



Supporting Holistic Student Success Through Purpose

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WVU Purpose Center

/ The Purpose Center, the only one of its kind to exist on a college campus, serves as a place for connection and self-exploration. Connecting students with resources across campus to pursue the things they're passionate about and creating a safe space for them to discover who they are and the impact they want to have on the world around them.

/ The Center serves WVU Students, Faculty, Staff, and Alumni as well as K12 and Community Partners.

Purpose Work

/ Our purpose is a combination of who we are, where we've been, and where we're going. It's **the thing that drives us** forward and creates meaning in our day-to-day, our experiences, and our opportunities. It's **a source of energy and motivation** for us. It looks different for everyone, and there's no right or wrong answer, but there are some intentional things we can do to help us discover what purpose means to us. Through self-discovery, self-reflection, and experience, we can start to better understand who we are and where we want to be.

/ Purpose work is a process of self-discovery through reflection, awareness, experiences and opportunities to help us better understand our why.

/ Purpose work incorporates goal setting, understanding motivations, identifying, understanding and communicating values, understanding communication and problem-solving patterns, and how to apply all of those things effectively.

Purpose Workshops

/ Values Workshop

/ Building Resiliency

/ Navigating Failure

/ Deep Kindness

/ The Fun Habit

/ Purpose Vision Board

/ Life-Mapping

/ Self-Leadership

/ Self-Discovery

/ Who Am I?

CliftonStrengths®

- / CliftonStrengths® is an assessment tool that tells students more about their natural patterns of thoughts, feelings and behaviors.
- / This tool can help students create more self-awareness by helping them better understand how they show up for themselves and others, how they communicate, how they approach problem solving, and how they approach conflict resolution.
- / CliftonStrengths® can be applied holistically in many ways.

Strengths Workshops

/ Strengths 101 and Theme Dynamics

/ Strengths for Teams

/ Leveraging Strengths to Navigate
Imposter Syndrome

/ Leveraging Strengths to Prevent
Overwhelm

/ Strengths-Based Communication

/ Strengths-Based Feedback

/ Strengths-Based Interviewing

/ Strengths-Based Leadership

/ Strengths-Based Personal Statements

/ Strengths-Based Salary Negotiation

CliftonStrengths®

/ Graduates who align their work with their interests, values and strengths are roughly **3x more likely to experience high purpose in work.**

/ The odds of undergraduate student **thriving in their wellbeing increase by 4.1x** if they strongly agree: “At this school I have the opportunity to do what I do best every day.”

/ The odds of undergraduate student **thriving in their wellbeing increase by 3.6x** if they strongly agree: “I apply my strengths at school.”

/ The odds of undergraduate student **thriving in their wellbeing increase by 3.3x** if they strongly agree: “I use my strengths in many situations.”

/ The odds of undergraduate student **thriving in their wellbeing increase by 3.0x** if they strongly agree: “I know my strengths.”

How do they work together?

/ Purpose is a process of self-discovery through reflection, awareness, experiences and opportunities. Tools like CliftonStrengths® can help students create self-awareness by understanding more about natural patterns of thoughts, feelings and behaviors, reflect on where they're currently at, and help them apply the things you're naturally good at in a variety of ways to reach their goals.

/ Much like purpose, strengths can be applied to academics, career, essential skills, leadership, and wellbeing. While Purpose work is not the same as strengths work, they can partner together to create a broader impact and help you be more effective. Purpose is the why, strengths can be the how.

The Importance of Purpose and Strengths

/ **80 percent or four out of five** college graduates affirm the importance of finding purpose in their work, but **less than 50 percent** say they succeed in finding purposeful work. Despite its importance to college graduates, less than half strongly agree to any of the items that indicate high levels of purpose in work (Bates, 2018).

/ Graduates who align their work with their interests, values and strengths are roughly **3x more likely to experience high purpose in work**.

/ Graduates with high purpose in work are almost **10x more likely to have high overall wellbeing** (Gallup).

Integration at WVU

- / Over 30,000 interactions with Students, Faculty, Staff, Alumni, Parents and Families and Community Partners since September 2022.
- / Partnered with 142 departments across campus
- / Completed over 900 workshops and over 300 classroom visits
- / Completed over 500 1:1 coaching sessions for strengths or for Purpose and Fit

Integration for K12 and TRIO Programs

/ We are working with WVU Upward Bound to create a purpose-based and strengths-based curriculum for 9-12th grade students in the Upward Bound program in Preston County WV.

/ Including:

/ The Clifton Strengths Assessment

/ 1:1 coaching with a Gallup Certified Coach

/ Holistic Planning

Holistic Planning

- / Self-Awareness and Self-Discovery
- / Understanding Strengths and Why
- / Building Essential Skills
- / Understanding Transferrable Skills
- / Education, Research, and Exploration
- / Goal-setting, Resilience, and Accountability
- / Experience, Volunteering, and Mentorship
- / Career-Mapping and Navigating Transition

Examples of Work



List of Values

Exploring and defining your personal values can help you have a clearer picture of your purpose and your WHY. This means that once you figure out your core values you can make decisions that will feel more authentic and ultimately lead to a life full of purpose and satisfaction. Values are defined as core beliefs that guide and motivate attitudes and actions. They are what individuals or groups consider important in life, influencing their actions, decisions, and relationships. For example, if you are someone who values honesty, then you will be honest with people around you and expect people to be honest with you.

In this activity we will explore and identify your values and consider how you can make more effective decisions that follow your values. It is important to remember that your values change as you learn and grow, but some may be unchanging. Take time to reflect and assess your values often.

Reflect on your Life and Beliefs about Yourself

What activities or hobbies make you feel happiest or most fulfilled?

When do you feel most like yourself?

What do you think is most important in life? Why?

/ Worksheets and lessons

/ Values

/ Joy

/ Motivations

/ Self-Discovery

/ Experiences

Examples of Work



List of Motivations

Motivation in its simplest form is the reason or reasons one has for acting or behaving in a particular way. Motivation is one of the driving forces behind human behavior. It fuels competition and sparks social connection. Figuring out what motivates you can be tricky, but once you know it can help you make more intentional decisions. In the section below you will explore different types of motivations, spend some time answering the following questions about your personal motivations.

Intrinsic Motivation: Motivation from within, such as personal interest or enjoyment

- **Interest and Passion:** Genuine interest in a subject or activity can drive students to engage deeply and persistently. Such as a subject like History or even a specific kind of game or hobby.

Are there specific subjects or activities that you find more motivating than others? List them here:

- **Personal Growth:** The desire to learn and improve oneself academically, intellectually, or personally.

Is there something that you are motivated to learn now or in the future? List them here:

- **Achievement:** The satisfaction of accomplishing academic goals or mastering challenging tasks.

What are you motivated to accomplish now or in the future? List them here:

Extrinsic Motivation: Motivation from external rewards or pressures

- **Grades and Recognition:** External rewards such as grades, praise from teachers or parents, or [awards](#) can motivate you to perform well academically.

Can you recall a teacher or a class that particularly motivated you? What made it different?

/ Each worksheet or lesson is intended to help 9-12th graders explore and understand a subject that can lead to deeper self-discovery and emotional intelligence.

ACTIVITY

/ The best way to help your students is to know yourself and how you would answer questions about motivations, values, etc...

Intrinsic Motivation: Motivation from within, such as personal interest or enjoyment

/ Are there specific subjects or activities that you find more motivating than others? List them.

/ Is there something that you are motivated to learn now or in the future? List them.

/ What are you motivated to accomplish now or in the future? List them here:

ACTIVITY

Extrinsic Motivation: Motivation from external rewards or pressures

- / Can you recall a teacher, mentor, or relative that particularly motivated you? What made it different?
- / Who are the people that you are motivated to gain approval from? List them.
- / What are some external rewards that motivate you? List them.

ACTIVITY

Understanding your demotivators

/ Understanding what you are not motivated by can be just as important as what you are motivated by. Knowing what you are demotivated by can also help you minimize their effect on you. Here are some examples of things that may not motivate you:

- / Lack of clear goals or direction.
 - / Unsupportive or negative peer relationships.
 - / Monotonous or irrelevant coursework.
 - / Feeling misunderstood or unsupported by coworkers, family, or friends.
- / What are some things that demotivate you? List them.

GALLUP®



West Virginia University®

CliftonStrengths[®] Workshops Support Mentorship, Self-Awareness and Problem Solving

Students who participated in a CliftonStrengths workshop are ...

57%

more likely to strongly agree they have a **mentor at WVU who helps them understand their strengths.**

49%

more likely to believe they **bring unique talents and strengths to WVU.**

33%

more likely to say they can **find many ways to solve problems.**

Let's Hear From Students: The Positive Effect of CliftonStrengths[®] on Confidence and Resilience

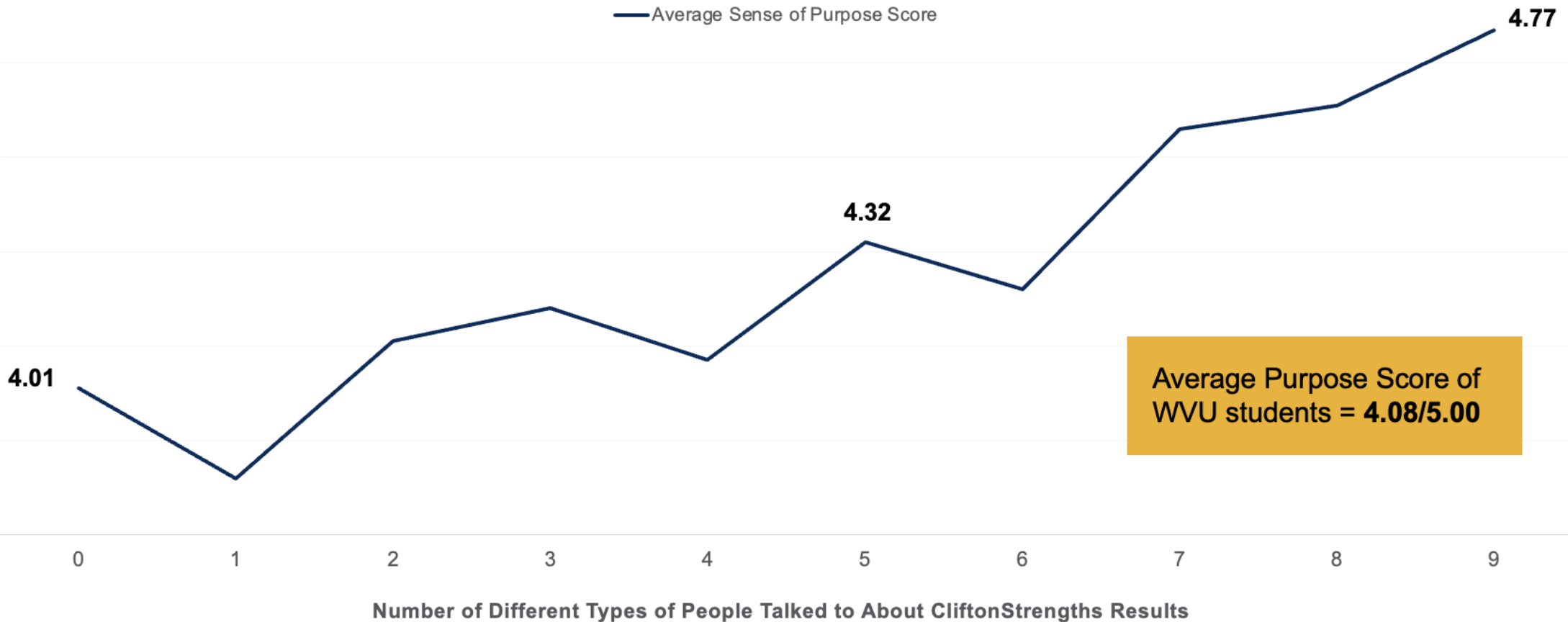
“I think it boosted my confidence a lot, especially coming into my freshman year of college, and that's the most important time for people to have that confidence boost.”

“It's definitely boosted my confidence knowing that I'm capable of doing what I have a passion for.”

“For me, I'm someone who needs the why. If I don't understand why I'm doing something, it's not being done. It's not [going to] get done. And so, in terms of resilience, reminding myself or helping me find that 'why' is the biggest thing that I've gained.”

“If I would compare myself to me as a freshman, versus me now — pre-CliftonStrengths versus now — it's practically night and day. I've been able to give presentations. I've been able to speak more clearly. I've been able to feel more confident within myself and how I approach more difficult problems. I've been able to lean into my Relationship Building strengths and tailor my major to what I want [...] CliftonStrengths has truly helped me kind of reaffirm that, and to just be true in it and to not kind of feel like, 'Okay, do I really belong in this major?'”

Conversations About CliftonStrengths® Correlate With Sense of Purpose



Key Insights — In Students' Own Words

Where Can CliftonStrengths Be Beneficial?

Outcomes Discussed by Students in Focus Groups

- self-understanding
- **self-awareness**
- productivity
- confidence
- networking
- **job interviews**
- leadership style
- **choosing a major or career**

SELF-AWARENESS:

“... I’m not saying that this solved my identity crisis or anything, but it was, it was kind of I guess, ego-boosting a little bit [...] It was nice to be like, ‘Oh, well, you *are* good at something.’ So, yeah, that’s what I took away from it. It’s nice to be recognized for what you’re good at and using that to do other things.”

JOB INTERVIEWS:

“A big part of the [job] interview is advertising yourself, so if you know what you’re good at, what you specifically are capable of offering, then that makes it easier for you to keep your head on your shoulders during the interview.”

CHOOSING A MAJOR OR CAREER:

“I think it could inform what types of jobs that you go for in the future, or if you complete your first semester or two and you realize you don’t like your major that much, you can think back to your CliftonStrengths and then pick something that would more align with what you’re good at.”

Next Steps

/ Get to know your students: Ask questions, do surveys and focus groups; remember students and student need will change year over year

/ Identify where to start: Once you've heard from your students, use your own experiences with students to identify gaps. Then create an outline of where to start.

/ Don't forget to measure: Don't forget to measure outcomes that are important to you. This can help inform future goals and work and help you understand where there are gaps

/ Collaborate with us for resources and content

Opportunities for Collaboration

/ Let's Chat! You can email our vanity account at Purpose@mail.wvu.edu or email us directly: Whitney: wgodwin@mail.wvu.edu or Jessie: Jessie.Barclay@mail.wvu.edu

/ For more information you can visit our website: purpose.wvu.edu

THANK YOU!

Questions?

Learn More: purpose.wvu.edu