AN ANALYSIS OF SELF-ACTUALIZING DIMENSIONS OF TOP AND MIDDLE MANAGEMENT PERSONNEL

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Peggy Ladenberger, B.A., M.Ed.
Denton, Texas
December, 1970

The problem of this research was to make an analysis of self-actualizing dimensions of top and middle management personnel.

The purpose of the study was to examine categories of self-actualization and specific biographical and developmental factors from the data on 225 individuals selected from top and middle management by psychologists with Rohrer, Hibler and Replogle, international firm of management consultants. The investigation was designed to determine if differences existed for the two groups.

The subjects, clients of the firm, representing different industries and all sections of the United States, were compared on performances on a standardized test of self-actualization, personal adjustment, education, health, marital status, birth order, and significant environmental factors of childhood. Further comparisons were made on frequencies in seven reliably-scored categories of self-actualization derived from a critical analysis of client psychological evaluation reports and on the numbers and kinds of "peak" experiences listed by the subjects.
To provide criteria measurements for the study, the following instruments were used: client evaluation reports written by the firm's psychologists, company personal history and personality records, a questionnaire designed by the writer, and the Personal Orientation Inventory.

The top and middle management groups differed significantly in (1) intellectual curiosity, (2) basic security and self-confidence, (3) insight into self, and (4) realistic plans for continued growth and development, as measured by the content-analysis categories, on the Self-Actualizing and Self-Regard scales of the POI, and in total number of "peak" experiences. The differences, favoring the top group, were significant beyond the .05 to the .001 levels of confidence. The groups were found to be similar, though both in a strong positive direction, on variables in their developmental histories, except for the greater stimulation toward achievement, maximum contributions, and continuous development the children who became top management subjects received from their parents.

Top management personnel, chosen on a dimension of high achievement, have some positive personality strengths that place them in the upper brackets of psychological health. This group, comprising presidents, vice-presidents, and company officers, having reached a terminal point in one sense, still think of themselves in terms of growth principles, though they are more skillful in actualizing their own potentials than in helping employees develop theirs.
Good health, being currently married, and optimum childhood growth experiences are equally descriptive of both groups. These variables must be related to a more general kind of achievement motive but are not discriminating between upper levels of management.

It is assumed that existing differences would have been much more pronounced had the extreme ends of the working population been investigated rather than the two highest executive levels. Nevertheless, top management subjects displayed some important common behavior dimensions, personal assets, and extra strengths rather than merely the absence of weaknesses and liabilities and can serve as realistic models for aspiring business majors and employees.

Further studies, using subjects from other divisions of the working world and investigating different variables, as well as longer-range follow-up research with the present subjects, were recommended. It was suggested that the positive approach to psychology, including studies of what man is at his highest, be made an integral part of future curriculum design for business majors.
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CHAPTER I

INTRODUCTION

The concept of self-actualization has begun to occupy a central place in the study of complex organizations. Chris Argyris, acknowledged authority on the psychological nature of management, suggests the presence of self-actualization when the organizational member believes his occupational role permits opportunity for relatively full expression and expansion of his individual potential. His studies indicate that when this integration, or fusion, between the individual and the organization is absent, lowered self-actualization is likely to introduce forms of adaptive behavior, such as daydreaming, aggressive feelings, restricting output, postponing difficult decisions and tasks, and showing little interest in work (5, 6).

In recent years industry has become increasingly interested in achievement motivation, human potential, and self-actualization, areas previously studied by the social scientists only. Today there is a joint frontier of business and psychology, and enlightened spokesmen from each discipline realize that what is good for psychological growth is also good for productivity and that both are necessary for an innovative organizational climate.
It is an underlying hypothesis of this research that man is functioning at a small fraction of his capabilities. An increasing number of behavioral scientists have concluded that most individuals operate at 10 per cent or less of their potential. Among the recent studies on human potential are those by Murphy, Maslow, Mead and Otto (21, 25, 26).

Research by Bonney, Allport, Rogers, and Maslow on highly normal or psychologically mature individuals indicates that actualization of potential is a hallmark of the full functioning person (8, 20, 21, 23). To the degree that the individual is denied the completion of potentials, he becomes apathetic, hostile, or psychologically sick. Maslow describes this condition with the concept "stunting or diminution of humanness" (18, 23). Research does not uphold, however, the proposition that human productivity and growth are necessarily correlated with pleasure and happiness. To emphasize happiness and pleasure is to overlook realization. In Goldstein's words, "Pleasure, in the sense of relief from tension, may be a necessary state of respite. But it is a phenomenon of a stand-still" (22, p. 182). Actually, the tension and unhappiness resulting from the attempt to achieve challenging goals in order to enhance self-actualization are central to healthy, high-quality living, to productivity, and to the flexibility needed for organizational improvement. There is increasing agreement that a "sick" person is best defined as one who is no longer able to actualize his "essential capacities" (4).
Where do these potentialities come from? A basic life principle, organized around a biological need, is the innate drive in living matter to perfect itself. According to Szent-Gyorgyi, winner of the Nobel Prize in 1937 for biological research, "Life keeps life going, building up and improving itself, while inactivity makes it go to pieces" (8, p. 103). Kurt Goldstein paralleled this emphasis psychologically and named the drive to maintain the integrity of the organism, self-actualization. Maslow uses the term to refer to "man's desire for self-fulfillment, to become everything that one is capable of becoming" (21, pp. 91-92). Rogers views the drive toward self-actualization as the mainspring of life, and Allport emphasizes that "becoming," or continuing growth, is the single most important clue to an individual's personality (3, 7, 21, 25). Those childhood potentialities, though long neglected, are seldom wholly crushed (28).

All descriptions of the mature, emergent, psychologically healthy personality are congruent with the self-actualizing motivations, or growth motives, which supplement the conserving motivations of equilibrium, homeostasis, and tension-reduction (12). Man is growth-dominated, "meta-motivated," or self-actualizing, according to Maslow, when he has sufficiently gratified his basic needs for safety, belongingness, love, respect, and self-esteem. When these basic or "lower" needs are frustrated or not satisfied, he
suffers a deficiency disease born out of deprivation. The deprivation most people experience with respect to lower level needs diverts their energies into the struggle to satisfy those needs, and the needs for self-fulfillment remain dormant (19, 20, 21). This concept of a hierarchy of need satisfaction has been used in various forms by Argyris, Davis, Haire, Leavitt, Smith, and Viteles in discussions of the need satisfactions of individuals working in industrial organizations (27).

One of the most comprehensive treatments of man's needs in the organizational setting is by Douglas McGregor who developed the new theory of management, "Theory Y," based upon the following assumptions about human motivation. Paralleling Maslow, McGregor sees man's needs as organized in a series of levels—in a hierarchy of importance. Psychological needs, safety needs, social needs, ego needs must all be satisfied before the capstone on the hierarchy, the self-fulfillment needs, are operative. These are the needs for realizing one's own potentialities, for continued self-development, and for being creative in the broadest sense of that term (24).

A satisfied need is not a motivator of behavior. This is a fact of profound significance that is regularly ignored in the conventional approach to the management of people. As in considering a need for air: except as we are deprived of it, it has no appreciable motivating effect upon our
behavior. Similarly, self-fulfillment needs do not appear in any significant way until the lower needs are all reasonably satisfied.

McGregor further states that the motivation, the potential for development, the capacity for assuming responsibility, the readiness to direct behavior toward organizational goals are all present in people. Management does not put them there, but management does have a responsibility to help make it possible for people to recognize and develop these human characteristics for themselves (24).

This area of motivation has relevance for education, counseling and guidance, and mental health programs. It is commanding increasing attention from universities, government, and business. John Gardner, ex-secretary of Health, Education, and Welfare, made this observation:

The basic American commitment is not to affluence, not to power, not to all the marvelously cushioned comforts of a well-fed nation, but to the liberation of the human spirit, the release of human potential . . . and self-fulfillment (14).

A new thrust appears to be emerging in the behavioral sciences. This is directed toward deepening our understanding of what is meant by human potential. The Human Potentialities Research Project at the University of Utah was initiated for the purpose of developing and extensively field testing new methods which are believed to foster increased self-realization, offering participants opportunities for personal growth and fulfillment. Model programs, using
group methods designed to actualize human potential, have been introduced in education at all levels, in churches, in clinical settings and in industry (25, 26).

The practical implications of any study which seriously examines and explores self-actualizing dimensions of a working population become obvious. Analysis, possible measurement, and antecedent conditions should be of primary concern to both the social scientist and the practitioner, to both the public school or college counselor, and to the industrial and management consultant.

Statement of the Problem

The problem of this research was to make an analysis of self-actualizing dimensions of top and middle management personnel. An attempt was made to determine if differences exist for the two groups on these dimensions as well as for specific biographical, developmental, and social data.

Purposes of the Study

The purposes of this study were to examine (1) dimensions of self-actualization, and (2) specific biographical and developmental factors in those individuals selected from top and middle management by an international firm of management consultants. A critical analysis of client evaluation reports, personal-social histories, company personality records, and an objective measure of self-actualization were made to determine differences in the two groups on the stated criteria.
Hypotheses

Consistent with the above purposes, the following hypotheses were formulated for statistical treatment.

I. Thought units from the top management group will be placed in the (A) subdivision of all categories with significantly higher frequency than will thought units from the middle management group. (Each category has two divisions of classification, part (A) and part (B).)

II. Individuals in the top management group will achieve significantly higher scores on all subtests on the Personal Orientation Inventory than will individuals in the middle management group.

III. There will be significant interrelationships between the results of the content analysis and the objectively scored Personal Orientation Inventory in category similarities and agreement between content analysis data and self-ratings of the self-actualization instrument.

IV. Individuals in the top management group will achieve significantly lower mean scores on the company-designed "Personality Record" than will individuals in the middle management group. (A lower score is represented by fewer off-key items.)

V. There will be no significant differences in the level of education and marital status in the top and middle management groups.
VI. The number of first-born and only children will be significantly greater in the top management group than in the middle management group.

VII. Individuals in the top management group will have significantly better physical health than individuals in the middle management group.

VIII. Individuals in the top management group experienced democratic parental management during childhood with significantly higher frequency than individuals in the middle management group.

IX. There will be a significantly greater frequency of "high level expectations" from home during childhood for the top management group than for the middle management group.

X. There will be a significantly greater frequency of "high-level expectations" from school and teachers during childhood for the top management group than for the middle management group.

XI. The number of significant "out-of-home" adults who positively influenced development before adulthood will be significantly higher for individuals in the top management group than for those in the middle management group.

XII. Individuals in the top management group identified and had respect for their fathers with significantly higher frequency than those in the middle management group.

XIII. Individuals in the top management group had deep feelings of personal worth instilled in them by their parents
with significantly higher frequency than those in the middle management group.

XIV. Peak experiences of individuals in the top management group will be (a) greater in number, and (b) will fall within the actualization and transcendence categories of Thorne and Maslow with significantly greater frequency than will those peak experiences of individuals in the middle management group.

Background and Significance

A June, 1968 Gallup poll of students reports: "The traditional goals of college students of making money and 'getting ahead in the world' appear to have lost some of their charm." No less than two college students in every three said they would have an interest in working either in Vista or the Peace Corps. Many of these young idealists saw in most business pursuits merely a search for self-aggrandizement, and 80 per cent listed "opportunity to make a meaningful contribution" as the primary consideration affecting their choice of career (9). Notwithstanding, recent surveys indicate that approximately half of all college seniors are considering careers with business firms, and, according to the American Council on Education, more college freshmen expect to major in business in 1969-70 than in any other area. Furthermore, some students who begin careers in other fields intend one day to enter business
full time. These figures serve as a correction to rumors and reports that the New Generation is shunning business and industry (31).

The number of men aged thirty-five to forty-five has been declining nationally since 1963 because of the low birth rates of the depression years. This, in addition to rapid and prolonged economic expansion, an explosion of technological change, and the shift from blue-collar to white-collar employment, has steadily increased the need for educated management personnel. Corporations are seeking young talent with unprecedented determination. Prospective employees, currently in a strong position, are demanding productive tasks from the first day of work. Starting in the mailroom is a thing of the past (31).

Managerial turnover complicates the problem of adequate personnel. Eugene Jennings of Michigan State University uses the term "mobicentric" to describe the vigorous, young, jet-propelled contemporary executive, who has a drive for self-development that is reinforced by taking on a new job, mastering it, and moving on. This mobile manager values getting jobs and new challenges over power and money and builds competence and confidence by thrusting himself totally into activity. To him, leveraging upward is fun (1, 2).

This group of potential top management appears a different breed of men from those Thoreau referred to in this passage from Walden: "The mass of men lead lives of quiet desperation" (17).
The new breed has a different chant. There is a new
cult. Courage is replacing vested caution, and the only
risk is failure in one's own eyes (13). The employee is not
saying "recognize me" or "treat me well." These approaches
have been tried earnestly for thirty years. The new breed
is saying, "Use me well. Let my life mean something."
Further, "We demand meaningful work and responsibility."
The modern employee in our industrial society, where we have
almost no general unemployment, will not respond positively
to a system that asks him to barter his efforts for a benefit
plan, a charming place to work, and good manners (11).

The more progressive-minded young today reject goals;
they want roles—that is, involvement, total involvement.
They don't want fragmented, specialized jobs. These indi-
viduals take John Gardner's concept of self renewal seriously:
"for the self-renewing man the development of his own poten-
tialities and the process of self-discovery never end" (16).
Such a young man comes to the organization asking, "Will the
job provide an opportunity to test myself, to find out whether
I can really do a job?" "Will I be considered worthwhile?"
"Will I be able to maintain my integrity and my individuality?"
Above all, "Will I learn and grow?" These young people are
more interested in the quality of life than in the division
of the economic product (16). Having been influenced by
academic values of questioning and learning, they rebel at
the thought of the "stereotyped" businessman. They want to
examine and remake society. They ask of a business how it fits their basic values, especially their wish to make a social contribution (16).

What happens when these expectations are not met? Daniel Yankelovich, a psychological consultant to industry, told the Institute of Life Insurance that a number of the nation's best-educated, most promising adults have lost enthusiasm for their business careers—that there was a "crisis of purpose" among the top 10 per cent whose family affluence had already assured them of economic achievement. For many, the problem of finding meaning and purpose remained achingly unsolved (16).

Roger Blough, Chairman of United States Steel, comes back with a strong argument that business can satisfy the young intellectual. Because of its complexity, he says, twentieth-century business needs the young intellectual today more than ever before, noting that business and industry already employ more Ph.D.'s than all of the liberal arts colleges in the country combined (16).

A group of the most successful young business people in the U.S., interviewed by editors of Fortune, tend to be vocal about their love of business. Eloquent defenders of business and insistent critics of "dropouts," they scorn the charge levied by many of their contemporaries that industry stifles creativity and individuality. They admit, this gallery of business wonders, that society is more complex but see this
only as an imperative for more talented people. One young entrepreneur in his middle twenties worth $15 million from the growth of a real estate business avows that there are five thousand times as many opportunities today as there were fifty or a hundred years ago (31).

Still the greatest challenge to American business executives today is the ability to identify those youthful ones on the scene who are most likely to succeed them (1, 2). Efforts to find tests or techniques to predict success as top level executives are legion. Psychologists used to think that special personality traits distinguished leaders from followers. Though several hundred research studies have been conducted to identify these special traits, the search has been futile (10). After numerous attempts over a period of years using a wide variety of tests administered to control groups, one representative consulting firm was unable to find anything more predictive than chance. Psychologists with the same firm shifted the focus of their attention to the functions and behavior of top management and moved closer to identifying the potential manager (29, 30).

Counselors in high schools and colleges are sensing student unhappiness, frustration, and restlessness. At the same time the literature on self-actualization points out that every unused gift or capacity causes dissatisfaction with oneself (6, 15). If the fulfillment of self-actualizing needs has implications for mental and physical health, basic
satisfactions, and optimum growth, might not a study of men at the top in business, who are actualizing in the world of work, serve as a model for those increasingly large numbers of individuals preparing for or already established in a business career? Any identifiable characteristics or inter-relationships should have some relevance for developing fully functioning persons. Further, the present study could effect a healthy contribution toward making our present guidance programs more functional.

Definition of Terms

Top management personnel will include those persons who are presidents and vice-presidents of business and industrial organizations, and officers of similar rank such as directors of regional operations or heads of large plants. No attempt will be made to delimit the study, and subjects who represent the corporate or group entity as well as those of an entrepreneurial leadership will be selected.

Middle management personnel consists of those in positions above the first level of supervision, but below the vice-presidential, company officer, or major departmental head level. For purposes of this study, the psychologists of the firm will select only those individuals who, in their judgment, will remain in middle management positions.

Self-actualizing dimensions contribute to the full use and exploitation of talents, capacities, and potentialities.
For this research they will be operationally defined as any of the characteristics of Maslow's self-actualizing people as well as scores on each of the scales of the Personal Orientation Inventory, a measure of self-actualization.

High-level expectations are those standards of expectancy set at home or at school that induce maximum efforts toward skill performances, the acquisition of knowledge, or the accomplishment of objectives and goals.

Significant out-of-home adults are admired relatives, friends, teachers, civic or church leaders, or any other adults who exerted positive influences on the individual's development before adulthood.

Peak experiences are moments of great awe, of intense happiness or ecstasy. They are the subjective experiencing of what is recognized to be one of the high points of life, one of the most exciting, rich, and fulfilling experiences which the person has ever had.

Limitations of the Study

The study was limited to clients of Rohrer, Hibler, and Replogle, international management consultant firm, with whom the clinical psychologists were currently working.

Evaluation reports, upon which part of this study is based, were originally written for client use. Therefore, it must be assumed that in some instances purposes other than the "objective" clinical evaluation of a given client
were in operation (e.g., the reactive effect on the client).

Top executives are often the busiest executives, and some individuals from the top management group most representative of the research definition in the judgment of Rohrer, Hibler, and Replogle psychologists were unable to participate in the study. It may be assumed, therefore, that any differences between the two groups might be less than would have been expected had these subjects been included in the study.

Procedures for Collecting Data

An international management consulting firm furnished client evaluation reports based upon the requirements of the dissertation project. One hundred from each management group determined the minimum number to be selected for an effective study. Each of the firm's clinical psychologists from twenty-two regional offices contributed reports from their files, so that all major sections of the United States were represented. Personal-social histories and personality records accompanied the psychological evaluations. All names were coded so that the client's anonymity was protected, and information remained confidential to the analyst.

The Personal Orientation Inventory (hereafter referred to as the POI), and a short questionnaire were taken to each of the selected subjects by the firm's psychologists. They
explained the purpose of the research study and encouraged
candid responses and a prompt return of the information.

The selection of the sample in this purposive manner
suggests caution in generalizing from the findings to all
possible units in the particular universe under investigation.
However, the present study, using data from one major con-
sulting firm, is not unlike the studies done by Bonney and
Maslow, who used subjects from one institution or college.
One can safely speculate that the findings are at least
"suggestive" of what might have been found of the entire
reference population (9, 21).

Treatment of the Data

The following statistical tests were applied as appro-
priate in the treatment of the data.

Chi-square was utilized to test for significance of the
difference in frequencies of the top and middle management
groups. Parts of the categories, the variables, constituted
the data and were arranged into contingency tables, with two
criteria being "top management" and "middle management" and
two criteria being designated either "A" or "B."

Fisher's t was utilized to test for significance between
the means for the top and middle management groups on each
of the continuous variables in the client's developmental
and personal history and on each of the twelve dimensions of
the Personal Orientation Inventory.
Chi-square was used to test the significance of the differences in frequencies of the top and middle groupings for the discrete variables in the client's personal history.

A test of correlation was made between the mean scores of the top and middle management groups on the dimensions of the Personal Orientation Inventory and the mean scores for each group on the content analysis categories which showed a significant difference for the groups and which corresponded to or were closely similar to POI dimensions.

Summary

The rapid increase of students majoring in business and entering industry after graduation emphasizes the need to examine comprehensively a representative group of men who have made exceptional achievement, who have been highly innovative or have demonstrated excellent organizational skills, but who have utilized maximum potential—those who have risen to top management.

Maslow has contended that the science of psychology has been far more successful on the negative than the positive side in revealing to us much about man's shortcomings, his illnesses, his sins, but little about his potentialities, virtues, aspirations, or full psychological height. We have been subjected to a limited, pessimistic, stingy preconception about human nature. Because we have long identified the status quo with the ideal, our attention in the past has
been focused on statistical averages—-not what ought to be or what might be under ideal conditions (21).

A positive approach to psychology calls for study of the self-actualizing, the mature, the fulfilled, or the top 1 per cent in any group. Maslow suggests research of the true individual, the creator, the hero, the strong man, the genius, and other good specimens of humanity. What is dedication to a cause? What produces the devoted person who identifies with his vocation, calling, or mission? What motivates the self-actualizing person? What are his values? These are the areas of investigation under a positive psychology (21).

When primary objectives are to understand personality from the standpoint of needs in child development, parent education, counseling and guidance, and improved mental health programs, this approach appears more appropriate.

Critical analysis of the dimensions of self-actualization and specific biographical and developmental factors in management personnel should have relevance for understanding and contributing to greater human potentialities and should provide more conceptual guidelines for developing "fully-functioning" persons.
CHAPTER BIBLIOGRAPHY


Work and business are central to American life. No country has ever been as work-oriented as the United States. A great American theme has been the "rags to riches" success story (33).

A major shift in the evaluation placed on different kinds of work has evolved from the enormous pace of industrialization. Though it is still considered more virtuous to work than to be idle, people are now acknowledged in accordance with an elaborate occupational hierarchy. All work is "good" but certain kinds of work are "better" than others. Valued more than blue-collar work is white-collar work, and the executive has higher status than the subordinate. However, the most exalted occupations in the United States are still looked upon as work; it is even believed that the top leaders of industry, government, and science work harder than anyone else. The meaning of work in contemporary United States is in the sharpest possible contrast to its negative evaluation in Classical Greece and Rome (29).

Menninger states flatly that "three-fourths of the patients who come to psychiatrists are suffering from an
 incapacity of their satisfaction in work or their inability to work. For many it is their chief complaint" (29, p. 94). The healthy personality given to high-level living, on the other hand, has always been measured by an ability to work with gusto (16). We can identify the vast population of people who are secretly bored, unhappy, and goalless and compare them on pertinent dimensions with men with a mission and a purpose which sustains them (like Schweitzer, Freud, Russell, Chaplin, and other ageless people) into long productive lives. One dimension is how they commit their energies, how they work (16).

What does work mean to people? Most of all, the personal importance of work is urgent because the working person spends about one-third of his life on the job. The meaning of his work affects and reflects the total purposiveness of his life. The very psychological identity of a man or woman is inextricably woven in and through the meaning of work (33).

The ability to work is a major human competence, and a human being is not born with the ability to work, any more than he is born with the ability to make a successful marriage. It may seem surprising that psychologists and psychiatrists have not paid more attention to this area. When Freud was once asked to list the basic requirements of human existence, he answered: "to love and to work" and then proceeded to write a great deal about love and very little about work. Thousands of titles are listed in a
recently published five-volume index of psychoanalytic writings, and less than a dozen papers relate to work. None of the major writings in psychology makes more than a passing reference to this issue and a great many do not mention it at all (29).

The meaning of work should be clearly important to both blue-collar people and management, worth studying and improving. Yet neither business enterprise nor union leaders have developed much interest. To the casual onlooker, the meaning-of-work issue may not seem economically or politically important, but we know that when work is not meaningful, talented young people avoid management jobs. Peter Drucker sums it up. "If American business wants to be considered a preferred career opportunity by the younger generation, it will have to satisfy the expectations of the young in respect to the values and commitments of business" (33, p. 235).

The Need for Work Fulfillment

The creative meaning of work can explain the driving force behind American management. One must view the creative possibilities of work today against a historical background. The Greeks' word for work connoted sorrow and burden, and they saw physical work merely as a curse and fit for slaves. The ancient Hebrews also viewed work as a heavy yoke. In Medieval Europe, work was important enough that men took
family names from the kind of work they did. John, the weaver, became John Weaver. The Protestant Reformation, as exemplified by Calvin and the Puritans, made work almost an end in itself, an obligation to God, but not to be enjoyed. For Karl Marx, writing amid the bursting nineteenth century industrial revolution, work was the abomination of the new capitalism (33). Even today Harvey Swados (1959) and Blauner (1964) speak of work as a sort of alienation. Many, like De Grazia, seem to overlook the creative potentialities in work.

But man has a need through his work as well as through his leisure. This is the need for self-actualization, self-fulfillment, or self-realization through work—that is, a man will be discontented and restless unless he is doing what he is fitted for, unless he desires and becomes everything he is capable of becoming in his work situation.

Ample evidence do we have for this work fulfillment need in the newest literature of the psychology and sociology of work in which there are a number of theories, though fragmentary, with this common idea. Maslow's theory of need hierarchy, Argyris' stress on the importance of the individual's maintaining his individuality and self-determination within the organization, McGregor's "Theory Y," and Herzberg's two-factor theory of work motivation are primary (33).
Management needs to learn a whole new dimension in the "motivators." Though work-fulfillment theories do not claim that work, job, or business should be considered the unique sources of personal satisfaction in life, there is evidence, however, to support the job as one central source of need satisfaction in the individual's life.

Psychological Characteristics of Management

The most potent single institution in our American culture is business and industry, and some critics suggest that within this hallowed area many industrial leaders use manipulation in personal relations to achieve their goals. Shostrom particularly, in Man, the Manipulator, views business as "profit versus persons" (37). Maslow sees an alternative and believes the aggressive leader can find an actualizing, creative synthesis when he becomes "assertively caring."

Max Weber, the German sociologist, has pointed to the highly dynamic character of American society and attributed it to social characteristics that have so far provided a favorable climate for the genesis of an extraordinary number of innovative minds and have given sanction to their endeavors. It has been men of enterprise, he says, who have brought us to our present state of development.

Richard La Piere has written with marked clarity on the decline of the idea that man can and should be self-reliant
and enterprising, an idea which spurred individuals to invention, discovery, and achievement. He warns of the emergence of a new ideal of man, one that suggests that he must and should be supported, protected, and socially maintained. Specifically, he states,

Over the past two centuries and more it has been men of enterprise who have evolved our crafts and technologies, developed our sciences, devised and diffused new and more effective forms of social life, and explored and exploited our physical and biological resources. If we are to preserve the advantages, material, psychological, and social, that these developments have made possible, we shall need now, and on through the future, other men of enterprise, others who will, through their industry and initiative, continue the extension of our scientific knowledge of this earth and the people on it, continue to work changes in our crafts and technologies, and continue the evolution of new and appropriate forms of social relations. And if we are, further, to enjoy what a century ago was termed "progress," we must produce and give scope to a steadily increasing proportion of such men. . . . then can we long continue as the most fruitful society that man has ever known (20, pp. 288-289).

The strong men of history have had one psychological characteristic in common: the striving for fulfillment. We all recognize Michelangelo fighting against odds to be himself and fulfill himself, but how often do we attribute this motivational force to an entrepreneur who creates a new company and thousands of jobs or to a department head who helps a young adult achieve a new self-concept, and thereby a different attitude toward the world of work? Though less dramatic than Beethoven composing though deaf and Milton
writing though blind, any strong executive fulfills himself as he lives a life that is an unfolding of his potential (34, 35).

The most hardy perennial subject within management circles is the one concerning the qualities of the effective manager. It is quite evidently a source of continuing, almost nagging concern to top management. Also, there is apparently less than satisfaction with the answers (38).

A review of the literature of the psychological characteristics, needs, and perceptions of successful management personnel emphasizes traits and syndromes which attempt to point up behavioral predictors of executive suitability. Among the more recent reports are those by Centers and Bugental (5), Edel (9), Fiedler (11), Field (12), Ghiselli (14), Porter (30, 31, 32), and Wainer and Rubin (43).

Humble Oil, in a comprehensive evaluation study, lists three success predictors: leadership, wide-ranging interests, and risk-taking (1). Warner and Abegglen, in a study of over eight thousand business leaders, emphasize mobility, an unconscious faith in the malleability of their world, and a belief in the sovereignty of hard work to gain reward (44). Clarke's two studies on personalities of self-made company presidents revealed a temperament characterized by (1) aggressive, socially dominant and independent behavior, (2) congruence between their "social self" and "basic self" perceptions, and (3) possession of a great potential energy (6, 27).
Alfred Marrow, 1964 winner of the highest honor in social psychology, the Kurt Lewin Award, states that management is getting things done through people. Therefore, an executive's success depends on interpersonal competence (22). Chris Argyris also points to interpersonal competence as the crucial variable (2, 3).

The editors of Fortune, in a series on executive qualities, name initiative, drive, and ambition the cardinal triad (39). An analysis of interviews scheduled with the new "conglomerate" executives and entrepreneurs who sparked the beginnings of the science-based Space Age industries suggests that it was a strong motivation toward independence that got these dynamic men where they are (7, 10, 13).

Harry Levinson, Distinguished Visiting Professor of Business Administration in the Harvard University Graduate School of Business Administration and formerly Director of the Division of Industrial Mental Health of the Menninger Foundation, sees the executive's task as one of continuous reappraisal, risk, and social responsibility, and of acting rapidly on the basis of quickly assembled facts to resolve complex problems (21).

Responding to a survey, a number of presidents of large American companies commented at length on the requisites of those who would succeed them. An interpretive summary would include these views:

He must be a person whose general knowledge and understanding of the whole organization is
such that he can fit specialized contributions into profitable patterns. To be able to understand as a generalist, he needs a wide range of liberal arts knowledge together with fundamental knowledge of business. With that base, he is then able to view his business in global, historical, and technical perspective. Such a perspective, however, can only be the basis for the most critical requisite: "feel." "Feel" is a certain intuitive sensitivity for the appropriate action and in relationships with people. The latter will continue to change drastically as social forces change (21, p. 116).

Spaulding, president of Consolidated Vacuum Corporation, avoids discussing successful management in terms of objectives but instead tries to describe a point of view or mental set. He names the ability to learn constantly from new experiences--"to admit new experiences and ideas through the mental filter that each individual has built up, for purposes of self-protection, over the years" (38). Further, he discusses the one common denominator of all effective personalities—the willingness to risk failure. To maintain a growing edge one must be willing to break with the past, to recognize that the road to success means following the unblazed path, to rise above his environment and to force his will upon it. This requires a hard course in reliance upon personal judgment, individual courage and true objectivity. The effective executive experiences no strong need to please or "look good." He is more likely to perceive what is really there rather than to see but a reflection of his own wishes, fears, or concern about how others will regard him (38).
Peter Drucker has taken a deep look into how "good" executives behave in common. He emphasizes the following five points (8).

1. Effective executives know where their time goes, working systematically at managing the time which can be brought under their control.

2. Effective executives focus on outward contribution, gearing their efforts to results rather than to work, let alone to its techniques or tools.

3. Effective executives build on strengths—their own strengths, the strengths of their superiors, colleagues, and subordinates. They do not build on weakness or start out with things they cannot do.

4. Effective executives concentrate on the few major areas where superior performance will provide outstanding results, forcing themselves to set priorities and staying with their priority decisions.

5. Effective executives make effective decisions, knowing they are judgments based on "dissenting opinions" rather than on consensus of the facts.

Drucker further discusses one thing which he considers an absolute. People in general and knowledge workers in particular, he observes, grow according to the demands they make on themselves; they grow according to what they consider to be achievement and attainment. If they demand little of
themselves, they remain stunted and limited and if they demand a good deal of themselves, they can grow to giant stature (8).

Keller analyzed some 150 Rohrer, Hibler, and Replogle executive evaluation reports secured cumulatively from a number of different psychologists in different offices. Every descriptive phrase or word in all reports was categorized, and a dimensional summary of the characteristics, traits, and sub-traits, numbering well over a hundred, was developed into a rating scale covering six areas: intellectual factors, emotional factors, motivational factors, social factors, insight into self, and management and organizational factors. This research represented a pure trait approach, and a primary goal was to enable each category and trait to have a logical and semantic purity so that it would stand out as a separate entity in the total gestalt (18).

Self-perceptions of top managers, studied by Porter and Ghiselli, provide a clue to success. These leaders perceive themselves as active, self-reliant, willing to take risks, and candid and straightforward in their social relations (32). Results of another study showed that an inner-directed cluster of traits (forceful, imaginative, independent, self-confident, and decisive) was perceived as more important at each higher level of management and that an outer-directed cluster (cooperative, adaptable, cautious, agreeable, and tactful) was perceived as more important at each lower level (32).
An article in a business publication entitled "Life Begins at 65" observes that former top executives, even in their retirement years, rarely curb their busy ways. One former president of a business investment firm was learning to pilot a glider and still golfs and snorkels. Another annually visits East African nations for photographic safaris. A number of interviews indicate that most prominent retiring executives promptly find other vigorous activities to fill their time, or plunge back into business. Rare is the corporate chieftain who happily subsides into idleness, relegating to others the exhilaration of making important decisions (13).

The effort to set up a list of "traits" to find the right person in management, by determining the approximate degree to which a given individual possesses these traits, has been too often a failure (34). It does point, however, toward some important assets which predominate over limitations and illustrates the fact that strengths travel faster than weaknesses (4).

**Motivation in Management**

Compared to studies examining traits and abilities considered important in determining management success, relatively few have investigated the part played by motivation (14). Maslow's theoretical approach to motivation clearly carries with it the idea that physiological, safety, and
security needs are the most prepotent needs and that self-
actualization needs are usually the least prepotent for
most individuals. Argyris contends that the higher the
individual is in the organization the more opportunity he
has to satisfy self-actualization needs, though individuals
in all levels of management considered it to be of prime
importance (30). Results of this study suggest some link
with Herzberg's report that middle management has poor
morale (36).

Interesting conclusions have been drawn from a six-year
study of motivation research at Texas Instruments Incorporated.
Herzberg's research had aroused management's interest. His
teachy refers to two sets of factors. "Motivators" are
achievement, recognition, responsibility, growth, advance-
ment, and other matters associated with the self-actualization
of the individual on the job. "Dissatisfiers" are, essen-
tially, pay, benefits, company policy, working conditions,
and other factors peripheral to the task. Job satisfaction
and high production are associated with motivators, while
disappointments and ineffectiveness are usually associated
with dissatisfiers. Most individuals derive the greatest
satisfaction and the strongest motivation from fulfilling
self-actualizing needs and are termed "motivation seekers."
"Maintenance seekers," on the other hand, tend to avoid
motivation opportunities and show little interest in kind
and quality of work. An individual's orientation as a
"motivation seeker" or "maintenance seeker" is fairly permanent and related to his personality but can be influenced by the occupational environment. Texas Instruments validated Herzberg's motivation-maintenance theory and began to apply it by providing opportunities for employees to achieve self-actualization needs (28).

Organizations appear to be selective in choosing people for innovative positions, and those who are chosen tend to have high self-confidence, high mobility aspirations, high job-involvement, and low apathy. Above all, they tend to rate their job extremely high in relation to other areas of their lives (17).

Warren Bennis, authority on organizational behavior and leadership and motivation, lists the current shifts in cultural values this way:

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<th>From</th>
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<tr>
<td>ACHIEVEMENT</td>
<td>SELF-ACTUALIZATION</td>
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<td>INDEPENDENCE</td>
<td>INTERDEPENDENCE</td>
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<tr>
<td>ENDURANCE OF STRESS</td>
<td>CAPACITY FOR JOY</td>
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<tr>
<td>FULL EMPLOYMENT</td>
<td>FULL LIVES</td>
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<tr>
<td>MECHANISTIC FORMS</td>
<td>ORGANIC FORMS</td>
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<tr>
<td>COMPETITIVE RELATIONS</td>
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(B15, p. 68).

Bennis, credited with an Olympian mind by Maslow, says it is not too late to examine ways that could let us realize our full human potential and extract whatever benefits modernization can bring. He suggests we look for the innovative souls comprising "the imaginative little groups that flourish in the armpits of giant bureaucracies."
In their early thirties men go into what Bennis calls the "destination crisis," or career crisis, meaning "where am I going?" With all the mobility, chronic churning and unconnectedness around us, he sees leaders developing some permanent and abiding commitment, a focus of fidelity. They can cope with ambiguity induced by chance; they can develop intense and deep human relationships quickly; they can deal with information overload. Most important, leaders in this age have interpersonal competence and the emotional capacity to understand the effect of their own behavior and personality upon the conduct of others. That quality of a fine mind in a state of productive tension is a primary motivating factor.

It is Maslow's strong impression that the closer to self-actualizing, to full-humanness the person is, the more likely is his work "metamotivated" rather than "basic-need" motivated. For more highly involved persons, the "law" is apt to be more a way of seeking justice, truth, and goodness rather than financial security, admiration, status, prestige, dominance, or masculinity. "Management" is apt to be more a way of meeting challenge, growth, responsibility, helping mankind, and a chance to put one's own ideas into effect than a secure future, good pay, and excellent fringe benefits.

These self-actualizing people are devoted to some task, call, vocation, or beloved work outside themselves. In the following statements Maslow describes some motivations and
gratifications of self-actualizing people obtained through their work (as well as in other ways). These are in addition to basic need gratifications.

They delight in bringing about justice.
They delight in stopping cruelty and exploitation.
They like fighting lies and untruths.
They love virtue to be rewarded.
They seem to like happy endings, good completions.
They hate sin and evil to be rewarded, and they hate people to get away with it.
They are good punishers of evil.
They try to set things right, to clean up bad situations.
They enjoy doing good.
They like to reward and praise promise, talent, virtue, etc.
They avoid publicity, fame, glory, honors, popularity, celebrity, or at least do not seek it. It seems to be not awfully important one way or another.
They do not need to be loved by everyone.
They generally pick out their own causes, which are apt to be few in number, rather than responding to advertising or to campaigns or to other people's exhortations.
They tend to enjoy peace, calm, quiet, pleasantness, etc., and they tend not to like turmoil, fighting, war, etc. (they are not general-fighters on every front), yet they can enjoy themselves in the middle of a war.
They also seem practical and shrewd and realistic more often than impractical. They like to be effective and dislike being ineffectual.
Their fighting is not an excuse for hostility, paranoia, grandiosity, authority, rebellion, etc., but is for the sake of setting things right. It is problem-centered.
They manage somehow simultaneously to love the world as it is and to try to improve it.
In all cases there was some hope that people and nature and society could be improved.
In all cases it was as if they could see both good and evil realistically.
They respond to the challenge in a job.
A chance to improve the situation or the operation is a big reward. They enjoy improving things.

Observations generally indicate great pleasure in their children and in helping them grow into good adults.

They do not need or seek for or even enjoy very much flattery, applause, popularity, status, prestige, money, honors, etc.

Expressions of gratitude, or at least of awareness of their good fortune, are common.

They have a sense of noblesse oblige. It is the duty of the superior, of the one who sees and knows, to be patient and tolerant, as with children.

They tend to be attracted by mystery, unsolved problems, by the unknown and the challenging, rather than to be frightened by them.

They enjoy bringing about law and order in the chaotic situation, or in the messy or confused situation, or in the dirty and unclean situation.

They hate (and fight) corruption, cruelty, malice, dishonesty, pompousness, phoniness, and faking.

They try to free themselves from illusions, to look at the facts courageously, to take away the blindfold.

They feel it is a pity for talent to be wasted.

They do not do mean things, and they respond with anger when other people do mean things.

They tend to feel that every person should have an opportunity to develop to his highest potential, to have a fair chance, to have equal opportunity.

They like doing things well, "doing a good job," "to do well what needs doing." Many such phrases add up to "bringing about good workmanship."

One advantage of being a boss is the right to give away the corporation's money, to choose which good causes to help. They enjoy giving their own money away to causes they consider important, good, worthwhile, etc. Pleasure in philanthropy.

They enjoy watching and helping the self-actualizing of others, especially of the young.

They enjoy watching happiness and helping to bring it about.

They get great pleasure from knowing admirable people (courageous, honest, effective, "straight," "big," creative, saintly, etc.). "My work brings me in contact with many fine people."
They enjoy taking on responsibilities (that they can handle well), and certainly don't fear or evade their responsibilities. They respond to responsibility.
They uniformly consider their work to be worthwhile, important, even essential.
They enjoy greater efficiency, making an operation more neat, compact, simpler, faster, less expensive, turning out a better product, doing with less parts, a smaller number of operations, less clumsiness, less effort, more foolproof, safer, more "elegant," less laborious.

The managers of industry and others responsible for industrial production are coming to recognize that productivity depends far more upon the way men think and feel toward one another than on machinery, technology, and finance. The opportunity is open to industrial leaders to provide conditions permitting the creativity in human life, and for realizing more fully than was possible in the past the constructive potentialities of man. The chief task of management is to communicate and motivate. Positive motivation must be gained by creative interchange and personal development found in the work itself, according to Henry Wieman, philosopher and theologian.

It is a unique privilege of the leader to strengthen men. Nowhere else in contemporary industrial society does that privilege challenge the opportunity so directly as in business. It demands sensitivity, subtlety, forthrightness of action and that creative fusion of aggression and affection which summons forth the highest human talents. The man whose leadership is the product of such fusion in the
service of an ideal is aptly called the exceptional executive. The results of his personal investment in others will help him to know the copious richness of leadership (21). This kind of leadership is an art to be continuously cultivated.

A man is an ineffective manager unless he builds the people below him. He meets his needs best by helping others to actualize. The effective manager, much as an alchemist changes lead into gold, "takes the diverse elements around him, molds them, develops them, brings them to life, and imbues them with an attitude of success" (35).

Most contemporary management literature on motivation is built on the concept of self-actualization. Maslow places the need for self-actualization at the top of his list of psychological needs. Levinson disagrees and sees another force, the ego ideal, as preemptive. Men, he says, seek to meet the expectations of the ego ideal even when they have fulfilled or "actualized" themselves, so that even self-fulfillment and self-actualization exist in the service of this force. He cites Hemingway and Forrestal, both suicides, as prime examples of achieved actualization but with the inability to live up to their ego ideals.

Since people strive toward their ego ideals even at the cost of self-actualization, in Levinson's opinion managerial efforts to motivate people based on self-fulfillment will therefore be only partially successful. If there is no opportunity for people to act in the service of their ego
ideals, then these people will be disillusioned in the organization regardless of their self-actualization. Levinson summarizes that no amount of self-actualization will metamorphose a man into a superman. He will never match the talents of legendary heroes or of the man he imagined his father to be (21). This idea reflects a highly deterministic Freudian concept of man, a more limited view. The ego ideal is beyond one's capacities and continues to motivate unconsciously and serve as a distant goal. Maslow sees healthy man as more cognitive, objective, perceptive, with a stronger grasp on reality (24).

The price of self-actualization is high. It may be loss of comfort, loss of false security that comes from being able to conform, loss of momentary pleasure, even loss of the understanding of fair-weather friends. With a sense of purpose and urgency, the self-actualized person can never retreat into comfortable complacency. Every lack of action and every inadequate action becomes a rock in his bed. He sees possibilities and things that need doing everywhere, and if he should fail to do them he is not only untrue to himself but also to the heritage that produced him. But the rewards of self-actualization are evident. Largely intrinsic, they are a deep sense of satisfaction, independence, self-respect, and self-determination. Master of his own fate and in control of his own destiny, the self-actualized person realizes his purpose in life (35). He is not static, but
always in the process of "becoming." Never in a frozen state, he engages in an ongoing process richly rewarding because of continually unfolding and exciting new vistas of possible accomplishment. For him, the eleventh commandment is, "Thou Shalt Grow" (41).

Developmental Factors Related to Self-Actualization

In Bonney's review of studies of "high" and "low" normal personalities, the highs are clearly superior to the lows in self-actualizing behavior. Actualization of potential, according to Bonney's findings, is one of the chief bulwarks within a person that enables him to "hold himself together" and to maintain his developmental momentum in spite of inner psychological stresses and overt conflicts (4). Based on a comprehensive analysis of the highly normal groups, Bonney offers some conceptual guidelines for developing fully functioning persons. He says,

Maximum growth of a child toward psychological maturity seems to depend about equally on (1) his experiencing a high expectancy level in his home and from other significant adults, and (2) his introjection of deep feelings of personal worth, especially from his parents. Whether in homes or in schools the most stimulating social environment is one characterized by many positive and reciprocal interactions between adults and a child—as opposed to either extreme permissiveness or stringent controls (4, p. 157).

The psychoanalytic view stresses that the basic elements of the personality are laid down in the early interactions between parents and children. Anne Roe, in her theory of
vocational development, has tried to demonstrate that these early structures determine later occupational choice. Her chief concern is the effective quality of the relationships which develop between parents and children. Children whose early experiences with people, based on warm and accepting parent-child relationships, have been pleasurable and rewarding will want to continue a close relationship to people in their working lives and thus will choose "people-directed" occupations. They will become successful to the degree early relationships were successful (29). Menninger and Oberndorf both cite a number of instances in their own practices where over- or under-achievement in work are directly related to early relationships with the parents. These theories derive quite logically from Freud's view of the importance of early-childhood determiners of adult behavior (29).

Most conceptions of personality have this implicit assumption: earlier experiences, as in childhood, have considerably more impact on the shaping of personality than later experiences, because the person is more malleable earlier in life. A corollary to this is that man brings attitudes, expectations, and modes of behaving to his work which have evolved from his life experience.

Consider the implications for leadership of attitudes and expectations toward power and achievement. From extended experiences with people when he was small and
unpowerful, a person has expectations about how he should perform. He has a posture toward authority, power, and achievement derived from his relationships with the only authority figures he knew as a child--his parents and parent surrogates. These attitudes were somewhat modified as a consequence of experiences with teachers, ministers, scoutmasters, and other authority figures. Individuals will tend to carry these same attitudes in later encounters. In this country the major objective of parents is to help their children grow to independent responsibility, and the successful executive implicitly is expected to do the same in the course of fulfilling the objectives and goals of his organization (21).

Men who have the motive to achieve set moderately difficult but potentially surmountable goals for themselves and are always challenging themselves to stretch their capacities. They are concerned with personal achievement rather than with rewards of success. McClelland, from twenty years of study on this topic, concludes that those who have a high achievement motive are not born with it; it evolves from a particular kind of family setting. Their parents set moderately high achievement goals and were warm, encouraging, and non-authoritarian in assisting their children to attain these goals. There is a striking parallel between McClelland's findings about family conditions conducive to the development of achievement and those conducive to the development of creativity (26).
There appears to be an enduring disposition in some people to achieve; there appears to be in others an enduring "fear of failure." This cautious behavior appears, also, to arise out of early relationships. McClelland reports that men with stronger need to achieve, as differentiated from the need to acquire power over others, earn more raises, are promoted more rapidly, and their companies grow faster. Countries with such a dominant motive have higher rates of economic growth than others (21).

The constant stretching of capacity is one of the characteristics which distinguishes man from other animals. Some seem constantly to search for the ultimate test. Stress-seeking seems preferable to relaxation (19). What factors are related to using all one's available potentials? Several other areas suggested investigation.

Maslow's best specimens of mankind tend to report "peak" experiences, defined as moments of great awe, of intense happiness or ecstasy (23). He has recently referred to a group of individuals who have transcended self-actualization. Non-transcending and transcending self-actualizers share in common all the characteristics for self-actualizing with the one exception of presence or absence of, or, more probably greater or lesser number and importance of peak experiences. For these transcenders, Maslow hypothesizes that peak or plateau experiences and their consequences become the most important things in their lives—the high spots, the
validators of life, the most precious aspect of life. Further, Maslow admits that he has found to date approximately as many transenders among successful businessmen, industrialists, managers, educators and political people as he has among the professionally "religious," the poets, intellectuals, and others who are supposed to be transenders. In his studies he used the best specimens of intellect, creativeness, character, strength, and success that he could find (25).

A tentative classification system of peak experiences has been presented by Thorne (40). They are arranged on a continuum from sensual, emotional, and cognitive peak experiences to conative, actualizing, and transcendent or climax experiences. An analysis of these peak experiences of top and middle management should provide valuable clinical data concerning what man is at his highest.

A survey of the literature on birth order and personality indicates differences do exist, but, more extensive investigations are needed. First-born and only children do not perform as well under stress as later-borns, according to the many studies of individuals in extreme stress situations. Curiously, and perhaps significantly, however, virtually all of our astronauts who have traveled into space thus far are either the eldest or only sons in their family. Substantially more first-borns are listed in Who's Who in America, especially among scientists and scholars, and two
out of three finalists in the National Merit Scholarships are first-borns. Galton, Ellis, Clarke, Apperly, Jones, and Roe all conclude in their research summaries that there are significantly greater numbers of first-born in eminent positions than those born later (42).

Summary

Man is unique, different from every other form of being. Because of his difference, his uniqueness, he is responsible for the fullest possible development of his own capacities, gifts, and powers of self-expression. Human existence carries with it the power of transcendence, the power to rise above one's self, above one's predicaments, and the power of changing those predicaments into achievements—in a phrase, to become more self-actualizing.

This chapter has presented reviews of selected research concerned with the meaning and relevance of work for the individual, the need for work fulfillment, psychological characteristics of successful management personnel, motivation in management, and developmental factors related to self-actualization. Although this survey is not a comprehensive review of all that has been done in these areas, the representative studies should provide a realistic frame of reference for the increasing numbers of students entering college as business majors or entering business careers by presenting a background for the analysis of self-actualizing
dimensions and specific biographical, developmental, and social factors of those most successful in industry today. It is hoped that a study of the best specimens in this category will facilitate optimum understanding and that the results will prove useful to the student, student counselor, young executive, and management consultant.


CHAPTER III

PROCEDURES OF THE STUDY

The purpose of this chapter is to describe the methods and procedures employed in the execution of the study.

Selection and Description of the Subjects

An international management consulting firm selected top and middle management personnel based upon the requirements of the dissertation project. One hundred executives from each group determined the minimum number, and all major sections of the United States as well as business and industrial categories were represented.

Top management included individuals who are presidents, vice presidents and heads of large divisions. No attempt was made to delimit the study; therefore it includes the professional manager as well as the entrepreneur.

Middle management included those individuals above the first level of supervision but below vice presidential, company officer, or major department head level. For the purposes of this study, the psychologists of the firm selected only those who, in their judgment, would remain in middle management positions.
Each subject was a client (with whom he was currently working) of one of the resident partners of Rohrer, Hibler and Replogle from one of the twenty-two regional offices. All names were coded so that each client's anonymity was protected, and information remained confidential to the analyst.

Description of the Instruments

To provide criteria measurements for the study the following instruments were used: client evaluation reports, company personal history and personality records, a questionnaire designed by the writer, and the Personal Orientation Inventory.

Client evaluation reports are based on clinical interviews and therefore clinical judgments. Information covers five areas of psychological functioning and potential for future growth on each subject. These areas are (1) mental functioning, (2) emotional functioning, (3) business and social skills, (4) insight into self, and (5) ability to organize and direct, or management skills. Every report is an evaluation based on the judgment of one of the firm's one hundred psychologists, clinicians at the doctorate and post-doctorate level, and should therefore have consistent validity.

The "Personal History Record" includes the following information on each client: (1) business history, (2) level
of education, (3) health status, (4) recreational and social interests, (5) marital status, and (6) childhood and parental data.

"The Personality Record" designed by the company consists of fifty-six questions to be answered "yes" or "no." These relate to self-concept, emotional stability, and mental health and are a composite of rephrased items from standardized personality and temperament surveys. This instrument has been used for company purposes only and has no scales, norms, or statistical data. However, specific items answered a certain way are considered off-key, and to total the number of off-key answers provides the only available scoring. A private study within the firm of Rohrer, Hibler and Replogle was designed to determine which questions distinguish between poorly adjusted and well adjusted individuals. Responses from 2,701 subjects in five separate groups were analyzed. An item, to be satisfactory, should discriminate between the upper and lower third of each group. Forty-seven of the items met the criterion (on the basis of total score) beyond the 1 per cent level of significance. No factor analysis of the data was made, however, and it was recommended that the instrument be used and data gathered on the number of misses on each item with a homogeneous group of individuals, such as the subjects in this study.

The "Questionnaire," designed with a five-point distribution, includes items relating to hypotheses in the following
areas: (1) type of home environment during childhood, (2) parental and school expectations, (3) identification with father, (4) number of positive influences from significant out-of-home adults during childhood, and (5) number and type of peak experiences.

The Personal Orientation Inventory, developed in 1963 by Everett Shostrom, provides comprehensive measurement of the values and behavior seen to be important in the self-actualizing person. It consists of 150 two-choice comparative value judgments and requires brief administration time, usually no more than twenty minutes. Scores from the test were derived primarily from Reisman's system of inner- and other-directedness, Maslow's concept of self-actualization, and May's and Perl's concept of time orientation. Test items arise, also, from the writings of Angel, Ellenberger, Fromm, Horney, Rogers, Watts, and Ellis (12).

A brief definition of the POI scales follows:

TIME RATIO: Time Incompetence/Time Competence—measures whether or not use of time is efficient.

SUPPORT RATIO: Other/Inner—measures whether reactivity orientation is basically toward others or self.

SELF-ACTUALIZING VALUE: Measures affirmation of a primary value of self-actualizing people.

EXISTENTIALITY: Measures ability to situationally or existentially react without rigid adherence to principles.

FEELING REACTIVITY: Measures sensitivity of responsiveness to one's own needs and feelings.

SPONTANEITY: Measures freedom to react spontaneously or to be oneself.

SELF REGARD: Measures affirmation of self because of worth or strength.
SELF ACCEPTANCE: Measures affirmation or acceptance of self in spite of weaknesses or deficiencies.

NATURE OF MAN: Measures degree of the constructive view of the nature of man, masculinity, femininity.

SYNERGY: Measures ability to be synergistic, to transcend dichotomies.

ACCEPTANCE OF AGGRESSION: Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.

CAPACITY FOR INTIMATE CONTACT: Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

The time and support ratio scores cover two major areas important in personal development and interpersonal interaction. Since both of these are viewed as being clinically interpretable in relative terms, the scores for the support and the time scales are each presented as ratio scores. Scores on each of the ten subscales are intended to reflect a facet important in the development of self-actualization (13).

After reliability coefficients of .91 and .93 were established by the test-retest method, validation studies were initiated. Results indicate that the test discriminates between the self-actualized, normal, and non-self-actualized groups on eleven of the twelve dimensions measured. The POI may be used as an indication of self-actualization among individuals in many settings and has been found to be significantly related to achievement (12, 13). Sample individual profiles in the manual include one of the well-adjusted, self-actualizing business executive.
The current bibliography for the POI lists fifty-four studies (11). Personality and counseling research is the most common application of the POI, but for purposes of this study it will be used principally as a measure of the self-actualization variable.

Procedures for Analyzing the Data

Berelson defines content analysis as an objective, systematic and quantitative description of the manifest content of communication (3). Among the recent reports of this kind of research are those of Bonney (2), Auld and Murray (1), McGranahan (7), Thorne (14), and Maslow (6). Comprehensive reviews describing methodologies, uses, and trends of content analysis are presented by Jahoda (10), Pool (9), and Budd and Thorp (3). The technique may be applied to written records of psychoanalytic, therapeutic, and counseling interviews. Auld and Murray, in a survey of content analysis studies of psychotherapy, acknowledge that their experience has shown that the most fruitful scientific investigations are those that bear some relation to a general theory, or at least to a well thought out hypothesis (1). Stephenson also pointed out the importance of testing hypotheses and not merely concentrating on collecting irrelevant data (2).

A major objective of the present research is to determine if top management and middle management personnel can
be reliably differentiated on self-actualizing dimensions from a content analysis of essay-like evaluation reports written from clinical judgments by the psychologists of a large management consulting firm. Client evaluation reports are summaries of interviews restricted to the "messages" produced by the client. Cleaned-up, printed texts are not as information loaded as face-to-face communications or even tape-recorded interviews. However, clues and indices toward identifying significant personality dimensions and relationships are just as available here as in more maximal information types (9).

First, a careful analysis of seven reports served as guides to the development of categories into which the content communication was classified. This procedure, designated by McGranahan as a postriori analysis tends to provide more valid and informative results than the a priori type of analysis (7). A list of Maslow's characteristics of self-actualizing people, the POI scales, and a table of descriptive adjectives differentiating self-actualizing and non-self-actualizing persons used in Shostrom's studies (all included in the Appendix) were additional aids in the development of category themes.

After necessary revisions and permanent categories were decided upon, content was placed in the (A) or (B) division of these categories. It was intended to have a category in which to place every relevant theme or summarizing unit and
yet not fall prey to excessive fractionation or the use of a great number of categories (3).

Ideally, methods of analysis, coding and quantification should be so clearly defined that different judges would arrive at exactly the same results when analyzing the same material. However, they tend to differ to some degree as soon as interpretation in coding enters the analysis (3, 4, 5, 10). Such concern reflects the aim to develop content categories which are as unambiguous as possible, so that scoring might be objective rather than intuitive and idiosyncratic and might be based on literal rather than figurative assessment of content.

For the purpose of this research study, thirty evaluation reports were coded independently by four raters, and an 80 per cent interjudge agreement was required before permanent categories were utilized. Emphasis was placed on scoring only manifest content without attributing attitudes or motives to the writer or any "reading into" a statement. For this purpose three judges, each a doctoral candidate in Counseling at a large university, and the writer were utilized. The percentage of agreement scores between the four judges, who worked independently, ranged from 96 to 98 per cent of maximum possible agreement. All seven categories set up in advance were retained, and the remaining 195 psychological evaluation reports were scored independently by the writer.
The seven categories were as follows:

I. (A) Intellectual curiosity, a desire for challenge, new approaches, or alternatives and ways to use innovation, creativity, or resourcefulness versus (B) regard for structure, tangibles as opposed to the abstract, the familiar, conventional and proven ways of doing things as opposed to experimentation and change.

II. (A) Evidence of basic security and ego strength from comments on self-reliance, self-confidence, lack of defensiveness or prejudice versus (B) evidence of insecurity, self-doubts, fears of inadequacy, being self-bound or overly defensive.

III. (A) Good mood control, absorbs stress well, reasonably resistant to threat, copes well with problems and conflicts versus (B) agitated under stress, compulsive stress avoidance or rigid over-control, exhibits manifest anxiety, tension, and nervousness in coping with problem situations.

IV. (A) Good interpersonal skills based on feelings of genuine interest in and respect for others, a desire to be helpful and supportive based on insight into their needs versus (B) superficial, guarded, or disinterested approach to individuals with little insight into others' motivations and needs.

V. (A) The ability to motivate others to grow based on the desire to help employees use their potentials toward greater self-actualization versus (B) a general lack of involvement with or ability in furthering the growth and development of employees.

VI. (A) Good insight into self with recognition and reasonably accurate appraisal of strengths, abilities, weaknesses, and limitations versus (B) spotty or superficial insight into strengths and weaknesses or less than adequate self-knowledge.

VII. (A) Realistic desire or plans for continued growth and development, increasing interests, or any opportunities for meeting self-actualizing needs—i.e., "becoming" versus
(B) reasonable complacency with present level of performance, or status, with little or no emphasis on reaching out for new goals, new horizons, personal growth, or development.

Further information on the self-actualizing dimensions was obtained from the scoring of the POI.

The level of education and marital status of the subjects were secured from the "Personal History" record.

The variables of physical health and the birth order of each subject were obtained from the "Personal History" record.

The type of parental influence exercised in each individual's childhood was described in the self-rating "Questionnaire."

Data concerning "identification with father," "peak experiences," and "high-level expectations" were obtained from the "Questionnaire."

Treatment of the data

The statistical tests that were applied as appropriate in the treatment of the data were

(1) t-tests of significance of differences between the means of the two groups,

(2) Chi-square tests, and

(3) a simple correlation.

The .05 level of confidence was required for the rejection of the null hypotheses and the acceptance of their converse hypotheses.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS OF THE DATA

An analysis of the data was made to evaluate the differences between top and middle management personnel on selected dimensions of self-actualization and specific biographical and developmental factors.

Statistical Analysis

Appropriate statistical tests were applied in the treatment of the data. t-tests of significance of difference between means of the two groups were computed for each of the following variables:

1. Personal Orientation Inventory--Time Competent,
2. Personal Orientation Inventory--Inner Directed,
3. Personal Orientation Inventory--Self-Actualizing Value,
4. Personal Orientation Inventory--Existentiality,
5. Personal Orientation Inventory--Feeling Reactivity,
6. Personal Orientation Inventory--Spontaneity,
7. Personal Orientation Inventory--Self-Regard,
8. Personal Orientation Inventory--Self-Acceptance,
9. Personal Orientation Inventory--Nature of Man
10. Personal Orientation Inventory--Synergy
11. Personal Orientation Inventory—Acceptance of Aggression,
12. Personal Orientation Inventory—Capacity for Intimate Contact,
13. "Personality Record,"
14. Number of years of education,
15. Total number of peak experiences,
16. Type of parental management,
17. Frequency of "high-level expectations" from home,
18. Frequency of "high-level expectations" from school and teachers,
19. Number of significant "out-of-home" adults of positive influence,
20. Respect for and identity with father, and

The chi-square test was employed to determine the significance of differences between the two groups on the following variables:
1. The categories of self-actualization derived from the psychological evaluation reports,
2. Marital status of personnel,
3. Birth order,
4. Physical health, and
5. The categories of the peak experiences.

A simple correlation was made to determine to what extent the difference found between the two groups in the
content-analysis categories was supported by results on corresponding scales of the Personal Orientation Inventory.

Analysis of Group Differences

Hypothesis I: Thought units from the top management group will be placed in the (A) subdivision of all categories with significantly higher frequency than will thought units from the middle management group. (Each category has two divisions of classification, Part (A) and Part (B).)

The seven categories derived from the analysis of 225 psychological evaluation reports of management personnel are suggestive of Maslow's characteristics (11). The best specimens in the business world, selected on an achievement criterion, also appear to be comparatively good specimens of psychological health. From this study of the human being at his full height "professionally" has evolved a picture of the same human being who enjoys other "heights."

Table I summarizes the data on all subjects for each category.

The chi-square calculations showed division (A) of the number I category to be differentiating in favor of the top management group at the .001 level of confidence.

The much greater frequency with which the top over the middle group desired challenge, innovation, and new ways of looking at things is in accord with a general consensus of management literature that risk-taking and independent
TABLE I

CHI-SQUARE TESTS OF DIFFERENCE FOR ALL CONTENT-ANALYSIS CATEGORIES

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<tr>
<th>Variable</th>
<th>$\chi^2$</th>
<th>P</th>
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<td>.001</td>
</tr>
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<td>...</td>
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<tr>
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<td>...</td>
</tr>
<tr>
<td>Category V</td>
<td>1.071</td>
<td>...</td>
</tr>
<tr>
<td>Category VI</td>
<td>6.368</td>
<td>.012</td>
</tr>
<tr>
<td>Category VII</td>
<td>23.399</td>
<td>.001</td>
</tr>
</tbody>
</table>

thinking are behavioral predictors of executive success. Men of enterprise, according to the evaluation studies of Humble Oil, Warner and Abegglen, Spaulding, Porter and Ghiselli, and Argyris, maintain a growing edge by a willingness to break with the past and chart an unknown course, with its corollary, a willingness to risk failure (1, 2, 15, 16, 19, 20).

There were many expressions about the top executives concerning their regard for conventional and proven ways of doing things, but unlike the middle group, they welcomed with greater frequency experimentation and change, which points to the plus value of an (A) scoring rather than a total absence of (B) qualities.

Representative (A) and (B) scorings for Category I follow:
(A) He is a capable, straightforward thinker who is notably open to new ideas. He has a good ability to understand the core issues in a problem situation and to perceive priorities for action. He is creative and does not need a lot of structure to be effective in problem solving.

(A) He has the ability to think abstractly and consider issues in general terms and from many points of view. He handles detail best when he can relate it to a larger picture. He can become excited with difficult problems and works with positive enthusiasm when much is expected of him. He has a vigorous and productive imagination which he exploits for practical purposes. Personal bias is unlikely to influence his intellectual objectivity.

(B) He is a detailed, perfectionistic, black and white thinker whose analysis and judgments can be superior on specific tasks if he takes time to weigh things thoroughly and objectively. He needs strict organizational structure and job definition to avoid being rambling, distracted, tangential, and disorganized in thinking and approach.

(B) He is very accurate in presenting his data but does this with some lack of color and animation. He is hesitant to anticipate additional problem dimensions in a complex issue. He is more likely to address himself to that which has been prescribed. Essentially conventional in his thinking, he is more effective with the specific assignments than those which are more abstract or vague.

In the second of the seven reliably-scored categories, the frequencies for the top management group in the (A) subdivision were greater than for the middle group at the .001 confidence level. Statements scored under this heading referred to the evidence of basic security and ego strength from comments on the individual's self-reliance, self-confidence and lack of prejudice or crippling defensiveness. Spaulding describes the truly effective executive as
experiencing no strong need to please or "look good" (19). This requires a hard course in reliance upon personal judgment, individual courage, and true objectivity. This finding also reflects studies by Porter and Ghiselli on self-perception of top managers, who perceive themselves as self-reliant, self-confident, decisive and independent (15, 16). This perhaps suggests the primacy of Levinson's "ego ideal" theory (10). It also points to the strengths necessary to deal with information overload, stressed by Bennis as a requisite toward leadership development (6). One of the attributes of ego strength is that a person has sufficient security feelings to be daring and self-directing, and Bonney, in his study and review of "highly normal" groups, consistently found that these personally sound subjects had the inner strengths to hew to a stable course and maintain direction toward goals significant to them (4).

Representative (A) and (B) scorings for Category II follow:

(A) He is emotionally alive and alert. He has a high degree of spontaneity. He is emotionally sensitive to his inner feelings and to the emotional elements in the world around him. Relatively free of inner conflict, he is emotionally adaptable, and his emotional response is mature and appropriate.

(B) He displays vast resources of emotional resilience and stability. With the self-reliance needed to risk an occasional mistake, he has ample courage to venture into the unknown. He is a determined, purposeful individual whose behavior is consistent with his realistic self-image of confidence.
(B) His current emotional adjustment is considered to be below average. He is a sensitive person and internalizes his feelings. He has developed emotional fatigue and nervousness, and signs of insecurity and self-doubts are evident.

(B) He finds it difficult to function to his fullest capacity under pressure. He is much more tense, nervous, and insecure than fully confident and relaxed. He is motivated more by a fear of failure than by positive achievement.

The kind of ego strength characterized by good mood control is represented in the third category, and the top group was superior to the middle group on section (A) at the 10 per cent level, but this did not reach the designated level of significance. In Bonney's review of more mature people, one of the consistent findings was that they might be plagued by nagging doubt and inner struggle but that they seldom interjected their subjective states of depression, discouragement, or hostility into their interpersonal relations; they were not emotional burdens to others. They were not cranks who bored their associates with pet peeves and grievances. With similar fears and tensions the top group showed some tendency to be able to bear with anxieties and frustrations better and to show evidence of greater capacities for coping with their environments, though there was not a completely reliable difference between the two groups.

Representative (A) and (B) scorings for Category III follow:
(A) The deep commitment he feels with respect to his beliefs is a unifying force which provides him with a sense of purpose, confidence, security, and self-acceptance even in stressful times. He does not pretend that all is well, but accepts the fact that adversities will occur and must be faced and reckoned with. He learns from experience, wastes no time worrying over what has happened in the past, and continues to channel his enthusiasm into carrying ideas through to tangible results in spite of disappointment or obstacles.

(A) He controls his tensions and temper well. He can become irritable but generally maintains an even mood. He is consistent and predictable. He becomes concerned but rarely worried and is unlikely to complain or seek self-pity.

(B) He strives to rigidly control his strong feelings, masking them behind his unexpressive exterior, bottling them up inside. Beneath his somewhat gloomy exterior, he harbors strong feelings of unworthiness and is fearful of not being able to measure up. He evidences something of a martyr complex and finds it particularly difficult to feel comfortable with authority figures.

(B) He is a highly sensitive man who keys up under pressure and will tire himself. He is sensitive to criticism and sometimes too easily hurt. Frustrations are handled with some perturbation.

The next two reliably scored categories, IV and V, having reference to expressions about interpersonal relations, did not show significant differences between the top and middle groupings. There was a high number of frequencies for both groupings in the (A) subdivision of Category IV which stressed good interpersonal skills based on genuine interest in and respect for others. There is hardly a research study or textbook in all of management literature that does not emphasize interpersonal competence as a prime
predictor of executive suitability. So important is this area of psychological functioning that it would be safe to say that support, protection, and guidance of one's employees, basic dimensions of good leadership, are also the sine qua non of organizational life. Therefore, it may be assumed that by the time the level of middle management should have been reached, those individuals with minimal "people" skills have left industry permanently or have remained on the bottom rung of the hierarchial ladder to success.

Representative (A) and (B) scorings from Category IV follow:

(A) He displays a genuine warmth towards others and wears well over long periods of time. He is courteous, an intent listener, and is sincerely interested in knowing and understanding other people and learning from them. He is alert and responsive to the attitudes, feelings, and opinions of others. He has a superior ability to promote harmonious relationships without compromising his own principles or convictions.

(A) He relates to others in a warm and friendly manner. He readily wins the trust and confidence of others. He is quickly trusting of others. He is readily chosen by his associates for leadership roles. He is alertly sensitive to the needs of others.

(B) He functions poorest in interpersonal contacts. He likes people to whom he can get close enough to overcome his own self-consciousness. In general, he clings to people with somewhat less competence who stand less of a chance to threaten him. He would like to be a hail-fellow-well-met, but does not believe he has the wherewithal. He resorts to some extent to a dream world.
(B) He is very direct and assertive in his relations with others. He moves so quickly that he leaves the less capable behind. He is apt to sweep others along by sheer momentum, becoming impatient when they fail to keep pace. He values other people for their skills and abilities and acknowledges this value intellectually, but he remains rather insensitive to the attitudes and feelings of others.

A corollary of Category IV is Category V, on which the top group was slightly superior in frequencies to the low group on section (A), though there was not a statistically significant difference. This carries the manifest interpersonal skills of Category IV one step further with statements in the (A) section expressing the ability to motivate others to grow based on a real desire to help employees use their potentials toward greater self-actualization. Whether one is referring to corporate or individual psychology, this capacity for helping others open up vistas and then encouraging them to pursue them through coaching and counseling is a strong building block for ego development. From expediency, many managers know that the best way to get a promotion is to train a good replacement—quite a departure from the good old days when men took pride in their indispensability and proved it by eliminating potential competitors (8). This mature selfishness, or concern for self, would not appear a contradiction toward a genuine concern for others. Rather, as in Bonney's highly normal subjects, it suggests the attainment of an integration between self-concern and concern for others—between materialistic-type motivations and
altruistic-type motivations (14). Efforts to pursue one's own individual excellence coupled with efforts to assist others to grow and learn to their individual excellence form a rich diet of gratification and satisfaction. The executive, as a stimulator who perceives that when he helps others to greater self-realization he can also be actualizing his own potentials, is the manager for tomorrow. The substantially higher frequencies in the (B) section for both groups in this most significant category indicate an exceptional negative-over-positive trend and is generally non-supportive of the related research.

Representative (A) and (B) scorings for Category V follow:

(A) He commands the respect of others by his devoted adherence to the values of honesty and fair play. He delegates work without an undue display of authority. He is deeply interested in and ambitious for his subordinates. He continually seeks ways to encourage his subordinates to reach their highest performance potential.

(B) He is direct and dominant in his dealings with his subordinates. His assistance to them focuses upon providing the knowledge and skills, rather than upon helping them in their personal growth and development as individuals.

(A) He is particularly perceptive concerning other people and their needs. He can probe for the underlying meaning of behavior. He understands the factors of motivation in people. He expresses a positive commitment to develop subordinates. He recognizes the important role people play in his own success and will work toward obtaining mutual satisfactions.

(B) There is very little evidence of a concern for other people or of a desire to be
instrumental in their progress, productivity, and development. There is an academic verbalization of this process, but most indications are that flexing his own ego decidedly takes precedence over the needs of other people.

On the sixth category showing high interjudge agreement on scoring, the top personnel were superior to the middle personnel at the .01 level. The emphasis here was on self-understanding and the ability to make an accurate appraisal of one's strengths and limitations cognitively, and the results correlate well with the management literature examined. Utilization of this insight, or acting upon this information is dealt with in the last category.

The staff of Rohrer, Hibler and Replogle in their books Managers for Tomorrow and the most recent Managing through Insight, psychological guides to the development of management skills through self-knowledge and understanding of the inner drives of others, devotes considerable attention to the importance of insight in the process of growth. They consider "management insight" that precious ingredient or quality that can make the difference between average results and outstanding results in motivating people over a span of time (17, 18).

Growth is seen as occurring in a sequence of steps, though not in clear-cut, discrete logical steps. The function of self-examination, the first, is to lay the groundwork for insight without which no growth can occur. Or as Socrates pointed out, "The unexamined life is not worth
living." Thus self-examination is a preparation for insight and self-understanding which gradually culminates in changed behavior and broadened perceptions through self-direction (17). It seems likely that the chief reason for the difference between the top and middle group on this category is that the top executive must have these clear insights, the building blocks of growth, before he can realize his potential. These insights cannot be partial or fuzzy self-appraisals but rigorously objective ones. For the more realistic is one's view of oneself, and the less disparity in perception, the more guaranteed is one's personal effectiveness.

Representative (A) and (B) scorings of Category VI follow:

(A) He has above average recognition of his own characteristics. He is willing to look at and admit his weaknesses and limitations. He has superior self-understanding and does not try to fool himself.

(A) His self-concept is realistic, based on continued, healthy efforts to evaluate his own assets and liabilities. He has demonstrated extraordinary ability to overcome personal deficiencies, and to make the most of his positive attributes.

(B) His self-concerns block his ability to appraise himself and other people objectively. He tends to overrate himself. He is blind to some of his faults and to his impact at times on people.

(B) His insight and self-understanding are spotty. He is inclined not to examine carefully his own underlying motivations, interests, and objectives. His insights are not growing
as he tends to become more and more solidified in his adjustment and approach to life and other people.

On the seventh and final category listed above, the frequencies for the top group in the (A) section were reliably greater than for the middle group at the .001 confidence level. The statements in this category correspond most closely to the major characteristics upon which the criterion groups were selected. Section (A) refers to a realistic desire or plans for continued growth and development or finding opportunities for meeting "self-actualizing" needs—i.e., "becoming." Emphasis is not on merely accepting responsibilities and challenges but reaching out for them. Category VII logically follows VI and builds on it, since only the executive who has been honest and realistic in his self-appraising introspection can maintain a growing edge. His insights enable him to take charge of his development as he reaches out and appropriates something—a bit of wisdom, a new idea or concept—anything that stretches him. The dedicated man finds growth in the evolvement of personal goals and the sense of adventure in pursuing them (17).

This finding supports Herzberg's theory that the "motivation seeker" has an individual orientation that is fairly permanent and related to his personality. Presidents and vice-presidents of large corporations who still want to stretch their capacities and use more of their talents cannot
be classified as "maintenance seekers" (13). The conceptions of Goldstein and Maslow that self-actualizing needs are the most powerful overall human motivations, coupled with the findings of Bonney's studies of "high normal" people that name self-actualizing motivations as one of their two most universal characteristics, suggest a comprehensive and very serious analysis of the possible antecedent conditions.

Representative (A) and (B) scoring of Category VII follow:

(A) His personal adjustment is a comfortable but dynamic affair. A necessary part of his contentment is a persistent need to grow and progress. He would quickly grow restive without change and development along many fronts. He has personal standards which constantly cause him to stretch his abilities. He has learned to be self-reliant and does not lean upon excuses or demand unnecessary assistance.

(A) He has a very positive interest in his own personal growth and will initiate action to make this happen. He wants to know everything he can. He has both the desire and the capacity for continued development and responsibility in the managerial area.

(B) He sees in himself what he wants to see without looking for areas in which to improve. His perspective is restricted. He is inclined to deal with things in categories rather than understanding interactions. His values do not spur him on to make a significant contribution.

(B) He does not like all that he knows about himself, but he believes there is little he can do about it. His efforts at self-improvement have focused upon the intellectual aspects, rather than seeking to improve himself as a person. He appears to be running fast and driving himself in an effort to prove himself.
From the foregoing analysis, it is clear that the content analysis data show the top group to be clearly superior to the middle group in (1) innovative thinking, (2) basic security and self-confidence, (3) self-knowledge, and (4) the abilities to meet self-actualizing needs. Also it is noteworthy that there were over twice as many individuals from the top management group who had frequencies in the (A) section of all categories as in the middle management group. Though this accounts for a small percentage of the total number, it points to positive, important assets and personal-social attributes that contribute to abundant living. These individuals appear to be functioning at a high level of maturity.

Hypothesis II: Individuals in the top management group will achieve significantly higher scores on all subtests on the Personal Orientation Inventory than will individuals in the middle management group.

The Personal Orientation Inventory was administered to determine to what extent these management subjects chosen on an achievement criterion hold and live by the self-actualizing values represented in this instrument. Each of the twelve scales measures a conceptually important element of self-actualization. The t-tests of difference between means in performances for each scale are presented in Table II. An analysis of the data was made to determine if significant differences in achievement of the top and middle management
TABLE II

*T-TESTS OF DIFFERENCE BETWEEN MEANS IN PERFORMANCES ON POI SCALES*

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<td>Nature of Man</td>
<td>116</td>
<td>12.46</td>
<td>1.59</td>
</tr>
<tr>
<td>Synergy</td>
<td>116</td>
<td>7.56</td>
<td>1.25</td>
</tr>
<tr>
<td>Acceptance of Aggression</td>
<td>116</td>
<td>16.96</td>
<td>2.76</td>
</tr>
<tr>
<td>Capacity for Intimate</td>
<td>116</td>
<td>18.12</td>
<td>2.77</td>
</tr>
</tbody>
</table>

Though not quite reaching the designated level of confidence, one other scale, Spontaneity, was differentiating in favor of the top group at the .06 level. For the most part, the groups could be partially accounted for by factors measured by this self-rating instrument.

The *t* was sufficient to reject the null hypotheses for two subtests. The scale, Self-Actualizing Value, revealed a *t* of 3.13, which was significant beyond the .002 level of confidence. A *t* of 2.78 on the scale, Self-Regard, was found to be significant beyond the .006 level of confidence.
difference in means for the remaining scales, although not significant, did favor the top management group (Figure 1). The results correlate well with Maslow's studies as the SAV scale was derived from Maslow's concept of self-actualizing people, and a high score means that individuals hold and live by values of self-actualizing people (11). The other scale, Self-Regard, which reliably differentiated the top and middle group, measures the ability to like one's self because of one's strength as a person. This dimension, a high degree of self esteem, is one of the positive assets associated with the "highly normal" subjects in Bonney's studies and supports his and other considerable research which reveals the intimate relationship of self-regard, self-esteem, and good feelings about the self with realizing one's potentials (4, 10, 17, 18).

Hypothesis III: There will be significant interrelationships between the results of the content analysis and the objectivity scored Personal Orientation Inventory in category similarities and agreement between content analysis data and self-ratings of the self-actualization instrument.

On four content-analysis categories there was a significant difference between the top and middle groups, and some degree of content representation was found with the self-rating scales of the POI for each category. Table III summarizes the correlation data.
Fig. 1—Profiles based on mean POI scores for top and middle management sample
TABLE III

CORRELATION BETWEEN CONTENT-ANALYSIS CATEGORIES AND CORRESPONDING POI SCALES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th>Middle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>r</td>
<td>N</td>
</tr>
<tr>
<td>Category I and Ex</td>
<td>116</td>
<td>.2562</td>
<td>108</td>
</tr>
<tr>
<td>Category II and SAV</td>
<td>116</td>
<td>.1439</td>
<td>108</td>
</tr>
<tr>
<td>Category VI and Sa</td>
<td>116</td>
<td>.0320</td>
<td>108</td>
</tr>
<tr>
<td>Category VII and S-R</td>
<td>116</td>
<td>.1569</td>
<td>108</td>
</tr>
</tbody>
</table>

The significance of r did not reach the .05 level for any category, and the null hypothesis was accepted.

Category I, showing a significant difference between the top and middle group and bearing on new ways of looking at things associated with flexibility in thinking, was not supported by results on the corresponding POI scale, Existentiality, a measure of the person's flexibility in applying values and principles.

In reference to Category II concerning basic security and self-confidence, the POI dimension most closely similar in content was the Self-Actualizing Value.

Category VI, bearing on insight into self, was reasonably well represented in the self-rating scale, Self-Acceptance.

The final content-analysis category which differentiated significantly between the top and middle management groupings, emphasizes the desire for future growth and corresponds to the Self-Regard trait-variable on the POI.
Though the variables on the two instruments did not correlate with each other, nevertheless it does indicate that the two different methods of assessment agree in showing the top management group to be superior in self-actualization based on their significantly higher scores both on two content analysis categories and the corresponding POI scales.

Hypothesis IV: Individuals in the top management group will achieve significantly lower mean scores on the company designed "Personality Record" than will individuals in the middle management group.

Company partners of Rohrer, Hibler and Replogle have questioned the discriminatory powers of their "Personality Record." A high total score indicates lack of adjustment, or at least deviation from the normal adjustment. The $t$-test of difference between means in this test performance is presented in Table IV.

**TABLE IV**

$t$-TEST OF DIFFERENCE BETWEEN MEANS IN PERFORMANCES ON "PERSONALITY RECORD"

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th></th>
<th></th>
<th>Middle</th>
<th></th>
<th></th>
<th>$t$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$N$</td>
<td>$M$</td>
<td>S.D.</td>
<td>$N$</td>
<td>$M$</td>
<td>S.D.</td>
<td></td>
</tr>
<tr>
<td>Number of off-key items</td>
<td>88</td>
<td>7.05</td>
<td>3.60</td>
<td>95</td>
<td>8.45</td>
<td>4.35</td>
<td>2.33</td>
</tr>
</tbody>
</table>

A $t$ of 2.33 was found to be significant beyond the .02 level of confidence. The direction of the difference was
found to favor the top management group as had been hypoth-
esized. The difference in this finding, indicating a higher
level of personal adjustment for the top group, points to
one additional method of assessment which shows the positive
assets of the top management personnel.

Hypothesis V: There will be no significant differences
in the level of education in the top and middle management
groups.

A large proportion of the people in top management
ranks, despite the historic upward mobility of people from
lower socio-economic levels, still tend to come from the
highest economic levels in our society. Such men have con-
tacts and perhaps an educational edge (10). The $t$-test of
difference between mean number of years of education is
presented in Table V.

**TABLE V**

$-TEST OF DIFFERENCE BETWEEN MEANS OF NUMBER OF YEARS
OF EDUCATION

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>Number of Years of</td>
<td>114</td>
<td>15.86</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A $t$ of 3.15 was found to be significant beyond the .002
level of confidence, the difference favoring the top manage-
ment group. This result contributes to the research studies
which found that one predictor of professional success is
the number of years of formal schooling. In 1963, 45 per
cent of the men arriving in top management positions had
master's degrees and 18 per cent had Ph.D.'s, and 80 per
cent of the master's degrees were in business administration.
Projecting these data by this year, 1970, 70 per cent of
the presidents will have master's degrees and 30 per cent
will have Ph.D.'s (10).

Marital status has been thought to be slightly positively
related to professional success. Table VI is an analysis of
the marital status of the two groups.

TABLE VI

CHI-SQUARE COMPARISON OF MARITAL STATUS OF TWO GROUPS

<table>
<thead>
<tr>
<th>Variable</th>
<th>$\chi^2$</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital Status</td>
<td>.642</td>
<td>.727</td>
</tr>
</tbody>
</table>

The chi-square value of .642 was not sufficient to re-
ject the null hypothesis at the .05 level of confidence.
Differences in the levels of achievement in management could
not be traced to marital status, as all subjects were married
except five from middle management and three from top manage-
ment. This finding points to a marital status in this
particular population that would appear far in excess of the
population at large. The obvious validity of this factor as
related to middle and top management success does not allow
conclusions to be drawn as to the reasons. It may be speculated, however, that marital life lends itself expeditiously to corporate life, both from the point of view of obligation and also from a desire on the part of an executive to have personally-shared objectives.

Hypothesis VI: The number of first-born and only children will be significantly greater in the top management group than in the middle management group.

Though the evidence is not always conclusive, investigators have come up with findings indicating that many traits can be attributed to whether a child is the eldest, youngest, middle, or only offspring (7).

Chi-square was used to test the significance of the differences in frequencies between the two groups. An analysis of the data is presented in Table VII.

**TABLE VII**

**CHI-SQUARE COMPARISON OF BIRTH ORDER OF TOP AND MIDDLE MANAGEMENT GROUPS**

<table>
<thead>
<tr>
<th>Variable</th>
<th>$\chi^2$</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth Order</td>
<td>3.393</td>
<td>.186</td>
</tr>
</tbody>
</table>

$\chi^2$ equalled 3.39, which was not significant at the .05 level of confidence. The null hypothesis was accepted since the analysis revealed that the difference, which favored the top management group at the .18 level, was not sufficient for rejection.
This finding does not support the research by social psychologist Stanley Schacter that first-borns and only children do attain an eminence in a higher proportion than do their siblings (7). It also deviates from Stanley Cooper-Smith's major study of variables related to low and high self-esteem. His data show that those boys who were high in self-esteem, a factor significantly related to achievement in this research, as compared with those medium or low, were almost twice as likely to be either first-born or only children (4).

Hypothesis VII: Individuals in the top management group will have significantly better health than individuals in the middle management group.

A review of the literature of the psychological characteristics of successful management personnel emphasizes traits and syndromes which must rest on the possession of a great potential energy. Initiative, drive, and ambition rarely join forces with poor health. An analysis of the physical health of the two groups is presented in Table VIII.

**TABLE VIII**

**CHI-SQUARE COMPARISON OF HEALTH OF TOP AND MIDDLE GROUPS**

<table>
<thead>
<tr>
<th>Variable</th>
<th>$\chi^2$</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>0</td>
<td>1.000</td>
</tr>
</tbody>
</table>
\( \chi^2 \) equalled 0, which was not sufficient for rejection of the null hypothesis. This finding infers that good physical health, in this study a subjective scoring in the subject's personal history file, is not a discriminating variable in reaching high-level management.

Hypothesis VIII: Individuals in the top management group experienced democratic parental management during childhood with significantly higher frequency than individuals in the middle management group.

Several of Freud's significant contributions to our understanding of human behavior were his ideas concerning unconscious motivation, his concern with developmental stages, and his primary contention that adult behavior is heavily influenced by the experiences and events of early childhood. The manner in which an individual works, or the guilt he may feel over not working, would be considered by Freud a function of a complex set of feelings, attitudes, and ideas which develop as a child perceives, reacts to, and incorporates the parental or surrogate models of behavior (14). This hypothesis and the next five are addressed to McClelland's theory that those who have a high achievement motive are not born with it but that it evolves from a particular kind of family matrix and supportive environment (10).

Table IX is an analysis of the type of parental management during childhood of the top and middle management group.
TABLE IX

_-TEST OF DIFFERENCE BETWEEN MEANS OF DEMOCRATIC PARENTAL MANAGEMENT

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th>Middle</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>S.D.</td>
</tr>
<tr>
<td>Type of Parental Management</td>
<td>114</td>
<td>3.52</td>
<td>.83</td>
</tr>
</tbody>
</table>

A t of 1.06 was not sufficient to reject the null hypothesis at the .05 level of confidence. On a point distribution from 5 to 1, both groups had a majority of frequencies under "3" and "4" which represent democratic to slightly authoritarian management, respectively. Several studies are relevant to this finding. McClelland, who has devoted twenty years of study to this topic, holds that the achievement motive, which he holds at the heart of a forward-moving society, is positively correlated with a warm, encouraging, non-authoritarian environment (10). Bonney's research studies point to the need for supporting parents who focus on children's continuing potential development in "growing" fully-functioning people (4).

Hypothesis IX: There will be a significantly greater frequency of "high-level expectations" from home during childhood for the top management group than for the middle management group.

Men who have the motive to achieve set moderately difficult but potentially surmountable goals for themselves.
They are always challenging themselves to stretch, writes McClelland. Again he links this to the family setting and to parents who have set reasonably high achievement goals and who have been willing to help their children attain these goals (10).

The t-test of difference between means is presented in Table X.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>&quot;High-Level Expectations&quot; from Home During Childhood</td>
<td>112</td>
<td>3.94</td>
</tr>
</tbody>
</table>

A t of 2.15 was sufficient to reject the null hypothesis at the .03 level of confidence. The fact that the middle group experienced an above average to moderately high number of expectations from home indicates that it was only at the extreme positive end of the continuum that the top group was superior. This reflects again that additional or plus value of an optimum environment which stimulates a child to make the most of himself.

Hypothesis X: There will be a significantly greater frequency of "high-level expectations" from school and
teachers during childhood for the top management group than for the middle management group.

Just as a good home is one which stimulates a child to his fullest potential, so is the optimum educational setting one which motivates an individual to actualize his strengths. Demand is a necessary part of achievement. Gardner holds that the educational system provides the young man with a sense of what society expects of him in the way of performance. If it is lax in its demands, he will believe that such are the expectations of society. If much is expected of him, he will probably require much of himself (5).

The analysis of the data for Hypothesis X is presented in Table XI.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>&quot;High-level expectations&quot; from school</td>
<td>112</td>
<td>3.74</td>
</tr>
</tbody>
</table>

The direction of the difference was found to favor slightly the top management group, but a t of .71 was not sufficient for rejection of the null hypothesis at the .05 level of confidence. The two groups were found to be
comparable on this variable relating to high-level expectations from school and teachers, both having a mean toward the positive end of the continuum.

Hypothesis XI: The number of significant "out-of-home" adults who positively influenced development before adulthood will be significantly higher for individuals in the top management group than for those in the middle management group.

The significance of adult models for the development of psychologically mature persons has been repeatedly stressed in mental health literature. Presumably, if a child is brought into relational experiences with an effective, assured, competent, and also admired figure, he will identify with that adult's particular kinds of behavior and attitudes (4).

Table XII is a summary of the data for this hypothesis.

**TABLE XII**

*t*-TEST OF DIFFERENCE BETWEEN MEANS OF SIGNIFICANT "OUT-OF-HOME" ADULTS OF POSITIVE INFLUENCE

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th></th>
<th></th>
<th>Middle</th>
<th></th>
<th></th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>S.D.</td>
<td>N</td>
<td>M</td>
<td>S.D.</td>
<td></td>
</tr>
<tr>
<td>Significant &quot;out-of-home&quot;</td>
<td>115</td>
<td>3.53</td>
<td>1.15</td>
<td>107</td>
<td>3.42</td>
<td>.98</td>
<td>.76</td>
</tr>
</tbody>
</table>
A slight difference favors the top management group, but a $t$ of .76 was not significant at the .05 level of confidence. Both groups acknowledged more than an average number of significant adults who had been a positive influence. This finding for both groups is positively related to the conceptual guidelines for fully functioning people offered by Bonney (4). When confronted with a model who holds high expectations and makes important demands, a young person both aspires to emulate and succeed him. Further identification with the ego ideal of the admired adult or leader can be transferred to a new instrument of identification, such as the corporation. Researchers have concluded from a study of managerial success that when a company demands high standards of performance from its management trainees in their first year with the organization, the trainees, who aspire, develop positive attitudes toward their work and internalize the high standards. They then experience success which leads to promotions and more demanding jobs. In keeping with the company's expectations of them, these men rise in competence (10).

Hypothesis XII: Individuals in the top management group identified and had respect for their fathers with significantly higher frequency than those in the middle management group.

The father-son rivalry theme has been so overplayed in Freudian literature that many psychologists have reacted
with an almost complete contempt for its significance. The fact still remains that a son's father is his first masculine model with whom to identify and from him usually comes a child's earliest posture toward self, others, and the world at large.

An analysis of the data is presented in Table XIII.

**TABLE XIII**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N M S.D.</td>
<td>N M S.D.</td>
</tr>
<tr>
<td>Identification with and respect for father</td>
<td>114 3.83 1.05</td>
<td>104 3.65 1.07</td>
</tr>
</tbody>
</table>

A $t$ of 1.24 was not sufficient for rejecting the null hypothesis at the .05 level of confidence, though a difference (.21 level) did favor the top group. The finding that both management groups had means that were at the positive end of the continuum supports McClelland's theory that family conditions conducive to the development of the motive to achieve and subsequent behavior seem to rise out of early relationships (10). It also agrees with the results from the studies of fully-functioning persons by Bonney and others that there was some consistency in the admiration and respect for one's father (4).
Hypothesis XIII: Individuals in the top management group had deep feelings of personal worth instilled in them by their parents with significantly higher frequency than those in the middle management group.

When a person meets his own standards with contentment, he acts as an integrated entity. His actions are in harmony with his aspirations and he feels approved of by his ego ideal for what he has done. He likes himself; he is an important source of affection for himself; he has self-esteem. Much has been written on the antecedent conditions of a person's feelings of worthiness.

Table XIV is an analysis of the data.

### TABLE XIV

**t-TEST OF DIFFERENCE BETWEEN MEANS OF FEELING OF PERSONAL WORTH INSTILLED BY PARENTS**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th>Middle</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings of personal worth instilled by parents</td>
<td>116 4.02 1.03</td>
<td>108 3.84 1.01</td>
<td>1.28</td>
</tr>
</tbody>
</table>

Both groups showed a mean close to the positive end of the continuum. A $t$ of 1.28 was not sufficient for rejection of the null hypothesis at the .05 level of confidence, though the difference favored the top group (.19 level).

Bonney concludes from his studies that maximum growth of a child toward psychological maturity depends about
equally on (1) his experiencing a high expectancy level in his home and from other significant adults and (2) his introjection of deep feelings of personal worth, especially his parents (4). If self-actualizing motivations are also a universal characteristic of these people, it should logically follow that the highest achievers would possess deep feelings of personal worth to a significantly greater degree than ordinary or low achievers. This finding does not support this assumption, since the middle group, or average achievers are essentially equivalent to the top group, higher achievers, on this variable.

Hypothesis XIV: Peak experiences of individuals in the top management group will be (1) greater in number, and (2) will fall within the actualization and transcendence categories of Thorne and Maslow with significantly greater frequency than will those peak experiences of individuals in the middle management group.

Maslow wrote, just before his death, a paper entitled "Theory Z" and postulated that this is a level beyond but on the same continuum as Theories X and Y of management. Theory Z people share in common all the characteristics described for self-actualizing with the one exception of presence of, or greater number and importance of, peak experiences, which for these people become the most important things in their lives, the high spots and the validators of life (12).
The $t$-test of difference between means in total number of peak experiences is presented in Table XV.

**TABLE XV**

- **$t$-TEST OF DIFFERENCE BETWEEN MEANS OF TOTAL NUMBER OF PEAK EXPERIENCES**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Top</th>
<th></th>
<th>Middle</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$N$</td>
<td>$M$</td>
<td>$S.D.$</td>
<td>$N$</td>
</tr>
<tr>
<td>Number of Peak Experiences</td>
<td>96</td>
<td>7.85</td>
<td>4.20</td>
<td>97</td>
</tr>
</tbody>
</table>

The $t$ of 2.45 was found to be significant at the .01 level of confidence and the statistically significant difference did favor the top management group.

The self-actualized person of Maslow and Goldstein is Rogers' fully-functioning person, Jourard's disclosed self, McMillan's personality growth facilitator, Jahoda's mentally healthy, Morris's open self, Landsman's beautiful and noble person, and Bonney's highly normal personality. The well-balanced, the normal, the super-person, the productive, the efficient, the self-fulfilled, the self-realized—all appear to refer to the same kind of person, the same kind of behavior (9).

Landsman studied reports of positive, peak, or intense experiences from 1,000 subjects of varying ages from fourth grade to senility. He proposes that the major medium for the molding of the people described above is the frequency and intensity of the subjects' positive experience at all
ages and stages of his conscious life. He further states that this positive, or peak experience, in the past or present, enables the human to remain open to the world, receive experience and learning and to reach out for new, self-chosen experiences, thus enabling him to obtain the fullest use of self and the greatest joy in living. The findings of this study would indicate that the number and kinds of peak experiences could be factors accounting for differences in achievement in the two groups. From the top management group were far more unscorable statements written at the end of a listing of their experiences which designate them as "peakers," life-positive people, yea-sayers who are eager for life rather than nauseated or irritated by it.

A sample of these statements follows:

(1) I continue to have what are to me great moments--I could go on for pages.

(2) There is no end to this list of most significant and continuing high points.

(3) The almost every day learning of something new adds zest to life and fuel to enthusiastic enjoyment of surroundings.

(4) Believe it or not, each dawn is a moment of awe; the anticipation of that day's activities is perpetually stimulating; having coped with that day is a fulfilling experience.

(5) When happiness is the road one travels by, rather than a goal to reach, then there are plenty of "peaks."

For a statistical analysis of these experiences, the following inclusive categories were used:
I. Human Relationships,
II. Self-Actualization,
III. Transcendence and Beauty,
IV. New Experience, and
V. Completion.

Table XVI is an analysis of these experiences.

**TABLE XVI**

**SUMMARY OF CHI-SQUARE DATA ON PEAK EXPERIENCES**

<table>
<thead>
<tr>
<th>Variable</th>
<th>$\chi^2$</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category I</td>
<td>3.825</td>
<td>.799</td>
</tr>
<tr>
<td>Category II</td>
<td>18.425</td>
<td>.078</td>
</tr>
<tr>
<td>Category III</td>
<td>9.000</td>
<td>.257</td>
</tr>
<tr>
<td>Category IV</td>
<td>3.509</td>
<td>.899</td>
</tr>
<tr>
<td>Category V</td>
<td>3.094</td>
<td>.216</td>
</tr>
</tbody>
</table>

(Frequencies for each category appear in the Appendix.)

The chi-square value was not found to be significant for any category, at the .05 level of confidence, though the direction favored the top group for each.

Category I, Human Relationships, includes all references to family, such as marriage and birth of children as well as those experiences expressing pleasure in communication, deep caring for and commitment to others, and gratification from a helping, personally facilitating, mutually rewarding relationship.
Representative descriptions of the human relationship experience follow:

(1) When my wife said "yes."

(2) My marriage and later coming to the realization that there is a person who loves me the way I am and who has expectations of our continued growth together.

(3) Friendship with an old gunnery sergeant in the Marines who persuaded me to study for a commission.

(4) Watching my only son score the winning goal in overtime to settle the Little League Championship.

(5) Seven-day camping trip in Northwest Ontario with oldest daughter and son during which we didn't see another person for six days.

(6) The warmth of sudden recognition when I helped an individual reach a near understanding of himself and his situation.

In the second category, self-actualization, the frequencies for the top management were relatively greater than for the middle group at the .07 confidence level. This number comprised 44 per cent of the total peak experiences for the top group and 32 per cent for the middle group. Under this heading would fall the following themes: self-discovery about what one can do, man performing at his highest from a mobilization of all resources in actualizing potential, competition, exploring the unknown, and confronting obstacles. Recognitions and reward are also considered here when there is indication of "earned success." According to Landsman, it does imply that for an experience to be
meaningful in the sense of its contribution to the enduring personality of the person— in contrast to its simplest significance as a momentary, hedonistic kick— the experience must be seen as having been earned (9).

Representative descriptions of the self-actualizing experience follow:

(1) Making straight A's during one college semester carrying extra hours against the Dean's and my advisor's advice.

(2) At age 10 being chosen a leader of a gang of country boys, assorted Indians, etc., who "owned" a rather imposing range of mountains.

(3) Saving the life of a very imposing tree by bridge grafting.

(4) Earning a million dollars.

(5) Obtaining a "master's" certificate for penmanship.

(6) Being valedictorian of high school graduating class.

(7) The opportunity to reconstruct the methods and procedures in my area of responsibility on my first big job with the company.

(8) A self-created opportunity to get a college education.

(9) Winning athletic letters in every sport entered.

(10) My successful climb of Mt. Fuji in Japan.

For the category headed Self-Transcendence and Beauty, there was not a significant difference between the top and middle groups. Furthermore, these experiences represented a very small percentage of the total number for each group.
Perhaps beauty experiences alone are rarely seen as awe-inspiring and world-shaking but more likely as momentary. This particular category may have a special significance in that some experiences require special knowledge acquisition. A rich response to an opera requires knowing the story and the musical structure, just as delight in an original painting comes when one recognizes the particular brush strokes of Van Gogh or Rembrandt (9).

Representative descriptions of beauty experiences follow:

(1) John Kennedy's funeral—all very somber and humbling, very emotional but rewarding in its involvement.

(2) Having heard the Messiah and sung the same in a chorus.

(3) Witnessing the majesty of raw power of an atomic blast at the Nevada Test site in 1967.

(4) First personal acquaintance with the mountains.

(5) A sunset when flying over the Andes.

(6) One starlight night in Canada.

The fourth category, Excitement or New Experiences, did not show a reliable difference between the top and middle groups. Accounting for 16 per cent of total peak experiences for those individuals in the middle group and 12 per cent for those in the top group, they still exceed the 2.8 per cent reported by Landsman in his study using subjects from the general adult population. These figures do, however,
approximate the 10.8 per cent found in his research with graduate students (9). These nourishing excitement experiences, which we often assume are only necessary to children, suggest that staid graduate students find them exhilarating. Maslow has stated that his highly self-actualizing subjects were not only more mature than the great majority of people, but more childlike. Having fun, letting one's hair down, acting spontaneously is a stretching of the ego, according to Bonney, and is healthy. This kind of occasional behavior helps preserve "ego bounce" by providing a ground of simple pleasures that reduce rigidity and compulsive over-commitment to achievement (4).

Representative descriptions of the excitement or new experience follow:

(1) Ran away from home to join Marine Corps and made it.

(2) My first carrier landing.

(3) First time to drive a Jaguar 120 m.p.h.

(4) Learning to drive.

(5) Trip to Spain.

(6) A year in Washington working in the British Embassy.

(7) My first experience with scuba diving.

(8) Getting my first deer.

The last category, Completion, represents some terminal point in the lives of the individual and suggests a regard for closure, a need for homeostasis. The analysis revealed
that, although the difference was not significant, it was in the direction of favoring the middle group.

Representative descriptions of the completion experience follow:

(1) Graduation from high school.
(2) Getting out of the service.
(3) Finished paying off my home.
(4) Returning home on leave from basic training.
(5) Finishing a CPA course.

For a more informal summarizing statement, a profile of a typical, but not any one top management subject is presented. A composite, it is descriptive of his performance on the instruments used and of these variables and characteristics from his social and personal history selected to be examined and analyzed.

Top management subject #84 is Vice-President in charge of Operations of his company. A college graduate, he is 44, the oldest child in his family, married and in good health.

He has a high degree of intellectual interest and curiosity and has made a continuing effort to increase his scope of knowledge. He thinks independently but, at the same time, he considers points of view different from his own. Although not a creative revolutionary, he is most ingenious and resourceful.

He is an interesting mixture of self-confidence and unverbalized self-doubts. His tension level is high, but he usually keeps his temperamental impulses under control. His mood and attitude are typically optimistic, but he is not likely to show a great deal of personal spontaneity.

He has a sincere interest in people and builds effective relationships with them. He is insightful, and to a limited degree intuitive in his
understanding of what stands behind the attitudes and motives of his subordinates. He can recognize competence and future promise in his men, believes in providing appropriate opportunities for them to exercise their own initiative toward growth, but does not spend as much time as he should on this. He tends to be impatient and wants to do things in a hurry.

About himself, he is honest, undefensive, and as objective as possible. He is unlikely to complain or seek self-pity. He has personal standards which constantly cause him to stretch his abilities and is highly motivated by vigorous challenges.

He rates his parents as democratic in their management of him. They instilled feelings of worthiness in him and encouraged maximum efforts towards his accomplishing goals. They, along with many of his teachers and other admired out-of-home adults, exerted a positive influence toward his academic and personal development with their reasonable but high-level expectations. He had a healthy respect for his father.

"Peak" experiences began early in life and have continued as great moments to look forward to. Many were when he was performing at his highest, or competing, both against others, such as improving the performance of a troubled corporation where other smart men had floundered, as well as with himself, such as making his first plane solo. His marriage day and the birth of his children were others.

He views his career with pride and satisfaction. Though he admits to many mistakes and a few failures, he feels they were full of lessons to be learned. Primarily, he considers his life and achievements meaningful and intends to sustain that role.

These top achievers, as evidenced by the above profile, are not singled out as models of psychological virtues. Not one of these individuals is seen as wholly blessed with good fortune or completely lacking in difficulties or personal weaknesses. Compensating assets have often been developed to minimize adverse effects of neurotic trends. They are not unlike Barron's subjects. He writes on this point:
"Our High Soundness subjects are beset, like all other persons, by fears, unrealizable desires, self-condemned hates, and tensions difficult to resolve. They are sound largely because they bear with their anxieties, hew to a stable course, and maintain some sense of the ultimate worthwhileness of their lives" (3, p. 65).

Summary

The series of comparisons established that the two groups did differ significantly on most of the categories of self-actualization developed from a content analysis of the psychological evaluation reports. The three on which they did not differ significantly were those having reference to expressions about interpersonal relations and skills and mood control. The two groups differed significantly on the categories in which the variables of (1) innovative thinking, (2) basic security and self-confidence, (3) self-knowledge, and (4) plans for continued growth and development were represented.

Performances of the two groups were quite similar on the scales of the Personal Orientation Inventory. Significant differences were found only on the self-rating scales of Self-Actualizing Value and Self-Regard.

None of the content analysis categories that showed a reliable difference between the top and middle groups was found to have a significant relationship to the corresponding
scales of the POI. However, the instruments agreed to the extent that both showed the top group to be superior in self-actualization.

The company-designed "Personality Record" discriminated significantly between the two groups to the extent that the top group had fewer off-key items.

The analysis revealed that the groups did not differ significantly on most of the selected variables in the individual's personal-development histories. These include (1) health, (2) birth order, (3) marital status, (4) type of parental management, (5) frequency of "high-level expectations" from school, (6) number of significant out-of-home adults of positive influence, (7) identification with father, and (8) feelings of personal worth instilled by parents.

The groups did differ significantly in their frequency of "high-level expectations" from home and number of years of education.

There was a significant difference between the groups in total number of peak experiences but not with respect to specific category frequencies.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The primary purposes of this study were to examine dimensions of self-actualization and specific biographical and developmental factors of top and middle management personnel. The investigation was designed to determine if differences exist for the two groups. The subjects were compared on performances on a standardized self-rating test of self-actualization, a company personality record, education, health, marital status, birth order, and whether during childhood they had experienced (1) democratic parental practices, (2) high-level expectations from home, school, and significant out-of-home adults, (3) identification with and respect for their fathers, and (4) feelings of personal worth. Further, comparisons were made on frequencies assigned to seven reliably-scored categories of self-actualization derived from critical analysis of client psychological evaluation reports and the numbers and kinds of "peak" experiences listed by individuals from both groups.

The subjects of the study were all clients of resident partners of Rohrer, Hibler and Replogle, an international
firm of management consultants. Of the 225 total subjects, 116 were top management personnel and 109 were middle management personnel. Each of the firm's clinical psychologists from twenty-two regional offices contributed data from the files of the individuals, selected according to the dissertation requirements so that all major sections of the United States were represented. All names were coded, the client's identity remained anonymous, and all information remained confidential to the analyst.

To provide criteria measurements for the study, the following instruments were used: psychological evaluation reports, company personal history and personality records, a questionnaire designed by the writer, and the Personal Orientation Inventory. The questionnaire and the POI were taken individually to each of the 225 subjects selected by the firm's psychologists. They were asked to participate in a research project and were encouraged to make candid responses.

After careful analysis of several reports, seven category themes (based on the characteristics of Maslow's self-actualizing people), into which the content communication could be classified, were developed by the writer. Each category had an (A) and (B) subdivision, and all relevant thought units were placed into one or the other. For the purpose of this research study, thirty evaluation reports were coded independently by four raters. An 80 per cent
Interjudge agreement was a prerequisite before permanent categories could be utilized. Ninety-seven per cent of maximum possible agreement was reached by the four judges, the original seven categories were retained, and the remaining 195 psychological evaluation reports were scored independently by the writer.

An analysis was made to compare the two groups on the basis of test performances and selected characteristics. $t$-tests of significance of differences between means of the two groups and chi-square tests of significance were computed. A correlation was made between the continuous variables of the content analysis and the dichotomous variables of the self-rating POI. The results of these statistical analyses were presented in tabular form.

Findings

Following the collection and tabulation of the data, analyses of the results of the investigation revealed the following findings.

The top management group and the middle management group differed significantly in the following personality dimensions, as measured by categories of content analysis: (1) intellectual curiosity and desire for challenge and innovation, (2) basic security, self-reliance, and self-confidence, (3) insight into self, and (4) realistic desire or plans for continued growth and development. The
differences, in favor of the top group, were significant beyond the .05 to the .001 levels of confidence. The two groups were found to be similar in the possession of interpersonal skills, both in their (1) genuine interest in and concern for others and (2) ability to motivate others to grow, as well as (3) mood control, since there were no significant differences between groups for these variables. Top management subjects were characterized by a much greater degree of integration of individual competence and personal warmth than the middle group subjects. Thus the trait-syndromes, friendliness and aggressiveness, which are so often presented as opposites, appear together.

The two groups differed significantly on the Self-Actualizing Value and Self-Regard scales of the Personal Orientation Inventory at the .05 level of confidence with the direction favoring the top group. This finding indicates that these individuals live by values of self-actualizing people, have positive feelings about themselves, and have good self-concepts based on their personal strengths. Differences were not statistically significant between the groups for these remaining scales: Time Ratio, Support Ratio, Existentiality, Feeling Reactivity, Spontaneity, Self-Acceptance, Nature of Man, Synergy, Acceptance of Aggression, and Capacity for Intimate Contact.

None of the four content-analysis categories which showed a reliable difference between the top and middle
management groups showed a significant relationship to the corresponding scales of the POI. However, the two different methods of assessment did agree to the extent that they showed the top management group to be superior in self-actualizing dimensions based on their significantly higher scores for two corresponding variables on both instruments.

In number of off-key items scored on the company-designed "Personality Record," the mean difference favored the top group and was statistically significant beyond the .02 level of confidence. The direction of the difference, which favored the top management personnel, indicates a higher level of personal adjustment for this group.

For the variables of health and marital status, there were no significant differences in the two groups.

In total number of years of education, the top group averaged 15.86, while the mean for the middle group was 15.08. The difference was significant at the .002 level of confidence.

With respect to birth order, chi-square analysis revealed no significant difference between groups.

The two groups did not differ significantly in type of parental management during childhood.

The mean difference in number of "high-level expectations" from home during childhood favored the top group. It was statistically significant at the .03 level of confidence. The standards of expectancy were set by parents for the
purpose of motivating their children to make maximum efforts toward utilizing all their resources in becoming all they could become.

The two groups did not differ significantly in number of "high-level expectations" from school and teachers.

In number of out-of-home adults who positively influenced their development before adulthood, the two groups did not differ significantly.

Both groups were found to be quite similar for the variable, identification with and respect for father.

In feelings of personal worth instilled by their parents, the two groups did not differ significantly.

The mean difference in total number of peak experiences for the top management group was 7.85, while the middle group averaged 6.47. This difference was significant at the .01 level of confidence. With respect to the classifications of peak experiences, those intense moments or episodes of positive happiness in one's life, chi-square analysis did not reveal a significantly larger proportion of top management than middle management personnel in any of the five.

Many of these findings did not show a significant difference between the two groups. Nevertheless, it is important to note that, for the positive variables measured, both groups were high in most instances.
Conclusions

The conclusions drawn from this study must be considered in the light of certain limitations. Although these data were secured from Rohrer, Hibler and Replogle and apply only to the clients served by that firm, implications for other management personnel may be drawn if the limitations of this study are carefully understood. The conclusions drawn here are not, however, claimed for top and middle management subjects other than those who participated in this study.

Second, though this study has psychological pertinence in that it compares people who are members of the same limited population (management), it has not concentrated, as those conducted by Maslow and reviewed by Bonney, on comparison between upper and lower segments of the respective population. Therefore, it may be concluded that existing differences between the two groups would have been much more pronounced had the extreme ends of the working population been investigated.

In view of the findings of this investigation, the following conclusions are presented.

From the statistical analyses presented, it can be concluded that management subjects chosen on a dimension of self-actualization, or achievement, have some positive personality assets that place them in the upper brackets of mental health. The top management group comprising presidents, vice-presidents, and chief executive officers, having reached
a terminal point in one sense, do not think of themselves as having arrived and being willing to stabilize at this point but, contrarily, think of themselves in terms of growth principles.

It can be concluded that top management personnel are more skillful in actualizing their own potential than in helping their employees grow and develop toward self-actualization.

Performance on the POI scales is not an impressive predictor of executive status, except in a most general way. Though not a highly discriminatory instrument for upper levels of management, the POI still might have effectiveness for broader screening purposes.

It must be assumed that good health and being currently married are as descriptive of middle management subjects as top management subjects.

The amount of formal education may contribute to superior success in business. It is quite possible that the edge that top management personnel had in total number of years of education reflects a desire for continued growth and development after entering the business world, a dimension of the self-actualizing person.

Birth order does not appear to be related to managerial success.

It must be concluded that top management people learned early to set much higher levels of aspiration for themselves.
than middle management people because of the greater number
of "high-level expectations" from their parents during child-
hood.

Early experiences with parents, teachers, and other
significant adults must be related to a more general kind of
success or achievement motive but are not discriminating to
a fine degree, such as between varying levels of management.

It may be concluded that peak experiences are critical
to the development of the self-actualizing, fully-function-
ing person. The greater number of these intense experiences
listed by the top management people provides evidence of
another relevant, creditable measure of what man is at his
highest.

The major conclusion is that top management subjects
display some important common behavior dimensions, personal
assets, and extra strengths rather than the absence of weak-
nesses and liabilities and can serve as realistic models for
the aspiring young business major or employee.

Recommendations

In view of the conclusion of this study, the following
recommendations are made.

Further study should be conducted on the self-actualizing
dimensions of various segments of the working population in
other settings and with other subjects, such as blue-collar
workers, government employees, and management personnel in
specialized fields. These further studies might include analysis of other variables such as self-concept, leadership development, and attitudes toward work environment and superiors as well as attitudes toward formal education.

A longer range follow-up study should be made of these subjects to determine future professional achievement, personal growth, mobility, and upon retirement, the nature of their activities.

Further study should be conducted with successful top and middle management personnel to determine the part that failure, mistakes, personal liabilities, conflicts, and problems have played in their lives by examining (1) the degree of the presence or absence of these, (2) what learning may or may not have taken place, and (3) what compensating assets, new insights, or growth may have developed from these negative sources.

Curriculum planners in Schools of Business should consider a course in the psychology of motivation and communication based on contemporary behavioral science and integrating much of the literature on the positive approach to psychology, or a study of men at their highest. The purpose of this course would be to lay the groundwork, by specifying and elaborating the human needs to be met, for the understanding of interpersonal competence, the sine qua non of successful business operations.
A Human Potential Seminar should be a part of every college student's freshman curriculum for the purpose of identifying individual resources and providing the kinds of learning experiences which are correlated with self-actualization and success. There is a wealth of research evidence that high achievement and high self-concept are correlated with positive experiences, and these seminars would be designed for the use of highly individualized techniques in developing just such experiences and then reinforcing them. A person can learn to actualize his potentialities, even though at present they may be dormant or imperfectly realized.

Company representatives (usually personnel officers or department heads) who conduct interviews for the purpose of selecting present or potential managers should have sufficient skills in the area of human motivation and needs that they can explore and "feel out" for known self-actualizing dimensions and factors in the individual's personal, social, and developmental history which are predictive of continued growth and development. Optimum interviewing by such people can often distinguish between the "motivation seeker" and "maintenance seeker," though one must regard as a myth that there are specific and definable personalities of people who have become successful executives.

To further the highest goals and objectives toward the mental health of a corporation as well as its employees, the
interested parties, management people as well as consultants, should recognize the primacy of interpersonal competence in the overall picture—and that if one is sufficiently "aware" and insightful he can help others to blossom, grow, and actualize their potentials, both on achievement and personal planes.

Individuals in the corporate setting who set policy should become thoroughly aware that factors other than those relating to personality formation can contribute to self-actualizing behavior.
TO: Resident Partners

FROM: Ray Fletcher

DATE: December 19, 1969

RE: RHR participation in psychological research

Our most recently appointed "Research Fellow" is Mrs. Peggy Ladenberger, who is completing her doctorate in psychology at North Texas State University. RHR is cooperating in her dissertation study by providing the raw data from 200 client executives whose identity will remain anonymous. Title of the study: An Analysis of Self-Actualizing Dimensions of Top and Middle Management Personnel.

She wants to determine the essential psychological differences between the "high achievers" in the executive ranks and those "good old boys" who spend their careers in middle management jobs. (Dr. Merle Bonney did such a study on college students and found some interesting differences between the high achievers (highly normals) and the run-of-the-mill student who "made it" but with no curricular or cocurricular distinction.) She must have an N of 100 of each type. Thus, we are asking each Resident Partner to be responsible for getting information on six executives from each level, as defined:

**Top Management** -- individuals who are presidents, vice presidents, heads of large divisions, those who "have it" and have "made it". This includes both the professional manager and the entrepreneur.

**Middle Management** -- those individuals in positions above the first level of supervision but below vice president or officer level. Select only those who, in your judgment, will remain in middle management positions.

The following information is needed on the 12 selected executives from each "office" or "group" in RHR:

1. Personal History (with PR and PPT data)
2. Psychological Evaluation (the most recent where there are more than one)
3. P.O.I.
4. Completed questionnaire.

(Please clip together all of this information on each guy.)

The psychologist will have to get the client's cooperation in filling out the P.O.I. and the questionnaire, about twenty minutes of his time. Don't go into any detail regarding the study; just ask them to take a few minutes to participate in a research project and tell them that neither their name nor their company name will be identified (only job title and age). If you Xerox the PR and the evaluation report, blank out these names. Omit names from the P.O.I. and the questionnaire, giving only job title and age, but be sure each "set" of data is stapled together.

In the interest of time, please send the complete data on each executive as soon as you complete one. This will enable Peggy to begin her tabulations without having to wait unduly long. May we have your total of twelve no later than February 15. Thank each of you. We feel that this will be a significant study.

RHF:let

c: Dr. Almos
   Dr. Brouwer
   Dr. Dunham
   Dr. Martin
   Dr. Paterson
1. He likes to deal with difficult and unusual problems. His thinking is not dominated by the conventional ways of doing things; his imagination is creative and practical. He thinks independently; he will listen to what others have to say, but he is not swayed by their opinions or by what their experience has taught them. His feelings are much involved in his thinking; an idea has to "feel right" to him. This characteristic functions on occasion to lead him to erroneous conclusions, but at the same time it is the basis for his ingenuity and inventiveness. He discriminates effectively between the major and minor issues of the problem, and he devotes his attention to those major ideas which result in the greatest accomplishment. Details are uninteresting to him; and in areas where detail is highly operative, he becomes forgetful and is unsystematic.

2. He is highly motivated to be a vital part of a successful enterprise, and he is not easily swayed from his course. He plays to win, and on occasion this desire to win results in a tenaciousness which takes him beyond the point where sound judgment would indicate a change in his course of action. He has that important ability to take a risk, to pursue something in which he believes. He maintains his initiative when under pressure, and he consistently moves toward goals that he feels to be right.

3. He has a friendly interest in other people. He deals with people in a forthright and sincere manner; he does not attempt to be dynamic or highly sociable. He is not highly verbal; but when he says something, he has a knack for expressing the idea clearly and simply and for persuading others to accept his point of view.

4. He has an intuitive insight into the behavior of others. He can sense artificiality in others, and he can sense the underlying motives of others. He is more inclined to think about improved business techniques than motivate
the behavior of others, but he does have a knack for sensing what people want and of making his approach to them in terms of these desires. When the feelings or actions of others stand in the way of his accomplishment of major objectives, he tends to become impatient with them and to miss opportunities to use his perception as a means of avoiding the blockade. He recognizes his own more important strengths and limitations, and he is moving in the direction of putting his strengths to better advantage.

5. He keeps his attention focused on the major issues of the enterprise. He is aware of the importance of people in an organization, and he is moving toward the practice of delegation. He is highly effective in setting up plans and procedures for accomplishing specific goals. He enjoys the challenge of administration. He sets high levels of accomplishment for himself and his Company. He has important elements of ability to lead others to work with him toward his objectives.

Conclusions and Prognosis

Mr. X has a high degree of imagination and perseverance. He sets important goals of accomplishment for himself, and he focuses his attention upon the major aspects of these goals. He feels very keenly and very deeply about his goals, and he moves toward them with determination and tenacity. He lays down a sound track of ethics and business standards upon which to operate, and he surrounds himself with a group of like-minded people who can adopt these goals as their own.

We feel that he needs to continue his development of administrative understanding and organizational know-how. He needs further to get to the point where he can spend his time establishing broad objectives and policies and can devote more time to developing capable subordinates to handle the operation and detail of the organization. His creativeness and his spirit of adventure and accomplishment are his most important assets. All of these characteristics provide the foundation for a strong and vigorous organization.

November 20, 1958
Raymond H. Fletcher
Psychologist
APPENDIX C
QUESTIONNAIRE

For each question circle the number on the scale most applicable to you.

I. The type of parental influence and control most characteristic of my childhood was:

<table>
<thead>
<tr>
<th>Authoritarian</th>
<th>Democratic</th>
<th>Laissez-Faire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents exercised considerable control, made plans independently of children with little interaction or consultation.</td>
<td>Much verbal interaction between parents and child, consultation about family rules, frank explanations to curiosity, and stimulation toward child's self direction.</td>
<td>Almost complete freedom with little, if any, direction, encouragement, leadership, discipline or communication.</td>
</tr>
</tbody>
</table>

| 5 | 4 | 3 | 2 | 1 |

II. The quantity of high level expectations (those standards of expectancy which induce maximum efforts toward skill performances, the acquisition of knowledge, or the accomplishment of objectives or goals) from home were:

<table>
<thead>
<tr>
<th>Many</th>
<th>Virtually None</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

III. The quantity of high level expectations from school and teachers were:

<table>
<thead>
<tr>
<th>Many</th>
<th>Virtually None</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

IV. My parents instilled in me deep feelings of personal worth:

<table>
<thead>
<tr>
<th>Regularly and consistently</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

V. The number of significant out-of-home adults (admired relatives, friends, teachers, civic or church leaders) who positively influenced my development were:

<table>
<thead>
<tr>
<th>Many</th>
<th>Virtually None</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
VI. I identified with and had great respect for my father during my youth:

Regularly and consistently

| 5 | 4 | 3 | 2 | 1 |

VII. Peak experiences are great moments of awe, intense happiness or ecstasy; the high points of life; the most exciting, rich, and fulfilling experiences which a person has ever had. I have had in my lifetime:

Many

| 5 | 4 | 3 | 2 | 1 |

In the space below describe as many peak experiences as you can remember.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
APPENDIX C

GENERAL INSTRUCTIONS FOR CODING EVALUATION REPORTS

The emphasis here is the "plus" factor of A. Most of the subjects who qualify under A also have some of B, in which case score A. If top heavy in B qualities with only slight indication of A, score B.

Notice indexing adverbs and qualifiers such as positively, normally, ordinarily, slightly, occasionally and somewhat as well as critical, extreme and marked.
NEW WAYS OF LOOKING
AT THINGS

I

(A) INTELLECTUAL CURIOSITY, A DESIRE FOR CHALLENGE, NEW APPROACHES OR ALTERNATIVES AND WAYS TO USE INNOVATION, CREATIVITY OR RESOURCEFULNESS

VS

(B) REGARD FOR STRUCTURE, TANGIBLES AS OPPOSED TO THE ABSTRACT, THE FAMILIAR, CONVENTIONAL AND PROVEN WAYS OF DOING THINGS AS OPPOSED TO EXPERIMENTATION AND CHANGE

(A)

1. Superior ability to deal with complex problems
2. Considers alternative approaches
3. Creative
4. Eager to learn
5. Can deal with many things at one time
6. Flexible and adjusts to new situations
7. Happiest when resolving difficult problem
8. Must have challenges
9. Perceptive regarding intangibles
10. Aggressive and future-oriented
11. Decisive and independent in thought
12. Ability to think broadly, abstractly
13. Productive imagination; action-oriented
14. Wants to stretch
15. Skilled in abstract problems and concrete
16. Thinks independently
17. Courage to venture into the unknown
18. Shows initiative, synthesis
19. Open-minded
20. Relates complex and varied meanings
21. Thinks ahead
1. Deals most effectively with policy and procedure
2. Best with well-structured situations
3. Task-oriented
4. Best with tangibles
5. More cautious and reflective than decisive and aggressive
6. Conservative thinking
7. Not a risk taker
8. Concrete rather than abstract thinker
9. More practical than creative
10. Compartmentalizes planning and thinking
11. Little breadth in thinking
EGO STRENGTH
INTERNAL)

II

(A) EVIDENCE OF BASIC SECURITY AND EGO STRENGTH FROM COMMENTS ON SELF-RELIANCE, SELF-CONFIDENCE, LACK OF DEFENSIVENESS OR PREJUDICE AND RELUCTANCE TO BE ASSERTIVE

VS

(B) EVIDENCE OF INSECURITY, SELF-DOUBTS, FEARS OF INADEQUACY, BEING SELF-BOUND OR OVERLY DEFENSIVE

(A)

1. More independent and self-reliant
2. Deep sense of inner confidence
3. A sense of purpose and security
4. Personal bias unlikely to influence objectivity
5. Has psychological soundness
6. Does not lean upon excuses
7. Honest and undefensive
8. Can assess situations objectively
9. Free of significant emotional disturbance
10. Solid, stable and mature
11. Self-integrity important to him
12. Resourceful in emotional resilience
13. Courage to venture into unknown
14. Does not shy away from touchy situations
15. Looks beyond own frame of reference
16. Does not over-respond
17. Well balanced emotional make-up

(B)

1. Needs to gain more trust and confidence
2. Very important to be accepted
3. Uncertain with regard to pushing his own ideas
4. Overly developed conscience which creates anxiety
5. Fears not succeeding
6. Great deal of energy diluted by internal tensions
7. Ineffective in resolving shortcomings
8. Drives himself to prove himself
9. So cool people react to coolness rather than the situation
10. Not open or sharing
11. Internalizes or suppresses feelings significantly
12. Unverbalized self doubts
13. Reluctant to impose authority or stand up for own point of view
14. Lack of respect for own goals
15. Has strong security or acceptance needs which need to be met for effectiveness
16. Negative, cynical and obstructionistic
17. Strong inferiority feelings
18. More tense than confident
19. Overcontrolled, rigid
20. Peaks and valleys in emotional experience
EGO STRENGTH

(External Reaction)

III

(A) GOOD MOOD CONTROL, ABSORBS STRESS WELL, REASONABLY RESISTANT TO THREAT, COPES WELL WITH PROBLEMS AND CONFLICTS (GOOD TENSION OUTLETS)

VS

(B) AGITATED UNDER STRESS, COMPULSIVE STRESS AVOIDANCE OR RIGID OVER-CONTROL, EXHIBITS MANIFEST ANXIETY, TENSION NERVOSNESS IN COPING WITH PROBLEM SITUATIONS

(A)

1. Not irritated easily, stable reactions
2. Can shake upsets easily
3. Realistically detached from minor emotional involvements
4. Keeps feet solidly on the ground
5. Self-acceptance or control even in stressful times
6. Can maintain effectiveness under pressure
7. Possesses an inner toughness
8. Handles tensions well; good outlets
9. A balanced energy in coping
10. Disciplined efforts
11. Can profit from constructive criticism
12. Personal adjustment good
13. Steady; keeps on even keel
14. Unlikely to complain, show temper, or demand pity, or let himself go
15. Lives reasonably comfortably with conflict
16. Healthy sense of humor; optimistic

(B)

1. Cannot control impatience
2. Finds it difficult to relax
3. Drives himself compulsively
4. Experiences emotional fatigue and nervousness
5. Poor control when frustrated
6. Overcontrolled in reactions causing one to react to "personality"
7. Keeps emotions under tight control
8. Highly sensitive and excitable
9. Noticeably tenses up under pressure
10. Supersensitive to threats
11. Inflexible in personality adjustment
12. Very little or not spontaneity

Greatest emphasis here is "effectiveness" under pressure or stress--rather than on "feelings" or inner states.
INTERPERSONAL SKILLS

IV

(A) GOOD INTERPERSONAL SKILLS BASED ON FEELINGS OF GENUINE INTEREST IN AND RESPECT FOR OTHERS, A DESIRE TO BE HELPFUL AND SUPPORTIVE AND INSIGHT INTO THEIR NEEDS

VS

(B) SUPERFICIAL, GUARDED OR DISINTERESTED APPROACH TO INDIVIDUALS WITH LITTLE INSIGHT INTO OTHERS' MOTIVATION AND NEEDS

(A)

1. Gets along easily with most people
2. Tolerant and undemanding
3. Skillful in dealing with others
4. Confidence and respect in others
5. Genuinely likes people
6. Scrupulously fair
7. Knows how to command respect
8. Positive attitudes toward people
9. Gives of himself to be of help
10. Good insights into behavior of others
11. Seldom self-centered in interactions
12. Sensitive to others' feelings and needs
13. Enthusiastic, comfortable with people
14. Meets others with a friendly manner
15. Relates well on warm basis
16. Social skills highly sophisticated
17. Consistent in approach to others
18. Puts others at ease
19. High degree of understanding
20. Listens patiently to others
21. Deals with people effectively
22. Awareness of others' feelings
23. Easy to talk with
(B)

1. Very impatient with people
2. Doesn't try to understand needs
3. Friendly attitudes more expedient than genuine
4. Prefers social distance for control
5. Lack of sensitivity and empathy
6. Relates better to one group than other
7. Appreciates people for skills and abilities but relatively unconcerned for their attitudes and feelings
8. Runs over feelings of others
9. Impatient with the less capable
10. Projects warmth when it seems appropriate
11. Poorly-developed insights; rejects others
12. Can't share comfortably
13. Capable of warm relationships but seldom achieves them
14. Shows displeasure easily but pleasure less so.
15. Does not extend himself to people
16. Anxious to impress

Emphasis here is not whether one is reserved or more outgoing, influenced by others or not, but in the concern for their feelings, in a genuine attitude of dignity for the other individual.
INTERPERSONAL SKILLS

V

(A) THE ABILITY TO MOTIVATE OTHERS TO GROW BASED ON THE DESIRE TO HELP EMPLOYEES USE THEIR POTENTIALS TOWARD GREATER SELF-ACTUALIZATION

VS

(B) A GENERAL LACK OF INVOLVEMENT WITH OR ABILITY IN FURTHERING THE GROWTH AND DEVELOPMENT OF EMPLOYEES

(A)

1. Inspires employees to achieve potential
2. Represents an honest effort to contribute to development of people
3. Generates an it-can-be-done attitude toward problems
4. Believes improvement is always possible
5. Provides opportunities for others to contribute their ideas
6. Capacity to be an excellent coach
7. Skillful in developing a desire in others to achieve
8. Capable of motivating employees
9. Works effectively at developing and training
10. Always available to counsel
11. Has confidence in people and encourages them
12. Permits freedom for people to utilize experience and knowledge in own way
13. Tries to teach and share with others
14. Sees "positives" in people more easily than "negatives"
15. Stimulates people
16. Sets example for others by furthering own growth

(B)

1. Needs to increase ability in sensitive utilization of people
2. Needs skills in motivating and developing people; skills not being used
3. Helps others on his own terms
4. Provides skills for expediency rather than helping toward personal growth
5. Minimal skills in counseling
6. Not confident to trust important matters to employees
7. Can get the best out of people but not necessarily in the best way
8. Does not communicate enthusiasm to co-workers; not inspiring
9. Uses authority considerably
10. Expects employees to contact him for aid
11. Needs to develop personal and developmental goals for subordinates
12. Expresses good philosophy of developing men but doesn't back it up
13. Misses the "personal factors" in business
SELF KNOWLEDGE

VI

(A) GOOD INSIGHT INTO SELF WITH RECOGNITION AND REASONABLY ACCURATE APPRAISAL OF STRENGTHS, ABILITIES, WEAKNESS AND LIMITATIONS

VS

(B) SPOTTY OR SUPERFICIAL INSIGHT INTO STRENGTHS AND WEAKNESES OR LESS THAN ADEQUATE SELF-KNOWLEDGE

(A)

1. High degree of self-awareness
2. Skillful in analyzing strengths and weaknesses
3. Makes an effort to see himself honestly
4. Indulges in introspection
5. Continuously seeks greater self-understanding
6. Aware of assets--to a lesser degree limitations but handles them appropriately
7. Introspective--is honest with self
8. Has appraised himself realistically
9. Knows himself well
10. Has superior recognition of his own characteristics
11. Objective and fair in self-appraisal
12. Accepts himself; good intuitive understanding
13. Self-observations penetrating

(B)

1. Insight and self-understanding is spotty
2. Reveals blind spots
3. Does not carefully examine motives and attitudes
4. Need greater self-insight
5. Should search for deeper self-understanding
6. Blind to some of his faults and impact on people
Emphasis here is on knowledge, cognitive assessment only. We are not concerned in this category whether he does or does not utilize this insight.

If no mention of self-insight, do not score.
BECOMING

ACHIEVEMENT MOTIVATION

VII

(A) REALISTIC DESIRE OR PLANS FOR CONTINUED GROWTH AND DEVELOPMENT, INCREASING INTERESTS, OR ANY OPPORTUNITIES FOR MEETING SELF-ACTUALIZING NEEDS--i.e. "BECOMING"

VS

(B) REASONABLY COMPLACENT WITH PRESENT LEVEL OF PERFORMANCE, OR STATUS QUO, WITH LITTLE OR NO EMPHASIS ON REACHING OUT FOR NEW GOALS, NEW HORIZONS, PERSONAL GROWTH OR DEVELOPMENT.

(A)

1. Interested in self-improvement and self-development
2. Values independence and self-realization above purely material goals
3. Works to achieve potential
4. Anxious to learn; venturesome
5. Sets goals, personal and professional, and works hard to achieve them
6. Wants opportunity to test himself
7. Has strong need to succeed or fail on own
8. Has persistent need to grow
9. Constantly needs to stretch
10. Consistent efforts toward increased self understanding
11. Highly motivated by vigorous challenges
12. Becomes intensely involved in things
13. Has deep concern to be productive
14. Wants to know everything he can
15. Tries to upgrade himself; has ambition
16. Always searching for more effective emotional expression
17. Has constructive orientation toward building for the future; plans for future
18. Moves into problems eagerly and with initiative; attracted to the nebulous, complicated
19. Moves as much toward personal growth as toward advancement
20. Highly accomplishment-oriented

(B)

1. Focus on charging ahead to get job done
2. Efforts at self-improvement narrow
3. Not ambitious to take on any additional responsibility
4. Needs assistance in personal development
5. Task-oriented
6. Not a long range planner
7. Not one to extend himself for status or higher position
8. Poor motivation vocationally, too many self-doubts
9. Willing to do what needs to be done
10. Narrow interests
11. Prefers close proximity to specific job
12. Short range perspective; weak with respect to forward planning
13. Could benefit from formulating personal development goals
14. Will not reach out for responsibility
15. Not a risk taker; primarily task oriented
16. Good intentions outweigh ability to move
17. Eager to grow but overly defensive
18. Can contribute in a narrow, specific way only
19. Too uninvolved in activities; too solidified in approach to life

Emphasis here is not on "accepting" responsibility, challenges and assignments but "reaching out" for them.
APPENDIX E  
SCORING CATEGORIES  
FOR THE  
PERSONAL ORIENTATION INVENTORY

TIME RATIO
Time Incompetence/Time Competence—measures whether or not use of time is efficient

SUPPORT RATIO
Other/Inner—measures whether reactivity orientation is basically toward others or self

SELF-ACTUALIZING VALUE
Measures affirmation of a primary value of self-actualizing people.

EXISTENTIALITY
Measures ability to situationally or existentially react without rigid adherence to principles

FEELING REACTIVITY
Measures sensitivity of responsiveness to one's own needs and feelings

SPONTANEITY
Measures freedom to react spontaneously or to be oneself

SELF REGARD
Measures affirmation of self because of worth or strength

SELF ACCEPTANCE
Measures affirmation or acceptance of self in spite of weaknesses or deficiencies

NATURE OF MAN
Measures degree of the constructive view of the nature of man, masculinity, femininity

SYNERGY
Measures ability to be synergistic, to transcend dichotomies
ACCEPTANCE OF AGGRESSION
Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression

CAPACITY FOR INTIMATE CONTACT
Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations
I. Adjectives used to describe persons nominated by psychologists as "Non-Self-Actualized".

bigoted, biased
puritanical
rigid, compulsive
frustrated, blocked, seeking, unfulfilled, empty, unsatisfied
cold, frigid
frightened, fearful
constricted, inhibited, limited
anxious, worried, apprehensive, tense
insecure, unsure
uncomfortable, disturbed
ego-centric, self-pitying
reticent, timid, shy, cautious
self-conscious, sensitive
forlorn, depressed, unhappy, pessimistic
passive, lethargic
flattened, flat
unaware, unrealistic
non-risking, non-committing
pleasant, "sweet"
immature, infantile, dependent, other-centered, pseudo-independent
withdrawn, alone, isolated, sex-avoidant
self-disparaging, self-depreciating
guilty
inauthentic
symptom-ridden, anorexic
ambivalent, confused, scattered, disoriented, schizoid, unorganized, moody, inconsistent, indecisive, inefficient, aimless, mood-dominated
hostile, angry, embittered, hypercritical, sarcastic, harsh, critical, self-critical
projecting
acting-out
suspicious
dominating
II. Adjectives used to describe persons nominated by psychologists as "Self-Actualized"

active, busy, involved, participant, energetic
motivated, concerned, hard-working
constructive, productive, creative, enterprising,
    alert, imaginative
giving, helpful, generous
eager, life-appetitive, enthusiastic, adventurous,
    sensual
optimistic, confident
enriched
happy, warm
responsible, stable, mature, self-assured, independent,
    reliable, dependable, self-directing
balanced, moral, adjusted, honest
realistic
conscientious, dedicated, thoughtful, discriminating
patient, aware, empathetic, kind, sensitive, sympathetic
feeling
non-defensive, open, self-exploring, out-going, direct,
    spontaneous, non-threatened, responsive,
    non-threatening
seeking, searching, still-learning
democratic
social, friendly, personable, gracious, appreciative,
    delightful, humorous, loving, sincere
adaptable, flexible
content, satisfied
accepting, calm, quiet, unassuming, tolerant
modest, humble
organized, efficient, integrated, well-functioning
competent, capable, intelligent
successful
More Efficient Perception of Reality and More Comfortable Relations With It

Acceptance (Self, Others, Nature)

Spontaneity

Problem Centering

The Quality of Detachment; The Need For Privacy

Autonomy; Independence of Culture and Environment

Continued Freshness of Appreciation

The Mystic Experience; The Oceanic Feeling

Gemeinschaftsgefühl; Deep Feelings For Mankind

Profound Interpersonal Relations —

The Democratic Character Structure

Discrimination Between Means and Ends

Philosophical, Unhostile Sense of Humor

Creativeness

Resistance to Enculturation
APPENDIX H
FREQUENCIES IN CONTENT-ANALYSIS CATEGORIES OF SELF-ACTUALIZATION

Hypothesis I
(Category I)

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131 94 225

\( \chi^2 = 50.609 \)  
\( df = 1 \)  
P less than .001

(Category II)

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\( \chi^2 = 18.200 \)  
\( df = 1 \)  
P less than .001

(Category III)

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P = .10

(Category IV)

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x^2 = 1.071 \\
P = .31
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(Category VI)

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P = .0122
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(Category VII)

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df = 1 \\
x^2 = 23.399 \\
P \text{ less than } .001
\]
### APPENDIX I

FREQUENCIES FOR CATEGORIES
OF MARITAL STATUS, BIRTH ORDER AND HEALTH

#### Marital Status

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\[ \chi^2 = 2 \]

\[ P = .642 \]

\[ \chi^2 = 3.393 \]

\[ P = .186 \]

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\[ \chi^2 = 2 \]

\[ P = .727 \]

\[ \chi^2 = 1 \]

\[ P = 1.000 \]

#### Health

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\[ \chi^2 = 0 \]

\[ P = 1.000 \]
APPENDIX J
FREQUENCIES FOR CATEGORIES OF PEAK EXPERIENCES

Human Relationships
(Category I)

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$df = 7$  \[ x^2 = 3.825 \]  \[ P = .799 \]

Self-Actualization
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Self-Transcendence and Beauty
(Category III)

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Excitement and New Experiences
(Category IV)

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<td>0</td>
<td>1</td>
<td>1</td>
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$df = 8$  \hspace{1cm} $x^2 = 3.509$  \hspace{1cm} $P = .899$

Completion
(Category V)

<table>
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<th>2</th>
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<tr>
<td>Top</td>
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<td>8</td>
<td>2</td>
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<tr>
<td>Middle</td>
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<td>13</td>
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</tbody>
</table>

$df = 2$  \hspace{1cm} $x^2 = 3.094$  \hspace{1cm} $P = .216$
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