GLOBAL VISION

How to be a UN/global system change agent:

The Free Workshop Manual from Global Vision Institute

September 2017

INTRODUCTION
(15 minutes)

A. Introduce Global Vision Institute or GVI as a not-for-profit organization that helps international actors to better express universal values such as peace, justice, equality, and environmental sustainability in their behaviours and activities. GVI was established in 2003 and has a following of over 3,00 people, drawn from diplomats, international organization staff, representatives of NGOs and the private sector, academics and citizens.

B. Explain to all participants that this is a basic, accessible version of the workshop. Since it is free, we will use only those tools and methods that have no associated costs. While the values analysis will thus be less rigorous than paid services, nonetheless, the workshop will give a good sense of the thinking, practice and results involved.

C. Why values assessment and coaching? Outline that the workshop is geared towards affording UN and global system personnel an opportunity to take a brief pause from the daily challenges they confront in their work environment in order to:
   a) Reflect on progress to date in meeting section, mission, and/or organizational goals and objectives;
   b) Revisit the guiding section, mission, and/or organizational values in the context of UN core values;
   c) Take stock of the individual values they demonstrate in their daily routine; and
   d) Engage in a guided process to further align individual and organizational values.

D. The expected outcome or 'theory of change' is that when individual and organizational values are aligned and exhibited on a daily basis, this will result in more motivated, dedicated and productive personnel, and achievement of organizational goals and objectives. This includes stronger cohesion among team members; a values driven programming strategy consistent with the UN; greater satisfaction; and new behaviours, processes and policies in keeping with

the reinvigorated culture targets and objectives.

E. The evidence base: Inform the group that there are extensive well-documented case studies on the impact of values orientation on the functioning of organizations. The Barrett Values Centre, whose personal values assessments participants will be encouraged to take, has links to case studies of private sector companies, non-profits, and even whole countries, that show how measuring values translates into improved cultures and achievement of objectives. The University of Brighton's "We Value" Project used indicators to demonstrate the impact of values-related changes such as greater communication, increased involvement of participants in decision-making, and organizational values alignment on project success among civil society organizations in Mexico.

F. Closer to home, in a project in India funded by the World Bank, the work of GVI team member Leonard Joy in February 2012 entailed evaluating success in shifting values and behavior. The project aimed to secure collaboration between eight government departments, and non-discrimination between small and large farmers, in an irrigation development programme in Tamil Nadu, the Irrigated Agriculture Modernisation and Water-Bodies Restoration and Management (IAMWARM) programme. Individual officers working on the programme each took their own confidential values assessment both before and after the change programme, with evaluation using the Hall-Tonna methodoogy. The programme showed both values shift and behavioural change, with human dignity and high-quality personal relationships accorded increased priority, and those characterising «technocratic bureaucracy» significantly reduced. A control group showed no change.

G. The programme was effective in addressing desired shifts by bringing individuals from all departments together to come to a shared view and concern for what needed to change and to what. It created shared awareness, concern and commitment to change with a shared vision and effective role modeling. It focused on individuals owning their role in the collective effort. Individuals reported deep impact on their personal and family lives and sustained personal values awareness and desire for further personal and bureaucratic values development.

Projected impact further included enhanced collaboration and coherence to enable effective service delivery responsive to communities› needs.

H. Note that these are the kinds of shifts that we hope this workshop manual will generate.

PART I – VALUES ASSESSMENTS

A. The first part of the workshop is the values assessments. Once you have all of their emails, invite all participants to take the personal values test at this link to familiarize themselves with the approach:
https://survey.valuescentre.com/survey.html?id=s1TAEQUStmx-pUIle-ma6Q
For groups, one week in advance of the workshop if feasible, and for individuals, any time prior to undertaking PARTS II and III.
(20 -30 minutes)

B. In addition, ask participants to do a similar exercise for the culture of their team, section, organization or international system. This can be in international organizations, non-governmental organizational, diplomatic missions, academic institutions, private sector organizations, or other global system actors for whom they work, or with which they are familiar.

C. Firstly, ask them to select ten of the values/behaviors in the list below that most reflect the entity or system as they currently perceive it, _**not**_ how they want it to be. They should then send those values to the facilitator – only the numbers corresponding to the values should be fine. The facilitator tallies up the 10 most popular numbers for the group. Individuals simply select 10.

D. Secondly, ask them to select ten of the values/behaviors in the list that most reflect the international system _**as they believe it should be**_. They should then send those values to the facilitator - only the numbers corresponding to the values should be fine. The facilitator tallies up the 10 most popular numbers for the group.

List of values/behaviours

1. accountability
2. achievement
3. adaptability
4. balance (home/work)
5. being the best
6. bureaucratic
7. caring
8. caution
9. chaotic
10. clarity
11. coaching/ mentoring
12. collaboration
13. commitment
14. community involvement
15. compassion
16. competence
17. conflict resolution
18. continuous learning
19. control
20. corruption
21. courage
22. creativity
23. dialogue
24. dysfunctional
25. discrimination
26. ease with uncertainty
27. efficiency
28. enthusiasm/ positive attitude
29. entrepreneurial
30. environmental awareness
31. ethics
32. excellence

33. fairness

34. financial stability

35. friendship

36. future generations

37. humility

38. impunity

39. incompetence

40. independence

41. initiative

42. integrity

43. inter-connectedness

44. job security

45. leadership

46. listening

47. making a difference

48. neutrality

49. non-discrimination

50. openness

51. participation

52. power

53. professionalism

54. recognition

55. respect for diversity

56. reward

57. risk-taking

58. safety

59. self-discipline

60. silo-thinking

61. teamwork

62. trust

63. uncaring

64. vision

65. well-being (physical/ emotional/ mental/ spiritual)

66. wisdom

PART II: COMPARING VALUES AND CULTURES
(45 minutes)

F. Spend about 20 minutes explaining the theory of the different levels of values, as given in the results for the personal values assessments – from self-interest to transformation to common good – and the need for balance among them.

If an individual, simply read and try to internalize the theory ideas.

G. Share with the group on the board your tallies of the top 10 values of the group for the existing culture of the international system and the desired culture of the international system. Identify those values in each culture that revolve around self-interest, transformation and common good.

If an individual, only identify the values you have chosen that revolve around self-interest, transformation and common good.

(10 minutes)

H. Compare the two sets of values, noting where the values of the two sets of cultures are the same – indicating that the international system is already expressing those values – and where they are different, that is where the international system is not now expressing the desired values.

(15 minutes)

PART III: COACHING FOR GREATER CULTURE ALIGNMENT
(1hr 45min)

I. Coaching will now focus on bridging the divide between the current and desired culture. e.g. collaboration. It follows the sequence below.

J. REALITY CHECK: Explore with the group or individually the values and behaviours identified in the current culture that need to be changed. Who displays these behaviours? When? How? And Why? What are the beliefs that underlie the choices to behave in this way? Where do these beliefs come from? Capture on the board

(45 minutes)

K. OPTIONS: Can these behaviours and beliefs be changed? What would this look like? Who would have a role in undertaking this change? What role can individual participants play in bringing about this change?

(30 minutes)

L. WAY FORWARD: Participants identify, and commit to undertaking, SMART actions – specific, measurable, actionable, realistic and time-bound.

(30 minutes)

M. To ensure accountability, the facilitator encourages the group to establish an in-person or online network, and particularly to contribute to the GVI evidence base at www.globalvisioninstitute.org/……. They can further report on their progress periodically, with ongoing sharing and support for achieving goals. In this respect, we very strongly encourage another values assessment to be done in 6 months. The results of this second assessment can be compared with the first to assess progress more definitively.

EVALUATION AND WRAP UP
(15 minutes)

Participants are requested to fill out the following questions and return to the facilitator before the end of the workshop:

1) Was this workshop useful to you?

    a. If yes, what was most useful?
    b. If no, what would make it useful to you?

2) How would you rate the following from 1 for low performance to 5 for excellent performance:

    a. The accessibility of the materials
    b. Whether the content was easy to understand
    c. The facilitator's role in explaining and responding in a helpful manner

3) What is the likelihood that you will follow-up with the content and commitments from the workshop, including online?

    a. Very likely
    b. Somewhat likely
    c. Unlikely

4) What if anything, can GVI do differently to meet your needs?
5) What follow-up support do you require? (on-line discussion group, expanded reading materials, etc.)?

To develop a workshop for your team or to learn more, contact us at gviteam@globalvisioninstitute.org. Join us on Linked In at the Global Visionaries discussion group, or follow us @GlobalVisionIns and on our Global Vision Institute Facebook page.

THANK YOU FOR YOUR PARTICIPATION

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