MODULE OF THE LIFE SKILLS TRAINING

Session one and two

Step 1
Make Introduction
The investigator introduced himself briefly, and so did the subject. Subject spoke about his/herself, friends, school, family, interests etc.

Step 2
Explanation of Life Skills Training (LST)
The investigator explained to the subjects, what Life Skills Training was, and they were said that their thoughts were important in relation with themselves, their world and the others. Life Skills Training can help to change cognition and behavior.

Session three, four and five

Decision making

Life can be viewed as a constant of decisions. Determine the outcome of one’s life. Rational decisions enable one to “take charge” of their lives.

Process of decision making- understand the problem and goals clearly; therefore consider wide variety of alternative courses of action, the creation of many possible solutions to the problem. Collect all the available information. Weigh the pros and cons of each course of action and then decide on one that you can commit yourself to fully. The purpose of decisions making are:
• To make decisions more rationally any wisely.

• To recognize that we really do have a choice about many important things in our lives.

• To avoid making decisions sloppily or by default.

• To avoid a variety of irrational ideas, false assumptions, fears, needs and other emotions that block good decision making.

**Train subjects in decision making**

**Step one**

Decide if there is a problem. A problem well stated is half solved. If so, describe and understand the problem; See some solutions; and accept the challenge to tackle the problem.

• Is there a problem?

• Am I exaggerating or minimizing the problem?

• If serious difficulties involved, ask are there solutions to the problem?

• Is it a manageable, solvable problem?

• Am I overly optimistic or pessimistic? the situation may be an opportunity rather than a problem.

• Am I willing to accept the challenge with enthusiasm?

• List down helpful forces and harmful forces pushing you / restraining you from reaching your goal.

**Step two**

• Now decide what you want in the future?

• What do you value?

• Set major goals in terms of specific behaviors.
What should take priority in your life? (socializing, work, romance, sex, family, money, health, children, being alone, comfortable, status, looks, education, religion, playing, thinking, art, music, excitement or pleasure). If you do not know your priorities, you can’t decide where to go in life.

**Step Three**

- Think of as many solutions and courses of action as you can.
- If you can’t find any good solution, gather ideas from experts or experienced people. Brainstorming in a group is a better way:

  The more solutions generated the better

  Suspend judgment and the quality of idea

  The greater variety of ideas, more likely to find a good solution

- Identify most promising ideas, combine solutions and improves each alternative with possible approaches to problem.
- No good idea or compromise is overlooked.
- If the problem is tough, give yourself time.
- Build up faith in your ability to eventually decide and cope.
- Avoid thinking in terms of ‘either’ ‘or’ (e.g. either I go to college or I don’t).

**Step Four**

Every decision maker needs to know the psychological forces that block intelligent decisions in order to guard against the pitfalls.

- When people become resigned or ‘detached’ I don’t care”.
- They are paralyzed – unfeeling unemotional, uninvolved and indecisive.
• Self doubt and self defeating acts, anxiety, depression, suppressed anger, lack of hope interferes with decision.

• An exaggerated notion of one-self may lead to bed decision.

• Being overly dependent- handicaps the decision- maker.

• Wishful thinking in many forms messes up decision- making.

• Blaming /abusing oneself after making a poor decision may lead to avoidance of making decisions in the future.

• If certain outcomes scare us, the tendency is not to consider those alternatives.

• Emotions cause us to rush decisions.

• Group decisions may solve problems better than individual decisions- if the group members are competent and work well together.

• Group decisions inhibited by overenthusiastic pleasing group members or when there is negative atmosphere.

**Step Five**
Consider carefully each of the alternatives

• What are the pros and cons of each choice?

• How does each choice fit with you priorities?

• How do you feel about each choice?

**Two aspects to consider:**

• Facts about each choice.

• How you feel about the future implied by each choice?
• Consider your assets and resources to overcome the problem and opposing force.

• Whether the course of action is in keeping with or in conflict with your values.

• Consider subjective, intuitive or vague feeling – oriented reactions.

• Ask yourself- what is the best that could happen if I make this choice?

• What is the worst that could happen?

• Are there ways to improve the ‘wrong’ that could happen if I make this choice?

• Your feelings, needs and wants must be given serious attention.

**Step Six**
Select the best solution from among the alternatives you have considered.

• Dreaming about a problem they are trying to solve.

• Consciously think about the situation;

• The alternatives.

• Their feeling and different choices.

• Possible long-rang outcome.

**Step Seven**
Accepting the best choice

• Let it sink in…

• Stop obsessing about the decision

• Let go of the unselected options.

• Give yourself a time limit to make a decision;
• Receive all the information and go with what seems like the best choice.

• Quickly give up the rejected alternatives.

**Step Eight**

Throw yourself into carrying out the decision

• Make a specific plan and schedule the work.

• No decision if there is any action.

  Solutions don’t usually end with decision they begin there – “a poor well executed is better than a good decision poorly executed”.

• Need a well thought out and detailed plan re: how to succeed and how to deal with possible problem.

• You need energy, hope time and dedication

  Frequently evaluate the effectiveness of your action and make changes in your plans accordingly.

• Take pride in your decisiveness

**Session six and seven**

**Problem-solving**

Coping is active problem-solving. When we are stressed by events, we are unable to be good problem-solvers as we either see no solution or one we don’t like. There are steps to good problem-solving that we can follow no matter how stressed we are. Following the steps gives us a plan and results in better solutions being found. It is similar to following the steps in a recipe.

**Steps in Problem Solving**

1. Define the problem.

2. Recognize how you feel about the problem. Accept your feelings.
3. Relax and try not to think about solutions for a while.

4. Consider all possible solutions.

5. Try to imagine how other people might solve the problem or how to obtain the information needed to solve the problem.

6. Evaluate the pros and cons of each solution.

7. Arrange the solutions into a list starting with the least practical or least desirable one, all the way to the best.

8. Make a choice.

9. Briefly consider some favorable or positive aspects of the original problem. Can you think about it differently? Undesirable events often produce spectacular strengths.

**Train subjects in Problem solving**

**Step 1**
Define clearly the one problem you want to try and solve now.

Here are some examples:

• I want to get more information from my doctor on my treatment plans.
• I want to get back to work soon.
• I want to get the household tasks arranged.

The problem may also be a preoccupation with something or a feeling that you have. For example:
• I need to feel useful.

• I want to look more attractive.

• I want to be closer with my spouse.

• The problem may be a task you have to do. For example:

  • I have to go to the hospital for a few days.
  • I have to decide on what treatment to take.
  • I have to get more exercise.

Step 2
Identify and recognize how you feel about the problem: Thinking, feeling and behaving are all very much related and it is important not to ignore any of these. In the same way that thinking can affect your decisions, many of your feelings about a problem may lead to some very creative solutions.

Step 3
Take time out. Take time not to think about solutions or coping strategies. This phase of problem-solving is used to get away from what is on your mind, to relax for a while, using the relaxation exercises. By getting away from your problem for a brief period of time, you may uncover new and creative solutions.

Step 4
Think of as many different solutions as possible. Often when we are experiencing a great deal of distress we tend to focus only on one solution. Step 4 encourages you to list as many alternatives as possible, whether they are good, bad, or indifferent. This is a time for brainstorming, not evaluating. All solutions are valuable as often times a poor solution may trigger a better one and/or afford a contrast to those already known.
Step 5
Consider or imagine how other people would respond to the problem. In other words, sit back and say to yourself, “How might my friend solve this problem?” In this way, you may be able to shift your attention from your own approach or style and suddenly become aware of a totally different solution(s).

Step 6
List the advantages and disadvantages of each of the solutions which you generated previously. Now is the time to evaluate, to consider the possible consequences of all the different solutions. Be conscious of the fact that you are still not choosing a solution, merely assessing the validity of each one.

Step 7
Arrange the proposed solutions into a list, starting from the least practical or least desirable solution all the way up to the best solution or those solutions which seem to have the most likely chance of resolving the problem.

Step 8
Make a choice. The actual choice is quite simple and often readily apparent if all of the preceding steps have been followed carefully.

Step 9
Re-examine and re-define the problem. Go back to the original concern or problem and ask yourself, “Can it be thought about differently?” or “Is there anything positive that I can understand about this situation?” Many can go back to their original concern and see it in a different light or from a different perspective. For example, you may go back to a particular problem and discover that one of the positive things which comes out of the situation is that you are closer to people or you are better able to understand a particular person in your life. Thus, not everything that confronts someone with cancer is necessarily terrible and catastrophic. You can, through effective problem-solving, always discover at least
one positive aspect to a difficult situation. This is a vital dimension of flexible coping.

Session eight and nine

Creative thinking

An important goal of education is helping students learn how to think more productively by combining creative thinking.

Step 1

- What is Creativity?

An Ability. A simple definition is that creativity is the ability to imagine or invent something new. As we will see below, creativity is not the ability to create out of nothing (only God can do that), but the ability to generate new ideas by combining, changing, or reapplying existing ideas. Some creative ideas are astonishing and brilliant, while others are just simple, good, practical ideas that no one seems to have thought of yet.

Believe it or not, everyone has substantial creative ability. Just look at how creative children are. In adults, creativity has too often been suppressed through education, but it is still there and can be reawakened. Often all that's needed to be creative is to make a commitment to creativity and to take the time for it.

An Attitude. Creativity is also an attitude: the ability to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it. We are socialized into accepting only a small number of permitted or normal things, like chocolate-covered strawberries, for example. The creative person realizes that there are other possibilities, like peanut butter and banana sandwiches, or chocolate-covered prunes.
A Process. Creative people work hard and continually to improve ideas and solutions, by making gradual alterations and refinements to their works. Contrary to the mythology surrounding creativity, very, very few works of creative excellence are produced with a single stroke of brilliance or in a frenzy of rapid activity. Much closer to the real truth are the stories of companies who had to take the invention away from the inventor in order to market it because the inventor would have kept on tweaking it and fiddling with it, always trying to make it a little better.

Step 2

Be clear about what it is you want to learn

This Step helps you clarify and define exactly what it is you are trying to learn and to what level of competence.

Step 3

Be clear about why you want to learn

This Step helps you fully understand your reasons and the likely benefits to you of improving how you learn to Think Creatively

step4

Understand how you best learn and the types of learning needed

This Step introduces you to the different approaches to learning that you can adopt (learning styles) and the different kinds of learning involved in learning to improve your learning.
Step 5

Characteristics of the Creative Person

- curious
- seeks problems
- enjoys challenge
- optimistic
- able to suspend judgment
- comfortable with imagination
- sees problems as opportunities
- sees problems as interesting
- problems are emotionally acceptable
- challenges assumptions
- doesn't give up easily: perseveres, works hard

Session ten and eleven

Critical thinking

Step 1

- What is Critical thinking?

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue, assumptions, concepts, empirical grounding; reasoning leading to conclusions, implications and consequences, objections from alternative viewpoints, and frame of reference. Critical thinking - in being responsive to variable subject matter, issues, and purposes – is incorporated in a family of interwoven modes of thinking, among them:
Scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking.

**Step 2**

**Saying “No”**

How many people say “yes” when they really want to say “no”? What is our “yes” worth if we never say “no”?

Communication is simply the sending and receiving of messages, intentional and unintentional, verbal and nonverbal. Being able to communicate well is a skill that most of us have not learned about and yet it is an essential part of good coping. It affects our feelings and our health. In dealing with cancer, it can affect the treatment we receive and our quality of life. No wonder then that communication is basic to every human relationship.

**Brevity is crucial.** Be as brief as possible, i.e. give a legitimate reason for your refusal, “I don’t have the time”. Avoid long elaborate explanations, justifications.

**Actually say the word “no” when declining.** The word “no” has more power and is less ambiguous than “well, I just don’t think so...” “I really can’t just now...” etc.

**Broken record technique.** Repetition and persistence may be necessary. You may have to decline several times before the person “hears” you. It’s not necessary to come up with a new explanation each time; you can use your original reason over and over again.

**Shake your head when saying “no”**. Often people unknowingly nod their heads and smile when they are attempting to decline or refuse ... this is a double message. Make sure your non-verbal gestures mirror your verbal messages.
Limit the words “I’m sorry” when saying “no”. Try to be conscious about using this phrase to excuse your refusal or to otherwise weaken your credibility. (Habitual use of this phrase can be distracting to your real intent.)

Buy time for yourself. Say, "let me get back to you on that," or "I’ll think about it."

Practice:
Turn to your neighbor or friend and practice declining:
  • an invitation to dinner
  • being on a committee
  • buying something

Step three

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Creative Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic</td>
<td>Generative</td>
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<tr>
<td>Convergent</td>
<td>Divergent</td>
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<tr>
<td>Vertical</td>
<td>Lateral</td>
</tr>
<tr>
<td>Probability</td>
<td>Possibility</td>
</tr>
<tr>
<td>Judgment</td>
<td>suspended judgment</td>
</tr>
<tr>
<td>Focused</td>
<td>Diffuse</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
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<tr>
<td>Answer</td>
<td>an answer</td>
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<tr>
<td>left brain</td>
<td>right brain</td>
</tr>
<tr>
<td>Verbal</td>
<td>Visual</td>
</tr>
<tr>
<td>Linear</td>
<td>Associative</td>
</tr>
<tr>
<td>Reasoning</td>
<td>richness, novelty</td>
</tr>
<tr>
<td>yes but</td>
<td>yes and</td>
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</table>
Session twelve and thirteen

Coping with emotions

The major of this topic is to familiarize participants with a wide range of human emotions and to help them differentiate these from thoughts and behaviors.

Step one
Identify what is an emotion?

Step two

Identify different types of emotions:

Positive emotions like: Happy, Relaxed, Confident, Interested, Peaceful and Excited.

Negative emotions like: Sad, Afraid, Scared, Anxious, Nervous, Depressed, Helpless, Angry and Jealous.

Physical feeling like: Pain and Hunger.

Step three

- Identify the difference between a emotion and behavior.

- Identify the difference between a emotion and thought.

- Identify two major categories of emotions: good and bad.

- Identify the difference between emotional feelings and physical feelings of pain, hunger and so on.
Step four

Relaxation training

Train subject in Progressive Muscle Relaxation

Twelve – Muscle – Group Relaxations

1. Lower arms: Tightening the fists and pulling them up.
2. Upper arms: Tensing the arms by the side of the body.
3. Lower legs: Extending the legs and pointing the feet up.
4. Thighs: Pushing the legs together.
5. Stomach: Pushing it back toward the spine.
6. Upper chest and back: Inhaling into the upper lungs and holding for a count of 10.
7. Shoulders: Picking them up toward the ears.
8. Back of the neck: Pushing the head back.
9. Lips: pursing the lips without clenching the teeth.
10. Eyes: Squinting with eyes closed.
11. Eyebrows: Pushing them together.
12. Upper forehead and scalp: Raising the eyebrows (Leahy & Holland, 2000).

Eight-Muscle- Group Relaxation

1. Whole arms: Slightly extended, elbows bent, fists tightened and pulled back.
2. Whole legs: Extended, toes pointed up.
3. Stomach: Pushing it back toward the spine.
4. Upper chest and back: Inhaling into the upper lungs and holding for a count of 10.
5. Shoulders: Picking them up toward the ears.
7. Face: Squinting eyes, scrunching features toward tip of the nose.

**Four-Muscle-Group Relaxation**

1. Whole arms: Slightly extended, elbows bent, fists tightened and pulled back.
2. Upper chest and back: Inhaling into the upper lungs and holding for a count of 10.
3. Shoulders and neck: Slightly hunching the shoulders and pushing the head back.
4. Face: Squinting eyes, scrunching features toward tip of the nose (Leahy & Holland, 2000).

**Simple Relaxation Technique**

- Sit in a comfortable position (keeping a straight spine).
- Close your eyes.
- Scan your body for any tightness.
- Progressively relax all the muscles of your body.
- Begin to breath slowly, inhaling an exhaling your nose.
- As you exhale, repeat your chosen word or phrase (for e. g., ‘relax’). If thoughts keep intruding don’t dwell on them, simply note them and continue to repeat your chosen word (s).
- Continue doing this for 10 to 20 minutes practice this technique early or late in the day for optimum results but wait at least two hours after having a meal.
Quick Relaxation

1. The clenched fist: Clench your fist tightly for a count of ten. Release and let your whole body go completely limp.

2. The deep breath: Take a full deep breath and hold it for a count of ten. When you exhale let it all out at once, letting your body go completely loose and limp. This is related to the first technique in that it too involves an initial tightening (holding the breath for a count of ten followed by a sudden and complete release as you let your breath out all at once.) In addition, it takes advantage of another basic principle — the fact that the body is most relaxed when exhaling.

3. The breathing countdown: Breathing normally, let go more and more as you release each breath, while counting slowly from 10 to 0, one number per breath. By focusing on the “letting go” feeling as you let out each breath let go even more to produce a cumulative effect. Counting backwards (one number per breath) helps create the effect of descending (as if you were in an elevator going down another floor with each breath)—becoming more relaxed with each breath.

4. The warm hands: Imagine yourself basking in the warm sun on a beach or soaking in a hot tub until you can actually feel warmth come into your hands. This technique uses the principle that the power of thought directly affects the body. An example of this principle in action is what happens when you’re hungry and begin anticipating your favorite meal. Your mouth automatically starts watering—a physiological response (salivation) caused by a thought. In the same way, the thought of warmth can have a direct effect on circulation. And since we know that the blood flowing out to the extremities is directly linked with relaxation, thoughts of warmth—especially warm hands —will cause an automatic relaxation response.
Session fourteen and fifteen

Coping with stress

From the earliest days of the cavemen, stress has been a part of our lives. However, rapid advances in technology and a wealth of information have produced extra stress levels for many of us.

Step one

Recognize when feeling stress

Step two

Problem-solving

Problem-solving skills help you handle difficult situations.

Step three

Improved communication

Poor communication causes misunderstandings which are the root cause of a growing number of problems. Improved communication is another method for coping with stress.

Step four

Closeness and Flexibility
Closeness refers directly to the support you have within your household and with your co-workers.

**Step five**

- **Prevent stress**

  Self relaxation procedures
  
  Music
  
  Physical exercise
  
  Going for a walk
  
  Surrounding oneself with friends

**Session sixteen, seventeen, eighteen and nineteen**

**Self-awareness and Empathy**

Self-awareness is an essential component in the development of empathy.

**Step one**

What is Self Awareness?

Self awareness is achieved by reflecting on your intentions and your actions. It is being aware of your own emotions and how to channel them in order to achieve what you want from life. Awareness of our selves enables us to be pro-active and therefore more in control of our life course. Self awareness stems from reflection, on trying to understand what we do and how we might do it differently to achieve greater success.
What Is Empathy?

A Definition of Empathy

The ability to understand another person’s circumstances, point of view, thoughts, and feelings. When experiencing empathy, you are able to understand someone else’s internal experiences.

Step two

Self-worth and Self-Acceptance

Self-esteem

Self-Identity

Personal History

Step three

Socialization

Positive and negative feedback to others

Session twenty, twenty one , twenty two , twenty three and twenty four

Effective communicating and Interpersonal relationship skills

Step one

• Did you know that Communication is?

• 7 % Verbal
• 35 % Body Language

• 35 % Facial Expression
• 23 % Tone Of Voice
Step two

Listening skills

- Make eye contact.
- Orient toward a speaker.
- Lean forward or sit up straight.
- Nod head or react to show understanding that one is hearing another person.
- Repeat what someone says.
- Ask someone to repeat him or herself.
- Ask someone to explain him or herself.

Step three

Introducing Oneself

Step Four

Beginning a Conversation

Step five

Asking a Question

Step six

Introducing Others

Step seven

Assertive communication skills:

- Assertiveness is a skill that can be learned, not a personality trait.
- Clearly represents what one is thinking and feeling.
• No apology for expressing emotions and thoughts.

• Refuses to be manipulated by false guilt when communicating.

• Never sacrifices others’ rights to get their own way.

Seven rights of the Assertive person

• The right to be human and take full responsibility for your decisions and action.

• The right to be wrong.

• The right to tell others what you are thinking and feeling.

• The right to change your mind.

• The right to stand in judgment of your thoughts and actions.

• The right to express yourself without intimidation or guilt.

• The right not to accept responsibility for others

The Basic Interpersonal Styles:

1. Aggressive Style:

• Opinions, feelings and wants are honestly stated but at the expense of someone else’s feelings.

• The message- “I’m superior and right and you’re inferior and wrong.”

• They are given what they want in order to get rid of them.

• They make enemies.
• If they cannot be avoided, others will be dishonest with them in order to avoid confrontation.

2. **Passive style:**

• Opinion, feelings and wants are withheld/ expressed indirectly and only in part.

• The massages “I am weakened inferior and you’re powerful and right.”

• Minimizes responsibility for making decisions and the risk of taking a personal stand on an issue.

• Senses of impotence, lowered self-esteem, have to live with the decisions of others.

3. **Assertive style:**

• Clearly state your opinion, how you feel and what you want without violating the rights of others.

• The massage ‘you and I have differences, but we are equally entitled to express ourselves to one another’.

• Active participation in making important decisions, getting what you want without alienating others.
APPENDIXES
### PERSONAL DATA SHEET

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Subject of Study</td>
<td></td>
</tr>
<tr>
<td>Father’s education</td>
<td></td>
</tr>
<tr>
<td>Mother’s education</td>
<td></td>
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<tr>
<td>Family economic condition</td>
<td></td>
</tr>
<tr>
<td>Birth order</td>
<td></td>
</tr>
<tr>
<td>Income of your family</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Total Number of Children</td>
<td></td>
</tr>
<tr>
<td>Age and Sex of Children</td>
<td></td>
</tr>
</tbody>
</table>
Appendix III

Self-Esteem Questionnaire

Coopersmith

1967

Please read this carefully:

Please read the following sentences. Where a sentence confirms your current situation mark "yes", and if not, mark "no".

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I spend a lot of time daydreaming.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>I ‘m pretty sure of myself.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I often wish I were someone else.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>I ‘m easy to like.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>My family and I have a lot of fun together.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I never worry about anything.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>I find it very hard to talk in front of a group.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>I wish I were younger.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>There are lots of things about myself I’d change if I could.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I can make up my mind without too much trouble.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Others enjoy being with me.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>I get upset easily at home.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>I always do the right thing.</td>
<td></td>
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<tr>
<td>14.</td>
<td>I ‘m proud of my work.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Someone Always has to tell me what to do.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>It takes me a long time to get used to anything new.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>I ‘m often sorry for the things I do.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I ‘m popular with people my own age.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>My family usually considers my feelings.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I ‘m never happy.</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I’m doing the best work that I can.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I give in very easily.</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>I can usually take care of myself.</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>I ‘m pretty happy.</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>I would rather associate with people younger than me.</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>26</td>
<td>My family expects too much of me.</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I like everyone I know.</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>I like to be called on when I am in a group.</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>I understand myself.</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>It's pretty tough to be me.</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Things are all mixed up in my life.</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>People Usually follow my ideas.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>No one pays much attention to me at home.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>I never get scolded.</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>I'm not doing as well as I'd like to.</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>I can make up my mind and stick to it.</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>I really don't like being a man/woman.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>I have a low opinion of myself.</td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>I don't like to be with other people.</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>There are many times when I'd like to leave home.</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>I'm never shy.</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>I often feel upset.</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>I often feel ashamed of myself.</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>I'm not as nice-looking as most people.</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>If I have something to say, I usually say it.</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Classmates usually criticize me.</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>My family understands me.</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>I always tell the truth.</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>My employer or supervisor makes me feel I'm not good enough.</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>I don't care what happens to me.</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>I 'm a failure.</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>I get upset easily when I 'm scolded.</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Most people are liked than I am.</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>I often have this feeling that my parents put me under pressure.</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>I always know what to say to people.</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>I often get discouraged in school.</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Things usually don't bother me.</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>I can't be depended on.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix IV

Assertiveness Questionnaire

Herzberger and Shan

1984

Please read the following questions carefully and mark the sentences that best describe your idea.

<table>
<thead>
<tr>
<th>Question</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- If in a party, my friend behaves rudely with me, I don't doubt in telling him that I dislike his manner.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>2- I feel guilty when after midnight I ask my neighbor not to make noises.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>3- After eating a delicious food in a restaurant, I don’t doubt in letting the restaurant owner know that I am satisfied.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>4- If my close friend keeps us waiting, I tell him that I am angry with him.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>5- If a barber cuts my hair badly and then asks me if I like it, I answer, Yes.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>6- I feel shy to ask some questions in a big speech event (including question and answer).</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>7- In friendly gatherings, I let my friends have a major portion of meal and I take less portion.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>8- I pretend to be happy even if I am sad, so that others don't get annoyed.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>9- I believe I am entitled to return the inappropriate food to the kitchen in a restaurant.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>10- When I have a new friend, I doubt to give a compliment on his dress when he wears a new dress.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>11- When my close friend pays more attention to others and doesn't care about me, I don't tell him that I am angry.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>12- When in a hotel, I don't let the waiter know whether I'm not satisfied with services.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>13- When the interviewer (for employment in an organization) cancels the interview time for the third turn; I tell him that I am angry.</td>
<td>False</td>
<td>True</td>
</tr>
<tr>
<td>14- When my roommate messes the room, I clean it myself instead of arguing.</td>
<td>False</td>
<td>True</td>
</tr>
</tbody>
</table>
15-If one of my relatives gives me a ring late at night, I tell him that I am asleep and I ask him not to call me.  False  True

16-When others use my personal stuff and give them back to me untidy, I tell them that they did an unjust act.  False  True

17-It is hard for me to ask a stranger to do me a favor.  False  True

18-If my tape recorder is stolen, I don't regret to report the case to the police even if the suspect is my friend.  False  True

19-If my friends and I have planned to go out in the evening, I will definitely go even if the people around me ask me not to.  False  True

20-I feel comfortable to get engaged in group discussions.  False  True

21-If my friend asks me to go out for shopping and we go where I like, I would feel guilty.  False  True

22-If my co-worker does not provide me with all telephone messages when I am not in the office, I will show him that I am unhappy.  False  True

23-When the people around me use foul language, I will ignore it even if it irritates me.  False  True

24-If someone makes noise when I am studying in a library, I will let him know my discontent.  False  True

25-I feel guilty when I tell my friend that I should do my homework instead of accompanying him out.  False  True
Please read this carefully:

We should like to know if you have had any medical complaints and how your health has been in general, over the past few weeks. Please answer ALL the questions on the following pages simply by underlining the answer which you think most nearly applies to you. Remember that we want to know about present and recent complaints, not those that you had in the past.
It is important that you try to answer ALL the questions.
Thank you very much for your co-operation.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Better</th>
<th>Same</th>
<th>Worse</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>been feeling perfectly well and in worse good health?</td>
<td>than usual</td>
<td>as usual</td>
<td>than usual</td>
<td>than usual</td>
</tr>
<tr>
<td>A2</td>
<td>been feeling in need of a good tonic?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>been feeling run down and out of sorts?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>felt that you are ill?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>been getting any pains in your head?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>been getting a feeling of tightness or pressure in your head?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>been having hot or cold spells?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>lost much sleep over worry?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>had difficulty in staying asleep once you are off?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>felt constantly under strain?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td>been getting edgy and bad-tempered?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>B5</td>
<td>been getting scared or panicky for no good reason?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>B6</td>
<td>found everything getting on top of you?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
<tr>
<td>B7</td>
<td>been feeling nervous and strung-up all the time?</td>
<td>Not</td>
<td>No more</td>
<td>Rather more</td>
<td>Much more</td>
</tr>
<tr>
<td></td>
<td>at all</td>
<td>than usual</td>
<td>than usual</td>
<td>than usual</td>
<td></td>
</tr>
</tbody>
</table>

Please turn over
Have you recently

<table>
<thead>
<tr>
<th>Code</th>
<th>Question</th>
<th>Response Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>been managing to keep yourself busy and occupied?</td>
<td>More so, Same, Rather less, Much less</td>
</tr>
<tr>
<td>C2</td>
<td>been taking longer over the things you do?</td>
<td>Quicker, Same, Longer, Much</td>
</tr>
<tr>
<td>C3</td>
<td>felt on the whole you were doing things well?</td>
<td>Better, About, Less well, Much</td>
</tr>
<tr>
<td>C4</td>
<td>been satisfied with the way you've carried out your task?</td>
<td>More satisfied, About same, Less satisfied, Much less</td>
</tr>
<tr>
<td>C5</td>
<td>felt that you are playing a useful part in things?</td>
<td>More so, Same, Less so, Much less</td>
</tr>
<tr>
<td>C6</td>
<td>felt capable of making decisions about things?</td>
<td>More so, Same, Less so, Much less</td>
</tr>
<tr>
<td>C7</td>
<td>been able to enjoy your normal day-to-day activities?</td>
<td>More so, Same, Less so, Much less</td>
</tr>
<tr>
<td>D1</td>
<td>been thinking of yourself as a worthless person?</td>
<td>Not at all, No more, Rather more, Much more</td>
</tr>
<tr>
<td>D2</td>
<td>felt that life is entirely hopeless?</td>
<td>Not at all, No more, Rather more, Much more</td>
</tr>
<tr>
<td>D3</td>
<td>felt that life isn't worth living?</td>
<td>Not at all, No more, Rather more, Much more</td>
</tr>
<tr>
<td>D4</td>
<td>thought of the possibility that you might make away with yourself?</td>
<td>Definitely not, I don't think so, Has crossed my mind, Definitely have</td>
</tr>
<tr>
<td>D5</td>
<td>found at times you couldn't do anything because your nerves were too bad?</td>
<td>Not at all, No more, Rather more, Much more</td>
</tr>
<tr>
<td>D6</td>
<td>found yourself wishing you were dead and away from it all?</td>
<td>Not at all, No more, Rather more, Much more</td>
</tr>
<tr>
<td>D7</td>
<td>found that the idea of taking your own life kept coming into your mind?</td>
<td>Definitely not, I don’t think so, Has crossed my mind, Definitely has</td>
</tr>
</tbody>
</table>

A  B  C  D  Total