**Values are Your Bridge to Resilient Teams:**

**Helping Students Bridge the Gap Between Personal and Team Values to Build Resilience**

**Abstract**

Introducing the Giving Voice to Values concepts to students through a guided experiential exercise for individual students to help them determine their core values. Then, in student groups, each team will put together a set of group values to help student teams use intention, clarity, and personal ideals to keep their teams accountable. The following set of activities is used at the beginning of the class to prepare students with the importance of ethics and values and shows how when teams share values, they build resilience together.

Keywords: Giving Voice to Values, peer evaluation, resilience, teams

**Introduction and Theoretical Foundation**

In an effort to make ethics more interactive and give students a set of ways to express themselves better, using the Giving Voice to Values (GVV) framework pioneered by Mary C. Gentile (2010) as a starting point for classroom discussions and then integrating hands-on experiential activities in management education to use in the classroom. Using GVV, students can increase their resilience through practice with values-based thought exercises and teamwork (Levesque, 2018; Robinson, 2022).

These exercises have been used in undergraduate face-to-face classes. They could easily be adapted for classes online if students or their university were to purchase the eBook version of *The Live Your Values Deck* (Congdon & Niculescu, 2021). Using this tool in the classroom allows us as educators to leverage the GVV ethical framework and give students a vocabulary to express themselves and their values individually and in teams (Arce & Gentile, 2015).

**Learning Objectives**

LO1 – Understand Giving Voice to Values concepts and applications.

LO2 – Understand the importance of setting team values for peer evaluation.

**Exercise Overview**

**Materials Needed:** Each student or team needs one of *The Live Your Values Deck* of cards.

**Class size:** 30, with teams of four to five students.

**Timing:** I take at least one hour for the individual exercise and another hour on a different day for the team values exercise.

**Individual Activity Overview:** After handing each individual student their own deck of *Live Your Values Cards* (Congdon & Niculescu, 2021), I have each student sort the cards into three basic values as described in the deck using the three cards marked “Matters Most to Me,” “Matters Some to Me,” and “Doesn’t Matter to Me.” These decks have 78 different cards with core values on them, such as empathy, integrity, humility, self-discipline, success, and so on. Each card gives a basic description of the value and a list of ideas and suggestions for how to think about or implement each value. Students are reminded that they should assess who they are currently at their core but without thinking too deeply about the individual cards. They are also told not to dwell on whom they think they ought to be or aspire to be.

 Once students have finished with the first step, they are asked to narrow the stack of “What Matters Most to Me” down to only their top ten values. After that, they have to rank these top ten in order from one to ten, with one being the most important to them. Finally, a discussion follows to help students figure out what they went through in the decision-making and sorting process, as well as how they narrowed down and ranked their cards.

**Team Activity Overview:** Each team is given one deck of *Live Your Values Cards* (Congdon & Niculescu, 2021). Students have to agree for or against the inclusion of each value as part of the core values they want for their team. They have to be in agreement on ten principal values that represent their team. These team values are what they will evaluate each other on at the end of the semester through a peer evaluation form as part of their course grade.

**Session Description**

I will explain the background theory and hand out card decks to participants. I will run the group through the individual values exercise explained above. Then we will talk through the team-based exercise.

**Welcome/introductions**: 5 minutes

**Hand card decks/instructions**: 10 minutes

**Individual values exercise**: 30 minutes

**Debrief:** 15 minutes

**Team session overview**: 5 minutes

**Questions**: 5 minutes

**Wrap up**: 5 minutes

**References**

Arce, D. G., & Gentile, M. C. (2015). Giving Voice to Values as a leverage point in business ethics education. *Journal of Business Ethics, 131*, 535-542. doi:10.1007/s10551-014-2470-7.

Congdon, L., & Niculescu, A. (2021). *The Live Your Values Deck: Sort Out, Honor, and Practice What Matters Most to You.* San Francisco, CA: Chronicle Books.

Gentile, M. C. (2010). *Giving Voice to Values: How to speak your mind when you know what’s right.* New Haven, CT: Yale University Press.

Levesque, L. L. (2018). Student-Authored Ethics Vignettes: Giving Voice to Values All Semester. *Management Teaching Review, 3*(4), 331-345. doi:10.1177/2379298118781771

Robinson, V. (2022, February 23). Tools for Resilience: The Live Your Values Deck. *Resilience Lab blog, University of Washington.* https://wellbeing.uw.edu/2022/03/08/tools-for-resilience-the-live-your-values-deck/

**Learning Objectives:**

LO1 – Understand the importance of “proper” goal setting

LO2 – Understand the importance of setting a strategy to accomplish goals

**Exercise Overview:**

**Materials Needed:** Each student or team needs one *The Live Your Values Deck* of cards.

**Class size:** 30, with teams of four to five students.

**Timing:** I use it as Bell Work, but it’s strong enough to stand on its own. 5-10 minutes for the activity, 10ish minutes for a discussion, but with an active class the discussion could go as long as the professor allows it. I once taught pretty much the entire chapter just by using this activity without even bringing up PowerPoint while still covering everything I needed to cover.

**Activity Overview:**

Participants will take part in an activity and discussion with rolling six-sided dice. In the classroom, students will enter and choose their seats. Announcements are discussed, then, almost as if it’s a side thought the teacher announces that today the class is going to try something out. Just for fun, they’re going to see how many sixes the class can roll in a minute. The tone is important here. If students know it’s a competition, then they’ll approach it as such. It is important that the first roll is just a simple “Let’s see what happens” type roll and not a hype-them-up-to-roll-100-sixes-roll.

The timer is set. The teacher says go. Students start rolling as many sixes in one minute as they can. At the end of the minute I ask students to call out their score one by one so everyone can hear. I write the numbers on the board or on an Excel spreadsheet that is projected on the screen. The class average is provided. I’ve conducted this activity many times and in every single occurrence the class average is around 6.2 sixes in one minute.

Next, I assure the students they can do better and I tell them I want them to try to get 20 sixes in one minute. Of course, they scoff, as they should, because they’re not even close. I’m asking them to triple their production, but I tell them I really want them to achieve 20 sixes. They begin to roll again. They call out their answers again. This time the average is almost always around 6.7.

At this point I ask what happened. They say many things, but almost always someone says “This is just a game of chance. There’s nothing we can do.” At this point I ask what goal they would set for themselves then. It’s almost always around 8 or 9. I tell them I want them to get 12, to double output. They scoff at this as well. Then I point out that there are people in the class that have successfully produced more than 10 sixes each of the two times. Time is then allotted for those “successful” rollers to say what their tips are for success. Armed with their new tricks, they roll again. This time the class average is around 11.7.

Discussion follows about what happened, how people were feeling and what changed between time one and time two, time two and time three. We talk about the importance of setting goals and then developing strategy on how to reach those goals. Then, throughout the lesson, I refer back to the dice activity to help illustrate the emotions and power of setting “proper” goals and strategies for success.

**30-Minute Session Plan:**

As stated in the overview, this activity has never been conducted with fewer than 15. Any less and it could skew the mean. Therefore, if there are at least 15, then the exercise will be introduced and demonstrated using the professors as students. If the numbers are far fewer than 15, we will talk through the exercise together and a small demonstration will be provided with the understanding that the average will most likely be different than what is experienced in the classroom.

Note: This class activity normally takes 15-20 minutes as listed in the overview above. More time is allotted in each section than normal in the timing listed below in order to provide ample time to answer any questions or give additional insight into what would happen at each stage of the activity.

**Welcome/introductions**: 5 minutes

**Hand card decks/instructions**: 5 minutes

**Role first round + scores**: 3 minutes

**Roll second round + scores**: 3 minutes

**Roll third round + scores**: 3 minutes

**Debrief and wrap up**: 10 minutes