



Technical Brief for the WORK/LIFE VALUES CHECKLIST

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INTRODUCTION

The *Work/Life Values Checklist* is a self-report questionnaire on which a respondent rates the importance of 19 work values and 19 life values. Response options are “Very Important,” “Important,” “Somewhat Important,” and “Not Very Important.” Each response option can be used a maximum of five times within the 19 work values and five times within the 19 life values. This means one response option will be used only four times. The items were developed from the values in *The Values Scale* (Nevill & Super, 1986). *The Work/Life Values Checklist* is available online only, through CPP’s assessment delivery system, SkillsOne.com. It takes about 15 minutes to complete and is designed to help respondents better understand themselves and make more informed decisions about their preferred work environment.

The *Work/Life Values Checklist* report shows how a respondent rated each work and life value. If a respondent rates the same value (for example, intellectual development) as “Very Important” in both the work and life categories, it is considered a core value. If a respondent rates a value as “Very Important” in one of the categories (work or life) and “Important” in the other, then it is a possible core value.

VALUES

To examine which work and life values are important to people, frequencies of responses were run on a sample of 12,100 adults who completed the *Work/Life Values Checklist* via SkillsOne.com between September 2000 and March 2009. The average age of the respondents was 35, and the sample included 52% women, 47% men, and 1% who did not report their gender. The full demographic characteristics of the sample are presented in Table 1.

Whole Sample

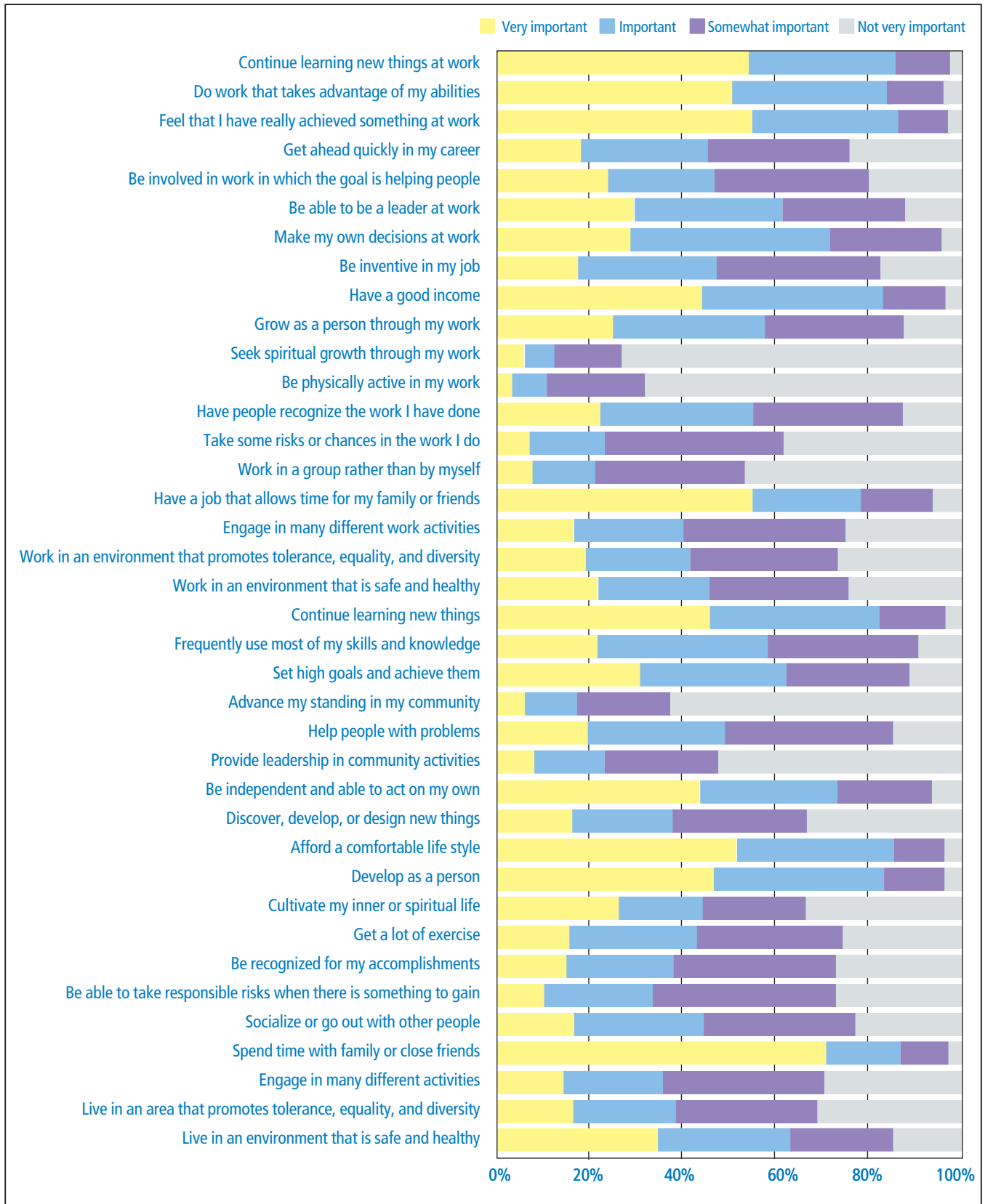
The percentages of people in the sample who rated each values item “Very Important,” “Important,” “Somewhat Important,” and “Not Very Important” are presented in Figure 1. The figure shows, for example, that about 35% of respondents said living in an environment that is safe and healthy is very important, 27% said it is important, 23% said it is somewhat important, and 15% said it is not very important.

TABLE 1. SAMPLE DEMOGRAPHICS

	<i>n</i>	%
Gender composition		
Men	5,706	47
Women	6,315	52
Not reported	79	1
Average age:		
35.3 years (<i>SD</i> = 10.6)		
Employment status		
Working full-time	4,876	40
Working part-time	333	3
Not working for income	353	3
Retired	29	<1
Full-time student	698	6
Not reported	5,811	48
Average time in general line of work:		
8.6 years (<i>SD</i> = 9.1)		
Education completed		
Some high school	25	<1
High school diploma	372	3
Trade/technical training	102	1
Some college, no degree	1,025	8
Associate degree	318	3
Bachelor’s degree	3,199	26
Master’s degree	1,204	10
Professional degree (e.g., MD)	187	2
Doctoral degree (e.g., PhD)	124	1
Not reported	5,544	46
Reason for completing assessment		
Training	1,553	13
Employment testing	124	1
Career counseling	1,742	14
Education	1,236	10
Personal growth	1,804	15
Not reported	5,641	47

Note: *N* = 12,100.

Figure 1. *Work/Life Values Checklist* Item Frequencies (Whole Sample)



Gender

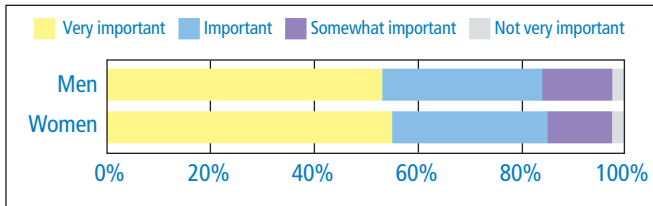
The percentages of respondents who selected “Very Important,” “Important,” “Somewhat Important,” or “Not Very Important” for each values item are shown in Figure 2, by gender. Each item is presented along with

the value it represents. Some absolute differences between men and women exist in the frequencies of importance responses for certain items, such as, “Work in an environment that promotes tolerance, equality, and diversity” and “Be able to be a leader at work”; however, none appears to be meaningful.

Figure 2. Work/Life Values Checklist Item Frequencies by Gender

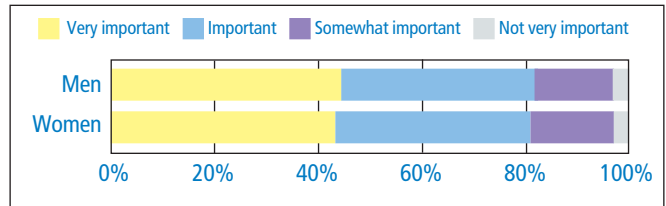
Value: Intellectual Development

Item: Continue learning new things at work



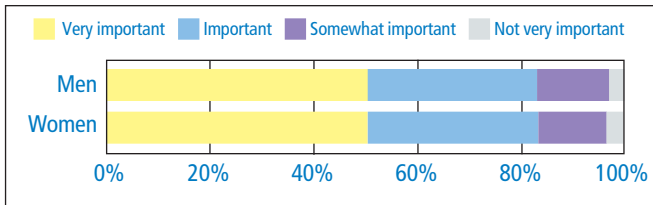
Value: Intellectual Development

Item: Continue learning new things



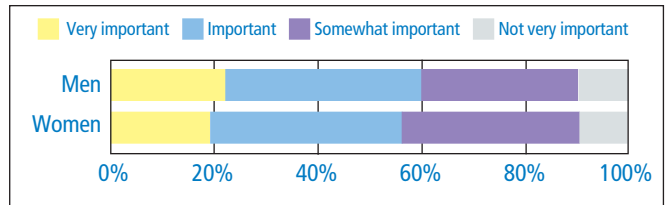
Value: Use of Abilities

Item: Do work that takes advantage of my abilities



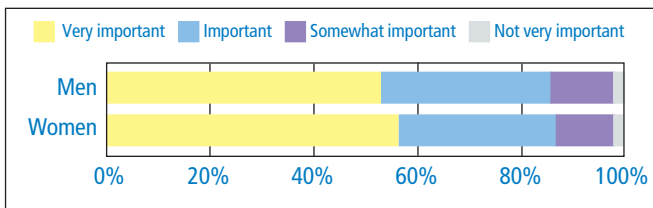
Value: Use of Abilities

Item: Frequently use most of my skills and knowledge



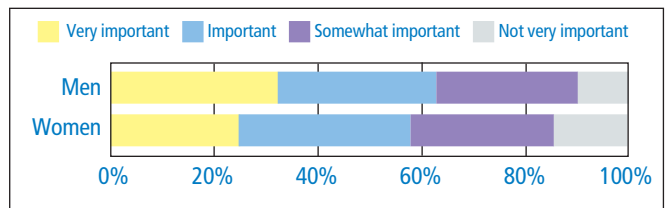
Value: Achievement

Item: Feel that I have really achieved something at work



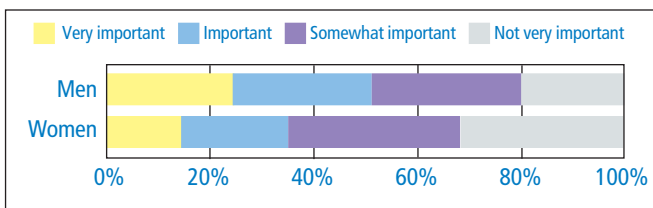
Value: Achievement

Item: Set high goals and achieve them



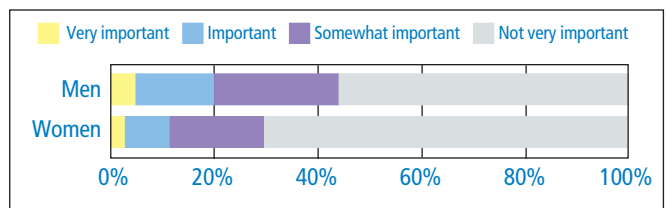
Value: Advancement

Item: Get ahead quickly in my career



Value: Advancement

Item: Advance my standing in my community

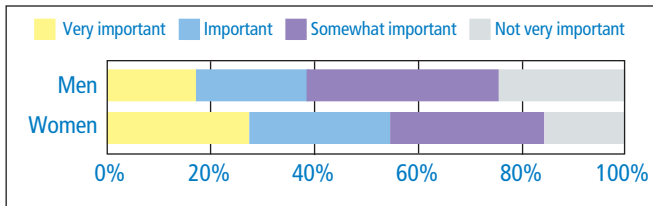


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Figure 2. *Work/Life Values Checklist* Item Frequencies by Gender (cont'd)

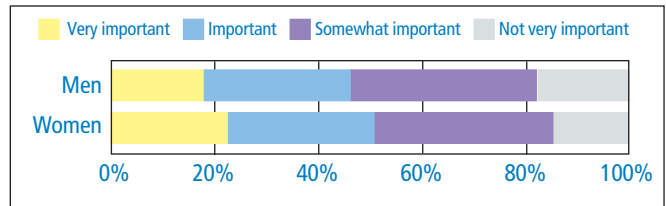
Value: Altruism

Item: Be involved in work in which the goal is helping people



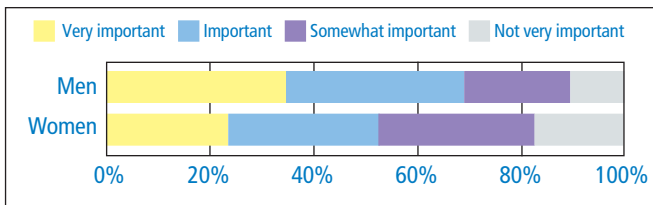
Value: Altruism

Item: Help people with problems



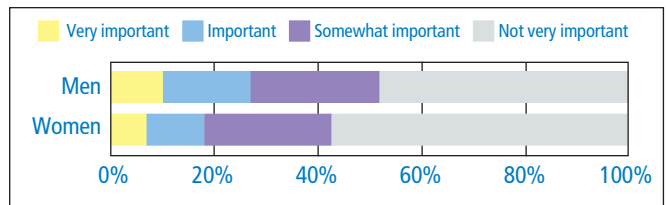
Value: Leadership

Item: Be able to be a leader at work



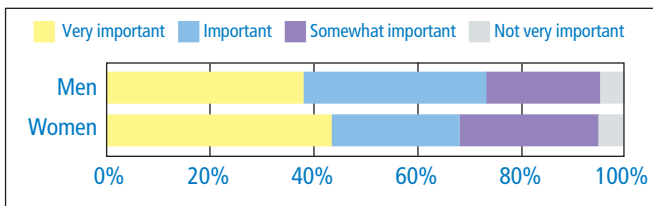
Value: Leadership

Item: Provide leadership in community activities



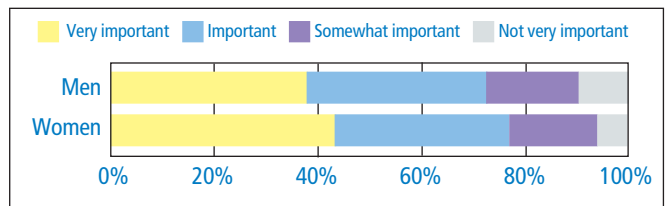
Value: Autonomy

Item: Make my own decisions at work



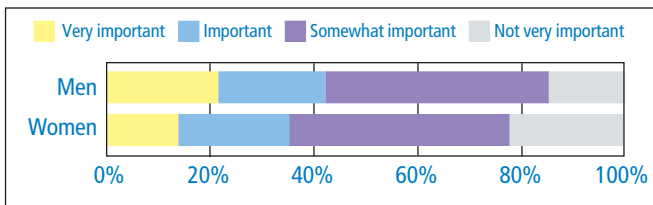
Value: Autonomy

Item: Be independent and able to act on my own



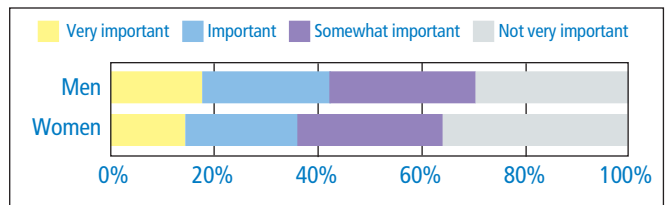
Value: Creativity

Item: Be inventive in my job



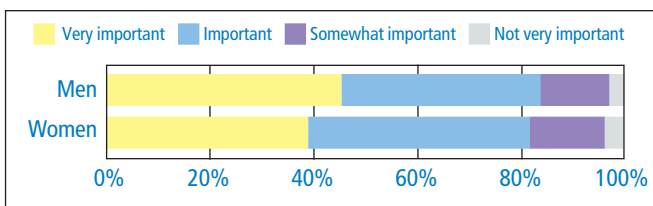
Value: Creativity

Item: Discover, develop, or design new things



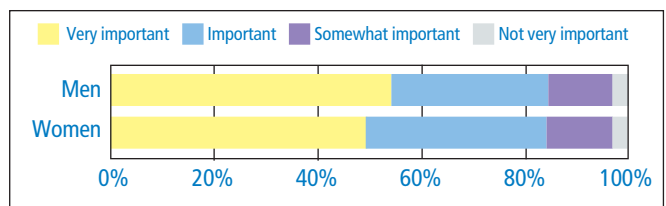
Value: Economic Rewards

Item: Have a good income



Value: Economic Rewards

Item: Afford a comfortable life style

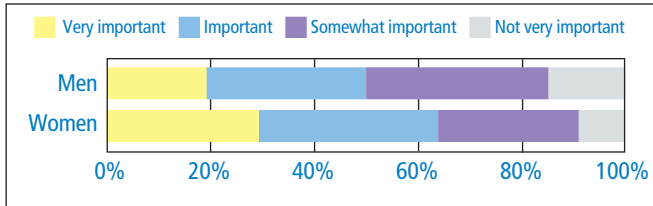


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Figure 2. Work/Life Values Checklist Item Frequencies by Gender (cont'd)

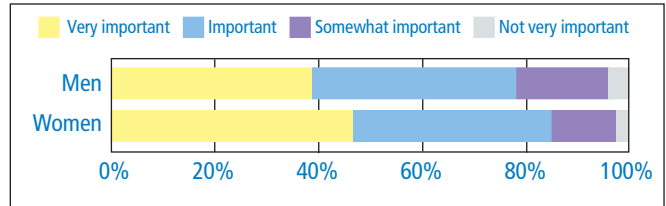
Value: Personal Development

Item: Grow as a person through my work



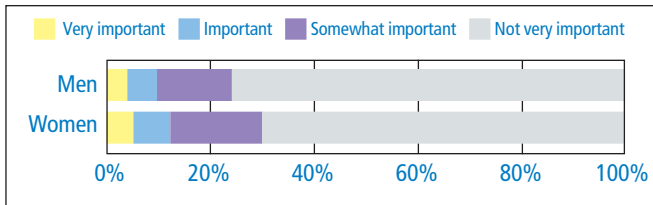
Value: Personal Development

Item: Develop as a person



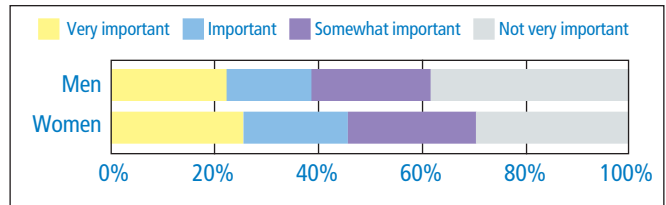
Value: Spirituality

Item: Seek spiritual growth through my work



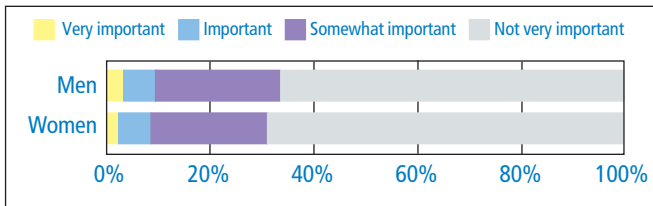
Value: Spirituality

Item: Cultivate my inner or spiritual life



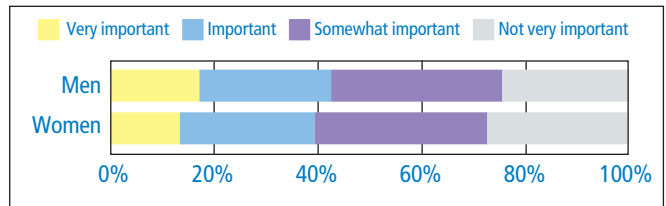
Value: Physical Activity

Item: Be physically active in my work



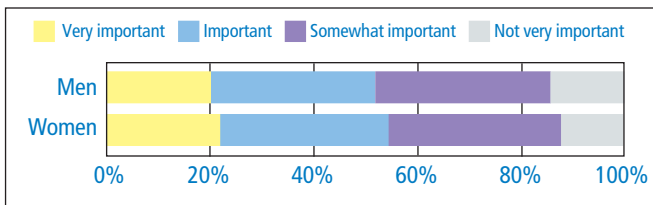
Value: Physical Activity

Item: Get a lot of exercise



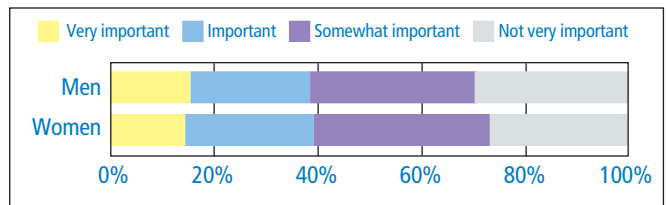
Value: Recognition

Item: Have people recognize the work I have done



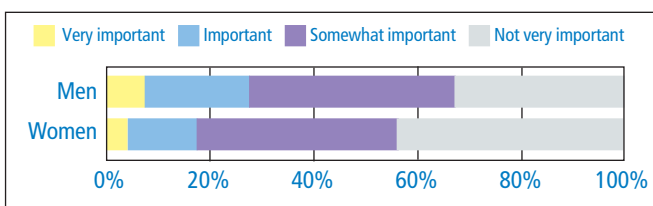
Value: Recognition

Item: Be recognized for my accomplishments



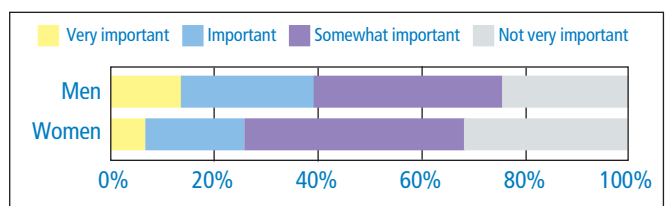
Value: Risk Taking

Item: Take some risks or chances in the work I do



Value: Risk Taking

Item: Be able to take reasonable risks when there is something to gain

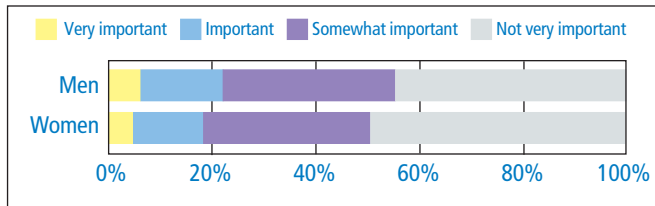


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Figure 2. Work/Life Values Checklist Item Frequencies by Gender (cont'd)

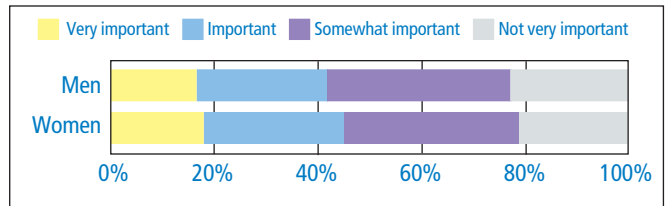
Value: Social Interaction

Item: Work in a group rather than by myself



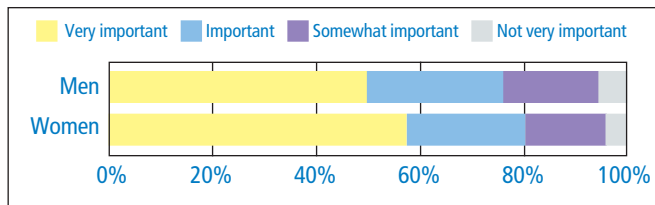
Value: Social Interaction

Item: Socialize or go out with other people



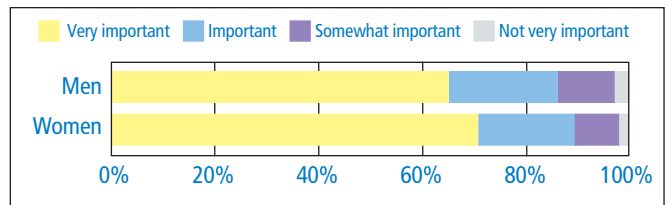
Value: Social Relations

Item: Have a job that allows time for my family or friends



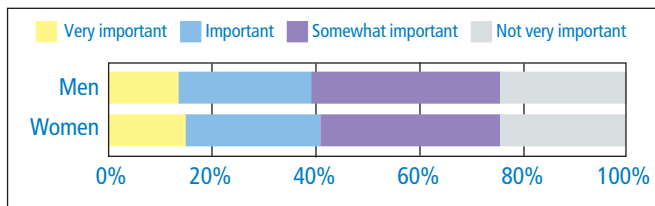
Value: Social Relations

Item: Spend time with family or close friends



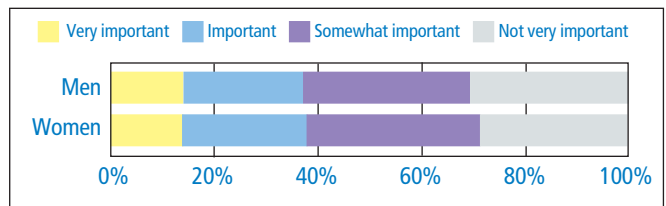
Value: Variety

Item: Engage in many different work activities



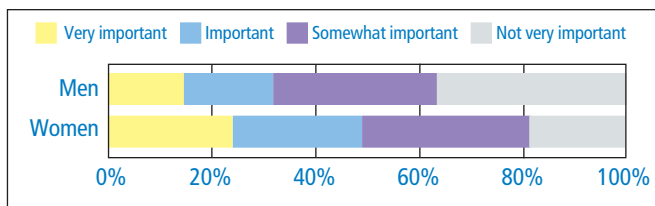
Value: Variety

Item: Engage in many different activities



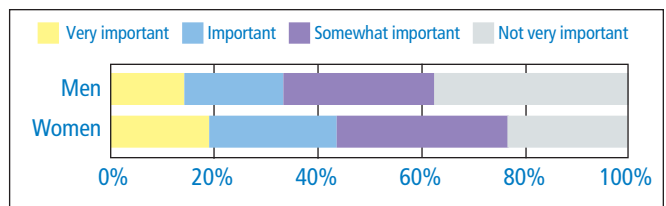
Value: Cultural Acceptance

Item: Work in an environment that promotes tolerance, equality, and diversity



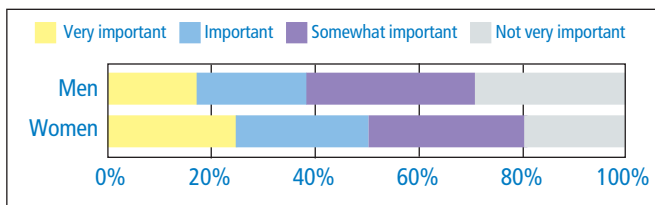
Value: Cultural Acceptance

Item: Live in an area that promotes tolerance, equality, and diversity



Value: Safety/Health

Item: Work in an environment that is safe and healthy



Value: Safety/Health

Item: Live in an environment that is safe and healthy

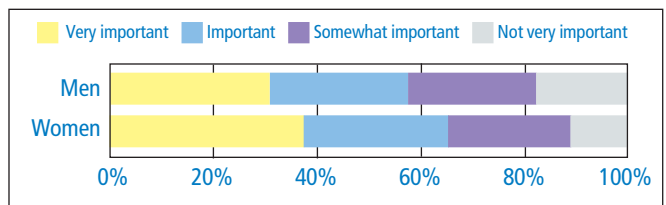


TABLE 2. WORK/LIFE VALUES CHECKLIST ITEM FREQUENCIES BY ETHNIC GROUP

Work Values	African Americans			Asians			Caucasians			Latinos/Hispanics							
	VI	I	NI	VI	I	NI	VI	I	NI	VI	I	NI					
Continue learning new things at work	55%	28%	13%	3%	56%	27%	15%	3%	34%	50%	34%	14%	2%	54%	32%	12%	2%
Do work that takes advantage of my abilities	43%	38%	14%	5%	42%	38%	15%	4%	37%	49%	37%	12%	3%	48%	36%	13%	3%
Feel that I have really achieved something at work	44%	38%	15%	2%	50%	35%	11%	4%	32%	56%	32%	11%	2%	53%	33%	12%	2%
Get ahead quickly in my career	22%	30%	29%	19%	33%	29%	23%	15%	23%	17%	23%	32%	28%	25%	30%	30%	16%
Be involved in work in which the goal is helping people	33%	27%	27%	12%	18%	24%	35%	23%	24%	22%	24%	33%	20%	26%	23%	32%	19%
Be able to be a leader at work	31%	30%	24%	15%	28%	36%	25%	11%	31%	29%	31%	25%	14%	31%	35%	24%	10%
Make my own decisions at work	20%	43%	31%	6%	29%	43%	22%	6%	42%	29%	42%	25%	4%	22%	45%	26%	7%
Be inventive in my job	9%	30%	39%	23%	13%	29%	44%	14%	29%	18%	29%	34%	19%	14%	29%	33%	24%
Have a good income	55%	33%	10%	3%	51%	31%	15%	3%	39%	42%	39%	15%	3%	49%	33%	13%	4%
Grow as a person through my work	21%	36%	30%	13%	23%	34%	30%	13%	32%	24%	32%	33%	12%	22%	35%	30%	13%
Seek spiritual growth through my work	6%	10%	24%	60%	4%	10%	19%	67%	4%	4%	6%	15%	75%	4%	9%	19%	68%
Be physically active in my work	3%	8%	29%	60%	4%	5%	21%	70%	3%	7%	22%	68%	68%	4%	9%	25%	63%
Have people recognize the work I have done	16%	28%	35%	21%	25%	28%	29%	18%	33%	21%	33%	34%	13%	18%	27%	39%	16%
Take some risks or chances in the work I do	4%	13%	40%	43%	4%	15%	40%	41%	17%	6%	17%	38%	40%	5%	12%	36%	47%
Work in a group rather than by myself	4%	9%	30%	57%	8%	16%	32%	45%	14%	6%	14%	33%	47%	7%	14%	34%	45%
Have a job that allows time for my family or friends	45%	26%	19%	10%	43%	28%	19%	11%	23%	56%	23%	16%	5%	52%	26%	18%	5%
Engage in many different work activities	10%	17%	33%	39%	12%	23%	33%	32%	25%	16%	25%	34%	25%	11%	18%	34%	37%
Work in an environment that promotes tolerance, equality, and diversity	41%	26%	20%	13%	24%	23%	32%	21%	21%	16%	21%	32%	32%	22%	26%	30%	22%
Work in an environment that is safe and healthy	27%	26%	29%	19%	20%	24%	28%	27%	24%	21%	24%	32%	23%	22%	22%	32%	24%

Note: VI = Very Important, I = Important, SI = Somewhat Important, NI = Not Very Important.

(cont'd)

TABLE 2. WORK/LIFE VALUES CHECKLIST ITEM FREQUENCIES BY ETHNIC GROUP (cont'd)

Life Values	African Americans			Asians			Caucasians			Latinos/Hispanics		
	VI	I	NI	VI	I	NI	VI	I	NI	VI	I	NI
Continue learning new things	43%	34%	18%	47%	33%	16%	45%	36%	17%	42%	36%	19%
Frequently use most of my skills and knowledge	27%	32%	33%	26%	34%	29%	23%	37%	32%	25%	36%	27%
Set high goals and achieve them	39%	31%	22%	36%	34%	24%	30%	31%	27%	35%	35%	22%
Advance my standing in my community	10%	16%	26%	10%	18%	26%	5%	10%	22%	7%	16%	23%
Help people with problems	28%	32%	29%	16%	30%	34%	20%	30%	34%	23%	22%	39%
Provide leadership in community activities	16%	23%	25%	9%	20%	26%	9%	14%	25%	11%	19%	27%
Be independent and able to act on my own	34%	32%	23%	39%	30%	23%	40%	33%	19%	33%	33%	22%
Discover, develop, or design new things	10%	23%	32%	20%	23%	30%	17%	21%	29%	16%	25%	31%
Afford a comfortable life style	55%	29%	13%	58%	26%	14%	50%	35%	12%	52%	31%	13%
Develop as a person	38%	39%	18%	38%	33%	23%	42%	38%	17%	38%	41%	16%
Cultivate my inner or spiritual life	31%	20%	20%	16%	17%	24%	22%	17%	23%	21%	19%	25%
Get a lot of exercise	9%	21%	32%	12%	24%	34%	15%	26%	32%	17%	24%	31%
Be recognized for my accomplishments	12%	23%	35%	19%	26%	32%	14%	23%	34%	15%	20%	33%
Be able to take reasonable risks when there is something to gain	9%	18%	38%	10%	20%	37%	8%	24%	38%	7%	23%	39%
Socialize or go out with other people	10%	16%	34%	12%	26%	31%	17%	28%	33%	17%	24%	30%
Spend time with family or close friends	55%	25%	14%	59%	24%	10%	69%	20%	8%	66%	20%	12%
Engage in many different activities	6%	18%	32%	9%	21%	32%	14%	24%	34%	10%	25%	31%
Live in an area that promotes tolerance, equality, and diversity	33%	31%	22%	23%	29%	25%	14%	20%	30%	25%	25%	27%
Live in an environment that is safe and healthy	36%	32%	21%	29%	29%	23%	34%	26%	24%	36%	25%	22%

Note: VI = Very Important, I = Important, SI = Somewhat Important, NI = Not Very Important. N = 5,702; African Americans n = 419, Asians n = 312, Caucasians n = 4,636, and Latinos/Hispanics n = 335.

Ethnicity

The percentages of respondents who selected “Very Important,” “Important,” “Somewhat Important,” or “Not Very Important” for each values item are shown in Table 2 (see pp. 7–8), by ethnic group. The sample had adequate numbers of respondents to include four different ethnic groups: African Americans, Asians, Caucasians, and Latinos/Hispanics. The table shows, for example, that 55% of African Americans said it is very important to continue learning new things at work, as did 56% of Asians, 50% of Caucasians, and 54% of Latinos/Hispanics. While some absolute differences exist between ethnic groups on the frequencies of importance responses for certain items, such as “Work in an environment that promotes tolerance, equality, and diversity” and “Live in an area that promotes tolerance, equality, and diversity,” none appears to be meaningful.

CONCLUSION

Discovering which work or life values are important to individuals can help them make more informed choices about how they want to spend their time and what work environment would be most enjoyable for them. Among the respondents in the sample examined in this technical brief, most rated a few of the values as very important. As illustrated in Figure 1, 69% of respondents said it is very important to spend time with family or close friends. This value, called Social Relations, is also highly important to these individuals in the workplace, as 54% of respondents said it is very important to have a job that allows time for their family or friends. Conversely, Physical Activity seems to be less important among this group, as only 3% of respondents said it is very important to be physically active in their work, while 15% said it is important to get a lot of exercise.

REFERENCES

Nevill, D. D., & Super, D. E. (1986). *The Values Scale manual* (2nd ed.). Mountain View, CA: CPP, Inc.