

1976

# Modeling And Response Playback In Assertion Training

Gail Elizabeth Hutchinson

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MODELING AND RESPONSE PLAYBACK  
IN ASSERTION TRAINING

by

Gail Elizabeth Hutchinson

Department of Psychology

Submitted in partial fulfillment  
of the requirements for the degree of  
Doctor of Philosophy

Faculty of Graduate Studies  
The University of Western Ontario

London, Ontario

September, 1976

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## Abstract

One purpose of the present study was to investigate the effect of two procedures on assertive behaviour: modeling and response playback.

For the investigation of the modeling component three different types of models were employed: mastery, coping and implosion. It was hypothesized that all three types of modeling groups would lead to an increase in assertiveness over the waitlist controls. It was further hypothesized that the coping and implosion modeling conditions would show the greatest improvement.

The first hypothesis received support in that all three modeling conditions led to improvement in assertive behaviour on laboratory measures of assertiveness, self report measures, two measures of personality change and two in vivo measures of assertiveness. The second hypothesis was not supported. In fact, there was evidence on the laboratory behavioural roleplaying test that subjects in the mastery model condition performed more assertively than subjects in the coping model condition.

For the playback component, previous studies indicated a deteriorative effect. It was hypothesized that variations in the presentation of the playback component would lead to a facilitative effect in the present study. This hypothesis received partial support. There was no indication of any deteriorative effect in the groups receiving response playback; however, no overall facilitative effect was shown. The only



evidence for any facilitative effect was that on the behavioural role-playing test the subjects in the coping model plus playback group were judged as behaving significantly more assertively than subjects in the coping model without playback group.

The present study included an instructional control condition. Subjects in this group were requested, on the second presentation of the behavioural roleplaying test, to behave as assertively as possible. These instructions contrasted with the instructions given to the other subjects to behave as they would if the situation were really happening to them. Subjects in this control condition were, in general, rated by the judges as behaving as assertively as subjects who received training. Although they were found to behave as assertively in the laboratory this was not the case for any of the other measures of assertive behaviour, including the two in vivo measures, or for measures of comfort with being assertive. The conclusion reached was that although treatment may not add greatly to the assertive skills subjects naturally possess, it does lead to subjects' behaving more assertively in their natural environment and feeling more comfortable about their assertive behaviour. Suggestions were made as to the implications these findings have for further research and for clinical work.

## ACKNOWLEDGEMENTS

This research would not have been completed had it not been for the contributions of many people. To Dr. Kevin Murphy, my thesis advisor, I wish to express my sincere gratitude for his encouragement, availability, and valuable suggestions. To my committee members, Dr. Peter Carlson, Dr. David Evans, Dr. Gerald Stone and Dr. Jerry Willis, I would like to extend my thanks for their constructive criticisms and advice. Dr. Evans deserves a special thanks for the assistance he gave in the analyses of the research.

I also wish to acknowledge Ms. Joanne LeBarr and Ms. Kathy Berg who skillfully served in their roles as therapists. Ms. LeBarr deserves an additional acknowledgement for the work she performed as the major research assistant throughout the course of this study. Thanks are also extended to Mr. Ron Geddes for administering the roleplaying assessment tests; Mr. Zoltan Harsanyi and Ms. Christine Butchart for completing the onerous task of rating the assessment tapes; to Ms. Gail Gallacher for so skillfully typing this paper; and to all those who so kindly gave of their time to serve as models in the treatment tapes.

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## CHAPTER ONE

### Introduction

Assertive behaviour has been broadly defined by Lazarus (1971) as the socially acceptable expression of one's personal thoughts and feelings. Generally, however, the term assertive behaviour has been restricted in its usage, both in clinical practice and in research, to refer solely to the ability to stand up for one's rights and to refuse to comply with unreasonable requests.

Therapy directed towards increasing one's ability to behave assertively has received widespread recognition. Evidence of this recognition is shown by the number of recent books available on this subject and by the number of assertiveness workshops offered during the last two years through such professional organizations as, the Association for the Advancement of Behavior Therapy, the American Personnel and Guidance Association, the Canadian Psychological Association and the Canadian University and College Counselling Association. In light of this widespread enthusiasm the importance of continuing research directed at the evaluation of the most effective and efficient methods for assertion training is obvious.

The first experimental study of assertive training, conducted by Lazarus (1966), indicated that an assertive training procedure had significantly more effect than nondirective reflection-interpretation or direct advice in the development of assertive behaviour. Since this initial study, much of the research has focused on an attempt to

investigate the relative efficacy of the large number of techniques which can be incorporated into an assertive training procedure: specific instructions, modeling, behaviour rehearsal, direct and vicarious reinforcement and response playback. The present study continued this type of investigation by focusing on the variables of modeling and response playback.

The first section of the introduction includes a review of research on the effect of modeling in assertive training, followed by a description of the manner in which this variable will be investigated in the present study. Thereafter, the response playback variable is discussed in a similar manner.

#### Modeling in Assertion Training

With respect to the modeling variable, the assertive training research has, so far, led to confusing and, at times, conflicting results. The first area of confusion lies with research attempts to delineate what contributions the modeling component makes in the development of assertive behaviour beyond those made by the behaviour rehearsal component.

McFall and Marston (1970) employed two behaviour rehearsal conditions which did not include modeling and found both to result in an increase in subjects' assertiveness. Friedman (1971) also discovered that behaviour rehearsal led to change in assertive behaviour; however, in addition, the results of his study led him to state that the most effective procedure would include both modeling and behaviour rehearsal.

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Eisler, Hersen and Miller (1973), in contrast to the two previous studies, discovered no change in assertive behaviour with the use of behaviour rehearsal alone. It was their finding that the addition of modeling was necessary for any change to occur. In considering all three studies, the most reasonable conclusion which can be drawn is that, although behaviour rehearsal alone may show an effect on assertive behaviour, the addition of modeling leads to even greater change.

The second area of confusion lies with the research which attempts to determine whether modeling and instructions differ in their effects on assertive behaviour.

Hersen, Eisler and Miller (1973) compared three treatment conditions - modeling plus instructions, modeling alone and instructions alone - plus two control conditions as to their effect on the training of assertive responses. Their finding was that the greatest change was effected by the modeling plus instructions group. On the other hand, Goldstein (1973) discovered no difference between the three conditions of modeling alone, instructions alone or modeling plus instructions.

McFall and Twentyman (1973), utilizing a standardized procedure developed in previous studies, conducted four experiments in an attempt to determine the relative contribution of modeling and instructions. The first of these four experiments indicated that on self report of assertiveness as measured by the Conflict Resolution Inventory and on laboratory behavioural assessment tasks, the effects of covert rehearsal and coaching on changes in assertive refusal behaviour were independent

and additive. The modeling component, on the other hand, was not shown to add anything above the effects of these two variables.

The second experiment of McFall and Twentyman was conducted in an attempt to replicate the findings of the first experiment concerning the effects of the modeling component and to further investigate transfer of training effects. Three treatment conditions were employed - covert rehearsal plus modeling and coaching, covert rehearsal plus coaching and covert rehearsal alone. The subjects' responses on the Conflict Resolution Inventory and the ratings of their responses in role-playing situations on which they had received specific training and in three situations on which no training had been given indicated that the rehearsal and coaching components contributed to the development of assertive behaviour. However, the modeling component was shown to add little or no effect.

The third and fourth experiments attempted to investigate whether varying the type of model used would lead to differential effects. Considering that the models utilized in the previous experiments may have appeared too abrupt or rude, McFall and Twentyman in their third experiment compared the effect of utilizing a more tactful, hesitant, less extreme type of model. However, the results of laboratory self report and behavioural measures did not indicate any difference between these two model types. In the fourth experiment, videotape models were compared with the previously employed audiotape model. The procedures utilized in this fourth experiment varied in several other ways from

previous studies. Firstly, both the video and audiotaped presentations included a dramatization of probable positive consequences for modeled assertive behaviour. Loo (1971) had shown that inclusion of such projected consequences tended to augment the effects of the standard McFall training procedure. Secondly, parallel forms of taped presentations were developed for male and female subjects in an effort to increase the subjects' identification with the involvement in the training situations. Lastly, subjects were instructed to follow their covert rehearsal with overt rehearsal.

On the Conflict Resolution Inventory, the two modeling conditions were found to be significantly different from a no treatment control condition; however, no difference was found between the audio and videotaped modeling conditions. The results of a two-week phone call follow-up measure of transfer of treatment effects revealed that subjects in both treatment conditions began to resist the antagonist at an earlier point in time than the control subjects. The data on the two laboratory transfer of training measures, the behavioural assessment task and extended interaction task were not provided as they were reported to have been stolen prior to their analyses.

Overall, McFall and Twentyman concluded that the first two experiments indicated that although coaching and covert rehearsal have independent and additive effects on assertive behaviour, this does not hold true for the modeling component. However, Buttrum (1974) suggests that this sweeping conclusion is unwarranted by the data. More accurately,

the McFall and Twentyman study showed that for the type of audiotaped model employed in combination with covert rehearsal no additive effect was revealed. No conclusion is justified for differing types of models, nor for modeling in combination with overt rehearsal or other procedures such as projected consequences. Furthermore, these results were shown only for laboratory behaviour on tasks highly similar to tasks on which subjects were trained. No evidence was reported as to whether similar results would be found for behaviour outside the laboratory.

In the third experiment, when it was discovered that 'polite' as opposed to 'rude' models did not lead to differential results for either overt or covert rehearsal, the authors concluded that this supported their postulation that modeling added nothing to either rehearsal procedure. However, as Buttrum (1974) stated, a more justifiable conclusion would be that the study showed that the two particular types of models utilized do not differentially affect assertive behaviour.

In the fourth experiment, when no differences were found between audio and videotaped models McFall and Twentyman contended that this finding added support to their statement concerning the lack of modeling effects. However, once again, for several reasons, these conclusions are not supported by the data. Firstly, according to Buttrum (1974), as with the third experiment all this study really shows is that no differential effects were found for these types of models. To say this supports their previous findings concerning a lack of modeling effects is an unjustified broad conclusion. Secondly, even this more limited conclusion is called into question since important data on subjects'

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performance on the laboratory tasks for which they were primarily trained was unavailable. Thirdly, several important modeling procedures were changed in this experiment for both the audiotaped and videotaped models and it is unknown whether these variations would have affected the modeling results had they been present when modeling was compared to the other components of rehearsal and coaching. Lastly, this experiment was the only one of the four which showed any, albeit limited, evidence of generalization to extralaboratory behaviour. It is unknown whether this effect was a result of the different measures employed, to the presence of modeling procedures, or to the presence of such modeling procedure variations as the inclusion of projected consequences or the use of models of the same sex as the subjects.

Buttrum (1974), in light of evidence pointing to the beneficial effects of modeling and taking into account that the study by McFall and Twentyman had not shown modeling in combination with overt rehearsal or such additional components as projected consequences failing to have an additive effect, decided to include modeling in his assertive training procedures. Interestingly, Buttrum's treatment components were found to lead to broader types of generalization, both in the laboratory and in the subjects' natural environment and to more evident emotional changes than found in previous studies.

It is, however, not possible to determine how much of these effects can be accounted for by the use of the videotaped models in combination with projected consequences. Nonetheless, it would seem that with the present level of available information, modeling could well be considered

to be a potentially useful component in assertive training procedures. The present study was developed with the premise that instead of discarding modeling as a technique for training assertiveness, research, at this time, could best be directed toward continuing Goldstein et al.'s (1973) and McFall and Twentyman's (1973) investigation into the effects of varying, adding to, and perhaps improving upon the modeling procedures in assertive training.

### Three Types of Modeling Therapies

#### Mastery Model

In the current literature on the use of modeling as a treatment for anxiety, one finds studies reporting the successful employment of three quite different types of models - mastery models, coping models and implosive models. In reported studies on the effects of modeling in assertive training the type of model utilized has followed closely the characteristics of the mastery model which were delineated by Bandura (1969) as being necessary for the inhibition of anxiety responses.

These characteristics of the mastery model are that he exhibits a positive affective expression in the presence of the feared situation; that he skillfully engages in approach behaviour; and that he receives either neutral or positive consequences for his approach behaviour. The reasoning behind Bandura's stipulation that the use of a calm, effective model is necessary follows from his postulation that the effects of modeling are accounted for by a two-process theory. According to this theory, the first step in the extinction of an avoidance response is for the arousal capacity of the feared situation or stimuli to be reduced.



below the level which triggers the occurrence of an avoidance response. At this point, the subject is able to gradually engage in approach behaviour which then has the effect of further reducing the arousal capacity of the stimuli.

A necessary requisite for this whole process to occur is the setting of conditions which facilitate minimal arousal in the subject. In light of this, Bandura has defended the need for utilizing a calm model by referring to the literature (Berger, 1962; Bandura & Rosenthal, 1966; Miller et al., 1959), which shows that similar emotional responses may be elicited in observers by being exposed to the emotional responses of a model. The best results should, therefore, occur with observation of a model exhibiting positive affect in the presence of the feared object or situation since this would lead to the subject's own fears being extinguished. On the other hand, exposure to a model portraying a picture of fear could, according to Bandura, serve as a powerful cue for increasing the observers' arousal level and thus lead to their either looking away from the modeling display or engaging in self-generated competing responses designed to neutralize the aversiveness of the situation. Both of these responses could result in an enhancement of the observers' anxiety-motivated avoidance behaviour.

Bandura defends the necessity of the characteristics of skillful approach behaviour followed by positive or neutral consequences by referring to the literature (Bandura, 1965; Bandura, Ross & Ross, 1963; Walters, Leat & Mezei, 1963; Walters, Parke & Cane, 1965) which shows the performance of modeling behaviour to be partly regulated by the

observation of rewarding and punishing consequences to the model as well as by directly experienced outcomes. Generally, the performance of similar behaviour is increased by being exposed to models rewarded for their behaviour and is decreased by exposure to models punished for their behaviour.

The effect of model consequences on observers' performance is generally accounted for by postulating that the observer, upon viewing the model experiencing either positive or negative consequences for his behaviour, empathically experiences the pleasantness or unpleasantness of these consequences and also intuits the model's satisfaction or dissatisfaction. As a result, if the consequences presented were positive, the observer will be inclined to exhibit similar responses in the expectation that this behaviour will bring reinforcement to him while the opposite would be true if the model consequences had been negative. (Bandura, 1965; Walters, Parke & Cane, 1965).

In spite of Bandura's stipulations and the substantiating research concerning necessary model characteristics, successful extinction of avoidance behaviour has been accomplished by the use of two models which vary quite extensively from Bandura's mastery model.

#### Coping Model

One of these models, the coping model, was defined by Meichenbaum (1971) as a model who initially demonstrates fearful behaviour, progressively begins to cope with the fearful situation by showing more positive affective expressions and more skillful approach behaviour, and finally performs the behavioural act in the same manner as the mastery or fearless model.

The use of a coping model is partially based on the research which indicates that increasing the perceived similarity between the observer and the model facilitates imitation by the observer of the attitudes, preferences and instrumental behaviour portrayed by the model (Flanders, 1968; Rosekrans, 1967). In Rosekrans' study the effect of perceived similarity to the model increased not only the observers' performance of the model's responses but also the learning of such responses. This was shown by the fact that the subjects who were led to perceive themselves as being similar to the model were able to recall a greater number of the models' responses than the subjects who perceived themselves as dissimilar. One explanation given for this finding is that high perceived similarity increases attentiveness to the model and thus facilitates learning of the model's responses.

Rosekrans' study also provided some indication that increased similarity has the further effect of enhancing the potency of the response consequences to the model. Punishment of the model tended to more greatly depress the observers' imitation relative to the reward and the no consequences conditions in subjects who perceived themselves as similar to the model than for subjects who perceived themselves as dissimilar.

In light of these findings concerning the effects of similarity one could assume that subjects observing coping models who exhibit handicaps similar to their own may tend to pay attention to, learn, and imitate the responses of the models more than they would the responses of mastery models, and the consequences accrued by these models may have a greater effect than those accrued by the mastery model. Seeing the fearful

models learn to cope with their anxiety and exhibit progressively more daring performance without adverse consequences may serve to reinforce positive expectations in apprehensive observers that similar changes in their own behaviour and eventual positive consequences are attainable for them. On the other hand, the dissimilar mastery model who engages in fearless approach behaviour may be discounted by observers because he is seen as possessing some special skill or expertise which the observer himself may never be able to acquire.

Following is a discussion of three studies which have utilized coping models and compared their effectiveness with that of the mastery model.

Meichenbaum (1971) compared a mastery model and a coping model in fostering vicarious extinction of avoidance behaviour in female college students toward nonpoisonous snakes. Subjects were matched on the basis of their pretreatment avoidance behaviour then randomly assigned to either mastery, coping or control conditions. After exposure to three eight-minute televised modeling sequences, it was found that, on both behavioural measures and on affective self-report measures, observation of coping models was significantly superior to observation of mastery models in enhancing fear reduction. Contrary to Bandura's postulation, the demonstration of initial fearful behaviour by the coping model did not result in enhanced fearfulness and avoidance behaviour but rather contributed to the development of adaptive behaviour to overcome fear to an even greater extent than the mastery model.

Meichenbaum attributed the success of the coping model to not only the heightened similarity between the observer and model but also to the fact that, in the coping condition, the observers were provided with explicit modeling of techniques, such as the taking of slow deep breaths, to utilize in coping with and reducing anxiety.

Meichenbaum (1972) compared a cognitive modification procedure with a standard desensitization procedure in the treatment of test anxious college students. The cognitive modification procedure consisted of an insight oriented therapy designed to allow test anxious subjects become more aware of their anxiety-engendering cognitions which interfered with adaptive test taking behaviour. Subsequent to the insight therapy, subjects were exposed to a modified desensitization procedure which utilized coping imagery. The coping imagery procedure consisted of subjects, for each hierarchical scene, visualizing themselves becoming anxious and tense followed by visualizing themselves handling and coping with their anxiety by means of slow deep breaths and instructions to attend to the task.

On analogue test situation performance, grade point average, and self report measures, the cognitive modification procedure with its coping imagery desensitization proved more effective than either the standard desensitization procedure with its mastery model imagery or the waitlist control. Furthermore, the superiority of the cognitive modification group was maintained at a one month follow-up.

How much the superiority of the cognitive modification group depended upon the use of coping imagery is difficult to ascertain since its use

was combined with the insight therapy procedure. However, Meichenbaum made the suggestion that the use of coping imagery may have had an effect because this type of imagery came closer to representing and preparing subjects for real life experiences. Even after completion of treatment, it is probable that the subjects continued to experience anxiety in test situations and used the training they had received, during the modified desensitization procedure, to help them attend to the task and better deal with their real life anxiety.

Kazdin (1973) utilized imaginably presented models in an attempt to replicate the findings of Meichenbaum's (1971) study on the effect of filmed mastery and coping models on snake avoidance behaviour. Subjects shown on the basis of self report and behavioural measures to be snake avoidant were exposed to two fifteen-minute treatment sessions wherein they imagined a model engaged in approach behaviour towards a snake. The findings were that, according to behavioural and self report measures, subjects imagining a coping model showed less snake avoidance at post-test and at a three week follow-up.

One purpose of the present study was to investigate the effects of coping models in the training of assertive behaviour. The usual mastery model characteristics of fearless, skillful, rewarded behaviour were varied in such a way that, for each modeled scene, the filmed model initially, anxiously, made a rather clumsy attempt at assertiveness. The model next attempted to improve upon this performance by relaxing himself and by trying somewhat more skillful approach behaviours. Finally, the model achieved the calmness and skill of the mastery model and his efforts were followed by positive consequences.

In Meichenbaum's (1971) study it was found that explicit modeling of appropriate self-verbalizations by the coping model led to an enhancement in the treatment effectiveness. The verbalizations included comments concerning the model's initial fears and physiological anxiety reactions such as increased heart and breathing rates; statements indicating a determination to complete the task; self instructions to remain calm by means of slow deep breaths; and statements designed to talk themselves into coping with the fear and handling the snake. Meichenbaum hypothesized that the self verbalizations may have enhanced treatment outcome by capitalizing on the verbal mediation processes that Bandura (1969) had postulated to underlie acquisition of new responses through modeling. Furthermore, Meichenbaum hypothesized that the self verbalizations may have had an increment in information concerning techniques for coping with anxiety.

In light of this finding, subjects in the present study were exposed to coping models overcoming their anxiety by means of slow deep breaths and by means of instructing, assuring and rewarding self-statements in much the same manner as models in Meichenbaum's study.

#### Implosive Model

The third type of model - the implosive model - violates even further Bandura's conceptualization of the necessary model characteristics for inhibition of anxiety. This model, in fact, represents the opposite extreme of the mastery model in that the model remains highly fearful throughout the modeling sequences, fails miserably at his attempt to approach or cope with the feared object or situations, and encounters the worst consequences imaginable for his attempts. Following, is a

description of the studies which have utilized models possessing one or more of these implosive model characteristics for reduction of varying types of anxiety.

Geer and Turteltaub (1967), in an attempt to examine some of the postulations set forth by Bandura, exposed snake phobic subjects to either a fearful or calm model approaching a snake. Specifically, Geer and Turteltaub attempted to show that a fearful subject would, upon observing either a fearful or calm model, modify his own behaviour in the direction of the observed model. Their findings only partially confirmed this hypothesis. The subjects viewing the calm model did subsequently show the greatest overall approach behaviour; however, those exposed to the fearful model did not subsequently show increased avoidance. In fact, for forty percent of the snake phobic individuals, observation of the fearful model was shown to be beneficial. This latter finding, of course, directly contradicts Bandura's predictions that observing a highly aroused model should increase avoidance behaviour in the observers. One explanation given by Geer and Turteltaub for this finding was that the observation of the anxious models by the phobic subjects provided observers with the realization of how ridiculous their own fears were and therefore, on the second approach test, they indicated much less fear.

A second study (Sarason, 1971) investigated the negative consequences component of the implosive model. Models who either failed or succeeded at a serial learning task were observed by test anxious female students. Failure was conveyed to the model, at the completion of the task, by a statement from the examiner that his performance was unusually



low - much lower than would be expected of a college student. The findings were that observation of an unsuccessful model did not enhance the test-anxious individual's performance as measured by a word association task as compared to observation of a model given no feedback or to a no model control condition. The latter of these findings would appear to concur with Bandura's postulation that observation of a model undergoing negative consequences has a deteriorative effect on observers' performance.

Jaffe and Carlson (1972), in their study of the effect of model characteristics on the behaviour of test anxious subjects revealed quite different results from those found in Sarason's study. The test anxious subjects in this study were exposed to one of four treatment conditions consisting of models whose characteristics were varied along the three dimensions of affect (calm or anxious), performance (good or bad), and consequences (positive or negative). In the first condition, the model remained calm throughout the administration of the WAIS subtests and the feedback given by the examiner, after each subtest, indicated to the model that his performance was well above his age norm. The second type of model manifested anxiety throughout but still performed well and received positive consequences. The calm-negative model maintained calm throughout but his performance was poor and the examiner's feedback was exactly opposite to that given to the calm-positive model. The last type, the anxious negative model, was labelled as being an implosive model. This model was extremely anxious throughout, performed poorly, and the consequences received were aversive. The finding was that in none of the

performance or self report measures did the calm model who performed well and received positive consequences lead to significant improvement as compared to the other modeling displays or to the control group. The greatest improvement followed observation of anxious models and, or models performing poorly and receiving negative consequences.

Jaffe and Carlson (1972) stated that the results of this study cast serious doubts on the necessity or usefulness of the assumptions made by Bandura about the structuring of modeling displays. Instead of viewing calm models receiving positive consequences, subjects might best benefit from being shown the worst things that could possibly happen in the feared situation.

The central therapeutic component of modeling procedures was hypothesized, by Jaffe and Carlson, to be exposure to the anxiety-arousing situation leading to extinction as opposed to the acquisition of modeled behaviours. Following from this hypothesis, the implosive modeling sequence was assumed to lead to the most efficacious results since it included the setting of optimal conditions necessary for extinction of anxiety and avoidance behaviour. Such conditions were a lengthy and vivid presentation of the feared stimuli with little opportunity to escape and without the actual feared consequences being accrued by the observers. The condition, consisting of a calm model receiving positive consequences may have, in effect, presented a watered-down version of the conditions most beneficial for the occurrence of extinction. The authors further hypothesized that a reason for the deteriorative effect of the negative consequences condition in Sarason's (1971) study may

have occurred as a result of Sarason's exclusion of the necessary variable of long exposure to the feared stimuli. Instead of presenting a lengthy scene in which negative consequences were repeatedly experienced by the model, observers were confronted with the possibly fear-enhancing situation where a single negative statement was delivered to the model at the termination of the scene.

Support for Jaffe and Carlson's findings concerning the effectiveness of implosive model characteristics was found in a study by Soininen (1972). In this study the efficacy of utilizing a fearful model was compared to that of a coping model in reducing avoidance behaviour toward non-poisonous snakes. In the anxious model treatment conditions the models verbalized their feelings of anxiety and their desires to discontinue the task and also demonstrated fear, hesitancy and physical withdrawal throughout the whole of the forty-minute modeling scene. The verbalizations and behaviour of the coping model were initially identical to those of the anxious model; however, throughout the course of the scene, the model began to show signs of coping with their fear in a manner similar to the coping models in Meichenbaum's study.

The findings were that subjects in both modeling conditions performed more approach steps at posttreatment than at pretreatment than did control group subjects. No significant differences were found between groups viewing the anxious or the coping model videotapes.

Soininen attempted a further analysis of the results of this study by comparing the number of subjects in the coping and the implosive modeling conditions who completed the terminal approach tasks of holding

the snake for increasingly lengthy periods of time. The findings of this analysis were that the subjects in the coping modeling condition completed significantly more of these tasks than control subjects while the same was not found to be true for subjects in the anxious model condition. However, because of both statistical reasons and a confounding in the methodology this comparison of the final approach tasks was inappropriate. The author's conclusion that the results favour the coping over the implosive model are, therefore, drawn into question. In reality, the only justifiable conclusion which can be drawn from this study is that both modeling conditions were equally effective in reducing avoidance behaviour.

The present study attempted to investigate the effects of utilizing implosive model characteristics in the training of assertive behaviour. Throughout each modeled scene the filmed models demonstrated fear and hesitancy as they ineptly attempted to be assertive. Negative verbalizations were presented indicating fear, dislike of the task, disgust at their ineptitude, and desires to give up and let the other person have his way. Furthermore, the models met with negative consequences as a result of their efforts.

The implosive model was compared in the present study on several indices to both the coping model and the typically employed mastery model. On the basis of the available research it was hypothesized that both the coping and implosive models should result in subjects acquiring significantly more assertive behaviour than subjects in the mastery model condition. Furthermore, it was hypothesized that all three modeling conditions would prove to be more effective than a waitlist control

condition. In light of the available research to date, no hypothesis was made concerning the relative effectiveness of the coping and impositive modeling conditions.

### Response Playback

As mentioned previously, the second component of assertive training which was dealt with in the present study was response playback.

It should be noted that the terms response playback and response feedback have been used interchangeably in the literature. Both refer to the process of confronting subjects with playbacks of their responses. The term response playback is more descriptive of the process it represents and therefore, in the present study, only this term has been employed.

According to Bailey and Sowder (1970), in recent years, the literature has been replete with favourable reports concerning the effects of response playback on the therapeutic process. In fact, the authors point out that few methods of treatment have acquired comparable levels of enthusiastic acceptance as has the technique of confronting clients with their own recorded behaviour. In spite of this enthusiasm, very few studies on either audiotape or videotape playback have met the minimum requirements of controlled experimentation. The typical manner of investigation has been to utilize various forms of playback over a nonspecified period of time and then to render a subjective opinion as to the therapeutic effect. Careful experimentation is necessary, at this stage, in order to clearly ascertain whether playback has any added beneficial effect whatsoever beyond those to be found in equated therapy

without playback and in nontherapy conditions. This necessity for controlled research is stressed by Bailey and Sowder in light of the widespread use of playback techniques and especially in light of some recent investigations (Alkire & Brunse, 1974; Bailey, 1968; and Danet, 1967) which indicate that playback may, in fact, have a deleterious effect on some clients.

Playback has been utilized by several investigators (Buttrum, 1972; McFall & Marston, 1970; and McFall & Lillesand, 1971) as a component of assertive training procedures. However, the effects of its use in the development of assertive behaviour remain in as much confusion as its effects in other forms of therapy.

The first reported investigation of the playback component was conducted by McFall and Marston (1970). This study followed the directions given, by Bailey and Sowder, as being necessary for a controlled study of the effectiveness of playback as a therapeutic technique.

The study consisted of a comparison of two variations of their assertive training procedure. One treatment group included behaviour rehearsal plus audiotape playback while the other included only the behaviour rehearsal component. Also included were two control procedures, a placebo therapy condition and a no-treatment condition. The results indicated that in all three of the response modes measured - behavioural, self report and autonomic - both treatment groups showed significantly more positive change than both control groups. No significant differences were found between the treatment conditions indicating that the audiotape playback did not significantly enhance treatment.

effects. However, the authors pointed out that the playback subjects tended to show the highest absolute change in performance in the behavioural assessment following treatment. This was found to be especially true of the follow-up test which assessed generalization to 'real-life' behaviour.

McFall and Lillesand (1971) included response playback as component of the overt response practice condition in their investigation concerning the effects, on assertive behaviour, of adding the components of modeling and coaching to either overt or covert behaviour rehearsal. The findings indicated that the covert rehearsal procedure without response playback consistently resulted in the largest magnitude of improvement as compared to the overt rehearsal procedure which included response playback. The authors, in accounting for this difference, point to the audiotape playback as possibly contributing an inhibiting effect on learning. The reason suggested for this inhibiting effect was that the subjects may have found being confronted with a playback of their inept assertive responses to be aversive and anxiety arousing. However, this explanation seems lacking in light of the fact that McFall and Marston (1970) had found the use of behavioural rehearsal with playback to have a facilitative effect.

Buttrum (1972) included playback in his modeling, coaching and overt rehearsal conditions. The results indicated that the covert rehearsal procedures without audiotape playback as compared to the overt rehearsal procedure with playback lead to the greatest improvement, particularly in transfer situations.

In accounting for these results, Buttrum concurred with the suggestion of McFall and Lillesand concerning the possible aversiveness of the playback for subjects attempting to improve upon their assertive behaviour. Another suggestion given was that the subjects in the covert rehearsal procedure may have developed more assertive behaviour than subjects in the overt rehearsal condition because the former were allowed more time to compare their responses to the responses of the assertive model and to consider the therapist coaching. Subjects in the overt groups, on the other hand, were forced to spend most of their time listening to their own assertive attempts. This process may have led the overt rehearsal subjects to concentrate more on ways in which they could make their own responses match the specific responses of the model rather than spending their time learning the general rules and concepts that could be applied in many different situations which they may encounter, requiring assertive responses. According to Buttrum, the fact that subjects in the overt group did not perform as well as subjects in the covert group on novel, untrained items lends some support to this hypothesis.

McFall and Twentyman (1973) attempted to unravel the effects of the mode of rehearsal and the use of response playback. Since the previous studies had compared covert rehearsal to overt rehearsal with playback it was impossible to determine whether the covert rehearsal, in fact, led to superior results or whether the inclusion of playback was detrimental to the assertive training procedure. In order to determine whether there was, in fact, a difference in the effectiveness of the



two response modes the authors compared three conditions of response rehearsal, all without playback. One group of subjects rehearsed covertly on both occasions that each training situation was presented. A second group rehearsed overtly on both occasions while a third group rehearsed covertly the first time a situation was presented and then rehearsed overtly the second time a situation was presented. The findings were that use of the different response modes did not lead to significant differences in the development of assertive behaviour as shown by self report and laboratory behavioural measures. This led the authors to conclude that the playback variable probably produced the earlier differences found between the overt and covert rehearsal procedures.

Buttrum (1974), however, qualified this conclusion drawn by McFall and Twentyman, by stating that in light of the results of McFall and Marston's study it was doubtful that the inclusion of response playback is the sole reason for the occurrence of a detrimental effect. Buttrum instead postulated that what seems necessary for the deteriorative effect is the presentation of a competent assertive model with whom the subjects, during their audiotape playback, can compare their own inept responses. With the removal of playback in training procedures which include modeling, as was shown in the McFall and Twentyman study, no differences should occur between the two rehearsal procedures.

#### The Present Study

The present study diverted from the direction that research (Buttrum, 1974; Longin & Rooney, 1973; McFall & Twentyman, 1973) seems to have taken in eliminating the playback variable from assertive training

procedures which include modeling. Playback as an assertive training procedure was included but it was implemented differently, in several ways, from previous studies. Firstly, as Buttrum (1972) has suggested, in order that the inclusion of the playback variable not interfere with time necessary to reflect on the modeling and coaching presentation, the length of time given to subjects for this purpose was increased. Secondly, instead of the usual audiotape playback the present study utilized videotape playback. It was hypothesized that the use of videotape playback may, for several reasons, produce a more potent effect than the use of audiotape playback. Firstly, one might assume that subjects would find seeing themselves 'televised' as a more unique and interesting experience than merely listening to their voice on audiotape and, because of this, their attention may be aroused and maintained to a greater extent. Furthermore, the videotape provides more information to the subjects. In addition to hearing the verbal aspects of their assertive responses, subjects are exposed to their nonverbal behaviours.

Serber (1972) pointed out the importance of considering the non-verbal messages being transmitted in assertive situations. According to Serber, the entire effect of saying the right words can be negated by the manner in which these words are said. For example, if while attempting to refuse to accede to another's request one's voice level and tone became overly quiet and meek and one's facial and body expression and lack of eye contact denoted fear and uncertainty this appearance might generate the message that, with more effort, this person could be persuaded differently. Two favorable procedures for the training

of nonverbal assertive behaviour are, according to Serber, the use of live or videotaped models along with audiovisual playback of the subjects own responses.

In the present investigation, half of the experimental groups were exposed to the use of videotaped modeling, instructions and overt response rehearsal while the other half in addition to these procedures, were exposed to videotape playback. It was hypothesized that the use of videotaped playback would have an additive effect on the development of assertive behaviour over that provided by the use of videotaped modeling, coaching and overt rehearsal.

As stated previously, in light of Buttrum's (1972) hypothesis concerning the possible contribution that time may have had in the deteriorative results found for playback, in the present study, subjects were given extra time, both after having heard the modeling tapes and after having been exposed to playbacks of their own responses, in order to digest all the information presented. Buttrum's second postulation was that the presentation of the assertive responses of a competent, fearless model led subjects to become overly concerned and anxious upon hearing, in contrast, their own inept responses. It was hypothesized that the present study would shed some light on the validity of these assumptions. If the first hypothesis is correct then the use of videotape playback should have been found to contribute an equally additive effect in the three conditions of mastery, coping or implosive models. However, if it is the use of a competent model which, in previous research, has led to a deteriorative effect then the use

### No Playback Condition

The remaining half of the subjects in the three modeling conditions did not receive response playback. In all other respects the procedure employed with subjects in the no playback condition was identical to that employed with subjects in the playback condition.

An outline of the procedure followed for each subject is presented in Appendix J along with a complete transcript of the modeling tapes for the first training session. For the other three training sessions, Appendix J contains a description of the assertive situations and the accompanying instructions.

At the end of the fourth training session, subjects once again were exposed to the BRT and the EIT in a manner identical to the pretreatment assessment. The Self Assessment Inventory was completed, for a second time, by the subjects while the Eye Contact and Anxiety Level scale was completed by the male research assistant.

Immediately after completing the behavioural role playing, subjects in the treatment groups were asked to complete a Satisfaction with Treatment Scale. This scale consisted of 18 semantic differential scales varying along the three dimensions of activity, potency and evaluation delineated by Osgood, Suci and Tannebaum (1965). The purpose of this questionnaire was to assess whether subjects in the various treatment conditions were differentially satisfied with their training. In completing the questionnaire, subjects were requested to place a checkmark between the bipolar adjectives comprising each scale, in order to indicate their degree of satisfaction or dissatisfaction with treatment. A copy of the satisfaction questionnaire is contained in Appendix K.

usual instructions to behave as they would in their natural environment. The purpose for including this control group was to provide an indication of what assertive skills subjects could reveal when subjected to such a request. It was hypothesized that the subjects in this instructional control group would not be rated as behaving more assertively than the waitlist control group. Also, it was hypothesized that following the four week training period all treatment groups would be rated as significantly more assertive than this instructional control group.

Several of the measures used in the present study to assess subjects' assertiveness are those which were employed in the McFall studies (1970, 1971, 1973) and include pre- and posttreatment responses on the Conflict Resolution Inventory, and ratings on the behavioural role playing assessment task and the extended interaction task. Other measures which were utilized have been incorporated in the studies by Buttrum (1972, 1974) and include some scenes added to the behavioural role-playing assessment tasks utilized in the McFall studies; self ratings of assertiveness and comfort during the behavioural role playing tasks and extended interaction tasks, and baseline records kept by the subjects to record their own behaviour and feelings in their natural environment, for a week prior to and following treatment.

The manner of delivering the behavioural role playing task differed from the manner of delivery employed in previous studies. McFall et al. (1971, 1973) used an audiotape presentation of the BRT situations while Buttrum (1974) used a videotape presentation. In the present study the narration of the scenes was still presented by audiotape; however, the

actual role-playing was performed by an experimenter who individually met with each subject for both the pre- and posttestings. It was felt that the live presentation would make the BRT more similar to real life situations and would therefore provide a more accurate assessment of subjects' assertiveness. This procedure also allowed for two other measures to be gathered. During the course of the BRT, the experimenter rated subjects on two nonverbal measures of assertiveness: the amount of time they maintained eye contact with the experimenter and the level of anxiety they revealed during the role playing.

At the completion of the training procedure an assessment of the experimental subjects' satisfaction with treatment was made. The purpose of this measure was to serve as a check on whether subjects reacted differently to the various treatment modalities employed in the study.

Two additional questionnaires were employed as a means of assessing what other changes, besides behavioural changes, occur in subjects as a result of treatment. The first measure was entitled a self-ideal self questionnaire and was directed at determining whether, as a result of treatment, measurable changes in subjects' self concept would occur. The second measure was a personality assessment consisting of items from two scales, social recognition (Personality Research Form, 1965) and conformity (Jackson Personality Inventory, 1970). It was hypothesized that, as a result of treatment, subjects would indicate, by means of these scales, a decrease in their conformity, and a decrease in their need to work for the approval of others.

Lastly, in an attempt to measure in vivo assertiveness as well as to see whether treatment resulted in lasting effects, a six-week telephone follow-up similar to the measure previously employed by McFall and Twentyman (1973) was conducted.

In summary, the present study investigated the effects of assertive training by means of nine different measurement devices.

## CHAPTER TWO

### Method

#### Subjects

The Conflict Resolution Inventory developed by McFall and Lillesand (1971) was used to select subjects who judged themselves as having difficulty with a limited, homogeneous subclass of assertive behaviour--the ability to refuse unreasonable requests. The CRI consists of eight items of a general nature and a 35-item inventory of responses to specific refusal situations. A copy of the CRI and the scoring criteria are contained in Appendix A.

Male and female students in undergraduate psychology courses who considered themselves to be in need of assertive training and who were willing to participate in a treatment programme, were encouraged to fill out the CRI and sign up for the study. A copy of the information sheet presented to subjects in explanation of the study is contained in Appendix B.

From the 200 students completing the questionnaire, eighty-three students were chosen as subjects on the basis of three criteria: 1) In response to one of the eight general items, "How much of a problem do you feel you have when it comes to saying 'no' to people regarding things you don't want to do?", subjects rated themselves as having at least a moderate problem saying no (a rating of 50 or more on a 100 point scale); 2) they earned a higher nonassertive score than assertive score on the questionnaire; and 3) upon being telephoned, they confirmed their interest in participating in the study. These criteria



are comparable to those employed by Buttrum (1974) and McFall and Lillesand (1971). McFall and Twentymen conducted four experiments in 1973. In these experiments they utilized specific cut-off scores on the CRI in order to select subjects. In the first two of these four experiments, subjects were required to have a CRI assertion score of 13 or less and a non-assertion score of 18 or more. In the third and fourth experiments, the respective criteria used were assertion scores of 14 or less and 16 or less. Subjects in the present study met the most stringent of these various criteria - an assertion score of 13 or less and a non-assertion score of 18 or more. The mean assertion score of the subjects selected was 6 while the mean non-assertion score was 24.

Subjects who were not chosen for the study but who had completed the initial questionnaire received written correspondence informing them of the manner in which subjects were selected for the study and providing them with an interpretation of their scores on the Conflict Resolution Inventory.

#### Design

With two restrictions, the eighty-three subjects were randomly assigned to six treatment groups and two control groups. The first restriction was that the subjects be divided evenly among the eight groups. Eleven subjects were assigned to the mastery model without playback group and to each of the control groups. All other groups were assigned ten subjects each. Fifty-four females and twenty-nine males comprised the sample of eighty-three subjects. The second

restriction to the random assignment was that the males and females be distributed in approximately the same proportion in each of the eight groups.

The treatment groups were varied along two dimensions - type of model (mastery, coping or implosive) and use of response playback (presented; not presented).

Both control groups were waitlist controls in that they received assessments at the same point in time as the experimental subjects but no treatment was given until the completion of all the assessment devices.

#### Procedure

During the first individual contact, each subject was required to complete the Behavioural Role-playing Assessment Task (BRT). The BRT consisted of the subject responding to twenty situations requiring assertive behaviour. All twenty situations, with the exception of two, are identical to those employed by Buttrum (1974). Eight of the situations require specific refusal responses, while twelve require a more general assertive response (e.g., asking a landlord to make needed repairs in their apartment). For each of the situations, the subjects were first exposed to an audiotaped narration giving the particulars of the situation. Following this, a male research assistant role-played the part of the antagonist described in the narrative. The subject then verbalized his response. All subjects were encouraged to respond to each situation as if they were actually in that situation and not to attempt to say anything that they would not normally say if

this were a real life situation. The research assistant was not informed as to the reason for, or design of the study. Furthermore, the assistant was instructed not to verbalize any response or give any feedback following the subject's response, but rather to attempt to remain as neutral as possible. This procedure was repeated for each of the twenty scenes and each interaction was audiotaped.

After having responded to the BRT, all subjects were exposed to the Extended Interaction Test (EIT). This test consisted of the subjects being presented with a situation wherein the assistant persisted in his attempt to have the subjects accede to his request by pleading or becoming more insistent if the subject refused him. The persistence continued until either the subject acceded or successfully refused the request five times. The instructions followed by the research assistant, for each subject, along with a copy of the BRT and EIT are contained in Appendix C.

After responding to each situation on the BRT and at the end of the Extended Interaction the subjects indicated on the Self Assessment Inventory how assertive they believed their response to be and how they felt during the interaction. Subjects indicated their level of assertiveness by means of a 7-point scale ranging from extremely unassertive to extremely assertive. Subjects indicated their feelings during the interaction by choosing one of six adjectives provided. The six adjectives employed were taken from the Subjective Stress scale (Kerle & Bialek, 1958). The Subjective Stress scale consists of 14 adjectives. In its use, subjects are required to choose which of these adjectives

best describe their feelings. The Stress scale has been described as a relatively sensitive measure of subjective stress in both research and clinical settings (Neufeld, 1973). Of the six adjectives employed in the present study, three were adjectives which indicated varying degrees of comfort or neutrality while three indicated a feeling of discomfort. A copy of the Self Assessment Inventory is contained in Appendix D.

While the subject completed the Self Assessment Inventory, the research assistant was responsible for rating the amount of time the subject maintained eye contact during the preceding situation. He was also responsible for rating the level of anxiety portrayed. Eye contact was rated by means of a 5-point scale ranging from 'avoided eye contact during almost the whole interaction' to 'maintained eyecontact during almost the whole interaction.' Anxiety level was rated by means of a 7-point scale ranging from extremely anxious to extremely calm. A copy of the Eye Contact and Anxiety Level scale is contained in Appendix E.

At the completion of the Behavioural Role-playing Assessment Task, subjects were presented with an inventory consisting of 18 items which comprise the Conformity scale of the Jackson Personality Inventory (Jackson, 1970) and 9 items randomly chosen from the Social Recognition scale of the Personality Research Form (Jackson, 1967). A copy of this inventory is contained in Appendix F.

Two more assessment devices were presented to the subjects at this time: the Self-Ideal Self Questionnaire and the Behavioural Record card. Subjects were asked to complete these devices and return them during the first treatment session the following week.

The Self-Ideal Self Questionnaire was developed for the purpose of investigating whether, as a result of treatment, subjects would reveal a change in self concept. The questionnaire is composed of 19 semantic differential scales, varying along the three dimensions of activity, potency and evaluation delineated by Osgood, Suci and Tannebaum (1965). The bipolar adjectives comprising each of the 19 scales were chosen because it was assumed that they represented aspects of self concept which would change as a result of assertive training. Ideas for the items were gained from several sources (Evans & Day, 1971; Osgood, Suci, and Tannebaum, 1962). In order to gather an assessment of subjects' perceptions of both their self and their ideal self, subjects completed the 19 scales twice: once to describe their self and once to describe their ideal self. During the pretreatment assessment, half of the subjects were presented first with the 19 scales for self listed in random order followed by the 19 scales for ideal-self listed in a different random order. The other half of the subjects completed the questionnaire in the opposite order. During the posttreatment assessment the order of presentation was reversed for each subject. In completing the questionnaire, subjects placed a check mark between each of the 19 pairs of bipolar adjectives. Difference scores were obtained for each scale by subtracting the ratings subjects gave to describe their self and to describe their ideal self. Changes between pre- and post-testings in the direction of a smaller difference between self and ideal self were used as indications of improved self concept. A copy of the Self-Ideal Self Questionnaire is contained in Appendix G.

The Behavioural Record card was employed to obtain an assessment of subjects' behaviour and feelings in real life situations requiring assertiveness. The subjects were required to carry the record card for a period of seven days. During each day, the subjects were requested to record all opportunities to respond assertively; to rate their behavioural response to each situation by means of a 5-point scale; and to indicate their feelings during each situation by choosing one of the 6 adjectives provided. The adjectives employed were the same as those used on the Self Assessment Inventory. A copy of the Behavioural Record card is contained in Appendix H.

All subjects, except those in the control groups, returned the following week for the first of four training sessions. The control subjects were telephoned and informed that their treatment sessions would be delayed since more people had applied for training than had been anticipated. They were asked to mail in the two measurement devices. A future appointment was established and subjects were informed that they would be contacted within three weeks to confirm this appointment.

### Treatment Groups

#### Modeling Conditions

##### 1) Mastery Model Condition

During the first treatment session subjects were met individually by one of two female research assistants. Upon arrival they were informed that they would be observing two models' responses to situations requiring assertive behaviour and that they should observe the models

closely because they would be asked to describe the behaviour and affect exhibited by these models. Geer and Turteltaub (1967) and Jaffe and Carlson (1972) utilized this procedure of having subjects rate the models they had seen. The reason for having the subjects rate the models' behaviour is that it enhances the subjects' attention while at the same time verifies that the modeling displays are perceived as intended.

During the first and each of the following sessions, five assertive situations were modeled and practiced. Firstly, each situation was described by means of an audiotaped recording. Then, the female assistant, present in the room with the subject, role-played the part of the antagonist in the situation. Following this, the subject responded to the antagonist. The assistant presented the videotaped mastery modeling sequence showing either the male or the female model's response to the assertion situation. Following observation of the sequence the subject rated the affect, skill and consequences accrued (See Appendix I for a copy of the rating form). The modeling sequence involving the other sex model was then viewed and subsequently rated. Next, subjects heard and were given time to reflect upon instructions concerning the important components of assertiveness. Subjects then practiced, once again, their assertive responses in the presence of the assistant who role-played the antagonist.

During the next three sessions, subjects were exposed, in a similar manner, to the remaining training scenes.

The modeling tapes employed in the mastery model condition were highly similar to those developed by Buttrum (1974). The tapes portrayed models who performed calmly and skillfully in assertive situations and received positive consequences for their behaviour. Furthermore, as in Buttrum's study, the models verbalized positive self statements prior to giving their response.

2) Coping Model Condition

The procedure for this treatment condition was identical to the Mastery model condition except that subjects were exposed to coping models and the accompanying instructions.

The modeling tapes employed in the coping model condition were variations on the mastery model tapes. The models employed, in each scene, were the same individuals as in the mastery model tapes. The difference was that the coping models initially were anxious and inept in their responses. Furthermore, their self verbalizations were negative. However, by the middle of the scene the coping models had improved their performance in the sense of becoming less anxious and hesitant in their response. By the end of the scene, the coping models were performing in exactly the same manner as the mastery models, and received the same positive consequences for their masterful performance.

3) Implosive Model Condition

The procedure for this treatment condition was identical to the Mastery model condition except that subjects were exposed to Implosive models and the accompanying instructions.



For each situation, the implosive model tapes presented the same models as the mastery and coping model tapes. The implosive models responded as ineptly and anxiously as did the coping models at the beginning of the scene. However, unlike the coping models the implosive models never improved their performance. In fact, throughout the scene, the models' anxiety increased, their self verbalizations became more negative and their behaviour even more inept. Furthermore, at the end of each scene, the implosive models received extremely negative consequence for their behaviour. The negative consequences consisted of one of three types of behaviour on the part of the antagonist: either the antagonist became extremely angry, or extremely hurt and upset, or he proceeded to take even further advantage of the model by pushing him into doing much more than that required by the original request.

#### Playback Condition

Half of the subjects in each of the three modeling conditions received response playback. In this treatment condition, the subjects' initial attempt to respond assertively to each training situation was videotaped. After having seen the videotaped models respond to the same situations and having heard the accompanying instructions the subjects viewed a videotape playback of their initial assertive attempt. Following time for reflection on this playback the subjects were given a chance to practice, once again, their assertive responses in the presence of the assistant who role-played the antagonist.

### No Playback Condition

The remaining half of the subjects in the three modeling conditions did not receive response playback. In all other respects the procedure employed with subjects in the no playback condition was identical to that employed with subjects in the playback condition.

An outline of the procedure followed for each subject is presented in Appendix J along with a complete transcript of the modeling tapes for the first training session. For the other three training sessions, Appendix J contains a description of the assertive situations and the accompanying instructions.

At the end of the fourth training session, subjects once again were exposed to the BRT and the EIT in a manner identical to the pretreatment assessment. The Self Assessment Inventory was completed, for a second time, by the subjects while the Eye Contact and Anxiety Level scale was completed by the male research assistant.

Immediately after completing the behavioural role playing, subjects in the treatment groups were asked to complete a Satisfaction with Treatment Scale. This scale consisted of 18 semantic differential scales varying along the three dimensions of activity, potency and evaluation delineated by Osgood, Suci and Tannebaum (1965). The purpose of this questionnaire was to assess whether subjects in the various treatment conditions were differentially satisfied with their training. In completing the questionnaire, subjects were requested to place a checkmark between the bipolar adjectives comprising each scale, in order to indicate their degree of satisfaction or dissatisfaction with treatment. A copy of the satisfaction questionnaire is contained in Appendix K.

After completing the satisfaction questionnaire, subjects were requested to complete, for a second time, the Conformity and Social Recognition scales. They were given the Conflict Resolution Inventory, the Self-ideal Self Questionnaire and the Behavioural Record Card to complete and return within a week.

#### Waitlist Control Groups

Subjects in the Waitlist Control groups were telephoned and requested to return for their second appointment. During this second session the subjects were told that a recent assessment on the behavioural role-playing task was necessary. For one half of the control subjects, the instructions given during this second presentation of BRT were identical to the instructions given during the first presentation. The other half - the Instructional Control group - received a different set of instructions. They were requested to behave as assertively as possible in their responses to the BRT situations.

All control subjects rated their behaviour and feelings on the Self Assessment Inventory. Also, the research assistant rated their eye contact and anxiety level. The subjects completed the Conformity and Social Recognition scales and were given the Conflict Resolution Inventory, the Self-Ideal Self Questionnaire and the Behavioural Record card to complete at home and return at the end of the week.

Actual treatment for the control subjects was delayed until the completion of the follow-up measure. Instead, during this second session the control subjects were exposed to a pseudo-treatment consisting of relaxation training. The subjects were told that an

important factor leading to unassertive behaviour is often anxiety; therefore, a good starting point in changing their behaviour is to learn to control their anxiety. At this point, subjects were exposed to and followed the exercises given in a 15-minute relaxation tape which described the method developed by Jacobsen (1938) for muscle relaxation. A second session for the control subjects was arranged to take place after the Christmas break. During this second session training, similar to that experienced by the subjects in the treatment groups, was provided for the control subjects.

#### Follow-Up Measure

Six weeks after the conclusion of treatment three male confederates, who were not involved previously in the study, attempted to contact the treatment and control subjects in order to obtain a measure of their refusal behaviour. Each of the confederates was randomly assigned one third of the subjects. The calls were made five or six days prior to the subjects' final fall term psychology examination. The confederates who were 'blind' as to the purpose of the study posed as the subject's classmate in that course. The conversation began by the confederate making a vague request for help in the course and then proceeding to escalate the specificity and unreasonableness of his request.

Throughout the call, the confederate kept a record of the subject's response to each request, using a 5-point scale ranging from 1 = unequivocal yes to 5 = unequivocal no. The telephone call was discontinued when the subject finally gave an unequivocal refusal response (a rating of 5). Thus, this measure involved a graded series of seven

increasingly unreasonable requests designed to assess the point in the interaction at which each subject switched from saying 'yes' to saying 'no'. The lower the score each subject received the more assertive his behaviour was judged to be. This follow-up measure is highly similar to the one employed by McFall and Twentyman (1973). A copy of the measure and the instructions given to the confederates is contained in Appendix

L.

## CHAPTER THREE

### Results

#### SUBJECTS RATINGS OF MODELING TAPES

Before performing any analyses on the dependent measures it was first necessary to determine whether the three modeling tapes were seen, by the subjects, in the manner predicted. Each subject in the experimental groups had made five individual ratings for each of 40 videotaped scenes which they viewed for their particular modeling condition. By totalling these ratings five measures were obtained for each subject: 1) A total score for model affect at the beginning of the scenes; 2) A total score for model affect at the end of the scenes; 3) A total score for model skill at the beginning of the scenes; 4) A total score for model skill at the end of the scenes; 5) A total score for final consequences accrued by the models.

Analyses of variance were performed on these ratings to determine in what manner subjects in the three modeling conditions differed in their assessments on the above five measures of model affect, skill and consequences. The analyses yielded a significant group effect for beginning of the scene affect ( $F=118.47$ ,  $df=2/58$ ,  $p < .0001$ ), end of the scene affect ( $F=295.83$ ,  $df=5/58$ ,  $p < .0001$ ), beginning of the scene skill ( $F=173.87$ ,  $df=5/58$ ,  $p < .0001$ ), end of the scene skill ( $F=418.48$ ,  $df=5/58$ ,  $p < .0001$ ) and final consequences ( $F=296$ ,  $df=5/58$ ,  $p < .0001$ ). A summary of the mean values for these variables are contained in Table 1. A summary table of the analyses of variance is contained in Appendix N.

Table 1  
Summary Table for Subjects' ratings of Model Affect,  
Skill and Consequences

Measure	Modeling Condition		
	<u>Mastery</u>	<u>Coping</u>	<u>Implosion</u>
Beginning of Scene Affect	204.52	83.45	109.55
End of Scene Affect	223.62	233.90	75.25
Beginning of Scene Skill	218.95	80.60	107.15
End of Scene Skill	237.43	241.20	78.85
Final Consequences	234.19	246.35	76.90

Further analyses with the Duncan Multiple Range test indicated that, for subjects' rating of the model's beginning of the scene affect, both the implosive model and the coping model were rated as significantly more anxious than the mastery model ( $p < .0001$ ). In addition, the coping model was rated as significantly more anxious than the implosive model ( $p < .01$ ). For the end of the scene affect, the ratings for the coping models reached the level of the mastery model. The only significant differences on end of the scene model affect were between the implosion model and both the coping and mastery models ( $p < .0001$ ). For beginning of the scene model skill both the coping and implosive models were rated significantly less skillful than the mastery models ( $p < .0001$ ). Also, the coping model was rated as less skillful than the implosive model ( $p < .01$ ). For end of the scene model skill there were no longer any differences found between the coping and mastery models. The implosion model was rated as significantly less skillful than both the coping and mastery model ( $p < .0001$ ). For final consequences, no differences were shown between the coping and mastery models. The implosion model was rated as accruing significantly worse consequences than either the coping or mastery models ( $p < .0001$ ). In summary, the films were viewed by the subjects in the appropriate manner.

#### ANALYSES OF DEPENDENT MEASURES

##### Treatment groups as a whole compared to both Control groups

Each of the dependent measures obtained for subjects, in both the treatment and control groups, was initially analyzed by means of an analysis of covariance. The subjects' pretest scores for each of the



measures were used as the covariates. The adjusted means resulting from the analyses of covariance were then subjected to the Dunn Multiple Comparison test. This test allows comparisons to be made between a combined score of all treatment groups and a combined score for both control groups; as well as between the combined treatment score and the individual scores for each of the two control groups (Kirk, 1968).

#### Individual Comparisons

The Dunn test was also used to compare the Instructional control group and the Waitlist control group and, when deemed appropriate, to compare the individual treatment groups with each of the control groups.

#### Differences among the Treatment Conditions

Analyses of covariance were performed on the treatment subjects' scores, for the various dependent measures, in order to assess the main effects of the modeling and playback variables and the interaction between the two variables. Where a significant main effect or interaction effect was found, further analyses were performed by means of the Duncan Multiple Range Statistic.

Except where indicated, these general procedures for conducting the analyses were followed for each of the dependent variables.

#### BEHAVIOURAL ROLEPLAYING ASSESSMENT TEST

##### Judges' Ratings of Assertiveness

Sixty-one subjects in the treatment condition and twenty-two subjects in the control condition completed the pre and post Behavioural

role playing assessment test (BRT). Tape recordings were available for the BRT responses of eighty-one of these subjects. As a result of faulty equipment, two control subjects' responses to the second presentation of the BRT were rendered inaudible.

A male and a female judge, blind as to the purpose of the experiment, independently rated each of the subjects' pre- and posttests. Prior to hearing the tape recordings, both individuals received a total of six hours of training. The instructions given for making the ratings closely followed those employed by Buttrum (1974) and are presented in Appendix M.

Interjudge reliabilities were calculated, based on the pre and post individual ratings given to the 20 responses on the BRT for each of the 81 subjects. The overall Pearson product moment correlation was .85.

It was decided to average the judges' ratings for each subject on each of the BRT situations. These averaged scores were then grouped to produce seven behavioural measures: 1) A Total Assertive score based on the subjects' response to all of 20 BRT situations; 2) A Trained Specific Refusal score (TSR) based on the subjects' responses to the four trained specific refusal situations; 3) An Untrained Specific Refusal score (USR) based on the subjects' responses to the four untrained specific refusal situations; 4) A Trained General Assertion score (TGI) based on the subjects' responses to the four trained general assertion situations; 5) An Untrained General Assertion score (UGI) based on the subjects' responses to the eight untrained general assertion situations; 6) An Extended Interaction score (EXT) based on

the subjects' responses to the extended interaction test; 7) An End score indicating at which point in the extended interaction the subject gave in to the request.

#### Treatment groups as a Whole compared to both Control groups

The Dunn Multiple Comparison Test indicated that on all of the seven measures with the exception of one--the Untrained general assertion score--the subjects in the treatment groups as a whole were rated as significantly more assertive than subjects in the control groups ( $p < .05$ ). On all seven measures the treatment groups as a whole were rated as significantly more assertive than the waitlist control groups ( $p < .01$ ). Only on the trained specific refusal score, were the treatment groups as a whole significantly different from the instructional control group ( $p < .01$ ).

A summary of the adjusted mean values obtained by the experimental and control groups on each of the seven variables is contained in Table 2.

#### Instructional control group compared to Waitlist control group

On all seven measures the instructional control group was rated as significantly more assertive than the waitlist control group ( $p < .05$ ).

#### Treatment groups individually compared to the Waitlist control group and the Instructional Control group

Further analyses with the Dunn test indicated that each of the treatment groups were rated as significantly more assertive than the waitlist control group on all seven measures of the BRT.

Table 2

Adjusted Means for Judges' Ratings of Responses to Behavioural Roleplaying Test

Items	Treatment Groups				Control Groups	
	Type of Model				Instructional Control	Waitlist Control
	Mastery Coping		Implosion			
Trained Specific Refusal	No Playback	4.653	3.782	4.272	3.782	2.502
	Playback	4.546	4.395	4.229		
Untrained Specific Refusal	No Playback	4.233	3.815	4.233	3.787	2.810
	Playback	4.358	3.637	4.156		
Trained General Assertion	No Playback	4.654	4.180	4.450	3.966	2.876
	Playback	4.393	4.380	4.419		
Untrained General Assertion	No Playback	4.018	3.581	3.572	3.773	2.995
	Playback	3.937	3.793	3.715		
Extended Interaction	No Playback	4.682	3.866	4.247	4.196	2.774
	Playback	4.567	4.301	4.286		
End	No Playback	5.883	4.920	5.443	5.482	3.201
	Playback	6.205	5.281	5.312		
Total Assertive Score	No Playback	4.327	3.817	3.991	3.785	2.872
	Playback	4.208	3.986	4.052		

The Dunn test also indicated that both mastery model groups were more assertive than the instructional control group on the total assertive score; and that all treatment groups, with the exception of the coping model without playback group, were more assertive than the instructional control group on the trained specific refusal items. No individual treatment group was significantly different from the instructional control group on the untrained specific refusal items; the trained or untrained general assertion items; the extended interaction test; or the end score.

#### Differences among the Treatment Conditions

The next analysis performed on the BRT was an analysis of covariance on the ratings for the experimental subjects to assess the main effects of modeling and playback and any interaction between the two variables. A significant main effect for modeling was found on the Total Assertive score ( $F=4.74$ ,  $df=5/54$ ,  $p < .01$ ), on the Trained specific refusal score ( $F=5.22$ ,  $df=5/54$ ,  $p < .01$ ), on the Untrained specific refusal score ( $F=4.61$ ,  $df=5/54$ ,  $p < .01$ ), and on the Untrained general assertion score ( $F=3.172$ ,  $df=5/54$ ,  $p < .05$ ). Neither a significant main effect for playback nor a significant interaction effect between modeling and playback was shown for any of the seven variables. However, the interaction effect on the trained specific refusal score did approach significance ( $F=2.84$ ,  $df=5/54$ ,  $p < .07$ ).

Analyses of covariance tables for the main effects and interaction effect of this measure, as well as all other measures, are contained in Appendix O.

The Duncan Multiple Range test indicated that for the Total assertive score, the Trained specific refusal score and the Untrained specific refusal score, subjects who viewed the mastery model were rated as being significantly more assertive than the subjects who viewed the coping model ( $p < .05$ ). For the Untrained general assertion score, the Duncan test did not reveal any significant differences between any two means representing individual types of model. However, the Dunn Multiple Comparison test did indicate that the mastery model condition was significantly different from the coping model and implosion model conditions combined.

Although the overall F statistic for modeling was not significant for the Trained general assertion score, the Extended Interaction score, and the End score, the mastery model condition was consistently found to yield the highest score, followed by the implosive modeling and coping modeling groups. For the interaction effect, on the trained specific refusal responses, a significant difference was found between the mastery model without playback and the coping model without playback ( $p < .01$ ) as well as between the coping model with playback and the coping model without playback ( $p < .05$ ).

#### SELF ASSESSMENT INVENTORY FOR THE BEHAVIOURAL ROLEPLAYING TEST

Subjects in both the experimental and control conditions rated their level of assertiveness, on a seven-point scale, for each of the 20 BRT situations and for the Extended Interaction. They also indicated their feeling during each situation by choosing one of the six adjectives provided.

### Treatment groups as a whole compared to both control groups

The Dunn Multiple Comparison Test indicated that on the trained specific refusal items, the trained general assertion items, and on all the BRT items taken as a whole, the subjects in the treatment groups rated themselves as behaving significantly more assertively than subjects in the control groups ( $p < .01$ ). Also, it was found that subjects in the treatment groups indicated significantly more often than subjects in the control groups that they felt comfortable (choice of indifferent, comfortable or wonderful as a descriptive adjective) while behaving assertively (a rating of 4, 5, or 6 on the seven-point level of assertiveness scale).

A summary of the adjusted mean values obtained by the experimental and control groups on each of the self assessment variables is contained in Table 3.

### Instructional control group compared to Waitlist control group

On all measures except for the self assertiveness ratings on the untrained general assertion items and the ratings of comfort with being assertive, the instructional control group was significantly different from the waitlist control group.

### Treatment groups individually compared to the Waitlist control group and the Instructional control group

Further analyses with the Dunn test indicated each of the treatment groups rated themselves as behaving significantly more assertively than the waitlist control group ( $p < .01$ ). Furthermore, the

Table 3

Adjusted Means for Subjects' Responses to Self Assessment Scale

Measure	Treatment Groups		Control Groups			
	Type of Model					
	Mastery	Coping	Implosion	Waitlist Control		
Trained Specific Refusal Items	No Playback	5.230	5.338	4.974	5.203	3.896
	Playback	5.481	5.361	5.661		
Untrained Specific Refusal Items	No Playback	4.718	5.091	5.231	5.016	3.909
	Playback	5.314	5.202	5.516		
Trained General Assertion Items	No Playback	5.470	5.770	5.482	5.245	3.867
	Playback	5.472	5.417	5.713		
Untrained General Assertion Items	No Playback	4.771	5.018	4.995	5.142	4.254
	Playback	5.099	5.138	5.078		
Extended Interaction	No Playback	5.735	5.757	5.635	6.041	4.126
	Playback	6.028	5.570	5.762		
Average Assertiveness	No Playback	5.088	5.276	5.159	5.209	4.014
	Playback	5.326	5.279	5.420		
% of Time Responded Assertively & Felt Comfortable	No Playback	.473	.472	.397	.342	.224
	Playback	.604	.403	.542		



• mastery model plus playback group, the coping model without playback group and the implosive model plus playback group all received a significantly greater assertive-comfortable score than the wait-list control group ( $p < .05$ ).

No individual treatment group rated themselves as behaving significantly more assertively than the instructional control group. However, the mastery model plus playback and implosive model plus playback groups received a significantly higher assertive-comfortable score than the instructional control group ( $p < .05$ ).

#### Differences among the Treatment Conditions

Analyses of covariance on the treatment subjects' self assessment ratings of assertiveness and comfortableness with being assertive revealed no significant main effects for the modeling or playback variables nor any interaction between the two variables.

#### EYE CONTACT AND ANXIETY ON THE BEHAVIOURAL ROLEPLAYING TEST

• The experimenter administering the BRT was responsible for rating the subjects' eye contact on a 5-point scale and anxiety level on a 7-point scale at the completion of the 20 BRT situations and at the end of the Extended Interaction.

#### Treatment Groups as a whole compared to both control groups

• The Dunn Multiple Comparison test did not reveal any differences for the experimenter's ratings of the subjects' observable level of anxiety during the BRT situations. For this reason, no further analyses were performed on this variable.

The Dunn test indicated that, on all the items of the BRT, the subjects in the treatment groups were rated as maintaining eye contact significantly more often than the subjects in the control groups ( $p < .05$ ).

On all items of the BRT, except for the trained general assertion items, subjects in the treatment groups were rated as maintaining eye contact significantly more often than subjects in the waitlist control group ( $p < .05$ ).

On none of the items of the BRT were the treatment groups rated as maintaining eye contact significantly more often than subjects in the instructional control group.

A summary of the adjusted mean values obtained by subjects for the eye contact measure are contained in Table 4.

#### Instructional Control group compared to Waitlist Control group

On none of the BRT measures were subjects in the instructional control group rated as maintaining eye contact significantly more often than subjects in the waitlist control group.

#### Treatment groups individually compared to the Waitlist control group and the Instructional control group

The Dunn test demonstrated that each of the treatment groups maintained eye contact significantly more often than the waitlist control group during all BRT situations except for the Trained general assertion items ( $p < .01$ ).

Table 4

## Adjusted Means for Experimenter's Ratings of Subjects' Eye Contact

Items	Treatment Groups		Control Groups			
	Type of Model		Instructional Control	Waitlist Control		
	Mastery	Coping	Implosion			
Trained Specific Refusal	No Playback	4.377	4.174	4.345	3.805	2.987
	Playback	4.348	4.224	3.827		
Untrained Specific Refusal	No Playback	4.2140	4.397	4.428	3.722	2.962
	Playback	4.177	4.019	3.817		
Trained General Assertion	No Playback	3.645	3.710	3.912	2.827	2.876
	Playback	3.499	3.642	3.210		
Untrained General Assertion	No Playback	3.757	3.774	3.691	3.174	2.595
	Playback	3.341	3.445	3.286		
Extended Interaction	No Playback	3.996	3.940	3.735	3.412	2.905
	Playback	3.583	3.783	3.326		
Total Items on BRT	No Playback	3.941	3.936	3.992	3.339	2.823
	Playback	3.772	3.762	3.635		

No individual treatment group was shown to be significantly better than the instructional control group except during the Trained general assertion situations. During these situations the implosion model without playback group, demonstrated significantly more eye contact than the instructional Control group ( $p < .05$ ).

#### Differences among the Treatment Conditions

An analysis of covariance on the ratings for experimental subjects indicated no significant main effects for modeling and no significant interaction effect between modeling and playback. Only one significant main effect for playback was found on the untrained general assertion items ( $F=4.6$ ,  $df=1/54$ ,  $p < .05$ ). The Duncan Multiple Range test indicated that on these BRT Items the subjects in the playback condition demonstrated significantly less eye contact than subjects in the no playback condition.

#### CONFLICT RESOLUTION INVENTORY (CRI)

Pre and posttest scores were available for all eighty-three experimental and control subjects on the CRI. The CRI yielded four measures of assertiveness: 1) An assertive score based on responses to 35 specific refusal situations; 2) A nonassertive score based on the same 35 situations; 3) A trained item score based on responses to 16 of the 35 situations, which were used with experimental subjects during the four-week assertive training procedure; and 4) An untrained item score based on responses to 19 of the 35 situations which were not used during assertive training. The experimental and control

subjects, therefore, received equal exposure to these situations.

A summary of the adjusted mean values obtained by subjects on each of these variables is contained in Table 5.

The Dunn Multiple Comparison test demonstrated that for each of the four measures, every treatment group reported being significantly more assertive than either the waitlist control or the instructional control group ( $p < .01$ ). No differences were found between the two control groups.

An analysis of covariance on the scores for the treatment subjects demonstrated that there was no main effect for either modeling or playback nor an interaction effect between the two variables.

#### BEHAVIOURAL RECORD CARD

In order to assess the subjects' behaviour and feelings in real life situations which require assertiveness, all experimental and control subjects were required to carry a record card with them for 7 days, both prior to, and following the four week treatment period. During each day the subjects were to rate their level of assertiveness during all situations requiring assertiveness by means of a 5-point scale, and indicate their feelings during the interaction by choosing one of six descriptive adjectives provided. Useable pre and post records were returned by a total of seventy subjects. The loss of records for subjects was approximately equal across groups. Also, the number of assertive situations for which subjects rated their behaviour was approximately equal across groups. On the average, during

Table 5

## Adjusted Means for Conflict Resolution Inventory

Measure	Treatment Groups			Control Groups		
		Type of Model		Instructional Control	Waitlist Control	
		Mastery	Coping			
Total Assertive Score	No Playback	24.604	22.628	7.346	8.437	
	Playback	21.628	21.913			
Total Nonassertive Score	No Playback	7.898	8.203	22.161	22.151	
	Playback	9.647	9.514			
Trained Item Assertive Score	No Playback	12.015	10.895	3.657	3.827	
	Playback	10.395	10.189			
Untrained Item Assertive Score	No Playback	12.640	11.309	3.779	4.625	
	Playback	11.261	11.674			

both the pre and posttestings, subjects in each group recorded their responses to ten situations requiring an assertive response.

The record card yielded the following three scores 1) An average assertiveness score calculated by averaging the ratings given by the subjects to describe their level of assertiveness 2) A total comfortable feeling score based on the percentage of times the subject chose a positive adjective to describe his feelings 3) A total assertive-comfortable score based on the percentage of times the subject rated himself as behaving assertively (a rating of 4 or 5 on the five point scale) along with indicating that he felt comfortable during the interaction. A summary of the adjusted mean values obtained by subjects on each of these variables is contained in Table 6.

#### Treatment groups as a whole compared to both Control groups

• The Dunn test indicated that the subjects in the treatment groups, were significantly different from subjects in the control groups on all three measures of the record card ( $p < .01$ ). Furthermore, subjects in the treatment groups were significantly different on all three measures from subjects in either the waitlist control group or the instructional control group ( $p < .05$ ) considered individually.

#### The Instructional control group compared to the Waitlist control group

No difference was found between the two control groups.

#### Differences among the treatment conditions

Analyses of covariance on the scores for the experimental subjects demonstrated no significant main effects for modeling and no significant main effects for playback. Only for the Total Comfort

Table 6

Adjusted Means for Behavioural Record Card

Measure	Treatment Groups		Control Groups			
	Type of Model					
	Mastery	Coping	Implosion	Waitlist Control		
Average Assertiveness	No Playback	3.456	3.684	3.110	2.389	2.787
	Playback	3.576	3.462	3.465		
Percent of times Felt Comfortable	No Playback	.718	.896	.608	.403	.483
	Playback	.698	.648	.722		
Percent of times Assertive & Felt Comfortable	No Playback	.486	.574	.376	.180	.196
	Playback	.552	.431	.530		



score was a significant interaction effect found between modeling and playback ( $F=4.07$ ,  $df=2/48$ ,  $p < .02$ ).

Further analyses with the Duncan test revealed that subjects observing the coping model without playback reported feeling significantly more comfortable than subjects who observed the coping model plus playback or the implosive model without playback.

#### FOLLOW-UP MEASURE

Six weeks following the completion of the assertive training programme, subjects in both the experimental and control groups were telephoned by one of three male experimenters, blind as to the purpose of the study. Out of the 83 subjects comprising the study, follow-up measures were collected and found to be useable for 58 subjects. This loss of subjects was approximately equal across groups. The percent of follow-up measures collected in the present study (70 percent) is comparable to the percent collected in the 1973 McFall and Twentyman study (63 percent). Nine subjects were found not to be home on the various occasions they were telephoned over the two-day period within which the follow-up measure had to be collected. Four subjects guessed the purpose of the phone call. Two subjects had already lent their notes. Two subjects were leaving town since they had no classes between the time of the phone call and the Christmas exams. One student reported that her notes were written in Chinese. Seven subjects reported that the exam material was covered in the textbook so they did not take lecture notes.

The telephone follow-up yielded one measure; the number of the requests at which the subject was rated as giving a clear refusal (a rating of 5 on a five-point scale). The total number of requests which the experimenter could make was seven. The range of possible scores was 1 through 8. For example, if a subject refused the third request, his score was 3; if he refused the seventh request his score was 7; however, if he was still agreeing during the seventh request, he was assigned a score of 8.

Since there was no pretest assessment of the subjects' performance on this particular measure, it was decided to use their pretest scores on a similar task - the Behavioural roleplaying extended interaction test as covariates. Adjusted mean values for the groups on this measure are contained in Table 7.

#### Treatment groups as a whole compared to both control groups

The Dunn Multiple Comparison test indicated that the treatment groups as a whole refused the request significantly earlier than the combined control groups ( $p < .05$ ). When compared to the waitlist control group alone the treatment groups were found to be significantly different ( $p < .05$ ); however, when compared to the instructional control group the difference only approached the .05 level of significance.

#### Instructional control group compared to the Waitlist control group

No difference was found between the two control groups.

Table 7

## Adjusted Means for Follow up Measure of Assertiveness

	<u>Mastery</u>	<u>Coping</u>	<u>Implosion</u>	<u>Instructional Control</u>	<u>Waitlist Control</u>
No Playback	4.511	4.518	4.592	6.541	6.951
Playback	4.562	3.747	4.718		

### Treatment groups individually compared to the Waitlist and Instructional control groups

Each of the treatment groups refused the request significantly earlier than the waitlist control group.

Only the coping model plus playback group was found to be significantly different from the instructional control group ( $p < .05$ ). Each of the other treatment groups approached a .05 level of significant difference.

### Differences among the treatment conditions

An analysis of covariance, for the experimental subjects' scores, yielded no significant main effects or interaction effect for the modeling and playback variables.

### THE SOCIAL RECOGNITION AND CONFORMITY SCALES

All subjects completed a questionnaire composed of the Conformity Scale from the Jackson Personality Inventory and nine items from the Social Recognition Scale of the Personality Research Form both prior to and following the four week assertive training period.

A summary of the adjusted mean values for these two measures is contained in Table 8.

### Treatment groups as a whole compared to both control groups

By means of the Dunn Multiple Comparison test all treatment groups combined were shown to be significantly different from both control groups on each of the Social recognition and Conformity scales ( $p < .05$ ).

Table 8

Adjusted Means for Subjects' Responses to Social Recognition and Conformity Scales

Scale	Treatment Groups		Control Groups			
	Type of Model					
	Mastery	Coping	Implosion	Waitlist Control		
Social Recognition	No Playback	3.199	4.577	3.525	6.677	5.586
	Playback	4.176	4.301	4.953		
Conformity	No Playback	8.455	11.471	9.306	13.173	12.912
	Playback	8.790	8.826	9.332		

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Instructional Control group compared to the Waitlist control group

No differences were found between the two control groups on either of the two scales.

Treatment Groups individually compared to the Waitlist control group

The Dunn test indicated that both the mastery model without playback group and the implosion model without playback groups showed a significant reduction in their scores on the Social recognition scales as compared to the waitlist control group ( $p < .05$ ).

All treatment groups, with the exception of the coping model without playback group, demonstrated a significant reduction in their scores on the Conformity scale as compared to the waitlist control group ( $p < .05$ ).

Treatment Groups individually compared to the Instructional Control group

The Duncan test indicated that all treatment groups demonstrated a significant reduction in their scores on the Social recognition scale as compared to the instructional control group ( $p < .05$ ).

All treatment groups, with the exception of the coping model without playback group, demonstrated a significant reduction on the Conformity scale as compared to the instructional control group ( $p < .05$ ).

Differences among the treatment conditions

Analyses of covariance did not demonstrate any significant main effects or interaction effect for either measure.

Correlation between Personality scale change scores and Behaviour change scores

Difference scores were calculated between the pre and post assessments on each of the two personality scales. These difference scores were correlated with difference scores calculated between the pre and post assessments of total assertive behaviour on the Behavioural role-playing test.

With all 83 subjects included, a nonsignificant negative correlation was found between behaviour change and social recognition ( $r = -.289, p < .05$ ) and a low but significant negative correlation between behaviour change and conformity ( $r = -.371, p < .01$ ).

It was decided to recalculate the correlations excluding the Instructional control group. This group, unlike the other groups, was instructed to attempt to behave as assertively as possible rather than to behave as they would under real life circumstances. Evidence from both the assertive record card and the follow-up measure indicated that the assertive behaviour of this group was not, in fact, indicative of their in vivo behaviour.

With the instructional control groups' scores excluded, a low but significant negative correlation was found between the behaviour change scores and the social recognition change scores ( $r = -.313, p < .01$ ) as well as between the behaviour change scores and the conformity change scores ( $r = -.388, p < .01$ ). These findings indicate that an increase in assertive behaviour on the BRT is accompanied to a significant degree by a decrease in scores on both the Social recognition and Conformity scales.

### SATISFACTION QUESTIONNAIRE

Following the completion of their assertive training, subjects in the treatment groups were required to complete a questionnaire which attempted to ascertain their level of satisfaction with treatment. The questionnaire consisted of eighteen pairs of descriptive adjectives. Subjects indicated their degree of satisfaction or dissatisfaction with treatment by placing a check in the appropriate space between the adjectives within each pair.

Firstly, it should be mentioned that with the exception of the one adjectival pair (repetitive-varied) all of the pairs were responded to in a direction indicating satisfaction with treatment. With respect to the repetitive-varied dimension it appeared that the majority of subjects found the treatment to be repetitive. This concurs with verbal reports by subjects indicating that they would have preferred more variety in the videotaped sequences presented during the 4-week treatment period.

In order to test for any differences among the modeling conditions and the playback conditions analyses of variance were completed on each of the eighteen variables comprising the questionnaire. Only one adjectival pair (fast-slow) was found to show a significant effect for modeling ( $F=5.59$ ;  $df=36/76$ ,  $p < .006$ ). The discovery of only one significant variable, out of a possible eighteen, strongly suggests that this finding may be a chance effect.

At this point, a factor analysis was performed on the eighteen variables in an attempt to elucidate any major dimensions of satisfaction with treatment. The factor analysis produced three factors



with eigenvalues of greater than 1. These three factors were easily identified as the three dimensions delineated by Osgood (1965): evaluation, activity, and potency. The three extracted factors were rotated using a varimax solution. Analyses of variance were performed on the resulting factor scores in order to test whether any differences would be found among the various treatment conditions. The results of the analyses revealed no significant main effects for modeling or playback and no interaction between the two variables for any of the three factors.

#### SELF-IDEAL SELF QUESTIONNAIRE

Each subject was required to complete the self-ideal self questionnaire both prior to and following the 4-week assertive training period. The purpose of this questionnaire was to examine whether the differences between subjects' ratings of the way they perceived themselves and their ideal selves with respect to a number of variables would change as a result of assertive training.

Analyses of covariance performed on each of the nineteen variables of the self-ideal self questionnaire yielded only one significant group effect for the angry-peaceful variable ( $F=2.79$ ,  $df=7/72$ ,  $p < .02$ ). However, for only one variable to be significant out of a total of 19 variables suggests that this finding was a chance effect. It therefore appears that either the self-ideal self questionnaire did not detect any changes in the variables measured or that the experimental manipulation did not affect subjects' self and ideal self-perceptions.

## SUMMARY OF RESULTS

Subjects in the treatment conditions were found to improve as compared to the waitlist control group on laboratory measures of assertiveness (Judges' ratings of assertiveness on the behavioural roleplaying assessment task, ratings of eye contact, self assessment of assertiveness); on self report measures of assertiveness (Conflict Resolution Inventory); on the personality variables of social recognition and conformity; on measures of comfortableness with being assertive; and on two in vivo measures of assertiveness.

In comparison with the instructional control group, treatment subjects, in general, were not found to improve on the three laboratory measures of assertiveness (Judges' ratings of assertiveness on the BRT, eye contact and self assessment of assertiveness). The one group of situations on the BRT where all treatment groups, with the exception of the coping model without playback group, did improve as compared to the instructional control was the trained specific refusal items. The only other difference discovered on the BRT was that both mastery model groups improved as compared to the instructional control on all BRT situations considered as a whole. In general, the treatment subjects improved on all other measures in comparison to the instructional control: the self report measure of assertiveness, the personality variables, the measures of comfort with being assertive, the behavioural record card, and the telephone follow-up.

With respect to differences among the treatment groups it was found that, in general, subjects in the coping model without playback group

were rated on the BRT by the judges' as being less assertive than subjects in the two mastery model conditions. This difference did not show up on any of the other measures of assertive behaviour or on measures of comfort with being assertive. However, it was found that the coping model without playback group did not improve as much as the other treatment groups with respect to the conformity measure. This was shown in that it was the only treatment group not found to be significantly different on this measure from the control groups.

Lastly, no differences were found among treatment conditions with respect to the measure of satisfaction with the treatment. Subjects in all conditions answered the inventory in a manner suggesting that they were satisfied with the training they received. The Self-Ideal Self questionnaire did not reveal any changes in subjects' self or ideal-self perceptions.

## CHAPTER FOUR

### Discussion

One purpose of the present study was to investigate the differential effects of the extensively researched mastery model condition as well as two recently developed modeling conditions (coping modeling and implosive modeling) on assertive training. A second purpose of the study was to determine whether the inclusion of videotape response playback facilitated positive changes in assertive behaviour. Lastly, the study was conducted to determine what assertive skills subjects naturally possess. This was accomplished by including an instructional control condition in which subjects were requested to respond as assertively as they could on the behavioural assessment task.

The discussion of the results of the study is organized into four sections. The first section deals with a discussion of the findings revealed by the comparison of the treatment groups and the waitlist control group. The second covers the findings revealed in the comparison of the treatment groups and the instructional control group. In the third section the differences among the treatment conditions are discussed. Lastly, the limitations of the study are discussed and implications for future research are given.

#### Experimental Groups Compared to the Waitlist Control Groups

On the whole, all experimental groups improved on all measures of assertiveness in comparison to the waitlist control group. This finding supports the first hypothesis of this study which predicts that all

three types of modeling conditions - mastery, coping and implosion - are effective in producing change in assertive behaviour. These changes were shown on the self report questionnaires, the behavioural role playing situations identical to those used in training, laboratory situations not used in training and on two measures of in vivo assertiveness - the behavioural record card and the follow-up confederate request.

The finding that all three types of models are effective in producing change concurs with the studies by Jaffe and Carlson (1972), Kazdin (1973), Meichenbaum (1971, 1972) and Spinen (1972). On the other hand, the finding contradicts Bandura's claim (1969) that the necessary condition for change to occur through modeling therapy is the presentation of a calm, skillful model who receives only positive consequences for his masterful behaviour.

Results from the behavioural record card and the self-assessment inventory indicate that treatment subjects not only improved over the waitlist control group with respect to their assertive behaviour but they also increased in their comfortableness during situations requiring an assertive response as well as when they were actually responding assertively. These findings concur with those reported by Buttrum (1974) who found that observation of mastery models along with coaching led to behavioural and emotional changes.

In addition to behavioural and emotional changes, the four-week training period also produced a change in two personality variables - conformity and social recognition. According to the definitions given

for these variables (Jackson, 1967; 1970) subjects reported a decrease in compliance behaviour and a lessening of their concern about working for the approval of others. There was evidence that these personality changes were correlated with behaviour change as measured by the behavioural role-playing test.

#### Treatment Groups Compared to the Instructional Control Group

The Instructional control groups' performance on the behavioural role-playing test suggested that undergraduate university students are able to be assertive when requested to do so in a laboratory situation. In other words, they possess the skills for being assertive in this particular situation even though they may not actually behave assertively in their natural environment. Contrary to the experimental hypothesis, subjects in the instructional control group were rated by the judges as being more assertive than the waitlist control group on all situations in the behavioural test.

The four-week training period did not appear to add significantly to these assertive skills subjects already possessed. This was true, at least, for the BRT trained and untrained general assertion items, the untrained specific refusal items as well as the Extended Interaction items. On all these measures the instructional control group subjects performed as assertively as the treatment group subjects. Only on the trained specific refusal items did all the treatment groups appear to have improved upon their assertive skills. These situations can be characterized as a simple request made of the subjects and all that is required for an assertive refusal is a brief response such as, 'No,

I'm sorry, I'm not interested.' High ratings are given for responses that are brief and firm with an absence of excuses. Training on these dimensions appears to allow subjects to improve upon their skill in responding on the BRT in those situations on which they received direct training. When the situations necessitated a more complex and self-initiated assertive response, as is required for the general assertion items, the effects of training do not increase assertiveness skill over that possessed by the instructional control group. The effects of training also disappear as one moves away from the specific situations which received direct training to the situations for which no direct training was given. No differences were found between the treatment group and the instructional control group on either type of untrained items - the untrained specific refusal items or the untrained general assertion items. It should be noted, however, that although in individual BRT item comparisons no differences were found between the treatment and instructional control groups, a comparison on all the BRT items taken as a whole did reveal both mastery model groups to be significantly more assertive than the instructional control group. Further evidence of this overall superiority of the mastery model groups in comparison to the instructional control groups is that for every measure on the BRT the mean assertive ratings for both mastery model groups were consistently higher than those for the instructional group.

In conclusion, except for the simple refusal items which received direct training, the treatments did not appear to add to the skills already possessed by the subjects for being assertive. This conclusion is

somewhat modified for the mastery model groups since both were rated as more assertive than the instructional control on the BRT taken as a whole. These findings correspond with the recent Nietzel and Bernstein (1976) study investigating the effects of demand manipulation on a laboratory behavioural assessment of assertiveness. In this study two groups of unassertive undergraduates first responded to ten situations each under a different set of instructions. One group was told to behave as they would in real life; the other to respond as assertively as they believed the most assertive person would. At a second testing, one half of the subjects received the same version of instructions as the first testing while the other half heard the opposite set of instructions. Significant effects of demand characteristics were found for the ratings of assertiveness. Upon hearing the high demand instructions, subjects consistently performed more assertively than under the low demand instructions. The authors stress that these findings have important implications for assertion training in a clinical setting. They point out the importance of assessing whether the clients' unassertiveness is a result of acquisition or performance deficits. In other words, for some clients, great concentration on the development of the skills for being assertive may be unnecessary. For these subjects treatment might better be concentrated on the removal of factors which are inhibiting assertive behaviour in the natural environment.

The present study also indicated that during the BRT no treatment group was found to exhibit significantly more eye contact than the instructional control group except during the trained general assertion



items. During these latter situations, the implosion model without playback group exhibited significantly more eye contact than the instructional control.

However, for each of the treatment groups, ratings of level of eye contact were found to differ from the waitlist control group during all but the Trained general assertion items of the BRT. The instructional control group, on the other hand was not found to differ from the waitlist control during any of the BRT items. These findings suggest that training appears to add, at least to a limited degree, to the development of this nonverbal assertive skill.

Although the subjects in the instructional control group performed as well as treatment subjects on the laboratory behavioural measures of assertiveness, this was not the case for the self report measures of assertiveness, the personality scale assessments or the two in vivo recordings of assertive behaviour:

On the Conflict Resolution Inventory, which provides a description of what subjects report they would actually do in situations requiring assertiveness, the instructional control group was shown to be no different than the waitlist control group. Furthermore, differences between all treatment groups and both control groups were found to be highly significant. This indicates that, following the four week training period, subjects in all treatment groups were saying that they would behave more assertively in their natural environments than subjects in either of the control groups. Many of the situations described on the CRI are identical to those used in the behavioural role playing test.

In other words, although the instructional control group showed a change in their behaviour for the laboratory situations, they do not report any change in the manner in which they say they would respond in real life during those same situations. This self report is substantiated by two additional measures - the behavioural record of subjects' responses in real life assertive situations and the subjects' responses to the telephone confederate request. On neither of these measures did the instructional control group reveal any change beyond that of the waitlist control group; whereas, on both measures the treatment groups were shown to be more assertive than the waitlist control group. Furthermore, on the behavioural record card all treatment groups rated themselves as significantly more assertive than the instructional control group. On the follow-up measure one treatment group was shown to be significantly more assertive than the instructional control while all others approached a significant difference. These findings indicate that, although treatment does not greatly improve the skills subjects have in behaving assertively in a laboratory situation, it does contribute to an enhancement of real life assertiveness.

Not only was treatment shown to increase in vivo assertive behaviour over that portrayed by the instructional control group. Treatment was also found to increase the comfortableness subjects felt with being assertive over that felt by the instructional control group. On the self assessment inventory, the instructional control group indicated that although they were behaving assertively, they were no more comfortable with their assertiveness than the waitlist control group. As

stated previously, the majority of treatment groups were found significantly different from the waitlist control group on this measure. In addition, two of the treatment groups were found significantly different than the instructional control group. Similarly, on the behavioural record card, the instructional control group subjects' in vivo recordings of their comfort during situations requiring assertiveness as well as their comfort when actually behaving assertively were found to be no different from the waitlist control group. In contrast, the majority of the treatment groups rated themselves as significantly different not only from the waitlist control group but also from the instructional control group. It, therefore, appears that treatment is a necessary condition in order for an emotional change to take place.

Lastly, unlike the treatment groups, the instructional control group showed no change on the two personality scales of social recognition and conformity. This finding suggests the necessity of treatment in order for a personality change to occur.

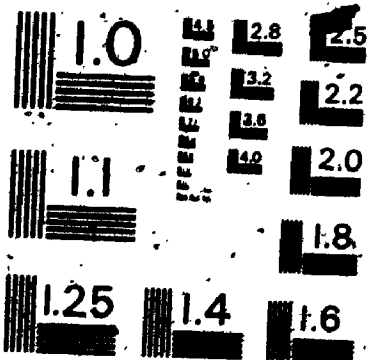
In summary, although the treatment variables did not appear to greatly increase the subjects' skills in being assertive they did effect an increase in subjects' reported comfortableness in assertive situations, a decrease in subjects' reported conformity and concern about gaining the approval of others; an increase in subjects' self report concerning the level of assertiveness they would exhibit in real life situations, and an increase in assertive behaviour in real life assertive situations.

#### Comparisons among the treatment conditions

On the majority of measures no differences were found among the various treatment conditions. This indicates that the second hypothesis of

the study stating that the coping and implosive modeling conditions would lead to an increase in assertiveness was not confirmed. In fact, there was evidence, at least on the behavioural role playing test, that the subjects in the mastery model condition performed significantly more assertively than the subjects in the coping model condition. There was also limited evidence that, on the untrained general assertion items, the subjects in the mastery model condition performed significantly more assertively than subjects in the implosion modeling condition. It appears that if a modeling condition is employed to develop assertiveness in college students, it should be a mastery model. This finding conflicts with the research to date which has shown the coping and implosive model conditions to be superior to the mastery model conditions in reducing anxieties (Jaffe & Carlson, 1972; Kazdin, 1973; Meichenbaum, 1971, 1972). One reason for this discrepancy may simply be that the conditions necessary for change are different when unassertiveness is the problem than when snake phobia or test anxiety is the problem. Another reason for the poor performance of the coping model may be in the assumptions underlying the use of this type of model. Having the coping models initially begin their performance by being inept and anxious is partially based on the assumption that the presence of these characteristics lead subjects to view the models as being similar to themselves (Meichenbaum, 1971). This perceived similarity then supposedly leads to an increased attentiveness to the model, facilitation in the learning of the models' responses and a feeling in the

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MICROCOPY RESOLUTION TEST CHART  
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subjects that since they are similar in their response deficits to the models, they also can change their behaviours to a masterful type of responding just as was done by the coping models. The fearless, skillful mastery model, on the other hand, is supposedly seen by subjects as being so dissimilar as to lead to subjects discounting the performance of these models. Perhaps in the case of assertive training for college students, these assumptions are unwarranted. The results of the present study did not indicate that subjects lacked skill in being assertive only that before treatment, for some reason, they did not use these skills in their natural environment. It may well be that the coping models were made to appear similar on the wrong dimension. Subjects already possessing the skills to be assertive may, in fact, see themselves as more similar to the mastery model rather than the coping model. The opposite may be found to be true of subjects not possessing the necessary skills. This question deserves further research.

It should be pointed out that the differences between the mastery model condition and the other two modeling conditions on the behavioural role-playing test did not appear on the CRI self report of assertiveness or on the two measures of in vivo assertiveness. The only measure still showing a difference was the Conformity scale. On this measure the coping model without playback group, unlike the other treatment groups, was not found to report a decrease in compliance behaviour as compared to either control group. It is unclear whether this lack of difference among the treatment conditions on the behavioural record or follow-up

occurred because the in vivo assessments were not sensitive enough or because the differences shown on the BRT were not lasting or indicative of real life differences.

The last hypothesis of the experiment - that the response playback condition would show a facilitative rather than a deteriorative effect on assertive behaviour - received partial support. There was no support for the deteriorative effect of response playback shown in previous studies (Buttrum, 1972; McFall & Lillesand, 1971). In fact there was some evidence that at least for one of the modeling conditions playback had a facilitative effect. On the trained specific refusal items of the BRT, the subjects in the coping model plus playback group were rated significantly more assertive than subjects in the coping model without playback group. On the whole, however, the present study indicated that a treatment package which included response playback had neither a facilitative nor a deteriorative effect on changes in assertive behaviour.

Buttrum (1974) suggested that the deteriorative effect of playback found in the previous studies may have resulted from the presence of the mastery model condition. It was assumed that subjects, upon hearing their own inept responses contrasted with the competent, fearless model, experienced increased concern and anxiety and thus the effectiveness of the training procedure was lessened. The findings of the present study contradict this explanation. Subjects in the mastery model plus playback condition did not differ from the mastery model group without

playback. It may well be that the deteriorative effect in the previous studies was, as Buttrum (1972) hypothesized, the result of a time factor. Subjects in the playback conditions of the aforementioned studies had less time to recall the information they had gained from the modeling and coaching tapes because they were forced to spend their limited available time listening to their own responses. This time factor did not play a part in the present study because subjects were allowed as much time as they wished during treatment between the viewing of their own tapes and making their second assertive response.

One possible explanation for the discrepancy between findings of previous studies and the present study is that the present study employed videotape response playback as compared to the audiotape playback used in other studies. It seems doubtful, however, that audiotape but not videotape playback would cause a deteriorative effect when presented along with the mastery model. Videotape playback would seem to be a more powerful medium than audiotape playback. If a deteriorative effect were caused by a confrontation with one's own responses, then the videotape presentation should lead to an even greater deterioration than the audiotape presentation. Further research is perhaps still warranted to test for any differential effects between the two types of response playback.

#### Limitations of the study and suggestions for future research

One limitation of the study was that an assessment was not made of the posttreatment behaviour of all experimental and control subjects under both types of behavioural role playing instructions: requesting



subjects to behave as they would in their natural environment followed by requesting them to behave as assertively as possible. This collection of two posttreatment behavioural assessments would have given a more accurate picture of what skills treatment subjects actually possessed as compared to the control subjects. In the present study treatment subjects were told to behave as they naturally would and their behaviour was compared to the behaviour of the instructional control subjects who were told to behave as assertively as possible. In other words, the instructional control group was asked to show what they could do in the laboratory situation while the treatment conditions were asked to show what they actually would do were the situation really happening. The study by Nietzel and Bernstein (1976) showed that subjects' behaviour changes significantly with the implementation of these two sets of instructions. The behaviour of subjects given instructions to behave as assertively as possible was rated significantly more assertive compared to the same subjects' behaviour under the nondemand instructions or compared to the behaviour of other subjects given the nondemand instructions. If, in future research, both sets of instructions are given to all subjects it may be found that, following treatment, subjects actually do improve upon their naturally acquired assertive skills. Such a finding would not alter the conclusion of the present study that untreated subjects do possess assertive skills which they are, for some reason, not employing in their natural environment; however, it would provide an answer as to how much treatment really adds to the skills naturally possessed.

Another question posed by the present study is whether subjects who naturally possess assertive skills and subjects who lack these skills might benefit more from different modes of treatment. In order to investigate this question, subjects from each of these two groups could be selected and their behaviour under different treatment modes compared. For example, it may be found that unskilled subjects benefit most from exposure to a similar coping model while skilled subjects benefit most from exposure to a mastery model. On the other hand, it may be found that, for skilled subjects, the components of modeling or instructions are unnecessary and a more efficient procedure such as assigning relevant readings and exposing subjects to short discussion groups may be sufficient. It would seem that, at this point in the assertive training research, more concentration should be placed on the recommendation made by Bergin and Strupp (1972) that emphasis be placed on discovering which type of treatments are most beneficial for which type of clients rather than continuing to assume all clients necessarily react in a similar manner. With respect to assertive training, rather than assuming all clients will react in the same manner to techniques such as modeling, instructions role playing or response playback, it would be beneficial to begin investigating whether subjects varying in skills, personality variables, attitude or anxieties would react in a different manner to different treatment modalities.

Another area of necessary research lies with discovering more reliable in vivo measures of assertiveness. The present study showed that subjects can behave in a role playing in a manner unlike the way

they behave in their natural environment. This finding suggests that future research should rely less on laboratory measures and instead make attempts to discover what subjects are actually doing in their natural environments. Some modifications in the use of the behavioural record card may provide just such a measure. In the present study subjects kept track of their responses to assertive situations. In future research it would be informative to set up a system whereby a random check could be made on the accuracy of the subjects reporting. Subjects, of course, would have to be requested to keep the necessary information which would make such a check possible. Obviously, this procedure would be extremely time-consuming; however, if the number of additional measures are kept to a minimum, its implementation may well be feasible.

The present study was the first that has shown personality changes to result from assertive training. For many reasons, however, in future attempts to replicate this finding, some changes should be made in the procedure. In the present study the procedure for administering the two scales differed greatly from the usual procedure. Both scales are generally presented to subjects as part of large inventories which contain items pertaining to a number of separate scales. Having the scales presented individually might have the effect of making their purpose quite obvious to the subjects (Jackson, 1976). In this case it would be easy for subjects to discover the manner of answering the items which would make them appear nonconforming or uninterested in the approval of others. In future studies, these scales could be presented along with the other scales from the inventories and perhaps the scales

could be administered in such a way as to indicate that they were unconnected with the assertivness study. These two variations may well lead to a more accurate assessment of whether subjects actually do change with respect to personality variables as a result of assertion training.

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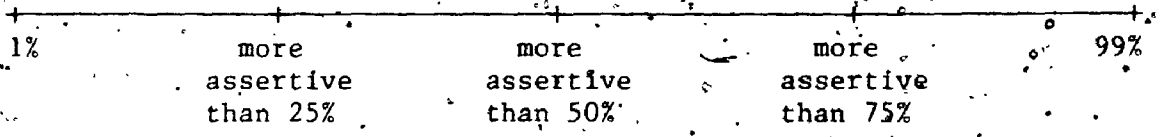


Appendix A  
Conflict Resolution Inventory  
and  
Scoring Key

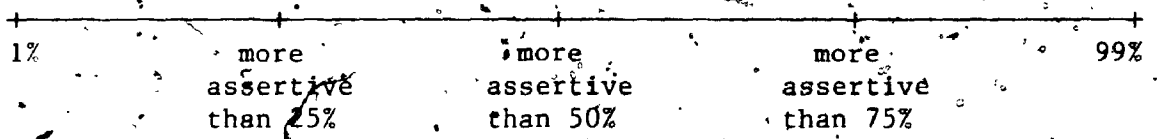
Name: \_\_\_\_\_

Psychology 20 section: \_\_\_\_\_  
(Give name of Professor and time class held)

- How assertive do you think you usually are compared to other people your age in this culture? To indicate how you would honestly rate yourself, place an "X" on the following scale, somewhere between but not on the dividing lines.



- Compared to other people your age in this culture, how assertive would you like to be in order to feel satisfied with yourself?

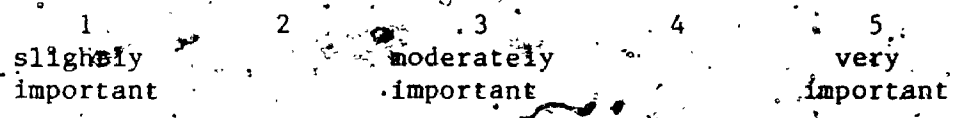


- In a few sentences, could you please describe what you mean by "assertiveness".

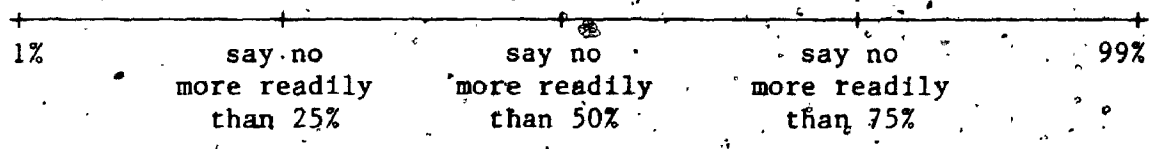
- Do you feel that the ability to say "no" is an important part of being assertive?

Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

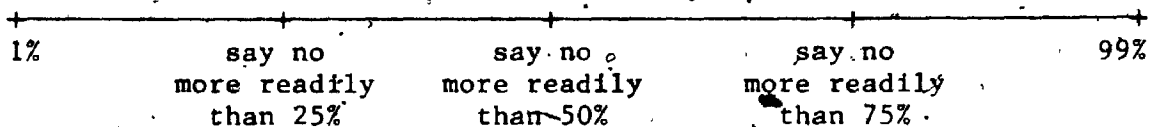
If yes or maybe, how important a part is it?



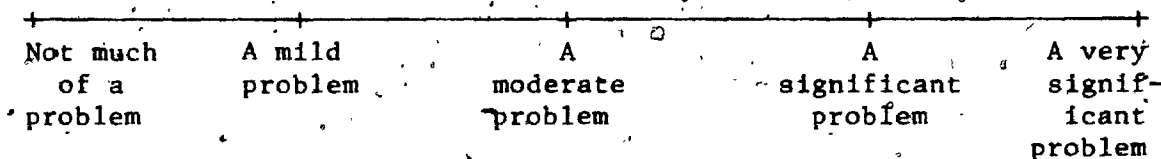
- Compared to other people your age in this culture, where do you think you stand in saying "no" to something you don't want to do?



6. Compared to other people your age in this culture, where would you LIKE to stand in saying "no" to something you don't want to do?



7. How much of a problem do you feel you have when it comes to saying "no" to people regarding things you don't want to do?



8. Would you volunteer to participate in a study in which people were taught how to refuse requests with which they didn't wish to comply?

Yes \_\_\_\_\_ No \_\_\_\_\_ Maybe \_\_\_\_\_

Directions: Read each situation carefully. Decide which of the five responses (A-E below) you would be most likely to make if the situation actually happened to you. Circle the response you select on the answer blank supplied. Try to consider each situation separately, not letting your reaction to one situation influence your reaction to other ones.

#### Alternatives

- A = I would refuse and would not feel uncomfortable about doing so.  
 B = I would refuse but would feel uncomfortable doing so.  
 C = I would not refuse but would feel uncomfortable because I didn't.  
 D = I would not refuse even though I might prefer to, but would not feel particularly uncomfortable because I didn't.  
 E = I would not refuse because it seems to be a reasonable request.

## CRI Situations

1. Suppose you want to sell a book for \$5. A mere acquaintance of yours says that he/she really needs the book, can't find it anywhere, and can pay only \$3. for it. You are sure that you can easily get \$5. for it.
  2. Suppose it were a friend who needed the book, but you were broke and needed \$5. to pay off a debt.
  3. Suppose it were a mere acquaintance who needed the book, but you were broke and needed the \$5. to pay off a debt.
- 
4. An acquaintance of yours asks you to go with him/her to get something to eat and you know that he/she will not go if you refuse to accompany him/her.
  5. Suppose a mere acquaintance asks you to go with him/her to get something to eat: you know that he/she will not go if you refuse to accompany him/her, but you have just finished eating.
- 
6. Your roommate is constantly borrowing dimes from you in order to buy Cokes, but he/she never pays you back. You are getting rather annoyed at this and have decided to stop lending them to him/her. Now he/she asks to borrow a dime.
  7. Suppose this person were merely an acquaintance from down the hall who kept borrowing dimes and not repaying them.
  8. Suppose your roommate is constantly borrowing dimes from you in order to buy Cokes, but he/she never pays you back. You are getting rather annoyed at this and have decided to stop handing them out to him/her and besides you're really low on money and have put yourself on a tight budget.
- 
9. An acquaintance of yours is going to fly home over the weekend and will have to miss a class on Friday. Even though you are not enrolled in that class, he/she asks a favour that you go to the class and take notes on Friday (you are free at that hour).
  10. Suppose it were a close friend who asks for this favour, but you are somewhat pressed for study time since you have an exam Friday afternoon.
  11. Suppose a mere acquaintance asks the favour, but you have an exam Friday afternoon.
-

12. A slight acquaintance of yours asks to borrow \$5 until next week. You have the money, but you would have to postpone buying something you wanted until the loan was repaid.
- 
13. A student you do not know well is chairman of the dorm's fund-raising campaign. He/she catches you when you don't have anything special to do, and asks you to help out by soliciting room-to-room for about 3 hours.
14. Suppose that your roommate is the fund-raising chairman, but that he/she needs your help right when you should be studying for an exam.
15. Suppose the chairman, who is someone you don't know too well, needs your help right when you should be studying for an exam.
- 
16. A friend in one of your classes borrowed your class notes several weeks ago, then failed to return them at the next class, thus forcing you to take notes on scrap paper. Now he/she is asking to borrow your notes again.
17. Suppose that the person who borrowed your notes were someone you had only met in class and did not know too well.
18. Suppose that it is your friend who is asking to borrow your notes again, but that there is going to be an exam on the next day of class.
19. Suppose that your classroom acquaintance is now asking to borrow your notes again, but the exam is scheduled for the next day of class.
- 
20. You live in a dorm. Suppose someone, whom you don't know, calls on your phone one night. He/she says that the phone of the person he/she is trying to reach seems to be out of order. He/she asks if you would go get this person. You don't even know the person the caller is trying to reach, and you are expecting an important phone call yourself.
- 
21. A class project has been planned. There are several things left to do before the project is finished, but instead of asking the other members to do the work, the chairman, whom you hardly know, asks if you would help him/her do it. You have already done your share of the work.
- 
22. Suppose the chairman, who asks you to finish the project, were your best friend, but that you have already done your share of the work and had made plans to do something else.

23. Suppose the chairman, who asks you to help finish the project, was someone whom you hardly knew, and that you had already done your share of the work and had made plans to do something else.
- 
24. A person you do not know very well is going home for the weekend. He/she has some books which are due at the library and he/she asks if you would take them back for him/her, so they won't be overdue. From where you live it is a 25 minute walk to the library. The books are heavy, and you hadn't planned on going near the library that weekend.
- 
25. You have volunteered to help someone, whom you hardly know, to do some charity work. He/she really needs your help but when he/she calls to arrange a time, it turns out that you are in the middle of exams.
- 
26. You know you have a lot of schoolwork to do, but an acquaintance of yours, whom you do not know very well, asks you to go to a concert with him/her.
27. You are studying for an exam but your best friend asks you to go to a concert with him/her. He/she makes you feel that if you were a true friend you would go.
28. What if you are studying for an exam and it was someone whom you hardly knew who asked you to go with him/her to the concert.
- 
29. You have been standing in the ticket line at the movie theatre for about 20 minutes. Just as you are getting close to the box office, three people, who you know only slightly from your dorm, come up to you and ask if you would let them "cut in" in front of you.
- 
30. You are in the thick of studying for exams when a person whom you know only slightly comes into your room and says "I'm tired of studying. Mind if I come in and take a break for a while?"
- 
31. You and two close friends are looking for a 4th person with whom to share an apartment. Now your two roommates come to you and say that they have found someone they would like to ask. However, you know this person and secretly dislike him/her.
-

32. On your way back to the dorm, you meet a slight acquaintance who asks you to carry a heavy package home for him/her since he/she is not going home for awhile, but it would be quite cumbersome since you are carrying packages of your own.
- 
33. A friend of yours comes to your door selling magazine subscriptions. He/she says it would be a personal favor if you bought one since he/she is trying to win a scholarship in a sales contest. He/she is offering a good price, but you are only mildly interested in the magazines being sold.
34. In the above situation, suppose that you not only couldn't find any especially interesting magazines on your friend's list, but that you also felt that they were slightly overpriced.
- 
35. A young high school boy comes to your door selling magazine subscriptions. He says it would really help him if you would buy one since he is competing for a college scholarship. You can't find any especially interesting magazines on his list, and in any case, you feel they are slightly overpriced.
-

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Phone \_\_\_\_\_

Decide which of the five responses (A-E mentioned earlier) you would be most likely to make if the situation actually happened to you. Circle your choice of alternatives below. Please answer all questions and pick only one alternative for each question.

- |    |           |    |           |
|----|-----------|----|-----------|
| 1  | A B C D E | 19 | A B C D E |
| 2  | A B C D E | 20 | A B C D E |
| 3  | A B C D E | 21 | A B C D E |
| 4  | A B C D E | 22 | A B C D E |
| 5  | A B C D E | 23 | A B C D E |
| 6  | A B C D E | 24 | A B C D E |
| 7  | A B C D E | 25 | A B C D E |
| 8  | A B C D E | 26 | A B C D E |
| 9  | A B C D E | 27 | A B C D E |
| 10 | A B C D E | 28 | A B C D E |
| 11 | A B C D E | 29 | A B C D E |
| 12 | A B C D E | 30 | A B C D E |
| 13 | A B C D E | 31 | A B C D E |
| 14 | A B C D E | 32 | A B C D E |
| 15 | A B C D E | 33 | A B C D E |
| 16 | A B C D E | 34 | A B C D E |
| 17 | A B C D E | 35 | A B C D E |
| 18 | A B C D E |    |           |

Directions: Read each situation carefully. Decide which of the five responses (A-E below) you would be most likely to make if the situation actually happened to you. Circle the response you select on the answer blank supplied. Try to consider each situation separately, not letting your reaction to one situation influence your reaction to other ones.

Alternatives

- A = I would refuse and would not feel uncomfortable about doing so.
- B = I would refuse but would feel uncomfortable doing so.
- C = I would not refuse but would feel uncomfortable because I didn't.
- D = I would not refuse even though I might prefer to, but would not feel particularly uncomfortable because I didn't.
- E = I would not refuse because it seems to be a reasonable request.



For Those Students Interested in Receiving Assertiveness Training

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Local Address: \_\_\_\_\_

During what times can you best be reached at that number? \_\_\_\_\_

Up to what time in the evening would you be willing to receive a call? \_\_\_\_\_

On the following timetable please indicate any hour long time intervals which you will have free each week for the next month. Give as many alternative times as possible. Indicate your order of preference by numbering each time interval from 1 to ?

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:30					
9:30 - 10:30					
10:30 - 11:30					
11:30 - 12:30					
12:30 - 1:30					
1:30 - 2:30					
2:30 - 3:30					
3:30 - 4:30					
4:30 - 5:30					
5:30 - 6:30					
6:30 - 7:30					

Scoring Key: Conflict Resolution Inventory

<u>Item</u>	<u>Assert.</u>	<u>Nonassert.</u>	<u>Item</u>	<u>Assert.</u>	<u>Nonassert.</u>
*AT 1.	A,B	C,D	T 19.	A	B,C
2.	A	B,C,D	T 20.	A	C,D
T 3.	A	B,C,	T 21.	A,D,E	B,C
A 4.	A	C,D	22.	A	B,C
5.	A	B,C,D	23.	A	C,D
T 6.	A	C,D	AT 24.	A	B,C
7.	A	B,C,D	AT 25.	A	B,C,D
8.	A	B,C,D	T 26.	A	B,C
9.	A	---	27.	A	B,C,D
A 10.	A	B,C,D	28.	A	B,C,D
11.	A	B,C,D	29.	A,B,E	C
12.	A	B,C,D	T 30.	A	B,C,D
13.	A	B,C,D	T 31.	A,B	C,D
A 14.	A,B	C,D	T 32.	A	C,D
15.	A	B,D	T 33.	A,B	C,D
A 16.	A	B,C	34.	A	C,D
T 17.	A	B,C	T 35.	A	B,C
18.	A	B,C			

\* Items preceded by A were used in the Behavioural Role Playing Assessment Task (BRT), and Items preceded by T were used in the four Training Sessions.

Appendix B

Written description  
to inform potential subjects  
of the assertiveness study

## ASSERTIVE TRAINING STUDY

WHAT IS ASSERTIVE BEHAVIOUR?

Assertive behaviour is behaviour which enables a person to act in his own best interests, to stand up for himself without undue anxiety, to express his honest feelings comfortably, or to exercise his own rights without denying the rights of others.

WHO SHOULD SIGN UP?

We are offering training in assertiveness for students who find they have difficulty saying "NO" to people even when the request made is an unreasonable one. Such people often find themselves agreeing to do things they really do not wish to do. Also, we are interested in students who find that when treated unfairly or unjustly by another person they usually fail to say something to him or her.

IF you feel that you have difficulty with the above types of assertiveness; IF you would be genuinely eager to devote time and effort to working on your assertiveness; and IF you would be willing to faithfully attend all 4 training sessions if you are chosen for the study then you are the type of person we are interested in. If you do fit these requirements then come to one of the initial screening sessions where you will be asked to fill out a questionnaire. Participants in the assertive training will be chosen from among those who fill out this initial inventory. The training is being offered to only a limited number. Those who are chosen will be asked to participate in a total of 4 individual training sessions conducted on a weekly basis.

WHAT BENEFITS WILL YOU ACCRUE IF YOU SIGN UP?

The time you spend in filling out the initial questionnaire will go toward fulfilling part of your required 4 hours of participation in experimental studies.

Everyone filling out the questionnaires will receive written feedback concerning their results.

All those chosen to participate in the study will receive individual training in assertiveness.

All time spent in training will go toward the required 4 hour credit.

All those participating in the study will receive written feedback concerning the purpose of the study (the results of which will be utilized for a Ph.D. thesis in Counselling Psychology), as well as written feedback concerning their individual progress during the training sessions.

WHAT SHOULD YOU DO IF YOU ARE INTERESTED?

Sign the list which is being passed around and come to Room 3108 in the Social Sciences Bldg. at one of the appointed times. Please bring along your weekly timetable for courses and be thinking of times you would have free during the week for the next month or so.

Appendix C<sup>3</sup>  
Procedure followed by Research Assistant  
for the Behavioural Roleplaying Test  
and the Extended Interaction Test

BEHAVIOURAL ROLEPLAYING TESTPROCEDURE AND INSTRUCTIONS FOR EACH SUBJECTA) Before the Subject Arrives:

1. Fill in the necessary information on your record sheet for each subject: Name, Subject's number, Date, Tape number and side and most importantly where the Tape Begins for this subject.
2. Turn on the reel to reel tape recorder and record the subject's number. Test to see that the machine is recording properly (volume, etc.).
3. Turn the instruction tape back to the beginning.
4. Have the Instruction Sheet and Self Assessment Scale ready for the subject.

B) When the Subject Arrives:

1. When the subject comes in, say: "Hello, (subject's first name), my name is Rod. Please make yourself comfortable and relax as much as possible while I turn on this cassette recorder which will tell you what we are going to do today. You can follow along with this written description." (Hand subject the Instruction Sheet:)
2. Turn on the cassette recorder which will include the following Instructions:

I imagine that you agreed to participate in our study because you felt that you could benefit from some training in how to be more assertive. You have already filled out a questionnaire, which has given us some information about what kind of a response you would make in a number of situations

which occur quite frequently in the lives of college students, and which cause most people more or less of a problem. Now we are interested in seeing how you would make your response if actually faced with some of the situations. I would like you to listen carefully to the instructions on this tape, and then respond to the situations which will first be described on the tape, and then roleplayed by Rod. You will make your response to each situation as soon as Rod has finished roleplaying each situation. Your responses to each situation will be recorded.

After you have finished responding to each situation you will rate what you thought your Level of Assertiveness to be and will indicate your Emotional Reaction - how you felt while making your response. Look now at the Self Assessment Scale. You can see that you will rate your level of assertiveness on the scale which ranges from 1, which indicates you thought your response to be very Unassertive, to 7, which indicates you thought your response to be very Assertive. For each scene you will place in the level of assertiveness column a number indicating the rating you have given yourself. For each scene, you will also choose one of the words listed which best describes how you felt while making your response and place the first letter of this word in the emotional reaction column. Take a moment and look over this Self Assessment Scale to see whether you understand it.

STOP THE RECORDER HERE AND CHECK TO SEE THAT THE SUBJECT UNDERSTANDS WHAT HE/SHE IS SUPPOSED TO DO WITH THE SELF ASSESSMENT SCALE. THEN, TURN ON THE RECORDER UNTIL THE



## INSTRUCTION SECTION IS COMPLETED.

As I have said, you are going to hear me describe a number of every day situations likely to be encountered by college students. In general, they represent situations in which an individual is faced with a somewhat unreasonable request, which he wishes to refuse. In most instances, the person is put on the spot, so that it is more or less difficult to say no to the request. You are to listen carefully to each situation, trying to imagine, or visualize, that it is actually occurring to you, as it is being described. Then, Rod will roleplay the situation with you, and I want you to respond to the situation by using the words that you think you would actually use, if the situation were really happening to you.

Remember, first the situation will be described on audiotape. Then, Rod will roleplay the situation with you as if it is really happening to you. When he finishes speaking, then, you respond using the words you would actually use. Do not take too much time thinking about your response. Try to be as honest and spontaneous as you can, when giving your answer. If you do not think that you would say anything in response to a situation, simply say, "No Response". At the conclusion of each situation remember to rate your level of assertiveness and indicate how you felt while giving your response.

AT THIS POINT, TURN OFF THE CASSETTE RECORDER AND SAY  
TO THE SUBJECT:

"We are now ready to begin. As soon as I turn on this cassette recorder you will hear the description of the first scene. I will then turn off the recorder and roleplay the situation with you. As soon as you have finished responding look down at your Self Assessment Scale. this will signal me that you have said all you wish to say for that situation." THEN TURN ON THE REEL TO RECORDER FOLLOWED BY THE CASSETTE RECORDER.

3. Turn off the cassette at the end of the narration for the first scene and say your lines for that scene. Give the subject time to respond. If he/she does not respond after 20 seconds have elapsed simply say either "What would you say if that actually happened". If the subject says he wouldn't say anything, remind him/her to say "No Response" for such situations. If the subject says he needs more information simply reply "I have no more information other than what is on the tape. Try to respond with what information you have." If the subject can't decide on a response after 45 seconds, say "Let's go on to the next situation". Even if the subject says, "No response" or doesn't say anything at all, you will still rate the eye contact and anxiety level and he/she will fill out the Self Assessment Scale.
4. After the subject responds, he/she is to fill out the Self Assessment Scale. While this is being done, you can fill out your report on their behaviour. You may have to remind the subject to look down at the Self Assessment Scale once he has finished responding as a signal to you. Before going on to Narration 2, check to see that the Self Assessment Scale has been filled in correctly.

STIMULUS SITUATIONS FOR THE BRT

1. **Audio-taped Narration:** Suppose that you want to sell a book for \$5. A mere acquaintance of yours says that he or she really needs the book, can't find it anywhere, but can only pay you \$3. for it. You are sure that you can easily get \$5. for it.
- Experimenter:** "LISTEN, I REALLY NEED THAT BOOK YOU'RE SELLING FOR \$5. BUT I CAN ONLY PAY YOU \$3. FOR IT. I THINK \$3. IS A FAIR PRICE, SINCE IT IS A YEAR OLD. COME ON, HOW ABOUT IT?"
2. **Nar.:** Suppose a mere acquaintance of yours asks you to go with him or her to get something to eat. You know that this person will not go if you refuse to accompany him/her, but you have just finished eating.
- Exp.:** "HEY, HOW ABOUT COMING FOR LUNCH WITH ME? MAYBE YOU CAN EXPLAIN SOMETHING TO ME ABOUT THE LAST CLASS. I DIDN'T UNDERSTAND A THING."
3. **Nar.:** Suppose that a close friend of yours is going to fly home over the weekend, and will have to miss a class on Friday. Even though you are not enrolled in that class, he or she asks as a favour, that you go to the class and take notes on Friday. You are somewhat pressed for study time, since you have an exam on Friday.
- Exp.:** "I'VE GOT A FAVOUR TO ASK OF YOU. I HAVE TO FLY HOME THIS WEEKEND AND I'M GOING TO MISS MY GEOLOGY 300 CLASS ON FRIDAY. I KNOW YOU DON'T TAKE THE COURSE, BUT I REALLY NEED TO KEEP UP WITH IT. SO, I WAS WONDERING IF YOU COULD GO ON FRIDAY AND TAKE NOTES FOR ME?"
4. **Nar.:** Suppose that your roommate is chairman of the dorm's fund raising campaign. He or she asks you to help out by soliciting room to room, for about 3 hours right when you should be studying for an exam.
- Exp.:** "HEY, WE'RE REALLY DOING LOUSY WITH THE DORM'S FUND RAISING CAMPAIGN. WE NEED A LOT MORE MONEY IF WE'RE GOING TO HAVE ANY PARTIES THIS YEAR. I KNOW YOU'RE STUDYING, BUT THIS IS IMPORTANT TOO. HOW ABOUT HELPING ME, BY KNOCKING ON DOORS FOR ABOUT 3 HOURS?"
5. **Nar.:** A friend in one of your classes borrowed your class notes several weeks ago, then failed to return them at the next class, thus forcing you to take notes on scrap paper. Now, he or she is asking to borrow your notes again.
- Exp.:** "I WONDER IF YOU COULD HELP ME OUT. I MISSED THE PSYCH. CLASS ON TUESDAY, AND I WAS WONDERING IF I COULD BORROW YOUR NOTES? I'LL RETURN THEM TO YOU BEFORE NEXT CLASS."
- Exp.:** (AFTER SUBJECT RESPONDS TO SITUATION 5 BUT BEFORE THE NARRATION FOR SITUATION 6)  
"REMEMBER TO LISTEN VERY CAREFULLY TO THE DESCRIPTIONS TRYING TO IMAGINE THAT YOU ARE ACTUALLY IN EACH OF THESE SITUATIONS; THEN RESPOND WITH THE WORDS YOU WOULD ACTUALLY USE."

- Nar. 6. A person you do not know very well is going home for the weekend. This person has some books which are due at the library and he or she asks if you would take them back to the library, so they won't be overdue. From where you live, it is a 25 minute walk to the library. The books are heavy, and you hadn't planned on going near the library that weekend.
- Exp. "LISTEN, I'M GOING HOME THIS WEEKEND AND I'VE GOT TO LEAVE IN ABOUT 15 MINUTES. THESE BOOKS ARE DUE AT THE LIBRARY, SO WOULD YOU MIND TAKING THEM BACK FOR ME, SO I WON'T HAVE TO PAY A FINE?"
- Nar. 7. You have volunteered to help someone whom you hardly know to do some charity work. He or she really needs your help, but when this person calls to arrange a time, it turns out that you are in the middle of exams.
- Exp. "HI. REMEMBER YOU PROMISED TO DO SOME CHARITY WORK FOR US WHEN I TALKED TO YOU LAST MONTH. WELL, SOME OF OUR WORKERS QUIT SO WE REALLY NEED YOUR HELP, NOW. COULD YOU GO OUT CANVASSING TONIGHT FOR ABOUT THREE HOURS?"
- Nar. 8. Suppose that you worked part-time in an office in the afternoon. At four-thirty one afternoon, as you were looking forward to going home and anticipating your evening out at a concert with some friends, your boss asks you if you would mind working overtime that night.
- Exp. "I'VE GOT A FAVOUR TO ASK OF YOU. YOU KNOW THAT REPORT YOU'VE BEEN WORKING ON. I'M GOING TO NEED IT BY TOMORROW AFTERNOON, SO TO BE SURE THAT IT'S DONE ON-TIME, I'M GOING TO HAVE TO ASK YOU TO WORK A FEW HOURS OVERTIME TONIGHT."
- Nar. 9. Suppose the landlord of your apartment promised you, when you signed the lease, that he would make certain repairs. Over 2 months later, he has still not made these repairs. As you leave your apartment one morning, you meet him at the door. You decide to speak to him about the repairs.
- Exp. "HI. HOW ARE YOU TODAY?"
- Nar. 10. Suppose that after having bought an article, you walk out of the shop and find that your change is a dollar short. You return to the counter where you bought the article and the clerk addresses you.
- Exp. "YES, CAN I HELP YOU?"
- Exp. (BEFORE SCENE 11, SAY TO THE SUBJECT): "REMEMBER TRY TO LISTEN CAREFULLY TO THE AUDIOJAPED DESCRIPTIONS AND IMAGINE THE SITUATION IS ACTUALLY OCCURRING TO YOU."
- Nar. 11. Suppose that you and your friend have been standing in a long line at the theatre for about 20 minutes. As you are waiting, three people come along, who you hardly even know, and ask if you will let them in.
- Exp. "WOW, THAT'S A LONG LINE. WOULD YOU MIND LETTING US IN FRONT OF YOU?"

- Nar. 12. Suppose that you are out for dinner at a very nice restaurant, celebrating some special occasion. You have ordered your steak rare, but it arrives well done.
- Exp. "HERE IS YOUR STEAK, JUST AS YOU ORDERED IT. I HOPE YOU ENJOY IT."
- Nar. 13. Suppose that you share an apartment with someone who never helps you with any of the work around the place, but only offers you idle promises. You always do the cooking and he/she has been promising to do the dishes for a week, but never does them, so you end up doing them. You have just finished eating and this person is asking you to do the dishes just once more, because he or she must really go to the library.
- Exp. "HEY, LISTEN. WOULD YOU MIND DOING THE DISHES JUST ONCE MORE, AND I PROMISE THAT TONIGHT WILL BE THE LAST NIGHT. I'VE GOT THIS ASSIGNMENT DUE SOON, SO I HAVE TO GO TO THE LIBRARY TO GET SOME BOOKS."
- Nar. 14. Suppose that you are in the library trying to work on an important assignment. While you are working, the couple who have just taken the seats across from you begin talking, laughing and carrying on about the exam they have just written. With all the commotion, you are finding it impossible to concentrate on your work. You will hear on the tape, two people role-playing the couple in the library. Imagine you are actually there and respond as you think you would.
- Nar. 15. Suppose that your professor has made an appointment to see you at 10:00 o'clock. The matter that you are seeing him about is very important, and must be settled today. He finally arrives at 10:30 and asks you to wait until he makes a phone call. Then he tells you that he is very busy and asks you to come back tomorrow.
- Exp. "I'LL BE WITH YOU IN A MOMENT AFTER I MAKE A PHONE CALL. ON SECOND THOUGHT, I'M AWFULLY BUSY TODAY. COULD YOU COME BACK TOMORROW AT THE SAME TIME?"
- Nar. 16. Suppose that one of your classmates is constantly criticizing you for taking notes while you study. He always tells you that if you really understood what you read, then there would be no need to take notes. He is beginning to criticize you again, and you've just about had it.
- Exp. "JESUS, ARE YOU TAKING NOTES AGAIN? LISTEN, IF YOU UNDERSTOOD WHAT YOU READ THE WAY I DO, THEN YOU WOULDN'T HAVE TO TAKE NOTES ALL THE TIME."
- Nar. 17. Suppose that you have taken your car into a gas station for a grease job and oil change, which usually costs \$12. When you return, the mechanic has also put new spark plugs in your car, and the bill now comes to \$25. Your car didn't really need new plugs.
- Exp. "YOUR CAR IS READY NOW. IT WAS RUNNING VERY BADLY, SO I PUT NEW SPARK PLUGS IN FOR YOU. SO THE BILL NOW COMES TO \$25."

- Nar. 18. Suppose that your parents have just phoned to ask you to come home on the weekend for your father's birthday. You don't want to disappoint them, but you hadn't planned on going home, and you have already purchased tickets to go to a "once in a lifetime" concert.
- Exp. "HELLO. I JUST PHONED TO SEE IF YOU'LL BE COMING HOME THIS WEEKEND FOR YOUR FATHER'S BIRTHDAY. WE'RE REALLY HOPING THAT YOU CAN COME."
- Exp. (BEFORE SCENE 19, SAY TO THE SUBJECT) - "WE JUST HAVE A FEW SCENES LEFT - PLEASE CONTINUE TO LISTEN CAREFULLY AND TRY TO IMAGINE THAT YOU ARE ACTUALLY IN THESE SITUATIONS."
- Nar. 19. Suppose that you have a friend who always phones you and seeks you out to listen to his or her problems, but never wants to listen to yours. This person has just finished telling you about another problem and is about to hang up. You are very worried about an upcoming exam and you want to talk to someone about it. This person is about to hang up and you'll miss your chance if you don't speak up soon.
- Exp. "WELL, THANKS FOR LISTENING. I'VE GOT TO RUN NOW. BYE FOR NOW."
- Nar. 20. Suppose that you are in the cafeteria with a group of people and you get into a discussion with one of the people there. The issue you are discussing is very important to both of you and you are really getting involved. However, after a particular comment you make the other person in the discussion very rudely and unjustly makes fun of your last statement. You are feeling very hurt and angry about this.
- Exp. "GOD THAT HAS TO BE THE STUPIDEST COMMENT I HAVE EVER HEARD. YOU DON'T KNOW ANYTHING! HOW DID YOU EVER MAKE IT TO UNIVERSITY?"

## EXTENDED INTERACTION

- Nar. Now we are going to present you with one final situation. This situation is similar to the ones that you've just heard before. However, in this case you will find that the person making the request is rather persistent. We want to see how you would handle this extended interaction. Now here is the situation.

Suppose that you have a book that you want to sell for \$5., and you know that you can easily get the \$5. that you are asking for it. Now a mere acquaintance of yours comes up to you and says:

- Exp. 1. "HEY, YOU KNOW THAT BOOK THAT YOU ARE TRYING TO SELL FOR 5 BUCKS. LISTEN, I'VE LOOKED ALL OVER CAMPUS AND I CAN'T FIND IT IN ANY OF THE STORES OR ANYWHERE, AND I'M REALLY PRESSED. I NEED THE BOOK VERY BADLY. THE ONLY TROUBLE IS THAT I CAN'T PAY YOU ANY MORE THAN \$3. FOR IT. WOULD YOU SELL IT TO ME FOR \$3.?"
- Exp. 2. "LOOK, I REALIZE THAT I'M ASKING A SPECIAL FAVOUR OF YOU AND EVERYTHING, BUT I ONLY HAVE 3 BUCKS AND I DON'T KNOW IF I CAN EVER MAKE UP THE DIFFERENCE. BUT AS A PERSONAL FAVOUR, I WOULD REALLY APPRECIATE

IT IF YOU'D SELL THE BOOK TO ME FOR LESS THAN YOU MIGHT GET FOR IT."

- Exp. 3. "COME ON NOW LOOK, YOU KNOW THAT THE BOOK IS USED. IT'S PROBABLY ONLY WORTH \$3. AND I'M WILLING TO BUY IT FROM YOU FOR \$3. WHAT DO YOU SAY?"
- Exp. 4. "I KNOW YOU NEED THE MONEY, AND I NEED THE MONEY TOO. WE'RE BOTH STRAPPED, AND IT WOULD BE A BIG HELP TO ME IF YOU WOULD GIVE IT TO ME FOR 3 BUCKS. NOW ARE YOU GOING TO SELL IT TO ME FOR 3 OR NOT?"
- Exp. 5. "LISTEN, DON'T YOU THINK IT'S KIND OF SILLY FOR THE TWO OF US TO BARTER OVER JUST A LOUSY 2 BUCKS? I'M ASKING YOU TO SELL IT TO ME AS A PERSONAL FAVOUR FOR 3 BUCKS, AND IF YOU DON'T WANT TO DO THAT THEN OKAY THAT'S YOUR OPTION."

[EXPERIMENTER INSTRUCTIONS: UNLESS THE SUBJECT CLEARLY AGREES TO A REQUEST, YOU WILL CONTINUE THROUGH THE FIVE STATEMENTS UNTIL THE SUBJECT DOES AGREE TO THE REQUEST THEN YOU WILL STOP THE EXTENDED INTERACTION AT THAT POINT.]

At the conclusion of the Extended Interaction have the subject complete the Self Assessment Scale to indicate how he/she handled the situation in general. At this point you will shut off the reel to reel recorder and complete your report form for the Extended Interaction. When the subject is finished you will thank him/her for his/her cooperation. You will then lead the subject down to the interviewing room. When you return to the testing room record when the tape ended for that particular subject and begin preparing for the next arrival.

Appendix D  
Self Assessment Inventory



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

The Self Assessment Scale

Instructions: After you have made your response we want you to indicate by means of the Level of Assertiveness Scale how assertive you believed your response to be. Beside the appropriate scene place a number which indicates the rating you have given yourself. Also indicate your Emotional Reaction - how you felt while giving your response - by choosing one of the words listed and placing the first letter of this word beside your number rating. For example, if after responding you thought your response to be very unassertive and you felt timid while giving it then you would place a 1 in the level of Assertiveness column and a t in the Emotional Reaction column.

Level of Assertiveness						Emotional Reaction
1	2	3	4	5	6	
^						
Very UNassertive						7 ^ Very Assertive
						wonderful - w timid - t panicky - p comfortable - c nervous - n indifferent - i

Scene	Level of Assertiveness	Emotional Reaction	Scene	Level of Assertiveness	Emotional Reaction
Example	1	t	Scene 11		
Scene 1			Scene 12		
Scene 2			Scene 13		
Scene 3			Scene 14		
Scene 4			Scene 15		
Scene 5			Scene 16		
Scene 6			Scene 17		
Scene 7			Scene 18		
Scene 8			Scene 19		
Scene 9			Scene 20		
Scene 10			Extended Interaction		

Appendix E  
Eye Contact and Anxiety Level Scale

NAME: \_\_\_\_\_

TAPE # \_\_\_\_\_ SIDE: 1 2

122

SUBJECT # \_\_\_\_\_

TAPE BEGINS: \_\_\_\_\_ ENDS: \_\_\_\_\_

DATE: \_\_\_\_\_

EYE CONTACT

1	2	3	4	5
During almost all of the interaction the subject avoided eye contact.	Subject avoided eye contact for the majority of the time.	Subject made eye contact approx. half of the time. Avoided contact during the other half.	Subject made eye contact for the majority of the time.	During almost all of the interaction the subject made eye contact.

ANXIETY LEVEL

1	2	3	4	5	6	7
Extremely Anxious	Moderately Anxious	Somewhat Anxious	Neutral	Somewhat Calm	Moderately Calm	Extremely Calm

Scene	Eye Contact	Anxiety Level	Scene	Eye Contact	Anxiety Level
Scene 1			Scene 11		
Scene 2			Scene 12		
Scene 3			Scene 13		
Scene 4			Scene 14		
Scene 5			Scene 15		
Scene 6			Scene 16		
Scene 7			Scene 17		
Scene 8			Scene 18		
Scene 9			Scene 19		
Scene 10			Scene 20		
			Extended Interaction		

Appendix F  
Social Recognition  
and  
Conformity Scales

ANSWER EACH ITEM BY CIRCLING "T" (TRUE) IF THE STATEMENT IS MOSTLY TRUE, OR... "F" (FALSE) IF THE STATEMENT IS MOSTLY FALSE.

- T F 1. I am very sensitive to what other people think of me.
- T F 2. I can't be bothered trying to find out what others think of me.
- T F 3. I will not go out of my way to behave in an approved manner.
- T F 4. In most situations I usually agree with the opinions of the group.
- T F 5. When I am doing something I often worry about what other people will think.
- T F 6. When I want to purchase something I rarely consider other people's opinion of it.
- T F 7. I constantly try to make people think highly of me.
- T F 8. Before making a decision, I often worry whether others will approve of it.
- T F 9. I believe in speaking my mind, even if it offends others.
- T F 10. I do not buy things just because my friends will like them.
- T F 11. It makes me feel uncomfortable to be dressed differently from those around me.
- T F 12. I do not worry about what I say when out socially.
- T F 13. I don't care whether people praise me or not.
- T F 14. When dressing for a party, I look for something that will be liked by other guests.
- T F 15. It seems foolish to me to worry about my public image.
- T F 16. I am not concerned about how many friends I have.
- T F 17. Nothing would hurt me more than to have a bad reputation.
- T F 18. I don't go out of my way to earn the high esteem of people I know.

- T F 19. My actions are governed by the way people expect me to behave.
- T F 20. I seldom concern myself with how other people dress.
- T F 21. It causes me a great deal of worry if I think that someone doesn't approve of something I have done.
- T F 22. I do what I please, not what others say I should do.
- T F 23. I am very concerned about my popularity.
- T F 24. I refuse to behave like everyone else just to please people.
- T F 25. I try to act in such a way that others will accept me.
- T F 26. Generally, I don't concern myself with what other people think of my beliefs.
- T F 27. I try to change things about myself that other people dislike.
- T F 28. What the general public thinks does not affect my standards or beliefs.

Appendix G  
Self-Ideal Self Questionnaire

The purpose of this questionnaire is to discover how much you feel each of a group of words describes 'YOU' (what you feel you are like at this point in time) and your 'IDEAL' (what you would be like if you met your ideal).

On each of the next two pages you will find a series of scales - one of which you will use to rate yourself and the other which you will use to rate your ideal self. Here is how you will use these rating scales:

If you feel that the term on one or the other end of the scale describes you EXTREMELY well then you should place your mark as follows:

unfair   X   : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ fair

unfair \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :   X   fair

If you feel that the term on one or the other end of the scale describes you QUITE well then you should place your mark as follows:

weak   /   :   X   : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ strong

weak \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :   X   : \_\_\_\_\_ strong

If you feel that the term on one or the other end of the scale describes you only SLIGHTLY then you should place your mark as follows:

active \_\_\_\_\_ : \_\_\_\_\_ :   X   : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ passive

active \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :   X   : \_\_\_\_\_ : \_\_\_\_\_ passive

The direction toward which you place your mark, of course, depends upon which of the terms on the two ends of the scale seem to describe you or your ideal self best.

If you feel that NEITHER term describes you or that they are EQUAL in describing you then place your mark in the middle space as follows:

happy \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :   X   : \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ sad

IMPORTANT: (1) Place your marks IN THE MIDDLE OF SPACES, not on the boundaries:

THIS                      NOT THIS  
 \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_ :   X   : \_\_\_\_\_ :   X   : \_\_\_\_\_

- (2) Be sure you check every scale for both your self and your ideal self rating - DO NOT OMIT ANY
- (3) Never put more than one check-mark on a single scale.

Please do not look back and forth through the items or try to remember how you checked similar items earlier in the questionnaire. Make each item a separate and independent judgement. Work at a fairly rapid pace through the inventory. Do not worry or puzzle over individual items. It is your first impressions, the immediate 'feelings' about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.







Appendix H  
Behavioural Record Card

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<u>Level of Assertiveness</u>			<u>Emotional Reaction</u>			
1	2	3	4	5		
You agree to the request or say nothing about the concern you have			You directly and firmly refuse the request or stand up for your rights with or without stating your reasons		wonderful - w	timid - t
					panicky - p	comfortable - c
					nervous - n	indifferent - i

You are recording two types of assertive behaviour:

- (a) Your response to unreasonable requests made by others
- (b) Your response to situations wherein another person treats you unfairly or infringes on your rights. Examples of such situations are: 1) someone cuts in front of you when you are standing in line 2) a clerk waits on someone else even though you were there first 3) your roommate borrows things without asking

Whenever one of the above two situations occurs indicate your response to the situation by:

- (a) rating your level of assertiveness on the scale which ranges from 1-5 and placing the number in the column under the appropriate day of the week
- (b) choosing which of the words best describes how you felt about your response and placing the first letter of the word in the appropriate column beside the number rating.

Appendix I  
Model Rating Form

Rate both male and female models on their assertiveness skill and their affect at both the beginning and the end portion of each videotaped sequence by utilizing the following two scales. Also, rate the eventual consequences received at the end of the sequence by utilizing the third scale.

AFFECT

1	2	3	4	5	6	7
Extremely Anxious	Moderately Anxious	Somewhat Anxious	Neutral	Somewhat Calm	Moderately Calm	Extremely Calm
	ANXIOUS			CALM		

SKILL IN BEING ASSERTIVE

1	2	3	4	5	6	7
Extremely Poor	Poor	Somewhat Poor	Fair	Somewhat Good	Good	Extremely Good
	POOR			GOOD		

CONSEQUENCES

1	2	3	4	5	6	7
Extremely Negative	Moderately Negative	Slightly Negative	Neutral	Slightly Positive	Moderately Positive	Extremely Positive
	NEGATIVE			POSITIVE		

MODEL RATING FORM

AFFECT

SKILL

CONSEQUENCES

SCENE 1  
Male  
Female

SCENE 2  
Male  
Female

SCENE 3  
Male  
Female

SCENE 4  
Male  
Female

SCENE 5  
Male  
Female

BEGINNING OF SCENE	END OF SCENE	BEGINNING OF SCENE	END OF SCENE	FINAL OUTCOME

Appendix J

Procedure followed by Research Assistants  
for conducting Training Sessions.

Transcript of modeling tapes for the first  
session.

Description of situations and instructions  
for sessions two, three and four.



PROCEDURE FOR EACH SUBJECTFOR SESSION ONE ONLY

A) Introduction: When the subject arrives, try to make him or her feel welcome and comfortable by giving a warm greeting such as:

"Hi, (subject's first name), my name is \_\_\_\_\_ and I will be the one working with you for the next few weeks. Just make yourself comfortable while I explain what we will do today and what all this equipment here will be used for. First though, I should collect the measurement devices which you completed. Did you have any difficulties with them?" (Include a listing of any difficulties or comments along with the other measurement devices.)

"Now before we begin, I would like for you to read over this 'Introduction'. (While the subject is reading the description, make sure the volume is turned down on the playback monitor and that the overhead lights are on.)\* Then say "For each of the five situations that we will go over today you will first hear a description of the situation; then, I will roleplay the situation with you. You will respond to me as assertively as you can." (This roleplaying interaction will be videotaped for just the two of us to view later.)

"After we have roleplayed the situation, you will see on this video monitor how two 'models' - a male and a female - handled the same situation. The person I am calling 'model' is the one who is being asked to do something or is being treated unfairly. I want you to watch each of the models very closely since afterwards I will ask you to rate or describe three aspects of the models."

\*Instructions in brackets are for subjects in playback condition only.

"The first of these aspects is the AFFECT of the model - was the model anxious or calm? (pointing to the scale) You can see that the scale for affect ranges from 1, extremely anxious to 7, extremely calm. At the conclusion of each of the male and female sequences you will rate what you felt to be the affect of the model at both the beginning of the scene and the end of the end of the scene. In the appropriate column under affect you will place a number indicating your rating. (Point)

"In a similar manner you will rate each model on his or her SKILL in being assertive. You can see that the scale ranges from 1, extremely poor to 7, extremely good. The skill of the models will be rated at the beginning and end of each scene and the numbers placed in the appropriate columns. (Point)

"Lastly, you will rate the FINAL CONSEQUENCES received by the model. You can see that this scale ranges from extremely negative consequences to extremely positive consequences. Only the final outcome or consequences received by the model will be rated. Okay, any questions?"

"After seeing the model you will (see a videotape playback of how you initially responded to the situation. Then you will) be given a few moments to see how you could improve upon your response after which we will roleplay the situation again. Okay, any questions?"

"We are now ready to begin. First you will hear the situation described, then I will (turn on the videotape and) roleplay the situation with you - you respond, being as assertive as you can."

(At this point, make sure that you have the lights on and that the volume is turned down on the playback monitor.)

FOR ALL SESSIONS

1. Give the description of the first scene (then turn on the video-recorder NOTING THE NUMBER ON THE RECORDER AT THIS TIME).
2. Say your line FIRMLY AND DIRECTLY while looking right at the subject.
3. Wait for the subject's response (and then stop the videorecorder).
4. Say to the subject, "Now we will see the videotaped sequences of first a male model and then a female model responding to the same situations. If you would please turn off the lights we will be able to view the screen better." For the first few scenes, just before the scene starts, put the machine on pause and point to the model so as to be sure that the subject knows who he is to be watching and later rating.
5. At the end of the first modeled sequence (the male model comes first for the initial few scenes) put the recorder on pause and remind the subject to do the rating. If necessary, explain briefly again and check to see that the subject is filling it out correctly. While the subject is doing the rating move the tape ahead to the next scene and place on pause. (Then turn UP the volume on the playback monitor.)
6. After the rating is completed, SLOWLY AND EMPHATICALLY give the Instructions for that sequence. (Pause briefly and then say, "Now lets view how you responded initially to the situation. While observing, take note of what you liked and did not like about your response and how you could improve upon it to make it more asseritive." At this point return the tape to the beginning of the sequence for that scene and play the tape back) for the subject.)
7. "Now take a moment and remembering what you've learned through the videotapes and the Instructions think about how you can improve upon your response before we go over the situation again. Just let me know when you are ready."

8. When the subject indicates that he or she is ready then a) give the narration again b) say your line c) and wait for the subject to respond.
9. TRYING NOT TO GIVE ANY INDICATION OF WHAT YOU THINK OF THE SUBJECT'S RESPONSE (Watch things like saying 'good' or nodding your head approvingly, etc.) say "Okay, now let's go on to the next situation."
10. At the end of the session, thank the subject and confirm that he or she will be back next week at the same time. See if the subject has any questions or difficulties.

If the subject specifically asks for an indication of how he is doing, you will have to say "Since this is part of a research study, I have been instructed not to give any direct indication how people are doing. Of course all subjects will, at the conclusion of the study, receive quite a bit of feedback on their performance. The best response I can give you at this time is that since the goal of this training is to get YOU to be more satisfied with your level of assertiveness than your OWN feelings and reactions to the responses that you are giving are really the most important."

#### BEFORE THE NEXT SUBJECT

1. Record the subject's name, subject number, date, session number and any comments you have to make on the subject's rating form.
2. Rewind the tape and put away.
3. Choose tape for the next session - check to see whether you will be giving videotape feedback.

## Introduction to Training Sessions\*

Today, we are going to go over five situations requiring assertiveness. There is a great deal of evidence from both research and applied settings which has shown that people can learn to improve their level of assertiveness by practicing such responses in rather artificial settings such as we have here. It is our aim that, by practicing responses and observing videotaped films, you will learn to become more skilled and comfortable, not only with the situations practiced here, but with perhaps quite different situations, in your own environment, which require you to be assertive.

It is not our aim to tell you that you should or must be assertive in every situation that you encounter but rather to give you a choice to be or do as you wish. We are assuming that at present you do not have such a choice - that for reasons of either fear or lack of skill you are forced to act unassertively even in situations where you wish to be assertive. The desired result of the practice and knowledge you will hopefully gain here is that if you wish to be assertive you will begin to have the choice or alternative to do so.

\*This description was given to all treatment subjects at the beginning of Session One.

SCENE 1

NARRATION: Suppose you want to sell a book for 5 dollars. A mere acquaintance of yours comes up to you and says:

Research Assistant: "Gee, I really need that book and I can't find it anywhere, but the trouble is that I can only pay you \$3 for it. What do you say?"

Subject: (The Subject, at this point, makes his response).

Mastery Model Condition

## Male Model Sequence:

Male Other: "Gee, I really need that book and I can't find it anywhere, but the trouble is that I can only pay you \$3 for it. What do you say?"

Male Model (to self): (This person might not become my friend but what kind of friend would he be if he gets mad at me over two dollars. I sympathize with this guy but I can't help everyone in need.)

Male Model (to other): "No, I can't sell the book for less than five dollars. I need the money."

Male Other: "That's okay. I didn't realize you needed the money."

## Female Model Sequence:

Male Other: "Gee, I really need that book . . ."

Female Model (to self): (He might not be happy, but it's impossible to be liked by everyone. If he doesn't understand, that's too bad, but I can accept it.)

Female Model (to Other): "No, I can't. I paid five dollars for it and I think it's only fair if you pay that too."

Male Other: "I guess you're right. It is unfair of me to ask for it for three dollars."

Research Assistant: Notice that these models started by saying no. They looked right at the person and made their response direct and concise. They didn't give excuses but they did give some reason. Now let's role play the situation once more.

"Gee, I really need that book . . ."

Coping Model Condition

Male Model Sequence

Male Other: "Gee, I really need that book . . . ."

Male Model (to self): (Oh, darn, I really wanted to get five dollars for it. How do I get out of this one? Maybe I can give him some excuse.)

Male Model (to Other): "Well, actually, I've been thinking that maybe (in hesitant, nervous manner) I really shouldn't sell the book at all ... I may need it ... you never know."

Male Other: "Oh, come on now. I just saw the advertisement this morning. You've finished that course, so what on earth do you need that book for? It isn't like it's a best seller."

Male Model (to self): (That sure didn't work. I've just got to relax, ~~take a deep breath and try to tell him what I really feel.~~)

Male Model (to Other): "Well I was sort of counting on getting the (less hesitantly) five dollars ... I think maybe I could."

Male Other: "Oh, look, who knows if you'll get five dollars for it. I'm giving you a firm offer of three dollars. What more could you want? Come on now. Let's not hassle over two dollars."

Male Model (to self): (I've got to be more direct. He might not become my friend, but what kind of friend would he be if he gets angry over two dollars.)

Male Model (to Other): "No, I can't sell the book for less than five dollars. I need the money."

Male Other: "Oh, that's okay. I didn't realize that you needed the money."

Female Model Sequence

Male Other: "Gee, I really need that book . . . ."

Female Model (to self): (Oh, no! He's got a lot of nerve asking for two dollars off. That's really something, but how can I refuse him. He might get angry.)

Female Model (to Other): "Well, uh ... I don't know ... I ... a lot (in a hesitant, nervous manner) of people said I might be able to get five dollars ... I mean they'd think I was crazy to sell it for three dollars."

Male Other: "What do they know? People will tell you anything. My offer might be the only one you get. Besides, I need the book."

Female Model (to self): (What on earth am I afraid of him for? I've just got to calm down. I want five dollars for it.)

Female Model (to Other): Well ... I ... uh ... agree with them. I think I should get five dollars. At least. I should try.

Male Other: "Oh - you've got to be kidding. Look. I've got three dollars right here and I really need that book so come on."

Female Model (to self): (What am I getting into a debate with him for? I don't want to sell it for three dollars and that's my privilege. He might not be happy but it's impossible to be liked by everyone. I am going to tell him exactly how I feel - no more stalling.)

Female Model (to Other): "No, I'm not going to sell it to you. I paid five dollars for it and I think it's only fair if you pay that too."

Male Other: "I guess you're right. It's unfair of me to ask for it for three dollars."

Research Assistant:

"You can see that although the models started out by nervously making excuses they ended up by looking right at the person and directly and concisely being honest about their reaction to the person's request. They no longer gave excuses but did give some reason for their refusal. Now let's role play the situation once more."

"Gee, I really need that book . . . ."

#### Implosive Model Condition

Male Model Sequence:

Male Other: "Gee, I really need that book . . . ."

Male Model (to self): [Same as in coping model condition.]

Male Model (to Other): [Same as in coping model condition.]

Male Other: [Same as in coping model condition.]

Male Model (to self): (Oh no! He saw right through me. Now he's going to think that I'm some kind of a liar or something.)

Male Model (to Other): "Well, I was sort of . . . thinking that really . . . (in extremely hesi. I mean I thought maybe I might get five dollars. tant, nervous manner)



Male Other: 'Look, who knows if you'll get five dollars for it. I'm making you a firm offer of three dollars. What more could you want?'

Male Model (to self): (Oh . . . Now he's really getting angry. I feel scared of him. Who knows what he might do. He must be thinking I'm really cheap.)

Male Model (to Other): 'Well you know it is in good shape. I really (in extremely uh - took care of it. I kind of hoped, well you anxious manner) know - to get the best deal I could.'

Male Other: 'Look, what kind of a person are you anyway? First (in angrv, you offer to sell the book. Then you tell me aggressive manner) you're not sure. Now you are haggling over a lousy two dollars. You have got to be the cheapest person I've ever met!'

Female Model Sequence:

Male Other: 'Gee, I really need that book . . . .'

Female Model (to self): [Same as in coping model condition.]

Female Model (to Other): [Same as in coping model condition.]

Male Other: [Same as in coping model condition.]

Female Model (to self): (Oh . . . I feel so afraid of him. I deserve to get five dollars for it, but he'll never understand that.)

Female Model (to Other): 'Well . . . uh . . . I don't know . . . I . . . I (in extremely hesitant, mean I don't want to disagree with you or anxious manner) anything. I mean you may be, right but . . . I would like to try to get five dollars.'

Male Other: 'Oh, you've got to be kidding. Look I've got three dollars right here and I really need that book.'

Female Model (to self): (He's not going to listen to any of my arguments. What am I going to do? I know he'll be upset if I say no, but if I say yes, I'll be upset. Oh, I wish someone I knew would walk by so I could get out of here!)

Female Model (to Other): 'Well . . . I just never . . . I - uh . . . couldn't (extremely nervous, face my friends if I didn't get five dollars looking around for a way out) for it . . . I . . . .'

Male Other: 'Yeah, sure, sure . . . . Well looks like I'm striking out again. I'll never get that book. Here I've been looking for weeks for that book and you have it but won't sell it. Oh I don't know what to do. I'll fail if I don't get that book. I know I will . . . .'

Female Assistant: "Although both models knew that they did not wish to sell the book, they never looked directly at the person and concisely refused the request but instead hesitated and nervously made elaborate excuses and thus aggravated what should have been a fairly simple refusal situation. Now let's role-play the situation once more."

"Gee, I really need that book . . . ."

SCENE 2

NARRATION. Your roommate is constantly borrowing dimes from you in order to buy cokes, candy, etc., but never seems to pay you back. You are getting rather annoyed at this and have decided to stop lending him money. Now your roommate comes up and says:

Research Assistant: "Hey, can you lend me a dime for a coke?"

Subject. (The Subject, at this point, makes his response.)

Mastery Model Condition

Male Model Sequence:

Male Other. "Hey, can you lend me a dime for a coke?"

Male Model (to self): (I've been more than generous in the past. If he stops liking me just because I'm making him aware of my feelings, then he's not being very considerate of me.)

Male Model (to Other): "No, sorry, you owe me too many dimes already." (in a calm, masterful manner)

Male Other. "That's true. I'd better start paying you back."

Female Model Sequence:

Female Other: "Hey can you lend me a dime . . . ."

Female Model (to self): (If I don't express my feelings to her, then there will be friction because I'll still be angry. If she ends our friendship because of a dime, I'll doubt her sincerity.)

Female Model (to Other): "No, you've never paid me back in the past (calmly and directly) and I'm tired of losing money."

Female Other. "I suppose you're right. I'll start to pay you back as soon as I can."

Research Assistant: "Remember an assertive response is short and to the point. In the examples you have just heard, the first model - the male - was somewhat more polite than the first; however, neither of the models explained at any great length why they weren't going to lend the dime. They simply looked directly at the person and refused, giving a brief reason. Now let's role play that situation again."

"Hey can you lend me a dime for a coke?"

### Cowling Model Condition

#### Male Model Sequence.

Male Other: "Hey, can you lend me a dime ..."

Male Model (to self): (Oh, I'm always giving him money - when is it going to stop? I'm really beginning to feel like some kind of sucker - but how do I say no?)

Male Model (to Other): "Well - uh - I'm not sure I have a dime."  
(in hesitant, nervous voice)

Male Other: "Oh, I saw one on your dresser over here."

Male Model (to self): (That sure didn't help! I've been more than generous in the past. I've got to stop it some time.)

Male Model (to Other): "Well - I'm -- to tell you the truth - I'm not (still hesitant) too sure that I should."

Male Other: "Oh, I'll pay you back, don't worry."

Male Model (to self): (He never has before. I have to make him aware of my feelings. If he stops liking me, then he's not being very considerate of me.)

Male Model (to Other): "No, sorry, you owe me too many dimes already."  
(in a calm, direct manner)

Male Other: "I suppose you're right. I'll start to pay you back as soon as I can."

#### Female Model Sequence:

Female Other: "Hey can you lend me a dime . . . ."

Female Model (to self): (I never say what I really feel when she asks me for money - why do I feel so scared to say anything?)

Female Model (to Other): "Well -- uh - you seem to drink quite a bit (anxiously) of coke."

Female Other: "That's for sure!" -- can't seem to live without the stuff gives me an excuse for a break I guess."

Female Model (to self) (If I don't express my feelings this time then there will be friction because I'm still going to be angry. I've got to try. I can't always say yes.)

Female Model: "Yeah - well - your breaks are -- uh -- costing me a (still hesi- small fortune." tant)

Female Other: "Well, yes, I guess that's the penalty you pay for living with a coke addict."

Female Model (to self): (Why should I pay a penalty? I'm going to be honest and direct. If she ends our friendship because of a dime -- I'll doubt her sincerity.)

Female Model. "No, I'm not going to lend you a dime. You've never (in a calm, paid me back in the past and I'm tired of losing money. masterful manner)

Female Other: "I suppose you're right. I'll start to pay you back as soon as I can."

Research Assistant: "Only when the models changed from hesitantly and nervously giving excuses and needlessly long explanations to looking directly at their roommates and politely giving a short and to the point refusal did they achieve the desired results. Now, let's role play the situation once more."

"Hey, could you lend me a dime for a coke?"

### Implosive Model Condition

Male Model Sequence:

Male Other: "Hey can you lend me a dime . . . ."

Male Model (to self): [Same as in coping model condition]

Male Model (to Other): [Same as in coping model condition]

Male Other: [Same as in coping model condition]

Model (to self): (Oh I just think up great excuses (said in sarcastic voice). Now what do I do? -- Why can't I ever just say what I really feel? -- Why can't I just say no, I don't want to - -)

Model (to Other): "I - uh - oh yeah - I forgot -- well it's just that (hesitant and -- you see - I'm not sure -- I --" nervous)

Other: "Oh - hey don't worry - I'll pay you back - with interest even."

Model (to self): (Oh sure - pay me back - just like in the past. What a coward. I feel so scared - I'm shaking just thinking of saying no . . . but if he gets angry for one dime - what kind of friend is he?)

Model (to Other): "Well - you - uh - I mean you - - I don't want to (extremely insult you but it's just that - well before you anxious) didn't . . ."

Other: "What do you mean? Are you saying I owe you money or some (extremely thing? -- You mean you don't want to lend me one lousy dime angry) just because I borrowed a few before? -- Oh come on! -- I mean - maybe I owe you one - maybe two dimes - no big deal. - Look you're supposed to be my roommate - my friend, remember?. All I am asking for is one lousy dime. You'd be willing to risk my friendship for one lousy dime."

#### Female Model Sequence.

Female Other: "Hey could you lend me a dime . . ."

Female Model (to self) [Same as in coping model condition]

Female Model (to Other): [Same as in coping model condition]

Other: [Same as in coping model condition]

Model (to self): (Oh, boy, I'm going to be angry if I let her get away with this again. So, why can't I just say something. I could prevent future friction between us, if only I could, but I never say anything . . .)

Model (to Other): "Yah well -- I'm uh -- losing a small fortune -- (scared, with your -- uh -- breaks (laughs nervously).) hesitant)

Other: "Yes (laughs) - I guess that's the penalty you pay for living with a coke addict."

Model (to self): (Why am I always the one paying the penalty. What a coward! I'm so afraid of losing her friendship over one lousy dime.)

Model (to Other): "Well -- yes - it's just that I -- you never seem to remember - and I I mean I know you don't do it -- uh - purposely - but . . ."

Other: "Oh, you can trust me - you know that! - I'm good for it. You're a real pal. Hey, you know come to think of it, maybe I better take more than a dime this time. Maybe."

you could lend me say about a dollar. I have to treat several of the other people down the hall. My turn is long overdue. They might stop taking breaks with me if I don't start paying up! A dollar should do it. If I need more, I'll come back. Hope you don't mind but, of course, you don't, you're such a good sport. Oh yes, mind if I wear your blouse. Mine are all in the wash. - You know how it is."

Research Assistant: "Both models knew that because of the roommates' past behaviour they had every right to refuse but instead of directly but politely giving the roommate a brief reason for their refusal, they became apologetic, nervous and embarrassed, avoided all eye contact, and began making excuses. The models' behaviour lead in one case to the roommate's anger and criticism and, in the other case, to the roommate taking even further advantage of the situation. Now let's role play the situation once more."

"Hey, can you lend me a dime for a coke?"

### SCENE 3

NARRATION: You are in the thick of studying for exams when a person, whom you know only slightly, comes into your room and says to you:

Research Assistant: "I'm tired of studying. Mind if I come in and take a break for awhile?"

Subject. (The Subject, at this point, makes his response.)

#### Mastery Model Condition

Male Model Sequence:

Male Other: "I'm tired of studying. Mind if I come in and take a break for awhile?"

Male Model (to self): (He may need a break, but there are other people he can talk to. He might be disappointed but I'll make it up to him after the exam.)

Male Model (to Other): "I can't just now. How about sometime after the (in a calm, polite manner) exam?"

Other: "Sure, maybe we can go to the pub after."

Female Model Sequence

Female Other: "I'm tired of studying. Mind if I come in and take a break for awhile?"

Female Model (to self): (She's a student, so she'll understand. She may be a little unhappy but it's impossible to please everyone.)

Female Model (to other): "Yes I do mind. I really do have to study (calmly and politely) for my exams now."

Other: "Okay, drop by my room later if you feel like a break."

Research Assistant: "Notice that the second model refused directly whereas the first model was a little more tactful, but was equally as firm. Both only gave brief reasons for their refusal. Now lets role play the situation once more."

"I'm tired of studying. Mind if I come in . . . ."

Coping Model Condition

Male Model Sequence:

Male Other: "I'm tired of studying. Mind if I . . . ."

Male Model (to self): (Oh no -- I have to study -- but I just can't kick him out.)

Model (to Other): "Well, I - uh - am not sure that I deserve a break. (extremely I - uh - probably didn't work as hard as you did." anxious)

Other: "Are you kidding? You've probably worked twice as hard. I just can't study for very long."

Model (to self): (He may need a break, but there are other people he can talk to. I have to try to be honest. It won't kill him if I tell the truth.)

Model: "Well I - uh .. really -- I mean I like to well work for (hesitant, and well, earn my breaks." avoiding eye contact)

Other: "Well you're sure different then. What are you studying here." (begins to look through books on desk.)

Model (to self): (He might be disappointed, but, well I'll make it up to him after the exam. I've got to tell him.)

Model (to Other): "I really can't take a break just now. How about sometime after the exam?"

Other: "Sure, maybe we can go to the pub after."

Female Model Sequence:

Female Other: "I'm tired of studying. Mind if I . . ."

Female Model (to self): (I just can't take a break! - Why didn't I lock my door? I can never get work done here. - What can I do? - I can't just send her away, can I?)

Model: "Well I - uh - I have an exam - I'm kind of worried - I mean its going to be hard."

Other: "Oh I'm writing the same one. Look, don't worry, you'll pass alright."

Model (to self): (Why am I so afraid? I have a right to refuse. Even if she doesn't have to work for this exam, she should understand that I do.)

Model: "Well I - uh - guess I don't feel the same as you do. I mean I'm worried. I need to - uh - work very hard. Every minute counts."

Other: "Oh, hey, relax. Look a break will do you a world of good. Maybe we should go downstairs and watch t.v. That will take your mind off it."

Model (to self): (I'm going to be firm. She may be unhappy but I can't please everyone.)

Model: "I honestly do mind. I really do have to study for my exam now."

Other: "Okay, drop by my room later if you feel like a break."

Research Assistant: "At the beginning the models with hesitant voices gave excuses and elaborate explanations all the while nervously avoiding eye contact. However, by the end of the scene they firmly but tactfully refused the request giving only a brief reason. Now let's role play the situation once more."

"I'm tired of studying. Mind if I . . ."

### Implosive Model Condition

Male Model Sequence:

Male Other: "I'm tired of studying. Mind if I . . ."

Male Model (to self): [Same as in coping model condition.]



Male Model (to other): [Same as in coping model condition]

Other: [Same as in coping model condition]

Model (to self): (Why doesn't he take a break with someone else? I'm not the only one on the floor but, I could never ask him to leave. I probably rather fail an exam than ask someone to leave.)

Model: "Well, I guess you -- I mean I kind of -- like to, well, earn my breaks -- usually.."

Other: "Well you're sure different then. I just take my breaks whenever I get the urge which is pretty damn often. What are you studying here? Let's see (begins to look through books on desk)."

Model (to self) (He'll never understand if that's his attitude -- Oh I, -- I'm not going to get out of this one . .)

Model: "Well -- I -- uh -- I really -- I mean I need to -- uh -- (extremely study -- I really should ... anxious)

Other: "Geesh, how could anyone worry that much about one lousy (sarcastic, test! You just must not know how to study or something. angry) It isn't all that important you know. You are really getting uptight -- I mean I've never seen anyone get so uptight -- you can't even take one break. Take it from me, you'll probably flunk just because you worry so much .."

Female Model Sequence.

Female Other: "I'm tired of studying. Mind if I . . . ."

Female Model (to self): [Same as in coping model condition.]

Female Model (to Other): [Same as in coping model condition]

Other: [Same as in coping model condition.]

Model (to self): (Why do I feel so scared? Oh I can never refuse any one. I just don't want her to get angry with me or anything.)

Model: "Well uh -- I guess I don't really feel the same as you -- I mean I'm uh worried -- I really need to work hard -- I --"

Other: "Oh, hey, relax -- Look a break will do you a world of good! Maybe we should go downstairs and watch t.v. That will take your mind off of it."

Model (to self): (Oh that's the last thing I want. How can I make her understand? Oh, there's just no way -- no way.)

Model. (extremely anxious) You mean you just aren't worried at all about the exam? -- I just -- I mean I feel worried. I just have to work -- I don't think --- I mean I can't really afford to leave my work --.

Other (angry) Oh, come on. I'm really getting sick of all your excuses. You always say you have to study. Look, that's it (slams model's book shut), you're coming with me. (pulls model from desk). We're not going to watch t.v. we're going to the pub. You need the break so no more stalling.

Research Assistant: You can see that the models seemed to blow the whole situation out of proportion and instead of politely but firmly stating (their refusal along with only a brief reason) they apologetically went into detailed explanations which only succeeded in getting them the results they feared most. Now let's role play the situation once more.

I'm tired of studying. Mind if I . . .

#### SCENE 4

NARRATION. A person you don't know very well is going home for the weekend. This person has some books which are due at the library, and asks if you would take them back so they won't be overdue. From where you live, it is a 25 minute walk to the library. The books are heavy and you hadn't planned on going near the library that weekend.

Research Assistant. Would you mind taking these books back to the library for me. I'm going home for the weekend and I have to run.

Subject (The Subject, at this point, makes his response.)

#### Mastery Model Condition

Male Model Sequence

Male Other "Would you mind taking these books . . .

Male Model (to self): (Maybe I will be on bad terms with this guy, but I can't jump for everyone just so they'll like me.)

Male Model (to Other): I'm sorry, but I just don't have the time to take them over to the library.

Other. "Okay, I'll try someone else."

Female Model Sequence.

Female Other: "Would you mind taking these books . . . ."

Model (to self): (Since I hardly know her, I doubt if she'll repay the favour. This is an unfair imposition, since she could have easily made other arrangements.)

Model: "I'm sorry, I won't be going near the library this weekend. Maybe you could get someone else to take them back for you."

Other: "Okay, I'll give it a try."

Research Assistant: "Note that the responses of these models were tactful, but made it clear that the request was too much of an imposition. They refrained from giving elaborate excuses or apologies, but looked directly at the person and made it clear they would NOT do it. Now let's role play the situation once again."

"Would you mind taking these books . . . ."

Coping With Hel Condition

Male Model Sequence.

Male Other: "Would you mind taking these books . . . ."

Model (to self): (The last thing I want to do is go to the library but I can't say no - what would he think of me?)

Model: "Well - uh - I'm - maybe - the uh library wouldn't mind - I mean if you're late two days."

Other: "Oh yes they would - they would fine me for sure and I really don't want that."

Model (to self): (I've got to try to refuse more directly, even if I do get on bad terms. I don't want to be stuck with this!)

Model: "Well uh - it's just that I'm kind of busy - I've got a lot going this weekend."

Other: "Yes - but I really would appreciate it. It won't take long - I'd do it, but like I said, I have to leave."

Model (to self): (I can't jump for everyone just so they'll like me. I'm going to say politely but firmly that I'm not going to do it.)

Model: "No, I'm sorry, but I just don't have the time to take them over to the library."

Other: "Okay, I'll try someone else."

Female Model Sequence:

Female Other: "Would you mind taking these books . . ."

Female Model (to self): (Geesh, those books look heavy. - I don't want to lug them to the library. Why did she have to pick on me? - How am I going to get out of this one? I just have no guts.)

Model: "Well I uh --- couldn't you drop them off before you left - or something?"

Other: "No, I'm leaving in just a few minutes and I sure don't want these to be overdue."

Model (to self): (Since I hardly know her - I doubt if she'll repay the favour. I'll really be angry with myself if I get stuck doing this --- I am going to try to refuse more directly ---.)

Model: "Well I really don't know -- I hadn't planned on going down to school."

Other: "Oh yah sure -- but I'd really appreciate it."

Model (to self): (She is asking a lot. This is an unfair imposition. She could have made other arrangements. I'm going to look at her directly and refuse.)

Model: "No, I'm sorry. I won't be going anywhere near the library this weekend. Maybe you could get someone else to take them back for you?"

Other: "Okay, I'll give it a try."

Research Assistant: "At first, the models guiltily attempted to come up with excuses and alternatives to get them off the hook but eventually while directly looking at the person, they tactfully but firmly WITHOUT apology or excuses made it clear that the request was too much of an imposition and they would NOT do it. Now, let's role play the situation once more."

"Would you mind taking these books . . ."

Implosive Model Condition

Male Model Sequence:

Male Other: "Would you mind taking . . ."

Male Model (to self): [Same as in coping model condition]

Male Model (to Other): [Same as in coping model condition]

Other: [Same as in coping model condition.]

Model (to self): (Oh I might as well take them -- what's the difference -- I always get stuck with doing stuff I don't want -- but I'll get so angry if I end up doing this.)

Model: "Well -- uh -- maybe -- I mean maybe the library would understand - if you explained or something when you get back."

Other: "No! they wouldn't - no way -- I owe them too much money already - they'd never listen to me."

Model (to self): (Why didn't he make other arrangements. This is unfair! Oh --- I just have no guts.)

Model (to Other): "Oh, but in this case, I mean it's a special case, maybe --- maybe it's worth a try or something."

Other: "Look, I already told you. I owe them too much already. There's no way. Oh, darn, look at the time. Now, I'm really going to be late. Look, just take these - (shoves books into model's arms) I've got to run. Oh, since you're going there anyway, could you pick up some books that I've been trying to get for ages. Here's the list. The librarian can probably help you if you have difficulty with some of them. Maybe you could also zerox this article for me since you're going to be there. Thanks, you're a real pal."

Female Model Sequence:

Female Other: "Would you mind taking . . ."

Female Model: [Same as in coping model condition]  
(to self)

Female Model (to Other): [Same as in coping model condition]

Other: [Same as in coping model condition.]

Model (to self): (Why did she leave it till the last minute? Shoot, I know I'll get landed with this, as usual, I just don't have the guts to say no.)

Model: "What about --- maybe, dropping them off when your ride picks you up? --- maybe, they wouldn't mind?"

Other: "Oh, I couldn't ask them to do that. They wouldn't want to stop. They'll be in a hurry to get on the road."

Model (to self): (Well, why am I the one who gets left to do things all the time? I guess I just don't want anyone not to like me, but, shoot, I don't want to get stuck with this.)

Model: "Well, maybe you could -- uh -- mail them to the library or something?"

Other: (Angrily disgusted) "Are you kidding? They are due today! Besides, it would cost me a BLOOMING fortune to mail them. I might as well pay the fine as do that. Look, I don't think it was all that much to ask (sarcastic voice). I mean it isn't as if I was asking you to rob a bank or something, just to take a few books back NO BIG DEAL just a little favour so why the big hassle. I wouldn't ask if I didn't really need help you know!"

Research Assistant: "The models' mistake was that instead of looking directly at the person and tactfully but firmly WITHOUT apology or excuses making it clear that the request was too much of an imposition, they hesitantly and guiltily attempted to come with suggestions for the other person which would get themselves off the hook; the results of which were disastrous. Now let's role play the situation once again."

"Would you mind taking these books . . . ."

#### SCENE 5

NARRATION: You know you have a lot of schoolwork to do, and you are in the middle of studying when an acquaintance of yours, whom you don't know too well, comes into your room and says:

Research Assistant: "Hey, how about going to a concert with me right now?"

Subject: (The subject, at this point, makes his response.)

#### Mastery Model Condition

Male Model Sequence:

Male Other: "Hey, how about going to a concert with me . . . ."

Male Model (to self): (Studying is most important to me right now. I hate to disappoint him, but I'll work on being his friend later.)

Model: "Thanks, but I have too much work to do."

Other: "Okay, maybe some other time."

Female Model Sequence:

Female Other: "Hey, how about going to a concert with me right now?"

Female Model (to self): (If I show my appreciation before I refuse then I won't hurt her feelings. She understands the importance of studying.)

Model: "Thanks for asking me but I have to stay and study."

Other: "Okay, I understand."

Research Assistant: "Note that in their response to this situation, the models were not at all hostile. There was no rejection of the other person and they expressed an appreciation of the offer, but they made it certain that they could NOT go. Now let's role play the situation once more."

"Hey, how about going to a concert with me ..."

#### Coping Model Condition

Male Model Sequence:

Male Other: "Hey, how about going to a concert . . ."

Male Model (to self): (Oh no, I really have to study. There's so much left to do, but he looks like he really wants to go.)

Model: "Well - a concert hey - I'd like to go -- but -- well I'm kind of behind --"

Other: "The best thing for you is a break - it will probably do you good."

Model (to self): (I really don't want to hurt him. It was really nice for him to ask me, but I can't go. My work is important. - I have to tell him somehow - - -)

Model: "Gee, I don't know -- I probably couldn't enjoy myself with this hanging over my head."

Other: "You'll forget it once you're there, you'll see -- come on - drop your books."

Model (to self): (I've really got to look directly at him and tell him calmly and firmly that I can't go - -)

Model: "Thanks so much for asking - but I can't, I just have too much work to do."

Other: "Okay, maybe some other time."

## Female Model Sequence.

Female Other. "Hey, how about going to a concert with me right now?"

Female Model (to self): (Oh I can't go to the concert! not with all this work! but why do I feel so scared to tell her that?)

Model. "Well ... I ... uh ... I mean there's a lot...I have so much work ..."

Other. "Oh vah...but I probably have twice as much...I just thought the concert would be a good break."

Model (to self) (I don't want her to think I'm unfriendly...but I'd never enjoy myself with all this work to do...I've got to try to refuse.)

Model. "Well...uh...it's just that I kind of think I should stay and study ..."

Other. "Oh come on now...you can't be that worried about your work!"

Model (to self) (I've got to be firm...If I show my appreciation to her before I refuse, then I won't hurt her feelings...I'll spend time with her when I'm not so busy...but not now!)

Model. "No, thanks for asking me. I really appreciate it, but I have to stay and study."

Other. "Okay, I understand."

Research Assistant. "The models progressed from needlessly worrying about hurting the other persons' feelings to eventually realizing that if they were appreciative the other person would not feel rejected. With this realization they were able to politely but definitively make it clear that they could not go. Now let's role play the situation once more."

"Hey, how about going to a concert with me..."

Implosive Model Condition

Male model sequence:

Male Other. "Hey, how about going . . ."

Male Model (to self): [Same as in coping model condition.]

Male Model (to Other): [Same as in coping model condition.]

Other. [Same as in coping model condition.]



Model (to self): (He was nice to ask but I can't go, but I sure don't want to hurt him. Maybe I should just give in... Oh I don't know ...)

Model: "Gee, I don't know. I probably couldn't enjoy myself with this - uh hanging over my head..."

Other: "Oh come on, you'll forget it once you're there - you'll see - come on, drop your books."

Model (to self): (Oh why didn't he ask someone else? I'm really going to hate myself if I go -- but...I)

Model: "Oh, I uh..just remembered ... I'm uh expecting a phone call - it's uh - important ..."

Other: X "Yea - sure -- sure ... I guess I just have to go myself.. (very hurt and disappointed) Oh what's the use - I don't want to go alone. What kind of fun is that -- and I was really looking forward to it -- now what? ... (sighs heavily) - You'd think nobody around liked me or something -- like they were avoiding me - I mean that couldn't be true, could it? -- I mean I thought you liked me."

Female Model Sequence:

Female Other: "Hey, how about going . . . ."

Female Model (to self): [Same as in coping model condition]

Female Model (to Other): [Same as in coping model condition]

Other: [Same as in coping model condition]

Model (to self): (Oh I might as well go...I just don't want to hurt her! But what about all this work....Gee, I feel so nervous!)

Model: "Well..uh..it's just that I mean it bothers me if I...uh have work to do."

Other: "Oh come on now....How can you be that uptight about schoolwork!"

Model (to self); (I feel trapped...I can't think of anything to say! ....why did she have to ask me?)

Model: "Well...I...uh...I mean...I'm not sure..."

Other: (extremely upset and angry) "Oh come on...you can't be serious! ... You really don't want to go! .... Well just what am I supposed to do then? ...just tell me that! ... I have two tickets (holds up tickets) and I paid good money for them .... besides I really want to go ... I can't study tonight ... I just can't

concentrate...especially when I know that there is a concert going on! .... Geesh I thought that when I lived in residence that I would never have trouble getting people to do things with...but I guess that was another myth I was led to believe about University life....Oh I really feel rotten... I should just take the next train home and get out of this damn place...all everyone wants to do around here is study and for WHAT! .....

Research Assistant: "Instead of politely indicating their appreciation of the offer but making it clear that they could not go, the models instead nervously stalled and gave excuses, thus turning a simple refusal into a catastrophe. Now let's role play the situation once again."

"Hey, how about going to a concert with . . ."

## SESSION TWO

SCENE 1

## NARRATION:

A person in one of your classes, someone whom you don't know very well; borrowed your class notes several weeks ago then failed to return them at the next class thus, forcing you to take notes on a scrap of paper. Now, this person comes up to you again and says:

"HEY, DO YOU MIND IF I BORROW YOUR CLASS NOTES AGAIN?"

At the conclusion of the mastery model tape the subjects were given the following instructions:

Notice that both models began their answer with a firm, unambiguous NO. They also briefly included mention that their refusal was based on past behaviour of the other person. The male model's tone of voice expressed irritation over the past behaviour, but, in general, both models' responses were well controlled and polite.

At the conclusion of the coping model tape, the subjects were given the following instructions.

Initially, the models in hesitating stuttering voices, tried unsuccessfully to get off the hook by offering weak excuses. However, they ended up, in their final statement, by beginning with a firm, unambiguous NO. They also briefly included mention that their refusal was based on past behaviour of the other person. The male model's tone of voice expressed irritation over the past behaviour, but, in general, both models' responses were well controlled and polite.

At the conclusion of the implosion model tape, subjects were given the following instructions:

Both models knew that, based on the person's past behaviour, they had every right to refuse the request; however, instead of beginning with a firm, unambiguous NO and briefly giving their reason in a polite, well controlled manner, the models, instead, in hesitating, stuttering voices tried unsuccessfully to get off the hook by offering weak excuses.

SCENE 2

## NARRATION:

Suppose you want to sell a book for \$5. A mere acquaintance of yours says that he or she really needs the book, can't find it anywhere, and can only pay you \$3 for it. Moreover, you are broke and need the \$5 to pay off a debt.

"I'VE LOOKED ALL OVER FOR THAT BOOK YOU'RE SELLING FOR \$5 AND I CAN'T FIND IT. I REALLY NEED IT RIGHT AWAY, BUT I'M LOW ON FUNDS. COULD YOU SELL IT TO ME FOR \$3?"

At the conclusion of the mastery model tape, the subjects were given the following instructions:

Notice how straightforward and honest these responses were. The models looked right at the person and began their refusal with a firm but polite no. They did give a brief reason for the refusal but no apologies.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Initially, the models, in soft uncertain tones of voice gave needless explanations and excuses in attempts to get the person to take back his request. However, they eventually were able to respond in a straightforward, honest manner. They looked right at the person and began their refusal with a firm but polite no. They did give a brief reason for the refusal but no apologies.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

The models would have been better off had they answered in a straightforward, honest manner. They should have looked right at the person, began their refusal with a firm but polite no and included a brief reason for the refusal but no apologies. Instead the models nervously, in low uncertain tones of voice gave needless explanations and excuses in attempts to get the person to take back his request: the results of which were disastrous.

### SCENE 3

#### NARRATION:

A class project has been planned. There are several things left to do before the project is finished, but instead of asking the other members to do the work, the chairman, whom you hardly know, asks if you would help him or her to do it. You have already done your share of the work.

"WE STILL HAVE A FEW THINGS LEFT TO DO TO FINISH THE PROJECT. WOULD YOU MIND HELPING ME DO THEM?"

At the conclusion of the mastery model tape, the subjects were given the following instructions:

Notice how both of these models were firm in refusing, but were NOT nasty. They looked directly at the chairman and made it clear that they had already fulfilled their obligations.

At the conclusion of the coping model tape, the subjects were given the following instructions:

At the beginning the models avoided eye contact and guiltily attempted, in soft uncertain tones of voice to come up with alternatives to get themselves off the hook. However, by the end of the scene they were able to look directly at the chairman and in a firm but NOT nasty manner, make it clear that they had fulfilled their obligation.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

The models should have looked directly at the chairman and in a firm but NOT nasty manner, made it clear that they had fulfilled their obligation. Instead, they guiltily attempted, in soft uncertain tones of voice to come up with alternatives to get themselves off the hook, which only succeeded in getting them the results they feared most.

#### SCENE 4

#### NARRATION

Suppose that you have taken your car into a gas station for a grease job and oil change, which usually costs \$12. When you return, the mechanic has also put new spark plugs in your car, and the bill now comes to \$25. Your car didn't really need new plugs.

"YOUR CAR IS READY NOW. IT WAS RUNNING REALLY BADLY SO I PUT NEW SPARK PLUGS IN FOR YOU. SO THE BILL NOW COMES TO \$25."

At the conclusion of the mastery model tape, the subjects were given the following instructions:

Notice how both models were very firm about not paying for work they didn't order. They didn't give a long argument but looked directly at the mechanic and refused briefly and politely.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Although both models knew the spark plugs were unnecessary, their initial nervous, hesitating apologetic behaviour and long arguments gave the opposite impression - that they were unsure of their position. However, by the end of the scene they were able to be very firm about not paying for work they didn't order. They no longer gave long arguments but instead looked directly at the mechanic and refused briefly and politely.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

Both models knew the spark plugs were unnecessary but their nervous, hesitating apologetic behaviour and long arguments gave the opposite impression that they were unsure of their position. Had they looked directly at the mechanic and in a very firm but polite manner briefly refused to pay for work they didn't order, they would have avoided putting themselves in a position where they could be bullied and pushed around.

#### SCENE 5

#### NARRATION:

A slight acquaintance of yours asks to borrow \$5 until next week. You have the money but you would have to postpone buying something that you wanted, until the loan was repaid.

"LOOK, I'M REALLY SHORT ON MONEY AND I NEED \$5 RIGHT AWAY. CAN YOU LEND IT TO ME AND I'LL PAY YOU BACK LATER?"

At the conclusion of the mastery model tape, the subjects were given the following instructions:

Notice that the models looked directly at the person and began their answer with a firm no. They didn't give any excuses but did offer a brief reason.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Both models realized that they had every right to consider their own needs first: however, their hesitating, apologetic explanations and excuses certainly did not reveal this conviction. Eventually, they were able to look directly at the person and begin their answer with a firm no. They no longer gave excuses but did offer a brief reason.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

Both models realized that they had every right to consider their own need first: however, their hesitating, apologetic explanations and excuses certainly did not reveal this conviction. Had they looked directly at the person, began their answer with a firm no, offered no more excuses but instead a brief reason, the scene might not have ended so disastrously.

SCENE 1

## NARRATION:

You have volunteered to help someone whom you hardly know to do some charity work. This person really needs your help, but when this person calls to arrange a time, it turns out that you are in the middle of exams. This person says:

"YOU VOLUNTEERED TO HELP, AND WE REALLY NEED SOME HELP TOMORROW. IS THERE ANY TIME TOMORROW YOU CAN MAKE/IT?"

At the conclusion of the mastery model tape the subjects were given the following instructions:

Notice that both of these models recognized their commitment to the charity program, but they also recognized that they had NOT committed themselves for tomorrow. In their response to the request they simply made it clear that this was a bad time. The implication was that if the person called back later, they would be glad to help.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Both models realized that they had a commitment to the charity programme. However, at first, what they failed to realize was that they had NOT committed themselves for tomorrow and, therefore, began responding to the request by guiltily coming up with excuses and explanations. It was only when they realized that they should simply make it clear that this was a bad time, including the implication that if the person called back later they would be glad to help, that they received the results they wished.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

It is true that both of these models had a commitment to the charity program and they recognized this fact. However, what they failed to recognize was that they had NOT committed themselves for tomorrow. Instead of guiltily giving excuses and explanations they would have been better to have simply made it clear that this was a bad time including the implication that if the person called back later, they would be glad to help.

SCENE 2

## NARRATION:

On your way back to the dorm, you meet a slight acquaintance who asks you to carry a heavy package home for him or her, since he or she is not going home for awhile. But it would be quite cumbersome since you are carrying packages of your own.

"SAY, COULD YOU CARRY THIS PARCEL BACK FOR ME? I WANT TO GO TO THE LIBRARY FIRST BEFORE IT GO HOME."

At the conclusion of the mastery model tape the subjects were given the following instructions:

Both models realized that they had nothing to fear if the person became angry over their refusal. They were able to be firm and concise in their refusal. They did NOT give long explanations as to why they were refusing but simply said no, and included a brief reason.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Both models at first felt that they had something to fear if the other person became angry over their refusal and therefore they hesitantly and apologetically gave excuses and long explanations. Eventually, they were able to give a firm, concise refusal. They no longer gave long explanations for their refusal but simply said no and included a brief reason.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

Both models felt that they had something to fear if the other person became angry over their refusal and, therefore, they hesitantly and apologetically gave excuses and long explanations for their refusal. Had they simply given a firm, concise refusal simply said no and offered a brief reason - they would have avoided giving the impression that they had something to be guilty about in refusing.

### SCENE 3

#### NARRATION:

A person in one of your classes, someone you do not know very well, borrowed your class notes several weeks ago then failed to return them at the next class thus, forcing you to take notes on scrap paper. Now this person comes up to you again and asks to borrow your notes. But the trouble is this time, there is going to be an exam on the next day in class.

"SAY CAN I BORROW YOUR CLASS NOTES AGAIN?"

At the conclusion of the mastery model tape the subjects were given the following instructions:

Notice that the responses of these models was brief and to the point. The responses reflected the absurdity of the request. Such a request requires no more of a response.



At the conclusion of the coping model tape, the subjects were given the following instructions:

Both models realized that they didn't want to lend the notes. However, at first, they failed to fully realize how absolutely absurd the request was and therefore began their response by timidly and apologetically going into completely unnecessary excuses and explanations. Eventually, they were able to give the request the brief and to the point refusal it deserved.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

Although both models realized that they didn't want to lend the notes, they failed to fully realize how absolutely absurd the request was. Instead of giving the request the brief to the point refusal it deserved, the models timidly and apologetically went into completely unnecessary excuses and explanations. This behaviour only succeeded in giving the impression that they themselves felt that they were doing something wrong in refusing.

#### SCENE 4

##### NARRATION:

Suppose your professor has made an appointment to see you at 10 o'clock. The matter you are seeing him about is very important and must be settled today. He finally arrives at 10:30 and asks you to wait until he makes a phone call. Then, he tells you he is very busy and asks you to come back tomorrow.

I'LL BE WITH YOU IN A MOMENT AFTER I MAKE A PHONE CALL. ON SECOND THOUGHT, I'M AWFULLY BUSY TODAY. COULD YOU COME BACK TOMORROW AT THE SAME TIME?

At the conclusion of the mastery model tape the subjects were given the following instructions:

Being assertive with people in higher positions of authority is extremely difficult, but it is necessary. Notice how both models were firm in holding the professor to his obligations - they directly requested of him what they had every right to ask. They realized that he was being inconsiderate of their feelings by trying to send them away.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Being assertive with people in higher positions of authority is extremely difficult, but it is necessary. Both models in this scene failed to fully realize, at first, that the professor was being inconsiderate of their feelings by trying to send them away. Therefore,

they initially let their fear of his position of authority lead them to be timid and clumsy in their attempts to get him to change his mind. Eventually, they were able to be firm in holding the professor to his obligations - they were able to directly request of him what they had every right to ask.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

Being assertive with people in higher positions of authority is extremely difficult, but it is necessary. Both models in this scene failed to fully realize that the professor was being inconsiderate of their feelings by trying to send them away. Therefore, instead of being firm in holding the professor to his obligations, they let their fear of his position of authority lead them to be timid and clumsy in their attempts to get him to change his mind. They gave the impression that they were begging him for a favour rather than requesting of him what they had every right to ask.

#### SCENE 5

narration:

A young high school student comes to your door selling magazine subscriptions. He says it would be a big help if you would buy one since he is competing for a college scholarship. You can't find any especially interesting magazines on his list, and in any case, you feel that they are slightly overpriced.

IT WOULD BE A BIG HELP IF YOU WOULD BUY ONE SINCE I'M COMPETING FOR A COLLEGE SCHOLARSHIP.

At the conclusion of the mastery model tape the subjects were given the following instructions:

Notice that both of these models were polite but they were also firm. They expressed sympathy with the high school student's ambition but they did not allow themselves to unnecessarily feel fearful or guilty over any disappointment the student might feel. They simply realized that they had every right to refuse to buy something they did not want.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Both models realized that they did not want to buy any magazines but, at first, they unnecessarily let fear and guilt over the student's possible disappointment, lead them to try stalling the student by giving flimsy excuses and talking around the issue. Eventually, the models were able to politely but also firmly refuse the request. They expressed sympathy with the high school student's ambition but realized that they had every right to refuse to buy something they did not want.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

Both models realized that they did not want to buy any magazines but they did not seem to fully realize that they had every right to refuse to buy something they did not want. Consequently, they let their fear and guilt over the student's possible disappointment lead them to try stalling the student by giving flimsy excuses and talking around the issue. Had they initially responded by expressing sympathy with the student's ambition but also firmly and politely refusing to buy the magazines, the models would have avoided leading the students on and thus adding even further to their disappointment.

## SESSION FOUR

SCENE 1

## NARRATION:

Suppose that you are out for dinner at a very nice restaurant celebrating some special occasion. You have ordered your steak rare, but it arrives well done.

"HERE IS YOUR STEAK, JUST AS YOU ORDERED IT. I HOPE YOU ENJOY IT.

At the conclusion of the mastery model tape the subjects were given the following instructions:

The models in this scene realized that they had every right to expect to receive what they had ordered and consequently they were able to be polite but were also firm about refusing to take the well done steak. They also clearly indicated that they expected the waiter to replace the order with a rare steak. Notice that they were able to be firm without showing anger or being rude.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Initially, the models did NOT seem to fully realize that they had every right to expect to receive what they had ordered, and consequently were extremely hesitant and evasive in their response to the waiter. Eventually, however, they were able to just politely but firmly refuse to take the well done steak and also indicate clearly that they expected the waiter to replace the order with a rare steak. Notice that they were able to be firm without showing anger or being rude.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

The models did NOT seem to fully realize that they had every right to receive what they had ordered and consequently were extremely hesitant and evasive in their response to the waiter. They would have fared better had they just politely but firmly refused to take the well done steak. It would have been possible for them to have been firm without showing anger or being rude. They should also have clearly indicated that they expected the waiter to replace the order with a rare steak.

SCENE 2

## NARRATION:

You and two close friends are looking for a fourth person with whom to share an apartment. Now your two friends come to you and say that they have found someone they would like to ask. However, you know

this person and secretly dislike him or her.

"HEY, WE JUST FOUND OUT THAT YOUR ROOMMATE FROM LAST YEAR IS STILL LOOKING FOR A PLACE TO STAY. WE THOUGHT WE COULD ASK HIM (say HER if you are with a female subject) TO STAY WITH US IF IT'S OKAY WITH YOU."

At the conclusion of the mastery model tape the subjects were given the following instructions:

The second model was more tactful than the first in that she showed appreciation for her friends' efforts; however, both models did make it clear that they would not share an apartment with someone they didn't like and that they should look for someone else.

At the conclusion of the coping model tape, the subjects were given the following instructions:

At first the models in this scene did not seem to fully realize that they had every right to choose not to live with someone they did not get along with and consequently they responded to their friends by evasively giving weak excuses. Eventually, they were able to simply express appreciation for their friends' efforts but also make it clear that they would not share an apartment with someone they did not like and that they should look for someone else.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

The models in this scene did not seem to fully realize that they had every right to choose not to live with someone they did not get along with. Consequently, they responded to their friends by evasively giving weak excuses, the result of which was to make matters worse. It would have been better to have simply expressed appreciation for their friends' efforts but also made it clear that they would not share an apartment with someone they did not like and that they should look for someone else.

### SCENE 3

#### NARRATION:

Suppose that you are in the library trying to work on an important assignment. While you are working, the couple who have just taken the seats across from you begin talking, laughing and carrying on about the exam they have just written. With all the commotion, you are finding it impossible to concentrate on your work.

Research Assistant: "Right now I am going to 'attempt' to roleplay the couple in the library. At some point, either while I'm speaking or after I have finished, cut in and give what you think would be an assertive response."

'HEY HOW DID YOU DO ON THAT EXAM TODAY?  
 'OH, I REALLY THINK I FLUNKED THAT ONE FOR SURE! I JUST NEVER  
 EXPECTED AN ESSAY ON A MATH EXAM."  
 'YAH, THAT'S SO CRAZY! WHAT ABOUT THE SECOND QUESTION...HOW DID  
 YOU ANSWER THAT ONE?"

At the conclusion of the mastery model tape the subjects were given the following instructions:

The models in this scene fully realized that they had every right to ask the couple to quiet down since they were disturbing them. Notice that the models politely interrupted the couple and then clearly requested them to be quiet. The models included only a brief reason for their request.

At the conclusion of the coping model tape, the subjects were given the following instructions:

At first the models did not seem to fully realize that they had every right to ask the couple to quiet down since they were disturbing them. However, by the end of the scene they were able to just politely interrupt the couple and then clearly request them to be quiet. The models included only a brief reason for their request.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

The models didn't seem to fully realize that they had every right to ask the couple to quiet down since they were disturbing them. It would have been better if they had just politely interrupted the couple and then clearly requested them to be quiet. If a reason was included, it should have been brief.

#### SCENE 4

##### NARRATION:

You live in a dorm. Suppose someone, whom you don't even know, calls on your phone one night. This person says that the phone of the friend that he or she is trying to reach seems to be out of order. He or she asks if you would go and get this person. You don't even know the person the caller is trying to reach, and you are expecting an important call yourself.

HELLO, I'M TRYING TO PHONE A FRIEND OF MINE IN ROOM 303; BUT THE PHONE SEEMS TO BE OUT OF ORDER. COULD YOU GET (HIM for male subjects HER for female subjects) AND LET (HIM or HER) USE YOUR PHONE?"

At the conclusion of the mastery model tape the subjects were given the following instructions

Notice that both models started out by saying no. They were pleasant but made it clear that they could not carry out the person's request. The female model offered no reason for her refusal while the male offered only a brief reason.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Initially, the models' quiet hesitant tones of voice and evasive attempts to stall the caller only succeeded in making it appear as if they were doing something wrong in refusing the request. Eventually, they were able to be truly assertive and begin by saying no to the request. They remained pleasant but still made it clear they could not carry out the request. The female offered no reason for her refusal while the male offered only a brief reason.

At the conclusion of the implosion model tape, the subjects were given the following instructions:

The models' quiet, hesitant tones of voice and evasive attempts to stall the caller only succeeded in making it appear as if they were doing something wrong in refusing the request. A truly assertive response would have been to begin by saying no to the request. The models could have been pleasant but still made it clear that they could not carry out the person's request. It wouldn't have been necessary to give a reason for the refusal but if one were given, it should have been brief.

#### SCENE 5

#### NARRATION:

A friend of yours comes to your door selling magazine subscriptions. This person says that it would be a personal favour if you would buy one since he or she is trying to win a scholarship in a sales contest. He or she is offering a good price, but you are only mildly interested in the magazines being sold.

"LOOK, I'M SELLING SOME REALLY GREAT MAGAZINES AT ROCK BOTTOM PRICES. AS A FAVOUR, I'D LIKE YOU TO BUY A SUBSCRIPTION SO I CAN WIN A SCHOLARSHIP FOR NEXT YEAR. HOW ABOUT IT?"

At the conclusion of the mastery model tape the subjects were given the following instructions:

Both models were able to realize that a true friend would not expect them to buy something they did not want. They replied to the request by showing sincere concern for their friend but since they weren't interested, they were firm in their refusal.

At the conclusion of the coping model tape, the subjects were given the following instructions:

Initially, it appeared that the models failed to realize that a true friend would not expect them to buy something they did not want. However by the end of the scene, they were able to express sincere concern for their friend but also be firm in refusing to buy magazines in which they weren't really interested.

At the conclusion of the implosion model tape, the subjects were given the following instructions.

The models failed to realize that a true friend would not expect them to buy something they did not want. They could have expressed sincere concern for their friend but still have been firm in refusing to buy magazines in which they weren't really interested.



At the end of the fourth session subjects in the mastery model condition were requested to read the following description. 176

Over the past several weeks you have been exposed to several situations involving assertiveness and you have seen models responding assertively to these situations. Observation of these performances by the models should enable you to evaluate your own assertive behaviour in terms of what skills you now possess and what aspects warrant change.

One very important component of the tapes to which you have been exposed is the consequences that were received by the models. Often, we hold ourselves back from being assertive because we fear that the consequences of our assertiveness will be unpleasant. However, if we never actually try to be assertive in those situations, we never give ourselves the chance to see whether in fact the consequences will be unpleasant. The truth, in fact, is that in the majority of cases the consequences will be very similar to the ones you have observed in the films.

At the end of the fourth session subjects in the coping model condition were requested to read the following description.

Over the past several weeks you have been exposed to several situations involving assertiveness. You have seen models who initially responded to these situations by doing every conceivable thing wrong but who then improved until they were able to give a very assertive response. Observation of these performances should enable you to evaluate your own assertive behaviour in terms of what skills you now possess and what aspects warrant change.

One very important component of the tapes to which you have been exposed is the consequences that were received by the models. Often, we hold ourselves back from being assertive because we fear that the consequences of our assertiveness will be unpleasant. However, if we never actually try to be assertive in those situations, we never give ourselves the chance to see whether in fact the consequences will be unpleasant. The truth, in fact, is that in the majority of cases the consequences will be very similar to the ones you have observed in the films.

At the end of the fourth session subjects in the implosion model condition were requested to read the following description:

Over the past several weeks you have been exposed to several situations involving assertiveness. You have seen models who responded to these situations by doing every conceivable thing wrong. These performances by the models should enable you to reevaluate your own assertive behaviour. A comparison between the models and yourself should bring some of the skills you now possess into sharper focus.

One very important component of the tapes to which you have been exposed is the consequences that were received by the models. Many times we hold ourselves back from being assertive because we are afraid. However, rarely, do we ever stop and let ourselves think very clearly about what exactly it is that we are afraid of. Research has shown that this behaviour leads to a perpetuation of the fear and the resultant unassertiveness. One way that has been found to enable us to get out of this 'vicious cycle' is to force ourselves to confront and think about some of the worst consequences we imagine could possibly occur if we try to be assertive. It has been shown that just letting ourselves think about those consequences over a period of time is enough to help us lose much of the fear we have of them and also allows us to become aware that our worst fears are NOT very realistic.

Appendix K  
Satisfaction with Treatment Scale

I found the training I received to be:

valuable	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	worthless
tense	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	relaxed
displeasing	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	pleasing
serious	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	humourous
good	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	bad
active	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	passive
repetitive	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	varied
weak	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	powerful
sufficient	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	insufficient
slow	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	fast
comfortable	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	uncomfortable
unique	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	commonplace
difficult	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	easy
calming	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	exciting
nice	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	awful
boring	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	interesting
beneficial	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	harmful
successful	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	_____	:	unsuccessful



Appendix L  
Procedure employed by Confederates for  
conducting Telephone Follow-Up Measure

### Instructions

Choose one subject's name and write that name on your record sheet. Also, make note of the name of the professor for that subject's psychology 20 section. You may also include any other information you think might get you out of a tight situation (such as where you got their number).

#### INTRODUCTION

When the subject answers the phone, say:

1. "Hi, may I speak to (subject's name)."
2. "(Subject's name) You're taking Psychology 20 aren't you?"  
(If they say they are no longer taking Psych 20, say "Oh, well then you won't be able to help me...thanks anyway.")
3. "Well my name is Tom Blake. I don't think you know me, but I'm in (Professor's name) class. You're in that class too aren't you?"  
(If they are no longer in that professor's class, i.e., they have changed Psych 20 sections, then say) "Yah, well you see I don't know anyone in the class so I got your name off the registration list they have in the psychology department. But even if you aren't in my section you can probably help me anyway."
4. (If they agree that they are in that professor's class, say) "Yah, well you see, I don't know anyone in the class so I got your name off the registration list they have in the psychology department."

At this point, begin making the series of 7 requests included in the record sheets. Try to have these requests memorized so that they sound as natural as possible. The subjects may become suspicious if it sounds like you are reading them off.

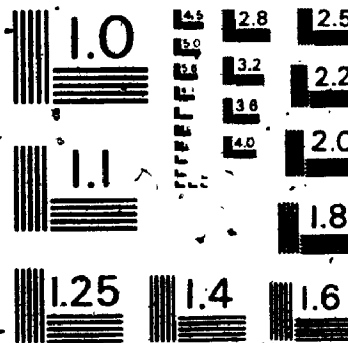
#### Reminders and Extra Information:

- a) If student says he or she is busy when you call find out when to call them back. If they wish to call you back, then say that you are using a friend's phone and that it would be difficult to reach you.
- b) If student wishes to know why you have missed so many classes then tell him or her that you are in second year sciences and just took the psychology course as an option. You aren't really interested in psychology and just figured it would be a 'bird' course...unfortunately it hasn't turned out that way. You have been spending all your time on your science courses.

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MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

- c) ~~The~~ students in psychology not only have the two hour lectures each week but also have labs each week. If they question you about the labs just say that since going to the psychology labs is not compulsory you really haven't gone to them...you have been spending all your time in your science labs which are compulsory.
- d) If the student does not want to lend you his or her notes because he or she feels they are too messy or are incomplete (since they too have missed classes) just tell them that anything will do... you are desperate. If they say they don't take notes or that they too don't go to classes then you will just have to thank them and hang up...but indicate whether you believe them or not on the record sheet...I can imagine some of the subject's using this as a 'way out'. If this occurs still indicate the level of affect and loudness shown.
- e) If a student says that you can't take the notes with you but that he would let you use them in his presence, try to get out of it. Say that you have so many to catch up on that it will probably take a long time therefore, you would prefer to take them with you. At this point, go right into your next request before they have a chance to comment on what you have said. This should be a standard rule. If ever you have to deviate from the topic to answer a question such as this, try to make your reply brief and try to follow it immediately with the next request or better still, try to work your reply right into the next request.
- f) If they say you can't borrow the notes but that you can xerox them, try to get out of it by saying that you just have so many notes to catch up on that you would rather write them out...mainly because being so close to Christmas you are really broke...it took your last cent to buy your plane ticket home.
- g) If the subject guesses that this is part of the study he was in then admit that that is correct. Say that you had been hoping to get an assessment of how they behave in their own environment, but they just happened to be one of the few that caught on. BE SURE TO TELL THEM THAT THEY NEED NOT FEAR BECAUSE THEY WON'T BE RECEIVING ANYMORE SUCH CALLS. THEY WILL LEARN MORE ABOUT THIS FOLLOW UP WHEN THEY RECEIVE THE WRITTEN FEEDBACK. DON'T ADMIT THAT YOU ARE PART OF THE STUDY UNLESS THEY CLEARLY STATE THAT THEY REALIZE THIS...I.E., DON'T STOP IF THEY JUST SAY THINGS LIKE "ARE YOU REALLY SERIOUS?", or "IS THIS A PUT ON?" THEY WOULD CLEARLY HAVE TO ASK IF THIS IS PART OF THE STUDY FOR YOU TO STOP WITH YOUR ROLE. If they do say, "are you kidding" you might answer "No way...I'm very serious...I really need some notes."



- h) If the subject becomes very curious as to how you happened to choose their name... just say "I looked over the class list for our section and started phoning. You happened to be the first person I found in. Everyone must be out at the library studying or something." For subject's whose phone number you have to say you got from the class list, just say that the class list gives student names, section number, address and telephone number.
- i) Remember to continue with the requests until the person gives a clear "NO". Up until that point try as much as possible to continue working the requests in. If you do have to end before getting a clear level 5 response then, under comments, indicate the reason. Remember, too, to indicate at which request you finished by drawing a line and writing the word end.
- j) If you feel a reply is aggressive... rate it from 1 to 5 and then circle AGG. Aggressive is defined as unnecessarily short, rude or insulting. Instead of just refusing they began to attack you in some way or make fun of you in some way.
- k) Remember to look the scales for affect and loudness over carefully and give a rating for each subject after the phone call is completed. A level 4 for each of these scales is essentially a "perfect" score... any score over or below a 4 indicates that the subject did not do as well as he could have on these dimensions.
- l) The essential difference between a rating of 2 and a rating of 4 for the subject's responses to the requests that you make... is that a rating of 2 indicates that the subject is essentially saying yes TO THAT PARTICULAR REQUEST, but is expressing doubt, hesitation or changing the request in some way. A rating of 4 indicates that the subject is essentially saying no to THAT PARTICULAR REQUEST but is trying to find a compromise or alternative for you.

#### CONCLUSION:

If and when the subject says no unequivocally to any request (an unqualified refusal - 5), terminate the call by saying:

"WELL, I CAN'T BLAME YOU. I DON'T THINK I'D GIVE AWAY MY NOTES EITHER IF I STILL NEEDED THEM. THANKS ANYWAY."

If the subject acquiesces throughout, thank him and begin making small talk about the course. End by saying:

"YOU KNOW, I'M SO FAR BEHIND IN THAT CLASS, I DON'T THINK I CAN POSSIBLY CATCH UP. I'VE BEEN THINKING ABOUT DROPPING IT FOR SOME TIME NOW. YAH, THAT'S WHAT I'LL DO, I'LL TALK TO THE PROFESSOR ABOUT DROPPING IT. GUESS I WON'T NEED YOUR NOTES AFTER ALL. (NERVOUS LAUGH). THANKS ANYWAY. SORRY TO BOTHER YOU."

1

2

3

4

5

UNQUALIFIED ACCEPTANCE	QUALIFIED ACCEPTANCE	EQUIVOCAL RESPONSE	QUALIFIED REFUSAL	UNQUALIFIED REFUSAL
Agrees to the request without expressing much resistance.	Agrees to the request, but implies or states reluctance, or unwillingness to comply with the whole request.	Acceptance or refusal left uncertain; fails to decide either way; or leaves the decision to the person making the request.	Refuses but does so in a round about manner. Suggests an alternative or compromise which denies the original request, but agrees to the request under reasonable conditions; sets his own terms for acceptance.	Refuses with or without stating reasons, but does not indicate willingness to comply with the request.

SUBJECT'S NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

1. REQUEST ONE: "I REALLY HATE TO BOTHER YOU BUT I HAVE SOME QUESTIONS ON SOME OF THE LECTURE MATERIAL. DO YOU THINK YOU COULD HELP ME FOR A FEW MINUTES?" (EXAMPLES BELOW)

1

2

3

4

5

AGG

"Sure"; "okay"; "Sure, what about?" "I guess so."	"Yes, but I can't talk for long." "Yes, but only for a few min." "Yes, but I'm kind of busy."	"Well I'm not sure.." "Well I'm kind of busy." "Well it depends what you want help with."	"No, I'm busy right now - perhaps if you call later."	"No, I'm sorry I'm busy right now." "No, I really have too much work to do right now."
---	---	---	---	--

2. REQUEST TWO: "I THINK THAT ALL I REALLY NEED IS TO TAKE A LOOK AT YOUR NOTES. COULD THAT BE ARRANGED?"

1 2 3 4 5 AGG

"I guess so."

"Well perhaps but only for a short while."  
"Well I could let you look at them, but I couldn't let you keep them overnight or anything."

"Well, I don't know... it depends on when you want them." "My notes aren't very good." "Well I'm going home for a few days." "A friend of mine has them."

"Well, not right now, perhaps if I finish studying a few days early for my exam."

"No, I'm sorry that's impossible."

3. REQUEST THREE: "YOU SEE I HAVEN'T MADE IT TO ALL THE LECTURES SO I'LL REALLY NEED TO BORROW YOUR NOTES TO FILL IN WHAT I'VE MISSED. WOULD THAT BE OKAY?"

1 2 3 4 5 AGG

"Well, alright."  
"Well, I guess so."

"Well, I couldn't let you take them away. You'd have to use them while I was there."

"Well, I'm not sure, it depends when or for how long." "Well I really don't like lending my notes."

"No, you you can't but I'll let you xerox them."

"No, sorry, I can't lend my notes that close to exams."

4. REQUEST FOUR: "WELL ACTUALLY (SUBJECT'S NAME) THE TRUTH OF THE MATTER IS, I HAVEN'T BEEN TO CLASS SINCE THE SECOND WEEK OF CLASSES SO I'LL PROBABLY NEED YOUR NOTES FOR TWO DAYS. WOULD THAT BE ALRIGHT?"

1

2

3

4

5 AGG

"I guess so."

"Well I could lend them for one day but not for two."

"Well it depends on which two days." "I'd have to know more about you first."

"No, but I will let you xerox them if you like."

"No, I couldn't do that."

5. REQUEST FIVE: "LET'S SEE NOW. I HAVE A PAPER DUE ON FRIDAY SO I WON'T BE ABLE TO GET THEM BEFORE THAT. COULD I HAVE THEM SOMETIME ON SATURDAY?"

1

2

3

4

5 AGG

"All right."

"Yes, but only for Saturday I need them back Sunday."

"Well that's pretty close to the exam."

"No, not Saturday. I'd lend them to you now for a day but Sat. is too close to the exam."

"No, I'm sorry. That's impossible."

6. REQUEST SIX: "OH, WAIT A MINUTE: I'VE GOT AN EXAM ON MONDAY AND I'VE GOT TO GO OVER SOME PROBLEMS WITH MY CLASSMATES ON SATURDAY. MAYBE I COULD GET THE NOTES SOMETIME SUNDAY. THAT WOULD BE THREE DAYS BEFORE THE EXAM."

1 2 3 4 5 AGG

"Okay" "Yes, but you would have to be sure to be sure to bring them right back after that." "I'll have to think about it." "Well I'm home for the weekend." "Well, no. You can have them before the weekend but that's too close to exams." "No, that's impossible."

7. REQUEST SEVEN: "NOW THAT I THINK ABOUT IT I PROBABLY BETTER SPEND SUNDAY STUDYING FOR THE CHEMISTRY EXAM ON MONDAY SO MAYBE I SHOULD WAIT TILL MONDAY. WOULD IT BE ALRIGHT IF I GET THEM MONDAY INSTEAD FOR THE TWO DAYS BEFORE THE EXAM?"

1 2 3 4 5 AGG

"Sure." "You can have them but only for Monday I need them on Tuesday." "Oh I really don't know." "Oh I have a lot of studying to do." "Oh I've left most of my studying till just before the exam. I'm really a crammer." "You can use them sooner but that's just too close to the exam." "No, I need my notes to study."

COMMENTS:

Appendix M

Scoring Manual used by Judges  
to rate the Behavioural Roleplaying Test  
and the Extended Interaction Test

## Scoring Manual used by the Judges to Rate the BRT and the EIT

## Rating Criteria for Specific Refusal Situations: For Items 1 to 8 only

IR: An irrelevant response: unscorable because it does not respond to the request.

NR: No response.

1. Unqualified Acceptance: Agrees to the request without expressing much resistance.

Examples: "Yes I'd be glad to."  
 "I guess so."  
 "Well I don't see why not."

2. Qualified Acceptance: Agrees to the request, but implies or states reluctance, or willingness to comply with the whole request.

Examples: "Sure I'll help, but only for an hour."  
 "I'll go with you, but won't eat."  
 "I'm really busy, ... but I guess I can do it."

3. Equivocal Response: Acceptance or refusal left uncertain; fails to decide either way; or leaves the decision to the person making the request.

Examples: "Well...I don't know."  
 "It depends on how important it is."  
 "Can't you find someone else?"

4. Qualified Refusal: Refuses but does so in a round about manner. Suggests an alternative or compromise which denies the original request, but agrees to the request under reasonable conditions; sets his own terms for acceptance.

Examples: "I can't do it now, but if you need help after the exams I'd be glad to help then."  
 "No, I can't. But if you want me to come in to work early tomorrow, I'll be glad to."

5. Unqualified Refusal: Refuses, with or without stating reasons, but does not indicate willingness to comply with the request.

Examples: "Sorry, I'm too busy."  
 "I can't."  
 "I have to study."

## Rating Criteria for Extended Interaction Test

In this situation the role player continued to make the request of the subject up to a maximum of five times, or until the subject gives in to the request. Therefore, you will have a minimum of one, or a maximum of five responses to rate. Use the same criteria as was used for items 1-8, to rate each of these responses.

Rating Criteria for General Assertive Situations: for Items 9 to 28 only

IR: An irrelevant response: Unscorable because the subject does not respond in accordance with the situation.

NR: No response.

1. Unqualified Nonassertive: Does or says something which will in no way lead to a satisfactory resolution of the situation. Examples:
  9. Exchanges greetings with landlord: "I'm fine, how are you?"
  10. Wouldn't return to the store, or fails to mention the change when he returns: "There was something I wanted to ask you, but it's okay."
  11. Allows people to get in line: "Sure, come on in."
  12. Thanks waiter for the steak: "Thank you."
  13. Agrees to do the dishes again: "Okay, that's fine."
  14. a) Says nothing.  
b) Joins the conversation.
  15. Agrees to come back tomorrow: "Okay, I can come back tomorrow."
  16. Agrees with the criticizer: "I guess I don't understand." "Maybe I should try it your way."
  17. Agrees to pay mechanic: "Okay, that's fine; I guess you know best."
  18. Agrees to come home: "Sure, I'll be home."
  19. Says goodbye to friend: "Goodbye."
  20. a) "I guess I was stupid."  
b) "I suppose you're right."  
c) Says nothing.  
d) Makes a joke which in no way indicates his true feelings of displeasure.
  
2. Qualified Nonassertive: Fails to act assertively, but expresses some concern or distress about the situation; indirectly hints that there is more that he would like to say, but doesn't say it.
 

Examples:

  9. "I wanted to talk to you about something, but it can wait."
  10. "There was something that I wanted to check on but it's okay."
  11. "I don't think it's fair, but okay."
  12. "This isn't quite how I ordered it, but I'll eat it anyway."
  13. "Okay, but this is absolutely the last time."
  14. a) Moves to another table or leaves the library.  
b) Coughs, stares at them or uses other such indirect methods to show displeasure.
  15. "I was really hoping to see you today, but I guess I can come back tomorrow."
  16. "Maybe I should try it your way but this way seems to work for me."
  17. "I didn't think that it needed the extra work, but I guess that you know best, so I'll pay for it."
  18. "I was planning to go to a concert, but I'll be home."
  19. "I wanted to talk to you about something, but it can wait."



20. a) "Well, I kind of thought it made sense."  
 b) "Why do you say that?"  
 c) Just look angry, leave, or never talk with him again.
3. Equivocal Response: Fails to act either way; leaves outcome uncertain; or forces responsibility onto other person to resolve the situation.  
 Examples:
9. "I was wondering about the repairs that you promised to do?"  
 10. "How much did you say that this article cost?"  
 11. "I think that you should check with the people behind me."  
 12. "Are you sure that this is rare, waiter?"  
 13. "Do you think that it's fair for me to do them again?"  
 14. a) "I have an assignment due"  
 b) "I guess you don't have much work to do."  
 c) "It's awfully difficult to work in this place, isn't it?"  
 15. "I have a class tomorrow at this time."  
 16. "I guess that you're smarter than I."  
 17. "Did the car really need the repairs?"  
 18. "Do you think it would be okay if I came home next weekend?"  
 19. "I was going to talk to you about my exam but I guess that I don't really need to."  
 20. a) "Are you sure that what I said was all that bad?"  
 "Do you really think it was fair of you to say that?"
4. Qualified Assertive: Acts assertive in a roundabout manner or indirectly. Acts in a compromising manner.  
 Examples:
9. "It's been nearly two months since you promised to make the repairs. I was wondering if you could get around to them in the near future?"  
 10. "I think that you made a mistake with my change. Could you check it again?"  
 11. "I can't let you in because it's not fair to everyone else waiting in line."  
 12. "Excuse me waiter, this isn't done the way that I ordered it." (this response does not indicate what the person expects the waiter to do.)  
 13. "You can do the dishes when you get home. I'll leave them in the sink for you."  
 14. a) "Excuse me, could you maybe talk a little quieter?"  
 b) "I hope you don't mind if I ask you to talk a little quieter."  
 15. "I can't come back tomorrow. Is there some other time today that we could meet?"  
 16. "I'll study this way because it works for me." "I'll do it my way and we'll see who gets the higher grades."  
 17. "The car didn't need new plugs, so I'm only paying for what I asked you to do."  
 18. "I'm going to a concert on Friday night but I'll try to get home on Saturday or Sunday." "I can't make it this weekend but I'll be home next weekend."  
 19. "Hey, I've got this exam coming up and I wanted to talk to you about it."  
 20. a) "You aren't being fair or polite."

5. Unqualified Assertive: Acts assertively with or without stating reasons.

Examples:

9. "I am extremely annoyed that you haven't yet completed the repairs to my apartment and I want you to start them today."
10. "My change is a dollar short. Please may I have the extra dollar?"
11. "No. You will have to go to the end of the line."
12. "This steak is well done. Please bring me a rare one."
13. "No, I will not do the dishes just once more. They are your responsibility."
14. a) "Please don't talk in here, I have an important assignment due."  
b) "Please don't talk in here."
15. "I think that you were very inconsiderate showing up late for our appointment and then asking me to leave. This matter is very important. I think that you should see me now."
16. "Look, I do not like you commenting about my study habits so do not bring the subject up with me again."
17. "I only authorized you to do a grease job and an oil change and I'm only paying you for what I asked you to do."  
"I did not authorize the extra work and I'm not going to pay for it."  
"I'm only paying for what I asked you to do."  
"I'm not paying for the extra work."
18. "Sorry, I've already made other plans so I won't be able to make it home this weekend."
19. "Hold on for a minute. I always have time to listen to your problems but you never even ask about mine. I'm getting rather annoyed at this."
20. a) "I find that remark to be extremely rude and insulting."  
b) "That was a very cruel and unnecessary comment to make."  
c) "It makes me extremely angry to be spoken to in that manner. You will either confine yourself to discussing the issues or we can no longer continue this conversation."

Aggressive Responses

If, and only if, you feel the subject's response was aggressive rather than assertive indicate this by giving the response a rating from the following three point scale. For these subjects, you will first give a rating on the 5 point scale for assertiveness then indicate your rating of their aggression.

Aggression Scale.

1. Somewhat aggressive. Give a rating of 1 if the response was somewhat aggressive meaning that the subject was somewhat more curt, short, or impolite than was necessary or appropriate for the situation. In effect, the subject slightly overreacted to the situation.
2. Moderately aggressive. Give a rating of 2 if the response was moderately aggressive meaning that the response included actual or implied insults or attacks on the other person. In effect, the subject moderately overreacted to the situation.

3. Extremely aggressive. Give a rating of 3 if the response was extremely aggressive meaning that the subject's response includes extreme insults or attacks on the other person. In effect, the subject portrays an extreme overreaction to the situation.

SUBJECT NUMBER \_\_\_\_\_  
 RATER'S INITIALS \_\_\_\_\_

TAPE \_\_\_\_\_

SIDE 1 \ 2

ITEM IR NR 1 2 3 4 5 AR 1 2 3

1 IR NR 1 2 3 4 5 AR 1 2 3  
 2 IR NR 1 2 3 4 5 AR 1 2 3  
 3 IR NR 1 2 3 4 5 AR 1 2 3  
 4 IR NR 1 2 3 4 5 AR 1 2 3  
 5 IR NR 1 2 3 4 5 AR 1 2 3  
 6 IR NR 1 2 3 4 5 AR 1 2 3  
 7 IR NR 1 2 3 4 5 AR 1 2 3  
 8 IR NR 1 2 3 4 5 AR 1 2 3

Use specific criteria for 1 - 8

9 IR NR 1 2 3 4 5 AR 1 2 3  
 10 IR NR 1 2 3 4 5 AR 1 2 3  
 11 IR NR 1 2 3 4 5 AR 1 2 3  
 12 IR NR 1 2 3 4 5 AR 1 2 3  
 13 IR NR 1 2 3 4 5 AR 1 2 3  
 14 IR NR 1 2 3 4 5 AR 1 2 3  
 15 IR NR 1 2 3 4 5 AR 1 2 3  
 16 IR NR 1 2 3 4 5 AR 1 2 3  
 17 IR NR 1 2 3 4 5 AR 1 2 3  
 18 IR NR 1 2 3 4 5 AR 1 2 3  
 19 IR NR 1 2 3 4 5 AR 1 2 3  
 20 IR NR 1 2 3 4 5 AR 1 2 3

Use general criteria for 9 - 20

1 IR NR 1 2 3 4 5 AR 1 2 3  
 2 IR NR 1 2 3 4 5 AR 1 2 3  
 3 IR NR 1 2 3 4 5 AR 1 2 3  
 4 IR NR 1 2 3 4 5 AR 1 2 3  
 5 IR NR 1 2 3 4 5 AR 1 2 3

Use specific criteria for EXT

Appendix N

Analysis of Variance Summary Tables for Subjects'

ratings of Model affect, skill and consequences

Table 1

Summary Table for Analysis of Variance on the Subjects' ratings of Beginning of the Scene Model Affect

Source	df	MS	F
Groups	5	83750.97	118.47***
Subjects	58	706.95	

\*\*\*p < .0001

Table 2

Summary Table for Analysis of Variance on the Subjects' ratings of End of the Scene Model Affect

Source	df	MS	F
Groups	5	158671.63	295.83***
Subjects	58	536.35	

\*\*\*p < .0001

Table 3

Summary Table for Analysis of Variance on the Subjects' ratings of Beginning of the Scene Model Skill

Source	df	MS	F
Groups	5	111239.72	173.87***
Subjects	58	639.8	

\*\*\*p < .0001

Table 4

Summary Table for Analysis of Variance on the Subjects' ratings of End of the Scene Model Skill

Source	df	MS	F
Groups	5	173039.3	418.48***
Subjects	58	413.5	

\*\*\*p < .0001

Table 5

Summary Table for Analysis of Variance on the Subjects'  
ratings of Final Consequences

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Groups	5	179822.5	295.999***
Subjects	58	607.5	

\*\*\*p < .0001



Appendix O  
Analysis of Covariance Summary Tables  
for Main Effects and Interaction Effect

U

Table 1

Analysis of Covariance Summary Table for Judges' ratings  
of Assertiveness Trained Specific Refusal Items

Source	df	MS	F
Modeling	2	1.2198	5.224**
Playback	1	.0763	.327
Modeling x Playback	2	.6637	2.842
Subjects	54	.2335	

\*\*p < .01

Table 2

Analysis of Covariance Summary Table for Judges'  
Ratings of Assertiveness on Untrained Specific Refusal  
Items

Source	df	MS	F
Modeling	2	1.856	4.605**
Playback	1	.019	.048
Modeling x Playback	2	.116	.286
Subjects	54	.403	

\*\*p < .01

Table 3

Analysis of Covariance Summary Table for Judges'  
 Ratings of Assertiveness on the Trained General Assertion  
 Items

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.3511	1.353
Playback	1	.0224	.088
Modeling x Playback	2	.2272	.89
Subjects	54	.2553	

Table 4

Analysis of Covariance Summary Table for Judges'  
 Ratings of Assertiveness on the Untrained General  
 Assertion Items

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.689	3.172*
Playback	1	.105	.484
Modeling x Playback	2	.134	.619
Subjects	54	.2173	

\*p &lt; .05

Table 5

Analysis of Covariance Summary Table for Judges'  
Ratings of Extended Interaction test

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	1.197	1.661
Playback	1	.1914	.265
Modeling x Playback	2	.3094	.429
Subjects	54	.7207	

Table 6

Analysis of Covariance Summary Table for End Score  
on Behavioural-Roleplaying Test

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	2.956	1.962
Playback	1	.6292	.418
Modeling x Playback	2	.0643	.043
Subjects	54	1.506	

Table 7

Analysis of Covariance Summary Table for Judges'  
Ratings of Assertiveness on Total Behavioural Roleplaying Test

Source	df	MS	F
Modeling	2	.7161	4.735**
Playback	1	.0063	.042
Modeling x Playback	2	.1064	.704
Subjects	54	.1512	

\*\*p < .01

Table 8

Analysis of Covariance Summary Table for Subjects'  
Self Assessment of Assertiveness on Trained Specific  
Refusal Items

Source	df	MS	F
Modeling	2	.0123	.018
Playback	1	1.7367	2.551
Modeling x Playback	2	.6294	.925
Subjects	54	.6807	

Table 9

Analysis of Covariance Summary Table for Subjects'  
Self Assessment of Assertiveness on Untrained Specific  
Refusal Items

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.7264	.94
Playback	1	1.5444	2.00
Modeling x Playback	2	.3261	.422
Subjects	54	.7732	

Table 10

Analysis of Covariance Summary Table for Subjects'  
Self Assessment of Assertiveness on Trained General Assertion  
Items

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.0881	.100
Playback	1	.0263	.030
Modeling x Playback	2	.6060	.690
Subjects	54		

Table 11

Analysis of Covariance Summary Table for Subjects'  
Self Assessment of Assertiveness on Untrained General  
Assertion Items

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.127	.251
Playback	1	.525	1.036
Modeling x Playback	2	.0868	.171
Subjects	54	.5069	

Table 12

Analysis of Covariance Summary Table for Subjects'  
Self Assessment of Assertiveness on the Extended  
Interaction Test

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.1929	.112
Playback	1	.3870	.225
Modeling x Playback	2	.9008	.524
Subjects	54	1.7195	

Table 13

Analysis of Covariance Summary Table for Subjects'  
Self Assessment of Assertiveness on Total Behaviour Roleplaying  
Test

Source	df	MS	F
Modeling	2	.046	.103
Playback	1	.464	1.04
Modeling x Playback	2	.1605	.36
Subjects	54	.4465	

Table 14

Analysis of Covariance Summary Table for Assertiveness -  
Comfortable Score on the Self Assessment Inventory

Source	df	MS	F
Modeling	2	.0524	1.003
Playback	1	.0825	1.580
Modeling x Playback	2	.0854	1.636
Subjects	54	.0522	



Table 15

Analysis of Covariance Summary Table for Eye Contact  
On the Trained Specific Refusal Items of the BRT

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.3967	1.012
Playback	1	.4191	1.069
Modeling x Playback	2	.4689	1.197
Subjects	54	.3919	

Table 15

Analysis of Covariance Summary Table for Eye Contact on the  
Untrained Specific Refusal Items of the BRT

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.039	.078
Playback	1	1.84	3.69
Modeling x Playback	2	.4265	.856
Subjects	54	.498	

Table 17

Analysis of Covariance Summary Table for Eye Contact on the  
Trained General Assertion Items of the BRT

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.0691	.099
Playback	1	1.3626	1.954
Modeling x Playback	2	.6049	.868
Subjects	54	.6972	

Table 18

Analysis of Covariance Summary Table for Eye Contact on the  
Untrained General Assertion Items of the BRT

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.0743	.153
Playback	1	2.2403	4.60*
Modeling x Playback	2	.0108	.022
Subjects	54	.4870	

\*p < .05

Table 19

Analysis of Covariance Summary Table for Eye Contact on the  
Extended Interaction Test

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.6216	.630
Playback	1	1.6383	1.662
Modeling x Playback	2	.1074	.109
Subjects	54	.9860	

Table 20

Analysis of Covariance Summary Table for Total  
Assertive Score on the Conflict Resolution Inventory

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	34.61	.625
Playback	1	25.055	.452
Modeling x Playback	2	12.672	.229
Subjects	54	55.386	

Table 21

Analysis of Covariance Summary Table for Total Nonassertive  
Score on the Conflict Resolution Inventory

Source	df	MS	F
Modeling	2	9.95	.259
Playback	1	12.785	.333
Modeling x Playback	2	6.177	.161
Subjects	54	38.404	

Table 22

Analysis of Covariance Summary Table for Trained Assertive  
Score on the Conflict Resolution Inventory

Source	df	MS	F
Modeling	2	7.049	.526
Playback	1	17.193	1.284
Modeling x Playback	2	1.847	.138
Subjects	54	13.392	

Table 23

Analysis of Covariance Summary Table for Untrained  
Assertive Score on the Conflict Resolution Inventory

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	13.863	.835
Playback	1	.646	.039
Modeling x Playback	2	5.60	.338
Subjects	54	16.596	

Table 24

Analysis of Covariance Summary Table for Average  
Assertiveness on Behavioural Record Card

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.364	1.20
Playback	1	.142	.467
Modeling x Playback	2	.399	.311
Subjects	48	.304	

Table 25

Analysis of Covariance Summary Table for Total Comfort  
Score on the Behavioural Record Card

Source	df	MS	F
Modeling	2	.0254	.611
Playback	1	.0231	.556
Modeling x Playback	2	.1696	4.073*
Subjects	48	.0416	

\*p < .02

Table 26

Analysis of Covariance Summary Table for Total Assertive -  
Comfortable Score on the Behavioural Record Card

Source	df	MS	F
Modeling	2	.0157	.272
Playback	1	.0159	.274
Modeling x Playback	2	.1075	1.856
Subjects	48	.058	

Table 27  
 Analysis of Covariance Summary Table for Social  
 Recognition Scale Items

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	3.164	.830
Playback	1	7.329	1.92
Modeling x Playback	2	2.981	.783
Subjects	54	3.81	

Table 28  
 Analysis of Covariance Summary Table for the  
 Conformity Scale

Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	10.50	.722
Playback	1	7.148	.491
Modeling x Playback	2	14.06	.966
Subjects	54	14.55	

Table 29

Analysis of Covariance Summary Table  
for the Follow Up Measure

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Source	<u>df</u>	<u>MS</u>	<u>F</u>
Modeling	2	.9508	.199
Playback	1	.2400	.050
Modeling x Playback	2	.2685	.056
Subjects	35	4.78	

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