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 member 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!
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

Investment
Time spent developing your talents, skills and knowledge

\[ \text{Talents} \times \text{Investment} = \text{Strengths} \]

Strengths
Talents used productively
“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*
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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?

Let's think about

Let's 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

Input-Situation

Your Strengths Lens

Your Energy

HELP
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

WHAT MOTIVATES ME?

HOW I USE MY TALENTS TO MAKE A CONNECTION

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
<table>
<thead>
<tr>
<th>EXECUTING</th>
<th>INFLUENCING</th>
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<td>Responsibility</td>
<td>Woo</td>
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<tr>
<td>Restorative</td>
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<td>Relator</td>
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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 → Possibilities
Attendance → Engagement
Preparation → Motivation
Putting into the Student → Drawing out of the Student
Average → 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% \(\uparrow\) academic performance
- 14% \(\uparrow\) workplace outcomes
- 10% \(\uparrow\) happiness
HOPE

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

- Strengths Quest code required as a “textbook” from the bookstore
- A series of strengths “assignments”
- Add “strengths” language when possible to other assignments
- Extra credit strengths assignments related to career
Belief in success is contagious

• Pygmalion Effect

Higher expectations lead to an increase in performance
Early feedback connected to small rewards

- Syllabus Quiz
- Introduction as a graded assignment
Agency must be aimed at something

- Goals
- Must be uncovered by the student
Goals

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
Goals

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%
Where there is a way…
there is a will!
Pathway Blindness
• 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 lean 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

[YouTube Video Link]

http://www.youtube.com/watch?v=abcde123
What is one thing you will do, starting tomorrow, to develop yourself as a Strengths-based Teacher?
## Overall StrengthsQuest Database

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5,166,449 respondents