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THE EFFECTS OF MODELING ON
REQUEST ASSERTIVE BEHAVIOR

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by
Elizabeth A. Everson
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The Effect of Modeling on Request Assertive Behavior

Two social psychology experiments were conducted to investigate the effect of modeling on request assertive behavior. No previous research was found on this particular subject-matter so therefore, these two experiments were basically exploratory in nature. Before discussing the particulars of the experiments, it is necessary first to describe some of the basic underlying principles upon which they were based. In the first section of this paper, assertion and non-assertion will be differentiated. Second, modeling and its concepts will be discussed. Next, the three categories of assertive behavior will be introduced. And in the final section, request assertive behavior and the experiments that centered around this concept will be discussed in detail. First, what is non-assertive behavior and how is it different from assertive behavior?

Non-assertive Behavior

Non-assertive behavior involves the failure of the individual to express feelings, needs, or preferences, or the expression of them in an indirect or implicit fashion. Avoidance of eye contact, hesitant speech pattern, low voice level, tense body posture, and nervous or inappropriate body movements, are non-assertive nonverbal behaviors that

accompany non-assertive behavior (Galassi & Galassi, 1977).

Varying interpretations and misunderstandings often result when communication is indirect, incomplete, or implicit. It is misunderstood because mixed messages are being delivered; the individual's verbal and nonverbal behaviors are not consistent and contradict the message being conveyed (Galassi et al., 1977).

Galassi et al. state that behaving non-assertively is a denial of, or restriction of, individuals' rights because they express how they feel in an indirect way or fail to express their feelings altogether (1977). The decision-making responsibility is being placed on the other person(s) in the group.

The individual who behaves non-assertively may develop feelings of inadequacy and low self-esteem which can lead to feelings of guilt, depression, or anxiety. The non-assertive individual may often feel taken advantage of, misunderstood, and used (Galassi et al., 1977). The end result of behaving non-assertively in numerous situations can be annoyance and anger that is often out of proportion to the present precipitating situation (Galassi et al., 1977). On the other hand, assertive individuals do not suffer from these symptoms.

Assertive Behavior

Assertive behavior is the direct expression of an individual's feelings, preferences, needs, or opinions

in a non-threatening or non-punishing manner toward another individual (Galassi et al., 1977). There is no undue or excessive amount of fear or anxiety with truly assertive behavior. Assertion is a means of direct and honest communication between individuals and according to Masters, Burish, Hollon, & Rimm (1987), it has the following characteristics:

1. Assertive behavior is interpersonal behavior involving the honest and relatively straightforward expression of thoughts and feelings.
2. Assertive behavior is socially appropriate.
3. A person behaving assertively is taking others' feelings and welfare into account.
(p. 78)

Assertion is not a way to get what one wants; it is simply the communication of needs, taking into consideration the other individual's feelings.

Nonverbal behavior is an important aspect of assertive behavior and may add to or detract from the verbal behavior. Eye contact, facial expression, body posture, and tone and loudness of voice need to be "harmonious" with the verbal content of the assertive message (Galassi et al., 1977).

Eye Contact

To be perceived as more favorable and confident, individuals should look at the person to whom they are speaking and maintain fairly constant eye contact. Individuals who have little or no eye contact appear to be unsure of themselves, and the person to whom they are speaking tends not to take

their comments seriously. Anxious individuals often look up, down, around, or away from the other person, which tends to affect the impact of the speaker's message (Galassi et al., 1977). It is important not to engage in stares that are penetrating or hostile.

Relaxed Posture

Galassi et al. (1977) maintain that a relaxed body stance is necessary while asserting oneself. A rigid and tense appearance inhibits free expression, and a slouched posture often communicates disinterest to others. They recommend keeping head, hand, and body movements to a minimum. Excessive movements detract from the verbal message. Unrelated movements of the body contradict the verbal message and confuse the other individuals engaged in the conversation (Galassi et al., 1977).

Verbal Content

When individuals assert themselves, they should always say what they really want to say and make comments concise and to the point. If they state their message directly, firmly, and definitively, it is more likely to be listened to and understood. Individuals need not feel that they have to explain, justify, or make excuses for their behavior. It is each individual's right to their feelings and to express them in an appropriate manner. As a general rule, it is not necessary to offer long-winded explanations, excuses, or apologetic behavior. If individuals do, the impact of

their message is considerably weakened (Galassi et al., 1977). Although what an individual says is important, it is often less important than most of us generally believe. Rather, more emphasis should be placed on the manner in which assertions are expressed (Alberti & Emmons, 1974).

Alberti and Emmons (1974) state that a hesitation in speech may diminish the effect of an assertion, and that generally, spontaneous expression will be the goal. However, before individuals speak they should make sure that their comments are socially appropriate. The tone of voice should be level and well-modulated. "The loudness of your voice should be related to the particular situation in which you find yourself," state Galassi et al. (1977, p. 43). There should be a consistency between the tone and inflection of an individual's voice.

According to Bandura (1977), assertive behavior is both learned and situationally specific. It is not innate; it is a skill or a way of behaving that one learns. Individuals learn different types of behavior in different situations through a process called "modeling".

Modeling

Masters et al. (1987) state that modeling procedures serve four basic functions: acquisition, facilitation, disinhibition, and vicarious and direct extinction. Modeling serves an acquisition function when an individual learns new, appropriate behavior patterns by observing a model

engaging in the desired behavior. By inducing the individual to perform the behavior at more appropriate times, in more appropriate ways, or toward more appropriate people, modeling provides social facilitation. It can also lead to the disinhibition of behaviors that the individual has avoided due to fear or anxiety. Coinciding with the disinhibition of behaviors, modeling may promote the vicarious or direct extinction of the fear associated with the person, animal, or object toward which the behavior was directed (Masters et al., 1987).

Masters et al. (1987) state:

Modeling is often used as a general term to summarize both the learning that occurs from the observation of others and any imitative change in behavior that may follow...Specifically, modeling may be said to refer explicitly to the behavior of the individual who is observed--that is, who acts as the model.
(p. 133)

Simply put, modeling refers to the actual or potential behavior change through the observation of others. It is learning to make a response by watching another make that response.

Imitation is synonymous with modeling (Masters et al., 1987).

Galassi et al. state that much of what we learn occurs through modeling (1977). It involves observing and imitating the behaviors of others around us. The observation of the behaviors of others instills in us an idea of how new behaviors are performed (Bandura, 1977).

Bandura proposed four component processes that mediate the effectiveness of modeling. These include: 1) attentional

processes, 2) retention processes, 3) motor reproduction processes, and 4) motivational processes (1977). "...Modeling influences produce learning principally through their informative function," claims Bandura (1977, p. 22). Problems at any one point in the sequence of the four component processes can nullify the effects of modeling.

Unless individuals attend to and accurately perceive the significant features of the modeled behavior, they cannot learn much by observation and will be unable to denote the conditions under which such behavior is appropriate (Bandura, 1977).

An individual is unlikely to perform a behavior if he/she does not recall the modeled behavior or has not stored the knowledge about the act and the conditions under which it is appropriate (Masters et al., 1987). It is necessary for individuals to retain the modeled behavior if they are to be influenced by the observation of that behavior.

Retention of modeled events relies mainly on imagery (symbols) and verbal coding. Once the behavior is transformed into images and verbal symbols, these memory codes serve as guides for future behavior (Bandura, 1977).

Rehearsal is also an important memory aid. People are less likely to forget modeled response patterns if they mentally rehearse or actually perform them. Bandura states, "The highest level of observational learning is achieved by first organizing and rehearsing the modeled behavior symbolically and then enacting it overtly" (1977, p. 27).

The mental rehearsal of the appropriate behavior increases proficiency and retention.

Motor reproduction is a component of modeling that involves the conversion of symbolic representations into appropriate actions. If a behavior sequence is beyond an individual's capabilities it will have little impact on behavior until the component skills have been acquired (Masters et al., 1987). A close approximation of the new behavior is usually achieved by modeling and is then refined through self-corrective adjustments that are gained through performance feedback and focused demonstrations (Bandura, 1977).

Finally, unless motivational factors are present it is unlikely that an individual's behavior will be affected, even if that individual observed the model, remembered the behavior, and has all the component skills necessary to perform the behavior (Masters et al., 1987). Individuals are more apt to adopt modeled behavior that results in outcomes they value than if it has unrewarding or punishing effects. They express behaviors that they find self-satisfying and reject what they personally disapprove (Bandura, 1977).

According to Bandura (1977):

In any given instance, then, the failure of an observer to match the behavior of a model may result from any of the following: not observing the relevant activities, inadequately coding modeled events for memory representation, failing to retain what was learned, physical inability to perform, or experiencing insufficient incentives.

In order to model behaviors, observers must attend to, retain what was observed, be able to physically reproduce the behavior, and have the motivation to do so.

The self-efficacy belief held by the observer is an important factor that may influence the actual adoption or implementation of modeled behaviors. The self-efficacy belief is the individual's anticipation of personal mastery of a difficult behavior (Masters et al., 1987). Perceived self-efficacy reduces anticipatory fears and inhibitions, and it determines how much effort people will expend, and how long they will persist in the face of obstacles and aversive experiences (Bandura, 1977). As stated by Bandura, "The stronger the efficacy or mastery expectations, the more active the efforts" (1977, p. 80). By observing others engaging in assertive behavior with positive outcomes, individuals are more likely to themselves engage in that same type of behavior.

Three Categories of Assertive Behavior

Christoff and Kelly (1985) have suggested that there are three general categories of assertive behavior: refusal, commendatory, and request. Each category is an important social skill that is required for effective interpersonal functioning. Assertiveness is a behavioral social skill that functions to maximize the probability of attaining specific objectives (Christoff & Kelly, 1985).

Refusal assertiveness refers to the skillful blocking

of, or at least the refusal to acquiesce to, the attempts of others either to impose their goal-directed behaviors on you or to interfere with your ongoing, goal-directed behavior in a manner that is socially appropriate (Masters et al., 1987).

Commendatory assertiveness is the expression of positive feelings such as praise, appreciation, and liking. It can be seen as facilitative of positive interpersonal relationships (Kelly, 1982). The ability to commend others in a warm, sincere, and friendly manner is an important interpersonal skill that functions to make the individual a desirable interaction partner (Christoff & Kelly, 1985). According to Christoff and Kelly, "Skillful commendatory assertions are comprised of many of the same components of refusals...The content differs, however, in its specific inclusion of praise or approval statements..." (1985, p. 375).

The third type of assertiveness, and the type that these two experiments focus on, is request assertiveness. Request assertiveness occurs when an individual makes a request of another individual in order to facilitate goal attainment (Masters et al., 1987). Request assertions can be made by themselves, in conjunction with refusal assertions, or with commendatory assertions. It should be noted that regardless of the type of assertive response, the other's rights need to be taken into consideration.

Making requests includes asking for favors, asking for assistance or help, and asking another person to change

his/her behavior (Galassi et al., 1977). Each individual has the right to make requests of others but should also respect the definitive replies to those requests.

THE EXPERIMENT

Introduction

Assertiveness is a necessary component of everyday life. If individuals are not assertive, then they may be taken advantage of or may never right a wrong. Assertiveness enables people to function more efficiently from day to day. "The ability to express oneself appears to be a desirable and, at times, necessary skill for human survival," claim Galassi et al. (1977, p. 4). Individuals who have difficulty asserting themselves suffer from low self-esteem, depression, and undue anxiety in a variety of interpersonal situations and complain of headaches and stomach problems. They also feel unappreciated, taken for granted, or used by others (Galassi et al., 1977).

For those who are not assertive, social and observational learning theorists use the technique of modeling as a way to teach individuals to be assertive. In modeling, an individual witnesses a model (another individual) performing a behavior that is desired by the individual who then imitates the model. There are different types of modeling. One method is the use of live models where the individuals interact with the models. Another method is the use of video-taped situations in which the individual views a tape of a model engaging in a desired behavior.

For the purpose of these experiments, video-taped situations served as the model. Each video was approximately fifteen seconds in duration.

The purpose of these research experiments was to investigate the effect of modeling on request assertive behavior. Request assertive behavior is a self-initiated request that is performed in a socially acceptable fashion and that is straightforward in nature. An example would be to ask someone if you could borrow a pen or a pencil. These experiments were designed to determine if an individual who views videos of people asserting themselves will be more assertive when placed in a contrived situation than an individual who does not view the videos.

One hundred and thirty-three students from introductory psychology classes participated in the two experiments. The students were pretested using the Assertion Inventory developed by Gambrell and Richey (1975) to determine in which category they were to be placed: assertive, unassertive, anxious performer (the video will increase their anxiety and it will take longer for them to assert themselves), or doesn't care (uninterested). The Assertion Inventory enables individuals to be classified into one of the four categories on the basis of their response probability score and degree of discomfort score. Response probability is reported on a 5-point scale, which ranges from 1 (always do it) to 5 (never do it). The degree of discomfort score is also reported on a 5-point scale, ranging from 1 (none) to 5 (very much).

Individuals who are rated as assertive report low discomfort and a high response probability of engaging in assertive

behavior. Unassertives are those with high discomfort coupled with low assertion. Anxious performers act assertively in spite of high discomfort. And those individuals categorized as "doesn't care" report low discomfort as well as low response probability of engaging in assertive behavior (see Table 1) (Gambrill & Richey, 1975).

The Assertion Inventory (AI) was developed to measure two types of assertive behavior: the response probability score is a rating of how likely the individual is to engage in the behavior, and the degree of discomfort score indicates the amount of discomfort he/she would experience in behaving in this way, regardless of the probability of response (Beck & Heimberg, 1983).

The AI was used because it was the only inventory that specifically measured request assertive behavior. Item numbers 9, 15, 17, and 18 deal specifically with request assertive behavior (see Appendix A and B) (Gambrill & Richey, 1975).

After the individuals were pretested and placed in one of the four categories, they were then matched (according to their pretest scores from the AI) to either the control group or the experimental group. Matching ensured that there was an equal number of participants in each of the four categories. Matching is a control technique that equates the groups on a general measure of assertiveness.

The independent variable for the two experiments was the viewing of the videos. The individuals in the control

Table 1

ASSERTION INVENTORY

		Response Probability	
		High	Low
Degree of Discomfort	High	Unassertive	Anxious Performer
	Low	Doesn't Care	Assertive

group did not view the videos before being placed in a contrived situation, whereas the individuals in the experimental group did view the videos. As a means to control for possible contamination effects or diffusion of information, individuals in the control group viewed the videos after exiting from the contrived situation. Those in the experimental group viewed four fifteen-second videos in which a typical college student is requesting something of someone else by asserting themselves. After viewing the videos, the individuals were placed in a contrived situation in which some level of request assertive behavior was necessary to attain a desired goal (request that an individual move his/her feet from the chair so that they can sit down).

While in the contrived situation, each individual was video-taped through a one-way mirror. This enabled the experimenters to rate the participants at the conclusion of the experiments. The results from an experiment conducted by Agras, Eisler, & Hersen (1973) clearly indicated that video-tape observation of behavioral interaction is highly reliable and equal to reliabilities by observing the interactions live. There is also the distinct advantage of replaying these interactions numerous times to focus on the desired behavior.

Each participant was judged on verbalization (e.g., "Excuse me, but could you please move your feet so that I may sit down."), eye contact made with the confederate during verbalization, and latency of response (the time

it took to complete the goal). These are the dependent variable measurements, and from these it was determined if viewing the videos before entering the contrived situation had any effect on request assertive behavior.

Verbalization, eye contact, and latency were chosen as the dependent variables because they are the major overt behavioral components of assertive behavior (Eisler, Hersen, & Miller, 1973; Eisler, Hersen, Miller, & Blanchard, 1975). In an experiment conducted by Eisler et al. (1973), it was determined that assertive individuals tend to respond quickly to interpersonal problems and in a strongly audible voice with good eye contact.

Several other dependent variable measurements were taken because it was believed that they might relate to an individual's behavior in the contrived situation. These measures were: a dominance score (see Appendix C), a social desirability score (see Appendix D), and self-efficacy ratings (see Appendix E). The dominance score identifies individuals who, in interpersonal situations, would exercise leadership and take the initiative. These individuals are viewed as self-confident and capable of influencing others (Megargee, 1972). The dominance score is a measurement from the California Psychological Inventory (CPI), of which certain items were used in these experiments (Gough, 1965). The social desirability score measures the degree to which individuals respond according to how they think you would like for them to respond (Crowne & Marlowe, 1970).

The self-efficacy ratings were obtained from the responses that the participants gave to the video-taped situations. Expectations of personal self-efficacy stem from four sources. Performance accomplishments are the most influential source of self-efficacy because they are based on experiences of personal mastery. Vicarious experience instills in the individuals the expectations that they too can achieve some improvements in performance if they persist in their efforts. Through verbal persuasion, individuals are led to believe that they can cope successfully with what has overwhelmed them in the past. And finally, emotional arousal influences efficacy expectations (Bandura, Adams, & Beyer, 1977).

At the outset of both experiments, it was predicted that those individuals in the experimental groups would act more assertively, that is, score higher on eye contact and verbalization and lower on latency of response, than those individuals in the control groups.

Method

Experiment 1

Subjects

The AI was administered to 133 volunteer undergraduate students enrolled in introductory psychology classes at Pembroke State University, ranging in age from 18-21, approximately (52 in Experiment 1 and 81 in Experiment 2). In each experiment, subjects were assigned to one of four categories (i.e., assertive, unassertive, anxious performer,

or doesn't care) by their pretest scores on the AI. After the participants were pretested, they were then matched according to their pretest scores to either the control or the experimental group.

In Experiment 1 there were 11 females and 15 males in the experimental group and 12 females and 14 males in the control group.

Procedures

All the participants were exposed to standardized instructions (see Appendix F) at the beginning of the experiment while seated in a research laboratory room. Upon completion of the introductory statements and instructions by the experimenter, each of the experimental group participants left the first room and went into a second similar room where four fifteen-second videos were presented. Two involved request assertive behavior between members of the same sex, and two involved request assertive behavior between members of the opposite sex.

Before viewing each video, participants were instructed not to respond until the experimenter asked them a question that pertained to what they had just viewed. After viewing each video, the participants were asked how confident they would feel if placed in the same situation. They rated their level of confidence on a scale from 1 to 5 (i.e., 1=least and 5=most) (see Appendix E).

At the conclusion of the viewing of the videos, the

participants were placed in a "contrived situation" in which request assertive behavior was necessary to attain a desired goal. For the contrived situation, same-sex confederates were seated at one of two desks with their feet in the seat of the other desk. One foot of the confederate was placed on the outside edge of the seat portion of the desk and the other was placed underneath on the book rack portion of the desk. The participant was given instructions to enter the room, to have a seat at the desk, and to complete a questionnaire (see Appendix G). In order for the participants to accomplish this task, it was necessary for them to engage in some level of request assertive behavior with the confederate (i.e., request the confederate to remove their feet from the chair so they could sit and complete the questionnaire).

The participants in the control group were given the same set of instructions, viewed the same videos, and were placed in the same contrived situation as those in the experimental group. The only difference was that those in the control group left the first room and went directly to the contrived situation before viewing the videos.

While in the contrived situation, each participant was video-taped through a one-way mirror enabling the experimenters to rate the participants on three measures (see Table 2) at the conclusion of the experiments. Participants were rated on verbalization (e.g., "Excuse me, but could you please move your feet so that I may sit down."), eye contact made with the confederate during verbalization (eyes

Table 2

Three Measures of Assertiveness

Latency	Number of seconds of 120 second period
Eye Contact/Verbal Request	5 = eye contact/straightforward verbal request 4 = eye contact/verbal implied request (i.e., "Excuse me.") *3 = eye contact/no verbal request *3 = no eye contact/straightforward verbal request 2 = no eye contact/verbal implied request 1 = no eye contact/no verbal request

*A 3 was given in both situations.

and body are facing the confederate - full body position), and latency of response (i.e., the amount of time taken from entry into the room and actually sitting down at the desk). The interpersonal behavior in the contrived situation was between members of the same sex.

Apparatus

The design of this experiment involved the use of three laboratory rooms: in one the participants were given introductory remarks and instructions, in another the participants viewed the four videos, and in the third room the contrived situation was enacted. Two chairs were in the introductory room and two desks were necessary for the contrived situation. One desk, a VCR, and a television were necessary for the video room. A video recorder was used to tape the participants in the contrived situation through a one-way mirror.

Experiment 2

Subjects

In Experiment 2 there were 23 females and 17 males in the experimental group and 19 females and 22 males in the control group. They were from the same population as those in Experiment 1.

Procedures

The procedures were the same, except that the confederates were of the opposite sex of the participants (i.e., if a male participant then a female confederate, and if a female

participant then a male confederate).

Apparatus

The rooms used and the equipment employed were identical with Experiment 1.

Results

At the outset of both experiments, it was predicted that those individuals in the experimental groups would act more assertively, that is, score higher on eye contact and verbalization and lower on latency of response, than those individuals in the control groups. The analysis of the results from both experiments revealed no significant differences between the two groups (see Table 3). Apparently, modeling did not affect assertive behavior in the contrived situation.

In post hoc analysis, measurements from both experiments were analyzed. There were significant differences on eye contact and verbalization scores between the two experiments. The individuals in the first experiment, involving same-sex participants, scored higher on these two measurements than individuals in the second experiment, involving opposite-sex participants. This could be an indication that individuals are more confident in engaging in assertive behavior when it is with members of their own gender (see Table 4).

Inter-rater Reliability

Inter-rater reliability was determined by averaging

Table 3

Results (Experiment 1)

Eye Contact/Verbal Request

Paired t-Test

*DF = 25

Mean X - Y = .308

Paired t value = .903

Probability (1-tail) = .1877

$t(25) = .903, p = .1877$

Latency of Response

Paired t-Test

*DF = 25

Mean X - Y = 1.49

Paired t value = .246

Probability (1-tail) = .4038

$t(25) = .246, p = .4038$

*DF (degrees of freedom)

Table 3

Results (Experiment 2)

Eye Contact/Verbal Request

Paired t-Test

*DF = 31

Mean X - Y = .156

Paired t value = .543

Probability (1-tail) = .2956

$t(31) = .543, p = .2956$

Latency of Response

Paired t-Test

*DF = 31

Mean X - Y = .005

Paired t value = .006

Probability (2-tail) = .9953

$t(31) = .006, p = .9953$

*DF (degrees of freedom)

Table 4

Results
(Comparing Experiment 1 and Experiment 2)

Eye Contact/Verbal Request

Experiment 1	Experiment 2
Mean = 2.80769	Mean = 2.31081
SD = 1.28397	SD = 1.07175
N1 = 52	N2 = 74

$$*t(124) = 2.360, p = .0188$$

*This denotes that the individuals in the first experiment, involving same-sex participants scored slightly higher on the eye contact and verbalization measures.

the scores on the three measurements made by three raters. The three raters were the same in both experiments, and their average rate of agreement was 90 percent.

Discussion

There are several possible reasons why modeling did not have an effect on request assertive behavior. One possible explanation might be that the AI is too global and might not be a good measure of realistic assertiveness. Another is that assertiveness is situation-specific (i.e., depending on the difficulty of the situation, the participants might act differently). Or the results from these experiments might simply be due to artifacts of the study. For example, technical video-tape problems which resulted in the loss of a complete tape, and subject pool attrition (individuals who signed up for the experiment never participated).

In conclusion, the results obtained in these experiments from measurements on eye contact, verbalization, and latency of response do not support a connection with request assertive behavior. However, that is not to say that if the experiment was conducted again, with the problems corrected, that the same results would be found.

Conclusion

Assertiveness training, of which modeling is but one technique, might be undertaken by those individuals who desire to increase their assertiveness. By learning to be more assertive, individuals will presumably be able to function more effectively in everyday situations. Assertiveness training might be used as a self-help technique. Individuals can be shown videos of themselves being unassertive and then take the necessary steps to change. By being assertive, individuals can more clearly convey messages, react appropriately to requests made by others, and function more efficiently day to day.

Appendix A

ASSERTION INVENTORY Degree of Discomfort

Many people experience difficulty in handling interpersonal situations requiring them to assert themselves in some way, for example, turning down a request, asking a favor, giving someone a compliment, expressing disapproval or approval, etc. Please indicate your degree of discomfort or anxiety in the space before each situation listed below. Utilize the following scale to indicate degree of discomfort:

- 1 = none
- 2 = a little
- 3 = a fair amount
- 4 = much
- 5 = very much

PLEASE CIRCLE YOUR RESPONSE USING THE ABOVE SCALE (e.g., 1...5)

01. 1 2 3 4 5 Turn down a request to borrow your car
02. 1 2 3 4 5 Compliment a friend
03. 1 2 3 4 5 Ask a favor of someone
04. 1 2 3 4 5 Resist sales pressure
05. 1 2 3 4 5 Apologize when you are at fault
06. 1 2 3 4 5 Turn down a request for a meeting or a date
07. 1 2 3 4 5 Admit fear and request consideration
08. 1 2 3 4 5 Tell a person that you are intimately involved with that he/she says or does something that bothers you
09. 1 2 3 4 5 Ask for a raise
10. 1 2 3 4 5 Admit ignorance in some area
11. 1 2 3 4 5 Turn down a request to borrow money
12. 1 2 3 4 5 Ask personal questions
13. 1 2 3 4 5 Turn off a talkative friend
14. 1 2 3 4 5 Ask for constructive criticism
15. 1 2 3 4 5 Initiate a conversation with a stranger
16. 1 2 3 4 5 Compliment a person you are romantically involved with or are interested in
17. 1 2 3 4 5 Request a meeting or a date with a person
18. 1 2 3 4 5 Your initial request for a meeting is turned down and you ask the person again at a later time
19. 1 2 3 4 5 Admit confusion about a point under discussion and ask for clarification
20. 1 2 3 4 5 Apply for a job
21. 1 2 3 4 5 Ask whether you have offended someone
22. 1 2 3 4 5 Tell someone that you like them
23. 1 2 3 4 5 Request expected service when such is not forthcoming, e.g., in a restaurant
24. 1 2 3 4 5 Discuss openly with the person his/her criticism of your behavior
25. 1 2 3 4 5 Return defective items, e.g., store or restaurant

26. 1 2 3 4 5 Express an opinion that differs from that of the person you are talking to
27. 1 2 3 4 5 Resist sexual overtures when you are not interested
28. 1 2 3 4 5 Tell the person when you feel he/she has done something that is unfair
29. 1 2 3 4 5 Accept a date
30. 1 2 3 4 5 Tell someone good news about yourself
31. 1 2 3 4 5 Resist pressure to drink
32. 1 2 3 4 5 Resist a significant person's unfair demand
33. 1 2 3 4 5 Quit a job
34. 1 2 3 4 5 Resist pressure to "turn on"
35. 1 2 3 4 5 Discuss openly with the person his/her criticism of your work
36. 1 2 3 4 5 Request the return of borrowed items
37. 1 2 3 4 5 Receive compliments
38. 1 2 3 4 5 Continue to converse with someone who disagrees with you
39. 1 2 3 4 5 Tell a friend or someone with whom you work when he/she says or does something that bothers you
40. 1 2 3 4 5 Ask a person who is annoying you in a public situation to stop

Appendix B

ASSERTION INVENTORY Response Probability

Go over the list a second time and indicate to the left of each item the probability or likelihood of your displaying the behavior if actually presented with the situation. For example, if you rarely apologize when you are at fault, you would circle a "4" to the left of the item. Utilize the following scale to indicate response probability:

- 1 = always do it
- 2 = usually do it
- 3 = do it about half the time
- 4 = rarely do it
- 5 = never do it

PLEASE CIRCLE YOUR RESPONSE USING THE ABOVE SCALE (e.g., 1...5)

01. 1 2 3 4 5 Turn down a request to borrow your car
02. 1 2 3 4 5 Compliment a friend
03. 1 2 3 4 5 Ask a favor of someone
04. 1 2 3 4 5 Resist sales pressure
05. 1 2 3 4 5 Apologize when you are at fault
06. 1 2 3 4 5 Turn down a request for a meeting or a date
07. 1 2 3 4 5 Admit fear and request consideration
08. 1 2 3 4 5 Tell a person that you are intimately involved with that he/she says or does something that bothers you
09. 1 2 3 4 5 Ask for a raise
10. 1 2 3 4 5 Admit ignorance in some area
11. 1 2 3 4 5 Turn down a request to borrow money
12. 1 2 3 4 5 Ask personal questions
13. 1 2 3 4 5 Turn off a talkative friend
14. 1 2 3 4 5 Ask for constructive criticism
15. 1 2 3 4 5 Initiate a conversation with a stranger
16. 1 2 3 4 5 Compliment a person you are romantically involved with or are interested in
17. 1 2 3 4 5 Request a meeting or a date with a person
18. 1 2 3 4 5 Your initial request is turned down and you ask the person again at a later time
19. 1 2 3 4 5 Admit confusion about a point under discussion and ask for clarification
20. 1 2 3 4 5 Apply for a job
21. 1 2 3 4 5 Ask whether you have offended someone
22. 1 2 3 4 5 Tell someone that you like them
23. 1 2 3 4 5 Request expected service when such is not forthcoming e.g., in a restaurant
24. 1 2 3 4 5 Discuss openly with the person his/her criticism of your behavior
25. 1 2 3 4 5 Return defective items, e.g., store or restaurant
26. 1 2 3 4 5 Express an opinion that differs from that of the person you are talking to

27. 1 2 3 4 5 Resist sexual overtures when you are not interested
28. 1 2 3 4 5 Tell the person when you feel he/she has done something that is unfair
29. 1 2 3 4 5 Accept a date
30. 1 2 3 4 5 Tell someone good news about yourself
31. 1 2 3 4 5 Resist pressure to drink
32. 1 2 3 4 5 Resist a significant person's unfair demand
33. 1 2 3 4 5 Quit a job
34. 1 2 3 4 5 Resist pressure to "turn on"
35. 1 2 3 4 5 Discuss openly with the person his/her criticism of your work
36. 1 2 3 4 5 Request the return of borrowed items
37. 1 2 3 4 5 Receive compliments
38. 1 2 3 4 5 Continue to converse with someone who disagrees with you
39. 1 2 3 4 5 Tell a friend or someone with whom you work when he/she says or does something that bothers you
40. 1 2 3 4 5 Ask a person who is annoying you in a public situation to stop

Appendix C

California Psychological Inventory

Dominance Scale

Directions: Below is a series of statements. Read each one, decide how you feel about it, and then circle your answer. If you agree with a statement, or feel that it is true about you, answer TRUE. If you disagree with a statement, or feel that it is not true about you, answer FALSE. If you find a few questions which you cannot or prefer not to answer, they may be omitted.

01. T F I doubt whether I would make a good leader (31)
02. T F I think I would enjoy having authority over other people (53)
03. T F I find it hard to keep my mind on a task or a job (54)
04. T F I have sometimes stayed away from another person because I
05. feared doing or saying something that I might regret afterwards (57)
06. T F When in a group of people I have trouble thinking of the right things to talk about (111)
07. T F School teachers complain a lot about their pay, but it seems to me that they get as much as they deserve (113)
08. T F I don't blame anyone for trying to grab all he can get in this world (117)
09. T F Every citizen should take the time to find out about national affairs, even if it means giving up some personal pleasures (162)
10. T F I should like to belong to several clubs or lodges (167)
11. T F I am certainly lacking in self-confidence (177)
12. T F When I work on a committee I like to take charge of things (179)
13. T F If given the chance I would make a good leader of people (202)
14. T F Sometimes at elections I vote for men about whom I know very little (207)
15. T F I very much like hunting (210)
16. T F A person does not need to worry about other people if only he looks after himself (233)
17. T F I can honestly say that I do not really mind paying my taxes because I feel that's one of the things I can do for what I get from the community (235)
18. T F When prices are high you can't blame a person for getting all he can while the getting is good (253)
19. T F In school I found it very hard to talk before the class (258)
20. T F I am a better talker than a listener (267)
21. T F I would be willing to give money myself in order to right a wrong, even though I was not mixed up in it in the first place (295)
22. T F We should cut down on our use of oil, if necessary, so that there will be plenty left for the people fifty or a hundred years from now (303)
23. T F When the community makes a decision, it is up to a person to help carry it out even if he had been against it (304)
24. T F I would rather have people dislike me than look down on me (310)
25. T F I must admit to try to see what others think before I take a stand (314)

26. T F People should not have to pay taxes for the schools if they do not have children (315)
27. T F In a group, I usually take the responsibility for getting people introduced (319)
28. T F I would be willing to describe myself as a pretty "strong" personality (320)
29. T F There are times when I act like a coward (335)
30. T F I must admit I am a pretty fair talker (346)
31. T F I have strong political opinions (355)
32. T F I think I am usually a leader in my group (359)
33. T F I seem to do things that I regret more often than other people do (369)
34. T F Disobedience to any government is never justified (370)
35. T F I enjoy planning things, and deciding what each person should do (376)
36. T F I would rather not have very much responsibility for other people (379)
37. T F I usually have to stop and think before I act even in trifling matters (383)
38. T F It is pretty easy for people to win arguments with me (385)
39. T F I have not lived the right kind of life (390)
40. T F I have a natural talent for influencing people (403)
41. T F I like to give orders and get things moving (412)
42. T F I am embarrassed with people I do not know well (418)
43. T F The one to whom I was attached and whom I most admired as a child was a woman (mother, sister, aunt, or other woman) (424)
44. T F I'm not the type to be a political leader (443)
45. T F People seem naturally to turn to me when decisions have to be made (448)
46. T F I dislike to have to talk in front of a group of people (452)
47. T F I have more trouble concentrating than others seem to have (456)

NOTE: This is not the complete California Psychological Inventory. Certain items were chosen and their corresponding numbers to the Inventory are in parentheses at the end of each statement.

Appendix D
Social Desirability Scale

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is true or false as it pertains to you personally.

01. T F Before voting I thoroughly investigate the qualifications of all the candidates
02. T F I never hesitate to go out of my way to help someone in trouble
03. T F It is sometimes hard for me to go on with my work if I am not encouraged
04. T F I have never intensely disliked anyone
05. T F On occasion I have had doubts about my ability to succeed in life
06. T F I sometimes feel resentful when I don't get my way
07. T F I am always careful about my manner of dress
08. T F My table manners at home are as good as when I eat out in a restaurant
09. T F If I could get into a movie without paying and be sure I was not seen I would probably do it
10. T F On a few occasions, I have given up doing something because I thought too little of my ability
11. T F I like to gossip at times
12. T F There have been times when I felt like rebelling against people in authority even though I knew they were right
13. T F No matter who I'm talking to, I'm always a good listener
14. T F I can remember "playing sick" to get out of something
15. T F There have been occasions when I took advantage of someone
16. T F I'm always willing to admit it when I made a mistake
17. T F I always try to practice what I preach
18. T F I don't find it particularly difficult to get along with loud-mouthed, obnoxious people
19. T F I sometimes try to get even rather than to forgive and forget
20. T F When I don't know something I don't at all mind admitting it
21. T F I am always courteous, even to people who are disagreeable
22. T F At times I have really insisted on having things my own way
23. T F There have been occasions when I felt like smashing things
24. T F I would never think of letting someone else be punished for my wrong-doings
25. T F I never resent being asked to return a favor
26. T F I have never been irked when people expressed ideas very different from my own
27. T F I never make a long trip without checking the safety of my car
28. T F There have been times when I was quite jealous of the good fortune of others
29. T F I have almost never felt the urge to tell someone off
30. T F I am sometimes irritated by people who ask favors of me

- 31. T F I have never felt that I was punished without cause
- 32. T F I sometimes think when people have a misfortune they only get what they deserve
- 33. T F I have never deliberately said something that hurt someone's feelings

Appendix E
Self-efficacy Ratings

NAME _____

PLEASE CIRCLE THE RATING YOU CHOOSE FOR EACH SITUATION
(1 = not very confident...5 = very confident)

Situation 1

1 2 3 4 5

Situation 2

1 2 3 4 5

Situation 3

1 2 3 4 5

Situation 4

1 2 3 4 5

Appendix F
Standardized Instructions

THINGS TO REMEMBER:

1. Never use the word "assertive"
2. Always treat each student in the study with respect
3. Remember there is another study going on in the next room
4. Never be late
5. Keep all doors (except the one coming into RM 346) closed
6. Have the TV monitor and the VCR in the "on" position before starting with a research participant

WHILE IN THE STUDENT LOUNGE:

1. Check the name on the sheet
 - A. See whether they are in the:
 1. Experimental Group (an "EG" will appear by their name)
 2. Control Group (a "CG" will appear by their name)
 - B. If FEMALE--
 1. Experimenter = Male
 2. Confederate = Female
 - C. If MALE--
 1. Experimenter = Female
 2. Confederate = Male
2. Introduce yourself:

"Hello, (participant's name), my name is (your name). I will be taking you through this study. If you have any books, please leave them on the table in the hallway in the next room we use. Please come with me this way."
3. Go through the door passage into the first room on the right (Room A). Close all doors behind you. Ask the participant to sit down in one of the green lounge chairs. Sit down yourself.

ROOM C

ROOM B

ROOM A

WHILE IN ROOM A:

1. Print the name of the participant on the following forms:
 - A. Self-efficacy ratings sheet
 - B. Completed sentences questionnaire

Ask them for the proper spelling if necessary

IF AN EXPERIMENTAL GROUP (EG) PARTICIPANT, SAY THE FOLLOWING:

"We appreciate your participation in this research study."

"The purpose of this research study is to investigate your perceptions of various situations that the normal college student experiences." (Pause)

"In just a minute, we will leave this room and travel across the hallway."

"You will be asked to view 4 video-taped situations that most college students encounter."

"Each taped situation will last for approximately fifteen seconds."

"After each taped situation, I will pause the tape and ask you to rate a question concerning the tape."

"When we finish with the evaluation of the taped situations, I will ask you to go across the hallway, again, to another room."

"I will ask you to go in and sit down at one of the desks and complete another form for me. I will return in approximately 2 minutes and take up the form, and your research responsibility will be completed."

"Do you have any questions?" (Pause)

"Please remember that you have a right to withdraw from this study at any point along the way if the study causes you any anxiety or for any other reason, and your instructor will be notified of your completion of this research requirement."

"If there are no questions, please follow me."

GO TO ROOM C

WHILE THE EG PARTICIPANT IS IN ROOM C:

1. Situate them in the desk in front of the monitor
2. Situate yourself where you can press the pause button

but not where you could view their ratings on the 4 situations

3. Make sure the volume level is high enough for them to hear the actors
4. Place the "self-efficacy ratings sheet" along with a pencil on the desk in front of them. Instruct them not to mark on the form until informed to do so
5. Say the following:

"You are now ready to view 4 brief video-taped situations. Each situation will role-play a typical college-life encounter."

"After each video-taped situation, I will pause the tape and ask you to rate a question. The rating scale along with the number of the situation is on the form in front of you that is entitled '*Self Perception Sheet'."

"Do you have any questions?" (Pause)

"If there are no questions, then let's begin. Please pay close attention to what occurs in each of the 4 situations since I will be asking you to rate your perception of each situation."

6. Show Situations 1 through 4. After each situation ask the following questions:

Situation 1:

"How CONFIDENT do you feel in ASKING someone you DO NOT KNOW to REMOVE their books from a desk when that desk is the ONLY seat left in the classroom?"

Situation 2:

"How CONFIDENT do you feel in ASKING someone you DO NOT KNOW to STOP A BEHAVIOR that is ANNOYING to you while you are trying to CONCENTRATE?"

Situation 3:

"How CONFIDENT do you feel in ASKING someone you DO NOT KNOW for directions to a professor's office?"

Situation 4:

"How CONFIDENT do you feel in ASKING someone you DO NOT KNOW for a PEN OR PENCIL?"

NOTE: Repeat each question twice

7. Now say the following:

"The last part of this research project will consist of completing this form." (Hand the form to the participant)

"You will go across the hallway, enter and close the door behind you, sit in one of the desks, and complete the form."

"I will return in 2 minutes to take up the form. Please complete as much as possible during the 2-minute period."

"Do you have any questions? (Pause) If not, take the form and pencil and go across the hallway, close the door behind you, sit down at one of the desks, and complete as much of the form as you can during the 2-minute period. I will return in 2 minutes."

8. After 2 minutes do the following:

A. Open the door and say the following:

"Ok, the 2-minute period is completed. Please turn in the form to me. We appreciate your participation. Your instructor will be told of your completion of the research project so you can receive credit."

"We ask that you not communicate with anyone, either in or outside your class about what you have been asked to do, since that information might create validity problems for the study. Your cooperation in this matter will be appreciated. Dr. Thornthwaite will debrief your class about the results of the study at the end of the semester. And again, we thank you for your participation."

IF A CONTROL GROUP (CG) PARTICIPANT, SAY THE FOLLOWING:

"The purpose of this research study is to investigate your perceptions of various situations that the normal college student experiences." (Pause)

"In just a minute, we will leave this room and travel to the adjacent room."

"I will ask you to go in and sit down at one of the desks and complete a form for me. I will return in approximately 2 minutes and take up the form."

"We will then leave that room and travel across the hallway to another room."

"You will be asked to view 4 video-taped situations that most college students encounter."

"Each taped situation will last for approximately fifteen seconds."

"After each taped situation, I will pause the tape and ask you to rate a question concerning the tape."

"When you have completed the questions on all 4 taped situations, you will have completed your research requirement."

"Do you have any questions?" (Pause)

"Please remember that you have a right to withdraw from this study at any point along the way if the study causes you any anxiety or for any other reason, and your instructor will be notified of your completion of this research requirement."

"If there are no questions, I would like for you to take this form and complete it for me in the adjacent room. Please go into the room, close the door behind you, sit at one of the desks, and complete the form as quickly as you can."

"Do you have any questions?" (Pause)

"If there are no questions, please follow me."

GO TO ROOM B

1. After the 2 minutes open the door and say the following:
"Ok, the 2-minute period is completed. Please turn in the form to me."
2. Request that they come with you to ROOM C.

WHILE THE CG PARTICIPANT IS IN ROOM C:

1. Situate them in the desk in front of the monitor
2. Situate yourself where you can press the pause button, but not where you could view their ratings on the 4 situations.
3. Make sure the volume level is high enough for them to hear the actors
4. Place the "self-efficacy ratings sheet" along with a pencil on the desk in front of them. Instruct them not to mark on the form until informed to do so
5. Say the following:

"You are now ready to view 4 brief video-taped situations. Each situation will role-play a typical college-life encounter."

"After each video-taped situation, I will pause the tape and ask you to rate a question. The rating scale along with the number of the situation is on the form in front of you that is entitled '*Self Perception Sheet'."

"Do you have any questions?" (Pause)

"If there are no questions, then let's begin. Please pay close attention to what occurs in each of the 4 situations since I will be asking you to rate your perception of each situation."

6. Show Situations 1 through 4. After each situation ask the following questions:

Situation 1:

"How CONFIDENT do you feel in ASKING someone you DO NOT KNOW to REMOVE their books from a desk when that desk is the ONLY seat left in the classroom?"

Situation 2:

"How CONFIDENT do you feel in ASKING someone you DO NOT KNOW to STOP A BEHAVIOR that is ANNOYING to you while you are trying to CONCENTRATE?"

Situation 3:

"How CONFIDENT do you feel in ASKING someone you DO NOT KNOW for directions to a professor's office?"

Situation 4:

"How CONFIDENT do you feel in ASKING someone you DO NOT KNOW for a pen or pencil?"

7. Now say the following:

"Your participation in this research project is now completed."

"We ask that you not communicate with anyone either in or outside your class about what you have been asked to do, since that information might create validity problems for the study. Dr. Thornthwaite will debrief your class about the results of the study at the end of the semester. And again, we thank you for your participation."

*The sheet that was given to the students on which they were to rate their level of confidence was entitled "Self Perception Sheet". However, throughout this paper I have referred to it as a "Self-efficacy Ratings Sheet."

Appendix G
Completed Sentences Questionnaire

NAME _____ AGE _____

PLEASE COMPLETE THE FOLLOWING SENTENCES:

1. College students _____

2. I wish that I could _____

3. The thing that makes me feel best about college is _____

4. The most annoying thing about other students in college
is _____

5. I would never ask another college student _____

6. My classes are _____

7. The coursework in college is _____

8. My social life in college is _____

Appendix H
Request Assertion Rating Sheet

RATING CRITERIA:

1. Goal Fulfillment = placing their buttocks in the unoccupied desk
 - 1 = did not reach goal
 - 2 = did reach goal

2. Latency = time period from the door opening to goal fulfillment
 - Number of seconds of 120 second period

3. Eye Contact/Verbal Request
 - 5 = eye contact/straightforward verbal request
 - 4 = eye contact/verbal implied request
 - *3 = eye contact/no verbal request
 - *3 = no eye contact/straightforward verbal request
 - 2 = no eye contact/verbal implied request
 - 1 = no eye contact/no verbal request

Name	Latency	Eye Contact/Verbal Request
001		
t		
h		
r		
o		
u		
g		
h		
133		

*A 3 was given in both situations

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