Indigo
THE ASSESSMENT

UCW
UNIVERSITY
CANADA WEST

University Canada West
1461 Granville Street Vancouver, BC, Vancouver, V6Z 0E5, Canada
www.ucanwest.ca

Eva Onyeoma Ernest

Top 5 Skills

	Personal Skills Ranking
1	Diplomacy/Tact
2	Futuristic Thinking
3	Interpersonal Skills
4	Conceptual Thinking
5	Continuous Learning

Strengths

- Volunteers her knowledge on many subjects.
- Thinks outside of the box when gathering information.
- Expresses and strives for a balanced team.
- Will convey optimism for new ideas.
- Initiates action to get questions answered.
- Will initiate appreciation of all experiences.

Behaviors

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

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

D	I	S	C
67	88	8	38

Primary Drivers

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

0 10 20 30 40 50 60 70 80 90 100

100

53*

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

0 10 20 30 40 50 60 70 80 90 100

78

49*

3. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.

0 10 20 30 40 50 60 70 80 90 100

57

36*

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

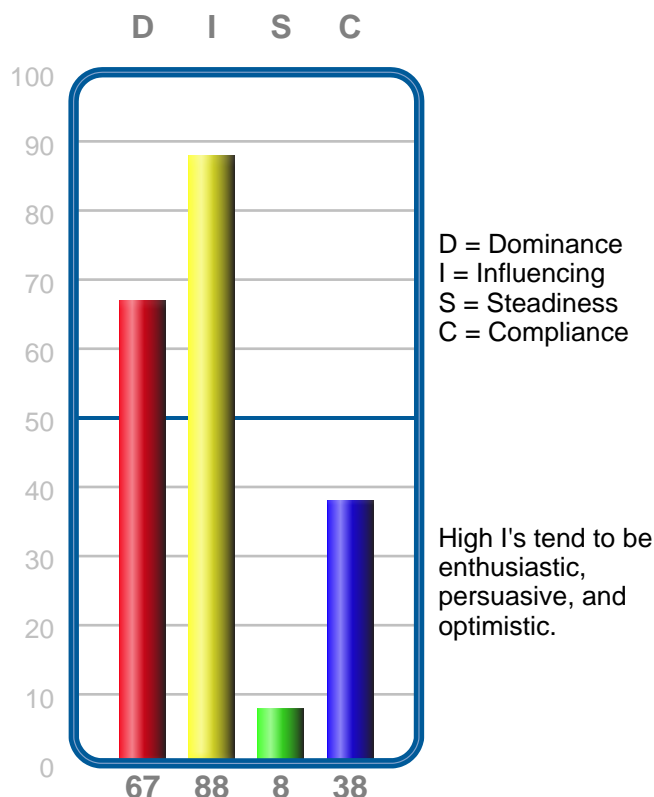0 10 20 30 40 50 60 70 80 90 100

53

47*

Value to a Team

Motivates others towards goals.

Builds confidence in others.

Team player.

Sense of urgency.

Creative problem solving.

Good mixer.

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.

Eva Onyeoma has a keen interest in formulating theories and asking questions to assist in problem solving. She will continue researching until all information is discovered. Adding to the body of knowledge is more important than the application of knowledge. She can buffer the feelings of others to drive business. Eva Onyeoma follows a philosophy of "it's not personal, it's just business." She feels things must be earned, not given, because she believes all are capable of hard work and persistence. Form and harmony provide her with an experience to remember. She notices and appreciates the beauty and appeal of her surroundings. Eva Onyeoma tends to overlook traditions or boundaries to complete a task. She seeks new ways to accomplish routine tasks. She will evaluate each situation and determine how much collaboration is needed. She evaluates situations and may not feel the need for a return on investment.

Eva Onyeoma will use knowledge as a benchmark for success. When confronted with a new challenge Eva Onyeoma will focus on gathering information rather than relying on intuition. She prioritizes her work responsibilities over social causes. She looks for what is useful in people, resources and her surroundings. Eva Onyeoma tends to feel more productive when Eva Onyeoma looks and feels good. She tends to flourish in an environment where she has the opportunity to create harmony and balance in her surroundings and relationships. She tends to seek new methods and ways to expand her future opportunities. She may be open to new ideas because she is not tied to a defined philosophy or system. In most situations Eva Onyeoma may look for ways to create collaboration. She may seek situations that allow her the freedom to partner with others. 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.
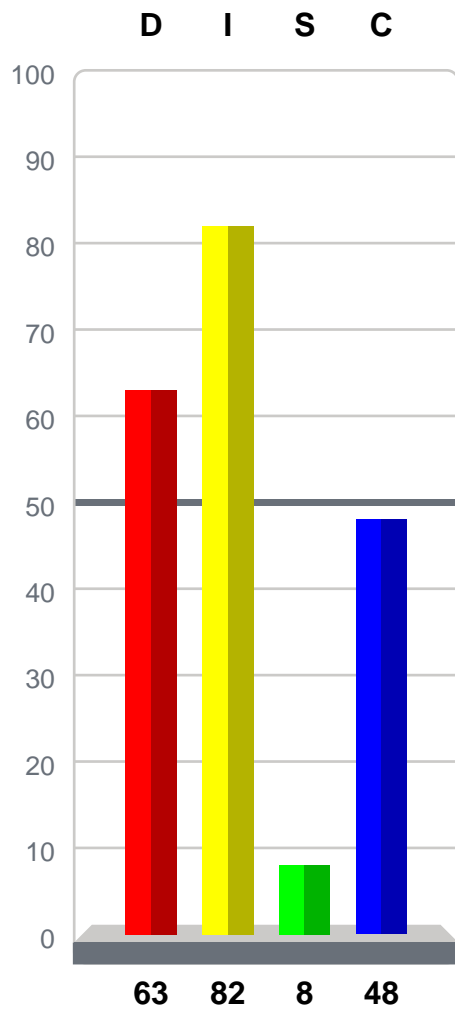
DRIVING CHARACTERISTICS

Eva Onyeoma may use completion of activities and tasks as a measure of her success. As long as Eva Onyeoma's beliefs are not threatened, she may allow others to influence the direction of her work. In many cases, Eva Onyeoma would prefer to set her own plan of action. Creating surroundings and experiences that are pleasing to others is fulfilling for Eva Onyeoma. Eva Onyeoma views people as a resource to achieve results. She will help develop an individual if she sees opportunities for future return. She will be a great resource to help with identifying valuable and informational resources. She will be energized in any position in which advancement is based on continuous learning.
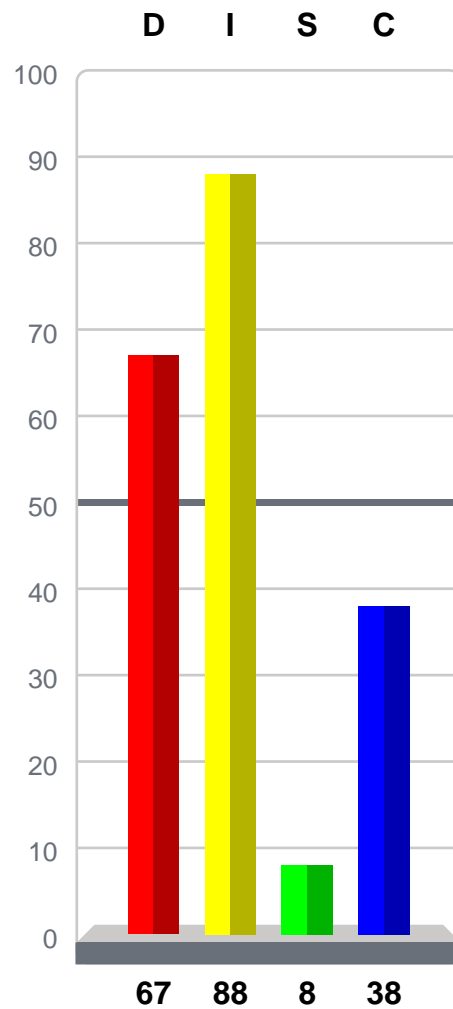
STYLE INSIGHTS® GRAPHS

Adapted Style
Graph I

Natural Style
Graph II

D I S C

63 82 8 48

67 88 8 38

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

Eva Onyeoma is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. She is results-oriented and likes to be innovative in her approach to problem solving. Eva Onyeoma is not necessarily confrontational by nature; but if a problem does exist, she will not turn down the opportunity for confrontation.

Adapted

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

People & Contacts

Natural

Eva Onyeoma's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtues of her personality and verbal skills. She will convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost any project.

Adapted

Eva Onyeoma 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.

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NATURAL & ADAPTED STYLE

Pace & Consistency

Natural

Eva Onyeoma is comfortable in an environment that is constantly changing. She seeks a wide scope of tasks and duties. Even when the environment is frantic, she can still maintain a sense of equilibrium. She is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

Adapted

Eva Onyeoma 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

Eva Onyeoma is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.

Adapted

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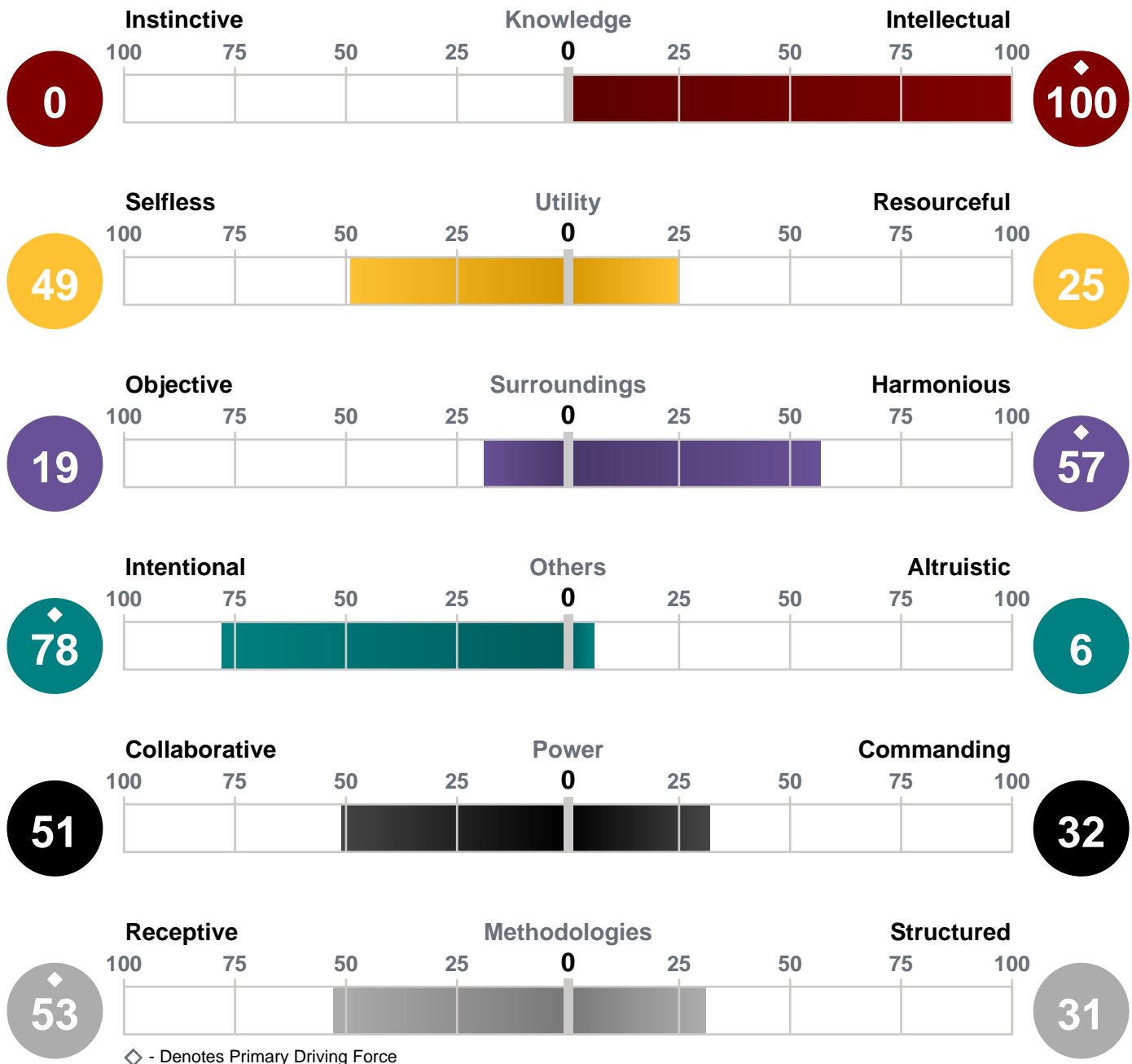
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DISC REFERENCE GUIDE

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 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.

Instinctive	Knowledge	Intellectual
0	100 75 50 25 0 25 50 75 100	**100**

Selfless	Utility	Resourceful
49	100 75 50 25 0 25 50 75 100	**25**

Objective	Surroundings	Harmonious
19	100 75 50 25 0 25 50 75 100	**57**

Intentional	Others	Altruistic
78	100 75 50 25 0 25 50 75 100	**6**

Collaborative	Power	Commanding
51	100 75 50 25 0 25 50 75 100	**32**

Receptive	Methodologies	Structured
53	100 75 50 25 0 25 50 75 100	**31**

◇ - Denotes Primary Driving Force

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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.
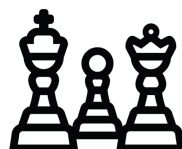
Power

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.
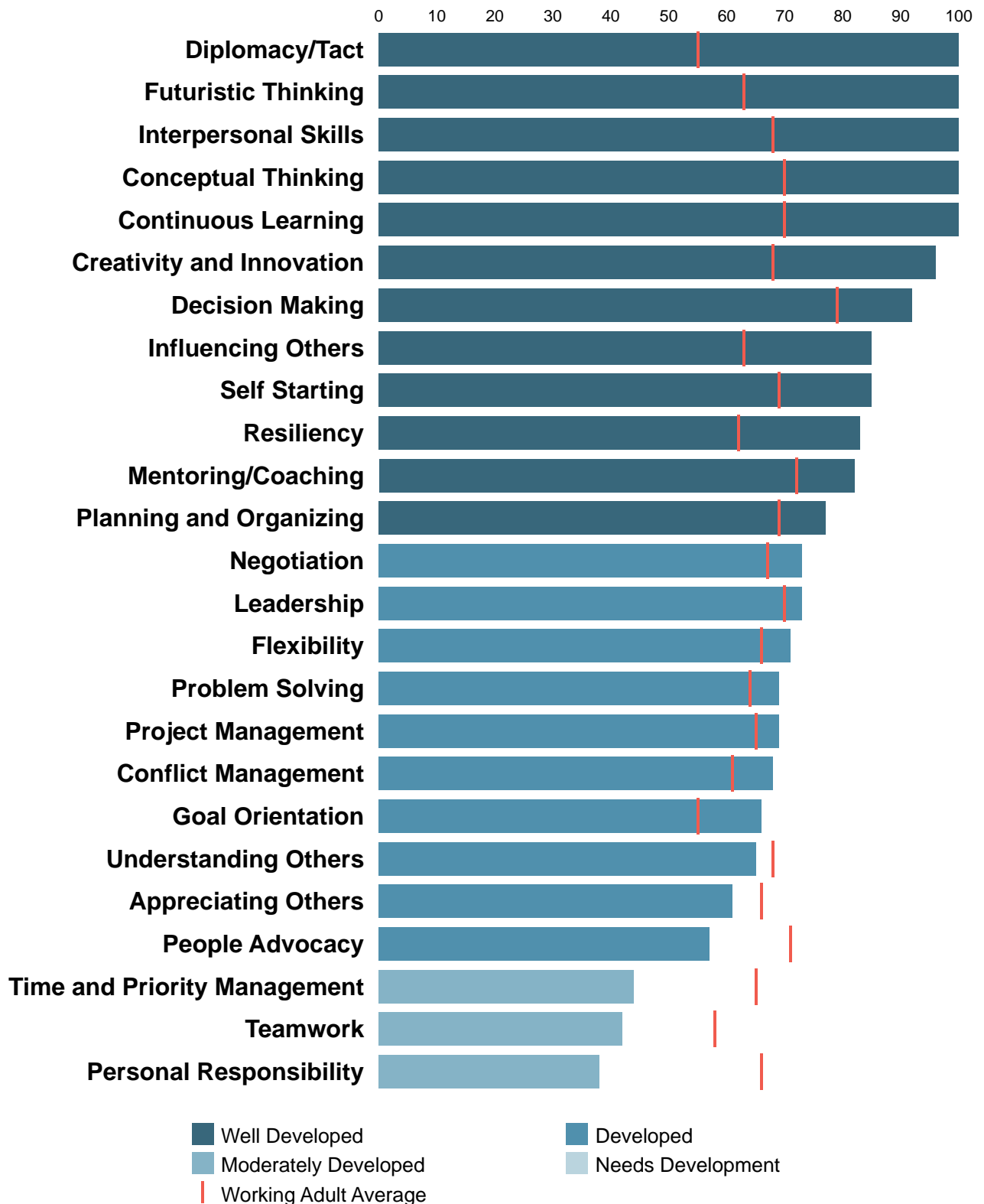
Methodologies

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.

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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.

Skill chart (0–100 scale):

- Diplomacy/Tact — 100
- Futuristic Thinking — 100
- Interpersonal Skills — 100
- Conceptual Thinking — 100
- Continuous Learning — 100
- Creativity and Innovation — 96
- Decision Making — 92
- Influencing Others — 85
- Self Starting — 85
- Resiliency — 83
- Mentoring/Coaching — 82
- Planning and Organizing — 77
- Negotiation — 73
- Leadership — 73
- Flexibility — 71
- Problem Solving — 69
- Project Management — 69
- Conflict Management — 68
- Goal Orientation — 66
- Understanding Others — 65
- Appreciating Others — 61
- People Advocacy — 57
- Time and Priority Management — 44
- Teamwork — 42
- Personal Responsibility — 38

Legend:
- Well Developed
- Developed
- Moderately Developed
- Needs Development
- | Working Adult Average

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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. 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.

2. 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.

SUMMARY OF COMPETENCIES

3. 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.

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. 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.

6. 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

7. 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.

8. 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.

SUMMARY OF COMPETENCIES

9. 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.

10. 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.

11. 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.

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SUMMARY OF COMPETENCIES

12. 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.

13. 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.

SUMMARY OF COMPETENCIES

14. 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.

15. 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.

SUMMARY OF COMPETENCIES

16. 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.

17. 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

18. 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.

19. 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.

20. 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.

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SUMMARY OF COMPETENCIES

21. Appreciating Others: Identifying with and caring about others.
    - Demonstrates genuine concern for others.
    - Respects and values people.
    - Wants to ensure people experience positive emotions.
    - Expends 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.

22. 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.

23. 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.

SUMMARY OF COMPETENCIES

24. 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.

25. 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.

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.

- Deal with details in writing, have her commit to modes of action.
- Put projects in writing with deadlines.
- Leave time for relating, socializing.
- Ask for her opinions/ideas regarding people.
- Expect acceptance without a lot of questions.
- Be specific and leave nothing to chance.
- Plan interaction that supports her dreams and intentions.
- Use enough time to be stimulating, fun-loving, fast-moving.
- Use her jargon.
- Understand her sporadic listening skills.
- Provide ideas for implementing action.
- Read the body language for approval or disapproval.
- Give strokes for her involvement.

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.

- Drive on to facts, figures, alternatives or abstractions.
- Use a paternalistic approach.
- Leave decisions hanging in the air.
- Dictate to her.
- Forget to follow-up.
- Take credit for her ideas.
- Talk down to her.
- Be put off by her "cockiness."
- Legislate or muffle—don't overcontrol the conversation.
- Assume she heard what you said.
- Waste time trying to be impersonal, judgmental or too task-oriented.

COMMUNICATION TIPS

This section provides suggestions for methods which will improve Eva Onyeoma'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, Eva Onyeoma 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.

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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".

- New challenges and problems to solve.
- Participation in meetings on future planning.
- To research new information in a team environment requiring people interaction.
- To be able to seek out new information that will be valuable to share with others.
- To be involved in keeping morale high and an overall harmonious work environment.
- 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.

- Evaluation based on results, not the process.
- Forum to express ideas and viewpoints.
- Flexibility to explore a variety of outlets for learning in a people-rich environment.
- Flexibility to attend tradeshows and seminars in order to gain information and share with others.
- A forum to participate in meetings with others in an inviting meeting space.
- 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.

- May present facts and figures with too much emotion.
- May overlook vital details in her pursuit of information.
- Has difficulty looking at situations objectively.
- Situational listener to other's perspective on the experience.
- Ability to communicate knowledge in a tactful way will be hindered when frustrated with the knowledge level of others.
- A focus on quick results may hinder quality of information.
- May over focus on standards of beauty.
- Will only see her perspective in the here and now.

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 continue education.
- Willing to share knowledge to benefit the team or organization.
- Brings balance to the organization in a positive and friendly way.
- Brings enthusiasm to the creative process.
- Initiates action to get questions answered.
- Thrives on the challenge of solving problems.
- Will initiate appreciation of all experiences.
- Initiates action to create or enhance.

WHAT OTHERS MAY VALUE IN YOU

These are qualities that you bring to teams and organizations.

- Ability to handle many activities.
- Few dull moments.
- Good mixer.
- Ability to change gears fast and often.
- Creative problem solving.
- Motivates others towards goals.
- Builds confidence in others.
- Positive sense of humor.

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.

- Be so enthusiastic that she can be seen as superficial.
- Trust people indiscriminately if positively reinforced by those people.
- Have difficulty planning and controlling time expenditure.
- Act impulsively—heart over mind, especially if her security is not perceived to be threatened.
- Be too verbal in expressing criticism.
- Be inattentive to details—only attentive to results: "Don't ask how I did it, just if I succeeded."
- Underinstruct and overdelegate—will rely on personality as opposed to a disciplined approach to follow-up.

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. Open Door Policy

An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.

Possible Causes:
- Want to be seen as supportive and available
- Want the social interaction of people dropping by
- Have a difficult time saying "no"
- Use people interruptions as a way of procrastinating or justifying missed deadlines

Possible Solutions:
- Set aside time to "close your door" and work on projects
- Set aside time to interact with co-workers
- Learn to prioritize activities and say "no" to low priorities
- Place your desk so that it is not always in "view" of those who pass by
- Avoid eye contact with people who walk by your desk or office

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. 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

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LIKELY TIME WASTERS

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

4. ## 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