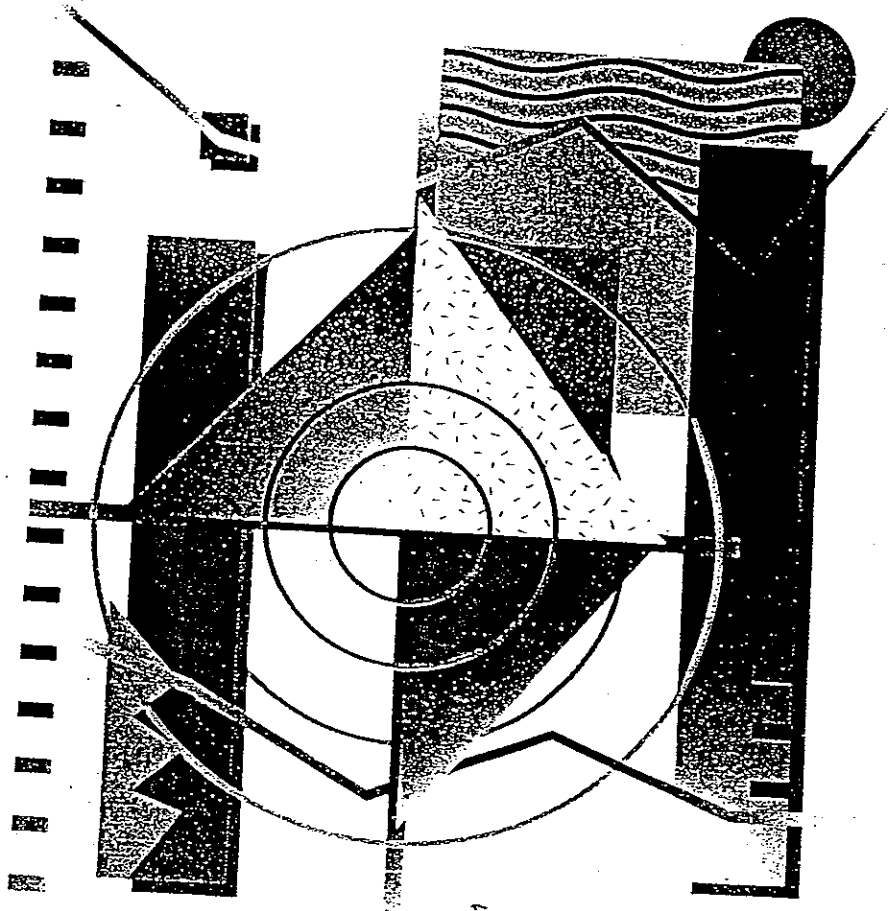




# *Personal Values Questionnaire*

Questionnaire



# PVQ

|               |       |
|---------------|-------|
| Name:         | _____ |
| Position:     | _____ |
| Organization: | _____ |
| Date:         | _____ |

HayGroup

# PERSONAL VALUES QUESTIONNAIRE

## Instructions

Please use the scale below to rate how important each item is to you. Write the number of the alternative you select in the space to the left of each item.

This questionnaire is designed to help you understand some of your own values. Please complete the questionnaire frankly; your answers will be kept confidential. There are no right or wrong answers—your opinion is all that matters.

- 0 = Not important to me
- 1 = Of little importance to me
- 2 = Of some importance to me
- 3 = Important to me
- 4 = Very important to me
- 5 = Extremely important to me

Your  
Rating

Item

- \_\_\_\_\_ 1. Close, friendly, cooperative relations with others at work.
- \_\_\_\_\_ 2. Continual opportunities for personal growth and development.
- \_\_\_\_\_ 3. Possessions that are impressive to others.
- \_\_\_\_\_ 4. A calm, orderly, well-organized environment in which to work and live.
- \_\_\_\_\_ 5. Opportunities to take on more difficult and challenging goals and responsibilities.
- \_\_\_\_\_ 6. The freedom and opportunity to talk and socialize with others at work.
- \_\_\_\_\_ 7. Continuously new, exciting, and challenging goals and projects.
- \_\_\_\_\_ 8. Important positions and projects that can give me recognition.
- \_\_\_\_\_ 9. Having plenty of time to spend with my family.
- \_\_\_\_\_ 10. Feedback on how well I am doing or progressing toward my objectives.
- \_\_\_\_\_ 11. The confidence that my family is financially secure.

- 
- 0 = Not important to me  
1 = Of little importance to me  
2 = Of some importance to me  
3 = Important to me  
4 = Very important to me  
5 = Extremely important to me
- 

**Your  
Rating**

**Item**

12. Not being separated from the people I really care about.
13. Opportunities to create new things.
14. Opportunities to influence others.
15. Independence to do as I see fit, without interference from others.
16. Doing things that have a strong effect on others.
17. A position with prestige.
18. Concrete ways to be able to measure my own performance.
19. To be able to work with people who are also my close friends.
20. Freedom from petty restrictions and red tape that get in my way.
21. Taking forceful action.
22. Personally doing things better than they have been done before.
23. Maintaining close relationships with the people I really care about.
24. To be in a leadership position in which others work for me or look to me for direction.
25. A clear sense of what others expect of me.
26. To be able to spend a great deal of time in contact with other people.
27. Maintaining high standards for the quality of my work.
28. Opportunities to influence the decisions that are made in any group I am part of.

- 
- 0 = Not important to me  
1 = Of little importance to me  
2 = Of some importance to me  
3 = Important to me  
4 = Very important to me  
5 = Extremely important to me
- 

Your  
Rating

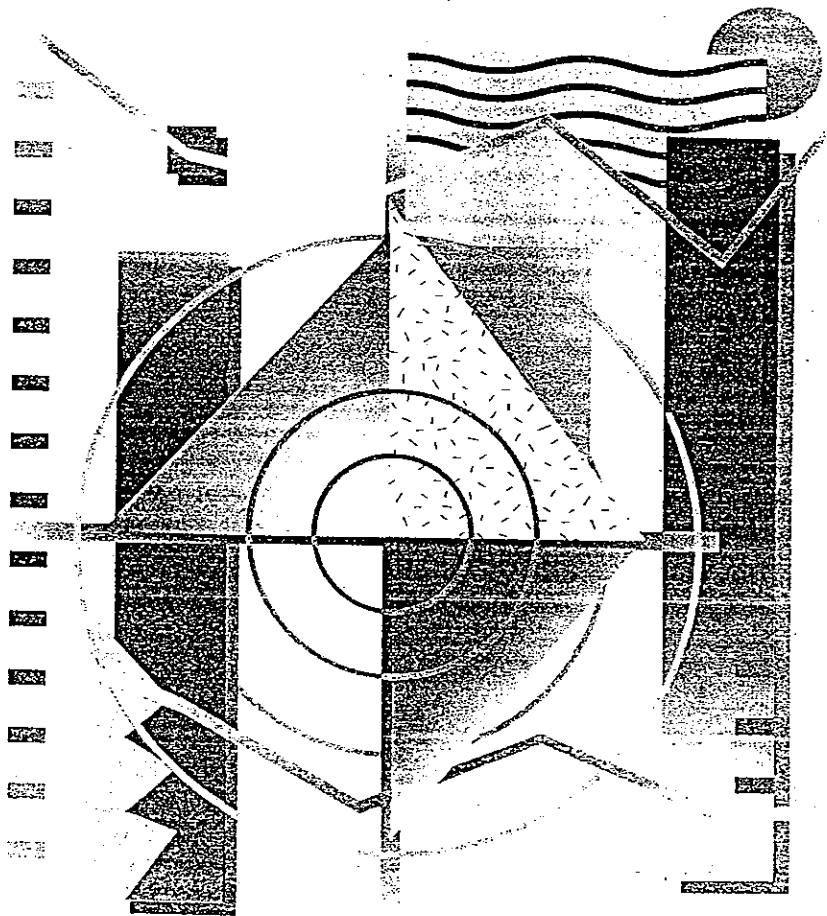
Item

- |       |  |
|-------|--|
| <hr/> | 29. Clear tasks and responsibilities.                                  |
| <hr/> | 30. Opportunities to become widely known.                              |
| <hr/> | 31. The opportunity to be part of a team.                              |
| <hr/> | 32. Projects that challenge me to the limits of my ability.            |
| <hr/> | 33. Having plenty of free time to spend with my friends.               |
| <hr/> | 34. Personally producing work of high quality.                         |
| <hr/> | 35. Being well liked by people.  |
| <hr/> | 36. The opportunity to exercise control over an organization or group. |



# *Personal Values Questionnaire*

Profile and  
Interpretive Notes



# PVQ

Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Date: \_\_\_\_\_



---

## PROFILE AND INTERPRETIVE NOTES

The Personal Values Questionnaire (PVQ) asked you questions about your values related to achievement, affiliation, and power, based on the research of Dr. David McClelland.

This booklet is designed to lead you through the following steps:

1. Scoring your Personal Values Questionnaire
2. Understanding your Personal Values Profile
3. What values are and how they are derived
4. Distinguishing between values and motives
5. Comparing values and job requirements
6. How you can change your values
7. Values on the organizational level

## SCORING YOUR PERSONAL VALUES QUESTIONNAIRE

### Instructions:

To compute your score for each scale, follow these steps:

1. Transfer your ratings for each of the items indicated in parentheses to the spaces provided above the item numbers.
2. Add the ratings to obtain the total score for the scale.
3. Divide the total by the number of items (as indicated), to obtain the average score.

The average item score for the scale can be understood in terms of the original rating scale:

- 0 = Not important to me
- 1 = Of little importance to me
- 2 = Of some importance to me
- 3 = Important to me
- 4 = Very important to me
- 5 = Extremely important to me

---

$$\frac{\quad}{(2)} + \frac{\quad}{(5)} + \frac{\quad}{(7)} + \frac{\quad}{(10)} + \frac{\quad}{(13)} + \frac{\quad}{(18)} + \frac{\quad}{(22)} + \frac{\quad}{(27)} + \frac{\quad}{(32)} + \frac{\quad}{(34)} = \frac{\quad}{\quad} = \text{Ach Total}$$

$$\frac{\quad}{\text{Ach Total}} \div 10 = \frac{\quad}{\text{Average Achievement Score}}$$

$$\frac{\quad}{(1)} + \frac{\quad}{(6)} + \frac{\quad}{(9)} + \frac{\quad}{(12)} + \frac{\quad}{(19)} + \frac{\quad}{(23)} + \frac{\quad}{(26)} + \frac{\quad}{(31)} + \frac{\quad}{(33)} + \frac{\quad}{(35)} = \frac{\quad}{\quad} = \text{Aff Total}$$

$$\frac{\quad}{\text{Aff Total}} \div 10 = \frac{\quad}{\text{Average Affiliation Score}}$$

$$\frac{\quad}{(3)} + \frac{\quad}{(8)} + \frac{\quad}{(14)} + \frac{\quad}{(16)} + \frac{\quad}{(17)} + \frac{\quad}{(21)} + \frac{\quad}{(24)} + \frac{\quad}{(28)} + \frac{\quad}{(30)} + \frac{\quad}{(36)} = \frac{\quad}{\quad} = \text{Pow Total}$$

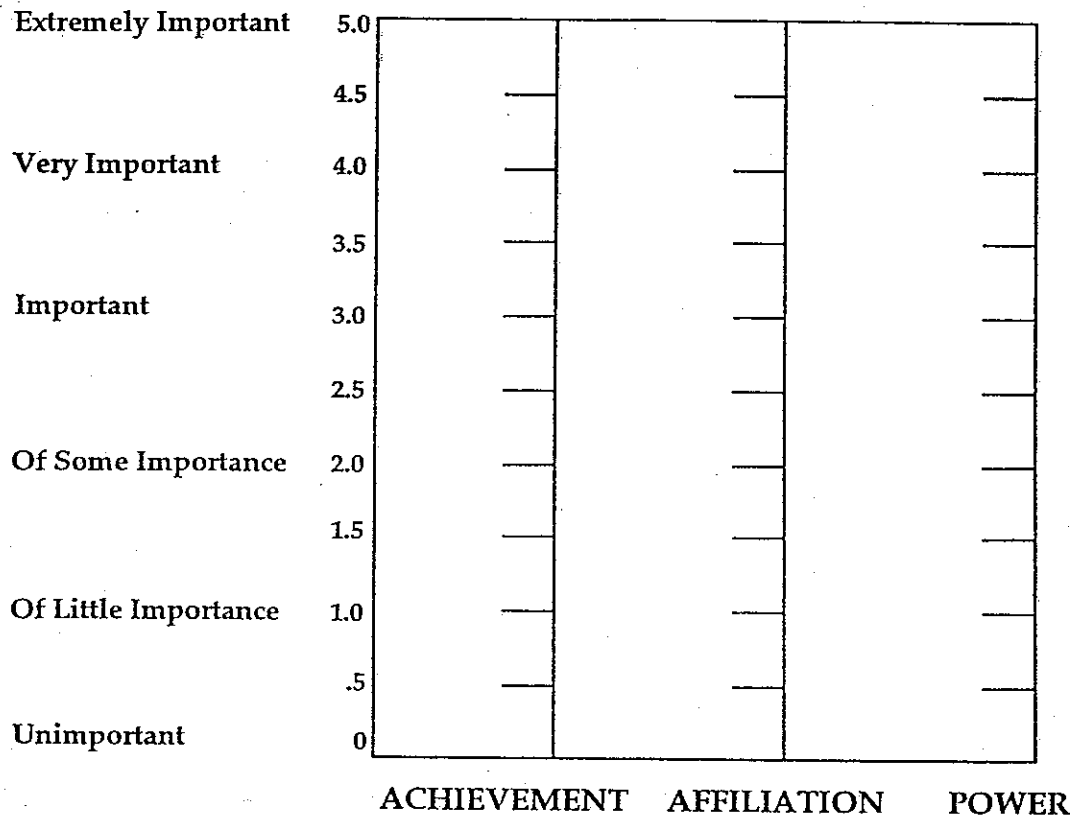
$$\frac{\quad}{\text{Pow Total}} \div 10 = \frac{\quad}{\text{Average Power Score}}$$



## YOUR PERSONAL VALUES PROFILE

Transfer your scores from the previous page to the profile below. Place an "X" at the appropriate location on the vertical line for that score. Then connect the "X's" to form your profile. The following scores should be transferred:

Average Achievement Score (Ach)  
 Average Affiliation Score (Aff)  
 Average Power Score (Pow)



## UNDERSTANDING YOUR PERSONAL VALUES PROFILE

Dr. David C. McClelland identified three social motives, *Achievement, Affiliation, and Power*, as most influential in driving an individual's behavior. The PVQ addresses the values associated with those motives.

### What Are Values and How Are They Derived?

Values are those factors—activities, behaviors, qualities, beliefs, goals—that you believe are important to do, follow, or strive toward. While you may not always think about your values, you are aware of them and can consciously identify them.

In this questionnaire, we identify the values related to the three social motives:

|                     |  |   |
|---------------------|--|---|
| <b>Achievement:</b> | <p>Performing better</p> <ul style="list-style-type: none"> <li>• Outperforming others</li> <li>• Internal standard of excellence</li> <li>• Unique or innovative accomplishment</li> <li>• Long-range planning/career involvement</li> </ul>  | <p>"He always wanted to be first in his class."</p> <p>"She was never satisfied with the quality of her work, and kept trying to do better."</p> <p>"She was always trying to figure out a new way of doing things."</p> <p>"He had wanted to be a pilot ever since the age of five."</p> |
| <b>Affiliation:</b> | <p>Close, friendly relations</p> <ul style="list-style-type: none"> <li>• Establishing close, friendly relationships</li> <li>• Concern about separation or disruption of relationships</li> <li>• Seeing group activities as social</li> </ul>  | <p>"She hopes to make friends with them."</p> <p>"He was very sad when he was afraid that the person felt alienated from the group."</p> <p>"They got together to have a party because they were old friends."</p>  |
| <b>Power:</b>       | <ol style="list-style-type: none"> <li>1. <i>Personalized Power (pPow)</i>—used for self-aggrandizement, wielding power at the expense of others ("We really clobbered them.")</li> <li>2. <i>Socialized Power (sPow)</i>—used for getting something done for some larger good, such as the organization or other people ("I persuaded them to stay until they finished the job.")</li> </ol> <p>Feeling or being perceived as strong, effective, influential</p> <ul style="list-style-type: none"> <li>• Taking forceful actions that affect people</li> <li>• Giving unsolicited support or advice</li> <li>• Controlling or regulating people's lives</li> <li>• Influencing, persuading, or making a point (when reaching agreement is not the object)</li> <li>• Impressing individuals or the world at large</li> <li>• Acting in ways that generate strong positive or negative emotions in others</li> <li>• Having a concern for reputation or position</li> </ul> |   |

---

## UNDERSTANDING YOUR PERSONAL VALUES PROFILE (continued)

Your Personal Values Profile reveals the importance to you of each of the three motive-related values: Achievement, Affiliation, and Power. If you value achievement the most, then you place a lot of importance on achieving, on doing things well, and on making wise use of your time and resources to achieve more. Given a choice between doing something yourself and having someone else do it so he or she can learn how, you would probably choose to do it yourself because you know you can do it right and quickly.

If you value affiliation the most, you will place the highest priority on avoiding conflict and maintaining good relations. Given a choice between doing something yourself and delegating it, if you think the other person would resent the extra work, you would do it yourself rather than create tension between the two of you.

If you value power the most, you prefer positions of prestige and influence so that you can have an impact on what happens. Given a choice between doing something yourself and having someone else do it to learn how, you would choose to have the other person do it so that he or she can learn and develop. In this way you are using socialized power to have an impact on the other person's development.

How important you consider something to be may arise from the influence of any number of sources: parents, peers, role models, groups or organizations to which you belong or desire to belong, media, religious institutions, logic and reason, emotions, incentives and rewards, or your own experiences. Your values may have developed over your entire lifetime or they may be affected by your immediate situation.

However derived, your values help predict your behavior in specific situations, as well as your course of action.

## DISTINGUISHING BETWEEN VALUES AND MOTIVES

Both values and motives are related to behavior, but in different ways. Values often influence people's choices about where to invest their energies, while motives reflect how much pleasure people get out of certain activities such as being with people (high need for Affiliation), doing better at challenging tasks (high need for Achievement), or having impact or influence on others (high need for Power).

People with high value for achievement do not, under everyday conditions, work harder at tasks or perform better than people who do not value achievement as much. However, they will work harder if they are urged to show what good achievers they are. In contrast, those with a strong achievement motive will often perform better over time, even in the absence of specific demands to do better, because they enjoy mastering challenging tasks.

Similarly, people who value affiliation prefer doing things with people but do not spontaneously spend time chatting with people, for instance, unless affiliation is called for or unless the other person starts the conversation. In contrast, people with a strong affiliation motive will, on their own initiative, seek out people to spend time with because they enjoy their company.

| VALUES  | MOTIVES   |
|---|---|
| <ul style="list-style-type: none"><li>• Choose areas of importance</li><li>• Conscious level</li><li>• Help an individual make decisions</li><li>• Adaptive—developed from experiences throughout one's life</li><li>• Less difficult to change</li></ul> | <ul style="list-style-type: none"><li>• Natural drives</li><li>• Unconscious</li><li>• Predict types of behaviors a person will gravitate toward over time</li><li>• Basic—influenced by early emotional experiences and perhaps genetic</li><li>• More difficult to change</li></ul> |

Because values are cognitive, we generally measure them by asking people to indicate what they consider to be most important. The respondents understand what they are being tested for and therefore make self-conscious, intentional decisions about what is critical to them. Motives, on the other hand, are identified differently.\* Because motives are unconscious drives, the subjects of motive testing cannot consciously fashion their responses to predict their motive profile.

\* Motives can be measured and identified through methods such as the Picture Story Exercise. Because of the psychological complexity of this instrument, it is only administered by certified McBer consultants. To learn more about this instrument or its availability, contact McBer & Company directly at (617) 437-7080.

## COMPARING YOUR VALUES AND JOB REQUIREMENTS

The requirements of a job can be traced to achievement, affiliation, and power. Using the definitions of the three dimensions, consider your job relative to how strongly each area is needed. By discussing your thoughts with your manager, you may get an even clearer conception of your job requirements.

The chart below illustrates the relationships that can exist between values (V) and job requirements (JR).

|                  |      | Values   |   |
|------------------|------|--|---|
|                  |      | High<br>in Importance                                    | Low<br>in Importance  |
| Job Requirements | High | V - Important to you<br>(no conflict)<br>JR - Necessary  | V - Not important to<br>you (conflict)<br>JR - Necessary        |
|                  | Low  | V - Important to you<br>(conflict)<br>JR - Not necessary | V - Not important to<br>you (no conflict)<br>JR - Not necessary |

While these relationships exist for achievement, affiliation, and power, we will use power as the example to illustrate the implications of each quadrant.

### High Value-High Job Requirement

#### *Situation:*

A person places a high value on power; it is important to the person to influence or have an impact on others. The job also has a high requirement for power; it is important for the person to influence or have an impact in order to do the job well.

#### *Result:*

When value and job requirement meet in this quadrant, there is little conflict. The person has a high value for power and the job requires influencing behaviors.

#### *Example:*

Karen, who is high in her value for power, believes it is very important to influence others. Her marketing job requires that she influence others; consequently, she feels comfortable in her job.

### High Value–Low Job Requirement

**Situation:**

A person highly values power, believing it is important to influence or have an impact. This person's job, however, requires little use of power: it is not necessary for the person to influence or have an impact on other people to do the job well.

**Result:**

Conflict and tension may arise when high value meets low job requirements. Those who feel a need to influence others in a job that has a low requirement for power will find their efforts counterproductive.

**Resolving the mismatch:**

The mismatch can be resolved by decreasing the value placed on the dimension (in this case, power), changing to a situation where values and job requirements are more closely aligned, or seeking activities outside the workplace to satisfy that value.

**Example:**

Stewart places a high value on influencing others. This may mean that he spends time at work talking to people and gaining their loyalty to him. His job, however, requires that he connect part A to part B in an assembly line; his time spent talking to others slows down the assembly process. If he gets a promotion to a supervisory position, his value on influence will be useful. Or he may find that he is happy doing the assembly line work as required, as long as he is in a leadership position in the union.

### Low Value–Low Job Requirement

**Situation and Result:**

When value and job requirement meet in this quadrant, there is no conflict. In fact, little energy is expended in following or striving toward the specific value, because the value is neither present in the person nor required for the job.

**Example:**

Nancy is not driven by her values or by her job to influence others. She is content in her job in which she follows her manager's directions and works alone.

## Low Value-High Job Requirement

### *Situation and Result:*

Someone whose value and job requirement meet in this quadrant experiences conflict or frustration. The job requires something that the person feels is not important or valuable.

This person may have been socialized to believe that it is bad or of low value to exert power over others. He may find it uncomfortable to be in a position that requires that he constantly persuade others or make people do what they would prefer not to.

### *Resolving the mismatch:*

The mismatch may be resolved by altering values or searching for situations that do not require actions related to that value.

### *Example:*

Jerry has a low value on power. Throughout his youth, his parents and religious leaders reinforced in him the belief that influencing other people is selfish and bad. To support this belief they cited people in positions of leadership whose actions were corrupt and immoral. Because Jerry is financially motivated to be a manager, which requires the use of socialized power, he works hard to understand that not all power is corrupt power. Eventually he changes his values and brings his value on socialized power in line with his job requirements.

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## HOW CAN YOU CHANGE YOUR VALUES?

Values are less difficult to change than motives. Common catalysts for changing values are a change in or escalation of one's personal or material desires, the recognition of negative results of one's current values, exposure to new influences, and immersion in a new environment.

- A change in or escalation of personal or material desires:

If difficult financial conditions force a business to ask its legal department to reduce its size and spending, the legal counsellor may find that success in her job makes it necessary for her to place a higher value on getting work out more efficiently and with greater cost effectiveness; she is likely to increase the value she places on achievement.

- Recognition of negative results of one's current values:

If a manager is very friendly with one of his direct reports and others reporting to him feel slighted and less willing to do their work, then that manager may need to lower the value he places on affiliation in the workplace—for example, by distancing himself from this employee—in order to maintain fairness and, consequently, productivity.

- Exposure to new influences:

If an accountant has high career aspirations, she may see herself as needing to be an expert in every aspect of accounting. Career planning discussions with her manager may expose her to the fact that she needs people management skills in order to be considered for a promotion to supervisor. Consequently, her high value on achievement may decrease and make room for an increased value on power.

- Immersion in a new environment:

Just as individuals have values, so too do groups, organizations, cultures, and societies. When people enter a new social environment, they may experience many differences between their values and those of the new environment. Depending on the environment, they may have little choice but to alter their values in order to thrive.

For example, a person may join an activity group outside of work and desire to get into a leadership position in the group. The norms—or values—of the organization may dictate that the only way into a leadership position is to have first raised a certain amount of money for the organization. To succeed and eventually lead in this group, this person must adapt to the group's values and raise money before aspiring to leadership.

Thus changing values often involves recognizing and understanding the reasons that the behavior associated with the value is important. Whether or not your value remains changed over time depends on the degree of mismatch between the value and the job or activity requirements, and how you resolve the mismatch.



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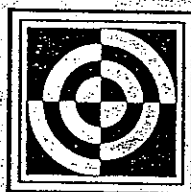
## Values on the Organizational Level

Groups, as well as individuals, tend to develop sets of values. Work groups, companies, even societies may have a certain set of values. In fact, if you were to take a tally of the scores of those in your organization who completed the PVQ, you might find a pattern of prevailing values.

An organization's values can be influenced by a number of factors, including the values of the founder, the priorities spelled out by the leadership of the organization, the examples set by those in charge, and the necessities imposed by external factors such as competitive threats or financial requirements.

When you consider joining an organization, you may find it useful to try to assess the organization's values. Sometimes they are explicitly stated in literature about the organization. Often those who are customers of or interact with the organization will have opinions as to its values. And it's always helpful to ask people in the organization what they believe the organization's values are. By comparing the organization's values with your own, you can evaluate how easily you'll fit into the organization.

You will be most comfortable when there is a match among what is expected of you, what you do, your motives, your values, and the values of those around you. To achieve this match you may need to change your values, change situations, or engage in other activities to ensure that your energies are spent in the areas that you value the most.



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## Reviewing Your Job Requirements

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## Job Analysis Checklist

### Instructions

1. Read each statement on the following page, and rate how important each would be in order for someone to effectively perform your job. Using the following rating scale, indicate your ratings on the lines provided.
    - 4 Extremely important
    - 3 Often important
    - 2 Of some importance
    - 1 Rarely important
    - 0 Of little or no importance
  2. After you have ranked each of the statements, you will be asked to transfer those rankings to the corresponding boxes on page 6.
  3. The final step will be to construct a Motivational Requirements Profile graph for your job, on page 7.
  4. If you need further clarification, please ask the facilitator for assistance.
-

Effective Performance in this job requires the jobholder to be concerned with:

- A. improving his/her individual performance continually by seeking opportunities to *personally* do something better than it has been done before
- B. depending primarily on how well others do their work
- C. getting along with others more than accomplishing something concrete
- D. making sure that things run effectively
- E. helping others frequently with their personal problems
- F. spending time being personally creative and innovative
- G. how he/she impacts other people
- H. taking time to socialize with others on an informal basis
- I. accomplishing all aspects of a job personally and seeing it through from start to finish
- J. telling other people what has to be done and managing their work
- K. establishing his/her own performance standards for important aspects of this job
- L. sympathizing with others personally
- M. influencing others and making things happen
- N. meeting new people and taking an interest in their careers and personal accomplishments
- O. monitoring the progress of his/her own work and knowing the results immediately after it is completed

Rating

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

### Rating Scale

- 4 Extremely important
- 3 Often important
- 2 Of some importance
- 1 Rarely important
- 0 Of little or no importance

5. Now, transfer your ranking for each statement to the corresponding boxes below.

Rankings: Achievement-Related Statements

|   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
| A | F | I | K | O |   |  |
|   |   |   |   |   | = |  |

Total Score

Rankings: Affiliation-Related Statements

|   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
| C | E | H | L | N |   |  |
|   |   |   |   |   | = |  |

Total Score

Rankings: Power-Related Statements

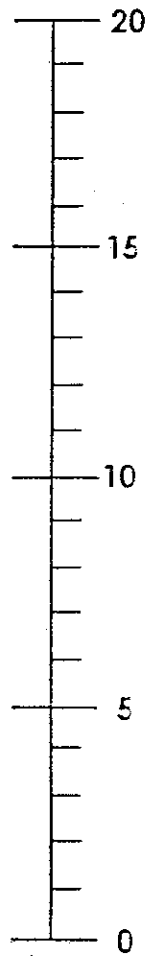
|   |   |   |   |   |   |  |
|---|---|---|---|---|---|--|
| B | D | G | J | M |   |  |
|   |   |   |   |   | = |  |

Total Score

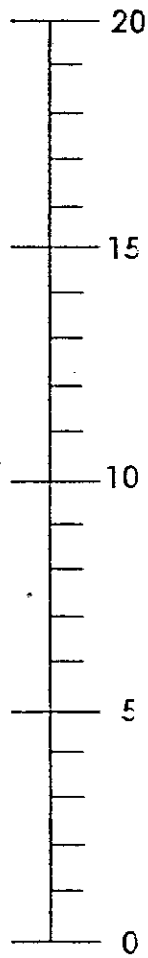
6. Transfer these three total scores to the Motivational Requirements Profile graph on the next page. Do this by placing an "X" at the respective total scores under the appropriate motive headings.
7. Draw a line connecting the three numbers you marked with an "X." The graph now illustrates your assessment of the level of Achievement-, Affiliation-, and Power-related motivation required for your job, or what we call your Motivational Requirements Profile.

### Motivational Requirements Profile Graph

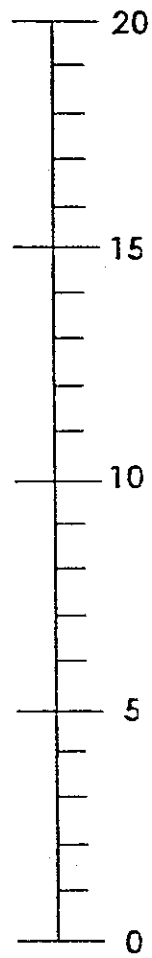
Achievement-  
Related



Affiliation-  
Related



Power-  
Related



0-6 low  
7-13 medium  
14-20 high