Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

# MOTIVATIONAL DRIVES AND MACHIAVELLIANISM: THEIR INTERACTION AND INFLUENCE ON CAREER CHOICE.

A thesis presented in partial fulfilment of the requirements for the degree of

Master of Science

in Psychology at

Massey University

Keith Campbell Johnstone

1995

#### ABSTRACT

The present study examined the relationships between the motivational drives of need for achievement, need for autonomy, need for affiliation and need for dominance, the demographic variables of age and sex and the personality trait of Machiavellianism. Further, the influence of these variables on the course of study of university students was examined. Previous research has produced mixed findings with regard to the relationship of motivational needs with Machiavellianism and their influence on career choice. The Mach IV scale and the Manifest Needs Questionnaire were administered to 494 undergraduate Different student disciplines were compared on the university students. motivational drive variables and Machiavellianism. Analysis partially supported the common stereotype that business students, and marketing students in particular are more Machiavellian than non business students. Results from the nursing and social work students supported the stereotype of 'caring professions' being higher in the need for affiliation. Nursing and science students had a higher need for achievement than other students and business students scored higher in the Leadership Motive Pattern than education or social work students. Machiavellianism was positively related to the need for power and the need for autonomy as well as McClelland's Leadership Motive Pattern. Machiavellianism was negatively correlated with need for affiliation, need for achievement and age. Males rated as being more Machiavellian, having a higher need for power, a higher need for autonomy, a higher Leadership Motive Pattern and a lower need for affiliation than females. Findings supported the proposal that high Machiavellians possess the same motivational drives that have been associated with effective leadership. A call is made for future research to pursue a longitudinal approach to understanding the changing nature of Machiavellianism over time. Additionally more research needs to be done on the low internal consistency ratings obtained in the affiliation sub-scale of the Steers and Braunstein (1976) Manifest Needs Questionnaire and to a lesser extent the autonomy sub-scale.

From this arises the question whether it is better to be loved rather than feared, or feared rather than loved. It might perhaps be answered that we should wish to be both: but since love and fear can hardly exist together, if we must choose between them, it is far safer to be feared than loved.

The Prince, Chapter 8 Niccolo Machiavelli I would like to thank Judith Brook for guiding and advising me throughout my thesis. Special thanks to Mum and Dad who unwaveringly supported my studies even though at times they were unsure as to what I was doing. Finally a thankyou to Claudine for her patience and understanding throughout my Masterate.

# TABLE OF CONTENTS

ABSTRACT			p.ii
ACKNOWLEDGMENTS			p.iii
LIST OF TA	BLES		
LIST OF FIG	URES		
CHAPTER 1.	INTRO	DDUCTION	p.1
1.1	Why M	Machiavellianism (	p.1
1.2	Niccole	o Machiavelli - personal history	p.4
1.3	Machia	avellianism today	p.6
1.4	The de	evelopment of the Machiavellian construct	p.8
1.5	Machia	avellianism and manipulation	p.10
1.6	Machia	avellianism and ethics	p.11
1.7	Machia	avellianism and career choice	p.13
1.8	Machia	avellianism and personal characteristics	p.14
		Machiavellianism and age	p.14
		Machiavellianism and gender	p.15
		Machiavellianism and locus of control	p.16
	1.8.4	Machiavellianism and cognitive complexity	p.17
1.9		avellianism and success	p.18
1.10		avellianism and moderating variables	p.19
1.11	Motive	, <del>-</del>	p.23
1.12	Need f	for achievement	p.23
		for power	p.26
1.14		for affiliation	p.27
1.15		rship Motive Pattern (LMP)	p.27
1.16		avellianism and motives	p.30
CHAPTER 2.	OBJE	CTIVES AND HYPOTHESES	p.34
			•
2.1	Object	tives	p.34
2.2	Hypot	heses	p.35
CHAPTER 3.	METH	HOD	p.37
3.1	Subjec	ets 🗸	p.37
3.2	Measu		p.37
	3.2.1		p.37
		Reliability of the Mach IV	p.38
		Validity of the Mach IV	p.40

Post - Lac competition

	3.2.2	The Manifest Needs Questionnaire	p.44
3.3	Proced	lure -	p.49
3.4	Pilot te	esting ~	p.50
3.5		nalysis procedure	p.52
			•
CHAPTER 4.	RESU	LTS	p.56
	Summ	ary statistics	p.56
4.1		ction of variables	p.57
4.2		s between males and females	p.58
7.2	4.2.1	And the second s	p.58
	4.2.2		p.59
		T-test on need for affiliation	p.59
		T-test on need for autonomy	p.60
		T-test on need for dominance	p.60
	4.2.6		p.61
4.3		sis of variance	p.61
7.5	4.3.1		p.62
	4.3.2	The state of the s	p.62
	4.3.3		p.63
	4.3.4		p.63
	4.3.5		p.64
	4.3.6	Leadership Motive Pattern by discipline	p.64
4.4		s analysis	p.65
7.7	4.4.1		p.66
	4.4.2		p.66
	4.4.3		p.67
	4.4.4	Leadership Motive Pattern by discipline	p.68
4.5		ed comparison analyses	p.69
1.5	4.5.1	Marketing students on Machiavellianism	p.69
	4.5.2	Marketing students on need for achievement	p.70
	4.5.3	Management students on need for dominance	p.70
4.6		ble regression	p.71
1.0	4.6.1		p.72
	1.0.1	Step 1	p.72
		Step 2	p.73
		Step 3	p.75
CHAPTER 5	DISC	USSION	p.77
5.1	Gener	alisability issues	p.77
5.2	Machi	iavellianism	p.78
	5.2.1	Machiavellianism and age	p.80
	5.2.2	Machiavellianism and gender	p.82
	5.2.3	Machiavellianism and business students	p.85
	5.2.4	Machiavellianism and marketing students	p.87
5.3	Motiv	ational drives	n 80

5.3	Need for achievement		p.91
	5.3.1	Need for achievement and gender	p.92
		Need for achievement and discipline	p.93
	5.3.3	Need for achievement and marketing students	p.94
5.4	Need 1	for power	p.96
	5.4.1	Need for power and gender	p.96
	5.4.2	Need for power and business students	p.97
	5.4.3	Need for power and management students	p.98
5.5		for affiliation	p.99
	5.5.1	Need for affiliation and gender	p.100
		Need for affiliation and discipline	p.101
5.6	Need i	for autonomy	p.102
	5.6.1	Need for autonomy and gender	p.103
	5.6.2	Need for autonomy and discipline	p. 103
5.7	Leade	rship Motive Pattern	p.104
	5.7.1	LMP and gender	p.104
	5.7.2	LMP and discipline	p.105
5.8		avellianism and motivational drives	p.107
	5.8.1	Machiavellianism and need for achievement	p.108
	5.8.2	Machiavellianism and need for affiliation	p.109
	5.8.3	Machiavellianism and need for autonomy	p.111
	5.8.4	Machiavellianism and need for power	p.112
	5.8.5	Machiavellianism and the LMP	p.113
CHAPTER 6.	CONC	CLUSION	p.117
REFERENCE	S		p.121
APPENDICES	S		p.128

### LIST OF TABLES

Table		Page
1	Nominal Machiavellian characteristic summary	17
2	Summary statistics of previous MNQ studies	48
3	Summary statistics	56
4	Correlation matrix of the variables used in the present research	57
5	T-test between males and females on Machiavellianism	58
6	T-test between males and females on need for achievement	59
7	T-test between males and females on need for affiliation	59
8	T-test between males and females on need for autonomy	60
9	T-test between males and females on need for power	60
10	T-test between males and females on the LMP	61
11	ANOVA table of Machiavellianism by discipline	62
12	ANOVA table of need for achievement by discipline	62
13	ANOVA table of need for affiliation by discipline	63
14	ANOVA table of need for power by discipline	63
15	ANOVA table of need for autonomy by discipline	64
16	ANOVA table of LMP by discipline	64
17	Planned comparison of marketing students on Machiavellianism	69
18	Planned comparison of marketing students on need for achievement	70
19	Planned comparison of management students on need for dominance	71
20	Multiple regression analysis	72
21	Multiple regression analysis	74
22	Multiple regression analysis	75

## LIST OF FIGURES

Figure		Page
1	Model of interaction between Machiavellianism and situation with tactics	22
2	Ranges analysis of Machiavellianism by discipline	66
3	Ranges analysis of need for achievement by discipline	66
4	Ranges analysis of need for affiliation by discipline	67
5	Ranges analysis of LMP by discipline	68