



Belonging, Meaning-Making, Wellbeing & Purpose (BMWP) **Assessment and Reflection Tool**

This assessment tool is designed to help you reflect on how Belonging, Meaning-Making, Wellbeing, and Purpose (BMWP) show up in your work, your relationships with young people, and within your organization. The questions invite open, honest reflections and there are no right or wrong answers. Instead, this is an opportunity to pause, notice your practices, and identify strengths and growth areas across each stage of the youth experience. Use this tool to deepen self-awareness, spark conversation, and guide more intentional, youth-centered approaches in your everyday work.

BMWP Defined:

Belonging: *Being seen, valued, able to participate; youth emphasized co-creation, non-transactional interactions, and messaging that signals inclusion*

Meaning-Making: *How youth interpret experiences, self-concept, values, and self-efficacy; youth emphasized “can vs. should,” messaging, and reframing*

Wellbeing: *Physical, mental, social, emotional, and financial health; youth emphasized balance, boundaries, flexibility, follow-through, and understanding real-life pressures*

Purpose: *Contribution, identity, intention, reflection; youth named recognition, exploration, family/culture, and “permission to explore” as key*

Questions for Reflection

BELONGING

1. Recruitment & Hiring

- a. When recruiting and hiring, what are the explicit ways that you limit and acknowledge potential bias?
- b. How do your position requirements encourage or discourage individuals from applying?
- c. Have you reviewed job postings for accessibility to people unfamiliar with your org or field?
- d. In what ways do you make the hiring and/or intake process feel approachable and human-centered?
- e. Are pay and benefits clearly communicated, including less traditional ones?
- f. How do you adjust your language or communication so youth with different backgrounds feel included? (i.e. minimizing acronyms, etc.)
- g. What aspects of your hiring environment (documents, tone, structure) help create a sense of belonging?

2. Onboarding

- a. How do you communicate norms, expectations, and unwritten rules so youth feel more at ease? (i.e. making the implicit, explicit)
- b. How do you signal that mistakes and learning are welcome?
- c. How do you honor or learn about cultural needs, traditions, or preferences during onboarding?
- d. What practices help you build early trust with youth in non-transactional ways?

3. Program // Job Experience

- a. How do you intentionally build meaningful, relational interactions with the youth you support?
- b. What does co-creation look like in your role? Can you share an example?
- c. How do you notice and respond to signals that a young person may not feel like they belong?
- d. How do you ensure accommodations, needs, or preferences are welcomed and normalized?
- e. How do you practice “bridging” when conflict, stress, or misunderstanding shows up?

4. Evaluation // Transitions

- a. How do you create conditions where youth can interpret feedback in a constructive, confidence-building way?
- b. In what ways do you help youth feel seen and supported during transitions or moments of change?

- c. How do you maintain relationships with youth after they leave your program or role?
- d. What approaches help you recognize a broad range of youth accomplishments?
- e. How do you help youth expand their networks or social capital after transition?

MEANING-MAKING

1. Recruitment & Hiring

- a. How do you talk with youth about strengths, values, or identity during early conversations?
- b. How do you avoid “should” messaging and instead support youth in imagining possibilities?

2. Onboarding

- a. How do you help youth reflect on their personal values or goals during onboarding?
- b. What do you do to reduce shame or fear in early communications and expectations?
- c. How do you frame challenges as part of growth rather than failure?

3. Program // Job Experience

- a. How do you help youth recognize and reframe self-doubt or imposter feelings?
- b. In what ways do you link day-to-day tasks to a young person’s broader goals or self-concept?
- c. What reflective practices do you use to support meaning-making?

4. Evaluation // Transitions

- a. How do you create evaluation spaces that support identity development instead of fear?
- b. How do you help youth interpret transitions as opportunities for growth?
- c. What messages do you use to affirm a young person’s abilities, values, or progress?
- d. How do you help alumni reflect on their experiences in a way that promotes confidence and direction?
- e. How do your follow-up interactions support positive meaning-making rather than pressure?

WELLBEING

1. Recruitment & Hiring

- a. How do you communicate expectations in ways that support balance and wellbeing from the start?

- b. How do you make space for youth to share personal or logistical needs during early interactions?

2. Onboarding

- a. How do you invite youth to share accommodation needs, preferred supports, or boundaries?
- b. What do you do to model a healthy approach to balance and stress management?
- c. How do you introduce wellbeing resources in ways that reduce stigma?
- d. Do youth receive enough training/support to feel confident in their roles?

3. Program // Job Experience

- a. How do you respond when youth are juggling complex responsibilities?
- b. How do you build wellbeing practices (mindfulness, movement, rest, creativity) as part of your work together?
- c. How do you demonstrate follow-through after a young person expresses a need?
- d. What does your supervision structure look like? Do youth understand the purpose and how to lean on supervisors?
- e. What peer-led spaces do you have available for youth to access?

4. Evaluation // Transitions

- a. How do you support the emotional elements of transition, not just the logistical ones?
- b. What strategies do you use to help youth maintain balance during major changes?
- c. What kinds of wellbeing check-ins feel natural and supportive to you?
- d. How do you connect alumni to ongoing resources when needed?

PURPOSE

1. Recruitment & Hiring

- a. How do you help youth see potential meaning or contribution in a role or opportunity?
- b. What questions do you ask that allow youth to explore what feels purposeful to them?

2. Onboarding

- a. How do you give youth permission and space to explore interests without pressure?
- b. In what ways do you help youth reflect on the contributions they already make?
- c. How do you frame purpose as something cultivated over time?

3. Program // Job Experience

- a. How do you identify and name youth strengths and accomplishments as they emerge?
- b. What opportunities do you create for exploration, leadership, or self-discovery?
- c. How do you help youth connect their identity, culture, or community to their sense of purpose?
- d. What opportunities do you have for youth leadership or facilitation?
- e. Do you have affinity/peer spaces available?

4. Evaluation // Transitions

- a. How do you support youth in reflecting on what experiences felt meaningful or purposeful?
 - b. How do you help them imagine next steps in a way that reduces pressure and increases agency?
 - c. What does it look like to connect their values to upcoming choices?
 - d. How do you invite alumni to return as mentors or contributors?
 - e. How do your interactions reinforce a youth's evolving sense of purpose?
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BMWP Action Steps:

1. *What is one personal practice, habit, or behavior related to BMWP that you want to strengthen?*

2. *What is one shift your organization or team could make to better support BMWP across the youth experience?*