

LUV LIBRARY OF PERSPECTIVE

Adulting: Own Your Future

Perspective Discussion Guide

Library Title #013 | Shelf: Life Positioning

The purpose of this conversation is not to reach immediate agreement or develop an action plan. It is an invitation to explore the Perspective itself.

Awareness → Stability → Direction → Momentum

How to Use This Guide

For the person holding the conversation

This is a reflective dialogue, not a training, presentation, or implementation session. Choose the section that best fits the group. You do not need to ask every question.

- Invite discovery rather than persuasion.
- Allow disagreement, uncertainty, and silence.
- Ask for meaning before asking for solutions.

Do not rush toward consensus or an action plan.

- Select the questions that best fit the people, time available, and direction of the conversation.
- The conversation has been worthwhile when people leave thinking more deeply.

The LUV Learning Process

Experience → Reflection → Discovery → Ownership

Choose Your Conversation

Conversation	Designed For
Leadership	Executives, directors, board members, and senior leaders
Managers and Supervisors	Those translating organizational direction into everyday work
Frontline Professionals	Professionals working directly with people, families, and communities
Whole Organization	Leadership, management, administration, support roles, and frontline teams together
Community Perspective	People, families, youth, community members, partners, funders, contract holders, and others affected by the work

Optional: Experience the Framework

Interested professionals may explore the LUV Life Positioning Framework™ before or after the discussion. This is entirely optional—not an assignment, assessment, or prerequisite. Experiencing it personally may deepen the conversation about its value for someone else.



Scan to explore the LUV Life Positioning Framework™

1. Before the Discussion

Welcome to this reflection on Adulting: Own Your Future.

The purpose of this conversation is not to reach immediate agreement, solve an organizational problem, or develop an action plan.

It is an invitation to explore the Perspective itself: what feels true, what feels uncomfortable, what raises questions, what challenges the way we understand readiness and responsibility, and what we might see differently after sitting with the idea together.

LUV conversations are designed to invite discovery rather than persuasion. Participants are not expected to arrive at the same conclusion. The value of the conversation comes from hearing how the Perspective is understood from different experiences, responsibilities, and positions within an organization.

Adulthood is often treated as an age, a milestone, or a collection of tasks people should already know how to manage. This Perspective invites us to consider something different:

Adulting is not a test of readiness. It is a way to see where you are standing and choose what to build next.

People do not experience money, housing, work, health, transportation, relationships, and responsibility as separate programs. They experience them as one life.

As you enter the discussion, resist the urge to move immediately toward solutions. Allow time for reflection, disagreement, curiosity, and questions that may not yet have an answer.

2. Shared Discussion Questions

Use with any audience before moving into the perspective-specific conversation

First Response

What stood out to you most in this Perspective?

What part felt immediately true or familiar?

Was there anything you resisted, questioned, or disagreed with?

What idea are you still thinking about?

What did the Perspective cause you to notice that you may not have noticed before?

Seeing Adulthood as a Whole

What does being ready for adulthood mean to you?

Who taught you how the practical pieces of adult life connect?

What are people often expected to know without ever being taught?

How can difficulty in one area of life affect several others?

Why might uncertainty about the future look like a lack of motivation?

What changes when we understand adult life as interconnected rather than a collection of separate tasks?

What does it mean to give someone a map without deciding the destination for them?

Positioning, Awareness, and Ownership

What is the difference between evaluating someone and helping them see their position?

How can awareness reduce anxiety without immediately solving every problem?

What becomes possible when a person can recognize where they are already strong?

Why might someone need to see where they are standing before creating a long-term plan?

How is choosing one area to strengthen different from being handed a list of everything that is wrong?

What role does identity play in the direction a person is willing to own?

How does mutual dignity change a conversation about responsibility?

Assumptions and Interpretation

What assumptions are often made when someone says, "I don't know what I want to do"?

When might a person appear irresponsible even though they are trying to manage responsibilities no one can see?

How might our own experience of becoming an adult shape what we expect from others?

Can a person complete a life-skills class and still lack a meaningful sense of direction?

What might we overlook when we focus only on whether a task was completed?

How could curiosity change the way we interpret uncertainty, mistakes, or a changing plan?

Tension and Complexity

What responsibilities must people carry even when they do not feel prepared?

How do we honor different starting points without lowering expectations for growth?

Can providing structure unintentionally become controlling?

What happens when organizational timelines do not match the person's current position?

How do we support choice when some consequences are not negotiable?

Where might guidance end and ownership begin?

What does accountability look like when the path forward is not linear?

A. Leadership Perspective

For executives, directors, board members, and senior organizational leaders.

Purpose

To explore how leadership understands readiness, responsibility, independence, and ownership—and how organizational design shapes the way people experience preparation for adult life.

Discussion Questions

How does our organization currently define readiness for adulthood?

What outcomes do leaders expect life-skills resources to create?

Do our services help people connect decisions across their lives—or address each need in isolation?

Where might our measures of success capture completion without capturing clarity or ownership?

How might funding categories encourage fragmented services for people living one interconnected life?

What responsibility do leaders carry for creating continuity across programs and partners?

How can leaders honor different starting points while remaining accountable for meaningful outcomes?

What tensions arise when an organization values individual choice but is measured by predetermined milestones?

How might leadership distinguish between providing more information and creating deeper understanding?

What does mutual dignity require when the organization defines what successful adulthood should look like?

How might leaders recognize whether resources increase a person's options rather than simply directing behavior?

What might leaders need to understand about their own assumptions before defining readiness for others?

Question to Sit With

Are we preparing people to complete the next adult task—or equipping them to understand the life they are building?

B. Managers and Supervisors Perspective

For those responsible for supervision, coordination, implementation, and translating organizational direction into everyday work.

Purpose

To explore how supervisors support professional judgment, connected practice, and ownership when programs, timelines, and responsibilities are organized into separate parts.

Discussion Questions

How do managers currently support professionals in discussing the whole life surrounding one service need?

What assumptions arise when someone repeatedly changes direction or does not complete a plan?

How can supervision distinguish between missing information and missing ownership?

What happens when professionals feel pressured to produce a plan before the person can see their current position?

How might program boundaries affect the questions professionals believe they are allowed to ask?

Can supervisors protect role clarity while encouraging professionals to notice connections across domains?

How do productivity expectations influence the time available for reflection and discovery?

What support do professionals need when the most important next step falls outside their program's responsibility?

How can supervision hold both immediate requirements and the person's longer-term direction?

What does mutual dignity look like when a professional believes the person is making an unwise choice?

How might supervisors recognize when staff are taking ownership of a future that must belong to the person?

What becomes possible when supervision asks what the person is trying to build—not only what they completed?

Question to Sit With

Are we supervising professionals to deliver isolated services—or to recognize how each service fits within a life the person must own?

C. Frontline Professionals Perspective

For professionals working directly with individuals, youth, families, and communities.

Purpose

To explore how responsibility, readiness, identity, choice, and ownership are understood within direct relationships with people, youth, families, and communities.

Discussion Questions

What do we notice first when someone appears uncertain about their direction?

What assumptions might we make when a person has not completed a practical adult task?

How might our professional expertise shape what we believe the person should prioritize?

What is the difference between teaching information and helping someone position themselves?

When can a checklist clarify the path, and when can it become another judgment?

What might happen if we ask where the person feels strong before asking what needs improvement?

How can the nine life domains reveal connections that one presenting problem may conceal?

What does it mean to let the person decide which area deserves attention first?

How can we offer practical knowledge without taking ownership of the decision?

When might our desire to protect someone reduce their opportunity to learn from a choice?

How can we honor a next step that feels too small from our professional perspective but meaningful to the person?

What does mutual dignity require when the future the person wants differs from the one we imagine?

When have you witnessed someone begin directing their own future? What seemed to make the difference?

Question to Sit With

What might change if we stopped asking whether someone is ready for adulthood and began asking what they are ready to build next?

D. Whole Organization Perspective

For conversations that include leadership, management, administration, support roles, and frontline professionals.

Purpose

To explore how different parts of the same organization may support separate areas of life—and whether those parts create a coherent experience for the person served.

Discussion Questions

Do we share a common understanding of what preparation for adulthood means?

Where might one department see a completed service while another sees an unresolved connection?

How many separate plans might one person be expected to carry across our organization?

Who can see how those plans interact in the person's actual life?

Where might our language about readiness differ across leadership, administration, supervision, and direct practice?

What behaviors does our organization tend to interpret as immaturity or irresponsibility?

How might those interpretations change when different roles share what they can see?

Do our processes create a coherent path—or require the person to assemble disconnected pieces alone?

Can our resources be individually useful but collectively difficult to navigate?

What tensions exist between consistent programming and individual starting points?

How might administrative requirements shape the meaning of success in direct practice?

What happens when professionals teach responsibility without enough space for identity, reflection, and choice?

Where might our organization confuse task completion with forward positioning?

What becomes possible when the entire organization shares language for stability, direction, and momentum?

What might we discover if we viewed the person's life as a whole before defending the boundaries of our own role?

Question to Sit With

Can an organization help someone see their life as a whole if its own services remain disconnected from one another?

E. Community Perspective

For conversations with—or in preparation for engaging—people, families, youth, community members, partners, funders, contract holders, and others affected by the organization’s work.

Purpose

To explore how families, youth, community members, partners, funders, and contract holders understand preparation for adulthood and the different resources people bring to their starting lines.

Discussion Questions

What does being prepared for adulthood mean from the perspective of someone stepping into it?

What knowledge do families and communities pass down that formal programs may overlook?

What happens when a person enters adulthood without access to that knowledge?

How might shame prevent someone from admitting what they have never been taught?

What helps people ask practical questions without feeling judged or exposed?

How do housing, transportation, employment, health, money, and relationships interact in your community?

What opportunities exist in some neighborhoods or families that are absent in others?

How might community partners create a more connected path across different services?

Who is responsible for helping a person recognize how separate systems affect one life?

How can funders and contract holders support learning that does not fit neatly within one service category?

What happens when systems measure readiness without accounting for unequal starting points?

How can communities honor responsibility without treating missing knowledge as a character flaw?

What does mutual dignity require when adults define success for young people whose realities are different from their own?

How might community conversation reveal practical knowledge people wish they had received earlier?

What would allow people to recognize adulthood as something they can build—not a test they have already failed?

Question to Sit With

Are we judging people by the starting line they inherited—or creating opportunities for them to build from where they are?

4. After the Discussion

Do not rush to translate the conversation into an action plan. Allow participants to leave with questions, tensions, and emerging insight.

What idea are you still sitting with?

Did anything shift in how you understand preparation for adulthood?

What did you hear today that you had not considered before?

What tension remains unresolved for you?

Where did you notice yourself becoming defensive, curious, or surprised?

What question do you want to carry forward?

Whose perspective would deepen this conversation?

What would you like to understand more fully before deciding what this Perspective means for your work?

Participants may reflect silently, write privately, or share with the group. No one is required to leave with the same conclusion.

5. Guidance for the Person Holding the Conversation

Your role is not to teach the correct interpretation or guide participants toward a predetermined answer.

- Invite rather than persuade.
- Protect dignity.
- Allow disagreement.
- Resist correcting people too quickly.
- Ask for meaning before asking for solutions.
- Make room for silence.
- Notice whose voice is missing.
- Avoid forcing consensus.
- Remain curious about tension.
- Let discovery belong to the participants.

When the Conversation Moves Too Quickly Toward Action

What do we need to understand more fully before deciding what to do?

What belief is underneath that proposed solution?

Are we trying to resolve the tension before we have understood it?

What perspective have we not yet heard?

*The conversation has been worthwhile when people leave seeing adult life more clearly—
not merely when they leave with a list of tasks.*

6. Continue the Conversation

Ownership grows through awareness, reflection, and discovery.

This discussion is not intended to complete the work. It is an invitation to begin seeing how identity, practical responsibilities, and life decisions connect.

Consider continuing the conversation through another audience perspective, a related LUV Library title, or a deeper organizational dialogue.

Continue the Conversation with LUV

*Every organization serves people with different lives, pressures, strengths, and possibilities. If this Perspective helped you see how *Adulthood: Own Your Future* could support the people you serve or strengthen the services your organization already provides, we invite you to continue the conversation with LUV.*

Together, we can explore how LUV guided experiences, practical books, reflection tools, and facilitator resources might complement the work your organization is already doing. We'd be honored to spend time thinking alongside you. No sales presentation. Just a conversation about the people you serve and the conditions that can support their ownership.

Schedule a Complimentary Conversation with LUV