

## Developing Your Strength

# Relator

The genius of your Relator talent is found in the fact that you can form relationships with virtually anyone. While you prefer relationships that are real and genuine, you have the capacity to form relationships with almost anyone. You can form relationships with people older, younger, or the same age as yourself. You can form relationships with people who have more, less, or the same status as yourself. You can also form relationships at different levels of closeness or intimacy. For example, you have at least four levels of relationships. At the fourth level, you have lots of acquaintances. On the third level is a group of relationships that are closer. On the second level, you have a group of friends. But you also have an even closer group of people, people in your “tight group.” While there are usually six or less in your tight group and many or few in the other three groups, the genius of your Relator strength is your ability to form relationships on these multiple levels of intimacy.

Adapted from “The Genius and Beauty found within The Clifton StrengthsFinder Themes of Talent,” by Edward C. Anderson

## Applying Relator Talents in Careers

- Talk to your career counselor about the career planning process. You will value their wisdom and expertise as you make decisions.
- Talk to your trusted circle of friends about how they see you. Don't ask them what career they think you should choose; instead, ask them to help you see your greatest talents.
- Careers in which in-depth, meaningful relationships are valued are likely to be most rewarding to you.
- Workplaces in which friendships are encouraged, where you can continuously learn about your clients and associates, likely will enable your Relator talents to flourish.
- Stable work environments where you can work with people you trust but also develop multiple levels of relationships probably will bring out your best.
- Interview counselors, teachers, school administrators, mediators, human resource directors, and others who help people as part of their work. Ask them about the relationships they develop and what is most rewarding about their jobs.

Adapted from StrengthsQuest website: [www.strengthsquest.com](http://www.strengthsquest.com)

## Career Plan of Action:

# **Applying Relator Talents in Academics**

## **General Academic Life**

- Create various lines of communication with friends in your classes, such as verbal, phone, and e-mail, and help each other when one of you has to miss a class.
- Seek out advisors, counselors, and professors who demonstrate genuine interest in you as a person.
- Seek out fellow students with whom you can play a mutual tutoring, learning assistance, and support role.

## **Study Techniques**

- Form study groups for midterms and exams with close friends.
- Discuss class lectures with friends.
- Study with friends who have goals similar to yours.
- To increase your comprehension of reading materials, share what you have learned with friends.

## **Relationships**

- Share knowledge with others and build a support network.
- Become a mentor and always have a mentor.
- Get to know professors who take an interest in you. Their involvement in your college experience will create a sense of belonging and stimulate your intellectual development as well as your academic achievement.
- Develop a college lifestyle through which you share your academic progress and performance with people who care about you, both inside and outside the college environment.

## **Class Selection**

- Do your best to meet the professors who teach the classes you are considering.
- Choose classes that friends are taking. Your relationships with them will heighten your engagement in the classes.
- Select classes that encourage friendships and belonging.

## **Extracurricular Activities**

- Become involved in campus organizations that foster friendships.
- Join organizations that your friends and you have agreed upon.
- Consider community and humanitarian work that you can rally your close friends to be a part of too.

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## **Academic Plan of Action:**
