Top 5 Talent Themes

-Woo
-Maximizer
-Developer
-Positivity
-Empathy

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Gallup StrengthsQuest
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Developmental Advising Definition

“A systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources”
(Winston, Miller, Ender & Grites, 1984)
Two Basic Types of Conversations Advisors Have with Students

1. Conversations about the individual student

   • Core values
   • Aptitudes/interests
   • **Strengths**
   • Areas for improvement
   • Level of involvement in the life of the university
Two Basic Types of Conversations Advisors Have with Students

2. Conversations about the future
   • Goal-setting and posing questions
   • What do you want your future to be? (career and personal life)
   • What steps do you need to take to make this future a reality?
   • How can this institution help you reach your goals?
   • How are you changing
What Is Challenge and Support?

- **Challenge** is the stimulus and motivation for students to produce results.
- **Support** provides guidance for students to accomplish their goals.
Formula

Challenge + Support = Growth
Use a good balance of challenge and support

Too much support = No motivation for students to take an active role

Too much challenge = Students overwhelmed and unable to meet expectations
Strategies for Effective Challenge and Support

- Learn the individual strengths and weaknesses of your officers
- Encourage delegation to get all members involved
- Know the academic workloads of student leaders
- Make yourself available to offer support
- Let officers give challenge and support to members
- Be in tune with overall goals of members of the RSO
How Can Challenge and Support Help Students Grow?

- Empowers students
- Allows students to learn from success and failure
- Can minimize the need for advisor intervention
“Individuals gain more when they build on their talents, than when they make comparable efforts to improve their areas of weakness.”

--Clifton & Harter, 2003
The Highest Achievers

- Spend most of their time in their areas of strength
- Have learned to delegate or partner with someone to tackle areas that are not strengths
- Use their strengths to overcome obstacles
- Invent ways of capitalizing on their strengths in new situations
Weakness fixing prevents failure.
Strengths building leads to success.

Source: Nebraska Schools Study Council (Glock, 1955) study of 6,000 tenth grade students
1. You have a group of talents within you.

2. Your greatest talents hold the key to high achievement.

3. Becoming aware of your talents builds confidence and provides a basis of achievement.

4. Learning how to develop and apply strengths will improve your levels of achievement.

5. Each of your talents can be applied in many areas including relationships, learning, academics, leadership, service, and careers.

6. As you develop and apply strengths, your achievements will increase and you will experience greater and more frequent successes.
FIVE CLUES TO TALENT

• Yearning
  ✓ To what kind of activities are you naturally drawn?

• Rapid Learning
  ✓ To what kind of activities do you seem to pick up quickly?

• Flow
  ✓ To what kind of activities did the “steps” just come to you automatically?

• Glimpses of Excellence
  ✓ During what kind of activities have you had moments of subconscious excellence, when you thought, “How did I do that?”

• Satisfaction
  ✓ What kind of activities give you a kick, either while doing them or immediately after finishing them, and you think, “When can I do that again?”
Top 5 Talent Themes
(a theme is a group of similar talents)

278,256 possible unique combinations.

33,390,720 different permutations with unique order.

Shocking, isn’t it?
-Hayden Brunson
**Who is Talented?**

**Talent:** A naturally recurring pattern of thought, feeling, or behavior that can be productively applied.

A talent is a potential strength.
Talent (a natural way of thinking, feeling, or behaving) × Investment (time spent practicing, developing your skills, and building your knowledge base) = Strength (the ability to consistently provide near-perfect performance)
WHAT IS A STRENGTHS?

- Attitudes that sustain efforts toward achievement and excellence
- Behavior patterns that make a person effective
- Beliefs that empower a person to succeed
- Motivations that propel a person to take action
- Thought patterns that make a person efficient/effective
Balcony vs. Basement
Any lack of knowledge, skill, or talent that negatively affects your performance or that of others is a weakness.

– Can be a non-talent
– Can be a shadow/barrier of a talent theme

Because a weakness will prevent you or another person from performing with strength, it can’t be ignored. It must be managed.
When you have a weakness, something is missing, there is a gap in either knowledge, skill or talent:

• If it’s a gap in knowledge, you can fill it through education.
• If it’s a gap in skill, it can be filled through training.
• If it’s a gap in talent, here are a few strategies to try:
  o Leverage a dominant talent
  o Develop a support system
  o Find a complementary partner
MOMENTS THAT MATTER

Moment

Why it Mattered

What did you learn about yourself?

How were your talents at play?

What insights does this offer you?