

# Planning Elements: An Organization's Values

## Notes to the Teacher

1. Introduce the objective, and distribute the worksheet "An Organization's Values."
2. Prior to class, collect examples of various organizations' values. The Boy Scouts of America could be used as an example. Fortune magazine features an annual issues dedicated to the 100 most highly respected companies.
3. Explain that one of the variables for determining how people work together and what work is accomplished is the set of values that are a part of a company's vision and mission statement.
4. Tell students that values can be divided into two categories: *work values* and *human values*. Risk-taking or safety consciousness could be work values. Respect for the individual would be a human value. Work values and human values support each other in the accomplishment of work. You might post a list of values like honesty, integrity, fairness, professionalism, and financial success and have students identify which are human values and which are work values.
5. Tell students about the Tylenol case cited in the worksheet "An Organization's Values," then present examples of corporate negligence and the impacts of the negligence. One example is the Exxon Valdez oil spill in Prince William Sound, Alaska, that resulted in extensive environmental damage. Another example is the Audi 5000 automobile that would race at a high speed while in neutral, then jump out of gear. Audi management claimed "operator error" as the cause for all of the malfunctions. The next year Audi had a sales loss in the U.S. of more than 50 percent.
6. Have students complete individually, then in small groups, questions 1 and 2 in the exercise, "Values of the XYZ Group." Have each group make a report to the class. Spark student thinking by presenting them with possible scenarios or case studies.
7. Have students complete question 3, and have each team develop at least two ways that these values could be demonstrated through specific behaviors. You may need to give them an example or two to get them started.
8. Organize students into small groups to answer question 4.
9. Have students complete "The Values of My Student Organization" and explain their answers.

## Variations/Extensions

1. Show students segments of a movie such as *Dead Poets Society*, and ask them to identify the values that seem to be evident in Mr. Keating's classroom. Do the same with television programs like *ER* or *The West Wing*. Always preview movie and television segments for appropriateness.
2. Have students summarize the values that seem to be in place in your classroom. Discuss ways in which behaviors reflect values. Then they could suggest alternative values and behaviors to improve the environment, their performance, and the classroom rapport.
3. Present various approaches to tasks in organizations: Approach A says that the task is the priority; tires are changed in a specific sequence. Approach B says that political constituents are the priority---the EPA dictates how you will dispose of certain items containing chemicals. Employees need to know the approach used by the business. Also, they may need a high degree of direction in the early stage of skill learning.
4. Pose the question, "What benefits do values promote in an organization?" Let small groups discuss answers and share them with the class. Some answers may include benefits such as exemplary employee behavior, harmony, optimal work results, civility, cooperation, and positive attitudes.