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MOTIVATION PATTERNS IN ORGANIZATIONAL ROLE PRESSURE AND PREFERE--ETC(U)
MAY 76 A B SWENEY, A VAUGHN AF-AFOSR-2001-71

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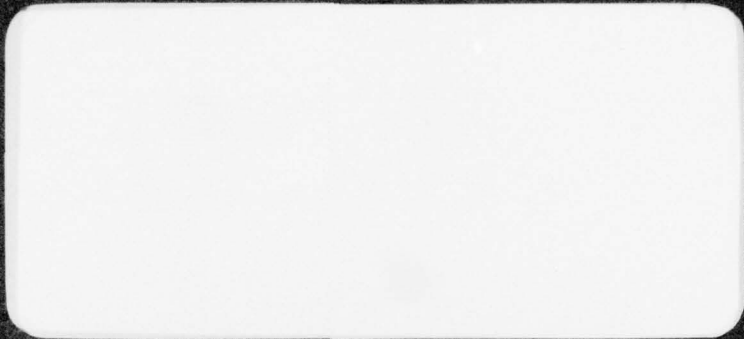
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6 MOTIVATION PATTERNS IN ORGANIZATIONAL
ROLE PRESSURE AND PREFERENCE.

BY

10 Arthur B. Sweney, PH.D.
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Wichita State University

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ABSTRACT

Most behavioral scientists agree that organizational roles or styles have their roots in cultural values and are motivationally sustained. The investigators have selected two diverse samples to study the impact of motivation on role preference and role pressures.

The eighty-three students and one hundred seventy nine salesmen showed similar patterns of correlations between scales from the Motivation Analysis Test with roles from the Response to Power Measure (Sweney), the Supervise Ability Scale, and the Responsibility Index (Elsass and Sweney).

Authoritarian roles seem predicated on fear, self sentiment, mating, pugnacity and status-assertion. Equalitarianism seemed related to superego self sentiment, and in students, affection. Permissiveness was related to high parental concerns, fear, comfort, and repressed hostility. The Rebel role was most related to fear, pugnacity, repressed affection and mating, self sentiment and status seeking. The Critic is low on pugnacity, fear and comfort, but high on self sentiment. The Ingratiator seems to be motivated by low fear and pugnacity, but high affection and concern about parents.

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MOTIVATIONAL PATTERNS IN ORGANIZATIONAL
ROLE PRESSURE AND PREFERENCE

by

Arthur B. Sweney
and
Ambrose Vaughn

Center for Human Appraisal
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The study of leadership has fascinated man for centuries. What made a man like Napoleon successful? What characteristics are most likely to catapult a man to greatness, and what keeps others with real talent from escaping the web of mediocrity? The concern with the titillating has been replaced by interests in a much broader spectrum of organizational behaviors. The original studies by Lewin, Lippett, and White (1939) have been replaced by the more sophisticated approaches of McGregor (1961), Blake and Mouton (1964), Fedler (1966), and Julian and Hollander (1969).

Type theories have given way to trait theories, which in turn have been replaced by role and group interaction theories. One of the most notable of these is the "social exchange" theory of T.O. Jacobs (1971). He suggests that leadership is accorded another individual in direct accordance with his capacity to exchange it for fulfillment of other psychological needs which the followers have. This parallels work by this author (Sweney; 1969, 1970, 1972) in the development of the Response to Power Model for explaining the role interaction within an organization in terms of transactions in power and obligation, as well as assumptions, and concerning the use of reinforcements (Sweney; 1976).

Figure 1 illustrates the RPM model showing the three superordinate roles: authoritarian, equalitarian, and permissive, and the three subordinate roles:

rebel, critic, and ingratiator. The interaction between levels in an organization is governed by the potential for exchange, which is established by needs. The rebel needs positive reinforcement, while the permissive wants to buy harmony. This sets up a basis for a fair psychological exchange, even if logically it seems inequitable. The authoritarian wants to feel that he controls the reactions of his subordinate. The ingratiator gives him the kind of reinforcement he needs in exchange for a cessation of harassment or grudging praise.

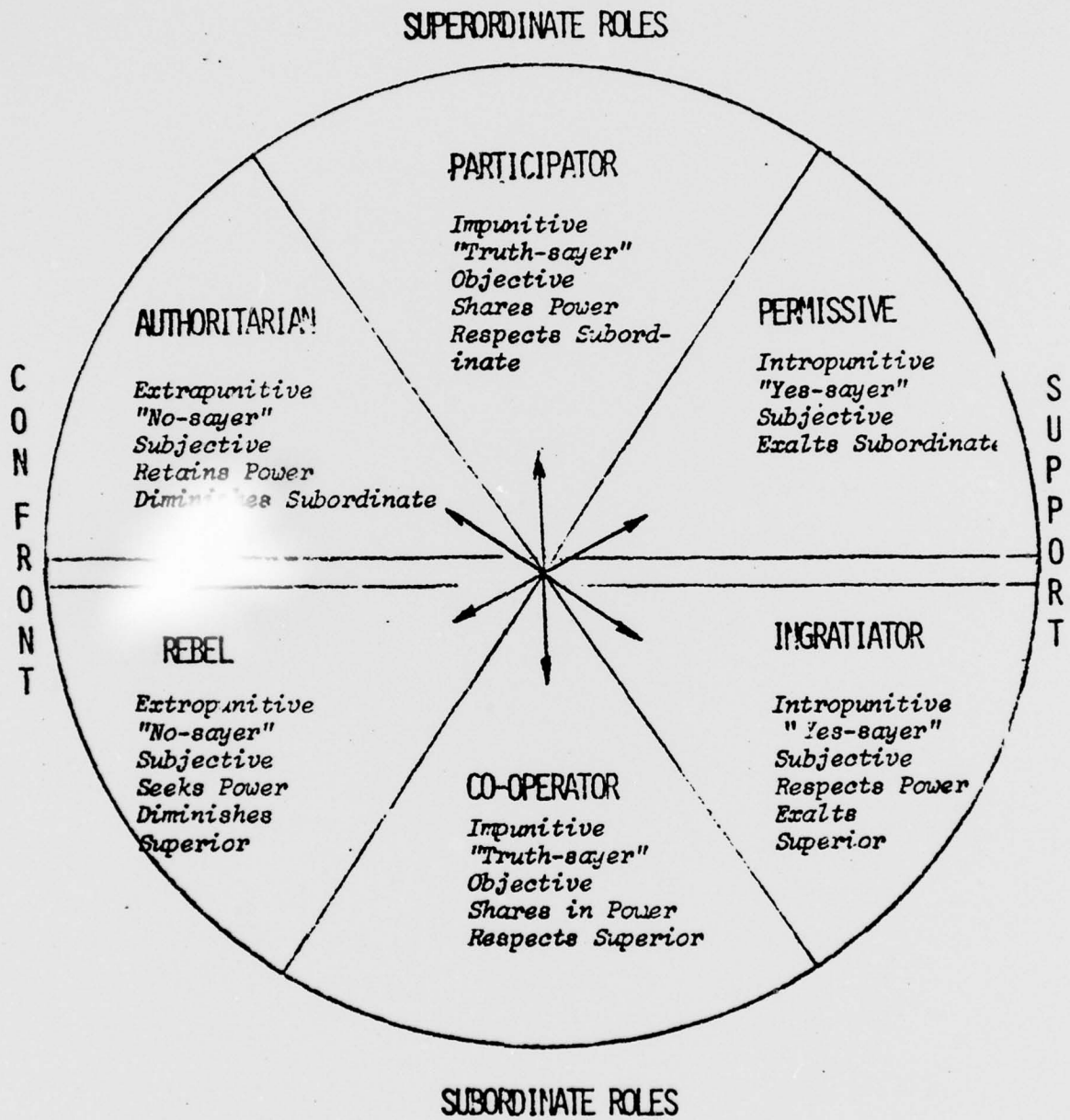
The interactions within an organization include interpersonal perceptions as well as power interactions. The subordinate's perception of his boss's management style is highly colored by the subordinate's own biases, with only two factors actually being related to the target person (Sweney, 1974). He found the major source of variance to be related to its subordinate's own roles, which were identified as "role needs" and "frame of reference". Figure 2 illustrates this kind of distribution of variance.

The richness of the model for explaining interpersonal relationships makes it that much more important to associate it to intrapersonal phenomena. Fiechtner and Sweney (1975) published an exhaustive monograph relating organizational roles to personality. This showed the predisposition which personality establishes for ultimate role performance and choice. An even more recent paper by the author (Sweney, 1976) relates motivational behavior to personality.

This paper examines several studies involving Response to Power Measures and the Motivation Analysis Test. These studies were conducted in a descriptive manner without a priori hypotheses or efforts to control extraneous sources of variance. The samples were not large, but were adequate to provide stability.

FIGURE 1: A HEURISTIC MODEL FOR PREDICTING SUPERORDINATE AND SUBORDINATE ROLE BEHAVIORS

(Sweeney, 1970)



MOTIVATION AND ROLE PRESSURE

The Supervisability Test (SAS) and the Responsibility Index (RI) by Elsass and Sweney (1972) have a multiple choice format and were developed to measure role behavior as it applies to the formal work situation. The format and the instructions both emphasize the Super Ego level of manifestation as found by Cattell, Radcliff, and Sweney (1963). The results are translated into role pressure since they reflect what the respondent feels he "should" do rather than what he wishes to do or what he is actually doing at the time. There are indications that the role measurement from these instruments to correspond fairly closely to actual behaviors. Table I shows the correlation of these scales with the Unintegrated and Integrated scales from the Motivation Analysis Test.

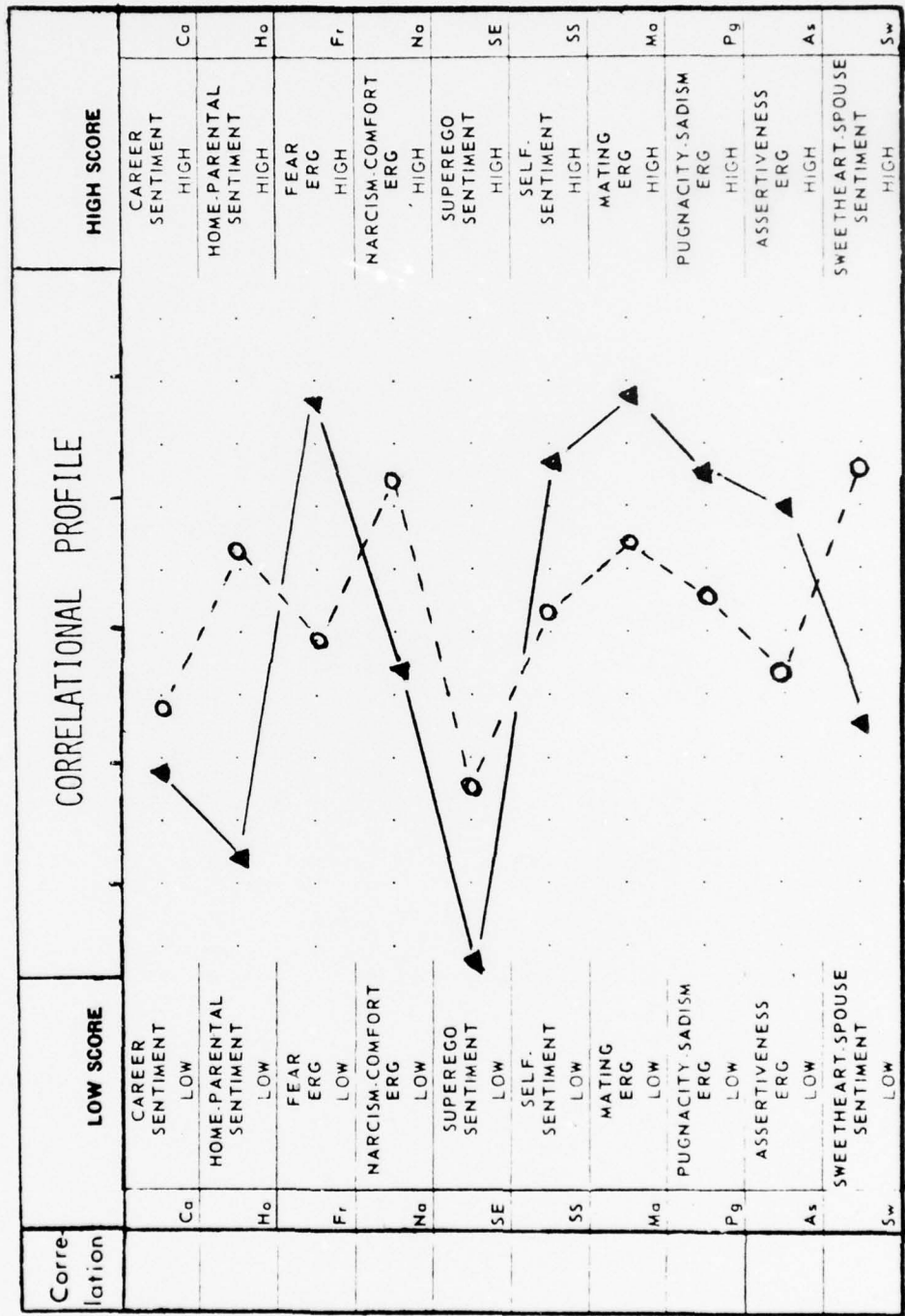
AUTHORITARIAN ROLE PRESSURE:

The correlational profile in Figure 21 shows the authoritarian as being lacking in a sense of social duty as measured by the Super Ego. He is self growth directed instead. He represses his needs for others as emphasized by the frustration pattern on both Home-Parent and Sweetheart-Spouse sentiments. His low Super Ego score reflects lack of ethical concern for others.

His direct method of coping with situations is reflected in the high Integrated Mating, Pugnacity, and Assertiveness. The lack of correlation with the corresponding Unintegrated scales emphasizes the experiential basis for these needs. He does what he wishes in those areas and doesn't fantasize or build up tension through restraining himself.

The high Integrated Fear reflects his needs for certainty. He can't be sure what his subordinates would do if they weren't closely watched, so he seeks to control these varied outcomes through close supervision. The

FIGURE 21: AUTHORITARIAN ROLE PRESSURE (SAS)
AND MOTIVATION (MAT)
N = 83 STUDENTS



KEY: ----- Unintegrated _____ Integrated

TABLE 1: CORRELATIONS BETWEEN ROLE PRESSURES (SAS, RI)

AND MOTIVATION (MAT)

N = 83 STUDENTS

MAT Scales	Authoritarian		Equalitarian		Permissive		Rebel		Critic		Ingratiator	
	U	I	U	I	U	I	U	I	U	I	U	I
CAREER	-.12	-.23*	.21	.10	.25*	-.13	.39**	-.02	-.30**	-.06	-.31**	-.02
HOME	.12	-.32**	.27*	.21	.26*	.08	-.20	-.26*	.16	-.01	.10	.35**
FEAR	-.01	.36**	.37**	-.28**	.20	-.21	.06	.30**	-.01	-.16	-.08	-.21
NARCISM	.24*	-.07	-.08	.02	-.40**	.05	.23*	-.08	-.26*	.07	-.10	.12
SUPER EGO	-.25*	-.53**	.21	.24*	.26*	.22	-.36**	-.01	.09	-.20	.44**	.23*
SELF. SENT.	.03	.26*	.15	-.03	.13	.08	-.08	.18	.31**	-.13	-.04	-.05
MATING	.13	.38**	-.12	.10	-.14	-.21	.28**	-.02	-.15	-.01	-.24*	-.03
PUGNACITY	.05	.25*	-.15	-.30**	-.15	-.26*	.27*	.38**	-.25*	-.33**	-.18	-.33**
ASSERTION	-.09	.21	.16	.08	.31**	-.07	-.02	-.04	-.11	-.01	.09	.07
AFFECTION	.25*	-.15	-.19	-.05	-.24*	-.00	.13	.04	-.05	-.25*	-.09	.22*

* .05 level

** .01 level

_.28

highly controlled authoritarian-ingratiator organizational system limits uncertainty by increasing the number of rules, regulations and other forms of structure. He preaches crisis in order to justify the more stringent measures which he needs in order to retain control.

EQUALITARIAN ROLE PRESSURE:

His high ethical concern for others is reflected by the positive correlation of both Super Ego scales. A great deal of repression and constraint is used on all of the scales. Both pugnacity scales are low, suggesting that he does not become irritable, but also that he doesn't cope as directly and vigorously as his authoritarian counterpart.

He has some positive concern for parents on both the Integrated and Un-integrated levels. His affectional expression is nearly non-existent, but they are still open and not repressed or denied. This accounts for some of the coldness which he often projects.

His largest repression of frustration is in the security area, where he literally holds his breath while he waits to experience the uncertain outcomes associated with innovation and participative management. His tolerance for uncertainty allows him to release control and have faith in his subordinates. This "trust" has been shown to be consistently related to equalitarian management.

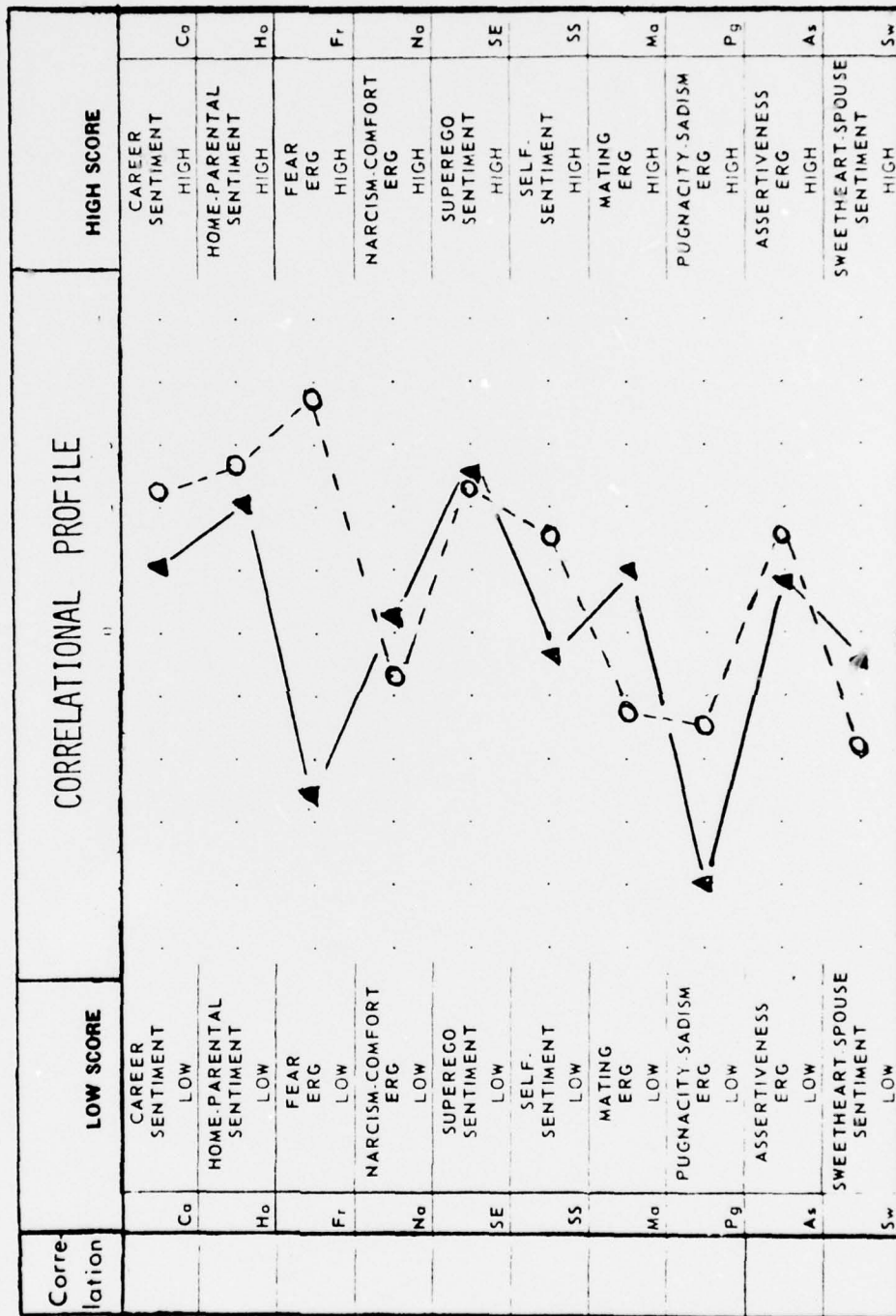
His higher career interests help him to become involved in his work to the point of losing himself in his work and, thus, divest his work of potential threats to his ego.

A frustrated Self Sentiment provides the honest humility with which he faces the world. Non-student samples might not express this same lack of self fulfillment since they would have had more opportunity to find them-

FIGURE 22: EQUALITARIAN ROLE PRESSURE (SAS)

WITH MOTIVATION (MAT)

N = 83 STUDENTS



KEY: ----- Unintegrated

_____ Integrated

selves. The equalitarian is committed to long term goals and, hence faces frustrations derived from undervaluing short term attainments.

PERMISSIVE ROLE PRESSURE:

The permissive is highly constrained by a high Super Ego sentiment which makes him religiously concerned about the welfare of mankind. At the same time, he has high expectations for his own self development.

His low Integrated concerns, sex, pugnacity, and personal safety seem to be understatement of his deprivation needs as expressed by somewhat higher *Unintegrated Tension in every case*. His greatest frustrations are caused by denials of involvement in career. Since this is a high level of frustration for students anyway, this relationship might be different for a different population.

Research has shown strong relationships between Permissiveness and I (tendermindedness) from the 16 PF. The high frustrated concern for Parents on the MAT falls into line with the concepts of overprotected sensitivity. The permissive may have difficulty in dissociating the indulgent parental attitude from other relationships. The parent-child relationship is, thus, overemphasized at the expense of other less manipulative orientations.

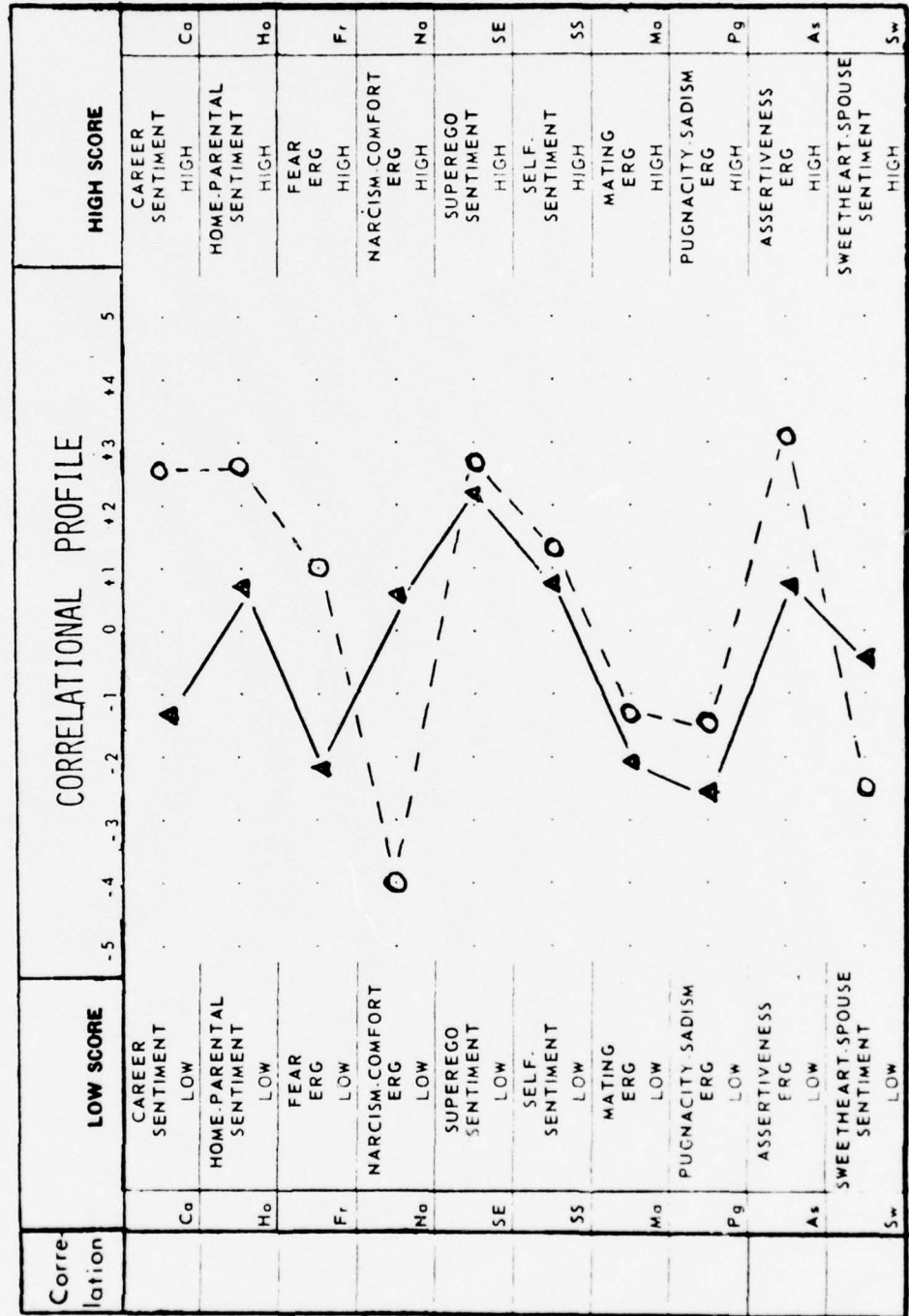
The lack of deprivation tension in the affectional area indicates that the permissive quest for affection is largely successful. He seems to incur frustration in a large number of other areas in order to find satisfaction in this one.

The permissive's rejection of personal comfort sets the stage for the martyr-like sacrifices which he is prepared to make for others. His "unselfishness" results in a willingness to give up luxuries which he has learned to take for granted. Permissiveness is often spawned in an affluent culture where Integrated luxury is high, but Unintegrated deprivation needs are slight.

FIGURE 23: PERMISSIVE ROLE PRESSURE (SAS)

WITH MOTIVATION (MAT)

N = 83 STUDENTS



KEY: ----- Unintegrated

_____ Integrated

REBEL ROLE PRESSURE:

The Rebel expresses high Integrated Fear and high Integrated Pugnacity. The relationship between insecurity and rebellious behavior is noted frequently in the literature. Sweney (1976) shows that on the 16 PF, the rebel is the most anxious of all subordinates. His hostility might be interpreted as a protective facade.

His moderately high Integrated need for self realization is coupled with an absence of Unintegrated needs to help others. This makes him idealistic without being warm. I can see what is wrong with the system without feeling any needs to correct them or serving those afflicted.

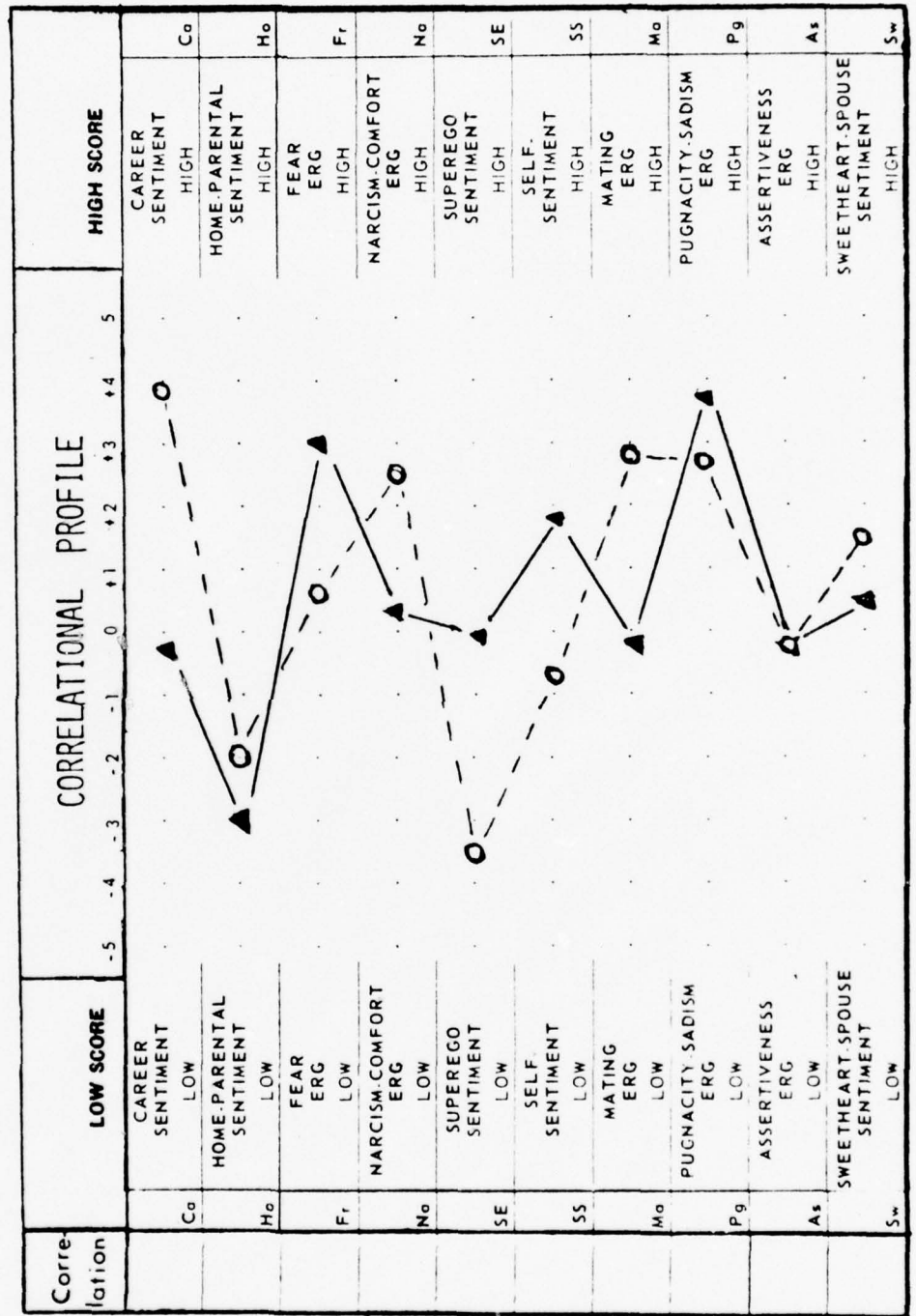
His sources of frustration include traditional career areas, comfort needs, sexual expression, and affection. His high expectations for himself in a career are largely Unintegrated and unrealistic because he is, after all, a "dreamer". He rejects society as currently constituted and, hence, has a great deal of difficulty fitting into its major institution, the work place. In spite of this, however, he sets excessive goals for himself based upon lack of experience rather than positive reinforcement.

CRITIC ROLE PRESSURE:

The critic's responses on the MAT are different from expectations based upon stereotyped attitudes about the role. His high conflict scores in both the Self Sentiment and Super Ego areas are hard to interpret from a viewpoint of his high objectivity and farsightedness. These can indicate dissatisfaction or possible levels of suppression. Could these be costs for being objective? It is hard to know.

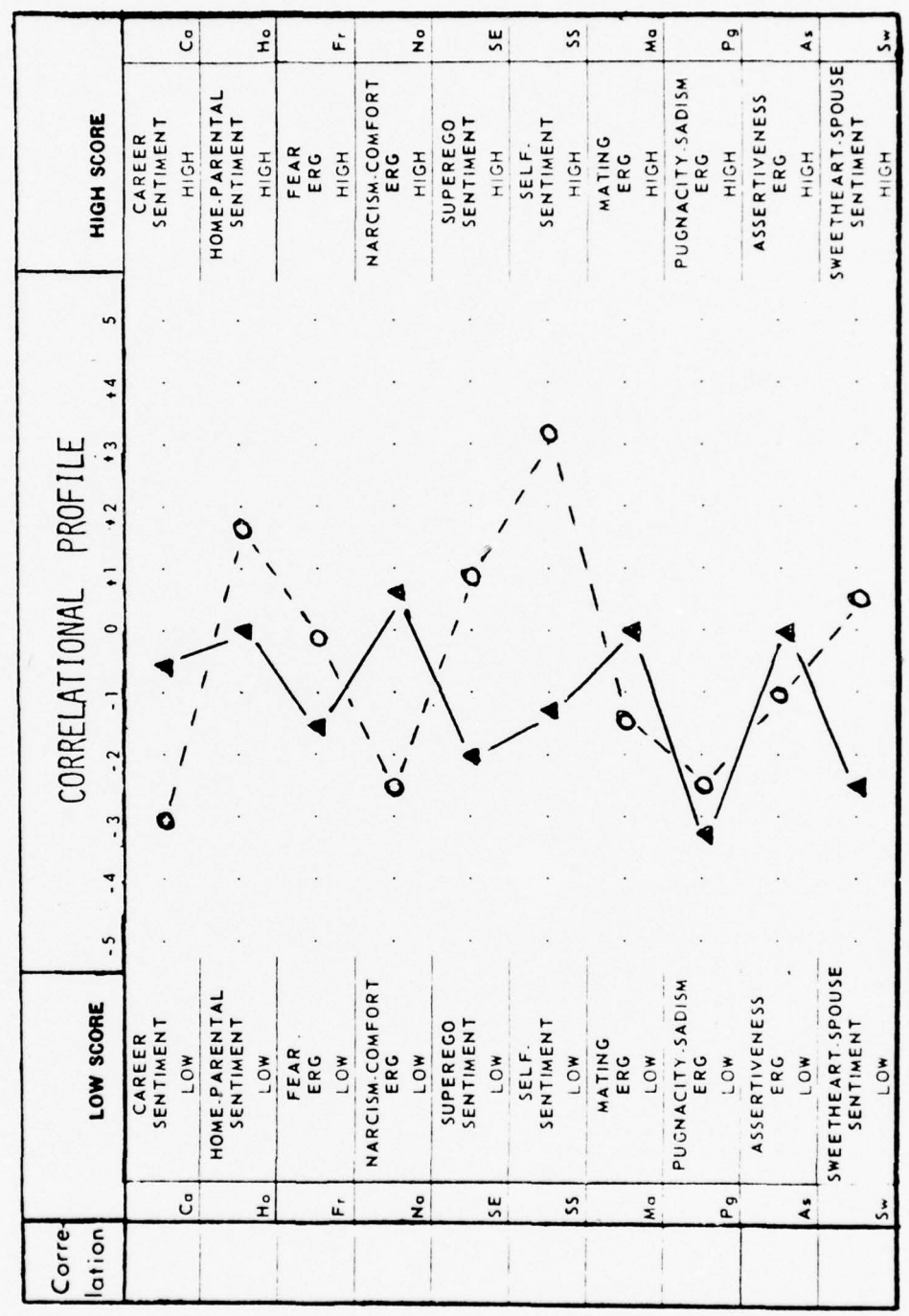
Repressed needs in the affectional and parental areas suggest the coldness with which he approaches life. His low career scores indicate dissociations from high goals in that area. His low scores on Pugnacity indicate

FIGURE 24: REBEL ROLE PRESSURE (R1)
AND MOTIVATION (MAT)
N = 83 STUDENTS



KEY: ----- Unintegrated _____ Integrated

FIGURE 25: CRITIC ROLE PRESSURE (RI) AND MOTIVATION (MAT) N = 83 STUDENTS



KEY: ----- Unintegrated - - - - - Integrated

the low hostility needs on either level.

INGRATIATOR ROLE PRESSURE:

The ingratiation is over-socialized with extremely high concern for others as indicated by high Integrated scores in the parental, affectional, and super ego areas. The extremely high super ego tension represents guilt feelings and emphasizes one of the reasons he is so easily manipulated by others.

Another source of frustration is in the area of Self Sentiment or self realization. His expression here is moderate because he feels his own needs should come last. In spite of this, some tension does exist.

He has low hostility needs, some of which is accomplished through repression. This would place additional burdens on his self concept but would keep him from letting off aggressive pressure. Thus, he is likely to engage in inequitable negotiations to the point that he eventually explodes under his own feelings of exploitation.

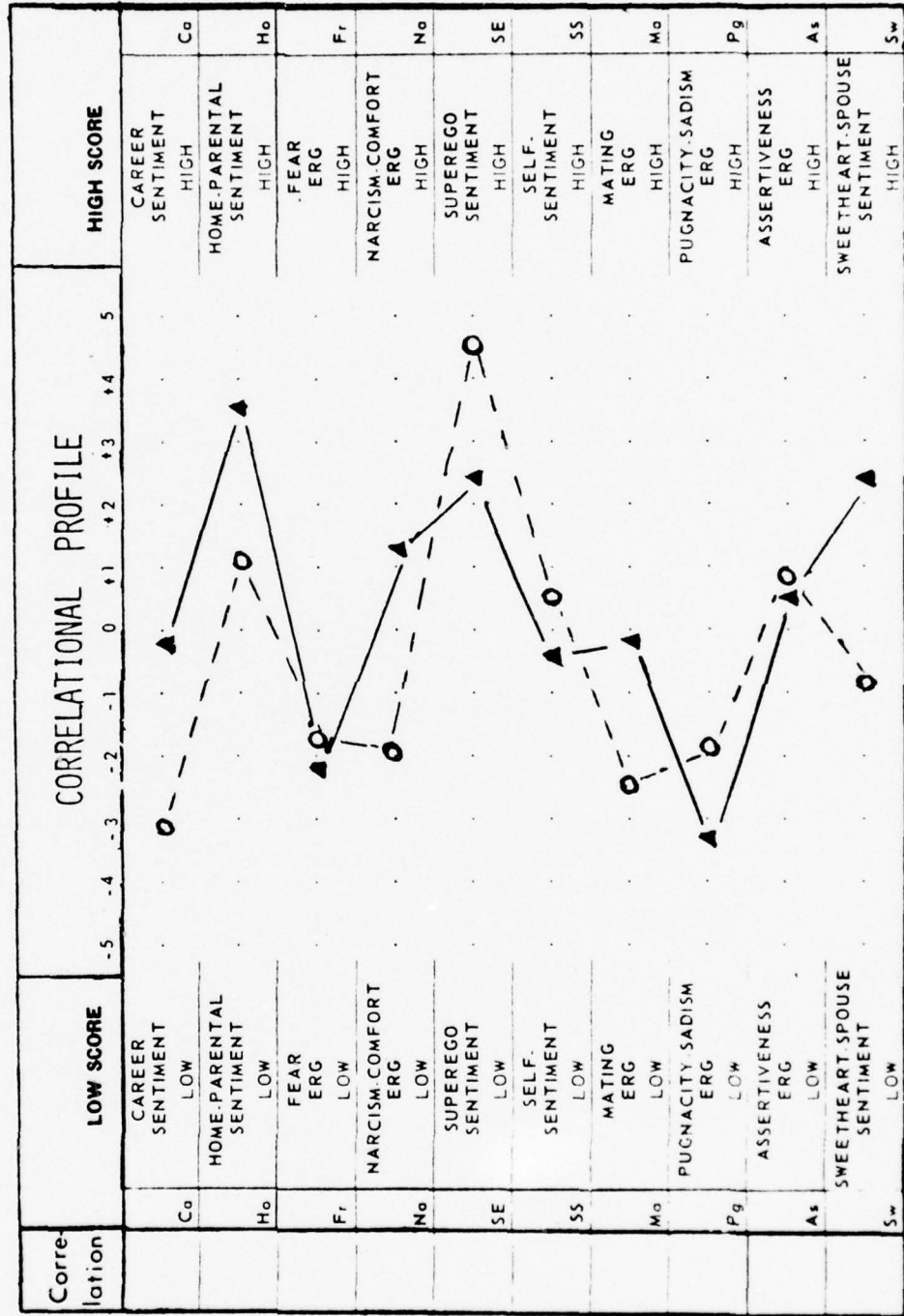
His affectional relationships are highly satisfactory because of his willingness to make sacrifices of his personal needs in order to satisfy those persons he wishes to please. Rather than resting upon these satisfied relationships, his sense of guilt makes him try even harder to please them. His very willingness may lead to further inequitable relationships.

MOTIVATION AND ROLE PREFERENCE

The value which a person places on particular role behaviors may be theoretical and often is highly transformed by real conditions before it is put into action. The role preference which is measured by the Response to Power Measure fits this description. These roles are pervasive over attitudes, but often do not affect behavior. These measures of them indicate the kinds of tensions felt, but often not recognized with acts.

FIGURE 26: INGRATIATOR ROLE PRESSURE (RI) AND MOTIVATION (MAT)

N = 83 STUDENTS



KEY: ----- Unintegrated

Integrated

Measurements in this area were made on students and also sales applicants. The profiles are shown separately to show areas of replication and disagreement. The conclusions are drawn through integrating these often disparate details. The correlations can be found in Tables 2 and 3.

AUTHORITARIAN ROLE PREFERENCE:

The authoritarian's high level of assertiveness, pugnacity, and career involvement were shown by the student sample. The sales personnel did not see authoritarianism satisfying the same needs. In both samples, this scale is associated with low ethical concerns for others.

In the younger student sample, authoritarianism involves considerable repression, denial, and frustration. The older sample has seemingly developed considerable internal consistency and sense of harmony in dealing with this role. Perhaps age does make the infrequent need for authoritarianism easier to accept.

EQUALITARIAN ROLE PRESSURE:

The equalitarian in the two samples looks somewhat different. The students have high Integrated Affection needs, while the salesmen's self realization drive requires a repression of their affectional needs. Both groups showed low expressed pugnacity, but the sales group induced a greater tension by doing so. Both groups have a satisfied self sentiment, although the sales group is higher. The commitment to long term goals is seemingly more relevant to the older equalitarians. Lack of integrated career involvement is also common to both samples. The sales sample feels greater tension over this lack of integrated involvement.

PERMISSIVE ROLE PREFERENCE:

The permissive role preference seems to be highly related to frustrated

TABLE 2: CORRELATIONS BETWEEN ROLE PREFERENCES (RPM)

AND MOTIVATION (MAT)

N = 83 STUDENTS

MAT Scales	Authoritarian		Equalitarian		Permissive		Rebel		Critic		Ingratiator	
	U	I	U	I	U	I	U	I	U	I	U	I
CAREER	.10	.15	-.11	-.15	-.04	-.16	-.18	-.24*	.43**	.20	.26*	.09
	.15	.02	.07	.00	-.13	-.29**	-.03	-.18	.20	.30**	-.06	.03
HOME	.15	.02	.07	.00	-.13	-.29**	-.03	-.18	.20	.30**	-.06	.03
	.15	.02	.07	.00	-.13	-.29**	-.03	-.18	.20	.30**	-.06	.03
FEAR	-.25*	-.17	.06	-.21	-.02	.47**	-.10	.07	-.38**	.04	.06	-.01
	-.17	.06	-.21	.06	-.02	.47**	.07	.06	.04	.06	-.01	.06
NARCISM	-.25*	.01	-.16	.04	-.08	.02	.20	-.04	.15	-.12	.13	-.12
	.01	.04	.04	.04	.02	.02	-.04	-.12	.15	-.12	.13	-.12
SUPER EGO	-.11	-.04	.15	.04	-.13	-.05	-.01	-.22*	.17	.15	-.17	.07
	-.04	.04	.04	.04	-.05	-.05	-.22*	.15	.15	.07	.07	.07
SELF. SENT.	-.12	-.21	-.20	-.09	.06	.15	.10	.12	.07	.02	.13	-.09
	-.21	-.09	-.09	.15	.15	.15	.12	.02	.02	.02	-.09	-.09
MATING	-.03	-.22*	-.06	-.02	.21	-.09	.06	-.07	.05	-.12	.23*	-.17
	-.22*	-.02	-.02	.02	-.09	-.09	-.07	.05	-.12	-.12	-.17	-.17
PUGNACITY	-.07	.24*	-.16	-.33**	.31**	.17	-.05	.03	-.41**	-.00	.17	.01
	.24*	.17	-.33**	.17	.17	.17	.03	.03	-.00	-.00	.01	.01
ASSERTION	.15	.19	.05	-.02	.19	-.18	-.25*	.01	.25*	.15	.23*	-.10
	.19	-.02	-.02	-.02	-.18	-.18	.01	.01	.15	.15	-.10	-.10
AFFECTION	-.31**	-.13	-.18	.26*	.26*	.08	.30**	-.26	-.29**	.23	.13	.06
	-.13	.26*	.26*	.08	.08	.08	-.26	.23	.23	.06	.06	.06

* .05 level _ .22 ** .01 level _ .28

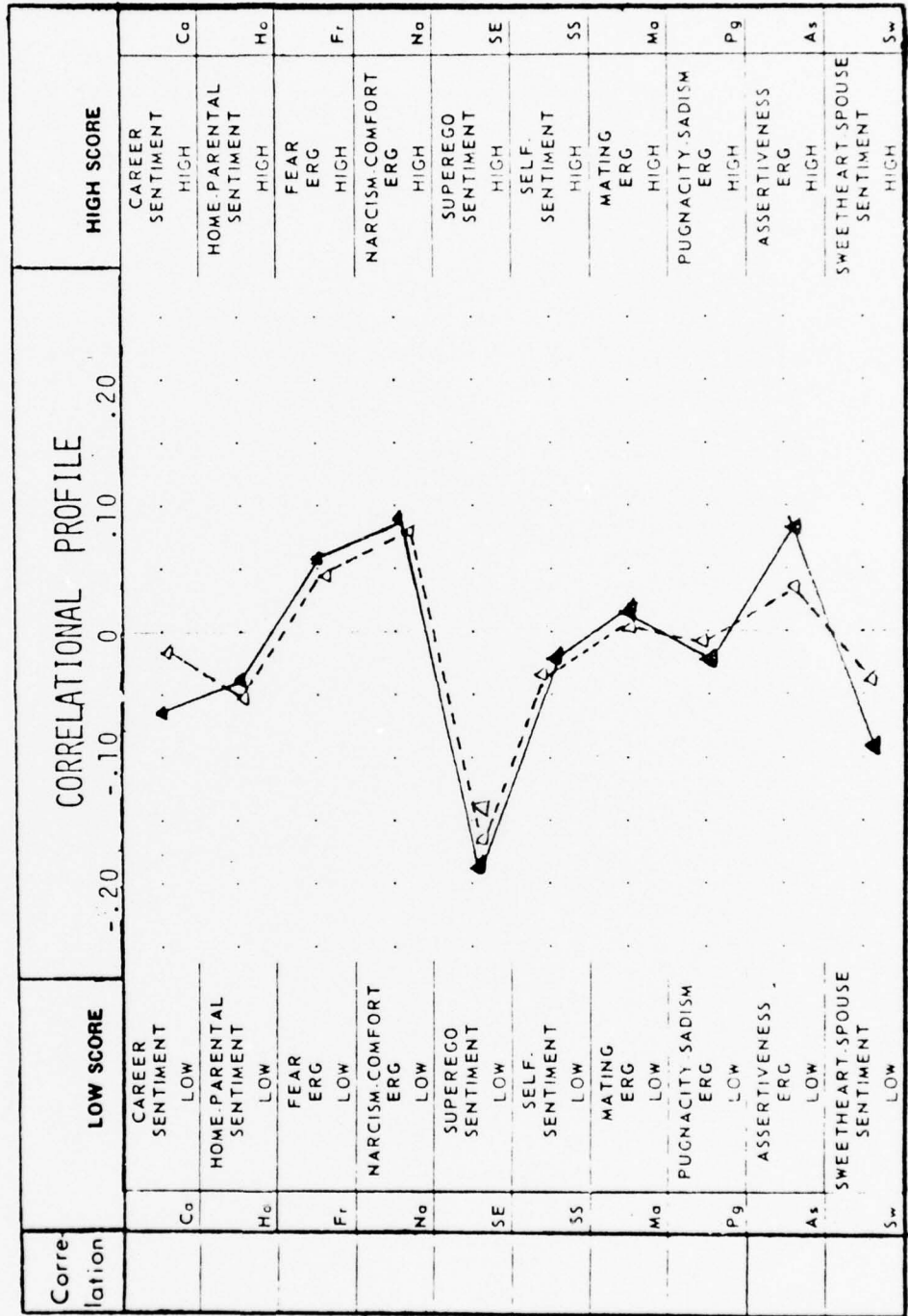
TABLE 3: CORRELATIONS BETWEEN ROLE PREFERENCES (RPM)
AND MOTIVATION (MAT)
N = 179 SALESMEN

		Authoritarian	Equalitarian	Permissive	Rebel	Critic	Ingratiator
CAREER	U	-.06	.05	-.14*	-.09	.00	.05
	I	-.02	-.12	-.12	-.02	-.08	-.02
HOME	U	-.04	-.02	.12	.03	.09	.05
	I	.10	-.04	.10	.02	.01	.08
FEAR	U	.05	.02	-.11	.10	-.08	-.12
	I	-.01	-.06	.04	-.05	.13	.05
NARCISSM	U	.08	-.06	-.06	.02	-.04	-.04
	I	-.07	-.10	.02	.06	-.12	-.11
SUPER EGO	U	-.18*	.01	.05	-.02	.04	.01
	I	-.13	.15*	.01	-.02	-.02	.01
SELF. SENT.	U	-.02	.06	-.01	.12	.15*	.03
	I	-.05	.13	-.06	-.10	.12	-.01
MATING	U	.02	-.15*	-.05	-.15*	-.04	-.04
	I	.02	-.06	.03	.04	.04	.01
PUGNACITY	U	-.01	.15*	-.03	.03	.08	.05
	I	.01	-.09	.03	.02	-.06	.02
ASSERTION	U	.09	.05	-.06	-.04	-.17*	-.05
	I	.03	-.03	-.03	.04	-.03	-.06
AFFECTION	U	-.09	.12	.08	-.19**	.03	.09
	I	-.01	-.01	.03	-.00	-.01	-.04

* .05 level .14 ** .01 level .19

FIGURE 41: AUTHORITARIAN ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)

N = 179

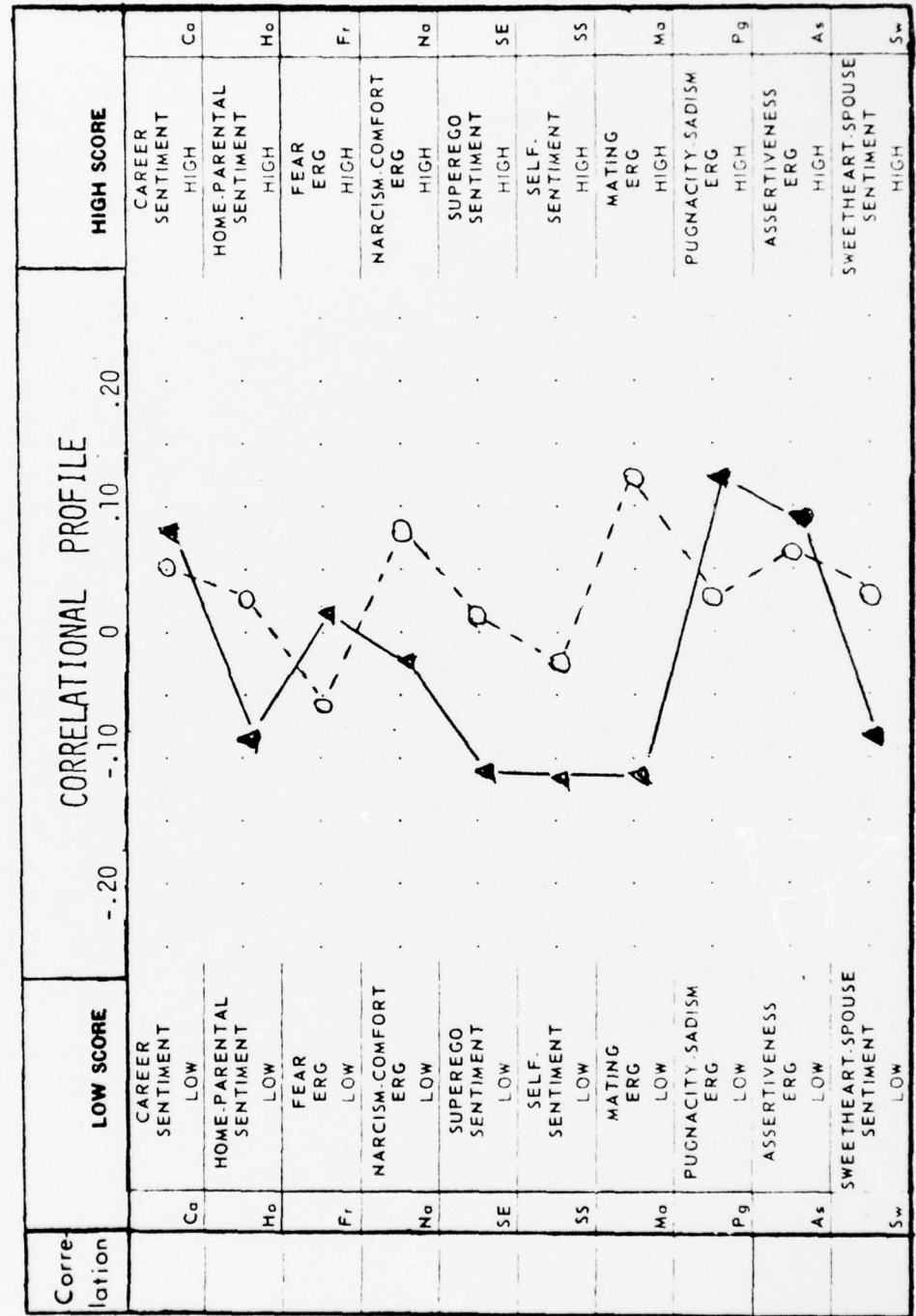


Key: — = Integrated
----- = Unintegrated

FIGURE 42: AUTHORITARIAN ROLE PREFERENCE (RPM)

WITH MOTIVATION (MAT)

N = 83 STUDENTS

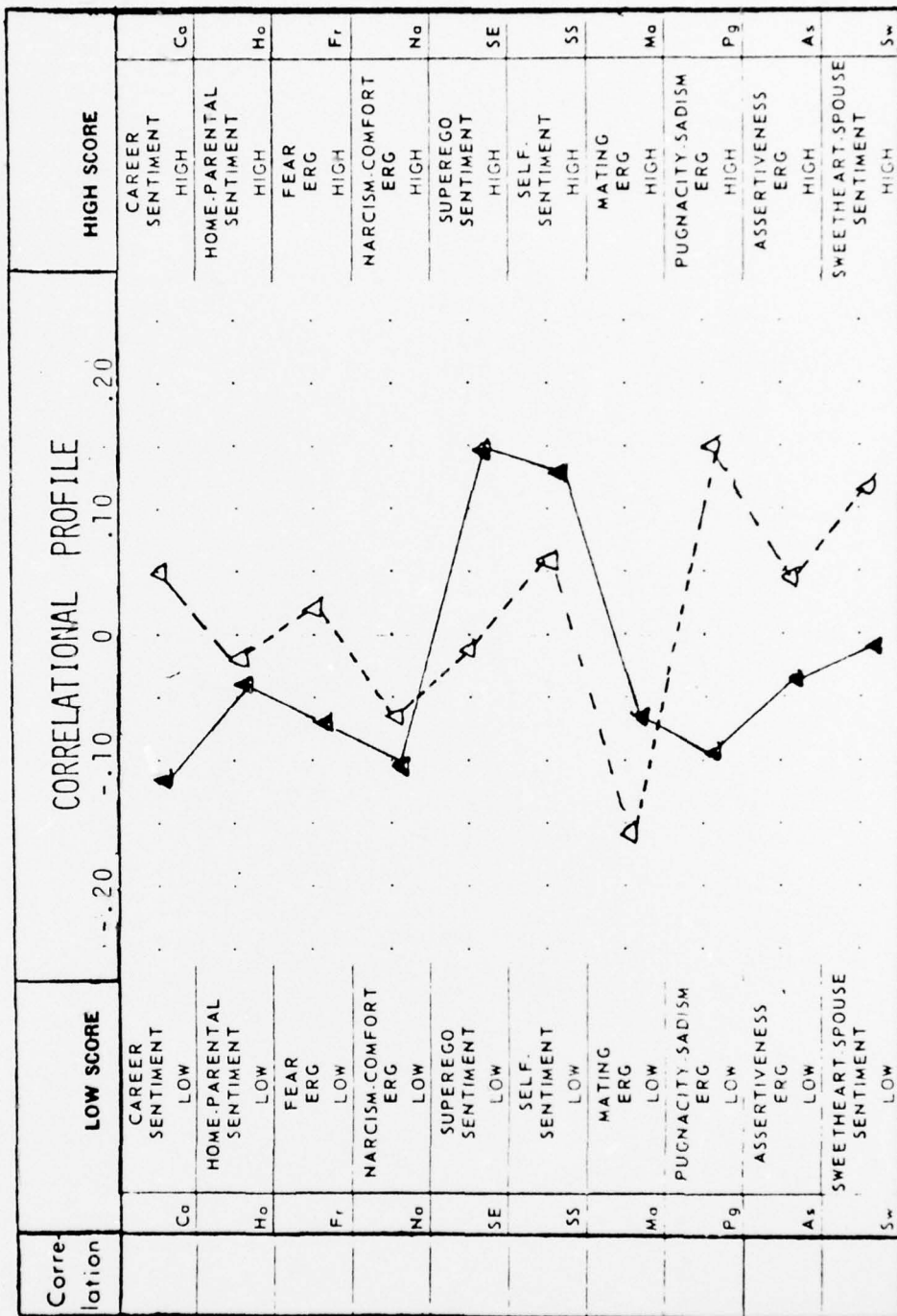


KEY: ----- Unintegrated

_____ Integrated

FIGURE 43: EQUALITARIAN ROLE PREFERENCE (RPM) AND MOTIVATION (MAT)

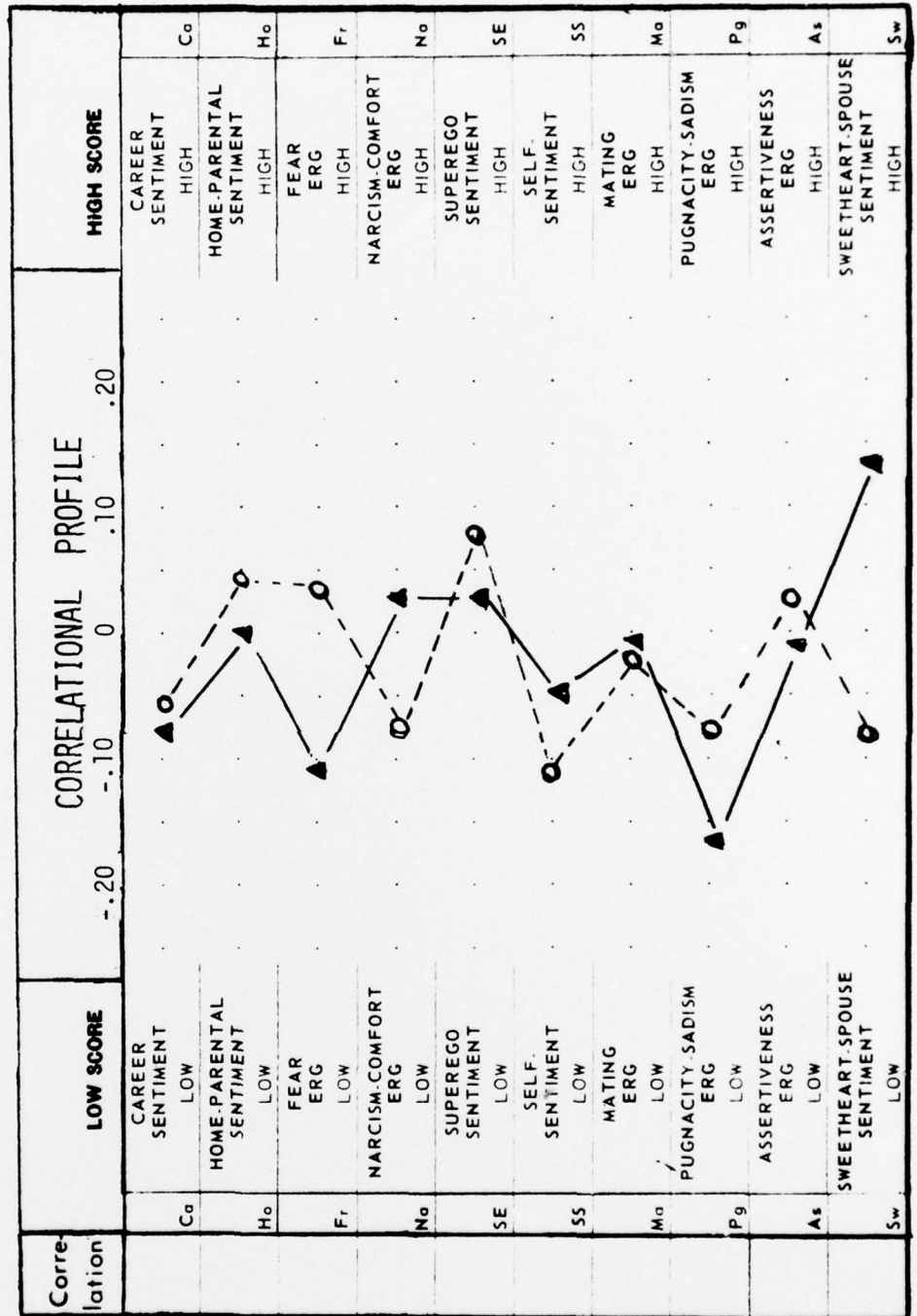
N = 179



Key: — = Integrated
 - - - = UNINTEGRATED

FIGURE 44: EQUALITARIAN ROLE PREFERENCE (RPM) AND MOTIVATION (MAT)

N = 83 Students



KEY: ----- Unintegrated

_____ Integrated

needs for affection and integrated concerns for safety. The older group associates this need with the parental home sentiment, whereas the student group rejected parents in order to assume this parental attitude themselves. The general lack of agreement from these profiles suggests some lack of reliability of measurement but also a complex maturation process.

The student sample has the greatest amount of conflict in assuming the permissive role. The sales group finds it more natural and satisfying than the other roles. The students have to repress needs for mating, pugnacity, assertion, and received affection in order to express this role. The sales group generates tension in the areas of social duty, affection, and self realization when they are permissive. Although there is no indication that all of these trends are statistically significant, the patterns are sufficiently meaningful to help understand both the roles and the MAT a little better.

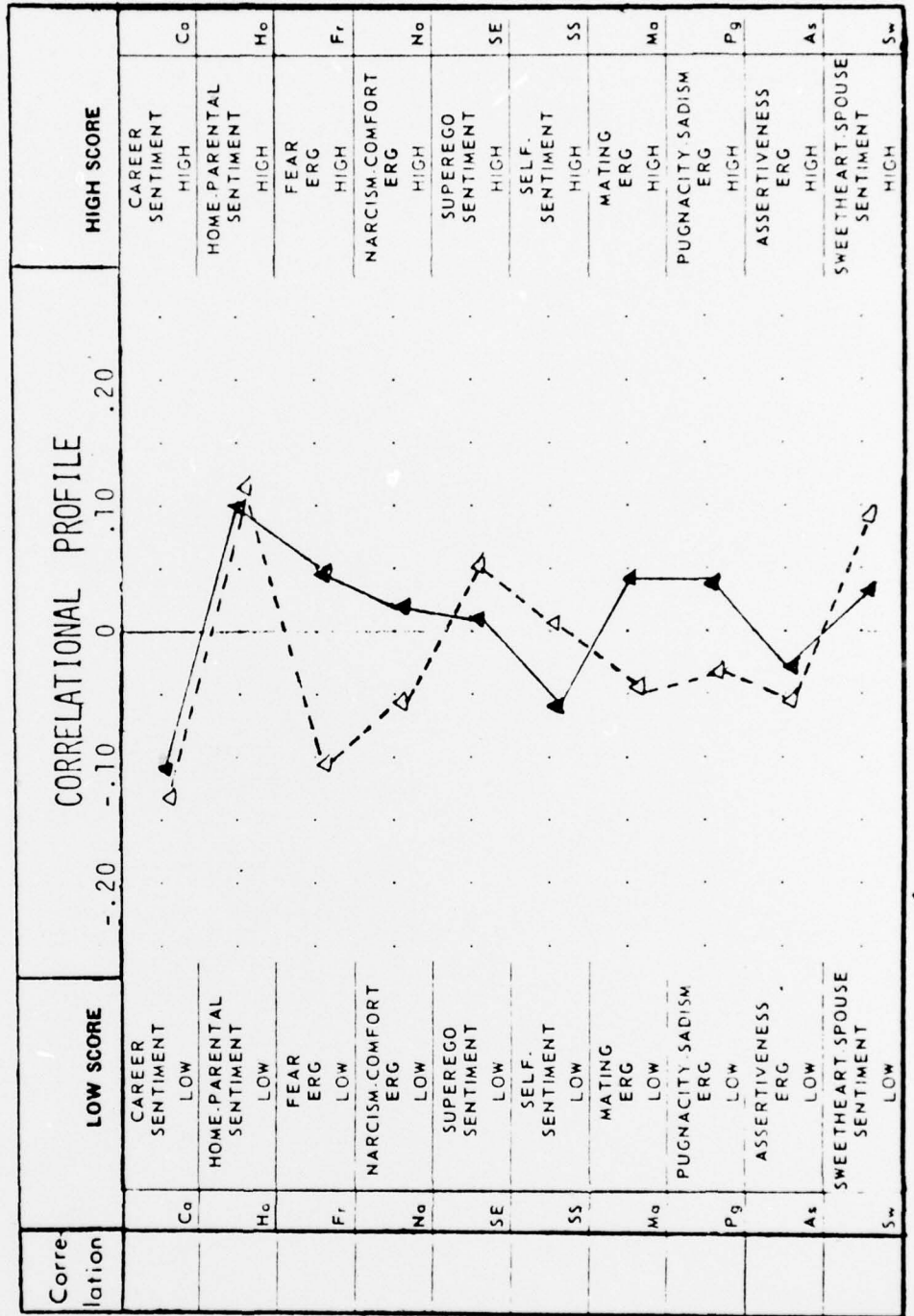
REBEL ROLE PREFERENCE:

Unlike the Authoritarian, the Rebel has a moderate set of moral concerns as measured by the Super Ego. In both samples, he has high Self Sentiment and places a high priority on self growth. The satisfied Self Sentiment but frustrated Super Ego indicate the growing harmony with oneself and increasing disillusionment with society.

The pattern of repression and lack of involvement with others is further characterized by the high conflict in both the mating and affectional areas. Denial of concern for individuals may eventually lead to the degradation of concern for collective society which they claim. Whereas the rejection of parents and home would have been expected as a natural consequence of this role, it seems to recede as an issue with age. The students had high conflict in this area while the issue was completely irrelevant to the older rebels.

FIGURE 45: PERMISSIVE ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)

N = 179



Key: — = Integrated
- - - = UNINTEGRATED

FIGURE 46: PERMISSIVE ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)
N = 83 STUCENTS

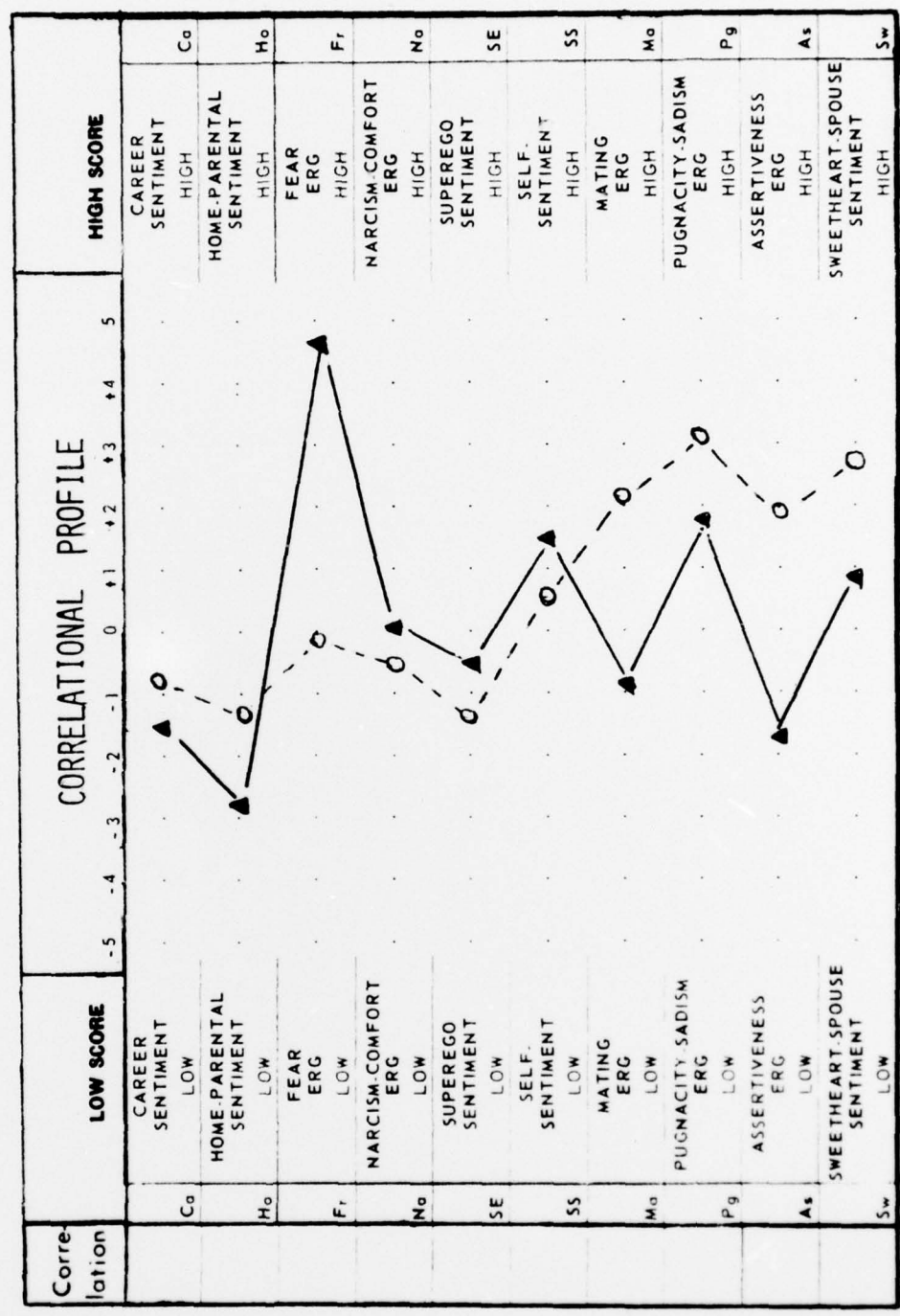
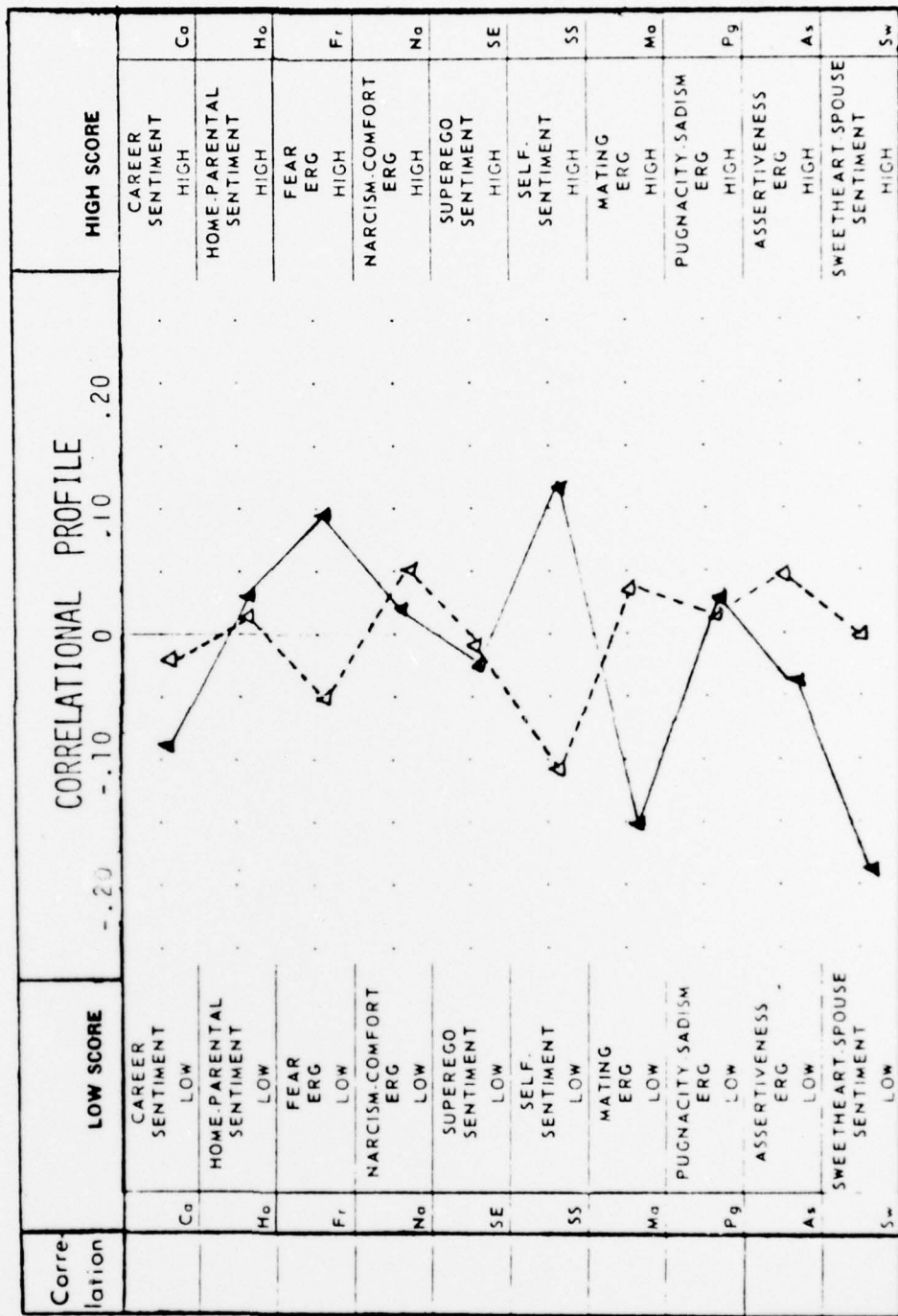


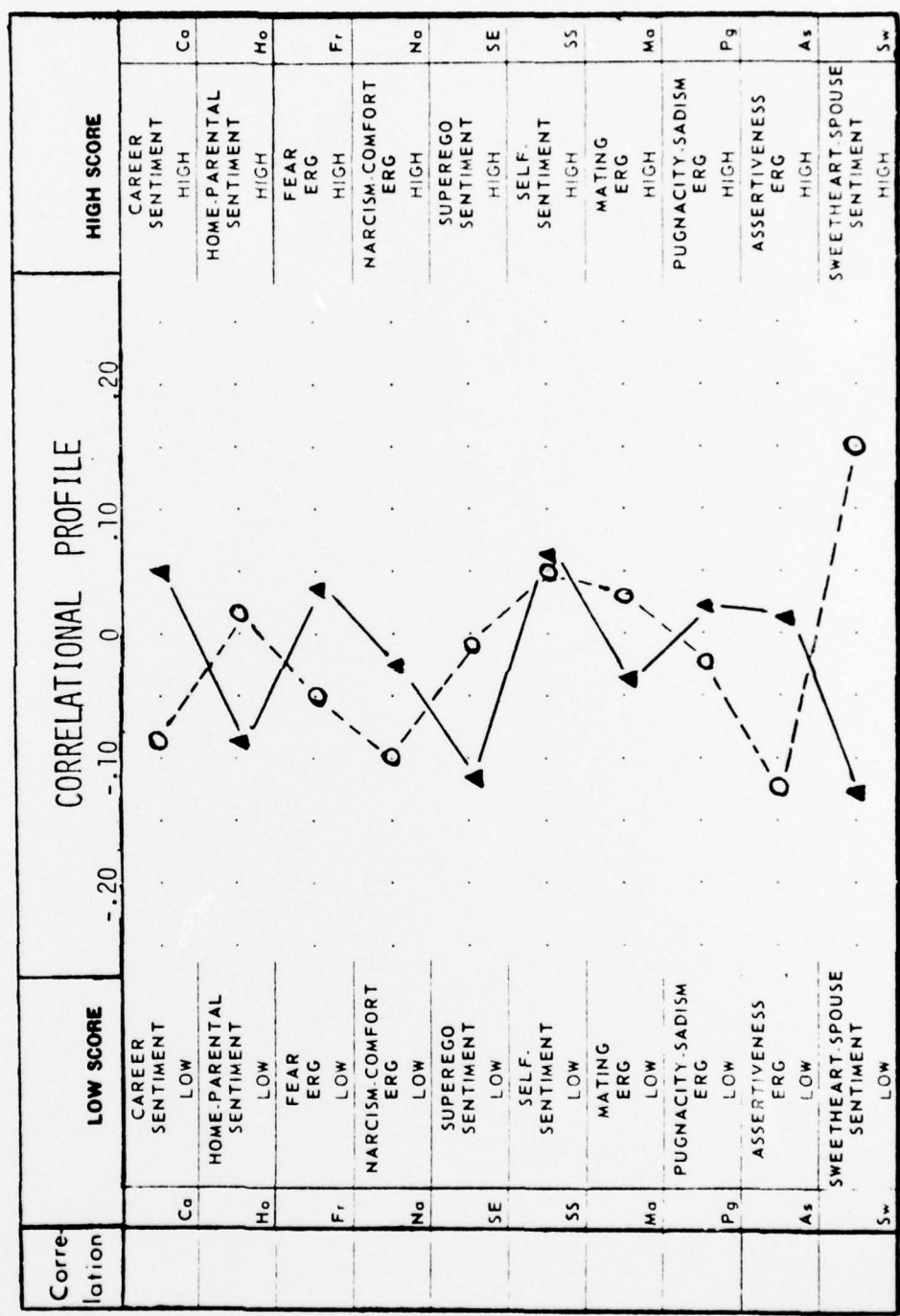
FIGURE 47: REBEL ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)

N = 179



Key: = Integrated
 - - - - - = Unintegrated

FIGURE 48: REBEL ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)
N = 83 STUDENTS



KEY: ----- Unintegrated - - - - - Integrated

Pugnacity and assertion did not show great importance to this role which feeds the speculation that a rebel's overt hostility is a protective sham. The overt security drive is high in both samples, lending further support to this possibility.

The predominance of negative correlations in both samples suggests inhibition and self restriction. As the author (Swaney, 1974) suggests, restriction is associated with a high threshold for consideration and leads to a no-saying response style. It is even possible that he places higher restrictions upon his conceptualizations than he does on his behavior.

CRITIC ROLE PREFERENCE:

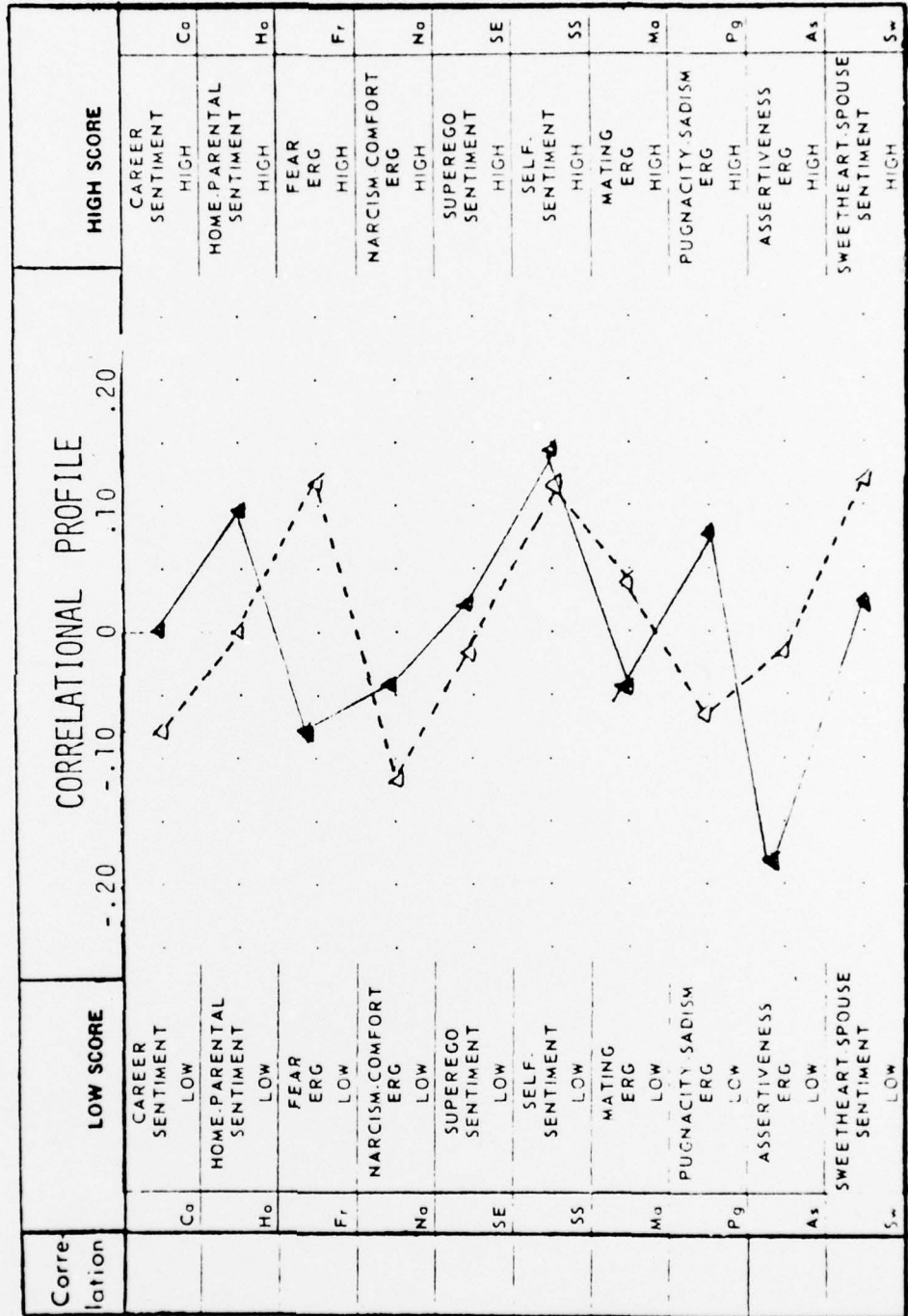
The critic's role in the personality domain is characterized by tough resiliency and high emotional stability. The preference for this role in the student population had many dissimilarities from the pattern displayed by the salesmen. High self sentiments were found in both groups, but the students coupled this with a sense of social duty as measured by the Super Ego sentiment.

The critic's interest in others is much more open and satisfactory than is that displayed by the rebel. The student critics had satisfied interest in both Parental-Home and in the Sweetheart-Spouse sentiments. The Critics among the salesmen had some frustration in the Affectional area, suggesting a divestment of involvement with their sexual partner in order to concentrate on long term personal growth and career enhancement.

The expressed pugnacity but repressed fear displayed by the sales group suggests that their directness in coping with their customer group may make it difficult for them to express feelings of insecurity.

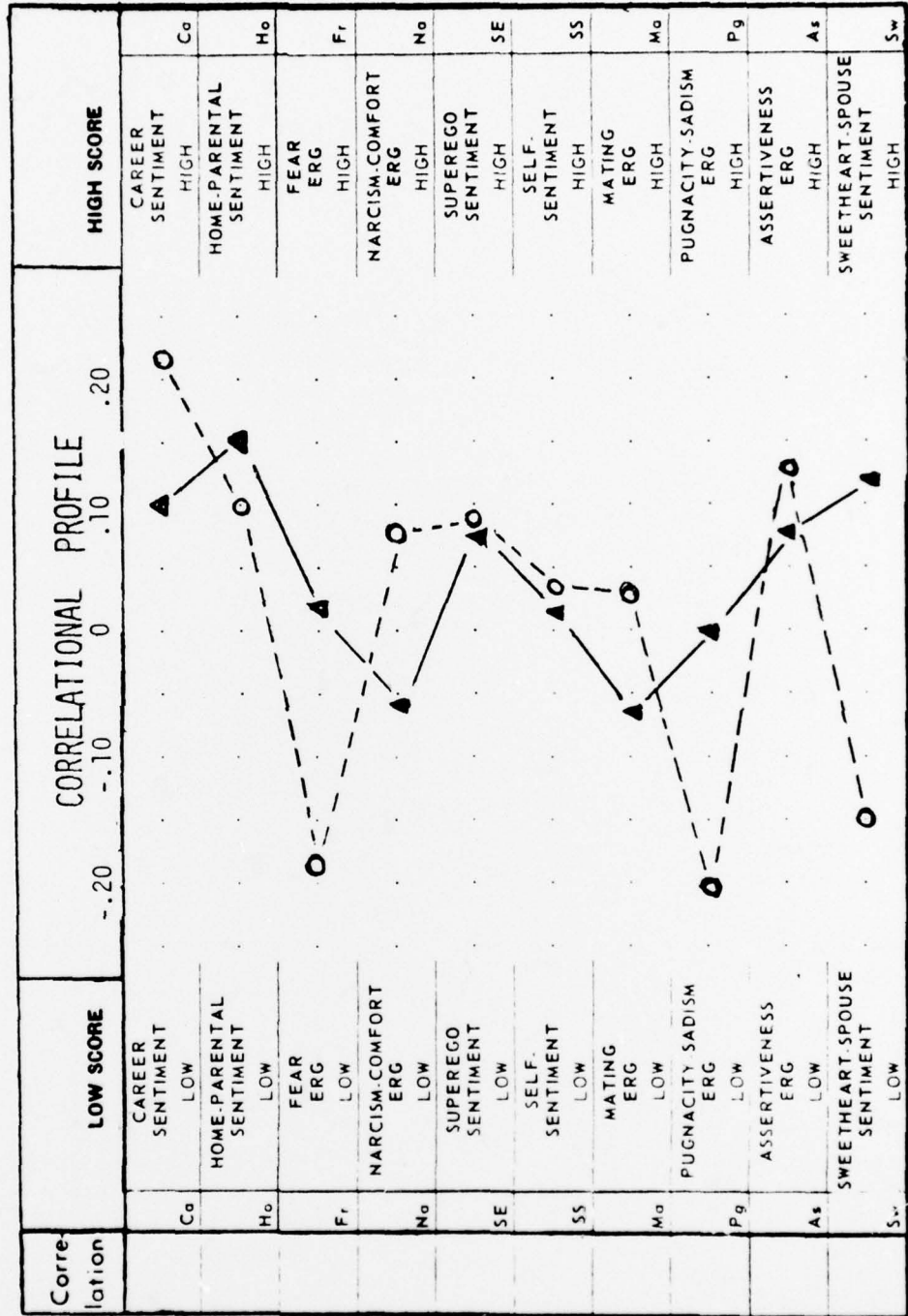
The student critic is characterized by high career, home, super ego,

FIGURE 49: CRITIC ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)
N = 179



Key: — = Integrated
----- = Unintegrated

FIGURE 50: CRITIC ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)
N = 83 STUDENTS



KEY: ----- Unintegrated _____ Integrated

and assertive need. The critics among the salesmen have mellowed and focused their concern upon their own personal growth.

INGRATIATOR ROLE PREFERENCE:

In this role, also, the levels of correlations are so low that interpretation is problematical and uncertain. This is further exacerbated by the lack of agreement in patterns shown by the two groups.

The student ingratators show significant positive levels of tension in the areas of career, mating, and status-assertion. In each case, this is accompanied by a lower level of Integrated expression, suggesting frustration and conflict.

Since these patterns are not the same as those displayed by the Ingratiator role pressure measures some caution should be exercised in assuming their universality.

Discussion

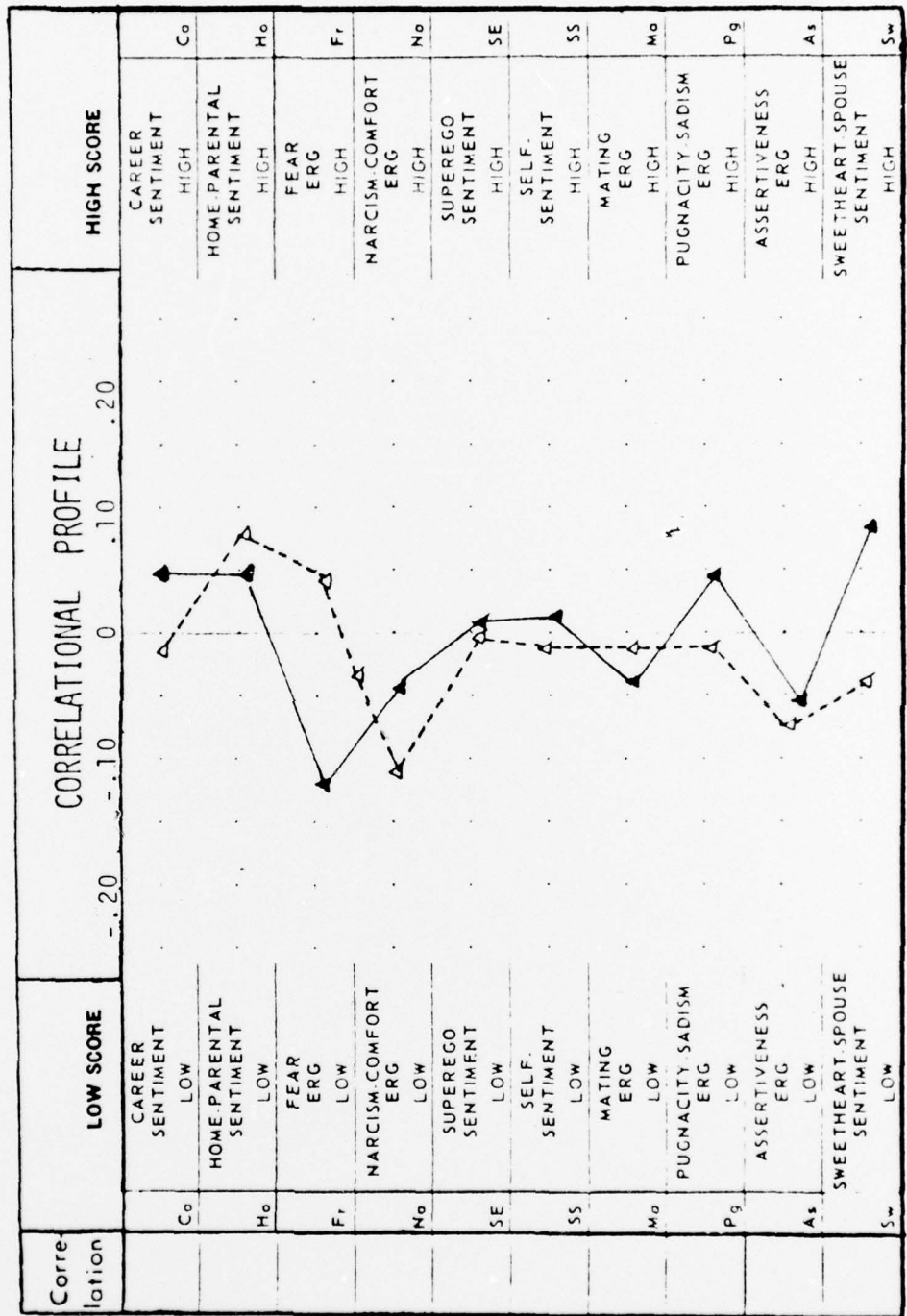
It is quite evident that the overlap between motivational needs and organizational roles is not great. There is a sufficient number of significant correlations replicated across samples to indicate traces of one realm projected upon the other.

The frequent dissimilarities between the two samples introduces further evidence of the lack of invariance of the relationship across domains. This hints of exciting dynamics which could be traced if graduated samples for various characteristics could be studied.

Fiechtner and Sweney (1975) found a greater overlap between personality and role preference and between motivation and role pressure. This same trend is noted in this study in that role preferences share very few significant correlations with the motivational areas.

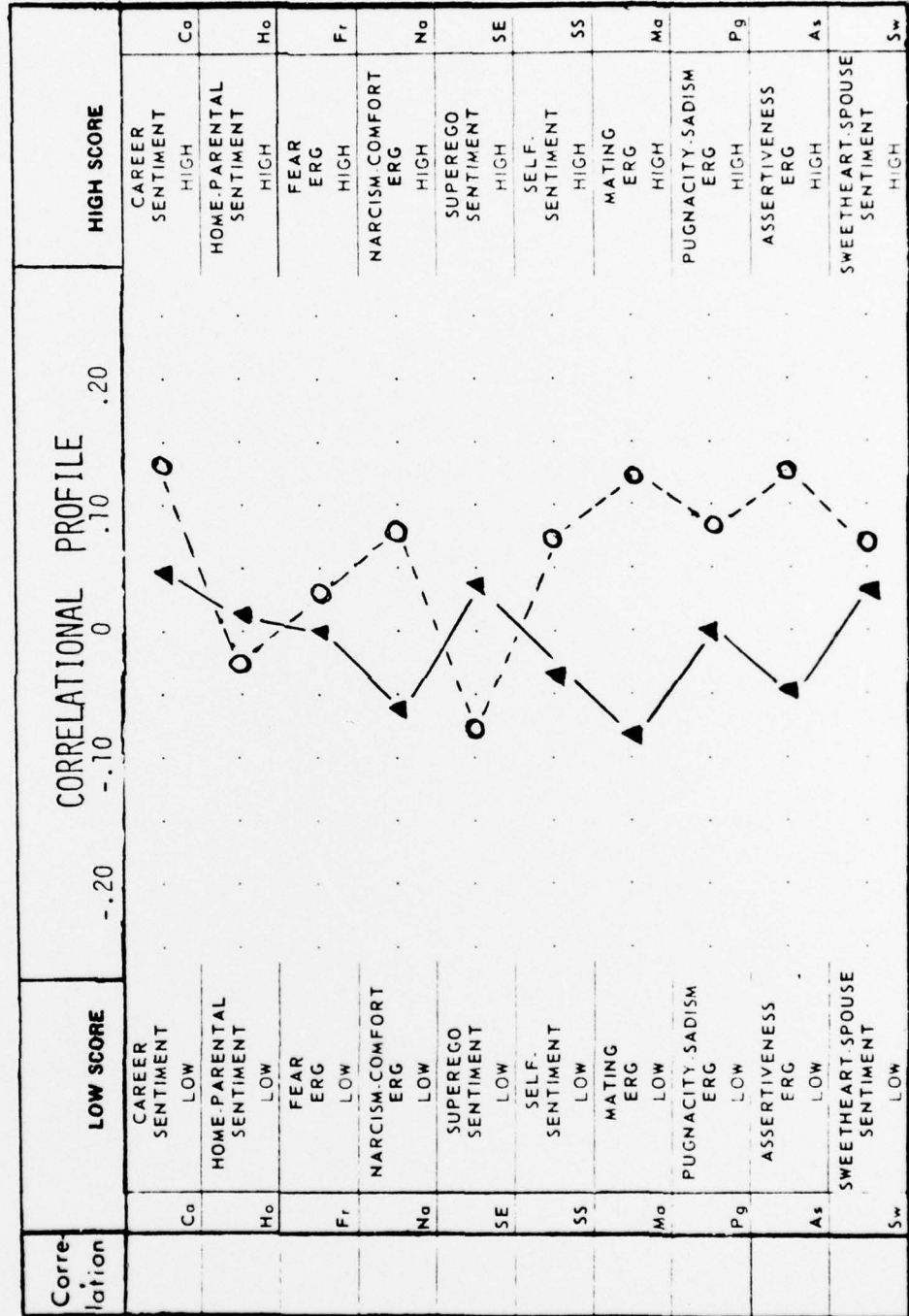
FIGURE 51: INGRATIATOR ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)

N = 179



Key: = Integrated
 = Unintegrated

FIGURE 52: INGRATIATOR ROLE PREFERENCE (RPM)
AND MOTIVATION (MAT)
N = 83 STUDENTS



KEY: ----- Unintegrated - - - - - Integrated

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