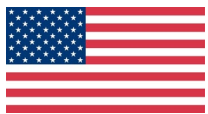


Strengths Discovery

Celebrating Strengths in Others!



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Agenda

- 1 Quick Review
- 2 Homework reflection
- 3 Five Clues to Talent
- 4 How Full is Your Bucket
- 5 Homework and Wrap-up

Key Terms

- **Talent** – raw capacity/untapped potential for accomplishment
- **Strength** – repeatable capacity for great accomplishment
- **Weakness** – anything that gets in the way of success (limited potential and talent blindspots)
- **Non-Weakness** – not a talent, but not a problem

Talent x Investment = Strength

**Weakness x Investment =
Prevention of Failure**



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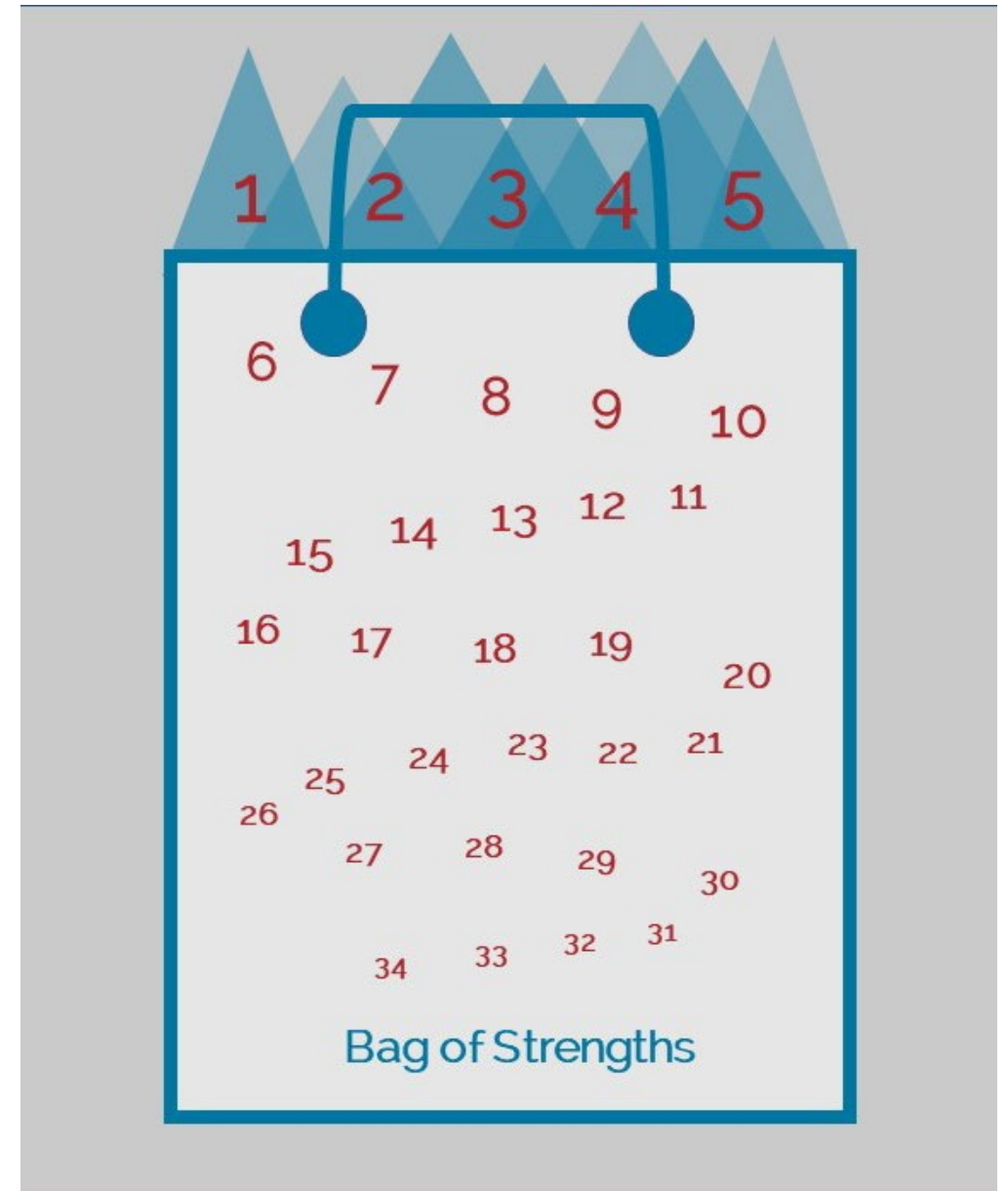
34 Talent Themes

1-5 are always available—
whether you want them or not!

6-15 are close to the top of the bag—
pretty easy to access

16-29 are in the middle of the bag—pretty hard to access

30-35 are in the bottom of the bag—very hard to access



How to Handle Weaknesses

- **Don't** ignore them
 - Understand how they get in your way
- **Don't** try to fix them
 - Weaknesses will never turn into strengths; weakness fixing only prevents failure
 - Weakness fixing takes effort away from developing strengths
- **Do** learn to manage them
 - Use your strengths to achieve success (even though it may look a little different)
 - Partner with someone who can help you
 - Do your best

HOMEWORK

WHEN I LOOK AT MY UNIQUE COMBINATION OF STRENGTHS:

1. You get the best of me when...
2. You get the worst of me when...
3. You can count on me to...
4. What I need from you is...

Celebrating the Strengths in Others



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Five Clues to Talent: how can you tell?

- **Yearning** – what are they naturally drawn to
- **Rapid Learning** - what do they pick up quickly?
- **Flow** - when do they automatically know what to do?
- **Glimpses of Excellence** – When do they surprise themselves (or you)?
- **Satisfaction** - What can't they get enough of doing?

Five Clues to Talent: how can you tell?

CliftonStrengths 34 report:
pgs. 20-21

- **Yearning** – what are they naturally drawn to
- **Rapid Learning** - what do they pick up quickly?
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- **Satisfaction** - What can't they get enough of doing?

Does anyone come
to mind?

How can you
celebrate these
talents in someone?

Executing
Getting things done

Influencing
Getting others engaged

Relationship Building
Building bridges

Strategic Thinking
Processing information



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How Full is Your Bucket?



Rath, T. & Clifton D. (2004). *How Full Is Your Bucket (anniversary edition)*. New York: Gallup Press.

Study by Dr. Elizabeth Hurlock in 1925

What would happen when 4th and 6th grade students in math class received different types of feedback?





















Praise: Identified by name and praised in front of the classroom for their good work.

Criticized: Identified by name and criticized in front of the classroom for their poor work.

Ignored: Completely ignored but heard the praise and criticism of other students

Control: Moved out of room, not aware of how others treated, received no comments

Study by Dr. Elizabeth Hurlock in 1925

Type of feedback	Day 1	Day 2	Day 3	Day 4	Day 5	Performance increase
Praise						71%
Criticized						19%
Ignored						5%
Control						-10%



Barbara Fredrickson: The power of positive emotions

“Positive emotions. . .improve coping and produce well-being. They do so not just in the present, pleasant moment, but over the long term as well. . .*Positive emotions are not trivial luxuries, but instead may be critical necessities for optimal functioning*”

Shield against negative emotions

Fuel resilience

Broaden thinking

Break down barriers

“Build durable physical, intellectual, social, and psychological resources that can function as ‘reserves’ during trying times.”

Best Practices for Filling Buckets

- 5 positive interactions for every 1 negative interaction
- The person deserves the recognition
- The recognition was given in an authentic way
- The recognition is specific to that person
- The recognition is given in a manner that the person appreciates
- The recognition is given at the right time

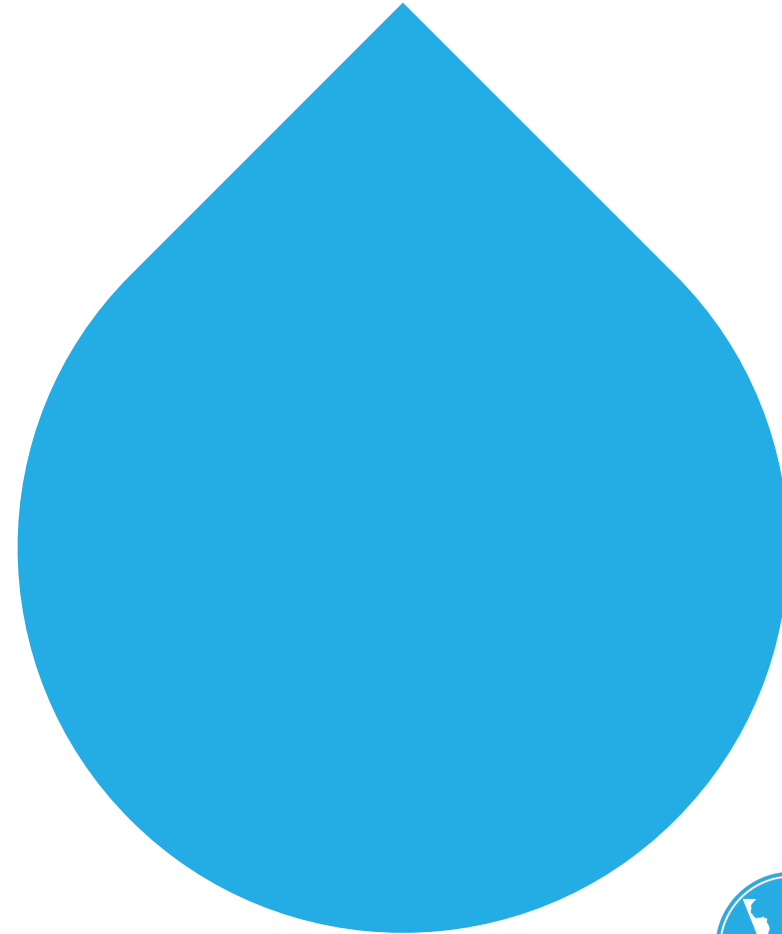
When will this
be easy?

When will this
be hard?

Homework

Give out at least 2 drops per day before our next session

- What do you observe about the recipients?
- What do you observe about yourself?



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