

Positive Psychology: Unit II



Classification and Measures of Human Strengths:

- Gallup's Clifton Strength Finder
- VIA Classification
- Identifying Personal Strengths

Introduction

Menninger (1963)

- Called for development of simple diagnostic system that described the life process rather than states or conditions.
- Reminded for the power of the ‘sublime expressions of the life instinct’, specially hope, faith, and love.
- We continue to add complexity to an ever-growing diagnostic system (American Psychiatric Association, 2000);
- We know little about the process of living; and spend too little time and energy making sense of the intangibles of good living- hope, faith, and love.

Introduction

Mission of positive psychologists near similarities to Menninger's ideas, there is a long way to go in measuring human strengths.

Linley and Harrington (2006) defined strength as capacity for feeling, thinking and behaving in a way that allows optimal functioning in the pursuit of valued outcomes.

Efforts of classification in history:

- Sumerians and Egyptians (2600 BC): distinction between hysteria and melancholia
- Confucius: jen (humanity or benevolence), li (observance of rituals and customs), xin (truthfulness), yi (duty or justice), and zhi (wisdom)

Introduction

In 21 century, ICD (WHO) and DSM (APA) classifying all diseases or mental disorders has attained world wide acceptance.

No classification of strengths or positive outcomes has achieved worldwide use. In last decade three classifications or measures have been created.

- The Gallup Themes of Talent (Buckingham & Clifton, 2001) as measured by the Clifton Strengths Finder and the Clifton Youth Strengths Explorer
- The Values in Action (VIA) Classification of Strengths (Peterson & Seligman, 2004) as measured by the adult and youth versions of the VIA Inventory of Strengths.
- The Search Institute's 40 Developmental Assets (Benson, Leffert, Scales, & Blyth, 1998) as measured by the Search Institute Profiles of Student Life: Attitudes and Behaviours

Classifications and Measures of Strengths



- Influenced by the values of the society, professionals who create these values.
- Need to revise these tools regularly as cultures change over time.

Gallup's Clifton Strengths Finder

At University of Nebraska Donald Clifton studied success across a wide variety of business and education domains and focused on straightforward notions that stood the test of time and empirical scrutiny.

He believed that talents could be operationalized, studied, and accentuated in work and academic settings.

He defined **talent** as ‘naturally recurring patterns of thought, feeling, or behaviour that can be productively applied’ and manifested in life experiences characterized by yearning, rapid learning, satisfaction, and timelessness.

Gallup's Clifton Strengths Finder

Clifton considered these trait-like raw materials to be the products of normal, healthy development and successful childhood and adolescence experiences.

Clifton viewed **strengths** as extensions of talent. The strengths combines talent with associated knowledge and skills and is defined as the ability to provide consistent, near perfect performance in a specific task.

Clifton considered success to be closely allied with personal talents, strengths, and analytical intelligence.

Based on this belief he identified hundreds of personal talents that predicted success in work and academics.

Clifton Strengths Finder



He identified on the basis of semi structured interviews about three dozen themes of talent involving enduring, positive personal qualities

In developing the Clifton Strengths Finder initially 5000 items constructed based on traditional construct, content, and criterion validity evidence suggesting that the tool tapped underlying attributes, the full depth and breadth of content, and the shared relationships and predictive powers, respectively.

On the basis of item functioning number of items reduced.

34 Clifton Strength Finder Themes



1. **Achiever:** have great deal of stamina & work hard, gets satisfaction from being busy & productive
2. **Activator:** Can make things happen by turning thoughts into action, often impatient
3. **Adaptability:** prefer to go with the flow. Tend to be now people who take things as they come and discover the future one day at a time.
4. **Analytical:** search for reasons and causes. Ability to think about all the factors that might affect a situation



Arranger: can organize, but also have a flexibility that complements that ability. Like to figure out how all of the pieces and resources can be arranged for maximum productivity.

Belief: have certain core values that are unchanging. Out of these values emerges a defined purpose for the life

Command: have presence. Can take control of a situation and make decisions.

Communication: easily put their thoughts into words. Good conversationalists and presenters

34 Clifton Strength Finder Themes



Competition: measure their progress against performance of others. Strive to win first place and revel in contests.

Connectedness: have faith in links between all things. Believe there are few coincidences and that almost every event has a reason.

Consistency: aware of the need to treat people the same. Try to treat everyone in the world with consistence by setting up clear rules and adhering to them.

Context: enjoy thinking about past. Understand present by researching its history



Deliberative: characterized by the serious are they take in making decisions or choices. Anticipate obstacles

Developer: recognize and cultivate the potential in others. Spot the signs of each small improvement and derive satisfaction from those improvements.

Discipline: enjoy routine and structure. Their world is described by the order they create.

Empathy: can sense feelings of other people by imagining themselves in others' lives and in others' situations.

Focus: can take a direction, follow through, and make the corrections necessary to stay on track

Futuristic: inspired by future & what could be. Inspire others with their vision of the future

Harmony: lood for consensus. They don't enjoy conflict; rather seek areas of agreement

Ideation: fascinated by ideas. Are able to find connection between seemingly disparate phenomena

Includer: accepting of others. Show awareness of those who feel left out and make efforts to include them

Individualization: intrigued with the unique qualities of each person. Have a gift for figuring out how people who are different can work together productively

Input: have craving to know more. Often like to collect and archive all kinds of information

Intellection: characterized by intellectual activity. Are introspective and appreciate intellectual discussions

Learner: have great desire to learn and want to improve continuously

Maximizer: focus on strenghts as a way to stimulate professional and group excellence. Seek to transform strenghts into something sperb.

Positivity: have enthusiasm that is contagious. Are upbeat and can get others exvited about what they are going to do.

34 Clifton Strength Finder Themes



Relator: enjoy close relationships with others. Find deep satisfaction in working hard with freinds to achieve a goal

Responsibility: take psychological ownership of what they say they will do. Are committed to stable values such as honesty and loyalty.

Restorative: are adept a t dealing with problems. Good at figuring out what is wring and resolving it.

Self-assurance: feel confident in their ability to mange their own lives. Possess and dinner compass that gives them confidence that their decisions are right

34 Clifton Strength Finder Themes



Significance: want to be important in eyes of others.
Independent and want to be recognized


Strategic: create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues

34. WOO: winning others over. 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



- Clifton Strength Finder: available in 17 languages
- Useful for 10th & above education, adolescents & adults
- Useful for identification of strengths & development
- Can't be used for assessment of mental health & employees selection
- **Clifton Youth Strengths Explorer used for 10-14 years**
- Clifton Strength Finder identifies 5 themes also known as **signature strengths**.

Value in Action (VIA) Classification of Virtues & Strengths



- Developed by Peterson & Saligman (2004)
- Encourages strengths based approach perspective in diagnosis and treatment
- Strengths are relatively stable & normal
- Affected by the environment of the person
- VIA classification developed at Mayerson Foundation

Value in Action (VIA) Classification of Virtues & Strengths



Developed to get answer of two questions (Peterson & Saligman):

- How one can define the concept of strength & highest potential
- How one is successful to achieve his/her goal in positive youth development program

Value in Action (VIA) Classification of Virtues & Strengths

Peterman and his colleagues (2004) included following dimensions of character -

- Virtues (characteristics valued by philosophers, religious leaders and common public)
- Character strengths (psychological processes and methodology that define virtues)
- Situational themes (habits that play important role manifestation of strengths in a specific situation)

Value in Action (VIA) Classification of Virtues & Strengths

- Classified virtues and strengths using ten criteria eg. Strengths have moral importance, manifestation of strengths does not harm anyone..
- Classified six virtues in which included 24 strengths.
- Can be measured through VIA-IS
- The most reliable & valid measure for strengths among present available tests
- Test retest Reliability with interval of four months was found satisfactory
- High correlation between all the measures

Value in Action (VIA) Classification of Virtues & Strengths



- Wisdom and knowledge
 1. Creativity: thinking in a new & productive manner
 2. Curiosity: interest in different experiences
 3. Open mindedness: thinking about things from each perspective
 4. Love of Learning: acquiring skills in new subjects and areas of knowledge
 5. Perspective: to be capable of giving proper advice

Value in Action (VIA) Classification of Virtues & Strengths



- **Courage:**
 1. Bravery:
 2. Persistence :
 3. Integrity:
 4. Vitality: to live life with full energy and enthusiasm
- **Humanity:**
 1. Love
 2. Kindness
 3. Social intelligence

Value in Action (VIA)



- Justice
 1. Citizenship
 2. Fairness
 3. Leadership
- Temperance (sanyam)
 1. Forgiveness and mercy
 2. Humility/modesty
 3. Prudence (vivek)
 4. Self Regulation

Value in Action (VIA) Classification of Virtues & Strengths



- Transcendence (Utkristata):
 1. Appreciation of beauty and excellence
 2. Gratitude
 3. Hope
 4. Humor
 5. Spirituality

6th edition of VIA-IS

- include 240 items
- Five point scale
- 30 minutes

The Search Institute's 40 Developmental Assets

Benson et al., (1998) conceptualized these assets in response to the question:

- What protects children from today's problems?

He considered both external and internal variables that contribute to a child's thriving.

On the basis of research projects, informal discussions and focus groups included developmental assets applicable to all people, cultures and settings in America.

These assets are considered commonsense, positive experiences and qualities and are identified as reflecting primary contributions to the thriving of young people.

The Search Institute's 40 Developmental Assets



External Assets are positive experiences that children and youth gain through interactions with people and institutions

Internal Assets are personal characteristics and behaviours that stimulate the positive development of young people.

20 External Assets



Support

1. Family Support
2. Positive Family Communication
3. Other adult relationships
4. Caring neighbourhood
5. Caring school climate
6. Parent involvement in schooling

Empowerment

1. Community values youth
2. Youth as resources
3. Service to others
4. safety

20 External Assets

Boundaries and Expectations

1. Family boundaries
2. School boundaries
3. Neighborhood boundaries
4. Adult role models
5. Positive peer influence
6. High expectations

Constructive use of Time

1. Creative activities
2. youth programs
3. Religious community
4. Time at home

20 Internal Assets

Commitment to learning



1. Achievement motivation
2. School engagement
3. Homework
4. Bonding to school
5. Reading for pleasure

Positive values

1. Caring
2. Equality and social justice
3. Integrity
4. Honesty
5. Responsibility
6. restraint

20 Internal Assets



Social competencies

1. Planning and decision making
2. Interpersonal competence
3. Cultural competence
4. Resistance skills
5. Peaceful conflict resolution

Positive identity

1. Personal power
2. Self-esteem
3. Sense of purpose
4. Positive view of personal future

Search institute profiles of student life: attitudes and behaviour



- Developed in 1989 and revised in 1996
- 156 items
- Appropriate for children and youth
- Describes 40 development assets with 8 thriving indicators, 5 developmental deficits and 24 risk taking behaviours.
- Additional lists of developmental assets for infants, toddlers, preschoolers etc. have been created.
- Parents and other caregivers are directed to observe the assets manifested by children and available in the environment

Identifying your personal strengths



- **Know your strengths and weaknesses:** feedback from your friends
- **Capitalize your strengths:** try to use strength 5 times a day for 5 days. Create a habit of using it more each day
- **Viewing your strengths within your personal context:** strengths must be viewed within a cultural context.

Books



- IdkjkRed euksfoKku& Mk e/kq TkSuA vfer ifCyds" kUl] t;iqjA
- Positive Psychology- C R Snyder, Shane J. Lopez & Jennifer Teramoto Pedrotti. Sage South Asia Edition.