SIMILARITY-COMPLEMENTARITY, ROLE RELATIONSHIPS

AND INTERPERSONAL ATTRACTION

A Thesis

Presented to the

Faculty of Graduate Studies and Research

University of Manitoba

In Partial Fulfillment

of the Requirement for the Degree of

Master of Arts

by

Jharna Sengupta

January, 1969

ABSTRACT

The purpose of the present study was to determine the influence of similar and complementary personality trait patterns within a dyad on the degree of likeability for target persons in the context of specified expected role relationships.

Female subjects were trichotomized on the basis of their scale scores on Order, Achievement, Nurturance, and Dominance. All subjects judged the likeability of twelve target persons, one target high and one low on each of the following traits: Order, Achievement, Nurturance, Succorance, Dominance and Abasement. Targets were rated both as potential room-mates and co-workers. The target information was presented in the form of three personality statements that the target person had supposedly answered true.

The ratings with the Order and Achievement traits supported a similarity hypothesis. The expected role relationships had a major influence on the likeability ratings in most cases. For example, the high-nurturant target was more liked as a room-mate than as a co-worker. The reverse was true for the high-dominant target. No evidence for complementarity in interpersonal attraction was found. These findings were interpreted and future research discussed.

ACKNOWLEDGMENT

TABLE OF CONTENTS

LIST OF FIGURES

v

LIST OF TABLES

CHAPTER I

Statement of the Problem

Within the area of interpersonal attraction, an interest in the

concomitant examination of the characteristics of the rater and the

ratee has predominated. Two divergent views have most commonly been held:

(1) interpersonal attraction is positively related to a similarity of

personality characteristics, and (2) it is positively related to a

complementarity of personality characteristics. For the most part

evidence to date supports the similarity hypothesis, although the results

of several studies are consistent with the complementarity hypothesis.

Recently, attention has been drawn to the influence of expected role-

relationships or the particular context of expected interaction in

accounting for inconsistent findings in the area. This situational

variable has seldom been examined, particularly beyond the correlational

study involving a "real-life" choice of peers or marital partners.

The purpose of the present study was to investigate the influence

of (1) similar and complementary need-patterns within a dyad and (2) type

of role relationship on interpersonal attraction.

Review of the Literature

Similarity or Complementarity. A considerable bulk of research in

the area of interpersonal attraction has centered around the "similarity-

versus-complementarity" controversy. Winch, Ktsanes, and Ktsanes (1954)

presented the hypothesis of complementary needs in dyadic attraction in

maintaining that an individual feels attracted to another "who gives the

greatest promise of providing him or her the maximum need gratification"

(p. 242). Gratification supposedly results from complementary rather

than similar need-patterns. It was hypothesized that complementarity

would manifest itself in two ways: (1) Type I - the correlation between

husbands and wives on the same variable (e.g. Dominance) would be negative,

and (2) Type II - the correlation between husbands and wives on different

variables (e.g. Nurturance and Succorance) would be positive. Correlation

between the assessed needs of husbands and wives supported the complement-

arity hypothesis (Winch, 1955; Winch, Ktsanes and Ktsanes, 1955).

Newcomb (1956) suggested that the basic determinant of attraction

is reciprocal reward resulting from possession of similar interests and

attitudes, and that the thesis of complementarity can be regarded as a

special case of similarity. If an assertive male chooses a passive

female and vice versa, they do so because both of them share the common

verbalized or unverbalized attitude that this is what it should be, and

find it mutually rewarding. Newcomb (1956) designed a study in which

male college students were measured with regard to their attitude similar-

ity before meeting each other. They were then placed together in a

rooming house and periodically asked questions about how favorably they

felt toward one another and who associated with whom. It was found that

individuals most similar in their attitudes were most likely to associate

with each other having had an opportunity to get acquainted.

Extensive evidence in support of Newcomb's position comes from

the research of Byrne and his co-workers (Byrne, 1961 (a); 1961 (b);

Byrne, 1962; Byrne and Clore, 1966; Byrne, Clore and Worchel, 1966;

Byrne, Griffit and Stefaniak, 1967; Byrne and Nelson, 1965; Sheffield and

Byrne, 1967). Underlying their similarity hypothesis is an assumption

derived from Festinger's (1959) discussion of social comparison. It

states that behavioral similarity to oneself provides evidence that one

is functioning in a logical and meaningful manner, and is, to that extent,

rewarding. The similarity may involve attitudes, values, abilities,

emotional responses, worries or need hierarchies, etc. On the basis of

their findings, Byrne and Nelson (1955) derived an empirical law of

attraction, where attraction toward X is a linear function of the propor-

tion of positive reinfrocements (in the form of similar attitudes, etc.)

received from X.

A number of other studies (Banta and Hetherington, 1963; Bowerman

and Day, 1956; Clore and Baldridge, 1968; Izard, 1960a, 1960b; Maisonneuve,

1954; Miller, Campbell, Twedt and O'Connell, 1966; Murstein, 1961;

Rosenfeld and Jackson, 1965) lend support to the similarity hypothesis.

Studies supporting the complementarity view are relatively few (Kerchkoff

and Davis, 1962; Ktsanes, 1955). In addition, some investigators found

no clear evidence for either similarity (Hoffman, 1958; Hoffman and Maier,

1966) or complementarity (Reilley, Commins and Steffie, 1960).

Similarity and Complementarity. The possibility of both similarity

and complementarity of need-patterns being related to interpersonal

attraction under different conditions has been focused upon by some

investigators (e.g. Becker, 1964; Gross, 1956; Jones and Daugherty, 1959;

Levinger, 1964; and Rychlak, 1965). The main emphasis here is on the

consideration of the most likely behavioral consequences of a particular

personal attribute in different interaction settings. For example, the need to dominate is important where social control and influence are encouraged. In such a setting, dominant people may like to interact with submissive people, while in other situations they may seek association with those who are similar to themselves.

Becker (1964) summarized several possible explanations for the inconsistencies in the body of available researches in the following way: (a) Needs may not have been measured at the appropriate level; (b) complementarity may hold for some needs and similarity for others; (c) the mathematical index devised by Winch (1955) and used by many others may not be adequate; (d) researchers may fail to recognize limiting factors or special conditions under which complementarity may hold for a given variable (and other conditions under which similarity may hold). The importance of this last point was demonstrated by Becker (1964). A complementarity or similarity interpretation of the data depended on the level of authoritarian attitudes within the dyad.

Levinger (1964) also discussed the necessity of distinguishing operationally the different sources of need gratification, as it is quite likely that individuals may not use the same pattern of need gratification within and outside the marital relationship.

Rychlak (1965) contended that the nature of the role-relationship between the "selector" and the "selectee" could be an important factor determining if need similarity or need compatibility (used in the same sense as complementarity type II of Winch) would be expected to facilitate social interaction and serve as the basis for selection. After having

participated in two small-group problems, subjects selected a most and a least preferred co-participant on three role-relationship dimensions: supra-ordinate (boss), subordinate (employee) and peer (neighbour). His findings supported a need compatibility explanation. For example, it was found that highly nurturant subjects choose highly succorant individuals as potential neighbours, highly exhibitionistic selectors reject low-affiliation selectees as possible employees. Selectors high in Order prefer a boss with low need for change, but interestingly enough, a neighbour high in need Change. Thus, there seems to exist a noticeable difference between the need-patterns in a formal, less personal, work-oriented relationship as is usually expected with a boss or an employee, and an informal, more personal and close relationship as might be expected with a neighbour. The lack of findings on need similarity was attributed by Rychlak to the limited acquaintance between the subjects.

In summary, the present study examined the effects of similarity and complementarity (Type I and II) of need-patterns and expected role relationships on interpersonal attraction. The interaction of these variables is of particular concern.

CHAPTER II

Design of the Study and Predictions

The present study employed a 3 x 2 x 2 factorial design. The independent variables were: (1) the need characteristics of the judge, (2) the need characteristics of the target and (3) the expected role-relationship in two situations. The judges were trichotomized[1] on the basis of their scale scores on each of the following traits: Order, Achievement, Nurturance and Dominance. These four traits were selected because of their relative independence of each other and for their importance in the two situations studied. Ratings were made on each of the twelve target persons high or low on each of the following traits: Order, Achievement, Nurturance, Succorance, Dominance, and Abasement. The judges indicated the degree to which each target was likeable under two situations, as a room-mate and as a co-worker. The order of ratings in either of the situations was counterbalanced.

The order-order[2], achievement-achievement, nurturance-nurturance and dominance-dominance judge-target trait patterns were designed to assess the similarity and complementarity type I hypotheses. The nurturance-succorance and dominance-abasement patterns were designed to

---

[1]The classification of the judges into High, Medium and Low on the basis of their scores on Order, Achievement, Nurturance and Dominance is given in Appendix B.

[2]The trait-adjectives have been underlined throught the present paper only when they refer directly to the names of scales in the Personality Research Form (PRF) - Jackson, 1967.

6

examine the complementarity type II hypotheses.

The following hypotheses were formulated according to a priori considerations of the importance of the traits mentioned above in the two particular role-relationships:

(1) With Order, the degree of likeability should be based on similarity of trait-patterns in the dyad; i.e., the degree of likeability for the High Order target should be positively related to the need Order in judges; for the Low Order target, the degree of likeability should be negatively related to the need Order in judges.

(2) With Achievement, the degree of likeability should be based on similarity, as explained in Hypothesis 1.

(3) The degree of likeability for both the High Order target and the High Achievement target should be higher in the co-worker situation than in the room-mate situation; the degree of likeability for both the Low Order target and the Low Achievement target should be less in the co-worker situation than in the room-mate situation.

(4) The High Nurturance target should be more liked by High Succorance, rather than by Medium or Low Succorance judges. The basis of liking is complementarity type II.

(5) The High Succorance target should be more liked by High Nurturance, rather than by Medium or Low Nurturance judges (complementarity type II).

(6) The High Dominance target should be more liked by Low Dominance judges than by High or Medium Dominance judges (complementarity type I) and more liked by High Abasement judges than by Medium or Low Abasement

judges (complementarity type II).

(7) The High Abasement target should be more liked by Low Abasement judges than by High or Medium Abasement judges (complementarity type I), and more liked by High Dominance judges than by Medium or Low Dominance judges (complementarity type II).

No specific predictions were made as to the other judge-target trait patterns, but the need characteristics of the target were expected to interact with the situational variable, thus demonstrating the importance of role-relationships in the similarity-complementarity issue.

CHAPTER III

METHOD

Subjects

Earlier in the academic year, about 200 randomly selected female students of an Introductory Psychology class at the University of Manitoba responded, independently of the present study, to a personality inventory which included the Nurturance, Dominance, Achievement and Order scales of the Personality Research Form. From this pool 100 students were requested to participate in the present study, with 87 doing so. The PRF has previously been found to be useful for similar purposes by Lay (1968). Both Forms A and B were used in the present study.

Experimental Materials[3]

Target information. Target information was presented in the form of personality statements that the target person had supposedly answered true. The statements were selected from the Nurturance, Succorance, Dominance, Abasement, Achievement, and Order scales of the PRF, eliminating the statements earlier administered to the subjects. Three true-keyed and three false-keyed statements were selected from each scale to describe target persons high or low in each of these traits. Thus, twelve target persons were formed, all designated as female: high Nurturance, low Nurturance, high Succorance, low Succorance, high Dominance low Dominance, high Abasement, low Abasement, high Achievement, low Achievement, high Order and low Order. All selected statements had moderate

---

[3]All experimental materials are presented in Appendix C.

endorsement frequencies and were neutral in desirability. As an example

of target information, the true- and false-keyed statements selected to

describe the high- and low-Order targets are presented below.

High Order target person

1. When I am going somewhere I usually find my exact route
   by using a map.   (T)   F

2. I keep all my important documents in one safe place.   (T)   F

3. A messy desk is inexcusable.   (T)   F

Low Order target person

1. I can work better, when conditions are somewhat
   chaotic.   (T)   F

2. I rarely clean out my bureau drawers.   (T)   F

3. I feel comfortable in a somewhat disorganized room.   (T)   F

Task and Situation

The judges were instructed to try to form an impression of each of

the twelve target persons, given that they had responded true to each of

the information statements, and then to indicate how likeable each person

would be in two different situations. Ratings of likeability were made

on a nine-point scale ranging from "extremely dislikeable" to "extremely

likeable".

In one of the two situations, judges were instructed to think of

each of the target persons as their prospective room-mate in the Women's

residence; in the other situation, as their prospective co-worker on the

executive committee of a student organization in the University.

The order of the information statements within each target, and

the order in which the twelve target-persons were judged, were randomly
determined, although constant over judges.

Administration Procedure

Subjects were run in small groups of 25 or less. In half of the
sessions the booklet with instructions for the room-mate situation were
administered first. Booklets for the co-worker situation were given only
after the completed room-mate booklets had been collected. In the other
sessions, the order of situations was reversed. For any group of subjects,
the order of situations was random. The general instructions were printed
on the first page of the first booklet which any particular subject
received. There were additional instructions on the following page.
Before making their judgments, subjects were asked to examine briefly
the personality statements descriptive of all persons to be rated and then
to rate each person in the given order. The situation was described on
the page following the instructions in the first booklet, and on the
first page of the second booklet given to any particular subject. The
subjects were requested to read the instructions carefully, with the need
to make their ratings with reference to each particular situation being
emphasized. They were encouraged to ask questions whenever necessary.

TABLE 1

Mean Likeability Rating of High and Low Order Targets by
High, Medium, and Low Order Judges Under Room-mate
and Co-worker Conditions

	Target				
	High		Low		
Judge	Room-mate	Co-worker	Room-mate	Co-worker	Total
High	7.6	8.0	2.1	2.8	5.1
Medium	6.4	7.6	4.2	3.6	5.4
Low	5.4	7.0	5.3	4.4	5.5
Total	6.5	7.5	3.9	3.6	

CHAPTER IV

RESULTS

In each analysis of variance subjects were randomly eliminated
in meeting two restrictions in trichotomization: (1) No overlapping of
scale scores over levels of judges and (2) an equal number of subjects
per level of judge. The total number of subjects used in each analysis
was: Order - 81, Achievement - 81, Nurturance - 75, and Dominance - 72.

Order. The mean likeability ratings of High and Low Order targets
by High, Medium, and Low Order judges under Room-mate and Co-worker
conditions are presented in Table 1. The main effect of target was
significant (F = 154.8, df = 1,78, p < .001).[4] As expected, the judge
and target variables interacted in a manner supporting the similarity
hypothesis (F = 19.3, df = 2,78, p < .001). Likeability ratings of the
High Order target increased with increased Order of the judge; on the
other hand, with the Low Order target, ratings were inversely related to
the judges' scores on Order. The main effect of condition was significant
(F = 9.3, df = 1,78, p < .001) as was the target by condition interaction
(F = 11.3, df = 1,78, p < .01) and the judge by target by condition inter-
action (F = 4.7, df = 2,78, p < .02). The latter interaction is illustrat-
ed in Figure 1. High Order targets were more likeable and Low Order tar-
gets less likeable as co-workers than as room-mates, with one exception.
High Order judges rated the Low Order room-mate as less likeable than the

---

[4]All Analyses of Variance tables appear in Appendix A.
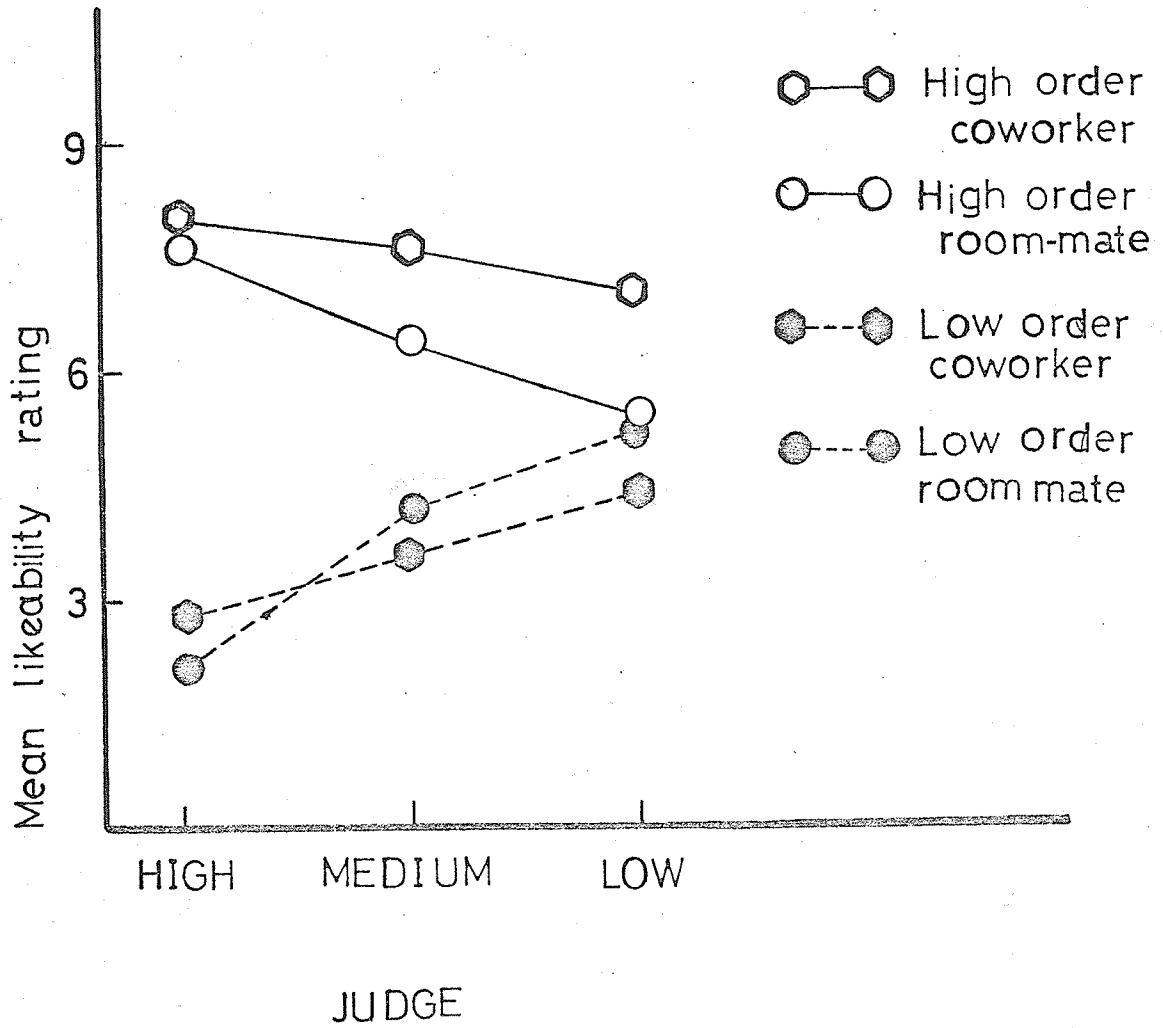
Fig. 1. Judge by Target by Condition Interaction of Likeability
Ratings.

TABLE 2

Mean Likeability Rating of High and Low Achievement Targets
by High, Medium, and Low Achievement Judges Under
Room-mate and Co-worker Conditions

	Target				
	High		Low		
Judge	Room-mate	Co-worker	Room-mate	Co-worker	Total
High	7.6	8.3	3.1	1.9	5.2
Medium	7.0	7.7	4.0	2.8	5.4
Low	6.9	7.8	4.4	2.9	5.5
Total	7.2	7.9	3.8	2.5	

15

Low Order co-worker. Apparently, the closer, more personal contact with the disorderly room-mate is particularly aversive to the High Order judge.

Achievement. Table 2 presents the mean likeability ratings of High Achievement and Low Achievement targets by High, Medium, and Low Achievement judges under Room-mate and Co-worker conditions. The main effect of target was significant ($F = 304.5$, $df = 1,78$, $p < .001$). The judge by target interaction ($F = 4.7$, $df = 2,78$, $p < .05$) provided additional support for the similarity hypothesis. As with Order, a similar trend was observed. There was an increase in likeability ratings of High Achievement targets and a decrease in the likeability ratings of Low Achievement targets with the increase in judges' scores on Achievement. The main effect of condition was significant ($F = 6.6$, $df = 1,78$, $p < .05$). Also, the target and the condition variables interacted ($F = 49.8$, $df = 1,78$, $p < .001$), the High Achievement target being considered more likeable and the Low Achievement target less likeable as a co-worker than as a room-mate. Achievement would appear to be particularly crucial in a work situation.

Nurturance. The mean likeability ratings of High and Low Nurturance targets by High, Medium and Low Nurturance judges under Room-mate and Co-worker conditions are reported in Table 3. The main effect of target was significant ($F = 461.1$, $df = 1,72$, $p < .001$). The target by condition interaction also was significant ($F = 5.3$, $df = 1,72$, $p < .02$), High Nurturance targets being rated more likeable and Low Nurturance targets less likeable as room-mates than as co-workers.

Table 4 shows the mean likeability ratings of High and Low

TABLE 3

Mean Likeability Rating of High and Low Nurturance Targets
by High, Medium, and Low Nurturance Judges Under
Room-mate and Co-worker Conditions

			Target		
	High		Low		
Judge	Room-mate	Co-worker	Room-mate	Co-worker	Total
High	7.9	7.8	1.8	2.1	4.9
Medium	8.0	7.7	1.6	2.4	4.9
Low	8.0	7.9	2.4	2.4	5.2
Total	8.0	7.8	1.9	2.2	

TABLE 4

Mean Likeability Rating of High and Low Succorance Targets
by High, Medium, and Low Nurturance Judges Under
Room-mate and Co-worker Conditions

	High		Low		
Judge	Room-mate	Co-worker	Room-mate	Co-worker	Total
High	5.7	5.1	5.6	5.5	5.5
Medium	5.8	4.8	5.5	5.6	5.4
Low	5.6	4.7	5.8	5.7	5.5
Total	5.7	4.9	5.6	5.6	

Target

TABLE 5

Mean Likeability Rating of High and Low Dominance Targets
by High, Medium and Low Dominance Judges Under
Room-mate and Co-worker Conditions

Target

	High		Low		
Judge	Room-mate	Co-worker	Room-mate	Co-worker	Total
High	5.5	6.2	5.4	4.0	4.3
Medium	4.0	6.1	6.0	3.7	4.9
Low	4.1	5.8	5.3	3.5	4.7
Total	4.5	6.0	5.6	3.7	

TABLE 6

Mean Likeability Rating of High and Low Abasement Targets by
High, Medium, and Low Dominance Judges Under
Room-mate and Co-worker Conditions

<u>Target</u>

	<u>High</u>		<u>Low</u>		
<u>Judge</u>	<u>Room-mate</u>	<u>Co-worker</u>	<u>Room-mate</u>	<u>Co-worker</u>	<u>Total</u>
High	6.7	6.8	3.8	4.4	5.4
Medium	6.8	7.0	2.9	3.9	5.2
Low	<u>6.8</u>	<u>6.7</u>	<u>3.2</u>	<u>3.8</u>	5.1
Total	6.8	6.8	3.3	4.0	

Succorance targets by High, Medium and Low Nurturance judges under Room-
mate and Co-worker conditions. Only the main effect of conditions (F = 7.4,
df = 1,72, p < .01) and the target by condition interaction (F = 4.5,
df = 1,72, p < .05) were significant. Although there was no difference
between the ratings of the Low Succorance target under Room-mate and
under Co-worker conditions, the High Succorance target was judged less
likeable as a co-worker than as a room-mate.

Dominance. The mean likeability ratings of High and Low Dominance
targets by High, Medium, and Low Dominance judges are given in Table 5.
The main effect of target was significant (F = 4.3, df = 1,69, p < .05).
Furthermore, the target by condition interaction demonstrated that a
High Dominance target was more liked as a co-worker than as a room-mate,
whereas the reverse was true of the Low Dominance target (F = 72.0,
df = 1,69, p < .001).

Finally, with Abasement, the mean likeability ratings are reported
in Table 6. The main effect of target was significant (F = 93.7, df = 1,69,
p < .001). Low Abasement targets were more liked as co-workers than as
room-mates (F = 5.7, df = 1,69, p < .02).

CHAPTER V

DISCUSSION

In the present study the similarity complementarity issue was investigated with a special emphasis on the social contexts in which the interaction was anticipated. Similarity was hypothesized for certain traits (Order, Achievement) under certain conditions, and complementarity for certain others (Nurturance, Succorance, Dominance and Abasement) under different circumstances as mentioned in a previous section. These expectations were primarily based on the most likely behavioral consequences of the traits as well as the relevance of each of these traits in a particular role relationship.

The likeability ratings on Order and Achievement largely followed the predicted pattern. Similarity hypothesis was supported and as expected, greater liking for a high-order and a high-achievement target was also obtained. This can be understood well with reference to the relatively greater importance of these two personality characteristics in a work-situation.

With the other traits, however, the most significant factor seemed to be the condition, which interacted with the personality of the target in most cases. The high-nurturance target was more liked as a room-mate than as a co-worker and the high-succorance target was considered dislikeable particularly in the co-worker condition. Again, a high-dominance target was more liked than a low-dominance target, and especially, as a co-worker. It should be noted that all judges were female and the dis-

tribution of their scores on Dominance was positively skewed. Consequently, their preference for a high-dominance target to a low-dominance target, specially in a working situation, can perhaps be viewed as a trend consistent with the complementarity hypothesis. As opposed to the above, a high-abasement target was also found to be more likeable than a low-abasement target. It is possible that the statements supplying information about the former might have been interpreted by the judges as expressing personal modesty and, therefore, aroused a greater positive feeling toward the target who supposedly endorsed them.

The main purpose of the study was to demonstrate the influence of expected role relationships on interpersonal attraction by rendering similarity relevant in some contexts for certain traits, and complementarity in some others for certain other traits. But for the traits other than Order and Achievement, no support for either similarity or complementarity was found. Although special care was taken in selecting statements neutral in desirability, it seems that the social desirability of the personality traits had exerted a strong influence on the ratings and overshadowed the influence of judges' personality. This explanation appears to be particularly plausible on the ground that in the likeability ratings on all but one target person, the main effect of target was significant. With Order and Achievement, where support for similarity was obtained, the High Order target and the High Achievement target were still rated more likeable than the Low Order target and the Low Achievement target respectively. This occurred regardless of the judges' own scale scores on the respective traits. The influence of expected role

relationships on interpersonal attraction is evident from the differences in likeability ratings of the same target person in two different situations, e.g., the High Succorance target and the Low Dominance target were less liked as co-workers than as room-mates, and the High Dominance target was indicated as more likeable as a co-worker than as a room-mate. Therefore, attraction for others seems to largely depend on the nature of the kind of interaction that is expected with them.

The above findings lead to the conclusion that while similarity or complementarity plays a part in interpersonal attraction, it is by no means the only important factor. There are other aspects to be considered in studying this phenomenon, which should primarily focus on the individual's conception of the relevance of certain traits in certain social interaction processes.

CHAPTER VI

Some Suggestions for Further Research

Target Information

In the present study, the target information consisted of state-
ments engaging one particular need for any particular target. In terms
of trait inferential relationships (Lay, 1968), it is possible that a
target described as "orderly" may be perceived as also being high in
needs achievement, cognitive structure, and social recognition and as
not being a thrill-seeking, impulsive and exhibitionistic person. If
this is the case, this perception would be expected to interact with
the personality of the judge and consequently, influence his likeability
ratings. To look further into this matter, therefore, target-information
could be given in the form of personality trait-clusters, i.e., different
combinations of several inferentially related traits. Any two combina-
tions should differ from each other with respect to one particular trait
only. For example:

     Target A - Orderly, <u>Dominant</u>,...............,Sociable.

     Target B - Orderly, <u>Submissive</u>,............,Sociable.

The findings in this study indicate that the judges seem to have
definite ideas about the importance and relevance of certain traits for
certain situations. Some global concepts like intelligence, introversion-
extraversion, creativity, sense of humor, on the other hand, may have a
less differentiated bearing on any social situation. This information
could be presented in the form of test items (intelligence test, for

24

example) that the target person has supposedly answered correctly, or true (in case of introversion-extraversion, etc.). It is possible to investigate the effect of providing the judges with more specific information about the target as well, information regarding the performance of the targets on tests of special abilities, for instance. It is likely that specific, atypical information about the targets will have a greater influence on the judges' ratings, as such information would probably be regarded as more informative than more generalized moderately or highly typical target information.

Another variation of target information in future research could consist in employing three target persons, high, moderate and low on any particular trait or characteristics, instead of only two. This would make it possible to study the judge-target trait-patterns more intensively by allowing the moderate judges, for example, to choose the more similar moderate target rather than the high or low target persons.

Role Relationships

A more elaborate research project could investigate into more diverse role relationships, or, in other words, present the targets in many more different situations than those studied here. A few possible relationships would be a dating partner, a teacher, a close friend of same sex, of opposite sex, or a business partner. The judge-target dyads could be composed of same-sex or different-sex persons to study any possible influences on interpersonal attraction due to the masculine and feminine roles under different interaction settings. Finally, the

expected interaction could be that which extends over a longer period of time, even life-long, as in marital relationship, and compared with those which are expected to be relatively short.

Post-experimental Questionnaire

Previous experience of the subjects in one of the situations investigated could be a possible source of variation in the degree of likeability indicated. Although random assignment of subjects should control for any such individual differences, a post-experimental questionnaire may provide future investigators with additional information regarding this phenomenon.

REFERENCES

Banta, T. J. and Hetherington, M. Relations between needs of friends and
    fiancés. Journal of Abnormal and Social Psychology, 1963, 66,
    401-404.

Becker, G. The complementary-needs hypothesis, authoritarianism, domin-
    ance and other Edwards Personal Preference Schedule scores. Journal
    of Personality, 1964, 32, 45-56.

Byrne, D. Interpersonal attraction and attitude similarity. Journal of
    Abnormal and Social Psychology, 1961, 62, 713-715. (a)

Byrne, D. Interpersonal attraction as a function of affiliation need and
    attitude similarity. Human Relations, 1961, 14, 283-289. (b)

Byrne, D. Response to attitude similarity-dissimilarity as a function of
    affiliation need. Journal of Personality, 1962, 30, 164-177.

Byrne, D. and Clore, G. L. Jr. Predicting interpersonal attraction toward
    strangers presented in three different stimulus modes. Psychonomic
    Science, 1966, 4, 239-240.

Byrne, D., Clore, G. L. Jr., and Worchel, P. Effect of economic similarity-
    dissimilarity on interpersonal attraction. Journal of Personality
    and Social Psychology, 1966, 4, 220-224.

Byrne, D., Griffit, W., and Stefaniak, D. Attraction and similarity of
    personality characteristics. Journal of Personality and Social
    Psychology, 1967, 5, 82-90.

Byrne, D. and Nelson, D. Attraction as a linear function of proportion of
    positive reinforcements. Journal of Personality and Social
    Psychology, 1965, 1, 659-663.

Bowerman, C. E. and Day, B. R. A test of the theory of complementary needs
    as applied to couples during courtship. American Sociological
    Review, 1956, 21, 602-605.

Clore, G. L. Jr. and Baldridge, B. Interpersonal attraction: the role of
    agreement and topic interest. Journal of Personality and Social
    Psychology, 1968, 9, 340-346.

Festinger, L. A theory of social comparison processes. Human Relations,
    1954, 7, 117-140.

Gross, E. Symbiosis and consensus as integrative factors in small groups.
    American Sociological Review, 1956, 21, 174-179.

27

Hoffman, L. R. Similarity of personality: a basis for interpersonal attraction? Sociometry, 1958, 21, 300-308.

Hoffman, L. R. and Maier, N. R. An experimental reexamination of the similarity-attraction hypothesis. Journal of Personality and Social Psychology, 1966, 3, 145-152.

Izard, C. E. Personality similarity and friendship. Journal of Abnormal and Social Psychology, 1960, 61, 47-51. (a)

Izard, C. E. Personality similarity, positive affect, and interpersonal attraction. Journal of Abnormal and Social Psychology, 1960, 61, 484-485. (b)

Jones, E. E. and Daugherty, B. N. Political orientation and perceptual effects of an anticipated interaction. Journal of Abnormal and Social Psychology, 1959, 59, 340-349.

Kerchkoff, A. C. and Davis, K. E. Value consensus and need complementarity in mate selection. American Sociological Review, 1962, 27, 295-303.

Ktsanes, T. Mate selection on the basis of personality type: a study utilizing an empirical typology of personality. American Sociological Review, 1955, 20, 547-551.

Levinger, G. Note on need complementarity in marriage. Psychological Bulletin, 1964, 61, 153-157.

Lay, C. H. Trait inferential relationships and the perception of the personality of others. Unpublished doctoral dissertation, University of Western Ontario, 1968.

Maisonneuve, J. A contribution to the sociometry of mutual choices. Sociometry, 1954, 17, 33-46.

Miller, N., Campbell, D. T., Twedt, H., and O'Connell, E. J. Similarity, contrast, and complementarity in friendship choice. Journal of Personality and Social Psychology, 1966, 3, 3-12.

Murstein, B. I. The complementary need hypothesis in newlyweds and middle-aged married couples. Journal of Abnormal and Social Psychology, 1961, 63, 194-197.

Newcomb, T. M. The prediction of interpersonal attraction. American Psychologist, 1-56, 11, 575-586.

Reilly, M. S. A., Commins, W. D., and Steffic, E. C. The complementarity of personality needs in friendship choice. *Journal of Abnormal and Social Psychology*, 1960, 61, 292-294.

Rosenfeld, H. M. and Jackson, J. Temporal mediation of the similarity-attraction hypothesis. *Journal of Personality*, 1965, 33, 649-656.

Rychlak, J. F. The similarity, compatibility, or incompatibility of needs in interpersonal selection. *Journal of Personality and Social Psychology*, 1965, 2, 334-340.

Sheffield, J. and Byrne, D. Attitude similarity-dissimilarity, authoritarianism, and interpersonal attraction. *Journal of Social Psychology*, 1967, 71, 117-123.

Winch, R. F. The theory of complementary needs in mate-selection: a test of one kind of complementariness. *American Sociological Review*, 1955, 20, 52-56.

Winch, R. F., Ktsanes, T., and Ktsanes, V. The theory of complementary needs in mate-selection: an analytic and descriptive study. *American Sociological Review*, 1954, 19, 241-249.

Winch, R. F., Ktsanes, T., and Ktsanes, V. Empirical elaboration of the theory of complementary needs in mate-selection. *Journal of Abnormal and Social Psychology*, 1955, 51, 508-513.

APPENDIX A

Analyses of Variance Tables

TABLE I

Analysis of Variance of Likeability Ratings of High and Low Order
Targets Under Room-mate and Co-worker Conditions

Source	DF	MS	F
BT S's	80		
Judge (A)	2	4.7	1.2
S's W	78	3.9	
W S's	243		
Target (B)	1	863.7	154.9***
AB	2	107.7	19.3***
B x S's	78	5.6	
Condition (C)	1	13.0	9.3**
AC	2	0.6	0.4
C x S's	78	1.4	
BC	1	32.7	11.3**
ABC	2	13.6	4.7*
BC x S's	78	2.9	

 * p < .05

 ** p < .01

*** p < .001

TABLE II

Analysis of Variance of Likeability Ratings of High and Low Achievement
Targets Under Room-mate and Co-worker Conditions

Source	DF	MS	F
BT S's	80		
Judge (A)	2	2.1	0.9
S's W	78	2.2	
W S's	243		
Target (B)	1	1547.1	304.5**
AB	2	23.8	4.7*
B x S's	78	5.1	
Condition (C)	1	5.4	6.6*
AC	2	0.0	0.0
C x S's	78	0.8	
BC	1	91.3	49.8**
ABC	2	0.8	0.4
BC x S's	78	1.8	

* p <.05

** p <.001

TABLE III

Analysis of Variance of Likeability Ratings of High and Low
Nurturance Targets Under Room-mate and
Co-worker Conditions

Source	DF	MS	F
BT S's	75		
Judge (A)	2	2.1	0.9
S's W	72	2.1	
W S's	225		
Target (B)	1	2476.8	461.1**
AB	2	1.2	0.2
B x S's	72	5.4	
Conditions (C)	1	0.6	0.5
AC	2	0.6	0.5
C x S's	72	1.3	
BC	1	4.8	5.3*
ABC	2	1.7	1.9
BC x S's	72	0.9	

* $p < .02$

** $p < .001$

TABLE IV

Analysis of Variance of Likeability Ratings of High and Low
Succorance Targets Under Room-mate and
Co-worker Conditions

Source	DF	MS	F
BT S's	75		
Judge (A)	2	0.1	0.0
S's W	72	5.1	
W S's	225		
Target (B)	1	8.0	1.0
AB	2	1.4	0.2
B x S's	72	7.8	
Conditions (C)	1	14.1	7.4**
AC	2	0.1	0.0
C x S's	72	1.9	
BC	1	11.6	4.5*
ABC	2	0.4	0.1
BC x S's	72	2.6	

* p <.05

** p <.01

TABLE V

Analysis of Variance of Likeability Ratings of High
and Low Dominance Targets Under Room-mate
and Co-worker Conditions

Source	DF	MS	F
BT S's	72		
Judge (A)	2	9.7	2.2
S's W	69	4.4	
W S's	216		
Target (B)	1	28.1	4.3*
AB	2	5.0	0.8
B x S's	69	6.6	
Conditions (C)	1	1.7	0.8
AC	2	0.6	0.3
C x S's	69	2.0	
BC	1	190.1	72.0**
ABC	2	7.4	2.8
BC x S's	69	2.6	

* $p < .05$

** $p < .001$

TABLE VI

Analysis of Variance of Likeability Ratings of High and
Low Abasement Targets Under Room-mate and
Co-worker Conditions

Source	DF	MS	F
BT S's	72		
Judge (A)	2	2.9	0.6
S's W	69	5.1	
W S's	216		
Target (B)	1	706.2	93.7**
AB	2	4.8	0.6
B x S's	69	7.5	
Conditions (C)	1	11.3	5.7*
AC	2	0.8	0.4
C x S's	69	1.9	
BC	1	7.0	3.7
ABC	2	0.2	0.1
BC x S's	69	1.9	

* $p < .02$

** $p < .001$

APPENDIX B

Classification of Subjects

Classification of Judges into High, Medium and Low on the Basis of
their Scores on <u>Order</u>, <u>Achievement</u>, <u>Nurturance</u>, and <u>Dominance.</u>
Range of Possible Scores was 0 to 20.

	<u>Likeability Rating</u>	
	Range of Scores	N
<u>Order</u>		
High	16 – 20	27
Medium	12 – 15	27
Low	1 – 11	27
<u>Achievement</u>		
High	15 – 20	27
Medium	14 – 16	27
Low	1 – 13	27
<u>Nurturance</u>		
High	17 – 20	25
Medium	14 – 16	25
Low	1 – 13	25
<u>Dominance</u>		
High	8 – 20	24
Medium	4 – 7	24
Low	0 – 3	24

APPENDIX C

Experimental Materials

INSTRUCTIONS FOR THE LIKEABILITY TASK

DEPARTMENT OF PSYCHOLOGY

University of Manitoba

Instructions

This survey is part of a basic research program in personality and the perception of the personality of others.

Personality questionnaires have been administered to other university students, including the persons about whom you will be asked to make your judgments. Information about each person to be judged is presented on the following pages. This information is given in the form of personality statements that the person has answered TRUE (e.g. I truly enjoy myself at social functions. ⓣ F). Read the statements. Then, with the knowledge that this person has answered TRUE to these statements, try to form an impression of the person. Please note that these persons are of the same sex as yourself.

Your task will be to indicate how likeable each of these persons would be in a variety of situations. You are to use a nine-point scale in making your likeability ratings. This scale ranges from extremely dislikeable (number 1), through neutral (number 5), to extremely likeable (number 9). If you feel that you would extremely dislike the person described, you would circle number 1; if you feel that you would extremely like the person, you would circle number 9; and if you would neither like nor dislike the person, you would circle number 5. Please try to use all nine categories in making your judgments.

e.g.:

	Extremely dislikeable ↓							Extremely likeable ↓
Person X	1	2	3	4	5	6	7	8 9

You will receive a separate booklet for each situation. The situation in which your judgments are to be made is described on the page following the instructions in the first booklet and on the first page of the second booklet. Read the description carefully before you begin making your ratings. When you are finished with the first booklet, please raise your hand, and you will be given the second booklet. With each booklet your task is identical. The situation, described, however, is different.

REMEMBER MAKE YOUR RATINGS WITH REFERENCE TO EACH PARTICULAR SITUATION.

If at any time you do not understand the instructions, please tell the experimenter. If you have any comments or questions regarding the study, please feel free to write them on the back of the answer sheet. We will be glad to discuss them with you. Thank you for your cooperation.

Instructions (continued)

Before making your ratings, would you please briefly examine the person-
ality statements descriptive of <u>each</u> person to be rated. Then, beginning
with Person A, rate each person in the order as presented in the booklet.
(i.e., person A, B, C........L).

SITUATIONS

(a) Let us suppose that you are staying at the Women's Residence of
this University for the academic year. Think of each of the
persons described in the following pages as your prospective room-
mate. You are asked to indicate the degree to which you would like
each of these persons as a room-mate.

(b) Let us suppose that you are a member of the executive committee
of a Student Organization in this University. Think of each of
these persons described as your prospective co-worker (female) on
this committee. You are asked to indicate the degree to which you
would like each of these persons as a co-worker.

Person A

1. I do everything in my power not to have to admit defeat.   (T)   F

2. I resent being punished.   (T)   F

3. I would never allow someone to blame me for something which was not my fault.   (T)   F

Person B

1. When I am going somewhere I usually find my exact route by using a map.   (T)   F

2. I keep all my important documents in one safe place.   (T)   F

3. A messy desk is inexcusable.   (T)   F

Person C

1. I would not like to be married to a protective person.   (T)   F

2. If I feel sick, I don't like to have friends or relatives fuss over me.   (T)   F

3. I prefer to face my problems by myself.   (T)   F

Person D

1. I would like to be an executive with power over others.   (T)   F

2. The ability to be a leader is very important to me.   (T)   F

3. I would like to play a part in making laws.   (T)   F

Person E

1. I think a man is smart to avoid being talked into helping his acquaintances. (T) F

2. People's tears tend to irritate me more than to arouse my sympathy. (T) F

3. It does not affect me one way or another to see a child being spanked. (T) F

Person F

1. I can work better when conditions are somewhat chaotic. (T) F

2. I rarely clean out my bureau drawers. (T) F

3. I feel comfortable in a somewhat disorganized room. (T) F

Person G

1. I often seek out other people's advice. (T) F

2. The thought of being alone in this world frightens me. (T) F

3. If I ever think that I am in danger, my first reaction is to look for help from someone. (T) F

Person H

1. When people are arguing, I keep out of it. (T) F

2. I usually let others take the lead and go along with their ideas. (T) F

3. When I don't like what someone is doing, I try to keep my complaints to myself. (T) F

Person I

1. As a child I worked a long time for some of the things
    I earned.   (T)   F

2. If I had to make a choice, I would prefer to do a job
    that was very hard for me rather than one that was
    very easy.   (T)   F

3. People should be more involved with their work.   (T)   F

Person J

1. People like to tell me their troubles because they know that
    I will do everything I can to help them.   (T)   F

2. When I see a baby, I often ask to hold him.   (T)   F

3. Seeing an old or helpless person makes me feel that
    I would like to take care of him.   (T)   F

Person K

1. I seldom set standards which are difficult for me to attain. (T)   F

2. In my work I seldom do more than is necessary.   (T)   F

3. I would rather be paid on the basis of how many hours
    I have worked than by how much work I have done.   (T)   F

Person L

1. I sometimes take the blame for things that aren't really
    my fault in order to make someone else feel better.   (T)   F

2. Several people have embarrassed me publicly, but I
    always take it like a good sport.   (T)   F

3. I like to be the first to apologize after an argument.   (T)   F