

# Debriefing Team Strengths Activities

Debriefing these activities and experiences is where the real learning takes place. An effective debrief enables students to process what they just did, recall what they've learned and connect those things to real work — how the team acts and performs.

Every activity has a purpose and intention. The activity debrief is your opportunity to help students reflect on the experience and ensure they grasped the activity's intention.

## The purpose of a debrief is to:

- help students process and make sense of their experience
- help students understand why things happened the way they did and what influenced the outcomes of the activity
- gather feedback and understand and appreciate other students' strengths and feelings
- help students connect what they've learned to their coursework and campus experiences
- discuss how students can use their individual strengths to build relationships, respond to challenges and perform effectively

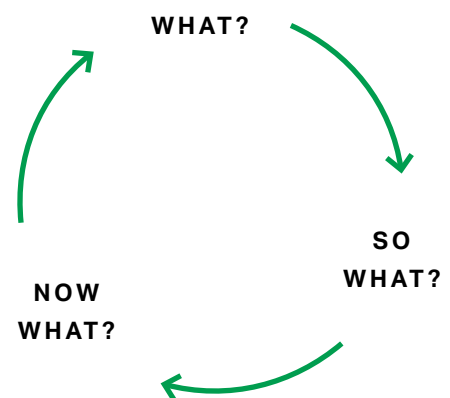
## Structuring an Effective Debrief

To deliver the purpose and intention of the activity — while helping students get the most out of their strengths — it can be helpful to follow a three-step model: What? So What? Now What? This communication model can help you identify questions to ask to ensure students grasped the activity.

**What?** Review the activity and process the experience.

**So What?** Help students interpret the experience and gain insight from it.

**Now What?** Help students find ways to use what they have learned.



## Reinforce the Guiding Principles

- 1) Themes are neutral.
- 2) Themes are not labels.
- 3) Lead with positive intent.
- 4) Differences are advantages.
- 5) People need one another.

Help students integrate their understanding of their talents and strengths into daily routines.

- Enhance self-awareness.
- Develop partnerships.
- Build strengths-based teams.
- Improve performance.

# Leading an Effective Debrief

## WHAT?

**Review the activity and process the experience.**

Intention	Questions to Ask
Gather feedback and collect as much information as possible from the team. From this foundation, you can help guide the discussion into greater understanding of the experience and highlight important insights and discoveries.	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What did you observe?</li> <li>• How did you feel during the activity?</li> <li>• How do you feel now?</li> <li>• What CliftonStrengths themes did you learn more about?</li> </ul>

## SO WHAT?

**Help students interpret the experience and gain insight from it.**

Intention	Questions to Ask
Help students make sense of their experience as they “unpack” the more subtle elements of what took place. Look for opportunities to reinforce important discoveries and principles of strengths-based development.	<ul style="list-style-type: none"> <li>• What positives can you take away from the activity?</li> <li>• What do we learn from that?</li> <li>• Can you share a real work experience in which similar things occurred?</li> <li>• What role did you play in the group during the activity? How did your CliftonStrengths contribute?</li> <li>• What does that tell you about the importance of understanding and using your CliftonStrengths?</li> <li>• How does that affect your performance?</li> </ul>

## NOW WHAT?

**Help students find ways to use what they have learned.**

Intention	Questions to Ask
Help students think about ways they can apply what they have learned in their work and relationships.	<ul style="list-style-type: none"> <li>• What did you learn from this experience?</li> <li>• What are you going to do?</li> <li>• What could you do differently?</li> <li>• How would that affect your performance?</li> <li>• Based on what you learned, how would you deal with that upcoming challenge?</li> <li>• How can you rely on one another’s strengths to be successful?</li> </ul>