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IkigAI: Co-reflection with AI to enhance career direction clarity in design education

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Abstract: As the design profession becomes increasingly diverse and fluid, many design students struggle to define a clear career direction. Existing reflection practices in education offer support, yet outcomes remain inconsistent due to limited mentoring capacity, uneven role model exposure and ambiguity in emerging roles. This paper investigates how the combination of generative AI and facilitated human reflection can support students in increasing their perceived career direction clarity. We present the results of an explorative investigation on IkigAI, an educational workshop combining the Japanese ikigai framework with GenAI as a co-reflective partner. Human reflection and three rounds of GenAI interaction with prompt templates aim to generate grounded career possibilities. Our findings show that GenAI can scaffold reflection, broaden role awareness and stimulate identity exploration when facilitated properly. While the depth of the impact depends on individual and contextual dimensions, career direction clarity emerges by providing students conceptual insights and practical action.

Keywords: Ikigai; career direction; generative artificial intelligence; design education

1. Introduction

The design field is evolving rapidly, creating a dynamic and increasingly ambiguous professional landscape for emerging designers. Across Europe, the design sector is characterized by a dynamic, fluid role landscape (Eurostat, 2024) that students must parse. In the Netherlands, the creative industries reached approximately 390,000 jobs in 2022 with nearly 3% annual growth, with design identified as a key driver within this sector (ClickNL, 2024). The breadth of roles—ranging from product, graphic, and digital design to service, social, and strategic design—blurs professional boundaries and expands possible career identities for graduates (BNO, n.d.). Scholars note a shift in design practice from artifact production toward facilitation, systems thinking, complexity navigation, and societal change-making and co-design (Brand & Rocchi, 2011; Gardien et al., 2024; Smeenk, 2021). This diversification challenges traditional understandings of “what designers do” and contributes to uncertainty among students forming their professional identity.

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As the profession expands to include systems thinking, co-design, and mission-driven innovation, design education is urged to adapt; yet guidance on how students should align interest and career direction within this changing landscape remains limited (Meyer & Norman, 2020; Swanson, 2020).

In our teaching practice, we observed that design students are often able to articulate their interests and values yet struggle to translate these into concrete professional roles or career pathways. One student, for example, expressed passion for photography, culture, and sustainability but was unsure how these could converge into a meaningful career direction. Research aligns with these observations: when students cannot connect their interests to professional opportunities, their career clarity and self-efficacy decrease, leading to delayed decisions and lower motivation. Conversely, alignment between interests, field of study, and perceived opportunities increases satisfaction, persistence, and transition readiness (Kleine et al., 2021; Nye et al., 2012; Rudolph et al., 2017).

Most design programs include reflective practices such as journaling, peer feedback, or mentoring conversations to support self-directed professional development (Kinik et al., 2025; Örnekoğlu Selçuk et al., 2021).

However, these practices are resource-dependent and vary in quality based on educator expertise, time availability, and professional networks. Policy reviews similarly highlight that effective career guidance depends on access to trained professionals and diverse role models—conditions not consistently available across higher education programs (OECD, 2020; UNESCO, 2021; De Schepper et al., 2023; De Weerdt et al., 2024). Students' transition opportunities are also shaped by social networks: when the ecosystem of role models, alumni, and practitioners is narrow, students develop constrained mental models of what their future could look like.

The literature and field data jointly support our claim that generative artificial intelligence (GenAI) is increasingly integrated into design processes, but it remains unclear how educators can guide students to gain confidence in career direction clarity. To close this gap, we defined the following research question: **How do GenAI and human reflection contribute to perceived career direction clarity among design students?** We seek to explore how GenAI, in combination with structured human reflection, can help students translate interests into actionable career pathways and clarify their professional identity.

We therefore explore IkigAI, a workshop integrating GenAI as a co-reflector and the Japanese concept of Ikigai as a structured reflection framework. IkigAI aims to scaffold identity formation, expand awareness of role options, and support informed career choices.

In this paper, we discuss our explorative and qualitative double case study on the IkigAI workshop to understand how design educators can guide their students to gain confidence in their career direction clarity. In the next sections, we first discuss the theoretical background, then the research design/method and findings of our study, followed by our conclusion and discussion.

1.1 Literature review

Today's design field spans specialised roles to emerging positions in facilitation, strategy, systems change and transformation (Brand & Rocchi, 2011; Meyer & Norman, 2020). As

design increasingly contributes to societal and systemic change rather than solely material artefacts, the competencies, collaboration modes and criteria for success shift accordingly (Gardien et al., 2014; Davis & Dubberly, 2023). Strategic design shifts toward orchestration and leadership with designers operating “upstream” to shape value and organizations (Calabretta & Kleinsmann, 2017).

However, despite these developments, scholars caution against assuming a single universal future designer identity; plurality, making, and situated identity construction remain essential for early-career formation (Swanson, 2020). Research consistently shows that design students struggle with career exploration and vocational identity formation. Mouchrek (2024) found that senior students demonstrate clearer commitment and more mature exploration patterns, while “career flexibility”- the ability to revise choices - emerges as a critical adaptive resource. Similarly, Shen et al. (2024) report that future orientation predicts employability confidence through vocational identity clarity, strengthened by real-world experience such as internships. Together, these findings suggest that career clarity is developmental and relational, shaped by both reflection and authentic exposure to professional practice.

Career direction clarity overlaps with career decision-making self-efficacy (Betz et al., 1996), which is operationalized through five validated competencies: self-appraisal, occupational information gathering, goal selection, planning, and problem solving (Buyukgoze-Kavas, 2013). These competencies offer a measurable framework for evaluating career development interventions in higher education.

Table 1 Overview of five career decision making self-efficacy competencies (Mind Garden Inc., n.d.)

#	Competence	Description
1	Self-Appraisal	Confidence in identifying one’s abilities, interests, and values to judge person-job fit.
2	Occupational Information	Confidence in finding, interpreting, and using accurate, current career information.
3	Goal Selection	Confidence in narrowing options and committing to a realistic occupational target.
4	Planning	Confidence in mapping concrete steps, timelines, and resources to reach the chosen goal.
5	Problem Solving	Confidence in handling barriers, setbacks, and decisions conflicts without derailing progress.

Ikigai is increasingly explored as a structured reflective tool to support student purpose and identity development (Sartore et al., 2023). Originating from culturally grounded Japanese perspectives on a meaningful life (Kamiya, 1966), recent educational adaptations operationalise ikigai as a scaffold for connecting values, aspirations, strengths and societal contribution (Hall et al., 2023; Jedvaj & Skrbinjek, 2025). Scholars show that ikigai can foster agency, vitality and intentionality in learning and career planning (Kono & Walker, 2020), and it has been extended into design pedagogy as a way to link purpose to creative action (Christianto & Smarandache, 2024).

In parallel, generative AI is becoming integrated into design education, supporting ideation, reflection and exploration of possibilities. Early findings indicate that GenAI can expand imagination space, structure thought and act as a reflective dialogue partner when embedded intentionally in pedagogy (Ringvold et al., 2024; Van der Maden et al., 2023). As professional practice increasingly adopts AI tools (BNO Branchemonitor, 2025; ClickNL, 2024), students will enter hybrid human-AI creative environments, underscoring the need to examine how AI may support identity formation, agency and career exploration.

Although generative AI (GenAI) is increasingly integrated into design processes, it remains unclear how educators can guide students to gain confidence in career direction clarity. No peer-reviewed study has examined the combination of Ikigai and generative AI as a structured reflective tool. Several scholars explored Machine Learning predicting Ikigai from profiles (Chen et al., 2023), AI coaches enhancing insight development (Passmore et al., 2025), formalizing Ikigai as a counselling framework grounded in self determination theory and logotherapy (Jedvaj & Skrbinjek, 2025), and GenAI coaching chatbots outperforming scripted versions on self-determination needs and adoption (Terblanche et al., 2024). Practitioner article IKIGAI-PIER (Chief Learning Officer, 2025) uses GenAI to calculate an alignment score to recommend career pathways but remains empirically unvalidated and reduces ikigai to a corporate performance metric.

To address this knowledge gap, we investigate how GenAI- and human reflection contribute to perceived career direction clarity among design students, and how it helps them translate interests into actionable career pathways to clarify their professional identity. More specifically, we focus on the following research question: **How do GenAI and human reflection contribute to perceived career direction clarity among design students?**

2. Method

2.1 Research question

We address the research question empirically through an exploratory investigation using a mixed-methods approach. More specifically, we collect data through a series of structured human-led, GenAI-enriched educational workshops with students. We analyse the workshop interactions using qualitative thematic analysis. The derived insights provide nuanced understanding of how career direction clarity emerges through different mechanisms (human reflection, peer interaction, GenAI outputs). We use pre/post quantitative data to derive an initial indication of change.

2.2 Workshop design and development

Since 2023, we developed, facilitated, and evaluated workshops, employing Ikigai as a reflective framework, with GenAI acting as a co-reflector to deepen participants' perspectives on their Ikigai "sweet spot" and potential career pathways. Based on GenAI's analytical processing, contextual knowledge, and real-time capabilities, we explored how the IkigAI-workshop could provide career direction clarity, suggest role models, and offer context-focused occupational information, given specific input prompts. GenAI was positioned as a co-reflector within a human-facilitated setting to support the translation of

interests into actionable career pathways, while participants retained agency through curation of outputs.

The workshop was developed iteratively across multiple sessions since 2023. The latest two workshops in 2025 and 2026 use the consolidated version of the workshop and provide the most insightful input to generate knowledge on the research question. The audience compositions ranged from general to design-specific educational settings; sessions lasted 60 –120 minutes depending on organization's availability and produced tangible artefacts such as filled worksheets and GenAI chat conversations. The workshop concludes with actionable next steps, aligning reflection with action during plenary sharing. See appendix A for a chronological overview of all workshop iterations, audiences, and data collection methods.

Design criteria of the workshop included:

- A staged co-reflection process: initial human reflection (answering four Ikigai questions and defining the sweet spot) followed by three rounds of GenAI prompts (structured, role-play creative, detailed context-specific - see appendix B with prompt templates). Participants curated GenAI outputs based on personal judgment and preferences.
- Human-led facilitation: all structured and timeboxed activities are explained and guided by the facilitator, blending plenary and individual exercises.
- Integration of analogue brainstorming (pen and paper) with multiple rounds of GenAI-assisted reflection.
- Provision of presentation materials and pre-written GenAI prompts to reduce cold-start barriers for novice users.
- Easy-to-fill visual worksheets, folded into small magazines, to support focused handwritten brainstorming (see figures 1 and 2).

These design criteria resulted in the workshop program presented in table 2.

Table 2 Overview of workshop program for 120 minutes program

#	Activity	Duration	Facilitator role	Materials used	Notes
1	Introduction incl. icebreaker	15 minutes	Explain context and goal of workshop, explain Ikigai concept, ask some yes/no questions to warm up	Visual PPT slides on the screen	-
2	Pre-questionnaire	5 minutes	Explain goal of data collection, share anonymous code, show QR code	Visual PPT slides on the screen	See appendix C
3	Ikigai questions worksheet	30 minutes	Distribute printed A4 worksheets, instruct folding into booklet, walking through each of	A4 paper print of the worksheet	See figure 1

			the four sections		
4	Ikigai sweet spot worksheet	10 minutes	Fill in the printed A4 worksheet	A4 paper print of the worksheet	See figure 2
5	Round 1 GenAI reflection	10 minutes	Guiding interaction with GenAI chatbot, individual check-ins	FTF prompt on the screen	See appendix B
6	Round 2 GenAI reflection	10 minutes		Idol prompt on the screen	
7	Round 3 GenAI reflection	15 minutes		Detailed prompt on the screen	
8	Post-questionnaire	5 minutes	Show QR code		See appendix C
9	Plenary reflection	20 minutes	Wrap-up the workshop, ask for specific actions		

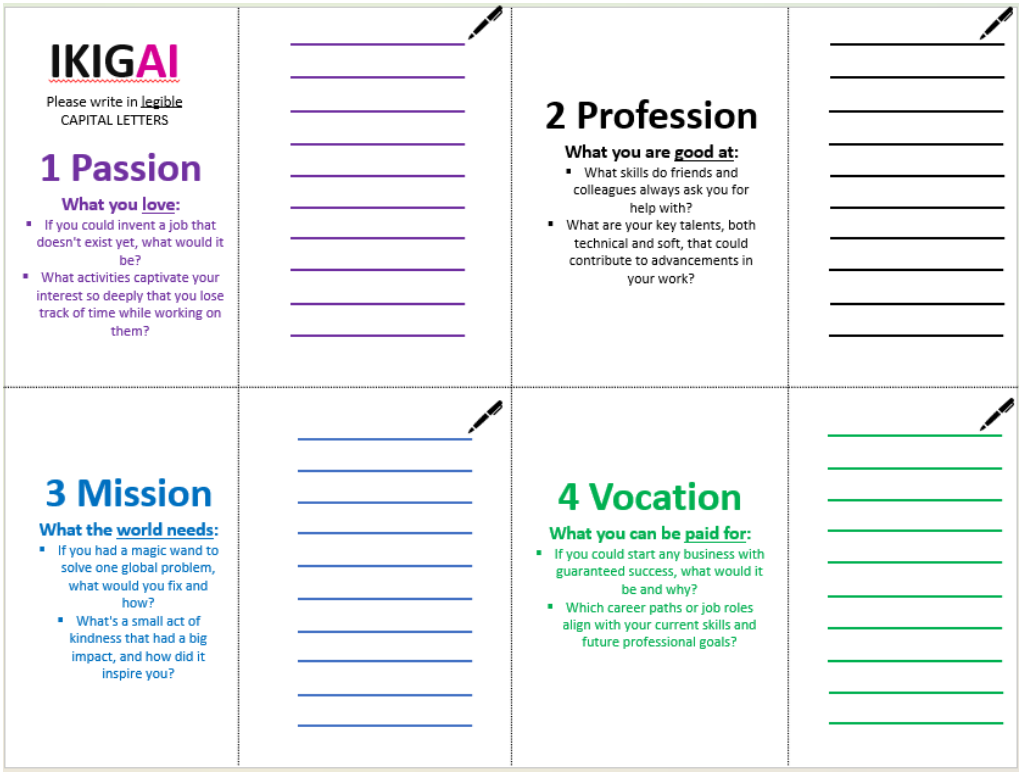


Figure 1 Paper worksheet template to be folded into A6 magazine, and filled in manually.

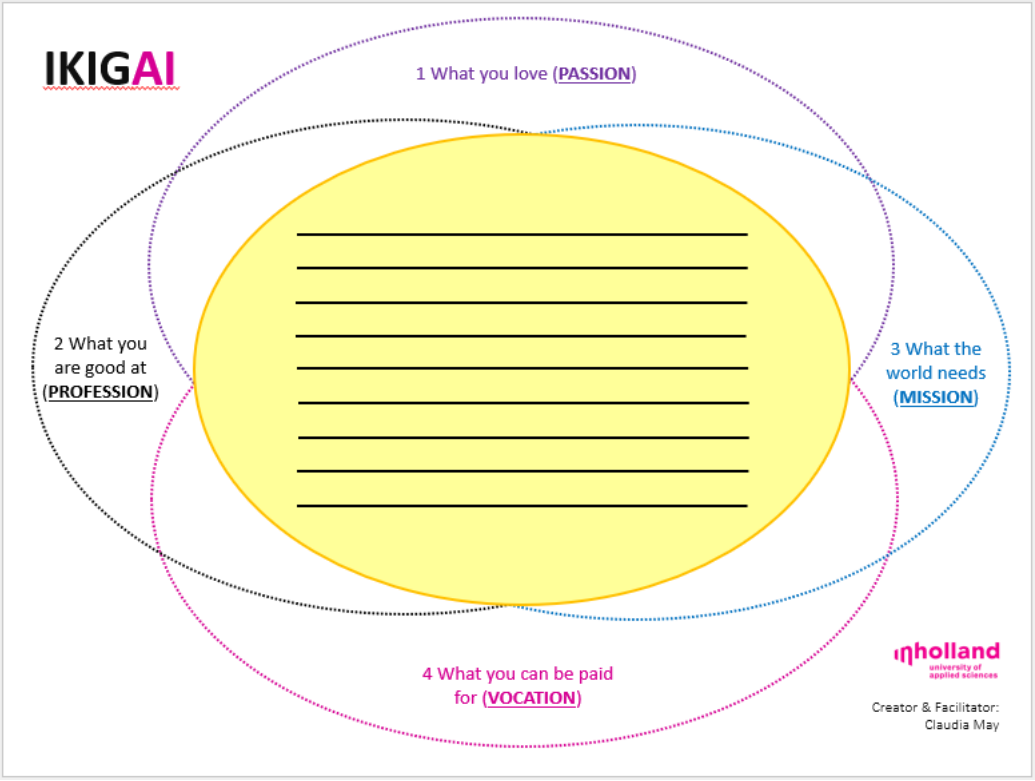


Figure 2 Paper worksheet template to be filled in manually.



Figure 3 IkigAI workshop at Design Academy Eindhoven in September 2025.

2.3 Participants and data collection

The latest two workshops, conducted in September 2025 at the Design Academy Eindhoven and March 2026 at Delft University of Technology served as the primary source of empirical data for this study. Participation was voluntary, and informed consent was obtained via the pre-workshop questionnaire.

We processed twenty consented pre- and post-workshop questionnaires from these sessions. Anonymous codes helped to match pre- and post-questionnaire datasets. The majority of respondents were recent graduates and and master students, with a smaller portion of bachelor students and early- and mid-career practitioners. Participants received anonymous codes to allow pre/post matching. Photos and worksheets were retained only with explicit consent. Data retention complied with institutional policies

Questionnaires included:

- Seven pre-test and eight post-test items, comprising multiple-choice, Likert-scale, and open-ended questions. See appendix C for a detailed overview of pre- and post- questions
- The five competencies of career decision making self-efficacy scale – short form (Betz & Taylor, 1996) assessing confidence in: Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving (Mind Garden, n.d.).
- An additional item measured commitment, recognising that confidence does not equal enacted behaviour.
- Likert scales (1–5) and a general confidence slider to quantify perceived career direction clarity.

2.4 Data analysis

For the quantitative data, pre/post comparisons of the career direction clarity scale provided context for qualitative findings.

Qualitative data were analyzed using thematic clustering, an inductive meaning-making approach that grouped responses into categories based on similarity and surface patterns (Miles et al., 2024). The analysis process involved: familiarization with the dataset, identification of recurring patterns and generation of themes, production of a narrative enriched with original participant quotes. GenAI tool ChatGPT-5 and MS Copilot was employed to refine questionnaire wording and assist in initial thematic coding. Contrasting exemplars were selected to illustrate themes and support interpretation.

2.5 Ethical considerations

Participation was voluntary, with explicit informed consent. Anonymous codes ensured privacy while enabling pre/post comparisons. Data retention and storage followed institutional guidelines. Visual and textual artefacts were published only with consent.

Our study population of 20 design students within two Dutch higher education institutions represents a convenience sample whose findings should be interpreted as context-bound

due to institutional norms and pedagogical approaches. We elaborate on limitations in chapter 4.1.

We acknowledge the risk of over reliance on AI in our workshop and emphasize the need for critical AI literacy among students and educators to fostering responsible and intentional use of AI. Biases origin from training data, which can perpetuate existing prejudices or introduce new ones, potentially generating outputs that distorts participant's reality and limit their career opportunities. Overreliance on GenAI may foster cognitive outsourcing and judgment substitution, undermining the reflective processing that is central to the pedagogical and educational goal of the workshop. The workshop facilitator guides meaning making and creates awareness about AI bias prior, during and after AI interaction. This human-led critical evaluation and curation of machine-generated output ensures that GenAI outputs are possible career options rather than definite conclusions.

3. Results

Based on the analysis of collected data, we answer our research question by presenting our findings in three sections: career direction clarity participants gained, the underlying mechanism, and lastly, some quantitative outcomes.

3.1 Career direction clarity

Participants entered the workshop seeking a clearer career direction, a better understanding of their strengths, and concrete next steps. Key challenges included lack of confidence, being unsure about strengths, fear of making the wrong choice, lack of industry information, time and energy constraints, and too few or too many career options.

During the workshop, participants reported gaining clarity on how their passions, strengths, and values aligned with potential career paths. Outcomes ranged from identifying specific roles (e.g., “Designer in mental health”) to broader realizations about pursuing unconventional careers or navigating complex systems. A few participants reported no new clarity, but many acknowledged personal growth or concrete next steps, such as refine career direction and goals (e.g., “it highlights shortcoming of my current knowledge”), apply for jobs, residencies, or programs, update professional materials (e.g., “Start developing a project in the direction that came out of the workshop”), reach out to collaborators or mentors, use AI for planning and self-reflection. One participant reflected: “When ChatGPT told me I am a mediator, I really resonated with that.” This illustrates how GenAI can affirm personal identity, supporting career clarity and confidence. Some emphasized building confidence and deepening understanding of personal goals (e.g., “practical careers I could start with, leading to a ‘dream’ company of my own”).

3.2 Mechanisms of career direction clarity

Clarity emerged mostly through personal reflection and GenAI interaction, and fewer times by GenAI interaction only. Human reflection often occurred internally (e.g., “Writing it down for myself”, “Trying to understand what I want to bring to the world”). Participants who resonated with GenAI outputs reflecting their values or strengths reported higher clarity and confidence (e.g., “I realized that the direction I thought I was avoiding is somehow still

subconsciously dominant"). Conversely, vague or biased GenAI outputs reduced trust and clarity. Creative AI prompts, such as the role-play with an idol (e.g., "Having someone I admired or someone expert share their point of view"), structured questioning (e.g., "when the facilitator proposed asking the AI to give thoughtful questions"), or challenge-based outputs, helped participants structure vague input and explore possibilities. A few participants expressed skepticism, noting that a lack of critical framing could erode trust: "When I realised I did not hear any negative points/warnings about AI, I lost my trust at all." Overall, clarity was balanced between human-led introspection and AI-supported reflection, with each mode contributing depending on the participant's engagement style.

3.3 Quantitative outcomes

Pre/post comparisons show a moderate increase in career direction confidence. Average overall confidence rose from 5.3 to 6.1 (Likert scale 1–10), with improvements across the five career decision-making competencies. Participants reported that the workshop helped them set two concrete next steps toward a chosen direction, find and use information to evaluate whether a direction is right, and adjust their plan and keep moving if they hit obstacles or new constraints. Table 3 provides a detailed overview of pre- and post- data, as well as its change.

Table 3 Comparison of pre- and post- answers on career direction clarity confidence in general, and per competency

Question	**PRE**	**POST**	**Change**
Confidence: How confident are you about your career direction? (0 = not confident at all; 10 = fully confident)	5,3	6,1	+0,8
How confident are you that you can … (1 = not at all; 5 = completely)	**PRE**	**POST**	**Change**
…identify a realistic career direction that fits your strengths and values	2,8	2,9	+0,1
…choose between plausible directions when needed	3,1	3,4	+0,3
…set two concrete next steps toward your chosen direction	2,7	3,2	+0,5
…find and use information to evaluate whether a direction is right for you	2,9	3,5	+0,6
…adjust your plan and keep moving if you hit obstacles or new constraints	3,3	3,7	+0,4

4. Conclusion and Discussion

This study contributes to our understanding of how GenAI can support career direction clarity for design students and early-career practitioners. Conceptually, we operationalize career direction clarity at the intersection of identity and future orientation, offering a measurable framework tailored to higher education and design-driven programs. This approach bridges theory on identity formation and career self-efficacy with practical reflective interventions.

Empirically, our pre/post data indicate modest improvements in perceived career direction confidence (from 5,3 to 6,1 on a 10-point scale). Qualitative insights suggest that participants gained clarity by aligning personal values, strengths, and passions with potential career paths. Identity affirmation through GenAI - resonating with suggested roles or narratives - further strengthened confidence. These findings highlight GenAI's potential as a co-reflector, complementing human-led reflection by providing personalized, context-sensitive feedback.

Methodologically, we offer a replicable workshop program with structured materials, prompt templates, and facilitation guidance, enabling participants to translate AI-generated insights into actionable decisions while strengthening reflective judgment. For educators and practitioners, this approach demonstrates how structured, human-AI co-reflection can support early-career decision-making and professional development.

Human reflection remained central: participants emphasized internal processes such as writing and conceptual thinking, while peer or facilitator input was less frequently cited. GenAI was most effective in structuring vague ideas, exploring values, and generating next steps, but its impact depended on prompt quality, facilitator guidance, and participant familiarity. Trust and perceived neutrality were critical; biased or overly positive AI outputs could reduce confidence.

Human facilitation before, during and after each GenAI prompting round enabled participants to learn from each other and enhance meaning-making of GenAI output. For instance, facilitators can ask follow-up questions to individuals after hearing their GenAI output with the aim to enhance depths of reflection, while at the same time inviting peer learning for others.

While the workshop yielded positive shifts, career development is iterative, and short-format interventions risk fostering superficial clarity. Embedding GenAI-supported reflection within longer-term processes and promoting critical engagement with outputs is essential to ensure sustainable, reflective career decision-making.

Practical enablers included an inviting physical setup, pen-and-paper reflection, accessible digital devices, and clear prompts. Constraints involved technical limitations and varying participant familiarity with AI tools. Future research should track GenAI model version and parameters to ensure transparency and reproducibility.

Overall, this explorative study suggests that GenAI can enhance career reflection when integrated thoughtfully with human-led sensemaking. The IkigAI workshop provides a promising model for design education, supporting both identity exploration and future-oriented career decisions. Although findings are context-specific, they offer initial guidance for educators, researchers, and practitioners seeking to leverage GenAI as a reflective co-participant in career development.

4.1 Limitations

Due to the limited dataset available, our results have a low statistical validity and generalisation is restricted to the session configuration used. Our study was conducted within the Dutch design educational context. Our limited student population (n=20) represents a convenience sample and should be interpreted as context-bound rather than

generalizable. The institutional norms, facilitation culture, and curriculum may differ from other universities compared to the Netherlands.

We encourage future research across contrasting institutional and cultural contexts including non-Western settings to test transferability. We suggest emphasizing data collection on the role and impact of human reflection, and how facilitator interventions shaped outcomes relative to AI contribution. We advise expanding quantitative data collection pre- and post, and analysis to enrich significance, and to triangulate findings in the future. We invite researchers to explore long-term impacts on career trajectories of design students and graduates by triangulating among more cases.

As GenAI tools undergo regular updates with increased capabilities and knowledge, GenAI outputs can vary across providers and versions (model drift). For transparency and reliability, we advise further research to keep a GenAI technical log including details about provider, model name and version/date, parameters) to support traceability and interpretation.

Overall constraints include Wi-Fi connectivity for GenAI tools, legibility or photo uploading errors or novice GenAI users. Overall enablers that we discovered are an inviting room setup with space to write with pen and paper, and use a laptop or mobile phone, prompt templates on the screen, and intro/outro by the event host.

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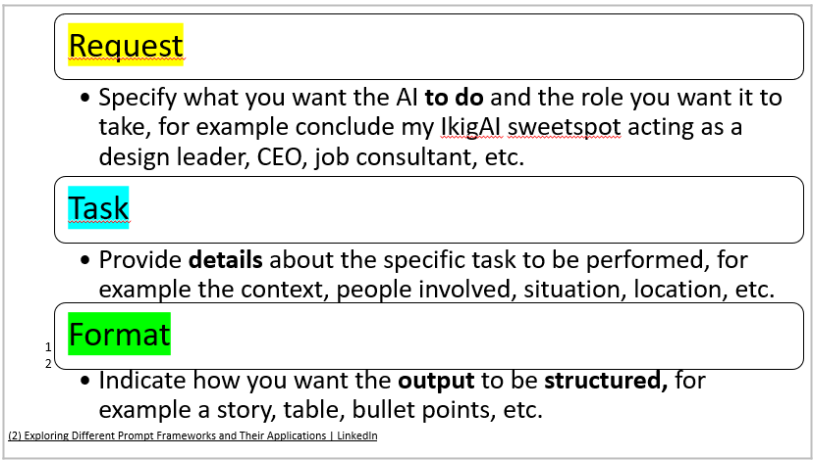
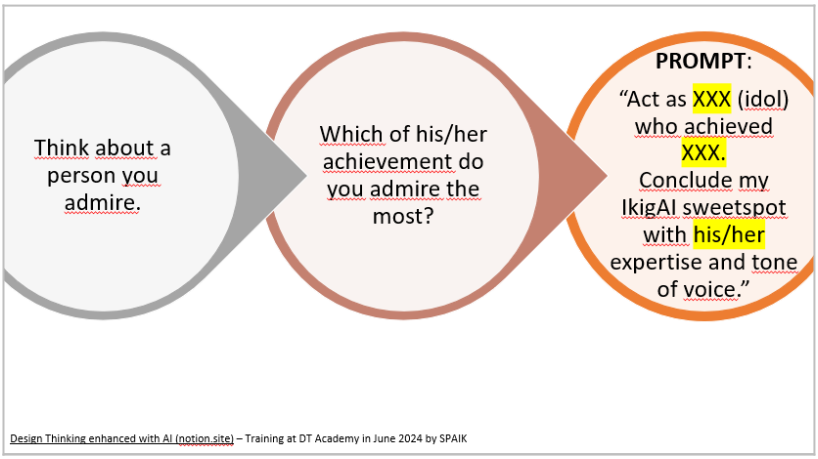
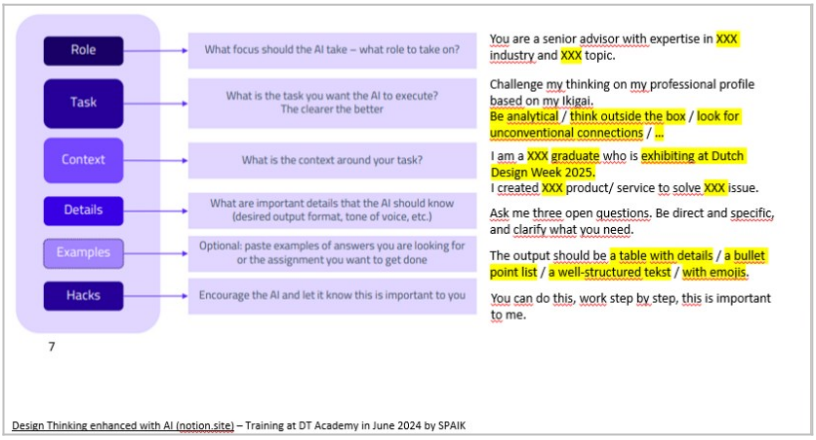
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Appendix

Appendix A Overview of IkigAI workshops in chronological order.

#	Venue/ context	Date & Duration	Audience	Data collected	Notes
1	DigiQuest event, Amsterdam	11-2023, 45 minutes	4 interdisciplinary students	No. Facilitator notes only.	Initial workshop prototype
2	Talent for Good fair, The Hague	06-2024, 60 minutes	23 young professionals		
3	Urban Leisure & Tourism Lab, Amsterdam	09-2024, 90 minutes	21 interdisciplinary students		
4	TU Delft Synergy Week, Delft	10-2024, 120 minutes	38 design Master students		
5	DigiQuest event, Amsterdam	11-2024, 60 minutes	55 international students and pupils		For on DigiQuest teams
6	CIMIX creative industry conference, Vienna, Austria	01-2025, 90 minutes	82 international design practitioners		Custom branded workshop
7	Graduates and students of Design Academy Eindhoven	09-2025, 120 minutes	13 design students	**Yes. Pre- and post questionnaire.**	
8	TU Delft Synergy Week, Delft	03-2026, 120 minutes	7 design Master students		

Appendix B Prompt templates as part of the workshop presentation material

Round	Description	Presentation slide with prompt template
1	Simple prompt	
2	Idol prompt	
3	Detailed prompt	

Appendix C Overview of pre- and post- questions

PRE questions	**POST questions**	**Remark**
PreQ1: I consent to anonymised use of my responses for research/publication (yes/no)		Answer “no” finishes form
PreQ2: Anonymous code: Please enter the code you received by the workshop facilitator (open)	PostQ1: same as PreQ2	For matching pre – post
PreQ3: What is your role: I am a ... (multiple choice)		For research population description
PreQ4: Goal for workshop: What do you want to leave with today? (multiple choice)	PostQ2: Outcome narrative: What about your career direction became clearer? (open)	
PreQ7: Challenge: Which is your single biggest career challenge? (multiple choice)	PostQ3: Next step: Name one concrete action you will take in the next two weeks (open)	
PreQ5: Confidence: How confident are you about your career direction? (0 stars = not confident at all, 10 stars = fully confident)	PostQ4: same as PreQ5	
PreQ6: Clarity: How confident are you that you can ... (1-5 scale)	PostQ6: same as PreQ6	
PreQ6 A: …identify a realistic career direction that fits your strengths and values		
PreQ6 B: …choose between plausible directions when needed		
PreQ6 C: …set two concrete next steps toward your chosen direction		
PreQ6 D: …find and use information to evaluate whether a direction is right for you		
PreQ6 E: …adjust your plan and keep moving if you hit obstacles or new constraints		
	PostQ5: Main source of clarity: Where did most of your clarity come from today? (multiple choice)	
	PostQ7: Human moment: Give one concrete moment where you / the facilitator / peers shifted your thinking. (open)	
	PostQ8: GenAI moment: Give one concrete moment where a GenAI output shifted your thinking. (open)	