

1981

# The influence of the perceived emotions anger and fear on leadership ratings

Helen M. McFalls

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The Influence of the Percieved Emotions

Anger and Fear on Leadership Ratings

Helen Marie McFalls

University of Richmond

Running head: Perceived Emotions and Leadership Ratings

The Influence of the Perceived Emotions

Anger and Fear on Leadership Ratings

By

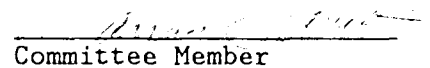
Helen Marie Mcfalls

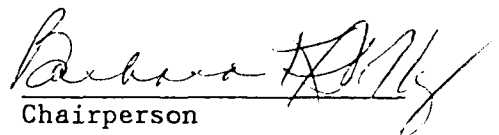
A Thesis  
Submitted to the Graduate Faculty  
of the University of Richmond  
in Candidacy  
for the Degree of  
Masters of Arts  
in Psychology

Approved by:

  
Committee Chairperson

  
Committee Member

  
Committee Member

  
Chairperson

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## Abstract

Research and data from the areas of emotions, leadership and sex roles were combined to formulate the basic hypothesis that people will tend to perceive a high anger score leader more positively than a high fear score leader and that male high anger leaders will have the most influence on and receive higher peer ratings from the subjects than high anger score females or either sex of high fear leaders. Seventy-two subjects were divided into 12 groups consisting of three males and three females each. Two male and two female confederates also participated in each group. Data was collected on three measures, the Emotion Research Questionnaire and two Peer Ratings. Results indicated that subjects increased their anger responses on the ERQ significantly under the influence of high anger score leaders but the peer rating results for this condition were nonsignificant. The only other significant results obtained were from the control group condition which was unexpected. These relatively disappointing results in a study with 15 potentially significant outcomes led to a close examination of all aspects of the experiment. Possible explanations and suggestions for future work on this topic were offered.

Table of Contents

INTRODUCTION .....	2
METHOD .....	8
subjects and confederates	
materials	
procedure	
RESULTS .....	12
DISCUSSION .....	15
TABLES AND FIGURES .....	25
APPENDIX .....	28
A. Emotion Research Questionnaire	
B. Peer Rating Scales	
C. Group Discussion Questions	
D. ERQ Score Display Card	
E. Informed Consent Sheet	
REFERENCES .....	34

The Influence of the Perceived Emotions  
Anger and Fear on Leadership Ratings

Sex differences in the area of emotion-labelling have been found especially with regard to the negative emotions anger and fear. Anastasi (1958) and Sears (1965) characterized males as being more prone to angry responses. They describe men as aggressive with tendencies toward temper tantrums. Females, on the other hand, lean more toward dependency, timidity and fearfulness. In addition to the types of emotions the two sexes report experiencing there exists differences in the intensity of emotionality. Females are known to report stronger emotional responses than males (Desselles, 1979; Cysewski and Werner, 1975; Hersen, 1973). Desselles' study yielded results consistent with the idea that males report experiencing different and less intense emotions than females. Specifically it was found that across the life span in certain hypothetical situations males predicted that their emotional responses would be more angry than fearful while females anticipated the opposite. This study yielded higher predicted intensity scores for such responses from females than from males (Desselles, 1979; Dean, 1963; Hersen, 1973).

Given that some people predict an angry response and others a fearful one to the same situation, some questions arise. What influence does the experience of these two emotions have on behavior? What do people in general perceive as the roles played by anger and fear in influencing how one deals with emotion-eliciting situations? It will be shown herein that anger and fear are emotions which generally cause different reactions. Anger has been discovered to be a mobilizing agent whereas fear has a paralyzing influence on action. Do people then perceive anger as having more potential for positive action than fear? This question is relevant for the social psychological process of leadership ratings. The issue of interest in this study involves how a person's self-predicted emotional responses are perceived by those who may be dependent upon him, those who may be following a leader.

Desselles found that anger and fear were chosen by different people as their predicted initial responses to the same theoretical situations. Though both can occur in response to the same stimulus they are not the same emotion. They differ in several ways especially in the ways their presence cause people to act and react. The experience of anger produces a quick mobilization of energy within an organism which tenses the 'muscles. This internal physical change causes the person psychologically to feel strong, powerful, courageous and confident (Izard, 1977). All of this then combines to form a pervasive feeling of perceived self-assurance (Izard, 1977). Contrary to this, the fear experience is characterized by a sense of



powerlessness. For as Berkowitz suggests, "When we have the power to deter, resist, etc., we need not be afraid" (Izard, 1977, p.125). Physically, fear causes not a mobilization but a freezing of the body. In a study of individuals in induced fear situations in 1951, Bull found the latter to be the most prominent feature of fear (Izard, 1977). She also noted that equally as strong as this immobilization was the feeling of wanting to escape, to run away, to disappear. This conflict between freezing immobilization and the need to escape greatly reduces the fear-afflicted person's action options, whereas the powerful feeling in anger causes the person to act, to attack the source of anger, to defend himself, etc. (Izard, 1977). Anger is action oriented. Fear is constricting. Bull notes that this aspect of fear is due to the fact that the person is often "uncertain as to the exact nature of the threatening stimulus and therefore of how to react with reference to it" (Izard, 1977, p.100).

It is important to note that although anger enhances action, not every angry response necessarily proves an effective means of handling the stimulus. In fact, as man moved from the primitive life into a more civilized society anger as a means of action became less necessary and thus less condoned. However, Izard (1977) notes that "anger can be justified when it becomes the added source of strength and courage necessary for response to oppression or a life threat" (p. 89). Anger at least, contrasted with fear, allows for this added source of strength. The anger to which Izard refers appears to be the type which Kemper (1978) terms expressive aggression as opposed to the

physical or instrumental aggression. The former is associated with or results directly from the experience of anger. It is verbal rather than physical. Hence, Izard (1977) qualifies his justification of anger by saying, "Learning to respond to anger with words...may be adaptive and healthy in case of attack on an individual's personal integrity or when the anger is a result needless constraints and repressions" (p. 334). Thus, there is some support for the idea that anger has the potential for leading to action that could prove effective in the situation.

This is not to say, however, that there is no activity or action taken in fear situations. There can be a great deal of impulsive, disorganized activity. But the combination of this tense, impulsive behavior and the freeze-run conflict discussed supports only one possible course, avoidance or escape behavior. Such a typically panicked response is not an effective way of dealing with the stimulus (Izard, 1977).

Evidence then shows that males typically say they would respond with the emotion anger while females predict fear responses for themselves (Desselles, 1979). These emotions stimulate different action patterns with anger being potentially more effective than fear (Izard, 1977; Bull in Izard, 1951). It is not within the scope of this paper to suggest or radically conclude that males are more effective actors in emotion-eliciting situations than females. What is of interest is do people see anger as a more effective response than

fear? And does information about anger and fear responses play a role in the public's choice of leadership?

It is safe to say that most people at some time have experienced the feeling and effects of both emotions. Most know the immobilizing potential of fear and the activating force of anger at least to some degree. And through socialization in western culture most people stereotypically expect the male to be strong and forceful in his emotions while the females are seen as timid and fearful (Yearby, 1975). Whether these stereotypes are true does not matter since it is what people perceive or believe that influences behavior (Hilgard, 1975). These perceptions of the emotions anger and fear and their influence on behavior is the focus of this study. It is hypothesized that people perceive anger as a more effective response than fear in situations that require action because perceptions of immobilized leaders are highly negative.

The specific traits a leader should possess to perform effectively are usually dictated by the situation or the task. Generally, though, a leader is expected to be competent, flexible, dependable, fair and emotionally stable (Hollander, 1964, p. 231).

Little research has been done in the area of emotions influencing leadership ratings, yet it is known that social perceptions are crucial in the leadership rating process from the highest political races to the dyad. Hadley Cantril (1968) states that such perceptions "involve people whose purposes have a potential influence on our purposes.

Hence these perceptions are especially characterized by affective or emotional overtones" (in Toch and Smith, p. 8). If the purposes of a group of people are to accomplish a particular task, overcome an obstacle, defend a right or reach a goal, they will obviously want a leader who not only shares their purposes but who is equipped in all ways, including emotionally, to lead them to success.

This study is designed to determine if knowledge of a person's self-predicted emotional responses to certain situations will influence the group's perception of that person's potential to be an effective leader. That is, will such information influence their nomination of a leader and/or their ratings of the leader?

It is hypothesized that in emotionally ambiguous situations on the Emotion Research Questionnaire (ERQ) (Desselles, 1979) males who exhibit high anger scores will be rated by group members as more effective leaders than females with either high anger or high fear results. It is also expected that groups having a high anger score male leader will conform more to the opinions he espouses concerning the ERQ than groups with leaders of the other conditions. It is also expected that high anger score females acting as appointed leaders will be rated more positively than high fear score males or females but not quite as positively as the high anger score males. Due to the common bias against women in leadership positions today (Yerby, 1975) this slightly lower female rating is postulated. Present sex role attitudes prevent women in many situations from being accepted in

leadership roles, especially males as followers (Yerby, 1975). No exact predictions are made for the high fear males and females in appointed leadership positions. The key here, however, is that those expressing predicted angry responses will be viewed more positively than those espousing fear responses.

### Method

Subjects and Confederates. Thirty-six male and thirty-six female college students from the University of Richmond were divided into 12 groups. Each group was comprised of three males and three females. Subjects from introductory psychology classes received one hour research credit for their participation.

Four college students, two male and two female, served as confederates in the experiment. These individuals acted as group members bringing the apparent group membership to ten.

Materials. The ERQ, developed in a series of pilot studies (Sholley and Desselles, 1978; 1979) and used to study sex and age differences in emotional labelling was used (Desselles, 1979). The questionnaire consisted of 25 descriptions of situations followed by the letters "A" and "F" for anger and fear. Subjects circled the letter corresponding to the emotion that best represented their predicted reaction to each situation (See Appendix A).

Second, peer rating scales, on which subjects evaluated the performance of each group member during and at the end of the performance of each of the sessions were employed (Hollander, 1964). A

three point scale consisting of the adjectives "excellent", "fair", and "poor" was used to rate the two qualities, "Contribution to Discussion" and "Leadership Potential". (See Appendix B).

Three current event issues, compiled by the experimenter, were used to stimulate group discussion (See Appendix C).

Finally, each subject was equipped with a five by eight inch white index card divided in half diagonally with the titles anger and fear distinguishing the two halves. The subject's identification codes were also on these cards. (See Appendix D).

Procedure. Volunteers for the experiment were told they were the standardization group for two new emotion questionnaires, the ERQ and the "Group Emotion Questionnaire". The latter was a fictitious name for the three current event discussion items. Peer ratings were justified under the guise of evaluating the quality of the group process.

At the beginning of the experiment each group member (subjects and confederates) signed an informed consent sheet (see Appendix E) and filled out the ERQ following the instructions on the questionnaire. An identification code was assigned to each member and was required on every form completed in order to correlate the results.

Upon completing the ERQ subjects added up and displayed on index cards in front of them the raw number of anger and fear responses on

their questionnaires. Confederates displayed the following pre-arranged pseudoscores: Male # one- 21a, 4F; Male # two- 5A, 20F; Female # one- 20A, 5F; Female # two- 4A, 21F. The one response difference in these scores was designed to prevent suspicion among the subjects while still having one male and one female with high anger scores and one male and one female with high fear scores.

After completing the first ERQ and displaying their scores, subjects were instructed to begin the discussion. They were told,

The Emotional Research Questionnaire is one measure of emotional reactions. Another technique recently developed is to use current real life issues to determine response patterns. I have a copy of three topical issues here that is representative of this new response approach. You are asked to discuss each topic amongst yourselves and to arrive at a group decision as to whether anger or fear would be the most effective response in the situation. An effective response is defined as that which allows for the most expedient way to successfully act upon and bring about a positive solution to the situation. By filling out the individual Emotion Research Questionnaire and indicating group responses on this new questionnaire, reliability and validity coefficients can be calculated and correlated.

After five minutes or one topic, whichever came first, the experimenter interrupted the discussion saying,

It is important in a standardization procedure to have some information about the quality of the discussion. So at this time please fill out these peer rating forms. Also in a group of this size a discussion leader would be beneficial to save time and to ensure that everyone gets an opportunity to contribute their opinions in an organized

manner. At the bottom of the rating sheets please indicate, by using the code number on the index cards, the person you nominate as leader.

The experimenter then collected the ratings and pretended to count the nominations. The leader whom the experimenter announced was in actuality one of the confederates. The discussion continued until the group reached a decision on the three issues. In order to enhance plausibility the experimenter recorded the groups' discussions as they were made. Finally, group members filled out a second peer rating form and a second emotion research questionnaire. To justify the latter to the subjects they were told, "Unlike group measures, for the individual method in a standardization process, pre and post measures are essential. Please fill out the ERQ again."

The four confederates in the experiment were trained prior to meeting with the subjects. The stooges were instructed to behave as regular group members and, in the discussion, to voice opinions corresponding to the bias of their displayed ERQ scores. The control group leaders expressed varying opinions within each session, some anger, some fear.

Each confederate played the role of leader twice, once as a high anger scorer and once as a high fear scorer. Each one also played the role of control group leader one time. Due to the open ended nature of the discussion the stooges did not follow a



script. They were told, however, to continuously offer their opinion in response to any opposing suggestions from subjects or fellow confederates. The confederates' duties as leaders were to keep the discussion flowing quickly, to encourage all subjects to voice their views and to unyieldingly offer their own opinions. Practice sessions gave the stooges the opportunity to rehearse their roles.

During the practice sessions and two of the experimental sessions the confederates' behaviors were viewed by objective observers. The purpose of this was to ensure that the stooges were only voicing opinions about reactions and not actually engaging in angry or fearful behavior.

Design. A 2 X 2 X 3 X 2 repeated on one analysis of variance was performed on the two ERQ measures with the other factors being sex of leader, sex of subject and treatment condition (anger, fear or control).

A 2 X 2 X 3 X 2 repeated on one analysis of variance was performed on the two peer rating scale responses. In these analyses the other factors were the same as in the ERQ analysis.

### Results

Emotion Research Questionnaire data from this experiment was collected from seventy-two subjects on three measures each. The first measure, the Emotion Research Questionnaire (ERQ), was

used to determine whether responses changed after the subjects were exposed to anger versus fear types of leaders. Other controlled influences on the ERQ measure, as well as on the two peer rating measures, were sex of leader and sex of subject. Data was collected two times during each experimental session. These times of measurement were also factors in the study.

A four factor repeated on one analysis of variance was performed. As an increased anger score was the hypothesized result and the number of anger and fear responses on the ERQ were reciprocal, the analysis was done on the ERQ anger scores. There was a significant interaction between treatment condition and time of measurement factors  $F(1,60) = 2.90, p < .05$ .

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Insert Figure 1 About Here

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Because of the significant interaction the design was split to study treatment effects and a one-way analysis of variance was computed. This resulted in significant differences in the means of the ERQ anger scores at the first and second time of measurement in the anger condition  $F(1,23) = 8.95, p < .05$  and in the control condition  $F(1,23) = 4.26, p < .05$ . The fear condition was not significantly different from the others.

There were no significant interactions or main effects on the ERQ measures for sex of subject or leader, indicating that

these factors did not affect ERQ scores.

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Insert Table 1 About Here

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Peer Ratings. The other two measures used in this experiment were peer rating scales. These were designed to determine the groups' perceptions of the performances of their leaders. More specifically, these scales were used to compare people's perceptions of high anger, high fear and neutral or control positions held by group leaders. In both scales only the ratings of the group leaders were analyzed.

The peer rating scale labelled "Contribution to Discussion" was administered two times during each session just as the ERQ.

A four way analysis of variance was performed and one significant interaction resulted, time of measurement by treatment condition  $F(1,60) = 6.26, p < .05$ . Analysis of simple effects demonstrated that significance resulted from the control group only  $F(1,23) = 4.59, p < .05$ . No other significant effects were found for this measure.

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Insert Figure 2 About Here

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The peer rating scale labelled "Leadership Potential" was

administered and analyzed exactly as the first rating. No significant interactions or main effects were found.

### Discussion

It was hypothesized that subjects exposed to a high anger score leader would rate that leader higher than would those subjects exposed to a high fear score leader. It was also hypothesized that the subjects would change their ERQ responses in the direction of the leaders' score bias more under the anger condition than the fearful condition. The third hypothesis was that these results would be influenced by the sex of the leader as well as the condition he/she enacted so that male angry leaders would elicit the most ERQ response conformity and receive the best ratings with female anger leaders coming second.

The results slightly support only the first part of this hypothesis. Splitting a time of measurement by treatment condition interaction brought forth results suggesting that ERQ anger responses increased significantly in the anger conditions, while under the high fear score leaders there were no significant changes. The subjects responded positively to the high anger leaders as evidenced by their response swing toward the leaders' opinions. Fear condition subjects, however, seemed to be uninfluenced by their leaders' roles.

These results reflect the argument put forth in this paper that anger is frequently perceived as a more active and effective response and that people show this by responding more positively toward an angry than a fearful leader.

Further study of the results indicates that in addition to a tendency to respond positively toward an angry leader, people also seem to favor leaders who exhibit flexible responses in emotion-eliciting situations. This conclusion is based on two facts. First, subjects in the control conditions increased their anger responses on the ERQ significantly from the first to the second time of measurement. Second, the control condition yielded significant results on the peer ratings. Significant results were obtained for this group on the first peer rating labelled "Contribution to Discussion". This means that subjects in the control groups rated their leaders on this characteristic significantly better at the second time of measurement, after being exposed to those persons as leaders, before the persons assumed the leadership roles.

It was expected that the anger condition would evoke increased anger scores and more favorable peer ratings because people perceive anger as a more effective response than fear. The purpose of including the control group in the experiment was to provide a set of baseline data against which to compare the manipulated anger and fear conditions. Significant results from

this control group were not hypothesized but their unexpected appearance could be viewed in a way that would stimulate further research while not totally negating the basic premise of the present work.

It appears, in light of such significant control group results, that people view a flexible leader as more effective than one who espouses only one view, be it anger or fear. Future researchers may well find that a person espousing all anger responses would be perceived as too rigid or even too potentially explosive for the average person to accept in a leadership position. However, in this study the subjects' chosen means of expressing support for the control condition leader were identical to the hypothesized means of indicating positive attitudes toward the anger condition leader. As hypothesized, subjects would exhibit increased ERQ anger responses in the leadership condition they perceived as more effective, that condition being anger. In the control condition, the subjects' chosen means of indicating support were to increase their ERQ responses. Thus, although it appears that subjects responded more favorably to the flexible leader than to the high anger score leader, their means of indicating whom they felt was more effective was to increase their anger scores. It is still plausible, then, to state that perceived anger may be viewed as a more effective response than fear. And concordantly, even while responding positively toward a flexible leader people are

still influenced in the direction of the perceived more effective response, anger. Hence the significant control group results herein do not completely negate the hypothesis that people perceive anger as a more effective response than fear. They do, however, pose a doubt as to whether a rigidly adhered to anger position is always viewed more positively than a flexible stance.

The third measure in this study, the "Leadership Potential" peer rating yielded no significant results in any of the three conditions. The most probable reason for this centers around the design of the scale itself. Significance is more difficult to obtain from scales having small ranges. It is possible that given a seven or nine point scale, significance may have been found not only on the "Leadership Potential" rating but also on the "Contribution to Discussion" rating. It should also be noted that smaller scales allow for less variance and hence significant results obtained under such conditions are very meaningful. But for future research a scale with a larger range is initially advisable in order to establish that the measure itself is a valid instrument.

Another factor of interest in this study was sex of leader. It was expected that male high anger score leaders would have the most influence on subjects' ERQ anger scores and would receive better ratings than female high high anger score

leaders. This assumption is based on Yerby's reports that females are still less accepted in leadership roles than males (Yerby, 1975). Apparently Yerby's claims did not generalize to this particular population for there were no sex of leader effects in this study. The samples studied in her works were primarily business world populations as opposed to the college age subjects used here. Future researchers may want to examine these two populations in order to ascertain why they exhibit different attitudes and behaviors toward sex in leadership. One possible reason for the discrepancy in this particular situation was the fact that the college age subjects were aware, by virtue of it being an experiment, of the artificiality of the entire procedure. They may, then, have been less prone to regard their respective leaders with real life appraisals. Another distinct possibility is that the younger generation, having been raised in an atmosphere of increasingly active feminist movements, may not be victims of the male supremacy stereotyping to which Yerby refers. If the latter explanation holds any truth it would be an interesting social change well worth exploring. Perhaps this is a subject students of generation studies could explore.

Lastly, there were no sex differences for subjects found in this study. According to Desselles (1979) males tend to choose anger responses more frequently than do females. Thus, it was of interest in this study to determine if male perceptions of high anger and high fear leaders differ from female perceptions.



Results indicate that the sex of subject did not influence how the leaders' different emotional biases were perceived. There are several implications of such results. Perhaps Desselles' work should be replicated. It is possible that her findings on the ERQ were due more to chance than to actual sex difference phenomena. Another possibility is that Desselles' results were valid but, in going a step further with them in this study, people's reports of how they would respond in certain situations do not influence how they perceive others' responses. That is, females who choose fear on the ERQ as their own response may not necessarily feel that fear is a more effective response for others like their leaders.

In conclusion, it was found that college students perceive a high anger leader as more effective than a high fear leader. However, this population also demonstrated support for a flexible leader by altering its' responses on the ERQ toward the hypothesized more effective response, anger. Neither the sex of the leader nor the sex of subjects played any significant roles in influencing these outcomes.

The four factors in this study, sex of leader, sex of subject, treatment condition and time of measurement, allowed for 15 possible significant outcomes for each of the three measures. Out of these 15, the only significant results were a treatment condition by time of measurement interaction on the

ERQ which when broken down produced simple effects for the control group and the anger group, and the same interaction for the "Contribution to Discussion" peer rating which yielded significant simple effects for the control group only. Furthermore, of these significant results, only the first for the ERQ was hypothesized. Throughout this discussion reasons for the lack of significance for the individual outcomes as well as suggestions on why significance did occur in control conditions have been postulated. It is necessary, however, in light of the disappointing results, for an overall examination of the experiment.

One aspect of this experiment that could have contributed to the disappointing results centers around the group study. Elements such as peer pressure, reticence to openly participate in the group, subjects' possible misconceptions that their contributions were unessential as compared to other group members could all contribute to less than excellent results. In addition, subjects' participation in this experiment was a means of fulfilling basic requirements for their introductory psychology classes and not necessarily a result of eager desire to participate. Problems such as this contribute to high incidences of subject mortality and are unfortunately, very difficult to control.

Although personality controls for the leaders were

implemented by having two members of the same sex play each role, another potential problem area in this study was leader inconsistency. Several practice sessions were objectively observed in an effort to reduce any such problem but there was no fool-proof way of ensuring totally consistent behavior among four people. Even though there did not appear to be any glaring inconsistencies, it is still possible that leader differences could have influenced the outcomes.

Another place one could turn when a study produces unexpected results is the literature which formed the foundation of the hypothesis. One can question the validity of supporting experiments and one's own method of utilizing the results of previous work. In this case, however being an original study with no prior model to follow, a review of related literature in the areas of emotion, leadership and sex roles was combined to form a logical argument for posing the hypothesis. Hence, it is not unusual for a pioneer expedition into a new area with little definitive supporting data to yield results other than expected in the initial hypothesis.

A fourth area one must review is the composition of the experiment in question. It is possible, that, given the newness of the topic being studied, the scope of this work was too comprehensive. Perhaps four factors were too many to undertake in the first analysis. Future researchers may choose to examine

each factor individually before they attack a mammoth design all at once.

Lastly, no experiment is exempt from the possibility of utilizing inefficient or inappropriate tools of measurement. As mentioned, the peer rating scales could be more effective with a larger range of points from which to choose. In addition, the ERQ, although a successful tool in Desselles' study, may not be the best means of obtaining information regarding peoples' perceptions of others. Before one totally discards these tools of measurement, however, the other considerations presented in this paper may need to be examined.

A final note that would be of interest to future researchers concerns the implications of people possibly perceiving anger as a more effective response than fear. Given that this basic assumption is true as it was somewhat supported herein, and especially considering that people may tend to alter their own opinions in the direction of their leaders' opinions, the implications should be reviewed carefully. The topic of this study was expressive anger as opposed to a more violent, instrumental type. But if people are so easily influenced by an angry leader because they believe him/her to be more effective, then exactly what people can and do distinguish between anger and aggression, for the latter could prove dangerous if always viewed as an effective means of dealing with emotion-eliciting

situations.

Table 1  
 Analysis of Variance  
 for the  
 ERQ Measure

Source of Variation	Standard Error	Sum of Squares	Mean Square	F	Signif. of F
RESIDUAL		114.22500	1.90375		
TRL	.11593	24.11584	24.11584	12.66755	.00073
TRL BY SX	.11514	.21543	.21543	.11316	.73775
TRL BY LDR	.11593	.06085	.06085	.03196	.85871
TRL BY TX	.16404	11.07592	5.53796	2.90898	.06226
TRL BY SX BY LDR	.11514	5.30937	5.30937	2.78890	.10013
TRL BY SX BY TX	.16516	.29000	.14500	.07616	.92675
TRL BY LDR BY TX	.16404	.43841	.21921	.11514	.89143
TRL BY SX BY LDR BY TX	.16516	.15838	.07919	.04160	.95928
ERROR 1		945.17024	15.75284		
SX	.33349	34.97261	34.97261	2.22008	.14146
LDR	.33121	13.45577	13.45577	.85418	.35907
TX	.47507	78.09355	39.04678	2.47871	.09240
SX BY LDR	.33349	4.23258	4.23258	.26869	.60612
SX BY TX	.47187	61.25826	30.62913	1.94436	.15199
LDR BY TX	.475098	32.51082	16.25541	1.03190	.36256
SX BY LDR BY TX	.47187	5.35446	2.67723	.16995	.84411

TRL Time of Measurement  
 SX Sex of Subject  
 LDR Sex of Leader  
 TX Treatment Condition (Anger, Fear, Control)

Figure 1

Figure 1. Mean differences in anger scores on the ERQ at first and second times of measurement.

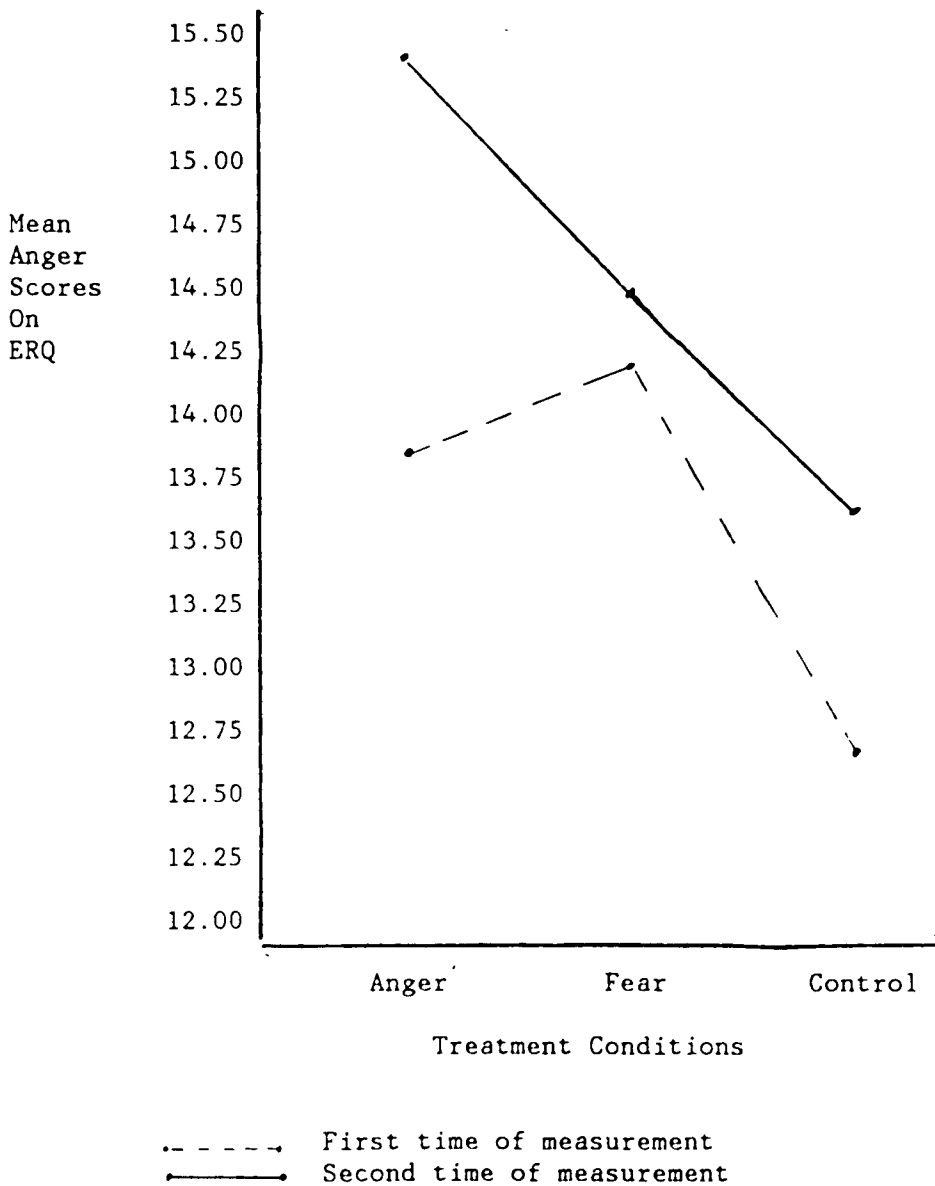
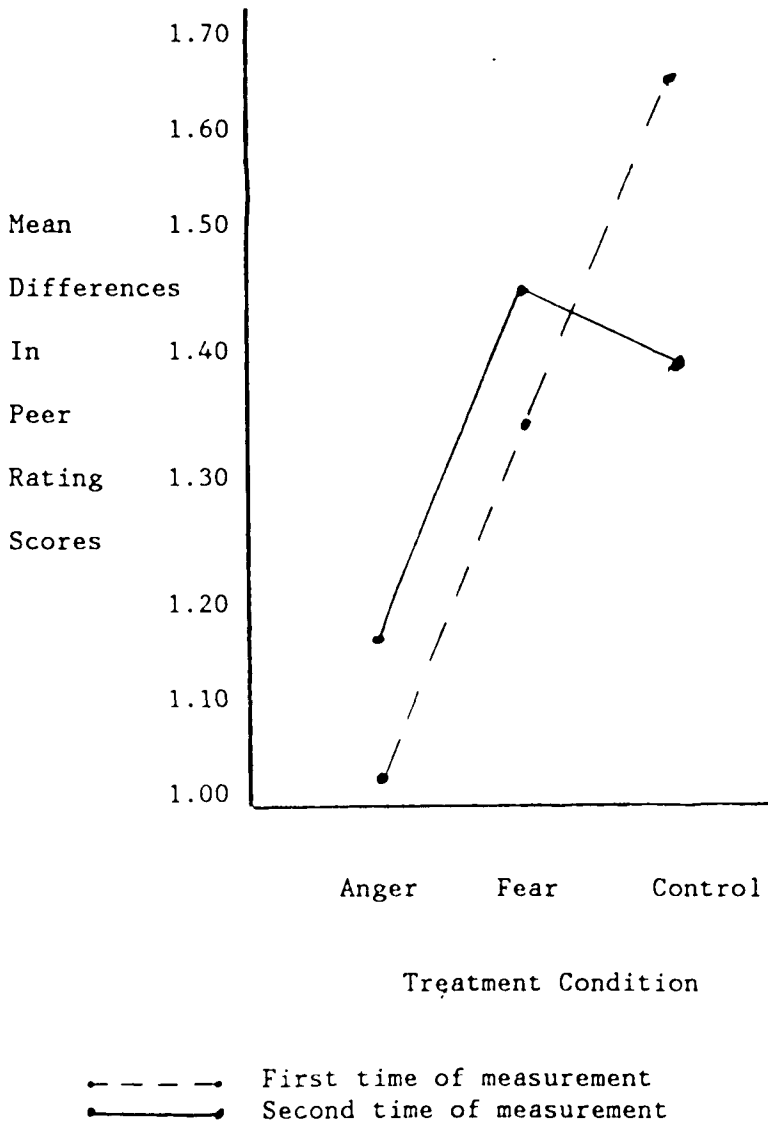


Figure 2

Figure 2. Mean differences in peer ratings of leaders on the "Contribution to Discussion" scale at the first and second times of measurement.



Note: The lower the number on the peer rating scale, the more positive the rating.



Appendix A

## EMOTION RESEARCH QUESTIONNAIRE

Instructions: Read each item and circle the letter which corresponds to the emotion that best describes your reaction when you place yourself in that set of circumstances. "A" stands for ANGER and "F" stands for FEAR.

- |  |   |   |
|--|---|---|
| 01. Finding yourself physically or mentally unable to do something that is important to you.                                   | A | F |
| 02. Finding out that someone close to you personally is very likely to be harmed and you are unable to do anything to stop it. | A | F |
| 03. Being involved in a serious accident in a car.   | A | F |
| 04. Being in extreme physical pain from a hospitalized illness.  | A | F |
| 05. Getting caught doing something you shouldn't have.   | A | F |
| 06. Receiving a traffic ticket for an ambiguous offense.   | A | F |
| 07. Being criticized before a group of people for no reason.   | A | F |
| 08. Learning that a close friend and neighbor was assaulted in their home.   | A | F |
| 09. Being asked a very important question that you are totally unprepared to answer while in front of a group.                 | A | F |
| 10. Being followed by a stranger.  | A | F |
| 11. Learning that someone has been lighting a number of fires in homes in your area.   | A | F |

- |  |   |   |
|--|---|---|
| 12. Seeing people that you love engage in unreasonable argument to the point of actual physical violence.  | A | F |
| 13. Coming very close to being bitten by a large, unchained dog at someone's gate.   | A | F |
| 14. You have lied to someone, now they find out about it and confront you with it.   | A | F |
| 15. Being in love with someone and they with you (so you think) but the other person is often inconsiderate of your feelings.                      | A | F |
| 16. Feeling responsible for your side losing an important contest.   | A | F |
| 17. Failing a test (driving, school, job).   | A | F |
| 18. Witnessing the intense suffering of someone you love.  | A | F |
| 19. Feeling someone doesn't recognize your potential and is judging you.   | A | F |
| 20. Being punished.  | A | F |
| 21. Being asked at a turning point in your life over and over again by the same person what you are going to do with your life and you don't know. | A | F |
| 22. Realizing someone of the opposite sex has just seen you without clothes on.  | A | F |
| 23. Seeing your pet run in front of a fast moving car.   | A | F |
| 24. Watching someone you love or care for place themselves in serious danger through sheer carelessness.   | A | F |
| 25. Having to rush around frantically trying to finish an important project that's due very shortly.   | A | F |

Appendix B

## Peer Rating

Please rate each member of the group on the following two characteristics. Circle the number that represents your best evaluation of the person's performance, as pertains to this group.

1 = Excellent

2 = Fair

3 = Poor

Group Member Code No.	Contribution to the Discussion			Leadership Potential		
	1	2	3	1	2	3
1	1	2	3	1	2	3
2	1	2	3	1	2	3
3	1	2	3	1	2	3
4	1	2	3	1	2	3
5	1	2	3	1	2	3
6	1	2	3	1	2	3
7	1	2	3	1	2	3
8	1	2	3	1	2	3
9	1	2	3	1	2	3
10	1	2	3	1	2	3

Appendix C

## Group Response Emotion Research Survey

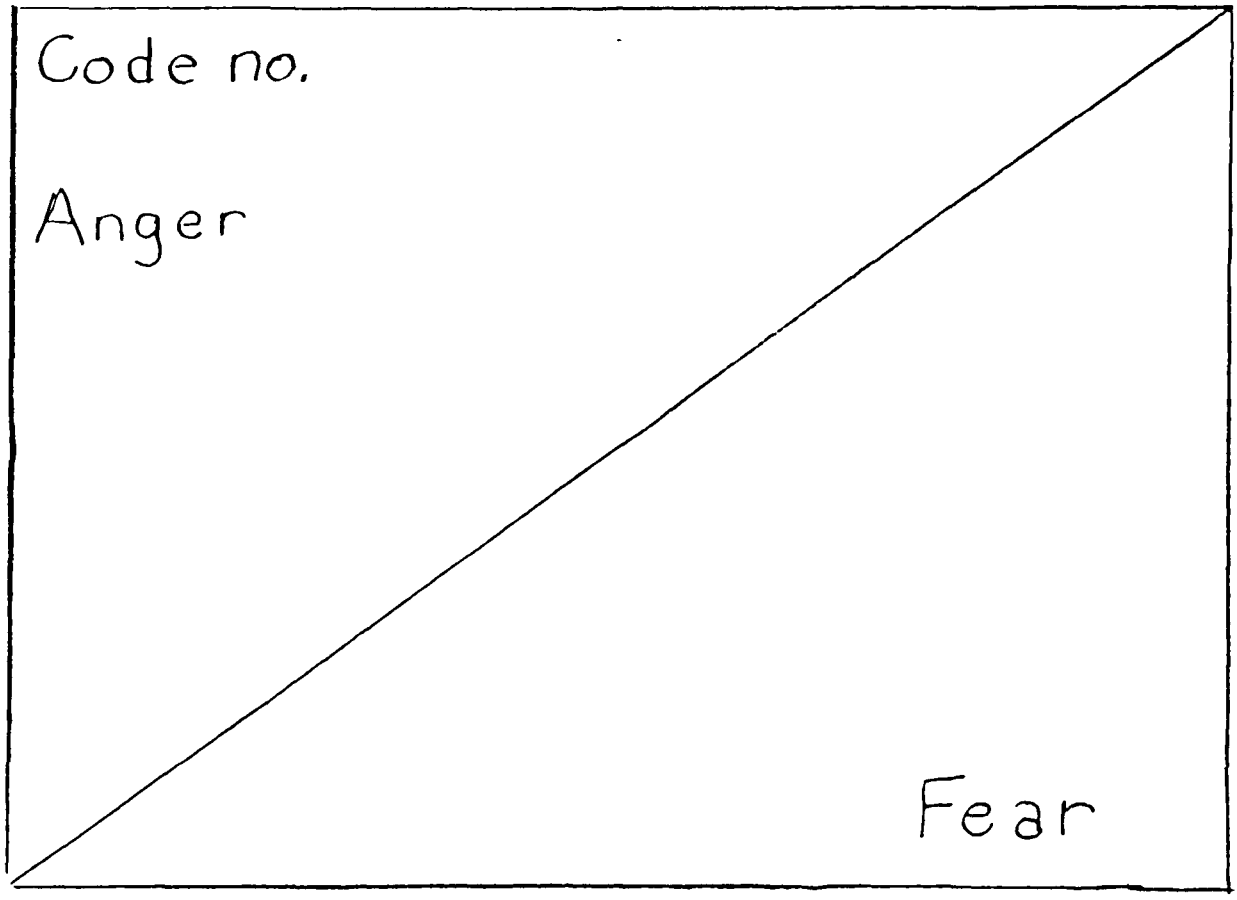
1. Radical students in Iran overran the U. S. embassy and took 50 American citizens hostage. Their actions were condoned and supported by the Iranian Government. The U. S. was informed that any attempt to free the hostages would result in their death. Now, over four months later the prisoners are still in bondage. Would an initial reaction of anger or fear on the part of President Carter have been a more effective response in this situation?

2. The Arab nations, having increased the price of oil and decreased supplies to the U. S., caused an energy crisis in this country. At the same time American companies dealing in oil are showing the highest profits ever. We now pay \$1.20 a gallon for gasoline and the prices continue to climb. Rationing is a realistic possibility. Would anger or fear be the most effective way for the average citizen to respond?

3. In an attempt to develop new energy sources within this country nuclear power plants are springing up. Unfortunately several serious accidents causing radiation leakage have occurred. It appears that despite strict safety guidelines, these plants are causing health concerns. Should American citizens react with anger or fear?

Appendix D

ERQ Score Display Card



Appendix EINFORMED CONSENT SHEET

- A. The purpose of this study is to obtain standardized responses to the Emotion Research Questionnaire (ERQ).
- b. Your involvement in this research will include:
1. completion of the ERQ
  2. completion of two peer rating forms
  3. participation in a short discussion of current events
- The ERQ is a 25 item questionnaire. You will be asked to indicate which of the emotions, anger or fear, best represents your initial predicted response to each of the 25 situations represented.
- C. All responses will be anonymous and confidential. Only Dr. Barbara Sholley and Miss McFalls will examine them. Upon completion of the entire study you will be informed of the results.
- D. You are free to terminate your participation in this project at any time.

I am aware of what this research involves and I understand what I will be asked to do while participating. I volunteer for this study.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name (please print)

\_\_\_\_\_  
Social Security No.

\_\_\_\_\_  
Date

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Vita

Helen Marie McFalls was born in Philadelphia, Pennsylvania. She graduated from Mary Washington College with a B.A. in psychology. She received her Masters of Arts in psychology from the University of Richmond. Miss McFalls was a member of the psychology national honor society Psi Chi and contributed an article to the Journal of Perceptual and Motor Skill.