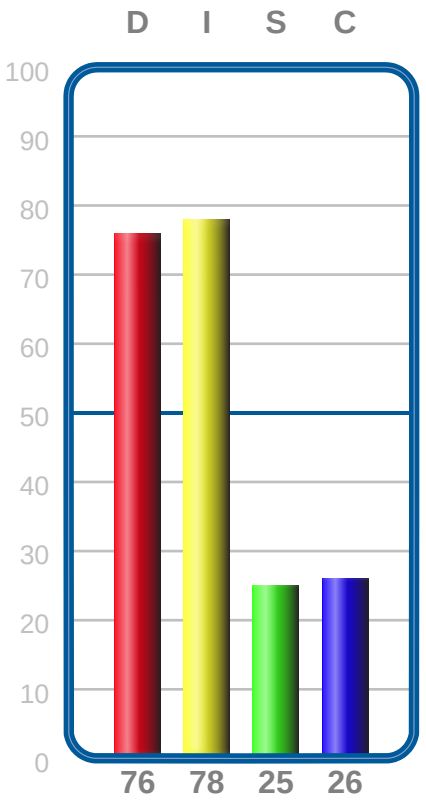
# Eunnye Yang

## Top 5 Skills

| | Personal Skills Ranking |
|---|---|
| 1 | Presenting |
| 2 | Mentoring/Coaching |
| 3 | Goal Orientation |
| 4 | Continuous Learning |
| 5 | Creativity/Innovation |

## Behaviors




D = Dominance
I = Influencing
S = Steadiness
C = Compliance

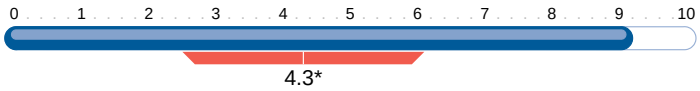
High I's tend to be enthusiastic, persuasive, and optimistic.

## Strengths

- Expresses and strives for a balanced team.
- Motivates others to express themselves.
- Motivates others to continue education.
- Looks for the positive side of every situation.
- May take a leadership position with ideas on protecting or preserving.
- Uses knowledge to support her position.

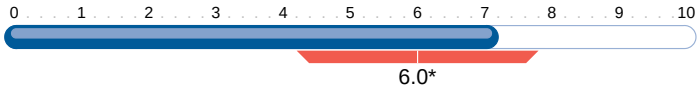
## Motivators

**1. Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.




9.2

**2. Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

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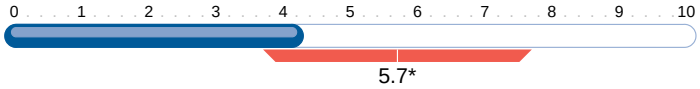
**3. Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.

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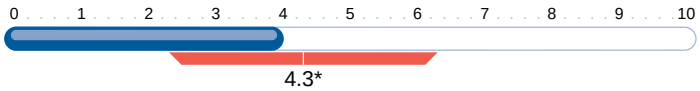
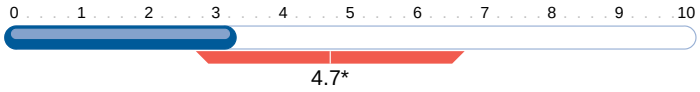
**4. Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.




4.0

**5. Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.

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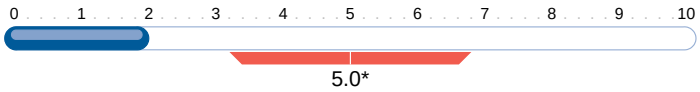
**6. Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.




2.0

## Value to a Team

Positive sense of humor.

Change agent—looks for faster and better ways.

Usually makes decisions with the bottom line in mind.

Negotiates conflicts.

Self-starter.

Competitive.

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# SUMMARY PAGE EXPLAINED

*Welcome to the Indigo Report! This page provides a quick overview regarding what's on your Indigo Summary page. For more details visit, www.IndigotheAssessment.com.*

Use these skills most.

Lead with your strengths.

#1 and #2 Motivators are critical for personal fulfillment

#6 may be important to avoid

## Sample Report

### Top 5 Skills

| | Personal Skills Ranking |
|---|---|
| 1 | Teamwork |
| 2 | Continuous Learning |
| 3 | Leadership |
| 4 | Creativity/Innovation |
| 5 | Futuristic Thinking |

### Strengths

- Will keep sensitive information under lock and key.
- Delivers his knowledge and wisdom objectively.
- The "glue" that ties multiple visions together.
- Highly in tune to the environment and synergy within it.
- Will bring high energy and enthusiasm to the researching process.
- Brings enthusiasm to the creative process.

### Motivators

**1. Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.
0 1 2 3 4 5 6 7 8 9 10 — 7.5 — 6.0*

**2. Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.
0 1 2 3 4 5 6 7 8 9 10 — 6.7 — 4.3*

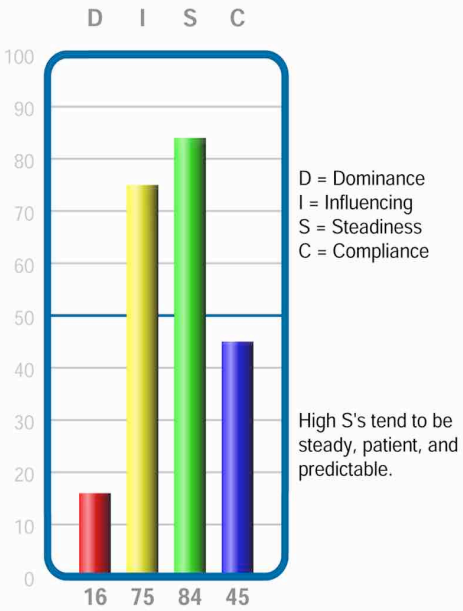
**3. Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.
0 1 2 3 4 5 6 7 8 9 10 — 5.7 — 4.3*

**4. Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.
0 1 2 3 4 5 6 7 8 9 10 — 5.2 — 5.7*

**5. Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.
0 1 2 3 4 5 6 7 8 9 10 — 3.7 — 5.0*

**6. Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.
0 1 2 3 4 5 6 7 8 9 10 — 1.3 — 4.7*

### Behaviors




### Value to a Team

Respect for authority and organizational structure.

Dependable team player.

Service-oriented.

Adaptable.

Works for a leader and a cause.

Patient and empathetic.

Behavior and Communication style

This is what you're good at.

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# ABOUT YOU

*Everyone is different and there is no right or wrong way to be. These paragraphs describe how you likely show up in your natural style.*

Eunnye is gregarious and sociable. She will be seen as a good mixer both on or off the job. She likes to develop people and build organizations. She may be careless with details. She is good at creating enthusiasm in others. Eunnye wants to be seen as her own person, but usually projects it in friendly terms. She prefers working for a participative manager. She does her best work in this kind of environment. She tries to influence others through a personal relationship and many times will perform services to develop this relationship. She has a good sense of urgency. Eunnye likes public recognition for her achievements. One of her motivating factors is recognition and praise. She does not like close supervision.

Eunnye is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust her and to see her as receptive and helpful. When she has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. She can make decisions even though some of the facts to support the decision may be missing. Sometimes she will seek a quick and simple decision. Her aversion to detailed work motivates her desire for simplicity. Eunnye is good at solving problems that deal with people. She usually makes decisions after gathering some facts and supporting data. She may leap to a favorable conclusion without considering all the facts. She likes to be involved in the decision-making process.

Eunnye will often verbalize her need to be her own person. She is people-oriented and verbally fluent. Some see her as too talkative and emotional. It is important for Eunnye to use her people skills to "facilitate" agreement between people. She tends to look at all the things the group has in common, rather than key in on the differences. Eunnye tends to mask some of her directness in friendly terms and is usually recognized as a friendly and trusting person. She will know many people. She has a tendency to be a name dropper. She may do this without thinking, trying to establish rapport with people she may not know well. Sometimes she can get caught short on the facts and figures needed to support her ideas. She may have a tendency to oversell certain styles.

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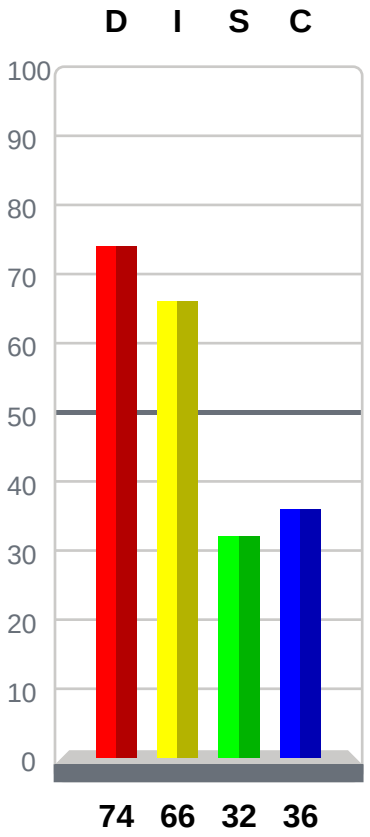
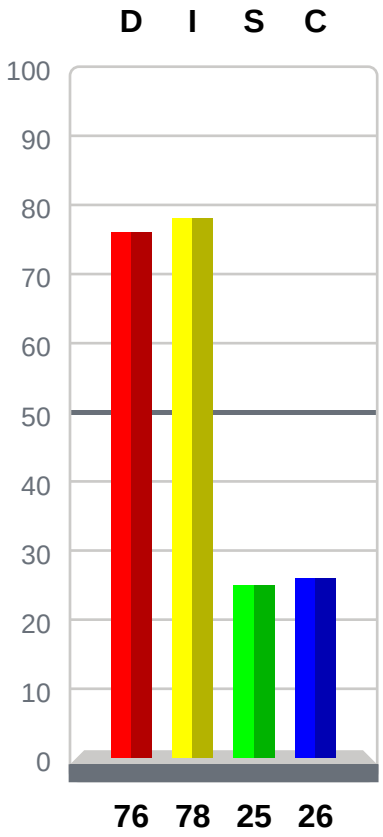
# YOUR NATURAL AND ADAPTED BEHAVIORAL STYLES

## Adapted Style




## Natural Style




The graphs represent your behavioral styles based on the DISC model.

**There is no "correct" score. Your personal style is a unique blend of D, I, S, and C.**

*D stands for dominance.*
*I stands for influencing.*
*S stands for steadiness.*
*C stands for compliance.*

A score over 50 indicates that you are "High" in that behavior. A score under 50, indicates "Low". Scores close to the middle indicate a more adaptable style in this category.

The graph on the right represents your natural style and the graph on the left represents how you feel like you have to "adapt" your behavior based on current circumstances.

**D, the red bar on the graphs, stands for Dominance.** High D's tend to be direct, forceful, results oriented, and bold. Low D's tend to be non-confrontational, low key, cooperative, and agreeable.
*Famous high D's are Lionel Messi, Princess Leia (Star Wars), Steve Jobs, and Tyra Banks.*
*Famous Low D's are the Dalai Lama, Yoda (Star Wars), Malala Yousafzai, and Drake.*

**I, the yellow bar on the graphs, stands for Influencing.** High I's tend to be enthusiastic, persuasive, and talkative. Low I's tend to be good listeners, reflective, skeptical, and factual.
*Famous high I's are Jimmy Fallon, Jennifer Lopez, Jar Jar Binks (Star Wars), and Oprah Winfrey.*
*Famous low I's are Abraham Lincoln, Anakin Skywalker/Darth Vader (Star Wars), Mark Zuckerberg, and Adele.*

**S, the green bar on the graphs, stands for Steadiness.** High S's tend to be patient, predictable, and calm. Low S's tend to be change oriented, restless, and impatient.
*Famous high S's are Michelle Obama, Gandhi, Duchess Kate Middleton, and Obi-Wan Kenobi (Star Wars).*
*Famous low S's are Kevin Hart, Elon Musk, Finn (Star Wars), and Lady Gaga.*

**C, the blue bar on the graphs, stands for Compliance.** High C's tend to be analytical, detail oriented, and cautious. Low C's tend to be independent, unsystematic, and less concerned with details.
*Famous high C's are Neil Degrasse Tyson, JayZ, Supreme Court Justice Sonia Sotomayor, and C-3PO (Star Wars).*
*Famous low C's are Rosa Parks, Ellen Degeneres, Han Solo (Star Wars), and Justin Bieber.*

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# DISC REFERENCE GUIDE

**Find your DISC Graph on the Indigo summary page:** Take note of scores furthest away from 50 on the DISC graph (high or low). These are the **behaviors that will stand out most for you.** Reference "stand-out" scores below. Various combinations of stand-out DISC factors will influence communication styles and environmental needs. For example, a *High D, Low C will need a fast-paced, results-oriented environment with lots of freedom.* However, a *High D, High C will need an environment where results can be achieved through structure, quality, and attention to detail.* If all scores are **near the middle** , you are likely adaptable to many environments.

| Behavior Style | People with this style have a difficult time in… | Communication with people having this style: | Ideal environments for this style: | Job Tips |
|---|---|---|---|---|
| **High D**<br>Direct<br>Forceful<br>Bold | …situations where they can't express themselves.<br>…controlled environments.<br>…people without opinions. | Be clear.<br>Don't be intimidated.<br>**Get to the point.** | Competitive.<br>Results-oriented.<br>Opportunities to lead. | **Results-focused** job. |
| **Low D**<br>Cooperative<br>Agreeable<br>Peaceful | …anger-charged situations.<br>…competitive projects and programs. | Connect personally.<br>Ask questions.<br>Stay **calm**. | Collaborative.<br>Low conflict. | Jobs with **little confrontation**. |
| **High I**<br>Talkative<br>Sociable<br>Enthusiastic | …lecture-based classes.<br>…being alone too long.<br>…impersonal, business-like instruction. | Be **friendly**.<br>Act enthusiastic.<br>Speak warmly. | Friendly.<br>Group projects.<br>Class discussions. | Must work with **people**. |
| **Low I**<br>Reserved<br>Reflective<br>Listens | …facilitating groups.<br>…activities with prolonged interaction, especially without reflection time. | Don't crowd them.<br>**Short dialogues**.<br>Give time to process. | Independent projects.<br>Classes that do not grade for verbal participation. | Jobs where you **don't need to talk** too much. |
| **High S**<br>Loyal<br>Patient<br>Understanding | …quickly changing activity.<br>…chaotic classrooms.<br>…confusion/lack of clarity in instructions. | Be soft.<br>Speak calmly.<br>Be **patient**. | Well-defined expectations.<br>Clear path to graduation/success. | Jobs with **stability** and clear expectations. |
| **Low S**<br>Flexible<br>Restless<br>Impulsive | …monotonous classes.<br>…highly structured situations with minimal choice or flexibility. | Be spontaneous.<br>**Show emotion**. | Flexible course work.<br>Room for change and variety. | Jobs with a **variety of tasks** and adventure. |
| **High C**<br>Precise<br>Conscientious<br>Cautious | …tasks and grading systems without clearly-defined expectations.<br>…risky situations. | Be **accurate**.<br>Be factual.<br>Be realistic. | Structured activities where quality matters.<br>Classes with a detailed syllabus. | Jobs where **quality** and detail matter. |
| **Low C**<br>Unsystematic<br>Instinctive<br>Avoids details | …assignments with lots of rules to follow.<br>…activities that demand quality and detail. | **Big picture** focus.<br>Talk fast.<br>Be casual. | Broad view.<br>Low detail assignments.<br>Few rules and structure. | Jobs with **freedom** from rules and micromanaging. |

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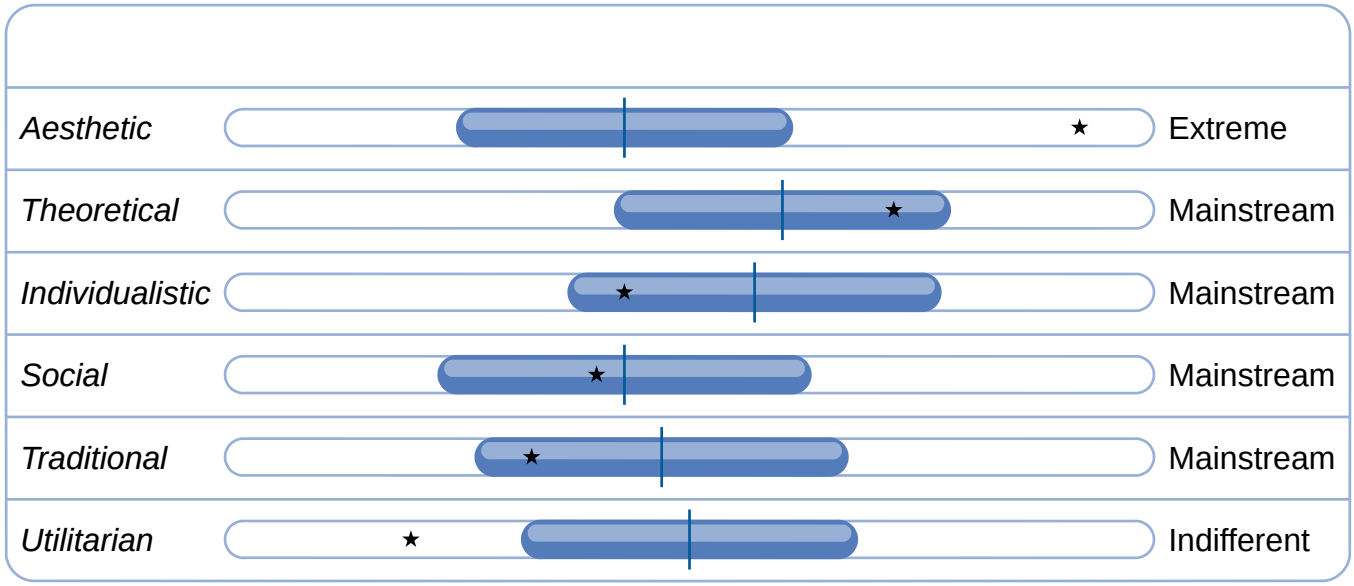
# WHAT MOTIVATES YOU

*Motivators are like an engine beneath the hood of a car. Motivators aren't easily seen from the outside but they are what power you. This is important to your college and career choice because motivators correlate directly to fulfillment and meaning. Most people are happiest selecting a major and career based on their top two motivators.*




- 68 percent of the population | - national mean ★ - your score

Mainstream - one standard deviation of the national mean
Passionate - two standard deviations above the national mean
Indifferent - two standard deviations below the national mean
Extreme - three standard deviations from the national mean

**TRADITIONAL:**
Beliefs, Values, Family

**INDIVIDUALISTIC:**
Independence, Recognition, Choice

**SOCIAL:**
Helping Others, Making a Difference

**UTILITARIAN:**
Efficiency, Money, Practicality

**AESTHETIC:**
Balance, Art, Music, Beauty, Nature

**THEORETICAL:**
Knowledge, Continually Learning

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# MOTIVATOR REFERENCE GUIDE

**Find your motivators on the Indigo summary page:** Connecting with the **top two motivators** are most important. A secondary motivator supports the first motivator; for example, a "Social/Theoretical" will use knowledge to help people. But a Social/Utilitarian will want to help people in an efficient and results-oriented way. A Social/Individualistic wants to help in their own way. **NOTE: The third motivator might be important as well, especially if it is above the Adult Mean. And the last motivator may be important to avoid!**

| Motivators | Things to Do | Activities You Might Enjoy | Major/Career Ideas |
|---|---|---|---|
| ***Theoretical***<br>*Value learning and knowledge.* | Continuing education.<br>Start a blog.<br>Research.<br>Experiment.<br>Work in a bookstore. | * Research-based tasks.<br>* Lectures with lots of facts or high concept load.<br>* Robotics and science clubs.<br>* **Continuous education and learning opportunities**. | Science, R&D, Astronomy, Engineering, Education, IT, Mathematics, Economics, Journalism, Law, Medicine, Aerospace, Think Tanks, Healthcare, Psychology. |
| **Utilitarian**<br>*Value practical accomplish-ments.* | Get a paying job.<br>Internships to enhance your resume.<br>Build something tangible. | * Assignments that **connect to the real world (experiential learning).**<br>* Explicit connections between what you are learning and how you can use them to reach your goals.<br>* Real-world mentors.<br>* Business and finance programs. | Sales, Finance, Entrepreneurship, Law, Programming, Medicine, Consulting, Accounting, Engineering, Real Estate, Construction, Trade Jobs, Software Development. |
| **Aesthetic**<br>*Value beauty and harmony.* | Volunteer outdoors.<br>Decorate your room.<br>Participate in a local music or art festival. | * Beautifying the community/school.<br>* Hands-on, creative self-expression of learning.<br>* Harmony in the classroom & world.<br>* **Physical environment matters!** | Visual Arts, Architecture, Event Planning, Design, Culinary Arts, Music, Environmental Studies, Landscaping, Marketing/PR, Outdoor/Adventure. |
| **Social**<br>*Value being of service.* | Peer Mentor/Tutor.<br>Community Service.<br>Non-profits.<br>Homeless volunteering.<br>Animal care. | * Opportunities to **help others** in activities and assignments.<br>* Learning about things that make a difference in the world.<br>* Rewards for serving peers and community members. | Non-Profits, Social Entrepreneurship, Corporate Social Responsibility, Education, Healthcare and Social Services, Community Programs, Physical Training, Psychology. |
| **Individualistic**<br>*Value personal achievement, freedom, and independence.* | Assist a local political campaign.<br>Start your own business.<br>Create your own music.<br>Participate in individual sports. | * Opportunities for **public recognition** in class or job.<br>* Independent learning and freedom.<br>* Control over assignments and delivery of that assignment.<br>* Theater, student government, music performance, leadership programs. | Entrepreneurship, Politics, Chef, Public Speaker, Consulting, Driver, Actor/Singer, Pilot, Outdoor/Adventure Jobs, Investment Banking, Accounting, Gaming, Trade Jobs such as Welding, Plumbing, Masonry etc. |
| **Traditional**<br>*Unique system of driving values.* | Help local military groups and veterans.<br>Volunteer at your religious institution.<br>Work with cultural or government groups.<br>Family time. | * Opportunities to share your beliefs with others.<br>* Assignments and activities that **align with your core values**.<br>* Joining a cultural or religious group. | Government, Education, Banking, Military, Engineering, Health Services, Insurance, Religious Roles, Lobbying, Oil and Gas Jobs, Quality Control, Industrial Jobs, Activism. |

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# YOUR SKILLS

*This page shows 23 skills that are important in the world of work. The key to success is utilizing your strengths while minimizing your weaknesses. You are more likely to excel with your top skills. For more information visit http://www.indigotheassessment.com.*

| | Personal Skills Ranking |
|---|---|
| 1 | Presenting |
| 2 | Mentoring/Coaching |
| 3 | Goal Orientation |
| 4 | Continuous Learning |
| 5 | Creativity/Innovation |
| 6 | Teamwork |
| 7 | Leadership |
| 8 | Empathy |
| 9 | Planning/Organizing |
| 10 | Futuristic Thinking |
| 11 | Interpersonal Skills |
| 12 | Written Communication |
| 13 | Management |
| 14 | Personal Responsibility |
| 15 | People Advocacy |
| 16 | Diplomacy/Tact |
| 17 | Persuasion |
| 18 | Decision Making |
| 19 | Flexibility |
| 20 | Conflict Management |
| 21 | Analytical Problem Solving |
| 22 | Time and Priority Management |
| 23 | Negotiation |

LESS energy

MORE energy

**Focus on top skills**

Skills continue to develop over time and you don't have to be good at everything.

Brain science proves **you can learn any skill!**

Your top skills are the easiest to master and some are naturally easier or harder.

If you spend much of your day using less developed skills, you may feel stressed and exhausted.

Well Developed | Developed | Moderately Developed | Needs Development

T: 18:59

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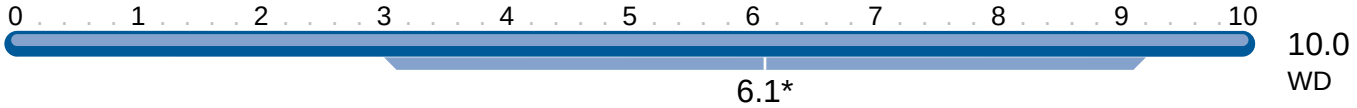
# COMPETENCIES HIERARCHY

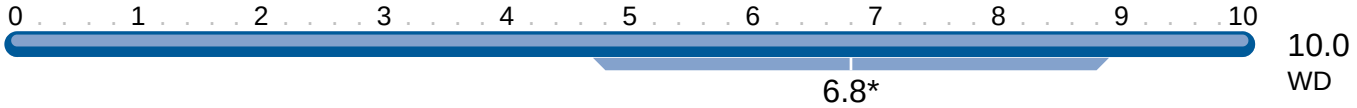
*Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals. The graphs below rank your competencies from top to bottom.*

**1. Presenting** - Communicating effectively to groups.



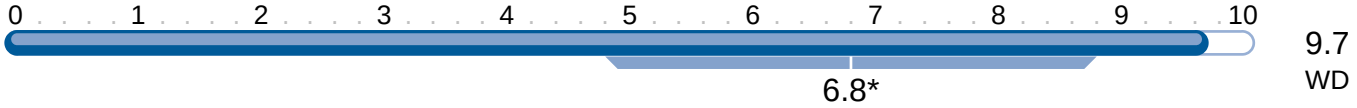

10.0
WD

**2. Employee Development/Coaching** - Facilitating and supporting the professional growth of others.



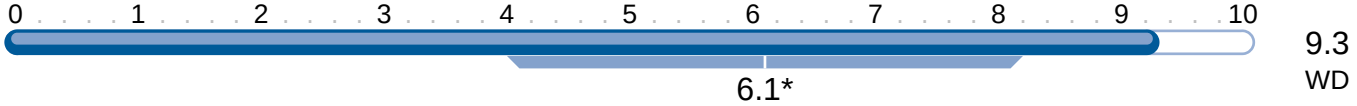

10.0
WD

**3. Goal Orientation** - Energetically focusing efforts on meeting a goal, mission or objective.



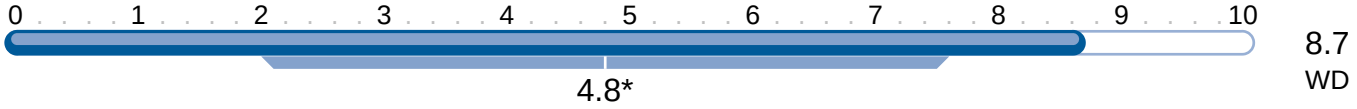

9.7
WD

**4. Continuous Learning** - Taking initiative in learning and implementing new concepts, technologies and/or methods.



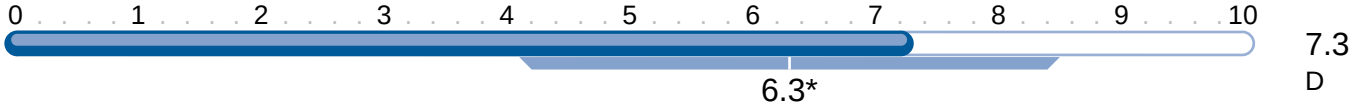

9.3
WD

**5. Creativity/Innovation** - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.



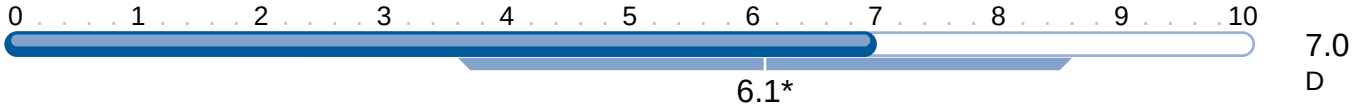

8.7
WD

**6. Teamwork** - Working effectively and productively with others.



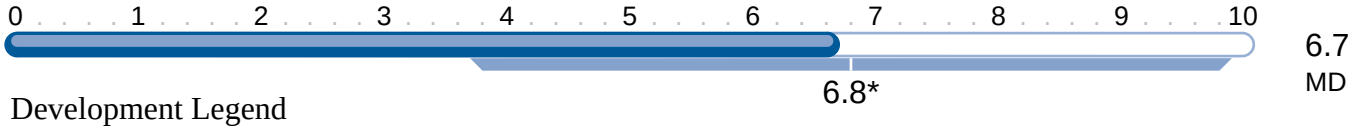

7.3
D

**7. Leadership** - Achieving extraordinary business results through people.




7.0
D

**8. Interpersonal Skills** - Effectively communicating, building rapport and relating well to all kinds of people.




6.7
MD

Development Legend

WD = Well Developed
D = Developed
MD = Moderately Developed
ND = Needs Development

* 68% of the population falls within the shaded area.

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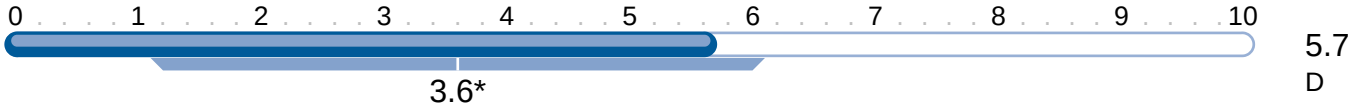
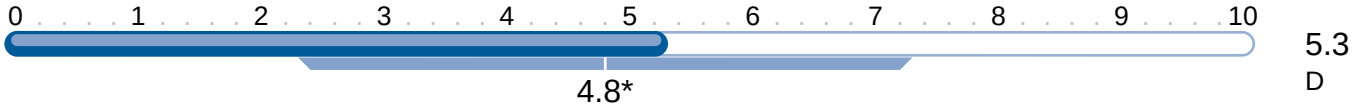
# COMPETENCIES HIERARCHY

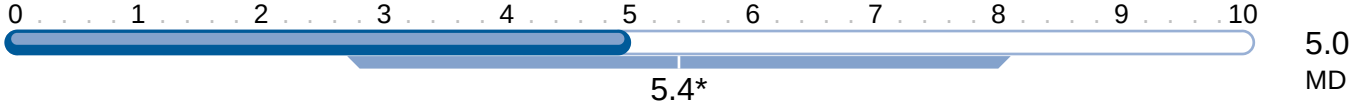
**9. Empathy** - Identifying with and caring about others.



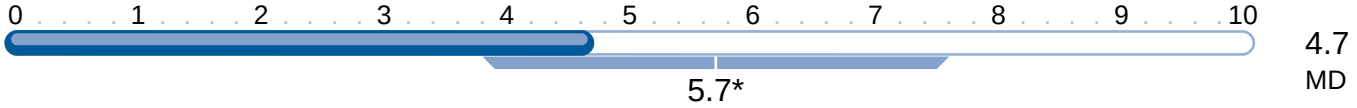

**10. Planning/Organizing** - Utilizing logical, systematic and orderly procedures to meet objectives.



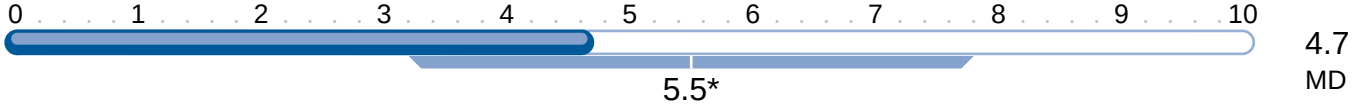

**11. Written Communication** - Writing clearly, succinctly and understandably.




**12. Management** - Achieving extraordinary results through effective management of resources, systems and processes.

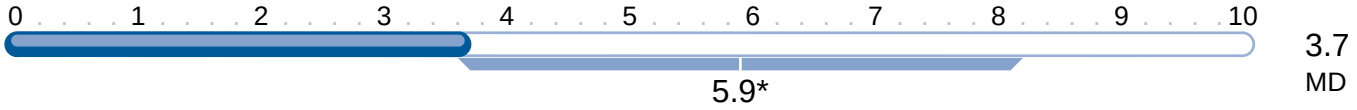



**13. Personal Effectiveness** - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

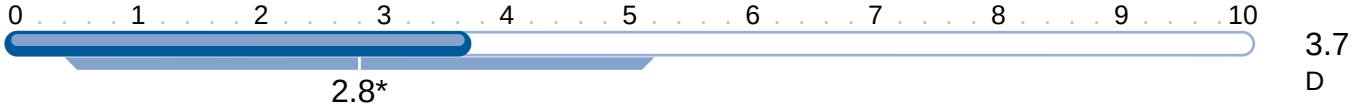



**14. Customer Service** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.

**15. Diplomacy** - Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.




**16. Futuristic Thinking** - Imagining, envisioning, projecting and/or predicting what has not yet been realized.




* 68% of the population falls within the shaded area.

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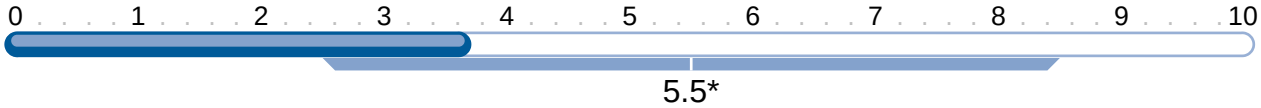
# COMPETENCIES HIERARCHY

**17. Persuasion** - Convincing others to change the way they think, believe or behave.

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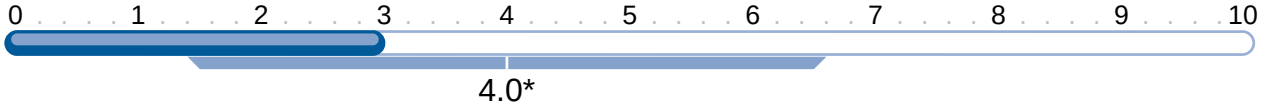
**18. Decision Making** - Utilizing effective processes to make decisions.

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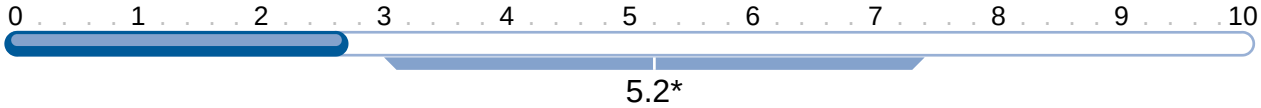
**19. Conflict Management** - Addressing and resolving conflict constructively.

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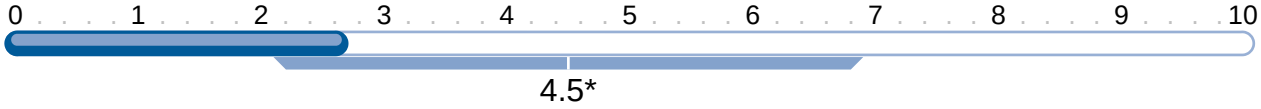
**20. Flexibility** - Agility in adapting to change.

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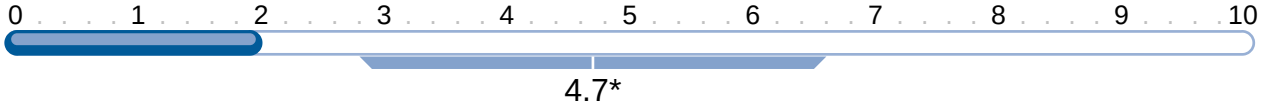
**21. Analytical Problem Solving** - Anticipating, analyzing, diagnosing, and resolving problems.

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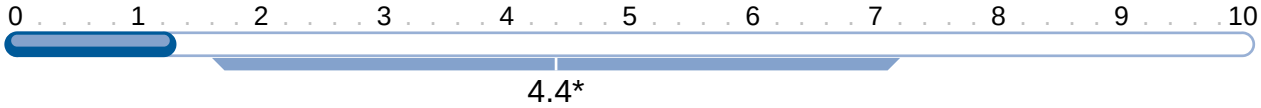
**22. Self Management (Time and Priorities)** - Demonstrating self control and an ability to manage time and priorities.

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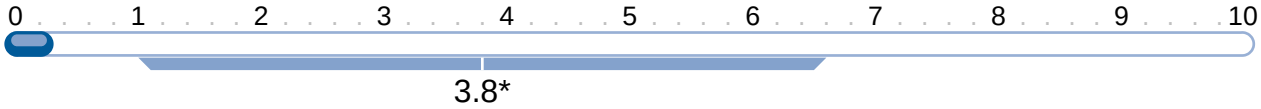
**23. Negotiation** - Facilitating agreements between two or more parties.

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## DO'S: HOW OTHER PEOPLE SHOULD COMMUNICATE WITH YOU...

*This page provides other people a list of things to DO when communicating with you. This is how you like to be communicated with. Everyone has different communication styles. Knowing your style and acknowledging other's styles is critical to success in any job or relationship.*

- Provide questions, alternatives and choices for making her own decisions.
- Deal with details in writing, have her commit to modes of action.
- Talk about her, her goals and the opinions she finds stimulating.
- Ask specific (preferably "what?") questions.
- Support the results, not the person, if you agree.
- Read the body language for approval or disapproval.
- Provide facts and figures about probability of success or effectiveness of options.
- Read the body language—look for impatience or disapproval.
- Plan interaction that supports her dreams and intentions.
- Motivate and persuade by referring to objectives and results.
- Provide a warm and friendly environment.

## DON'TS: ... AND HOW OTHERS SHOULD NOT COMMUNICATE WITH YOU

*This page provides other people a list of things NOT to do when communicating with you. Everyone has different communication styles. Knowing your style and acknowledging other's styles is critical to success in any job or relationship.*

- Direct or order.
- Be dictatorial.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- "Dream" with her or you'll lose time.
- Drive on to facts, figures, alternatives or abstractions.
- Ramble on, or waste her time.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Try to convince by "personal" means.
- Legislate or muffle—don't overcontrol the conversation.
- Be curt, cold or tight-lipped.
- Let disagreement reflect on her personally.

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## THINGS YOU MAY WANT FROM OTHERS

*People are more motivated when they choose careers and college programs that satisfy their unique set of "wants".*

- Freedom from control and detail.
- Working conditions with freedom to move and to talk to people.
- To be able to seek out new information that will be valuable to share with others.
- To be seen as an expert in a variety of areas and to be included in discussions about new things.
- The ability to champion the solving of problems that lead to the ideal flow of the organization.
- Positive and open interactions between co-workers and management.

## YOUR IDEAL WORK ENVIRONMENT

*An ideal working environment for you should include elements from this list.*

- Democratic supervisor with whom she can associate.
- Assignments with a high degree of people contacts.
- Flexibility to attend tradeshows and seminars in order to gain information and share with others.
- A leadership team that is optimistic toward learning new concepts or theories.
- An environment where tasks move forward and changes happen without disrupting the balance of the organization.
- Ability to develop new and out-of-the box ideas with others.

## SOME POTENTIAL CHALLENGES

*The areas below are things to be careful of because they may create roadblocks to your success. Identify any areas that may be affecting your success now and develop an action plan to overcome these challenges.*

- Has difficulty looking at situations objectively.
- Overly optimistic in her ability to bring balance to any situation.
- A desire to share information can impede her ability to listen and learn.
- Will tend to elaborate on limited data.
- Enjoyment of an experience does not always translate to winning.
- May over focus on standards of beauty.
- When confronted with a major decision, she will want the facts before deciding but may make the decision anyway.
- Impatient when gathering information.

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## YOUR STRENGTHS

*These are areas where you really shine! Use these strengths to talk about yourself on college applications, job/internship interviews, and with teammates for school projects and extracurricular activities. Practice using your strengths every opportunity you can.*

- Motivates others to express themselves.
- Will convey optimism for new ideas.
- Thinks outside of the box when gathering information.
- Volunteers her knowledge on many subjects.
- May take a leadership position with ideas on protecting or preserving.
- Will initiate appreciation of all experiences.
- Uses knowledge to support her position.
- Demonstrates a forward-looking approach to old questions.

## WHAT OTHERS MAY VALUE IN YOU

*These are qualities that you bring to teams and organizations.*

- Usually makes decisions with the bottom line in mind.
- Tenacious.
- Motivates others towards goals.
- Creative in her approach to solving problems.
- Self-starter.
- Initiates activity.
- Change agent—looks for faster and better ways.

## POTENTIAL WEAKNESSES WITH YOUR STYLE

*Every behavioral style has inherent positives and negatives. This section lists some possible behaviors that may hold you back in life. Knowing what they are will help you get along with others and reduce stress.*

- Act impulsively—heart over mind, especially if her security is not perceived to be threatened.
- Underinstruct and overdelegate—will rely on personality as opposed to a disciplined approach to follow-up.
- Be a situational listener if not given an opportunity to tell her ideas.
- Be so enthusiastic that she can be seen as superficial.
- Trust people indiscriminately if positively reinforced by those people.
- Take information at face value without validation or substantial investigation.
- Be unrealistic in appraising people—especially if the person is a "friend."
- Have difficulty planning and controlling time expenditure.

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# POSSIBLE COURSE MATCHES

*These are potential degrees and directions that fit your personal profile. Not all of these will be a perfect fit. However, they provide a good starting point for programs to research and consider.*

## Arts and Sciences

Art History
Botany
Broadcasting
Entertainment and Arts Management
Film and Television Production
Geology, Earth Sciences
Humanities
Literature Studies, Classics
Meteorology
Paleontology
Philosophy, Religious Studies
Political Science
Pre-Law
Sociology
Theology
Web Design, Web Administration

## Business

Advertising
Business Communications, Public Relations
Business Management, Consulting
General Management
Marketing

## Engineering

Environmental Engineering

## Environmental, Agriculture and Food

Culinary Science

## Evolving Opportunities

Alternative Medicine, Holistic Health
Community Planning and Development
Community and Public Health Administration
Life Coaching

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# POSSIBLE COURSE MATCHES

Multimedia, Digital Communications
Outdoor Studies, Outdoor Leadership
Outside Sales
Peace and Conflict Resolution Studies
Urban and City Planning
Wilderness Education
Yoga Therapy and Training

## Health Sciences

Counseling
Exercise Science
Kinesiology

## Other Career Paths

Camp Operations
Event Planning

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# LIKELY TIME WASTERS

*This section is designed to identify potential distractions that could impact your effectiveness and use of time. Possible causes and solutions outlined can serve as a basis for creating an effective plan for increasing your overall performance.*

## 1. Cluttered Desk

A cluttered desk is one that is overloaded by papers, supplies and equipment to the point of impacting the ability to be productive.

**Possible Causes:**
- See organizing and filing activities as a waste of time
- Want everything at fingertips
- Do not conceptualize a system for grouping information and materials
- Have not established a timeline for tasks or projects

**Possible Solutions:**
- Handle each piece of mail only once, i.e. pitch it, file it or delegate it
- Set up (or have someone else set up) an information storage and retrieval system
- Get off mailing lists that are of no interest to you
- Remind yourself that the time it takes to open "junk" mail robs you of time for more important tasks
- Establish a time limit for certain projects and only have current project material on your desk

## 2. Desire To Be Involved With Too Many People

The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.

**Possible Causes:**
- Have many interests
- Want to be seen as one of the gang
- Need praise and approval from others

**Possible Solutions:**
- Recognize your time constraints
- Be selective in getting involved in activities
- Monitor energy level
- Keep personal and job related priorities in view

## 3. Poor Filing System

A poor filing system is one that has no predetermined method for subject matter grouping. It is one that you may understand but is not usable by others who may need to retrieve information from your files.

**Possible Causes:**
- Have not determined or prioritized subject matter groupings
- Categorize by emotions

**Possible Solutions:**
- Set up a cataloging system that you AND others can use easily
- Have someone assist you in setting up a system

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# LIKELY TIME WASTERS

- Use cross-referencing indexes
- Computerize information

## 4. Inability To Say No

The inability to say no is when you are unable to or feel powerless to refuse any request.

**Possible Causes:**
- Have many interests and want to be involved
- Confuse priorities
- Fail to set priorities
- Do not want to hurt others' feelings
- Do not want to refuse a superior's request
- Do not feel comfortable giving "real" reason and doesn't want to lie

**Possible Solutions:**
- Realistically evaluate how much time is available
- Understand limitations and what can be done well
- Set daily and long-term priorities
- Learn to say no to those people and tasks that do not support daily and long-term priorities

## 5. Excessive Socializing

Excessive socializing is defined as those interactions that go beyond the usual required time for discussing a issue or task. It can also be interacting too frequently with those who do not support or contribute to the accomplishment of daily priorities.

**Possible Causes:**
- Enjoy people
- Want to be liked
- Are creatively motivated when with others
- Allow and even encourage visitors and telephone calls
- Haven't prioritized daily requirements
- Confuse deadlines

**Possible Solutions:**
- Keep daily priorities in view to keep you on task
- Set time guidelines for informal conversations, lunches and meetings
- Monitor your open door policy
- Screen and put a time limit on telephone calls
- Be willing to tell visitors and callers that you cannot be interrupted at this time

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