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www.GivingVoiceToValues.org

Giving Voice to Values

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GIVING VOICE TO VALUES: Annotated Table of Contents

Giving Voice to Values (GVV) is an innovative curriculum for values-driven management and leadership, designed to be integrated across the core business curriculum as well as to stand alone. The Aspen Institute was founding partner, along with Yale School of Management, and incubator for GVV which is now funded by Babson College.

Drawing on both the actual experiences of business practitioners as well as cutting edge social science and management research, *Giving Voice to Values* fills a long-standing and critical gap in business education by expanding the definition of what it means to teach business ethics. Rather than a focus on ethical *analysis*, this new curriculum focuses on ethical *implementation* and asks the question: “What if I were going to act on my values? What would I say and do? How could I be most effective?”

Giving Voice to Values identifies the many ways that individuals can and do voice their values in the workplace, and provides training to build the muscle necessary to do so, by giving students opportunities to script and practice this voice in front of their peers.

Developed by a former Harvard Business School faculty member, Mary C. Gentile Ph.D., and drawing on the experiences of scores of business practitioners and the research and insights of an expansive faculty network, *Giving Voice to Values* holds the promises to transform the foundational assumptions upon which business ethics is taught, and more importantly, to produce a cadre of future business leaders who not only know what is right, but how to make it happen. This material is currently being tested with students and managers in well over 100 educational settings and organizations globally.

WWW.BABSON.EDU

This material is part of the **Giving Voice to Values** curriculum collection (www.GivingVoiceToValues.org).
The Aspen Institute was founding partner, along with the Yale School of Management, and incubator for *Giving Voice to Values* (GVV).
Now Funded by Babson College.

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What is Available Now

Currently, the GVV Curriculum includes exercises, short cases, readings, teaching plans and annotated bibliographies. The list below identifies the current list of materials and suggests possible course placement for their use. Additional materials are always in development. Please check back periodically.

Materials available to date include:

GVV Background Materials for Faculty

- **How Business Schools and Faculty Can Use the *Giving Voice to Values* Curriculum**

(6 pages)

- Explains different models for use: stand-alone workshops; modules integrated into core courses; dedicated electives; custom peer coaching program; or custom curriculum development project.

- **Giving Voice to Values: Starting Assumptions for Faculty**

(4 pages)

- Answers many of the common questions that faculty -- especially faculty from disciplines other than Business Ethics -- may have about the GVV approach.

- **Giving Voice to Values: CaseInPoint**

(2 pages)

- A brief essay that talks about the rationale behind the *Giving Voice to Values* curriculum and why faculty might find it helpful. Can be found at www.caseplace.org/d.asp?d=1563

- **Giving Voice to Values: Web-Conference**

(Audio and PowerPoint slides)

- Audio presentation of a web-conference held May 24, 2007, available in three parts:
 - Part 1: Dr. Mary C. Gentile, Director, *Giving Voice to Values*, describes the origins, approach and available materials in the GVV Collection.
 - Part 2: Professor Maureen Scully (University of Massachusetts Boston) and Professor Minette Drumwright (University of Texas-Austin) comment on how they incorporated GVV into their MBA and Executive MBA classrooms and how the discussion was received by their students.
 - Part 3: Discussion/Question & Answer.
- Can be found at www.caseplace.org/d.asp?d=1619

- **Six Tips for Online Adaptation of Giving Voice to Values**

[Developed by Professor Gina Vega, Salem State College]

(5 pages)

- This short essay describes one faculty member's experiences adapting the *Giving Voice to Values* curriculum for an online learning course.

GVV Foundational Readings and Exercise

• **Ways of Thinking about Our Values in the Workplace**

Foundational Overview Note (27 pages)

- Explains GVV's origins; research upon which it is based; and the key pillars for learning to effectively voice and act on our values.
- Appropriate as an essay on values-based decision-making in general management, leadership, organizational behavior, and ethics courses; or as a take-away reading in extra-curricular workshops on values, leadership and/or ethics (e.g., Orientation programs).

• **An Action Framework for Giving Voice to Values -- The To-Do List**

(2 pages)

- Reviews the key concepts from “Ways of Thinking about Our Values in the Workplace” essay (described above).

• **Starting Assumptions for Giving Voice to Values**

Reading plus Faculty Debrief (5 pages)

Reading for Student Use (3 pages)

- Identifies assumptions of GVV approach and provides students with an opportunity to examine them. In this way, potential points of resistance are pre-identified and students have a chance to “buy in” to the GVV approach, as a thought-experiment, at minimum and, ideally, as an insight and skill-building practicum.
- Works well as a framing for values-based discussions across the curriculum.
- Often used to accompany “A Tale of Two Stories” exercise, described below.

• **A Tale of Two Stories**

Exercise plus Faculty Debrief (6 pages)

Exercise for Student Use (2 pages)

- Foundational exercise for the GVV approach, designed to help students identify the motivators, enablers and inhibitors that are most salient for them, as individuals, when it comes to voicing/acting upon their values in the workplace; and to identify the competencies they need and wish to develop in this domain.
- Illustrates that we all have voiced and acted upon our values in some situations and failed to do so in others. Therefore, the GVV approach is not about good or bad people, but about building the muscle and developing the skills and insights necessary to implement values-based decision-making.

• **A Tale of Two Stories – Diversity Version**

Exercise for Student Use (2 pages)

- Adaptation of the exercise described above, for use in courses or class sessions dedicated to the topic of diversity management. (See teaching plan for “A Tale of Two Stories” above.)

Scripts and Skills Module

- **Complete Faculty Version of “Scripts and Skills” Module:** including Introduction, Annotated Bibliography, Cases and Peer Coaching Guidelines plus Faculty Debrief
(28 pages)
 - Describes for faculty the basic strategy for addressing any values-based decision using the GVV approach called the Reasons & Rationalizations Exercise – a “scripting” exercise. Several illustrations are included, as well as an annotated bibliography of sample readings that can be used to support this exercise. Case examples deal with sales management, quality control and strategy issues.

- **Scripts and Skills Readings**
(13 pages)
 - This reading summarizes a number of articles that can be used to support the “Reasons & Rationalizations” exercise – the basic “scripting” exercise -- from the *Giving Voice to Values* curriculum. This summary can be assigned by itself and/or along with the articles it describes.
 - The articles include pieces by Robert Prentice, David Messick and Max Bazerman, Mary Gentile, Howard Gardner, Minette Drumwright and Patrick Murphy.
 - The readings summarized provide insights from research on commonly heard arguments for unethical choices or commonly experienced tendencies toward those choices, as well as suggestions for crafting responses. The very brief summaries provide a roadmap suggesting how to apply the readings to voicing values.
 - See the “Scripts & Skills Module Complete” for a full discussion of how faculty can use this material and companion curricular pieces.

- **Reasons & Rationalizations**
Reasons & Rationalizations Exercise plus Faculty Debrief (7 pages)
Reasons & Rationalizations Exercise for Student Use (4 pages)
 - This exercise describes the basic strategy for addressing any values-based decision using the *Giving Voice to Values* approach. “Reasons & Rationalizations” is a template for the “scripting” exercise that can be adapted for almost any case.
 - Two illustrative short cases are included here, one related to Sales Management and one related to Quality Management.
 - See the “Scripts & Skills Module Complete” for a full discussion of how faculty can use this material and companion curricular pieces.

- **Guidelines for Peer Coaching**
(3 pages)
 - This set of questions provides guidelines for student (and faculty) responding to the “scripts” developed by peers, as part of the “Reasons & Rationalizations” exercise and other discussions of *Giving Voice to Values* cases.
 - See the “Scripts & Skills Module Complete” for a full discussion of how faculty can use this material and companion curricular pieces.

- **Building a Giving Voice to Values Toolkit. Enablers for Voicing Values: An Ongoing Exercise**

- Journal Exercise (4 pages)*

- Provides guidelines for an ongoing exercise that can be adapted to accompany any course (by focusing the subject of the decisions students are asked to include), in order to encourage continuing reflection upon strategies and tactics for voicing/acting upon one's values.
 - Can be used as the basis for an assignment or workshop, to illustrate the topic of values-based decision-making around the particular kinds of managerial choices relevant to any subject area.

Self-Knowledge and Self-Assessment

- **Self-Knowledge and Self-Image**

- Complete Faculty Version of "Self-Knowledge and Self-Image" module:* including Introduction, List of sample self-assessment instruments and exercises, "Personal-Professional Profile" and Faculty Debrief (12 pages)

- One of the pillars of the GVV approach is the idea that individuals will be more successful at voicing and acting on their values if they frame the challenge and their responses in ways that build upon their particular strengths and the self-image they already hold of themselves – as opposed to exhorting themselves to become someone different. This selection provides faculty with suggestions on how to use various self-assessment instruments in the GVV curriculum, and provides some possible instruments.

- **Personal-Professional Profile**

- (Survey/Exercise, 8 pages)*

- This student survey allows students to compare their responses to questions about the role of business in society with the responses of MBAs surveyed by The Aspen Institute, and also to respond to a set of self-assessment and self-reflection questions that position them for thoughtful participation in the *Giving Voice to Values* curriculum: questions of purpose, risk profile, communication style, etc.
 - See the "Self-Knowledge and Self-Image" module for a full discussion of how faculty can use this material and companion curricular pieces.

- **Framing a Life Story**

- Exercise plus Faculty Debrief (4 pages)*

- Exercise for Student Use (2 pages)*

- Built on a short essay by cultural anthropologist Mary Catherine Bateson, to be assigned as a reading, this is an exercise that can be used by students for self-assessment, as well as to aid in the definition of their individual career purpose.
 - Useful in courses on self-assessment and career management or on ethics, as well as in stand-alone workshops.

Individual Cases and Modules

Suggestions for appropriate course placement included after each item.

• **A Personal Struggle with the Definition of Success**

Case with Discussion Questions (4 pages)

- Focuses on the role that our individual definitions of purpose (one of the GVV pillars) and of success play in our ability to voice and act on our values. Case set in private equity context.
- Works well in organizational behavior, career management and ethics courses, as well as in stand-alone workshops.

• **Agency Theory and Corporate Governance**

[Developed by Daniel Arce, Ph.D., University of Texas-Dallas, with Mary C. Gentile, Ph.D.]

Case with Faculty Discussion Guidelines (5 pages)

Case with Subject Introduction for Student Use (3 pages)

- Examines the phenomena of incentive pay to reduce opportunistic behavior (agency theory) versus the relationship between incentive pay and recent phenomena such as back dating options, revenue smoothing, and the degree to which management determines the board's remuneration. Contrasts agency theory with pro-management theories.
- Works well in finance courses (corporate governance, agency, moral hazard, incentive pay, shareholder value movement) and in economics courses (moral hazard, principal agent model, theory of the firm, profit maximization).

• **Be Careful What You Wish For: From the Middle**

Case with Faculty Discussion Guidelines (3 pages)

Case for Student Use (2 pages)

- The recently promoted Controller for a regional sales unit of a chemical producer sees inappropriate revenue recognition practices in her new group and struggles with how to respond.
- See the "Reporting" module (below) for a full discussion of how faculty can use this material and companion curricular pieces.

• **Better Wrong Than Right**

[Developed by Professor Jerry Goodstein., University of Texas-Dallas, with Mary C. Gentile, Ph.D.]

Case with Faculty Discussion Guidelines (6 pages)

Case (A) and (B) for Student Use (3 pages and 2 pages, respectively)

- High tech product marketing manager pressures research team to change results in order to appease senior vice president, much to the team's dismay.
- Deals with building a values-based culture in a work team.
- Works well in marketing, organizational behavior, leadership, team management, career management and ethics courses, as well as in stand-alone workshops.

• **Discussions about Ethics in the Accounting Classroom: Student Assumptions and Faculty Paradigms**

(Concept Paper, 22 pages)

- This reading explores the process of developing effective insight into, and responses to, the frequently heard rationalizations for false reporting and earnings management.

- See the “Reporting” module (below) for a full discussion of how faculty can use this material and companion curricular pieces.

- **Is This My Place?...Speaking “Up” (A) and (B)**

Cases with Faculty Discussion Guidelines (3 pages)

Case (A) and (B) for Student Use (2 pages and 1 pages, respectively)

- A recent college graduate with a degree in Accounting faces lax record-keeping in the non-profit organization that hired him right out of school.
- See the “Reporting” module (below) for a full discussion of how faculty can use this material and companion curricular pieces

- **Jeff Sallett—From the Top, Sort Of (A) and (B)**

Cases with Faculty Discussion Guidelines (6 pages)

Case (A) and (B) for Student Use (2 pages and 2 pages, respectively)

- This case protagonist is faced with pressures from other senior executives in a major industrial products firm to inappropriately record restructuring charges, just as he is about to assume the role of Corporate Controller.
- See the “Reporting” module (below) for a full discussion of how faculty can use this material and companion curricular pieces

- **Lisa Baxter – Developing a Voice**

Case plus Faculty Discussion Guidelines (6 pages)

Case for Student Use (4 pages)

- This multi-part case follows a woman from her early career to a senior executive position, and illustrates how she discovers and strengthens her willingness and skill at voicing her values through a variety of challenges at different points in her career. Enabling factors and learning’s are included in the teaching note and the case brings home the idea that there is something appropriate to do at every stage of one’s career, and that voice is a muscle that needs to be exercised over time. Case set in consumer products context.
- Works well in leadership, organizational behavior, diversity, ethics and career management courses, as well as in stand-alone workshops.

- **Naivete or Boldness? (A) and (B)**

Cases plus Faculty Discussion Guidelines (6 pages)

Case (A) and (B) for Student Use (3 pages and 3 pages, respectively)

- Focuses on leadership – in this case, standing up to the CEO in a healthcare setting.
- Works well in organizational behavior, leadership, career management and ethics courses, as well as in stand-alone workshops.
- See the “Scripts & Skills” module for a full discussion of how faculty can use this material and companion curricular pieces.

- **“One-Off Decisions”**

Brief Reading with Discussion Questions (1 pages)

- A short excerpt from a novel for use in raising the question: “When does a decision define who we are, and how can we deal with that?”

• **Product Safety and (Preemptive) Recalls**

[Developed by Daniel Arce, Ph.D., University of Texas-Dallas, with Mary C. Gentile, Ph.D.]

Cases plus Faculty Discussion Guidelines (5 pages)

Case for Student Use (2 pages)

Addendum on Game Theory & Subgame Perfection in product recall context (4 pages)

- Examines the issues related to a preemptive product recall when a firm suspects the product may prove to be unhealthy. Contains a game theoretic addendum illustrating the role the GVV can play in reinforcing socially concerned behavior.
- Works well in finance syllabi (profit maximization, present value, game theory -- subgame perfection, product safety, product recall) and in economics syllabi (game theory -- subgame perfection, regulation, public goods, profit maximization, product safety, product recall).

• **Profit Maximization and Layoffs**

[Developed by Daniel Arce, Ph.D., University of Texas-Dallas, with Mary C. Gentile, Ph.D.]

Cases plus Faculty Discussion Guidelines (3 pages)

Case for Student Use (2 pages)

- Examines the tradeoffs between viewing employees as inputs versus assets in the context of a recession.
- Works well in finance/economics syllabi (profit maximization, shareholder value maximization, shareholder wealth maximization, objective functions, layoffs).

• **Reporting Module**

Complete Faculty Version of “Reporting” module: including Introduction, Cases with Faculty Discussion Guidelines, Annotated Bibliography (24 pages)

- Includes a number of suggested short cases and other materials that all revolve around the question of honest and accurate reporting. A collection of possible background readings on the topic of “earnings management” are provided with annotation, illustrating how they might be used to help students develop creative, targeted responses to the frequently heard rationalizations for this behavior. Cases set in business and non-profit contexts.
- Reading (“Discussions about Ethics in the Accounting Classroom: Student Assumptions and Faculty Paradigms”) explores the process of developing effective insight into, and responses to, the frequently heard rationalizations for false reporting.
- In addition to accounting, these materials work well in discussions of ethics and in discussions of the different levers that may be appropriate for managers at different levels within an organization.

• **The Backdating Scandal: Whom Am I Trying to Persuade? (A) and (B)**

[The following cases were developed to be used as capstones in a Corporate Governance course at Yale School of Management, immediately following a module on best practices in the boardroom.]

Cases (A) and (B) with Team Assignment and Discussion Questions for Student Use (3 pages and 2 pages, respectively)

- The chairman of the board is faced with the challenge of communicating unwelcome messages to his fellow directors in an effort to save a firm after a scandal has emerged. As with all GVV material, one of the unique features of this exercise is that students are not asked to figure out *whether* the case protagonists should voice their values, but rather *how* they can do so most effectively.

- In addition to corporate governance, these materials work well for discussions of ethics and persuasion.

• **The Client Who Fell Through the Cracks (A) and (B)**

[Part of the GVV collaboration with Columbia Business School Sanford C. Bernstein & Co. Center for Ethics and Leadership, also available through Columbia CaseWorks Collection.]

Cases plus Faculty Discussion Guidelines (4 pages)

Cases (A) and (B) for Student Use (2 pages and 1 page, respectively)

- A bank analyst told to cover up poor portfolio performance for a small private wealth management client works to find an effective way to resist this direction.
- Works well in discussions of financial service client relations management, managing up and/or ethics.

• **The Diversity Consultant (A) and (B)**

Cases (A) and (B) for Student Use (2 pages and 1 page, respectively)

- Illustrates the power of re-framing a debate or decision, as well as the power of aligning one's strategy for action with a clear understanding of one's strengths.
- Works well in courses on diversity, self-assessment and career management, organizational behavior, and ethics, as well as in stand-alone workshops.

• **The Indent for Machines: A Sugary Finale (A) and (B)**

[Developed by Professor Ranjini Swamy, Goa Institute of Management]

Case plus Faculty Discussion Guidelines (8 pages)

Cases (A) and (B) for Student Use (4 pages and 2 pages, respectively)

- A civil service officer managing a sugar cooperative is pressured by an Indian state government official to disregard the stated bidding criteria and accept a bid for new machinery as a favor.
- Works well in courses on management, supply chain management, global business and/or ethics.

• **The Independent Director's Challenge (A) and (B)**

[The following cases were developed to be used as capstones in a Corporate Governance course at Yale School of Management, immediately following a module on best practices in the boardroom.]

Cases (A) and (B) with Team Assignment and Discussion Questions for Student Use (3 pages and 2 pages, respectively)

- An independent director struggles to effectively voice a dissenting view regarding leadership succession on the board of a largely family-owned firm.
- In addition to corporate governance, these materials work well for discussions of ethics and persuasion.

• **The Price (A) and (B)**

Brief Readings (A) and (B) with Discussion Questions for Student Use (1 page each)

- A short excerpt -- describing an ethical conflict over research findings with a powerful supervisor set in an academic context -- for use in raising the question: "What price will we pay, and are we willing to pay, for our decisions?"

• **The Temple Encroachment Issue (A) and (B)**

[Developed by Professor Ranjini Swamy, Goa Institute of Management]

Case plus Faculty Discussion Guidelines (9 pages)

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Cases (A) and (B) for Student Use (4 pages and 3 pages, respectively)

- A civil service officer responsible for enforcing property rights confronts a challenge when a Hindu temple committee begins to build a temple expansion on a neighboring business person's property. It is election season and the protagonist's supervisor, up for re-election, does not want to upset the largely Hindu voting population. The property owner happens to be Muslim.
- Works well in courses on diversity, management, global business and/or ethics.

• **“This Whole System Seems Wrong:” Felipe Montez and Concerns about the Global Supply Chain**

[Part of the GVV collaboration with Columbia Business School Sanford C. Bernstein & Co. Center for Ethics and Leadership, also available through Columbia CaseWorks Collection.]

Case plus Faculty Discussion Guidelines (7 pages)

Case for Student Use (3 pages)

- A young purchasing manager for a Spanish electronics firm confronts disturbing practices in manufacturing supplier plants in China and tries to identify an effective way to make change.
- Works well in courses on supply chain management, global business and/or ethics.

• **Tidal Community Bank: Reacting to Investor Pressures**

[Developed by Professor Joseph A Cote, Washington State University]

Case plus Faculty Discussion Guidelines (5 pages)

Cases (A) and (B) for Student Use (3 pages and 3 pages, respectively)

- This case examines how a company can protect its corporate values when it goes public.
- Works well in finance, management, strategy, leadership, ethics courses.