STRENGTHOLOGIST MENTORING HANDBOOK

FOR

USE WITH THE SNAP! AWARD

(STRENGTHS NURTURING ACADEMIC PERFORMANCE)

VERSION 8

LOPEZ, S. J., TREE, H., JANOWSKI, K. M., & BURNS, M. E. (2004) .
THE UNIVERSITY OF KANSAS STRENGTHS MENTORING PROTOCOL
UNPUBLISHED DOCUMENT
LAWRENCE, KANSAS

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MODIFIED BY SHERRY R. BOYD

CHECK LIST
(make one for each student)

When you make first contact with your mentee.

_____ 1. After you receive your mentees, send mentor e-mail letter, cc, EDUC 1300 Faculty

_____2. Set-up and confirm meeting

_____3. At first meeting, confirm DCCCD student number and student phone number

_____4. Confidentiality form signed

_____5. Make sure student has taken the Pre Q-12 and the Adult Hope Scale

_____6. Set-up second and third appointments during first meeting.

_____7. Make one contact between each appointment

_____8. Final appointment—have the student take the Post-Q12 and Post Adult Hope Scale

_____9. By email—send number of meetings complete to your coordinator

____10. By campus mail—send confidentiality forms back to coordinator

If you do not make contact with your mentee.

_____ 1. After you receive your mentees, send mentor letter and cc EDUC 1300 faculty

_____2. Second contact, call or text the student

_____3. Send an email to the student and the student's EDUC Instructor (give a timeline of when you would like contact from the student and indicated this is the final email)

_____5. Send report of contact information to coordinator

Strengths Nurturing Academic Performance

DATE

Dear ,

Thank you for agreeing to participate in the SNAP!(Strengths Nurturing Academic Performance) Project. My name is _____ and I am your Strengthologist. I hope you have taken your StrengthsFinder, Hope Scale, and Q12. If you have not, please take those instruments before we have our first meeting. (I have included those links in your email)

I am available on Campus on _____. In order to set-up our first meeting, could you send me a schedule of your available times, in order to arrange our first meeting. I look forward to working with you during this semester and if you have any questions before our meeting, please send me an email _____or a text (personal cell phone) THIS IS YOUR CHOICE AS A STRENGTHOLOGIST.

I look forward to our first meeting,

ELECTRONIC SIGNATURE

YOUR NAME
(YOUR DIVISION)
EMAIL
YOUR COLLEGE
COLLEGE ADDRESS
CITY, STATE, ZIP
PHONE NUMBER

<u>SESSION ONE:</u> DISCOVERING THEIR STRENGTHS

SECTION ONE

I. Introduce yourself to the student and tell them your Top Five (5) Strengths.

II. Thank them for participating in this mentoring program focused on enhancing their Strengths

III. Ask the student what their academic goals are beyond this semester.

IV. Ask them if they have declared a major (if they have instruct them to fill out the appropriate form)

V. Tell the student about the structure of these sessions.

a. We will meet three (3) times total, with each session lasting approximately 30 minutes.

VI. Give the student handouts 1-5 for the session one.

VII. Set the schedule on handout #1 and record the times for all your students on STRENGTHOLOGIST'S RECORD

a. Set up a schedule Here is an information sheet which has your scheduled dates and times (**handout #1** for the student). Also on this handout is our email address should you need to get a hold of us for any reason.
   Ask for student's email address, so you can send you reminders.

VIII. Confidentiality

a. **(Handout #2).** Please tell the student that these sessions will stay between you and them. No one else will know what goes on here.
b. Exceptions to the confidentiality. **First**, if you should disclose that you may hurt yourself or others. **Second** is if you report any type of child or elderly abuse. **Third** is if the court demands records for some reason.

IX. The student will not be assigned to your unless they have at least completed the StrengthsFinder. If they have not taken the Hope Scale and/or Q-12, take the first session to have them complete these scales.

a. I will let you know if they have completed that when I send you the information. Cover the material that you can in the remainder of the session and give the student their homework. Then make up the rest of the material in the second and third session

SECTION TWO

I. Tell the student a bit about the research of Strengths

Strengths Research

A. History of Human strengths.

- ***The topic of psychological strength is as old as mankind, and can be seen in:***
  - ***Greek and Eastern philosophy***
  - ***The Bible***
- ***In American History leaders have looked to human strength and virtue to "pull people back" and restore hope.***

B. What is a Strength?

- ****TALENT + #KNOWLEDGE + @SKILL = STRENGTH (Look on page 5)***
- ***Helps you to provide consistent, near perfect performance in important activities***
- ***Human strengths lie in the ability to flexibly apply as many different resources and skills necessary to solve a problem or work toward a goal.***

C. What good are human strengths?

- ***When you use strength, there are psychological rewards.***
  - ***Motivation***
  - ***Satisfaction***
- ***The more refined your strengths are the more confidence you gain and the more like you are to***
  - ***Achieve***
  - ***Experience well-being***
  - ***"Come alive" and feel vital***

II. Give the student the Student Finder Reflection Sheet, ask them the three questions, and have them jot down the notes—make this section brief. (Handout #3)

a. What is your first reaction to the Strength Themes on your StrengthsFinder report?
b. What Strength Themes do you feel fit you best? Why?
c. Were there any surprises?

III. Have student define each of their five strengths. If their definitions are incorrect, make sure to correct, and add on as needed. (Handout #4)

IV. Ask the student to provide an example of how they might use each Strength through their daily life. It can be academic, work, or relational. Give encouragement and reinforcement to these examples. Again, if one is incorrect, try and get student to think about the definition they just provided

V. Ask if the student has any questions, before you wrap up the session

VI. Assign their "Extended Learning Opportunity" (ELO) (Handout #5)

a. Jot down a few thoughts (How do all of these Strengths work together? We have talked about them each individually, and now we can try to think about them as a group. How do they combine in your life, especially in your future endeavors? Ask if they have questions.

b. Next week we will be talking about how you implement these specific strengths in your life, so spend a few minutes thinking about this before our next session

c. **Now, PLEASE TELL THE STUDENT** to email two people and share with them comments about their "discovery" of their strengths.
PLEASE HAVE THEM COPY YOU IN THE EMAIL.

VII. Ask the student whom they might email. If they cannot think of anyone, offer suggestions.

VIII. Also tell the students, they can email you the ELO.

IX. Remind the student of their next appointment and thank them for their continued participation.

X. At the end of the session, notate the main points of the session on the STRENGTHOLOGIST'S STUDENT RECORD SHEET (this is your record of the session)

XI. Three days before the student's next appointment, email, text, or call them and remind them to contact their two people and to complete their assignment.

A talent is a naturally recurring pattern of thought, feeling, or behavior that can be productively applied

A talent can be the natural tendency to:

Pick up on the emotions of others
Completion of the job
Thrive under pressure
Can make people laugh
Enjoys puzzles
Recognize the uniqueness of others
Singing and matching pitch

A person should look to their childhood for their talents

Knowledge is familiarity or an ability to converse, on a particular subject

#***Your knowledge could tell you:***

How to deal with an upset customer
How to cope with job-relate stress
What time your class is held and in which building
The FAA's Safety Regulations
The importance of the Renaissance period to the arts
The fastest route to the grocery store
The height of their Eiffel Tower in Paris

Skill a special ability in a task and or ability acquired by training

@***A skill can be the ability to perform the fundamental steps of:***

Adding an subtracting
Dribble a basketball
Processing a customers insurance claim
Play the notes on a piano
Using software to prepare a presentation
Giving a patient an injection
Writing a paper
Giving a speech in your class

These are some questions the student may ask and I have provided a small list of questions and answers.

FAQ's of the session

Q: Students may ask you, "How do you use your Strengths in your life?"
A: Make sure you are able to give examples from your life/knowledge

Q: What if I cannot make it to a session?
A: Well, we will schedule each session around you

Q: How much time outside of the session will I need to spend?
A: We will not require more than 20-30 minutes of outside time for each session. Of course if you get into it and you want to spend more time that is up to you.

Q: Can I share what we talk about in here?
A: You are more than welcome to share with other people. What you choose to disclose is totally up to you.

Q: How were these Strengths determined to be my Top Five (5)?
A: The inventory produces the top five strengths, the most powerful Strengths you possess based on your answers to the questions.

Q: I thought (insert certain Strength here) would be in here and it is not.
A: Well, it could be a top Strength of yours; the computer doesn't let us see what number 6 is for example. It is good that you can identify this within yourself.

Q: I don't agree with any of these.
A: Can you pull anything from these? Or, is there a way of renaming these to fit better with how you see yourself? Or, would your friends or family use these to identify you?

Q: What will we do now that we know these Strengths?
A: We will try to put these Strengths together and talk about them that way.

Q: What do you mean by combining the Strengths?
A: For example, with your Strengths of (insert 2-3 Strengths) how do they work together in your life? Do they build off each other? How do they relate to each other?

Q: How long should I spend on my assignment?
A: Take ten-to-twenty minutes to work on your assignment.

Q: Should I write something down?
A: That is not necessary. Just think of some things in your head.

Q: What if I am already implementing these Strengths in my life?
A: That is great! We can explore your strategies and maybe add on to them!

<u>SESSION TWO:</u> NURTURING THEIR STRENGTHS

I. Greet the student and review the previous ELO. If the student has not completed the work, give them the opportunity to complete it in the session

a. Ask the student--What did you decide about how these Strengths work together, in your life

II. Ask the student-- asked the student how they are implementing their strengths in their lives. What did you come up with for that?

III. Ask the student—what two people did you email and what feedback did you receive from them.

a. Did your contacts affirm your Strengths?

b. If student did not complete assignment, ask them to select two people in their heads, and talk about how those people might respond to hearing about their Strengths. "Have they ever talked with you about their Strengths?"

IV. Ask the student—to think about how you might utilize these Strengths to overcome some challenging events that you may encounter in your academic life.

a. **FIRST—**How might your Strengths help you with your study skills or study habits?
b. **SECOND—**How might your Strengths help you in building relationships?
c. **THIRD—**How might your Strengths help you choose your class or your major?
d. **FOURTH—**How might your Strengths help you choose your extra-curricular activities, such as clubs, social activities, community activities, or sports?

V. Closing Activity

a. Reflect on some of the things we have talked about and take the next 10 minutes to write on one of the challenging events we briefly talked about, and discuss how you would incorporate this event, using your strengths, into your life. Do not worry about spelling and grammar on this just write.

b. Provide student with paper and writing utensils and you may have to encourage the student to apply this concept and make it specific to their lives.
(Once they begin writing, separate yourself and write, read, or work on your computer.)

VI. Extended Learning Opportunity (ELO)

a. Give the student handout #6
b. Remind the student of their next appointment
c. Thank the student for their continued participation.

VII. Ask student if they have any questions, before you wrap up the session. Also, tell the students, they can email you the ELO.

VIII. At the end of the session, notate the main points of the session on the STRENGTHOLOGIST'S STUDENT RECORD SHEET (this is your record of the session)

IX. Three days before the student's next appointment, email, text, or call them and remind them of their appointment.

SESSION THREE—GOAL-SETTING USING STRENGTHS

I. Greet the student and review the previous ELO. If the student has not completed the work, give them the opportunity to complete it in the session

II. This session will revisit the four domains. You will ask the student for the obstacles to each domain and then solicit a response on using Strengths to overcome the obstacles.

a. FIRST—Study skills or study habits?
   i. What are the 2-3 obstacles that may get in the way of successful studying?
   ii. How could you use your Strengths to overcome these?

b. SECOND—Building relationships?
   i. What are the 2-3 obstacles that may get in the way of successfully building relationships?
   ii. How could you use your Strengths to overcome these?

c. THIRD—How might your Strengths help you choose your class or your major?
   i. What are the 2-3 obstacles that may get in the way of successfully choosing classes or a major?
   ii. How could you use your Strengths to overcome these?

d. FOURTH—How might your Strengths help you choose your extra-curricular activities, such as clubs, social activities, community activities, or sports?
   i. The final domain we talked about last week was choosing extracurricular activities. What are the 2-3 obstacles that may get in the way of successfully choosing extracurricular activities?
   ii. How could you use your Strengths to overcome these?

III. For the last activity, help the student formulate an academic goal, (Although, it can be from any of the four domains try to focus on the academic goal—Handout #7), describe both obstacles in the way of completing this goal, as well as strengths that you possess which would help to facilitate this goal.
(*Work with student to help them to write on the goal sheet.)*

IV. Give examples of how you (Strengthologist) utilize your Strengths in your daily life, and have been able to use your strengths to get around challenges that may come up in your life.

V. Thank the student for participation in this project, tell them this is the last session, and tell them you are available (if you want) when they have questions about their Strengths.

VI. At the end of the session, notate the main points of the session on the STRENGTHOLOGIST'S STUDENT RECORD SHEET (this is your record of the session)

NOTE:
On all of the domains, allow student to respond. Make sure they generate 2-3 obstacles. If they have a hard time doing this, ask about specific obstacles in their own lives that prevent them from being successful.

Make sure you have looked at their Top Five Strengths, so that you may assist the student through this process.

Student Session Schedule
(Handout 1) SESSION 1

Mentor's Name:_____

Email:_____

Session 1:
(Date & Time)

Session 2:
(Date & Time)

Session 3:
(Date & Time)

Student Consent and Confidentiality
(Handout 2) SESSION 1

You may be assured that our contacts will remain confidential within our sessions except in instances in which a) the client, in the professional judgment of the strengthologist, expresses serious intent to harm him/herself or someone else, b) the strengthologist learns of or suspects child abuse, or c) there is a court order to release information.

Your participation in this mentoring program is voluntary and, if at any time, you do not want to continue participating in the program you are free to discontinue. However, we do ask that you inform your strengthologist in writing of your decision and let your EDUC 1300 instructor know as well that you are no longer taking part in the program.

Your signature below indicates that you have agreed to participate under the above conditions.

_____ _____

Signature Date

STRENGTHS FINDER REFLECTION

(Handout 3) SESSION 1

(Interview your mentee here)

The Clifton StrengthsFinder is comprised of 34 themes. These themes emerged in Gallup's study of successful people over decades of research. Each theme contains several talents. The talents found in your Strengths Themes are things you do naturally —like breathing. You actually use your talents without even trying.

What is your first reaction to the Strengths Themes of your StrengthsFinder report?

What Strength Themes do you feel fit you best? Why?

Were there any surprises?

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Exploring My Strength Themes
(Handout 4) SESSION 1

Take your Strength Themes report and highlight the words, phases, or sentences that really fit you. Now, complete the matrix below by writing each of your five Strengths Themes in your own words

Strength Theme	Definition of the Theme in Your Own Words

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ASSIGNMENT ONE (ELO)
(Handout 5) SESSION 1

Extended learning opportunity (ELO)
For our next session, please write down your thoughts on each question. As we will begin our next session discussing your reflections, please remember to bring this sheet back with you.`

1. Please jot down your thoughts about how a Strengths approach could be used in your academic life.

2. How could you begin to implement these Strengths in your social life

3. Please jot down your thoughts about how a combination of your Strengths work **together.**

4. How will you begin to implement these specific Strengths in both your academic life and your social life?

5. Please email two individuals by _____ about the discovery of this Strengths based approach.
   date

   Please carbon copy me on these emails.

   My email address is _____.

   _____ _____
   First contact Second contact

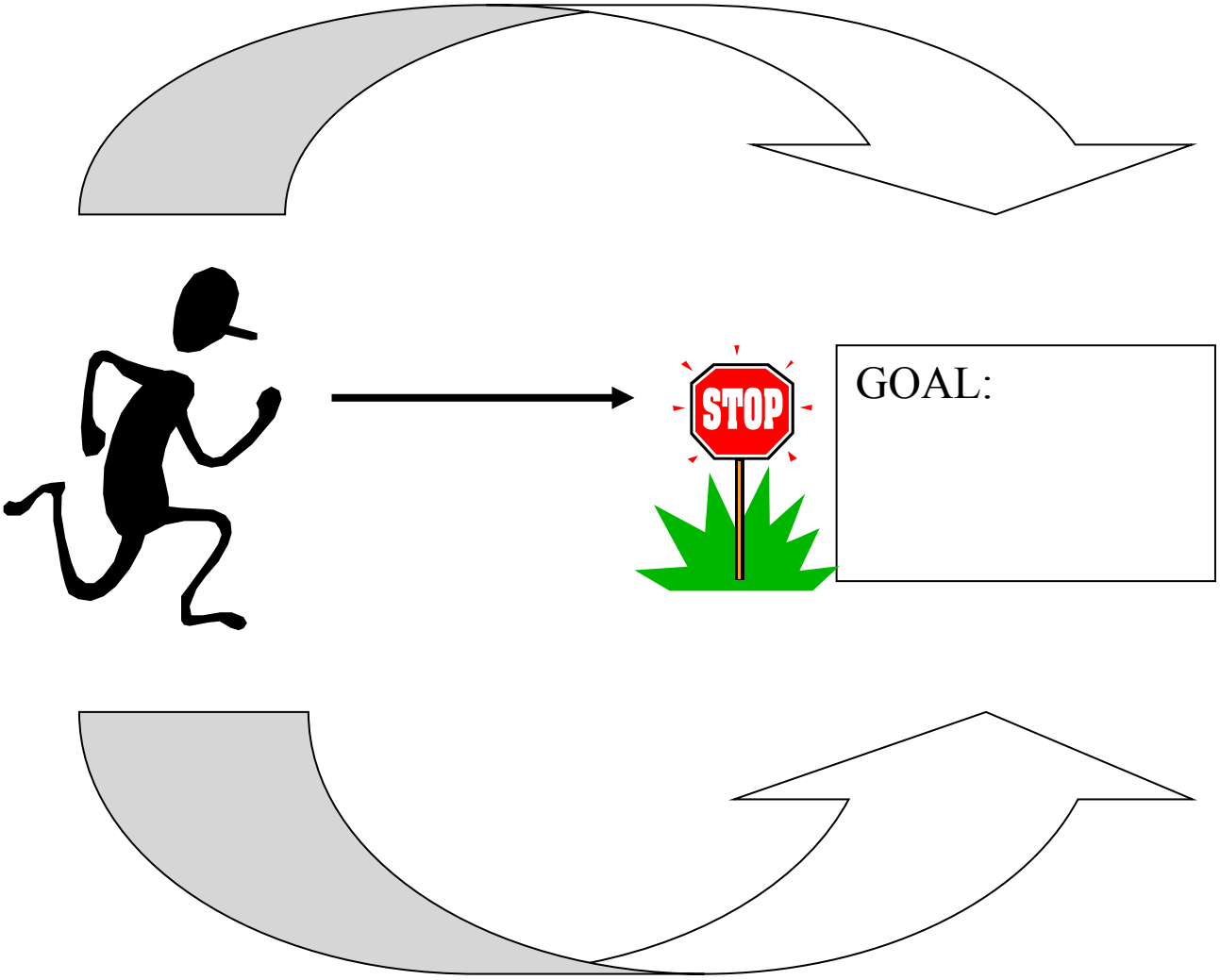
ASSIGNMENT TWO

Extended Learning Opportunity (ELO)

(Handout 6) SESSION 2

For this week, I want you to do another 10-minute writing assignment where you discuss your experiences incorporating these strengths into the specific challenging event you selected during session two. You can just send this to me via email anytime before our next session. Again, do not worry about spelling and grammar just write.

SESSION THREE
Goals and Strengths
(Handout #7) SESSION 3



In the space below, identify strategies to overcome the barriers

STRENGTHOLOGIST'S SCHEDULE SHEET

Mentor's Name: _____

Student One: Session 1:

Session 2: Session 3:

Student Two: Session 1:

Session 2: Session 3:

Student Three: Session 1:

Session 2: Session 3:

Student Four: Session 1:

Session 2: Session 3:

Student Five: Session 1:

Session 2: Session 3:

STRENGTHOLOGIST'S STUDENT RECORD SHEET

(notes on each session)

Student's Name: _____

Student's Email: _____

Student's Contact Phone Number:_____

Session 1:
(Date & Time)

Session 2:
(Date & Time)

Session 3:
(Date & Time)

THE FOUR DOMAINS OF STRENGTHS

RELATING THEMES--8

- **Adaptability**-*People strong in the Adaptability theme can modify depending on the demands of the environment.*
- **Communication**-*People strong in the Communication theme easily put their thoughts into words and are good conversationalists.*
- **Empathy**-*People strong in the Empathy theme can sense the feelings of other people by imagining themselves in other's lives or situations.*
- **Harmony**-*People strong in the Harmony theme look for consensus, do not enjoy conflict, and look for areas of agreement*
- **Includer**-*People strong in the Includer theme are accepting of others, show awareness of those who feel left out, and make an effort to include them.*
- **Individualization**-*People strong in the Individualization theme are intrigued with the unique qualities of each person and have a gift for figuring out how different people can work together productively.*
- **Relator**-*People who are strong in the Relator theme enjoy close relationships with others and find deep satisfaction in working hard with friends to achieve a goal.*
- **Responsibility**-*People strong in the Responsibility theme take psychological ownership of what they say they will do and are committed to stable values, such as honesty and loyalty.*

IMPACTING THEMES--6

- **Command-***People strong in the Command theme have presence, can take control of a situation and make decisions.*
- **Competition-***People strong in the Competition theme measure their progress against the performance of others, strive to win, and revel in contests.*
- **Developer-***People strong in the Developer theme recognize and cultivate the potential in others and spot the signs of each small improvement. They derive satisfaction from these improvements.*
- **Maximizer-***People strong in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.*
- **Positivity-***People strong in the Positivity theme have an enthusiasm that is contagious. They are upbeat and get others excited about tasks.*
- **Woo-***People strong in Woo love the challenge of meeting new people, winning them over, and derive satisfaction from making connections with others.*

STRIVING THEMES--8

- **Achiever-***People strong in the Achiever theme have a great deal of stamina and work hard. They derive great satisfaction from being busy and productive.*
- **Activator-***People strong in the Activator theme make things happen by turning thoughts into action. They are often impatient.*
- **Belief-***People strong in the Belief theme have certain unchanging core values, out of which emerge a defined purpose for their lives.*
- **Discipline-***People strong in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.*
- **Focus-***People strong in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track by prioritizing and acting.*
- **Restorative-***People strong in the Restorative theme are adept at dealing with problems, figuring out what is wrong, and resolving it.*
- **Self-Assurance**-*People strong in the Self-Assurance theme feel confident in their ability to manage their lives. They possess an inner compass that gives them confidence that their decisions are right.*
- **Significance-***People strong in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.*

THINKING THEMES--12

- **Analytical-***People strong in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.*
- **Arranger**-*People strong in the Arranger theme can organize, but they also have flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.*
- **Connectedness**-*People strong in Connectedness theme have faith in the links between all things and believe there are few coincidences because almost every event has a reason.*
- **Consistency-***People strong in the Consistency theme are keenly aware of the need to treat people the same and try to treat everyone in the world fairly by setting up clear rules and adhering to them.*
- **Context**-*People strong in the Context theme enjoy thinking about the past and understand the present by researching its history.*
- **Deliberative**-*People strong in the Deliberative theme are best characterized by the serious care they take in making decisions or choices. They can also anticipate the obstacles.*
- **Futuristic**-*People strong in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.*
- **Ideation**-*People strong in the Ideation theme are fascinated by ideas and are able to find connections between seemingly disparate phenomena.*
- **Input**-*People strong in the Input theme have craving to know more and often like to collect and archive all kinds of information.*
- **Intellection**-*People strong in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.*
- **Learner**-*People strong in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.*
- **Strategic**-*People strong in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.*

StrengthsQuest

Quick Reference for Strengthologist

REFERENCE CARD ***www.strengthsquest.com***

ACHIEVER People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.

ACTIVATOR People especially talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.

ADAPTABILITY People especially talented in the Adaptability theme prefer to "go with the flow." They tend to be "now" people who take things as they come and discover the future one-day at a time.

ANALYTICAL People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.

ARRANGER People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.

BELIEF People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.

COMMAND People especially talented in the Command theme have presence. They can take control of a situation and make decisions.

COMMUNICATION People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

COMPETITION People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.

CONNECTEDNESS People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.

CONSISTENCY People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear rules and adhering to them.

CONTEXT People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.

DELIBERATIVE People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.

DEVELOPER People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.

DISCIPLINE People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.

EMPATHY People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.

FOCUS People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, and then act.

FUTURISTIC People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.

HARMONY People especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.

IDEATION People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.

INCLUDER People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.

INDIVIDUALIZATION People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.

INPUT People especially talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.

INTELLECTION People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.

LEARNER People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.

MAXIMIZER People especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something especially talented into something superb.

POSITIVITY People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.

RELATOR People who are especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.

RESPONSIBILITY People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.

RESTORATIVE People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.

SELF-ASSURANCE People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.

SIGNIFICANCE People especially talented in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.

STRATEGIC People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.

WOO People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

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Clifton StrengthsFinder, and each of the 34 Clifton StrengthsFinder theme names are trademarks of The Gallup Organization, Princeton, NJ.

Q1 I can think of many ways to get out of a jam.
- ❍ Definitely False
- ❍ Mostly False
- ❍ Somewhat False
- ❍ Slightly False
- ❍ Slightly True
- ❍ Somewhat True
- ❍ Mostly True
- ❍ Definitely True

❍ **Q2 I energetically pursue my goals.**
- ❍ Definitely False
- ❍ Mostly False
- ❍ Somewhat False
- ❍ Slightly False
- ❍ Slightly True
- ❍ Somewhat True
- ❍ Mostly True
- ❍ Definitely True

❍ **Q3 There are lots of ways around any problem.**
- ❍ Definitely False
- ❍ Mostly False
- ❍ Somewhat False
- ❍ Slightly False
- ❍ Slightly True
- ❍ Somewhat True
- ❍ Mostly True
- ❍ Definitely True

❍ **Q4 I can think of many ways to get the things in life that are most important to me.**
- ❍ Definitely False
- ❍ Mostly False
- ❍ Somewhat False
- ❍ Slightly False
- ❍ Slightly True
- ❍ Somewhat True
- ❍ Mostly True
- ❍ Definitely True

❍ **Q5 Even when others get discouraged, I know I can find a way to solve the problem.**
- ❍ Definitely False
- ❍ Mostly False
- ❍ Somewhat False
- ❍ Slightly False
- ❍ Slightly True
- ❍ Somewhat True
- ❍ Mostly True
- ❍ Definitely True

❍ **Q6 My past experiences have prepared me well for my future.**
- ❍ Definitely False
- ❍ Mostly False
- ❍ Somewhat False
- ❍ Slightly False
- ❍ Slightly True
- ❍ Somewhat True
- ❍ Mostly True
- ❍ Definitely True

❍ **Q7 I've been pretty successful in life.**
- ❍ Definitely False
- ❍ Mostly False
- ❍ Somewhat False
- ❍ Slightly False
- ❍ Slightly True
- ❍ Somewhat True
- ❍ Mostly True
- ❍ Definitely True

❍ **Q8 I meet the goals that I set for myself.**
- ❍ Definitely False
- ❍ Mostly False
- ❍ Somewhat False
- ❍ Slightly False
- ❍ Slightly True
- ❍ Somewhat True
- ❍ Mostly True
- ❍ Definitely True

ADULT HOPE SCALE FALL 2011

Q1 I know what is expected of me at this school.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q2 I have the materials and equipment I need to do my schoolwork right.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q3 At this school, I have the opportunity to do what I do best every day.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q4 In the last seven days, I have received recognition or praise for doing a good job.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q5 My instructors, or someone at school, seems to care about me as a person.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q6 There is someone at school who encourages my development.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q7 At this school, my opinions seem to count.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q8 The mission or purpose of this school makes me feel important as a student.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q9 My classmates are committed to doing quality work.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q10 I have a best friend at school.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q11 In the last six months, someone at this school has talked to me about my progress.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Q12 This last year, I have had opportunities at this school to learn and grow.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

GALLUP Q12 SURVEY OF STUDENT ENGAGEMENT