

## INTRODUCING TWO OF THE NEWEST MEMBERS ON THE VALUES INSTITUTE BOARD

Vice-President of JMJ Corporation, Mary Jane Hogue is married and the mother of three children. Following her stewardship as President of the Historic Richmond Foundation, she now serves as the chair of its Governance Committee. President-Elect of the MCV Hospital Volunteer and Auxiliary Group, she is actively involved at St. Bridget's Church, leading both the fellowship and stewardship endeavors.



Mary Jane was intrigued when she first started hearing about the Values Institute. All the values promoted are important, but the ones closest to her heart are respect, compassion, and integrity. She writes, "I feel that those values are an ongoing daily process in my personal life. We all live such busy lives,

that in the rush, we need to stop and make sure we are hearing and understanding what others are trying to say. We need to have compassion daily for those who might be less fortunate. I want to go to bed knowing that I was the best I could be in all my interactions with those with whom I crossed paths that day. I want to show all Respect, Compassion, and be the most Ethical person possible."

Gloria "Dolly" Hintz brings to the Board her service as Secretary of the Memorial Child Guidance Foundation Board. She received the American Institute for Public Service Award for her work in the establishment of the Hospital Hospitality House. She volunteers at the Virginia Museum of Fine Arts and at the Goochland Free Clinic.



When asked about the values she holds most dear, she replied, "All those the Institute promotes but specifically honesty and integrity. My family and my husband's family came from humble backgrounds but they strongly believed in a "day's work for a day's pay and to be honest to yourself and everyone else. We tried to instill that belief in our

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## VALUES IN ALIGNMENT EVALUATION AFFIRMS PROGRAM

*Points to Concerns That Must Be Addressed*

Results from a formal evaluation suggest that the "ViA Pilot significantly influenced many of the participants' values, which include respect, integrity, personal responsibility, hard work, compassion, and achievement."

That is one of the conclusions drawn from data analyzed by Ian Wallace, MA, MS of the Department of Psychology at Virginia Commonwealth University.

"Boys and Girls Club (BGC) participants who completed the survey at the end of the Values in Alignment (ViA) Pilot displayed significantly higher values scores than those who completed the survey at the beginning of the ViA Pilot," wrote Wallace.

"This difference was present for three of the specific scenario questions (Story2, Story3, and Story4) as well as for the total summed scenario question (StorySum)," he said explaining his methodology for analyzing the data. (Wallace assigned different values to each of the four choices associated with each question. Those values reflected the level of preferred response.)

### 1300 TAKE SURVEY

Before and after conducting a pilot of the Values in Alignment curriculum at Boys & Girls Clubs in Southeastern Virginia, Richmond and Harrisonburg and Rockingham County, the clubs asked more than 600 members to fill out a survey on how they would make decisions in certain situations. In all, pre and post, more than 1300 respondents answered the majority of questions.

The survey was designed to evaluate where the members stood relative to the values that were to be explained and reinforced during 10 one-hour sessions with a small group of members in each of 18 clubs. Members in a group of control clubs took the survey but did not participate in the ViA sessions.

### TRUE AND FALSE RESPONSES REVEAL NEEDS

In addition to the four story questions, the survey asked members to read 20 statements related to their thinking and behavior and respond to whether they thought the statements were true or false. Wallace reported there were no significant differences on these True-False responses between the pre and post surveys.

An analysis of the 20 questions showed that for all questions among all groups, the pre and post responses were virtually identical.

"It's hard to know what to make of the similarity of responses," said Brian Regrut, the ViA Project Manager for the Values Institute. "The preferred scores were high at the outset and remained high in the second survey.

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## EVALUATION AFFIRMS PROGRAM

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“One way you can look at it is that many kids already embrace these values or at least know what the right answer should be. Another way to look at it is that we didn’t get through to the 15 to 20 percent of the youngsters who despite the teaching haven’t embraced these core values,” Regrut said.

The results may also reflect a less than perfect administration of the survey. According to Regrut, “We don’t know how many of the kids who took the first survey took the second, and we did not get independent verification from club leaders that members who said that they participated in the 10 sessions actually attended the full program.”

### LIMITATIONS OF REPORT

These issues were addressed in the report. Wallace describes three limitations to the conclusions drawn. “First, the survey administered to the participants has not been evaluated for psychometric reliability and validity... Although it was developed to assess youth and adolescent values, the ViA Pilot was the first administration of the instrument. Second, due to the dynamic nature of BGCs, surveys were not collected in a systematic manner. Instead, convenient sampling and unsystematic methods were employed to gather data. This can be a limitation to the accuracy of information gathered. Third, the ViA Pilot was implemented to varying degrees at each individual BGC. This unsystematic implementation of the program reduces the certainty that the increase in values scores from pre to post was due to the ViA Pilot. Based on these limitations, the conclusions presented in this report should be interpreted with caution.”

To address these problems in the future, the Institute is building more controls into its Values in Alignment process including specific requirements for gathering attitudes towards values before, during and after administration of member programming.

Despite the shortcomings of the data gathering, the institute is pleased that this first evaluation of ViA seems to show that when asked to place themselves into stories and then chose a response that reflects their values, a significant percentage of children chose responses consistent with the values being taught.

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## VALUES IN ALIGNMENT™ PILOT – FINAL REPORT

*A Summary of Findings from Data Collected from:  
Boys and Girls Clubs of Metro Richmond,  
Boys and Girls Clubs of Southeastern Virginia  
Boys and Girls Clubs of Harrisonburg and Rockingham County*

### A SUMMARY OF PROGRAM RESULTS

#### INTERPRETING THIS REPORT

This report presents results obtained from the Values in Alignment (ViA) Pilot implemented at Boys and Girls Clubs (BGCs) across Virginia during the 2005-2006 school year. The first part of the report provides statistical information about the survey participants. The second and largest part of the report, displays results that represent value differences among a variety of different groups. The reported findings reflect the mean response to survey questions (see story questions on next page) that assessed values such as personal responsibility, respect, integrity, hard work, compassion, and achievement. The surveys were administered to students at the BGCs at two time-points. Students were surveyed before and after the implementation of the ViA Pilot. Should you be interested in results and/or statistics that are not included here, please contact Brian Regrut at 804-744-8300 so we can provide you with that information.

Figure 1. Differences in “StorySum” Values Pre to Post

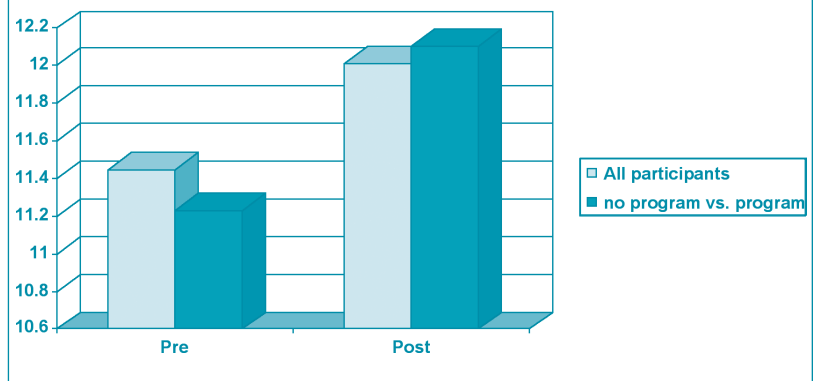
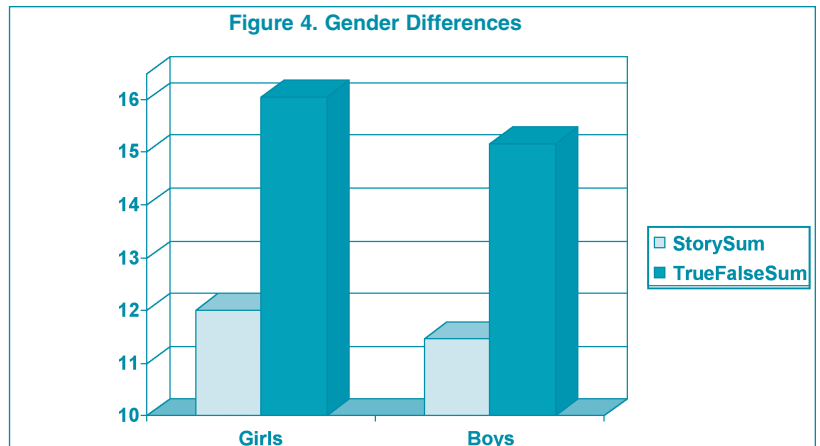


Figure 4. Gender Differences



## EVALUATION AFFIRMS PROGRAM

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### AGE, GENDER AND REGIONAL DIFFERENCES NOTED

Some of the demographic data from the surveys showed interesting results. For example the values scores for younger children are significantly higher than those of teenagers. Additionally, girls scored higher than boys—both before and after the pilot.

From a regional standpoint, the scores from more rural areas are higher than those from clubs in predominantly urban areas. “That seems to reinforce the notion that we must concentrate our efforts in locales where there tends to be the highest number of at-risk kids,” says Regrut. “Where youngsters may be strongly influenced by those who do not behave in ways consistent with positive values, the values message tends to get lost.”

A key emphasis of the Values in Alignment curriculum is helping members understand the value of Achievement and accepting personal responsibility for their lives. It also incorporates several modules that teach them skills that will help them make good choices for their lives. According to the surveys, fully 75 percent of youngsters understand that the choices they make today will make their lives different in the future. Unfortunately that leaves a quarter of them not making that connection.

However, 90 percent of children responded “True” when asked to respond to the statement: “If I work hard in school I will probably have a good job in the future.”

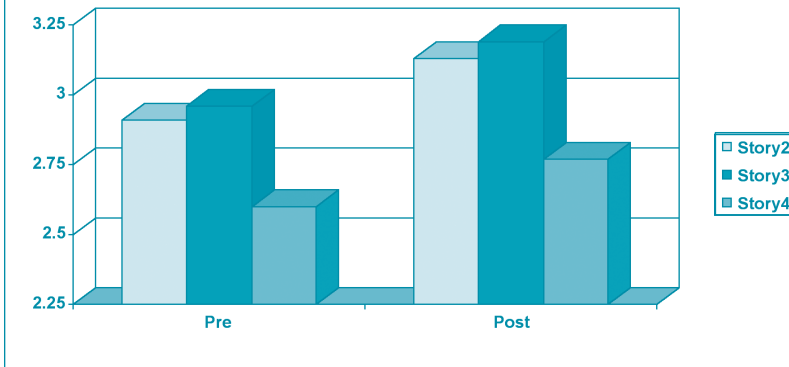
In responding to the question, “If people have lots of money, they should be made to share it with others.” almost half the children responded in the affirmative. A much smaller percentage agreed that “If someone else has too much stuff. It’s okay to steal some of it.”

### SURVEY POINTS TO ADDITIONAL WORK

“Those kind of responses shows us that we have a long way to go if positive values are to be instilled in today’s youth,” said Regrut. “Of course that’s why we developed the Values in Alignment process, because we know that one series of classes, or a few posters on the walls won’t get it done.”

Regrut added, “We believe that only when all adults working in these youth organizations fully embrace the core values, and align their thinking and behavior with those values—and then consistently teach and reinforce the values—will they see a transformation in the children they serve.” ■

Figure 2. Differences in specific “Story” Values Pre to Post



## STORY QUESTIONS 2,3,4

2) *There is a kid in my class who is really mean and rude to everyone. Because he is so mean, a lot of people make fun of him. He may not have a very nice family but he should not be mean to everyone. Sometimes I want to make fun of him too. What do I do?*

- A. I would probably make fun of him because he is mean and needs to learn to be nice to people.
- B. I don't make fun of him because I don't want to get in trouble from the teacher.
- C. I don't make fun of him because I don't want my teachers and friends to think I'm a mean person.
- D. I don't make fun of him because I would not want someone to make fun of me.

3) *My mom asked me to help her by moping the kitchen floor. It sounded like fun at first. Now that I've started, it seems to be really hard. Some spots would not come up unless I scrubbed for a really long time. I realized that this job may take all evening. I really wanted to go out and play. What do I do?*

- A. I stay and finish the job because I don't want to get in trouble and get punished.
- B. I go outside and play because I mopped it some and my mom can get the hard spots up easier than I can.
- C. I stay and finish the job because I said I would help my mom.
- D. I stay and finish the job because I want my mom to be proud of me.

4) *I am working on the computers in the library at school and I accidentally break the keyboard. The next day my teacher asks who did it. She wants the person to come tell her after class. What do I do?*

- A. I would tell the teacher after class that I broke it because I don't want to get in more trouble for not telling the truth if he finds out later.
- B. I would tell my teacher because then he would know I am an honest person.
- C. I would tell my teacher because I want to be honest.
- D. I probably would not say anything because the library has plenty of extra keyboards and there is no need for me to get in trouble for no reason.



The Values Institute of America

[www.ValuesInstitute.org](http://www.ValuesInstitute.org)

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**TWO OF THE NEWEST MEMBERS**

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children as well and have been fortunate to have it ‘stick’. We also encouraged generosity – not only in dollars but in time and talent.

That leads into why I wanted to be part of the Values Institute. I was fortunate to have a supportive family. So were my children. We learned what we learned from them and by their example. We could pass this on because we were available and showed them as best we could by working hard, being responsible for our actions and living up to the courage of our convictions. I want to be part of an organization that promotes those kinds of values in a climate where this has not been apparent in our leaders or in the homes of too many youngsters.

I also have selfish reasons. Several people over 100 years of age were asked what they thought contributed to their longevity. The three primary reasons were to have a sense of purpose, be resilient, and be optimistic. My sense of purpose is not only (at my age) to get up every morning, and be optimistic and resilient enough to think I will, but also to be involved in something I really believe in...like the Values Institute of America...and think that I can actually make a difference. I end with an admirable quote from Martin Luther King, “Our lives begin to end the day we become silent about things that matter.” ■

*A Sense OF Values*

*Boys & Girls Clubs members  
at Richmond's Central  
Unit complete Values in  
Alignment Pilot.*



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Assisting individuals and organizations to identify, communicate and put into action values that build character in young people.

[www.ValuesInstitute.org](http://www.ValuesInstitute.org)

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