CHAPTER - 1st

INTRODUCTION
Assertiveness is a trait taught by many personal development experts and psychotherapists and the subject of many popular self-help books. It is linked to self-esteem and considered an important communication skill.

As a communication style and strategy, assertiveness is distinguished from aggression and passivity. Passive communicators do not defend their own personal boundaries and thus allow aggressive people to harm or otherwise unduly influence them. They are also typically not likely to risk trying to influence anyone else. Aggressive people do not respect the personal boundaries of others and thus are liable to harm others while trying to influence them. A person communicates assertively by not being afraid to speak his or her mind or trying to influence others, but doing so in a way that respect the personal boundaries of others. They are also willing to defend themselves against aggressive incursions.

The importance of assertive behaviour as a technique of behaviour modification has already been taken up seriously by clinical psychologists. It has been used as a method of desensitization as well as a means of developing more effective coping behaviour (Coleman & Broen, 1972). It is particularly useful in helping individuals who have difficulties in interpersonal situations because of conditioned anxiety responses which prevent them from "Speaking up" for what they consider to be appropriate
and right. Such inhibitions may lead to continual inner turmoil, particularly if the individual feels strongly about the situation. It may also be useful in cases where an individual consistently allows other people to take advantage of him or maneuver him into situations which he finds uncomfortable.

Assertiveness is the direct and honest communication of individual's opinion, feelings, needs and rights in a way that does not violate the personal rights of others. It involves standing up for individual's own rights, while acknowledging the rights of others, and working towards a win-win solution. Assertiveness is different from nonassertiveness and aggressiveness. Nonassertiveness (or submissiveness) is when individual allows other's to violate their rights by regarding their needs, opinions and rights as more important than their own. This shows a lack of respect for one's own needs and can lead to feeling of hurt, anxiety, and anger. Aggressiveness is opposite to nonassertiveness. It involves expressing and pursuing the rights of and individuals' rights at the expenses of other, which creates the impression of disrespect for the other person.

Assertiveness can help the individual to improve his communication skills, self-esteem and decision making ability. It can help him to overcome shyness and anger. Feelings and ideas can be expressed in an honest way allowing relationships to become much more genuine. The respect the individual show for other people can lead to
others respecting you more. Assertiveness also gives the individual more control over his environment, reducing anxiety in difficult situations. Being assertive can lead the person having more time to study.

An assertive style of behaviour is to interact with people while standing up for your rights. Being assertive is to one's benefit most of the time but it does not mean that one always gets what he/she wants. The result of being assertive is that (a) you feel good about your self (b) other people know how to deal with you and there is nothing vague about dealing with you.

Assertive behaviour is defined or described in a variety of ways (e.g., Heimberg, Montgomery & Madsen, 1977, Lange & Jekubowski, 1976; Rimm & Masters, 1974; Wolpe, 1973 and Coleman & Broen, 1972). Assertiveness is the ability to express the feelings, opinions, beliefs and needs of the individual directly, openly and honestly, while not violating the personal rights of others. Assertiveness does not mean in anyway means being aggressive. Aggressive behaviour is self enhancing at the exposure of others. It does not take other individual rights in to consideration. Assertiveness is a skill that can be learned. People who have mastered the skill of assertiveness are able to greatly reduce the level of interpersonal conflict in their lives, thereby reducing major source of stress. However, most of the writers tend to agree with the following characteristics of assertive behaviour.
Assertive behaviour is:

- Standing up for one's rights no matter what the circumstance.

- Correcting the situation when one's rights are being violated.

- Seeking respect and understanding for one's feelings about a particular situation or circumstance.

- Interacting in a mature manner with those found to be offensive, defensive, aggressive, hostile, blaming, attacking, or otherwise unreceptive.

- Direct, upfront, (not defensive or manipulative) behavior. Those using assertive behavior confront problems, disagreement, or personal discomforts head on, and their intent is unmistakable to others.

- Verbal "I" statements, where individuals tell others how they feel about a situation, circumstance, or the behavior of others.

- Taking the risk of being misunderstood as being aggressive, abrasive, or attacking.

- Being able to protect one's rights while protecting and respecting the rights of others.

- Risk-taking behavior that is not ruled by fear of rejection or disapproval, but is directed by the rational belief that "I deserve to stand up for my rights".
• Rational thinking and the self-affirmation of personal worth, respect, and rights.

• A healthy style in which to conduct interpersonal relationships.

• Finding a 'win-win' solution in handling solutions between the two individuals.

Ten assertive rights of an individual

**Assertive Right # 1:** Individual have the right to judge my own behavior, thoughts, and emotions and to take the responsibility for their initiation and consequence.

**Assertive Right # 2:** Individual have the right to offer neither reason nor excuse to justify my behavior.

**Assertive Right # 3:** Individual have the right to judge whether he is responsible for finding solutions to others' problems.

**Assertive Right # 4:** Individual have the right to change my mind.

**Assertive Right # 5:** Individual have the right to say, "I don't know".

**Assertive Right # 6:** Individual have the right to make mistakes and be responsible for them.

**Assertive Right # 7:** Individual have the right to be independent of the good will of others before coping with them.
**Assertive Right # 8**: Individual have the right to be illogical in making decisions.

**Assertive Right # 9**: Individual have the right to say, "I don't understand".

**Assertive Right # 10**: Individual have the right to say, "I don't care".

The point of view presented above constitutes to be the common core of all the definitions of assertive behaviour as pointed out by most of the practitioners in the area of behaviour therapy and the writers who have tried to define this term. There has been, however, some around the definitions which has always interfered with the systematic research on assertive behaviour and the study of its significance in behaviour modification (Mc Fall & Marston, 1970). As pointed out by Rim & Masters (1979) advances in behavioral assessment have in some degree solved the problem, the impact of late start in researching this area still remains. Techniques for enhancing assertive behaviour have not been as thoroughly researched as much as other popular behaviour therapy techniques. However, the amount of research in this area has increased considerably in recent years and there is every reason to believe that this trend will continue.

**Assertiveness offers many benefits**:

- We create healthy, meaningful relationship.
- There is less friction and conflict.
- There is increased self respect as well as respect from others.
• Our self-esteem is enhanced and we always feel in control.
• Our productivity at work and the home increases.
• There's less stress and an overall sense of well-being.
• Our emotional and physical health improves.

There are some degree of confusion concerning the differences between assertiveness and aggression (Heimberg et al. & Hollandsworth, 1977). Aggression is characterised in different ways, e.g., as "Socially reprehensible" (Wolpe, 1973) as "violating rights of others" (Lange & Jakubowski, 1976). Aggressiveness is the opposite of non-assertiveness. It involves expressing and pursuing your rights at the expense of others, which creates the impression of disrespect for other person. In effect, the individual are getting their own way, no matter what other people think. This in turn, can lead to people having less respect for others. Aggression is self-enhancing behaviour at the expense of others. Some (Alberti, 1977) have argued that for behaviour to be labelled aggressive, an 'intent' to aggress must be present. As pointed out by Rimm & Masters (1979), aggressive behaviour has to some negative orientation. But in behaviour therapy assertive training includes 'any' therapeutic procedures aimed at increasing the clients' ability to change in assertive behaviour. Behavioral goals include an increase in the ability to express negative feelings (anger, resentment) and positive feelings, (joy, love, praise) in inter-personal interaction. Whereas the assertiveness is the direct and honest communication of individuals opinions, feelings, needs and rights in a way
that does not violate the personal rights of others. Assertiveness is
different from nonassertiveness and aggressiveness. Wolpe (1958, 1969,
1973) has pointed out that increased assertiveness is assumed to benefit
the client in two significant ways. First, it is thought that behaving in a
more assertive fashion will instill in the client a greater feeling of well being.
Wolpe (1958, 1968, 1973) believed that assertive responding is very
similar to deep muscle relaxation (lack of tension) and thus tend to inhibit
anxiety. Second, it is assumed that behaving in a more assertive manner,
the client will be better able to achieve significant social rewards, thus
deriving more satisfaction from life. Non-assertiveness (submissiveness)
is when we allow other's to violate our rights by regarding their needs,
opinions and rights as more important than ours. This shows a lack of
respect for our own needs and can lead to feelings of hurt, anxiety
and anger.

The term 'assertiveness' is often misunderstood. Consequently,
to understand the concept and purpose of assertiveness training, it is
important to understand what assertiveness is not.

Assertiveness training does not teach the student to be
aggressive, loud, or bullying, although it may well help them to stand up to
those who are. Assertiveness is not about trying to dominate others: it is
a more a matter of resisting those who seek to dominate and
manipulate you.
If well-taught, assertiveness training can help the student recognise when they are being abused or manoeuvred for someone else's benefit, and how to resist such treatment effectively without becoming angry and aggressive. It emphasises the value of clear, calm, frank communication as a means of establishing relationships in which everyone knows where they stand and no-one feels ill-used.

Assertiveness training can help those who have previously suffered in silence to speak up for themselves, and many students on assertiveness training courses are people who have suffered a loss of self-confidence due to destructive relationships in their personal or working lives. However, not all assertiveness training students are people who feel downtrodden and abused. Some people in positions of authority seek assertiveness training in order to learn how to persuade people to do as they wish without having to become a bully.

Assertiveness can help us to improve our communication skills, self-esteem and decision making ability. It can help us to overcome shyness and anger. Feelings and ideas can be expressed in an honest way, allowing relationship to become much more genuine. The respect we show for other people can lead to others respecting us more. Assertiveness also gives us more control over our environment, reducing anxiety in difficult situations. Being assertive can lead us having more time to study.
Assertiveness affects many areas of life. Assertive people tend to have fewer conflicts in their dealings with others, which translates into much less stress in their lives. They get their needs met, and help others to get their needs too. Having stronger, more supportive relationships virtually guarantees that they have people they can count on, which also helps with stress management and even leads to a healthier body. Contrasting with this aggressiveness tends to alienate others and creates unnecessary stress. Those on the receiving end of the aggressive behaviour tend to feel attached and often avoid the aggressive individual understandably. Whereas passive people tend to avoid conflicts by avoiding communication about their needs and feelings, but this behaviour damages relationships in the long run. This may feel like victims, but continue to avoid confrontation, becoming increasingly angry until, when finally they do say something, it comes out aggressively. The other party doesn’t even know there’s a problem until the formerly passive individual virtually explodes. This leads to hard feelings, weaker relationships and more possibility.

The passive person finds it hard to say no, has difficulty in expressive opinions, feels others needs are more justified than one’s own, tends to avoid conflict at all costs, even if personally detrimental, finds it hard to maintain eye contact, and, often tries to occupy the smallest possible space. The aggressive person expresses point of view.
arrogantly, tends to dismiss or ignore the feelings and opinion of others, believes one's own needs are most important, and feels powerful when dominating others, later guilty or remorseful as people draw away. Whereas the assertive person expresses needs, wants and feelings directly and honestly, allows other's to hold different views without dismissing or depreciating them, respects the fact that others' needs are important as one's own, and realizes that no one controls any one else.

Psychologists recognize four main styles, and although we tend to switch from style to style, we generally favour one.

THE PASSIVE PERSON
- Finds it hard to say 'no'
- Has difficulty in expressing opinions
- Feels others' needs are more justified than one's own
- Tends to avoid conflict at all costs, even if personally detrimental
- Finds it hard to maintain eye contact, and often tries to occupy the smallest possible space.

THE AGGRESSIVE PERSON
- Expresses point of view arrogantly, as if no other is possible
- Tends to dismiss or ignore the opinions and feelings of others
- Believes one's own needs are most important
- Feels powerful when dominating others, later guilty or remorseful as people draw away.

THE PASSIVE/AGGRESSIVE PERSON
- Agrees to other's demands, then avoids by making excuses, forgetting and being late
• Denies personal responsibility for their actions, uses accusatory statements
• Tries to get his/her own way by being manipulative
• Fears rejection and confrontation.

THE ASSERTIVE PERSON
• Expresses needs, wants and feelings directly and honestly
• Allows others to hold different views without dismissing or deprecating them
• Respects the fact that others' needs are as important as one's own
• Realizes that no one controls anyone else.

The Assertiveness Continuum of Behavior*

Assertiveness Techniques

Present day assertive training techniques, are to a considerable degree, based on the writings of Wolpe (1958, 1968) and Lazarus (1966) and to a lesser extent, on the writings of Andrew Salter (1949, 1964). Few others are Corey (1977), Korchin (1986) and Coleman (1972). However, Salter's 'Conditioned Reflex Therapy, published in 1949, was the first major work emphasizing the virtues of assertive type behaviour.

Most of the writers have advocated the advantages of training individuals in assertiveness. Wolpe, who was using assertive training when Salter's book appeared. Although, both Wolpe & Salter have stressed the importance of behaving in an assertive manner, there are crucial differences between their approaches. First, Wolpe did not assume that
every client is primarily in need of assertive training although it is obvious that he employed it frequently, often along with relaxation or desensitization. Second, whereas, Salter viewed assertiveness (excitation) as a generalized trait, Wolpe did not. Thus, for Wolpe, the mere fact that a client has no difficulty in expressing resentment or hurting a fellow employee in no way insures that he can behave similarly with his wife. Third, Wolpe was considerably more concerned with the interpersonal consequences (especially negative).

There are other writers who have contributed directly or indirectly to present day assertive training techniques. One is Moreno (1946, 1955) and who is the founder of 'Psychodrama'. Psychodrama involves the real life attitudes and conflicts of participating clients.

Another writer whose contributions are at least indirectly related to current assertive training practices is Kelly (1955). Kelly's 'Fixed Role Therapy' is an interesting mixture of cognitive and behaviouristic psychology, involving a personality sketch of fiction's individual. The role-playing features of 'fixed-role therapy' are rather similar to the behaviour rehearsal techniques used in assertive training. Ellis (1962, 1971, 1973) has frequently advocated practices and procedures that bear a notable resemblance to present day assertive training. His contribution to assertive training is also apparent in the writings of others in this field, for instance, Lange & Jakubowski (1976). Both strongly recommended
combining cognitive and behavioral procedures in assertive training programme. In one of the studies, rating practices of black and white judges were examined. According to Coleman & Broen (1972), the expression of assertive behaviour was first introduced by role-playing in the therapy setting and then by practice in real-life situation.

Similarly, Korchin (1986) has found that a variety of techniques have been used by therapists to help people overcome social anxieties and inhibitions and to aid in the development of greater inter-personal skills and more effective and spontaneous social behaviours. Teaching assertive responses is conceptualized by Wolpe as another illustration of the reciprocal inhibition principle for one cannot be assertive and timorous at the same time. Thus, practicing more assertive behaviour in a situation which formerly aroused anxiety and inhibition reduces the strength of the anxiety-related response.

To assist in the development of the necessary skills considerable use is made of behavioral rehearsal, a technique similar to 'Psychodrama', 'Role-Playing', or Social Modeling. The patient has to reenact past experiences or anticipated difficulties of the future with the therapist playing a complementary role. Roles may then be reversed, with the therapist acting the patients part and the patient now the antagonist. This procedure gives the patient the opportunity to understand social interactions better, discover the skills needed, practice them in the
presence of a non-threatening therapist, rehearse them in role-playing, get feedback on their effectiveness and guidance on their use in real life. This type of programme and many of the specific therapeutic procedures are used, of course, by therapist of other theoretical persuasion.

**Assertiveness Training**

Assertiveness training involves the learning of skills and techniques for resisting manipulation and coping with criticism. Three of the key assertive techniques are Broken Record, Fogging and Negative Assertion.

(a) **Broken Record**

In the broken record technique, a request is repeated over again until the desired response is obtained or a workable compromise is reached. Attempts at distraction or changing the subject are resisted.

(b) **Fogging**

Fogging requires some self-control, but it can be devastatingly effective. This will have been discovered accidentally by many people who work in jobs that involve a lot of contact with the general public, many of whom must surely practice fogging regularly without being aware of the term.
Fogging involves training yourself to stay calm in the face of criticism, and agreeing with whatever may be fair and useful in it. By refusing to be provoked and upset by criticism, you remove its destructive power. If someone criticises your work, you can probably agree that it could be better. Even if it's already pretty good, there's likely to be some way in which you could make it better still.

The point of fogging is that it robs your critic's words of their destructive power. While superficially it may seem like a submissive strategy, it is in fact assertive because of what it implies, by refusing to become upset or angry in the face of criticism, you're denying your critic the satisfaction of seeing you being intimidated and disempowered. If they're just trying to bully you, and their words don't overpower you, there's a good chance that they'll turn their attentions to someone else who's easier to intimidate.

(c) Negative Assertion

But what if the person who's complaining has valid, specific points to make about how individual can improve? Well, then the individual can use negative assertion. This simply means agreeing with those parts of the criticism that are valid, but without allowing yourself to become consumed by guilt and self-loathing.
So if they tell the individual that their homework's late and it is late, admit it. Then behaviour of the individual should be changed. Another form of negative assertion is simply owning up to your mistakes before anyone's even taken you to task for them.

Assertiveness training teaches that it's also important to acknowledge compliments, and accept them if you believe them to be sincere (rather than manipulative buttering-up) and agree with the nice things that are being said about you. The really important thing is that, at all times, you are the ultimate judge of your own behaviour.

DESC Scripting

Another useful skill taught in assertiveness training classes is the technique for framing complaints or requests known as DESC Scripting. The acronym 'DESC' stands for 'Describe, Express, Specify, Consequences'. In the 'Describe' part of the DESC script, you say what seems to you to be happening. In the 'Express' part, you say how it's making you feel. In the 'Specify' part, you say what you'd like to happen. Finally, in the 'Consequences' part, you say what will happen if you don't get what you want.
Transactional Analysis

An assertiveness training course is also likely to include some tuition in the analysis of human interaction and the roles people play. Transactional Analysis, developed by Eric Berne, is one method of examining relationships that is now commonly used in assertive training and other the central idea of transactional analysis is that human beings have three basic 'ego-states': parent, adult and child. People move between these three ego-states, or states of mind, whether or not they are in fact parents, children or adults.

The Parent ego-state is based on the instructions a person received during the earliest years of their life. When in the parent ego-state later in life, they'll unconsciously replay the tone and/or content of the instructions they got from adult authority figures as a young child. Consequently, they'll try to guide and control others' behaviour, either with good intentions or with the intention of manipulating their subject to their own advantage. The adult ego-state is a more analytical mode of thinking and behaviour, based upon analysis of personal experience. The child ego-state is that of the uncomprehending infant, reacting to experiences in an emotional instinctive, non-analytical way. When in the child state, a person is likely to be dependent, looking to others to tell them what to do and fulfil their needs, though they may also be playful and creative.
We often switch between the different ego-states unconsciously in response to others' behaviour. If someone is in the child ego-state, and is behaving irrationally in a way that obstructs our aims, we may slip into the parent ego-state and try to control them. Transactional analysis training can help the student to recognise their own different ego-states, so that they can understand their own behaviour better and try to avoid the traps associated with each ego-state.

Transactional analysis examines the effects of the equal and unequal exchanges people have when in different ego-states. It emphasises the importance of a person's early development on subsequent behaviour, suggesting that dysfunctional behaviour can be the result of a 'life script' learned in early childhood. Examining and, where necessary, changing, the life script is the aim of transactional analysis psychotherapy. Replacing destructive 'life-scripting' with something more conductive to co-operative and mutually beneficial relationships is among the aims of other applications of transactional analysis - such as its use in assertiveness training.

**Methods of Studying Assertive Behaviour**

Assertive training has gained immense popularity in the recent years chiefly because of its applicability for interpersonal situations whereby it helps individuals in overcome difficulties of assertion or in the
Shaffer & Galinsky (1974) have described how "assertive-training" or "expressive training", groups are structured and how they function. The group is made up of eight to ten members with similar backgrounds; and it is involved in the session which usually lasts for two hours. The therapist assigned to the group serves the functions of imitating and directing role-playing, coaching, reinforcing and acting as a role-model. In the group discussions the therapist functions as an expert and lends guidance in the role-playing situations and gives feedback to the members of the group.

These is a high degree of leader-provided structure with most behaviour therapy groups. The assertive training group is also characterized by a high degree of leader provided structure. The sessions are typically structured as follows: the first session, beginning with a didactic presentation on unrealistic social anxiety, focusses on unlearning ineffective internal responses that lead to a lack of assertiveness and on learning a repertoire of new assertive behaviours. There might be the introduction of some relaxation training in the second session whereby each member describes specific behaviours in interpersonal situations that he or she feels are problems for him or her. It is followed by the activity in which members make contracts to carry out previously avoided assertive behaviour that they tried in real-life situations. Their attempts are evaluated, and, if they are not found to be fully
successful, the group is usually directed in role-playing. The later sessions consist of additional relaxation training; there are more contracts now for out-of-group assertion experiences, followed by evaluation of new behaviour and by more role playing. The later sessions can also be geared to the individual needs of the members. The additional relaxation training may vary from groups to group. Some groups tend to focus on additional role-playing, evaluation and coaching while others focus on a discussion of attitudes and feelings that make assertive behaviour difficult.

Assertive training group therapy basically consists of behavioral rehearsal applied to groups. It's aim is to help individuals develop more direct ways of relating in interpersonal situations. The focus is on practising, through role-playing, newly emerging, relationship skills so that individuals might be able to overcome their inadequacies and learn how to express their feelings and thoughts more openly, as though they had a right to "own" these reactions.

In 1977, Heimberg and his colleagues reported a total of 11 assertion inventories. Among such inventories, those used most often in research, are the 'Wolpe-Lazarus Assertiveness Schedule' (Wolpe-Lazarus, 1966); the 'Rathus Assertiveness Schedule' (Rathus, 1973); the 'Conflict Resolution Inventory; McFall-Lillesand (1971), Restricted to refusal situation and the College-Self Expression Inventory (Galassi, Delo & Bastien, 1974).
Instruments such as Rathus are reasonably reliable that (Test-retest coefficients) vary from .70 to round .90 (Gambrill & Richey, 1975; Gay, Hollandsworth & Galassi, 1975; Rathus, 1973). For example, Rathus (1973) reported a correlation of .70 between his scales and ratings of assertion in role-played situations. Rathus & Navid (1977) found a high positive correlation between the therapist’s ratings of assertiveness and ‘Rathus Assertion Scale’. Gambrill & Richey (1975) obtained a marked improvement in assertion on their inventory as a consequence of assertive training before treatment whereas, 53 percent of the clinical sample were rated as comfortably assertive, after treatment the number increased to 84 percent.

Factor analytic studies of the assertion inventories have, in general, provided little support for a trait conception of assertion. Lawrence (1970) failed to find proposed the following specific behaviours as pertinent to assertion.

(1) Duration of looking at target person.
(2) Frequency of smile.
(3) Duration of reply
(4) Fluency of Speech
(5) Compliance
(6) Requests that other person should change his behaviour.
(7) Overall rating of assertiveness.
Modelling and coaching appear to be significant components of the training package as indicated by several studies. McFall and Twentyman (1973) published a series of experiments in which the relative contributions of rehearsal, modelling and coaching were compared. They found that rehearsal and coaching enhanced assertiveness but modelling added nothing.

The findings of McFall & Twentyman (1970) indicate that rehearsal 'by itself' enhances assertive behaviour. Again this finding is probably related to the experimenters' assertiveness. The result of McFall & Twentyman (1970) indicated that coaching enhanced assertive behaviour. This finding is also corroborated by Hersen and associates (1973). In the later study, coaching involved instructions to try harder, to look at the target person, to make sure the response long enough, and so forth. Coaching was found to have facilitated duration, affect, loudness and overall assertion; for example, requesting new behaviour and reducting non-compliance.

It seems therefore that modelling and coaching are important components of the training package, especially when the target behaviours are complex. For responses 'already' part of the individual's behavioural repertoire, rehearsal by itself may be valued, probably because it allows for extinction of negative effects.
Within the context of assertive training, feedback delivered by the learner may assume a variety of forms, depending upon the way in which it is delivered; coaching, or instructions may be interpreted as feedback and it is just noted that coaching has a facilitative effect. Feedback may take the form of praise from the experimenter for improvement. Comparing assertive training with and without experimenter praise, Young, Rimm & Kennedy (1973) observed the greater generalization effects for the group that did not receive reinforcement. On the other hand, greater improvement on the Lawrence Assertion Inventory was associated 'with' reinforcement, and subjects, in his condition, tended to rate their treatment as somewhat more effective.

In a novel approach Christensen, Arkowitz & Anderson (1975) had dating shy males and females interchange written feedback. After each date, subjects filled out forms, describing two aspects of their partner's physical appearance and dress, two aspects of his or her behaviour that they liked and one aspect of his or her behaviour that they wished changed. Contrary to what the experimenters had anticipated, practice dating without such feedback. Inspite of efforts to structure the feedback so as to emphasize the positive, some subjects, however reported that it made them nervous.
These studies indicate the fact that assertive training is rapidly gaining popularity. It is particularly applicable for interpersonal situations in which the individual has difficulties in feeling that it is appropriate or right to assert himself or herself. Assertive training can be helpful for the following people: (1) Those who cannot express anger or irritation; (2) those who are overly polite and who allow others to take advantage of them; (3) those who have difficulties in saying "no"; (4) those who find it difficult to express affection and others positive responses; (5) those who feel that they don't have a right to have their own feelings or thoughts (Corey 1977).