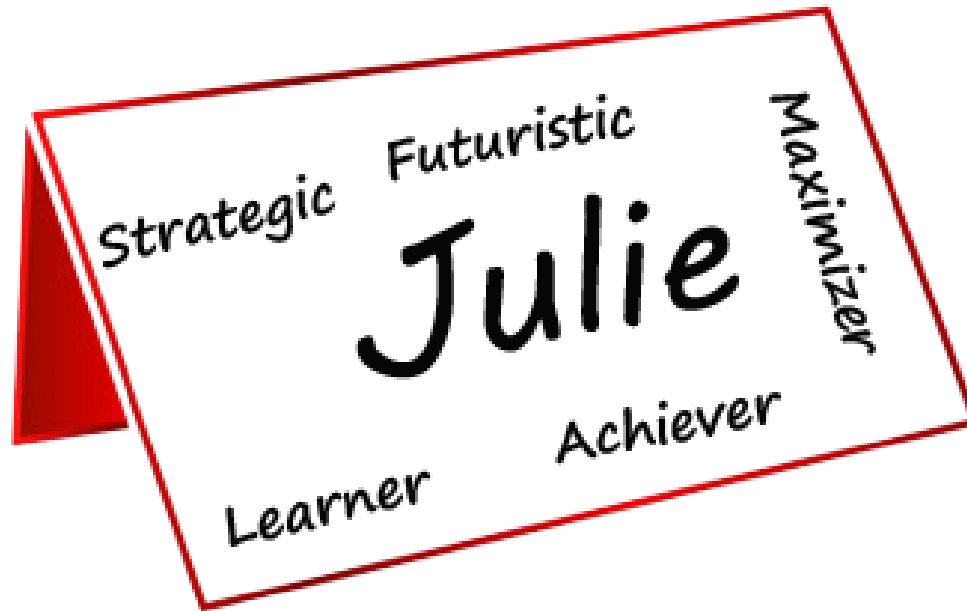




SOUTH MOUNTAIN
COMMUNITY COLLEGE

STRENGTHS-BASED TEACHING FOR ADJUNCT FACULTY

A Strengths Essentials workshop to help adjunct faculty
Discover, Develop and Apply their Strengths



NAME TENT

Name you want to be called

5 Signature Themes

Line up by number years you have worked in higher education



When you are at your best

- Couldn't wait to start
- Picked up the skill quickly
- Lost track of time
- Had a moment of unexpected excellence
- Could not wait to do it again



Share about when you are at your best



- Share as many details as you can

Your Greatest Talents

What was your first reaction to your Clifton Strengths Finder results?

What new discovery have you made about yourself?

What, if anything, surprised you about your results?

Have you shared your “Top 5” with anyone? What was their reaction?

The Myths and The Truths

TRUTH: As you grow become more of who you already are

MYTH: As you grow you your personality changes



The Myths and The Truths

TRUTH: You will grow most in your areas of greatest strength

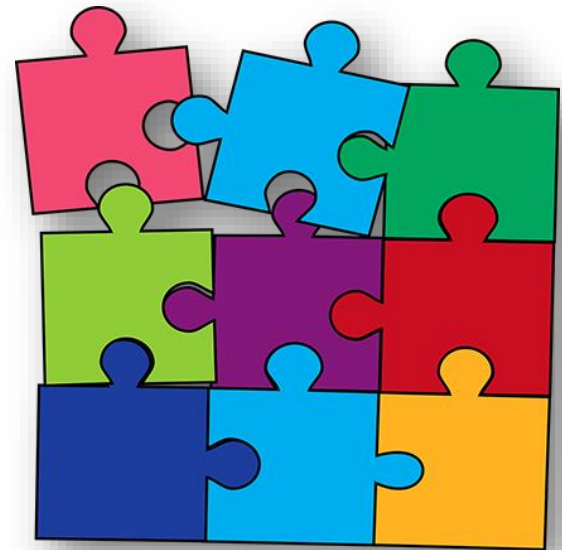
MYTH: You will grow most in your areas of greatest weakness



The Myths and The Truths

TRUTH: A good team member deliberately volunteers their strengths to the team most of the time

MYTH: A good team members does whatever it takes to help the team



CLARIFYING THE LANGUAGE

Talents

Themes

Strengths

YOUR GREATEST TALENTS

<https://www.youtube.com/watch?v=FQHPSRLt32k>

Talents

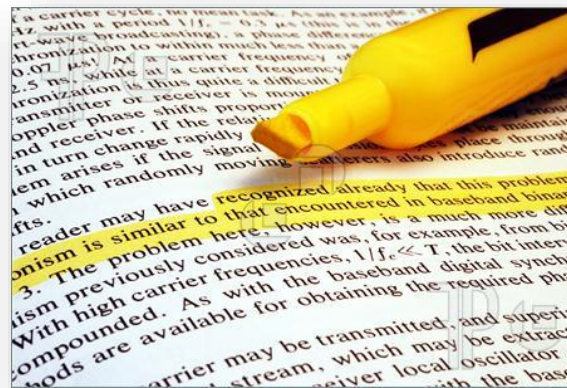
- **Behavior** patterns that make you **effective**
- **Thought** patterns that make you **efficient**
- **Beliefs** that empower you to **succeed**
- **Attitudes** that sustain your efforts toward achievement and **excellence**
- **Motivations** that propel you to take action and maintain the **energy** needed to **achieve**
- You can not not do it
- Talents are potential strengths!

Signature Themes

Consistency Restorative
Belief Harmony
Discipline Futuristic
Strategic Activator
Focus Input
Analytical Context
Significance Deliberative
Achiever
WOO
Empathy
Developer
Competition
Ideation
Maximizer
Learner
Consistency

Identify Talent

- Underline or highlight the phrases in your strengths report that resonate with you
- Cross out those that don't
- The highlighted are your talents



Talents

Natural ways of
thinking, feeling and
behaving

X

Investment

Time spent developing your
talents, skills and
knowledge

=

Strengths

Talents used
productively



Thrive

“Despite the American myth, I cannot be or do whatever I desire – a truism, to be sure, but a truism we often defy.

Our created natures make us like organisms in an ecosystem: There are some roles and relationships in which we thrive and others in which we wither and die.”

Parker Palmer, Let Your Life Speak

Thrive!

“Despite the American myth, I cannot be
or do whatever I desire – a truism, to be sure,
but a truism we often defy.
Our creaturely nature, more
like organisms in an ecosystem:
There are some roles and relationships
in which we thrive and
others in which we wither and die.”

*Parker Palmer,
Let Your Life Speak*

My boss doesn't care if I'm thriving, or energized by my work...

she just wants the job done.

How do we THRIVE?

Energy

Outcomes

Expectations

What Gives You Energy?

You're expected to attend a gathering

There will be 50 people there

You won't know anyone

Really??

You want me to meet a
bunch of strangers?



Wow! New friends!

What Gives You Energy?

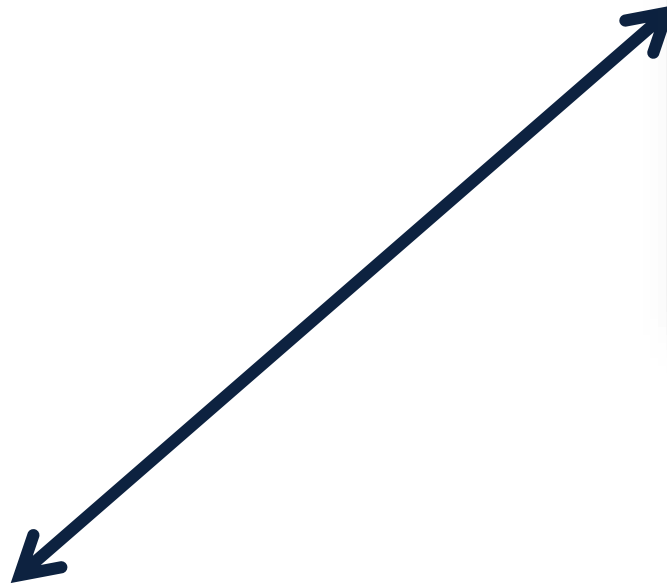
There is a place for everything and I love to put everything is in its place!



Why waste time putting stuff away that I may never need!

What Gives You Energy?

Lets think about

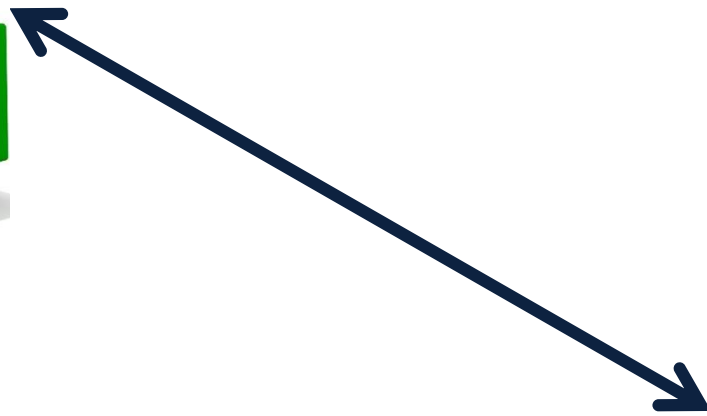


Lets get it done

What Gives You Energy when Providing Student Feedback?



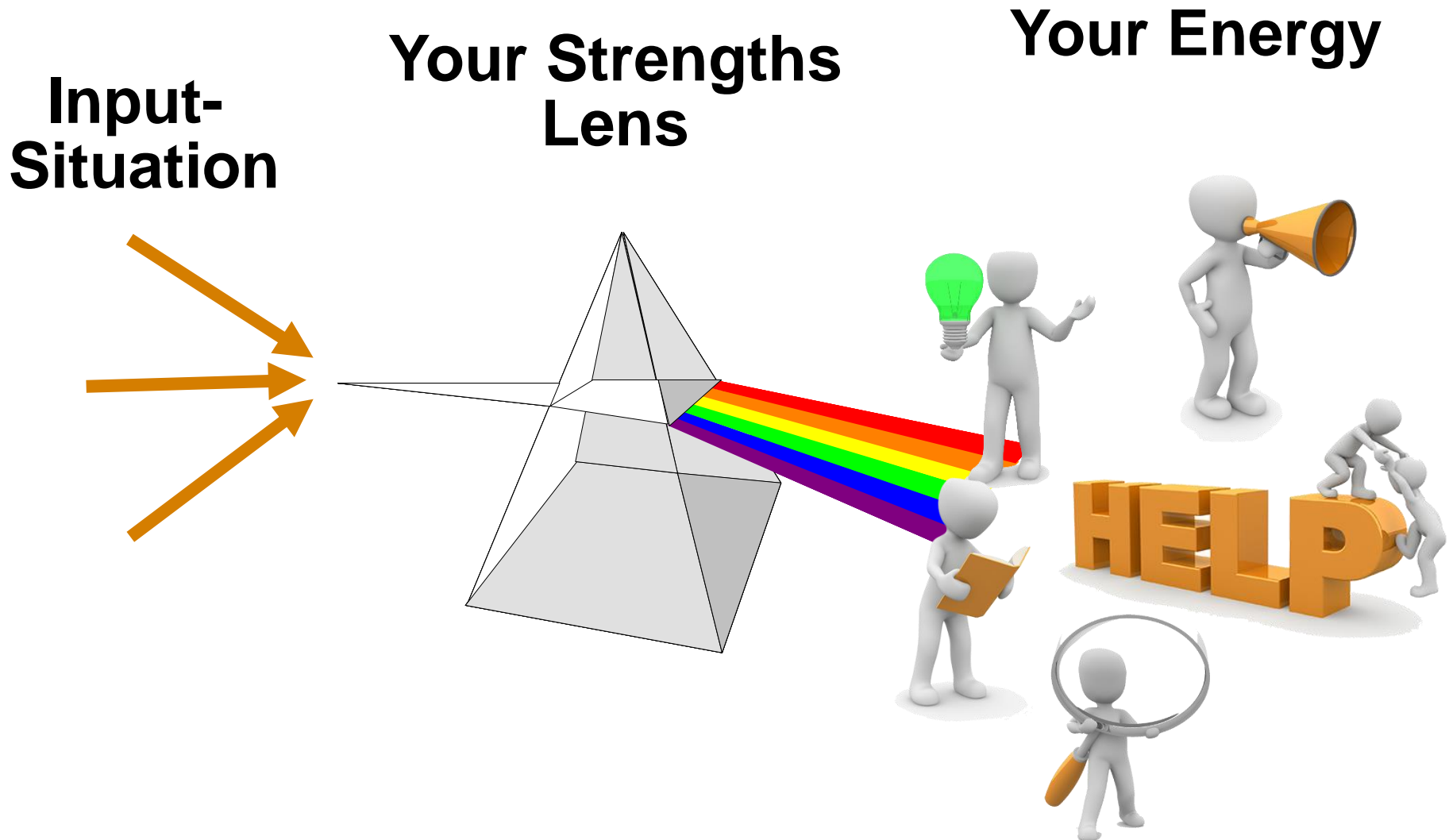
Face to Face
One on One

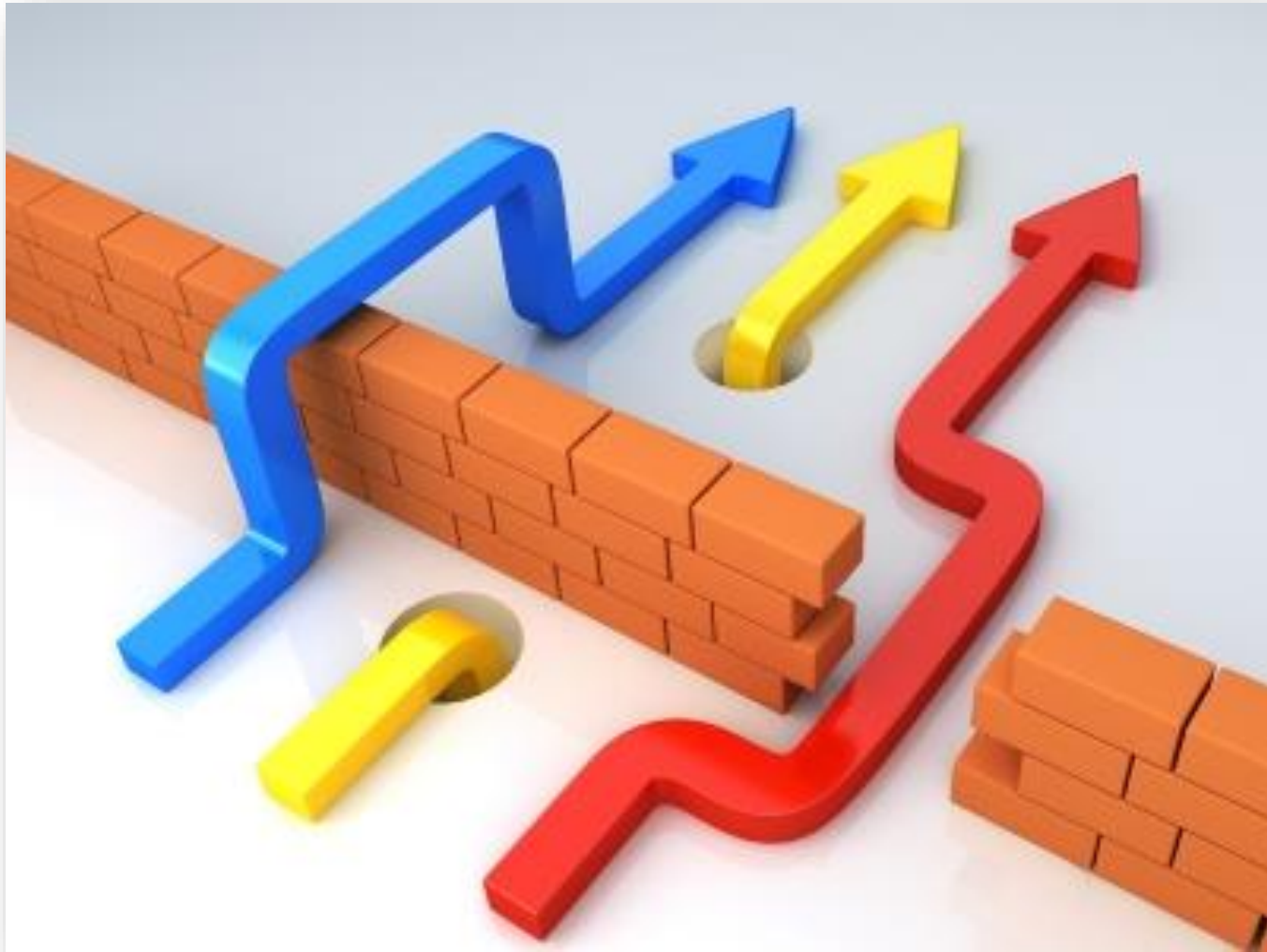


In writing



Strengths are the lens that energizes you

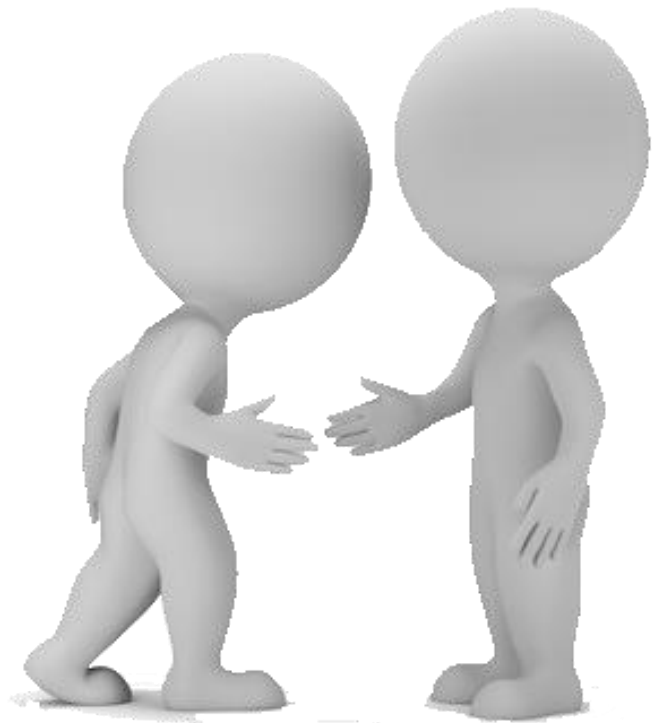




Different Paths

Treasure Hunt

- Talk to as many others in the room who have at least one Signature Theme different than your own.
- Jot down the theme you discussed, and at least one benefit of that theme.



SOURCES OF MOTIVATION

SOURCE OF CONNECTION

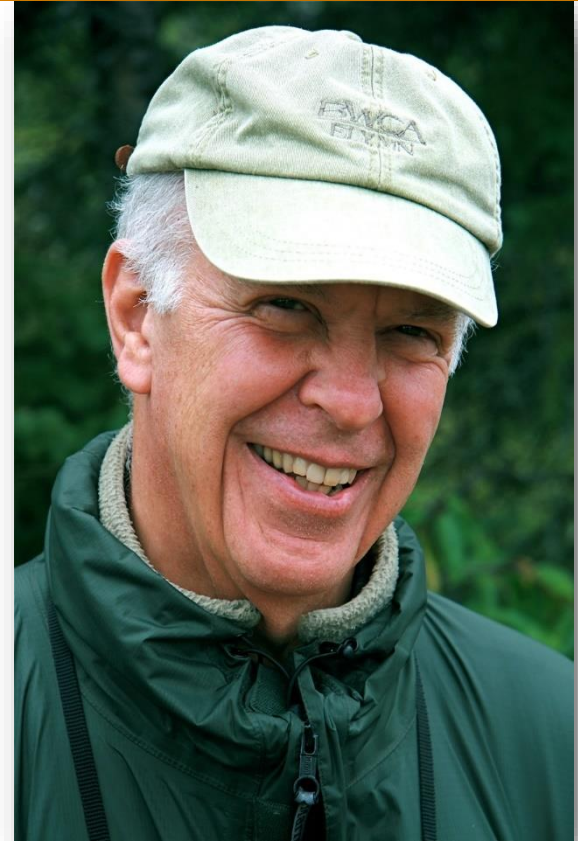
Source of Impact



REFLECTION

We Teach Who We Are

Parker Palmer



Strengths-Based Teaching

- Capitalizes on the instructors strengths for maximum teaching effectiveness
- Connects students' strengths to strategies for mastering course content.
- Purpose of Strengths-Based Teaching is:
 - *To motivate and engage faculty in class design and interaction and in student interaction and feedback.*
 - *To motivate and engage students in their own learning process, so that they are able to reach optimal levels of achievement.*

Strengths-Based Educators

- Know their own strengths and how to leverage them to teaching excellence.
 - Have a Strengths-Based Teaching Philosophy
 - Share their Philosophy with students
- Apply their strengths to each aspect of the teaching and learning process:
 - Course design
 - Content delivery
 - Student interaction
 - Student feedback

DOMAINS OF TALENT

Executing

Influencing

Relationships

Thinking

Domains of Talent

EXECUTING	INFLUENCING	RELATIONSHIP BUILDING	STRATEGIC THINKING
Achiever	Activator	Adaptability	Analytical
Arranger	Command	Developer	Context
Belief	Communication	Connectedness	Futuristic
Consistency	Competition	Empathy	Ideation
Deliberative	Maximizer	Harmony	Input
Discipline	Self-Assurance	Includer	Intellection
Focus	Significance	Individualization	Learner
Responsibility	Woo	Positivity	Strategic
Restorative		Relator	

Rath, T. & Conchie, B. (2008). Strengths based leadership: Great leaders, teams, and why people follow. New York, NY: Gallup Press.

CAFÉ CONVERSATION

Design

Delivery

Interaction

Feedback

Why do students leave college?

More students leave because of disillusionment, discouragement, or reduced motivation than because of lack of ability or dismissal by the school administration.

-Chip Anderson

Three Approaches

To “Help” College Students:

- Survival of the Fittest .
- Deficit-based remediation.
- Strengths-based development and application.

Change the focus

FROM

Problems

Attendance

Preparation

Putting into the
Student

Average



TWO

Possibilities

Engagement

Motivation

Drawing out of
the Student

Excellence

Students in strength development programs are more likely to :

- have higher feelings of hope
- be more engaged
- have higher GPA's
- complete more credits
- have more persistence
- have higher completion rates



than students who are not.

Strengths Philosophy

Strengths



Self Efficacy



Hope



Engagement



Academic Success



Other conditions being equal:

Hope leads to

- 12% ↑ academic performance
- 14% ↑ workplace outcomes
- 10% ↑ happiness





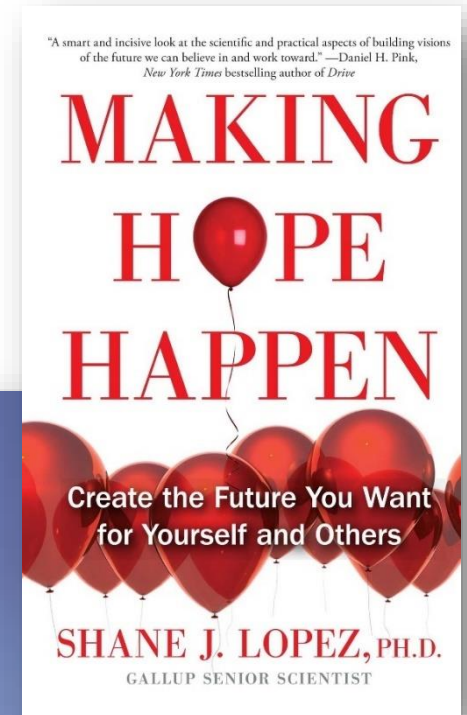
hope
2

HOPE

I believe that the future will be better than the present and I have the power to make it happen!



The Hope Monger



Hope

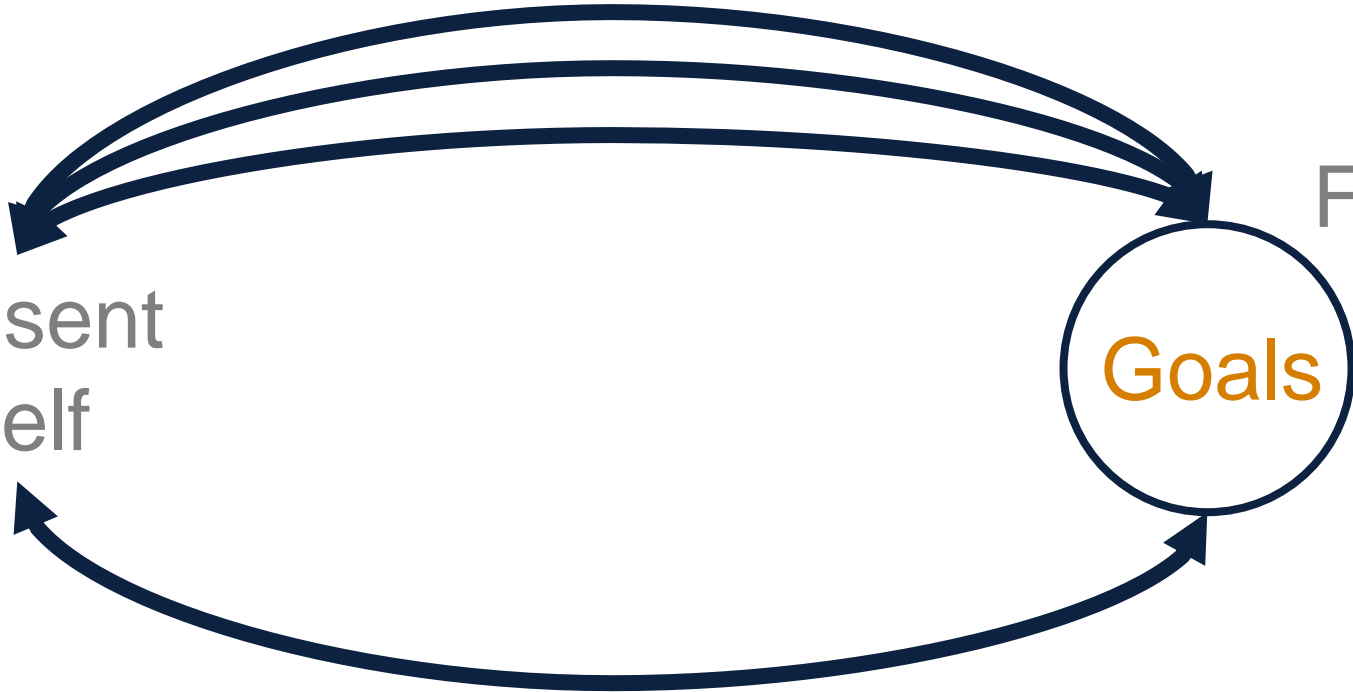
Pathways
Way Power

Present
Self

Future
Self

Goals

Agency
Will Power
Self Efficacy



CSF and Strengths Development

- Strengths Quest code required as a “textbook” from the
- A series of strengths “assignments”
- Add “strengths” language when possible to other assign
- Extra credit strengths assignments related to career



StrengthsQuest™
THE GALLUP ORGANIZATION

Agency

Belief in success is contagious

- Pygmalion Effect

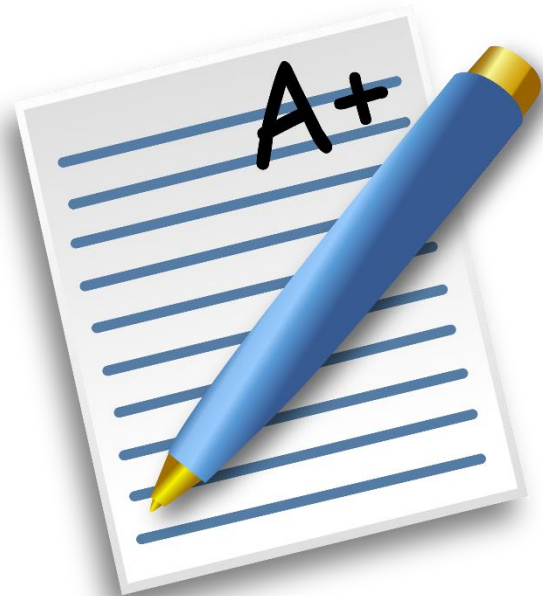


Higher expectations lead to an increase in performance

Agency

Early feedback connected to small rewards

- Syllabus Quiz
- Introduction as a graded assignment



Agency

Agency must be aimed at something

- Goals
- Must be uncovered by the student



Default and Idealized Futures



Goals

Personal student goals related to the class

- What life goal will this class help you meet?
- What is your performance goal in this class?

Feedback and coach the goal

- Push to SMART
- Remove strive and try



Ensure the student understands how the class material and each assignment supports their personal goals

Utility

- The state of being useful, profitable, or beneficial



Why students want to get education beyond high school...

- To earn more money 53%
- To get a good job 33%
- To become a well-rounded person 5%
- To learn about the world 3%
- To learn to think critically 1%
- All of the above 3%
- None of the above/other 1%

Pathways

Where there is a way...
there is a will!



Pathway Blindness



Pathways

- Procedural and Positive Self Talk
- List study tips for success
- Rubrics for study and grade



FOCUS ON YOU

TEACHING PHILOSOPHY

Example: Teaching Philosophy

- Learning is a joy in life, we have been learning since the day we were born.
- Learning takes time and effort.
- Learning is best accomplished when engaged and see purpose in the learning.

I believe students are personally responsible to be accountable and to take the time and apply the effort necessary to be successful in their learning process.

I believe my purpose as an instructor is not to “teach” others but to “inspire” them to learn and to create engaging and purposeful environments in which they can do so.

By nature, I am bold and assertive and give candid and honest feedback. I believe this directness builds trust, and trust builds meaningful relationships.

What have we learned?

- Strengths are talents used productively
- Strength-Based Teaching is about how an instructor instructs
 - Using strengths to build Authenticity, Motivation and Connection
- Strength-Based Teaching is about how a student learns
 - Power of Hope
 - Agency, Pathways and Goals

NAME IT

Make your Signature Themes your own.
Identify what each theme means to you.

AIM IT

Flex and leverage your talents
toward a specific goal, objective
or desired outcome.

CLAIM IT

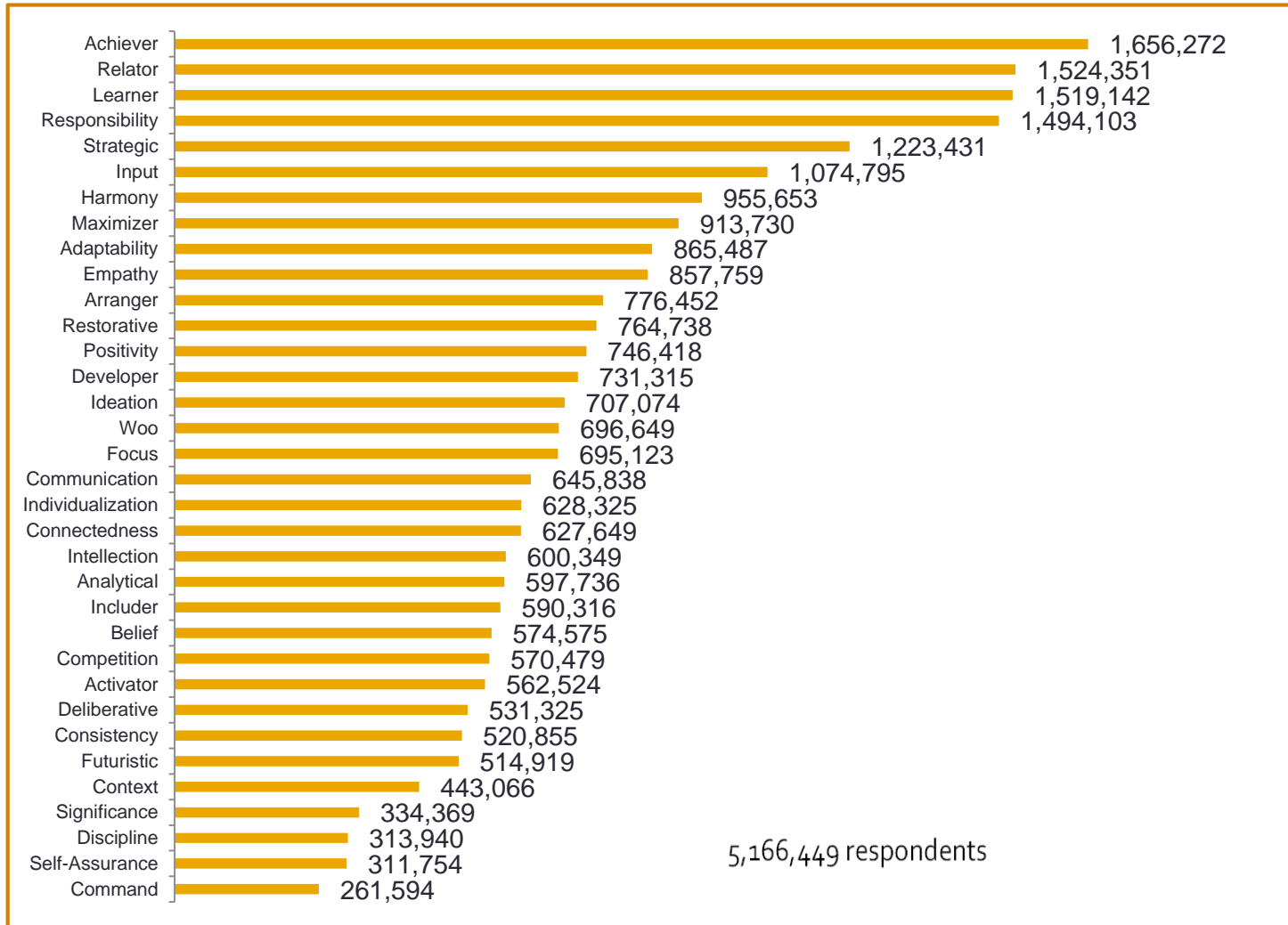
Appreciate the unique power
and value of the talents you
have and bring to others.



Fireworks and Space Shuttle

What is one thing you will do, starting tomorrow, to develop yourself as a Strengths-based Teacher?

Overall StrengthsQuest Database



1. Achiever
2. Relator
3. Learner
4. Responsibility
5. Strategic