



Life Design Catalyst Program
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“Our job in this lifetime is not to fit into some mold that others have determined is best for us. Our job is to find out who we already are – and become it.” - Steven Pressfield

Introduction

Through the exploration of PURPOSE (“Who do I want to be?”) and MEANING (“What am I here to do?”), the Life Design Catalyst (LDC) Program empowers students to actualize their potential and optimize their lives to become the best version of themselves, in order to utilize their gifts and talents in service to something bigger than themselves and make a positive contribution to the world. We help students answer the question, “What COULD I do with my life?” instead of “What SHOULD I do with my life?”

Life Design Catalyst Program Principles

- Views the exploration of purpose and meaning as the foundation for student development and student success.
- Learning focused on self-actualization (becoming the best version of yourself) and self-transcendence (utilizing your gifts and talents for something bigger than yourself).
- Incorporates design thinking as a process in designing one’s life.
- Guided by concept of self-expertise – that YOU are the expert on YOU.
- Empowers students to take control of their lives through self-directed learning and self-created experiences.
- Integrates the development of the entrepreneurial spirit - a true passion and deep commitment to create meaning, taking calculated risks to design a better life and a better future.
- Coaching for meaningful conversations AND personal transformation vs. coaching for performance. LDC Coaching is content-based process.
- Better character = Better people => Better people = Better students.

Design Your Life Courses

First-Year

- HHS125: What Could I Do With My Life (1 cr)
- HHS135: Redesign a Life You’ll Love (1 cr)

Second Year

- HHS250: Purpose-Driven Entrepreneurship (3 cr)
- HHS275: Entrepreneurial Personal Branding (3 cr)

HUGE bonus for students: No books required for ANY of our courses (**Open Education Network** fans)!

Design Your Life First-Year Course Curriculum

HHS125: What Could I Do With My Life (Fall)	HHS135: Redesign a Life You’ll Love (Spring)
<u>Weekly Activities</u>	<u>Weekly Activities</u>
Introduction to Breathing Meditation	Gratitude Project
Kick-Ass Questions About Life	Random Act of Kindness Activity
Personal Responsibility	Meditation/Prayer Activity
I Am Statements	Journaling Activity
My Life Story Worksheet	Movement/Exercise Activity
Personality Type Assessment	Daily Practice/Life S.A.V.E.R.S Activity
Personal Core and Desired Work Values	Life Word Activity
Character and Engagement Strengths	Best Things About Self Activity
Lollipop Moments and Seven Word Life Motto	Find Your People and Build Your Community Activity
Find Your Spark Questions and Purpose Statement	
Meaningful Work Statement and Personal Manifestos	<u>Posters/Presentations</u>
Vision of Best Self Twitter Pitch	Current State vs. Ideal State
I Am Poem	Be Your Own Superhero
	My Good Life

<u>Posters/Presentations</u> My Life Story Major/Career/Calling Exploration Personal Charter	
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Data

Since the inception of the HHS125 course in Fall Semester, 2008, we have tracked students' graduation and retention rates. The chart below shows that students who enroll in the "HHS125: Design Your Life I - What Could I Do With My Life" course in the Fall Semester of their first semester are retained from their first to second year AND they graduate from UNCG at a higher rate than those students who do not enroll in the HHS125 course in the Fall Semester. (Note: UNCG Retention and Graduation Rate Data obtained from UNC-GA Data Dashboard and/or UNCG Office of Institutional Research Common Data Set web site)

Fall to Fall Retention Rate	HHS125	UNCG	Total Enrollment in HHS125 (Fall Semester)
Fall 2008 to Fall 2009	78.9% (30)	77.0%	Fall 2008: 2 sections, 40 students (38 1 st year)
Fall 2009 to Fall 2010	75.6% (31)	77.0%	Fall 2009: 3 sections, 56 students (41 1 st year)
Fall 2010 to Fall 2011	76.9% (30)	75.6%	Fall 2010: 3 sections, 65 students (39 1 st year)
Fall 2011 to Fall 2012	81.1% (30)	75.8%	Fall 2011: 3 sections, 66 students (37 1 st year)
Fall 2012 to Fall 2013	65.3% (32)	73.6%	Fall 2012: 3 sections, 73 students (49 1 st year)
Fall 2013 to Fall 2014 ^{1,2}	75.0% (66)	78.1%	Fall 2013: 8 sections, 111 students (88 1 st year)
Fall 2014 to Fall 2015 ^{3,4}	84.9% (101)	77.0%	Fall 2014: 10 sections, 170 students (119 1 st year)
Fall 2015 to Fall 2016	83.5% (111)	76.0%	Fall 2015: 10 sections, 193 students (133 1 st year)
Fall 2016 to Fall 2017 ⁵	82.5% (221)	76.0%	Fall 2016: 17 sections, 320 students (268 1 st year)
Total (652/812)	80.3%	76.2% est.	Fall 2017: 20 sections, 374 students (TBD)
(Number in parentheses are actual number of first year students retained)			(Number in parentheses are actual number of first year students enrolled in HHS125 in the Fall Semester)
Graduation Rates (5-year)			-----
Fall 2008 class (25/38)	65.8%	50.1%	Enrollment in HHS135 (Spring Semester)
Fall 2009 class (23/41)	56.1%	51.5%	Spring 2014: 2 sections, 13 students
Fall 2010 class (19/39)	48.7%	49.7%	Spring 2015: 3 sections, 35 students
Fall 2011 class (21/37)	56.8%	-	Spring 2016: 3 sections, 33 students
Fall 2012 class (19/49)	38.8%	-	Spring 2017: 4 sections, 62 students
Total (107/204)	52.5%	50.4% est.	
Graduation Rates (6-year)			Retention Rate: Students enrolled in both HHS125 and HHS135 during their first-year: 90.6%
Fall 2008 class (28/38)	73.7%	55.0%	
Fall 2009 class (25/41)	61.0%	56.0%	
Fall 2010 class (22/39)	56.4%	54.0%	
Fall 2011 class (22/37)	59.5%	53.1%	
Total (107/155)	62.6%	54.5% est.	

¹ Reviewing transcripts of the 66 retained students in Fall, 2013, 37 (42%) have already graduated by December 2017 (4.5 years or less); an additional 17 are on track to graduate in May 2018 - which means that 61.4% are on track to graduate in 5 years or less.

² Fall 2013 was the introduction to the Life Design Catalyst Coaching process and curriculum to HHS125 students.

³ Reviewing transcripts of the 101 retained students in Fall, 2014, 95 of the 101 (79.8%) are still enrolled and on track to graduate in 5 years or less (May 2019).

⁴ Fall 2014 was the introduction of Life Design Poster Projects and Presentations in the HHS125 courses.

⁵ Fall 2016 was the first time all HHS125 instructors followed a common Life Design Catalyst curriculum (posted on-line through Canvas) for the HHS125 course.

Student Learning Outcomes (Fall 2017)

We have also obtained student responses to the Student Learning Objectives outlined in the syllabus for the HHS125 course from the 2017 Fall Semester. The information below is the students' responses results to specific questions regarding the learning objectives, the effectiveness, and the overall value of the HHS125 course. The percentages

indicate responses of students that chose either "Strongly Agree" or "Agree" to each of the questions, out of 328 total responses. Many of the responses below are most pertinent to the mission of HHS125 – which is to help students identify how they want to serve the world in a meaningful way, then connect that declaration with their major and their vision for the future.

- **92.7%** - This course helped me understand my personality, my strengths, and my values.
- **86.0%** - This course helped me understand my meaningful work - how I plan to serve others.
- **86.9%** - This course helped to clarify my goals and dreams, and create a vision for my future.
- **74.4%** - This course helped me decide on my major or helped me clarify that I am in the right major.
- **87.8%** - This course provided me with knowledge that could help me be successful in life.
- **82.0%** - I believe that I can make better decisions about my life and my future now that I have completed this course.
- **80.0%** - I have a much better understanding of who I want to be and what I'm here to do now that I've completed this course.
- **84.2%** - I found the "Major/Career/Calling Exploration" Poster or the Calling Connection Mind Map useful in creating a plan of action in college and/or after college.
- **70.4%** - I enjoyed having meditation/quiet time at the beginning of every class.
- **79.2%** - I appreciated the opportunity to interact with my classmates during class each week.
- **76.5%** - I believe a course like this should be a required course for ALL new students.

Life Design Catalyst Coach Training Program (<https://lifedesigncatalyst.wordpress.com/training/>)

- First Training was held June 2014. Trainings on campus (at UNCG) are typically in May and December. As of December 2017, we have facilitated eight Coach Trainings at UNCG.
- Coach Training Program is content-based (vs. practiced-based). Participants engage in coaching, reflection, and personal development activities. Training is highly interactive.
- Foundation based on SPARCK Model (Story, Purpose, Aspirations, Reflection, Connection, and Kick-Start).
- Life Design Catalyst Coaching Model allows for flexibility and adaptability in coaching and advising settings.
- Seen as professional development through personal exploration and reflection.
- Have now trained over 375 Life Design Catalysts Coaches from 57 different colleges and universities internationally.
- Have also provided 2-, 3-, and 4-day Life Design Catalyst Trainings (Coach Training and/or FYE Course Development) at several 2-year and 4-year institutions across the country, including University of Louisville (KY), Northern Arizona University, University of Wisconsin-Platteville, West Valley College (CA), Paradise Valley Community College (AZ), and Fox Valley Technical College (WI).

Simple Rules to Thrive (Adapted from Eric Barker's "Barking Up the Wrong Tree")

1. Know Thyself.
2. Find the Right Pond.
3. Serve Profoundly.

Life Design Catalyst Motto: Find Your Place in the World. Today.

Contact Information

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Life Design Catalyst web site: <http://lifedesigncatalyst.wordpress.com/>

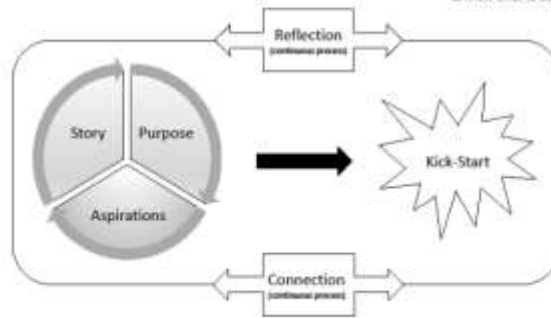
Facebook Group: Life Design Catalyst Coaching

Life Design Catalyst Program Models

Life Design Program: "SPARCK"-inspired change!

The **Life Design Program** incorporates a holistic view of the world and engages students in a process where they feel empowered, passionate, energetic, and committed to create a life they desire – a life that represents who they are and where they want to go. In turn, they fully invest their best selves – physically, mentally, emotionally, and spiritually – in creating meaningful work and developing a life of significance.

"If you don't know who you are and why you're here, how are you suppose to know what to do and where to go?" – Bill Johnson



The Life Design Program incorporates:
 Design Thinking Process (SPARCK)
 Intrinsic Motivation
 Life Design Catalyst Coaching
 Contemplative Practices
 Entrepreneurial Spirit

SPARCK Principles:

- Story:** Who am I? Who do I want to be?
- Purpose:** What am I here to do?
- Aspirations:** Where do I want to go?
- Reflection:** How am I doing?
- Connection:** Who can I partner with?
- Kick-Start:** What will I do NOW (or NEXT)?

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Meaningful Work Model Life Design Program



■ - Meaningful Work

Engaging in Meaningful Work consists of three parts:

- Recognize that the work must be personally and profoundly meaningful to you.
- Understand that the work has importance and significance to others.
- Share your greatest gifts in greater service to the world.



Life Design Catalyst Coaching Process

