

EFFECT OF VALUE CLARIFICATION ON ORIENTATION TOWARDS VISION AND VALUES

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Introduction

Social work researchers have eluded experimental studies in general and true experiments in particular due to its complexity. True Experimental Designs have maximum control and hence highest degree of internal validity. The essential components of an experimental research design involve (a) random assignments of subjects to experimental and control groups, (b) introducing the stimulus (independent variable) to the experimental group while withholding it from the control group, and (c) comparing the amount of change in dependent variable in experimental and control groups.

True experimental designs use the process of randomization and matching to control the validity threats that can lead to false causal inferences. In this research design most of the threats to internal and external validity (history, maturation, etc.) are controlled.

True experimental researches are designed for testing causal relationships. A causal relationships refers to relationships between two variables where one variable (characteristic or occurrence) X determines another variable (characteristic or occurrence) Y.

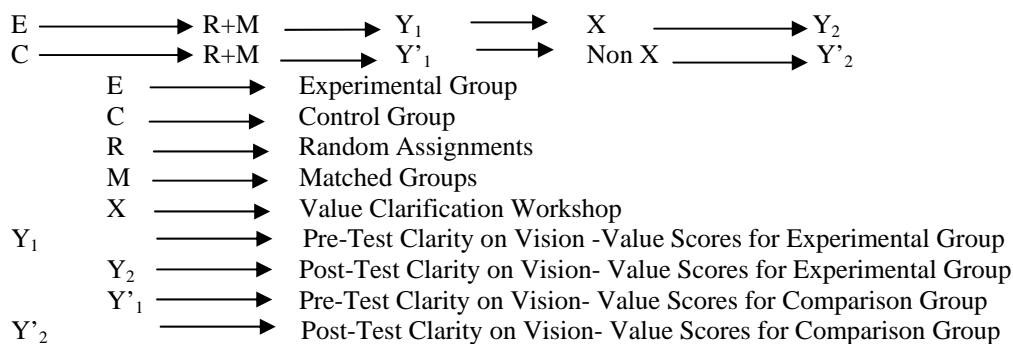
A study was undertaken by authors to test a causal relationships that Value Clarification (X) causes change in Orientation towards Vision and Values (Y) by comparing a group of students who have been exposed to Values Clarification Process (X) with one that has not been exposed , we have to measure the two groups with respect of Y, after exposure to X.

This paper reports the study and attempts to assess the impact of value-clarification as a process to enhance the level of Orientation towards Vision and Values amongst students of management. The findings indicate significant changes in the experimental group in orientation towards vision and values.

Research Methodology

Research Design

In order to ascertain the impact of Values Clarification Process (intervention) on orientation towards value and vision this study was conducted using Pre-Post Two Groups True Experimental Research Design (Rubin and Babbie, 2001). In this design subjects are matched and randomly assigned to the experimental (intervention) group (E) or to a no intervention control group (C). The experimental design was easier to adopt due to the admission policy being controlled in the Institution. The research design of this study can be illustrated as follows:



Sampling

The study was conducted in a Business School of Bangalore City. There were 48 students enrolled for MBA, who were divided into two groups: control and experimental, by simple random selection using student roll numbers, matched by age, gender and past educational qualification to maintain the variables. Out of the 24 subjects of the experimental group, five dropped out of the program due to ill health, marriage and job offer. One met with death. Consequently five equivalent subjects were dropped from the comparison group. Hence the sample of this study consists of 38 students. On average subjects in Experimental and Control groups were 22 years of age. The subjects were matched by gender and level of education. The personal characteristics of subjects; Experimental Group (E) and matched Control Group (C) are presented in Table 1.

TABLE 1
PERSONAL CHARACTERISTICS OF THE SUBJECTS

Sl.No.	Criteria	Experimental Group (E)	Control Group (C)
1	Age	Mean = 22.42 yrs	Mean = 22.09
		S.D. = 1.57 yrs	S.D = 1.07
2	Gender	Male = 8 (42.1%)	Male = 8 (42.1%)
		Female = 11 (57.9%)	Female = 11 (57.9%)
3	Education	B.A.= 2 members	B.A.= 2 members
		B.Sc. = 5 members	B.Sc. = 5 members
		B.B.M. = 3 members	B.B.M. = 3 members
		B.Com = 9 members	B.Com = 9 members

Measurement Instruments Used

Vision-Value Instrument (version-2)

The instrument, Vision- Values Instrument (version – 2), developed by Dr. J M Sampath³ has been used in this study to measure the change in the ethical behaviour of students. In developing the instrument the author has used the method of Summated Rating Scales developed by Rensis Likert (1932). The instrument is built on the premise that excellence springs from the ability to be aligned in one's vision and values. To test the reliability of the instruments Split-Half (Spearman-Brown and Guttman) coefficients were calculated, and the results are given in Table 2.

TABLE 2
RELIABILITY INDEX OF VISION-VALUE INSTRUMENT

Sl. No.	Tests Used	Reliability Index	
		Clarity on Vision	Clarity on Value
1	Split –Half (Spearman-Brown)	0.7412	0.8055

2	Guttman Split-half	0.7212	0.8055
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The face validity of the instruments appears to be fairly high, as only those items for which there was a high degree of agreement between the authors (who has been assessing the clarity on values for last 15 years), executives and research experts have been selected. Further, content and face validity were established by the author using the method of known groups validated against ratings by self and others. This has given high consensual validity to the instrument. The uniqueness of these instruments is the ability to assess the extent of clarity on vision and values covering various dimensions. The instruments are administered and subjects are asked to respond to each of the statements on a seven-point scale. The responses to various items are scored and total scores of each subject are computed. The total scores depict the extent of clarity on vision and values.

Value Profile Instrument

The instrument developed by Dr. J M Sampath ⁴ has been used as a part of the values clarification process to evaluate an individual on five critical dimensions namely Freedom (Achievement Orientation), Relationship (Sociability Orientation), Power and Influence (Leadership Orientation), Learning (Learning Orientation) and Honesty (Integrity Orientation). The instrument is built on the premise that “no single value by itself is valuable. Values are inter-dependent. One needs to understand this inter-dependence to understand one’s own behaviour”. This is a 30-item instrument using a nine-point scale. The uniqueness of the tool is the ability to arrive at interdependence in five dimensions after converting the points obtained through rating scale into quantitative measures. The reliability coefficients of the instrument and the subscales are given in Table 3 and 4.

TABLE 3

RELIABILITY INDEX OF VALUE PROFILE INSTRUMENT

Sl. No.	Tests Used	Reliability Index	
		Self	Others
1	Correlation between forms	0.8256	0.9163
2	Equal – length Spearman– Brown	0.9045	0.9563
3	Unequal - length Spearman– Brown	0.9045	0.9563
4	Guttman Split-half	0.9026	0.9554

TABLE 4

RELIABILITY INDEX OF THE SUBSCALES

Sl.No.	Subscales	Reliability Index	
		Alpha	Split-half
1	Achievement Orientation	0.9156	0.9161
2	Sociability Orientation	0.7606	0.8502

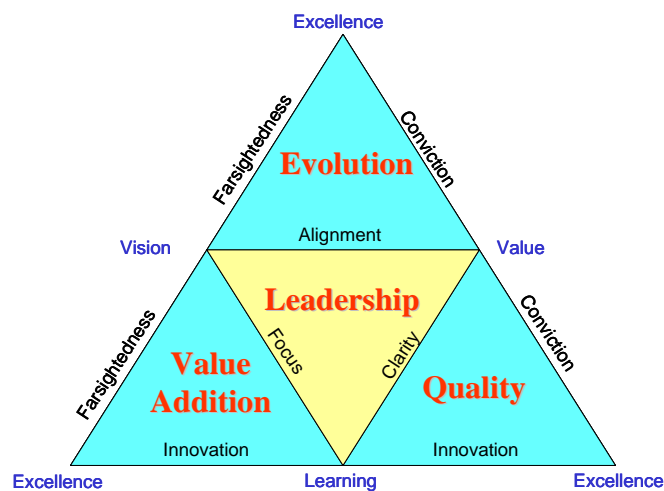
3	Leadership Orientation	0.8217	0.8090
4	Learning Orientation	0.8970	0.8457
5	Integrity Orientation	0.5575	0.7566

Development of the Intervention Strategy

For this study ‘values are defined as those beliefs that one holds within oneself, which governs one’s behaviour in any given context’ ¹. Therefore, clarification of values is focused on understanding one’s beliefs and their implication in the real life context. Our beliefs are formed based on what we have learnt over the years predominantly from experiences, education, family, society and religion. An individual is not all the time aware of why he/she behaves the way he/she does, though the individual is actually governed by his/her own beliefs.

Values clarification is a process that provides insights to an individual into why one behaves the way one does and what are the implications of the same. It allows the individual to recognize that his/her behaviour is an outcome of the beliefs he/she holds. When an individual is not comfortable with his/her own behaviour, values clarification facilitates discovering the beliefs that cause the behaviour and modify the same to achieve the behaviour as desired by the individual. The values clarification process enhances clarity, thereby causing a change arising out of realization than out of control or conformity or preaching.

Values clarification provides clarity on choices, their implications and the beliefs that govern them. It allows for change without waiting for events to bring in the change. The role of values is based on the leadership development module that proposes, organizations need to have three critical pillars, Values, Vision and Learning to Excel. The basic competencies that connect these pillars are Innovation, Farsightedness, Focus, Clarity, Conviction and Alignment. The outcomes would be Value-addition, Quality and Leadership evolution (Sampath, 2003).



While values relate to process, vision relates to purpose and values clarification would enable the students to align their vision and values. Vision without Values is risky; Values without Vision goes nowhere; Values with Vision is evolution. Vision provides the direction while values provide the path of the journey. An effective methodology in teaching business ethics should include clarity on vision and values.

The Experiment

In order to ascertain the impact of values clarification process the experiment was carried out in three parts, namely the Pre-intervention stage, Intervention stage and Post-intervention stage.

Pre-Intervention Stage

This stage was evolved to understand the profile of the students before the intervention. This stage was designed to collect data on students' orientation towards vision and values and students' value profile. The Vision Value Instrument and Value profile Instrument were administered to the entire class.

The t-test results on the pre-intervention scores on the clarity of vision-value of both the groups showed vision = 0.864 and values = 0.853, which indicated that there was no significant difference in their orientation before the intervention.

Intervention Stage

The entire intervention was split into two phases, 'Alignment of Vision and Values' and 'Integration through Learning for Nurturing Excellence'. There was a time gap of one month in-between the phases. In the intervening time the students worked on their identified areas of concern in their value profile. This was done by enabling them in the workshop to learn on identifying their restrictive beliefs and formulate modified facilitative beliefs.

Phase 1 Alignment of Vision and Values

This is a four-day workshop with the following objectives:

- To understand the importance of vision and values.
- To understand the need to be a high vision – high values individual.
- To understand what values are and learn how to work with causes than effects to bring about deep change.
- To understand one's orientation towards Freedom, Relationship, Power and Influence, Learning, Honesty and Integrity.
- To gain clarity on one's own style of functioning and its implication in the context of organization and life.
- To understand the paradigms one is living by and gain clarity on the need to make shift in the same.
- To understand what prevents one from changing.
- To understand the ability to risk and accept challenges.
- To understand the source of conflict and learning how to deal with it.

Phase 2 = Learning for Nurturing Excellence

This module focuses to build the capability of “learning to learn” in students. The objectives of the workshop are:

- To understand the business context and see the implications of one's own frame of reference.
- To understand how competition is handled in most competitive context.
- To understand learning and learn how to learn, a skill critical for every leader today.
- To understand what it means to learn to learn.
- To gain clarity on the process of learning.
- To understand the distinction between mindless and mindful learning.
- To facilitate the movement from being a knowledgeable person to a wise person.
- To understand the need for a continuous clarification process to orient towards ethical leadership.

While Phase-1 enables the students to understand the process to align their vision and values, the Phase-2 helps them to be learners to keep the process of clarification ongoing.

The methodology of the workshop allows human processes to emerge. It is interspersed with small and large group activities, simulated exercises, reflection processes and lectures. Small group activities and individual reflection are designed to enable the students to look into their own self and realize the need for change. There is a flow in the whole structure and various events that happen during the course of the workshop are guided by this underlying structure.

Research Findings

The results of the pre-intervention scores analysis of the vision and values are presented in Table- 5 and the results of the post-intervention scores analysis are presented in Table- 6. The results of the pre-post analysis are given in Table- 7.

TABLE 5

SCORES ANALYSIS OF PRE-INTERVENTION CLARITY ON VISION-VALUES

Sl.No	Pre-Intervention Scores	Experimental Group (E)				Comparison Group (C)			
		Min	Max	Mean	S.D.	Min	Max	Mean	S.D.
1	Clarity on Vision	169(38)	232(266)	195.95	15.15	151 (38)	231(266)	196.37	20.47
2	Clarity on Values	103(27)	139(189)	128.68	9.94	104 (27)	147(189)	129.00	10.23

TABLE 6

SCORES ANALYSIS OF POST-INTERVENTION CLARITY ON VISION-VALUES

Sl.No.	Pre-Intervention Scores	Experimental Group (E)				Comparison Group (C)			
		Min	Max	Mean	S.D.	Min	Max	Mean	S.D.
1	Clarity on Vision	183(38)	239(266)	210.16	14.06	168 (38)	237(266)	194.11	15.80
2	Clarity on Values	114(27)	159(189)	140.89	9.95	114(27)	148(189)	131.79	8.00

TABLE 7

SCORES ANALYSIS OF PRE AND POST OF VALUE PROFILE

Sl.No.	Group Pre Vs Post	Mean	S.D	df.	P	Significance
1	Group E	-19.21	24.5	18	-.003	Significant
2	Group C	2.50	22.7	18	.637	Non-Significant

Effect of the Value Clarification Process

The major objective of the study was to study the impact of values clarification as a process to enhance the level of orientation towards vision and value amongst students. It is evident from the results that there is a significant difference in the pre and post-intervention clarity on vision-values scores. However, to know whether the difference is statically significant t-test statistics was used. The results of the tests are presented in Table- 8.

TABLE 8

T-TEST RESULTS OF PRE-POST INTERVENTION CLARITY ON VISION -VALUES SCORES

Sl.No		Experimental Group (E)				Comparison Group (C)			
		t-Value	df.	P	Significance	t-Value	df.	P	Significance
1	Pre-Intervention and Post-Intervention Clarity on Vision Scores	3.626	18	.002	Significant	.760	18	.457	Not Significant
2	Pre- Intervention and Post – Intervention Clarity on Values Scores	5.010	18	.000	Significant	1.789	18	.09	Not Significant

Results show that Pre-Intervention Clarity on Vision-Values Scores and Post-Intervention Clarity on Vision-Values Scores of the Experimental Group differ significantly, while the difference in the scores of the Control Group was statistically insignificant. In a study like this it is important to probe the extent of impact of the values clarification process. Table 8 shows the extent of impact on the Clarity on Vision-Values. Analysis of scores on clarity on vision before intervention shows that on average the Experimental Group obtained a score of 196 that is 74 per cent of the maximum theoretical scores. After the intervention the scores moved up to a little over 210 that is 81 per cent of the maximum theoretical scores. In case of Clarity on Values, the subjects obtained on average a score of nearly 129 that is nearly 68 per cent of the maximum theoretical scores before the intervention and 141 that is almost 75 per cent of the maximum theoretical scores after intervention. It may be concluded that, comparatively, the extent of impact of values clarification process is higher on clarity of vision than the clarity on values.

The impact differed by personal characteristics; it was found that there was a significant difference in the impact on clarity on vision-values by age ($t=2.521$, $df. =17$, $p=. 022$), comparatively, the extent of impact was higher on older subjects than younger ones. There was no significant difference in the impact on clarity on vision-values by gender or level of education of the subjects. This enhances the module usability.

Conclusion

The study confirms that the values clarification process has a significant impact on enhancing the value profile of the students. When students have clarity, their decisions and their ability to deal with conflicts are better. Values clarification enables them to understand their beliefs, resulting in changes at a causal level.

The study has a significant relevance to Human Resource Development. The quality of Human Resource depends on its ability to bring synergy and optimize the available resources. Leadership in the corporate world can be simplified as the ability to make appropriate choices under constraints to achieve organizational goals. Values

clarification as a process believes in enhancing the quality of decisions leaders can make under constraints and build an organization that will last.

The study also highlights the possibility of true experimental design in behavioural science context. The process of research needs to have the vigor of constant follow – up and close monitoring to obtain the same subjects in the pre and post intervention data collection. It also requires extensive planning with the coordinators to ensure the intervention methodology is well understood. Experimental research provides higher clarity on the findings and is more objective in the interpretation of the findings.

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Note:

1. This is a meaning for values derived through working with over 20,000 individuals globally by Dr.J.M.Sampath
2. Shepard, Jon M. Goldsby, Michael G. Gerde, Virginia, W. Teaching Business through Literature. The R.B. Pamplin. College of Business Virginia Polytechnic Institute and State University. English Café – DuocUC. Retrieved 10/6/2004 from www.ingles.duoc.cl/sl/ethics/pdf/teaching.pdf
3. This Instrument is available with Arpitha Associates Pvt Ltd. 302, IInd Floor, Santoj Cottage, 107, Surveyor Street, Basavanagudi, Bangalore – 560019. E-mail: info@arpitha.com
4. Ibid 3. This Instrument has been designed and used on over 20,000 people in organizations to enable them to gain clarity on their vision and values