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SOCIO-ECONOMIC BACKGROUND, INNER-
OTHER-DIRECTEDNESS, AND JOB SATISFACTION

by
(Edward J. Leardi)

A Thesis Submitted in Partial
Fulfillment of the Requirements for
the Degree Master of Science

(Faculty of the Department of Psychology)
in the Graduate School
Southern Illinois University
Edwardsville (Campus)
(August) 1969.

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CHAPTER I

INTRODUCTION

In recent years a great deal of literature has been written on the subject of job satisfaction. With the advent of the 1950's industrial psychologists and businessmen began looking at the worker's personality as well as the job he was doing. Research efforts began to be directed toward defining the characteristics of the worker which would lead not only to higher productivity on the job but to a satisfied worker as well.

With the 1950's also came the realization that the human being spends approximately half of his waking life working for wages which will allow him to enjoy his leisure time. Whether he is satisfied or dissatisfied with his job becomes a crucial point with which employers should be concerned because of the far reaching implications. The satisfied worker may not be the most productive (Brayfield and Crockett, 1955), but the quality and quantity of his work remains relatively stable. Typical of the dissatisfied worker are such factors as: turnover, strikes, higher absence rates, and working at lower levels of efficiency (Ross and Zander, 1957; Handy-side and Speak, 1964; Vroom, 1964).

Traditionally, companies have looked for and hired the "best" possible candidates to fill their jobs. These candidates' qualifications have been carefully considered, but seldom have persons been assessed for the type of needs which each has. The highly qualified candidate has been taken for granted as having a high degree of motivation along with his other merits. Even though highly motivated, however, this is no guarantee that he will remain on the job.

Traditionally, studies of job satisfaction have assumed that "if the presence of a variable in the work situation leads to satisfaction, then its absence will lead to dissatisfaction, and vice versa" (Ewen, 1966). Therefore, studies in the past have looked only for those variables in the work environment which were thought to cause job dissatisfaction. Personalities in the work environment and the needs specific to each were overlooked. Recently, job satisfaction has come to be viewed as a direct consequence of the job and the individual's personality (Vroom, 1960; Ewen, 1966).

The importance of role perceptions has shown a recent upsurge in the literature. The model of Porter and Lawler (1968) points out that regardless of an individual's level of effort, if his role perceptions are inappropriate for his job then good performance is unlikely. They say, "undoubtedly, different jobs, and

perhaps even the same job in different organizations frequently require a manager to have different kinds of role perceptions if he is to be successful."

Prior to the 1950's it was generally accepted that, if a man were motivated and able then all he need show was the imagination and independence that the early Fords and Rockefellers had. The advent of the 1950's however, and the publications of Riesman (1950) and Whyte (1956) questioned the qualities which were thought to lead to success in American business.

Riesman (1950) thought that the individualist or inner-directed person was being replaced in the lower ranks of management by an other-directed person. The other-directed person was one who was sensitive to the thinking and desires of other people; who used the behavior and thinking of people around him as guides for his own thinking and behavior. According to Riesman other-direction is becoming a typical characteristic of the "new middle class as exemplified by the bureaucrat and the salaried employee in business" (Riesman, 1950, p.1).

The inner-other-directed dimensions may also be viewed as a value orientation according to Bell (1955). An inner-directed value orientation would be characterized by: concern with self, with inner drives and preferences which may be unconventional, with strivings toward crea-

tive achievement and personal recognition, and with independence from social restrictions. The inner-directed person would also have work oriented values such as efficiency, control, competence, and meeting high personal standards. An other-directed orientation would be characterized by: needs for friendship, popularity, intimacy, group adjustment and cooperation, needs for security, social approval, participation in the community, and a responsiveness toward conformity pressures on the basis of these needs.

The "organization man" according to Whyte (1956) must sacrifice some of his individuality and creativity if he is to succeed. He believes that large scale organizations demand a certain type of conformity and group behavior. What Riesman calls an other-directed person then Whyte calls an "organization man."

Recent research by Fleishman and Peters (1962) on managers with inner and other-directed values shows that for those individuals who scored low on conformity there was a significant tendency to be rated higher on job performance by their superiors than those who scored high on conformity. This is in direct opposition to the writings of Riesman and Whyte. Another study by Roadman (1964) showed that the majority of promotions went to managers who were described as relatively high on originality, independence of thought, aggressiveness, and

self expression, but relatively low on tact and cooperation with others. These findings are also in direct opposition to those of Riesman and Whyte.

The general shift from extrinsic to intrinsic factors; to looking at the job and the individual's personality, began in 1959 with Herzberg, Mausner, and Snyderman's job satisfaction research. They proposed a "two factor theory" which identified factors related to satisfaction and other factors that seemed related to dissatisfaction. These researchers used an interview technique in their attempt to relate "critical incidents" with good or bad times on a job. Two separate factors emerged from the interview data: 1) those which lead to satisfaction — including the work itself, responsibilities, achievement, and advancement and which were labeled "intrinsic factors," or "motivators;" and 2) those which lead to dissatisfaction including company policy and administration, inter-personal relations, working conditions, and technical supervision and which were called "extrinsic factors" or "hygienes". — Satisfiers were related to work content, and dissatisfiers to the work environment. The theory appears to be technique bound, i.e., similar results are not obtained unless the interview technique is used. According to Ewen (1964) the results are biased and still inconclusive.

There are many researchers who still prefer the traditional approach and hold that any variable in the

work environment may be a satisfier or dissatisfier (Hulen and Smith, 1967). The Herzberg theory was a step in the right direction, but it did not account for individual personality differences in the area of job satisfaction (Blai, 1963; Kuhlen, 1963).

Another trend almost simultaneously with the Herzberg, et. al. was one of ascertaining the needs of the individual in the work situation and an attempt to apply the work of A. H. Maslow (1964). According to Maslow, an individual's needs developed in a sequence from "lower order" to "higher order" needs. He proposed a hierarchy which consisted of five plateaus: 1) basic physiological needs; 2) safety and security needs; 3) social-affection needs; 4) esteem needs and 5) self-realization needs. Once the lower order needs were satisfied a person would become concerned with the higher order ones. That is, the physiological needs would have to be satisfied first and then the individual would be concerned with attaining the psychological ones.

The research of Porter (1962, 1963) lends support to the need-theory approach in that it shows self-actualization and autonomy to be the most important and least fulfilled across most of the lower and middle levels of management. The persons who most often felt that they were self-actualizing and autonomous were those in upper management positions. Need fulfillment then becomes a

direct function of the occupational level within the industrial hierarchy. Centers and Bugenthal (1966), who interpret their results in terms of Maslow's need hierarchy, say "that individuals in lower-level occupations are more likely to be motivated by lower-order needs because these are not sufficiently gratified to allow higher-order needs to become prepotent."

Ewen (1966) draws a parallel between Maslow's "need hierarchy" theory applied to job satisfaction and Herzberg's "two-factor" theory. He suggests that the functioning of the extrinsic variables may depend on the satisfaction with the intrinsic variables. Bloom and Barry (1967) conclude that hygiene needs must be met before motivation needs become operative. Hygienes will be more important to the blue collar worker but once these lower-order needs are fulfilled, higher-order needs, such as self-actualization, which are related to the intrinsic job factors will emerge (Lahiri and Strivastva, 1967). So then Herzberg's extrinsic factors are related to Maslow's lower-order needs and the intrinsic factors are related to the higher-order needs.

Centers and Bugenthal (1966), who studied a selected cross-section of the working population with respect to their job motivations report that the extent to which extrinsic or intrinsic job components were valued was found to be related to occupational level. Higher occu-

pational levels valued intrinsic job components such as: opportunity for self-expression, interest value of work, etc., while lower occupational levels valued extrinsic job components such as pay and security. Blue collar workers, however, are more concerned with fulfilling basic needs related to extrinsic aspects of the job. There were no sex differences found in the value placed on extrinsic or intrinsic factors.

Gurin, et al. (1960) found that the greatest satisfaction in a job tends to be associated with a fulfillment of "ego needs", while a less pervasive and different type of satisfaction was obtained from the extrinsic aspects of a job. They suggest that when extrinsic factors are the only sources of gratification that there is a lack of a fuller and greater gratification which can only come from intrinsic job factors. Kornhauser (1962) found that workers were mentally healthier when they worked on jobs which provided intrinsic rewards.

Some studies have found, however, that intrinsic factors are the most important sources of both satisfaction and dissatisfaction (Ewen, Smith, Hulen, and Locke, 1966; Friedlander, 1964; Wernimont, 1966). Ewen (1966) found that dissatisfaction was caused by the absence of intrinsic factors. Friedlander (1963) found three underlying groups of job elements which were important to job satisfaction: social and technical environment, intrinsic work aspects,

and recognition through advancement. Those items which the worker thinks are important will be the most satisfying ones (Friedlander, 1965). Wernimont (1966) concluded that both intrinsic and extrinsic factors can be sources of both satisfaction and dissatisfaction, but intrinsic factors are stronger in both cases. Halpern (1966) reports that achievement, the type of work, the responsibility, and advancement opportunities are the true motivators and are the factors related to personal success in work and individual growth; that these are the factors primarily related to job satisfaction. Finally, Schaeffer (1953) shows that the strongest needs, as reported by self ratings, were those for creativity and challenge, mastery and achievement, and social welfare (helping others); the weakest were those for socio-economic status, and dependence. Intrinsic factors then, would seem to be more important for job satisfaction.

Relating socio-economic background to pattern of achievement motivation and inner-directedness, Douvan (1966), shows that they are dependent upon the class subculture in which the person was trained. The values and behavior a person exhibits in later life are a function of the class subculture to which he belonged. In other words, persons who come from a middle class background, as opposed to a lower one, will exhibit more competitive behaviors, will be more individualistic, and the responsi-

bility for success or failure is a personal thing. To meet the demands of an occupational role the middle class individual must be equipped with generalized and internal motivation to achieve. The industrial manual worker on the other hand is more familiar with nonpersonal causality and the effect of external factors on individual goal attainment. His labor contributes to a group product, and the value of personal competitiveness is minimal in his occupational role. Success and failure are less highly personalized so there is little need to strive unless success involves some meaningful and apparent reward (Davis, 1946).

The Problem

The present study seeks to clarify the relationship of inner-other-directedness to socio-economic background and specific job dissatisfaction variables. It also seeks to test the validity of Riesman's and Whyte's contentions about the importance of having other-directed role perceptions if one is to be successful in modern organizations.

The problem becomes one of providing evidence that persons from a low socio-economic background will be more "other-directed" and show more dissatisfaction (if dissatisfied) with extrinsic job variables such as pay, supervision, company policies and status. Persons from middle class backgrounds may be either "inner" or "other-

directed" but one who is inner-directed will be more dissatisfied (if dissatisfied) with intrinsic job variables such as challenge, opportunity for advancement, creativity, and recognition for task achievement. The "other-directed" person will be more concerned with what Herzberg calls "hygiene factors" and what Maslow calls "lower order needs." The "inner-directed" person will be more concerned with "motivators" or "higher order needs".

Hypotheses

The hypotheses to be investigated in this study are summarized as follows:

1. Persons who are "inner-directed" will be more dissatisfied with intrinsic job variables than those who are "other-directed".
2. Persons who are "other-directed" will be more dissatisfied with extrinsic job variables than those who are "inner-directed".
3. Persons from lower socio-economic backgrounds will be more dissatisfied with extrinsic job variables than will those from middle class socio-economic backgrounds.
4. Persons with middle class backgrounds who are "inner-directed" will be more dissatisfied with intrinsic job variables.
5. Persons with middle class backgrounds who are "other-directed" will be more dissatisfied with extrinsic job variables.

CHAPTER II

METHODS

Subjects.

The Ss were 120 male managers from a southern textile plant of a large national corporation.

Materials.

Social Class Background Scale. The Campbell and Meyers social class background questionnaire is based on the work of Haller and Miller (1963) and provides a rough estimate of Ss social class background. First Ss are asked to rate various jobs according to social class standing i.e., lower class, middle class, upper class; V, III, and I respectively. Subjects are then instructed to write in their parents' most permanent occupation and rate it according to the social class categories provided. (See appendix) It is scored by checking the Ss classifications of their parents most nearly permanent occupations against the national norms provided by Haller and Miller (1963). Those Ss who differ from the national norms by more than one category above or below are regarded as unreliable.

This instrument is used internally as a check on Ss judgements. It is used because there is no questionnaire available from which Ss social class background can

be obtained.

Inner-Other-Directed Questionnaire. The "inner-other-directed (ID-OD) questionnaire was developed by Graham (1955) and based on the distinction between inner-directed and other-directed character, developed by David Riesman (1950). Many of the situations presented in these questions are derived directly from the Lonely Crowd and Faces in the Crowd. Both Riesman and Mr. Nathan Glazer, his collaborator, helped develop the items which were used in the final questionnaire.

The ID-OD score is based upon the 28 items that correlate best with the total score for the 80 items. High scores refer to the "other directed" end of the continuum. The range of scores shows an approximately normal distribution and yields an odd-even reliability coefficient of .79.

A cluster analysis was made of the original 80 items in order to see whether they fell into separate groups which might represent different dimensions of inner-vs. other directed attitudes. The analysis yielded four clusters which can be regarded as subscales. The fact that the inter-scale reliabilities for the subscales are higher than for the general questionnaire suggests that they are measuring more homogeneous attitude dimensions.

Subscale A. A hardheaded, practical orientation

(ID) vs. a rather global, unrealistic interest in "warmth" and "sincerity" (OD).

Subscale B. Work oriented values such as efficiency, control, competence, and meeting high personal standards (ID) vs. needs for friendship, popularity, intimacy, group adjustment and cooperation, and a responsiveness to social pressure on the basis of these needs (OD).

Subscale C. Concern with self, with inner drives and preferences which may be unconventional, with strivings toward creative achievement and personal recognition and with independence from social restrictions (ID) vs. needs for security, social approval, participation in the community and a responsiveness toward conformity pressures on the basis of these needs (OD).

Subscale D. Concern with ideas and principles, as against people, and an intellectualized approach to human problems (ID) vs. concern for people and for adjustment in concrete, short-run situations (OD).

On the basis of their value content, subscales B and C were used in this study and of these two subscales only items from the college and high school questionnaires were used. According to the author, in both item content and in personality and behavioral correlates, the B scale - - as compared to the "autonomy orientation" C scale - - appears more directly dependent upon reactions towards others, and the problems of controlling and

dealing with these feelings. Inner-direction on the C scale, in contrast, seems to be more clearly focused on personal self strivings, with which the environment is not allowed to interfere.

The complete ID-OD questionnaire of 18 items is presented in the appendix. The items are mostly multiple-choice, and the majority are in the form of concrete life situations in which an "inner-directed" outlook is opposed to an "other-directed" set of values, and the subject is asked to choose between them.

The questionnaires were scored by using the item scoring key which is presented in the appendix. Answers were weighted according to the degree of "other-direction" expressed. An extremely "inner-directed" answer was given a score of 1, an extremely "other-directed" answer was scored 5. The moderately inner-or other directed answers were scored 2 and 4 respectively. Where only two answer categories were possible, the answer was weighted either 2 or 4. The middle score of three functioned as a zero point, and was given only for items left out or impossible to score in either direction.

The Cornell Job Description Index. The Cornell Job Description Index was used to measure job satisfaction. The internal consistency reliabilities of the five JDI scales range from .80 to .88, as determined by corrected

split half correlations based on the responses of eighty male employees from two different electronic plants. Also, the scales correlate highly with other measures of satisfaction (average $r=.80$) and are affected in the expected directions by worker, job, and situational differences.

The JDI, using a direct a priori method yields five scores, one for each scale. These scores are obtained by adding up the number of responses within each scale, according to the key which is provided in the appendix.

Procedure

Using a table of random numbers, a stratified random sample was drawn from the total population of managers available at the plant. There were 180 first line, 73 middle, and 51 upper level managers available. Of the 120 managers selected, 71 were first line managers, 29 were middle managers, and 20 were upper level managers.

The total questionnaire which consisted of the three instruments was placed in a large manilla envelope with each Ss name written on a small piece of paper and scotch taped to the envelope. The questionnaires were then boxed and mailed to the plant where they were given to each of the Ss by the personnel manager. The questionnaires were completed by the Ss and mailed directly back to E at Southern Illinois University. Each

questionnaire included the directions to be followed and a cover letter from E. (See appendix)

CHAPTER III

RESULTS

Of the original 120 questionnaires sent out, 75 were returned; seven of which were incomplete leaving a total N of 68.

The frequency distribution of scores for the 18 item form of a questionnaire measuring inner-and other-directed attitudes is presented in the appendix. The scores range from the low (inner-directed) score of 41 to the high (other-directed) score of 65, out of a possible range of 31 to 80. The median score is 54.3; the mean is 54.1; the standard deviation is 5.1. For this homogeneous group of managers, then, the 18 item ID-OD questionnaire provides a narrow measure of range with a left skewed distribution of scores near the midpoint of the scale.

The scoring technique of the ID-OD questionnaire does not lend itself to a split-half reliability method, therefore a test-retest reliability coefficient was derived from a sample of college students at Southern Illinois University. The test-retest reliability coefficient was .98.

Two Analyses of Co-Variance were calculated by holding age and tenure constant and allowing the inner-other-directed groups to vary according to their JDI

scores and management position. The results indicated that there were no significant differences between any of the groups on either age or tenure.

A 2 x 2 Analysis of Variance was calculated using directedness and socio-economic background scores on each of the six subscales of the JDI. The results indicated that there were no significant main effects or interactions. The variances were slight, indicating very little difference between the groups.

Using the Inner-Other-Directed (ID-OD) responses first and the middle and lower class responses second, Chi-squares and Fisher probabilities were calculated on the frequency of responses for all 72 adjectives of the Job Description Index (JDI). The results indicated that there were no significant differences between either the inner-other-directed groups or the middle and lower socio-economic groups. These tests of significance did not substantiate the hypothesis that inner-directed people will be more dissatisfied with intrinsic job variables or that other-directed people will be more dissatisfied with extrinsic factors. No dichotomy between the groups was shown with any consistency i.e., direction of responses.

Table 1 shows the means, standard deviations and t values of the inner-other-directed groups on all six subscales of the JDI.

TABLE 1

Job Description Index Means, SDs and t Values
of Inner and Other-Directed Persons

JOB DESCRIPTION INDEX SCALE	INNER-OTHER DIRECTION	MEAN	STD DEV	t
WORK	INNER-DIRECTED GROUP	2.94	2.01	-3.59**
	OTHER-DIRECTED GROUP	3.91	2.52	
SUPERVISION	INNER-DIRECTED GROUP	2.06	2.57	- .19
	OTHER-DIRECTED GROUP	2.15	3.36	
CO WORKERS	INNER-DIRECTED GROUP	1.94	2.31	- .06
	OTHER-DIRECTED GROUP	1.79	2.54	
PAY	INNER-DIRECTED GROUP	2.88	1.76	-1.04
	OTHER-DIRECTED GROUP	3.15	2.26	
PROMOTION	INNER-DIRECTED GROUP	2.65	2.74	0
	OTHER-DIRECTED GROUP	2.65	2.90	
TOTAL SCORE	INNER-DIRECTED GROUP	12.76	8.15	- .18
	OTHER-DIRECTED GROUP	13.35	10.68	

P .01=**

N=34, N=34, df=66

The t values with 66 df (Work =t= -3.59, p .01; Supervision =t= -.19, p .05; Co Workers =t= -.06, p .05; Pay =t= -1.04, p .05; Promotion =t= 0, p .05; Total Score =t= -.18 p .05) indicated that there was a significant difference between inner and other-directed persons on the Work scale; other directed persons being more dissatisfied, and that the Supervision, Co Workers, Pay, and Total Scores were in the predicted direction, other-directeds being more dissatisfied than inner directeds.

Table 2 shows the means, standard deviations and t values of the middle and lower socio-economic groups on all six subscales of the JDI.

TABLE 2

Job Description Index Means, SDs and t Values
of Middle and Lower Class Persons

JOB DESCRIPTION INDEX SCALE	MIDDLE AND LOWER CLASS BACKGROUND	MEAN	STD DEV	t
WORK	LOWER CLASS	3.26	1.87	- .46
	MIDDLE CLASS	3.51	2.54	
SUPERVISION	LOWER CLASS	2.04	2.90	- .15
	MIDDLE CLASS	2.16	3.03	
CO WORKERS	LOWER CLASS	1.39	1.71	-1.87*
	MIDDLE CLASS	2.53	3.32	
PAY	LOWER CLASS	3.09	1.67	.23
	MIDDLE CLASS	2.98	2.13	
PROMOTION	LOWER CLASS	3.00	2.93	.72
	MIDDLE CLASS	2.47	2.74	
TOTAL SCORE	LOWER CLASS	12.78	8.38	- .38
	MIDDLE CLASS	13.64	9.92	

P .05=*

N=23, N=45, df=66

The t values with 66 df (Work =t= -.46, p .05; Supervision =t= -.15, p .05; Co Workers =t= -1.87, p .05; Pay =t= .23, p .05; Promotion =t= .72, p .05; Total Score =t= -.38, p .05) indicated that there was a significant difference between middle and lower socio-economic persons on the Co Workers scale, that the Work, Supervision and Total Scores were not significant but also in the opposite direction of the hypothesis that lower socio-economic persons would be more dissatisfied, if dissatisfied, than middle class people. The t values on the Pay and Promotion Scales however, are in the predicted direction.

Table 3 shows the means, standard deviations and t values of the other directed lower class and other

middle class groups on all six subscales of the JDI.

TABLE 3

Job Description Index Means, SDs and t Values
of Other-Directed Lower and Middle Class Persons

JOB DESCRIPTION INDEX SCALE	OD LOWER AND MIDDLE	MEAN	STD DEV	t
WORK	OD LOWER	3.30	2.05	-1.19
	OD MIDDLE	4.29	2.71	
SUPERVISION	OD LOWER	2.15	3.37	-3.09**
	OD MIDDLE	2.19	3.33	
CO WORKERS	OD LOWER	1.07	1.54	-1.83*
	OD MIDDLE	2.67	3.46	
PAY	OD LOWER	3.07	1.97	-.15
	OD MIDDLE	3.19	2.42	
PROMOTION	OD LOWER	2.46	2.56	-.31
	OD MIDDLE	2.76	3.08	
TOTAL SCORE	OD LOWER	12.08	8.70	-.87
	OD MIDDLE	15.10	11.49	

P .05=* P .01=** N=13, N=21, df=32

The t values with 32 df (Work =t= -1.19, p .05; Supervision =t= -3.09, p .01; Co Workers =t= -1.83, p .05; Pay =t= -.15, p .05; Promotion =t= -.31, p .05; Total Score =t= -.87 p .05) indicated that there was a significant difference between lower and middle class other-directed people on the Supervision and Co Workers scale and that the Work, Pay, Promotion, and Total Score scales were in the predicted direction of the hypothesis that other-directed middle class people would be more dissatisfied with extrinsic job variables.

CHAPTER IV

DISCUSSION

The present investigation was by nature an exploratory one which sought to clarify the relationship of the variables operating in the work environment to those personality needs which the individual brings with him into the work environment. It was shown that managers can be either inner-or other-directed and still be successful in their roles as a manager, however, the needs of each are different and related to somewhat different aspects of the job itself.

The first and second hypotheses were only partially upheld in that it was the other-directed people who were more dissatisfied than the inner-directed ones, but the differences are shown only on the scale scores and not on the separate adjectives of the JDI. No significant differences were obtained between the groups on either the inner-or other-directed dimensions or on their socio-economic status when analyzing all 72 adjectives of the JDI separately. When the adjectives were combined into their proper scales i.e., Work, Pay, Supervision, Co Workers, Promotion, and Total Score, however, the results indicated both significant differences (Work Scale) and trends in the predicted directions

(Supervision, Co Workers, Pay, and Total Score). The significant differences on the Work Scale are not surprising in view of the fact that it was the physical-external (extrinsic) aspects of the work itself to which these other-directed persons were responding i.e., Hot, Tiresome, On Your Feet, and Endless.

Although the Analysis of Co-Variance indicated no significant differences between the management positions, it is still possible that these results, especially those on the Work Scale, are due to the fact that the majority of persons who comprise the other-directed group are first line managers. If this were true then the results could not be attributed to directedness but rather would be a function of management position. Previous studies (Porter, 1962) have indicated that first line managers are more dissatisfied on the whole than middle and upper levels of management. As was previously stated, 120 questionnaires were mailed out to respondents. The sample was based on the number of persons at the plant in each of three management categories. Of these 120 selected, 71 were first line managers, 29 were middle managers, and 20 were upper level managers. Of the total returns used in this study 52 were first line managers, and 16 were middle managers. No returns were received from upper level management persons. It may be that persons who should classify themselves as upper level

managers only recognize themselves as middle managers, feeling that upper level management positions are only attributed to those persons who work in the home office. The results then may be biased because no upper level managers responded and this was the group which was predicted to be most inner-directed.

It is also possible that these results are due to the fact that the majority of persons comprising the other-directed group are middle class managers. The instrument used to assess social class background was only a rough index and may have given biased results. This instrument was used internally as a check on the subjects' ability to classify themselves according to the national norm sample provided by Haller and Miller (1963). These norms may not be the same as those which operated twenty to fifty years ago.

In re-examining the adjectives of the JDI, it was noticed that each subscale contains a majority of extrinsic factors and very few intrinsic ones i.e., challenge, creativity, and autonomy. It is therefore concluded that other-directed persons are more dissatisfied with extrinsic job variables because they are controlled by external environmental factors. The conclusion seems warranted in view of the fact that it is the other-directeds who are more dissatisfied with all but one subscale of the JDI. No definite conclusions can be drawn about the inner-

directed groups at this time, however, because the JDI does not include intrinsic scales to which these persons can respond.

The third hypothesis was not upheld in that it is the middle class socio-economic background persons who show the most dissatisfaction with extrinsic job factors. These results may be due to the fact that lower socio-economic class managers have reached their level of expectancy; that is, they have become managers and are more content. The middle class manager on the other hand may still aspire to a higher position of more wealth, self-esteem, and self-actualization. His needs have become prepotent; they have taken precedence over all other needs. This follows the theory of A. H. Maslow (1943) which states that needs are arranged in a hierarchy of prepotency; that is, the satisfaction of lower level needs are pre-requisite to the satisfaction of higher level needs. The research of Porter (1962) has demonstrated this hierarchial arrangement among managers in the industrial setting. It has been shown that different levels of management operate on different needs because their satisfactions are different. Middle managers have fulfilled their basic needs and operate on a higher psychological level of needs.

The fourth hypothesis that persons with middle class backgrounds who are inner-directed will be more dissat-

isfied with intrinsic job variables was also not substantiated in view of the fact that the results were not significant and showed no trend in either direction. These results may also be due to the fact that the majority of items on the JDI are extrinsic in nature. It may also be that the results would have been in the predicted direction had the JDI also included intrinsic as well as extrinsic scales.

The fifth hypothesis, that other-directed middle class persons would be more dissatisfied with extrinsic job variables, was substantiated. The results indicate significant differences between the groups on the Supervision and Co Workers scales and t values in the predicted directions on all other subscales.

It would seem then, that other-directed middle class persons are controlled more by other people in their work environment rather than by their own internal standards. One of the major predictions of this study was that other-directed persons would gauge or set their standards in accordance with the information they derive from their environments. They need friendship, popularity, intimacy, group adjustment and cooperation, security and social approval. They respond toward conformity pressures on the basis of these needs. Evidently they are not getting the type of feedback they need or desire from their supervisors or co workers as these two subscales

show a significant difference in dissatisfaction.

Some possible reasons for not obtaining more significant results are that the ID-OD questionnaire provided a somewhat narrow score range and may not have separated those managers whose scores fell about the median.

It may be that a longer questionnaire would provide better results. It is also possible that the sample of managers drawn was an extremely homogeneous or inbred group which would account for so little variation and such a paucity of results.

CHAPTER IV

SUMMARY

It was found that directedness and socio-economic background both contribute to the value system of the individual. Other-directed people were found to be more dissatisfied with extrinsic job variables than inner-directed ones. Other directed middle class people were found to be more dissatisfied with extrinsic job variables.

The JDI primarily provides subscales which are extrinsic in nature and the majority of dissatisfactions are shown by the other-directed groups.

Further research is indicated because some of the results were significant and the trends were in the predicted direction; however, a better measuring instrument for directedness is needed as well as a sample which is not so atypical. Also, the number of subjects should be increased so that more powerful analysis of variance techniques can be used to assess the interaction, if any, between the major variables.

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APPENDICES

Frequency Distribution of Scores
on ID-OD Questionnaire N 68

Scores	Frequency
41	X
42	
43	
44	
45	X X X
46	X X
47	
48	X X X
49	X X X X X
50	X X X X
51	X X X X
52	X X X X X
53	X X X
54	X X X X X
55	X X X X X
56	X X X X X X X
57	X X X X
58	X X X X X
59	X X X
60	X X
61	X X
62	
63	X X X
64	
65	X X

Dear Participant:

For some time, we in the Textiles division have been interested in identifying and determining the nature of the important variables that lead to individual job satisfaction. When inquiries were made some months ago by Robert A. Daugherty of the Psychology Department of Southern Illinois University, Edwardsville Campus as to our willingness to participate in special studies along these lines, we consented most enthusiastically. Our approval was predicated on the knowledge that insights gained in the area of job satisfaction would help us do a better job of recruiting and developing professional people, and this in turn would help our division to continue to grow and develop at a progressive rate.

The attached questionnaire is the means by which randomly selected individuals in Textiles, of which you are one, will participate. The conditions surrounding the completion and return of the attached questionnaire are as follows:

1. Your participation is strictly voluntary.
2. Your name was randomly selected from the chosen sample group.
3. Dr. Daugherty and his colleagues are working through, not for, the Textiles Division in gathering needed data. All questionnaires will be anonymously completed and returned directly to Southern Illinois University. All reporting feedback from SIU will be in the form of statistics relating to prevailing trends and attitudes.

As you can readily see from these conditions, we are only interested in objectively gathering information on our most important resource; the individual human contributor. May I also add that this research has been initiated with the knowledge and consent of location management personnel. Based on these facts, you are encouraged to complete and return the attached questionnaire as quickly as possible. Your individual participation will play a most important role in the successful completion of this study.

Please accept my personal appreciation for your acknowledgment of this letter and your continued support.

Sincerely,

Director, Personnel

Enclosure

Dear Personnel Manager,

In disseminating information about the purposes of this study, it becomes a crucial point as to what is said to the persons who will be responding to this questionnaire.

The study is designed to measure a person's preference for certain types of values. It is not a personality test; there are no right or wrong answers. These preferences will be checked against specific job and personal characteristics and social class background. The information gathered will be used for the purpose of better understanding the variables which affect the employee in the industrial work situation.

As the person who disseminates this information, you are requested to give only the above information as the giving of any further information would bias the results of this study.

Thank you,

You are asked to fill out this questionnaire for use in a study which is being conducted at Southern Illinois University. This study is concerned with the relationship of peoples' backgrounds and values to their job satisfaction. In no way will specific information involving any particular individual be supplied to or be used by the Monsanto Company. Do not write your name on the questionnaire. Please answer all items.

A stamped, preaddressed envelope is enclosed for your convenience in mailing the information directly to us. We would hope to receive all completed questionnaires by June 25, 1969. Your decision to participate is voluntary; however, your participation is essential to the purposes of this study. Results will be made available upon request.

Your cooperation is appreciated.

Thank you.

Robert A. Daugherty, Ph.D.

There are no right or wrong answers on this questionnaire; you are only asked to give your honest opinion on each question. Your answers will be kept strictly confidential. Read each question carefully but answer as briefly as you can and try not to spend too much time on any one question.

Age _____

Years with company _____

Sex Male _____ Female _____

Type of position: First line management _____

 Middle management _____

 Upper management _____

SOCIO-ECONOMIC BACKGROUND

People ordinarily can discern five levels of occupational status like the following.

I	Highest status
II	Next to highest status
III	Middle status
IV	Next to lowest status
V	Lowest status

Please indicate in the space preceding each of the occupations listed below the status number you consider appropriate.

<u> </u> I Supreme court justice (example)	<u> </u> Dentist
<u> </u> Truck driver	<u> </u> Drug salesman
<u> </u> Car salesman	<u> </u> Lawyer
<u> </u> Hardware store manager	<u> </u> College teacher
<u> </u> Accountant	<u> </u> Scientist
<u> </u> Elementary school teacher	<u> </u> Farm laborer
<u> </u> Automobile mechanic	<u> </u> Electrician
<u> </u> Church bishop	<u> </u> Large city banker
<u> </u> Construction equipment operator	<u> </u> Department store owner
<u> </u> Grocery store owner	<u> </u> Druggist (pharmacist)
<u> </u> Plumber	<u> </u> Barber
<u> </u> Medical doctor	<u> </u> Store clerk
<u> </u> Construction laborer	<u> </u> Building contractor
<u> </u> Secondary school teacher	<u> </u> Trained nurse
<u> </u> Civil engineer	<u> </u> Typist
<u> </u> Farm operator	<u> </u> School administrator

What was your parent's most nearly permanent occupation? _____
 Which class number fits it? _____

1. Suppose you are starting out on your first job. Two possible men are available to teach you "the ropes." Mr. S. is a very warm, friendly person who has only recently started working at the place himself and is therefore not too familiar with the set up as yet. Mr. L., on the other hand, knows all the operations inside out but is reserved and rather impersonal in his manner.

If these are the only two men available, which would you prefer to supervise your work?

_____ Mr. S.

_____ Mr. L.

2. The Caine Mutiny is a fictional story about a mutiny aboard the minesweeper Caine during World War II. In this story, the executive officer of the ship (with the support of most of the crew) takes over the ship's command from his superior officer, after a series of incidents by which he is convinced that the captain is mentally unbalanced and is probably endangering the lives of the crew and certainly the ship's effectiveness in the war. Afterwards he is brought to trial for having defied naval regulations, particularly serious during wartime.

At Y High School, the senior english class was asked to write essays on the moral dilemma posed by this book. One student, who was in favor of the mutiny, wrote:

"One should consider carefully what orders one obeys and what the reasons for giving such orders are. When a completely incompetent or evil man comes into authority, should men submit to this power, or should they try to supplant it with a better one? A man must realize that a wrong decision, however sincere, will leave him open to criticism and probably punishment. Nevertheless, after weighing the facts, it is his moral duty to act as he thinks best."

Another student, who believed the mutineers were wrong, wrote:

"In terms of general principle, the issue stands as a personal opinion of duty versus society's opinion of duty. Is an individual justified in acting against the laws of the society just because he feels in his own mind he must? The resolution must be that when people have joined in a common objective, the opinion and action of one person should not be allowed to contradict the authority of the group, no matter how strongly the one may feel."

Which position is most like yours on this issue?

_____ the first

_____ the second

_____ neither is at all like my position.

If it is like neither, state your position. _____

3. Marge T. is a junior in high school. She has asked permission from her parents to stay out until 1:30 A.M. on the night of the next school dance. Her parents were considering giving her permission, but then Marge found out that most of her girl friends had been given a deadline of 12:30 for being home. At the same time, several of these other parents asked Mr. and Mrs. T. to join them in imposing a 12:30 curfew so as to avoid needless argument and confusion if one girl should be allowed to stay out later than the others.

- a) What should Mr. and Mrs. T. do: let Marge stay out until 1:30 or join the other parents in a 12:30 curfew?

_____ 1:30 curfew

_____ 12:30 curfew

- b) If her parents decide on 12:30 do you think Marge should protest or not?

_____ protest

_____ no protest

4. William is 10 years old. He and his family live in a community where most of his friends and their families only go to church on rare occasions. The boys his age usually go on all day hikes or excursions on Sundays. But William's parents are quite religious and the family custom is for all to go to church on Sunday. William likes going to church pretty well, but all of his friends and several of the other parents feel that it's a shame that he should be left out of the Sunday excursions.

Do you think William's family should encourage him to continue going with the rest of the family to church every Sunday or to join the other boys on their trips? (check one)

_____ church with the family

_____ trips with the other boys

5. Mr. Jones and Mr. Smith are both in the studio audience at a television show. The idea of this show is for the Master of Ceremonies to have individuals come up from the audience and do various stunts. This particular night the first man who is called up has to whistle "Yankee Doodle" with crackers in his mouth at the same time that a second audience member is having custard pies thrown in his face by the M.C. Mr. Jones is the third to be asked up on the stage, but he has already decided that he doesn't want to take part in the show. Although several people in the audience boo and somebody shouts loudly "Aw be a good sport," he refuses to budge from his seat. Mr. Smith is then asked to do a stunt and he walks up to the stage although he is not very anxious to be embarrassed in front of an audience. Everyone applauds him heartily for his cooperation and good humor. A portable shower is then brought out on the stage and he is told to undress (behind the shower curtains). With the water pouring down on him and wrapped in a towel his task is to sing through "Sweet Adeline" without stopping. He manages to get through it, amid much laughter and applause by the audience, and he is given a wristwatch by sponsors.

a) Which man do you most respect: Mr. Jones for standing on his dignity or Mr. Smith for being a good sport? (check one)

_____ Mr. Jones

_____ Mr. Smith

b) Which way would you have acted in a similar situation? (check one)

_____ like Mr. Jones

_____ like Mr. Smith

6. The seniors at F High School were asked for their major social studies project to turn in a report on some aspect of the American Civil War. Susan got very interested in her topic and found that she had written 25 pages even before she had half finished her outline. She mentioned this to one of her friends, who told her that the others in the class had pretty much agreed among themselves to hold their reports down to 35 pages. If Susan was going to hand in 50 or 60 pages, all the others would have to put more work in on their reports in order to get a decent grade. Therefore, said her friend, it was only fair to the others for Susan not to put in all the extra material that she had planned.

What do you think Susan should do? (check one)

_____ turn in shorter paper than planned

_____ turn in paper as planned.

7. a) Suppose you have made up your mind to be a salesman. Which job would you rather have? (check one)

_____ selling for a small corporation on a straight commis-
sion basis where, at the end of five years, you could
be making \$16,000 - \$19,000 annually.

_____ doing the same work for a large corporation on a straight
salary---which would bring at the end of the same period
\$8500 - \$9000 annually.

b) If you were going to take a job in industry, which job would you prefer?

_____ a job in a small company where your starting salary
would be \$7000 with a good chance of rapid promotion.

_____ a job in a large corporation with a national reputation,
where your starting salary would be \$5500---but where
there was a seniority system of promotion, a retirement
plan, and group hospitalization and insurance.

8. Which of the following would you rather be? (check one)

_____ a great medical scientist who has a world-wide repu-
tation even during his lifetime, but whose own com-
munity thinks he is "queer" and who lives alone with-
out any close friends.

_____ a great medical scientist whose work is ridiculed
during his lifetime, but whose own community thinks
he is a harmless "nut" and who has many close personal
friends.

_____ a competent general practitioner who is not and never
will be famous but who enjoys the respect of his
community and the warm friendship of many.

9. What kind of people do you like best _____

10. Suppose there were a student in your class who took no part in group activities of any kind, whether athletics, student government, political discussions, social events, or any other. He did no harm to anyone in the class; he simply ignored them. He did what school work he had to, and devoted all his other time and energy to working at his music---which was his consuming passion in life.

What would you think about such a person? Do you think he would be justified in caring only about music? Why or Why not?

11. Recently a magazine featured two articles on the topic "A Better Life for American Factory Workers," by Mr. K. and Mr. Y.

Mr. K. felt strongly that industrial engineers with some imagination could do a great deal to make factory life pleasanter; for example, if assembly work were reorganized to make it more interesting and if plants were brought nearer to workers so that they didn't have to waste hours travelling to their jobs. Looking towards the future, he felt that ideally (i.e. if the unemployment problem could be solved), Americans could perfect impersonal automatic factories which would take over from the workers many routine time-consuming tasks. This would both make the work more pleasant and cut down the working day. Thus factory employees would be left with plenty of free time to do what they really want, whether it be a more creative kind of work or increased recreation.

Mr. Y's article, on the other hand, stressed the need for a more human and personal atmosphere in the factory, one which would encourage friendships among the workers and a real interest on the part of management towards the individual problems of their employees. He looked forward to a time when everybody in a factory would feel a strong sense of participation in a common enterprise; at such a time, industry could meet some of the personal and social needs of the workers---as well as the economic needs, as at present.

Which emphasis do you think is more promising and important?

_____ first article
 _____ second article

12. a) Do you think you are

- _____ one of the more ambitious people here at work
 _____ about average in ambition
 _____ considerably less than average
 _____ hard to say

b) How do you feel about this? Do you wish you were

- _____ more ambitious
 _____ less ambitious
 _____ about as you are now

13. Here are three different ways to live which various persons at various times have recommended and followed. Read each one over carefully. Don't think about whether it's the kind of life you are now living, or whether it would be good for other persons to live that way, or whether it would be wise to live that way in our society. Just judge it according to the way you personally would like to live. After you have read each "path of life", write in briefly---in the space provided what your reaction to it is---whether you like or dislike it and why.

Path 1

I'm a person who likes to take part actively in the social life of my community, not because I primarily want to change it, but so that I can understand it, appreciate it, and try to save the best that man has achieved through the years. I avoid having excessive desires and go in for moderation in all things. I certainly want the good things in life, but I want them in an orderly way. I am happiest when both I and my life are well balanced, well controlled, refined and clear. I heartily dislike vulgarity, great enthusiasm, unreasonable behavior, impatience, and easily giving way to desires. I respect friendship highly, but do not wish easy intimacy with many people. I like my life to be disciplined, understandable, well mannered, predictable. I believe in trying to change our society very slowly and carefully, so that the good things in our human culture will not be lost. I enjoy being active physically and socially, but not in a hectic or radical way. I want my life to be active, but at the same time restrained and intelligent so that there is some order to it.

Path 2

I like for the most part to "go it alone", making sure I have privacy where I live, having much time to myself, attempting to control my own life. I enjoy being self-sufficient, reflective and meditative, knowing myself. I want to direct my interest away from close associations with social groups, and away from managing and trying to control my physical environment. These things I believe would make me happiest: simplifying my external life, moderating desires which can be satisfied only through outside forces over which I have little control, and concentrating my attention on the refinement, clarification, and direction of my own self. I would not enjoy "living outwardly". I wish to avoid depending upon persons or things, I want the center of life to be within myself.

Path 3

I don't want to hold on to myself, withdraw from people, keep aloof and self centered. I would much rather merge into a social group, enjoy cooperation and companionship and join with other people in purposefully working to fulfill common goals. I believe people are social and people are active. My life will be happiest if I can have both energetic group activity and cooperative group enjoyment. I do not believe in meditation, restraint, worrying about my independence, liking ideas for the sake of ideas, living by myself, thinking a great deal of my possessions; these things don't make for good neighbors. I want to live "outwardly" with gusto, enjoying the good things of life, working with other people to get the things which make a pleasant and energetic social life. I think those people who oppose living this way should not be dealt with too tenderly. Life can't be too delicate and fastidious.

Now fill in the following:

I like Path _____ first.
 I like Path _____ second.
 I like Path _____ third.

14. Frank is one of the leaders of the senior class at Y High School. The class has collected quite a bit of money from the sale of its yearbook and at a class meeting, the majority vote is for spending it on a senior class roller-skating party at the city rink, instead of on a picnic as first planned. Frank tells his friends later that it's perfectly all right with him if the class has a roller-skating party but he has always disliked roller-skating and probably won't come.

a) What do you think of Frank's decision?

_____ strongly object to it

_____ mildly object to it

_____ in favor, if that's the way he feels.

b) If you were one of Frank's friends, what would you do?

_____ tell him he's being unsociable and a poor sport.

_____ tell him that he owes it to the class to come.

_____ get one of the most popular girls in the class to invite him to the party.

_____ use no pressure on him to come if he doesn't feel like coming.

15. Janet belongs to a large group of friends---both boys and girls and all in their senior year at high school---who are planning a five day trip to Washington, D.C. Almost all the parents have given their permission except Janet's; they feel strongly that there should be an older person along to act as chaperone. They have taken the matter up with the other parents. Most of them feel that the group is old enough to go to Washington without a chaperone. Other parents don't really think so but feel that they can't keep their children from going if the others go.

Feeling as they do, should Janet's parents let her go on the trip as it is planned or not?

_____ let her go

_____ not let her go unless they are more satisfied about the arrangements.

16. Since the age of 13, Stewart---now a high school senior--- has set his heart on becoming a great chemist. He daydreams about it frequently and reads all he can about famous chemists and chemistry. Recently a close friend of his advised him to forget about his ambitions for the future and concentrate more on making a success of the present. He pointed out that if Stewart were more sociable and really gave some time and energy to it, he could easily be among the real leaders of his class---in extra-curricular activities and general popularity.

Do you think Stewart should follow his friend's advice?

_____yes

_____no

17. What do you think of someone who always tries to be "the best" in almost everything he does? _____

18. In athletics, at school, or on a job, which would give you more satisfaction: to be singled out for special praise or to know that you had contributed your part to the good record of your whole group?

_____the first

_____the second

JOB DESCRIPTION INDEX

DIRECTIONS: This is an opportunity for you to describe your job as you see it. The following are a series of words which may or may not describe your job. You are to read each word and decide if it describes your present job as you see it. If it does describe your job, mark a "Y" in the blank next to the word. If it does not, mark a "N" in the blank next to the word. If you cannot decide, mark a "?" in the blank next to the word. Please do this for all the words under each heading. Do not spend a great deal of time on each word, but be as accurate as you can.

THE WORK ITSELF

Y Fascinating
N Routine
Y Satisfying
N Boring
Y Good
Y Creative
Y Respected
N Hot
Y Pleasant
Y Useful
N Tiresome
Y Healthful
Y Challenging
N On your feet
N Frustrating
N Simple
N Endless
Y Gives sense of accomplishment

SUPERVISION

Y Asks my advice
N Hard to please
N Impolite
Y Praises good work
Y Tactful
Y Influential
Y Up to date
N Doesn't supervise enough
N Quick tempered
Y Tells me where I stand
N Annoying
N Stubborn
Y Knows job well
N Bad
Y Intelligent
Y Leaves me on my own
Y Around when needed
N Lazy

KEY: The response shown beside each item is the one scored in the "satisfied" direction for each scale.

JOB DESCRIPTION INDEX (CONT'D)

THE PEOPLE WITH WHOM YOU WORK

- Y Stimulating
N Boring
N Slow
Y Ambitious
N Stupid
Y Responsible
Y Fast
Y Intelligent
N Easy to make enemies
N Talk too much
Y Smart
N Lazy
N Unpleasant
N No privacy
Y Active
N Narrow interests
Y Loyal
N Hard to meet

THE PAY OR SALARY

- Y Income adequate for normal expenses
Y Satisfactory profit sharing
N Barely live on income
N Bad
Y Income provides luxuries
N Insecure
N Less than I deserve
Y Highly paid
N Underpaid

OPPORTUNITY FOR ADVANCEMENT OR PROMOTION

- Y Good opportunity for advancement
N Opportunity somewhat limited
Y Promotion on ability
N Dead-end job
Y Good chance for promotion
N Unfair promotion policy
N Infrequent promotions
Y Regular promotions
Y Fairly good chance for promotion

ITEM SCORING

ITEM	Inner-direction			Other-direction		Scales in which item is included
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
1		b		a		B
2		a		b		B, C
3	a;b	—	a;a b;b	—	b;a	B
4		a		b		C
5		a		b		C
6		b		a		B
7		a or b;a		a;b	b;b	C
8	a	b		c		C
9		patient, honest, am- bitious, hard work- ing, sensi- ble, far- sighted upholds convictions independent thorough, efficient, someone to admire, active, in- telligent, shows inter- ests, calm, mature, seri- ous, challeng- ing, self- confident	socially responsi- ble, sin- cere, helpful, generous, kind, straight forward, tolerant, frank, respects others	good na- tured, sense of humor, friendly, doesn't show off, well- rounded, gregarious, "average person", cheerful, "like me", not snobbish good sport considerate, easy to talk to, "fits in" changes needs, outgoing, fun, warm, versatile		C

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
		discriminating		extroverted, modest, ac- cepts criti- cism, sees others side		
10	yes (no qualifi- cation	yes but may not be happy well rounded, etc., could widen talent, share with others, justified but rejects as friend, "his business".	_____	justified by great talent vocation or neuroses; prediction of unhap- piness; should com- bine with other acti- vities; not sure	not justi- fied; hurt- ing self; rejection as friend	B, C
11		a		b		B
12	a;a	a;c c;a	d;c	b or c;a a or d;b	b or c; b or c	C
13 ath I	Rank 1 or 2	Rank 2 (with critical com- ment) Rank 3	Rank 4 or 5	_____	Rank 6 or 7	B
ath II	Rank 1 or 2	Rank 2 (with critical com- ment)	Rank 3 or 4	Rank 5 (with <u>very</u> negative comment)	Rank 6 or 7	B, C
ath III	Rank 6 or 7	Rank 5	Rank 3 (with criti- cal comment) Rank 4	Rank 1 or 2 (with criti- cal comment) Rank 3	Rank 1 or 2	B, C
14	c;d	d; b or c	_____	b; c or d; c; a	a; any b; a or b	
15	b	_____	_____	_____	a	

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	
6		b		a		C
7		admiration and approval (may be qualified)	"admire" him-but must ad- mit mis- takes, take advice	Disapproval; "All right" if not con- ceited or doesn't step on toes		B
8		a		b		C

Key for scale abbreviations: B; Sub Scale B C; Sub Scale C