

# **Pathway Selection, Build on Experience, Explore Career Options, and Connect with Work**

**NC GPS 100 Series Virtual Workshops  
Student Success Center, North Carolina Community College System  
February 23, 2022**

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## **Run Your Own Race**

(From "Louder Than Words: Harness the Power of Your Authentic Voice" by Todd Henry, as shared by Brian Johnson)

“The lesson that I’ve embraced over the past decade of life and work is a simple one: because of unique passions, skills, experiences, and opportunities, each of us has a unique race to run. It’s ours alone and cannot be compared to the race being run by others. When we allow the stigma of judgment, comparison, or envy to tempt us off course, we violate the fullness of the contribution of which we are capable. We exhaust ourselves chasing ‘ghost runners’ and ‘phantom success.’ We lose sight of the end goal, and in turn we lose sight of ourselves.

Pursue uniqueness with your voice. Run your race. Execute your plan. Do your work, not someone else’s. Don’t allow envy, spite, ego, or greed to derail you or cause you to chase a phantom ideal that was never meant for you. You have a valuable contribution to make in the arena of influence you’ve been given, and a unique voice to offer the world, but if you are not diligent you may wind up gaining quick ground in the short term, only to watch the pack pass you a few miles down the road.”

# Session Overview

**Session Description:** Participants will learn the tools and strategies to help students move through Guided Pathways 2.0, starting with the question, “What are you actually here to do?” They will complete a worksheet that outlines how to use their: (1) knowledge, skills, and gifts, (2) personal/life experiences, and (3) prior learning experiences – to create educational, experiential, employable, and entrepreneurial pathways towards work and careers that matter to them and profoundly serve the world. The goal is to develop plans that are created and driven by the student, for the student – that not only save time and money but provide clarity and direction for the present and future.

## Agenda

1. Part 1: You, Your Work, and Your Institution
2. Activity #1: Student Success One-Liner
4. Part 2: You, Your Work, and Your Students
5. Activity #2:
6. Wrap-up

## Part 1

# You, Your Work, and Your Institution

Why are students coming to (your) college?

What are you (and/or your institution) here to do?

(Post your answers in the chat box.)

# The Numbers...

- 2018-2019: 668,120
- 2019-2020: 640,370
- 2020-2021: 525,536
- 2021-2022: up 2%

# What I Want From College...

Why are you in college? What do you hope to gain by being here? This activity will have you select your top FIVE (5) reasons for attending college. (313 responses: 186 responses online, 127 responses in-person)

1. I want to make sure I have a good job after I graduate. – 136 (43.5%)
2. I want to get a college degree. – 128 (40.9%)
3. **\* I want to learn and grow. – 124 (39.6%)**
4. *\* I want to make my parents/my family proud. – 119 (38.0%)*
5. **\* I want to figure out what to do with my life. – 90 (28.8%)**
6. **\* I want to find my purpose in life. – 85 (27.2%)**
7. I want to improve my study/note-taking skills. – 80 (25.6%)
8. **\* I want to help people and serve my community. – 66 (21.1%%)**
9. **\* I want to find the right major/career for me. – 56 (17.9%)**
10. I want to get into grad school/professional school (i.e., Law School, Medical School, etc). – 56 (17.9%)

# What's Important to Me?

## 2017-2019 (1,065 responses)

1. Being healthy physically, mentally, emotionally, and spiritually (68.8%)
2. Being happy/enjoying life (53.1%)
3. Connecting and spending time with family (52.58%)
4. Getting my degree/getting a good education (48.8%)
5. Being successful in life (45.2%)
6. Practicing my religion/spirituality (28.2%)
7. *Connecting and spending time with friends (27.3%)*
8. Getting a job/being employed/having a career (23.6%)
9. Helping/serving others in a meaningful way (21.1%)
10. Living a fulfilling life/living a life with no regrets (20.4%)

## 2021 (167 responses)

1. Being healthy physically, mentally, emotionally, and spiritually (64.1%)
2. Being successful in life (49.1%)
3. Getting my degree/getting a good education (46.7%)
4. Being happy/enjoying life (44.9%)
5. Connecting and spending time with family (36.5%)
6. Getting a job/being employed/having a career (27.5%)
7. *Having fun/having a good time (25.1%)*
8. Helping/serving others in a meaningful way (25.1%)
9. Practicing my religion/spirituality (24.6%)
10. Living a fulfilling life/living a life with no regrets (23.9%)

What students really need...

I need helping figuring out  
what I should do with my life!

My Hypothesis: Guided Pathways 2.0  
is driven by students, not by institutions.

**Transactional Advising (i.e., Traditional Registration and Scheduling)** is motivated by the desire to get the most one possibly can while giving as little as possible. The student sees the relationship as “it’s all about me“ and “what I can get,” not about what they can give. Transactional relationships protect and minimize what advisors share with their students. Transactional conversations are defined by an exchange: “I need this, you need that” or “I need to do this, you need to do that.”

Characteristics:

- Passing on information from the advisor to the student
- Advisors are trained for specific tasks to “please” the student
- Focus on the immediate needs of the student
- Tasks can be performed relatively quickly
- Tasks are assigned based on strengths and expertise of advisor to increase output
- Agenda is determined by specific functions of advisor/unit
- Success is determined by solving student problem
- Easy to measure
- Limited interaction with student
- Student interactions more focused on the self than on others
- Foundation for execution and progression in our lives
- Typically tied to Institution-based goals

**Transformational Advising (i.e., Life Design Catalysts)** inspires students to innovate and create in ways that will help them grow and shape the future success of their education. Having a higher purpose helps them to make specific intentions for change to occur. Trust is the key mediating factor; it determines whether the student enters a relationship with the intent to help make the change needed to improve their working and/or living environment. Transformational conversations are discussions where ideas are shared, leading to an understanding of "transforming" ourselves into the next version of ourselves.

#### Characteristics:

- Focuses on the message being delivered, not on the task at hand
- Takes time to form relationship/connection with student
- Partnership built on a foundation of trust
- Focus on love, care, and/or inspiration for the student
- A commitment to goals, mission, purpose, and outcomes for the student.
- Agenda is determined by student
- Success is determined by student growth and development
- Hard to measure
- Specific conversations with student that evolves over time
- More focused on others than on the self
- Foundation for the evolution and progression of our soul and of our being.
- Typically tied to student-driven goals

## Crossroads Questions...

What should I do with my life?  
(Internal)

What are you going to do (with your life)?  
(External)

# TRANSFORMATION!!!



People want to be a better version of themselves!

Here's how I would market an institution's home page...

(with the student as the Hero and the institution as the Guide)

How do you answer the questions,

“What should I do with my life?”

or

“What are you going to do with your life?”

Don't know?

We can help! Create a plan for a better life and a better you!

# Students seek two things...

(if you ask “why” enough times)

1. An aspirational identity.

(How they see themselves.

How others see them.)

2. A better life.

(Better life for myself and my family.

Better life than my friends.)

Can I do this?  
Do I have what it takes?

What if I make the wrong choice?  
What if I fail?

Activity #1  
Student Success One-Liner

Student Success One-Liner answers the question,

“What do you do?”

(you, your department, your institution)

# **Student Success One-Liner Overview**

The Character: Who is your customer?

The Problem: What is their problem?

The Plan: What is your plan to help them? (What is your solution?)

The Success: What will their life look like after you do what you do?

## **Student Success One-Liner: Your Turn**

The Character: Who is your customer?

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The Problem: What is their problem?

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The Plan: What is your plan to help them? What is your solution?

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The Success: What will their life look like after you do what you do?

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# Student Success One-Liner Statement Template

Now, turn your answers into a one- or two-sentence Student Success One-Liner Statement. If you're stuck creating your own statement, start with the sentence completion template (feel free to adapt this template to your needs or create your own statement, making sure to use each of the four categories above):

Most \_\_\_\_\_ (The Character) need help with \_\_\_\_\_ (The Problem).

I provide/offer \_\_\_\_\_ (The Plan) so that \_\_\_\_\_ (The Success).

Most students and people at a crossroads in life (The Character) want help answering the questions, “What should I do with my life?” and “What are you going to do with your life?” (The Problem). We provide courses and workshops to empower them create meaningful educational, career, and life plans (The Plan) that lead to happy, healthy, and successful lives now and in the future (The Success).

Most faculty and staff in higher education (The Character) want help motivating students to value their education. (The Problem). We provide Life Design Catalyst Trainings and Workshops to provide the tools and resources (The Plan) so they can help students get excited about college, their lives, and their future.

## Student Success One-Liner Statement Template

Now, turn your answers into a one- or two-sentence Student Success One-Liner Statement. If you're stuck creating your own statement, start with the sentence completion template (feel free to adapt this template to your needs or create your own statement, making sure to use each of the four categories above):

Most \_\_\_\_\_ (The Character) need help with \_\_\_\_\_ (The Problem).

I provide/offer \_\_\_\_\_ (The Plan) so that \_\_\_\_\_ (The Success).

(P.S. If you can construct a Student Success One-Liner, please post in the chat box.)

# TRANSFORMATION!!!



People want to be a better version of themselves!

# What Does Success Look Like for Your Students?

## **Before they see you...**

- Lack of clarity and direction in life.
- No idea what they want to do.
- Lack of confidence in self.
- No plan for present or future.

## **After they see you...**

- Clarity and direction for life.
- Ideas for what they want to do (and how they can do it).
- Increased confidence.
- A plan for the present and future.
- The status of being a college graduate (for some).
- Feeling of self-acceptance.

## Part 2

# You, Your Work, and Your Students

The BIG Life Questions to answer:

- Who must I FEARLESSLY become?
- What is life (and the world) asking of me?

# The Data (Workplace Engagement)

13% of employees  
are actively  
disengaged

51% of employees  
are not engaged

Only 36% of  
employees are  
engaged

- U.S. Employee Engagement Reverts Back to Pre-COVID-19 Levels - <https://www.gallup.com/workplace/321965/employee-engagement-reverts-back-pre-covid-levels.aspx>

# The Data (Entrepreneurship)

15.6% of adult population are entrepreneurs

40% of working population are independent workers

43% of working population have side hustles (side businesses)

(prediction) 50%-80% of working population will be independent workers by 2030

- 10 Entrepreneurship Statistics That You Need to Know in 2021 - <https://www.oberlo.com/blog/entrepreneur-statistics>
- 40% of workers are contingent workers - <https://www.forbes.com/sites/elainepofeldt/2015/05/25/shocker-40-of-workers-now-have-contingent-jobs-says-u-s-government/?sh=3168267e14be>
- 43% of full-time workers have side hustles - <https://www.bankrate.com/personal-finance/side-hustles-survey-june-2019/> and <https://www.sidehustlenation.com/side-hustle-statistics/>
- 50% of workforce will be contingent workers - <https://www.talentwave.com/the-u-s-contingent-workforce-challenge/>
- 50% of workforce are contingent workers (2020); 80% by 2030 - <https://serraview.com/gig-economy-impacting-corporate-workplace/>

**Purpose:** A sustained, fully-engaged, intentional commitment to future-directed goals and activities that empower you to explore, cultivate, and express an ever-evolving best version of yourself, where you use your gifts in profound service to something bigger than yourself.

**Meaning:** The reason and significance behind who you are, what you do, and why you do it. It is something you develop, something you share, and something you create throughout your life, which can be formed in every moment through impactful positive experiences and/or significant negative experiences/trauma.

**Mission:** A mission is an important task or duty that you are given to do. Your mission is the "work" that ignites your unique gifts in service to something bigger than yourself, something that matters to you so much that it will make a positive difference in the world.

**Vision:** The use of imagination and wisdom to paint a vivid mental image of what you want to achieve in the future, based on your goals, dreams, and aspirations. Your vision is your desired future state as it captures the essence of where you want to go, serves as the inspiration to give your best, and shapes the reason why you are doing what you do.

**Hope:** To know that your future can be better than your present. Consists of three parts: (1) Goal – find something that gets you excited and fires you up, (2) Agency – you have the belief that you can make it happen, and (3) Pathways – you understand that there are multiple ways to achieve your goal.

# The LDC's Simple Rules for (Student) Success

1. Know Yourself
2. Serve Profoundly
3. Find **Your** Right Pond

HHS125: “What Could I Do With My Life” – Success in work.

HHS135: “Redesign a Life You’ll Love” – Success with yourself.

HHS250: “Side Hustle 101” – Success in your business.

# “HHS125: What Could I Do With My Life”

## Know Yourself

- Personal Responsibility
- Personal Integrity
- Personality Assessments (Myers-Briggs; Enneagram; Holland Code)
- Strengths Assessments (Character; Engagement; Principles You)
- Values Assessments (Personal Core; Desired Work; Lifestyle)
- Motivators (Personal; Workplace)
- Personal Superpowers
- Seven-Word Life Motto (Tagline)

## Serve Profoundly/Find Your Right Pond

- Meaningful Work Statement
- Major Exploration Academic Plan/Calling Connection Career Plan
- Core Emotional Challenges/Pressing Societal Issues
- Problem-to-Solve One-Liner
- Life's Work Endeavors (Educational, Experiential, Employable, Entrepreneurial)
- I Am Because You Were Statement
- Dream Team/Dream Community
- Vision for Service Statement

# Character Resume

- **Character Summary**
- **Personality Type**
  - **Myers-Briggs Personality Type**
    - **Four Letter Code:**
    - **Characteristics:**
  - **Enneagram**
    - **Number Type:**
    - **Characteristics:**
  - **Big Five Aspects**
    - **Big Five Aspects Percentages:**
    - **Characteristics:**
- **Strengths**
  - **VIA Character Strengths**
  - **Gallup StrengthsFinder**
- **Principles You**
  - **Archetypes:**
  - **How You Prefer to Think:**
  - **How You Engage With Others:**
  - **How You Apply Yourself:**
- **Values**
  - **Personal Core Values**
  - **Desired Work Values**
  - **Lifestyle Values**
- **Motivations**
  - **Personal Motivators**
  - **Workplace Identity:**
  - **Workplace Motivators:**
- **Personal Superpowers**
- **Seven-Word Life Motto**

# Portfolio Life Worksheet

- Personal Characteristics
- Education/Knowledge
- Talents, Gifts, Skills, and Abilities
- Interests
- Personal/Life Experiences
- Work Experiences
- Volunteer Experiences
- Recognition, Awards, and Achievements

# Questions About Life...

1. What challenges have I been able to overcome? What experiences/events (positive and negative) have had the greatest impact on me? What important lessons have I learned?
2. What do I find fascinating? What am I curious about? What can't I stop thinking about? What do I want to know more about?
3. What activities allow me to feel most fully alive? What do I LOVE, LOVE, LOVE to do? What do I most when I have free time?
4. What would your five closest family members/friends say are your greatest attributes, talents, and gifts? What would I say are my best qualities and traits?
5. If I had the opportunity to work with a particular group, a group that could benefit from what I have to offer, who would I want to work with? Are there individuals or groups that I feel compelled to help?
6. What problem/issue in my life, in my family, in my town, in my country, and/or in the world do I want to help them solve? What makes me mad/angry so much that I want to do something about it?

Activity #2  
Mission Statement

# Mission Statement Template

Use this Mission Statement Template to quickly define how you will serve others, which can be helpful how you can make the most of your school/work experience: **I am here to \_\_\_\_\_ deal with \_\_\_\_\_ so that \_\_\_\_\_.**

## Template

**“I am here to \_\_\_\_\_**

(*action verb*: a verb describing *what you do*, i.e. help, serve, motivate, encourage, save, rescue, support)

---

(*with whom*: groups – people, children, students, animals, nature, etc. – *who you help*)

**deal with \_\_\_\_\_**

(*problem/issue*: the problem/issue that they have or have to deal with – *their challenge*)

**so that \_\_\_\_\_.”**

(*end result*: *the benefit you provide* – this happens, changes, improves, and/or impacts how others think, feel, do, act, and/or believe).

# Action Verb (What you do)

Advise	Advocate	Assist	Build	Change	Coach
Collaborate	Connect	Construct	Contribute	Coordinate	Counsel
Create	Cultivate	Deliver	Demonstrate	Design	Develop
Direct	Discover	Dream	Educate	Eliminate	Employ
Empower	Enable	Encourage	Engage	Enlist	Entertain
Evaluate	Examine	Explain	Explore	Express	Facilitate
Feed	Foster	Free	Gather	Guide	Heal
Help	Imagine	Improve	Influence	Inform	Inspire
Instruct	Invite	Lead	Lift	Listen	Live
Love	Make	Mentor	Motivate	Nurture	Optimize
Prepare	Promise	Promote	Provide	Pursue	Reclaim
Rejuvenate	Restore	Save	Share	Show	Study
Support	Surrender	Teach	Train	Transform	Unlock
Uplift	Worship	Serve	Rescue	Elevate	

# With Whom (Who you help)

Business Owners

Young Children

Special Needs – Mentally

High School Students

Creative People

K-12 Education (Teachers, Staff)

Specific Medical Issues

Poverty/Rural Areas

Mothers and/or Fathers

Delinquents

Females or Males (not both)

Homeless People

Children in Foster Care

Unhealthy People

Artists/Performers

Veterans/Military

Adults

Entrepreneurs

Communities/Neighborhoods

Special Needs - Physically

Infants/Babies

Blind/Visually Impaired

Families (includes your own)

Specific Ethnic/Racial Groups

“Do-It-Yourself” (DIY) People

People from Other Countries

People in Emotional Crisis

At-Risk Groups

Farmers

Animals

Orphans/Runaways

Prisoners

Marriages

LGBTQA (Lesbian, Gay, Bisexual, Transgender, Questioning, Asexual)

Athletes

Deaf/Hearing Impaired

Disaster Victims

College Students

High Level Executives

Higher Education (Faculty, Staff)

Substance Abusers

Religious Organizations

Single Parents

Elderly/Seniors

Gangs/Gang Members

Entertainers/Celebrities

Pregnant Teens/Adults

Physically Abused

Immigrants

Single People

# Problem/Issue (Their challenge)

Addiction	Adequate Healthcare	Animals/Pets
Agriculture/Farming	Children Issues	Climate Change
Crime/Violence	Disease/Illness	Diversity/Inequality
Drug Use/Abuse	Economy/Money/Business	Quality Education Issues
Renewable Energy	Family/Marriage Issues	Foreign Relations/World Peace
Equity/Justice/Civil Rights	Lack of Purpose/Direction	Government/Politics/Voting
Guns/Gun Control	Physical Health/Well-Being	Hunger/Nutrition Issues
Population Growth/Control	Immigration/National Security	Income/Wealth Distribution
Mental/Emotional Health	Natural/Man-Made Disasters	Nature/Ecosystems
Housing/Real Estate Issues	Poverty/Homelessness	Racism/Race Relations
Religion/Religious Beliefs	Security/Safety/Privacy	Sexism/Gender Issues
Special Needs/Disabilities	Technology Challenges	Transportation Issues
Unemployment/Job Issues	Environmental Issues (Pollution, Water, Sanitation, Sustainability)	

Note: As you review and choose from the list of worldwide and country-specific problems/issues, consider narrowing down your problem/issue to something more specific to your “With Whom” group so your statement is more targeted to a specific problem and/or a specific need.

# End Result (The benefit you provide)

Overcome adversity

Feel proud of themselves

Optimize their lives

Have a more secure future

Have a voice/equal rights

Create their own businesses

Understand technology

Become savvy shoppers

Be in control of their lives

Do things on their own

Overcome mental illness

See life in new/different way

Recover from injuries

Make positive contribution to society

Learn more about themselves

Plan for life after college

Ease their pain

Gain clarity and direction in life

Be accountable for their actions

Lose weight/look better

Manage their money better

See themselves as beautiful

Feel better about themselves

Create a better life/future

Get better grades

Navigate social media

Be able to move/function better

Bring more happiness into world

Handle/deal with adversity

Develop better relationships

Achieve/fulfill their dreams

Save time, energy, and/or money

Profoundly serve others

Define their passion/purpose

Get into/stay in college

End physical/emotional suffering

Feel accepted/valued by others

Be successful and thrive

Improve their lives

Get out of debt

Get an education/degree

Give more of themselves to others

Stay out of jail/prison

Graduate from school

Play/understand/enjoy music

Increase knowledge

Have more energy

Make more money

Become fit/healthier

Actualize their potential

Become a better person

Identify their major/career options

Be accountable for actions

Increase confidence in themselves

Become more flexible and adaptable

Believe in themselves

Gain freedom/feel liberated

# Mission Statement Template

Use this Mission Statement Template to quickly define how you will serve others, which can be helpful how you can make the most of your school/work experience: **I am here to \_\_\_\_\_ deal with \_\_\_\_\_ so that \_\_\_\_\_.**

## Template

**“I am here to \_\_\_\_\_**

(*action verb*: a verb describing *what you do*, i.e. help, serve, motivate, encourage, save, rescue, support)

---

(*with whom*: groups – people, children, students, animals, nature, etc. – *who you help*)

**deal with \_\_\_\_\_**

(*problem/issue*: the problem/issue that they have or have to deal with – *their challenge*)

**so that \_\_\_\_\_.”**

(*end result*: *the benefit to others* – this happens, changes, improves, and/or impacts how others think, feel, do, act, and/or believe).

# Mission Statement Example

I am here to **empower** (*action verb*) **students, faculty, and staff in higher education and people at a crossroads in life** (*with whom*) deal with a **lack of clarity and direction in their lives personally and professionally** (*problem/issue*) so that **they can create academic, career, and life plans to optimize their lives to become their best selves and serve something bigger than themselves** (*end result*) in order to make the world a better place.

Note: If an opportunity is aligned with this statement, it's a "Hell Yes!" If not, then it's a "No."

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Activity (Overview)  
Vision for Service Statement

# Vision for Service Statement

**In ten years, I will be working as a \_\_\_\_\_ (your specific role) in/at/through \_\_\_\_\_ (a specific place), helping/serving/providing \_\_\_\_\_ (specific group you'll be helping) with \_\_\_\_\_ (what you'll be doing) so that \_\_\_\_\_ (what they will get from your help).**

# Vision for Service Statement (Bill Example)

In ten years (like I would EVER retire),  
I will be serving as a facilitator/trainer in the Life Design Catalyst (LDC) Lab/Makerspace, training thousands of students, faculty, and staff at high schools, colleges, and university in the U.S. each year, on how to use all or parts of the LDC curriculum to empower their colleagues, their peers, and/or the members of their communities to become the best version of themselves in service to something bigger than themselves to make the world a better place and create hope for a better future.

# Vision for Service Statement (Student Examples)

- In ten years, I will be working as a labor and delivery nurse in the maternity ward at a hospital, helping expecting mothers feel comfortable so that they can safely deliver babies.
- In ten years, I will be working as a funeral director/mortician at Smith Funeral Home, helping families coordinate/perform funerals and services for their family members so that they feel more at peace during a grieving time in their lives.
- In ten years, I will be working as a physical therapist at Grayson's Therapy Clinic, helping musical artist rehabilitate injuries quickly so that they can perform again.
- In ten years, I will be working as a recreation director with the youth in my local community, providing recreational activities so they can have equal opportunities to play.
- In ten years, I will be serving as a stay-at-home mom with my children, providing support and encouragement so they can be happy, healthy, and well-adjusted.
- In ten years, I will be working as a disability therapist through a clinic, serving children with developmental disabilities with therapy and emotional support so they can feel comfortable in their potential to have a peaceful and happy life.

# Vision for Service Statement

**In ten years, I will be working as a \_\_\_\_\_ (your specific role) in/at/through \_\_\_\_\_ (a specific place), helping/serving/providing \_\_\_\_\_ (specific group you'll be helping) with \_\_\_\_\_ (what you'll be doing) so that \_\_\_\_\_ (what they will get from your help).**

Activity #3  
Life's Work Endeavors Worksheet

(1) Educational, (2) Experiential, (3) Employable, (4) Entrepreneurial

# LifeWork: Educational

- Specific Vocational/Technical Degree
- Specific Associate Degree
- Specific Bachelor's Degree
- Specific Master's Degree
- Specific Professional/Doctoral Degree
- Specific Certification/Licensure
- Specific Additional Training/Credentials
- Some Other Type of Education-Related Activity

Choose ONE item from the list above.

# LifeWork: Educational (Student Examples)

- **Nursing Student**

- Credential: Certified Nursing Assistant (CNA) through Forsyth Community College.
- Degree: Associates Degree or Bachelor's Degree in Nursing from UNCG.
- Licensure: National Council Licensure Examination (NCLEX-RN) exam.

- **Physical Therapist**

- Bachelor's degree in Kinesiology from UNCG.
- Doctorate in Physical Therapy from UNC-Chapel Hill.
- Licensure: National Physical Therapy Examination (NPTE).

- **Social Worker**

- Bachelor's Degree in Social Work from UNCG.
- Master's Degree in Social Work from Florida State University.
- Licensure: (State-Associated) Association of Social Work Boards (ASWB) Examination in North Carolina.
- Additional Training: To maintain license, you need to take 40 CEU's every 2 years.

# LifeWork: Educational (Bill Example)

- Bachelor's Degree in Recreation and Parks Administration
- Master's of Science Degree in Physical Education
- Coach Certifications: (1) Dream Coaching; (2) Spiritual Group Coaching; (3) Wellness Coaching; (4) Life Coaching
- Additional Coach Training: (1) Purpose Coaching; (2) Life Design Catalyst Practitioner
- Additional Student Engagement Training: On Course I and II Workshops

# LifeWork: Experiential

- Specific Creative/Hands-On Projects
- Specific Program/Activity
- Specific Workshop/Training/Presentation
- Specific Writing Projects
- Specific Research Projects
- Specific Teaching Projects
- Specific Volunteer/Service Projects
- Some Other Type of Experiential-Related Activity

Choose ONE item from list above.

# LifeWork: Experiential (Student Example)

Interest in working with animals.

- Hands-On: Train a rescue dog from home.
- Volunteer: Volunteer for dog walking at ASPCA.
- Program: Host an adopt-a-pet event in your community.
- Writing Project: Write an article about a successful pet adoption.
- Presentation: Presentation on the benefits of rescuing an animal from a shelter.
- Volunteer: Volunteer at a zoo or wildlife center.
- Writing Project: Write about experience working at a farm or stable.

# LifeWork: Experiential (Bill Example)

- Workshops: PhD students in School of Business, UNCG; PhD students in HHS703 class, UNCG; Life Design Catalyst Workshop for Academic Success Coaches, Fort Lewis College.
- Teaching: (1) HHS125: What Could I Do With My Life; (2) HHS135: Build a Better You; (3) ENT/HHS250: Side Hustle 101
- Writing Project (Articles): (1) Transactional vs Transformational Advising; (2) Guided Pathways 2.0: Declare Your Mission, Design Your Major
- Research Project (First-Year Students): (1) What I Want From College; (2) What's Important to Me Values Assessment

# LifeWork: Employable

- Specific Entry-Level Jobs/Careers (High School degree)
- Specific Technical-Level Jobs/Careers (Two-Year or Four-Year degree)
- Specific Professional Level Jobs/Careers (Masters or Professional degree)
- Specific Internship/Apprenticeship
- Specific Work Shadowing/Work Placements
- Specific Part-Time/Summer/Seasonal Job
- Some Other Type of Specific Work-Related Activity

Choose ONE item from the list above.

# LifeWork: Employable (Student Example)

## Interest in working with young children

- Technical Level Job: Child Care Teacher, KinderMission Academy.
- Technical Level Job: Assistant Teacher, Childtime Learning Centers.
- Professional Level Job: Educational Aide, U.S. Department of Defense.
- Professional Level Job: Program Development and Quality Director (Cairo), Save the Children
- Internship: Writing Intern, Focus on the Family Children's Magazine.
- Part-time/Summer Job: Nature Camp Counselor, Green River Preserve.

# LifeWork: Employable (Bill Example)

- Entry-Level Job: Academic Advisor, University of Delaware (previous)
- Technical-Level Job: Student Success Coordinator, UNCG (previous)
- Technical Level Job: Director, Office of Transitions and Transformation (new)
- Professional Level Job: Assistant Dean for Student Success, School of Business, TCNJ (previous)
- Professional Level Job: Dean of Personal and Professional Development, Berry College (new)
- Professional Level Job: Vice Provost for Integrative Learning and Life Design (new)

# LifeWork: Entrepreneurial

- Specific Business Venture/Start-Up Company
- Specific Family Business
- Specific Franchise Business
- Specific Self-Employment Work/Independent Contractor
- Specific Freelance/Contract Work
- Specific Side Business/Side Hustle/Side Gig

Choose ONE item from list above.

# LifeWork: Entrepreneurial (Student Example)

Interest in different aspects of food (cooking/baking/delivering, etc.).

- Business Venture/Start-Up Business: Dame's Chicken & Waffles.
- Family Business: Me and Julio Mexican Restaurant.
- Franchise Business: Subway.
- Freelance: Sell Photographs of Beautiful Foods from around the world.
- Side Hustle: YouTube Cooking Channel.
- Side Hustle: Serve as a Personal Chef.
- Side Hustle: Sell Baked Goods (Pies, Pastries, Cakes).

# LifeWork: Entrepreneurial (Bill Example)

- Small Business: Dream Big Institute (2011)
- Small Business: Life Design Institute (2019)
- Independent Contractor: Life Design Catalyst Practitioner Training Program, on-campus (UNCG) and off-campus (Life Design Institute)
- Independent Contractor: Declare a Mission, Design a Major Workshop, Center for Creative Leadership;
- Side Hustle: Life Design Catalyst one- and two-day workshops, various institutions

# LifeWork Endeavors

## Interest in doing Portrait Photography.

- Educational
  - Education: Minor in Photography at UNCG.
  - Training: Online Training through Nikon School Online.
- Experiential
  - Hands-On: Do free Portraits for family and friends.
  - Volunteer: Do photography for local events to build portfolio.
- Employable
  - Internship: Photographer and Editor Intern, FOCIIS
- Entrepreneurial
  - Side Hustle: Create web site to promote services and/or purchase photographs.
  - Freelance: Post resume/personal info on FIVERR to perform freelance work.

## Activity Overview

Dream Team and Dream Communities

# Dream Team

- Knowledge/Expertise
- Influence
- Purpose and Motivation
- Personal Development
- Personal Support/Close Confidante
- Balanced Life
- Academic Inspirer
- Industry Professional
- Mentor
- Sponsor
- Support Person

Choose FIVE different individuals that could fulfill at least five of the roles listed above.

# Dream Communities

- Business Organizations
- Professional Organizations and Associations
- Non-Profit/Volunteer Organizations
- Political Organizations
- Religious Organizations
- Athletic Clubs/Organizations
- Academic Clubs/Organizations
- Social Club/Organizations
- Honor/Academic Societies
- Online Groups, Organizations, and/or Communities
- Other Individuals, Groups, Organizations, Associations, Societies, and/or Clubs that don't fit into categories above – or create your own.

Choose FOUR different communities that are aligned with the work you're here to do, now and in the future.

# Personal Charter Poster Instructions

- List FIVE (5) to SEVEN (7) Characteristics (Personality Type, Strengths, Values, Motivators, and/or Superpowers) that will be most prominent as you move towards your Meaningful Work, your Problem to Solve, your Vision for Service, and your Life's Work.
- List THREE (3) prominent members of your Dream Team that will help/support you achieving your Vision and Your Life's Work.
- List THREE (3) Dream Communities that you could help/support you achieving your Vision and Your Life's Work.
- Your Meaningful Work Statement
- Your Problem to Solve One-Liner
- Your Vision of Service Statement
- At least TWO (2) endeavors from Educational area
- At least TWO (2) endeavors from Experiential area
- At least TWO (2) endeavors from Employable area
- At least ONE (1) endeavors from Entrepreneurial area
- Seven Word Life Motto.

**Dream team**

AFIF YANG  
MOM  
MICHELLE OBAMA

**Vision work statement**

**Problem to solve linear**

MOST PEOPLE DON'T KNOW HOW IMPORTANT IT IS WITH PUBLIC HEALTH. BY USING MY KNOWLEDGE AND SKILLS, I CAN HELP THEM GET FAMILIAR WITH PREVENTING INFECTIOUS DISEASE, AND PROMOTE A HEALTHY LIFESTYLE SO THEY CAN UNDERSTAND HOW IMPORTANT IT IS TO SUSTAIN A QUALITY OF LIFE THROUGH ORGANIZED EFFORTS.

**Meaningful work statement**

BECAUSE I HAVE AN INTEREST IN BEAUTY, I WILL USE MY LEARNING TO IMPROVE PEOPLE IN EMOTIONAL CRISIS SO THAT IT WILL BRING MORE HAPPINESS INTO THE WORLD.

There is more in me than anyone can see.

IN SEVEN YEARS, I WILL BE WORKING AS A PUBLIC HEALTH ADVISOR AT CENTER FOR DISEASE CONTROL AND PREVENTION, HELPING MY COMMUNITY SUCCEED IN GAINING CONFIDENCE WITH PUBLIC HEALTH OUTLOOK SO THAT THEY CAN HELP THEMSELVES TO SUSTAIN A HEALTHY LIFESTYLE.

**EDUCATIONAL**

- ASSOCIATE DEGREE IN SCIENCE
- BACHELOR DEGREE IN PUBLIC HEALTH
- MASTER DEGREE IN PUBLIC HEALTH/ADMINISTRATION

**EXPERIENTIAL**

- VOLUNTEER FOR COVID-19 COMMUNITY HEALTH WORKER
- BE AN ADVOCATE FOR THOSE WHO CHOOSE/CANNOT SPEAK UP
- SHARING UP TO DATE NEWS ABOUT COVID-19 AND PUBLIC HEALTH

**EMPLOYABLE**

- INTERNSHIP WITH PUBLIC HEALTH LEADERS TO FURTHER UNDERSTAND THE WORLD PANDEMIC
- FULL TIME JOB AS A COMMUNITY HEALTH WORKER
- PART TIME JOB HELPING COVID-19 OUTREACH

**ENTREPRENEURIAL**

- CREATE A YOUTUBE CHANNEL TO SPREAD PUBLIC HEALTH AWARENESS
- INTERNSHIP TO THOSE WHO ARE INTERESTED IN LEARNING MORE ABOUT PUBLIC HEALTH
- MENTOR COMMUNITY HEALTH WORKER TO BETTER THAN UNDERSTANDING IN THE PANDEMIC

# Personal Charter Poster

Tagline: "Life is too short to be anything but happy"

**IMPACT STATEMENTS:**

**Meaningful Work:** Because I have an interest in Self-Help/Personal Growth and Children Issues, I will use my talents and gifts caring for others and encouraging people to listen and engage with young children so that they can feel proud of themselves and bring more happiness into world.

**Problem to Solve/One Linear:** Most young children don't know how to/need help with expressing emotions and communicating with what they want. By using personal experiences and social services, I help them get the proper resources and support need so they will have the confidence in life to be the best they can be.

**Vision for Work:** In seven years, I will be working as a social worker and owning my own childcare in NC, helping children enhance skills and knowledge as well as giving them additional support and resources needed. I will also be an awesome mother and wife to a beautiful family.

**Educational:**  
Take additional classes in relation to sociology to gain more knowledge  
Obtain a Bachelors Degree in Sociology  
License for clinical social worker

**Experiential:**  
Doing a podcast on children and mental health  
Volunteer at Habitat for Humanity  
Practice meditating consistently

**Employable:**  
Mentorship  
Clinical social work in NC  
Getting an LLC for childcare business

**Entrepreneurial:**  
Looking into Internships  
Getting an LLC for childcare business  
Creating a family business

**Seven Word Life Motto**  
"Today's the tomorrow you worried about yesterday"

**Life Works Traits/Characteristics:**

- ☐ Personality: Insightful, Altruistic, Passionate
- ☐ Strengths: Kindness, Love, Learner, Connectiveness
- ☐ Values: Personal Development/Growth, Family/Friendship, Enjoyment/Happiness
- ☐ Motivators: Accomplish goals, Become a better me, Be happy, Be in control of my life, Make a difference in the world
- ☐ Superpowers: Trustworthy, Kind/Friendly, Generous

**Dream Team:**

- ✦ Kosso Ndaye
- ✦ Josephine Otim
- ✦ Rowan A
- ✦ Les Brown
- ✦ Mentor Margaret
- ✦ Mom

**ORANGE YOU GLAD YOU GOT YOUR LIFE FIGURED OUT?**




**Brianna's Vision**

**Traits/Characteristics**

- Leadership
- Kindness
- Compassionate
- Perfectionist
- Perseverance

**Team Members**

- Shelby Menard: My inspiration, gives me motivation to get things done.
- Hunter Westerberg: My support system, always there to pick me up when I fail.
- Daisy Noel: My backbone, tells me the truth even when it hurts.

**Meaningful Work Statement**

- Because I have an interest in self-love/confidence, I will use my gift of bringing out the best in others to make people see themselves as beautiful.

**Vision of Work Statement**

- In seven years, I will be working as a social media influencer on YouTube/Instagram, helping young adults/teens with inspirational posts so that they can gain the confidence they deserve.

**Problem to Solve One-liner**

- Most young adults need help with their personal self-image. By using my past-experience, I can host self-help seminars, and in turn, I help them learn ways to be more confident and comfortable in their skin so they can be confident and have a healthy understanding of self-worth.

**Educational Area**

- Earn a bachelor's degree in psychology, counseling, or sociology.
- Take an online course such as "How to break the habit of self-doubt and build real confidence."
- Take a training class such as "confidence training for managers."

**Experiential Area**

- Volunteer in my local community, Planned Parenthood works with young lgbtq+ teens that are struggling with support from family and friends.
- Start up a research project on how social media can be toxic for growing minds.
- Start an online seminar over zoom to discuss my plans and give tips on self-worth/confidence.

**Employable Area**

- Full-time job as an inspirational YouTuber.
- Part-time job as a social media influencer on insta/snapchat.
- Get an internship or temp job at planned parenthood for the reasons listed above.

**Entrepreneurial Area**

- Start up a website or blog to share my goals/thoughts/tips/advice.
- Create a clothing line that is inclusive and will make young adults feel confident and beautiful.
- Create a merch line that goes along with my YouTube channel.

**Tagline**

- "Self-love isn't selfish, it's important."





"For me, these activities were more of an eye-opener. In today's world, we never spend much time thinking about our careers and our real self. Somewhere we forget what we really want."

# My Dream...

- At least THREE Life Design Catalyst Studios strategically placed across the state of North Carolina, housed at community colleges (one in western NC, one in central NC, one in eastern NC), to serve students and communities in a variety of ways.
- To have at least ONE Trained Life Design Catalyst at all 58 North Carolina Community Colleges, providing support for students, advisors, and coaches at their institutions.
- To implement some aspect of Life Design Catalyst work with Minority Males (and possibly Males in general) and Returning Adults across the the North Carolina Community College System.

**EVERYONE** deserves to have a better life!

# Contact Information

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