

Session 2

How can your personal values complement your Stanford experience?

Welcome (5 minutes)

Review norms and expectations (may suggest snapping as a way to signal recognition), and frame tonight's session: Last week we learned a little bit about your background and what life events have shaped you. In this session we will think about the present: where you are in your Stanford career, what matters to you, what you value, and what you aspire to do and become. We will be using a lot of the questions you submitted last week to structure the activities and discussions.

Exercise 1: Identifying Values (45 minutes)

1. Clearly the experiences, people, etc. you mentioned have some value to you. Now let's talk about values in general. It's important to identify what values and beliefs you strongly identify with and how they guide your actions and decisions.
2. Have students brainstorm a list of values and guiding principles on the whiteboard (e.g. love, happiness, wealth, justice, recognition, integrity, influence). Once the list is complete, ask students to write down seven or eight values on index cards that resonate with them. Then narrow it down to four. Finally, narrow it down to two.
3. Have students share these two core values with a partner. Prompts: Return to your introduction story from earlier in the session. What value(s) does that story exemplify? How did you decide what two values are most meaningful to you? How do your values intersect with the things you hope to do at Stanford? Any surprises or realizations?
4. Bring the group back together, and pose a few of the values-based questions that they generated last week.

Exercise 2: Stanford Bucket List (15 minutes)

1. On a whiteboard, have students brainstorm a "bucket list" of activities, experiences, programs, groups, etc. they want to explore or partake in while at Stanford (e.g., study abroad, be an RA, be president of an organization, be a campus tour guide, complete an honors thesis, engage in research, learn a new skill). Generate as many ideas as possible.
2. Ask students to imagine that they can choose just five things from this list to do. Then ask students to narrow that list to just three things.
3. Connect the students' bucket lists to the Core Values exercise. *Even though you probably will not be limited to only three items from your bucket list, it's true that you will need to make choices about what you do while you're here. You can't do it all, and it's important to remember that you will be happier with your decisions and your time here if you understand the reasons behind your choices and those choices are aligned with your values.*

Exercise 3: Wisdom in the Room (10 minutes)

1. In groups of three, ask students to share their bucket lists.

*Why/how did you pick these three things? What would you like to learn more about? Do you have questions about getting started on any of these things?
How can you take initiative?*

2. Share as a group (if time).

Feedback & Wrap-Up

1. Distribute index cards to students and give them the opportunity to write down feedback, new questions, and any other comments. *What is still on your mind? What would you like to discuss in more depth? Journal any other thoughts or reactions that came up for you tonight, or that strike you in the next week.*

Appendix A

Core Values Assessment from the Center for Ethical Leadership

Peace

Integrity

Wealth

Joy

Happiness

Love

Success

Recognition

Friendship

Family

Fame

Truth

Authenticity

Wisdom

Power

Status

Influence

Justice
