

CASE STUDY 4
RECONCILIATION

I. BACKGROUND INFORMATION

In the Fall of 1989 the student researcher had Muriel tape record a conversation she had over lunch with her friend Louise. Muriel is 19 and Louise is 20. Muriel is a friend of the student researcher's and acted as respondent.

Here is how the student researcher describes the event:

Both work as salespersons in the shoe department of a department store. Muriel is a regular salesperson, while Louise is an assistant manager of the department which is neat because we don't get yelled at anymore, you-know.

Besides being co-workers, Muriel and Louise are friends and have an active social life together.

In her recollection Muriel explains what brings the two girls together, as follows:

we don't really like anyone in the store
and no one likes us
because we're a lease department
and we make commission
and others in the store don't
it makes them jealous I-guess

we like talking to each other about stuff like that
it's good 'cause we get to vent out our frustrations
and we listen to each other
and help each other out

...out lunch talks keep us pretty close
I guess
and days at work would probably be real slow
without them in between hours

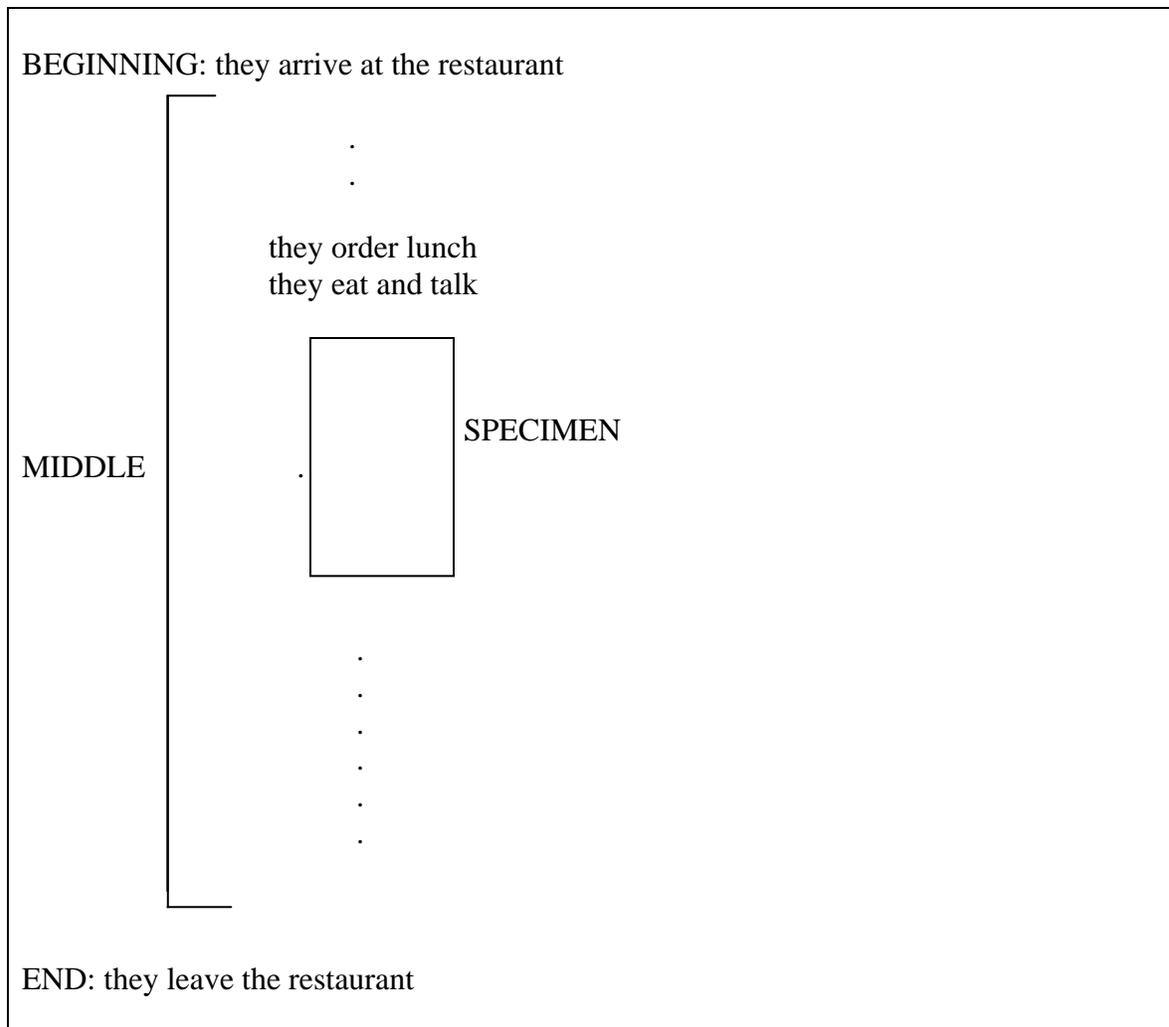
The conversation occurred while the two girls were having lunch together, a regular activity in their relationship. The day before, Muriel missed work in order to be with her sister who was in labor at the time. Consequently Louise had to work extra hours by filling in Muriel's shift.

PLACE OF SPECIMEN IN EVENT:

There is only one environment, sitting at a table in a restaurant.

The respondent does not specify the place of the specimen in the entire event, but it is very likely that it occurs right after they have settled down for lunch.

The place of the specimen in the entire event is very likely as follows:



II. VERBAL FLOW STRUCTURE

A: SEGMENTATION OF TALK IN SPECIMEN

1) RESPONDENT'S SEGMENTATION:

In the Blow-by-Blow, as she listened to the tape, the respondent gave a discursive commentary of what was taking place.

Then, in the Follow-up Interviewing, she grouped her commentary into 15 sections as follows:

1: missing work (1-9)

the first thing me and L talked about was how I couldn't come into work that day

2: apology (10-22)

and how L had to work my hours for me
I apologized to L for it

3: Louise's reaction (23-43)

she was telling me that she was pretty busy
she was actually pretty mad that I didn't come to work because she didn't want to stay any later than she had to
she was mostly concerned about how much trouble it was to fill in my hours and how exhausted she was
like she was trying to make me feel guilty about not coming in for work
and not caring how my sister made out

4: sister's baby (44-58)

and then after that we started talking about my sister having a baby

5: reason for missing work (59-62)

because that's why I couldn't come to work in the first place
my sister having a baby

6: sister's baby (63-75)

so we just talked about what she went through while she was in labor

7: Louise complaining (76-88)

and then L talked about what a hectic and busy day she had and how tired she was from working for me

8: Louise's profit (89-98)

she talked about how much she ended up making that day
she ended up making a lot of money

9: **personal reaction** (99-114)

I felt bad that she had to work for me but I know that I would gladly do her the same favor if she needed me to
and I was not going to let my sister down

10: **personal diet** (115-134)

after that we got to the topic of my diet
and about how I was doing on it
and about my diet plan itself like the foods and exercise involved

11: **Louise's diet plans** (135-143)

L was talking about deciding to go on the diet
and I insisted that she's got no need to try to lose any weight

12: **mutual outing plans** (144-152)

and then I asked her what her plans were for the week
and we discussed our plans to go out together sometime that week
when we both had the same night off work
and when our boyfriends might

13: **Louise's problem with Charley** (153-159)

then L talked about her boyfriend Charley
and some problems she was having with him

14: **Charley's problem with his dad** (160-171)

and about some problems that Charley was having with his Dad
and how his Dad kicked him out of the house

15: **personal boyfriend** (172-188)

and finally I talked about my boyfriend at the end of our conversation
who I was happy with at the time
and basically only had good things to say about him

In addition, the respondent gave a detailed characterization of the information conveyed. Thus, line 1 is a 'question'. Lines 2 and 3 are an 'answer to own question'. Lines 4 and 5 are 'personal hope/expectation'.

This information is given in the respondent accounts that occur with the analysis of the internal structure of the basic units.

Transcript of Talk in specimen as segmented and characterized by respondent:

1: missing work

M (1): was Becky mad because I couldn't work?

(2): she knows that the only reason I'd call in

(3): would be an emergency

(4): she'd better not try to make me feel guilty

(5): like the last time

L (6): no

(7): she didn't care

(8): she doesn't care if anybody misses work

(9): as long as she doesn't have to fill in

2: Apology

M (10): well

(11): there was no way I could have come in

(12): but I am really sorry

(13): I didn't mean to put you on the spot

(14): by having to work my hours

(15): I know how much you hate doing that

(16): I'll make it up for you too

(17): next time you need a favor at work

(18): just ask me

L (19): don't worry about it

(20): it wasn't that bad I-guess

M (21): I'm still real sorry

(22): but I hope you understand

3: Louise's reaction

L (23): it's not that I minded filling in for you

(24): or helping you out

(25): it's just that the day sucked so bad

M (26): that bad huh?

L (27): probably worse than you think

M (28): how come?

L (29): I was exhausted from the beginning

(30): to-start-things-off

(31): by the end of the day

(32): I had a throbbing headache

(33): every customer had to give me

(34): some kind of a problem

(35): and I had enough work to do

(36): for about three people

(37): I was in such a lousy mood as-it-was

(38): and staying later made things that much worse

M (39): you're making me feel pretty bad about this

L (40): oh I don't mean to do that

(41): I'm sorry that I'm taking it out on you

(42): it's not your fault

(43): just a bad day

4: Sister's Baby

M (44): I-suppose you aren't really interested

(45): in my sister's baby

L (46): oh of course I am

(47): it's just not the first thing on my mind

(48): right about now

L (49): how did she make out?

(50): did everything go alright?

M (51): yeah

(52): everything turned out OK

(53): but my sister was in so much pain

(54): and she was so nervous

(55): that she needed someone there

(56): besides Bob

L (57): why couldn't someone else do it?

(58): like your Mom?

5: Reason for Missing Work

M (59): because she asked for me specifically

(60): she didn't want just anyone there

(61): if that's not a valid reason for missing work

(62): then I don't know what is

6: Sister's Baby

M (63): but anyway

(64): she had a little baby girl

(65): and they named her Brooke

(66): but you should have heard my sister screaming

(67): before and during the delivery

(68): I've never been so scared in my life

(69): I heard her from the waiting room

(70): and it sounded like she was being tortured

(71): or-something

(72): she said that she was real happy

(73): that I was there for her

(74): and she would have otherwise been

(75): a lot worse off

7: Louise complaining

L (76): well

(77): I'm glad everything turned out

(78): alright for her

(79): but she's not the only one that went through hell

(80): I don't think that I've ever had

(81): such a hectic day in my life

(82): you wouldn't believe how busy I was

(83): or how drained I am from working extra

M (84): yeah

(85): I-know

L (86): you should have seen me

(87): I was counting the minutes before closing time

M (88): I-know-what-that's-like

8: Louise's profit

L (89): one good thing did come out of it though

M (90): what's that?

L (91): I made over \$1500 in sales

M (92): my god that's a lot!

(93): I-guess you were busy

L (94): yeah

(95): I can't wait to see what my

(96): paycheck is going to be like

(97): I can sure use the extra money

(98): it's about time I had a real good day of sales

9: Personal Reaction

M (99): well

(100): I still appreciate you working for me

(101): and I feel kind-a bad that you had to

(102): but you know that I'd do the same for you

(103): if you ever needed me to

(104): with no question asked

(105): and anyway

(106): the way my sister wanted me there so much

(107): and the way she was so scared

(108): there was no way that I'd have not been there

(109): for her

L (110): oh I-know

(111): besides do you know how mad you'd be

(112): if you did end up working instead of seeing her

M (113): yeah

(114): I'd be so mad at myself

10: Personal Diet

L (115): I-thought you can't eat chicken

(116): are you still on your diet?

M (117): yeah

(118): some days I can have chicken

(119): as long as you follow the diet plan

(120): you eat certain amounts of proteins

(121): fruits

(122): vegetables

(123): milk and fats

(124): it does let you eat a lot of normal food

L (125): I-thought it would be a lot harder

M (126): no

(127): it's really not

(128): the only tough thing is the workouts

(129): I never look forward to do a bike workout

(130): or an aerobic workout

(131): but when you do those exercises it helps

(132): you lose weight with the diet

L (133): how much have you lost so far?

M (134): 11 pounds

11: Louise's diet plans

- L (135): wow!
 L (136): I-think I should go on it
 (137): I'd kill to lose 11 pounds!
 (138): I can really tell that you've lost weight too
 M (139): don't be ridiculous!
 (140): the last thing you need is lose weight
 (141): your weight is perfect
 L (142): well
 (143): I'm glad you think so

12: Mutual Outing Plans

- M (144): do you have any plans for this week yet?
 L (145): no
 (146): not yet
 (147): we should go out some night
 (148): are you off Thursday?
 M (149): yeah
 (150): that would probably be a good night for it
 (151): maybe Charley and Ben might want to go too
 (152): if they both have off

13: Louise's problem with Charley

- L (153): I wouldn't count on it with Charley
 (154): he's been a complete butt-end lately
 (155): he's been blowing me off
 (156): and he barely ever calls
 (157): and when he does
 (158): he seems completely disinterested
 (159): he's just been taking me for granted

14: Charley's problem with his Dad

- L (160): I probably can't blame it all on him though
 (161): because his dad is such a jerk to him
 (162): that's why he acts like a jerk to me
 (163): I-bet
 (164): it's been like this
 (165): ever since Charley got kicked out
 M (166): just give it some time
 (167): once Charley readjusts
 (168): I'm-sure you-guys will
 (169): get along fine again
 L (170): I-hope-so
 (171): because I'm getting tired of it-

15: Personal Boyfriend

- L (172): how's Ben anyway?
 M (173): pretty good
 (174): actually
 (175): he brought over a movie last night
 (176): and we just ate dinner and watched it
 (177): we had a good time
 L (178): I wish I could have a normal evening like that
 (179): with Charley
 (180): without an argument blowing up
 (181): it must be nice
 M (182): yeah
 (183): I-guess-so
 (184): we don't really have anything to fight about lately
 (185): things have been relatively pleasant
 L (186): we should switch places
 M (187): no
 (188): thanks!

(2) ANALYST'S SYSTEMATIZATION OF RESPONDENT'S

As noted by the student researcher, the specimen includes two parts, as follows:

Part I: NEGOCIATING FORGIVENESS (1-114)

Part II: RE-ESTABLISHING FRIENDSHIP ON EQUAL GROUNDS (115-188)

In each Part, the systematization of the respondent's segmentation yields candidate basic units, the Verbal Flow Sections.

They are obtained as follows:

DEFINING CRITERIA for VF1

Type of Talk: NEGOTIATING

Modality of Talk: displaced

Focality: focal

SEGMENTATION CRITERION for VF1 SECTIONS:

Stages in Negotiating Process¹:

- stage 1: Bringing up the problem: M lets L know how she feels (1-9)
- stage 2: Negotiation Proper
 - substage 1: first attempt
 - subsubstage a): apology by M (10-22)
 - subsubstage b): response by L (23-43)
 - substage 2: second attempt
 - subsubstage a): justification by M (44-75)
 - subsubstage b): response by L (76-88)
- stage 3: Turning Point: L's first sign of forgiveness (89-98)
- stage 4: End of Negotiation: M testing L's forgiveness (99-114)

DEFINING CRITERIA for VF2**Type of Talk:** CHATTING**Modality of Talk:** displaced**Focality:** focal**SEGMENTATION CRITERION for VF2 SECTIONS:****topic 1:** Dieting

subtopic 1: M's Diet (115-135)

subtopic 2: L's Diet Plans (136-143)

topic 2: Mutual Outing Plans (144-152)**topic 3:** Boyfriends

subtopic 1: L's boyfriend (153-171)

subtopic 2: M's boyfriend (172-188)

Analyst's note 1

The notion of stages is from the analyst, while the labels applied to the stages are from the student researcher.

(3) COMPARISON between A's and R's ORGANIZATION

| ANALYST'S | RESPONDENT'S |
|--|---|
| NEGOTIATING FORGIVENESS | |
| stage 1: Bringing up the problem: | |
| M lets L know how.: VF1 Section (1-9) | missing work (1-9) |
| stage 2: Negotiation Proper | |
| first attempt | |
| apology: VF1 Section (10-22) | apology (10-22) |
| response: VF1 Section (23-43) | L's reaction (23-43) |
| second attempt | |
| justification: VF1 Section (44-75) | sister's baby (44-58) reason for missing work (59-62) sister's baby (63-75) |
| response: VF1 Section (76-88) | L complaining (76-88) |
| stage 3: Turning Point | |
| L's first sign of...:VF1 Section (89-98) | L's profit (89-98) |
| stage 4: End of negotiation | |
| M testing L's...:VF1 Section (99-114) | personal reaction (99-114) |
| RE-ESTABLISHING FRIENDSHIP ON EQUAL GROUNDS | |
| topic 1: Dieting | |
| M's diet: VF2 Section (115-135) | personal diet (115-134) ¹ |
| L's diet: VF2 Section (136-143) | L's diet plans (135-143) |
| topic2: Mutual Outing..: VF2 Section(144-152) Mutual Outing Plans (144-152) | |
| topic 3: Boyfriends | |
| L's boyfriend: VF2 Section(153-171) | L's problem with Charley (153-159) Ch's problem with his Dad (160-171) |
| M's boyfriend: VF2 Section (172-188) | personal boyfriend (172-188) |

Analyst's note 1

The respondent puts "wow!" with L's diet plans, whereas the analyst views it as belonging with M's diet.

**B: BASIC UNITS: INTERNAL STRUCTURE
and
PARTIAL RHETORICAL ORGANIZATION of
TALK IN CORES**

Each VF Section is now examined in turn in order to ascertain how many basic units it contains. Then, the internal structure of each basic unit, and the partial rhetorical organization of Talk in their respective cores, are described in some detail.

PART I: NEGOTIATING FORGIVENESS

VF Section (1-9) to VF Section (99-114)

VF1 SECTION (1-9)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: NEGOTIATING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (1-9):

stage 1: Bringing up the problem: M indirectly lets L know how she feels

b) Transcript of Talk in Section:

M(1): was Becky mad because I couldn't work?

(2): she knows that the only reason I'd call in

(3): would be an emergency

(4): she'd better not try to make me feel guilty

(5): like the last time

L(6): no

(7): she didn't care

(8): she doesn't care if anybody misses work

(9): as long as she doesn't have to fill in

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (1-9). It is a QUERY, specified by the semantic schema: Muriel asks Louise how the manager felt about her absence from work.

(3) DETAILED ANALYSIS OF QUERY (1-9)

a) INTERNAL STRUCTURE OF QUERY:

The QUERY has only a nucleus. The latter has only a core, a dialogue initiated by M and addressed to L, with one exchange.



b) RHETORICAL ORGANIZATION of CORE:

M1: M's query¹

•1: query proper (yes/no question)

(1) was Becky mad because I couldn't work?¹

•2: elaboration

••1: justification for missing work²

(2) she knows that the only reason I'd call in

(3) would be an emergency

••2: veiled threat: ³

(4) she'd better not try to make me feel guilty

(5) like the last time

M2: L's answer to yes/no question

•1: answer proper (negation):

(6) no

•2: elaboration (indirect response to threat)

••1: initial formulation

(7) she didn't care

••2: re-formulation: ⁴

(8) she doesn't care if anybody misses work

(9) as long as she doesn't have to fill in

Respondent's account

-fn1

the first thing me and Louise talked about was how I couldn't come into work that day and how Louise had to work my hours for me (1-9)

-fn1'

question (1)

M is using Becky as an indirect way of letting L know how she feels.

-fn2

answer to own question(2-3)

-fn3

personal hope/expectation (4-5)

veiled threat: M tries to stop L from making her feel guilty by threatening her

-fn4

L's attempt to make M feel guilty

VF1 SECTION (10-22)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: NEGOTIATING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (10-22):

stage 2: Apology by Muriel

b) Transcript of Talk in Section:

M(10): well

(11): there was no way I could have come in

(12): but I am really sorry

(13): I didn't mean to put you on the spot

(14): by having to work my hours

(15): I know how much you hate doing that

(16): I'll make it up for you too

(17): next time you need a favor at work

(18): just ask me

L(19): don't worry about it

(20): it wasn't that bad I-guess

M(21): I'm still real sorry

(22): but I hope you understand

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (10-22). It is an APOLOGY, specified by the semantic schema: M's apology to L.

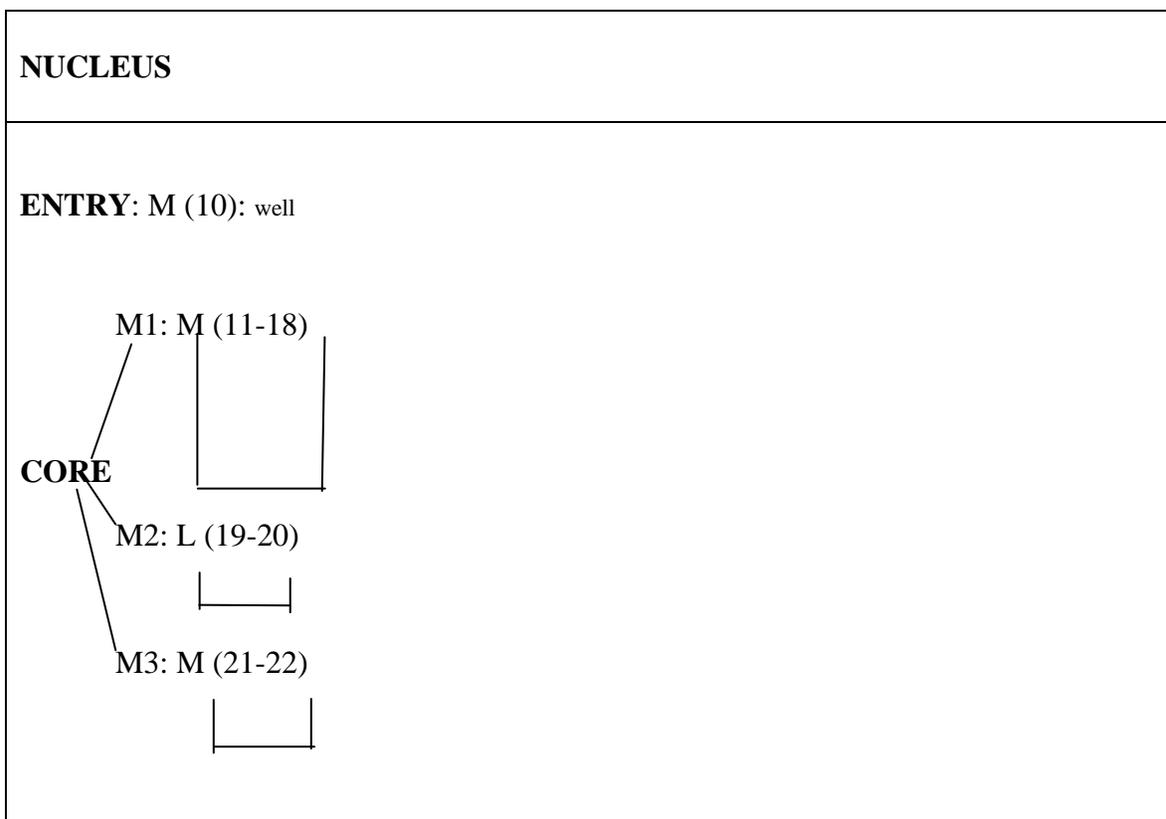
(3) DETAILED ANALYSIS OF APOLOGY (10-22)

a) INTERNAL STRUCTURE OF APOLOGY:

The APOLOGY has only a nucleus. The latter has an entry, and a core.

The entry is a univox.

The core is a dialogue initiated by M and addressed to L, with a three-member exchange.



b) RHETORICAL ORGANIZATION of CORE:

M1: Apology with offer to reciprocate¹

- 1: preparation (justification): ¹
 - (11) there was no way I could have come in
- 2: apology proper: ²
 - (12) but I am really sorry
- 3: elaboration (extended apology) ³
 - ...1:
 - (13) I didn't mean to put you on the spot
 - (14) by having to work my hours
 - ...2:
 - (15) I know how much you hate doing that⁴
- 2: offer to reciprocate
 - 1: offer proper (promise): ⁵
 - (16) I'll make it up for you too^{5'}
 - 2: elaboration of promise: ⁶
 - (17) next time you need a favor at work
 - (18) just ask me

M2: Response

- 1: response proper (dismissal of apology): ⁷
 - (19) don't-worry-about-it
- 2: elaboration (justification of dismissal): ⁸
 - (20) it wasn't that bad, I-guess

M3: response to response (further apology):

- .1: apology proper: ⁹
 - (21) I'm still real sorry
- .2: elaboration: ¹⁰
 - (22) but I hope you will understand

Respondent's account

-fn1

the first thing me and Louise talked about was how I couldn't come into work that day
I apologized to L for it (10-22)

-fn1'

statement of conditions

-fn2

apology

-fn3

follow-up to apology (13-14)

-fn4

recognition of L's dislike of working extra hours

-fn5

promise(16-17)

-fn5'

too= pleading

-fn6

elaboration of promise to L

-fn7

L's reaction to apology

(fake polite formula "don't mention it")

-fn8

L's feelings toward working extra hours

(covert expression of L's anger)

-fn9

M's further apology

-fn10

request for L not to be angry at her

VF1 SECTION (23-43)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: NEGOTIATING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (23-43):

stage 2: Louise's response to Muriel's apology

b) Transcript of Talk in Section:

L(23): it's not that I minded filling in for you
 (24): or helping you out
 (25): it's just that the day sucked so bad
 M(26): that bad huh?
 L(27): probably worse than you think
 M(28): how come?
 L(29): I was exhausted from the beginning
 (30): to-start-things-off
 (31): by the end of the day
 (32): I had a throbbing headache
 (33): every customer had to give me
 (34): some kind of a problem
 (35): and I had enough work to do
 (36): for about three people
 (37): I was in such a lousy mood as-it-was
 (38): and staying later made things that much worse
 M(39): you're making me feel pretty bad about this
 L(40): oh I don't mean to do that!
 (41): I'm sorry that I'm taking it out on you
 (42): it's not your fault
 (43): just a bad day

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (23-43). It is a COMPLAINT, specified by the semantic schema: Louise's complaint as objection to Muriel's apology.

(3) DETAILED ANALYSIS OF COMPLAINT (23-43)

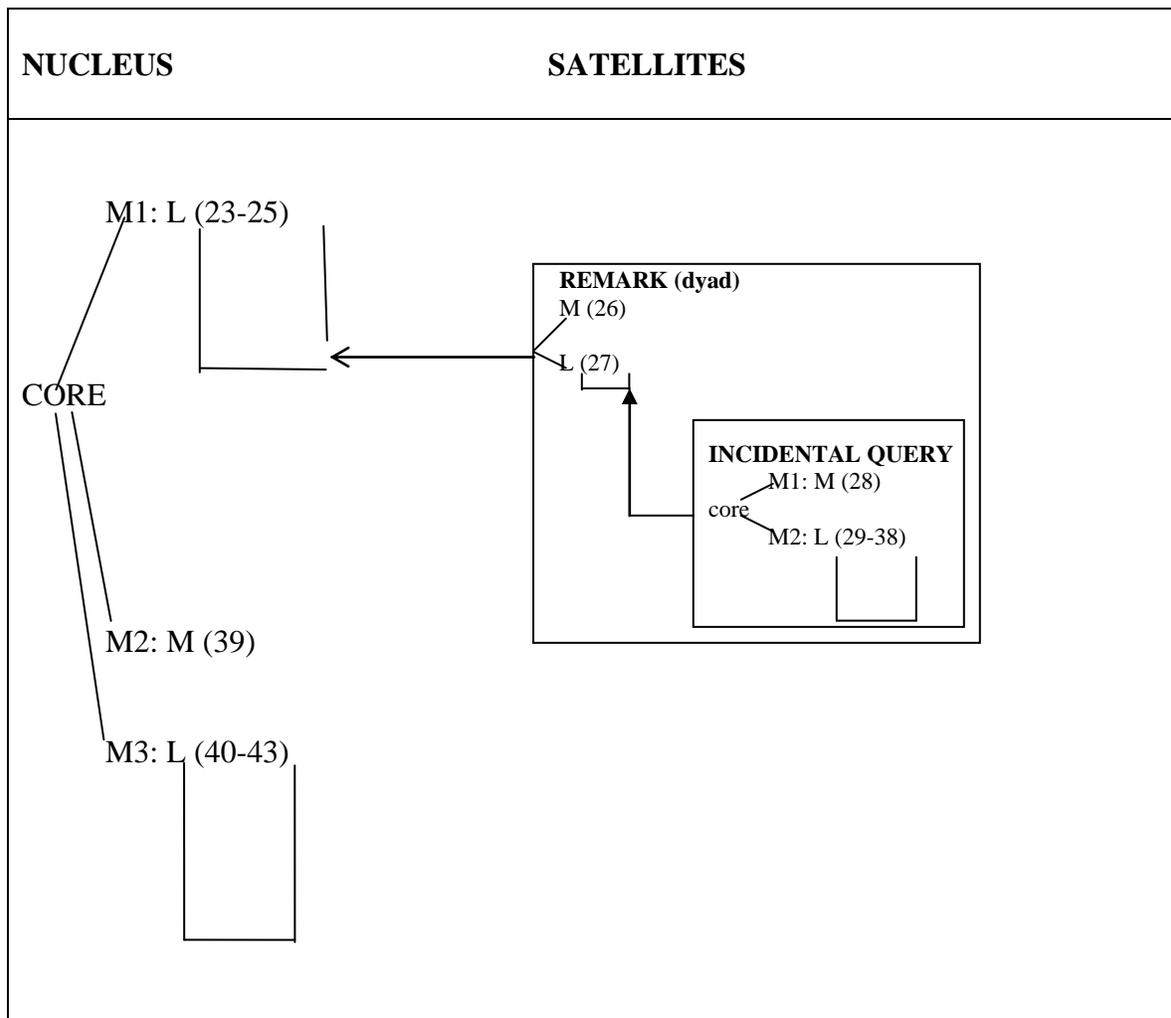
a) INTERNAL STRUCTURE OF COMPLAINT:

The COMPLAINT has a nucleus and 1 satellite.

The nucleus has only a core, a dialogue initiated by L and addressed to M, with a three-member exchange.

The satellite is a remark, a dyad initiated by M and responded to by L.

It has a satellite, an incidental query with only a nucleus. The latter is a dialogue initiated by M and addressed to L, with one exchange.



b) RHETORICAL ORGANIZATION of CORES:

M1: L's complaint (pattern: Not X, Y)¹

•1: NOT X: ¹

(23): it's not that I minded filling in for you

(24): or helping you out

•2: Y: ²

(25): it's just that the day sucked so bad

REMARK (dyad)

M: assessment:

(26): that bad uh?²

L: acknowledgement:

(27): probably worse than you think³

INCIDENTAL QUERY

M1: M's request for explanation/justification: ³

(28) how come?

M2: L's response

•1: Initial explanation: ⁴

(29) I was exhausted from the beginning

(30) to-start-things-off

(31) by the end of the day

.2: complaining: ⁵

(32) I had a throbbing headache

•3: Further complaining: ⁶

(33) every customer had to give me

(34) some kind of problem

(35) and I had enough to do

.4: Even more complaining: ⁷

(36) for about three people

•5: Overall feeling : ⁸

(37) I was in such a lousy mood as-it-was

(38) and staying made things that much worse

M2: M's response to L's complain: ⁹

(39) you're making me feel pretty bad about it

M3: L's response to M's accusation

•1: response proper (rejection of accusation): ¹⁰

(40) oh I don't mean to do that!

.2: elaboration

..1: fake apology: ¹¹

(41) I'm sorry that I'm taking it out on you

••2: fake justification of rejection (pattern: not X, Y)

•••1: NOT X: shifting of blame: ¹²

(42) it's not your fault

•••2: Y: overview: ¹³

(43) just a bad day

Respondent's account

fn1

she was telling me that she was pretty busy

she was actually pretty mad that I didn't come to work because she didn't want to stay any later than she had to

she was mostly concerned about how much trouble it was to fill in my hours and how exhausted she was

like she was trying to make me feel guilty about not coming in for work and not caring how my sister made out (23-43)

-fn1'

what didn't bother Louise (23-24)

-fn2

what bothered Louise (25)

-fn2'

question about what bothered L, how much it bothered her (26)

-fn3

answer (27)

-fn3'

question that requests an explanation (28)

-fn4

initial explanation of question (29-30)

-fn5

complaining (31-32)

-fn6

further complaining (33-34)

-fn7

even more complaining (35-36)

-fn8

overall feeling about how much trouble it was (to do a simple favor) (37-38)

-fn9

reaction (39)

-fn10

response(40)

'oh' marks speaker involvement

-fn11

pretended apology(41)

-fn12

pretended shifting of blame for troubles (42)

-fn13

overview of troubles (43)

VF1 SECTION (44-75)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: NEGOTIATING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section:

stage 2: Muriel's justification for missing work (44-75)

b) Transcript of Talk in Section:

M (44): I-suppose you aren't really interested
 (45): in my sister's baby
 L (46): oh of course I am
 (47): it's just not the first thing on my mind
 (48): right about now
 (49): how did she make out?
 (50): did everything go alright?
 M (51): yeah
 (52): everything turned out OK
 (53): but my sister was in so much pain
 (54): and she was so nervous
 (55): that she needed someone there
 (56): besides Bob
 L (57): why couldn't someone else do it?
 (58): like your Mom?
 M (59): because she asked for me specifically
 (60): she didn't want just anyone there
 (61): --if that's not a valid reason for missing work
 (62): then I don't know what is--
 (63): but anyway
 (64): she had a little baby girl
 (65): and they named her Brooke
 (66): but you should have heard my sister screaming
 (67): before and during the delivery
 (68):-- I've never been so scared in my life--
 (69): I heard her from the waiting room
 (70): and it sounded like she was being tortured
 (71): or-something
 (72): she said that she was real happy
 (73): that I was there for her
 (74): and she would have otherwise been
 (75): a lot worse off

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (44-75). It is a TELLING, specified by the semantic schema: Muriel tells Louise about her sister.

(3) DETAILED ANALYSIS OF TELLING (44-75)

a) INTERNAL STRUCTURE OF TELLING:

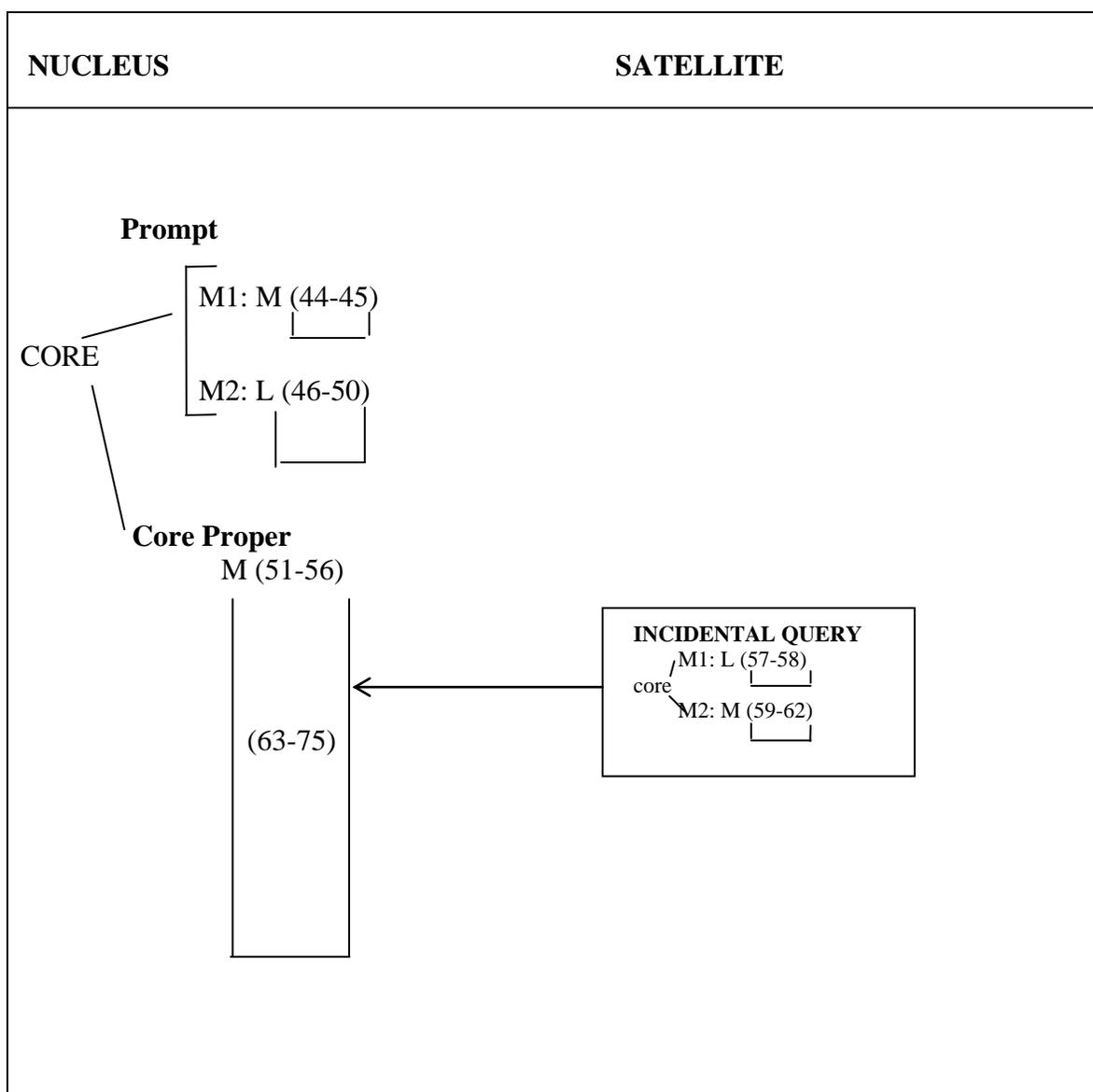
The TELLING has a nucleus and one satellite.

The nucleus has only a core. The latter includes a prompt and a core proper.

The prompt is a dialogue initiated by M and addressed to L, with one exchange.

The core proper is a univox by M addressed to L.

The satellite is an incidental query. It has only a nucleus. The latter has only a core, a dialogue initiated by L and addressed to M, with one exchange.



b) RHETORICAL ORGANIZATION of CORES:

Prompt

M1: M's Prompt for query (in format of accusation): ¹

(44) I-suppose you aren't really interested¹

(45) in my sister's baby

M2: L's response

•1: response to accusation

..1: half-hearted affirmative: ²

(46) oh of course I am!

..2: elaboration (justification for apparent lack of interest)

(47) it's just not the first thing on my mind

(48) right about now

•2: response to prompt for query³

••1: initial formulation:

(49) how did she make out?

••2: reformulation:

(50) did everything go alright?

Core Proper

M's response:

•1: Section1

••1: response proper⁴

•••1: affirmative answer:

(51) yeah

•••2: echoing:

(52) everything turned out OK

••2: elaboration (justification for missing work): ⁵

(53) but my sister was in so much pain

(54) and she was so nervous⁶

(55) that she needed someone there

(56) besides Bob

INCIDENTAL QUERY

M1: L's request for explanation: ⁷

(57) why couldn't someone else do it?

(58) like your mom?

M2: M's response⁸

•1: response proper:

(59) because she asked for me specifically

•2: elaboration:

(60) she didn't want just anyone there

(61) if that's not a valid reason for missing work

(62) then I don't know what is

•2: Section2: M's Telling⁹

initiation:

(64) but anyway

development:

••1: introduction (the newborn child)^{9'}

(64) she had a little baby girl

(65) and they named her Brooke

••2: background (description of the birth):

(66) but you should have heard my sister screaming

(67) before and during the delivery¹⁰

(68) I've never been so scared in my life¹¹

(69) I heard her from the waiting room¹²

(70) and it sounded like she was being tortured

(71) or-something¹³

••3: point of narrative (sister's response to M's presence):

(72) she said that she was real happy

(73) that I was there for her¹⁴

(74) and she would have otherwise been

(75) lot worse off¹⁵

Respondent's account

-fn1

we started talking about my sister having a baby (44-58)

-fn1'

question about L's concern for what M feels is important (44-45)

-fn2

half hearted acknowledgement (46-48)

'oh' marks fake speaker involvement I don't mean to do that

-fn3

question about condition of sister (49-50)

-fn4

answer (51-52)

-fn5

justification for missing work (53-56)

-fn6

description of poor condition of sister (53-54)

-fn7

questioning M's true need to be with her sister (57-58)

-fn8

answer (59-62)

further justification for missing work--my sister had a baby

-fn9

so we talked about what she went through while she was in labor (64-75)

-fn9'

description of baby (64-65)

-fn10

description of sister during labor (66-67)

-fn11

M's response to sister's condition (68)

-fn12

explanation of intensity of sister's pain (69)

-fn13

analogy to describe condition of sister (70-71)

-fn14

sister's response (72-73)

-fn15

elaboration of sister's response (74-75)

VF1 SECTION (76-88)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: NEGOTIATING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (76-88):

stage 2: L's Response to Muriel's justification

b) Transcript of Talk in Section:

L(76): well
 (77): I'm glad everything turned out
 (78): alright for her
 (79): but she's not the only one that went through hell
 (80): I don't think that I've ever had
 (81): such a hectic day in my life
 (82): you wouldn't believe how busy I was
 (83): or how drained I am from working extra
 M(84): yeah
 (85): I-know
 L(86): you should have seen me
 (87): I was counting the minutes before closing time
 M(88): I-know-what-that's-like

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (76-88). It is a TELLING, specified by the semantic schema: L recounts her bad experience to M as a way of rejecting M's justification.

(3) DETAILED ANALYSIS OF TELLING (76-88)

a) INTERNAL STRUCTURE OF TELLING:

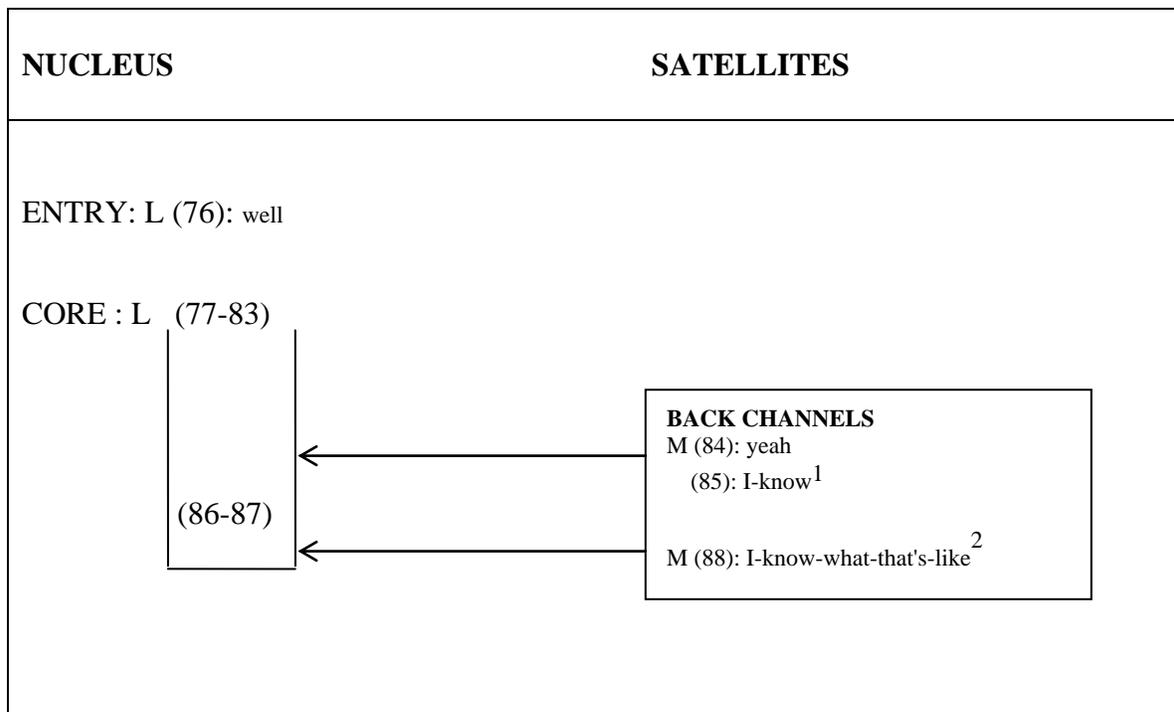
The TELLING has a nucleus and two satellites.

The nucleus has an entry and a core.

The entry is a univox by L.

The core is a univox initiated by L addressed to M.

The two satellites are univocal back channels by Muriel.



Respondent's account:

fn1:

friendly agreement (84-85)

fn2

friendly acknowledgement

b) RHETORICAL ORGANIZATION of CORE:

L's telling¹

1: preparation:

(77) I'm glad everything turned out¹

(78) alright for her

2: narrative proper

•1: introduction (complaining):²

(79) but she's not the only one that went through hell

•2: background

••1: attempt to generate sympathy for herself and guilt for M:³

(80) I don't think that I've ever had

(81) such a hectic day in my life

••2: further attempt:⁴

(82) you wouldn't believe how busy I was

(83) or how drained I am from working extra

•3: point of narrative

••1: preparation:

(86) you should have seen me

••2: point proper (how difficult it was):⁵

(87) I was counting the minute before closing time

Respondent's account

-fn1

L talked about what a hectic and busy day she had and how tired she was from working for me (79-88)

-fn1'

weak show of support (77-78)

-fn2

complaining

-fn3

attempting to generate sympathy for herself and guilt for M (80-81)

-fn4

further attempt to generate sympathy for herself and guilt for M (82-83)

-fn5

describing how difficult it was

VF1 SECTION (89-98)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: NEGOTIATING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (89-98):

Stage 3: Turning Point

b) Transcript of Talk in Section:

L(89): one good thing did come out of it though

M(90): what's that?

L(91): I made over \$1500 in sales

M(92): my god that's a lot!

(93): I-guess you were busy

L(94): yeah

L(95): I can't wait to see what my

(96): paycheck is going to be like

(97): I can sure use the extra money

(98): it's about time I had a real good day of sales

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (89-98). It is an INFORMING, specified by the semantic schema: Louise tells Muriel about the good things that happened to her.

a) INTERNAL STRUCTURE OF INFORMING:

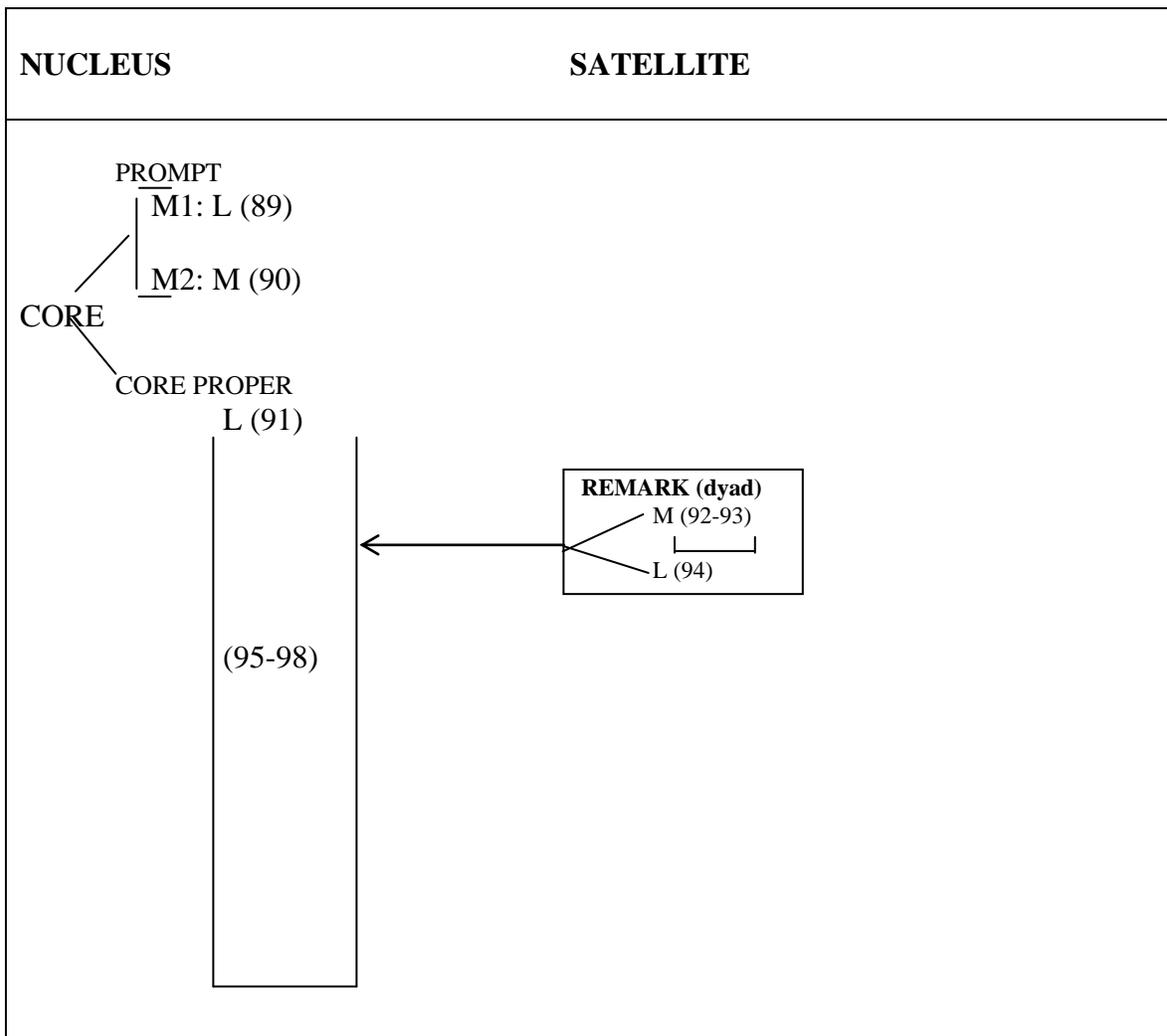
The INFORMING has a nucleus and one satellite.

The nucleus includes a prompt for query and a core proper.

The prompt is a dialogue initiated by L and addressed to M, with one exchange.

The core proper is a univox initiated by L and addressed to M.

The satellite is a remark dyad initiated by M and followed up by L.



b) RHETORICAL ORGANIZATION of CORE:

PROMPT:

M1: L's prompt for a query: ¹

(89) one good thing did come out of it though

M2: M's query: ²

(90) what's that?

CORE PROPER

L's response

•1: informing proper: ³

(91) I made \$1500 in sales

REMARK (dyad)
assessment by M⁴

initiation:

(92): my God!⁵

development:

(92) that's a lot!

(93) I-guess you were busy!

acknowledgement by L:

(94) yeah

•2: elaboration

••1: expression of excitement: ⁶

(95) I can't wait to see what my

(96) paycheck is going to be like

••2: comment: ⁷

(97) I can sure use the extra money

••3: confirming positive outcome: ⁸

(98) it's about time I had a real good day of sales

Respondent's account

-fn1

she talked about how much she ended up making that day
she ended up making a lot of money (89-98)

statement of positive outcome (89)

-fn2

question about that outcome

-fn3

answer

-fn4

agreement of L's heavy load

fn5

surprise in response to answer by L

-fn6

expectation (95-96)

-fn7

rationale

-fn8

confirming a positive outcome to the day's work

VF1 SECTION (99-114)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF1:

Type of Talk: NEGOTIATING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (99-114):

stage 4: End of negotiation

b) Transcript of Talk in Section:

M(99): well
 (100): I still appreciate you working for me
 (101): and I feel kind-a bad that you had to
 (102): but you know that I'd do the same for you
 (103): if you ever needed me to
 (104): with no question asked
 (105): and anyway
 (106): the way my sister wanted me there so much
 (107): and the way she was so scared
 (108): there was no way that I'd have not been there
 (109): for her
 L(110): oh I-know
 (111): besides do you know how mad you'd be
 (112): if you did end up working instead of seeing her?
 M(113): yeah
 (114): I'd be so mad at myself

(2) BASIC UNITS:

There is only one basic unit, VF1 Stretch (99-114). It is a JUSTIFICATION, specified by the semantic schema: M's justification for missing work.

(3) DETAILED ANALYSIS OF OFFER (99-114)

b) INTERNAL STRUCTURE OF OFFER:

The OFFER has a nucleus and one satellite.

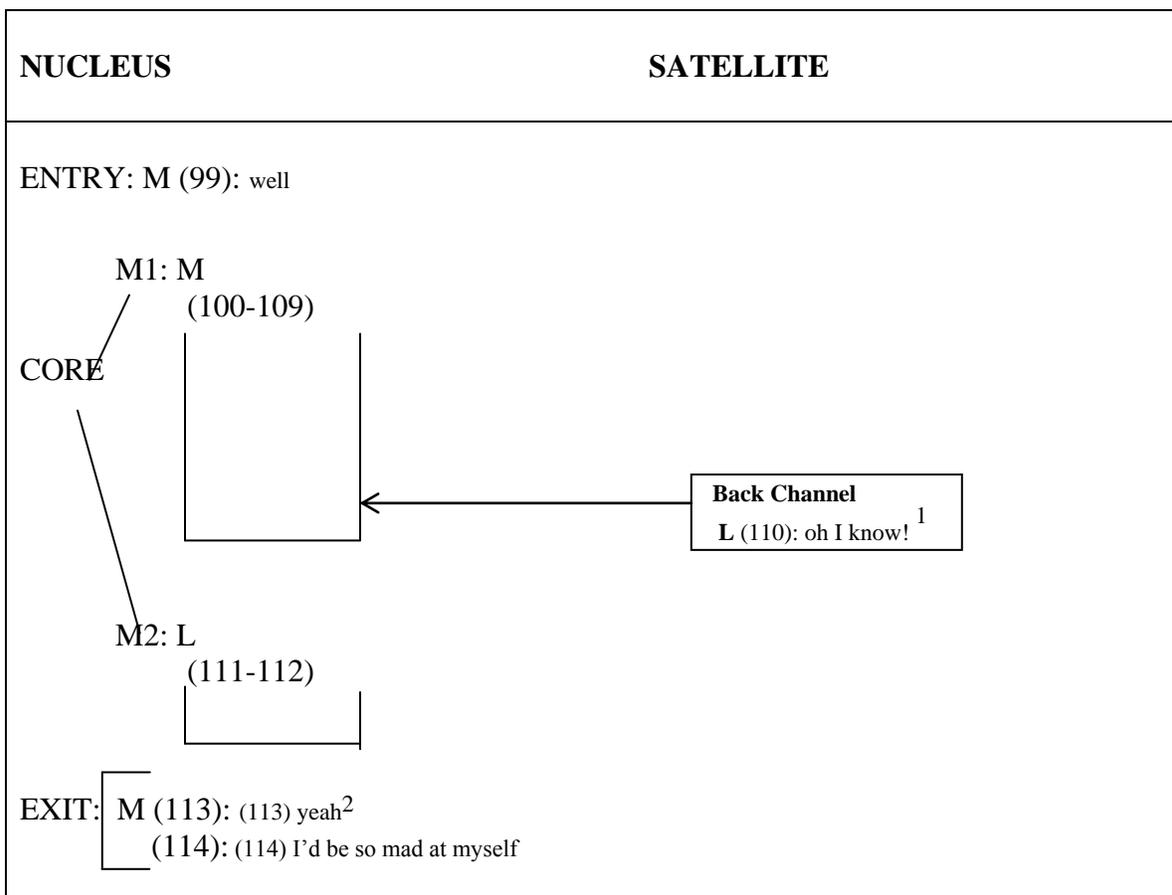
The nucleus has an entry, a core and an exit.

The entry is a univox by M.

The exit is a univox by M.

The core is a dialogue initiated by M and addressed to L, with one exchange.

The satellite is a univocal back channel by L.



Respondent's account:

fn1

agreement

'oh' marks speaker involvement

fn2

agreement

b) RHETORICAL ORGANIZATION of CORE:

M1: M's justification:¹

Section 1: preparation for justification (Polite Routine)

•1: Thanks: ^{1'}

(100) I still appreciate your working for me

•2: Apology (expression of slight guilt): ²

(101) and I feel kind-a bad that you had to

•3: Offer to reciprocate:

(102) but you know that I'd do the same for you

(103) if you ever needed me to

(104) with no question asked

Section 2: justification proper:³

initiation:

(105) and anyway

development:

.1: justification for missing work: ⁴

(106) the way my sister wanted me there so much

(107) and the way she was so scared

.2: personal motive: ⁵

(108) there was no way that I'd have not been there

(109) for her

M2: L's response (acceptance of justification):

initiation:

(111) besides

development:

(111) do you know how mad you'd be

(112) if you did end up working instead of seeing her!⁶

Respondent's account

-fn1

I felt bad that she had to work for me
but I know that I would gladly do her the same favor if she needed me to
and I was not going to let my sister down (99-109)

-fn1'

statement of thanks

-fn2

expression of slight guilt

-fn3

justification for missing work (105-109)

-fn4

consideration of sister's condition (106-107)

-n5

personal motive for missing work (108-109)

-fn6

conjectural support (111-112)

PART II: RE-ESTABLISHING FRIENDSHIP ON EQUAL GROUNDS
VF2 Section (115-135) to VF2 Section (172-188)

VF2 SECTION (115-135)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF2:

Type of Talk: CHATTING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (115-135):

topic: M's Diet

b) Transcript of Talk in Section:

L(115): I-thought you can't eat chicken
 (116): are you still on your diet?
 M(117): yeah
 (118): some days I can have chicken
 (119): as long as you follow the diet plan
 (120): --you eat certain amounts of proteins
 (121): fruits
 (122): vegetables
 (123): milk and fats--
 (124): it does let you eat a lot of normal food
 L(15): I-thought it would be a lot harder
 M(126): no
 (127): it's really not
 (128): the only tough thing is the workouts
 (129): --I never look forward to do a bike workout
 (130): or an aerobic workout--
 (131): but when you do those exercises it helps
 (132): you lose weight with the diet
 L(133): how much have you lost so far?
 M(134): 11 pounds
 L(135): wow!

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (115-135). It is a QUERY, specified by the semantic schema: Louise asks Muriel about her diet.

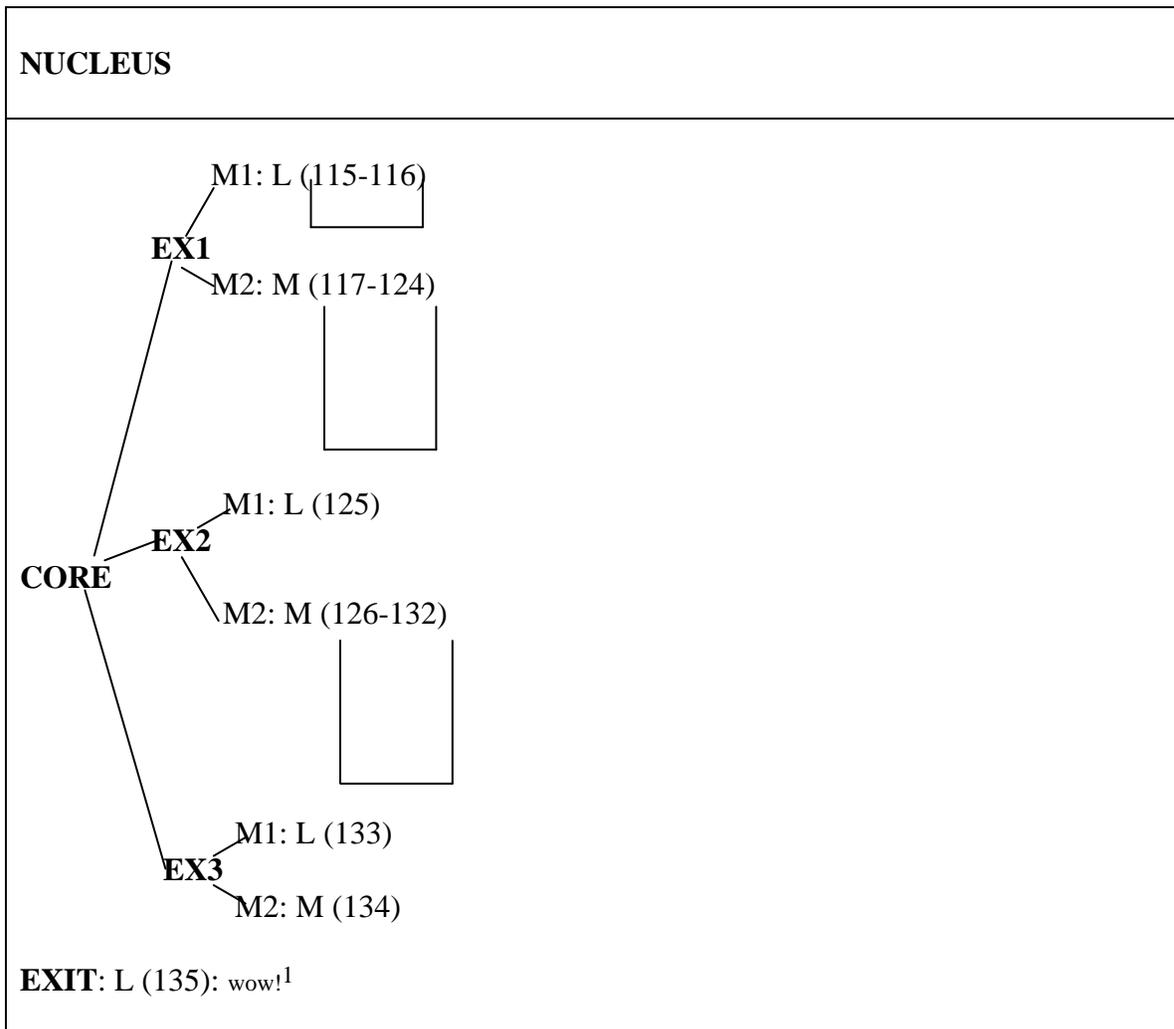
(3) DETAILED ANALYSIS OF QUERY (115-135)

a) INTERNAL STRUCTURE of QUERY:

The QUERY has only a nucleus. The latter has a core and an exit.

The exit is a univox by L.

The core is a dialogue initiated by L and addressed to M, with three exchanges.



Respondent's account:

fn1

comment of surprise

b) RHETORICAL ORGANIZATION of CORE:

Ex1: initial use of schema

M1: request for information by L¹

- 1: Preparation: 1'
(115) I-thought you can't eat chicken
- 2: request proper: 2'
(116) are you still on your diet?

M2: Response by M

- 1: response proper
- 1: affirmative:
(117) yeah³
- 2: echoing:
(118) some days I can have chicken
- 2: elaboration (justification): 4'
(119) as long as you follow the diet plan

PARENTHESIS

- (120) you eat certain amounts of proteins
- (121) fruits
- (122) vegetables
- (123) milk and fats

(124) it does let you eat a lot of normal food

Ex2: additional use of schema

M1: request for information by L (in format of presumption): 5

(125) I-thought it would be a lot harder

M2: M's Response

- 1: response proper
- 1: negative:
(126) no
- 2: echoing:
(127) it's really not
- 2: elaboration (explanation)
- .1: difficulty: 6'
(128) the only tough thing is the workouts
(129) I never look forward to do a bike workout
(130) or an aerobic workout
- .2: advantage: 7'
(131) but when you do those exercises it helps
(132) you lose weight with the diet

Ex3: additional use of schema

M1: request for information by L: 8

(133) how much have you lost so far?

M2: Response by M (information requested)

(134) 11 pounds

Respondent's account

-fn1

after that we got to the topic of my diet

and about how I was doing it

and about my diet plan itself like the foods and exercise involved (115-134)

-fn1'

alarm

-fn2

question

-fn3

answer

-fn4

elaboration of diet plan as answer to L's question (119-124)

-fn5

statement in response

-fn6

explanation

description of difficulties of diet (128)

-fn7

advantages of performing difficult tasks of diet (131-2)

-fn8

question pertaining to diet

-fn9

answer

VF2 SECTION (136-143)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF2:

Type of Talk: CHATTING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (136-143):

topic: L's Diet Plans

b) Transcript of Talk in Section:

L (136): I-think I should go on it
 (137): I'd kill to lose 11 pounds!
 (138): I can really tell that you've lost weight too
 M (139): don't be ridiculous!
 (140): the last thing you need is lose weight
 (141): your weight is perfect
 L (142): well
 (143): I'm glad you think so

(2) BASIC UNITS:

There is only one basic units, VF2 Stretch (136-143). It is an OPINION, specified by the semantic schema: L tells M that she should go on a diet.

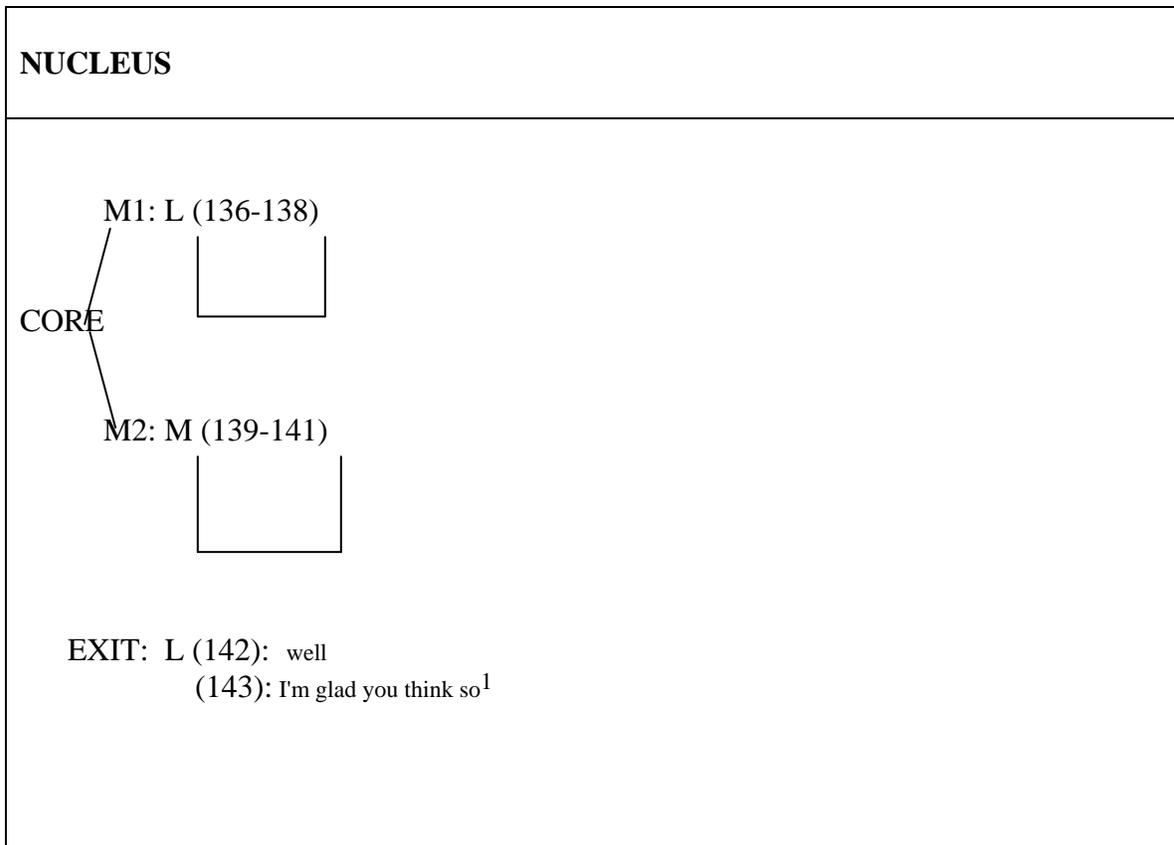
(3) DETAILED ANALYSIS OF OPINION (136-143)

a) INTERNAL STRUCTURE OF OPINION:

The OPINION has only a nucleus. The latter has a core and an exit.

The exit is a univox by L.

The core is a dialogue initiated by L and addressed to M, with one exchange.



Respondent's account:

fn1

response (polite formula)

b) RHETORICAL ORGANIZATION of CORE:

M1: L's offer¹

- 1: offer proper: 1'
(136) I-think I should go on it
- 2: elaboration
- 1: first rationale (I need to lose weight): 2
(137) I'd kill to lose 11pounds!
- 2: second rationale (it improved your appearance): 3
(138) I can really tell that you've lost weight too

M2: M's Response

- 1: response proper
- 1: rejection of L's opinion: 4
(139) don't be ridiculous!
- 2: echoing:
(140) the last thing you need is lose weight
- 2: elaboration (justification of rejection): 5
(141) your weight is perfect

Respondent's account

-fn1

Louise was talking about deciding to go on a diet
and I insisted that she's got no need to try to lose any weight (136-143)

-fn1'

half-hearted personal desire

-fn2

personal persuasion

-fn3

comment of diet's effect on M
too= whining, pleading

-fn4

M denying the comment of L wanting to lose weight

-fn5

explanation of denial (139-140)

VF2 SECTION (144-152)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF2:

Type of Talk: CHATTING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (144-152):

topic: Mutual Outing Plans

b) Transcript of Talk in Section:

M(144): do you have any plans for this week yet?

L (145): no

(146): not yet

(147): we should go out some night

(148): are you off Thursday?

M(149): yeah

(150): that would probably be a good night for it

(151): maybe Charley and Ben might want to go too

(152): if they both have off

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (144-152). It is a QUERY, specified by the semantic schema: Muriel asks Louise about her plans for going out.

b) RHETORICAL ORGANIZATION of CORE:

M1: M's request for information: ¹
 (144) do you have any plans for this week yet?

M2: L's Response²

•1: negative:

(145) no

•2: echoing:

(146) not yet

M1: L's counter request for information

••1: preparation: ³

(147) we should go out some night

••2: request proper: ⁴

(148) are you off Thursday?

M2: M's Response

•1: response proper

••1: affirmative: ⁵

(149) yeah

••2: echoing: ⁶

(150) that would probably be a good night for it

•2: elaboration

••1: suggestion: ⁷

(151) maybe Charley and Ben might want to go too

••2: condition: ⁸

(152) if they both have off

Respondent's account

-fn1

and then I asked her what her plans were for the week
 and we discussed our plans to go out together sometime that week
 when we both had the same night off work (144-152)
 question (144)

-fn2

answer (145-146)

-fn3

comment to make plans

-fn4

question pertaining to comment

-fn5

affirmative reply

-fn6

decision

-fn7

suggestion

-fn8

conditional statement

VF2 SECTION (153-171)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF2:

Type of Talk: CHATTING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section (153-171):

topic: Louise's Boyfriend

b) Transcript of Talk in Section:

L (153): I wouldn't count on it with Charley
 (154): he's been a complete butt-end lately
 (155): he's been blowing me off
 (156): and he barely ever calls
 (157): and when he does
 (158): he seems completely disinterested
 (159): he's just been taking me for granted
 (160): I probably can't blame it all on him though
 (161): because his dad is such a jerk to him
 (162): --that's why he acts like a jerk to me
 (163): I-bet--
 (164): it's been like this
 (165): ever since Charley got kicked out
 M(166): just give it some time
 (167): once Charley readjusts
 (168): I'm-sure you-guys will
 (169): get along fine again
 L (170): I-hope-so
 (171): because I'm getting tired of it

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (153-171). It is a TELLING, specified by the semantic schema: L recounts her problem with Charley to M..

(3) DETAILED ANALYSIS OF TELLING (153-171)

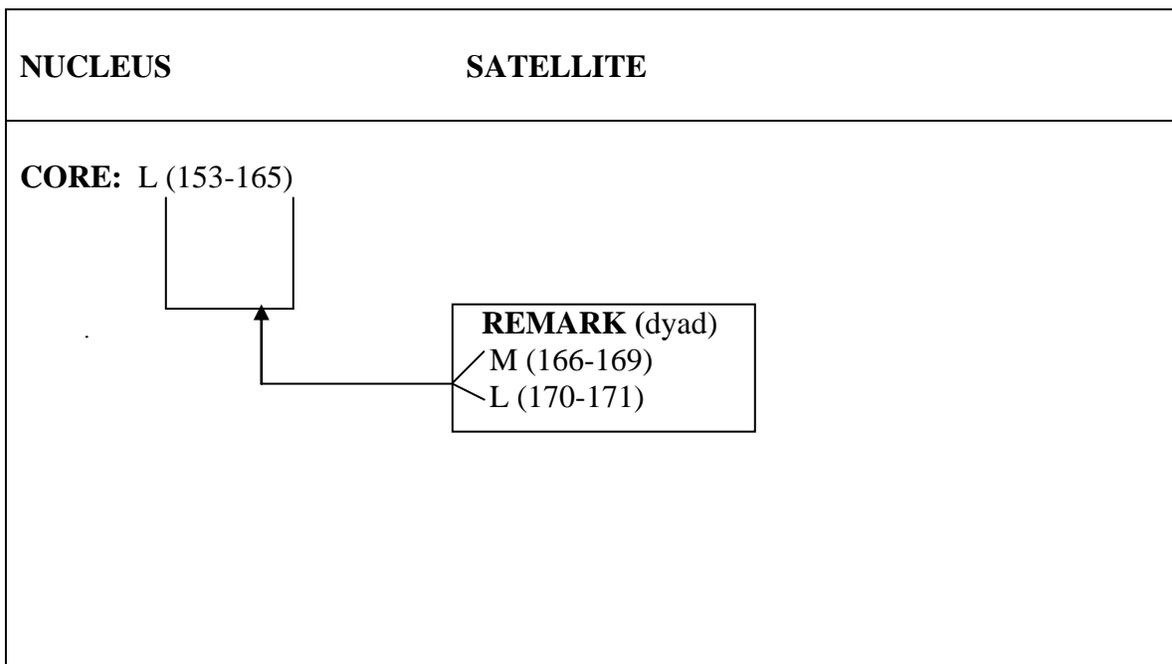
a) INTERNAL STRUCTURE OF TELLING:

The TELLING has a nucleus and a satellite.

The nucleus has only a core, a univox by L.

The satellite is a remark.

It has only a core, a dyad initiated by M and addressed to L.



b) RHETORICAL ORGANIZATION of CORE:

L's telling¹

•1: preparation (announcement): 1'

(153) I wouldn't count on it with Charley

•2: telling proper

••1: background

•••1: L's problems with Charley

••••1: initial formulation: 2

(154) he's been a complete butt-end lately

••••2: reformulation

•••••1: Charley's behavior: 3

(155) he's been blowing me off

(156) and he barely ever calls

(157) and when he does

(158) he seems completely disinterested

•••••2: L's interpretation of his behavior: 4

(159) he's just been taking me for granted

•••2: Charley's problems with his dad: 5

(160) I probably can't blame it all on him though

(161) because his dad is such a jerk to him

PARENTHESIS 6

(162) that's why he acts like a jerk to me

(163) I bet

••2: conclusion of narrative: 7

(164) it's been like this

(165) ever since Charley got kicked out

REMARK (dyad)

M's offer of reassurance

•1: preparation: 8

(166) just give it some time

•2: reassurance offer proper: 9

(167) once Charley readjusts

(168) I'm-sure you-guys will

(169) get along fine again

L's response¹⁰

.1: response proper:

(170) I-hope-so

.2: elaboration:

(171) because I'm getting tired of it

Respondent's account

-fn1

then Louise talked about her boyfriend Charley
and some problems she was having with him (153-159)

and about some problems that Charley was having with his dad
and how his dad kicked him out of the house (160-171)

-fn1'

statement of disagreement

-fn2

reason

-fn3

explanation of reason (155-158)

-fn4

personal attitude

-fn5

reconsideration of anger

-fn6

reason (162-163)

-fn7

reflection of time period to verify accusation of Ch's Dad

(L sees a connection between Charley's behavior and his Dad kicking him out of the
house)

-fn8

reassurance

-fn9

elaboration of reassurance (167-169)

-fn10

response (170-171)

VF2 SECTION (172-188)

(1) RECAPITULATION

a) Analytic specification of Section:

Defining Criteria for VF2:

Type of Talk: CHATTING

Modality of Talk: displaced

Focality: focal

Segmentation Criterion for VF1 Section a

topic: Muriel's Boyfriend

b) Transcript of Talk in Section:

L (172): how's Ben anyway?

M(173): pretty good

(174): actually

(175): he brought over a movie last night

(176): and we just ate dinner and watched it

(177): we had a good time

L (178): I wish I could have a normal evening like that

(179): with Charley

(180): without an argument blowing up

(181): it must be nice

M(182): yeah

(183): I-guess-so

(184): we don't really have anything to fight about lately

(185): things have been relatively pleasant

L (186): we should switch places

M(187): no

(188): thanks!

(2) BASIC UNITS:

There is only one basic unit, VF2 Stretch (172-188). It is a QUERY, specified by the semantic schema: L asks M about her boyfriend..

(3) DETAILED ANALYSIS OF QUERY (172-188)

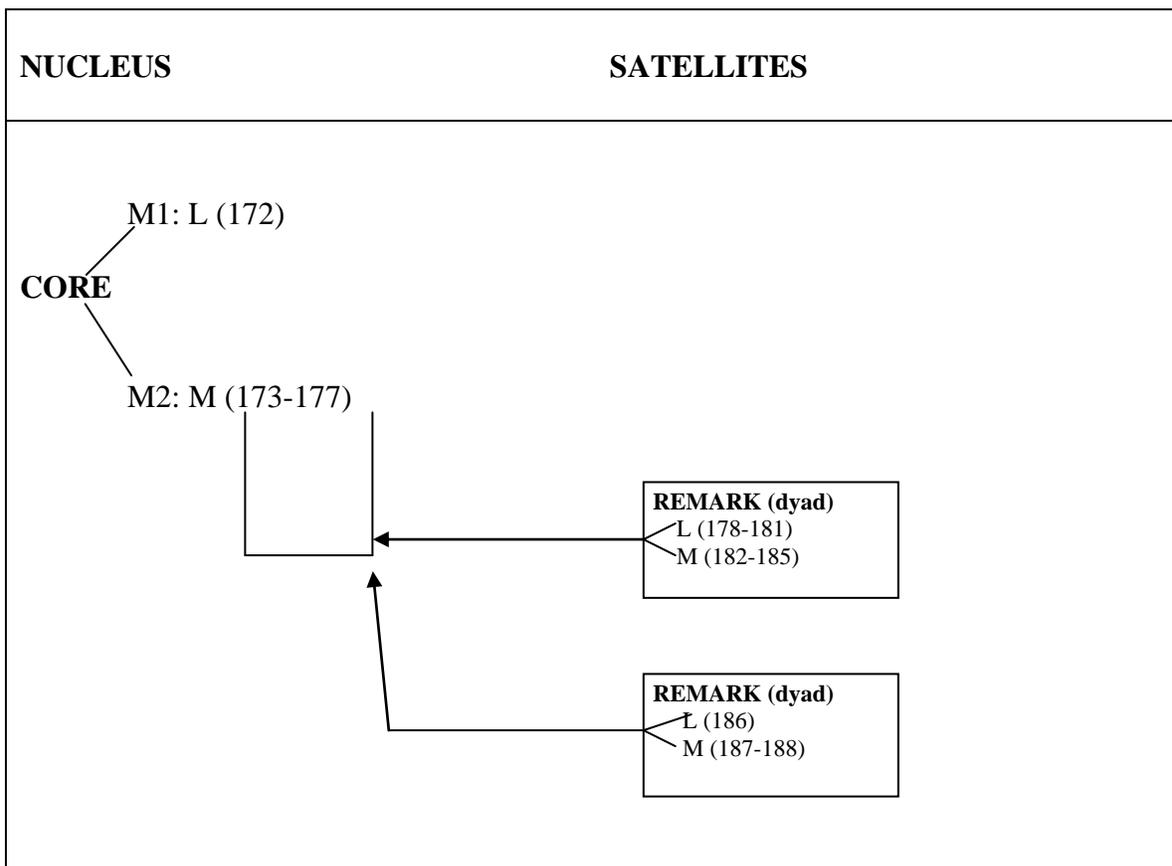
a) INTERNAL STRUCTURE OF QUERY:

The QUERY has a nucleus and two satellites.

The nucleus has only a core, a dialogue initiated by L and addressed to M, with one exchange.

The first satellite is a remark dyad initiated by L and followed up by M.

The second satellite is a joking remark dyad initiated by L and followed up by M.



b) RHETORICAL ORGANIZATION of CORES:

M1: L's request for information: ¹

(172) how's Ben anyway?

M2: M's response

•1: answer proper: ²

(173) pretty good

(174) actually

•2: elaboration (illustrative narrative):

••1: set up (description of activities): ³

(175) he brought over a movie last night

(176) and we just ate dinner and watched it

••2: point of narrative (personal feelings toward activities): ⁴

(177) we had a good time

REMARK (dyad)

L's assessment

•1: preparation (expression of a desire): ⁵

(178) I wish I could have a normal evening like that

(179) with Charley

(180) without an argument blowing up

•2: assessment proper: ⁶

(181) it must be nice

M's acknowledgement

•1: acknowledgement proper: ⁷

(182) yeah

(18) I-guess-so

•2: elaboration (description of present situation): ⁸

(184) we don't really have anything to fight about lately

(185) things have been relatively pleasant

REMARK (dyad)

L's joking suggestion: ⁹

(186) we should switch places

M's response¹⁰

•1: response proper (rejection):

(187) no

•2: elaboration (polite formula)

(188) thanks!

Respondent's account

-fn1

and finally I talked about my boyfriend at the end of the conversation who I was happy with at the time and basically had only good things to say about him (172-188)
question asked in order to change the subject (172)

fn2

response (173-174)

fn3

description of activities (175-176)

fn4

personal feelings towards activities

fn5

expression of a desire by L (178-180)

fn6

consideration of that desire

fn7

response (182-183)

fn8

description of present situation (184-185)

fn9

joking by L (187-188)

fn10

joking by M

III. INTERACTION CLIMATE

I. INTERACTIVE ACCOUNTING:

(1) THE STRATEGIES

There are two strategies, one negotiation strategy and one support strategy.

The negotiation strategy is used by both M and L to negotiate their reconciliation. It is referred to only indirectly by the respondent.

--L's use of the negotiation strategy consists in forgiving M only after "torturing" her by making her feel guilty.

L uses two techniques to make M suffer: complaining and fake conciliation.

--M's use of the negotiation strategy consists in letting L go through her routine while begging for her forgiveness.

M uses two techniques to beg for forgiveness: apologizing and justifying herself.

The support strategy is used by both M and L to nurture their friendship.

In her recollection M describes the purpose of their lunches, as follow:

our lunch talks keep us pretty close I-guess
and days at work would probably be real slow without tem in between hours

She describes what they talk about:

we usually start off our conversation by talking about her new job as our assistant manager

we like to gossip a lot about other people who work in the store

then we talk about some customers we had

we talk about how rude they can be too

we talk about anything that went on the night before

like if we went out together or-something

we talk about what a good time we had

or what a lousy time we had

with us it usually seems to be a little bit of both

we talk about making plans to go out a couple times a week

we talk to each other about our boyfriends too

if we got in a fight with them the night before we talk about it

she usually complains about her boyfriend all the time

sometimes I complain about my boyfriend probably just as much as she does

She summarizes the functions of these talks, as follows:

we like talking to each other about stuff like that

it's good 'cause we get to vent out our frustrations

and we listen to each other

and help each other out

(2) PARTICIPANT ALIGNMENTS

M's and L's relationship is characterized by a mutual fight for control which operates on two levels.

L is openly trying to dominate M. She has recently been made assistant manager and M thinks it's gotten to her head a little bit. She thinks she's my boss and she's really not my boss.

In the negotiation phase M acts as if she is subservient to L, placating her until L finally relents.

But in fact, M is constantly manipulating L.

She knows what to expect in the negotiation process and she just lets L do her thing.

Even in the second part which she characterizes as being on equal ground, M is manipulating L. She acts as the parent while L is the child. She is taking care of L:

Louise is really self conscious
and takes a lot of things way too personally
it kind-a makes it hard for her to relax
and enjoy herself when we are out together with other people
but most of the time I can get her loosened up
so she can try to have a good time
instead of concentrating on being miserable

(3) INTERACTION TONE

The tone of the interaction is only hinted at. It is either tense or relaxed, as follows:

In Part I it is tense because Louise was pretty mad about having to work M's shift because she did not want to stay any later than she had to.

In Part II the tone is much more relaxed as shown by their joking together (186-188).

II. REACTIVE ACCOUNTING:

PSYCHOLOGICAL STATES

The participants' psychological states are occasionally mentioned.

DATA FROM RESPONDENT'S ACCOUNTS PERTAINING TO INTERACTION CLIMATE

VF1 SECTION (23-43)

I. INTERACTIVE MODE: NEGOTIATION STRATEGY

Louise's technique:
she was trying to make me feel guilty about not coming in for work

II. REACTIVE MODE: PSYCHOLOGICAL STATES

Louise was actually pretty mad that I didn't come to work

VF1 SECTION (76-88)

INTERACTIVE MODE: NEGOTIATION STRATEGY (76-88)

Louise's technique:
complaining ... to generate sympathy for herself and guilt for Muriel

