Finding Our Way
Empower educators and support students by leveraging the science of purposeful belonging.

Tim Klein, LCSW
Boston College
Share emerging research that’s been shown to be the key ingredient to help people thrive in school, work and life.

Experience this research first-hand and apply it to your own life, your organization and your students.

Walk away with specific things you can do right now to improve the retention, performance & success of your staff and students.
COLLEGE & CAREER NAVIGATION CRISIS

51% Regret a major education decision.

43% Are underemployed upon graduation from college.

66% Do not feel ready to enter the workforce.

75% Feel their college experience isn’t relevant to their work or life.
WHAT WILL MAKE ME SUCCESSFUL?
THE PERFORMANCE MINDSET.
WHAT WILL MAKE ME HAPPY?
THE PASSION MINDSET.
No joke.

By Aaron Munzer

The Student Government Association is protesting student-led cuts in IC Square. It's promoting sustainability by showing students how much food they waste. It's reducing paper consumption through a double-sided paper initiative. And it helped the college honor Martin Luther King Jr.

"It's more business than usual for SGA.""But it's real,"" said the housing director of the college.

In the past year, the organization has been more active on campus, said senior Dave Terry, a member of SGA last year. He said the streamlining of the organization and the election of highly motivated individuals has made SGA the student voice it should have been in previous years.

"Things were off the beaten path in years past, and one year's policies and initiatives would be labeled by the next year's members,"" he said. ""Now you're getting people in there who want to get things done, and it's become more of a 'We are a problem and we're going to do something about it'—which is different from years past."

Last year, SGA passed a constitutional amendment that cut two-thirds of its members, which Terry said provided the way for this year's progress.

"It's a lot easier to get stuff done this year—it's a smaller, leaner machine,"" he said.

Terry Martinez, director of the center for student leadership and involvement and SGA's advice, said this year's executive board focuses on small, real changes instead of getting more done.

"This executive board wants to see results, and they don't want to work within an institutional structure that can be slow to adopt change,"" she said.

Next fall, another SGA initiative will become a reality—towels in facilities will accept ID express as an alternative payment method.

The organization has also drawn up plans to replace current faculty evaluations with uniform assessment forms and to send them to department heads for implementation.
The passion & performance mindsets cause us to **measure up**.

What am I **supposed to do**?

Are others more successful than me?
Am I successful enough?
How do I succeed?

Are others more happy than me?
Am I happy enough?
How do I become happy?
HOW DO I WANT TO CONTRIBUTE?
Purpose: Living a life that’s *personally meaningful* with an *intention* to contribute to the world *beyond the self.*
PURPOSE LEADS TO SUCCESS & HAPPINESS

Well-Being
Reduced impact of psychological stress/PTSD, and increased well being.

Health
Increased physical healthier and even longevity.

Career
Increased motivation, better GPA, more likely to graduate from high school and college, and have more fulfilling careers.
MPOWER: An Evidence-Based Youth Purpose Program.

Abstract:
Public education in the United States is increasingly focused on ensuring that all students graduate from high school and matriculate to college. Unfortunately, students themselves have demonstrated widespread academic disengagement across the middle and high school years. This disengagement is associated with a host of negative academic outcomes, including the failure to leverage their educations toward long-term goals. This article presents a youth purpose program called MPOWER designed to increase student engagement, intrinsic motivation, and ultimately college matriculation rates at an urban high school in the greater Boston area. Research and theory that inform MPOWER, as well as insights from the first author’s experience as an urban educator implementing purpose curriculum, are discussed. The article highlights ways in which youth purpose interventions, such as MPOWER, are especially relevant for underserved and marginalized student populations.
HOW TO NAVIGATE LIFE
THE NEW SCIENCE OF FINDING YOUR WAY IN SCHOOL, CAREER, AND BEYOND
BELLE LIANG, Ph.D.
TIMOTHY KLEIN, LCSW
PURPOSE IS NOT DISCOVERED.

IT’S CRAFTED.
LET’S PRACTICE PURPOSE RIGHT NOW.
THREE STEPS OF PURPOSE CRAFTING

REFLECT ON THE PAST
  Reflect On Experiences

BE IN THE PRESENT
  Act Intentionally

ENVISION THE FUTURE
  Set Intentions
PRACTICE ONE:
ENVISION THE FUTURE
WHAT DO YOU WANT TO HAPPEN?

- What is your desired outcome?
- What do you hope will happen as a result of this outcome?
- How will you know if you succeed?
RESEARCH SHOWS THAT PEOPLE WHO INTENTIONALLY ENVISION THE FUTURE:

- Have improved well-being.
- Are more optimistic.
- Have a more positive affect.
- Have increased prosocial intentions.
- Have better subsequent academic & athletic performance.
HOW CONNECTED DO YOU FEEL TO THIS INTENTION?
THE SCIENCE OF THE FUTURE
When we feel connected to our future selves we:

- Practice long-term decision-making.
- Delay rewards.
- Eat healthier.
- Act more ethically.
- Spend less and save more.

When students feel connected to their future selves they:

- Do more schoolwork.
- Study more often.
- Actively engage in career-planning.
- Follow health & safety guidelines.
- Cheat and procrastinate less.
PRACTICE TWO:
REFLECT ON THE PAST
WHY DO YOU WANT THIS TO HAPPEN?
<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>RELATIONSHIPS</th>
<th>EXPERIENCES</th>
<th>MOMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROLE MODEL</td>
<td>PROVIDING HELP</td>
<td>SUCCESS</td>
<td>HIGH POINT</td>
</tr>
<tr>
<td>CAUTIONARY TALE</td>
<td>NEEDING HELP</td>
<td>FAILURE</td>
<td>LOW POINT</td>
</tr>
</tbody>
</table>
WHAT CHALLENGES HAVE YOU EXPERIENCED?

WHAT OBSTACLES HAVE SET YOU BACK?

WHAT BAD LUCK HAS DETOURED YOUR JOURNEY?

WHAT MILESTONES HAVE YOU REACHED?

WHAT SUCCESS HAVE YOU EXPERIENCED?

WHAT GOOD FORTUNE HAVE YOU BENEFITED FROM?
WHY DO YOU WANT THIS TO HAPPEN?

- Why is this important to you?
- Why is this important to the world beyond yourself?
- How will this benefit your students?
PART THREE: ACT WITH INTENTION
HOW CAN YOU MAKE THIS HAPPEN?

- What’s the biggest challenge you will face in pursuing this intention?
- What’s a challenge your students will face in pursuing this intention?
- What’s one thing you could do by the end of the day to address this challenge?
CREATE A COMMUNITY OF PURPOSE

STUDENTS INTENTIONS

SHARED INTENTIONS

YOUR INTENTIONS
REFLECTIVE INTELLIGENCE

The ability to explore, practice and cultivate a sense of purposeful belonging.

<table>
<thead>
<tr>
<th>CREATING PURPOSE</th>
<th>EXPLORING PURPOSE</th>
<th>PRACTICING PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORMATIVE EXPERIENCES</td>
<td>ENVISIONING THE FUTURE</td>
<td>SETTING INTENTIONS</td>
</tr>
<tr>
<td>MEANINGFUL RELATIONSHIP</td>
<td>BEING IN THE PRESENT</td>
<td>ACTING ON INTENTIONS</td>
</tr>
<tr>
<td>ACTIVE REFLECTION</td>
<td>REFLECTING ON THE PAST</td>
<td>LEARNING FROM OUR ACTIONS</td>
</tr>
</tbody>
</table>
HOW TO CREATE PURPOSE

MEANINGFUL RELATIONSHIPS
In which we interact with people who teach us about ourselves and the world.

FORMATIVE EXPERIENCES
In which we do things that teach us about ourselves and the world.

ACTIVE REFLECTION
That intentionally changes the way we think about ourselves and the world.
THE POWER OF RELATIONSHIPS

- Alumni who have significant relationships with even one or two professors are *twice as likely* to find college very rewarding.

- Alumni with 7 to 10 strong friendships are *three times as likely* to have had an extremely rewarding college experience.

- Having supportive relationships during college *double the odds* of finding your future career meaningful.
THE POWER OF FORMATIVE EXPERIENCES

Relative Importance of Attributes in Evaluating Graduates for Hire

- Internships: Experience - 23
- Employment During College: Experience - 21
- College Major: Academic - 13
- Volunteer Experience: Experience - 12
- Extracurricular Activities: Experience - 10
- Relevance of Coursework: Academic - 8
- College GPA: Academic - 8
- College Reputation: Academic - 5
College graduates who view their work as purposeful are ten times more likely to be thriving in their lives.
1. A **mentor** who encouraged them to pursue their dreams.

2. A **hands-on experience** that allowed them to apply what they learned in classroom to real life.

3. A class that had helped them **apply their academics** to their lives.
“Young professionals who felt prepared for the mental health demands of work life cited their extracurriculars and the relationships they had with their peers as their two most influential experiences. These factors outpaced mental health counseling and career services.”
RELATIONSHIPS & EXPERIENCES CAUSE US TO THINK INTENTIONALLY ABOUT OUR LIVES.
THE MORE WE THINK ABOUT OUR LIVES THE MORE LIKELY WE ARE TO FIND PURPOSE IN THEM.
HOW DO YOU CULTIVATE PURPOSE AND BELONGING IN YOUR ROLE?
### BELONGING BEST PRACTICES

<table>
<thead>
<tr>
<th>Meaningful Relationships</th>
<th>Formative Experiences</th>
<th>Active Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging people to share their perspectives and consider the view of others.</td>
<td>Inviting people to pursue their interests.</td>
<td>Providing the rationale when asking people to do something.</td>
</tr>
<tr>
<td>Creating opportunities for people to get to know one another outside of defined roles.</td>
<td>Allowing people to decide which activities they engage in over others.</td>
<td>Creating space for people to intentionally think about the future.</td>
</tr>
<tr>
<td>Creating time for people to connect, either formally or informally.</td>
<td>Facilitating shared experiences with groups that elicit shared positive emotions.</td>
<td>Creating space for people to reflect and share about the past.</td>
</tr>
<tr>
<td>Providing opportunities for people to listen to others, encourage them and express care.</td>
<td>Inviting people in decisions that affect them.</td>
<td>Creating space for people to share about the present.</td>
</tr>
<tr>
<td>Empowering people to push one another to grow by setting high expectations and holding one another accountable.</td>
<td>Inviting people to collaborate to solve problems and reach goals.</td>
<td>Empowering people to share their perspectives in a group setting.</td>
</tr>
<tr>
<td>Creating opportunities to support one another to complete tasks and achieve goals.</td>
<td>Creating opportunities for people to take action and lead.</td>
<td>Designing opportunities to reflect on failures and help one another learn from mistakes and setbacks.</td>
</tr>
<tr>
<td>Showing care, concern, and excitement for one another.</td>
<td>Designing experiences that cause people to think, feel, and act in novel ways.</td>
<td>Encouraging people to reflect on how their personal goals relate to larger community goals and vice versa.</td>
</tr>
<tr>
<td>Creating opportunities for people to affirm the traits of others, acknowledge effort, and encourage future actions.</td>
<td>Creating opportunities for people to share wisdom, knowledge, and resources.</td>
<td>Encouraging expression of opinions across a variety of communication channels.</td>
</tr>
</tbody>
</table>
WHAT FORMATIVE EXPERIENCES DO YOU OFFER STUDENTS?

HOW DO YOU CULTIVATE MEANINGFUL RELATIONSHIPS?

WHERE DO YOU EMPOWER PEOPLE TO ACTIVELY REFLECT?
WHAT’S YOUR STORY?

WHAT DO YOU WANT? WHY DO YOU WANT IT?

HOW CAN WE HELP YOU MAKE IT HAPPEN?
THANK YOU!

tim@howtonavigate.com