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Capacity, Passion, Relevance, and Presence: A Conceptual Framework for the Interpretation and Study of Success

About the Author(s)

Dr. Nathan Anderson currently serves as a curriculum developer and consultant to support research, evaluation, and assessment efforts of educational organizations. His responsibilities involve co-creating an online curriculum focused on effective data use for pre-service and in-service educators throughout North Dakota and providing evaluation services.

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Keywords

success, failure, capacity, passion, relevance, presence, mindfulness

Cover Page Footnote

Thank you, Lana Anderson, for your thoughtful editing.



CAPACITY, PASSION, RELEVANCE, AND PRESENCE: A CONCEPTUAL FRAMEWORK FOR THE INTERPRETATION AND STUDY OF SUCCESS

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Abstract

This project outlined a conceptual framework to help make sense of opportunities in an effort to recognize conditions leading to failure and to establish paths toward success. In finding success, three distinct themes emerged from the literature: capacity, passion, and relevance. The CPR Success and Failure Analysis framework is intended to be a framework for success. Displayed as a Venn diagram, the framework includes domains of capacity, passion, and relevance, which are connected in the center through presence. The framework may serve as a theoretical lens for research, in-person and online educational opportunities, self-reflection, business coaching/consulting, college and career planning, and various other purposes. Given that a variety of circumstances could be applied to this framework, the possibilities for its use seem endless.

Introduction

Failure can be instructive (Hansen, 2001) and even lead to great successes (Dyer & Martin, 2010). Nonetheless, there are people who want to avoid failure (Covington, 1992; Ruvolo & Markus, 1992; Schunk, 2012). Incidence of failure and failure avoidance may be sparked through an inadequate understanding of how various constructs interact to promote success. Limited awareness of what it takes to succeed could be a consequence of the influence that formal education structures have had on our interpretations. For example, the substantial emphasis placed on standardized assessments, which typically measure elements of knowledge and skill, confines our collective perception of educational success into a narrow focus on intellectual capacity (Darling-Hammond, 2015; Gottlieb, 2015). Such a constrained view may compromise vast potential students could achieve. If we expand our interpretation to encompass a more holistic view of success, strategies can be developed and implemented to help ensure students in our education systems, as well as others, are optimally equipped for the pursuit of successful endeavors.

The purpose of this paper is to introduce *CPR Success and Failure Analysis* as a framework intended to help make sense of opportunities in an effort to recognize conditions for failure and establish paths toward success. The framework may be utilized to establish a more comprehensive understanding of what it means and takes to succeed, as well as to inform research and dialogue regarding the purpose of K-12 education. We begin with a literature review discussing success and failure, as well as themes of Capacity, Passion, Relevance, and Presence through an educational lens. Next, we introduce the *CPR Success and Failure Analysis* framework by providing a visualization of its components, explaining its domains and subdomains, and describing two contextual examples of potential uses. One example focuses on

how the framework could be applied to explore what it takes to succeed as a Master of Education (M.Ed) student researcher striving to create new knowledge by completing a thesis. The other example focuses on how the framework could be applied to explore the purpose of K-12 education. The examples are influenced by our backgrounds and represent the foundation of our vision for a seemingly boundless body of work that could be informed through the model. As authors, we represent an intersection of professionals working in K-12 education, higher education, and private enterprise. We conclude this paper with a discussion on limitations, possibilities for practical application, and potential directions for future research.

Literature Review

After more than a century of interpreting and predicting educational success through tests, our understanding of success has become too narrow. For decades, curriculum scholars have argued standardized tests and college entrance exams have shaped education policy to the detriment of creative and critical ways of thinking (Hursh, 2015; Ravitch, 2015; Weiner, 2015). Gottlieb (2015) argued standardized testing provides rhetorical fulcrum for how policy makers define good teaching, which in-turn narrows both curricula and how educational success is understood more broadly (Darling-Hammond, 2015). Under the rhetoric of college and career readiness, standardized assessments have effectively shaped the discourse for what it means to fail and succeed educationally; and, in doing so, they fundamentally shape what counts as knowing (Gottlieb, 2015). Though these assessment-based policies may reflect good intentions to ensure equal educational opportunities as a matter of social justice, good intentions can still cause major problems when it comes to educational policy (Au, 2016; Gorski, 2008; Rosiek & Kinslow, 2015). More specifically, standardized assessments reinforce inequalities (Childers, 2017; Leonardo, 2004; Means, 2013; Taubman, 2009) and undermine democratic values to the benefit of privatization efforts (Apple, 2006; Hursh, 2015; Ravitch, 2013; Schneider, 2015).

Although standardized testing affects all levels of public education, Popkewitz (2017), Schwarz (2016), and Zeichner (2017) have expressed concern for its negative impact on teacher education programs. In accordance to state policies and accrediting requirements, teacher education programs rely on standardized assessments in determining which teacher candidates to admit into their program; and later, at the end of the program, teacher candidates must pass more standardized assessments in order to obtain their teaching licence (Popkewitz, 2017). Additionally, accrediting agencies now hold teacher educational programs accountable for their graduates' future students' future standardized test scores (Zeichner, 2017). Not only do these tests impose monetary costs on the university, the teacher candidates, and school districts, but they also impose a narrow definition of what counts for curriculum, instruction, and student learning. Dewey (1938), Eisner (2017), Greene (1995), Noddings (2013), Uhrmacher (2009), and others have argued that it is important to attend to aesthetic dimensions and learning, but, by contrast, modern teacher education program requirements rely heavily on standards that are, "reductive, dictatorial, simplistic, and highly techne-oriented" (Schwarz, 2016, p. 52). Not only must students pass multiple standardized assessments, but they are also evaluated through prescriptive rubrics based on minimum teaching standards. This relationship with standards narrows the curriculum to focus primarily on prescriptive frameworks designed to establish what counts for "good enough." Schwarz (2016) supports this claim:

Ever since Aristotle used the term, *techne* or the knowledge of how to do things or make things happen has been perceived as an important way of knowing. However, since the Industrial Revolution and particularly in the 20th century and beyond on, scholars have

also observed the growing domination of techne as the only kind of knowledge that matters. (p. 47)

Building on Schwartz's argument, we posit schools and teacher education programs might benefit from contextualizing what it means to succeed or fail. As these terms certainly include broader implications than public education, we will begin first by establishing a conceptual framework to make sense of success and failure more broadly. Then, we will revisit the topic of schools and teacher education programs to explore how this framework could potentially contextualize success and failure from educational perspectives.

Success

For the purpose of this paper, the definition of success is inspired by Nightingale (2013), who defined success as "the progressive realization of a worthy ideal" (p. 6). Blending Nightingale's definition of success with our interpretation of what is meant by a worthy ideal yields the following definition of success, which will serve as the definition for this paper: The progressive realization of a contribution toward the enhancement of oneself or others by doing something one is good at and has a desire to do.

This definition of success presumes a person, or more specifically a teacher or student, is striving to achieve a goal that results in a contribution to the well-being of oneself or others. A desired ideal or goal is a key element to consider when interpreting whether something is a success. Without a desired ideal or goal in mind, it would be challenging to assess the extent to which a person is succeeding. Given the definition of failure as a lack of success (Najimi, Sharifirad, Amini, & Meftagh, 2013), if a person is not progressing toward making a contribution to the enhancement of oneself or others, then the person could be perceived as a failure.

Arguably, time is an essential commodity as each moment of a person's life inevitably influences the next. Consequently, it would be reasonable to assert there is meaning for each moment of a person's life — or, in other words — there is a purpose for, or value within, each moment of a person's life. That said, something considered a failure in a person's life from one perspective could undoubtedly be considered a critical step toward success from another perspective because it served as a point along the path that ultimately led a person to succeed. Although lessons learned through failed attempts at various pursuits often seem to be prerequisites to achievement of success in another pursuit, this paper leans toward a focus on success or failure of a single pursuit, such as a person's job, hobby, educational pursuit, extracurricular activity, or other series of events that could be grouped as a single initiative.

In finding success, three distinct themes emerge from the literature: Capacity, Passion, and Relevance. These themes align with our definition of success. For instance, in terms of pursuing a goal, Capacity indicates a person is good at pursuing the goal in an identified role; Passion indicates a person has a desire to pursue the goal in the identified role; and Relevance indicates that by pursuing the goal in the identified role, a person is making a contribution to the enhancement of oneself or others. Optimized alignment of the three themes is made possible through, and reinforces, a fourth theme identified as Presence.

Success in education. Success often has too narrow of a definition for schools and teacher education programs. This may be a consequence of an overemphasis on aligning curriculum and instruction with regularly administered standardized assessments that primarily measure an intellectual capacity to learn content. Though it is important to learn content, educational success can also include relational dimensions (Noddings, 2013) and deeper levels of consciousness (Greene, 1995). Eisner (2003) explains broader understandings of success in education:

...a curriculum and a school environment that enable students to develop the dispositions, the appetites, the skills, and the ideas that will allow them to live personally satisfying and socially productive lives. (p. 3)

Building on Eisner's argument, we contend that simply knowing academic content is not enough. Rather, success in education means empowering students to live the lives they want to live. Realizing this goal is complicated, we argue that focusing on Capacity, Passion, and Relevance will help make sense of what success looks like for each student, teacher, school, and teacher education program.

Capacity

Capacity represents an ability to progressively realize a goal through an identified role. There are 5 subdomains within the general domain of Capacity. The subdomains of Capacity, informed by Hettler's (1976) dimensions of wellness, include Intellectual, Emotional, Social, Physical, and Spiritual Capacities. Intellectual Capacity represents mental knowledge, skills, creativity, problem solving, and learning. Emotional Capacity represents a positive outlook, awareness and acceptance of feelings, as well as expression and management of feelings. Social Capacity represents interdependence between others, communication, and building relationships. Physical Capacity represents bodily strength, flexibility, endurance, and health. Spiritual Capacity represents an appreciation for life and identification of meaning and purpose in human existence.

Before further describing Capacity, it is important to note that privilege can affect Capacity. Systemic conditions can provide opportunities for some while limiting the opportunities of others. Bronfenbrenner (1993), Collins and Jun (2017), DiAngelo (2011), Leonardo (2004), McIntosh (1988), and others have written extensively on the topic of privilege as it relates to race. People of color face well-documented disadvantages in a variety of facets in life (Collins & Jun, 2017). These disadvantages manifest through conditions in which embedded racial inequalities seem normal and often go unchallenged (Rosiek & Kinslow, 2015). Smiliary, Case, Kanenberg, Erich, and Tittsworth (2012), McClintock (2013), and Pascale (2013), and others have detailed ways in which privilege reinforces discrimination based on gender and sexuality. Thus, when we discuss our interpretations of how Capacity affects success, we want to recognize that not all people are afforded equal opportunity to Capacity.

Despite these systemic inequalities, Capacity can also be a positive force. For example, a person could have the Emotional Capacity for a positive outlook (Kemp, 2013). Capacity can be Intellectual, such as mental knowledge, skills, creativity, problem solving, and learning (Hettler, 1976; Matchley, 2018). Capacity can be Physical in the form of bodily strength, flexibility, endurance, and overall health and well-being. There is a Social dimension to Capacity, demonstrated as interdependence between others, communication potential, and social orders (Hettler, 1976; Hall, Burkholder, & Stemer, 2014). Capacity has a Spiritual dimension as well, like the Capacity to find meaning and purpose in human existence (Hall et al., 2014; Hettler, 1976; Schafer, 1997). Capacity provides for the possibility of success.

Capacity in education. Vygotsky (1931), Piaget (1955), Bruner (1960), Gee (2012), and others have long argued that learning is constructed through experiences, and, therefore, it is imperative to provide students with meaningful experiences to build knowledge and understandings. As students have experiences, they build on their Capacities. Because the focus of Capacity in education has so often centered around testing and test scores (Hursh, 2015; Ravitch, 2015), schools utilize test scores to determine with whom students will learn and the level of books they will read. We argue there are other important aspects to Capacity worth our

attention. Furthermore, standardized assessment-based understandings of Capacity can reinforce racial and economic privilege to harm the very students they claim to help (Au, 2016; DiAngelo 2011; Madaus & Clarke, 2001). For example, Childers (2017), Gorski (2008), Leonardo (2004) and others have demonstrated ways in which educational standards and standardized testing legitimize white privilege, resulting in the misappropriation of curricular control through the illusion of social justice. While standards and standardized assessments will likely continue playing a prominent role in how people understand educational capacities, we argue contextualizing individual student capacities will provide alternative forms of discourse regarding what it takes to succeed in school.

Passion

Passion represents a desire to pursue a goal through an identified role. Mageau et al. (2009) identified interest as an important variable in the development of Passion. The study of interests can be traced to the early 1900s when Thorndike (1912) argued that interests are sustainable over time. If a person is interested in a subject at a young age, the person is likely to be interested in the same or a similar subject at an older age. Furthermore, the intensity of an interest at an earlier time is a predictor of the intensity of a similar interest at a later time. High-level interests at a young age have been identified as predictors of high-level interests at an older age, while low-level interests at a young age have been identified as predictors of low-level interests at an older age. Much research on interests is rooted in the work of Strong (1926, 1927). Strong (1935) argued that interest level toward a particular occupation may be a predictor of interest level toward a similar occupation five years later, which is in line with Thorndike's (1912) findings.

Our understanding of Passion emerged from Vallerand et al.'s (2003) work. Passion is explained in terms of doing something a person likes, finds important, spends time on, and puts energy into. Studies on Passion for activities representing a variety of contexts, such as sports (Vallerand et al., 2008), music (Bonneville-Roussy, Lavigne, & Vallerand, 2010), playing video games (Lafreniere, Vallerand, Donahue, & Lavigne, 2009), nursing (Vallerand, Paquet, Phillippe, & Charest, 2010), practicing yoga (Carbonneau, Vallerand, & Massicotte, 2010), and teaching (Carbonneau, Vallerand, Fern, & Guay, 2008) reveal that Passion for an activity is an important factor in the achievement of high-level outcomes relevant to the respective activity.

Passion can compel a person to exert extra effort (Vallerand & Houliort, 2003). Passion can lead to profits (Collins, 2001), but it can also provide inspiration for underpaid positions. Duckworth (2016), Duckworth, Peterson, Matthews, and Kelly (2007), and others argue that Passion can provide for a sense of "grit" or perseverance. Mindful of our prior caveats about privilege affecting capacity, we acknowledge that privilege could too affect Passion. Flynn (2018), Gorski (2016), Saltman (2016), and others have warned that the term "grit" is problematic and ignores conditions of systemic inequalities. We argue that Passion is more than grit. Passion involves experiencing pleasure which reciprocally inspires an exertion of effort (Kemp, 2013; Robinson, 2009; Vallerand et al., 2003). Through Passion, a person can find significance; Passion can change everything (Robinson, 2009).

Passion in education. Hagel, Brown, and Samoylova (2013) suggest that Passion may be difficult to teach; however, it could emerge, be nurtured, and be put into action with appropriate environmental triggers. Noddings (2013) wrote about teaching and learning as they relate to relationships. As students build relationships with teachers, they may, over time, begin to connect with the teacher's passions. Donalyn Miller's (2010) *The Book Whisperer* provides an example of this. Miller, a 6th grade regular classroom teacher, detailed her reflections of

developing a passion for reading with her students. Not only did Miller implicitly express her love for reading through her interactions with the students and the structure of her classroom, but she also took the time to get to know what each of her students was passionate about in order to provide books that complemented those passions. Furthermore, Uhrmacher, Conrad and Moroye (2013) found teacher passions and their aesthetic sensibilities worth attending to when creating lesson plans and designing curricula. Similarly, students' passions can nurture academic skills. Passion connects students and teachers to the content. Affinity spaces and other realms of vernacular development provide opportunities to learn the language of one's passions (Gee, 2012). We argue that students and teachers need space in the curriculum to explore their passions. Accounting for Passion in our understanding of educational success can help establish curricular space to make meaningful connections that inspire more learning.

Relevance

Relevance represents the impact of pursuing a goal through an identified role (i.e., the benefits a person and/or others will realize as a result of doing it). Relevance is sometimes understood through a person's sense of their essential being, like a calling or duty (Hansen, 1995). The subdomains we apply to Relevance stem from Bronfenbrenner's (2005) bioecological theory. The subdomains of Relevance include Self, Family, Peer, Community, Industry, and Culture.

Self represents a person's essential being (Self, n.d.). Family represents a person's relatives (Rothausen, 1999; Sharma, 2013). A peer is a person with a similar set of given demographic characteristics as another person (Peer, n.d.). Industry represents a group of economic activities or producing units (Executive Office of the President, Office of Management and Budget, 2017). A few examples of industry sectors include health care and social assistance, construction, manufacturing, information, and educational services. Each sector includes one or more sub-sectors. Community represents a geographic or choice-based group who shares common activities and/or beliefs (Brint, 2010). Geographic communities, such as neighborhoods or towns, involve face-to-face interactions. Some choice-based communities, such as fitness centers or churches, also include face-to-face interactions. Other choice-based communities, such as online chat rooms and social networking groups, involve virtual interactions. Culture, as with any term representing a subdomain of Relevance, may be defined in various ways. Some definitions of Culture focus on information, while others emphasize meaning (Cohen, 2009). For the purpose of this paper, Culture represents the shared attitudes, values, beliefs, and behaviors that characterize a group (Martins & Terblanche, 2003; Matsumoto & Juang, 2017; Spencer-Oatey, 2008).

Relevance in education. Relevance in education certainly matters. Historically, we can look at the writings of Buddha, Plato, Rousseau, DuBois, Dewey, Freire and Greene to find rich discourse about the multiplicity of reasons for learning and education (Walker & Soltis, 2009). Nonetheless, over the last century we can find an increasing number of education systems largely concerned with passing tests in the name of career and college readiness (Ravitch, 2015). Expansions in militarism and globalization add support for education as a means toward national defense, the space race, and innovation. In the United States, for example, the *A Nation at Risk* report alarmed policy makers that both the economy and national defense were at risk due to declining SAT scores, low literacy rates, high college dropout rates, and falling behind other industrialized nations in educational achievement on international tests (Bell, 1993; National Commission on Excellence in Education, 1983).

Sizer (1984) echoed some of the concerns evident in *A Nation at Risk*, such as low expectations and weak content. Sizer suggested that a core contributor of the mediocrity problem was that students and teachers had come to an informal agreement in which both parties avoided rigorous assignments (Sizer, 1984). Sizer sought a simple solution to the complex educational concerns of the day: improve teaching; focus more on student mastery and less on standardized tests (Ravitch, 2001). Though standardized tests have expanded vastly since Sizer's recommendation (Darling-Hammond, 2015), student mastery has become another major way to value student learning. We can see this with the rise of rubrics as a form of assessment for mastery learning, and often those rubrics are grounded by standard and/or national content standards (Tenam-Zemach & Flynn, 2015). Thus, rubrics function like another form of standardized assessment to assess mastery. As with traditional forms of standardized assessment, rubrics control what the student will learn and values learning as a matter of demonstrating knowledge or skill about content through preconceived notions of what success and failure look like. Educational success, then, is determined by either passing the test or receiving high scores based on the rubric.

Though career and college readiness are important aspects of learning, there are other aspects of learning worthy of our attention, and not everything worth learning is on a test. For example, Rosenblatt (1938) wrote about students reading for efferent reasons, but, she argues, there is much more to the act of reading than comprehension. People also read for aesthetic reasons, such as feelings of romance, suspense and humor. Likewise, people learn for reasons beyond passing tests and eventual employment requirements. In building on this reality, we contend that predetermined tests and rubrics have made learning content irrelevant to the learner. Often the formal school curricula are produced far away from the students they serve, as bureaucratic and corporate calculations for the "typical" student drive the curriculum. Rather, we argue there is a need to connect the aims of the formalized curriculum to the culture of the students. Curriculum and pedagogy must be culturally Relevant to the students we aim to teach (Ladson-Billing, 1995).

Presence

Presence allows a path toward success to be constructed by facilitating alignment of the Capacity, Passion, and Relevance domains. We argue that, while a person is in a state of Presence, they are in an enhanced position to identify and act upon opportunities to do something Relevant that they have the Capacity to do and are Passionate about. Furthermore, doing something in alignment with the domains of Capacity, Passion, and Relevance can reinforce continuity of Presence in a person's life.

Presence represents pure consciousness (Tolle, 1999). "You can't think about presence, and the mind can't understand it. Understanding presence is being present" (p. 93). There are several concepts that seem to point toward the essence of Presence, including Living in the Now (Tolle, 1999), mindfulness (Kabat-Zinn, 1994), centeredness, consciousness (Newman, 2006), awareness, praxis (Friere, 1970), process orientation (Langer, 1989), reflection-in-action (Schön, 1987), the practice of the presence of God (Brother Lawrence, 1982), contemplation (Rohr, 2009), being in the zone, and flow (Csikszentmihalyi, 2008). Outcomes of being present may include enhanced well-being and mental health (Baer, Smith, & Allen, 2004), quality (Pirsig, 2000), contentment, peace, balance, harmony, sense of rightness, attention and effort directed toward the things that matter most, and following one's intuition, gut instinct, or inspiration.

Tolle (1999) suggested there is nothing a person needs to do to become present. There are, however, certain types of activities that may help a person enter and sustain a state of

presence, such as prayer (Brother Lawrence, 1982; Rohr, 2009), meditation (Eckmann & Eckmann, 2018), yoga, and martial arts (Csikszentmihalyi, 2008). The act of a person doing anything, especially doing what they love (e.g., playing an instrument, dancing, singing, drawing, writing, running, exercising, sports, being with family and friends) may also facilitate transition to a present state.

Presence in education. We build on prior frameworks for educational success (Freire, 1970; Greene, 1995; Vygotsky, 1931) to argue that there is a sweet spot to teaching and learning. Vygotsky (1931) wrote about the zone of proximal development, where the learner constructs their own meanings from experiences that are within the learner's developmental capacities. Within the zone, there is this sweet spot where learning is neither too easy, nor is it too frustrating. Freire (1970) wrote about how dialogue can function as a democratic pedagogy that leads to a deeper sense of consciousness about the conditions of the world, and this realization can eventually lead to action (praxis) to improve circumstances of the world. Greene (1995) wrote about how learning can unleash new worlds of possibility and imagination. In building on these past understandings, we argue there is a sweet spot for teaching and learning where the teacher or learner feels engrossed with, and even fulfilled by, the act of learning something new. We refer to this sweet spot as Presence.

Introducing the *CPR Success and Failure Analysis* Framework

The *CPR Success and Failure Analysis* framework, displayed as a Venn diagram, includes domains of Capacity, Passion, and Relevance, which are connected in the center through Presence (see Figure 1).

CPR Success and Failure Analysis

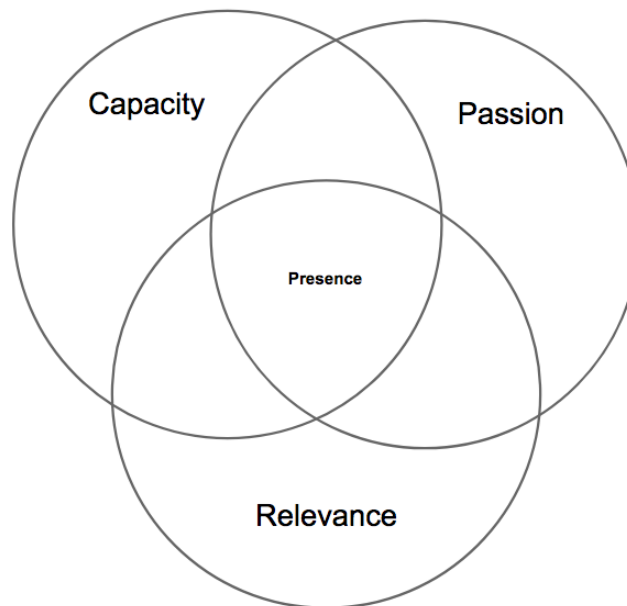


Figure 1. CPR Success and Failure Analysis diagram with primary domains.

The concept of this framework is based on Collins' (2001) Hedgehog Concept. The Hedgehog Concept, which was developed as a way to help explain domains of successful companies, is depicted as a Venn diagram with three overlapping circles. The circles represent "what you can be the best in the world at, what you are deeply passionate about, and what drives your economic engine" (p. 96). Since the Hedgehog Concept was introduced, other similar

frameworks have surfaced, such as Cadell's (2009) "Happiness at Work" diagram, Kemp's (2013) "Career Planning in 60 Seconds" diagram, and Winn's (2014) "What is your Ikigai?" diagram (see Figures A1-A4 in the Appendix for examples). The *CPR Success and Failure Analysis* framework extends upon common elements of previous frameworks by adding subdomain granularity to the Capacity, Passion, and Relevance domains within the *CPR* framework and emphasizing the role of Presence in aligning the domains. The *CPR* domains and subdomains are grounded in literature, particularly representing a synthesis of work by Hettler (1976), Vallerand et al. (2013), Bronfenbrenner (2005), and Tolle (1999). Furthermore, analysis of success and failure through the framework is transferable to a wide array of contexts, including occupations, volunteer commitments, hobbies, educational pursuits, extracurricular activities, and other initiatives.

The domain of Capacity includes Intellectual, Emotional, Social, Physical, and Spiritual Capacities (see Figure 2). The domain of Passion represents what a person Likes, finds Important, directs Time toward, and puts Energy into. The domain of Relevance includes Relevance to Self, Family, Peers, Community, Industry, and Culture. Generally speaking, if Capacity and Passion overlap without Relevance, the person is good at it and has a desire to do it, but it doesn't matter. If Capacity and Relevance overlap without Passion, the person is good at it and it matters, but the person does not have a desire to do it. If Passion and Relevance overlap without Capacity, the person has a desire to do it and it matters, but the person is not good at it. If a person is in a state of Presence that allows Capacity, Passion, and Relevance to overlap, the person is good at it and loves it and it makes a difference; the person succeeds by making a contribution while doing something they can do well and want to do.

CPR Success and Failure Analysis

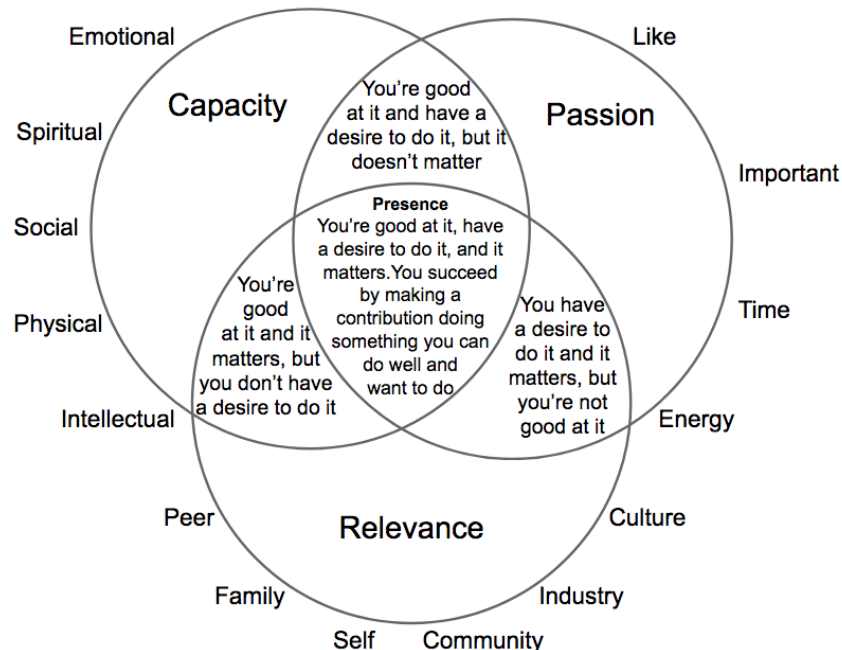


Figure 2. *CPR Success and Failure Analysis* diagram with subdomains.

In the context of pursuing a goal through a particular role, if Capacity and Passion overlap without Relevance, the person is good at pursuing the goal in the role and has a desire to act through the role, but pursuit of the goal does not positively influence the well-being of the

individual or others. This may be discouraging to someone because they love what they are doing and are good at doing it, but nobody cares, and the time and energy they are putting into it is not having an impact on others in any way. If Capacity and Relevance overlap without Passion, the person is good at pursuing the goal in the role and it positively influences the well-being of the person or others, but they do not have a desire to act through the role. This may be discouraging because it could result in inadequate efforts, boredom, and/or burnout. If Passion and Relevance overlap without Capacity, the person has a desire to pursue the goal, and pursuing the goal is Relevant, but the person is not good at acting through the role. This may be discouraging because there is a need for someone to influence the well-being of others in a role that the person would like to assume, but the person is unable to contribute to meeting the need because they are not capable of acting effectively through the role. If Capacity, Passion, and Relevance overlap, the person is good at pursuing the goal through a particular role, they have a desire to act through the role, and their action through the role positively influences the well-being of others.

Subdomain granularity -- a feature of the *CPR* framework that is not presently included in other frameworks -- provides structure for a more holistic interpretation of each domain's essence. This level of granularity allows success to be interpreted on a continuum ranging from not at all successful to completely successful. Each subdomain represents an essential ingredient for the realization of optimal success. If someone does something in such a way that aligns with the peak possible level of each subdomain for what they are doing, we might think of them as being completely successful in the endeavor. Although it may not be feasible to be completely successful, practical application of the *CPR Success and Failure Analysis* framework could facilitate a shift toward completely successful along the continuum.

Contextual Example of Potential Use - Exploring the Success of Educational Researchers

This example suggests the *CPR Success and Failure Analysis* framework could serve as a theoretical lens to explore what it takes to succeed as a student in an M.Ed program. More specifically, it focuses on how the framework could be applied in the form of a study that may reveal a better understanding of what it takes to succeed as an M.Ed student researcher who is pursuing a goal of creating new knowledge by completing a thesis. Potential participants in the study may include graduates of M.Ed programs that required completion of a thesis project.

The study could produce findings pertinent to each domain of the *CPR Success and Failure Analysis* framework. In terms of Capacity, it would be expected to reveal specific Intellectual, Emotional, Social, Physical, and Spiritual Capacities that promote the success of educational researchers. In terms of Passion, the study would be expected to reveal details of activities that educational researchers tend to Like the most, find the most Important, put the most Time into, and put the most Energy into. In terms of Relevance, it would be expected to reveal how the work of an educational researcher is Relevant to the researcher's Self, Family, Peers, identified Community, Industry of focus, and Culture representing one or more groups. In terms of Presence, it would be expected to reveal a better understanding of how Presence may play a role in aligning the Capacities and Passions of M.Ed educational researchers in ways that empower them to create Relevant knowledge. Furthermore, the study could reveal a more comprehensive understanding of the extent to which Capacity, Passion, Relevance, and Presence are important to the achievement of success as an educational researcher.

Findings generated through a study exploring the success of M.Ed educational researchers through a *CPR Success and Failure Analysis* lens would have implications for programs and individuals. For example, M.Ed programs may use the findings as reference points

for program improvement when assessing how well their programs meet the research development needs of students. M.Ed students, educational researchers, and in-service teachers may use the findings to assess the extent to which they are positioned for success in existing or prospective research initiatives. Individuals considering enrollment in an M.Ed program may use the findings when making a decision about whether the pursuit of an M.Ed degree would be an appropriate fit for their future. Methods implemented in this type of study could potentially be adapted across an array of contexts to explore what it takes to succeed in the pursuit of virtually any goal through an associated role.

Contextual Example of Potential Use - Exploring the Purpose of Education

This example suggests the *CPR Success and Failure Analysis* framework could serve as a theoretical lens to explore the purpose of K-12 education. More specifically, it focuses on how the framework could be applied to study the role that K-12 education does and should play in supporting students so they are positioned to succeed by doing something they have Capacities for and are Passionate about in ways that are Relevant. Generally speaking, potential participants may include a random sample representing a cross-section of a given population, such as a school district, state, or country.

The study could generate findings within each domain of the *CPR Success and Failure Analysis* framework. In terms of Capacity, it would be expected to reveal specific Intellectual, Emotional, Social, Physical, and Spiritual Capacities that the K-12 education system should be responsible for developing in students. In terms of Passion, it would be expected to illuminate examples of how students could learn to identify their Passions in a K-12 setting. In terms of Relevance, it would be expected to explain specific methods that may be applied to help students identify initiatives they could pursue that are Relevant to their Self, Family, Peers, Community, Industry, or and/or Culture. In terms of Presence, it would be expected to describe strategies that may be implemented to develop and sustain student Presence (i.e., mindfulness) in a school setting. Furthermore, the study could produce findings pointing toward the extent to which it is considered important for K-12 education to develop various attributes of student Capacity, Passion, Relevance, and Presence, as well as the extent to which each attribute should be assessed. If it is considered important to assess attributes beyond the scope of intellectual capacity (e.g., attributes of other capacities, passion, and/or relevance), researchers, educators, policy makers, and others may utilize a disciplined inquiry framework, such as A+ Inquiry, to guide development and implementation of appropriate assessment methods (Anderson, Brockel, & Kana, 2014).

Results of a study or collection of studies in this area could inform dialogue and policy regarding the purpose of education on local, state, national, or international platforms. Findings may influence how time, money, and other resources are spent for educational purposes. For example, findings could indicate that a collective voice considers it important for K-12 education to support developing an array of Capacity, Passion, Relevance, and Presence attributes in students. If this would be the case, K-12 systems may reconsider the extent to which they allocate resources toward development and assessment of traditional academic attributes, such as reading and math skills, that represent a mere fraction of the Intellectual Capacity domain. Conducting multiple studies focused on K-12 education through a *CPR Success and Failure Analysis* lens could help establish a collective voice illuminating a more holistic purpose of K-12 education and the role it should play in equipping students to succeed.

Limitations

The *CPR Success and Failure Analysis* framework is limited by our definition of success, which recognizes success as the progressive realization of a contribution toward the enhancement of oneself or others by doing something one is good at and has a desire to do. This definition presumes that a person succeeds by making a contribution while doing something they can do well and want to do. We acknowledge not everyone will define success with parameters similar to ours and contend that success and failure should be defined on a person's or organization's own terms (Childers, 2017). Hegemony, racism, privilege, sexism, materialism, consumerism, and other oppressive forces, can distort and even pervert how success and failure are understood. Likewise, the *CPR* framework can be limited by outside forces, like systemic inequalities. Though the intent of the *CPR* framework is to help empower people and organizations to make sense of opportunities, not all people are afforded the same opportunities; therefore, it is not presumed that everyone has equal access to explore Capacity, nurture Passions, or find Relevance.

Possibilities and Future Research

The *CPR Success and Failure Analysis* framework is limited by the human and biological conditions of our time, but it also has the potential to improve upon or even reimagine the way things ought to be (Greene, 1995). The possibilities for practical application of the framework seem endless. For example, the *CPR* framework can provide analysis to reflect upon opportunities (see Figure 3). Through reflective questions, the *CPR* framework can help both individuals and organizations make sense of success and failure. Individuals or organizations may use *CPR* as a failure diagnosis tool to gain a better understanding of why previous initiatives they pursued did not work. Alternatively, they may use *CPR* to resuscitate the success of a current initiative that might be fading by identifying and acting upon potential areas for improvement. Furthermore, they may use *CPR* to plan for the successful pursuit of a future initiative by reflecting on the degree to which the initiative is Relevant and the extent to which they have the Capacity and Passion to pursue the initiative.

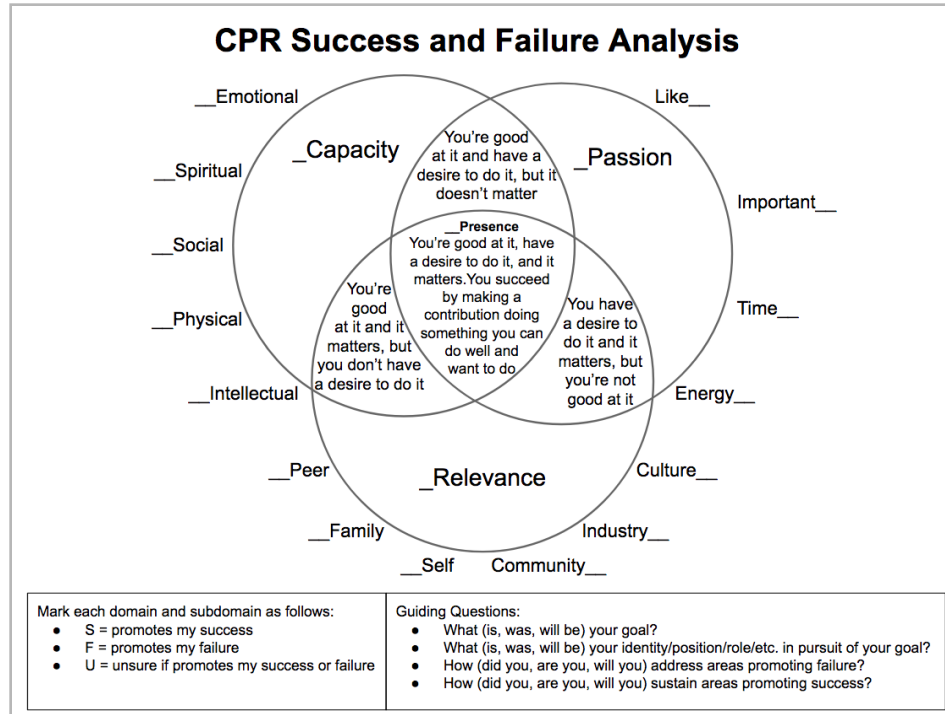


Figure 3. CPR Success and Failure Analysis diagram with reflection prompts.

The CPR framework can also inform ways in which to establish balance in life. A person may find subdomains, such as family, particularly worth attending to. Likewise, the CPR framework may render relative interpretations for a variety of circumstances. The framework has potential to serve as a theoretical lens for an array of self-reflective purposes, tools and protocol for facilitating coaching/consulting sessions, in-person and online educational opportunities for youth and adults within and beyond traditional settings, college and career planning, workplace hiring and promotion decisions, business development, program or institutional evaluation, research, and various other purposes. CPR could be used to explore questions like:

- How does privilege (race/ethnicity, gender, sexuality, socioeconomic, religious, geographic, etc.) influence the development of Capacity, pursuit of Passion, and opportunity to do something Relevant?
- What is the role of formal education in developing various Capacities of students, supporting their Passions, and helping them identify and act upon opportunities to do something Relevant?
- What Capacities within each subdomain of Capacity are required to succeed in a particular role (e.g., the role of a teacher)?
- What are activities that a person in a particular role (e.g., the role of a teacher) would be Passionate about?
- How is pursuing a goal in a particular role (e.g., the role of a teacher) Relevant to the various subdomains of Relevance?
- How does Relevance of a role influence the development of Capacity and Passion for the role?
- When does it make sense to favor Capacity over Passion and/or Relevance?
- When does it make sense to favor Passion over Capacity and/or Relevance?
- When does it make sense to favor Relevance over Capacity and/or Passion?

- How does Presence influence a person to do something Relevant that the person has the Capacity to do and is Passionate about?

Conclusion

This paper introduced *CPR Success and Failure Analysis* as a framework for making sense of opportunities in an effort to recognize conditions for failure and establish paths toward success. Application of the framework may contribute to a more holistic understanding of what it means and takes to succeed. *CPR* can help guide difficult decisions through a comprehensive approach, and it can inspire critical dialogue. It could inform personal choices, financial investments, grassroots efforts, and discourse pertinent to the purpose and effectiveness of formal education that extend beyond the current, perhaps imbalanced, emphasis on Intellectual Capacity. We recommend exploring the possibilities of the framework through future research and applications of its use.

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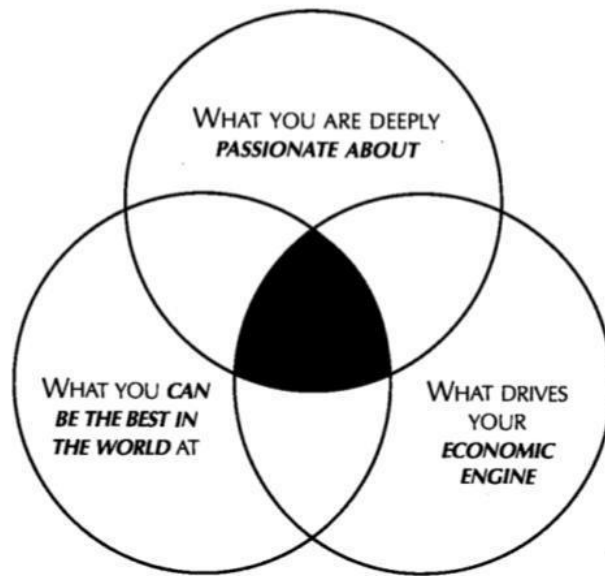
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Appendices
Influences of Other Frameworks



THREE CIRCLES OF THE HEDGEHOG CONCEPT

Figure A1. Collins' hedgehog concept diagram. From *Good to Great*, by J. Collins, 2001, New York, NY: HaperCollins.



Figure A2. Cadell’s happiness at work diagram. From “Happiness at Work, a Venn Diagram,” by B. Cadell, 2009 (<https://whatconsumesme.com/2009/06/03/ive-been-working-at-start-ups-and-small/>). Copyright 2009 by Bud Cadell.

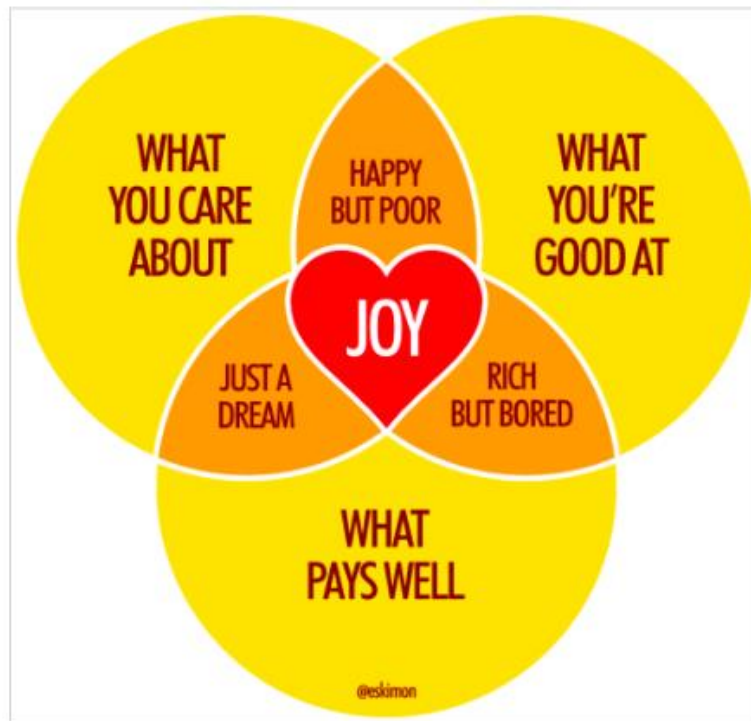


Figure A3. Kemp's career planning diagram. From "Career Planning in 60 Seconds," by S. Kemp, 2013 (<https://eskimon.wordpress.com/2013/08/17/career-planning-in-60-seconds/>). Copyright 2013 by Simon Kemp.



Figure A4. Winn's ikigai diagram. From "What is Your Ikigai?," by M. Winn, 2014 (<http://theviewinside.me/what-is-your-ikigai/>). Copyright 2014 by Marc Winn.