

ABSTRACT

We addressed the role of interpersonal resources and coping during an oral examination. Assessing exam-specific coping strategies with a German adaptation of the Strategic Approach to Coping Scale (GSACS-Exam), examinees were given the opportunity to rate their individual as well as communal coping efforts facing an oral examination of personal significance. Interpersonal resources of examiner and examinee such as mutual trust and dyadic coping assistance had an impact on individual and communal coping. Examinees who expressed trust in their examiner eight weeks prior to an oral examination relied more on prosocial than antisocial coping strategies during their oral examination. Supportive and delegated dyadic coping assistance were determinants of both functional and dysfunctional coping. The implications for educational practice are discussed.

Keywords: Communal Coping; Trust; Dyadic Coping Assistance