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## The development of an abbreviated form of the college women's assertion sample.

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THE DEVELOPMENT OF AN ABBREVIATED FORM  
OF THE COLLEGE WOMEN'S ASSERTION SAMPLE

A Master's Thesis Presented

By

Victoria-Anne Grenier

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

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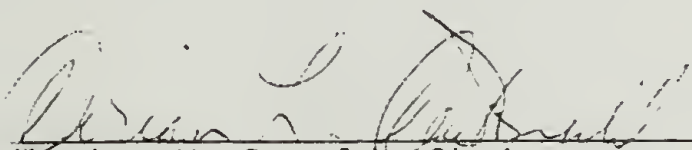
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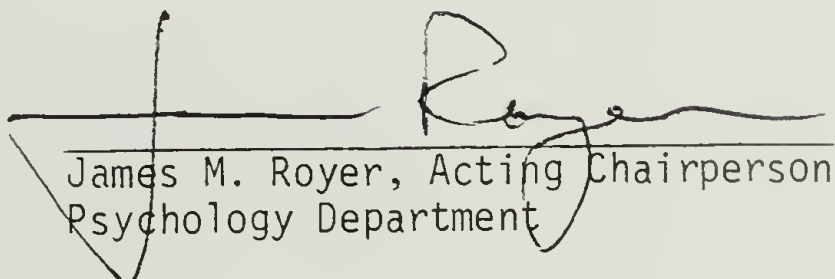
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## C H A P T E R I

### INTRODUCTION

In recent years, assertion training programs have become increasingly more popular and widespread. The value of this type of intervention has been demonstrated in the treatment of both clinical and non-clinical populations (cf. Wienman, Gelbart, Wallace and Post, 1972; Bloomfield, 1973; Alberti and Emmons, 1978). In response to the growing awareness of the importance of assertiveness in successful daily functioning, several measures of this characteristic have been developed (cf. McFall and Lillesand, 1971; Rathus, 1973). Most of these measures are self report questionnaires requiring written responses. For example, the Rathus Assertiveness Schedule consists of 30 statements and the subject is asked to indicate how characteristic each one is of her typical behavior. A global score reflecting one's degree of assertive behavior is then derived.

The College Self Expression Scale is a 50-item self report questionnaire which consists of stimulus situations involving strangers, authority figures, family and business relations (Galassi, DeLo, Galassi and Bastien, 1974). Subjects indicate how frequently they engage in each behavior by circling a number from 0 to 4. Responses to the items are summed in order to obtain a global assertiveness score.

A similar inventory was developed for noncollege adult populations (Gay, Hollandsworth and Galassi, 1975). The Adult Self Expression

Scale consists of 48 items and uses a five-point scale similar to that used on the College Self Expression Scale. Subjects circle a number from 0 to 4 indicating the frequency with which they engage in each behavior.

McFall and Lillesand (1971) developed a self report inventory of refusal behavior. For their scale, the Conflict Resolution Inventory, subjects are first asked to rate their level of assertiveness on a 100-point scale. They then complete an inventory containing 35 specific refusal situations. For each situation, subjects choose one out of five possible responses.

Finally, Gambrill and Richey (1975) developed a 40-item self report measure called the Assertion Inventory. For each item, subjects indicate their degree of discomfort or anxiety and their probability of engaging in the behavior if actually presented with the situation on a five-point scale. They also describe situations in which they would like to be more assertive.

In addition to self report measures of assertiveness, role-play techniques have also been developed and employed (cf. McFall and Marston, 1970; Eisler, Miller and Hersen, 1973; Doleys, Meredith, Poire, Campbell and Cook, 1977; Edinberg, Karoly and Gleser, 1977; MacDonald, 1978). Subjects are asked to role-play their responses to a variety of situations which might best be handled assertively. Situations are usually designed to be particularly familiar and relevant to the population being investigated. For example, Doleys, et al geared their measure



toward retarded individuals while Edinberg, et al developed situations appropriate for the elderly.

Contrary to what might be expected, scores on self report assertion measures do not always correlate highly with scores on role-play measures (cf. Burkhardt, Green and Harrison, 1979). Rock (1981) suggests that this lack of correspondence may occur because responses to self report measures are confounded with social desirability. In order to test this hypothesis, he asked subjects to complete two self report measures of assertion, the Rathus Assertiveness Schedule (RAS; Rathus, 1973) and the Assertion Inventory (Gambrill and Richey, 1974) as well as the Edwards Social Desirability Scale (Edwards, 1957). He found that scores on both assertiveness measures were significantly positively correlated with scores on the social desirability scale. Rock interprets this finding as threatening the construct validity of the RAS and Assertion Inventory as measures of behavioral assertiveness.

A similar finding by Keicolt and McGrath (1979) lends further support to this conclusion. They found that when completing the Assertion Inventory, subjects scoring high on social desirability described themselves as significantly more assertive than those scoring low. However, when a role-play technique was employed, high social desirability subjects performed significantly more poorly than low social desirability subjects regardless of self reported assertion level.

The fact that scores from self report measures do not correlate highly with scores from role-play assessments suggests that the latter may be a more accurate means of determining one's level of assertion.

It may be that when acting as if in a given situation, the subject becomes so involved in his/her task that the desire to appear socially appropriate is minimized. Role-playing is, after all, a closer approximation of real-life encounters than is writing questionnaire responses.

This suggestion is supported in part by data obtained by Higgins, Alonso and Pendleton (1979). These investigators confronted subjects with a situation which could potentially elicit assertive responses. Half of the subjects were led to believe that the situation was in fact real, while half were told that the situation was contrived, but that they were to act as if it were real. While there was a strong tendency for role-play subjects to behave more assertively than the other group, the pattern of differential responding for male and female subjects was similar under both conditions. This suggests that role-play assessments may be sensitive to the relative magnitude of the effects of situational variables on assertiveness. Even if it is true that role-playing tends to over-estimate one's natural level of assertiveness, this type of assessment can still be useful in comparing one individual to another on the assertiveness dimension.

Data providing some support for this suggestion are provided by Rakos, Mayo and Schroeder (1982). These investigators compared the magnitude of levels of subjects' assertiveness as assessed by self report, role-play and in vivo measures. Subjects were then classified as high, medium or low in assertion. In general, correlations between role-play and in vivo measures were low except for highly assertive males. A significant relationship between role-play and in vivo mea-

asures was obtained for that group. While this may be seen as threatening the external validity of role-play measures, the authors point out that convergent and discriminant validity are also important. Role-play measures do appear capable of distinguishing between individuals high and low in assertiveness skills. Perhaps while an absolute measure of one's natural assertion level may not be possible, a measure of one's natural assertion level may not be possible, a measure relative to others tested in the same manner can be obtained. This would provide useful information to the clinician in knowing where a person falls in relation to his peers. This can be helpful in understanding skill deficits and teaching new behavior patterns. Thus it appears that the potential advantages of role-play techniques over self report measures make the former worthy of further investigation and development.

In one of the earlier papers on assertive behavior, Lazarus (1973) distinguished between four types of necessary skills: 1. the ability to say no, 2. the ability to ask for favors or make requests, 3. the ability to express positive and negative feelings and 4. the ability to initiate, continue and terminate general conversations. Lazarus suggested, as have others following him, that these skills are fairly independent of one another, and that as a result of their independence, each requires specific retraining. Furthermore, the manifestation of a particular skill deficit is in large part determined by the situation in which the individual finds him or herself. It follows from Lazarus' (1973) argument that an accurate measure of assertion should tap a vari-



ety of situations so that specific skill deficits can be assessed. This notion of situational specificity with respect to assertive behavior is the prevalent notion at this time. Support for situational specificity has been obtained by several investigators (cf. Eisler, Hersen, Miller and Blanchard, 1975; Bourque and Ladouceur, 1979) and the importance of this formulation for training and assessment will be discussed in the paragraphs below.

Fiedler and Beach (1973) investigated the situational specificity of assertive behavior and found that, as Lazarus predicted, levels of assertiveness did vary with the attributes of specific situations. Subjects were asked to examine a series of scenes followed by a list of some possible consequences of assertive and nonassertive behavior. They were then asked to indicate how likely they felt each consequence was to occur in the situations and whether or not they would behave assertively. For each situation, those who saw an assertive response as being associated with positive consequences were more likely to act assertively than those who saw this behavior as having negative consequences. Thus in understanding an individual's level of assertiveness, it is important to assess his or her expectations of the consequences of his or her responses to different types of situations which he or she might encounter in his or her everyday life. If, as Schwartz and Gottman (1976) and Bruch (1981) suggest, nonassertive individuals do not lack knowledge of good assertive responses, but rather the motivation and incentive to carry them out, then this tendency should be manifested in a role-play measure provided that response consequences from real-

life are mirrored in the assessment situations. Further research on this last point is needed. However, if nonassertive persons know what constitutes an effective assertive response, they may respond in that way on self report questionnaires. Recall the confounding of self report assertion measures with social desirability discussed above.

Additional evidence for the situational specificity of assertive behavior has been provided by several investigators. For example, Eisler, Hersen, Miller and Blanchard (1975) found that individuals who were assertive in one context were not necessarily assertive in another context. These findings have been replicated by several other researchers (cf. Skillings, Hersen, Bellack and Becker, 1978; Bourque and Ladouceur, 1979; Burkhart, Green and Harrison, 1979; Green, Burkhart and Harrison, 1979).

In addition, factor analyses of two selfreport assertion inventories have shown that items from these measures can be classified and differentiated from other items on the measure thus suggesting that assertiveness consists of several components.

Kipper and Jaffe (1978) factor analyzed the college Self Expression Scale and identified four distinct factors including 43 of the 50 original scale items. These factors were described as follows: 1. willingness to take risks in interpersonal interactions, 2. ability to communicate feelings, 3. settling rules and rectifying injustices and 4. presence or absence of a tendency to invoke a self punitive attitude.

The Rathus Assertiveness Schedule was also factor analyzed (Law, Wilson and Crassini, 1979). Eight components emerged from this analysis:

1. avoiding confrontation in commercial situations, 2. confrontation in consumer situations, 3. expressing assertiveness in social and emotional relationships, 4. free expression of emotions, 5. aggressive outgoing attitude, 6. readiness to express opinions in public, 7. general items relating to dominance and assertiveness and 8. two items with not obvious connection to one another. This study, as well as the factor analysis of the College Self Expression Scale, suggests that an accurate measure of assertiveness must be constructed to include subscales reflecting different aspects of assertive behavior and different situations in which these behaviors might occur. Such a measure would allow the clinician to determine under what specific conditions a particular individual experiences difficulties in acting assertively and thus encourage her to concentrate on retraining in those specific areas.

One role-play measure containing 6 subscales is the College Women's Assertion Sample (CWAS; MacDonald, 1978). These subscales were derived through multidimensional scaling and reflect six different types of situations calling for assertive behavior. MacDonald (1978) describes these scales in the following way:

- "1. A situation whose outcome or resolution is, at present unclear. A situation in which someone is trying to get the woman to give in to a demand, do something she does not want to do. A situation in which someone has asked the woman to meet a request, do something which is not what she had originally planned to do. The request or demand may be implicit;
2. A situation whose outcome or resolution is, at present, unclear. A situation in which the woman's preferences are not fulfilled at present, but in which there is a possibility for their being met.
- A situation in which a woman's rights are being



violated in that she is being unnecessarily inconvenienced by another person or persons; 3. A situation in which the woman has been insulted by someone. The insult might be either implicit or explicit, but its implications are an offense against her personal dignity. The effects of the insult remain; 4. A situation in which someone is attempting to get the woman to do something for them. A situation in which someone is asking the woman to do them a favor at her cost. The request for the favor may be implicit; 5. A situation in which someone has been inconsiderate to the woman. A situation in which another person's actions prevented the woman's preference for that situation from being fully realized. The other person's actions were not malicious; no malevolence was intended; 6. A situation in which someone has been inconsiderate to the woman. A situation in which another person's actions are preventing the woman's preferences from being fully realized in that situation, but the other person is completely unaware of the impact their actions are having on the woman."

In addition to these six subscales, items are included for which assertion is not warranted. These items comprise a seventh subscale referred to as Scale Nine. This scale can provide evidence of faking, overestimating one's natural level of assertion or failing to discriminate between situations where assertion is and is not appropriate.

The CWAS consists of 52 items presented on an audiotape. Subjects are asked to act as they would if actually encountering each situation. As noted by Bellack, Hersen and Turner (1979), it is important that role-play situations adequately represent reality for the subjects involved. That is, the situations must be those likely to be encountered in the subjects' everyday life. This measure is designed specifically for college women and the situations are especially geared toward that population (see appendices for a full description of the 52 situations).

While the CWAS has been shown to be a reliable and valid measure of women's assertiveness (Kern and MacDonald, 1980), the measure is quite lengthy, to both administer and score. It consists of 52 items and requires an hour to an hour and a half for administration, and 30 to 45 minutes to score. It would be advantageous and would increase the utility of the measure if an abbreviated form of the CWAS could be developed which would correlate highly with the original instrument. It is important that this abbreviated measure retain the original CWAS's advantage of assessing skill levels in various types of situation.

Nix, Lohr and Bonge (1982) developed an abbreviated form of the CWAS via factor analysis. They created two 14-item versions of the CWAS which may be used as alternate forms. Five of the six situation types were retained in the short forms. It was felt that the stepwise multiple regression procedure could be used to develop an abbreviated form of the CWAS which would incorporate items from all six situation types. Since situational specificity of assertive behavior has been widely acknowledged, it was felt that a procedure which would allow more situation types to be represented, would provide a more useful clinical measure. Thus the following studies were conducted in order to develop and cross-validate such a measure. Test-retest reliability data were also provided.

In Experiment I, the derivation sample was collected. Female undergraduates completed the original CWAS and their data were used to develop the short form via a stepwise multiple regression analysis.

In Experiment II, an independent cross validation sample was collected and correlations between original and short form scores were computed. Finally, in Experiment III, test-retest reliability data were collected by asking female undergraduates to complete the CWAS short form on 2 separate occasions.



## C H A P T E R I I

### EXPERIMENT I

In order to develop an abbreviated CWAS, the original measure was administered to a group of undergraduate women. The data thereby generated were then subjected to a stepwise multiple regression analysis which allowed the most significant predictors of original situation type (scale) scores to emerge. The purpose of this study was, therefore, to obtain a derivation sample and to use that sample to develop an abbreviated form of the CWAS which could serve as a viable alternative to the original instrument.

#### Method

Subjects. Data for this study were collected from a sample of 102 female undergraduate students from the University of Massachusetts. The sample was comprised of students seeking course credit for experimental participation who volunteered and responded to the opportunity to sign up for a study on women's assertiveness. Each volunteer was contacted by phone to arrange individual appointments. All volunteers were solicited under similar circumstances to expedite the assembly of data from a large sample. However, data from 68 subjects were obtained from a previously existing file of CWAS responses. An additional 34 subjects were tested by the present investigator. Most of the sub-

jects ranged from 18 to 22 years of age. Subjects from all four classes were represented in the sample.

Experimenters. The principle investigator of this study was a female graduate student in Clinical Psychology. This research was conducted for her masters thesis. She is visually impaired and therefore, procedures were developed to accomodate this and make the investigation run smoothly.

Several research assistants worked on the study. All of them were undergraduate psychology majors seeking course credits for their work. They collected most of the data, transcribed tapes from the sessions (see procedure) and coded the data which they collected. All of the experimenters were female except for one male undergraduate who assisted with data collection. Because Kern and MacDonald (1981) did not find differences in subjects' responses due to the sex of the experimenter, these differences were not of concern in the present work.

Procedure. When the subject arrived at the laboratory, she was greeted by the experimenter and introduced to her task. The subject was told that the study concerned women's assertiveness and that in order to gain a different measure than written questionnaires could provide, a role-play technique would be used. It was explained that this technique involved listening to audiotaped descriptions of various situations and responding as if actually in each situation.

Subjects were told that the role-play measure was called the

College Women's Assertion Sample (CWAS; MacDonald, 1978) and that it had 52 situations with two short breaks approximately one third and two thirds of the way through the procedure. Subjects were instructed that during these breaks, the experimenter would stop the stimulus tape and give the subject a chance to relax for two to three minutes. After the break, the experimenter would start the tape to continue the testing procedure.

After the subject had been given this general overview of what to expect in the session, she was asked to read and sign an informed consent form (see Appendix A). This form explained the purposes and procedures of the investigation and asked the subject to indicate that she understood these details and was willing to participate under the conditions described.

After the consent form had been read and signed and all of the subject's questions had been answered, the session began. For the 34 subjects tested specifically for the present study, the experimenter turned on two tape recorders; one contained a tape presenting the 52 stimulus situations and the other contained a blank tape which was used to record subjects' responses. This procedure, adapted so as to be appropriate for a visually impaired experimenter, is slightly different from that used to collect data from the 68 subjects tested earlier by another investigator. For these previously tested subjects, the experimenter wrote down rather than taped their responses to each situation.

During the testing of the 34 subjects run in the present investi-



gation, the experimenter turned off the stimulus tape after each situation had been described and started it again after the subject had finished responding. Following standard CWAS administration procedure, the experimenter did not comment on subjects' responses or orient in the direction of the subject. This behavior on the part of the experimenter is important because standard conditions must be maintained in order for scores to be comparable across subjects and occasions.

The tape begins with the following instructions:

"This tape will present a series of situations to you for you to role-play. I will be describing social encounters to you that most college women either have experienced or can imagine experiencing. As each situation is described, try to imagine yourself in that situation or in a situation as close to it as you possibly can. Then at the end of the description, give the reaction that seems most natural to you at the moment. Just let yourself react exactly as you would if the situation were actually happening to you while you hear it. If your reaction would be to say something, say the exact words you would say. If your reaction would be a movement of some sort, describe what that movement would be."

At this point, the tape provides an example to test procedural understanding. In this example, a common social encounter is described and a possible response is demonstrated. The subject is then asked to listen to this sample situation, which is presented again, and to give her own response to it. If she makes a response, indicating that she understands the testing procedure, then the experimenter begins the tape with the test situations. If she does not respond appropriately, indicating that she does not understand the procedure, the experimenter explains that when the tape is shut off, that is

a cue for the subject to respond as she would respond naturally if she were experiencing the situation as she hears it. The example is then replayed, and the subject is given another opportunity to make her response.

After the subject had successfully completed the example, the session began and proceeded as described with the experimenter stopping the stimulus tape after the description of each situation and the subject making her response which was taped. After the last response had been made, the experimenter answered any additional questions that the subject had. The subject was then given a debriefing form (see appendix B) which once again explained the study to her. She was then given her course credit and told that the session was ended.

After all of the data were collected and the tapes from each session were transcribed, responses were coded by two independent raters trained by the principle investigator of this study. These raters coded the data collected specifically for the present investigation while the previously existing data were coded by two investigators from another laboratory. For both sets of data, inter-rater reliability was established by having each rater independently code fifteen percent of the data which had previously been coded by the other rater. A minimum of 85 percent agreement on each item was used as the criterion for acceptable reliability. Items for which this criterion was not met were re-coded and percent agreement was recalculated.

The percentage of agreement between the two raters was calculated for each item simply by counting the number of agreed-upon scores and

determining what percentage of the total number of responses that figure represented. Thus, a measure of inter-rater reliability for each CWAS item was provided. For all items, the percentage of agreement between raters was at least 85 percent. Therefore, it may be concluded that the raters were consistent in their judgments and both coded the data according to the same criteria.

In order to insure that differences between the previously collected data and the data collected specifically for this investigation did not exist, a series of one-way analyses of variance comparing subscale scores for the two data sets were performed. Each analysis compared the means of the two groups for a particular situation type. Thus, seven analyses of variance were performed. Significant results occurred only for situation type 6,  $F(1,100) = 2.12$ ,  $p < 0.01$ . It appears that this significant difference occurred because of the low standard deviations. There were only three items comprising this situation type. Also, the group means for this situation type were actually quite similar (16.85, 16.16). Thus the difference does not appear meaningful and should not be of concern in interpreting the results of this study.

Following these preliminary analyses, a stepwise multiple regression procedure was implemented. This procedure allowed the most significant predictors of each subscale score to emerge and will be discussed in more detail in the results section below.

The coding system developed by MacDonald (1978) involves distinguishing between aggressive, assertive and submissive responses and



determining a particular level of a response within one of these categories. For example, an assertive response may be coded as As1, As2, As3 or As4 with 4 representing the strongest possible assertive response and 1 representing the weakest. Levels 2 and 3 reflect intermediate degrees of assertion. The criteria for what constitutes a particular response vary according to situation type. Therefore, in order to increase reliability, raters coded all items within a particular situation type and then moved to the next situation type rather than working according to the order of items presented on the audiotape. More specifically, responses for one particular item were coded for each subject before moving to the next item. This increased the raters' likelihood of concentrating on that particular item without confusing it with response alternatives for other examples. Full descriptions of the six situation types and the response alternatives for each one may be seen in the appendices.

After the coding procedure was completed, each response was transformed into a number according to MacDonald's (1978) weighting system. According to this system, each response is represented by a unique number and global or subscale scores may be obtained by summing subjects' responses to all items or to the items within a particular situation type. For example, all Ag1 responses within a particular situation type are represented by a number different from the numbers representing As1 or As2 and different from Ag1 responses for other situation types. This was the final step in preparing the data for statistical analysis.

## Results and Discussion

Seven multiple regression analyses were performed; one for each situation type. In each analysis, the total subscale score obtained by summing responses to individual items was the criterion variable and scores on the individual items comprising the situation type were the predictor variables. In the stepwise multiple regression procedure, the most significant predictors of the total subscale score were listed first and the least significant predictors were listed at the end of the procedure. Items were retained for the short form until the criterion of  $\underline{R} = 0.80$  had been reached. This meant that at least 64 percent of the variance was accounted for.

For situation type 1, item 39 was found to be the most significant predictor ( $\underline{R} = 0.55$ ,  $\underline{R}^2 = 0.30$ ). Item 24 was listed as the second most significant predictor ( $\underline{R} = 0.70$ ,  $\underline{R}^2 = 0.49$ ). Item 46 emerged as the third predictor ( $\underline{R} = 0.82$ ,  $\underline{R}^2 = 0.670$ ). At this point, the set criterion had been reached. Therefore, no more items from this situation type were retained for the short form.

The three items retained for situation type one read as follows:

39. You're just getting ready to leave Dooley's so you can get some laundry done before going to bed when a guy you used to go with stops you and asks you if he can buy you a drink. You explain that you have to do your laundry and refuse. But he orders the drink anyway and turns to you saying "Oh, you have time for one beer. Tell me how you've been lately."

24. You and a guy you've been dating have been watching t.v. all evening. You have studying you feel you have to do. When you mention this to your date, he says "you can do that later. Stay and watch television with me now."

46. You've been studying all day and you've decided that you need to work all weekend on a paper. You stop to call your parents as a study break. Your dad answers the phone and tells you that your mother has a surprise for you. She gets on the phone and says in an excited voice "Guess what. Your father and I have arranged to come visit you this weekend."

Four items were retained for situation type 2; item 10 ( $\underline{R} = 0.50$ ,  $\underline{R}^2 = 0.25$ ), item 25 ( $\underline{R} = 0.68$ ,  $\underline{R}^2 = 0.46$ ), item 26 ( $\underline{R} = 0.79$ ,  $\underline{R}^2 = 0.62$ ) and item 52 ( $\underline{R} = 0.84$ ,  $\underline{R}^2 = 0.70$ ). Items retained for this situation type read as follows:

10. You've never had any problems with your watch. Last week you had it cleaned at the jewelers. Now it stopped running. When you tell these facts to the jeweler, he replies "Sorry miss, we don't guarantee our work."

25. You've gone to a movie alone to relax. There are four guys in front of you who keep talking louder and louder so that now, you can't hear the movie's dialogue."

26. You're at a football game with a date. There's a guy you don't know sitting next to you who not only keeps criticizing the Illini loudly after each play, but who also bumps you during his accompanying gestures. He's just done it again.



52. You're sleeping in this morning trying to catch up on your sleep. A friend of your roommate's has come over to talk with her. They're talking in your room softly, but loud enough to keep you awake.

Two items were retained for situation type 3: item 51 ( $\underline{R} = 0.66$ ,  $\underline{R}^2 = 0.43$ ) and item 13 ( $\underline{R} = 0.83$ ,  $\underline{R}^2 = 0.69$ ). These items read as follows:

51. You're sitting in your psychology class putting away a test you got back. You think the test was unfair. One of your classmates is telling the professor why one of the questions was ambiguous when the professor interrupts him and say "I'll listen to you when and if you ever get a Ph.D."

13. Last night you studied several hours for today's Math class because you knew today's lesson would be really hard. Your teacher has just asked you to work a problem on the board and you can't solve it. After you've struggled with it for about five minutes, you hear her comment from the back of the room "That can be expected when you don't do your homework."

For situation type 4, three items were retained: item 1 ( $\underline{R} = 0.54$ ,  $\underline{R}^2 = 0.29$ ), item 4 ( $\underline{R} = 0.72$ ,  $\underline{R}^2 = 0.52$ ) and item 41 ( $\underline{R} = 0.85$ ,  $\underline{R}^2 = 0.72$ ). These items read as follows:

1. You have to do a group project for one of your classes. It's due in a week. Right now, you're talking with the two other members of your group after your class trying to set up a meeting time. The guy suggests Saturday morning which is fine with you, but the girl who has already missed two of your meetings says "I don't know whether

I can make it then or not. It all depends."

4. You and a guy you're jointly doing a class project with are standing by Greg Hall. The two of you need to get in touch with six people in connection with your project. He's in a hurry to get home, so as a quick way to organize things, the guy says "Hey, why don't you call those people this afternoon?"

41. You had told a guy in one of your classes that you would help him with the most recent assignments if he got to the library before noon, but that you had errands you needed to do after twelve. He said he'd be there. It's now five till twelve and you're gathering your things up to go. The guy comes in and says "I'm sorry I'm so late. Please help me out anyway."

Two items were retained for situation type 5: item 19 ( $\underline{R} = 0.68$ ,  $\underline{R}^2 = 0.47$ ) and item 9 ( $\underline{R} = 0.81$ ,  $\underline{R}^2 = 0.66$ ).

19. Earlier today, a neighbor borrowed some scissors. When she did, you told her you would need them soon and she promised to return them in half an hour. Well, that was four hours ago. Because she hasn't returned them as she said she would, you haven't been able to get the work done you were planning to do. At last she brings them back saying "Sorry I'm so late. I forgot."

9. You and one of your closest boyfriends had agreed to meet for lunch at noon. You were on time and you've been sitting at the table waiting for him nearly 20 minutes. Finally he comes rushing in and says as he sits down "Sorry I'm so late."

Two items were retained for situation type 6: item 44 ( $\underline{R} = 0.69$ ,

$\underline{R}^2 = 0.48$ ), and item 48 ( $\underline{R} = 0.92$ ,  $\underline{R}^2 = 0.86$ ).

44. There are five other students; three guys and two girls in your seminar class. It's getting late and the class has no definite time to be over. As far as you're concerned, the discussion has gotten way off the topic into areas which do not even interest you. As a matter of fact, the teacher has just cracked a dirty joke and everyone except you is laughing.

48. You're with a group of friends at Dooley's one night. One of the guys went to buy beer and before he went, you gave him a dollar to pay for yours. When he came back a second ago, he handed you your beer, but no change.

Three additional items were retained in the abbreviated CWAS. These items are part of Scale Nine or situations for which assertion is not warranted. A stepwise multiple regression analysis was performed on items in this category which was identical to those performed on the six situation types. These items are useful in determining whether or not a subject is dissimulating or is insensitive to when assertion is or is not appropriate. The three items are: item 40 ( $\underline{R} = 0.67$ ,  $\underline{R}^2 = 0.44$ ), item 43 ( $\underline{R} = 0.78$ ,  $\underline{R}^2 = 0.60$ ) and item 18 ( $\underline{R} = 0.86$ ,  $\underline{R}^2 = 0.74$ ).

40. It's before history class. Your teacher, new to this campus, asks you to explain the directions to the library to one of your classmates. Just after you've started, your teacher remembers the directions and interrupts you to give the directions himself.

43. You're studying for an hourly you have tomorrow and it looks like



you'll have to cram during every minute between now and the test.

A good friend phones and after a long pause says "I know you're busy, but I'm really upset about some things. Could we talk for a while tonight?"

18. You've gone home for the weekend. A little while ago, your mother asked you to go shopping with her, but you told her you were too tired. Suddenly your dad comes into the room where you're sitting alone and says "Your mother has been really looking forward to taking you shopping with her tonight and she says you don't want to go. I'd hate for her to be disappointed. Why don't you go?"

On the basis of these multiple regression analyses, an abbreviated form of the CWAS was developed which contained 19 items. All situation types were represented in this new short form.

## C H A P T E R I I I

### EXPERIMENT II

The purpose of this study was to provide an independent cross-validation sample upon which to correlate short form and original form scores for each situation type. In developing a new measure and demonstrating its utility in assessing a particular construct, it is important to provide evidence that the results obtained from the derivation sample may be generalized to other samples. In the present investigation, it was necessary to show that for each situation type, high positive correlations between original and short form scores could be obtained. This would support the usefulness of the short form as a substitute for the longer measure. High positive correlations between scores on the two measures would indicate that the results obtained in experiment I are generalizable. That is, the items selected for the short form can accurately predict subjects' scores on the original measure not just for one sample, but for others as well.

#### Method

Subjects. One hundred female undergraduate students participated in this study. Once again, women interested in receiving course credit for experimental participation were given the opportunity to place their

names on a sign-up sheet. They were then contacted by the experimenter and individual appointments were arranged.

Procedure. The original CWAS was administered to subjects following the procedure used for subjects where responses were audiotaped in experiment I. That is, the subject listened to an audiotaped description of each situation and gave her response when the stimulus tape was turned off. The experimenter tape recorded the responses to each situation.

After the data were collected, they were coded according to the same procedures used in experiment I. Two independent raters coded the data and transformed the responses into number thus preparing the data for statistical analysis.

Inter-rater reliability was once again assessed by computing the percent of agreement between raters for each item. Eighty five percent agreement was used as the criterion for acceptability; items which did not meet this criterion were recoded and reliability was re-assessed. Once again, eighty five percent agreement was achieved between the two raters for each item. Pearson product moment correlations between short form and original form scores were computed for each situation type and the results are reported in the following section.



## Results and Discussion

In order to determine whether the items retained for the short form on the basis of the stepwise multiple regression analyses performed in Experiment I could predict original CWAS scores on an independent sample, a series of Pearson product moment correlations were performed. For each situation type, the total scale score on the original CWAS was correlated with the short form scale score; that is, the sum of the items retained after the stepwise multiple regression analysis. In addition, global short form scores were compared with global original scores. Table 1 lists means and standard deviations for the cross validation sample and Table 2 lists the results from the analyses described above.

Thus, it appears that for all scales as well as for the global measure, short form scores are highly correlated with the original scores. This supports the use of the short form as an acceptable alternative to the original CWAS.

Table 1

Means and standard deviations (SD) for  
original and short form situation  
types and global scores

Situation type	<u>Original</u>		<u>Short form</u>	
	Mean	(SD)	Mean	(SD)
1	64.35	6.25	14.33	3.10
2	69.60	12.11	19.69	4.51
3	21.37	5.75	10.61	4.10
4	30.78	4.34	15.21	3.29
5	25.57	5.57	10.51	3.29
6	17.14	2.80	12.45	2.35
Scale Nine	31.51	4.75	19.03	3.56
Global	259.55	25.20	101.59	12.19

Table 2

Correlations between original CWAS scores  
and short form CWAS scores for each situation  
type and for the global measures

Situation type	Correlation coefficient
1	0.66
2	0.63
3	0.78
4	0.87
5	0.70
6	0.92
Scale Nine	0.87
Global	0.85

Note: All correlation coefficients are significant at  $p < 0.001$ .



## C H A P T E R   I I I

### EXPERIMENT III

In this study, test-retest reliability for the newly developed CWAS short form was investigated by asking subjects to complete the short form on two separate occasions. It is important not only to know that results can be generalized from one sample to another but also to establish that individuals' scores are consistent over time. That is, an individual obtaining a particular score on one occasion should receive a similar score when tested under similar conditions on a different occasion. It is important to demonstrate test-retests reliability so that persons using the test can be confident that the results obtained reflect one's general assertion level rather than his/her assertion at one particular time. Good test-retest reliability would indicate that the measure is capable of capturing a person's general way of behaving rather than his response at one particular moment. While assertiveness is situation specific, that should be reflected in differential responses to the items rather than in vast differences in scores on various test administrations. It is necessary to ascertain that the measure is tapping the same behaviors over time. While test-retest reliability has been established for the original CWAS (Kern and MacDonald, 1980), it needs to be demonstrated for the short form in order for this measure to be considered a satisfactory substitute for the original instrument.

## Method

Subjects. Fifty undergraduate women seeking course credit for experimental participation took part in this study. Once again, they placed their names on a sign-up sheet so that the experimenter could contact them and arrange individual appointments. During the telephone contact, it was explained to the subject that the investigator was trying to determine whether a measure of assertiveness was reliable over time. The subject was asked if she would be willing to come to the laboratory on two separate occasions one to two weeks apart. If the subject agreed (no one refused to come twice), then a time for the first appointment was agreed upon. The mean amount of time between appointments was 12.24 days.

Procedure. The short form was administered to subjects in exactly the same way as the original CWAS had been, with one exception; the two breaks were eliminated since the new measure contained only 19 items. Once again, the subject listened to an audiotaped description of each item and gave her response when the stimulus tape was turned off. All responses were audiotaped and the tapes were later transcribed in order to allow coding and statistical analysis.

Responses were coded in the same way as they were for the original CWAS. That is, each response was designated as aggressive, assertive or submissive. Within each of these categories, responses were coded according to their level of aggression, assertion or submission. Raters

completed all items within a particular situation type before proceeding to the next one and coded all responses to a particular item before moving to the next item.

Inter-rater reliability was established by computing the percent of agreement between the two raters. Eighty five percent agreement was used as the criterion for acceptability, and items for which this criterion was not met were recoded. Percent agreement was then reassessed. The criterion of eighty five percent agreement was achieved for all items.

Finally, the coded responses were transformed into numbers according to the system used in Experiments I and II. The data were then subjected to statistical analysis. Pearson product moment correlations were computed comparing subscale scores for the two test administrations. In addition, scores for the individual items were compared and reliability for the global score was also assessed.

### Results and Discussion

In order to determine whether the newly developed short form was consistent over time, that is, whether the same subject would receive similar scores on different occasions, a series of Pearson product moment correlation coefficients were computed. For the two test administrations, global scores, scale scores for each situation type, and scores for each individual item were correlated. The results from these analyses are shown in the following tables. Tables 3 and 4

Table 3

Means and standard deviations (SD) for situation types and global scores for the two test administrations.

Situation type	Test administration 1		Test administration 2	
	Mean	(SD)	Mean	(SD)
1	13.62	3.36	14.23	3.06
2	18.39	4.46	17.64	4.80
3	9.84	3.73	10.01	4.06
4	15.35	2.68	13.95	4.54
5	10.35	3.62	8.95	3.71
6	11.43	4.64	11.90	2.66
Scale Nine	18.16	4.10	17.18	5.05
Global	95.41	15.37	92.37	15.92



Table 4

Means and standard deviations (SD)  
for individual item scores for the two  
test administrations

Item	Test administration 1		Test administration 2	
	Mean	(SD)	Mean	(SD)
1	4.73	1.81	4.37	2.37
2	5.32	1.98	4.63	2.28
3	4.99	1.95	4.23	2.45
4	4.52	1.75	3.92	2.19
5	4.76	2.15	4.32	2.72
6	5.82	2.13	5.09	2.47
7	5.37	2.35	4.83	2.45
8	4.25	1.72	4.32	1.53
9	5.19	2.09	4.80	2.06
10	4.74	2.21	4.49	2.15
11	5.17	2.04	5.06	1.95
12	6.40	2.71	6.25	2.49
13	5.33	1.49	5.07	1.40
14	6.04	2.55	5.96	1.91
15	5.75	2.45	6.05	1.78
16	4.19	2.38	4.82	1.65
17	5.65	2.42	5.81	1.77
18	5.35	3.08	5.83	2.88
19	4.05	2.00	4.45	1.51

list means and standard deviations for the global score, situation type scores, and scores for each individual item for the two test administrations. Table 5 lists correlation coefficients for the two administrations of the short form. In addition, scores from Kern and MacDonald's (1980) investigation of test-retest reliability for the original CWAS are listed. Table 6 shows the difference scores for the original and short form testings.

In order to gain a clearer picture of the relationship between short form scores on the first and second test administrations, some additional analyses were performed. A series of t-tests for correlated means were computed between first and second test administration scores. This was done in order to insure that the means from the two testings were actually similar. Significant correlations could indicate that the scores from the two testings are related, but they could not show whether or not the scores are in fact similar. For example, subjects could consistently score higher on one test administration. Thus, there would be a relationship, but not the one we are looking for.

Finally, table 8 shows correlations, difference scores and t-test results for each of the 19 individual items.

The results from all of these analyses suggest adequate test-retest reliability for the newly developed CWAS short form. Significant correlation coefficients of stability were obtained for both global scores and for each situation type. Also, note that the correlations obtained for the short form are similar to those obtained on

Table 5

Test-retest reliability for the short form  
 compared with test-retest reliability for the original  
 measure for situation type and global scores

Situation Type	Short form correlation coefficient	Original correlation coefficient
1	0.61**	0.65**
2	0.63**	0.71**
3	0.36*	0.69**
4	0.66**	0.64**
5	0.44**	0.77**
6	0.62**	0.43**
Scale Nine	0.68**	0.63**
Global	0.90**	0.85**

Note: \* indicates that  $p < 0.01$   
 \*\* indicates that  $p < 0.001$

Table 6

Difference scores obtained between means  
on the two test administrations for short form  
and original measures.

Situation type	Short form	Original
1	-0.61	0.07
2	0.75	0.00
3	-0.17	0.33
4	1.40	0.04
5	1.40	0.01
6	-0.47	0.06
Scale Nine	0.98	0.18
Global	3.04	0.06



Table 7

t-Tests between situation types and global scores for the two test administrations of the short form.

Situation type	t-value	Degrees of freedom
1	-1.48	46
2	1.21	40
3	-0.25	43
4	2.79**	45
5	2.46*	46
6	-0.88	46
Scale Nine	1.73	43
Global	2.61*	35

Note: \* indicates  $p < 0.05$ .

\*\* indicates  $p < 0.01$ .

Table 8

Correlations, difference scores,  
and t-tests for individual items.

Item	Correlation coefficient	Difference scores	t-value	Degrees of freedom
1	0.36**	0.37	1.05	47
2	0.32*	0.70	1.91	46
3	0.31*	0.76	2.01*	47
4	0.38**	0.60	1.77	42
5	0.51***	0.43	1.21	46
6	0.12	0.73	1.66	47
7	0.41**	0.54	1.42	46
8	0.36**	-0.08	-0.29	47
9	0.59***	0.39	1.43	47
10	0.50***	0.25	0.79	46
11	0.44***	0.11	0.37	48
12	0.63***	0.14	0.43	43
13	0.58***	0.26	1.34	46
14	0.66***	0.07	0.27	48
15	0.62***	-0.30	-1.06	46
16	0.54***	-0.63	-2.15*	47
17	0.48***	-0.16	-0.52	48
18	0.16	-0.49	-0.85	45
19	0.44***	-0.40	-1.48	47

Note: \* indicates that  $p < 0.05$ ;

\*\* show that  $p < 0.01$ ;

\*\*\* show that  $p < 0.001$ .

Kern and MacDonald's (1980) investigation of test-retest reliability for the original CWAS. While some of the short form correlations are lower than those for the original measure, this may be due to the fact that in the present investigation, test administrations were up to two weeks apart while the data reported here from Kern and MacDonald's study reflects a one week interval between testings. It would be expected that any possible practice effects would be minimized to a greater extent after up to two weeks than after one week. Thus correlations would be lower in the former case. Considering this fact, the short form holds up very well when compared with the original measure. Note that for situation type 6, test-retest reliability is considerably higher for the short form than for the original measure ( $r = 0.62$ ,  $r = 0.43$ ). Thus the short form compares quite favorably with the original CWAS when examining correlation coefficients.

Note also that the difference scores for the short and long forms were quite small indicating that scores on both test administrations were quite similar. In this respect, the short form also holds up quite well when compared with the original measure.

From examining the results of the t-tests performed on the short form data, one sees that three of the tests yielded significant results: situation type 4,  $t(45) = 2.79$ ,  $p < 0.01$ , situation type 5,  $t(46) = 2.46$ ,  $p < 0.05$  and the global score,  $t(35) = 2.61$ ,  $p < 0.05$ . However, if one examines the means for the two test administrations for these situation types, it is clear that they are, in fact, quite

similar. For situation type 4, the means are 15.35 and 13.95 respectively. For situation type 5, the means are also quite similar (10.35, 8.95). The same is true for the global score (95.41, 92.37). Therefore, these differences are not large enough to warrant concern in interpreting the results of this study. Note that for these situation types, the standard deviations are rather low indicating that there is not much variability among the scores (see table 3).

Finally, only 2 out of 19 individual items failed to show significant correlations over the two testing occasions. Since scores on individual items are typically more variable than are situation type or global scores, composites derived from these, the latter finding is not surprising. It is also not surprising that two of the t-tests for the individual items were significant. Once again, an examination of the means for items 3 and 16 reveals that they are quite similar (see table 4). These findings do serve as a reminder, however, to attend to scale or global, rather than individual item scores when assessing skill levels.



## C H A P T E R I V

### GENERAL DISCUSSION

The purpose of this series of experiments was to develop an abbreviated form of the College Women's Assertion Sample and to demonstrate the utility of that abbreviated form as a substitute for the original, much lengthier measure. In Experiment I, data from standard CWAS protocols were subjected to a stepwise multiple regression analysis and the most significant predictors of each situation types (scale) score were retained for the short form. This procedure insured that the situational specificity of the original CWAS would be retained.

It is of interest to note that Nix, Lohr and Borge (1982) developed two CWAS short forms via factor analysis. In their work, these researchers eliminated the original scale's situation type 6 on the grounds that they found this situation type to be unreliable. Data from the second and third experiments in the present research, however, do not replicate their findings; the correlation between the original and short form situation type 6 scale score in the cross validation sample was quite high ( $r = 0.92$ ), and the up to two week test-retest reliability for this situation type ( $r = 0.62$ ) was both statistically significant and psychometrically acceptable. Thus, the present research suggests that situation type 6 can be retained in

an abbreviated form of the CWAS.

Data from Experiments II and III support the utility of the CWAS short form as a viable alternative to the original measure. In Experiment II, it was demonstrated that the results from Experiment I would hold up in a second, independent sample. Thus, the observed short-long form test score relationships were not simply an artifact of chance properties unique to the derivation sample, but were instead reflecting replicable properties of the two measures. Moreover, Experiment 3 demonstrated satisfactory test-retest reliability for the abbreviated CWAS. Not only were scores from the two test administrations highly correlated, but t-tests also indicated that global, scale and individual item means were similar for both test administrations.

In summary, an abbreviated form of the CWAS was developed which was found to be reliable over time and generalizable to a sample independent from the derivation sample. The shortened scale contains only 19 items and thus requires much less time to administer and score than does the original 52-item measure. Because of this fact, further research would be worthwhile to independently reaffirm the results obtained in this laboratory. Clinicians and researchers will probably be more likely to use the shortened CWAS. They will not be discouraged by the amount of time involved in administration and scoring. This is a positive outcome of the present research since the CWAS has advantages such as ability to tap a variety of situations calling for assertiveness which make its use desirable.

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## APPENDIX A



The College Women's Assertion Sample (CWAS) is a standardized measure of assertiveness. You will be asked to listen to a tape describing different situations and to respond as you would if actually encountering these events. I will be taping your responses to the various situations as you make them. This experience will take about one hour.

The purpose of the present research is to develop a new form of the CWAS which will take less time to complete than the original one. There is absolutely no deception involved in this study, and all of the information that you share will be kept strictly confidential. If you have any questions now, or at any point, please do not hesitate to ask them. If you decide to discontinue your participation at any point, you are free to do so without loss of experimental credit.

My signature as investigator indicates my promise that this study will be done exactly as it's described here. Your signature as volunteer indicates that you have decided to participate in this study as described, with awareness of your right to withdraw at any time.

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Investigator

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Volunteer

---

Date

## APPENDIX B

## Debriefing Form for the Women's Assertiveness Study

The Task which you just completed is called the College Women's Assertion Sample (CWAS). It is designed to measure assertiveness by exploring the ways that women respond to a variety of situations. By asking women to role play the ways that they would act rather than using written questionnaires, we hope to gain a clearer picture of the ways that women behave when confronted with situations which might be handled assertively. The CWAS had been validated and found to be reliable in measuring assertion.

The purpose of the present research is to develop a short form of the CWAS. This will be done by asking a large number of women to complete the original measure, determining which items are the best predictors of the total score, and using those items to form the new measure. A second group of women will then be asked to complete both the new short form and the original measure so that we can make sure that the two forms may be used interchangeably.

If you have any further questions, please feel free to contact me at any time. Thank you for your participation in this study.

## APPENDIX C



## COLLEGE WOMEN'S ASSERTION SAMPLE

### General Testing Considerations

The administration of the College Women's Assertion Sample (CWAS) should conform carefully to the procedures described in this manual. Throughout the several investigations of the device, conditions were held close to constant; changes in those conditions would sacrifice standardization and, consequently, prohibit inter-investigatory comparisons.

Results obtained with most psychological tests are more meaningful if the testee has willingly participated in the testing procedure. Such testee involvement is of special importance with instruments employing a role-playing format. Consequently, the test administrator should insure both the physical and, insofar as possible, the psychological comfort of each testee during the testing procedure. Testing should be conducted in a room affording maximum privacy. The testee should be seated comfortably. Before testing begins, the test administrator should talk informally with the testee for a few moments about non-test matters, being careful to create an air of co-operation and acceptance. Shortly thereafter, the test administrator should inquire directly about the testee's comfort, note that specific instructions about taking the test are taped and will be played momentarily, ask for any general questions the testee may have, and inform the testee that during test administration, the administrator will not be talking

with the testee, but will be involved with operating the equipment and recording the testee's responses.

Two pauses lasting roughly three minutes each should be taken after the seventeenth and thirty-fourth items. These pauses serve a dual function. They allow the testee a break from attending to and processing highly complex stimuli, and they provide the test administrator with a few moments to re-establish an air of co-operation between him or herself and the testee.

#### CWAS Administration Procedure

Begin testing by starting the stimulus tape. The first portion of the tape presents the following instructions which should be played without interruption to the point indicated:

This tape will present a series of situations to you for you to role-play. I will be describing social encounters that most college women either have experienced or can imagine experiencing. As each situation is described, try to imagine yourself in that situation or in a situation as close to it as you possibly can. Then, at the end of the description, give the reaction that seems most natural to you at the moment. Just let yourself react exactly as you would if the situation were actually happening to you while you hear it. If your reaction would be to say something, say the exact words you would say. If your reaction would be a movement of some sort, describe what that movement would be.

Let's look at an example. Suppose the situation is: "You are walking into your professor's office to talk with her about your last paper. After she gestures for you to sit down, she looks at you and says, 'Your last paper was very, very good'." And suppose your natural reaction is to say "Thank you." Then you would say the words "Thank you" at the end of the description.

Now let's do that same example just as you will be doing the test situations. "You are

walking into your professor's office to talk with her about your last paper. After she gestures for you to sit down, she looks at you and says, 'Your last paper was very, very good'."

Stop the tape here and wait for the testee to respond. Do not establish eye contact. If the testee says "Thank you" or makes any response appropriate for the illustrated situation, say:

Fine. That's exactly the way we'll be doing the test situations. Do you have any questions? (If the testee asks a procedural question, respond by reading the appropriate portion of the introductory taped instructions printed above. If the testee asks a non-procedural question, say I can't answer that question until we're through testing, but we'll be sure to talk about it then, okay?)

If the testee does not respond with "Thank you" or with any response appropriate for the illustrated situation, say:

When I stop the tape, that's the signal for you to let yourself react naturally to the described situation. How do you think you would react to that situation that was just described if it were happening to you right now? (Let testee respond.) OK, let's try the example again, and this time, give that reaction as soon as I stop the tape. Rewind tape to start of example and replay. When the testee responds as instructed, say, "Fine. That's exactly the way we'll be doing the test situations. Do you have any questions? (If the testee asks a procedural question, respond by reading the appropriate portion of the introductory taped instructions printed above. If the testee asks a non-procedural question, say I can't answer that question until we're through testing, but we'll be sure to talk about it then, okay?)

Now say:

Altogether this will take about forty minutes. We'll take a short break after we're about a third of the way through and again when we're about two-thirds through. Are you ready?



Begin the stimulus tape. Stop the tape at the end of each situational description, and restart the tape as soon as possible after the testee has completed each response. Be sure to discuss any non-procedural questions the testee had after completing the final item.

1. You have to do a group project for one of your classes; it's due in a week. Right now you're talking with the two other members of your group after your class trying to set up a meeting time. The guy suggests Saturday morning, which is fine with you, but the girl (who has already missed two of your meetings) says, "I don't know whether I can make it then or not . . . it all depends."
2. Your teacher has just handed you your last test back, one you studied really hard for. As you open it up, you see that you got an "A", and you hear the guy next to you mutter, "I wonder what you did to get that?"
3. You and several of your friends have been waiting in line to get in the movie for about 15 minutes. Just as you're about to reach the ticket office, the guy in front of you lets about 6 people cut in.
4. You and a guy you're jointly doing a class project with are standing by Greg. Hall. The two of you need to get in touch with 6 people in connection with your project. He is in a hurry to get home, so, as a quick way to organize things, the guy says, "hey, why don't you call those people this afternoon?"
5. You're studying in the South Lounge of the Union when a guy who's been trying to get you to date him walks up. He asks you if you want a cup of coffee, and you refuse. He looks at you and says, "Can't you just take a break for a few minutes?"
6. You have two hourlies in a couple of days. This afternoon you realized that you had to study at least several hours tonight. You, your roommate, and two friends have been cutting up and having a really good time, but it's getting late. You mention that you have to leave. One of your friends replies, "Don't go. You've got plenty of time."
7. You're sitting in one of your classes listening to a fairly interesting lecture. While the professor is in the middle of his presentation, the two girls right in front of you start talking in moderately loud tone of voice. They have been talking without stopping, and now they're so loud that the lecture is being completely drowned out.



8. A friend of yours borrowed your typewriter last week and gave you the impression that she was going to use it herself. Tonight in a phone conversation she lets it slip that she had borrowed it for a guy she's been dating. When you tell her you are surprised, she answers, "I thought you knew. Anyway, it doesn't matter."
9. You and one of your closest boy friends had agreed to meet for lunch at 12:00. You were on time, and you've been sitting at the table waiting for him nearly 20 minutes. Finally he comes rushing in and says, as he sits down, "Sorry I'm so late."
10. You've never had any problems with your watch. Last week you had it cleaned at the jeweler's. Now it's stopped running. When you tell these facts to the jeweler, he replies, "Sorry, Miss, we don't guarantee our work."
11. Last week you bought a pocket calculator and resolved not to ever loan it since it cost so much. A very good friend calls and says, "I have a take-home statistics quiz I just can't finish by hand, and it's due tomorrow. Can I borrow your new calculator? I'll be really careful with it."
12. You deliberately did not save a seat next to you for a girl in your class that you used to always sit by, but recently have started to dislike. As you're leaving class she walks up to you and says, "Don't forget to save me a seat tomorrow."
13. Last night you studied for today's math class several hours because you knew today's lesson would be really hard. Your teacher has just asked you to work a problem on the board, and you can't solve it. After you've struggled with it for about 5 minutes, you hear her comment from the back of the room, "That can be expected when you don't do your homework."
14. A girl you don't know very well (and don't particularly want to know any better) comes in your room and says, "I know it's a little early for this, but how would you like to room together next semester? I don't have anyone to room with."
15. You and a girlfriend are making a salad for a picnic together. You like big chunks of avocado. As you are cutting it up your friend says, "Please cut the avocado up into chunks that are a little smaller."
16. You're expecting a long-distance call from a guy who can only make the call between 11 and 12 pm. At 11 your roommate called one of her friends to talk for "just a second." It's now 11:45, and she's still talking.

17. As the class ends, your history professor announces a quiz for tomorrow over the last week's material. A guy you don't know and who hardly ever comes to class comes up to you and says, "You were taking pretty complete notes. I'm desperate; could I borrow your notes to xerox them?"

(Break)

18. You've gone home for the weekend. A little while ago your mother asked you to go shopping with her, but you told her you were too tired. Suddenly your dad comes into the room where you're sitting alone and says, "Your mother has been really looking forward to taking you shopping with her tonight, and she says you don't want to go. I'd hate for her to be disappointed. Why don't you go?"
19. Earlier today a neighbor borrowed some scissors. When she did, you told her you would need them soon, and she promised to return them in half an hour. That was four hours ago. Because she hasn't returned them as she said she would, you haven't been able to get the work done you were planning to do. At last she brings them back, saying, "Sorry I'm so late; I forgot."
20. One of your closest friends has wanted you to meet her new special boyfriend for a couple of weeks. Tonight she brought him over to introduce the two of you before they went out; you thought he was obnoxious. She has sent him on ahead of her to "get the car." As soon as he's gone she turns to you and says, excitedly, "What did you think?"
21. Earlier this evening you told your roommate you couldn't play cards because you had a test coming up. You've been studying ever since, and you still have a lot to do. She has just come in again, saying, "You've done enough studying. Come on and play cards, at least for a break."
22. You had to stay up all night last night, and you have decided to skip lunch and take a two-hour nap before your afternoon class. Just as you are about to stretch out, your roommate comes into the room with two unexpected guests, her parents, and says, "Oh, I'm so glad you're here. Mom and Dad want to take us to lunch before they go back home."
23. You're sitting in your room thinking about how to finish all you have to do. Suddenly the phone rings, you pick it up, and all you hear is the sound of heavy breathing.
24. You and the guy you've been dating have been watching t.v. all evening. You have studying you feel you have to do. When you mention this to your date, he says, "You can do that later. Stay and watch television with me now."

25. You've gone to a movie alone to relax. There are 4 guys in front of you who keep talking louder and louder, so that now you can't hear the movie's dialogue.
26. You're at a football game with a date. There is a guy you don't know sitting next to you who not only keeps criticizing the Illini loudly after each play, but who also bumps you during his accompanying gestures. He's just done it again.
27. Because of a recent experience, you're sure that the car you're doubling in is acting up because of its carbeurator. You mention this to the group. The other girl's date turns to you and says, "What do you know? You're just a girl."
28. You've gone to the vending machine section of the library for a break. It's pretty crowded. You put your books on a desk to reserve it while you're getting a coke. When you get back to the desk where you left your books, you see that a guy has moved your books to the floor and is sitting in your desk.
29. You've been looking forward to taking one of your new close friends home with you. It's the night before you'd planned to leave. The phone rings and it's your friend who says, "A guy I really want to start dating asked me out for this weekend. I've decided to stay here to go out with him."
30. You and a friend of yours subscribe to the News-Gazette together. Your friend paid the paper boy last month, but you don't have the money to take your turn this month. The paper boy has just come for his payment, and your friend says to you, "Take care of it, will you?"
31. There's an assignment that you worked very hard to complete last week. It's due tomorrow. Suddenly, the phone rings. It's a guy in your class you barely know, and he says, "Can I borrow your assignment? I didn't realize how hard it would be."
32. You have just picked out four items at the grocery store. As you are heading for the check-out counter, a woman with an overloaded cart sees you coming and rushes to get in front of you. As she does so, she bumps the front of your cart with hers and mutters, "Excuse me."
33. You're going by yourself to a ball game. As you get to your seat, you see that someone else is sitting there. You ask him to check the seat number on his ticket, and he replies, "I did that when I sat down."



34. You've gone home for the weekend with one of the guys you've been dating. Around the supper table, his parents invite the two of you to go see a movie you'd really like to see. Without consulting you, the guy says, "No thanks. We just want to watch t.v."

(BREAK)

35. There's a guy that lives near you that you've gone out with several times lately. After your last date, you decided not to go out with him anymore because he bores you. As you're leaving your place, you bump into him and he says, "Hi. I've been trying to get you on the phone to invite you to the movie this weekend. Want to go?"
36. Your roommate knows your date is coming in 30 minutes, but she's had the bathroom tied up for the last half hour shaving her legs. You need to shower. She shouts out to you, "This new razor is great. I haven't cut myself at all yet."
37. You're sitting at the library at one of the tables studying for an exam you have tomorrow morning. There is a couple across from you that has been talking for about ten minutes. They are talking loudly and distractingly.
38. It's 10:00 am. You're waiting at the reserve desk in the library for a book that's due at 10:00. The girl who had it comes rushing in to check it in, and as she puts it down, a friend she brought with her picks it up. The librarian, who has seen it all, is letting her friend check it out.
39. You're just getting ready to leave Dooley's so you can get some laundry done before going to bed when a guy you used to go with stops you and asks you if he can buy you a drink. You explain that you have to do your laundry and refuse, but he orders the drink anyway and turns to you, saying, "Oh, you have time for one beer; tell me how you've been lately."
40. It's before history class. Your teacher, new to this campus, asks you to explain the directions to the library to one of your classmates. Just after you've started, your teacher remembers the directions and interrupts you to give the directions himself.
41. You had told a guy in one of your classes that you would help him with the most recent assignments if he got to the library before noon, but that you had errands you needed to do after 12:00. He said he'd be there. It's now 5 'till 12, and you're gathering your things up to go. The guy comes in and says, "I'm sorry I'm so late. Please help me out anyway."



42. You're taking a difficult exam. The guy next to you has already distracted you twice by asking you for the time. Now he interrupts you again, saying, "How much more time do we have?"
43. You're studying for an hourly you have tomorrow, and it looks like you'll have to cram during every minute between now and the test. A good friend phones and, after a long pause, says, "I know you're busy, but I'm really upset about some things. Could we talk for a while tonight?"
44. There are 5 other students (3 guys and 2 girls) in your seminar class. It's getting late, and the class has no definite time to be over. As far as you're concerned, the discussion has gotten way off the topic into areas which do not even interest you. As a matter of fact, the teacher has just cracked a dirty joke and everyone (except you) is laughing.
45. You're sitting in your earliest class, and the girl next to you is letting her cigarette smoke come in your direction. You ask her nicely to stop. She snaps back "If you don't like it, breathe through a handkerchief."
46. You've been studying all day, and you've decided that you need to work all weekend on a paper. You stop to call your parents as a study break. Your dad answers the phone and tells you that your mother has a surprise for you.. She gets on the phone and says, in an excited voice, "Guess what? Your father and I have arranged to come visit you this weekend."
47. You're sitting in your room cleaning out your desk drawer. Your roommate, who is working on her homework, has been allowing one of your less-than-favorite albums to play over and over and over on her stereo. It's still playing now.
48. You're with a group of friends at Dooley's one night. One of the guys went to buy beer, and before he went, you gave him a dollar to pay for yours. When he came back a second ago he handed you your beer, but no change.
49. You're at a party with a guy you've been dating for some time. He seems to be really enjoying himself, and so were you until you started to feel really sick. Your date comes up to you and says, "Isn't this a great party?"
50. You've been invited to a group party that you think you'd enjoy, but you don't have anyone to go with. You mention the party to a girl acquaintance of yours how, you can tell, doesn't really want to go. She replies, "I'll go with you if you really want to go."

51. You're sitting in your psych. class putting away a test you got back. You think the test was unfair. One of your classmates is telling the professor why one of the questions was ambiguous when the professor interrupts him and says, "I'll listen to you when, and if, you ever get a Ph.D."
52. You're "sleeping in" this morning, trying to catch up on your sleep. A friend of your roommate's has come over to talk with her. They're talking in your room, softly, but loud enough to keep you awake.

## Response Recording

The latency (length of time between moment when stimulus tape is stopped and moment when response is begun), duration (length of time between moment when response is begun and moment when response is completed, including pauses), and verbatim content of each response should be recorded systematically. To facilitate both test administration and later scoring, the following notation should be employed:

- a) indicate sarcasm by placing an exclamation point (!) at the end of the response.\*
- b) indicate prevarication by placing the word "lie" in parentheses at the end of the response.\*
- c) indicate pauses by placing three dots (...) at the appropriate location within the response.
- d) indicate that a response was said teasingly or jokingly by placing a smile in a circle ( ) at the end of the response.

The following special procedures are to be implemented under the described circumstances:

- a) if a woman responds with a delayed response (content reporting her actions at a time subsequent to the moment represented in the situation), say, Yes, but what would you do at that moment? and indicate your prompt by entering "Q" in the space provided for recording response latency. Record her prompted reaction as her response, and record the time required to state her prompted reaction as her response duration. Latency is not scorable.
- b) if a woman responds with a provisional or conditional reaction (content containing qualifications of the described situation), say, What would you be most likely to do? and indicate your prompt by entering

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\*To reduce experimenter influence on testee responding, delay inquiries about questionable sarcasm or prevarication until completing the administration of all items.

- "Q" in the space provided for recording response latency. Record her prompted reaction as her response, and record the time required to state her prompted reaction as her response duration. Latency is not scorable.
- c) If an item is spoiled, that is, if some error arises which makes the administration of an item impossible or if the woman's response indicates that she misunderstood the content of an item, the response becomes not scorable and "n.s." should be entered in place of the verbatim response. Neither response latency no length is scorable.

CWAS Coding Sheet      Subject: \_\_\_\_\_ Code: \_\_\_\_\_ latency

Rater:                      Date: \_\_\_\_\_ length

\_\_\_\_\_ situ type  
(1-6, 9)

\_\_\_\_\_ response type  
(1-ag, 2-as, 3-su) and level

<u>ITEM NO.</u>	<u>LATENCY LENGTH</u>	<u>RESPONSE</u>
		_____
		_____
		_____
		_____

<u>ITEM NO.</u>	<u>LATENCY LENGTH</u>	<u>RESPONSE</u>
		_____
		_____
		_____
		_____

<u>ITEM NO.</u>	<u>LATENCY LENGTH</u>	<u>RESPONSE</u>
		_____
		_____
		_____
		_____

<u>ITEM NO.</u>	<u>LATENCY LENGTH</u>	<u>RESPONSE</u>
		_____
		_____
		_____
		_____



## Response Scoring

A high level of familiarity with the scoring standards described in this section is absolutely mandatory for obtaining satisfactory interrater reliability. Subtle discriminations are frequently required; accuracy in making such distinctions necessitates both careful study of the entire manual as well as extensive practice with the illustrative examples included for each item.

In general, the degree of assertion represented by a given response is determined by the degree of which that response counteracts the momentary pressure represented in each described situation. The counteracting effectiveness of a particular response is intricately related to the sort of pressure prompting that response, however, so that six different sets of scoring criteria are presented for the six different types of situations. Scale nine items (items for which assertion is not appropriate) are scored according to the criteria appropriate for the other items included in their original situation types.

### SITUATION TYPE ONE

A situation whose outcome or resolution is, at present, unclear. A situation in which someone is trying to get the woman to give in to a demand, do something she does not want to do. A situation in which someone has asked the woman to meet a request (do something)

which is not what she had originally planned to do. The request or demand may be implicit.

#### EXAMPLES:

(21) Earlier this evening you told your roommate you couldn't play cards because you had a test coming up. You've been studying ever since, and you still have a lot to do. She has just come in again, saying, "You've done enough studying. Come on and play cards, at least for a break."

(24) You and the guy you've been dating have been watching TV at his place all evening. You have studying you feel you have to do. When you mention this to your date, he says, "You can do that later. Stay and watch television with me now."

#### RESPONSE ALTERNATIVES:

(AG1) The woman refuses to meet the demand of the other person; in refusing, she either verbally attacks and insults the personality of the other person or is sarcastic in her refusal.

(AS4) The woman refuses to meet the demand or request of the other person; in refusing, she may either simply refuse, honestly state that she is unable to meet the request, or suggest something which presupposes her not acquiescing. She offers no explanation or apology, she does not avoid responding, and she does not lie.

(AS3) The woman refuses to meet the demand or request of the other person; in refusing, she states that she is unable to meet the demand or request and offers the other person a truthful explanation of why she is unable to do so and/or apologizes for being unable to do so.

(AS2) The woman refuses to meet the demand or request of the other person; in refusing, either she lies, generally by stating that she has a fictional prior commitment or other plans, or she leaves the situation.

(AS1) The woman compromises with the person who has made the demand or request; she agrees to comply with the demand, but on her own terms. The terms usually involve renegotiating the circumstances under which she will comply.

(SU2) The woman neither refuses nor agrees to meet the demand request. She may do this either by not verbally responding or by responding in a very noncommittal way without

actually addressing the issue of the request or demand.

(SU1) The woman agrees to comply with the other person's demand or request, but in so doing, she states her reluctance.

(SU3) The woman agrees to comply with the other person's demand or request; she says nothing beyond her simple statement of compliance.

(SU4) Complies and hides own feelings.

#### EXAMPLES:

5. You're studying in the South Lounge of the Union when a guy who's been trying to get you to date him walks up. He asks you if you want a cup of coffee, and you refuse. He looks at you and says, "Can't you just take a break for a few minutes?"

AG1 "Not with you!?"

"Can't you just take a hint and leave me alone?"

AS4 Shrug, smile and say "No, I can't."

"No."

AS3 "No, I've really got to study because I've been fooling around all afternoon; too bad you didn't show up sooner."

"I'd really rather not."

"I have quite a bit to do before I can quit."

"Sorry, no."

AS2 "I'm waiting for someone here." (lie)

"I have to get going now, anyway."

AS1 "Yes, but only for a short time."

"OK, but just for ten minutes."

SU1 "Yes, but I will be worried about this work."

"I've got a test tomorrow and I'm really busy, but O.K."

SU2 I'd shrug and look undecided.

"Well..."

SU3 I'd take a break, and during that time I'd explain that I had another boyfriend -- even, if I didn't.

SU4 "OK, I was really tired of studying anyway."

I'd go and try not to be hurried so I wouldn't hurt his feelings.

6. You have two hourlies in a couple of days. This afternoon you realized that you had to study at least several hours tonight. You, your roommate, and two friends have been cutting up and having a really good time, but it's getting late. You mention that you have to leave, one of your friends replies, "Don't go. You've got plenty of time."

AG1 "A lot you know!"  
 "Mind your own business and stop trying to fuck up my grades!"

AS4 "I have to study."  
 "No, I've really got to go."

AS3 "I'm sorry, but I must study or I'll never make it to law school."  
 "Maybe later,"  
 "No, I don't. I have too much to do, and I don't know how to study efficiently."

AS2 "No, I'm supposed to meet someone for a review session." (lie)

AS1 "Oh, well, I'll stay for a little while, but I have to get back soon."  
 "Well, I guess I have got another half hour to goof around--but that's all!"

SU1 "OK, but I really shouldn't."

SU2 "You don't want this to break up, do you?"  
 "I haven't booked very much yet."  
 I'd go to sleep and study in the morning--go to sleep early.

SU3 I'd probably stay.  
 I'd probably end up staying for a while.  
 "Okay."

SU4 "Maybe you're right; I'm always more efficient under pressure, anyway."  
 "You're right" and I'd stay.

11. Last week you bought a pocket calculator and resolved not to ever loan it since it cost so much. A very good friend calls and says, "I have a take-home statistics quiz I just can't finish by hand, and it's due tomorrow. Can I borrow your new calculator? I'll be really careful with it."

AG1 "If you were really a good friend, you wouldn't ask."  
 "I'll bet you would be!"

AS4 "How about trying to borrow someone else's?"  
 "I'm sure you would be, but I can't."

AS3 "I'm sorry, but I promised myself not to loan it out so I can't let you have it."

AS2 "I promised my folks that I wouldn't loan it out." (lie)  
 "I have to use it tonight." (lie)

AS1 "Only if you come over and use it in my room. I'd rather not lend it out."  
 "Yes, if you'll come over to my place to use it so I can explain how it works to you."  
 "OK, but if it's damaged, you'll have to pay for



getting it fixed. OK?"

SU1 "All right, but don't lose it or break it, OK? I just bought it and it was a hell of a lot of money."  
"OK, but if it's damaged, I hope you'll take responsibility."

SU2 I'd hem and haw around but if she really insisted I'd let her borrow it.

I wouldn't know what to say, so I wouldn't say anything in hopes she'd get the point.

SU3 "OK, sure."

I'd say "OK", be pissed off, and complain to another friend.

SU4 "Yes, since this is an emergency."

12. You deliberately did not save a seat next to you for a girl in your class that you used to always sit by, but recently have started to dislike. As you're leaving class she walks up to you and says. "Don't forget to save me a seat tomorrow."

AG1 "Why don't you get here on time, then, if you want a seat!"

"I didn't forget today; I just didn't want to!"

AS4 "I'd rather not sit by you."

AS3 "I'd rather not sit by you; I want to get to know other people in here, too."

AS2 "I can't, I have to come late tomorrow." (lie)

"I don't know if I can. I barely make it here on time myself." (lie)

AS1 "OK, but just tomorrow. It's getting to be too much trouble every day."

SU1 "OK, but it's hard to in this class."

SU2 "If there's an empty seat."

"Oh"

"I'll try, but this class fills up pretty fast."

SU3 I'd say "OK" but then I'd "accidentally forget" again tomorrow.

"I'll try."

SU4 "I'm sorry I forgot. You know how it is when people start crowding. I'll probably come in late tomorrow, so whoever gets here first will try to remember if there's room."

14. A girl you don't know very well (and don't particularly want to know any better) comes in your room and says, "I know it's a little early for this, but how would you like to room together next semester? I don't have anyone to room with."

AG1 "We don't know each other well enough to agree to room together."  
 "You must be really lonely."  
 AS4 "I can't. But if I hear of anybody who needs a roommate, I'll let you know."  
 "I don't want to commit myself this early."  
 AS3 "I don't think so; I've got plans."  
 "Well, it is early, and I've already sort of planned to stay in here again, but thanks for the offer."  
 AS2 "Well, I've already made arrangements to room with someone else." (lie)  
 AS1 "Let me think about it for a while. I think my roommate and I are living together again--but if we decide not to, I'll keep you in mind."  
 "Well, I have some friends that I've already discussed this with--but let's wait and see what develops in the next couple of days."  
 SU1 "OK, but since we don't know each other well, it might not work out."  
 SU2 "Let me think about it, OK?"  
 "Well, I really don't know. It is a little early, and I don't even know where I'm living next year."  
 SU3 "Sure."  
 SU4 "Great, I've wanted to room with someone new."

21 Earlier this evening you told your roommate you couldn't play cards because you had a test coming up. You've been studying ever since, and you still have a lot to do. She has just come in again, saying, "You've done enough studying. Come on and play cards, at least for a break."

AG1 "I told you, I can't. This test is very important. Maybe you don't need to study, but I do! I don't want to flunk out."  
 AS4 "No."  
 "Uh-Uh."  
 AS3 "No, I really want to do well on this test."  
 "I would, but I'd never get back to this. Thanks anyway."  
 AS2 "I can't, I have to go to the library in a little while." (lie)  
 AS1 "When I finish this chapter, then I'll take a break."  
 "Only for half an hour."  
 SU1 "OK, but I know I'll worry about the test the whole time."  
 "I know I shouldn't, but OK."  
 SU2 "I really shouldn't...but, well..."  
 SU3 I'd say "OK" and then just play for a little

while.

SU4. "OK, I do need a break'."

22. You had to stay up all night last night, and you have decided to skip lunch and take a two-hour nap before your afternoon class. Just as you are about to stretch out, your roommate comes into the room with two unexpected guests, her parents, and says, "Oh, I'm so glad you're here. Mom and Dad want to take us to lunch before they go back home."

AG1 "Can't you ever leave me alone?"

AS4 "Not now; maybe some other time."

AS3 "No, I've got to sleep."

"I'm sorry, I just can't. I'm absolutely exhausted from studying last night."

AS2 "Thanks anyway, but I'm not hungry." (lie)

"No thanks, I'm on a diet." (lie)

AS1 "Oh, fine, but I'll need a couple of minutes to wash up before we leave."

"Alright. Wait a minute while I get ready."

SU1 "I was going to lay down, but I'd like to see your parents. I'll go; thanks for asking."

"Oh, O.K. I was going to take a nap, but the company looks much better!"

SU2 "Geez, I'm really tired, I don't know if I could stay awake to eat."

SU3 I'd go and take a nap after my afternoon class.

SU4 I'd go and not let on I was tired or complain about it.

"Sure. I'd love to."

24. You and the guy you've been dating have been watching t.v. at his place all evening. You have studying you feel you have to do. When you mention this to your date, he says, "You can do that later. Stay and watch television with me now."

AG1 "This is ridiculous; I really have to work on some stuff."

"It's boring. I think I'd rather study for a while; then we'll decide what to do."

"Respect my feelings. If I have to study, then I have to study!"

AS4 "Why don't we both go study?"

"No, I think I'm going to go study."

"I can't do it later, I have to do it now."

"I want to study."

AS3 "I'd like to, but I really need to get my work done."

I really have to study. If I get done early enough, I'll come back."

AS2 I would get my books and study. He can watch T.V. by himself.

"No, I've watched enough. I really have to go to the library." (lie)

AS1 "I've really got to study. I can stay for a couple of minutes, but then I've really got to go."

I'd get a book to read and get some reading done even while watching T.V.

SU1 "OK, but I'm really uptight."

SU2 "You know, your're really a terrible influence." (jokingly).

"I really do need to study. Sometimes you do too."

SU3 Probably I'd end up watching T.V.

"Alright."

SU4 "Sure. I'd rather do that anyway."

35. There's a guy that lives near you that you've gone out with several times lately. After your last date, you decided not to go out with him anymore because he bores you. As you're leaving your place, you bump into him and he says, "Hi. I've been trying to get you on the phone to invite you to the movie this weekend. Want to go?"

AG1 "Not with you."

"No. You bore me."

AS4 "I don't think so..."

"It is nice of you to ask me, but I'd rather not."

"No thanks."

AS3 "Well, I've been pretty busy. I don't think so. But thanks anyway."

AS2 "Thanks, but I've made plans already." (lie)

"No. I'm going out with some friends." (lie)

AS1 "Well, maybe. What's the movie?"

"Only if you bring me back as soon as the movie's over."

SU1 "Well, I don't know...OK, we can try one more time."

SU2 "This weekend is pretty full. I don't know."

SU3 "Sure."

SU4 "I'd love to."

39. You're just getting ready to leave Dooley's so you can get some laundry done before going to bed when a guy you used to go with stops you and asks you if he can buy



you a drink. You explain that you have to do your laundry and refuse, but he orders the drink anyway and turns to you, saying, "Oh, you have time for one beer; tell me how you've been lately."

AG1 "Drink that drink yourself!"

"Getting that drink without my saying I wanted it was really inconsiderate."

AS4 "I've been...Really, I have to go. Why don't you stop by sometime?"

"I'm fine. Listen, I'm leaving. Sorry about the drink. Bye!"

AS3 "No, I really can't. Sorry, I'll see you around."

"Sorry, maybe I'll take you up on it next time."

AS2 "I really don't; can I leave?"

"No, I promised to meet some people tonight." (lie)

AS1 "One beer, and then I'm leaving."

"Well, I can't stay but for a few minutes."

SU1 "Looks like I have no choice."

"I shouldn't let you get away with that, but O.K. I've been fine. And you?"

SU2 I'd drink it fast and leave.

I wouldn't say anything; I'd just look at him.

SU3 "O.K. How've you been?"

I'd drink the beer with him and then leave after about ten minutes.

SU4 I'd sit down and start talking to him. The laundry can usually wait.

46. You've been studying all day, and you've decided that you need to work all weekend on a paper. You stop to call your parents as a study break. Your dad answers the phone and tells you that your mother has a surprise for you. She gets on the phone and says, in an excited voice, "Guess what? Your father and I have arranged to come visit you this weekend."

AG1 "Why did you pick such a bad time for me?"

"Didn't it occur to you to ask first?"

AS4 "Mom, it'll have to be another time."

"Mom, that's just not possible."

AS3 "There's no way! I've got a paper due Monday that will take all weekend."

"Mom, I just can't. I've got so much work to do!"

AS2 "That's great, except I have lots of work. Can you postpone it until next weekend?"

"Would you mind coming some other time?"

AS1 "Great! Mom, can you leave early on Sunday? I have

a paper to do."

"Well, I have a lot to do. Maybe we can spend Saturday dinner together."

SU1 "That's great, Mom. Unfortunately, I have lots of work. But I'd love to see you!"

"It'll be a tight weekend with all my work, but great!"

SU2 "Mom, why now? I'm trying to pretend I'm a student, so I have to work all weekend."

"Gee, when were you planning on getting here and leaving?"

SU3 "That's good. It's about time you decided to come for a visit!"

SU4 "I'll be really happy to see you!"

"Fantastic! I'd really like that. I'm so glad you decided to come!"

49. You're at a party with a guy you've been dating for some time. He seems to be really enjoying himself, and so were you until you started feeling feverish. Now you're starting to feel really sick. Your date comes up to you and says, "Isn't this a great party?"

AG1 "It probably is, but I'm too sick to care. Thanks for noticing!"

AS4 "Yeah, I hate to interrupt your fun, but would you take me home?"

"I'm going home."

AS3 "Would you take me home? I really don't feel good."

"I'm sick; take me home."

AS2 "Yeah, but I don't feel very well. Could you take me home now?"

"Yeah, but I've had too much to drink. I want to leave."

AS1 "Yeah, but I wish I didn't feel so sick. Could we leave in a little while?"

SU1 "It is, but I'm afraid I'm not feeling well. I think I'll go see if there's some place I can lie down."

SU2 "Yeah, but I feel really sick. Maybe I should sit for a while." (hopefully, he'll get the hint)

"Yeah, but I've had too much to drink. How about going outside for a minute so I can get some fresh air, huh?"

SU3 "Yeah, it is."

SU4 "It's great. I'm meeting so many interesting people!"

50. You've been invited to a group party that you think you'd enjoy, but you don't have anyone to go with. You mention the party to a girl acquaintance of yours who, you can tell, doesn't really want to go. She replies,

"I'll go with you if you really want to go."

AG1 "Wallflower!"

"Jesus, are you trying to make me feel guilty?"

AS4 "Oh, come on."

"Good! It should be a lot of fun."

"We can go for just a little while, and if you don't like it, we can leave."

AS3 "Hey, this is really important to me. Come on!"

"I'm sorry to put you in this spot, but I do want to go. Please go with me."

AS2 "I told them that you'd probably be coming." (lie)

I'd take her at her word and say no more about it.

AS1 "I really do, but if you don't, I'll go alone or ask someone else."

"Are you sure?"

SU1 "I'd like to go, but since you don't want to, I'll ask around."

"No, I understand."

SU2 "If you don't want to go, don't worry about it. Forget it."

I'd try and find someone else to go with.

SU3 "No, that's O.K. Maybe I can find someone else."

"If you don't want to go, you don't have to. I understand."

SU4 "No, I don't want you to go if you don't want to."

"That's O.K.; I'll go alone."

"Forget it; it doesn't matter."

Situations for Which Assertion Is NOT Warranted  
(Scored by Type I Criteria)

18. You've gone home for the weekend. A little while ago your mother asked you to go shopping with her, but you told her you were too tired. Suddenly your dad comes into the room where you're sitting alone and says, "Your mother has been really looking forward to taking you shopping with her tonight, and she says you don't want to go. I'd hate for her to be disappointed. Why don't you go?"

AG1 "OK. OK. I'm sure a person can't even rest up when she's at home."

"Because what I want is as important as what she wants is!"

AS4 "I just can't."

AS3 "I'm too tired to go."

AS2 "I promised someone I'd be here if they needed to call." (lie)

"Dad, can't I just rest? I'm so tired!"

AS1 "OK, but I'll have to tell her I don't want to spend too much time shopping cause I'm really tired." I'd go in and tell Ma I'd changed my mind and make plans to go the next day.

SU1 "Well, I'm really tired, but if it's that important, I'll go."

"I really don't feel like it, but if she's planned to go, I guess I can go with."

SU2 "I am really tired, but if she's been looking forward to it, maybe I'll reconsider."

"Oh, oh. I didn't know this was such a big deal."

SU3 "O.K. I didn't really think it made any difference to her."

"O.K., I'll go."

SU4 I'd go for her benefit.

"O.K. It can't hurt for a few hours, anyway.

Maybe I'll even pick up a few things for school."

20. One of your closest friends has wanted you to meet her new special boyfriend for a couple of weeks. Tonight she brought him over to introduce the two of you before they went out; you thought he was obnoxious. She has sent him on ahead of her to "get the car." As soon as he's gone she turns to you and says, excitedly, "What did you think?"



AG1 "Jesus! What an S.O.B."

AS1 "We obviously have different tastes. He's an okay guy, but I would never date him."

"I myself don't find him appealing; but if you do, that's all that counts."

AS3 "I really can't tell on such short exposure, but on first impression, I thought he was kind of obnoxious."

AS2 "He's not my type."

AS1 "He's okay, but a little bold isn't he?"

SU1 "He seems nice. I didn't get to talk to him too much though."

"Well, he's okay, I guess. He's cute."

SU2 "Well, I really don't know him all that well to make a comment. I'm not sure, he might be a nice guy.

Ask me a little later."

SU3 "He's nice."

"He seems nice. I hope you two have a good time tonight."

SU4 "He's a good talker."

43. You're studying for an hourly you have tomorrow, and it looks like you'll have to cram during every minute between now and the test. A good friend phones and, after a long pause, says, "I know you're busy, but I'm really upset about some things. Could we talk for a while tonight?"

AG1 "Tell me what it's about first. I have to see if it's really important."

"No way! You're not worth it."

AS4 "I simply must say no."

"Why don't you write down your feelings to clarify them and I'll meet you after my hourly tomorrow."

AS3 "I just can't; I have to study."

"I have to study. But if I have some time when I'm through, I'll be sure to call you."

AS2 "Can it wait 'til tomorrow night? I'm swamped with work."

"Please understand; I'm desperate."

AS1 "I have an hourly, but I can talk for half an hour or so..."

"Sure, for a little while, but I do have an hourly tomorrow."

SU1 "O.K. About what time and for how long?"

"I'll be nervous about the test while we talk, but okay."

SU2 "Well, I do have this exam tomorrow, but if it's really important, studying can wait."

"Yes, I think so. Why don't you come over and we'll see what we can do?"

SU3 "O.K."

"Sure."

SU4 "Of course. You know your friendship is more important than a test."

"Of course. Is everything okay?"

### SITUATION TYPE TWO

A situation whose outcome or resolution is, at present, unclear. A situation in which the woman's preferences are not fulfilled at present, but in which there is a possibility for their being met. A situation in which a woman's rights are being violated in that she is being unnecessarily inconvenienced by another person(s).

#### EXAMPLES:

(10) You've never had any problems with your watch. Last week you had it cleaned at the jeweler's. Not it's stopped running. When you tell these facts to the jeweler, he replies, "Sorry, Miss, we don't guarantee our work."

(33) You're going by yourself to a ball game. As you get to your seat, you see that someone else is sitting there. You ask him to check the seat number on his ticket, and he replies, "I did that when I sat sown."

#### RESPONSE ALTERNATIVES:

(AG1) The woman makes a verbal remark or verbal demand directly to the other which conveys primarily her antagonism through the use of swear words, offensive or sarcastic comments, or offensive physical movements (hitting, pushing, shoving). In some cases, the physical actions may be present without any verbal remark. The response itself (verbal and/or physical) indicates strong, sharp opposition to the behavior of the other person(s).

(AS3) The woman makes a verbal demand for a specific action or change on the part of the other directly to the other; the verbal demand places the other person in a position where they must now act in some manner.

(AS2) The woman makes a verbal request for a specific action or change on the part of the other person in a position where they must now act in some manner. The woman may supplement her request by seeking aid from an appropriate authority (usher, Better Business Bureau, teacher), follows up her request with a suggested alternative which functions to lead the other to moderation, accord, or satisfaction, or removes herself from the situation.

(AS1) The woman makes a verbal remark with the purpose

of informing the other that she is not pleased with the current state of affairs. This verbal remark implies, but does not state directly, that action on the part of the other could be made. The remark is made directly to the other.

(SU1) The woman expresses annoyance or disapproval in a manner which is not readily noticeable. This expression may be in the form of noises (coughing, sighing) or physical actions (tapping fingers or foot, moving about) or in the form of a verbal remark stated so softly as to be incomprehensible or in the form of facial expressions (grimacing, staring) made in the other's direction. Alternatively, she may make a verbal remark with the purpose of informing the other that she is not pleased with the current state of affairs. This verbal remark implies, but does not state directly, that action on the part of the other could be made. The remark is made either by the woman "to herself" or to her friends in a tone of voice loud enough for the other person to overhear. The remark is followed in some cases by the woman's seeking aid from an appropriate authority. The woman may subsequently remove herself from the situation.

(SU2) The woman makes no attempt to convey her feelings about the situation to the other. She makes no response to the distasteful aspects of the encounter, although she remains in the situation despite its displeasure for her.

(SU3) The woman merely leaves the situation (physically or psychologically).

3. You and several of your friends have been waiting in line to get in the movie for about 15 minutes. Just as you're about to reach the ticket office, the guy in front of you lets about 6 people cut in.

AG1 "Hey, get back there. I've been waiting 15 fucking minutes to get up here."

"What the hell is going on here?"

AS3 "Buddy, why don't you and your friends wait at the end of the line? It's back there."

"Get out of line."

AS2 "How about letting us go before your friends since we were here first?"

"Listen, we've been waiting for a while. Why don't you get to the end of the line?"

AS1 "AW, come on, there's a lot of people here who've been waiting a long time."

"Excuse me, but we were here first."



"I can't believe you did that."

SU1 I would probably just stand there and complain to myself or my friends.

I would look upset and say "what a jerk" to my friends.

SU2 I would probably not say anything because if they were my friends, I'd do the same.

It wouldn't upset me.

I'd let them go ahead of me.

SU3 Quietly get in front of them.

"If I didn't get in, I would argue with ticket taker."

7. You're sitting in one of your classes listening to a fairly interesting lecture. While the prof. is in the middle of his presentation, the two girls right in front of you start talking in a moderately loud tone of voice.

They have been talking without stopping, and now they're so loud that the lecture is being completely drowned out.

AG1 "Would you please shut up?"

AS3 "Excuse me, but I can't hear the lecture and I would appreciate it if you could either be more quiet or go somewhere else."

"Be quiet."

AS2 "Could you please be quiet? I can't hear."

"Please be quiet."

AS1 "I can't hear because you're talking too loud."

I'd tap them on the shoulder and say "do you mind?"

SU1 I would say "Shhh."

I would say "I wish some people could shut up" to myself.

SU2 I'd move around in my seat\*

I probably wouldn't say anything--I might cough.

I would probably do or say nothing.

I would just try to ignore them.

SU3 I'd change seats.

10. You've never had any problems with your watch. Last week you had it cleaned at the jeweler's. Now it's stopped running. When you tell these facts to the jeweler, he replies, "Sorry, Miss, we don't guarantee our work."

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\*Note: counts as SU2 rather than SU1 because since the two talking girls are in front of S, this movement would not be apparent to them.

AG1 "Of course not, if it's this bad."  
 "Well, I certainly won't use your shop again!"

AS3 "Well, you should do something about it without me having to pay again."  
 "You should have told me that in the first place. I think you should fix it."

AS2 "Well, what do I have to do now? Pay you even though it seems to be your fault that it's stopped working?"  
 "The fact still remains that my watch worked before I brought it in and now it doesn't. What are you going to do about it?"

AS1 "Could I talk to your boss?"  
 "Well, how can you do that?"  
 "I intend to report you to the Better Business Bureau."  
 "But I did nothing to the watch."

SU1 Frown at him, then just leave.  
 I would glare at him and later write the Better Business Bureau to see what could be done.

SU2 I would be upset but wouldn't say anything.  
 "Well, how much will it cost to fix it?"

SU3 I'd just leave.  
 I would probably drop the whole thing and take it somewhere else.

16. You're expecting a long-distance call from a guy who can only make the call between 11 and 12 pm. At 11 your roommate called one of her friends to talk for "just a second." It's now 11:45, and she's still talking.

AG1 "Get your ass off that telephone."  
 "Get off the Goddamn phone already."

AS3 "My boyfriend is going to phone, so call your friend back later."  
 "You said you'd be on just a second; get off the phone."

AS2 Slip her this note: "Please hang up, I am expecting a long-distance phone call."  
 "Hey, I hate to do this, but can you hang up and call them back later?"

AS1 "Come on, you know I'm expecting a call. Hurry up."  
 "Can't you talk some other time?"

SU1 I would stand there until she hung up.  
 Sit down next to her and stare at her.

SU2 I'd be angry, but I wouldn't say anything--I'd just wait.

SU3 I'd call him from another phone.

23. You're sitting in your room thinking about how to fin-

ish all you have to do. Suddenly the phone rings, you pick it up, and all you hear is the sound of heavy breathing.

AG1 Mutter "Oh, shit" and hang up the phone.

"Get fucked!"

AS3 "Say who you are."

"Don't call back."

AS2 "Who is this?"

I'd ask "Who is this?" then hang up if I got no answer.

AS1 "Is this all you've got to do? You sure must be perverted."

"Hello...hello"

"This is a bad season for asthma."

SU1 I'd breathe back very heavily and wait to find out what the caller does.

I'd laugh, hang up, and tell my roommate "guess what?"

SU2 "Hello"

I'd just wait.

SU3 I'd hang it up right away.

Hang up.

25. You've gone to a movie along to relax. There are four guys in front of you who keep talking louder and louder, so that now you can't hear the movie's dialogue.

AG1 "Shut the fuck up!"

"Stop being so obnoxious and shut up!"

AS3 "Quiet down; you're talking too loud to hear."

"Can it, you guys, I came here to listen to the movie."

AS2 "Would you guys mind shutting up?"

"Please be quieter; you came to watch a movie, not to talk."

AS1 "Shhh."

"I sure wish it was quiet in here."

SU1 I'd complain loudly to whoever was around me.

I'd start "accidentally" kicking the seat in front of me.

SU2 I'd get extremely frustrated

I won't say anything--just sit there.

SU3 I'd change seats.

I'd get up and move to a new seat.

26. You're at a football game with a date. There is a guy you don't know sitting next to you who not only keeps criticizing the Illini loudly after each play, but who also bumps you during his accompanying gestures. He's

just done it again.

AG1 I'd bump him back and say "excuse me" sarcastically.  
"Are you always this obnoxious?"

AS3 "Hey, man, watch it next time."  
"Move over some; you keep bumping me."

AS2 "Would you please stop bumping me?"  
"Would you please watch who you're poking?"

AS1 "Excuse me! I seem to be in your way!"  
"Excuse me!" (sarcastically).

SU1 "This guy sure gets involved. Is there any room  
where we can move down some?"  
I probably would glare at him; I wouldn't actually  
tell him to stop.

SU2 I probably wouldn't say anything.  
I would just sit there and be aggravated.

SU3 I would make an air sound and keep scooting away from  
him.  
Ask my date if he can move over a little.

28. You've gone to the vending machine section of the li-  
brary for a break. It's pretty crowded. You put your  
books on a desk to reserve it while you're getting a  
coke. When you get back to the desk where you left  
your books, you see that a guy has moved your books to  
the floor and is sitting in your desk.

AG1 "That was highly inconsiderate of you. Thanks a  
shitload!"  
"Jesus Christ, man, didn't you see there were  
books there?"

AS3 "Excuse me, but I was here before you. I just went  
for a coke and would like to have my seat back."  
"Uh, I was sitting there. I'd appreciate it if you'd  
move."

AS2 "Excuse me, but I was sitting there. Would you please  
find another seat?"  
"Excuse me but I was sitting there. I was called to  
the desk, so I had to leave. Could you please move?" (lie)

AS1 "Where did you move my books to?"  
"Excuse me, you're in my seat."

SU1 Pick up my books and stand there.  
I'd bend down to pick up the books and pretty apparently  
look put-out.

SU2 (no SU2 possible for this situation).

SU3 I'd go out and sit on a radiator.  
I'd just find a spot on the floor and sit there.



32. You have just picked out four items as the grocery store. As you are heading for the check-out counter, a woman with an overloaded cart sees you coming and rushes to get in front of you. As she does so, she bumps the front of your cart with hers and mutters, "Excuse me."

AG1 "Excuse me for being alive."

"Oh, sure!" (sarcastically)

AS3 "You should let me go first."

"I belong in front of you; let me through."

AS2 "Do you mind if I go ahead of you? I only have a few things."

"Could I go ahead of you? I only have four items."

AS1 "I believe I was here first."

"You should be a bit more careful with that cart."

"You're excused."

SU1 Mutter "no" and move to a different counter.

I'd mutter to myself and wait in line behind her.

SU2 I'd just let her go--she must be in a hurry to get where she's going.

SU3 It doesn't matter, I probably wasn't in that big of a hurry anyway.

"That's O.K."

33. You're going by yourself to a ball game. As you get to your seat, you see that someone else is sitting there. You ask him to check the seat number on his ticket, and he replies, "I did that when I sat down."

AG1 I'd put my ticket in front of his face and say "look at it."

"Well, this is my seat, so get up and find your own!"

AS3 "Check it again."

"Well, I have a ticket that says this is my seat, too. Let's compare them."

AS2 "Well, maybe I'm wrong, but could I please see yours, too?"

"Would you check it again? I think you're in the wrong seat."

AS1 "Are you sure you're in the right seat? This is the same number that's on my ticket."

I'd show him my ticket.

SU1 I would check mine again.

I'd get the usher.

SU2 I'd just stand there and wait.

SU3 I would find another vacant seat.

I'd leave.

37. You're sitting at the library at one of the tables studying for an exam you have tomorrow morning. There is a couple across from you that has been talking for about ten minutes. They are talking loudly and distractingly.

AG1 "Shut up, dammit."

"Stop being so fucking inconsiderate and shut up!"

AS3 "Hold it down."

"If you want to talk, go outside."

AS2 "Would you please stop talking?"

"Could you keep it down or go outside? I'm trying to study."

AS1 "Excuse me. It's really difficult to study when people are talking."

"People are supposed to be quiet in libraries."

SU1 If intermittent glances and stares don't work, I move. I'd give them one of my famous dirty looks.

SU2 I'd put in earplugs.

SU3 I'd move.

I would get up and go somewhere else.

38. It's 10:00 AM. You're waiting at the reserve desk in the library for a book that's due at 10:00. The girl who had it comes rushing in to check it in, and as she puts it down, a friend she brought with her picks it up. The librarian, who has seen it all, is letting her friend check it out.

AG1 "So considerate of you!"

AS3 "I was here first; it's only fair that I get the book."

"Excuse me, but I've been waiting for that book. I think I should have it."

AS2 "Do you mind if I get the book? I've been waiting longer."

"Don't you think I deserve the book?"

AS1 "Excuse me, but that's the book I've been waiting for. Don't you remember?"

"I'm still here waiting."

SU1 I would frown and say, "I really needed that book. When is it due in again?"

I'd grunt and come back later.

SU2 "When is that book due back again?"

I lose. Her friend got it first; I wouldn't argue.

I'd go home.

42. You're taking a difficult exam. The guy next to you has already distracted you twice by asking you for the time. Now he interrupts you again, saying, "How much

more time do we have?"

AG1 "Look, why don't you invest in a watch if you're so hung up on the time?"

"Shut up, Goddamnit!"

AS3 "Stop bothering me; not enough."

"Leave me along; you're distracting me."

AS2 "Listen, I can't concentrate. Could you be quiet?"

"It's 10:30; please don't ask again."

AS1 "Not enough if you keep asking for the time."

"Only 10 minutes which will never be enough if you keep interrupting me."

SU1 (To instructor) "Would you please put the time on the board every 10-15 minutes?"

I would tell him while giving him a dirty look.

; "Five minutes less than the last time you asked."

SU2 "Fifteen more minutes."

I'd keep writing, wouldn't look at him, and would hold up my arm for him to see the time.

SU3 I'd put my watch so that he could see it, too.

I'd ignore him.

45. You're sitting in your earliest class, and the girl next to you is letting her cigarette smoke come in your direction. You ask her nicely to stop. She snaps back "If you don't like it, breathe through a handkerchief."

AG1 "Why the hell should I? There's a no smoking sign in here, anyway."

"Why don't you give me a cigarette so I can blow smoke in your face!"

AS3 "You're polluting the air. Stop blowing your smoke in my direction."

"I think you should consider others. At least blow the smoke away from me."

AS2 "Please put it out. I don't want smoke in my lungs."

"I'm sorry, but I'm allergic. Would you please stop until after class?"

AS1 "Could you loan me a handkerchief?"

"It's against University regulations to smoke."

SU1 "It's your lungs." I'd mutter.

SU2 I would stop there, but be angry the rest of class. I'd give in.

SU3 I would obviously get up and move. I would probably move.

52. You're "sleeping in" this morning, trying to catch up on your sleep. A friend of your roommate's has

come over to talk with her. They're talking in your room, softly, but loud enough to keep you awake.

AG1 "Shut up, will you? I'm trying to sleep!"

"Jesus! Can't you be considerate?"

AS3 "Go somewhere else."

"Hey, go to another room, you two, I'm dead tired."

AS2 "Hey, I'm really tired. Would you mind going to the lounge."

"Could you be a little quieter?"

AS1 "I can't sleep."

"It's noisy in here."

SU1 I'd make a big scene of turning over and put the pillow over my head.

I'd pull the blankets over my head.

SU2 I'd wait for a while and try to get back to sleep. I would ignore it.

SU3 I'd probably just decide to get up and get dressed. I would just give up on the whole idea and get up and do some work.



### SITUATION TYPE THREE

A situation in which a woman has been insulted by someone. The insult may be either implicit or explicit, but its implications are an offense against her personal dignity. The effects of the insult remain.

#### EXAMPLES:

(27) Because of a recent experience, you're sure that the car you're doubling in is acting up because of its carbuerator.

You mention this to the group. The other girl's date turns to you and says, "What do you know? You're just a girl."

(36) Your roommate knows your date is coming in 30 minutes, but she's had the bathroom tied up for the last half hour shaving her legs. You need to shower. She shouts out to you, "The new razor is great. I haven't cut myself at all yet."

#### RESPONSE ALTERNATIVES:

(AG1) The woman uses profanity or sarcasm to insult the other and/or rebut the other person's insult.

(AS2) The woman requests the other to remove the effects of the insult (take back illegitimate implications or make up for an earlier slight or discontinue current insulting behavior) or she counters them herself; she objects to the situation as it presently stands.

(AS1) The woman laughs at the person who has just insulted her.

(SU1) The woman apologizes to her insulter for provoking him/her. The apology may be implicit and take the form of an explanation or self-defense to the insulter.

(SU2) The woman deals with the situation indirectly by postponing immediate action directed at the insulter and instead remarking about her displeasure to bystanders, to herself, or inaudibly or she deals with the situation indirectly by expressing displeasure merely through a facial expression or some other physical movement.

(SU3) The woman makes no verbal or physical response to the immediate situation.

2. Your teacher has just handed you your last test back, one you studied really hard for. As you open it up, you see that you got an "A", and you hear the guy next to you mutter, "I wonder what you did to get that?"

AG1 "I prayed a lot!" "Try studying, Jack!"  
 "Studied my head off, asshole!"  
 AS2 "I studied." "Studied, of course."  
 "Well, I read all the readings and studied, I guess."  
 AS1 I'd laugh.  
 "I don't know (laugh)."  
 SU1 "I only studied in every spare minute I had; I really  
 wanted to get an A on this test."  
 "Studied! A lot of luck, too. I really didn't know  
 what I'd get."  
 SU2 I would give him a "go to hell" look.  
 I'd say "Just studied all night" to myself.  
 SU3 I would ignore him.  
 I wouldn't say anything as I'd know that I deserved  
 the grade.  
 Just sit there.

13. Last night you studied for today's math class several  
 hours because you knew today's lesson would be really hard.  
 Your teacher has just asked you to work a problem on the  
 board, and you can't solve it. After you've struggled with it  
 for 5 minutes, you hear her comment from the back of the  
 room, "That can be expected when you don't do your homework."

AG1 "I did do my homework, and I can do without your narrow  
 view of students."  
 "I am sorry if you haven't the patience to help me; how-  
 ever, I have worked on my homework and obviously need  
 more that you can give."  
 AS2 "I did study; that's not the problem; I'd like a more  
 complete explanation."  
 "I did do my homework, I just don't understand this  
 problem."  
 AS1 I'd laugh and say "sometimes that can be expected when  
 you do do your homework" jokingly.  
 SU1 "I did do my homework; it just doesn't come easy for me."  
 "I did do my work, but I just can't seem to get problems  
 of this type. I'm sorry."  
 SU2 I would stay after class and explain that I did study.  
 After class I'd go to her and tell her I did work hard.  
 SU3 I probably wouldn't say anything or give a dirty look.  
 I would get demoralized and give up trying to solve the  
 problem.

27. Because of a recent experience, you're sure that the car  
 you're doubling in is acting up because of its carbeurator.  
 You mention this to the gorup. The other girl's date turns  
 to you and says, "What do you know? You're just a girl."

AG1 "I know a hell of a lot more than you."

"What do you mean by that crack?"

AS2 "What does that have to do with it?"

"I don't see what my being 'just a girl' has to do with it. My own car acted just this way last week when I had carbeurator trouble."

AS1 I'd make a joke of it and say I was an ace mechanic in disguise.

SU1 "Well, I think it is. Please, could you check it anyway?"

"It sounded like this last week, and I know it can mess up the car if not fixed."

SU2 I'd tell my date about my recent experience.

SU3 I'd wait for my date to defend me.

I'd change the subject and not let on, but my feelings would be hurt.

36. Your roommate knows your date is coming in 30 minutes, but she's had the bathroom tied up for the last half hour shaving her legs. You need to shower. She shouts out to you, "This new razor is great. I haven't cut myself at all yet."

AG1 "Well, no wonder. You're going so slow that you could have plucked each hair by now. Hurry up, will you?"

"Goddammit, get out of the bathroom, will you?"

AS2 I'd barge in and say, "I've got to get ready; will you please get out of the tub?"

"Great, but can I get in there and use the shower? I've only got 30 minutes."

AS1 I'd tell her laughingly that I was going to kick her out. (jokingly) "I'll slit your throat if you don't hurry."

SU1 "How much longer do you think you'll be? I hate to rush you, but I'm in a hurry."

"I need the shower soon."

SU2 I'd wait a couple of minutes and then say I was in a hurry.

I wouldn't say anything.

SU3 I would use the shower next door.

51. You're sitting in your psych. class putting away a test you got back. You think the test was unfair. One of your classmates is telling the prof. why one of the questions was ambiguous when the prof. interrupts him and says, "I'll listen to you when, and if, you ever get a Ph.D."

AG1 "If that is't intellectual snobbery, I don't know what is."

AS2 After raising my hand, I would say, "I agree with him."  
"But he's right."

AS1 I'd laugh with the rest of the class.

SU1 "Could you explain it to us all--I'm sure others are  
interested, too."

"I had the same reaction, but maybe they seemed ambi-  
guous because I didn't understand the material."

SU2 I would try to get other students to go with me to  
complain higher up.

I'd frown at the professor.

SU3 I'd complain later to friends.

I'd be terribly disgusted and sickened; I'd hate  
this professor forever for being too hard-assed.



Situation For Which Assertion Would Not Be Appropriate  
(Scored by Type III Criteria).

40. It's before history class. Your teacher, new to this campus, asks you to explain the directions to the library to one of your classmates. Just after you've started, your teacher remembers the directions and interrupts you to give the directions himself.

AG1 "Excuse me, I thought I was giving directions."

"Go ahead, though I thought you'd forgotten."

AS2 "Well, I'll see you later."

"There is an easier way together."

AS1 I would probably jokingly laugh at him.

SU1 "Oh, excuse me."

"You remembered!"

SU2 I'd just leave.

I'd say "Hope you find it" after he was done.

SU3 I'd probably just shut up.

I'd go back to my own work and not worry about it.

### SITUATION TYPE FOUR

A situation in which someone is attempting to get the woman to do something for them; a situation in which someone is asking the woman to do them a favor at her cost. The request for the favor may be implicit.

#### EXAMPLES:

(1) You have to do a group project for one of your classes; it's due in a week. Right now you're talking with the other two members of your group after your class trying to set up a meeting. The guy suggests Saturday morning, which is fine with you, but the girl (who has already missed two of your meetings), says, "I don't know whether I can make it then or not...it all depends."

(31) There's an assignment that you worked very hard to complete last week. You finished it. It's due tomorrow. Suddenly, the phone rings. It's a guy in your class you barely know, and he says, "Can I borrow your assignment? I didn't realize how hard it would be."

#### RESPONSE ALTERNATIVES:

(AG1) The woman refuses to perform the favor and is hostile to the person who requested it. Either she attacks the other's character, or she dismisses them.

(AS3) The woman refuses to perform the favor. She may either state a simple refusal, make a response in which her refusal is implicit, or forcefully demand that the requestor remove their request.

(AS2) The woman refuses to perform the favor in some indirect way (by lying, making a comment, or asking a question which implies that she objects).

(AS1) The woman refuses to perform the favor at that time, but offers to perform it under other conditions.

(SU1) The woman neither refuses nor agrees. She either does not respond, makes a noncommittal comment, or asks a question to postpone making a stand.

(SU2) The woman states an objection, but complies.

(SU3) The woman complies.

1. You have to do a group project for one of your classes; it's due in a week. Right now you're talking with the two

members of your group after your class trying to set up a meeting time. The guy suggests Saturday morning, which is fine with you, but the girl (who has already missed two of your meetings) says, "I don't know whether I can make it then or not...it all depends."

AG1 "Do you want to be in this group?"

"This is important, nothing should interfere. Why should we suffer because of you not co-operating?"

AS3 "If you can't come, let me know, but we'd better meet Saturday morning because we don't have much time."

"This is a group responsibility--we need your ideas and help. Please come."

"Let's have it anyway."

"Well, it really would be nice if you tried to make it. You've already missed a couple of meetings."

AS2 "Why can't you?"

"What does it depend on?"

AS1 "Well, let's assign parts, then, and the guy and I will meet Saturday for ours."

"Look, we'll pick a time Saturday morning that you can for sure, OK?"

SU1 "When can you meet?" "I have to have a definite answer to arrange a schedule."

"Depends on what? If it's very important, maybe we can work out another time."

SU2 "Well, since we've only got a week to get this done, let's pick a time when you're sure you can make it."

"Well, we have to get together soon. Can you make it Saturday afternoon?"

SU3 "Why don't you call us and tell us when would be a good time so we can work something out?"

"Well, what about Saturday afternoon?"

4. You and a guy you're jointly doing a class project with are standing by Greg. Hall. The two of you need to get in touch with 6 people in connection with your project. He is in a hurry to get home, so, as a quick way to organize things, the guy says, "hey, why don't you call those people this afternoon?"

AG1 "Why don't you? I have other things to do."

"Hey, look, you're not the only one who's busy. You can call half."

"Forget it! Call me this afternoon and we'll talk about it then."

As3 "I'll call half and you call half."

"I have a better idea: you call three and I'll call

three."  
 "I'll call you to give you the numbers of 3 of the people so we can split it."  
 "I'll call three; you better call the rest."  
 AS2 "Gee, I don't have time to call all six. Do you think you could get ahold of 3?"  
 "Why don't we each call three of them?"  
 AS1 "I'm busy this afternoon, but I could call them tomorrow."  
 "OK, if you'll trade some work in return."  
 "How about if I call half and you the other half?"  
 "You should at least try to reach half of them...it is a 'joint' project."  
 SU1 "I'd say nothing."  
 "You're really pushed for time?"  
 "I haven't planned my day yet."  
 SU2 "OK, but give me your phone number so if I can't get them, you can try later."  
 "Yeah, I'll try to get ahold of them if I can."  
 "OK, if I have time."  
 SU3 "Sure. It doesn't really matter, because I have my own phone."  
 "OK."  
 "Fine."

17. As the class ends, your history prof. announces a quiz for tomorrow over the last week's material. A guy you don't know and who hardly ever comes to class comes up to you and says, "You were taking pretty complete notes. I'm desperate; could I borrow your notes to zerox them?"

AG1 "No, I don't like lending notes and I resent people who try to borrow them because they don't come to class."  
 "Forget it!"  
 AS3 "Sorry, I'm going to be using them."  
 "Sorry, but I need them to study for the quiz."  
 "I really need them to study and all...Maybe you could get the notes from somebody else."  
 AS1 "You can use them later. Why don't you call so I can find a convenient time?"  
 "I don't like to give my notes out. Give me change and I'll zerox them for you."  
 AS2 "I can't, I'm in a rush to meet someone." (lie)  
 "I'm sorry, I really can't. My friend is already going to borrow them." (lie)  
 SU1 "How long would it take?"



"Could you get them back by tonight?"

"I don't know when I'll be using them myself, so I don't know when you could borrow them."

SU2 "OK, but give me your name and phone number first."

"Sure, but I'm coming with you and this is the only time."

"OK, but I need them back by 5:00."

SU3 I'd let him zerox them if it didn't inconvenience me.

"Of course."

31. There's an assignment that you worked very hard to complete last week. It's due tomorrow. Suddenly, the phone rings. It's a guy in your class you barely know, and he says, "Can I borrow your assignment? I didn't realize how hard it would be."

AG1 "That's tough shit. Maybe you'll know next time."

"No, you can't. I really hate jack-offs."

AS3 "No."

"Absolutely not. I'm sorry; but it's not all that hard. Do you have any specific questions?"

"I've worked very hard on it and I don't think it's fair to pass it around."

AS2 "No, it isn't that good. You'd better do it yourself."

"I don't have it done, either."

"Sorry I was just leaving. You'd better call someone else."

AS1 "I'll help you with it, if you like, but I want to keep it tonight."

"I'll help you if you want to come over, but I can't let you borrow my assignment itself."

"Have you tried working on it? I'll be glad to help you with it."

SU1 "You haven't started it yet?"

SU2 "Well, I don't like loaning assignments, but just this once..."

SU3 I'd give it to him.

"I'll help you out if you want."

41. You had told a guy in one of your classes that you would help him with the most recent assignments if he got to the library before noon, but that you had errands you needed to do after 12:00. He said he'd be there. It's now 5 'til 12, and you're gathering your things up to go. The guy comes in and says, I'm sorry I'm so late. Please help me out anyway."

AG1 "What for?"

"Why should I!"

AS3 "I told you I'd meet you at 12; I'm leaving at 12.  
We have five minutes, then I do have to go."

"Sorry, I just can't."

AS2 "Oh, I've planned these errands that have to be done.  
Can we get together some other time?"

"I'm sorry, can we set another time? I've got some  
things to do now."

AS1 "I've got to go, but you can call me tonight and  
I'll help you then."

"I'm sorry, too, because I have to be somewhere at  
noon. How about later today?"

"I can't now. Maybe later?"

"Well, I have errands. I'll hurry and meet you back  
here."

SU1 "Why were you so late?"

"I have to think about this."

SU2 "OK, but I can stay for only a few minutes."

I'd help him until I absolutely had to go--even if  
it were only for 10 minutes.

SU3 I would stay.

"Sure. What's giving you trouble?"

47. You're sitting in your room cleaning out your desk drawer.  
Your roommate, who is working on her homework, has been  
allowing one of your less-than favorite albums to play over  
and over and over on her stereo. It's still playing now.

AG1 I'd scratch the record.

"Jesus, is that your only record?"

AS3 "I'm sick of that record. Let's play something else."  
I'd turn it off.

"Let's play something else."

AS1 I'd put on a stack of albums, quietly, slipping this  
one into the pile.

"Let's wait a while before we listen to that album  
again."

AS2 "Why don't we play another record?"

"Do you mind if I change the album?"

"I'd like to hear my John Coltrane album after this  
record."

SU1 "That's an interesting record, isn't it?"

"Do you like that record?"

SU2 Since what I was doing isn't all that important. I'd  
leave for a while for a break from the music.

SU3 It would not bother me.

Situation For Which Assertion Would Not Be Appropriate  
(Scored by Type IV Criteria)

15. You and a girlfriend are making a salad for a picnic together. You like big chunks of avocado. As you are cutting it up your friend says, "Please cut the avocado up into chunks that a little smaller."

AG1 "I don't like them that way; nobody likes them that way!"

AS3 "I like them big. Half the fun of avocado is texture."

AS2 "You know, I always liked my chunks bigger. I guess that comes from different mothers' cooking, huh?"

AS1 "I'd cut some small and some large."

"How about if I cut some bigger and some smaller?"

"I like big, chunky salads myself. Why don't we cut some smaller and add the avocado each to our own salad?"

SU1 "How come?"

"Oh, are these too big?"

"I like big chunks, but if you really object to them, I will..."

SU2 "But in my home ec. class, I learned that ingredients should be big enough to identify...but O.K."

"I like them big, but it doesn't matter."

SU3 "Sure, I don't mind."

"Fine."

### SITUATION TYPE FIVE

A situation in which someone has been inconsiderate to the woman.

A situation in which another person's actions prevented the woman's preference for that situation from being fully realized; the other person's actions were not malicious, no malevolence was intended.

#### EXAMPLES:

(8) A friend of yours borrowed your typewriter last week and gave you the impression that she was going to use it herself. Tonight in a phone conversation she lets it slip that she had borrowed it for a guy she's been dating. When you tell her you are surprised, she answers, "I thought you knew. Anyway, it doesn't matter."

(19) Earlier today a neighbor borrowed some scissors. When she did, you told her you would need them soon, and she promised to return them in half an hour. That was four hours ago. Because she hasn't returned them as she said she would, you haven't been able to get the work done you were planning to do. At last she brings them back, saying, "Sorry I'm so late; I forgot."

#### RESPONSE ALTERNATIVES:

(AG1) The woman conveys her displeasure in a hostile, confrontive manner. She may let the other person know her preferences, but the primary content of her communication is to let the other person experience her anger. Profanity, non-committal cold exclamations, or statements of disgust may be used.

(AS2) The woman communicates to the other that she was inconvenienced directly and she may request an explanation of the other person's behavior.

(AS1) The woman communicates to the other that she was inconvenienced (in an indirect or gentle manner). This communication may be in the form of a fond joking, guilt induction, a tentative request for an explanation of the person's behavior, and/or an instruction to the person that they should not repeat the behavior in question in the future. She may also reassure the person that their behavior was acceptable.

(SU1) The woman merely reassures the other person that their behavior was acceptable; she does not acknowledge her displeasure. The reassurance may be given by stating an identification with the person's situation or by encouraging their



action verbally after the fact.

(SU2) The woman does not verbally address the issue, but instead avoids it by changing the subject or by not responding verbally at all.

#### EXAMPLES:

8. A friend of yours borrowed your typewriter last week and gave you the impression that she was going to use it herself. Tonight in a phone conversation she lets it slip that she had borrowed it for a guy she's been dating. When you tell her you are surprised, she answers, "I thought you knew. Anyway, it doesn't matter."

AG1 "Bullshit! It does matter. Next time ask me straight."  
"Oh yeah? Well just be sure I get it back in one piece."

AS2 "It does, too, matter. I don't usually let anybody borrow my typewriter--especially somebody I don't even know."

"I've been using someone else's typewriter all week and I don't think you should have taken mine for someone I don't know."

AS1 "No. I guess not, but why don't you let me know about that the next time?"

"I like to know who I'm lending things to."

SU1 "I don't mind as long as he's responsible."

SU2 That's her business: I wouldn't care.

It doesn't matter.

I would think of it as a lack of communication and not be bothered by it.

9. You and one of your closest boy friends had agreed to meet for lunch at 12:00. You were on time, and you've been sitting at the table waiting for him nearly 20 minutes. Finally he comes rushing in and says, as he sits down, "Sorry I'm so late."

AG1 "Well, Jesus, where have you been?"

"Two more minutes and I would have left."

AS2 "What happened? I've been waiting 20 minutes."

"What kept you?"

AS1 "That's alright. What was the problem?"

"Yeah, so am I" (jokingly).

"I thought girls were the ones guys were supposed to wait for" (jokingly).

SU1 "That's OK. You know me--I'm late for things half the time anyway."

SU2 "OK"--then I'd start to eat.

19. Earlier today a neighbor borrowed some scissors. When she did, you told her you would need them soon, and she promised to return them in half an hour. That was four hours ago. Because she hasn't returned them as she said she would, you haven't been able to get the work done you were planning to do. At last she brings them back, saying, "Sorry I'm so late, I forgot."

AG1 "Listen, I haven't been able to do a fucking thing. Try to get them back on time next time; I think that's pretty inconsiderate."  
 "I haven't been able to work because they were gone so long!"  
 "I wish you had been more considerate."  
 AS2 "I wish you had brought them sooner."  
 "I should've come over to get them; I really needed them for my project--but I thought you were still using them since you said you'd bring them right back."  
 AS1 "Oh good, I was needing them"  
 "I should have come to get them from you."  
 "I guess I'll have to do my work tomorrow."  
 "That's OK; but next time, bring them back when you promise to."  
 SU1 "That's OK; I should have called to remind you."  
 "That's OK; I didn't really want to get that work done anyway."  
 SU2 I wouldn't say anything.  
 I would pleasantly accept the scissors.

29. You've been looking forward to taking one of your new close friends home with you. It's the night before you'd planned to leave. The phone rings and it's your friend who says, "A guy I really want to start dating asked me out for this weekend. I've decided to stay here to go out with him."

AG1 "Shit! I thought you really wanted to go home with me. I mean, we've had this planned."  
 "Thanks a lot! I want you to come home with me, but if you feel you'd have a better time with him, you're welcome to him."  
 AS2 "If that's what you want to do, OK. I'm really sorry you changed your mind--I was looking forward to it."  
 "I'm really disappointed, but if its important to you to stay, do stay and have a good time."  
 AS1 "Couldn't you have made it for next week?"  
 "Well, I suppose nothing I could say would change your mind. But I wish you had told me sooner; my family is expecting you."

SU1 "Well, maybe some other time."  
 "Can't you possibly change it? Otherwise, we'll make it another weekend. You never know, he may be Mr. Right. Good luck! Tell me how it went."

SU2 "Oh, well, that's neat that he asked you out."  
 I would be pissed, but I'd say nothing.

34. You've gone home for the weekend with one of the guys you've been dating. Around the supper table, his parents invite the two of you to go see a movie you'd really like to see. Without consulting you, the guy says, "No thanks. We just want to watch t.v."

AG1 "Why didn't you ask me if I wanted to go?"  
 "I'd like to see the movie. You watch T.V. and I'll go with your parents."

AS2 "I'd like to see the movie, but that's OK if you're not up for it."

"I don't know--it might be fun to see the movie."

"Are you sure? I've heard it's a really good movie."

AS1 "What's on T.V.?"

"That's OK, thanks. But I do hear that it's supposed to be a very good movie."

SU1 "I really don't mind what we do. We can always watch T.V. after the movie."

"Yeah, I'd love to go, but not tonight. Thanks anyway."

SU2 I'd say nothing, then tell him later that I wanted to go. I wouldn't say anything but I would look at him with an "Oh, really thanks for asking me" look.

### SITUATION TYPE SIX

A situation in which someone is being inconsiderate to the woman.

A situation in which another person's actions are preventing the woman's preferences from being fully realized in that situation, but the other person is completely unaware of the impact their actions are having on the woman.

#### EXAMPLES:

(48) You're with a group of friends at Dooley's one night. One of the guys went to buy beer, and before he went, you gave him a dollar to pay for yours. When he came back a second ago, he handed you your beer, but no change.

(30) You and a friend of yours subscribe to the News-Gazette together. Your friend paid the paper boy last month, but you don't have the money to take your turn this month. The paper boy has just come for his payment, and your friend says to you, "Take care of it, will you?"

#### RESPONSE ALTERNATIVES:

(AG1) The woman responds in a manner which suggests that she believes the other should recognize their inconsideration. She communicates anger, blame, and/or dismissal. She points out her displeasure in a manner implying that others are intentionally causing it.

(AS2) The woman makes an immediate verbal statement communicating to the other person that they are being inconsiderate and wrong and explaining why.

(AS1) The woman responds later as in AS2 or immediately with a question or tentative statement communicating her awareness of alternatives to the existing situation.

(SU1) The woman does not verbally respond, or she verbally responds in a way suggesting that she is at fault.

30. You and a friend of yours subscribe to the News-Gazette together. Your friend paid the paper boy last month, but you don't have the money to take your turn this month. The paper boy has just come for his payment, and your friend says to you, "Take care of it, will you?"

AG1 "I can't; I have no money. It's your turn anyway."



AS2 "Could you loan me the money and I'll pay you back later because I don't have any money right now?"

AS1 "I will, but would you mind lending me some money until I cash a check?"

SU1 Ask the paper boy if he could come back tomorrow and have the money then. And I'd be sure to tip the carrier.

44. There are 5 other students (3 guys and 2 girls) in your seminar class. It's getting late, and the class has no definite time to be over. As far as you're concerned, the discussion has gotten way off the topic into areas which do not even interest you. As a matter of fact, the teacher has just cracked a dirty joke and everyone (except you) is laughing.

AG1 "See you later. I have better things to do than listen to this crap."

AS2 "Excuse me, but isn't it time for us to wrap this up? After all, it is getting late."

"Are we through with the discussion, 'cause I've really got to be going if we are?"

AS1 "Please excuse me but the discussion has gotten off the subject. Would anyone mind if I leave now?"

"Well, I have things to do and I think we're pretty well done for tonight, so I think I'm going to cut out."

SU1 I'd show my dissatisfaction nonverbally.  
I'd leave.

48. You're with a group of friends at Dooley's one night. One of the guys went to buy beer, and before he went, you gave him a dollar to pay for yours. When he came back a second ago he handed you your beer, but no change.

AG1 "Where's my change? I'm not rich enough to throw money around."

AS2 "Where's my change?"  
"Didn't I get some change?"

AS1 "How much was the beer?"  
"Was there any change?"

"When the next round came up I'd ask him to buy my beer with my change."

SU1 "I wouldn't say anything; the next time I'd get my own beer."



