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THE EFFECTS OF COMMUNICATION, GENDER, AND SEXISM ON DATING  
INITIATIONS

A Thesis  
Presented to  
The Faculty of The Department of Psychology  
Western Kentucky University  
Bowling Green, Kentucky

In Partial Fulfillment  
Of the Requirements for the Degree  
Master of Arts

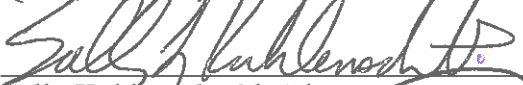
By  
Alexandra Marie Buscaglia

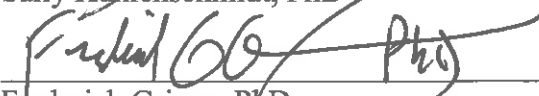
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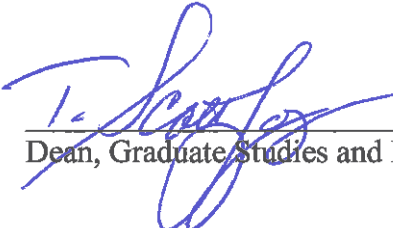
THE EFFECTS OF COMMUNICATION, GENDER, AND SEXISM ON DATING INITIATIONS

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# THE EFFECTS OF COMMUNICATION, GENDER, AND SEXISM ON DATING INITIATIONS

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The purpose of this study was to increase understanding of the initial screening process that occurs during dating interactions, and to measure the perceptions of different communication styles that individuals use during such interactions. A review of current literature focused on attractiveness of potential mates, ambivalent sexism theory, gender stereotypes, and communication theory. The present study examined how individuals view others' approaches in initial dating interactions, and which of these approaches are most effective for increasing the target's interest in spending time with the pursuer. A pilot study involving 45 undergraduate psychology students from Western Kentucky University was conducted to evaluate the validity of the Dating Initiation Questionnaire (DIQ), which was created for this study. In the final study, one hundred and fifty two undergraduate psychology students from Western Kentucky University completed measures of sexism, social desirability, and dating initiation preference. Results showed that both communication theory and ambivalent sexism theory were relevant in dating initiations. Consistent with previous communication research, assertive communication was rated as more effective than aggressive and passive communication in the initial interactions that occur in heterosexual dating initiations. This suggests it is best to use assertive communication as a first choice in dating interactions. Further analyses showed that females were more likely to rate assertive and passive initiations as more effective than aggressive dating initiations, while males were more likely than females to rate



aggressive initiations as more effective than passive initiations, and to rate aggressive initiations as more effective than assertive initiations. Stronger ambivalent sexist beliefs were associated with higher ratings for aggressive dating initiations. Therefore, individuals who held negative attitudes toward non-traditional women and positive attitudes toward gender stereotypical women preferred aggressive dating initiations. Such individuals may approach others in an aggressive manner. One could argue that, to prevent such harassment, individuals should be educated about communication styles and gender equality. Future research should focus on applying such interventions to males and females, and on revising the intervention to suit individuals with sexist beliefs toward women and men.

## **Introduction**

What are the most effective ways to initiate dating behaviors and to approach potential mates in social settings? The purpose of this study is to increase understanding of the initial screening process that occurs during dating interactions, and to measure the perceptions of different approaches that individuals use to initiate interactions with potential mates. The present study will examine how individuals view others' approaches in initial dating interactions, and which of these approaches are most effective for increasing the target's interest in spending time with the pursuer.

Defining effective initiations of dating has the potential to inform sexual harassment training and interventions. If individuals can learn how to effectively initiate relationships and avoid problematic styles, incidences of sexual harassment and unwanted sexual attention may decrease. What styles of communication may be important in the context of dating initiations? Aggressive communication and passive communication styles seem likely to be ineffective, and an assertive communication style seems likely to be effective based on the communication literature (Ames & Flynn, 2007; Anderson & Martin, 1995; Gallois, Callan, & Palmer, 1992; Lange & Jakubowski, 1976; Linvill, Mazer, & Boatwright, 2016; Martin & Anderson, 1996; Miller-Day & Jackson, 2012; Myers, Edwards, Wahl, & Martin, 2007; Obiageli, 2015; Osatuke et al., 2007; Phelps & Slater, 1985; Prisbell, 1986). Sexual harassment, sexism, and gender inequality may be enabled by mistranslations of dating initiations and the use of aggressive and passive communication styles (Diehl, Rees, & Bohner, 2012; Fiske & Glick, 1995; McCarty & Kelly, 2015; Schweinle, Cofer, & Schatz, 2008).

The current study will examine elements of the assertiveness spectrum (aggressive, passive, and assertive communication) embedded in these initial dating interactions. According to Lange and Jakubowski (1976), aggressive communication involves placing one's own rights above others, while passive communication involves placing others' rights above one's own rights. Assertive communication recognizes that others' rights and one's own rights are equally important. Previous research (Ames & Flynn, 2007; Anderson & Martin, 1995; Lange & Jakubowski, 1976; Obiageli, 2015) suggests that assertive communication is the most effective form of communication, and therefore, it is expected that assertive communication will be more effective than passive or aggressive communication at accurately and respectfully communicating one's intentions in dating initiations. Furthermore, it is expected that there may be differences in ratings of effectiveness of assertive, passive, and aggressive communication style in dating initiations. It is expected that sexism will affect these ratings.

The present study will focus on heterosexual relationships. For the purpose of this study, "courtship" or "dating" refers to the process of physically and/or emotionally becoming familiar with another individual. The present study will not focus on long-term vs. short-term relationship outcomes, but rather the screening that occurs during the initiation of dating behavior. "Dating initiation behaviors" will refer to attempts to begin the courtship process. "Effective" dating initiations are those that increase the target's interest in spending more time with the initiator. "Target" or "mate" refers to the individual who is the recipient of the dating or courtship initiation. The intent of the courtship process may range from engaging in socializing, to short-term mating (e.g., a "one-night-stand," or casual "hook-up"), to long-term monogamous romantic

relationships. However, for the purpose of this study, courtship will refer to the willingness to spend time with another individual, regardless of the intent of the time.

For the purpose of this study, “male” refers to individuals born with masculine reproductive organs and who identify themselves as heterosexual men. “Female” in this study refers to individuals born with feminine reproductive organs and who identify themselves as heterosexual women. Individuals who identify as lesbian, gay, bisexual, transgender, queer, and intersex are not included in the present study, as this is a first step in a new area of research. Future studies should examine the possible generalization of findings to LGBTQI samples.

A review of the literature was conducted using the PsycINFO and PsycARTICLES databases using key words such as assertiveness, active aggression, passive aggression, passive, sexism, courtship, dating, romantic relationships, and initiation. Empirical, peer-reviewed sources from 1950 to 2016 were examined for information on both interpersonal and intrapersonal factors contributing to dating initiation behaviors, assertiveness, passivity, aggression, and for patterns of responding to dating initiation behaviors. While previous studies have examined personality characteristics (Asendorpf, Penke, & Back, 2011), sexist beliefs (Diehl et al., 2012; Linvill et al., 2016; Schweinle et al., 2008) and unwanted sexual attention (Diehl, et al., 2012), few have looked at effective initiations of heterosexual dating behaviors in both male-female initiations as well as female-male initiations. Results of the literature search indicated a number of well-researched areas, including evolutionary influences on attraction (e.g., Choi & Hur, 2013), the role that sexism plays in courtship (e.g., McCarty

& Kelly, 2015) and differentiation in communication styles (e.g., Lange & Jakubowski, 1976). It is in this order that the present review was organized.

### **Evolutionary Theories and Attractive Traits of Potential Mates**

For the present study, it is important to consider factors aside from communication style that may influence the appeal of potential mates. This section will examine the impact of sexual motivation, physical traits, length of relationship, and dating strategy on potential mate selection. According to Choi and Hur (2013), men base their dating initiations on both their own sexual motivations and their perception of the reciprocal sexual interest of their targets, while women mostly initiate dating behaviors based on their own sexual motivation. Male perception of female intent is a key part of evolution and error management theory (EMT; Choi & Hur, 2013), which states that men tend to over-perceive women's behaviors as seductive in nature, while women do not hold the same perception for men. Over-perception aligns with male's evolutionary purpose to have as many offspring as possible, while women are presumed to be more selective with their mates because they are more involved in parenting. It is therefore more adaptive for men to mistakenly perceive women's sexual interest toward them, so as not to miss an opportunity to mate, while women are thought to be less likely to mistakenly perceive men's sexual interest toward them because women have to be more selective due to their roles as caregivers (Choi & Hur, 2013).

Several studies have investigated the physical features and personality traits that are attractive to members of the other gender (Kurzban & Weeden, 2005; Luo & Zhang, 2009; Rhodes, 2006). Especially prevalent and consistent across such studies are findings that women prefer men who are slightly older than the woman and who are tall, educated,

open to new experiences, and who have a lower body mass (indication of physical fitness), symmetric faces, and a high income. Men consistently prefer younger women who have lower body masses and symmetrical facial features. Asendorpf, Penke, and Back (2011), and Hall, Carter, Cody, and Albright (2010), suggest that individuals possessing youthful and physically attractive traits are more appealing because of their reproductive potential.

A study by Asendorpf, et al. (2011) surveyed a non-university sample of 382 German heterosexual male and female participants aged 18 to 54 years in a speed dating scenario. The researchers found that women in a speed-dating situation were less likely to choose men the women perceived as shy. Men high on “Openness” were more popular among women, but this finding was not replicated in women’s popularity among men, or with the other four of the Five Factor Personality traits (Neuroticism, Extraversion, Agreeableness, and Conscientiousness).

Does sexual motivation of each individual and intended relationship length have an impact on dating initiations? According to Buss and Schmitt’s (1993) Sexual Strategies Theory, men and women have evolved to pursue both short-term and long-term relationships. Urbaniak and Kilmann (2006) found that, when women pursued short-term relationships, they placed higher importance on the physical attractiveness of their mates than other qualities such as kindness, much like men did in Asendorpf et al. (2011). Strout, Fisher, Kruger, and Steelworthy (2010) surveyed 87 men and women using character descriptions from Jane Austen novels and found that, when they are looking for short-term relationships, men and women similarly choose high-risk individuals who have low parental investment. When looking for long-term relationships, men and

women seek individuals with high parental investment and individuals who are interested in extended relationships. This suggests that the intended relationship length (short-term vs. long-term) influences the attractiveness and importance of certain traits when selecting potential mates.

The present study will involve an examination of imagined dating scenarios, in which the participant will be asked to picture an average looking individual of the opposite gender. Participants will not be given any information on the individual's personality, income, education level, or sexual intention. The present study seeks to eliminate the influence of these factors on dating scenarios, so that participants will not be biased toward more physically attractive or more educated individuals. In the present study, participants are asked to imagine that they are open to spending more time with the imagined individual in order to also eliminate competing relationship length preference (short-term vs. long-term).

### **The Influence of Ambivalent Sexism on Courtship**

Beyond attractive traits and evolutionary theory, research suggests that gender stereotypes and sexism impact the ways we view members of the other gender in relationships. The degree to which we hold these views can impact our experience and perception of courtship initiation. For example, McCarty and Kelly (2015) compared 217 undergraduates' perceptions of involvement in courtship. Participants evaluated three variations of the same dating scenario. The first scenario involved a gender stereotypical dating interaction, in which the male opened doors for the female, pulled out her chair, paid for the meal, and offered her his coat when she was cold. The second scenario was an egalitarian dating interaction in which the male and female split the cost of the meal

and the female opened doors for herself. The third scenario was gender counter-stereotypic in that the female paid for the entire meal, picked the male up in her car, and opened doors for him. Participants rated the male as more warm ( $M = 9.15$ , 11-point scale), appropriate ( $M = 5.95$ , 7-point scale), and competent ( $M = 9.13$ , 11-point scale) in the gender stereotypic dating scenario than in the egalitarian scenario ( $M_s = 8.11$ , 5.15, and 8.07, respectively) and the gender counter-stereotypic scenario ( $M_s = 7.50$ , 3.32, and 6.88, respectively). Participants also indicated that the egalitarian scenario was the most typical dating occurrence. The present study will involve egalitarian, gender counter-stereotypic, and gender stereotypic dating interactions. In the imagined dating scenarios, participants will read initiations in which females and males communicate assertively, aggressively, and passively.

Another factor that may influence response to dating initiations is sexism. Sexism is discrimination or prejudice based on sex. Men or women may hold sexist beliefs, and both may be victims of sexism. Ambivalent sexism involves a pattern of positive attitudes toward traditional, gender typical women, and negative attitudes toward non-traditional, gender atypical women (Glick & Fiske, 1996; McCarty & Kelly, 2015). According to Hall and Canterbury (2011), ambivalent sexism theory maintains that sexism is divided into two types: benevolent sexism and hostile sexism. The main tenet of benevolent sexism is that men are meant to be protectors of women who are lovable but helpless creatures. This serves to perpetuate gender stereotypes, thus inhibiting gender equality. Hostile sexism involves male privilege, women being disempowered, and an inherently negative and aggressive attitude toward women. An individual who holds ambivalent sexist beliefs has varying degrees of both hostile and benevolent sexist beliefs. One may



be high on hostile sexism and low on benevolent sexism, and vice versa. Sexist attitudes may play an important role in ratings of the likeability and effectiveness of courtship initiations. In the McCarty and Kelly (2015) gender counter-stereotypic dating scenario, males and females who were high on ambivalent sexism rated men negatively on warmth, appropriateness, and competence.

Ambivalent sexism has recently been tied to sexual harassment. First, I will define sexual harassment and then I will explain the connection with ambivalent sexism and aggression. According to one model by Diehl et al. (2012), there are three components of sexual harassment: unwanted sexual attention, sexual coercion, and gender harassment. Unwanted sexual attention involves one-sided and offensive behavior that has the purpose of potentially attempting to initiate sexual interaction (Diehl et al., 2012). Sexual coercion involves attempts to convince another individual against his or her wishes to partake in a sexual interaction. Gender harassment is group focused and involves insulting, hostile, and degrading gender-related behavior, including sexist jokes (Diehl et al., 2012). According to Diehl et al. (2012), sexual harassment is “a misunderstanding” between genders that results from males using short-term dating strategies and females using long-term dating strategies. The theory is that sexual harassment occurs when men are attempting to initiate short-term dating interactions with women who are interested in long-term dating, and not short-term dating. Further research is needed to determine whether this theory is supported.

Findings from recent studies demonstrate the relationship among sexual harassment, ambivalent sexism (especially hostile sexism), and aggression (Diehl et al., 2012; Fiske & Glick, 1995; Linvill et al., 2016; Schweinle et al., 2008). Diehl et al.

(2012) examined a sample of 100 undergraduate males who were given the option to send an attractive female a sexually harassing or gender harassing message. Findings indicated that gender harassment is correlated with hostile sexism, and that hostile sexism predicted both unwanted sexual attention and gender harassment. Schweinle, Cofer, and Schatz (2008) surveyed 80 heterosexual married men on conflict tactics, sexual harassment behaviors, and psychological maltreatment of women, and found that these individuals' aggressive behaviors (rather than seductive behaviors) toward women correlated with sexual harassment behaviors. However, Diehl et al. (2012) found that gender harassing sexual remarks were an attempt to humiliate the target as well as an attempt to initiate sexual interactions (Diehl et al., 2012). These findings that aggressive behaviors are vindictive are consistent with research on aggressive communication. Linvill et al. (2016) gave 172 undergraduate students self-report measures of tolerance for disagreement and verbal aggressiveness, and concluded that verbally aggressive individuals attack the other individuals' self-concept and intend to hurt the other person (Linvill et al., 2016). No research was found on females sexually harassing males.

No research thus far has examined men's attraction to women who use aggressive communication. However, some research exists regarding women's attraction to ambivalent sexist men who use aggressive communication (Bohner, Ahlborn, & Steiner (2009). In a study by Bohner et al. (2009), 326 female students at a German university completed self-report ratings of a nonsexist male, an ambivalent sexist male, a hostile sexist male, and a benevolent sexist male. Results showed that women preferred men who were protective of women and cherished women (benevolent sexist) over men who treated women as equal to men (non-sexist); women found men who were high in

benevolent sexism to be more attractive than non-sexist men (Bohner et al., 2009). However, ambivalent sexism by definition involves both benevolent and hostile sexism, and therefore individuals who hold benevolent sexist beliefs also hold hostile sexist beliefs. Women in this study recognized that the majority of ambivalent sexist men had components of both benevolent sexism and hostile sexism (Bohner et al., 2009). Therefore, although women in this study preferred men who were exclusively benevolent sexists, they also acknowledged that such men were the most rare out of the four types (typicality rating for nonsexist male  $M = 3.13$ , ambivalent sexist male  $M = 4.07$ , hostile sexist male  $M = 3.81$ , benevolent sexist male  $M = 3.06$ ; 5-point scale). The present study will measure ambivalent sexism of male and female participants in order to better understand gender differences in sexism and their influence on dating initiations.

For the present study, this connection between sexual harassment, ambivalent sexism, and aggression means that individuals who hold ambivalent sexist views are expected to endorse gender stereotypes (Glick & Fiske, 1996; Hall & Canterbury, 2011; McCarty & Kelly, 2015). Such individuals' courtship initiations are anticipated to be aggressive in nature (Diehl et al., 2012; Fiske & Glick, 1995; Linvill et al., 2016; Schweinle et al., 2008). Additionally, these individuals are expected to rate gender stereotypical courtship initiations as more effective than gender non-stereotypical courtship initiations. For example, individuals who hold ambivalent sexist attitudes are expected to rate women who make passive courtship initiations as more effective than women who make aggressive courtship initiations. In summary, the current literature indicates that gender stereotypes and ambivalent sexism may influence interactions between individuals in dating interactions.

## **Communication Styles**

Research suggests that another factor that influences the ways we view members of the other gender in relationships is communication style. It is generally thought that there are three main types of verbal communication: assertive communication, aggressive communication, and passive communication (Anderson & Martin, 1995; Ames & Flynn, 2007; Lange & Jakubowski, 1976; Linvill et al., 2016). The present study seeks to examine these three types of communication as they apply to dating behaviors, specifically the initiation of courtship.

### **Assertiveness.**

Previous studies have misused the word “assertive” as interchangeable with aggression, and have therefore portrayed assertiveness in a negative light (Delamater & McNamara, 1985; Hall & Canterbury, 2011). However, based on the communication literature (Anderson & Martin, 1995; Ames & Flynn, 2007; Gallois et al., 1992; Lange & Jakubowski, 1976; Linvill et al., 2016; Martin & Anderson, 1996; Miller-Day & Jackson, 2012; Myers et al., 2007; Obiageli, 2015; Osatuke et al., 2007; Phelps & Slater, 1985; Prisbell, 1986;), assertiveness is considered the most effective and ideal form of communication, and is distinct from aggression. Expanding on Lange and Jakubowski’s (1976) definition of assertiveness as respecting others’ and one’s own rights equally, Anderson and Martin (1995) propose that competent communicators are assertive communicators. Obiageli (2015) theorized that using assertive communication has the potential to reduce anxiety and anger in interpersonal relationships. In contrast, aggressive communicators are control-oriented and are less attentive to others’ needs, and

passive communicators yield easily to others and do not stand up for themselves (Anderson & Martin, 1995).

There is little research on dating and assertiveness. However, Prisbell (1986) surveyed 174 undergraduate students on their assertiveness and dating behaviors and found that, regardless of gender, assertive individuals had the ability to approach others in dating situations and to start conversations with others (Prisbell, 1986). This study clearly indicates the utility of an assertive communication style over aggressive or passive styles. In a related area, Ames and Flynn (2007) found that participants rated leaders who were moderately assertive as more effective and capable than leaders who were perceived as high on assertiveness (suggesting aggression) or low on assertiveness (suggesting passivity).

### **Aggressiveness.**

Several researchers have examined the interpersonal effects of an aggressive communication style. As previously mentioned, Linvill et al. (2016) found that verbally aggressive individuals attack other individuals' self-concept, rather than the content of their conversation. The researchers theorized that such individuals lack motivation to engage in rational conversation (Linvill et al., 2016). While assertive individuals focus on the content of the argument, Martin and Anderson (1996) found that aggressive individuals are verbally destructive and intend to hurt the other person. In their study on verbal aggressiveness, Martin and Anderson (1996) gave the Argumentativeness Scale and the Verbal Aggressiveness Scale to 665 individuals from a non-university sample. Results from these self-report measures showed that men scored higher than women on the measure of verbal aggressiveness, suggesting that men on average may be less likely

than women to be responsive to others' needs (Martin & Anderson, 1996). Martin and Anderson (1996) theorized that, in general, verbally aggressive individuals do not effectively and appropriately communicate with others.

While competent individuals can be argumentative (defending one's own position in an argument while simultaneously refuting another individual's position), they are low in verbal aggressiveness (Martin & Anderson, 1996; Myers et al., 2007). Myers et al. (2007) found that college students whose professors were perceived as verbally aggressive believed that these professors were less socially and physically attractive. Students with verbally aggressive professors were also less likely to participate in and attend class, and they limited their interactions in and out of the classroom with these professors (Myers et al., 2007). In effect, the use of an aggressive communication style made professors appear less likable and less effective as communicators. For dating interactions, this suggests that individuals who use aggressive communication may be viewed as less likeable and effective as communicators. However, more research is needed to determine the applicability of these findings to the context of dating. In conclusion, individuals who use aggressive communication target the other individual on a personal level. Men are more likely than women to use aggressive communication, and such aggressive communication may make individuals (i.e., males) less socially attractive.

### **Passiveness.**

Only a few studies have looked at the characteristics and relationships of individuals who primarily utilize a passive communication style. According to Osatuke et al. (2007), individuals who are depressed, helpless, and submissive tend to utilize a

passive interpersonal position more frequently than any other communication style. Miller-Day and Jackson (2012) and Phelps and Slater (1985) theorized that individuals who communicate in a passive or submissive fashion elicit dominant or aggressive responses from others, and individuals who communicate in a dominant or aggressive fashion elicit passive or submissive responses from others. Therefore, the relationship between aggressive individuals and passive individuals may perpetuate less effective communication styles, which results in long term in frustration.

However, an assertive job applicant was rated higher than a non-assertive or aggressive applicant, regardless of gender (Gallois Callan, & Palmer, 1992). Gallois et al. (1992) found that, in the context of job interviews, non-assertive (or passive) females were rated more positively (likeable), but not as more effective, than non-assertive males. Males with an aggressive communication style were more likely to be hired than non-assertive males. In the workplace, gender stereotypes may perpetuate the expectation that males should communicate aggressively and females should communicate passively.

Based on the limited research on passive communication style, passive communication appears to illicit dominant responses from others, and, in the workplace, seems to be even less effective than aggressive and assertive communication (Gallois et al., 1992). This study will further examine the utilization of passive communication style, and will investigate its effectiveness in dating initiations.

Across multiple contexts (college classrooms, leadership roles, etc.), assertive communication is consistently found to be most effective (Anderson & Martin, 1995; Ames & Flynn, 2007; Lange & Jakubowski, 1976; Linvill et al., 2016; Martin & Anderson, 1996; Obiageli, 2015; Prisbell, 1986). Assertiveness is a well-researched

communication style (Anderson & Martin, 1995; Ames & Flynn, 2007; Lange & Jakubowski, 1976; Obiageli, 2015; Prisbell, 1986) with established interventions, such as assertiveness training, that lead to more effective communication (Obiageli, 2015). If one were to apply the assertiveness spectrum to dating interactions, it may be possible to influence the outcomes of dating interactions through assertiveness training and other research-based interventions. In the dating initiation scenarios provided in this study, participants are asked to rate how effective the imaginary individual's assertive, aggressive, and passive attempts were to gain the participant's interest in spending more time with the individual.

### **The Present Study**

The review of past literature highlights the effectiveness of assertive communication (e.g., Anderson & Martin, 1995; Lange & Jakubowski, 1976; Obiageli, 2015), the factors that influence attraction (e.g., Asendorpf et al., 2011; Ainsworth & Maner, 2012; Choi & Hur, 2013), and the role that gender stereotypes and sexism play in courtship (e.g., Glick & Fiske, 1996; Hall & Canterberry, 2011; McCarty & Kelly, 2015). Research indicates that sexual motivation, physical traits, desired length of relationship, and dating strategy all have a significant impact on the desirability of potential mates (e.g., Asendorpf et al., 2011; Strout et al., 2010; Urbaniak & Kilmann, 2006). For the present study, these factors were reviewed to determine variables that need to be controlled in measuring preference for communication style dating initiations. The literature suggests that ambivalent sexism biases individuals' dating initiation preferences, in that individuals who are high on sexism seem to prefer gender stereotypical dating initiation behaviors (Glick & Fiske, 1996; McCarty & Kelly, 2015).



There is less evidence in the literature on female initiation of dating behaviors with males. Additionally, few studies have examined assertiveness as it relates to the effectiveness of different types of initiations of dating behavior, even though communication theory suggests this would be the most effective approach.

The present study involves four hypotheses, one of which is exploratory. First, ambivalent sexism theory (Glick & Fiske, 1996) suggests that males who are high on ambivalent sexism should rate passive initiations by females as more effective than assertive or aggressive initiations. Ambivalent sexism theory also suggests that females who are high on ambivalent sexism should rate aggressive initiations by males as more effective than passive or assertive initiations. Only one study (Prisbell, 1986) has examined the applications of assertive communication in dating interactions. Due to this lack of research, the hypothesis concerning communication theory is exploratory in nature. Communication theory (Anderson & Martin, 1995; Lange & Jakubowski, 1976; Obiageli, 2015) suggests that participants should rate assertive dating initiations as most effective. If assertive dating initiations are rated as more effective than either passive or aggressive initiations by males and females, then communication theory is relevant in dating initiations. If passive initiations by females and aggressive initiations by males are rated highest by males and females (respectively) who are high on ambivalent sexism, then ambivalent sexism theory is influential in dating initiations. The hypotheses for the present study are as follows:

## Hypotheses

1. For passive dating initiations and for male raters (but not females), high scores on the Ambivalent Sexism Inventory (ASI) will be associated with high ratings of effectiveness.
2. For aggressive dating initiations and for female raters (but not males), high scores on the ASI will be associated with high ratings of effectiveness.
3. For assertive dating initiations, regardless of gender, low scores on the ASI will be associated with high ratings of effectiveness.

## Exploratory Hypothesis

1. It is expected that males and females, regardless of ASI score, will rate assertive dating initiations as more effective than either aggressive or passive dating initiations.

## **Pilot Study**

A pilot study was conducted to evaluate the validity of the Dating Initiations Questionnaire (DIQ; which was created for this study; see Appendix A and B). The DIQ was hypothesized to be a measure of dating initiation preference. The pilot study examined whether vignettes were rated by participants in a manner consistent with the presumed communication style (assertive, aggressive, or passive) of the dating initiator in the vignette. For example, vignettes designed to convey an assertive dating initiation were hypothesized to be more likely rated as assertive (convergent validity) and less likely rated as passive or aggressive (discriminant validity).

### **Method**

#### **Participants.**

Participants for the pilot study were recruited via Western Kentucky University's Study Board, which offers extra credit to undergraduate introduction to psychology students in exchange for participation in research. The researcher recruited 24 male and 21 female heterosexual students at Western Kentucky University between the ages of 18 and 25 ( $M = 19.07$ ,  $SD = 1.32$ ).

#### **Measures.**

Participants completed a gender specific, simplified version of the Dating Initiation Questionnaire (DIQM/F, created for this study; see Appendix A and B). The purpose of the pilot study was to evaluate the quality of the vignettes for the Dating Initiations Questionnaire. The DIQ consisted of 12 vignettes of dating initiation, four each displaying three communication styles (assertive, aggressive, and passive).

Vignettes that were designed to convey an assertive dating initiation were hypothesized to be more likely rated as assertive (convergent validity) and less likely rated as passive or aggressive (discriminant validity). Corresponding findings were expected for the hypothesized aggressive and passive vignettes. Participants were asked to complete 12 multiple-choice questions, one for each vignette on the DIQM/F (corresponding to participant gender). These participants were provided with definitions of assertive, aggressive, and passive communication, and were asked to indicate which vignettes they believed were assertive, aggressive, and passive. Participants also completed a demographics questionnaire asking about their gender, age, race/ethnicity, and sexuality.

### **Procedure.**

Participants were given an informed consent form (see Appendix C) to complete before taking part in the pilot study. All surveys were completed via Qualtrics software and the data was archived in a password-protected file on a computer in a faculty office. Participants were automatically assigned random participant ID numbers by Qualtrics software in order to protect anonymity. Participants who consented to partake in the pilot study were guided through the online measure and demographics study via Qualtrics. Participants were thanked and given a brief debriefing paragraph (see Appendix D).

### **Results and Discussion**

Descriptive statistics (mean and SDs) were conducted on the collected data. Mean aggressive, passive, and assertive ratings were calculated for each vignette (see Table 1 and Table 2). A Pearson correlation revealed that 8 of the 12 vignettes were rated by participants in a manner consistent with the presumed communication style (see Table 1 and Table 2; for complete correlation tables, see Appendix O). Regardless of gender,

vignettes number one, four, five, and twelve were rated weakly or inconsistently with the presumed communication style. Vignettes number four, five, and twelve were eliminated from the DIQ-F/M; however, vignette number one was modified to make it more similar to the other passive vignettes for the final DIQ-F/M (see Appendix E and F).

Table 1  
*Mean and Standard Deviation of Ratings of DIQ-Females*

	Presumed Communication Style	Aggressiveness Rating		Assertiveness Rating		Passiveness Rating	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
		Vignette 1*	Passive	1.95	1.28	3.14	1.20
Vignette 2	Passive	1.29	0.64	2.90	1.55	4.76	2.17
Vignette 3	Passive	1.90	1.14	2.43	1.12	4.62	1.94
Vignette 4**	Passive	1.14	0.48	3.95	1.86	3.43	2.29
Vignette 5**	Aggressive	5.10	1.41	4.00	1.90	2.48	1.89
Vignette 6	Aggressive	5.76	1.64	3.29	1.95	1.76	1.41
Vignette 7	Aggressive	5.43	1.57	4.14	1.91	2.33	1.96
Vignette 8	Aggressive	5.76	1.41	3.71	2.31	2.29	1.90
Vignette 9	Assertive	2.38	1.28	4.95	1.66	4.05	1.80
Vignette 10	Assertive	3.29	1.55	4.76	1.38	3.19	1.94
Vignette 11	Assertive	2.29	1.23	4.67	1.28	3.29	1.71
Vignette 12**	Assertive	2.38	1.60	4.14	1.24	3.48	1.81

*Note.*  $N = 21$ . \*Vignette was altered for final study. \*\*Vignette was removed for final study.

Table 2  
*Mean and Standard Deviation of Ratings of DIQ-Males*

	Presumed Communication Style	Aggressiveness		Assertiveness		Passiveness	
		Rating		Rating		Rating	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Vignette 1*	Passive	1.96	1.43	3.04	1.57	3.96	1.99
Vignette 2	Passive	1.13	0.34	2.67	1.66	5.67	1.63
Vignette 3	Passive	1.17	0.48	2.63	1.56	5.21	1.79
Vignette 4**	Passive	1.42	0.65	3.83	1.71	3.83	1.88
Vignette 5**	Aggressive	4.79	1.47	4.04	1.90	2.13	1.36
Vignette 6	Aggressive	5.96	1.16	3.88	1.83	1.58	1.32
Vignette 7	Aggressive	5.63	1.56	3.58	2.21	1.54	1.56
Vignette 8	Aggressive	6.04	1.16	4.04	2.03	1.33	1.01
Vignette 9	Assertive	2.71	1.60	5.21	1.44	2.13	1.12
Vignette 10	Assertive	2.79	1.69	5.21	1.32	2.17	1.31
Vignette 11	Assertive	2.25	1.39	5.25	1.23	2.79	1.35
Vignette 12**	Assertive	2.08	1.67	4.79	1.82	2.83	1.47

*Note.*  $N = 21$ . \*Vignette was altered for final study. \*\*Vignette was removed for final study.

## Method

### Participants

Participants for the current study were recruited via Western Kentucky University's Study Board. The researcher recruited 60 male and 92 female heterosexual participants between the ages of 18 and 40 ( $M = 20.30$ ,  $SD = 3.01$ ). For linear regression analyses, the total sample of 152 participants was analyzed. However, for the logistic regression analyses, 13 participants were excluded because their responses indicated equal preference of two (or more) categories (e.g., assertiveness and aggressiveness were tied). Therefore, only 139 participants were included in the logistic regression analyses. Eighty-one percent of participants identified as White/Caucasian, 10.5% as Black/African American, 3.9% as Asian/Pacific Islander, 0.7% as Hispanic/Latino, and 3.9% as Other. Participants who completed the pilot study were not allowed to participate in the final study.

### Measures

Participants completed four measures: the Marlowe-Crowne Social Desirability Scale (MCSDS; see Appendix G), the Dating Initiations Questionnaire-Male and Dating Initiations Questionnaire-Female (DIQM, DIQF; see Appendix E and F), the Ambivalent Sexism Inventory (ASI; see Appendix H), and a demographics questionnaire (see Appendix I).

A manipulation check was conducted using the Marlowe-Crowne Social Desirability Scale (MCSDS; Crowne & Marlowe, 1960) to help identify participants who may have responded in a socially desirable manner. The MCSDS is a 33-item self-report questionnaire, with questions such as, "I'm always willing to admit when I've made a

mistake,” and, “Before voting I thoroughly investigate the qualifications of all the candidates.” Scores on the MCSDS range from low (0 to 8), to average (9 to 20), to high (21 to 33). Low scores indicate participants who answered items truthfully and were unconcerned about how their responses were perceived, while high scorers show participants who were concerned about social approval and how their responses were perceived. The MCSDS has a test-retest reliability coefficient of .89 (Crowne & Marlowe, 1960) and outperformed the Balanced Inventory of Desirable Responding (BIDR; Lambert, Arbuckle, & Holden, 2016) in identifying respondents who were faking (MCSDS alpha ranged from .76 to .89, BIDR alpha ranged from .71 to .87; Lambert et al., 2016).

The Dating Initiation Questionnaire Male (DIQM; created for this study) and the Dating Initiation Questionnaire Female (DIQF; created for this study) each involved a series of nine vignettes of dating scenarios. In each scenario, a dating behavior initiation was made by a female on the DIQM or male on the DIQF, and participants were asked to project themselves into each scenario. Dating behavior initiations in the vignettes included each of three different types of communication styles: assertive, passive, and aggressive initiations. The vignettes were presented in random order. Participants were asked to rate the effectiveness of each initiation vignette on a Likert scale ranging from 0 (*not at all effective*) to 7 (*extremely effective*). Ratings for each type of communication style selected by the participants were totaled; a high score on aggressive initiations indicated a more aggressive preference. A high score on passive initiations showed a passive preference. A high score on assertive initiations indicated a more assertive preference. Up to 21 points could be obtained in each of the three initiation categories,



and the category with the highest score was used to identify each participant's preferred dating initiation style. A total of 13 participants (seven male and six female) were tied across two or more communication categories, and therefore their preferred dating initiation style could not be identified. These participants were excluded from the logistic regression analyses.

The Ambivalent Sexism Inventory (ASI; Glick & Fiske, 1996) is a 22-item self-report questionnaire that addresses a two-factor model of ambivalent sexism toward women, including hostile sexism (HS) and benevolent sexism (BS; see Appendix H). The ASI contains items such as, "women are too easily offended," and "every man ought to have a woman whom he adores" (Glick & Fiske, 1996). The ASI was demonstrated to have good reliability and validity, with alpha reliability coefficients ranging from .80 to .92 across six samples (Glick & Fiske, 1996). The possible scores on each item range from 0 (*disagree strongly*), to 5 (*agree strongly*), with reverse coding on items 3, 6, 7, 13, 18, and 21 to attempt to control for response sets. Of the 21 items, 11 items measure BS, while the other 11 items measure HS. In prior research, the 11 items measuring BS were averaged together to obtain the BS score and the 11 items measuring HS were averaged to obtain the HS score, producing a final score that ranges from 0 to 5. However, averaging these scores limits variability, which can limit correlations. Therefore, to retain variability for this study's predictive methods, these ASI items were not averaged. HS, BS, and overall ambivalent sexism scores each ranged from 0 to 55, 0 to 55, and 0 to 110, respectively. A high overall sexism score means that the individual is high on sexism toward women. However, a more descriptive explanation as to which type of sexism (BS, HS, or both) the individual is closer to is provided by also computing separate BS and HS

scores. According to Glick and Fiske (1996), the ASI predicted ambivalence toward women; HS in particular was predictive of negative attitudes toward women, specifically ascribing negative feminine and negative masculine traits to women.

## **Design**

The overall design used to address this study was a correlational design. The predictor variables were gender and score on the ASI, and the criterion variable was effectiveness rating on the DIQF/M. Gender, ambivalent sexism, and preferred dating initiation strategies were self-reported by participants.

## **Procedure**

The project was approved by the Western Kentucky University Institutional Review Board (IRB; Appendix J). The researcher predicted that the present study posed minimal ethical risk for participants. Participants were given an informed consent form (Appendix K) to complete before taking part in the study. All surveys were completed via Qualtrics software and were archived in a password-protected file on a computer in a faculty office. Participants were automatically assigned random participant ID numbers through the Qualtrics software in order to protect anonymity. The present study began data collection in March of 2017 and continued over a semester.

Participants who consented to participate in the study were guided through the same four online measures via Qualtrics. The social desirability scale (MCSDS), the nine vignettes of initiated dating scenarios that varied by gender (DIQF for females and DIQM for males), and the measure of ambivalent sexism (ASI) were presented in random order. Finally, a demographics questionnaire (Appendix I) was always given last. Participants were thanked and given a brief debriefing paragraph (Appendix L). In addition to

receiving course credit, participants had the opportunity to separately enter their contact information for a chance to win a \$25 Visa Gift Card.

Before conducting analyses, the following exclusionary criteria were applied to participant surveys: Marlowe-Crowne Social Desirability Scale score of 21 (out of 30) or higher, total survey completion time of less than five minutes (to eliminate participants who answered too quickly to have read the surveys, determined by the researcher's own completion of the study), and participants who identified as non-heterosexual.

Information obtained from the demographic questionnaire was used to eliminate questionnaires that were filled out by non-heterosexual participants, and to describe the population of participants obtained and compare it to the overall undergraduate population of Western Kentucky University. A total of 215 individuals participated in the study, and a final sample of 152 subjects was obtained for linear regression analyses after exclusionary criteria were applied (14 participants were eliminated for responding too quickly, 28 for non-heterosexuality, and 19 for high MCSDS scores; 13 additional participants were excluded for the logistic regression analyses because their ratings were tied across two or more communication categories, and therefore their preferred dating initiation style could not be identified.

## Results

The methods of data analyses in the current study included linear regressions and logistic regressions. Linear regressions examined each dating initiation strategy (assertive, aggressive, and passive) independently, whereas logistic regressions examined all three strategies simultaneously. A linear regression was appropriate because the researcher investigated whether gender and ambivalent sexism predicted effectiveness ratings of each dating initiation strategy, and whether ambivalent sexism moderated the relationship between gender and ratings of effectiveness of each dating initiation strategy. A logistic regression was appropriate because the researcher investigated whether gender predicted differences among ratings of effectiveness of all three dating initiation strategies.

### Reliability and Validity

Overall, the DIQM/F was found to be reliable (9 items;  $\alpha = .77$ ). The DIQM was found to be highly reliable ( $\alpha = .82$ ). However, for the DIQF, Cronbach's alpha was considerably lower ( $\alpha = .52$ ). This suggests that the DIQF is not as good of a measure of female dating initiation effectiveness as the DIQM is of male dating initiation effectiveness. Results indicated that removing or modifying Vignette 3 and Vignette 9 would increase the reliability of the measure.

Within the context of the study, the researcher examined the correlations among measures (e.g., ASI, MCSDS, DIQF, DIQM). For inter-item correlation matrices, see Appendix M. The researcher expected that the DIQM and DIQF Aggressiveness scales would be significantly correlated with the overall ASI score, as the literature showed that aggression was related to sexism (Diehl et al., 2012; Fiske & Glick, 1995; Linvill et al.,

2016; Schweinle et al., 2008). However, only the DIQM Aggressiveness scale was correlated with ASI score ( $r = .33, p < .01$ ; see Table 3). Consistent with discriminant

Table 3  
*Validity Data*

Measure	ASI	MCSDS	DIQF Ast.	DIQF Pass.	DIQF Agg.	DIQM Ast.	DIQM Pass.	DIQM Agg.
ASI	1		0.15	-0.08	0.17	0.15	0.06	0.33**
MCSDS		1	-0.08	0.20	0.08	-0.03	-0.13	-0.07
DIQF Ast.			1	0.14	0.22*			
DIQF Pass.				1	-0.05			
DIQF Agg.					1			
DIQM Ast.						1	0.52**	0.61**
DIQM Pass.							1	0.37**
DIQM Agg.								1

Note: \*\* = significant at  $p < .01$ , \* = significant at  $p < .05$ . Ast. = assertive, Pass. = passive, Agg. = aggressive.

validity, it was expected that the DIQM and DIQF Assertiveness and Passiveness scales would not be correlated with ASI score, as no literature suggested an association between sexism and assertiveness or passiveness. As expected, these scores were not significantly correlated. It was expected that the three DIQM and DIQF subscales would not be correlated with MCSDS score, as no literature suggested an association between social desirability and assertiveness, aggressiveness, or passiveness. As expected, these scores were not significantly correlated.

### **Descriptive Analyses**

The current sample appeared to be reasonably representative of the Western

Kentucky University (WKU) undergraduate population, and can be generalized to other Midwestern undergraduate universities (see Table 4 for comparison with overall WKU demographics; Western Kentucky University, 2016). Variations in ethnicity may be accounted for by the small sample size.

Table 4  
*Demographics*

Population	Current Study		WKU 2016 Fact Book	
	<i>N</i>	%	<i>N</i>	%
Total <i>N</i>	152		17,315	
Gender				
Male	60	39.5	7,422	42.9
Female	92	60.5	9,893	57.1
Age (years)	<i>M</i> = 20.3	<i>SD</i> = 3.0	<i>M</i> = 22.0	<i>SD</i> = *
Race/Ethnicity				
White/Caucasian	123	81	13,219	76.3
Black/ African American	16	10.5	1,544	8.9
Asian/ Pacific Islander	6	3.9	227	1.3
Hispanic/Latino	1	0.7	542	3.1
Native American/ American Indian	0	0.0	38	0.2
Other	6	3.9	1,486	8.6
Did not respond	n/a	n/a	259	1.5

*Note:* \* = not provided. n/a = forced response in survey

For the Dating Initiation Questionnaire, the majority of the sample (71.22%) rated assertive dating initiations as more effective than aggressive (17.99%) and passive (10.79%) dating initiations (see Table 5). The mean effectiveness score for dating initiations was 14.85 (out of 21) for assertiveness, 11.01 for aggressiveness, and 11.08 for passiveness (see Table 5). For a further breakdown of dating initiation ratings, see Table 6 and 7.

The number of males who showed elevated Ambivalent Sexism Inventory scores

Table 5  
Overall DIQ Descriptive Statistics

DIQ Preference	N	Percentage	<i>M</i>	<i>SD</i>
Passive	15	10.79%	11.08	3.44
Aggressive	25	17.99%	11.01	4.81
Assertive	99	71.22%	14.85	3.42

Note: Total *N* = 139. 13 cases excluded because participant dating preferences were tied.

Table 6  
Mean and standard deviation by gender

Gender	DIQ	DIQ	DIQ
	Passive	Aggressive	Assertive
Male ( <i>N</i> = 60)	12.33 (3.39)	14.25 (4.32)	16.4 (3.47)
Female ( <i>N</i> = 92)	10.26 (3.24)	8.90 (3.85)	13.84 (3.00)

Note: Total *N* = 152. *M* (*SD*).

was 40 (out of 60), compared to 38 (out of 92) females (see Table 8). Overall, males had higher Total ASI scores, Hostile Sexism scores, and Benevolent Sexism scores than females (see Table 9 for *M*s and *SD*s). An independent samples t-test confirmed that males had significantly higher Total ASI scores  $t(131.23) = 3.13, p < .01$ , and Hostile Sexism scores  $t(135.65) = 3.66, p < .001$ , but Benevolent Sexism score differences were not statistically significant ( $p = .10$ ).

Table 7  
DIQ preference by gender

Gender	Total <i>N</i>	Passive	Aggressive	Assertive
Male	53 (38.13%)	2 (3.77%)	15 (28.30%)	36 (67.92%)
Female	86 (61.87%)	13 (15.12%)	10 (11.63%)	63 (73.26%)
Total	139 (100%)	15 (10.79%)	25 (17.99%)	99 (71.22%)

Note: Count (percentage). 13 participants excluded because dating preferences were tied.

Table 8  
*Descriptive Data for High Scorers on ASI by Gender*

Gender	Males		Females	
	<i>N</i>	%	<i>N</i>	%
Overall ASI Elevation	40	66.67	38	41.30
HS and BS Elevation	28	46.67	20	21.74
HS only Elevation	7	11.67	9	9.78
BS only Elevation	11	18.33	23	25.0

*Note:* *N* = 152 (92 females, 60 males). ASI = Ambivalent Sexism Inventory. Overall ASI cutoff = 55 out of 110. HS = Hostile Sexism. BS = Benevolent Sexism. Hostile and Benevolent Sexism subscale cutoff (elevation) = 27.5 out of 55.

Table 9  
*Mean ASI Scores by Gender*

Gender	Males		Females	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Total ASI Score	57.25	16.40	48.52	17.35
HS Score	27.88	8.63	21.70	10.85
BS Score	29.37	9.73	26.83	9.94

*Note:* *N* = 152 (92 females, 60 males). ASI = Ambivalent Sexism Inventory. HS = Hostile Sexism. BS = Benevolent Sexism. Hostile and Benevolent Sexism subscale cutoff = 27.5 out of 55. Overall ASI cutoff = 55 out of 110.

### Regression Analyses

To test the main hypotheses, separate linear regressions were performed using three predictor variables: gender, standardized ASI score, and their interaction term (gender x standardized ASI score). The first regression model used effectiveness ratings of passive dating initiations (ERPDI) as the outcome variable. Results showed that the model *F* statistic was significant for gender ( $p < .001$ ; see Table 10), but not for standardized ASI score ( $p = .63$ ) or their interaction term ( $p = .40$ ); only gender was associated with higher effectiveness ratings of passive dating initiations. An independent samples *t*-test confirmed that males reported higher ERPDI than females,  $t(122.20) = 3.75, p < .001$



The second regression model used effectiveness ratings of aggressive dating initiations (ERADI) as the outcome variable, with the same predictor variables. Results showed that model  $F$  statistic was significant for gender ( $p < .001$ ; see Table 10) and standardized ASI score ( $p < .01$ ), but not for their interaction term ( $p = .20$ ); both gender and standardized ASI score predicted effectiveness ratings of aggressive dating

Table 10  
*Results of Linear Regression Analyses*

Model	$t$	$SE$	$p$	$B$	$F$	$df$	$p$	adj. $R^2$
ERPDI								
Overall model					5.01	3	.002	0.07
Gender	-3.61	0.57	.000	-2.06				
Stand. ASI	0.48	0.46	.633	0.22				
Gen. x Stand. ASI	-0.85	0.58	.398	-0.49				
ERADI								
Overall model					25.80	3	.000	0.33
Gender	-7.00	0.68	.000	-4.76				
Stand. ASI	2.82	0.55	.005	1.54				
Gen. x Stand. ASI	-1.31	0.69	.193	-0.90				
ERASDI								
Overall model					8.99	3	.000	0.14
Gender	-4.22	0.55	.000	-2.31				
Stand. ASI	1.26	0.44	.211	0.55				
Gen. x Stand. ASI	-0.20	0.55	.841	-0.11				

*Note:* ERPDI: effectiveness ratings of passive dating initiations ERADI: effectiveness ratings of aggressive dating initiations ERASDI: effectiveness ratings of assertive dating initiations. Predictor variables were gender, standardized ASI score, and their interaction term (gender x standardized ASI score).

initiations. Specifically, an independent samples  $t$ -test indicated that males reported higher ERADI than females,  $t(115.76) = 7.78, p < .001$ . In addition, higher ASI scores were associated with higher ERADI.

The third regression model used effectiveness ratings of assertive dating initiations (ERASDI) as the outcome variable, with the same predictor variables. Results showed that gender was a significant predictor of ERASDI ( $p < .001$ ; see Table 10), but

standardized ASI score ( $p = .21$ ) was not. The interaction term was also not significant ( $p = .84$ ). An independent t-test confirmed that males reported higher ERASDI than females,  $t(113.11) = 4.70, p < .001$ .

Further linear regression analyses were conducted to separately examine the hostile sexism and benevolent sexism components of the ASI. The results of these analyses were similar to those using overall ASI as the predictor. For ERADI, the model  $F$  statistic was significant for gender ( $p < .001$ ; see Appendix N), standardized benevolent sexism score ( $p < .05$ ), and standardized hostile sexism score ( $p < .01$ ), but not for their interaction terms (gender x benevolent sexism; gender x hostile sexism). These analyses were repeated separately with ERASDI and with ERPDI as outcome variables, and results showed that the  $F$  statistics were only significant for gender ( $p < .001$ ; see Appendix N).

### **Exploratory Hypotheses**

A multinomial logistic regression was next performed using gender as the predictor variable, and DIQF/M preference as the outcome variable to determine whether gender was associated with differences among the ratings of dating initiation effectiveness. The gender of the person rating dating initiations significantly predicted whether the person rated aggressive initiations as more effective than assertive initiations ( $p < .05$ ; see Table 11), but did not significantly predict whether the individual rated passive initiations as more effective than assertive initiations ( $p = .10$ ). The odds of a male choosing an aggressive dating initiation compared to an assertive dating initiation were 2.62 times more likely than for a female.

The gender of the person rating dating initiations significantly predicted whether the person rated aggressive initiations as more effective than passive initiations ( $p < .01$ ; see Table 11), but did not significantly predict whether the person rated assertive initiations as more effective than passive initiations ( $p = .10$ ). The odds of a male choosing an aggressive dating initiation compared to a passive dating initiation were 9.75 times more likely than for a female.

The gender of the person rating dating initiations significantly predicted whether the person rated passive initiations as more effective than aggressive initiations ( $p < .01$ ; see Table 11), and whether the person rated assertive initiations as more effective than

Table 11  
*Results of Logistic Regression Analyses*

Model	<i>B</i>	<i>SE</i>	<i>Wald</i>	<i>df</i>	<i>p</i>	<i>OR</i>
Agg. vs. Assert.	0.97	0.46	4.43	1	.035	2.63
Pass. vs. Assert.	-1.31	0.79	2.78	1	.096	0.27
Agg. vs. Pass.	2.28	0.86	6.97	1	.008	9.75

*Note:* Agg. = Aggressive, Assert. = Assertive, Pass. = Passive. Predictor variable was gender. *Wald* = used to test individual coefficients in the model, *OR* = Odds Ratio.

aggressive initiations, ( $p < .05$ ). The odds of a female choosing passive dating initiation compared to an aggressive dating initiation were 10 times more likely than for a male. The odds of a female choosing assertive dating initiation compared to an aggressive dating initiation were 2.63 times more likely than for a male.

## General Discussion

The purpose of this study was to increase understanding of the initial screening process that occurs during dating interactions, and to measure the perceptions of different communication styles that individuals use during such interactions. Based on communication theory, it was expected that assertive dating initiations would be rated as more effective than either passive or aggressive initiations by males and females. Based on ambivalent sexism theory, it was expected that passive initiations by females and aggressive initiations by males would be rated as most effective by males and females (respectively) who held strong ambivalent sexist beliefs.

The sample obtained for the present study appeared to be similar to the overall Western Kentucky University population in age, race/ethnicity, and gender. This suggests that similar results may be found at comparable Midwestern universities.

The combined DIQM/F appears to be a useful tool for research on dating interaction and communication research. The pilot study indicated that males and females rated the same vignettes similarly (i.e., as assertive, passive, and aggressive). Overall, the combined DIQM/F demonstrated good reliability, and was not significantly correlated with the ASI or the MCSDS. The DIQM especially had high reliability, but further research is required to remedy the lower reliability of the female DIQ. Future researchers can use this tool as a quick measure of perception of dating initiation style effectiveness. Future studies should further examine validity and reliability of the DIQM/F, and explore its application with non-undergraduate student populations. For example, the DIQM/F could be used with incarcerated perpetrators and with victims of intimate partner violence, rape, and sexual harassment to discern whether there are patterns in perception

of dating initiation style effectiveness. This could lead to more informed interventions for the prevention of intimate partner violence, sexual assault, and sexual harassment.

Based on the review of the literature, it was expected that gender and ASI score would predict dating initiation preferences among participants in the final study. More specifically, it was hypothesized that high scores on the ASI would be associated with high ratings of effectiveness of passive dating initiations for male raters (but not for female raters). This hypothesis was not supported. High ASI scores for males did not predict high passive dating initiation effectiveness ratings. This finding may be due to only two male participants (out of 60) rating passive dating initiations as more effective than assertive and aggressive dating initiations. Regarding passive dating initiation style, this result suggests that males do not perceive passive dating initiations by females as effective, and, therefore, it could be argued that females should not use passive initiations in dating situations. This is especially interesting, considering past societal pressure for females and wives to be submissive and focused on child rearing (Fuchs Epstein, 1970). Future studies should observe whether a continued small number of males rate passive dating initiations as most effective. Given the limited literature available on passive communication effectiveness (Gallois et al., 1992; Miller-Day & Jackson, 2012; Osatuke et al., 2007; Phelps & Slater, 1985), this future direction is especially important.

It was hypothesized that high scores on the ASI would be associated with high ratings of effectiveness of aggressive dating initiations for female raters (but not for male raters). This hypothesis was partially supported. Results showed that, for both males and females, high ASI scores predicted high effectiveness ratings of aggressive dating initiations. Furthermore, when ASI scores were broken down into the hostile sexism (HS)

and benevolent sexism (BS) subscores, high scores on each of these subscales were associated with high effectiveness ratings of aggressive dating initiations. Both males and females who held stronger ambivalent sexist beliefs rated aggressive dating initiations as more effective than passive or assertive dating initiations. In addition, males and females who held hostile sexist beliefs (i.e., aggressiveness toward women, women are inferior to men) or benevolent sexist beliefs (i.e., women are pure and need to be protected by men) rated aggressive dating initiations as more effective than passive or assertive dating initiations.

In this study, women who held strong ambivalent sexist beliefs rated aggressive initiations by men as most effective, and men who held strong ambivalent sexist beliefs viewed “non-traditional” (aggressive, women assuming the traditional “male” role), initiations by women as most effective. On its surface, this finding goes against ambivalent sexism theory (ambivalent sexist, specifically hostile sexist men are aggressive toward non-traditional women; Fiske & Glick, 1995). Perhaps this explains certain abusive relationships, to a degree; men who are aggressive toward women are attracted to women who are aggressive toward men, and vice versa. For women, this finding provides some support for McCarty and Kelly (2015), who found that women preferred benevolent sexist men to non-sexist men. As McCarty and Kelly (2015) pointed out, it is difficult to have “purely” benevolent sexist or “purely” hostile sexist individuals, and the female participants in their study acknowledged that such purity was rare. Therefore, these women who preferred benevolent sexist men to non-sexist men also acknowledged that these men likely also held hostile sexist beliefs. Thus, the women understood that these men held some negative, aggressive beliefs toward women, and

these women still preferred these men to non-sexist men (McCarty and Kelly, 2015). Clearly, ambivalent sexist beliefs have a major influence on dating initiation perception, and this is a complex relationship that warrants further investigation in the future.

It was hypothesized that low ASI scores would be associated with high ratings of effectiveness of assertive dating initiations by both males and females. This hypothesis was not supported.

Regarding the exploratory hypothesis, it was expected that males and females, ASI score notwithstanding, would rate assertive dating initiations as more effective than either aggressive or passive dating initiations. This hypothesis was supported. An examination of the number of males and females who rated assertiveness as more effective than passiveness and aggressiveness shows that, overwhelmingly, assertiveness was given the highest effectiveness ratings by both genders (67.92% of males and 73.26% of females; see Table 7). This finding indicates that, for most individuals, assertiveness is the most effective form of communication to use in dating initiations. Perhaps most individuals prefer to be addressed as equals and in a clear, straightforward manner. This is consistent with previous communication literature, which states that assertive communication is the most effective, and that assertive communication respects one's own rights and others' rights equally (Lange & Jakubowski, 1976).

Overall, males and females rated assertive initiations as more effective than passive and aggressive initiations. However, further examination via logistic regression directly compared males and females. When comparing males and females directly and when comparing dating initiation styles simultaneously, males seemed more likely than females to rate aggressive initiations as most effective, and females were more likely to

rate assertive and passive initiations as more effective than aggressive dating initiations. This finding could be accounted for by more males in the sample holding ambivalent sexist beliefs than females (66.67% vs. 41.30%, respectively). However, because this is a correlational study, it is not possible to conclude that rating aggressive initiations most highly is a direct result of holding ambivalent sexist beliefs. Future studies should look specifically into ambivalent sexism and aggression to more clearly define their relationship.

In summary, linear regressions (which examined each dating initiation strategy independently) showed that males reported higher effectiveness ratings for each dating initiation strategy than females. Overall, women were less enthusiastic about each dating initiation type than men. Perhaps males are accustomed to beginning dating initiations, and, therefore, found it refreshing for women (even imaginary women) to approach men. Or, perhaps women are less interested in obtaining dates than men. However, the logistic regressions (which examined the three strategies simultaneously) showed different gender effects (i.e., females showed higher effectiveness ratings for assertive and passive dating initiations compared to aggressive dating initiations, whereas males gave higher effectiveness ratings for aggressive dating initiations compared to assertive and passive dating initiations). These gender effects are likely attributed to the direct comparison between males and females that was made using the logistic regression, and the use of reference categories (i.e., assertiveness was compared to aggressiveness and passiveness). In addition, it is clear that high ASI scores were associated with higher aggressive initiation effectiveness ratings. It may be the case that the ASI score was responsible for male preference of aggressive initiations; however, the ASI was not examined with the



logistic regression, and therefore future studies need to further investigate this hypothesis. In conclusion, it was found that both communication theory (Anderson & Martin, 1995; Lange & Jakubowski, 1976; Obiageli, 2015) and ambivalent sexism theory (Diehl et al., 2012; Fiske & Glick, 1995; Hall & Canterberry, 2011; Linvill et al., 2016; McCarty & Kelly, 2015; Schweinle et al., 2008) are relevant in dating initiations.

Based on the findings from this study, it appears that, overall, assertive communication is the most effective way to approach most others in the initial interactions that occur in heterosexual dating initiations. This is consistent with previous findings that assertiveness is the most effective form of communication (Anderson & Martin, 1995; Ames & Flynn, 2007; Lange & Jakubowski, 1976; Obiageli, 2015; Prisbell, 1986). This suggests that individuals who have difficulty with effectively approaching others in dating interactions may benefit from interventions that increase assertiveness, such as assertiveness training (Obiageli, 2015).

While assertiveness overall was given the highest effectiveness ratings by participants, higher ambivalent sexism (including hostile sexism and benevolent sexism), was associated with higher effectiveness ratings for aggressive dating initiations. While previous research suggested that women were attracted to ambivalent sexist men who use aggressive communication (Bohner et al., 2009), no studies had examined men's attraction to women who use aggressive communication. Findings from the current study suggest that both men and women who are higher on ambivalent sexism give higher effectiveness ratings for aggressive dating initiations. Therefore, individuals who have negative attitudes toward non-traditional women and positive attitudes toward gender stereotypical women prefer aggressive dating initiations. This finding has several

implications for dating interactions. First, as it is difficult to tell whether an individual holds ambivalent sexist views (66.7% of males and 41.30% of females; see Table 8) from initial interactions, it may be best to use assertive communication as a first choice in dating interactions. Second, individuals who hold ambivalent sexist beliefs may approach others in an aggressive manner, as they perceive this dating initiation style as most effective. If the individual being approached does not hold ambivalent sexist beliefs, the approach may be perceived as sexual harassment (Diehl et al, 2012). One could argue that, to prevent such harassment, individuals should be educated about communication styles and sexism. Kilmartin, Semelsberger, Dye, Boggs, and Kolar (2014) found that college men with sexist beliefs who underwent a two-week behavior intervention that critiqued sexist ideologies showed reduced sexism compared to a control group. Future research should focus on applying such interventions to those with strong ambivalent sexist views, and on revising the intervention to suit individuals with sexist beliefs toward men.

Results showed that women were more likely than men to rate assertive and passive dating initiations as more effective than aggressive dating initiations. As men were not as likely to rate passive dating initiations as most effective (only two out of 60 males rated passive dating initiations as more effective than aggressive and assertive initiations), women who communicate passively during dating initiations will likely not be perceived as effective.

Obiageli (2015) found that Rational Emotive Behavioral Therapy (REBT) and assertiveness training in particular reduced negative self-image and social maladjustment among a sample of college-aged students who were shy, reserved, and unassertive.

Individuals in this study, especially males, did not perceive passive communication to be effective. Therefore, assertiveness training and REBT may be useful interventions for those who struggle to communicate effectively. Future studies should examine interventions for individuals who are perceived as ineffective communicators in dating interactions.

The current study has its limitations. First, the vignettes and “dating initiations” used in this study were hypothetical, and it is unclear whether participants would respond similarly in “real life” dating interactions. It would be interesting to conduct an experimental speed dating study (similar to that of Asendorpf et al., 2011), during which participants actually experience and respond to dating initiations, rather than project themselves into imaginary scenarios. Additionally, the low reliability of the DIQF suggests that the female version of the dating questionnaire was not as good of a measure of female dating initiation effectiveness as the DIQM was of male dating initiation effectiveness. Finally, this study was correlational, and therefore causal conclusions cannot be drawn from the data. However, results from this study can be used as a basis to further research and theories on dating interactions.

The Ambivalent Sexism Inventory (Glick & Fiske, 1996) measures male and female attitudes toward women, but it does not measure attitudes toward men. Sexism ratings for the present study ( $M = 57.25$  for males and  $M = 48.52$  for females; out of 110) were comparable to those found by Glick and Fiske in 1996 ( $M = 2.45$  to  $2.96$  for males and  $M = 1.78$  to  $2.41$  for females, out of 5; Glick & Fiske, 1996). However, it is unclear whether similar ratings would be found for male and female sexism toward men. Future

research should incorporate a measure of sexism toward males and investigate its implications in dating initiation style preference.

This study focused exclusively on heterosexual participants and heterosexual dating initiations. In the future, studies should incorporate non-heterosexual relationships, as several individuals who completed the online questionnaire identified as homosexual, bisexual, pansexual, and/or asexual. In addition, the current study sought to eliminate the influence of extraneous factors, such as personality, income, education level, and sexual intention. It would be interesting for future studies to examine the effect of such factors on perceptions of dating initiations.

The present study examined the initial screening process that occurs during dating interactions, and the perceptions of different communication styles that individuals use during such interactions. Results showed that, consistent with previous research, assertive communication was rated as more effective than aggressive and passive communication in the initial interactions that occur in heterosexual dating initiations. However, stronger ambivalent sexist beliefs were correlated with higher effectiveness ratings for aggressive dating initiations. Both communication theory and ambivalent sexism theory are relevant in dating initiations, and both should continue to be utilized to further our understanding of dating interactions.

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## APPENDIX A: PILOT STUDY DATING INITIATION QUESTIONNAIRE-FEMALE

Directions:

In this study, you are going to read a series of scenarios in which an individual is trying to initiate dating behavior with you. For the following questions, please assume the following:

- That you have never talked to or seen the individual in each scenario before
- That the individual in each scenario is **interested in you**
- That you are **single and open to dating** someone new.

Please take the time to imagine yourself in each situation and answer the question that follows each scenario. **You will be asked to rate each scenario on assertiveness, aggressiveness, and passivity. Use the following definitions to answer each question:**

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one’s own rights above others. Aggressive communicators are control-oriented and are not attentive to others’ needs.

2. **Assertive Communication:** assertive communication recognizes that others’ rights and one’s own rights are equally important. Assertive communicators are competent, capable, and attentive to others’ needs.

3. **Passive Communication:** passive communication involves placing others’ rights above one’s own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q1 Scenario #1**

A man smiles at you all day at a coffee shop where you are studying. He finally approaches you and says, “I like your computer” before leaving.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q2 Answer the following question for Scenario #1:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Answer the following question for Scenario #1:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q4 Scenario #2

He sits across from you on the subway, and you make eye contact every so often. When your eyes meet, he quickly looks away and turns red. He eventually says "hi," and you say "hi" back.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Answer the following question for Scenario #2:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Answer the following question for Scenario #2:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.

2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.

3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q7 Scenario #3**

A friend of yours introduces you to her single male friend. She thinks you have a lot in common. He does not make a lot of eye contact, but asks follow up questions when you talk to him.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q8 Answer the following question for Scenario #3:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Answer the following question for Scenario #3:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q10 Scenario #4

You are walking in the park in the afternoon, and you make eye contact with a man who is walking toward you on the path. He smiles, and you smile back. He says, "I like your hat" and keeps walking.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Answer the following question for Scenario #4:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Answer the following question for Scenario #4:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.



**Q13 Scenario #5**

A man walks over to where you are standing at a bar, smiles, and touches your arm, saying, "Let's have a drink."

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14 Answer the following question for Scenario #5:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q15 Answer the following question for Scenario #5:**

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one’s own rights above others. Aggressive communicators are control-oriented and are not attentive to others’ needs.

2. **Assertive Communication:** assertive communication recognizes that others’ rights and one’s own rights are equally important. Assertive communicators are competent, capable, and attentive to others’ needs.

3. **Passive Communication:** passive communication involves placing others’ rights above one’s own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q16 Scenario #6**

An individual you have never seen before comes over to you at a party and says, “Let’s dance.” He does not wait for a response, but grabs your hand and pulls you toward the dance floor saying, “Come on, it will be fun.”

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q17 Answer the following question for Scenario #6**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Answer the following question for Scenario #6:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q19 Scenario #7**

A man comes over to you at a coffee shop, smiles, and says, "I'm going to buy you something to drink and I'm not taking no for an answer."

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q20 Answer the following question for Scenario #7:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Answer the following question for Scenario #7:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one’s own rights above others. Aggressive communicators are control-oriented and are not attentive to others’ needs.

2. **Assertive Communication:** assertive communication recognizes that others’ rights and one’s own rights are equally important. Assertive communicators are competent, capable, and attentive to others’ needs.

3. **Passive Communication:** passive communication involves placing others’ rights above one’s own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q22 Scenario #8**

You are in the check out line at the grocery store, and the person behind you says to the cashier, “I’m paying for her food.” He turns to you and says, “you can cook me dinner tonight.”

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q23 Answer the following question for Scenario #8:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Answer the following question for Scenario #8:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q25 Scenario #9

You are sitting in class, and when you are gathering your things to leave, the guy sitting next to you says, "Are you doing anything this Saturday night? I was wondering if you would like to get dinner with me."

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 Answer the following question for Scenario #9:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 Answer the following question for Scenario #9:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.



**Q28 Scenario #10**

A man comes over to you at the gym and says, “Hi, I’d like to go out for coffee with you sometime. What do you say?”

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q29 Answer the following question for Scenario #10:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q30 Answer the following question for Scenario #10:**

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one’s own rights above others. Aggressive communicators are control-oriented and are not attentive to others’ needs.

2. **Assertive Communication:** assertive communication recognizes that others’ rights and one’s own rights are equally important. Assertive communicators are competent, capable, and attentive to others’ needs.

3. **Passive Communication:** passive communication involves placing others’ rights above one’s own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q31 Scenario #11**

You attend a meeting for a club/organization that you are part of. After the meeting, a guy you’ve seen there comes over and says, “Hi, there’s a party at my friend’s place this weekend. Would you be interested in going with me?”

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q32 Answer the following question for Scenario #11:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 Answer the following question for Scenario #11:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.

2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.

3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q34 Scenario #12

You and a friend are walking to class on campus. Your friend sees someone she knows, and he comes over to walk with you two. Your friend leaves to go to her class, but he continues walking with you to class. He asks if you would like to go out sometime.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 Answer the following question for Scenario #12:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 Answer the following question for Scenario #12:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with him?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPENDIX B: PILOT STUDY DATING INITIATION QUESTIONNAIRE-MALE

Directions:

In this study, you are going to read a series of scenarios in which an individual is trying to initiate dating behavior with you. For the following questions, please assume the following:

- That you have never talked to or seen the individual in each scenario before
- That the individual in each scenario is **interested in you**
- That you are **single and open to dating** someone new.

Please take the time to imagine yourself in each situation and answer the question that follows each scenario. **You will be asked to rate each scenario on assertiveness, aggressiveness, and passivity. Use the following definitions to answer each question:**

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one’s own rights above others. Aggressive communicators are control-oriented and are not attentive to others’ needs.

2. **Assertive Communication:** assertive communication recognizes that others’ rights and one’s own rights are equally important. Assertive communicators are competent, capable, and attentive to others’ needs.

3. **Passive Communication:** passive communication involves placing others’ rights above one’s own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q1 Scenario #1

A woman smiles at you all day at a coffee shop where you are studying. She finally approaches you and says, “I like your computer” before leaving.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 Answer the following question for Scenario #1:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3 Answer the following question for Scenario #1:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q4 Scenario #2

She sits across from you on the subway, and you make eye contact every so often. When your eyes meet, she quickly looks away and turns red. She eventually says "hi," and you say "hi" back.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Answer the following question for Scenario #2:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Answer the following question for Scenario #2:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.



**Q7 Scenario #3**

A friend of yours introduces you to his single female friend. He thinks you have a lot in common. She does not make a lot of eye contact, but asks follow up questions when you talk to her.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q8 Answer the following question for Scenario #3:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9 Answer the following question for Scenario #3:**

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one’s own rights above others. Aggressive communicators are control-oriented and are not attentive to others’ needs.

2. **Assertive Communication:** assertive communication recognizes that others’ rights and one’s own rights are equally important. Assertive communicators are competent, capable, and attentive to others’ needs.

3. **Passive Communication:** passive communication involves placing others’ rights above one’s own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q10 Scenario #4**

You are walking in the park in the afternoon, and you make eye contact with a woman who is walking toward you on the path. She smiles, and you smile back. She says, “I like your hat” and keeps walking.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q11 Answer the following question for Scenario #4:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Answer the following question for Scenario #4:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q13 Scenario #5

A woman walks over to where you are standing at a bar, smiles, and touches your arm, saying, "Let's have a drink."

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Answer the following question for Scenario #5:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Answer the following question for Scenario #5:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q16 Scenario #6**

An individual you have never seen before comes over to you at a party and says, “Let’s dance.” She does not wait for a response, but grabs your hand and pulls you toward the dance floor saying, “Come on, it will be fun.”

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q17 Answer the following question for Scenario #6:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q18 Answer the following question for Scenario #6:**

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one’s own rights above others. Aggressive communicators are control-oriented and are not attentive to others’ needs.

2. **Assertive Communication:** assertive communication recognizes that others’ rights and one’s own rights are equally important. Assertive communicators are competent, capable, and attentive to others’ needs.

3. **Passive Communication:** passive communication involves placing others’ rights above one’s own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q19 Scenario #7

A woman comes over to you at a coffee shop, smiles, and says, “I’m going to buy you something to drink and I’m not taking no for an answer.”

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Answer the following question for Scenario #7:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 Answer the following question for Scenario #7:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q22 Scenario #8

You are in the check out line at the grocery store, and the person behind you says to the cashier, "I'm paying for his food." She turns to you and says, "you can cook me dinner tonight."

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 Answer the following question for Scenario #8:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Answer the following question for Scenario #8:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

- Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
- Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
- Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.



**Q25 Scenario #9**

You are sitting in class, and when you are gathering your things to leave, the girl sitting next to you says, “Are you doing anything this Saturday night? I was wondering if you would like to get dinner with me.”

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q26 Answer the following question for Scenario #9:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q27 Answer the following question for Scenario #9:**

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one’s own rights above others. Aggressive communicators are control-oriented and are not attentive to others’ needs.

2. **Assertive Communication:** assertive communication recognizes that others’ rights and one’s own rights are equally important. Assertive communicators are competent, capable, and attentive to others’ needs.

3. **Passive Communication:** passive communication involves placing others’ rights above one’s own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q28 Scenario #10**

A woman comes over to you at the gym and says, “Hi, I’d like to go out for coffee with you sometime. What do you say?”

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q29 Answer the following question for Scenario #10:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person’s attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 Answer the following question for Scenario #10:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

Q31 Scenario #11

You attend a meeting for a club/organization that you are part of. After the meeting, a girl you've seen there comes over and says, "Hi, there's a party at my friend's place this weekend. Would you be interested in going with me?"

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 Answer the following question for Scenario #11:

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 Answer the following question for Scenario #11:

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use these three definitions to answer the following questions:

1. **Aggressive Communication:** aggressive communication involves placing one's own rights above others. Aggressive communicators are control-oriented and are not attentive to others' needs.
2. **Assertive Communication:** assertive communication recognizes that others' rights and one's own rights are equally important. Assertive communicators are competent, capable, and attentive to others' needs.
3. **Passive Communication:** passive communication involves placing others' rights above one's own rights. Passive communicators yield easily to others and do not stand up for themselves.

**Q34 Scenario #12**

You and a friend are walking to class on campus. Your friend sees someone he knows, and she comes over to walk with you two. Your friend leaves to go to his class, but she continues walking with you to class. She asks if you would like to go out sometime.

	Not at all aggressive (1)	(2)	(3)	Somewhat aggressive (4)	(5)	(6)	Extremely aggressive (7)
1. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q35 Answer the following question for Scenario #12:**

	Not at all assertive (1)	(2)	(3)	Somewhat assertive (4)	(5)	(6)	Extremely assertive (7)
2. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q36 Answer the following question for Scenario #12:**

	Not at all passive (1)	(2)	(3)	Somewhat passive (4)	(5)	(6)	Extremely passive (7)
3. Based on the definitions provided at the top of this page, how do you classify this person's attempt to gain your interest in spending more time with her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## APPENDIX C: PILOT STUDY INFORMED CONSENT DOCUMENT

Project Title: The Validity of the Dating Initiations Questionnaire (DIQ)

Investigator:

Alexandra Buscaglia, B. A.  
Department of Psychology  
alexandra.buscaglia242@topper.wku.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your electronic agreement to participate in this project. **You must be 18 years old or older to participate in this research study.**

You may email the researcher directly at alexandra.buscaglia242@topper.wku.edu and ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation. If you then decide to participate in the project, please check the appropriate box below.

- 1. Nature and Purpose of the Project:**  
This is a pilot study to assess the validity of the Dating Initiations Questionnaire (DIQ).
- 2. Explanation of Procedures:**  
In this study, you will be asked to answer questions about imaginary dating interactions. This study will take approximately 20 minutes to complete.
- 3. Discomfort and Risks:**  
This study poses minimal risks for participants. If for any reason during this study you feel uncomfortable, you may cease participation at any time. You will still receive Study Board credit for your participation.
- 4. Benefits:**  
Participation in this research study does not guarantee any benefits to you.
- 5. Confidentiality:**  
Your name and any personal information will not be associated with any research findings. All information and answers you provide will remain confidential and will not be associated with your name.
- 6. Refusal/Withdrawal:**  
Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

*You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.*

By checking the “agree” box below, you consent to participate.

- I agree** to participate in this study.
- I do not agree** to participate in this study.

#### APPENDIX D: PILOT STUDY DEBRIEFING PARAGRAPH

Thank you for taking the time to participate in this study. All of your answers will remain confidential. This study is concerned with evaluating a potential measure of dating initiation effectiveness. Please do not discuss the nature of this study with other participants or potential participants, as this may influence their answers to certain items. If you have any questions about this study, and/or if you would like to receive results of the completed study, please contact Alexandra Buscaglia at [alexandra.buscaglia242@topper.wku.edu](mailto:alexandra.buscaglia242@topper.wku.edu).



APPENDIX E: DATING INITIATIONS QUESTIONNAIRE- MALE (DIQM)

**Directions:**

In this section, you are going to read a series of scenarios in which an individual is trying to initiate dating behavior with you. For the following questions, **please assume the following:**

- That you have never talked to or seen the individual in each scenario before
- That the individual in each scenario is interested in you
- That you are **single and open to dating** someone new.

Please take the time to imagine yourself in each situation and answer the questions that follow each scenario to the best of your ability. For each question, select the number on the scale that best describes your answer.

Not at all			Somewhat			Extremely
1	2	3	4	5	6	7

**Scenario #1** [Passive. **Note:** These identifiers will not be included in actual survey]

**A woman smiles and quickly looks away each time you make eye contact with her while you are in line at a coffee shop. When you are both getting napkins, she abruptly says, “nice weather.”**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #2** [passive]

**She sits across from you on the subway, and you make eye contact every so often. When your eyes meet, she quickly looks away and turns red. She eventually says “hi,” and you say “hi” back.**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #3** [passive]

**A friend of yours introduces you to his single female friend. He thinks you have a lot in common. She does not make a lot of eye contact, but seems interested and asks follow-up questions when you talk to her.**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #4** [aggressive]

**An individual you have never seen before comes over to you at a party and says, “Let’s dance.” She does not wait for a response, but grabs your hand and pulls you toward the dance floor saying, “Come on, it will be fun.”**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #5** [aggressive]

**A woman comes over to you at a coffee shop, smiles, and says, “I’m going to buy you something to drink and I’m not taking no for an answer.”**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #6** [aggressive]

**You are in the check out line at the grocery store, and the person behind you says to the cashier, “I’m paying for her food.” He turns to you and says, “you can cook me dinner tonight.”**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #7** [assertive]

**You are sitting in class, and when you are gathering your things to leave, the girl sitting next to you says, “Are you doing anything this Saturday night? I was wondering if you would like to get dinner with me.”**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #8** [assertive]

**A woman comes over to you at the gym and says, “Hey, I’d like to go out for coffee with you sometime. What do you say?”**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #9** [assertive]

**You attend a meeting for a club/organization that you are part of. After the meeting, a girl you’ve seen there comes over and says, “Hi, there’s a party at my friend’s place this weekend. Would you be interested in going with me?”**

1. How effective was this person’s attempt to gain your interest in spending more time with her?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

### Scoring

Scenario Type	Effectiveness
Passive	
Aggressive	
Assertive	

APPENDIX F: DATING INITIATIONS QUESTIONNAIRE-FEMALE (DIQF)

**Directions:**

In this section, you are going to read a series of scenarios in which an individual is trying to initiate dating behavior with you. For the following questions, **please assume the following:**

- That you have never talked to or seen the individual in each scenario before
- That the individual in each scenario is interested in you
- That you are **single and open to dating** someone new.

Please take the time to imagine yourself in each situation and answer the question that follows each scenario. For each question, select the number on the scale that best describes your answer.

Not at all		Somewhat			Extremely	
1	2	3	4	5	6	7

**Scenario #1** [Passive. **Note:** These identifiers will not be included in actual survey]

**A man smiles and quickly looks away each time you make eye contact with him while you are in line at a coffee shop. When you are both getting napkins, he abruptly says, “nice weather.”**

1. How effective was this person’s attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #2** [passive]

**He sits across from you on the subway, and you make eye contact every so often. When your eyes meet, he quickly looks away and turns red. He eventually says “hi,” and you say “hi” back.**

1. How effective was this person’s attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #3** [passive]

**A friend of yours introduces you to her single male friend. She thinks you have a lot in common. He does not make a lot of eye contact, but seems interested and asks follow up questions when you talk to him.**

1. How effective was this person’s attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #4** [aggressive]

**An individual you have never seen before comes over to you at a party and says, "Let's dance." He does not wait for a response, but grabs your hand and pulls you toward the dance floor saying, "Come on, it will be fun."**

1. How effective was this person's attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #5** [aggressive]

**A man comes over to you at a coffee shop, smiles, and says, "I'm going to buy you something to drink and I'm not taking no for an answer."**

1. How effective was this person's attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #6** [aggressive]

**You are in the check out line at the grocery store, and the person behind you says to the cashier, "I'm paying for her food." He turns to you and says, "you can cook me dinner tonight."**

1. How effective was this person's attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7



**Scenario #7** [assertive]

**You are sitting in class, and when you are gathering your things to leave, the guy sitting next to you says, “Are you doing anything this Saturday night? I was wondering if you would like to get dinner with me.”**

1. How effective was this person’s attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #8** [assertive]

**A man comes over to you at the gym and says, “Hi, I’d like to go out for coffee with you sometime. What do you say?”**

1. How effective was this person’s attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

**Scenario #9** [assertive]

**You attend a meeting for a club/organization that you are part of. After the meeting, a guy you’ve seen there comes over and says, “Hi, there’s a party at my friend’s place this weekend. Would you be interested in going with me?”**

1. How effective was this person’s attempt to gain your interest in spending more time with him?

Not at all effective			Somewhat effective			Extremely effective
1	2	3	4	5	6	7

### **Scoring**

Scenario Type	Effectiveness
Passive	
Aggressive	
Assertive	

## APPENDIX G: THE MARLOWE-CROWNE SOCIAL DESIRABILITY SCALE

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

1. Before voting I thoroughly investigate the qualifications of all the candidates.
2. I never hesitate to go out of my way to help someone in trouble.
- \*3. It is sometimes hard for me to go on with my work if I am not encouraged.
4. I have never intensely disliked anyone.
- \*5. On occasion I have had doubts about my ability to succeed in life.
- \*6. I sometimes feel resentful when I don't get my way.
7. I am always careful about my manner of dress.
8. My table manners at home are as good as when I eat out in a restaurant.
- \*9. If I could get into a movie without paying and be sure I was not seen I would probably do it.
- \*10. On a few occasions, I have given up doing something because I thought too little of my ability.
- \*11. I like to gossip at times.
- \*12. There have been times when I felt like rebelling against people in authority even though I knew they were right.
13. No matter who I'm talking to, I'm always a good listener.
- \*14. I can remember "playing sick" to get out of something.
- \*15. There have been occasions when I took advantage of someone.
16. I'm always willing to admit it when I make a mistake.
17. I always try to practice what I preach.
18. I don't find it particularly difficult to get along with loud mouthed, obnoxious people.
- \*19. I sometimes try to get even rather than forgive and forget.
20. When I don't know something I don't at all mind admitting it.
21. I am always courteous, even to people who are disagreeable.
- \*22. At times I have really insisted on having things my own way.
- \*23. There have been occasions when I felt like smashing things.
24. I would never think of letting someone else be punished for my wrongdoings.

25. I never resent being asked to return a favor.
26. I have never been irked when people expressed ideas very different from my own.
27. I never make a long trip without checking the safety of my car.
- \*28. There have been times when I was quite jealous of the good fortune of others.
29. I have almost never felt the urge to tell someone off.
- \*30. I am sometimes irritated by people who ask favors of me.
31. I have never felt that I was punished without cause.
- \*32. I sometimes think when people have a misfortune they only got what they deserved.
33. I have never deliberately said something that hurt someone's feelings.

Source: Crowne and Marlowe, 1960.

APPENDIX H: AMBIVALENT SEXISM INVENTORY (ASI)

The statements on this page concern women, men, and their relationships in contemporary society. Please indicate the degree to which you agree or disagree with each statement using the following: 0 = disagree strongly; 1 = disagree somewhat; 2 = disagree slightly; 3 = agree slightly; 4 = agree somewhat; 5 = agree strongly.

Disagree Strongly	Disagree Somewhat	Disagree Slightly	Agree Slightly	Agree Somewhat	Agree Strongly
0	1	2	3	4	5

- (1) No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman.
- (2) Many women are actually seeking special favors, such as hiring policies that favor them over men, under the guise of asking for "equality."
- (3) In a disaster, women ought not necessarily to be rescued before men.
- (4) Most women interpret innocent remarks or acts as being sexist.
- (5) Women are too easily offended.
- (6) People are often truly happy in life without being romantically involved with a member of the other sex.
- (7) Feminists are not seeking for women to have more power than men.
- (8) Many women have a quality of purity that few men possess.
- (9) Women should be cherished and protected by men.
- (10) Most women fail to appreciate fully all that men do for them.
- (11) Women seek to gain power by getting control over men.
- (12) Every man ought to have a woman whom he adores.
- (13) Men are complete without women.
- (14) Women exaggerate problems they have at work.
- (15) Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.
- (16) When women lose to men in a fair competition, they typically complain about being discriminated against.
- (17) A good woman should be set on a pedestal by her man.
- (18) There are actually very few women who get a kick out of teasing men by seeming sexually available and then refusing male advances.

(19) Women, compared to men, tend to have a superior moral sensibility.

(20) Men should be willing to sacrifice their own well being in order to provide financially for the women in their lives.

(21) Feminists are making entirely reasonable demands of men.

(22) Women, as compared to men, tend to have a more refined sense of culture and good taste.

Source: Glick and Fiske (1996)

APPENDIX I: DEMOGRAPHICS QUESTIONNAIRE

1. **What is your age?** \_\_\_\_\_
2. **What is your gender?** M F Other (please describe):\_\_\_\_\_
3. **How would you describe your sexuality?**  
Heterosexual Homosexual Bisexual Other (please describe):\_\_\_\_\_
4. **What is your Ethnicity?**  
White Hispanic/Latino Black/African American  
Native American/American Indian Asian/Pacific Islander  
Other (please describe):\_\_\_\_\_

APPENDIX J: IRB FORM



Institutional Review Board
Office of Research Integrity
104 Tate Page Hall
270-745-2129; Fax 270-745-4221

APPLICATION FOR APPROVAL OF INVESTIGATIONS
INVOLVING THE USE OF HUMAN SUBJECTS

The human subjects application must stand alone. This form is documentation of the formal design or plan of research activity submitted to the Western Kentucky University Institutional Review Board. Failure to provide all required information will result correction. Informed consent document(s), survey instrument, and site approval / cooperation letter(s), should be attached to the application and referred to in your write up of the appropriate sections so that reviewers may read them as they read your application. Thesis proposals or other documents that are meant to substitute for completing the sections of the application will not be read and should not be attached. All documents must be submitted through IRBNet.org for review. Do not convert any portion of this document to .pdf format and consolidate files when possible to expedite the review process of a submission. As of 11/20/2015, Unauthorized use of the WKU IRB approval stamp by any other than a WKU IRB Compliance Officer will be just cause for suspension of ALL new WKU IRB approvals for a period of up to 2 years for the offending researcher(s).

1. Principal Investigator's Name: Alexandra Buscaglia
Email Address: alexandra.buscaglia242@topper.wku.edu
Mailing Address: 2370 Cave Mill Rd, Apt. 717, Bowling Green, KY 42104
Department: Psychology Phone: 716-445-8125
Completion of the Citi Program Training? [X] Yes [ ] No
Found at www.citiprogram.org Date 6/2/2016

Co-Investigator:

Email Address:

Mailing Address:

Department: Phone:
Completion of the Citi Program Training? [ ] Yes [ ] No
Found at www.citiprogram.org Date

2. If you are a student, provide the following information:



Faculty Sponsor: Dr. Sally Kuhlenschmidt Department: Psychology Phone: 270-745-2114

Faculty Mailing Address: Gary Ransdell Hall, Room 3020, 1906 College Heights Blvd, Bowling Green, KY42101

Completion of the Citi Program Training?  Yes  No  
Found at [www.citiprogram.org](http://www.citiprogram.org) Date 3/10/2015

Student Permanent Address (where you can be reached 12 months from now):  
5713 East River Rd, Grand Island, NY 14072

Is this your capstone, thesis, or dissertation research?  Yes  No

**Policy of Research Responsibility.** The Western Kentucky University Institutional Review Board defines the responsible party or parties of the research project as the Principal Investigator and Co- Principal Investigator. In those cases when a student holds the title of Principal Investigator, the Faculty Sponsor (Advisor, Supervisor, Administrator, or general managing Council) will conduct oversight of the research project and share in the accountability to assure the responsible conduct of research. Researchers outside of the Western Kentucky University campus system are required to provide proof of training to obtain approval for WKU Human Subjects protocols. This proof must be presented by the Compliance Official at the researcher's institution to the WKU Compliance official. When no training requirement exists at the researcher's host institution, training must be conducted through affiliation of Western Kentucky University CITI Program.org requirements. WKU faculty, staff, and students are required to complete the CITI Program Training modules outlined by the WKU IRB.

3. Project Period: Start Upon IRB approval End 5/ 30/ 2017  
month, day, year

*Note: Your project period may not start until after the IRB has given final approval.*

4. Has this project previously been considered by the IRB?  Yes  No  
If yes, give approximate date of review:

5. Do you or any other person responsible for the design, conduct, or reporting of this research have an economic interest in, or act as an officer or a director of, any outside entity whose financial interests would reasonably appear to be affected by the research?  
 Yes  No

If "yes," please include a statement below that may be considered by the Institutional Conflict of Interest Committee:

6. Is a proposal for **financial support** being submitted?  Yes  No  
If yes, you must submit a reference number or acknowledgment any funding proposal(s) as soon as it is available and complete the following:

- Is notification of Human Subject approval required?  Yes  No
- Is this a renewal application?  Yes  No
- Sponsor's Name:
- Project Period: From: To:

7. Does this project SOLELY involve analysis of an existing database?  Yes  No

If yes, please provide the complete URLs for all databases that are relevant to this

application, then complete Section A and the signature portion of the application and forward the application to the Office of Research Integrity through IRBNet.org.

If the database is not available in an electronic format readily available on the internet, please provide evidence that the data were collected using procedures that were reviewed and approved by an Institutional Review Board, then complete Section A and the signature portion of the application and forward the application to the Office of Research Integrity through IRBNet.org.

8. Is there a plan to publish or present the findings from the research outside the department or university?  *Yes*  *No*

9. Any **changes to the protocol** after the approval process will **require the use of the Continuing Review Form**. This document is found in IRBNet.org Forms & Templates.

**In the space below, please provide complete answers to the following questions. Add additional space between items as needed.**

You must include copies of all pertinent information such as, a copy of the questionnaire you will be using or other survey instruments, informed consent documents, letters of approval from cooperating institutions (e.g., schools, hospitals or other medical facilities and/or clinics, human services agencies, individuals such as physicians or other specialists in different fields, etc.), copy of external support proposals, etc. (*to be placed at the end of the application document*) **The WKU IRB requires research that will occur through the cooperation of an outside organization to first have a verifiable letter of cooperation (or a complete email correspondence printed to .pdf that shows means that will allow verification - such as email addresses still attached/screen print) showing the organization will be cooperative or willing to let the research team approach clients, patrons, employees, or passersby. The research activities may bother some organizations by irritating clients, or aggravating customers. The organization must show a prior awareness of the research activity and be willing to express their cooperation to allow the research to occur on or through their organization.**

## **I. PROPOSED RESEARCH PROJECT**

A. Provide a brief summary of the proposed research. Include major hypotheses and research design. (*Describe in layman's terms in order to allow interdisciplinary review*)

This is a study to evaluate how effective assertive, aggressive, and passive communications styles are in successful in dating initiation. It will also evaluate whether there is a relationship between ambivalent sexism and ratings of effectiveness of dating initiations. It is hypothesized that: 1. men who are high on Ambivalent Sexism (high ASI score) will rate passive dating initiations by women as more effective than either aggressive or assertive initiations; 2. women who are high on Ambivalent Sexism (high ASI score) will rate aggressive dating initiations by men higher than either assertive or passive initiations; and 3. men and women who are low on Ambivalent Sexism (low ASI

score) will rate assertive dating initiations higher than aggressive or passive dating initiations. The following exploratory hypotheses will also be examined: 1. males will rate assertive dating initiations by females as more effective than either aggressive or passive dating initiations; 2. females will rate assertive dating initiations by males as more effective than either aggressive or passive dating initiations.

Participants will complete a measure of social desirability (Marlowe-Crowne Social Desirability Scale; Appendix A), a measure of sexism (Ambivalent Sexism Inventory; Appendix B), a gender specific version of the Dating Initiation Questionnaire (evaluated in the pilot study; Appendix C and Appendix D), and a demographics questionnaire (Appendix E). The presentation of these measures will be randomized.

Descriptive statistics will be conducted on the collected data (mean, modes, and SDs). A repeated measures mixed design ANOVA will be performed on participants' Ambivalent Sexism Inventory scores, gender, and Dating Initiation Questionnaire scores (male and female versions) to determine whether there are statistically significant differences between the ratings of dating initiation effectiveness. Gender, sexism, social desirability, and dating initiation ratings will be self-reported by participants.

B. Describe the source(s) of subjects and the selection criteria. Specifically, how will you obtain potential subjects, and how will you contact them? **Further describe any potential conflict of interest or problem of undue influence** that may be encountered through the protocol.

Are the subjects – under 18 years of age, pregnant women, prisoners, or fetus/neonates?

Yes  No

Are the subjects – cognitively impaired, economically, educationally, medically disadvantaged?  Yes  No

Are the subjects – unable to speak, read, or understand the English language?

Yes  No

- **Any “Yes” indication above will require the Faculty Sponsor to submit and upload application documents into IRBNet.org and to the WKU IRB. Applications from students with “Yes” indications will not be accepted.**

Potential subjects will be undergraduate WKU students, obtained and contacted through WKU's Study Board software.

C. Informed consent: Describe the consent process and attach all consent documents. (formatted samples are included below)

Participants will complete an online informed consent form that will be presented at the beginning of the Qualtrics survey for the study. Potential participants who do not provide consent will not be allowed to participate. See attached informed consent document below (Appendix F).

D. Procedures: Provide a step-by-step description of each procedure, including the frequency, duration, and location of each procedure.

All surveys will be completed via Qualtrics software and will be stored in a password-protected file on a computer in a faculty office. The researcher will not have participant names on surveys, and will instead assign participant ID numbers in order to protect confidentiality. The present study will begin data collection in the spring of 2017 and continue until an appropriate sample size is obtained (160 heterosexual participants: 80 males and 80 females providing usable data). Participant error may require involving up to 20 more participants.

This study will be conducted with PSY 100 students and will take approximately 20 minutes to complete. Participants will be given an informed consent form (Appendix F) to complete before taking part in the study. Participants who consent to partake in the study will then be guided through the Marlow-Crowne Social Desirability Scale (Appendix A), the Ambivalent Sexism Inventory (Appendix B), and the Dating Initiation Questionnaire (gender-specific versions; Appendix C and Appendix D) via Qualtrics. At the end, participants will be asked to identify their sexual orientation, age, ethnicity, and gender (Appendix E). Afterwards, participants will be thanked and given a brief debriefing paragraph (Appendix G). This study is expected to take approximately 20 minutes.

E. How will confidentiality of the data be maintained? (Note: Data must be securely kept for a minimum of three years on campus, and describe how participants will be protected)

All surveys will be completed via Qualtrics software and will be stored in a password-protected file on a computer in a faculty office. The researcher will not have participant names on surveys, and will instead assign participant ID numbers in order to protect confidentiality and prevent biased results.

F. Describe all known and anticipated risks to the subject including side effects, risks of placebo, risks of normal treatment delay, etc. **Describe how any potential conflict of interest or problem of undue influence** that may be encountered through the protocol will be handled.

This study is expected to pose minimal risk to participants. No deception will be used. Potential conflicts of interest or problems of undue influence are not expected to occur.

G. Describe the anticipated benefits/incentives to subjects, and the importance of the knowledge that may reasonably be expected to result. **All Participant incentives MUST be approved prior to data collection and incentive distribution. Changes must be approved prior to participant recruitment into the study. NO EXCEPTIONS.**

Participants will receive psychology course credit for participating in this study. Each participant will have the opportunity to enter their first name, last name, phone number, and email address into a drawing for a \$25 Visa Gift Card. Personal contact information will be entered separately from the data file so there is no possibility of matching a name and a response. All participants who sign up for the survey will be entered in the drawing. No other direct benefits are anticipated for participants. Results may inform future sexual harassment prevention programs.

H. List of references (if applicable):

Anderson, C. M., & Martin, M. M. (1995). Communication motives of assertive and responsive communicators. *Communication Research Reports, 12*, 186-191.  
doi:10.1080/08824099509362055

Asendorpf, J. B., Penke, L., & Back, M. D. (2011). From dating to mating and relating: Predictors of initial and long-term outcomes of speed-dating in a community sample. *European Journal of Personality, 25*, 16-30. doi:10.1002/per.768

Choi, E., & Hur, T. (2013). Is reading sexual intention truly functional? The impact of perceiving a partner's sexual intention on courtship initiation behaviors. *Archives of Sexual Behavior, 42*, 1525-1533. doi:10.1007/s10508-013-0153-6

Fiske, S. T., & Glick, P. (1995). Ambivalence and stereotypes cause sexual harassment: A theory with implications for organizational change. *Journal of Social Issues, 51*, 97-115. doi:10.1111/j.1540-4560.1995.tb01311.x

- Hall, J. A., & Canterberry, M. (2011). Sexism and assertive courtship strategies. *Sex Roles, 65*, 840-853. doi:10.1007/s11199-011-0045-y.
- Lange, A. J., & Jakubowski, P. (1976). Responsible assertive behavior: Cognitive/behavioral procedures for trainers. Champaign, IL: Research Press.
- Martin, M. M., & Anderson, C. M. (1996). Argumentativeness and verbal aggressiveness. *Journal of Social Behavior and Personality, 11*, 547-554.
- Obiageli, J. (2015). Management of negative self-image using rational emotive behavioral therapy and assertiveness training. *ASEAN Journal of Psychiatry, 16*, 42-53.
- Prisbell, M. (1986). The relationship between assertiveness and dating behavior among college students. *Communication Research Reports, 3*, 9-12.

## APPENDIX K: INFORMED CONSENT DOCUMENT

Project Title: The Effects of Assertiveness on Dating Initiations

Investigator:

Alexandra Buscaglia, B. A.  
Department of Psychology  
alexandra.buscaglia242@topper.wku.edu

You are being asked to participate in a project conducted through Western Kentucky University. The University requires that you give your electronic agreement to participate in this project. **You must be 18 years old or older to participate in this research study.**

You may email the researcher directly at alexandra.buscaglia242@topper.wku.edu and ask any questions you have to help you understand the project. A basic explanation of the project is written below. Please read this explanation. If you then decide to participate in the project, please check the appropriate box below.

- 1. Nature and Purpose of the Project:**  
The present study examines how individuals view others' approaches in initial dating interactions, and which of these approaches are most effective for increasing the target's interest in spending time with the pursuer.
- 2. Explanation of Procedures:**  
In this study, you will be asked to answer questions about imaginary dating interactions. This study will take approximately 20 minutes to complete.
- 3. Discomfort and Risks:**  
This study poses minimal risks for participants. If for any reason during this study you feel uncomfortable, you may cease participation at any time. You will still receive Study Board credit for your participation.
- 4. Benefits:**  
Participation in this research study does not guarantee any benefits to you. You will have the opportunity to provide your first and last name, phone number, and email address at the end of the study if you choose to enter into the raffle for the \$25 Visa Gift Card. All personal contact information for the drawing will be collected separately from the questionnaire data and stored in a random order in a separate file. Contact information will only be used if you are selected as the winner of the gift card.
- 5. Confidentiality:**

Your name and any personal information will not be stored or connected to any research findings. All information and answers you provide will remain confidential and will not be associated with your name.

6. **Refusal/Withdrawal:**

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time with no penalty.

*You understand also that it is not possible to identify all potential risks in an experimental procedure, and you believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.*

By checking the “agree” box below, you consent to participate.

- I agree** to participate in this study.
- I do not agree** to participate in this study.



## APPENDIX L: DEBRIEFING PARAGRAPH

Thank you for taking the time to participate in this study. All of your answers will remain confidential. This study is concerned with examining the relationship between dating initiation, communication style, and sexism. Please do not discuss the nature of this study with other participants or potential participants, as this may influence their answers and alter outcomes. If you have any questions about this study, and/or if you would like to receive results of the completed study, please contact Alexandra Buscaglia at [alexandra.buscaglia242@topper.wku.edu](mailto:alexandra.buscaglia242@topper.wku.edu).

APPENDIX M: DIQ CORRELATION MATRICES

Table 12  
*DIQ/M Inter-Item Correlation Matrix*

Vignette	1. Pass.	2. Pass.	3. Pass.	4. Agg.	5. Agg.	6. Agg.	7. Assert.	8. Assert.	9. Assert.
1. Pass.	1	.402**	.315**	.128	.149	.172*	.174*	.190*	.159*
2. Pass.		1	.366**	.159*	.174*	.253**	.225**	.217**	.291**
3. Pass.			1	.163*	.083	.154	.256**	.264**	.229**
4. Agg.				1	.524**	.489**	.296**	.268**	.387**
5. Agg.					1	.435**	.243**	.242**	.249**
6. Agg.						1	.365**	.415**	.357**
7. Assert.							1	.459**	.305**
8. Assert.								1	.366**
9. Assert.									1

Note: \*\* = significant at .01 level, \* = significant at .05 level. Pass. = Passive, Agg. = Aggressive, Assert. = Assertive.

Table 13  
*DIQF Inter-Item Correlation Matrix*

Vignette	1. Pass.	2. Pass.	3. Pass.	4. Agg.	5. Agg.	6. Agg.	7. Assert	8. Assert.	9. Assert.
1. Pass.	1	.511**	.240*	-.119	-.037	.080	.125	.019	-.009
2. Pass.		1	.160	-.083	.026	.097	.071	.084	.079
3. Pass.			1	-.089	-.101	-.068	.156	.160	-.018
4. Agg.				1	.491**	.233*	.122	.048	.109
5. Agg.					1	.230*	.084	.044	.024
6. Agg.						1	.201	.277**	.110
7. Assert.							1	.333**	.042
8. Assert.								1	.190
9. Assert.									1

Note: \*\* = significant at .01 level, \* = significant at .05 level. Pass. = Passive, Agg. = Aggressive, Assert. = Assertive.

Table 14

*DIQM Inter-Item Correlation Matrix*

Vignette	1. Pass.	2. Pass.	3. Pass.	4. Agg.	5. Agg.	6. Agg.	7. Assert	8. Assert.	9. Assert.
1. Pass.	1	.176	.368**	.347**	.323*	.148	.174	.406**	.324*
2. Pass.		1	.553**	.179	.175	.151	.316*	.280*	.418**
3. Pass.			1	.300*	.178	.196	.305*	.328*	.463**
4. Agg.				1	.378**	.446**	.371**	.409**	.526**
5. Agg.					1	.467**	.334**	.408**	.361**
6. Agg.						1	.429**	.464**	.369**
7. Assert.							1	.593**	.594**
8. Assert.								1	.534**
9. Assert.									1

Note: \*\* = significant at .01 level, \* = significant at .05 level. Pass. = Passive, Agg. = Aggressive, Assert. = Assertive.

APPENDIX N: HOSTILE SEXISM AND BENEVOLENT SEXISM LINEAR  
REGRESSION RESULTS

Table 15  
*Results of HS and BS Linear Regression Analyses*

Model	<i>t</i>	<i>SE</i>	<i>p</i>	<i>B</i>	<i>F</i>	<i>df</i>	<i>p</i>	adj. <i>R</i> <sup>2</sup>
ERPDI								
Overall model					4.94	3	.003	0.07
Gender	-3.77	0.55	.000	-2.07				
Stand. BS score	0.79	0.43	.433	0.34				
Gen. x Stand. BS	-0.64	0.55	.525	-0.35				
ERPDI								
Overall model					5.24	3	.002	0.08
Gender	-3.78	0.55	.000	-2.07				
Stand. HS score	0.11	0.43	.912	0.05				
Gen. x Stand. HS	-0.84	0.55	.405	-0.46				
ERADI								
Overall model					23.92	3	.000	0.31
Gender	-8.08	0.66	.000	-5.35				
Stand. BS score	2.06	0.52	.041	1.07				
Gen. x Stand. BS	-0.69	0.67	.490	-0.46				
ERADI								
Overall model					25.46	3	.000	0.33
Gender	-8.17	0.66	.000	-5.35				
Stand. HS score	2.90	0.51	.004	1.49				
Gen. x Stand. HS	-1.55	0.66	.123	-1.02				
ERASDI								
Overall model					9.30	3	.000	0.14
Gender	-4.88	0.53	.000	-2.56				
Stand. BS Score	1.47	0.41	.143	0.61				
Gen. x Stand. BS	-0.28	0.53	.784	-0.15				
ERASDI								
Overall model					8.23	3	.000	0.13
Gender	-4.83	0.53	.000	-2.56				
Stand. HS score	0.81	0.42	.421	0.34				
Gen. x Stand. HS	-0.11	0.53	.914	-0.06				

*Note:* ERPDI: effectiveness ratings of passive dating initiations ERADI: effectiveness ratings of aggressive dating initiations ERASDI: effectiveness ratings of assertive dating initiations Predictor variables were gender, standardized HS score, and their interaction term (gender x standardized HS score); gender, standardized BS score, and their interaction term (gender x standardized BS score). HS = Hostile Sexism. BS = Benevolent Sexism

APPENDIX O: PILOT STUDY CORRELATION MATRICES

Table 16

*Pilot Study Female Data Correlation Matrix*

Vignette	1.Pass.	2.Pass.	3.Pass.	4.Pass.	5.Agg.	6.Agg.	7.Agg.	8.Agg.	9.Ast.	10.Ast.	11.Ast.	12.Ast.
1.Pass.	1	0.35	0.29	0.45*	0.11	0.48*	0.36	0.23	0.30	.342	.402	.514
2.Pass.		1	0.54*	0.59*	0.58**	0.62**	0.22	0.07	0.04	.265	.440	.368
3.Pass.			1	0.21	0.33	0.24	0.25	0.15	0.07	.321	.290	.024
4.Pass.				1	0.08	0.63**	0.18	-0.01	0.05	.082	.631**	.207
5.Agg.					1	0.31	0.41	0.01	-0.15	.296	.074	.336
6.Agg.						1	0.35	0.19	-0.13	-.026	.199	.228
7.Agg.							1	0.50*	0.12	.073	.000	.173
8.Agg.								1	0.51*	.253	.065	.307
9.Ast.									1	.653**	.393	.272
10.Ast.										1	.493*	.403
11.Ast.											1	.222
12.Ast.												1

*Note:* \* = significant at  $p < .05$ , \*\* = significant at  $p < .01$ . Vignettes 1 to 4 hypothesized as passive, 5 to 8 as aggressive, and 9 to 12 as assertive. Pass. = passive, Agg. = aggressive, Ast. = assertive.

Table 17

*Pilot Study Male Data Correlation Matrix*

Vignette	1.Pass.	2.Pass.	3.Pass.	4.Pass.	5.Agg.	6.Agg.	7.Agg.	8.Agg.	9.Ast.	10.Ast.	11.Ast.	12.Ast.
1.Pass.	1	0.42*	0.17	0.60**	-0.45*	-0.45*	-0.12	-0.06	-0.01	-0.13	-0.35	-0.14
2.Pass.		1	0.52*	0.39	-0.12	-0.15	0.36	0.10	0.36	0.30	-0.02	-0.10
3.Pass.			1	0.08	0.31	0.13	-0.13	0.21	0.37	-0.04	0.19	0.17
4.Pass.				1	-0.25	-0.16	0.07	-0.02	-0.15	-0.14	0.45*	-0.13
5.Agg.					1	0.63**	0.12	-0.02	0.01	-0.11	0.32	0.29
6.Agg.						1	0.11	-0.06	-0.02	0.06	0.34	0.18
7.Agg.							1	-0.16	-0.06	0.57**	-0.13	-0.20
8.Agg.								1	0.33	0.02	0.30	0.03
9.Ast.									1	0.30	0.51*	0.10
10.Ast.										1	0.21	0.06
11.Ast.											1	0.24
12.Ast.												1

Note: \* = significant at  $p < .05$ , \*\* = significant at  $p < .01$ . Vignettes 1 to 4 hypothesized as passive, 5 to 8 as aggressive, and 9 to 12 as assertive.

Pass. = passive, Agg. = aggressive, Ast. = assertive.