

CONTENTS

List of Tables	ix
Preface	xv
Acknowledgments	xvii

PART I. UNCONSCIOUS MOTIVATION

Chapter 1.	Unconscious Motivation as Viewed from the Projective Perspective	3
Chapter 2.	Unconscious Motivation as Viewed from the New Unconscious Perspective	18

PART II. STUDIES THAT CONSIDER UNCONSCIOUS MOTIVE PATTERNS

Chapter 3.	Managers at the Atlantic Refining Company	31
Chapter 4.	Students at the University of Oregon with Managerial Career Goals	49
Chapter 5.	Consultants Employed by McKinsey & Company	59
Chapter 6.	Students at Western Michigan University (Organized on a Hierarchic Basis) and at the University of South Florida (Organized on a Group Basis)	65
Chapter 7.	Human Resource Managers from a Bureau of National Affairs (BNA) Panel	75
Chapter 8.	Diversity among General Motors Corporation Managers	88
Chapter 9.	Academy of Management Members as Professionals	96
Chapter 10.	Georgia State University MBA Students Enrolled in a Career Planning Course	116
Chapter 11.	Changes in the Managerial Motivation of University Students across the 1960–1980 Period	123
Chapter 12.	Varied Personnel from Hierarchic, Professional, Task, and Group Systems: An Instrument for Classifying Organizations <i>John E. Oliver</i>	146
Chapter 13.	Students at the U. S. Military Academy (West Point) and at the Branch Immaterial Officer Candidate Course (Ft. Benning, GA)	157
Chapter 14.	Top Executives from Varied Companies	168
Chapter 15.	Entrepreneurs Who Applied to the National Science Foundation for Funding of Hi-Tech Innovations	177
Chapter 16.	Contrasts among Entrepreneurs and Managers	195
Chapter 17.	Managers in the People's Republic of China	203
Chapter 18.	Active Volunteers Working in Voluntary Organizations in Western New York	222

Chapter 19.	Labor Arbitrators Nationwide (Many of Them Lawyers)	232
Chapter 20.	Attendees at the Center for Entrepreneurial Leadership Program Over Seven Years	246
Chapter 21.	Graduate Students Who Attended an Entrepreneurship Course over Five Years	261
Chapter 22.	Princeton University Alumni (Class of 1948), on Whom Whole Career Data Were Available, and the Subsequent Creation of the Leadership Theory	283
Chapter 23.	Adolescents in Orange County, CA: Family Influences on the Development of Task Motivation in Adolescents <i>Jennifer L. Miner</i>	304
 PART III. ANALYSES		
Chapter 24.	The Psychometric Soundness of the MSCs	321
Chapter 25.	The Construct Validity of the MSCSs <i>Kenneth P. Carson and Debora J. Gilliard</i>	333
Chapter 26.	Meta-analyses of Gender Differences in Responses to the MSCS-Form H	337
Chapter 27.	Meta-Analysis of Risk Propensity Differences between Managers and Entrepreneurs on the MSCS-Form T	354
Chapter 28.	Relationships Involving Projective Techniques, Self-Report Measures, and Criteria	371
Chapter 29.	Congruence and the Significance of Careers in Testing Role Motivation Theory: Using Task Motive Patterns	379
Chapter 30.	Congruence and the Significance of Careers in Testing Role Motivation Theory: Using Hierarchic Motive Patterns	399
Chapter 31.	Congruence and the Significance of Careers in Testing Role Motivation Theory: Using Professional Motive Patterns	410
Chapter 32.	Factor Analysis of the Miner Sentence Completion Scales <i>Jennifer L. Miner</i>	421
References		437
Name Index		465
Subject Index		476
About the Author		493

LIST OF TABLES

3.1	Correlation between MSCS Rare and Item Scores and Various Indexes of Occupational Success in Samples of Research and Development Managers	39
3.2	Mean MSCS Rare and Item Scores at Pretest and Posttest for Experimental and Control Groups of Research and Development Managers	40
3.3	Correlations between Rare and Item Scores and Various Indexes of Subsequent Success in Samples of Atlantic Refining Company Managers	44
4.1	Comparison of MSCS Scores for Undergraduate Business Students Having Managerial Goals with Scores for Those Having Teaching or Specialist Goals	52
4.2	Comparison of MSCS Scores for Undergraduate and Graduate Business Students with Managerial Goals	52
4.3	Comparison of MSCS Scores for Undergraduate Business Students Having Teaching or Specialist Goals with Graduate Business Students Having Teaching and Specialist Goals	53
4.4	Comparisons of MSCS Scores for Graduate Business Students Having Managerial Goals with Similar Students Possessing Nonmanagerial Goals	54
4.5	Comparisons of MSCS Scores for Graduate Education Students Having Administrative Goals with Scores for Those Having Specialist Goals	56
4.6	Significant Correlations between MSCS-Form H Scores and Peer Nominations Obtained 24 Months Later (N = 53)	58
6.1	Mean MSCS Scores for Emergent Project Leaders and Nonleaders, and within the Nonleader Group for Possible Leaders and Definite Nonleaders (Low Structure Study)	71
6.2	Mean MSCS Scores for Appointed Organizational Leaders, Nonleaders, and Those Choosing Not to Join the Organization and within the Leader Group for Higher Level Leaders and Lower Level Leaders	73
7.1	Mean Miner Sentence Completion Scale Scores for Various Personnel and Industrial Relations Manager Samples	80
7.2	<i>t</i> Values for Hypothesized Differences Where <i>F</i> Is Significant	80
7.3	Comparison of Personnel and Industrial Relations Managers with Various Other Managerial Groups	82
7.4	<i>t</i> Values for Hypothesized Differences Where <i>F</i> Is Significant	83
7.5	MSCS and Ghiselli Self-Description Inventory Relationships to Composite Success Index in BNA Panel (N = 101)	86
7.6	Relationships between MSCS Measures and Hierarchic Leadership within BNA Panel	87
8.1	Correlations among Subscale Scores in Total Sample	91
8.2	Mean Scores on Miner Sentence Completion Scale Measures for Minority Male, White Female, and White Male Managers	93

8.3	Mean Subscale Scores for Minority Male, White Female, and White Male Managers with Significance Levels for Hypothesized Differences	94
9.1	Intercorrelations among MSCS–Hierarchic (Form H) and MSCS–Professional (Form P) Measures (N = 112)	100
9.2	Intercorrelations between MSCS–Hierarchic (Form H) and MSCS–Professional (Form P) Measures (N = 112)	101
9.3	Relationships among Criteria of Professional Success (N = 112)	105
9.4	Age Correlations for MSCS and Criterion Variables (N = 112)	107
9.5	Correlations between MSCS–Professional (Form P) and Criterion Measures (N = 112)	108
9.6	Correlations between MSCS–Hierarchic (Form H) and Criterion Measures (N = 112)	109
9.7	Mean Scores for Miner Sentence Completion Scale–Forms P and H in Total Sample and in Administrative and Nonadministrative Samples	112
9.8	Relationships between MSCS Measures and Professional Leadership within the Academy of Management	115
10.1	Correlation among Measures of Managerial Orientation in Career Plans	121
10.2	Correlations between Miner Sentence Completion Scale (MSCS) Measures and Managerial Orientation in Career Plans	121
11.1	Shifts in MSCS Variables from 1960–61 and 1966–69	127
11.2	Shifts in MSCS Scores for Combined Samples	138
11.3	Shifts in Mean MSCS Scores for University of Maryland Samples	139
11.4	Shifts in Mean MSCS Scores for Portland State University Students	140
11.5	Pattern of Changes in MSCS (Form H) Scores Among University of Oregon Business Students Over 20 years	142
11.6	Pattern of Changes in MSCS (Form H) Scores among Georgia State University Business Students in the Recent Period	143
12.1	Example Matrix for Selection of a Response	150
12.2	Organization Scores and Classification	151
12.3	Subsample Means	152
12.4	Normative Distributions	155
13.1	MSCS (Form H) Free-Response Scores for Military Academy Graduates, Nongraduates, and Nongraduates Who Resigned Voluntarily	160
13.2	Correlations between Theoretically Comparable MSCS–Form H (Original Free-Response Version) and Various Multiple-Choice MSCS Measures in a Sample of Automobile Company Managers (N = 64)	162
13.3	Correlations between Theoretically Comparable MSCS Measures in Total Officer Candidate School Sample (N = 251)	163
13.4	Correlations between Theoretically Comparable Multiple-Choice MSCS Measures in a Sample of Automobile Company Managers (N = 64)	163
13.5	MSCS (Form H) Situation-Specific (Manufacturing) and Combined Multiple-Choice Scores for Officer Candidate School Graduates (N = 222) and Nongraduates (N = 29)	165
14.1	Characteristics of Top Executives and Comparison Samples	170
14.2	Mean MSCS–Form H Scores for Samples and Comparisons between Appropriate Samples	173

14.3 Relationships between MSCS Scores and Various Indexes Related to Top Management Longevity (N = 49)	175
14.4 Relationships between MSCS Measures and Hierarchic Leadership	176
15.1 Correlations among MSCS–Form T Measures for Entrepreneurs and Manager/Scientists (N = 159)	184
15.2 Comparison of Entrepreneurs (N = 118) and Manager/Scientists (N = 41) on MSCS–Form T	185
15.3 Correlations between MSCS–Form T Measures and Indexes of Company Growth Among Entrepreneurs	185
15.4 Mean MSCS–Form T Scores for Entrepreneurs Using and Not Using Various Sources of Capital to Start the Business	187
15.5 Relationships among Criteria and Means and Standard Deviations at Initial Testing and Follow-up	190
15.6 Means, Standard Deviations, and Correlations among MSCS–Form T Measures in the Follow-up Sample (N = 59)	191
15.7 Relationships of MSCS–Form T Scores with Growth Index and with Measures of Company Success at the Time of Initial Testing and at Follow-up	193
15.8 Relationships between MSCS–Form T Measures and Task Leadership in NSF Sample of Entrepreneurs	194
16.1 Miner Sentence Completion Scale–Form T Scores in Entrepreneur and Manager Samples	199
16.2 Correlations between MSCS–T and MSCS–H Measures in a Sample of Managers and Entrepreneurs (N = 67)	200
17.1 Changes in Wording Introduced in the Chinese Version of the Miner Sentence Completion Scale–Form H	208
17.2 Comparison of the Miner Sentence Completion Scale–Form H (MSCS–H) and Its Culturally Adapted Chinese Equivalent	209
17.3 Correlations between Culturally Adapted Miner Sentence Completion Scale–Form H (MSCS–H) and Position Level	210
17.4 Analysis of Variance Results Comparing Managers and Nonmanagers in the For-Profit and Nonprofit Samples	211
17.5 ANCOVA Results: Women’s Managerial Motivation by Job Level	218
17.6 ANCOVA Results: Men’s Managerial Motivation by Job Level	219
18.1 Raw and Normalized G Scores Compared to H, P, and T Scores of Volunteers in Ten Voluntary Organizations (N = 91)	229
18.2 Raw and Normalized G, H, P, and T Scores of Volunteers in Voluntary Agencies and Voluntary Groups	230
19.1 Correlations between MSCS–Form P and Effectiveness Measures, with Means and Standard Deviations, for Total Arbitrator Sample (N = 100), Those with Law Degrees (N = 63), and Those for Whom Practicing Law Is the Primary Occupation (N = 20)	239
19.2 MSCS–P and OODQ Mean Score in Various Professional Organizational Contexts	240
19.3 Relationships between MSCS–P Measures and Professional Leadership within the Labor Arbitrator Sample	245
20.1 Intercorrelations of Pattern Scores	254

20.2	Relation of Patterns to Success among Theory Forming (N = 47) and Theory Testing (N = 53) Subjects	256
20.3	Success Attained by Those Who Lack and Possess Patterns	257
20.4	Success Attained by Those with Various Numbers of Patterns	258
20.5	Data on the MSCS-Form T in the Center for Entrepreneurial Leadership Sample Including Correlations with Success and with Role-Motivated Leadership	259
21.1	Reliability and Validity Evidence for Scales Used in the Research	273
21.2	Standard Deviations in Current Sample as Contrasted with Normative Samples	274
21.3	Results of Analysis to Establish Cutting Scores Using Extended and Revised Test Batteries	275
21.4	Free Response Questions Used to Establish Entrepreneurial Propensity and Scores Assigned to Responses	276
21.5	Relationships among Entrepreneurial Criteria Using Categories Employed in Hypothesis Testing—Number and Percentage (in parentheses) of Respondents	277
21.6	Tests of Hypotheses Using Entrepreneurial Propensity Criterion—Number and Percentages (in parentheses) of Respondents	279
21.7	Tests of Hypotheses Using Business Plan Grade Criterion—Number and Percentage (in parentheses) of Respondents	280
21.8	Tests of Hypotheses Using Evidence of Entrepreneurial Activity Postgraduation Criterion—Number and Percentage (in parentheses) of Respondents	281
21.9	Correlations between MSCS-Form T and Business Founding Criteria in the Student Sample	282
22.1	Relationships between MSCS Total Scores and Various Congruent and Non-congruent Career Indexes in the Princeton University Class of 1948 Sample	295
22.2	Relationships between MSCS Total Scores and Various Congruent Leadership Forms	296
22.3	Relationships between MSCS Total Scores and Various Noncongruent Leadership Forms	297
22.4	Relationships between Various Predictors and Leadership Forms in Samples Where Congruent MSCS Correlations Are Available	299
22.5	Testing the Hypothesis that Career Motivation Declines with Age	303
23.1	Descriptive Statistics for Study Variables	312
23.2	Zero-order Correlations between MSCS-T Scores and Predictor Variables	312
23.3	Regression Coefficients for the Prediction of MSCS-T Total and Subscale Scores from Parenting and Child Characteristics	313
23.4	Correlations (r) between the Miner Sentence Completion Scale-Form T and the Big Five Personality Characteristics in the Adolescent Sample (N = 97)	317
24.1	Codings of Scorers in the Brief, Aldag, and Chacko Study (N = 101) and Involving Experienced Scorers (N = 12)	322
24.2	Codings of a Learner and an Experienced Scorer at Different Stages of the Learning Process	323
24.3	Codings of Two Learners and an Experienced Scorer at Different Stages of the Learning Process	324
24.4	Intercorrelations among SDI Indexes of Managerial Talent and among MSCS Measures in Student (N = 110) and Personnel Manager (N = 101) Samples	328

24.5	Correlations between MSCS Total Scores (Item and Rare) and Ghiselli SDI Measures of Managerial Talent in College Student (N = 110) and Personnel Manager (N = 101) Samples	329
24.6	Correlations between MSCS and Multiple Choice Version in Three Management Samples from a Manufacturing Company	331
25.1	Meta-analytic Results	335
26.1	Summary of Study Characteristics	344
26.2	Sex Differences for the Total Score and Subscales of the MSCS	345
26.3	Categorical Model for Version of MSCS	347
26.4	Categorical Model for Version of MSCS and Status of Subjects	348
27.1	Summary Data for Studies Included in the Initial Meta-Analysis	358
27.2	Results from the Initial Meta-Analysis	364
27.3	Meta-Analysis Results for the Combined Data	365
28.1	Correlations between Projective Techniques and Self-Report Measures and Criteria (Plus Intercorrelations) Involving Similar and Overlapping Constructs for Theoretically Congruent Situations	372
28.2	Correlations between Projective Techniques and Self-Report Measures and Criteria (Plus Intercorrelations) Involving Similar and Overlapping Constructs for Theoretically Noncongruent Situations	375
29.1	Correlations between Task Role Motivation Theory Variables and <i>Congruent</i> Careers (Including Leadership Careers) as Entrepreneurs	383
29.2	Correlations between Task Role Motivation Theory Variables and <i>Noncongruent</i> Careers (Including Leadership Careers)	389
29.3	Data Bearing on the Differences between the Results of Congruent (N = 13) and Noncongruent (N = 3) Career Analyses for Task Theory	390
29.4	Tests for Homogeneity of Validity Coefficients Involving <i>Congruent</i> Career and Leadership Relationships (Independent Samples)—Task Theory	391
29.5	Data Bearing on the Differences between the Results of Congruent Career Analyses (N = 13) and Congruent Analyses Involving Other Outcomes (N = 17) for Task Theory	392
29.6	Correlations between Alternative Predictor Measures and Career Indexes in Various Buffalo, NY Samples	394
30.1.	Correlations between Hierarchic Role Motivation Theory Variables and <i>Congruent</i> Careers (Including Leadership Careers) as Managers	402
30.2	Correlations between Hierarchic Role Motivation Theory Variables and <i>Noncongruent</i> Careers (Including Leadership Careers) as Managers	404
30.3	Data Bearing on the Differences between the Results of Congruent (N = 6) and Noncongruent (N = 9) Career Analyses for the Hierarchic Theory	405
30.4	Tests for Homogeneity of Validity Coefficients Involving <i>Congruent</i> Career and Leadership Relationships (Independent Samples)—Hierarchic Theory	406
30.5	Data Bearing on the Differences between the Results of Congruent Career Analyses (N = 6) and Congruent Analyses Involving Other Outcomes (N = 36) for Hierarchic Theory	408
30.6	Correlations between Alternative Predictor Measures and a Leadership Career Index in the BNA Panel of Human Resource Managers (N = 101)	409

31.1	Correlations between Professional Role Motivation Theory Variables and <i>Congruent</i> Careers (Including Leadership Careers) as Professionals	413
31.2	Correlations between Professional Role Motivation Theory Variables and <i>Noncongruent</i> Careers (Including Leadership Careers)	414
31.3	Data Bearing on the Differences between the Results of Congruent (N = 5) and Noncongruent (N = 7) Career Analyses for the Professional Theory	415
31.4	Tests for Homogeneity of Validity Coefficients Involving <i>Congruent</i> Career and Leadership Relationships (Independent Samples)—Professional Theory	417
31.5	Data Bearing on the Differences between the Results of Congruent Career Analyses (N = 5) and Congruent Analyses Involving Other Outcomes (N = 19) for the Professional Theory	418
32.1	Descriptive Statistics for the MSCS Subscales	431
32.2	Rotated Factor Matrix of MSCS Subscales with Varimax Rotation	432