Using *CliftonStrengths*[TM] for Professional Development: Recommendations for Practice

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This article explores how a culture of strengths-based leadership can positively impact professional development for school site administrators. The strengths of school district administrators were measured through the administration of CliftonStrengths™ assessment. Themes that emerged were determined through the assessment and qualitative analysis of responses. A sample of convenience 50 principals and assistant principals from a public school district in Southern California participated in this research. The findings revealed that the common talent themes among school site administrators were relationship building, executing, influencer, and learner. This study supports future practices to enable human resources personnel to design targeted professional development for school site administrators. An analysis of a school administrator's strengths and personality traits is unique to each school district. The results support human resource professionals' efforts to determine personnel's future needs, including hiring and developing school leaders.

Keywords: CliftonStrengthsTM, administrator, educational leadership, professional development, personality traits

INTRODUCTION

Strategic hiring and professional development of school site administrators (i.e., principals and assistant principals) can create a climate conducive to learning, build learning communities, and effectively manage personnel and school resources (Superville, 2021). Personnel selection can be challenging for an organization. Ensuring a school site administrator is a good match for the school site or district relies on the effectiveness of the hiring process. Hiring decisions are typically based on limited interaction with candidates, often simply a resume and interview. Some organizations explored the additional assessment of applicants' personalities and strengths to address the limitations of this hiring practice. One approach to improving personnel selection has been to use standardized personality or strengths tests (i.e., *Clifton Strengths™*) as a predictive tool (Lanyon et al., 2014).

The *CliftonStrengths™* assessment was developed by Gallup and is widely used among organizations, leaders, and individuals to identify the strengths of an individual's character traits (Rath, 2008). Separating the *CliftonStrengths™* assessment concept from other personality tests is the usability at many different stages for employee development. Participants who complete *CliftonStrengths™* complete an online assessment that combines the science of personality testing with the individual's responses to determine the participant's top five themes. The character traits provided as part of the *CliftonStrengths™* assessment results are defined (see Appendix), and the descriptions pertain to individual strengths. The purpose of this research is to explore the relationships between school site administrators and their identified talents and strengths.

From an organizational theory perspective, human relations relate organizational performance to personal needs and behaviors (Marion & Gonzales 2014). Relevant theories surrounding the use of personality and strengths assessments as a human relations tool include research focused on employee engagement, development, motivation, and the relationship between these concepts and the use of personality assessments. The literature covers several broad topics on employee engagement, employee development, motivation, strengths of educators, and specific issues on personality assessments. The literature review develops the framework for collecting and interpreting the data from a single public school district, District Z. District Z administered *CliftonStrengths™* to school site principals and assistant principals.

LITERATURE REVIEW

Employment Psychology is a branch of Industrial Psychology with experts in workplace environments, employees, and organizations. Employment Psychology attempts to study the mind and behaviors of employees (Bowlin, 2013). Feintzeig, (2015) argued that organizations should accentuate the positive attributes in their employees and the workplace environment. This claim illustrates Employment Psychology and the connection between job success and individual job satisfaction. Several authors (Baez, 2013; Fakir & Laher, 2015; Ryan 2015; Van Hoye & Turban, 2015) expanded on this concept by noting links between emotional intelligence, human personality characteristics, and job fit. Employment Psychology is the foundation for several additional themes such as employee engagement, development, motivation, and ensuring job fit.

Bowlin (2013) noted that assumptions about an employee's strengths and positive outlook about job satisfaction lead employees to recognize their talents and apply that knowledge to their work situation. Bowlin's (2013) research highlighted that simply receiving feedback on individual strengths increases an employee's engagement. What was needed was feedback that led to increased engagement and job fit.

Employee Engagement

Research shows that despite the desire for high employee engagement, most employees are not actively engaged (Cook, 2015, Medlin & Green, 2014). Identifying the management principles and processes associated with employee engagement could provide leaders (i.e., school site administrators) with important ways to increase employee engagement.

The specific personality traits and development of teams based on an understanding of personality and role types may increase employee engagement (Cook, 2015; Baldoni, 2014). When an organization engages and focuses on staff, employees produce better results than employees who are not engaged (Baldoni, 2014). The engaged member of the team adds to a lower turnover rate than the organization's competitors. With a higher engaged staff focusing more, there is an assumption of increased production quality (Baldoni, 2014; Medlin & Green, 2014).

If personality and role type factors are identified using personality assessments, an organization may benefit from evaluating its processes and practices to improve organizational engagement. As widely noted in the literature, managers may recognize the opportunity of understanding personalities and how that may impact employee engagement (Cook, 2015; Medlin & Green, 2014). Engaged employees have positive

perceptions of their work environment (Medlin & Green, 2014). This positive perception may connect with how well an employee fits into an organization and contributes to the culture.

Employee Job Fit

Person-environment or job fit is a concept researched in Industrial Psychology and Human Resource Management. Person-environment fit refers to individuals' perceptions of how well an employee aligns with the organizational culture. The job fit is often based on the personality and character beliefs of the individual (Ehrhart, 2006). The concept is that personality interacts with beliefs regarding specific job characteristics and perceptions and may influence job satisfaction and productivity. Ehrhart (2006) discussed environmental characteristics and noted that people and their work environment interact to predict job attraction. These interactions influence hiring and developing employees, and influence employee engagement, job satisfaction, and productivity (Ehrhart, 2006; Van Hoye & Turban, 2015). Organizations that seek to attract or retain the best possible employees could understand their strengths and how they relate to job fit (Ehrhart, 2006).

Van Hoye and Turban (2015) extended the research of job-fit related to personality traits. Their research focused on two conceptual applications of similarity-attraction theory and trait activation theory and described why an applicant might be attracted to working in a particular organization. The studies relate to recruiting and developing talented applicants and employees with a high degree of fit for the role type. Van Hoye and Turban (2015) concluded that a significant effect of applicant-employee personality fit was aligned and best predicted by trait activation theory. This finding was consistent with Erhart's (2006) conclusions on person-environment fit and further developed the literature on job fit.

The ongoing benefits from employee development, motivation, and performance are related to the literature on employee engagement and job fit. Research suggests a positive correlation between employee development, perceptions of the work, and engagement (Medlin & Green, 2014). The concept of developing employees to be motivated and perform well has been a topic in employee engagement research (Baldoni, 2014; Bowlin, 2013; Feintzeig, 2015; Medlin & Green, 2014). Helping individuals develop their strengths creates a degree of efficacy that empowers individuals to realize their potential (Bowlin, 2013).

Ryan (2015) researched personality traits and job effectiveness. Ryan (2015) found that basing professional development on personality traits increased role effectiveness. Quality professional development helps school employees take advantage of their strengths and improve their contributions to a school district (Ryan, 2015). Ryan's (2015) research demonstrated that personality tests could apply to educators.

Personality Assessments

Forbes reported that a growing number of employers use personality tests to vet job applicants, with estimates as high as 60 percent to 70 percent of applicants' personalities tested by U.S. employers (Begley et al., 2014). The Wall Street Journal noted that workplace personality testing exploded into a 500-million-dollar industry, growing by 10% to 15% each year (Wall St. Cheat Sheet 2015). The belief was that these instruments might assist employers in hiring the right person or avoid hiring the wrong person.

Criticism related to the use of personality tests for employment focuses on the effectiveness of the assessment measure and potential issues such as fake answers and test security (Baez, 2013; Kantrowitz & Dainis, 2014; Lanyon et al., 2014; Menjoge, 2003; Wall St. Cheat Sheet, 2015). In addition, qualified applicants may be disqualified before their resumes are reviewed, and they may never know why they were rejected (Wall St. Cheat Sheet, 2015; Weber & Dwoskin, 2014). Despite the existing criticism, no rule or regulation governs either the administration or analysis of personality test measures and no guidelines for developing tests.

Some organizations may elect to administer personality assessments despite existing criticism (Morgeson et al., 2007). The frame for how the assessment is used could emphasize the positive outcomes of understanding individuals' personalities and strengths. One of the most well-known assessments is *Clifton Strengths™*.

Strengths of Education Leaders

Seeking consensus on the strengths of educational leaders within each of the domains is difficult. However, there is no shortage of literature on the factors that influence leadership behavior in service to schools.

Anderson (2008) studied the strengths and talents of potential administrators who participated in a district-sponsored aspiring leaders program. His conclusion on the desired traits of administrators was stated as "... a hardworking, people person who displays integrity, cares about their school, and is always looking to improve" (Anderson, 2008, p. 95). While this description may reflect the leadership potential, other studies concurred that the desired traits in school leaders include relationship builder, productivity, integrity, and a desire to continue learning (Costellow, 2011; Fullan, 2003; Giese et al., 2009; Handford & Leithwood, 2013).

There is a demonstrated correlation between *CliftonStrengths™* assessment and California Psychological Inventory (CPI). The CPI is a self-reported inventory of interpersonal behaviors and focuses on the positive characteristics of individuals (Gough 1987). Carson et al. (2011) found data supporting the relationship between *CliftonStrengths™* and personality type and interest (Carson et al., 2011). Based on these results, researchers indicated that Clifton Strengths ™ had the potential to assess vocational personality types (Carson et al., 2011).

CliftonStrengths™

The Gallup Organization developed the *CliftonStrengths™* inventory by conducting over two million interviews over thirty years. The goal was to establish a list of talents or strengths of people who demonstrated excellence in their field or industry. The interviews used open-ended questions to determine what led to people excelling in their field (Bowlin, 2013). The research identified thirty-four strengths or themes identified. These descriptions were standardized by Gallup's Strengths Assessment, referenced as *CliftonStrengths™*, administered to millions of people worldwide (Rath, 2008). Bowlin, (2013) noted that past researchers had tested the correlation of the 34 *CliftonStrengths* ™ themes with other talent, strengths, and personality measures. Significant relationships have been found between the 34 themes, personality type, personality preferences, career interest, and vocational personality type (Bowlin, 2013; Carson et al., 2011), and employees who received feedback on their strengths and positive involvement at work (Buckingham & Clifton, 2001). These same themes may correlate with employee engagement and professional development (Erhart, 2006). A detailed list of the themes and standardized descriptions are available in the assessment (see Appendix). The *CliftonStrengths™* profile was developed using those themes, and the assessment asks participants to select statements, make choices, reflect on behavior, and determine an individual's five greatest strengths (Bowlin, 2013). These five strengths are reported to the individual.

CliftonStrengths™ Domains

The 34 themes described above were categorized into four domains (Rath, 2008). Table 1 displays the domains of leadership strengths.

TABLE 1
FOUR DOMAINS OF LEADERSHIP STRENGTHS

Executing	*Influencing*	*Relationship Building*	*Strategic Thinking*
Achiever Arranger Belief Consistency Deliberative Discipline Focus Responsibility Restorative	Activator Command Communication Competition Maximizer Self-Assurance Significance Woo	Adaptability Developer Connectedness Empathy Harmony Includer Individualization Positivity Relator	Analytical Context Futuristic Ideation Input Intellection Learner Strategic

(Rath, 2008)

The domains represent categorized strengths themes. The purpose of the themes is to help individuals and organizations identify where strengths can have the most significant impact. The intent of the categories by theme was to demonstrate a perspective on how strengths can help develop a team (Buckingham & Clifton, 2001). Executors accomplish tasks and achieve goals. Influencers take charge and serve as a voice for the team. Relationship builders create strong bonds among individuals. Strategists analyze and decipher information. For job-fit, balancing a team with individuals and their strengths could increase engagement.

School District's Leadership Development and Clifton Strengths™

This research focuses on a large suburban school district in Southern California serving approximately 25,000 students. The appointment of a new superintendent in the school district resulted in leadership development and several new hires within the school district structure. One newly implemented development tool was the *CliftonStrengths™* assessment administered to leaders and managers in the district. The researchers became interested in how the results from the *CliftonStrengths™* assessment matched the various roles of leaders and managers, including school site managers (i.e., assistant principals and principals).

CASE STUDY DESIGN AND METHODS

Identifying strengths common in school administrators can add a layer of valuable information to a school district's human resource personnel who hire and make professional development decisions. The personality traits and strengths of school district administrators were measured through the administration of the *CliftonStrengths™* assessment. The themes that emerged were determined by the *CliftonStrengths™* assessment, and qualitative analysis was completed through Nvivo software. A sample of convenience of 197 school district administrators from a public school district in Southern California participated in this research. The analysis focused on a subset of 50 responses from assistant principals and principals at both elementary and secondary sites.

This study focuses on two research questions: (a) What are the five frequent strength themes identified among school site administrators by the *CliftonStrengths™* assessment data? (b) Do principals and assistant principals share common strengths as revealed by the *CliftonStrengths™* assessment data? The purpose of the study was to explore how a culture of strengths-based leadership can positively impact retention and professional development for school site administrators.

Data Analysis

The researcher analyzed the results from the *CliftonStrengths* ™ assessment given to principals and assistant principals in the sample and reviewed common traits by role types. The researchers identified patterns and trends that emerged from the data. The research findings can be applied to understand the role-type strengths better. The following section provides information on the identified role types in District Z, data collection, and introduces the findings from the data.

Data Collection

The data were collected using the findings from the *CliftonStrengths*™ assessment, which guided respondents through 177 paired comparison items on a 5-point Likert-type scale (Buckingham & Clifton, 2001). Participants completed *CliftonStrengths*™ through a secure internet connection to answer the item pairs. Participants had 20 seconds to respond to each item. When the assessment was complete, the participants immediately received a list of their top five talents based on their responses to the assessment. The data set was redacted to ensure the confidentiality of the respondents.

Administration of Clifton Strengths™

One hundred ninety-seven school district leaders in District Z took the *CliftonStrengths*™ assessment. The sample included 50 school site leaders serving as principals or assistant principals. Data were provided to the researcher directly from the original database. Data were extrapolated to analyze the role and the five identified themes from the test. The researchers used Microsoft Excel to organize, clean, and summarize the data (Appendix). After organizing the data, several queries were run to seek patterns and emerging themes, including correlations between role type of strengths and employee representation in each leadership domain. Findings and results are presented in the next section.

Description of Roles in District Z

California state credentialing and job assignment identify leadership roles in public school districts. The 197 district leaders who took the *Clifton Strengths*™ assessment were categorized into fifteen different role types. Role types varied from secretarial and administrative (admin secretary, personnel technician) to top-level leadership (Board Members and Superintendents). This analysis focused solely on the roles identified as principals (N=32) and assistant principals (N=18). One categorization nuance is that elementary and secondary principals were combined into one group despite disparities in the roles.

Understanding the role type descriptions and number of leaders identified in the data allowed the researcher to analyze the evidence. The researchers identified patterns and trends in the data set to determine how certain personality traits may dominate specific roles.

Data Analysis

Data analysis began with a Microsoft Excel spreadsheet. Initial sorting and cleaning of the data took place on the Microsoft Excel file with redacted names of the *CliftonStrengths*™ assessment participants. After this initial categorization of information, the spreadsheets were loaded into NVivo, a qualitative software program that supports thematic analysis. The researcher used NVivo to organize the data set and identify emerging themes. In addition, the researcher used the NVivo program to generate graphic illustrations and charts that supported analysis, findings, and conclusions.

FINDINGS

The findings revealed that the common personality themes among school site administrators were relationship building, executing, influencer, and learner. These findings are consistent with the review of the literature. Figure 1 illustrates all 34 *CliftonStrengths*™ strengths color-coded by role type in District Z. The thematic analysis results are represented by several figures displayed and discussed below.

FIGURE 1
CATEGORIZED THEMES
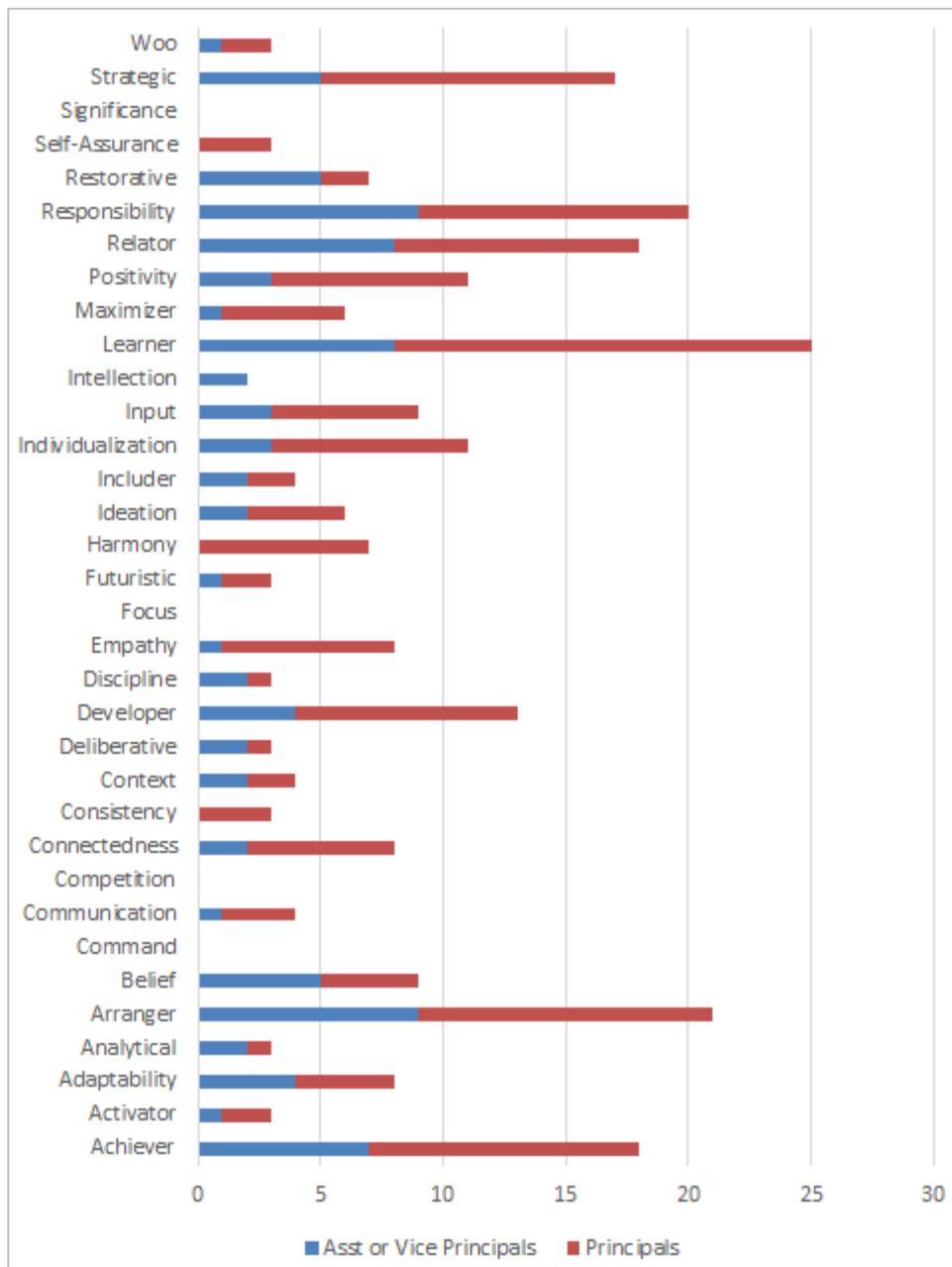
Note: Graphic illustration created in Microsoft Excel by the researchers

The legend shows the different job roles identified by color. Figure 1 illustrates the numerical count of individual responses in each theme. The Clifton Strengths ™ assessment provided five themes to each respondent ranked by prevalence. Figure 1 does not present ranked ordered themes but does demonstrate the frequency of each of the five themes from 50 respondents. The top five themes from leaders in the school district were *Learner, Responsibility, Achiever, Relator, and Arranger*. The least represented themes were *Focus, Command, and Significance*.

These findings are consistent with educational research on the strengths of educators (Ryan, 2015). *Learners* have a strong desire to learn and generally want to improve. *Responsibility* represents taking

psychological ownership of actions and being honest and loyal. *Achievers* enjoy being busy, work hard, and like to accomplish tasks. *Relators* enjoy and develop close relationships with people. *Arrangers* are organized and admire productivity seeking maximum productivity (Buckingham & Clifton, 2001). The *Focus* theme relates to prioritizing then acting. *Command* takes control of a situation, and *Significance* demonstrates a desire to be important and recognized by others. It is expected that a sample of educational professionals would represent all 34 themes in different degrees. However, the least represented strengths in the sample group were *Command* and *Significance*.

Figure 2 illustrates the role types and themes as categorized by the leadership domain. The four domains are *Executing, Influencing, Relationship Building,* and *Strategic Thinking.* As previously described, the four leadership domains combine strengths to help individuals and organizations identify where strengths can have the most significant impact.

FIGURE 2
PRINCIPALS AND ASSISTANT PRINCIPALS BY LEADERSHIP DOMAIN
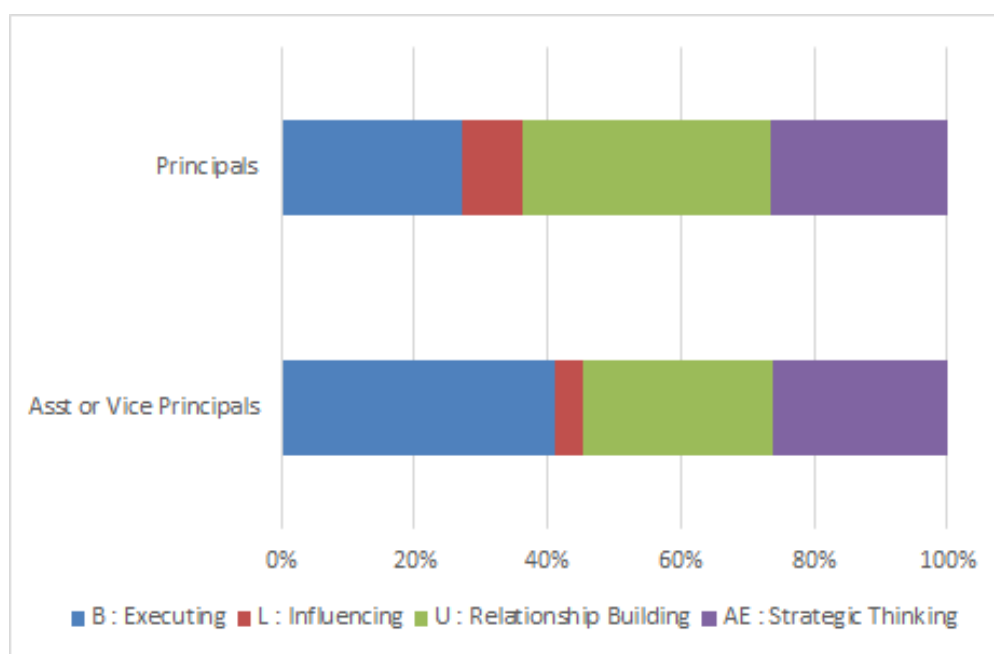
Note: Graphic illustration created in NVivo by the researchers

An interesting result is the limited number of influencers in school site leadership roles in District Z, represented by the red bar in Figure 2. As evident in the data analyzed, the Influencing Domain is limited within the participants. In each role type, *Influencers* were the least represented theme. *Influencers* want to direct and motivate people. That description suits the roles of principals given their roles at school sites. Principals must influence students, teachers, parents, and the community.

The role of *Executor* was present in each domain. Each role type had over 40 percent of the *Executor* domain, indicating the commitment to hard work and a willingness to accomplish tasks within their role context. Both principals and assistant principals demonstrated the balance in their team representation. In other words, the number of respondents in each role type demonstrated proportionality in their teams by categorized domains. This finding may indicate a positive team balance as each role type represents several of the 34 strengths. Ryan (2015) mentioned that this skill and strength recognition helps educators understand and work well together.

Identification and separation by strengths, role type, and themes were identified in the literature review. Fakir and Lahir (2015) discussed emerging themes of person-environment fit qualitatively. The term *utility* in their research refers to both job satisfaction and perception of productivity. This relates to Ryan's (2015)

research that encourages school districts to evaluate personality traits to ensure employees take full advantage of their strengths.

The analysis of the *CliftonStrengths™* assessment data provided by 50 site administrators showed variations of strengths between role type and common leadership domains. As previously stated, prior research indicates that significant relationships have been found between the 34 themes, personality type, personality preferences, career interest, and vocational personality type (Bowlin, 2013; Carson et al., 2011).

This study was limited by the sample and the generalizability of the findings. The sample size was a sample of convenience, which limited participation.

Based on the findings of this study, we have two future research recommendations. First, we suggest a comprehensive study to collect and analyze additional demographic variables (ex., gender, age, years of experience) that could provide insight into how demographic differences impact an individual's strengths profile and identify subgroup professional development needs. Second, we recommend a study collecting data on school districts using strengths assessment as a hiring and professional development tool.

DISCUSSION

This project utilized data from public school administrators and the responses of 50 site-level administrators who took the *CliftonStrengths ™* assessment. Exploring the data yielded some interesting findings but did not lend itself to significant organizational conclusions. However, the data did show some patterns that may be helpful to the District Z human resources department and allowed for speculation about employee engagement, professional development, and job fit.

Information presented on the four leadership domains offers some promising analysis for team development and ensures that principals and assistant principals work with teams that value their strengths. Further research on an organization's leadership development and retention programs could benefit from this additional analysis about strengths, leadership, and professional growth.

Limitations

This study was limited by the sample and the generalizability of the findings. The sample size was a sample of convenience, which limited participation. Based on the findings of this study, we have two future research recommendations. First, we suggest a comprehensive study to collect and analyze additional demographic variables (ex., gender, age, years of experience) that could provide insight into how demographic differences impact an individual's strengths profile and identify subgroup professional development needs. Second, we recommend a study collecting data on school districts using strengths assessment as a hiring and professional development tool.

Recommendations

Research-related findings are relevant because they may indicate to the school site's leadership and human resources that certain personality traits may be better suited to some role type opportunities than other roles. However, decisions about employee selection, development, and development have not previously relied on personality assessments like *CliftonStrengths™*.

Recommendations derived from this research focused on the themes of the *CliftonStrengths™* assessment as a professional development resource tool determined by job fit and talent. The following recommendations represent the intersection of the previous research literature and the research findings.

The research is interesting because the *CliftonStrengths™* assessment is a widely used strengths-based assessment with data separated by role type. Searching for correlations between personality strengths and job type is compelling because possible conclusions may inform the hiring process and professional development opportunities for human resources.

Recommendation 1

The first recommendation is that organizations and human resource managers interested in using personality assessments should ensure they use reliable and research-proven assessments like

CliftonStrengths™. *CliftonStrengths™* is a resource for determining personal strengths that provides insight into an individual's talents and skills. Youngman (2017) noted that some personality tests, like *CliftonStrengths ™*, can effectively identify desirable traits in applicants that may indicate job fit. However, the legal implications must still be considered. Personality assessments are best suited as a developmental tool. Engagement, development, and selection are different, and any application of personality assessments should be reviewed objectively and with reflection on administration, intention, and evaluation.

Recommendation 2

The second suggestion is that personality assessments are best utilized as a tool for employee development and employee engagement. The school site administrators in this study used *CliftonStrengths™* for employee development and employee engagement. There is no best way to determine job fit by talent or strengths or combination of themes. Still, the use by the school site administrators offered an opportunity for broad discussions about the type of role that suits several different kinds of strengths. In addition, conversations about role type and personality traits support team building and employee acknowledgment of potential contributions.

Personality assessments, in general, may help with *how* to approach a role, not *what* to do in that role. This presents an opportunity for human resource managers to consult with individual employees to determine the best application of their identified strengths. The employees should be part of this discussion to ensure that communication is clear and that employees understand the findings and the application of the assessment. Personality assessments offer detailed information to start conversations about personality traits and strengths to foster employee engagement in their roles.

CONCLUSION

Personality assessments, such as *CliftonStrengths™*, can effectively review organizational culture and employee engagement. If appropriately applied, the assessments may create job satisfaction by providing information to align an employee's strengths towards job fit (Erhart, 2016).

Although this is not an exact science, it is clear that administrators' skills are consistent with the literature review findings and the results of School District Z's school site administrators. Therefore, we recommend job announcements include a list of the skills and personality traits consistent with research findings. Detailing the list of desired traits may support the application process and ensure a positive job fit for potential applicants. One method of implementing this recommendation is to suggest that applicants complete the *CliftonStrengths™* evaluation and identify their strengths. This will aid in applicants self-evaluating their skills to determine if they should apply for the vacant position.

There is no single method of finding and keeping the perfect employee well-suited to a particular position. Personality assessments in general and *CliftonStrengths™* specifically are simply tools to provide a means to evaluate and reflect on the traits and strengths of employees in an organization. For District Z, identifying strengths linked with specific roles and aligning practices and procedures to develop those employees may lead to targeted professional development and a more suited job fit.

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APPENDIX

Clifton Strengths ™ theme descriptions are alphabetized below (Rath, 2008):

- **Achiever.** People strong in the Achiever theme have a great deal of stamina and work hard. They take 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.
- **Adaptability.** People strong 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 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 a flexibility that complements the organization. They enjoy investigating how all the pieces and resources can be arranged for maximum productivity.
- **Belief.** People strong in the Belief theme have certain core values that are unchanging. From those values emerges a defined purpose for their life.
- **Command.** People strong in the Command theme have presence. They take control of a situation and make decisions.
- **Communication**. People strong in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.
- **Competition**. People strong in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.
- **Connectedness.** People strong in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that each event has a reason.
- **Consistency.** People who are strong 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 clear rules and adhering to them.
- **Context.** People strong in the Context theme enjoy thinking about the past. They understand the present by researching its history.
- **Deliberative**. People strong in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.
- **Developer.** People strong in the Developer theme recognize and cultivate the potential in others. They detect the signs of each small improvement and derive satisfaction from those improvements.
- **Discipline.** People strong in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.
- **Empathy.** People strong in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.
- **Focus.** People strong 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 strong in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
- **Harmony.** People strong in the Harmony theme look for consensus. They do not enjoy conflict; rather, they seek areas of agreement.
- **Ideation.** People strong in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
- **Includer.** People strong in the Includer theme are accepting of others. They show awareness of those who feel left out and make efforts to include them.

- **Individualization.** People strong 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 strong in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information. On the survey, five items measure the Input strength.
- **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 improve continuously. In particular, the process of learning, rather than the outcome, excites them.
- **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 can get others excited about what they are going to do.
- **Relator.** People who are strong in the Relator theme enjoy close relationships with others. They 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. They are committed to stable values such as honesty and loyalty.
- **Restorative.** People strong 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 strong 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 strong in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.
- **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.
- **Woo.** Woo stands for "winning others over." People strong 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.