

The Values Games Manual

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CONTENTS

	page
PREFACE	5
1. GENERAL INTRODUCTION TO THE GAME	
1.1 Introduction	7
1.1.1 Values	8
1.1.2 Norms	15
1.1.3 Combinations of the Values Game and the other games	20
1.2 Game application	20
1.3 Directions for using the Values Game	23
2. METHODS OF PLAY	
2.1 THE VALUE CARDS	
Method 1: Personal values profile	25
Method 2: Organisational values	27
Method 3: Personal values and organisational values	30
Method 4: Value-ladder: steps in value development	31
Method 5: Value feedback	33
Method 6: Values and change	35
Method 7: Valuating team values	36
Method 8: Values and work situations	39
2.2 THE VALUE AND SUBJECT CARDS	
Method 9 : Getting acquainted: values and themes	41
Method 10: Value and subject discussion	42
2.3 THE NORM CARDS	
Method 11: Portraying group norms	44
Method 12: Pleasant and unpleasant group norms	46
Method 13: The Norms Matrix	47
2.4 THE VALUE AND NORM CARDS	
Method 14: Organisational values and group norms	49
Method 15: Mission, values and tasks	51
Method 16: Moral dilemmas	54

2.5 METHODS IN COMBINATION WITH OTHER GAMES

Method 17: Values, strengths and weaknesses	55
Method 18: Values and skills	57
Method 19: Values, areas of life and feelings	58
Method 20: Norms and obstacles	60

APPENDIXES

Appendix I List of values, subjects and norms	62
Appendix II Moral dilemma step plan	66
Appendix III Overview methods of play	69

LITERATURE	71
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1. GENERAL INTRODUCTION TO THE GAME

1.1 INTRODUCTION

The intention of this game is to have you discuss values and group norms (moral discussion). As a result of this you will not only become more aware of what you aspire to (moral awareness), but you will also get to appreciate another person more. Furthermore this game is an aid to reaching consensus in your group, team or organisation, on the values and norms that you all consider to be important (moral consensus). Based on this you are able to make decisions on the values and norms that will actually be applied.

The game may play a part in the process of discussing values and norms, but it should not direct or impose any particular value or norm!

The Values Game consists of 140 cards, divided in three groups. There is a blank card added per group, in case you or your fellow players have an addition to make.

- 1. Values** (symbol: compass: 63 cards). A value is something that you find important to aspire to, that directs your actions. For example freedom, responsibility and trust.
- 2. Norms** (symbol: round-about, the various directions you can choose: 38 cards). These are the rules that dictate what kind of behaviour is good or bad, wished for or unwanted, allowed or forbidden. They are about obligations or agreements that you conform to. Norms are derived from or based on essential values. For example, the norm 'you must always speak the truth' is a concrete outcome of the value 'honesty'. When the connection between the norm (rule for behaviour) and value no longer exists, the norm literally becomes value-less. The norms that we selected are mostly related to working or living together in groups, i.e. a team, an organisation, a family or a society. In formulating the norms, we avoided the use of negations (for example: 'you cannot...'). This facilitates using the Norms Matrix (method 13).
- 3. Subjects** (symbol: coloured figures: 40 cards). These reflect the different areas where values are applied and are used to narrow down the discussion on values, to make it even more concrete. Our starting point for selecting the subjects was that they had to be provoking so that they would challenge you to discuss them with each other. When using these cards pre-select the most appropriate for the situation you are discussing.

There are several possible approaches when using this game. You may for example choose to just use the values, or to combine these with the subjects. Or you may decide to only use the norms, or to combine these with the values.

This game can be used for many different purposes, in work as well as private situations. Some examples: making a value profile for yourself, your team or organisation; comparing desired and current situations: theoretical and vivid values; norm discussion within a team; an enlightening talk with friends. For further applications, refer to par. 1.2.

The Values Game can be used in combination with the other games (The Feedback Game, The Development Game, The Motivation Game and The Feelings Game). Read more on this in par. 1.1.3.

1.1.1 Values

Various definitions of the term 'value' exist. What they all have in common is that a value represents something very important in your life or in an organisation and that it also directs your actions. This is also the definition used by us.

Values are worth aspiring to. Not just for us personally but for a great number of people. They form the basic structure on which you build your life. Mostly they consist of immaterial things that add meaning and purpose to our actions. A value is something we carry with us. It directs how we act in possible situations. The meaning of a value is open, so we continuously face the challenge of finding a personal connection when exploring the meaning of a value in a particular situation. In doing so, you cannot rely on a fixed routine (Schuijt, 2001).

Your most important values can be regarded as beacons for the choices you make. To be a beacon, a value should meet the following distinguishing marks (Harmsen, 2001):

1. You take pride in this value because it marks your personality.
2. You are ready to claim this value publicly and to defend it should the situation call for it.
3. The main value is present in different situations, at different times and occasions.
4. There is a great degree of consistency between value content and the actual observed behaviour. You practice what you preach.

Values at times are consciously expressed, for instance when during a conversation you are challenged to explain why you do or don't do certain things. But often values are unvoiced and unconsciously present in people's actions. An example: without giving it any thought, you allow someone in a discussion to finish what they are saying. The value behind this – without you always being aware of it – is 'respect'.

What our values are depends on many factors, for instance: upbringing, ideology, life experience and conditions of life. If we would like to gain insight into our own behaviour as well as that of others, it is essential to become aware of the values that guide us. Clarifying and reinforcing personal values often increases one's sense of self-worth and adds direction to the work procedure to be followed or the decisions to be taken.

When a coherent set of values is missing, people could end up confused about their relation to the world around them. Lacking a clear direction in life may for example be displayed by apathy, insecurity and inconsistent behaviour or by following the crowd.

Since some values are regarded as being quite general, many people think they apply to everyone and make up the nucleus of public ethic. Four general moral principles for the coexistence of people are (v. Willegenburg, 1993):

1. *The principle of doing no harm.*
2. *The principle of doing good.* People should do good and promote good things. Doing 'good' is not necessarily always pleasant. Honesty can be quite unpleasant at times! Doing 'good' ultimately does make you feel good.
3. *The principle of autonomy.* The identity and uniqueness of other individuals should be respected as much as possible.
4. *The principle of justice.* Equal treatment of others and a fair sharing of profit and expense should be the aim of all acts of life.

Sometimes the principle of respect for life is included.

Values and Qualities

Sometimes definitions used for qualities also apply to values, for instance reliability or honesty. This may lead to confusion. For this reason it is significant to shed light on the difference between values and qualities.

Qualities are your most personal attributes. They characterise your personality, they make up your natural state of being. Your unique set of qualities distinguishes you from others (Gerrickens, 1997).

Values on the other hand transcend the personality because they signify your aspirations. Values, contrary to qualities, mostly are a conscious choice. You make use of your personality with its accompanying qualities to attain your aspirations. Qualities therefore serve values, for example when the 'courage' quality is used in order to meet the 'honesty' value.

Value Classification

Values can be classified in various ways. Some examples: moral values (honesty), economic values (profit), social values (justice), religious values (servitude), relational values (respect), personal values (health) and artistic values (beauty). This group classification indicates the extent and diversity of values. One issue we would like to point out briefly: the difference between key and instrumental values.

Key Values and Instrumental Values

It is advisable to make a distinction between key and instrumental values because by doing so more light is shed on the way values relate to each other. Key values are the ultimate foundation of your life. They make up your principles of what makes life meaningful and humane. You carry them with you and they direct you in each task you perform and in all your encounters with others. Key value examples are: justice, respect and solidarity.

Instrumental or derivative values serve key values. As such, they do not constitute an ultimate goal, but rather form an intermediate station, an aid in establishing something more important. For instance the instrumental value 'quality' could be important to an organisation because it expresses respect towards the client. Respect is the goal; quality is the means to achieve the goal.

The distinction between key and instrumental values depends on you. 'Success' may be a key value to one person yet an instrumental one to another. It is important in this

respect to examine the answer to the question: which are your key values (or highest values) and which values serve them? The question: what makes a certain value important to you?

(what do you hope to achieve with it?) could be useful in this. Often people are not aware of the fact that certain values actually serve the more important ones.

Organisational Values

In an organisation, various values will always be in force at once: economic values (for example continuity and customer service), social values (i.e. recognition and respect) and moral values (i.e. responsibility and integrity). This means that a balance has to be found because all three categories are entitled to be present.

Religious values also play an important part in people's actions and may carry over into company culture. But since faith is a personal matter, religious values are less likely to be part of a common company culture except in establishments such as Christian schools, care institutions or convents.

The values that are important to an organisation are connected to the activities that are carried out. So for example, 'discipline' is regarded an important value in the army and 'carefulness' in a pharmaceutical company.

Furthermore, organisational values are also connected to a particular type of function (or profession). In choosing a career, value orientation is often essential. For example, to someone in an advisory capacity the value 'independence' is quite essential. Sometimes these professional values overrule those of the company you work for.

The organisational culture is largely determined by a number of common values. As an example of organisational culture classification, we mention Harrison's typology (Ofman, 2003). He distinguishes four types of cultures that each has its own set of values.

1. *Power culture*. Those in charge attach great value to power. There is little bureaucracy. Control is carried out from a central point and by delegating power to key figures in vital areas. Results are the criterion for success. Individual achievement overrules teamwork.
2. *Role culture*. This type of culture attaches the highest value to order and regularity. Control is carried out by procedures, rules and job description. Maintaining and perfecting the system overrules teamwork.
3. *Person culture*. This culture attaches the highest value to individual interest and development. Often there is a minimum amount of rules and regulations, which can lead to coordination problems. Personal success as a rule takes precedence over the success of the organisation as a whole.
4. *Task culture*. The highest value in this culture is optimal work performance. Work attitude is pragmatic and coordination is established by following work demands. Competence plays a major part and teamwork takes place if this actually contributes to the quality and effectiveness of the work.

Combining values relating to organisational culture, to organisation assignment, to job position as well as to individual staff members does not always proceed smoothly. Communication between staff and management of an organisation is essential in this. The Values Game may be an aid.

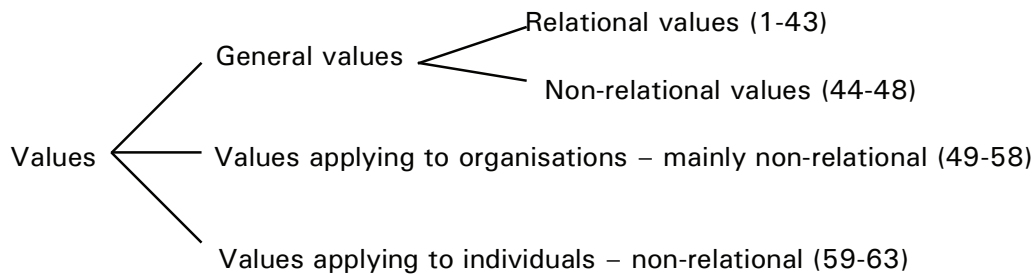
Values Game Classification

We elected to make a clear classification of values in The Values Game. The reason for this is primarily a pragmatic one: you will not need all cards each time you play the game. It could even be confusing to do so! Each method of play indicates the cards needed. Of course you are free to deviate from our classification and make your own. The classification of values that we have made, is as follows:

- a. *General values.* These are values that apply to individuals as well as to organisations. We also made a subdivision between relational and non-relational values. Relational values (nrs. 1- 43) are those values that primarily relate to association with others. Some examples are: servitude, respect and justice. Often relational values also make up moral values: they relate to 'right' or 'wrong' behaviour in contact with others. The remaining values we labelled non-relational. For example: competence, personal development and success.
- b. *Values applying mainly to organisations.* Some examples: quality, profit and efficiency. Most of these values are non-relational. Some values do not apply to not-for-profit organisations.
- c. *Values applying mainly to individuals.* Some examples: convenience, relaxation and health. These values are non-relational.

Of course, you are free to deviate from our classification and make your own.

As a diagram, the classification (also see appendix I) looks as follows (card numbers in brackets)



General Moral Development

In working with values, it is advisable to have some knowledge of moral development in general. Rational development in 'right' and 'wrong' or 'good' and 'bad' is initially linked to age. The following model classification is largely derived from Kohlberg (Lickona and Ytsma, 2000):

Phase 0: egocentric thought.

Principle applied in this phase: I must get my way. I have to be good so my own desires will be rewarded and I will not get punished. It is fair when I get to have my way, even if it includes lying.

2.1 THE VALUE CARDS

Method 2: Organisational values

PURPOSE

Reaching consensus on the most important values of the organisation.

PRIOR CONDITIONS

1. Participants work for the same organisation.
2. Number of participants: 3 - 10.
3. Requirements: the 'value' cards, numbers 1- 58; pen and paper.
4. Estimated playing time: 45 – 75 min.

METHOD

1. Spread out the cards face up on the table. Ask yourself the following question: which of these values are important to me within our organisation? Make a list of seven values in rank order.
2. Each participant receives a few Post-It notes. These notes are stuck onto the selected value cards. Write down your name on the Post-Its plus the ranking you have given the respective value. In case another participant has already attached a note to a particular value, add your own name and ranking. Discard any cards that have no notes attached.
3. By means of an in-depth discussion the aim is to reach consensus on 8 values that are considered important for the organisation.
4. Have a look at the result and discuss the following questions:
 - a. Are there any values that relate to each other? If so, which ones?
 - b. Are there any values that could possibly clash? If so, which ones? Give an example of a situation where values clashed.
5. In rounding off, each participant answers the question: from the ultimate list- which value is easy for you to apply and which one difficult? Why?

ALTERNATIVE VERSIONS

Version A (see Development Games Manual)

In the case of organisational value discussion in larger groups (20 – 30 people), you may use the approach found in method 25 of The Development Game Manual. You then start in sub- groups of 5 –7 persons. Values important to certain job functions could likewise be discussed with the help of this method.

Version B

If your purpose is to unite a large group of colleagues around a number of mutual values, you may proceed as follows (Blanchard, 2001):

- a. Spread out the cards face up on the table.
- b. Ask yourself the following question: "Which three values from all the values on the table do I consider most important to our organisation?"
Make a list of these values in rank order.
- c. In pairs, try and reach consensus on a mutual top 3, again in rank order (10 minutes).
- d. Form quartets with other pairs. Once again, try and reach consensus on a top 3 of values (15 minutes)
- e. Two quartets form a group of eight. Delegates are chosen and these again come to a consensus on a top 3. The others participate by being listeners.
- f. Two groups of eight form a group of sixteen, delegates are chosen, consensus leads to a top 3, the others act as listeners.
- g. Two groups of sixteen repeat the preceding step and now the ultimate 3 values are determined that all participants agree on.
- h. Divide the group into three subgroups whereby each group focuses on one particular value. Do some brainstorming and record all the ways in which the value could be realised.
- i. Each group submits its list to the other two groups. All participants should accept that these 3 chosen organisational values from now on. This means that any team decision, conflict or difference of opinion should be guided by or solved in accordance with these values.

Version C

Not all values that are important to the organisation are visible in the daily actions of the staff. One way of discussing this issue with staff members holding similar job positions is as follows:

- a. Spread out the cards face up on the table.
- b. In mutual agreement, with little discussion make two stacks:
 - Stack 1 contains the values of importance to the organisation.
 - Stack 2 contains the other values.
- c. Proceed with the first stack and in mutual agreement make one stack of values that are clearly visible in the organisation and another of values that are less visible. A criterion with respect to the visible values should serve as easy examples that all participants can identify with. When this is not clear, have someone give a single example.

- d. Discuss the less visible values. Possible questions you may consider are
- Of what significance would it be for the customer if this value stood out more?
 - Of what significance would it be for the employee staff if this value was lived up to more?
- e. Between you, select a few values that everyone agrees should stand out more. As a group try and clarify the way this value could be given more attention. Questions useful in this are:
- Are there any conditions that first need to be met? If so, which are they?
 - Does this have any consequences for the way tasks are carried out? If so, what are they? Consider the consequences for the five most important tasks within your job function.

2.1 THE VALUES CARDS

Method 3: Personal values and organisational values

PURPOSE

Becoming aware of the present and absent values in an organisation and the effect this has on staff.

PRIOR CONDITIONS

1. Participants work for the same organisation.
2. Number of participants: 3 – 10.
3. Requirements: the 'values' cards, except numbers 59 - 63; pen and paper.
4. Estimated playing time: 40 – 80 minutes.

METHOD

1. Spread out the cards face up on the table.
2. Write down three values that are important to you, yet which are absent or just partially present in your organisation. State the effect this has on you. Could you personally do something to improve this matter? If so, what would that be?
3. Write down three values that are important to you and which are well represented in the organisation. Again state the effect this has on you.
4. In turn, each player takes a central position. Lay out the selected cards in parallel rows. Explain your choice by offering concrete examples for each value. The other participants may ask for clarification.
5. Consider the effect this method has on you and exchange views on this. What conclusion(s) can you draw?

ALTERNATIVE VERSION

If you would like to further explore the relationship between your personal values profile and the organisational values, proceed as follows:

- a. Play method 1 (personal values profile) and method 2 (organisational values).
- b. On an A3 size sheet of paper, draw two circles that partially overlap: one for you and one representing the organisation. Put the selected values in the corresponding areas. Look at and discuss the outcome. Consider whether there are any contrasting factors between your values and those of the organisation. How could you handle this?

2.3 THE NORM CARDS

Method 11: Portraying group norms

PURPOSE

Becoming aware of group norms.

PRIOR CONDITIONS

1. Participants make up a group or team.
2. Number of participants: 4 – 10.
3. Requirements: the 'norm' cards.
4. Estimated playing time: 20 – 40 minutes.

PROCEDURE

1. Spread all cards face up on the table.
2. Make a mental selection of a norm that in your opinion is in force in this group.
3. In 3 minutes at most, think of a striking way to portray this norm without using words.
4. In turn, portray your norm. The fellow participants try to guess which norm was portrayed and motivate their answers ('I think you're portraying ----- because -----'). If a norm is hard to guess, the fellow participants may ask questions on the subject the norm relates to. Ask these questions in such a way that the person portraying the norm can answer with a 'yes' or 'no'. Afterwards the participant portraying the norm explains his choice. Do the fellow participants agree on this? Set the selected card apart from the rest.
5. When all have had a turn, consider the question: "What was striking about the selected cards?"

EXPLANATORY NOTE

At step 2, it may so happen that someone is unable to come up with a norm. In this case it is sometimes helpful to give participants the possibility of portraying the opposite norm, for example 'you are allowed to make mistakes' instead of 'you are not allowed to make mistakes'. When using opposite norms, the respective participant makes sure to tell the others that the norm being portrayed is in fact the opposite of the one on the table.

ALTERNATIVE VERSIONS

Instead of portraying norms you can also portray values (numbers 1 through 43). Spread the cards face up on the table. Two possibilities are:

Version A

Make a mental selection of a value that is very important to you. In turn, portray the value. The others try to guess which value is involved and state whether they think this value applies to you and why.

Version B

Another option is to portray a value of a fellow team member. Each participant is assigned a team member by drawing lots. The others guess which value belongs to which team member.

Version C

A possible alternative to portraying values is to have all participants make a drawing of a value. Show each other the drawings and try to guess which value is involved.