



Technical Brief

Super's Work Values Inventory-revised (SWVI-r)

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Super's Work Values Inventory-revised (SWVI-r) attempts to measure the relative importance of 12 work values thought to be most important in career choice and development. The SWVI-r is a revision of the original 1970 edition (Super, 1970) of SWVI. Specifically, the original 1970 version presented 15 values. It was determined that Altruism, Esthetics, and Management overlapped substantially with other values and were thus dropped, resulting in the following 12 values: Achievement, Co-workers, Creativity, Income, Independence, Life Style, Challenge, Prestige, Security, Supervision, Variety, and Workplace. Each value is measured via a scale of 6 5-option Likert-type items. Scale scores are norm-referenced and expressed in the form of percentile ranks. The norms are based on responses from a national proportional stratified sample of 8,785 respondents representing users in terms of gender, state, and age.

Based on responses from a sample of 426 college students, reliabilities for all 12 scale scores are high. Table 1 below summarizes the Cronbach alpha values for the 12 scales.

Table 1
Cronbach alpha values for the 12 scales of SWVI-r

Scale	Cronbach alpha value
Achievement	0.84
Co-workers	0.85
Creativity	0.87
Income	0.88
Independence	0.72
Life Style	0.83
Challenge	0.80
Prestige	0.81
Security	0.86
Supervision	0.87
Variety	0.83
Workplace	0.80

Validity evidence has been gathered following Fouad's (1999) classification system. Specifically, Fouad identified the following key sources of validity evidence: content validity, substantive validity, structural validity, generalizability, external validity, and consequential validity. Content validity evidence had been accumulated via numerous independent sources, including Allport, Vernon, & Lindsey, 1970; Hoppock, 1935; Centers, 1948; Darley & Hagenah, 1955; Fryer, 1931; Ginzberg, 1951; and Dawis & Lofquist, 1984. For substantive validity, a negative skew is observed. The use of a norm-referenced approach essentially negated the issue. For structural validity, a principal components analysis was conducted based on response data from 2,000 high school students. The results show two principal components. Generalizability is concluded based on results of Super, 1964, Ivy, 1963, and Super, 1970.

For external validity, Ben-Shem, Avi, and Tamara (1991) found that freshmen in educational programs leading to "helping occupations" were more inclined to values of Co-Workers, and less inclined to values of Creativity and Independence than freshmen in other programs. Busacca, Beebe, and Toman (2005) found a number of differences in mean scores for various respondent characteristics on certain work values inventory scales.

Increasing age was associated with declines in scores on Co-Workers, Lifestyle, Prestige, Security, and Workplace. Females give greater weight to Lifestyle, Supervision, and Workplace than males. Blacks valued Co-Workers and Security more than both Hispanics and Whites, and Creativity, Income, and Workplace more than Whites. Hispanics valued Co-Workers and Security more than Whites. Interestingly, married respondents valued Independence more and Security less than single ones. Rottinghaus and Zytowski (2006) examined correlations between SWVI-r and KCS scales. In a group of 1,000 each male and female high school students, regression analyses showed that higher work values in Challenge and Income but lower values for Prestige showed greater interest in Science/Technical activities in both males and females.

As well, higher work values of Creativity and Lifestyle showed greater interest in Arts/Communications activities for both genders.