

THE RELATIONSHIP BETWEEN MOTIVATION TO MANAGE AND
YEARS OF EXPERIENCE OF BACCALAUREATE-PREPARED
REGISTERED NURSES

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To the Provost of the Graduate School:

I am submitting herewith a thesis written by
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entitled "The Relationship between Motivation to
Manage and Years of Experience of Baccalaureate-Prepared
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I have examined the final copy of this thesis for form
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DEDICATION

This thesis is dedicated to my husband, Bill, my children, and my parents. Without their support and encouragement, it would not have been possible.

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I would like to express my appreciation to all who helped make this goal a reality. Special thanks

To my family for their continued love and support;

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To the members of my committee, Dr. Gail Watson and Dr. Lois Hough;

To Inez Ravell who, each semester, gave me the nudge I needed to keep going; and

To all the faculty and staff at Texas Woman's University.

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ABSTRACT

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This descriptive, correlational study identified a correlation between years of experience and motivation to manage among baccalaureate-prepared registered nurses working in a hospital setting. The theoretical framework for the study was the role motivation theory developed by Miner. Data were collected by means of a demographic information form and the Miner Sentence Completion Scale (MSCS). The sample of 33 baccalaureate-prepared registered nurses was divided into two groups based on years of experience, 0-3 years and more than 3 years. After the total MSCS and subscale scores were tabulated, a correlational analysis using the Pearson correlation coefficient was utilized to determine if a difference existed.

The findings indicated a moderate but significant inverse relationship ($p < .002$) between motivation to

manage and years of experience of baccalaureate-prepared registered nurses. Based on the data collected in this study, it was concluded that years of experience do not necessarily prepare leaders in nursing.

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CHAPTER 1

INTRODUCTION

The development and selection of effective nursing managers has long been a problem in the health care field. Within the nursing profession, promotion into management positions has been based on clinical performance rather than management abilities and training. Traditionally, managers have been chosen from the staff nurse ranks according to clinical competence, willingness, years of experience, and educational credentials (del Bueno & Walker, 1984). The role of the nurse manager is significantly different from that of the staff nurse. It cannot be assumed that a clinically-competent staff nurse will have the motivation or expertise necessary to manage others. The quality of leadership has been identified as an important factor in the level of job satisfaction of professional nurses.

According to the Magnet Hospital study (American Academy of Nursing, 1980), the managers in nursing are viewed as pivotal to the success of the organization. Both the directors and the staff nurses alike single out the head nurse as having a significant role to play in this

regard. The head nurses in the magnet hospitals are reported to be clinically expert and, therefore, able to serve as knowledgeable resources to the staff. Equally important is the fact that they are good managers. Magnet hospitals apparently recognize the importance of nurse managers. A number of them are conducting training programs for individuals at this level.

Today, more than ever, the cost of health care is being closely monitored. Nursing service is the largest single component of the health care system. Today's nurse manager must possess and utilize superior management skills. The degree of effectiveness of patient care can be directly attributed to the degree of effectiveness of nursing leadership.

Problem of Study

The problem of this study was to determine if there is a relationship between motivation to manage and years of experience of baccalaureate-prepared registered nurses in a hospital setting.

Justification of Problem

Nurse managers are crucial to the effectiveness of any nursing department. Traditionally, nursing directors

have promoted staff nurses with the best technical skills to nurse manager positions. This practice may, at times, be to the detriment of all involved--the nurses, the patients, and the hospital. While the nurse manager must have expertise in a particular clinical area, one should not assume that excellent caregivers are always good managers (Johnson et al., 1984).

The nurse manager occupies one of the most crucial management positions in the hospital setting. The role of the nurse manager is significantly different from that of a staff nurse, but historically, the nurse manager has been promoted to supervisory and administrative positions based on clinical performance alone (Holland, 1981). It cannot be assumed that a clinically competent staff nurse will have the expertise or motivation necessary to manage others.

Del Bueno and Walker (1984) reported on a management training program for selected candidates prior to appointment to management positions. Providing management training prior to promotion is not unusual in other businesses. Management training or development programs are common in manufacturing, banking, and other service organizations. In these programs, the trainee is selected

because of management potential and is given the opportunity to learn the role. Once the program objectives are achieved, the trainee is then given the opportunity to compete with others for any available position. Potential benefits from such a program include (a) greater availability of qualified candidates for management positions, (b) a decrease in the frustration and anxiety of novice managers, (c) more competent managerial performance, and (d) a career track for nurses interested in management. Participants in this program were limited to registered nurses with less than 1 year of clinical experience. The justification for this requirement was that a manager's primary responsibility is management of patient care activities, not direct provision of patient care. In addition, it was felt that nurses with only 1 year of clinical experience would have less difficulty switching role orientation, a frustrating problem often cited by new managers. The designers of this project also believed that there are nurses who identify a professional goal in nursing management very early in their careers.

As leadership in nursing becomes more important to the overall effectiveness of health care, it is mandatory that nurses with the greatest chance of success as managers be

chosen and trained as leaders. Holland (1981) reported on a study to determine if educational preparation makes a difference in the motivation to manage directors of nursing service. This study did not reflect a difference in attitudes toward specific roles related to managerial performance.

In summary, management training before promotion into management positions is a necessity. In selecting candidates for management training, many characteristics must be considered. Research to identify these characteristics will provide a basis for selection of appropriate candidates as well as direct the content of the program. The success of these programs will be measured by the success of the managers.

Theoretical Framework

The theoretical framework used in this study was the role motivation theory developed by Miner and reported in 1960. The theory is deductive in nature, with a basis in role theory and psychoanalytic theory. The basic building blocks of the theory are the concepts of managerial role prescriptions. These role requirements are assumed to occur with a high frequency in organizations formed on

the scalar principal (Miner, 1978a). The application of this theory has shown a relationship between the motivation to manage and the effectiveness of job performance in hierarchical environments (Holland, 1981).

The theory predicts that those individuals who repeatedly associate positive rather than negative emotions with the various role prescriptions that are generally characteristic of managerial positions, would tend to meet organizational criteria for performance effectiveness. Those in whom negative emotional reactions predominate should be defined as relatively ineffective (Miner, 1978b).

The six managerial role prescriptions outlined in the role motivation theory are as follows:

1. Favorable attitude toward those in positions of authority. Managers are generally expected to behave in ways which do not provoke negative reactions from their superiors; ideally they will elicit positive responses.

2. Desire to engage in competition, especially with peers. There is at least, insofar as peers are concerned, a strong competitive element in managerial work.

3. Desire to assert oneself and take charge. There is a marked parallel between the requirements of the

managerial role and the assertive demands of the masculine role.

4. Desire to exercise power and authority over others, particularly subordinates. Managers must exercise power over and direct the behavior of subordinates in a manner consistent with organizational objectives.

5. Desire to behave in a distinctively different way which involves standing out from the crowd. The incumbent must deviate from the immediate group and do things that invite attention, discussion, and perhaps criticism from those reporting to him/her. The managerial job requires the assumption of a position of considerable importance insofar as the motives and emotions of other people are concerned.

6. Sense of responsibility in carrying out the numerous routine duties associated with managerial work. The managerial job requires getting the work out and keeping on top of routine demands (Miner, 1974a).

Assumptions

For the purposes of this study, the following assumptions were recognized.

1. There are certain role requirements which occur frequently across a great variety of management positions.

2. In order to be successful in managerial work, an individual must possess motivation appropriate to these generalized role requirements.

Hypothesis

For the purpose of this study, the following hypothesis was tested: There is a relationship between motivation to manage and years of experience of baccalaureate-prepared registered nurses in a hospital setting.

Definition of Terms

For the purpose of this study, the following terms were defined.

1. Registered nurse--a nurse licensed by the State Board of Nurse Examiners to practice in the State of Texas.
2. Baccalaureate-prepared nurses--a nurse prepared in a course of study at a collegiate school of nursing leading to a bachelor's degree in nursing.
3. Motivate to manage--willingness to assume and carry out the managerial functions or role identified and measured by the Miner Sentence Completion Scale (MSCS).
4. Years of experience--time worked as a registered nurse.

5. Hospital setting--inpatient or outpatient department in an acute care facility.

Limitations

This study was conducted with regard to the following limitations:

1. The sample size from only one agency limited generalization of the findings to the sample population.
2. Characteristics of sex, age, ethnic, or educational background other than educational level in nursing was not controlled.

Summary

As the supply of managerial talent continues to decrease, the lack of nursing leaders has become a major issue for health care. Choosing the nurse who will develop into an effective leader involves consideration of many factors, including years of clinical experience and educational preparation. The variables studied are in the context of Miner's role motivation theory.

CHAPTER 2

REVIEW OF LITERATURE

The review of the literature consists of four major topics. The first section deals with the importance of well-prepared nursing leaders in health care today. The second section discusses the decline in managerial talent in all areas. The third section includes research to identify management potential. Research pertaining to Miner's theory of role motivation is included in the final section.

Importance of Well-Prepared Nursing Leaders

Declining resources in health care have made the importance of effective nurse managers even more evident. Most authorities agree that the easing of the nursing shortage is primarily due to external economic factors rather than substantial internal changes in the working environment. With the recent dramatic decrease in job vacancies for registered nurses across the country, attention has shifted from the nursing shortage to the morale of those nurses on the job. Greater pressure on nursing staff due to health care cost containment measures may be taking its toll in terms of decreased morale rather

than turnover. The result of decreased morale is decreased productivity, which is costly in terms of economic loss to the institution. Most indicators point to a progressive decline in economic resources for health care in the next 5-7 years. Medicaid and Medicare reform legislation to contain health care costs is rapidly being followed by similar response by private insurance companies and other third-party payers (Haw, Claus, Durbin-Lafferty, & Iversen, 1984).

Rozell (1977) saw the head nurse/staff nurse relationship as a significant factor in staff nurse satisfaction. Satisfaction of staff nurses, a component of morale, in turn, affects the quality of patient care. The role of middle management in retention and job satisfaction should never be underestimated according to Johnston (1983). The relationship between head nurses and staff nurses influences staff turnover rates and job satisfaction. If the staff perceive their head nurse as having power, then the staff will have power by association. This feeling of power is crucial to satisfaction with the role in the organization. The head nurses in the organization described were elevated to department head positions, and rigorous head nurse

performance standards were developed. Opportunities for management development were offered in order to meet the standards. Three critical attributes were identified: (a) clinical credibility, (b) self-esteem, and (c) self-confidence. Rozell concluded that organizations that are successful in attracting department heads with these attributes will attract and retain equally competent and committed staff nurses.

Decline in Managerial Talent

According to Leininger (1974), there is a critical shortage of capable, well-prepared nursing leaders and administrators. To deal with the complexities and diversities of nursing education and service, the profession must identify and develop politically- and economically-astute leaders who are risk takers, aggressive, and adroit in using different management and interpersonal strategies. Societal forces and the expectations of leadership have changed considerably in the last decade because of technological advances, changes in moral-ethical values, and differences in the psychopolitical strategies of management. As a result of these and other forces, the quantity and quality of mid- and top-level nursing leaders is not sufficient to handle

the complex problems of nursing education and service. Large-scale and complex organizations, political regimes, professional competition, anti-leadership societal attitudes, interdisciplinary pressures, limited finances and space, and the need for major changes in health care, all are challenging nurses and nurse leaders. These challenges are foremost at a time when there is a critical shortage of strong, competent, politically-astute nurse leaders. Blair (1976) also cited the lack of prepared nursing leaders at a time when nursing administration is expected to be a major force in the implementation of a health delivery system.

Lumpp (1974) cited three reasons for the "disappearing leader syndrome:"

1. Nursing administration positions are considered more frustrating than rewarding.
2. University preparation for these types of positions is increasingly unavailable.
3. More experienced nurses who influence younger nurses are not actively encouraging them to train for nursing administration.

Many researchers have predicted a decrease in the supply of executive talent. Patton (1967) based his

prediction on the low birthrate of the 1930s, expansion in size of the average corporation, the increasing complexity of the management process, and the increasing demand for executive talents. In addition, Miner (1974a) suggested that a more important factor was the change in student attitudes and motivation on the college campuses. To investigate the available supply of managerial talent, many studies have been performed. In 1976, the MSCS was given to students at Georgia State University. The scores from the research were compared to scores obtained from graduate students at the same university the previous year. The results showed a continuous decline in the motivation to manage among college students. From other studies conducted on college campuses, Miner's (1978a) findings indicated the highest MSCS scores are obtained from graduate students, indicating a preference for management careers, and the lowest scores from those desiring nonmanagerial, teaching, or specialist careers.

Identification of Managerial Potential

Identification of managerial potential including motivation to manage may be utilized for management development programs. Miner (1974b) described the effects of managerial role-motivation training on undergraduate

business administration students. During the 4 quarters the study was conducted, there was a meaningful increase in all aspects of the motivation to manage.

DiMarco and Kuehl (1976) measured changes in leadership attitudes and opinions of nursing supervisors before and after a management development training program. From this study came the recommendation that prospective trainees should be carefully selected based on leadership style.

Hanson and Chater (1983) investigated the relationship between interest in management roles and personality, demographic, and career background characteristics of 122 female nurses enrolled in the first semester of a graduate program. The major purpose of this study was to increase knowledge about the vocational behavior of potential nurse leaders by investigating the validity of the proposition that women in nursing seek occupational roles which will give them an opportunity to express their personalities. The personality of the individual who chooses to be a nurse was described as having the primary attribute of sociability. Secondary characteristics are intellectual and artistic attributes. The personality of the typical manager or administrator was described as having

predominantly enterprising attributes, which include dominance, risk taking, and enthusiasm.

The results of the study by Hanson and Chater (1983) showed that subjects who demonstrated interest in managerial roles exhibited higher levels of personal attributes characteristic of managers in general than did their colleagues without such interest. Hanson and Chater concluded that if nurses exhibiting characteristics congruent with those of managers in general actually assumed managerial positions, the expectation is that they show greater job satisfaction, stability, and achievement than nurses whose personal attributes were not congruent with managerial characteristics.

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personal attributes were not congruent with managerial characteristics.

Miner (1977a) studied the extent to which female managers have the motivational requirements to perform effectively in managerial positions. The hypothesis tested was that sex differences in motivation to manage exists among practicing managers. Two separate studies were carried out, one in a business organization and one in the public school setting. The results of the studies failed to support the hypothesis. The findings indicated that although managerial motivation is related to managerial success among the females, it is not a factor which differentiates the male and female managers. This research does not answer the question of whether managerial motivation is equally distributed in the population between men and women.

Selecting appropriate people to promote to the managerial ranks is a concern of executives in all organizations. The development of managers is critical to the long-term success of a business according to Smith (1985). The goals of management development programs, formal or informal, are to produce the best managers possible. Digman (1980), in a survey of 69 large,

managed organizations, found that the majority of companies promoted from within for supervisor, middle-level manager, and executive positions. Strombeck (1986) ascertained that a nursing management program designed to develop both managerial and leadership abilities must focus on both cognitive understanding and repeated practice of certain behaviors.

Demonstrated ability on a technical level does not ensure effective managerial performance. The whole climate of a department--cooperation, employee satisfaction, turnover, conflict--is influenced greatly by the departmental manager. The assessment center program described by Gerschevske (1980) is a means by which potential managers can be identified and helped to develop managerial skills. To be effective, an assessment program must not only measure management potential but must also be feasible and practical in terms of the existing organizational structure. The assessment center program described assisted in the selection of head nurses and in defining growth and developmental needs. Directions for growth in a managerial role were suggested or participants were advised that their growth might be challenged in another direction. The assessment program measures

critical assets which are too often neglected--the human resources within an organization.

The identification of managerial talent has always been problematic and elusive, according to Brush and Schoenfeldt (1980). These authors described an alternative to the assessment center approach--the integral appraisal system which uses some assessment center principals but represents a shift toward systematically examining behavior as it occurs on-the-job. This method emphasizes identification of the requirements for all relevant managerial-level jobs and continuously assesses employee performance on job aspects that would allow determination of projected performance in logically related higher-level positions.

Calkin (1982) examined the myth that excellence in practice produces a better head nurse. Calkin stated that effective staff nurses and effective nurse managers have many tasks and skills in common. The amount of time spent on those tasks and the demands on their skills may vary. While the head nurse maintains a unit view, the staff focuses predominantly on a group of patients. The nurse manager must gain technical, interpersonal, and conceptual skills to deal consistently with the whole unit in the

context of nursing service and the hospital. Management education is cited as an important aspect of the transition from staff nurse to nurse manager.

Del Bueno and Walker (1984) described a project to determine how feasible and effective it would be to train selected nurses as managers before actual appointment. This management trainee program is unique in that participants were specifically limited to graduates with a baccalaureate degree in nursing and a maximum of 1 year of clinical experience. Rationale cited for the limited clinical experience were:

1. The primary responsibility of managers is management of patient care activities, not direct patient care.
2. Nurses with only 1 year of clinical experience will have less difficulty switching roles.
3. Many nurses identify a professional goal in nursing management very early in their careers.
4. Nursing is attracting many second-career or second-educationally prepared people who are more mature and experienced both in the world of work and effective interpersonal relationships.

The results of this program were inconclusive due to the size of the group. However, del Bueno and Walker (1984) felt that further studies would support their premises.

Holland (1981) reported a study using the MSCS to measure the relative motivation to manage among nursing managers. The purpose of this study was to determine if educational background influenced attitudes of nursing managers towards managerial roles. The nurse managers in this study scored relatively low on motivation to manage; however, those with educational backgrounds at the baccalaureate or higher levels compared favorably with female managers from other studies. Educational background did reflect differences in attitudes toward specific roles that relate to managerial performance.

Other researchers have equated personality characteristics with leadership potential. Gilbert (1975) measured leadership potential of nursing graduate students. This study identified personality traits that distinguished leaders from nonleaders as (a) dominance, (b) aggressiveness, (c) ambitiousness, (d) high capacity to attain status, (e) poise, (f) self-confidence, (g) tolerance for others' views, (h) high need to achieve,

a well-ordered mind, (j) sensitivity to others' needs, and (k) flexibility. The researcher suggested a longitudinal study of students who scored high in leadership potential to determine if this potential is recognized and put into service for the benefit of nursing.

Research Using Role Motivation Theory

Miner (1978b) reviewed 20 years of research on role motivation theory of managerial effectiveness. The theory utilizes the concept of managerial role prescriptions, requirements which appear again and again in association with a great variety of managerial positions.

Those individuals who repeatedly associate positive rather than negative emotion with the various role prescriptions which have been identified as generally characteristic of managerial positions would tend to meet existing organizational criteria of effectiveness. Those in whom negative emotional reactions predominate should be defined as relatively ineffective. Motivational factors of the type described should be of sufficient significance to consistently yield reliable correlations with appropriate organizational criteria of effectiveness. (Miner, 1978b, p. 740)

The specific hypothesis of managerial role motivation theory assume that the motivational patterns can be operationalized in the form of some type of measuring instrument. The primary instrument used was the MSCS. The

following hypotheses were stated with reference to overall managerial motivation scores.

1. People with high managerial motivation scores should move more rapidly to higher level positions, and if this advancement is blocked in one organization, the individual should leave that organization to seek advancement to greater managerial responsibility in another if at all possible.

2. It should be possible to increase managerial motivation scores through the use of management development techniques designed specifically for this purpose.

3. Different occupational groupings should attract individuals having different levels of managerial motivation scores. Thus, for instance, line managers should usually have higher scores than staff managers.

Validation of the MSCS was carried out through 21 studies in which the theory was tested against one or more criteria of either managerial success or managerial career choice. All 21 studies yielded significant results, 12 at $p < .01$, using the total score index. The second hypothesis related to the effects of management development to increased managerial motivation was tested using 17 experimental groups and 9 control groups. The data

collected indicated significant changes attributable to the training. The last hypothesis reflected the expectation that higher managerial motivation scores would be found in those occupations and units where there is more opportunity to manage, influence decisions, and exert authority. The research indicated higher scores among line managers and lower scores for staff. Miner (1978b) concluded that managerial role motivation theory appears to be supported. However, further research is needed to determine the relationships between motivation to manage and managerial role motivation training and career choices and successes.

Brief, Aldag, and Chacko (1977) evaluated the MSCS by a comparison with England's Personal Values Questionnaire and the Ghiselli Self-Description Inventory. These researchers found that a person's MSCS score is not related to the individual's personal value system as assessed by the Personal Values Questionnaire. Brief et al. also contended that the masculine role, imposing wishes, and competitive wishes subscales of the MSCS did not, in general, converge with analogous scales drawn from the Self-Description Inventory. In addition, these authors also questioned the interscorer reliability of the MSCS. Miner (1978a) presented additional evidence supporting the validity and

reliability of the MSCS. Miner suggested that the MSCS and the Personal Values Questionnaire, used in conjunction, could be powerful predictors of managerial success. The question of interscorer reliability was answered by the development of the Multiple-Choice Version of the MSCS.

Miner (1978b) recognized McClelland's work on achievement and power motivation as the closest conceptually to his own work. McClelland (1953) studied need for achievement first in individuals and later in entire cultures. McClelland theorized that need for achievement develops out of previously-rewarded achievement behavior and the positive affect associated with achievement. In 1965, McClelland reported a longitudinal study concerning how occupations affect achievement scores. This study showed that 83% of those Wesleyan graduates in entrepreneurial occupations 14 years after graduation had scored higher on need for achievement when they were students than those who were in nonentrepreneurial occupations. In addition, individuals with high need for achievement are also more independent and less concerned with the feelings of others, according to this researcher.

Based on McClelland's theory of need for achievement (n Ach) and need for power (n Pow), Stahl (1983) hypothesized that high managerial motivation consists of both high n Ach and high n Pow and that low managerial motivation consists of low n Ach and low n Pow. Using the Job Choice Exercise, a decision modeling approach to the measurement n Ach and n Pow, it was found that respondents who scored high in managerial motivation had higher managerial performance, had a higher managerial promotion rate, were more likely to be campus leaders, and were more likely to be managers rather than blue-collar workers. No difference between the sexes or the races was found on either the high or low motivation measure in a nationwide sample of 1,417. Based on these results, it appears that an organization should select their low- and middle-level managers from candidates who score high on n Ach and n Pow.

Summary

The literature review examined the major areas of concern to this study. The increasing need for effective nursing leaders as well as the decline in availability of managers has been cited. Support for identification of managerial interest and talent has been identified from

many disciplines. Finally, the development of role motivation theory was reported.

CHAPTER 3

PROCEDURE FOR COLLECTION AND TREATMENT OF DATA

This study was pursued to determine if there is a relationship between motivation to manage and years of experience of baccalaureate-prepared registered nurses in a hospital setting. The study was descriptive and correlational in nature. According to Polit and Hungler (1978), descriptive, correlational studies have the main objective of describing the relationship between variables rather than to infer cause-and-effect relationships.

Setting

The setting for this study was a 168-bed, acute care, pediatric teaching hospital. The hospital is located in a metropolitan area of greater than 1 million people in the southwestern portion of the United States. The hospital offers comprehensive specialized health care to children from birth through 18 years of age. The nursing staff consists of all registered nurses with about 65% prepared at the baccalaureate level.

Questionnaires were distributed to eligible subjects on the nursing units. Subjects completed the questionnaires at their leisure wherever they wished and

deposited the completed questionnaires in a box in the conference room on the unit.

Population and Sample

The population in this study was registered nurses employed in a children's hospital in a staff nurse position on a general medical-surgical unit, intensive care unit, or outpatient clinic. The population included approximately 200 nurses with a bachelor of science degree. The sample was selected by the convenience technique. To be eligible for the study, the nurse must be a graduate of a baccalaureate nursing program and have indicated a willingness to participate in the study. A sample of 30 participants was desired in this study.

Protection of Human Subjects

In order to protect human rights, this study was performed in compliance with the current rules and regulations of the Human Subjects' Research and Review Committee of Texas Woman's University. Anonymous questionnaire research is classified as Category I of the Federal Register Guidelines and is exempt from review by the Human Subjects' Review Committee.

Permission to conduct the study was obtained from the Graduate School of Texas Woman's University (Appendix A) and the hospital where data collection was accomplished (Appendix B). The subjects were assured of anonymity. Subjects were informed that they could consent or decline to participate in the study without repercussions and that they could withdraw at any time prior to or during measurement without job compromise (Appendix C). No names, numbers, or identifying marks appeared on the questionnaires, and data were treated as group data. Return of the questionnaire was construed as informed consent to participate in the study.

Instruments

Data for this study were collected using two questionnaires. The first instrument was a demographic data sheet designed by the investigator (Appendix D). The demographic information sheet was used to obtain information concerning the subjects' educational background in nursing and years of experience to establish whether stated criteria were met.

The second instrument was the Multiple-Choice Version of the MSCS (Appendix E). This version of the instrument was developed by Miner in 1976 from his original MSCS

developed in 1964 (Miner, 1977a). The purpose of this test is to measure six critical motivational variables of the role motivation theory. The MSCS contains 40 items of which only 35 are scored. Each item is scored as positive, negative, or neutral, with each positive answer equalling a +1, each negative answer equalling a -1, and each neutral answer equalling 0. The range for the total score is +35 to -35. The original test consisted of the subject writing out the responses to each question. Later, the test was changed to a selection of six multiple-choice alternatives (Miner, 1977a). The MSCS is an indirect measure, as the majority of the items refer to situations that are not necessarily work-related.

The Multiple-Choice Version of the MSCS was scored according to the guidelines in the Scoring Guide for the MSCS by Miner (1964). The positive or negative ratings for each score in the Multiple-Choice Version were obtained by testing 219 school administrators and compared to the scores of 160 managers from the original MSCS (Miner, 1968).

The item score (total index score) provides a measure of the extent to which the individual is motivated to fulfill the managerial role requirements as specified in

the theory. Studies have consistently demonstrated the construct validity of Miner's concept of the motivation to manage. The subscales are intended to measure the attitudinal variables related to the willingness or motivation to assume the managerial role based on the role motivation theory. Each subscale has five items with a possible score of +5 to -5. The variables measured by the subscales are (a) authority figures, (b) competitive games, (c) competitive situations, (d) assertive role, (e) imposing wishes, (e) standing out from the group, and (f) routine administrative functions (Miner, 1977).

The responses to the authority figures index measure the participant's capacity to meet the role requirements in the area of relationships with superiors. Two subscales deal with competitive motivation, games, and situations. In both, positive responses indicate a desire to compete with peers and, thus, meet the competitive requirements of managerial work. The assertive role reflects the desire to take charge and assert oneself. The items on the imposing wishes subscale all relate to the desire to exercise power and influence authority over others. The standing out from the group subscale is composed of items describing situations where an individual is placed in unique and

visible positions relative to a homogeneous group. A positive score reflects a desire to differ from subordinates and invite attention. Routine administrative functions refer to day-to-day administrative tasks.

Data Collection

After permission was obtained from the Graduate School (Appendix A) and the agency (Appendix B), an explanation of the study was presented by the researcher to staff nurses gathered for a change of shift report. Volunteers were given a written explanation of the study (Appendix C) along with the demographic form (Appendix D) and the MSCS (Appendix E). The letter explained that the subject was under no obligation to participate in the study and that withdrawal from the study either prior to or during the measurement would not result in repercussion or study compromise. The letter also assured anonymity. Participants were requested to return the completed questionnaires to boxes placed in the conference rooms for that purpose. Demographically, the respondents were asked educational background to verify eligibility for the study and years of experience.

Treatment of Data

Demographic data were tabulated for statistical and descriptive purposes to assist the researcher in describing the sample. Correlational analysis of the total scores on the MSCS and years of experience of the subjects were performed using the Pearson product-moment correlation. Polit and Hungler (1978) stated that a correlation coefficient can be calculated to express in numerical terms the direction and magnitude of a relationship. The values of the correlation coefficient range from -1.00 for a perfect negative correlation, through 0.0 for no relationship, to +1.00 for a perfect positive correlation.

CHAPTER 4

ANALYSIS OF DATA

This descriptive, correlational study was conducted to determine if there was a relationship between motivation to manage and years of experience of baccalaureate-prepared registered nurses. This chapter presents the analysis of data and the findings utilizing descriptive statistics. Tables summarizing and organizing the overall results are included. Scores received on the MSCS, Multiple-Choice Version, and summations from the demographic data sheets are presented. Discussion of the differences among the variables utilizing the Pearson product-moment correlation and the findings resulting from the data are included.

Description of Sample

The two instruments were distributed to 45 registered nurses who were working as staff nurses in a pediatric teaching hospital. This convenience sample consisted of 33 registered nurses who completed the questionnaire and met the eligibility requirement of a baccalaureate degree. One respondent also had a master's degree, and none of the respondents had degrees in areas other than nursing. The

years of experience of the nurses in the sample varied from less than 1 year to more than 5 years, as shown in Table 1. Analysis of the total number of years of experience showed that the largest number (33%) had more than 5 years of experience while the next largest group (21%) had 1-2 years of experience.

Table 1

Distribution of Sample by Years of Experience

| Experience | Frequency | Percentage |
|-------------------|-----------|-------------|
| 0-12 months | 5 | 15.2 |
| 1-2 years | 7 | 21.2 |
| 2-3 years | 2 | 6.1 |
| 3-4 years | 4 | 12.1 |
| 4-5 years | 4 | 12.1 |
| More than 5 years | <u>11</u> | <u>33.3</u> |
| Total | 33 | 100.0 |

N = 33.

Findings

Means and standard deviations were calculated on the total MSCS scores for all the participants, as shown in

Table 2. The group with 2-3 years of experience had the highest mean score, +8.5, and the group with 3-4 years of experience had the lowest mean score, -2. Analysis of the MSCS scores for the total sample showed that the subjects with less than 3 years of experience scored higher with scores on the positive side than the more experienced subjects whose mean scores were on the negative side. The subjects with less than 3 years of experience showed a stronger motivation to manage as measured by the MSCS.

Table 2

Distribution of Sample by Miner Sentence Completion Scale Scores

| Years of Experience | Mean Score | Standard Deviation |
|---------------------|------------|--------------------|
| Less than 1 year | 3.20 | 4.110 |
| 1-2 years | 5.00 | 5.520 |
| 2-3 years | 8.50 | 1.500 |
| 3-4 years | -2.00 | 6.960 |
| 4-5 years | -1.25 | 2.160 |
| More than 5 years | -1.45 | 6.527 |

N = 33.

The hypothesis for this study stated: There is a relationship between motivation to manage and years of experience of baccalaureate-prepared registered nurses in a hospital setting. For purposes of testing the hypothesis, the sample was divided into two groups, Group 1 (0-3 years of experience) and Group 2 (more than 3 years of experience). The mean scores of Group 1 were compared with the mean scores of Group 2. Group 1 showed a positive score of +4.86, while Group 2 showed a negative score of -1.5, as shown in Table 3. In addition to the total scores, the mean scores on each subscale were compared. Group 1 also scored higher on all subscales except "imposing wishes." Group 1 appears to have a stronger motivation to manage, according to the scores on the MSCS. This inverse relationship between motivation to manage and years of experience supported the hypothesis.

In order to determine further statistical analysis, a correlational analysis was performed using the Pearson product-moment correlation, as shown in Table 4. The correlation coefficient summarizes the magnitude and direction of a relationship between two variables (Polit & Hungler, 1983). The total MSCS scores for the two groups had a correlation coefficient of -0.4924, which shows a

Table 3

Comparison of Miner Sentence Completion Scale Scores by
Years of Experience

| Subscales | Group 1 (<u>n</u> =14) | Group 2 (<u>n</u> =19) |
|----------------------------------|----------------------------|----------------------------|
| Authority figures | 0.28 | -0.32 |
| Competitive games | 0.93 | 0.32 |
| Competitive situations | 0.71 | -1.37 |
| Assertive role | -0.21 | -1.26 |
| Imposing wishes | -0.05 | -0.03 |
| Standing out from group | 2.29 | 0.79 |
| Routine administrative functions | <u>1.36</u> | <u>0.53</u> |
| Total | 4.86 | -1.50 |

N = 33.

moderately strong inverse relationship between the scores on the MSCS and years of experience. This was significant at the p .002 level. This also supported the hypothesis that there is a relationship between motivation to manage and years of experience. Group 1, which was the least experienced group, showed a stronger motivation to manage as measured by the score on the MSCS.

Table 4

Analysis of Differences in Total Miner Sentence Completion
Scale Scores and Years of Experience using Pearson r

| Subscales | <u>r</u> | <u>p</u> |
|----------------------------------|---------------|-----------------|
| Authority figures | -.2327 | <.096 |
| Competitive games | -.1757 | <.164 |
| Competitive situations | -.4221 | <.007 |
| Assertive role | -.3123 | <.038 |
| Imposing wishes | .0756 | <.338 |
| Standing out from group | -.5065 | <.001 |
| Routine administrative functions | <u>-.2871</u> | <u><.053</u> |
| Total | -.4924 | <.002 |

Additional Findings

The scores on the seven subscales of the MSCS were analyzed for comparison of means and correlational analysis. Group 1 scored higher on all subscales except "imposing wishes." Correlation coefficients for the subscales were insignificant except for "competitive situations" (-.4221, $p < .007$) and "standing out from the group" (-.5065, $p < .001$). This, again, showed a

moderately strong inverse relationship between these two roles and years of experience.

Summary of Findings

This descriptive, correlational study was utilized to determine the relationship between the motivation to manage and years of experience of baccalaureate-prepared registered nurses. A sample of 33 staff nurses was obtained by convenience sampling technique. Each staff nurse who agreed to participate in the study completed the demographic information sheet and the MSCS. The responses were divided into two groups based on less than 3 years of experience and more than 3 years of experience.

The Pearson product-moment correlation coefficient was determined for the total score on the MSCS and for each of the subscales. Analysis of the total scores showed an inverse relationship between the scores on the MSCS and years of experience. The results of this study showed that motivation to manage as measured by the MSCS is moderately higher for the group with 0-3 years of experience than for the group with more than 3 years of experience. The hypothesis was accepted as stated.

CHAPTER 5

SUMMARY OF THE STUDY

The problem of this study was to determine if there is a relationship between motivation to manage and years of experience of baccalaureate-prepared registered nurses in a hospital setting. This chapter includes a summary of the overall study, a discussion of the findings, and the conclusions and implications based on the findings of the study. Finally, recommendations for further study are made based on the findings of this study.

Summary

The purpose of this research project was to examine the relationship between motivation to manage and years of experience of baccalaureate-prepared registered nurses in a hospital setting. Pertinent literature was reviewed in relation to the following areas: (a) importance of nursing well-prepared leaders, (b) decline in managerial talent, (c) identification of management potential, and (d) role motivation theory.

The Multiple-Choice Version of the MSCS by Miner (1978a) was used in this investigation to measure motivation to manage. A sample of 33 staff nurses was

obtained by convenience sampling technique. Based on Holland's (1981) study reporting higher motivation to manage among nurses with a baccalaureate degree or higher, the subjects for this study were limited to nurses with a minimum of a baccalaureate degree. Each of the participants completed the multiple-choice form of the MSCS and the demographic information sheet. The responses were divided into two groups based on years of experience. After the total MSCS and subscale scores were tabulated, a correlational analysis using the Pearson product-moment correlation coefficient was utilized to determine if a difference existed in the mean scores of these two groups. The findings indicated that there is an inverse relationship between the motivation to manage and years of experience of baccalaureate-prepared registered nurses; however, the relationship is moderate but significant. The correlation between the subscales was extremely low except for "competitive situations" and "standing out from the group."

Discussion of Findings

The results of the comparison of the means and correlational analysis of the MSCS scores of the two groups determined that there is an inverse relationship between

motivation to manage and years of experience of registered nurses. There are several interpretations that can be drawn from these data.

Del Bueno and Walker (1984) designed a management development project in which one criteria for candidates was a maximum of 1 year of experience. The rationale for this was that a manager's primary responsibility is management of patient care, not provision of patient care. In addition, nurses with minimum experience will have less difficulty switching roles. Finally, many nurses identify a professional goal in nursing management very early in their careers. Johnston (1983) identified three critical attributes for potential managers: (a) clinical credibility, (b) self-esteem, and (c) self-confidence. Other researchers (Hanson & Chater, 1983; Johnson et al., 1984; McClelland, 1985) identified characteristics important for potential managers. Miner (1978b) suggested that managerial motivation could be increased through the use of management development techniques. More specifically in the nursing literature, Calkin (1982), Gerschevske (1980), and Johnston (1983) recommended management development as a means of providing effective nurse managers in health care today. Del Bueno and Walker

(1984) cited the potential benefits from such a program as:

1. Greater availability of qualified candidates.
2. Increasing ability to select successful candidates for management positions.
3. Decreasing the frustration and anxiety of novice managers.
4. Providing a career track for nurses interested in management.

Leininger (1974), Miner (1974b), and Patton (1967) identified a decline in availability of qualified managers. In view of current trends in health care, the importance of effective nurse managers is even more evident (Haw et al., 1984). Di Marco and Kuehl (1976) suggested that the development of supervisory skills is an important step in the effective utilization of human resources.

The importance of nurse managers has been universally accepted in the literature, especially in view of the situation in health care today. Selection of successful nurse managers is the critical issue. Previous researchers have shown that characteristics of successful managers can be identified prior to promotion to management positions.

The MSCS is one instrument available for predicting managerial success.

Conclusions and Implications

The findings of this study cannot be generalized to other populations due to the small sample size and the nonrandom convenience sampling technique utilized for the collection of data. Based on the data collected in this study, it may be concluded that years of experience do not necessarily prepare leaders in nursing. Staff nurses with more than 3 years of experience tend to be nonleaders. These findings also support the role motivation theory. As suggested by del Bueno and Walker (1984), prospective managers may be successfully developed from candidates with limited experience.

Based on the stated conclusions, the implications that may be drawn from this study are:

1. Hospital administrations may use available resources to identify potential managers.
2. In order to provide strong leadership for the nursing profession, managers must be chosen from those nurses who show a motivation to manage and the desire to achieve organizational goals.

3. Age and years of experience should not necessarily be the primary criteria for consideration for management positions.

Recommendations for Further Study

As a result of the findings of this investigation, the following recommendations for further study are made.

1. A study should be conducted to determine the relationship between motivation to manage and years of experience of baccalaureate-prepared registered nurses in a much larger sample from more than one institution.

2. Additional studies should be conducted to identify other critical criteria for nurse managers in order to more accurately predict managerial success.

3. A longitudinal study should be designed to determine the success of nurse managers selected according to such criteria.

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APPENDIX A

PERMISSION FROM TEXAS WOMAN'S UNIVERSITY



P.O. Box 22479, Denton, Texas 76204 (817) 383-2302, Metro 434-1757, Tex-An 834-2133

THE GRADUATE SCHOOL

May 13, 1986

Ms. Mary Catherine Rylander
633 Winchester Dr.
Richardson, TX 75080

Dear Ms. Rylander:

Thank you for providing the materials necessary for the final approval of your prospectus in the Graduate Office. I am pleased to approve the prospectus, and I look forward to seeing the results of your study.

If I can be of further assistance, please let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Leslie M. Thompson".

Leslie M. Thompson
Provost

tr

cc Dr. Sandra Strickland
Dr. Anne Gudmundsen

APPENDIX B

AGENCY PERMISSION

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING

AGENCY PERMISSION FOR CONDUCTING STUDY*

THE Children's Medical Center

GRANTS TO Catherine Rylander
a student enrolled in a program of nursing leading to a
Master's Degree at Texas Woman's University, the privilege
of its facilities in order to study the following
problem.

The conditions mutually agreed upon are as follows:

1. The agency (may) (may not) be identified in the final report.
2. The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.
3. The agency (wants) (does not want) a conference with the student when the report is completed.
4. The agency is (willing) (unwilling) to allow the completed report to be circulated through interlibrary loan.
5. Other _____

3/4/86
Date

Catherine Rylander
Signature of Student

Alise Morrow - D.O.N.
Signature of Agency Personnel

Sandra Stikland
Signature of Faculty Advisor

APPENDIX C

LETTER TO PARTICIPANTS

LETTER TO SUBJECTS EXPLAINING THE STUDY

Dear Registered Nurse,

I am a graduate study in the College of Nursing at Texas Woman's University. I am conducting a research study concerning management attitudes of baccalaureate-prepared registered nurses.


Your participation in this study is important. The larger the number of responses in the study, the better the results will be. Nurses with a baccalaureate degree who are willing to participate in the study are asked at their convenience to spend 15-20 minutes responding to a paper-and-pencil questionnaire. You are under no obligation to answer the questionnaire, and if you choose not to participate, there will be no repercussions.

Should you elect to become a subject, you may withdraw from the study prior to or during the measurement without repercussion or study compromise. Results of the study will be revealed only as group data, so anonymity will be maintained.

Completion and return of the questionnaire will infer your consent to act as a subject in the study. Please return the questionnaire to the marked box in the Nursing Conference Room by

Thank you for your participation.

Sincerely,



Catherine Rylander, B.S., R.N.
Graduate Student
Texas Woman's University

APPENDIX D

DEMOGRAPHIC DATA

I understand that the return of this questionnaire constitutes informed consent to act as a subject in this research.

DEMOGRAPHIC DATA SHEET

Please make a check in the appropriate space:

Highest preparation in nursing:

- Associate degree
 Diploma
 Baccalaureate degree
 Master's degree
 Doctoral degree

Years of experience as an R.N.:

- Less than 12 months
 1-2 years
 2-3 years
 3-4 years
 4-5 years
 5 or more years

Degree in another area:

- Yes
 No

If yes, please state the field and check the appropriate level below:

Field _____

- Baccalaureate
 Master's
 Doctoral

APPENDIX E

MINER SENTENCE COMPLETION SCALE

MINER SENTENCE COMPLETION SCALE

The Miner Sentence Completion Scale multiple-choice version, Form H, may be obtained from:

Organizational Measurement Systems Press

P. O. Box 81

Atlanta, Georgia 30301