

PEER LEADER DEVELOPMENT

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INTRODUCTION

Florida State University offers the FSU Next program for students to start at FSU for the spring semester. With this, they must take the Engage 100: Gateway to Garnet and Gold course. This course is taught by undergraduate peer leaders, who take a preparatory leadership course taught by Dr. Dames. A class taught by peers can improve student engagement, improve academic confidence, and show higher retention rates. Our research is to evaluate whether incorporating True Colors leadership categories into peer leader training strengthens effectiveness and prepares leaders to engage diverse students in the Engage 100 class. We are looking to improve current gaps in leadership training. We are identifying methods to develop and train future leaders while they take the HUM 4924 Engage 100 Peer Instruction in preparation for leading the IDS 1002 Gateway to Garnet and Gold. This course is required as a part of FSU Next.

METHODS

- Observe peer leaders in class
- Observe interviews for future peer leaders
- Peer leaders take True Colors personality test
- Then, they post their results on a discussion board
- They include how they agree/disagree with their results
- We went through the discussion board and tallied their results

STUDENT REFLECTION

“I think True Colors is connected to the Peer Leader role because it’s important to understand your strengths and weaknesses. This would allow leaders to better know themselves, and others. This would also result in more intentional leading.”

RESULTS

Color Results:

- Gold: 38.3%
- Blue: 31.7%
- Orange: 20%
- Green: 10%
- There is a 70% probability that a peer leader is either gold or blue

How students agree with their score:

- 50% fully agree with their score
- 50% partially agree with their score
- 0% fully disagree with their score

CONCLUSION

- Peer leaders are more likely to show personality characteristics of gold and blue
- Teaching peer leaders about themselves creates self-awareness
- This benefits their leadership skills because they better understand themselves and can handle a diverse student population



Orange Blue Gold Green

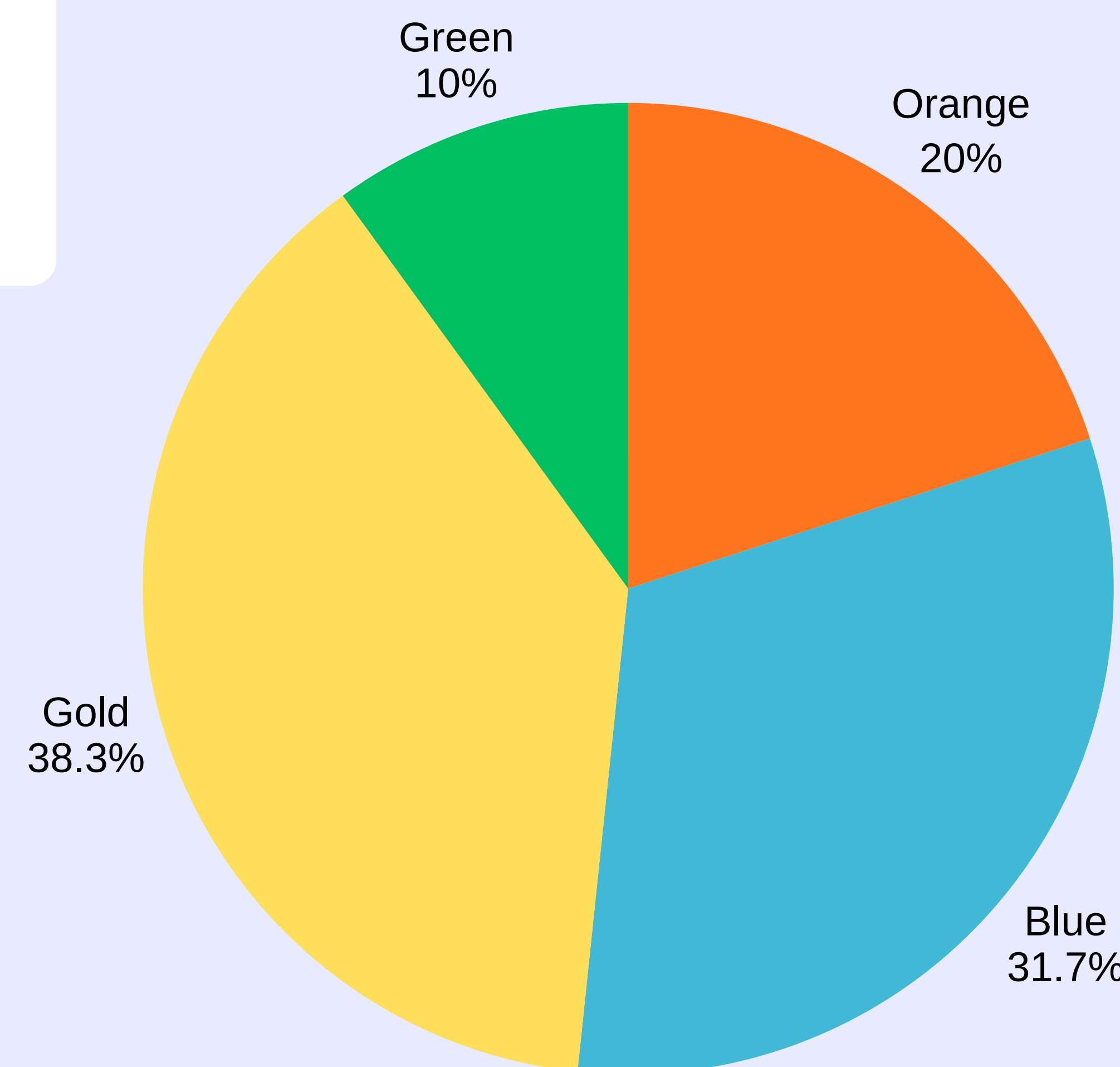


Table 1. Percentages of colors of peer leaders from True Colors Test

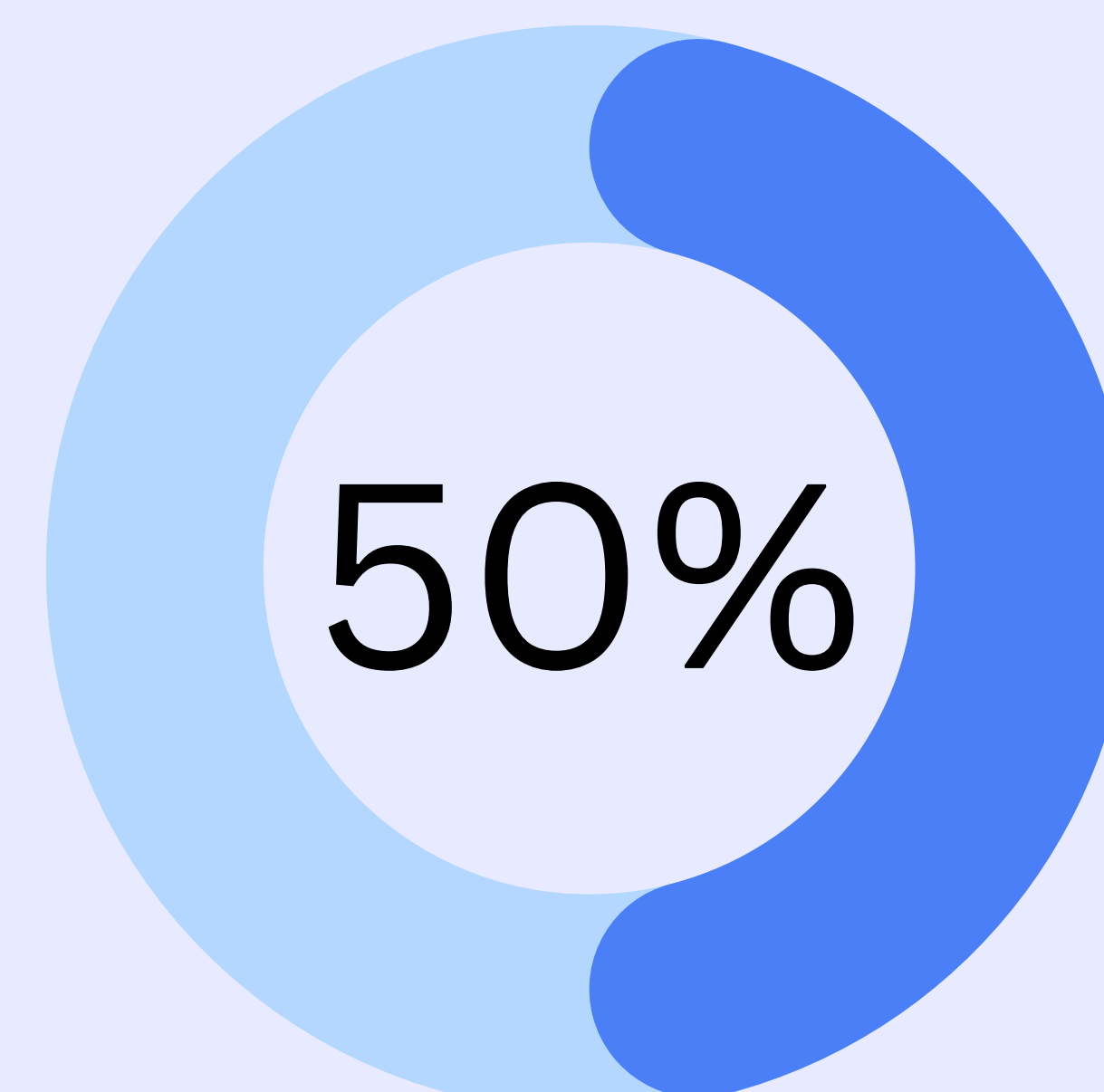


Table 2. 50% of students fully agree with their results. The other 50% partially agree.

PURPOSE

Explore how True Colors insights prepare students for leadership roles by analyze True Colors results and written reflections to connect temperament to leadership skill development.

TRAINING APPROACH

4 Colors for Personality Test:

Gold: Planners

- Strengths: organization, reliability, planning
- Weaknesses: control, hesitant to change, very structured

Blue: Feelers

- Strengths: listening, empathy, creativity
- Weaknesses: sensitive, can be overly emotional

Green: Thinkers

- Strengths: thinking, analyzing, independent
- Weaknesses: tend to avoid confrontation, lack of assertiveness

Orange: Doers

- Strengths: high energy, flexible, creative
- Weaknesses: can be irresponsible and unorganized

Why this matters: When peer-leaders better understand themselves, they can teach the students better. Awareness supports flexible, student-centered facilitation. Effective leadership requires more than just teaching, it requires understanding people. The 4 colors help leaders recognize their strengths and weaknesses. This can also strengthen their soft skills, which are important for future careers.

FUTURE RESEARCH

Long-term, this project looks like exploring whether knowledge about one’s True Color type helps leaders helps them become stronger and more adaptable over time. Knowing about oneself can lead to making changes when there is error. We can study to see whether or not students take this into consideration. We can have students currently enrolled in the peer leader class with Dr. Dames take the True Colors test before teaching the Engage 100 class next fall. They would be more self-aware beforehand which could lead to more positive outcomes throughout the semester. When faced with challenges regarding different

ACKNOWLEDGEMENTS

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