STEP 5 – SUPPLEMENTAL MATERIAL:

FOR THE PROFESSIONAL

The Life Values Inventory was developed to serve as an aid to people who are making critical life decisions and to facilitate resilience and flourishing among individuals and organizations. In this supplement, specific suggestions are provided for using the LVI in couples counseling, career counseling, retirement and leisure counseling, business consulting, team development, and substance abuse counseling and education.

Author's Note: This supplement is an excerpt from the Facilitator's Guide to Using the Life Values Inventory (Chapter 4).

The Life Values Inventory (LVI) was developed to serve as an aid to people who are making critical life decisions such as choosing a career, selecting a course of study, or estimating the likelihood that a personal relationship will be successful. It is assumed that dissatisfaction with courses of study, careers, and relationships arises partially because of incongruence between the values held by the individual and other people in the role.

> Dissatisfaction can also result because of the activity performed in a role if that activity is not deemed important by the person. This latter concern, performing activities that are not considered important, is considered to be a major contributor to dissatisfaction in the work and leisure roles.

The LVI can be used by many decision makers without professional assistance. Because many people make critical decisions such as the choice of an occupation or a spouse without first considering their values, they often become dissatisfied with the outcomes of their decisions and endeavor to make changes in their lives.

> **The first step in this change process should be for the unhappy individual to identify their own values**. Then they must also be able to estimate or directly measure the values of others involved in the role contributing to their dissatisfaction.

The LVI and its peripherals provide the tools for making these assessments.

Many clients seek assistance in dealing with stress. Mental health professionals can use the LVI to help their clients identify conflicting values in their values system that lead to stress.

> Stress also results when individuals are in roles that are incongruent with their values and when the demands of one role keep them from satisfying highly prioritized values.

In the remainder of this chapter, specific suggestions will be made for using the LVI in:

- Couples Counseling

- Career Counseling

- Leisure Counseling

- Retirement Counseling

- Using the Life Values Inventory in Business

- Developing Effective Teams

- Substance Abuse Counseling & Education

COUPLES COUNSELING

Homogamy, the theory that marital partners who are alike are more likely to have satisfactory marriages, has been supported by a number of research studies (Vaitkus, 1995).

> The LVI can be used to determine the extent to which couples hold common values.

The most obvious approach to follow is to administer the LVI to both individuals in the dyad, and then compare results. However, Coombs (1966) found that, among dating couples, perceived similarity in values was a predictor of satisfaction with the relationship. This suggests that, in the absence of one partner, a client may be asked to first complete their own LVI and then complete the LVI as they perceive the absent partner would complete it. The resulting profiles can then be analyzed for conflicts. Ultimately, if one partner is missing, some attempt should be made to get an accurate assessment of her/his values. A variation on the approach described above can be used when both parties are involved in counseling. After they have completed ranking the values that they hope to have satisfied in their relationship, they could then estimate the values their partners hope to have satisfied as well. In this situation both partners have an opportunity to compare their values to those of their partners. **They also have an opportunity to determine if their estimates of the values held by their partners are accurate.**

The purpose of having couples compare their values and the perceptions they hold of each other's values is to set the stage for resolving the conflicts that exist in the relationship.

The purpose of having couples compare their values and the perceptions they hold of each other's values is to set the stage for resolving the conflicts that exist in the relationship.

In some instances, one or both partners do not have essential role related skills such as the ability to communicate their values, and they will need assistance in this area. This may be particularly true of persons who have Belonging as one of their primary values **because they may avoid conflict to enhance the likelihood that they will be accepted.**

> When couples have conflicts in their values (e.g., Independence versus Belonging), simply developing communications skills will *not* be sufficient.

These couples will need to learn to compromise.

- Persons with Independence as a value need "space" and **may feel stifled if they have to apprise their partners of every decision and action.**

- Individuals who value Belonging **may feel that, when they are not included in all aspects of their partner's life, rejection is imminent.**

Both partners should communicate their concerns and then develop strategies that will result in a comfort zone for both parties.

CAREER COUNSELING

Career counseling should be conducted in a manner that takes into consideration the impact of the career decision on other life roles (Brown, 1995, 1996). In this process the LVI can be used to help clients:

- Crystallize and prioritize their values;
- Identify the values individuals hope to have satisfied in their careers and other life roles;
- Identify the locus of intra-role conflicts;
- Estimate the source(s) of inter-role conflicts;
- Determine sources of intrapersonal values conflicts.

Career counselors should also pay particular attention to the social value, which will be either Independence or Interdependence. Clients with an *Independence* social value will typically expect to make their own career decision, often without consultation with others, including parents. On the other hand, clients with an *Interdependence* social value may go so far as to allow family members to choose their occupations. At the very least clients with an *Interdependence* social value will consult with and seek approval from others such as parents, godparents and/or tribal members in the case of some American Indians.

This section examines the following important considerations when using values for career counseling:

- Crystallization & Prioritization

- Intra-role Conflicts

- Inter-role Conflicts

- Intrapersonal Conflicts

- Life Role Satisfaction Exercise

- Using the LVI with Other Inventories

- Values & Career Choice

CRYSTALLIZATION & PRIORITIZATION

A value is crystallized whenever it has a label that is meaningful to the individual. Whenever a client says:

> "One of my values is Concern for Others", they have a **crystallized** value. When a client can rank the importance they attach to each value they have a **prioritized** value system.

Both crystallization and prioritization normally occur in the process of completing the LVI unless clients have given little thought to their values or have intrapersonal values conflicts.

INTRA-ROLE CONFLICTS

Intrarole conflict occurs whenever the demands of the job conflict with the values of the worker. People who value Creativity and find themselves in routine jobs that discourage or punish creativity will experience intrarole conflict. Their choices are to:

- Leave the job;
- Restructure the nature of their role in the job;
- Develop compensatory roles off the job that allow them to satisfy their Creativity value.

People who are "stuck" in their job because of personal or interpersonal circumstances will often need assistance in pursuing the option of developing compensatory roles.

INTER-ROLE CONFLICTS

Interrole conflicts occur whenever the demands of the job preclude the individual from satisfying their values in *other* life roles or when *other* life roles impinge upon the job to the degree that important work values are not satisfied. People who experience interrole conflicts may need to restructure their jobs or their other life roles, or learn some basic skills such as time management, assertiveness, communication, and/or decision-making skills.

INTRAPERSONAL CONFLICTS

Intrapersonal values conflicts are experienced as feelings of ambivalence. These clients may have trouble generating their overall values ranking and/ or the values they hope to have satisfied in their work role.

- **Intrapersonal conflict can occur when a person holds two contradictory values to be important, such as** Belonging **and** Independence. They will have to manage the stress of attending to both values.

- **Internal conflict can also occur because we are going through a period of growth and transition**. Values may start to decrease in importance while other start taking a higher priority than before. Yet, they may be living in a manner that is habitual and not reflecting this shift in values.

- **Unresolved feelings of hurt, anger, guilt or fear due to negative life experiences can also be a form of intrapersonal conflict**. In this instance, unresolved issues are getting in the way of values fulfill-ment. Examples of this may include unresolved hurt getting in the way of trust and a fulfilled sense of Belonging; or a strong fear of failure getting in the way of Achievement. Counseling may be required to assist them in identifying the source of the conflict, particularly if they are indecisive with regard to the selection of a career.

- **Finally, intrapersonal conflict can occur if someone is trying to manage too many values that are perceived as absolutely critical**. It's the stress associated with juggling too many values and not feeling like any one value is being attended to particularly well. Many lifestyles do not permit people to satisfy large numbers of values. Relief from this stress comes from a very difficult shift in mindset: a true acceptance one can't do it all and the rigid demand to do so is getting in the way of values fulfillment. A reduction in the list of critical values to a number that feels possible with the time and energy available is warranted.

LIFE ROLE SATISFACTION EXERCISE

The following exercise was designed to build upon the results of the LVI and facilitate the crystallization and prioritization of values as well as the identification and reduction of intrarole, interrole, and intrapersonal conflicts. It is written in script format as if it were being presented to an individual or group.

1

Begin by looking at the High Priority values (or top ranked values) on Your Values Profile.

2

**On a blank sheet of paper write your top five or six values
from the Rank column.**

By each value, rate the extent to which each value is being satisfied at this time using a **"1"** *(not being satisfied at all)* to **"10"** *(being totally satisfied)* rating system. The following steps are designed to identify conflicts that may be affecting your satisfaction.

IDENTIFYING & REDUCING *INTERNAL* CONFLICT

3

How difficult was it for you to only focus on five or six values?

This is the stress associated with juggling too many values and not feeling like you are attending to any one value particularly well.

> Relief from this stress comes from a very difficult shift in mindset:
> *a true acceptance one can't do it all and the rigid demand to do
> so is getting in the way of values fulfillment.*

A reduction in the list of critical values to a number that feels possible with the time and energy available is warranted.

4

Do you have any values that are potentially contradictory?

Examples may include:

- Belonging vs. Independence
- Independence vs. Interdependence
- Financial Prosperity vs. Concern for Others
- Privacy vs. Belonging

IDENTIFYING & REDUCING *INTERNAL* CONFLICT (CONT.)

4

This is not an exhaustive list. List any values that may be contradictory or conflictual at this time.

> Relief from this conflict can occur by trying to balance the attention each value receives.

But there can be times when decisions may cause you to have to choose between values. This requires you to clarify which value is really most important at this time:

- **Questioning:** e.g. "What's really most important right now"
- **Confrontation:** e.g. "Why did I do that if it's making me unhappy?"
- **Quiet consideration of your values** can help you prioritize them.

5 **Write down important life experiences that are still affecting you emotionally and influencing your decision making.**

- How may they be affecting your satisfaction with your values?
- Is this an important transition period for you?
- Are things starting to change in importance but your behavior hasn't caught up with the changes on the inside?

These can all be sources of stress and conflict that can affect values satisfaction. Being able to find a trusted source of support, such as counseling, can often help you work through difficult life experiences or important transitions.

IDENTIFYING & REDUCING *ROLE* CONFLICT

6 **On page 5 of the LVI, estimate the percent of time you spend in each role during a typical week and place that number beside that role.**
Second, rate the extent to which you are satisfied with each of the roles you have identified using a 1-10 scale with **"1"** *meaning totally dissatisfied* and a **"10"** *meaning totally satisfied.*

IDENTIFYING & REDUCING *ROLE* CONFLICT (CONT.)

7 **Identify those values that are not being fully satisfied in your current roles.**

> For example, if one of your values is Financial Prosperity, and your income is below what you would like, that value is not being totally satisfied.

If any of your most important values are not being satisfied in your life roles, you may need to expand some roles, spend less time in other roles, and perhaps, add new roles. List roles that could be expanded, altered or added so that each important value can be satisfied.

8 **When we alter or add life roles, we often have to add new skills.**

> For example, if you are not satisfied with your job, you may have to learn to use new computer programs, become a better writer or public speaker, acquire sales skills, and so forth.

Often the addition of job related skills requires you to return to school. You may also elect to expand your leisure role which may require you to take lessons. **List the new skills that you will need** to make the changes you desire in your life roles and the strategies for making the changes.

9 **Conflict between roles occurs because of time mismanagement and role overload** *(too many commitments)*.
Time management, priority setting, assertiveness training, and the decision to be imperfect can be useful strategies in dealing with interrole conflict.

10 **Conflict within roles typically occurs when the people in the roles hold different values and disagree about the right and wrong way to do things.**
From the list above, select those roles in which you have conflicts and enter them below. Then think about the difference you have with other person(s) in your roles and try to identify the values they hold that conflict with yours.

IDENTIFYING & REDUCING ROLE CONFLICT (CONT.)

11

Conflict within roles becomes particularly acute when people in a role exercise their power to force others to act in opposition to their values.

> Whenever people get into conflict with others in their roles they often think of leaving that role, become passive-aggressive (staying in the role but "getting even" by not working as hard), or develop other non-productive approaches.

Although leaving a role is always an option, some productive approaches to try first are:

- Making a lateral move in the company;
- Spending more time in one of your enjoyable roles or developing a new role entirely;
- Learning better communication approaches such as I statements and listening to the other person's point of view;
- Negotiating and compromising to try and create a win-win situation;
- Empathy training;
- Agreeing to disagree but with respect for each other's point of view.

IDENTIFY ONE OF THE ABOVE STRATEGIES TO WORK ON OVER THE NEXT FEW WEEKS

12

Sometimes conflict is inevitable.
Conflict causes stress and, for unavoidable conflict, we must optimize our stress management strategies. Pay greater attention to healthy coping strategies to help ride out the emotional storm of unavoidable conflict.

12

STRATEGIES TO WORK ON OVER THE NEXT FEW WEEKS (CONT.)

Examples include:

- Paying particular attention to health factors such as sleep, eating patterns and caffeine consumption;
- Avoiding unhealthy coping patterns such as substance abuse;
- Talking to someone you trust;
- Converting your emotional energy to physical or creative expression;
- Relaxation training, meditation or yoga;
- Taking a temporary break from your stress by engaging in a healthy escape (going to a movie or reading a book).

Again, these strategies aren't intended to solve the conflict but to **help manage the stress associated with it**. Identify two healthy coping strategies to add to your current stress management routine.

USING THE LVI WITH OTHER INVENTORIES

One of the primary uses of the LVI in career counseling is to provide indi-
viduals with cross walks between their personal traits and career options.

The LVI can be used alone or in concert with inventories such as:

- **The Campbell Interests and Skills Survey** (CISS) (Campbell, 1992)
- **The Strong Interest Inventory** (Strong, Hansen, & Campbell, 1993)
- **The Self-Directed Search** (Holland, 1994)
- **Myers-Briggs Type Indicator** (Myers & Briggs, 1984)

When inventories are used in concert, the results can provide additional
evidence to support various career options, increase or decrease the number
of options available to the client, and identify additional traits that the client
should consider in the decision-making process.

A few examples of these uses follow:

- Clients who complete the **Self Directed Search** (SDS) may find them-
  selves confronted with a bewildering array of occupations if they are
  certain subtypes such as SEC or IRE. **The LVI can be used to narrow
  the list of occupational options as well as to confirm that the occu-
  pations suggested by the SDS are appropriate**. IRE occupations are
  scientific occupations and people entering these occupations will in all
  likelihood value Objective Analysis. However, the salaries earned by
  the people in IRE occupations vary tremendously (biomedical engineer
  vs. medical-laboratory technician). Thus, if clients value Prosperity,
  they will want to use the financial rewards of IRE occupations as a
  major factor in their final selection.

- It is not unusual for the **Strong Interest Inventory** (SII) to yield a flat
  profile and thus suggest few alternatives to the client. If the LVI is given
  in concert with the SII, the values associated with the data from the
  two inventories can be used to generate a broader range of options than
  would be suggested by the SII alone. **The LVI results can also be used
  as support for the occupations suggested by the SII**.

EXAMPLES OF USING THE LVI IN CONCERT WITH OTHER INVENTORIES (CONT.)

- The preferences suggested by the **Myers-Briggs Type Indicator** (MBTI) can be useful in career counseling. However, the lists of occupations that have been generated to accompany the MBTI have been developed intuitively. LVI **results can be used in concert with those of the MBTI to develop a potential list of satisfying occupations**.

  For example, people with Intuition and Feeling (NF) in their profile are appropriately characterized as caring, helping people who are particularly suited to the helping professions. On the other hand, people with Sensing and Thinking (ST) in their profiles are often viewed as being best suited to managerial type occupations. However, if either an NF or an ST has the value, Concern for the Environment as one of their primary work values, the search for options they may wish to consider can be more precisely focused.

VALUES & CAREER CHOICE

Approximately two-thirds of the workers in the workforce are in their jobs because of luck, taking the only job available, or because of the influence of their families and friends.

> Only one-third of the people working today are in their jobs as a result of planning.

One reason why so many people fail to plan is that **they do not fully understand the relationship between making a career choice based on their values and life satisfaction**. A second reason is that people have little information about the jobs available to them and, as would be expected based on this data, the vast majority of workers would get more information if they were starting over.

Although jobs are sometimes chosen on the basis of a single value, **most people hope to satisfy two or more work values when they choose an occupation**. Generally speaking, the more education required to perform a job, the more values it will satisfy. On the other hand, jobs that require less formal education usually satisfy fewer values, but this is not always the case.

Resources and strategies to aid in choosing a career:

- Occupations Locator

- Educational Majors Locator

- Aptitudes & Skills

- Opportunity & Job Trends

- Other Life Roles

› OCCUPATIONS LOCATOR

Individuals can use the Occupations Locator to generate a list of occupations that are congruent with the values they hope to satisfy in their work. The *Occupations Locator* contains almost all common occupations in the United States and is organized according to the values scales. Users of the *Occupations Locator* are directed to the **Occupational Outlook Handbook (OOH)** for more information.

› EDUCATIONAL MAJORS LOCATOR

For college students who are using the LVI for career decision making, they may find the Educational Majors Locator a helpful guide as they are considering an academic area of concentration. **Majors are listed by the amount of education required to complete them**.

› APTITUDES & SKILLS

Values are an important consideration when choosing a career. However, it would be unwise to choose a career simply on the basis of values. **Ultimately, if workers are to perform successfully, they must either have the skills required to perform the job or the potential to develop the needed skills**. The potential to develop knowledge and skills is called aptitude. Therefore, choosing an occupation should include taking stock of skills and aptitudes.

While academic skills and job specific skills are essential, another set of skills is required for initial and continuing success. These skills include problem solving skills, the ability to work cooperatively in a team, the ability to develop positive relationships with people from diverse backgrounds, and leadership skills.

› OPPORTUNITY & JOB TRENDS

Once questions about work values, skills, and aptitudes have been answered, another question should be addressed,

> "Will there be job opportunities available in the occupations I am considering?"

OPPORTUNITY & JOB TRENDS (CONT.)

Individuals making initial job choices should be concerned about both the demand for workers in an occupation they are considering and the supply of workers available to fill the job openings both for the present and in the future. Probably the best source of this type of information is the OOH, a regularly updated source of career information that is available in most schools, colleges, and public libraries and online (Keyword: Occupational Outlook Handbook).

One problem with the OOH is that the information in it is for the nation, and the supply and demand for workers in a particular occupation can and does vary widely from state to state. In many instances, the **State Occupational Information Coordinating Committee** (SOICC) provides information about the supply and demand for workers, and the forecast about the growth or decline in employment, in specific occupations. SOICCs are typically located in state capitals. In many states information about careers is available online. Once data about the supply of and demand for workers in the occupations being considered is obtained, it can be combined with information about values, aptitudes, and skills in the career decision making process.

One excellent source of information about the skills and knowledge required to function effectively in an occupation is **O*NET**, an online database that can be accesses using a keyword search - "O*NET".

› OTHER LIFE ROLES

As was noted in the beginning of this section, **career choices should be made in the context of the total life space**.

> The goal of the decision-making process should be to select a series of life roles that will satisfy the most important values of the individual.

It does little good for an individual to make a career decision that will satisfy her or his Prosperity and Objective Analysis values if their Spirituality and Privacy values go unsatisfied.

OTHER LIFE ROLES (CONT.)

All of us have 168 hours in each week. The typical person spends approximately 50 hours sleeping, 55 hours getting to work and working, and 20 hours performing routine tasks such as eating, bathing, cleaning, and so forth. This leaves 43 hours for other activities involving relationships, leisure, and community activities. People who choose low paying jobs may find it necessary to take a second job in order to meet expenses, which either reduces the amount of time for other activities dramatically or does away with free time altogether.

One objective of the job search should be to choose a job that will eliminate the need for a second job so that time will be available for other life roles.

Why?

> Leisure activities, interactions with family members, relationships with friends and significant others, and community activities are important ways to satisfy values that are not satisfied in the work role.

It may be obvious that one's occupation dramatically influences one's lifestyle including amount of free time, the type of leisure activities pursued, and the opportunities that can be provided for family or important relationships. However, regardless of the occupation chosen, there will still be choices to make in other roles and it is important that these choices be values-based. The decisions regarding relationships and leisure should be made the single goal of establishing a happy, productive, and values-congruent life.

The decisions regarding relationships and leisure should be made the single goal of establishing a happy, productive and values-congruent life.

LEISURE COUNSELING

Two important issues must often be addressed in the leisure counseling process: **life values** and **skill acquisition**.

The LVI can be used to assist a client to identify activities that will be potentially useful. Once the LVI has been completed, the client can consult the Leisure Activities Locator to identify leisure and community activities that will be satisfying.

In selecting activities, clients should be made aware that **many leisure activities satisfy a number of values**.

For example:

- Collecting antiques may satisfy the value Financial Prosperity if the purpose of collecting antiques is to keep them until they appreciate in value.

- It may also satisfy the Creativity value if the purpose of collecting antiques is to admire the craftsmanship.

- Collecting antiques may also satisfy the value, Acceptance by Others, if the activity results in increased interaction with friends or family.

Obviously, collecting antiques may satisfy **all of these values simultaneously as well as satisfying them individually**. Leisurites need to understand their motives for engaging in an activity, and then consider whether that activity will in fact satisfy their values.

Leisureites also need to come to terms with their ability to participate in a leisure activity and how this interacts with the satisfaction they derive from the activity.

All sports require some skill level for competition. However, people with vastly different skill levels can find satisfaction in a sport. A person with a 30 handicap in golf may derive as much satisfaction from the game as a person who has a 3 handicap depending on the values they hold. The high handicapper who expects to satisfy her or his Achievement value on the golf course will be forever frustrated. However, the person with a high handicap who uses golf as his/her Health and Physical Activity value may be quite satisfied with golf as a leisure activity.

The ability to participate in a leisure activity will not be entirely dependent upon physical prowess. In some instances, people may have limited opportunities to participate in activities because of their financial constraint and/ or geographic location. Golf and collecting antiques both require people who engage in them to have a fair amount of discretionary income, as do many other leisure activities. Working crossword puzzles, participating in church activities, walking, watching television, and collecting matchbooks requires far less money and may be just as satisfying depending on the values of the individual.

RETIREMENT COUNSELING

Retirement is a major step because it calls for a total or partial restructuring of the life space. Some of the questions that must be answered in the retirement planning process are:

- Do I have **enough money** to stop working altogether?

- What will be the impact of my retirement upon **my spouse**?

- Which of my **values are being satisfied by my work** and how will I replace that source of satisfaction in my new lifestyle?

- Should I start a **retirement career** or try to build a lifestyle around expanded leisure, community service, and family roles?

- Should I **relocate**?

Perhaps the fundamental question to be answered in the foregoing list has to do with ensuring that enough money is available to meet the day-to-day needs of the retiree. After that question has been answered, the remainder of the decisions should be based on the **values** of the retiree.

PLANNED TRANSITIONS

People who have the luxury of planning the transition to retirement can follow a very orderly, thoughtful process.

They should begin by completing the LVI **including the part** that asks them to **rank their values within roles**.

Although the final retirement plan may not include a new career, it is important that the roles that are selected include activities that will allow the retirees to satisfy the values that have been satisfied in the work role prior to retirement. If the new life scheme does not accommodate these values, the retiree is likely to return to work within a year (Brown, 1995).

PLANNED TRANSITIONS (CONT.)

> Next, clients who are planning their retirement should **identify all of their current life roles** and **estimate the amount of time spent in those roles**. They then need to consider the **values satisfied** in their current life roles.

It is suggested that, when possible, individuals who are planning retirement try out their retirement plan prior to committing to it.

Once roles have been identified, the amount of time spent in each role has been estimated, and the values satisfied in those roles have been determined, the question of how retirees' time will be reallocated to satisfy their values must be addressed. An important issue in this process is to determine if one or more of their important values is not being satisfied in their current lifestyle. If this is the case, the restructured lifestyle should be such that it satisfies all essential values. It is suggested that, when possible, individuals who are planning retirement try out their retirement plan prior to committing to it. In some instances this can be done by taking a sabbatical from the job and adopting the new lifestyle for a month or two.

If a try out is not possible, people planning retirement should work to visualize their new lifestyle by asking themselves repeatedly, some or all of the following questions:

- What would **my** *day* **be like** if I wasn't working?
- What would **my** *life* **be like** if everyday was a Saturday?
- What if my *leisure* **role** or other roles **replaced my** *work* **role**?

UNPLANNED TRANSITIONS TO RETIREMENT

Each year many corporations restructure and force people to leave their jobs. **When these "retirees" come for assistance they may be ill prepared for the planning process because of their emotional reactions to losing their jobs.** Anger and/or depression are common reactions and these issues should be addressed prior to beginning the retirement planning described in the previous section.

USING THE LVI IN BUSINESS

MACRO ISSUES

Employers select employees that will satisfy the collective values of the business. Conversely, employees select jobs based on their perceptions that those jobs will satisfy their values.

> The first step in the process of identifying corporate values is for the top level management team to develop a values profile for the business and to communicate that profile to the employees.

One major life insurance company focuses on the values of Financial Prosperity (their own) and Concern for Others (their customers). This gets translated into policies that will ensure both the welfare of the company and add to the security and well being of policy holders. Investment strategies, pay scales for managers, sales approaches, and all decisions made within the corporation are subjected to two questions:

- Will it **add to the bottom line**?
- Will it **benefit our customers**?

- **Technology companies** that expect to produce a flow of superior new products will, in all likelihood, value Creativity, Independence and, of course, Financial Prosperity.

- **Businesses such as airlines** must place Responsibility near the top of their corporate values structure.

- **Health maintenance organizations** that do not value Concern for Others, Belonging, and Responsibility are likely to be unsuccessful.

In addition to an overall set of corporate values, each unit within an organization must identify the values that will make them successful. Creativity is not likely to be valued in the flight department of an airline but might be a major value in the marketing department.

MICRO ISSUES: HIRING

Businesses are more likely to attract employees that subscribe to their values if they communicate those values in the hiring process (Judge & Bretz, 1992). Moreover, employees who have values similar to the corporate values are more likely to be satisfied with their jobs (Posner, 1992).

> Prospective new hires can be given the LVI as a part of the screening process to determine the degree of compatibility with the values of the organization as well as to determine what information they will need in the recruitment process.

MICRO ISSUES: SUPERVISION

In their research, Meglino, Ravlin and Adkins (1989) established a direct link between congruence in supervisors' and employees' values and job satisfaction.

> Moreover, in addition to establishing the link between satisfaction and employee-supervisor values compatibility, they found that when there was congruence in this area, the employee's commitment to the business was increased.

In order to ensure employee satisfaction and the achievement of corporate goals, supervisory relationships need to be structured around *two sets* of values:

- **Overall** corporate values
- The **specific** values of the unit in which the supervisor works

Determining the compatibility between supervisors and employees requires the computation of a compatibility index (CI). After the work values of the supervisor and employee have been estimated the CI can be computed as follows:

- For each matching value, **+1 should be added** to the CI
- For each discrepancy a **-1 would be subtracted** from the index

SUPERVISOR'S WORK VALUES	EMPLOYEE'S WORK VALUES
Creativity	Belonging
Financial Prosperity	Creativity
Independence	Concern for Others

example

For the case shown above, a compatibility index of -1 would result. In this situation, it is likely that the employee and supervisor will have disagreements on the priorities placed on making money versus being concerned about the welfare of others, and independence of action versus social recognition and inclusion. The employee may not feel valued and the supervisor may see the employee as too dependent.

> These types of insights can serve as the basis for meaningful performance appraisal meetings and open the lines of communication.

DEVELOPING EFFECTIVE TEAMS

In our society there are many types of teams including athletic teams, management teams, worker groups, political campaign committees, development teams charged with raising money for institutions and groups, and so forth.

> Team building is the process by which a collection of individuals is melded into a productive, cohesive group.

The *goals* of this process are:

- **To enhance the performance of the team functioning.** Performance enhancement in this context may entail increasing efficiency and/or effectiveness. **Efficiency involves producing the same or a superior outcome with less effort or reduced input of resources**. Improving effectiveness requires the improvement of either the quality of performance, as might be the case with athletic teams, or enhancing a product being produced by a group. Either efforts to improve efficiency or effectiveness may require altering either the physical or social context in which the team functions. Team building always requires changes in one or more critical aspects of a team's functioning which include leadership and decision making, communication, sensing mechanisms used to discern the presence of problems within the group, and/or the uses of technology to improve performance.

- **To reduce interpersonal conflict** as the group performs its functions.

- **To improve the satisfaction individuals derive from the functioning of the team**. This often dictates that some attention in the team building process be devoted to the external conflicts experienced by individuals who are members of the team.

- **To improve the interface between the team and the suprasystem of which it is a part** because of the reciprocal impact of the team's subsystem and the suprasystem.

This model will focus on the steps in the team building process and how values, as measured by the LVI, can play a central role in the development of high-functioning teams.

- **Step 1:** Entering the Team Building Situation

- **Step 2:** Initiating Team Building

- **Step 3:** Assessing Cohesiveness, Values Assessment, and Mini-Lecture

- **Step 4:** Values Sharing

- **Step 5:** Brainstorming the Team's Problems, Goal Setting, and Strategy Selection

- **Step 6:** Skills Development and Action Taking

- **Step 7:** Follow Up

STEP 1: ENTERING THE TEAM BUILDING SITUATION

Consultants employed to provide team building services come from outside the group, are employed by the manager, coach, or agency head, and have little information about the group. In this entry stage the team builder needs to secure the view of the person employing her/him and begin to informally assess the values of the person who is concerned about the functioning of the team.

This can be done by asking:

1. **What are the major problems** present in the team?

2. **Why** did these problems arise?

3. If all the team's problems were solved, **how** would the team function that is different than their current functioning?

4. **What are the external forces** that influence the team's functioning? Are any of these more salient than others at this time?

> The team builder also needs to **secure an agreement regarding the confidentiality of information gained** both during the pre-group stage of team building and the team building process itself.

Once this is done the team builder needs to collect information from others who have information regarding the functioning of the team including individuals in the team. This information should include informal assessments of the values of the team members, the history of the team's functioning, and the perceptions off others regarding the nature of the problem. **This preliminary investigation should be conducted on a one-to-one basis**.

The outcome of the preliminary investigation should be a schematic of the team and suprasystem of which it is a part.

This schematic should:

- **Identify the broader organization** (e.g., university, business, governmental agency, etc.) of which the team is a part as well as the sub-organization (e.g., department, group, plant, agency, etc.) in which the team is housed.

- The team builder should also **ascertain the source of resources** (e.g., money, facilities, maintenance, etc.) that support the team's functioning as well as the constraints (policies and rules) imposed by the sub-organization or organization of which the team is a part.

- It should also result in some **preliminary hypotheses** about why the team is not functioning properly, particularly regarding external forces that may be interfering with the team's functioning such as lack of resources.

- Finally, this preliminary investigation will allow the team builder to **assess the validity** of the inevitable complaining and blaming that occurs in the team building process.

STEP 2: INITIATING TEAM BUILDING

Team building can be conducted for large groups (greater than 15), but the focus here is on relatively small groups.

- **The first step in the process is to explain the factors that led to concerns about the team's functioning** and the general goals of the team building process. The group should be invited to add or rephrase these goals into their own terms.

- **The second step is to assess the level of motivation to solve the problems in the team and the individual member's assessment of the team's self-efficacy to solve the problem**. The assessment of motivation can be done by asking each member to rate their motivation to solve the team's problems on a 1-10 scale with a 1 being very low motivation and 10 being very high. Typically ratings of 5 or less are indicators of low motivation. The assessment of the team's ability to solve its problems can be done using the same type of scale with 1 being low ability and 10 being high ability. Each team member should be asked to rate the team's ability to solve the problems confronting it if each person works as hard as it can. **After these ratings are secured, a discussion of the reasons for low ratings should follow**.

The team builder should express confidence in the team's ability, reinforce others who express high motivation and confidence in the team's ability, and should be prepared to discuss the positive outcomes that will accrue if the team's problems are ameliorated.
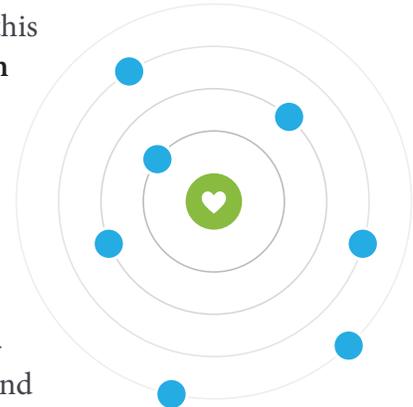
STEP 3: ASSESSING COHESIVENESS, VALUES ASSESSMENT, AND MINI-LECTURE

The trainer should stand in the middle of the room and state,

> "I'm standing on the heart and soul of this team. **Align yourself in this room with regard to how close you feel to the center of this group**. If you feel like you are an integral part of the group stand close to me. If you feel that you are only marginally included and/or a part of the group go to the corners of the room. If you feel that you are some-place between the heart of the group and near the outside of the group position yourself between me and the corners. As you align yourself in the room try to get as near to the people you feel closest to as you can although the main consideration in taking a position is how you feel about your position in the group."

On a large piece of newsprint record the positions of the people in the room and **ask for people to process what they have just experienced**. Were they surprised by how the group members positioned themselves? By their own position in the group?

Now administer the LVI. Explain that it is very important to be forthright in answering the questions and not to respond as other group members or the coach or manager expects them to respond. Ask team members to identify the values they expect to have satisfied in their team role in Your Values Profile (*Values & Life Roles*) of the LVI if this is not a work team.

After team members have completed the LVI, **give a mini-lecture on the role of values in human behavior.** This should include standards by which we judge ourselves and others and thus the basis for conflict, basis for personal goal setting, and satisfied in several life roles. Outline the idea of **intrarole conflic**t and suggest that intrarole conflict may be partially the basis for the team's problems. Also suggest other reasons why the team may not be functioning at it peak level.

STEP 4: VALUES SHARING

This session should be initiated with a general explanation of the implications of the values measured by the LVI based on the discussion in Understanding Your Values. It will be helpful if each team member has a copy of this publication so they can read the description of their highest ranked values. **Once this is done, ask each person to share the values they hoped to have shared as a result of participating in the team**. Have team members form themselves into clusters based on their team values. Compare these clusters to the sociogram that was drawn on day one. **What are the similarities and differences in the clusters that were formed then and at this time**.

> Explain that, generally speaking, people are more attracted to individuals who have values similar to theirs than people who do not. Also explain that having dissimilar values does not preclude the establishment of harmonious working relationships or even friendships.

- **Give a mini-lecture on cultural values**. In this lecture identify the differences that exist with regard to values regarding time, social relationships, action taking, self-control, achievement, and humility. Give the strengths and potential weaknesses of these values.

- **Use an exercise such as cooperative squares** or other experiential exercises designed to illustrate the value of cooperative functioning and process how cooperation was superior to individual functioning.

- **Determine how many people listed Independence as a value they hoped to have satisfied in their team role**. Also have team members return to the rankings and determine how many people have a highly prioritized *Independence* value.

- **Do the same** thing for the Interdependence value.

Explain that these two values (*Independence* and *Interdependence*) may be pivotal in the explanation of group functioning and cohesion. Allow group to discuss the possibility that in some instances their Independence value may dictate that they act in ways that are contrary to the group's best interests.

- **Next, look at the Achievement values of team members**.

  - Do they have a highly prioritized *Achievement*?

  - If they do not have a highly prioritized *Achievement* value, what are the implications for their functioning in the team?

  - If they have a highly prioritized *Achievement* value, but they do not expect to have it satisfied on the team, why is this the case?

    Discuss the importance of a highly prioritized *Achievement* value for the team. Discuss the implications of adopting a highly prioritized *Achievement* value for team communication and behavior. Follow this up by **constructing a values system for the team**. These will be the values that will guide the team's decision making.

- **Next identify the values individuals hope to have satisfied that may not be in accord with the overall values of the team**. Engage the team in an "appreciation for differences" exercise. In this exercise team members respond supportively (as opposed to judgmentally) to people who have values different from their own and then get feedback from the persons with differing values regarding their responses. Group members should agree to stop responding judgmentally at the end of this exercise.

STEP 5: BRAINSTORMING THE TEAM'S PROBLEMS, GOAL SETTING, AND STRATEGY SELECTION

Post the team's values system. The team is now ready to identify its problems and take action. The team facilitator should lead a brainstorming exercise to identify these concerns.

> Team members should be reminded that, during the early portion of this exercise **no evaluation of the suggestions made by individuals will be permitted**.

Suggestions regarding the nature of the team's problems should then be requested. Suggestions should be recorded on newsprint so that everyone can see them. Once all suggestions have been made, **a process of consolidation occurs** which involves rewriting and consolidating suggestions based on commonalties. This is followed by **prioritizing the problems that have been identified**. During this process problems that cannot be eliminated (e.g., budget is set) should be listed as constraints to problem resolution.

Once a prioritized list of problems is identified, the team should be divided into small groups to draft potential solutions to the most pressing problems.

It may be useful to establish sub-groups that address:

- **Leadership** – What does our values system suggest about the type of leadership that will be most effective and efficient?);
- **Communication** – How can we avoid values-based conflicts?;
- **Sensing Mechanisms** – How can we detect and deal with issues before they disrupt the functioning of the team?;
- **Technology** – How can we use technology to achieve the goals of the team?

Once drafted, solutions should be reported to the entire group. At the time the suggested courses of action are reported, they should be rewritten for both clarity and to make them congruent with the team's values as needed.

STEP 6: SKILLS DEVELOPMENT AND ACTION TAKING

In order to follow up on the solutions that have been identified, it may be necessary to develop news skills among all group members or some individuals in the group.

> **For example**, gender and racial bias may underlie some of the group problems and thus it becomes necessary to develop the knowledge and skills team members need to communicate effectively with people of different gender and ethnic backgrounds.

Additional training may be required so that team members can engage effectively in collaborative leadership, participative decision making, the use of technology, dealing with their stress, negotiating within and outside the team, dealing with external pressures that influence team functioning, time management, day to day communication, anger management, conflict resolution, and so forth.

STEP 7: FOLLOW UP

Follow up sessions will typically be done after the team facilitator has exited. Typically these come about **as a result of the sensing mechanisms that have been established** to identify problems within the group.

SUBSTANCE ABUSE COUNSELING & EDUCATION

Values clarification is considered by addiction counselors to be an important component in working with the issue of substance abuse.

> Results from the LVI can serve as a blueprint to better understand the values that guide one's behavior and decisions, the strengths and challenges associated with their current values system, and to clarify cognitive distortions and unresolved emotional issues that can interfere with acting on one's values.

There are *three* particular areas where values profiling can be helpful in the areas of substance abuse counseling and education:

- **First, individuals can understand how their values system can both help them in their lives and can also make them vulnerable to certain challenges and stressors**. By carefully reviewing the characteristics, strengths, and challenges of each important value, individuals begin to understand how their values play a role in their decision making as it relates to substance abuse. For example, an individual with a high value for Belonging may be vulnerable in situations where there is a "drinking or drug culture" associated with connecting to others. An individual with a high value for Achievement may turn to substance abuse to self-medicate against the anxiety, fear or pressure associated with achievement.

- **Second, values profiling can provide insight into how impairment from substance abuse can interfere with values attainment**. Cognitive distortions and unresolved emotional issues can be identified and discussed from a value-based framework which is less stigmatizing. **Discussing important influences of one's values system can provide insight into family of origin issues and internalized belief systems**. A values-based framework can also promote discussion of life experiences with important negative emotions such as fear, guilt, anger, hurt, and worry.

Third, values clarification can serve as a useful blueprint from which to develop a meaningful life plan without alcohol or drugs. Many clients who are in recovery discuss the fears associated with lacking a clear life plan. Results from the LVI and strategies discussed in previous sections of this chapter can facilitate life role development and values congruent decision making.

. . .

SUPPLEMENT NOTE:

This educational supplement is intended to be a brief, practical guide to complement your results from the Life Values Inventory. The information stems from clinical and research experience, and professional literature, but is not reflective of all theories and viewpoints on this subject. We encourage readers to search professional literature and self-help resources for more expansive information. We also encourage readers who want to make positive changes in their lives to consider the additional support of a qualified, licensed professional. Professional support can help provide an objective, honest perspective within a caring, trusting environment. Fortunately, such support is more widely accepted today and is viewed as a means toward greater self-sufficiency, resilience, and personal responsibility.

WORK CITED

- Brown, D. (1995). How to choose a job upon retirement. Lincolnwood, IL: VGM Books.

- Brown, D. (1996). A holistic, values-based model of life role decision making and satisfaction. In.

- D. Brown & L. Brooks, and Associates. Career Choice and Development (pp.337-372) San Francisco: Jossey-Bass.

- Campbell, D.P. (1992). Campbell Interest and Skills Survey. Minneapolis, MN: National Computer Systems.

- Coombs, R.H. (1966). Values consensus and partner satisfaction among dating couples. Journal of Marriage and family, 32, 166-173.

- Holland, J.L. (1994). The Self-Directed Search. Odessa, FL: Psychological Assessment Resources.

- Judge, T.A., & Bretz, R.D., Jr. (1992). Effects of work values on job choice decisions. Journal of Applied Psychology, 77, 261-271.

- Meglino, S.M., Ravlin, E.C., & Adkins, C.L. (1989). A work values approach to corporate culture: A field test of values congruence process and its relationship to individual outcomes. Journal of Applied Psychology, 74, 424-432.

- Myers, I.B., & Briggs, K.C. (1984). Myers-Briggs type indicator. Palo Alto, CA: Consulting Psychologists Press.

- Posner, B.Z. (1992). Person-organization values congruence: No support for individual differences as a moderating influence. Human Relations, 45, 351-361.

- Strong, E.K., Jr., Hansen, J.C., & Campbell, D.P. (1994). Strong Interest Inventory. Palo Alto, CA: Consulting Psychologists Press.

- Vaitkus, M. (1995). Predicting marital satisfaction using the Vocational Preference Inventory and the Life Values Inventory. Unpublished doctoral dissertation. University of North Carolina at Chapel Hill, Chapel Hill, NC.