

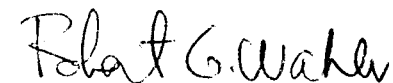
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I am submitting herewith a dissertation written by Lizzie Tyson Donald entitled "The Effect of Group Assertiveness Training on the Assertiveness and Self-Concept Levels of Army Female Enlistees." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Psychology.

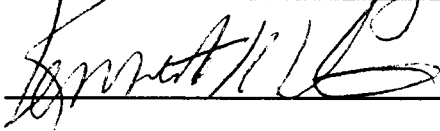


Raymond P. Lorion, Major Professor

We have read this dissertation
and recommend its acceptance:







Accepted for the Council:



Vice Chancellor
Graduate Studies and Research

THE EFFECT OF GROUP ASSERTIVENESS TRAINING ON THE
ASSERTIVENESS AND SELF-CONCEPT LEVELS
OF ARMY FEMALE ENLISTEES

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Lizzie Tyson Donald

March 1985

DEDICATION

This work is dedicated to several people. To my loving mother, who instilled within me the desire to set and achieve high goals. To my two sons--Kimani and Demetrius. To my wonderful husband, Phineas, whose patient support and encouragement provided me the strength to finish this arduous task.

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Finally, I wish to acknowledge my family and friends, especially my sister, Phyllis, and her husband, Reginald, and my husband's family, especially Aunt Anna, for their continual moral support.

ABSTRACT

This study examined whether assertiveness training increased measured levels of assertiveness and self-concept in Army enlisted females. The study also examined the relationship between assertiveness and self-concept. Assertiveness was measured using the Adult Self-Expression Scale, the Rathus Assertiveness Schedule, and selected roleplay situations which require assertive behavior. Self-concept was measured using the Tennessee Self-Concept Scale and the Self-Regard Scale of the Personal Orientation Inventory.

The hypotheses were as follows:

1. After training there will be no correlation between assertiveness and self-concept with this population.
2. After training there will be no difference between the control and assertiveness training groups on scores of assertiveness on the Adult Self-Expression Scale.
3. After training there will be no difference between the control and assertiveness training groups on scores of assertiveness on the Rathus Assertiveness Schedule.
4. After training there will be no difference between the control and assertiveness training groups on self-concept scores as measured by the Tennessee Self-Concept Scale.
5. After training there will be no difference between the control and assertiveness training groups on self-concept scores as

measured by the Self-Regard Scale of the Personal Orientation Inventory.

6. After training there will be no difference between the control and assertiveness training groups on roleplay ratings of assertiveness.

Subjects included 63 Army enlisted females in the ranks of E-1 through E-5. The study involved a pretest-posttest design with random assignment to an assertiveness training, a discussion, and a control group. Assertiveness training subjects received a six-session training period which employed the use of behavior rehearsal, modeling, coaching, roleplaying, performance feedback, and homework assignments. Discussion subjects received a six-week discussion period on male-female relationships. Control subjects merely completed the pre- and posttest measures. Follow-up testing of all subjects occurred eight to ten weeks after all training had ended.

The null hypotheses could not be rejected. Possible reasons for discrepancies in results were postulated and suggestions for future research were made.

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CHAPTER I

REVIEW OF LITERATURE

This chapter provides an overview of the assertiveness training literature. The research reported herein examines the applicability of assertiveness training to improving the self-concept of military women. Underlying assertiveness training efforts is the assumption that the nonassertive individual typically has a low opinion of herself which can be improved as a result of focused training (Alberti & Emmons, 1978; Wolpe & Lazarus, 1966). The current study is designed to assess the relevance of those findings to changing self-concept in military women.

It is appropriate at this point to define the major concepts to be examined in this study. "Assertive behavior" refers to:

Behavior which enables a person to act in his or her own best interests, to stand up for herself or himself without undue anxiety, or to exercise personal rights without denying the rights of others . . .

(Alberti & Emmons, 1978, p. 2)

Assertiveness lies along a continuum between aggressiveness and nonassertiveness. Aggressiveness refers to behavior involving, " . . . directly standing up for personal rights and expressing thoughts, feelings, and beliefs in a way which is often dishonest, usually inappropriate, and always violates the rights of the other person" (Lange & Jakubowski, 1976, p. 10). The aggressive individual uses

humiliation, degradation, overpowering, and belittling as ways of forcing others to act in desired ways.

By contrast, nonassertive behavior refers to "avoidance behavior in which the person either does not exercise his or her rights, or exercises them weakly" (Flowers, 1978, p. 17). Nonassertive behavior involves:

. . . violating one's own rights by failing to express honest feelings, thoughts, and beliefs and consequently permitting others to violate oneself, or expressing one's thoughts and feelings in such an apologetic, diffident, self-effacing manner that others can easily disregard them (Lange & Jakubowski, 1976, p. 9).

Psychological and Behavioral Manifestations of Assertive Behavior

Andrew Salter (1949) was among the first to utilize assertiveness training as a technique to facilitate assertive behavior. He described the assertive person as a spontaneous, outgoing, direct, and energetic individual who has a sincere liking for people, is decisive, responsible, and anxiety-free. Salter regarded the assertive individual as well-adjusted, healthy, and capable of enjoying gratifying interpersonal relationships. Rathus (1975) explained assertive behavior in terms of six principles: feeling talk, the use of I-language, contradicting and attacking, use of facial talk, expressing agreement during praise, and improvisation. Given their importance to this study, these principles are explained below:

"Feeling talk" refers to the recognition and spontaneous expression of positive and negative emotions. "I-language" refers to the

type of speech whereby a person deliberately uses "I" statements in order to promote responsibility-taking for her own behavior rather than blaming others (Rathus, 1975).

The principle of "contradict and attack" refers to a willingness to express disagreement during confrontations. The expression of justifiable anger is encouraged, while maintaining clear thinking and self-control. "Use of facial talk" refers to the concomitant and appropriate use of voice and facial expressiveness to convey an idea or feeling. For example, smiling or remaining silent during a discussion about which an individual has strong feelings is considered non-assertive. One's facial talk should adequately convey one's real feelings (Rathus, 1975).

In expressing agreement during praise, one simply acknowledges the statement with a polite "thank you." Expressing agreement during praise serves to increase an individual's sense of worth and breaks a pattern of non-assertion and self-derogation. Improvisation refers to using one's own creativity, imagination, and spontaneity to solve problems or to accomplish goals. Improvisation helps to deter excuse-making in one's failure to perform tasks. It stimulates self-confidence and a sense of mastery and control over one's environment, thus inspiring an optimism toward living for the present (Rathus, 1975).

Nonverbal components of assertive behavior include: loudness and fluency of speech; latency, duration, and affect of response; duration of looking, maintaining direct eye contact, and body

gestures (Eisler, Miller, & Hersen, 1973; Flowers & Booraem, 1975; Bodner, 1975; Lange & Jakubowski, 1976).

"Loudness of speech" is the voice volume used to speak (Flowers & Booraem, 1975). "Fluent speech" refers to whether the individual expresses herself fluently or whether long pauses, hesitations, or repetitions are involved (Eisler, Miller, & Hersen, 1973).

"Latency of response" refers to the number of seconds that expires between the end of the individual's message and the initiation of the recipient's response (Eisler, Miller, & Hersen, 1973).

"Duration of reply" refers to the length of time that the recipient uses to respond to the individual (Lange & Jakubowski, 1976).

"Affect of response" refers to whether the individual uses a very lively or dull and flat emotional tone to express himself or herself (Lange & Jakubowski, 1976).

"Duration of looking" refers to the length of time that the individual looks at the recipient from the initiation of the individual's delivery to the end of the recipient's presentation (Eisler, Miller, & Hersen, 1973). Maintaining direct eye contact communicates the level of confidence that the individual possesses about his presentation (Flowers & Booraem, 1975). Body gestures, such as a relaxed versus a rigid posture, clenched fists, or fidgeting connote one's level of assertiveness (Lange & Jakubowski, 1976; Flowers & Booraem, 1975).

Definition of Assertiveness Training

Assertiveness training may be conceptualized as a four-stage process which involves:

. . . (1) development of a belief system, (2) discrimination between assertive, unassertive, and aggressive behaviors, (3) identification and modification of cognitions which interfere with assertive behavior, and (4) utilization of behavioral procedures to facilitate actual behavior change (Lange, Rimm, & Loxley, 1975, p. 37).

In general, outcome goals of assertiveness training should include:

. . . (1) development of a belief system which maintains a high regard for one's personal rights and the rights of others. (2) recognition and change of the negative self-statements or irrational thinking which arouses excessive anger or intense anxiety, (3) reduction of excessive anger or anxiety, (4) development of a wider repertoire of assertive responses in specific interpersonal situations, and (5) increased self-regard and a greater sense of self-directedness (Lange, Rimm, & Loxley, 1975, p. 37).

Finally, process goals of assertiveness training and their manifestations should include:

. . . (1) providing a cognitive rationale for assertion training exercises and offering the trainer's opinion that we have a right to be assertive; (2) identifying specific situations and client behaviors on which to work; (3) positively reinforcing effective client behaviors; (4) offering a variety of modeled alternatives and opportunities for clients to try out alternatives; (5) making successive approximations toward the specified goals; (6) structuring exercises such that group involvement is extensive and supportive; and (7) placing much of the locus of evaluation as to effectiveness with the client (Lange, Rimm, & Loxley, 1975, p. 37).

There are basically four different types of assertiveness training groups. These include :

(1) theme-oriented groups, where clients focus on essentially one topic of discussion; (2) semi-structured groups which employ assertiveness training as a skill-building strategy, and which may include other therapeutic procedures, such as consciousness-raising discussion; (3) exercise-oriented groups in which initially a pre-set series of role play exercises and later behavioral rehearsal situations are used; and (4) unstructured groups, in which members decide at each meeting what the topics of discussion, role play and behavioral rehearsal activities will consist of (Lange & Jakubowski, 1976).

Procedures for Conducting Assertiveness Training

Some of the basic procedures of assertiveness training include modeling, coaching, behavior rehearsal, role playing, performance feedback, and homework assignments. These terms will be defined below and are further elaborated on in Chapter II.

In "modeling," the facilitator demonstrates appropriate behavior for group members in situations that require assertiveness. "Coaching" involves having group members furnish actors with assertive lines during role play or behavior rehearsal. In "behavior rehearsal," group members practice behaving assertively in social situations which are pertinent to their own lives. "Role playing" involves having members practice behaving assertively in hypothetical social situations. In "performance feedback," group members offer positive feedback to participants concerning their assertiveness as well as suggestions for improving their assertive behavior. In "homework assignments," group members are assigned various assertive tasks to perform between sessions.

Methods for Assessing Relevant Variables

Measures of assertiveness. Paper and pencil self-report tests are the most frequently used procedures to assess assertiveness (Bodner, 1975). A review of the literature reveals that of the currently existing written measures of assertiveness, the Adult Self-Expression Scale (ASES) (Gay, 1975) and Rathus Assertiveness Schedule (RAS) (Rathus, 1973) have been most extensively researched and are most frequently used in research which uses non-college educated subjects. Thus, the ASES and RAS are considered appropriate instruments to use in the measurement of assertiveness with Army female enlistees.

Although the ASES and RAS are the most heavily researched and the most frequently used instruments to measure assertiveness in the general adult population, the two scales are not flawless. For example, the ASES was actually standardized on a group of North Carolina community college students (Gay, 1975). The same criticism can be made about the RAS, which was standardized on a college student population in West Virginia (Rathus, 1973). However, an informal item analysis of the two scales done by this writer reveals that the questionnaires are worded to refer to situations most commonly encountered among adults in general. None of the items refers specifically or uniquely to a college setting. Despite the shortcomings of the ASES and RAS, they represent some of the best paper-and-pencil measures of assertiveness for the general adult population (Bodner, 1975), and were therefore chosen as instruments for this research study.

The Adult Self-Expression Scale. The ASES is a measure of assertiveness designed for use with a non-college adult population by Melvin Gay (1975). The ASES is a modification of the College Self-Expression Scale (CSES), which was developed by Galassi, Delo, Galassi, and Bastien (1974). The ASES correlates at $r = .88$ with the CSES (Gay, 1975). The ASES measures an individual's level of assertiveness across different situations that require assertive behavior--with family, friends, the public, respected authority figures, peers, business and intimate relations.

The ASES is a 48-item Likert-type questionnaire with 25 positively worded and 23 negatively worded items. Item scores range from 0 ("always or almost always"), to 4 ("never or rarely ever"). Total ASES scores are obtained by summing the positive items and by reverse scoring and summing the negatively stated items. High scores indicate an assertive response pattern.

The ASES is designed to measure three aspects of assertiveness: positive, negative, and self-denial. The positive items involve instances where the subject pays compliments, appreciatory remarks, and other positive statements to others. For example: "Do you compliment and praise others?" "If you approve of something your parents do, do you express your approval?" "If you find yourself becoming fond of a friend, do you have difficulty expressing these feelings to that person?"

The negative items measure the individual's justified use of anger to express dissatisfaction, resentment, or discontent with a situation or individual. For example: "How often do you openly

express justified feelings of anger to your parents?" "If a friend who is supposed to pick you up for an important engagement calls fifteen minutes before he (she) is supposed to be there and says he cannot make it, do you express your annoyance?" "Do you express anger or annoyance to your boss or supervisor when it is justified?"

The self-denial items measure one's tendency to disregard or downplay one's own feelings in order to avoid hurting someone else. For example: "If your boss or supervisor makes what you consider to be an unreasonable request, do you have difficulty saying, 'No'?" "If you were watching a TV program in which you were very interested and a close relative was disturbing you, would you ask him to be quiet?" "If food which is not to your satisfaction was served in a good restaurant, would you bring it to the waiter's attention?"

Norms for the ASES were taken from 464 students at a large community college with ages ranging from 18 to 60 years, and a mean sample age of 25.38 years. Test-retest reliability was obtained from English class students at two- and five-weeks, yielding $r = .88$ and $.91$, respectively (Gay, 1975).

Two types of validity data have been obtained with the ASES: construct and concurrent validity. Construct validity was achieved using a procedure that discriminated high and low ASES scorers with anxiety scores on Taylor's Manifest Anxiety Scale (Taylor, 1953); internal versus external locus of control scores on Rotter's Internal-External Center of Reinforcement Scale (Rotter, 1966); and self-confidence scores on the Self-confidence scale of the Adjective Check List (Gough & Heilbrun, 1965). High and low scores were designated as

those falling within ± 1 to ± 1.5 standard deviations away from the mean. Anxiety and self-confidence scores were found to discriminate high and low ASES scorers, while the locus of control dimension did not (Gay, 1975).

In further validating the construct of assertiveness, the ASES was found to have a positive and significant relationship at the $p \leq .001$ level with certain scales of the Adjective Check List. These scales included: Number of Adjectives Checked ($r = .19$); Self-confidence ($r = .44$); Lability ($r = .23$); Achievement ($r = .34$); Dominance ($r = .44$); Affiliation ($r = .20$); Heterosexuality ($r = .29$); Exhibition ($r = .36$); Autonomy ($r = .34$); Aggression ($r = .23$); and Change ($r = .36$) scales. The ASES correlated negatively at the $p \leq .001$ level with the Succorance ($r = -.37$); Abasement ($r = -.50$); and Deference ($r = -.36$) scales of the Adjective Check List (Gay, 1975). Therefore, high scorers on the ASES described themselves in a more favorable, self-confident, and spontaneous manner than low scorers on the ASES.

Concurrent validity for the ASES was obtained by comparing the ASES scores of 32 students seeking personal-adjustment counseling to a group of English class students who were not seeking such counseling. The hypothesis that the former group of subjects would be less assertive on the ASES than the latter group was substantiated at $F(1,90) = 2.53$, $p \leq .01$ level of significance (Gay, 1975).

The Rathus Assertiveness Schedule. The RAS is a 30-item schedule of statements in which the participant rates herself in six

ways on a continuum from +3, which indicates that the item is very characteristic and extremely descriptive of the individual, to -3, which suggests that the item is very uncharacteristic and extremely nondescriptive of the individual. A total score for the RAS is obtained by summing the individual item scores, some of which must be reverse scored (Rathus, 1973).

Test-retest reliability of the RAS was determined by administering the Scale to 68 undergraduate men and women 17 to 27 years and re-administering the Scale within 8 weeks. A Pearson product-moment correlation coefficient computed between the pre- and posttest mean scores yielded an $r = .78$ ($p \leq .01$) (Rathus, 1973).

Internal consistency of the RAS was established by having 18 college juniors and seniors administer the RAS to 3 or 4 people that they knew very well, for a total of 67 persons. Those persons lived off campus and were ages 15 to 70. The Pearson product-moment correlation coefficient computed between the even and odd item scores for this sample yielded an $r = .77$ ($p \leq .01$). Thus, the internal consistency of the RAS appears to be somewhat low.

The construct validity of the RAS was investigated by comparing RAS scores and two external measures of assertive behavior. In the first study, RAS scores of the 67 persons interviewed by the 18 college students were compared with Osgood type semantic differential ratings assigned to the 67 persons by the 18 students. The ratings were performed on a 17-item schedule of polar adjectives that were used to describe the 67 people in varying degrees. Significant correlations were obtained with the RAS scores and the five items which comprised

the assertiveness factor of the 17-item schedule: boldness, $r = .61$ ($p \leq .01$); outspokenness, $r = .62$ ($p \leq .01$); assertiveness, $r = .34$ ($p \leq .01$); aggressiveness, $r = .54$ ($p \leq .01$); and confidence, $r = .33$ ($p \leq .01$).

In a second study, concurrent validation indices of the RAS were obtained by comparing RAS scores of 47 coeds to ratings assigned them on five questions which asked clients what they would do in situations which required assertiveness. Answers were audiotaped and judged for assertiveness by two impartial raters. Interrater reliability was very high ($r = .94$, $p \leq .01$). A Pearson product-moment correlation computed for the subjects' RAS scores and rater impressions yielded an $r = .70$ ($p \leq .01$). These studies indicate that Rathus Assertiveness Schedule scores are valid indicators in terms of judging what people think they would do in situations which require assertive behavior.

Roleplays. Six different roleplay situations that require assertiveness were presented to the subjects--two situations each at pre-, post-, and follow-up testing. All participants were given the same two scenes to roleplay at a given testing session. The roleplay scenes will be listed in Chapter II. Subjects were rated according to Galassi's Observer Rating Form (Galassi, 1974), which was developed to provide an objective measurement of assertive behavior (see Appendix F).

Self-Concept Measures

The Tennessee Self-Concept Scale (TSCS). This measure is a one hundred item self-descriptive questionnaire which utilizes a Likert scale to provide an assessment of the individual's self-concept (Buros, 1978). The nine self esteem subscales provide a two-dimensional view of self-concept (Fitts, 1965). The first dimension relates to an internal frame of reference, which assesses one's Identity (what I am), Self-Satisfaction (how I accept myself), and Behavior (how I act). The second dimension is an external frame of reference, and measures self-concept in terms of a Physical Self, Moral-Ethical Self, Personal Self, Family Self, and Social Self. The TSCS also indicates the direction of the self-concept--positive or negative, which is reflected in the Total Positive score, or overall level of self-concept.

For the purposes of this study, Total Positive (P) score was used as the measure of overall self-concept. Fitts (1972b) asserts that high Total P scoring individuals tend to like themselves, to feel good about themselves, and to act according to their feelings, while lower scorers on Total P tend to report a general lack of feeling of self-worth and self-confidence.

Tennessee Self-Concept Scale norms are based on an N = 682. The normative sample included participants ranging in age from 12 to 68 years, from all regions of the United States (Fitts, 1972a). Fitts (1972a) admits, however, that college students, Caucasians, and younger people ages 12 to 30 are overrepresented in his standardization sample. The normative reliability data are based on a small sample

of college students ($N = 60$). The test-retest reliability coefficient for the Total Positive score over a two-week period was .92 (Fitts, 1965).

The factor validity of the TSCS has been researched through factor analysis. For example, Vacchiano and Strauss (1968) used factor analysis to study the construct validity of the Scale. The TSCS was administered to 260 undergraduates--121 females with a mean age of 19.1 years, and 139 males with a mean age of 21.3 years. Product-moment correlations were computed among the 100 scale items for the total group, and factor formations with factor loadings above .40 were retained. Twenty factors were found to account for 66% of the total variance. These factors were collapsed into five factors--moral-ethical, family, religious, social, and physical selves. Thus, this study supported Fitts' five component elements of an external frame of reference for measuring self-concept.

Bolton (1976) also used factor analysis to study the validity of the TSCS. His subjects consisted of 312 rehabilitation clients who took the TSCS at the onset of services. The exact nature of the rehabilitative services was not specified. Bolton composed a demographically heterogeneous sample of participants, including: 50% male, 38% single, 56% 31 years of age or younger, 48% high school graduates, and 37% experiencing mental disabilities. Factor loadings of .30 or above were retained for use in the study. Bolton, like Vacchiano and Strauss (1968) found support for the five elements of Fitts' (1965) proposed external frame of reference--Personal Self, Physical Self, Family Self, Moral-Ethical Self, and Social Self. As far as the internal frame of

reference is concerned, support was found for the Self-Satisfaction subscale, but not for Identity or Behavior subscales. In terms of the direction of the self-concept, an acquiescence response set was obtained. Thus, one finds that the Tennessee Self-Concept Scale is not flawless, and that at times test-takers tend to inflate their self-concept levels by answering in a less self-critical and more socially desirable manner. Yet, the Scale's construct validity has generally been borne out through numerous research studies. In Suinn's (1972) review of the Tennessee Self-Concept Scale in Buros' Seventh Mental Measurement Yearbook, he concludes that the Scale "offers great potential as a promising clinical instrument" (p. 368).

The Personal Orientation Inventory (POI). The POI is a 150 item two-choice paired-opposites questionnaire of comparative value and judgment designed by Everett Shostrom to measure an individual's progress toward self-actualization (Shostrom, 1964). The test consists of two major scales, Time Competence and Inner-directed Support, and ten subscales. The Time Competence scale assesses an individual's ability to live in the present, rather than in the past or future, and his/her freedom from excessive worry, guilt, or undue anxieties. The Inner-directed Support scale measures a person's ability to rely on his or her own values and judgments to determine his or her course of action across various situations, rather than relying on others or conforming to their expectations and goals.

The POI was standardized on a sample of 2,607 entering college freshmen students (Raanan, 1973) and has a test-retest reliability

coefficient of .93 over a very short period, one week. The Scale is designed to measure adult progress toward self-actualization. That the norms were established using a college population should be considered prior to its use with the general public. Another of the Scale's shortcomings is that a small sample ($n = 48$) of undergraduates was included in the test-retest reliability data (Raanan, 1973). The reliability coefficient for the Self-Regard subscale is .75 (Shostrom, 1966). Concurrent validation studies done on the POI are heavily documented in Knapp (1976), with results significant at the .01 and .05 levels for all scales for discriminating normal self-actualized and non-self-actualized persons.

The POI does present some shortcomings as outlined above. However, the instrument has been described by Knapp (1976) as very sensitive to treatment effects of individual or group psychotherapy and able to distinguish with a high degree of accuracy patients at the beginning and later stages of therapy. Likewise, Jakubowski and Lacks (1975) maintain that of all of the various measuring instruments that have been used to ascertain the effects of assertiveness training, the Personal Orientation Inventory is one of only two scales that have shown promise as a dependent measure. In view of the promising results obtained with the POI, the Self-Regard subscale was retained for use in this study as a measure of self-concept.

Outcome Studies Which Examine the Relationship Between Assertiveness and Self-Concept

Since Wolpe and Lazarus (1966) stated that one of the benefits of assertiveness training may be an increase in an individual's self-concept, several studies have been conducted to examine the relationship between assertiveness and self-concept. For example, Percell, Berwick, and Beigel (1974) report on two such studies. In the first study, Percell et al. used a modified form of the Lawrence Interpersonal Behavior Test (IBT; Lawrence, 1969), the Self-Acceptance (SA) Scale of the California Psychological Inventory (CPI; Gough, 1957), and the Taylor Manifest Anxiety Scale (TMAS; Taylor, 1953) in order to test the hypothesis that more assertive individuals tend to be more self-accepting and less anxious than nonassertive individuals. Subjects were 100 psychiatric outpatients, 50 men and 50 women, with a mean age of 29.4 years. The results of this first study, using Pearson product-moment correlations, revealed a positive, significant relationship between assertiveness as measured by the IBT, and self-acceptance as measured by the SA Scale of the CPI, for both the men ($r = .49$, $p \leq .001$), and women ($r = .51$, $p \leq .001$).

In the second study, the same hypothesis was tested with 24 outpatients who attended two mixed-sex groups. Twelve participants were randomly assigned to an assertiveness training and relationship-control group. Each group met for eight weeks. The Interpersonal Behavior Test (Lawrence, 1969) and Breger Self-Acceptance Scale (Breger, 1952) were used to measure assertiveness and self-acceptance, respectively.

Mixed analyses of variance following training revealed significant increases on the IBT ($F = 13.72$; $df = 1,22$; $p \leq .01$) and the Breger Self-Acceptance Scale ($F = 14.35$; $df = 1,22$; $p \leq .01$). After training, the assertiveness training group was significantly higher in assertiveness and self-acceptance than the control group.

A review of the literature revealed that the pioneering efforts of Percell, Berwick, and Beigel (1974) were followed by those of other researchers. The majority of such efforts, however, has been in the form of unpublished doctoral dissertations. For example, Patricia Ball (1976) assessed the relationship between assertiveness and self-concept in college students. Ball (1976) was one of the first researchers to investigate the effectiveness of assertiveness training in improving assertiveness and self-concept with a normal population. Using 12 college women in her experimental and no-treatment control groups, Ball (1976) found that after six weeks of assertive training the experimental group showed significant gains in assertiveness on the Adult Self-Expression Scale (Gay, 1975) ($F = 4.49$; $df = 1,16$; $p \leq .05$), and in self-concept on the Tennessee Self-Concept Scale (Fitts, 1965) ($F = 3.50$; $df = 1,16$; $p \leq .05$). The control group remained unchanged on the same paper-and-pencil measures. Since Ball (1976), however, trained her experimental subjects, her study's results may be influenced by experimental bias. The same criticism can be made about the Percell, Berwick, and Beigel (1974) study cited above, where the authors served as their own group facilitators.

Assertiveness training outcome studies have used a variety of subject groups including: adolescents (Fiedler, Orenstein, Chiles,

Fritz, & Breitt, 1979); college students (Wolff & Desiderato, 1980); young parents (Berman & Rickel, 1979); and middle-age women (McVicar & Herman, 1983). Fiedler, Orenstein, Chiles, Fritz, and Breitt (1979) employed 25 psychiatric adolescent-young adult inpatients, ages 13.5 to 24 years (mean age 17.5 years), to determine whether assertiveness training would lead to greater assertiveness, increased self-concept, and less hostility. Subjects were randomly assigned to either an A. T. group, or a control group which consisted of traditional process-oriented group psychotherapy. All groups met for 4 one-hour sessions, presented twice weekly over the course of two weeks. A behavioral role playing test in which patients' responses were videotaped and rated in a blind manner by two independent judges served as the measure of overall assertiveness and hostility. The Tennessee Self-Concept Scale (Fitts, 1965) was also employed in this study. The A. T. group participants increased significantly more than controls in assertiveness ($t = 1.95$; $df = 23$; $p \leq .05$). Similarly, the A. T. group participants decreased, although nonsignificantly, more in hostility than controls. Methodological questions must, however, be raised about the brevity of the training period. Presumably, two weeks is not enough time to become comfortable in practicing newly acquired assertiveness skills. Yet, the majority of these patients had no difficulty in expressing themselves since hostile expressiveness was a shared quality among them (Fiedler et al., 1979). In any case, these authors were able to achieve significantly higher levels of assertiveness over two weeks.

Wolff and Desiderato (1980) paired 36 freshmen men and women with their roommates in order to investigate whether assertiveness

training would increase the levels of assertiveness and self-concept as well as decrease the social anxiety of participants. These authors also examined whether A. T. effects transferred to untrained roommates. The coeds were randomly assigned to one of three groups: (1) an A. T. group, (2) a discussion group, and (3) a no-treatment control group. Training consisted of 6 one and one-half hour weekly A. T. sessions or 6 one and one-half hour discussion workshops on social expressiveness. At the end of training, the A. T. group participants had increased significantly in their assertiveness level over the control subjects ($t(29) = 3.04$, $p \leq .01$) on the College Self-Expression Scale (Galassi, Delo, Galassi & Bastien, 1974). Roommates of A. T. group participants had likewise become more assertive than roommates of the discussion ($t(26) = 2.43$, $p \leq .05$) and no-treatment ($t(26) = 2.89$, $p \leq .01$) groups on the CSES (Galassi et al., 1974). Additionally, the self-concept of A. T. group members showed a substantial improvement, but did not differ significantly from the other two groups on the Tennessee Self-Concept Scale (Fitts, 1965). Roommates showed no change on the TSCS (Fitts, 1965). No significant relationships were found between participants and roommate scores on any of the measures. This study is interesting in that it represents one of the first to address empirically the transferability of assertiveness from one individual to a person with whom he lives. Also, since no correlations were found between participants and their roommates, it is rather difficult to explain how the assertiveness levels of roommates of A. T. participants concomitantly increased. The authors suggested that upon realizing that the initial assertiveness levels of roommates had become

ineffective in dealing with the assertive levels of participants, the roommates had to increase their assertiveness levels (Wolff & Desiderato, 1980).

Berman and Rickel (1979) designed a twelve and a half hour assertiveness training program for young Black parents of preschool children. The goal of this five-week program was to increase the self-esteem and happiness of family members. According to parental verbal feedback received one month following training, the program had accomplished its goals of increasing appropriate parental assertiveness with their children, increasing parental self-confidence and self-esteem, as well as helping to provide a happier atmosphere at home. However, a formal evaluation of the effectiveness of such a program was not possible given the lack of adequate outcome measures and of a control group.

M^CVicar and Herman (1983) studied the effect of assertiveness training on the self-concept of middle-aged women. Twenty-one adult women, ages 24 to 53 years of age (mean age = 40.8 years) voluntarily enrolled for a 9-week self-actualization program. Admittedly not a random sample, these women were middle class, married, financially secure, and reportedly experiencing some aspect of the "empty nest syndrome."

The participants attended 18 two-hour sessions over a 9-week period, plus two all-day sessions. Assertion training was only a part of this comprehensive program, which also involved learning skills in communication, decision-making, and goal-setting; small group discussions, speakers, panels, and tours of various local agencies. At the

end of the program, the women's assertiveness levels had increased significantly, as measured by the Assertion Inventory (Gambrill & Richey, 1975) ($F = 5.09$; $df = 4.78$; $p \leq .001$). Self-actualization also increased from pretest to posttest as measured by the Personal Orientation Inventory (Shostrom, 1966) ($F = 22.28$; $df = 4.78$; $p \leq .01$). The program's effects were not influenced by age or educational level (McVicar & Herman, 1983). In this study, assertiveness training was used in combination with other services and the exact effects of assertiveness training cannot be separated. Nevertheless, the potential value of assertiveness training to middle-age women justifies its further study with this age group.

Although the literature states that one of the outcomes of assertiveness training may be an improved self-concept (Bower & Bower, 1976; Lange & Jakubowski, 1976; Wolpe & Lazarus, 1966; Alberti & Emmons, 1978), few empirical studies have actually demonstrated this effect. The studies cited above make evident the limitations and paucity of relevant research on assertiveness training and self-concept. Methodological issues surfaced such as possible experimenter bias, abbreviated training sessions, the employment of inadequate assessment measures, and the combination of assertiveness training with other therapeutic techniques. The present study is intended to improve on some methodological shortcomings of prior research in several ways--by employing adequate assessment measures and training periods, by using assertiveness training techniques in isolation from other therapeutic techniques, and by employing group facilitators who are not involved with the evaluation of the experiment. Additionally, since the

majority of previous research designs on assertiveness training and self-concept employed a pretest and posttest only, this study's inclusion of a follow-up test further contributes to the evaluation of the temporary versus longer-term effectiveness of assertiveness training. Finally, this study's use of Army women to examine the relationship between the stated variables may also contribute to the applicability and generalizability of assertiveness training across different populations.

Null Hypotheses

Using a pretest, posttest, control group design (Campbell & Stanley, 1963), the following null hypotheses were tested:

1. After training there will be no correlation between assertiveness and self-concept with this population.
2. After training there will be no difference between the control and assertiveness training groups on scores of assertiveness on the Adult Self-Expression Scale.
3. After training there will be no difference between the control and assertiveness training groups on scores of assertiveness on the Rathus Assertiveness Schedule.
4. After training there will be no difference between the control and assertiveness training groups on self-concept scores as measured by the Tennessee Self-Concept Scale.
5. After training there will be no difference between the control and assertiveness training groups on self-concept scores as measured by the Self-Regard scale of the Personal Orientation Inventory.

6. After training there will be no difference between the control and assertiveness training groups on roleplay ratings of assertiveness.

CHAPTER II

METHODS

Design of Study

During spring 1982 a pilot study was undertaken with 15 paid college student subjects to examine the measurement and assertiveness training procedures. In spite of the limited sample used, the pilot study results revealed a trend ($.05 \leq p \leq .10$) toward increased assertiveness and self-concept in the assertiveness training group. By contrast, no change was observed in the control and relationship discussion groups. Since the Self-Acceptance subscale of the POI failed to discriminate the three pilot groups, it was omitted from the actual study. A second measurement change resulted from consideration of the differences between pilot and dissertation subjects. The latter included only Army female enlistees whose education was in general at a high school level. For this reason, the Adult Self-Expression Scale (ASES) replaced the College Self-Expression Scale (CSES).

The actual study was conducted using a pretest-posttest control group design (Campbell & Stanley, 1963). The major statistical procedure involved a one-way analysis of co-variance. Pretest scores served as the covariate and the posttest and follow-up scores served as the dependent variables in the analyses of Hypotheses 2 through 6. Hypothesis 1 was tested using a Pearson product-moment correlation. The designated significance level for all analyses was $p \leq .05$.

Repeated measures of assertiveness and self-concept were administered at pre-, post-, and follow-up testing. The pretests were administered a week prior to the initiation of the groups. Posttesting occurred one week after the groups; follow-up testing took place eight to ten weeks after all group sessions had ended.

Subjects

The subjects included 72 Army enlisted females in the ranks of E-1 through E-5 stationed at Fort Carson, Colorado. Nine participants withdrew from the groups after pretesting; seven others withdrew from the study after posttesting. Consequently sixty-three women completed pretesting and posttesting; fifty-six completed follow-up testing. Subject recruitment procedures are described below.

During spring 1983 battalion and company commanders of five female-staffed battalions were informed of the study and asked for authorization to permit interested women to participate. Commanders from four battalions provided such authorization. A subsequent meeting was held to describe the study to interested women and inform them about participation. Although encouraged to attend, the women were informed that participation was voluntary and that they were free to withdraw from the groups at any time without penalty. In the Army, military units are required to provide ongoing, in-service training for their troops. The dissertation groups were viewed as supplying such training, and the units supported group attendance. Nevertheless, the decision to participate in the groups was left to the individual soldier. Participation of some group members was recommended by their units, who perceived that the groups might benefit a particular soldier.

Even these women, however, were informed that they could withdraw at any time. All participants signed the Informed Consent Form presented in Appendix A. The potential impact of these recruitment procedures is discussed in Chapter IV.

Subjects were assigned via a table of random numbers to one of three groups: a) an assertiveness training group, b) a relationship discussion group, and c) a no-treatment control group. Twenty-one subjects were assigned to each of the three groups. The demographic characteristics of each group are presented in Appendix B.

Measures

Three categories of measures were used in this study: a) demographic information, b) self-report indexes of assertiveness and self-concept, c) behavioral observation ratings of assertiveness. Each of these measures is discussed below.

Demographic Measures

Participants initially completed a personal data sheet (Appendix C) which requested the following demographic information: rank, unit, job title, age, marital status, Army General Classification Test (G.T.) score, education, race, area of the country where born and raised, size of city where raised, number of siblings, parents' education, occupation, and income, and whether or not the subjects were receiving professional counseling (for major mental illness). These demographic data were later analyzed by a one-way analysis of variance in order to determine whether differences existed in these categories and level of assertiveness and self-concept.

Self-Report Indexes of Assertiveness and Self-Concept

The assertiveness measures used in this study were the Adult Self-Expression Scale (Gay, 1975) and the Rathus Assertiveness Schedule (Rathus, 1973). Self-concept was measured using the Tennessee Self-Concept Scale (Fitts, 1965), and the Self-Regard subscale of the Personal Orientation Inventory (Shostrom, 1966). Copies of these scales are included in Appendixes D and E, respectively.

Behavioral Observation Ratings of Assertiveness

In order to obtain a concurrent behavioral assessment of group members' behavior in situations which allow for assertiveness, participants were rated by trained observers on the level of assertiveness which they displayed in selected roleplay situations at pretesting, posttesting, and follow-up testing. The roleplay situations are presented in Figure 1. The Observer Rating Form (Galassi, 1974) is presented in Appendix F.

Experimental Procedures

Following their initial briefing on the experimental procedures, participants completed a Personal Data Sheet (Appendix C) and were informed of the next meeting. At pretest, the women completed the assertiveness and self-concept paper and pencil measures. These measures were administered to all of the women assigned to one group. Test packets were prepared such that the sequence in which the measures were completed by each woman was random. The measures were completed in a room which provided comfortable seating, long tables for test-taking, and suitable overhead lights.

Pretesting Roleplay Situations

1. You need a day off from work to take care of personal business. You must ask your section supervisor's permission to take a day off within the next week.
2. You have been dating this person for quite a while. You enjoy his companionship and would like to go steady with him. You are uncertain of this person's feelings for or expectations from you. You are out together for the evening and must bring this subject up.

Posttesting Roleplay Situations

3. Your roommate is about to leave for work and tells you that a friend of hers needs a ride this afternoon and she has volunteered your services.
4. You are on active duty in the Army. Your husband/boyfriend expects dinner on the table when he arrives from work, and gets angry when it is not there immediately.

Follow-up Testing Roleplay Situations

5. You have been pestered several times this week by a caller who has repeatedly tried to sell you magazines. The caller contacts you again with the same magazine proposition.
6. One evening you notice your steady boyfriend/husband eating dinner at a restaurant with a female friend. Later you are meeting with him.

Figure 1. Roleplays.

Group Facilitators

The group facilitators included a female Master's level psychologist and three female advanced graduate students in psychology. All facilitators had a minimum of two years' experience running groups. The student with the assertiveness training background paired with the psychologist to facilitate the assertiveness training group, since they were both skilled in assertiveness training. The remaining two students conducted the discussion group. The facilitators were supervised in pairs by an independent licensed clinical psychologist who was not involved with the evaluation of the intervention. Supervision consisted of a weekly one-hour meeting in which discussion focused on the expected content of forthcoming meetings.

Assertiveness Training Group

The assertiveness training group met for 1½ hours weekly over a six-week period. The women were randomly divided into two subgroups of 10 and 11, respectively. During the training sessions participants sat in a circle. Training techniques included: modeling, coaching, behavior rehearsal, roleplaying, performance feedback, and homework assignments. In modeling, the facilitator demonstrated possible assertive behavior for group members in an appropriate problem situation. For example, if the facilitator was complimented during a session, she would model an appropriate "thank you" response for the group. Coaching involved having group members furnish each other with assertive lines during a roleplay or behavior rehearsal. For example, the coach might approach a group member during a roleplay and quietly

offer assertive responses when the group member is experiencing difficulty. In behavior rehearsal group members practice behaving assertively in social situations which are pertinent to their own lives. For example, if a group member is having difficulty responding to an aggressive supervisor who constantly berates her, the group member would rehearse the appropriate assertive behavior with another or several group members until she felt that she could respond assertively with the supervisor. Role playing involved having members practice behaving assertively in hypothetical social situations. For example, two group members might role play a situation involving a door-to-door salesperson. Each would take turns practicing the refusal of the sale items. In performance feedback, group members offered positive feedback to participants concerning their expression of assertive behavior, as well as suggestions for improving their assertive responses. For example, a member may point out that while the actor maintained good eye contact during a scene which involves refusing unreasonable requests, the actor actually offered excuses rather than reasons. The member might suggest that the actor roleplay the scene a second time, this time stating her reasons for refusing the unreasonable request. In their homework assignments group members were assigned a variety of assertive tasks to perform between sessions. For example, members might be asked to involve themselves in the refusal of three unreasonable requests made by spouses, children, co-workers, peers, or bosses during the week. During the next session, group members were required to report on their experience with the particular homework assignment.

Session 1. The group facilitators (see above) conducted each session according to a preplanned sequence of materials presented to them in advance by the writer (see outline in Appendix G). The group members introduced themselves. Confidentiality and the rationale and benefits of assertiveness training were discussed. The definitions of assertive, nonassertive, and aggressive behavior, along with reasons to behave assertively were presented. This was followed by a discussion of why people behave aggressively or nonassertively. The feelings and consequences involved in behaving nonassertively, aggressively, and assertively were discussed from the actor's and receiver's standpoints. Also, during Session 1, participants discussed issues that commonly confront the novice asserter, such as: deciding when and when not to behave assertively, potential adverse reactions to one's assertiveness, what to do when one's rights conflict with those of another party, or when the asserter is wrong in a situation.

During the second half of Session 1 types of verbal assertion were described and examples of each were given. This discussion was followed by a presentation of the nonverbal aspects of assertion and their impact on the delivery of an assertive message. Near the end of Session 1, participants rank ordered a check list of possible topics for the assertiveness training group (Appendix H), with the opportunity to add any special issues that they would like to discuss. These issues could include recent incidents where they would like to have asserted themselves, but did not. This feedback influenced the content of subsequent sessions.

Session 2. This session began with an exercise to explore the voice range of the participants. This exercise involved having group members pair off and as one member of a pair said "yes" in ascending loudness, the partner responded with "no" at the same magnitude. Following this, participants practiced giving and accepting compliments. In this exercise, Member A paid a compliment to Member B. B responded, then paid a compliment to C. Following these exercises, the participants discussed their personal reactions to the experience. The homework assignment was to give and accept compliments assertively during the week. The remainder of Session 2 was devoted to helping participants develop a personal belief system which included the right to behave assertively. Members were assisted in identifying their personal rights and in recognizing some of the irrational ideas which interfered with assertive responses.

Sessions 3 and 4. These sessions began with discussion of the previous week's homework and of most people's reluctance to make and refuse requests. Participants then began an exercise in which one woman made an unreasonable demand of a second, who refused to comply with the request. This person in turn made an unreasonable request of a third who refused, etc. The rest of these sessions were spent discussing, role playing, and rehearsing situations which required assertiveness. The sessions ended with the homework assignment of having members practice making and refusing requests outside of the group.

Session 5. In this session group members discussed their assertive experiences from the previous week. They were reminded of the goals of assertive behavior, and of the value of practice. Behavioral rehearsal of difficult personal situations requiring assertiveness were then begun. The "DESC" script (Bower & Bower, 1976) was used to facilitate behavior rehearsal. In this exercise, group members:

- D - describe the problem situation
- E - express how they feel in the situation
- S - specify desired changes, and
- C - state the consequences of the desired changes.

Each member rehearsed her assertive lines until she felt comfortable and satisfied with the assertive performance. Then she was encouraged to try out her assertive behavior outside of the group.

Session 6. In this session reports of participants' assertive attempts outside of the group were discussed. Feedback and support were offered. Additional rehearsal of particularly difficult or unsuccessful assertive acts occurred. At the end of Session 6, participants were thanked for their involvement in the group, and were instructed where to return for the posttesting and the final follow-up session. Follow-up data were collected eight to ten weeks after the training had ended. At the follow-up session, participants were asked to provide an anonymous written evaluation of the training. Sample evaluations are included in Appendix I.

Discussion Group

The group facilitators (see above) met with members of this group for approximately 1½ hours weekly for six weeks. The focus of each session was the psychology of interpersonal relationships, specifically male-female relationships, as outlined in Appendix J. Sessions 1 and 2 addressed issues involved in the elements of love, including: clarification of intimacy, distinguishing love from sex, handling jealous feelings, reactions to an accepting versus rejecting partner, and distinguishing friendships from commitments.

In Sessions 3 and 4 participants discussed the changing nature of male-female relationships. Participants examined the traditional roles of men and women and compared and contrasted those with more contemporary images of the "liberated" woman and the "macho" male. Issues of preferred roles, their accompanying personal freedoms and personal limitations, including deciding whether to pursue a career versus emphasizing a family-oriented lifestyle, or some variation of the two, were discussed.

Finally, the issue of economics and its impact on dating activities were dealt with in Sessions 5 and 6. Participants focused on concerns of sharing expenses and other ways in which economic factors impact on the depth of a developing friendship or commitment. At the end of Session 6 participants were thanked for their involvement, and instructed where to return for posttesting, with instructions about the follow-up session. On the follow-up session, participants provided a written evaluation of the groups. Sample evaluations are provided

in Appendix K. Additionally, assertiveness training was offered to the discussion group members at the end of the data collection process, but the group failed to materialize due to insufficient interest and previous commitments.

No-Treatment Control Group

Members of the no-treatment control group took the pre-, post-, and follow-up tests at the same time as the experimental subjects. Control subjects were offered the assertiveness training upon completion of the study. Again, due to meager interest, no groups were formed.

CHAPTER III

RESULTS

This study had two purposes: (a) to assess whether assertiveness training increased measured levels of assertiveness and self-concept; and (b) to examine the relationship between assertiveness and self-concept.

The study's findings are presented in four sections. Section 1 reports the ANOVA comparisons of demographic variables relative to level of assertiveness and self-concept. Section 2 presents the correlational findings for the relationship between assertiveness and self-concept for all subjects as well as for the three subgroups. Section 3 reports the ANOVA comparisons of trained versus untrained subjects on measures of assertiveness and self-concept. Section 4 reports the ANOVA comparisons of trained versus untrained subjects on the roleplays.

Means and standard deviations for the four dependent variables at pre-, post-, and follow-up testing are reported for all subgroups in Appendix L. Individual pretest scores for all subjects on the Adult Self-Expression Scale (ASES), Rathus Assertiveness Schedule (RAS), Tennessee Self-Concept Scale (TSCS), and Self-Regard Scale of the Personal Orientation Inventory (POI) are listed in Appendixes M, O, Q, and S, respectively. Histograms of ASES, RAS, TSCS, and POI pretest scores are depicted in Appendixes N, P, R, and T, respectively. Based on the computed *F*-max statistic (Kirk, 1968), homogeneity of variance

is assumed across the three groups at pretesting on the RAS, TSCS, and POI. Initially, heterogeneous variance existed between the control and discussion groups at pretesting on the ASES. However, using the range transformational procedure (Kirk, 1968), homogeneous variance for the three groups at pretesting on the ASES was accomplished.

Section 1: ANOVA Results of Selected Demographic Variables

Multiple repeated measures ANOVAs were computed to determine whether pre-, post-, and follow-up scores on assertiveness and self-concept measures related to selected demographic variables. Variables examined included rank, age, marital status, Army General Classification Test (G. T.) score, education, and other demographics. Of these variables, significant differences in level of assertiveness were obtained with the following: city size, number of siblings, length of time at assigned unit, and parents' income. Significant differences in level of self-concept were seen with these variables: area of country where raised, city size, and military career intentions. Of these variables, only size of city and parents' income contained sufficient n's from which to draw comparisons. The implications of these findings is discussed in Chapter IV.

1. City size. Size of city was defined in the following manner: (a) small, population less than 150,000; (b) medium, population 150,000 to 500,000; and (c) large, population above 500,000. Results in Table 1 indicate that S's raised in a large city began the study with a higher level of assertiveness than S's raised in smaller and medium-sized cities, according to ASES pretest scores ($F = 3.71$;

Table 1. Summary of Analyses of Variance Containing Significant *F*-ratios for the Demographic Variables Across the Four Written Dependent Measures and Roleplay Ratings at Pre-, Post-, and Follow-up Testing.

Measure/Variable	Source	SS	df	MS	<i>F</i>	Sig
ASES-PRE/ City Size	Between Groups	4986.62	2	2493.31	3.71	0.03*
	Within Groups	40274.36	60	671.24		
	Total	45260.98	62			
ASES-POST/ City Size	Between Groups	2493.29	2	1246.64	3.07	0.05*
	Within Groups	24371.32	60	406.19		
	Total	26864.61	62			
ASES-FU/ City Size	Between Groups	3456.77	2	1728.39	3.72	0.03*
	Within Groups	24654.21	53	465.17		
	Total	28110.98	55			
RAS-PRE/ City Size	Between Groups	8056.32	2	4028.16	6.89	.002*
	Within Groups	35083.39	60	584.72		
	Total	43139.71	62			
RAS-POST/ City Size	Between Groups	7376.97	2	3688.49	7.13	.0017*
	Within Groups	31053.03	60	517.55		
	Total	38430.00	62			

Table 1 (continued)

Measure/Variable	Source	SS	df	MS	F	Sig
RAS-FU/ City Size	Between Groups	6732.81	2	3366.40	8.54	.0006*
	Within Groups	20881.18	53	393.98		
	Total	27613.99	55			
POI-FU/ City Size	Between Groups	41.69	2	20.84	5.41	.007*
	Within Groups	204.15	53	3.85		
	Total	245.84	55			
Ratings-FU/ Parents' Income	Between Groups	7.98	5	1.59	2.60	.036*
	Within Groups	30.68	50	0.61		
	Total	38.66	55			

* $p \leq .05$

$df = 2, 60, p \leq .05$). This difference was maintained at posttesting on the ASES ($F = 3.07; df = 2, 60; p \leq .05$) and at follow-up testing on ASES ($F = 3.72; df = 2, 53; p \leq .05$). Similarly, pretesting results on the RAS ($F = 6.89; df = 2, 60; p \leq .05$) indicate that S's raised in large and medium-sized cities began the study with a higher level of assertiveness than S's raised in smaller cities. This difference was maintained by both groups of S's at posttesting on the RAS ($F = 7.13; df = 2, 60; p \leq .05$) and by the S's from large cities at follow-up testing on the RAS ($F = 8.54; df = 2, 53; p \leq .05$). As for differences in self-concept, results indicate that S's raised in either a small or a large city had a higher level of self-concept after training than S's raised in a medium-sized city, according to POI scores at follow-up testing ($F = 5.41; df = 2, 53; p \leq .05$).

2. Parents' income. Results indicate that S's whose parents' incomes were between \$25-35,000 had a higher level of assertiveness after training than those in other income brackets, according to role-play ratings at follow-up testing ($F = 2.60; df = 5, 50; p \leq .05$).

Section 2: Correlation Between Assertiveness and Self-Concept for All Groups

Hypothesis 1: After training there will be no correlation between assertiveness and self-concept with this population.

Pearson product moment correlation coefficients were computed between the assertiveness and self-concept measures at pretesting, posttesting, and follow-up testing. Table 2 provides a summary of the findings.

Table 2. Table of Correlations Between the Written Measures of Assertiveness and Self-Concept for All Subjects.

	ASES	TSCS	RAS	POI
ASES Pre	-	-	-	0.67
Post				0.59
F-U				0.60
TSCS Pre	0.50	-	-	-
Post	0.51			
F-U	0.49			
RAS Pre		0.51	-	-
Post		0.42		
F-U		0.38		
POI Pre			0.68	-
Post			0.48	
F-U			0.54	

N = 56 total subjects per cell.

In general, the correlational findings reveal a significant relationship between assertiveness and self-concept, which was maintained from pretesting through follow-up testing. For example, at pretesting the correlations between assertiveness and self-concept ranged from $r = 0.50$ ($p < .001$) between the ASES and TSCS to $r = 0.69$ ($p < .001$) between the RAS and POI. At posttesting, the correlations between assertiveness and self-concept ranged from $r = 0.42$ ($p \leq .001$) between the RAS and TSCS to $r = 0.59$ ($p < .001$) between the ASES and POI. At follow-up testing the correlations ranged from $r = 0.38$ ($p < .004$) between the RAS and TSCS to $r = 0.60$ ($p < .001$) between the ASES and POI.

Correlation Between Assertiveness and Self-Concept by Subgroup.

When the correlational data are examined by separate groups, the findings reflect a consistent high relationship between assertiveness and self-concept. Under conditions where no manipulation of the dependent variables occurs (i.e., pretesting across all groups and all three testings of the control group), a positive relationship between assertiveness and self-concept is found (see Table 3). For example, at pretesting, the assertiveness training group correlation between assertiveness and self-concept ranged from $r = 0.39$ ($p = .10$) on the RAS and TSCS, to $r = 0.68$ ($p < .001$) on the RAS and POI, and $r = .68$ ($p < .001$) on the ASES and POI. The pretesting correlations between the two dependent variables for the control group ranged from $r = 0.53$ ($p < .02$) on the ASES and TSCS, to $r = 0.75$ ($p < .001$) on the ASES and POI. The discussion group also produced positive

Table 3. Table of Correlations Between the Written Measures of Assertiveness and Self-Concept Over Time for Each Subgroup.

	Control Group				Discussion Group				Assertiveness Group			
	ASES	TSCS	RAS	POI	ASES	TSCS	RAS	POI	ASES	TSCS	RAS	POI
ASES Pre				0.75				0.61				0.68
Post				0.77				0.69				0.38
F-U				0.78				0.60				0.45
TSCS Pre	0.53				0.58				0.51			
Post	0.70				0.67				0.17			
F-U	0.57				0.71				0.20			
RAS Pre		0.61				0.45				0.39		
Post		0.69				0.48				-0.07		
F-U		0.54				0.16				0.17		
POI Pre			0.73				0.59				0.68	
Post			0.60				0.62				0.29	
F-U			0.75				0.32				0.48	

N = 56 S's/cell for all Groups.

relationships between assertiveness and self-concept at pretesting. Those correlations ranged from $r = 0.45$ ($p < .058$) on the TSCS and RAS, to $r = 0.61$ ($p < .007$) on the ASES and POI.

For the control group the positive relationship found between assertiveness and self-concept at pretesting is maintained over time. At posttesting the correlations between the two variables range from $r = 0.60$ ($p < .007$) on the RAS and POI, to $r = 0.77$ ($p < .001$) on the ASES and POI. At follow-up testing the correlations between assertiveness and self-concept range from $r = 0.54$ ($p < .016$) on the RAS and TSCS, to $r = 0.78$ ($p < .001$) on the ASES and POI. Similar findings were obtained with the discussion group, which also found positive relationships between assertiveness and self-concept over time.

Although a positive relationship between the two variables was present at pretesting for the assertiveness training group, this relationship was not maintained over time. For example, on the RAS and TSCS, the pretest correlation between the two variables dropped from $r = 0.39$ ($p = .10$) to $r = -0.07$ ($p < .76$) at posttesting, and remained at $r = 0.17$ ($p < .48$) at follow-up testing. Similarly, on the ASES and TSCS the pretesting correlation between assertiveness and self-concept of $r = 0.51$ ($p = .03$) was lowered to $r = 0.17$ ($p = .49$) at posttesting, and $r = 0.20$ ($p = .42$) at follow-up testing. The explanation for this breakdown in relationship between assertiveness and self-concept over time with the assertiveness training group will be discussed in Chapter IV.

Section 3: ANOVA Results for Hypotheses 2 through 5

Hypothesis 2: After training there will be no difference between the control and assertiveness training groups on scores of assertiveness on the Adult Self-Expression Scale (ASES).

As reported in Table 4, the F -statistic for treatment ($F = 0.04$; $df = 2, 53$), time ($F = 0.24$; $df = 2, 106$), and treatment over time ($F = 0.21$; $df = 4, 106$) were not significant. Thus, the groups did not differ in assertiveness on the ASES following training.

Hypothesis 3: After training there will be no difference between the control and assertiveness training groups on scores of assertiveness on the Rathus Assertiveness Schedule (RAS).

As shown in Table 4, the treatment effect ($F = 0.01$; $df = 2, 53$) and treatment over time interaction ($F = 1.28$; $df = 4, 106$) were not significant. However, a significant change in assertiveness over time was found ($F = 4.17$; $p \leq .05$). Post hoc analysis using Duncan's New Multiple Range Test (Kirk, 1968) revealed that on this measure, the control group actually began the study with a higher level of measured assertiveness ($\bar{X} = 21.58$) than the discussion group ($\bar{X} = 13.33$) due to chance variation. The control group RAS scores decreased at posttesting ($\bar{X} = 19.74$, and remained about the same at follow-up testing ($\bar{X} = 21.79$). The assertiveness training subjects, on the other hand, increased in assertiveness at posttesting ($\bar{X} = 21.47$) and follow-up testing ($\bar{X} = 23.79$). However, their posttest and follow-up test scores were not significantly different from those of the control

Table 4. Summary of Analysis of Variance for Assertiveness and Self-Concept Scores Across All Groups Over Time.

Scale	Source	SS	df	MS	F	Sig
ASES	Treatment	135.64	2	67.82	0.04	n.s.
	Error 1	80130.62	53	1515.29		
	Time	63.51	2	31.75	0.24	n.s.
	Treatment x Time	107.44	4	26.86	0.21	n.s.
	Error 2	13781.05	106	130.01		
	Error due to approximation	3.81				
	Total	94402.07	167			
RAS	Treatment	43.93	2	21.97	0.01	n.s.
	Error 1	87615.53	53	1653.12		
	Time	1288.95	2	644.48	4.17	*
	Treatment x Time	789.06	4	197.26	1.28	n.s.
	Error 2	16381.90	106	154.55		
	Error due to approximation	28.38				
	Total	106090.99	167			
TSCS	Treatment	3499.76	2	1749.88	0.73	n.s.
	Error 1	125966.70	53	2376.73		
	Time	604.78	2	302.39	1.21	n.s.
	Treatment x Time	549.25	4	137.31	0.55	n.s.
	Error 2	26455.94	106	249.58		
	Error due to approximation	21.18				
	Total	157097.61	167			
POI	Treatment	33.64	2	16.82	1.48	n.s.
	Error 1	602.27	53	11.36		
	Time	11.93	2	5.96	3.88	*
	Treatment x Time	7.12	4	1.78	1.16	n.s.
	Error 2	162.85	106	1.54		
	Error due to approximation	0.03				
	Total	817.85	167			

* $p \leq .05$

subjects. Thus, no difference between groups in level of assertiveness was observed on the RAS and ASES following training.

Hypothesis 4: After training there will be no difference between the control and assertiveness training groups on self-concept scores as measured by the Tennessee Self-Concept Scale (TSCS).

This hypothesis could not be rejected. The F -statistics for treatment ($F = 0.73$; $df = 2, 53$), time ($F = 1.21$; $df = 2, 106$), and treatment over time ($F = 0.55$; $df = 4, 106$) were not significant at the .05 level (see Table 4).

Hypothesis 5: After training there will be no difference between the control and assertiveness training groups on self-concept scores as measured by the Self-Regard Scale of the Personal Orientation Inventory (POI).

In Table 4 the F -statistic reveals that changes in self-concept due to treatment ($F = 1.48$; $df = 2, 53$) and treatment over time ($F = 1.16$; $df = 4, 106$) were not significant. However, the F -statistic for the main effect of time ($F = 3.88$; $df = 2, 106$) was significant at the .05 level. Post hoc analysis using Duncan's New Multiple Range Test (Kirk, 1968) revealed that on this measure of self-concept, but not on the TSCS, the control group was higher in self-concept than the other two groups at pre-, post-, and follow-up testing. The assertiveness training group showed no appreciable difference in self-concept on the POI and TSCS at posttesting and follow-up testing. The question arises why the control group should be different from the other two

groups in self-concept at pretesting on the POI, and will be discussed in Chapter IV.

Section 4: Roleplay Results

In general, these findings are similar to those obtained on the written dependent measures of assertiveness. That is, no significant treatment effects were observed. Over time, however, the assertiveness training group did increase in assertiveness over the other two groups.

The means and standard deviations for the roleplays at pre-, post-, and follow-up testing for all groups and subgroups are presented in Appendix Z. Inter-observer reliabilities of ratings of subjects' assertiveness levels at pre-, post-, and follow-up testing were .93, .91, and .89, respectively.

As presented in Table 5, the F -statistic for the main effect of treatment ($F = 0.30$; $df = 2, 53$) was not significant. However, the F -statistic for the main effect of time ($F = 34.00$; $df = 2, 106$) and the treatment over time interaction ($F = 8.83$; $df = 4, 106$) were significant at the .05 level. Duncan's New Multiple Range test results (Kirk, 1968) indicated that the assertiveness training group was significantly higher in assertiveness than the other two groups at posttesting on the role play ratings due to the main effect of time and the treatment over time interaction.

Table 5. Summary of Analysis of Variance for the Roleplays Across All Groups Over Time.

Testing	Source	SS	df	MS	F	Sig
Population	Treatment	1.14	2	0.57	0.30	n.s.
	Error 1	99.22	53	1.87		
	Time	24.98	2	12.49	34.00	*
	Treatment x Time	12.98	4	3.24	8.83	*
	Error 2	38.95	106	0.37		
	Error due to approximation	0.26				
	Total	177.54	167		$*p \leq .01$	
Pretest	Between Groups	4.67	2	2.33	2.19	n.s.
	Within Groups	63.96	60	1.07		
	Total	68.63	62			
Post test	Between Groups	6.06	2	3.03	3.72	0.03*
	Within Groups	48.84	60	0.81		
	Total	54.90	62		$*p \leq .05$	
Follow-Up Test	Between Groups	1.60	2	0.80	1.15	n.s.
	Within Groups	37.06	53	0.70		
	Total	38.66	55			

CHAPTER IV

DISCUSSION

The present study examined the effectiveness of group assertiveness training procedures in increasing assertiveness and self-concept in military women. The Adult Self-Expression Scale (ASES) and the Rathus Assertiveness Schedule (RAS) were used as measures of assertiveness; the Tennessee Self-Concept Scale (TSCS) and Self-Regard Scale of the Personal Orientation Inventory (POI) were measures of self-concept. Roleplay ratings served as behavioral performance measures of assertiveness.

In general, treatment effects were not observed between groups in assertiveness and self-concept following training, as assessed by the paper-and-pencil measures. Even in instances where the assertiveness training group improved in assertiveness at posttesting and follow-up testing (cf. the Rathus scores), their scores were not significantly different from the control group. Thus, except for two significant *F*-ratios for the main effect of time on the RAS and POI, the null hypotheses cannot be rejected. The treatment offered was not successful in improving assertiveness and self-concept with this group of Army women, according to posttest and follow-up test scores on the written dependent measures.

Evidence that the assertiveness training model presented to the assertiveness training (A. T.) group was ineffective in increasing

assertiveness as measured by the RAS is presented in Table 4 (page 46). Posttest and follow-up test scores for the A. T. group were analyzed using Duncan's New Multiple Range test (Kirk, 1968). However, ANOVA comparisons were conducted to determine whether means differed at post-testing and follow-up testing across all groups on the RAS. This crucial test of significance indicated that the A. T. group did not differ from the control group.

The A. T. group also did not differ from the control group when ANOVA comparisons were applied to the ASES data. The ASES and RAS are considered by many researchers to be the most valid and reliable measures of assertiveness (Gay, 1975; Rathus, 1975). But the findings of this study are inconsistent with those of other researchers who used the RAS, ASES, or College Self-Expression Scale (CSES) to measure changes in assertiveness after an assertiveness training group (Galassi, Galassi, & Litz, 1974; Gay, 1975; Rathus, 1972, 1973b). These discrepant findings may be attributed to the fact that many of the subjects in this study were assertive enough at the beginning of the study. In Figure 2, Appendix N, one finds that of the total subjects sampled, 56 (89%) scored near or above the mean assertiveness score on the ASES at pretesting. Similarly, 46 (73%) of the sample produced assertiveness scores above the 50th percentile on the RAS at pretesting (Figure 3, Appendix P). Another possibility for the unimproved assertiveness scores following training has to do with the questioned acceptability of assertive behavior by enlisted personnel within a military environment. This issue is discussed further in the latter part of this chapter.

Outcomes for the self-concept measures were similar to those for the assertiveness measures. Following training the A. T. group did not differ from the control group in self-concept as measured by the Tennessee Self-Concept Scale. ANOVA comparisons between groups on the POI also indicate that the A. T. group did not improve in self-concept following training. The validity and reliability of the TSCS have been highly researched, and researchers have concluded that it is highly sensitive in detecting changes in self-concept (Bolton, 1976; Vacchiano & Strauss, 1968; Suinn, 1972). In addition, the findings of the present study are contradictory to other researchers that used the TSCS as a dependent measure in assertiveness training studies, which produced significant differences between the A. T. and control groups over a six- and two-week training period, respectively (cf. Ball, 1976; Fiedler, Orenstein, Chiles, Fritz, & Breitt, 1979).

While the ANOVA failed to reveal significant differences on the posttest and follow-up test scores on the POI and TSCS, the A. T. subjects' mean score following assertiveness training was higher than the pretest mean score. The higher score is considered the healthier behavior. One possible explanation for the POI's failure to detect changes may be due to the length of the training period. A longer treatment period might have given subjects the opportunity to incorporate assertive behavior into their lives rather than responding assertively to specific situations. The skill of responding assertively requires practice, and the attitude change required for increased self-regard would probably require many successful attempts at being assertive.

Additionally, an examination of the subjects' measured levels of self-concept indicates that many women felt good enough about themselves at the beginning of the study. For example, 45 (71%) of the subjects scored above the 50th percentile on the Self-Regard Scale of the Personal Orientation Inventory at pretesting (Figure 5, Appendix T). Twenty-six (41%) of the subjects scored at or above the 50th percentile on the TSCS at pretesting (Figure 4, Appendix R).

Thus, the pretest data indicated that many of the Army women began the study with sufficiently high levels of assertiveness and self-concept. It may be that the military attracts a certain kind of female, one who is generally assertive to begin with. Or military training may lead women to develop greater levels of assertiveness and self-concept than that assessed among civilian undergraduate women (cf. Fitts, 1964; Rathus, 1973a; Gay, 1975; Galassi, DeLo, Galassi, & Bastien, 1974). This issue requires greater research.

The issue of why the control group should be different from the other two groups in self-concept at pretesting on the POI and in assertiveness on the RAS needs to be addressed. There were no demographic differences between the three research groups which might account for the difference. Therefore, the variation must be due to chance occurrence.

The results of the roleplay ratings were similar to those obtained by the paper-and-pencil measures of assertiveness in that no significant treatment effect occurred. But over time and through a treatment and time interaction, the A. T. subjects responded more assertively on the roleplays at posttesting and follow-up testing than

the control group. This result may be due to a practice effect since roleplaying was one of the training procedures used with the A.T. group.

The correlational data for the A.T. subgroup reflected a lack of relationship between assertiveness and self-concept over time in Table 3 (page 44). This finding may be explained in terms of the attenuated ranges of the ASES and RAS scores which existed at posttesting and follow-up testing (Appendix AA). The A.T. subgroup's range of ASES scores was 99 at pretesting. The ranges at posttesting and follow-up testing were 61 and 72, respectively. The range of RAS scores for this group was 93 at pretesting, 69 at posttesting, and 66 at follow-up testing. The phenomenon of attenuated ranges did not occur consistently on the self-concept measures for the A.T. subgroup, nor with the other two subgroups on the assertiveness measures. Those data are not reported.

These correlational findings may also point to the possibility that military women may be responding assertively in situations, but still do not feel an increased sense of self-esteem. The degree of comfort experienced by an enlisted female in attempting to assert herself in a system in which she is generally "one-down" because of her rank is an important consideration. A longer training period in behaving assertively especially with authorities may be required before the military female could incorporate an assertive mode of behavior accompanied by enhanced self-esteem. Additionally, an assessment of the acceptability of assertive behavior within the military must be examined. It would be difficult to feel good about oneself following

assertion if negative consequences resulted (e.g., being labeled a "troublemaker" or being denied promotions). Future research on the acceptability of assertive behavior within a military environment is needed.

The method of sampling used must also be addressed. While subjects were told that their participation in the groups was voluntary, because of their low rank they may have felt powerless to withdraw from the groups. The sampling procedures used may have resulted in subjects attending sessions, but not benefiting maximally because of an underlying reluctance to attend.

One of the purposes of the study was to determine whether a relationship existed between assertiveness scores and self-concept scores. From the analyses done on the assertiveness training subjects, one cannot draw definite conclusions based on the measures used. On the one hand, the TSCS and RAS revealed no relationship between the two variables at posttesting and follow-up testing (Table 3, page 44). Also, no relationship was found between assertiveness and self-concept, as measured by the TSCS and ASES at posttesting and follow-up testing. On the other hand, correlations between both the POI and ASES and POI and RAS at posttesting and follow-up testing reveal that a slight, positive relationship exists between assertiveness and self-concept.

This study also found that those subjects from larger cities and higher parental income brackets had higher levels of assertiveness and self-concept following training. It is felt that these findings do not reflect chance occurrences. Since assertiveness is a social phenomenon (Bower & Bower, 1976; Lange & Jakubowski, 1976), one might

expect such environmental factors as city size and parental income to influence an individual's assertiveness and self-concept. Presumably, the larger the city in which one is raised, and the larger the parents' income, the greater the number of social opportunities one is afforded in which to practice and become comfortable in behaving assertively. Therefore, it is not surprising to find that subjects raised in larger cities began the study with a higher level of assertiveness, and ended the study with a higher level of assertiveness and self-concept than those from smaller and medium-sized cities.

In conclusion, these results raised many questions which can only be answered by future research. The present study and the problems of instrumentation with the various measures substantiate the fact that there continues to be a very real problem in obtaining reliable, valid instruments to measure assertiveness. In future research employing a repeated measures design, it would be most helpful to utilize several different measures of assertiveness to control for a practice effect. The author is particularly interested in future research on assertiveness measures.

Replication of the study with an expansion of the training period is another important step in obtaining more conclusive evidence. Additionally, studies which include longer follow-up periods and a variety of behavioral performance evaluations would contribute greatly to the generalizability of future findings. It is imperative that eventually the present study be replicated with more military women to reach more conclusive findings.

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APPENDIXES

APPENDIX A
INFORMED CONSENT FORM

INFORMED CONSENT FORM

Dear Group Member:

Beginning 11 April 1983 male-female relationship discussion groups and assertiveness (not aggressive) training groups will be run at The Community Mental Health Activity by a team of mental health professionals. The purpose of the groups is to increase participants' personal growth and to enhance communication skills in relating to significant others.

The groups, which are part of my dissertation study, will meet weekly for 1½ hours each for six weeks, and involve no risk to you. You will be asked to fill out various questionnaires, responses to which are to remain confidential.

If you are interested in participating, please sign on the line below indicating your willingness to be involved in the study. Also, please report to the Community Mental Health Activity on Monday, 11 April 1983 at 1800 for briefing and screening. You are free to withdraw your participation from this project at any time without penalty.

I can be reached at the following numbers: 579-5322/ 4812. Thank you very much.

Lizzie T. Donald

Lizzie T. Donald
Captain, MSC
Division Clinical Psychologist

YOUR NAME _____ PHONE _____

APPENDIX B
DEMOGRAPHIC CHARACTERISTICS OF SUBJECTS

Table B-1. Demographic Characteristics of the Assertiveness Training Group.

Job Title	Rank	Age	Marital Status	Educ. (yrs.)	Race
1 Nursing	E-2	17-19	S	12	W
2 Supply	E-4	20-22	Sep.	<14	W
3 Trng. NCO	E-4	23-25	S	<14	B
4 Medic	E-3	20-22	M	12	W
5 X-ray Tech.	E-2	23-25	M	12	Jap./Amer.
6 Medic	E-2	17-19	S	12	W
7 Supply	E-4	20-22	M	<14	B
8 Medic	E-4	20-22	M	12	W
9 Mechanic	E-2	17-19	S	12	W
10 Radio/Teletype	E-3	26-30	S	>14	Hispanic
11 Dental	E-4	20-22	M	12	W
12 Medic	E-3	20-22	S	12	B
13 Medic	E-2	23-25	M	<14	W
14 Commo. Trng. Clrk.	E-4	26-30	S	<14	W
15 Clerk/Typist	E-4	20-22	M	12	W
16 Medic	E-2	20-22	S	12	W
17 Admin. Clerk	E-4	20-22	M	12	W
18 Medic	E-3	20-22	M	12	W
19 Medic	E-4	20-22	S	12	B
20 Amb. Driver	E-2	20-22	S	<14	W
21 Medic	E-4	20-22	M	12	W

Table B-2. Demographic Characteristics of the Discussion Group.

Job Title	Rank	Age	Marital Status	Educ. (yrs.)	Race
1 Supply	E-4	26-30	S	<14	B
2 Computer Oper.	E-4	23-25	S	12	B
3 Medic	E-4	20-22	M	12	W
4 Finance	E-4	20-22	M	12	Filipino
5 Shipping	E-4	20-22	M	<14	B
6 Clerk/Typist	E-4	23-25	M	12	W
7 Clerk	E-5	23-25	M	<14	B
8 Warehouse	E-4	20-22	M	12	W
9 Supply	E-3	20-22	S	12	Ital./Asian
10 ENT	E-4	20-22	M	12	B
11 Clerk	E-3	20-22	Sep.	12	W
12 Supply	E-4	23-25	S	<14	B
13 ENT	E-2	17-19	S	12	B
14 S 2/3 NCO	E-5	26-30	M	12	B
15 Transp.	E-5	26-30	S	<14	W
16 Warehouse	E-4	20-22	M	12	B
17 Warehouse	E-4	20-22	S	12	B
18 Motor Pool	E-3	20-22	M	12	B
19 Supply	E-4	23-25	M	12	B
20 Supply	E-3	20-22	S	12	B
21 Dental	E-4	23-25	S	12	W

Table B-3. Demographic Characteristics of the No-Treatment Control Group.

Job Title	Rank	Age	Marital Status	Educ. (yrs.)	Race
1 X-ray Tech.	E-4	17-19	M	12	W
2 Dental Spec.	E-5	26-30	M	>14	B
3 Supply	E-2	26-30	Sep.	12	W
4 Admin.	E-3	20-22	S	12	Hispanic
5 Dental	E-3	20-22	S	<14	W
6 Animal	E-3	20-22	S	12	W
7 Transportation	E-5	20-22	S	<14	W
8 Supply	E-4	26-30	S	12	B
9 Medical	E-4	23-25	S	16	B
10 Medical	E-2	17-19	S	12	B
11 Medic	E-2	17-19	S	12	W
12 Dental	E-4	26-30	S	>14	W
13 Supply	E-3	23-25	M	<14	Hispanic
14 Pt. Care	E-4	20-22	M	<14	W
15 Prev. Med.	E-4	23-25	S	16	W
16 Medic	E-3	17-19	S	12	W
17 Medical	E-4	23-25	M	12	W
18 Transportation	E-3	20-22	M	12	W
19 O. R.	E-4	23-25	M	<14	B
20 Supply	E-4	26-30	S	<14	W
21 Medic	E-5	20-22	S	<14	B

APPENDIX C
CONFIDENTIAL PERSONAL DATA SHEET

CONFIDENTIAL PERSONAL DATA SHEET

1. NAME (NUMBER) _____ 2. RANK _____
3. UNIT _____ 4. JOB TITLE _____
5. TELEPHONE NUMBER(S) _____
6. AGE: ___ 17-19 ___ 20-22 ___ 23-25 ___ 26-30
 ___ 31-35 ___ 36-45 ___ 46-55 ___ ABOVE 55
7. MARITAL STATUS: ___ S ___ D ___ M ___ SEP ___ W
8. G.T. SCORE _____
9. EDUCATION: ___ HIGH SCHOOL GRADUATE ___ LESS THAN 2 COLLEGE YRS
 ___ MORE THAN 2 COLLEGE YRS ___ COLLEGE GRADUATE ___ ABOVE COLLEGE
10. RACE: _____
11. In which part of the U nited States were you born and raised?
- | <u>BORN</u> | | <u>RAISED</u> |
|-------------|---------|---------------|
| _____ | NORTH | _____ |
| _____ | SOUTH | _____ |
| _____ | EAST | _____ |
| _____ | WEST | _____ |
| _____ | MIDWEST | _____ |
| _____ | ABROAD | _____ |
12. SIZE OF CITY IN WHICH YOU WERE RAISED:
- _____ SMALL (LESS THAN 150,000)
- _____ MEDIUM (150,000 to 500,000)
- _____ LARGE (ABOVE 500,000)

Number of older brothers _____
 Number of older sisters _____
 Number of younger brothers _____
 Number of younger sisters _____

Parents' Education:

<u>Father</u>	<u>Mother</u>	
_____	_____	Less than high school
_____	_____	High school graduate
_____	_____	Less than 2 years of college
_____	_____	2 or more years of college
_____	_____	College graduate
_____	_____	Master's degree
_____	_____	Ph.D./ M.D./ Other Professional degree

Parents' Occupation:

<u>Father</u>	<u>Mother</u>	
_____	_____	Unskilled laborer
_____	_____	Semiskilled laborer
_____	_____	Skilled or technical worker
_____	_____	Professional worker
_____	_____	Business/Commercial Person

Parents' Current Income: (If parents are separated or divorced, provide information on the supporting parent(s)' income(s)).

_____ Less than \$10,000 annually
 _____ \$10,000 to \$15,000 annually
 _____ \$15,000 to \$20,000 annually
 _____ \$20,000 to \$25,000 annually
 _____ \$25,000 to \$35,000 annually
 _____ above \$35,000

17. Have you received individual or group counseling for personal problems from a professional within the past 2 years? ☐ YES ☐ NO
18. Are you currently receiving such counseling? ☐ YES ☐ NO
19. If you answered YES to either of the above 2 questions, please briefly describe what kind of problems you are or were having: _____

APPENDIX D
ADULT SELF-EXPRESSION SCALE
RATHUS ASSERTIVENESS SCHEDULE

THE ADULT SELF-EXPRESSION SCALE

The following inventory is designed to provide information about the way in which you express yourself. Please answer the questions by blackening the appropriate box from 0 to 4 on the answer sheet. Your answer should indicate how you generally express yourself in a variety of situations. If a particular situation does not apply to you, answer as you think you would respond in that situation. Your answer should not reflect how you feel you ought to act or how you would like to act. Do not deliberate over any individual question. Please work quickly. Your first response to the question is probably your most accurate one. Thank you.

Almost Always of Always (0)	Usually (1)	Sometimes (2)	Seldom (3)	Never or Rarely (4)
-----------------------------------	----------------	------------------	---------------	---------------------------

- _____ 1. Do you ignore it when someone pushes in front of you in line?
- _____ 2. Do you find it difficult to ask a friend to do a favor for you?
- _____ 3. If your boss or supervisor makes what you consider to be an unreasonable request, do you have difficulty saying no?
- _____ 4. Are you reluctant to speak to an attractive acquaintance of the opposite sex?
- _____ 5. Is it difficult for you to refuse unreasonable requests from your parents?
- _____ 6. Do you find it difficult to accept compliments from your boss or supervisor?
- _____ 7. Do you express your negative feelings to others when it is appropriate?
- _____ 8. Do you freely volunteer information or opinions in discussions with people whom you do not know very well?
- _____ 9. If there was a public figure whom you greatly admired and respected at a large social gathering, would you make an effort to introduce yourself?
- _____ 10. How often do you openly express justified feelings of anger to your parents?
- _____ 11. If you have a friend of whom your parents do not approve, do you make an effort to help them get to know one another better?
- _____ 12. If you were watching a TV program in which you were very interested and a close relative was disturbing you, would you ask them to be quiet?

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Almost Always or Always (0)	Usually (1)	Sometimes (2)	Seldom (3)	Never or Rarely (4)
-----------------------------------	----------------	------------------	---------------	---------------------------

- _____ 13. Do you play an important part in deciding how you and your close friends spend your leisure time together?
- _____ 14. If you are angry at your spouse/boyfriend or girlfriend, is it difficult for you to tell them?
- _____ 15. If a friend who is supposed to pick you up for an important engagement calls fifteen minutes before he (she) is supposed to be there and says that they cannot make it, do you express your annoyance?
- _____ 16. If you approve of something your parents do, do you express your approval?
- _____ 17. If in a rush you stop by a supermarket to pick up a few items, would you ask to go before someone in the check-out line?
- _____ 18. Do you find it difficult to refuse the request of others?
- _____ 19. If your boss or supervisor expresses opinions with which you strongly disagree, do you venture to state your own point of view?
- _____ 20. If you have a close friend whom your spouse/boyfriend or girlfriend dislikes and constantly criticizes, would you inform them that you disagree and tell them of your friend's assets?
- _____ 21. Do you find it difficult to ask favors of others?
- _____ 22. If food which is not to your satisfaction was served in a good restaurant, would you bring it to the waiter's attention?
- _____ 23. Do you tend to drag out your apologies?
- _____ 24. When necessary, do you find it difficult to ask favors of your parents?
- _____ 25. Do you insist that others do their fair share of the work?
- _____ 26. Do you have difficulty saying no to salesmen?
- _____ 27. Are you reluctant to speak up in a discussion with a small group of friends?
- _____ 28. Do you express anger or annoyance to your boss or supervisor when it is justified?
- _____ 29. Do you compliment and praise others?
- _____ 30. Do you have difficulty asking a close friend to do an important favor even though it will cause them some inconvenience?
- _____ 31. If a close relative makes what you consider to be an unreasonable request, do you have difficulty saying no?
- _____ 32. If your boss or supervisor makes a statement that you consider untrue, do you question it aloud?
- _____ 33. If you find yourself becoming fond of a friend, do you have difficulty expressing these feelings to that person?

Almost Always or Always (0)	Usually (1)	Sometimes (2)	Seldom (3)	Never or Rarely (4)
-----------------------------------	----------------	------------------	---------------	---------------------------

- _____ 34. Do you have difficulty exchanging a purchase with which you are dissatisfied?
- _____ 35. If someone in authority interrupts you in the middle of an important conversation, do you request that the person wait until you have finished?
- _____ 36. If a person of the opposite sex whom you have been wanting to meet directs attention to you at a party, do you take the initiative in beginning the conversation?
- _____ 37. Do you hesitate to express resentment to a friend who has unjustifiably criticized you?
- _____ 38. If your parents wanted you to come home for a weekend visit and you had made important plans, would you change your plans?
- _____ 39. Are you reluctant to speak up in a discussion or debate?
- _____ 40. If a friend who has borrowed \$5 from you seems to have forgotten about it, is it difficult for you to remind this person?
- _____ 41. If your boss or supervisor teases you to the point that it is no longer fun, do you have difficulty expressing your displeasure?
- _____ 42. If your spouse/boyfriend or girlfriend is bluntly unfair, do you find it difficult to say something about it to them?
- _____ 43. If a clerk in a store waits on someone who has come in after you when you are in a rush, do you call his attention to the matter?
- _____ 44. If you lived in an apartment and the landlord failed to make certain repairs after it had been brought to his attention, would you insist on it?
- _____ 45. Do you find it difficult to ask your boss or supervisor to let you off early?
- _____ 46. Do you have difficulty verbally expressing love and affection to your spouse/boyfriend or girlfriend?
- _____ 47. Do you readily express your opinions to others?
- _____ 48. If a friend makes what you consider to be an unreasonable request, are you able to refuse?

NAME: _____

RATHUS ASSERTIVENESS SCHEDULE

DIRECTIONS: Indicate how characteristic or descriptive each of the following statements is of you by using the code given below.

- +3 very characteristic of me, extremely descriptive
- +2 rather characteristic of me, quite descriptive
- +1 somewhat characteristic of me, slightly descriptive
- 1 somewhat uncharacteristic of me, slightly nondescriptive
- 2 rather uncharacteristic of me, quite nondescriptive
- 3 very uncharacteristic of me, extremely nondescriptive

You are to mark your answers on this answer sheet.
Please do not mark on the booklet

Indicate your answers below:

- | | |
|------------|------------|
| (1) _____ | (16) _____ |
| (2) _____ | (17) _____ |
| (3) _____ | (18) _____ |
| (4) _____ | (19) _____ |
| (5) _____ | (20) _____ |
| (6) _____ | (21) _____ |
| (7) _____ | (22) _____ |
| (8) _____ | (23) _____ |
| (9) _____ | (24) _____ |
| (10) _____ | (25) _____ |
| (11) _____ | (26) _____ |
| (12) _____ | (27) _____ |
| (13) _____ | (28) _____ |
| (14) _____ | (29) _____ |
| (15) _____ | (30) _____ |

RATHUS ASSERTIVENESS SCHEDULE

1. Most people seem to be more aggressive and assertive than I am.
2. I have hesitated to make or accept dates because of "shyness".
3. When the food served at a restaurant is not done to my satisfaction, I complain about it to the waiter or waitress.
4. I am careful to avoid hurting other people's feelings, even when I feel that I have been injured.
5. If a salesman has gone to considerable trouble to show me merchandise which is not quite suitable, I have a difficult time in saying "no".
6. When I am asked to do something, I insist upon knowing why.
7. There are times when I look for a good, vigorous argument.
8. I strive to get ahead as well as most people in my position.
9. To be honest, people often take advantage of me.
10. I enjoy starting conversations with new acquaintances and strangers.
11. I often don't know what to say to attractive persons of the opposite sex.
12. I will hesitate to make phone calls to business establishments and institutions.
13. I would rather apply for a job or for admission to a college by writing letters than by going through with personal interviews.
14. I find it embarrassing to return merchandise.
15. If a close and respected relative were annoying me, I would smother my feelings rather than express my annoyance.
16. I have avoided asking questions for fear of sounding stupid.
17. During an argument I am sometimes afraid that I will get so upset that I will shake all over.
18. If a famed and respected lecturer makes a statement which I think is incorrect, I will have the audience hear my point of view as well.
19. I avoid arguing over prices with clerks and salesmen.
20. When I have done something important or worthwhile, I manage to let others know about it.

21. I am open and frank about my feelings.
22. If someone has been spreading false and bad stories about me, I see him (her) as soon as possible to "have a talk" about it.
23. I often have a hard time saying "no".
24. I tend to bottle up my emotions rather than make a scene.
25. I complain about poor service in a restaurant and elsewhere.
26. When I am given a compliment, I sometimes just don't know what to say.
27. If a couple near me in a theatre or at a lecture were conversing rather loudly, I would ask them to be quiet or to take their conversation elsewhere.
28. Anyone attempting to push ahead of me in a line is in for a good battle.
29. I am quick to express an opinion.
30. There are times when I just can't say anything.

APPENDIX E
TENNESSEE SELF-CONCEPT SCALE
PERSONAL ORIENTATION INVENTORY
SELF-REGARD SCALE

TENNESSEE

(Department of Mental Health)

SELF CONCEPT SCALE

by

William H. Fitts, PhD.

Published by

Counselor Recordings and Tests

Box 6184 - Acklen Station Nashville, Tennessee 37212

INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill these boxes in later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do not erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

You will find these response numbers repeated at the bottom of each page to help you remember them.

	Page 1	Item No.
1. I have a healthy body.....		1
3. I am an attractive person.....		3
5. I consider myself a sloppy person.....		5
19. I am a decent sort of person.....		19
21. I am an honest person.....		21
23. I am a bad person.....		23
37. I am a cheerful person.....		37
39. I am a calm and easy going person.....		39
41. I am a nobody.....		41
55. I have a family that would always help me in any kind of trouble.....		55
57. I am a member of a happy family.....		57
59. My friends have no confidence in me.....		59
73. I am a friendly person.....		73
75. I am popular with men.....		75
77. I am not interested in what other people do.....		77
91. I do not always tell the truth.....		91
93. I get angry sometimes.....		93

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

2. I like to look nice and neat all the time.....	2
4. I am full of aches and pains.....	4
6. I am a sick person.....	6
20. I am a religious person.....	20
22. I am a moral failure.....	22
24. I am a morally weak person.....	24
38. I have a lot of self-control.....	38
40. I am a hateful person.....	40
42. I am losing my mind.....	42
56. I am an important person to my friends and family.....	56
58. I am not loved by my family.....	58
60. I feel that my family doesn't trust me.....	60
74. I am popular with women.....	74
76. I am mad at the whole world.....	76
78. I am hard to be friendly with.....	78
92. Once in a while I think of things too bad to talk about.....	92
94. Sometimes, when I am not feeling well, I am cross.....	94

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	Page 3	Item No.
7. I am neither too fat nor too thin.....		7
9. I like my looks just the way they are.. ..		9
11. I would like to change some parts of my body.....		11
25. I am satisfied with my moral behavior.....		25
27. I am satisfied with my relationship to God.....		27
29. I ought to go to church more.....		29
43. I am satisfied to be just what I am.....		43
45. I am just as nice as I should be.....		45
47. I despise myself.....		47
61. I am satisfied with my family relationships.....		61
63. I understand my family as well as I should.....		63
65. I should trust my family more.....		65
79. I am as sociable as I want to be.....		79
81. I try to please others, but I don't overdo it.....		81
83. I am no good at all from a social standpoint.....		83
95. I do not like everyone I know.....		95
97. Once in a while, I laugh at a dirty joke.....		97

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

8.	I am neither too tall nor too short.....	8
10.	I don't feel as well as I should.....	10
12.	I should have more sex appeal.....	12
26.	I am as religious as I want to be.....	26
28.	I wish I could be more trustworthy.....	28
30.	I shouldn't tell so many lies.....	30
44.	I am as smart as I want to be.....	44
46.	I am not the person I would like to be.....	46
48.	I wish I didn't give up as easily as I do.....	48
62.	I treat my parents as well as I should (Use past tense if parents are not living).	62
64.	I am too sensitive to things my family say.....	64
66.	I should love my family more.....	66
80.	I am satisfied with the way I treat other people.....	80
82.	I should be more polite to others.....	82
84.	I ought to get along better with other people.....	84
96.	I gossip a little at times.....	96
98.	At times I feel like swearing.....	98

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

	Page 5	Item No.
13. I take good care of myself physically.....		13
15. I try to be careful about my appearance.....		15
17. I often act like I am "all thumbs".....		17
31. I am true to my religion in my everyday life.....		31
33. I try to change when I know I'm doing things that are wrong.....		33
35. I sometimes do very bad things.....		35
49. I can always take care of myself in any situation.....		49
51. I take the blame for things without getting mad.....		51
53. I do things without thinking about them first.....		53
67. I try to play fair with my friends and family.....		67
69. I take a real interest in my family.....		69
71. I give in to my parents. (Use past tense if parents are not living).....		71
85. I try to understand the other fellow's point of view.....		85
87. I get along well with other people.....		87
89. I do not forgive others easily.....		89
99. I would rather win than lose in a game.....		99

Responses -	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

14.	I feel good most of the time	14
16.	I do poorly in sports and games	16
18.	I am a poor sleeper	18
32.	I do what is right most of the time	32
34.	I sometimes use unfair means to get ahead	34
36.	I have trouble doing the things that are right	36
50.	I solve my problems quite easily	50
52.	I change my mind a lot	52
54.	I try to run away from my problems	54
68.	I do my share of work at home	68
70.	I quarrel with my family	70
72.	I do not act like my family thinks I should	72
86.	I see good points in all the people I meet	86
88.	I do not feel at ease with other people	88
90.	I find it hard to talk with strangers	90
100.	Once in a while I put off until tomorrow what I ought to do today	100

Responses-	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

NAME: _____

PERSONAL ORIENTATION INVENTORY
SELF-REGARD SCALE
ANSWER SHEET

DIRECTIONS:

This inventory consists of pairs of numbered statements. Read each statement and decide which of the two paired statements most consistently applies to you.

You are to mark your answers on the answer sheet provided to you. If the first statement of the pair is TRUE or MOSTLY TRUE as applied to you, write letter "a" on the line beside the number of that item.

If the second statement of the pair is TRUE or MOSTLY TRUE as applied to you, write the letter "b" on the line beside the number of that item. If neither statement applies to you, or if they refer to something you do not know about, make no answer on the answer sheet. Remember to give your own opinion of yourself and do not leave any blank spaces, if you can avoid it.

Indicate your answers below: (Do not write in the booklet.)

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |

PERSONAL ORIENTATION INVENTORY

SELF-REGARD SCALE

1. a. I am afraid to be myself.
b. I am not afraid to be myself.
2. a. I sometimes feel embarrassed by compliments.
b. I am not embarrassed by compliments.
3. a. It is possible to live life in terms of what I want to do.
b. It is not possible to live life in terms of what I want to do.
4. a. I can cope with the ups and downs of life.
b. I cannot cope with the ups and downs of life.
5. a. I live in terms of my wants, likes, dislikes, and values.
b. I do not live in terms of my wants, likes, dislikes, and values.
6. a. I trust my ability to size up a situation.
b. I do not trust my ability to size up a situation.
7. a. I believe I have an innate capacity to cope with life.
b. I do not believe I have an innate capacity to cope with life.
8. a. I often feel it necessary to defend my past actions.
b. I do not feel it necessary to defend my past actions.
9. a. It is important that others accept my point of view.
b. It is not necessary for others to accept my point of view.
10. a. I feel free to be myself and bear the consequences.
b. I do not feel free to be myself and bear the consequences.
11. a. Self-interest is natural.
b. Self-interest is unnatural.
12. a. I am assertive and affirming.
b. I am not assertive and affirming.

- 13. a. It is a good idea to think about your greatest potential.
 - b. A person who thinks about his greatest potential gets conceited.
- 14. a. I am self-sufficient.
 - b. I am not self-sufficient.
- 15. a. I feel certain and secure in my relationships with others.
 - b. I feel uncertain and insecure in my relationships with others.
- 16. a. I can feel comfortable with less than a perfect performance.
 - b. I feel uncomfortable with anything less than a perfect performance.

APPENDIX F

COLLEGE SELF-EXPRESSION SCALE OBSERVER RATING FORM

COLLEGE SELF-EXPRESSION SCALE OBSERVER RATING FORM

The following rating scale is designed to measure self-expression of college students. Please classify your student(s) into the one category (out of the five categories described below) which best reflects the way in which he expresses himself.

You will note that there are five categories. Each category has a number of descriptive statements that define it. It is not expected that all the statements in a category will apply to any one student. A student should be placed into that category which best describes him.

Remember that the student should be classified into one and only one category. Please circle the appropriate category (1,2,3,4,5) on the Evaluation Sheet for each student. Thank you for your co-operation.

Category 1

Always or almost always speaks very softly, hesitantly, or nervously.

Always or almost always is passive, tense and nervous in the presence of others.

Always or almost always has difficulty in praising or complimenting others when such behavior is indicated.

Always or almost always has difficulty expressing justified feelings of anger, annoyance or disagreement with others. (Or if these feelings are expressed they are almost always expressed hostilely or in a "fit of anger.")

Always or almost always keeps personal opinions, attitudes, and feelings to self.

Always or almost always is overapologetic and overly concerned about hurting others' feelings.

Category 2

Usually speaks very softly, hesitantly, or nervously.

Usually passive, tense, and nervous in presence of others.

Usually has difficulty praising or complimenting others when such behavior is indicated.

Usually has difficulty expressing feelings of anger, annoyance, or disagreement with others. (Or if these feelings are expressed they usually are expressed hostilely or in a "fit of anger.")

Usually keeps personal opinions, attitudes, or feelings to self.

Usually overapologetic or overly concerned about hurting others' feelings.

Category 3

Sometimes speaks confidently and fluently but may fluctuate between speaking hesitantly and speaking confidently.

Sometimes appears to be relaxed and at ease in presence of others but may fluctuate between appearing tense and relaxed.

Sometimes praises or compliments others when this behavior is appropriate.

Sometimes has difficulty in expressing anger, disagreement or annoyance when justified (or sometimes has difficulty expressing these feelings without throwing a "fit of anger.")

Sometimes open about personal opinions, attitudes and feelings.

Sometimes is overly apologetic and overly concerned about hurting others' feelings.

Category 4

Usually speaks fluently and confidently.

Usually is relaxed and at ease in presence of others.

Usually praises and compliments others when this behavior is appropriate.

Usually expresses appropriate anger, disagreement, or annoyance tactfully and forcefully but does not throw a "fit of anger."

Usually free in expression of personal feelings, attitudes, and opinions and does not force them on others.

Usually concerned about other's feelings but not pre-occupied with them and is not preoccupied with avoiding confrontation.

Category 5

Always or almost always speaks fluently and confidently.

Always or almost always relaxed and at ease in presence of others.

Always or almost always praises and compliments others when appropriate.

Always or almost always expresses appropriate disagreement, annoyance, or anger toward others when justified. However, such expressions are tactful but forceful.

Always or almost always expresses personal opinions, attitudes and feelings but does not force them on others.

Concerned about others' feelings but does not go out of way to provoke or avoid trouble and is not preoccupied with fears of hurting others' feelings.

EVALUATION SHEET FOR THE COLLEGE
SELF-EXPRESSION SCALE - OBSERVER FORM

Name of Rater _____

Name of Student	<u>Rating of Student</u>				
1. _____	1	2	3	4	5
2. _____	1	2	3	4	5
3. _____	1	2	3	4	5
4. _____	1	2	3	4	5
5. _____	1	2	3	4	5
6. _____	1	2	3	4	5
7. _____	1	2	3	4	5
8. _____	1	2	3	4	5
9. _____	1	2	3	4	5
10. _____	1	2	3	4	5
11. _____	1	2	3	4	5
12. _____	1	2	3	4	5
13. _____	1	2	3	4	5
14. _____	1	2	3	4	5
15. _____	1	2	3	4	5
16. _____	1	2	3	4	5
17. _____	1	2	3	4	5
18. _____	1	2	3	4	5
19. _____	1	2	3	4	5
20. _____	1	2	3	4	5

APPENDIX G
OUTLINE OF ASSERTIVE TRAINING SESSIONS

OUTLINE OF ASSERTIVE TRAINING SESSIONS

- I. Introduction of Members
 - Confidentiality and Expectations
 - Rationale and Benefits of Assertive Training
 - Definitions of Assertive, Aggressive and Nonassertive Behavior
 - Why People Behave in Above Three Modes
 - Issues of Concern to the Novice Asserter
 - Types/Examples of Verbal and Nonverbal Assertion
 - Checklist of Assertive Topics
- II. Voice Range Exercise
 - Giving/Receiving Compliments Exercise
 - Developing an Assertive Belief System
 - Irrational Ideas/Beliefs Which Impede Assertive Behavior
 - Identification of Personal Rights
 - Homework Assignments: Give/Receive Compliments
- III./
IV. Feedback on Homework Assignment
 - Discussion About Reluctance to Make/Refuse Requests
 - Exercises to Make and Refuse Unreasonable Requests
 - Roleplaying of General Situations Which Require Assertiveness
 - Behavior Rehearsal of Ongoing Situations Which Require Assertiveness
 - Homework Assignments: Practice Making/Refusing Requests
- V. Report on Homework Assignment
 - Behavior Rehearsal of Difficult Interpersonal Situations
 - Performance Feedback on Behavior Rehearsal
 - Homework: Practice Behaving Assertively
- VI. Report on Homework Assignment
 - Further Behavior Rehearsal with Feedback
 - Posttesting Instructions

APPENDIX H
CHECKLIST OF ASSERTIVE TRAINING TOPICS

Checklist of Assertive Training Topics

Name _____ Home phone _____

Address _____ Work phone _____

Age _____ Occupation _____

Please rate the following topics as to how much you'd like to see them covered in your assertion training group. Then indicate the top 10 in rank order of importance, since not all of the topics can be covered in this group. All the members will be polled and a common list of topics will become the focus for the assertion practice sessions. Please add any topics that you're interested in.

	1	2	3	4	5		
	No				Tremendous		
	interest		Average		interest		
Topics						Interest Rating 1-5	Rank Order of Top 10 Topics
1. Being assertive with people who demand personal favors						_____	_____
2. Being assertive with people who request that you spend more time with them and whose requests are excessive or whose company is unpleasant						_____	_____
3. Being assertive with people who request that you participate in a worthy cause						_____	_____
4. Being assertive with people who ask for your help or assistance						_____	_____
5. Giving yourself permission to need help and to make requests of others						_____	_____
6. Being assertive with high status professionals who are very busy and/or condescending						_____	_____

<i>Topics</i>	<i>Interest Rating 1-5</i>	<i>Rank Order of Top 10 Topics</i>
7. Going beyond assertion and negotiating a behavior-change contract with others	_____	_____
8. Maintaining assertion in the face of someone's aggression and personal attack	_____	_____
9. Being assertive with people who force their views and values on you	_____	_____
10. Being assertive with repair people who overcharge, do not properly do the work, or do not show up for the appointment	_____	_____
11. Negotiating money and work expectations with people who work for you at home	_____	_____
12. Being assertive with high pressure sales personnel	_____	_____
13. Getting the service you deserve in stores and restaurants	_____	_____
14. Giving supervisory criticism	_____	_____
15. Presenting yourself at a task meeting where others ignore, discount, or put down your ideas	_____	_____
16. Negotiating salary increases, changes in job title or job function	_____	_____
17. Being assertive in job interviews	_____	_____
18. Presenting discrimination complaints to a business or educational employer	_____	_____
19. Being assertive with colleagues who make sexist, racist, or condescending remarks	_____	_____
20. Being assertive with intimates who are passive and shift all the responsibility to you	_____	_____
21. Expressing feelings of hurt, anger, and disappointment with people who are close to you	_____	_____

<i>Topics</i>	<i>Interest Rating 1-5</i>	<i>Rank Order of Top 10 Topics</i>
22. Expressing feelings of love, affection, and tenderness	_____	_____
23. Asking for a personal commitment in a relationship	_____	_____
24. Renegotiating the marriage contract or intimate relationship	_____	_____
25. Being assertive and tender in sexual relationships	_____	_____
26. Being assertive with people who ask for greater sexual intimacy than you'd like	_____	_____
27. Responding to people who impose sex-role expectations on you	_____	_____
28. Being assertive and asking for greater sexual intimacy	_____	_____
29. Talking positively about your accomplishments	_____	_____
30. Accepting compliments	_____	_____
31. Giving compliments and expressing positive feelings	_____	_____
32. Handling social conversations	_____	_____

* Adapted from: Lange, A. J., and Jakubowski, P. Responsible Assertive Behavior--Cognitive/Behavioral Procedures for Trainers. Champaign, Illinois: Research Press, 1976, pp. 218-220.

APPENDIX I
COMPLETED EVALUATIONS OF ASSERTIVE
TRAINING SESSIONS

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

I THOUGHT SOME VERY GOOD POINTS WERE BROUGHT OUT I.E. - SEEING (OR TRYING TO) ALL POINTS OF VIEW TO EVALUATE ANY GIVEN SITUATION, AND ACT ACCORDINGLY. AS WELL AS THINGS WE MAY ALREADY KNOW BUT TEND TO OVERLOOK UNTIL IT'S DRILLED INTO YOUR HEAD A BIT.

What things would you like to ^{have} seen more of?

TO ELABORATE AND ANALYZE^(SP?) A LITTLE FURTHER ON GROUP INDIVIDUALS REASONS WHY THEY MAY BE 'SHY' ETC. AND WORK ON THAT.

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

I THINK A LOT OF THE QUESTIONS IN THESE TESTS ARE MUCH TOO GENERAL TO REALLY ANSWER ACURATELY. THE SAME QUESTION THROWN INTO A NUMBER OF DIFFERENT SITUATIONS COULD DICTATE A TOTALLY DIFFERENT ANSWER.

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project. I thought the class was good. It made me realize a lot of things about myself that hopefully I can try to change. I really had not thought of assertiveness before this class at least in respect to myself & I have thought about that since.

What things would you like to ^{have} seen more of?
More of the discussion group. Maybe a more of one on one basis.

What things would you like to ^{have} seen less of?
The questionnaires. I realize they were for the benefit of the instructor but they seemed a waste of time for the students.

What changes would you suggest for this experiment?
If there are going to be as many people as there were in the class, the classes should have gone on for a couple more weeks because I know in our class not everybody got a chance to speak.

Additional Comments: I felt that the class was beneficial & I would like to see it continue.

Which group were you in? CIRCLE ONE.

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: I enjoyed it and think there should be more of them. Anything to help someone learn more about their behavior reasons for their behavior etc is very healthy for the mind. I will always jump in a chance to learn what makes me tick.

What things would you like to ^{have} seen more of?

Role Playing, Larger Group, probably mixed group

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?
MORE CLASSES, Longer, Larger, more Role Playing

Additional Comments:

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of?

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project. I think it was a pretty good class because it made you look at your self in a whole new perspective. It also made you see the good and the bad qualities in you.

What things would you like to ^{have} seen more of?
I would like to see more people get involved because it would help them greatly and may change the moral of people around our company.

What things would you like to ^{have} seen less of?
I would like to have seen less paper work because I don't like writing.

What changes would you suggest for this experiment?
You should make the class last longer and involve more people.

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of?

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

Additional Comments:

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project. I think it was a very good idea, because if the people learned how to be assertive it can help them to be a better worker and a better person, because they have confidence in themselves.

What things would you like to ^{have} seen more of?
More discussion between the members of the group.

What things would you like to ^{have} seen less of?
Less questioners

What changes would you suggest for this experiment?
A long time period because it takes people a long time to learn how to be assertive.

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

It was a good class. It helped me quite a bit

What things would you like to ^{have} seen more of?

Role playing

What things would you like to ^{have} seen less of?

Testing

What changes would you suggest for this experiment?

more role playing

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: I feel the group Assertiveness Class in which I had attended at the MHC was very informative & also interesting. The ~~group~~ class taught me a little of the few things listed below such as Relaxation during group discussion, Complete eye contact with fellow peers, & voicing your own true opinion on various subjects. ~~It~~ Evaluate it as Excellent! What things would you like to ^{have} seen more of?

1. To have more people attend, that would make a group discussion much more interesting & involving.
2. To persuade more people to speak their mind without the feeling of paranoia or being shy.
3. To have the Males contribute their feelings & opinions on subjects what things would you like to ^{have} seen less of?

Nothing Really. I feel we covered a Wide Variety of Subjects in such short time. Maybe to extend the project to a > degree of time.

What changes would you suggest for this experiment?

No changes. This project was done up quite well. But why so many tests on the same Subject: (Tennessee Self Concept Scale)

Additional Comments:

[Signature]

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

what things would you like to ^{have} seen more of?

what things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

Additional Comments: Enjoyed the study and felt it helped me become more assertive - thank you!

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: I think the project was very helpful to me. It was well worth my time. It ~~tought~~ taught me how to be more assertive in a positive way. I have learned to use it to my benefit since it ended.

What things would you like to ^{have} seen more of?
I would like to have it been a little longer with more group discussions.

What things would you like to ^{have} seen less of?
Role plays Makes me feel uncomfortable.

What changes would you suggest for this experiment?
None

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of?

Interpersonal relationship, discuss more about why we react the way we do

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

Learned that a lot of people had the same problems with other people and how to handle them properly.

What things would you like to ^{have} seen more of?

group participation

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

to have actual testings on someone that is unaware of the classes and pick an argument to get their

Additional Comments: response then tell them it was an experiment

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: *through*.

What things would you like to ^{have} seen more of?
Role plays

What things would you like to ^{have} seen less of?
evaluations

What changes would you suggest for this experiment?
Explanation of how we did

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: This was the best thing that happen since I have been in Mladetac.
You should have more.

what things would you like to ^{have} seen more of?
more of the role play I like that very much, because I love to talk.

what things would you like to ^{have} seen less of? The same questions over and over on the same paper.

What changes would you suggest for this experiment?
change the questions.

Additional Comments: (I love it)

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: I think the project was a good experiment.

I definitely became aware of the fact that I need to work on my assertiveness, & I've really tried to work on my assertiveness.

What things would you like to ^{have} seen more of?

I think we could have used some type of visual aids. Perhaps a film. We could have had a couple more classes.

What things would you like to ^{have} seen less of?

I think everything was covered fully. I really don't think anything else. Good.

What changes would you suggest for this experiment?

We could have had more classes. Also, we could have had more role-plays in the class itself.

Additional Comments:

Good Luck & Thanks

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No-Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project. I think that the idea at the beginning was O.K. but somewhere in between it got lost. It lost sincerity & people just told whatever they thought people wanted to hear.

What things would you like to ^{have} seen more of? Role playing, maybe something more related to our job in the Army plus a little bit of background on each member of the group like a personal history not just superficial so that everyone can understand some of the reasons for our or their behavior.

What things would you like to ^{have} seen less of? Lack of sincerity, apathy, too much repetition.

What changes would you suggest for this experiment? A different time to meet, more of rules & games that the Army has, discussions on a daily basis regarding our jobs.

Additional Comments: I believe assertiveness training is good but it is too theoretical, not too ~~practical~~ practical. It may sound good in a class but it can't be applied on a daily basis due to individual characteristics. Everyone here is not really applying the word "teamwork", they are just working in their own behalf and do not really care that much, about other personnel.

Which group were you in? CIRCLE ONE.

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No-Treatment Group

APPENDIX J
OUTLINE OF DISCUSSION GROUP SESSIONS

OUTLINE OF DISCUSSION GROUP SESSIONS

- I. Issues Involved in the elements of Love
 - Clarification of Intimacy Issues
 - Distinguishing Love from Sex
 - Dealing with Jealous Feelings
- II. Reactions to an Accepting Versus Rejecting Partner
 - Distinguishing Friendships from Commitments
- III. The Changing Nature of Male-Female Relationships
 - Discussion of Men's and Women's Traditional Roles
 - Comparison/Contrast of Traditional Roles with Contemporary Images of Men and Women
- IV. Discussion of Preferred Roles
- V./VI. Economics and Its Impact on Dating

APPENDIX K
COMPLETED EVALUATIONS OF DISCUSSION
GROUP SESSIONS

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project. Due to Field EXERCISES and B-SEP classes I didn't attend all of the classes. From the few I did attend it was enjoyable and free to speak my thoughts and opinions.

What things would you like to ^{have} seen more of?
More Role Plays, and discuss the text aloud.

What things would you like to ^{have} seen less of?
less paper writing test.

What changes would you suggest for this experiment?
A Better way of being able to get all the people together at once.

Additional Comments:

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

what things would you like to ^{have} seen more of?
more group talking, more classes & meetings

what things would you like to ^{have} seen less of?
less surveying

What changes would you suggest for this experiment?
no change

Additional Comments:

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No-Treatment Group

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project. I think this evaluation was good and keep on giving it about 1-2 times a year.

What things would you like to ^{have} seen more of?
More male + female relationship.

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

Additional Comments:

Which group were you in? CIRCLE ONE.

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project: It seems to be a nice program for people who have problems in general, but can not find someone who will listen or understand what that certain person is going through

What things would you like to ^{have} seen more of?
MORE OF OPEN DISCUSSIONS

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?
At this time I have no real opinions

Additional Comments:

Which group were you in? CIRCLE ONE:

- (1) Assertiveness Training
- ✓ (2) Male-Female Relationship Discussion
- (3) No-Treatment Group

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project. I think it was a helpful class, sometimes people don't want to express their feelings out loud and feel more comfortable about putting them down on paper.

What things would you like to have seen more of?
Well I feel the classes should be held more often. I think instead of taking the test every time that we should have more group discussions.

What things would you like to have seen less of?
I don't think we should do as much role playing as we do. After a while doing the same thing at every class becomes boring.

What changes would you suggest for this experiment?
That you have them take a written test but don't ask so many personal questions. You ask about family relationships it's supposed to help us deal with the Army better so = don't see why they ask us all those personal questions about our life.

Additional Comments:

Which group were you in? CIRCLE ONE:

- (1) Assertiveness Training
- (2) Male-Female Relationship Discussion
- (3) No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of?

no common

What things would you like to ^{have} seen less of?

no common

What changes would you suggest for this experiment?

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: Very unusual to think of myself in terms of the questions asked. I usually leave it up to others to decide if I'm cute, bad etc... I have no some insight into who I think I am - what I am. Set of reflecting to really take time out to discuss my own positive-negative characteristics. (ones that might be serious)
 what things would you like to ^{have} seen more of?
 Group discussions!

what things would you like to ^{have} seen less of?
 When necessary - Repetition.

What changes would you suggest for this experiment?
 More discussion groups + provide for speakers to start off the discussion (rather than on - specific topics)

Additional Comments:

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: the project was good, I feel that higher ranking people should have been there.

What things would you like to ^{have} seen more of?

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of?

Group discussions longer maybe in the afternoon.

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No-Treatment Group

②

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project: The project have a lot of definite good points AND quite a few interesting discussions

What things would you like to ^{have} seen more of? A lot more subjects could have discussed

What things would you like to ^{have} seen less of? The role plays A lot less paper work

What changes would you suggest for this experiment? MORE TALK SESSIONS

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project.

I LIKED EXPRESSING MY OPINION REGARDING FEMALES V.S. MALES IN THE ARMY

What things would you like to ^{have} seen more of?

MORE CLASS DISCUSSIONS

What things would you like to ^{have} seen less of?

PAPER WORK

What changes would you suggest for this experiment?

NONE

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project: I think it is a good program to help people ~~say~~ to know a little bit more about themselves.

what things would you like to ^{have} seen more of?
women in the Army

what things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?
To have more meeting

Additional Comments:

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of?

More people in our classes.

What things would you like to ^{have} seen less of?

Less interference

What changes would you suggest for this experiment?

Get more people interested.

Bring males.

Additional Comments:

Which group were you in? CIRCLE ONE.

① Assertiveness Training

② Male-Female Relationship Discussion ✓

③ No-Treatment Group

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of? WORK environmental questions since its says of what we do now a days

What things would you like to ^{have} seen less of? Religious questions on questionnaire

What changes would you suggest for this experiment?
I want add a little more spice with the working environment.

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No - Treatment Group

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of?

- ① Goals you have set for yourself + in your job
- ② What must you do to get to your goal.

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

This experiment was good for someone new in the Army and someone who is young. But for someone who is older has been in the Army I feel it has no value

Additional Comments:

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project. I was really neat if shared me how much I need am.

What things would you like to ^{have} seen more of?

different kinds of questions in steel of the same ones over and over

What things would you like to ^{have} seen less of?

the Role plays

What changes would you suggest for this experiment?

maybe talk one on one and discuss your self at evenings

Additional Comments:

Which group were you in? CIRCLE ONE:

① Assertiveness Training

② Male-Female Relationship Discussion

③ No-Treatment Group

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project. I think think the experiment was very good, because it made me realize a lot of things about myself.

what things would you like to ^{have} seen more of?
More open discussions with the whole group.

what things would you like to ^{have} seen less of?
Less written question and more open discussions.

what changes would you suggest for this experiment?
I would like to see men come to our discussion classes.

Additional Comments:

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male-Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

Please take a few moments to give your evaluation of the project:

What things would you like to ^{have} seen more of?

1. films - Male + Female Relationship
yourself (personality)

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?

Left experiment with + female
changes. Some male were asking what
do could not attend the group session
with the females.

Additional Comments:

I liked the class. In some way it help
me to understand myself better.

Which group were you in? CIRCLE ONE:

- ① Assertiveness Training
- ② Male - Female Relationship Discussion
- ③ No - Treatment Group

EVALUATION OF EXPERIMENT

please take a few moments to give your evaluation of the project. I thought that it was very interesting and that one could learn a lot from being in some of the classes. It also helped to relieve some of the tension that we face every day in the military, so therefore I thought that it was a good experience for myself.

What things would you like to ^{have} seen more of?

I would of liked to of had been able to participate more than just one day of the week, and also more females.

What things would you like to ^{have} seen less of?

What changes would you suggest for this experiment?
I feel that it should also reflect upon our males also.

Additional Comments:

Which group were you in? CIRCLE ONE:

(1) Assertiveness Training

(2) Male-Female Relationship Discussion

(3) No - Treatment Group

APPENDIX L
MEANS AND STANDARD DEVIATIONS ACROSS ALL GROUPS
AT PRE-, POST-, AND FOLLOW-UP TESTING
ON THE FOUR DEPENDENT MEASURES

Table L-1. Means and Standard Deviations Across All Groups at Pre-, Post-, and Follow-Up Testing on the Four Dependent Measures.

Measure	Group	Pretest		Posttest		Follow-Up Test	
		Mean	SD	Mean	SD	Mean	SD
ASES	Pop.	125.53	27.05	126.93	20.15	126.71	21.90
	*Control	124.79	32.12	125.00	26.94	126.26	31.32
	*Discuss.	126.28	15.35	127.22	14.84	125.33	17.18
	*A. T.	125.53	33.68	128.58	18.68	128.53	17.21
RAS	Pop.	16.60	27.43	21.11	25.12	23.25	21.74
	Control	21.58	31.28	19.74	33.95	21.79	30.28
	Discuss.	13.33	23.29	22.11	20.22	24.17	14.73
	A. T.	14.89	27.73	21.47	21.18	23.79	20.21
TSCS	Pop.	335.78	27.36	340.43	32.78	338.06	30.74
	Control	342.47	33.06	343.47	36.75	340.63	41.20
	Discuss.	335.50	24.97	345.39	29.39	340.17	21.60
	A. T.	329.37	24.05	332.42	32.21	333.37	29.42
POI	Pop.	12.76	2.45	13.34	1.92	13.30	2.09
	Control	13.58	2.52	13.74	2.18	13.84	2.22
	Discuss.	12.28	1.96	13.50	1.42	13.39	2.03
	A. T.	12.42	2.87	12.79	2.15	12.68	2.03

*Data are presented for the no-treatment control group, the relationship-discussion group, and the assertiveness training group on the four written dependent measures at pre-, post-, and follow-up testing.

APPENDIX M
ADULT SELF-EXPRESSION SCALE PRETEST SCORES

Table M-1. Adult Self-Expression Scale Pretest Scores.

172	142	123	110
161	140	123	110
159	140	123	109
158	138	123	105
158	138	121	104
157	135	121	99
155	131	121	98
155	131	119	96
154	130	119	95
152	130	118	92
151	129	114	91
148	128	114	81
148	127	114	73
145	126	113	61
145	126	113	43
142	123	110	

APPENDIX N
HISTOGRAM OF ADULT SELF-EXPRESSION SCALE
PRETEST SCORES

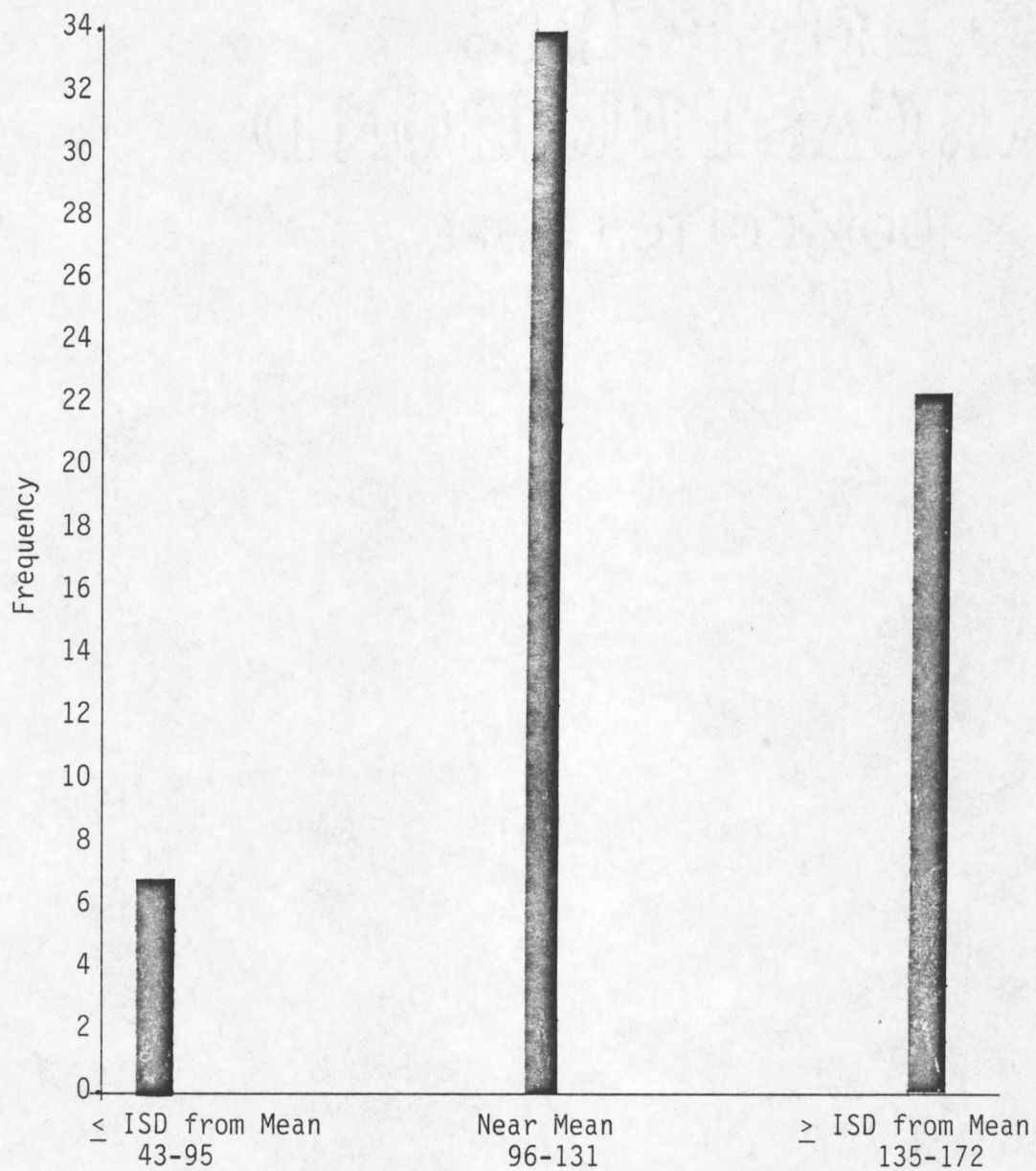


Figure N-1. Histogram of Adult Self-Expression Scale Pretest Scores.

APPENDIX 0

RATHUS ASSERTIVENESS SCHEDULE PRETEST SCORES

Table 0-1. Rathus Assertiveness Schedule Pretest Scores.

63	36	13	-4
62	35	12	-4
62	35	12	-6
60	31	12	-8
51	27	11	-8
51	26	10	-9
49	26	8	-10
48	24	6	-16
46	23	6	-17
46	23	4	-20
45	21	4	-22
44	20	2	-29
42	16	2	-31
42	15	1	-32
40	13	-2	-57
39	13	-3	

APPENDIX P
HISTOGRAM OF RATHUS ASSERTIVENESS SCHEDULE
PRETEST PERCENTILE SCORES

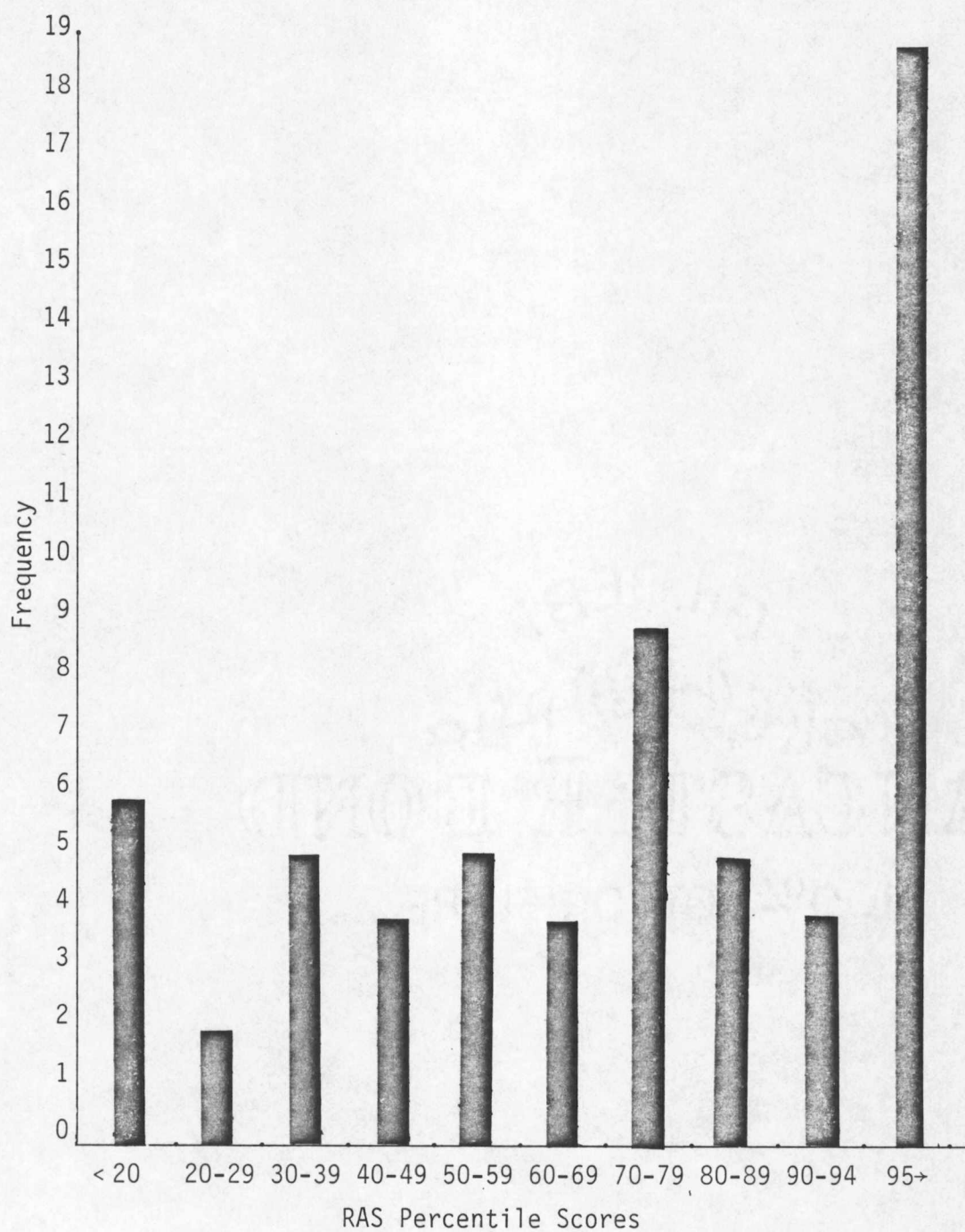


Figure P-1. Histogram of Rathus Assertiveness Schedule Pretest Percentile Scores.

APPENDIX Q
TENNESSEE SELF-CONCEPT SCALE PRETEST SCORES

Table Q-1. Tennessee Self-Concept Scale Pretest Scores.

394	359	338	311
393	358	337	311
382	356	337	310
380	355	336	310
372	354	335	307
371	353	335	307
370	351	334	306
369	351	331	306
367	350	331	305
367	347	330	303
367	345	327	302
364	344	325	295
364	343	322	291
363	339	320	286
362	338	320	240
360	338	320	

APPENDIX R
HISTOGRAM OF TENNESSEE SELF-CONCEPT SCALE
PRETEST PERCENTILE SCORES

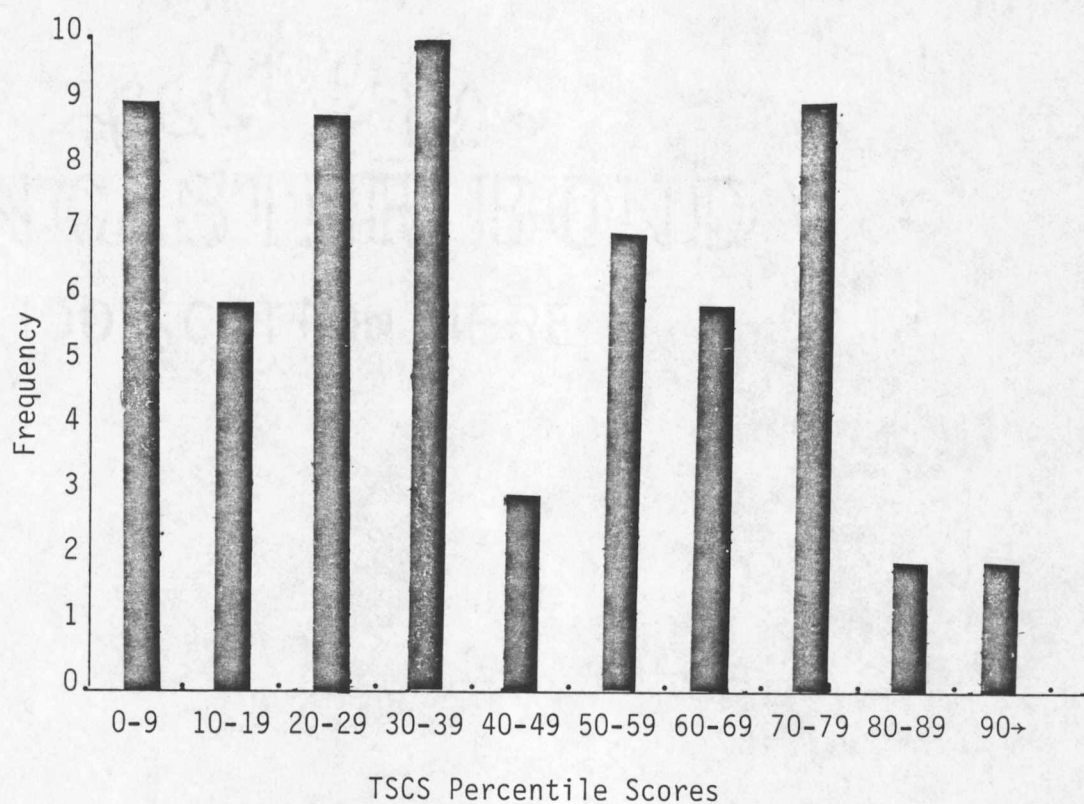


Figure R-1. Histogram of Tennessee Self-Concept Scale Pretest Percentile Scores.

APPENDIX S
PERSONAL ORIENTATION INVENTORY (SELF-REGARD SCALE)
PRETEST SCORES

Table S-1. Personal Orientation Inventory (Self-Regard Scale)
Pretest Scores.

16	15	13	11
16	14	13	11
16	14	13	11
16	14	13	11
16	14	13	11
15	14	13	11
15	14	13	11
15	14	13	11
15	14	13	10
15	14	13	9
15	14	12	9
15	14	12	9
15	14	12	7
15	13	12	5
15	13	11	5
15	13	11	

APPENDIX T

HISTOGRAM OF PERSONAL ORIENTATION (SELF-
REGARD SCALE) PRETEST PERCENTILE SCORES

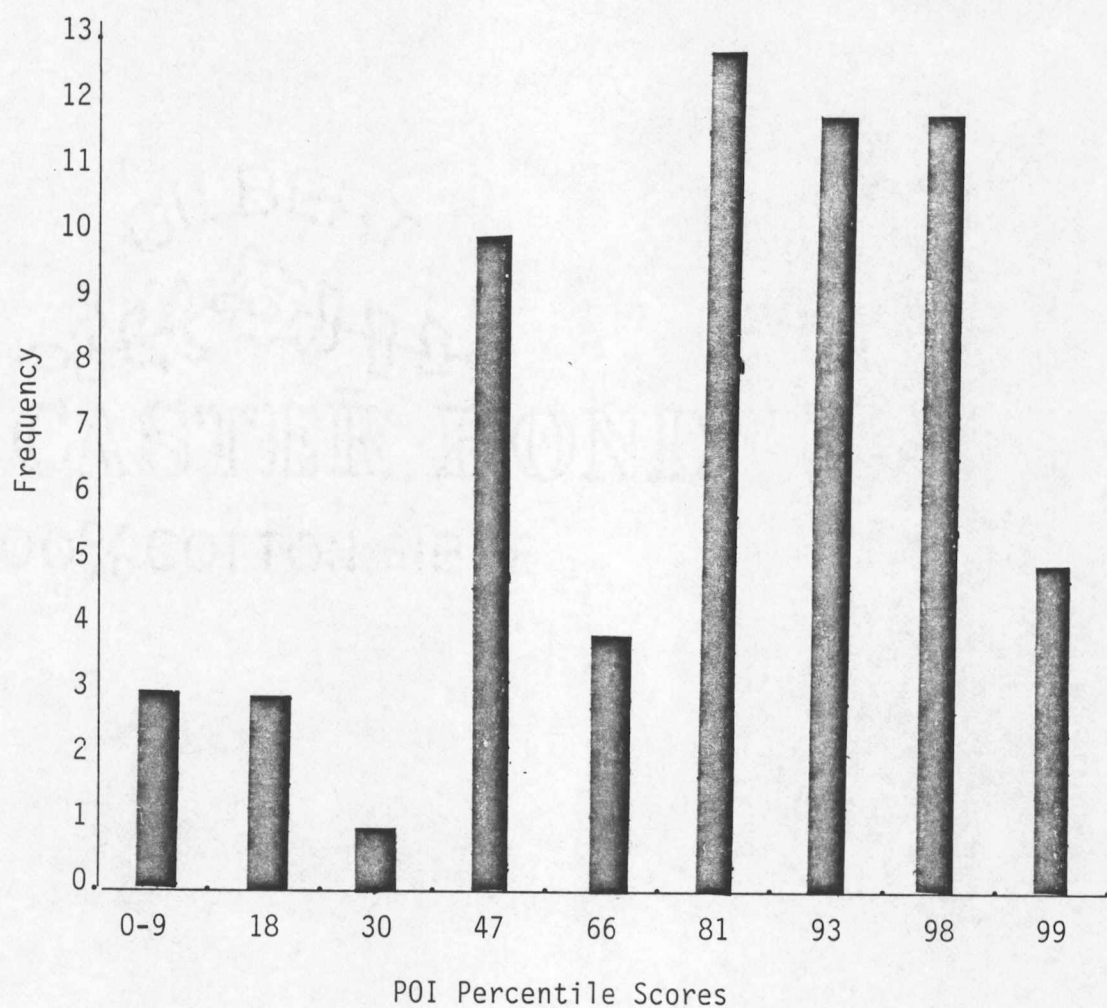


Fig. T-1. Histogram of Personal Orientation Inventory (Self-Regard Scale) Pretest Percentile Scores.

APPENDIX U

SUMMARY OF ANALYSIS OF VARIANCE (*F*-STATISTIC AND
SIGNIFICANCE LEVEL) OF DEMOGRAPHIC VARIABLES
BY LEVEL OF ASSERTIVENESS ON THE ADULT
SELF-EXPRESSION SCALE AT PRE-, POST-,
AND FOLLOW-UP TESTING

Table U-1. Summary of Analysis of Variance (*F*-Statistic and Significance Level) of Demographic Variables by Level of Assertiveness on the Adult Self-Expression Scale at Pre-, Post-, and Follow-Up Testing.

Demographic Variable	Pretest		Posttest		Follow-Up Test	
	<i>F</i>	Sig.	<i>F</i>	Sig.	<i>F</i>	Sig.
1. Rank	1.80	0.16	1.90	0.14	1.00	0.40
2. Age	1.26	0.30	0.76	0.53	0.35	0.79
3. Marital Status	0.25	0.78	0.01	0.99	0.18	0.84
4. G. T. Score	1.07	0.43	0.94	0.57	0.87	0.64
5. Education	0.10	0.96	0.04	0.99	0.13	0.94
6. Area Born	0.95	0.45	0.41	0.84	0.74	0.59
7. Area Raised	1.35	0.26	0.50	0.77	0.84	0.53
8. City Size	3.71	0.03*	3.07	0.05*	3.72	0.03*
9. Older Brothers	0.23	0.96	0.97	0.46	0.36	0.90
10. Older Sisters	0.76	0.59	0.64	0.67	0.44	0.82
11. Younger Bros.	0.74	0.57	0.27	0.90	0.25	0.91
12. Younger Sisters	2.81	0.03*	2.72	0.04*	2.34	0.07
13. Fa.'s Education	0.33	0.92	0.45	0.84	1.19	0.33
14. Mo.'s Education	0.46	0.83	0.39	0.88	0.34	0.91
15. Fa.'s Occupation	1.05	0.39	0.25	0.91	0.27	0.90
16. Mo.'s Occupation	0.71	0.58	1.65	0.17	1.79	0.14
17. Parents' Income	1.23	0.31	1.40	0.24	0.94	0.47
18. Time in Army	0.35	0.70	0.02	0.98	0.28	0.76
19. Time in Unit	2.77	0.03*	5.61	0.01*	3.95	0.01*
20. Ethnic	1.37	0.25	1.12	0.36	1.15	0.35
21. Career Intent	0.56	0.69	0.96	0.44	1.07	0.38
22. Supervisor	3.02	0.09	0.43	0.52	1.64	0.21

*
 $p \leq .05.$

APPENDIX V
SUMMARY OF ANALYSIS OF VARIANCE (*F*-STATISTIC AND
SIGNIFICANCE LEVEL) OF DEMOGRAPHIC VARIABLES
BY LEVEL OF ASSERTIVENESS ON THE RATHUS
ASSERTIVENESS SCHEDULE AT PRE-,
POST-, AND FOLLOW-UP
TESTING

Table V-1. Summary of Analysis of Variance (*F*-Statistic and Significance Level) of Demographic Variables by Level of Assertiveness on the Rathus Assertiveness Schedule at Pre-, Post-, and Follow-Up Testing.

Demographic Variable	Pretest		Posttest		Follow-Up Test	
	<i>F</i>	Sig.	<i>F</i>	Sig.	<i>F</i>	Sig.
1. Rank	0.43	0.73	2.00	0.12	2.49	0.07
2. Age	1.16	0.33	0.68	0.57	1.92	0.14
3. Marital Status	0.04	0.96	0.68	0.51	0.02	0.98
4. G. T. Score	0.67	0.86	0.53	0.95	0.78	0.73
5. Education	1.29	0.29	0.38	0.76	0.17	0.92
6. Area Born	1.09	0.37	0.42	0.83	1.09	0.38
7. Area Raised	1.73	0.14	0.40	0.84	1.18	0.33
8. City Size	6.89	0.01*	7.13	0.01*	8.54	0.01*
9. Older Brothers	0.59	0.74	1.26	0.29	1.13	0.36
10. Older Sisters	0.82	0.54	0.24	0.94	0.11	0.99
11. Younger Bros.	1.25	0.32	0.37	0.83	0.39	0.81
12. Younger Sisters	1.55	0.20	3.35	0.02*	2.87	0.03*
13. Fa.'s Education	0.32	0.92	0.15	0.99	0.47	0.83
14. Mo.'s Education	0.45	0.84	0.73	0.63	0.32	0.92
15. Fa.'s Occupation	0.59	0.67	0.08	0.99	0.26	0.90
16. Mo.'s Occupation	0.48	0.75	1.12	0.35	2.01	0.11
17. Parents' Income	0.75	0.59	0.77	0.57	1.14	0.35
18. Time in Army	0.16	0.85	0.00	0.99	0.47	0.63
19. Time in Unit	1.72	0.16	3.24	0.02*	4.09	0.01*
20. Ethnic	0.60	0.66	1.46	0.23	1.09	0.37
21. Career Intent	1.44	0.23	0.66	0.62	0.29	0.89
22. Supervisor	1.45	0.23	1.51	0.22	1.24	0.27

* $p \leq .05$.

APPENDIX W

SUMMARY OF ANALYSIS OF VARIANCE (*F*-STATISTIC AND
SIGNIFICANCE LEVEL) OF DEMOGRAPHIC VARIABLES
BY LEVEL OF SELF-CONCEPT ON THE TENNESSEE
SELF-CONCEPT SCALE AT PRE-, POST-,
AND FOLLOW-UP TESTING

Table W-1. Summary of Analysis of Variance (*F*-Statistic and Significance Level) of Demographic Variables by Level of Self-Concept on the Tennessee Self-Concept Scale at Pre-, Post-, and Follow-Up Testing.

Demographic Variable	Pretest		Posttest		Follow-Up Test	
	<i>F</i>	Sig.	<i>F</i>	Sig.	<i>F</i>	Sig.
1. Rank	0.41	0.75	0.16	0.92	0.00	0.99
2. Age	0.80	0.50	0.05	0.99	0.08	0.97
3. Marital Status	0.33	0.72	0.22	0.81	0.19	0.83
4. G. T. Score	0.96	0.55	1.01	0.49	0.88	0.63
5. Education	0.58	0.63	0.40	0.75	2.09	0.11
6. Area Born	0.95	0.46	1.04	0.40	0.18	0.97
7. Area Raised	1.06	0.39	0.89	0.50	0.58	0.71
8. City Size	0.16	0.85	0.32	0.73	0.01	0.99
9. Older Brothers	0.19	0.98	1.33	0.26	0.30	0.94
10. Older Sisters	0.61	0.69	0.74	0.60	0.49	0.78
11. Younger Bros.	0.38	0.82	0.25	0.91	0.74	0.57
12. Younger Sisters	0.53	0.72	0.33	0.86	0.45	0.77
13. Fa.'s Education	1.45	0.21	1.13	0.36	0.84	0.55
14. Mo.'s Education	0.20	0.97	0.69	0.66	0.57	0.75
15. Fa.'s Occupation	0.28	0.89	0.36	0.83	0.48	0.75
16. Mo.'s Occupation	0.14	0.97	0.68	0.61	0.82	0.52
17. Parents' Income	0.85	0.52	2.10	0.08	1.35	0.26
18. Time in Army	0.48	0.62	0.14	0.87	0.09	0.92
19. Time in Unit	0.47	0.75	0.91	0.46	1.37	0.26
20. Ethnic	0.54	0.71	0.73	0.58	0.36	0.84
21. Career Intent	1.45	0.23	0.42	0.80	1.31	0.28
22. Supervisor	1.89	0.17	0.04	0.85	0.23	0.63

* $p \leq .05$.

APPENDIX X

SUMMARY OF ANALYSIS OF VARIANCE (*F*-STATISTIC AND
SIGNIFICANCE LEVEL) OF DEMOGRAPHIC VARIABLES
BY LEVEL OF SELF-CONCEPT ON THE PERSONAL
ORIENTATION INVENTORY AT PRE-, POST-,
AND FOLLOW-UP TESTING

Table X-1. Summary of Analysis of Variance (*F*-Statistic and Significance Level) of Demographic Variables by Level of Self-Concept on the Personal Orientation Inventory at Pre-, Post-, and Follow-Up Testing.

Demographic Variable	Pretest		Posttest		Follow-Up Test	
	<i>F</i>	Sig.	<i>F</i>	Sig.	<i>F</i>	Sig.
1. Rank	0.66	0.58	0.88	0.46	2.30	0.09
2. Age	1.30	0.28	0.77	0.51	0.76	0.52
3. Marital Status	0.01	0.99	1.28	0.28	0.21	0.81
4. G. T. Score	1.16	0.35	1.69	0.09	0.86	0.66
5. Education	2.32	0.08	0.22	0.88	1.13	0.35
6. Area Born	0.78	0.57	0.93	0.46	0.45	0.81
7. Area Raised	0.60	0.70	2.45	0.04*	1.05	0.40
8. City Size	2.33	0.11	1.02	0.37	5.41	0.01*
9. Older Brothers	0.28	0.95	0.47	0.83	0.39	0.88
10. Older Sisters	0.90	0.49	0.55	0.74	1.06	0.39
11. Younger Bros.	1.31	0.27	0.31	0.87	0.62	0.65
12. Younger Sisters	0.33	0.85	0.95	0.44	0.66	0.62
13. Fa.'s Education	0.60	0.73	1.79	0.12	0.74	0.62
14. Mo.'s Education	0.51	0.79	1.16	0.34	0.79	0.59
15. Fa.'s Occupation	0.90	0.47	0.13	0.97	0.48	0.75
16. Mo.'s Occupation	0.33	0.85	2.32	0.07	1.52	0.21
17. Parents' Income	1.12	0.36	0.98	0.44	0.50	0.78
18. Time in Army	0.27	0.76	0.66	0.52	0.90	0.41
19. Time in Unit	1.82	0.14	1.25	0.30	2.04	0.10
20. Ethnic	1.30	0.28	0.90	0.47	0.75	0.56
21. Career Intent	1.71	0.16	1.76	0.15	2.88	0.03*
22. Supervisor	3.02	0.09	0.30	0.59	0.99	0.32

* $p \leq .05$.

APPENDIX Y

SUMMARY OF ANALYSIS OF VARIANCE (F -STATISTIC AND
SIGNIFICANCE LEVEL) OF DEMOGRAPHIC VARIABLES
BY LEVEL OF ASSERTIVENESS ON THE ROLEPLAY
RATINGS AT PRE-, POST-, AND
FOLLOW-UP TESTING

Table Y-1. Summary of Analysis of Variance (*F*-Statistic and Significance Level) of Demographic Variables by Level of Assertiveness on the Roleplay Ratings at Pre-, Post-, and Follow-Up Testing.

Demographic Variable	Pretest		Posttest		Follow-Up Test	
	<i>F</i>	Sig.	<i>F</i>	Sig.	<i>F</i>	Sig.
1. Rank	0.33	0.80	1.93	0.13	0.68	0.57
2. Age	2.35	0.08	0.20	0.89	0.90	0.44
3. Marital Status	0.53	0.59	0.03	0.97	1.12	0.33
4. G. T. Score	0.87	0.65	0.63	0.90	0.78	0.74
5. Education	1.31	0.28	0.60	0.62	0.25	0.86
6. Area Born	0.98	0.44	0.52	0.76	0.51	0.77
7. Area Raised	1.46	0.22	0.51	0.77	0.54	0.75
8. City Size	1.47	0.24	1.43	0.25	0.93	0.40
9. Older Brothers	0.38	0.89	0.39	0.89	0.22	0.97
10. Older Sisters	0.12	0.99	1.28	0.29	0.22	0.95
11. Younger Bros.	2.67	0.04*	0.76	0.56	0.54	0.71
12. Younger Sisters	1.34	0.26	0.87	0.49	1.46	0.23
13. Fa.'s Education	1.07	0.39	1.16	0.34	0.22	0.97
14. Mo.'s Education	0.53	0.78	0.80	0.58	1.10	0.38
15. Fa.'s Occupation	0.35	0.84	0.87	0.49	0.90	0.47
16. Mo.'s Occupation	1.17	0.33	0.13	0.97	1.27	0.29
17. Parents' Income	0.76	0.58	1.06	0.39	2.60	0.04*
18. Time in Army	0.10	0.91	1.09	0.34	0.87	0.42
19. Time in Unit	1.64	0.18	0.94	0.45	0.87	0.49
20. Ethnic	0.48	0.75	1.44	0.23	1.83	0.14
21. Career Intent	1.16	0.34	0.40	0.81	0.21	0.93
22. Supervisor	3.10	0.08	0.01	0.98	0.01	0.97

* $p \leq .05$.

APPENDIX Z
MEANS AND STANDARD DEVIATIONS ACROSS ALL
GROUPS AND SUBGROUPS FOR THE ROLE-
PLAYS AT PRE-, POST-, AND
FOLLOW-UP TESTING

Table Z-1. Means and Standard Deviations Across All Groups and Subgroups for the Roleplays at Pre-, Post-, and Follow-Up Testing.

Group	Pretest		Posttest		Follow-Up Test	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Pop.	2.67	1.05	3.32	0.94	3.58	0.84
Control	3.00	1.26	3.00	1.18	3.65	1.14
Discussion	2.67	0.93	3.21	0.70	3.35	0.60
*A. T.	2.33	0.87	3.74	0.75	3.75	0.68

*Assertiveness Training Group.

APPENDIX AA
RANGE OF ADULT SELF-EXPRESSION SCALE AND RATHUS
ASSERTIVENESS SCHEDULE SCORES FOR THE
ASSERTIVENESS TRAINING SUBGROUP
OVER TIME

Table AA-1. Range of Adult Self-Expression Scale and Rathus Assertiveness Schedule Scores for the Assertiveness Training Subgroup Over Time.

ADULT SELF-EXPRESSION SCALE			RATHUS ASSERTIVENESS SCHEDULE		
Pretest	Posttest	Follow-Up Test	Pretest	Posttest	Follow-Up Test
172	160	166	62	57	61
159	153	157	62	56	51
158	153	148	51	45	50
151	150	141	46	43	45
148	149	138	36	40	40
142	144	136	27	39	38
130	136	130	26	34	33
130	133	130	21	29	24
123	130	129	16	27	24
123	126	129	13	26	23
121	124	125	12	24	22
121	120	125	11	15	20
114	118	123	8	15	13
110	117	123	4	13	12
110	117	118	2	7	11
104	114	113	2	6	7
99	111	109	1	4	7
95	110	108	-3	0	2
92	108	94	-22	-2	-5
81	106		-29	-5	
73	99		-31	-12	
Range	99	72	93	69	66

VITA

Lizzie Tyson Donald was born in Farmville, North Carolina, on July 27, 1954. She attended elementary schools in that city and was graduated from Farmville Central High School in 1972. The following August she entered North Carolina Agricultural and Technical (A & T) State University in Greensboro, North Carolina, and in May 1975, she received a Bachelor of Science degree in Psychology.

In September 1975 Ms. Donald entered the graduate school at The University of Tennessee, Knoxville. During her training at the university, Ms. Donald has worked at Helen Ross M^CNabb Mental Health Center, The University of Tennessee Psychological Clinic, Cherokee Mental Health Center, and the Veterans Administration Hospital in Memphis, Tennessee.

In August 1981 Ms. Donald received a direct commission as a Captain in the United States Army. She completed her clinical psychology internship at Walter Reed Army Medical Center, Washington, D.C., in August 1982. She later served as a clinical psychologist at U.S. Army Hospital, Fort Carson, Colorado from December 1982 through August 1984. She received the Doctor of Philosophy Degree with a major in Psychology from The University of Tennessee in March 1985.