***twenty item values inventory (TwIVI)***

Here we briefly describe some people. Please read each description and think about how much each person is or is not like you. Using a 6-point scale (see below) from *“not like me at all”* to *“very much like me”,* choose how similar the person is to you and write this in the box to the right of each description:

*not like not a little somewhat like very much*

*me at all like me like me like me me like me*

*1 2 3 4 5 6*

***how much like you is this person?***

|  |  |  |
| --- | --- | --- |
| ***1*** | S/he believes s/he should always show respect to his/her parents and to older people. It is important to him/her to be obedient *(CO)* |  |
| ***2*** | Religious belief is important to him/her. S/he tries hard to do what his religion requires *(TR)* |  |
| ***3*** | It's very important to him/her to help the people around him/her. S/he wants to care for their well-being *(BE)* |  |
| ***4*** | S/he thinks it is important that every person in the world be treated equally. S/he believes everyone should have equal opportunities in life *(UN)* |  |
| ***5*** | S/he thinks it's important to be interested in things. S/he likes to be curious and to try to understand all sorts of things *(SD)* |  |
| ***6*** | S/he likes to take risks. S/he is always looking for adventures *(ST)* |  |
| ***7*** | S/he seeks every chance he can to have fun. It is important to him/her to do things that give him/her pleasure *(HE)* |  |
| ***8*** | Getting ahead in life is important to him/her. S/he strives to do better than others *(AC)* |  |
| ***9*** | S/he always wants to be the one who makes the decisions. S/he likes to be the leader *(PO)* |  |
| ***10*** | It is important to him/her that things be organized and clean. S/he really does not like things to be a mess *(SE)* |  |
| ***11*** | It is important to him/her to always behave properly. S/he wants to avoid doing anything people would say is wrong *(CO)* |  |
| ***12*** | S/he thinks it is best to do things in traditional ways. It is important to him/her to keep up the customs s/he has learned *(TR)* |  |
| ***13*** | It is important to him/her to respond to the needs of others. S/he tries to support those s/he knows *(BE)* |  |
| ***14*** | S/he believes all the worlds' people should live in harmony. Promoting peace among all groups in the world is important to him/her *(UN)* |  |
| ***15*** | Thinking up new ideas and being creative is important to him/her. S/he likes to do things in his/her own original way *(SD)* |  |
| ***16*** | S/he thinks it is important to do lots of different things in life. S/he always looks for new things to try *(ST)* |  |
| ***17*** | S/he really wants to enjoy life. Having a good time is very important to him/her *(HE)* |  |
| ***18*** | Being very successful is important to him/her. S/he likes to impress other people *(AC)* |  |
| ***19*** | It is important to him/her to be in charge and tell others what to do. S/he wants people to do what s/he says *(PO)* |  |
| ***20*** | Having a stable government is important to him/her. S/he is concerned that the social order be protected *(SE)* |  |

To score the scale, take the average of the two relevant answers for each of the ten values:

*Conformity \_\_\_\_ ; Tradition \_\_\_\_ ; Benevolence \_\_\_\_ ; Universalism \_\_\_\_ ; Self-Direction \_\_\_\_ ;*

*Stimulation \_\_\_\_ ; Hedonism \_\_\_\_ ; Achievement \_\_\_\_ ; Power \_\_\_\_ ; Security \_\_\_\_ ; ‘Mean’ \_\_\_\_ .*

Sandy, C. J., et al. (2016). *"The development and validation of brief & ultrabrief measures of values."* J Pers Assess: 1-11.

***[PTO.]***

Sam Gosling, one of the developers of the TwIVI, comments on his website: *“People systematically differ in their ratings of value importance. Some people rate only a few values highly, others rate most values highly, and some sit in the middle … Values priorities (or the relevant tradeoff between values) have a strong effect on behavior and attitudes.”* Gosling suggests controlling for response differences by using a *Mean Center* approach, where one centers each individual’s responses around his or her mean response to all 20 items:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *- 4* | *- 3* | *- 2* | *- 1* | *+ 1* | *+ 2* | *+ 3* | *+ 4* |
| *Conformity* |  |  |  |  |  |  |  |  |
| *Tradition* |  |  |  |  |  |  |  |  |
| *Benevolence* |  |  |  |  |  |  |  |  |
| *Universalism* |  |  |  |  |  |  |  |  |
| *Self-Direction* |  |  |  |  |  |  |  |  |
| *Stimulation* |  |  |  |  |  |  |  |  |
| *Hedonism* |  |  |  |  |  |  |  |  |
| *Achievement* |  |  |  |  |  |  |  |  |
| *Power* |  |  |  |  |  |  |  |  |
| *Security* |  |  |  |  |  |  |  |  |



Cieciuch, J., Davidov, E., Vecchione, M., & Schwartz, S. (2014). *"A hierarchical structure of basic human values in a third-order confirmatory factor analysis."* Swiss Journal of Psychology 73(3): 177-182.