









## Being Part of Something Greater

	<b>Objective:</b> To develop an enhanced sense of purpose, connection and meaningfulness with one's work.
	<b>Time Requirements:</b> a. Preparation: 0-5 Minutes b. Activity: 15-20 Minutes
	<b>Items:</b> a. Being Part of Something Greater: Handout
	<b>Learning Outcomes:</b> a. An enhanced ability to see one's work as personally relevant, meaningful and significant (EI Subskill 4: Use of emotions)
	<b>Key Learning Point:</b> Seeing ourselves as being part of something greater can enhance our work engagement, motivation and satisfaction.
Self-Disclosure: ****	
<b>Difficulty:</b> Intermediate-Advanced	

### Instructions

- At the start of this activity, ask participants to think of, and list the roles that they play in their current job role. Most participants will list specific duties, or provide a list of duties not too dissimilar from a job description. Ask participants, "Why is what you do important, meaningful, and/or significant?"
- Distribute the Being Part of Something Greater Handout. Ask participants to transfer the list of specific job roles to the first section – Job Roles. Participants should list at least 3-5 of their key roles. Then, get them to complete the second section – Importance. In this section, participants should list down why their jobs are important. To complete this section, get participants to think about what would happen if they did not do this job. What would happen to their clients, colleagues, or even family members? Allow about 10 minutes for these two sections.
- Ask participants to complete the first thought bubble labelled 'Real World', where they think about the reality of, deficiencies, limits of their work environments. For instance, an educator may say that in the real world, not everyone has a chance to be educated. Then, ask participants to complete the other thought bubble labelled 'Ideal World,' where they list the qualities of the world they would like to live in. Using the same example, the educator may state "free education for all." Allow 10 minutes for this section and for participants to reflect on their answers. Discuss their responses as a whole as a social sharing exercise after.

	<b>Reflection Questions:</b> a. Did seeing your job as part of something greater change your feelings towards it?
	<b>Further Reading and References:</b> a. Baumeister, R. & Vohs, K. (2005). Meaningfulness in life. In C. R. Snyder & S. Lopez, <i>Handbook of Positive Psychology</i> , pp. 608-618). Oxford UK: Oxford University Press.
	<b>Note:</b> a. This activity tends to work especially well for individuals engaged in any form of paid employment.