

# **GIVING VOICE TO VALUES (GVV)**

**Helping Students Identify & Clarify Their Values  
& Fulfil Current & Future Responsibilities to  
Clients, Society, & Themselves**

**AALS Clinical Conference  
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“...a clarion call to the new generation of leaders to put their values in practice in the workplace.” —Bill George, author of *True North and Authentic Leadership*

MARY C. GENTILE

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# Giving Voice to Values

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How to Speak Your  
Mind When You  
Know What's Right

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# Giving Voice to Values

Giving Voice to Values (GVV) is an innovative approach to values-driven leadership development in business education and the workplace. Rather than a focus on ethical analysis, the Giving Voice to Values (GVV) curriculum focuses on ethical implementation and asks the questions: "What if I were going to act on my values? What would I say and do? How could I be most effective?"

Piloted in nearly 1,000 schools, companies and other organizations on all seven continents, the Giving Voice to Values curriculum offers practical exercises, cases, modules, scripts and teaching plans for handling a wide range of ethical conflicts in the workplace.

[WHAT IS GVV?](#)

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## What is Giving Voice to Values (GVV)?

Whether you are a business leader, employee or a practitioner in another field, how can you effectively stand up for your values when pressured by your boss, colleagues, customers, or shareholders to do the opposite?

Despite all the internal and external pressures surrounding ethical decision making, some people *do* voice and act on their values, and do so effectively. So what makes them effective? What do they do differently?

# TODAY'S SESSION

- **Demonstrate Exercise on Identifying Core Values**
- **Demonstrate “Tale of Two Stories”: Self-Reflection on Past Experience with Acting on Values**
- **Some GVV Key Concepts**
- **Demonstrate Script/Action Plans & Peer Coaching Using Two Clinical Education Case Scenarios**
- **Ideas About Applying GVV In Our Teaching**
- **Debrief & Wrap-up**

# Identify Your Core Values

“What do I want in life?...”

“What are my must haves?...”

“What is important to me?...”

“What do I want to be a priority?...”

“Who is important to me?...”





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# A Tale of Two Stories: An Exercise

## Objectives:

1. To reflect on your own previous experiences (successful and less so) at voicing and acting on your values in the workplace.
2. To discover which conditions and problem definitions empower you to effectively voice your values, and which tend to inhibit that action.



# Step One: The Task

- Recall a time in your professional or life experience when your values conflicted with what you were expected to do in a particular, nontrivial situation.
- And you spoke up and acted to resolve the conflict - or –
- You did *not* speak up or act to resolve the conflict.
- Write down your thoughts about **WHAT** happened and **WHY** it happened.

# Questions to Consider

- What did you do, and what was the impact?
- What motivated you to speak up (or not to do so)?
- How satisfied are you? How would you like to have responded?
- What would have made it easier for you to speak up or act?

# Debrief

**If you spoke up: what motivated you? What helped make this possible?**

**If you did not speak up: why not? What hindered you?**

# Enablers For Voicing Values: Some Examples

## What makes it easier to speak and act on our values?

### *Things within our own control*

- Articulating the specific values at stake in conflict
- Developing a script or action plan; find a coach
- Make a verbal commitment to another person
- Enlisting allies
- Selecting and sequencing audiences
- Gaining greater confidence in our viewpoint as a result of securing more information?
- Starting with questions rather than assertions
- Greater understanding of other's motivations, need, fears
- Lowering the stress by taking the conversation with dissenters or key supporters off line, one-on-one, at a mutually convenient time and place

# Enablers For Voicing Values...continued

- Working through incremental steps
- Changing the frame of the problem positioning it as an opportunity or a “learning dialogue”
- Finding win-win solutions
- Questioning assumptions, professional rationalizations, and seeming truisms
- Appealing to shared purpose, values
- Normalizing (Managing this kind of conflict is just part of the job)
- Playing to one’s own strengths (if better at writing than speaking, develop a memo)

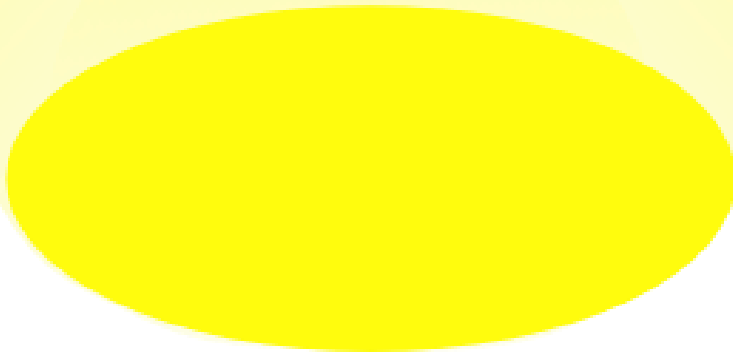
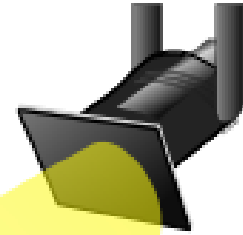
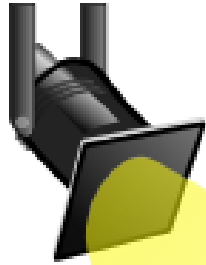
# **GIVING VOICE TO VALUES (GVV): ENABLING ETHICAL ACTION**

**Building Moral Muscle to Act When Values  
Conflict in Professional Situations by Practicing  
What to Say & Do**

# **Four-Component Model for Professional Ethics Education**

- **necessary conditions for moral action**
- **developed by James Rest & others**
- **based on moral development work by Lawrence Kohlberg**
- **used (and validated) in various kinds of professional education**

**Recognize  
Name  
Know Rules & Law**





# See and Assess Alternative Courses



# Professional ID-Values Recognition



# Character & Implementation



**BUT HOW???**



# Giving Voice to Values

Mary Gentile

- **Focus on** when we know what we think is right, **HOW** can we get it done?

# Key GVV: Moral Muscle

- Building muscle “fiber” & “muscle memory”
- Built with practice
- Something that distinguished Holocaust rescuers

# Giving Voice to Values

## Mary Gentile

- Builds on research in social psychology, cognitive neuroscience & kinesthetic learning
- Practice, habit formation, brain plasticity, rehearsal creates new power
- Behavioral ethics

**HE PRACTICED!!!**











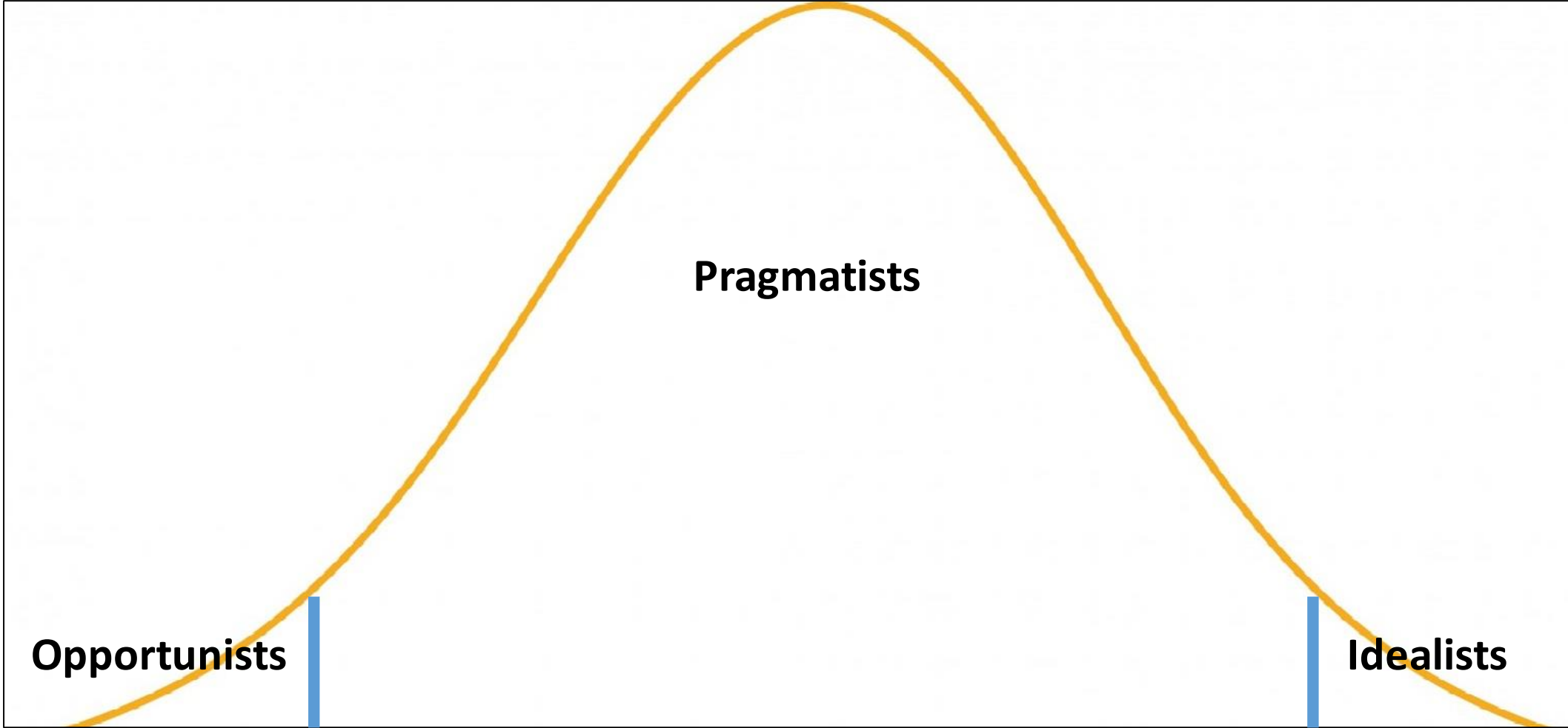


# GVV: What We Can't Reach Today

- **GVV's 12 assumptions** in depth
- **Factors & strategies** to expand possibilities **to act on values** & weigh their effectiveness
- **What deters people** from acting on values
- Alternative: look at HO 2 (**yellow**) & read the book
- Focus on **self-assessment** HO3 (**green**)

# A Few Key GVV Concepts

- Acknowledging values-our own sense of purpose and values shared across cultures
- Assume there are others who will see values conflicts & want to act
- Recognizing values conflicts are “normal”
- Instead of “why I can’t” considering “what if” I wanted to act on my values



# Formulating Plans & Getting Peer Coaching

- Preparing scripts/action plans
- Getting peer feedback
- HO 1 (lilac) guidelines on approach



# **Small Group Work: Two Case Studies Scripts and Actions Plans**

- **Form groups of 5**
- **Choose one of the two case studies:**
  - **One involves in-house clinic (case one)**
  - **One involves externship (case two)**

# Exercise Instructions

## Part 1

1. **Form Groups of 5** and assign roles:
  - 1 Student
  - 3 Peer Coaches
  - 1 Listener
2. **Student:** choose one hypo and read the exercise. Consider your response to the conflict and jot down your script and action plan  
  
**Peer Coaches and Listeners:** read “Guidelines for Peer Coaching”

## Part 2

1. **Student:** tell peer coaches the values conflict in the hypo and your script and action plan for what to do or say to act consistently with your values
2. **Peer Coaches:** respond to student’s proposed plan. What are its strengths? What questions remain? How might the action plan be improved? Alternatives?
3. **Listener:** reflect on what you observed after the peer coaches responded to the student’s proposed plan

# Big Picture: Brainstorm

How might you see using **GVV**  
in your clinical teaching?

# Final Reflection

- **What will you take away from this session?**
- **How can you implement it in your teaching?**
- **What will you do? By when?**

# Wrap Up: Final Thoughts

- Help students identify their own personal core values, as well as those essential to developing a legal professional identity, before values conflicts arise.
- Building “moral muscle memory” and experience in expressing one’s values can help with speaking up when these values are challenged.
- Help students understand enablers that will help them make it easier to speak and act on own values (i.e., developing strategy and process that plays to one’s own strengths, enlisting allies, appealing to shared purposes and values).

# Wrap Up: Final Thoughts (continued)

- Giving voice to values is developed over time and with practice. Have students practice voicing values considering the style of expression with which they are most skillful and comfortable, and which is most appropriate to the situation. They are most likely to say those words that they have pre-scripted and which they have already heard themselves express, at earlier times or in practice sessions.
- Use “peer coaching” and feedback on “scripts/action plans” to enable students to give voice to their own values. “Peer coaching” uses joint problem solving to discuss the strengths of the proposed responses and identify remaining questions to enable group collaboration of more effective solutions.

# Thank You!

**We would love to have some feedback from you!**

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