Work *Motivation* Scale

ROBERT P. BRADY, ED.D.

Administrator's Guide

Directions for Administering and Interpreting the *Work Motivation Scale*

Purpose

The *Work Motivation Scale* 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. It assists individuals in career development and planning by helping them understand their work motives and values and apply that understanding to their career choices and preferred work environment. The *Work Motivation Scale* is a revision of the *Work Orientation Values Survey (WOVS),* published in 2002.

Overview

Work *motives* are important determinants of *actions,* and *values* are the basis of *cognitive choices* (McClelland, 1985). Work motivation and values contribute to the occupational choices process (Vroom, 1964) and improve one's ability to predict behavior (McClelland, 1985). While motives are seen as hierarchical, changeable (Maslow, 1943), and acquirable

(McClelland, 1965), human values are stable and enduring, give expression to human needs, provide guidelines for making decisions, and help one choose between alternatives (Rocheach, 1973). Early pioneers in the study of personality, motivation, levels of aspiration (Lewin, 1935; Maslow, 1943, 1970), and career psychology (Super, 1957, 1970) recognized that motivation and values play an important role in goal setting, job seeking and selection, and performance. Furthermore, motivation is linked to job success, productivity, and goal achievement (Locke, 1970; McClelland, 1985; Miner, Smith & Bracker, 1989), and work values can influence job satisfaction (Chaves, 2001; Dibble, 1997).

Work motivation and work values continue to be the focus of assessment development and research in the fields of counseling, applied psychology, and organizational studies (Brady, 2002; DeShon & Gillespie, 2005; Miner, 2005; Reis, 2004). Influenced by motivational theory research published since the introduction of the *Work Orientation and Values Survey (WOVS)* in 2002, the 2008 revision now includes the following motive clusters: Survival and Safety Motives, Affiliation

Motives, Self-Esteem Motives, and Fulfillment Motives. These motives have traditionally been presented as hierarchical (Maslow, 1943, 1970); however, Bagozzi, Bergami, and Leone (2003) proposed that the motive network is a "weak hierarchy" and that the relationship schema may not always be vertical but could be horizontal, unidirectional, bi-directional, or even circular. (See Figure 1.)
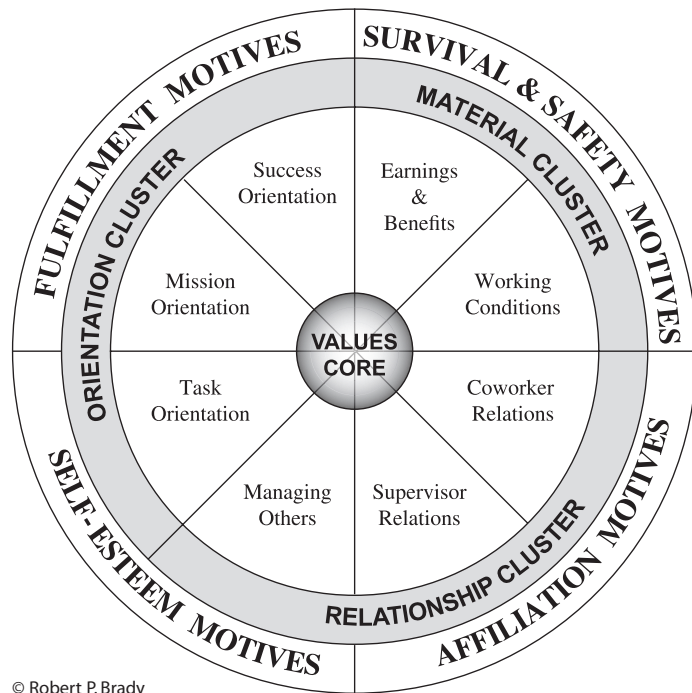
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Work Motives and Vocational Behavior

Motives, probability of success, and incentive value all determine response behaviors (McClelland, 1985). Both values and motives can logically be addressed together because values potentially motivate the individual to instigate behaviors (Reiss, 2004). Self and collective efficacy—that is, self-direction and competence—have been found to positively predict group motivation and job performance (Chen & Bliese, 2002). An individual's efficacy has been linked to career behavior and career interest (Nauta, Kahn, Angell & Cantarelli, 2002), and motivational properties such as initiated self-action and personal efficacy have led to the fulfillment of hoped-for occupations (Robinson, Davis & Meara, 2003).

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 confirm 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). In presenting their conceptual model, Brown and Crace (1996) 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 are 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, such as the value 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 the initial vocational behaviors of children (Brady, 1974). In a study of the occupational preference behaviors of 570 children, Brady (1971) found that some values were actually observed 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). Thus, values begin to play an important role in occupational choice and career development from an early age.

Career Planning Strategies Using Work Motives and Values

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 daydreams—and quantitative approaches that include values testing to help individuals assess the relationship between their values and occupational choices. 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)* was introduced as a quantitative approach (Brady & Reinink, 2001) for self-directed planning and career counseling. As a revision of the *WOVS*, the *Work Motivation Scale* now adds Work Motives and Success Orientation to the quantitative approaches to career planning (Brady, 2007).

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 are often a better predictor of work satisfaction than interests. 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 of the *Work Motivation Scale*

The *Work Motivation Scale* is a brief, user-friendly, and statistically sound survey of an individual's work motives and values. It consists of 32 statements related to work situations and environments. Respondents 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 include the following:

      5 Very Important

      4 Important

      3 Somewhat Important

      2 Of Little Importance

      1 Not Important

The *Work Motivation Scale* consists of eight values measures, or constructs, that fall under four work motive categories: Earnings and Benefits and Working Conditions are clustered under Survival and Safety Motives, Coworker Relations and Supervisor Relations fall under Affiliation Motives, Task Orientation and Managing Others fall under Self-Esteem Motives, and Mission Orientation and Success Orientation fall under Fulfillment Motives. Seven of the original eight *WOVS* value constructs were retained, and an additional construct, Success Orientation, was included. The 2008 revision was named the *Work Motivation Scale* to reflect these changes. Following are the operational definitions of the motives and values.

Fulfillment Motives: The need for work that provides the individual with opportunities to reach their maximum potential. Creativity, curiosity, foresight, and competence are attributes that are often observed in individuals with high fulfillment motives. Fulfillment motives are comprised of the following work value constructs:

Success Orientation: Individuals scoring high on this construct are motivated toward accomplishing career goals and reaching their full potential through their work. Passionate about their work, they are willing to endure periods of hardship to be successful.

Mission Orientation: Individuals scoring high on this construct are oriented toward seeing the big picture and tend to be less concerned with details. Goal directed, they recognize how their current work fits into and contributes to the overall direction of the organization.

Self-Esteem Motives: The need for achievement, responsibility, and challenging and meaningful work tasks. Links between leadership and achievement are usually present for individuals with high self-esteem motives. Self-esteem motives are comprised of the following work value constructs:

Managing Others: Individuals scoring high on this construct value opportunities to direct and supervise the work of others. They willingly take responsibility for worker performance and the productivity of a work unit, department, or work function.

Task Orientation: Individuals scoring high on this construct are oriented toward completing tasks. Planning their work, making the most of resources, and maintaining their focus are important to them. They may hesitate to perform functions outside of those tied to a specific job description.

Affiliation Motives: The need for the acceptance and support of coworkers and supervisors. Cooperation and collaboration toward meeting work goals are sought by individuals with high affiliation motives. Affiliation motives are comprised of the following work value constructs:

Supervisor Relations: Individuals scoring high on this construct feel that cooperating and relating to their supervisor are important. They strive to meet their supervisor's expectations and highly appreciate their supervisor's recognition and support.

Coworker Relations: Individuals scoring high on this construct feel that relating to peers is important. They prefer to be actively involved in employee-related organizations at work and outside of work. They highly value collaboration and teamwork.

Survival and Safety Motives: The need for employment with an adequate livable wage and a safe and secure work environment. The need for favorable benefits packages is also valued by individuals with high survival and safety motives. Survival and safety motives are comprised of the following work value constructs:

> *Working Conditions:* Individuals scoring high on this construct believe that a good work environment and creature comforts (climate control, privacy, adequate lighting) are important. They value having the materials, equipment, and resources to do their work effectively and efficiently.

> *Earnings and Benefits:* Individuals scoring high on this construct value salary, raises, health insurance plans, pensions, and retirement planning. Vacation, sick leave, personal days, and family leave policy are important considerations in their employment choices as well.

Instrument Validity and Reliability

The *Work Motivation Scale* is a revision of the *Work Orientation Values Survey (WOVS)*. The *WOVS* is a 32-item self report that measures eight constructs, with four items per construct. Seven of these constructs are retained in the *Work Motivation Scale*. Content validity was established for these seven constructs when complete agreement among three expert judges was obtained for item/construct relationships (Brady, 2002). Test-retest reliability studies of these original seven constructs yielded a mean $r = .837$ with a range of .81 to .86 (Brady, 2002). The revision form also consists of 32 items, the 4 new items of the Success Orientation construct, and the 28 items from the original seven constructs of the *WOVS*. The revision meets the criteria for both item and sampling content validity (Gay & Airasian, 2000).

Validity and Reliability of New Items

Success Orientation is a new construct, and, together with Mission Orientation, makes up the Fulfillment Motives category. A pool of 16 Success Orientation items was developed. These items were then mixed with other items representing other work motives for a total of 24 items. A panel of four experts in counseling and psychology were asked to identify the motive category of each item in the expanded pool. The coefficient of agreement was .98 for the 16 Success Orientation items, and total concordance (1.00) was obtained for 12 of the 16 Success Orientation items. Four items were then selected from that pool of 12 for inclusion in the 2008 revision.

A 24-item test that included the 16 Success Orientation items, as well as items representing other motive clusters, was given to a sample of working adults ($n = 20$). Split-half

reliability analysis using the Spearman Brown formula yielded a high reliability coefficient ($r = .89$).

Results from the above studies suggested strong validity and reliability had been established for the four new Success Orientation items.

Concurrent-Criterion Validity

Concurrent validity is the ability of a test to produce results in keeping with some criterion within the same time frame (Selitiz, Wrightsman & Cook, 1976). A concurrent validity study was conducted with a volunteer sample of working adults and their significant others ($n = 62$, age range 20–60 yrs, median age = 36 yrs). Participants were asked to take the assessment, and their significant others—as observers with personal knowledge of the participants' motives and values—were asked to take the assessment as if they were the participants. Paired *t* test results yielded no statistically significant differences between participant scores and the observation scores of their significant others for all eight constructs and the four motive clusters (see Table 1). Since no statistically significant differences were found, participant scores and their significant-other observer scores were then assumed to be essentially equal, and conditions for concurrence were met. These findings provide support for the Work Motivation Scale's concurrent validity.

Table 1. Paired *t* Test for Participant and Significant-Other Observer Scores		
	Paired *t*	***p***
Fulfillment Motives	.32	.754*
Success Orientation	.67	.505*
Mission Orientation	.79	.437*
Self-Esteem Motives	−.29	.775*
Managing Others	−.88	.385*
Task Orientation	.18	.857*
Affiliation Motives	.35	.728*
Supervisor Relations	.26	.794*
Coworker Relations	.86	.395*
Survival and Safety Motives	.87	.391*
Working Conditions	1.29	.206*
Earnings and Benefits	.47	.645*

* Differences were not statistically significant.

Reliability

A split-half reliability study of the *Work Motivation Scale* was conducted with a sample of working adults ($n = 63$, age range = 20–60 yrs, *mean* = 38.2 yrs). Participants were actively employed in occupations that included business and office work; marketing and finance; production and

manufacturing; police work and criminal justice; landscape design and maintenance; human resources; teaching, human services, and ministry; skilled trades; and applied technologies. Study findings yielded a median Spearman Brown correlation coefficient of $r = .825$ (range = .6 to .89) for all eight constructs (see Table 2).

Table 2. Split-Half Reliability Study, February 2007		
	Spearman Brown *r*	***p<***
Fulfillment Motives		
Success Orientation	.83	.001*
Mission Orientation	.84	.001*
Self-Esteem Motives		
Managing Others	.89	.001*
Task Orientation	.82	.001*
Affiliation Motives		
Supervisor Relations	.83	.001*
Coworker Relations	.68	.001*
Survival and Safety Motives		
Working Conditions	.82	.001*
Earnings and Benefits	.6	.001*

* statistically significant

A test-retest reliability study was conducted in February and March of 2007 with a sample of community college students ($n = 42$, age range = 17–44 yrs, *mean* = 19.9 yrs, *sd* = 4.22 yrs) from the upper Great Lakes region. A median Pearson product moment correlation of $r = .85$ was obtained for the four motivation clusters and a *mean* Pearson $r = .83$ was obtained for the eight orientation and value constructs (see Table 3).

Table 3. Test-Retest Reliability Study, Feb–March 2007		
	Pearson *r*	***p<***
Fulfillment Motives	.85	.001*
Success Orientation	.86	.001*
Mission Orientation	.71	.001*
Self-Esteem Motives	.87	.001*
Managing Others	.88	.001*
Task Orientation	.85	.001*
Affiliation Motives	.83	.001*
Supervisor Relations	.91	.001*
Coworker Relations	.80	.001*
Survival and Safety Motives	.81	.001*
Working Conditions	.89	.001*
Earnings and Benefits	.75	.001*

Grubbs's test to detect outliers was used (1969, 1972).

* statistically significant

A replication of the above test-retest reliability study was conducted in August and September of 2007 with a volunteer sample of adult participants ($n = 26$). A mean Pearson product moment correlation of $r = .87$ was obtained for the four motive clusters and a mean Pearson $r = .84$ was obtained for the eight orientation and value constructs (see Table 4).

Table 4. Test-Retest Reliability Study, Aug–Sept 2007		
	Pearson *r*	***p<***
Fulfillment Motives	.84	.001*
Success Orientation	.86	.001*
Mission Orientation	.79	.001*
Self-Esteem Motives	.88	.001*
Managing Others	.91	.001*
Task Orientation	.91	.001*
Affiliation Motives	.93	.001*
Supervisor Relations	.80	.001*
Coworker Relations	.88	.001*
Survival and Safety Motives	.84	.001*
Working Conditions	.79	.001*
Earnings and Benefits	.80	.001*

Grubbs's test to detect outliers was used (1969, 1972).

* statistically significant

The split-half reliability study and the test-retest reliability studies provide strong support for the internal consistency and reliability of the *Work Motivation Scale*.

Standard Error of Measurement

The *Work Motivation Scale* utilizes a Likert interval scale, so responses are weighted 1 through 5. Because there are four items for each of the eight constructs, raw scores for each construct range from 4 to 20. Because each motive cluster is made up of two values constructs with a combined total of eight items, the raw score range for each motive cluster is 8 to 40. In this case, the standard error of measurement (SEm) is a measure of the variability of raw scores or T scores obtained on each of the eight values constructs and four motivation clusters and is based on the reliability studies to date (see Tables 5–8).

Table 5. Standard Error of Measurement (SEm) for Youth Raw Scores

	SEm
Fulfillment Motives	± 1.87*
Success Orientation	± 0.75**
Mission Orientation	± 1.36**
Self-Esteem Motives	± 1.70*
Managing Others	± 1.10**
Task Orientation	± 1.01**
Affiliation Motives	± 2.01*
Supervisor Relations	± 0.84**
Coworker Relations	± 1.24**
Survival and Safety Motives	± 1.70*
Working Conditions	± 0.86**
Earnings and Benefits	± 1.44**

* raw score range = 8 to 40

** raw score range = 4 to 20

Table 7. Standard Error of Measurement (SEm) for Adult Raw Scores

	SEm
Fulfillment Motives	± 2.17*
Success Orientation	± 1.17**
Mission Orientation	± 1.32**
Self-Esteem Motives	± 2.00*
Managing Others	± 0.99**
Task Orientation	± 1.16**
Affiliation Motives	± 1.33*
Supervisor Relations	± 1.28**
Coworker Relations	± 1.00**
Survival and Safety Motives	± 1.76*
Working Conditions	± 1.20**
Earnings and Benefits	± 1.12**

* raw score range = 8 to 40

** raw score range = 4 to 20

Table 6. Standard Error of Measurement (SEm) for Youth T Scores*

	SEm
Fulfillment Motives	± 3.87
Success Orientation	± 3.74
Mission Orientation	± 5.38
Self-Esteem Motives	± 3.61
Managing Others	± 3.46
Task Orientation	± 3.87
Affiliation Motives	± 4.12
Supervisor Relations	± 3.00
Coworker Relations	± 4.47
Survival and Safety Motives	± 4.36
Working Conditions	± 3.32
Earnings and Benefits	± 5.00

* T Scores have a mean of 50 and a standard deviation of 10.

Table 8. Standard Error of Measurement (SEm) for Adult T Scores*

	SEm
Fulfillment Motives	± 4.00
Success Orientation	± 3.74
Mission Orientation	± 4.58
Self-Esteem Motives	± 3.46
Managing Others	± 3.00
Task Orientation	± 3.00
Affiliation Motives	± 2.65
Supervisor Relations	± 4.47
Coworker Relations	± 3.46
Survival and Safety Motives	± 4.00
Working Conditions	± 4.58
Earnings and Benefits	± 4.47

* T Scores have a mean of 50 and a standard deviation of 10.

Table 9. *Work Motivation Scale* Youth Values Norms (*n* = 453)*

Earnings and Benefits		Working Conditions		Coworker Relations		Supervisor Relations	
raw score	T score	raw score	T score	raw score	T score	raw score	T score
20	59	20	68	20	72	20	63
19	56	19	64	19	68	19	59
18	52	18	60	18	64	18	56
17	49	17	56	17	61	17	52
16	45	16	53	16	57	16	49
15	42	15	49	15	54	15	45
14	38	14	45	14	50	14	41
13	35	13	41	13	46	13	38
12	31	12	37	12	43	12	34
11	28	11	33	11	39	11	31
10	24	10	29	10	36	10	27
9	21	9	26	9	32	9	24
8	18	8	22	8	28	8	20
7	14	7	18	7	25	7	16
6	11	6	14	6	21	6	13
5	7	5	10	5	18	5	9
4	4	4	6	4	14	4	6
mn=17.35	mn=50	mn=15.34	mn=50	mn=14.0	mn=50	mn=16.39	mn=50
sd=2.88	sd=10	sd=2.59	sd=10	sd=2.77	sd=10	sd=2.79	sd=10

Task Orientation		Managing Others		Success Orientation		Mission Orientation	
raw score	T score	raw score	T score	raw score	T score	raw score	T score
20	70	20	72	20	58	20	66
19	66	19	68	19	53	19	62
18	63	18	65	18	48	18	58
17	59	17	62	17	43	17	54
16	55	16	59	16	38	16	50
15	51	15	56	15	33	15	46
14	47	14	53	14	28	14	42
13	43	13	49	13	23	13	38
12	39	12	46	12	18	12	34
11	36	11	43	11	13	11	30
10	32	10	40	10	8	10	26
9	28	9	37	9	3	9	22
8	24	8	34	8		8	18
7	20	7	31	7		7	14
5	13	5	24	5		5	6
4	9	4	21	4		4	2
mn=l4.74	mn=50	mn=13.16	mn=50	mn=18.43	mn=50	mn=16.02	mn=50
sd=2.6	sd=10	sd=3.18	sd=10	sd=2.01	sd=10	sd=2.52	sd=10

Table 10. *Work Motivation Scale* Youth Motives Norms (*n* = 453)							
Survival and Safety Motives		**Affiliation Motives**		**Self-Esteem Motives**		**Fulfillment Motives**	
raw score	T score	raw score	T score	raw score	T score	raw score	T score
40	69	40	70	40	76	40	65
39	66	39	68	39	73	39	62
38	64	38	66	38	71	38	59
37	61	37	64	37	69	37	57
36	58	36	62	36	67	36	54
35	56	35	59	35	65	35	51
34	53	34	57	34	63	34	49
33	51	33	55	33	61	33	46
32	48	32	53	32	59	32	44
31	46	31	51	31	57	31	41
30	43	30	49	30	54	30	38
29	41	29	47	29	52	29	36
28	38	28	45	28	50	28	33
27	35	27	43	27	48	27	30
26	33	26	41	26	46	26	28
25	30	25	39	25	44	25	25
24	28	24	37	24	42	24	23
23	25	23	35	23	40	23	20
22	23	22	33	22	37	22	17
21	20	21	31	21	35	21	15
20	18	20	29	20	33	20	12
19	15	19	27	19	31	19	10
18	13	18	25	18	29	18	7
17	10	17	23	17	27	17	4
16	7	16	21	16	25	16	2
15	5	15	18	15	23	15	
14	2	14	16	14	21	14	
13		13	14	13	18	13	
12		12	12	12	16	12	
11		11	10	11	14	11	
10		10	8	10	12	10	
9		9	6	9	10	9	
8		8	4	8	8	8	
mn=32.69	mn=50	mn=30.38	mn=50	mn=27.91	mn=50	mn=34.45	mn=50
sd=3.92	sd=10	sd=4.88	sd=10	sd=4.72	sd=10	sd=4.82	sd=10

Table 11. *Work Motivation Scale* Adult Values Norms (*n* = 142)

Earnings and Benefits		Working Conditions		Coworker Relations		Supervisor Relations	
raw score	T score	raw score	T score	raw score	T score	raw score	T score
20	62	20	71	20	72	20	61
19	58	19	67	19	69	19	58
18	54	18	63	18	65	18	54
17	50	17	59	17	62	17	51
16	46	16	55	16	58	16	47
15	43	15	52	15	55	15	44
14	39	14	48	14	51	14	40
13	35	13	44	13	48	13	37
12	31	12	40	12	44	12	33
11	27	11	36	11	41	11	30
10	23	10	32	10	37	10	26
9	19	9	29	9	34	9	23
8	15	8	25	8	31	8	19
7	11	7	21	7	27	7	16
6	7	6	17	6	24	6	12
5	3	5	13	5	20	5	9
4		4	10	4	17	4	5
mn=16.88	mn=50	mn=14.57	mn=50	mn=13.61	mn=50	mn=16.83	mn=50
sd=2.51	sd=10	sd=2.61	sd=10	sd=2.88	sd=10	sd=2.86	sd=10

Task Orientation		Managing Others		Success Orientation		Mission Orientation	
raw score	T score	raw score	T score	raw score	T score	raw score	T score
20	67	20	74	20	57	20	67
19	65	19	71	19	54	19	64
18	62	18	68	18	51	18	60
17	59	17	65	17	47	17	57
16	57	16	62	16	44	16	53
15	54	15	59	15	41	15	50
14	52	14	56	14	38	14	46
13	49	13	53	13	35	13	43
12	47	12	50	12	31	12	39
11	44	11	47	11	28	11	36
10	41	10	44	10	25	10	32
9	39	9	41	9	22	9	29
8	36	8	38	8	19	8	25
7	34	7	35	7	15	7	22
6	31	6	32	6	12	6	18
5	28	5	29	5	9	5	15
4	26	4	26	4	6	4	11
mn=13.35	mn=50	mn=12.00	mn=50	mn=17.79	mn=50	mn=15.10	mn=50
sd=3.87	sd=10	sd=3.30	sd=10	sd=3.12	sd=10	sd=2.88	sd=10

Table 12. *Work Motivation Scale* Adult Motives Norms (*n* = 142)

Survival and Safety Motives		Affiliation Motives		Self-Esteem Motives		Fulfillment Motives	
raw score	T score	raw score	T score	raw score	T score	raw score	T score
40	69	40	69	40	75	40	63
39	67	39	67	39	74	39	61
38	65	38	65	38	72	38	59
37	63	37	63	37	70	37	58
36	60	36	61	36	68	36	56
35	58	35	59	35	67	35	54
34	56	34	57	34	65	34	52
33	54	33	55	33	63	33	50
32	51	32	53	32	61	32	48
31	49	31	51	31	60	31	47
30	47	30	49	30	58	30	45
29	44	29	47	29	56	29	43
28	42	28	45	28	55	28	41
27	40	27	43	27	53	27	39
26	38	26	41	26	51	26	37
25	35	25	39	25	49	25	35
24	33	24	37	24	48	24	34
23	31	23	35	23	46	23	32
22	29	22	33	22	44	22	30
21	26	21	31	21	43	21	28
20	24	20	29	20	41	20	26
19	22	19	27	19	39	19	24
18	19	18	25	18	37	18	23
17	17	17	23	17	36	17	21
16	15	16	21	16	34	16	19
15	13	15	19	15	32	15	17
14	10	14	17	14	30	14	15
13	8	13	15	13	29	13	13
12	6	12	13	12	27	12	12
11	4	11	11	11	25	11	10
10	1	10	9	10	24	10	8
9		9	7	9	22	9	6
8		8	5	8	20	8	4
mn=31.46	mn=50	mn=30.44	mn=50	mn=25.35	mn=50	mn=32.9	mn=50
sd=4.4	sd=10	sd=5.02	sd=10	sd=5.8	sd=10	sd=5.43	sd=10

Administration and Scoring

The *Work Motivation Scale* is usually administered by a vocational professional. However, it can also be self-administered for self-directed exploration and planning purposes.

The *Work Motivation Scale* can be administered by following the step-by-step directions in the survey form itself. Results may be obtained by totaling the four Likert scores for each value construct. Motives are scored by summing the total of the two constructs that make up that motive category. (See the scoring scheme on the survey form for a more detailed description.) In the field-testing, scoring was completed in about five minutes. Total scores for each work value can be plotted on the 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 tables below.

Total Score Range (Work Values)	
Very Important	17–20
Important	13–16
Somewhat Important	9–12
Of Little Importance	5–8
Not Important	4

Total Score Range (Work Motives)	
Very Important	33–40
Important	25–32
Somewhat Important	17–24
Of Little Importance	9–16
Not Important	8

The *normative* approach to interpretation may also be used with the *Work Motivation Scale*. Using this approach, the individual's test results are compared to the test results of a norm group. Adult and youth norms for the assessment were developed using a sample population from Michigan, Ohio, and Indiana, ranging from 13 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 measure (see Tables 9–12). This allows an individual's raw scores to be converted to T scores in their norm group.

Interpretation Tips for Work Values

As you gain experience looking at respondents' profiles, you might notice that multiple scores could fall into the Important to Very Important range. Work motives and values are not mutually exclusive. For example, it might be possible for an individual's Mission Orientation score to fall in the Very Important range and his or her Task Orientation score to fall within the Important range. This could mean that the individual sees the big picture, but is still willing to focus on a specific task or project. A production line supervisor in manufacturing, for example, may be focused on a particular production goal for that day and still have a realization of how his or her work fits into the overall mission of the manufacturer.

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

Earnings and Benefits

During the development of earlier norms (Brady, 2002), 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 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 retirement planning are also generally valued highly in our culture. 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 norms valued Working Conditions as Important to Very Important. Having a comfortable work environment and the equipment and tools necessary to do the job are important to individuals who highly value Working Conditions. For example, for a construction worker or farmer, working outdoors and performing physically demanding tasks in safety and with adequate equipment may be considered ideal working conditions. For a healthcare 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 desirable by another.

Coworker Relations

More than half of the respondents in a normalization study considered Coworker Relations as Important or higher. Working 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, and church and community groups.

Supervisor Relations

Individuals who highly value Supervisor Relations may find satisfaction in carrying out the directives and wishes of those in charge of their work activity. They place importance on recognizing the needs of and cooperating with their supervisors. Wanting to please others and needing recognition, approval, and promotion opportunities might be other factors. Supervisor Relations would be especially important to individuals working in a hierarchical business structure with potential for advancement. Supervisor Relations exist at all levels within an organization.

Task Orientation

Task Orientation is valued highly by individuals who feel comfortable filling a specific function and accomplishing a specific task. Task identity, task significance, and task variety are important to the individual (Humphrey, Nahrgang & Morgeson, 2007). Abilities involved include planning work, utilizing resources, and maintaining focus. 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.

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 stress for those involved.

Success Orientation

A high need for achievement (McClelland, 1965) is a common characteristic of individuals with Success Orientation. They are motivated to accomplish career goals and to reach their full potential through work. They are sometimes described as passionate about their work and are usually willing to endure periods of hardship to obtain success. Purposefulness and drive are also characteristics associated with the success-oriented individual (McClelland, 1985).

They often possess an intrinsic desire to achieve through their own abilities and efforts (Miner, Smith & Bracker, 1989).

Mission Orientation

Working towards long-range objectives is characteristic of individuals who highly value the Mission Orientation. 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 a 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.

Interpretation Tips for Work Motives

Work motives are closely related to work values. Each work value factor contributes to a work motive. Work values help shape motivational forces within each of us. Work motives can be useful in making vocational choices.

One way to interpret an individual's motive scores is to compare the relative importance level for each motive. You may notice that some motive scores are at the same level, while others fall into a higher or lower level of importance. Now you can help respondents consider the relative relationship of their motive scores to each other and the importance of those motives in their occupational choices and career planning.

Respondents might wonder, what do my work motive scores mean? What motivates me beyond a good paycheck (Survival and Safety Motives)? Is it being part of a work team (Affiliation Motives), getting things accomplished (Self-Esteem Motives), running the show (Self-Esteem Motives), or ultimately being successful in my field (Fulfillment Motives)? Consider the examples that follow.

One person may be driven by salary and benefits alone (Survival and Safety Motives), another by the opportunity to work with a certain group of people (Affiliation Motives), and yet another might accept lower pay (Survival and Safety Motives) for the opportunity to take part in a management training program (Self-Esteem Motives). A person may also accept a lower salary and less than favorable working conditions (Survival and Safety Motives) if he or she is able to work on a creative team (Affiliation Motives) or have the opportunity to do things he or she is passionate about (Fulfillment Motives).

Different motives may drive individuals to pursue similar career paths. One person might seek a career in the health field to find a cure for disease (Fulfillment Motives), another for high pay and an indoor work setting (Survival and Safety Motives), and yet another for the prestige and recognition

(Self-Esteem Motives). Although the choice of a healthcare career was the same for each individual, the motivational factors contributing to the choice were different.

Likewise, an individual might find multiple motives satisfied by the same career objective. A production worker may focus mostly on pay, sick days, and health benefits (Survival and Safety Motives) as well as the people they work with or answer to (Affiliation Motives). But that same individual might aspire to be a team leader or foreman and coordinate production (Self-Esteem Motives), all the while finding purpose and satisfaction by having a role in making a quality product (Fulfillment Motives).

Interpretation Tips for Individuals Taking the Work Motivation Scale

Administrators can share the following interpretation tips with individuals taking the assessment independently.

The _Work Motivation Scale_ can be used independently to survey your values and motives regarding work. Counselors, career educators, and vocational professionals sometimes use this test in conjunction with others, 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 motives and values.

You will be able to take your 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 skills in using computers, developing a budget, balancing a checkbook, planning a birthday party, driving a car, or baking a cake. 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.

You might also explore your school history. What were the easiest subjects in school for you? What were the hardest? Were there subjects in school that you were especially good at? What was your grade point average? Your responses to these questions can provide additional clues to your general abilities and achievement.

You may have developed work-related skills through past job experiences or have aptitudes and strengths that you use in your leisure time. Your leisure activities may also give you some sense of your overall interests. For example, doing things for people is often associated with social service interests. Working with the computer, tinkering with the lawn mower, or fixing the toaster could be associated with a high mechanical interest or an interest in applied science and technology. You can take this self-knowledge, your pool of work skills and life skills, and your varying interests, and integrate those with your _Work Motivation Scale_ profile to make occupational choices that are right for you.

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 30 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 35 years with faculty appointments at the University of Cincinnati, the University of Toledo, Siena Heights University, and The Ohio University School of Osteopathic Medicine. He is also the author of the _Picture Interest Career Survey (PICS), Youth Risk and Resilience Inventory (YRRI),_ and _Domestic Situation Inventory (DSI),_ published by JIST.

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