



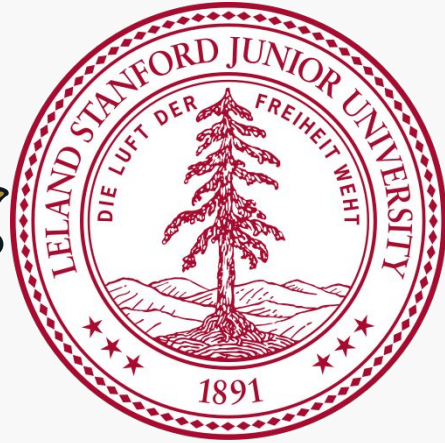
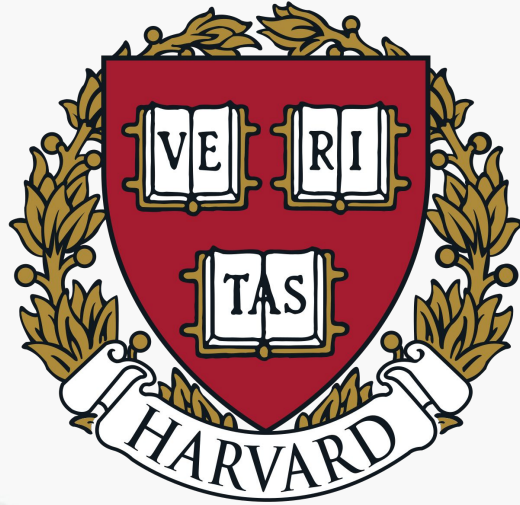
# Finding Our Way Empower educators and support students by leveraging the science of purposeful belonging.

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.**

**66%**

**Do not feel ready  
to enter the  
workforce.**

**43%**

**Are  
underemployed  
upon graduation  
from college.**

**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**?

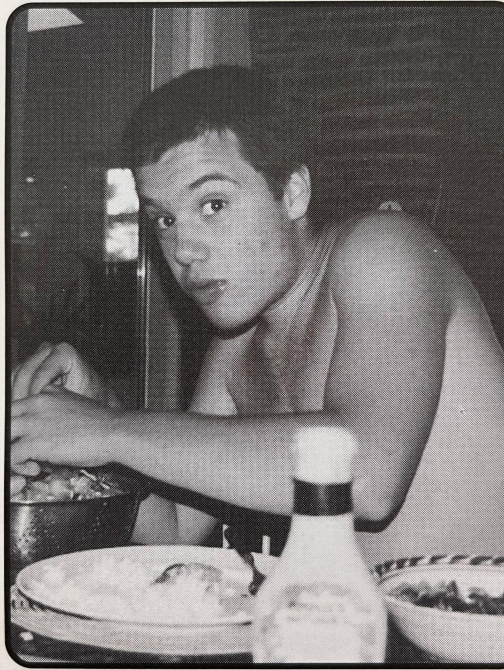


# THE PASSION MINDSET.





# MY STORY



Tim Klein



**Above:** Senior Daniel McCarey, vice president of campus affairs, protests student debt in the middle of IC Square. (*Pam Arnold/The Ithacan*)

**Opposite Page:** The Executive Board of SGA: Ivan Topalov, vice president of communications; Daniel McCarey, vice president of campus affairs; Tim Klein, president; Lane Tobias, vice president of business and finance; Nivedita Mukherjee, vice president of academics. The five ran under the Tim Helps Everyone, or T.H.E. platform. (*Jamie Siegel/The Ithacan*)

SGA gets things done.

# No joke.

By Aaron Munzer

The Student Government Association is protesting student-aid 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.

In the past year, the organization has been more active on campus, said senior Dave Syracuse, a senator in 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 left by the wayside in past years, and one year's policies and initiatives would be forgotten 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, 'We see 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 Syracuse said paved 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 adviser, said this year's executive board's focus on small, real changes enabled it to get 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 affect change," she said.

Next fall, another SGA initiative will become a reality — taxicabs in Ithaca will accept ID express as an alternative payment to cash.

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.



But Klein said "the biggest win of the

real-life student that SGA was making

Now a new committee is formed to deal



# The passion & performance mindsets cause us to **measure up**.

*What am I supposed to do?*

Are others more successful than me?

Are others more happy than me?

Am I successful enough?

Am I happy enough?

How do I succeed?

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.

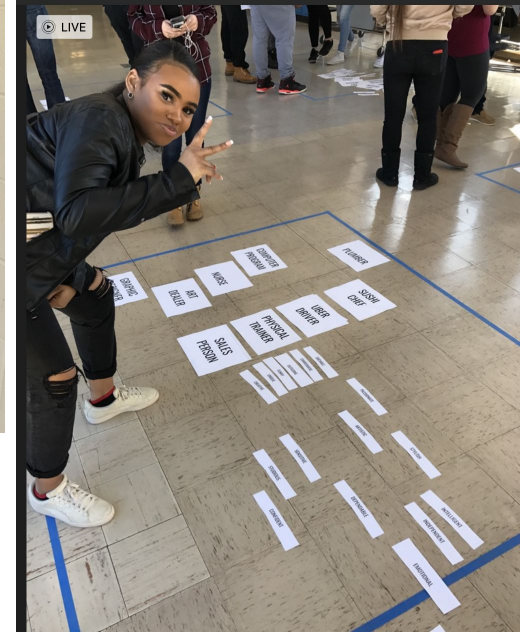
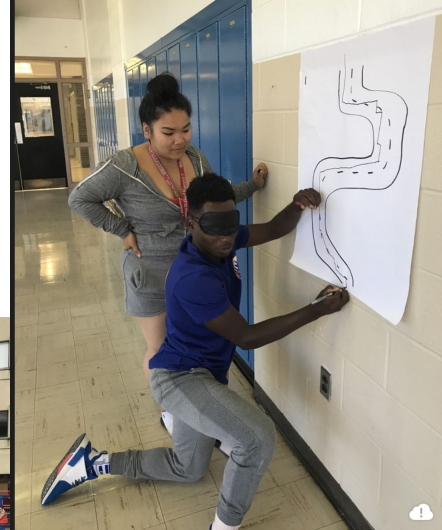


## Career

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.



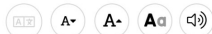
**Authors:** Tim Klein, Belle Liang, Jonathan Sepulveda and Allison E. White  
**Date:** July 2019



**From:** Journal of Character Education (Vol. 15, Issue 2)  
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**Length:** 5,953 words  
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EXPLORE

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.

Related Subjects

- Youth
- High schools

## ORIGINAL RESEARCH article

Front. Psychol., 16 December 2021  
Sec. Cultural Psychology  
Volume 12 - 2021 |  
<https://doi.org/10.3389/fpsyg.2021.761580>

This article is part of the Research Topic

Psychology for the Common Good: The Interdependence of Citizenship, Justice, and Well-being across the Globe

[View all 21 Articles >](#)

# MPOWER: The Impact of a Purpose Program on Adolescents' Intrinsic and Extrinsic Motivations

Jonathan A. Sepulveda<sup>1\*</sup>, Brenna Lincoln<sup>2</sup>, Belle Liang<sup>2</sup>, Timothy Klein<sup>3</sup>, Allison E. White<sup>4</sup>, Nancy Hill<sup>5</sup> and John Perella<sup>6</sup>

# “My Mentor Thinks That I can Be Someone Amazing”: Drawing Out Youths’ Passions and Purpose

Journal of Adolescent Research  
2021, Vol. 36(1) 98–123  
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Allison E. White<sup>1</sup> , Brenna Lincoln<sup>1</sup>, Belle Liang<sup>1</sup>, Jonathan Sepulveda<sup>1</sup>, Veronica Matyjaszczyk<sup>1</sup>, Caroline Kupersmith<sup>1</sup>, Nancy E. Hill<sup>2</sup>, and John Perella<sup>3</sup>

Research Article

<https://doi.org/10.12973/ejper.4.2.113>



## European Journal of Psychology and Educational Research

Volume 4, Issue 2, 113 - 122.

ISSN: 2589-949X  
<https://www.ejper.com>

### 'MPOWER Shows Me Who I Want to Be': A Qualitative Study of a Youth Purpose Program

Brenna Lincoln<sup>1</sup>   
Boston College, USA

Willow Wood<sup>1</sup>   
Boston College, USA

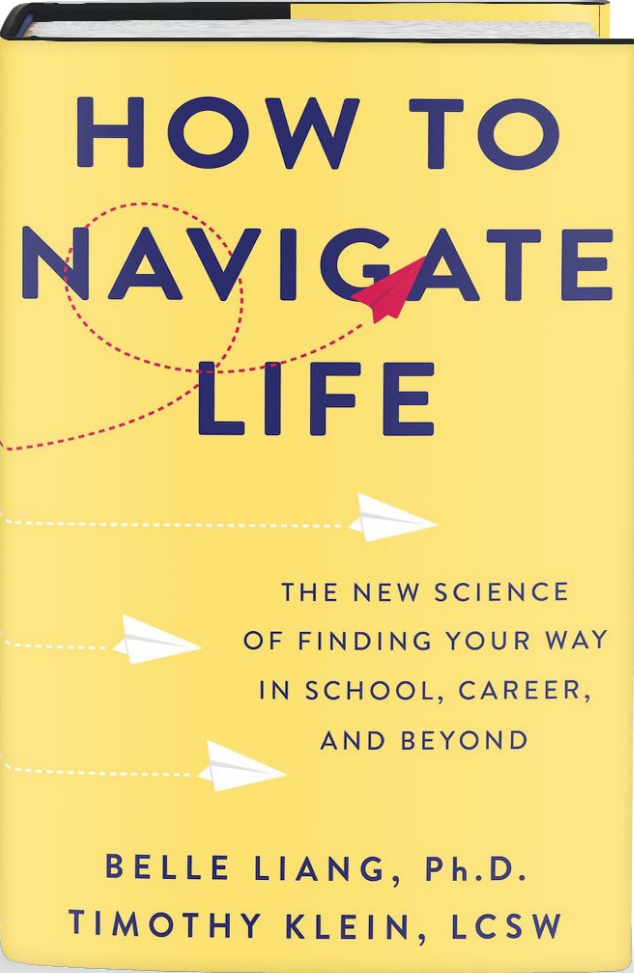
Madeline Reed<sup>1</sup>   
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Jonathan Sepulveda<sup>1</sup>   
Boston College, USA

Belle Liang<sup>1</sup>   
Boston College, USA

Nancy E. Hill<sup>1</sup>   
Harvard University, USA

John Perella<sup>1</sup>   
Revere High School, USA



# HOW TO NAVIGATE LIFE

The title 'HOW TO NAVIGATE LIFE' is written in large, bold, blue, sans-serif capital letters. A red dashed line starts from the left edge, loops around the word 'NAVIGATE', and ends with a red arrowhead pointing towards the letter 'A'.



THE NEW SCIENCE  
OF FINDING YOUR WAY  
IN SCHOOL, CAREER,  
AND BEYOND

Three white paper airplane icons are positioned on the left side of the cover. Each is connected to the text area by a horizontal dashed white line that extends from the left edge of the cover.

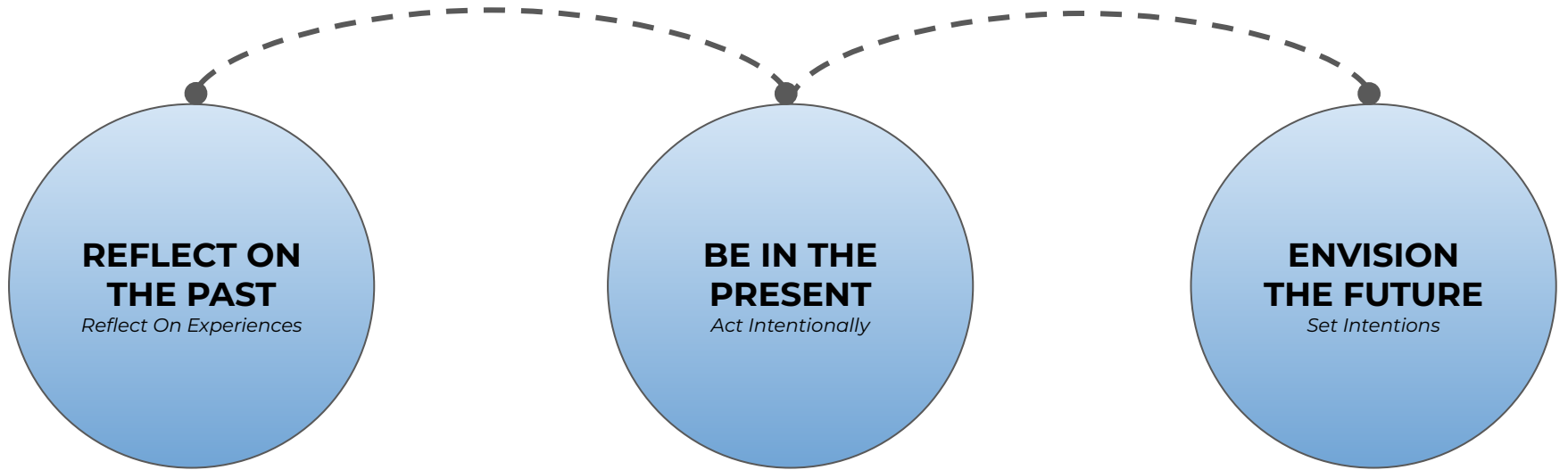
BELLE LIANG, Ph.D.  
TIMOTHY KLEIN, LCSW

**PURPOSE IS NOT DISCOVERED.**

***IT'S CRAFTED.***

**LET'S PRACTICE *PURPOSE*  
RIGHT NOW.**

# THREE STEPS OF PURPOSE CRAFTING



**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:

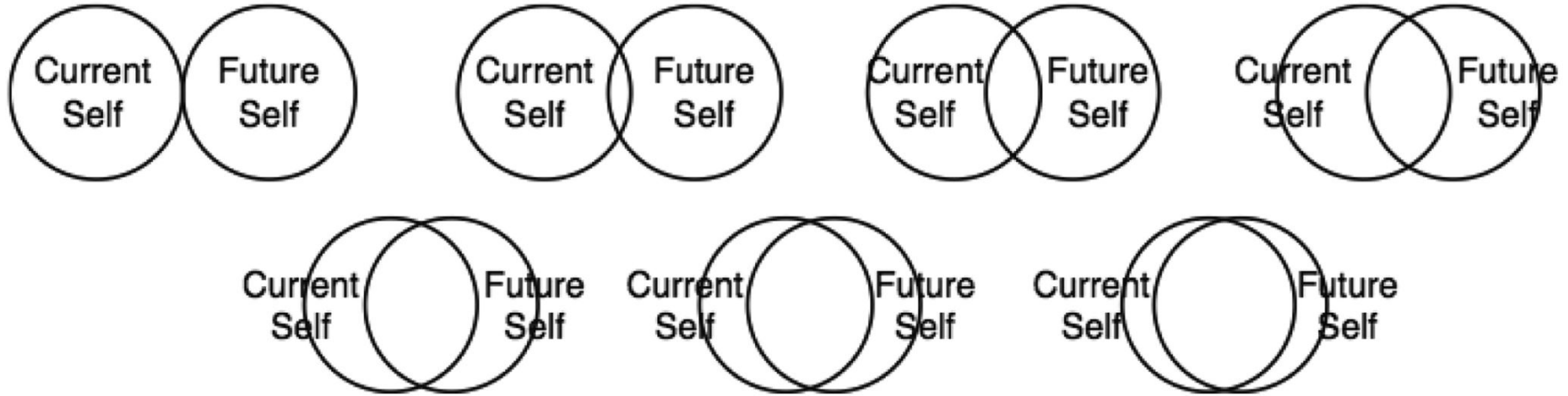
- Have improved well-being.
- Are more optimistic.
- Have a more positive affect.
- Have increased prosocial intentions.
- Have better subsequent academic & athletic performance.



**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?**

**PEOPLE**

**RELATIONSHIPS**

**EXPERIENCES**

**MOMENTS**

**ROLE MODEL**

**PROVIDING HELP**

**SUCCESS**

**HIGH POINT**

**CAUTIONARY  
TALE**

**NEEDING HELP**

**FAILURE**

**LOW POINT**



**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?

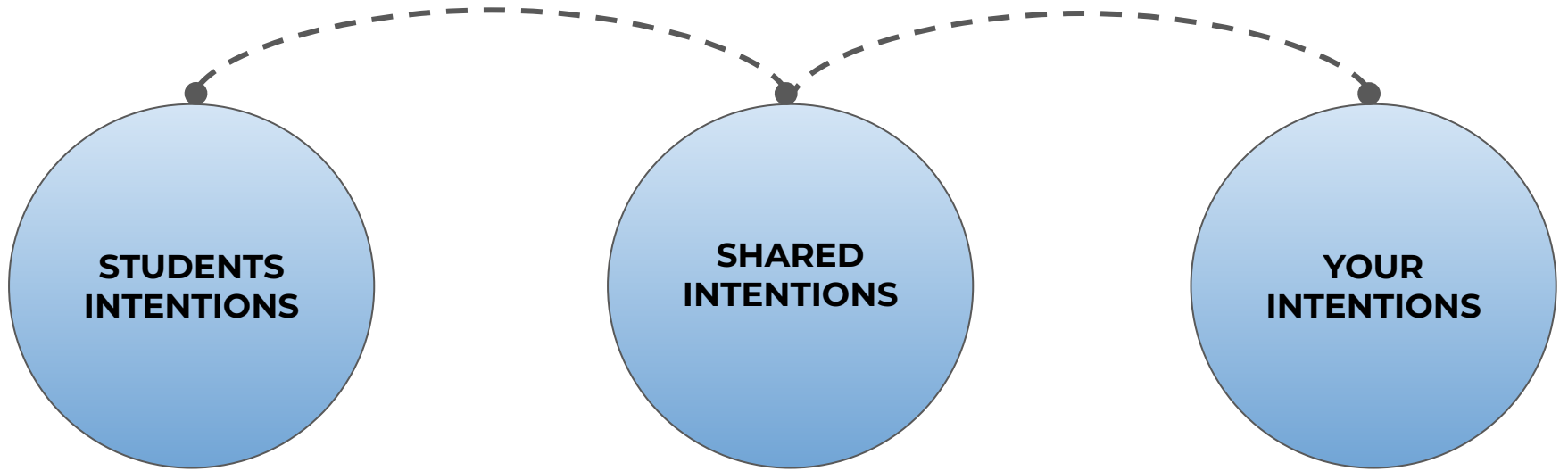
**PART THREE:**

**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



# REFLECTIVE INTELLIGENCE

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

<b>CREATING PURPOSE</b>	<b>EXPLORING PURPOSE</b>	<b>PRACTICING PURPOSE</b>
FORMATIVE EXPERIENCES	ENVISIONING THE FUTURE	SETTING INTENTIONS
MEANINGFUL RELATIONSHIP	BEING IN THE PRESENT	ACTING ON INTENTIONS
ACTIVE REFLECTION	REFLECTING ON THE PAST	LEARNING FROM OUR ACTIONS

# 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.

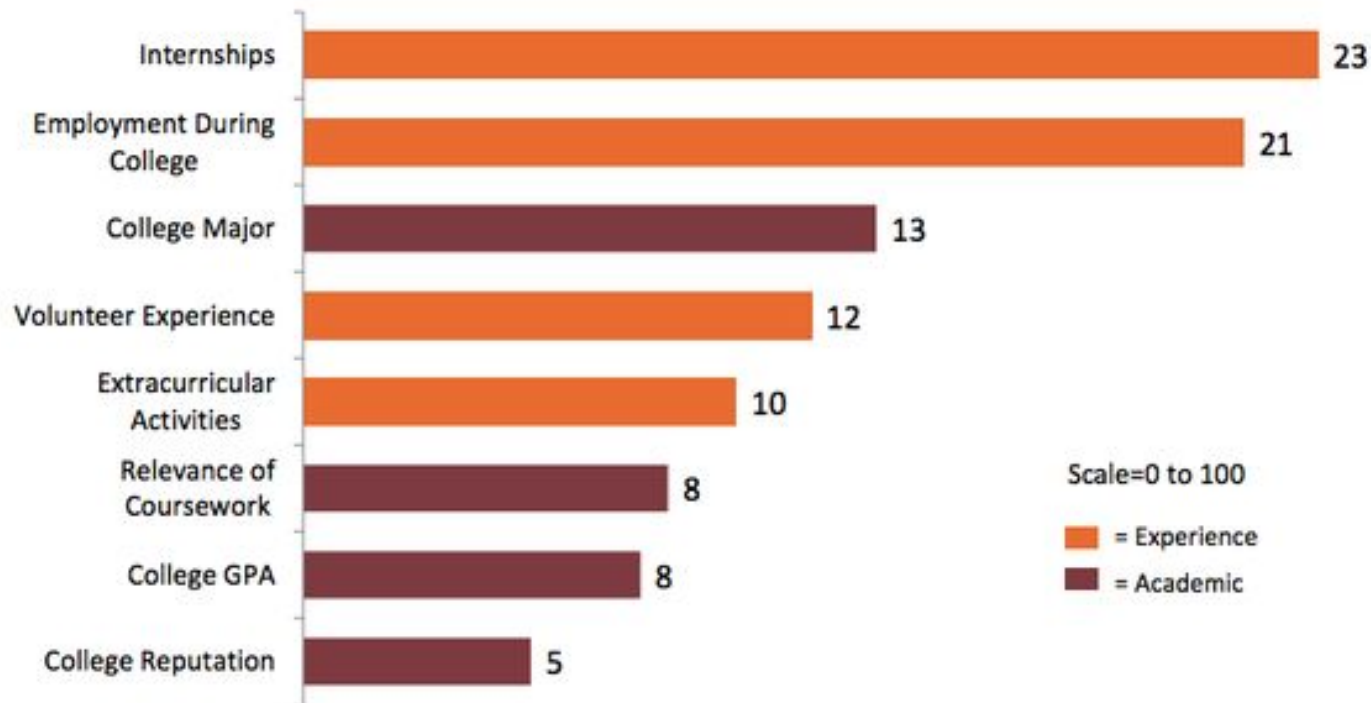


# THE POWER OF RELATIONSHIPS

- 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





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.

# THE MENTAL HEALTH AND WELLBEING OF YOUNG PROFESSIONALS



“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

Meaningful Relationships	Formative Experiences	Active Reflection
<ul style="list-style-type: none"> <li>● Encouraging people to share their perspectives and consider the view of others.</li> <li>● Creating opportunities for people to get to know one another outside of defined roles.</li> <li>● Creating time for people to connect, either formally or informally.</li> <li>● Providing opportunities for people to listen to others, encourage them and express care.</li> <li>● Empowering people to push one another to grow by setting high expectations and holding one another accountable.</li> <li>● Creating opportunities to support one another to complete tasks and achieve goals.</li> <li>● Showing care, concern, and excitement for one another.</li> <li>● Creating opportunities for people to affirm the traits of others, acknowledge effort, and encourage future actions.</li> </ul>	<ul style="list-style-type: none"> <li>● Inviting people to pursue their interests.</li> <li>● Allowing people to decide which activities they engage in over others.</li> <li>● Facilitating shared experiences with groups that elicit shared positive emotions.</li> <li>● Involving people in decisions that affect them.</li> <li>● Inviting people to collaborate to solve problems and reach goals.</li> <li>● Creating opportunities for people to take action and lead.</li> <li>● Designing experiences that cause people to think, feel, and act in novel ways.</li> <li>● Creating opportunities for people to share wisdom, knowledge, and resources.</li> <li>● Designing physical spaces in a way that reflects the diversity of the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Providing the rationale when asking people to do something.</li> <li>● Creating space for people to intentionally think about the future.</li> <li>● Creating space for people to reflect and share about the past.</li> <li>● Creating space for people to share about the present.</li> <li>● Empowering people to share their perspectives in a group setting.</li> <li>● Designing opportunities to reflect on failures and help one another learn from mistakes and setbacks.</li> <li>● Encouraging people to reflect on how their personal goals relate to larger community goals and vice versa.</li> <li>● Encouraging expression of opinions across a variety of communication channels.</li> </ul>

**WHAT FORMATIVE EXPERIENCES DO  
YOU OFFER STUDENTS?**

**HOW DO YOU CULTIVATE MEANINGFUL  
RELATIONSHIPS?**

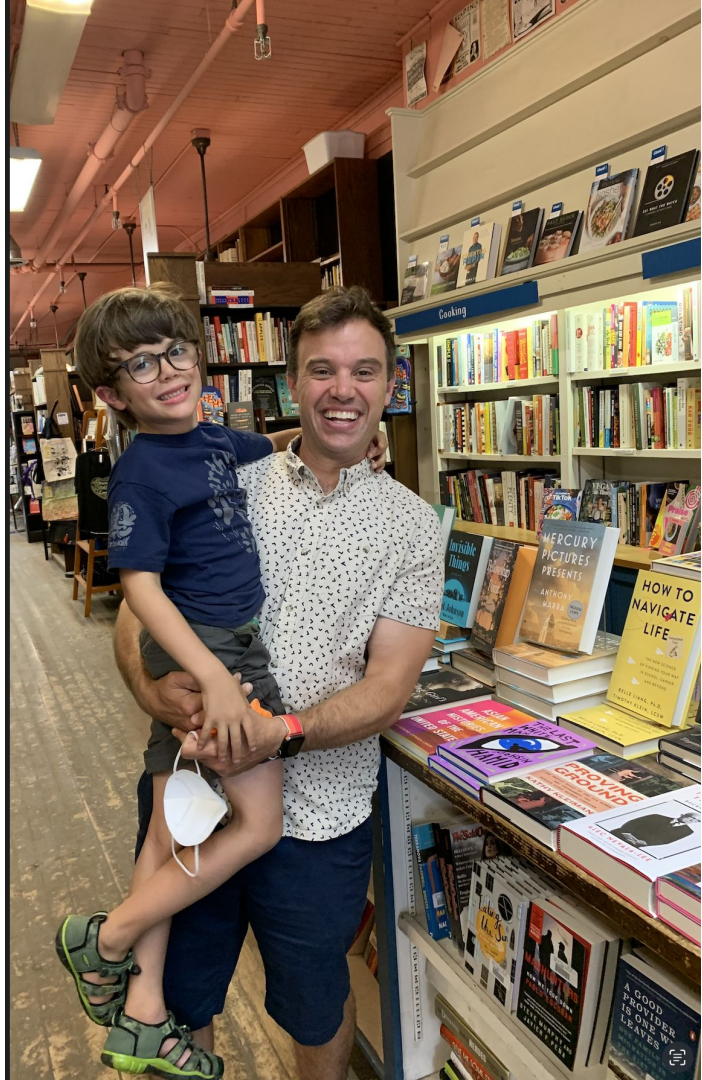
**WHERE DO YOU EMPOWER PEOPLE  
TO ACTIVELY REFLECT?**



**WHAT'S YOUR STORY?**

**WHAT DO YOU WANT? WHY DO  
YOU WANT IT?**

**HOW CAN WE HELP YOU MAKE IT  
HAPPEN?**



THANK YOU!

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