MANRESA PROJECT REVIEW
Information To Enhance Teaching and Learning

Inside This Issue
The material in this newsletter helps professors to better understand student behaviors and motives, leading to more effective teaching.

Research Conducted by:
Ed de St. Aubin, PhD
(Psychology Department)
With the assistance of
Jodi Rusch Blahnik, PhD
(Counseling Center)
and Levy Baker (Graduate Student)

Register -
Manresa Faculty Seminar
Thursday, January 8, 2009
9 a.m.-2 p.m.
AMU Ballroom
Contact:
barbara.deyoung@mu.edu

MANRESA EXAMINES VOCATION AND THE MARQUETTE STUDENT

- Why Come to Marquette
- Vocation Motivation
- Manresa Involvement
- Cohort Findings

REASONS TO ATTEND MARQUETTE
(% of students identifying reason as “very” or “extremely” important)

- This college has a very good academic reputation
- This college’s graduates get good jobs or attend top graduate schools
- I wanted to go to a school about the size of this college
- I was offered financial assistance
* This college has a good reputation for its social activities
* I was attracted to the social justice or community involvement opportunities
* I was attracted by the religious affiliation/orientation of the college

* These three reasons for attendance were statistically related (significant and positive correlation) to students’ level of involvement in Manresa campus activities.

A WORD FROM THE DIRECTOR (DR. SUSAN MOUNTIN)

So...what did you want to be when you were five years old? What happened along the way to shape your dream? Who and what influenced you? How did new dreams arise? Or did they? Does what you are doing now have any relationship to what you dreamed of when you were five, or ten, or twenty?

Our vocational journeys take us down paths that have abrupt dead-ends (like getting a C or D in organic chemistry when all I ever wanted to do was be a doctor); gravel roads (like discovering that I have to master French or German and either Hebrew, Greek or Latin to pursue a Ph.D. in Theology); super highways (like the one my parents put me on when I was a child directing me to accounting or law because after all everyone in the family does accounting or law).

Some of us literally “back into” our life work not by any design of our own but by some mysterious and sacred force that places us in the right place at the right time with the right set of references and experiences that make us attractive to someone in the hiring mode.

The Manresa Project staff has long been interested in the forces that motivate and inspire our students on their journeys to their life work. So last year we “commissioned” Dr. Ed de St. Aubin a Developmental Psychologist at MU to learn what he could about our students and their motivations in college. The resulting on-line survey was administered in April 2008. We also wanted to look at the impact Manresa has had on students at Marquette: have we helped increase questions about the meaning and purpose of life? Have activities we’ve sponsored helped students become more reflective? Have students a deeper sense of using their gifts and talents to serve the needs of the world, knowing they are many?

This publication lays out some of that data. We invite you to read it, question it, match it against the anecdotal evidence you know about students in your classrooms and then join us January 8 when Ed and Jodi Rusch Blahnik, who worked on the project as well, will present this data and more at the Annual January Manresa Faculty seminar. There we will have time to wrestle with the information, have a lively conversation about what we “think” is going on, and talk about how this data might affect the way we “do education” at Marquette. We will also be joined by Dr. Peggy Bloom who will share related information from the university assessment process and Dr. Christine Krueger who will talk about an exciting new initiative you read about in a recent Marquette Matters: Pathways to a Life That Counts.
**Vocation Motivation**

Underlying specific career choices (accountant, attorney, journalist) are more general vocational motivations – desires to achieve certain goals through one’s engagement with the world of work. While there often appears to be a relation between vocational motivations and specific career choices, one should be careful of such assumptions. Three different students, all hoping to become attorneys, may have three distinct vocational motivations underlying that goal.

Vocation here is understood quite broadly. It may include work-for-pay, large-scale unpaid activities such as community involvement, or even dedication to raising one’s children. It does not include all activities. For instance, leisure pursuits or physical fitness are not a component of vocation.

Such vocation motivations are separate but not independent, meaning most students have several interrelated motivations that result in career choices.

The six vocation motivations we examined were:
- To deepen one’s **Spirituality**
- To make **Money**
- To achieve **Identity Congruence**
- To demonstrate **Prestige/Glamour**
- To create **Social Justice**
- To experience **Excitement**

**Gender Differences in Vocation Motivation**

<table>
<thead>
<tr>
<th>Vocation Motivation</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Justice</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Identity Congruence</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Prestige/Glamour</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Scale: Level of Vocation Motivation Importance in Career Decisions**

Response scale from 2 to 10  
2 = “not at all important” and 10 = “the essential reason for my decisions”

**Vocation Motivation and Personality**

<table>
<thead>
<tr>
<th>Vocation Motivation</th>
<th>Anxiety</th>
<th>Altruism</th>
<th>Empathy</th>
<th>Personal Well-Being</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prestige/Glamour</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Money</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity Congruence</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>-</td>
</tr>
<tr>
<td>Spirituality</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Justice</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Excitement</td>
<td>+</td>
<td>+</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

This table shows statistically significant correlations between variables. The “+” or “-” mark the direction of the relationship. For instance, the “+” in the first column demonstrates that one’s level of Anxiety is positively related to the vocational motivation of Social Justice. Likewise, looking in the last column, one’s Personal Well-Being is inversely related to the vocational motivation of Making Money such that those scoring higher on Making Money tended to score low on Personal Well-Being.
**Manresa Involvement**

**Have You Been Manresa’d?**

The MANRESA program sponsors all four of the listed activities. This disconnect between reports of MANRESA involvement and participation in these activities suggests that most students are not aware when they have been “Manresa’d.” Rather than creating “brand recognition” or marketing for self-promotion, the program works diffusely to shape the cultural climate on campus.

1 = **Expressed Involvement in MANRESA**. Respond “yes” to direct question “Have you participated in MANRESA sponsored activities in the past year?”

2 = **First Year Book**. Read and discussed book for First Year Reading Program.

3 = **Attended Speaker Series Presentation(s)**. These speakers are sponsored (sometimes co-sponsored) by MANRESA.

4 = **Attended Real People, Real Stories presentation**. Sponsored by MANRESA.

5 = **Attended Destination Dinner(s)**. MANRESA sponsored.

**Manresa Involvement and Vocation Motivation**

<table>
<thead>
<tr>
<th>Vocation Motivation: Spirituality</th>
<th>Vocation Motivation: Social Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Graphs showing involvement and motivation" /></td>
<td><img src="image" alt="Graphs showing involvement and motivation" /></td>
</tr>
</tbody>
</table>

Scale: level of vocation motivation importance in career decisions. Response scale from 2 to 10. 2 = “not at all important” and 10 = “the essential reason for my decisions.”

2008-09 Manresa Scholars and Interns
Cohort Findings

Vocation Motivation: Prestige/Glamour

Vertical Axis Scale:
Level of vocation motivation importance in career decisions
Response scale from 2 to 10
2 = “not at all important” and 10 = “the essential reason for my decisions”

There are several possible explanations for these findings. We have our thoughts but are interested to hear YOUR ideas about the WHY behind these developmental trajectories. We again invite you to the MANRESA Faculty Seminar on January 8, 2009. During one portion of that seminar, we will present these data and facilitate a discussion about potential reasons for the demonstrated trends.

Marquette University
The Manresa Project
707 N. 11th Street
Milwaukee, WI 53208
Phone: 414-288-0263
Fax: 414-288-0390
Email: manresa@marquette.edu

Manresa Staff Members:
Project Director
Susan M. Mountin, PhD
Assistant Director
Mary Ferwerda
Faculty Coordinator
Ardene Brown, PhD
Office Associate
Barbara DeYoung
Researcher
Ed de St. Aubin, PhD

Christian Leadership Retreat 2008

Faith Component: Spiritual Struggle

This variable was based on responses to three items regarding how often, in the past year, a student
1. Questioned my religious/spiritual beliefs.
2. Felt unsettled about spiritual/religious matters.
3. Struggled to understand evil, suffering, and death.
9 on the vertical scale is equivalent to an item response of “once per month”

We’re On the Web!
www.marquette.edu/manresa/index.shtml

Register for -
Manresa Faculty Seminar
Thursday, January 8, 2009
9 a.m.-2 p.m.
AMU Ballroom