WHAT ARE PERSONAL VALUES…

…and how do we Explore them in the Classroom?

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WHAT ARE REASONS THAT YOUR STUDENTS DO THEIR WORK?
IMPORTANT QUESTION FOR EVERY STUDENT

- What am I going to do?
- Today?
- In this class?
- In college?
- In life?

- Understanding values – 1st step to answering that “well”
2 THINGS IN 20 MINUTES

1. What are values?
2. How can we help students explore their values?
WHAT DO WE MEAN WHEN WE SAY...

- I value _______________.

- What we mean...

- I find _____________ important.

- ________________ is a standard that guides my behaviors & beliefs (i.e., what I do)
WHAT ARE VALUES?

- **Obvious Answer** – things we value (attribute worth to)
- **Better Answer** – things we find important
- **Academic Answer (i.e., best)** – preferences for *principles* that guide beliefs and behaviors—across situations

(see Rokeach, 1973; Maio, 2017; Schwartz, 2012)
VALUES...

- **ARE Standards**—evaluating
- **ARE Guides**—choose/decide
- **ARE** generally **Positive**
- **ARE** things we **Prioritize**
- **ARE** somewhat **Abstract**
A COUPLE ASSUMPTIONS

- **Good to know your values – why?**
  - “The unexamined life is not worth living” – Socrates

- **Better yet – to live them out – why?**
  - “Day by day, what you choose, what you think, and what you do is who you become.” – Heraclitus
A VALUE ACTIVITY

- Pick one value that is important to you – and talk to your neighbor about WHY that is important to you
- How does that value influence other things (beliefs, actions, where you work, where you live)

- List of 50+ values that have been examined in over 100 countries

(see work of Shalom Schwartz & colleagues)
VALUES HAVE A STRUCTURE...

Self-direction
- Freedom
- Curious
- Independence
- Creativity
- Choosing own goals
- Privacy
- Self-respect
- Wisdom
- Social justice
- Mature love
- True friendship
- Helpful
- Forgiving
- Honest

Stimulation
- A varied life
- Enjoying life
- An exciting life
- Pleasure
- Intelligent
- Capable
- Successful
- Influential
- Ambitious
- Preserving my public image
- Authority
- Social power

Hedonism
- Wealth
- Social recognition
- Reciprocal favours
- National security
- National pride
- Stable economy
- Exchange of goods

Achievement
- Healthy
- Family security
- Social order
- Clean
- Social recognition
- Authority
-Achieving my goals
- Authority
- Social recognition

Conformity
- Self-discipline
- Politeness
- Honoring of elders
- Respecting tradition
- Devout
- Detachment
- Obedient
-OD

Benevolence
- A world at peace
- Compassion
- Hope
- Forgiving
- Honest
- Devout

Universalism
- Broadminded
- Equality
- Protecting the environment
- Inner harmony
- Inner peace
- A world of beauty

Security
- Accepting my portion in life
- Preserving my public image
- National pride
- Stable economy
- Exchange of goods

Power
- Authority
- Social recognition
- Reciprocal favours
- National security
- National pride
- Stable economy
- Exchange of goods

Tradition
- Respect for tradition
- Devout
- Detachment
- Obedient
- OD

VALUES HAVE A STRUCTURE...

- **Self-Direction**
  - Openness to Change
    - (focus on independence)
  - Stimulation
  - Hedonism

- **Self-Enhancement**
  - (focus on status and prestige)
  - Achievement
  - Power

- **Self-Transcendence**
  - (focus on others’ well-being)
  - Benevolence
  - Universalism

- **Conservation**
  - (focus on maintaining status quo)
  - Conformity
  - Tradition

- **Security**

Adapted from Schwartz (1992, 1994, 2012)
Translating Values into Students’ Language
ISU’S CORE VALUES?

Learning & Scholarship
Individualized Attention
Diversity & Inclusion
Civic Engagement
Collaboration
Respect
Integrity
Kindness
Stimulation
Pleasure
Personal Success
Social Status
Security
Restraint | Tradition
Conservation
Self-Interested
Openness to Change
Compassionate
ACTIVITIES TO IDENTIFY MOST IMPORTANT VALUES

- Surveys
  - Shortened Schwartz Value Survey (Lindeman & Verksalo, 2005)
  - Portrait Values Questionnaire (Schwartz et al., 2001)

- Card-Sorts
  - Print values off on cards
    - Rokeach Value Survey (1973)
    - Schwartz (1992)
  - Activities with cards
    - Rank-order
    - Sort cards into columns (Q-sort)
ACTIVITIES TO PROMPT DISCUSSION

- **List of Values**
  - Identify important values
  - Discuss how the values relate to class topics

- **Card-Sorts**
  - Print values off on cards
  - Activities with cards
    - 3 piles – most important, neutral, least important
    - Rank-order
    - Pick 3 most important
WAYS TO BRING VALUES INTO THE CLASSROOM...

Help Students to...

1. Identify Values
2. Discuss Connections between Values and their Attitudes, Beliefs, & Behaviors
3. Understand why others people believe other things
4. Form Goals & Action Plans based on Values
WHAT ARE REASONS THAT YOUR STUDENTS DO THEIR WORK?

Spontaneous/Automatic Processes
- Tired
  - Not used to my own schedule
  - Not used to working
  - I only do what feels good

Deliberate/Thoughtful Processes
- Intentions
- Values
- Goals

(See Azjen & Fishbein, 2000)
THANK YOU!

Questions?