

Sally Sample

Strengths

Wants to know everything about the process, which leads to high standards and results.

Her desire to learn more allows processes to become more effective.

Will catch the mistakes of others and try to correct them through the system.

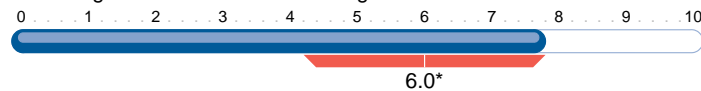
Comfortable in groups that are compliant and hold strong traditions.

Delivers her knowledge and wisdom objectively.

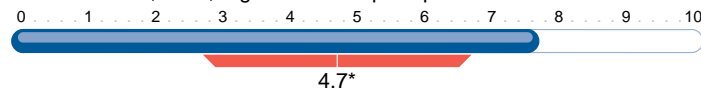
Great at maintaining a system or process.

Motivators

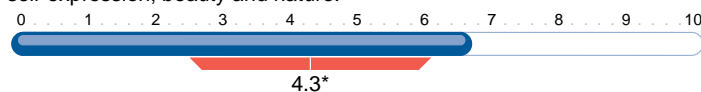
1. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



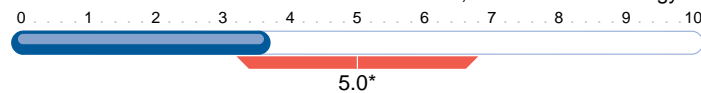
2. Traditional/Regulatory - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



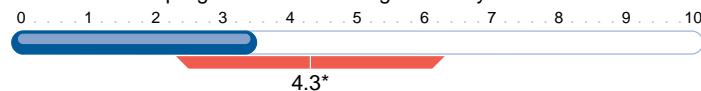
3. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



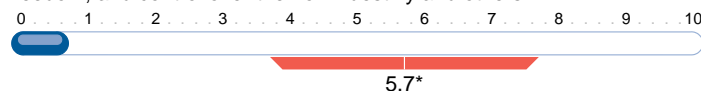
4. Utilitarian/Economic - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



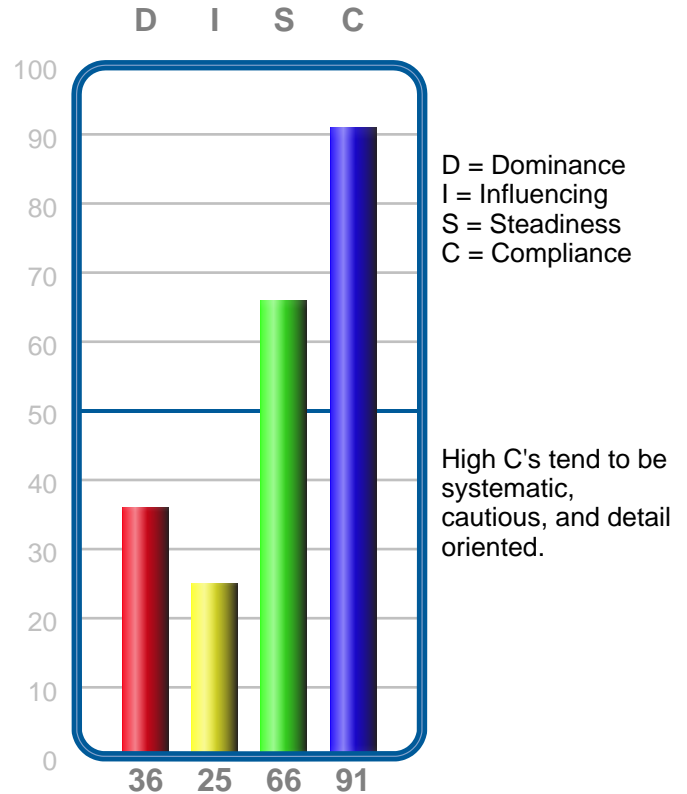
5. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



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



Behaviors



Value to a Team

Comprehensive in problem solving.

Always looking for logical solutions.

Objective and realistic.

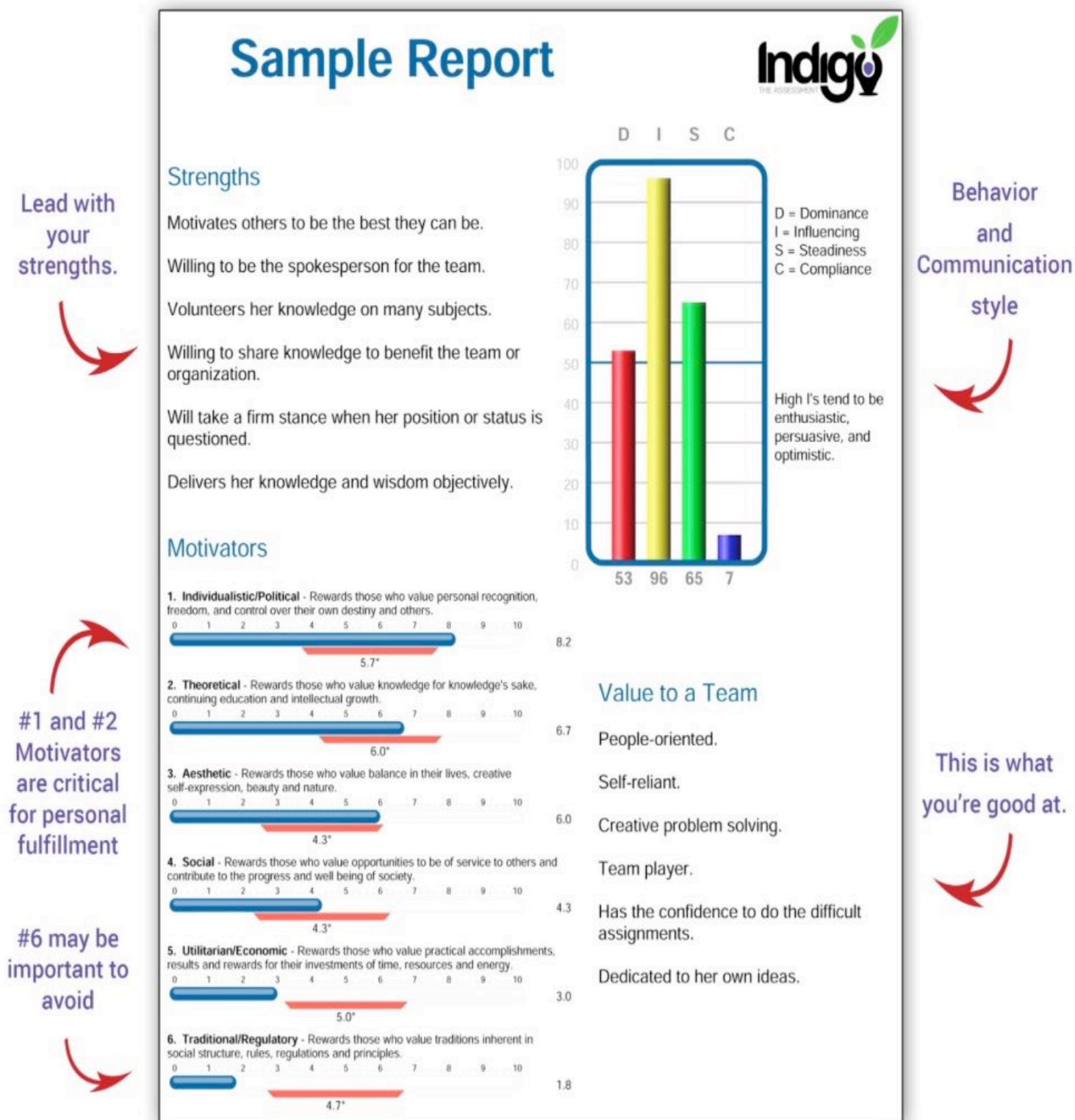
Presents the facts without emotion.

Maintains standards.

Objective--"The anchor of reality."

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.



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.

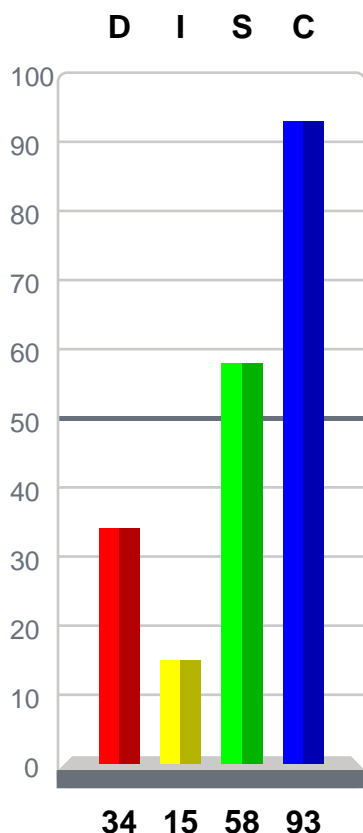
Sally is good at work that requires attention to detail and accuracy. While she may not be a perfectionist with all things, she has certain activities that will always be done with the same high standards in mind. She can be sensitive about any comments regarding the quality of her work. She strives forward constantly to improvement in everything she does. In conflict situations, Sally usually remains calm and cool-headed. When things calm down, however, she may suffer some delayed reaction. Sally has a need to achieve in an environment in which the quality is controlled. She can become frustrated when put in a situation that is nothing more than a rambling discussion. She likes to work behind the scene and be seen as someone who is organized and has her life in order. She tends to be her own worst critic constantly reminding herself that she could have done better if given more time. She prefers that things be orderly and she will approach work in a systematic manner. Sally wants to be seen as a responsible person and will avoid behavior that could be seen by others as irresponsible. Her motto for work may well be the coined phrase, "quality is job number one." Getting the project or job done right is important to her. If forced to choose between producing quality work or quantities of work, quality will be the winner.

Sally follows company policy, if aware of it. She, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; she wants to be absolutely certain her decision is correct. She is skilled at observing and collecting data on different subjects. If she has a real passion for a given subject, she will read and listen to all the available information on the subject. She tends to make her decisions after deliberation and gives weight to all the pros and cons. Sally is a critical and systematic thinker, and this strength may not be easily recognized by others. She uses data and facts to support the big decisions, because it makes her feel more confident that her decisions are correct. She tends to become bogged down in details. She may accumulate so much data that the details overwhelm her. She gets frustrated when well-established rules are not observed by others. She prefers to have everyone adhere to the same rules and regulations.

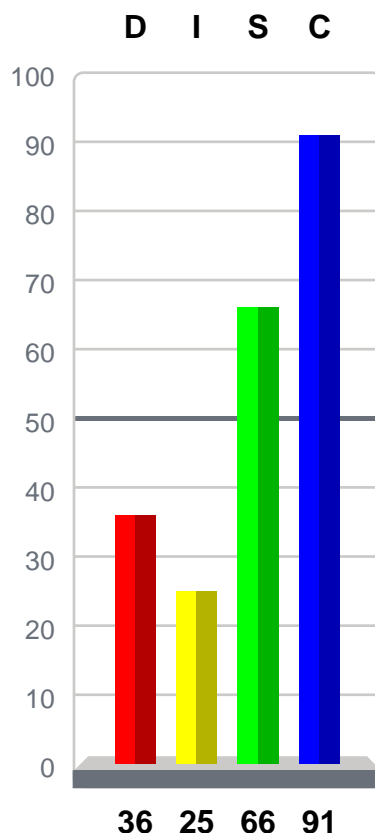
Sally does not like to work for a manager who uses a confrontational management style. She tends to withdraw and not express herself, and may become unproductive if she feels threatened. People may often see Sally as formal and reserved. She may be assessing the situation before "letting her guard down" and may do so only when she feels comfortable with the circumstances. Because Sally wants to be certain she is performing her work assignments correctly, she enjoys working for a manager who explains what is expected of her. When Sally is deeply involved in thinking through a project, she may appear to be cool and distant. Sally prefers meetings that start and finish on time. She may get upset with people who do not adhere to rules and how things "should be done." Sally's logical, methodical way of gathering data is demonstrated by her ability to ask the right questions at the right time. She has a low trust level with strangers. This becomes apparent when she asks specific and perhaps blunt questions. Sally's work represents her true self and she will take issue when people attack the quality of her work.

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.

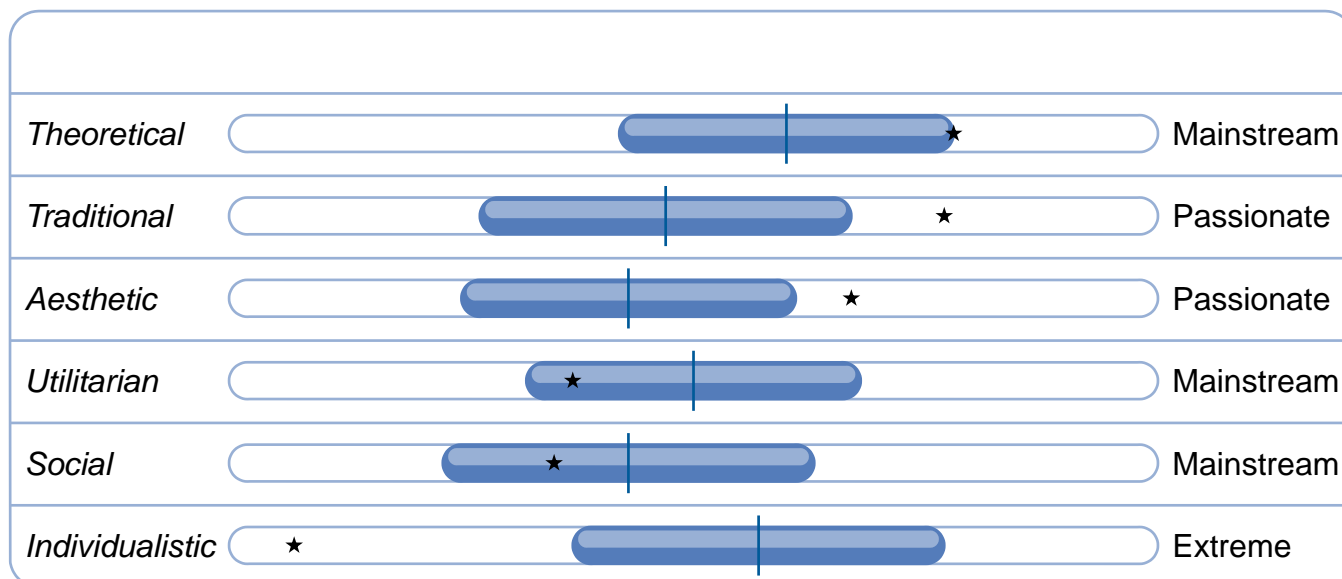
DISC REFERENCE GUIDE

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.

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

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  <i>Value learning and knowledge.</i>	Continuing education. Start a blog. Research. Experiment. Work in a bookstore.	<ul style="list-style-type: none"> * Research-based tasks. * Lectures with lots of facts or high concept load. * Robotics and science clubs. * Continuous education and learning opportunities. 	Science, R&D, Astronomy, Engineering, Education, IT, Mathematics, Economics, Journalism, Law, Medicine, Aerospace, Think Tanks, Healthcare, Psychology.
Utilitarian  <i>Value practical accomplishments.</i>	Get a paying job. Internships to enhance your resume. Build something tangible.	<ul style="list-style-type: none"> * Assignments that connect to the real world (experiential learning). * Explicit connections between what you are learning and how you can use them to reach your goals. * Real-world mentors. * Business and finance programs. 	Sales, Finance, Entrepreneurship, Law, Programming, Medicine, Consulting, Accounting, Engineering, Real Estate, Construction, Trade Jobs, Software Development.
Aesthetic  <i>Value beauty and harmony.</i>	Volunteer outdoors. Decorate your room. Participate in a local music or art festival.	<ul style="list-style-type: none"> * Beautifying the community/school. * Hands-on, creative self-expression of learning. * Harmony in the classroom & world. * Physical environment matters! 	Visual Arts, Architecture, Event Planning, Design, Culinary Arts, Music, Environmental Studies, Landscaping, Marketing/PR, Outdoor/Adventure.
Social  <i>Value being of service.</i>	Peer Mentor/Tutor. Community Service. Non-profits. Homeless volunteering. Animal care.	<ul style="list-style-type: none"> * Opportunities to help others in activities and assignments. * Learning about things that make a difference in the world. * 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  <i>Value personal achievement, freedom, and independence.</i>	Assist a local political campaign. Start your own business. Create your own music. Participate in individual sports.	<ul style="list-style-type: none"> * Opportunities for public recognition in class or job. * Independent learning and freedom. * Control over assignments and delivery of that assignment. * 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  <i>Unique system of driving values.</i>	Help local military groups and veterans. Volunteer at your religious institution. Work with cultural or government groups. Family time.	<ul style="list-style-type: none"> * Opportunities to share your beliefs with others. * Assignments and activities that align with your core values. * 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.

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.

- Show her a sincere demeanor by careful attention to her point of view.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure her that there won't be surprises.
- Make an organized presentation of your position, if you disagree.
- Be prepared with the facts and figures.
- Listen to her.
- Provide details in writing.
- Give her time to analyze the data before making a decision.
- Use an unemotional approach.
- Have the facts in logical order.
- Keep at least three feet away from her.
- Use the proper buzz words that are appropriate to her expertise.
- Respect her quiet demeanor.
- Prepare your "case" in advance.

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.

- Be superficial.
- Make conflicting statements.
- Leave things open to interpretation.
- Stand too close--give two to three feet of space.
- Use gimmicks or clever, quick manipulations.
- Pretend to be an expert, if you are not.
- Dillydally, or waste time.
- Push too hard, or be unrealistic with deadlines.
- Be vague about what's expected of either of you; don't fail to follow through.
- Threaten, cajole, wheedle, coax or whimper.
- Say "trust me"--you must prove it.
- Use high speed, intense inputs.
- Touch her body when talking to her.

THINGS YOU MAY WANT FROM OTHERS

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

- Recognition for loyalty and long service.
- A manager who follows the company policies.
- Information on how to do things right, for fear of making a mistake.
- The time to research and layout information in a methodical way.
- An understanding that the resistance to change comes from loyalty to the system.
- A manager that is compliant to the company belief system and one that appreciates this quality in her.

YOUR IDEAL WORK ENVIRONMENT

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

- Needs an opportunity to deal with people with whom a long-standing relationship has been established.
- Familiar work environment with a predictable pattern.
- Realistic deadlines that are based on the appropriate amount of information gathering.
- Time necessary to gather enough information in order to move forward.
- An environment that instills a sense of security through the reliance on an established system.
- A forum to be heard when she expresses errors in the 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.

- Wants a consistent process but constantly looking to make sure it is correct.
- Never enough facts to prove the new theory.
- Can obsess over unimportant details when in conflict with her system of beliefs.
- May obsess over other ways of doing things, especially if it's not within her set of procedures.
- Resents change without logical facts and reasoning behind the change.
- May not pursue knowledge if it jeopardizes her security.
- Difficulty making ambiguous choices when confronted with changing the system.
- Diverse situations can be highly stressful when trying to stay in line with her system of living.

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.

- Detailed and compliant about the research process.
- Her desire to learn more allows processes to become more effective.
- Will do things the way they should be done the first time.
- Asks detailed questions that protect the tradition of the organization.
- Delivers her knowledge and wisdom objectively.
- Will keep sensitive information under lock and key.
- Great at maintaining a system or process.
- Loyal to her cause.

WHAT OTHERS MAY VALUE IN YOU

These are qualities that you bring to teams and organizations.

- Maintains standards.
- Objective--"The anchor of reality."
- Presents the facts without emotion.
- Defines, clarifies, gets information, criticizes and tests.
- Suspicious of people with shallow ideas.
- Objective and realistic.

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.

- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- Have difficulty making decisions because she's mostly concerned about the "right" decision. If precedent does not give direction, her tendency is to wait for directions.
- Get bogged down in details and use details to protect her position.
- Lean on technical achievement.
- Lean on supervisors if information and direction is not clear.
- Want full explanation before changes are made to ensure her understanding.

Possible Degree 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

Archaeology
Architecture
Biochemistry, Biophysics
Biology
Chemistry
Ecology
English
Geography
History
Information Technology
Interior Design
Language Study
Linguistics
Microbiology
Music Composition
Music Performance
Neuroscience
Photography and Studio Art

Career and Technical

Carpentry
Dental Assistance
Drafting
Electrician
Welding

Engineering

Aerospace Engineering
Bio Engineering
Chemical Engineering
Civil Engineering
Electrical Engineering
Environmental Engineering
Materials Engineering
Mechanical Engineering
Nuclear Engineering

Possible Degree Matches

Environmental, Agriculture and Food

Animal Sciences
Fish, Game and Wildlife
Forestry, Natural Resources
Natural Sciences
Plants and Horticulture

Evolving Opportunities

Computer Programming
Diagnostic, Scanning Technician
Graphic Design
Medical Ethics
Nutrition and Diet Science
Videography

Health Sciences

Clinical Research

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. Overreacting To Constructive Criticism

Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

Possible Causes:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

Possible Solutions:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response
- Communicate feelings with peers and supervisors

2. Seeking "All" of The Facts

Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.

Possible Causes:

- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

Possible Solutions:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed

3. Waiting For Events To Happen

Although patience may be a virtue, being pro-active allows the decision-maker to be in better control of events within their scope of influence.

Possible Causes:

- Want to affect the here and now
- Fear rushing into something will show unpreparedness
- Need for high standards inhibits getting started

Possible Solutions:

- Plan alternative solutions
- Determine most likely scenarios
- Implement a plan that best meets those needs without jeopardizing other scenarios

LIKELY TIME WASTERS

4. Seeking The Best, But Not Necessarily Workable Solutions

Always seeking the best solution may prohibit getting the task accomplished. Something better is always on the horizon.

Possible Causes:

- Want to do things right the first time
- Want personal approval for preciseness of work
- Fear criticism if solution doesn't work

Possible Solutions:

- Establish required standards
- Determine the solution that meets or exceeds those standards
- Set a timeline for making a decision or completing a task

5. Fear of Mistakes

Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

Possible Causes:

- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

Possible Solutions:

- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes