



# Facilitator Plan

**Values: Our Waypoints to Success**

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# Values: Our Waypoints to Success

## Course Description

To uncover the key to your fulfilling life and productive memberships, we're going to talk through these items today. First, you're going to identify your unique personal values and how those are expressed in your daily activities. Next, we'll look at a model to help guide you to a values-based life. Then you'll have the opportunity to discuss the Department of the Air Force Organizational values and how your personal values align with those of the department. So why go over this material you may be asking yourself. Ultimately, discovering what's important to you and intentionally prioritizing those things, will help lead you to a sense of purpose, meaning, and satisfaction with yourself and your life...resulting in many successes.

## Learning Objectives

Participants will be able to:

1. Identify personal values
2. Understand organizational values
3. Recognize alignment of personal values with organizational values
4. Develop an initial strategy/plan for improvement

## Time

120 minutes with option for extended discussion and debate.

## Suggested Course Materials

- PowerPoint Presentation
- Paper and pencil for participants
- PACE Facilitator Plan

## General Guidelines and Tips

- When leading a discussion, be sure to affirm, paraphrase, and synthesize comments made by participants. Make sure no one student dominates the conversation and that all participate.
- Avoid sharing your answers to the questions as your role is to facilitate student responses.
- If participants are hesitant to volunteer answers, ask them to write down their answers first before calling on them. You can also have participants think, pair-up, and share their answers first.
- When talking about the material, the goal is to weigh all viewpoints. So, be sure to avoid simple black and white responses. To do so, you may need to play the "devil's advocate," even if you disagree with the positions discussed. You may consider having the participants red team as well.

## Required Resources:

### Facilities

Ensure availability of a room that accommodates 10 to 30 people comfortably; preferably with desks or tables with chairs because the session requires the participants to do some writing and participate in some partner discussions.

There may be times when facilitator may want to write down participants' responses or facilitator may want participants to do some group work, so several dry-erase marker boards or easels with butcher-block paper are desired or wall-mounted writing boards.

Consider asking the host to schedule informal venues, such as the All Ranks Clubs or the recreation center.

### Personnel

One facilitator with the option to have a support person. The facilitator will present the content and guide the participants through the presentation. The support person can organize and aid the facilitator in keeping the presentation on time and focused on content or activity. This may include distributing participant note takers, troubleshooting technology or facilities issues, assisting with group activities, or other activities that enhance the learning experience.

### Equipment

- Easels/painter's tape with butcher block paper or Dry-Erase Marker boards
- Computer with a disc drive or connected to the AF Network Screen or SMART Board in order to bring up slides and videos to display for audience
- External speakers if in a larger room so everyone can hear the videos
- 

### Materials

- Participant Note Taker (provided as a separate document); 1 for each participant
- Pen/pencil for each participant
- Dry-erase markers for dry erase board or Permanent markers for easel and butcher-block paper (if using)

## PARTICIPANT PREPARATION:

None

## Competencies

### ASSOCIATED FOUNDATIONAL COMPETENCIES:

#### Developing Self

- Accountability
- Results Focused
- Self-Control
- Resilience

#### Developing Others

- Develops People
- Service Mindset

### ASSOCIATED ETHICAL LEADER FRAMEWORK COMPETENCIES:

- Accountability
- Information Seeking
- Integrity
- Equitable
- Empathy
- Develops People
- Service Mindset
- Resilience

### COURSE GOAL:

Participants will recognize values/beliefs, create purpose/meaning, and amplify committed action to the Department of the Air Force and unit values and missions.

**TERMINAL COGNITIVE OBJECTIVE:** Comprehend that positive values enhance personal and professional success.

### TERMINAL COGNITIVE SAMPLES OF BEHAVIOR:

1. Identify personal values
2. Understand organizational values
3. Recognize alignment of personal values with organizational values
4. Develop an initial strategy/plan for improvement

### ENABLING SAMPLES OF BEHAVIOR:

1. Define Values
2. Define Goals
3. Explain Own, Engage, Practice Model
4. Summarize Department of the Air Force Core Values and associated virtues

**AFFECTIVE OBJECTIVE:** Value that positive values enhance personal and professional success

### AFFECTIVE SAMPLES OF BEHAVIOR:

1. Voluntarily participates in discussions and all activities
2. Positively expresses support of content being discussed
3. Respectfully communicates with others about the content being discussed and provides personal opinions in positive ways

Values: Our Waypoints to Success

16 June 2021

## ORGANIZATIONAL PATTERN: Topical

### STRATEGY:

This facilitated session is scheduled for 2 hours exploring personal and organizational core values using PowerPoint, Informal Lecture, Socratic Questions, and Experiential Activities. It's recommended to have an audience of at least 10 people, but recommend being no more than 30 if using one facilitator only with no support assistant.

This facilitator plan has cognitive and affective objectives and samples of behavior. Facilitators will assess participants on the cognitive samples of behavior through their responses to Socratic Questions and their responses during the Experiential Activities. Accomplish this by asking *how* and *why* spontaneous questions and recognize and seize opportunities to make your own inquiries based on responses. Avoid providing anticipated responses to questions or your responses to *how* and *why* questions.

Consciously strive to evaluate the affective domain as you guide your discussions. Measure the affective objective by asking questions that obtain responses that demonstrate the affective samples of behavior. Use creative questioning to get the values-based responses you're looking for, but don't put the words in participants' mouths. Responses should communicate feelings in line with the affective objective and affective samples of behavior. You're the evaluator of whether the participants have met the affective objective and samples of behavior.

There's a lot of discussion about teaching to the three classic learning styles: auditory (hearing), visual (seeing), kinesthetic (feeling/doing). This doesn't necessarily mean everything has to be focused on lecture, PPT slides, and activities. What it does mean is you can use effective questioning techniques. For example, the auditory learn by listening/hearing, so you could ask a question of someone who might listen to your every word, or you might catch a glimpse of them talking to themselves, "So \_\_\_\_\_, what have you heard going on in similar situations?" The visual learn by seeing, so you could ask a question of someone who might be staring out the window or furiously taking notes or drawing/doodling, "So \_\_\_\_\_, what have you seen happening in similar situations?" And finally, the kinesthetic learn by doing, feeling, experiencing, so you could ask a question of someone fidgeting or moving around in his/her chair, "So \_\_\_\_\_, what have you done/felt/experienced in similar situations?"

The Affective Domain objective of Valuing has three levels to it. The first level is accepting. For accepting, participants have positive responses, or they talk about the idea as being good or they talk about how or why the idea is effective, appropriate, or positive. The second level is preferring. For preferring, participants respond in ways that they will try to incorporate the idea into some of their daily behaviors, interactions, decisions when they feel comfortable doing so. The third level is committing. For committing, participants truly begin to believe the idea is effective, appropriate, or positive and talk about the ways they're going to change their behaviors, interactions, decision-making related to the idea, in addition to helping, coaching, mentoring others to do the same. These are the affective levels needed to go along with the cognitive level of comprehending so that participants will be more likely to put into action the learning.

This facilitator plan contains "STATES" imbedded throughout to facilitate the informal lecture and the conversational flow. You can personalize the "STATES" but just remember not to lose the intent of

the material in them. This facilitator plan may also contain “READS”. For the “READS” you must say it verbatim because it’s something that is of utmost importance or it’s a direct quote.

During the first 60 minutes, the material assists participants with living congruently by living their core values. The final 50 minutes is designed to help participants understand how personal core values affect decision-making and how their values fit into the organization’s values.

## INTRODUCTION: (ATTENTION, MOTIVATION, OVERVIEW)

Before you begin the session, introduce yourself (include whatever you feel is relevant to establish a connection with the participants). Also, if you’re delivering to a group of people that may not work together, take the time to have them introduce themselves (no more than 30 seconds each especially if you have a large group of 30 people). Also let participants know about the Participant Note Taker.

Use the provided Attention Step to illustrate that being a member of the Department of the Air Force, Profession of Arms, and human race is not easy but there are ways to be successful and fulfilled, both personally and professionally, and the participants will learn one way. You may personalize the Attention Step if you have one that you believe works better to draw participants’ attention to the topic.

Use the provided Motivation that points out to participants that to be productive, one’s values will assist or hinder the journey to being successful and fulfilled. You may personalize the Motivation if you have one that you believe works better to illustrate the “what’s in it for me” to gain participants’ interest.

Provide an Overview of the four main points you’ll cover.

- MAIN POINT 1: What Are Values. You spend about 1 minute describing the difference between a Value and a Goal and the importance of Values.
- MAIN POINT 2: What’s the Best Version of You. This will be where you spend most of the session. There’s informal lecture, Socratic Questioning, and Activity work in this main point. For the activity, make sure your personal example is displayed on all applicable slides (6, 7, 9, 11, 12). After you write your one sentence, ensure the relevant words are circled/underlined and that the relevant words are placed under the appropriate headings on the relevant slides. In this activity, you’ll have participants use their Participant Note Taker to write a sentence about themselves (give participants 5 minutes for this). Then you’ll have them select words that are important to them from the Personal Values Word Exercise (give participants about 3 minutes to do this). After that you’ll have participants select their Top 5 words (give participants about 2 minutes to do this). Then on the Values – Activities Matrix example page, the participants will write their Top 5 values in the top blocks of the form. After that, they’ll think of some daily actions and place under one of the 5 Value headings. Anything that doesn’t fit one of the 5 values will be placed under column 6 for N/A (give participants about 10 minutes to do this). Then you’ll move on to the Own, Engage, Practice Model

For the Own section, have participants stand up, then partner up, so that they can share with each other their one sentence and why they chose their Top 5 values (give participants about 10 minutes

to do this). After the sharing, and the participants return to their seats, ask the Socratic Questions (spend about 5 minutes to allow participants to respond). In the Engage section, you'll talk a little about values and obstacles. You'll ask a question of the participants and ask some of them to share their experiences (spend about 3 minutes to allow participants to share). Then you'll go over the Practice section.

Next, you'll get participants started on a strategic personal plan for change. You'll read the questions from Slide 10 and then ask the participants to answer those questions (give participants about 10 minutes to do this). Then ask for some participants to share their responses (spend about 5 minutes to allow a couple people to share).

- **MAIN POINT 3: Organizational Values.** You'll open this point up by asking some Socratic Questions about Slide 13 (spend about 2 to 3 minutes to allow responses). Then talk a little about the Core Values evolution since 1948. The Heritage Video: Core Values is next and it lasts 2:21. You'll ask participants to write down words and phrases that resonate with them while watching the video. You'll then ask them to share why they chose them (spend about 3 minutes to allow people to share). Then you'll ask some rhetorical questions before moving to the next video...Reasons. This video lasts for 2:44. After the video you'll cover the Ponder, Record, Share questions on Slide 18 which tie to the video (give participants about 5 minutes to answer the questions and about 5 minutes to share their responses). You'll then transition to the last main point, Pride.
- **MAIN POINT 4: Pride.** Here you'll bring up the "two names Airmen wear on their uniforms" philosophy and tie in the Own, Engage, Practice Model and the Department of the Air Force Core Values. Then you'll ask some Socratic Questions about the unit(s) the participants belong to focused on its values (spend about 10 minutes to allow responses).

## CONCLUSION: (SUMMARY, REMOTIVATION, CLOSURE)

Conclude the session with a summary of the 4 main points, highlighting some of the points and any relevant participant comments/insights associated with each.

Remotivate participants by reminding them that values, both personal and organizational, impact the mission and relationships with others as well as successes and fulfillment.

Close by challenging participants to pursue a journey of a Values-based life as waypoints toward success.

### **SPECIAL NOTES:** (as required)

N/A

### **ASSOCIATED LESSONS:**

N/A

### **SCHEDULING NOTES:**

This is a 2-hour session and requesting units should block this in their schedule.



## FACILITATOR PREPARATION:

PACE has developed this document to guide presenters in the delivery of the *Values – Our Waypoints to Success* material to help participants uncover their personal core values and how those values fit with the Department of the Air Force Core Values. This facilitator plan is intended to assist the presenter in planning for and executing a successful learning event.

As the Facilitator, it's imperative that you're familiar with the content – PASSION is a must! Adequate preparation is key to a successful session. It's your responsibility to understand the content; you must fully grasp the content for maximum benefit of your participants.

Additionally, as the Facilitator, it's your responsibility to:

- ensure that you're in a relaxed frame of mind,
- establish an atmosphere conducive for learning and change,
- use effective communication and presentation skills,
- inspire meaningful guided discussions,
- ensure concepts are understood, and
- deliver the material as it's intended by following this facilitator plan.

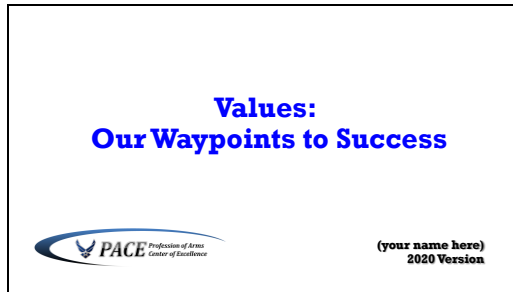
## OUTLINE:

INTRODUCTION (Attention, Motivation, Overview)	5/10 min
MP 1: What Are Values and Goals	1 min
MP 2: What's the Best Version of You	50 min
MP 3: Organizational Values	30 min
MP 4: Pride	15 min
CONCLUSION (Summary, Remotivation, Closure)	5 min
Total Time (with 10-minute break)	120 min

## PART II FACILITATION PLAN

[Start Timer 00:00] These entries are to show approximate timing to facilitate within the time limit. These won't be in the final plan unless the decision is made to keep them in.

### SLIDE 1



**INTRODUCTION (5 minutes; could take up to 10 minutes with participant introductions)**

**INSTRUCTOR NOTE:** Introduce yourself first. If you're delivering to a group that might not know each other, have them introduce themselves. This could take an extra 5 minutes or so.

#### **ATTENTION:**

##### **STATE:**

Being a member of the Department of the Air Force is no easy life.

Being a member of the Profession of Arms is no easy life.

Being a member of the human race is no easy life.

But what if I told you I have a possible secret to living a fulfilling life, and that it's within your reach...would you listen?

#### **MOTIVATION:**

##### **STATE:**

To be a productive member of these groups, and many others you're involved in, requires a unique, courageous mentality and a spirit to accept and fulfill all the responsibilities associated with that membership...and it starts with your values.

As a member of this institution, the Department of the Air Force, you must determine how your values will help you to become, or hinder you from becoming, fulfilled...and this journey will help you in your other memberships as well. You're the decision-maker in this process.

**SLIDE 2**

**Overview**

- MP 1. What are Values?
- MP 2. What's The Best Version of You?
- MP 3. Organizational Values
- MP 4. Pride

**OVERVIEW:****STATE:**

To uncover the key to your fulfilling life and productive memberships, we're going to talk through these items today. First, you're going to identify your unique personal values and how those are expressed in your daily activities. Next, we'll look at a model to help guide you to a values-based life. Then you'll have the opportunity to discuss the Department of the Air Force Organizational values and how your personal values align with those of the department. So why go over this material you may be asking yourself. Ultimately, discovering what's important to you and intentionally prioritizing those things, will help lead you to a sense of purpose, meaning, and satisfaction with yourself and your life...resulting in many successes.

**TRANSITION:** *Because your time is valuable, this session should have some return on investment...so I'm going to go over some things that I'll help you be accountable and responsible for.*

**SLIDE 3**

**Objectives For This Session**

- Comprehend that positive values enhance personal and professional success
  - Identify your personal values
  - Understand organizational values
  - Recognize how and why your personal values should align with the organization's values to enhance your success
  - Develop an initial strategy/plan for self-improvement
- Value that positive values enhance personal and professional success
  - Voluntarily participate in discussions and all activities
  - Positively express your support for content being discussed
  - Respectfully communicate with others about the content and provide personal opinions in a positive way

**STATE:**

During our time together I would like for you to comprehend that positive values enhance personal and professional success. And to do this you should be able to identify your personal values as well as understand organizational values. Then you should be able to recognize how and why your personal values should align with the organization's values to enhance your success. And along the way, there will be opportunities for you to develop an initial strategy/plan for self-improvement. In addition, your ability to value that positive values enhance personal and professional success will be enhanced by your voluntary participation in discussions and all activities; your positive expressions for the content being discussed; and your abilities to respectfully communicate with others about the content and provide opinions in positive ways.

**INSTRUCTOR NOTE: Members participating will need to use the worksheets (passion words exercise) in the Participant Note Taker and a pen or pencil. Keep participants aware of their place in the note taker.**

**TRANSITION:** *With an idea of how the session is going to go, and what the expectations are of you related to this Values session, let's begin by talking about what values are.*

[10:00 (including 5 minutes extra for participant introductions)]

**MP 1. What are values? (1 minute)**

**SLIDE 4**



**Definition**

**STATE:**

Values are an act, object, or belief that a person or group holds in order of importance relative to other acts, objects, and beliefs. The individual or personal values you hold most important are influenced by your personality, your experiences, and your life situations. Some examples can be seen on this slide, such as respect for others, family, freedom, money.

It's important to remember that your values guide and motivate your thoughts, your words, and your actions...your behaviors...and they never end unless you want them to; such as self-improvement. But sometimes there's confusion between values and goals. Your goals related to your values will end. For example, the goals of earning a degree, achieving a promotion, reading a book a month will end, but the value, self-improvement, guiding those goals, doesn't end until you choose to end it.

**TRANSITION:** *Knowing the difference between values and goals is important to success, and both individuals and organizations have values. Sometimes personal and organizational values can overlap, but let's first focus on your personal values.*

[11:00]

**MP 2. What's the best version of you?**

**SLIDE 5**



**STATE:**

Look at yourself as a whole person.

What's the best version of you? Who are you at your natural best?

Not the person someone else says you should be...or...not the person you think someone else wants you to be... Who's the person you want to be?

The answer to this question will be unique to each of you. There's no right or wrong answer.

Also realize that this will most likely change over time – Think about it...when you were a young child, did you ever want to be a doctor, a veterinarian, or a teacher...how about during your teenager years...did that change to an entertainer, a professional athlete, a musician, a nurse, a dentist...and then look at yourself today...

**TRANSITION:** *Now that I have you thinking about yourself related to your values and success, let's move into an activity to dig a little deeper.*

**ACTIVITY:****Values exercise****STATE:**

In your note taker, I would like for you to write one sentence that describes “what that best version of you” is.

[12:00]

**INSTRUCTOR NOTE:** This is an example of a personal example you can use for the “Best Version of You”...The best version of me would be to build upon my loving relationship with my family and being the best parent I can be to my child, and finally being physically, emotionally, spiritually, and mentally fit so I can live a long and healthy life with my family, and building trusting relationships with my colleagues at work. (Give participants about 5 minutes to complete this).

**INSTRUCTOR NOTE:** You can provide your personal example of what your best version of you is...remember to change Slides 6 & 7 to match your personal example.

**INSTRUCTOR NOTE:** If people are having trouble, ask them to think about what they would want someone to say about them at retirement, PCS, or separation.

[17:00]

**TRANSITION:** *Now let's narrow down your personal values even further.*

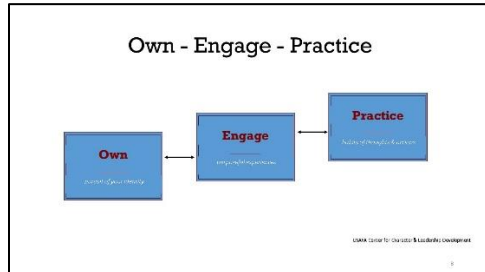


<https://www.youtube.com/watch?v=3YvRLYwcCvs> “Intentional Living Based On Your Values”; 4 Aug 2019; Break The Twitch website.

[32:00]

**TRANSITION:** Now that you have your Top 5 values that may help you be successful, let’s now look at a strategic model to aid your success.

## SLIDE 8



**INSTRUCTOR NOTE:** This model was presented by USAF Academy’s Center for Character and Leadership Development (CCLD) in a paper titled “Developing Leaders of Character”...but it also applies to building the case for values-driven behavior.

## STATE:

The model on the slide was created by the USAF Academy Center for Character and Leadership Development to help develop leaders with character. Today I would like for you to apply it to developing values-based character to become that best version of yourself.

Now this doesn’t happen by chance, it has to be deliberately pursued...and it starts with you.

**TRANSITION:** As you can see, the first step is Own.

## STATE:

**OWN** – Own your values and own who you want to be.

What I would like for you to do is...own this right now! Please stand up and pair up with a partner (**for odd number of participants, have three people partner up**) and share who “the best version of you is” based on your sentence you wrote a little while ago. In addition, please share **why** each of your top 5 values are important to you.

**INSTRUCTOR NOTE:** Have participants stand up and find a partner and remain standing for this part of the exercise. Give participants 10 minutes total; about 5 minutes each, to share with someone else. Remind them to switch at the 5-minute mark. After 10 minutes ask participants to go back to their seats. Ask the next LOQ/FUQ. Spend about 5 minutes to allow participants to respond.

**LOQ:** What did you learn about yourself as you were talking about yourself?

**A/R:** Participants’ responses will vary.

**FUQ:** How difficult or easy was it to OWN your “best version of yourself” and OWN why your values are important to you when expressing them to others?

**A/R:** Participants’ responses will vary.

[48:00]

**STATE:**

Now that you’ve taken the first step – continue to own your values and who you want to be by making them known and obvious to yourself and others. You should take the time to constantly reflect and remind yourself of your values, to reengage your mind and adjust your focus, as you take the journey in pursuit of your identity. A couple of suggestions are to hang your values and sentence of who you want to be in plain sight, or make it the first page of your notebook, or make it your screen scene on your phone and computer.

**TRANSITION:** *Once you can OWN who want to be...on your way to fulfillment and success...the next step is to **ENGAGE**.*

**STATE:**

You can’t live life in isolation or in a bubble. Life means interacting with others and going through purposeful experiences that will distract you from your values from time to time. Engaging means facing those challenges and experiences with courage. By engaging in life, you’re going to find internal and external obstacles that seem to distract from your values and that “best version of yourself”. The best thing for you to do is to identify those obstacles, consider ways to overcome them, and then put into action overcoming them. The last part, putting into action the ways to overcome the obstacles, is the hardest part.

**LOQ:** By a show of hands, who has experienced either internal or external obstacles to your “being the best version of yourself” or your top 5 values?

**STATE:** Let’s take a couple of minutes so you can share some of your experiences with obstacles.

**INSTRUCTOR NOTE:** Allow a couple of people to share. Everyone has experienced internal or external obstacles at one time. Have one or two personal experiences ready to share if none of the participants want to share. Spend about 3 minutes here for sharing.

[53:00]

**TRANSITION:** *After understanding, engaging, and having a plan to overcoming obstacles, the final step is to **PRACTICE** those values or **ACT!***

**STATE:**

Here’s where you use your personal values to inform your decisions and the resulting actions you take. This can all seem overwhelming, but you can tackle it by starting small. Take the time to establish small goals for yourself daily, based in your values...nothing too disruptive, but something that can be easily integrated into your life.

**TRANSITION:** *So, let’s close out the activity by discussing some of the gaps in your 6-column work that you completed a little earlier.*



**SLIDE 9**

Family	Fitness	Trust	Value 4	Value 5	N/A
Getting my child ready for school	Workout	Dedicate more time to listening than talking			Drive to work
Kissing my family goodbye					

**ACTIVITY WRAP UP:**

**STATE:**

Please turn to the 6-column page in your Participant Note Taker. To aid you in practicing and acting, start by adding one thing daily you can do to reinforce one of your values and add into one of the columns. So where are your gaps?

**INSTRUCTOR NOTE: Have a personal example ready to share. Or use the one on the slide. For example, “You can see where I added my Value of Trust in the column and added something I could do: I need to dedicate more time to listening to others rather than doing most of the talking to build trusting relationships.”**

Look at the values you wrote down and your daily actions compared to the best version of yourself that you identified...are your daily actions furthering you along the path of the person you want to be? How could you intentionally live your values and eliminate the gap between who you say you want to be and what you’re doing?

**SLIDE 10**

**Reducing the Gap  
(Initiate a plan/strategy)**

- Are there items in the N/A column taking up a lot of your time and energy?
- Are there things you could eliminate from that column easily? What are you going to do?
- Are there things you could eliminate or reduce from that column, but they’ll be more difficult to do? How could you approach reducing or getting rid of one or more?
- Where do you think you can start small and refocus your time and effort?

**READ FROM THE SLIDE:**

Are the items in the N/A column taking up a lot of your time and energy?  
 Are there things you could eliminate from that column easily? What are you going to do?  
 Are there things you could eliminate or reduce from that column, but they’ll be more difficult to do?  
 How could you approach reducing or getting rid of one or more?  
 Where do you think you can start small and refocus your time and effort?

**SLIDE 11**

Family	Fitness	Trust	Value 4	Value 5	N/A
Getting my child ready for school	Workout	Dedicate more time to listening than talking			Drive to work
Kissing my family goodbye					Stay in my office and work overtime a lot

**INSTRUCTOR NOTE:** Have a personal example ready to share. Or use the one on the slide. For example, “For me, under N/A, I stay in the office and I put in a lot of extra hours each week and sometimes on weekends. So, in order to reduce this activity not related to my Values, I’m going to start using a daily planner for organizing my activities and check off accomplishments and try to stay within an 8 – 9 hour working day. Then a Value of mine is Trust, so by planning my day, I’ll have some time to work on my Value of Trust by getting out of my office and visiting with people I work with to help develop more trusting relationships.”

**INSTRUCTOR NOTE:** After reading the items on Slide 10, and sharing a personal example from Slide 11, ask the participants to answer the questions on Slide 10. Have participants turn to the Exercise Example columns in their Participant Note taker to complete this activity.

Let them know that you’ll ask for some sharing of responses with the group.

**AT THIS POINT, THE SESSION HAS BEEN GOING ON FOR ABOUT 60 MINUTES. ALLOW PARTICIPANTS TO TAKE A 10 MINUTE BREAK. GO BACK AND KEEP SLIDE 10 ON SCREEN DURING BREAK SO PARTICIPANTS CAN ANSWER THE QUESTIONS IF THEY WANT TO.**

Upon return from break, give them 10 minutes to complete the activity. Spend about 5 minutes on the sharing portion that happens next.

**[80:00]**

**STATE:**

So, what I’d like now is for someone, or a couple of people, to share where you think you can start small and refocus your time and effort to help you intentionally live your values and be who you say you want to be.

**ACTIVITY CONCLUSION:** Remember, this is an ongoing journey, but each action and goal accomplished, rooted in your values, will strengthen you along the path to being that person you want to be.

**TRANSITION:** *So own, engage, and practice/act are the keys to purposely pursuing a fulfilling values-based life. But, how do organizational values fit into this discussion?*

**MAIN POINT 3: Organizational Values**

## SLIDE 12



**INSTRUCTOR NOTE:** Amazon and Southwest values references accessed Feb 2020:  
<https://www.theleadermaker.com/core-values-amazon-com/>  
<http://investors.southwest.com/our-company/purpose-vision-values-and-mission>

**STATE:**

Here are some examples of formally established values in industry.

**LOQ:** What organizations do you think these core values belong to?

**A/R:** Participants' responses will vary

**INSTRUCTOR NOTE:** Only ask the next FUQ if someone guesses one or both correctly. If nobody answers correctly, tell the participants the organizations and ask "why are they all different?"

**FUQ:** What specific things clued you to the organization?

**A/R:** Participants' responses will vary

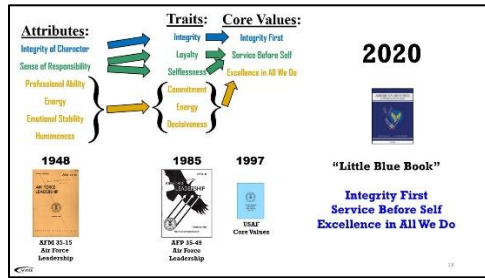
**FUQ:** "Why are they all different?"

**AR:** Participants' responses should center on:

- **Because each set of values is relevant to that specific organization. In other words, they're closely tied to the function or mission of the organization.**
- **These are the "how" things are done in the organization.**

**TRANSITION:** *These core values demonstrate how commercial businesses have missions that are different from the Department of the Air Force. Let's look at our institution's historical core values.*

**SLIDE 13**



**INSTRUCTOR NOTE: LeMay Center research identified the origin and evolution of the current Department of the Air Force Core Values.**

**STATE:**

The Department of the Air Force Core Values evolved over the years through these key documents. In 1948, the Air Force determined that every Airman should possess particular attributes which by 1985, evolved into specific traits.

Finally, in 1997 those traits were distilled into the Core Values that continue in today's "Little Blue Book". What the Department of the Air Force deems important hasn't changed since 1948, but how they're expressed, has.

These Organizational Values show what the institution deems most important and can drive rewards as well as consequences. The Core Values are a simple, straight forward way, to set expectations for Department of the Air Force members serving in the Profession of Arms."

As you watch the following video write down words or phrases that resonate with you...

**SLIDE 14**



**[85:00]**

**INSTRUCTOR NOTE: Core Values Video from PACE website [www.airman.af.mil](http://www.airman.af.mil) and it lasts 2:21. Here's a list of words or phrases that's not all inclusive:**

- We never stop being an Airman**
- Integrity First**
- Service Before Self**
- Excellence In All We Do**
- Felt like rules**
- Learn the core values and the rest of life you live them**
- The person I am is an Airman**

**Duty to serve beyond abilities**  
**Test of character**  
**Excellence is not perfection**  
**Integrity is not sainthood**  
**Selflessness doesn't mean I don't matter**  
**Never give up**  
**Never slow down**  
**Set goals that can be reached**  
**When the job is do the impossible, you have to set goals a little higher**

**LOQ:** “What are some of the words or phrases you wrote down and why did you write those?”

**A/R:** Participants' responses will vary

**STATE:**

By a show of hands, who wrote down one or more that matched one or more of your Top 5 from the previous exercise?

**TRANSITION:** *The core values are the Department of the Air Force's organizational values. They are the guiding principles that the institution holds most important. The Little Blue book breaks these down further into virtues which are desired behaviors and characteristics that are meant to be put into action to embody the core values. “Do you know the virtues? Can you list them?”*

**SLIDE 15**



**STATE:**

The virtues of the three core values are listed on the slide.

Do any of the virtues surprise you? Accountability, Respect, and Teamwork sometimes get overshadowed by the other virtues, but all the virtues are important and no core value should be used in a vacuum.

Now take a look back at your personal values – are any of the ones you picked synonymous with the Department of the Air Force Core Values or virtues? The virtues are actually included in the Personal Values Word Exercise 2020 list. So, you may have chosen one of them or a word similar.

**INSTRUCTOR NOTE:** Be very familiar with the contents of the Little Blue Book. Use some of the content to help address any comments by participants or support any of your points.

**Transition:** “Do you believe your personal values support or align with one or all of the Department of the Air Force Core Values? If you're unsure, this video might help you out.”

**INSTRUCTOR NOTE:** Watch the Video on Reasons from PACE website; it lasts for 2:44. The intent is to aid each participant in the transition of a conversation on why he/she joined the Air Force. This should facilitate the connection to personal values and what he/she holds as important. Also, it will key in on differences between individuals.

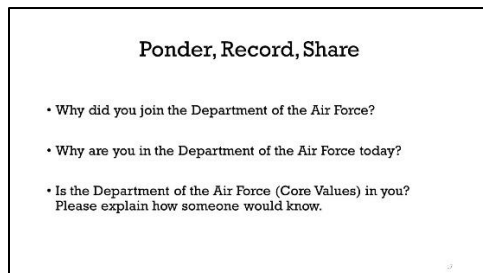
## SLIDE 16



[90:00]

**TRANSITION:** Each of us has a personal reason why we joined the Air Force. Your reason could be the same or different than why you're in the Air Force today. Let's reflect on these questions?

## SLIDE 17



### STATE:

Do you consider the Air Force part of your identity as a person? Please turn to this page in your Participant Note Taker and spend a few minutes to write down your thoughts. Be prepared to share with the group at the end.

**INSTRUCTOR NOTE:** Give them 5 minutes to answer the questions. Have some individuals share out loud. Highlight some of the words shared by repeating them that indicate a particular value especially if similar to a core value or virtue. Some examples are: protecting freedom and liberty, providing for my family, doing something that is more of a job, gain new experiences. Spend about 5 minutes for this sharing. Have your personal examples ready in case no one wants to share.

**STATE:**

Someone please share your thoughts on *how* or *why* someone would know there's a relationship between the Air Force and your identity as a person.

The answers to these questions can hint as to whether your personal values align with the Department of the Air Force Core Values. And interestingly...the longer you're in...and the older you are...the more likely you are to feel more aligned with the institution's Core Values.

**LOQ:** So, what could you do if your personal value system was in conflict with the organization's value system?

**A/R:**

- **Look for a new job**
- **Discuss the conflict with my supervisor and attempt to resolve it**
- **Re-evaluate my own values and change to accept the organization's values**

**STATE:**

It's not essential that your personal values and organizational values exactly match; however, recognizing where those values align can help with your quality of life. "Research shows that when your personal values align with your organizational values, it leads to increased commitment, satisfaction, motivation, and less anxiety and stress" (Posner, B.Z. J Bus Ethics (2010) 97: 535. <https://doi.org/10.1007/s10551-010-0530-1>).

**TRANSITION:** *By taking the time and spending the effort to help align your personal values with the organizational values, you'll most likely be on the path to being successful. And that's when personal and unit pride come into play.*

[100:00]

#### MP 4: Pride (15 minutes)

**SLIDE 18****STATE:**

Have you realized that you wear two names on your uniform...your family name and the organization's name...Air Force? These names represent your personal and organizational values. Your actions and decisions reflect on both of those.

The two names on your uniform represent the personal ownership and pride you, as an Airman, should take in your positions and assignments because what you do represents you and your

service to the nation. You're a part of something bigger than yourself and your actions, good or bad, represent those two names.

So it's vitally important that you Own, Engage, and Practice/Act your personal values as well as the Department of the Air Force Core Values each day to stay true to those names and to showcase what an Airman is to those around you, those that have served before you, and those that are considered the general public, both at home and abroad.

## SLIDE 19

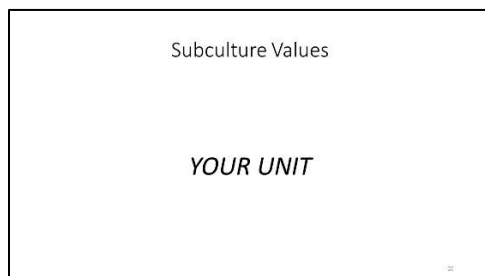


### STATE:

Each of you shapes the world you live in... each word, each action. By leading with values, you shape the organization you're a part of. Being mindful of your values and institution's core values and making small moves every day to live by those values help make you men and women of character and set you on the path to a more fulfilling life.

**TRANSITION:** *So, knowing you represent two names and two sets of values, your personal values and the institution's values, let's spend a little time discussing your unit's values.*

## SLIDE 20



**LOQ:** What are some of the values that are unique to your unit...probably based on what your unit mission is?

**A/R:** Participants responses will vary.

**FUQ:** How are these values evident?

**A/R:** Participants responses will vary.

**FUQ:** How do individuals new to the unit learn these values?

**A/R:** Participants responses will vary.



**FUQ:** How do your unit values relate to the Department of the Air Force Core Values and the associated virtues?

**A/R:** Participants responses will vary.

**TRANSITION:** *Wow, time sure flies. Understanding values and their relationships to success and fulfillment are really relevant topics in today's societal challenges. Let's go ahead and wrap this session up.*

[115:00]

## CONCLUSION (5 minutes)

### SLIDE 21

**Summary**

- MP1. What are Values?
- MP 2. What's The Best Version of You?
- MP 3. Organizational Values
- MP 4. Pride

### SUMMARY:

We said that we were going to uncover a key to fulfilling life and having productive memberships in all the different organizations you're a member of. We went over ways to identify your unique personal values and how those could be expressed in your daily activities. Then we looked at a model to help guide you to a values-based life where you would OWN, ENGAGE, and PRACTICE or ACT. You also had an opportunity to initiate a strategy or plan to make small changes to help become that best version of you by living your values. Then you had an opportunity to discuss the Department of the Air Force Organizational values and how your personal values might align with those of the department. Then to answer the question, Why go over this material, there were some activities to help you discover what's important to you and how intentionally prioritizing those things will help lead you to a sense of purpose, meaning, and satisfaction with yourself and your life...resulting in many successes.

### REMOTIVATION:

To be a productive member of the many groups you're involved in requires a unique, courageous mentality and a spirit to accept and fulfill all the responsibilities associated with that membership...and it starts with your values.

Through a deeper awareness of your own value system, an understanding of how values impact behavior, and an ability to identify value principles in the everyday behavior of those you come in contact with, your effectiveness as leaders and the effectiveness of your missions will be enhanced...not to mention enhancing your ability to establish and maintain healthy relationships. As a member of this institution, the Department of the Air Force, you must determine how your values will help you to become, or hinder you from becoming, fulfilled...and this journey will help you in your other memberships as well. We just went over several skills to help you...You're the decision-maker in this process now.

**CLOSURE:**

Each time you take the oath you commit to adopt, adhere to, and promote the values the Department of the Air Force builds its foundation upon.  
 Being a member of the Department of the Air Force is no easy life.  
 Being a member of the Profession of Arms is no easy life.  
 Being a member of the human race is no easy life.  
 But what we just went over is no secret...however, it's a process to help you on your way to a fulfilling life and it's within your reach...did you listen?

I wish you much success and a life of fulfillment.

[120:00]

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## PART III ASSESSMENT & EVALUATION

In order to gather evidence of participant learning and objectives being met, all facilitators take an active role in the learning process. This will require more than just standing in front of a group of people and talking. In order to identify strengths and areas needing improvements for its materials, two basic recognized types of assessment methods will need to be accomplished: direct and indirect methods.

The direct method of assessment is based on a sample of actual participant work; basically, what the participants know or can do in relation to the Terminal Cognitive Objective and Terminal Cognitive Samples of Behavior and how they behave in relation to the Affective Objective and Affective Samples of Behavior. PACE integrates opportunities into the content for several direct methods to be used; for example, direct questions, embedded assignments where participants are given time to work on activities individually and possibly outbrief to smaller groups or to the larger group, culminating project where participants get in groups to work on activities and provide debriefs to the larger group, and observation where facilitators capture non-written/non-spoken evidence. So, you, as the facilitator, will be actively listening to responses and randomly observing during activities.

There will also be an easy-to-use rubric to mark general observations and provide qualitative comments. All of these efforts are designed to provide indicators of how well PACE is meeting expectations and are directly tied to continuous improvement and help us be in compliance with program assessment. With purposeful observation and comprehensive documentation, PACE will be in a better position to defend funding and defend value of its offerings. When the participant group size is smaller, you should be able to provide much more specific information about more participants because it'll be easier to observe and get more input from them. However, when the group gets larger, your information will be more generalized because you won't be able to observe or get input from most of the participants.

The standardized rubric attached to this guide will be used to document observations made during the session. It's an easy-to-use rubric with three columns to assess participants and an area to provide comments to help clarify the markings. There are some basic descriptive behaviors that facilitators should notice that will help them mark the areas for assessment. The rubric will be used by the PACE team to determine indicators of material effectiveness and could help focus on opportunities for continuous improvements. This rubric will be most useful if the facilitator can capture as much data as possible while not sacrificing delivery effectiveness; the more specific the data, the more useful the data will be. The data will also be used to conduct facilitator norming sessions.

The next couple of examples combine content and rubric associations.

For example, in MP 2, after Slide 8, the facilitator asks participants, "What did you learn about yourself as you were talking about yourself?" and "How difficult or easy was it to OWN your 'best version of yourself' and OWN why your values are important to you when expressing them to others?" Here you would be considering the rubric Question 1 for MP 2 and assessing whether participants, in general, Minimally, Adequately, or Fully Contributed using the descriptive behaviors for each category. During the session you could place tick marks on the rubric or develop your own way of recalling what occurred so you could accurately mark the different blocks. Then you would write some qualitative comments about the markings to help explain what occurred. Jotting notes along the way may be helpful in recalling what occurred.

In this next example, in MP 2, the facilitator states to the participants, “At the top of the first 5 columns, write each of the values (words) you chose for your Top 5. Once you’ve done that, think of some actions you take on a daily basis. Write each individual action under the column it fits.” There are 10 minutes allowed for this so the facilitator must walk around and observe the participants working in their note takers (assessment by walking around). During this observation, facilitators are also using a direct assessment method by seeing if the participants are able to “Identify personal values”, which is a Terminal Cognitive Sample of Behavior. In addition, facilitators can determine if participants are meeting one of the Affective Samples of Behavior: “Voluntarily participates in all activities”. Here you would be considering the rubric Question 2 for MP 2 and assessing whether participants, in general, Minimally, Adequately, or Fully Completed Work using the descriptive behaviors for each category. During the session you could place tick marks on the rubric or develop your own way of recalling what occurred so you could accurately mark the different blocks. Then you would write some qualitative comments about the markings to help explain what occurred. Jotting notes along the way may be helpful in recalling what occurred.

In another example, in MP 2 near the end, the facilitator states, “Please turn to the 6-column page in your Participant Note Taker. To aid you in practicing and acting, start by adding one thing daily you can do to reinforce one of your values and add into one of the columns.

So where are your gaps? Look at the values you wrote down and your daily actions compared to the best version of yourself that you identified...are your daily actions furthering you along the path of the person you want to be? How could you intentionally live your values and eliminate the gap between who you say you want to be and what you’re doing? Are the items in the N/A column taking up a lot of your time and energy? Are there things you could eliminate from that column easily? What are you going to do? Are there things you could eliminate or reduce from that column, but they’ll be more difficult to do? How could you approach reducing or getting rid of one or more? Where do you think you can start small and refocus your time and effort?” There are 10 minutes plus a 10-minute break allowed for participants to work on these questions in their note takers, so the facilitator must walk around and observe the participants working in their note takers (assessment by walking around). During this observation, facilitators are also using a direct assessment method by seeing if the participants are able to “Develop an initial strategy/plan for improvement”, which is a Terminal Cognitive Sample of Behavior. In addition, facilitators can determine if participants are meeting one of the Affective Samples of Behavior: “Voluntarily participates in all activities”. Here you would be once again considering the rubric Question 2 for MP 2 and assessing whether participants, in general, Minimally, Adequately, or Fully Contributed using the descriptive behaviors for each category. During the session you could place tick marks on the rubric or develop your own way of recalling what occurred so you could accurately mark the different blocks. Then you would write some qualitative comments about the markings to help explain what occurred. Jotting notes along the way may be helpful in recalling what occurred. This information would be combined with the previous observation to develop a more comprehensive picture of participants’ behaviors towards completing the work and whether the Affective Samples of Behavior are being met.

The last example to be covered is in MP 2, after Slide 11. The facilitator states, “So now what I’d like now is for someone, or a couple of people, to share where you think you can start small and refocus your time and effort to help you intentionally live your values and be who you say you want to be.” During this active listening session, facilitators are also using a direct assessment method by seeing if the participants are able to, “Develop an initial strategy/plan for improvement” which is a Terminal Cognitive Objective. In addition, facilitators can determine if participants are meeting three of the Affective Samples of Behavior: “Voluntarily participates in all activities” and “Positively expresses support of content being discussed”, and “...provides personal opinions in positive ways.” Here you would be considering the rubric Question 3 for MP 2 and assessing whether participants, in general, Minimally, Adequately, or Fully Met Activity Requirements using the descriptive behaviors for each

category. During the session you could place tick marks on the rubric or develop your own way of recalling what occurred so you could accurately mark the different blocks. Then you would write some qualitative comments about the markings to help explain what occurred. Jotting notes along the way may be helpful in recalling what occurred. This information would be combined with the previous observations to develop a more comprehensive picture of participants' behaviors towards completing the work and whether the Affective Samples of Behavior are being met.

The indirect method of assessment is accomplished after the session is completed. This method is used to gather data about the participants' perceived learning experiences. The participants will be given a survey to accomplish, and PACE will gather the data to determine indicators for development, maintenance, and sustainment of the content, as well as for continuous improvement. We say we'll determine indicators because it's very difficult to really know that the survey data is really accurate; for example, were the participants honest? However, this method can reveal *why* and *how* participants learned or didn't learn.

**Attachment 1: Assessment Rubric**

**1. During guided discussion questions in MP \_\_\_\_\_, participants generally (check all applicable):**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimally Contributed	Adequately Contributed	Fully Contributed	N/A
couldn't answer or provided one-word or short responses that weren't focused on or eluded to the topic/question posed	response demonstrated that he/she heard and understood the topic/question posed and was able to reflect that understanding in his/her own words	response was focused on topic/question posed and included personal story/example that reflected critical thought	not required in this MP

Comments:

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**2. During Activity in MP \_\_\_\_\_, participants generally (check all applicable):**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimally Completed Work	Adequately Completed Work	Fully Completed Work	N/A
was disengaged/distracted; doodling in note taker; looking at personal device	was engaged; not focused 100%; looking at personal device and working in note taker; talked with others when required	was focused on activity by working in note taker with no distractions; engaged in conversations with others with excitement and enthusiasm when required	not required in this MP

Comments:

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**3. During Activity Out brief in MP \_\_\_\_\_, participants generally (check all applicable):**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Minimally Met Activity Requirements	Adequately Met Activity Requirements	Fully Met Activity Requirements	N/A
seemed lost when sharing/responses eluded to topic; not able to tie work material as it was delivered	was able to reflect back on what was delivered in response; integrated material learned into response; able to explain but into deviate from learned material	provided response that reflected critical thought; used material learned and generated new explanations; tied material learned to personal stories/examples	not required in this MP

Comments:

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