Compass of Values

VALUES

EXCERCISE

25-35 MIN

INDIVIDUAL WORK

WORK WITH A TRAINER

WORK WITH A COACH

Values give answer to the question: "In a world where you can decide how your life goes - what do you choose?" Values are important; they often influence our state of mind and give direction to our actions. And although they constitute a significant stimulus to making efforts, not everyone is aware of them in the sense that one may not distinguish which values are OWN and which result from the expectations of the environment or from one's ideas about these expectations.

Working with the Compass of Values can be used to increase the volunteers' awareness of their own values and to assess the extent to which they live up to them. This can be a good starting point for making value-based life changes.

The assessment of values helps to obtain guidance on what is important in the work of a person choosing voluntary work for disadvantaged children or at risk of exclusion. The context may also have influence - some values, less significant in the area of, for example, private life of a volunteer, in this type of work, may become of particular importance.

Target

Defining the most important values of a volunteer for working with children and measuring them in several different contexts.

A word of advice

The work with the compass of values can be carried out individually; the exercise can also be done as part of workshops (e.g. working in pairs), group coaching, as well as working with a mentor. The compass of values can also be used to identify the key value behind a goal - the so-called heart value.

Author/ Inspired by

Author: Monika Górska | COEDRO Coaching Education Development

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1. Identify the most important values for you. The list of values (page 5) and the following questions will help you define them:

   • What is really important to you?
   • What do you care about?
   • When do you feel fulfilled?
   • What makes you angry and frustrated?
   • When you set goals – what important do you want to achieve with them?
   • What are your main goals in life? By achieving them, what will you be able to do, have, be?

2. Describe selected values in relation to the most important areas of life, according to the diagram below
   a. Analyse each chosen *Value* in the context of all areas of your life. Think about how you know that you are following the main compass point. Remember that value is not the goal, but stands behind it, reflecting how you want to implement your life's project in that area. When you pursue a goal in line with your value, you probably feel inner coherence (you know the way), and when the goal is inconsistent with your values, you feel anxiety, frustration, no sense (you lose your way).
   b. *Orientation* - evaluate to what extent a given value is of key importance in a given area, determining it on a scale: 4-very important; 3-important; 2-little important; 1-irrelevant. For example, if one of your important values is nobility, you may find it very important in the areas of personal development, volunteering and relationships, and not very important in the professional area. This is your orientation for the values in a given area.
   c. Determine how your compass is *positioned* for this value by answering the question: How much time, attention and energy do I devote to follow the value of ……………………………………. in the area of …………………………..? Choose one of the answers: 4-a lot; 3-pretty much; 2-little; 1-not at all or hardly at all.
   d. *The deviation of your compass pointer* - this is the difference (always negative) between the orientation and the position. On the basis of the above example, it may turn out that you devote too much time and energy to nobility at work, which on the one hand causes the gratitude of your colleagues (because you help them), but at the same time makes your boss dissatisfied with you (because you do not make your own tasks on time).

Example:

Value 1: nobility	Area	Orientation	Position	Deviation
	Personal development	3	3	
	Volunteering	4	4	
	Relations (family, friends)	4	4	
	Work/education	2	4	−2
	Hobby, spare time, recreation	1	1	

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Value 1:	Area	Orientation	Position	Deviation
	Personal development			
	Volunteering			
	Relations (family, friends)			
	Work/education			
	Hobby, spare time, recreation			

Value 2:	Area	Orientation	Position	Deviation
	Personal development			
	Volunteering			
	Relations (family, friends)			
	Work/education			
	Hobby, spare time, recreation			

Value 3:	Area	Orientation	Position	Deviation
	Personal development			
	Volunteering			
	Relations (family, friends)			
	Work/education			
	Hobby, spare time, recreation			

Value 4:	Area	Orientation	Position	Deviation
	Personal development			
	Volunteering			
	Relations (family, friends)			
	Work/education			
	Hobby, spare time, recreation			

Value 5:	Area	Orientation	Position	Deviation
	Personal development			
	Volunteering			
	Relations (family, friends)			
	Work/education			
	Hobby, spare time, recreation			

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Summary

Answer these questions:

1. *Which one of the values is dominant in all areas?*
2. *In what areas and in relation to which value do you notice a large deviation?*
3. *What does this mean for you?*
4. *What obstacles do you see to the realization of the most important values in your life?*
5. *What do you want to do to go in the direction of your compass? In relation to which value do you think it is most important now?*
6. *What is your personal plan after analysing it? Write down what you will do:*

   a. *Step 1 ....*

      ..

   b. *Step 2*

      ..

      ..

   c. *Step 3 ....*

      ..

   d. *Further steps ....*

      ..

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7. *How and when do you want to check if you are walking in line with your compass?*

For consideration

How can this exercise with the Compass of Values help you work with your pupil?

AN EXAMPLE OF A LIST OF VALUES

Authenticity	Security	Patience	Curiosity	Righteousness
Affection	Gentleness	Pride	Discretion	Stability
Flexibility	Efficiency	Enthusiasm	Dignity	Close relations
Harmony	Honour	Consistency	Creativity	Purity
Loyalty	Wisdom	Love	Hope	Excellence
Independence	Responsibility	Courage	Openness	Competence
Passion	Serenity	Prestige	Friendship	Helping others
Truth	Humility	Simplicity	Pleasure	Family
Joy	Development	Prudence	Risk	Fame
Reliability	Spontaneity	Justice	Happiness	Firmness
Honesty	Generosity	Peace	Respect	Satisfaction
Nobility	Tolerance	Thoughtfulness	Creation	Engagement
Honesty	Freedom	Faithfulness	Understanding	Health
Sensitivity	Faith	Reliability	Trust	Resourcefulness

Experiencing the State of Flow

FLOW

EXERCISE

25-30 MIN

INDIVIDUAL WORK

According to the author of this concept, flow is a state between satisfaction and euphoria, caused by performing an activity that completely absorbs one's attention. A person immersed in action, focused on a task may lose track of time and at the same time pressure, fear of failure and external criticism cease to matter. Conditions conducive to the occurrence of a flow state are described in Module M1. Motivation.

Objective

The experience of being completely immersed in the current activity is a state that can be described thanks to this exercise. It can also be checked what triggers this state.

A word of advice

This exercise is intended for individual work, but can also be done with a coach or mentor.

Author |Inspired by

Inspired by: www.PositivePsychology.com | The Positive Psychology Toolkit

Recommended reading

Mihaly Csikszntmihaly, *Flow: The Psychology of Optimal Experience.* New York: Harper and Row 1990

Recall a situation when you were completely consumed by the task. You were accompanied by positive feelings, focus and concentration, and not worrying about the possibility of failure or criticism of other people.

Close your eyes and try to remember everything: the situation, images, smell, sounds, and context. Write down:

What was it? When did it take place?

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What really happened?

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Who was present besides you? What was/ were this person/ these people doing?

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What were you feeling? Where in your body do you place this feeling? How would you call this feeling?

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How did it start?

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What happened just after tis experience?

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Do you recall other, similar situations?

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What do these situations have in common?

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What is the state o flow to you?

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What makes it difficult for you to experience the state of flow more frequently?

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For consideration

How can this exercise help you in working with the pupils?

Development Plan for a Volunteer

Two well-known quotes: "He who has begun is half done " (Horace) and "the road to hell is paved with good intentions" are accurate signposts for designing a credible plan of action. Great plans, but too ambitious, end up in a drawer (after going through several painful stages of excessive procrastination). When planning real development programmes, the following aspects have to be taken into account:

- *up-to-date image of skills and competences,*
- *tasks increasing the level of such skills and competences,*
- *way of checking and evaluating progress,*
- *time for implementation,*
- *beliefs about going beyond the comfort zone.*

The plan should be motivating enough to be worth the effort and suggestive enough to make the vision of the goal attractive.

In the development planning process, the role of a trainer, coach or leader of a non-profit organisation is to create space for creativity, thoughts and ideas of the volunteer, as he will be the main architect of the scenario, as well as to build a climate of openness, acceptance and support in the process of change. The conversation should be conducted in a coaching style, and the design should end with genuine conviction and willingness of the volunteer to implement the plan.

Below you'll find a development plan sheet.

First and last name …………………………………………   *Date of preparation……………………………………………..*

Development needs	Desired behaviours	Actions	Necessary resources	Success indicators &feedback	Deadlines
Make a list of 2-3 skills and competences that you want to develop, important in the role of a volunteer working with children at risk of exclusion.	*What behaviours will prove the high level of this skill (competence)? What will you do less? What more? What will you do differently?*	*Describe development activities: exercises, training, and literature. You can also indicate the structure in the action plan, e.g. 70% of experience, 20% education, 10% feedback*	*What do you need to successfully develop your skills?* *- What type of training?* *- What type of literature?* *- Where can you get the information you need?*	*How will you monitor your progress? By what indicators will you recognise your progress? What specific indicators will be indicative of success?*	*Include dates: of the final completion of the programme as well as of milestones.*
1.					
2.					
3.					

You will find a sample Autonomy Development Plan Design on the next page.

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Autonomy Development

Autonomy is associated with a certain stage of development, reaching the level of the will to make one's own choice, and acting efficiently. From an objective point of view, it is a fact about a person, a real way of thinking and functioning.

The psychological literature distinguishes various types of autonomy, including:

*• **Behavioural** - understood as behaviour independent of other people's expectations.*
*• **Emotional** - independence from acceptance by the environment.*
*• **Cognitive** - about practical thinking and having your own value system, individual assessments and goals, knowing how to achieve them, as well as bearing the responsibility of your own behaviour*
*• **Instrumental** - expressed in independence in action and functioning in various social environments.*

Objective

Development of the ability to make choices, taking responsibility, as well as increasing faith in personal agency and increasing self-esteem.

A word of advice

A volunteer can create a development plan her-/himself, but a development programme that takes into account increasing autonomy, designed in cooperation with the coordinator (leader) of a non-profit organisation, may be an additional factor strengthening internal motivation. This type of plan can also be developed in co-operation with a coach or mentor.

Developing autonomy is worth undertaking in various areas of life, from professional to personal.

Author (inspired by)

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AUTONOMY

PLAN

MIN. 120 MIN

INDIVIDUAL WORK

WORK WITH A COACH

WORK WITH A LEADER

When working individually or working with a coordinator (coach), start by analysing the current situation. Think about what prompts you to deal with the development of autonomy? What will change? How will it change? How will the increase in your autonomy translate into cooperation with the pupil and with the non-profit organisation?

When designing the plan, answer the following questions.

Desired behaviours

What proves that the person is:

- independent of other people's expectations?
- independent of the shown acceptance (or lack thereof) of the environment?

How do you recognise that a person knows how to make choices and takes responsibility for them?

What does she/he do, how does he/she behave? What does she/he not do?

Actions

What actions do you want to take to develop your autonomy?

What do you want to try, how often?

On which of your strengths can you base the development of autonomy?

Resources

What do you already know/ have a clear idea of/ are able of in order to develop autonomy?

What do you need to learn?

Where (from whom) can you get the information you need?

Success indicators

How will you know that your autonomy is increasing?

What will you do more?

What will you do less?

Indicate on a scale how is it now and how it should be (e.g. now about 3 times out of 10 I go out with my own initiative, and I want at least 8 out of 10 etc.)

What will you do differently?

What will you stop doing and what will you start doing?

Deadlines

How often do you want to monitor your progress? (e.g. 1x per quarter and at the end)

Who will you ask for feedback? How often?

Autonomy Development Plan

A sample:

Development needs	Desired behaviours	Actions	Necessary resources	Success indicators &feedback	Deadlines
Make a list of 2-3 skills and competences that you want to develop, important in the role of a volunteer working with children at risk of exclusion.	*What behaviours will prove the high level of this skill (competence)? What will you do less? What more? What will you do differently?*	*Describe development activities: exercises, training, and literature. You can also indicate the structure in the action plan, e.g. 70% of experience, 20% education, 10% feedback*	*What do you need to successfully develop your skills? - What type of training? - What type of literature? - Where can you get the information you need?*	*How will you monitor your progress? By what indicators will you recognise your progress? What specific indicators will be indicative of success?*	*Include dates: of the final completion of the programme as well as of milestones.*
Autonomy, developing a sense of the effectiveness of autonomous action.	I act independently of: • expectations of others • acceptance of others. I take my own initiative. I am not afraid of making mistakes, believing that I can fix them. I have high self-esteem.	Self-confidence exercises Strengths analysis	Coaching or mentoring Useful Readings: • "The Six Pillars of Self-Esteem" by N. Brandon • "The Charisma Myth" by O. Fox Cabane	I make my own choices I take responsibility for the actions taken. I propose solutions. Use of a comparative scale. Asking for feedback.	12 months. Checking progress: 1x per quarter and a summary at the end (based on the observed behaviours and selected indicators)

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