

**Leadership Initiatives for  
TRIO Student Support Services Eligible Participants**

**Kyle M. Somma**  
M.S. in Leadership  
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Granite State College

# INTRODUCTION

How to best deliver leadership initiatives to TRIO Student Support Services  
Eligible Participants?

Who are TRIO Student Support Services Eligible Participants?

- Enrolled in in a program of postsecondary education
- Low-income
- First-generation college students
- Students with disabilities



## Framework of Study

- Peer-reviewed articles
- Creation of TRIO Student Support Services Leadership Development Toolkit



## KEY FINDINGS AND TAKEAWAYS



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## LIMITATIONS AND FUTURE RECOMENDATIONS



# CLOSING SUMMARY



Social Media Engagement



Mentoring Programs



First-year Focused Experience



Technology Lending Program



**Questions?**

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## References

U.S. Department of Education. (2020, September 25). *Student Support Services Program*. Retrieved from U.S. Department of Education:  
<https://www2.ed.gov/programs/triostudsupp/index.html>

**TRIO Student Support Services Leadership Development Toolkit**

Kyle M. Somma

M.S. Leadership, Granite State College

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## **TRIO Student Support Services Leadership Development Toolkit**

### **Purpose**

Trio Student Support Services professionals work directly with TRIO SSS eligible students by providing them “opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their post-secondary education” (U.S. Department of Education, 2020). The purpose of this toolkit is for TRIO Student Support Services Professionals to develop the leadership qualities and skills of their program participants.

### **Scope**

This toolkit provides resources for Trio Student Support Services professionals such as:

- Glossary
- Reflective conversation paths
- Leadership assessment tools
- Leadership development opportunities for students

### **Learning Outcomes**

After participation in this leadership development opportunity, TRIO SSS eligible students will be able to:

- Demonstrate personal and collective reflectiveness
- Develop new insights into situations
- Develop and sustain collaborative relationships
- Communicate effectively through change

## Utilization of the Toolkit

As a TRIO SSS professional, you are often the first line of communication with TRIO SSS eligible students as they work through their education. This guide is designed to assist you in helping your students develop and grow their leadership capabilities. The resources within this toolkit are intended to be utilized as:

- Glossary

To identify and build common language between student and professional.

- Reflective conversation paths

To assist in guiding students to reflect on their assumptions in a supported environment.

When students are provided opportunities to reflect on challenges in a supported environment, they begin to promote their self-authorship (Baxter Magolda & King, 2008). According to Baxter Magolda and King, self-authorship is the "capacity to internally generate beliefs, values, identity, and social relations" (2008).

- Leadership assessment tools

To assist both students and you in tracking leadership growth and development.

Assessments will identify competencies and assist in goal setting.

- Leadership development opportunities for students

The utilization above is meant merely as a guide for utilizing the resources within. TRIO SSS Professionals are encouraged to adapt this toolkit to the needs of their students and institution.

## Glossary

- DEI Diversity, Equity, and Inclusion

*Diversity*

Kimberly Flint-Hamilton states, "diversity simply refers to any community where people differ from one another" (St. Lawrence University, 2020, p. 10). She further describes the most common social diversity identities as sex, gender, race or ethnicity, belief, socio-economic status, and disability (St. Lawrence University, 2020, p. 10). There are five significant benefits of diversity and inclusion in an organization: better morale, increased productivity, higher social consciousness, positive paradigm shift, and better bottom line (Pierre, 2020).

### *Equity*

Equity is defined by the Extension Foundation as “promoting justice, impartially and fairness within the procedures, process, and distribution of resources by institutions or systems” (2021).

### *Inclusion*

Inclusion is "the degree to which diverse individuals are able to participate fully in the decision-making processes and development opportunities within an organization or group" (Extension Foundation, 2021).

- Emotional Intelligence

Emotional intelligence encompasses four components; self-awareness, empathy, emotional regulation, and relationship management (Levi, 2017). Self-awareness is “the ability to identify, understand and discuss one’s emotions” (Levi, 2017, p. 117). Empathy is “the ability to perceive, recognize, and experience others’ emotions” (Levi, 2017, p. 117). Emotional regulation is “the ability to regulate one’s emotions and control the expression of emotions” (Levi, 2017, p. 117). Relationship management is “the ability to

respond to others' emotions with respect and concern for the relationship" (Levi, 2017, p. 117).

- Engagement

For the purpose of this tool kit, engagement is defined as "the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities" (Stephens, 2020).

- Self- Efficacy

Self-Efficacy is one's perceived capability in achieving goals (Vuong, Brown-Welty, & Tracz, 2010).

- SMART Goals

SMART goals are a set of criteria that assist you in making sure that your goals are reachable and clear (Eby, 2019). The acronym SMART stands for specific, measurable, achievable, relevant, and time-bound (Eby, 2019).

- Transparency

Business Dictionary defines transparency as a "Lack of hidden agendas and conditions, accompanied by the availability of full information required for collaboration, cooperation, and collective decision making (Business Dictionary, 2019). Providing transparency has been shown to assist in aligning the values of an organization (Business Dictionary, 2019). In turn, this will lead to inspiration, trust, and confidence (Business Dictionary, 2019).

## Reflective Conversation Paths

### The Principles of Coaching

There are four principles in coaching that should be highlighted: emotional intelligence, leading by coaching, partnership and collaboration, and awareness and responsibility. These principles differ from traditional approaches to leadership. Today's traditional leadership approach is top-down, authoritarian, and focuses on the self-importance of the leader. Utilizing the four principles in coaching a leader focuses on the development of the student and creates an interdependent relationship between leader and student contradictory to current leadership approaches.

Emotional intelligence is defined by Psychology Today as “the ability to identify and manage one’s own emotions, as well as the emotions of others” (2020). Emotional intelligence encompasses four components: self-awareness, empathy, emotional regulation, and relationship management (Levi, 2017). Self-awareness is “the ability to identify, understand and discuss one’s emotions” (Levi, 2017, p. 117). Empathy is “the ability to perceive, recognize, and experience others’ emotions” (Levi, 2017, p. 117). Emotional regulation is “the ability to regulate one’s emotions and control the expression of emotions” (Levi, 2017, p. 117). Relationship management is “the ability to respond to others’ emotions with respect and concern for the relationship” (Levi, 2017, p. 117). Levi believes that emotions are “contagious in small groups often occurring without members even being aware of it” (2017, p. 117). Therefore, emotional intelligence is an essential aspect of building an inspired and motivated team.

The second principle is leading by coaching, often referred to as mentoring. In his book coaching for performance, Sir John Whitmore says that a coaching mindset is a way of being and so is relevant whatever you are doing he further suggests that coaching is a conversation between

equals (Whitmore, 2017). Coaching and mentoring utilize supportive, non-threatening communication and shared understanding to create the development of students by activities such as goal setting, strategic planning, and problem-solving. The end result is a student who chooses to take responsibility for their success.

The third principle is Partnership and collaboration. We have built our inspired students utilizing emotional intelligence, and we have mentored the individual to take responsibility for their success. Now we utilize partnership and collaboration to create a shared vision. A culture of interdependence and trust where members are engaged and believe in their full potential. Members are self-motivated and driven through intentionality.

The fourth principle is awareness and responsibility. Sir John Whitmore believes that awareness is a product of focused attention, concentration, and clarity he believes that awareness leads to skill (2017). He further believes that responsibility leads to an increased commitment (Whitmore, 2017). By combining awareness and responsibility, the process of conflict resolution can be collaborative and a win/win for all involved. *(See Appendix for PowerPoint presentation on the Principles of coaching)*

### **The 7 Elements of Effective Negotiations**

The seven elements of effective negotiations, adapted from *Getting to Yes With Yourself*, by W. Ury, will assist TRIO SSS Professionals in analyzing potential conflict situations and design resolution plans specifically tailored to each of their students. These seven elements of effective negotiation are particularly useful during discussions with students regarding their academic performance.

- 1) **Relationship:** Be respectful and trustworthy while separating the issues that could be leading to poor academic standing.

- 2) Communication: Maintain a good working relationship by practicing active listening and speaking for a purpose.
- 3) Interests: Clarify and frame questions and feedback to identify and prioritize all interests, whether articulated or not.
- 4) Options: Utilize campus resources to create options that are transparent and meet the interests of both parties.
- 5) Alternatives: Help the student to understand the implication, consequences, risks, and costs of their BATNA and worst alternatives.
- 6) Legitimacy: Demonstrate fairness to legitimize the merit of my preferred outcomes.
- 7) Conclusion: Reiterate the doable, fair outcome. *(See Appendix for more on the Seven Elements of Negotiations)*

### **Difficult Conversations**

*(Adapted from Stone, Patton, Heen, & Fisher, 2000, Difficult conversations: How to discuss what matters most. New York, NY: Penguin.)*

Preparing to have a difficult conversation requires some inner reflection beforehand. (You may decide you do not even want to have the conversation.) It also requires that you address the three faces of a difficult conversation, based on the three sides of the conflict triangle (problem, process, and people).

1. The "What Happened?" Conversation (PROBLEM)
  - a. This conversation is about substance.
  - b. Who said what? Who did what? Who intended what? What did you each contribute to the PROBLEM?
    - i. Understand each other's stories (not just your own).

- ii. Sort out contributions.
- iii. Disentangle intent and impact.

## 2. The Feelings Conversation (PEOPLE)

- a. The second conversation involves the feelings each person is grappling with.
- b. What should you do with the feelings? Should you tell others how you feel? And what about their feelings? What if they become angry or start to cry?
- c. Just because you list the feelings does not mean you have to bring them up in the conversation.
- d. Also, always use “I” statements, not “you” statements. It is easier to use “you” statements because you are reacting to what the other person has done, but this is an important moment to reflect inward about how this makes you feel.
  - i. My feelings
  - ii. Their feelings

## 3. The Identity Conversation (PROCESS)

- a. This is the conversation you have with yourself, about yourself.
- b. What does this all say about me? Am I a good person? Loveable? Competent? How do I want this to proceed to keep my identity intact? How do I feel about conflict? How do they feel about themselves and conflict? How can we keep their identity intact?
  - i. My self-image
  - ii. Their self-image

Once you have looked at all three conversations, you can decide if you want to go through with the conversation and your purpose.

4. Choosing My Purpose

You need to enter the conversation with a clear purpose and one that you can actually control. You cannot enter the conversation with the intent to change or persuade the other person. Only they can decide to change or be persuaded.

- a. Learning: Listen first to understand, then to be understood.
- b. Expression: You are an unparalleled expert on you.
- c. Problem-Solving: You take the lead.

<p><b>The “What Happened?” Conversation</b></p>	<p><b>My problem:</b></p> <p><b>Their problem:</b></p>
<p><b>The Feelings Conversation</b></p>	<p><b>My feelings:</b></p> <p>How do I feel about this situation?</p> <p>Which feelings make sense to share?</p> <p><b>Their feelings:</b></p> <p>What may they be feeling?</p>
<p><b>The Identity Conversation</b></p>	<p><b>My self-image:</b></p> <p>What do I fear this situation says about me?</p> <p>What’s true about this?</p> <p>What’s not?</p> <p><b>Their self-image:</b></p>

	What may the situation say about them that would be upsetting to them?
<b>Choosing My Purpose</b>	<p><b>My purpose for having this conversation:</b></p> <p>What do I hope to accomplish in the conversation?</p> <p>Circle the purposes that are:</p> <ol style="list-style-type: none"> <li>1. In your control, and</li> <li>2. Helpful to you</li> </ol>
<b>Opening Line</b>	Consider how you may want to begin the conversation.

### Leadership Assessment Tools

#### Values

*Adapted from DesRoches, Kathy. LD820: Cultivating your Leadership Capabilities.*

*(2019) Granite State College*

#### Step 1:

Think back over the last few years and recall the projects, work assignments, clubs, teams, or programs you have been a part of, whether you were the leader or not. Identify two or three that were most meaningful, energizing, enriching, and fun for you. What would you say characterized these experiences? What made you want to continue to be part of them? Make a list of these attributes:

- 1.
- 2.
- 3.

Now, take a look at the attributes you've listed and think about what they say about what you value in activities you find most meaningful, energizing, enriching, and fun. For example,

you might say, “One of the things I liked most was the chance to do things I had never done before.” This might tell you that challenge, innovation, and exploration are important to you. Another way of examining the list of attributes is to ask yourself, “What values and actions are important to me in creating a climate in which I feel motivated, excited, and fulfilled?” Based on your observations and reflections, make a list of your underlying values.

- 1.
- 2.
- 3.
- 4.
- 5.

**Step 2:**

Listed here are more than seventy values. Look over this list and circle eight to ten of them that are most important to you.

**VALUES:**

Achievement	Effectiveness	Autonomy	Empathy
Beauty	Equality	Caring	Fairness
Caution	Family	Challenge	Family time
Communication	Flexibility	Competence	Freedom
Competition	Friendship	Cooperation	Fun
Courage	Growth	Creativity	Happiness
Curiosity	Harmony	Customer Focus	Health
Decisiveness	Honest & Integrity	Dependability	Hope
Determination	Human Relationships	Discipline	Humor

Diversity	Independence	Individualism	Speed
Innovation	Simplicity	Intelligence	Trust
Involvement	Spirituality & Faith	Learning	Strength
Love & Affection	Success	Loyalty	Task focus
Open-Mindedness	Teamwork	Organization	Security
Patience	Truth	Power	Uniqueness
Productivity	Variety	Profitability	Winning
Prosperity & Health	Wisdom	Quality	Quantity
Recognition	Responsibility	Risk-taking	Service to

others

Take a look at the values you circled or added. Now select the five that are most important to you and write them in the following space. If you can, rank them in order of importance, with #1 being your most important value. Next to each value, write a statement about why you selected this value.

VALUE - This is important to me because:

- 1.
- 2.
- 3.
- 4.
- 5.

### **Step 3.**

Leaders don't just "talk the talk" when it comes to values; they "walk the talk." So how have you put your values into practice? Select a value that is important to you and write a brief

scenario describing an action you took that demonstrated that this value was important to you. For instance, if “service to others” is important to you, you might write about a time when you volunteered to serve dinner at the local shelter on Thanksgiving or about a time when you joined a group of friends and headed down to Texas to help rebuild the community after Hurricane Harvey. In other words, where’s the evidence that you *walk your talk*?

**How good is your time management assessment**

[https://www.mindtools.com/pages/article/newHTE\\_88.htm](https://www.mindtools.com/pages/article/newHTE_88.htm)

**Annual Performance Evaluation (see Appendix)**

**True Colors Assessment (see Appendix)**

**Needs Assessment Questionnaire (see Appendix)**

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## **Appendix**

# The Principles of Coaching

Kyle M. Somma  
Granite State College



# The Principles of Coaching

- Emotional Intelligence
- Leading by Coaching
- Partnership and Collaboration
- Awareness and Responsibility



# Using Emotional Intelligence in Team Building

- Self-awareness
  - “the ability to identify, understand and discuss one’s emotions” (Levi, 2017, p. 117).
- Empathy
  - “the ability to perceive, recognize, and experience others’ emotions” (Levi, 2017, p. 117).
- Emotional Regulation
  - “the ability to regulate one’s emotions and control the expression of emotions” (Levi, 2017).
- Relationship management
  - “the ability to respond to others’ emotions with respect and concern for the relationship” (Levi, 2017, p. 117).



# Leading by Coaching - Mentoring

- Supportive and Non-threatening
- Common Understanding
- Develop Employees
  - Goal Setting
  - Strategic Planning
  - Problem Solving
- Employee Chooses Responsibility



# Partnership and Collaboration Create a Shared Vision

- Culture of Interdependence and trust
- Engaged and Believe in Full Potential
- Self-motivated
- Driven Through Intentionality



# Awareness and Responsibility In Managing Conflict

- Awareness
  - Focused attention, concentration and clarity
- Responsibility
  - Increased commitment



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## SEVEN ELEMENTS OF EFFECTIVE NEGOTIATIONS

*Adapted from Getting To Yes – Negotiating Agreements Without Giving In, R. Fisher and W. Ury*

### 1. RELATIONSHIP: AM I PREPARED TO DEAL WITH THE RELATIONSHIP?

- a) A good negotiating relationship is needed to address differences and conflicts.
- b) Separate people issues from substantive issues.
- c) Plan and prepare to build and maintain a good working relationship.
- d) Be respectful, trustworthy and unconditional constructive.

### 2. COMMUNICATION: AM I READY TO LISTEN AND TALK EFFECTIVELY? CREATING A LEARNING CONVERSATION

- a) Core Skills – Basic Communication Skills in Negotiation
  - i. Active listening – To do active listening, we must overcome some of our tendencies and habits that interfere with good listening.
  - ii. Acknowledging what has been said and felt – Have you effectively demonstrated to the other negotiators that you have heard and UNDERSTOOD what they have said? Use paraphrasing and summarizing.
  - iii. Listen to understand, speak to be understood – Have you thought about ways to communicate with the other party by using words (and at the right time) in a way that they will understand?
  - iv. Speak about yourself, not them – Have you let them know what are the crucial issues for you and your community and how you feel about the problem at hand? Use “I” statements.
  - v. Speak for a purpose – Have you thought through the timing and impact of what you wish to say? Be clear and concise.
- b) Core Skills – Communications to Gather Knowledge and Learn About Their Interests
  - i. Clarifying and Probing Skills
    - Have you thought about basic questions for clarification (including empathetic questions) you might ask to draw out the interests from the other negotiators? E.g. can you explain...?
    - Could you use consequential questions to draw out the other side? E.g. what would you need to...?

ii. Integrative Framing Skills

- Paraphrasing – Have you given feedback in your own words or what you understand the key concerns and interests on the other side to be?
- Summarizing – Can you accurately draw together the main points of the discussion up to that point in time?

**3. INTERESTS: WHAT DO PEOPLE REALLY WANT?**

- a) Collectively identify and articulate the interests, concerns, and needs of all relevant parties (mine, yours, theirs). Remember: most parties do not know all their interests or necessarily agree on their interests.
- b) Identify and prioritize community interests together. Get on the same page.
- c) Probe for your and their unarticulated or underlying interests.
- d) Share and clarify the respective interests of the parties. Move beyond speculation about to acknowledgement of their interests.
- e) Identify and share common interests as a basis to develop options.
- f) Interests from the agenda.

**4. OPTIONS: WHAT ARE THE POSSIBLE AGREEMENTS OR BITS OF AN AGREEMENT?**

- a) Design options, not positions.
- b) Create options to meet interests of both parties.
- c) Remember when designing options they also must transparently meet their interests. Find ways to maximize joint gains for both.

**5. ALTERNATIVES: WHAT WILL I DO IF WE DO NOT AGREE?**

- a) Do we need to negotiate or can we satisfactorily meet our interests in other ways?
- b) Identify and articulate our best/doable alternatives to a negotiated agreement.
- c) Fully understand the implication, consequences, risks and costs of your and their BATNA.
- d) Select and improve our BATNA
- e) Identify the best and worst alternatives open to the other side.
- f) How can we make their BATNA worse for them? (i.e. keep them at the table)

**6. LEGITIMACY: WHAT CRITERIA WILL I USE TO PERSUADE EACH OF US THAT WE ARE NOT BEING RIPPED OFF?**

- a) Fairness is a governing consideration.

- b) Use external criteria and objective standards as a basis to legitimize your preferred options and as a shield against unreasonable proposals from the other side.
- c) Use demonstrable “fairness” of the process and outcome to persuade them of the merits of a proposal.
- d) Offer their negotiator an attractive way to explain his decision to his principals (see number 8).

**7. COMMITMENT: WHAT COMMITMENTS SHOULD I SEEK OR MAKE?**

- a) Get commitments at the end  not the beginning.
- b) Identify all of the implementation issues to be included in the agreement. No post argument surprises?
- c) Plan the timeframe and steps to implement the agreement.

**CONCLUSION: WHAT IS A GOOD OUTCOME?**

- d) Meets interests.
- e) Demonstrably fair.
- f) Better than BATNA.
- g) Doable.

# Emotional Fallacies

Julie Zink

COMM 800 Foundations of Organizational Communication

Granite State College

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# The Fallacy of Perfection

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- You think you have to be perfect.
  - If you aren't, then you have failed in the eyes of others.
  - Subscribing to the myth of perfection not only can keep others from liking you, but also can act as a force to diminish your own self-esteem.
    - How can you like yourself when you don't measure up to the way you ought to be?
    - Like everyone else, you make mistakes from time to time, and there is no reason to hide this.



# The Fallacy of Approval

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- Everyone must approve of your actions.
  - If they don't, then you must do whatever it takes to change their minds.
  - Striving for universal approval is irrational because it's simply not possible.
  - Continue to strive for respect, but if you have to abandon your own principles in order to seek approval, the price is too high.

# The Fallacy of Shoulds

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- The world should operate the way you think it should.
- Becoming obsessed with “shoulds” leads to . . .
  - unnecessary unhappiness because people who are constantly dreaming about the ideal are seldom satisfied with what they have or who they are
  - complaining without acting – that keeps you from doing anything to change unsatisfying conditions

# The Fallacy of Overgeneralization

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- This occurs when we base a belief on a limited type of shortcoming (as if it represents everything about us).
  - “I’m so stupid! I can’t even understand how to do my income tax.”
- Exaggerating shortcomings also occurs.
  - “You *never* listen to me.”
  - Absolute statements are almost always false.



# The Fallacy of Causation

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- Believing that the reason you feel bad is caused by others (rather than by our own self-talk).
- It is your reactions, not another's actions, that determines how you feel.
  - The insult or compliment that affected your mood strongly yesterday may leave you unaffected today.

# The Fallacy of Helplessness

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- You see yourself as a victim.
  - There is nothing you can do to fix a situation.
  - “I was born with a shy personality. I’d like to be more outgoing, but there’s nothing I can do about that.”
- If you can replace the word “can’t” with “won’t,” then it becomes clear that you *can* make a choice – quite different from saying you’re helpless.



# The Fallacy of Catastrophic Expectations

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- If something bad can possibly happen, it will.
  - “If I speak up in order to try to resolve a conflict, things will get worse.”
- What if people do laugh at you? Suppose you don’t get the job? What if others get angry at your remarks? Are these matters *really* that serious in the whole scheme of things?

# Annual Performance Evaluation Form

**Student:** [Click here to enter text.](#)

**TRIO SSS Professional:** [Click here to enter text.](#)

## PERFORMANCE

**Student** please complete the following section below with concrete examples about your performance during the last evaluation cycle.

**Describe your accomplishments from this past year:**

[Click here to enter text.](#)

**Describe any challenges/obstacles/issues faced and how you addressed them:**

[Click here to enter text.](#)

**In what areas of your performance did you grow in this year?**

[Click here to enter text.](#)

**What are you going to achieve next year? (If you do not plan on returning as a Mentor, please skip)**

[Click here to enter text.](#)

**TRIO SSS Professional** please provide any insight, comments, or feedback on student's performance and leadership development.

Comments or feedback on students's accomplishments from this past year:

[Click here to enter text.](#)

Describe the resources and support you provided to your student to help them achieve their goals and/or to address issues or challenges:

[Click here to enter text.](#)

What resources or support are you planning on providing your student in the next academic year? [Click here to enter text.](#)

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*(By signing I certify that this performance review has been discussed with me and I have had the opportunity to provide input.)*

**Trio SSS Professional Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# True Colors

UNDERSTANDING  
YOURSELF  
AND OTHERS

INFORMATION TAKEN FROM *TRUE COLORS* BY DON LOWRY  
BASED ON *PLEASE UNDERSTAND ME* BY DR. DAVID KEIRSEY

# TRUE COLORS WORD SORT

Describe Yourself: In the boxes below are groups of word clusters printed horizontally in rows. Look at all the sets of words in the first box (A, B, C, D). Read the words and decide which of the four sets is most like you. Give that set a "4" (most like you). Then rank order the next three sets of words from 3-1 in descending preference. Continue this process with the remaining four boxes. Each box should have a 1, 2, 3, and 4.

Row 1

A _____ Active Opportunistic Spontaneous	B _____ Parental Traditional Responsible	C _____ Authentic Harmonious Compassionate	D _____ Versatile Inventive Competent
---	---	---	--

Row 2

E _____ Curious Conceptual Knowledgeable	F _____ Unique Empathetic Communicative	G _____ Practical Sensible Dependable	H _____ Competitive Impetuous Impactful
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Row 3

I _____ Loyal Conservative Organized	J _____ Devoted Warm Poetic	K _____ Realistic Open-minded Adventuresome	L _____ Theoretical Seeking Ingenious
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Row 4

M _____ Concerned Procedural Cooperative	N _____ Daring Impulsive Fun	O _____ Tender Inspirational Dramatic	P _____ Determined Complex Composed
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Row 5

Q _____ Philosophical Principled Rational	R _____ Vivacious Affectionate Sympathetic	S _____ Exciting Courageous Skillful	T _____ Orderly Conventional Caring
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# SCORING SHEET

Add the numbers associated with the following letters:

$$A + H + K + N + S = \underline{\hspace{2cm}}$$

Color: Orange

$$C + F + J + O + R = \underline{\hspace{2cm}}$$

Color: Blue

$$B + G + I + M + T = \underline{\hspace{2cm}}$$

Color: Gold

$$D + E + L + P + Q = \underline{\hspace{2cm}}$$

Color: Green

# BLUE

Value HARMONY above all else  
Good at reading people, understanding human dynamics  
Sensitive to others  
Appreciate and know how others feel  
Emotionally based decision making  
Time is circular  
Perceptive, “people pleaser”, a real team player  
Use poetry, music, quotations to express affection in romance and friendships  
Sympathetic, empathetic, compassionate  
Think about the possibilities in people  
Centered on people, relationships, interaction

I need to feel unique and authentic

Enthusiastic...Sympathetic...Personal

I look for meaning and significance in life

Warm...Communicative...Compassionate

I need to contribute, to encourage, and to care

Idealistic...Spiritual...Sincere

I value integrity and unity in relationships

Peaceful...Flexible...Imaginative

I am a natural romantic, a poet, a nurturer

## At work/school...

I have a strong desire to influence others so they may have more significant lives.

I often work in the arts, communications, education, and the helping professions.

I am adept at motivating and interacting with others.

## In love...

I seek harmonious relationships.

I am a true romantic and believe in perfect love that lasts forever.

I bring drama, warmth, and empathy to relationships.

I enjoy the symbols of romance such as flowers, candlelight, and music, and I cherish the small gestures of love.

## In childhood...

I was extremely imaginative and found it difficult to fit into the structure of school life.

I reacted with great sensitivity to discordance or rejection and sought recognition.

I responded to encouragement rather than competition.

# GOLD

Value responsibility and sense of DUTY above all else  
 Will follow through at all costs, dependable, true  
 Good at organizing vague, random thoughts and putting things into action  
 Detail oriented, predictable  
 Focus on the “here and now”  
 Serious, duty-oriented, aware of what one is “supposed to do”  
 Gather information from their senses  
 Steadfast, stable, “salt of the earth”  
 Practical and realistic  
 Like the Boy Scouts’ motto: Be prepared!  
 A deep commitment to the standards of our society  
 Heritage, history, family are important values  
 A high priority to belong to social units

I need to follow the rule and respect authority	Loyal...Dependable...Prepared
I have a strong sense of what is right and wrong in life	Thorough...Sensible...Punctual
I need to be useful and to belong	Faithful...Stable...Organized
I value home, family, and tradition	Caring...Concerned...Concrete
I am a natural preserver, a parent, a helper	

## **At work/school...**

I provide stability and can maintain organization.

My ability to handle details and to work hard make me the backbone of many organizations.

I believe that work comes before play, even if I must work overtime to complete the job.

## **In love...**

I am serious and tend to have traditional, conservative views of both love and marriage.

I want a mate who can work along with me, building a secure, predictable life together.

I demonstrate love and affection through the practical things I do for my loved ones.

## **In childhood...**

I wanted to follow the rules and regulations of the school.

I understood and respected authority and was comfortable with academic routine.

I was the easiest of all types of children to adapt to the educational system.

# GREEN

Strong urge to be COMPETENT

Good at solving problems, figuring things out, wondering all the time “What if...?”

Ask frequently “Why?”

Theoretical, puzzlers, need to know the reasons behind something

Objective, quantitative

Value cause and effect (if A then B)

Help us figure out a dozen possibilities

Most self-critical of the types

Badgers others about mistakes with resolve to improve

Respects abilities, skills, and ingenuity

Is hooked on storing up wisdom

Individualistic, can do work well independently

Can be vulnerable to “all work and no play”

I seek knowledge and understanding

Analytical...Global...Conceptual

I live life by my own standards

Cool...Calm...Collected

I need explanations and answers

Inventive...Logical...Perfectionistic

I value intelligence, insight, fairness, and justice

Abstract...Hypothetical...Investigative

I am a natural nonconformist, a visionary, a problem solver

## At work/school...

I am conceptual and am an independent thinker.

For me, work is play.

I am drawn to constant challenge in careers, and like to develop models, explore ideas, or build systems to satisfy my need to deal with the innovative.

Once I have perfected an idea, I prefer to move on, leaving the project to be maintained and supported by others.

## In love...

I prefer to let my head rule my heart.

I dislike repetition, so it is difficult for me to continually express feelings. I believe that once feelings are stated, they are obvious to a partner.

I am uneasy when my emotions control me.

I want to establish a relationship, leave it to maintain itself, and turn my energies back to my career.

## In childhood...

I appear to be older than my years and focused on my greatest interests, achieving in subjects that were mentally stimulating.

I was impatient with drill routine, questioned authority, and found it necessary to respect teachers before I could learn from them.

# ORANGE

Good at adding spice to any situation  
The best of all of us at living in the moment and using their physical senses to  
Understand what is going on in any given situation  
Future oriented  
Gather information from their intuition  
Exuberant and generous in gift-giving  
May have short attention span  
Especially interested in ACTION  
Respond to tactile, tangible activities  
Optimistic, bold, eager  
At time, can be a bit of a “show off”  
Our best performers, athletes, and actors

I act in a moments notice

Witty...Charming...Spontaneous

I consider life as a game, here and now

Impulsive...Generous...Impactful

I need fun, variety, stimulation, and excitement

Optimistic...Eager...Bold

I value integrity and unity in relationships

Physical...Immediate...Fraternal

I am a troubleshooter, a performer, a competitor

## At work/school...

I am bored and restless with jobs that are routine and structured.

I am satisfied in careers that allow me independence and freedom, while utilizing my physical coordination and my love of tools.

I view any kind of tool and an extension of self.

I am a natural performer.

## In love...

I seek a relationship with shared activities and interests.

With my mate, I like to explore new ways to energize the relationship.

As a lover, I need to be bold and I thrive on physical contact.

I enjoy giving extravagant gifts that bring pleasure to my loved one.

## In childhood...

Of all types of children, I had the most difficult time fitting into academic routine.

I learned by doing and experiencing, rather than by listening and reading.

I need physical involvement in the learning process and am motivated by my own natural competitive nature and sense of fun.

## WHAT'S YOUR COLOR?

	BLUE	GOLD	GREEN	ORANGE
Esteemed by:	Helping People	Being of Service	Insights	Recognition
Appreciated for:	Unique Contributions	Accuracy and Thoroughness	Their Ideas	Creativity
Validated by:	Personal Acceptance	Appreciation of Service	Affirming Their Wisdom	Visible Results
At work they are:	A Catalyst	Procedural	Pragmatic	Flexible
Their specialty is:	Relationships	Results	Strategy	Energy
Overall mood:	Committed	Concerned	Cool, Calm, Collected	Enthusiastic
Key character trait:	Authenticity	Responsibility	Ingenuity	Skillfulness

# IMPROVING PERSONAL RELATIONSHIPS

## With a Bright Green By

Recognizing their need for independence ☺ Valuing their abstract thinking ☺ Helping them with day-to-day details ☺ Preserving their privacy to think and read ☺ Accepting their lack of romantic gestures ☺ Realizing their stress comes from fear of feeling foolish ☺ Allowing them to be self critical ☺ Understanding that they esteem themselves by being competent ☺ Praising with ingenuity

## With a Bright Orange By

Recognizing their need for freedom ☺ Valuing their playfulness ☺ Helping them think before they act ☺ Spontaneously playing with them ☺ Realizing their stress comes from lack of excitement ☺ Reinforcing their optimism ☺ Praising their skills ☺ Responding to their generosity

## With a Bright Blue By

Making romantic gestures ☺ Having intimate talks ☺ Recognizing their need to contribute ☺ Providing the warm touch and embrace ☺ Reassuring your loving commitment ☺ Expressing your feelings ☺ Being open and responsive

## With a Bright Gold By

Caring about their need for security ☺ Doing some reasonable planning ☺ Praising their responsible actions ☺ Remembering sentimental moments ☺ Acknowledging their stability ☺ Responding to important dates

# IMPROVING JOB PERFORMANCE

## Of a Bright Green By

Assigning projects which require analytical thinking and problem solving ☺ Discussing your “big picture” with them and by eliciting their universal outlook ☺ Inspiring them with futuristic ideas and potentialities ☺ Respecting their inclination to go beyond the established rules of the system ☺ Taking their ideas to the next step and encouraging them to think independently ☺ Praising their inventiveness and ingenuity ☺ Understanding their need to avoid redundancy and repetitive tasks ☺ Recognizing and appreciating their competence in the job

## Of a Bright Orange By

Assigning projects which are action-packed and which require a hands-on approach ☺ Providing opportunities to be skillful and adventurous ☺ Using their natural abilities as a negotiator ☺ Allowing them the freedom to do the job in their own style and in non-traditional ways ☺ Keeping a good sense of humor and avoiding boredom while on the job ☺ Encouraging them to use their gifts of originality and flair ☺ Providing opportunities for job competition ☺ Allowing freedom of movement and understanding their preference for action over words ☺ Praising their performance and skillfulness while on the job

## Of a Bright Blue By

Creating a warm and personal working atmosphere ☺ Interacting as much as possible with openness and honesty ☺ Establishing a harmonious working environment and avoiding conflict and hostility ☺ Showing your support, caring, and appreciation by offering a touch, a hug, or a hand-shake ☺ Allowing them the freedom to express feelings and the time to heal emotional wounds ☺ Making use of their natural gifts of communication, nurturing, and people oriented ideas ☺ Praising their imaginative and creative approach to the job ☺ Providing them with one-on-one feedback

## Of a Bright Gold By

Assigning work which requires detailed planning and careful follow-through ☺ Defining the tasks in clear and concrete terms ☺ Being punctual and reliable ☺ Providing a well structured, stable work environment by avoiding abrupt changes ☺ Giving standard rules and regulations and setting a good example ☺ Sharing in the responsibilities and duties of the work place and by taking the work ethic seriously ☺ Praising their neatness, organizational capabilities and efficiency ☺ Giving feedback every step of the way on any project to reassure them that they are on the right track ☺ Recognizing their need to be straight forward, dependable, responsibly, and business minded ☺ Giving tangible recognition for their work

## REFRAMING

### **Orange May See Self As:**

Fun-loving, enjoys self  
Spontaneous  
Flexible, adaptable  
Carefree  
Proficient, capable  
Hands-on person  
Practical  
Problem-solver  
Good negotiator  
Here and now person  
Do many things at once  
Eclectic  
Can deal with chaos  
Curious, welcomes new ideas  
Superior ability to discriminate  
among options  
See shades of gray



### **Others See Orange As:**

Irresponsible  
Flaky  
Wishy-washy  
Not serious  
Spends time at things they enjoy  
Not interested in ideas  
Disobey rules  
Manipulative, not to be trusted  
Turn-off to past-oriented blue and  
future-oriented green  
Not able to stay on task  
Scattered, cluttered  
Uncontrollable, resists closure or  
decision  
Indecisive

# REFRAMING

## **Blue May See Self As:**

Warm, Compassionate  
Caring, Caretaker  
Romantic  
Spiritual  
Creative  
Idealistic  
People person  
Willing to work tirelessly for cause  
Trusting, Unselfish  
Empathic, Sympathetic  
Affirming  
Expressive, expansive  
Promoting growth, well being  
Social interaction expert  
Able to see need for exceptions  
Conscious of past relationships  
Great communicator  
Wanting Harmony  
Individualized personal values



## **Others See Blue As:**

Over-emotional  
“Bleeding Heart”  
Mushy  
Other-worldly  
Flaky, unrealistic  
Hopelessly naïve, too trusting  
Too tender hearted  
Easily duped  
Too “Touchy Feely”  
Just pathetic  
Too nice  
Smothering  
Teaching non-essentials  
Slick, manipulative  
Ignores policy, creates chaos  
Stuck in or lives in past  
Groveling, fawning, soft  
Obscures the issues  
Illogical, incomprehensible

## REFRAMING

### **Gold May See Self As:**

Stable  
Providing security  
Dependable  
Firm  
Always has a view  
Efficient  
Realistic  
Decisive  
Executive type  
Good planner  
Orderly, neat  
Organized person  
Punctual, expects same  
Goal oriented  
Finish what I started  
Good at sorting, weeding out



### **Others See Gold As:**

Rigid  
Controlling  
Dull, boring  
Stubborn, pigheaded  
Opinionated  
System-bound  
Unimaginative  
Judgmental  
Bossy  
Limiting flexibility  
Uptight  
Sets own agenda  
Predictable  
Rigid idea of time  
End justifies the means  
Limited, not able to do many things at once  
Throws away good items needlessly

# REFRAMING

## **Green May See Self As:**

Superior intellect  
98% right  
Tender-minded  
Efficient  
Powerful  
Creative, visionary  
Original, unique  
Eminently reasonable  
Rational  
Calm, not emotional  
Under control  
Precise, not repetitive  
Able to find flaws  
Objective  
Task/goal focus  
Holding firm to policy  
Seeking justice  
Assuming things will be done well  
Firm-minded, able to reprimand  
Great planner



## **Others See Green As:**

Intellectual snob  
Arrogant  
Heartless  
Doesn't care about people  
Ruthless  
Unrealistic  
Eccentric, weird  
Emotionally controlled  
Ignores people values  
Cool, aloof, unfeeling  
Afraid to open up  
Covers subject from all angles  
Critical, fault finding  
Not on my side  
Devaluing relational aspects  
Having limited ability to see obvious differences  
Lacking mercy, unfair  
Unappreciative, stingy with praise  
Nasty, hatchet man  
Doesn't consider people in plans

# LEADERSHIP STYLES

## ORANGE :

- ☐ Expects quick action
- ☐ Assumes flexibility
- ☐ Works in the here and now
- ☐ Performance oriented
- ☐ Flexible approach
- ☐ Welcomes change
- ☐ Institute change quickly
- ☐ Expects people to “make it fun”

## BLUE :

- ☐ Expects others to express views
- ☐ Assumes “family spirit”
- ☐ Works to develop others potential
- ☐ Individuals oriented
- ☐ Democratic, unstructured approach
- ☐ Encourage change via human potential
- ☐ Change time allows for sense of security
- ☐ Expects people to develop their potential

## GOLD :

- ☐ Expects punctuality, order, and loyalty
- ☐ Assumes “right” way to do things
- ☐ Seldom questions tradition
- ☐ Rules oriented
- ☐ Detailed/thorough approach, threatened by change
- ☐ Prolonged time to initiate change
- ☐ Expects people to “play” their roles

## GREEN :

- ☐ Expects intelligence and competence
- ☐ Assumes task relevancy
- ☐ Seeks ways to improve system
- ☐ Visionary
- ☐ Analytical
- ☐ Encourages change for improvement
- ☐ Constantly “in process” of change
- ☐ Expects people to follow through

## Needs Assessment Questionnaire

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Your responses to this questionnaire are only to determine which services would best promote your personal academic development. With that in mind, please answer these questions as honestly as possible:

How many credit hours are you taking this semester? \_\_\_\_\_

How many hours per week are you planning to work during a typical semester? \_\_\_\_\_

How many hours are you planning to study each week this semester? \_\_\_\_\_

PLEASE CIRCLE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING:

<b>Study Skills:</b>	<b>Never</b>			<b>Always</b>		
Do you attend Class?	1	2	3	4	5	NA
When you miss class, do you get a copy of the notes from the day?	1	2	3	4	5	NA
Do you turn in all of your assignments?	1	2	3	4	5	NA
While you read the course material, do you take notes?	1	2	3	4	5	NA
Do the notes that you take effectively prepare you for the exam?	1	2	3	4	5	NA

<b>Time Management:</b>	<b>Never</b>			<b>Always</b>		
Do you use your syllabus as a guide to each course?	1	2	3	4	5	NA
How often do you study more than 2 days before an exam?	1	2	3	4	5	NA
Do you set aside specific times each week to study?	1	2	3	4	5	NA
Do you successfully balance your social life and study time?	1	2	3	4	5	NA
Do you use a daily planner/ calendar to organize your weekly routine?	1	2	3	4	5	NA

<b>Expectations:</b>	<b>Disagree</b>			<b>Agree</b>		
I find my schoolwork stimulating.	1	2	3	4	5	NA
I am satisfied with merely passing all my classes.	1	2	3	4	5	NA
I am frustrated that I cannot seem to make "A's" in college.	1	2	3	4	5	NA
My college grades are much lower than my high school grades.	1	2	3	4	5	NA
While taking exams, I feel a high level of anxiety.	1	2	3	4	5	NA

<b>Living/Working Arrangements:</b>	<b>Disagree</b>			<b>Agree</b>		
My living environment makes studying difficult.	1	2	3	4	5	NA
My work responsibilities interfere with my school responsibilities.	1	2	3	4	5	NA
Because of schoolwork, I have very little time to sleep or study.	1	2	3	4	5	NA
My family responsibilities take up all of my study time.	1	2	3	4	5	NA

<b>Financial Well-Being:</b>	<b>Disagree</b>			<b>Agree</b>		
Because of my money situation, I feel like I will never have the things I want in life	1	2	3	4	5	NA
I am just getting by financially	1	2	3	4	5	NA
I am concerned that the money I have or will save won't last	1	2	3	4	5	NA
I have money left over at the end of the month	1	2	3	4	5	NA
My finances control my life	1	2	3	4	5	NA

<b>Support System:</b>	<b>Disagree</b>			<b>Agree</b>		
My friends and family encourage me to complete my college degree.	1	2	3	4	5	NA
At least one person at PSU has shown a real interest in my success.	1	2	3	4	5	NA
I would probably see a counselor if it was free.	1	2	3	4	5	NA

**Historically, in what subjects have you had difficulties?**

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**How have you worked with these difficulties in the past?**

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**Regarding your studies and academic progress, are there any circumstances or problems you are facing that we have not asked about on this questionnaire?**

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