



Work Orientation and Values Survey Administrator's Guide

Robert P. Brady, Ed.D.

Purpose

This booklet (ISBN 1-56370-895-7) is designed to accompany the *Work Orientation and Values Survey* (ISBN 1-56370-889-2).

The *Work Orientation and Values Survey (WOVS)* was designed as a self-report instrument, to be used in career development, pre-employment, human resources, vocational counseling, job development, work adjustment, job satisfaction, job retention, and disability management. The *WOVS* has been used

- ◆ In the career planning and placement process by vocational rehabilitation counselors
- ◆ In human resource consulting
- ◆ As part of vocational testing in academic settings
- ◆ In vocational evaluations in rehabilitation psychology
- ◆ By career counselors



ISBN 1-56370-895-7 © 2002 by Robert P. Brady. Published by JIST Works, an imprint of JIST Publishing, Inc., 8902 Otis Avenue, Indianapolis, IN 46216-1033. Phone: 800-648-JIST Fax: 800-JIST-FAX E-mail: info@jist.com Web site: www.jist.com All rights reserved. Duplication of this document is permitted for internal distribution to staff using the *Work Orientation and Values Survey*. No other use is permitted without written permission from the publisher. For a JIST catalog, call 1-800-648-JIST or visit www.jist.com.

Introduction

Human values are stable and enduring, give expression to human needs, provide guidelines for making decisions, and help one in choosing between alternatives (Rokeach, 1973).

Values, Occupational Choice, and Job Satisfaction

In their pioneering study of occupational choice, Ginzberg, Ginsburg, Axelrad, and Herma (1951) investigated the role of values in the occupational decision-making process. They theorized that, in the exploratory stage of career development, the individual makes a final attempt to link his occupational choice to values (Ginzberg et al., 1951, p. 189). They concluded that the clarification of values and goals is an essential part of the occupational choice process and subsequently affects job satisfaction (Ginzberg et al., 1951, p. 222). More recent studies suggest that values are important to the career decision/life planning process (Niles & Goodnough, 1996; Judge & Bretz, 1992; Ravlin & Meglino, 1987). Evidence continues to support the relationship of work values to job satisfaction (Chaves, 2001; Dibble, 1997). Brown and Crace (1996), in presenting their conceptual model, state, "Making choices that coincide with values is essential to satisfaction" (p. 215).

Work Orientation and Work Values

In his early work, Super (1957, p. 299) suggested that there were both intrinsic and extrinsic work orientations/values. He also stated that intrinsic values are inherent in the work itself, whereas extrinsic values are generally associated with the rewards, outcomes, and results of work. Super devised a work orientation continuum (task versus pleasure) and suggested that some values have both intrinsic and extrinsic characteristics—for example, helping others. Super and Bohn (1970, p. 98) reported that the number and consistency of different studies relating values to preoccupational and occupational behaviors confirmed the acceptance of the importance of values in occupational behavior.

Work Values and the Development of Vocational Behaviors

Super (1970) further encouraged the consideration of values in future studies of the occupational choice process. Super emphasized the influence of needs gratification and values that are reflected in initial vocational behaviors of children (Brady, 1974). In a study of the occupational preference behaviors of 570 children, Brady (1971) found that some valuing elements were actually observed somewhat earlier in life than theorized in the Ginzberg-Super vocational development models. The relationship of extrinsic values and gender to occupational choice behavior was also reported by Brady and Brown (1973).

Work Values and Career Planning Strategies

Brown and Crace (1996) stated that values should be given a central place in the counseling process. They recommended qualitative strategies—such as values clarification exercises and examination of peak experiences and day-dreams—and quantitative approaches that include values testing. Simon, Howe, and Kirschenbaum (1972) operationalized the clarification of values. Other qualitative self-directed approaches (Brady, 1976; Brady & Welborn, 1976; Crystal & Bolles, 1974), as well as experiential strategies (Brady, 1980; Brady & Brewster, 1979), have been presented as career planning methods. The Work Orientation and Values Survey (WOVS) has been introduced as a quantitative approach (Brady & Reinink, 2001) for self-directed planning and career counseling.

Work Values, Abilities, and Interests

Rounds (1990) investigated the relationship between work values and satisfaction in adult vocational rehabilitation clients. He found that work values may be a better predictor of work satisfaction than interests are. In reviewing the contributions of Super and Ginzberg to work values, Zytowski (1994) stated, "From such beginnings, work values have attained a status equaling that of abilities and interests in the array of individual differences that are considered important in career development" (p. 26).

Characteristics

The WOVS is a brief, user-friendly, and statistically sound survey of work values and an individual's orientation to work. The WOVS consists of 32 statements related to working and the job situation. Survey takers are asked to read each statement, and then indicate how important the statement is to them and their work by recording their responses on the survey form. A Likert-type scale is used. Possible responses on the Likert-type scale are

5 Very Important 4 Important 3 Somewhat Important 2 Of Little Importance 1 Of No Importance

The WOVS is usually administered by a vocational professional. However, it can also be self-administered for self-directed exploration and planning purposes. (See later section "Interpretation Tips for Taking the WOVS.")

The WOVS consists of eight measures, or constructs, operationally defined as follows.

Earnings and Benefits—Salary, raises, health insurance plans, pensions, and retirement planning are highly valued. Vacation, sick leave, personal days, and family leave policy are important considerations for this worker.

Working Conditions—The work environment and creature comforts are important to this worker. Climate control, privacy, adequate lighting, and having the materials, equipment, and resources to conduct work effectively and efficiently in comfort are highly valued.

Time Orientation—Working on a regular schedule is valued by this worker. Arriving and leaving work on time and having a set time for breaks and lunch are important. When working on a task within a specific time frame, this worker may discontinue the task if time expires.

Task Orientation—This worker is oriented toward completing tasks. Work is primarily seen as duty or function bound. There may be a hesitancy to perform functions outside the structured confines of a specific job title or job description. This worker may be more detail focused.

Mission Orientation—This worker is oriented toward seeing the big picture. Goal directed, this worker recognizes how current work fits into and contributes to the overall direction of the organization. Often not a detail person.

Managing Others—Directing and supervising the work of others is valued. Taking responsibility for worker performance and the productivity of a work unit, department, or work function is very important to this worker and is highly valued.

CoWorker Relations—Relating to peers is valued in the work culture. Active involvement in employee-related organizations at work and outside the work setting may take place. Collaboration and teamwork are highly valued by this worker.

Supervisor Relations—Cooperating and relating to one's supervisor is important to this worker. Meeting work supervisor expectations is highly valued. Recognition and support from one's work supervisor are also important elements.

Validity

Validity for the WOVS was established using conventional behavioral science methods for obtaining content validity. Three expert judges—who represented more than 50 years' experience in career counseling, vocational assessment, career development, and/or vocational rehabilitation—were provided with the operational definitions for each of the eight WOVS constructs. They were asked to work independently in analyzing the content of the 32 items (statements) in the WOVS survey, and then to assign each item to the WOVS construct that the item best measured. Results showed complete agreement among the expert judges, and concordance was reached for all item/construct relationships.

Reliability

Test-retest reliability studies were conducted for each of the eight WOVS constructs. An adult sample from central and southern Michigan, northeastern Indiana, and northwest Ohio participated. Pearson product-moment correlations were .81 or higher for all constructs of the WOVS. The table at right shows the reliability coefficients obtained.

Test-Retest Reliability Study	
n=74	
Construct	r=
Earnings and Benefits	0.84
Working Conditions	0.81
Time Orientation	0.85
Task Orientation	0.86
Mission Orientation	0.82
Managing Others	0.85
CoWorker Relations	0.83
Supervisor Relations	0.85

Standard Error of Measurement

Standard Error of Measurement (SEm) tables were developed for all eight constructs of the WOVS. The Standard Error of Measurement provides an estimate of the variability of an individual's score such that, with a high level of confidence, it could be said that the true score falls within plus or minus the SEm of the individual's obtained score. Standard Error of Measurement tables for both the Likert scores and T-scores follow on p. 5.

Adult Norms (n=74)							
Earnings and Benefits		Working Conditions		Time Orientation		Task Orientation	
Raw Score	T-score	Raw Score	T-score	Raw Score	T-score	Raw Score	T-score
20	63	20	72	20	75	20	72
19	59	19	68	19	73	19	69
18	55	18	64	18	70	18	66
17	51	17	60	17	67	17	64
16	47	16	56	16	64	16	61
15	43	15	52	15	62	15	58
14	39	14	48	14	59	14	56
13	35	13	44	13	56	13	53
12	31	12	40	12	53	12	50
11	27	11	36	11	51	11	48
10	22	10	33	10	48	10	45
9	18	9	29	9	45	9	42
8	14	8	25	8	42	8	40
7	10	7	21	7	40	7	37
6	6	6	17	6	37	6	34
5	2	5	13	5	34	5	32
4	-	4	9	4	31	4	29
mn=16.85 sd=2.49	mn=50 sd=10	mn=14.46 sd=2.56	mn=50 sd=10	mn=10.81 sd=3.64	mn=50 sd=10	mn=11.84 sd=3.76	mn=50 sd=10
Mission Orientation		Managing Others		CoWorker Relations		Supervisor Relations	
Raw Score	T-score	Raw Score	T-score	Raw Score	T-score	Raw Score	T-score
20	67	20	75	20	73	20	63
19	63	19	72	19	69	19	58
18	59	18	69	18	65	18	54
17	55	17	66	17	61	17	50
16	50	16	64	16	67	16	46
15	46	15	61	15	53	15	42
14	42	14	58	14	50	14	38
13	38	13	55	13	46	13	33
12	33	12	52	12	42	12	29
11	29	11	49	11	38	11	25
10	25	10	46	10	34	10	21
9	21	9	43	9	30	9	17
8	14	8	40	8	26	8	13
7	12	7	37	7	22	7	8
6	8	6	34	6	18	6	4
5	4	5	31	5	15	5	0
4	0	4	29	4	11	4	-
mn=15.93 sd=2.37	mn=50 sd=10	mn=11.36 sd=3.43	mn=50 sd=10	mn=14.12 sd=2.57	mn=50 sd=10	mn=16.97 sd=2.41	mn=50 sd=10

Standard Error of Measurement Likert Scores

Construct	SEm=
Earnings and Benefits	0.98
Working Conditions	1.12
Time Orientation	1.43
Task Orientation	1.38
Mission Orientation	1.00
Managing Others	1.31
CoWorker Relations	1.06
Supervisor Relations	0.93

Standard Error of Measurement T-scores

Construct	SEm=
Earnings and Benefits	3.97
Working Conditions	4.41
Time Orientation	3.92
Task Orientation	3.68
Mission Orientation	4.26
Managing Others	3.84
CoWorker Relations	4.14
Supervisor Relations	3.89

Scoring

Results for the WOVS may be obtained by totaling the four Likert scores for each construct on the Scoring Form in Step 2 of the WOVS assessment. Total scores for each construct can be plotted on the WOVS Profile and then interpreted using an **ipsative** approach, that is, an individual's score on one construct is compared to that person's scores on the other constructs. Scores may be interpreted as shown in the Total Score Range table.

Total Score Range

Very Important	17–20
Important	13–16
Somewhat Important	9–12
Of Little Importance	5–8
Of No Importance	4

The **normative** approach to interpretation may also be utilized with the WOVS. Using this approach to interpretation, the individual's test results are compared to the test results of a norm group. Adult norms for the WOVS were developed using a sample population from Michigan, Ohio, and Indiana, ranging from 18 years to 65 years of age. Individuals were from urban, suburban, small town, and rural settings. T-scores with a mean of 50 and a standard deviation of 10 were used in developing the norms for each WOVS measure (refer to the table, p. 4). This allows an individual's T-score to be compared to the T-scores of an adult norm group.

Interpretation Tips for Taking the WOVS

Administrators can share the following interpretation tips with individuals taking the WOVS.

The WOVS can be used independently to survey your values and beliefs about work. Counselors, career educators, and vocational professionals sometimes use the WOVS in conjunction with other tests, such as tests of ability, achievement, and interest. This process gives the individual a broader picture by integrating aptitude strengths and high interests with work values.

You will be able to take your WOVS results and apply them in a similar way. In order to assess your abilities and aptitudes, you might want to make a list of your skills and strengths. These could be computer skills such as sending e-mail or developing a budget, balancing a checkbook, planning a birthday party, driving a car, baking a cake, or purchasing groceries.

Some of these skills we may take for granted, but they do involve planning and decision-making, reading and language skills, computational skills, eye-hand coordination, finger dexterity skills, or visual-spatial skills. We use many of these aptitudes in our daily lives, and, in the career exploration process, we can take ownership of these skills.

You might ask yourself questions about your school history, like this: "What were the easiest subjects in school for me? What were the hardest subjects? Were there subjects in school that I was especially good at? What was my grade point average?" Your responses to these questions can provide additional clues to your general abilities and achievement.

You may have also developed work-related skills through past job experience. You may have aptitudes and strengths that you use in the leisure aspects of life. Your leisure activities can also give you some sense of your overall interests.

For example, being with and doing things for people is often associated with social service interests. Working with a computer, tinkering with a lawn mower, or fixing a toaster could be associated with a high mechanical interest or with an interest in applied science and technology. You can take this knowledge of yourself, your pool of work skills and life skills, and your varying interests, and integrate it with the results of your WOVS Profile.

General Interpretation

In looking at your Profile, or as you gain some experience looking at other profiles, you may notice that two, four, or more WOVS values could fall into the Important to Very Important scoring range. These values and orientations are not mutually exclusive. For example, in the values that reflect a person's orientation toward work, an individual's Mission Orientation score may fall into the Very Important range (scores of 17–20). The same person's Time Orientation and Task Orientation scores may be in the Important range (scores of 13–16).

This could mean that the individual sees the big picture, is willing to focus on a specific task or project, and, in addition, is comfortable working with time lines. A production line supervisor in manufacturing, for example, may be focused on a particular production goal for that day, may work with just-in-time materials in the production process, and should have a realization of how this work fits into the overall mission of the manufacturer.

The values of Managing Others, Supervisor Relations, and CoWorker Relations focus on work relationships. One or more of these constructs in combination may be valued highly by individuals. The ability to work with and carry out the wishes of others exists at many levels throughout a work organization. These constructs are not mutually exclusive. For example, an office worker might be responsible for a specific function within a billing department; that person may be an hourly employee, working with monthly deadlines. The office worker may also be called on to train or serve as a mentor for new employees.

The following sections look in depth at the eight value constructs and their meanings to workers.

Earnings and Benefits

During the development of the WOVS norms, almost half of the individuals in the norm group valued Earnings and Benefits as Very Important, and almost two-thirds of the individuals in the norm group valued this category as Important or higher. Hence, it seems that individuals from all walks of life value financial security, a comfortable lifestyle, and the means to provide adequately for themselves and families. Researchers found that a good salary was ranked highest by individuals from six different countries representing three continents—Europe, Australia, and North America (Lebo et al., 1995). Good health coverage and planning for life after a working career may also be valued highly by a large number of individuals in our culture. It appears then that a large number of individuals from a wide range of work areas (including business and office work, technical work, manufacturing, the building trades, and management) are likely to value Earnings and Benefits as Important to Very Important.

Working Conditions

More than half of the individuals surveyed during the development of the WOVS norms valued Working Conditions as Important to Very Important. Having the equipment and tools, the work situation, climate, and creature comforts at work would be important to individuals who valued Working Conditions highly. For example, for a construction worker or farmer, working outdoors and performing physically demanding tasks in safety with adequate equipment may be ideal working conditions. For a health care worker, having a clean, climate-controlled indoor work setting may be ideal. For an office worker, good working conditions may mean an up-to-date computer and software and a predictable work environment with adequate heat and air-conditioning. It is possible that working conditions perceived as poor by one person may seem a desirable work setting for another.

Time Orientation

In general, Time Orientation would be associated mostly with hourly employment. Individuals who highly value Time Orientation find comfort in predictability and are mostly satisfied with a structured work situation. Having a consistent work schedule with specific starting and quitting times, as well as scheduled breaks and lunchtime, are valued highly. Individuals valuing Time Orientation highly may also find comfort with time-focused management, production, and manufacturing systems. Time-oriented individuals may be found at all levels within an organization.

Task Orientation

Task Orientation is valued highly by individuals who feel comfortable working on a specific function and accomplishing a task. Abilities involved include planning work, utilizing resources, and maintaining focus. Individuals may

have task orientation experiences from their life—for example, completing an education, sewing a dress, planting a garden, writing a letter, manufacturing a product, building a piece of furniture, paying monthly bills, or sending holiday cards. Valuing Task Orientation highly can serve an individual well in business and office work, construction and building trades, marketing and advertising, applied science and technology, production and manufacturing, and areas of applied and fine arts.

Mission Orientation

Having comfort with long-range objectives would be characteristic of individuals who value Mission Orientation highly. The sense of being involved in something on a grander scale, seeing the big picture, producing an end product, or contributing to the welfare of others would all be dimensions of Mission Orientation. Mission Orientation might also imply acceptance of delayed gratification; this value may help give increased meaning and purpose to work. Many organizations encourage workers at all levels and functions to be aware of the organization's mission.

Managing Others

Managing Others implies directing, supervising, or monitoring the work of others. Attributes usually associated with managing others include judgment, flexibility, responsibility, and organizational and leadership skills. Most managing positions are salaried, and the time commitment is somewhat open. An individual's comfort with power and recognition are also factors to be considered. Higher levels of formal education and leadership experience are often requirements. The visibility and privilege of management positions are often balanced with greater responsibility and stresses for those involved.

CoWorker Relations

More than half of the respondents in a normalization study considered CoWorker Relations as Important or higher. Work with people was also ranked very highly by individuals in an international study of work values, conducted by Lebo and his associates (1995). Being part of a work community and feeling that you "belong" are elements associated with CoWorker Relations. Attributes to consider might be communication skills, social skills, and collaboration skills. An individual's past history could include involvement in sports teams, school activities, clubs, church, and community groups.

Supervisor Relations

Individuals who highly value Supervisor Relations may find satisfaction in carrying out the directives and wishes of others in charge of their work activity. They place importance on recognizing the needs of and cooperating with their supervisors. Pleasing others and having needs for recognition, approval, and promotion opportunities might be other factors. Supervisor Relations would be especially important to individuals in a position such as administrative assistant or secretary. Supervisor Relations exist at all levels within an organization.

About the Author

Dr. Robert P. Brady received his baccalaureate and master's degrees from Xavier University. He completed his doctorate in counseling and educational psychology at the University of Cincinnati. A licensed psychologist, Dr. Brady has maintained a private practice for more than 25 years. His specialties include vocational testing, neuropsychological evaluation, rehabilitation consultation, developmental disabilities, and group psychotherapy. Dr. Brady has worked as a teacher and mentor for more than 30 years with faculty appointments at the University of Cincinnati, the University of Toledo, Siena Heights University, and The Ohio University School of Osteopathic Medicine.

Acknowledgements

For their research assistance with the validation process, collecting data for reliability studies and norms, and field testing the WOVs, appreciation is extended to Amy Aiken, M.A.; Tracee Anderson, B.S.; Linda Brewster, Ph.D.; April Goodlow, B.A.; Mitch Hubbard, B.S.; Robyn Kimmey, B.A.; Leslie Kovalski, B.S.; Jean McCullough, M.A.; Yvette McQueen, M.A.; Barry Reinink, M.A.; Vera Rohs, B.S.; Dan Scholz, B.S.; Linda Schwalm, B.S.; Janice Seely, B.A.; and Sharon Turnbull, B.A.

Heartfelt thanks to Mike Farr and Mary Ellen Stephenson from JIST for their publishing and editorial contributions.

References

- Brady, R.P. (1971). An examination of selected variables affecting the vocational development of elementary school children. (Doctoral dissertation, University of Cincinnati, 1971.) *Dissertation Abstracts International*, 32, no. 7 (University Microfilms No. 72-2958).
- Brady, R.P. (1974). *Selected theories of vocational development: the social and psychological foundations of career behavior*. Toledo, OH: The University of Toledo Publications.
- Brady, R.P. (1976, June). *Career/life planning for non-readers and readers: radical self-directed approaches for use in the elementary school*. Program presented at the National Elementary School Guidance Conference, Bangor, ME.
- Brady, R.P. (1980, April). *Psychodrama as a creative life planning technique*. Program presented at the annual convention of the American Society of Group Psychotherapy and Psychodrama, New York.
- Brady, R.P.; Brewster, L.M. (1979, April). *Psychodramatic techniques in creative life planning: a demonstration*. Program presented at the annual convention of the American Society of Group Psychotherapy and Psychodrama, New York.
- Brady, R.P.; Brown, D. (1973). Sex-typed vocational behaviors of children and their implication for the elementary school counselor. In J. Muro (Forum Ed.), *Elementary School Guidance & Counseling: Vol. 7*. Washington, DC: American Personnel and Guidance Association.
- Brady, R.P.; Reinink, B. (2001, October). *The use of vocational assessment in person-centered career planning & placement*. Program presented at the annual Michigan Rehabilitation Conference, Traverse City, MI.
- Brady, R.P.; Welborn, L. (1976, March). *Radical self-directed approaches to career/life planning: a forward look at non-occupational career guidance*. Program presented at the annual meeting of the Ohio Personnel and Guidance Association, Columbus, OH.
- Brown, D.; Crace, R.K. (1996). Values in life role choices and outcomes: a conceptual model. *The Career Development Quarterly*, 44, 211-223.
- Chaves, W.V. (2001). An empirical analysis of the effect of work-related values and value congruence of job satisfaction, task performance, and organizational citizenship behavior. *Dissertation Abstracts International*, 62 (1-B), 584 (University Microfilms International).
- Crystal, J.C.; Bolles, R.N. (1974). *Where do I go from here with my life?* New York: The Seabury Press.
- Dibble, R.H. (1997). The influence of four work values factors on the relationships between the work environment and job-related attitudes. *Dissertation Abstracts International*, 57 (12-B). 7763 (University Microfilms International).
- Ginzberg, E.; Ginsburg, S.W.; Axelrad, S.; Herma, J.L. (1951). *Occupational choice: an approach to a general theory*. New York: Columbia University Press.
- Judge, T.A.; Bretz, R.D., Jr. (1992). Effects of work values job choice decisions. *Journal of Applied Psychology*, 77, 261-271.
- Lebo, R.B.; Harrington, T.; Tillman, R. (1995). Work values similarities among students from six countries. *The Career Development Quarterly*, 43, 350-362.
- Niles, S.G.; Goodnough, G.E. (1996). Life-role salience and values: a review of recent research. *The Career Development Quarterly*, 45, 65-86.
- Ravlin, E.C.; Meglino, B.M. (1987). Effects of values on perception and decision making: a study of alternative work values measures. *Journal of Applied Psychology*, 77, 666-673.
- Rokeach, M. (1973). *The nature of human values*. New York: The Free Press.
- Rounds, J.D. (1990). The comparative and combined utility of work value and interest data in career counseling with adults. *Journal of Vocational Behavior*, 37, 32-45.
- Simon, S.B.; Howe, L.W.; Kirschenbaum, H. (1972). *Values clarification*. New York: Hart.
- Super, D.E. (1957). *The psychology of careers*. New York: Harper.
- Super, D.E. (1970). Personal letter. In R.P. Brady, An examination of selected variables affecting the vocational development of elementary school children. *Dissertation Abstracts International*, 32, 7 (University Microfilms No. 72-2958).
- Super, D.E.; Bohn, M.J. (1970). *Occupational psychology*. Belmont, CA: Wadsworth.
- Zytowski, D.G. (1994). The Super contribution to vocational theory: work values. *The Career Development Quarterly*, 43, 25-31.