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Top 5 Skills

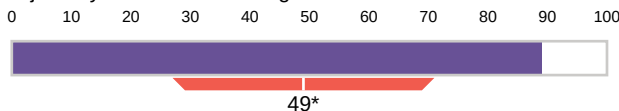
	Personal Skills Ranking
1	Decision Making
2	Creativity and Innovation
3	Futuristic Thinking
4	Conceptual Thinking
5	Mentoring/Coaching

Strengths

- Steady communicator of structure and process and the way it "should" be.
- Great at maintaining a system or process.
- Desire for continuous learning is one of her greatest strengths.
- Methodical and reliable researcher.
- Focused on doing her part the right way.
- Defines and clarifies procedures clearly by having and providing necessary information.

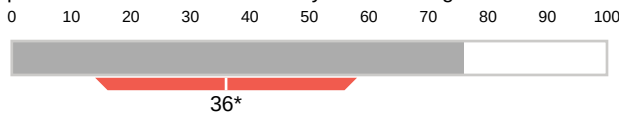
Primary Drivers

1. Objective - People who are driven by the functionality and objectivity of their surroundings.



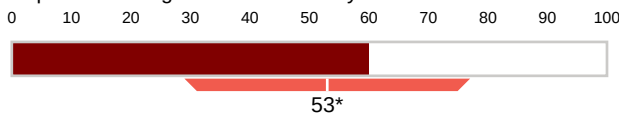
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2. Structured - People who are driven by traditional approaches, proven methods and a defined system for living.



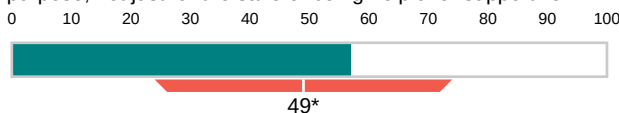
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3. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



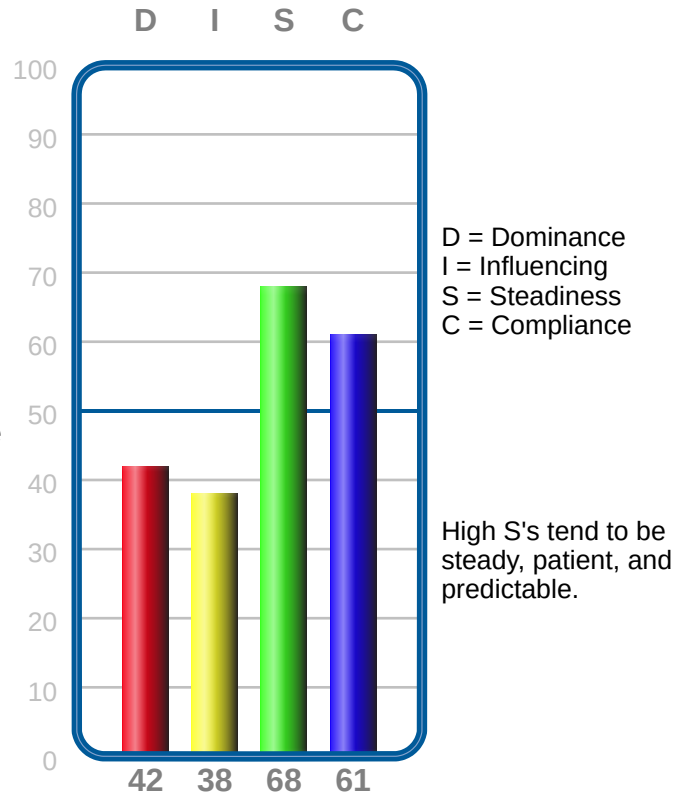
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4. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



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Behaviors



Value to a Team

Consistent and steady.

Good at reconciling factions—is calming and adds stability.

Patient and empathetic.

Suspicious of people with shallow ideas.

Objective and realistic.

Works for a leader and a cause.

DRIVING CHARACTERISTICS

Based on your responses, the report has generated statements to provide a broad understanding of WHY YOU DO WHAT YOU DO. These statements identify the motivation that you bring to the job. However, you could have a potential Me-Me conflict when two driving forces seem to conflict with each other. Use the general characteristics to gain a better understanding of your driving forces.

kuljit will thrive in an environment filled with chaos. She won't get distracted by the form and beauty in her environment. She can divide the personal and professional relationships within the same person. She will foster and protect her principles and beliefs to ensure consistency throughout the organization. kuljit places a high value on following and implementing systems. She sees the importance of following a system and how she can apply it in business situations. She will usually have the information to support her convictions. She may have the desire to expand her knowledge to be considered an expert in her chosen field. kuljit will tend to follow others if it will enhance her goals. She may be firm in her decisions and not be swayed by unfortunate circumstances. She may seek to achieve leadership roles. She may accomplish tasks for the sake of accomplishment.

kuljit tends to have a realistic view of everyday life. She isolates personal issues to focus on professional productivity. She will use a systematic approach in formulating a plan of action. She looks for proven methods to accomplish everyday objectives. kuljit will often gather information before starting a project. She is very good at integrating past knowledge to solve present problems. She tries to keep personal emotions out of business decisions. She is willing to help others if they are working to achieve her goals. If kuljit does not have strong feelings about a situation she does not see the need to exert control. In certain situations kuljit may go to extremes to win or control the outcome. She may see money as a necessary tool versus a measurement of success. She tends to give freely of time, talent and resources, but may still value a return on her investment.

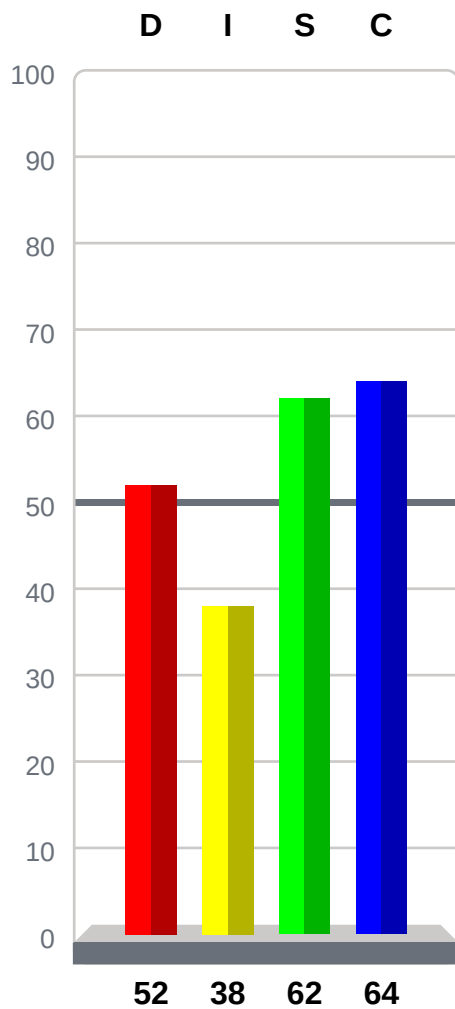
DRIVING CHARACTERISTICS

kuljit tends to be open to increasing productivity and efficiency. When possible kuljit will strive to create a winning strategy. She may question the amount of time individuals spend helping other people. She may spend considerable time researching a topic of interest. kuljit is driven by the security and consistency of a system within the organization. When kuljit believes in a cause, she will work diligently to advance it. She tends to concentrate on what is tangible versus subjective feelings. She will focus on the functionality over harmony of a situation.

STYLE INSIGHTS® GRAPHS

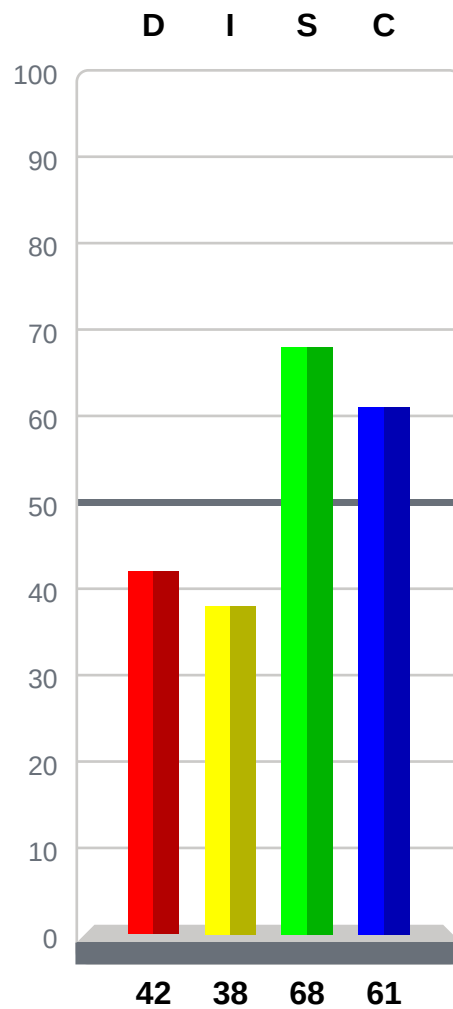
Adapted Style

Graph I



Natural Style

Graph II



Norm 2021 R4

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NATURAL & ADAPTED STYLE

Your natural behavioral style is how you show up to the world without stress. This is your default mode. Your adapted behavioral style is how you adjust to fit current circumstances. For example, you may show up differently at school with your friends then you do at home. We all adapt sometimes. However, adapting a lot over long periods of time causes you stress. It's important that you choose a college or career situation where you do not have adapt away from your natural behavioral style often.

Problems & Challenges

Natural

kuljit is somewhat conservative in her approach to solving problems. She will accept challenges by being quite calculating in her response to the problem or challenge. kuljit will be quite cooperative by nature and attempt to avoid confrontation, as she wants to be seen as a person who is "easy" to work with.

Adapted

kuljit sees no need to change her approach to solving problems or dealing with challenges in her present environment.

People & Contacts

Natural

kuljit is factual and logical in her attempt to persuade others. She looks at things in a rather direct and straightforward manner. Her approach can be analytical and objective when attempting to influence others.

Adapted

kuljit sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.

NATURAL & ADAPTED STYLE

Pace & Consistency

Natural

kuljit is comfortable in an environment in which there is a relaxed demeanor or one in which patience is looked at as a virtue. She prefers to complete one task before starting the next and prefers an environment that is predictable.

Adapted

kuljit sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.

Procedures & Constraints

Natural

kuljit is somewhat open-minded, but aware and sensitive to the implications of not following the rules. She can display balanced judgment in reviewing procedures. Knowing she is doing things well is a key reinforcement for her.

Adapted

kuljit shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant, and kuljit sees little or no need to change her response to the environment.

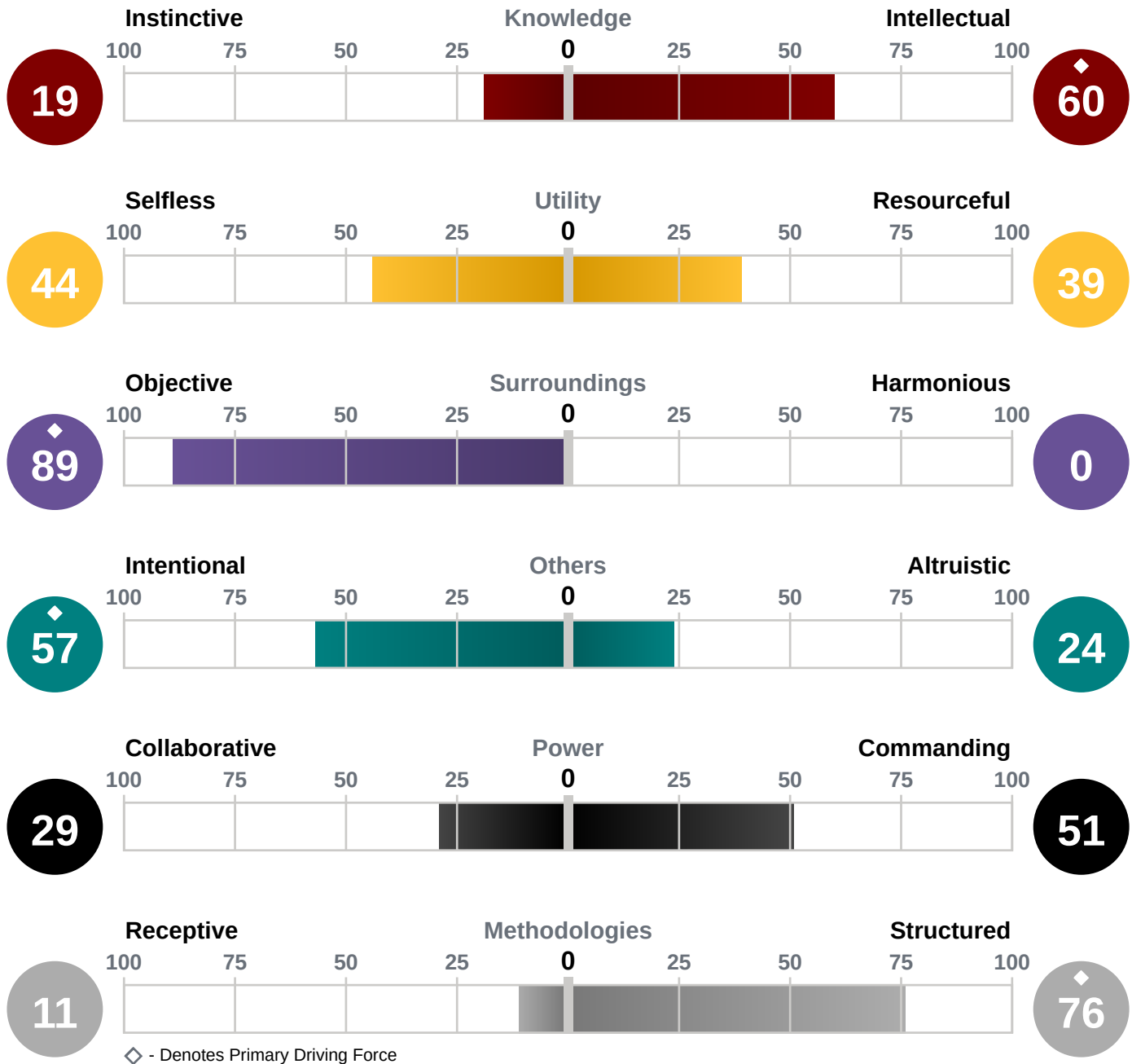
DISC REFERENCE GUIDE

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

DRIVING FORCES GRAPH

Eduard Spranger first defined six primary types or categories to define human motivation and drive. These six types are Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional. The 12 Driving Forces® are derived by looking at each motivator on a continuum and describing both ends. All of the twelve descriptors are based on six keywords, one for each continuum. The six keywords are Knowledge, Utility, Surroundings, Others, Power and Methodologies. Focus on activities and work that relate to your highest driving forces scores.



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DRIVING FORCES REFERENCE GUIDE

Your **top four (primary) driving forces** highlight what drives your decisions. Understanding them will help you find careers where you feel engaged and rewarded. Drivers work together in a unique way to create fulfillment both personally and professionally.

Instinctive - driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.

Pursue - activities that leverage real time learning and integrate past experience to solve immediate needs.

Avoid - careers with a focus on extensive research and theoretical knowledge.



Knowledge

Intellectual - driven by opportunities to learn, acquire knowledge and pursue the discovery of truth.

Pursue - intellectual challenges to expand your learning and become a content expert.

Avoid - careers with little opportunity to grow in knowledge or asked to make decisions without all available information.

Selfless - driven by completing tasks for the sake of completion, with little expectation of personal return.

Pursue - tasks you enjoy regardless of the rewards.

Avoid - quotas and pressure to perform or where people are viewed only as resources.



Utility

Resourceful - driven by practical results, maximizing both efficiency and returns for your investment of time, talent, and energy.

Pursue - opportunities that pay well and value efficiency and practicality.

Avoid - jobs with standardized pay scales, those who don't value resourcefulness or overlook waste.

Objective - driven by the functionality and objectivity of your surroundings.

Pursue - practical activities with the outcome of creating something functional.

Avoid - companies with a heavy focus on aesthetics and how things look and feel.



Surroundings

Harmonious - driven by the experience, subjective viewpoints, and balance in your surroundings.

Pursue - harmonious work environments that allow for work life balance.

Avoid - chaotic environment or distracting/unpleasing surroundings.

Intentional - driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.

Pursue - opportunities with purposeful people that could lead to future benefits.

Avoid - situations that value helping people at the expense of strategic purpose.



Others

Altruistic - driven to assist others for the purpose of being helpful or supportive.

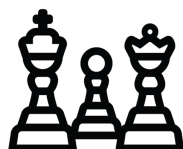
Pursue - activities where you can make a difference, instinctively noticing and acting on your desire to help others.

Avoid - companies who prioritize helping others for personal benefit or to further situations of inequality.

Collaborative - driven by being in a supporting role and contributing with little need for individual recognition.

Pursue - environments where you win as a team and your work advances the company's vision.

Avoid - situations where individual recognition is rewarded and where people are vying for power and control.



Power

Commanding - driven by status, recognition, and control over personal freedom.

Pursue - visible leadership opportunities and environments that provide personal freedom and position advancement.

Avoid - limits on advancement or where you are expected to work behind the scenes without authority to control the outcome.

Receptive - driven by new ideas, methods and opportunities that fall outside a defined system for living.

Pursue - opportunities that allow you to explore new ideas and innovate existing systems.

Avoid - environments with repetitive tasks, rigid systems and/or outdated processes.



Methodologies

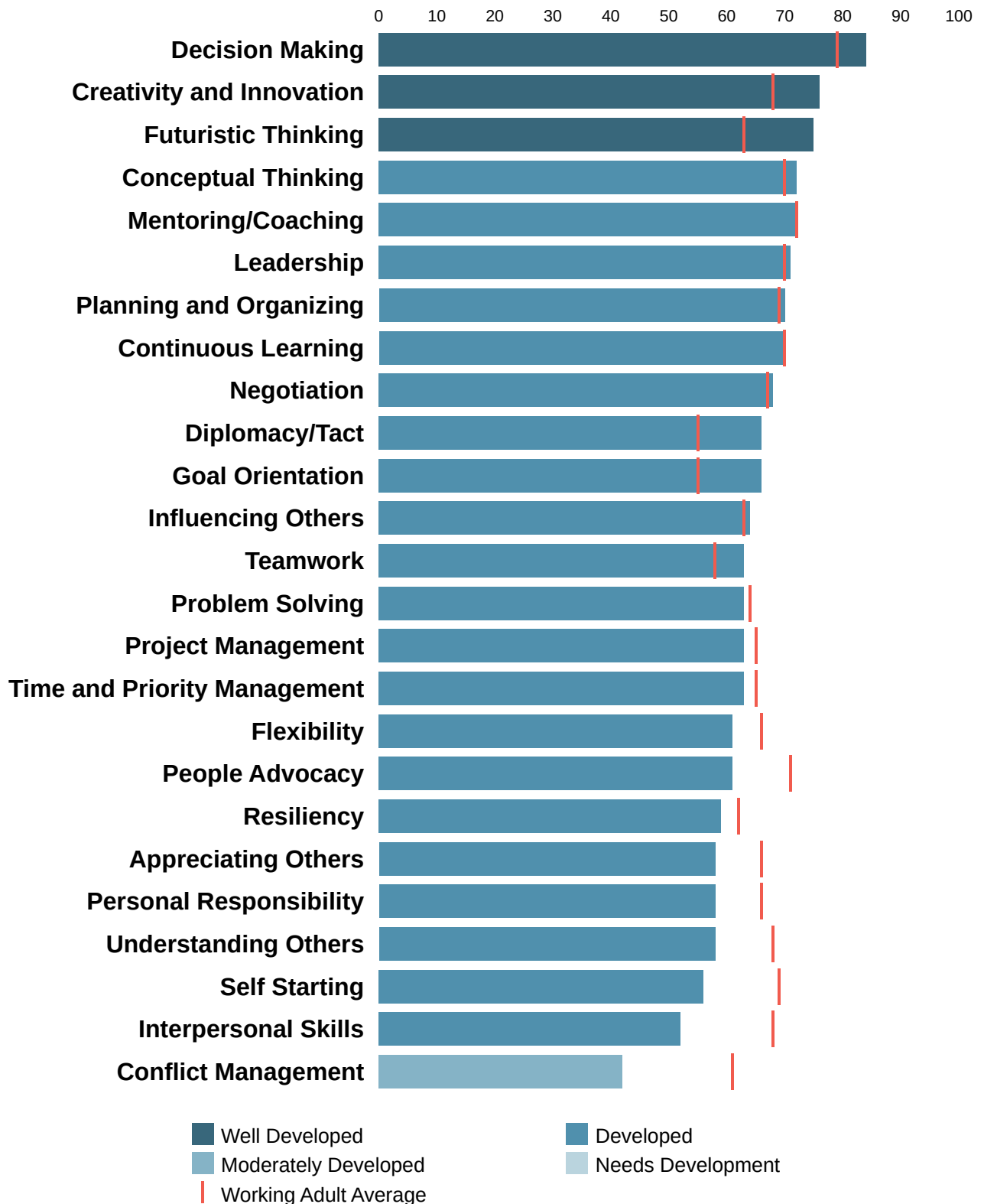
Structured - driven by traditional approaches, proven methods, and a defined system for living.

Pursue - organizations that advance traditional approaches, value working in defined systems and support your principles.

Avoid - environments that oppose your personal cause or beliefs, or whose mission is to redesign existing traditions or systems.

YOUR SKILLS

This page shows 25 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>.



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SUMMARY OF COMPETENCIES

Your unique hierarchy of competencies is key to your success. Knowing what they are is essential to reaching your goals.

1. **Decision Making: Analyzing all aspects of a situation to make consistently sound and timely decisions.**
 - Demonstrates an ability to make thorough decisions in a timely manner.
 - Gathers relevant input and develops a rationale for making decisions.
 - Evaluates the impact or consequences of decisions before making them.
 - Acts decisively once all aspects have been analyzed.
 - Focuses on timely decisions after the situations have been completely diagnosed.
 - Willing to update decisions if more information becomes available.
 - Provides a rationale for decisions when necessary.
 - Systematically analyzes information before making a decision.
 - Looks at all aspects of a situation including historical components.
 - Asks the right questions rather than making assumptions to produce a timely decision.
2. **Creativity and Innovation: Creating new approaches, designs, processes, technologies and/or systems to achieve the desired result.**
 - Notices unique patterns, variables, processes, systems or relationships.
 - Expresses non-traditional perspectives and/or novel approaches.
 - Synthesizes data, ideas, models, processes or systems to create new insights.
 - Challenges established theories, methods and/or protocols.
 - Encourages and promotes creativity and innovation.
 - Modifies existing concepts, methods, models, designs, processes, technologies and systems.
 - Develops and tests new theories to explain or resolve complex issues.
 - Applies unorthodox theories and/or methods.
 - Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.
 - Combines knowledge, curiosity, imagination, and evaluation to achieve desired results.

SUMMARY OF COMPETENCIES

3. Futuristic Thinking: Imagining, envisioning, projecting and/or creating what has not yet been actualized.
 - Demonstrates an ability to connect the dots and see the big picture.
 - Looks beyond the forces driving the current reality that may have long-term effects.
 - Utilizes foresight and intuitive perception as well as factual events to draw inferences.
 - Recognizes, supports and/or champions cutting-edge ideas.
 - Anticipates future trends or events.
 - Envisions possibilities others may not.
 - Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
 - Creates an environment where forward thinking is the norm not the exception.
 - Envisions ideas that may be seen as unobtainable by others.
 - Mentally lives in the future and does not allow current technology to cloud their vision.
4. Conceptual Thinking: Analyzing hypothetical situations, patterns and/or abstract concepts to formulate connections and new insights.
 - Demonstrates the ability to identify patterns, themes or connections not noticed by others.
 - Gathers hypothetical or abstract concepts to formulate new insights.
 - Evaluates many patterns to formulate connections.
 - Recognizes unique or unusual perspectives.
 - Envisions hypothetical situations to formulate new concepts.
 - Utilizes patterns to develop new ways to process information.
 - Observes and analyzes data to create new methods, techniques or processes.
 - Sees new possibilities by dissecting the situation and examining the parts.
 - Integrates issues and factors into a practical framework.
 - Understands a situation or problem by identifying patterns or connections, to address key underlying issues.

SUMMARY OF COMPETENCIES

5. Mentoring/Coaching: Facilitating, supporting and contributing to the professional growth of others.
 - Inspires confidence in others' ability to grow professionally.
 - Identifies and facilitates developmental opportunities.
 - Encourages initiative and improvement.
 - Provides opportunities for enhancement.
 - Gives new and challenging work assignments.
 - Acknowledges and praises improvements.
 - Supports, coaches and mentors the development of others.
 - Views mistakes as opportunities for learning.
 - Promotes learning and professional growth.
 - Understands the uniqueness and current level of each participant.
6. Leadership: Organizing and influencing people to believe in a vision while creating a sense of purpose and direction.
 - Inspires others with compelling visions.
 - Takes risks for the sake of purpose, vision or mission.
 - Builds trust and demonstrates integrity with a noticeable congruence between words and actions.
 - Demonstrates optimism and positive expectations of others.
 - Delegates appropriate levels of responsibility and authority.
 - Involves people in decisions that affect them.
 - Addresses performance issues promptly, fairly and consistently.
 - Adapts methods and approaches to create an environment to allow others to be successful.
 - Makes decisions that are best for the organization and attempts to mitigate the negative consequences for people.
 - Demonstrates loyalty to constituents.

SUMMARY OF COMPETENCIES

7. Planning and Organizing: Establishing courses of action to ensure that work is completed effectively.
 - Works effectively within established systems.
 - Utilizes logical, practical and efficient approaches.
 - Prioritizes tasks for optimum productivity.
 - Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
 - Anticipates probable effects, outcomes and risks.
 - Develops contingency plans to minimize waste, error and risk.
 - Allocates, adjusts and manages resources according to priorities.
 - Monitors implementation of plans and makes adjustments as needed.
 - Establishes action plans to ensure desired results.
 - Allows for practical, systematic and organized conclusions.
8. Continuous Learning: Taking initiative to regularly learn new concepts, technologies and/or methods.
 - Demonstrates curiosity and enthusiasm for learning.
 - Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
 - Keeps abreast of current or new information through reading and other learning methods.
 - Actively interested in new technologies, processes and methods.
 - Welcomes or seeks assignments requiring new skills and knowledge.
 - Expends considerable effort and/or time on learning.
 - Genuinely enjoys learning.
 - Identifies opportunities to gain knowledge.
 - May be considered a knowledgeable resource by others.
 - Enjoys new resources or methods for learning.

SUMMARY OF COMPETENCIES

9. Negotiation: Listening to many points of view and facilitating agreements between two or more parties.
 - Understands both parties must get something they want before agreement is feasible.
 - Listens to identify and understand what each party wants.
 - Determines what each party is willing to accept in an agreement.
 - Establishes a non-threatening environment conducive to open communication for discussing possible terms of agreement.
 - Develops the terms for an agreement.
 - Ensures each party understands the terms of agreement.
 - Binds agreements between parties with verbal and/or written contracts.
 - Listens to all sides involved and ensures all parties understands the issues.
 - Allows all parties to express their viewpoints.
 - Facilitates mutually beneficial outcomes to satisfy various interests.
10. Diplomacy/Tact: Effectively and tactfully handling difficult or sensitive issues.
 - Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
 - Understands cultural, climate and organizational issues.
 - Adapts conduct and communications to "politically correct" standards.
 - Effectively leverages networks of influence to enable progress.
 - Is sensitive to the needs of special interest groups within organizations.
 - Builds relationships and networks with key people of influence.
 - Provides advice, counsel and mentoring on organizational issues.
 - Utilizes both formal and informal networks internally to obtain support and achieve results.
 - Expresses the context of a situation in a non-confrontational or positive manner.
11. Goal Orientation: Setting, pursuing and attaining goals, regardless of obstacles or circumstances.
 - Acts instinctively to achieve objectives without supervision.
 - Expends the necessary time and effort to achieve goals.
 - Recognizes and acts on opportunities to advance progress to meet goals.
 - Establishes and works toward ambitious and challenging goals.
 - Develops and implements strategies to meet objectives.
 - Measures effectiveness and performance to ensure results are attained.
 - Acts with a determination to achieve goals.
 - Demonstrates persistence in overcoming obstacles to meet objectives.
 - Takes calculated risks to achieve results.
 - Employs a strategy that affects how they approach tasks and future projects.

SUMMARY OF COMPETENCIES

12. Influencing Others: Personally affecting others' actions, decisions, opinions or thinking.
 - Utilizes the knowledge of others' needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
 - Builds trust and credibility before attempting to promote concepts, products or services.
 - Understands and utilizes the behaviors of others to personally affect an outcome.
 - Uses logic and reason to develop rational arguments that challenge current assumptions.
 - Identifies and addresses the barriers that prevent people from seeing the benefits.
 - Adapts techniques to understand and meet the needs and wants of those being influenced.
 - Understands the role self-awareness plays in influencing others.
 - Leverages a person in an indirect but important way.
 - Produces effects on the actions, behavior and opinions of others.
 - Brings others to their way of thinking without force or coercion.
13. Teamwork: Cooperating with others to meet objectives.
 - Respects team members and their individual perspectives.
 - Makes team objectives a priority.
 - Works toward consensus when team decisions are required.
 - Meets agreed-upon deadlines on team assignments and commitments.
 - Shares responsibility with team members for successes and failures.
 - Keeps team members informed regarding projects.
 - Supports team decisions.
 - Recognizes and appreciates the contributions of team members.
 - Behaves in a manner consistent with team values and mission.
 - Provides constructive feedback to team members.
 - Responds positively to feedback from team members.
 - Raises and/or confronts issues limiting team effectiveness.

SUMMARY OF COMPETENCIES

14. Problem Solving: Defining, analyzing and diagnosing key components of a problem to formulate a solution.
 - Anticipates, identifies and resolves problems or obstacles.
 - Utilizes logical processes to analyze and solve problems.
 - Defines the causes, effects, impact and scope of problems.
 - Identifies the multiple components of problems and their relationships.
 - Prioritizes steps to a solution.
 - Defines and develops criteria for optimum solutions.
 - Evaluates the potential impact of possible solutions.
 - Looks for specific goals, clearly defined solution paths, and/or clear expected solutions.
 - Allows for initial planning including some abstract thinking to come up with creative solutions.
 - Understands and defines the problem before jumping to a solution.
15. Project Management: Identifying and overseeing all resources, tasks, systems and people to obtain results.
 - Identifies all required components to achieve goals, objectives or results.
 - Demonstrates the ability to utilize the right people to complete the project.
 - Establishes high performance standards.
 - Holds people accountable and is focused on goals and priorities.
 - Identifies barriers to objectives and removes them.
 - Delegates appropriate responsibilities and authority.
 - Ensures adequate resources are available to achieve objectives.
 - Makes decisions that benefit the outcome of the project.
 - Plans, organizes, motivates and controls resources, procedures and protocols to achieve specific goals.
 - Maintains the objectives while honoring designated constraints.

SUMMARY OF COMPETENCIES

16. Time and Priority Management: Prioritizing and completing tasks in order to deliver desired outcomes within allotted time frames.
 - Effectively manages difficulties and delays to complete tasks on time.
 - Effectively manages time and priorities to meet deadlines.
 - Presents completed tasks on or before the deadline.
 - Demonstrates an ability to maintain deadlines in the midst of crisis.
 - Strives to improve prioritization.
 - Balances timelines and desired outcomes.
 - Takes initiative and prioritizes tasks to stay on schedule.
 - Accepts responsibility for deadlines and results.
 - Creates an environment conducive to effectiveness.
 - Reduces the amount of time spent on non-priorities.
17. Flexibility: Readily modifying, responding and adapting to change with minimal resistance.
 - Responds promptly to shifts in direction, priorities and schedules.
 - Demonstrates agility in accepting new ideas, approaches and/or methods.
 - Effective in shifting priorities and tasks.
 - Modifies methods or strategies to fit changing circumstances.
 - Adapts personal style to work with different people.
 - Maintains productivity during transitions.
 - Embraces and/or champions a shift in activity.
 - Strives to adapt to situational demands.
 - Capable of changing or adjusting to meet particular or varied needs.
 - Able to step outside their comfort zone and try something they haven't done before.
18. Customer Focus: Anticipating, meeting and/or exceeding customer needs, wants and expectations.
 - Strives to anticipate, identify and understand customers' wants, needs and concerns.
 - Responds to customers with a sense of urgency.
 - Follows through on customer requests.
 - Is patient and courteous with customers.
 - Resolves issues and complaints to the satisfaction of customers.
 - Expends extraordinary effort to satisfy customers.
 - Develops relationships with customers.
 - Partners with customers to assist them in achieving their objectives.
 - Acts as an advocate for customers' needs.
 - Takes professional risks for the sake of customers' needs.

SUMMARY OF COMPETENCIES

19. Resiliency: Quickly recovering from adversity.
 - Demonstrates the ability to overcome setbacks.
 - Strives to remain optimistic in light of adversity.
 - Evaluates many aspects of the situations to create a positive outcome.
 - Recognizes criticism is an opportunity to improve.
 - Accepts setbacks and looks for ways to progress.
 - Utilizes feedback to forge forward.
 - Seeks to understand how certain obstacles can impact results.
 - Sees the unique opportunities by overcoming challenges.
 - Swiftly works through the emotions and effects of stressful events.
 - Copes with the inevitable bumps in life.
20. Appreciating Others: Identifying with and caring about others.
 - Demonstrates genuine concern for others.
 - Respects and values people.
 - Wants to ensure people experience positive emotions.
 - Expend considerable effort to impact the needs, concerns and feelings of others.
 - Advocates for the interests, needs and wants of others.
 - Demonstrates sensitivity and understanding.
 - Takes personal and/or professional risks for the sake of others.
 - Recognizes and enjoys the good qualities of others.
 - Provides support, appreciation and recognition.
 - Displays kindness and concern for others.
21. Personal Responsibility: Being answerable for personal actions.
 - Demonstrates the ability to self evaluate.
 - Strives to take responsibility for her actions.
 - Evaluates many aspects of her personal actions.
 - Recognizes when she has made a mistake.
 - Accepts personal responsibility for outcomes.
 - Utilizes feedback.
 - Observes and analyzes data to learn from mistakes.
 - Sees new possibilities by examining personal performance.
 - Accepts responsibility for actions and results.
 - Willing to take ownership of situations.

SUMMARY OF COMPETENCIES

22. Understanding Others: Understanding the uniqueness and contributions of others.
 - Demonstrates the ability to evaluate others.
 - Strives to understand the unique qualities of all people.
 - Evaluates many aspects of the people in her surroundings.
 - Recognizes how other people can contribute.
 - Accepts individuals' unique abilities and looks for ways for them to contribute.
 - Utilizes feedback to identify strengths in other people.
 - Seeks to understand how certain decisions can impact others.
 - Sees the unique contributions of colleagues.
 - Relates and connects with others.
 - Understands the unique motivations, needs and aspirations of others.
23. Self Starting: Demonstrating initiative and willingness to begin working.
 - Possesses a strong work ethic and belief in getting results.
 - Takes initiative and does whatever it takes to achieve objectives.
 - Projects self-assurance in getting the task started.
 - Starts quickly to avoid setbacks.
 - Asserts self in personal and professional life.
 - Willing to begin working regardless of circumstances.
 - Accepts personal responsibility for achieving personal and professional goals.
 - Functions effectively and achieves results regardless of circumstances.
 - Takes initiative and acts without waiting for direction.
 - Displays self-confidence, conscientiousness, assertiveness, persistence and is achievement-oriented.
24. Interpersonal Skills: Effectively communicating, building rapport and relating well to all kinds of people.
 - Strives for self-awareness in a social setting.
 - Demonstrates sincere interest in others.
 - Treats all people with respect, courtesy and consideration.
 - Respects differences in the attitudes and perspectives of others.
 - Listens, observes and strives to gain understanding of others.
 - Communicates effectively.
 - Shows sensitivity to diversity issues.
 - Develops and maintains relationships with many different kinds of people regardless of differences.
 - Handles any situation gracefully by using non-verbal communication, in-depth questioning and listening skills.
 - Recognizing other's perspectives, by actively listening, thus providing many views of a given situation.

SUMMARY OF COMPETENCIES

25. Conflict Management: Understanding, addressing and resolving conflict constructively.
- Readily identifies and addresses issues, concerns or conflicts.
 - Recognizes opportunities for positive outcomes in conflict situations.
 - Reads situations accurately to pinpoint critical issues.
 - Listens to gain understanding of an issue from different perspectives.
 - Diffuses tension and effectively handles emotional situations.
 - Assists people in adversarial positions to identify common interests.
 - Strives to settle differences equitably.
 - Settles differences without damaging relationships.
 - Strives to limit the negative aspects of conflict while increasing the positive.
 - Focuses on enhancing learning and group outcomes, including effectiveness or performance.

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.

- Have the facts in logical order.
- Patiently draw out personal goals and work with her to help her achieve those goals; listen and be responsive.
- Be prepared with the facts and figures.
- Give her time to analyze the data before making a decision.
- Present your case softly, non-threateningly, with a sincere tone of voice.
- Be patient and persistent.
- Look for hurt feelings or personal reasons if you disagree.
- Use the proper buzz words that are appropriate to her expertise.
- Show sincere interest in her as a person. Find areas of common involvement and be candid and open.
- Provide guarantees that her decision will minimize risks; give assurance that provides her with benefits.
- Provide a 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.

- Stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.
- Be domineering or demanding; don't threaten with a position of power.
- Be superficial.
- Be vague; don't offer opinions and probabilities.
- Overuse gestures.
- Force her to respond quickly to your objectives. Don't say, "Here's how I see it."
- Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.
- Use inappropriate buzz words.
- Pretend to be an expert if you are not.
- Debate about facts and figures.
- Be abrupt and rapid.
- Offer assurance and guarantees you can't fulfill.

COMMUNICATION TIPS

This section provides suggestions for methods which will improve kuljit's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, kuljit will become more effective in her communications with them. She may have to practice some flexibility in varying her communication style with others who may be different from herself. This flexibility and the ability to interpret the needs of others is the mark of a superior communicator.

When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

Factors that will create tension or dissatisfaction:

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized or messy.

When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:

- Be clear, specific, brief and to the point.
- Stick to business.
- Be prepared with support material in a well-organized "package."

Factors that will create tension or dissatisfaction:

- Talking about things that are not relevant to the issue.
- Leaving loopholes or cloudy issues.
- Appearing disorganized.

When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:

- Begin with a personal comment—break the ice.
- Present your case softly, non-threateningly.
- Ask "how?" questions to draw their opinions.

Factors that will create tension or dissatisfaction:

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- Provide a warm and friendly environment.
- Don't deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

Factors that will create tension or dissatisfaction:

- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.

THINGS YOU MAY WANT FROM OTHERS

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

- Specific questions—not general or open-ended.
- Proof that the idea has been tested and has worked for others.
- The time to research and layout information in a methodical way.
- To be seen as the keeper of information.
- Time to pursue the cause and belief through the gathering of facts and data in order to adhere to high standards.
- An understanding that the resistance to change comes from loyalty to the system.

YOUR IDEAL WORK ENVIRONMENT

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

- An environment where she can use her intuitive thinking skills.
- A stable and predictable environment.
- Information to support the reasons for change.
- A credible manager that provides enough information.
- Recognition for accomplishing tasks the traditional way in absence of a set procedure.
- An environment that instills a sense of security through the reliance on an established system.

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.

- Can come off passive/aggressive especially when beliefs are challenged.
- Difficulty making ambiguous choices when confronted with changing the system.
- May have difficulty sharing subjective information.
- Will have difficulty in establishing priorities in learning new matters.
- Difficulty seeing past policy violations, even if the violation led to a better result.
- Can obsess over unimportant details when in conflict with her system of beliefs.
- May be seen as a procrastinator due to her desire for all information and fear of making a mistake.
- Needs data for comfort and curiosity but may experience paralysis by analysis when finishing goals.

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.

- Steady communicator of structure and process and the way it "should" be.
- Great at maintaining a system or process.
- Great at retrieving information for decision makers she trusts.
- Desire for continuous learning is one of her greatest strengths.
- Focused on doing her part the right way.
- Will catch the mistakes of others and try to correct them through the system.
- Defines and clarifies procedures clearly by having and providing necessary information.
- Detailed and compliant about the research process.

WHAT OTHERS MAY VALUE IN YOU

These are qualities that you bring to teams and organizations.

- Builds good relationships.
- Good at reconciling factions—is calming and adds stability.
- Always looking for logical solutions.
- Good listener.
- Dependable team player.
- Works for a leader and a cause.
- Can make decisions without getting emotionally involved.

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.

- Dislike change if she feels the change is unwarranted.
- Not take action against those who challenge or break the rules or guidelines.
- Hold a grudge if her personal beliefs are attacked.
- Be defensive when risk is involved—move towards maintaining status quo.
- Be dependent on others for decisions, even if she knows she is right.
- Take criticism of her work as a personal affront.
- Need help in prioritizing new assignments.

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. Habits

A habit is a specific thought, behavior or way of doing something that was acquired by repetition or by reinforcement from self and/or others.

Possible Causes:

- Have established routines that are comfortable
- Routine creates a feeling of security
- Resist change for change's sake
- Have been praised repeatedly for a specific behavior

Possible Solutions:

- Evaluate habits and decide which contribute to your accomplishments and which deter you from success
- Try new ways of performing a certain task
- Ask others for recommendations on different approaches
- Consciously practice changing your routine

2. Postpone The Unpleasant

Postponing the unpleasant is similar to procrastinating but is usually a continual reprioritizing of daily tasks. It is often a way to delay something that is not enjoyable.

Possible Causes:

- Like low-conflict environments and relationships
- Want to feel the success of accomplishment so the simple tasks are done first

Possible Solutions:

- Change your routine and, for one week, do the unpleasant tasks first
- See the accomplishment of unpleasant tasks as an equal or even greater achievement of success
- Reward yourself for every unpleasant task that you complete without postponing
- Confront those people who are causing you discomfort and discuss the problems

3. Failure To Anticipate

Failure to anticipate is the lack of focusing on possible outcomes or requirements.

Possible Causes:

- Expect only the best to happen
- Expect everyone else to do their best
- Trust the system to run well
- Focus on the here and now rather than the future
- Resist change

Possible Solutions:

- Set aside a specific amount of time each day to consider outcome possibilities
- Talk with others who may have prior experience with a specific task or person

LIKELY TIME WASTERS

4. Failure To Clarify Precise Responsibilities With Manager

The failure to clarify precise responsibilities with your manager assumes that you have a full understanding of his/her expectations. It infers that your manager understands your job and concurs with your assessment of requirements.

Possible Causes:

- Unsure of how you will be perceived
- Don't want to overstep authority
- Want to be a team player
- Want to help everyone so you don't object to the manager when requests are being made that are not your responsibility

Possible Solutions:

- Have informal conversations with the manager about his/her expectations
- Share with manager your expectations
- Clarify with peers and other managers your duties and responsibilities
- Read and discuss articles on "management by objectives"

5. Failure To Share Information

The failure to share information is the inability or unwillingness to discuss with others.

Possible Causes:

- Don't think others want to know the information
- Unclear of the way the information will be used/received
- Wait until asked before sharing information

Possible Solutions:

- Let others know that they need to ask for information
- Share with those whose opinions you trust