



Things You Love to Do

Values Clarification Phase: 1, 2, 6, 7

Size of Group: Individual, pair, small groups.

Context for Use: Career exploration, work-life balance planning, personal and leadership development, retirement planning, partner/relationship development.

Overview of the Activity: Participants make a list of 20 or more things they love to do and analyze them according to a set of criteria. The results help identify out-of-balance areas in their lives and suggest what to do about them.

Step-by-Step Instructions:

1. **List activities.** Make a list of about 20 things that you love to do—things that you do repeatedly, that you always look forward to, and that energize you when you do them. It could be things like advising graduate students, playing chamber music, writing books and articles, preparing a gourmet meal, designing new products and programs, going camping, reading professional material, reading novels, attending films and dramas, panel discussions, choral singing, and so forth. You might write this list on a blank piece of paper, a flip chart, a writing board, or just use the worksheet provided at the end of this activity write-up. The list below has two work activities, two personal activities, and one that could be both (eating out).
2. **Create columns.** Participants make columns to the right of the list, and label them “My highest values” and “My lowest values.” (See samples.) Below those labels, participants enter the names of several top values as identified in their Values Profile™, and then to the right of them, the names of several low-scoring values.
3. **Assess activities.** To the right of each thing you love to do, place a check in the column of values this activity represents. Some activities might not relate to any of your highest or lowest values, and some may relate to more than one. Here is a brief example:



Sample Things You Love To Do Worksheet

	My highest values				My lowest values			
	Beauty	Intellect	Relations	Pleasure	Materiali	Power	Status	Etc.
Research design		✓						
Eating out			✓	✓				
Choral singing	✓			✓				
Reading novels	✓	✓						
Program design		✓						
Etc.								

4. **Reflect.** The facilitator could now divide the participants into small groups and feed them questions such as:
- Which high values seem to have the most activities associated with them? How do you feel about that? Would you like to increase/decrease activities in those areas? Are you happy with the time you spend on activities that reflect those high values?
 - Which high values have few or no activities associated with them? Would you like to find more ways to express those values?
 - Where are opportunities for synergy? Are there activities that could be tweaked to incorporate an additional value?
 - Are there any activities that feed values that are low in importance to you? Might you discontinue these activities in order to make room for other activities that support your higher values, or to be able to do other activities on your list more frequently?



5. **Report reaction and identify themes.** After small groups have had some time to process their worksheets, encourage the large group to share their discoveries by responding to sentence stems such as:
 - a. I was pleased that I....
 - b. I wonder why...
 - c. I was displeased that I....
 - d. I was surprised that I....
 - e. I wonder what would happen if I...
 - f. I relearned that I....
 - g. I discovered that I...
 - h. I wonder if I could...

While facilitating this discussion, look for themes and point them out. Ask participants to identify some themes and common ground. Note: This step is the same as two other activities in this *Toolkit*: I Learned Statements, and I Wonder Statements.

6. **Plan for action.** Invite participants to prepare a To Do list for later implementation, or to enter their ideas on their Parking Lot worksheet.

Possible Variations:

1. Could be used to accomplish the same purpose as The Passion Test (Attwood & Attwood, 2007). Here's a brief description of the Attwoods' approach:
 - a. **List activities.** Make a list of everything you do. Be generic—for example, just list "read novels" rather than listing read crime novels, read spy novels, read adventure novels, read romance novels, etc.
 - b. **Note your pleasures.** Review the list and underline every item that you enjoy—not necessarily passionately enjoy, but just find it reasonably pleasurable. If it is something you do at someone else's request and you don't particularly enjoy it, then don't underline it.
 - c. **Note your passions.** Review the underlined items and circle the ones that you feel passionate about—ones that you would likely never tire of doing, that actually energize you.
 - d. **Identify themes.** Find the underlying pattern that connects your passions. You might call these affinity groups.
 - e. **Create To Do list.** Now, for each of your core passions/affinity groups, make a To Do list: Write down everything you are doing at present or in the near future.



- f. **Assess allocation.** Evaluate each of your To Do lists with an eye for identifying areas that are over- or under-served. Then decide where you might want to cut back and where you might want to add on.
 - g. **Share.** Share your results with someone close to you, and invite them to do the same.
 2. Take the same list of 20 or so things you love to do and use different column headers. Instead of evaluating your activities against your top five and bottom five values, try one or more of the following frameworks:
 - a. Does the activity cost more than \$5 each time you do it? Or is it free (0), cheap (\$), moderate (\$\$), expensive (\$\$\$), or outrageous (\$\$\$\$)?
 - b. Do you typically do it alone (A) or with others (O)?
 - c. Could you still do it when you retire or enter your senior years (R)?
 - d. How many times have you done it in the last month? In the last year?
 - e. Can it be done along with something else on the list (e.g., camping, gourmet cooking, and reading)? Enter (Y) or (N).
 - f. Does it primarily involve working with people (P), data (D), things (T), or ideas (I)?
 - g. Is the activity more sedentary (S) or active (A)?
 - h. Is the activity always assured to be successful and satisfying (S), or is there an element of risk or personal stretching/being out of your comfort zone (R)?
 - i. Could any of these activities, with the right twist, be used to check off something on your bucket list?
 - j. Check the five most important activities—the ones you would most hold onto if you had to give others up, for any reason?



Sample of Variation of Things You Love To Do

	\$	Alone/ others?	Retire?	Sedentary/ active	No. times in last 12 months?	People/ data/ things/ ideas	Satisfying? Is risk involved?	On bucket list?
Research design	0	A/O	R	S	6	I, D		✓
Eating out	\$	O	R	S	100	P		
Choral singing	0	O	R	S	100	I		✓
Reading novels	0	A	R	S	50	I		
Program Design	0	A/O		S	10	I		
Etc.								



Worksheet for Things You Love to Do

Things I Love to Do

	Highest-scoring values					Lowest	
Activities							
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							