

# LIFE DESIGN, PART 2



## What is it?

**Life design** consists of two processes: selfconstruction and developing life projects.

- Self-construction is the active, lifelong and ongoing process of asking ourselves intentional questions to determine who we want to become.
- Life projects consist of sself-determined goals across different life roles (e.g., family, work, friends, hobbies) that you believe to be personally meaningful and relevant to the life you desire.

Engaging in life design reflection exercises helps us to clarify our vision for the life we want, which we can use to inform our decisions and actions today.

## Reflect

The following exercise allows us to identify goals that may feel less top-of-mind in the hustle and bustle of our daily grind. Take a few moments to read and respond to the prompts. Jot down your answers.

Fast forward to the future: You are around 70 years old, and you are reflecting on all that you have achieved in your life.

**A.** What memories have you collected? Think broadly across life areas/domains that feel relevant, including but not limited to:

- a. Work b. Travel c. Hobbies d. Family e. Health f. Spirituality/Faith
- g. Service

**B.** Which life events have felt most meaningful? Describe these life events in rich detail.

a. What brought you joy?

**C.** With whom have you experienced these events?





## LIFE DESIGN, PT. 2

## **Put Into Practice**

Your responses to this exercise may prompt you to tune into what you value, need, and want. Such selfknowledge may help you identify goals for your life. Some goals may feel identity-relevant and immediately salient, whereas others may feel like a surprise.

#### A. What do I value?

By determining what you value (i.e., the qualities you desire to embody and achieve), you can begin to identify specific actions and behaviors to honor these values.

For example, perhaps you value autonomy as indicated by living in multiple places or directing your own career by becoming an entrepreneur. Or perhaps you value wealth and family as indicated by buying a home, making a certain amount of money, and being able to provide for your family.

### B. What do I want?

Knowing what we want may help us tap into what motivates us. By gaining a broader perspective of whre we want to be in the future, we can begin to order and re-order our priorities in the present moment to better enable us to work towards those goals and life projects.

For example, if your 70-year-old self prioritizes being physically and mentally healthy, what actions will help you to prepare yourself now? Perhaps now is the time to find a therapist to process trauma from your past or to clarify your desires. Perhaps now is the time to develop healthy movement habits.

#### C. What strategies can I take to get there?

How can you achieve the various goals and ambitions you have for your 70-year-old self? Thinking backward from what you achieved at 70 years old to now - how cna you begin working toward that goal?

For example, if you indicated hobbies or experiences that you have yet to try, what steps could you take today to begin to get involved with such activities at this stage in your life?

## Was this helpful? We encourage you to print or download our toolkits for your future reference!



Click the icon to follow us on Instagram!

#### Sources

Guichard, J. (2009). Self-constructing. Journal of Vocational Behavior, 75(3), 251-258. https://doi.org/10.1016/j.jvb.2009.03.004

Savickas, M. L. (2012). Life Design: A Paradigm for Career Intervention in the 21st Century. Journal of Counseling & Development, 90(1), 13-19. https://doi.org/10.1111/j.1556-6676.2012.00002.x

Savickas. (2014). Work values: A career construction elaboration. In Pope, M., Flores, L. Y., & Rottinghaus, P. J. The role of values in careers(p. 3-19). Information Age Publishing, Inc.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. Journal of Vocational Behavior,75(3), 239–250. https://doi.org/10.1016/j.jvb.2009.04.004

