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VALUES - II

What's
Important
to You?

Cooperative Extension Service • Michigan State University

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This is a self-survey consisting of nine questions about various situations in life. The purpose of it is to help you think through the question, "What's important to me?"

It is, by no means, to be considered a test with right or wrong or better or worse answers. Neither is it intended

as a device to tell you what you should think is important. It is not intended for research or counseling purposes. It is simply a means to help you to understand your own values. At the end, you will find further information about the survey and what it represents.

Directions

This survey consists of 9 questions about what people consider to be important to them. Each question has 4 possible answers. Here is what you are asked to do:

Read each question and the four possible answers. For each question do the following:

- Rate the answers in the order of importance to you.
- Give a rating of 4 to your *highest* choice.

- Give a rating of 3 to your *second highest* choice.
- Give a rating of 2 to your *next highest* choice.
- Give a rating of 1 to your *lowest* choice.
- Put your rating in the blank at the left of each answer.
- Try to rate each item but if you find it impossible to make a choice, give each item a rating of 2.5.
- Do not leave any blanks.

THERE ARE NO RIGHT OR WRONG ANSWERS.

Example: What kind of club or organization appeals to you the most?

If this is your *lowest*: 1 a. One which helps those in need in the community.

If this is your *highest*: 4 b. One which is well organized and gets things done.

If this is your *second highest*: 3 c. One with a good educational program.

If this is your *next highest*: 2 d. One in which you could be a leader.

1. Which of the following do you think is the most important characteristic of a good teacher?

a. One who gives you the most opportunity to work out your own ideas.

b. One who gives you a chance to be in charge of a class project.

c. One who makes a special effort to help those who have difficulty.

d. One who makes it very clear what the assignments are and what is expected of you.

2. If you had a chance to make a trip, which of the following would be most important to you?
- a. Planning it carefully in advance so you won't have to worry about costs, where you will stay, transportation, etc.
 - b. Doing just what you want to do, when you want to do it, not feeling tied to a fixed plan or schedule.
 - c. Going to places where you will learn something new or different.
 - d. Having others in the group look to you to take the lead in deciding where to go and what to do.
3. Which of the following would be most important to you in a job?
- a. Opportunity to work on your own initiative without supervision.
 - b. Opportunity in your work to be of service to people.
 - c. Opportunity to keep learning new things.
 - d. Opportunity to do things well and which give you a feeling of accomplishment.
4. Which of the following would you consider the most important in relationships with the opposite sex?
- a. Being free to do whatever you want to do, whenever you want to.
 - b. Having a steady boy friend or girl friend.
 - c. Being the one who decides what the other should do.
 - d. Dating different people in order to learn more about yourself or others.
5. Which of the following kinds of educational or training programs appeals to you the most?
- a. Training which would help you to get a job where a group of people would be responsible to you.
 - b. Training which would help prepare you for a job with good prospects of security.
 - c. Training for being a nurse, social worker, counselor, or similar job in which you could help people with problems.
 - d. Training for a job which demands a great deal of effort such as a research scientist, first-class musician, top-rated salesman, etc.
6. Which of the following would you consider the most serious problem in a school?
- a. A school where there are very few opportunities for students to take leadership in running student organizations
 - b. A school where administrators or teachers do not give students a chance to express their views freely.
 - c. A school where more emphasis is given to athletics than to the teaching and learning going on in the courses.
 - d. A school where there is little incentive to do one's best because standards of achievement are low.
7. Which of the following situations would you consider to be the most serious problem in the community in which you were living?
- a. Few opportunities for employment or economic security for your family.
 - b. A large number of people who seem self-centered and who do not care what happens to other people.
 - c. The tendency of people to drift along in life, without any clear-cut ideas of what they want to accomplish.
 - d. Lack of good educational opportunities.
8. Which of the following kinds of people do you admire the most?
- a. One who has studied deeply or widely — a scholar.
 - b. One who is concerned about the welfare of others, and takes action to help them.
 - c. One who has achieved success in pursuing his or her goals.
 - d. One who is a "free spirit" — goes his or her own way and lets you do the same.
9. Which of these would give you the greatest feeling of satisfaction?
- a. Completing a long or difficult job.
 - b. Having enough money to feel secure about the future.
 - c. Being a person of influence.
 - d. Doing something for others.

SCORING

The items under each question, which you have rated, were intended to be statements about six different values. (These are defined below.) To find your "Score" for each value, do the following:

Copy the ratings which you have given to each of the items for the questions into the blanks under each of the values below.

Example: If your rating for Question No. 1 shows the following:

1. Which of the following do you think is the most important . . .
 - 4 a. One who gives you the most opportunity to work . . .
 - 3 b. One who gives you a chance to be . . .
 - 2 c. One who makes a special effort to help . . .
 - 1 d. One who makes it very clear what the assignments are . . .

Put 4 in the blank next to 1.a under Independence;
 Put 3 in the blank next to 1.b under Authority;
 Put 2 in the blank next to 1.c under Helpfulness;
 Put 1 in the blank next to 1.d under Security.

NOTE: THE BLANKS BELOW ARE NOT IN THE SAME ORDER AS IN THE TEST. Work from the Questions to the Scoring Blanks, work horizontally across the scoring blanks.

When you have copied your ratings, total your score for each value. Your scores may range from a low of 6 to a high of 24.

Plot your scores on the vertical lines of the graph of the *Profile of Values* and draw lines to connect the six points to give you a profile of some values.

DEFINITIONS — For the purposes of this survey, the values are defined as follows:

Independence. — Having the right to do what one wants to

do; being free to make one's own decisions; being able to do things in one's own way.

Achievement. — Accomplishment; feelings of success in obtaining or reaching a goal; feelings of satisfaction after spending effort.

Authority. — Being in charge of other people; having authority; being in a position of leadership or influence.

Helpfulness. — Doing things for other people; sharing with others, helping those less fortunate; being concerned about others.

Security. — Feeling secure; being free from anxiety, uncertainty, doubt, or want.

Learning. — Knowing; acquiring new knowledge, understanding, insights, skills, etc.

Discussion

The scores you have made on each of the values in this survey should, by no means, be considered a fixed rating of values. They are just one indication of what you might consider in some situations, such as the ones in the survey, to be of relative importance.

Since this survey includes only six values, it is not a complete picture, since you have many other values besides these. As a matter of fact, you probably have other values which you would hold in higher regard than any of these six, which might affect your choices in these situations. The possible answers that were included and which defined the values for this survey might indicate other values than the ones in this survey.

All of this means you should not be disturbed by the results. Especially remember, that a high or low or middle score on any of the values does not indicate better or worse. Since there were 90 total points in this survey, and you were forced to make choices, you could not be high on all of them nor low on all of them. However, many times in life we are forced to make choices and decisions on the basis of what is important to us. The more important the decision, the more important it is to know your values.

SCORING BLANKS

INDEPEND- ENCE	ACHIEVE- MENT	AUTHORITY	HELPLESS- NESS	SECURITY	LEARNING
1.a _____	3.d _____	1.b _____	1.c _____	1.d _____	2.c _____
2.b _____	5.d _____	2.d _____	3.b _____	2.a _____	3.c _____
3.a _____	6.d _____	4.c _____	5.c _____	4.b _____	4.d _____
4.a _____	7.c _____	5.a _____	7.b _____	5.b _____	6.c _____
6.b _____	8.c _____	6.a _____	8.b _____	7.a _____	7.d _____
8.d _____	9.a _____	9.c _____	9.d _____	9.b _____	8.a _____
Tot. _____	Tot. _____	Tot. _____	Tot. _____	Tot. _____	Tot. _____

PROFILE OF VALUES

		INDE- PEND- ENCE	ACHIEVE- MENT	AU- THOR- ITY	HELPLESS- NESS	SECURITY	LEARNING
Upper 1/3	}	24					24
		23					23
		22					22
		21					21
		20					20
	19					19	
Middle 1/3	}	18					18
		17					17
		16					16
		15					15
		14					14
		13					13
	12					12	
Lower 1/3	}	11					11
		10					10
		9					9
		8					8
		7					7
	6					6	

Things to Think About

Do your scores surprise you? Do you think your ratings are a pretty accurate picture of the kind of person you are?

Is your profile relatively even, or does it have peaks and dips? What can this tell you about yourself?

Do we always know what we think is important?

Are some values important in only a few situations in life? Some in most situations? For example, is independence in relationships with other people as important as independence in a job?

Can we be as independent in some situations as we would like to be? Why, or why not?

Are some values conflicting?

How would we handle conflicts?

Where do moral values (ideas of what we think is right and wrong) enter into our scale of values?

Could our moral values conflict with some other things we think are important? How?

From where do we get our values?

What could cause a change in values?

Using this Survey with A Group

When you use this survey with a group, here are some suggestions:

1. Allow 15 to 20 minutes for taking the test. Tell the people not to spend too much time on any one question.
2. Go over the directions at the top of the survey.
3. Emphasize that it is not a test in the sense of having right or wrong answers. Explain that its purpose is simply to help people to think more deeply about what is important to them.
4. Make clear that they are to give 4 to their highest choice, 3 to the next highest, and so on.

Scoring the Test

1. This will take between 10 to 15 minutes.
2. Go over the instructions for scoring aloud with the group. Emphasize that the order of blanks on the scoring sheet is not the same as on the answer sheet. If the people will work horizontally across the sheet, they should have no trouble finding the correct blanks. Also, it will be easier to work from the question sheet to the scoring sheet.
3. Have each person total his score for each value and then plot the scores on the profile.
4. If some finish scoring early, suggest they read the definitions and the things to think about.

Counting Group Scores

If the group is interested and willing, you could count the scores for each value that fall into the three divisions listed below in the Group Scoring Sheet. People usually like to do this to see how they as a group come out. It also helps them to see that they are different from each other. The following procedure is suggested:

1. Take each value at a time, starting with independence, and have everyone who has a score of 19 and above, raise his hand. Record this count in the upper one-third space under independence in the score chart below. Do the same for those with scores from 12 to 18 and record the count in the middle one-third, and the same for those with scores of 11 and below for the lower one-third. Do this for all six values.
2. Emphasize that the words upper, middle, and lower, are not judgments that one is better or worse or right or wrong. They merely indicate that people vary in the importance they give to different things. They value some things above others.
3. If the group is large enough to make percentages meaningful, you could compute the percentage of the members of the group falling into each of the three categories for each value.

GROUP SCORING SHEET

	INDEPENDENCE	ACHIEVEMENT	AUTHORITY	HELPFULNESS	SECURITY	LEARNING
Upper 1/3 19-24						
Middle 1/3 12-18						
Lower 1/3 11 and below						

Group Discussion

The questions suggested above under "Things to Think About" can be the basis for discussion with the group. Extension Bulletin E-648, "Values -1- What Are Values? What

Do They Do? What Are Major American Values?" will provide background information for discussion and study.