

Application of the Revised Version of the CRT-RMS to Korean Samples

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Conditional Reasoning Test for Relative Motive Strength (CRT-RMS) refers to the instrument that assesses individuals' achievement motivation inferred from their reasoning styles. The CRT-RMS in South Korea, however, needs further investigation before it can be widely used in the workplace. The current study tested the reliability and predictive validity of the modified version of the CRT-RMS in the context of academic and workplace settings in South Korea. Study 1 revealed an acceptable level of internal reliability and concurrent validity of the CRT-RMS in explaining the variance of academic performance (i.e., exam scores) in the college sample. Study 2 found that the CRT-RMS is significantly associated with achievement goal setting (i.e., sales goals) and explained a significant amount of variance in job performance (i.e., sales volume) in the sales representative sample. The findings suggest the potential of the CRT-RMS as an efficient instrument in assessing achievement motivation and achievement behavior among the Korean population.

Key words : *Conditional Reasoning Test for Relative Motive Strength (CRT-RMS), achievement motivation, performance, implicit assessment, reliability, validity*

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Decades of empirical research have identified achievement motivation as a significant predictor of performance. The contribution of achievement motivation in predicting performance can be found in studies that have documented significant associations between achievement orientations and objective performance indices (Dunn, Mount, Barrick, & Ones, 1995; Piedmont & Weinstein, 1994; Stewart, 1999; van der Berg & Feij, 2003; Vinchur, Schippmann, Switzer, & Roth, 1998). For instance, the achievement facet of NEO-PI-R predicted organizational behaviors including overall job performance ($r = .12$), task performance ($r = .13$), and interpersonal facilitation ($r = .06$) (Barrick, Mount, & Judge, 2001; Dudley, Orvis, Lebiecki, & Cortina, 2006; see also Ones, Dilchert, Viswesvaran, & Judge, 2007). Similarly, scores on achievement motivation are associated with skill acquisition and motivation to learn in the workplace (Colquitt, LePine, & Noe, 2000).

Limitations of Previous Research on Achievement and Avoidance Motives

Although the association between achievement motivation and successful work performance was found in various areas of research in Industrial and organizational (I/O) psychology, practitioners have questioned the appropriateness of their use in personnel decisions (c.f., Morgeson et al., 2007). A limitation of most studies in this area is that they are based on self-report measures.

In self-report measures, respondents have the opportunity to provide false information to maintain a favorable self-view through impression management (Furnham, 1997; Stark, Chernyshenko, Chan, Lee, & Drasgow, 2001). This is of particular relevance in the workplace, where a socially desirable answer by employees is critical for selection and promotion. False information or social desirability can act as a confounding influence on the correlation between motivation and achievement behavior (Rothstein & Goffin, 2006).

In addition, correlation coefficients between motivation and achievement behavior, although significant, are considerably small. In their review of self-report measures of motivation, James and Rentsch (2004) found that the average uncorrected validity across a number of self-report measures was low (.12). This may be preventing practitioners from considering achievement motivation as a major predictor of performance.

The Premise of the CRT-RMS

One of the alternatives to the self-report measures is the Conditional Reasoning Test for Relative Motive Strength (CRT-RMS), which implicitly assesses achievement motivation by identifying the individual's reasoning style. The premise of the CRT-RMS is that the reasoning style of an individual can be seen through their motives, framing tendencies, and implicit hypotheses. Thus, assessing one's reasoning style

can provide information on motivation in indirect ways (James & LeBreton, 2012; James & Mazorelle, 2002).

For instance, achievement-motivated individuals tend to view their achievement goal pursuit as rational and sensible behavior. Hence, they believe that they themselves are responsible for their performance and that they can develop skills through practice or training (James, 1998; Weiner, 1991). They also frame demanding tasks as a learning process and their effort as “involvement” and “commitment” (James & LeBreton, 2012). If individuals with implicit high achievement motivation fail at a task, they are more likely to persist at the task, rather than give up easily (James, 1998).

In contrast, individuals with a fear of failure have a different implicit reasoning style. The fear of failure—a tendency to respond to achievement-oriented tasks with apprehension and anxiety over failing—often results in avoidance of such tasks (Atkinson & Birch, 1978). Individuals with a high fear of failure tend to blame external factors for their failures (Hinshaw, 1992), perceive demanding tasks as threatening, stressful, or excessively difficult (Backman & Dixon, 1992), and think that they cannot enhance or develop their deficient skills (Taylor & Brown, 1988; Weiner, 1991). They are less likely to see the value of demanding tasks and are likely to view them in a more negative light.

Items of the CRT-RMS

In order to identify such reasoning styles, the CRT-RMS assesses achievement motivation and fear of failure in individuals and infers the relative motivational strength for each. For each question in the test, the respondent is presented with a paragraph. They are then asked to identify the option that either supports or weakens the argument, from four logically appealing responses. There four response types are as follows: achievement motivation (AM) alternative, representing an achievement-oriented reasoning style; fear of failure (FF) alternative, representing an avoidance reasoning style; illogical alternative, being irrelevant to what is described in the argument; and neutral alternative, which is neutral in terms of achievement motivation. An individual with relatively strong achievement motivation can be characterized by the degree to which he or she shows motivation to achieve over the avoidance of failure (e.g., selecting more AM than FF responses). An example item is shown in Figure 1¹⁾. Items of the CRT-RMS are formulated such that they require the use of inductive reasoning with response options that are seemingly right or wrong, therefore, there is little opportunity for participants to give false responses.

Validity of the CRT-RMS

The CRT-RMS has been supported by several

1) The example item in the Korean version is attached in the Appendix 1.

Mergers, takeovers, and downsizing of organizations have resulted in even greater competition among employees. People know that they need to have high performance ratings to keep their jobs and to be promoted. The emphasis on high ratings has some managers concerned. They believe that stress-related illnesses (headaches, depression, ulcers) are the result of too much emphasis on high performance ratings. These managers have recommended that people be rated on a simple “pass-fail” system, where only a few employees would fail. Which one of the following is most likely to occur if a “pass-fail” system of ratings is put into practice?

- More people of all ability levels would have a chance to be promoted. (*Achievement motivation response*)
- More stress-prone employees would perform better in the relaxed environment of a “pass-fail” system because they would be able to concentrate on their jobs rather than worry about failing. (*Fear of failure response*)
- Employees would take less time off because they would be in better health. (*Illogical response*)
- Organizations with pass-fail systems would be less competitive and many would go out of business.

Figure 1. An example item of the CRT-RMS

empirical studies suggesting sufficient levels of validity in American samples (c.f., James & LeBreton, 2012). In one study, which related the CRT-RMS to the mean test scores for two undergraduate courses, a zero-order correlation of .52 was found. The CRT-RMS explained an additional 19% of variance in test scores, over and above the variance explained by ability test scores (James, 1998). Furthermore, James and Rentsch’s (2004) review of several studies found that, when averaging across the absolute values of uncorrected validities, the CRT-RMS has an approximate validity of .43. This is significantly higher than the average validity of the self-report measures (.12). Furthermore, this reported validity of .43 is also higher than the coefficients for self-reports of approach/avoidance motives (James & Rentsch, 2004).

The discriminant validity of the CRT-RMS can be determined with a review of the

literature wherein both implicit and explicit measures of motivation are used. The dissociation model suggests that implicit and explicit components of motivation are unrelated. In support of this, empirical studies have found that the CRT-RMS is weakly correlated (or uncorrelated) with various other self-report measures of achievement motivation, such as the Work and Family Orientation Scale (WOFO; Spence & Helmreich, 1983) and a self-report fear-of-failure measure called the Test Anxiety Scale (Sarason, 1978). The CRT-RMS, however, has been shown to significantly predict unique aspects of achievement behavior over the WOFO (c.f., Blair, 2001).

Korean Version of CRT-RMS

In recognition of the contribution of implicit achievement motivation to the prediction of performance, Lee and Chang (2012) translated

the CRT-RMS into Korean and tested its reliability and validity in Korean samples. The results indicated sufficient levels of reliability and discriminant validity based on a sample of Korean college students. This provides further theoretical support for the dissociation model. However, it should be noted that the reliability and validity were based on 11 items out of the total 15 because some items did not work in the Korean context (Lee & Chang, 2012). The researchers suggested the development of new items to improve the reliability and validity of the measure in Korean samples.

Following this suggestion, the current study included 15 recently developed CRT-RMS items in addition to the existing 15 CRT-RMS items, and tested the psychometric properties with a Korean sample. To compensate for the increased number of items, the number of response options for each item was reduced from five to four. This was intended to reduce the cognitive load on participants. Study 1 tested the internal reliability and concurrent validity of the modified version of the CRT-RMS in an academic setting. Study 2 tested the predictive validity of the CRT-RMS in the workplace.

Study 1

An initial estimate of the internal reliability and concurrent validity of the Korean version of the CRT-RMS was made using a college sample.

In academic settings, the achievement motivation of students to pass a course is expected to be reflected in their test performance because test scores play a prominent role in the evaluation of academic performance (James, 1998; Payne, Youngcourt, & Beaubien, 2007). Thus, this study used academic performance (i.e., exam scores) as a criterion variable predicted by achievement motivation.

Responses by the college students on the 30 CRT-RMS items were analyzed in three ways. First, the internal consistency of the CRT-RMS was tested using the Kuder Richardson-20 (KR-20), which was chosen for its appropriateness for questions that can be coded dichotomously. With regard to concurrent validity, the significance of the correlation was tested between the CRT-RMS, a self-report measure of achievement motivation, and an academic performance index. Finally, the size of the association was assessed using hierarchical linear regression, with the academic performance index as the criterion variable.

Participants and Procedure

To ensure that the results are not limited to the sample, a total of 340 college students (131 males, 209 females) was recruited from three undergraduate classes across two different universities in South Korea ($M_{age} = 20.50$, $SD = 2.00$). The participants completed the questionnaire package, which included the CRT-RMS, a self-report achievement motivation

assessment (i.e., the NEO-PI-R achievement-striving subscale), and demographic questions in a 30-minute session. Participants who completed the questionnaire as an optional course assignment received extra course credit. After the completion of the survey, the exam grades of participants were obtained from the course instructor of their psychology courses.

Methods

CRT-RMS

Given that English is a minority language in South Korea, the original version of the CRT-RMS was first translated from English to Korean, and then back-translated it to English. Three English-Korean bilingual speakers evaluated and confirmed a high level of similarity across the two versions in terms of meaning.

Of the 30 items in the English version of the CRT-RMS, a total of 20 items were included in the Korean version based on a preliminary item response analysis. Among the 10 deleted items, nine items were excluded because of low differential item functioning (i.e., the parameter a , which estimates an item's ability to discriminate among individuals, is below .3). The remaining item was excluded because it was suitable only for a Western cultural context that was relatively unfamiliar to Koreans (e.g.,

knights in ancient days).

In the analysis, each respondent's AM and FF scores were calculated by summing the AM and FF responses, after which the sum of the AM scores were subtracted from the sum of the FF scores to obtain the total relative motivational strength. Responses that were neither an AM nor a FF alternative (i.e., illogical or non-scored alternative) were not scored. The RMS scores could range between -20 and 20.

Achievement motivation scales

Explicit achievement motivation was measured using the NEO-PI-R scale, which is a self-report measure of global personality (Costa & McCrae, 1992). The achievement striving facet of the broader conscientiousness factor of the NEO-PI-R was used to assess explicit achievement motivation in this study. This facet includes eight items, each rated on a 5-point Likert-type scale ranging from "1 = strongly disagree" to "5 = strongly agree." The measure has been shown to have good reliability and validity (see Costa & McCrae, 1992). Internal consistency reliability for the present study was .80.

Achievement Performance

The mean test scores on the academic performance index were used as the achievement behavior index. Respondents' scores on four in-class written tests from introductory-level

undergraduate psychology courses were averaged and then statistically standardized using z-scores (Raw mean test scores = 73.90, *SD* = 31.52). The test format was the same for all four tests across the three classes (i.e., multiple-choice questions; total 50 questions). No significant differences between scores were found across exams and groups.

Results

Participants who had five or more illogical or missing responses were excluded from further analyses (c.f., James & Rentsch, 2004). This is a standard for the number of illogical answers for sixth graders, and indicates that the participant did not take the test seriously. In the current study, all participants were maintained as valid cases with RMS scores. The average scores of the CRT-RMS and NEO-PI-R were 1.19 (*SD* = 3.29) and 26.90 (*SD* = 5.21), respectively.

Reliability

The internal consistency as assessed by KR-20 was found to be .58 for total scores on the CRT-RMS, which ultimately consisted of 19 items. Although the value is relatively low, it is an acceptable level of reliability for a newly developed measure with dichotomous items (e.g., Rovner et al., 2012).

Concurrent Validity

In addition, the significance of correlations among CRT-RMS, NEO-PI-R, and the academic performance index was tested. The results revealed that academic performance index was positively correlated with achievement motivation assessed by both the total CRT-RMS scores ($r = .24, p < .001$) and NEO-PI-R ($r = .15, p < .01$). The correlation between CRT-RMS and NEO-PI-R was not significant.

As both the CRT-RMS and NEO-PI-R significantly correlated with academic

Table 1. Summary of Hierarchical Regression Analysis for Variables Explaining Academic Performance

	Model 1			Model 2		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
NEO-PI-R	.03	.01	.15*	.03	.01	.16*
CRT-RMS				.07	.02	.25**
<i>R</i> ²		.02			.08	
<i>F</i> for <i>R</i> ² Change		7.16			21.16	

Note: * $p < .05$. ** $p < .001$

performance, hierarchical regression analysis was conducted to test if CRT-RMS explained the incremental variance of academic performance over and above NEO-PI-R did. In the analysis, NEO-PI-R was entered at Step 1 (Model 1) while CRT-RMS was entered at Step 2 (Model 2). The results showed that although NEO-PI-R significantly explained the variance of academic performance ($R^2 = .02$, $F(1, 319) = 7.16$, $p < .05$), the CRT-RMS explained the more amount of incremental variance in academic performance than NEO-PI-R did (R^2 change = .06, $F(1, 318) = 21.16$, $p < .001$, Table 1).

Study 2

In Study 2, the revised version of the CRT-RMS was tested as a predictor of performance in the workplace. Researchers have found that individuals with higher (vs. lower) achievement motivation tend to set higher achievement goals, which in turn leads to enhanced achievement outcomes (Latham & Locke, 2007). Therefore, individuals with higher CRT-RMS scores were expected to show higher achievement goal-setting and better achievement behavior.

In order to obtain an objective index of both achievement goal setting and achievement behavior, the performance of a sample of sales representatives was assessed. The achievement

motivation was operationally defined by the amount of sales they set as a goal (i.e., sales goal setting), and achievement behavior was assessed by the actual amount of sales they made (i.e., sales volume). The incremental variance of each assessment (the CRT-RMS and NEO-PI-R) was then analyzed using hierarchical linear regression

Participants and Procedure

A total of 99 sales representatives from a medium-sized pharmaceutical company in South Korea participated in the study. The sample consisted of 92 males and 3 females (4 did not indicate gender) ranging in age from 25 to 51 ($M = 35.98$, $SD = 4.93$). The level of positions varied from entry to managerial roles; and the years of work with the company ranged from 6 months to 24 years ($M = 8.94$, $SD = 5.46$). Participants who took part in the study on a voluntary basis were compensated with a drink worth 1,000 Korean won.

The role of the participants was to complete the questionnaire package, including the CRT-RMS, the self-report achievement motivation assessments, and demographic questions. All the measures were administered in one 30-minute session.

Methods

CRT-RMS and Self-report achievement motivation scales

Both the CRT-RMS and NEO-PI-R are described in Study 1.

Achievement Goal-Setting and Performance

With permission from the participants, monthly sales goals (set by the sales representative) and the actual sales volume over the period of a month from the senior sales manager were obtained. The units of sales goals and sales volume were represented in Korean won (₩).

Results

As participants who had five or more illogical or missing responses were excluded from further analyses (c.f., James & Rentsch, 2004), a total of 94 participants were maintained as valid cases with RMS scores. Among them, 11 entry level employees who worked for the company for less than one year were excluded because they have no performance ratings yet. In the final data set, 83 participants were included for analysis.

Descriptive statistics

The average score on the NEO-PI-R was

27.62 ($SD = 5.31$). The average sales goal was ₩248,560,240 ($SD = ₩135,179,430$), while the average sales volume was ₩279,584,170 ($SD = ₩207,844,990$)².

Predictive Validity

Subsequent correlation analysis was conducted to examine the relationships between CRT-RMS, sales goals, and sales volume. The results showed that CRT-RMS scores were positively associated with sales goals ($r = .25$, $p < .05$). This finding supports the idea that the CRT-RMS is a useful instrument for assessing the level of goals an individual desires to achieve (James, 1998). The results also showed that CRT-RMS scores were positively associated with sales volume ($r = .23$, $p < .05$), whereas NEO-PI-R scores were not at all associated ($r = .03$, $p = n.s.$). The findings suggest that achievement motivation, as assessed by the CRT-RMS, is associated with work performance, whereas achievement motivation, as measured by self-report, is not.

The possibility was tested in hierarchical linear

2) The distribution was relatively skewed (2.66). However, deleting outliers did not change the significance of the correlation coefficient, thus they were retained for further analysis. In addition, when the predictors were transformed by square root to achieve a normal distribution, the findings were similar and had the same levels of significance. To avoid repetition, analyses of raw scores are reported in the manuscript.

Table 2. Summary of Hierarchical Regression Analysis for Variables Explaining Sales Goal-Setting and Sales volume

a) Goal-setting

	Model 1			Model 2		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
NEO-PI-R	.10	2.80	.00	.16	2.73	.00
CRT-RMS				9.71	4.32	.25*
R^2		.00			.07	
<i>F</i> for R^2 Change		.00			5.04	

b) Sales volume

	Model 1			Model 2		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
NEO-PI-R	1.42	4.46	.04	1.50	4.37	.04
CRT-RMS				1.44	6.93	.23*
R^2		.00			.06	
<i>F</i> for R^2 Change		.10			4.30	

Note: * $p < .05$, Unit: 1,000,000 Korean won (₩)

regression. In the analysis, the CRT-RMS and NEO-PI-R were compared in terms of the unique contribution of each measure explaining the variance of the sales goal-setting. The results showed that NEO-PI-R did not significantly explain the variance of the mean sales goal-setting ($R^2 = .00$, $F(1, 76) = .00$, $p = n.s.$), while the CRT-RMS explained the significant amount of variance in the sales goal-setting (R^2 change = .07, $F(1, 75) = 5.04$, $p < .05$). The regression analysis was replicated with sales volume as a predictor

(Table 2). The results showed that NEO-PI-R did not significantly explain the variance of the mean sales volume ($R^2 = .00$, $F(1, 76) = .10$, $p = n.s.$), while the CRT-RMS explained the significant amount of variance in the sales volume (R^2 change = .06, $F(1, 75) = 4.30$, $p < .05$). The variance inflation factors (VIF) of predictors in both analyses were 1, suggesting that there was no problem of multicollinearity. Overall, the results support the predictive validity of the CRT-RMS among sales representatives.

Discussion

The importance of achievement motivation has been emphasized in the workplace because the level of motivation of an employee not only predicts performance, but also helps organizations to set up guidelines for low or high achievers. In light of this, the present study sought to investigate the reliability and validity of the modified version of the CRT-RMS using two Korean samples.

Consistent with a previous study on the CRT-RMS (c.f., Lee & Chang, 2012), the current study found that the level of reliability was acceptable in a Korean sample (Study 1). Further, the current study found that the modified version of the CRT-RMS significantly predicts both academic performance and sales volume (to a greater degree than the NEO-PI-R) in the Korean samples (Studies 1 and 2). In sum, the findings suggest that the CRT-RMS has good concurrent and predictive validity, which in turn supports the construct validity.

The findings of this study are in line with the literature that suggests sound levels of reliability and validity of social-cognitive types of implicit measures assessing personality and attitude (e.g., Cunningham, Preacher, & Banaji, 2001). While projective types of personality assessments, such as the Thematic Apperception Test (TAT), have been questioned for their validity, social-cognitive types of implicit

assessments, such as the Implicit Association Test (IAT), have shown sufficient levels of concurrent and predictive validity (Nosek, Greenwald, & Banaji, 2005). The findings of the current study add additional support for the validity of social-cognitive types of implicit assessment in investigating psychological construct.

The findings also highlight the need to include implicit measures in motivation research. According to the dissociation model, implicit motivation (motivation that exists outside of conscious awareness) is better captured by indirect methods of assessment (e.g., IAT). In contrast, explicit motivation is better assessed by direct assessment methods (e.g., self-report measures; Bing et al., 2007; Frost, Ko, & James, 2007). Given that achievement motivation is largely subconscious (McClelland, Atkinson, Clark, & Lowell, 1953), it is likely better assessed by the CRT-RMS than by the NEO-PI-R. This study indeed found a stronger association between the CRT-RMS and performance than between the NEO-PI-R and performance. In this vein, this study suggests that including the CRT-RMS in subsequent research could increase understanding of implicit motivation and relevant motivational behavior.

From a practical perspective, the findings provide implications for practitioners. The significant amount of variance in achievement behavior explained by the CRT-RMS suggests that the CRT-RMS could be used to enhance

personnel selection procedures for organizations in Korea. In addition, resistance to social desirability and high predictability of the CRT-RMS can be utilized for identification and training purposes. Ultimately, the ability to measure and predict performance could help improve overall levels of productivity in organizations.

Limitations and Future Research

As a preliminary study, this study provides a basis for further studies. First, future research should find ways to enhance the reliability of the CRT-RMS in South Korea. Although the modified version of the CRT-RMS includes nine more items than the previous version tested in South Korea, the reliability remained similar (c.f., Lee & Chang, 2012). In order to enhance the reliability of the CRT-RMS, it would be worth making alternative test format. The current CRT-RMS items include four response alternatives to choose from, and each response (i.e., achievement motivation and fear of failure) is coded independently as 0 or 1. However, the dichotomous format is suggested to be less sensitive to precise measurement of underlying factors than the Likert-style response format, leading to lower reliability among items (Muñiz, García-Cueto, & Lozano, 2005). Thus, one improvement may include changing the response format from dichotomous to a Likert-type scale, which would measure the degree of agreement

to each response option (Velicer, DiClemente, & Corriveau, 1984).

The relationship among criterion variables also needs further investigation. In Study 2, achievement motivation was associated not only with sales volume, but also with the years of working in the company. This could indicate that number of working years is another criterion variable for achievement motivation, which is consistent with literature indicating a low turnover rate among high achievers (Hines, 1973). An alternative explanation is that working years are a potential mediator in the relationship between achievement motivation and sales volume, thus achievement motivation could affect turnover rate, which in turn would predict sales volume. The current study did not cover these issues because they were beyond its scope. However, future studies could investigate these issues to elucidate the psychological mechanisms involved in the influence of achievement motivation on performance.

Finally, recruiting a larger sample size with groups that are more diverse is suggested. If the significant results found in the relatively small sample size in Study 2 are replicated in a large sample consisting of diverse occupational groups, it would increase the generalizability of the CRT-RMS in South Korea. In addition, it would further enhance the practical relevance of the CRT-RMS as a tool for personnel selection procedures in organizations in South Korea.

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수정보완된 CRT-RMS의 한국 적용성 연구

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기존의 자기보고식 성취동기 측정 방식의 한계를 보완하기 위해 개발된 조건추리검사- 상대 동기 강도(CRT-RMS)는 주어진 상황에 대하여 개인이 가지는 가정들과 논리를 분석하여 성취 동기를 측정하는 도구이다. 한국인을 대상으로 한 CRT-RMS 타당화 연구는 아직 초기 단계라 할 수 있으므로, 본 연구에서는 한국 대학생과 영업사원 두 표본 집단에서 CRT-RMS의 신뢰도와 타당도에 대해 알아보았다. 연구 1에서 한국의 대학생 340명을 대상으로 표본 내 CRT-RMS 점수의 신뢰도와 동시준거 타당도를 알아본 결과, CRT-RMS가 학생 표본에서 수용할만한 수준의 신뢰도를 보이며, 자기보고방식으로 측정한 성취동기와 함께 학업성취도를 유의미하게 예측하는 것으로 나타났다. 또한, 연구 2에서 제약회사 영업사원 99명을 대상으로 이 도구의 예측 타당도를 알아본 결과, CRT-RMS 점수가 자기보고방식으로 측정한 성취동기 점수보다 더 유의미하게 사원들의 실제 판매 실적을 예측하는 것으로 나타났다. 이러한 연구 결과는 미국 뿐 아니라 한국에서도 CRT-RMS가 성취동기를 측정하는데 효율적으로 활용될 수 있는 가능성을 제시한다.

주요어 : CRT-RMS, 조건추리검사-상대동기 강도, 성취동기, 수행, 암묵적 측정도구, 신뢰도, 타당도

Appendix 1

An example item of the CRT-RMS in the Korean version

기업합병, 인수, 구조조정은 고용자들의 경쟁을 심화시켰다. 사람들은 직장을 유지하고, 승진하기 위해서는 높은 직무평가 점수를 받아야 한다는 것을 알고 있다. 어떤 관리자들은 이렇게 높은 평가 점수를 강조하는 것에 대해 우려한다. 그들은 스트레스 관련 질병 (두통, 우울, 궤양) 이 바로 높은 평가점수를 과도하게 강조한 결과물이라고 믿는다. 이들은 불합격되는 사람이 거의 없는, 단순한 “합격/불합격”시스템으로 사람들을 평가해야 한다고 제안한다.

아래 중 어떤 내용이, 합격-불합격 시스템을 실행했을 때 일어날 수 있는 일에 대해 설명하는가?

- a. 각 수준의 능력을 가진 더 많은 사람들이 승진되는 기회를 가질 것이다. (성취동기를 나타내는 선택지)
- b. 스트레스를 잘 받는 고용자들은 “합격-불합격” 시스템이 있는, 편안한 환경에서 더 일을 잘 할 것이다. 왜냐하면 그들이 불합격할 것에 대해 걱정하기 보다 일에 집중할 수 있을 것이기 때문이다. (실패공포를 나타내는 선택지)
- c. 고용인들은 결근을 더 적게 할 것이다. 왜냐하면, 그들이 더 건강한 상태일 것이기 때문이다. (비논리를 나타내는 선택지)
- d. 합격-불합격 시스템을 도입한 회사는 덜 경쟁적일 것이고, 많이 망하게 될 것이다.