RLC Values Workshop: What's of Worth?

(Recognition, Labeling & Community)

DP 030 – Developmental

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Overview of RLC Values Workshop

The five sessions expose participants to the following issues: functional definition of a value; use of a values indicator; recognizing and labeling values; public affirmation of values; recognizing and labeling personal values; communication and appreciation of values; consensus building; structured focus on behavior; matching beliefs and behaviors; examination of themes by value communication; understanding lifestyle and value systems. 18 pages

GOALS: To provide undergraduates with a process that enables them to recognize, label, and communicate their personal values; to provide them the opportunity to apply this process to an examination of the relationship between their values behavior and their lifestyles.

TARGET: Undergraduates

STAFF: Leaders must examine their own valuing processes and be skilled in processing group interactions.

LENGTH: Five weekly 1-hour sessions

SIZE: Open

OTHER: For marketing, develop a program name that does not use "value." Our media name is "What of Worth?"

COST: $3.25 Make checks payable to: The University of Texas at Austin. Payment must accompany order. The University does not accept purchase orders for Clearinghouse materials. For tax purposes, the Clearinghouse vendor number is 721721721. Please include title of work and code.

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Preface

Pre-Group Variables

Purpose of group: RLC stands for Recognition, Labeling, and Community. The purpose of the group is to expose undergraduates to a process that will enable them to more effectively recognize, label and communicate their personal values. To apply the results of this process to an examination of the relationship between values and behavior in one's lifestyles.

Assessment of need:

Survey information from freshman questionnaires indicated need; request for this type of intervention by a residential hall project team; recommendation by counseling center staff.

Staff determination:

Individuals who have examined their own value system and possess group processing skills.

Marketing:

There appears to be a present bias against the term “values,” at least in the ability of the word to stimulate initial interest. Our media title has become: What's of Worth?
Group Format Variables

**Elaboration of Goals:**

<table>
<thead>
<tr>
<th><strong>Recognition:</strong></th>
<th>Presenting stimuli that allow an individual to be <em>aware</em> that values are influencing one's life, whether explicitly or implicitly.</th>
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<tbody>
<tr>
<td><strong>Labeling:</strong></td>
<td>After becoming aware that values are present in one's perspectives of the world and decision-making, learning how to <em>name</em> in such a manner as to best clarify for oneself and others what the value is.</td>
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<tr>
<td><strong>Communication:</strong></td>
<td>To use the recognition and labels for one's values in dialogue with others to enhance and develop the <em>understanding</em> of one's own value system, that of others, and the effects of there being similarities or differences between one's own value system and another's.</td>
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<td><strong>Values and behavior:</strong></td>
<td>To apply the developed understanding of one's value process to a comparison of one's behavior in order to <em>identify</em> areas of discrepancy and question the effects of discrepancy on one's well being.</td>
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<td><strong>Tolerance for ambiguity vs. confidence:</strong></td>
<td>The described sequential process will enhance a tolerance for ambiguity in some value areas and provide a confidence not so much for the content implications of a value, as for the process of valuing.</td>
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**Size:** Open ended

**Length:** 5 one-hour sessions

**Membership:** Undergraduate population: completion of short application which includes questions on a participant's expectations and commitments.
Evaluation:

Feedback questionnaire utilized to elicit self-perceptions of advancement in the areas of recognition, labeling, communication of values. Questionnaire being developed which asks for a value reaction, confidence level about reaction and an explanation of the process which led to presence or absence of confidence.

References


RLC Values Workshop: What's of Worth?

Session I

Goals:

1. To introduce the group to the value-clarification process;
2. To discuss the functional definition of a value;
3. To explore how value indicators may be used to discern values;
4. To stimulate participants so that they will want to know more about their own values and about value clarification.

Handout: Value Love List

Materials: newsprint or chalkboard, markers or chalk

Process:

1. To open the session the facilitator introduces self and reviews the objectives (3 minutes).

2. Introduce the Value Love List. Hand out copies of the list and instruct the participants to make a list of the six activities they love to do most. These six items may include anything the participants wish. (Give the group about 5 minutes).

3. Tell the participants to rank their items from one to six, according to how much they value each item. Use the left side of the list for this. That is, “1” indicates the item most valued, “2” the next most valued, etc. (3 minutes)

4. Using newsprint or blackboard, list the following symbols and what they represent, while simultaneously instructing the participants to:

   • Put an “S” by any item that costs $3.00 or more each time you do it. Look for hidden costs. You may say it costs you nothing to take a walk in the state park, but getting to the park involves gasoline and car expenses.

   • Put a “10” by any item you would have been doing 5 years ago.

   • Put an “X” by any item you would like to let others know you do.
• Put an “M” by each of the items that you have actually done in the last month.

• Put a “T” by any of the items you spend at least 4 hours a week doing.

• Put an “E” by any item you spend time reading about, thinking about, worrying about, or planning for.

• Put a “C” by any of the items you consciously choose over other possible activities.

• Put a “G” by the items that you think help you to grow as a person.

5. Tell the participants that the more markings they have put next to an item, the more likely it is that the activity is a value for them. Explain that this list is not a compilation of their values but, rather, is an indication of where their values lie. Now instruct them to re-rank their lists according to the number of marks next to each item — the activity with the most marks being first, etc. (5 minutes or less)

6. Instruct the participants to compare their first ranking with their second ranking. Ask them to note especially:

• Do your rankings match?

• Is your highest value in your first ranking the one that has the most marks next to it?

• Can you see any patterns in your list?

• Have you discovered anything new about yourself as a result of this activity?

• Is there anything that you would like to change about your preference as a result of this activity?

7. Invite the participants to share with the group (to the degree that they are comfortable) what they have learned about their values.
8. Give the group a short talk on the meaning of a “value.”

A value is something that you:

**Choose:**
- a) freely
- b) from alternatives
- c) after thoughtful consideration of the consequences of each alternative

**Prize:**
- d) cherishing, being happy with the choice
- e) willing to affirm the choice publicly

**Act on:**
- f) doing something with the choice
- g) repeatedly, in some pattern of life

9. Ask the participants to choose one of the highly ranked activities and decide how many of the above criteria are reflected in that activity.

10. Invite the participants to share with the group which criteria are evident in their activity.

11. Assign the following homework for the next session: List and explain three qualities you like most about yourself.
**Value Love List Handout**

In the middle column, make a list of six things that you love to do in your life. In other words, of all the things you do in your life, list the six you love to do best.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item</th>
<th>Categorization</th>
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<tbody>
<tr>
<td>1.</td>
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Session II

Goals:

1. To give participants an opportunity to recognize and label some values operative in their lives;

2. To use such indicators as aspiration, interests, hopes, beliefs, and activities to discover the values of the individual and/or group;

3. To provide an opportunity for the individual members to publicly affirm some important values in his or her life.

Handout: My Own Coat of Arms

Process

1. Explain that the activity called “Coat of Arms” has been designed to aid persons in learning more about their values. Explain that a coat of arms was a symbol of what a family stood for (valued) and that pictures were usually used to depict these virtues or achievements; e.g. a lion meant strength, a sword meant valor in combat, etc.

2. Hand out the “General Instructions Sheet” to each participant.

3. Point out that the coat of arms outline has four sections — each of which will be used to depict the response to a specific statement. Tell participants that artistic ability is not important and that stick figures may be used. Inform them that 3 to 4 minutes will be allotted for each section and that pictures, or symbols, not words, are to be used, unless otherwise instructed.

4. Direct the participants to draw, within the designed area of their coat of arms, a picture or symbol of:

   Area 1: Your greatest personal achievement to date.

   Area 2: The one thing that other people can do to make you happy.

   Area 3: Something you are striving to become (or: striving for).

   Area 4: Write a phrase of four words that describe you as a person.
Or

Area 1: Your highest achievement in the last year.
Area 2: Your saddest experience in the last year.
Area 3: Something you would be willing to die for.
Area 4: Write a phrase of four words that describes you as a person.

5. Ask the participants to pin the coat of arms to the front of their clothing. Instruct group members to ask one another brief questions about symbols they do not understand.

6. Ask participants to share with the group what they learned about themselves and their values through this activity.

7. Ask participants to share their coat of arms with the qualities they wrote about for homework (i.e. “three qualities you like most about yourself”). Are there any similarities?

8. As their homework, tell the participants to make a miniature billboard with the following theme:

“What I want to say to the world!”
My Own Coat of Arms

Because this is an experience in values clarification, it is important that you be as candid as possible in your responses to the statements. Do not worry about your artistic ability — it is what you are depicting that matters. You will have five minutes to draw a picture or symbol in each section of your coat of arms.
Session III

Goals:

1. To help individuals develop the skill of recognizing and labeling personal values;
2. To give participants a chance to communicate their values to others, but also to learn to appreciate the values of other persons;
3. To give participants an opportunity to learn to build consensus in areas where values are involved.

Handouts:

- Fall-Out Shelter problem
- Pattern Search Handout
- Patterns Grid

Process:

1. Invite the participants to share their “billboard” homework with the group.
2. Ask group members to search out and label values that may underlie his or her billboard (e.g. social concern, love, freedom, etc.). Share with the group.
3. Divide members into sub-groups of about three persons each.
4. Read the instructions for “The Fall-Out Shelter Problem.” Now, pass out the Fall Out Shelter Problem handout to each participant. Tell them to begin working on the problem. (Give them about 20 minutes).
5. Ask members to re-form a single group. Process “The Fall-Out Shelter Problem.” Invite the members to focus on such questions as the following
   ⇒ “How well did the others listen to me?”
   ⇒ “How well was I able to listen to the views of others?”
   ⇒ “Did I feel pressured to change my mind?”
   ⇒ “How did my group reach a decision?”
6. Assign the following homework for next session: “Pattern Search” (see the instruction sheet)
The Fall-Out Shelter Problem Handout

“Your group are members of a department in Washington, D.C., that is in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fallout shelters are available. You receive a desperate call from one of your experimental stations, asking for help.

It seems there are ten people but there is only enough space, air, food, and water in their fall-out shelter for six people for a period of three months —which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. So they have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision.

But each of you has to quickly get ready to head down to your own fall-out shelter. So all you have time for is to get superficial descriptions of the ten people. You have 20 minutes to make your decision. Then you will have to go to your own shelter.

So, as a group you now have 20 minutes to decide which four of the ten will have to be eliminated from the shelter. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again. This choice is, therefore, very important. Do not allow yourself to be swayed by pressure from the others in your group. Try to make the best choices possible. On the other hand, if you do not make a choice in a half-hour, then you are, in fact, choosing to let the ten people fight it out among themselves, with the possibility that more than four might perish.”

You have exactly 20 minutes. Here is all you know about the people.
⇒ Bookkeeper, 31 years old
⇒ Black Militant, second year medical student
⇒ Famous historian, author, 42 years old
⇒ Bio-chemist
⇒ Rabbi, 54 years old
⇒ College co-ed
⇒ Policeman with gun (they cannot be separated)
⇒ A 16-year-old girl of questionable IQ, a high school dropout, pregnant
⇒ A 39 year old former prostitute, “retired” for four years
⇒ An architect, homosexual
Pattern Search Instructions

1. Hand out the attached grid sheets to participants.

2. The assignment: Ask the participants to consider what type of patterns are in their lives. How many of these behavioral patterns are based on free choice, compulsion, and habit.

   => **Compulsion** means outward compulsion, e.g., “I don't want to get up every morning at 7:00 a.m., but I have to.”

   => **Habit** means an unconscious pattern or inner compulsion, e.g., “I've never really thought about it. I just have always combed my hair in bangs.”

   => **Free choice** means conscious choice, e.g., “I like to make presents for my friends, but I buy them for my parents.”

Avoid philosophical arguments about free choice. The emphasis is on the feeling the student has about his pattern. What feels strongest? The sense of compulsion, the sense of habit, or the sense of free choice?

For homework, fill out the grid in response to the following questions:

1. Parking at a shopping center?
2. Making friends?
3. What you do at a dull class?
4. Taking showers or baths?
5. How you talk about other people when they are not there?
6. Reading the newspaper?
7. Writing letters?
The Pattern Search Grid

<table>
<thead>
<tr>
<th>What procedures do you follow about this activity?</th>
<th>Is it a pattern?</th>
<th>It is done out of:</th>
<th>Do you prize your answers?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Compulsion</td>
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<td>1.</td>
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<td>Etc.</td>
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Session IV

Goals:
1. To begin to focus on one's behavior in a structured fashion;
2. To identify and take responsibility for mismatches between beliefs and behaviors.

Handouts:
• Values Action Chart Directions
• Values Action Chart (VAC)

Process:
1. Have participants share their homework: “The Pattern Search.”

2. Reflect upon how particular patterns of behavior provide identification indications of the values that underlie our lifestyle.

3. Introduce the Values-Action Chart (VAC) and carefully go over the directions with the participants.

4. Have participants fill out the VAC, encouraging them to have at least one example for each type of outcome in column four.

5. Discuss the VAC outcome.

6. Assign homework for the next session:
   
   Combine the following three themes in some form of creative expression: sexuality, death, and dependent/independent.

   A creative expression may be a poem, short story, poster, collage, or various other expressions.
Values-Action Chart (VAC) Directions

Directions:

This chart has five different columns, each with a different title. Choose a particular behavior you engage in, one for which your beliefs about such behavior contradict to some degree. Then proceed as follows:

1. List the behavior you have chosen in column 1.

2. In column 2, list your beliefs about that behavior that are in contrast to your behavior.
   
   (Example: I am often late for appointments, but I believe people should be on time.)

3. Consider the type of consequences and possible stresses you experience that are related to the discrepancy between your behavior and belief as listed in columns 1 and 2. List consequences and stresses in column 3.
   
   (Example: I become nervous when I am late for appointments and such nervousness affects my concentration during an appointment.)

4. After considering what you have listed in columns 1 to 3, place a mark in column 4 to identify which outcome you most desire of the three choices

5. In column 5, write out a strategy for achieving this outcome if you have chosen to change your behavior or beliefs.

Steps 1 through 5 are to be repeated a number of times with different behaviors chosen for each occasion. Attempt to have at least one example of each desired outcome in your selections (i.e. one case in which you desire to change your behavior, one in which you desire to change your beliefs, and one case in which you prefer to leave the discrepancy between your behavior and beliefs).
### Values-Action Chart (VAC)

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Behavior</td>
<td>Your Beliefs</td>
<td>Consequences and Stresses</td>
</tr>
</tbody>
</table>

See next page for columns 3 and 4.
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Column 4</th>
<th>Column 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Desired Outcomes</td>
<td>Strategy to Reach Outcome</td>
</tr>
<tr>
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<td>Change Behavior</td>
<td>Change Beliefs</td>
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Session V

Goals:

1. To utilize Value Communication Skills (VACs) to examine the themes;
2. To work toward some understanding of initial issues of lifestyle and value systems.

Process:

1. Have participants present projects to each other.
2. Discussion on types of lifestyle that result from these themes.
3. *(optional)* If there is time, have participants take 5 minutes to write an epitaph for themselves that would reflect a summary message about their lives. State and discuss these epitaphs.
4. Feedback and evaluation.