

The Relationship Between Machiavellianism,
Locus of Control, and Performance to Reward Expectancies

An Honors Thesis (ID 499)

by

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A handwritten signature in cursive script that reads "Ray Montagno". The signature is written in black ink and is positioned above a horizontal line.

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ABSTRACT

This study examines three main variables, Machiavellianism, locus of control, and performance to reward expectancies, and the relationships among them. The sample group consisted of 26 managers, supervisors or administrators and 21 nonmanagerial employees of an 83 bed hospital. These participants were given a questionnaire consisting of the Mach V scale, Rotter's I-E scale, and a performance to reward expectancy scale. The hypothesis of this study states that individuals with high Mach scores will have low performance to reward expectancies and will be externally controlled. Individuals with low Mach scores will then have high performance to reward expectancies and will be internally controlled. Managers were expected to have lower Mach scores and be more internally controlled as well as having higher performance to reward expectancies in comparison to the nonmanagerial employees. The results of this study showed no correlations between Mach scores and the other variables. Expectancy theory correlation to locus of control was observed in this study. Managers were seen to have stronger performance to reward expectancies and were more internally motivated than nonmanagers. However, there was no significant difference between these groups in regards to Mach scores. Problems with the study include small sample size and small variation among Mach scores.

This study examines three different variables. Machiavellianism, locus of control, and performance to reward expectancies are determined through the use of specific tests given to the participants of this investigation.

MACHIAVELLIANISM

The first variable of interest in this study is the Machiavellian personality trait. Niccolo Machiavelli wrote The Prince to describe the personal characteristics necessary to become a good prince. A basic theme of this story is that "the view that politics is amoral and that any means however unscrupulous can justifiably be used in achieving political power is evident" (Mitchell, 1978). Qualities explained in this work have evolved into the Machiavellian personality trait. People who have a high Mach level as measured by the scale developed by Christie and Gies (1970) may be described as amoral and highly rational who derive pleasure from manipulating others (Mitchell, 1978). The Machiavellian orientation include (1) a cynical view of human nature, (2) a relative lack of feelings or affect in dealings with others, (3) a lack of concern for morality, and (4) manipulating others through guile and deceit (Hollon, 1983). High Mach personalities differ greatly from low Mach personalities. When asked, high Machs ranked the words "forgiving" and "honest" much lower than the word "imaginative" (Okanes, 1974). This type of person will also lie or cheat when given a rational justification for doing so (Sashkin, 1984).

A high Mach person will concentrate on what is explicitly presented to them. They will then find the best way to exploit it to their own advantage. This exploitation is subtle. The person will not appear obvious in their manipulation. They will use any information available to achieve their ends (Sashkin, 1984). A high Mach personality seems to be unmoved by emotional involvement with other people. Because of this they are less susceptible to social pressure or influence (Sashkin, 1984). They also feel as though they have no need to comply with expected standards and norms placed on them by society (Sorem, 1977). High Mach individuals describe themselves as having the ability to tell others what they want to hear. They may be dishonest and believe in flattering important people when it is to their advantage. They might also admit that they would rather not work hard unless they are forced to do so (Bruehl, 1971). A low Mach personality, on the other hand, becomes emotionally involved with other people (Sorem, 1977). They are also more likely to accept others' wishes or beliefs (Sashkin, 1984). A low Mach looks at a person as a person in terms of that individual's feelings (Sashkin, 1984). There is no evidence, however, that high Machs are more hostile, vicious, or vindictive than low Machs. There is also no difference between high and low Machs in regards to intelligence level, social status, or social mobility (Sashkin, 1984). An individual's Mach level may have a direct relation to how that individual views other people and the world in which he/she lives.

LOCUS OF CONTROL

Locus of control is the second trait examined in this study. This trait is related to the way an individual processes information and makes judgements based on observations of the environment. Rotter developed an instrument designed to measure a person's "generalized expectancies" in regards to internal opposed to external control of reinforcement. This I-E scale was then used in determining a person's locus of control and associated traits related to this locus (Rotter, 1966). A person with an internal locus of control believes that what happens to him in the world is caused by his own behavior. An externally controlled person views what happens to him as controlled by luck or chance (Mitchell, 1978). Internals describe themselves as having traditional virtues such as earning achievements through hard work. They believe that in order to receive the respect of others they must get along with them. They make friends by being friendly, and internals believe in planning for the future. Externals often feel powerless in a world ruled by chance, luck or fate. These type of people believe that it is impossible to get everyone to like them so they do not try to do so. Externals also believe that planning ahead is futile because of the many accidental factors that could arise (Bruehl, 1971). Internals feel as though they control the events in their lives while externals attribute events to other factors outside themselves (Kimmons, 1976). An internal manager uses a different power base than the external manager. An inter-

nal manager will use more consideration and relies on expertise and rewards in their dealings with employees. External managers use a more coercive power base and use a more structured style of managing employees (Mitchell, 1978). In general, internals are more satisfied with their work when they are working under a participative management system. Externals seem to prefer a more directive management style (Mitchell, 1978). Individuals with an internally locus of control believe they control the things that happen to them, and they are in control of their destinies. Externally controlled individuals believe that things that happen are often out of their control. This may be due to luck, fate, or chance. This basis of control will then be a factor in how the person interacts with his environment and other people.

EXPECTANCY THEORY

When faced with a choice, people will look at various alternatives and then choose the alternative that will most likely lead to a highly valued rewards. The expectation of an outcome and the value attached to that outcome are known as expectancies and valences (Mitchell, 1978). Much of the research done with this particular expectancy theory is credited to Victor Vroom (1968). The expectancy theory is based on the assumption that man is rational. However, some people are less predictable than others (Lied, 1976). The expectancy theory also takes into account how and why they do certain things and how these things fit their individual personalities (Sashkin, 1978). The instrumentalities of the various individuals "are distinguished by the hypothesis that the behavior

of an individual is in part determined by (a) his expectations that the behavior will lead to various outcomes and (b) his evaluations of these outcomes (Lawler, 1967). The expectancy and valence models are cognitive models that deal with a person's perceptions of his environment (Lied, 1976). The person must believe that a certain act will be followed by a particular reward. This degree of belief is a subjective probability held by the person (Hampton, 1978). Research has also revealed performance to reward expectancies are positively related to the individual outcomes of performance and satisfaction. Different personality variables have an effect on an individual's expectancy and valence perceptions (Szilagy, 1983). One of these personality variables is a person's locus of control (Lied, 1976).

CONNECTIONS BETWEEN THE VARIABLES

There have been a number of articles written concerning an individual's Machiavellian score and the degree to which their attitudes towards others are correlated with locus of control. A study done by Levenson and Mahler (1975) examined a person's locus of control in terms of an internal, powerful others, and chance scale (Levenson, 1974) along with the Mach IV scale (Christie & Gies, 1970) and Rotter's (1958) I-E scale. The sample group consisted of 23 male and 19 female undergraduates at a large university. The purpose of the experiment was to "assess the degree to which attitudes towards others are correlated with a multidimensional measure of locus of control" (Levenson, 1975). The results of this study show that the high Mach subjects tend to manipulate more because of a

feeling of powerlessness. The correlation between the chance scores and Mach level was .45, $p < .05$ for males. Females showed higher Mach tendencies when they believed they were unable to obtain reinforcements because of some personal flaw. The male participants of this study had higher Mach scores when they perceived the world as unorganized and the relationships between efforts and events are random. These males often use manipulation in order to deal with a world ruled by chance or luck. Subjects who felt as though they were controlled by powerful others were more likely to have negative views of other people. The more the subject felt controlled by powerful people the more he perceived others as untrustworthy and the less he perceived others as altruistic (Levenson, 1975).

Another study of the relationship between Machiavellianism and locus of control was conducted by Procluk and Breen (1976). This study used Levenson's internal scale, powerful others scale, and chance scale, and Rotter's I-E scale. Externals who believe that powerful others control reinforcements have higher Mach scores. This study shows some evidence of differences between males and females of this study. In regards to the male participant, the correlation between the powerful others scale and Mach V scores was .41, $p < .01$. The correlation between the chance scale and Mach scores was .09. Correlations between these scales were nonsignificant for the female participants of the study. However, females who reported a belief in powerful others may have been less Machiavellian than their male counterparts (Procluk, 1976).

This seems to suggest a relationship between the subject's Mach level and his personal locus of control. It appears as though high Mach personalities tend to have an external locus of control. A study done by Bruehl and Solar (1971) also supports this observation. This study done with three independent groups reveals that, superficially, it would appear that high Machs with their willingness to manipulate others would believe in an internal control. Upon a closer inspection, however, it appears that high Machs manipulate others out of a feeling of powerlessness and actually possess an external locus of control. The correlation between external locus of control and Machiavellianism in this study was .44.

It should be pointed out, however, that Machiavellianism is not synonymous with externality and the Mach scale is not a subject of the I-E scale (Bruehl, 1971). Zuckerman and Gierbasi (1977) also conducted a study dealing with locus of control and Machiavellianism. This study used the revised Christie & Gies (1970) Mach V scale. This study also revealed that high Mach subjects were more externally oriented than low Mach subjects. Both high Mach and externals illustrated a suspicious attitude toward others. It seems that high Mach males were more externally oriented than low Mach males only on the part of the I-E scale that was concerned with political issues. In this area high Machs express cynicism and suspiciousness (Zuckerman, 1977).

Locus of control has also been studied in relationship to performance to reward expectancies. These expectancies are influenced by an individual's belief in internal vs. external control (Szilagyi, 1975).

This study found that internals perceive stronger performance to reward expectancies than externals. Subjects completed Rotter's I-E scale and a 7 point expectancy scale. Included in this expectancy scale were items such as "High quality work is rewarded with higher pay here" and "Producing highly professional work gives me a sense of accomplishing something significant." A person with an internal control seems to feel that his performance will lead to desired outcomes. A externally controlled person is less likely to have a high performance to reward or outcome expectancy. This may be because an internal person seeks out reinforcement contingencies in the working environment. This may define the person's performance to reward expectancy. An internal type of person seeks information of an instrumental nature. In this manner he/she believes he/she controls fate, outcomes, and rewards (Szilagyi, 1975).

Kimmons and Greenhaus (1976) also looked at the relationship between locus of control and the expectancy theory. The performance to reward contingency was measured by Porter and Lawler's (1968) 3-item scale. Locus of control was measured by Rotter's I-E scale. Internals were shown more likely to perceive a connection between pay and performance. Internals also demonstrated stronger connections between job performance and its consequences than externals. There also seems to be a stronger relationship between performance to reward expectancies and job satisfaction for internals than externals (Kimmons, 1976). One of the results from a study done by Lied and Pritchard (1976) also revealed that internal control was related to high performance expectations.

Results of a study done by Broedling (1975) also found that the I-E scale was related to the concept of instrumentality and the expectancy theory. This correlation was higher than any of the correlations between I-E and the other motivational components. These studies indicate a relationship between locus of control and performance to reward expectancies.

HYPOTHESIS

From an analysis of literature that was surveyed, several conclusions can be drawn. Various articles suggest that a relationship may be seen between an individual's Mach level and locus of control. It has been found that high Machs tend to be more externally controlled. Studies have also been conducted which support the claim that externally motivated individuals have a lower performance to reward expectancy than those with an internal locus of control. This study assumes that these relationships do exist and suggests that there may also be a relationship between Machiavellianism and performance to reward expectancies. The relationships between Mach scores, locus of control, and performance to reward expectancies may be examined through the use of specific instruments for any group. This study is concerned with groups consisting of both managers and nonmanagers. Managers are often given much more power to make decisions and be autonomous. They may also have more control over their outcomes and rewards. This would indicate a difference would be seen between managers and nonmanagers in regards to Mach scores, locus of control, and performance to reward expectancies. The following hypotheses are then forwarded:

1. Individuals with high Mach scores will have low performance to reward expectancies and will be externally controlled.
2. Individuals with low Mach scores will have high performance to reward expectancies and will be internally controlled.
3. Managers will have lower Mach scores and be more internally controlled as well as having higher performance to reward expectancies in comparison to the nonmanagerial employees.

METHOD

SUBJECTS

Participants were 47 employees of an 83 bed hospital. This sample was composed of 26 managers, supervisors, and administrators. The remaining 21 participants worked in a non-managerial capacity. The study revealed that 19.1% of the participants were male while the remaining 80.9% were females. Of these participants the length of time employed by this organization ranged from 1 year of service to 37 years of service with an average of 9.7 years. The average length of time spent in their present positions was 5.9 years. The highest level of education obtained by 53.2% was a high school diploma, 34.0% had obtained a college degree, and 12.8% had completed a post graduate degree.

PROCEDURES

Managerial employees were asked to complete the questionnaire (see Appendix) at a bi-monthly meeting. They were informed only that the study deals with

the relation between motivation and various personal characteristics. They were also told that the results of this study will improve our understanding of human behavior in organizations. The participants were assured that all responses were voluntary and would be kept confidential. The managers were also told they would receive a summary of the study and the results that were concluded. The nonmanagerial employees were approached on an individual basis and asked to participate in the study. They were given the same instructions concerning the questionnaire. The questionnaire was administered with no limit on the time necessary for completion.

INSTRUMENTS

The subjects were given the 20 item Mach V Scale (Christie & Gies, 1970) used to measure Machiavellianism. The Mach portion of the questionnaire was scored. High scores indicated high Mach levels while low scores revealed low Mach levels. Mach scores for the sample group ranged from 82 to 114 with a mean score of 97.17 and a standard deviation of 7.066.

Locus of control was measured through a 29 item internal/external locus of control scale (Rotter, 1966). The reliability coefficient of this test was .56. This portion of the questionnaire was scored as well. In this case, higher scores indicated more externally controlled individuals. Totals in this area ranged from 4.00 to 16.00.

Performance to reward expectancies were determined through the use

of an 8 item 7-point scale. A corresponding scale was given to measure the importance of each of the stated rewards. In order to compute total performance to reward expectancies, scores from the specific performance to reward questions were multiplied by how important the participant felt the outcome was. Individual scores for each question were then added together to produce the total performance to reward expectancies. These totals were used in the correlational analysis done in this study.

RESULTS

The relationships among the major variables in the study are shown in Table 1. As can be seen in Table 1, the Mach V showed little or no correlation with any of the other variables. Neither the length of time employed by the organization nor the length of time at the present position was related to the employee's Mach level. The correlation between Mach scores and locus of control was also nonsignificant. The relationship with total performance to reward expectancies was very weak as well. T-tests were conducted to determine if Mach V scores were related to managerial or nonmanagerial positions. (See Table 2) This test shows that there are no differences in Mach scores between manager and non-managers.

The relationships between locus of control and length of time at present position, length of time employed by the organization, education level, Mach level, and total performance to reward expectancies were also determined. (See Table 1)

Locus of control score was not highly correlated with the length of time in the present position, but it was marginally significant in its relation to length of time employed by the organization. There were no significant relationships found between locus of control and either level of education or Mach scores. The relationship between locus of control tendencies and total performance to reward expectancies proved to be statistically significant. This indicates that a meaningful relationship exists between these variables. Internally motivated individuals are seen to have stronger performance to reward expectancies. This supports information found through the review of literature done in this area. Table 2 shows the T-test between managers and nonmanagers in regards to locus of control. A strong relationship was seen between locus of control and whether or not the participant was a manager. This indicates that managers are more internally motivated than nonmanagers.

Performance to reward expectancies correlated highly with a number of the variables used in this study. The length of time spent in their present position and the length of time spent at the organization showed significant correlations with the performance to reward expectancies. This suggests that as the length of time is increased, employees may have more control over both their performance and their rewards. Individuals with higher levels of education also have stronger performance to reward expectancies. This indicates that people with higher levels of education believe they have more control over their own performance and the rewards

that they receive. A T-test was conducted to observe and relationship between performance to reward expectancies and managers/nonmanagers. (See Table 2) These results indicate a significant relationship between this expectancy and managers/nonmanagers. This shows that managers see their own performance and perceived rewards as having a much stronger relationship than do the nonmanagers.

DISCUSSION

Past studies and research have concluded that a relationship exists between an individual's Mach level and his locus of control. The results from this study did not support this information. A very weak correlation was observed on this point. This may be due to the fact that the sample size was relatively small and the range of Mach scores was also small. Most of the participants showed neither very high nor very low Mach scores. This fact may have caused the lack of significant results in this area. Mach scores were also expected to be highly correlated with performance to reward expectancies. In this case high Machs were expected to have lower performance to reward expectancies than their low Mach counterparts. This portion of the hypothesis was unsupported. Again small sample size and limited range of Mach scores may have caused this weak correlation as well. The relationship between performance to reward expectancies and locus of control was supported in this study as well as previous studies. In observing the

results between these three major variables and managerial/nonmanagerial participants, managers were seen to have stronger performance to reward expectancies and were more internally motivated. There was no significant findings when comparing managers and nonmanagers in regards to Mach scores. Had the sample size been larger, more significant results may have been apparent in order to support this hypothesis.

TABLE I
SCALE PEARSON CORRELATION MATRIX

	1	2	3	4	5
1. Length of time at present position					
2. Length of time employed by the organization	.6446**				
3. Education level	.4023**	.4411**			
4. Machiavellianism	.1426	-.0463	.1329		
5. Locus of control	.0601	.1930	-.1200	.1872	
6. Total performance to reward expectancies	.2713*	.3189**	.2840*	.1865	-.2369*

* $p < .05$
 ** $p < .01$
 n = 47

TABLE 2
DIFFERENCES BETWEEN MANAGERS AND NONMANAGERS

VARIABLE	MEAN		t - VALUE
	MANAGER	NONMANAGER	
Mach V	96.5	98.0	-.72
Locus of control	9.96*	11.86*	-2.08
Expectancies	26.55**	22.33**	2.12

* $p < .05$
 ** $p < .01$
 n = 47

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APPENDIX

February 10, 1986

Dear Participant:

This study deals with the relationship between motivation and various personal characteristics. The data collected will be used to complete my undergraduate honor's thesis which is supervised by Dr. Ray Montagno, Professor of Management Science, Ball State University. The results of this study will improve our understanding of human behavior in organizations. Your responses to this questionnaire are completely voluntary, and all results will be kept confidential. There are no "correct" answers to any of the questions so please be as honest as possible in your responses. Thank you for your time and cooperation in participating in this study.

Sincerely,

Laura A. Wiley

Personal information:

Sex: Male _____ Female _____

Length of time in present position: _____ years

Length of time at this organization: _____ years

Are you a manager, department head, or administrator?

YES _____ NO _____

Education (check highest level):

_____ High School Diploma

_____ College Degree

_____ Post Graduate Degree

Instructions: You will find twenty groups of statements listed below. Each group is composed of three statements. Each statement refers to a way of thinking about people or things in general. The statements reflect opinions and not matters of fact—there are no “right” or “wrong” answers, and different people have been found to agree with different statements.

Read each of the three statements in each group. First decide which of the statements is *most true* or the *closest* to your own beliefs. Put a plus sign (+) in the space provided before that statement. Then decide which of the remaining two statements is *most false* or the *farthest* from your own beliefs. Put a minus sign (–) in the space provided before that statement. Leave the last of the three statements unmarked.

Most True = +

Most False = –

Here is an example:

- _____ A. It is easy to persuade people but hard to keep them persuaded.
+ _____ B. Theories that run counter to common sense are a waste of time.
– _____ C. It is only common sense to go along with what other people are doing and not be too different.

In this example, statement B would be the one you believe in most strongly and statements A and C would be ones that are not as characteristic of your opinions. Of these two, statement C would be the one you believe in least strongly and the one that is least characteristic of your beliefs.

You will find some of the choices easy to make; others will be quite difficult. Do not fail to make a choice no matter how hard it may be. Remember: mark two statements in each group of three—the one that is the closest to your own beliefs with a + and the one that is the farthest from your beliefs with a –. Do not mark the remaining statement. Do not omit any group of statements.

1. _____A. It takes more imagination to be a successful criminal than a successful business person.
_____B. The phrase "the road to hell is paved with good intentions" contains a lot of truth.
_____C. Most people forget more easily the death of their parents than the loss of their property.
2. _____A. People are more concerned with the car they drive than with the clothes their spouses wear.
_____B. It is very important that imagination and creativity in children be cultivated.
_____C. People suffering from incurable diseases should have the choice of being put painlessly to death.
3. _____A. Never tell anyone the real reason you did something unless it is useful to do so.
_____B. The well-being of the individual is the goal that should be worked for before anything else.
_____C. Once a truly intelligent person makes up his mind about the answer to a problem he rarely continues to think about it.
4. _____A. People are getting so lazy and self-indulgent that it is bad for our country.
_____B. The best way to handle people is to tell them what they want to hear.
_____C. It would be a good thing if people were kinder to others less fortunate than themselves.
5. _____A. Most people are basically good and kind.
_____B. The best criterion for a wife or husband is compatibility—other characteristics are nice but not essential.
_____C. Only after you have gotten what you want from life should you concern yourself with the injustices in the world.
6. _____A. Most people who get ahead in the world lead clean, moral lives.
_____B. Any person worth his salt should not be blamed for putting career above family.
_____C. People would be better off if they were concerned less with how to do things and more with what to do.
7. _____A. A good teacher is one who points out unanswered questions rather than gives explicit answers.
_____B. When you ask someone to do something for you, it is best to give the real reasons for wanting it rather than giving reasons that might carry more weight.
_____C. A person's job is the best single guide to the sort of person he or she is.

8. _____A. The construction of such monumental works as the Egyptian pyramids was worth the enslavement of the workers who built them.
- _____B. Once a way of handling problems has been worked out it is best to stick to it.
- _____C. You should take action only when you are sure that it is morally right.
9. _____A. The world would be a much better place to live in if people would let the future take care of itself and concern themselves only with enjoying the present.
- _____B. It is wise to flatter important people.
- _____C. Once a decision has been made, it is best to keep changing it as new circumstances arise.
10. _____A. It is a good policy to act as if you are doing the things you do because you have no other choice.
- _____B. The biggest difference between criminals and other people is that criminals are stupid enough to get caught.
- _____C. Even the most hardened and vicious criminal has a spark of decency somewhere inside.
11. _____A. All in all, it is better to be humble and honest than to be important and dishonest.
- _____B. People who are able and willing to work hard have a good chance of succeeding in whatever they want to do.
- _____C. If a thing does not help us in our daily lives, it is not very important.
12. _____A. People should not be punished for breaking a law that they think is unreasonable.
- _____B. Too many criminals are not punished for their crimes.
- _____C. There is no excuse for lying to someone else.
13. _____A. Generally speaking, people will not work hard unless they are forced to do so.
- _____B. Every person is entitled to a second chance, even after committing a serious mistake.
- _____C. People who cannot make up their minds are not worth bothering about.
14. _____A. A person's first responsibility is to spouse, not to parents.
- _____B. Most people are brave.
- _____C. It is best to pick friends who are intellectually stimulating rather than ones who are comfortable to be around.

15. _____A. There are very few people in the world worth concerning oneself about.
_____B. It is hard to get ahead without cutting corners here and there.
_____C. A capable person motivated for his or her own gain is more useful to society than a well-meaning but ineffective person.
16. _____A. It is best to give others the impression that you can change your mind easily.
_____B. It is a good working policy to keep on good terms with everyone.
_____C. Honesty is the best policy in all cases.
17. _____A. It is possible to be good in all respects.
_____B. To help oneself is good; to help others is even better.
_____C. War and threats of war are unchangeable facts of human life.
18. _____A. Barnum was probably right when he said that there is at least one sucker born every minute.
_____B. Life is pretty dull unless one deliberately stirs up some excitement.
_____C. Most people would be better off if they controlled their emotions.
19. _____A. Sensitivity to the feelings of others is worth more than poise in social situations.
_____B. The ideal society is one in which all people know their place and accept it.
_____C. It is safest to assume that all people have a vicious streak and that it will come out when the chance arises.
20. _____A. People who talk about abstract problems usually do not know what they are talking about.
_____B. Anyone who completely trusts anyone else is asking for trouble.
_____C. It is essential for the functioning of a democracy that everyone vote.

The following questionnaire asks questions about your views of the world. Please read the two statements for each number and mark the letter of the statement that best describes what you believe. There are no right or wrong answers so answer the question as honestly as possible.

1. A. Children get into trouble because their parents punish them too much.
B. The trouble with most children nowadays is that their parents are too easy with them.
2. A. Many of the unhappy things in people's lives are partly due to bad luck.
B. People's misfortunes result from the mistakes they make.
3. A. One of the major reasons why we have wars is because people don't take enough interest in politics.
B. There will always be wars, no matter how hard people try to prevent them.
4. A. In the long run people get the respect they deserve in this world.
B. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. A. The idea that teachers are unfair to students is nonsense.
B. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. A. Without the right breaks one cannot be an effective leader.
B. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. A. No matter how hard you try some people just don't like you.
B. People who can't get others to like them don't understand how to get along with others.
8. A. Heredity plays the major role in determining one's personality.
B. It is one's experiences in life which determine what they're like.
9. A. I have often found that what is going to happen will happen.
B. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. A. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
B. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. A. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
B. Getting a good job depends mainly on being in the right place at the right time.
12. A. The average citizen can have an influence in government decisions.
B. This world is run by the few people in power, and there is not much the little guy can do about it.
13. A. When I make plans, I am almost certain that I can make them work.
B. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

CONTINUED ON NEXT PAGE

14. A. There are certain people who are just no good.
B. There is some good in everybody.
15. A. In my case getting what I want has little or nothing to do with luck.
B. Many times we might just as well decide what to do by flipping a coin.
16. A. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
B. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17. A. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
B. By taking an active part in political and social affairs the people can control world events.
18. A. Most people don't realize the extent to which their lives are controlled by accidental happenings.
B. There really is no such thing as "luck".
19. A. One should always be willing to admit mistakes.
B. It is usually best to cover up one's mistakes.
20. A. It is hard to know whether or not a person really likes you.
B. How many friends you have depends on how nice a person you are.
21. A. In the long run the bad things that happen to us are balanced by the good ones.
B. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. A. With enough effort we can wipe out political corruption.
B. It is difficult for people to have much control over the things politicians do in office.
23. A. Sometimes I can't understand how teachers arrive at the grades they give.
B. There is a direct connection between how hard one studies and the grades they get.
24. A. A good leader expects people to decide for themselves what they should do.
B. A good leader makes it clear to everybody what their jobs are.
25. A. Many times I feel that I have little influence over the things that happen to me.
B. It is impossible for me to believe that chance or luck plays an important role in my life.
26. A. People are lonely because they don't try to be friendly.
B. There's not much use in trying too hard to please people, if they like you, they like you.
27. A. There is too much emphasis on athletics in high school.
B. Team sports are an excellent way to build character.
28. A. What happens to me is my own doing.
B. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. A. Most of the time I can't understand why politicians behave the way they do.
B. In the long run, the people are responsible for bad government on a national, as well as on a local level.

PERFORMANCE - OUTCOME RELATIONSHIPS

Statements are presented about performance on the job and various outcomes which may or may not be associated with performance on this job. You are to indicate in what way the outcome underlined in the item changes when your performance (the number of requisitions you finish per packet) goes up.

Below is a sample item.

EXAMPLE: If my performance goes up, my chances of being liked by my fellow workers will

-3	-2	-1	0	+1	+2	+3
Go Way Down	Go Down	Go Down A Little	Stay the Same	Go Up A little	Go Up	Go Way Up

If you circle a 2 on this scale, it would indicate that you think that being a good performer would substantially increase your chances of being liked by your fellow workers. If you circled a 0, it means that you think improving your performance does not change your chances of being liked by your fellow workers.

Complete items 1 thru 8 below by circling your answer on the scale provided.

If my performance goes up, my chances of making a lot of money for the time I put in on this job will:

-3	-2	-1	0	+1	+2	+3
Go Way Down	Go Down	Go Down A Little	Stay the Same	Go Up A little	Go Up	Go Way Up

If my performance goes up, my chances of feeling a sense of accomplishment from doing the job will:

-3	-2	-1	0	+1	+2	+3
Go Way Down	Go Down	Go Down A Little	Stay the Same	Go Up A Little	Go Up	Go Way Up

If my performance goes up, my chances of being thought of as a good worker by my supervisor will:

-3	-2	-1	0	+1	+2	+3
Go Way Down	Go Down	Go Down A Little	Stay the Same	Go Up A Little	Go Up	Go Way Up

If my performance goes up, my chances of feeling nervous and anxious at the end of the work day will:

-3	-2	-1	0	+1	+2	+3
Go Way Down	Go Down	Go Down A Little	Stay the Same	Go Up A Little	Go Up	Go Way Up

If my performance goes up, my chances of experiencing a feeling of self-confidence will:

<u>-3</u> Go Way Down	<u>-2</u> Go Down	<u>-1</u> Go Down A Little	<u>0</u> Stay the Same	<u>+1</u> Go Up A Little	<u>+2</u> Go Up	<u>+3</u> Go Way Up
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If my performance goes up, my chances of enjoying doing the task will:

<u>-3</u> Go Way Down	<u>-2</u> Go Down	<u>-1</u> Go Down A Little	<u>0</u> Stay the Same	<u>+1</u> Go Up A Little	<u>+2</u> Go Up	<u>+3</u> Go Way Up
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If my performance goes up, my chances of being able to make use of my abilities will:

<u>-3</u> Go Way Down	<u>-2</u> Go Down	<u>-1</u> Go Down A Little	<u>0</u> Stay the Same	<u>+1</u> Go Up A Little	<u>+2</u> Go Up	<u>+3</u> Go Way Up
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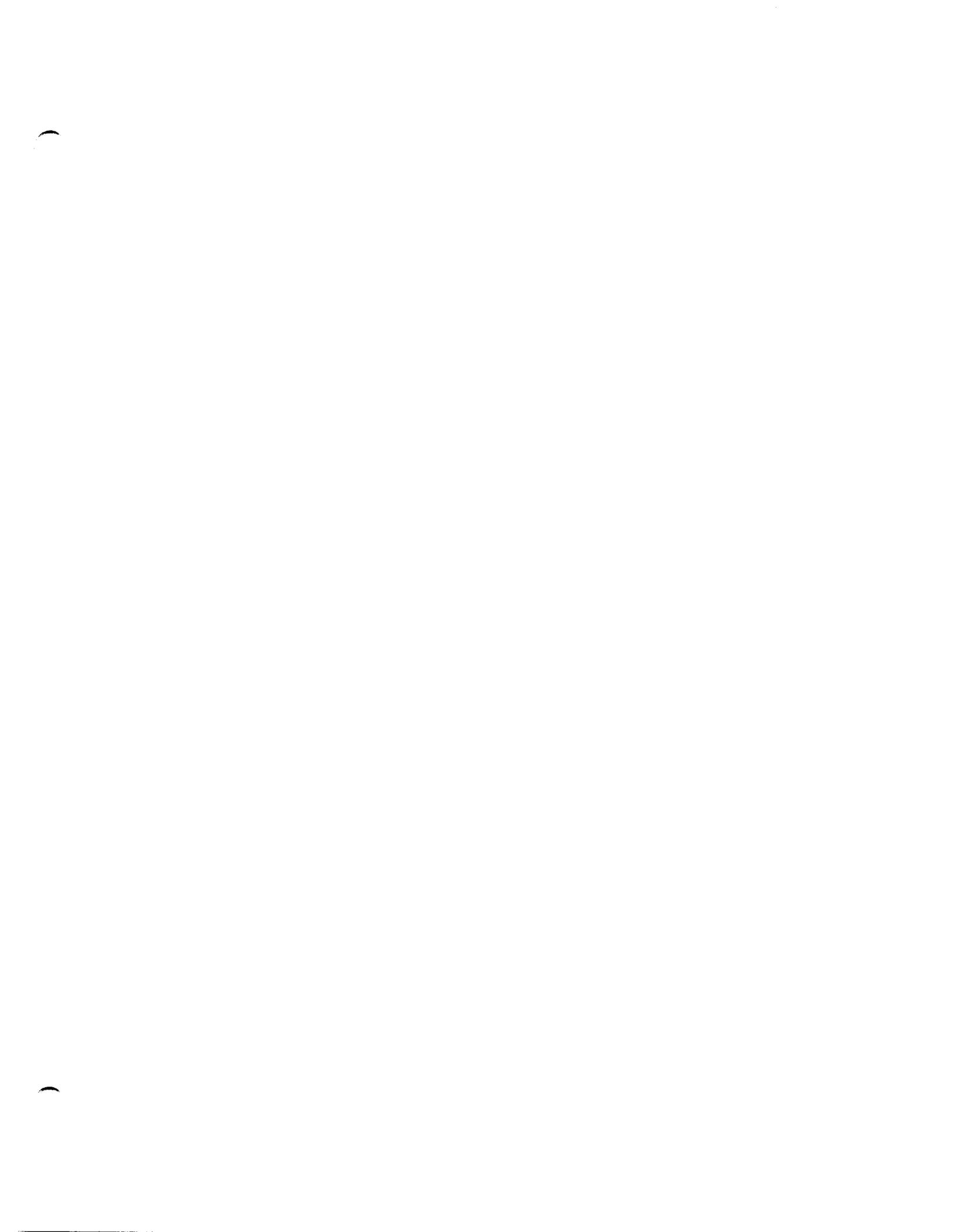
If my performance goes up, my chances of being able to use my own methods for doing the work will:

<u>-3</u> Go Way Down	<u>-2</u> Go Down	<u>-1</u> Go Down A Little	<u>0</u> Stay the Same	<u>+1</u> Go Up A Little	<u>+2</u> Go Up	<u>+3</u> Go Way Up
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RATING OF JOB OUTCOMES

Please rate how desirable each of these job outcomes is to you. That is, how much would you like to receive these outcomes

Outcomes	Extremely Undesirable	Moderately Undesirable	Slightly Undesirable	Neutral	Slightly Desirable	Moderately Desirable	Extremely Desirable
Making a lot of money for the time I put in on this job.....	-3	-2	-1	0	+1	+2	+3
Feeling a sense of accomplishment from doing the job.....	-3	-2	-1	0	+1	+2	+3
Being thought of as a good worker by my supervisor.....	-3	-2	-1	0	+1	+2	+3
Feeling nervous and anxious at the end of the work day.....	-3	-2	-1	0	+1	+2	+3
Experiencing a feeling of self-confidence.....	-3	-2	-1	0	+1	+2	+3
Enjoying doing the task.....	-3	-2	-1	0	+1	+2	+3
Being able to make use of my abilities.....	-3	-2	-1	0	+1	+2	+3
Being able to use my own methods for doing the work.....	-3	-2	-1	0	+1	+2	+3



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