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Assessing effective behavior in anger-provoking situations: An application of the behavioral-analytic model

Hoili Chong

The University of Montana

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ASSESSING EFFECTIVE BEHAVIOR IN ANGER-PROVOKING SITUATIONS:

AN APPLICATION OF THE BEHAVIORAL-ANALYTIC MODEL

BY

Hoili Chong

B.A., Scripps College, 1978

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Approved by:

[Signatures]

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ABSTRACT

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Assessing Effective Behavior in Anger-Provoking
Situations: An Application of the Behavioral-Analytic Model

Chairman: Philip H. Bornstein, Ph.D.

Using parts of the Goldfried and D'Zurilla behavioral-analytic model, this study examined the effectiveness/competence of 149 undergraduate students in handling different anger-provoking situations. The method involved three steps: 1. Situational analysis: The anger-provoking situations in the Novaco Anger Inventory (NAI) were adapted for use in this step 2. Response enumeration: The NAI was divided into eight different forms, each consisting of ten modified items or situations. Subjects were randomly assigned to these forms. Subjects were instructed to imagine themselves responding as they typically would to the situations and to act as if they were actually happening. Subjects recorded their responses in the questionnaires provided. 3. Response evaluation: Eight mental health professionals and clinical psychology graduate students served as judges. They rated the effectiveness of subjects' responses to the different situations on a 7-point Likert scale. Item selection was based on: 1. level of difficulty of the item; 2. common occurrences of items; 3. inter-rater agreement; and 4. item variation. As a result the final set of 17 items was generated. Also, the raters' manual which provided explicit criteria for rating subjects' responses to each of the 17 items was developed.
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INTRODUCTION

Novaco (1976) has suggested that anger arousal is an important antecedent determinant in the causation of aggressive behavior. He emphasized the role of cognitive structuring in anger arousal and hypothesized that, at the cognitive level, "anger is a function of appraisals, attributions, expectations, and self-statements that occur in the context of provocations." (Novaco, 1977b, p. 600). Thus, Novaco proposed the restructuring of cognitions as an essential treatment component in the control of anger arousal and consequent aggressive behavior.

Novaco (1977a) subsequently reconceptualized the treatment approach to anger in terms of the stress-inoculation model, borrowed from Meichenbaum (1973). He defined anger as an emotional response to provocation that is determined by three response modalities: cognitive, somatic-affective, and behavioral. However, the assessment device (Novaco Anger Inventory) that he developed assessed only the individual's expectancies or appraisals of provoking situations. The scale does not deal with how the individual responds to provoking situations behaviorally (Rahaim, Lefebvre, & Jenkins, 1980).

Furthermore, the stress inoculation procedures are a coping skills therapy. That is it is an attempt to develop an individual's competence to adapt to stressful events. The therapy process hypothetically works by first developing coping skills and then exposing the individual to manageable doses of a stressor that arouse but do not overwhelm his/her defenses. The individual thereby learns to cope with the stressful events. The assumption of a deficit or deficits in coping skills is
made. However this skills training approach does not first establish whether individuals are actually deficient in such skills.

The present study is an effort to remedy these two limitations. First, using the Goldfried and D'Zurilla's behavioral-analytic model, the study will stress not only the individual's reactions to a wide range of anger-provoking situations, but also the way in which the individual's behavior is evaluated within the context of his/her environment. Second, using the same model, the study will attempt to develop a valid assessment device in determining whether the individual actually lacks coping skills when confronted with provoking situations.

The review that follows will first compare two main approaches to assessment, namely traditional and behavioral. Second, the behavioral procedures in the Goldfried and D'Zurilla's model will be emphasized and described. The review will also include a survey on the research that has used the behavioral-analytic model. Finally, since the major import of this thesis is based on anger-arousal, a survey on the existing literature on anger will be reviewed.

Assessment Approaches

The ultimate goal of both the traditional and behavioral approaches to assessment is basically the same. That is, producing reliable and valid data in predicting human behaviors. However, the methods of both approaches are different because of underlying assumptions. Goldfried and Kent (1972) summarized three major differences in the assumptions of traditional and behavioral assessment. The first difference involves the general concept of personality. The second difference has to do with the selection of test items. The third assumption relates to the sign vs
sample interpretation of test responses.

**General Concept of Personality**

The traditional assessment has maintained that one can predict an individual's actual behaviors in situations by learning about that individual's underlying personality structure. An individual's actions are assumed to be motivated by certain underlying dynamics. Depending on the traditional assessor's theoretical orientation, the inferred psychodynamic constructs may be "motives," "needs," "drives," "defenses," or "traits." Accordingly, the most appropriate approach to predict behavior is to obtain a thorough assessment of those inferred characteristics of which the overt behaviors are believed to be a function. Examples of such an assessment are found in personality tests—both projective (Rorschach, Thematic Apperception Test, Draw-a-Person, etc.) and objective (Minnesota Multiphasic Personality Inventory, California Personality Inventory, etc.).

Another important assumption of the traditional concept of personality functioning is that consistencies in behavior (i.e. traits) exist independent of situational variations. Several studies however have failed to support this assumption. For example, Endler and Hunt (1966, 1968) have shown the effects of situations in their S-R inventory of anxiousness. They found that the interactions between situations and subjects contributed more to the total variance than individual differences.

The behavioral view of personality functioning places greater emphasis on the individual's responses to specific aspects of his/her environment rather than any underlying motivational determinants (e.g.
instincts, needs, etc.) of behavior. Human behavior is viewed as being determined not only by the individual's previous social learning history but also by present environmental antecedents and/or consequences of that behavior in question.

The behavioral approach to personality is best represented by Wallace's (1966, 1967) "abilities" concept of personality. That is, an individual's personality is defined in terms of his/her ability to function in a variety of situations. As such, the basic unit for the study of human behavior is more closely associated with observable behavior rather than some abstract and vague conceptualization. Wallace's concept of "response capability" refers to the individual's behavioral repertoire or potential which is determined primarily by previous learning experiences. The likelihood of an individual responding in a certain way therefore depends on his/her response capability and the nature of the situation (Endler & Hunt, 1966, 1969). From this viewpoint, personality is construed as an intervening variable that is defined according to the likelihood of an individual manifesting certain behavioral tendencies in a variety of life situations (Goldfried & Kent, 1972).

Selection of Test Items

Since the traditional approach assumes that behavior is consistent across situations, there is little concern for the content of test items. For example, with projective techniques, there is an attempt to disguise the content by making the items ambiguous (Goldfried & Sprafkin, 1974). Moreover, little emphasis has been placed on specifying the procedures used in selecting the pool of stimulus items for
traditional personality tests (Loevinger, 1957).

Consistent with the behavioral concept of personality which emphasizes the individual's specific response to specific situations, a usual assumption of behavioral tests is that stimulus situations are adequately represented. Adequate representation of situation demands rigorous definition of the appropriate sample of situations and careful simulation during the measurement process. For example, in assessing competent behavior, Goldfried and D'Zurilla (1969) sampled in a representative manner the population of potential situations where most individuals must cope effectively in order to be considered competent. In selecting the stimulus items, the concept of content validity becomes relevant for behavioral assessment (Ciminero, 1977).

**Interpretation of Test Responses**

In interpreting test responses, traditional personality tests have taken the "sign" or intuitive approach rather than the "sample" or empirical approach. The "sign" approach assumes that responses of an individual are manifestations of some underlying personality characteristics (Ciminero, 1977). This intuitive approach is usually based on some informal rationale of the test constructor, however sometimes, it may involve more formal deductions from a particular theory. But more often, there are few explicit theoretical assumptions. In the empirical approach, on the other hand, the interpretation of test responses is derived from the empirically established relationship between test and external criteria.

Goldfried and Kent (1972) found that the meaning of test signs are often so firmly held that failure to obtain empirical verification has
little effect on changing clinicians' interpretations. Chapman and Chapman (1969) reported that despite the lack of empirical validity of some Rorschach signs on the prediction of male homosexuality, clinicians still persisted in selecting these signs. They intuitively believed that these signs were most suggestive of male homosexuality. Surprisingly, they almost never selected other signs that were in fact empirically valid.

The empirical or "sample" approach in interpreting behavioral tests assumes that the test behavior constitutes a subset of the actual behavior of interest. In line with this is the assumption that test items themselves consist of a representative sample of situations relevant to the behavior of interest.

Another issue related to the interpretation of test behavior as a sample of criterion behavior is that of the method employed. The particular method used for the expression of responses should be unobtrusive as possible so that the responses expressed constitute the individual's actual responses in real-life situations.

Closely related to the interpretation of behavioral tests is the issue of categorizing or scoring individual's responses. Response evaluation, one of the guidelines of Goldfried and D'Zurilla's model is used in establishing standards for scoring behavioral measures. This procedure (which will be discussed in greater detail on p. 9) involves the categorization of each response to a situation according to its degree of effectiveness.

Traditional and behavioral approaches to assessment also differ in their relationship between assessment and treatment (Goldfried &
Kent, 1972). The relationship between traditional assessment and treatment is said to be indirect—assessment may lead to a diagnosis which may subsequently result in the recommendation of a particular treatment. Stuart (1970) however argued that diagnoses from traditional assessment do not accurately predict the type of treatment to be implemented. Unlike the traditional approach, the primary goals of behavioral assessment are the selection of treatment and the subsequent evaluation of treatment effects (Ciminero, 1977).

The Behavioral-Analytic Approach to Assessment

Goldfried and D'Zurilla (1969) have outlined a set of guidelines for establishing the content validity of behavioral measures. The model emphasizes the individual's reactions to specific situations, and the way in which the individual's behavior is likely to be evaluated within the context of his/her environment.

The specific steps in the model are: a) situational analysis, b) response enumeration, c) response evaluation, d) development of the measurement format, and e) evaluation of the measure. Each of these steps is designed to produce a close parallel between the assessment procedure and the criterion behavior of interest. The development of these standardized procedures is a significant contribution to behavioral assessment.

The first three steps constitute the criterion analysis for establishing content validity of a behavioral measure. Here the effectiveness of any particular class of behavior is determined. The first three steps also provide items for inclusion in the measure, as well as the criteria which may be employed for scoring.
The criterion analysis is the focus of the present study. Due to the amount of time and effort involved, it is beyond the scope of this thesis to include the fourth and fifth procedures in the behavioral-analytic approach. The development of a format for measuring the instrument, i.e. obtained situation-response interactions, and the evaluation of the measure will be investigated in future research.

**Situational Analysis**

The objective is to obtain a sample of situations that the individual must cope with in real-life. The sampling of situations is carried out empirically in a number of ways. They include interviews with individuals, direct observations, self-observations and recording of those individuals who frequently cope with such situations. Once a wide array of situations has been enumerated by one or all of the above means, those situations that occur least frequently and affect a small number of individuals are eliminated.

**Response Enumeration**

The objective is to sample a variety of potential responses to each of the situations described in the situational analysis. Response enumeration may be carried out by direct observations of the individual as he/she actually encounters the problematic situations in real-life. However, naturalistic observation is not always possible. As such, one may make use of contrived situations where the individual role-plays his/her responses. Another means is through self-report of how the individual has responded under such situations. Goldfried and D'Zurilla described three major goals of response enumeration. First, situations that are likely to elicit only a very narrow range of responses are
eliminated. Situations where individuals either respond adequately or ineffectively tend not to be useful in discriminating among individuals varying in effectiveness. As a general rule, Goldfried and D'Zurilla suggested retaining a situation if at least 10% of the responses are rated toward the effective end of the scale and 10% are at the ineffective end. The authors used a 7-point rating scale in judging how effective each response is to a situation, 1 being inferior, and 7 represents extremely effective.

Second, response enumeration provides the clarification of situations. Although an attempt has been made to obtain highly concrete situations during situational analysis, some degree of vagueness or ambiguity is likely to remain, producing difficulty in describing responses to a situation. This is so when some situations are still not well specified. The third goal is to delineate a list of potential responses that may then be evaluated in the third procedure.

Each response of the individual must be described in sufficient detail so that it is clear to the individual what he/she might do if he/she were in that situation, and how he/she would go about doing it. Furthermore, in describing the response, the individual should indicate the likelihood of its occurrence, and the ease or difficulty in handling the situation.

Response Evaluation

This procedure involves an empirical rather than an a priori determination. Evaluations are obtained from individuals who have expert knowledge of the behavior of interest, or who typically label such behavior in real-life settings. The judges may include peers,
teachers, employers, or therapists, depending on the situations and behaviors of interest.

To insure that judges have a clear idea of the definition of "effectiveness," general guidelines for evaluating effective behavior (determining whether or not the response is likely to resolve the problematic nature of the situation and avoid possible negative consequences) are provided for them. During evaluation, the judges are asked to provide a rationale, i.e. to explain what it is about the response that leads them to make their evaluation (Goldsmith & McFall, 1975).

A situation/item is usually eliminated when there is wide disagreement among the judges about the effectiveness of the various responses to that situation. The elimination of an item for this reason should reduce error and improve reliability and validity. The reason is that if judges disagree about the effectiveness of responses to a situation, it is likely that reinforcement of such responses in real-life are more inconsistent. As such, it is likely to expect low test-retest reliability for that item, indicating that it is a poor predictor of effectiveness.

Development of Measurement Format

The above 3-step criterion analysis may then be used to select the items in the measuring instrument, and also to provide empirically derived criteria for scoring the measure.

Once the criterion analysis is conducted, the assessor must decide on the format for measuring the obtained situation-response interactions. Various formats include observations in naturalistic
settings or contrived situations, role plays, structured interview, and paper-and-pencil test. The procedure to be employed is to a large extent determined by factors such as reactivity of the procedure, reliability of observers or scorers and so on.

**Evaluation of the Measure**

The measuring instrument is evaluated for reliability and validity. Inter-rater reliability provides an indication of the clarity and completeness of the response definitions. The validity of the behavioral assessment instrument is based on whether or not the test behavior is representative of actual behavior in real-life settings (Ciminero, 1977). In this case, content validity is of critical importance. Other types of validity are important. For example, construct validity of a behavioral measure becomes relevant when one wants to assess whether or not it is sensitive to change (e.g. treatment).

**Research Based on the Behavioral-Analytic Model**

Goldfried and D'Zurilla (1969) have applied their model in the assessment of competent behavior of male college freshmen. Their significant contribution in bringing forth a set of guidelines for systematically and empirically developing a valid assessment instrument have been virtually ignored by researchers. Indeed, only a handful of studies have applied the behavioral-analytic model.

In the area of assertion, MacDonald (1974) has used the model to obtain items for her College Women's Assertion Sample. Goldsmith and McFall (1975) applied the behavioral-analytic model in the assessment of interpersonal competence among male psychiatric patients. Using the interview format, a sample of 55 problematic interpersonal situations
were generated. Responses of the patients were then evaluated by the hospital staff. As a result, two scales were constructed: Interpersonal Situation Inventory and Interpersonal Behavior Role-Playing Test. It was found that in a skills-training program, changes between pretesting and posttesting on both instruments discriminated between the treatment and control groups.

Freedman, Rosenthal, Donahoe, Schmidt, and McFall (1978) similarly used the Goldfried and D'Zurilla's model to collect and key items for assessing delinquent behavior among adolescent boys. The Adolescent Problems Inventory, consisting of 44 behavioral role-playing and problem-solving items was empirically developed. The inventory was designed to identify strengths and weaknesses in the personal and interpersonal skills of the adolescent boys. In subsequent validation studies, the authors found that the API responses significantly discriminated between: 1) institutionalized delinquent boys and nondelinquents; 2) institutionalized delinquent boys who had frequent behavioral problems and institutionalized delinquent boys who had few behavioral problems within the institution. In both cases, the former groups were rated as less competent.

Using the same model, Matthews, Whang, and Fawcett (1980) developed and validated an occupational skills assessment instrument. The authors found that situations in the assessment were considered by both participants and employment experts to be important and representative. They also found that satisfaction ratings by expert judges who viewed the videotaped performance of the participants were correlated highly with observed performance of the participants.
Research on Anger Arousal

While studies on aggressive behavior have proliferated, anger arousal has received little attention. In reviewing the existing literature, Novaco's work on anger arousal is perhaps the best contribution in this field.

In his first study (1975), Novaco compared the effectiveness of four treatment procedures: self-instructions, desensitization/relaxation, a combination of the two, and control. The results suggested that the combination of self-instructions and desensitization/relaxation was more effective than the other three treatments. Additionally, it was found that self-instruction was somewhat more effective than desensitization. The study does have some methodological flaws (e.g., the nature of the control treatment, the assessment of anger and the lack of behavioral measures). Nevertheless, this study represents the first systematic investigation in the area of chronic anger problem.

Novaco subsequently reconceptualized the treatment approach to anger in terms of the stress-inoculation model, adopted from Meichenbaum (1973). The rationale of the stress-inoculation approach is that it lends more flexibility to the treatment of such clinical problems as fear, anxiety, and anger. The individual who is prone to such problems and is without psychological resources for coping, is also susceptible to physical illness, lower work efficiency, and interpersonal conflict (Novaco, 1979). The point is the specific problem (fear, anxiety, or anger) may have repercussions that go beyond the experience of an unpleasant emotional state.
The stress-inoculation model involves three phases. Briefly the first is the educational phase. The individual is provided with a rationale for understanding the nature of his problem. The important thing is to make sure that the rationale is plausible to the individual. But very often, the therapist will reveal that the individual's self-defeating self-statements are causing him/her undesirable emotional reactions. The second phase is the rehearsal phase. The individual is taught a set of behavioral (e.g. relaxation) and cognitive (e.g. self-instructions) coping skills. The individual is encouraged to rehearse the acquired skills. In the final phase the individual is given an opportunity to practice the skills in a variety of stressful situations (contrived and real-life). The interested reader may wish to examine the following sources for a more extensive discussion of the stress-inoculation approach: (Meichenbaum, 1975, 1977).

Novaco's definition of the complex nature of anger suggests the need to employ such a multifaceted treatment approach as stress-inoculation. Novaco conceptualized anger as an emotional response to provocation that is determined by three response modalities: cognitive, somatic-affective, and behavioral. At the cognitive level, anger is determined by appraisals and expectations. At the somatic-affective level, anger can be exacerbated by tension and agitation. For example, accumulated physiological tension can cause the anger response and the resultant antagonistic behavior can escalate the provocation sequence. At the behavioral level, both withdrawal and antagonistic behavior can contribute to anger. In the former, the individual leaves the situation
feeling frustrated and angry. In the latter, the individual retaliates by an antagonistic behavior, thereby escalating the provocation sequence (Novaco, 1979).

Novaco first applied the stress-inoculation model to the training of law enforcement officers in the management of provocations and conflict situations (1977a). He then applied the model in a clinical case study of a hospitalized depressed individual with severe anger problems (1977b). He reported successful outcomes in both cases. Recently he successfully used the stress model in the training of probation counselors (1980).

There are a number of limitations in Novaco's cognitive approach to anger control. Two limitations that are crucial to the focus of the present study have already been discussed on p. 1. Another limitation has to do with the lack of disconfirmatory studies. Only one such study has been reported. Rahaim, Lefebvre, and Jenkins (1980) found that the behavioral component (assertiveness training with a focus on skills acquisition) was just as successful in facilitating adaptive cognitive and behavioral changes in anger.
Method

Ss

A hundred and forty-nine male and female undergraduate students in psychology courses were recruited to participate in the present study. They received experimental credit on completion of the experiment.

Operational Definitions

The operational definitions of "effective behavior" and "response" were adapted from Goldfried and D'Zurilla (1969). "Effective behavior" is defined as a pattern of responses to a problematic situation. The response alters the situation so that it is no longer problematic, and at the same time produces a maximum of positive consequences and a minimum of negative ones. A "response" refers to an individual's total reaction, i.e., complex or simple verbal, behavioral reactions, covert thoughts, plans for future action, and immediate overt acts.

Procedure

Situational Analysis. The anger-provoking situations in the Novaco Anger Inventory (NAI) were adapted for use in the situational analysis. For the purpose of the present study, the wording of the items in the inventory was modified. A copy of the Novaco Anger Inventory is found in Appendix A. Copies of the modified items are found in Appendix B.

Novaco developed this scale because he was not satisfied with the existing hostility scales. He found that the Buss and Durkee's hostility scale (1957) only looked at what individuals do when angry rather than the kinds of things that provoke anger. Also, the Endler and Hunt's
scale (1968) has a limited sample of situations. The anger inventory that was developed by Novaco (1975) has been revised by him. The present self report scale samples a wide range of provocations and has items pertaining to spouses and children. The scale consists of 80 empirically derived items which the subject rates the degree of anger on a five-point scale. The revised version has a high degree of internal consistency (r:93) across subject populations of police officers, male undergraduates, and out-patient clients with chronic anger problems.

Response enumeration. Sample responses representing a wide range of effectiveness to each of the 80 situations/items in the NAI were obtained from the subjects.

The 80 items were randomly divided into eight different forms of questionnaire, each containing a sample of 10 items (see Appendix B). Subjects were randomly assigned to the 8 different forms.

The items were administered to subjects in groups. Subjects were asked to imagine themselves responding to particular situations and to act as if they were actually happening. They were also instructed to respond to each situation as they typically would and to participate "actively" in their responses. Instructions to the subjects are found in Appendix B. Initially during group administration, the experimenter was present to make sure that the subjects were following the instruction and responding to situations appropriately. A sample situation and responses were provided to illustrate what was required of the subjects. A copy of the sample situation and responses is found in Appendix B.
Having responded to each situation in the questionnaire, subjects were asked the likelihood of a particular situation occurring, and the ease or difficulty in handling the situation (see Appendix B). Based on three criteria an item or a situation was retained. First, the more likely a particular situation occurred the more appropriate it was considered for the purposes of the present research. Thus, an item was retained when 25% or more subjects rated "A" ("This situation is likely to occur to me, and is easy to handle if it occurs") and "B" ("This situation is likely to occur to me, but is difficult to handle if it occurs"). These two scales measure the likelihood of a situation occurring. Similarly, an item was eliminated when 25% or more subjects rated "C" ("This situation is unlikely to occur to me, but is easy to handle if it occurs"). The second criterion was item difficulty. An item was retained when 25% or more subjects rated "B" ("This situation is likely to occur to me, but is difficult to handle if it occurs") and "D" (This situation is unlikely to occur to me, and is difficult to handle if it occurs"). These two scales measure item difficulty. Third, an item was retained when there was variation in the responses of the subjects to that item. If responses of subjects to an item were more or less similar, the item was considered as being potentially unlikely to discriminate subjects varying in effectiveness.

Response evaluation. Mental health professionals and clinical psychology graduate students served as judges. They were asked to rate the effectiveness of responses to different situations. They were blind as to the purpose of the study and the origins of the responses.
To minimize possible order effects, the responses to each item were arranged randomly. Also to minimize the effects of rating style of the judges, they were asked to add additional responses if they felt that none of the responses provided fell in the "extremely effective" or "ineffective" categories. Judges rated the total number of responses with at least two judges rating each item or situation. This allowed for comparisons to be made between judges for each situation. Judges rated the effectiveness of a response on a 7-point Likert scale. Instructions for rating were provided for the judges (see Appendix C).

Item selection was based on inter-rater agreement. Inter-rater reliability was analyzed by computing the Pearson product-moment correlations between raters' scores for individual responses to the items. A criterion (cut-off) score was used in determining which items were selected.
Results

Response Enumeration

The purpose of this step was to sample responses representing a wide range of effectiveness to each of the 80 items/situations adapted from the NAI. One hundred and forty-nine undergraduate students participated in this step. Each subject responded to 10 randomly arranged items (see Appendix B). For each of the items, a sample of responses was obtained from 17-19 subjects. On the basis of the following criteria an item was retained for the next response evaluation step:

Likelihood of occurrence and item difficulty: An item was retained when 25% or more subjects rated the situation as likely to occur (options \( A + B \geq 25\% \)). An item was eliminated when 25% or more subjects rated "C" ("This situation is unlikely to occur to me, but is easy to handle if it occurs"). Items were also retained when 25% or more subjects rated the situation as difficult to handle (options \( B + D \geq 25\% \)). Based upon the above criteria, 46 of the 80 situations were retained. Table 1 presents an example of an item that met the two criteria.

Table 1

Example of an item meeting the two criteria
(likelihood of occurrence and item difficulty)

"You are already working more than 8 hours a day at your job. However, your employer demands that you take on more responsibilities than you can handle."

\[ \begin{align*}
\text{# of Ss who responded to the situation} & = 18 \\
\text{\% of Ss who checked } A + B & = 83\% \\
\text{\% of Ss who checked } B + D & = 72\% \\
\text{\% of Ss who checked } C & = 5\%
\end{align*} \]
Response Variation: An item was retained for response evaluation when there was variation in the responses of subjects to that item. For example, a given item elicited a total of 18 responses from different subjects. To determine the number of varied responses for that item, responses which showed diverse content areas were simply added up. To meet the response variation criterion, this number had to be $\bar{X} = 9$. Only 32 of the 46 items that met this criterion were used in response evaluation.

Most of the responses of the 32 situations were slightly modified in order to correct for grammar and to reduce ambiguities. Furthermore, some responses were condensed because: 1) certain responses were very similar in nature; 2) certain descriptions given by Ss were not related to the way in which they would handle the situation (e.g. verbosity, anecdotal comments). As a result of this process, the number of responses to each of the 32 items ranged from 9 to 15.

**Response Evaluation**

The purpose of this step was to evaluate the quality of the responses per item obtained in the preceding step. A total of 8 judges (3 Ph. D. clinical psychologists and 5 clinical psychology graduate students: 4 males, 4 females) rated responses of the 32 items. Each judge rated a total of 8 randomly arranged items with two judges rating each item. Inter-rater reliability was analyzed by computing the Pearson product-moment correlations between raters' scores for individual responses to all 32 items. Table 2 presents correlations between judges' ratings. Table 3 presents correlations between judges-subjects' ratings.
### Table 2
Correlations Between Judges' Ratings

<table>
<thead>
<tr>
<th>Situation</th>
<th>Judge A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Let's suppose that one of your friends always acts as if he/she is always right.</td>
<td>0.45</td>
</tr>
<tr>
<td>2. Someone sticks their nose into an argument between you and someone else.</td>
<td>0.58</td>
</tr>
<tr>
<td>3. Suppose that you've worked hard on a school project, but get a poor evaluation from your professor.</td>
<td>0.45</td>
</tr>
<tr>
<td>*4. In the parking lot, the person whose car is next to yours swings open his/her door, chipping the paint from your car.</td>
<td>0.65</td>
</tr>
<tr>
<td>*5. A friend borrows your car, consumes one third of a tank of gas, and doesn't replace it or compensate you for it.</td>
<td>0.88</td>
</tr>
<tr>
<td>*6. You are in a theater ticket line, and someone cuts in front of you.</td>
<td>0.86</td>
</tr>
<tr>
<td>7. You have not been working for 2 days because of a bad cold. A co-worker tries to make you feel guilty by telling you that he/she has been working overtime doing your work because of your absence.</td>
<td>0.37</td>
</tr>
<tr>
<td>*8. Let's suppose that you are being stood-up for a date.</td>
<td>0.78</td>
</tr>
<tr>
<td>9. You have made arrangements to go somewhere with a person, who backs off at the last minute and leaves you hanging.</td>
<td>-0.13</td>
</tr>
<tr>
<td>10. You are already working more than 8 hours a day at your job. However your employer demands that you take on more new responsibilities than you can handle.</td>
<td>0.25</td>
</tr>
<tr>
<td>*11. The professor has lost your term paper and you do not have an extra copy of it. Because of this, you are forced to redo the assignment.</td>
<td>0.64</td>
</tr>
<tr>
<td>*12. You are forced to do something in a way that someone else thinks is right.</td>
<td>0.67</td>
</tr>
<tr>
<td>13. Let's suppose that you see someone bullying another person who is physically smaller than he.</td>
<td>0.34</td>
</tr>
</tbody>
</table>

*Items that have significant values, $r \geq 0.60$
<table>
<thead>
<tr>
<th>Situation</th>
<th>Judge A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Someone you know constantly brags about themselves.</td>
<td>0.46</td>
</tr>
<tr>
<td>15. You have lost a ball game that you've practiced for weeks and wanted to win.</td>
<td>0.55</td>
</tr>
<tr>
<td>*16. You have had a busy day, and the person you live with starts to complain about how you forgot to do something that you agreed to do.</td>
<td>0.77</td>
</tr>
<tr>
<td>*17. Let's suppose that you're given an unnecessarily difficult exam when you need a good grade.</td>
<td>0.96</td>
</tr>
<tr>
<td>*18. You are deprived of a promotion to which you are entitled because you haven't played up to the right people.</td>
<td>0.74</td>
</tr>
<tr>
<td>*19. You are trying to discuss something important with your mate or partner who isn't giving you a chance to express your feelings.</td>
<td>0.72</td>
</tr>
<tr>
<td>*20. You've just been told by your employer that you have done a poor job on your last assignment.</td>
<td>0.85</td>
</tr>
<tr>
<td>21. You accidentally make the wrong kind of turn in a parking lot. As you get out of your car someone yells at your, &quot;Where did you learn to drive?&quot;</td>
<td>0.42</td>
</tr>
<tr>
<td>*22. Suppose that you are being singled out for correction by your professor when the actions of other students go unnoticed.</td>
<td>0.81</td>
</tr>
<tr>
<td>*23. You are in a discussion with someone who persists in arguing about a topic they obviously know very little about.</td>
<td>0.72</td>
</tr>
<tr>
<td>24. Someone makes fun of the clothes that you are wearing.</td>
<td>0.17</td>
</tr>
<tr>
<td>*25. Suppose that someone makes a mistake at work and blames it on you.</td>
<td>0.73</td>
</tr>
<tr>
<td>26. You've got something important that you want to discuss with your friend and ask him/her for his/her opinion. Your friend does not seem to answer you whenever you ask a question. He/she often interrupts what you say and talks about other unrelated things.</td>
<td>0.05</td>
</tr>
</tbody>
</table>

*Items that have significant values, $r \geq .60$
Table 2
Correlations Between Judges' Ratings
(Continued)

<table>
<thead>
<tr>
<th>Situation</th>
<th>Judge A/B</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Suppose that people in authority are refusing to listen to your point</td>
<td>0.56</td>
</tr>
<tr>
<td>of view.</td>
<td></td>
</tr>
<tr>
<td>28. Let's suppose that you see somebody berating another person to excess.</td>
<td>-0.44</td>
</tr>
<tr>
<td>29. Let's suppose that you are being overcharged by a refrigerator</td>
<td>0.10</td>
</tr>
<tr>
<td>repairman who has told you previously that the problem with your</td>
<td></td>
</tr>
<tr>
<td>refrigerator is minor.</td>
<td></td>
</tr>
<tr>
<td>*30. You have hung up your clothes, but your room-mate knocks them to</td>
<td>0.70</td>
</tr>
<tr>
<td>the floor and fails to pick them up.</td>
<td></td>
</tr>
<tr>
<td>*31. You are being talked about behind your back.</td>
<td>0.70</td>
</tr>
<tr>
<td>*32. You are in an argument. Suppose that the person you are arguing</td>
<td>0.70</td>
</tr>
<tr>
<td>with begins pushing and shoving you.</td>
<td></td>
</tr>
</tbody>
</table>

*Items that have significant values, \( r \geq 0.60 \)
Table 3
Correlations Between Judges-Subjects' Ratings

<table>
<thead>
<tr>
<th>Situation</th>
<th>Judge A/Ss</th>
<th>Judge B/Ss</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-0.02</td>
<td>0.09</td>
</tr>
<tr>
<td>2</td>
<td>-0.07</td>
<td>0.3</td>
</tr>
<tr>
<td>3</td>
<td>0.59</td>
<td>0.38</td>
</tr>
<tr>
<td>4</td>
<td>0.42</td>
<td>0.19</td>
</tr>
<tr>
<td>5</td>
<td>0.59</td>
<td>0.71*</td>
</tr>
<tr>
<td>6</td>
<td>0.52</td>
<td>0.37</td>
</tr>
<tr>
<td>7</td>
<td>0.31</td>
<td>0.21</td>
</tr>
<tr>
<td>8</td>
<td>0.46</td>
<td>0.06</td>
</tr>
<tr>
<td>9</td>
<td>0.61*</td>
<td>0.00</td>
</tr>
<tr>
<td>10</td>
<td>0.67*</td>
<td>0.28</td>
</tr>
<tr>
<td>11</td>
<td>0.34</td>
<td>0.33</td>
</tr>
<tr>
<td>12</td>
<td>0.22</td>
<td>0.23</td>
</tr>
<tr>
<td>13</td>
<td>0.18</td>
<td>0.08</td>
</tr>
<tr>
<td>14</td>
<td>-0.07</td>
<td>0.57</td>
</tr>
<tr>
<td>15</td>
<td>0.69*</td>
<td>0.44</td>
</tr>
<tr>
<td>16</td>
<td>0.60*</td>
<td>0.17*</td>
</tr>
<tr>
<td>17</td>
<td>0.54</td>
<td>0.72*</td>
</tr>
<tr>
<td>18</td>
<td>0.46</td>
<td>0.62*</td>
</tr>
<tr>
<td>19</td>
<td>0.41</td>
<td>0.65*</td>
</tr>
<tr>
<td>20</td>
<td>0.64*</td>
<td>0.74*</td>
</tr>
<tr>
<td>21</td>
<td>0.56</td>
<td>0.16</td>
</tr>
<tr>
<td>22</td>
<td>0.22</td>
<td>0.42</td>
</tr>
<tr>
<td>23</td>
<td>0.61*</td>
<td>0.60*</td>
</tr>
<tr>
<td>24</td>
<td>0.80*</td>
<td>0.29</td>
</tr>
<tr>
<td>25</td>
<td>0.17</td>
<td>0.09</td>
</tr>
<tr>
<td>26</td>
<td>0.84*</td>
<td>0.15</td>
</tr>
<tr>
<td>27</td>
<td>0.23</td>
<td>0.33</td>
</tr>
<tr>
<td>28</td>
<td>0.28</td>
<td>-0.06*</td>
</tr>
<tr>
<td>29</td>
<td>0.00</td>
<td>-0.70*</td>
</tr>
<tr>
<td>30</td>
<td>0.90*</td>
<td>0.63*</td>
</tr>
<tr>
<td>31</td>
<td>0.35</td>
<td>0.86*</td>
</tr>
<tr>
<td>32</td>
<td>0.38</td>
<td>0.24</td>
</tr>
</tbody>
</table>

* $r > .60$
As can be seen from Table 2, only 17 situations had significant inter-rater reliability scores. These items will be used in future research in the construction of the inventory, and in the development of the raters' manual.

As can be seen from Table 3, only 9 correlations between ratings of group A judges and subjects achieved significant levels ($r \geq .60$). For group B judges and subjects' ratings, only 8 correlations were significant ($r \geq .60$).

**The Construction of the Raters' Manual**

The manual presented explicit criteria for rating subjects' responses to each of the 17 items on a 5-point scale. Scale values were 8-6-4-2-0. These values corresponded to ratings ranging from very effective to very ineffective. The criteria which were item-specific, were based on data provided by judges in the preceding response evaluation step. The criteria in the manual reflected the distinguishing characteristics of the responses that judges had identified as effective, ineffective or neither. Whenever possible, sample responses representing different levels of effectiveness were provided in the manual (see Appendix D).
Discussion

Overview

In utilizing the first three steps (situational analysis, response enumeration, response evaluation) of the Goldfried and D'Zurilla model, the present research has served two purposes. First, it has specified the items that will be used in the construction of the instrument in future investigations. Second, it has provided empirically derived criteria for scoring the instrument.

The behavioral-analytic model of Goldfried and D'Zurilla is a set of general guidelines in behavioral assessment that may be followed in the development of behavioral measures. The model, which differs from the traditional approach to assessment (See pg. 2), emphasizes not only the importance of the individual and his/her reactions to situations but also the way in which an individual's behavior is likely to be evaluated within the context of his/her environment. This behavioral approach to test construction involves: a) situational analysis, b) response enumeration, c) response evaluation, d) development of the measurement format, and e) evaluation of the measure.

Problems related to the behavioral-analytic procedures in the present study.

Situational analysis: Rather than sampling potential anger-provoking situations through self-report, interview, direct observation, etc., situations from the NAI were adapted for use in the present investigation. Reliance on items from other instruments may obscure a critical issue in test development -- the nature of original item pool. There is a risk that
borrowed items may not be well sampled, vague, and subject to different interpretations. As a result, the instrument that is developed may have limitations due to limited item pool properties (Rathus, 1973).

There are three reasons why the NAI items/situations were adapted for use. First, the focus of the present study was to assess the effectiveness of subjects in coping with anger-provoking situations. The NAI is perhaps the only existing anger scale that has a wide range of empirically derived anger-provoking situations. Second, the present investigation was an effort to resolve two limitations in the NAI, thereby providing more validation of the scale. The NAI only assesses the individual's expectancies or appraisals of provoking situations. It does not deal with how the individual responds to these situations. The present study stressed not only the individual's reactions to situations but also the way in which the individual's behavior is empirically evaluated within the individual's environmental context. Furthermore, the stress inoculation treatment that Novaco used is a coping skills approach. The therapy process hypothetically works by first developing coping skills and then exposing the individual to manageable doses of a stressor. The assumption of a deficit or deficits in coping skills is made. However, it is not known if an individual is deficient in such skills. This thesis attempted to develop a valid assessment device in determining whether the individual actually lacks coping skills when confronted with provoking situations. Third, the situational analysis is a time-consuming process which demands a far greater effort beyond the scope of this thesis.
Response Enumeration: In this step, subjects generated responses to anger-provoking situations. Their responses were then rated by judges for levels of effectiveness. Although response autogeneration is rarely used in standardized behavioral assessment, this procedure is in line with the sample approach to assessment (MacDonald, 1978). The test behavior should constitute a subset of the actual behaviors of interest. As such, response autogeneration seems to be the only response format consistent with this position.

Response Evaluation: This step involves an empirical rather than an apriori determination, and thus it is an improvement from more traditional assessment approaches (Goldfried & D'Zurilla, 1969). However, there are still subjective opinions of the judges in their definition of effectiveness/competence. It is possible that judges' criteria are not valid when applied to specific situations in real-life contexts.

Within the set of procedures that Goldfried and D'Zurilla have outlined the specific tactics which may be used in achieving each of the goals can certainly vary (Goldfried & D'Zurilla, 1969). This definitely provides sufficient flexibility to test constructors working within this modality. Unfortunately, the empirical aspects of the procedures may be affected by this flexibility. For example, there is no delineation of a specific set of criteria for retaining items for response evaluation. Item difficulty and common occurrence are two general rules of thumb. But there is no specific criterion cut-off scores to use. For different purposes of their own research, test constructors have used varying criteria.

In the present study, the 25% criterion was used for the purpose of
retaining more items for response evaluation.

Another problem is related to the results of the present investigation. Only 17 items from the NAI achieved significant inter-rater reliability \((r \geq 0.60)\). Among the 32 items that were retained for response evaluation, there was wide variation in correlations among judges (e.g. some items had correlations of 0.05 and 0.01 while some had correlations as high as 0.96). One possible explanation for this is found upon further examination of the data. For items that had low correlations among judges, there were more subjects who responded to option "C" ("This situation is unlikely to occur to me, but is easy to handle if it occurs") in the response enumeration stage. Similarly, for the 17 items that had significant correlations, there were less subjects' ratings on "C". This pattern of results strongly affirms the importance of the two criteria (common occurrence of the situation and item difficulty) in retaining an item for response evaluation. When a situation is seen as unlikely to occur and is easy to handle if it occurs, it tends to yield low inter-rater reliability. Speculatively, the findings suggest that subjects and judges could discriminate real-life situations.

The 17 retained situations were more likely to occur to individuals and were somewhat more difficult to handle if they occurred. Subjects did indeed have more difficulty responding to the 17 items as they seemed to rate their own responses less accurately. Of the 17 items, only nine had at least one significant subject-judge correlation (Judge A/Ss or Judge B/Ss), with three items having significant correlations for both Judge A/Ss and Judge B/Ss. The average subject-judge correlations on the
17 items were generally lower than correlations among judges. We do not know if subjects' ratings of their own responses with respect to levels of effectiveness have any effect on their responses. It is possible that subjects may give highly effective responses that they would not typically use in real-life. In this case, one suspects that some individuals do not have deficits in coping skills. Rather these individuals may have in their repertoire effective ways of responding to potentially anger-provoking situations. In a contrived laboratory setting, they are able to produce effective responses to potentially anger-provoking situations. However, depending on situational cues, these individuals may/may not use their effective responses when they are confronted in real-life.

The specificity of performance creates a problem for behavioral assessment as current assessment practices are usually conducted under a very narrow range of stimulus conditions (e.g., the setting, information presented to subjects, and so on). Freedman et al (1978) suggested a more empirical approach that may provide a possible resolution to the situational specificity problem. Rather than using judges' opinions to define effective behavior, competence in a specific situation can be defined in terms of the assessment of the actual consequences of various responses to that situation. Although this idea is worthy of future consideration, it is difficult at this time to know how it can best be implemented.

The present investigation is only a first step toward identifying some of the relevant anger-provoking situations and criteria for effective
behavior. A number of important questions remain to be answered by future research. A fruitful area for future investigation is the construction of the inventory using the final set of 17 items, and subsequently the validation of the inventory. Validation studies may include comparing the responses to the situations of various "clinical" (e.g. prison-inmates, delinquent youths, and individuals who identified their problems as anger-related) and "normal" groups to establish concurrent and discriminant validity respectively.

The present research also has treatment implications for future investigations. The materials that were empirically developed can provide the basis for a skill-training program. In Goldsmith and McFall's work (1975), they applied the situations, responses and governing principles for effective behavior in an interpersonal skill-training program with psychiatric inpatients. The subject first listened to a narrative description of the problem situation. Then he was coached on the principles of effective behavior in that situation. Next, he heard a competent response by a male model and subsequently the likely consequences of various response alternatives. After the subject had understood the training materials, the recorded situation was replayed. The subject's response was tape-recorded, played back, and evaluated first by himself and then by the experimenter who provided corrective feedback.

In conclusion, the behavioral-analytic model is only at its beginning stages. So far, only a handful of investigations have utilized this approach (See pg. 11). Despite a paucity in the research, the behavioral analytic procedures represent an improvement over previous
approaches to assessment in terms of reliability, validity, and as a useful source of information for intervention programs.
References


APPENDIX A

NOVACO ANGER INVENTORY

1. You are waiting to be served at a restaurant. Fifteen minutes have gone by, and you still haven't even received a glass of water.

2. Being overcharged by a repairman who has you over a barrel.

3. Being singled out for correction, when the actions of others go unnoticed.

4. You are trying to rest or read, but there are children nearby who are making a lot of noise while playing.

5. Being called a liar.

6. You are in the midst of a dispute, and the other person calls you a "stupid jerk."

7. Hearing that a person has been deprived of his/her constitutional rights.

8. Someone borrows your car, consumes 1/3 of a tank of gas, and doesn't replace it or compensate you for it.

9. People who think that they are always right.

10. You unpack an appliance that you have just bought, plug it in, and discover that it doesn't work.

11. Struggling to carry four cups of coffee to your table at a cafeteria, someone bumps into you, spilling the coffee.

12. Getting your car stuck in the mud or snow.

13. You are typing a report hurrying to make a deadline, and the typewriter jams.

14. Employers who take advantage of their employees’ need for work by demanding more than they have a right to.

15. Watching someone bully another person who is physically smaller than he is.

16. Persons in authority who refuse to listen to your point of view.

17. You have hung up your clothes, but someone knocks them to the floor and fails to pick them up.

18. Being stood-up for a date.

19. Noise and disorder at the dinner table.

20. You are driving to pick up a friend at the airport and are forced to wait for a long freight train.
21. You are driving along at 45 mph, and the guy behind you is right on you bumper.

22. You are talking to someone, and they don't answer you.

23. Hitting your finger with a hammer.

24. Newspapers slanting the news against persons in political office to make them look bad to the public.

25. You have made arrangements to go somewhere with a person, who backs off at the last minute and leaves you hanging.

26. Being joked about or teased.

27. Your car is stalled at a traffic light, and the guy behind you keeps blowing his horn.

28. Seeing somebody berate another person to excess.

29. Being pushed or shoved by someone in an argument.

30. You accidentally make the wrong kind of turn in a parking lot. As you get out of your car someone yells at you, "Where did you learn to drive?"

31. Someone who pretends to be something that they are not.

32. You walk out to the parking lot, and you discover that your car has been towed away by the police.

33. Working hard on a project and getting a poor evaluation.

34. Someone makes a mistake and blames it on you.

35. You get in your car to drive to work, and the car won't start.

36. Being hounded by a salesperson from the moment that you walk into a store.

37. Being given an unnecessarily difficult exam when you need a good grade.

38. You are deprived of a promotion to which you are entitled because you haven't played up to the right people.

39. Someone who tries to make you feel guilty.

40. You are trying to concentrate, but a person near you is tapping their foot.
41. Getting punched in the mouth.

42. When you are criticized in front of others for something that you have done.

43. You lend someone an important book or tool, and they fail to return it.

44. In the parking lot, the person whose car is next to yours swings open his door, chipping the paint from your car.

45. Getting cold soup or vegetables in a restaurant.

46. Someone who is always trying to get "one-up" on you.

47. You have had a busy day, and the person you live with starts to complain about how you forgot to do something that you agreed to do.

48. People who constantly brag about themselves.

49. Being thrown into a swimming pool with your clothes on.

50. Banging your shins against a piece of furniture.

51. You are trying to discuss something important with your mate or partner who isn't giving you a chance to express your feelings.

52. Being forced to do something that you don't want to do.

53. You are in a discussion with someone who persists in arguing about a topic they know very little about.

54. Losing a game that you wanted to win.

55. Being told to "go to hell."

56. Someone making fun of the clothes that you are wearing.

57. Someone sticking their nose into an argument between you and someone else.

58. You are walking along on a rainy day, and a car drives past, splashing you with water from the street.

59. Acts of prejudice against a minority or ethnic group.

60. Someone spits at you.
61. You need to get to somewhere quickly, but the car in front of you is going 25 mph in a 40 mph zone, and you can't pass.

62. Being talked about behind your back.

63. Stepping on a gob of chewing gum.

64. Hearing that a very wealthy person has paid zero income tax.

65. You have just cleaned up an area and organized the things in it, but someone comes along and messes it up.

66. Someone ripping off your automobile antenna.

67. You are involved in watching a TV program, and someone comes up and switches the channel.

68. Being told by an employer or teacher that you have done poor work.

69. You are in a ball game, and one of your opponents is unnecessarily rough.

70. Being mocked by a small group of people as you pass them.


72. You are in a theater ticket line, and someone cuts in front of you.

73. Being forced to do something in a way that someone else thinks that it should be done.

74. You use your last 10¢ to make a phone call, but you are disconnected before you finish dialing.

75. In a hurry to get somewhere, you tear a good pair of slacks on a sharp object.

76. Being misled and deceived by someone holding political office.

77. You are out for an evening with someone who indirectly conveys to you that you just don't measure up to their standards.

78. While washing your favorite cup, you drop it, and it breaks.

79. Children leaving their toys and play items scattered about the house on the floor and furniture.

80. Discovering that you were deliberately sold defective merchandise.
APPENDIX B

Subjects' Questionnaires: Eight different forms of the modified NAI situations
Dear Subject,

On top of each of the following pages is a situation that is likely to occur to some of us.

1. Please read the situation. Then indicate whether the situation is likely/unlikely to occur to you, and is easy/difficult to handle if it occurs by checking one of A, B, C, D, provided.

2. Then imagine yourself responding to the situation as if it is actually happening. In the spaces provided, please write down your responses. For each situation, you are to respond as you typically would. Also, it is important that you "actively participate" in your response. That is, you are to imagine yourself interacting (e.g. talking) in the situation. Examples of different responses are given below to illustrate what we mean by "active participation." Remember you are to give your most typical response to each situation.

3. After you have given your most typical response to the situation, we would like you to rate how effective you think your response is on a 7-point rating scale provided. You must rate your response with a whole number.

A Sample Situation:

You found a hole in the new pants you bought at the store the other day. When you bring them back to the salesperson, he/she loudly remarks that you have purposely caused the hole.

Examples of different responses indicating "active participation":

Sample Response:

"These pants were like this when I got them. Now may I exchange them or get my money back?"

Sample Response:

"You are lying! I did not purposely put a hole in the pants! How can you be so rude to a customer? I want to report this to your supervisor."

Sample Response:

"I'm sorry if I have caused you any inconveniences. I really didn't know that these pants have a hole in them."
SITUATION:

In the parking lot, the person whose car is next to yours swings open his/her door, chipping the paint from your car.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

_ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

_ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective  neither effective nor ineffective  extremely effective
SITUATION:

Let's suppose that a friend has just called you a liar in front of a group of people whose respect you would very much want to have.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
- B. This situation is likely to occur to me, but is difficult to handle if it occurs.
- C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
- D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Suppose you overhear a friend of yours making very prejudicial remarks about a particular minority group.

PLEASE CHECK ONE OF THE FOLLOWING:

   A. This situation is likely to occur to me, and is easy to handle if it occurs.
   B. This situation is likely to occur to me, but is difficult to handle if it occurs.
   C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
   D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

1 2 3 4 5 6 7

extremely ineffective neither effective extremely effective
ineffective nor ineffective
SITUATION:
You are in your house trying to rest or read, but there are children nearby who are making a lot of noise while playing.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.

B. This situation is likely to occur to me, but is difficult to handle if it occurs.

C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective  neither effective nor ineffective  extremely effective
SITUATION:

A waitress has just served you cold soup.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

_ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

_ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective  neither effective nor ineffective  extremely effective
SITUATION:

Someone you know constantly brags about themselves.

PLEASE CHECK ONE OF THE FOLLOWING:

___ A. This situation is likely to occur to me, and is easy to handle if it occurs.

___ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

___ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

___ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>extremely ineffective</td>
<td>neither effective nor ineffective</td>
<td>extremely effective</td>
<td></td>
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</table>


Let's suppose that you are typing a report hurrying to make a deadline, and the typewriter jams.

PLEASE CHECK ONE OF THE FOLLOWING:

   A. This situation is likely to occur to me, and is easy to handle if it occurs.

   B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective  neither effective  extremely effective

neither effective  nor ineffective
SITUATION:

You need to get somewhere quickly, but the car in front of you is going 25 mph in a 40 mph zone, and you can't pass.

PLEASE CHECK ONE OF THE FOLLOWING:

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:
Let's suppose that you've hit your finger with a hammer.

PLEASE CHECK ONE OF THE FOLLOWING:

___ A. This situation is likely to occur to me, and is easy to handle if it occurs.

___ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

___ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
**SITUATION:**

You are trying to discuss something important with your mate or partner who isn't giving you a chance to express your feelings.

**PLEASE CHECK ONE OF THE FOLLOWING:**

- **A.** This situation is likely to occur to me, and is easy to handle if it occurs.
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1 2 3 4 5 6 7

- extremely ineffective
- neither effective nor ineffective
- extremely effective

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A Sample Situation:

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Examples of different responses indicating "active participation":

Sample Response:

"These pants were like this when I got them. Now may I exchange them or get my money back?"

Sample Response:

"You are lying! I did not purposely put a hole in the pants! How can you be so rude to a customer? I want to report this to your supervisor."

Sample Response:

"I'm sorry if I have caused you any inconveniences. I really didn't know that these pants have a hole in them."
SITUATION:

You are in a ball game, and one of your opponents is unnecessarily rough.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
- B. This situation is likely to occur to me, but is difficult to handle if it occurs.
- C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
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YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 extremely ineffective
2 neither effective nor ineffective
3 extremely ineffective
4 extremely effective
You are in the library reading and trying to concentrate, but a person near you is tapping their foot and disrupting your train of thought.

**PLEASE CHECK ONE OF THE FOLLOWING:**

- **A.** This situation is likely to occur to me, and is easy to handle if it occurs.
- **B.** This situation is likely to occur to me, but is difficult to handle if it occurs.
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**PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:**

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Someone in class tries to impress the professor by pretending that he/she is very well-read in a subject that he/she is not.

PLEASE CHECK ONE OF THE FOLLOWING:

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective  neither effective nor ineffective extremely effective
SITUATION:

You are already working more than 8 hours a day at your job. However your employer demands that you take on more new responsibilities than you can handle.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that one of your friends always acts as if he/she is always right.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
- B. This situation is likely to occur to me, but is difficult to handle if it occurs.
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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you are being overcharged by a refrigerator repairman who has told you previously that the problem with your refrigerator is minor.

PLEASE CHECK ONE OF THE FOLLOWING:

   __ A. This situation is likely to occur to me, and is easy to handle if it occurs.

   __ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Suppose that someone makes a mistake at work and blames it on you.

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective

60
SITUATION:

You are in the midst of a dispute, and the other person calls you a "stupid jerk."

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:
You walk out to the parking lot, and you discover that your car has been towed away by the police.

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

In a hurry to get somewhere, you tear a good pair of slacks on a sharp object.

PLEASE CHECK ONE OF THE FOLLOWING:

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Examples of different responses indicating "active participation":

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"These pants were like this when I got them. Now may I exchange them or get my money back?"

Sample Response:

"You are lying! I did not purposely put a hole in the pants! How can you be so rude to a customer? I want to report this to your supervisor."

Sample Response:

"I'm sorry if I have caused you any inconveniences. I really didn't know that these pants have a hole in them."
SITUATION:

While washing your favorite cup, you drop it, and it breaks.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.

B. This situation is likely to occur to me, but is difficult to handle if it occurs.

C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

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YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

/ / / / / / / /
1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You've got something important that you want to discuss with your friend and ask him/her for his/her opinion. Your friend does not seem to answer you whenever you ask a question. He/she often interrupts what you say and talks about other unrelated things.

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you see someone bullying another person who is physically smaller than he.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.
_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.
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extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You are in the middle of a dispute with someone. He/she rants and raves at you. As you try to walk away from his/her verbal abuse, your opponent pulls you back and punches you in the mouth.

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You have lost a ball game that you've practiced for weeks and wanted to win.

PLEASE CHECK ONE OF THE FOLLOWING:

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B. This situation is likely to occur to me, but is difficult to handle if it occurs.
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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you have just heard that a person you know has been deprived of his/her constitutional rights (e.g. the police have entered their house without a search warrant).

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7

effectively ineffective neither effective nor ineffective extremely effective
SITUATION:

You are having a heated argument with a friend. He/she screams and tells you to "go to hell."

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You are out for an evening with someone who indirectly conveys to you that you just don't measure up to their standards.

PLEASE CHECK ONE OF THE FOLLOWING:

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extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Some of your children have just left their toys and play items scattered about the house on the floor and furniture.

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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
Suppose that you are waiting to be served at a restaurant. Fifteen minutes have gone by, and you still haven't received a glass of water.

PLEASE CHECK ONE OF THE FOLLOWING:

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Sample Response:

"I'm sorry if I have caused you any inconveniences. I really didn't know that these pants have a hole in them."
SITUATION:

You lend someone an important tool, and they fail to return it.

PLEASE CHECK ONE OF THE FOLLOWING:

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__ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

/ / / / / / / 
1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You've just discovered that you've been sold defective merchandise.

PLEASE CHECK ONE OF THE FOLLOWING:

__ A. This situation is likely to occur to me, and is easy to handle if it occurs.

__ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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1 2 3 4 5 6 7

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective

77
SITUATION:

You voice your opinion of an issue discussed in class. The professor criticizes your idea and tells the class that it is dumb of you to bring it up in the first place.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
- B. This situation is likely to occur to me, but is difficult to handle if it occurs.
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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You have just cleaned up an area and organized the things in it, but someone comes along andmesses it up.

PLEASE CHECK ONE OF THE FOLLOWING:

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__ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

/ / / / / / / / / / 
1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you are driving along at 45 mph, and the guy behind you is right on your bumper.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
- B. This situation is likely to occur to me, but is difficult to handle if it occurs.
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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:
You have made arrangements to go somewhere with a person, who backs off at the last minute and leaves you hanging.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.

B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You have not been working for 2 days because of a bad cold. A co-worker tries to make you feel guilty by telling you that he/she has been working overtime doing your work because of your absence.

PLEASE CHECK ONE OF THE FOLLOWING:

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1  2  3  4  5  6  7

extremely ineffective  neither effective nor ineffective  extremely effective
SITUATION:

Someone makes fun of the clothes that you are wearing.

PLEASE CHECK ONE OF THE FOLLOWING:

   _ A. This situation is likely to occur to me, and is easy to handle if it occurs.

   _ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

As you run across the room, you accidentally bang your shins against a piece of furniture.

PLEASE CHECK ONE OF THE FOLLOWING:

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extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Suppose that you are mocked by a small group of people as you pass them.

PLEASE CHECK ONE OF THE FOLLOWING:

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- **B.** This situation is likely to occur to me, but is difficult to handle if it occurs.
- **C.** This situation is unlikely to occur to me, but is easy to handle if it occurs.
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Examples of different responses indicating "active participation":

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"These pants were like this when I got them. Now may I exchange them or get my money back?"

Sample Response:

"You are lying! I did not purposely put a hole in the pants! How can you be so rude to a customer? I want to report this to your supervisor."

Sample Response:

"I'm sorry if I have caused you any inconveniences. I really didn't know that these pants have a hole in them."
SITUATION:

Suppose that people in authority are refusing to listen to your point of view.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.
B. This situation is likely to occur to me, but is difficult to handle if it occurs.
C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
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YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You are in a theater ticket line, and someone cuts in front of you.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.

B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Somebody tells you that a certain business person is making excessive profits by taking advantage of the needs and demands of customers.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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_ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective
neither effective nor ineffective
extremely effective
Let's suppose that you're given an unnecessarily difficult exam when you need a good grade.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.
B. This situation is likely to occur to me, but is difficult to handle if it occurs.
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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You are involved in watching a TV program, and someone comes up and switches the channel.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

_ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

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YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

/ / / / / / /
1 2 3 4 5 6 7

extremely ineffective
neither effective nor ineffective
extremely effective
SITUATION:

You unpack an appliance that you have bought, plug it in, and discover that it doesn't work.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

/ / / / / / / /
1 2 3 4 5 6 7

extremely ineffective
neither effective nor ineffective
extremely effective
SITUATION:

A friend borrows your car, consumes one third of a tank of gas, and doesn't replace it or compensate you for it.

PLEASE CHECK ONE OF THE FOLLOWING:

_A. This situation is likely to occur to me, and is easy to handle if it occurs._

_B. This situation is likely to occur to me, but is difficult to handle if it occurs._

_C. This situation is unlikely to occur to me, but is easy to handle if it occurs._

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YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Suppose that you are struggling to carry four cups of coffee to your table at a cafeteria, someone bumps into you, forcing you to spill the coffee.

PLEASE CHECK ONE OF THE FOLLOWING:

___ A. This situation is likely to occur to me, and is easy to handle if it occurs.

___ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you see somebody berating another person to excess.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

extremely ineffective | neither effective nor ineffective | extremely effective

1 2 3 4 5 6 7
SITUATION:

You are in an argument. Suppose that the person you are arguing with begins pushing and shoving you.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

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\begin{array}{ccccccc}
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Sample Response:

"I'm sorry if I have caused you any inconveniences. I really didn't know that these pants have a hole in them."
SITUATION:

Suppose that you've worked hard on a school project, but get a poor evaluation from your professor.

PLEASE CHECK ONE OF THE FOLLOWING:

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- B. This situation is likely to occur to me, but is difficult to handle if it occurs.
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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1  2  3  4  5  6  7

extremely ineffective  neither effective nor ineffective  extremely effective
SITUATION:

Let's suppose that you are driving to pick up a friend at the airport and are forced to wait for a long freight train.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.

B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You have had a busy day, and the person you live with starts to complain about how you forgot to do something that you agreed to do.

PLEASE CHECK ONE OF THE FOLLOWING:

___ A. This situation is likely to occur to me, and is easy to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1     2     3     4     5     6     7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Someone spits at you.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.

B. This situation is likely to occur to me, but is difficult to handle if it occurs.

C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

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1 / 2 / 3 / 4 / 5 / 6 / 7

extremely ineffective  neither effective nor ineffective  extremely effective
SITUATION:

You are in a discussion with someone who persists in arguing about a topic they obviously know very little about.

PLEASE CHECK ONE OF THE FOLLOWING:

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B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:
You've just been told by your employer that you have done a poor job on your last assignment.

PLEASE CHECK ONE OF THE FOLLOWING:
- A. This situation is likely to occur to me, and is easy to handle if it occurs.
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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You use your last 10 cents to make a phone call, but you are disconnected before you finish dialing.

PLEASE CHECK ONE OF THE FOLLOWING:

   _ A. This situation is likely to occur to me, and is easy to handle if it occurs.
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SITUATION:
You have hung up your clothes, but your room-mate knocks them to the floor and fails to pick them up.

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7

effectively ineffective neither effective nor ineffective effective
SITUATION:

Someone sticks their nose into an argument between you and someone else.

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:
You are misled and deceived by someone holding political office.

PLEASE CHECK ONE OF THE FOLLOWING:

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Sample Response:

"I'm sorry if I have caused you any inconveniences. I really didn't know that these pants have a hole in them."
SITUATION:

Let's suppose that your car is stuck in the mud or snow.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

The professor has lost your term paper and you do not have an extra copy of it. Because of this, you are forced to redo the assignment.

PLEASE CHECK ONE OF THE FOLLOWING:

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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Suppose that someone you know is always trying to get "one-up" on you.

PLEASE CHECK ONE OF THE FOLLOWING:

___ A. This situation is likely to occur to me, and is easy to handle if it occurs.

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1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:
You are walking along on a rainy day, and a car drives past, splashing you with water from the street.

PLEASE CHECK ONE OF THE FOLLOWING:

__ A. This situation is likely to occur to me, and is easy to handle if it occurs.
__ B. This situation is likely to occur to me, but is difficult to handle if it occurs.
__ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
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1 2 3 4 5 6 7
extremely ineffective  neither effective nor ineffective  extremely effective
SITUATION:

You are being talked about behind your back.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.
   _ B. This situation is likely to occur to me, but is difficult to handle if it occurs.
   _ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

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extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you are being joked about or teased by friends.

PLEASE CHECK ONE OF THE FOLLOWING:

___ A. This situation is likely to occur to me, and is easy to handle if it occurs.

___ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

___ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

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1 2 3 4 5 6 7

1 extremely ineffective                         7 extremely effective
                                      2 neither effective
                                      3 nor ineffective
SITUATION:

You are deprived of a promotion to which you are entitled because you haven't played up to the right people.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
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SITUATION:

Your car is stalled at a traffic light, and the guy behind you keeps blowing his horn.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

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PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

/ / / / / / /
1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
Let's suppose that you are being stood-up for a date.

PLEASE CHECK ONE OF THE FOLLOWING:

___ A. This situation is likely to occur to me, and is easy to handle if it occurs.

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1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you get in your car to drive to work, and the car won't start.

PLEASE CHECK ONE OF THE FOLLOWING:

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Thank you for your cooperation.
Dear Subject,

On top of each of the following pages is a situation that is likely to occur to some of us.

1. Please read the situation. Then indicate whether the situation is likely/unlikely to occur to you, and is easy/difficult to handle if it occurs by checking one of A, B, C, D, provided.

2. Then imagine yourself responding to the situation as if it is actually happening. In the spaces provided, please write down your responses. For each situation, you are to respond as you typically would. Also, it is important that you "actively participate" in your response. That is, you are to imagine yourself interacting (e.g. talking) in the situation. Examples of different responses are given below to illustrate what we mean by "active participation." Remember you are to give your most typical response to each situation.

3. After you have given your most typical response to the situation, we would like you to rate how effective you think your response is on a 7-point rating scale provided. You must rate your response with a whole number.

A Sample Situation:

You found a hole in the new pants you bought at the store the other day. When you bring them back to the salesperson, he/she loudly remarks that you have purposely caused the hole.

Examples of different responses indicating "active participation":

Sample Response:

"These pants were like this when I got them. Now may I exchange them or get my money back?"

Sample Response:

"You are lying! I did not purposely put a hole in the pants! How can you be so rude to a customer? I want to report this to your supervisor."

Sample Response:

"I'm sorry if I have caused you any inconveniences. I really didn't know that those pants have a hole in them."
SITUATION:

Someone has just ripped off your automobile antenna.

PLEASE CHECK ONE OF THE FOLLOWING:

_A. This situation is likely to occur to me, and is easy to handle if it occurs._

_B. This situation is likely to occur to me, but is difficult to handle if it occurs._

_C. This situation is unlikely to occur to me, but is easy to handle if it occurs._

_D. This situation is unlikely to occur to me, and is difficult to handle if it occurs._

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

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<tr>
<td>extremely ineffective</td>
<td>neither effective nor ineffective</td>
<td>extremely effective</td>
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120
SITUATION:
Suppose that you are being singled out for correction by your professor when the actions of other students go unnoticed.

PLEASE CHECK ONE OF THE FOLLOWING:

A. This situation is likely to occur to me, and is easy to handle if it occurs.
B. This situation is likely to occur to me, but is difficult to handle if it occurs.
C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective  neither effective  nor ineffective  extremely effective
SITUATION:

Let's suppose that while you are trying to eat, there is noise and disorder at the dinner table.

PLEASE CHECK ONE OF THE FOLLOWING:

__ A. This situation is likely to occur to me, and is easy to handle if it occurs.

__ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

__ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

__ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7
extremely ineffective    neither effective nor ineffective    extremely effective
SITUATION:

You are forced to do something in a way that someone else thinks is right.

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

_ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

_ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:
You've just stepped on a gob of chewing gum.

PLEASE CHECK ONE OF THE FOLLOWING:

___ A. This situation is likely to occur to me, and is easy to handle if it occurs.

___ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

___ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

___ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you are being hounded by a salesperson from the moment that you walk into a store.

PLEASE CHECK ONE OF THE FOLLOWING:

__ A. This situation is likely to occur to me, and is easy to handle if it occurs.

__ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

__ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

__ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

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125
SITUATION:

You accidentally make the wrong kind of turn in a parking lot. As you get out of your car someone yells at you, "Where did you learn to drive?"

PLEASE CHECK ONE OF THE FOLLOWING:

_ A. This situation is likely to occur to me, and is easy to handle if it occurs.

_ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

_ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

_ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:
Suppose that a newspaper is slanting the news against some politicians whom you support to make them look bad to the public.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
- B. This situation is likely to occur to me, but is difficult to handle if it occurs.
- C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
- D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7
extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

Let's suppose that you're thrown into a swimming pool with your clothes on.

PLEASE CHECK ONE OF THE FOLLOWING:

__ A. This situation is likely to occur to me, and is easy to handle if it occurs.

__ B. This situation is likely to occur to me, but is difficult to handle if it occurs.

__ C. This situation is unlikely to occur to me, but is easy to handle if it occurs.

__ D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective
SITUATION:

You've just heard that a very wealthy person has paid zero income tax last year and you ended up paying over $1,000.

PLEASE CHECK ONE OF THE FOLLOWING:

- A. This situation is likely to occur to me, and is easy to handle if it occurs.
- B. This situation is likely to occur to me, but is difficult to handle if it occurs.
- C. This situation is unlikely to occur to me, but is easy to handle if it occurs.
- D. This situation is unlikely to occur to me, and is difficult to handle if it occurs.

YOUR MOST TYPICAL RESPONSE TO THE SITUATION:

PLEASE RATE YOUR RESPONSE (WITH A WHOLE NUMBER) ON THE FOLLOWING SCALE:

1 2 3 4 5 6 7

extremely ineffective neither effective nor ineffective extremely effective

Thank you for your cooperation.
Dear Rater,

Below is a problematic situation and a list of responses to it that are similar to those situations that you are being asked to evaluate. The various responses to the situation have been scored on a Likert scale from 1 (extremely ineffective) to 4 (neither effective nor ineffective, it will neither help nor hurt the situation) to 7 (extremely effective).

Please note that each response is rated independently and that more than one response may receive an identical rating if appropriate. All responses are rated with whole numbers.

As a general guideline, we have provided a definition of "effectiveness." The most effective response is one which would best resolve the problematic nature of the situation, and also tend to maximize other positive consequences--long-term as well as short-term consequences, and social as well as personal consequences--and minimize negative ones. The situations were derived from the Novaco Anger Scale.

Please read the situation and all of the responses. Then, because it is likely that additional ways of handling the given situation (effective or ineffective) may occur to you, we have provided space for you to indicate these other potential responses. After you have read through all the given responses and have written in additional responses, please rate in your own opinion, how effective you think each of the responses would be.

Finally, for each situation, list in your opinion the necessary components for an extremely effective response. These criteria should be comprehensive in that they should outline those responses that should not be included in a competent or effective response, as well as those that are felt to be essential for an effective response.

To summarize, the procedure to follow for each situation is:
1. Read the situation and all of the responses given.
2. Write in any additional responses (effective or ineffective) which you think an individual may behave in the situation.
3. Rate each response as to its effectiveness.
4. List the necessary components for an extremely effective response.

Thank you very much.
Situation: Let's suppose that one of your friends always acts as if he/she is always right.

Ratings | Responses
---|---
| "Not everyone is right all the time. It's O.K. to be wrong."
| "I don't think that you're seeing all points in this matter, there is another possible solution."
| "Everyone is wrong once in a while. Try being average--you can admit your mistakes. Most people will understand."
| "I'm sorry but you are wrong--this is how it should be!"

I find such people irritating but I'll not confront them directly. Instead, I would try to avoid or at least ignore them.

Why is it so important to you that you're always right? I'm not going to think any less of you either way."

Tactfully say to friend: "I thought I heard that there's a different way....I read something about that."

"How do you know? I'll prove that you're wrong... (especially if I knew he was wrong. I would do it in front of some other friends so he would think twice about arguing the next time.)

At first, I won't do anything but will take note when he is wrong. Then when he really gets out of line, I'll throw all his erroneous interpretations back at him, possibly in a joking manner.

I'll pick a subject I know nothing about and argue the point I know is wrong. Then, make my friend tell me that I think I know everything. In saying that he might evaluate and recognize a similarity in himself.

At first, I'd try just to let it slide. But eventually I'll say to him: "I'm tired of your know-it-all attitude."

"I think everybody has an opinion on things and sometimes they can be wrong."
List what, in your opinion, are the necessary components for an extremely effective response.
extremely ineffective neither effective nor ineffective extremely effective

**Situation:** Someone sticks their nose into an argument between you and someone else.

**Ratings**  **Responses**

_____ If the person is against me or confusing the argument, I would say: "You are both wrong!" If he is on my side, I would say: "See, everybody else agrees with me."

_____ "Please keep your nose out of our argument, this has nothing to do with you. Don't worry about it."

_____ "I don't want to get you involved, it's difficult enough already without others taking part."

_____ "I don't think you've heard all of our argument, so I don't know if you're qualified to argue with us."

_____ "Wait a second Bob, John and I would like to draw some type of conclusion about when is the best time to fish at Stevensville, then you can express your opinion."

_____ "I'm sorry but this discussion is between _____ and myself. Although it might appeal to you to get involved in our argument, I wish you wouldn't. I'm sure we can come to our own conclusions."

_____ "This argument was very constructive. Your intervention was not asked for."

_____ "You don't know anything about this, so please bug off."

_____ "Butt out! This is my fight and if you don't watch it you'll be next."

_____ "Why don't you back off, this is between him and I."

_____ I would ignore him and continue the argument with the other person.

_____ "I can only handle one person at a time, why don't you butt out and I'll deal with you later. This is between him and me right now."
Ratings | Additional Responses
---|---
| |
| |
| |

List what, in your opinion, are the necessary components for an extremely effective response.
<table>
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<tr>
<th><strong>Ratings</strong></th>
<th><strong>Responses</strong></th>
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<tbody>
<tr>
<td>1</td>
<td>&quot;I feel I've been evaluated unfairly. Can you please reexamine my project?&quot;</td>
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<tr>
<td>2</td>
<td>I'd make an appointment to see him. During the appointment I say to him: &quot;Professor _______ I would like to know your reasons for giving me such a low mark on this project. I've put in a tremendous amount of time on this and it seems to me that you have been far too critical. I'd like to discuss with you exactly what it is you find wrong with this project.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;Sir, I have put so many hard working hours into this project. Do you think we could talk about the evaluation you gave me?&quot;</td>
</tr>
<tr>
<td>4</td>
<td>&quot;I have worked hard on this project. Could you please show me what it is about it that you find unacceptable? I would be willing to accommodate your wishes as far as this paper is concerned.&quot;</td>
</tr>
<tr>
<td>5</td>
<td>&quot;I really put in a lot of effort in doing this project. I'm very disappointed with the evaluation.&quot;</td>
</tr>
<tr>
<td>6</td>
<td>I will not approach my professor. But I'll say to myself: &quot;I thought I did a good job, but I guess I didn't. The professor knows more about this than I do anyway.&quot;</td>
</tr>
<tr>
<td>7</td>
<td>&quot;I would really like you to explain your grading on my project. I really feel that I did my best and thought that I had done a good job. Even if you don't want to change my grade, please give me some constructive criticism, so that I can do better next time.&quot;</td>
</tr>
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<td></td>
<td>&quot;I've put a lot of time and work into the project and I feel I deserve a better grade.&quot;</td>
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**Situation:** Suppose that you've worked hard on a school project, but get a poor evaluation from your professor.
Ratings | Responses
---|---
| "I've worked very hard on this project and I feel that I did a good job. You should have an open mind to others' ideas. Couldn't my grade by raised considering the effort I put into it?"

| "Professor ______, could you please give me an explanation why I got the grade you gave me? I feel that I've worked hard and did a better job than the grade you've given."

| "Professor ______, I notice that you've given me a low score on my research paper. May we go through it so that I can validate any misinterpretations which may have resulted when you read it."

**Additional Responses**

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---

---

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: In the parking lot, the person whose car is next to yours swings open his/her door, chipping the paint from your car.

Ratings       Responses

_____ "You chipped the paint on my car. You can either give me the money to fix it, or get in touch with your insurance company."

_____ "You idiot! Why can't you be a bit more careful? I hope you are ready to pay for that!" If the chip wasn't severe or the whole business was obviously accidental I would probably eventually settle for an apology.

_____ I would get out of the car and check the damage, then make sure the person sees that I saw and wait for a response or solution from the other person. If none, I would kindly ask him, "What do you intend to do about the damage?"

_____ Laugh a little and ask the other driver for insurance information. "Oh darn." (Shake my head, a laugh/smile) "Who's your insurance company?"

_____ "That's all right, it will match the rest of the little dings on the whole truck!"

_____ If it wasn't too bad, I'd say: "Forget it."

_____ "You just chipped the paint off my door. Do you always act unappreciatively to other peoples' cars?"
(If my car was new): "I'm gonna have to report this because the chip will make my car look bad."
(If my car was old): "Don't worry about it, but please try to be more careful."

_____ "Sir/Ma'm, could you please be more careful."

_____ If it's my brand new car, I'll let it go but give the people a very dirty look so that they realize what they did.
Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: A friend borrows your car, consumes one-third of a tank of gas, and doesn't replace it or compensate you for it.

**Ratings**

**Responses**

- "What do you think you are, using my car and not paying for it!"
- "The next time you borrow my car, please give me money for gas or leave the gas gauge where you find it." If my friend doesn't comply, I'll not let him use my car anymore.
- "I can't let you borrow my car anymore because the last time you did not pay for the gas you used. I'm only saying this because I want to be honest with you, and I still care about you."
- I would directly confront him: "Hey, are you going to pay me for the gas or not? If not, you can forget about ever using my car again!"
- "Sandy, remember when you borrowed my car yesterday? Well, you burned a third of my tank of gas. I'm hoping that you either replace it or pay me for it. I don't mind you using my car at all, but I can't afford to pay for that much gas."
- "You realize that cars don't run on air. Gas is too expensive for me to give away, so I would appreciate if you would reimburse me for the gas you used."
- I would ask my friend: "Why didn't you replace the gas?" If she did not have a good enough reason, I wouldn't let her use my car anymore. If she ever wants to use it again she'll have to pay in advance.
- I would borrow their car and return the "favor."
- I find it hard to tell him directly. But I would hint and hope he'd noticed: "Boy, I guess I better put some gas in my car, I'm low." If he asks to borrow my car again, I would ask him to put in some gas first.
List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You are in a theater ticket line, and someone cuts in front of you.

Ratings  Responses

1. extremely ineffective  "My, my, aren't we in a hurry today! Do you mind?" Then I would step in front of that person.

2. neither effective nor ineffective  "Come on, jerk, why don't you wait for your turn like we all have to?"

3. effective  I would just smile at the person, and let him/her get the ticket before me--it's not worth making a scene.

4. extremely ineffective  I would tap the person on the shoulder and say: "You cut in front of me. I think it's only fair for you to go to the end of the line."

5. extremely effective  "I'm sure you have a very good reason for not wanting to wait in line but no one else likes standing in line, so please go to the end."

6. neither effective nor ineffective  I would say: "Excuse me" loudly and look at the person.

7. extremely effective  First I would say to the person in a calm voice: "Will you go to the end of the line?" If he reacts with malice towards me, I'll fight back--I'd probably throw him out of the line.

8. extremely ineffective  "Thanks a lot for cutting in front of me, especially since I've only been standing here for a couple of hours and am frozen to the bone--I love it when people cut the line!"

9. extremely effective  "Excuse me, I was in line first. The end of the line is back there." If the person starts to get loud or obnoxious, I'd let him go first to avoid an argument. It does make me mad.

10. extremely ineffective  "Excuse me, but this happens to be a line in which I have been waiting in for the past half hour. If everyone cuts in like you, the poor people in the back of the line might not be able to get a ticket. If you want to be sure that you get a ticket, you should have gotten here earlier! Be fair!"
**Ratings**  | **Responses**  
---|---  
--- | I wouldn't say anything but I'll give him/her dirty looks. I'll be mad.  
--- | "Excuse me, but the line ends back there, others were here before you."  

**Additional Responses**

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---

---

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You have not been working for 2 days because of a bad cold. A co-worker tries to make you feel guilty by telling you that he/she has been working overtime doing your work because of your absence.

Ratings | Responses
---|---
| "I'm sorry but I couldn't help it and nothing can be done about it now, so get off my back!"
| "Poor baby, Gee, thanks. I bet all that extra money will come in handy. Maybe you can take me out to lunch tomorrow!"
| "I'm sorry you've been working overtime, but I guess I'll be in the same position the next time you get sick."
| To co-worker: "I'm really sorry that you've had to work overtime on my account. Now that I'm feeling better, I'll try to make it up to you by helping you catch up on your work."
| To co-worker: "I'm sorry. I've really been sick and I wouldn't have gotten anything done anyhow because I was so sick."
| "So what if you were working overtime because I was not there. I still have a slight cold right now. If I was working during those 2 days, you could catch it. Besides, when you get a cold some time, I'll probably be working overtime doing your work."
| To co-worker: "I'm sorry but I haven't been feeling well. Maybe you'll understand when you're sick too."
| "Look, I'm sorry you were given an extra load but it really wasn't up to me to assign it to you. Someone else did that. You could have always declined taking the work. If you want, I'll talk to the boss so that he's sure to pay you for your extra time....I really am sorry."
### Ratings

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<tr>
<td>4</td>
<td>&quot;I'm terribly sorry but look at all that overtime pay you made!&quot;</td>
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<tr>
<td>3</td>
<td>&quot;I'm sorry that I couldn't make it to work. I feel terrible about you working overtime. But it was better not to come to work and give my cold to everyone here. Maybe sometime I can help you out if the same situation occurs.&quot;</td>
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</table>
| 1      | To co-worker: "Do you think I was sick on purpose?"
| 2      | I have truly been sick, if you still have problems over this matter, why don't you go talk to the boss."
| 0      | Say nothing. |
| 5      | To co-worker: "Sorry, but I was sick. There's nothing you can do about it, you know."
| 4      | To co-worker: "The next time you get sick, I'll gladly handle your work because you handled mine." |

### Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Let's suppose that you are being stood-up for a date.

Ratings | Responses
---------|----------------------------------
1        | I'll not talk to him/her if they call in future.
2        | I'll get upset. I'll call and ask him why. I'll probably cry.
3        | When she doesn't show up, I tell myself: "I should have known she wouldn't show. She is probably out with some jock from the football team. Oh well, so what, she's dizzy anyway."
4        | I'll call up a friend and go out with him that night. When I do see that person who stood me up, I'll confront her and ask for her reason. If it's a good reason, I'll ask for another date. If she says no, I would get the hint and thank her anyway.
5        | After that, I wouldn't even talk to the person until he comes up to me and says something.
6        | Tell him politely: "I don't care for what you did. It makes me feel like I'm not worth your time."
7        | It depends on how much I care for the guy. If I don't care, I will dump him. If I do, I'll ask him for an explanation. I'll tell him that I was really upset and that he should have called me.

I'll call and see if he's home. If so, ask why he is not showing up. If not, leave my house and do something or watch T.V.

Confront person: "If you didn't want to go out you should have been man enough to admit it. Next time you ask someone out, show a little respect."
Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You have made arrangements to go somewhere with a person who backs off at the last minute and leaves you hanging.

Ratings

Responses

--- "If you didn't want to go, you couldn't have said so in the first place. I could have made some other plans."

--- I would say: "I understand. These things happen. Call me later!" I would complain to a close friend about this person who backs off--how inconsiderate and rude she was. Nothing makes me more mad than when I've made an effort to meet someone, and she doesn't make the same effort to meet me, especially when I would have done other things had I known more in advance.

--- "Could you explain to me why you didn't let me know of your change of plans earlier?"

--- "Why did you decide not to go after we'd made plans? I was really looking forward to it."

--- I would say: "O.K. See you later." It's no big deal. There is always something else I can do, e.g. I would find other people to go with, if not I'd go myself, or stay at home and watch T.V., or read a book.

--- "It's all right. Don't worry about it. I'm sure I'll find something else to do. Have a good time wherever you're going!" (Actually it's not all right, I would be mad if he backs off at the last minute, unless he has a valid reason.)

--- "Next time would you please tell me ahead of time so I could get another person to go with."

--- I would persuade them: "C'mon, I'm still going. So you just as well come along."

--- "O.K. I'm sorry to hear that you can't make it. Maybe next time we can go together."
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<td></td>
<td>&quot;I don't understand why you couldn't have told me before or at least called a bit sooner. I'm sorry that we can't go out, but I guess if it wasn't meant to be, there's nothing we can do.&quot;</td>
</tr>
<tr>
<td></td>
<td>&quot;Where are you going?! Fine, I'll just go myself. I don't think I would want to go with you anyway!&quot;</td>
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**Additional Responses**

|         | |

List what, in your opinion, are the necessary components for an extremely effective response.
### Situation:
You are already working more than 8 hours a day at your job. However your employer demands that you take on more new responsibilities than you can handle.

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<tr>
<td>_______</td>
<td>I would try to take on the work. If I can't handle it, I would explain to my boss and ask him to do something (e.g. find someone else). If he is not understanding and gets more demanding, I would send in my resignation.</td>
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</table>
| _______ | "I feel that I can't be as effective in handling these new responsibilities as I could if I weren't so pressured for time. I've been working more than 8 hours a day. Can you suggest how I could do the job more efficiently to save time?"
| _______ | "I am working as hard as I can to get the job done and it's already taking more than 8 hours a day to do it. I just can't see myself doing extra work unless I get good overtime pay."
| _______ | "Mr. ____________, I really don't feel I have the time for more responsibilities. Perhaps if someone could cover for me in some other areas, I'd be glad to take on these new assignments. As it stands now, with the overload, I don't think I'd be able to perform nearly as well with the responsibilities I already have."
| _______ | "I'm trying my best at this job, but some of these responsibilities are getting to be a little too much."
| _______ | I would respond sarcastically: "Yes, okay, I'll try to get all of the work done, and then can I go?!"
| _______ | "I'll do the best but you've got to realize that I've been working really hard."
| _______ | "Sir, I don't think I can handle any more duties as of now, but if you want me to, I'll try to do it."

---

extremely ineffective | neither effective nor ineffective | extremely effective
Ratings | Responses
---|---
| I would calmly say this to the employer: "Hey, I'm already working over 8 hours a day for you and I honestly can't handle any more of the work load. I've done good work for you in the past and if that isn't enough for you, that's fine! But I won't take on any more work load."

| "I have enough responsibilities as it is. I have a really busy schedule and I don't think I can handle the extra hours."

Additional Responses

| List what, in your opinion, are the necessary components for an extremely effective response.
Situation: The professor has lost your term paper and you do not have an extra copy of it. Because of this, you are forced to redo the assignment.

Ratings Responses

______ I distinctly remember handing it to you personally. I don't understand how you could lose something this important! However, I do have my notes, so I will have another paper for you in 2 days."

______ "It was my responsibility to turn the paper in—which I followed through. It is your responsibility to look through the paper and grade it. It wasn't my fault that you lost it. Therefore I don't think I should have to redo."

______ "I did turn it in. I'm really unhappy about the whole situation."

______ "You what, you lost my term paper. I put a lot of time into that paper. Listen, it should not be my responsibility, you're the one that lost it, not me. I don't mean to be rude or anything but God, I don't have the time to do it over. I have other classes to attend to. Let's come to an agreement on the grade, I can tell you all about what I wrote on the paper."

______ "I'll do the term paper over provided that you are sure you cannot find it, and will give me sufficient time to do a good job."

______ "Do you remember? I turned this paper in last Tuesday. Do you really think I should have to rewrite this paper since you lost it?"

______ "I'm not gonna redo the assignment. Because of your ill-mindedness, I have to redo something which I have neither the time nor the patience for. Shit!"

______ "I know I turned that assignment in. It took me 5 days to do and now you're telling me I have to redo it. I think you should keep looking for it."
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<th>Ratings</th>
<th>Responses</th>
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<td>&quot;Dr. ______, I really worked hard on that and with the time I have to redo the paper, I can't get a good grade.</td>
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<td></td>
<td>First, I would try and talk the professor out of redoing the paper. If he says no, I'll do it. I'll ask for an extension. Also, I'll ask him not to mark me down for tardiness.</td>
</tr>
<tr>
<td></td>
<td>&quot;It's not my fault that you lost my paper. Once I give it to you, it is your responsibility to know where it is. Do it over? That's not fair! I'm going to talk to the Dean about this.&quot;</td>
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</table>

Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You are forced to do something in a way that someone else thinks is right.

Ratings  Responses

--- "I've always been taught to do it another way and it is easier for me."

--- "O.K. Whatever you want."

--- "This is not usually how I would do this, but if you absolutely insist on it, I will do it your way."

--- "I'm going to go along with you just this one time, but after you fail, we'll do it my way."

--- "Your opinion is not the only one. I know more than you do on the subject. Let me do it my way."

--- "I don't think this is being done properly. I'll do it since I'm required to, but there is a better way I think you might want to consider."

--- "It really bothers me when you ask me to do something you know I don't believe is right. Please don't do this to me again."

--- "Oh, that's really cool that you think you're so damn smart. Next time remember that it was me that had the 4.0 throughout high school!"

--- "I'll do it my way, unless you can convince me that your way is more effective."

--- "Why do you try to force me into behaving the way you feel is right? Aren't my ideas important too?"

--- "I'm sorry if you want it done this way, do it yourself."
I would do it his way. Then I would tell him: "I don't think I am doing it right. If it doesn't work, it's your fault!"

"I'll think about that. Let me get more information about the matter. Do you have any with you?"

"What reasons do you have to make you think that this is going to work? Because I believe that it's not!"

**Additional Responses**

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Let's suppose that you see someone bullying another person who is physically smaller than he.

Ratings  Responses

_____ To the bully: "You think you're pretty cool, don't you. I suppose you're trying to impress someone by picking on a guy half your size. I've got news for you, buddy--as far as anybody's concerned, you're just a jerk!"

_____ To the bully: "Why don't you pick on someone your own size? What, does it make you feel big (or good) to pick on the little guy?"

_____ To the bully: "Why don't you leave that person alone. You won't settle anything that way."

_____ Do nothing, mind my own business. But in my mind, I wish I've done something about it.

_____ To both persons: "Come on guys, don't you think we can try and talk these differences out, instead of fighting?"

_____ To the bully: "Why don't you leave him alone and pick on someone your own size."

_____ I say angrily to the bully: "If you think that one of you could beat two of us, go ahead!"

_____ To the bully, "Jesus, life must be tough when the only way you'll cause any shit is if you know you're going to win."

_____ To the bully: "Stop you! How can you do that! Can't you leave him alone? Who do you think you are?"

_____ To the bully: "I don't think it's fair of you to pick on someone smaller than you are. Couldn't you talk about whatever problem you have?"

_____ To the bully: "Lay off, you homo!"
List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Someone you know constantly brags about themselves.

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<th>Ratings</th>
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<td>_______</td>
<td>I would say this to him in a sarcastic manner: &quot;Oh really, I wouldn't have guessed!&quot;</td>
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<td>_______</td>
<td>&quot;Shut up, you're boring everyone!&quot;</td>
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<tr>
<td>_______</td>
<td>&quot;I hate to say this--although I know you're proud of yourself, you can sound conceited when you brag about yourself.&quot;</td>
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<td>_______</td>
<td>I would like to tell them off but I can't because I would hate to hurt their feelings. I hope somebody else will say something to the person. I would complain to someone else or ask them if they've noticed this person bragging. I would ignore and avoid the person.</td>
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<td>_______</td>
<td>I would say: &quot;Boy, you're lucky somebody loves you!&quot;</td>
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<td>_______</td>
<td>&quot;I wish that I were as good as you Jeff, then I could run around and tell everyone just like you do!&quot;</td>
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<td>_______</td>
<td>&quot;Listen Janet, I know that you've ........ But telling me once, even twice is quite enough. I think it's great that you've ........ And I'm happy for you. But please quit telling me about it or I'm gonna get sick!&quot;</td>
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<tr>
<td>_______</td>
<td>&quot;Anything you can do I can do better and I'll prove it. You're not as good as you say you are.&quot;</td>
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Say to him sarcastically: "Boy, I sure wish I could do things as well as you can!"

I would just let them keep on bragging but I'd feel mad inside.

I would avoid the person because their bragging would really annoy me. Unless I know them very well, I wouldn't feel right about telling them off.
List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You have lost a ball game that you've practiced for weeks and wanted to win!

Ratings  Responses

1  I will feel depressed and angry. I will spend a few hours after the game analyzing how we played. Then I'll go on with life. I'll practice harder in the next few weeks for the next game.

2  I would be upset at first but would rationalize by telling myself: "It's only a game. Someone had to lose and tonight it was us. No sense worrying about. Next time, we'll play much harder."

3  I would feel frustrated and angry at first. I would look at the way we played—if it was good and we did our best, there's nothing that can be done. I would swallow my pride and congratulate the other team.

4  To team-mates: "We'll practice harder and longer for the next one. If we keep trying, we can win the next game. Let's go goof off for a while and plan another practice."

5  To the rest of the team: "Well, we did the best we could and played really well. But winning isn't everything, right? Let's go get drunk and forget about it."

6  To team-mates: "All that work and where did it get us? Nowhere! Maybe we were too confident, maybe we didn't try hard enough. I know we didn't try hard enough! There is no reason we should have lost."

7  I would feel very upset and would try to find something to do to vent my anger (e.g. video games).

     Tell myself: "At least I tried and did my best. Maybe we'll do better next time. I'm not going to let it bother me."

     Tell myself: "You win some and you lose some. Sure, I hate to lose but, perhaps by losing, I've learned something valuable."
List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You have had a busy day, and the person you live with starts to complain about how you forgot to do something that you agreed to do.

Ratings Responses

 extremely ineffective neither effective nor ineffective extremely effective

"Hey, wait a minute. I've had a busy day and will do what I can to take care of the situation."

"Yes, I did forget. I've had a very busy day. I've agreed to do it and I plan on doing it after dinner. Everyone makes mistakes!"

"Would you just leave me alone. I've had a rough day. And I don't really want to listen to your bitching."

"I have had a very hectic day and it is easy to see why I might forget to do it."

"Sorry, I'll take care of it now."

"Shut up! I have had a terrible day. I think we should discuss it later."

"Well, I can't help it. I had a shitty day and never got a chance to do it. I'll get it done tomorrow."

"I'm really sorry. I forgot all about it. I had a lot of things on my mind today. I'll take care of it as soon as I can."

"Don't get on my back. I have had a hard day and I don't want to hear it. Sorry that I forgot."

"I'm sorry but I've had an awful lot to do today. I'll do it tomorrow."

Additional Responses
List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Let's suppose that you're given an unnecessarily difficult exam when you need a good grade.

Ratings  Responses

_____ I will ask the instructor why he gave such a difficult test. But it probably will do little good so I'll just accept things as they are.

_____ To instructor: "I feel that this exam was unnecessarily hard and I had no chance of getting a good grade on it. You can't expect everyone to remember so many details about the course and pass!"

_____ To instructor: "This test is unreasonably hard, it is not fair to do this. Everyone thinks it's hard. Can you rewrite the test or grade it on a different scale?"

_____ I would take the exam, do my best and make an appointment to talk with the professor. I'll say: "I studied thoroughly and for quite some time. I felt the test was extremely difficult and I may fail. Is there any other way I can prevent this?"

_____ To instructor: "I knew the material inside and out and this test is not a fair representation of the material and I want to take another one."

_____ Even though it's an unnecessarily difficult exam, I would try to do the best I could and accept the results of the exam. It's better than getting no points at all.

_____ To instructor: "I believe this exam is excessively difficult. Under the circumstances, its difficulty should be taken into consideration, if your objective is to grade on a scale reflecting ability."

_____ I would take the test to the best of my knowledge. Then, talk to other students and see how they feel. If they feel the same way as I do, we'll arrange to go and talk to the instructor. If enough people complain about it, perhaps the instructor will consider doing something about it (e.g. change the grading).
Ratings  Responses

I would try to take it anyway and hope for luck. Lacking that I will retake the course.

Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You are deprived of a promotion to which you are entitled because you haven't played up to the right people.

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<th>Ratings</th>
<th>Responses</th>
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<td>_______</td>
<td>To the supervisor: &quot;I'm not gonna kiss nobody's ass; screw you! If you don't think I deserve it, then you don't know anything. I know I deserve it and you can bite it.&quot;</td>
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</table>
| _______ | To the boss: "Although I know I deserve this promotion, it makes me proud not to receive it. The main reason is that I know your choice will soon be regretted."
| _______ | To boss: "I think that I'm being unfairly regarded for this promotion. Are you truly considering my performance at work without letting personal favoritism enter into your evaluation?"
| _______ | To the boss: "I refuse, sir/madam to play buddy buddy with anyone just to get rewarded. I should have that promotion because my work is worth it. and if you don't think so, you'll just have to train someone else. I'm quitting."
| _______ | Ask my boss for an explanation: "Why am I not given the job?" Then I'll work harder than the other person who got the promotion so that my boss will realize the mistake. |
| _______ | Start telling people at work, including the boss that I deserve the promotion. Then give the one who got it a bad time. |
| _______ | Approach my boss and tell him/her my feelings, and wait for my next possible promotion. If it happens again, I'll look for another job. |
| _______ | Accept the fact and tell myself: "This is not where I'm supposed to be anyway. Something better will come along for better people."
| _______ | Talk to the boss/supervisor and say: "I am entitled to a promotion just as anyone else is. I'm very capable of this job." I would also draw his/her attention to my qualifications that prove that I am the better person for the job. |
Ratings

Get upset, but I will not confront my boss directly. Instead I'll go down to the local bar and have a drink alone. After that, go and see a friend and talk to him/her about not getting the promotion.

Get upset and angry at the beginning. But won't do anything about it. After I get over the initial shock, I'd tell myself: "I am proud of myself for not degrading myself just for a promotion."

Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You are trying to discuss something important with your mate or partner who isn't giving you a chance to express your feelings.

Ratings Responses

167

extremely ineffective neither effective nor ineffective extremely effective

"I realize your feelings count, but mine do too. There's no good in leaving this unresolved, so just sit down and listen for a little while, O.K.?"

"Would you please just give me a minute to express what I feel, not what you think or what you think I know. We're not gonna get anywhere if you're gonna dictate our relationship."

I just simply stop the conversation by either holding their mouth or grabbing their arm. I say: "You're not letting me finish what I have to say. I'd like you to listen for a while."

"Do you realize I've got things to say too!?" If they continue talking I'd get up and leave.

"Please wait until I'm finished saying what I have to say, so you can better understand where I'm coming from. We can't communicate if we don't give each other a chance."

I let him finish and then start talking and wouldn't give him a chance to express his feelings.

"I really have to tell this important matter if you would be quiet for a moment."

"Damn it, will you please listen to my side of the story too. You're really being rude."

"Why are you being this way? Why won't you listen to me? This is really bugging me and I really need someone to listen to me right now....Oh, just forget it!"
### Ratings

**Responses**

1. "Can I say something about how I feel? I can understand your point of view but can I say something about this too?"

2. Keep interrupting them.

3. In a loud voice, I say to them: "Why don't you let me explain?"

4. Do nothing but I'll feel frustrated, get angry (throw something) or pout. The discussion will be tabled until I am under control and more reasonable.

#### Additional Responses

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List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You've just been told by your employer that you have done a poor job on your last assignment.

Ratings Responses

______ "Exactly what was it that I did that made you believe I did a poor job? There must be some misunderstanding."

______ "I didn't think it was an easy problem to solve effectively."

______ "I'm sorry. Would you please explain to me just how it should have been handled. I was under the impression that this was how it should have been done. But, I was wrong and I would like to correct the situation if it is at all possible. That way, I won't do it again."

______ "I want you to tell me what I can do to improve."

______ "Listen, it wasn't my fault. The guy before me was supposed to do it."

______ "Sorry Cheryl, what exactly did I do wrong and I'll correct it immediately."

I would argue on the good points of what I did. Then I'll say that I'll do better the next time.

______ "I'm sorry. One more chance! I'll prove what a good worker I really am!"

______ "What did I do wrong? I'm sorry but I did my best. I'll try again if you'd like me to."

______ "I'm sorry if you feel that I have not done the job as you would like. If you want me to redo the assignment, I will. But please explain to me how you would like it done."
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<th>Additional Responses</th>
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List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You accidentally make the wrong kind of turn in a parking lot. As you get out of your car someone yells at you, "Where did you learn to drive?"

Ratings  
Responses
______ To the person: "Where did I learn how to drive? Well, I learned it at the Indy 500 race track, where most people learn how to drive. Where were you?!"

______ I hate insults—even from strangers. I will turn around and back out of the parking lot. I'll think about the insult all day, though later on, I'll probably laugh about it.

______ Yell back at the person: "Blow it out your ass!" If he becomes obnoxious, I would not hesitate to react in the same manner.

______ Yell back at the person: "From your mama!"

______ If it was a stranger yelling, I'll yell back: "None of your damn business!" But if it were a friend, I'll take it as a joke.

______ If it's someone I had inconvenienced, I would apologize, but if it's someone who just was looking on, I would ignore them.

______ Yell back at him: "North Dakota (or I would say Butte), what's it to you!"

______ Won't say anything to the other driver, but I would mutter to myself: "Me! He's the one who doesn't know how to drive!"

______ To the person: "Just shut up. I can drive better than you any day of the year, nothing happened, did it?"

______ Yell back: "The same place I took my karate instructions!"
Ratings | Responses
---|---
| To the person: "Oh, I'm sorry. This is a strange country around here. Thanks."
| To the person: "So I made a mistake, why don't you just shut up!"
| Yell back: "Hey, give a guy a break. I made a stupid mistake. Please forgive me."
| Yell back: "Probably the same place you did!"

**Additional Responses**

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List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Suppose that you are being singled out for correction by your professor when the actions of other students go unnoticed.

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<th>Ratings</th>
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<td>_______</td>
<td>To the professor: &quot;I'm sorry if I caused you trouble, and I won't do it again. But for the sake of being fair, you should notice what the other students are doing also.&quot;</td>
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<td>_______</td>
<td>To the professor: &quot;Thank you for the correction. I appreciate the attention and will try to reform my behavior in the future.&quot;</td>
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<td>_______</td>
<td>To the professor: &quot;Wait a minute, why am I being singled out for something everyone else is obviously engaging in too? Maybe what I'm doing isn't right, but corrective measures should be directed at the group, not just me.&quot;</td>
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<td>_______</td>
<td>To a friend or parent: &quot;I don't think my professor was fair to me at all. I got picked on for the same mistake everyone else made. I never liked him anyway, but I didn't want to say anything to him.&quot;</td>
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<tr>
<td>_______</td>
<td>To the professor: &quot;I'm sorry sir, it won't happen again.&quot;</td>
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<tr>
<td>_______</td>
<td>I would listen very closely to what the professor has to say. Then I would say: &quot;Thank you, sir.&quot;</td>
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<td>_______</td>
<td>I won't say anything right then, but I'll approach him after class: &quot;I'm sorry if I have caused any trouble, but why is it I'm the only one you talk to and not any of the others?&quot;</td>
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<td>_______</td>
<td>To the professor: &quot;I'll try to be more careful from now on.&quot;</td>
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<tr>
<td>_______</td>
<td>I'll become flustered but would just listen to what he has to tell me. I'll say: &quot;Yes, sir.&quot;</td>
</tr>
<tr>
<td>_______</td>
<td>&quot;I'm sorry Professor ________, it shouldn't happen again. Now talk to those other assholes over there.&quot;</td>
</tr>
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Ratings Responses

I'll say to the professor: "I'm sorry for any disturbance I have caused." Then I'll give a quick glance at the other students who were causing the disturbance.

To the professor: "Why are you intending on seeing me as the cause to these problems? What is your reason for feeling the way you do?"

Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You are in a discussion with someone who persists in arguing about a topic they obviously know very little about.

Ratings
Responses

_____ "Fine, I'm wrong, you're right. So let's just forget it."

_____ I would discontinue the discussion as soon as possible after telling the person this: "Although you're entitled to your opinion, maybe you should find out more about it because you seem to be overlooking a few major points."

_____ "Try and have some proof before you tell me how it actually is."

_____ "Since you know very little about this, I suggest we end this discussion."

_____ Assuming I know a lot on the subject, the first words I usually utter are: "You wanna bet!" I would look for facts to support my argument. I would say: "I've read a lot on this subject and have had a lot of exposure to it. It's really quite apparent that the same is not true for you. If you want, I can show you some things to prove just how off base you really are."

_____ "You're crazy! You're so far off base it isn't even funny!"

_____ I would listen to all they have to say and then I'd say: "I've listened to your side. May I now say a few things? Maybe we can put our ideas together on this topic."

_____ "This is getting us nowhere. I don't agree with you but you're entitled to your own opinion."

_____ I would first provide him with information to show that he's wrong: "I realize what you're saying, but I also understand and recognize the fact that E's are replacing F's on a report card so younger individuals don't get discouraged. However, they do result in the same thing." If the person persists on arguing, I would change the topic. If he continues to argue, I would tell him of an engagement I must go to.
Ratings Responses

"Let's go do something--it's a beautiful day!"

"Where did you get all your knowledge? You're babbling about something you really know nothing about, and I'd rather not waste my time arguing with you."

Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Someone makes fun of the clothes that you are wearing.

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<td>_______</td>
<td>&quot;Hey, don't criticize me, and mind your own business.&quot;</td>
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<td>_______</td>
<td>&quot;Go ahead and laugh, it's just that you don't have any class!&quot;</td>
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<tr>
<td>_______</td>
<td>&quot;Is it really that important what kind of clothes I wear?&quot;</td>
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<td>_______</td>
<td>&quot;I really don't like your clothes so much either. If you don't like what I'm wearing, that's your problem, not mine.&quot;</td>
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<tr>
<td>_______</td>
<td>&quot;It's my Mom's. I hemmed it up and took in a few darts. Looks pretty shaggy huh?&quot;</td>
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<td>_______</td>
<td>&quot;Do you honestly think my clothes look funny?&quot; If the person is obnoxious and not serious, I'll say: &quot;You've got poor manners!&quot; I'll then forget the incident.</td>
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If I haven't made a special attempt to look nice, I'll jokingly say to the person: "You know, this morning was awfully early and the dark didn't help."
If I have done my best to look nice, I'll be offended by the person's remark. I will not respond verbally, but will walk around self-conscious about how I looked the rest of the day. I will ask another friend's opinion on my clothes.

| _______ | "Hey, come on, they're nice. I like them." |
| _______ | I get upset and say to the person: "At least I have some to wear even if they aren't out of Vogue fashions." |
| _______ | "I'm sorry if your taste in clothing is not similar to mine, but everyone is entitled to wear what one chooses." |
| _______ | "Why do you think the clothes I'm wearing are funny?" (Maybe there's something wrong with my clothes.) |
**Ratings Responses**

1. "I'm the one who is wearing them, and I feel good in them, so you shouldn't have to worry about pushing your attitudes onto me."

2. "It really doesn't bother me that these don't match. If I am going some place of any importance, I would then care, but it doesn't bother me, so why does it bother you?"

**Additional Responses**

1. 

2. 

3. 

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Suppose that someone makes a mistake at work and blames it on you.

Ratings Responses
______ To the person involved: "I really don't feel that this was my fault, but I'd be glad to try and help you fix it."

I would first confront the person blaming me. Then I would tell my boss that the person was mistaken and that it was not my mistake.

To the person involved: "I didn't do it. I can prove it to you how it couldn't have been me."

To the person involved: "Are you sure I'm responsible for this? I'll be careful about this in future, but I don't think the mistake is mine this time."

I would first tell my boss the situation. Then I would confront that person. If he still insists on putting the blame on me, I would just walk away. But I would get even with him by making a bigger mistake in future and blaming it on him.

To the person involved: "You made the mistake and how dare you insinuate that I did it. Go and get it straightened out or I will!"

It's difficult to handle this situation because it is your word against the other person's. I would try to get that person, my boss and myself together, and have the two of us explain the situation. Hopefully my boss can tell which one is lying.

Go talk to the boss: "Sir, you were informed that I made a mistake at work by George. I know that I did not do it. I will handle my own mistakes in direct honesty with you if ever need be."

To the person involved: "It was not my mistake and I'd like you to take back your accusation."
List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You've got something important that you want to discuss with your friend and ask him/her for his/her opinion. Your friend does not seem to answer you whenever you ask a question. He/she often interrupts what you say and talks about other unrelated things.

Ratings   Responses

1  

2  "I'm trying to tell you something so why don't you listen. You're very inconsiderate!"

3  "I really have something important to talk to you about. Could I interrupt you for a few minutes to share it with you?"

4  "Will you please stop talking and listen to me!"

5  I would say: "Just hang on for a second. I really want to know what you think about this situation and then we'll get back to what you were saying."

6  "Why don't you listen to me? I asked you a question, it's important for me, can't you understand that? I really like to know what you think about that."

7  "Where is your head today? You haven't been listening to a word I've said."

I would stop the person and say: "I don't want to hurt your feelings or our friendship, but I really hate it when you either interrupt me or don't answer when I ask you a question. Why do you do it?"

"What's wrong with you? Are you so uncaring that you can ignore me and my problems. You're supposed to be my friend. Why don't you start acting like one!"

I would keep trying until I get fed up. Then I would try to find someone else who would listen to me.
### Ratings

<table>
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<tr>
<th>Responses</th>
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<tr>
<td>&quot;Thanks a lot for your help. I'll remember to come to you again when I need advice.&quot;</td>
</tr>
<tr>
<td>I would say: &quot;Just forget it--it wasn't that important anyway.&quot; I'll usually wait for a more convenient time to discuss the issue.</td>
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### Additional Responses

| ———— |
| ———— |
| ———— |

List what, in your opinion, are the necessary components for an extremely effective response.
extremely ineffective  neither effective nor ineffective  extremely effective

Situation: Suppose that people in authority are refusing to listen to your point of view.

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<th>Ratings</th>
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<td>________</td>
<td>I will try again to get my point across. If that doesn't work, I'd give up and will not try again. To the person: &quot;It is obvious that you do not want to hear my point of view, so I will be leaving now. Sorry I wasted your valuable time.&quot;</td>
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<tr>
<td>________</td>
<td>&quot;Sir/Madam, I'm sorry if you feel that I'm so inferior to you that you don't have the time to listen to me when I really do have some good ideas.&quot;</td>
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<td>________</td>
<td>&quot;Would you at least listen to what I have to say? I know what I want so why don't you listen to me first and then we'll decide what to do.&quot;</td>
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<td>________</td>
<td>I will not confront the person directly, but will write a letter to him/her or somebody higher up.</td>
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<tr>
<td>________</td>
<td>&quot;I believe that in order to be an unbiased person, you have to listen to my point of view on the matter. I don't think you can blindly shut me out especially when my interests concern you in some way.&quot;</td>
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<tr>
<td>________</td>
<td>Remain polite and maintain control. Say to the person: &quot;Thank you for your time, but I can see we are getting nowhere.&quot;</td>
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<td>________</td>
<td>Keep repeating my point of view until somebody listens.</td>
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<td>________</td>
<td>If you don't listen to me, I will go to someone who will.</td>
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<tr>
<td>________</td>
<td>Calmly and assertively ask if I may have their attention. Then proceed to state my point of view in a straightforward manner: &quot;May I please have your attention for just a moment? I have something to say that may be helpful to the problem (be very specific here).&quot;</td>
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Ratings  Responses

______ "I feel that what I have to say is very important. Maybe my point of view will help you realize that you are not completely right."

______ "I want to tell you what I think and it's only right that you also hear my point of view. What I have to say is important and may even change your point of view."

______ Listen to their ideas and try to incorporate them into mine. If not, I'll go ahead with my own ideas and then figure out how to make them think that it's their ideas in the first place.

______ "Other people have insight into the same problem which you think you are an authority on. If you are a true authority, you would listen!"

Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Let's suppose that you see somebody berating another person to excess.

Ratings | Responses
--- | ---
1 | To the attacker: "What do you think you're doing? People have enough problems without others purposely giving them more. If you must act in such a crude fashion, at least don't do it in my presence."

2 | To the attacker: "Hey smart guy, you're not so great yourself, look at your own faults. Why don't you just drop it, O.K.? Just leave them alone."

3 | To the attacker: "Please don't do this! How could you be so mean and heartless! Come on--let's go."

4 | To the attacker: "Leave them alone. I'm sure he/she gets the point. You don't have to rub it in like that. You wouldn't want someone doing that to you, would you?"

5 | To the attacker: "Excuse me, do you think it's fair to cut him/her down in such a degrading manner? If he/she is doing something that bothers you, I think it would be better if you talk to him/her along in a more concerned manner."

6 | To the attacker: "Stop berating him/her, will you!" If I have to, I'll raise my voice and use physical contact.

7 | To the attacker: "Would you please try to calm down. You're not doing anyone any good, and you look like a mean, vicious person.

Just walk off like nothing had happened. It's none of my business.

Additional Responses
List what, in your opinion, are the necessary components for an extremely effective response.
Situation: Let's suppose that you are being overcharged by a refrigerator repairman who has told you previously that the problem with your refrigerator is minor.

Ratings

Responses

"Wow! You told me it was going to be a small job. I think that you should have told me it was going to be more than a minor repair." If the repairman doesn't make an adjustment at this point, I say: "Well, I really don't have that kind of money right now. I'll pay you a part now, and a part later." If still no adjustment is made, I'll go talk to the storeowner.

"I've been doing business with you for quite some time and I feel you've been overcharging me. If your fees do not lessen, I will seek a new repair source."

"You told me earlier that the refrigerator only needed minor repair; now it suddenly needs more work. I want to get a second opinion from another repairman."

"You told me earlier what this would cost, and now you're raising the rate--you call that fair? I think you should charge the quoted price."

"That seems like an awfully high charge for a small problem. Could I see the breakdown of charges for parts and labor? What made it so costly?"

I have no proof of what he said earlier (that my refrigerator has a minor problem). I have no alternative but to pay the bill. I'll find another repairman in future.

"Hey buddy, I know and you know you're overcharging me for this work. And if you're not willing to bring the price down to where it is reasonable, you'll have to talk to my lawyer."
Additional Responses

List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You have hung up your clothes, but your room-mate knocks them to the floor and fails to pick them up.

Ratings

Responses

1. "Hey Gary, you knocked my clean, ironed shirts on the floor and neglected to pick them up. Please don't let it happen again."

2. "Hey you slob, just because you don't keep your room clean doesn't mean you have to mess mine up. You knocked them down, so pick them up please!"

3. "Did you know that you knocked my clothes on the floor? It's no big deal, but I would appreciate it if you would pick them up."

4. I would pick up the clothes and hang them up. If my room-mate is in the room, I would snap: "What were you looking for?" If she's not, I wouldn't say anything when she returns.

5. "Hey, pick up those clothes you knocked down. I just finished hanging them all up."

6. "Pick my clothes up and try to be more considerate next time."

7. "I'm not sure if you know it or not but you knocked my clothes on the floor. Next time if this happens could you please hang them up?"

8. "Why don't you ever pick up anything? How would you like me to do this sort of thing to you? So in future, would you please pick up my clothes."

9. "Hey, pick my clothes back up will ya! I don't want them laying on the floor."

If my room-mate's around, I would say: "Would you please pick up my clothes that you've knocked down on the floor? Thanks. If my room-mate's out, I'd say this to her when she comes back: "I don't mean to be difficult but could you please hang up my clothes if you knock them down the next time."
List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You are being talked about behind your back.

Ratings

Responses

1. "I don't appreciate what you're doing. If you have something to say to me, or something I'm doing is bugging you, why don't you talk to me about it?"

2. "I think you are an insecure person and have some growing up to do. One of these days, you'll meet your match and feel as small as I do."

3. "I would like to know what you have to say about me. I heard that you are saying things about me. Why don't you tell me?"

4. "I can't stand people who talk behind my back. If I do something, tell me! If you can't say anything nice, shut up! I don't tell people what you're really like."

5. I would ignore it and not associate with these people--they're not worth associating with if they must talk behind my back and not to my face.

6. I would confront the one who's talking about me. I would ask him what he was talking about; if it's not true and derogatory, I would slug him.

7. "How low can you get! Is this really fair for you to do?!"

8. "Were you talking about me? You must have your facts messed up. Where did you get that idea?"

9. I won't do anything about it. I would tell myself that people are going to say what they want. If the statement is true, why worry about it. If it's false, other people who know and care about me aren't going to take their words against mine.
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List what, in your opinion, are the necessary components for an extremely effective response.
Situation: You are in an argument. Suppose that the person you are arguing with begins pushing and shoving you.

Ratings Responses

1. I would start shoving him back. I would kick his ribs in, berate him with words.

2. I would prevent him from striking me and proceed to argue my point of view.

3. "Don't you ever touch me again!" I would leave the room.

4. "If you can't sit down and talk it out now, come back and do it when you can act half-way civilized!!" Then I would turn and walk away.

5. I would cry and leave the room--I always cry when things are unfair to me.

6. "You're going to tick me off! and then you're gonna be sorry. I don't like people pushing me around. Keep your mitts to yourself!!"

7. To the person: "Grow up!" I would then walk away or run if necessary.

8. "Sorry if I offended you." Then, I would walk away.

9. "I don't want to get in a fight--please stop shoving me. I think we should talk, so hands off!!"

10. "I think this has gone too far! If you like I'd be willing to continue this discussion at another time after you calm down a bit."

11. "You can't push me around to get your point across. So quit it!!"

12. Cool down! This is ridiculous! Let's talk about it."
List what, in your opinion, are the necessary components for an extremely effective response.
The following instructions will be provided for the judges:

The rating points you may use include:

8 - a very effective response  
6 - an effective response  
4 - a response which is neither effective nor  
   ineffective, it will neither help nor hurt  
   the situation  
2 - an ineffective response  
0 - a very ineffective response

If a response does not fit any of the enumerated criteria, write  
it out for later evaluation. Try to keep this to a minimum.

Consider both the content and the tone of S's response. If the  
words are effective, but the tone is giggly, wishy-washy, or very un-  
assertive, credit S with one point less than you would have given him/her,  
had his/her tone matched his/her words in quality. If his/her words  
are good but his/her tone is angry or antagonistic, credit him/her with  
two points less, unless otherwise specified, since, on some occasions,  
sounding angry is an effective thing to do.
Situation: You are deprived of a promotion to which you are entitled because you have not played up to right people.

Criteria for Effective Behavior:

--Confront the boss with:

a) Your conviction that you deserve the promotion, based on performance.
b) Your feeling that it was given to the other person because of personal reasons.
c) What you want the boss to do about it (e.g. promote you).
d) Actions you will take if not resolved (e.g. seek union or legal help).

--Do not become self-depreciating and lose self-esteem.

8 - Either response has all the above criteria or at least (a), (b), and (c).

E.g. "I feel that I deserved that promotion, based on my job performance. I also feel that ____ was promoted for reasons not related to his job performance. If the situation isn't corrected by my getting the promotion, I'll take my case to the union."

6 - Response has at least one of (a), (b), (c), (d) criteria. Assess for quality of the response (e.g. tone of voice, choice of words).

E.g. "I am entitled to a promotion just as anyone else is. I'm very capable of this job." I would also draw his/her attention to my qualifications that prove that I am the better person for the job.

E.g. "I think that I'm being unfairly regarded for this promotion. Are you truly considering my performance at work without letting personal favoritism enter into your evaluation?"

4 - No specific criteria for this score. Use when response is neither effective nor ineffective, and falls between (6) and (2) in quality.

E.g. "Why am I not given the job?" Then I'll work harder than the other person who got the promotion so that my boss will realize the mistake.

E.g. Get upset and angry at the beginning. But won't do anything about it. After I get over the initial shock, I'd tell myself, "I am proud of myself for not degrading myself just for a promotion."
2 - Response is mildly antagonistic, or angry, or provocative.

E.g. "Although I know I deserve this promotion, it makes me proud not to receive it. The main reason is that I know your choice will soon be regretted."

0 - Either response is very antagonistic, or insulting.

E.g. "I'm not gonna kiss nobody's ass; screw you! If you don't think I deserve it, then you don't know anything. I know I deserve it and you can bite it."

E.g. Start telling people at work, including the boss, that I deserve the promotion. Then give the one who got it a bad time.

OR

--S becomes self-depreciating and loses self-esteem.
Situation: You've just been told by your employer that you've done a poor job on your last assignment.

Criteria for Effective Behavior:

- Acknowledge that the employer's statement may have some validity.
- Do not blame others.
- Ask employer for feedback on how you could have done assignment better, specifying possible areas of improvement (If she can't, his/her criticism may not be valid).
- Do not over apologize or list personal excuses.
- Express willingness to redo assignment if required.

8 - Response must have the third criterion, and any of the other criteria.

E.g. "I'm sorry if you feel that I have not done the job as you would like. If you want me to redo the assignment, I will. But please explain to me how you would like it done."

E.g. "I want you to tell me what I can do to improve."

Note: A major distinguishing criterion between (8) and (6) is asking the employer for feedback on how to improve the assignment.

6 - Response may have the criteria for (8). The difference is in the quality of the response. For e.g. response begins with questions rather than I-statements.

E.g. "Sorry Cheryl, what exactly did I do wrong and I'll correct it immediately."

E.g. "What did I do wrong? I'm sorry but I did my best. I'll try again if you'd like me to."

E.g. "Thanks for letting me know - guess I'll have to put some more time into the next assignment."

4 - Response does not directly address the issue. It does not resolve the situation at hand, but it does not make it any worse either.

E.g. I would argue on the good points of what I did. Then I'll say that I'll do better the next time.

2 - S over-apologizes, or gives lots of personal excuses.

OR

- S blames it on others

E.g. "You expect too much of me!"

OR
2 (continued)

S denies employer's statement.

E.g. "Exactly what was it that I did that made you believe I
did a poor job? There must be some misunderstanding."

E.g. "I thought I did a good job!"

0 - Response has the above criteria listed for an ineffective response.
In addition, there are other elements that made the response very
ineffective. For e.g. S is very rude, or disrespectful, or
there is open confrontation with the employer.
Situation: Suppose that you are being singled out for correction by your professor when the actions of other students go unnoticed.

Criteria for Effective Behavior:

--Don't make a scene in front of the other students. Seek professor out after class. Acknowledge your fault or responsibility in the matter. Don't try to blame others.
--Express directly what your feelings are on the matter (i.e., embarrassment of being singled out; others should be corrected too) rather than asking the rhetorical question, "Why did you do that?"

8 - Response has both the above criteria.

E.g. After class, talk to the professor: "I'm sorry and it won't happen again. But I feel that the others should be corrected for the same transgression."

E.g. "I'm sorry if I caused you trouble, and I won't do it again. But for the sake of being fair, you should notice what the other students are doing also."

6 - Response has at least one of the above criteria. For e.g. S admits responsibility in the matter: "I'll try to be more careful from now on."

NOTE: An effective response may have both the above criteria. But assess for quality of the response.

E.g. I won't say anything right then, but I'll approach him after class: "I'm sorry if I have caused any trouble, but why is it I'm the only one you talk to and not any of the others?"

4 - S is over-wordy, or uses weak arguments or questions. Response is not probably provoking, and is neither effective nor ineffective.

E.g. "Why are you intending on seeing me as the cause to these problems? What is your reason for feeling the way you do?"

2 - S accepts the professor's words passively and does not express his/her feelings about the situation.

E.g. I would listen very closely to what the professor has to say. Then I would say: "Thank you, sir."
2 (continued)

E.g. To a friend or parent: "I don't think my professor was fair to me at all. I got picked on for the same mistake everyone else made. I never liked him anyway, but I didn't want to say anything to him."

OR

Response is mildly antagonistic, or angry, or provocative.

E.g. "I'm sorry Professor______, it shouldn't happen again. Now talk to those other assholes over there."

0 - Response is very insulting, or S hits the professor after class.
Situation: You are in an argument. Suppose that the person you are arguing with begins pushing and shoving you.

Criteria for Effective Behavior:

--First, stop the physical violence either verbally (tell person to stop pushing) or leave the scene if necessary.

And

--Offer to continue discussion when he/she is more reasonable or at some later point in time.

8 - Response has both the above criteria.

E.g. "I think this has gone too far! If you like I'd be willing to continue this discussion at another time after you calm down a bit."

6 - Response has at least one of the above criteria.

E.g. "You can't push me around to get your point across. So quit it."
E.g. "I don't want to get in a fight -- please stop shoving me. I think we should talk, so hands off!"

OR

S attempts to stop the physical violence in an ineffective manner.

E.g. "You're going to tick me off! And then you're going to be sorry. I don't like people pushing me around. Keep your mitts to yourself!"

4 - Some preventative actions (either verbal or physical) are taken, but they are unassertive or otherwise ineffective. However, the response is not likely to provoke a fight.

E.g. "I would prevent him from striking me and proceed to argue my point of view."
E.g. "Grow up!" I would then walk away or run if necessary.

2 - S responds unassertively.

E.g. I would cry and leave the room. I always cry when things are unfair to me.
E.g. "Sorry if I offend you." Then I would walk away.
E.g. "Don't you ever touch me again!" I would leave the room.
0 - $S$ retaliates by fighting back, thus aggravating the situation.

E.g. "I would start shoving him back. I would kick his ribs in, berate him with words."
**Situation:** You are in a theater ticket line and someone cuts in front of you.

**Criteria for Effective Behavior:**

--- A statement which points out that the person is being unfair, and request the person to go to the end of the line.

8 - S gives an assertive, calm response which has both the above criteria.

E.g. I would tap the person on the shoulder and say: "You cut in front of me. I think it's only fair for you to go to the end of the line."

6 - Response has one or both of the above criteria. But the quality of the response does not give it an (8). For e.g. response may have some aggressive undertones.

E.g. "Excuse me, but this happens to be a line in which I have been waiting in for the past half hour. If everyone cuts in like you, the poor people in the back of the line might not be able to get a ticket. If you want to be sure that you get a ticket, you should have gotten here earlier! Be fair!.

OR

Rather than expressing his/her feelings about the person's behavior directly, S talks about how others would feel when the person cuts in front.

E.g. "I'm sure you have a very good reason for not wanting to wait in line but no one else likes standing in line, so please go to the end."

4 - Response may have one or both the above criteria. But S says it in a bland, unassertive tone, however response is not provocative.

2 - Response is sarcastic.

E.g. "Thanks a lot for cutting in front of me, especially since I've only been standing here for a couple of hours and am frozen to the bone - I love it when people cut the line!"

OR

Response is antagonistic or provocative or insulting.

E.g. "My, my, aren't we in a hurry today! Do you mind?" Then I would step in front of that person.
0 - S is acquiescent -- he/she gives in but may be frustrated.

E.g. I would just smile at the person and let him/her get the ticket before me -- it's not worth making a scene.

OR

S's response is very insulting, or highly provocative.

E.g. "Come on, jerk, why don't you wait for your turn like we all have to?"
Situation: Let's suppose that you are being stood-up for a date.

Criteria for Effective Behavior:

--Action (immediate if possible) to find out reason from the person for not showing. Be understanding if he/she has a good reason.
--Express one's feelings about being stood-up.

8 - S makes a response that has both the above criteria.

6 - Response has at least one of the above criteria. If response has both criteria, assess for quality of the response.
   E.g. Tell him politely: "I don't care for what you did. It makes me feel like I'm not worth your time.

4 - No specific criteria for this score. Use it when response is neither effective nor ineffective and falls between (6) and (2) in quality.

2 - Response may have one or more of the effective criteria, but the tone is angry, or antagonistic or self-depreciating.
   E.g. Confront person: "If you didn't want to go out you should have been man enough to admit it. Next time you ask someone out, show a little respect."
   E.g. I'll get upset. I'll call and ask him why. I'll probably cry.

0 - S does not want to have anything to do with the person, does not ask for a reason, instead S may react in a passive-aggressive way to the person in the future.
   E.g. I'll not talk to him/her if they call in future.
   E.g. After that I wouldn't even talk to the person until he comes up and says something.

OR

Response is very antagonistic or insulting.

OR

S takes it personally, makes self-depreciating statements.
   E.g. When she doesn't show up, I tell myself: "I should have known she wouldn't show. She is probably out with some jock from the football team. Oh well, so what, she's dizzy anyway."
Situation: You are being talked about behind your back.

Criteria for Effective Behavior:

--Confronting the person and explaining what you've heard: "I understand you've been saying.....about me" Expressing feeling: "When I heard this I felt very_______(upset, angry, betrayed, hurt, etc.): - using an "I" message to express the feeling.

OR

--Requesting a new behavior: "In the future I would appreciate it if you could come to me first and we could talk about this." Or, maturely deciding that it's their problem, not yours.

8 - Response has at least one of the above criteria.

E.g. "I don't appreciate what your're doing. If you have something to say to me or something I'm doing is bugging you, why don't you talk to me about it?"

6 - No specific criteria for this score. Use it when the quality of response is between (8) and (4).

4 - Response is wordy, or questioning in a non-provocative way.

E.g. "Were you talking about me? You must have your facts messed up. Where did you get that idea?"

2 - S confronts the person in an insulting or antagonistic or provocative manner.

E.g. "I think you are an insecure person and have some growing up to do. One of these days you'll meet your match and feel as small as I do."

E.g. "How low can you get! Is this really fair for you to do?"

0 - Response is very antagonistic, or insulting OR S physically fights back OR S fights back by spreading a rumor about the person(s) who talk(s) behind S's back.
Situation: You are in a discussion with someone who persists in arguing about a topic they obviously know very little about.

Criteria for Effective Behavior:

--Allow person their opinion and do not perceive their arguing as an insult to yourself.
--Do not merely avoid the situation or distract the other person (If the discussion is going nowhere, end it as soon and as peaceably as possible. Do not aggravate the situation).

8 - Response has both the above criteria.
E.g. I would listen to all they have to say and then I'd say: "I've listened to your side. May I now say a few things? Maybe we can put our ideas together on this topic."

6 - Response may have one or both the above criteria.
E.g. "This is getting us nowhere. I don't agree with you but you're entitled to your own opinion."

NOTE: When response has both the above criteria, score (6) if the response is less convincing and falls between (8) and (4) in quality.

4 - Uses weak arguments that are unlikely to have any effect.
E.g. "Try and have some proof before you tell me how it actually is."

2 - Response is insulting or antagonistic.
E.g. "I guess you think you know it all, huh?"
E.g. "Where did you get all your knowledge? You're babbling about something you really know nothing about, and I'd rather not waste my time arguing with you."
E.g. ...."You wanna bet!.....I've read a lot on this subject and have had a lot of exposure to it. It's really quite apparent that the same is not true for you. If you want, I can show you some things to prove just how off-base you really are."

OR

Response distracts the other person.
E.g. "Let's go do something -- it's a beautiful day!"
O - Response is very insulting, or angry, or provocative.
   E.g. "You are crazy! You're so far off base it isn't even funny!"

OR

S merely accepts the person's argument and admits that he/she is wrong. Therefore S is not honestly expressing his/her feelings.
   E.g. "Fine, I'm wrong, you're right. So let's just forget it."
Situation: You are forced to do something in a way that someone else thinks is right.

Criteria for Effective Behavior:

-- State opinion that it may not be the correct method. Focus on disagreement over an opinion not character of the other person OR express feelings about being forced to do something.
-- Ask if person wants ideas on how to accomplish the task better.
-- Confidence in one's own opinion -- acceptance of the fact that although it is necessary to act in accordance with another's opinion, that does not negate the value of one's own. If morally unacceptable, refuse with respect of the other person.

8 - Response has at least two of the above criteria.
E.g. "I don't think this is being done properly. I'll do it since I'm required to, but there is a better way I think you might want to consider."
E.g. "It really bothers me when you ask me to do something you know I don't believe is right. Please don't do this to me again."

6 - Response has at least one of the above criteria.
E.g. "Why do you try to force me into believing the way you feel is right? Aren't my ideas important too?"
E.g. "This is not usually how I would do this, but if you absolutely insist on it, I will do it your way."
E.g. "I'll think about that. Let me get more information about the matter. Do you have any with you?"

4 - No specific criteria for this score. Use it when responses fall between (6) and (2) in quality.

2 - Either S refuses to listen to the other person's opinion and is dogmatic: "I've always been taught to do it another way and it is easier for me."

OR

S claims that he/she knows more than the other person: "Your opinion is not the only one. I know more than you do on the subject. Let me do it my way."

OR
S challenges the person: "I'll do it my way, unless you can convince me that your way is more effective."

OR

E.g. "I'm going to go along with you just this one time, but after you fail, we'll do it my way."

E.g. "I'm sorry if you want it done this way, do it yourself." (If the task is morally unacceptable to S, this response is scored (6) instead of (2))

0 - Either S refuses to listen to the other person's opinion, he/she is offended and the response is insulting or antagonistic.

E.g. "Oh, that's really cool that you think you're so damn smart. Next time remember that it was me that had the 4.0 throughout high school!"

OR

S passively follows the other person's opinion and then if it doesn't work, S blames it on the person.
Situation: You have hung up your clothes, but your room-mate knocks them to the floor and fails to pick them up.

Criteria for Effective Behavior:

--- Directness in confrontation with room-mate and expressing the message: "I was upset when I found you'd knocked the clothes on the floor because they'd just been ironed." OR Statement indicating that room-mate is at fault.
--- Request for room-mate to pick up clothes now or be more careful in the future.

8 - Response has both criteria.

E.g. "Did you know that you knocked my clothes on the floor? It's no big deal, but I would appreciate it if you would pick them up."

E.g. "I'm not sure if you know it or not but you knocked my clothes on the floor. Next time if this happens would you please hang them up?"

6 - Response has at least one of the above criteria. Response may have both criteria, assess for quality to distinguish it from (8).

E.g. "Hey, pick up those clothes you knocked down. I just finished hanging them all up."

4 - No specific criteria for his score. Use it when the quality of response is between (6) and (2).

2 - Response is angry, or provocative, or insulting.

E.g. "Why don't you ever pick up anything? How would you like me to do this sort of thing to you? So in the future, would you please pick up my clothes."

E.g. "Hey you slob, just because you don't keep your room clean, doesn't mean you have to mess mine up. You knocked them down so pick them up please!"

0 - Either response is very angry, or provocative, or insulting.

OR

$ does not deal with the situation directly.

E.g. I would pick up the clothes and hang them up. If my room-mate is in the room, I would snap: "What're you looking for?" If she's not, I wouldn't say anything when she returns.
Situation: Suppose that someone makes a mistake at work and blames it on you.

Criteria for Effective Behavior:

--Speak to co-worker directly. Tell him/her it wasn't your fault.
--Make sure he/she knows not to do it again OR give co-worker a chance to resolve the issue (especially when the mistake is big). Take action (e.g. go to the boss) in a non-threatening, non-blaming way if the situation is not resolved.

8 - Response has both criteria.
E.g. "Look, it is obvious that wasn't my mistake and I think you know that. So let's cut the crap and I'd appreciate that not happening again."

6 - Response has at least one of the criteria.
E.g. "I really don't feel that this was my fault, but I'd be glad to try and help you fix it."

OR
E.g. I would try to get that person, my boss and myself together, and have the two of us explain the situation. Hopefully, my boss can tell which one is lying.

4 - Either S questions in an unassertive, non-provoking manner: "Why are you doing this to me?"

OR
S tries to explain that he/she didn't do it: "I didn't do it. I can prove it to you. It couldn't have been me."

2 - Either S does not confront co-worker directly and tells him/her that he/she is at fault.
E.g. "Are you sure I'm responsible for this? I'll be careful about this in future, but I don't think the mistake is mine this time."

OR
Response is angry, or insulting, or antagonistic.
0 - Either response is very angry, or insulting or antagonistic or
_ S hits the co-worker.

OR

_ S retaliates in a passive-aggressive manner, e.g. making a
bigger mistake in future and blaming it on co-worker.

NOTE: Score (2) if it's the following response: I would
first tell my boss the situation. Then I would con­
front that person. If he still insists on putting the
blame on me I would just walk away. But I would get
even with him by making a bigger mistake in future and
blaming it on him."
Situation: You are trying to discuss something important with your mate or partner who isn't giving you a chance to express your feelings.

Criteria for Effective Behavior:

— Making "I" statements to show partner how his/her behavior is affecting you.
— Consider possibly a better time for partner to discuss if he/she is rushed.
— Assert your need to be heard in the relationship (without doing so in a provocative or derogatory manner); assure partner that he/she will have a chance to express their feelings.
— Recognize partner's point of view.

8 - Response has at least two of the above criteria.
E.g. "I feel frustrated when you keep interrupting me. We both need to express our feelings here — Can you let me say mine, and then I'll listen to yours?"

6 - Response meets at least one of the above criteria.
E.g. "I feel like you don't think my ideas are important."
E.g. "Maybe we can discuss this again later. I don't feel like you're ready to listen to my side now."
E.g. "Can I say something about how I feel? I can understand your point of view but can I say something about this too?"

4 - S is respectful and not provocative but the response has no effect on the partner. Score this if response is between (6) and (2) in quality.

2 - Either response is angry,
E.g. "Damn it, will you please listen to my side of the story too. You're really being rude."

OR
S intervenes in an ineffective manner and walks out when it fails.
E.g. "Do you realize I've got things to say too? " If partner continues talking, I'd get up and leave."

OR
S gets over-wordy and asks many questions.
E.g. "Why are you being this way? Why don't you listen to me? This is really bugging me and I really need someone to listen to me right now...Oh, just forget it!"

0 - Either $S$ hits or berates partner,

OR

$S$ becomes very disrespectful and insolent, e.g. $S$ keeps interrupting partner,

OR

$S$ does nothing to confront the situation. Instead $S$ vents his/her anger on something else.
Situation: Let's suppose that you're given an unnecessarily difficult exam when you need a good grade.

Criteria for Effective Behavior:

-- Do not attack the instructor for giving such a difficult test.
-- Consider your reaction in light of others' performance.
-- Discuss with instructor your concern at another time (schedule appointment). Do not exaggerate, a) the actual difficulty, b) how much you actually studied, c) the consensus of others. Merely point these out to the instructor.

8 - Response contains all of the above criteria.

E.g. I would take the test to the best of my knowledge. Then, talk to other students and see how they feel. If they feel the same way as I do, we'll arrange to go and talk to the instructor. If enough people complain about it, perhaps the instructor will consider doing something about it (e.g. change the grading).

6 - Response may have all the above criteria. The difference is in the quality of the response.

E.g. "I believe this exam is excessively difficult. Under the circumstances, its difficulty should be taken into consideration, if your objective is to grade on a scale reflecting ability."

4 - S presents arguments that are less convincing and are unlikely to influence the instructor.

E.g. "This test is unreasonably hard, it is not fair to do this. Everyone thinks it's hard. Can you rewrite the test or grade it on a different scale?"

2 - Response is angry, or mildly antagonistic.

E.g. "I feel that this exam was unnecessarily hard and I had no chance of getting a good grade on it. You can't expect everyone to remember so many details about the course and pass!"

OR

S questions or confronts the instructor in an ineffective way, thinking that whatever he/she does will be ineffective.

E.g. I will ask the instructor why he gave such a difficult test. But it probably will do little good so I'll just accept things as they are.

OR
S says he/she will take the test and do his/her best and accepts the results.

0 - Either S says he/she would take the test and hopes for luck. Lacking that he/she will retake the course.

OR

S attacks the instructor or cheats or skips classes.
Situation: You have had a busy day and the person you live with starts to complain about how you forgot to do something that you agreed to do.

Criteria for Effective Behavior:

-- Apology and explanation for forgetting.
-- Statement of plan for doing the agreed upon authority.
-- No aggressive defense which will put the other person already disappointed in a defensive, angry stance.

8 - Response has the above criteria.
E.g. "I'm really sorry. I forgot all about it. I had a lot of things on my mind today. I'll take care of it as soon as I can."

6 - Response has at least one of the above criteria.
E.g. "Sorry, I'll take care of it now."
OR
Response may have all the criteria. The difference of the response is in its quality.
E.g. "Yes, I did forget. I've had a very busy day. I've agreed to do it and I plan on doing it after dinner. Everyone makes mistakes!"

4 - S admits that he/she has forgotten, but is less polite and respectful. However, response is less likely to be provocative.
E.g. "I have had a very hectic day and it is easy to see why I might forget to do it."

2 - S shows annoyance with the person OR response is mildly angry, or antagonistic. No apology is given to the other person.
E.g. "Hey, wait a minute. I've had a busy day and will do what I can to take care of the situation."
E.g. "Well, I can't help it. I had a shitty day and never got a chance to do it. I'll get it done tomorrow."
E.g. "Don't get on my back. I have had a hard day and I don't want to hear it. Sorry that I forgot." (Although apology is offered, because of the preceding remark, the response is ineffective.)

0 - S reacts angrily, may lead to further confrontation with the other person.
E.g. "Shut up! I have had a terrible day. I think we should discuss it later."
Situation: A friend borrows your car, consumes one-third of a tank of gas, and doesn't replace it or compensate you for it.

Criteria for Effective Behavior:

--- Point out friend's behavior (if possible, some understanding that person might have forgotten).
--- A request to pay for or replace the gas used, along with a statement that you don't mind him/her borrowing the car as long as this is understood.

8 - Response has both criteria.
   E.g. "Sandy, remember when you borrowed my car yesterday? Well, you burned a third of my tank of gas. I'm hoping that you either replace it or pay me for it. I don't mind you using my car at all, but I can't afford to pay for that much gas."

6 - Response has at least one of the above criteria.
   E.g. "The next time you borrow my car please give me money for gas or leave the gas gauge where you find it." If my friend doesn't comply, I'll not let him use my car anymore.

4 - Response is calm, non-provoking but irrelevant.
   E.g. "I can't let you borrow my car anymore because the last time you did not pay for the gas you used. I'm only saying this because I want to be honest with you, and I still care about you."

2 - Response is mildly angry, or provocative, or insulting, or sarcastic.
   E.g. "What do you think you are, using my car and not paying for it!"
   E.g. "You realize that cars don't run on air. Gas is too expensive for me to give away, so I would appreciate it if you would reimburse me for the gas you used."

   OR

   S does not confront friend directly but hints and hopes that friend will notice.

0 - Either response is very angry, or antagonistic, or insulting,
   OR
   S retaliates in a passive way.
   E.g. I would borrow their car and return the "favor".

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Situation: In the parking lot, the person whose car is next to yours swings open his/her door, chipping the paint from your car.

Criteria for Effective Behavior:

--- State your level of concern and what you want the other person to do about the damage (If appropriate, state understanding that it's an accident).

8 - Response has the above criterion.
   E.g. "I noticed you accidentally chipped the paint off my door. May I have your name and address so I can contact you regarding payment for the damage?"
   E.g. "I'm upset about this and it will have to be fixed. Will you give me the money yourself or arrange for your insurance company to pay?"

6 - Response may have the above criterion. Assess for quality of the response

4 - No specific criteria. Use it for non-provocative responses which don't really resolve or aggravate the situation.

2 - Either $ is rude, or antagonistic.
   E.g. "You idiot! Why can't you be a bit more careful? I hope you are ready to pay for that?"
   OR
   $ is sarcastic.
   E.g. "That's all right, it will match the rest of the little dings on the whole truck!"
   OR
   $ says: "Forget it" OR "Sir/M'am, could you please be more careful."

0 - Either $ becomes very provocative and it may lead to a direct confrontation with the person,
   OR
   $ behaves as if nothing has happened OR gives the person a very dirty look hoping that the person will realize what he/she has done.
Situation: The professor has lost your term paper and you do not have an extra copy of it. Because of this, you are forced to redo the assignment.

Criteria for Effective Behavior:

--Express how you feel about the situation and if possible express understanding for error. Do not challenge or attack professor.
--Statement of real hardship of redoing paper.
--Offer alternative solutions.

8 - Response has all the above criteria.

6 - Response has at least one of the above criteria. Assess for quality of the response.
E.g. "I did turn it in. I'm really unhappy about the whole situation."

OR
E.g. "You what, you lost my term paper. I put a lot of time into that paper. Listen, it should not be my responsibility, you're the one that lost it, not me. I don't mean to be rude or anything but God, I don't have the time to do it over. I have other classes to attend to. Let's come to an agreement on the grade. I can tell you all about what I wrote on the paper."

4 - Response is respectful, non-provocative, and unassertive or less convincing.
E.g. "I'll do the term paper over provided that you are sure you cannot find it, and will give me sufficient time to do a good job."

2 - Response is angry or threatening. S does not attempt to negotiate for a solution or compromise.
E.g. "It's not my fault that you lost my paper. Once I give it to you, it is your responsibility to know where it is. Do it over? That's not fair! I'm going to talk to the Dean about this."

0 - Response is very angry, or insulting, or antagonistic. S may aggravate the situation, OR S drops out of the class without resolving the issue.