

my sister
my responsibility



a program by zeta tau alpha
preventing and confronting hazing

Living the Mission and Values

*Developed by Dan Bureau,
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Learning Objectives:



1. To identify individual values
2. To understand the mission and values of the organization
3. To learn definitions of hazing
4. To understand the concept of values congruence
5. To connect anti-hazing advocacy to the mission and values of the organization

Technical Requirements:



Flip chart and markers

Handouts:



What is Hazing? (in Resources section)

Zeta Tau Alpha (in Resources section)

Individual Values Worksheet

Time Needed:

45 minutes

Group Size:

This activity can be done with any number of members. The ideal size is no less than 10 and no more than 150, but the activity is conducive to any sized chapter.

Physical Setting:

This activity can take place anywhere, anytime

Room Setup:

Table rounds are ideal where about eight students would sit in small groups. This can be flexible given the size of the chapter. At the least, it would be appropriate to have three small groups, so assign members accordingly.

Preparation:

Write the definitions and draw the model (see within the workshop) on flip chart paper in advance.

Look up the university and state hazing policies and add them to the What is Hazing? handout in the Resources section to create a handout that includes all three. Be sure to review these in advance to gain a clear understanding of each and any differences between them.

INTRODUCTION (5 minutes)

The facilitator(s) should introduce himself/herself, welcome and thank everyone for attending the session.



Desired Outcomes

Today we will explore our individual values and the mission and values of the organization, gaining an understanding of values congruence. We will review what hazing means and connect anti-hazing advocacy to the mission and values of the organization.

VALUES (20 minutes)

- What are values?



Values are the core beliefs or desires which guide or motivate attitudes and actions. Values are central beliefs which determine how we will behave in certain situations. — *From the Josephson Institute for Ethics*



- What does that mean in your words?
- Where do values come from?

Examples may include:

Family

Friends

School/Teachers/Coaches/Counselors

Athletic teams

Organizations

Religious Institutions



Yes, values come from (*summarize their examples*). I believe values come from many places and we learn our values from a very young age. *Show them the flip chart page with the Model of Values Development.* This model emerged from different theories of values and student development. It seeks to explain where values come from.

- What do you think about this model?
- Do you all have any other entities you would add?

In preparation:

- Divide participants into reasonably-sized small groups (no more than eight in a group) and spread them around the room. Determine groups by counting off by the number of groups you want to have. For example, if you want to have 10 groups, then count off by 10.
- Write the definitions and draw the model (see within the module) on flip chart.
- Look up the university and state hazing policies. Put them on the What is Hazing? handout for participants to keep.
- State hazing policies can be found on www.stophazing.org.
- Do not print/read the entire law – summarize it to create a more clear understanding.

Note to the Facilitator:

- Spend about three minutes collecting this information. You may have them work in partners to discuss their own perceptions of values if you want to get them talking.



Note to the Facilitator:

- Distribute Individual Values Worksheet. Give them five minutes to fill out the sheet.
- If they ask if there is a given context or if they should use the organization as their basis, let them know that they should “pick their individual values that tend to drive your decision making and how you live your life.”



Pick your individual top five values from the Individual Values Worksheet – choose what is most important to you in your life.

After everyone is finished, reconvene and ask a few participants to share their top five. Have a volunteer write them on the flip chart. Ask for no less than five to share. Identify the common values shared among the five. You can also have the collective group raise their hand on whether or not they have a few of the values. For example, “OK, I see respect is here a lot. Who else had respect?” Count the number and document on the flip chart.

- How has the organization helped shape your values?

Sometimes, we do a good job of integrating the organization into our lives and then at other times, we separate our values systems because we may not align our personal values of things such as respect, responsibility, integrity, etc. with our actions.

Hazing is an example of a time when this occurs; our values are at risk because we participate in hazing activities, when we say we believe in these high and noble ideals, but we still can humiliate others through exerting our power as members.

- Do you have any questions so far? *Be ready for the response such as “but nationals tells us that everything is hazing.” Acknowledge that you’re here to address all kinds of hazing, but that you’re most concerned with hazing that can mentally or physically hurt someone. This is beyond pranks. This is focused on making sure the values we say we’re about are what we demonstrate as members.*

VALUES CONGRUENCE (20 minutes)



I have three definitions (*write on flip chart*) for you that you should consider as you address hazing from a values perspective:

Integrity: Consistency between our stated values and how we act. I believe integrity is how we view our own alignment between what we believe and what we do.

Congruence: Congruence is almost the same as integrity, but it is integrity at a more public level. It is a demonstration of our values in a way that people see our actions representing our values.

Credibility: Credibility happens when espoused values are congruent with actions. This is what others THINK of you and how they perceive you to add worth to a community.

If they ask where these are from, explain that they have been derived from a few sources, but mainly “Credibility” by James Kouzes and Barry Posner.



- Tell me how our organization is credible.
- How is it not?
- Why does it matter what others think of you particularly in terms of hazing?

Get them focused on that they espouse powerful concepts but that when we don't walk our talk, we are not credible. This hurts our reputation and makes people question our worth.

Note to the Facilitator:

- Ask a volunteer to distribute the Zeta Tau Alpha handout and the What is Hazing? handout while this group discussion is occurring.



Hazing counters our individual integrity, but it also counters our organization's values congruence and our credibility. How? Let's talk about that.

Pull out your Zeta Tau Alpha handout with the organization mission statement, open motto, and *The Creed*. Also, pull out the What is Hazing? handout. Take some time to review both.

- What does this mean to us?
- What does it mean to those not in our organization?

Now, read the anti-hazing policy on the What is Hazing handout.

- How does hazing counter this?
- How does our mission reflect similar values to what the anti-hazing policy attempts to convey?



With a partner or in a small group, I'd like you to think of a few ways for us as an organization to make sure our values and our mission guide our actions and we make sure we demonstrate individual integrity, congruence with our espoused purpose, and develop credibility. Think of one action we could really get behind in an effort to align our individual and organizational actions with the mission and purpose of our organization. *After a few minutes, ask several groups to share their ideas.*

Note to the Facilitator:

- If the chapter has a hazing issue or potential hazing challenge, facilitate this discussion instead: I'd like you to talk in groups about ways to use your values and mission to end hazing practices.



- Can someone summarize for me what we have discussed today?

Main points:

- We have examined our own values to see what we as individuals find to be important actions.
- We have examined how hazing counters our own individual values.
- We have examined the concepts of integrity, congruence and credibility and reviewed our mission to see how we can make sure we use our values to be true to our mission and purpose.

Review the main points, offer to stay after and help if individuals would like to discuss their experience today, and thank them for their time.

Living the Mission and Values: Individual Values Worksheet

Accountability (answerable for actions, reliable)	Inclusiveness (involving others)
Achievement (attaining goals, fulfillment)	Independence (self-sufficient)
Advancement (progress, promotion)	Inner Harmony (being at peace, tranquility)
Adventure (new experiences, challenges, risks)	Integrity (honesty, sincerity, walk the talk)
Balance (managing all tasks well)	Involvement (in some goal or experience)
Involvement (in some goal or experience)	Knowledge (intelligence, observation)
Belonging (association, fellowship, relationships)	Learning (wisdom, active scholarship)
Change (variety, new challenge)	Loyalty (allegiance, patriotism)
Community (association, similar interests, support)	Money (wealth, salary)
Compassion (empathy, consideration)	Order (organized, structure, systematic)
Competitiveness (to be the best, viability)	Peace (harmony, calmness, serenity)
Confidence (trust, self-belief)	Personal Development (individual growth)
Cooperation (teamwork, collaboration, mutual aid)	Pleasure (fun, enjoyment, satisfaction)
Creativity (new ideas, visionary, imagination)	Power (importance, authority, influence)
Decisiveness (steadfast, determined, focused)	Purpose (mission, ambition, goals)
Democracy (freedom, independence, social equality)	Recognition (acknowledgement, discovery)
Diversity (value differences, different perspectives)	Respect (honor, reverence)
Efficacy (effectiveness, high value, worth)	Responsibility (maturity, follow-through)
Efficiency (competence, accuracy, good use of time)	Security (safety, protection)
Ethical Practice (fair, principled, honorable)	Self-Awareness (perceptive, clear thought)
Fairness (equity, honesty, impartiality)	Self-Actualization (be the best you can be)
Fame (renowned, distinction)	Service (assistance, charity, civic responsibility)
Family Happiness (close relationships, get along)	Social Awareness (understanding of others)
Flexibility (adaptability, resilience)	Spirituality (devotional, faith)
Friendship (close relationships with others, fellowship)	Tolerance (open-mindedness, acceptance)
Health (physical and mental well-being)	Tradition (belief, custom, practice, ritual)
Helpfulness (supporting others, improving community)	Trust (belief in other, assurance, conviction)
Honesty (integrity, candor, openness)	Vision (foresight, ideal, conceptual)

Others:

My Top Five

- 1.
- 2.
- 3.
- 4.
- 5.

Living the Mission and Values: Model of Values Development

