



VALUES and MOTIVES QUESTIONNAIRE

the
technical
manual

5

Measures of Personality Values & Interests

$$\begin{array}{|c|} \hline P \\ \hline S \\ \hline \\ \hline + \\ \hline \sqrt{} \\ \hline \end{array} = \begin{array}{|c|} \hline Y \\ \hline T \\ \hline \\ \hline (\\ \hline \Sigma \\ \hline \end{array} \begin{array}{|c|} \hline \alpha \\ \hline \beta \\ \hline \\ \hline) \\ \hline \sigma \\ \hline \\ \hline E \\ \hline \\ \hline C \\ \hline H \\ \hline \end{array}$$

C

ONTENTS

- 1** THEORETICAL OVERVIEW
- 2** VALUES SCALES CONTAINED WITHIN THE VMI
- 3** PSYCHOMETRIC PROPERTIES OF THE VMI
- 4** ADMINISTRATION INSTRUCTIONS
- 5** REFERENCES

②

LIST OF TABLES

- 1** MEAN RAW SCORE DIFFERENCES & T-TEST SIGNIFICANCE LEVELS BY GENDER
- 2** VMI INTERNAL CONSISTENCIES & ITEM TOTAL CORRELATIONS (ITC'S)
- 3** VMI INTER-CORRELATION MATRIX
- 4** CORRELATIONS BETWEEN VMI AND MAPP
- 5** CORRELATIONS BETWEEN VMI AND 16PF FORM 5
- 6** CORRELATIONS BETWEEN VMI AND OPP

1

THEORETICAL OVERVIEW

Values are presumed to encapsulate the aspirations of both individuals and societies. They relate to the most desirable, deeply ingrained standards that determine future directions and explain past actions. Values have been treated as key constructs in the process of socialisation, and have emerged in research in the occupational, cultural, religious, political, educational areas. Other intellectual traditions view values as also having an individual function shaped by the biological and psychological needs of each person. This perspective has fostered research linking values to the attitudes and personality of individuals and to the maintenance and enhancement of self-esteem. In spite of widespread acceptance of the relevance of values to human activity at both the individual and social levels of analysis, developments in the field have been hampered by problems of definition and doubts about the empirical viability of the construct.

1 THE CONCEPT OF VALUES AND ITS ROLE IN PERSONNEL ASSESSMENT

THE CONCEPT OF VALUES AND ITS ROLE IN PERSONNEL ASSESSMENT

Out of numerous deliberations in the 1950s and 1960s a unifying consensus emerged that values were “person-centered” and pertained to the desirable.” a consensus captured in the following definition:

A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable which influences the selection from available modes, means, and ends of action.

In spite of a unifying theme at the conceptual level, convergence in empirical values research did not follow. One of the concerns was appropriate level of abstraction for sampling value items. Values were widely accepted as general rather than specific. It has never been clear, however, whether values were to be inferred from responses to specific attitude statements or more directly from general orienting responses. Furthermore, at what point on the specific-general continuum did attitudes become values?

It was only during the early 1970's that a conceptual and operational framework that had eluded value research was proposed. Rokeach (1973) defined a Value as “... an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence”. Sets of values formed Value

systems, defined as “enduring organisations of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of importance”

These value systems were regarded as part of a functionally integrated cognitive system' in 'which the basic units of analysis are beliefs. Clusters of beliefs form attitudes that are functionally and cognitively connected to the value systems. Rokeach further postulated classes of beliefs concerned with self-cognitions representing “the innermost core of the total belief system and all remaining beliefs, attitudes and values can be conceived of as functionally organised around this innermost core. Like other beliefs, then, values serve to maintain and enhance the self-concept.

Rokeach accepted values as general beliefs, as having a motivational function, as not merely evaluative but prescriptive and proscriptive, as guiding actions and attitudes, and as individual as well as social phenomena. As well as consolidating these themes, Rokeach integrated a number of other strands of thought and research from the values literature. A significant body of work has focused on the attitude-value relationship. According to this view, values were more central concepts than attitude. were determinants of attitude, and were more resistant to change, with favourable attitude emerging toward objects instrumental in the attainment of important values.



VALUES SCALES CONTAINED WITHIN THE VMI

To ensure a comprehensive coverage of the universe of occupationally relevant value items, a review was undertaken of research and instruments in the Values arena. On the basis of this review, three Value categories were formulated:

1 INTERPERSONAL VALUES

2 EXTRINSIC VALUES

3 INTRINSIC VALUES

*Interpersonal
Extrinsic
Intrinsic*

INTERPERSONAL VALUES

Interpersonal

Values that refer to relations with others.

Extrinsic

Values that refer to motivating factors at work.

Intrinsic

Values that relate to personal beliefs and attitudes.

ALTRUISM

High scorers on altruism tend to be generous and helpful people, always ready to do something for other people. They will be inclined to be easily moved by the plight of those less fortunate than themselves and will, if able, attempt to do something to help alleviate the suffering they see around them.

Low scorers on altruism will be inclined to have a less sympathetic attitude toward the plight of those less fortunate than themselves.

Believing, perhaps, that most people are responsible for the position they find themselves in, low scorers see little reason why they should help those in a less fortunate position.

AFFILIATION

Those people scoring highly on need for affiliation require a great deal of contact with other people. High scorers will go out of their way to meet people, feeling at their most comfortable when engaged in activities involving other people. With a need for the companionship of other people, friends and associates play a very important role in their life.

Low scorers tend to be much more self-sufficient with little need for the companionship of others.

Tending to prefer solitary pursuits they will be comfortable with their own company.

AFFECTION

High scorers have a tendency to want to get close to people, liking others to show warmth and affection. With a need to be able to share feelings and emotions with sympathetic others high scorers will tend to be fairly empathic.

Low scorers have no particular wish to get too close to people. Having no particular desire for others to show sympathy or concern towards them they will be unlikely to display these sentiments towards others.

EXTRINSIC VALUES

ACHIEVEMENT

High scorers on achievement tend to want to excel in everything they attempt, no matter what this might cost. With a desire to succeed it is important to them to know that they are the best in their chosen field. Hard workers, they will be willing to make many personal sacrifices to achieve their success. High scorers require the respect and admiration of those they perceive as 'worthwhile people'. They will routinely set themselves difficult targets, finding greatest satisfaction from succeeding at the most difficult tasks.

Low scorers are not overly concerned with being the best. Not particularly desiring the respect and admiration of others they will not let career ambitions interfere with personal and family life. Low scorers will tend to set themselves realistic career targets which they believe they can achieve without too much difficulty.

ECONOMIC STATUS

High scorers on the need for economic status tend to desire the trappings of wealth and the status which comes with it. Materialistic, they believe in the pursuit of material wealth for the status they regard ensues from such wealth.

Low scorers would probably see little point in pursuing wealth after they had achieved what was, for them, a comfortable lifestyle. Not excessively materialistic they would not be overly impressed by sheer accumulation of wealth, regarding an individual's status as something much more than the amount of material possessions they had managed to gain.

SECURITY/SAFETY

High scorers on security tend to be cautious, safety-conscious people. They have no particular inclination to take risks and find no excitement at all in thoughts of dangerous pursuits. Preferring a fairly predictable, routine life they have no great love of variety.

For low scorers variety is the spice of life and they are at their happiest when some risk is involved in their activities. Tending to enjoy adventurous pursuits they wish to enjoy life to the full, experiencing as many different aspects as they can.

AESTHETICS

High scorers appreciate cultural activities such as art, music and literature. They would tend to believe that artistic, cultural pursuits are worth following for their own sake. Intellectually abstract they quite enjoy discussing issues which would seem to have little bearing on everyday life.

Low scorers have little interest in artistic or cultural pursuits, having little understanding of what others see in such topics. Much preferring to discuss concrete issues they will have little time for what they would regard as 'airy-fairy' abstract issues.

INTRINSIC VALUES

MORAL VALUES

For high scorers truthfulness and personal integrity are of highest importance in living ones life. Having a belief in basic principles of right and wrong, they tend to measure their own, and others, actions in terms of these fundamental principles. Thus, high scorers would conduct their affairs in line with a strict code of moral values and expect those around them to do the same.

Low scorers on moral values do not particularly believe in a fundamental set of principles which dictate the way one should live ones life. With no rigid moral code to guide them they will be more inclined to view their own, and others, behaviour in the light of the circumstances at the time.

TRADITIONAL VALUES

High scorers on traditional values tend to have great respect for authority believing that rules and laws are meant to be obeyed and not broken. They will be inclined to believe that the status quo is to be maintained and be firm defenders of all that is traditional. High scorers will also tend to place emphasis on national pride, believing that patriotism and loyalty are qualities to be desired in all citizens.

Low scorers, on the other hand, will be more inclined to challenge existing authority, believing that changes to existing laws and rules are not only possible, but desirable. Believing that one should follow the spirit, rather than the letter, of the law such people will show little hesitation in breaking an existing rule if they think the rule unjust.

INDEPENDENCE

High scorers on independence will believe in standing up for their own views regardless of what others might think. Individualists, they will be very suspicious of anyone in a position of authority and be fairly unwilling to submit to such authority. Being totally committed to their own viewpoint they will treat the views of others with some suspicion, being on their guard against attempts to persuade them to adopt a different position.

Low scorers are not particularly concerned with putting their own views across, being fairly content to let others have their way. Tending to believe that those in authority are just doing their job they will generally accept the rulings of such people quite happily.

ETHICAL VALUES

High scorers have a tendency to believe in some 'higher-order' explanation for the world around them rather than accept a materialistic, scientific explanation. They will be reluctant to accept a totally scientific explanation of the world, but will instead believe that there are areas of existence which can only be understood through faith. High scorers may well feel justified in ignoring rules and regulations which they believe are contrary to their particular faith.

Low scorers will tend to believe that their are scientific, rational explanations for all phenomenon. They will assume that even events which might seem unexplainable at present will one day be explained when the required scientific advances are made. Low scorers will tend to have little time for mystical, or religious explanations preferring to rely instead on rational, logical arguments.

3

PSYCHOMETRIC PROPERTIES OF THE VMI

This chapter will present details concerning the psychometric properties of the Values & Motives Inventory. The aim will be to show that the VMI fulfils various technical requirements, in the areas of standardisation, reliability and validity, which ensure the psychometric soundness of the test

1 INTRODUCTION

2 GENDER DIFFERENCES ON THE VMI

3 RELIABILITY OF THE VMI

4 VALIDITY

INTRODUCTION

In order to provide meaningful interpretations, the VMI was standardised against a number of relevant groups. The constituent samples which make up the VMI norm base are fully described later.

STANDARDISATION : NORMATIVE

Normative data allows us to compare an individual's score on a standardised scale against the typical score obtained from a clearly identifiable, homogeneous group of people.⁰

Standardisation ensures that the measurements obtained from a test can be meaningfully interpreted in the context of a relevant distribution of scores. Another important technical requirement for a psychometrically sound test is that the measurements obtained from that test should be reliable.

RELIABILITY

The property of a measurement which assesses the extent to which variation in measurement is due to true differences between people on the trait being measured or to measurement error.

Reliability is generally assessed using two specific measures, one related to the stability of scale scores over time, the other concerned with the internal consistency, or homogeneity of the constituent items that form a scale score.

RELIABILITY : STABILITY

Also known as test-retest reliability, an assessment is made of the similarity of scores on a particular scale over two or more test occasions. The occasions may be from a few hours, days, months or years apart. Normally Pearson correlation coefficients are used to quantify the similarity between the scale scores over the two or more occasions.

Stability coefficients provide an important indicator of a test's likely usefulness of measurement. If these coefficients are low (< approx. 0.6) then it is suggestive of either that the behaviours/attitudes being measured are volatile or situationally specific, or that over the duration of the retest interval, situational events have the content of the scale irrelevant or obsolete. Of course, the duration of the retest interval provides some clue as to which effect may be causing the unreliability of measurement. However, the second measure of a scale's reliability also provides valuable information as to why a scale may have a low stability coefficient.

RELIABILITY : INTERNAL CONSISTENCY

Also known as *scale homogeneity*, an assessment is made of the ability of the items in a scale to measure the same construct or trait. That is a parameter can be computed that indexes how well the items in a scale contribute to the overall measurement denoted by the scale score. A scale is said to be internally consistent if all the constituent item responses are shown to be positively associated with their scale score.

The most common measure of internal consistency is Cronbach's Alpha. If the items on a scale have high inter-correlations with each other, and with the total scale score, then coefficient alpha will be high. Thus a high coefficient alpha indicates that the items on the scale are measuring very much the same thing, while a low alpha would be suggestive of either scale items measuring different attributes or the presence of error.

The fact that a test has high internal consistency and stability coefficients only guarantees that it is measuring something consistently. It provides no guarantee that the test is actually measuring what it purports to measure, nor that the test will prove useful in a particular situation. Questions concerning what a test actually measures and its relevance in a particular situation are dealt with by looking at the tests validity.

VALIDITY

The ability of a scale score to reflect what that scale is intended to measure. Kline's (1993) definition is "A test is said to be valid if it measures what it claims to measure".

Reliability is generally investigated before validity as the reliability of test places an upper limit on tests validity. It can be mathematically demonstrated that a validity coefficient for a particular test can not exceed that tests reliability coefficient.

VALIDITY : CONSTRUCT VALIDITY

Construct validity assesses whether the characteristic which a test is actually measuring is psychologically meaningful and consistent with the tests definition.

Validation studies of a test investigate the soundness and relevance of a proposed interpretation of that test. Two key areas of validation are known as criterion validity and construct validity.

VALIDITY : CRITERION VALIDITY

Criterion validity involves translating a score on a particular test into a prediction concerning what could be expected if another variable was observed.

The criterion validity of a test is provided by demonstrating that scores on the test relate in some meaningful way with an external criterion. Criterion validity comes in two forms –predictive and concurrent. Predictive validity assesses whether a test is capable of predicting an agreed criterion which will be available at some future time –e.g. can a test predict the likelihood of someone successfully completing a training course. Concurrent validity assesses whether the scores on a test can be used to predict a criterion measure which is available at the time of the test –e.g. can a test predict current job performance.

The construct validity of a test is assessed by demonstrating that the scores from the test are consistent with those from other major tests which measure similar constructs and are dissimilar to scores on tests which measure different constructs.

GENDER DIFFERENCES ON THE VMI

Table 1 lists mean score differences between 68 male and 87 female students respondents drawn from student populations. Of the 11 value scales of the VMI, four reveal statistically significant differences between male and female respondents. The most substantial difference is found on the Financial Status scale where a difference equivalent to about half the pooled SD is observed, with the males mean rating higher than of females. Females rate Moral and Ethical values lower than the males but curiously males appear to endorse traditional values more than their female counter-parts. It should be noted that while these constitute statistically significant differences, the absolute differences remain small and with the possible exception of the Financial Status value, are unlikely to have ramifications as far as profile interpretation is concerned. The question as to the Financial Status scale would be to ascertain whether the difference observed reflects a true difference in the population or is an artefact of the test.

RELIABILITY OF THE VMI

Internal consistency reliabilities (Cronbach's Alpha) were computed on the total standardisation sample. The coefficients are computed over the combined males & females. (see Table 2).

With the exception of the Achievement sub-scale of the VMI, the scales approximate or exceed acceptable levels of internal consistency. Eight of the 11 VMI Value scales exceed the 0.7 level, considered to reflect acceptable measurement error. The Moral and Independence scales fall slightly below (at 0.68 and 0.66 respectively) although the Achievement scale, with a Standard Error of Measurement equivalent to almost 1.4 sten points, should be treated with a greater degree of caution. Additional items are currently in the process of being trialled and this scale will be updated once the data is forthcoming. Reliability estimates for the response style indicators Social Desirability and Infrequency are provided as these are dedicated scales unlike the Central tendency and Acquiescence scales which are simply a sum of all central and acquiescent responses. The estimate for SD is acceptable at 0.64 although the Infrequency scale falls somewhat short of ideal. This is in part due to its distribution which is far from normal.

VMI Scale	Mean F	Mean M	SD F	SD M	t-value	p-value
Affiliative	35.18	36.46	6.32	5.52	-1.31	.1911
Altruistic	43.98	41.93	6.47	6.64	1.94	.0547
Affection	36.44	36.81	6.29	4.49	-.41	.6805
Achievement	25.43	26.21	3.70	3.40	-1.35	.1790
Financial	39.72	44.79	8.33	6.01	-4.23	.0000
Security	14.97	13.66	4.35	4.78	1.77	.0782
Aesthetics	39.54	39.16	6.33	7.85	.33	.7400
Moral	21.26	22.75	3.63	3.34	-2.62	.0097
Traditional	25.20	27.07	5.24	5.14	-2.23	.0270
Independence	19.08	19.28	3.12	2.65	-.42	.6748
Ethical	21.68	20.32	3.51	4.19	2.19	.0300
Social Desirability	20.33	21.53	4.35	4.28	-1.71	.0890
Infrequency	.66	.63	.85	.71	.18	.8585
Central Tendency	110.25	111.66	24.87	23.69	-.36	.7213
Acquiescence	55.38	54.28	10.66	8.90	.68	.4947

Table 1: Mean raw score differences & t-test significance levels by gender.

VMI Scale	items	Alpha	ITC	SEm
Affiliative	11	0.74	.22	1.02
Altruistic	12	0.74	.19	1.02
Affection	10	0.79	.28	0.92
Achievement	7	0.53	.14	1.37
Finance	12	0.83	.30	0.82
Security	6	0.79	.40	0.92
Aesthetics	11	0.83	.32	0.82
Moral	7	0.68	.24	1.13
Traditional	9	0.70	.22	1.10
Independence	6	0.66	.24	1.17
Ethical	7	0.70	.26	1.10
S.D.	9	0.64	.16	1.20
Infrequency	7	0.52	.15	1.39

Table 2: VMI Internal Consistencies & Item Total Correlations (ITC's)

VALIDITY

As was said in the introduction once we have ascertained the reliability of a test we must address its validity. It is important to know that the constructs we are measuring are valid, that it is indeed measuring the characteristic it purports to measure. This section of the manual provides a number of tables which demonstrate that the dimensions of the VMI are consistent with similar measures.

INTER-CORRELATIONS OF VMI SCALES

A sample of 159 Psychology and MBA's students completed the VMI as part of an introductory course in Personnel Assessment. Table 3 provides the full VMI inter-correlation matrix.

Generally the inter-correlations are fairly modest, with a range from 0 to 0.57, with a low median value of 0.10. This indicates that the VMI scales are generally independent of each other and are measuring distinct aspects of the individual's value system. The highest correlations are found between Affection and Affiliation (0.57), Traditional and Moral (.49) Financial Status and Altruism (-.46) and finally Affection and Altruism (.39). Two response style indicators, Acquiescence and Central Tendency are also highly correlated (.57) but this is simply related to the fact that they share a significant number of items.

VMI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 Affiliation	1	26	57	-09	02	00	-04	07	10	-08	05	04	-11	03	04
2 Altruism	26	1	39	-06	-46	06	24	27	-10	-02	11	-02	-10	-27	23
3 Affection	57	39	1	-12	-09	05	-01	15	05	-15	05	-03	-06	-16	28
4 Achievement	-09	-06	-12	1	40	-03	-01	22	14	-09	05	12	04	29	25
5 Financial	02	-46	-09	40	1	-21	-13	03	19	-17	-21	-07	11	-07	01
6 Safety	00	06	05	-03	-21	1	-10	17	02	-03	19	-04	-02	16	-01
7 Aesthetics	-04	24	-01	-01	-13	-10	1	04	-06	17	-06	-09	-06	-26	04
8 Morality	07	27	15	22	03	17	04	1	49	-15	32	24	-01	-06	23
9 Tradition	10	-10	05	14	19	02	-06	49	1	-30	27	24	-00	09	09
10 Indep	-08	-02	-15	-09	-17	-03	17	-15	-30	1	-03	-10	12	-17	10
11 Ethics	05	11	05	05	-21	19	-06	32	27	-03	1	26	05	02	20
12 Social D	04	-02	-03	12	-07	-04	-09	24	24	-10	26	1	05	15	13
13 Infrequency	-11	-10	-06	04	11	-02	-06	-01	-00	12	05	05	1	-21	19
14 Central T	03	-27	-16	-29	-07	16	-24	-06	09	-17	02	15	-21	1	-57
15 Acquiescence	04	23	28	25	01	-01	04	23	09	10	20	13	19	-57	1

Table 3: VMI Inter-correlation Matrix

10 Indep	Independence
12 SocD	Social Desirability
14 Cent	Central Tendency

RELATIONSHIP BETWEEN VMI & MAPP

A sample of 59 Psychology under-graduates volunteered to complete the VMI and MAPP as part of a validation study in exchange for feedback on their results.

From Table 4, we can observe a large number of psychologically meaningful correlations between the VMI and MAPP, specifically in those value areas which both instruments cover. A remarkably high correlation is registered between MAPP Material Wealth and VMI Financial (.83). This suggests that these two scales are inter-changeable. VMI Financial also correlates strongly with MAPP Personal Authority (.71), Competition (.5) and negatively (-.55) with MAPP Altruism. VMI Altruism also converges with its MAPP namesake (.71) and registers moderate to high correlations with Intimacy (.49) and Personal Authority (-.52). Both VMI Affiliation and Affection register a 0.68 correlation with MAPP Intimacy, suggesting MAPP Intimacy may be tapping into aspects of these two VMI scales. VMI Need for Achievement correlates highly with a number of MAPP scales, Competition (.48), Responsibility (.52), Personal Authority (.56) and Work (.53), without a single MAPP scale standing out. VMI Safety which measures the degree to which an individual places emphasis on personal security and harm-avoidance, correlates negatively with MAPP Novelty (-.50), but only registers a .39 correlation with MAPP Security. This is likely to be due to the different focus of these same name scales. MAPP in contrast to VMI is more directed at job security and long-term future, with no reference to danger and risk-taking. VMI Aesthetics is related to MAPP Self-Expression (.45), Novelty (.41) and Intellect (.35) which reflects aspects of this scale.

VMI intrinsic scales have no clear MAPP counter-parts and consequently only register modest correlations with related MAPP scales. VMI Traditional hardly registers with MAPP at all with only one correlation (with Personal Authority) above the .3 level. Equally, VMI Moral Values correlates positively (.33) with Altruism and negatively with Levity (-.30) although this may be related to a social desirability effect (VMI S.D. correlates with both these MAPP scales). VMI Ethics has similarly low correspondence with MAPP with two -.33 correlations with Material Wealth and Levity. Finally VMI Independence is negatively related to Competition (-.44), Personal Authority (-.45) and also registers a .35 with MAPP Self-expression.

Of the VMI response style indicators, Central Tendency correlates negatively with Responsibility (-.30), Novelty (-.39) and Self-expression (-.36), suggesting that those who emphasise value each of these three values are more likely to avoid the central responses.

	Mw	Cpt	Res	Rcg	Per	Rsp	Int	Nov	SlfE	Alt	Inti	Lev	Sec	Wor
Tradition					.33		-.28							-.29
Morality										.33				-.30
Independence	-.30	-.44		-.36	-.45				.35					
Ethical	-.33													-.33
Altruism	-.43	-.42	-.27		-.52	-.28				.71	.49			
Affiliation				.41						.41	.68			
Affection			-.32	.47						.28	.68	.25		
Achievement	.28	.48	.52		.56	.40			.26			-.35	.30	.53
Financial	.83	.50	.36	.28	.71	.44				-.55			.39	.33
Safety								-.50				-.35	.39	
Aesthetic	-.30	-.27					.35	.41	.45	.25	.32			-.34
Infrequency														
Social Desirability										.29		-.27		
Central Tendency						-.30		-.39	-.36		-.29			
Acquiescence														

Table 4: Correlations between VMI and MAPP

Mw	Material Wealth	Nov	Novelty
Cpt	Competition	SlfE	Self-Expression
Res	Results	Alt	Altruism
Rcg	Recognition	Inti	Intimacy
Per	Personal Authority	Lev	Levity
Rsp	Responsibility	Sec	Security
Int	Intellect	Wor	Work

RELATIONSHIP BETWEEN VMI & 16PF

A sample of 100 MBA students attending a prestigious London Business School completed both the VMI and the 16PF version 5 as part of an introduction to personnel assessment methods.

Although typically the correlations between the VMI and 16PF version 5 are modest in magnitude, they are nonetheless generally psychologically meaningful, given that the two tests are in fact measuring different personal characteristics.

The VMI interpersonal values generally correlate with the 16PF extroversion factors. VMI Affiliative is related strongly to Group Dependence (Q2) but also taps into aspects of Apprehension (O). Affection registers a similar pattern of correlations with 16PF although there appears to more congruence with Warmth (A) and low Privatness (N). VMI Altruism relates primarily to Rule Consciousness (G) which would suggest that there may be some degree to which endorsement of Altruism is an aspect of conformity.

VMI Achievement and Finance are clearly not directly measured by 16PF-5, although the former correlates .33 with Perfectionism which reflects one aspect of Achievement orientation. Aesthetics relates to a number of 16PF-5 factors, including Reasoning (B), Sensitivity (I) and Openness to Change. In addition, it registers correlations of above 0.3 with Dominance and Social Boldness suggesting that those who value Aesthetics may be outspokenly so. VMI Moral and Traditional scales both relate to 16PF Rule Consciousness (G) and in addition, Traditional registers a small negative correlation with 16PF Reasoning. Finally, VMI Ethical, which assesses the importance placed upon 'higher' forces in determining one's future, this registers very small correlations with Submissiveness (E) and Apprehension (O).

Of the Response Style indicators the corresponding measures of Social Desirability correlate only modestly at 0.4. VMI SD correlates almost as highly (-.37) with 16PF-5 Tension which is perhaps best explained by the item content of the latter e.g. I am happy to wait in queues!

VMI Scales	16PF-5 Scales
Affiliative	A: Warmth .25, F: Liveliness .28, N: Privatness -.35, O: Apprehension .37, Q2: Self-reliance -.52
Altruistic	G: Rule-Consciousness .36, N: Privatness -.25,
Affection	A: Warmth .29, N: Privatness -.41, O: Apprehension .36, Q2: Self-reliance -.28
Achievement	Q3: Perfectionism .33
Finance	Q4: Tension .24
Security	E: Dominance -.25, F: Liveliness -.25, Q1: Openness to Change -.27
Aesthetics	B: Reasoning .28, E: Dominance .35, H: Social-Boldness .30, I: Sensitivity .42, Q1: Openness to Change .39
Moral	G: Rule-Consciousness .57
Traditional	B: Reasoning -.28, G: Rule-Consciousness .38
Independence	B: Reasoning .29, H: Social-Boldness -.29, N: Privatness
Ethical	E: Dominance -.25, O: Apprehension .24
Social Desirability	G: Rule-Consciousness .28, Q4: Tension -.37, IM: Impression Management .40
Central Tendency	E: Dominance .20
Acquiescence	O: Apprehension .23

Table 5: Correlations between VMI and 16PF Form 5

RELATIONSHIP BETWEEN VMI & OPP

A sample of 59 Psychology under-graduates volunteered to complete the VMI and MAPP as part of a validation study in exchange for feedback on their results.

A number of notable correlations were found between OPP and VMI, suggesting a fair degree of overlap in certain areas. Two correlations in excess of 0.7 were found between OIP and OPP, suggesting near equivalence in measurement focus. These were between VMI Affiliation and OPP Gregarious and between VMI Aesthetics and OPP Abstract-Pragmatic. This raises the issue of whether in some cases, measures of personality traits and values are in fact tapping into the same underlying psychological constructs. VMI Altruism correlates highly with OPP Trusting and Social Desirability (which doubles up as a measure of Conformity). This would suggest, as noted previously, that VMI Altruism may be subject to impression management. Those scoring high on VMI Affection tend to have higher scores on OPP Gregarious, Emotional and Trusting, although none of these correlations exceed 0.5. In the VMI Extrinsic domain, Safety, Financial and Achievement Status barely correlate with OPP scales. In contrast, the VMI intrinsic scales do find some modest congruence with equivalent OPP dimensions. VMI Moral, correlates with OPP SD (Conformity), Trusting and Rigidity. VMI Traditional correlates negatively with OPP Flexibility and whereas VMI Independence correlates inversely with the same. Finally, VMI Ethical registers only modest, but meaningful correlations with OPP Rigidity, Emotionality, Genuineness, and Externality (a form of fatalism). In the response-style arena, the respective measures of social desirable and central responding correlate 0.58 and .75 respectively, and interestingly, Central Tendency also correlates -.50 with Flexibility.

	Ass	Fle	Tru	Phl	Gre	Per	Con	Ext	Pra	Con	Mid
Affiliation			.37		.73		-.25			.27	
Altruism			.51							.37	
Affection			.31	-.27	.47						
Achievement	.30	-.37				.27	.35				
Finance	.33	-.25	-.32						.27		
Safety				-.33							
Aesthetics		.33	.32						-.71	.26	
Moral		-.32	.34							.46	
Traditional	-.32	-.58						.25		.25	
Independence		.52					-.27		-.32		
Ethical		-.32		-.32		-.32		.32			
Distortion		-.29		.27						.58	
Infrequency						-.29					-.27
Central Tendency	-.30	-.50						.37	.32		.75
Acquiescence											-.40

Table 6: Correlations between VMI and OPP

Ass	Empathic-Assertive	Con	Composed-Contesting
Fle	Detailed-Flexible	Ext	Optimistic-Pessimistic
Tru	Cynical-Trusting	Pra	Abstract-Pragmatic
Phl	Emotional-Phlegmatic	Con	Social-Desirability
Gre	Reserved-Gregarious	Mid	Central Tendency
Per	Genuine-Persuasive		

4

ADMINISTRATION INSTRUCTIONS

BEFORE STARTING THE QUESTIONNAIRE

Put candidates at their ease by giving information about yourself, the purpose of the questionnaire, the timetable for the day, if this is part of a wider assessment programme, and how the results will be used and who will have access to them. Ensure that you and other administrators have switched off mobile phones etc.

The instructions below should be read out verbatim and the same script should be followed each time the VMI is administered to one or more candidates. Instructions for the administrator are printed in ordinary type. Instructions designed to be read aloud to candidate incorporate a grey shaded background, italics and speech marks.

If this is the first or only questionnaire being administered give an introduction as per or similar to the following example:

“From now on, please do not talk among yourselves, but ask me if anything is not clear. Please ensure that any mobile telephones, pagers or other potential distractions are switched off completely. We shall be doing the Values & Motives Inventory which has no time limit, however most people take about 20 minutes. During the test I shall be checking to make sure you are not making any accidental mistakes when filling in the answer sheet. I will not be checking your responses.”

WARNING: It is most important that answer sheets do not go astray. They should be counted out at the beginning of the test and counted in again at the end.

Continue by using the instructions **EXACTLY** as given. Say:

DISTRIBUTE THE ANSWER SHEETS

Then ask:

“Has everyone got two sharp pencils, an eraser, some rough paper and an answer sheet.”

Rectify any omissions, then say:

“Print your surname, first name and title clearly on the line provided, followed by your age and sex. Please insert today’s date which is [] on the ‘Comments’ line”

Walk around the room to check that the instructions are being followed.

WARNING: It is vitally important that test booklets do not go astray. They should be counted out at the beginning of the session and counted in again at the end.

DISTRIBUTE THE BOOKLETS WITH THE INSTRUCTION:

“Please do not open the booklet until instructed.”

Remembering to read slowly and clearly, go to the front of the group and say:

“Please open the booklet and follow the instructions for this test as I read them aloud.” (Pause to allow booklets to be opened).

This is a questionnaire concerning your interests, preferences and feelings about a range of things.

You are asked to rate yourself on a scale from 1 to 5 on each question. When you have chosen the answer appropriate for **YOU**, record this by blackening the corresponding box on the answer sheet.

For example:

Ratings:

1	2	3	4	5
Strongly	Agree	In	Disagree	Strongly
Agree		between		Disagree

1. I like to watch the news on TV.

If you strongly agreed with this statement, you would fully blacken box 1 against question 1 on your answer sheet.”

Check for understanding of the instructions so far, then say:

“When answering the questions please remember the following:

1. Do not spend too much time pondering over the answer to each question. The information given in a question may not be as full as you would wish, but answer as best you can.
2. Please try to avoid the middle (**In between**) answer wherever possible.
3. Be as honest and truthful as you can. Don't give an answer just because it seems to be the right thing to say.
4. Make sure you answer every question, even those which do not seem to apply to you.
5. If you wish to change an answer, please erase it and insert your new answer.”

Then say very clearly:

“Is everybody clear about how to do this test?”

Deal with any questions appropriately, then say:

“Please begin”

Answer only questions relating to procedure at this stage, but enter in the Administrator's Test Record any other problems which occur. Walk around the room at appropriate intervals to check for potential problems. When everybody has completed the questionnaire:

COLLECT ANSWER SHEETS & TEST BOOKLETS, ENSURING THAT ALL MATERIALS ARE RETURNED (COUNT BOOKLETS & ANSWER SHEETS)

Then say:

“Thank you for completing the Values and Motives Inventory.”



REFERENCES

Allport, G. W. et al (1960) *Study of Values. Manual & Test Booklet*. Boston: Houghton Mifflin.

Budd, R. J. (1991). *Manual for the OPP*. Letchworth, Herts: Psytech International.

Budd, R. J. (1991). *Manual for the JTI*. Letchworth, Herts: Psytech International.

Campbell, D. P. (1971). *Handbook for the Strong Vocational Interest Blank*. Stanford: Stanford University Press.

Costa, P. T. & McCrae, R. R. (1992) *Manual for the Neo PI-R*. Odessa, Florida. Psychological Assessment Resources.

Cronbach, L.J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334

Hunter, R A & Roberts, A. M (1989) *Manual for the Managerial and Profesional Profiler*. Lewes, Sussex: Knight Chapman Psychological.

Kline, P. (1993). *Personality: The Psychometric View*. London, Routledge.

Rokeach, M (1967) *Value Survey*. Sunnyvale, CA: Halgren tests

Rokeach, M (1973) *The Nature of Human Values*. New York: Free Press.

Russell, M & Darcie K. (1994) *Manual for the 16PF Fifth Edition*. Champaign, Illinois: Institute for Personality and Ability Testing.