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**THE DEVELOPMENT OF AN INSTRUMENT  
TO MEASURE ASSERTIVENESS OF  
BLACK EMPLOYEES IN  
WORK ORGANISATIONS**

**BY**

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## Abstract

Recognition of the need to develop black employees' interpersonal skills in order that they cope with the demands of the western business environment formed the backdrop to this study. The use of currently available self-report measures of assertiveness to assess behaviour change was questioned in terms of their psychometric properties and relevance to the black employee working in South African organisations. The aim of this study, therefore, was to develop a self-report instrument to measure assertiveness of black employees in work organisations. Another objective was the assessment of criterion-related validity.

Information gathered from 12 in-depth interviews was used in the writing of new items and assisted in the modification of items from available self-report assertiveness measures. A preliminary questionnaire, consisting of 55 items was subsequently developed. After a number of changes, the questionnaire, consisting of a four-point Likert scale, was distributed to 80 potential respondents for the pilot study. A response rate of 37,5% enabled the analysis of 30 pilot study questionnaires. After further changes, 450 questionnaires were distributed through training and personnel managers from 10 major South African organisations sampling both the commercial and manufacturing business sectors. A response rate of 57% (240 questionnaires) allowed for the analysis of 234 usable questionnaires.

The statistical analysis of responses was done by using both item and factor analytic techniques. After two phases of analysis a 20 item instrument with a three factor structure emerged. The first factor was labelled "anxiety behaviour in interpersonal situations", the second, "collaborative and complimentary behaviour", and the third factor "confronting behaviour". A sub-sample ( $n = 48$ ) of peer-and self-ratings were correlated for each of the three factors to establish criterion-related validity. Results of this study supported the multidimensional and situation specific nature of the assertiveness construct. The value of developing measuring instruments suited to local conditions was also emphasised. However, the inadequate construct validity and reliability of the instrument indicates the need for further research before application of the measure in decision making regarding the assertive behaviour of black employees.

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## CHAPTER 1

### INTRODUCTION

The study will be initiated with a brief outline of the background by focussing on a macro perspective and then linking this to the work environment. Thereafter attention will be given to the importance of this research, the objectives, and delimitations of the study.

A review and discussion of the research literature will outline the constructs of assertiveness, aggressiveness and non-assertiveness; the relationship of assertiveness to personality theory; the measurement of assertiveness and both the value issues and life experiences of South African blacks. The research methodology will then be presented followed by the results and a discussion of these results. Finally, the conclusions of the research will be presented.

#### Statement of the Problem

It is no secret that the South African socio-political climate is characterised by racial conflict. Cultural and language differences have led to serious interpersonal and intergroup problems in South Africa (Hicks, 1987). This is

evidenced by violence in the townships and the State of Emergency. The seriousness of the situation was reported by the HSRC -(1985) in its report on inter-group relations when it stated that "the relations between groups in South Africa are a crucial matter that demands the most urgent attention", and "delays in addressing the issue could have catastrophic consequences" (p.173).

From a systems viewpoint the negative consequences that result from the past and current socio-political climate are bound to affect interpersonal relations in the work environment. Not only does the black employee bring unique values and beliefs, but also the distressful feelings caused by conditions in the townships, to the westernised work environment. The concept of marginality seems to be relevant here. The black manager finds himself torn between two cultures, resulting in a partial acceptance and rejection by the 'white' business world (Human, 1981). The cultural and work setting inconsistencies are likely to have negative psychological effects on the black manager (and by the same token, other black employees working in South African organisations). Human (1981) suggested that "feelings of confusion, of strain, of not belonging, of sensitivity, may be present, whatever the situation, and may affect the individual's response to any gesture" (p.26). These feelings

would most probably cause anxiety. Aggressive or submissive behaviour may result in the affected 'marginal employee'. Some of these employees may be perceived as models by their colleagues and through the process of observing these aggressive/submissive behaviours, particularly if they are perceived as instrumental in reaching goals, learning may take place.

Thus, interpersonal conflict and the potential for this conflict, particularly between black and white employees, characterises most South African work environments. What can be done to help manage and possibly resolve this situation?

#### The Importance of this Research

In the work environment effective communication between individual employees and groups would probably be manifested by better cooperation and increased work performance. However, it seems as though adequate social skills are an important prerequisite for effective communication. According to Gilbert (1980) strategies for managing and possibly resolving interpersonal conflict, particularly between black and white employees, include the development of social skills. Two areas have been identified here for attention:

- In the work situation, interpersonal communication

across the colour bar, and,

- for black employees, who have traditionally been in subservient positions, skills to overcome possible reticence.

In order to facilitate change it may therefore be necessary to provide particular opportunities for the learning and practice of new skills with regard to interpersonal communication and assertive behaviour (Gilbert, 1980). Galassi and Galassi (1978) pointed out that assertion should not be conceptualized as a unitary personality trait, but rather as a set of learned or socialized situation-specific behaviours. This view of assertive behaviour is supported by Alberti (1977).

Recognising that aggression and submission are problems of a culture in transition, a possible solution is assertiveness training (Hicks, 1987). Assertiveness training has been shown to decrease aggressiveness and improve communication (Alberti and Emmons, 1978). It has also been used successfully to increase the level of assertiveness and to reduce anxiety amongst black South African adolescents (Hicks, 1987). Cheek (1976) in his book, "Assertive black, puzzled white", quoted a black American psychologist: "assertiveness training is really of more value to blacks than to whites" (p.9). Three black South African psychologists who were interviewed by Hicks (1987) regarding the validity of the construct assertiveness for their culture, highlighted both

the need for their people to receive assertiveness training and the fact that blacks had to compete in the open market when it came to job situations. The training needs identified by both managers and potential black managers revealed that assertiveness, interpersonal skills and self-confidence training are important in the development of black managers (Human and Hofmeyr, 1985; Queripel, Richardson and Moerdyk, 1986). Charoux (1985) also identified the need for the development of potential black manager's assertiveness and interpersonal skills.

The observation that the background, experience and education of many black employees does not adequately prepare them for the demands of business has led to the development of "bridging programmes" by many companies. Programme content includes theoretical inputs (Business Economics, Law, English and Mathematics), application of this theory in work situations and academic and interpersonal skills modules. Interactive skills training forms the largest component of the programmes. These modules teach the incumbents presentation skills, how to communicate assertively, questioning techniques and handling difficult interpersonal situations. This element of these programmes is regarded as the most useful by incumbents. The participants find these skills particularly relevant when starting out in the work environment (Human and Hofmeyr, 1985).

Mention has already been made of the fact that assertiveness training courses have also been developed and included in the employee advancement programmes of some organisations (e.g., Birkenbach, 1986). In order to assess whether the training has been effective in bringing about behavioural change, use has been made of self-report measures, e.g., the Assertion Inventory, developed by Gambrill and Richey (Birkenbach, 1986). The majority of available assertiveness measures have been developed on American undergraduate university students (Beck and Heimberg, 1983). A culture bias therefore exists. As a result questionnaire items seem to lack relevance for use in South African work environments. Due to these, and other psychometric shortcomings (to be discussed later), assessments made about assertiveness and a subsequent change in behaviour are done with little confidence. This points to a serious shortcoming in the use of self-report assertiveness measures to assess behaviour change in employees working in South African organisations.

The use of an appropriate self-report measure will also serve to gather information regarding the level of assertiveness before training commences. This will allow the trainers to orientate themselves to each individual in the group and to provide special input where and when necessary.

## The Objectives of the Study

The discussion on the importance of this research briefly outlined the need for an appropriate self-report measure of assertiveness to suit South African circumstances.

This exploratory study, therefore, has as its main objective, the design and development of a self-report assertiveness questionnaire for use on black employees working in South African organisations. This will include the assessment of criterion-related validity to be measured by comparing a sub-sample of peer and self ratings of assertiveness. Secondary objectives include contributions to the theory as regards the construct of assertiveness, its situation specificity and self-report measurement.

## The Delimitations of the Study

The study concerned black employees, the majority of whom were males, with a minimum education level of matric. English language ability at this level of education was judged as sufficient for respondents to read and understand the questionnaire. Although psychometrically correct from the viewpoint of questionnaire development, it restricts the use of results to a similar group of people.

What follows is a review and discussion of the relevant and available research literature on the constructs of assertiveness, aggressiveness and non-assertiveness; the relationship of assertiveness to personality theory; and the measurement of assertiveness, with particular emphasis on self-report questionnaires. The discussion will also highlight the value issues and life experiences of black South Africans working in a white world.

## CHAPTER 2

## ASSERTIVENESS AND ITS MEASUREMENT

Although research into assertiveness had an early introduction it was slow to emerge. This was mainly due to a number of problem areas which included the lack of an adequate definition of assertiveness, the poor identification of assertiveness components and inadequate measuring instruments (Rich and Shroeder, 1976). More recently, there has been a flurry of research activity on the subject of assertiveness as characterised by the work of Alberti (1977), Beck and Heimberg (1983), Galassi and Galassi (1980), Hicks (1987), to mention a few.

This exploratory study, which has as its primary objective the development of an assertiveness measure, needs to clarify the relationship of personality theory and the concept of assertiveness. Attention must also be given to defining the concept of assertiveness, investigating its components and the measurement thereof.

## Personality Theory and Assertiveness

Investigation of the literature on personality theory in core texts (Hall and Lindzey, 1978; Maddi, 1980; Rychlak, 1981) revealed little mention of the assertiveness construct. Rychlak (1981) referred to Wolpe's use of assertive training to assist clients to express their natural and appropriate feelings in life situations. Wolpe and Lazarus (1966) suggested a more restricted trait concept of assertiveness, while Cattell (1965) discussed assertiveness versus submissiveness as a source trait. However, there is a lack of empirical support for the validity of these theories of assertiveness (Rich and Shroeder, 1976).

Self-efficacy, a concept introduced by a prominent behaviourist, Bandura (1977), is an expectation that individuals can, through personal effort, master situations and cause desired outcomes. Greater levels of self-efficacy are possible and one way of achieving this is through assertive behaviour. Bandura's (1977) view, together with the lack of empirical evidence for the trait theorists, supports the view that assertiveness is a behavioural concept. Further empirical confirmation of the behavioural nature of assertiveness is outlined in numerous studies including amongst others, Bates and Zimmerman (1971), Beck and Heimberg (1983), Galassi and Galassi (1980), and Henderson and Furnham (1983).

## Defining the Constructs

An important baseline in the investigation of any personality related concept is the distinction between relevant constructs. Research on assertiveness is characterised by the problem of distinguishing between assertiveness and aggressiveness (Alberti, 1977; Galassi and Galassi, 1978; Hollandsworth, 1977; Rich and Shroeder, 1976). Alberti (1977) pointed out that magazine articles on the subject further illustrated the confusion between assertiveness and aggressiveness, e.g., the Reader's Digest, used the term "aggressive" to define the word assertive and the Publisher's Weekly referred to popular books on "aggressiveness training". The ability to distinguish between assertiveness and aggressiveness has been shown to be a prerequisite for behaving assertively (Lange and Jakubowski, 1976; Warehime and Lowe, 1983). Any assertiveness training intervention would therefore need to carefully consider the individuals probable lack of knowledge of these concepts.

### Assertiveness

Many of the earlier definitions of assertiveness tend to be vague and general (Rich and Shroeder, 1976). One of the earliest definitions of assertiveness behaviour proposed by

Wolpe and Lazarus (1966) , was "all socially acceptable expressions of rights and feelings"(p.39). In spite of its limitations, this definition still seems to be accepted today.

Later research attempted to focus on a more behavioural definition. Alberti and Emmons (1978) defined assertiveness as: "Behavior which enables a person to act in his or her own best interests, to stand up for herself or himself without undue anxiety, to express honest feelings comfortably or to exercise personal rights without denying the rights of others, we call assertiveness behavior" (p.2).

Building on this definition, Salter (1977) made a distinction between what he called "fraudulent assertion" and "true assertion". He describes the characteristics of fraudulent assertion to be "lifemanship" where people simply split hairs about irrelevant issues. Secondly, people pretend being assertive, i.e., they do not express their true feelings. Close to this is manipulative assertion, which involves dishonest expression of how you really feel as you attempt to persuade the other party to accept your point of view or idea. Salter emphasised that assertion should be truthful and interactive. This is borne out in a definition proposed by Jakubowski cited in Lange and Jakubowski (1976) where "Assertion involves standing up for personal rights and

expressing thoughts, feelings and beliefs in direct, honest and appropriate ways which do not violate another person's rights" (p.7).

Although Rich and Shroeder (1976) made a correct deduction in stating that assertive behaviour is an interpersonal skill, they omit the important dimension of "honest expression" in their functional definition of assertive behaviour. These authors state that "assertive behaviour is the skill to seek, maintain, or enhance reinforcement in an interpersonal situation through an expression of feelings or wants when such expression risks loss of reinforcement or even punishment" (Rich and Shroeder, 1976, p.1082).

An important issue relating to the definition of assertive behaviour is whether assertiveness is a trait or rather situation specific. There seems to be agreement that assertiveness is a component of "social skills", i.e., a subset of a larger construct (Beck and Heimberg, 1983; Henderson and Furnham, 1983; Hersen and Bellack, 1977). Beck and Heimberg (1983) suggested that the multidimensionality of the assertion construct or the numerous behavioural classes (situation specific nature) may be an important consideration in future research. An adequate

summary of the debate appears in an article by Rich and Shroeder (1976). They conclude by stating that "assertiveness may best be defined as a group of partially independent situation specific response classes" (p.1083). However, according to Futch, Scheirer and Lisman (1982) an "either-or" stance should not be adopted for the trait versus state issue. They argue that it best be thought of as a matter of degree, as some factors may be "trait-like", while others are related to specific situations.

A further consideration is the influence of culture or ethnic background on the person situation specificity of assertive behaviour (Alberti and Emmons, 1978). This is particularly important given the context of this study, i.e., the ethnic backgrounds of South African blacks. Amongst South African blacks there is an important respect for one's elders. Certain requests may therefore be viewed as out of line, or even aggressive, by some regardless of the behaviour, response or intent. Thus cultural differences will impact on the appropriateness of assertive behaviour in different environments.

Spanning all of the above arguments and being a useful means for classifying whether behaviour is assertive is the

"CRIB" framework as outlined by Alberti and Emmons (1978) (see Table 1). This acronym represents context, response, intent and behaviour. It should be noted however, that entries in Table 1, are representative of non-assertive, assertive and aggressive behaviour, particularly in the area of the response of others. According to Alberti and Emmons (1978) an act may be assertive in behaviour and intent (you intended to and did refuse a certain request), aggressive in response (the other person(s) felt offended at your refusal) and non-assertive in the social context (your culture/subculture expected a more forceful/"put-down" style). The social cultural context should be considered in classifying behaviour (Cheek, 1977), in this case the South African situation. The behaviour is what the person did, i.e., his or her action. Intent focuses on getting across to the other person(s) what you had planned to say. Response is the other party's reaction to your behaviour within a given social context. Although the CRIB is a useful guide to classifying behaviour it should be noted that a specific situation may differ from the "usual case" shown in Table 1. Alberti and Emmons (1978) acknowledged that each situation and person must be assessed individually. However, within the CRIB framework the labels "non-assertive", "assertive", and "aggressive" are viewed as useful in assessing the appropriateness of a particular action.

**Table 1 "The Crib" - A Framework For Classifying Behaviour  
(From Alberti and Emmons, 1978, p.14)**

**YOUR ACTIONS MAY BE LABELED AS...**

	<b>NON ASSERTIVE</b>	<b>ASSERTIVE</b>	<b>AGGRESSIVE</b>
When the Society or Culture or context calls for...	Strength; "Cool" ambition "Macho"; Drive; Self-serving; Hardness; Toughness; Lack of regard for others.	Honesty; Forthrightness; Firmness; Courage; Directness; Caring; Respect for others; Equality in relationships.	Self denial; Sacrifice; Quiet; Softness; Submission to others; "Not making waves"; "Staying in your place".
When you feel this response...	Emotional pain; Failure to gain your goals; Loneliness; Physical ailments (headaches etc.); Low self confidence; Low self - respect.	Good feeling, Accomplishment of your goals; Closeness (in long run - sometimes distance at first); Confidence; Self respect; Affection; "I did all I could".	Guilt; Loneliness; Accomplishment of your goals; Distance from others; Power; Confidence; Low self-respect.
And the responses of others is...	Scorn; Derision; Lack of respect; Pity; Winning; Ignore you; "Turning off".	Good feeling; Friendliness; Affection; Cooperation; Respect; Closeness; Openness. OR SOMETIMES: Fear; Withdrawal OR SOMETIMES: Anger, Dislike.	Fear; Withdrawal; Submission; Avoidance OR Anger; Disrespect; Dislike; Hostility OR Firmness; Assertion; Resistance.
When your intent is primarily...	Deny yourself; Avoid risks; Stay out of trouble; Put yourself down; Avoid hurting others; Avoid hurting yourself; Be liked; Hide your anger.	Express yourself; Reach out; Gain your goals; Show respect for others; Be honest and direct; Stand up for your rights; Express friendship or affection; show your anger.	Express yourself; Dominate; "Set others straight"; Win; Do it your way; Gain your goals; Disregard others.
And others interpret that...	You are afraid you are a pushover; You don't believe in your ideas; You don't know what you're talking about.	You are confident; You are friendly; You are honest; You know your feelings; You respect yourself and others; You care.	You want to hurt others; You are thoughtless and rude; You are mean; You have no feelings; You are pompous.
When you behave with...	Downcast eyes; Soft voice; Hesitation; Helpless gestures; Denying importance of the situation; Slumped posture; words like "anything you want is okay with me"; OR avoiding the situation altogether.	Direct eye contact; conversational voice level; Fluent speech; Firm gestures; Erect posture; "I" messages; Honesty; Positive statements; Direct response to the situation.	Glaring; Loud voice; Fluent/fast speech; Confrontation; Threatening gestures; Intimidating posture; Dishonesty; Impersonal messages.
And others behave by...	No eye contact; not listening; being pushy; Making unreasonable requests; Taking advantage of you; Disagreeing; Denying your requests; Head shaking; Manipulation.	Making eye contact; Interested conversation; Open posture & gestures; Listening; Forthright comments; Agreeing or disagreeing. OR SOMETIMES: giving in; OR SOMETIMES: aggression.	Backing away; Hesitating; Agreeing; Closed posture; Accepting; Giving; Giving in; Looking away or down; Head nodding OR counter aggression; Glaring; Hostile remarks; Loud voice; Threats; Violence OR direct Eye contact; Firm posture and gestures; Forthright comments.

In conclusion, a definition of assertive behaviour needs to include the following elements:

- \* the honest expression of one's needs and rights,
- \* respect for the needs and rights of others,
- \* its situation specific nature,
- \* its person specific nature,
- \* the existence of congruent verbal and nonverbal behaviour,
- \* the fact that it is performed without feeling overly anxious, and
- \* a skill that can be learnt.

#### Aggressiveness

Aggression can be viewed in some respects as the exact opposite of non-assertion. Alberti and Emmons (1978) described aggressiveness as "putting yourself up" by "putting others down" (p.17). Although this definition is short and to the point it fails to describe aggression as a process and omits both individual and situational differences.

According to Green's definition aggression can be described as (cited in Edmunds and Kendrick, 1980)"the delivery of a noxious stimulus by one organism to another with

the intent thereby to harm and with some expectation that the stimulus will reach its target and have its intended effect" (p.15). This definition pays some attention to aggression as a process, yet fails to outline individual and situational influences.

Another definition proposed by Jakubowski and Lange (1976) suggests that aggression is seen as always violating the rights of others through the dishonest and usually inappropriate expression of thoughts, feelings and beliefs. However, individual differences may result in different perceptions of what is harmful to a person (Hollandsworth, 1977).

The limitations of these definitions are accommodated in the CRIB analogy for classifying behaviour as it is applied to aggressive behaviour (Alberti and Emmons, 1978) (see Table 1). Although a person may perceive that another's behaviour is aggressive, consideration should be given to the intent of the so called "aggressive behaviour". An interesting distinction made by Alberti and Emmons (1978) is that of general as opposed to situational aggressiveness. General aggressive behaviour characterises an individual's behaviour as typically aggressive in every type of situation. The situationally aggressive individual responds with aggressive behaviour only under certain conditions.

To summarise, a definition of aggressiveness should consider the following elements:

- \* behaviour which violates the rights of others,
- \* the dishonest expression of thoughts, feelings and beliefs,
- \* the existence of both verbal and nonverbal behaviour components, and
- \* the intent to dominate and win, forcing the other person to lose.

#### Non-Assertiveness

Non-assertive or submissive behaviour is the opposite of assertive behaviour. It is behaviour that violates one's own rights by not expressing honest feelings, thoughts and beliefs. Secondly, the expression of one's thoughts and feelings in an apologetic and self effacing manner allows others to easily disregard them (Alberti, 1977; Lange and Jakubowski, 1976). According to Alberti and Emmons (1978) some individuals fail to assert their rights or act on feelings under most or nearly all circumstances, i.e., generalised non-assertiveness. However, some individuals may only act non-assertively in certain situations, i.e., situational non-assertiveness.

The individual with general non-assertiveness will

probably have low self esteem and feel anxious in almost all social situations. Non-assertive individuals show a lack of respect for their own needs with the objective of appeasing others and avoiding conflict. Non-verbal behaviours associated with non-assertiveness include evasive eye contact, hand wringing, clutching the other person, hunching the shoulders, covering the mouth with a hand, nervous gestures and a soft voice (Lange and Jakubowski, 1976). The antecedents of non-assertion as regards South African blacks will be discussed in a separate section.

#### Measurement of Assertive Behaviour

The literature on assertiveness distinguishes between the verbal and nonverbal content of assertive responses (Alberti and Emmons, 1978). According to a comprehensive summary on the subject by Rich and Shroeder (1976) past research has focused on defining the verbal content of effective assertive responses.

Rich and Shroeder (1976) argued that "the definition of appropriate content is a function of the personal values of the therapist and client, societal values, and the particular situation in which an assertive response is to be expressed" (p.1084). This argument is particularly relevant in South Africa where the general population is characterised by

significant value, societal and situational differences. What is perceived to be appropriate for whites may be regarded as taboo by their black colleagues.

The nonverbal content of assertive responses could be considered more important than the verbal content. McFall, Winnett, Bordewick and Bornstein (1982) indicated that high and low assertive individuals can be distinguished on the basis of nonverbal behaviours. Gender differences have been identified in the expression of nonverbal assertive behaviour. Another important finding was that nonverbal and verbal behaviour needs to be congruent for an assertive message to be accurately conveyed (McFall et al., 1982; Serber, 1977). Nonverbal behaviours that have been identified include the following: duration of eye contact, duration of reply, latency of reply, loudness of speech, bodily gestures and facial expression (Eisler, Hersen and Miller, 1973; McFall et al., 1982).

The measurement of social behaviour skills provides crucial information to assist in the identification and treatment of an individual's inappropriate social behaviour within a particular context. The discussion focuses on three areas, namely the verbal, nonverbal and physiological components. An overview of behavioural and physiological

measurement provides the background for a more detailed discussion of the self-report measurement of assertiveness behaviour and its shortcomings.

### Behavioural Measurement

Rich and Shroeder (1976) outlined the different procedures for behavioural measurement: direct observations in naturalistic settings, observations in contrived behavioural situations, and assessment of role-playing.

Observations in most *naturalistic settings* seem to be characterised by the difficulty in obtaining adequate samples of behaviour (Rich and Shroeder, 1976). An interpersonal diary was suggested by Hedquist and Weinhold (1970) in an attempt to overcome this problem. This method allowed the subjects to record their own behaviour in terms of the date, time of day, place, and the other people involved in the assertive response. A shortcoming of this diary procedure is the almost impossibility of reliably establishing the quality or effectiveness of the response. According to Rich and Shroeder (1976) direct observations are more feasible in institutional environments.

Observations in *contrived behavioural situations* have the

advantage of reasonably standard stimulus conditions as a confederate behaves in a preprogrammed manner with all the subjects. McFall and Twentyman (1973) devised a sensitive contrived situation where the confederate posed as a classmate of the subject. Requests for help with his work escalated to an unreasonable level of asking for the subject's examination notes. The interaction is scored by noting the point at which the subject first refuses in the series of increasingly unreasonable requests. Unfortunately, control over extraneous influences is still problematic.

Assessment by means of *role-playing* employs real life problem situations in simulated procedures. The subject is requested to respond as he/she would in real life and the trainer/therapist identifies behaviour deficits. This technique and various modifications to this technique have been extensively researched to gauge their effectiveness for use in the training of assertiveness (Burkhart, Green and Harrison, 1979; Eisler, Hersen and Miller, 1973; McFall and Lillesand, 1971; McGuire and Thelen, 1983).

The use of role plays in assertiveness training however has its problems (Rich and Shroeder, 1976). The unnaturalness of role playing, i.e., subjects may not see themselves "in the role" and the influence of demand characteristics of the

simulated situation on the role play assessments, are still unknown. Another important drawback is the subjectivity of the rater's assessment of the subject's behaviour.

### Physiological Measurement

Although Galassi and Galassi (1978) do not mention physiological measures in their review, a few studies have utilized this measuring technique. Pulse rate has been used in an attempt to detect differences before and after role-playing assessments (Hersen and Bellack, 1977; McFall and Marston, 1970).

A major drawback with these measures is that at the autonomic level it is difficult to distinguish emotional states, with the exception of anxiety and anger. It is therefore difficult to identify the different response classes of assertiveness using physiological measurement (Rich and Shroeder, 1976).

### Self-Report Measurement

The first self-report inventory, the Action-Situation Inventory (ASI), which consisted of 21 behavioural situations and five or six alternative reactions was developed in 1968.

Unfortunately, no further information was given regarding the rationale or procedure for development of the situations and reactions. Since then a number of self-report measures have been developed and include the Conflict Resolution Inventory (McFall and Lillesand, 1971), the Rathus Assertiveness Scale (Rathus, 1973), the College Self-Expression Scale (Galassi, De Leo, Galassi and Bastien, 1974), the Assertion Inventory (Gambrill and Richey, 1975) and recently the Assertiveness Self-Report Inventory (Herzberger, Chan and Katz, 1984).

The Conflict Resolution Inventory (CRI) (McFall and Lillesand, 1971) assesses one specific response class of assertiveness, i.e., the ability to refuse unreasonable requests. Items for the questionnaire were developed by college students' written descriptions of situations in which they experienced difficulty in refusing unreasonable requests. The questionnaire consists of two sections: the first section comprises nine questions with the objective of assessing the importance of being assertive to students. Their responses are measured on a 100-point rating scale. The second section consists of 35 items which present specific refusal situations and are rated on a 5-point scale. The authors reported correlations of 0.69 and 0.63 between the CRI and behavioural ratings. Beck and Heimberg (1983) noted that the CRI is the only scale that assesses a well defined subclass of assertive

behaviour and is one of the more carefully constructed assertiveness measures. A summary of psychometric information includes normative data on college undergraduates, test-retest reliability of 0.85 and 0.54 with a four- and 10-week interval respectively (Beck and Heimberg, 1983).

The Rathus Assertiveness Scale (RAS) (Rathus, 1973) is a 30 item rating scale which was developed from items selected from earlier questionnaires measuring general assertiveness. According to Beck and Heimberg (1983) there is little information available regarding item selection. The respondents rate each item on a six-point scale ranging from "very characteristic of me" to "very uncharacteristic of me". Normative data have been developed on college students together with the calculation of a test-retest reliability of 0.78 over a 5-week period and a split-half reliability of 0.77 (Beck and Heimberg, 1983). In a concurrent validation procedure, RAS scores correlated significantly with ratings of boldness (0.61), outspokenness (0.54), confidence (0.32) and niceness (0.36) (Rich and Shroeder, 1976). A high correspondence between RAS scores and assertive content of role played responses was demonstrated for female subjects (Futch et al., 1982). Based on the convergent, discriminant and factorial validity indexes, the RAS demonstrated acceptable

validity to be used in a study of black South African adolescents (Hicks, 1987). However, this study did not assess the reliability of the RAS.

Beck and Heimberg (1983) reported that as many as 12 and as few as three factors have resulted from factor analytic studies on the RAS. This large "range" of factors was explained by Futch et al. (1982), where they noted that inadequate psychometric principles have been applied to factor analytic studies. This has resulted in some factors only containing one or two items. The same researchers' analysis of the RAS revealed four factors, namely "Expression of Personal Opinions", "Expression of Legitimate Rights", "Initiation of Social Interaction and Concern for the Feelings of Others". Rich and Shroeder (1976), on the other hand, pointed out that the RAS appears to measure a non-specific trait rather than a response to specific situations. These authors suggested that more research is needed to tap all response classes of assertiveness with a variety of subject populations.

Futch et al. (1982) pointed out that the RAS has a weakness in that it tends to confound assertive and aggressive behaviour. Despite this shortcoming, it is reported to have been widely used and more researched than other assertiveness

self-report measures. However, there is still dissatisfaction with the content of the measure (Henderson and Furnham, 1983).

The College Self-Expression Scale (CSES) developed by Galassi et al. (1974) is a 50-item self-report inventory designed to measure assertiveness in college students. It taps three dimensions of assertiveness, namely, positive and negative assertiveness and self-denial in a variety of interpersonal contexts, e.g., family, strangers, business relations, authority figures and peers. Use is made of a 5-point Likert scale ranging from "Almost Always or Always" to "Never or Rarely". Norms for male and female college students were calculated as well as test-retest reliability coefficients of the two separate samples. These coefficients were 0.89 and 0.90 respectively, after a two and five week lapse.

Beck and Heimberg's (1983) criticism regarding the purpose of the CSES to only assess assertion in college students was addressed when Galassi et al. (1974) developed the Adult Self-Expression Scale (ASES) consisting of 48 items. Psychometric information includes normative data on male and female adults, and test-retest reliability coefficients of 0.88 and 0.91 after a two and five week lapse, respectively. Green, Burkhart and Harrison (1979) examined the RAS and CSES

and found that these scales appear to measure the construct of assertiveness.

The Assertiveness Inventory (AI) developed by Gambrill and Richey (1975) is a 40-item instrument for use with heterogeneous groups of individuals. It is a situation specific inventory with eight response classes of assertiveness, namely, "Turning Down Requests", "Expressing Positive Feelings", "Handling Criticism", "Differing with Others", "Assertion in Service Situations", "Giving Negative Feedback", "Expressing Personal Limitations", and "Initiating Social Contacts".

This inventory has a unique format where the degree of discomfort in specific situations, the probability of engaging in a behaviour (each rated on a 5-point scale), and the identification of situations in which a person would like to be more assertive is assessed. This information provides insight into the nature of intervention strategies, e.g., a high discomfort-low probability score (non-assertive behaviour) may need to focus on the development of appropriate responses. On the other hand, a high discomfort-high probability score may suggest a need to focus on cognitive restructuring. However, these proposals have yet to be supported by

empirical evidence. Psychometric information includes normative data on 3 samples of college students with test-retest reliabilities of 0.87 and 0.81 for the discomfort and response probability scales after 5-week lapses. In a study on a group of South African white university students, Birkenbach (1986) calculated a test-retest reliability coefficient of 0.95 for the discomfort scale.

The Assertive Self-Report Inventory (ASRI) developed by Herzberger et al. (1984) consists of 25 items that measure the assertiveness construct. In writing the items, cognisance was taken that the behaviour, the situation and the other people involved in the interaction were indicated. The focus was therefore on the behavioural and affective dimensions of assertiveness. Psychology students generated 50 items with the following three components of assertiveness in mind: expressing one's rights, denying one's rights, and reactions towards being assertive. The self-report questionnaire is answered by circling either "true" or "false", for each of the 25 items, depending on whether or not the item represents the respondent's viewpoint.

Normative data have been developed on male and female college students with a moderate internal consistency coefficient of 0.78 (Cronbach Alpha), a test-retest

reliability coefficient over a 5-week period of 0.81, and convergent validity with the RAS was 0.70 and 0.63 for a combined sample of males and females for two separate testing administrations. In addition the items did not correlate significantly with either a social desirability or an aggression scale, but correlated significantly (0.67) with the situational assessment for all respondents. The concurrent validity of peer rated assertiveness significantly correlated (0.42) with self-rated assertiveness for a sample of 42 college students. This psychometric information, although based on a rather small sample size, indicates that the ASRI could, with further research, be developed into a robust measure of assertiveness.

According to Beck and Heimberg (1983) the Adult Self-Expression Scale, College Self Expression Scale, and the Assertion Inventory have not been exposed to sufficient validation efforts. Therefore, the validity of their use for different purposes is unknown. On the other hand research studies using the Conflict Resolution Inventory, and the Rathus Assertiveness Schedule have reported some information on the validation of these measures.

The use of self-report assertive measures seems to be

widespread and popular amongst researchers and practitioners alike, despite the fact that some of the instruments suffer as a result of development procedures being suspect, i.e., some instruments are being used to assess client change despite not being valid measures. A more in-depth discussion is necessary to highlight psychometric inadequacy and common problems in self-report measurement.

### Shortcomings of Self-Report Measurement

Before highlighting some of the more specific psychometric criticisms with self-report measures of assertiveness, cognisance needs to be taken of some of the more generic self-report problems.

Relating the problems of self-report measurement to the assessment of behavioural change, consideration of the response-shift phenomenon is important. According to Birkenbach (1986) the measurement of behaviour change may be influenced, by amongst others, two important variables. Firstly, history and maturation may cause distorted measurement. This occurs when factors external and internal to the subject, other than the experimental intervention, influences behaviour change. The second variable, instrumentation, accounts for changes in

measurement due to the subjects' recalibration of scales of a criterion instrument or the extent to which instruments may measure different attributes. The problem with instrumentation is that it is difficult to control for error because respondents serve as their own raters according to some assumed internalised standard. It is assumed that this internalised standard remains the same for different people. Therefore, as Cronbach and Furby (1970) have indicated, a common metric must exist from one measurement to the next.

An implication of these measurement problems is that training interventions may be quite successful, but do not reflect any numeric change in measures used. However, the converse may also occur; training may not be successful, but still reflect a numeric change in a positive direction. A strategy to overcome this is to utilise retrospective pretests which assist in removing response shift bias (Birkenbach, 1986; Howard and Dailey, 1979).

The above problem is confounded further with the use of instruments which are inadequate from a psychometric point of view. Beck and Heimberg (1983) highlighted the psychometric inadequacy and therefore suspect quality of assessment tools employed in measuring the effects of assertion and social

skills training interventions. Criticism includes the following:

- \* The absence of norms for adult, non-psychiatric populations limits the clinical use of these scales;
- \* More data are needed about the reliability of measurements, especially the internal consistency of instruments;
- \* Factor analytic studies have resulted in some conflicting results regarding the assertion construct, i.e., information on how some of these analyses were calculated is not even available and standard and scientifically sound factor analytic principles need to be applied in order to improve the understanding of the assertion construct;
- \* The extent to which the variables of social desirability and response set influence self-reported assertion needs further investigation. However, from a more behavioural viewpoint, this factor can be conceptualised as a component of cognitive self-appraisal as it relates to assertive behaviour. This may suggest that cognitions involved in social desirability concerns are detrimental to the display of assertive behaviour.
- \* Scale construction seems to have been based on items that appear in existing scales. Thus a similarity of scale content with considerable variability in scale format has resulted. The use of social validation could produce useful insights

into scale construction efforts and also the examination of items on existing self-report assertion scales.

\* The reading level required by respondents has been assumed to be of a high enough standard for them to answer the questionnaire. Cognisance therefore needs to be taken of the target population when writing the instructions and items.

\* Herzberger et al. (1984) criticised the RAS but could not overcome the same problem, i.e., the non-verbal component or how a statement is said. The actual behaviour displayed in a specific situation will influence whether the verbal behaviour can be classified as assertive, aggressive or non-assertive. This seems to be a shortcoming of all self-report inventories, simply by virtue of the assessment technique used.

Despite these limitations, self-report assertiveness measures continue to be used and produce useful information. Beck and Heimberg (1983) suggested that it may be empirically more fruitful to develop instruments along the lines of a unidimensional approach, i.e., the items in the measure refer to one component of assertiveness. However, the use of a multidimensional approach may provide more information, and of a better quality, about an individual's assertion. For example, it may be discovered that the individual is assertive in a one on one encounter, but non-assertive in a social situation

involving a number of people. Within the South African context the use of a psychometrically well developed self-report measure of assertiveness can make a valuable contribution to the assessment of assertiveness / non-assertiveness amongst blacks and/or whites. In order to reach this goal, cognisance needs to be taken of the limitations of self-report measurement, and also the cultural influences on black South African employees, in developing an appropriate measure.

#### Components of Assertiveness

A number of assertiveness components have been identified from a number of factor analytic research studies cited in the literature (see Table 2 for a description of these components, the relevant study and the instrument used). The discussion will highlight apparent trends in the item content of components across the different studies. These will then be related to the South African situation.

On inspection of the items used in a number of self-report questionnaires Henderson and Furnham (1983) found that some of the measures were similar and even had identical items: 18 items were found to be common to both the Wolpe-Lazarus and College Self Expression Scale

Table 2

Factor Analytic Studies and Assertiveness Components

COMPONENT	INSTRUMENT	STUDY
<u>Standing up for Personal Rights</u>		
Standing up for Personal Rights in a Public Situation.	College Self Expression Scale. Rathus Assertiveness Schedule. Bakker Scale.	Henderson and Furnham (1983)
Expression of Legitimate Rights with Strangers or Business Figures.	Rathus Assertiveness Schedule.	Futch, Scheirer and Lisman (1982)
Ability to Stand up for Legitimate Rights, especially in a Consumer Situation.	Rathus Assertiveness Schedule.	Galassi and Galassi (1980)
Complaining to Rectify Injustice.	Rathus Assertiveness Schedule.	Nevid and Rathus (1978)
The Willingness to Insist, Complain or Argue a Position.	Rathus Assertiveness Schedule.	Kearney, Beatty, Plax and McCroskey (1984)
Turning Down Requests; Resisting Pressure to Alter One's Consciousness; Handling Service Situations; Handling a Bothersome Situation.	Assertion Inventory.	Gambrill and Richey (1975)
The Ability to Refuse Unreasonable Requests.	Assertive Self Statement Test.	Bruch, Haase and Purcell (1984)

Table 2 (continued)

COMPONENT	INSTRUMENT	STUDY
<u>Positive Assertion</u>		
Positive Assertion.	College Self Expression Scale.	Henderson and Furnham (1983)
Complimenting Others.	Assertion Inventory (Discomfort Scale).	Gambrill and Richey (1975)
<u>Initiating Social Interaction</u>		
Initiating and Maintaining Interaction with Nonintimate Others.	Rathus Assertiveness Scale.	Henderson and Furnham (1983)
Initiating Behaviour and Making Requests on Nonintimate Others.	Assertion Inventory (Discomfort Scale).	Henderson and Furnham (1983)
Initiation of Social Interaction.	Rathus Assertiveness Scale.	Futch, Scheirer and Lisman (1982)
Initiating Contact with New Acquaintances or Strangers.	Rathus Assertiveness Scale.	Kearney, Beatty, Plax and McCroskey (1984)
Initiating Interactions.	Assertion Inventory (Discomfort Scale).	Gambrill and Richey (1975)
Ability to Express Feelings spontaneously and Initiating Interaction.	College Self Expression Scale.	Galassi and Galassi (1980)

Table 2 (continued)

COMPONENT	INSTRUMENT	STUDY
<u>Confronting Others</u>		
Ability to Deal with Criticism and Pressure.	Assertion Inventory.	Henderson and Furnham (1983)
Confronting Others.	Assertion Inventory.	Gambrill and Richey (1975)
Concern with the Negative Emotional Consequences Resulting from either the Display of Unpleasant Emotions or from the Negative Evaluations made of the Individual by the Antagonist.	Assertive Self Statement Test.	Bruch, Haase and Purcell (1984)
<u>Concern for the Feelings of Others.</u>		
Concern for the Feelings of Others.	Rathus Assertiveness Schedule.	Futch, Scheirer and Lisman (1982)
Standing up for Self and Expressing Self-worth.	Rathus Assertiveness Schedule.	Kearney, Beatty, Plax and McCroskey (1984)
Moral Duty to Others.	Assertive Self Statement Test.	Bruch, Haase and Purcell (1984)
<u>Other Components</u>		
Expression of Personal Opinions.	Rathus Assertiveness Schedule.	Futch, Scheirer and Lisman (1982)
Giving Negative Feedback, Responding to Criticism and Admitting Personal Deficiencies.	Assertion Inventory.	Gambrill and Richey (1975)

(CSES) inventories, 11 to the Rathus Assertiveness Schedule (RAS) and CSES, 9 to the RAS and Wolpe-Lazarus, and 7 to the CSES and the Bakker scale. Despite these similar items, different factor structures resulted for each of the measures used. This is felt to be a significant result despite the fact that the study in question only extracted the two major factors for each measure, i.e., those two factors that together accounted for approximately 30% of the variance for each measure.

Although different factor (component) names have been used to describe "standing up for personal rights", the items are very similar across studies that have used the RAS. Studies using other measures also reflect a common trend amongst items, i.e., they seem similar in nature and content. This component, albeit needing slight modifications for different situations, seems to be the most common amongst assertiveness components (see Table 2). It is also interesting to note that behaviours characteristic of this component are made in response to another's behaviour. (Henderson and Furnham, 1983).

The "Positive Assertion" component characterises complimentary behaviour, expressing appreciation for others and happiness of another's good fortune, across two studies

(see Table 2). Despite this dimension's lack of appearance across other measures it is still regarded as an important component of assertiveness (Alberti and Emmons, 1978; Hersen and Bellack, 1977).

The "Initiating Social Interaction" component, although less consistent across measures than the "Standing up for Personal Rights" component, displays reasonable similarity regarding the nature and content of items (see Table 2). This component tends to be classified according to the person to whom the assertive response is made (intimate and nonintimate people) unlike the majority of components which are derived primarily by the type of assertion expressed. (Henderson and Furnham, 1983).

Inspection of the items of the factors that comprised the "Confronting Others" and "Concern for the Feelings of Others" components, reflected a similar trend, particularly for the "Confronting Others" component (see Table 2).

The nature of these analytic studies supports the multidimensional nature of both the construct assertiveness and the different self-report measures of assertion. This suggests that a single total score may not be an adequate description of assertion deficiencies. A more useful approach

may be the assessment of these different components of assertiveness by separately relating them to specific situations (Henderson and Furnham, 1983).

Table 2 reflects that the majority of components that resulted from various factor analytic studies were based on the responses to two instruments (RAS and Assertion Inventory). In other words the majority of factors have been generated from a relatively limited pool of items. Despite this, similar factors, albeit limited, have been generated using alternative instruments (College Self Expression Scale, Assertive Self Statement Test and the Bakker Scale) (Bruch, Haase and Purcell, 1984; Galassi and Galassi, 1980; Henderson and Furnham, 1983). With the exception of the study by Henderson and Furnham (1983), which sampled an occupationally heterogeneous group, all other studies sampled either college students or patients. All of these samples comprised American respondents. This suggests that a culture bias exists and consequently limits generalisability of these assertiveness components to other cultures, e.g., South African blacks.

As a point of departure and in line with the exploratory nature of this study, the broad range of components listed in Table 2 need to be assessed for relevancy amongst black employees in the South African work situation. Items need to

be modified and new items developed to assess components such as Standing Up for One's Personal Rights or Willingness to Turn Down Requests, Complimentary Type Behaviour, Initiation of Social Interaction, Confronting Others, Concern for the Feelings of Others, Expression of Personal Opinions, Giving Negative Feedback, Responding to Criticism and Admitting Personal Deficiencies. These components will form an "assertiveness model" which provides a departure point for the design of a self-report measure and the identification of assertiveness components relevant to black employees.

A discussion of the life experiences of South African blacks, their work values and how this relates to assertiveness in the work environment will follow.

## CHAPTER 3

### ASSERTIVENESS IN THE SOUTH AFRICAN WORK CONTEXT

The majority of black people living in South Africa have had many unfortunate and even repulsive life experiences which prove to be a major obstacle to their effective competition in a western business world. History has therefore precipitated the current frantic activity aimed at developing blacks, commonly known as "Black Advancement", to skill levels adequate for competition in the South African economy. The development of interpersonal skills associated with coping in a western environment forms a significant part of this whole development effort. This chapter focuses on the relationship between the work values and the appropriateness of assertive behaviour amongst South African blacks, and relates how their particular life experiences may have contributed to non-assertive behaviour in the work environment.

#### Work Values of South African Blacks

Many blacks working in South African organisations bring with them different values because many of them have grown up in, or partly in, and have been socialised into non-western cultures. Their values may therefore be in conflict with

organisational values espoused by South African Companies (Boshoff, Smith, Moore and Rautenbach, 1987; Coldwell and Moerdyk, 1981; Godsell, 1982). Values are those intangible structures that influence the behaviour of people. The existence of these intangible value barriers may prevent potential black managers from gaining entry into networks and future positions of influence. Not only do employees become frustrated, but organisations may fail to harness the skills and knowledge of black employees at the higher levels (Godsell, 1981). Therefore any study that focuses on how people behave in organisations, particularly black employees, needs to consider the existence and influence of different and similar work values.

The investigation of black managers' work values by Godsell (1982) revealed patterns containing elements of both "traditional" and "modern" western values. Blacks emphasised the importance of challenge, competition and individual achievement. However, their view of individual competition differed to that of whites. The blacks described the central concept of "Ubuntu", which means "humaneness", or the link that binds men together. The degree of individual achievement seems to be dependent on their community which enforces norms as to what he/she may do to other people in order to achieve. Godsell's findings regarding the concept "Ubuntu" seems to

enjoy support as indicated by Munro's (1984) attempts to develop the "Life and Work Values (LWV)" questionnaire on a sample of black student teachers. Whites on the other hand seem to have pragmatic value systems and are 'low' on social values. Conflict between white managers and senior black employees is therefore probable with the black employees perceiving the organisations in which they work as hostile to their work values (Boshoff et al., 1987).

It is thought that these work values play an important role in directing the behaviour of black employees within a westernised work environment. Consideration therefore needs to be given to the issue of whether the construct assertiveness is appropriate to South African blacks. Attention also needs to be given to the role that these value differences and similarities play in influencing the construction of an assertiveness measure taking cognisance of the situations, models and language used.

#### Appropriateness of the Construct Assertiveness to South African Blacks

Few researchers have studied the cross-cultural aspects of assertiveness. Eisler et al. (1975) indicated the need for

further investigation in this regard. The research initiated by Cheek (1976), and later by Hrop and Rakos (1985) was directed at assessing the effects of assertiveness training on black Americans.

The concept of assertiveness is not foreign to the black community in South Africa. The Zulu dictionary (Dent and Nyembezi, 1974) contained different words for aggression and assertion. "Aggression" is "ukusukelwa; ukugalwa" while "assertion" has the words "ukugomela; isiqinisele". Schoeman (1984) indicated that all black groups have the assertiveness concept in their specific cultures.

Despite the familiarity with the concept there seems to be a lack of assertive behaviour within the work environment. The following discussion therefore attempts to outline possible reasons for this current situation. Cross-cultural implications are also suggested as some blacks perceive a need for assertiveness training to prepare them for interpersonal interaction in a western business world.

#### The Life Experience of South African Blacks

The current focus on "black advancement" is a consequence

of the discriminatory practices that have, and still do, characterise South African society. Whites, by a series of political, legal, social and economic measures have monopolised both the economic resources and acquisition of skills (Human and Hofmeyr, 1985; Abedian, 1986). An early example of this was the Land Act of 1913. The Act reserved approximately ten per cent of South Africa for black ownership and prohibited black farmers from renting land from white farmers. This resulted in many black people moving to towns to look for work. However, pass laws ensured cheap labour as it forced blacks to seek jobs in specific districts where employers needed labour. Other controls included an agreement by the Chamber of Mines to pay a low maximum wage, and the compound system which ensured a social division between the white and black workers. This racial division between unskilled and skilled workers therefore has its origins in the differential power of the two groups (Finnemore and Van der Merwe, 1986). This division between whites and blacks has been maintained and is manifested by the following legislation:

\* Even before the Land Act of 1913, the Masters and Servants Act of 1841 ensured that black workers obeyed and respected their white masters (Robertson, 1986). Human (1986) notes that although these acts were discarded in 1974, they played an important role in the formation of attitudes towards 'non-white' employees - still prevalent in some organisations

today.

\* The Industrial Conciliation Act of 1925 excluded blacks from participating in a collective bargaining system. The colour bar was also legalised on the mines, restricting the entry of blacks to skilled employment in the form of the Wages Act, No 25 of 1926, and the Apprenticeship Act, No. 26 of 1922 (Lombard, 1980; Robertson, 1986).

\* A sequence of Nationalist governments ensured completely segregated educational institutions, housing and neighbourhoods. This base provided for better opportunities for white advancement vis-a-vis those of blacks (Themabela, 1986).

Consequently, the environmental factors of poverty and deprivation have had a negative effect (both physical and psychological) on performance at school and the subsequent career development of blacks. More specifically problems such as the lack of public facilities, poor housing, lack of decent health care, and lack of proper child care, restrict the black child's development and the possibility of success at school (Human, 1986; Themabela, 1986).

The concept and practice of discipline also affects the

education and development of blacks in South Africa. In the traditional black societies a child is expected to obey his superiors and people in authority without question. However, in a school environment this norm tends to suppress creativity, initiative and originality. Unfortunately as the teachers behave in this "obey without question" manner, they reinforce a state of resigned docility which hinders the development of a more desirable assertiveness. To add to this dilemma, the examination oriented education system leads to a high failure rate which in turn generates a loss of self-esteem (Thembela, 1986). A sociological investigation conducted by Harley (1983) in the Pietermaritzburg area, highlighted the concern about rote learning, lack of encouragement given to pupils to develop initiative and the skills of independent study and lack of problem-solving opportunity. The same study indicated that employers also viewed black matriculants to be overly compliant, docile and too dependent on structures of authority.

The impact of the above legal, political, social, educational and economic measures are important as they impede the development of the abilities of black people (Human and Hofmeyr, 1985). According to Lombard (1980) a consequence of racial discrimination in South African society is the dissatisfaction and alienation of the black work force. After

a time of being treated as inferior and illegitimate, the response will be deep-seated resentment, even hatred.

Mackay, Tabane and Poee (1980) investigated the "experiences of a group of upwardly mobile black managers", and found that given training, familiarisation with the job, acceptance and support of management or superiors and increased interest or committment and involvement, some potential black managers could develop increased self-confidence. Some of these blacks felt that the work environment contributed greatly to the development of confidence, provided a positive climate and encouragement were in place.

On assertiveness, Mackay, et al. (1980) make the observation that some of these black managers seem to have an unrealistic perception of being able to assert themselves in the work situation. Although further empirical support is needed, some of the content of the black manager's responses seem to reflect aggressive rather than assertive behaviour.

The issue of marginality was highlighted by Human (1984) in chapter one. This conflict between the different groups as a result of marginality, together with role ambiguity and role conflict that blacks experience in the work situation, lead to

feelings of anxiousness, disillusionment, hypersensitivity, worthlessness or purposelessness. Some concrete examples that also cause similar affective states are: tokenism in the work situation, unequal remuneration, inadequate exposure to business, hostility from the shop floor, unhelpful secretaries and little forward career planning. Eventually the black individual's mental state struggles to derive meaning from his/her world, and moves toward total meaninglessness (Blunt, 1983; Davies, 1986; Human, 1986).

#### Summary

The various legal, political, social, educational and economic measures and their psychological consequences that characterise the life experiences of South African blacks was highlighted. It is argued that these factors form a milieu of antecedents for the development of aggressive and non-assertive behaviours within the South African context. It is also believed that assertiveness training may decrease aggressiveness and improve communication (Alberti and Emmons, 1978). Consequently, an appropriate instrument needs to be developed to accurately measure the behaviour change of individuals assertiveness.

The methodology and design of the questionnaire's development will now be discussed in detail.

## CHAPTER 4

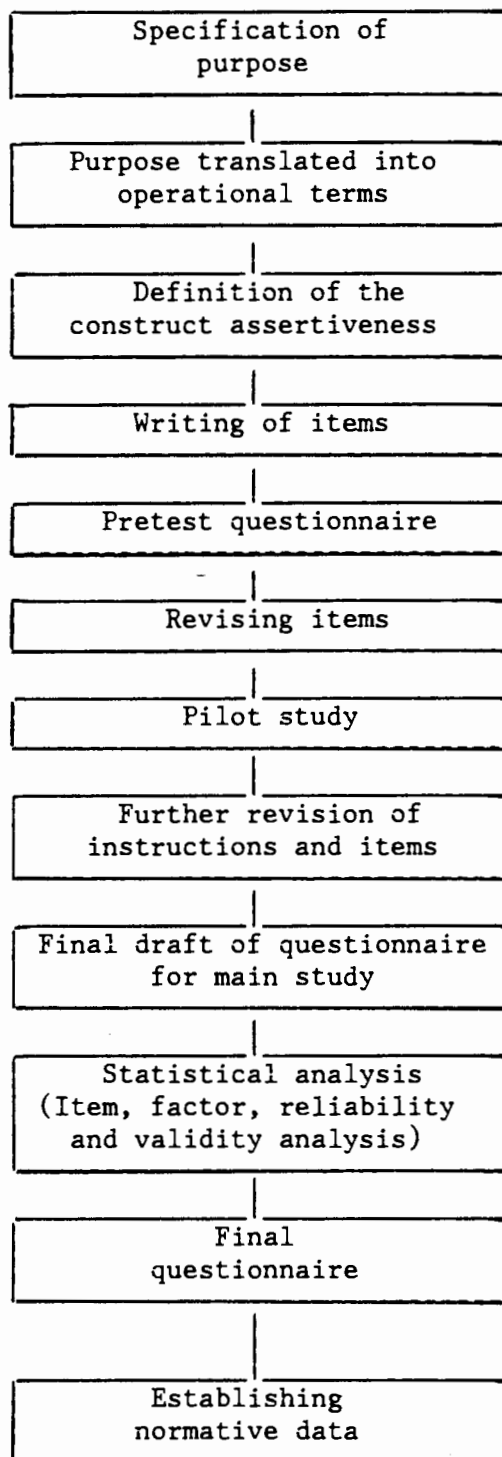
### RESEARCH METHODOLOGY

This study, was divided into three stages. After the preliminary design of the questionnaire, a pilot study tested questionnaire administration issues and also the relevancy and clarity of items and instructions. The final stage was the main study which focused on the development of the questionnaire. This chapter will outline all these stages and the research design of each stage (see Figure 1 for a diagrammatic representation of the questionnaire construction according to Brown (1970)). This representation accommodates factor analysis, which is, according to Anastasi (1982), one of the major approaches used in the formulating, assembling, selecting and grouping of items.

#### Preliminary Questionnaire Design

The aim was firstly to ascertain, by using in-depth interviews, what degree of understanding a sample of twelve black respondents had of "assertive behaviour". This also helped to orientate the researcher to view assertive behaviour from a black employee's perspective rather than purely from a

Figure 1  
Stages of Questionnaire Development  
(Adapted from Brown, 1970, p.31).



white, westernised viewpoint. Secondly an effort was made to obtain tentative qualitative support for the various facets of assertiveness. Thirdly, information was gathered to assist in the choice of roles (subordinates, peers and/or seniors) to use in the questionnaire items. In the last instance, information was sought to assist in making a decision as to which measuring scale should be used. Information gathered from this exercise provided a foundation from which existing items could be modified and new items developed.

#### Results of the In-Depth Interviews

In order to achieve the purposes of the preliminary questionnaire design, semi-structured in-depth interviews lasting approximately 45 minutes each, were conducted with twelve black employees. These respondents were employed in a spread of positions ranging from clerks through to personnel and technical graduates, and can be seen as being representative of those included in the main study. Information was recorded by taking notes during the interviews. Analysis of these data, revealed the following qualitative information:

- \* Most of the sample had some insight into the concept of assertiveness.
- \* Some had difficulty in differentiating between

aggressiveness and assertiveness.

- \* A number stated that their interpersonal behaviour differed in different environments, e.g., assertive behaviour amongst peers, both within and outside the work environment, was possible. However, assertive behaviour with older people, especially outside the work environment, was difficult for them.
- \* Rural-urban differences were also emphasised. The majority of those interviewed were of the opinion that insight into assertiveness and assertive behaviour is potentially more characteristic of the urban black. It was felt that the traditional values of respect for elders stifled the use of assertive behaviour in rural areas.
- \* The majority of the sample agreed that other black employees needed assertiveness training. However, emphasis was placed on the fact that it would be pointless to just train blacks, since whites also needed assertiveness training.

These qualitative results support Schoeman's (1984) notion that black South African groups have the assertiveness construct in their specific cultures. Inspection of these results also tends to support the belief of a person-and situation-specificity within a particular cultural context

(Alberti, 1977; Beck and Heimberg, 1983; Cheek, 1977; Hicks, 1987; Rich and Shroeder, 1976).

Examination of the content of the in-depth interviews also provided tentative support for some of the facets of assertiveness (see pp.36-43) illustrated by the following descriptions of interpersonal situations:

- \* situations which require that a subordinate receive disciplinary counsel, e.g., latecoming, insubordination,
- \* where a supervisor and his/her subordinate were interacting in a performance review;
- \* to voice one's opinion regarding an issue when in the presence of others;
- \* to speak to a colleague when you feel that his/her behaviour is disrupting either his/her or your work performance; and
- \* being able to turn down a colleague's unreasonable work-related request.

The components of assertiveness identified by means of the factor analysis of the Rathus Assertiveness Schedule, the College Self-Expression Scale, the Assertion Inventory, the Assertive Self-Statement Test and the Bakker Scale served as a framework for the development of questionnaire items. In addition, the above-mentioned interpersonal situations provide

tentative support for a number of facets of assertiveness outlined in the literature survey, namely: confronting others, giving negative feedback, and turning down requests.

### Writing of items

In line with evidence outlined in the literature survey, that assertive behaviour is situation-and person-specific and made up of various facets, work-related items were written and these sampled the following seven assertive behaviour facets (See Appendix A):

- \* turning down requests (Items 1; 4; 7; 10; 13; 33; 39; 47; 53),
- \* confronting others (Items 2; 3; 5; 8; 11; 14; 17; 21; 25; 28; 30; 31; 32),
- \* initiating social contacts (Items 16; 22; 26; 34; 40; 44),
- \* responding to criticism (Items 6; 18; 23; 27; 29; 38; 50; 52),
- \* giving negative feedback (Items 9; 19; 35; 41; 45; 48; 54),
- \* admitting personal deficiencies (Items 12; 20; 37; 43; 51; 55), and
- \* complimenting others (Items 15; 24; 36; 42; 46; 49).

One of the purposes of the preliminary design stage was to generate and write questionnaire items, in each of the previously mentioned assertive behaviour classes (see Figure 1).

Fifty five items were written. Some important criteria in the writing of items were (Bailey, 1982; Herzberger et al., 1984):

- \* to pitch the language level so that it could be understood by black matriculants, but not too simple that it be discounted by black graduates;
- \* the items should, at face value, be relevant to the construct assertiveness;
- \* the items should read as simply and unambiguously as possible for the target population; and
- \* the items should also indicate the behaviour, the situation, and the other people involved.

In addition, the items were written in both a positive and negative direction. These were randomly arranged to reduce the probability of a response set, given the inherent problem of acquiescence in self-report assertiveness questionnaires.

#### Choice of roles

The role characteristics of individuals referred to in

the items, i.e., the use of boss or subordinate as opposed to colleague needs clarification. It is interesting to note during interviews that blacks saw themselves behaving assertively in either a supervisory or peer role. There was no mention of situations in which they needed to behave assertively while interacting with their manager or some other senior person. There could well be a cultural explanation for this, i.e., respect for older people and people in higher status positions. However, these insights were only based on the content of 12 in-depth interviews and consequently only provide rough guidelines for the nature of roles to be used in questionnaire items.

#### Scaling technique

Initially it was decided to use a 5-point Likert scale with the following response classes: strongly agree, agree, undecided, disagree and strongly disagree. This was a particularly difficult decision to make, given the lack of relevant research evidence relating to the use of different scale techniques with blacks. Van der Reis and Morris (1980) concluded that graphic scales are not culturally fair. Less educated blacks tend to experience difficulty in understanding these scales. These authors also indicated that blacks seemed to have difficulty in finding the middle points of these

scales. Consequently these findings, and the opinions of professionals in the field, were followed in reaching a decision on what scale to use. In fact, after pre-testing the questionnaire, the scale wording and number of classes changed considerably.

#### Pre-Testing the Preliminary Questionnaire

Before the questionnaires for the pilot study were distributed, the preliminary instrument was pre-tested (see Figure 1). This was done by submitting the preliminary instrument for criticism to three black employees (one graduate, one current graduate and one matriculant), a white psychology student with a Masters degree and a psychologist. Subsequently, the following changes were made to the preliminary instrument:

- \* The wording in the biographical section was modified.
- \* The wording of the instructions was modified and written in simpler language.
- \* The scale wording and numbers of classes was changed to: "very much like me", "somewhat like me", "somewhat unlike me" and "very unlike me".
- \* The three black employees argued that the four-point scale would be easier to understand and answer. They also indicated that the word strongly was not favoured

due to the ambiguity of the word. There were reservations that respondents may attach an incorrect meaning in the sense of being "physically strong".

- \* A number of items were changed as regards the use of words, e.g., boss as opposed to senior. Thus some items were revised and made shorter and simpler ambiguity was reduced (see Figure 1).

The scoring procedure for the questionnaire changed to: the scale "very much like me", "somewhat like me", "somewhat unlike me", and "very unlike me", was scored four, three, two and one respectively. Reversed items (3; 6; 7; 10; 12; 13; 16; 18; 21; 25; 28; 32; 34; 36; 38; 39; 41; 49; 53; 55) scored one for "very much like me," two for "somewhat like me," three for "somewhat unlike me", and four for "very unlike me".

### The Pilot Study

The main purpose of this stage was to test questionnaire administration issues, and the relevancy and clarity of items (see Figure 1). Administration issues included :

- \* the ease with which the respondent understood the instructions and questionnaire items,
- \* the time it took to complete the questionnaire, and
- \* the general feasibility and appropriateness of the self-report manner of questionnaire administration.

### Research Design

The self-report questionnaire (see Appendix B) together with a covering letter was distributed to 80 black employees.

A response rate of 37,5% was obtained (30 usable questionnaires were returned). Respondents were requested to comment in writing on the back page of the questionnaire, on any difficulty they experienced in completing the questionnaire.

A sample consisted of the 30 respondents, 2 of which were females. The age range was 19 to 42 years, with a mean age of 29,33 years and standard deviation of 4,49 years. Job classes included clerical personnel ( $\underline{n}=9$ ), training instructors ( $\underline{n}=8$ ), technical personnel ( $\underline{n}=4$ ), industrial relations officers ( $\underline{n}=2$ ), supervisors ( $\underline{n}=6$ ) and nurses ( $\underline{n}=1$ ). Amongst these respondents two were graduates, two were studying towards a degree, three had diplomas, eight were studying towards a diploma and 15 were matriculants.

Analysis of the pilot study questionnaires revealed that the difficulty level of the questionnaire in terms of language ability required, was judged as optimal, i.e., easy enough for matriculants to understand and yet not too simple to cause antagonism amongst the graduates. This judgement was based on

qualitative feedback from the respondents, and secondly, the quantity of non-responses to the items. Out of the 30 respondents there were only two non-responses on Items 7 and 45 and only one non-response on Items 4, 10, 18, 41, 47 and 53. Qualitative feedback also confirmed that it took approximately 20 to 30 minutes to complete the questionnaire.

Comments by the respondents indicated that the instructions and certain questionnaire items needed to be modified. These alterations included the following:

- \* The "definition of words" paragraph was removed. This was done because some respondents felt it unnecessary and were even a little offended by including it.
- \* Items 36; 39; 45 and 51 were reworded to reduce ambiguity and also to increase relevancy to the assertiveness construct. Item 46 was replaced altogether, due to an incorrect assumption that all organisations have canteen facilities. The 'revised' Item 46 was still relevant to the "complimenting others" category.

The final version of the questionnaire for the main study was now ready for distribution to black employees, working in South African organisations (see Appendix C and Figure 1).

### The Main Study

The training and personnel managers in nine different

organisations distributed questionnaires to relevant employees. A covering letter explained the purpose of the study emphasising confidentiality and inviting the respondents to request feedback (see Appendix A). The only criterion used in collecting data was that the respondents should at least be in possession of a matriculation certificate. This standard was used because a pass in Matric English would enable the respondent to understand the content of the questionnaire. No ceiling was placed on educational level.

#### Sample Composition

Of the ten organisations sampled, eight were in the manufacturing and two were in the commercial sector. A response rate of 57% (240 out of 420 questionnaires) allowed for the analysis of 234 usable questionnaires. Anastasi (1982) noted that the representativeness of the sample is an important technical standard that should be met in test construction. The total sample comprised 197 males and 37 females. The average age for males was 31.93 years and females was 28.69 years while the mean age for the total sample was 30.31 years with a standard deviation of 6.92 years. The age of respondents in the sample ranged from 20 years to 61 years.

Table 3 presents the sample characteristics of education

Table 3

Sample Characteristics : Education by Job Category

Job Category	Education				
	Completed	Studying Towards		Completed	
	Matric	Diploma	Degree	Diploma	Degree
<u>Personnel</u>	38	8	11	13	6
<u>Technical</u>	77	21	17	23	7
<u>Clerical</u>	55	17	6	3	4
<u>Computers</u>	5	-	1	1	1
<u>Trainee</u>					
<u>Managers</u>	46	5	6	8	13
<u>Totals</u>	221	51	41	48	31

Note. 13 cases had missing information. The totals reflect that some respondents had completed a degree/diploma and were studying for a second degree/diploma.

and job category. The technical job category, comprising mainly production jobs, had the largest number of respondents. This category also had a large number of respondents with completed diplomas and many were also studying either towards a diploma or degree. The trainee manager job category had the largest number of graduates, while the clerical and computer category had very few graduates and diplomates. Out of the total sample 63 respondents had a matric qualification only, while 31 respondents had completed degrees.

#### Statistical Analysis and Assumptions

Before applying statistical techniques to the data the concepts and assumptions of these techniques need to be outlined. The following section attempts to clarify the concepts of item and factor analysis, construct validity, reliability and criterion-related validity and the application of these to the study.

#### Item Analysis of Questionnaire Items

An item analysis was performed using the Item Response Evaluation (IRE) developed by Coulter (1972) in an attempt to examine whether the questionnaire items displayed characteristics predicted by the theory. The theory suggests

that items would correlate more strongly with their own scale total score than with scale totals of other assertiveness dimensions. In order to test this, point-biserial correlations were calculated between the item score, partitioned into a high/low dichotomy, and scale total scores. Where the items contributed to a scale total the correlations were adjusted for the part/whole effect.

### Factor Analysis

Given the exploratory nature of the study and after assessing the utility of items from the IRE, an exploratory factor analysis was performed to further investigate the dimensions of assertiveness measured by the questionnaire. The factor analytic method used was the method of maximum likelihood (Cattell, 1978; Mulaik, 1972). The objective of this analysis is to reduce the complexity of multivariate data into a small number of interpretable dimensions. Although homogeneity and factorial purity are considered desirable goals in test construction, they do not take the place of empirical validation (Anastasi, 1982).

Child (1970) and Futch et al. (1982) outline a number of decision points to be taken in the application of the factor analytic technique (these will be discussed in more detail in

the chapter on results). However, brief mention needs to be made of the type of rotation i.e., orthogonal and oblique. Both aim to provide the user with a more interpretable factor loading matrix. With orthogonal rotation the axes chosen by the rotations are perpendicular to each other, i.e., the factors are statistically independent of each other. With the oblique rotation the factors are not assumed to be independent (Child, 1970; Futch et al., 1982). Since the theory on assertiveness suggests that the different assertiveness components are linked the oblique rotation was preferred for the analysis of the data in this study.

In order to explore dimensions of assertiveness obtained by the questionnaire this study concentrated on utilising the factor analytic method of maximum likelihood with an oblique rotation using the Harris-Kaiser method (SAS User's Guide, 1985).

### Construct Validity

Construct validity was partly assessed by the factor analytic approach to the construction of the questionnaire. It allowed for a detailed description of the factors or dimensions that make up the construct assertiveness. A high internal consistency is also evidence of construct validity.

The nature of this type of validity will be discussed further in the section on results.

#### The Reliability of the Scales in the Questionnaire

A measure of internal consistency was calculated using the coefficient alpha for each of the scales (Cronbach, 1951). According to Nunally (1967) the minimum to assess criterion scale reliability in the early stages of research should be an alpha coefficient of 0.50 with coefficients lower than this being indicative of unreliable scales which require further investigation.

#### Criterion-Related Validity

Criterion-related validation provides an indication of the effectiveness of a questionnaire in predicting an individual's behaviour in specified situations (Anastasi, 1982). For this purpose a sub-sample of 48 respondents was used. The respondents were requested to nominate a peer with whom they had frequent contact in the work environment. These peers rated their colleagues' behaviour, under the supervision of an administrator using the same questionnaire items. Peer-and self-ratings of assertiveness were correlated and assessed. According to Anastasi (1982), peer-ratings are a

useful method of assessing personality. The rationale is explained by the fact that the peer interacts repeatedly with an individual. It is argued that the peer group formulates an overall impression of the individual's personality that is reliable and less subject to the external constraints that are possible within a single experimental situation. However, it should be noted that this "overall impression" that the peer forms and uses as an internalised standard for rating others may suffer from the halo effect and other contaminating effects (Anastasi, 1982). Although the criterion used for validation purposes in this study is subjective it is considered as a useful starting point for future research.

## CHAPTER 5

### RESULTS OF THE STUDY

The results of the study will be presented in three main sections. The first section contains results of the statistical analysis of the questionnaire's development and this is divided into two phases. The second and third sections examine the validity and reliability of the questionnaire.

#### Questionnaire Development

Analysis of the 234 questionnaires to identify suitable dimensions of assertiveness will be explained in two phases. The first phase of the questionnaire development attempts to assess the suitability of the "assertiveness model", which was thought to comprise seven assertive behaviour dimensions (see p.58), using the results of both an item analysis and factor analysis. If the seven factor "assertiveness model" from the phase one analysis was found to be unsuitable, only then would it be necessary for a second stage of statistical analysis. The item means, standard deviations and inter-correlation matrix are noted in Appendix E and F respectively.

### Phase One: The Item Analysis

The purpose of the item analysis was to provide an initial indication of the "assertiveness model's" suitability, i.e., it assessed to what extent the items corresponded to the theory-based "assertiveness model". The relatively low measures of internal consistency (Cronbach Alpha) of 0.41; 0.57 and 0.53 for scales A,C and F, respectively, indicate that the items in each of these scales do not necessarily measure the same facet of assertiveness and therefore need to be analysed further (see Table 4). Internal consistency of the other scales was acceptable.

A point-biserial correlation (adjusted for the part/whole effect)(Coulter, 1972), between the item and all of the scales of less than 0.20 reflected poor interpretability of certain items (see Table 5 for the scale item correlations). Items 3,4,11,13,33 and 47 have point-biserial correlations less than 0.20 on all the scales. Although items 8,10,23,31 and 53 have correlations of less than 0.20 with their own scales they also correlate with other scales. This suggests that the majority of these items may contribute little toward the interpretability of any of these seven scales. Inspection of the point-biserial coefficients reflected in Table 5 indicates that many items correlate similarly with their own

Table 4

Descriptive Statistics from the Item Analysis (Phase one)

Scale	Number of Items	Mean	Std. Dev.	Cronbach's Alpha
Turning down requests (A)	9	21.30	3.97	.41
Confronting others (B)	13	38.88	5.63	.64
Initiating social contacts (C)	6	19.38	3.03	.57
Responding to criticism (D)	8	26.15	3.51	.61
Giving negative feedback (E)	7	21.86	4.21	.75
Admitting personal deficiencies (F)	6	20.49	2.65	.53
Complimenting others (G)	6	21.67	2.51	.64

Note : See page 58 and appendix C.

Table 5  
 Point-Biserial Correlations between Items and the Scale Totals  
 by Original Scales (Phase one)

		Scale Total						
Original Scale	Item No	A	B	C	D	E	F	G
A	1	<u>.23</u>	.15	.03	<u>.21</u>	<u>.28</u>	<u>.25</u>	.10
	4	.09	.03	.05	-.03	.07	.08	-.09
	7	<u>.24</u>	.12	.09	<u>.21</u>	.16	.18	.12
	10	.18	<u>.23</u>	.14	.07	.05	<u>.22</u>	.08
	13	.17	.09	.06	.11	.16	.11	-.04
	33	.01	-.03	-.07	-.20	.01	-.02	-.16
	39	<u>.22</u>	.10	.07	.15	-.04	.14	.00
	47	.05	-.07	-.09	-.03	.12	-.02	-.07
	53	.16	.14	.06	.13	.02	<u>.20</u>	.03
B	2	.09	<u>.25</u>	<u>.30</u>	<u>.28</u>	<u>.27</u>	<u>.27</u>	<u>.22</u>
	3	.07	.11	.14	.10	.12	.12	.07
	5	.16	<u>.40</u>	<u>.28</u>	<u>.41</u>	<u>.37</u>	<u>.27</u>	<u>.21</u>
	8	.06	.13	.11	<u>.29</u>	.13	<u>.27</u>	<u>.23</u>
	11	.08	.04	.03	.04	.10	.02	.03
	14	.14	<u>.44</u>	<u>.28</u>	<u>.40</u>	<u>.42</u>	<u>.30</u>	<u>.23</u>
	17	.03	<u>.37</u>	<u>.23</u>	<u>.26</u>	<u>.44</u>	.15	.14
	21	.18	<u>.28</u>	<u>.26</u>	<u>.27</u>	.19	<u>.28</u>	<u>.20</u>
	25	.19	<u>.24</u>	.18	<u>.27</u>	<u>.22</u>	<u>.21</u>	<u>.22</u>
	28	.13	<u>.30</u>	<u>.36</u>	<u>.44</u>	<u>.32</u>	<u>.28</u>	<u>.28</u>
	30	<u>.28</u>	<u>.22</u>	<u>.22</u>	<u>.30</u>	<u>.32</u>	<u>.21</u>	.13

Table 5(continued)

Point-Biserial Correlations between Items and the Scale Totals  
by Original Scales (Phase one)

		Scale Total						
Original	Item							
Scale	No	A	B	C	D	E	F	G
B	31	.12	.13	.11	.00	<u>.30</u>	.18	.06
	32	.18	<u>.40</u>	<u>.31</u>	<u>.38</u>	<u>.25</u>	<u>.33</u>	<u>.25</u>
C	16	.00	<u>.35</u>	<u>.29</u>	<u>.33</u>	<u>.24</u>	<u>.29</u>	<u>.30</u>
	22	.07	<u>.21</u>	<u>.27</u>	<u>.27</u>	.17	.17	.17
	26	.04	.14	<u>.32</u>	<u>.27</u>	<u>.25</u>	<u>.21</u>	<u>.32</u>
	34	.12	<u>.27</u>	.19	<u>.23</u>	.16	<u>.24</u>	<u>.21</u>
	40	-.04	<u>.26</u>	<u>.30</u>	.18	<u>.25</u>	.17	.04
	44	.05	.06	<u>.21</u>	.14	.08	.10	.07
D	6	.11	<u>.31</u>	<u>.27</u>	<u>.25</u>	<u>.20</u>	<u>.30</u>	<u>.27</u>
	18	<u>.20</u>	<u>.31</u>	<u>.20</u>	<u>.27</u>	<u>.29</u>	.17	.15
	23	-.06	<u>.22</u>	.10	.19	<u>.23</u>	<u>.20</u>	.19
	27	<u>.33</u>	<u>.32</u>	<u>.31</u>	<u>.34</u>	<u>.29</u>	<u>.34</u>	<u>.32</u>
	29	<u>.30</u>	<u>.27</u>	<u>.30</u>	<u>.27</u>	<u>.39</u>	<u>.25</u>	<u>.21</u>
	38	.09	<u>.23</u>	<u>.25</u>	<u>.27</u>	.11	<u>.22</u>	.19
	50	.15	<u>.23</u>	<u>.22</u>	<u>.34</u>	.13	<u>.33</u>	.18
	52	.18	<u>.28</u>	<u>.20</u>	<u>.28</u>	<u>.32</u>	<u>.22</u>	<u>.34</u>
E	9	.07	<u>.38</u>	<u>.28</u>	<u>.32</u>	<u>.49</u>	<u>.22</u>	<u>.28</u>
	19	.10	<u>.51</u>	<u>.31</u>	<u>.29</u>	<u>.49</u>	<u>.26</u>	<u>.26</u>

Table 5(continued)

Point-Biserial Correlations between Items and the Scale Totals  
by Original Scales (Phase one)

		Scale Total						
Original Scale	Item No	A	B	C	D	E	F	G
E	35	.15	<u>.42</u>	<u>.36</u>	<u>.39</u>	<u>.40</u>	<u>.40</u>	<u>.32</u>
	41	.16	<u>.33</u>	.18	<u>.28</u>	<u>.32</u>	<u>.32</u>	<u>.25</u>
	45	.11	<u>.20</u>	.11	.16	<u>.33</u>	.17	.10
	48	.11	<u>.44</u>	<u>.20</u>	<u>.35</u>	<u>.48</u>	<u>.31</u>	<u>.23</u>
	54	<u>.29</u>	<u>.29</u>	<u>.28</u>	<u>.26</u>	<u>.29</u>	<u>.31</u>	.16
F	12	.11	<u>.32</u>	<u>.26</u>	<u>.37</u>	.19	<u>.24</u>	<u>.31</u>
	20	.12	<u>.25</u>	<u>.29</u>	<u>.28</u>	<u>.24</u>	<u>.30</u>	<u>.20</u>
	37	-.03	<u>.30</u>	<u>.20</u>	<u>.22</u>	.13	<u>.30</u>	.16
	43	.17	<u>.36</u>	<u>.29</u>	<u>.38</u>	<u>.42</u>	<u>.37</u>	<u>.37</u>
	51	.14	<u>.34</u>	<u>.32</u>	<u>.31</u>	<u>.36</u>	<u>.32</u>	<u>.31</u>
	55	<u>.20</u>	<u>.27</u>	<u>.22</u>	.19	<u>.29</u>	<u>.20</u>	<u>.20</u>
G	15	.00	.18	<u>.21</u>	.16	<u>.25</u>	<u>.22</u>	<u>.30</u>
	24	-.13	.18	.19	<u>.20</u>	.17	.19	<u>.31</u>
	36	.00	<u>.20</u>	<u>.23</u>	<u>.31</u>	<u>.22</u>	<u>.32</u>	<u>.29</u>
	42	-.03	<u>.31</u>	<u>.34</u>	<u>.37</u>	<u>.32</u>	<u>.31</u>	<u>.48</u>
	46	-.03	<u>.22</u>	<u>.28</u>	<u>.31</u>	<u>.24</u>	<u>.30</u>	<u>.37</u>
	49	.08	<u>.31</u>	<u>.21</u>	<u>.39</u>	<u>.26</u>	<u>.33</u>	<u>.37</u>

scale and a number of other scales. The fact that 45 items overlap across the different scales tends to suggest that some of the scales may either be measuring a similar assertiveness component or are not clear. For example, the overlap of scales B,D and E tends to reflect a 'confronting' element across these scales, while the relatively consistent correlations of scale G items reflects the emergence of a positive or complimentary assertive component. However, these are only trends that seem to be emerging from an otherwise confusing correlation structure. The item analysis therefore provides little confirmatory support for the seven scale "assertiveness model". The trends amongst the scales suggest fewer components and this needs to be further explored with a factor analysis.

#### Phase One: The Factor Analysis

Two criteria were used to decide as to how many factors to rotate. In the first instance consideration was given to the 'model of assertiveness' comprising seven components of assertive behaviour. Secondly, the eigenvalue criterion (Kaiser, 1970) which specifies that only factors with factor eigenvalues of 1.00 or more should be retained in the factor analysis, was considered. According to Cattell (1978) only factors that account for the majority of variability in the

original data, should be extracted. The difference between successive eigenvalues can be used as a guide for the number of factors to be extracted. The point at which the difference between eigenvalues appears to become insignificant may provide a guide as to how many factors to extract. Figure 2 indicates that the eigenvalues appear to level off after Factor 7 - suggesting a possible seven - Factor solution.

The extraction of seven factors was further supported when considering that both Factors 6 and 7 had only two items each that loaded relatively highly on each of these factors. Seven factors were extracted and rotated and these accounted for 40% of the total variance (see Table 6).

Loadings equal to and greater than 0.25 were taken to be noteworthy. This value exceeds Mauer's (1976) index  $\frac{3}{\sqrt{N}}$  which is calculated to a value of 0.20.

The "model of assertiveness" postulated seven components of assertive behaviour, namely, turning down requests, confronting others, initiating social contacts, responding to criticism, giving negative feedback, admitting personal deficiencies and complimenting others. The following discussion outlines the resulting factor structure using a seven factor rotation.

Figure 2

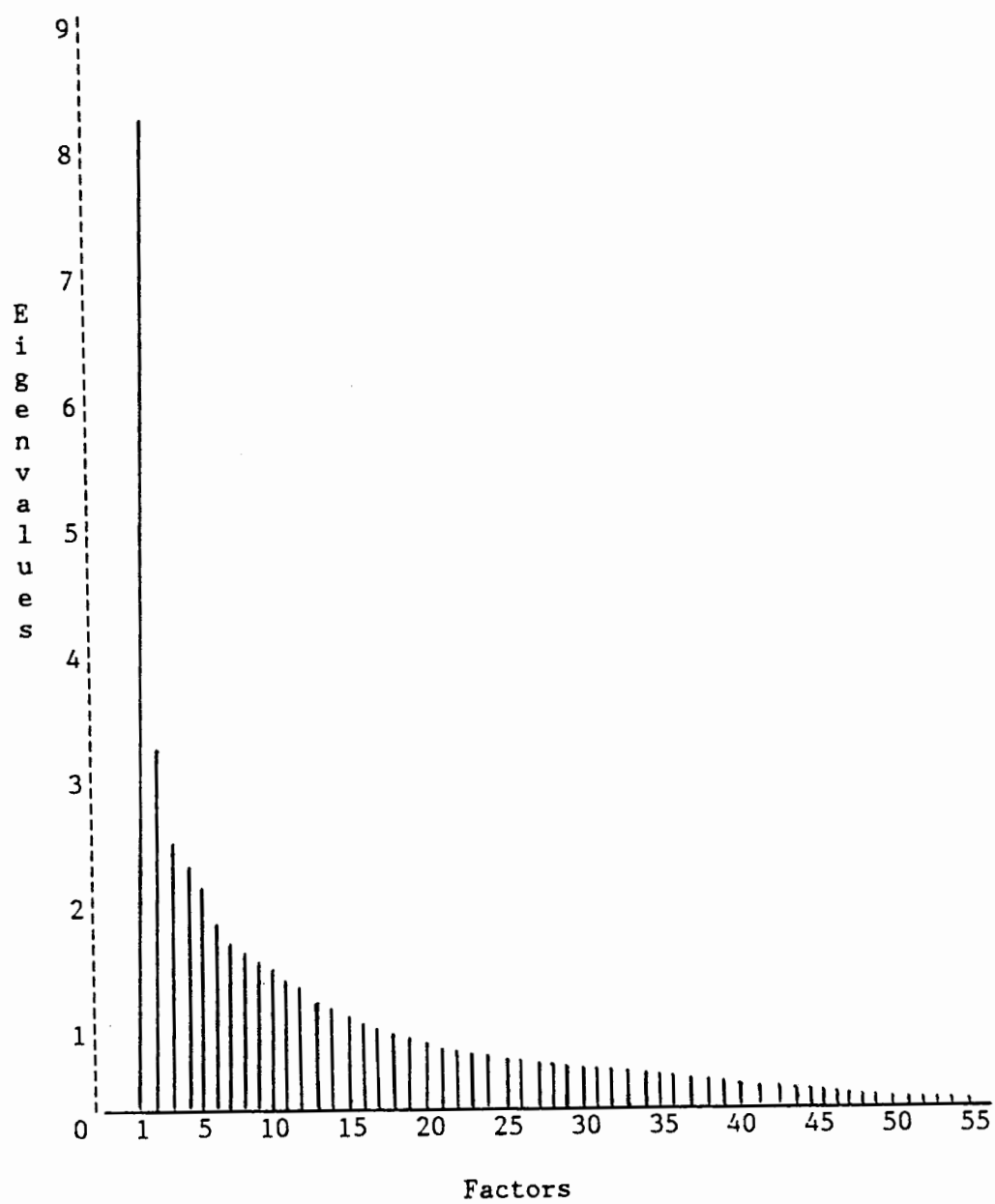
Scree Plot of Eigenvalues

Table 6

Eigenvalues and Percentage of Total Test Variance Accounted  
for by the First Ten Factors in the Unrotated Factor Analysis  
(Phase One)

Factor	Eigenvalue	Percent of variance	Cummulative percent of variance
1	8.18	14.87	14.87
2	3.17	5.76	20.63
3	2.50	4.54	25.18
4	2.30	4.18	29.36
5	2.20	4.00	33.36
6	1.87	3.39	36.76
7	1.78	3.24	40.00
8	1.65	3.00	43.00
9	1.61	2.93	45.93
10	1.48	2.68	48.61

*Factor I - Confronting Behaviour.* Confronting behaviour in unpleasant interpersonal situations is reflected by this factor on which seven items (Items 17,19,48,9,35,5 and 23) load (see Table 7 for the factor loadings). The interpersonal situations are typified by offensive behaviour, distasteful language and the spreading of untrue stories (see Table 8 for the item descriptions). Item 35 also loads 0.27 and 0.25 on Factors II and V respectively, suggesting overlap with other assertiveness components.

*Factor II - Anxiety Behaviour.* Eleven items load on this factor (Items 28,34,16,53,21,39,32,20,30,36 and 29) which tends to reflect anxiety behaviour or a lack of self-confidence when required to behave in interpersonal situations (see Table 7 for the factor loadings). The anxiety of interacting in these situations which characterise avoiding others and a reluctance to approach others follows a trend through most of these items (see Table 8). It should be noted that Items 32 and 39 load 0.25 and 0.27 on Factors V and VI respectively.

*Factor III - Collaborative/Complimentary Behaviour.* Six items load on this factor (Items 46,26,15,24,27 and 42) and inspection of these suggests a 'positive' assertive component mainly characterised by complimentary/collaborative behaviour at work.

Table 7

Oblique Factor Loading Matrix Rotation (Phase one)

Items	Factors						
	I	II	III	IV	V	VI	VII
17	<u>.70</u>	-.07	.01	.06	-.05	.24	.05
19	<u>.59</u>	.18	-.07	.03	.09	.08	-.09
48	<u>.50</u>	.13	.10	.03	.00	.07	-.13
9	<u>.45</u>	<u>-.09</u>	.06	<u>.26</u>	.10	<u>.25</u>	-.13
35	<u>.35</u>	<u>.27</u>	.15	-.19	<u>.25</u>	.14	.10
5	<u>.31</u>	.06	.04	.22	.14	.20	.08
23	<u>.26</u>	.08	.11	-.04	-.11	.00	.03
28	-.02	<u>.65</u>	.03	.01	-.11	.17	-.18
34	-.13	<u>.65</u>	-.21	.08	-.02	.04	.07
16	.06	<u>.39</u>	.14	-.07	-.01	.14	.18
53	-.16	<u>.36</u>	-.03	-.22	.14	-.10	.11
21	.08	<u>.35</u>	-.09	.03	-.03	-.03	.17
39	.21	<u>.35</u>	-.07	-.41	<u>.25</u>	-.10	.13
32	.24	<u>.31</u>	-.11	.14	-.09	<u>.27</u>	.19
20	.04	<u>.30</u>	.17	-.05	.06	.02	-.21
30	.05	<u>.26</u>	.13	.19	.01	.03	-.20
36	.19	<u>.25</u>	.12	-.04	-.05	.04	.02
29	.07	<u>.25</u>	.23	.02	.05	.24	-.24
46	.01	.10	<u>.70</u>	.00	.01	.06	.02
26	-.08	.11	<u>.45</u>	-.05	.06	.20	.04

Table 7 (continued)

Oblique Factor Loading Matrix Rotation (Phase one)

Items	Factors						
	I	II	III	IV	V	VI	VII
15	-.07	-.14	<u>.43</u>	.17	-.07	.07	.07
24	-.22	-.03	<u>.39</u>	<u>.30</u>	-.13	-.04	<u>.27</u>
27	.04	<u>.28</u>	<u>.36</u>	-.13	.21	.03	-.10
42	.19	-.08	<u>.29</u>	.15	-.14	.11	.10
7	.03	-.27	-.09	<u>.56</u>	-.02	-.11	.02
18	.03	-.13	-.13	<u>.52</u>	.14	.11	.13
2	-.04	-.03	-.03	<u>.50</u>	.08	.22	-.08
49	-.02	.06	.16	<u>.50</u>	-.17	.01	.17
52	.03	-.06	.28	<u>.43</u>	-.13	.11	-.06
41	.15	.02	-.10	<u>.40</u>	-.03	<u>.27</u>	.10
12	.03	.21	.05	<u>.31</u>	-.13	-.02	.06
14	.24	.18	-.15	<u>.30</u>	.09	.07	-.10
50	-.30	.23	.14	<u>.28</u>	-.02	.17	-.21
6	.19	.18	-.03	<u>.25</u>	-.20	-.01	-.01
4	.18	-.12	-.11	-.17	<u>.43</u>	-.01	-.08
54	.07	.06	.22	.15	<u>.41</u>	.12	-.01
31	-.17	-.02	.01	<u>.37</u>	<u>.38</u>	.11	.14

Table 7 (continued)

Oblique Factor Loading Matrix Rotation (Phase one)

Items	Factors						
	I	II	III	IV	V	VI	VII
33	-.17	-.03	-.15	.01	<u>.33</u>	.05	-.05
13	-.11	.06	-.05	-.05	<u>.31</u>	.01	.11
55	.05	.10	.05	.08	<u>.25</u>	.19	.13
40	.03	.08	.05	.14	.03	<u>.99</u>	-.03
22	.19	-.03	<u>.25</u>	.00	.07	<u>.40</u>	-.15
38	<u>.25</u>	-.02	<u>.26</u>	-.22	.04	.20	<u>.41</u>
25	.05	.14	.07	.18	-.03	.06	<u>.29</u>
1	.24	.01	.00	-.03	.16	.18	-.15
3	.24	-.17	-.19	-.10	.22	.07	-.40
8	.22	.04	-.13	-.04	-.16	.07	-.11
10	.24	.13	-.28	.10	-.07	.01	.14
11	.04	-.11	.04	-.02	.06	.11	-.21
37	.00	.19	.09	.03	-.04	.06	.19
43	.22	-.02	.23	.10	.22	.20	-.04
44	-.06	-.09	.21	-.01	.11	.21	-.06
45	.21	.03	-.04	.17	.18	.09	-.33
47	.04	.04	-.06	.06	.02	-.01	-.45
51	.11	-.17	.22	.06	.19	.21	.02

Note. All item loadings equal to and greater than 0.25 are highlighted.

Table 8

Factor Structure Composition derived from the Exploratory  
Factor Analysis (Phase one)

Item No	Item Description
<u>Factor I</u>	
5	When shouted or sworn at I speak to the person concerned about his/her behaviour.
9	I tell a colleague when his/her behaviour is offensive to me.
17	If I find out that a colleague has said bad things about me, behind my back, I talk to him/her about the matter.
19	If I feel that I have been treated unfairly I speak to the person(s) concerned.
35	If a colleague makes a habit of using distasteful language I talk to him/her about this.
48	If a colleague is spreading untrue stories around the office I talk to him/her about their behaviour.
23	I apologise if I realise that I have made a mistake with some work.
<u>Factor II</u>	
16	If I notice a new employee in my work area I avoid talking to him/her and continue working.
21	If a colleague tells a joke which I find distasteful I still laugh with the others.
28	If a colleague doesn't return the gold pen he borrowed from me, I will not ask him/her for it.
29	I am able to have an open discussion about a colleague's criticism of my behaviour.
30	I am unable to say no to a senior person's unfair demand.
32	After having had an argument with a colleague I try to avoid him/her.
34	I usually feel awkward when speaking to an attractive colleague of the opposite sex.
36	Although I like a colleague's new suit/dress, I would hesitate to pay him/her a compliment.
39	Despite feeling tired, and not wanting to socialise, I accept a friend's invitation for an after work drink.

Table 8 (Continued)

Factor Structure Composition derived from the Exploratory  
Factor Analysis (Phase one)

---

Item No            Item Description

---

Factor II (continued)

- 53            Although I have important deadlines to meet I  
accept a colleague's invitation to lunch.
- 20            When my boss gives me vague work instructions I  
tell him/her that I do not understand them.

Factor III

- 15            I compliment my colleague if he/she has done  
something well at work.
- 24            I congratulate my colleague after hearing news  
of his/her promotion to a senior position.
- 26            When a new employee starts work I make the  
person feel welcome by talking to him/her.
- 27            I ask for constructive criticism from my boss  
regarding my work performance.
- 42            I usually congratulate fellow workers on  
hearing about their recent achievements.
- 46            I compliment a colleague when he/she makes a  
good suggestion about a work related problem.

Factor IV

- 2            I express my opinion even if it means  
disagreeing with fellow workers.
- 6            I hesitate to ask colleagues whether I have  
offended them in any way.
- 7            I find it difficult to say no to a colleague's  
request to borrow my car.
- 12            When a topic, which is unknown to me, is  
discussed I pretend to understand it so as not  
to show my ignorance.
- 14            If my work is being criticised by someone I  
discuss it face to face with him/her.
- 18            I ignore someone when they continue to  
criticise my ideas.
- 41            If a co-worker is late for a third consecutive  
meeting I prefer to avoid the issue.
- 49            I usually feel awkward when complimenting or  
praising people at work.
- 50            I accept a colleague's constructive criticism  
regarding a work related problem.
- 52            I apologise to a co-worker when realising that  
I have offended him/her.
-

Table 8 (Continued)

Factor Structure Composition derived from the Exploratory  
Factor Analysis (Phase one)

Item No	Item Description
<u>Factor V</u>	
4	I find it easy to turn down a request from a colleague who wants to borrow money from me.
31	If a colleague's smoking bothered me during a meeting I would ask him/her not to smoke.
54	After receiving numerous illegible memo's I talk to a colleague about his/her untidy handwriting
33	I find it easy to say no when a co-worker asks for a donation towards a charitable cause.
13	Although I have important deadlines of my own to meet I usually agree to help a colleague with his/her work.
55	Although I know that a colleague could help with a problem I prefer to solve it myself.
<u>Factor VI</u>	
22	I tend to initiate conversation with strangers at a company function.
40	I tend to introduce myself when in the company of strangers.
<u>Factor VII</u>	
38	I get annoyed with a fellow worker when he/she talks to me about my late arrival for meetings.
25	When suggestions I make continue to be ignored at a meeting I would then rather keep quiet.

Note. The items are listed according to the factor loadings reflected in Table 7.

The positive nature of this factor is reflected in all of the items as they characterise complimenting others and an attitude of openness towards criticism. The majority of items in this set with the exception of Items 27 and 24, load only on this factor. Item 27 loads 0.28 on Factor II while Item 24 loads 0.30 and 0.27 on Factors IV and VII respectively. This suggests an element of ambiguity and confusion, particularly with Item 24.

*Factor IV.* Ten items load on Factor IV (Items 7,18,2,49,52,41, 12,14,50 and 6). Although the majority of these items load only on this factor, the factor contains a mixture of items reflecting confronting, turning down requests, and complimenting behaviours (see Table 8 for the item description). The inter-factor correlation matrix (see Table 9) reflects the overlap between Factors I, II, III and IV.

*Factor V.* Although six items load on Factor V( Items 4,54,31, 33,13 and 55), the content of only three of the items (Items 13,33 and 4) reflects a caring element, i.e., a reluctance to engage in behaviour that will "put a fellow colleague down". This is reflected in Items 4 and 33 as they both mention the "parting of money" from one colleague to another. This factor therefore tends to be weakened when considering the poor utility of these items to measure assertive behaviour amongst

Table 9

Inter-Factor Correlation Matrix (Phase one)

		Factors						
Factors	I	II	III	IV	V	VI	VII	
I	1.00							
II	0.32	1.00						
III	0.16	0.41	1.00					
IV	0.33	0.52	0.35	1.00				
V	0.32	0.13	0.40	0.21	1.00			
VI	-0.08	-0.10	-0.10	-0.14	-0.05	1.00		
VII	-0.07	0.19	-0.01	0.13	0.02	-0.10	1.00	

Note. With N = 234 a correlation coefficient of 0.182 is significant at  $P < 0.01$ .

black employees. It is interesting to note that three of these items (Items 13,33 and 55) had relatively low correlations and low communalities, therefore contributing little to either a reduction in complexity or a clarification of factor structure.

*Factor VI.* Although two items load highly on Factor VI (Items 22 and 40) and reflects behaviour aimed at initiating social interaction, little significance can be attached to a two item factor.

*Factor VII.* Similarly, the two items which load on Factor VII (Items 25 and 38) offers little opportunity to identify a component of assertiveness. In addition Item 38 also loads 0.25 and 0.26 on Factors I and III respectively, tending to reflect an element of ambiguity with the item.

Items 3,37,43,47 and 51 did not load on any factor and the Items 22,24,31,32,35,38,39,41 and 52 load at least 0.25 on more than one factor.

The values of communalities provide a further opportunity to better understand the contribution of individual items to the factor structure. The focus here will be on discussing

the qualitative aspects or item content of those items with 'low' communality estimates (less than or equal to 0.20).

Items 1,8,10,11,13,20,23,25,33,37,44 and 55 have low communalities indicating little in common with other items and are therefore contributing little to either a reduction in complexity or a clarification of factor structure, i.e., making these items questionable (Futch et al, 1982) (see Table 10). In addition to the caring element reflected in Items 13 and 33, a similar orientation towards people is reflected in Items 23 and 37 (see Table 8 for item descriptions). The majority of the black employees therefore seemed to display a preference for behaviour directed towards giving and receiving assistance with work. As a result these items do not seem useful for distinguishing between assertive and non-assertive behaviour. Items 8 and 44 and to a certain extent Item 10, are judged poor items as they are vague, i.e., these items fail to 'pin down' behaviour to a specific situation (see Table 8). Items 1 and 25 both used situations that the majority of the respondents probably find difficulty in identifying with (see Table 8). Lastly, Item 11, "I tend to continue forcing my opinion on a colleague who disagrees with me about a work related problem", was thought to contain rather 'strong' language. The use of the word 'forcing' could have caused a negative perception of the item.

Table 10

Community Estimates of the Items Associated with the  
Unrotated Factor Analysis (Phase one)

Item	Community	Item	Community
1	.13		
2	.25	29	.28
3	.28	30	.24
4	.22	31	.34
5	.33	32	.35
6	.24	33	.16
7	.24	34	.35
8	.10	35	.41
9	.43	36	.21
10	.15	37	.12
11	.10	38	.38
12	.25	39	.35
13	.10	40	.98
14	.28	41	.26
15	.20	42	.20
16	.29	43	.29
17	.50	44	.11
18	.31	45	.26
19	.50	46	.45
20	.20	47	.21
21	.21	48	.40
22	.28	49	.42
23	.11	50	.25
24	.29	51	.27
25	.20	52	.31
26	.25	53	.20
27	.34	54	.36
28	.42	55	.17

### Summary of Phase One

Results from the items analysis provided little confirmatory support for the seven scale "assertiveness model". This led to the application of an exploratory factor analysis which generated a factor structure notably different from the original "assertiveness model" suggesting an alternative grouping of items. At this point it is pertinent to highlight that the approach is not to use factors generated from the factor analysis in a mechanical fashion. It is rather an approach aimed at generating further strategies for the development of the questionnaire based on an inference of the essential points of the factor analysis in an attempt to obtain a parsimonious interpretation. This approach is supported by Mulaik (1972) and succinctly stated when he comments, "let the data speak for itself" (p.363). This is complimented with the use of a hierarchical sequential approach to model building in order to establish meaning and parsimony from the data (Bagozzi, 1978; Widaman, 1985). In this approach data are analysed using sequential models to obtain a parsimonious interpretation.

Only three of the factors (Factors I, II and III) seemed to have unambiguous interpretability containing a reasonable

number of items with the relatively high loadings. Considering that the three factors comprised 21 of the original 55 items it may therefore be ill advised to conclude at this stage without first investigating whether a similar structure is obtained using only these 21 items in a further factor analysis.

Even if the second phase factor analysis regenerates a similar structure this will not account for all assertiveness classes, yet will confirm some of these. Although regeneration of the structure may occur this does not mean that the scales are complete. However, this may be useful for future research with having removed "noise" from these scales. The second phase will therefore select a certain base set of items according to various criteria and factor analyse these items.

#### Phase Two: The Factor Analysis

The discussion of the seven factor structure indicated that fewer than seven factors seemed to be emerging from the analysis. Three factors, namely, Factors I, II, and III have strong interpretability, i.e., confronting, anxiety and positive/collaborative assertive behaviours, respectively. There also seemed to be useful items related to confronting behaviour within the somewhat confused Factor IV.

In order to establish clear meaning from the data a number of items were extracted on the basis of certain criteria. This is similar to the approach used by Steyn (1977)

in the construction and evaluation of the South African Personality Questionnaire. The following criteria were used to exclude items from further analysis: items with low communalities (Futch et al., 1982); items with high loadings on more than one of the factors; and a high (greater than 0.35) loading on Factor IV. Items that loaded between and including 0.25 and 0.35 on the confused Factor IV were considered worthy of inclusion in an attempt to see if they relocated themselves in the absence of a marker. Lastly, items with relatively high loadings on only Factors I, II and III were included for further analysis. The value of the loadings complied with Mauer's (1976) Index. Based on these guidelines Items 5, 6, 9, 12, 14, 15, 16, 17, 19, 21, 26, 28, 29, 30, 34, 35, 36, 42, 46, 48 and 53 were considered for an additional factor analysis in an attempt to derive clear meaning from the data. This additional analysis was deemed necessary when considering that 21 items had been extracted from the original 55 items and confirmation was needed as to whether the smaller number of items were representative of the trends identified in the initial analysis.

Based on the emergence of three interpretable components it was decided to rotate as many factors (Futch et al., 1982). This was supported by the scree principle where the difference between successive eigenvalues levels off and becomes consistent after the third factor (Cattell, 1978) (see Figure 3). These three factors accounted for 38.85% of the total variance (see Table 11).

Figure 3

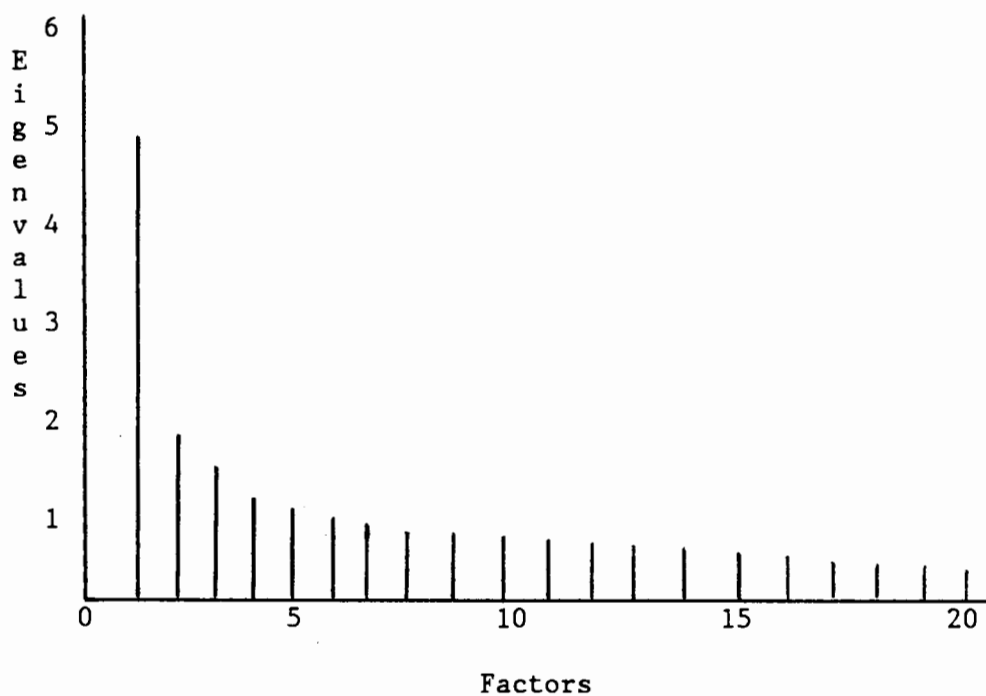
Scree Plot of Eigenvalues

Table 11  
Eigenvalues and Percentage of Total Test Variance Accounted  
 for by the First Eight Factors in the Unrotated Factor  
 Analysis (Phase Two)

Factor	Eigenvalue	Percent of variance	Cumulative percent of variance
1	4.83	22.99	22.99
2	1.81	8.60	31.59
3	1.52	7.26	38.85
4	1.24	5.89	44.74
5	1.21	5.75	50.49
6	1.05	4.99	55.48
7	0.94	4.46	59.94
8	0.91	4.33	64.27

*Factor I - Anxiety Behaviour.* Using the restricted set of items eight items load on this factor (Items 34,21,16,28,53, 12,6 and 36) (see Table 12). The composition of items is similar to Factor II in the seven factor structure with six items unchanged and two 'new' items (Item 12 and 6) which initially loaded on the first factor of the seven factor structure. The content of the items clearly reflects "Anxiety behaviour" in dealing with people (see Table 13 for an item description of the three factor structure). The hesitance and avoidance of interpersonal interaction are characteristic behaviours described in the items. In fact, individuals are saying, "I do not feel comfortable or confident to express my thoughts and feelings to take hold of my individual rights".

*Factor II - Complimentary/Collaborative Behaviour.* Five items load on the second factor of the factor structure (Items 46,15,29,42 and 26). Four of the items (Items 46,15,42 and 26) remain unchanged from the seven factor structure and one 'new' item (Item 29) which initially loaded on factor III of the seven factor structure was included. Item 29, at first glance tends to contradict the "positive/ collaborative assertive behaviour" content reflected by the other four items (see Table 13). However, the openness referred to in Item 29 could well account for its grouping with the collaborative component of assertive behaviour.

Table 12

Oblique Factor Loading Matrix Rotation (Phase two)

Items	Factors		
	I	II	III
34	<u>.72</u>	-.16	-.10
16	<u>.53</u>	.09	-.02
28	<u>.53</u>	.02	.02
21	<u>.51</u>	-.08	-.03
12	<u>.38</u>	.15	.02
36	<u>.31</u>	.09	.00
53	<u>.31</u>	.01	-.15
6	<u>.30</u>	.03	.08
46	-.06	<u>.79</u>	-.09
15	-.05	<u>.59</u>	.00
42	.10	<u>.32</u>	.16
29	.14	<u>.31</u>	.11
26	.15	<u>.29</u>	.07
17	-.13	-.11	<u>.76</u>
9	-.13	-.00	<u>.74</u>
19	.21	-.14	<u>.63</u>
5	-.03	.03	<u>.63</u>
48	-.01	.11	<u>.56</u>
14	.23	-.16	<u>.44</u>
35	.22	.15	<u>.32</u>
30	.21	.21	.15

*Factor III - Confronting Behaviour.* Seven items load on this factor (Items 17,9,5,19,48,14 and 35). Item content reflects a consistent element of "confronting behaviour" (see Table 13). This factor is almost identical to Factor I which was generated in the seven factor structure. The only change in items was that of Item 23 which was replaced by Item 14.

In these three factors, items tend to have a high loading on only one factor. Item 30 did not load significantly on any of the Factors. The inter-factor correlation matrix (see Table 14) indicates that Factors I, II and III are all positively related. This suggests that these three assertiveness components are integrated with a "larger" assertiveness construct.

The second phase factor analysis regenerated 20 of the 21 items that were extracted to form a similar three factor structure to that of Factors I, II and III of the exploratory factor analysis. Regeneration of a similar structure therefore confirms a set of items representing three classes of assertive behaviour amongst blacks employed in South African work organisations. This does not represent all assertiveness classes nor does it mean that the three classes are complete or independent. However, future research can build on the fact that a "noise" element has been removed from the current classes of assertiveness identified in this study.

Table 13

Factor Structure Composition


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Item No	Item Description
---------	------------------

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Factor I: Anxiety Behaviour

6	I hesitate to ask colleagues whether I have offended them in any way.
12	When a topic, which is unknown to me, is discussed I pretend to understand it so as not to show my ignorance.
16	If I notice a new employee in my work area I avoid talking to him/her and continue working.
21	If a colleague tells a joke which I find distasteful I still laugh with the others.
28	If a colleague doesn't return the gold pen he borrowed from me, I will not ask him/her for it.
34	I usually feel awkward when speaking to an attractive colleague of the opposite sex.
36	Although I like a colleague's new suit/dress, I would hesitate to pay him/her a compliment.
53	Although I have important deadlines to meet I accept a colleague's invitation to lunch.

Factor II: Collaborative Behaviour

15	I compliment a colleague if he/she has done something well at work.
26	When a new employee starts work I make the person feel welcome by talking to him/her.
29	I am able to have an open discussion about a colleague's criticism of my behaviour.
42	I usually congratulate fellow workers on hearing about their recent achievements.
46	I compliment a colleague when he/she makes a good suggestion about a work related problem.

---

Table 13 (continued)

Factor Structure Composition

Item No	Item Description
<u>Factor III: Confronting Behaviour</u>	
5	When shouted or sworn at I speak to the person concerned about his/her behaviour.
9	I tell a colleague when his/her behaviour is offensive to me
14	If my work is being criticised by someone I discuss it face to face with him/her.
17	If I find that a colleague has said bad things about me, behind my back, I talk to him/her about the matter.
19	If I feel I have been treated unfairly I speak to the person(s) concerned.
35	If a colleague makes a habit of using distasteful language I talk to him/her about this.
48	If a colleague is spreading untrue stories around the office I talk to him/her about their behaviour.

Table 14

Inter-Factor Correlation Matrix (Phase two)

Factors			
Factors	I	II	III
I	1.00		
II	0.38	1.00	
III	0.48	0.49	1.00

Note. With N = 284 a correlation coefficient of 0.182 is significant at  $P < 0.01$ .

## Validity and Reliability of the Questionnaire

This section will report the results relating to the construct validity, internal consistency, and criterion - related validity together with a brief explanatory discussion.

### Reliability

The reliability of the instrument was assessed by measures of internal consistency (Cronbach's Alpha) for each of the three factors (Factor I:  $\alpha = 0.65$ ; Factor II:  $\alpha = 0.48$ ; Factor III:  $\alpha = 0.68$ ). These measures reflect that the instrument has an acceptable level of internal consistency for Factors I and III. However, this is not a completed scale and needs further developmental work which includes the refinement and generation of additional items.

### Construct Validity

Construct validity is an attempt to establish what the test is measuring and how well it measures this particular construct. It also requires the gradual accumulation of data from a variety of sources (Anastasi, 1982; Brown, 1970). This study therefore attempts to assess the extent to which the

instrument measures assertive behaviour amongst black individuals.

Although the factor analytic technique provides an indication of construct validity, the exploratory factor analysis (phase one) did not provide a clear interpretation of the seven-factor structure. However, the trends identified in this initial analysis were regenerated in a three-factor structure (Anxiety, Collaborative/Complimentary and Confronting Behaviour components). Although this suggests that these three components are part of a larger group of assertiveness components they require further development. This is confirmed with the inadequate measures of internal consistency and criterion-related validity.

#### Criterion-Related Validity

This procedure attempted to reflect the effectiveness of the questionnaire in predicting an individual's behaviour in the work environment. Correlations were computed between the peer-rated and self-rated questionnaire scores ( $n = 48$ ), for each of the three factors. It should be noted however that the peer-rating used in this study as the criterion, suffered from subjectivity and must therefore be considered a "soft" criterion. It is, however, a useful starting point for future research.

The criterion sub-sample, although relatively small in comparison to the total sample, is representative of respondents in the total sample ( $N = 234$ ). The random selection of the sample comprises matriculants, diplomates and graduates working in the personnel, technical, clerical and trainee manager job categories. Table 15 reflects the mean and standard deviation scores for each factor for both peer-and self-ratings. Correlation coefficients between peer-and self-ratings for two of the three factors (Factors II and III) were positive and significant. The correlations between peer-ratings of Factor II with Factor I and Factor III indicate that peers seem to have difficulty in distinguishing the collaborative/complimentary behaviours and other behaviours of their colleagues (see Tables 16 and 17). This result suggests that from a peer viewpoint Factor II (Complimentary/Collaborative) tends to dominate the perception of behaviour of others. Consequently, there may be poor judgement made by the peer of others due to the halo effect. It should however be remembered that this factor was found to be unreliable. Despite this there seems to be an indication that the influence of the collaborative/ complimentary assertiveness component may well be related to the underlying value, "Ubuntu", identified by Godsell (1982).

Table 15

Mean and Standard Deviation Scores for Peer-  
and Self-Ratings

Factor	Self		Peers	
	$\bar{X}$	SD	$\bar{X}$	SD
I	25.41	4.20	23.98	3.54
II	18.31	1.78	17.10	2.35
III	22.89	4.28	22.83	3.36

Note. n = 48

Table 16

Correlation Matrix of Peer-and Self-Ratings  
by Factor

Peer-rating	Self-Rating		
	I	II	III
I	0.18	0.29**	0.20
II	- 0.02	0.29**	0.18
III	- 0.10	0.36***	0.27*

Note. n = 48

\*  $\underline{P} < 0.10$ . \*\*  $\underline{P} < 0.05$ . \*\*\*  $\underline{P} < 0.01$ .

Table 17

Inter-Correlation Matrix of Peer-Ratings by Factor

Factor	Factor		
	I	II	III
I	1.00		
II	0.42*	1.00	
III	0.12	0.53*	1.00

Note. n = 48.

\*  $\underline{p} < 0.01$

### Summary

An attempt was made to establish the reliability, construct and criterion-related validity of the questionnaire. The three interpretable components that were identified using an exploratory factor analytic approach were poorly supported by the inadequate measures of internal consistency and criterion-related validity. These results, together with the use of an exploratory factor analytic approach, indicate that the instrument needs further empirical development.

## CHAPTER 6

### DISCUSSION OF RESULTS

It was argued that black employees need to develop assertive interpersonal behaviours in order to function effectively in a westernized business environment. The lack of an appropriate measuring instrument led to an attempt to develop a self-report questionnaire to measure the assertiveness of black employees working in South African organisations.

The following discussion addresses the methodological limitations, current status of this research and recommendations for future research. Taking into account the current status of this research the chapter concludes with a discussion of the assertiveness construct.

#### Methodological Limitations

One of the major purposes of any research design is to control variance. However, maximum or perfect control is not always possible and needs to be weighed against various practical constraints.

A contact person within the different organisations was briefed regarding the purpose of the study. Questionnaire distribution then took place through that person in his/her organisation. Due to financial, time, and geographic constraints, this was the only feasible way of reaching the target population. However, there were two major limitations in this regard. Firstly, the researcher had no direct control over the environment, i.e., circumstances surrounding the completion of the questionnaire may not have been standard. Secondly, a biased sample of respondents may have been collected. Those that did not respond may have found the questionnaire items either difficult to understand due to language semantic difficulties or in conflict with their work values.

An inherent problem with self-report measurement of assertiveness is that of social desirability. This was confirmed by McNamara and Delamater (1984) where they found the Assertion Inventory to be confounded with social desirability response biases. The present study did not measure social desirability. Therefore, the extent to which this phenomenon influenced respondents answering of the questionnaire could not be assessed. These limitations should be considered when evaluating the results of the study.

### Current Status

Although the second phase factor analysis regenerated trends identified in the exploratory factor analysis to form an interpretable three factor structure, the components suffer from certain psychometric shortcomings. Firstly, the internal consistency of two of the components is only adequate. (Anxiety Behaviour:  $\alpha = 0.65$  and Confronting Behaviour:  $\alpha = 0.68$ ), while suspect with the other component (Collaborative/Complimentary Behaviour:  $\alpha = 0.48$ ). In the second instance the approach of the factor analysis was exploratory and not confirmatory. The intention was to identify relevant components of assertiveness with little assistance from local research in the area of "black assertiveness".

Considering these psychometric limitations the components that form the questionnaire must be considered incomplete and not representative of all the assertiveness components of blacks. Much developmental work must therefore be done on the existing and additional components to reach any meaningful measure of construct validity.

### Recommendations for Future Research

The current 20-item assertiveness questionnaire (see Appendix D) provides a starting point for further empirical research. Validation studies will provide important information regarding the construct "assertiveness" amongst black South Africans, and the predictive validity of the instrument. The psychometric properties, particularly the internal consistency of these components, can be increased by generating more items relevant to these components.

The issue of distinguishing between assertive and aggressive self-report behaviours needs further research. A possible solution lies in the development of items that measure the construct aggression and to include these in a modified version of the current questionnaire. The issue of socially desirable responses also needs further attention. This could be done by developing a "lie scale" as part of the instrument to allow for the adjustment of individual profiles.

The following discussions of the assertiveness construct and questionnaire development must be considered in the light of the methodological limitations and incomplete nature of the questionnaire.

### The Assertiveness Construct

The exploratory factor analytic approach used in this study produced an interpretable, but incomplete three factor structure of assertiveness amongst black employees. The three factors: anxiety behaviour experienced in interpersonal situations, collaborative and complimentary behaviour and lastly, confronting behaviour, in the work environment, provide tentative support for the multidimensional nature of the assertion construct in specific situations (Alberti and Emmons, 1978; Futch et al., 1982; Galassi and Galassi, 1978; Beck and Heimberg, 1983; Henderson and Furnham, 1983; Rich and Shroeder, 1976). However, the inter-factor correlation matrix (see Table 14) indicates that the three factors are all positively related. This seems to suggest that these assertiveness components are integrated with an "umbrella" assertiveness construct. Cognisance should also be taken of the argument put forward by Futch et al. (1982) regarding an "either-or" stance for the trait versus state issue . It is quite possible that further research may provide support for some of the factors identified in this study to be more "trait-like ", while others may be related to specific situations. The first Factor, "Anxiety Behaviour", is characterised by apprehensive, hesitant and avoidance behaviours in interpersonal situations. This is significant

when considering Alberti and Emmons' (1978) point that a definition of assertive behaviour needs to include the element of behaviour performed without feeling overly anxious. The factors identified in the Henderson and Furnham (1983) study, namely, "Unassertive Acceptance" and "Initiating and Maintaining Interaction with Nonintimate Others", from the Bakker and Rathus scales respectively, together provide marginal support for this "Anxiety Behaviour" factor. The similar factor identified in this study seems a little 'broader' and accounts for those apprehensive, hesitant and avoidance behaviours in various person to person and person to group interactions.

Factor two, "Complimentary/Collaborative Behaviour", was found to be unreliable and will therefore not be discussed further. The third factor, "Confronting Behaviour", seemed similar in nature to factors identified in a few studies (Bruch et al., 1984; Gambrill and Richey, 1975; Henderson and Furnham, 1983). However, the confronting behaviour of this factor is more specific and largely characterised by behaviour aimed at confronting others about their offensive behaviour.

It should be noted that a large portion of the variance in questionnaire items is related to either items which are unique in content or to error variance. The interpretation of three factors is in contrast to other studies which have interpreted up to 14 factors, e.g., Gambrill and Richey

interpreted 11 factors. Many of the factors obtained in these studies account for very small amounts of variance and probably reflect specific situational content and/or error variance. If seven factors had been retained in the present study a marginal increase in the amount of the variance would have been obtained at the cost of explanatory potential among the factors, since each factor would have had loadings on small numbers of items. This was illustrated with the seven factor structure where Factors VI and VII each contained only two items. Inspection of the three factor structure indicated that there were no items which, at least intuitively, reflect an incongruous fit into the cluster of items on a factor. However, the three factors identified in this study do not reflect a full range of response classes of assertiveness behaviour. For example, although factors dealing with the "Initiation of Social Interaction", was not obtained as a clear component, it is considered an important part of assertiveness (Futch et al., 1982; Gambrill and Richey, 1975; Henderson and Furnham, 1983; Kearney et al., 1984).

#### Conclusion

The subject of assertiveness represents a challenge to both behavioural scientists and personnel practitioners. The study highlights that the nature of the construct

assertiveness and its application within the South African work environment requires further empirical research.

The objectives of this exploratory study, as outlined in the introduction, have been partially met. A hierarchical sequential approach to model building was used to develop a self-report instrument to measure assertiveness amongst black employees in work organisations. However, the psychometric principles of internal consistency, construct validity and criterion-related validity reflect that more developmental work is required before the questionnaire is suitable for practical application. Although the questionnaire is not ready for application, the results indicated that there were differences in the composition of the components when compared to the literature. This highlights the importance of developing local measuring instruments, that consider the unique mix of values that individuals and groups transfer to the work environment.

## Appendix A

Dear Participant

Interpersonal Relationship Survey

The survey aims at gathering information to be used in the development of a self-report Questionnaire.

The questionnaire will attempt to measure how a person behaves in his/her daily contact with people in the work environment. Your assistance in this regard would be truly appreciated. Please consider completing the appended Questionnaire and returning it to as soon as possible. Confidentiality is ensured and you do not need to write your name on the form. However, if you would like feedback, please print your name in the top right hand corner on the front page.

The study is being conducted by Carl Eichstadt, a Masters degree student, at the University of Cape Town. Please feel free to contact me at telephone :

014652-2049 ext 275 (work)  
01421 - 31332 (home)

should you have any queries.

Thank you for your time and assistance.

Yours sincerely

Carl Eichstadt  
29/10/1987 CFE/br/b:letter.cfe

## Appendix A

Please read the following instructions:

The questionnaire comprises a number of items, each followed by a set of five descriptive terms. The following is an example:-

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I enjoy watching soccer	X				

All you need to do is read the item and place an X in the space under the descriptive term which you feel best describes "how characteristic the item is of you". Please make only one X per item.

In the example the person placed an X in the space for 'strongly agree' for the item "I enjoy watching soccer".

When answering the items, please do not hesitate to choose the 'strong' response, provided of course, you believe it is the way you feel.

Please answer every item quickly and carefully. It is your immediate and honest response that is important.

### Definition of words:

- Colleague : a member of the company you work in,  
Senior : a person in a higher position in the company,  
Overtime work : work done after normal office hours,

Appendix A

The Questionnaire

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I find it difficult to refuse to work overtime.....					
2. If I have something else planned I find it difficult to turn down a request for a meeting with a colleague...					
3. When suggestions I make continue to be ignored at a meeting I would then rather keep quiet.....					
4. I am able to say no to someone if he/she asks me to do something I do not believe in....					
5. If a colleague doesn't return the stationery he borrowed from me, I will not ask him/her for it.....					
6. Although I have important deadlines of my own to meet I usually agree to help a colleague with his/her work.					
7. I tell a colleague when his/her behaviour is offensive to me.....					
8. I ask for constructive criticism from my senior regarding my work performance.....					
9. I find it easy to turn down a request from a colleague who wants to borrow money from me.....					
10. If a colleague tells a joke which I find distasteful I still laugh with the others.....					
11. I congratulate my colleague after hearing news of his/her promotion to a senior position.....					
12. I tend to continue forcing my opinion with a colleague who disagrees with me about a work related problem....					
13. When a topic, which is unknown to me, is discussed I pretend to understand it so as not to show my ignorance.					
14. I am able to say no to a senior person's unfair demand.....					
15. I tend to initiate conversations with the strangers at company functions.....					
16. While socialising at work and satisfied that I've had enough to drink, I find it difficult to refuse another.					
17. I hesitate to ask colleagues whether I have offended them in any way.....					
18. If I feel that I have been treated unfairly I speak to the person(s) concerned.....					

Appendix A

The Questionnaire

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
19. When continually interrupted by a certain person while talking, I try to ignore his/her behaviour.....					
20. I am able to have an open discussion about a colleague's criticism of my behaviour.....					
21. When my senior gives me vague instructions I tell him/her that I do not understand them.....					
22. When shouted or sworn at I speak to the person concerned about his/her behaviour.....					
23. I compliment my colleague if he/she has done something well at work.....					
24. When a new employee starts work I make the person feel welcome by talking to him/her.....					
25. I express my opinion even if it means disagreeing with other people.....					
26. If I notice a stranger in my work area I pay no attention to him/her and continue working.....					
27. I apologise if I realise that I have made a mistake with some work.....					
28. If my work is being criticised by someone I discuss it face to face with him/her.....					
29. If I find out that a colleague has said bad things about me, behind my back, I talk to him/her about the matter.....					
30. I ignore someone when they continue to criticise my ideas.....					
31. If a colleague's smoking bothered me during a meeting I would ask him/her not to smoke.....					
32. After having an argument with a colleague I try to avoid him/her.....					
33. I find it easy to say no when a co-worker asks for a donation towards a charitable cause.....					
34. I usually feel awkward when speaking to an attractive colleague of the opposite sex.....					
35. If a colleague makes a habit of using distasteful language I talk to him/her about this.....					
36. I usually hesitate to compliment a colleague about his/her new suit/dress.....					

Appendix A

The Questionnaire

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
37. If I cannot solve a work related problem I ask a colleague to assist me.....					
38. I get annoyed with a fellow worker when he/she talks to me about my late arrival at meetings.....					
39. Despite feeling tired I accept a friends invitation for an after work drink.....					
40. I tend to introduce myself when in the company of strangers.....					
41. If a co-worker is late for a third consecutive meeting I prefer to avoid the issue.....					
42. I usually congratulate fellow workers on hearing about their recent achievement.....					
43. I ask for clarification when the discussion at a meeting becomes confusing.....					
44. I enjoy meeting and dealing with new people as part of my daily work.....					
45. I accept the salary increase even though it is well below that which was promised to me.....					
46. After eating an excellent meal in the company canteen I would compliment the chef.....					
47. If I am expecting an important phone call I would turn down a co-worker's request to use the telephone.....					
48. If a colleague is spreading untrue stories around the office I talk to him/her about their behaviour.....					
49. I usually feel awkward when complimenting or praising people at work.....					
50. I accept a colleague's constructive criticism regarding a work related problem.....					
51. I ask the trainer to explain if I do not understand a certain point.....					
52. I apologise to a co-worker when realising that I have offended him/her.....					
53. Although I have important deadlines to meet I accept a colleague's invitation to lunch.....					
54. After receiving numerous illegible memo's I talk to a colleague about his/her untidy handwriting.....					
55. Although I know that a colleague could help with a problem I prefer to solve it myself.....					

## Appendix B

Please read the following **instructions**:

The questionnaire comprises a number of items, each followed by a set of **Five descriptive terms**. The following is an example:-

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
I enjoy watching soccer	X				

All you need to do is read the item and place an X in the space under the descriptive term which you feel best describes "**how characteristic the item is of you**". Please make only one X per item.

In the example the person placed an X in the space for 'strongly agree' for the item "I enjoy watching soccer".

When answering the items, please do not hesitate to choose the 'strong' response, provided of course, you believe it is the way you feel.

Please answer every item quickly and carefully. It is your **immediate** and **honest** response that is important.

**Definition of words:**

- Colleague** : a member of the company you work in,  
**Senior** : a person in a higher position in the company,  
**Overtime work** : work done after normal office hours,

Appendix B

The Questionnaire

	Very Much I like me	Somewhat I like me	Somewhat Unlike me	Very Unlike me
1. If I have an important social meeting I would refuse a last minute request to work overtime .....				
2. I express my opinion even if it means disagreeing with fellow workers.....				
3. When continually interrupted by a certain person while talking, I try to ignore his/her behaviour .....				
4. I find it easy to turn down a request from a colleague who wants to borrow money from me .....				
5. When shouted or sworn at I speak to the person concerned about his/her behaviour .....				
6. I hesitate to ask colleagues whether I have offended them in any way .....				
7. I find it difficult to say no to a colleague's request to borrow my car .....				
8. I am able to say no to someone if he/she asks me to do something I do not believe in .....				
9. I tell a colleague when his/her behaviour is offensive to me .....				
10. If I have something else planned I find it difficult to turn down a request for a meeting with a colleague .				
11. I tend to continue forcing my opinion on a colleague who disagrees with me about a work related problem ....				
12. When a topic, which is unknown to me, is discussed I pretend to understand it so as not to show my ignorance.				
13. Although I have important deadlines of my own to meet I usually agree to help a colleague with his/her work.				
14. If my work is being criticised by someone I discuss it face to face with him/her .....				
15. I compliment my colleague if he/she has done something well at work .....				
16. If I notice a new employee in my work area I avoid talking to him/her and continue working .....				
17. If I find out that a colleague has said bad things about me, behind my back, I talk to him/her about the matter				
18. I ignore someone when they continue to criticise my ideas .....				

Appendix B

The Questionnaire

	Very Much Like me	Somewhat Like me	Somewhat Unlike me	Very Unlike me
19. If I feel that I have been treated unfairly I speak to the person(s) concerned .....				
20. When my boss gives me vague work instructions I tell him/her that I do not understand them .....				
21. If a colleague tells a joke which I find distasteful I still laugh with the others .....				
22. I tend to initiate conversation with strangers at a company function .....				
23. I apologise if I realise that I have made a mistake with some work .....				
24. I congratulate my colleague after hearing news of his/her promotion to a senior position .....				
25. When suggestions I make continue to be ignored at a meeting I would then rather keep quiet .....				
26. When a new employee starts work I make the person feel welcome by talking to him/her .....				
27. I ask for constructive criticism from my boss regarding my work performance .....				
28. If a colleague doesn't return the gold pen he borrowed from me, I will not ask him/her for it .....				
29. I am able to have an open discussion about a colleague's criticism of my behaviour .....				
30. I am able to say no to a senior person's unfair demand .....				
31. If a colleague's smoking bothered me during a meeting I would ask him/her not to smoke .....				
32. After having had an argument with a colleague I try to avoid him/her .....				
33. I find it easy to say no when a co-worker asks for a donation towards a charitable cause.....				
34. I usually feel awkward when speaking to an attractive colleague of the opposite sex.....				
35. If a colleague makes a habit of using distasteful language I talk to him/her about this.....				
36. I usually hesitate to compliment a colleague about his/her new suit/dress.....				
37. If I cannot solve a work related problem I ask a colleague to assist me.....				



## Appendix C

**CONFIDENTIAL**

This survey is aimed at finding out about interpersonal relationships in your working environment.

Please answer each question as **honestly** as it relates to your **specific work situation**.

Your answers will be kept completely confidential. **Please do not write your name on the form** to ensure this.

Please supply the following information about yourself:

Your present Job Title .....

Age:  Years                      Sex: Male  Female  (Tick box)

Highest Educational Qualification: (Tick Box)

Matric (Std 10 or Form V)

Completed	(i) a Diploma	-----	<input type="checkbox"/>
	(ii) a Degree	-----	<input type="checkbox"/>
Studying towards	(i) a Diploma	-----	<input type="checkbox"/>
	(ii) a Degree	-----	<input type="checkbox"/>

The Questionnaire

	Very Much Like me	Somewhat Like me	Somewhat Unlike me	Very Unlike me
1. If I have an important social meeting I would refuse a last minute request to work overtime .....				
2. I express my opinion even if it means disagreeing with fellow workers.....				
3. When continually interrupted by a certain person while talking, I try to ignore his/her behaviour .....				
4. I find it easy to turn down a request from a colleague who wants to borrow money from me .....				
5. When shouted or sworn at I speak to the person concerned about his/her behaviour .....				
6. I hesitate to ask colleagues whether I have offended them in any way .....				
7. I find it difficult to say no to a colleague's request to borrow my car .....				
8. I am able to say no to someone if he/she asks me to do something I do not believe in .....				
9. I tell a colleague when his/her behaviour is offensive to me .....				
10. If I have something else planned I find it difficult to turn down a request for a meeting with a colleague .				
11. I tend to continue forcing my opinion on a colleague who disagrees with me about a work related problem ....				
12. When a topic, which is unknown to me, is discussed I pretend to understand it so as not to show my ignorance.				
13. Although I have important deadlines of my own to meet I usually agree to help a colleague with his/her work.				
14. If my work is being criticised by someone I discuss it face to face with him/her .....				
15. I compliment my colleague if he/she has done something well at work .....				
16. If I notice a new employee in my work area I avoid talking to him/her and continue working .....				
17. If I find out that a colleague has said bad things about me, behind my back, I talk to him/her about the matter				
18. I ignore someone when they continue to criticise my ideas .....				

Appendix C

The Questionnaire

	Very Much Like me	Somewhat Like me	Somewhat Unlike me	Very Unlike me
19. If I feel that I have been treated unfairly I speak to the person(s) concerned .....				
20. When my boss gives me vague work instructions I tell him/her that I do not understand them .....				
21. If a colleague tells a joke which I find distasteful I still laugh with the others .....				
22. I tend to initiate conversation with strangers at a company function .....				
23. I apologise if I realise that I have made a mistake with some work .....				
24. I congratulate my colleague after hearing news of his/her promotion to a senior position .....				
25. When suggestions I make continue to be ignored at a meeting I would then rather keep quiet .....				
26. When a new employee starts work I make the person feel welcome by talking to him/her .....				
27. I ask for constructive criticism from my boss regarding my work performance .....				
28. If a colleague doesn't return the gold pen he borrowed from me, I will not ask him/her for it .....				
29. I am able to have an open discussion about a colleague's criticism of my behaviour .....				
30. I am able to say no to a senior person's unfair demand .....				
31. If a colleague's smoking bothered me during a meeting I would ask him/her not to smoke .....				
32. After having had an argument with a colleague I try to avoid him/her .....				
33. I find it easy to say no when a co-worker asks for a donation towards a charitable cause.....				
34. I usually feel awkward when speaking to an attractive colleague of the opposite sex.....				
35. If a colleague makes a habit of using distasteful language I talk to him/her about this.....				
36. Although I like a colleague's new suit/dress, I would hesitate to pay him/her a compliment.....				
37. If I cannot solve a work related problem I ask a colleague to assist me.....				



## Appendix D

Please read the following instructions:

The questionnaire comprises a number of items, each followed by a set of Four descriptive terms. The following is an example:-

	Very Much Like me	Somewhat Like me	Somewhat Unlike me	Very Unlike me
I enjoy watching soccer	X			

**Definition of Descriptive Terms:**

**very much like me** : very characteristic of me

**somewhat like me** : a little like me, somewhat characteristic of me

**somewhat unlike me** : not really like me

**very unlike me** : not like me at all, very uncharacteristic of me

All you need to do is read the item and place an X in the space under the descriptive term which you feel best describes "how characteristic the item is of you". Please make only one X per item. In the example the person placed an X in the space for 'very much like me' the item "I enjoy watching soccer". When answering the items, please do not hesitate to choose the 'strong' response, provided of course, you believe it is the way you feel. Please answer every item quickly and carefully. It is your **immediate** and **honest** response that is important.

Appendix D

The Questionnaire

	Very Much Like me	Somewhat Like me	Somewhat Unlike me	Very Unlike me
1. I compliment my colleague if he/she has done something well at work .....				
2. I hesitate to ask colleagues whether I have offended them in any way .....				
3. When shouted or sworn at I speak to the person concerned about his/her behaviour .....				
4. When a new employee starts work I make the person feel welcome by talking to him/her .....				
5. When a topic, which is unknown to me, is discussed I pretend to understand it so as not to show my ignorance.				
6. I tell a colleague when his/her behaviour is offensive to me .....				
7. I am able to have an open discussion about a colleague's criticism of my behaviour .....				
8. If I notice a new employee in my work area I avoid talking to him/her and continue working .....				
9. If my work is being criticised by someone I discuss it face to face with him/her .....				
10. I usually congratulate fellow workers on hearing about their recent achievements.....				
11. If a colleague tells a joke which I find distasteful I still laugh with the others .....				
12. If I find out that a colleague has said bad things about me, behind my back, I talk to him/her about the matter				
13. I compliment a colleague when he/she makes a good suggestion about a work related problem.....				
14. If a colleague doesn't return the gold pen he borrowed from me, I will not ask him/her for it .....				
15. If I feel that I have been treated unfairly I speak to the person(s) concerned .....				
16. If a colleague makes a habit of using distasteful language I talk to him/her about this .....				

Appendix D

The Questionnaire

- 17. I usually feel awkward when speaking to an attractive colleague of the opposite sex.....
- 18. Although I like a colleague's new suit/dress, I would hesitate to pay him/her a compliment.....
- 19. Although I have important deadlines to meet I accept a colleague's invitation to lunch.....
- 20. If a colleague is spreading untrue stories around the office I talk to him/her about their behaviour.....

Very Much Like me	Somewhat Like me	Somewhat Unlike me	Very Unlike me

Factor I

--	--

Factor II

--	--

Factor III

--	--

## Appendix E

Item Mean and Standard Deviation Scores

Item	Mean	Std.Dev.	Item	Mean	Std. Dev.
<u>Scale A</u>			<u>Scale D (continued)</u>		
1	2.72	1.08	18	2.73	1.05
4	2.14	1.12	23	3.72	0.54
7	2.70	1.19	27	3.20	0.94
10	2.52	1.06	29	3.32	0.78
13	1.79	0.85	38	3.12	0.94
33	1.91	0.99	50	3.57	0.69
39	2.45	1.02	52	3.69	0.57
47	2.44	1.09			
53	2.84	0.96			
<u>Scale B</u>			<u>Scale E</u>		
2	3.34	0.85	9	3.39	0.89
3	2.48	1.12	19	3.55	0.76
5	3.27	0.92	35	3.13	0.93
8	3.49	0.91	41	2.90	0.95
11	2.35	1.03	45	3.30	0.95
14	3.53	0.72	48	2.99	1.08
17	2.89	1.11	54	2.79	1.01
21	3.06	0.99			
25	2.61	1.06	<u>Scale F</u>		
28	3.26	1.10	12	3.45	0.87
30	3.23	0.88	20	3.51	0.73
31	2.62	1.05	37	3.63	0.69
32	2.97	1.06	43	3.66	0.64
			51	3.64	0.55
			55	2.67	1.12
<u>Scale C</u>			<u>Scale G</u>		
16	3.38	0.90	15	3.82	0.44
22	2.92	0.91	24	3.75	0.55
26	3.69	0.56	36	3.39	0.91
34	3.11	1.04	42	3.79	0.44
40	3.00	1.01	46	3.69	0.58
44	3.37	0.77	49	3.35	0.93
<u>Scale D</u>					
6	2.92	1.05			



Appendix F  
Inter-Correlation Matrix

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
1	1.00000																													
2	0.16069	1.00000																												
3	-0.03071	0.18949	1.00000																											
4	0.11546	0.00057	0.05606	1.00000																										
5	0.17674	0.25585	0.21219	-0.02322	1.00000																									
6	-0.03338	0.09086	0.00819	-0.14135	0.10852	1.00000																								
7	0.12118	0.14433	0.04462	0.13982	-0.00173	0.24427	1.00000																							
8	0.01467	0.18525	-0.05657	-0.08852	0.12353	0.13445	-0.00487	1.00000																						
9	0.09330	0.28897	0.07963	0.03753	0.43228	0.16948	0.13250	0.10008	1.00000																					
10	0.03240	-0.03089	0.14129	0.08471	0.00183	0.21444	0.18121	0.07046	-0.06846	1.00000																				
11	-0.06173	0.13333	-0.07919	0.10793	-0.00113	-0.05201	-0.05587	0.03467	0.09462	-0.00722	1.00000																			
12	0.02925	0.19075	0.05580	-0.10959	0.17561	0.22522	0.09593	0.11210	0.07511	0.20250	-0.01796	1.00000																		
13	0.15703	-0.14179	0.06347	0.04528	0.05581	-0.08190	-0.02076	-0.01713	0.02876	-0.00294	-0.16462	-0.04885	1.00000																	
14	0.02126	0.20079	0.09428	0.10229	0.22891	0.11092	0.08825	0.08604	0.26864	0.14100	-0.02026	0.19851	0.01024	1.00000																
15	0.04238	0.03677	-0.00805	-0.04725	0.07610	0.02173	0.02718	0.01186	0.12025	-0.00450	0.05875	0.16264	-0.07782	0.03954	1.00000															
16	-0.08671	0.19836	0.11038	-0.07936	0.14551	0.19554	0.06625	0.08329	0.16940	0.08879	-0.08016	0.16280	0.00817	0.13671	0.14319	1.00000														
17	0.06649	0.04117	0.10564	0.00035	0.38751	0.21593	0.04548	0.10149	0.35717	0.14441	-0.03360	0.05106	-0.04159	0.33596	0.11745	0.00966	1.00000													
18	0.17093	0.22199	0.23991	0.06969	0.31178	0.08379	0.21710	0.03610	0.26907	0.00422	-0.02156	0.17518	0.08635	0.26020	-0.08683	0.16197	0.15439	1.00000												
19	0.08969	0.13870	0.07052	0.00233	0.33809	0.09211	0.12150	-0.00249	0.45718	0.00513	0.04599	0.16557	-0.02694	0.35646	0.14144	0.17071	0.39833	0.15976	1.00000											
20	0.10068	0.13122	-0.14817	0.02437	0.18141	0.12586	0.07371	0.16482	0.07786	0.04278	-0.02567	0.16761	-0.05209	0.08566	0.00089	0.16835	0.12599	-0.00968	0.12954	1.00000										
21	-0.02420	0.12160	0.08070	-0.06582	0.05397	0.11406	0.09684	0.04687	0.03755	0.11249	-0.08483	0.23695	-0.05777	0.16316	0.06813	0.36590	0.09126	0.16545	0.11905	0.13388	1.00000									
22	0.08328	0.12852	0.05777	0.05439	0.15137	0.08804	0.04216	0.12060	0.29088	-0.01155	0.22183	0.02552	-0.12986	0.13067	0.17155	0.18646	0.20018	0.16545	0.11905	0.20315	0.07975	1.00000								
23	0.04870	-0.11106	-0.01542	-0.02725	0.11327	0.06873	0.01091	-0.00551	0.07844	0.04353	-0.01205	0.05923	-0.02995	0.10926	0.12515	0.06909	0.23443	0.11208	0.25828	0.05374	0.02713	0.13423	1.00000							
24	-0.05136	-0.09181	0.00146	-0.11725	0.16848	0.07150	-0.07538	0.04469	0.10497	-0.01605	-0.02583	0.02388	0.03159	0.10180	0.23037	0.12700	0.22406	-0.02488	0.15926	0.08545	0.02210	-0.00133	0.13688	1.00000						
25	-0.00702	0.02586	0.08858	0.02726	0.21708	0.14972	0.06057	-0.07036	0.19632	0.21900	-0.04135	0.16883	-0.01588	0.13984	0.09239	0.26592	0.13676	0.09854	0.18755	-0.04317	0.10118	0.03433	0.22872	0.16632	1.00000					
26	0.03995	0.08196	0.01077	-0.10240	0.16322	0.05655	-0.01461	0.09440	0.21062	-0.05281	-0.07426	0.10492	0.02519	0.02721	0.20045	0.24000	0.07585	0.02561	0.14154	0.11933	0.08299	0.24180	0.01382	0.17497	0.06942	1.00000				
27	0.05705	0.12468	-0.01746	0.02539	0.20044	0.06784	-0.01144	0.03187	0.17559	-0.18029	0.08234	0.18428	0.05988	0.26392	0.05637	0.21706	0.07811	0.27038	0.20199	0.17274	0.12430	0.19000	0.10545	0.13469	0.12448	0.23208	1.00000			
28	0.11296	0.08147	-0.03880	-0.06200	0.15492	0.19250	-0.09000	0.09030	0.13825	0.07009	0.02546	0.10214	-0.06512	0.16203	0.06538	0.25901	0.12401	0.17813	0.22924	0.20384	0.21008	0.15834	0.16355	0.06069	0.18650	0.11941	0.26896	1.00000		
29	0.17494	0.12039	-0.05084	-0.05194	0.23444	0.10497	-0.00792	0.12722	0.22530	-0.00355	-0.09129	0.14269	0.02296	0.27071	0.14352	0.18802	0.13513	0.14906	0.20416	0.24224	0.10271	0.29328	0.13979	0.04723	0.05530	0.19145	0.10693	0.04185	0.01393	
30	0.10214	0.06810	-0.01857	0.03969	0.22175	0.19690	0.05888	0.16065	0.19421	0.07961	0.12137	0.28110	0.02671	0.23320	0.14699	0.19540	0.20250	-0.02763	0.35165	0.16171	0.09876	0.17377	0.22250	0.08751	0.07640	0.10725	0.19036	0.20376	0.30632	
31	0.10541	0.10719	0.13637	0.05105	0.14096	-0.06354	-0.03363	-0.07862	0.23261	0.05913	0.08229	0.12505	0.12114	0.13811	0.11335	0.01286	0.29946	0.08746	0.36330	0.06640	0.10542	0.10909	-0.02905	0.13422	0.07464	0.09096	0.10693	0.04185	0.01393	
32	0.13248	0.18001	0.21783	-0.02622	0.36886	0.26851	0.08513	0.06437	0.12143	0.19504	-0.09757	0.20083	0.05355	0.19987	-0.00122	0.24295	0.19206	0.20291	0.21288	0.14942	0.21546	0.12666	0.15925	0.13025	0.24070	0.09467	0.11319	0.26930	0.08142	
33	0.00787	-0.04636	0.04856	0.29207	0.00967	-0.15189	-0.11616	-0.06084	-0.06308	-0.00456	0.14886	-0.17929	0.03514	-0.04320	-0.03249	-0.11112	0.05011	-0.09161	0.00014	0.03091	-0.02422	0.00271	-0.11614	-0.04371	-0.11153	-0.07708	-0.01440	-0.15952	-0.07406	
34	0.00212	0.05829	0.12813	-0.04809	0.07245	0.20919	-0.05560	0.01038	0.08926	0.03705	-0.03511	0.29208	0.18369	-0.10597	0.22784	0.02678	0.13405	-0.06293	0.20686	0.05875	0.06400	0.18898	0.07589	0.21560	-0.00496	-0.01085	0.09621	0.12356	-0.07708	
35	0.24774	0.09265	0.10614	0.02552	0.27513	0.08926	0.03705	0.03511	0.29208	0.00091	-0.06604	0.02708	0.06298	0.14499	0.11218	0.18382	0.36702	0.16558	0.35585	0.19595	0.13052	0.00427	-0.00496	-0.01085	0.09621	0.12356	0.12146	0.12238	0.32537	0.09182
36	0.06022	0.10803	0.00085	-0.12702	0.11872	0.08350	0.05327	0.11178	0.14491	0.00863	-0.04888	0.25769	-0.03528	0.17070	0.00995	0.16604	0.02419	0.21876	0.14268	0.24951	0.04030	0.04021	0.05367	0.13340	0.13281	0.12157	0.20095	0.20184	0.21631	
37	-0.03675	0.11802	0.07182	-0.02873	0.06849	0.10190	0.01939	0.10556	-0.03943	0.06414	-0.02616	0.29884	-0.13409	0.04743	0.06544	0.08836	0.03956	0.02548	0.02770	0.21737	0.21156	0.05601	0.03442	0.17401	0.13916	0.08015	0.00559	0.15446	0.04336	
38	0.03153	0.09569	0.18411	-0.03549	0.11753	0.09015	0.14567	0.11889	-0.04128	0.04718	-0.09994	0.22387	0.07744	0.08839	0.01403	0.21515	0.06353	0.23699	-0.06513	0.03177	0.15856	0.10427	0.16855	0.14488	0.19995	0.15711	0.05165	0.17049	0.01592	
39	0.05634	0.09384	0.11940	0.11039	0.13765	0.03004	0.06603	0.13083	-0.01177	0.17247	-0.09267	0.11037	0.12690	0.10155	-0.05849	0.24411	-0.16526	0.16957	-0.03165	0.13113	0.11874	0.00442	0.00359	-0.07952	0.16794	0.04148	0.21635	0.18555	0.01592	
40	0.17024	0.21000	0.09073	-0.02684	0.24788	0.02816	-0.11690	0.05629	0.29159	0.01973	0.09088	0.00000	0.02855	0.09747	0.10055	0.17028	0.31484	0.12275	0.16194	0.02917	0.00427	0.39360	0.03624	0.02123	0.10789	0.22025	0.04853	0.19748	0.24870	
41	0.20960	0.18566	-0.17058	-0.00273	0.19311	0.06501	0.18862	0.06310	0.21363	0.17785	0.00883	0.19663	0.09649	0.17327	0.13406	0.15258	0.24564	0.25254	0.07348	0.19425	0.15412	0.10965	0.03195	0.14431	0.05895	-0.01188	0.22571	0.11005	0.11005	
42	0.06836	0.12985	-0.05395	-0.08013	0.13552	0.15550	0.08483	0.07577	0.21325	0.03185	0.03123	0.10585	-0.05053	0.14720	0.18578	0.15911	0.12672	0.13799	0.19496	0.07435	0.06812	0.12322	0.02032	0.26329	0.15274	0.13097	0.15664	0.11644	0.11436	
43	0.08615	0.21010	0.17443	0.08803	0.23999	0.13564	0.12480	0.13091	0.25510	0.05240	0.09107	0.16128	0.10301	0.22138																

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