also mentioned that less differentiated individuals are expected to possess few sorts of rules for creating supporting goals, meaning that less differentiated individuals could possibly have rules dissimilar to those used by highly differentiated producers. He further highlights that highly differentiated people may be in possession of rules that link supporting goals with attributionally germane issues whilst less differentiated sources might not. Also highly differentiated individuals are seen as capable of connecting goals with a great deal of situational features, whilst less differentiated people might have cognitive rules connecting goals to less or many general situational features.

## **2.5 A THEORY OF PLANNING**

### **2.5.1 Planning strategic interaction**

**Berger, C.R. (1997)**

#### **2.5.1.1 Plans and planning**

This section discusses the origins of plans, on how plans are created when they do not exist, what governs the selection of plan options, on what role does opportunism planning play, how does planning and plan selection get influenced by physical and mental effort, and on the way that can be used to ascertain the effectiveness of plans. Berger (1997) distinguishes between planning and plans, reasoning that people tend to confuse the meaning between these concepts (p.25).

- According to Berger (1997) plans are strategies created mentally to be used in the process of handling a particular issue, and may also be used to achieve a particular goal.
- Planning on the other end is defined as the mental process that runs in a human being's mental system to produce plan that can be used to resolve what ever existing problem.

Berger (1997) further explains that the planning process produces multiple plans that can be employed in an attempt to achieve a goal, and in this planning process a planner has a duty of selecting the plan that has a potential of achieving the particular desired outcomes.

Berger (1997:26) outlines two steps encompassed in the planning process, namely:

- Situational assessment which is the process of evaluating the situation for which one is trying to formulate plans.
- And Goal selection which is the process of choosing the goal that one will be working on.

### **2.5.1.2 The genesis of plans**

Berger (1997) suggests two possible sources from which a message planner can draw a plan, namely: Long term memory, and Current information input.

He extends his argument by stating that an implementation of plan information becomes unequal when a message producer has an objective to accomplish. From this belief, Berger (1997) proposes that the first preference is given to the access of long term memory which then ensures that a previously formulated or canned plan is accessible for use. He goes on describe canned plans as plans that have been performed many times previously, or practised cognitively (Berger 1997:26).

The comment has been made earlier that, plans are drawn to accomplish objectives and this comment is a verification of another assumption made that, people have an inclination of utilizing little effort in the processing of information. Berger (1997) adds that people also have remarkable mental processing shortages that destruct the observation and processing of huge quantities of relevant information when making decisions and judgements.

Berger (1997) comments that retrieving plans from long term memory does not require much effort, whilst creating plans consciously utilizes a lot of effort whether the creation of plans is done during the course of the interaction, or before the

interaction starts. Berger (1997) reports that the AI researchers also agreed that people may possibly search for experiences that are kept in their mental system that effortlessly enable them to comprehend their present situation. From this proposition, Berger (1997) claims that people are likely to decide on creating plans in working memory drawing germane plans from a long-term memory, from current information inputs, or from both of them when they fall short on discovering canned plans in long-term memory.

According to Berger (1997) the extent to which desired goal states and canned plans relate, actually ascertains the degree to which the process of plan formulation explained above needs to be considered. This goes back to the point made earlier that when the desired end states and canned plans match perfectly, a small quantity of change has to be made by utilizing other germane plans or by combining new information inputs through a working memory.

Once more, Berger (1997) suggests that if there is no perfect match between the desired goal states and canned plans, the message producer has to try to look from the memory and existing experience in order to create a plan. It is also believed that the process of searching information from the memory and the current experience utilizes more time and energy and can possibly be used necessarily for goals that are highly important to the producer.

Berger (1997) claims that the idea of the canned plan is a bit confusing in that plans that have been employed previously cannot by any chance be able to match perfectly with the present situation. This claim originates from the presumption that two experiences may not possibly be similar

### **2.5.1.3 Plan formulation**

#### **➤ Top-down and Bottom-up planning**

It has been mentioned by Berger (1997) that when there is no plan to be used, individuals have the option to make a plan by themselves that will be used in

attaining whatever goal that exists. Berger (1997) further outline two views that can be implemented in the plan production process, and describes them as follows (p.27-8):

- The top-down view - claims that plans are initially done at the degrees of construction that are quite high even though the production of concrete courses of action and the process of filling the action details run at a very low construction level.
- Conversely, an assumption of the bottom-up approach is that individuals process the action as it runs and obtain numerous abstract plans from this information.

Berger (1997) further explains on this issue of planning and shows a contrast that is comparable to the top-down and bottom-up approaches, within the domain of motor control. He then states that the analysis of motor control reveals that open- loop motor control necessitates that preliminary plan be rather explained and protected from being altered by environmental disturbances.

On the contrary, Berger (1997) mentions that the more flexible closed- loop strategy maintains the concept that preliminary plans may not be properly formed and they may possibly be altered during the series action. Additionally, it is believed that the chances of the operation of the closed-loop model are higher in the motor control domain. He further explains that planning may sometimes take place in a top down mode, and that planning is also likely to occur opportunistically even though the whole process may not be guided by information.

Contrary to these two models is the information revealed by Berger (1997) drawing from Bratman (1987 & 1990) that people would appear more reasonable if they can make plans that are sufficient to be used currently, because making huge plans ahead might be risky in that it is not so easy to predict possible occurrences that might totally change the whole planning in the near future, as there can be many factors spoiling the plan. When the planning is changing the efforts put in formulating it appear to be wasted.

### ➤ **Contingent planning**

Berger (1997) believes that there are plans that promise to be efficient and he refers to them as 'contingent planning'. He also comments that Bratman's (1987) solutions leave some of the questions unaddressed. Berger (1997) then exemplifies that, people whilst setting up a particular option, they may as well look ahead to occurrences that may possibly impede the full achievement of their plans, and therefore prepare for those possible occurrences.

Berger (1997) suggests that one might take actions in these feasibilities by coming up with inequitable preparations, and that will at least assist in foreseeing the possibilities that might develop in the long run, even though not all of them can be detected. He believes that this is how the partial plan theory may be supported. He further comments that it is apparent that these possibilities may not be foreseen during the process of producing a plan. However, a number of feasible occurrences are really unnecessary to be planned for. Berger (1997) clarifies this point with an example that in working out a strategy to be used in persuading an affirmed peacekeeper to alter his or her stand point on a subject matter, it would be very helpful to think about the things one might do if the peacekeeper were to pull out a trigger and threaten to kill someone during the persuasion episode, although it is feasible for persons to show radical alterations in both their mind-set and behaviour.

According to Berger (1997) persons may as well come up with complete plans that encompass subplans as options to be considered when there is a development of events that may hinder the pre-designed plan. He further comments that one option that always crosses people's minds when occurrences that impede the plan take place is to withdraw from pursuing that particular goal. In preventing this bad habit, he suggests that planners perform a detailed contingent planning, because the plan becomes more complicated as the figure of contingencies encompassed in a plan escalates.

➤ **Desire and Plan complexity**

Berger (1997) distinguishes between two different types of plan complexity. Firstly, he describes one form of meaning as referring to the level of detail at which planning takes place. Berger (1997) further reports that there are few abstract steps or detailed behavioural descriptions of the valid actions to be taken to identify the plan that may be found in plans.

According to Berger (1997) planners may possibly or in most cases they over generate and rehearse the exact words that will be pronounced throughout the interaction. He agrees that extreme levels of planning like the ones we are talking about will clearly create a plan that is excessively complex. Berger (1997) says that plan complexity involves numerous contingencies that are found within plans. He explains that, the more the figure of contingencies contained in a plan adds, the more the complexity of the plan escalates by default.

Berger (1997) developed the proposition that escalations in the complexity with which plans are formulated follow from the rise in the desire to reach a social goal. It is also said that the way in which complexity is created in this proposition constitutes the two meanings of the term, complexity. Berger (1997) states that the way in which the term desire is employed in the second proposition needs to be observed thoroughly. He also mentions that other people believe that yearning to bring about a state of affairs, which is yearning to achieve a goal, is a “species of intention” (Berger 1997:29). He continues showing the contrast between these points that, there can be a difference between desiring and intention. Brand (1984) as quoted by Berger (1997) mentions that “a desire can be satisfied by luck or through the efforts of other people, as well as through one’s efforts. But an intention is fulfilled only if the agent contributes in some essential way to the end-states” (p.29).

Berger (1997) believes that distinguishing between intending and desiring is quite important in that it sheds light on what exactly these two are all about. He then states that Brand (1984) is in agreement with the hypothesis that desire and intention are autonomous. In support of this theory Brand (1984) provided dissimilarities between these two terms, and mentions that the desire may differ in strength although

intending may not. He further states that it is possible for strength of desire to change after some time, but that is impossible for the strength of intending. Berger (1997) also mentions that distinguishing between intending and desire is vital in this context of plans as one definition of plans given prior claimed that intentions can be “envisioned writ large” (p.30). He further comments that desire was going to be an essential part of plans if only it were a type of intention. And it is believed that this perception would contradict clearly with the present framework and would have invited more enquiries to the theoretical autonomy of desire and plan formulation.

➤ **Knowledge and plan complexity**

Berger (1997) believes that the level of knowledge the planner possesses about the planning domain under consideration also ascertains if the plan is complicated or not. To consolidate this claim, he exemplifies that, planners who attempt to alter one’s views, who also have vast amount of information as well as arguments relevant to the subject matter, have a capability of producing multifaceted persuasion strategies concerning the subject matter. According to Berger (1997) people may lack specific knowledge pertaining to the issue at hand, but they rarely lack a certain amount of general knowledge on altering other people’s views.

Berger (1997) differentiates between the general knowledge that may possibly be applied to change opinions of others regarding any topic of interest, and knowledge that is straight to the subject matter of a particular persuasion event. The issue of plan knowledge and plan complexity has raised interests in knowing if the differentiation between general and specific knowledge can be generated to social goals other than opinion change. Berger (1997:30) suggests that people may obtain personal information from other people by implementing three useful strategies and these are:

- Interrogation- asking questions to get the necessary details.
- Disclosing information of self to the target with the intentions of getting one.
- And relaxing the target person to encourage the revelation of the necessary information.

Berger (1997) states that these strategies do not endow the information seeker with specific clues as to what questions should be posed, what are the exact actions to be performed to get the target relaxed, or what are the exact details to be provided about oneself to the target in order for the target to give the required information. Berger (1997) further explains that this example serves to demonstrate the common perception that the difference among general strategic information within a particular area and knowledge that is more precise to the local goals being pursued, might certainly generalize across social goals.

According to Berger (1997), the hierarchical frame of plans is shown by the disparity among the strategic domain knowledge and specific domain. Berger (1997) considers another type of knowledge, the general planning knowledge and explains that people have unequal aptitudes when it comes to general activity planning, whilst some are able to develop good planning strategies than others. He then describes general planning knowledge as the information that enables one to formulate plans in a specific area using substantial influence.

As explained by Berger (1997) persons might at one end not be fully informed of the significance for planning to accomplish objectives, whilst on the other end people may possibly form goals which may be impossible for them to accomplish and that might result on their plans being judged futile. He adds that another group of people may be highly informed about the differences that may possibly have an effect on the development of an action plan (p.31).

#### ➤ **Meta-goals and Plan complexity**

Berger (1997) states that meta-goals of efficiency and social appropriateness play a huge role in shaping plans formulated to reach social goals. He maintains that the intention behind the guidance given to planning is to produce the most effective plan. It is also reported that some people do planning in a way that will result at them producing actions that are satisfying instead of producing actions that are more advantageous, meaning that people may possibly formulate plans that have a potential, but less efficient. He states that in the context of planning for social goals, it is not easy to examine the concept of effectiveness or excellence.

According to Berger (1997) the notions of effectiveness and excellence are significantly less complicated to put into context and be implemented when planning for tasks such as managing chores, or planning the way in which different housekeeping duties may be performed. Berger (1997) strongly supports the idea that people have to work towards a number of demands when formulating effective plans for attaining social goals since there are cognitive processing restrictions and limited time in daily life. It is also believed that individuals normally look at the social correctness of the actions they perform during the pursuit of social goals, and that the superior appropriateness of individual's actions is not of high importance.

Berger (1997) further states that it is expected of the complexity with which an individual plans to be systematically affected as pressures toward effectiveness and social appropriateness escalate, and that these pressures give a good structure for thrifty plans. He then proceeds that, the complexity of plans to reach social goals normally lessens when the concern for meta-goals of social appropriateness and efficiency rises. He states that if the person's objectives are to change another person's views whilst sustaining a close relationship, the concerns for social appropriateness of planned actions should set limits to a number of optional actions which may be taken to accomplish the goal of changing opinion e.g. intimidating actions might be left out.

As Berger (1997) claims meta-goals of efficiency and social appropriateness may possibly support each other or clash with each other. He states that the most effectual way to get personal information from another person may perhaps be to ask personal questions, even though too much searching may turn out to be disturbing and convert an informal social interaction into a cross-examination.

Contrary to the direct questioning, Berger (1997) suggests that one can try the less disturbing way of getting information from the target by putting the person at ease so that the person feels free to talk about him or herself. Berger (1997) states that the latter strategy may not be effective more especially if the objective is to gain specific points of information from the target, in that relaxed targets may possibly unveil considerable information, which might not be the information considered necessary.

Berger (1997) seems to favour the more disruptive strategy of posing a question, reasoning that the use of this strategy guarantees the attainment of the desired information, although at the same time this more intrusive strategy may reduce social appropriateness.

#### **2.5.1.4 The hierarchy principle**

Berger (1997) reports that people may engage themselves in interactions with well organised plans meant to accomplish goals, but due to some reasons the goal ended up not being accomplished due to some impediments. He also believes that many disturbing factors to planners are brought by impeded progress to goal attainment; as a result individuals are able to measure their planning potentials when they are confronted by these impediments. It is also believed that people become skilled in planning through their repeated failure in achieving their previous goals, in that as they are rectifying mistakes in their strategies, they are also getting more experience on formulating alternative plans.

Berger (1997) distinguishes two foundations of goal barricade in the contexts of social interaction. The first one is a situation where occurrences that are out of the interaction settings have a potential to hamper the goal accomplishment. This is especially true of people who are talking about another person, in that for instance, they may be forced to stop the talk when the person they are discussing shows up. In that way, what ever goal they had by discussing that particular person is now hampered since they cannot continue with the discussion they have about that person.

The second cause of impediment to goal attainment in the social interaction context might be inside the interaction itself. An example provided is that both parties partaking in an interaction may defend against any attempts from each party directed at altering their views, also they may repulse efforts intended at returning a favour. Emphasizing the statement made earlier, Berger (1997) mentions that a planner may also be extremely cautious about the internal and external origins of obstructions and be able to justify them when formulating contingency plans.

Having looked at the hierarchical organisation of plans, a question regarding what happens to action options when plans are thwarted arises. Berger (1997) addresses this question by representing a situation whereby a source tries to convince the target into changing his or her way of thinking, using a particular kind of argument. In response, the target rejects the attempt aimed at changing his or her opinion. But then again, the target's rejection of persuasion does not bring an end to the source's endeavour, in that, the source's plans also contain other actions which can be used to accomplish the source's objectives. These actions are constituted at various grades of abstraction in the hierarchy.

Berger (1997) further explains that this scenario has in it a number of feasible actions for the disturbed planner, and continues that the planner may possibly do the same mistake repetitively or maybe increasing vocal intensity or varying some other features of paralanguage.

Secondly, the planner may possibly raise another specific argument, and so changing the plan at a quite more non-figurative level of the hierarchy.

Lastly, the planner can alter even more abstract plan components including the sequence in which these plan units are performed. To clarify this point, Berger (1997) makes an example that the planner may call upon the target to proceed arguments for their position instead of taking the offence by organizing arguments, and so the possibility that the planner could disprove these arguments may increase.

As Berger (1997) believes the complexity with succeeding in making changes to plans that entail highly abstract plan units is brought by the fact that changes in these units show plan alterations that flow along the hierarchy, and necessitate the alteration of less abstract plan unit. Berger (1997) continues that the series of abstract units shows the same processing requirements. He goes on outlines two presumptions discussed earlier in relevance with the explanation of the initial proposition with which these plan alteration strategies are confronted, and these are (p.35):

- Individuals have limited information processing resources used in making changes to plans.
- And people will not be able to develop these limited resources.

According to Berger (1997) the convergence of these two arguments resulted in the formation of the proposition that “when people experience thwarting inside the interaction, their first response is likely to involve low-level plan hierarchy alterations. “Continued thwarting will tend to produce more abstract alterations to plan hierarchies” (p.35).

Berger (1997) states that when a goal is being hampered, social interactants will reiterate the prior action sequence with small, low-level differences. He also agrees that individuals who have short memory may be unable to accurately reproduce what they have uttered and enacted before, even if the time gap between the reiterations is not so long.

He further proposes that people who possess escalated goal desire levels must be enthusiastic to employ more time and effort to change plans at more abstract levels, when their plans have been hampered. From this presupposition, Berger (1997) concludes that the high grades of goal desire will possibly drive planners to make more abstract mutations to prepare for hierarchy when their plans formulated prior to attain social goals fall short.

Another presumption made by Berger (1997) is that people with escalated levels of goal desire, who also experience reiterated hindering of goal-directed actions, will possibly show huge level of change to their plans prior to the goal failure, than planners with lower levels of goal desire, who go through the reiterated goal failure will do.

Berger (1997) mentions that, apart from the cognitive and action consequences revealed in the hierarchy principle, there are also affective consequences which are also caused by thwarting goals. He then mentions a belief that unpredictable occurrences escalate automatic nervous system, which is also felt as emotion.

## **2.6 PERSUASIVE MESSAGE PRODUCTION**

This area of discussion will focus on how persuasive messages are formed, and on ways in which goals are conceptualized. It will as well look at the findings drawn from the researches on influence goals, how interaction goals are created, and how numerous goals get to control the choices people have in an interaction.

### **2.6.1 Seeking and resisting compliance**

**Wilson, S.R. (2002)**

#### **2.6.1.1 Conceptualizing goals**

According to Wilson (2002), during influence interactions individuals formulate messages to achieve aspirations which are referred to as goals. Dillard et al. (1989) also make the same claim that human beings do not just involve themselves in social interactions for pure pleasure, they in fact aspire to influence others so that they ultimately accomplish their own ends, meaning that they are in pursuit of goals. Wilson (2002) defines goals as the future conditions that people wish to accomplish or sustain (p.134).

Wilson (2002) developed another class of goals known as the “interaction goals” and claims that they result from the desired end states (p.134). From his definition of interaction goals, Wilson (2002) also maintains that the accomplishment of these interaction goals depends heavily on communicating and working together with other people. Wilson (2002) further accentuates that without the collaboration of parties there are no interaction goals, as the success of interaction goals may possibly be achieved through interaction mostly. The pursuit of interaction goals may be through communication, yet they are formulated and performed mentally not physically. These types of goals according to Wilson (2002) are practical, meaning that people put effort to accomplish them.

Describing interaction goals, Wilson (2002) labels them as proactive, but then explains that by that description he does not necessarily mean that (p.135):

- Individuals are extremely aware of their goals
- People consciously plan how to achieve goals before hand

- And that people's goals are stable.

With the above explanations Wilson (2002) has made it clear that goals can change, and for that reason persons may not be so sure about the goals they are pursuing, and some times goals may not be carefully planned. He maintains that (p.136):

- The reasons and pursuit of a particular goal are motivated proactively by the goal itself.
- And that even if the goal changes, the behaviour of the source at that point would still be primarily inspired by goals.

Having made these claims, Wilson (2002) also states that people have much consciousness of their interaction goals under certain circumstances, for instance when their anticipations are infringed, their first attempts to achieve goals get affected. As claimed by Wilson (2002) the consciousness individuals possess about their interaction goals is ordinarily little and temporary. This claim aroused questions on how interaction goals can be measured. When an individual's consciousness of his or her goals is little, it may possibly happen very fast that those goals alter and alteration may manifest itself faintly from an individual's behaviour. Assertions made by Wilson (2002) also elicited questions on how possibly may interactants as well as the source actually figure out whether one is in pursuit of a goal. In dealing with these questions, Wilson (2002) listed a number of techniques that can be used to measure and to identify individual's goals as follows (p.136-7):

- O'Keefe and Shepherd (1987); Tracy 1991a) suggested that one may deduce participant's goals drawing from the examples of their conversation construed in the context.
- Kline (1991), Wilson (1990), Wilson, Aleman and Leatham (1998) suggest the technique of asking participants to write open-ended descriptions of their goals, or to complete closed-ended rating scales evaluating the importance of various goals, within hypothetical scenarios.

- Meyer (1994a) asked participants to complete closed ended rating scales evaluating the importance of various goals within episodes recalled from their own lives.
- Greene and Lindsay (1989) as well as Tracy (1984) used task instructions to manipulate the assigned importance of various goals during spoken monologues or written dialogues, and then asking participants to complete closed-ended scales rating the importance of various goals during their performance.
- Dillard et al. (1989) as well as Hample and Dallinger (1987a) asked participants to complete closed-ended rating scales or open-ended lists of their rationales for choosing not to use particular messages in hypothetical scenarios.
- Ask participants to provide cued or uncued lists of their thoughts as they watch videotape of a conversation in which they have just taken part, and then content analyze the lists of thoughts of instances of goals, for example in Cai (1994); Cegala & Waldron (1992); Waldron, Cegala, Sharkey, & Teboul (1990).
- Ask participants to provide closed-ended ratings of the importance of various goals at multiple points in time as they watch video tape of a conversation in which they have just taken part as in Waldron (1997).
- Asking participants to “speak loud” everything they are thinking as they go about generating a message, or their plan for a message and then content analyze the spoken thoughts for instances of goals in Berger and Jordan (1992), and Daly, Weber, Vangelisti, Maxwell, & Neel (1989).

Wilson (2002) states that the above mentioned techniques differ in their strengths and weaknesses. Summarizing the findings about these techniques, he mentions that several techniques are best at detecting how it happens that goals alter swiftly during the chat, whilst numerous techniques are best at informing people about interaction goals that are not stated.

### ➤ **Primary and secondary goals**

Wilson (2002) points out that while seeking and resisting compliance, individuals are simultaneously in pursuit of numerous goals. Goals and objectives as inspirations behind people's involvement in interaction, eventually turn out to be the definition of influence episodes. Wilson (2002) defines the source's primary goal in a compliance gaining episode as a wish to alter the target's behaviour (p.137). He further unveils the characteristics of primary goal that it implements an impelling force which in turn stimulates the message source to speak, assists in explicating the interaction occurrence, and that it also puts together the situation, assists in parting the stream of the behaviour into meaningful unit, as well as giving details about the core of the interaction.

Wilson (2002) exemplified with two scenarios: one with the goal of asking a favour and another one with the goal of giving advice. He also suggests that sources are not only pursuing the primary goal, but secondary goals as well which emerge as the other concerns to be taken into consideration. For example in the goal of giving advice, the source may also wish not to appear as (p.138):

- Interfering into the target's affairs,
- Would not like to lead the target into a defensive position,
- And would also not like to spoil the relationship with the target.

On the other side, in the goal of asking a favour the source would not want to be seen as (p.138):

- Someone who is unable to handle his or her own problems
- As imposing on the target's autonomy more than necessary
- And to lead the target to feel like he or she is being used.

Wilson (2002) maintains that these arising concerns draw straight from the primary goals, hence they are called secondary goals. He describes these goals as the ones that implement a pull force that plays a role of shaping and usually restrain the options available to the message source on how to go about in pursuing a particular goal. He also presumes that, the terms primary and secondary are used to insinuate that the wish to seek or resist acquiescence is always vital than any other goals. It is

understandable that in situations like these, goals are more useful for their functions and directional forces, their significance is not considered.

### **2.6.1.2 Research on influence goals**

Wilson (2002) gives details on the research conducted by various researchers such as Kipnis et al. (1980), Rule et al. (1985), and Dillard (1989). Wilson (2002) reports that these researchers have recommended explicit motives for why people seek acquiescence. He further reports that a quantity of research was conducted from managers wherein scholars wanted to find out about precise goals that stimulate the manager's upward, downward, and lateral influence attempt within work organization. Other studies wanted to find out from college students about the explicit goals that stimulate influence attempts with friends, family members, classmates, and co-workers. Wilson (2002) further explains that this research was completed through the data that was conducted from various participants, and that diverse methods, stimulus materials, and relational context were used to make these studies a success. Yet, a number of explicit influence goals materialized in a stable condition.

#### **Study conducted by Kipnis et al. (1980)**

Wilson (2002) reports that the research conducted by Kipnis et al. (1990) with the organizational managers developed a lengthy list of explicit reasons for why individuals perform persuasion. Wilson 2002 also reports that 75% American managers from engineering and technical organizations, which were the sample of the study, were asked to describe an occasion wherein they successfully persuaded their boss, a co-worker, or a subordinate into doing something. He further reports that 62 participants of this group reported occurrences involving their bosses, and 49 reported occurrences involving co-workers, while 54 described occurrences involving subordinates. Wilson (2002) states that when they were giving descriptions of these occurrences participants recollected:

- The exact things they were looking for from their targets,
- Their actions as participants,
- Whether their targets resisted,

- And the things which they themselves as participants did to respond to any sort of resistance.

### **Study conducted by Rule et al. (1985)**

Wilson (2002) mentions that this study is one of the three studies which were conducted far from the organizational influence episodes studies, which also used dissimilar methods to identify influence goals pursued by undergraduate students.

The samples of the study were 32 males and 32 female Canadian undergraduate students. The research was investigating the goals contained by sources in the persuasive episode (what kind of things do persuaders convince other people to do). With the help of the results drawn from previous investigations the researchers managed to come up with a list of 12 specific influence goals.

### **Studies conducted by Dillard (1989)**

Dillard (1989) as mentioned by Wilson (2002) formed a group of influence goals using a three step procedure. He further mentions that the procedure used in the first stage of the research conducted by Dillard (1989) was asking 152 U.S. American college undergraduates (59% female) and 49 retail and service business employees which were 27 years old males and 75% females to give written description of a situation wherein they attempted to persuade someone to do something, as well as describing their goals behind their influence attempts. In this research, Dillard (1989) instructed the participants to:

- Approach a person that they knew well.
- The participant's aims for persuading the target should include a wish to alter the target's behaviour
- Also, compliance does not have to be the main concern, for example the situation has to be one in which they either succeed or fall short in obtaining target's compliance.

The results included 59 unique goal statements in written descriptions. In the second phase of his study, Dillard (1989) used a different technique where he added more undergraduate students about 100 of them to the participants he had before, and gave each participant a deck of 59 index cards with one goal statement written on each card. Each of these participants completed a Q-sort task in which he or she sorted the cards into piles so that all the goal statements in each pile be the same so that each pile of statements differs from all the other piles. And the data collected from individual participants was taken for cluster analysis.

In the third part of his research, Dillard (1989) used 240 extra undergraduate and asked them to rate a subset of the 59 goals statements in terms of number of dimensions along which compliance gaining situations may possibly differ. Dillard (1989) managed to develop a typology of six influence goals that are usual in close, personal relationship through the application of the afore-mentioned procedures used in his study.

Wilson (2002) claims that influence goals may possibly be considered as rating points whereby multiple dimensions of compliance gaining situations interconnect. He exemplifies that giving advice is an offer that is advantageous to a target than to a source. He also explains that normally people do not offer advice to people that they are not acquainted with or never met before. Therefore the qualities of having high target benefits, low source benefits, and at least moderate relationship are the ones that ought to be shared by the situations defined by the influence goals of giving advice.

Wilson (2002) complements these prior conducted studies and classifies them as essential. He also unveiled three vital reasons for the production of similar findings from different studies and mentioned that (p.142):

- The results found from the research studies on influence goals assist with explications for why individuals have the ability to describe compliance gaining episodes along the lines of underlying primary goals. They accentuate that a person requires awareness of some knowledge about goals within a particular

culture in order to be able to understand the unexposed compliance gaining episodes originating from the influence goal.

- Secondly, these results are essential in that individuals seem to organize their knowledge about seeking and resisting compliance around influence goals. Individuals have mutual comprehension concerning the particular goals people share, they also seem to link the large information they possess with every influence goal. According to Wilson (2002), the information people possess about influence goals comprises Situational dimensions, Message targets, Threats to identity, and emotions.

To add on the information individuals possess on how to seek and resist compliance, Wilson (2002) citing Bisanz and Rule (1990), Meyer (1996), Rule et al. (1985), and Smith (1982 & 1984) report that people develop schemas about the compliance gaining that are structured around the same influence goals (p.143).

- Wilson (2002) also mentions that people differ in ways in which they go about in seeking and resisting compliance, depending on the underlying influence goals. According to him difference on how people seek and resist compliance is brought by different strategies they employ in compliance gaining episodes such as: directness, explicitness, clear reasons, expectations of obstacles, persistence to reach success (p.143).

Wilson (2002) concludes that people have mutual understanding about what the normal reasons for seeking compliance are. He also maintains that during compliance gaining episodes, people also consider other concerns other than their primary goals, and they appear to arrange the information they have concerning compliance gaining around influence.

### **2.6.1.3 Multiple goals and constraints**

Wilson (2002) believes that when seeking or resisting compliance, people are also in pursuit of secondary goals which set the limits of the ways in which people behave during the execution of a persuasive message. He identifies four different research techniques which investigated different methods on how goals structure and restrict

the ways in which individuals apply influence. The research conducted on the different methods on how goals structure and restrict the ways in which individuals apply influence include Hample and Dallinger's (1990) editing standards, Dillard's secondary goals (1989), Kellermann and Kim's (1991) conversational constraints, and O'Keefe and Dellia's (1982) analysis of goal and behavioural complexity. Following is the discussion of each research.

### **Hample and Dallinger's (1990) cognitive editing standards**

Wilson (2002) claims that partakers decide not only on what to say but what not to say as well when they apply influence throughout a compliance gaining episode. He further maintains that people produce messages in preparation for the compliance gaining episode, and then decide which of these messages should be used in the persuasive episode, and which ones not to be used. This process is called the "editing phase". Wilson (2002) also claims that messages may be edited based on eight cognitive editing standards presented by Hample and Dallinger (1990), namely (p.145-7):

- **Effectiveness**- this editing standard is used when people sense that a particular message does not have potential to influence the target.
- **Principled grounds**- other messages are declined owing to the disposition of the strategies used to produce them.
- **Concern for oneself**- there are also messages which are eliminated because they may draw a bad image about the source.
- **Concern for the other**- some messages may be rejected because they may offend or even send a wrong message about the target.
- **Concern for the relationship**- other compliance seeking messages might be rejected because they might put the relationship of the source with the target at risk or even spoil it.
- **Truthfulness**- other compliance seeking messages may be eliminated due to their untruthfulness.
- **Relevance**, some of the compliance gaining messages may be rejected because of their irrelevance to the issue under discussion.

Wilson (2002) further explains that these cognitive editing standards are not the only system that can be used in editing compliance gaining messages. The message may as well be scrutinized according to (p.147):

- The sense that it makes within the situation, is it comprehensible?
- Its suitability to the situation, does it really fit in the situation?
- and the outcomes that it will produce, will it produce aspired interpersonal results?

Wilson (2002) concludes that people use different criteria in editing compliance gaining messages in different situations, and that people's different personalities are the main cause of variation in the way people use editing criteria in various situations.

### **Dillard's et al. (1989) secondary goals**

Wilson (2002) refers to secondary goals as "recurrent motives in individual's life that shape and constrain how they seek compliance", meaning that people's choice of how they seek concurrence is limited by these secondary goals, in that they bring second thoughts to an individual and that forces one to give attention to other challenges while trying to gain target compliance in a persuasion occurrence (p.148). Dillard et al. (1989:148) also outlines four types of secondary goals and describes them as follows:

- **Identity goals** are related to one's self concept. They originate from an individual's ethical standards, principles for living, and personal preference regarding one's own behaviour.
- **Interaction goal's** main concern is with social appropriateness. They reflect the source's objective of appearing as a good person, to make certain that the communication event runs easily. They also include the concern about other people's feelings and impressions, as well as a concern about producing messages that are direct and clear.
- **Resource goals** put their focus mainly on increasing or maintaining valued possessions.

- **Arousal management goals** arise when one wishes to keep the emotions that might arise in the compliance gaining episode in a good level, for example to lessen the unnecessary anxiety that might develop during the conversation.

Dillard et al. (1989) conducted a study on how goals guide people's planning and action where he used three dimensions to analyze the conversations of the participants and these are: explicitness, positivity and argument (Wilson 2002:150). The participants' conversations were not just evaluated based on these three dimensions. According to Wilson (2002) planning and the effort employed by the source in an attempt to persuade the target were also amongst the aspects examined in this research (p.150).

### **Kellermann's and Kim's (1991) conversational constraints**

Kellermann and Kim (1991) believe that secondary goals set the limits in strategic communication. Kim (1994) identified conversational restrictions across cultures, whilst Kellermann (1992) has studied the nature of relationships and relationships among conversational constraints with middle-class European American sample. Kellermann (1992), Kellermann and Park (2001) as cited by Wilson (2002) believe that social appropriateness, as well as efficiency are the two constraints that actually control communication.

By appropriateness Kellermann (1992), Kellermann and Park (2001) refer to the degree to which the message is nice, civil, pleasant, proper, and courteous, in opposition to rude, uncivil, nasty, improper, and ill-mannered. Wilson (2002) relates this constraint to the "person centred" editing criterion of Hample and Dallinger (1990) including the interaction and relational resource categories of secondary goals by Dillard et al. (1989).

On the other end, when talking about efficiency, Kellermann and Shea (1996), and Berger (2000) refer to the degree to which the message is straight, instantaneous, and to the point, saving time, energy, steps, and effort, in opposition to roundabout,

indirect, and wasteful, consuming time, energy, and / or effort. Wilson (2002) relates this constraint to Dillard's et al. (1989) personal resource secondary goal.

### **O'Keefe and Delia's (1982) analysis of goal and behavioural complexity**

Wilson (2002) supports the perception that when seeking and resisting compliance, individuals are in pursuit of more than one goal. This has been approved by a number of researchers such as Hample and Dallinger (1990), Dillard et al. (1989), and Kim (1994), O'Keefe and Delia (1982). These researchers believe that in compliance gaining events there is possible complexity of goals and that people have dissimilar ways of identifying and dealing with this complexity. In attempting to explain how this complexity exists, O'Keefe (1988) provides two unrelated descriptions of the word "goal".

She first defines goal as general problems brought by a social condition, with its basic elements such as the focal task, the participant's roles and relationship (p.160). Wilson (2002) further highlights that in this perception, goals are referred to as unexpressed components of the social interaction which are formed unexpectedly (p.160-1).

In their second definition of goals O'Keefe and Delia (1982:161) refer to goals as objectives people wish to accomplish in the near future. They believe that the goals that are referred to by the second meaning can be identified by asking the target about his or her intentions, or by deducing from the way in which the target behaves. O'Keefe and Delia (1982) provide three strategies that may be used to deal with multiple conflicting goals; selection, separation and integration. Wilson (2002) believes that separation and integration are more behavioural complex compared to selection in that they show interest in achieving numerous goals. O'Keefe and Delia (1982) have also noticed that highly differentiated people will be more likely to employ behaviourally complex strategies.

Wilson (2002) states that Kellermann's (1992) research should have at least included participants from different places. Kellermann's (1992) research only involved European American participants, and for that reason it did not show much variation.

Kim (1994) and other researchers such as Kim et al. (1996), Kim and Wilson (1994) have extended Kellermann's (1992) work by comparing the importance of appropriateness and efficiency, including the relationship that have been identified between the two conversational constraints across individualist and collectivist cultures. Quoting Triandis (1993), Wilson (2002) defines culture as "the shared attitudes, beliefs, categorizations, expectations, norms, roles, self-definitions, values, and other elements of subjective culture found among individuals whose interactions were facilitated by shared language, historical period, and geographic region" (p.154). Wilson (2002) report that Kim et al.'s (1996) research has discovered that (p.157-9):

- Individualist and collectivist cultures are on the same level on how they value effectiveness. All these cultures e.g. students from Mainland United states, Hawaii, and South Korea have a preference for effectiveness
- Members of individualist and collectivist cultures have different opinions on choosing strategies they believe are most effective, for example strategies like hints, queries, and or direct request.
- Members of individualist and collectivist cultures have contradicting views about how the two conversational constraints relate to each other.
- The degree to which people from collectivist and individualist cultures vary on rating the importance on meeting specific conversational constraints is high.
- Lastly, Individual's different self construals affect how diverse cultures rate the significance of conversational constraints. Because individuals understand and analyze things differently, it is also expected that they may have dissimilar precedence for conversational constraints.

Wilson (2002) comments that these research programs have not dealt successfully with questions on how people form and pursue goals during influence interactions. He mentions that there has been a failure in trying to find the important answers on how people initially form interaction goals, and how do they manage to form interaction goals under the time constraints and the pressures of everyday conversation. In trying to deal with these questions, Wilson (2002) has brought

forward an understandable set of presuppositions about the ways in which interaction goals are created.

#### **2.6.1.4 Forming interaction goals**

As Wilson (1990) has explained earlier, people have knowledge about various types of primary and secondary goals and a number of germane situational features of each goal. He further explains that there is an associative network model of long term memory which includes nodes that constitute concepts such as people, traits, roles, relational qualities, settings, and desired outcomes, and this is where this knowledge pertinent to goal is kept.

Wilson (2002) claims that every cognitive rule performs a duty of connecting the nodes that constitute an interaction goal with multiple nodes representing situational features that are relevant to that goal. He presumes that there is a spreading activation course that runs on this associative memory network. He further distinguishes between two types of activation, the direct activation which happens through the link between perceived features of the present situation and situational features constituted in a rule. Conversely, indirect activation runs as soon as the activation expands from a directly stimulated node to other connected nodes.

Wilson (2002) also presumes that people have the same way of forming multiple goals, and that means they instinctively match cognitive rules up to their views of the situation at present. Also the situation at present may lead to the concurrent formation of cognitive rules which are necessary for the formation of numerous goals. Wilson (2002) explains that although activation is an essential procedure for the formation of goal, it is also not an adequate state for goal formation. One of the CR model's presumptions is that cognitive rules possess an activation threshold. Therefore in order for the goal to be formed, a certain level of activation should be attained, and the attainment of that level stimulates the activation of rules, and the goal is formed.

## **2.7 INFLUENCE GOALS**

Influence goals are referred to as the main objectives people wish to accomplish when they get involved in an interaction as they are part of their persuasive messages (Dillard and Marshall: 2003). This discussion will as well focus on various types of goals, on strategies that may be used to accomplish these goals, how they can be identified, how can one distinguish between these type of goals, and on how do these goals relate to each other.

### **2.7.1 Compliance gaining goals: an inductive analysis of actor's goal types, strategies and successes**

**Cody et al. (1994)**

#### **2.7.1.1 A typology of goals**

Recall that Dillard and Marshall (2003) have explained, for persuasion to occur there should be a goal to achieve, then one would strive to reach that goal by putting an effort to produce a persuasive message. Cody et al. (1994) outlined a number of compliance gaining goals which are a bit similar to those given by Dillard and Marshall (2003). Cody et al. (1994) differentiate between these types of influence goals, which are: short-term activities, self interest, target health, long-term activities, family matters, and political activities.

Cody et al. (1994) analyzed different types of goals using Kipnis et al. (1980), they explained that individuals normally have self interest goals when for example they wish to obtain benefits from their superiors, whilst they may as well pursue an impression management goal which its success would grant them approval and stabilise their relationships. Cody et al. (1994) maintains that persuaders who wish to alter others ideas by instilling new ideas may put their faith on rational tactics, while they are said to employ more assertive approaches when they pursue a goal of making the target's performance better. Cody et al. (1994) argues that direct requests were used when persuaders wish to get assistance from the target to perform his or her duty. Cody et al. (1994) maintains that the quantity of tactics used to approach the targets are measured according to the motives behind the

persuader's persuasive attempt. This implies that, if there are a lot of reasons for persuasion, the number of applicable tactics increases.

Cody et al., (1994) identifies four goals individuals strive to accomplish: to acquire information or knowledge, to acquire a physical object, to get power or authority to do something (permission), and to get someone to do something for you (agency). Rule and Bisanz (1987) as mentioned by Cody et al. (1994) state that the study confirmed: opinion change, share activity, object, and habits to be the usual goals behind college students' persuasive attempt.

Cody et al. (1994) have also noticed that some of the goals are comparable to each other because individuals have common reasons for goal pursuit. They further make an example of the gain assistance goal which seem to be ordinary, depending on the type of aid one needs e.g. object, information, or financial. Cody et al. (1994) also included another group of goals from Rule and Bisanz (1987) which encompass the enforce obligation, selfish request, and protect right goals. They feel that these types of goals should be listed under the gain assistance goal type in that the intention is the same (it is to get help from the target).

Cody et al. (1994) combined all the similar goals under one category to show that the goals found in different studies are not indeed different, for example their titles might be different but the objectives are the same. To add on that, all the goals that require another person's help (e.g. gaining information, help to fund activities, help to purchase goods, request for financial assistance, request for favours or consideration, and selfish request) are listed under the gain assistance category. There are also goals which are listed under the obtain permission goal which encompass (single activities, ongoing activities, personal activities, and increased autonomy, such as asking for more liberty from superiors or parents). **All the goals** that have something to do with giving recommendations to another person (e.g. giving advice on health and habits, relational advice, on social skills and appearance, and on financial and career planning) are all listed under the goal of *giving advice*. Cody et al. (1994) gave explanations of the following goals (p.56-58):

- **Change opinion goals**- refer to any efforts made to alter another person's way of thinking and make him or her see things in the same way with the source.
- **Share activities goals**- include all the efforts one makes to get someone perform same doings with him or her. For example when you wish to invite a person to go out for drinks with you, your goal is to persuade this person to share the same activity with you.
- **Elicit support goals**- exist when a persuader wishes to gain help from another person to help somebody else.
- **Change ownership goals**- occur when a persuader tries to persuade someone to make material dealings with, for example to sell, buy, or to contribute with something.
- **Violate law goals**- encompass anything that has to do with performing something knowing that it is unacceptable or is just against the rules.
- **Enforce obligation goals**- occur when a persuader wishes to get a target perform the duty he or she was supposed to do but never did it. Cody et al., (1994) match this goal with the goal of protecting rights where targets are seen as going against personal rights of the source.
- The last defined goal is the **change relationship goal**, which is divided into three subtypes: initiate, de-escalate, and escalate. One may wish to start a relationship, to end it, or to take it to a higher level.

## 2.7.2 Primary and secondary goals in the production of interpersonal influence messages

### Dillard et al. (1989)

It is believed that people engage in conversations with goals to accomplish, and sometimes they are not even aware about those goals but in most instances they are. Dillard, et al. (1989) claims that human beings normally involve themselves in social interactions with the objective of influencing others so that they ultimately accomplish their own ends and this is believed to be the precise and unquestionable aspect of social existence. Dillard, et al. (1989) proposes that a theory of influence

message production may possibly be advantageously started from the notion of a goal planning action (the GPA) sequence. The GPA makes it clear that the objective of changing another person's conduct is trusted to stimulate planning that also turns out to steer the behaviour of the source.

### **2.7.2.1 Goals and interpersonal influence**

Dillard, et al. (1989) states that Marwell and Schmitt's (1967) posited a new theory, the compliance gaining, which involves two types of goals that should be taken into account when formulating an influence attempt. In addition to that, Dillard et al. (1989) also argue that the issue of the way in which social actors should conduct themselves in order to obtain fruitful results should be dealt with as one of the top precedence. For example, the ways in which one can reach effectiveness, while concurrently considering the costs associated with different approaches used in interpersonal influence should be the main priority. Cody et al. (1986), claims that persuasive strategy selection originates from two criteria, namely: The wish to be effective, and the desire to be conventional to the constraints intrinsic in the particular situation wherein the influence attempt is taking place.

Dillard, et al. (1989) identified a number of distinctive features between primary and secondary goals and suggest that they need to be known by heart. They further exemplify that, influence or primary goals are measured as an incredibly momentous class of goals in that they define interpersonal influence circumstances, they shape the interaction, and they assist in dividing the stream of the performance into a meaningful item. Dillard et al. (1989) comment that it is worth noting that the concept of influence goal alone does not make any sense. On the other hand, they mention that secondary goal's role is to shape and restrain actions that have the principal objective of changing the target's behaviour.

### **2.7.3 Students' primary goals, attributions, and face work during conversations about disappointing grades**

#### **Sabee, Wilson (2005)**

This area of discussion will focus on the primary goals held by students in conversations concerning their low grades, on attributions given to students' low grades, and on how face work is employed in the discussion between students and teachers concerning the students' poor grades.

It seems that, being unable to reach the requirements in studies does not bring joy to anyone. For example, Sabee and Wilson (2005) argue that poor grades gained by students can arouse emotions between students and teachers, because students seem to be deeply involved in conversations that involve their grades. They further report that in normal circumstances teachers seem not to be very happy in discussions that concern students' grades, as students normally request their grades to be upgraded.

It is believed that the way students think and talk about their poor grades has an effect on how they perform and on their enthusiasm to learn in the future, as their motivation has something to do with their management of impression including the identification of their teachers' face work in class.

Sabee and Wilson (2005) have revealed that students involve themselves in these kinds of discussions having some goals to achieve, and how the conversation runs depends on the strategies employed by students throughout the conversation. Sabee and Wilson (2005) have highlighted that students' primary goals concern their grades.

### 2.7.3.1 Primary goals and grades

#### ➤ Defining primary goal

Goals are referred to as objectives that people wish to achieve throughout the conversation (Sabee and Wilson (2005:186). Sabee and Wilson (2005) also believe that communicators have the intention of pursuing a particular goal, even though goals are not always given much thought. It is also believed that where there is a goal, there are also emotions involved, and goals are also not socially appropriate.

Sabee and Wilson (2005) maintain the perception that when people are involved in an interaction are not only in pursuit of primary goals, but in pursuit of other secondary objectives as well. Distinguishing between primary and secondary goals, Sabee and Wilson (2005) mention that primary goals are major objectives to be achieved, they define the interaction, and assist in parting the stream of behaviour to make a significant unit, whilst they also inspire the speaker to carry on with the communication. Conversely, secondary goals are said to limit the options accessible to a speaker. As they believe primary or secondary goals do not get those classifications because of their contents or significance, but because of their function and directional force.

Sabee and Wilson (2005) mention that the consideration of face in interpersonal influence settings also gives structure and limits the ways in which speakers go about in pursuing multiple primary goals.

Managing face is identified as one of additional concerns which fall under secondary goals. But in other situations where the goal of a message source is to manage impression, impression management becomes the main objective, which means it defines the episode.

Sabee and Wilson (2005) mention three common primary goals involving influence as, asking a favour, giving advice, and enforce an unfulfilled obligation. According to Sabee and Wilson (2005), the linking of these goals with a unique collection of possible face threats is commonly shared and is conceivable across sex, nationality,

ethnicity, and relationship type. They further report that the research results on the students' disappointing grades showed that students have similar intentions when discussing their disappointing grades with their teachers, which means their primary goals are identical.

➤ **Primary goals for grade conversations**

Sabee and Wilson (2005) have discovered that students get into discussions involving their poor grades having at least three types of primary goals which they feasibly would wish to pursue, and these goals include learning, persuading, and fighting. It is believed that learning and persuading are related to achievement goals, in that in these achievement situations there is a possibility that performance or learning goals students may possess may affect their degree and their way of being inspired. As stated by Sabee and Wilson (2005), students who have learning as the primary objective concentrate on developing their competence, whilst students who are motivated by a performance goal pay attention on gaining constructive comments concerning their competency also avoiding unconstructive judgments.

Sabee and Wilson (2005) also discuss broad achievement goals which seem to be related to particular interaction goals which are normally possessed by students throughout conversations regarding disappointing grades. They add that a student who wishes to achieve a goal of learning in conversations with their teachers would wish to get better comprehension, or come up with the strategy that will assist him or her to get superior knowledge, and to improve the material so that the problem that resulted in him or her getting bad results gets resolved. Fighting is also one of the goals pursued by students in conversations about substandard grades. Sabee and Wilson (2005) report that it seems that students get stressed whenever they have to discuss their low grades with their teachers, and that possibly fury them and wish to have a way to take out their anger. It has been noticed that students take out their anger by fighting.

➤ **Attributions and primary goals**

As claimed by Sabee and Wilson (2005), students base their discussion plan regarding the disappointing grades on the reasons they give for obtaining low grades. Touching up on Weiner (1986), Sabee and Wilson (2005) reveal that there are some clear ties connecting attributions and emotions, including attributions and behaviour through motivation and emotion. They further mention locus (internal or external), stability (stable or unstable), and controllability (controllable or uncontrollable) as three dimensions along with which individuals make attributions. It is believed that these dimensions have a great influence on an individual's emotional response, enthusiasm to proceed making effort, including the way this person conducts him or herself.

Sabee and Wilson (2005) believe that people differ on how they attribute their failure regarding the dimensions of locus and stability. It is believed that people who always succeed in their efforts (high achieving) usually believe that the cause of the failure is of personal and unsteady reasons. On the other hand, people who always make small successes usually put the blame on outer and constant factors and they risk repeating the same mistakes which may lead them to surrender in most of their attempts.

Describing attributions, Sabee and Wilson (2005) mention that attributions is a group of prerequisites which motivate people's decision on selecting the types of interaction goals they should create, which they will then work towards their achievement. Touching up on Wilson (1990), Sabee and Wilson (2005) claim that individuals tend to link goals up to specific situational conditions, together with attributions. This supposition has led to the research hypothesis that, the particular primary goals recalled by students throughout the discussions with their teachers will be linked with the ascriptions they have generated for the unsatisfactory grades down the lines of the locus, stability, and controllability dimensions.

➤ **Face, politeness, and primary goals**

Face politeness, and primary goals are other important issues to be considered in the discussion of students' disappointing grades with their teachers. Sabee and Wilson (2005) comment that the structure used by students to design discussion regarding the poor grades has a great effect on how they act and say when they converse with their educators. The pursuit of any goal gives some clues about the faces of both the teacher and the student. Quoting Goffman (1967), Sabee and Wilson (2005) define face as the social impression one decides to reveal when involved in a conversation with other people (p.189).

Brown and Levinson (1987) as quoted by Sabee and Wilson (2005), reveal that face is separated into two types, and these are positive and negative face. People who use a positive face have a wish to be accepted and approved of by the public members, whilst those who use negative face wish to be free from any impediments that will interfere with their independence.

Applying Brown and Levinson's (1987) perspectives, Sabee and Wilson (2005) report that generally, interactions between people communicate face threats to both the speaker and the listener. They further exemplify that when a student initiates a conversation with a teacher about the poor grades received, the student automatically threatens his or her face including the teacher's face.

Additionally, it is believed that when a student requests that a teacher upgrades percentage he or she received on a previous assignment, he or she is threatening the teacher's negative face, and when the student holds him or herself responsible for the attainment of a poor grade he or she is threatening his or her own positive face.

But, if the student mentions that his or her poor performance resulted from the difficulty of the assignment and the misunderstanding caused by the inappropriateness of the material used for an assignment, he or she is threatening the educator's positive face. Apart from these reasons, if the student binds him or

herself that he or she will dedicate some of his or her time on the studies, the student is threatening his or her own negative face.

According to Sabee and Wilson (2005) the students' performance of dissimilar face threatening acts is made possible by the possession of diverse primary goals. They exemplify that if the student persuades a teacher with learning or persuading as a primary goal, he or she will be threatening the negative face of a teacher, firstly by asking for extra classes, and secondly by requesting the grade raise.

Sabee and Wilson (2005) further mention that a student who has a goal of learning may constantly threaten his or her negative face by assuring commitment to her or his study material to improve his or her grade. Conversely, a student who has fighting as an objective would frequently intimidate the educator's positive face because he or she considers the reason for the conversation as crushing the teacher's impression. For that reason, they propose that students who have the goal of fighting will possibly enact numerous face threatening acts, as compared to those who wish to learn or persuade.

According to Sabee and Wilson (2005) primary goals also give clues as to what sorts of politeness tactics are normally applied by students. They report that students frame their conversations with their teachers regarding their poor grades in a way that increases the volume of a threat. It is believed that threat expands when there is a distance between the message source and the receiver, as well as when the power the message source has over the receiver is small. They go on exemplify that undergraduate students may communicate larger threat to their teachers because they are not acquainted or have not met for a long time, therefore it is anticipated from students to employ politeness strategies that lessen a threat to the face of their educator.

Sabee and Wilson (2005) mention that politeness theory suggests that people may plan to perform a face threatening act selecting from four different types of politeness strategies. For example they may:

- Perform the face threatening act badly, on record without redress.
- Perform the face threatening act using positive politeness.

- Perform the face threatening act with negative politeness.
- Perform the face threatening act off-record.
- People may also choose not to perform the face threatening act at all.

According to Sabee and Wilson (2005), politeness strategies employed by students will increase following the increase in the quantity of their face threatening acts. Also when students have different primary objectives and performing dissimilar face threatening acts, it is clear that the politeness strategies they will use may also differ.

They also believe that students with the goal of fighting might use impolite strategies deliberately, for example by using a language that is clearly intimidating with the purpose of attacking the face of the other party.

#### **2.7.4 Goal structures and interpersonal influence**

##### **Schrader, D.C., Dillard, J.P. (1998)**

Schrader and Dillard (1998) argue that the intentions for the efforts made earlier on understanding interpersonal influence was to relate message behaviour to features of the situation, and features of the individual. According to Schrader and Dillard (1998) the miscellaneous analytic attempts seemed to be unsatisfactory in that the outcomes achieved failed to coalesce into a logical body of knowledge. Dillard and Marshall (1998) state that this failure was caused by the following reasons (p.276):

- Individual difference measures might assess what persons typically do or want whilst they also tap features of individuals in the abstract, apart from the needs of the moment.
- It is also reported that although these situations create both opportunities and constraints, circumstances failed to provide hints pertaining to objectives that are indispensable for an individual to attain within the structure formed by those opportunities and constraints. According to Schrader and Dillard (1998), individual difference and situational dimensions did not come up with accurate predictions of the message behaviour, therefore the perspectives based on the notion of goal gradually took their place.

## **Goal**

Schrader and Dillard (1998:276) define goal as future objectives that one is dedicated into attaining or maintaining. They claim that the Goals Planning Action was introduced as a model that gives a theoretical framework for the goals study of interpersonal influence. This model makes a distinction between two types of goals, the primary and secondary goals.

### **2.7.4.1 Characteristics of goals in interpersonal influence**

#### **➤ Functions of goals**

According to Schrader and Dillard (1998) there are a number of distinct functions of goals in the communication process. The Goals Planning Action model claims that (p.277):

- Goals subsist at the beginning of the sequence from which behaviour flows.
- They provide force for planning, which in turn, makes action feasible.
- Goals also give culturally feasible clarification for the conduct of actors and spectators.

As Schrader and Dillard (1998) state goals naturally permit us to divide the flow of behaviour into small parts. These perceptual fragments are also known as “Action units” or “Social episodes” (p.277).

According to Schrader and Dillard (1998), an Action unit or Social episode is bounded at the distal end by the objectives one is trying to bring about (p.277).

#### **➤ Types of influence goals**

Schrader and Dillard (1998) assert that empirical investigations intended to come up with a list of influence goals. In attempting to do so, different data forms and methodologies were used. They further report that (p.277):

- Dillard (1989) conducted a study focusing on close relationships, and this was quantitative one.

- Rule et al. (1985) as well as Rule and Bisanz (1987) conducted a qualitative analysis of hypothetical goals without any constriction on relationship type.
- Cody et al. (1994) also conducted a quantitative research study, but inferred participant's goals based on situational stimuli that were generated exclusive of any constriction on type of relationship.

As reported by Schrader and Dillard (1998) the results of these three research studies reflected significant stability. According to them, the studies of Dillard (1989), Rule et al. (1985), and Cody et al. (1994) resulted in one type of goal, the change relationship goal. But the study of Cody et al. (1994) also shows a huge difference compared to these other studies. Furthermore, the study of Cody et al. (1994) showed three types of the change relationship goal and these are: Relational initiation, Relational escalation, and Relational de-escalation.

According to Schrader and Dillard (1998) the results of these three studies are not the same. Dillard's (1989) study is identified as the one that produced small results compared to the other two studies. Schrader and Dillard (1998) believe that the reason for small results in Dillard's (1989) is because he based his study on influence goals in close relationships. They further report that the study conducted by Cody et al. (1994) produced a longest list of goals and reflects much dissimilarity of goals which is not caused by difference in goals only, but also by dissimilarity in the relationships in which the goal is produced. Schrader and Dillard (1998) mention the goal of giving advice and argue that it was reported once with friends and once with parents.

As Schrader and Dillard (1998) assert any goal that is described in the above discussion is seen as theme and motive for a social episode. They also maintain that the activation of a goal depends and normally occurs when the goal reaches a certain level of importance to a participant. That means goals differ in type and importance.

## Multiple goals and goal priority

According to Schrader and Dillard (1998) the goals planning action asserts that people may be in possession of multiple goals and act on various goals. That is why it becomes so important to make distinction between primary and secondary goals. They define two types of goals, primary and secondary goals. Following now is the detailed discussion of influence goals and their functions.

### ➤ Functions of primary goal

Schrader and Dillard (1998) claim that primary goal (p.278):

- Kindles planning and action.
- It gives explication of what the interaction is all about.
- Primary goal is the precise aim the actor endeavours to attain.
- It facilitates the actor to divide the stream of interaction into logical conceptual units.

They maintain that the Change relationship, Gain assistance, Give advice, Elicit support, Share activity, Change orientation, Enforce obligation, Annoyances, and Bureaucracy goals possess the aforementioned characteristics, meaning that they are the illustrations of what is explained above about primary goals. Schrader and Dillard (1998) are in agreement with the claim made by Dillard et al. (1989) that secondary goals arise from the pursuit of a primary goal, meaning that, espousal of a primary goal results to consideration of secondary goals.

According to Schrader and Dillard (1998) secondary goals set the limits of the assortment of behavioural alternatives obtainable to the speaker. They further outline five secondary goals as specified by the Goals Planning Action and explain them as follows (p.279):

- Identity goals: focus on ethical, moral, and personal standards of an individual.
- Interaction goals: entail concerns about an individual's impression management and conversation maintenance.

- Relational resource goals: focus on one's relationship management.
- Personal resource goals: reflect the physical, temporal, and material concerns of the communicator.
- Arousal management goals: includes one's efforts to administer the concerns or challenges associated with the influence attempt.

Schrader and Dillard (1998) report that there are points that should be noted regarding primary goals and secondary goals. Firstly, it has been mentioned that it is vital to recognize that the relationship between primary and secondary goals is determined by priority not by content. In interpersonal influence situations, the influence goal is also defined as the primary goal. This clarity really makes sense for the reason that the desire to influence also inspires interaction and imbues it with meaning.

Secondly, Schrader and Dillard (1998) also report that goals might change precedence during interaction, for example, this may happen when an episode initially defined in terms of a relational resource goal, unexpectedly results into something quite different.

Thirdly and lastly, they comment that for that reason the goal status e.g. as primary or secondary is not ascertained by the substance of a goal, it is rather ascertained by its duty in defining the interaction. Recall that Schrader and Dillard (1998) have explained, goals that are identified as secondary during an influence attempt may claim primary status. However, when that happens, the influence or primary goal may turn out to be the secondary goal.

#### **2.7.4.2 Differentiation of influence goal types**

Schrader and Dillard (1998) outlined a number of influence goals and described them in the following terms (p.292-293):

- Relational Initiation

Relational initiation takes place when someone e.g. a man or woman intends to start a relationship with someone. Let us take the following example: You want to initiate a relationship with a person of the opposite sex, or there is a person you would like to know better. Then you approach the person and start a conversation. You want to persuade this person to get together again and get to know each other better.

- Relational Escalation

Relational escalation takes place when someone wishes to grow a relationship from a lower level to a higher one. For example you want to introduce an acquaintance or an intimate partner to the members of the family and friends so that they can accept him or her as part of the family, or you want to include someone special to you in your social world by including him/her in activities with your friends and family. Let us say for an example, you have dated your boyfriend/girlfriend for some time and the two of you really get along well. You want to persuade him/her into coming home for the weekend to meet your relatives.

- Relational De-escalation

Relational de-escalation takes place when someone wants to end a relationship with another person. For instance, you wish for a break off from a friendship with someone you have been friends with for some time. While at the beginning the friendship seemed to be well, you now realize that the two of you really do not see things in the same way and your interactions always spiral into some disagreement. You want to persuade him/her that you want to break off because you want to focus on other things that make you more cheerful.

- Elicit Support

This one takes place when someone wants an acquaintance or intimate partner to help a third person. For example you want to persuade your family member to help your friend. You believe that a friend of yours is spending more time on non-academic relevant activities, and you also presume that this habit has a negative effect on his or her studies and now he or she begins to look like an irresponsible person to the lecturers and that is also spoiling his or her relationship with his or her

parents. You want to persuade your cousin to talk to your friend about this problem so that he or she changes his or her behaviour and give more attention to her or his academic work.

- Gain assistance acquaintance

This one exists when someone wishes that a friend help him or her out in doing something. Let us say you want to persuade an acquaintance to help you do something. You find that you have a mathematics homework you need to have finished for class and each period consumes much of your time, that you really do not have time to finish since you started working three days a week. You want to persuade your classmate to assist you with the homework.

- Gain assistance-Parents

This one is formed when one wishes to get help from his or her parents. Let us say for instance your parents just bought you a new cell phone. After a month you realize that you need a computer because the computer lab is a bit far from where you stay, and you will need to use the computer even at night because your work load has increased as it is towards the end of the year. Now you want to persuade your parents to buy you a computer.

- Gain assistance-Professor

This goal is formed when one realizes that he/she is actually seeking for help from a professor. For example you want a professor to do you a special favour: You find that your parents are experiencing financial problems, and that may possibly force you to drop out at school because you won't have funds to proceed with your studies in the following year. The professor is the holder of few scholarships in the faculty and applications for those scholarships have been closed out. You want to persuade the professor to accept your application and persuade the committee that you are in need of this scholarship.

- Gain assistance stranger

This goal exists when someone wishes to get help from a total stranger. You want a stranger to do a special favour for you. For example you are conducting a research

and you need participation from a number of people outside campus as your data is to be collected from different cultural groups in a working environment. The project counts as a large percentage of your grade. You want to persuade a group of employees from a particular company to partake in your project.

- Give advice-parents

This goal is formed when one wishes to advise his/her parents about something that might produce advantageous outcomes. For example you want to give advice to your parents about some long-term goal of theirs. On a visit home recently your mother told you that she is retiring from work, and you deduced that she has no clue as to what she is going to invest her pension fund, and you want her to save her money in a way that has limited risks. You want to persuade her to invest her money on property, because you believe it is the best way to invest because the property value increases rapidly.

- Give advice-Friend

This one exists when someone wishes to guide a friend about something. For example, you are giving advice to someone about whom you care. A close friend of yours at school spent the money from his or her medical account, his/her mother was not impressed at all with what he or she did, and the worst part of it is that her/his mother does not trust him/her anymore and there was never harmony at home since then. Now you can see that your friend is not fine although he or she pretends as if he or she is okay and is also trying very hard to ignore this. You want to persuade him/her to go to the mother and try to resolve this problem before the exams, because you can see that he/she cannot prepare for exams properly in that state of mind.

- Enforce obligation

This goal arises when someone wants to persuade a person to fulfil his/her obligation. For example, you want to persuade your youngest sister or brother whom you reside with to carry out his promise. On a Monday you have asked him/her to go and buy electricity after school because the available one will not last the whole week and he/she promised to do so, but he/she did not do that. Now on a Tuesday you want to persuade him/her to go and buy the electricity quickly.

- Annoyances

This goal is formed when someone wishes to persuade a person to stop doing an unpleasant thing. For example, your neighbour recurrently has parties on weekends. Usually, his or her friends throw empty bottles of liquor in front of your yard, and in the next morning the place does not look good. You want to persuade your neighbour to at least make sure that the place looks neat before he goes to bed after the party.

- Routine activities

This goal arises when someone wishes to include a friend or acquaintance to a particular activity. You want to have a routine night out with your friends. For instance, you and your friend were busy with exams, so you haven't gone out for a night in town for a while, and you want to persuade him or her into going to watch a movie with you on the next coming Saturday late afternoon.

- Bureaucracy

This goal takes place when someone wants to persuade a person in authority or in bureaucracy to do something. For instance, at school you are an SRC member, and you want to have an opening bash as you students are coming from holiday and you know very well that the principal will not give you permission to do that over night. You also believe that everything is going to run smoothly and the security will be tight. Now you want to persuade this principal to give you authorization to have this bash.

- Change orientation

This goal is formed when someone wishes to alter a person's opinion about something. For example, your friend is a good soccer player and the team he or she is playing for is not progressive and you don't want his or her talent to be dominated. Now you want to get your friend to alter his soccer team by convincing him join the club for which you are playing.

### **2.7.4.3 Clusters of primary goals**

Next we consider a look the analysis of the primary goals clusters collected in Schrader and Dillard's (1998) research, and see how primary goals are examined here.

#### **➤ Interpretation of clusters**

Schrader and Dillard (1998) propose that the first cluster consisted of two primary goals: The give Advice-parents and Routine activities goals which signify regular influence attempts (Cody et al., 1994), are quite less significant, and focus on issues pertaining to the combined temperament of the source and target relationship. Schrader and Dillard (1998) claim that these Maintenance episodes are identified as giving emphasis to the customary and relational features of the cluster.

According to Schrader and Dillard (1998) the Relational resource goal in all the various goals in this cluster, has found to be the most dynamic goal, possibly for the reason that both primary and secondary goals entail close relationships. They further maintain that the fact that relational resources goal has been attributed to be active may doubtlessly give an account for the quite low importance ratings for the residual secondary goals. They also suggest that the impression management concerns originating from identity and interaction goals clearly have a propensity to lessen in established relationships, in which persons have expanded moderately steady ascriptions about each other.

Schrader and Dillard (1998) claim that the relatively low personal benefits for the source linked with these primary goals would doubtlessly alleviate any concerns about anxiety or effort, even when such interactions entail influence attempts. They go on maintain that this presented motive could possibly be enlarged to be an account for the low importance rating for the primary goals.

Schrader and Dillard (1998) state that if the accomplishment of a goal of giving advice-parent happens it would be advantageous to the parent. In addition to that, they claim that the feasibility that the source would obtain the benefit of a

comradeship for the evening from other friends does exist, despite the fact that accomplishment of the Routine Activities goal would endow the source with the very same advantage.

Schrader and Dillard (1998) maintain that the second cluster is composed of five primary goals and these are: Change orientation, Gain assistance-parents, Give advice-friends, Gain assistance acquaintance, as well as Relational de-escalation. They go on report that the influence goal mean pointed out that primary goals in this cluster were analyzed as significantly more momentous than those in the first cluster. They further announce that this end result, along with the temperament of the goals in the cluster, proposed the label "Special issues episodes" to reflect the point that these were issues that insisted on special attention (i.e. non-routine issues).

As Schrader and Dillard (1998) argue, the importance of the relational resource goal lingers steady when compared to cluster one. They believe that given the high relational intimacy linked with the primary goals in this cluster, the fact that the relational resource goal lingers quite important does not appear as astonishment. They have also noticed that a rise in the potential personal efficiency linked with these primary goals can actually be accredited with the increase in importance for the influence. Schrader and Dillard (1998) claim that these benefits will possibly be more apparent in the Gain assistance-acquaintance, Gain assistance-parents, and Relational escalation goals, but the personal effectiveness derived from altering a person's point of view and /or conduct may possibly fulfil important interpersonal needs for the source.

They also maintain that attendant rises in the identity and interaction goals may possibly display the notion that when one is searching for acquiescence in situations where personal advantages are relatively high, messages that display high moral standards and social appropriateness may possibly add to the magnanimity of the target, make the source seem more deserving, and/or put a stop to the source from jeopardizing concurrence to future influence attempts.

Schrader and Dillard (1998) state that the third cluster contained six primary goals which include: Enforce obligation, Annoyance, Gain assistance-stranger, Gain

assistance-professor, Elicit support and Relational de-escalation and report that the message producer has to find resolutions to various predicaments he or she has to face in each case. As a result, this cluster was branded 'Problem solving episode'.

Schrader and Dillard (1998) state that, the influence and arousal management goals turn out to be significantly more important and the relational resource goal significantly less important when compared with cluster 2, in this cluster. Touching upon Newell & Stutman, (1988) Schrader and Dillard (1998) further report that the rise in the importance of the influence goal turns up to be the main motive behind the source's aspiration to persuade. For example, the Enforce obligation and Annoyances goals involve circumstances wherein the source has been treated unfairly or disrespectfully due to the infringement of implicit or explicit social norms.

As Schrader and Dillard (1998) explain in the other four primary goals, the source is in the position of attaining considerable personal benefits if the target eventually acquiesces. These benefits possibly will emerge less obvious in the Elicit support and Relational de-escalation goals as compared to the other two goals. They also comment that, the accomplishment of the Elicit support goal would release the source from the responsibility of having to personally face their friend about a solemn problem, while the achievement of the Relational de-escalation goal unbinds the source from the commitment and constraints of an undesirable or unfulfilling relationship, making it possible for him or her to pursue other more pleasing relationships or activities. It is also reported by Schrader and Dillard (1998) that in this cluster Relational resource concerns drop off, for the reason that they entail low relational intimacy, but arousal management concerns rise as a result of high target dominance and the high potential for target resistance.

According to Schrader and Dillard (1998), the fourth clusters contained two types of primary goals: The Bureaucracy and Relational initiation. They further comment that, the remarkable rise in the importance of the personal resource and arousal management goals seems to be the characteristic of this cluster. They also report that these cases equally entail a request which permits control to the target. It is also obvious that in both cases the message source also risks embarrassment and humiliation.

As maintained by Schrader and Dillard (1998) the bureaucrat can turn down the request with the exception of explication or assertion that it is inappropriate, and the potential romantic partner can decline not only the date request, but the message source him/herself. They also comment that it probable appears that the importance of the arousal management goal does not only occur based on the feasible consequences of resistance, but also from doubt concerning the target's reply. This cluster is tagged 'High stakes episodes', as a result of the importance of both primary and secondary goals.

#### 2.7.4.4 Secondary goals associated with influence goals

The revelations made by the series of Scheffe post hoc tests comprise the reports that:

- **The identity goal** received higher importance ratings in the Change orientation than in the Routine activities and gain assistance-Acquaintance goal types.
- **The interaction goal** received higher importance ratings in the Relational initiation goal type than in the Elicit support-Third party, Give advice-Parents, Give advice-friend, and Routine activities goal types.
- **The relational resource goal** gained higher ratings in the gain assistance-parents, Relational escalation, and Routine activities goal types than in the Bureaucracy, Relational de-escalation, and Elicit support-third party goal types, and higher ratings in the gain assistance-parents goal type than in the gain assistance-stranger, Gain assistance-professor, and Annoyances goal types.
- **The personal resource goal** received higher ratings in the bureaucracy goal type than all other goal types with the exception of the Annoyances, Enforce obligation, and Relational initiation goal types.
- Lastly, the **Arousal management goal** received higher ratings in the Relational initiation goal type than in all goal types with the exception of the Bureaucracy, Gain assistance-parents, Gain assistance stranger, Relational

de-escalation, and gain assistance-professor goal types. Schrader and Dillard (1998) further report that the downright number of comparisons makes interpretation a lengthy and detailed process while all of these specific results are of interest. Additionally, given the vast figure of secondary goals, the motives that supplementary interpretation of the goal structures might be facilitated by data reduction (RQ2) was given.

### **2.7.5 Identity implications of influence goals**

#### **Wilson, S.R, Kunkel, A. (2000)**

This discussion will focus mainly on the generated presumptions about the basis of face threats, about using reasons to save face, and about the generality of possible face threats and face work.

##### **2.7.5.1 Assumptions about the origins of face threats**

The main aspects to be considered in this area of discussion are the hints on how to spot influence goals. Wilson and Kunkel's (2000) main aim is to show likeness in face threats and face work that are discovered across sex and close relationships.

Wilson and Kunkel (2000) argue that the act of trying to change someone's behaviour is on its own a face threatening act. One would support this statement with the reason that changing another person's behaviour needs understandable reasons, and the persuader has to spot out the exact thing he or she wishes to change. By spotting out unaccepted features of the behaviour, the persuader might arouse some emotions, and that would be the face threatening part, because it may result to the target being defensive. They state that people employ politeness to equalize their competing anticipations of being clear about what they desire and to support the face of the interactant.

Wilson and Kunkel (2000) fully support the application of politeness in persuasive messages, nevertheless, they disclose that it has been complex for the politeness

theory of Brown and Levinson (1987) to give details on how people in the process of seeking compliance create multiple threats to their own and to the target's face, and how they attempt to rectify all sorts of face threats.

Wilson and Kunkel (2000) discuss the claim made in a revised analysis of face threats through out the persuasion event, that people relate particular influence goals for example: the goals of giving advice or asking a favour with dissimilar potential threats to the face of the message receiver and their own face.

According to Wilson and Kunkel (2000) people perceive potential face threats by drawing from their hidden knowledge about influence goals such as giving advice and the "rules for directives" such as "requests" which accompany any attempt intended to achieve acquiescence. They further report that the possible face threats generated by the goal of giving advice versus the one of asking a favour have to be the same when female or male young adults are persuading close friends or romantic partners because human beings generally, share both knowledge sorts, the one of giving advice as well as asking a favour.

Now the focus shifts to the revised analysis of face threats and face work as another important part in the discussion of influence goals. This analysis gives some ideas concerning the source of face threats during the persuasive event, the strategies people employ in trying to deal with face threats, as well as the common perspectives about face and face work.

Commenting from the view point of Brown and Levinson's (1987) politeness theory, Wilson and Kunkel (2000) accept that people from all cultures have an aspiration to retain face, which in turn can be separated into two types of wants, the wish to be accepted by other people (positive face) and the wish not to be obstructed by others (negative face). Wilson and Kunkel (2000) define these two types of face as follows (p.196):

- **Positive face** comes into existence when one wishes to get approval of his or her attributes and actions from the respected people.

- **Negative face** exists when a person wishes not to be impeded on by other people, keeping away from the pointless constraints.

Wilson and Kunkel (2000) support the view that speech acts are on their own a threat to a face of the message recipient. They claim that, part of the answers given on how face threats develop from persuasion can be found from speech act as well as its analysis of the rules for directives that define speech acts. Touching up on Searle (1976), Wilson and Kunkel (2000) define speech acts as intended to stimulate a message recipient to carry out an action he or she would have not executed (p.196). They further exemplify that requesting or recommending a particular behaviour is in fact defined by a collection of constitutive rules which encompass that (p.197):

- There should be a reason for why it is necessary for the directive to be performed.
- The appointed target should possibly be able, duty-bound, and willing to execute the aspired action.
- The message source should have an authority to issue the directive and the source's wishes for the action to be performed should be truthful.

It seems that a message source knows exactly who should he or she persuades, and now it is clear that not every one has an ability to act in accordance with the compliance gaining message. According to Wilson and Kunkel (2000) a persuader seeks acquiescence having in mind that the target has an ability to perform the desired action. For example it would be unnecessary to persuade someone whom you know that he or she does not have an ability to acquiesce. They also believe that thinking that a message recipient might be enthusiastic to alter his or her conduct is on its own restraining that person's independence.

Wilson and Kunkel (2000) mention that, this section is intended at clarifying the motives behind the message producer's attempt to change the behaviour of the message recipient. They report that, people use their comprehension of particular influence goals to define or describe compliance gaining events. They further mention that influence goals serve in dividing the stream of behaviour into a

meaningful unit, it also states the main reason for the occurrence of the persuasion event.

Wilson and Kunkel (2000) claim that the goals of giving advice and asking a favour represent specific influence goals that seem right to everyday actors. Wilson and Kunkel (2000) also distinguish between two types of goals, giving advice and asking a favour.

The qualities that actually make giving advice unique from the other goal have been reported that, the source is aware that the target may go with a less option than the most favourable one, the target is confident that the action he or she suggests that the target chooses will mainly be advantageous only to the target, and the source sincerely endeavours to give advice just for the sake of the target's health (p.197).

The judgement that asking a favour differs totally from giving advice originates from the facts that: the message producer makes a request that will be advantageous only to him instead of the target, the requested favour will make use of the target's time, effort, and resources, and the request forces the target to go beyond the tasks he or she is strictly required to perform.

There seems to be inconsistency between the revised analysis of face threats and the politeness theory, in that these two fields offer contradicting information about intrinsic and potential threats to face. For example, Wilson and Kunkel (2000) report that there is a difference between potential and intrinsic threats to face. According to Brown and Levinson (1987) a speech act forms one and one threat to face and this face threat is natural. On the other hand, the revised analysis presumes that speech acts can simultaneously threaten numerous types of face and other face threats are not natural to speech acts.

Wilson and Kunkel (2000) then define potential face threats as those that may possibly exist when a directive is carried out to pursue a particular influence goal, yet they are not guaranteed (p.197-8). To clarify this point, Wilson and Kunkel (2000) explain that normally when someone is giving advice, he or she is seen as a nosy person, but this is not always the case in all persuasive events driven by a goal of

giving advice. Nevertheless, the worries about appearing curious may exist because they may seem applicable in persuasive events defined by the goal of giving advice.

### **2.7.5.2 Assumptions about reason giving as face work**

Deductions have been made that individuals use civility to alleviate threats that may be generated to their interactants. Wilson and Kunkel (2000) report that justification has been identified as a single linguistic form of politeness.

Wilson and Kunkel (2000) define reason giving as the degree to which one clearly presents the necessity for the plea or aspired action in a persuasive message (p.198). They claim that individuals make justifications to clarify the reasons for why they would like to get target acquiescence and why is it important for the target to acquiesce. They also note that the main important thing about reason giving is its existence rather than its authenticity.

Wilson and Kunkel (2000) maintain that message producers employ reason giving to make the target feel that their independence and endorsement has not been hampered. They exemplify that when a speaker is performing a face threatening act, such as asking a favour, he or she may use reason giving to make the target feel that the FTA is indeed not intended at violating the target's independence, whilst at the same time is presenting the rationality of the performed face threatening act.

Discussing the contribution of reason giving in the production of a compliance gaining message, Wilson and Kunkel (2000) argue that individuals do not only use reasons to show politeness, but to manage impression as well, which in turn helps in developing acceptable personalities of themselves and others. Wilson and Kunkel (2000) exemplify that when giving advice, individuals may give reasons to make their selves not to be seen as interfering in other people's problems.

Giving more explanations on reason giving, Wilson and Kunkel (2000) distinguish between two types of reasons, other focused and self focused reasons and explain them as follow.

Other focused reasons concentrate mainly on the message receiver clarifying why his or her ability or enthusiasm to acquiesce is significant. When the message producer highlights the ways in which the target may benefit from acquiescing, the disadvantages such as physical suffering, emotional suffering, or financial strain which may exist due to negative response, including explaining that the target is capable and entitled to acquiesce, he or she is giving self focused reasons.

On the other hand, self focused reasons concentrate mainly on the speaker, whereby the speaker has to highlight the necessity for the aspired action and the seriousness of him or herself. When the source explains why he or she requires assistance, why is he or she unable to perform the desired action him or herself, and that the source is kind-hearted for the message recipient.

Wilson and Kunkel (2000) argue that message producers also have a tendency of dealing with possible threats by repressing reasons that are applicable to the situation. They go on exemplify that speakers who make a request are beholden to return it sooner or later, whilst speakers who give numerous motives for the necessity of the favour might mistakenly communicate that they are seeking a huge favour. One may conclude that these two explanations offer reasons for why message sources may shun to give a lot of reasons, which may appear as pressurizing the target or indebting themselves.

### **2.7.5.3 Assumptions about the generality of potential face threats and face work**

The above discussed aspects are not the only matters to be examined, assumptions about the generality of potential threats and face work are to be considered as another important part of the discussion.

Wilson and Kunkel (2000) have made assumptions about the origins of face threats, as well as assumptions about reason giving as face work. Now, they clarify that another significant objective of their research was mainly at finding out if whether the

above mentioned presumptions also apply when young females and males are trying to persuade other people such as romantic partners, friends, and family.

It is believed that young males and females have different thoughts about romance as opposed to friendship. In trying to address the question of whether the potential threats of giving advice as opposed to asking favours can be identified separately from relationship type and sexual category, Wilson and Kunkel (2000) offered two different perspectives that reveal the difference between these two types of relationships and these are as follow:

Romantic relationships are characterised by the steady development to lifelong commitment and marriage. Whilst on the other side, friendship is identified as a temporal partnership that is definitely not going to last long. Wilson and Kunkel (2000) continue report that romantic partners want to be incomparable to other people, whereas friends do not have a problem with their friends having another friends.

Wilson and kunkel (2000) argue that gender plays a big role on how individuals treat friends and romantic partners. They maintain that the way in which young females and males act in friendships and romantic relationships is also influenced by gender. Wilson and Kunkel (2000) further argue that the theory that women and men represent diverse culture is much exaggerated, despite that, women seem to build normal friendships with high degree of unity, yet no difference in levels of agency relative to male friendships regardless of the theory that women and men represent diverse cultures is much exaggerated.

Wilson and Kunkel (2000) agree that the challenges which cross sex friends are faced with are dissimilar from those same sex friends are facing. To clarify this point, Wilson and Kunkel (2000) exemplify that cross sex friends have to show honesty and an acceptable picture of their relationship to other people, as communities in which people are living promote heterosexist. It is also reported that it is expected that men and women detect different face threats when they are asking favours or giving advice to close friends or intimate partners.

The revised analysis assume that individual's detection of potential threats to the target and speaker's face originate from their knowledge about particular influence goals, on defining conditions for the persuasive attempt.

To wrap up, Wilson and Kunkel (2000) agree that speech acts are performed by following the rules for directives which appear as requirement for performing these acts, and it is essential for people to be familiar with these prerequisites.

It is also believed that in order to predict potential face threats, men and women draw heavily from the implicit information they possess. Wilson and Kunkel (2000) also made a comment that women and men may possibly detect identical face threats when they are giving advice or asking a favour, and may also provide reasons to mitigate potential face threat linked with any influence goal they are pursuing. There are also some expectations that the face work that generalize across sex and relationship type may be dissimilar as events might be taking place among different genders and different relationships. Now the attention will be given to the research hypothesis, see how the conclusions drawn became applicable in this research.

The presumptions made about face threats have led to a formation of a number of assertions which include the following:

As Wilson and Kunkel (2000) revealed earlier, a clear influence goal defines the compliance gaining event which seems to relate well with the potential face threats that are expected in that particular situation. They seem to support the perception that trying to persuade someone for whatever motive is on its own a threat to a face of that person in that it puts constraints on his or her independence, yet in both settings (advice and favour) threats to the target's face seem to be related.

Wilson and Kunkel (2000) believe that giving advice and asking a favour ascertain the degree of intrinsic constraint on the target's independence, including the potential threats to the target's need for approval and to the source's personal face.

It is believed that giving advice also communicates possible face threats to the positive face of the target as well as to the positive face of source. Also giving advice implies that the message producer knows what is best for the message receiver, and

is also entitled to give advice believing that the message receiver is possibly thinking of settling for the less favourable option.

According to Wilson and Kunkel (2000) speakers who always have these presuppositions in mind when ever they think of giving advice to someone may be judged as being curious. Because the advice givers may seem curious, their actions of giving advice may possibly threaten the target's positive face including their own positive face. In addition to that it seems that giving advice is also a threat to the target's negative face in that the speaker requires the target to perform the action which the target might not have considered if the speaker did not come up with it.

Asking a favour is noticed to place more limits to the target's independence, in situations where the request requires the target to perform a task which is not part of the duties he or she has to perform. Moreover, the requested favour places some constraints on the target's positive and negative face in that the performance of that favour will make use of the target's resources, time, and effort, whilst it is not going to benefit the target. It is also believed that asking a favour indicates that the speaker is unable to deal with the situation without the target's help, therefore the speaker may appear judged indolent.

Wilson and Kunkel (2000) comment that because of the assumption that, people who ask favours are unable to help themselves, people may avoid asking favours because they are scared of being judged as good-for-nothing. In addition to that, people who request for help from others are seen as indebting themselves, and they avoid asking favours because they think that they will have to reciprocate in the near future, and by that they will be limiting their independence.

As Wilson and Kunkel (2000) claim, when an individual is asking a favour as opposed to giving advice, he or she will notice much threat to his or her positive face because he or she may be judged lazy, and may be communicating threat to his or her negative face, as well as communicating threat to the listener's negative face.

Wilson and Kunkel (2000) affirm that young women and men experience different threats to their faces when giving advice as opposed to asking favours from their

close friends and intimate partners. It is also believed that males and females experience same potential face threats when giving advice as opposed to requesting favours with friends in the same sexual category.

A view expressed by Wilson and Kunkel (2000) is that speakers seem to employ self focused reasons and other focused reasons differently in advice giving situations than when asking favours because of variation in the potential face threats which could exist in these two situations. Furthering their discussion, Wilson and Kunkel (2002) explain that speakers give further justifications when giving advice compared to when asking favours.

As maintained by Wilson and Kunkel (2000) there are very few situations wherein a source asks a favour from someone who does not have ability to perform the requested action, meaning that asking a favour from someone implies that the person has the potential to help you. It is believed that speakers who request favours give fewer reasons than those who are offering advice. Advice givers offer a wide range of reasons to lessen the face threats generated by the influence goal that defines the episode. Furthermore, advice givers are reported to offer more other-focused reasons, whilst those who request favours seem to offer more self focused-reasons.

## **CHAPTER THREE**

### **ANALYSIS OF PERSUASIVE MESSAGES IN XHOSA**

#### **3.1 AIMS**

The aim of this chapter concerns the analysis of a number of persuasive messages in Xhosa. In all these message analysis, there will be a source and a target in a dialogue. The source will always be a married male i.e. the types of influence goals of married males as well as the number of arguments they may use in persuasion will be a primary aim. Finally, the chapter also aims at identifying the persuasive strategies Xhosa married men used in their persuasive attempts. These will be discussed along three message dimensions, namely; explicitness, dominance and argument. Explicitness refers to the manner in which the source has managed to be direct in his message. On the other hand, dominance refers to the extent in which the source uses his power in the message to persuade the target in a compliance gaining episode. Argument refers to the reasons provided by the source to convince the target.

#### **3.2 DEFINITION OF PERSUASION**

As defined by Dillard and Marshall, persuasion is an occurrence which comprises messages that are longer, naturally impromptu, which concentrate mainly on a large figure of discussions with preferable topics of social, political, and commercial importance.

#### **3.3 INFLUENCE GOALS**

The influence goals in these messages will be analysed along the following types of primary goals:

- \* The goal of giving advice
- \* Gain assistance goal

- \* The goal of sharing activity
- \* Change opinion
- \* Change relationship (Relationship initiation, Relationship escalation, and Relationship De-escalation)
- \* Obtain permission
- \* Enforce rights and obligation
- \* Change orientation

### **3.4 METHODOLOGY AND ANALYSIS OF PERSUASIVE MESSAGES**

#### **3.4.1 Participants**

The participants of this study are males, 13 in number and are between the ages of 32 and 49. They all have jobs but working in different fields. All the participants do not have tertiary education. All the participants are originally from the Eastern Cape, Xhosa mother tongue speakers, married and have children. Here in the Western Cape, they live in the township called Nyanga East (KTC) just outside Cape Town in the Cape flats which is an informal settlement.

#### **3.4.2 Persuasive messages**

Firstly participants were given explanation as to what does the word “persuasion” mean. And it was then explained to them that persuasion happens everyday, intentionally and unintentionally, and that each day one does persuade someone even if it is not a long conversation, even themselves do that. After that participants were asked if they have ever tried to persuade a person. Then they were asked to recall a recent conversation they had recently wherein they tried to persuade someone, (whoever person they tried to persuade), e.g. an intimate partner, a child, a family member, a colleague, a stranger, or just an acquaintance. They were also asked to mention the goal they wanted to achieve when persuading the target, e.g. why was the participant persuading the target, or what is it that he wanted to achieve by persuading the target. And they were asked to recall the target’s answer by for

example, leading them by asking questions such as: How did you approach the target (try to recall the way you started the conversation)? How did he/she respond to that? Then what did you say when he/she said that? Did he /she tell you the reasons for why he thinks like that? Did you explain the reasons for why you think what you say is right and that he/she should comply with you? Did you end up gaining his/her compliance? How did you get to the compliance level?

### **3.4.3 Scheme for analysis of persuasive messages**

- \* Give statement of the problem
- \* Identify influence goal
- \* Single out arguments of the source and arguments of the target
- \* Compare the arguments of the source with those of the target
- \* Compliance and reasons for it

Message dimensions

- \*Explicitness
- \*Dominance
- \*Argument

## **3.5 ANALYSIS OF PERSUASIVE MESSAGES**

### **3.5.1 Analysis of persuasive message one**

#### **Statement of the problem**

Bongani, a friend of Mfezeko, is a student in his late thirties, he wants his friend Mfezeko who dropped school after he passed his standard ten to go to University and study for a degree. In this dialogue, the source (Bongani) persuades the target (Mfezeko) to study further.

## **Influence goal**

The influence goal which Bongani uses in this message is (Give advice), for example, he advises his friend to make up his mind and consider going to University in order to obtain a degree that will enable him to get a professional job. See conversational turn (7): (Ntangam, phindela esikolweni. Awusoze uwufumane umsebenzi osisigxina kwaye ohlawula kakuhle ungena msebenzi uwufundeleyo kunye nesakhono); (*Chap go back to school. You will never get a permanent job with out any qualifications and skills*).

### **1. Arguments of the source (Bongani)**

Source, Bongani, persuades the target, Mfezeko, to go back to university and argues that:

There is no permanent job without qualifications and skills (Awusoze uwufumane umsebenzi osisigxina kwaye ohlawula kakuhle ungenamsebenzi uwufundeleyo kunye nesakhono); (*You will never get a permanent job with out any qualifications and skills (7)*).

### **2. Arguments of the target, (Mfezeko)**

His family now has priority (Ndikhe ndicinge ukwenza njalo, ukususela mini ndeva ukuba uphindele. Kodwa andikwazi ngenxa yosapho olu lwam); (*I do consider going back to school from the day I heard that you went back. But I cannot because of my family (8)*).

- a. He got his wife through std.10 (UThandi yena ndamqhuba kwisikolo sabucala emva kokutshata kwethu de waliphumelela ibanga leshumi); (*I took Thandi back to a private school after we got married until she passed standard 10 (8)*).
- b. He wants her to complete nursing (Ndandicinga ukumqhuba agqibe ubongikazi, ze mna ndilandele esakusebenza); (*I also thought about assisting her finish a nursing course, so I can start when she is working (8)*).
- c. But he feels they are old now really too old (qha ke sele sibadala ngoku); (*but now we are old already (8)*).

### **3. Arguments of the source (Bongani)**

Education is open to anyone, however old one is (Ntanga imfundo ayikhulelwa. Umntu ufunda de ayokufa. lingcango zemfundo zivulelwe nabani na ofuna ukufunda (*Chap you will never be old for education. One learns until dies. The doors of education are opened to anyone who wants to study (9).*

### **4. Arguments of the target, (Mfezeko)**

If he goes for further study, his family will die of poverty and he will be divorced (Yho mfondini! Ndakuthi ndigqiba apho babe befle abantwana bam yindlala, sele ndilahlwe nangulo mfazi); (*Gee chap? When I finish there my kids will be dead of poverty, having divorced by my wife (10).*

### **5. Arguments of the source (Bongani)**

- a. Target is a strong man and he can easily finish three years for a degree (Ndikwazi uyindoda eyomeleleyo. Awungekhe woyiswe yiminyaka emithathu yesidanga eDyunivesithi); (*I know you as a strong man. You cannot fall short in making three years for a degree at university (11)*)
- b. Poverty will eventually overtake target (Ngapha koko, indlala yokufumana ukuba ulingenerha); (*Moreover, poverty will catch you if you are a loafer (11).*)
- c. Job opportunities will eventually be available from university. Big companies are recruiting university students (Usakufika esikolweni kuya kutsho kuvuleke amathuba amaninzi utsho ufumane imisebenzi apho uza kuphangela ngexesha lakho. Iinkampani ezinkulu sele zihweba abantu kwizikolo zemfundo ephakamileyo ukuze baye kusebenza kuzo); (*Once you get to university, more opportunities will come, you may as well get jobs where you will be working at your own time. Big companies now are recruiting people from tertiary institutions to come and work in them (11).*)
- d. There are bursaries available (Ukwafumana neenkxaso mali zokufunda ukuba uqhuba kakuhle ezifundweni zakho (*You also get studying bursaries if you are doing well in your studies (11).*)

### **6. Arguments of the target, (Mfezeko)**

- a. His wife may go for study (Angaya yena uThandi, (*Thandi can go (12).*)

- b. He has to look for a job (mna ndiza kube ndizama izingxungxo ukuze kungabi kubi mpela endlwini); *(in the meantime I will be looking for a job so that we do not suffer at home (12).*

### **7. Arguments of the source (Bongani)**

- a. Both target and wife should go for study (a. Both target and wife may study same time (Hambani nobabini kuba usafana nongasebenziyo xa ungxungxa); *(Go both because you are still similar to someone who does not have a job when you are impermanent (13).*
- b. They may find a semi-permanent job in their field of study which may continue after their studies (Kanti ke phaya uza kufumana isingxungxo esisisigxina ude usiyeke ngokwakho mhla ugqiba izifundo zakho okanye zenu. Mhlawumbi usebenze kwakulo msebenzi uwufundeleyo de bakuqhube nasezifundweni, bakuqashe wakugqiba); *And there you will get a permanent part-time job until you leave when you finish your studies. Possibly you can work along the same field, for which you are studying, and they may perhaps continue funding your studies and employ you once you finish (13).*

### **Comparison of the arguments of the source and target**

The source initially praised the target for a good pass in standard 10 (arg 1), but then the target gave his problems with a pregnant girl (arg 2). However, the source persists with the need for qualifications and skills (arg 3) while the target keeps on about his family priorities (arg 4). The source then mentions the availability of education to everyone (arg 5). The target is still not convinced and worries about his family and divorce (arg 6). The source then supplied four arguments for further study (arg 7), and the target is then prepared to allow his wife to study (arg 8). However, the source tries again to get both of them to further their studies (arg 9).

### **Compliance**

Bongani has succeeded in his attempt to persuade his friend, Mfezeko, to go back to university. Persuasion success is shown in conversational turn (14) when Mfezeko complies with Bongani's idea: (Ndinomdla ke ngoku nje ngokuba ucacisa. Eneneni

mna bendingazi ngako konke oku undixelele kona. Masihambe ndiye kuxelela uThandi, ukuze xa ebuza ube nokumcacisela. Singaya kulo uzayo unyaka); (*I am interested now that you explain. Actually, I did not know about all what you are telling me. Let us go and tell Thandi, so that you can be able to explain to her when she enquires. We can go next year*).

## **Message dimensions**

### **1. Explicitness**

Bongani's intentions are direct and straight forward, for example, he wants Mfezeko to go back to school and he does not beat around the bush: (Ntangam, phindela esikolweni. Awusoze uwufumane umsebenzi osisigxina kwaye ohlawula kakuhle ungena msebenzi uwufundeleyo kunye nesakhono); (*Chap go back to school. You will never get a permanent job with out any qualifications and skills (7)*).

### **2. Dominance**

Bongani's message does show a level of dominance towards Mfezeko despite giving a friendly advice to someone whom he really cares for. For example, he has answers for everything that seems to be unclear to Mfezeko, and that reflects when he tells him about the possible ways to go about in order to be able to finish his degree: (Kanti ke phaya uza kufumana isingxungxo esisisigxina ude usiyeke ngokwakho mhla ugqiba izifundo zakho okanye zenu. Mhlawumbi usebenze kwakulo msebenzi uwufundeleyo de bakuqhube nasezifundweni, bakuqashe wakugqiba); (*And there you will get a permanent part-time job until you leave when you finish your studies. Possibly you can work along the same field, for which you are studying, and they may perhaps continue funding your studies and employ you once you finish (13)*).

So, the amount of information Bongani has, actually makes him to be the dominant interactant in this conversation. Another feature that makes Bongani seem to be dominant in this message is that, he does not hesitate to tell Mfezeko what is right, for example, in conversational turn (13) he insists that Mfezeko must go back to school, he is not giving him a choice: (Hambani nobabini kuba usafana

nongasebenziyo xa ungxungxa (*Go both because you are still similar to someone who does not have a job when you are impermanent (13).*)

### 3. Argument

#### 3.1 Arguments of Bongani and Mfezeko

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 1	1	–	Arg. 2	1	3
3	1	–	4	1	–
5	4	–	6	2	–
7	2	–			
<b>Total</b>	<b>8</b>	<b>0</b>		<b>4</b>	<b>3</b>

This table shows that the source has more arguments compared to the target, for example the source has eight arguments and zero sub-arguments, whilst the target is having four arguments and three sub-arguments. In short, this means that the source wanted to more persuasive, and the target could not argue much because he is interested in the source's idea, the source has answers for all the questions, and that the source has a point and supports it with facts.

#### 3.5.2 Analysis of persuasive message two

##### Statement of the problem

Manelisi, a friend of Jezi is in his mid thirties and is a player of a well recognized and successful football team, he wants his friend, Jezi, who plays for another football team to leave that team and join his (Manelisi) team. In this dialogue, the source (Manelisi) persuades the target (Jezi) to join his (Manelisi) football team.

## **Influence goal**

The influence goal which Manelisi uses in this message is (Share activity). For example, he persuades his friend to consider leaving his football team to come join his (Manelisi) football team in order to pursue his career in football and also their skills. See conversational turn (1): (Mfondini kha ukhe uzo kudlala apha kuthi); (*Man come and play in our team*).

### **1. Arguments of the target, (Jezi)**

Target advances various reasons why he is not interested to play in source's team:

- a. He has a team for which he plays and he played for it for a long time (Hayi mfondini ndinalo iqela endidlala kulo enye into kudala ndalidlalela); (*No man, do have a team where I play it has been a long time since I have played for it (2)*).
- b. He wants to know the reasons as to why he should leave his own club (Khona yintoni ebangela ukuba uthi mandize kudlalela elenu iqela?); (*Tell me why do you want me to join your club? (2)*).
- c. He loves his team (njengokuba besele nditshilo ntangam, iqela lam ndiyalithanda); (*As I have said chap, I love my team (10)*).
- d. It is hard to leave his team (kwaye kunzima ukulishiya); (*and it is hard to leave it (10)*).

### **2. Arguments of the source, (Manelisi)**

The source, Manelisi, then gave one argument to persuade Jezi to come join his club:

Target may get an allowance and other benefits (3+9)

- a. They have a burial club (Kukwakho nomasingwabane); (*There is also a burial club*).
- b. They have a government Medical Aid (i-medical aid karhulumente); (*the government medical aid*).
- c. They have a sponsor from the Coca-Cola Company every month including track suits and training shoes (kuquka nezibonelelo ezisuka kwinkampani yakwaCoke nyanga nenyanga, ekukho kuzo iitreck-suit kunye neeteki); (*including sponsors from Coca-cola every month, which encompass track suits and training shoes*).

### **3. Arguments of target, (Jezi)**

He sees nothing amazing in source's team (mfondini andikaboni nto yothusayo khona ukuze ndize kudlala kweli qela lakho); *(Man, I have not seen anything magnificent for me to go and play in your team (4)).*

### **4. Arguments of source, (Manelisi)**

The target should join the team to see the benefits (Hayi kaloku ntangam, ubungekhe uzibone ezi zinto ungekho phakathi kweli qela); *(No chap, you would not be able to see all these things without being in this team (5)).*

### **5. Arguments of target, (Jezi)**

It is not necessary to join to see the benefits (Hayi ke mfondini bendingayazi ukuba kufuneka ndide ndizokudlala kweli qela ukuze ndizibone zonke ezi zinto uthetha ngazo); *(Well, man I did not know that I have to come and play in this team in order to see all the things you are talking about (6)).*

### **6. Arguments of source, (Manelisi)**

- a. He is not looking down upon the target's club (Hayi ntangam, andidelelanga qela lakho); *(No chap, I am not underestimating your team (7)).*
- b. The target will make progress in new team (Ngokunokwam ukubona, ukuba ungaza kudlala apha kuthi ungaqhubela phambili); *(According to my judgment if you can come play in our team you can progress (7)).*
- c. Even appearance on television is possible (Mhlawumbi ngomso singabe sibukele wena kumabona-kude, akukho mntu waziyo); *(May be tomorrow we could be watching you on television, no body knows (11)).*

### **Comparison of the arguments of the source and target**

The source, Manelisi persuades the target, Jezi to come and join his football club. The target then mentions that he does not want to change to another team and gives four arguments which include that he has a team for which he plays and has a service in it (arg.1). The source, tries to persuade him to join his team mainly because of some allowance and benefits he may receive (arg.2). The target advances the view that he sees nothing amazing in source's team (arg.3). The source then insists

that target should join the team to see the benefits (arg.4). However, the target is still hesitant because it is not necessary to join the club to see the benefits (arg.5).

The source then explains that he is not looking down on target's club, and furthers that target will have progress in his game and he may even get exposure on TV (arg.6).

## **Compliance**

Manelisi has succeeded in his attempt to persuade his friend, Jezi, to come join his (Manelisi) football club. The persuasion success is shown in conversational turn (12) where Jezi finally acquiesces to join Manelisi's team: (Hayi ntangam, phantsi kwezi zizathu uzithethayo ndiyakuva. Ndiza kunixuba, enye nenyane into eyenzekayo ndiza kuyiva ngawe, ndikuthembile ntangam); *(Well chap, under the reasons that you are saying I understand. I will join you, I will hear from you about any other thing that happens. I trust you chap.)*

## **Message dimensions**

### **1. Explicitness**

Manelisi's intentions are explicit and straight to the point, for example he wants Jezi to leave his football team to come join the one he (Manelisi) is playing for and he does not evade the issue (Mfondini kha ukhe uzo kudlala apha kuthi); *(Man come and play in our team (1)).*

### **2. Dominance**

Manelisi's message does show a level of dominance towards Jezi, for example, a way of refuting his friend's way of thinking see conversational turn (5) (Hayi kaloku ntangam ubungekhe uzibone ezi zinto ungekho phakathi kweli qela); *(No chap, you would not be able to see all these things without being in this team (5)).*

He condemns Jezi's statements with confidence, using a polite and acceptable language such as (kaloku) and (ntangam). In conversational turn (7) dominance is also realized by the fact Manelisi is revealing the positiveness of his idea that Jezi

could progress in his talent: (Hayi ntangam andidelelanga qela lakho, ngokunokwam ukubona ukuba ungaza kudlala apha kuthi ungaqhubela phambili); (*No chap, I am not underestimating your team. According to my judgment if you can come play in our team you can progress (7).*)

### 3. Argument

#### 3.2 Arguments of Manelisi and Jezi

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg
Arg. 2	1	3	Arg. 1	1	4
4	1	–	3	1	–
6	1	3	5	1	–
<b>Total</b>	3	6		3	4

This table shows that the source has many arguments compared to the target, for example the source has three arguments and six sub-arguments, whilst the target is having three arguments and four sub-arguments. In simple terms, this means that the source wants to be more persuasive, has facts, and would really love to be complied with. On the other side, the target has fewer arguments because the source was dominant in terms of arguments because he knows what he is talking about.

#### 3.5.3 Analysis of persuasive message: Three

##### Statement of the problem

Kwalunga is in his mid thirtie's and his friend, Nkosi, has made his girl friend pregnant. Now, he does not know how to break the news to his step mother as he is scared that he might lose her support. Kwalunga thinks that marrying this girl will be a best solution for this problem as he believes that marriage will mitigate the ignominy of pregnancy before marriage. In this dialogue the source (Kwalunga) persuades the target (Nkosi) to marry his girl friend, Phelisa.

## **Influence goal**

The influence goal which Kwalunga uses in this message is (Give advice). For example he advises his friend to make up his mind and consider marrying his girl friend in order to keep a good relationship between him and his step mother and that will make his step mother to continue supporting him. See conversational turn (5): (Ukukhawulelana nazo zonke ezi ngxaki uzibekayo, mna bendicinga ukuba umtshate lo mntwana kwangoku ingekaveli into yokuba ukhulelwe *(To try to deal with these problems you have mentioned, I would suggest that you marry her before the news that she is pregnant spreads out)*). The give advice goal of Kwalunga also reflects in conversational turn (9): (Ndiyakucebisa kwakhona ukuba, ukuba uza kuhamba uyicinge into yokuba uPhelisa umtshatiswe kukuquma inyala, ungabisazifaka kulo mtshato *(I advise you again that, if in the long run you will think that you have married Phelisa to cover ignominy, don't even get into this marriage)*).

### **1. Arguments of the source, (Kwalunga)**

The source, Kwalunga persuades the target, Nkosi, to marry the girl and argues that:

- a. News of pregnancy will be delayed (Ukukhawulelana nazo zonke ezi ngxaki uzibekayo, mna bendicinga ukuba umtshate lo mntwana kwangoku ingekaveli into yokuba ukhulelwe); *(In dealing with the problem you have mentioned, I would suggest that you marry her before the news that she is pregnant spread out (5))*.
- b. Step mother will be in a better mood (Ukwenzela ukuba ithi isaziwa loo nto nangumama lo omncinci wakho, nibe sele ningumyeni nonkosikazi, noko iya kuvakala ngcono); *(So that, when your step mother finds out you are already married, it will at least sound better (5))*.

### **2. Arguments of the target, (Nkosi)**

He can't marry now because of the problems with lobola (Ingxaki ke ngoku kukuba andizukuba nayo kwangoku imali yokulobola. Kwaye ke futhi iyakundithatha iinyanga eziliqela into yokuba ndiqokelele nokuba ziinkomo nje ezimbalwa, khona ukuze ndilobole); *(The problem now is that I won't have money to pay lobola immediately)*.

*Also, it will take me a couple of months to collect at least few cows, so I can pay lobola (6).*

### **3. Arguments of the source, (Kwalunga)**

Target's step mother will help with this problem of lobola (Uyabona ke ngoku, uncedo lukamama omncinci wakho kulapho lufuneka khona); *(See now this is where your step mother's help is necessary (7)).*

- a. She knows Phelisa (kwaye nanje ngoko emazi uPhelisa); *(Since she knows Phelisa).*
- b. She likes what they are doing (eyithanda into yenu); *(approving with your affair).*
- c. She is always helpful to him (Kwaye engumntu osoloko ekunceda); *(and since she is someone who always helps you (7)).*
- d. She won't be opposed to the idea (noko andiqondi ukuba uya kuluchasa olu luvo); *I do not think she will oppose this idea (7).*
- e. Marriage is a good thing nowadays because one won't be affected by what is going on outside (Ngapha koko umtshato yinto entle kwezi ntsuku kuba kaloku amathuba okuba ufumane zonke ezi zinto zilapha phandle ambalwa); *(On top of that, marriage is a good thing these days because there are few chances that one might experience horrible things in life (7)).*

### **4. Arguments of the target, (Nkosi)**

The target is thankful for this solution (Eyi mfondini, undincedile. Khangе ndiyicinge tu le nto uyithethayo. Mntakwethu ungadinwa kukusoloko ungumsombululi weengxaki zam. Kaloku kulula ukujongana nengxaki xa nibaninzi, kunokujongana nayo uwedwa); *(Chap, you've saved me. I haven't thought about what you have said. My brother you must never get tired of being a solution to my problems. It is easy to deal with a problem as a group, than to deal with it alone (8)).*

### **5. Arguments of the source, (Kwalunga)**

The source then turns against the target and his own advice and tries to persuade him not to marry if he is not sure, he wants him to think deep about this thing because the marriage is not something that is coming from the bottom of his (Nkosi's) heart (Mamela ke mhlobo wam, uze ke le nto uyicingisise kuba kaloku lo mtshato awukhange ube kanti uphuma emazantsi entliziyo yakho, uze nje

ngesisombululo sengxaki obe ukuyo); *(Listen my friend, think about this properly because you never really thought about this marriage, the idea just came as a solution to your problem (9).*

### **Comparison of the arguments of the source and target**

The source, Kwalunga wants to know target's thoughts about his pregnant girl, Phelisa. Target, Nkosi mentions that he ran out of plans and the thought that he could lose his step mother's support frustrates him. The source then reminds him that losing his step mother's support is the last thing he would ever want in life. Target further explains that he is not only getting financial support from his step mother, but emotional support as well. Source then persuades target to marry the girl because news of pregnancy will be delayed (arg.1). The target then thinks that it is impossible to marry and gives his problems with lobola (arg.2). However, source insists that target's step mother will help with this problem of lobola because she knows the lady and loves what they are doing (arg.3). Target then expresses his appreciation of idea and mentions that it never really crossed his mind (arg.4). The source then turns against and tries to persuade him not to marry if he is not sure about it because marriage has to come deep down one's heart which is why target should give a profound thought (arg.5).

### **Compliance**

Kwalunga has succeeded in his attempt to persuade his friend, Nkosi, to marry his girlfriend (Phelisa). Persuasion success is shown in conversational turn (10) when Nkosi promises to go tell his step mother about the thought of marrying his girlfriend: (Ewe mfondini uPhelisa ndiyamthanda, ntonje bendingeka sithathi esi sigqibo ngenxa yemali nezinye ke iingxaki ebe sisafuna ukuzilungisa. Umzekelo, ebesithi ufuna ukuphangela phambi kokuba sitshate, khona ukuze sikwazi ukuncedisana apha endlini. Ndiza kuya kumama omncinci ndithethe naye. Enkosi kakhulu); *(Yes man I love Phelisa, I couldn't take this decision because of financial problems including other problems that we still wanted to sort out. For example, Phelisa said that she wants to get a job before we get married, so we can both help in the house. I will go to my step mother and talk to her. Thank you very much (10).*

## **Message dimensions**

### **1. Explicitness**

Kwalunga's intentions are explicit but indirect. For example, instead of saying it directly that he advises that Nkosi Marries the lady, he introduces the idea as if he is just suggesting something that could be a solution to his problems: (Ukukhawulelana nazo zonke ezi ngxaki uzibekayo, mna bendicinga ukuba umtshate lo mntwana kwangoku ingekaveli into yokuba ukhulelwe); (*In dealing with the problem you have mentioned, I would suggest that you marry her before the news that she is pregnant spreads out (5)*). Kwalunga's intentions are explicit and direct in conversational turn (9) when he advises Nkosi to think carefully about this idea: (Ndiyakucebisa kwakhona ukuba, ukuba uza kuhamba uyicinge into yokuba uPhelisa umtshatiswe kukuquma inyala, ungabisazifaka kulo mtshato); (*I advise you again that, if in the long run you will think that you have married Phelisa to cover ignominy, don't even get into this marriage.*)

### **2. Dominance**

Kwalunga's message does show a level of dominance towards Nkosi despite giving an advice to a friend whom he cares for. For example, he emphasizes in a way that makes Nkosi more anxious that also makes him realize the negative effect his problem may have in his life see conversational turn (3): (Ngapha koko ke mfondini ingayingxaki leyo, ndiqonda nje ke futhi awufuni ukuzibona usengxakini enjalo); (*On top of that, that could be a problem, and I understand that you do not want to find your self in such a problem.*)

Another dominance feature appears in conversational turn (7) where Kwalunga politely insists and manipulating Nkosi to take his idea making him realise that this is the point where Nkosi really wants his step mother's help than ever: (Uyabona ke ngoku, uncedo lukamama omncinci wakho kulapho lufuneka khona); (*See now this is where your step mother's help is necessary*).

Another element of dominance appears in conversational turn (9) where Kwalunga seems to be working on Nkosi's emotions, making him realise that he knows most of the possible reasons for people to marry, and he does this with an intention of manipulating him: (Ndiyakucebisa kwakhona ukuba, ukuba uzakuhamba uyicinge into yokuba uPhelisa umtshatiswe kukuquma inyala, ungabisazifaka kulo mtshato); (*I advise you again that, if in the long run you will think that you have married Phelisa to cover ignominy, don't even get into this marriage.*)

### 3. Argument

#### 3.3 ARGUMENTS OF KWALUNGA AND NKOSI

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 1	2	–	Arg. 2	1	–
3	1	5	4	1	–
5	1	–			
<b>Total</b>	4	5		2	0

The above table shows that the source has four arguments and five sub-arguments, and that target has two arguments and zero arguments. This simply means that the source has facts, and wants to be more persuasive. However, the fewer arguments of the target show that the target does not have much, he likes the idea, he is desperate for help, and he does not want to spoil the chances of getting a solution to his problem.

#### 3.5.4 Analysis of persuasive message four

##### Statement of the problem

Mbhele, a friend of Hlubi is a married man in his early forties, he wants his friend, Hlubi who usually engages in quarrels with his wife to stop that, and find another way of solving a problem between him and his wife. In this dialogue, the source (Mbhele) persuades the target (Hlubi) to stop arguing with his wife.

## **Influence goal**

The influence goal which Mbhele uses in this message is (Give advice), For example, he advises his friends to stop arguing with his wife and considers the other possible of ways of problem solving which will possibly bring harmony at their home. See conversational turn (9): (Mna ke ndikucebisa ukuba uthi xa kukhe kwaphinda kwakho into ongayithandiyo endlwini, ubize abantu bekhaya. Uze ke ubike ingxaki yakho, nayo ke inkosikazi izakube ekho, anikwe ithuba lokuba naye atsho eyakhe ingxaki. Abantu bekhaya ke bazakuthetha nani nobabini. Baze ke baze necebo lokusombulula lo ngxaki ninayo *(I advise you that, immediately you see that there is something you do not like, you call your family members. You will tell them your problem, your wife will be given a chance to tell her problem as well. The family will speak with you both. They will then come up with the solution to your problem).*

### **1. Arguments of the target, (Hlubi)**

Hlubi has given a number of arguments as to why he engages into quarrels with his wife and those include that:

- a. He loses temper because he doesn't like discussing same issue time and again (Hayi kaloku mfondini, nam ndiye ndibe nomsindo ngoba kaloku nam ndidikwa kukusoloko ndithetha into enye nalo mfazi, esakugqiba ukuba mdala); *(No man, I also get furious because I get irritated with the fact that I always talk about the same issue with this woman because she is an adult (4).*
- b. Excluding children when talking to his wife does not always come into his mind because he doesn't think straight when angry (Eyobukho babantwana ke yona iyaxhomekeka kuba kaloku umsindo xa ufikile, ndiye ndingayicingi into yokucela abantwana ukuba basiphe igumbi); *(The presence of children depends because when anger comes up I forget to ask children to give us privacy (4).*

### **2. Arguments of the source, (Mbhele)**

- a. Not good to deal with problems when angry because anger produces bad results (Undive kakuhle ke Hlubi, uyabona, izinto ezenziwa ngomsindo azidli ngokuba neziphumo ezihle); *(Listen to me carefully Hlubi, matters that are dealt with in anger do not usually produce fruitful outcomes (5).*

- b. Not good to discipline wife in the presence of children, some things should be kept confidential (Kwaye ukuthethisa inkosikazi yakho phambi kwabantwana akulunganga. Kaloku ezinye izinto akufanelekanga ukuba ziviwe ngabantwana, ziyimfihlo yakho nenkosikazi yakho); *(Also talking with your wife in the presence of children is not right. Some issues are not supposed to be heard by children, they are a secret between you and your wife (5)).*

### **3. Arguments of the target, (Hlubi)**

He is aware of the impact of dealing with problems in front of children (Nam ndiyayazi lo nto); *I know that too (6).*

- a. He can see the effect of that and he will try to control his temper (Ndizakukhe ndizame ukuwulawula umsindo kuba ke nyhani, ndithi nje ukuba ndicaphuke nayo inkosikazi isuke ivuthe ngumsindo); *(I will try to control my emotions because really, once I become furious my wife bursts into anger as well (6)).*

### **4. Arguments of the source, (Mbhele)**

Target and his wife could one day get out of control and fight in full view of children (Uyayibona ke le nto ndiyithethayo? Ngenye imini niyakuze ninyukelane nide nilwe abantwana bebukele); *(Do you see what I am talking about? One day you will rise and end up fighting in full view of children (7)).*

- a. The fight would not be good because it could bring trauma to kids and kids exposed to domestic violence are problematic (ibe ngumbono ombi lowo ebantwaneni. Uyabona ke, abantwana abakhulele emzini ekuliwayo kuwo, badla ngokuba nengxaki. Ufumanise ukuba abantwana banesizondo esingapheliyo kutata wabo, kuba abasiqondi isizathu sokuba unina wabo abethwe, babona nje umama ebethwa ngutata. Basuke ke ngoku abantwana bazale inkohlakalo ngakutata wabo); *(Do you see what I am talking about? One day you will rise and end up fighting in full view of children, and that could be a trauma to kids. Children who grew up exposed in violence at home are usually problematic. You will find that they are full of endless hatred towards their father, because they do not comprehend the reason for their mother to be beaten up, all they see is their mother being beaten up by their father. And they become full of hatred towards their father (7)).*

### **5. Arguments of the target, (Hlubi)**

He does not want to have issues with his kids (Ndiyazi kakuhle lo nto, kwaye andiqweneli nam ukuba ndizondwe ngabantwana bam); *(I know that very well, and I don't wish to be grudged by my children (8)).*

### **6. Arguments of the source, (Mbhele)**

Family intervention is important, so target should invite family to mediate (Mna ke ndikucebisa ukuba uthi xa kukhe kwaphinda kwakho into ongayithandiyo endlwini, ubize abantu bekhaya); *(I advise you that, immediately you see something you do not like, you call your family members (9)).*

- a. Hlubi should report the problem he has (Uze ke ubike ingxaki yakho); *(You will tell them your problem (9)).*
- b. Wife will report her's too (naye ke unkosikazi uzakube ekho, anikwe ithuba lokuba naye atsho eyakhe ingxaki); *(your wife will be given a chance to tell her problem as well (9)).*
- c. Family will advice them both (Abantu bekhaya ke baza kuthetha nani nobabini); *(The family will speak with you both (9)).*
- d. Family will then resolve the problem (Baze ke baze necebo lokusombulula lo ngxaki ninayo); *(They will then come up with the solution to your problem (9)).*

### **7. Arguments of the target, (Hlubi)**

The idea is good, but he never thought about it because one thinks slowly when is in trouble because one wants problem solved quickly (Tyhini unyanisile Mbhele! Khange ndiyivelele lo nkalo. Enye into, xa usengxakini ingqondo ithatha kade ukucinga); *(You are right Mbhele! I haven't thought about that option. When one is in trouble the mind thinks slowly (10)).*

- a. ngoba kaloku ulawulwa ngumsindo kwaye ufuna ukuba ingxaki yakho ilunge ngokukhawuleza); *(because one is controlled by anger and wants the problem sorted out quickly (10)).*

### **8. Arguments of the source, (Mbhele)**

- a. Some problems cannot be resolved alone (Kaloku Hlubi zikhona izinto onokuzilungisa wedwa, kanti zikwakho nongenako ukuzilungisa wedwa kuphela

nje ngale); (*Hlubi, there are issues that you can resolve alone, and there are those that you cannot fix alone, just like this one (11).*

- b. If unwise one could fail the marriage minner issues break marriages (Ukuba ke awuhlakaniphanga, ungabona umzi wakho sele uchitheka. Imizi emininzi ichithwe ziingxaki ezincinci nje ngale); (*If you are not wise you will find your marriage falling apart. Most marriages have broken up because of minor issues, such as this one (11).*

### **Comparison of the arguments of the source and target**

At first the source, Mbhele expresses his feelings about target's complaints about his situation with his wife. Source then wants to know the reasons for why target, Hlubi always argues with his wife. The target then replies that he hates spending time discussing the same issue the wife and she never collaborates. Source proceeds and wants to know if target gives clear reasons when discussing their issues with the wife. The target then argues that he has a temper problem and gets irritated easily by nasty things (arg.1). However, the target persists about the wrongness of dealing with problems when angry because anger produces bad results (arg.2). The target claims that he is aware of the impact of dealing with problems in front of children he can see the effect of that even now and he will try to control his temper (arg.3). The source then mentions the possibility that target and his wife could one day get out of control and fight in full view of children (arg.4). The target keeps on that he does not want to have issues with his kids either (arg.5). The source then further mentions the importance of family intervention to mediate in such problems (arg.6). Target fully supports the idea, and argues that he never thought about it because one thinks slowly when is in trouble because one wants problem solved quickly (arg.7). However, the source tries again to further persuade the target into consulting people when having a problem because some problems cannot be solved alone (arg.8).

### **Compliance**

Mbhele has been successful in his attempt to persuade his friend, Hlubi, to stop arguing with his wife and consider the other ways of solving their problems. Persuasion success is shown in conversational turn (12) when Hlubi agrees to take

Mbhele's advice: (Uyabona ke Bhele andizange ndakhe ndanalo iphupha lokuzeka omnye umfazi, ndingazange ndaphupha ngokuba abantwana bam ndibenzele umama omncinci. Ukunqanda ukuba kungenzeki imimangaliso enje ngale ebomini bam ndiza kulithatha eli cebo lakho, liphilile mntakwethu); *(Bhele I've never dreamt of taking a second wife, nor of bringing a step mother to my children. To avoid such surprises in my life, I will take your advice, it is good my brother).*

## **Message dimensions**

### **1. Explicitness**

Mbhele's intentions are explicit and direct, for example, he wants Hlubi to stop arguing with his wife and consider the other options that can be a solution to their problems: (Mna ke ndikucebisa ukuba uthi xa kukhe kwaphinda kwakho into ongayithandiyo endlwini, ubize abantu bekhaya. Uze ke ubike ingxaki yakho naye ke unkosikazi uza kube ekho, anikwe ithuba lokuba naye atsho eyakhe ingxaki. Abantu bekhaya ke baza kuthetha nani nobabini, baze ke baze necebo lokusombulula lo ngxaki ninayo); *(I advise you that, immediately you see that there is something you do not like, you call your family members. You will tell them your problem, your wife will be given a chance to tell her problem as well. The family will speak with you both. They will then come up with the solution to your problem (9)).*

### **2. Dominance**

Mbhele's message does show a level of dominance towards Hlubi except advising someone whom he cares for. For example, he is talking facts, for example, he talks about things that should be given attention in families such as the importance of reason giving when discussing something, and the importance of keeping some issues confidential from children): (Ingaba xa uthetha naye unkosikazi lo uzibeka ngokucacileyo izizathu uyibone iyingxaki into yokuba nisoloko nithetha ngento enye. Kwakhona ingaba niba nobabini xa uthetha naye, okanye babakhona abantwana); *(When you talk to your wife, do you give clear reasons for why you think it is such a problem that you always talk about the same thing? Again, do you talk to her in the presence of kids or you wait until it is just the two of you? (3)).*

Another feature that makes Mbhele's message dominant is that he talks about things that are practically happening in societies. For example, he says it blatantly that Hlubi is risking his relationship with his children: (Ngenye imini niya kuze ninyukelane nide nilwe abantwana bebukele, ibe ngumbono ombi lowo ebantwaneni. Uyabona ke abantwana abakhulele emzini ekuliwayo kuwo badla ngokuba nengxaki. Ufumanise ukuba abantwana banesizondo esingapheliyo kutata wabo, kuba abasiqondi isizathu sokuba unina wabo abethwe, babona nje umama ebethwa ngutata. Basuke ke ngoku abantwana bazale inkohlakalo ngakutata wabo); *(One day you will rise and end up fighting in full view of children. Children who grew up exposed in violence at home usually experience problems. You will find that they are full of endless hatred towards their father, because they do not comprehend the reason for her mother to be beaten up, all they see is their mother being beaten up by their father. And they become full of hatred towards their father (7).*

The firm words Mbhele utters in conversational turn (11) about minor things that affect marriage badly also shows dominance because he seems to know much than Hlubi: (Ukuba ke awuhlakaniphanga ungabona umzi wakho sele uchitheka. Imizi emininzi ichithwe ziingxaki ezincinci nje ngale); *(If you are not wise you will find your marriage falling apart. Most marriages have broken up because of minor issues, such as this one).*

### 3. Argument

#### 3.4 Arguments of Mbhele and Hlubi

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 2	2	–	Arg. 1	2	–
4	1	1	3	1	1
6	1	4	5	1	–
8	2	–	7	1	1
<b>Total</b>	6	5		5	2

The above table shows that the source has six arguments and five sub-arguments, whilst the target is having five arguments and two sub-arguments. In short, this means that the source has a point and wants to be more persuasive. On the other side, the target has fewer arguments because he realizes that he is not doing right, his behavior is not justifiable, and the source has facts.

### **3.5.5 Analysis of persuasive message five**

#### **Statement of the problem**

Mthwecu is a married man in his early fourties, he wants his friend Gwayimbile who always fights when he is drunk to stop drinking liquor. In this dialogue, the source (Mthwecu) persuades the target (Gwayimbile) to stop drinking liquor.

#### **Influence goal**

The influence goal which Mthwecu uses is (Give advice), for example, he advises his friend to make up his mind and stop drinking liquor and consider other activities one can do instead of drinking liquor. See conversational turn (1): (Gwayimbile mntakwethu, ndiyakucela ukhe uyeke utywala kuba xa usele wasoloko usilwa); (*Gwayimbile my brother, I am asking you to stop drinking, because you always fight when you are drunk.*), as well as conversational turn); (5): (Mntakwethu khawuzame ukuba ukhe uyeke mpela ukusela. Uyazi ukuba, ukuba ungakhe uyeke umahluko ungamkhulu naphaya endlini); (*My brother, just try to stop drinking totally. Do you know that if you stop now there can be a huge difference even at home?*).

#### **1. Arguments of the source, (Mthwecu)**

Mthwecu has given one argument to persuade target, for example, he argues that the target always fights when he is drunk (Gwayimbile mntakwethu, ndiyakucela ukhe uyeke utywala kuba xa usele wasoloko usilwa); (*Gwayimbile my brother, I am asking you to stop drinking, because you always fight when you are drunk* (1).

## **2. Arguments of the target, (Gwayimbile)**

Gwayimbile has many arguments as well which include the following:

He won't stop drinking because he does not drink and provoke people (Mna into endingasokuze ndiyiyeke kukusela utywala kuba andiseli ndigezele mntu, ngabantu abandiqalayo); *(The only thing I will never stop is drinking liquor, because I don't drink and provoke people, its people who provoke me (2)).*

## **3. Arguments of the source, (Mthwecu)**

- a. Arrogance could get Gwayimbile into trouble and fighting could be his down fall (Mfondini musa ukuzithemba kakhulu kuba kaloku ngenye imini uyakuze udibane nentanga yakho ikosele ushiye umkakho engumhlolokazi nabantwana bakho beziinkedama *(Chap, stop being so confident because one day you will meet a hero like you, who is going to kill you, then you leave your wife as a widow, and your kids as orphans (3)).*
- b. A hero does not live long and the pain remains with the family (Khumbula kaloku intetho ethi "kulo gwala kuyahlekwa kanti ke kulo kroti kuyalilwa"); *(Remember the talk that says the family of the coward is happy whilst the one of the hero is crying" (3)).*

## **4. Arguments of the target, (Gwayimbile)**

- a. Abstinence from drinking liquor could be difficult because he has been drinking for a long time (Mamela ke mntakwethu, ukuyeka utywala kunganzima kum. Ndineminyaka ndisela ngoko ke andinakukwazi mpela ukuyeka); *(Listen then my brother, it will be difficult for me to stop drinking. I've been drinking for years, so I can't stop drinking now (4)).*
- b. A better option for him is to drink at home to avoid fighting (Into endingasuke ndiyenze kukuba ndibuthenge ndiselele phaya kwam ukuphepha umlo *(What I can do, is to buy liquor and drink in my house to avoid the fight. May be what brings the fight is to hang around the tavern (4)).*
- c. And that could solve the problem because hanging around the tarven could probably be the source of fighting (Mhlawumbi le nto iza nomlo yile yokuhlala esimokolweni); *(May be what brings the fight is to hang around the tavern (4)).*

### **5. Arguments of the source, (Mthwecu)**

Target should try stop drinking completely because if he stops there can be a huge different at home (Mntakwethu, khawuzame ukuba ukhe uyeke mpela ukusela. Uyazi ukuba, ukuba ungakhe uyeke umahluko ungamkhulu naphaya endlini); (*My brother, just try to stop drinking totally. Do you know that if you stop now there could be a huge difference even at home?*(5).

- a. Target could save a lot of money (Umzekelo, ungakwazi ukonga le mali uthenga ngayo utwala, uyisebenzise kwenye into ebalulekileyo); (*For example, you can be able to save the money that you spend on buying liquor, and use it to something else important* (5).
- b. There could also be some peace at home (Kanti ke, nengxabano phakathi kwakho nonkosikazi wakho zingacutheka); (*Also, the quarrels between you and your wife can be minimal* (5).
- c. Target could also be able to perform his duties at home (Ungakhe ukwazi nokubona ezinye izinto ezimele ukulungiswa nguwe phaya endlwini, utsho uzilungise); (*You can also be able to notice things that need to be fixed by you and be able to perform your duties at home* (5).
- d. Target can be helped to stop drinking if he really wants to stop by going for professional help (Ukuba uyafuna nyhani ukuyeka utywala ikhona nemibutho engakuncedisa ukuba uyeke ukusela. Lo mibutho inabantu ababesa kusela baze ke bancedwa bohlokana nabo utywala); (*If you really want to stop drinking, there are also organisations that can help you stop drinking* (5).
- e. One of the options Gwayimbile can choose is to go for rehabilitation (Akhona ke namaziko apho kuncedwa abantu bagutyule utywala neziyobisi emizimbeni, kuthiwa ke ngesilungu zi Rehabilitation centres (*There are centres that help in bringing people back to their normal life, and they are called Rehabilitation centres* (5).

### **6. Arguments of the target, (Gwayimbile)**

There's a lot of problems at home and his wife is nagging (Uyabona ke, iinkathazo zininzi kwaye la mfazi uthetha kakhulu); (*See then, there are many troubles and that woman talks too much* (6).

- a. He drinks to avoid arguing with his wife (Ukubaleka intetha ke mna ndiya etywaleni); (*To avoid the argument, I go for drinks* (6).

- b. Drinking gives him a chance to mingle with other men (Kwaye ke phaya nditsho ndidibane namanye amadoda sithethe izinto zamadoda); *(Also, at tarven I intermingle with other men and talk men issues (6)).*
- c. Drinking is another way of giving his wife space to relax and intermingle with other women because she also deserves her space (Kunjalo nje ke umfazi kufuneka ndimnike ithuba lokuba adibane nabanye abafazi. Kaloku naye angade adikwe kukusoloko ndimthe nca); *(I am also giving my wife a chance to mingle with other women. She could be irritated with me hanging around her all the time (6)).*

### **7. Arguments of the source, (Mthwecu)**

There are other ways to avoid arguments for example target and wife can both go for marriage counselling (Ukuba ubaleka umlo endlini, ilula naleyo. Ningahamba niye kufuna uncedo kubacebisi ngezemitshato); *(You can also go seek for help from marriage counsellors (7)).*

- a. The tarven is not the only place to mingle with other men (Kwaye ke zininzi iindawo onokudibana kuzo namanye amadoda ngaphandle kwase tywaleni); *(There are also places where men gather, you can also go there to intermingle with other men, than going to the tarven (7)).*
- b. Finding a sport to play is another option (Umzekelo e –Club house apho ningadlala khona ipool, amakhasi kunye neendoloty, ze nibambe neendibano nixoxe ngezinto zamadoda); *(For example, at the club house where you can play different types of sports, pool table, playing cards, drafts, and you can have gatherings with other men to discuss men issues (7)).*
- c. Target and his wife should discuss their problems in a proper manner (Kwaye ingxaki ephakathi kwakho nomkakho kufuneka niyihlalele phantsi niyithethe); *(Once more, you should sit down and talk about the issues between you and your wife (7)).*
- d. Alcohol doesn't solve any man's problems instead it brings more (Kuba ke enyanisweni, utywala abusombululi ngxaki zawo nawuphi na umzi, qha buyazandisa); *(Because in an actual fact liquor does not solve any man's problems, instead it expands them (7)).*

- e. Giving another one space can also be settled amicably (Lona ixesha lokuba umntu enze izinto zakhe nizakulenza kakuhle nivana); *(You can also make time to talk about each other's space in an amicable manner (7)).*

### **8. Arguments of the target, (Gwayimbile)**

It will not be easy to stop drinking but he will try, also he doesn't want to bind himself (Kuya kuba nzima Bhanqo, kodwa ndiza kukhe ndizame, nangona inzima nje le nto uyithethayo. Kona ukuvuma andifuni, kuba ndiyakube ndiyazibophelela, ngoba kaloku ukuthetha akufani nokwenza,); *(That will be difficult Bhanqo, but I will try, even though what you say is uneasy. I don't want to agree because I will be binding myself because talking differs from acting (8)).*

- a. Also it is not good to make empty promises, (kwaye ke akulunganga ukwenza izithembiso ongazukukwazi ukuziphumeza); *(and it is not good to make promises that you won't be able to fulfil (8)).*

### **9. Arguments of the source, (Mthwecu)**

- a. With his behaviour the target could harm and even murder someone and go to jail (Kanti ke ndicinga ukuba ngenye imini uyakuze wenzakalise umntu okanye umbulale, ubanjwe); *(I am also thinking that one day you will injure or kill someone and get arrested).*
- b. Then could lose everything because the law might not side with him (Kwaye ke umthetho okhoyo uthethelela izikrelemnqa kuba nokuba uqaliwe waze wazikhusela, ukuba wenzakalisile okanye ubulele ungena ejele qha); *(And our law is in favour of criminals because even if you were defending yourself, if you injure or kill your attacker you go straight to jail (9)).*
- c. Once target goes to jail his children will die of poverty (Uyabona ke xa uthe wabanjwa, abantwana bakho bakufa yindlala); *(Then once you go to jail your children will die of poverty (9)).*
- d. And target's children's future could be a mess because it is not good to grow without a father (kwaye ikamva labo liya kuba mfiliba kuba kaloku akulunganga ukukhula ngaphandle kotata); *(also their future will be at stake, because it is not good to grow without a father figure (9)).*
- e. Letting his wife raise children alone is not in target's best interest (Andiqondi ukuba uyafuna ukuthwalisa unkosikazi wakho uxanduva lokukhulisa abantwana

yedwa); *(I don't think you would want your wife to bear the responsibility of raising children alone (9).*

### **Comparison of the arguments of the source and target**

The source, Mthwecu persuades target, Gwayimbile to stop drinking alcohol mainly because he fights when he is drunk (arg.1). Target does not want to stop drinking liquor because he is not problematic when drunk it's just people who provoke him (arg.2). Source advances that arrogance could get Gwayimbile into trouble and that fighting could be his down fall (arg.3). The target then provides four arguments which include that abstinence from drinking liquor could be difficult because he has been drinking for a long time (arg.4). Source then disagrees with target's idea of buying liquor and drink from his house and insists that target stops drinking completely, and if he stops there can be a huge difference at home (arg.5). Target insists that he can't because there are a lot of problems at home and his wife is nagging (arg.6). However, the source persists with other ways to avoid arguments rather than getting drunk, and exemplifies that target and wife can both go for marriage counselling (arg.7). The target then is prepared to try stopping, but doesn't want to promise anything because he doesn't want to bind himself and also understands that is isn't good to make empty promises (arg.8). However, the source tries again to get him to stop drinking completely and provides five arguments (arg.9).

### **Compliance**

Mthwecu has succeeded in his attempt to persuade his friend, Gwayimbile, to stop drinking liquor. Persuasion success is shown in conversational turn (10) when Gwayimbile finally complies with Mthwecu's idea: (Ndiza kukhe ndizame ukwenza ngolu hlobo ulitshoyo. Ndiyayiqonda noko into yokuba kubalulekile ukumamela xa uthethiswa ngumntu); *(I will try what you say. I know that it is important to listen when you are being advised (10).*

## **Message dimensions**

### **1. Explicitness**

Mthwecu's intentions are clear and direct, for example, he wants Gwayimbile to stop drinking alcohol and he says it frankly: (Gwayimbile mntakwethu, ndiyakucela ukhe uyeke utywala, kuba xa usele wasoloko usilwa); (*Gwayimbile my brother, I am asking you to stop drinking, because you always fight when you are drunk (1)*). He makes his intentions clear again in conversational turnline (5): (Mntakwethu khawuzame ukuba ukhe uyeke mpela ukusela); (*My brother, just try to stop drinking totally. Do you know that if you stop now there can be a huge difference even at home?*).

### **2. Dominance**

Mthwecu's message does show a level of dominance towards Gwayimbile, for example, he does not hesitate to tell him his views about the way Gwayimbile conducts himself when he is drunk: (Gwayimbile mntakwethu, ndiyakucela ukhe uyeke utywala kuba xa usele wasoloko usilwa); (*Gwayimbile my brother, I am asking you to stop drinking, because you always fight when you are drunk (1)*). Telling Gwayimbile about the negative outcomes that might result from his behaviour and the use of idiomatic expression in conversational turn (3) is another sign of dominance in Mthwecu's message towards Gwayimbile: (Mfondini musa ukuzithemba kakhulu kuba kaloku ngenye imini uyakuze udibane nentanga yakho ikosele ushiye umkakho engumhlokokazi nabantwana bakho beziinkedama. Khumbula kaloku intetho ethi "kulo gwala kuyahlekwa kanti ke kulo kroti kuyalilwa"); (*Chap, stop being so confident because one day you will meet a hero like you, who is going to kill you, then you leave your wife as a widow, and your kids as orphans. Remember the talk that says the family of the coward is happy whilst the one of the hero is crying*).

### 3. Argument

#### 3.5 Arguments of Mthwecu and Gwayimbile

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 1	1	–	Arg. 2	1	–
3	2	–	4	3	–
5	1	5	6	1	3
7	1	5	8	1	–
9	5	–			
<b>Total</b>	10	10		6	3

The above table shows that the source has ten arguments and ten subarguments, meaning that the source knows what he is talking about, and wants to be more persuasive. On the other side, the target has fewer arguments because he realises that the target has a point and because he has been dominated in argument.

#### 3.5.6 Analysis of persuasive message six

##### Statement of the problem

Langa, Siyavuya's uncle is a married man in his early forties, he is a member of a burial club called Zazini. He wants his nephew, Siyavuya, who does not belong to any burial club to join Zazini Burial Club. In this dialogue the source (Langa) persuades the target (Siyavuya) to join Zazini Burial Club.

##### Influence goal

The influence goal which Langa uses in this message is (Change orientation), For example, he persuades his niece to make up his minds and consider joining Zazini Burial Club in order to have a burial club membership. See conversational turn (1): (Ndilapha nje ndizele ukuba ndize kukuxelela ngombutho endikuwo kamingcwabane uZazini Burial Club, endingathanda ukuba nawe uwungenele, ube

lilungu lawo (*I am here to tell you about the Zazini Burial Club of which I am a member, which I would also like you to join, and become a member.*)

### **1. Arguments of the target, (Siyavuya)**

Siyavuya made one argument that:

He would have joined the burial club, but he does not have money because he is unemployed (ngumbono ebe kukade ndinawo lo wokungena kumasingcabane, ntonje ndibethwa kukuba andisebenzi); (*Yes brother, joining a burial club is the idea I always had in my mind, but I do not have a job (2).*)

### **2. Arguments of the source, (Langa)**

Langa has a number of arguments, for example, he argues that:

- a. Getting a job is not an issue, he will help Siyavuya get a job (Umsebenzi wona noko awuyongxaki, kuba ndingazama ukukukhangelela isithuba phaya emsebenzini, khona ukuze ubenayo imali yokubetha embuthweni); (*Getting employment is not a problem, I can try to find something at work, so you can be able to get money to pay in the burial club (3).*)
- b. Death cannot be avoided, so it is necessary for one to belong in a burial club (Kaloku wena mfo wam ukufa oku sihamba ecaleni kwako ngoko ke kubalulekile ukuba umntu nokuba akananto, kodwa umasingcwabane yena abe naye); (*Death is inevitable my boy, therefore, it is important to belong to a burial club and pay your premiums up to date (3).*)
- c. Having to donate money for one's burial is not a good idea either because it causes tension (kuba kaloku nale yokubethelwa unontsizana xa ubhubhile ayilunganga ncam, ngoba ishiya abantu bexabana); (*because the idea of contributing to one's burial is not very good because it causes tension among people (3).*)
- d. It is important to join a burial club even if one has an insurance policy because it connects one with elders (Kunjalo nje ke, nokuba unayo i-insurance umbutho kufuneka ube nawo kuba kaloku ukudibanisa nabantu abadala); (*It is important that you join a burial club as well even if you do have an insurance because it connects you with elderly people (5).*)
- e. Elders guide and constantly check on one's progress in the club (kwaye xa ushiyeka ngentlawulo, ungazihambi neentlanganiso ubakho umntu

- okukrwecayo omdala akukhumbuze); *(and when you are behind with payment and regularly missing the meetings there is normally someone who keeps on reminding you (5).*
- f. Insurance companies do not notify one regularly when payments are unsettled (Ukanti zona ii-insurance ezi ziyakuyeka, zisuke zimane zikubhalela iileta, leta ezo ungangazifumani ngamanye amaxesha kuba aziphumi ngqo apho uhlala khona); *(in these insurance companies no one does that, they just write you letters, of which sometimes you might not even get because you do not have your own post box (5).*
- g. One gets surprised when not getting his or her rights (Xa ungabhatali, usuke wothuke mhla kwehle isehlo, xa sele kuvela ukuba awunako ukuwafumana amalungelo akho nje ngelungu lalo nkampani ye-insurance, kuba usemva ngentlawulo ngeenyanga ezithile. Iqale ingxaki ke ngoku, kuba ukungcwaba umntu akuyondlwan'iyaneha); *(If you are behind with payment, you just become surprised when something has happened, and getting informed that you cannot get what you are entitled to get as a member of that insurance company, because you are behind with premiums with a certain number of months. Then the problem starts because burying a person is not easy (5).*
- h. He wants to know if target really wants the job because he doesn't want to answer for his misconduct at work (Uqinisekile ke ukuba uyawufuna lo msebenzi? Andifuni ukukufaka emsebenzini uze ube nezinto ezingatshongo khona kuba kaloku yonke into oyenzayo engeyiyo iza kubuzwa kum kuba kaloku uze nam); *(Are you sure that you really want a job? I do not want to get you a job, and get an unacceptable behavior from you, because I will have to answer for what ever you do, because I'm the one who recommended you (7).*
- i. He just wants to help because target is the only male child to his mother and wants them to help each other (Uyayazi ukuba nguwe kuphela umntwana oyindodana kusisi ngoko ke ndifuna uzame ukuncedisana nam); *(You know that you are the only male child to my sister, therefore, I want you to try to work with me (9).*
- j. He wants to see his progress (Kuya kuthi ukuze ndiqiniseke ukuba lo nto iyenzeka ungene kanye kulo masingcwabane ndikuwo, ukwenzela ukuba usoloko ukufutshane nam. Ngalo ndlela ke ndiza kulubona uhlobo oqhuba ngalo, ngokujonga ezincwadini. *(In order to see to it that this is happening, you*

*will have to join exactly the same burial club of which I am a member, so you can always be close to me. In that way, I will be able to see how you are doing, by looking in the books (9).*

### **Comparison of the arguments of the source and target**

The source, Langa persuades the target, Siyavuya into joining the burial club which he (Langa) is also part of. The target shows interests in joining source's burial club, but raises an issue of being financially unstable because of unemployment (arg.1). The source then argues that getting a job is not an issue, he will help him find one (arg.2). The source further supplied nine more arguments for target to join a burial club, and those include the importance of belonging to a burial club and that one really needs to prepare because death cannot be avoided (arg.2).

### **Compliance**

Langa has succeeded in his attempt to persuade Siyavuya to join Zazini burial club. Persuasion success is shown in conversational turn (10) when Siyavuya complies with Langa's idea: (Hayi, kulungile bhuti, ayiyongxaki leyo, into ebalulekileyo kukuba ndibe kumasingwabane); *(Well, that is okay. What is important is for me to belong in a burial club).*

### **Message dimensions**

#### **1. Explicitness**

Langa's intentions are clear and straight forward, for example he wants Siyavuya to join Zazini Curial Club, and he does not evade the issue: (Ndilapha nje ndizele ukuba ndizokukuxelela ngombutho endikuwo kamasingwabane uZazini Burial Club, endingathanda ukuba nawe uwungenele, ube lilungu lawo); *(I am here to tell you about the Zazini Burial club of which I am a member, which I would also like you to join, and become a member (1)).*

## 2. Dominance

Langa's message does show a level of dominance towards Siyavuya. For example, he is giving solutions to Siyavuya's problem and these solutions seem to be blocking him from giving another justification: (Umsebenzi wona noko awuyongxaki kuba ndingazama ukukukhangelela isithuba phaya emsebenzini khona ukuze ubenayo imali yokubetha embuthweni); (*Getting employment is not a problem, I can try to find something at work, so you can be able to get money to pay in the burial club* (3). Another dominant feature is shown in conversational turn (3) when Langa calls Siyavuya "mfo wam" he shows his age and position which are the strategies he uses to persuade target: (Kaloku wena mfo wam ukufa oku sihamba ecaleni kwako); (*Death is inevitable my boy*). In conversational turn (9) dominance reflects when Langa reveals that he intends to monitor Siyavuya's progress and that shows the control Langa has over Siyavuya: (Kuyakuthi ukuze ndiqiniseke ukuba lo nto iyenzeka ungene kanye kulo masingcwabane ndikuwo ukwenzela ukuba usoloko ukufutshane nam. Ngalo ndlela ke ndiza kulubona uhlobo oqhuba ngalo ngokujonga ezincwadini); (*In order to see to it that this is happening, you will have to join exactly the same burial club of which I am a member, so you can always be close to me. In that way, I will be able to see how you are doing, by looking in the books*).

## 3. Argument

### 3.6 Arguments of Langa and Siyavuya

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 2	10	–	Arg. 1	1	–
<b>Total</b>	10	0		1	0

The above table shows that the source has ten arguments and zero subarguments, whilst that target is having one argument and zero subarguments. This simply means the source wants to be more persuasive, and that he has a point. On the other side the target couldn't argue much because he likes the idea, the source is his uncle, and he also respects the source.

### 3.5.7 Analysis of persuasive message seven

#### **Statement of the problem**

Mchenge, Mbesuma's older brother is a married man in his mid thirty's, he once caught Mbesuma smoking tobacco and still suspects that Mbesuma has not stopped smoking. He wants Mbesuma to stop smoking. In this dialogue, the source (Mchenge) persuades the target (Mbesuma) to stop smoking.

#### **Influence goal**

The influence goal which Mchenge uses is (Give advice), for example, he advises his brother to make up his mind and consider discontinuing smoking in order to live a healthier life. See conversational turn (5): (ukuba awufuni ndikuyekise ngenduku eli cuba, ndiyakucebisa ukuba uliyeke kwangoku kuba usemncinci, lizakukonakalisa icuba); *(if you do not want me to force you to stop smoking by hitting you, I advise you to stop now, because you are still young, tobacco will damage you).*

#### **1. Arguments of the source, (Mchenge)**

Mchenge has made one argument, for example:

He wants to know as to what reasons does the target claim that he has stopped smoking because he is smelling tobacco (Utsho njani ukuba awutshayi, kodwa ndiyaliva icuba linuka pha kuwe ngoku); *(How do you say you do not smoke, yet I can smell tobacco from you? (3)).*

#### **2. Arguments of the target, (Mbesuma)**

Mbesuma has also made a number of arguments which include that:

He does not smoke, he was with his friends and were the only ones smoking, so he got the smoke from that (Hayi bhuti, bendihamba neetshomi zam zizo ezitshayayo, ndaze ke ndafumana umsi); *(No brother, I was with my friends, they are the ones smoking that is how I got the smoke (4)).*

- a. And tobacco smell is strong it lasts on the clothes (kwaye ke umsi wecuba uyahlala apha empahleni); *(and tobacco smoke lasts on clothes (4)).*

### **3. Arguments of the source, (Mchenge)**

If target doesn't stop smoking, he will force him stop because he is young to be smoking (Mamela ke mfo omkhulu, ukuba awufuni ndikuyekise ngenduku eli cuba, ndiyakucebisa ukuba uliyeke kwangoku kuba usemncinci); (*Listen chap, if you do not want me to force you to stop smoking by hitting you, I advise you to stop now, because you are still young*).

- a. And tobacco will destroy target (lizakukonakalisa icula); (*tobacco will damage you* (5)).

### **4. Arguments of the target, (Mbesuma)**

He would promise to stop smoking only if he was smoking (Hayi bhuti ,anditshayi mna. Ukuba benditshaya bendinokuthembisa ngokuliyeka); (*No brother, I do not smoke. If I was smoking I would promise to stop* (6)).

### **5. Arguments of the source, (Mchenge)**

- a. He does not like target's lies because he once caught him smoking (Mamela kwedini, iyandicaphukisa into yokuba ukhanyele into oyenzayo kuba sele ndisuka kukubhaqa utshaya); (*Listen boy, it makes me angry when you deny something that you really do, because I once caught you smoking* (7)).
- b. And target promised to stop smoking (ndisakubuza wathi uza kuyeka ukutshaya); (*and you said you will stop smoking* (7)).
- c. Tobacco will make target sick or lead him into being a thief because he is a student and he doesn't have a job (Uyabona ke into ezakusuka yenzeke kukuba ugule, okanye ube lisela); (*The next thing you will get sick, or become a thief* (7)).
- d. Target is a student, he is not working, so he will steal out of desperation (Kaloku ungumntwana wesikolo awuphangeli, ngoko ke, uza kudinga imali yokuthenga eli cuba lakho, sikubone sele usiba imali kuba unqanqatheka ufuna icuba); (*You are a student and unemployed, then you will be desperate for money to buy some cigarettes, and that is when you will start stealing money because you are craving for cigarettes*).
- e. Once one starts stealing, one steals forever (Umntu olisela ke mfana wam uba athi esakuswela umntu wokumbela apha endlini aphumele ngaphandle). (*When*

*a thief does not have anything to steal at home he goes and steal from other people).*

- f. And the end of a thief is death because people do not tolerate theft (adibane nokufa ke ngoku phaya phandle ngoba abahlali bayalibulala isela abaxoxi); *(and that will be end of your life, because community members do not waste time, they just kill the thief).*
- g. If target doesn't stop smoking he will stop supporting him (Kwaye ke ukuba awuliyeki eli cuba andisoze ndiphinde ndikunike into oyifunayo); *(Once again, if you do not stop smoking, I will never support you with anything (7)).*

### **6. Arguments of the target, (Mbesuma)**

He has stopped smoking (Hayi bhuti, ndiliyekile icuba kwaye, andisokuze ndiphinde ndibuyele kulo); *(No brother, I have stopped smoking and I will never resume (8)).*

### **7. Arguments of the source, (Mchenge)**

- a. He works hard because he wants to support target with everything so he can be satisfied and therefore, he won't tolerate him spending his money on tobacco (Kaloku mna mfana wam andizukuvuka ekuseni ndiye kuphangela kabuhlungu, ndisakuggqiba ndinike wena imali yam kuba ndifuna ube nezinto nje ngabanye abantwana, kanti le mali wena uyibonela ukuthenga ngayo icuba); *(My boy, I am not going to wake up in the early hours of the morning and work hard, and give you money because I want you to have things just like other children only to find out you use this money to buy tobacco (9)).*
- b. He never smoked tobacco because he never affords tobacco (Mna andizange ndatshaya ngoku ndiphangela, kuba kaloku ndiyaziqonda ukuba andisoze ndibenayo imali yecuba); *(I am working, but I never smoked because I know that I will never afford smoking (9)).*
- c. And tobacco can only be afforded by rich people (kuba ukutshaya kufanele umntu onemali hayi nje abantu abafana nam); *(because smoking is for rich people, not ordinary people like me (9)).*
- d. Target should consider dropping at school and go look for a job because tobacco is expensive only people with jobs can afford it (Ngoko ke nawe ukuba ufuna ukutshaya kufuneka uyeke ukufunda, uhambe uyokuphangela, kuba icuba enyanisweni lifuna ube kanti unemali, kuba liyatya epokothweni. Lilonke

ke, kuyakufuneka ukhetha phakathi kwesikolo necuba); *(Therefore, if you want to continue smoking, you must drop school and go search for a job because in an actual fact, tobacco is for rich people, because it is expensive. So, you will have to choose between school and tobacco (9).*

### **Comparison of the arguments of the source and target**

The source, Mchenge wants to know if the target, Mbesuma smokes tobacco. The target replies and denies that he is actually smoking. The source then wants to know why the target is still smelling like tobacco and yet he does not smoke anymore (arg.1). Then the target replies and insists that he does not smoke, and claims that he was with his friends and were the only ones smoking, and that is how he got tobacco smell (arg.2). Then the source persuades target to stop smoking and threatens to make him stop if he doesn't stop voluntarily, because he is young to be smoking (arg.3). Still, the target insists that he doesn't smoke and argues that he doesn't see it necessary to promise to stop something he is not even doing (arg.4). The source then supplied seven arguments for target to stop smoking (arg.5). But still the target is adamant that he has stopped smoking and he will never resume (arg.6). The source further gave four arguments to persuade the target to stop smoking (7).

### **Compliance**

Mchenge has succeeded in his attempt to persuade his brother, Mbesuma, to stop smoking.

Persuasion success is shown in conversational turn (10) when Mbesuma states that he has stopped smoking: (Hayi bhuti ndikhetha isikolo, ndiliyekile icuba nyhani (; *(No brother, I choose school, I have stopped smoking really)* and in conversational turn (12) when he swears that he has really stopped smoking: (Hayi bhuti ndiliyekile ndiyathembisa); *(No brother, I have stopped I promise).*

## **Message dimensions**

### **1. Explicitness**

Mchenge's intentions are explicit and direct, for example, he wants Mbesuma to stop smoking: (Mamela ke mfo omkhulu, ukuba awufuni ndikuyekise ngenduku eli cuba, ndiyakucebisa ukuba uliyeke kwangoku kuba usemncinci, liza kukonakalisa icula); *(Listen chap, if you do not want me to force you to stop smoking by hitting you, I advise you to stop now, because you are still young, tobacco will damage you (5)).*

### **2. Dominance**

Mchenge's message is dominant towards Mbesuma, for example, he does not equivocate the issue, and he threatens to beat Mbesuma if he does not stop smoking: (Mamela ke mfo omkhulu, ukuba awufuni ndikuyekise ngenduku eli cuba ndiyakucebisa ukuba uliyeke kwangoku kuba usemncinci, lizakukonakalisa icula); *(Listen chap, if you do not want me to force you to stop smoking by hitting you, I advise you to stop now, because you are still young, tobacco will damage you (5)).*

The way Mchenge addresses Mbesuma in conversational turn (7) shows less respect and anger towards Mbesuma and those are the signs of dominance: (Mamela kwedini, iyandicaphukisa into yokuba ukhanye into oyenzayo kuba sele ndisuka kukubhaqa utshaya, ndisakukubuza wathi uza kuyeka ukutshaya); *(Listen boy, it makes me angry when you deny something that you really do, because I once caught you smoking and you said you will stop smoking).*

Mchenge's dominance towards Mbesuma also shows in conversational turn (9) when he uses his power and position by making him choose between school and tobacco: (Ngoko ke, nawe ukuba ufuna ukutshaya, kufuneka uyeke ukufunda uhambe uyokuphangela, kuba enyanisweni icuba lifuna ube kanti unemali kuba liyatya epokothweni. Lilonke ke, kuya kufuneka ukhethe phakathi kwesikolo necuba); *(Therefore, if you want to continue smoking, you must drop out of school and go search for a job, because in actual fact, tobacco is for rich people, because it is expensive. So, you will have to choose between school and tobacco (9)).*

### 3. Argument

#### 3.7 Arguments of Mchenge and Mbesuma

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 1	1	–	2	1	1
3	1	1	4	1	–
5	7	–	6	1	–
7	4	–			
<b>Total</b>	<b>13</b>	<b>1</b>		<b>3</b>	<b>1</b>

The above table shows that the source has thirteen arguments and one subargument, whilst the target is having three arguments and one subargument. In simple terms, this means that the source wants to be more persuasive, he has a point and is giving facts. On the other side the target couldn't argue much because source is his older brother, so he has power over him. Moreover, the target couldn't argue much because he is scared that he could be punished if he talks too much, he respects the source, and smoking is not allowed to him, so if he argues much he might be judged guilty and rebellious.

#### 3.5.8 Analysis of persuasive message eight

##### Statement of the problem

Tshezi is a married man and is in his late forties and is Mncedi's neighbour. He wants his neighbour Mncedi who was a member of a choir that existed in their area to help him revive that choir. In this dialogue, the source (Tshezi) persuades the target (Mncedi) to help him revive a choir in their community.

##### Influence goal

The influence goal Tshezi uses in this message is (Gain assistance). For example, he persuades Mncedi to make up his mind and consider assisting him in his attempt

of resuming a choir. See conversational turn (5): (nikhe namisa ikwayara apha ekuhlaleni, yama. Ndithe ndisayijongile yafa, andazi ukuba kwenzeka ntoni na. Lithini icebo lokuba iphinde ivuseleleke? (*you once formed a choir in this community, and it worked. It disappeared before*

*I could realise, I do not know what happened. What can be done to revive it?)*

### **1. Arguments of the source, (Tshezi)**

Tshezi has a number of arguments, for example, he argues that:

- a. A choir could keep the youth busy (Ndiyabuza kuba ke ikwayara inganegalelo elihle ekuqokeleleni abantwana bangayi esitalatweni kuba bengenanto yokwenza); (*I am asking because a choir may play a big role in keeping our children from gathering on the street having nothing to do (7).*)
- b. The community is experiencing a growth in crime rate since youth has nothing to do (Uyabona izinga lobundlobongela liya lisenyuka ukususela oko kwathi kwabhangamaqela ezemidlalo esasinawo kunye neekwayara ekuhlaleni); (*The crime rate is escalating ever since the breakdown of sports groups and a choir that existed in our community (9).*)
- c. And the scarcity of youth projects is the main cause of crime (Lo nto ke ibangelwa kukuswela into yokwenza kulutsha lwethu); (*and that is caused by the shortage of projects for our youth (9).*)

### **2. Arguments of the target, (Mncedi)**

Mncedi has many arguments as well which include the following:

- a. Reviving a choir is easy but it will take time (Hayi wena xhego asiyonto inzima le yokuvusa ikwayara, kodwa into yokuba ime iza kuthatha ixesha); (*Recommencing a choir is not a difficult thing to do, but it's full formation will take time (10).*)
- b. Because forming a choir needs recruitment of members (Kaloku tata kufuneka phambi kokuba kwenziwe nayiphi na into kuqokelelwe abantu abazakuba yinxalenye yelinge elo kuhlalwe nabo phantsi); (*Well Sir, before anything we need to gather people who are going to be part of the initiation and sit down with them (12).*)
- c. And those members should be informed about the choir and its aims (Umzekelo abo bantu baza kucula kufuneka kuthethwe nabo bacaciselwe ngento abaza

kuyenza); *(For example the members have to be briefed on what they are going to do (12).*

- d. The appointment of loyal committee members is essential because the breakdown of the first choir was through disloyalty of the committee (Emva koko konyulwe ikomoti enyanisekileyo ezakuthi iphathe ikwayara, kuba ke la kwayara yachithwa kukunganyaniseki kwabo babesemagunyeni); *(After that there has to be an appointment of an honest committee that is going to administer the choir, because in an actual fact the first choir seperated because of dishonesty in those who were in the management (12).*

### **3. Arguments of the source, (Tshezi)**

That shouldn't be a problem, as long as people will just do as decided and waste no time (Hayi ezo zinto zonke aziyongxaki xa sinokuthi senze kanye njengokuba sithetha, singachithi xesha. Sikhawuleze sidibanise abantu sibazise); *(Well, all those things are not difficult if we are going to do as we say without wasting time. We should quickly call people and inform them (13).*

### **4. Arguments of the target, (Mncedi)**

Most people are working and they come back late from work (Abantu abaninzi ngoku bayaphangela kwaye babuya ngorhatya emisebenzini); *(Most people are working now and they knock off late at work (14).*

- a. So, rehearsal time and a proper place to meet should be considered important (ngoko ke kufuneka sibenamaxesha okudibana, nendawo yokudibanela); *(so we should decide on the proper time slots for regular practices and a proper venue (14).*

### **Comparison of the arguments of the source and target**

The source, Tshezi approaches the target, Mncedi and requests for a plan to revive a choir in the community to keep the youth busy because at the moment the community is experiencing a growth in crime rate since the youth has nothing to do (arg.1). The target doesn't hesitate in assisting the source, but he doubts that the full formation of a choir will happen within a short period of time because it requires a lot, for example it needs recruitment of members (arg.2). The source does not see a

problem in that, as long as people will just do as decided and waste no time (arg.3). The target then advances that this will not be easy because most people are working and they come back late from work, and suggests that proper time and place for rehearsal be treated as the main concern (arg.4).

## **Compliance**

Tshezi has succeeded in his attempt to persuade his neighbour, Mncedi, to help him revive a choir in their area. Persuasion success is shown in conversational turn (16) when Mncedi complies with Tshezi's idea and agrees with enthusiasm to support him when taking the initial step of their plan: (Hayi kulungile singaya ngakhona, andinangxaki); (*Well we can go, I do not have a problem (16)*).

## **Message dimensions**

### **1. Explicitness**

Tshezi's intentions are explicit and but not straight forward, for example, he wants Mncedi to assist him in reviving a choir (nikhe namisa ikwayara apha ekuhlaleni, nyana. Ndithe ndisayijongile yafa, andazi ukuba kwenzeka ntoni na. Lithini icebo lokuba iphinde ivuseleleke?); (*you once formed a choir in this community, and it worked. It disappeared before I could realise, I don't know what happened. What can be done to revive it? (5)*). However, the source does not say it direct that he wants to revive the choir, he just communicates it as an idea he would lived do be adopted because it will play a big role in changing the behaviour of young people.

It is in conversational turn (15) where the source communicates his intentions clear and direct that the target has to go with him to seek for help: (Singatsho sihamba ngoku siye ngaseholweni siyokukhangela umntu esinokudibana naye malunga nokuba sifumane indawo yokudibanela); (*We can go to the community hall right now to look for someone whom we can meet with in connection with getting a place for regular practices*).

## 2. Dominance

Tshezi's message does show a level of dominance towards Mncedi despite seeking advice. For example, he uses a manipulative approach by mentioning positive things about the choir which Mncedi was part of to get the information he needs from Mncedi: (Eh! mfondini undibona ndisiza apha kuwe nje ndinento ekudala ndiyicinga, nikhe namisa ikwayara apha ekuhlaleni, yama. Ndithe ndisayijongile yafa, andazi ukuba kwenzeka ntoni na. Lithini icebo lokuba iphinde ivuseleleke?); (*Er! Chap I came to you because there is something that I have been thinking of, you once formed a choir in this community, and it worked. It disappeared before I could realise, I do not know what happened. What can be done to revive it? (5).*

In conversational turn (15) Tshezi is making use of the power he has over Mncedi as an elder in that he does not ask him to accompany him, he just tells him (Mncedi) to go with him knowing that it will not be easy for Mncedi to refuse even if he wants to: (Singatsho sihamba ngoku siye ngase holweni siye kukhangela umntu esinokudibana naye malunga nokuba sifumane indawo yokudibanela); (*We can go to the community hall right now to look for someone whom we can meet with in connection with getting a place for regular practices (15).*

## 3. Argument

### 3.8 Arguments of Tshezi and Mncedi

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 1	3	–	Arg. 2	4	–
3	1	–	4	1	1
<b>Total</b>	4	0		5	1

The above table shows that the source has four arguments and zero subarguments, whilst the target has five arguments and one argument. This means that the target is dominating in argument in that he knows more than the source does. Moreover, the source couldn't argue much because his aim is to get what he wants (target's compliance) at the end.

### 3.5.9 Analysis of persuasive message nine

#### Statement of the problem

Miya, a friend of Tolo is a married man and is in his late fourties and owns a business of panel beating. He wants his friend Tolo who also owns a business of panel beating to move from his place and work with him at his house. In this dialogue, the source (Miya) persuades the target (Tolo) to come work with him.

#### Influence goal

The influence goal Miya uses in this message is (Share activity), For example, he persuades his friend, Tolo, to make up his mind and consider moving from his place of work and come work with him at his house in order for Tolo to be able to manage his business well and save it from bankruptcy. See conversational turn (3): (Ndifuna sisebenze kunye phaya kum endlini kuba apha kuwe eyadini kusekho ezi zitena (*I want us to work together at my place because there are still building blocks in your yard.*)

#### 1. Arguments of the source, (Miya)

Miya has a number of arguments to persuade target, Tolo, for example, he argues that:

- a. It is important for the target to come work with him because there is not enough space at the target's place to do business (Ndifuna sisebenze kunye phaya kum endlini kuba apha kuwe eyadini kusekho ezi zitena); (*I want us to work together at my place because there are still building blocks in your yard (3).*)
- b. Tolo should reduce his alcohol intake so that he can be able to focus on his job more (Enye into ekufuneka uyenze kukuba uthobe isantya apha etywaleni khona ukuze uzokuwubona umsebenzi wakho ukuba ubheka ngaphi); (*One more thing you should do is reduce your consumption of alcohol so you can see the progress you are making (5).*)
- c. If he does that he could make money and be able to satisfy his customers, because no one needs the services of a drunken person (utsho ube nemali, uzokwazi nokuxolisa iicustomers zakho, ngoba kaloku akukho mntu ufuna

ukusetyenzelwa ngumntu onxilileyo); *(then make profit and be able to satisfy your customers because no one wants the services of a drunken person (5)).*

## **2. Arguments of the target, (Tolo)**

Tolo then argues as follows:

The source is telling the truth, he really needs an advisor more especially now that he does not have a wife (Hayi sibari le nto undixelela yona yinyani, ingakumbi ngoku sele ndishiywe nayinkosikazi. Ndiza kuzama nam ukuba ndenze njengokuba usitsho); *(Well brother what you are telling me is true, more especially now that I have lost my wife. I will try to do as you say (6)).*

## **3. Arguments of the source, (Miya)**

It is important that the target opens a bank account and saves his money (Xa sele uyibona into oyenzayo kufuneka uzame incwadi yebhanki); *(When you see the progress you are making, you should try to get a bank book (7)).*

## **4. Arguments of the target, (Tolo)**

He is a holder of an account, but he just needs money to put into savings (Hayi, yona incwadi yebhanki ndinayo, qha ke andikabi nayo imali endinokuyivalela ngokwa ngoku); *(I do have a bank book, it is just that I do not yet have money that I can take for savings (8)).*

## **5. Arguments of the source, (Miya)**

No one is to be blamed for target's financial problems except him because he is not handling his business and finances well, in that he allows people to pay him with alcohol (Hayi nguwe lo uzibangela ukuba ungabinayo imali kuba kaloku abantu endaweni yokuba bakunike imali usakugqiba ukubasebenzela basuka bakuhlawule ngotywala, nawe ubamkele); *(No, you are the one causing bankruptcy in your life because you allow people to pay you with liquor instead of money when you have worked for them (9)).*

## **6. Arguments of the target, (Tolo)**

Working with Miya could be an advantage to him since they have worked well in the past (Hayi kunjalonje ukuba ndingasebenza ngolwa hlobo lonyaka wama-2006

xenikweni sasisebenza sobabini, ndiyaqonda ukuba izinto zingahamba ngendlela); *(Well, if I can work just like I did in the year 2006 when we were working together, I believe that things could be just perfect on my side (10).*

### **7. Arguments of the source, (Miya)**

He prefers that they share the profit and each gets 50% percent of it (Uyabona ke umzekelo, xa ngaba senze imali mhlawumbi engama R3000 ngenyanga, kungafuneka sohlulelane umntu afumane isiqingatha); *(You see, for example, if we have made R3000 a month, we will have to share it and each of us gets a half).*

- a. And it is important that the target gets used to saving his money and should know that the money in savings should not be used unnecessarily (Ze ke wena uthathe kule yakho, imali nje eza kukugcina inyanga yonke, yonke ke enye le uyise ebhankini. Kwaye ke imali esebhankini ayikhutshwa nje, ikhutshwa ngomhla kaxake); *(Then you will have to take from yours an amount that will sustain you for the whole month and put the rest into savings. You should know that you do not just draw money from your savings, you can only do that when you have a serious problem (11).*
- b. Tolo has a big responsibility of sending his boys to the initiation school (Umzekelo, nje ngangoku unamakhwenkwe amadala ekufuneka uwolusile. Uza kuwolusa njani xa usaqhuba ngolu hlobo); *(For example, you have old boys that you need to send to initiation school. How will you manage to do that if you are still doing things this way? (11).*

### **Comparison of the arguments of the source and target**

The source, Miya raises his concern about the target's business which seems to be at risk, and persuades him to come work with him because there is not enough space at target's place to do business (arg.1). The target does not see a problem in taking the source's idea because he really needs an advisor, more especially now that he does not have a wife (arg.2). The source then argues that the target should get a bank account because he really needs to start saving money (arg.3). In response to that, the target argues that he already has an account, but he just needs money to put into savings (arg.4). The source then insists that no one is to be blamed for the target's financial problems except him, because he is not handling his business and

finances well, in that he allow people to pay him with alcohol (arg.5). However, the target is convinced that working with Miya could be an advantage to him since they have worked well in the past (arg.6). The source then suggests that they share the profit and each gets 50% percent of it and insists that the target gets used to saving his money and that the money in savings is not be spent unnecessarily (arg.7).

### **Compliance**

Miya has succeeded in his attempt to persuade his friend, Tolo, to come work with him at his house. Persuasion success is shown in conversational turn (12) when Tolo complies with Miya's idea: (Hayi kulungile eli cebo undinika lona ndiza kulithatha kuba ndiyalithanda); *Well it is fine I will take the advice that you are giving me because I like it*).

### **Message dimensions**

#### **1. Explicitness**

Miya's intentions are clear and straight forward, for example, he wants Tolo to come work with him at his house: (Ndifuna sisebenze kunye phaya kum endlini kuba apha kuwe eyadini kusekho ezi zitena); *I want us to work together at my place because there are still building blocks in your yard (3)*.

#### **2. Dominance**

Miya's message does show a level of dominance towards Tolo except voicing out a concern about his friend for whom he cares. For example, he tells Tolo directly that his business is at risk: (Tolo mfondini ndiyabona ukuba eli shishini lakho lizakuphalala nanje ngoko sele usele wedwa ungasenankosikazi); *(Tolo man I can see that your business will go down since you do not have a wife (3))*.

He does not hesitate to tell him that he should limit the intake of alcohol because it will affect his business badly: (Enye into ekufuneka uyenze kukuba uthobe isantya apha etywaleni khona ukuze uzokuwubona umsebenzi wakho ukuba ubheka ngaphi, utsho ube nemali uzokwazi nokuxolisa iicustomers zakho, ngoba kaloku akukho

mntu ufuna ukusetyenzelwa ngumntu onxilileyo); (*One more thing you should do is reduce your consumption of alcohol so you can see your progress, make profit and be able to satisfy your customers because no one wants the labour of a drunk person* (5).

In conversational turn (9) Miya blatantly tells Tolo that he is the one causing financial instability in his life: (Hayi nguwe lo uzibangela ukuba ungabinayo imali kuba kaloku abantu endaweni yokuba bakunike imali usakugqiba ukubasebenzela basuka bakuhlawule ngotywala, nawe ubamkele); (*No, you are the one causing bankruptcy in your life because you allow people to pay you with liquor instead of money when you have worked for them*).

### 3. Argument

#### 3.9 Arguments of Miya and Tolo

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 1	3	–	Arg. 2	1	–
3	1	–	4	1	–
5	1	–	6	1	–
7	1	2			
<b>Total</b>	<b>6</b>	<b>2</b>		<b>3</b>	<b>0</b>

The above table shows that the source has six arguments and two subarguments. On the other side, the target has three arguments and zero subarguments. In simple terms this means that the source wants to be more persuasive, and that the target couldn't argue much because the source has a point and he is giving facts.

### 3.5.10 Analysis of persuasive message ten

#### **Statement of the problem**

Bulelani, an older brother of Maxwell is married, and is in his late thirtie's, he wants his brother Maxwell who has made a girl pregnant, who also has many girl friends, to use protection when having sexual intercourse. In this dialogue, the source (Bulelani) persuades the target (Maxwell) to use potection when having sexual intercourse.

#### **Influence goal**

The influence goal Bulelani uses in this message is (Give advice), For example, he advises his brother Maxwell to make up his mind and consider using protection when engaging in sexual intercourse to avoid sexually transmitted diseases and unplanned pragnance. See conversational turn (5): (Mamela ke, ukuba awufuni kufa umncinci zikhusele xa unendibano yesondo, ngoba izifo zangaphantsi zidlangile kuquka nogawulayo, kwaye le nto ndiyithethayo uyayazi uyayitsho nawe ngomlomo wakho); (*Listen then, if you do not want to die young protect yourself when you are having sex, because sexually transmitted diseases are serious and dangerous including HIV and AIDS, and you know what I am talking about, you also say it yourself*).

#### **1. Arguments of target, (Maxwell)**

Maxwell has many arguments which include the following:

He does use protection (Hayi bhuti, ndiyazisebenzisa); (*No brother, I do use a condom (2)*).

- b. He cannot ignore condom because he is scared of HIV (Andinokwazi ukungayisebenzisi kuba ndiyayoyika nale ntsholongwane kagawulayo); (*I cannot afford not to use it because I am afraid of HIV (2)*).

#### **2. Arguments of the source, (Bulelani)**

Bulelani has also made a number of arguments, for example, he argues that:

The target has made a girl pregnant and wants to know how does one manage to do that using protection (Awu mfondini umithisile njena, umithisa njani kodwa ikhondom

uyayisebenzisa?); *(But chap you made the girl pregnant, how do you get someone pregnant if you are using a condom? (3).*

- b. The target is full of lies because he lied about using protection (Ngexesha ndikubuza ngekhondom wathi uyayisebenzisa nangoku ugqiba kutsho); *(When I asked you about the condom you said you do use it, you even said so just now (3).*

### **3. Arguments of target, (Maxwell)**

The pregnancy was a mistake, he didn't plan it (Hayi bhuti le yenzekileyo yona into bendingayilindelanga); *(No brother, what has happened was unexpected (4).*

### **4. Arguments of the source, (Bulelani)**

- a. The target does not use protection (Hayi mfondini uyaXoka, sele kucacile ukuba awuzikhuseli); *(No chap you lie, it is clear that you do not use protection (5).*
- b. It is important that the target uses protection because he will live longer and it will save him from contracting various types of dangerous sexually transmitted diseases which he is also aware of (Mamela ke, ukuba awufuni kufa umncinci zikhusele xa unendibano yesondo, ngoba izifo zangaphantsi zidlangile kuquka nogawulayo, kwaye le nto ndiyithethayo uyayazi uyayitsho nawe ngomlomo wakho); *(Listen then, if you do not want to die young protect yourself when you are having sex, because sexually transmitted diseases are serious and dangerous including HIV and AIDS. And you know what I am talking about you also say it yourself (5).*
- c. Maxwell has to take full responsibility because he is going to be a father now and a baby needs to be given much attention (Njengoko sele umithisile ke, kufuneka uzazi ukuba ungutata wazi ukuba umntwana uyondliwa, uyanxityiswa, kwaye uyasiwa kwagqirha xa egula); *(Since you already got the girl pregnant, you must know that you are a father, and that the baby needs to be fed, clothed, and needs to be taken to the doctor when he or she is sick (5).*
- d. He is not just preaching about protection, but he uses it as well even though he is married (Ndishumayela ngekhondom nje andithethi ngento endingayaziyo, nkqu mna ndiyayisebenzisa ngoku nditshatile); *I am not just preaching about the condom, I do use it myself even though I am married (5).*

- e. It is also necessary that the target visits the girl's family because he must negotiate about paying for the damages and the price will be decided by the girl's family (Uyabona ke njengokuba umoshile nje, kufuneka uhambe uye kuhlawula umonakalo wakho, intlawulo ke ixhomekeke kubantu bakulo ntombi); *(Since you have made the damage, you must go pay for it and the amount will depend on the girl's family (7)).*
- f. Then target can consider planning his future with his girlfriend and marry her if he wants to and no one is going to influence him on that (9); (Kuya kuxhomekeka kuwe ke ukuba uyakholwa yintombi le, usuke ke uyitshate. Leyo ke into iya kucingwa nguwe, hayi ndim); *(It will depend on you if you are satisfied with the girl, and marry her. You are the only one who can decide on that not me (9)).*

### **Comparison of the arguments of the source and target**

The source, Bulelani initially explains the target's love life situation and raises his concern whether the target uses protection when having sexual intercourse. The target does not want to accept that he does not use protection when having sexual intercourse and argues that he cannot make that mistake because he is scared of HIV (arg.1). The source then argues that the target has made a girl pregnant and wants to know how one does manage to do that using protection (arg.2). Nonetheless, the target insists that the pregnancy was not planned (arg.3). More to the arguments, the source furthers that the target does not use protection and that it is important that target uses protection because he will live longer and it will save him from contracting various types of dangerous sexually transmitted diseases which he is also aware of (arg.4). Source also advances that the target has to take full responsibility because he is going to be a father now and a baby needs to be given much attention (arg.4) as well.

### **Compliance**

Bulelani has succeeded in his attempt to persuade his brother, Maxwell, to use protection every time he engages in sexual relations. Persuasion success is shown in conversational turn (6) when Maxwell complies with Bulelani's idea: (Ewe bhuti

ndizakuqinisekisa ukuba ndiyayisebenzisa ikhondom); (*Yes brother, I will make sure that I do use a condom*).

## **Message dimensions**

### **1. Explicitness**

Bulelani's intentions are clear and straight forward, for example, he wants Maxwell to use protection when having sexual intercourse: (Mamela ke ukuba awufuni kufa umncinci zikhusele xa unendibano yesondo, ngoba izifo zangaphantsi zidlangile kuquka nogawulayo kwaye le nto ndiyithethayo uyayazi uyayitsho nawe ngomlomo wakho); (*Listen then, if you do not want to die young protect yourself when you are having sex, because sexually transmitted diseases are serious and dangerous including HIV and AIDS, and you know what I am talking about you also say it yourself (5)*).

### **2. Dominance**

Bulelani's message does show a level of dominance towards Maxwell except giving an advice to his brother, For example, in conversational turn (1) Bulelani tells Maxwell bluntly that he is a womanizer: (Mfo kabawo, ndiyakubona ukuba uyawathanda amantombazana kuba ndibona uhlobo owatshintsha-tshintsha ngalo. Ixhala lam kukuba andazi nokuba uyazikhusela na, nditsho ke ngeKhondom); (*My brother, I can see that you like ladies because you are always changing them. My worry is that I'm not sure if you do use protection, I mean if you do use a condom*).

Dominance in Bulelani's message also shows when he is confronting Maxwell about the pregnancy that has happened after claiming to be using a condom: (Awu mfondini umithisile njena, umithisa njani kodwa ikhondom uyayisebenzisa? Ngexesha ndikubuza ngekhondom wathi uyayisebenzisa nangoku ugqiba kutsho); (*But chap you made the girl pregnant, how did you get someone pregnant if you are using a condom? By the time I was asking you about a condom you said you do use it, you even said that just now (3)*).

In conversational turn (5) Bulelani tells Maxwell directly that he is lying when he claims that he uses protection when having sexual intercourse: (Hayi mfondini uyaXoka sele kucacile ukuba awuzikhuseli); (*No chap you are lying, it is clear that you do not use protection*). The dominance in Bulelani's message also shows when he blatantly tells Maxwell that he is not going to leave long if he ignores condoms: (Mamela ke ukuba awufuni kufa umncinci zikhusele xa unendibano yesondo, ngoba izifo zangaphantsi zidlangile kuquka nogawulayo, kwaye le nto ndiyithethayo uyayazi, uyayitsho nawe ngomlomo wakho); (*Listen then, if you do not want to die young protect yourself when you are having sex, because sexually transmitted diseases are serious and dangerous including HIV and AIDS, and you know what I am talking about you also say it yourself (5)*).

Again in conversational turn (5) Bulelani orders Maxwell to take responsibility of his child, he does not give him a choice (Njengoko sele umithisile ke, kufuneka uzazi ukuba ungutata, wazi ukuba umntana uyondliwa, uyanxityiswa, kwaye uyasiwa kwagqirha xa egula); (*Now that you already got the girl pregnant, you must know that you are a father, and that the baby needs to be fed, clothed, and needs to be taken to the doctor when he or she is sick*).

### 3. Argument

#### 3.10 Arguments of Bulelani and Maxwell

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 2	1	1	Arg. 1	1	1
4	6	–	3	1	–
<b>Total</b>	7	1		2	1

In simple terms, the above table shows that the source has seven arguments and one subargument, whilst the target has given two arguments and one subargument. This shows that the source wanted to be more persuasive and had a lot to say, whilst the target was clearly dominated in arguments and couldn't argue much because he knew that the source has a point.

### 3.5.11 Analysis of persuasive message eleven

#### Statement of the problem

Lizo, a friend of Lucas, is married and is in his early thirties, he wants his friend Lucas who is currently staying in a shack that is not in a good condition to get a safer place that will stand the Winter season. In this dialogue, the source (Lizo) persuades the target (Lucas) to get a safer place to stay.

#### Influence goal

The influence goal Lizo uses in this message is (Give advice), For example, he advises Lucas to make up his mind and consider buying a safer place that will stand the winter so that he does not experience bad things he has experienced last winter. See conversational turn (1): (Jonga mfowethu, into endifuna ukuthetha nawe ngayo inye kukuba ubenendawo yakho yokuhlala ekwimeko eyiyo ukuze ukwazi ukukhuseleka kwiimvula namaqhwa oBusika. Izinto othe wahlangana nazo kuBusika obuphelileyo azintlanga kwaphela. Ngoko ke, obu Busika buzayo kufuneka ubuxhobebe. Indlela onokwenza ngayo ukuba ukhuseleke ke kukuba uzithengele ityotyombe elikumgangatho oyakuthi ulungelelane noBusika *(Look man, I want to talk to you about getting a secured place to stay so that you can be safe from the winds and rain falls of this up coming Winter. The experience that you have from the last winter is not nice at all, so, it is important that you prepare for the up coming winter. The only way in which you can be able to be safe is to buy yourself a shack which is in a good condition and strong enough for the winter season).*

#### 1. Arguments of the source, (Lizo)

Lizo has a number of arguments, for example, he argues that:

The target should get a secured place in order to be safe in the next coming winter (Jonga mfowethu, into endifuna ukuthetha nawe ngayo inye, kukuba ubenendawo yakho yokuhlala ekwimeko eyiyo ukuze ukwazi ukukhuseleka kwiimvula namaqhwa oBusika.); *(Look man, I want to talk to you about getting a secured place to stay so you can be safe from the colds and rain falls of this up coming winter (1).*

- a. It is important that the target prepares for the upcoming winter to avoid going through the hardship he went through in the previous winter (Izinto othe wahlangana nazo kubusika obuphelileyo azintlanga kwaphela. Ngoko ke, obu Busika buzayo kufuneka ubuxhobe); *(The things you have experienced last winter are not nice at all. So it is important that you prepare for the up coming winter (1)).*

## **2. Arguments of the target, (Lucas)**

Lucas then argues as follows:

The idea is good but he needs to budget for that (Eyi unyanisile mfondini, kodwa yonke lonto kufuneka ndiyilungiselele ngokwasemalini); *(Yes, you are talking truth, but I must be financially prepare for that (2)).*

## **3. Arguments of the source, (Lizo)**

Saving is a good plan and the target should ensure that he saves every month until the savings are enough to be used to fulfil the plan (Ewe kufuneka nyhani uzilungiselele ngemali, ngoko ke, kufuneka ubeke imali qho xa urholile ide lo mali ibe sisixa esilingene wonke lo msebenzi); *(Yes, you really need to prepare financially, therefore, you need to save every month until you get an amount that will be enough for this whole plan (3)).*

## **4. Arguments of the target, (Lucas)**

He does not see a problem in that, saving money is not a difficult thing to do (Hayi noko asiyongxaki leyo imali ndingayibeka); *(That is not a problem then, I can save the money (4)).*

## **5. Arguments of the source, (Lizo)**

- a. Money is not an issue to the target his income is not low, he can afford all the things he wants for a leaving (Imali nyhani yona asiyongxaki apha kuwe kuba noko imali oyirholayo ngenyanga ayincincanga yanele kanye ukuba uzithengele nantoni na oyidingayo, umzekelo ibhangalo ekulingeneyo unako ukuyifumana); *(It is true that money is not a problem to you because your monthly income is not little it is enough to buy you anything you need, for example you can be able to buy a bangalo that is big enough for you (5)).*

- b. Target should then spend less money on liquor (Inye nje qha into ekufuneka uyenze kukuba ucutha apha kwimali othi uyichithe ekuseleni); *(The only thing that you need to do is to reduce the amount of money that you normally spend on buying liquor (5)).*
- c. Staying in a rainy house is dangerous because it damages furniture and puts one's health at risk (Enye into wena ukuhlala endaweni enethayo akulunganga kuba wonakalelwa yimpahla, ufunyanwe nayingqele uphele ugula, kamnandi ndithetha into oyaziyo); *(It is not good to live in a rainy house because your furniture gets damaged and you also get cold and end up getting sick. Luckily, you know what I'm talking about (7)).*
- d. Being sick brings a lot of troubles because no one is able to work and then one becomes a burden to other people and no one will ever be able to fulfil the needs of a jobless person (Uyabona ke xa ugula awuzukukwazi ukuphangela, uphele ungumthwalo ebantwini kuba akekho ozakukwazi ukukunika izidingo zakho zonke xa ungenamali ungaphangeli); *(See then, you cannot go to work when you are sick you will end up being a burden to other people, because no one will be able to give you all your needs if you are bankrupt and not working (7)).*

### **6. Arguments of the target, (Lucas)**

He needs source's help on this, so he will bring his bank card to source to avoid spending his money unnecessarily (ndiza kuzisa ikhadi lam lebhanki apha kuwe khona ukuze ndingabinalo ithuba lokudiywaza ngemali yam); *(I will bring my bank card to you so I cannot have a chance to spend my money unnecessarily (8)).*

### **7. Arguments of the source, (Lizo)**

- a. Saving is not just for the mean time, so the target should continue to save even after he gets the bangalo because he still has a lot to do in life (Licebo elihle eli ulitshoyo, kodwa khumbula ukuba imali yakho awuyilondolozu kuphela kuba kufuneka ulungise le ngxaki, nasemva kokulunga kwayo kufuneka uyiphathe akuhle imali yakho, kuba zininzi izinto ekusafuneka uzenzile ebomini); *(That is a good idea, but remember that you are not saving your money only now that you need to solve this problem, you need to spend your money reasonably even*

*after you have sorted out this problem, because there are lots of things that you have to do in life (9).*

- b. Target should prepare for the future because he also has to prepare for his child's future (unaye nomntwana osakhulayo ekuza kufuneka umse e-Univesithi ngenye imini. Lonto ithethe ukuba kufuneka uqale kwangoku ukumlondolozela imali); *(You also have a growing child that you will need to send to university one day. And that means you need to start saving for her now (9).*
- c. Target should learn to be responsible because he doesn't want to spoil him since he is not going to be around him all the time (Oko ke kukuthi imali yakho kufuneka uyilondoloze ikhadi lakho likuwe hayi komnye umntu kuba kaloku andizukusoloko ndisecaleni kwakho khona ukuze ndigcine ikhadi lakho. Ndiseza kungabikho ngenye imini, uza kuthini?); *(Meaning that you need to save your money having your card with you, not with the other person because I will not always be next to you to keep your bank card. One day I will not be around, what are you going to do? (9).*

### **Comparison of the arguments of the source and target**

The source, Lizo persuades the target, Lucas to try getting a safer place to stay so he can be safe in the next coming winter and avoid going through the hardship he went through in the previous winter (arg.1). The target, Lucas likes the idea, but complains about the lack of finances (arg.2). Then, the source argues that the only way for the target to fulfil this is to start with the saving plan and ensure that he saves every month until the savings are enough to be used to fulfil the plan (arg.3). The target also doesn't see a problem in that, because saving money is not a difficult thing to do (arg.4). The source then mentions that money is not an issue to the target because his income is not low, he can afford all the things he wants for a leaving, but he just needs to spend less money on liquor (arg.5). In response to that, target mentions that he needs source's help on this, and that he will bring his bank card to source to avoid spending his money unnecessarily (arg.6). The source then disapproves on that arguing that saving is not just for the mean time, and that target should continue save even after he gets the bangalo because he still has a lot to do in life (arg.7).

## **Compliance**

Lizo has succeeded in his attempt to persuade his friend, Lucas, to buy a bangalo. Persuasion success is shown in conversational turn (8) when Lucas complies with Lizo's idea promising to start saving soon so he can fulfill the plan: (Hayi ndiyakuva. Ukukuqinisekisa ukuba lento uyithethayo ndiza kuyenza, ndiza kuzisa ikhadi lam lebhanki apha kuwe khona ukuze ndingabinalo ithuba lokudiywaza ngemali yam); *(Ok I do get your point. To assure you that I am going to do what you are saying, I will bring my bank card to you so I cannot have a chance to spend my money unnecessarily).*

## **Message dimensions**

### **1. Explicitness**

Lizo's message is explicit and straight to the point, for example, he wants Lucas to buy a bangalo so he can be safe in winter: (Jonga mfowethu, into endifuna ukuthetha nawe ngayo inye, kukuba ubenendawo yakho yokuhlala ekwimeko eyiyo ukuze ukwazi ukukhuseleka kwiimvula namaqhwa obusika. Izinto othe wahlangana nazo kubusika obuphelileyo azintlanga kwaphela. Ngoko ke, obu Busika buzayo kufuneka ubuxhobebe. Indlela onokwenza ngayo ukuba ukhuseleke ke kukuba uzithengele ityotyombe elikumgangatho oya kuthi ulungelelane nobusika (1); *(Look man, I want to talk to you about getting a secured place to stay so you can be safe from the colds and rain falls of this up coming Winter. The experience that you have from the last winter is not nice at all. So, it is important that you prepare for the up coming winter. The only way in which you can be able to be safe is to buy yourself a shack which is in a good condition, and strong enough for the winter season).*

### **2. Dominance**

Lizo's message does show a level of dominance towards Lucas, despite giving him an advice. For example, in conversational turn (1) Lizo's approach shows a level of impoliteness as if he is confronting him: (Jonga mfowethu); *(Look man)*. In conversational turn (5) Lizo tells Lucas candidly to minimize his expenditure on liquor

so he can be able to save: (Inye nje qha into ekufuneka uyenze kukuba ucuthe apha kwimali othi uyichithe ekuseleni); *(The only thing that you need to do is to reduce the amount of money that you normally spend on buying liquor).*

In conversational turn (9) Lizo is disciplining Lucas, teaching him to be more responsible (kodwa khumbula ukuba imali yakho awuyilondolozela kuphela kuba kufuneka ulungise le ngxaki, nasemva kokulunga kwayo kufuneka uyiphathe kakuhle imali yakho kuba zininzi izinto ekusafuneka uzenzile ebomini. Unaye nomntwana osakhulayo ekuza kufuneka umse eDyunivesithi ngenye imini. Lonto ithethe ukuba kufuneka uqale kwangoku ukumlondolozela imali. Oko ke kukuthi imali yakho kufuneka uyilondolozela ikhadi lakho likuwe hayi komnye umntu, kuba kaloku andizukusoloko ndisecaleni kwakho khona ukuze ndigcine ikhadi lakho. Ndiseza kungabikho ngenye imini, uza kuthini?); *but remember that you are not saving your money only now that you need to solve this problem, you need to spend your money reasonably even after you have sorted out this problem, because there are lots of things that you still have to do in life. You also have a growing child that you will need to send to university one day. And that means you need to start saving for her now. Meaning that, you need to save your money having your card with you, not with the other person, because I will not always be next to you to keep your bank card. One day I will not be around, what are you going to do?).*

In conversational turn (11) Lizo is telling Lucas politely that giving his card to him implies exactly that he is not disciplined and cannot make decisions without being helped just like a kid: (Oo hayi ke ndiyakuva. Kaloku akufunekanga ibengathi ungumntwana yena ungakwaziyo ukuzikhathalela ngaphandle koncedo lomntu omdala kunaye); *(I understand you then. You know it is not good to be treated like a child who cannot take care of him or herself without getting help from an older person).*

### 3. Argument

#### 3.11 Arguments of Lizo and Lucas

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 1	1	1	Arg. 2	1	–
3	1	–	4	1	–
5	4		6	1	–
7	3	–			
<b>Total</b>	<b>9</b>	<b>1</b>		<b>3</b>	<b>0</b>

In short, the above table shows that the source has nine arguments and one subargument, meaning that the source wants to be more persuasive. On the other side, the target has three arguments and zero subarguments, meaning that the source had more to say to the target and that the target was dominated completely because the source was telling truth.

#### 3.5.12 Analysis of persuasive message twelve

##### Statement of the problem

Tukulu is a married man in his early thirties, he has an idea of starting a business but he does not have business skills. He wants his brother, Ndlangisa, who is an old business man to give him advice on what to do in order to develop his business and get more customers. In this dialogue, the source (Tukulu) persuades the target (Ndlangisa) to give business advice.

##### Influence goal

The influence goal Tukulu uses in this message is (Gain assistance), For example, he asks his brother to give him advice on how to start a business and get customers, in order for his business to grow and be successful. See conversational turn (1): (Ndifuna ukuvula ishishini lokufakela iiglasiz zeefestile, iifreyim, iikhabhathi kunye

nezinye izinto ezifuna iglasi. Ngoko ke ndifuna ukuba undicebise ukuba ndingenza njani ukuze ndifumane abathengi kwaye ishishini lam libheke phambili). *(Brother I have a problem, I want to start a business of glassware like window glasses, photo frames, cuboards and other furniture that needs glass. So, I want you to give me advice on what to do to get customers and to make my business grow.)*

### **1. Arguments of the target, (Ndlangisa)**

Ndlangisa argues as follows:

A business card and pamphlets could work better because it will be easy for customers to get hold of the target because these cards and pamphlets will have target's contact details (Indlela endibona ngayo mna endiyisebenzisayo kukuba ube nekhadi loshishino, kunye namaphepha okutsala a bathengi ngaloo ndlela abantu baza kukwazi ukukufumana xa bekufuna kuba elikhadi kuquka nala maphepha aneenombolo zakho zemfono-mfono kunye nedilesi yakho); *(So far I am using a business card and flyers. I would suggest that you also use these to recruit customers, that way people will easily get hold of you when they need you because this business card and these flyers have your contact numbers and your address (2).*

### **2. Arguments of the source, (Tukulu)**

Tukulu has a number of arguments, which include that:

The business card could be problematic because he is working, so customers will disturb him at work (Ndicinga ukuba elikhadi loshishino liza kundichana kuba ndiyasebenza, eli shishini lona longeza kumrho wam endiwufumana kulo msebenzi wam. Ngoko ke, eli khadi liza kube lineenombolo zam zikanomyayi abantu ke baza kundifownela ndisemsebenzini kufuneke ndibahoye, ze ke lonto indiphazamise emsebenzini); *(I think this business card will be a bit problematic because I am working, this bussiness is adding on the salary that I am getting from my job. So, this business card will be having my cell phone numbers on it, then people will call me whilst I am on duty, and I will have to pick up their calls and that will disturb me from my work (3).*

- a. Answering a cellphone while busy working might cost him his job because his employer might not be impressed with that (Nto leyo ke engathi indiphelelise ngomesebenzi kuba umlungu angangathandi); *(And that could bring an end to my job because my employer might not like that (3).*

### **3. Arguments of the target, (Ndlanqisa)**

A voice mail or target's wife's number could be better options as well because target will be able to get messages from customers (Ungazama kaloku nokufumana ivoice mail apho xa ungafumanekiyo abantu baza kukwazi ukushiya imiyalezo, okanye ubanike inombolo kankosikazi wakho bathethe naye ze ke wena umyalezo uwufumane kuye); *(You can try then to have a voice mail where people can be able to leave message when they can not get hold of you, or you can give them your wife's number so they can talk to her and get the messages from her (4)).*

### **4. Arguments of the source, (Tukulu)**

He cannot give his wife's contact number to customers because the business was not her idea (Hayi bhuti, ayinakulunga eyokuba abantu ndibanike inombolo kankosikazi wam kuba kaloku eli shishini belingakhange libe ngumbono ovele naye); *(No brother, giving people my wife's number might not be a good idea because this business is not her idea (5)).*

- a. Also target's wife was not there when target was planning this business (kwaye andikhange ndimbandakanye ngexesha bendiceba eli shishini); *(and I never involved her when I was planning it (5)).*
- b. It is late to involve his wife now and he doesn't want to make this business his wife's responsibility (ngoko ke, andifuni ukumfaka sele lisesithubeni, ndingafuni ke nokumxakekisa); *(So, I don't want to involve her now, and I don't want to put a burden on her (5)).*
- c. Involving his wife might affect his business because he could lose customers since his wife doesn't have experience in business, (Okwesibini, lonto ingandigxothela nabathengi aba, kuba mhlawumbi unkosikazi angangakwazi ukujongana nabathengi, nanje ngoko usazi ukuba abathengi ngabantu abaneemfuno zabo ezizodwa); *(Secondly, giving her number to my customers can chase my customers away, because my wife may be unable to deal with the customers in a good way as you would know that customers have extraordinary needs (5)).*
- d. Also his business may fail because his wife could be unable to keep personal issues separate from business (Kwakhona, umzekelo ukuba sixabene nonkosikazi, kuze kufowne umntu ofuna mna obhinqileyo angahle amphendule kakubi, libe ke liyawa ishishini lam); *(Once again, let us say for example there*

*has been a fight between us, and then a female customer calls, my wife might be impolite and unfriendly, and that could be a down fall of my business (5).*

He prefers the voice mail option because messages will come straight to him, no third party will be involved (Ingathi kungcono kwale ye-voice-mail kuba le miyalezo iza kufikela ngqo kum, ayizukufaka mntu wesithathu); *(I think the voice mail plan is better because these messages will come straight to me, they will not involve a third person (7).*

### **5. Arguments of the source, (Tukulu)**

The voicemail option could be expensive because target will have to respond by calling back (Awucingi ukuba iza kukubetha kwicala lemali le nto yokuba kufuneke umfownele lo mntu uthe wafumana umyalezo wakhe); *(Don't you think that this thing of returning calls to people who have left messages could put you under financial strain? (8).*

### **6. Arguments of the target, (Ndlanjisa)**

The voicemail option could be less expensive because he will lose less money than he could when losing a customer (Kungcono kwale ndlela kuba incinci imali eza kundilahlekela xa ndithe ndafowna, kune mali engandilahlekela xa ndiphuncukana nomthengi); *(I prefer this way because I am going to lose less money when I am returning the call, as compared to the money that I could lose when I am losing a customer).*

- a. He will try to charge the money used in making calls indirectly from the price (Kwakhona ndiza kuthi ke ndizame ukuba imali endithe ndafowna ngayo ndiyinyengeze kwixabiso elo ndiza kuthi ndilibize. Ndiza kube ndisebenzisa eli icebo okwangoku lingekaveli elinye icebo); *(Once again, I will try to indirectly include the money that I have used on returning a call in the price that I will charge to the customer. In the meantime I will be using this plan until I get another plan (9).*

### **Comparison of the arguments of the source and target**

The source, Tukulu approaches target, Ndlangisa to give him an advice on how to start a business and attract customers. The target doesn't hesitate, he immediately co-operates by advising him to use a business card which is what he also uses in his business to attract customers (arg.1). The source then hesitates to take the target's advice because the business card could be problematic since he is working and believing that answering calls will disturb him from his work (arg.2). The target then further advises the source to use a voice mail or his wife's number in order to be reachable to customers (arg.3). However, the source still hesitates to give his wife's contact number to customers because the business was not her idea and instead chooses to settle for the voicemail option (arg.4). The target further argues that the voice option could be expensive because the target will have to respond by calling back (arg.5). Even so, the source still insists that the voicemail option is less expensive because he will lose less money than he could when losing a customer, and also argues that he will try to charge the money used in making calls indirectly from the price (arg.6).

### **Compliance**

Tukulu has succeeded in his attempt to persuade his brother, Ndlangisa, to give him advice on managing business. Persuasion success is shown in conversational turn (2) when Ndlangisa complies with Tukulu by suggesting several plans which Tukulu can use to develop his business: (Indlela endibona ngayo mna endiyisebenzisayo kukuba ube ne-business card, kunye ne-flyers ngaloo ndlela abantu baza kukwazi ukukufumana xa bekufuna, kuba elikhadi kuquka nezi-flyers zineenombolo zakho zemfono-mfono kunye nedilesi yakho); (*So far I am using a business card and flyers. I would suggest that you also use these to recruit customers, that way people will easily get hold of you when they need you because, this business card and these flyers have your contact numbers and your address*).

## **Message dimensions**

### **1. Explicitness**

Tukulu's intentions are clear and straight forward, for example, he wants Ndlangisa to give him a business advice: (Bhuti ndinengxaki, ndifuna ukuvula ishishini lokufakela iiglaszi zeefestile, iifreyim, iikhabhathi kunye nezinye izinto ezifuna iglaszi. Ngoko ke, ndifuna ukuba undicebise ukuba ndingenza njani ukuze ndifumane abathengi kwaye ishishini lam libheke phambili); *(Brother I have a problem, I want to start a business of glassware like window glasses, photo frames, cuboards and other furniture that needs glass. So, I want you to give me advice on what to do to get customers and to make my business grow (1)).*

### **2. Dominance**

Tukulu's message does show a level of dominance towards Ndlangisa despite looking for advice from someone whom he trusts. For example, his approach in conversational turn (1) does not sound really polite, the word which he uses "Ndifuna" is not really appropriate for a request: (Ngoko ke ndifuna ukuba undicebise ukuba ndingenza njani ukuze ndifumane abathengi kwaye ishishini lam libheke phambili); *(So, I want you to give me advice on what to do to get customers and to make my business grow (1)).*

In conversational turn (5) he bluntly rejects Ndlangisa's suggestion not considering that he might not take that well: (Hayi bhuti ayinakulunga eyokuba abantu ndibanike inombolo kankosikazi wam kuba kaloku eli shishini belingakhange libe ngumbono ovele naye); *(No brother, giving people my wife's number might not be a good idea because this business is not her idea (5)).*

### 3. Argument

#### 3.12 Arguments of Tukulu and Ndlangisa

	Source		Target		
	Arg.	Subarg.		Args.	Subarg.
Arg. 2	1	1	Arg. 1	1	–
4	2	4	3	1	–
6	1	1	5	1	–
<b>Total</b>	4	6		3	0

In simple terms, the above table shows that the source has given three arguments and 7 subarguments, and that means the source wanted to be more persuasive. On the other side, the target has used three arguments and didn't provide any subarguments, and that also shows the total dominance the source had on the target because he thought since he had facts and knew what he wants.

#### 3.5.13 Analysis of persuasive message thirteen

##### Statement of the problem

Ntingiso, a friend of Nqwelo is in his late forties and a member of the Old Apostolic Church where his friend Nqwelo used to worship, but left due to some reasons. Now Ntingiso wants to persuade his friend, Nqwelo, who used to be a member at Old Apostolic Church to go back to church. In this dialogue, the source (Ntingiso) persuades the target (Nqwelo) to come and worship with him in the same church he used to go.

##### Influence goal

The influence goal which Ntingiso uses in this message is (Share activity), For example, he persuades his friend to make up his mind and consider coming back to the church where he used to go which is the same church where Ntingiso goes, so they can belong in one church, see conversational turn (1) (Mzalwane wam, into

endibeka apha kukuba ndizokuthetha nawe malunga nokuba ubuyele enkonzweni. Kwaye ke noko ndiyaqonda ukuba asiyonto inzima le yenkonzo kuba wawukhe wangumPostile ngoko ke andikubizeli entweni ongayaziyo.

Ntingiso's influence goal is more clear in conversational turn (5): (Mzalwane wam uyayazi into yokuba usindiso lomphfumlo alukho kwenye indawo, lukwisiseko sabaPostile nabaProfethi nje ngokuba usazi kwaye iveziwe nakwizibhalo ezingcwele kuma-Efese, isahluko sesibini, ivesi yeshumi elinethoba, kuyatshiwo ukuba "Uyesu ufumaneka kwisiseko sabaPostile nabaProfethi apho emi nje ngelitye lembombo abalicekisayo abakhi") (*My brother as you know, Salvation is not in any other place, it is on the foundation of the Apostles and Prophets, as the word reveals this in the book of Ephesians, chapter two, verse nineteen that "Consequently, you are no longer foreigners and aliens, but fellow citizens with God's people and members of God's house hold, build on the foundation of the apostles and prophets, with Christ Jesus himself as the chief corner stone"*).

### **1. Arguments of the source, (Ntingiso)**

Ntingiso has one argument, for example, he argues that:

Coming to church shouldn't be difficult because target was a Member of the Apostolic church (Kwaye ke noko ndiyaqonda ukuba asiyonto inzima le yenkonzo kuba wawukhe wangumPostile); (*And I believe that going to church would not be a difficult thing because you were once an Apostolic Church Member (1)*).

- a. Also target fully understands the Apostolic culture (ngoko ke andikubizeli entweni ongayaziyo); (*so I am not recruiting you to something that you do not know (1)*).

### **2. Arguments of the target, (Nqwelo)**

Nqwelo has many arguments as well which include the following:

He can't go to church, what chased him away is still alive (Hayi nkosi yam andisathandi ukuba ndiphinde ndibuyele ePostile. Xa ndijongile la nto yayindimkisile isaphila); (*No my brother, I do not want to go back to Apostolic church. According to my judgment the thing that chased me away still exists (2)*).

### **3. Arguments of the source, (Ntingiso)**

It is important that target goes back to church because he grew up in a Christian environment (Mzalwane wam kubalulekile ukuba ubuyele enkonzweni kuba inkonzo yinto oyaziyo kwaye ukhulele kuyo); *(My brother, it is important that you go back to church because the church is something you know and you grew under its environment (3)).*

- a. It is not good for target to spend the whole day on Sunday doing nothing because he is not used in that (Ayilunganga into yokuba ngeCawa uhlale nje imini ide iphele kuba lo nto awuyiqhelanga); *(It is just not good for you to spend the whole Sunday relaxing because you are not used to that (3)).*
- b. Nqwelo has kids, and it is important that children grow in a Christian environment because it gives a good foundation (Futhi ke unabantwana, ibalulekile ke into yokuba abantwana bakhulele enkonzweni kuba inkonzo inengqeqesho yayo ebantwaneni); *(Also you have children, so it is important that children are raised in a Christian environment because it has a positive influence on children (3)).*
- c. Church assists in maintaining one's dignity because Christians have an admirable way of doing things (Inkonzo ke ibangela ukuba umntu akwazi nokugcina isidima sakhe kuba kaloku umntu okhonzayo unayo noko indlela encomekayo yokwenza izinto); *(The church enables one to maintain dignity because a person who is worshiping has atleast a creditable way of doing things (3)).*

### **4. Arguments of the target, (Nqwelo)**

He does not like the Apostolic church (Mzalwane wam andinangxaki nenkonzo, nto nje inkonzo endingathandi ukuba kuyo yiPostile le); *(My brother, I do not have a problem with the church, but the only church that I do not like to attend is the Apostolic church (4)).*

- a. He may still go to church, but to another one (Kona ukuya enkonzweni ndingaya qha hayi iPostile, kwenye nje inkonzo); *( Going to church is not an issue, but, not in the Apostolic one, just to another church (4)).*

### **5. Arguments of the source, (Ntingiso)**

Target should stick to the Apostolic church because salvation is only found in the Apostolic church (Mzalwane wam uyayazi into yokuba usindiso lomphfumlo alukho kwenye indawo, lukwisiseko sabaPostile nabaProfethi); *(My brother as you would know, Salvation is not in any other place, it is on the foundation of the Apostles and Prophets (5)).*

- a. The Euphisians in the bible are also reveals the issue of salvation which is not found in any other place rather than in the Apostolic church (kwaye ivelisiwe nakwizibhalo ezingcwele, kuma-Efese, isahluko sesibini, ivesi yeshumi elinethoba, kuyatshiwo ukuba“Uyesu ufumaneka kwisiseko sabaPostile nabaProfethi apho emi nje ngelitye lembombo abalicekisayo abakhi”); *(as the word reveals this in the book of Euphisians, chapter two, verse nineteen that “Consequently, you are no longer foreigners and aliens, but fellow citizens with God’s people and members of God’s house hold, build on the foundation of the apostles and prophets, with Christ Jesus himself as the chief corner stone” (5)).*

### **6. Arguments of the target, (Nqwelo)**

He fully understands the bible’s word but he needs time to make up his mind on that (Hayi, ndiyayazi nam nkosi yam lo nto kwaye ndiyayiqonda, kodwa andikafikeleli esigqibeni sokuba ndiphakame); *(No, I know that too and I understand it, but I hasn’t yet taken a decision to go to church (6)).*

### **Comparison of the arguments of the source and target**

The source, Ntingiso tries to persuade the target, Nqwelo to go back and reasons that coming to church shouldn’t be difficult because target was a Member of the Apostolic church (arg.1). Then the target voices out that the problem with going back to the Apostolic church is that what chased him away is still alive, so he can’t go back there (arg.2). Even so, the source carries on that target grew up in a Christian environment and it is important that he continues with that (arg.3). Despite that, the target still hesitates because he does not want to be in the Apostolic church anymore, he prefers to join another church (4). Apart from these arguments, source further argues that salvation is only found in the Apostolic church and that is also revealed in the bible in the book of Euphisians, chapter two, verse nineteen (arg.5).

And the target concludes with the argument that he fully understands the bible's word but he needs time to make up his mind on that (arg.6).

### **Compliance**

Ntingiso has failed in his attempt to persuade his friend, Nqwelo, to come back to the Apostolic church. Persuasion failure is shown in conversational turn (6) when Nqwelo refuses to go back to Apostolic church reasoning that he has not yet taken a decision to go back to church: (Hayi ndiyayazi nam nkosi yam lo nto kwaye ndiyayiqonda, kodwa andikafikeleli esigqibeni sokuba ndiphakame); (*No, I know that too and I understand it, but I hasn't yet taken a decision to go to church*). And in conversational turn (8) where Nqwelo totally resists to comply: (Uya kuyazi, kuba kulilungelo ukuza kum kwakho nje ngesigidimi seNkosi); (*You will know, because it is your right to come to me again as the messenger of God*).

### **Message dimensions**

#### **1. Explicitness**

Ntingiso's intentions are explicit and straight forward, for example, he wants Nqwelo to go back to church the Apostolic Church: (Mzalwane wam, into endibeka apha kukuba ndizokuthetha nawe malunga nokuba ubuyele enkonzweni. Kwaye ke noko ndiyaqonda ukuba asiyonto inzima le yenkonzo kuba wawukhe wangumPostile ngoko ke andikubizeli entweni ongayaziyo); (*My brother I am here to talk to you about going back to church. And I believe that going to church would not be a difficult thing because you were once an Apostolic church member, so I am not recruiting you to something that you do not know (1)*).

#### **4. Dominance**

Ntingiso's message does show a level of dominance towards Nqwelo. For example, he tells Nqwelo directly about the wrongness of spending the whole Sunday relaxing since he is not used to that: (Ayilunganga into yokuba ngeCawa uhlale nje imini ide iphele kuba lo nto awuyiqhelanga); (*It is just not good for you to spend the whole*

*Sunday relaxing because you are not used to that (3).* The emphasizing statement Ntingiso makes in conversational turn (5) also shows dominance because he is quoting the words Nqwelo used to quote to convince other people to join the Apostolic church, and that is some kind of manipulation: (Mzalwane wam uyayazi into yokuba usindiso lomphfumlo alukho kwenye indawo, lukwisiseko sabaPostile nabaProfethi nje ngokuba usazi kwaye ivelisiwe nakwizibhalo ezingcwele kuma-Efese, isahluko sesibini, ivesi yeshumi elinethoba); (*My brother, as you would know, Salvation is not in any other place, it is on the foundation of the Apostles and Prophets, as the word reveals this in the book of Euphisians, chapter two, verse nineteen*). The fact that Ntingiso persists is also another sign of dominance, for example, in conversational turn 7 when he insists on the way forward tricking target into binding himself: Mzalwane wam xa sele ufikelele esigqibeni, mna ndiza kuyazi njani lonto); (*My brother, how am I going to know when you have taken a decision?*).

### 3. Argument

#### 3.12 Arguments of Ntingiso and Nqwelo

	Source		Target		
	Arg.	Subarg.		Arg.	Subarg.
Arg. 1	1	1	Arg. 2	1	–
3	1	3	4	1	1
5	1	1	6	1	–
<b>Total</b>	<b>3</b>	<b>5</b>		<b>3</b>	<b>1</b>

The above table shows that the source has three arguments and three subarguments, meaning that the source wants to be more persuasive. On the other side, the target has three arguments and one subargument, meaning that the target has been dominated by the source in the argument.

## **CHAPTER FOUR**

### **CONCLUSION**

#### **4.1 AIMS**

By way of conclusion, this chapter presents a summary of the issues discussed in the preceding chapters. It demonstrates the applicability of persuasive messages among the isiXhosa speaking community in their day to day activities. The problem question will then be reviewed to demonstrate the extent at which the thesis has addressed it. This chapter examines the necessary recommendations for research intended to facilitate the characterisation of more useful persuasive messages.

#### **4.2 SUMMARY OF THE ANALYSIS**

##### **4.2.1 Comparison of influence goals**

The results of this study show that the sources have used only four types of goals and these are Give advice, Share activity, Change orientation and Gain assistance. The study also shows that the goal of giving advice has been used commonly by the sources as compared to these other three types of goals; Share activity, Change orientation and Gain assistance. For example, messages one, three, four, five, seven, ten and eleven have used the goal of giving advice whilst messages two, six, eight, nine, twelve and thirteen have not. The share activity is the first category that has been used less frequently as compared to the give advice goal. On the other side, the gain assistance goal is the second goal category to the share activity category which has been used less frequently compared to the frequent use of the give advice goal. For example, messages two, nine and thirteen have used the share activity goal, whilst eight and twelve have used the gain assistance goal. It may be concluded that the frequent use of give advice goal as compared to other types of goals used by sources resulted from the fact that sources feel more comfortable with giving advice than pursuing the other types of goals.

It is reported that in collectivistic cultures people value unity and co-operation, group success is everyone's priority and this type of culture is known to be practised mostly in African cultures. So as one of the African cultures, amaXhosa also practice

collectivistic culture, for example there's also a term that says "Umntu ngumntu ngabantu" (A person is a person through the help of others). So in the culture of amaXhosa people also wish that others can be successful as well and they feel the need to advise when they perceive that something is not going right. So the frequent use of the give advice goal in these messages shows unity in the culture of amaXhosa, for example in amaXhosa culture one cannot watch another person falling apart, and people value other people's advices, they do not feel that one is being nosy when guiding one to the right direction.

#### **4.2.2 The results on compliance**

Having examined the compliance level of these messages, the results of this study show that almost in all these messages sources have been successful in gaining compliance from the targets except message thirteen. The examples of various components used by message producers in their messages which play a huge contribution in getting the target to comply are provided, and they include: The threat component which encompasses details regarding vulnerability of the receiver to the negative outcome, and the distasteful treatment that might come with those results. The action component also drives one into complying in that it gives details concerning the actions that should be taken to resolve the problem described by the threat component. Response efficacy is also known as effective in making the persuasive message successful in that it administers the degree to which the reaction suggested functions in mitigating the announced threat. On the other side, the information pertinent to self efficacy is described as the one that concentrates on the easiness or complexity brought by the way in which the message receiver performs in response to the message and it is also known for its effectiveness in gaining one's compliance. The guilt appeals are also effective in gaining one's compliance, for example the guilt feelings develop when an individual believes that he or she failed to perform in a manner one was expected to perform. In some situations a message producer would design a message in a way that guarantees target compliance by simply mentioning target's foreseeable inability to comply. Mood is also known as one of the reasons people easily comply with persuasive messages, for example people who are in a good mood get convinced without any difficulties. The clearness of the message is also known for its effectiveness in

getting one's compliance since people who make clear statements are seen as honest and genuine.

Having examined the reasons for target's compliance, the results show that the mood is the least component that has actually led to the success of the source's persuasion. For example it is only messages nine and ten wherein targets have complied because they were also in a good mood.

Self efficacy is also the most reason source's have succeeded in persuading targets, for example it features in most of the messages one, two, three, four, five, six, seven, eight nine, ten and eleven wherein sources describe the easiness of things that the target compliance could bring in targets' lives.

The clearness of the message is the only feature that is found in all the persuasive messages that have been used for this study, from message one to message thirteen. For example, all these messages are clear and the sources intentions are made apparent.

Looking at the effectiveness of response efficacy, source's seem to have gained compliance in their messages because of the use of response efficacy, for example in messages one, three, four, five, six, seven, eight, nine, ten, and eleven, targets complied because the sources mentioned the way in which the suggested reaction will help in making the announced threat fail or in blocking the negative results from instancing.

The action component is also one of the features used in these messages which also helped in gaining target's compliance, for example in messages one, three, four, five, six, seven, eight, nine, ten, and eleven targets have complied because the action plan was provided to help the situation get better.

The guilt appeals have not been used much in these messages, but they played a role in gaining targets' compliance, for example in messages five, eight, nine, and ten sources have used guilt appeals in their messages, and targets complied because

they felt that they would be doing wrong if they don't comply and they will be held responsible for any negative outcomes that result from their non-compliance.

The threat and fear component have also been used frequently in certain messages that have been used for this study to get targets' compliance, for example in messages one, three, four, five, seven, eight, ten, and eleven target have complied due to the fear that has been filled within them, for example by being told fruitless results they could get from refusing to comply.

In messages two, six, twelve and thirteen few of the above used components are not featuring. For example the threat does not feature in messages two, six, nine, twelve, and thirteen, but still the sources have managed to get compliance in these messages except message thirteen where target resisted complying completely.

In message thirteen most of these message components do feature even though the target failed to comply, for example: guilt, clearness of the message, self efficacy, and action component are contained in this message but the source failed to comply due to the strong belief of the target and the constant decisions target made that he will never attend that specific church.

#### **4.2.3 The results on explicitness**

As mentioned earlier, explicitness is an important feature in persuasive messages because a clear message stands a chance to be complied with. It is also said that a persuasive message can never be completely clear, for example, it could only reach a certain level of clearness because some parts of the message may sound clear to one listener and unclear to another.

On the other hand, it has been made clear that some people value inexplicitness. For example some cultures view indirectness as the best policy and yet some do not. An example has been made that in African cultures people believe that being blunt is just not acceptable because it shows insensitivity. Dillard and Marshall comment that some people believe that being indirect means that the speaker is tactful, sensitive and not coercive.

Drawing from the analysis of explicitness of all the messages that have been used for this study, we may conclude that in all these messages except for two messages; three and eight, the intentions of the sources are explicit and direct. In messages, three and eight, sources have managed to reach at least a certain level of explicitness in that they are explicit but not straight forward. Once more, in some messages when approaching the target, sources do not just say what they want to say, but they drag until a certain point where they feel comfortable enough to unfold their aims. For example in messages one, three, seven, and, sources start by asking questions about the situation they would like it to change, whilst in message four the source starts by expressing his feeling or stand point about the situation he would like it to be altered and ask the cause for it before he unfold his aim.

In some messages sources start by describing the current situation and then introduce the way to change it which is their main aim, e.g. in messages eight, nine, ten, and twelve, but in eight the source proceeds by indirectly revealing his aims. On the other hand, in messages two, five, six, eleven, and thirteen the sources just get straight to the point.

#### **4.2.4 The results on dominance**

The results further show that all the messages that have been used for this study; from one to thirteen do show a level of dominance, meaning that the sources are dominant towards the targets in all these dialogues. For example, in messages one, four, and ten, sources are dominant in that they use the knowledge they have to persuade the targets. In messages one, three, four, five, six, seven, eight, ten, and eleven, sources are dominant in that they use threat to persuade targets.

Impoliteness or negative politeness is another sign of dominance in these messages which has been used to persuade targets, for example it has been used in messages two, seven and eleven.

Moreover, dominance also appears when sources use their age and position to persuade targets, for examples this happens in messages six, seven, eight, and ten. Sources also use control in their messages as a sign of dominance to persuade targets, for example this happens in messages, six, seven, and nine. The sources

also show dominance in their messages by giving orders or ruling, and this happens in messages one, eight, and nine.

Manipulation is another approach which has been used in all the messages that have been used for this study as a sign of dominance to persuade targets, for example in messages two, three, seven, eight, and twelve sources have used this approach.

Another dominant feature in the messages under discussion (messages one to thirteen) shows when sources communicate their views bluntly, for example in messages one, two, four, five, seven, nine, ten, eleven and twelve source are blunt. Playing with targets' emotions is another dominant feature which has helped in gaining targets' compliance, for example this has been done in message three. Lastly, dominance is also realized when sources use critical comments to persuade targets, for example that happens in message eleven when the source criticizes the target's ideas. The use of figurative language in message five and the persistence used by the source in message twelve are also signs of dominance.

#### 4.2.5 Table and comparison of arguments

Messages	Arguments of the source		Arguments of the target	
	Arg for compliance	Subarg. For compliance	Arg against compliance	Subarg. against compliance
1	8	0	4	3
2	3	6	3	4
3	4	5	2	0
4	6	5	5	2
5	10	10	6	3
6	10	0	1	0
7	13	1	3	1
8	4	0	5	1
9	6	2	3	0
10	7	1	2	1
11	9	1	3	0
12	4	6	3	0
13	3	5	3	1
<b>Total</b>	87	42	43	16

This table shows that the sources in almost all these messages have many arguments compared to the targets, except message eight wherein the source gave fewer arguments as compared to the target. In conclusion, this means that the sources were dominant in terms of arguments, they knew what they were arguing for, they were confident. This also means that the sources were leading in these conversations, and that they wanted to be more persuasive since their aim was not to just to make conversations with the targets, but to persuade them and gain their compliance. Finally, the study shows that the arguments provided by sources are eighty seven in total, whilst the targets have used forty three arguments in total. Moreover, the study also shows that the total number of sub-arguments provided by sources is forty two and the targets provided sixteen sub-arguments in total.

#### **4.3 FINDINGS**

- It has been found that persuasive messages play an important part in Xhosa as they enhance communication among speakers of this language.
- Persuasive messages are situational, that is they must be used in a suitable situation.
- Persuasive messages are ignored, there will be miscommunication and cultural intolerance.

#### **4.4 RECOMMENDATIONS**

- It is recommended that a further study of persuasive messages applicable to other domains be made.
- Language is of crucial importance in any discourse situation. It is, therefore, equally important that speakers and listeners treat any expression with the respect it deserves. If this is not done, misunderstandings and miscommunications may arise which might ultimately lead to conflict.

- Seeing how vital persuasive messages are in Xhosa, it would, therefore be prudent to include them in the curriculum of courses such as life skills, and life orientation.

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## APPENDIX

### Persuasive message one

Ingxoxo phakathi kukaBongani nomhlobo wakhe uMfezeko.

*(A dialogue between Bongani and his friend Mfezeko.)*

- (1) (S) Bongani:** Khawutsho ntanga! Yintoni eyenza ukuba usiyeke isikolo, wawuhlakaniphe kangaka nje?  
*(Tell me chap! What made you leave school whilst you were so intelligent?)*
- (2) (T) Mfezeko:** Ntanga uyazi kaloku ukuba ndenza nzima uThandi. Ukuba usakhumbula kakuhle ngelixa mna nawe senza ibanga leshumi yena wayesenza elesibhozo. *(My friend you know that I made Thandi pregnant right! If you can still recall, by the time we were doing standard ten, she was doing standard eight.)*
- (3) (S) Bongani:** Ndiyakhumbula sipase ngeMerit kwibanga leshumi, emva koko asizange siphinde sibonane iminyaka. *(I remember when we passed standard ten with merit, after tha we never met for years.)*
- (4) (T) Mfezeko:** Ndaya kuphangelela eso sisu khon'ukuze ndihlawule. Ndaza ke kuba utata eliGosa ecaweni ndanyanzeliswa ukuba ndimtshate uThandi. Loo nto ke yabangela ndilibale kwaphela ngesikolo. Ngelo xesha bendisasebenza kakuhle, kodwa kwiminyaka nje emihlanu ndiphangela, waphela umsebenzi.  
*(I went to work so I could be able to pay the damages. Then, because my father is a priest at church I was forced to marry Thandi. And that caused me to forget about*

*school totally. By then I was still working permanently, but after only five years of service, the contract ended.)*

**(5) (S) Bongani:**

Zabuhlungu ezo ndaba.

*(Those are bad news.)*

**(6) (T) Mfezeko:**

Ngelo lixa ke uThandi unzima lo mntwana wam wesibini. Ngunyaka wesithandathu ke lo ndingasasebenzi sigxina, ndibamba ndiyeka nalapha koo nobumba.

*(By then Thandi was pregnant with my second child. This is the sixth year since I haven't got a permanent job, I'm just getting temporary jobs in these small companies.)*

**(7) (S) Bongani:**

Ntangam, phindela esikolweni. Awusoze uwufumane umsebenzi osisigxina kwaye ohlawula kakuhle ungenamsebenzi uwufundeleyo kunye nesakhono. *(Chap go back to school. You will never get a permanent job and one which pays well with out any qualifications and skills.)*

**(8) (T) Mfezeko:**

Ndikhe ndicinge ukwenza njalo, ukususela mini ndeva ukuba uphindele. Kodwa andikwazi ngenxa yosapho olu lwam. UThandi yena ndamqhuba kwisikolo sabucala emva kokutshata kwethu de waliphumelela ibanga leshumi. Ndandicinga ukumqhuba agqibe ubongikazi, ze mna ndilandele esakusebenza, qha ke sele sibadala ngoku.

*(I do consider going back to school from the day I heard that you went back. But I cannot because of my family. I took Thandi back to a private school after we got married until she passed standard 10. I also thought about assisting to her finish a nursing course, so I can start when she is working, but now we are old already.)*

- (9) (S) Bongani:** Ntanga imfundo ayikhulelwa. Umntu ufunda de ayokufa. lingcango zemfundo zivulelwe nabani na ofuna ukufunda. *(Chap you will never be old for education. One learns until dies. The doors of education are opened to anyone who wants to study.)*
- (10) (T) Mfezeko:** Yho mfondini! Ndakuthi ndigqiba apho babe befile abantwana bam yindlala, sele ndilahlwe nangulo mfazi. *(Gee chap? When I finish there my kids will be dead of poverty, having been divorced by my wife.)*
- (11) (S) Bongani:** Ndikwazi uyindoda eyomeleleyo. Awungekhe woyiswe yiminyaka emithathu yesidanga eDyunivesithi. Ngapha koko, indlala yokufumana ukuba ulinqenerha. Usakufika esikolweni kuya kutsho kuvuleke amathuba amaninzi utsho ufumane imisebenzi apho uza kuphangela ngexesha lakho. Iinkampani ezinkulu sele zirhweba abantu kwizikolo zemfundo ephakamileyo ukuze baye kusebenza kuzo. Ukwafumana neenkxaso mali zokufunda ukuba uqhuba kakuhle ezifundweni zakho. *(I know you as a strong man. You cannot fall short in making three years for a degree at university. Moreover, poverty will catch you if you are a loafer. Once you get to university, more opportunities will come, you may as well get jobs where you will be working at your own time. Big companies now are recruiting people from tertiary institutions to come and work in them. You also get studying bursaries if you are doing well in your studies.)*
- (12) (T) Mfezeko:** Angaya ke yena uThandi, mna ndizakube ndizama izingxungxo ukuze kungabi kubi mpela endlwini. *(Thandi can go, in the meantime I will be looking for a job so that we do not suffer at home.)*

**(13) (S) Bongani:**

Hambani nobabini kuba usafana nongasebenziyo xa ungxungxa. Kanti ke phaya uza kufumana isingxungxo esisisigxina ude usiyeke ngokwakho mhla ugqiba izifundo zakho okanye zenu. Mhlawumbi usebenze kwakulo msebenzi uwufundeleyo de bakuqhube nasezifundweni, bakuqashe wakugqiba.

*(Go both because you are still similar to someone who does not have a job when you are impermanent. And there you will get a permanent part-time job until you leave when you finish your studies. Possibly you can work along the same field, for which you are studying, and they may perhaps continue funding your studies and employ you once you finish.)*

**(14) (T) Mfezeko:**

Ndinomdla ke ngoku njengokuba ucacisa. Eneneni mna bendingazi ngako konke oku undixelele kona. Masihambe ndiye kuxelela uThandi, ukuze xa ebuza ube nokumcacisela. Singaya kulo uzayo unyaka.

*(I am interested now that you explain. Actually, I did not know about all what you are telling me. Let us go and tell Thandi, so that you can be able to explain to her when she enquires. We can go next year.)*

## Persuasive message two

Incoko phakathi kukaManelisi nomhlobo wakhe uJezi.

*(A dialogue between Manelisi and his friend, Jezi.)*

- (1) (S) Manelisi:** Mfondini kha ukhe uzo kudlala apha kuthi.  
*(Man come and play in our team.)*
- (2) (T) Jezi:** Hayi mfondini ndinalo iqela endidlala kulo, enye into kudala ndalidlalela. Khona yintoni ebangela ukuba uthi mandize kudlalela elenu iqela?  
*(No man, I do have a team where I play, moreover, it has been a long time since I have played for it. Tell me why you want me to join your club?)*
- (3) (S) Manelisi:** Kaloku thina sinesibonelelo rhoqo ngenyanga ukuya kuthi ga ngonyaka wama-2010.  
*(Our club offers a basic salary until the year 2010.)*
- (4) (T) Jezi:** Mfondini, andikaboni nto yothusayo khona ukuze ndizokudlala kweli qela lakho.  
*(Man, I have not seen anything magnificent for me to go and play in your team.)*
- (5) (S) Manelisi:** Hayi kaloku ntangam, ubungekhe uzibone ezi zinto ungekho phakathi kweli qela.  
*(No chap, you would not be able to see all these things without being in this team.)*
- (6) (T) Jezi:** Hayi ke mfondini bendingayazi ukuba kufuneka ndide ndizokudlala kweli qela ukuze ndizibone zonke ezi zinto uthetha ngazo.

*(Well, man I did not know that I have to come and play in this team in order to see all the things you are talking about.)*

**(7) (S) Manelisi:**

Hayi ntangam, andidelelanga qela lakho. Ngokunokwam ukubona, ukuba ungaza kudlala apha kuthi ungaqhubela phambili.

*(No chap, I am not underestimating your team. According to my judgment if you can come play in our team you can progress.)*

**(8) (T) Jezi:**

Ntangam uthe zeziphi kanene izibonelelo enithi nizifumane kweli qela lenu?

*(Chap, you said what are the benefits that you get from your team again?)*

**(9) (S) Manelisi:**

Njengokuba sele nditshilo, kukho isibonelelo rhoqo ngenyanga ukuya kuthi ga ngo 2010. Kukwakho nomasingcwabane, i-medical aid karhulumente, kuquka nezibonelelo ezisuka kwinkampani yakwaCoke nyanga nenyanga, ekukho kuzo iitreck-suit kunye neeteki.

*(As I have said already, the club offers a basic salary until the year 2010. There is also a burial club, the government medical aid including sponsors from Coca-cola every month, which encompass track suits and training shoes.)*

**(10) (T) Jezi:**

Njengokuba besele nditshilo ntangam, iqela lam ndiyalithanda kwaye kunzima ukulishiya. Ndiza kukhe ndizame ukuyicinga le nto uyithethayo.

*(As I have said chap, I love my team and it is hard to leave it. I will try to think about what you say.)*

**(11) (S) Manelisi:**

Ntangam into endifuna ukuyibona yinkqubela phambili kwikamva lakho. Mhlawumbi ngomso singabe sibukele wena kumabona-kude, akukho mntu waziyo.

*(Chap what I want to see is progress in your life. May be tomorrow we could be watching you on television, no body knows.)*

**(12) (T) Jezi:**

Hayi ntangam, phantsi kwezi zizathu uzithethayo, ndiyakuva. Ndiza kunixuba, enye nenye into eyenzekayo ndiza kuyiva ngawe, ndikuthembile ntangam.

*(Well chap, under the reasons that you are saying I understand. I will join you, I will hear from you about any other thing that happens. I trust you chap.)*

**(13) (S) Manelisi:**

Ntangam ndibulela kakhulu ngokundimamela kwakho kuyo yonke le nto bendiyithetha kuwe. Bendisazi okokuba awusokuze undiphoxe, kwaye ntangam nam andisokuze ndikudanise. Masibonane ke ngolwesiBini ejimini. Ndiza kukuthatha ngentsimbi yesiHlanu, masohlukane kusemnandi ke ntangam.

*(Chap I thank you very much for listening to all what I have been talking to you. I knew that you will never disappoint me, and I will never let you down too. Let us meet then on Tuesday at the gym. I will come fetch you at five O'clock; it was nice seeing you chap.)*

## Persuasive message three

Incoko phakathi kukaKwalunga nomhlobo wakhe uNkosi.

*(A dialogue between Kwalunga and his friend Nkosi.)*

**(1) (S) Kwalunga:** Nkosi mntakwethu, ucinga ntoni njengokuba wenze nzima uPhelisa?

*(Nkosi my brother what do you think seeing that you have made Phelisa pregnant?)*

**(2) (T) Nkosi:** Mfondini amacebo aphelile kum. Eyona nto indenza ixhala kukuba umama omncinci wam nanje ngoko inguye osixhasayo ngayo yonke into, ukuba ukhe wayiva yonke le nto uyakubuya umva, ayeke ukusanceda.

*(Chap I have ran out of plans. What bothers is that since we depend on my step mother with everything, once she hears about this she will stop helping us.)*

**(3) (S) Kwalunga:** Ngapha koko ke mfondini ingayingxaki leyo, ndiqonda nje ke futhi awufuni ukuzibona usengxakini enjalo.

*(And that could be a problem, I also understand that you do not want to find yourself in such a problem.)*

**(4) (T) Nkosi:** Okwesibini ke, ayiloncedo lwemali nje kuphela endilufumana kumama omncinci, uyandanceda nalapha kumntakwethu nanje ngoko usazi ukuba utya iziyobisi. Ngoko ke ukuba angandikhalala umama omncinci kungaphandle kum ngoba andinakukwazi ukumnqwanqwada ndodwa lo mfo. Lo nto ke ithethe ukuba, mna ndinyanzelekile ukuba ndiphume apha ekhaya ukuzama ukuphepha ingxwabangxwaba engathi ibekho phakathi kwam nomntakwethu.

*(Secondly, I am not only getting financial help from my step mother, she helps as well with my bother, as you know that he is using drugs. Therefore if my step mother could turn her back on me I could suffer badly, because I will not be able to discipline this boy alone. And I will be forced to move out from home to circumvent a quarrel that can develop between me and my brother.)*

**(5) (S) Kwalunga:**

Ukukhawulelana nazo zonke ezi ngxaki uzibekayo, mna bendicinga ukuba umtshate lo mntwana kwangoku ingekaveli into yokuba ukhulelwe. Ukwenzela ukuba ithi isaziwa loo nto nangumama lo omncinci wakho, nibe sele ningumyeni nonkosikazi, noko iya kuvakala ngcono.

*(In dealing with the problem you have mentioned, I would suggest that you marry her before the news that she is pregnant spread out. So that, when your step mother finds out you are already married, it will at least sound better.)*

**(6) (T) Nkosi:**

He! Mfondini andikhangela ndiyicinge le nto uyithethayo. Licebo elililo elo mtshan'am. Ingxaki ke ngoku kukuba andizukuba nayo kwangoku imali yokulobola. Kwaye ke futhi iyakundithatha iinyanga eziliqela into yokuba ndiqokelele nokuba ziinkomo nje ezimbalwa, khona ukuze ndilobole.

*(Wow! Chap I haven't thought about what you say. It is a brilliant plan my friend. The problem now is that I won't have money to pay lobola immediately. Also, it will take me a couple of months to collect at least few cows, so I can pay lobola.)*

**(7) (S) Kwalunga:**

Uyabona ke ngoku, uncedo lukamama omncinci wakho kulapho lufuneka khona. Kwaye nanje ngoko emazi

uPhelisa, eyithanda into yenu, kwaye engumntu osoloko ekunceda, noko andiqondi ukuba uya kuluchasa olu luvo. Ngapha koko umtshato yinto entle kwezintsuku, kuba kaloku amathuba okuba ufumane zonke ezizinto zimbi zilapha phandle ambalwa.

*(See now this is where your step mother's help is necessary. Since she knows Phelisa, approving with your affair and since she is someone who always helps you, I do not think she will oppose this idea. On top of that, marriage is a good thing these days, because there are few chances that one might experience horrible things in life.)*

**(8) (T) Nkosi:**

Eyi mfondini, undincedile. Khange ndiyicinge tu le nto uyithethayo. Mntakwethu ungadinwa kukusoloko ungumsombululi weengxaki zam. Kaloku kulula ukujongana nengxaki xa nibaninzi, kunokujongana nayo uwedwa.

*(Chap, you've saved me. I haven't thought about what you have said. My brother you must never get tired of being a solution to my problems. It is easy to deal with a problem as a group, than to deal with it alone.)*

**(9) (S) Kwalunga:**

Mamela ke mhlobo wam, uze ke le nto uyicingisise. Kuba kaloku lo mtshato awukhange ube kanti uphuma emazantsi entliziyi yakho, uze nje ngesisombululo sengxaki obe ukuyo. Ngoko ke ayisosizathu sivakalayo esi sibangela ukuba ufune ukungena emtshatweni. Kwaye ke umtshato osekelwe kwizizathu ezinje ngesi awuhlali, kuba isiseko sawo asiqinanga. Nditshiso kukuba kudala ndizibona izinto ezinje zisenzeka. Ndiyakucebisa kwakhona ukuba, ukuba uzakuhamba uyicinge into yokuba uPhelisa umtshatiswe kukuquma inyala, ungabisazifaka kulo mtshato.

*(Listen my friend, think about this properly. Because you never really thought about this marriage, the idea just came as a solution to your problem. Therefore, the reason for you to decide on marriage is not logical. Also, a marriage that is based on such reasons does not last, because its foundation is not solid. I say this because I've seen such things happening. I advise you again that, if in the long run you will think that you have married Phelisa to cover ignominy, don't even get into this marriage.)*

**(10) (T) Nkosi:**

Ewe mfondini uPhelisa ndiyamthanda, ntonje bendingeka sithathi esi sigqibo ngenxa yemali nezinye ke iingxaki ebe sisafuna ukuzilungisa. Umzekelo, ebesithi ufuna ukuphangela phambi kokuba sitshate, khona ukuze sikwazi ukuncedisana apha endlini. Ndiza kuya kumama omncinci ndithethe naye. Enkosi kakhulu.

*(Yes man I love Phelisa, I just couldn't take this decision because of financial problems including other problems that we still wanted to sort out. For example, Phelisa said that she wants to get a job before we get married, so we can both help in the house. I will go to my step mother and talk to her. Thank you very much.)*

## Persuasive message four

Incoko phakathi kukaMbhele nomhlobo wakhe uHlubi.

*(A dialogue between Mbhele and his friend, Hlubi.)*

**(1) (S) Mbhele:** Iyandihlupha into yokuba usoloko ukhalaza ngosapho lwakho. Uthi yintoni kanye le inganivanisiyo nomama wekhaya.

*(It haunts me that you always complain about your family. What is it that makes you argue with your wife?)*

**(2) (T) Hlubi:** Ingxaki yam kukuba lo mfazi ndiyathetha naye ngento sivane, kodwa angaze enze ngolu hlobo besivisisene ngalo. Ndize ndithi xa ndiphinda ndizama ukuthetha naye asuke abe nomsindo, athi yena akangomntwana akazukusoloko emelwe ngento enye.

*(My problem is that I talk with this woman and we will reach compliance. But she never does what we agreed on. When I try to talk to her again, she just becomes furious, and says she is not a child, therefore she is not going to be told the same thing).*

**(3) (S) Mbhele:** Ingaba xa uthetha nayo inkosikazi le uzibeka ngokucacileyo izizathu zokuba uyibone iyingxaki into yokuba nisoloko nithetha ngento enye. Kwakhona ingaba niba nobabini xa uthetha naye, okanye babakhona abantwana.

*(When you talk to your wife, do you give clear reasons for why you think it is such a problem that you always talk about the same thing. Again, do you talk to her in the presence of kids or you wait until it is just the two of you?)*

**(4) (T) Hlubi:**

Hayi kaloku mfondini, nam ndiye ndibe nomsindo, ngoba kaloku nam ndidikwa kukusoloko ndithetha into enye nalo mfazi, esakugqiba ukuba mdala. Eyobukho babantwana ke yona iyaxhomekeka, kuba kaloku umsindo xa ufikile, ndiye ndingayicingi into yokucela abantwana ukuba basiphe igumbi.

*(No man, I also get furious because I get irritated with the fact that I always talk about the same issue with this woman because she is an adult. The availability of children depends, because when anger comes up I forgot to ask these children to give us privacy.)*

**(5) (S) Mbhele:**

Undive kakuhle ke Hlubi, uyabona, izinto ezenziwa ngomsindo azidli ngokuba neziphumo ezihle. Kwaye ukuthethisa unkosikazi wakho phambi kwabantwana akulunganga. Kaloku ezinye izinto akufanelekanga ukuba ziviwe ngabantwa, ziyimfihlo yakho nenkosikazi yakho.

*(Listen to me carefully Hlubi, matters that are dealt with in anger do not usually produce fruitful outcomes. Also talking with your wife in the presence of children is not right. Some issues are not supposed to be heard by children, they are a secret between you and your wife.)*

**(6) (T) Hlubi:**

Nam ndiyayazi lo nto. Ndizakukhe ndizame ukuwulawula umsindo, kuba ke nyhani, ndithi nje ukuba ndicaphuke nayo inkosikazi isuke ivuthe ngumsindo.

*(I know that too. I will try to control my emotions, because really, once I become furious my wife as well bursts into anger.)*

**(7) (S) Mbhele:**

Uyayibona ke le nto ndiyithethayo? Ngenye imini niyakuze ninyukelane nide nilwe abantwana bebukele, ibe ngumbono ombi lowo ebantwaneni. Uyabona ke, abantwana abakhulele emzini ekuliwayo kuwo, badla

ngokuba nengxaki. Ufumanise ukuba abantwana banesizondo esingapheliyo kutata wabo, kuba abasiqondi isizathu sokuba unina wabo abethwe, babona nje umama ebethwa ngutata. Basuke ke ngoku abantwana bazale inkohlakalo ngakutata wabo.

*(Do you see what I am talking about? One day you will rise and end up fighting in full view of children, and that could be a trauma to kids. Children who grew up exposed in violence at home are usually problematic. You will find that they are full of endless hatred towards their father, because they do not comprehend the reason for their mother to be beaten up, all they see is their mother being beaten up by their father. And they become full of hatred towards their father.)*

**(8) (T) Hlubi:**

Ndiyazi kakuhle lo nto, kwaye andiqweneli nam ukuba ndizondwe ngabantwana bam.

*(I know that very well, and I don't wish to be grudged by my children.)*

**(9) (S) Mbhele:**

Mna ke ndikucebisa ukuba uthi xa kukhe kwaphinda kwakho into ongayithandiyo endlwini, ubize abantu bekhaya. Uze ke ubike ingxaki yakho, naye ke inkosikazi izakube ikho, inikwe ithuba lokuba naye atsho eyakhe ingxaki. Abantu bekhaya ke bazakuthetha nani nobabini. Baze ke baze necebo lokusombulula lo ngxaki ninayo.

*(I advise you that, immediately you see something you do not like, you call your family members. You will tell them your problem, your wife will be given a chance to tell her problem as well. The family will speak with you both. They will then come up with the solution to your problem.)*

**(10) (T) Hlubi:**

Tyhini unyanisile Mbhele! Khange ndiyivelele lo nkalo. Enye into, xa usengxakini ingqondo ithatha kade

ukucinga, ngoba kaloku ulawulwa ngumsindo kwaye ufuna ukuba ingxaki yakho ilunge ngokukhawuleza.

*(You are right Mbhele! I haven't thought about that option. When you are in trouble your mind thinks slowly because you are being controlled by anger and you want your problem to be sorted out quickly.)*

**(11) (S) Mbhele:**

Kaloku Hlubi zikhona izinto onokuzilungisa wedwa, kanti zikwakho nongenako ukuzilungisa wedwa kuphela, nje ngale. Ukuba ke awuhlakaniphanga, ungabona umzi wakho sele uchitheka. Imizi emininzi ichithwe ziingxaki ezincinci, nje ngale.

*(Hlubi, there are issues that you can resolve alone, and there are those that you cannot fix alone, just like this one. If you are not wise you will find your marriage falling apart. Most marriages have broken up because of minor issues, such as this one.)*

**(12) (T) Hlubi:**

Uyabona ke Bhele, andizange ndakhe ndanalo iphupha lokuzeka omnye umfazi, ndingazange ndaphupha ngokuba abantwana bam ndibenzele umama omncinci. Ukunqanda ukuba kungenzeki imimangaliso enje ngale ebomini bam, ndiza kulithatha eli cebo lakho, liphilile mntakwethu. Kaloku Bhele sibatsha apha emtshatweni, ngoko ke kufuneka indlela simane siyibuza apha kuni. Abukho ubuchule emtshatweni, yile nto kufuneka xa kuthe nkxi uye ebantwini abanolwazi. Ngalo mazwi ke ndiyabulela Bhele.

*(Bhele I've never dreamt of marrying a second wife, nor of bringing a step mother to my children. To avoid such surprises in my life, I will take your advice, it is good my brother. We do not have experience in marriage, so we should ask for advices from other people. There is no skill*

*in marriage that is why one should ask for advice from people who know better when something is going wrong. By these words I thank you.)*

**(13) (S) Mbhele:**

Kulungile ke Hlubi. Uzame ngolo hlobo, ungabinantloni zokuphinda ubuze xa kuthe nkxi.

*(Alright then Hlubi. Try that way, don't be shy to come and ask again when there is a problem.)*

## Persuasive message five

Incoko phakathi kuka Mthwecu nomhlobo wakhe uGwayimbile.

*(A dialogue between Mthwecu and his friend Gwayimbile.)*

- (1) (S) Mthwecu:** Gwayimbile mntakwethu, ndiyakucela ukhe uyeke utywala, kuba xa usele wasoloko usilwa.  
*(Gwayimbile my brother, I am asking you to stop drinking, because you always fight when you are drunk.)*
- (2) (T) Gwayimbile:** Mna into endingasokuze ndiyiyeke kukusela utywala, kuba andiseli ndigezele mntu, ngabantu abandiqalayo. Ndize ke ndibethe umntu ondigezelayo.  
*(The only thing I will never stop is drinking liquor, because I don't drink and provoke people, its people who provoke me. Then I beat the person who is messing with me.)*
- (3) (S) Mthwecu:** Mfondini, musa ukuzithemba kakhulu kuba kaloku, ngenye imini uyakuze udibane nentanga yakho ikosele, ushiye umkakho engumhlolokazi, nabantwana bakho bezii-nkedama. Khumbula kaloku intetho ethi “kulo gwala kuyahlekwa kanti ke kulo kroti kuyalilwa”.  
*(Chap, stop being so confident because one day you will meet a hero like you, who is going to kill you, then you will leave your wife as a widow, and your kids as orphans. Remember the talk that says “the family of the coward is happy whilst the one of the hero is crying”.)*
- (4) (T) Gwayimbile:** Mamela ke mntakwethu, ukuyeka utywala kunganzima kum. Ndineminyaka ndisela, ngoko ke andinakukwazi mpela ukuyeka. Into endingasuka ndiyenze kukuba ndibuthenge ndiselele phaya kwam ukuphepha umlo. Mhlawumbi le nto iza nomolo yile yokuhlala esimokolweni.

*(Listen then my brother, it will be difficult for me to stop drinking. I've been drinking for years, so I can't stop drinking now. What I can do, is to buy liquor and drink in my house to avoid the fight. May be hanging around the tarven is what brings the fight).*

**(5) (S) Mthwecu:**

Mntakwethu, khawuzame ukuba ukhe uyeke mpela ukusela. Uyazi ukuba, ukuba ungakhe uyeke umahluko ungamkhulu Naphaya endlini. Umzekelo, ungakwazi ukonga le mali uthenga ngayo utywala, uyisebenzise kwenye into ebalulekileyo. Kanti ke, neengxabano phakathi kwakho nenkosikazi yakho zingacutheka. Ungakhe ukwazi nokubona ezinye izinto ezimele ukulungiswa nguwe phaya endlwini, utsho uzilungise. Ukuba uyafuna nyhani ukuyeka utywala ikhona nemibutho engakuncedisa ukuba uyeke ukusela. Loo mibutho inabantu ababesaya kusela, baze ke bancedwa bohluhana nabo utywala. Umzekelo imibutho enje ngalowa uhanjwa nguSibusiso kuGenerations, kuthiwa xa ubizwa lowa wakhe yi AA. Akhona ke namaziko apho kuncedwa abantu bagutyule utywala neziyobisi emzimbeni, kuthiwa ke ngesilungu zii- Rehabilitation centres.

*(My brother, just try to stop drinking totally. Do you know that if you stop now there could be a huge difference even at home? For example, you can be able to save the money that you spend on buying liquor and use it for something else important. Also, the quarrels between you and your wife can be minimal. You can also be able to notice things that need to be fixed by you and be able to perform your duties at home. If you really want to stop drinking, there are also organisations that can help you stop drinking. Those organisations have people who are ex-drinkers who got helped and completely stop drinking*

*liquor. One example is the organisation that is being attended by Sibusiso in the soapie Generations which is called the AA. There are also centres that help in bringing people back to their normal lives, and they are called Rehabilitation centres.)*

**(6) (T) Gwayimbile:**

Uyabona ke, iinkathazo zininzi kwaye la mfazi uthetha kakhulu. Ukubaleka intetha ke mna ndiya etywaleni. Kwaye ke phaya nditsho ndidibane namanye amadoda sithetheizinto zamadoda. kunjalo nje ke umfazi kufuneka ndimnike ithuba lokuba adibane nabanye abafazi. Kaloku naye angade adikwe kukusoloko ndimthe nca.

*(See then, there are many troubles and that woman talks too much. To avoid arguing I go for drinks. Also, at the tarven I intermingle with other men and talk men issues. I am also giving my wife a chance to mingle with other women. She could be irritated with me hanging around her all the time.)*

**(7) (S) Mthwecu:**

Ukuba ubaleka umlo endlini, ilula naleyo. Ningahamba niye kufuna uncedo kubacebisi ngezemitshato. Kwaye ke zininzi iindawo onokudibana kuzo namanye amadoda ngaphandle kwase tywaleni. Umzekelo e –Club house apho ningadlala khona i-pool, amakhasi kunye neendoloty, ze nibambe neendibano nixoxe ngezinto zamadoda. Kwaye ingxaki ephakathi kwakho nomkakho kufuneka niyihlalele phantsi niyithethe. Kuba ke enyanisweni, utywala abusombululi ngxaki zawo nawuphi na umzi, qha buyazandisa. Lona ixesha lokuba umntu enze izinto zakhe nizakulenza kakuhle nivana.

*(If it is fighting you are avoiding at home then that is also easy to deal with. You can also go seek for help from marriage counsellors. There are also places where men gather and you can also go there to intermingle with other*

*men, than going to the tarven. For example, at the club house where you can play different types of sports, pool table, cards, drafts, and you can have gatherings with other men to discuss men issues. Furthermore, you should sit down and talk about the issues between you and your wife. In an actual fact liquor does not solve any man's problems, instead it expands them. You can also make time to talk about each other's space in an amicable manne*

**(8) (T) Gwayimbile:**

Kuya kuba nzima Bhanqo, kodwa ndiza kukhe ndizame, nangona inzima nje le nto uyithethayo. Kona ukuvuma andifuni, kuba ndiyakube ndiyazibophelela, ngoba kaloku ukuthetha akufani nokwenza, kwaye ke akulunganga ukwenza izithembiso ongazukukwazi ukuziphumeza. *(That will be difficult Bhanqo, but I will try, even though what you are saying is uneasy. I don't want to agree because I will be binding myself because talking differs from acting, and it is not good to make promises that you won't be able to fulfil.)*

**(9) (S) Mthwecu:**

Kanti ke ndicinga ukuba ngenye imini uyakuze wenzakalise umntu okanye umbulale ubanjwe. Kwaye ke umthetho okhoyo uthethelela izikrelemnqa kuba nokuba uqaliwe waze wazikhusela, ukuba wenzakalisile okanye ubulele ungena ejele qha. Uyabona ke xa uthe wabanjwa, abantwana bakho bakufa yindlala, kwaye ikamva labo liya kuba mfiliba kuba kaloku akulunganga ukukhula ngaphandle kotata. Andiqondi ukuba uyafuna ukuthwalisa unkosikazi wakho uxanduva lokukhulisa abantwana yedwa.

*(I am also thinking that one day you will injure or kill someone and be arrested, and our law is in favour of criminals because even if you were defending yourself, if*

*you injure or kill your attacker you go straight to jail. Then once you go to jail your children will die of poverty, also their future will be at stake, because it is not good to grow without a father figure. I don't think you would want your wife to bear the responsibility of raising children alone.)*

**(10) (T) Gwayimbile:**

Hayi ke mfo kabawo, ukubanjwa kona andikufuni. Andizange ndabanjwa, kunjalo nje intolongo andizukuyingena ngoku sele ndimdala kangaka. Ndiza kukhe ndizame ukwenza ngolu ngolu hlobo ulutshoyo. Ndiyayiqonda noko into yokuba kubalulekile ukumamela xa uthethiswa ngumntu.

*(No man I don't want to go to jail, I have never been arrested before and I won't ever go to jail old as I am. I will try what you say. I know that it is important to listen when you are being advised.)*

**(11) (S) Mthwecu:**

Zama ke mfondini, kuba ke eneneni uyakusinda ezintweni ezininzi, negama lakho apha ekuhlaleni liyakukhe liphumle ekubeni lisoko likhwazwa kakubi.

*(Then try chap, because in reality you will be saving yourself from misery, and your name will not be on the headlines in this area.)*

## Persuasive message six

Incoko phakathi kuka Langa kunye noSiyavuya.

*(A dialogue between Langa and Siyavuya.)*

- (1) (S) Langa:** Ndilapha nje ndizele ukuba ndize kukuxelela ngombutho endikuwo kamasingwabane uZazini Burial Club endingathanda ukuba nawe uwungenele ube lilungu lawo. *(I am here to tell you about the Zazini Burial club of which I am a member, which I would also like you to join, and become a member.)*
- (2) (T) Siyavuya:** Ewe bhuti ngumbono ebe kukade ndinawo lo wokungena kumasingwabane, nto nje ndibethwa kukuba andisebenzi. *(Yes brother, joining a burial club is the idea I always had in my mind, but I do not have a job.)*
- (3) (S) Langa:** Umsebenzi wona noko awuyongxaki kuba ndingazama ukukukhangelela isithuba phaya emsebenzini, khona ukuze ubenayo imali yokubetha embuthweni. Kaloku wena mfo wam ukufa oku sihamba ecaleni kwako, ngoko ke kubalulekile ukuba umntu nokuba akananto, kodwa umasingwabane yena abe naye, kuba kaloku nale yokubethelwa unontsizana xa ubhubhile ayilunganga ncam, ngoba ishiya abantu bexabana. *(Getting employment is not a problem, I can try to find something at work, so you can be able to get money to pay in the burial club. Death is inevitable my boy, therefore, it is important to belong to a burial club and pay your premiums up to date, because the idea of contributing for one's burial is not very good because it causes tension among people.)*

**(4) (T) Siyavuya:**

Kunjalo kanye bhuti.

*(That is true.)*

**(5) (S) Langa:**

Kunjalo nje ke, nokuba unayo i-insurance umbutho kufuneka ube nawo kuba kaloku ukudibanisa nabantu abadala, kwaye xa ushiyeka ngentlawulo, ungazihambi neentlanganiso ubakho umntu okukrwecayo omdala akukhumbuze. Ukanti zona ii- insurance ezi ziyakuyeka, zisuke zimane zikubhalela iileta, leta ezo ungangazifumani ngamanye amaxesha kuba aziphumi ngqo apho uhlala khona. Xa ungabhatali, usuke wothuke mhla kwehle isehlo, xa sele kuvela ukuba awunako ukuwafumana amalungelo akho nje ngelungu lalo nkampani ye-insurance, kuba usemva ngentlawulo ngeenyanga ezithile. Iqale ingxaki ke ngoku, kuba ukungcwaba umntu akuyondlwan'iyanetha.

*(It is important that you join a burial club as well even if you do have an insurance because it connects you with elderly people, and when you are behind with payment and regularly missing the meetings there is normally someone who keeps on reminding you. Conversely, in these insurance companies no one does that, they just write you letters, of which sometimes you might not even get because you do not have your own post box. If you are behind with payment, you just become surprised when something has happened, and getting informed that you cannot get what you are entitled to get as a member of that insurance company, because you are behind with premiums with a certain number of months. Then the problem starts because burying a person is not easy.*

**(6) (T) Siyavuya:**

Eyi unyanisile bhuti, ziyenzeka izinto ezinjalo.

*(That is true brother, things like that do happen.)*

- (7) (S) Langa:** Uqinisekile ke ukuba uyawufuna lo msebenzi? Andifuni ukukufaka emsebenzini uze ube nezinto ezingatshongo khona kuba kaloku yonke into oyenzayo engeyiyo iza kubuzwa kum kuba kaloku uze nam.  
*(Are you sure that you really want a job? I do not want to get you a job, and get an unacceptable behaviour from you, because I will have to answer for whatever you do, because I'm the one who recommended you.)*
- (8) (T) Siyavuya:** Ewe bhuti ndiqinisekile noko andizose ndikuphoxe.  
*(Yes brother I am sure, I will never let you down.)*
- (9) (S) Langa:** Uyayazi ukuba nguwe kuphela umntwana oyindodana kusisi, ngoko ke ndifuna uzame ukuncedisana nam. Kuya kuthi ukuze ndiqiniseke ukuba lo nto iyenzeka ungene kanye kulo masingwabane ndikuwo, ukwenzela ukuba usoloko ukufutshane nam. Ngalo ndlela ke ndiza kulubona uhlobo oqhuba ngalo, ngokujonga ezincwadini.  
*(You know that you are my sister's only male child, therefore, I want you to try to work with me. In order to see to it that this is happening, you will have to join exactly the same burial club of which I am a member, so you can always be close to me. In that way, I will be able to see how you are doing, by looking in the books.)*
- (10) (T) Siyavuya:** Hayi kulungile bhuti ayiyongxaki leyo. Into ebalulekileyo kukuba ndibe kumasingwabane.  
*(Well, that is okay brother. What is important is for me to belong in a burial club.)*
- (11) (S) Langa:** Hayi ke ndiyabulela mfo wam. Ndiza kukhe ndithethe ke nomlungu wam malunga nesi sithuba. Ndinazo iinombolo

zakho zemfono-mfono, ndizakukutsalela ndikwazise ukuba eli linge lihamba njani. Hayi ke, kamnandi.

*(Well, thank you son. I will have a chat with my boss about the job. I do have your contact numbers, I will call and inform you about the progress of this proposal. Stay well.)*

## Persuasive message seven

Incoko phakathi kuka Mchenge kunye noMbesuma.

*(A dialogue between Mchenge and Mbesuma.)*

- (1) (S) Mchenge:** Yhe mfondini usatshaya?  
*(Chap, are you still smoking?)*
- (2) (T) Mbesuma:** Hayi, anditshayi mna bhuti.  
*(No, I do not smoke brother.)*
- (3) (S) Mchenge:** Utsho njani ukuba awutshayi, kodwa ndiyaliva icuba linuka apha kuwe ngoku?  
*(How do you say you do not smoke, yet I can smell tobacco from you?)*
- (4) (T) Mbesuma:** Hayi bhuti, bendihamba neetshomi zam zizo ezitshayayo, ndaze ke ndafumana umsi, kwaye ke umsi wecuba uyahlala apha empahleni.  
*(No brother, I was with my friends, they are the ones smoking, that is how I got the smoke, and tobacco smoke lasts on clothes.)*
- (5) (S) Mchenge:** Mamela ke mfo omkhulu, ukuba awufuni ndikuyekise ngenduku eli cuba, ndiyakucebisa ukuba uliyeke kwangoku kuba usemncinci, lizakukonakalisa icula.  
*(Listen chap, if you do not want me to force you to stop smoking by hitting you, I advise you to stop now, because you are still young, and tobacco will damage you.)*
- (6) (T) Mbesuma:** Hayi bhuti ,anditshayi mna. Ukuba benditshaya bendinokuthembisa ngokuliyeka.

*(No brother, I do not smoke. If I was smoking I would promise to stop.)*

**(7) (S) Mchenge:**

Mamela kwedini, iyandicaphukisa into yokuba ukhanyele Into oyenzayo kuba sele ndisuka kukubhaqa utshaya ndisakubuza wathi uza kuyeka ukutshaya. Uyabona ke into ezakusuka yenzeke kukuba ugule, okanye ube lisela. Kaloku ungumntwana wesikolo awuphangeli, ngoko ke, uza kudinga imali yokuthenga eli cuba lakho, sikubone sele usiba imali kuba unqanqatheka ufuna icuba. Umntu olisela ke mfana wam uba athi esakuswela umntu wokumbela apha endlini aphumele ngaphandle, adibane nokufa ke ngoku phaya phandle ngoba abahlali bayalibulala isela abaxoxi. Kwaye ke ukuba awuliyeki eli cuba andisoze ndiphinde ndikunike into oyifunayo.

*(Listen boy, it makes me angry when you deny something that you really do, because I once caught you smoking and you said you will stop smoking. The next thing you will get sick, or become a thief. You are a student and unemployed, and you will be desperate for money to buy some cigarettes, then that is when you will start stealing money because you are craving for cigarettes. When a thief does not have anything to steal at home he or she goes and steal from other people, and that will be the end of your life, because community members do not waste time, they jut kill a thief. Once again, if you do not stop smoking, I will never support you with anything.)*

**(8) (T) Mbesuma:**

Hayi bhuti, ndiliyekile icuba kwaye, andisokuze ndiphinde ndibuyele kulo.

*(No brother, I have stopped smoking and I will never resume.)*

**(9) (S) Mchenge:**

Kaloku mna mfana wam andizukuvuka ekuseni ndiye kuphangela kabuhlungu, ndisakugqiba ndinike wena imali yam kuba ndifuna ube nezinto nje ngabanye abantwana, kanti le mali wena uyibonela ukuthenga ngayo icuba. Mna andizange ndatshaya ngoku ndiphangela, kuba kaloku ndiyaziqonda ukuba andisoze ndibenayo imali yecuba, kuba ukutshaya kufanele umntu onemali hayi nje abantu abafana nam. Ngoko ke nawe ukuba ufuna ukutshaya kufuneka uyeke ukufunda, uhambe uyokuphangela, kuba icuba enyanisweni lifuna ube kanti unemali, kuba liyatya epokothweni. Lilonke ke, kuyakufuneka ukhethe phakathi kwesikolo necuba.

*(My boy, I am not going to wake up in the early hours of the morning and work hard, and give you money because I want you to have things just like other children, only to find out that you use this money to buy tobacco. I am working, but I never smoked because I knew that I will never afford smoking, because smoking is for rich people, not ordinary people like me. Therefore, if you want to continue smoking, you must drop out of school and go search for a job, because in actual fact, tobacco is for rich people, because it is expensive. So, you will have to choose between school and tobacco.)*

**(10) (T) Mbesuma:**

Hayi bhuti, ndikhetha isikolo, ndiliyekile icuba nyhani.

*(No brother, I choose school, I have stopped smoking really.)*

**(11) (S) Mchenge:**

Ndiyakuva, kodwa ukuba awuliyekanga ndiza kuphinda ndikubhaqe, kuba uzakuvele ucace ukuba usalitya kuba kaloku wena uyabhitya xa usitya elicuba lakho. *(I am listening to what you saying, but if you have not stopped smoking I will catch you again, because when you are*

*smoking I can just tell because you normally lose weight when you are using tobacco.)*

**(12) (T) Mbesuma:**

Hayi bhuti, ndiliyekile ndiyathembisa.

*(No brother, I have stopped I promise.)*

## Persuasive message eight

- (1) (S) Tshezi : Molo mfondini.  
(*Good day chap.*)
- (2) (T) Mncedi : Ewe ke bawo.  
(*Good day Sir.*)
- (3) (S) Tshezi : Kunjani ngempilo?  
(*How are you?*)
- (4) (T) Mncedi : Hayi sivukile tata akukho nto. Kunjani kuwe?  
(*I am fine Sir. How are you?*)
- (5) (S) Tshezi : Hayi ndiphilile nam andiboniswa nto. Eh! mfondini undibona ndisiza apha kuwe nje ndinento ekudala ndiyicinga, nikhe namisa ikwayara apha ekuhlaleni, yama. Ndithe ndisayijongile yafa, andazi ukuba kwenzeka ntoni na. Lithini icebo lokuba iphinde ivuseleleke?  
(*No, I am also fine nothing bad. Err! Chap I came to you because there is something that I have been thinking of, you once formed a choir in this community, and it worked. It disappeared before I could realise, I do not know what happened. What can be done to revive it?*)
- (6) (T) Mncedi : Ehh! Eyi.  
(*Err! Eish.*)
- (7) (S) Tshezi : Ndiyabuza kuba ke ikwayara inganegalelo elihle ekuqokeleleni abantwana bangayi esitalatweni kuba bengenanto yokwenza.  
(*I am asking because a choir may play a big role in*

*keeping our children from gathering on the street having nothing to do.)*

- (8) (T) Mncedi** : Ewe, yinyani leyo xhego.  
*(Yes, that is true Sir.)*
- (9) (S) Tshezi** : Uyabona izinga lobundlobongela liya lisenyuka ukususela oko kwathi kwabhanga amaqela ezemidlalo esasinawo kunye neekwayara ekuhlaleni. Lo nto ke ibangelwa kukuswela into yokwenza kulutsha lwethu.  
*(The crime rate is escalating ever since the breakdown of sports groups and a choir that existed in our community, and that is caused by the shortage of projects for our youth.)*
- (10) (T) Mncedi** : Hayi wena xhego asiyonto inzima le yokuvusa ikwayara, kodwa into yokuba ime iza kuthatha ixesha.  
*(Recommencing a choir is not a difficult thing to do, but it's full formation will take time.)*
- (11) (S) Tshezi** : Utsho kanjani ukuba iza kuthatha ixesha?  
*(What do you mean when you say it will take time?)*
- (12) (T) Mncedi** : Kaloku tata kufuneka phambi kokuba kwenziwe nayiphi na into kuqokelelwe abantu aba zakuba yinxalelnye yelinge elo kuhlalwe nabo phantsi. Umzekelo abo bantu baza kucula kufuneka kuthethwe nabo bacaciselwe ngento abaza kuyenza. Emva koko konyulwe ikomoti enyanisekileyo eza kuthi iphathe ikwayara. Kuba ke la kwayara yachithwa kukunganyaniseki kwabo babesemagunyeni.  
*(Well Sir, before anything we need to gather people who are going to be part of the initiation and sit down with them. For example the members have to be*

*informed on what they are going to do. After that there has to be an appointment of an honest committee that is going to administer the choir. Because in an actual fact the first choir separated because of dishonesty in those who were in management.)*

- (13) (S) Tshezi** : Hayi, ezo zinto zonke aziyongxaki xa sinokuthi senze kanye njengokuba sithetha, singachithi xesha, sikhawuleze sidibanise abantu sibazise.  
*(Well, all those things are not difficult if we are going to do as we say, without wasting time. We should quickly call people and inform them.)*
- (14) (T) Mncedi** : Abantu abaninzi ngoku bayaphangela kwaye babuya ngorhatya emisebenzini, ngoko ke kufuneka sibe namaxesha okudibana, nendawo yokudibanela.  
*(Most people are working now and they knock off late at work, so we should decide on the proper time slots for regular practices and a proper venue.)*
- (15) (S) Tshezi** : Singatsho sihamba ngoku siye ngase holweni siyokukhangela umntu esinokudibana naye malunga nokuba sifumane indawo yokudibanela.  
*(We can go to the community hall right now to look for someone whom we can meet with in connection with getting a place for regular practices.)*
- (16) (T) Mncedi** : Hayi kulungile singaya ngakhona, andinangxaki.  
*(Well we can go, I do not have a problem.)*

## Persuasive message nine

Incoko phakathi kuka Miya noTolo.

*(A dialogue between Miya and Tolo.)*

- (1) (S) Miya:** Mfondini ndifuna khe sidibane kule meko ndiyibonayo khe sithethe.  
*(Chap I want us to talk about the situation that I am seeing).*
- (2) (T) Tolo:** Kulungile sibari, makhe siphume apha phandle.  
*(It is okay brother, let us go outside.)*
- (3) (S) Miya:** Tolo mfondini ndiyabona ukuba eli shishini lakho Liza kuphalala nanje ngoko sele usele wedwa ungasenankosikazi. Ndifuna sisebenze kunye phaya kum endlwini kuba apha kuwe eyadini kusekho ezi zitena.  
*(Tolo man I can see that your business will go down since you do not have a wife. I want us to work together at my place because there are still building blocks in your yard.)*
- (4) (T)Tolo:** Ndiyalisa eli cebo lakho sibari.  
*(I understand your plan brother.)*
- (5) (S) Miya:** Enye into ekufuneka uyenze kukuba uthobe isantya apha etywaleni khona ukuze uzokuwubona umsebenzi wakho ukuba ubheka ngaphi, utsho ube nemali uzokwazi nokuxolisa iicustomers zakho ngoba kaloku akukho mntu ufuna ukusetyenzelwa ngumntu onxilileyo.  
*(One more thing you should do is reduce your consumption of alcohol so you can see the progress you are making, then make profit and be able to satisfy your*

*customers because no one wants the services of a drunk person.)*

**(6) (T) Tolo:**

Hayi sibari lento undixelela yona yinyani, ingakumbi ngoku sele ndishiywe nayinkosikazi. Ndiza kuzama nam ukuba ndenze njengokuba usitsho.

*(Well brother what you are telling me is true, more especially now that I have lost my wife. I will try to do as you say.)*

**(7) (S) Miya:**

Xa sele uyibona into oyenzayo kufuneka uzame incwadi yebhanki.

*(When you see the progress you are making you should try to get a bank book.)*

**(8) (T) Tolo:**

Hayi, yona incwadi yebhanki ndinayo, qha ke andikabinayo imali endinokuyivalela ngokwa ngoku.

*(I do have a bank book, it is just that I do not yet have the money to put into savings.)*

**(9) (S) Miya:**

Hayi, nguwe lo uzibangela ukuba ungabinayo imali kuba kaloku abantu endaweni yokuba bakunike imali usakugqiba ukubasebenzela basuka bakuhlawule ngotywala, nawe ubamkele.

*(No, you are the one causing bankruptcy in your life because you allow people to pay you with liquor instead of money when you have worked for them.)*

**(10) (T) Tolo:**

Hayi, kunjalo nje ukuba ndingasebenza ngolwa hlobo lonyaka wama-2006 xenikweni sasisebenza sobabini, ndiyaqonda ukuba izinto zingahamba ngendlela.

*(Well, if I can work hard just like I did in the year 2006 when we were working together, I believe that things could be just perfect on my side.)*

**(11) (S) Miya :**

Uyabona ke umzekelo, xa ngaba senze imali mhlawumbi engama R3000 ngenyanga, kungafuneka sohlulelane umntu afumane isiqingatha. Ze ke wena uthathe kule yakho, imali nje eza kukugcina inyanga yonke, yonke ke enye le uyise ebhankini. Kwaye ke imali esebhankini ayikhutshwa nje, ikhutshwa ngomhla kaxakeka. Umzekelo, nje ngangoku unamakhwenkwe amadala ekufuneka uwolusile. Uzakuwolusa njani xa usaqhuba ngolu hlobo.

*(You see, for example, if we have made R3000 a month, we will have to share it and each of us gets a half. Then you will have to take from yours an amount that will sustain you for the whole month and put the rest into savings. You should know that you do not just draw money from your savings; you can only do that when you have a serious problem. For example, you have old boys that you need to send to initiation school. How will you manage to do that if you are still doing things way?)*

**(12) (T) Tolo:**

Hayi, kulungile eli cebo undinika lona ndiza kulithatha kuba ndiyalithanda.

*(Well it is fine, I will take the advice that you are giving me because I like it.)*

**(13) (S) Miya:**

Hayi ke akukho ngxaki, siza kube sikunye kuba ndiza kusoloko ndilapha ecaleni kwakho, ndiyibona yonke imigungqo yakho.

*(No problem then, we will be together because I will be next to you, watching all your moves.)*

## Persuasive message ten

Incoko phakathi kuka Bulelani noMaxwell.

*(A dialogue between Bulelani and Maxwell.)*

- (1) (S) Bulelani:** Mfo kabawo, ndiyakubona ukuba uyawathanda amantombazana kuba ndibona uhlobo owatshintsha-tshintsha ngalo. Ixhala lam kukuba andazi nokuba uyazikhusela na, nditsho ke ngeKhondom.  
*(My brother, I can see that you like ladies because you are always changing them. My worry is that I'm not sure if you do use protection, I mean if you do use a condom.)*
- (2) (T) Maxwell:** Hayi bhuti, ndiyazisebenzisa. Andinokukwazi ukungayisebenzisi kuba ndiyayoyika nale ntsholongwane kagawulayo.  
*(No brother, I do use a condom. I cannot afford not to use it because I am afraid of HIV.)*
- (3) (S) Bulelani:** Awu mfondini umithisile njena, umithisa njani kodwa ikhondom uyayisebenzisa? Ngexesha ndikubuza ngekhondom wathi uyayisebenzisa nangoku ugqiba kutsho.  
*(But chap you made the girl pregnant, how do you get someone pregnant if you are using a condom? When I asked you about the condom you said you do use it, you even said so just now.)*
- (4) (T) Maxwell:** Hayi bhuti, le yenzekileyo yona into bendingayilindelanga.  
*(No brother, what has happened was unexpected.)*
- (5) (S) Bulelani:** Hayi mfondini uyaxoka, sele kucacile ukuba awuzikhuseli. Mamela ke, ukuba awufuni kufa umncinci zikhusele xa

unendibano yesondo, ngoba izifo zangaphantsi zidlangile kuquka nogawulayo, kwaye le nto ndiyithethayo uyayazi uyayitsho nawe ngomlomo wakho. Njengoko sele umithisile ke, kufuneka uzazi ukuba ungotata, wazi ukuba umntwana uyondliwa, uyanxityiswa, kwaye uyasiwa kwagqirha xa egula. Ndishumayela ngekhondom nje andithethi ngento endingayaziyo, nkqu mna ndiyayisebenzisa ngoku nditshatile. Uyandiva phofu?

*(No chap you lie, it is clear that you do not use protection. Listen then, if you do not want to die young protect yourself when you are having sex intercourse, because sexually transmitted diseases are serious and dangerous including HIV and AIDS. And you know what I am talking about you also say it yourself. Since you already got the girl pregnant, you must know that you are a father, and that the baby needs to be fed, clothed, and needs to be taken to the doctor when he or she is sick. I am not just preaching about the condom, I do use it myself even though I am married. Do you understand me?)*

**(6) (T) Maxwell:**

Ewe bhuti, ndiza kuqinisekisa ukuba ndiyayisebenzisa ikhondom.

*(Yes brother, I will make sure that I do use a condom.)*

**(7) (S) Bulelani:**

Uyabona ke njengokuba umoshile nje, kufuneka uhambe uye kuhlawula umonakalo wakho, intlawulo ke ixhomekeke kubantu bakulo ntombi.

*(Since you have done the damage, you must go pay for it, the amount will depend on the girl's family.)*

**(8) (T) Maxwell:**

Hayi bhuti, ndiza kuyenza yonke into ekufuneka ndiyenzile, andinangxaki.

*(No brother, I will do all the necessary things, I do not have a problem.)*

**(9) (S) Bulelani:**

Kuya kuxhomekeka kuwe ke ukuba uyakholwa yintombi le, usuke ke uyitshate. Leyo ke into iya kucingwa nguwe, hayi ndim.

*(It will depend on you if you are satisfied with the girl, and marry her. You are the only one who can decide on that not me.)*

**(10) (T) Maxwell:**

Hayi asiyongxaki naleyo bhuti, ukuba kuye kwacaca ukuba siyavisisana, nam ke ndibe ndikholwa nguye.

*(No that is also not a problem if we get along with each other and if I am satisfied with her.)*

## Persuasive message eleven

Incoko phakathi kuka Lizo noLucas.

*(A dialogue between Lizo and Lucas.)*

- (1) (S) Lizo:** Jonga mfowethu, into endifuna ukuthetha nawe ngayo inye, kukuba ubenendawo yakho yokuhlala ekwimeko eyiyo ukuze ukwazi ukukhuseleka kwiimvula namaqhwa oBusika. Izinto othe wahlangana nazo kubusika obuphelileyo azintlanga kwaphela. Ngoko ke, obu Busika buzayo kufuneka ubuxhobele. Indlela onokwenza ngayo ukuba ukhuseleke ke kukuba uzithengele ityotyombe elikumgangatho oyakuthi ulungelelane noBusika.  
*(Look man, I want to talk to you about getting a secured place to stay so that you can be safe from the colds and rain falls of this up coming Winter. The things you have experienced last winter are not nice at all. So, it is important that you prepare for the up coming Winter. The only way in which you can be able to be safe is to buy yourself a shack which is in a good condition, and strong enough for the Winter season.)*
- (2) (T) Lucas:** Eyi unyanisile mfondini, kodwa yonke lo nto kufuneka ndiyilungiselele ngokwasemalini. *(Yes, you are talking truth, but I must be financially prepare for that.)*
- (3) (S) Lizo:** Ewe, kufuneka nyhani uzilungiselele ngemali, ngoko ke, kufuneka ubeke imali qho xa urholile ide lo mali ibe sisixa esilingene wonke lo msebenzi.  
*(Yes, you really need to prepare financially, therefore, you need to save every month untill you get an amount that will be enough for this whole plan.)*

- (4) (T) Lucas:** Hayi noko asiyongxaki leyo imali ndingayibeka.  
*(That is not a problem then, I can save the money.)*
- (5) (S) Lizo:** Imali nyhani yona asiyongxaki apha kuwe kuba noko imali oyirholayo ngenyanga ayincincanga, yanele kanye ukuba uzithengele nantoni na oyidingayo, umzekelo ibhangalo ekulingeneyo unako ukuyifumana. Inye nje qha into ekufuneka uyenze kukuba ucuthe apha kwimali othi uyichithe ekuseleni. *(It is true that money is not a problem to you because your monthly income is not little, it is enough to buy you anything you need, for example you can be able to buy a bangalo that is big enough for you. The only thing that you need to do is to reduce the amount of money that you normally spend on buying liquor.)*
- (6) (T) Lucas:** Hayi ndiyakuva Lizo ntangam.  
*(I do get your point Lizo my friend.)*
- (7) (S) Lizo:** Enye into wena ukuhlala endaweni enethayo akulunganga kuba wonakalelwa yimpahla, ufunyanwe nayingqele uphele ugula, kamnandi ndithetha into oyaziyo. Uyabona ke, xa ugula awuzukwazi ukuphangela, uphele ungumthwalo ebantwini kuba akekho umntu oza kukwazi ukukunika izidingo zakho zonke xaungenamali ungaphangeli.  
*(It is not good to live in a rainy house because your furniture gets damaged, you also get cold and end up getting sick. Luckily, you know what I'm talking about. See then, you cannot go to work when you are sick, you will end up being a burden to other people because no one will be able to give you all your needs if you are bankrupt and not working.)*

**(8) (T) Lucas:**

Hayi ndiyakuva. Ukukuqinisekisa ukuba lento uyithethayo ndiza kuyenza, ndiza kuzisa ikhadi lam lebhanki apha kuwe khona ukuze ndingabinalo ithuba lokudiywaza ngemali yam.

*(Ok I do get your point. To assure you that I am going to do what you are saying, I will bring my bank card to you so I cannot have a chance to spend my money unnecessarily.)*

**(9) (S) Lizo:**

Licebo elihle eli ulitshoyo, kodwa khumbula ukuba imali yakho awuyilondolozela kuphela kuba kufuneka ulungise le ngxaki, nasemva kokulunga kwayo kufuneka uyiphathe kakuhle imali yakho kuba zininzi izinto ekusafuneka uzenzile ebomini. Unaye nomntwana osakhulayo ekuza kufuneka umse eDyunivesithi ngenye imini. Lonto ithethe ukuba kufuneka uqale kwangoku ukumlondolozela imali. Oko ke kukuthi imali yakho kufuneka uyilondolozela ikhadi lakho likuwe hayi komnye umntu, kuba kaloku andizukusoloko ndisecaleni kwakho khona ukuze ndigcine ikhadi lakho. Ndiseza kungabikho ngenye imini, uza kuthini?

*(That is a good idea, but remember that you are not saving your money only now that you need to solve this problem, you need to spend your money reasonably even after you have sorted out this problem, because there are a lot of things that you still have to do in life. You also have a growing child that you will need to send to university one day. And that means you need to start saving for her now. Meaning that you need to save your money having your card with you, not with the other person, because I will not always be next to you to keep your bank card. One day I will not be around, what are you going to do?)*

**(10) (T) Lucas:**

Hayi kaloku mhlobo wam anditsho kanjalo. Okwangoku ndisazama ukulondoloza, ikhadi liza kuhlala kuwe, ze ke ethubeni xa sele ndiqhelene nokubamba isandla apha emalini libuyele kum ikhadi.

*(No my friend, I do not mean it like that. My card will be with you while I am still trying to save, then I will take it back after a while when I am used in using money reasonably.)*

**(11) (S) Lizo:**

Oo hayi ke ndiyakuva. Kaloku akufunekanga ibengathi ungumntwana yena ungakwaziyo ukuzikhathalela ngaphandle koncedo lomntu omdala kunaye. Uyabona ke yingcinga ephilileyo leyo, ndingaligcina ke ikhadi lakho nje ngokuba usitsho. Ndiza kubona ngawe ke mhla ulizisayo. Ndingavuya kakhulu ukuba ungaphumelela lo mbono kuba ke okwangoku ngumnqweno endinawo kwaye ekugqibeleni uzakunceda wena.

*(I understand you then. You know it is not good to be treated like a child who cannot take care of him or herself without getting help from an older person. That is a good thought, now I can keep your card as you say, I will see when you are bringing it. I would be very happy to see this idea becoming successful because that is the wish I have for now and it will benefit you.)*

## Persuasive message twelve

Incoko phakathi kukaTukulu kunye noNdlangisa.

*(A dialogue between Tukulu and Ndlangisa.)*

- (1) (S) Tukulu:** Bhuti ndinengxaki, ndifuna ukuvula ishishini lokufakela iiglaszi zeefestile, iifreyim, iikhabhathi kunye nezinye izinto ezifuna iglaszi. Ngoko ke, ndifuna ukuba undicebise ukuba ndingenza njani ukuze ndifumane abathengi kwaye ishishini lam libheke phambili.
- (Brother I have a problem, I want to start a business of glassware like window glasses, photo frames, cuboards and other furniture that needs glass. So, I want you to give me advice on what to do to get customers and to make my business grow.)*
- (2) (T) Ndlangisa:** Indlela endibona ngayo mna endiyisebenzisayo kukuba ube ne-business card, kunye nee-flyers, ngaloo ndlela abantu baza kukwazi ukukufumana xa bekufuna kuba elikhadi kuquka nezi flyers zineenombolo zakho zemfono-mfono kunye nedilesi yakho.
- (So far I am using a business card and flyers. I would suggest that you also use these to recruit customers, that way people will easily get hold of you when they need you because, this business card and these flyers have your contact numbers and your address.)*
- (3) (S) Tukulu:** Ndinga ukuba elikhadi loreshishino liza kundichana kuba ndiyasebenza, eli shishini lona longeza kumrhola wam endiwufumana kulo msebenzi wam. Ngoko ke, eli khadi liza kube lineenombolo zam zikanomyayi abantu ke baza kundifownela ndisemsebenzini kufuneke ndibahoye, ze ke lonto indiphazamise emsebenzini. Nto leyo ke engathi

indiphelelise ngomesebenzi kuba umlungu angangathandi.

*(I think this business card will be a bit problematic because I am working, this bussiness is adding on the salary that I am getting from my job. So, this business card will be having my cell phone numbers on it, then people will call me whilst I am on duty, and I will have to pick up their calls and that will disturb me from my work. And that could bring an end to my job because my employer might not like that.)*

**(4) (T) Ndlangisa:**

Ungazama kaloku nokufumana i-voice mail apho xa ungafumanekiyo abantu baza kukwazi ukushiya imiyalezo, okanye ubanike inombolo kankosikazi wakho bathethe naye ze ke wena umyalezo uwufumane kuye.  
*(You can try then to have a voice mail where people can be able to leave messages when they can not get hold of you, or you can give them your wife's number so they can talk to her and get the message from her.)*

**(5) (S) Tukulu:**

Hayi bhuti, ayinakulunga eyokuba abantu ndibanike inombolo kankosikazi wam kuba kaloku eli shishini belingakhange libe ngumbono ovele naye, kwaye andikhange ndimbandakanye ngexesha bendiceba eli shishini. Ngoko ke, andifuni ukumfaka sele lisesithubeni, ndingafuni ke nokumxakekisa. Okwesibini, lonto ingandigxothela nabathengi aba, kuba mhlawumbi unkosikazi angangakwazi ukujongana nabathengi, nanje ngoko usazi ukuba abathengi ngabantu abaneemfuno zabo ezizodwa. Kwakhona, umzekelo ukuba sixabene nonkosikazi, kuze kufowune umntu ofuna mna obhinqileyo angahle amphendule kakubi, libe ke liyawa ishishini lam.

*(No brother, giving people my wife's number might not be a good idea because this business is not her idea and I never involved her when I was planning it. So, I don't want to involve her now, and I don't want to put a burden on her. Secondly, giving her number to my customers can chase my customers away because my wife may be unable to deal with the customers in a good way, as you would know that customers have extraordinary needs. Once again, let us say for example there has been a fight between us, and then a female customer calls my wife might be impolite and unfriendly, and that could be a down fall of my business).*

**(6) (T) Ndlangisa:** Ucinga ukuba ungenza njani ukuze abathengi bakho bakufumane lula.  
*(What can you do in order for your customers to reach you easily?).*

**(7) (S) Tukulu:** Ingathi kungcono kwale yevoice-mail kuba le miyalezo iza kufikela ngqo kum, ayizukufaka mntu wesithathu.  
*(I think the voice mail plan is better because these messages will come straight to me, they will not involve the third person.)*

**(8) (T) Ndlangisa:** Awucingi ukuba iza kukubetha kwicala lemali le nto yokuba kufuneke umfowunele lo mntu uthe wafumana umyalezo wakhe.  
*(Don't you think that this thing of returning calls to people who have left messages could put you under financial strain?)*

**(9) (S) Tukulu:** Kungcono kwale ndlela kuba incinci imali eza kundilahlekela xa ndithe ndafowna, kune mali engandilahlekela xa ndiphuncukana nomthengi.

Kwakhona ndiza kuthi ke ndizame ukuba imali endithe ndafowna ngayo ndiyinyengeze kwixabiso elo ndiza kuthi ndilibize. Ndiza kube ndisebenzisa eli icebo okwangoku lingekaveli elinye icebo.

*(I prefer this way because I am going to lose less money when I am returning the call, as compared to the money that I could lose when I am losing a customer. Once again, I will try to indirectly include the money that I have used on returning a call in the price that I will charge to the customer. In the meantime I will be using this plan until I get another plan.)*

**(10) (T) Ndlangisa:**

Hayi ke ndiyakuva, khawuzame kanjalo.

*(I understand you then, just try that.)*

## Persuasive message thirteen

Incoko phakathi kukaNtingiso kunye noNqwelo.

*(A dialogue between Ntingiso and Nqwelo.)*

**(1) (S) Ntingiso:** Mzalwane wam, into endibeka apha kukuba ndizokuthetha nawe malunga nokuba ubuyele enkonzweni. Kwaye ke noko ndiyaqonda ukuba asiyonto inzima le yenkonzo kuba wawukhe wangumPostile ngoko ke andikubizeli entweni ongayaziyo.

*(My brother I am here to talk to you about going back to church. and I believe that going to church would not be a difficult thing because you were once an Apostolic church member. So, I am not recruiting you to something that you do not know.)*

**(2) (T) Nqwelo:** Hayi nkosi yam, andisathandi ukuba ndiphinde ndibuyele ePostile. Xa ndijongile la nto yayindimkisile isaphila.

*(No my brother, I do not want to go back to Apostolic church. According to my judgment the thing that chased me away still exists.)*

**(3) (S) Ntingiso:** Mzalwane wam kubalulekile ukuba ubuyele enkonzweni kuba ke inkonzo yinto oyaziyo kwaye ukhulele kuyo. Ayilunganga into yokuba ngeCawa uhlale nje imini ide iphele, kuba lo nto awuyiqhelanga. Futhi ke unabantwana, ibalulekile ke into yokuba abantwana bakhulele enkonzweni kuba inkonzo inengqeqesho yayo ebantwaneni. Inkonzo ke ibangela ukuba umntu akwazi nokugcina isidima sakhe kuba kaloku umntu okhonzayo unayo noko indlela encomekayo yokwenza izinto.

*(My brother, it is important that you go back to church because the church is something you know and you grew*

*under its environment. It is just not good for you to spend the whole Sunday relaxing because you are not used to that. Also you have children, so it is important that children are raised in a Christian environment because it has a positive influence on children. The church enables one to maintain his or her dignity because a person who is worshipping has atleast a creditable way of doing things.)*

**(4) (T) Nqwelo:**

Mzalwane wam andinangxaki nenkonzo, nto nje inkonzo endingathandi ukuba kuyo yiPostile le. Kona ukuya enkonzweni ndingaya qha hayi iPostile, kwenye nje inkonzo.

*(My brother, I do not have a problem with the church, but the only church that I do not like to attend is the Apostolic church Going to church is not an issue, but not in the Apostolic one, just to another church.)*

**(5) (S) Ntingiso:**

Mzalwane wam uyayazi into yokuba usindiso lomphfumlo alukho kwenye indawo, lukwisiseko sabaPostile nabaProfethi nje ngokuba usazi, kwaye iveziwe nakwizibhalo ezingcwele, kuma-Efese, isahluko sesibini, ivesi yeshumi elinethoba, kuyatshiwo ukuba“Uyesu ufumaneka kwisiseko sabaPostile nabaProfethi apho emi nje ngelitye lembombo abalicekisayo abakhi”.

*(My brother, as you would know, Salvation is not in any other place, it is on the foundation of the Apostles and Prophets, as the word reveals this in the book of Euphisians, chapter two, verse nineteen that “Consequently, you are no longer foreigners and aliens, but fellow citizens with God’s people and members of God’s house hold, build on the foundation of the apostles*

*and prophets, with Christ Jesus himself as the chief corner stone”).*

**(6) (T) Nqwelo:**

Hayi, ndiyayazi nam nkosi yam lo nto kwaye ndiyayiqonda, kodwa andikafikeleli esigqibeni sokuba ndiphakame.

*(No, I know that too and I understand it, but I haven't yet taken a decision to go to church).*

**(7) (S) Ntingiso:**

Mzalwane wam xa sele ufikelele esigqibeni, mna ndiza kuyazi njani lonto?

*(My brother, how am I going to know when you have taken a decision?)*

**(8) (T) Nqwelo:**

Uyakuyazi, kuba kulilungelo ukuza kum kwakho nje ngesigidimi seNkosi.

*(You will know, because it is your right to come to me again as the messenger of God.)*

**(9) (S) Ntingiso:**

Ke nkosi yam ndikushiya nabakowenu besithembiso ukuze nje ngoko ububakhonzele bakuthundeze uphinde uphakame.

*(Well, I am leaving you with your ancestors so they can give you courage to go to church to worship God as you were worshiping for them.)*