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QUESTIONNAIRE MEASURES OF MOTIVATIONAL STYLE(U)
PENNSYLVANIA STATE UNIV UNIVERSITY PARK DEPT OF
PSYCHOLOGY F J LANDY ET AL. APR 83 TR-83-1

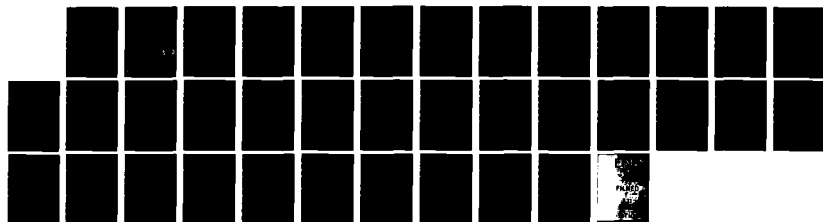
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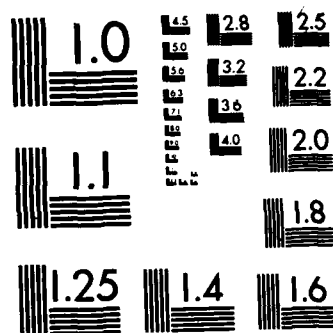
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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The development of a Likert-type questionnaire for measuring motivational style is discussed. A heterogeneous group consisting of 276 people from various occupations participated in this research. The factor structure of the motivational style questionnaire is examined through a principal components factor analysis. Nine factors are discussed with respect to the reliability and validity of the factors. In addition, the factors are examined according to demographic characteristics of the respondents.		

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Questionnaire Measures of Motivational Style

Technical Report, April, 1983

Frank J. Landy & Wendy S. Becker
The Pennsylvania State University

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Questionnaire Measures of Motivational Style

In previous technical reports (82-1 and 82-2), we described the development and pilot testing of a method of measuring motivational style. This method involved asking subjects to identify with various prose descriptions of alternative motivational styles. A more traditional way of measuring propensities, attitudes or typical response tendencies is through the use of Likert-type questionnaires. We developed a 110-item Likert-type instrument as an alternative measure of motivational style. This alternative measure represents a substantially different response format and permits examination of the construct validity of motivational style categories by means of multi-trait, multi-method analysis. This technical report covers the analysis of the 110-item Likert-type questionnaire.

Method

Item Development

The original questionnaire was developed through the use of items that reflected the four motivation styles upon which Adaptive Motivation Theory is based. These styles are: Stimulus-Response, Need, Equity and Rational. A fifth motivational style, a Random, or nondirected style, was also used to generate items for this questionnaire. Twenty-two items were developed for each style. Items were written in both the positive and negative sense, that is, each style had items that were both positively worded and negatively worded. For example, the "Need" style was represented by both the positively worded item "Life is rewarding when you take the time to satisfy your basic needs" and the negatively worded item, "Long term needs don't play much of a role in my choice of action." The preliminary 110-item questionnaire appears in Appendix A.

Subjects

The original 110 item questionnaire was completed by 276 individuals, representing 10 different occupational groups. These people were attending various conferences held at The Pennsylvania State University. The characteristics of the respondents to the 110-item questionnaire appear in Table 1. Frequencies of respondents by age, gender, number of fulltime jobs, number of years of employment, number of years with current employer and number of people that the respondent supervised, appear in Table 1. Composition of each group of respondents is shown in Table 2. Both the occupational category and the sample size are given in Table 2.

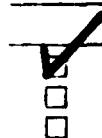
Factor Analysis of Questionnaire

A Principal Components Analysis was performed on the 110 items using the Statistical Analysis System. Nine factors account for 40.30% of the total variance. Table 3 lists the contribution to total variance of each of the nine factors.

Examination of the composition of items of each of the nine factors allowed determination of the factor structure. Loadings of .35 and above were examined. This resulted in 42 items which were deemed adequate to describe the factors. These 42 items are noted with a '*' in Appendix A, and were retained for further analyses. Appendix B lists the items that were retained for each factor. The factors are labeled: Stimulus-Response, Modeling, Need, Independent, Equity, Trial & Error, Eight, Nine, and Random.

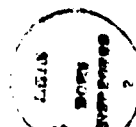
Reliability of the 9 Factor Scores

Estimates of the reliability of each factor were examined using an item analysis program for Likert-type items. Cronbach's coefficient alpha was computed separately for each factor or subscale of the 42 item measure. The coefficient alpha for each of the nine factors appears in Table 4.



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Cronbach's alpha is a measure of the internal consistency of a scale. It provides an estimate of the reliability of the nine factors, based on the ratio of the sum of the inter-item covariances to the variance of the total subscale or factor score. Coefficient alpha for the nine factors ranged from .714 for Factor S-R, to .148 for Factor Independent. The coefficient alpha for all 42 items was .729.

Relationship of Factor Scores to Demographic Variables

As was the case with the prose descriptions of motivational style, a necessary condition for a valuable measure of the construct is its capacity to detect individual differences. As a result, analyses were conducted to determine the extent to which the factor scores were influenced by demographic variables which might be expected to effect the manifestation of motivational forces.

Age

Subjects were classified by age and the response patterns for each of the nine factors were examined by age category. The age groups, cell sizes and means appear in Table 5. Age did appear to influence responses on the nine motivational factors. The one-way analysis of variance was significant for the Model factor ($F=2.93$, $p<.009$) and the Need factor ($F=2.94$, $p<.009$). The Welch procedure for testing the equality of means with unequal sample sizes and heterogeneous variances was applied to these two measures. Pair-wise contrasts were performed on the main effects, using the Tukey WSD procedure for multiple comparisons of means. This allows the family-wise Type I error rate to be set at .05 (Games & Howell, 1976). For the Model factor, there were two contrasts that were significant ($F=2.89$, $p<.01$). Age group #2 (ages 26-30) was significantly different than age group #4 (ages 36-40). In addition, age group #2 (ages 26-30) was significantly different than age group #5 (ages 41-45).

For the Need factor, there were two significant contrasts ($F=3.09$, $p<.006$). Age group #2 (ages 26-30) responded significantly different than age group #4 (ages 36-40). In addition, age group #2 was significantly different than age group #3 (ages 31-35). Table 6 shows the significant contrasts for the age categories.

Total Work Experience

Subjects were classified by total years of work experience. Six categories were formed. The group categories, cell sizes, and means appear in Table 7. The one-way analysis of variance was significant for the Equity factor ($F=2.56$, $p<.02$) and for the Trial & Error factor ($F=2.23$, $p<.05$). The Welch procedure was applied to the Equity factor means. One contrast was significant ($F=2.36$, $p<.05$). Group #4 (those who had worked 16-20 years) responded significantly different than group #6 (those who had worked 31-44 years). For the Trial & Error factor, two contrasts were significant ($F=2.23$, $p<.05$). Group #3 (those who worked 11-15 years) was significantly different than group #6 (those who had worked 31-44 years). In addition, group #3 (those who worked 11-15 years) was significantly different than group #5 (those who had worked 21-30 years). Table 8 reports these significant mean differences.

Number of Fulltime Jobs

The number of fulltime jobs that a subject had held was used as a categorical variable. Seven categories were formed. The group definitions, cell sizes and means appear in Table 9. There were no significant differences among the groups, using a one-way analysis of variance.

Number of Years With Current Employer

In order to examine the effects of the number of years with subjects' current employer, subjects were categorized into five groups. The group

definitions, cell sizes and means appear in Table 10. The one-way analysis of variance showed no significant differences between the groups on the motivational factors.

Number of People Supervised

The number of people supervised by the subject was used as a categorical variable. Subjects were classified into six groups. The group definitions, cell sizes and means appear in Table 11. The one-way analysis of variance revealed one significant factor, the Independent factor ($F=3.12$, $p<.01$). The Welch procedure was applied to the Independent factor. One contrast was significant ($F=2.88$, $p<.02$). Group #4 (those who supervised 6-25 people) was significantly different than Group #6 (those who supervised 101-999 people). Table 12 shows the group means for these significant differences.

Gender

Response patterns for males ($n=160$) were contrasted with those for females ($n=90$). Means and cell sizes appear in Table 13. The one-way analysis of variance was significant for S-R factor ($F=11.12$, $p<.001$), the Need factor ($F=5.06$, $p<.02$), the Independent factor ($F=4.13$, $p<.04$), the Equity factor ($F=4.99$, $p<.02$), the Trial & Error factor ($F=6.59$, $p<.01$), factor Eight ($F=10.42$, $p<.001$) and the Random factor ($F=5.31$, $p<.02$). These significant differences between males and females were upheld using the more strict Welch criterion. Table 14 demonstrates the significant contrasts between males and females on these six factors.

Occupations

Response patterns were examined according to the subjects' occupation. The occupational groups, cell sizes and means appear in Table 15. The one-way analysis of variance was significant for the S-R factor ($F=2.69$, $p<.005$), the Independent factor ($F=4.14$, $p<.0001$), the Trial & Error factor ($F=2.08$, $p<.03$), factor Eight ($F=3.55$, $p<.004$) and the Random factor ($F=2.90$, $p<.002$).

Pairwise contrasts were performed on the main effects, using the Tukey WSD procedure for multiple comparisons of means, setting the Type I error rate at .05. Numerous contrasts were significant, as demonstrated in Table 16.

Discussion

The object of this data collection and analysis phase was to produce an alternative device for gathering data on motivational style. This will allow for an examination of construct validity using multi-trait multi-method procedures. The 110-item questionnaire was reduced to 42 items describing nine factors. The factors scores generated by this solution showed sufficient sensitivity to demographic variables to warrant further examination. In addition, the internal consistency reliabilities for most of the factor scores were sufficiently high to allow for further analysis.

It would appear that the 42 item questionnaire and the 7 paragraphs described in an earlier technical report (Technical Report 82-1) represent potentially useful measures of motivational style. In this phase, it was sufficient to demonstrate sensitivity to some rather broad demographic variables. Since the theory suggests that style will be moderated by individual difference variables such as reasoning, self-esteem and social cognition, there is no reason to expect strong relationships between main effects as represented by demographic variables. Nevertheless, if no relationships appeared, one might well worry.

In the next Technical Report (83-2) the construct validity of the motivational styles will be addressed by examining relationships between the two distinct measures of motivational style.

Table 1
 Characteristics of Respondents (Frequencies)

<u>Age</u>	<u>Number of Fulltime Jobs</u>	<u>Number of Years With Current Employer</u>
18-25 (24)	1 (30)	1-2 (68)
26-30 (43)	2 (31)	3-5 (53)
31-35 (43)	3 (51)	6-10 (52)
36-40 (35)	4 (35)	11-15 (45)
41-45 (40)	5 (36)	16-40 (42)
46-50 (22)	6 (28)	
51-71 (44)	7-15 (41)	

<u>Gender</u>	<u>Number of Years of Total Employment</u>	<u>Number of People Supervised</u>
Males (160)	1-5 (19)	0 (30)
Females (90)	6-10 (48)	1-2 (37)
	11-15 (49)	3-5 (38)
	16-20 (38)	6-25 (36)
	21-30 (54)	26-100 (34)
	31-44 (33)	101-999 (39)

Table 2
Composition of Samples (Group), of
Respondents and Sample Size

1. School Administrators (25)
2. Science Teachers (30)
3. Mushroom Farmers (36)
4. Fluid Mechanics (13)
5. Occupational Safety & Health Union Representatives (18)
6. School Admissions Counselors (27)
7. Steelworkers (17)
8. Women's Club Members (15)
9. Commercial Vehicles Supervisors (27)
10. Four-H Club Adults (68)

Table 3

Contributions to Total Variance by Each of the 9 Factors

<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>	<u>Factor 5</u>
.0648	.0504	.0465	.0452	.0434
<u>Factor 6</u>	<u>Factor 7</u>	<u>Factor 8</u>	<u>Factor 9</u>	
.0391	.0389	.0384	.01	

Table 4

Cronbach's Coefficient Alpha Reliability Estimates
for Nine Factors

Factor 1	.457
Factor 2	.714
Factor 3	.615
Factor 4	.571
Factor 5	.148
Factor 6	.417
Factor 7	.466
Factor 8	.576
Factor 9	.548
Total Scale	.729

Table 5

Nine Factor Solution by Age*

Age	N	\bar{X} 's S-R	\bar{X} 's Model	\bar{X} 's Need	\bar{X} 's Independent	\bar{X} 's Equity	\bar{X} 's Trial & Error	\bar{X} 's Eight	\bar{X} 's Nine	\bar{X} 's Random
18-25	24	15.96	16.08	17.35	18.38	16.90	14.29	7.58	20.58	14.08
26-30	43	16.24	16.15	18.91	18.78	16.68	13.84	6.57	19.81	14.54
31-35	43	16.38	14.85	17.17	19.05	16.74	14.30	6.61	19.39	13.46
36-40	35	15.54	14.21	16.94	17.94	16.71	14.29	6.89	19.65	14.60
41-45	40	15.92	14.36	18.39	19.08	16.09	13.30	6.74	19.90	13.21
46-50	22	16.18	14.33	17.52	17.95	16.61	14.40	7.85	19.23	14.90
51-71	44	15.91	15.37	17.67	18.11	14.93	13.49	6.98	19.40	13.33

*High mean score indicates agreement with item

Table 6

Pairwise Contrasts on Means: Age Categories

	18-25	26-30	31-35	36-40	41-45	46-50	51-71
18-25							
26-30			NEED**	NEED**	MODEL**		
31-35				MODEL**			
36-40							
41-45							
46-50							
51-71							

*p<.05

**p<.01

***p<.001

Table 7

Nine Factor Solution By Total Years Work Experience

<u>Number of Years Work Experience</u>	<u>N</u>	<u>\bar{X}'s S-R</u>	<u>\bar{X}'s Model</u>	<u>\bar{X}'s Need</u>	<u>\bar{X}'s Independent</u>	<u>\bar{X}'s Equity</u>	<u>\bar{X}'s Trial & Error</u>	<u>\bar{X}'s Eight</u>	<u>\bar{X}'s Nine</u>	<u>\bar{X}'s Random</u>
1-5	19	14.89	15.89	17.39	18.58	16.67	14.53	7.68	19.68	14.95
6-10	48	16.27	15.35	18.14	18.79	16.59	13.56	6.48	20.19	13.72
11-15	49	16.29	15.04	17.77	18.63	16.60	14.60	6.67	19.34	13.84
16-20	38	16.18	14.82	17.57	18.89	17.15	13.67	7.13	19.83	13.69
21-30	54	16.30	14.94	18.04	18.40	16.04	13.56	6.83	19.94	13.68
31-44	33	16.06	15.09	17.69	18.19	14.87	13.30	7.10	19.23	13.85

Table 8

Pairwise Contrasts on Means: Total Work Experience

	1-5	6-10	11-15	16-20	21-30	31-44
1-5						
6-10						
11-15					T + E*	T + E*
16-20						EQUITY*
21-30						
31-44						

*p<.05

Table 9

Nine Factor Solution By Number of Jobs

Number of Jobs	$\bar{X}'s$ N	$\bar{X}'s$ S-R	$\bar{X}'s$ Model	$\bar{X}'s$ Need	$\bar{X}'s$ Independent	$\bar{X}'s$ Equity	$\bar{X}'s$ Trial & Error	$\bar{X}'s$ Eight	$\bar{X}'s$ Nine	$\bar{X}'s$ Random
1	30	16.03	15.34	17.67	18.93	16.56	14.28	6.93	19.69	13.75
2	31	15.93	15.32	17.66	18.62	17.87	14.80	6.93	19.71	15.13
3	51	16.47	15.31	18.39	19.13	16.16	13.90	6.73	19.73	13.20
4	35	16.35	15.16	17.56	18.82	15.79	13.79	7.06	20.00	13.53
5	36	15.71	14.46	17.39	18.00	15.62	13.74	6.69	19.51	13.86
6	28	15.21	14.32	17.70	17.93	16.29	14.00	6.82	19.25	14.52
7-15	41	16.02	15.45	17.73	18.25	16.26	13.41	7.22	20.03	13.92

Table 10

Nine Factor Solution By Number of Years With Current Employer*

Years With Current Employer	N	\bar{X} 's S-R	\bar{X} 's Model	\bar{X} 's Need	\bar{X} 's Independent	\bar{X} 's Equity	\bar{X} 's Trial & Error	\bar{X} 's Eight	\bar{X} 's Nine	\bar{X} 's Random
1	35	15.40	14.60	18.18	18.66	15.38	13.83	6.66	19.69	13.44
2	31	16.69	15.06	18.26	18.97	16.41	14.35	6.96	19.66	13.55
3-5	49	16.14	15.14	17.40	18.60	16.76	13.69	6.93	20.04	14.47
6-10	48	16.00	15.20	17.82	18.51	16.39	13.80	6.94	19.85	14.11
11-15	44	15.91	15.07	17.41	18.47	16.61	13.98	7.12	19.27	14.26
16-40	40	16.26	15.08	17.95	18.49	16.08	14.16	6.95	19.44	13.31

*High mean score indicates agreement with item

Table 11

Nine Factor Solution By Number of People Supervised*

Number of People Supervised	N	$\bar{X}'s$ S-R	$\bar{X}'s$ Model	$\bar{X}'s$ Need	$\bar{X}'s$ Independent	$\bar{X}'s$ Equity	$\bar{X}'s$ Trial & Error	$\bar{X}'s$ Eight	$\bar{X}'s$ Nine	$\bar{X}'s$ Random
0	27	15.59	14.26	17.08	17.96	16.76	14.29	7.69	19.16	14.63
1-2	33	16.00	14.45	17.74	19.21	16.67	14.08	6.79	19.54	13.70
3-5	37	16.22	15.11	17.67	18.41	16.16	14.24	7.28	19.69	14.23
6-25	33	15.24	15.03	17.91	17.59	16.61	13.91	6.78	19.55	13.73
26-100	34	16.81	14.94	18.34	19.29	16.10	13.22	6.06	20.31	13.68
101-999	38	16.54	16.03	18.16	19.30	16.92	13.74	7.07	19.71	14.19

*High mean score indicates agreement with item

Table 12

Pairwise Contrasts on Means: Number of People Supervised

	0	1-2	3-5	6-25	26-100	101-1000
0						
1-2						
3-5						
6-25						INDEPENDENT**
26-100						
101-1000						

**p<.01

Table 13

Nine Factor Solution By Gender

<u>Gender</u>	<u>N</u>	<u>\bar{X}'s S-R</u>	<u>\bar{X}'s Model</u>	<u>\bar{X}'s Need</u>	<u>\bar{X}'s Independent Equity</u>	<u>\bar{X}'s Trial & Error</u>	<u>\bar{X}'s Eight</u>	<u>\bar{X}'s Nine</u>	<u>\bar{X}'s Random</u>	
Males	160	16.48	14.93	17.51	18.77	16.63	13.66	6.63	19.75	13.60
Females	90	15.17	15.32	18.28	18.09	15.76	14.47	7.49	19.56	14.55

Table 14

Pairwise Contrasts on Means: Gender

	<u>Male</u>	<u>Female</u>
Male		S-R*** Need* Independent* Equity* T + E** Eight*** Random*
Female		

Table 15

Nine Factor Solution by Occupation*

<u>Occupation</u>	<u>N</u>	<u>\bar{X}'s S-R</u>	<u>\bar{X}'s Model</u>	<u>\bar{X}'s Need</u>	<u>\bar{X}'s Independent</u>
Energy Teachers	30	17.48	16.00	17.86	19.07
Four H Adults	63	15.48	15.40	17.97	18.24
Fluid Mechanics	12	13.25	14.08	17.17	19.00
Administrators	25	16.56	14.76	18.28	19.84
Finance Managers	34	16.33	14.55	17.61	19.59
Maintenance	27	16.52	15.37	18.07	17.31
OSHA	18	16.44	14.22	16.89	17.89
Admissions Counselors	26	15.95	14.92	18.13	18.46
Steelworkers	13	16.07	13.44	17.20	16.13
Women's Club	14	15.00	16.23	16.92	17.15

<u>Occupation</u>	<u>N</u>	<u>\bar{X}'s Equity</u>	<u>\bar{X}'s Trial & Error</u>	<u>\bar{X}'s Eight</u>	<u>\bar{X}'s Nine</u>	<u>\bar{X}'s Random</u>
Energy Teachers	30	17.41	14.10	6.53	19.97	14.18
Four H Adults	63	15.73	14.46	7.59	19.52	13.98
Fluid Mechanics	12	16.67	14.42	5.92	18.58	13.33
Administrators	25	16.00	12.84	6.36	20.20	12.68
Finance Managers	34	15.48	13.15	6.33	20.00	13.15
Maintenance	27	16.81	13.67	6.55	20.56	14.56
OSHA	18	16.53	14.50	8.00	18.94	16.89
Admissions Counselors	26	16.60	13.81	6.50	19.29	14.23
Steelworkers	13	16.38	13.90	8.45	19.45	14.82
Women's Club	14	14.93	15.15	7.23	18.61	14.35

*High mean score indicates agreement with items.

Table 16

Pairwise Contrasts on Means: Occupation

	<u>Energy</u>	<u>Four H</u>	<u>Fluid Mech.</u>	<u>HS Admin.</u>	<u>Finance</u>	<u>Maint.</u>	<u>OSHA</u>	<u>Couns.</u>	<u>Stw.</u>	<u>Women</u>
Energy			S-R**							
Four H				T + E*						
Fluid Mech.		Eight**								
HS Admin.						Ind***	T + E* Random**			Ind***
Finance						Ind***	Random**			Ind***
Maint.										
OSHA						S-R**				
Couns.						S-R**				
Stw.						S-R**				
Women										

*p<.05

**p<.01

***p<.001

APPENDIX A

THE FOLLOWING STATEMENTS DESCRIBE DIFFERENT ASPECTS OF HUMAN BEHAVIOR.
FOR EACH STATEMENT, DECIDE IF YOU ARE IN AGREEMENT OR NOT WITH THE SENTENCE.
PLACE THE NUMBER THAT REPRESENTS YOUR REACTION TO THE STATEMENT TO THE LEFT
OF THE STATEMENT. FOR EXAMPLE, IF YOU STRONGLY AGREE WITH THE STATEMENT,
PLACE A "5" NEXT TO IT. RATE EACH STATEMENT ACCORDING TO THE NUMBERS PROVIDED
AT THE TOP OF THE PAGE.

STRONGLY
AGREE
5

AGREE
4

NEITHER AGREE
NOR DISAGREE
3

DISAGREE
2

STRONGLY
DISAGREE
1

STRONGLY
AGREE
5

AGREE
4

NEITHER AGREE
NOR DISAGREE
3

DISAGREE
2

STRONGLY
DISAGREE
1

- * 1. I like to act on the spur of the moment.
2. I like to use good judgment when making a decision about something that I have to do.
- * 3. In deciding on a course of action, I keep in mind past rewards and punishments.
- * 4. I like to see how other people get things done.
- * 5. You can never know what's going to happen, so it's useless to try to predict the outcome.
6. People who try to figure out the schemes for getting rewards and avoiding punishments are wasting their time.
7. I let things happen rather than try to plan them.
- * 8. Life is rewarding when you take the time to satisfy your basic needs.
9. There are lots of ways to get what you want, as long as you take the time to concentrate on the important things.
10. I'm usually happiest when I just let things happen.
11. Things never happen the way you plan them, so it's easier to just act for the moment.
12. When I don't have something I want, nothing can stop me from working toward getting it.
13. The best way to plan your life is to figure out the odds of getting what you want.
14. I compare myself to others often.
15. It's useful to try to plan your life in terms of the possibilities of obtaining your goals.
- * 16. Most of my actions take place because I am working toward a need that I have.
17. When something good happens to me, I'm likely to try to make it happen that way again.
18. Nothing in my life happens the same way twice.
- * 19. It's not fair when somebody gets rewarded more than me for the same amount of work.
- * 20. I like to do things my way rather than the way everyone else is doing something.

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- ____ 21. Once I decide that something is important to me, I stick to it until I'm able to get it.
- * ____ 22. I just can't understand why some people spend so much time on one particular long term goal.
- ____ 23. I consciously try to control my actions whenever I'm with others.
- ____ 24. It's easiest to learn a new role by watching other people.
- * ____ 25. People say I'm unpredictable; I'd rather say I live from day to day.
- * ____ 26. In most cases, I proceed on a "trial and error" basis.
- * ____ 27. Every action that I take has a consequence.
- * ____ 28. I like to balance out what people get in terms of what they've done to get it and determine whether it's worth it for me.
- * ____ 29. If someone gets something that I want I figure the best way to get it is to do the same thing.
- ____ 30. There is something exciting about acting on the spur of the moment.
- * ____ 31. I usually remember past experiences in my life and act accordingly.
- ____ 32. Life is too short to waste time on long range goals.
- * ____ 33. When I really need something in my life, I concentrate all of my energy on obtaining it.
- ____ 34. When I finally get something that I've needed for a long time, I feel satisfied that all of my effort toward obtaining that goal has been worth it.
- ____ 35. I think people learn best by trial and error.
- ____ 36. I guess I do most things because they are habits.
- * ____ 37. It's essential for me to have a plan for the things that I do.
- ____ 38. I am more concerned with satisfying general needs than obtaining specific rewards.
- ____ 39. I never get things done when I try to plan ahead.
- ____ 40. Most people worry too much about how they'll get something done; I just let things happen.
- ____ 41. I learn from other people's failures as well as their successes.
- ____ 42. Something that happened to me recently has more of an effect on me than something that happened long ago.

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- _____ 43. I would rather watch others try to have an effect in a given situation and see how successful they are rather than act myself.
- * _____ 44. People would describe me as unpredictable.
- * _____ 45. It's foolish to try to imitate other people.
- _____ 46. I automatically follow other people's lead whenever I'm in an unfamiliar situation.
- _____ 47. Planning ahead is a waste of time.
- * _____ 48. I like to imitate other people.
- _____ 49. Nothing that I do has an effect on my later actions.
- _____ 50. Every time I make a decision without planning ahead I usually mess things up.
- * _____ 51. Most of my energy for meeting my goals seems to come from my basic needs.
- * _____ 52. Whenever I'm in a strange situation I like to watch what others are doing so I know what is expected of me.
- * _____ 53. I'd rather be spontaneous about things than try to plan everything ahead of time.
- _____ 54. Life is more orderly when you have a plan in mind for what you're going to do.
- _____ 55. I don't think of my life as being directed toward satisfying my basic needs.
- * _____ 56. Everything that I do has a consequence.
- _____ 57. I am basically motivated by short-term effects.
- _____ 58. I just can't understand why some people worry so much about every decision.
- _____ 59. After something bad happens to me, I usually don't try that again.
- _____ 60. Overall, I concentrate on my general needs rather than simply act on the spur of the moment.
- _____ 61. If I receive a punishment when I expected a reward, I tend to go back over the situation in my mind and figure out where I miscalculated.
- * _____ 62. I learn more about a given situation when I analyze it and take action rather than simply watch others take action.
- _____ 63. Life is too complicated to plan particular actions or behaviors.

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- ___ 64. People who have a "master plan" for meeting their basic psychological needs miss a lot of fun.
- ___ 65. Life is like a stage and you learn best by acting as others do.
- ___ 66. Why bother to spend time figuring out how to do something when you can ask someone to show you how to do it?
- ___ 67. It's foolish to spend a lot of time directed at one's own personal needs.
- ___ 68. Life consists of a series of judgments, all with various outcomes and possibilities.
- ___ 69. Lots of times my particular need at the moment seems to direct my energy.
- ___ 70. When I consider a particular action, I don't just think about the short range effect of that action - I also think about what will happen in the longer range.
- ___ 71. Long term needs don't play much of a role in my choice of action.
- * ___ 72. Everybody does things differently, therefore, it's best to do things your own way.
- * ___ 73. When I make a mistake, I try to figure out how I miscalculated.
- * ___ 74. Every situation has various alternatives, people should try to determine the best one for them to take.
- ___ 75. I spend more time than most people working toward my own general needs.
- ___ 76. I like to figure out things by myself.
- ___ 77. Most of what I do depends on my past experiences.
- ___ 78. I seem to have a lot of habits that I can't shake.
- * ___ 79. In the long run, people shouldn't waste their time and effort on their basic needs.
- * ___ 80. It's impossible to anticipate what's going to happen.
- ___ 81. I always weigh the possibilities of things happening when I have to make a decision.
- ___ 82. My behavior is governed by basic, long term needs.
- ___ 83. While there are lots of things which can make me happy, these things tend to fall into a small number of categories such as friends, success, or accomplishment.

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| * <u>84.</u> | I find myself concentrating on satisfying some basic needs when I expend energy. | | | |
| <u>85.</u> | I don't always make the right decision, but I always think things ahead. | | | |
| <u>86.</u> | It's better to direct your energy to what's happening at the moment, rather than waste it on satisfying a long term need. | | | |
| <u>87.</u> | My actions are based on well thought-out decisions. | | | |
| * <u>88.</u> | Good things happen by chance. | | | |
| <u>89.</u> | It's best to watch others do something, because you might never have thought of that way of doing something. | | | |
| * <u>90.</u> | I try to carefully plan my actions by looking at the "odds" of success before starting something. | | | |
| * <u>91.</u> | In choosing a course of action, I consider both the amount of any rewards which I may receive and the chances of getting those rewards. | | | |
| <u>92.</u> | Other people seem to know the best way to get things done, so I like to learn from the actions of others. | | | |
| <u>93.</u> | It's useless to plan your life. | | | |
| <u>94.</u> | The best way to get through life is to figure out what it takes to get a particular reward or avoid a particular punishment. | | | |
| <u>95.</u> | Life should not be random events, rather, people should strive to determine the best course of action in each situation. | | | |
| * <u>96.</u> | I get confused when I try to figure out all the possible outcomes in a given situation. | | | |
| * <u>97.</u> | I usually try to figure out exactly what I have to do to get a particular reward or avoid a particular unpleasant situation by trying to remember what happened the last time I was in a similar situation. | | | |
| * <u>98.</u> | The best way to learn something is by watching someone else do it. | | | |
| * <u>99.</u> | People who try to plan everything don't realize that most things happen by fate. | | | |
| <u>100.</u> | I tend to worry about myself and don't get too concerned with the success or failure of others. | | | |
| <u>101.</u> | I find myself doing things that are "expected" of me rather than things I would like to do. | | | |

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- * 102. I always like to know what others are doing around me.
103. It doesn't make much sense to try to learn from past errors since things never happen the same way twice.
104. There's nothing that one can do about the future.
105. I concentrate on remembering what good and bad things happen in given situations.
106. In most situations, I could be characterized as a "trial and error" type person.
107. The success or failure of others around me has an influence on how I will act in a given situation.
- * 108. I would be annoyed if someone got more of a reward than me for the same amount of work.
109. I watch others closely to see how they behave in particular situations.
110. If I can't satisfy a basic need one way, I find another way to do it.

APPENDIX B

FACTOR 1: RANDOM

I like to act on the spur of the moment.

People say I'm unpredictable; I'd rather say I live from day to day.

It's essential for me to have a plan for the things that I do.

People would describe me as unpredictable.

I'd rather be spontaneous about things than try to plan everything ahead of time.

FACTOR 2: STIMULUS-RESPONSE

I usually remember past experiences in my life and act accordingly.

I try to carefully plan my actions by looking at the odds of success before starting something.

In choosing a course of action, I consider both the amount of any rewards which I may receive and the chances of getting those rewards.

The best way to get through life is to figure out what it takes to get a particular reward or avoid a particular punishment.

I usually try to figure out exactly what I have to do to get a particular reward or avoid a particular unpleasant situation by trying to remember what happened the last time I was in a similar situation.

FACTOR 3: MODEL

I like to see how other people get things done.

I compare myself to others often.

I like to imitate other people.

Whenever I'm in a strange situation I like to watch what others are doing so I know what is expected of me.

The best way to learn something is by watching someone else do it.

FACTOR 4: NEEDS

Life is rewarding when you take the time to satisfy your basic needs.

Most of my actions take place because I am working toward a need that I have.

When I really need something in my life, I concentrate all of my energy on obtaining it.

Most of my energy for meeting my goals seems to come from my basic needs.

I find myself concentrating on satisfying some basic needs when I expend energy.

FACTOR 5: INDEPENDENT

I like to do things my way rather than the way everyone else is doing something.

Every action that I take has a consequence.

Everything that I do has a consequence.

I get confused when I try to figure out all the possible outcomes in a given situation.

In the long run, people shouldn't waste their time and effort on their basic needs.

FACTOR 6: EQUITY

It's not fair when somebody gets rewarded more than me for the same amount of work.

I like to balance out what people get in terms of what they've done to get it and determine whether it's worth it for me.

If someone gets something that I want I figure the best way to get it is to do the same thing.

It's foolish to try to imitate other people.

I would be annoyed if someone got more of a reward than me for the same amount of work.

FACTOR 7: TRIAL & ERROR

You can never know what's going to happen, so it's useless to try to predict the outcome.

I just can't understand why some people spend so much time on one particular long term goal.

In most cases, I proceed on a "trial and error" basis.

It's foolish to try to imitate other people.

Everybody does things differently, therefore, it's best to do things your own way.

FACTOR 8

It's impossible to anticipate what's going to happen.

Good things happen by chance.

People who try to plan everything don't realize that most things happen by fate.

FACTOR 9

In deciding on a course of action, I keep in mind past rewards and punishments.

I learn more about a given situation when I analyze it and take action rather than simply watch others take action.

When I make a mistake, I try to figure out how I miscalculated.

Every situation has various alternatives, people should try to determine the best one for them to take.

I always like to know what others are doing around me.

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