Meaning Making Tools to Enhance Student Mindsets Through Student Services (Part 1)

Gregory Bocchino, EdD
2016 Student Success Conference
University of North Carolina

bocchino@unc.edu
twitter.com/DrGBo
www.linkedin.com/in/gregorybocchino
My goal is your goal....
....GROWTH
We all have an impact and influence on students’ intellectual ability.
We all are capable of great things with the right mindset.
We all have the opportunity to enhance the mindset of students.
"Reinforcing a growth mindset with your students requires that you have a growth mindset."

- Barbara Blackburn in Education Week Teacher
We all have the opportunity to enhance our own mindset.
Myers Briggs Type Indicator
StrengthsFinder
Values Clarification Card Sort
Force Field Analysis
• Undergrads via workshops, class presentations, individual appointments, course
• Graduate students: General/specific
• Academic Advisors
• Carolina Career Community (C3)
• Residence Life Staff
• Student Affairs/Services Staff
• Conduct/Judicial Affairs Staff
• Admissions/Enrollment Management Staff
• Clubs/Organizations
• Student Leaders
• Students on Continued Academic Probation
• National, State,& Regional Conferences
Session Agenda

• Simulate parts of workshops with you
• Simulate activities with you
• Provide brief examples
• Encourage you to think about your mindset
• Inspire you to be creative in your work
• Collaborate on future discussions/ventures
"He who knows others is learned; he who knows himself is wise." — Lao Tzu
WORST DAY EVER?

Today was the absolute worst day ever
And don't try to convince me that
There's something good in every day
Because, when you take a closer look,
This world is a pretty evil place.
Even if
Some goodness does shine through once in a while
Satisfaction and happiness don't last.
And it's not true that
It's all in the mind and heart
Because
True happiness can be attained
Only if one's surroundings are good
It's not true that good exists
I'm sure you can agree that
The reality
Creates
My attitude
It's all beyond my control
And you'll never in a million years hear me say that
Today was a very good day

Now read it from bottom to top, the other way,
And see what I really feel about my day.
We all have different starting points.

We can all learn from one another.

We can take charge of what we want.

We can all make progress.
This stuff has value

The end result has value
Mistakes are the portals of discovery.
- James Joyce
In the equation of success, one element always stands out...

127
You
As-in-you
100.00
“The key to human development is building on who you already are”
~Tom Rath

www.LifeOhm.com
StrengthsFinder flips that “fix what’s broken” script. Instead, it’s much easier for a person to get better at what they are already good at than working on what they aren’t.
INSTEAD OF FOCUSING ON YOUR WEAKNESSES, FOCUS ON YOUR STRENGTHS.
<table>
<thead>
<tr>
<th>BHG HOME OFFICE</th>
<th>STRENGTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Larry</td>
<td>Strategic</td>
</tr>
<tr>
<td>Jim</td>
<td>Achiever</td>
</tr>
<tr>
<td>Robert</td>
<td>Relator</td>
</tr>
<tr>
<td>Steve</td>
<td>WOO</td>
</tr>
<tr>
<td>Shawna</td>
<td>Communication</td>
</tr>
<tr>
<td>Chris</td>
<td>Empathy</td>
</tr>
<tr>
<td>Josefine</td>
<td>Developer</td>
</tr>
<tr>
<td>Helen</td>
<td>Achiever</td>
</tr>
<tr>
<td>Combined</td>
<td>Relator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HIPS Sunrise Palm Springs</th>
<th>STRENGTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlie</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Howard</td>
<td>WOO</td>
</tr>
<tr>
<td>Ramien</td>
<td>Communication</td>
</tr>
<tr>
<td>Arturo</td>
<td>Harmony</td>
</tr>
<tr>
<td>Joel</td>
<td>Communication</td>
</tr>
<tr>
<td>Lorna</td>
<td>Achievement</td>
</tr>
<tr>
<td>Anasha</td>
<td>Arranger</td>
</tr>
<tr>
<td>Chip</td>
<td>Deliberative</td>
</tr>
<tr>
<td>Combined</td>
<td>WOO</td>
</tr>
</tbody>
</table>
Think of an athlete, musician, and CEO who you think has achieved success. What characteristics does that person possess that makes them successful? How did they get there?
**Practice:**
Repeated performance or systematic exercise for the purpose of acquiring skill or proficiency.

**Strength:**
The ability to **consistently produce a nearly perfect positive outcome** in a specific task.
Strength = Talent + Knowledge + Skills

Strength = Talent \times Investment

- **To build your strengths**, identify your talents, and add knowledge and skills.
- **Investment** = the time spent practicing, developing your skills and building your knowledge base.
- **Excellence occurs** only when individuals capitalize on their strengths and talents, and invest the time and energy needed to excel.
• The Clifton StrengthsFinder assessment consists of a series of 180 paired statements.

• You must select the statement that describes you best, as well as the extent to which it does so (on a 5-point scale).

• You will have 20 seconds to make each selection.

• If you encounter a situation in which both statements describe you, try to select the one that is more accurate or describes you more often (not the most ideal one).
Owning Your Talents

• Read through your top 5 theme descriptions on your Signature Theme Report.

• Underline or highlight those lines, words, or phrases that you feel are highly representative and descriptive of you.

• Cross out the sentences that you don’t think apply to you.

“Be a lot more of who you already are.”
Section I: Awareness

Strategic

Shared Theme Description

People who are 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.

Your Personalized Strengths Insights

What makes you stand out?

Because of your strengths, you notice that the right word usually pops into your mind exactly when you need it. Your comfort with language makes the oral or written expression of your ideas or feelings appear almost effortless. Others benefit from your ability to transmit information, thoughts, or emotions by using a vocabulary they can easily understand. By nature, you work diligently to invent alternative courses of action. You notice new as well as unusual configurations in facts, evidence, or data. Others, however, can see only separate, unrelated bits of information. You are fascinated by problems that puzzle, confound, or frustrate most people. It’s very likely that you sometimes trust your ability to be an innovative thinker. You might invent several ways to reach a particular goal. Perhaps your next step is to narrow down your options to the best one. Sometimes you take into consideration prevailing circumstances, available resources, budgetary constraints, or pressing deadlines. Instinctively, you occasionally opt to work by yourself. Perhaps you trust your talents, knowledge, and skills in identifying problems. You might consider numerous solutions before you pinpoint an appropriate course of action. Sometimes questions and answers materialize without much effort on your part. Driven by your talents, you may notice that multiple solutions to nagging problems just pop into your mind. Sometimes you study each option from many different angles. Perhaps you carefully evaluate the entire situation, then choose the alternative that makes the most sense. Why? Maybe you aim to outscore or outperform your rivals.

Questions

1. As you read your personalized strengths insights, what words, phrases, or lines stand out to you?
2. Out of all the talents in this insight, what would you like for others to see most in you?
Section II: Application

Strategic

Ideas for Action:

- Take the time to fully reflect or muse about a goal that you want to achieve until the related patterns and issues emerge for you. Remember that this musing time is essential to strategic thinking.
- You can see repercussions more clearly than others can. Take advantage of this ability by planning your range of responses in detail. There is little point in knowing where events will lead if you are not ready when you get there.
- Find a group that you think does important work, and contribute your strategic thinking. You can be a leader with your ideas.
- Your strategic thinking will be necessary to keep a vivid vision from deteriorating into an ordinary pipe dream. Fully consider all possible paths toward making the vision a reality. Wise forethought can remove obstacles before they appear.
- Make yourself known as a resource for consultation with those who are stumped by a particular problem or hindered by a particular obstacle or barrier. By naturally seeing a way when others are convinced there is no way, you will lead them to success.
- You are likely to anticipate potential issues more easily than others. Though your awareness of possible danger might be viewed as negatively by some, you must share your insights if you are going to avoid these pitfalls. To prevent misperception of your intent, point out not only the future obstacle, but also a way to prevent or overcome it.
- Trust your insights, and use them to ensure the success of your efforts.
- Help others understand that your strategic thinking is not an attempt to belittle their ideas, but is instead a natural propensity to consider all the facets of a plan objectively. Rather than being a naysayer, you are actually trying to examine ways to ensure that the goal is accomplished, come what may. Your talents will allow you to consider others’ perspectives while keeping your end goal in sight.
- Trust your intuitive insights as often as possible. Even though you might not be able to explain them rationally, your intuitions are created by a brain that instinctively anticipates and projects. Have confidence in these perceptions.
- Partner with someone with strong Activator talents. With this person’s need for action and your need for anticipation, you can forge a powerful partnership.
- Make sure that you are involved in the front end of new initiatives or enterprises. Your innovative yet procedural approach will be critical to the genesis of a new venture because it will keep its creators from developing deadly tunnel vision.

Questions

1. Which of these action items speak to you? Highlight the actions that you are most likely to take.
2. How will you commit to taking action? Write your own personalized action item that you will take in the next 30 days.

Section III: Achievement

Look for signs of achievement as you read these real quotes from people who share your top five themes.

Strategic sounds like this:

Liam C., manufacturing plant manager: "It seems as if I can always see the consequences before anyone else can. I have to say to people, ‘Lift up your eyes; look down the road a ways. Let’s talk about where we are going to be next year so that when we get to this time next year, we don’t have the same problems.’ It seems obvious to me, but some people are just too focused on this month’s numbers, and everything is driven by that."

Vivian T., television producer: "I used to love logic problems when I was a kid—you know, the ones where A implies B, and B equals C, does A equal C? Still today, I am always playing out repercussions, seeing where things lead. I think it makes me a great interviewer. I know that nothing is an accident; every sign, every word, every tone of voice has significance. So I watch for these clues and play them out in my head, see where they lead, and then plan my questions to take advantage of what I have seen in my head."

Simon T., human resources executive: "We really needed to take the union on at some stage, and I saw an opportunity—a very good issue to take them on. I could see that they were going in a direction that would lead them into all kinds of trouble if they continued following it. Lo and behold, they did continue following it, and when they arrived, there I was, ready and waiting. I suppose it just comes naturally to me to predict what someone else is going to do. And then when that person reacts, I can respond immediately because I have sat down and said, ‘Okay, if they do this, well do this. If they do that, then we’ll do this other thing.’ It’s like when you tack in a sailboat. You head in one direction, but you jox one way, then another, planning and reading, planning and reacting."
Strengths & Doctoral Students Engagement

A. Struggles and conflicts within the scholarly community, including dealing with inconsistent requirements of academic assignments or research as well as problematic encounters and negative interaction with other researchers. “One professor from another field came to tell me that there is no sense to my work, that my approach was wrong...and I was astonished how anyone could say something so inappropriate and in such a crushing way to a beginner, to a doctoral student.”

B. Tensions in the supervisory relationship, such as receiving insufficient supervision or unhelpful feedback from an advisor/committee member. “My supervision situation was not ideal. It was hard, I almost quit several times. I received several disrespectful messages from my advisor. I don’t feel a sense of belonging to the department.”

C. Problems in the research process, such as obstacles to collecting data, available resources, and writing papers. “My intention was to analyze the data but I felt quite disappointed...I felt that I should have been able to...I should have started the work right away but somehow I did not feel competent enough to do that.”

D. Balancing doctoral studies with family and professional work life, including lack of support, high workload, and changes within the family. “I work long hours I was tired, and this took all my energy. I always had the feeling that I should work and do more in a day than I was able to. I tried to do my best.”

Questions
1. What are some challenges or roadblocks this situation presents in regards to the strengths in this domain?
2. Which strengths can you apply from this domain to help you solve this and how?
3. Which domain would you enlist for help and why?
• 94% have a clearer understanding of their strengths.
• 88% have learned words that help them describe strengths they’ve always known they’ve had.
• 88% indicated that learning about their strengths helped them understand the reasoning behind some of their actions.
• 82% have become more clear about who they are and how they operate.
• 76% now understand that some of their greatest successes have been caused by their strengths/talents.
• 76% learning about how strengths helps me analyze why relationships are or are not working.
• 58% understanding how my strengths are helping me plan for the future.
• 47% think about how to apply strengths, in certain situations, to be more effective.
## Force Field Analysis Chart

**Name:**

1. **Career Goal:**

2. **Indicate to what degree these factors may be influencing your academic/career decision:**

<table>
<thead>
<tr>
<th><strong>EXTERNAL FACTORS</strong></th>
<th>Slightly Present</th>
<th>Moderately Present</th>
<th>Strongly Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finances/money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Societal stereotypes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Outlook/Labor Market Trends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INTERNAL FACTORS</strong></th>
<th>Slightly Present</th>
<th>Moderately Present</th>
<th>Strongly Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procrastination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of self-confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear of change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear of making wrong decision</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear of failure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of experience/skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **List positive (+) forces for your goal and negative forces (-) that work against your goal**

<table>
<thead>
<tr>
<th>Forces for your goal (anything that contributes something toward reaching your goal):</th>
<th>Forces against your goal (anything that makes it more difficult for you to achieve your goal):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Identify actions you can take to maximize positive forces/capitalize on strengths and minimize/reverse negative forces/managing your weaknesses:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Assess the feasibility of your goal (Do the positives outweigh the negatives?):**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. **Do you experience more internal or external factors as obstacles to your goals/decisions?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. **What are your next steps (list 2)?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STOP being afraid of what could go wrong and think of what could go right.
We all have different starting points.

We can all learn from one another.

We can take charge of what we want.

We can all make progress.
PERSONALITY
What makes you the way you are
Do you prefer people who are the same as you?

Do you prefer people who are different than you?

Or both?

Let’s find out!
Raise your hand high if.....
Your closet is color-coded
You talk to people in elevators and the grocery line
You make lists of things to do
You push the elevator button more than once
You check your cell for messages and there are none
How do we achieve a growth mindset if we don’t truly know ourselves?
The growth mindset doesn’t mean that everything that can be changed should be changed.

We all need to accept some of our imperfections.
What’s Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type. For each pair of letters, choose the side that seems most natural to you, even if you don’t agree with every description.

<table>
<thead>
<tr>
<th>Extraversion (E)</th>
<th>Introversion (I)</th>
<th>Thinking (T)</th>
<th>Feeling (F)</th>
</tr>
</thead>
</table>

1. Are you outwardly or inwardly focused? If you:
   - Could be described as reserved, private
   - Prefer a slower pace with time for contemplation
   - Tend to think things through inside your head
   - Would rather observe than be the center of attention
   - ISTJ Responsible, sincere, analytical, reserved, realistic, systematic.
   - ISTP Action-oriented, logical, analytical, spontaneous, reserved, independent.

2. How do you prefer to take in information? If you:
   - Focus on the reality of how things are
   - Pay attention to concrete facts and details
   - Prefer ideas that have practical applications
   - Like to describe things in a specific, literal way
   - ESTP Outgoing, realistic, action-oriented, creative, versatile, spontaneous.
   - ENTP Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile.

3. How do you prefer to make decisions? If you:
   - Make decisions in an impersonal way, using logical reasoning
   - Value justice, fairness
   - Enjoy finding the flaws in an argument
   - Could be described as reasonable, level-headed
   - INFJ Idealistic, organized, insightful, dependable, compassionate, gentle.
   - INFP Sensitive, creative, idealistic, perceptive, caring, loyal.

4. How do you prefer to live your outer life? If you:
   - Prefer to have matters settled
   - Think rules and deadlines should be respected
   - Prefer to have detailed, step-by-step instructions
   - Make plans, want to know what you’re getting into
   - ENTJ Strategic, logical, efficient, realistic, ambitious, independent.
   - ENTP Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile.

then you prefer

- E Extraversion
- I Introversion
- T Thinking
- F Feeling

then you prefer

- S Sensing
- N Intuition
- J Judging
- P Perceiving
What are Preferences?

- There are many benefits to understanding your own preferences, including how they affect you, how they affect your style of communication, and how they are different from what other people prefer. Preferences allow us to have different interests, different ways of behaving, and different ways of seeing the world.

- Jung believed that people are innately different in what they prefer.

- He focused on accurately describing the 8 dominant functions he identified, but he also saw that people use the other functions in a kind of hierarchy of preference.

- So let’s define preference further....

Preferences are how we would choose if given free reign.