



Giving Voice to Values Student Implementation Plan

For this assignment, you will complete four parts:

- I. Understanding Your Context
- II. Reflecting on Readiness
- III. Developing Your Implementation Plan
- IV. Submitting for Peer Feedback

Assignment Instructions

Part I: Understanding Your Context

Consider how you would like to implement GVV into your everyday life. As you work through this Implementation Plan exercise, you'll think about the most pressing needs/risks around values conflicts and ethical challenges in your own life. You'll consider how you typically think about and respond to these challenges. This can be challenges with family, in your social life, with classmates in your educational setting, or in any other activities in which you participate (clubs, sports, political, etc.). During Part II, you'll think about how you will adjust and enhance your own life practices around values conflicts and ethical challenges. You'll identify some life practices that you will adopt that draw on your learnings from GVV. These life practices will serve as the beginning of your own personal GVV practice plan. In Part III, you'll use reflections from Part II and your chosen personal practices to design the most impactful GVV Personal Training Program for yourself.

Part II: Reflecting on Readiness

These questions are meant for you to consider some of the most pressing needs/risks around the values conflicts and ethical challenges you're likely to face. You'll think about some of the greatest opportunities and challenges of applying the GVV approach in your everyday life. Then you'll use these reflections to identify the practices you'll adopt for developing your Implementation Plan.

1) What do you see as the most pressing needs/risks around values conflicts and ethical challenges in your life? Think about specifics—what worries you? Name at least two.

2) What are the greatest opportunities that the GVV approach offers you? (Depending on your own experiences, this could be developing values-driven leadership for your future career, or applying GVV to your approach and practices around values conflicts and ethical challenges in your personal life.) Name at least two opportunities.

3) What are the greatest challenges you face in using the GVV approach in your life? Name at least two challenges.

4) What indicators do you currently track (or pay attention to) around values and ethics? (For example, the frequency of self-reflection and attention you pay to ethics and values in your personal life.)

5) Given your answers to Questions 1-4 above, how will you adjust your own practices and behaviors? (For example, what questions will you raise around values and ethics issues with your friends, family, or classmates? How will you respond when individuals raise values-based concerns with you?) Name at least two practices that you will adopt that draw on your learnings from GVV.

Part III: Developing Your Implementation Plan

Drawing on your reflections and responses to the questions in Part II, now you can begin to design the most impactful GVV Implementation Plan for you as an individual.

YOUR TARGET AUDIENCE:

(1) Whom do you want to influence to more effectively and consistently voice and enact their ethical values? (Example: your friends, classmates, family, or even yourself.)

LEARNING GOALS:

(2) Think about what the priority issues/concerns are for your target audience. Think about what you want the target audience to learn to do. That is, what are the issues/concerns that you want the audience to learn to handle ethically? List at least two learning goals for your target audience. (For example, you may want to practice intervening calmly and effectively to stop harassment when you witness disrespectful behaviors toward others.)

CASE SCENARIO:

(3) Identify and describe in a few sentences one example of a relevant and important situational scenario (or case “story”) that addresses one of your Learning Goals from Question #2 above and raises key values challenges for your target audience. You can use yourself as the “case protagonist,” or the main actor of the case.

CASE SCENARIO DEVELOPMENT:

Working with the scenario/story you identified in Question #3 above, respond to the following questions:

(4) What is the values-based position the case protagonist wants to take?

(5) What is at risk for each affected party in the situation? Please address at minimum the protagonist and the individual(s) the protagonist is trying to influence.

(6) What are at least three predictable Reasons & Rationalization (objections) the protagonist is likely to encounter when they act on their values?

(7) What would be the most effective responses (or “scripts”) that the protagonist can use to effectively respond to the “Reasons & Rationalizations” identified in Question #6? Name at least two responses to one of the “Reasons & Rationalizations” named above.

(8) What would be the most effective tactics and/or action plans that the protagonist can use to act successfully on their values? Name at least two tactics/action plans and be specific about how they would use them. (For example, do they need to “re-frame” the whole problem? That is, perhaps instead of framing the situation as a win/lose choice, they can show how there are multiple possible options. Or do they need to gather more data, and if so, how would they use this data? Do they need to find allies or build a coalition, and if so, how would they identify and utilize these allies?)

(9) When and how will you use the GVV-style scenario identified in Questions 3–8 above to develop greater “moral muscle memory” in your target audience? (For example, would you practice your responses to this GVV-style scenario with a friend or “peer coach”?)

Part IV: Peer Feedback

Bring your Implementation Plan (Part III) to class. During class you and your teammates provide feedback to one another.

This material has been adapted for the Online Ethics Center from the Giving Voice to Values content created by Dr. Mary Gentile.