

Careers Education: Leading with Purpose. 'Emerging leader' Purpose Measure**NAME:** _____

This activity, similar to surveys deployed in empirical research to measure purpose, can be used by practitioners in various sectors as a tool to stimulate self-reflection and conversations around an individual's sense of purpose. For example, by practitioners in schools when looking to assist pupils with personalised careers advice.

Understanding the importance of purpose in your own development as a teacher and a leader, by helping you become more aware of your own passions, interests, contributions and goals, will enable you to harness strengths and focus on deficits, leading possibly to a happier, more sustainable and impactful career.

'Purpose' is a psychological construct that has been measured since 'positive psychology' emerged from the work of Victor Frankl in the mid-twentieth century (Summers & Falco, 2020). The common conception amongst researchers is that purpose has three dimensions; goal-orientation (long term aim or intention), personal meaningfulness (interest, engagement and commitment) and 'beyond-self' reasoning (desire to make a difference to others) (Damon, Menon & Bronk, 2003; Bronk, 2013; Bronk, Riches & Mangan, 2018). As well as its association with happiness and life satisfaction (Summers & Falco, 2020), purpose is said to increase resiliency and provide self-regulation and coping strategies that enable people to persist with challenging tasks (Yeager et al., 2014). Summers & Falco (2020) go as far as to say that purpose has been associated with 'optimal human development and functioning' (pp. 47).

As we go through the careers education enhancement activity, we are going to occasionally reflect on our purpose as a source of direction and motivation.

There are many researcher and practitioner measures of purpose. The following has been adapted from the Measure of Adolescent Purpose (MAP) from Summers & Falco (2020).

The 'Emerging Leader' Purpose Measure

Directions: Please read each statement carefully and answer honestly, and to the best of your ability, how strongly you agree or disagree by circling the option that best describes how you feel right now, using the scale below.

Many of the statements use the terms "life goal," "aspiration," or "goals and aspirations." These terms refer to your future occupation such as careers lead in school, head of department or classroom teacher. Another way to think about your life goal or aspiration is as your life's work.

I aspire to become: _____

| | Strongly Disagree (1) | Disagree (2) | Uncertain (3) | Agree (4) | Strongly agree (5) |
|---|----------------------------------|---------------------|----------------------|------------------|-------------------------------|
| 1. I believe I can fulfil my goals and aspirations | 1 | 2 | 3 | 4 | 5 |
| 2. I have taken active steps to fulfil my life goal | 1 | 2 | 3 | 4 | 5 |
| 3. I plan for the future | 1 | 2 | 3 | 4 | 5 |
| 4. I am currently involved in activities related to my goals | 1 | 2 | 3 | 4 | 5 |
| 5. I am passionate about my goals and inspirations | 1 | 2 | 3 | 4 | 5 |
| 6. I feel emotionally invested in my goals and aspirations | 1 | 2 | 3 | 4 | 5 |
| 7. The work that I do will have a positive impact on others | 1 | 2 | 3 | 4 | 5 |
| 8. I feel a sense of personal responsibility to help others through the future work that I will do | 1 | 2 | 3 | 4 | 5 |
| 9. My life goal represents a personal commitment to make a meaningful contribution to society | 1 | 2 | 3 | 4 | 5 |

(Adapted from Summers & Falco, 2020)

References

Bronk, K. C. (2013) *Purpose in life: A component of optimal youth development*. New York, NY: Springer.

Bronk, K. C., Riches, B. & Mangan, S. (2018) 'Claremont Purpose Scale: A Measure that Assesses the Three Dimensions of Purpose among Adolescents', *Research in Human Development*, 15(2), pp. 101-117. Available at: DOI: 10.1080/15427609.2018.1441577

Damon, W., Menon, J., & Bronk, K. C. (2003). 'The development of purpose during adolescence', *Applied Developmental Science*, 7(3), pp. 119–128. Available at: 10.1207/S1532480XADS0703_2

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