Maximizing Human Potential with Strengths Based Coaching

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GALLUP
The Science of Strengths

Conducted tens of thousands of individual interviews

Coached even more executives, leaders, managers and employees

Studied more than 1 million work teams

5 decades of research and development

CliftonStrengths®
16 million people

Best selling book — StrengthsFinder 2.0
Wall Street Journal, BusinessWeek, USA Today, Amazon

As reported by the Wall Street Journal

Used by 457 of the Fortune 500 companies*

*As reported by the Wall Street Journal

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"If democracy is about the will of the people, shouldn't someone find out what that will is?"

Gallup World Poll 2005, Gallup launched a 100-year initiative to measure the will of every person living in every corner of the earth.
• The World Poll is administered face to face or via the telephone in 160 countries and in more than 140 languages, 350 days/year surveying a representative sample of 99% of the world’s population. Organizations, including the World Bank and United Nations, use Gallup World Poll data.
“What will happen when we think about what is right with people rather than fixating on what is wrong with them?”

Donald O. Clifton, psychologist and business executive (1924-2003)
“My name is _______ and I write nicer than a fifth grader.”
STAND UP IF YOU ALWAYS...

talk to people in elevators, airplanes, stores, and wherever you go.
STAND UP IF YOU ALWAYS...
seek a familiar face at a big party.
write down a list of things to do and stick to it.
STAND UP IF YOU ALWAYS...
tend to be skeptical until given some proof.
STAND UP IF YOU ALWAYS...

trust your intuition.
STAND UP IF YOU ALWAYS...
are accused of being “too nice.”
STAND UP IF YOU ALWAYS...

are accused of being “not nice enough.”
Talent

A special natural ability or aptitude

A capacity for achievement or success; ability

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

A talent is a potential strength
Building Strengths

Talent
a natural way of thinking, feeling, or behaving

Investment
time spent practicing, developing **skills**, and building **knowledge**

Strength
the ability to consistently provide near-perfect positive performance
WRONG ASSUMPTIONS

• All behaviors can be learned.
  ✓ If you try hard enough, you can do it.
  ✓ If you want it badly enough, you can make it happen.
  ✓ If you dream it, you can achieve it.

• The best in a role display the same behaviors.

• Weakness fixing = success.

RIGHT ASSUMPTIONS

• Only some behaviors can be learned (skills, knowledge).

• The best in a role display the same outcomes using different behaviors.

• Weakness fixing prevents failure; strengths building leads to success.
Employee Engagement: The 12 Items That Matter

**Q01** I know what is expected of me at work.

**Q02** I have the materials and equipment I need to do my work right.

**Q03** At work, I have the opportunity to do what I do best every day.

**Q04** In the last seven days, I have received recognition or praise for doing good work.

**Q05** My supervisor, or someone at work, seems to care about me as a person.

**Q06** There is someone at work who encourages my development.

**Q07** At work, my opinions seem to count.

**Q08** The mission or purpose of my company makes me feel my job is important.

**Q09** My associates or fellow employees are committed to doing quality work.

**Q10** I have a best friend at work.

**Q11** In the last six months, someone at work has talked to me about my progress.

**Q12** This last year, I have had opportunities at work to learn and grow.
The Q¹² unravels and exposes the emotional factors of employee engagement and is based on more than 30 years of in-depth behavioral economic research involving more than 17 million employees.

Q12. This last year, I have had opportunities at work to learn and grow
Q11. In the last six months, someone at work has talked to me about my progress
Q10. I have a best friend at work
Q09. My associates or fellow employees are committed to doing quality work
Q08. The mission or purpose of my company makes me feel my job is important
Q07. At work, my opinions seem to count
Q06. There is someone at work who encourages my development
Q05. My supervisor, or someone at work, seems to care about me as a person
Q04. In the last 7 days, I have received recognition or praise for doing good work
Q03. At work, I have the opportunity to do what I do best every day
Q02. I have the materials and equipment I need to do my work right
Q01. I know what is expected of me at work
Gallup defines Engagement using the terms “involvement” and “enthusiasm”

Building on Gallup Marketplace Practice discoveries related to fully engaged *customers*, a fully engaged *parent* believes that:

- THE SCHOOL ALWAYS DELIVERS ON WHAT THEY PROMISE
- THEY ARE PROUD OF THEIR RELATIONSHIP WITH THE SCHOOL
- THE SCHOOL IS PERFECT FOR THEIR CHILD

JUST 20% of parents are “Fully Engaged”
Drivers of Parent Engagement

1. **Leadership** - Parents appreciate when principals and other school leaders know the needs of students and the community and respond appropriately to those needs as they arise.

2. **Academic standards** - Parents seek schools committed to high academic standards.

3. **School environment** - Schools should be places where everyone treats students with respect and where appropriate discipline is in place. Parents also seek a welcoming school environment.

4. **Personalized learning** - Parents look for an environment where teachers and staff know their child’s individual strengths and needs.

5. **Communication and involvement** - Great schools build a culture that encourages open communication and invites parents to become involved by playing an active role in their child’s education.
A **successful educational experience** is one in which a student attains: academic achievement and growth, college readiness, career readiness, a good job, and high personal well-being, a positive family life, and a happy life in general.
Case Study | Impact of Strengths

- **Hopeful**: 64% Strongly Agree, 22% Not Strongly Agree
- **Student Engagement**: 71% Strongly Agree, 18% Not Strongly Agree
- **University Contributed to Well-being**: 70% Strongly Agree, 15% Not Strongly Agree
- **Can Think of Many Ways to Get Good Grades**: 77% Strongly Agree, 36% Not Strongly Agree
- **Energetically Pursue Goals**: 66% Strongly Agree, 28% Not Strongly Agree

*The University has positively contributed to my well-being.*
*I can think of many ways to get good grades.*
*I energetically pursue my goals.*

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• Employee engagement and Strengths-based programs boost student and teacher performance

• Since starting employee engagement and strengths-based programs, RCSD high schools have graduated students on time at an 11.5% higher rate than comparable schools.

• The ratio of engaged employees to actively disengaged employees nearly doubled and led to an increase in student achievement with more students at or above grade-level reading.

• Managers/Teachers account for at least 70% of their teams/student’s engagement.
Building a Strengths-Based Undergraduate experience

“We are using a **Strengths approach on our campus** to enhance student engagement and well-being which leads to improved retention, graduation, and life success.

**This report** is the result of a two-year assessment of the initiative. Six separate student surveys administered over two academic years (2011-12 and 2012-13) provided the data for analysis"
RETENTION & ACADEMIC SUCCESS

First-year students’ Strengths awareness has a positive, indirect effect on fall semester GPA and retention to their second year through their engagement, hope, and academic self-efficacy.

Figure 1. Structural equation model of the relationships between Strengths awareness and student success outcomes. Note. ** p < .01, *** p < .001. Data from class of 2015, n = 1,498. The full effect decomposition is located in Appendix D.
U of M Summary of Findings

• Students who take the StrengthsFinder have **higher rates of retention and higher average grade point averages (GPA)** than those who do not take the StrengthsFinder.

• Strengths awareness is **positively associated with students’ sense of belonging and progress on University learning and development outcomes.**

• Students say knowing their **Strengths enhanced their self-awareness, contributed to their career decision efficacy, and aided them in obtaining employment and experiential opportunities, thereby positively impacting their career development.**

• The more interactions with Strengths students have, the more positive they are about Strengths-based approaches.
Lessons from the Gallup-Purdue Index

• Explored 2 questions of 60,000 college alumni:

• “Is college worth it? Do Universities provide students with opportunities/experiences worth the price tag?”

• “Do students graduate well-equipped to find good jobs, prosper financially and lead healthy, fulfilling lives?”

• (GPI data, Gallup)
It’s not where you go...

No difference in workplace engagement or well-being of graduates between:

- Public versus private
- Highly selective institutions and rest
- Top 100 ranked schools in *U.S. News & World Report* and rest
It’s how you do it

GRADUATES WHO WERE “EMOTIONALLY SUPPORTED” DURING COLLEGE HAVE MORE THAN

2x

THE ODDS OF BEING ENGAGED IN THEIR WORK AND

3x

AS LIKELY TO BE THRIVING IN THEIR WELL-BEING

“At least one professor who made me excited about learning.”  
“Professors cared about me as a person.”  
“A mentor who encouraged my hopes and dreams.”

63%  
27%  
22%

ONLY 14% OF ALL GRADUATES EXPERIENCED ALL THREE
GRADUATES WHO HAD “EXPERIENTIAL AND DEEP LEARNING” HAVE MORE THAN 2x THE ODDS OF BEING ENGAGED IN THEIR WORK AND MORE ARE THRIVING (13% vs. 10%)

“Long-term project taking a semester or more to complete.” 32%
“Internship or job where applied learning.” 29%
“Extremely involved in extracurricular activities and organizations.” 20%

ONLY 6% OF ALL GRADUATES EXPERIENCED ALL THREE
“Strengths based campus” What does that mean?

• The Why
• The vehicle
• Strengths advisory team
• 25% faculty/staff educated
• Executive Champion
• Measurement/Mission:
• 4-5 year plan

"We are using a Strengths approach on our campus to drive student engagement and contribute to students’ Community & Purpose (Career) well-being while at the University and beyond.

Engagement and well-being support our efforts to increase retention, graduation, and impact the personal and career success of our students & alumni.”
The Gallup Student Poll collects student perceptions on four non-cognitive measures that generate **actionable data** for schools and helps educators prioritize and design interventions aimed at:

**Engagement**: The involvement in and enthusiasm for school.

**Hope**: The ideas and energy students have for the future.

**Entrepreneurial Aspiration**: The talent and energy for building businesses that survive, thrive and employ others.

**Well-Being**: All the things that are important to how we *think about and experience* our lives.

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Methodology

1. Survey occurs annually in Term 1: March-April
2. Schools register and participate online
3. Questions on Engagement, Hope, Wellbeing, Entrepreneurship and Faith
4. Results by Year Level
5. Reports back 4-6 weeks post survey

Results from Mar-April 2016
- 11,020 students
- 34 schools, 5 states & 1 NZ
- 4 school types

N-to date = 41,813 students
Students are \(9x\) more likely to be Engaged

When students can strongly agree their school is committed to building the strengths of each student.

\(3x\) more likely to be hopeful

NOTE: Australian results are convenience samples and are not representative of all students in the country. March 2016, N-total = 11,020
Our students get less engaged each year they are in school

Drops 22 percentage points from Year 5-12

Year 5: 74%  
Year 6: 71%  
Year 7: 68%  
Year 8: 55%  
Year 9: 49%  
Year 10: 44%  
Year 11: 50%  
Year 12: 52%

NOTE: Australian results are convenience samples and are not representative of all students in the country.
N-total Australia March 2016, N-total = 11,020
A focus on strengths helps prevent a drop in engagement

When Students can strongly agree their school is committed to building their Strengths, they are more Engaged in school compared to students who cannot strongly agree.

NOTE: Australian results are convenience samples and are not representative of all students in the country.
N-total Australia March 2016, N-total = 11,020
People who focus on using their strengths are ...

3x as likely to report having an excellent quality of life.

6x as likely to be engaged in their jobs.
Teams that focus on strengths every day have **12.5%** greater productivity.

Teams that receive strengths feedback have **8.9%** greater profitability.

GALLUP ANALYTICS
Perfect Partners

**Balcony**
Good judgment, Identifies risk, Makes solid decisions, Can plan for the unexpected

**Balcony**
Self-starter, Fire-starter, Energy source, Fearless

**DELIBERATIVE**
Standoffish, Aloof, Cautious, Slow, Introverted, Afraid to act

**ACTIVATOR**
Ready-fire-aim, Loose cannon, Speak before you think, In left field (because others haven’t caught up)
# Four Domains of Team Strength

<table>
<thead>
<tr>
<th>EXECUTING</th>
<th>INFLUENCING</th>
<th>RELATIONSHIP BUILDING</th>
<th>STRATEGIC THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>People with dominant Executing themes know how to make things happen.</td>
<td>People with dominant Influencing themes know how to take charge, speak up, and make sure the team is heard.</td>
<td>People with dominant Relationship Building themes have the ability to build strong relationships that can hold a team together and make the team greater than the sum of its parts.</td>
<td>People with dominant Strategic Thinking themes help teams consider what could be. They absorb and analyze information that can inform better decisions.</td>
</tr>
</tbody>
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### Achiever
- Arranger
- Belief
- Consistency
- Deliberative Discipline
- Focus Responsibility
- Restorative

### Activator Command
- Communication Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

### Adaptable
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

### Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic
<table>
<thead>
<tr>
<th>Team Member</th>
<th>Achiever</th>
<th>Arranger</th>
<th>Belief</th>
<th>Consistency</th>
<th>Deliberative</th>
<th>Discipline</th>
<th>Focus</th>
<th>Restorative</th>
<th>Activator</th>
<th>Command</th>
<th>Communication</th>
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| 3           | 2        | 3        |       |             |              |            |       |             | 4        |         | 1             | 2           |          |                |            | 4  |               | 3           | 4  |      | 5       |        | 5       | 4       | 4       | 1       | 3        |          |          |            |         |          |          |       |           |         |          |}
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| 4           |          | 2        |       |             |              |            |       |             | 5        |         | 1             |             |          |                |            | 5  |               | 5           | 4  |      | 1       |        | 1       | 2       | 2       | 1       | 2        |          |          |            |         |          |          |       |           |         |          |
Strengths Based Parenting

• Developing your Children’s Innate Talents
• Gallup Press, 2016

Keys to Strengths Based Parenting

1. Know and understand your own talents and how you can best apply them with your children and family
2. Discover your children’s talents and how you can help them develop their talents into strengths

- Clifton StrengthsFinder & StrengthsQuest
  - for employees, parents and other adults
  - for children 15 or older
- Clifton Youth StrengthsExplorer
  - for children 10-14 years old
- StrengthsSpotting
  - for children younger than 10
Strengths Coach Training & Resources

• Successful Strengths Coaching upcoming 2-day courses:
  • Gallup North Sydney office  July 27 & 28
  • Taree Christian College  August 3 & 4

Books and Resources:

• StrengthsQuest  (For students 15 years +)
• Strengths Explorer (Psycometric and workbook 10-14 years)
• Strengths Based Parenting  (For strengths spotting in kids pre-reading)
• How Full is Your Bucket  (Student and adult versions)
• Teach With Your Strengths
what’s wrong
to what’s STRONG!
Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.

Albert Einstein