



# CONNECTING WITH OUR VALUES

## VALUES TOOLKIT

Using Leeds Beckett's values to develop your team's purpose and culture.



TEAMWORK

INCLUSIVE

INTEGRITY

PURPOSEFUL

PRAGMATISM

AMBITION

# WHY VALUES AS A TEAM TOOL ?

Organisations with strong values give everyone a common purpose.

Values help us with HOW we achieve our plans and goals. They guide our interactions and connections with others.

Values work best when they are lived through our actions and behaviour in the delivery of our work.

They can be used to help establish a new team's culture, or to refocus an existing team when there's a need for a change in direction.



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## OUR VALUES EXPLAINED

As a community we agreed that our university's purpose, decisions, and actions rest on six values we all believe in and try to uphold in the conduct of our daily work.

A group of colleagues from across the university then defined what our values mean, and why they matter to all of us.

The [Values webpage](#) and this [short film](#) summarises the statements and example behaviours that support each value.

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# HOW TO USE THIS RESOURCE

This Toolkit is to enable teams, managers and project leads to initiate values-led conversations with colleagues to improve the delivery of our work.

There is a variety of information and activities to use in ways which work best for you, e.g:

- You could share pages 1-3 with your team.
- Page 7 contains guidance for facilitating values-led conversations.
- The activities from page 8 onwards could be used in one-to-one conversations, team meetings, project planning or away days

If you're interested in a values-led activity as part of a wider team development session, please email the People & OD team at [pod@leedsbeckett.ac.uk](mailto:pod@leedsbeckett.ac.uk)



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# VALUES-LED ACTIVITIES

THE FOLLOWING SLIDES PROVIDE SOME ACTIVITIES FOR TEAMS AND PROJECT GROUPS TO BRING THE VALUES TO LIFE IN THE DELIVERY OF OUR WORK.



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**“I used the Toolkit at our planning day because I wanted to get to know everyone a little better, try to understand what motivated them in their roles and work towards a clearer vision for how the team would move forward.”**

**Manager**

Carnegie School of Education

# TIPS FOR FACILITATING A VALUES-LED CONVERSATION

The activities are designed for groups of 6-8 people, online or in-person. If you have a larger number you can split discussions into smaller groups and then come back together to feedback at the end.

Start with the 'why' – what's the purpose of the session and what is an ideal outcome from today? A reminder of our values is also helpful!

Make sure everyone feels comfortable and happy to contribute – your aim as facilitator is to get all colleagues in the room to feel like they are in a group with a shared interest.

Spending 5 minutes agreeing some basic ground rules can save lots of time later; e.g. everyone's opinion is welcomed and valued, we listen with respect, agree how questions will be answered etc.

The questions in the activities are there for prompts, don't feel like you have to ask everyone everything.

It can be helpful to appoint a notetaker so you can focus on keeping the conversation on track.

Remember everyone will have their own personal values, and that's ok too. It can help to let everyone know at the beginning that there are no right or wrong perspectives when it comes to values, which is what makes us who we are!

What can be helpful is to think about the behaviours we hope to see when colleagues live our values at work.

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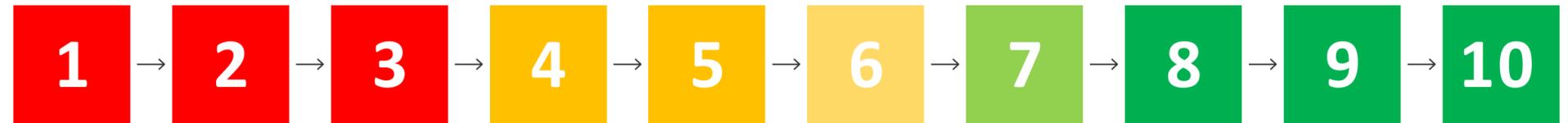
## READINESS CHECKLIST:

### HOW READY ARE YOUR TEAM?

You might find this tool useful to consider team dynamics and check readiness for values-driven conversations.

Ideally, most of your answers will be within the orange/green areas.

If red areas are more dominant, you may need to take steps to prepare the team for healthy discussions about how the values can improve team culture.



How would you rate the team on a scale 1-10 for each of the following statements?

- We have a clear and shared understanding of what we are trying to achieve.
- We frequently put collective priorities ahead of individual priorities.
- We have confidence in each other's skills and expertise.
- We have a strong store of goodwill towards each other.
- We have genuinely open dialogue about difficult topics and have strategies to manage differences of opinion / conflict.
- We challenge our assumptions regularly.
- We are open minded to change and welcome new ideas.
- We have a high degree of interdependency.
- We share accountability for the team's performance.
- We measure progress against collective goals.
- We derive a sense of value from our collective achievements and celebrate our successes.

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# ACTIVITY 1:

## STARTER QUESTIONS

## BENEFITS:

- INTRODUCES LBU VALUES
- CONNECTS VALUES TO POSITIVE CHANGE
- CONNECTS TEAMS
- EXPLORES WHAT VALUES MEAN IN OUR WORK

**Here are a suggested bank of questions to choose from, to help start discussions:**

Which value do you connect with the most and why?

What does your working day look like when the values are going well?

What behaviours would you see when your colleagues show the \_\_\_\_\_ value?

Which values do you think students/colleagues/partners associate with our team?

Which value do you need in abundance for what you are working on right now?

Which value has served us well as a team in the past?

Which value do we need in abundance for the year ahead?

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## ACTIVITY 2:

CONNECTING WITH  
THE VALUES.

## BENEFITS:

- CONNECTS TEAMS
- OFFERS COLLEAGUES A VOICE
- CREATES A SENSE OF BELONGING

1. Colleagues each share a photo, piece of writing or personal item which describes what is important to them about their work and the impact they have, linked to a value.
2. The team considers:  
What are the patterns?  
How do we celebrate these stories?  
How do we communicate the successes, within the school/service and wider?
3. Common themes and recurring words are collated into a document which defines what is important to the team.
4. This document is used as a point of reference for future team discussions and decision making.

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## ACTIVITY 3:

DARE TO LEAD\*

### BENEFITS:

- CONNECTS TEAMS
- CONNECTS VALUES TO PERFORMANCE AND BEHAVIOUR
- LINKS TO WIDER STRATEGY/SCHOOL/SERVICE PLANS

\* ADAPTED FROM BRENE BROWN MODEL

1. Using flipcharts, colleagues consider each value and identify behaviours they believe support that value. They write each behaviour on a separate sticky note and add to the flipchart. It doesn't matter if there are 10 or 100 behaviours for each value!
2. In small groups, colleagues look for patterns and themes under each value, and present these to the whole group.
3. Everyone has the chance to ask questions and talk through what these behaviours might look like in reality.
4. Agree how you will use these findings as a team in the future.

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## NEW! ACTIVITY 4:

DARE TO LEAD\*: LIKE AN LBU LEADER

### BENEFITS:

- CONNECTS TEAMS
- CONNECTS VALUES TO POSITIVE CHANGE PERFORMANCE AND BEHAVIOUR
- LINKS TO WIDER STRATEGY/SCHOOL/SERVICE PLANS

\* ADAPTED FROM BRENE BROWN MODEL

Split colleagues into small groups and ask them to reflect on the [LBU Leader](#) behavioural indicators and how they see them exhibited in the team

1. Ask each group to share 3-4 behaviours that they think this team does well
2. Ask each group to share 3-4 behaviours that they think the team could do more
3. What benefits could be gained?

Agree what actions the team will take to ensure that these benefits are attained.

You may like to suggest individual team members complete the [LBU Leader self-assessment questionnaire](#) for their own personal development too.

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# NEW! ACTIVITY 5:

DARE TO LEAD\*: IN CHANGING TIMES

## BENEFITS:

- CONNECTS TEAMS
- CONNECTS VALUES TO PERFORMANCE AND BEHAVIOUR
- LINKS TO WIDER STRATEGY/CHANGE PLANS

\* ADAPTED FROM BRENE BROWN MODEL

Split colleagues into small groups and ask them to reflect on the [LBU Leader](#) behavioural indicators and how they can shape the future of the team.

1. Ask each group to share 3-4 behaviours that they think everyone will need to focus on in the next few months for the team to successfully navigate current changes
2. Which 3-4 behaviours will everyone need to focus on to help the team achieve its longer-term goals?
3. What benefits could be gained?

Agree what actions the team will take to ensure that these benefits are attained.

You may like to suggest individual team members complete the [LBU Leader self-assessment questionnaire](#) for their own personal development too.

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# ACTIVITY 6:

VALUES AS A COMPASS

## BENEFITS:

- HELPS PROJECTS MOVE FORWARD
- RE-ESTABLISHES PURPOSE
- SUPPORTS PLANNING & EVALUATION ACTIVITY

Each card contains some suggested questions based on our values.

You could work through each one in turn, print into physical cards to answer at random, or you can produce your own that work for you.

### INCLUSIVE

Who might we be forgetting about?  
How can we avoid 'group think'?

### TEAMWORK

How is the way we are working as a team enhancing the project?  
How well do we collaborate with others?

### INTEGRITY

How do trust, respect, fairness show up in this project?  
What are the elephants in the room?  
How might we manage these?

### PRAGMATISM

What are the immovable things that can't change?  
What is slowing us down?  
What can we do about this?

### AMBITION

What will it look like if this project is a success?  
What do we want to be saying in 12 months' time?

### PURPOSEFUL

What is the core purpose of this project?  
What outcomes are we hoping to achieve?

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# ACTIVITY 7:

## PRE-MEETING CHECKLIST

### BENEFITS:

- PROTECTS COLLEAGUES' TIME
- IMPROVES COMMUNICATION
- ENSURES EFFECTIVE MEETINGS

Share this resource with your team before scheduling a meeting, and pause to consider the following checklist:

#### INCLUSIVE

- How can we ensure all voices are heard?
- Can everyone 'attend?' How else could they participate?
- How can we ensure attendees feel safe to challenge others' ideas?

#### TEAMWORK

- Who needs to be at the meeting? (All of it / part of it)
- How will other stakeholders be updated?
- At what stage of the project / discussion do people need to be brought in?

#### INTEGRITY

- Does everyone know what is expected of them?
- How will we follow up on agreed actions?
- How will we test our decisions?

#### PRAGMATISM

- What do we need to achieve in this meeting?
- What barriers do we have?
- Is there a better way of achieving this outcome?

#### AMBITION

- How will the meeting contribute to achieving team goals?
- What impact will the meeting have?
- What are the timescales for achieving this goal?

#### PURPOSEFUL

- Is this meeting essential?
- Does everyone invited understand the purpose of the meeting?
- Had an agenda been shared in advance to allow for reflection?

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# NEW! ACTIVITY 8:

APPRECIATIVE INQUIRY

## BENEFITS:

- BUILDS ON EXISTING POTENTIAL
- ENCOURAGES CREATIVITY
- ENCOURAGES BUILDING OF POSITIVE FUTURE REALITIES

Ask these questions – or encourage colleagues to choose one from each section to explore in depth – and capture ideas on flipcharts:

### 1. DISCOVERY

- Which of the Values have we consistently demonstrated?
- How have we overcome adversity and setbacks? Which Values helped us the most?
- What new relationships have we formed that have helped us to perform better?

### 2. DREAM

- What are we looking forward to most in the next 6 months / year?
- If there are no limits to our ambition, what will be happening?
- What will 'good' look like if the Values are guiding our everyday work?

### 3. DESIGN

- How can our Values help us to create positive change?
- What barriers might we need to overcome? Which Values will help us to do this?
- Who are our stakeholders and how do we need to engage with them?

### 4. DELIVERY

- How can we sustain the positive changes we've envisioned?
- What actions can we take to make sure what we do aligns with the Values?
- How will we make sure that we're truly inclusive?

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# FURTHER RESOURCES

Encourage your team to join the LBU discussion on our values:

Values [webpage](#)

[Watch the film](#) introducing our values

[Adding values into our PDRs](#)

[Guide to leading group conversations](#)

Brene Brown [webpage](#)

This is a new resource, please share any successes or feedback at [POD@leedsbeckett.ac.uk](mailto:POD@leedsbeckett.ac.uk)

