



SHERI A. SMITH, MA

ASSESSING YOUR GENIUS 101





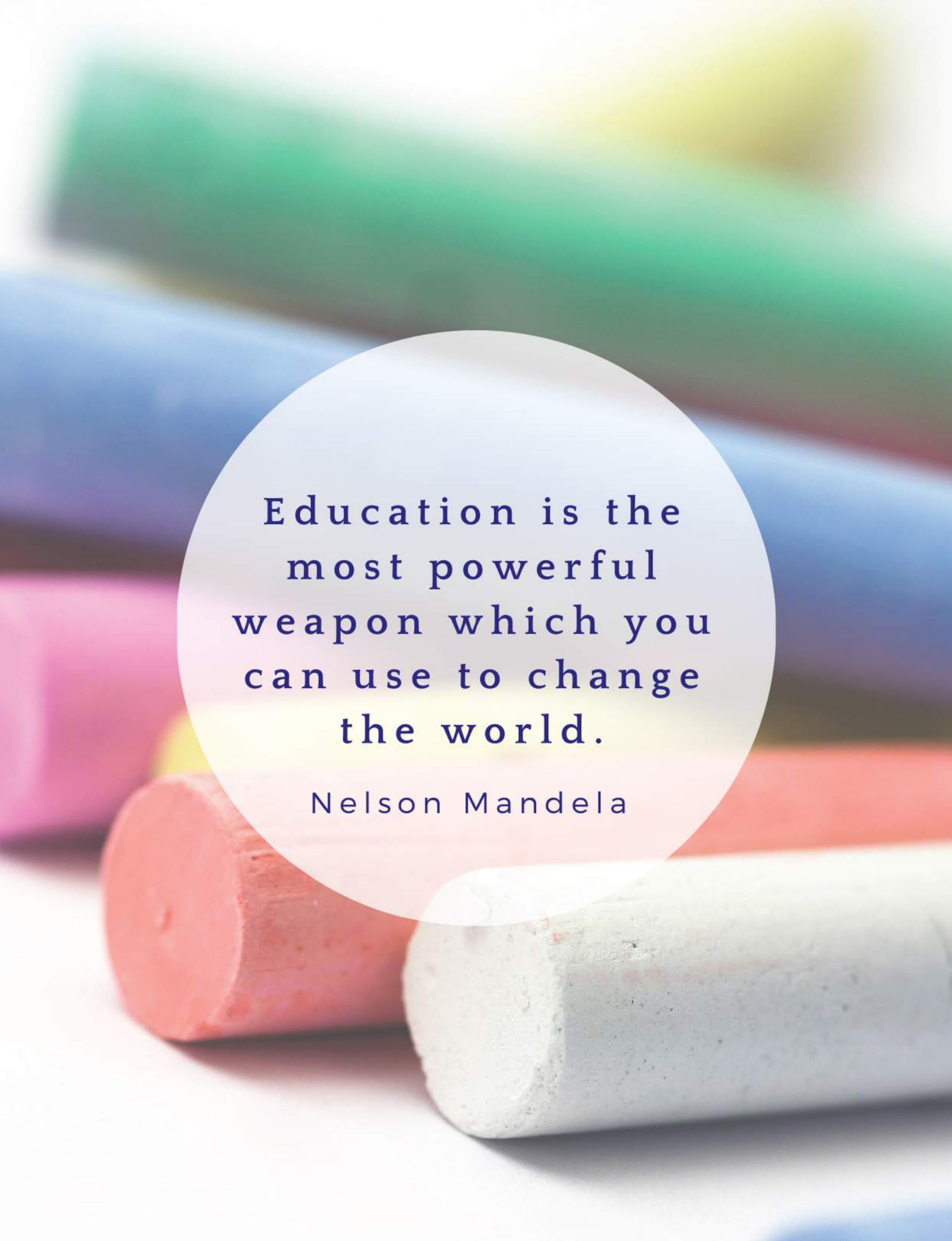
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ISBN-13: 978-1986937924

ISBN-10: 1986937925

By **Sheri A. Smith, MA**

and Kyra Neiman



Education is the
most powerful
weapon which you
can use to change
the world.

Nelson Mandela



DEDICATION

*This book is dedicated
to the memory of Bill Bonnstetter,
who always envisioned an empowering, student-
centered education system.*

ACKNOWLEDGMENTS

*Thank you Dave and Ron Bonnstetter,
and all the wonderful folks at TTI.*

*We are grateful for your shared vision, kind
generosity, and unwavering support.*



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ABOUT THIS BOOK

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So many people think that you just get a degree and then get a job, and 40 years later you retire happily ever after. That's not how it works. The reality is that you've got to take charge and you've got to get out there and find it. It's a journey, a journey of self-discovery.

This book is designed to be an initial step on your journey to self-awareness. We're going to be using the Indigo report to look at and interpret your behaviors, motivators, and soft skills, which will become a framework you can use to better understand yourself.

Once you tie all these pieces together, you will have a solid base by which to create a path to success in your education and first job. If you find a career that aligns with who you are, it won't actually feel like work.

WHO IS THIS FOR?

This book is designed specifically for college freshmen. However, this information will also be useful to anyone who is exploring self-awareness or is looking to pivot in a new life direction.

With the cost of college skyrocketing and the needs of the workplace becoming less predictable, it is critical that you maximize your education by choosing a major, professors, extra-curricular activities, and internships that align with your natural strengths. There will always be uncertainty about the needs of the future job market, but by increasing your self-understanding you can increase your certainty about the unique genius you bring to the world.

IN A FEW WORDS:

- Our primary goal is to **empower you as students** to take charge of your own education and make it work for you, based on who you are and what you want to get out of life. You are the expert in your own life. Use this information however you see fit given your unique circumstances.
- This book is organized in **stand-alone sections** that align with sections of the Indigo Report. It's best if you approach each section and do the activities in the order presented, but feel free to skip around if certain aspects of Indigo are more appealing to you.
- This book **does not contain psychological or clinical advice**. The ideas contained in this guide are merely tips to help you digest the information from the survey questions you answered while taking the Indigo Assessment.
- Many additional **resources** are at the back of the book; feel free to use them.

At Indigo, we seek to uncover the innate value of each individual.

It is our belief that a sense of self-worth can contribute more to personal success than a lifetime of formal education.

WHY INDIGO'S APPROACH IS DIFFERENT THAN OTHER CAREER ADVICE BOOKS

There are countless books with career advice. Some of them are very good and others not so much. Many of these books can feel hard and complicated; no matter how well written, you still go away wondering what you really should do. I don't believe any book, person, or assessment can tell you what you should do with your life. You have to figure it out for yourself. **The first step to figuring out your purpose is to get a sense of who you are and how you operate in the world.** Without that grounding, you may simply "react" and let life happen to you rather than consciously move toward opportunities that get you closer to true success.

I do NOT believe success always looks like money and power. In fact it seems like money and power can inversely impact happiness after a certain point. Much research has been done on this topic, most pointing to \$70,000 a year (2018) as the point at which additional money will not increase most people's life satisfaction.

One thing I do know: you will be happiest if you are living your purpose. I believe that you are here for a reason. You have a certain set of preferences, perspectives, and experiences (both good and bad) that all happened in order for you to do the work you were meant to do.

Purpose is not usually found easily and once you do find it, you will still have struggles and failures. However, a life grounded in purpose feels alive and satisfying.

Trust me, it's worth it.

SO WHY TAKE THE INDIGO ASSESSMENT?

The point of taking the Indigo Assessment and going through this book is to have enough information to make decisions about your life based on “who you are,” not what you think is “expected” of you. With this awareness, you can say “no” when you are presented with a choice that doesn’t align with your innate self, and say “yes” when an experience allows you to more fully be “you.”

Note: This by no means gives you permission to be entitled, selfish, or unwilling to do anything uncomfortable. Sometimes everyone has to do things they don’t like as a means to an end, however, now you can weigh the choice and see when it makes sense to do the hard thing and when it doesn’t.

This book contains a code to take the Indigo assessment, or your educational entity will email you the code as part of your class/orientation. The survey must be done all at once and takes about 40 minutes. Your report is automatically mailed to you after you hit “save.” We recommend printing your report as you will refer to it often while going through this book.

Thank you for going on this journey. Thank you for choosing a path that aligns with you. Thank you for having the courage to choose a life of purpose.



Sheri Smith, Indigo CEO

P.S. A brief note about me (Sheri).

This book was written from the perspective of me talking to you. I’ve spent most of my life trying to figure out who I am, to like who I am, and to care enough to take the risk to do something meaningful (*like starting Indigo*). Growing up in a town of 1,000 people in rural Michigan, I thought that education was my ticket out (*my ticket to wealth, happiness and fulfillment*). However, after doing everything “right” from an education perspective (*4.0+, academic scholarships, etc.*), I still had no idea who I was or what I really wanted to do in the world. As a result, I found myself in an abusive marriage at the age of 22, experiencing heartbreak, disillusionment, bankruptcy, and countless self-help trainings along the way. Through this process, I realized that education is largely missing the most critical component of human knowledge – self-awareness. Self-awareness is the fundamental building block of all true success and purpose. Indigo was born out of a desire to help shift the education system from one that forces you into a box (*one-size-fits-all*) to a system that celebrates and supports you as a unique individual (*education that is student-centered and purpose-driven*). I believe that all humans are born naturally creative, resourceful, and whole. You are too! The deficit focus in education (and society) makes you feel un-whole, not enough, and unworthy. All lies that I too believed. It is my desire that Indigo acts as a catalyst to your own journey of claiming your wholeness and finding meaningful work in the world.

3 PILLARS OF THE INDIGO PROGRAM

ALIGN YOURSELF AND YOUR
EDUCATIONAL PATH TOWARDS
A MEANINGFUL CAREER

DEVELOP VALUE-ADD SKILLS
AROUND YOUR STRENGTHS

KNOW YOURSELF



WHY INDIGO WORKS

WHY INDIGO WORKS

Many people ask, “Why does Indigo work? What makes Indigo so different from all the other personality tests out there?” One answer is that Indigo comes from the corporate world and is the most sophisticated, multi-dimensional, non-academic assessment tool on the education market. However, I believe the real difference is in the way that Indigo changes how people think about themselves and others. The Indigo program unveils your unique strengths and opens up new possibilities for what you can do with those strengths. Indigo fosters a growth mindset and aligns with current thought in educational neuroscience.

Educational neuroscience holds great promise for the future of education. Several scholars make the analogy that neuroscience will contribute to education what science has contributed to medicine. Knowing how the brain works provides the foundation for why Indigo, if used in the proper context, is such an effective tool.

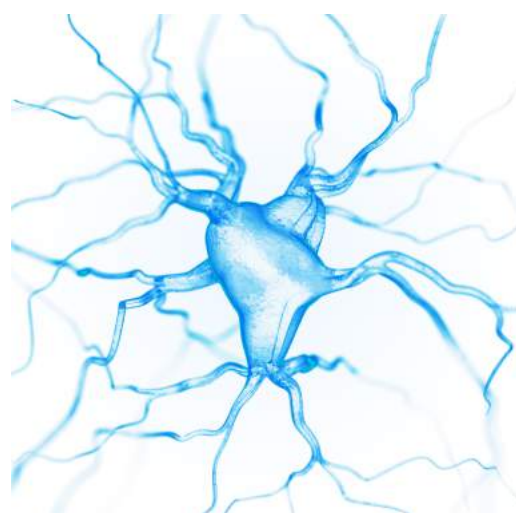
Indigo intersects with brain science in three ways:

- 1) Indigo helps you understand yourself, enabling you to choose relevant learning opportunities.
- 2) Indigo fosters positive self-awareness, helping your rewrite negative schemas that inhibit learning.
- 3) Indigo uncovers your strengths, providing a foundation for easier and more effective learning.

WHAT HAPPENS WHEN WE LEARN?

The human brain is the single most complex entity in the known universe, yet it weighs only 3 pounds. Your brain would easily fit in the palms of your hands. Despite being so small, the brain uses 20% of the body’s energy.

When we learn, the nerve cells in our brains grow new “dendrites”—small, treelike structures that allow neurons to receive electrical signals from one another (Williams, “Dendrites”) ¹. These dendrites connect to other cells at juncture points called “synapses” (Williams, “Synapse”) ². Dendrites are the connectors that enable us to learn new information. They are no different from trees in that new twigs or branches can only grow **from**



¹ Williams, John. "Dendrites: Definition & Function." *Study.com*. Study.com, n.d. Web. 31 Aug. 2015.

² Williams, John. "Synapse: Definition & Transmission." *Study.com*. Study.com, n.d. Web. 31 Aug. 2015.

existing structures. In other words, you can only develop new dendrites from something you already know.

Our understanding expands when we connect dendrites already constructed in the brain. This foundational process introduces “relevance” as the single most important element for helping brains learn.

The brain’s scientific make-up debunks the myth that some people can’t learn. All brains are capable of growing. The trick is to start with engaging material that relates to something you already understand.

When you aren’t “getting” the material, it doesn’t mean you aren’t smart. It simply means you haven’t connected the material to something already relevant to you. For example, I always thought I wasn’t good at math and couldn’t understand how it works. However, once I started relating mathematical patterns found in Indigo data to real humans that I cared about, I realized that I actually have an exceptional skill in translating mathematical algorithms to understanding and connecting with people. This is why it is critical to introduce a new concept with a “no-fail” activity. Beginning with something familiar where the risk of failure is negligible provides the brain with the confidence it needs to learn a new topic.

The Indigo Report, a personalized output based on your Indigo assessment, provides clues as to what particular content will be most engaging to your brain. When you begin asking yourself questions that relate to your strengths and motivators, you will develop a pathway by which to begin any learning.

POSITIVE THINKING INCREASES LEARNING ABILITY

Emotional factors also affect the building of dendrites. When you feel confident, certain chemicals flow into the synapses that make them work quickly and more effectively. The brain is saying, “*I can handle this!*” When you feel anxious, other chemicals flow into the synapses to shut them down.³ In this case, the brain experiences a “flight” reaction: “*Danger; I can’t do this. Run away.*”

If you focus on “problem areas” without connecting to something you do *well*, you set yourself up to fail. You are actually reinforcing negative schemas in your brain; thoughts like “I can’t do math” and “I’m a bad student” become self-fulfilling prophecies. Educators unknowingly feed this cycle all the time, and I’m sure some of your negative pathways were started by a well-intentioned adult who was pointing out “deficit” areas in your academic performance rather than building from your strengths.

³ Smilkstein, Rita. *We’re Born to Learn: Using the Brain’s Natural Learning Process to Create Today’s Curriculum*. 2nd Ed. Page 132.

Unfortunately, top tier university admissions policies have perpetuated the idea that we are supposed to be good at *everything*. If applicants don't receive a 4 or 5 in every AP course, earn a 30+ ACT score, provide community service, and participate in a varsity sport, they don't make the cut. These unrealistic standards create stress and feelings of inferiority.

Worst of all, society pressures us to follow the status quo instead of choosing a path that aligns with who we truly are. While our brains are capable of learning anything, we cannot invest our energies in every area. It takes time and practice to become a master in any given field. In his book "Outliers," Malcolm Gladwell claimed that "practicing the correct way for a total of around 10,000 hours" is the key to achieving world class expertise in any skill. Given that fact, you must choose to invest your time wisely.

You will learn faster and better by training your brain to be positive.

WHY A STRENGTHS BASED APPROACH?

Educational neuroscience supports the idea that working from your strengths allows you to learn faster and better. People with natural and learned aptitudes in certain areas will learn faster than others, simply because they have a larger dendrite base to work from.



Section 1:

THE INDIGO REPORT

SECTION 1

INDIGO REPORT OVERVIEW

A sophisticated assessment like Indigo is important because it lets you jump over some of the trial and error steps that happen when people are trying to understand themselves and formulate language around their strengths, preferences, and motivators. Indigo gives you a place to start on your journey. I chose Indigo because it is the best survey I found in the corporate market. The multidimensional nature of the results provides a more complete picture than any of other tool in isolation. The assessments that are the foundation for Indigo have been used in businesses for over thirty years in over 90 countries. The price tag in the corporate space is way out of the range of possibility for most students. I wanted this tool to be available at a reasonable price to young people, and our technology partner, Target Training International, was generous enough to make this a reality.

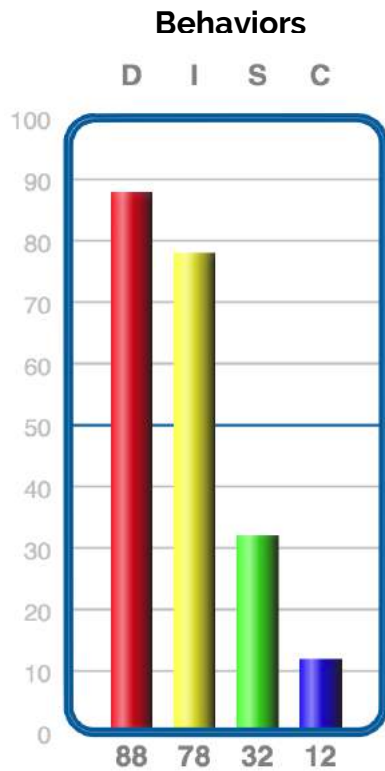
THE INDIGO REPORT:

The Indigo Report is about 20 pages long. After taking the online survey (40 minutes), you will receive your report in an automatic email. The survey is a multi-measure assessment, meaning that it employs distinct sciences. The next sections will describe each science in detail: behaviors (DISC), motivators, and skills. The survey measures over 100 data points. Indigo's data equips you to better understand yourself and your unique talents and needs.

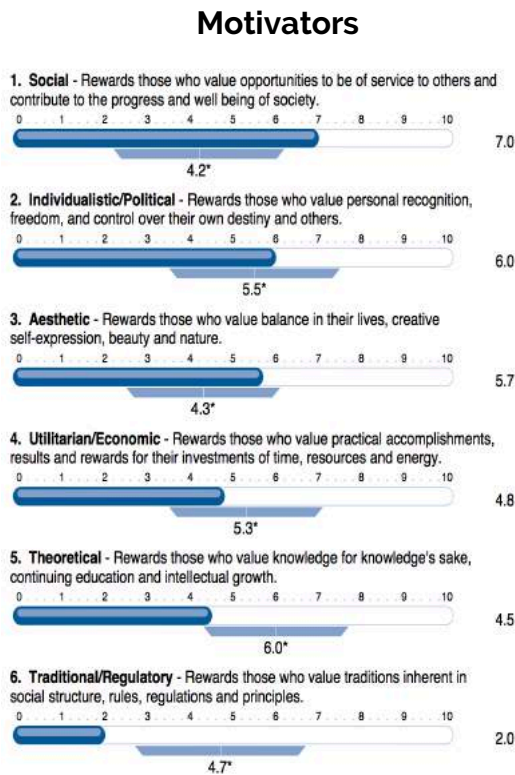
HISTORY OF THE INDIGO REPORT

Target Training International (TTI) created the technology behind the Indigo Assessment by researching and validating assessment technologies for over 30 years. The U.S. Government uses TTI's tools for hiring, as do thousands of organizations around the world. These include Fortune 500 companies, such as American Express and Siemens, as well as nonprofits like the Boys and Girls Club. TTI is an industry leader in assessment technologies, and their tools are currently used in 90 countries and in 40 languages. The Indigo Assessment is EEOC and OFCCP compliant and is free from bias regarding race, gender, disability and socio-economic status. You may learn more about TTI at www.successinsights.com.

As an entrepreneur and corporate consultant, I saw a need for educational systems that prepare students for meaningful careers in areas of their unique strengths and passions. I decided to adapt and bring TTI's assessments to education at scale.



Most important for work environment and communication.



Most important for job and major fulfillment and happiness.

Skills

| Personal Skills Ranking | |
|-------------------------|---------------------------------------|
| 1 | Interpersonal Skills |
| 2 | Goal Orientation |
| 3 | Leadership |
| 4 | Creativity/Innovation |
| 5 | Futuristic Thinking |
| 6 | Decision Making |
| 7 | Teamwork |
| 8 | Presenting |
| 9 | Customer Service |
| 10 | Written Communication |
| 11 | Personal Effectiveness |
| 12 | Persuasion |
| 13 | Self-Management (time and priorities) |
| 14 | Conflict Management |
| 15 | Planning/Organizing |
| 16 | Empathy |
| 17 | Continuous Learning |
| 18 | Diplomacy |
| 19 | Management |
| 20 | Flexibility |
| 21 | Negotiation |
| 22 | Analytical Problem Solving |
| 23 | Employee Development/Coaching |

Important for understanding best fit roles and value add to employers.

3 CORE SCIENCES IN THE INDIGO REPORT:

The Indigo Report includes three core sciences that work together to reveal a comprehensive picture of your behaviors, motivators, strengths, and soft skills. The Core Sciences are described in detail in the following sections of this book.

Behaviors: The Indigo Assessment measures behaviors according to the DISC system, a tool that divides behavior into four basic styles: Dominance, Influencing, Steadiness and Compliance. DISC scores indicate natural responses to everyday circumstances; for example, someone with a High D score (“Dominance”) tends to be direct, forceful and bold, whereas a High S score (“Steadiness”) indicates a calm, patient temperament.

Motivators: The Indigo Assessment measures 6 Motivators as described in the work of Drs. Eduard Spranger and Gordon Allport in their study of human value, motivation and drive. Motivators describe why people do things: the internal desires that drive behavior. For example, the Aesthetic Motivator indicates a desire for harmony and beauty, whereas the Theoretical Motivator describes those who learn for the sake of knowledge. Of all the sections, Motivators correlate most powerfully with career choice, college major selection, and extracurricular activities.

Skills: Through use of a Likert-Scale questionnaire, the Indigo Assessment measures 23 non-academic competencies relevant to workplace success. This list includes key personal and inter-personal skills such as Goal Orientation, Conflict Management, Leadership and Creativity. Your top 5 skills point you toward areas of talent that you may or may not already know you possess.

The Core Sciences are described in detail in the following sections of this book.

Scott Smith



Top 5 Skills (4)

| | Personal Skills Ranking |
|---|-------------------------|
| 1 | Presenting |
| 2 | Creativity/Innovation |
| 3 | Continuous Learning |
| 4 | Persuasion |
| 5 | Empathy |

Strengths (3)

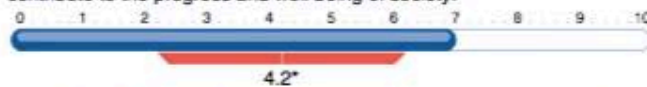
- Thinks outside of the box when gathering information.
- Looks for the positive side of every situation.
- Wants to be seen as a leader in humanitarian issues.
- Sings the praises of peers and the contributions others make.
- Good listener when being presented with accurate facts and figures.
- Willing to be the support system behind the cause.

Motivators (2)

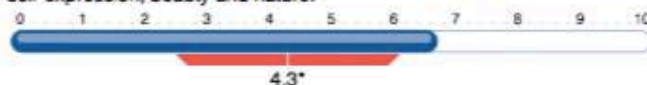
1. **Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



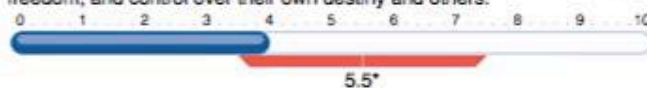
2. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



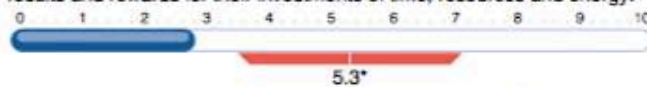
3. **Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



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



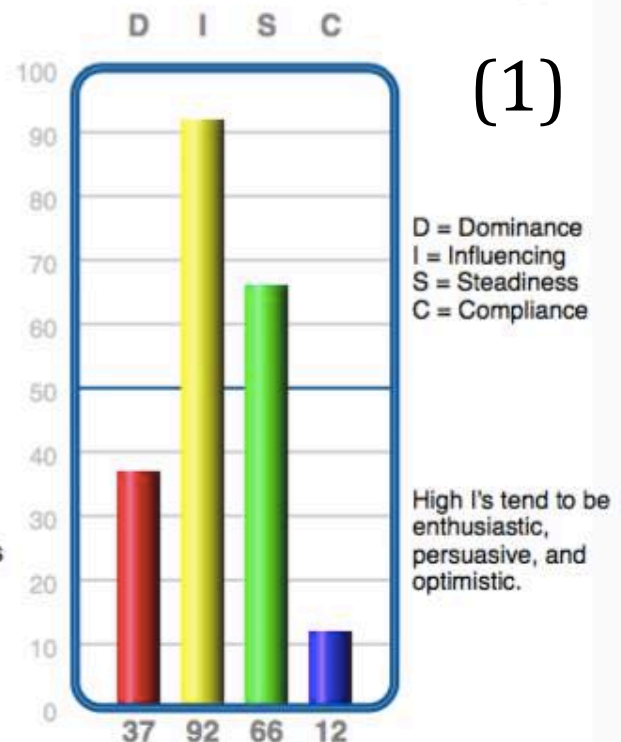
5. **Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



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



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Value to a Team (3)

Verbalizes his feelings.

Dedicated to his own ideas.

Creative problem solving.

Optimistic and enthusiastic.

Self-reliant.

Big thinker.

www.indigoproject.org

A QUICK LOOK AT YOUR SUMMARY PAGE

Before diving deeper, take a look at your Indigo summary page. Here are some things to pay attention to:

1. **Look at your DISC graph.** By understanding your natural behavioral style, you will know how to communicate most effectively with others.
2. **Look at your Motivator graph.** What are you interested in? What activities are you currently engaged in that align with your top Motivators? What college majors or careers might appeal to those Motivators?
3. **Read through your Strengths and Value to the Team:** Can you think of times when you practically applied this skill or brought specific value to a team? Specific examples of strengths are great things to add to resumes and cover letters.
4. **Skills.** Where did you learn your top skills? What situations provide opportunities to you to practice these skills more? What kinds of jobs require you to be good at these skills?
5. **Finally, take note of anything that stands out or a combination that seems unusual to you.** Things that stand out are typically areas of genius. Most people try hard to fit in, thinking that conformity is the path to success. However, we have found that people contribute most to the world in the areas where they stand out, not where they fit in.

Note: If nothing stands out (*meaning all of the scores are near the adult average*), you may be one of those people who can adapt well to any situation. It could also mean that you have not yet had the opportunity to explore what really matters to you. Not to worry, we are all constantly evolving and changing as people.

Now you are ready to explore the Indigo sections in detail.

The most important step to figuring out your best major and career fit is

SELF AWARENESS.

Once you have a deep understanding of what you love to do and what you are naturally good at doing, it becomes much easier to find majors and careers that fit your unique strengths and passions.

INDIGO INSIGHT



Indigo Tip

We recommend using highlighters as you go through your report.

Highlight or underline important statements and write comments, add stars, etc.

Then, when you refer to the report later, you will remember the key elements.

Section 2:

BEHAVIORS

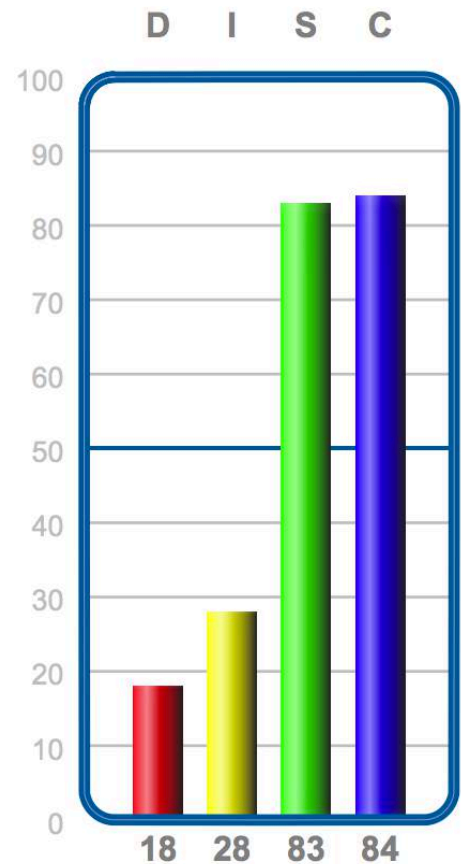
SECTION 2

BEHAVIORS: KEYS TO COMMUNICATION

WHAT IS DISC (DOMINANCE, INFLUENCING, STEADINESS, COMPLIANCE):

DISC is the most widely used behavioral assessment tool, adopted by organizations around the world to improve self-awareness, teamwork and understand different communication styles. DISC scores reveal a person's natural behavioral styles. You can use your DISC scores to better understand yourself and articulate your unique qualities. And the more you understand and recognize different styles in other people, the easier it will be to communicate effectively.

Think of the DISC scores as clues or hints telling you what to expect when you meet a teacher or new classmate for the first time. Will they look you in the eye and shake your hand enthusiastically? Will they speak calmly and slowly? Will they ask a lot of questions? Will they argue with you? Knowing what each colored bar represents and how those styles tend to show up behaviorally will help you figure out the best way to interact with a person exhibiting those traits.



Dominance - How you respond to “problems”: Direct, Blunt, Results-oriented, Takes Initiative, OK with Conflict, Likes challenges or competition .

Influencing - How you respond to “people”: Expressive, Friendly, Talkative, Tend to be enthusiastic and optimistic, Likes to be around people

Steadiness - How you respond to “pace”: Loyal, Patient, Likes consistency and planning, Can be routine-driven, Understanding and supportive of others

Compliance - How you respond to “process”: Logical, Likes step-by-step processes, Cautious, Attentive to details

BRIEF HISTORY OF DISC:

The major developer of the formal DISC language is Dr. William Moulton Marston. Born in Cliftondale, Massachusetts, in 1893, Dr. Marston was educated at Harvard University. Professor Marston also created the popular superheroine, Wonder Woman, who is purported to display all the DISC characteristics.

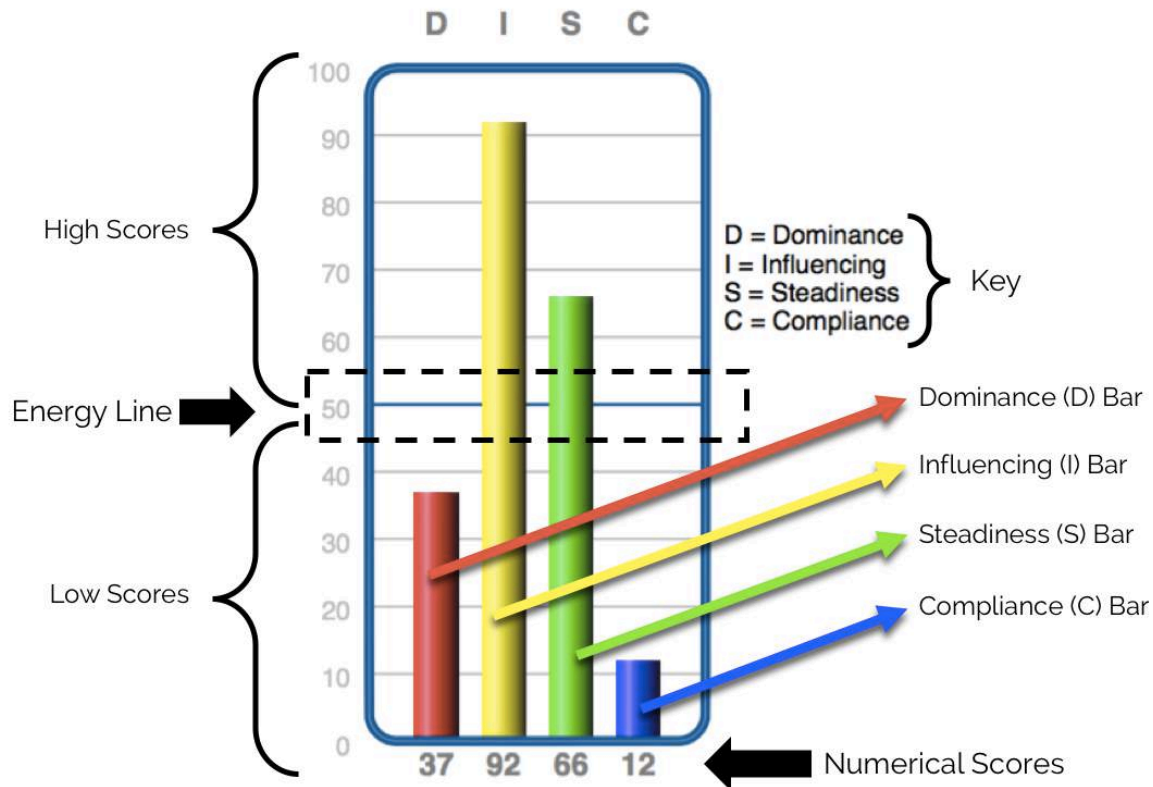
In 1928 he published *Emotions of Normal People* in which he described the theory we use today. He viewed people as behaving along two axes with their actions tending to be active or passive depending upon the individual's perception of the environment as either antagonistic or favorable.

In the 100 years since Marston published his findings, behavioral research has modified his ideas considerably. Yet the importance of Marston's contribution in dividing human behavior into four distinct categories and using measurements of the strength of these responses as a means to predict human behavior remains undiminished.



HOW TO READ THE DISC GRAPH:

There is no "correct" score to have. Each personal style is a unique blend of D, I, S and C. When looking at the graphs on your report, use the graph on the summary page or the Natural Style graph (*on the right of the Style Insights page*) as the main point of reference. This graph describes how you tend to behave naturally in non-stressful conditions. Each colored bar has a meaning. To read the graph start with the red "D" bar on the left and end with the blue "C" bar on the right.



So, let's go over how to read your DISC Chart.

1. Locate the first page of your Indigo report and look for the graph on the upper right side.
2. Each of your DISC scores falls somewhere between 0-100, and is indicated by a colored bar, with your numerical score listed underneath.
3. Again, there is no good or bad in DISC. Your score just indicates which behaviors come more naturally to you, which we will cover more of in this chapter.
4. Take note of the 50 line on the graph, which we call the energy line. We call it the energy line because if you are in an environment that is better suited for a high score and you have a naturally low score, it will be more difficult for you to cope, and thus may drain your energy.
5. If any of your behavioral scores are above 50, they are considered high, and any scores under 50 are considered low.

On the DISC graph, scores above 50 are “High” in that behavioral style and exhibiting the represented behavior will typically give that person energy. Scores below 50 are “Low”. How High or Low the score is shows how strongly that attribute is or is not displayed. For example, someone with 95 Dominance will be energized by highly competitive, fast paced environments, and a person with 5 Dominance will be incredibly drained by the exact same scenario. A 55 Dominance could go either way depending on the situation.

Another way to look at this is that the scores the furthest away from the “50” are the most pronounced behavioral traits for a person (“High” or “Low”). If scores are toward the middle, it means that this person’s style in the given category tends to be more moderate, allowing them to easily adapt to different styles.

WHAT TO LOOK FOR:

Pay the most attention to your highest and lowest scores, especially if any of them are above 70 or below 30. Think about people you know who might have very high or low DISC scores in any category. Do they have an unusually Low “I” (Influencing) score? If so, you may want to avoid fast, loud talking and tone down your emotional enthusiasm. Speak slowly and calmly so you don’t overwhelm them. Do they have a High “D” (Dominance) score? If so, don’t be afraid to make bold statements, and get straight to the point. A person with a High “C” (Compliance) score needs a lot of structure, so consider what they are saying and present your responses in an organized fashion.

The most important thing to know when it comes to behaviors is: **There is no wrong or right style.** A high Dominance score is not better or worse than a low Dominance score, and vice versa. In the same vein, people with more extreme scores are not more “special” than people whose scores hover closer to the 50 line (average). Humans are incredibly unique; every type of combination is necessary and valuable.

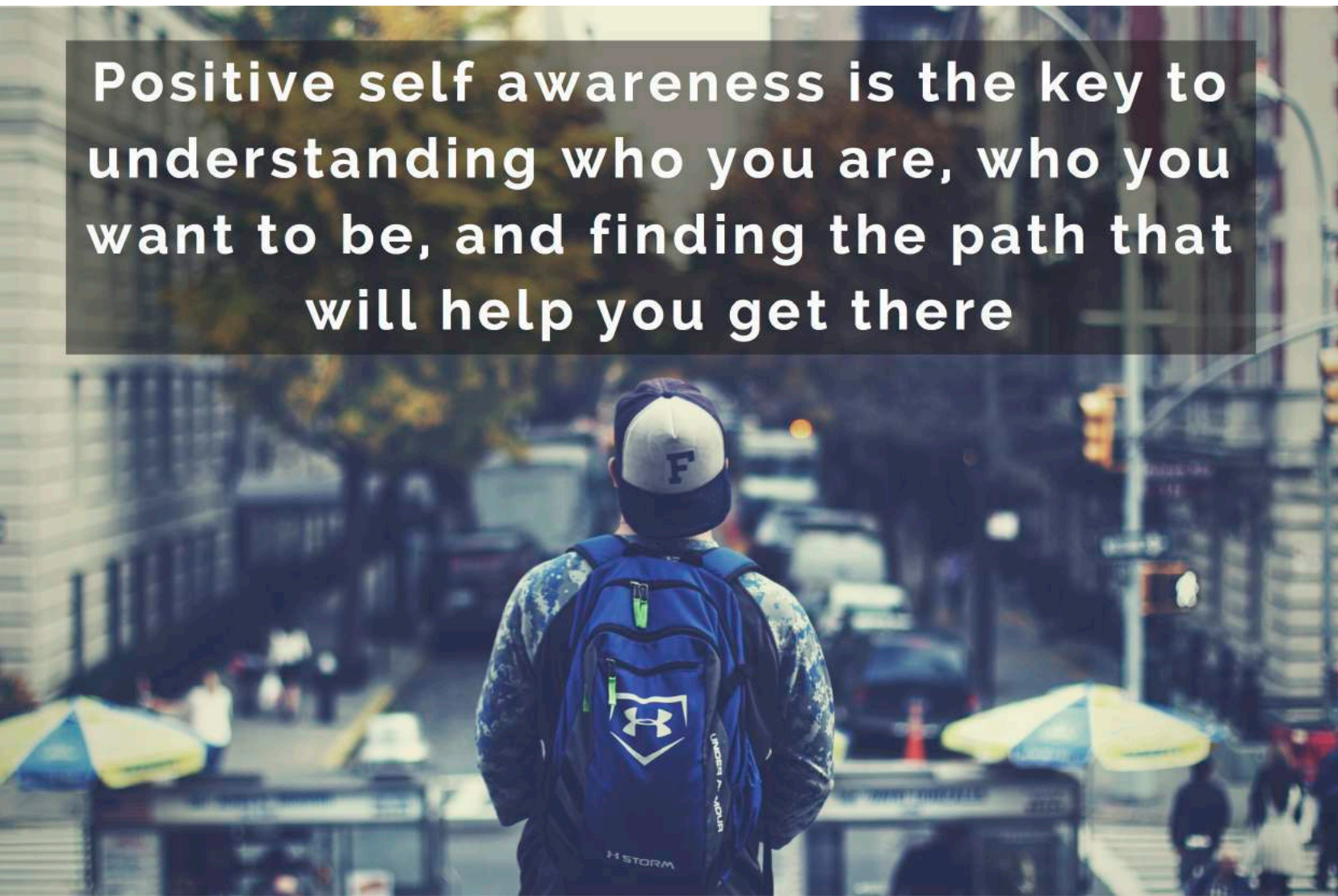


Extreme scores: When there is an extreme difference in your DISC scores, pay attention to the **highest** and **lowest** scores. For example, if you have a 90 Influencing score, it is critical for you to find a work environment that provides plenty of social interaction. Or, if your Compliance score is 5, you will likely become frustrated and drained when you have to do work that requires you to keep track of details (even if you *can* do details well). If your Steadiness score is 85, you will thrive in predictable work environments where you know what to expect instead of getting stressed when things change every day.

Average scores: If your scores all hover near the 50 line (ALL scores between 30 and 70), you are what we call a “Bridge”. Bridges can adapt to a variety of environments without much stress. After reading about all the “highs and lows” you may feel uncertain about your behavioral style because you don’t have any scores that stand out. Don’t worry, that very fact means you have a wide range of options when it comes to major and career choice.

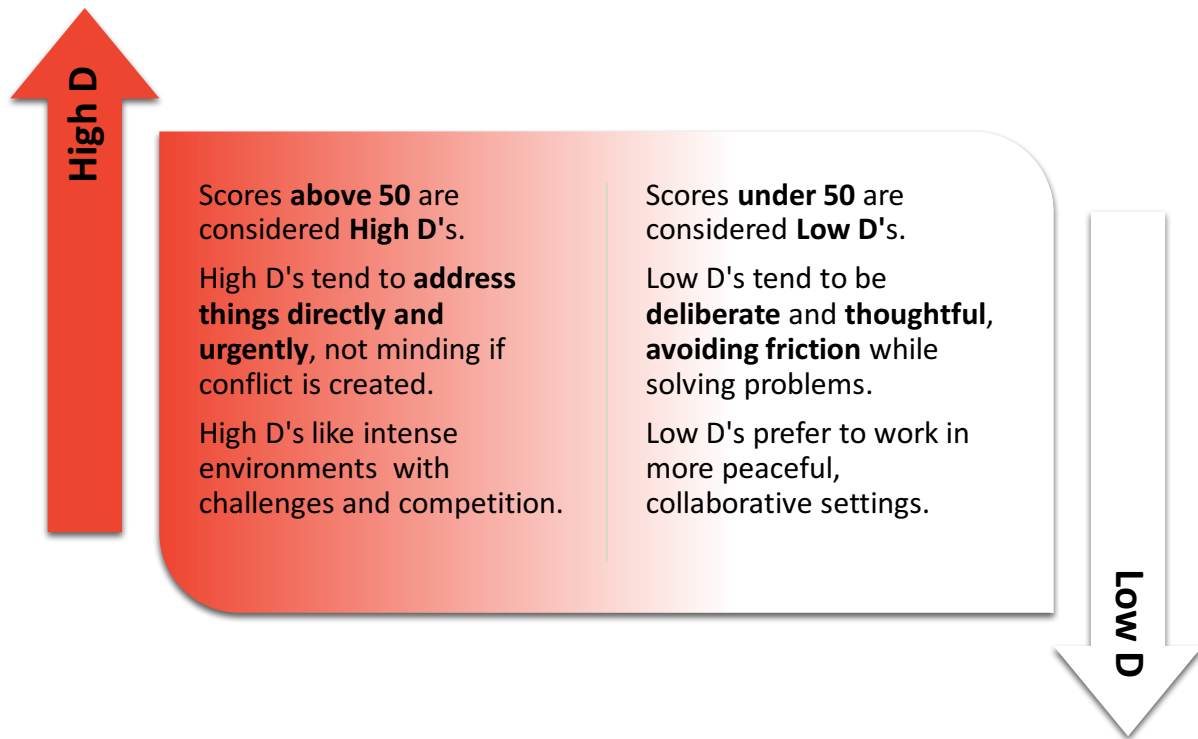
What if all four scores are above the 50 line (or all four are below the 50 line)?: This typically means that when answering the Indigo survey questions, you were feeling some pressure to “be a particular way.” You cannot be all things to all people, so I advise you take some pressure off yourself and just be you!

Positive self awareness is the key to understanding who you are, who you want to be, and finding the path that will help you get there



DOMINANCE

Dominance reflects how you respond to problems.



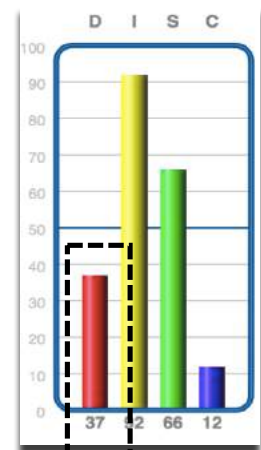
CAN ALL DISC SCORES BE LEADERS?

I get this question often and the answer is, "Absolutely!" Western society tends to characterize High D's, High I's, only, as leaders. Our workplaces also reinforce this stereotype. However, there are many examples of people throughout history who lead with all the styles. I love to use Mother Theresa and Gandhi as examples. Both of them were Low Dominance and High Steadiness. They led by being consistent, peace loving, and collaborative. They've inspired millions of people, transformed paradigms, and saved countless lives.

FILL IN YOUR D SCORE

2.1

You can find your D score under the red bar in the DISC graph.



“D” - DOMINANCE

- A. Read through the lists of traits below and circle two that you think best describe you. If you are a Low D, focus on the Low D list. If you are a High D, focus on the High D list. Note that if your score is near the middle, you may identify with traits from both lists.

Low D Traits: *Team Player* *Diplomatic* *Cooperative* *Peace-Keeper*
 Agreeable *Collaborative* *Modest*

High D Traits: *Adventuresome* *Direct* *Competitive* *Bold*
 Decisive *Results-Oriented* *Ambitious*

- B. Describe situations where the traits you selected above have worked well for you (school, work, leisure).

- C. What are some challenges or problems you've faced exhibiting these traits?

Dominance

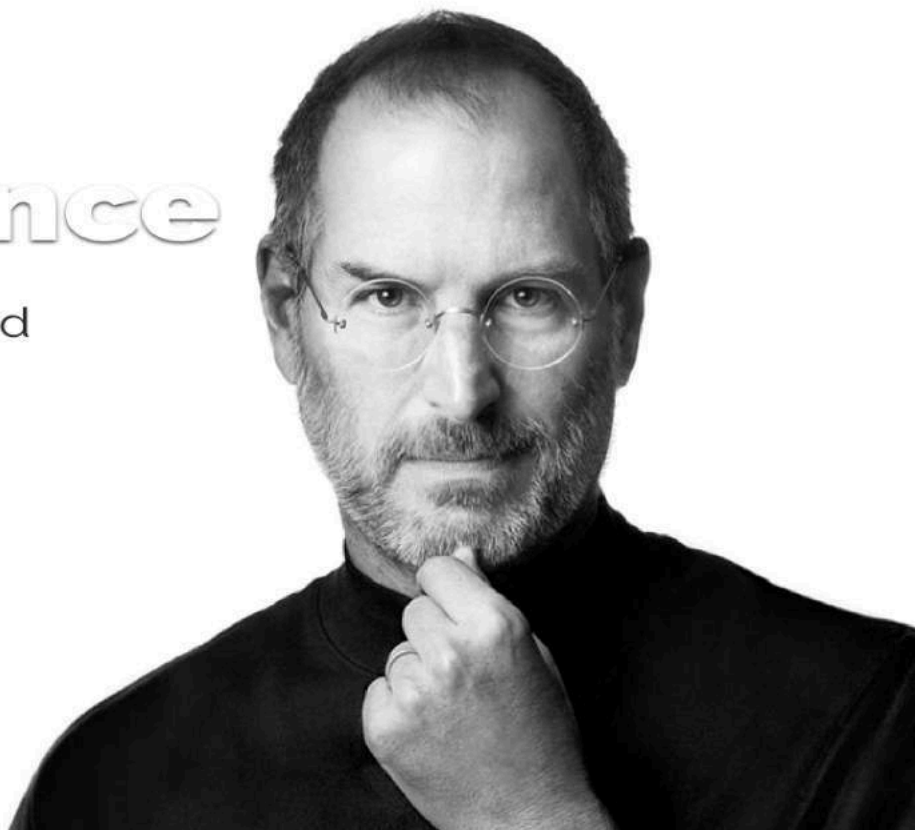
Challenge Oriented

Like to lead

Direct

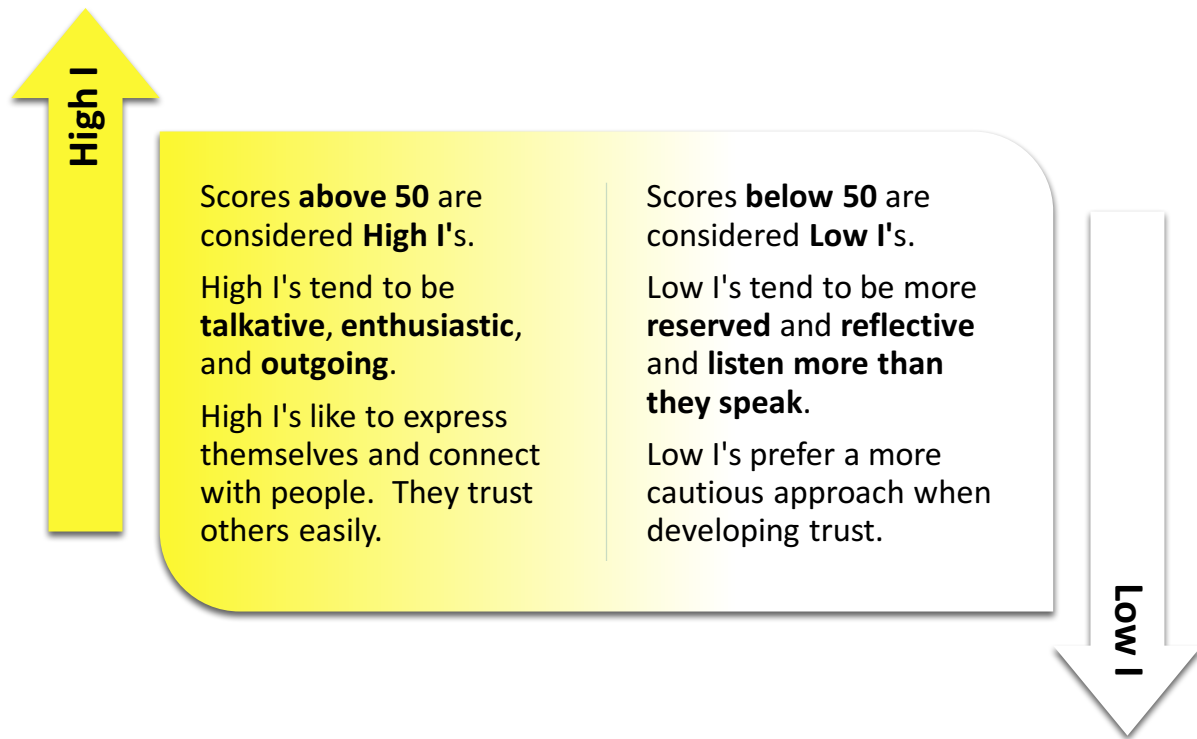
OK with Conflict

Competitive



INFLUENCING

Influencing reflects how you respond to people.



HIGH "I'S" CAN BE INTROVERTS:

It is important to understand that the Indigo Assessment's "Influencing Score" *does not* measure whether someone is an extrovert or introvert. It is possible for a High "I" person to be either one. The "I" score merely indicates the degree to which an individual enjoys a collaborative, people-oriented, energetic environment. Extroverted High "I's" tend to gain energy from this type of environment, while introverted High "I's" need time away from the environment to recharge.

DISC measures *how you do what you do*. The terms "introvert" and "extrovert" measure *how you recharge*. If you suspect that you are a High "I" introvert, explore this by asking yourself questions about how you recharge. It may be refreshing to understand and discover ways to communicate to others your need for alone time *and* your desire to influence people.

Note: To date, we have not seen Low "I" extroverts.

FILL IN YOUR I SCORE

You can find your I score under the yellow bar in the DISC graph.

“I” – INFLUENCING

- A. Read through the lists of traits below and circle two that you think best describe you. If you are a Low I, focus on the Low I list. If you are a High I, focus on the High I list. Note that if your score is near the middle, you may identify with traits from both lists.

Low I Traits: *Reflective Good Listener Observant Quiet-Thinker*
Thoughtful Communicator Focused Reserved

High I Traits: *Friendly Optimistic Enthusiastic Persuasive*
Self-Promoting Sociable

- B. Describe situations where the traits you selected above have worked well for you (school, work, leisure).

- C. What are some challenges or problems you’ve faced exhibiting these traits?

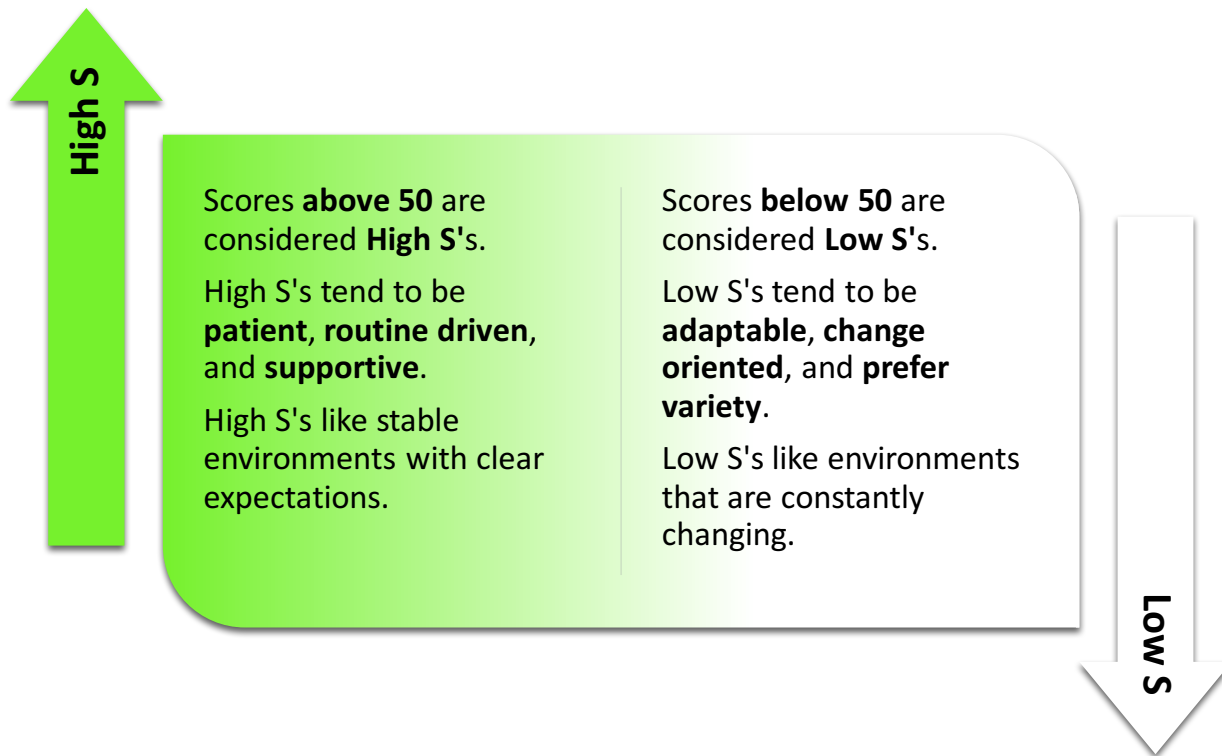
Influencing

Enthusiastic
 Talkative
 Optimistic
 Friendly
 People-Oriented



STEADINESS

Steadiness reflects how you respond to pace.



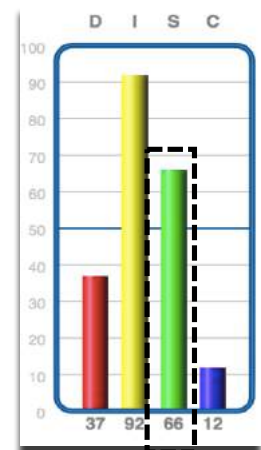
STEADINESS AND PLANNING

High Steadiness folks usually do best when they take the time to make a plan and stick to the plan if at all possible. If you don't already have a routine for life planning and goal setting every week/month/quarter/year, I highly recommend you start now and monitor your progress. You will find yourself getting more done, feeling less stressed, and getting closer to what you want out of life by tackling big decisions in a systematic manner.

FILL IN YOUR S SCORE

2.3

You can find your S score under the green bar in the DISC graph.



“S” – STEADINESS

- A. Read through the lists of traits below and circle two that you think best describe you. If you are a Low S, focus on the Low S list. If you are a High S, focus on the High S list. Note that if your score is near the middle, you may identify with traits from both lists.

Low S Traits: *Adaptable* *Likes Variety* *Pivots Plans with Ease*
 Flexible *Active* *Spontaneous* *Impromptu*

High S Traits: *Reliable* *Supportive* *Predictable* *Patient*
 Consistent *Sincere* *Stable*

- B. Describe situations where the traits you selected above have worked well for you (school, work, leisure).

- C. What are some challenges or problems you’ve faced exhibiting these traits?

Steadiness

Steady

Patient

Supportive

Orderly

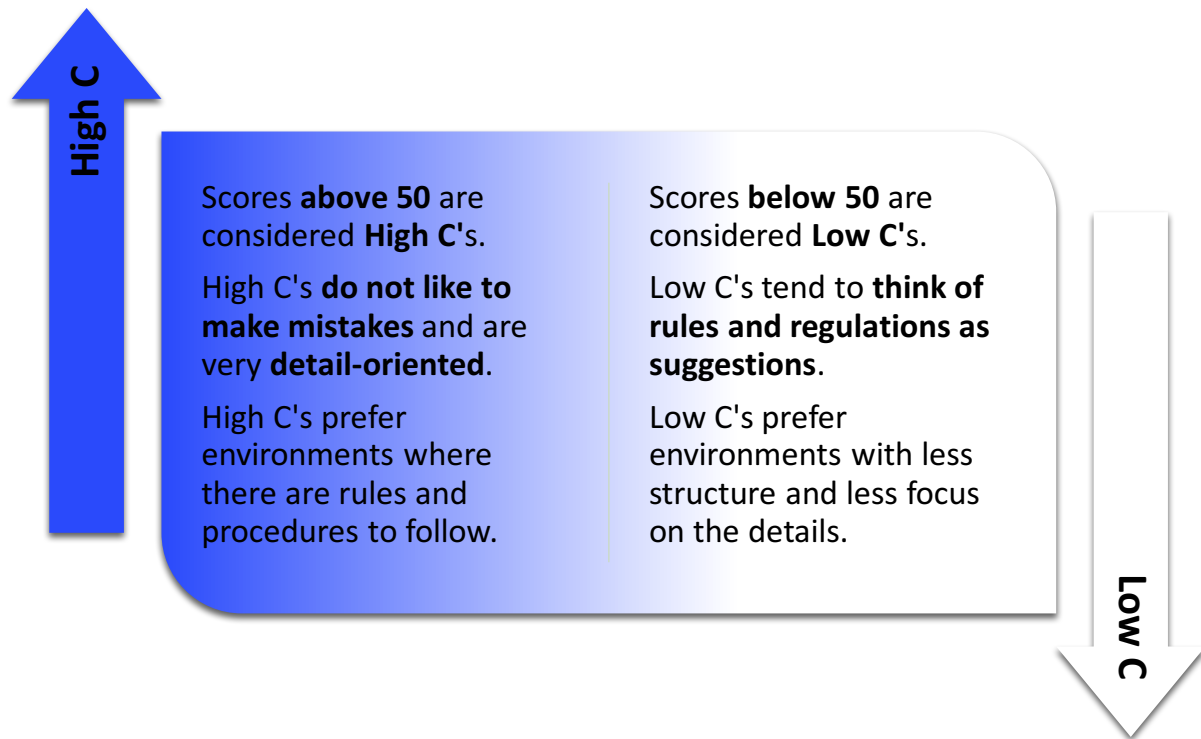
Routine Driven

Slow to show emotions



COMPLIANCE

Compliance reflects how you respond to process.



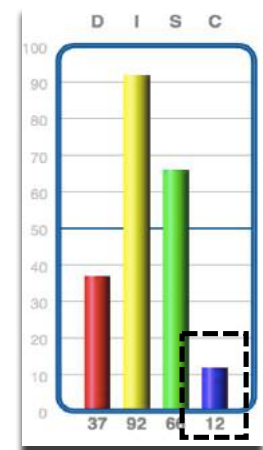
HIGH C'S AND THE NEED FOR PERFECTION

People who are High C are very concerned with being accurate, which can sometimes lead to a bit of perfectionism. If you struggle with being perfect, I highly encourage you to practice compassion with yourself and become OK with the areas where you can't be perfect. Think of your best friend or a loved family member; does your love for them have anything to do with them being "accurate"? I bet it's their quirks and imperfections that you love most. Don't be afraid that making mistakes will somehow make you "less than." You are already whole.

FILL IN YOUR C SCORE

2.4

You can find your C score under the blue bar in the DISC graph.



"C" – COMPLIANCE

- A. Read through the lists of traits below and circle two that you think best describe you. If you are a Low C, focus on the Low C list. If you are a High C, focus on the High C list. Note that if your score is near the middle, you may identify with traits from both lists.

Low C Traits: *Independent* *Efficient* *Big-Picture Thinker*
Risk-Taker *Innovative* *Fast Worker*

High C Traits: *Detail-Oriented* *Structured* *Systematic*
Quality Work *Precise* *Logical* *Analytical*

- B. Describe situations where the traits you selected above have worked well for you (school, work, leisure).

- C. What are some challenges or problems you've faced exhibiting these traits?

Compliance

Detail Oriented
 Systematic
 Quality Focused
 Conscientious
 Logical

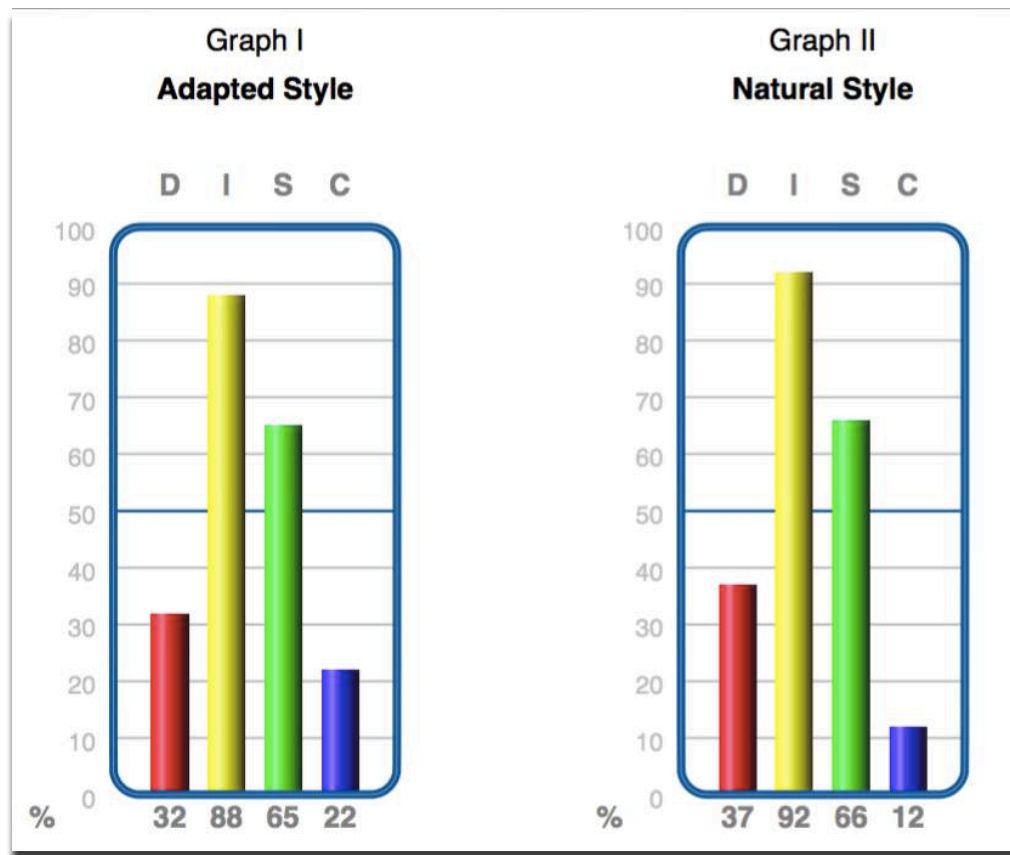


A close-up, low-angle shot of a person's leg in blue denim jeans and a white sneaker with a black sole, walking on a gravel path. The background is a warm, golden sunset with blurred trees and foliage. The text is overlaid on the right side of the image.

**BE
YOURSELF
EVERYONE ELSE
IS ALREADY
TAKEN**

OSCAR WILDE

NATURAL VS. ADAPTED GRAPHS



On the Style Insights Graph page, the graph on the left shows how you feel like you need to adjust to fit current circumstances. The graph on the right shows your actual behavioral styles.

If the difference between natural and adapted graphs for any score is less than 20, don't worry about it. Notice the following situations:

1. *If there is more than a 20 point spread between your natural and adapted scores, it typically means something is causing you to change your natural behaviors.*
2. *And more importantly, if the scores also cross the 50 line, it's more likely that you are experiencing acute stress due to changing your natural behaviors.*

We find that students adapt their Compliance up due to normal educational environments where rules and procedures must be followed for success. Therefore, if there are adaptations in this area, it generally is not as concerning.

DISC AND CAREER CHOICE

Your DISC scores are important for choosing a work environment that allows you to operate within your natural behavioral style most of the time.

- A. Connect the DISC term to the type of work environment that is best suited for someone who has a high score for that DISC attribute.

- | | |
|----------------|---|
| a. Dominance | i. Must be in a role where quality and details matter. |
| b. Influencing | ii. Must be results-focused and have the ability to express opinions. |
| c. Steadiness | iii. Must have some stability at work. |
| d. Compliance | iv. Must work with people |

- B. What career would you suggest for someone who is high in the given DISC behavior? Justify your answer. The first one has been completed as an example.

Some careers you might want to consider are: Car Dealer, Project Manager, Domestic Pet Veterinarian, Accountant, Chemist, Teacher, Entrepreneur, Business Owner.

- a. DISC behavior: **High I**

Career: Nursing

Justification: Someone who is High I might want to be a nurse, because nurses interact with many people on a daily basis, so it helps if they enjoy engaging with others.

- b. DISC behavior: **High S**

Career: _____

Justification: _____

- c. DISC behavior: **High D**

Career: _____

Justification: _____

d. DISC behavior: **High C**

Career: _____

Justification: _____

e. DISC behavior: **High I**

Career: _____

Justification: _____

DISC AND COMMUNICATION

In corporate America, DISC is used mainly as a communication tool. It is important for you to communicate with other people based on *their* DISC styles, not your own. For example, if you are a High I, you likely want people to talk a lot in a friendly, enthusiastic tone of voice. However, a Low I prefers less chatter and more time to think before responding. Low I's prefer a more sincere and quieter tone of voice. Here is an exercise that will help you apply this principle.

Someone you know well with a different DISC style than you: _____

What do you think is their primary DISC style?

Look at the DISC Reference Guide on the following page, find the person's primary DISC style and look at the middle column, "*Communication with people having this style.*" Based on the tips, how are you going to communicate with this person differently now?

Key: Activity 2.5 A: a. ii. A person who is High Dominance must find results-focused work and have the ability to express their opinion. b. iv. A person who is High Influencing must work with people. c. iii. A person who is High Steadiness must have some stability at work. d. i. A person who is High Compliance must be in a role where quality and details matter. 2.5 B: Various answers.

DISC REFERENCE GUIDE

| 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. |



Behaviors Overview

The 4 Elements of DISC

Dominance: Direct, Opinionated, Competitive, Takes Initiative

Influencing: Energetic, Warm, People-Oriented, Talkative, Optimistic

Steadiness: Loyal, Patient, Supportive, Consistent and Routine Oriented

Compliance: Detailed, Logical, Conscientious, Analytical, Cautious

Reading the DISC Graph

1. Look for scores that are "High" (above 50) or "Low" (below 50)
2. Look for any extreme scores (above 70, below 30)
3. Look to see if you are a bridge (all scores are between 30 and 70)

Key Tips

1. There are no good or bad DISC scores.
2. If the DISC seems wrong, look at the Natural versus Adapted DISC.
3. It is extremely important to consider the DISC and Motivators together.
4. Your DISC scores are important for choosing a work environment that allows you to operate within your natural behavioral style most of the time.
5. Communicate with other people based on their DISC styles, even if this is not always the way you want to be communicated with yourself.

Section 3:

MOTIVATORS

SECTION 3

MOTIVATORS: WHAT TO FOCUS ON

SUMMARY:

Motivators reveal the things you really care about. They are what makes you want to learn, what grabs your heart, and what gets you excited. If someone ignores or dismisses your top Motivators you may feel hurt and disengaged.

Motivators are like an engine beneath the hood of a car. Motivators aren't easily seen from the outside, but they are what powers you. This is important for major 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.

The Indigo Assessment measures six Motivators:

Aesthetic – Desire for form, harmony, balance, or beauty.

Individualistic – Desire for independence, visibility, rank, or power.


Social – Desire to help others or solve society's problems.

Theoretical – Desire to learn for the sake of knowledge.

Traditional – Desire to live by a personal set of principles, standards, or beliefs.

Utilitarian – Desire for a return on investment of time, energy, or money.



A close-up photograph of two young women with long brown hair, looking down and to the left with focused expressions. The woman on the right has her mouth slightly open as if speaking or explaining something. The background is a soft-focus green, suggesting an outdoor setting. The text is overlaid on the right side of the image.

INDIGO INSIGHT FROM SHERI

In my work with thousands of students, I discovered that Motivators have an immense influence on how people behave in charged situations – so much so that they can temporarily warp DISC profiles.

For example, one young woman I know is extremely Low Dominance but has High Social motivation. If someone she cares about is in trouble or is being bullied, she will become highly assertive in protecting that other person. Another example is a Low Influencing, High Theoretical individual who becomes much more sociable and gregarious when someone asks him about what he's researching.

If you understand someone's Motivators, you can understand what makes them tick and how best to relate to them.

HISTORY OF MOTIVATORS:

Much of the study about motivation is fairly recent, and we really didn't start seriously talking about Motivators until Eduard Spranger wrote his book, *Types of Men*, in 1928. Prior to Spranger's work, Motivators had not been clearly defined, researched, or studied.

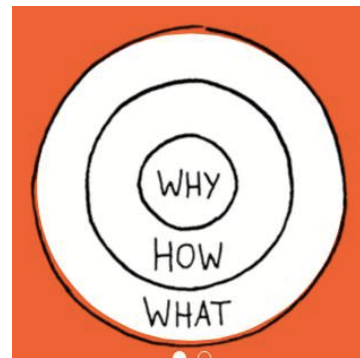
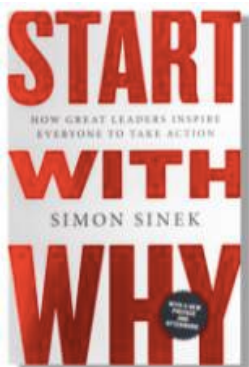
TTI's Motivators are based on Spranger's model. He was an influential writer who defined Motivators (values) as a compilation of likes, dislikes, viewpoints, inner inclinations, rational and irrational judgments, prejudices, and patterns that determine a person's view of the world. Once all these things are merged, they consciously or subconsciously become a standard for guiding a person's actions.

In addition to Spranger, there were a number of authors in the early 20th century who have contributed to the body of knowledge supporting research behind what motivates people. Some of these authors are Robert Hartman, Carl Jung, Sigmund Freud and Gordon Allport.

WHY MOTIVATORS MATTER:

Motivators will help you know *what you will want most out of your career and future plans*. A person with a high Theoretical score, for example, will want to have the opportunity to learn more about whatever they are doing. However, a student with a low or indifferent Theoretical score will completely check out in the same situation unless they are interested in the subject. This is especially true of Low Theoreticals with high Dominance and low Compliance scores. They care about getting to the point fast without spending time on every little detail.

In the business world, the thought leader Simon Sinek talks about the importance of Motivators when explaining his concept of the Golden Circle. Sinek states that the most effective companies and leaders begin with their "Why." A "Why" is the reason you get up every morning and do what you do, and it is why companies exist, offering something deeper than just selling products or making money. We find that people's "Why" usually aligns with their top Motivators. Scan the QR code to watch Simon Sinek's Ted Talk about "Why".

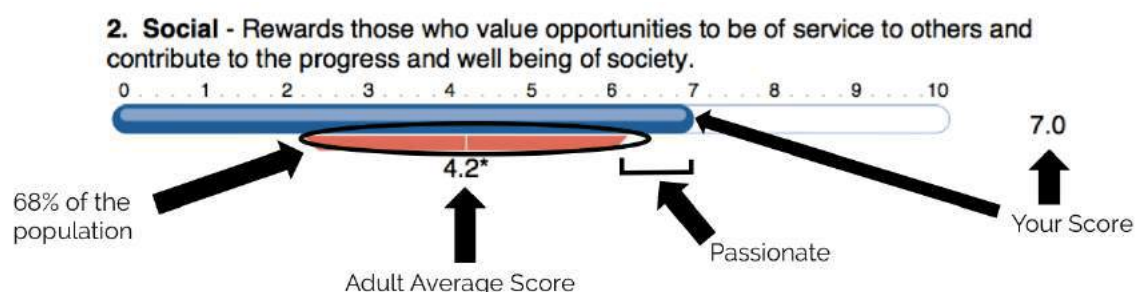


Or visit: https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

HOW TO READ THE MOTIVATOR GRAPH

The Indigo Summary page displays a graph on the bottom left corner ranking relative passion for each of the six Motivators.

The graph ranks your Motivators in order from most important to least important, with the 1st being the motivator with your highest score and the 6th being the motivator with your lowest score. The Motivator score is a number between 1 and 10. Your score is reflected by the top blue bar and the numerical value of your score is listed on the right hand side of each bar. The number below the graph followed by an * is the working adult national population average score. The smaller red bar above the adult average score represents the scores for the middle 68% of the working adult population.



Notice where your score falls above or below the smaller bar (68% of population). This reveals areas where your Motivators may be outside the mainstream and could lead to passion or conflict. The further a score rises above mainstream, the more you may feel passionate about that Motivator. The further a score falls below mainstream, the more negative you probably feel about that Motivator. Essentially, this is a “de-motivator”. What turns you “off” is just as valuable to notice as what gets you jazzed. It can sometimes explain why certain people are resistant to different activities or can’t get along with people who have a Motivator opposite to theirs.

YOUR TOP MOTIVATORS

List your top two (or three) Motivators below.

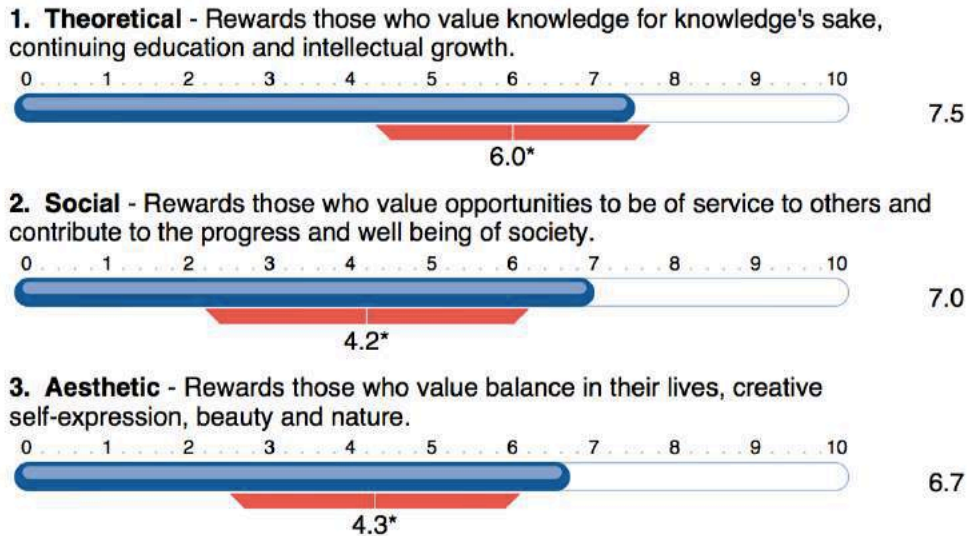
1. _____

2. _____

3. _____ (list your third only if you feel like it’s important to you)

MOTIVATOR RANKING VS. INTENSITY:

When reading each graph, look at your ranking first (ranking is the order in which the motivators appear). Whether the numerical score is very high or around average, the top two Motivators are the most important to look at. If the third Motivator is above the adult average, it is generally worth thinking about as well.



Now, look at the intensity of the scores. When a person has passionate Motivator scores (higher than the smaller red bar - Social and Aesthetic in the example above) it is probably a defining characteristic of who they are. If you have passionate scores, think about how they might stand out in your life and how you can use your passion in practical ways.

If most of your scores are near the average, this could mean that you are in a state of transition and aren't really sure what matters to you. I'd encourage you to try many different things and take note of which activities bring you joy or misery. By consciously associating types of activities with an emotion, you will begin to develop your own personal driving forces.

YOUR PASSIONATE MOTIVATORS

List any of your "passionate" Motivators below (blue bar is longer than red bar).

MOTIVATOR DESCRIPTIONS

Let's dive deeper into each Motivator category. Focus on your top Motivators and try to answer at least two questions from the Motivators that matter most to you!

1. **Aesthetic** – Desire for form, harmony, balance, or beauty.

High Aesthetics want to be in an environment that fits well with them. If the environment feels off to them, it can affect their ability to perform in school and the workplace. Also, some Aesthetics desire the opportunity to create their own expression of harmony and balance through a specific art medium. If you are a High Aesthetic, think about what that art medium is and how you can incorporate it into your life, education, or career.

Passionate Aesthetics are greatly affected by their physical environment. The atmosphere or appearance of a school or workplace can even affect their grades or performance at work. Therefore it is critical they physically visit prospective workplaces or post-graduate schools.



Seek balance in
their lives

Appreciate nature and
beauty in the world

Artistic, self-expressed

Aesthetic

REFLECTION QUESTIONS

If Aesthetic is one of your top two Motivators, choose one of the prompts from each list and answer them below.

A.

What kinds of environment do you enjoy?

How do you like to express yourself creatively?

What environments make you uncomfortable?

When you feel most like your authentic or true self, what are you doing? Where are you?

What are you sensitive to (crowds, noise, colors, people being OK, stress, etc.)?

B.

How do you feel when you are on campus?

How do you feel about the surrounding area?

Do you have an outlet for your artistic pursuits here?

What sort of environment do you want to live in in the future?

2. Individualistic – Desire for independence, visibility, rank, or power.

High Individualistics want opportunities where they control the agenda and where they will be recognized for performing well. This can range from joining clubs like mock trial to starting their own business. If you are a High Individualistic, seek out situations where you feel in control and where you know you will be measured by your performance, not your participation.

Often universities are more open than you might think to students taking initiative, designing new majors, and coming up with something unique. Seek out innovative adults on campus who are supportive of students like yourself and share your ideas. There may even be start-up capital available to help make your ideas a reality. You might also look into student government, theater, or public speaking classes to hone your skills.

It is very important that passionate Individualistics have choices. Instead of being told what to do, they want the option between two or more choices. "Because I said so" is a huge negative trigger. Make sure you have freedom and choice in your future career.



**Want to be in control of
their own future**

**Seek personal
recognition and
power**

Self-driven

Individualistic

REFLECTION QUESTIONS

If Individualistic is one of your top two Motivators, choose one of the prompts from each list and answer them below.

A.

What do you want to be known or recognized for?

How do you maintain independence or control of your own destiny?

What kinds of leadership roles do you like?

What kinds of rewards do you prefer?

Who do you most want to impress?

B.

Does this school allow you the freedom you desire?

If you could do/study anything, what would that look like?

Have you considered starting your own business/becoming an entrepreneur?

3. Social – Desire to help others or solve society's problems.

High Socials want to find ways to give back to their community. If they understand how their education will help them help others, they become much more engaged in academics. If you are a High Social, it's important for you to figure out where you want to give back (work with people, volunteer, join a community advisory council) and how you can make a difference in that area.

Passionate Socials' core question in life is typically, "What is my cause?" It's totally OK if you don't know your cause yet. Just start helping people and working with organizations that are solving social problems you are interested in. Resonant social causes are also typically in areas where you might have experienced personal pain. Don't be afraid to heal yourself, then go back to help heal others in the same situation.

Social



Want to serve the community
Love to help people or a cause
they care about
Altruistic, humanitarian

REFLECTION QUESTIONS

If Social is one of your top two Motivators, choose one of the prompts from each list and answer them below.

A.

What is your cause?

To what issue do you want to give your time?

What injustice makes you angry?

What do you want to fight for?

B.

What clubs, organizations, or opportunities are there at this college for service?

What do you care about or what problem do you want to solve in the world?

How do you want to make a difference?

How can you use your education to gain the skills to make a difference in the world?

4. **Theoretical** – Desire to learn for the sake of knowledge.

High Theoreticals love learning-oriented challenges—anything where they are required to learn a new skill. Some Theoreticals will want to go deep on a handful of subjects, while others will be all over the place with their learning. Many Theoreticals go on to Masters or Doctoral degrees. If you are a High Theoretical, figure out the particular way you approach learning, and look for challenges and opportunities that will push you to go deeper in your studies. When looking at future career options, make sure there are plenty of opportunities for continuous learning and intellectual growth. Having a group of friends who are interested in similar topics will feel stimulating and exciting, so seek them out!

As a passionate Theoretical, you might run the risk of going so deep in an interest area that you lose interest in other topics. If that is the case, find a more specialized educational program or job that allows you to dedicate more time to go as deep as possible in your specialty.



Explore their passions and
favorite topics deeply

Love learning for the
sake of learning

Knowledgeable

Theoretical

REFLECTION QUESTIONS

If Theoretical is one of your top two Motivators, choose one of the prompts from each list and answer them below.

A.

How do you like to learn?

What topics excite you?

What do you want to learn about that relates to your other top Motivator?

Write about your favorite learning experience, project or assignment.

B.

Are there opportunities to learn everything you are interested in at this school?

Can you get involved in ground breaking research in your field?

Have you spoken to professors in your desired field of learning to see if they will mentor you?

5. Traditional – Desire to live by a personal set of principles, standards, or beliefs.

High Traditionals need an environment where their beliefs are acknowledged and respected. They do not necessarily need everyone to share their beliefs — but acknowledgement and respect are crucial for building a healthy relationship. If you are a High Traditional, look for opportunities that validate and/or allow you to share your beliefs.

You will enjoy having a group of likeminded people who share your particular belief system. Whether it is a culture, religion, or way of thinking, look for organizations where you can meet these people. Keep in mind that Low Traditionals might not understand why you feel so strongly in certain areas. Look for employers that align with or value your way of living.

Passionate Traditionals' belief systems serve as the north star in their lives. If you have this motivator, it's important for you to find ways to plug your belief system into something happening at school or a social cause that aligns.



Traditional

Value traditions

Driven by strong
beliefs: family,
religious, military,
cultural, self
determined, etc.

Principled

REFLECTION QUESTIONS

If Traditional is one of your top two Motivators, choose one of the prompts from each list and answer them below.

A.

What are your guiding principles?

Where do your traditional values come from? Family? Faith? Culture? Something else?

What are your personal rules for living? *This might be a list of “shoulds” or things you believe and hold yourself accountable to.*

B.

Have you looked into cultural or religious club offerings that will meet your needs?

Does this school reflect and honor your values?

Are you comfortable expressing your principles or values at school?

6. Utilitarian – Desire for a return on investment of time, energy or money.

High Utilitarians want an opportunity to get a practical return for their resources. Utilitarians are best engaged when they understand the return on investment they will get from their education. Passionate Utilitarians will want to be surrounded by students who are going places and care about ROI. If you are High Utilitarian, look into incorporating business classes and clubs along with internship opportunities or a paying job.

Passionate Utilitarians tend to be least served in most school environments, because Utilitarian is generally the last motivator of educators. Keeping this in mind, it's important you make sure the program/major/college you choose helps you to achieve your personal goals as quickly as possible. Do your research – an alternative pathway may appeal to you.



REFLECTION QUESTIONS

If Utilitarian is one of your top two Motivators, choose one of the prompts from each list and answer them below.

A.

What role does money play in your decisions?

What kind of rewards do you prefer?

How do you strive for more efficiency and productivity in your life?

How do you drive towards tangible, practical results?

How does this motivator show up in your life?

B.

Have you looked up starting salaries of students graduating from the program you are considering/are a part of? What do you think about them?

Does this school offer practical industry-relevant classes that prepare you for the workplace?

What are they?

Do you feel like attending school here will help you reach your goal efficiently?

Have you looked into ways to achieve your dream career outside of school?

BOTTOM MOTIVATORS

Bottom Motivators are very important because they may act as “anti-drivers.” You could be subconsciously avoiding situations where your bottom Motivators are prominent, because you do not value this dimension as much. For example, my bottom Motivator is Aesthetic; it doesn’t mean I don’t appreciate art, music, or nature. However, I do get super restless, frustrated, and agitated when people spend too much time on Aesthetic things. For example, when my husband (who is a passionate Aesthetic) wants to go hiking, he walks slowly and stops often to comment on flowers and trees. I always want him to go faster, because when we move fast I feel like I get a lot of exercise, and I enjoy it more when there is a destination (due to my high Utilitarian motivator).

If you are experiencing strong conflict with someone, it could be because they have an opposite Motivator to you. For example, my previous business partner was a passionate Aesthetic. We split up largely because I didn’t value her passionate Aesthetic needs for the company.

Pay close attention if your bottom Motivator falls below the smaller red bar, as this means that you are less motivated by this factor than most people.

Please note, just because you score very low on one Motivator category, it doesn’t mean you have zero interest in this area. It usually means that your interest in this area will be expressed via one of your top Motivators. For example, someone in the fashion industry might have a low Aesthetic score but their interest in fashion comes from another Motivator, such as Individualistic (because they can use clothes to make a statement), or Utilitarian (because they can make functional clothes that also make a profit).

“The only way to do great work is to love what you do”

- Steve Jobs

BOTTOM MOTIVATOR REFLECTION

How does your bottom Motivator show up in your life?


What are some jobs, environments, or companies that you might want to avoid based on your bottom Motivator?

At a recent workshop I was speaking with a university student with Low Compliance and a high Individualistic motivator. She was adapting her Compliance up quite a bit and I asked her what kind of professors she was taking classes from. I suggested interviewing the professors first and finding ones who allowed her freedom to express herself, with few classroom rules and fewer constraints on how to complete assignments. When I said this her entire countenance changed; she was literally glowing and with a huge grin she exclaimed, "That makes so much sense! There was one professor like that last year and I learned more in that class than I could have imagined. I had no idea it might have to do with our behavioral styles matching." I also suggested looking at the syllabus and noting that if it was long and super detailed, the professor was probably High Compliance and she might want to think twice about taking that class. The exact opposite would be true for a High Compliance student.

HOW MOTIVATORS WORK TOGETHER

It's important to think about Motivators as interrelated rather than as separate concepts. **A person's #1 Motivator is always most important and #2 or #3 are how that person goes about fulfilling Motivator #1 in the world.** I see lots of high achieving students who are Utilitarian #1, Theoretical #2. This type of person will use their knowledge to make money. They typically see the acquisition of knowledge as a way to succeed in life, so they are willing to invest the time in their studies to reap a future reward.

I always look at the last Motivator to see how it may or may not impact the way the top Motivators work together. In the example above, if that same student is also a #6 Individualistic, then they are not striving toward success for power, control, or a desire to be seen in the public eye. However, if Individualistic is their #3 and above the adult average, you know that public recognition *is* a part of life that matters to them, and they may even have the characteristics of a high potential entrepreneur.



IF YOU CAN'T
FIGURE OUT YOUR
PURPOSE, FIGURE
OUT YOUR **PASSION**

FOR PASSION WILL
LEAD YOU RIGHT INTO
YOUR **PURPOSE**

BISHOP T.D. JAKES

MOTIVATOR COMBINATION EXAMPLES

Jack is a Theoretical #1, Individualistic #2, and Traditional #6. Jack's primary motivations are to become an expert in his field and to be recognized for the excellence of his learning. He views excelling and being noticed as platforms for accessing and pursuing more challenging and unique learning opportunities. Jack has his own style—he will not be bound by any set of core beliefs or systems that dictate the best way to approach his goals. He will abandon “tried and true” approaches in favor of finding his own way.

Stefan is an Aesthetic #1, Social #2, and Individualistic #6. Stefan wants beauty and harmony to be realized in the world, and he sees involvement in his community as the way to achieve that goal. Stefan's work may include anything from working with people to improve negative body image to creating art for the community—but it must be something that he feels will add beauty to the world. Stefan feels neither the urge to be recognized for excelling at what he does, nor a strong desire to control his agenda. He is satisfied by knowing that his work is making the world a better place.

Zheng Li is a Traditional #1, Utilitarian #2, and Aesthetic #6. Zheng Li's life is centered on her family and culture, and she feels most at home in an environment that promotes both. Zheng Li interns at the financial bank where her brother works. Zheng Li sees high-paying opportunities as a means to build a stable life and spend more time with her family. She is partial to jobs that reflect the culture she had in her home when growing up. She does not feel any need for balance or harmony to be present in her life. Since her family is already centering her, anything extra just seems superfluous and impractical.

MOTIVATOR REFLECTION

Write a short reflection paragraph that incorporates several of your motivators and how they show up in your life.

Activity 3.6

MOTIVATORS AND CAREERS

As you may have noticed, motivators are directly connected to finding a fulfilling career.

Match the careers to the motivators that they align with. See the key below for explanations.

- | | |
|----------------------|--------------------|
| a. Photographer | i. Individualistic |
| b. Chemist | ii. Traditional |
| c. Nurse | iii. Aesthetic |
| d. Entrepreneur | iv. Social |
| e. Military | v. Utilitarian |
| f. Financial Planner | vi. Theoretical |

Using the career section of your Indigo report as a guide, write down three careers that you think would align best with your top motivators. Write an additional sentence or two for each career to justify your choices. How do these careers align with your motivators?

Career #1: _____

Justification: _____

Career #1: _____

Justification: _____

Career #1: _____

Justification: _____

Key: a. iii. Photographers are often High Aesthetic because they seek out and capture beauty; b. vi. Chemists are often High Theoretical because they must gain a lot of education and continually be learning; c. iv. Nurses are often High Social because they help people; d. i. Entrepreneurs are often High Individualistic because they are their own boss; e. ii. Military members are often High Traditional because they are part of an organization with a long history; f. v. Financial planners are often High Utilitarian because they work with money.

COMPANY CULTURE AND MOTIVATORS

Motivators matter for your job and the type of company you choose to work for. If you think about it, certain companies are more aligned with specific Motivators than others.

Consider the qualities of the companies listed below and connect them with the Motivator they are most aligned with. There is a key at the bottom of the page with explanations.







- | | |
|--------------------|--------------------|
| a. Bank of America | i. Individualistic |
| b. Apple | ii. Traditional |
| c. Red Cross | iii. Aesthetic |
| d. Air Force | iv. Social |
| e. NASA | v. Utilitarian |
| f. Uber | vi. Theoretical |

Think about a company that you would like to work for and look up their mission statement online.

Write a short paragraph reflecting on whether your chosen company is in alignment with your top motivators.

Key: a. v. Bank of America is High Utilitarian (focus on finance and efficiency). b. iii. Apple is High Aesthetic (emphasis on designing products that are beautiful as well as functional). c. iv. Red Cross is High Social (focus on helping humanity). d. ii. Air force is High Traditional (maintaining systems and hierarchy) e. vi. NASA is High Theoretical (focus on the pursuit of knowledge). f. i. Uber is Individualistic (helping individuals set their own working hours and be independent drivers).

Motivator Reference Guide

| 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 things 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. * 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. * 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 core 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. |



Motivators Overview

The Six Motivators

Individualistic: Desire recognition and control over their future

Social: Want to help the world and have an impact

Theoretical: Love to learn

Aesthetic: Seek balance and self-expression

Utilitarian: Value practical return on investment

Traditional: Hold core values, beliefs or traditions

Reading the Motivators Graph

- Look at your 1st and 2nd Motivators. How do these motivators show up in your life?
- Look at the lowest Motivator. Is this a "turn-off" for you?

Key Tips

- Motivators supersede DISC in explaining behavior when your Motivators are triggered.
- Consider your particular Motivator combinations and how they work together.
- Connecting your Motivators to a job, role, or company is a great way to find a fulfilling career.

Section 4:

SKILLS

SECTION 4

SKILLS: YOUR COMPETITIVE ADVANTAGE

SUMMARY:

Strengths-based approaches to success are becoming wildly popular. Marcus Buckingham solidified the concept with his StrengthsFinder assessment and book. Indigo also advocates a strengths-based approach to student success. However, we integrate the innate strengths of Behaviors (DISC) and Motivators with 23 soft skills that are critical in the world of work. In academia there are many terms for these skills - school specific measures, non-cognitive skills, non-academic skills, and competencies.

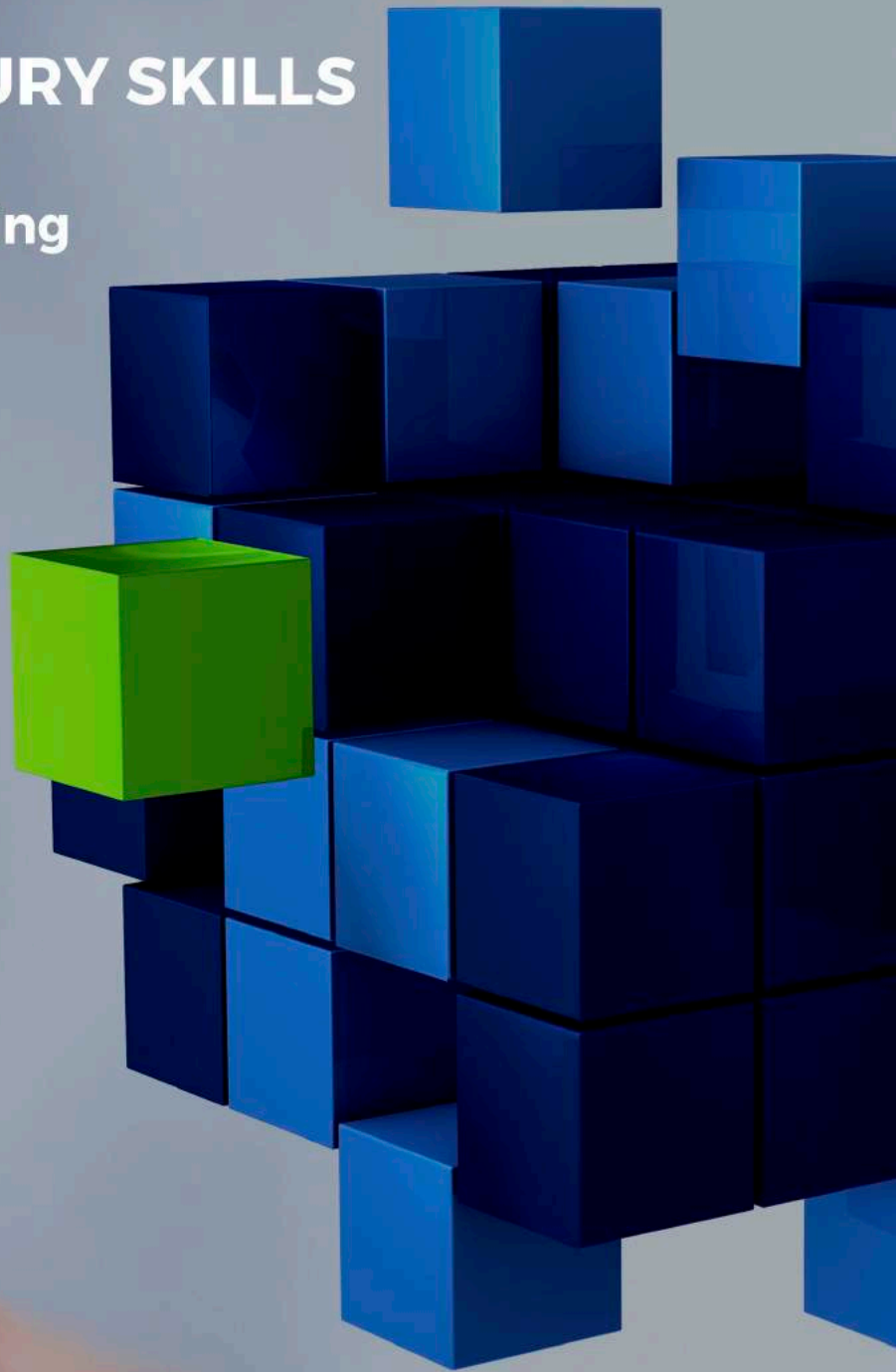
At Indigo, we tend to use the term “21st Century Skills” or “soft skills.” We believe the rapidly changing corporate landscape puts emphasis on skills that are not normally taught within the framework of traditional education. Companies are seeking candidates who have both hard skills and soft skills, focusing less and less on an applicant’s field of study and GPA. Technology companies like Google and Tesla are leading the way in evaluating applicants on attributes beyond their academic record.

The good news is that skills are just strengths you can learn. While some skills may come more naturally to you, it is possible to learn any skill. However, you can only develop soft skills through practice and experience. They cannot be developed purely intellectually. That is why it is so important to engage in meaningful extracurricular activities that provide opportunities to practice skills. You likely don’t have a lot of work experience yet, so your top skills may be most reflective of natural talents that you were born with. So I recommend starting there.



INDIGO 21ST CENTURY SKILLS

Analytical Problem Solving
Conflict Management
Continuous Learning
Creativity/Innovation
Decision Making
Diplomacy/Tact
Empathy
Flexibility
Futuristic Thinking
Goal Orientation
Interpersonal Skills
Leadership
Management
Mentoring/Coaching
Negotiation
People Advocacy
Personal Responsibility
Persuasion
Planning/Organizing
Presenting
Teamwork
Time and Priority Management
Written Communication



HISTORY OF SKILLS

The DNA Personal Soft Skills Indicator was created by Bill J. Bonnstetter, founder of Target Training International, Indigo's technology partner. This survey was the foundational piece for TTI's 2012 Edison Award nomination for innovation. Two of Bill's greatest research passions are education and serial entrepreneurship, and the DNA survey was born from his desire to develop better tools for research in these areas.

FOCUS ON YOUR TOP SKILLS

The Indigo Report's skills page lists 23 skills that are important in the world of work. The skills are ranked in order of your most developed skill to least developed skill relative to adult population norms.

Strengths-based research shows us that the key to success is utilizing your strengths while minimizing your weaknesses. Plus, you have greater growth potential in areas where you already have natural talent. When looking at the skills list, think of the skills at the top as the ones that come more naturally to you, thus requiring less energy on your part.

Think about how and where you are currently using your top skills. The following hypothetical scenarios are examples of how someone might use their skills:

If a student has Written Communication as one of his top skills, he may excel in creative writing. Perhaps the student is a poet or enjoys writing encouraging notes to family members.

If Management is a top skill, a student is probably good at delegating roles for group projects. She may express genuine joy in being able to navigate a team through a challenge.

If Persuasion is a top skill, a student might be proud of a time he convinced someone else to acknowledge and accept his point of view. He may enjoy mock trial or a corporate sales role.

Chances are, there is a **passion** contained in your top skills. Often these skills are also connected to your Motivators and DISC styles. Once you tap into that passion, you can seek out situations that allow you to apply your skills in a fulfilling way.

WHY TOP SKILLS MATTER

Your brain has the most connection points in regions where you are most skilled. Therefore it is easier to get better at things you are already good at compared to areas where you have no experience. That's why at Indigo we are big believers in starting from your strengths and pursuing career paths that are aligned with your natural inclinations and gifts.

SELF-REFLECTION ON SKILLS:

Look at the top page of your Indigo Report and list your top 5 skills. Provide examples of how you use these skills practically and star the ones that resonate the most. If you are unsure about the definition of a skill, look at the list later in this section.

A. _____

How I use this skill: _____

B. _____

How I use this skill: _____

C. _____

How I use this skill: _____

D. _____

How I use this skill: _____

E. _____

How I use this skill: _____

YOUR TOP SKILLS AND THE 80/20 PRINCIPLE

When you focus on your top skills you are employing a century-old principle called the “Pareto Principle,” otherwise known as the 80/20 Rule. Pareto initially showed that approximately 80% of the land in Italy was owned by 20% of the population. The rule was subsequently applied to various social and business case studies.



Author Richard Koch showed that 80% of sales come from 20% of clients, or put another way, 80% of business results come from 20% of efforts. Focus on your “right” 20% to increase your potential for success. Your unique strengths combined with the top 20% of your skills are likely to lead to faster and better results, so I highly recommend you focus there first.

Use the QR Code to watch our short video on how this works.

WHAT ABOUT YOUR BOTTOM SKILLS?

Think of the skills at the bottom of your list as requiring more energy. There are several possible reasons why these skills require more energy from you:

1. You don’t have a lot of experience using this skill yet, so it hasn’t had a chance to develop.
2. You dislike performing this skill (even if you are good at it). *Note: If this is the case I recommend avoiding a job role where you have to use skills you dislike on a regular basis.*
3. You are genuinely not good at that skill, which is totally OK. You don’t have to be good at every skill to be successful in life. Self-awareness in areas where you aren’t as strong allows you to choose colleagues who are strong in areas where you need a little more assistance.

Because you can grow the skills you focus on grow, I’d strongly recommend you focus on your top skills and try to find work that aligns with them. In fact, you can put these skills right on your resume with examples of how you have previously used these skills to add value. There may be skills ranked low on your list that you can learn to do well with more experience and training. The only reason a bottom skill is relevant is *if it is hindering you in some way*. For example, if a student has Presenting as one of her bottom skills, and she is in a public speaking class, it is probably causing her stress and it makes sense to practice that skill to pass the class.

If the bottom skills are *not* hindering your life in any significant way, move on.

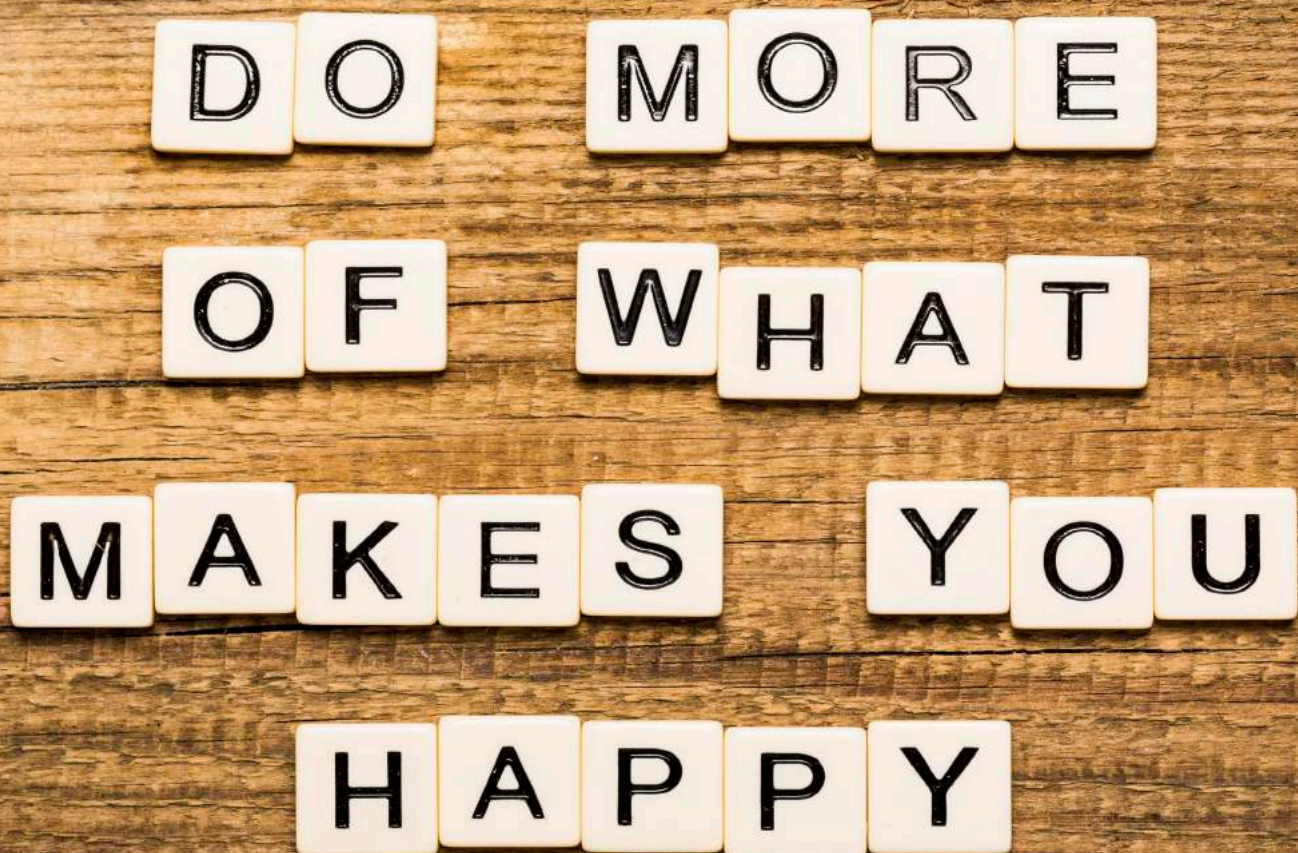
Example: Bottom Skills of Sheri Smith, Indigo CEO.

My bottom skills are reflective of things I've had trouble with since childhood. My father, who is very high "Compliance" on the DISC scale (my score is 5), thought I would never make it in life without Planning/Organizing and Self-Management skills. He would attempt to make me more like him by nagging me constantly about being late and disorganized. He saw the negative consequences of lacking these very important skills. Indeed, my lack of focus in these areas has resulted in angry friends, parking tickets, and near-missed deadlines.

If I judged my self-worth based on these things, I'd pretty much feel like a loser and miss the point that I'm a big picture, fast-moving, fluid leader who contributes creativity, flexibility, and risk-taking ability to the world.

Now that I understand the Indigo way, I use my strengths and motivators to overcome my weaknesses where necessary. I plan and organize when we need a strategic plan to move the company forward (Utilitarian Motivator with strong Goal Orientation). I show-up on time when I know I need to be there to help people (Social Motivator with Interpersonal Skills).

This doesn't mean skills at the bottom can't become strengths. It just means leveraging strengths to mitigate weaknesses is a lot less painful and more effective than the other way around. It also means that you don't want to put yourself in major or career situations where you have to be strong where you are weak. It's the old adage, "If you judge a fish by its ability to climb trees, you've missed the point."



DO MORE
OF WHAT
MAKES YOU
HAPPY

IF YOU ONLY HAVE A FEW SKILLS

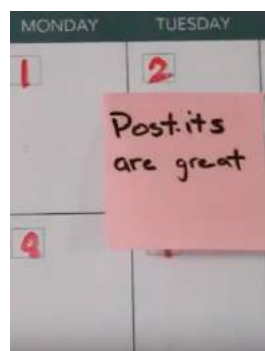
If your graph shows very few (or zero) well-developed skills, this does *not* mean you have no skills! This portion of the test measures what *you believe to be* your skills. If you are overly critical or hard on yourself you probably rated yourself lower than you are in reality. Here are a few tips if you find yourself in this situation:

1. Even though you may not have many well-developed skills, the top skills are still extremely important to focus on and those strengths can be used to develop other skills.
2. Find a close friend, positive adult or manager at work. Talk through your skills list with them. Ask them to give you examples of where they see you performing specific skills well and then make an effort to notice yourself practicing skills in those situations.
3. Look through the skills definitions below and watch some of the skills videos on indigoskills.com. Think about which skills you most want to practice or those which you suspect you might already be better at than you think!

Additionally, keep in mind that your scores are being compared to an adult average. It takes most people a lifetime to develop these skills, and most students are just starting out. The point is to focus on developing the skills that come most naturally to you, and not to beat yourself up where you perceive a gap. One of my favorite fitness trainers always says, “Do your best and forget the rest.” We wholeheartedly agree with that here at Indigo!

If you have mostly Well Developed Skills and are under the age of 21, you might be overly confident in your ability to do everything well. It's extremely rare to have had a chance to develop most of the skills with so little work experience. I recommend meeting with a trusted adult, mentor, manager or friend (who will tell you the truth) and ask them which skills they think you might be over-confident on and why. This will give you a clearer picture of yourself and your skills.

To watch short videos about
all these skills and how you
can improve them, go to
indigoskills.com



SKILLS DEFINITIONS AND EXAMPLES

The next section describes each skill measured by the Indigo Assessment in alphabetical order.

Remember to have your Indigo report handy to reference skills you want to explore more. I recommend you watch at least 5 skill videos that you connect with to learn more.

Working adult averages are from November 2015.

ANALYTICAL PROBLEM SOLVING (4.7 avg.): Analyzing, diagnosing, and resolving problems.

- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact, and scope of problems.
- Evaluates the potential impact of possible solutions and selects the best one.

CONFLICT MANAGEMENT (5.2 avg.): Addressing and resolving conflicts for positive outcomes.

- Readily identifies and addresses issues, concerns, or conflicts.
- Listens to understand an issue from different perspectives.
- Tries to settle differences fairly.

We find that students who score high in Conflict Management generally have a lot of practice in their families or friend groups. If this is true for you, think about your personal experiences and how you can use your practice navigating difficult situations in a positive way at school or work.

CONTINUOUS LEARNING (6.1 avg.): Taking initiative in learning new concepts and methods.

- Demonstrates curiosity and enthusiasm for learning.
- Actively interested in new technologies, processes, and methods.
- Spends considerable effort on learning.
- Identifies uses for knowledge.

Many times Continuous Learning aligns with a high Theoretical Motivator. If you rank high in Continuous Learning with a low Theoretical score, this tends to be an even more remarkable skill that is worth exploring.

CREATIVITY/INNOVATION (4.8 avg.): Ability to formulate new approaches, ideas, concepts and methods.

- Expresses non-traditional perspectives and/or novel approaches.
- Encourages and promotes innovation.
- Develops and tests new ideas to explain or solve issues.
- Imagines new or revolutionary concepts.

Typically, teacher and student populations score below adult averages in creativity. We feel that this is one of the unfortunate side effects of standardized testing, and I encourage all schools we work with to focus on fostering this very important skill. If you rank high, find positive outlets for your creativity and never let anyone try to shut that skill down!

DECISION MAKING (4.0 avg.): Utilizing effective processes to make decisions.

- Can make tough decisions in a timely manner.
- Creates a rationale for making decisions.
- Willing to correct wrong decisions when necessary.
- Defends rationale for decisions when necessary.

Many high-achieving students score low on decision making and tend to have significant stress around the college and career process. If that is the case, it is even more important for you to have deep self-awareness. Do not let other people's opinions sway your decisions. Know yourself and make decisions that move you more toward your true self, no matter what might be expected of you. Remember, just make small decisions and commit to those. You don't have to plan your entire future, just make the next small step, evaluate how it goes, then make another decision and take another small step. "Inch by Inch it's a cinch, mile by mile it takes a while."

DIPLOMACY & TACT (5.9 avg.): Effectively handling difficult or sensitive situations concerning others.

- Maintains good relationships with others through fair treatment and respect.
- Respects diversity in race, national origin, religion, gender, lifestyle, age, and disability.

EMPATHY (3.6 avg.): Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Is sensitive to the emotions people experience.
- Tries to understand the real needs, concerns, and feelings of others.
- Advocates for the interests, needs, and wants of others.

Empathy is a very interesting skill. Many students who are natural empaths rank low on “empathy”. They are shocked and dismayed when they see a score that is opposite from their core being. When I dig a little deeper, I find that their ability to “feel other people” has generally been painful for them or drains them of the energy they need to take care of themselves.

FLEXIBILITY (4.5 avg.): Ability to adapt to changes.

- Responds promptly to shifts in direction, priorities, and schedules.
- Effective at juggling multiple priorities and tasks.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.

Students who have high flexibility skills and rank high in Steadiness on the DISC scale tend to do better in school and at work. If you are high S and score low in flexibility, you should check out the flexibility video and make steps to improve in this area.

FUTURISTIC THINKING (2.8 avg.): Imagining, envisioning or predicting what has not yet been realized.

- Demonstrates an ability to connect the dots and see the big-picture.
- Recognizes, supports, or even champions progressive ideas.
- Envisions possibilities others may not.

If you rank high on futuristic thinking, ask yourself what are you thinking about or imagining for your own future. Making a future vision board or mind map will likely be a valuable way to clarify the future you are envisioning and how to get there.

BET ON YOUR
STRENGTHS
AND SKILLS

STOP
WASTING
TIME ON YOUR
WEAKNESSES



GOAL ORIENTATION (6.8 avg.): Focusing efforts on meeting a goal, mission or objective.

- Establishes goals that are relevant, realistic, and attainable.
- Identifies and implements required plans and milestones to achieve specific business goals.
- Stays on target to complete goals regardless of obstacles or adverse circumstances.

Whether you rank high or low in goal achievement, I encourage you to practice goal setting. The simple act of writing a goal down (even if you never look at it) makes it 90% more likely to come true. Low scorers should start with smaller, easy win goals and practice this often. High scorers should set more challenging, directed goals that push their boundaries.

INTERPERSONAL SKILLS (6.8 avg.): Effectively communicating, building rapport, and relating well to all kinds of people.

- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy, and consideration.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

This is one of the most widely varying skills, with many students scoring below 2 and many above 8. It doesn't have anything to do with reading people or liking people, it's all about knowing what to do with others in a variety of sticky situations. Interpersonal skills are easily taught but take lots of practice and high quality instruction.

LEADERSHIP (6.1 avg.): Achieving extraordinary results through people.

- Inspires others with compelling visions.
- Takes risks for the sake of principles, values, or mission.
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate responsibilities and authority, & demonstrates loyalty to constituents.

Students who score high on leadership are often getting practice outside the classroom. If this is the case for you, ask yourself, "How do I identify as a leader and what kind of leader do I see myself becoming?"

MANAGEMENT (5.7 avg.): Achieving excellent results through effective use of resources, processes, and people.

- Comfortable making decisions that affect other people.
- Delegates tasks and roles appropriately.

Students typically do not score high on management due to the fact that this isn't generally applicable to their roles. If you do rank high here, think about how you play the role of "manager" in your friend group, extracurricular activities, or even at work. Management is an extremely valuable skill in the working world that you can capitalize on to get a better job.

MENTORING/COACHING (6.8 avg.): Guiding and supporting the growth of others.

- Identifies developmental needs. Encourages initiative and improvement.
- Provides opportunities for training.
- Trains, coaches, and mentors others to develop.

Students who score high here generally counsel or advise their friends. If this is true for you, think about how this might translate to real job skills employers are looking for.

NEGOTIATION (3.8 avg.): Ability to bargain effectively and facilitate agreements.

- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.

Since this is such a business specific skill, it's rare to see negotiation ranked high for students. If you rank high, ask yourself, "Who do I negotiate with? My parents? Friends? Teachers? How do I want to leverage my negotiation skills in the world of work?"

PEOPLE ADVOCACY (6.3 avg.): Understanding, defending, and supporting other people's needs and expectations.

- Places a high value on customers and their issues.
- Anticipates customer needs and develops solutions
- Meets commitments made to customers

PERSONAL RESPONSIBILITY (5.5 avg.): Taking initiative and responsibility for personal actions.

- Accepts personal responsibility for the consequences of personal actions.
- Applies lessons learned from past failures toward achieving future successes.

PERSUASION (5.5 avg.): Ability to convince others to change the way they think, believe, or act.

- Builds trust and credibility before attempting to promote something.
- Uses logic and reason to develop arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the barriers that prevent people from agreeing.

Persuasion skills generally correlate with high "Dominance" on the DISC scale. If you possess a low "D" score and a high Persuasion score, it's worth exploring how you developed this skill because you probably have a very unique and powerful way of persuading.

PLANNING/ORGANIZING (4.8 avg.): Using orderly procedures to meet objectives.

- Works effectively within established time frames and priorities.
- Prioritizes tasks for highest productivity.
- Makes adjustments to plan as needed.

With certain skills, you may know "how" to perform a skill but don't like doing it. For example, planning and organizing is my last skill. I'm actually quite skilled at this task, having planned large conferences and events. However, I dislike the patience and detail orientation required to do such tasks, so my score comes out very low.

Indigo Tip

Understanding your top skills is a great way to get to know your strengths and begin to develop them effectively.

For example, if Written Communication is a top skill, think about what you have been writing lately and it's potential applications.



PRESENTING (6.1 avg.): Communicating effectively to groups.

- Presents information in ways that makes complex concepts clear.
- Projects authenticity, confidence, conviction, and passion.
- Engages the heart and mind of the audience.
- Communicates in ways that enlighten, educate, challenge, and persuade the audience to think, believe, or behave in a specific way.

Presenting is one of the easiest skills to develop in an academic setting. To get better at presenting, take courses that require presentations or join a local Toastmasters group, which specializes in training people in this skill.

TEAMWORK (6.3 avg.): Working effectively and productively with others.

- Meets agreed-upon deadlines for team assignments and commitments.
- Supports team decisions.
- Behaves in a manner consistent with team values and mission.
- Provides constructive feedback to team and its members.

TIME AND PRIORITY MANAGEMENT (4.4 avg.): Ability to manage time and priorities, maintaining self-control.

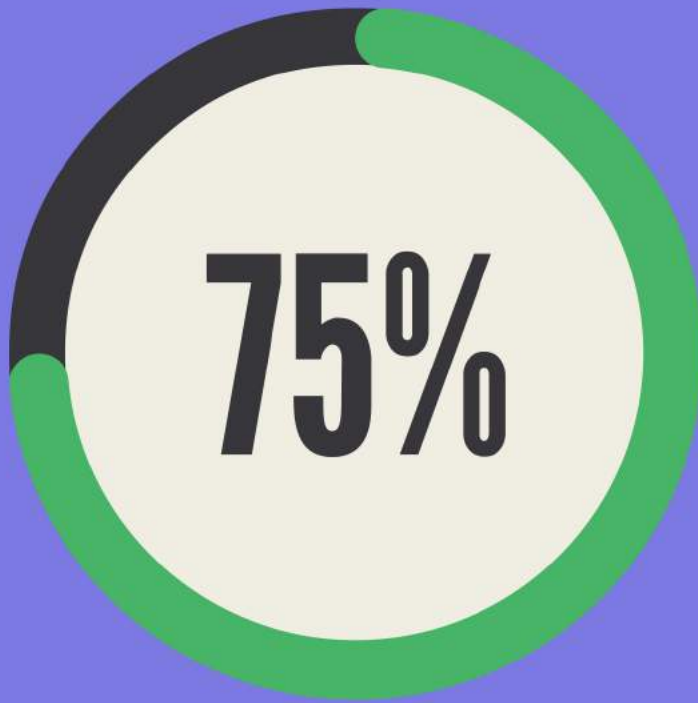
- Prioritizes activities as necessary to meet goals.
- Keeps working toward goals without direct supervision (self-directed learner).

WRITTEN COMMUNICATION (5.4 avg.): Writing clearly and getting thoughts across effectively.

- Writes in ways that make abstract concepts clear.
- Succinctly presents viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Adjusts writing style to specific audiences as needed.

*Students scoring high in “**Written Communication**” generally love to write and do it as a hobby. If you rank high here, find opportunities to apply your writing to valuable work applications. It’s unlikely you will be writing essays at work (unless you become a professor), but you could be writing blog posts, training materials, grants, video scripts, etc. Explore different types of writing that will allow you to write and collect a paycheck!*

SOFT SKILLS ON THE RISE



OF EMPLOYERS
THINK SOFT SKILLS
ARE AS VALUABLE
AS HARD SKILLS.



OF EMPLOYERS
THINK SOFT SKILLS
ARE MORE
IMPORTANT.

PRACTICAL APPLICATION: YOUR SOFT SKILL MAXIMIZATION PLAN

A. Which top skill would you most like to get even better at? _____

a. What strategies are you going to use to get better at this skill?

b. What types of jobs enable you to succeed with this skill?

B. Which other skill would you like to work on? _____

a. What strategies are you going to use to get better at this skill?

b. What types of jobs enable you to succeed with this skill?

C. Write out a complete Maximizing Statement using this format: "I plan on getting even better at [Skill] by [Action Step]". For example, *I plan on getting even better at leadership by becoming president of the Debate Team.*

HARD SKILLS

You will use soft skills throughout your life and career, so it's good to be aware of them. But they aren't always enough when it comes to landing a job. Employers often need specialized hard skills that can be applied immediately to get things done. A few examples:

- **Welder:** Being good at working with people might be a bonus if you want to become a welder, but if you don't know how to actually weld, it's a non-starter.
- **Online Course Creator:** You might be great at writing creative content and coming up with online courses, but if you don't have the hard skill of creating an amazing course on something like Articulate/Storyline 360, you are less likely to be hired.
- **Counselor:** You can be really empathetic and have great interpersonal skills, but to be a licensed therapist you do need a degree.

To build a competitive edge, you will have to learn and integrate some hard skills. If you have both hard and soft skills you will increase your likelihood of being hired and earning top dollar. Look for classes at your school that teach hard skills as well. My most valuable undergraduate class was in web design (even though my major was International Relations and I didn't have to take that class). Knowing how to make web pages landed me a paid internship at the State Department and brought in extra income over the next 10 years!

PRACTICAL APPLICATION: LEARNING HARD SKILLS

What hard skills are you interested in learning and why?

Do they complement your soft skills? How?

Section 5:

BRINGING IT ALL
TOGETHER

SECTION 5

BRINGING ALL YOUR INDIGO ATTRIBUTES TOGETHER

When you combine all of your Indigo attributes together, you can get a really clear idea of who you are, what you want, and where you want to go. Think of your Indigo attributes like you would the components of a car. Some cars are rugged and durable, some are sporty, some are practical and fuel efficient. Each car is designed with different attributes that allow the car to excel at particular tasks.

***DISC** describes how people behave, much like you would describe how a car performs or what it's designed for. When you know what your strengths are, it's easier to decide the best places for you to go.*

***Motivators** are like the engine of a car. You have to know what type of fuel an engine takes to get the engine revving. Doing what motivates you is the fuel in your car, it's what drives you.*

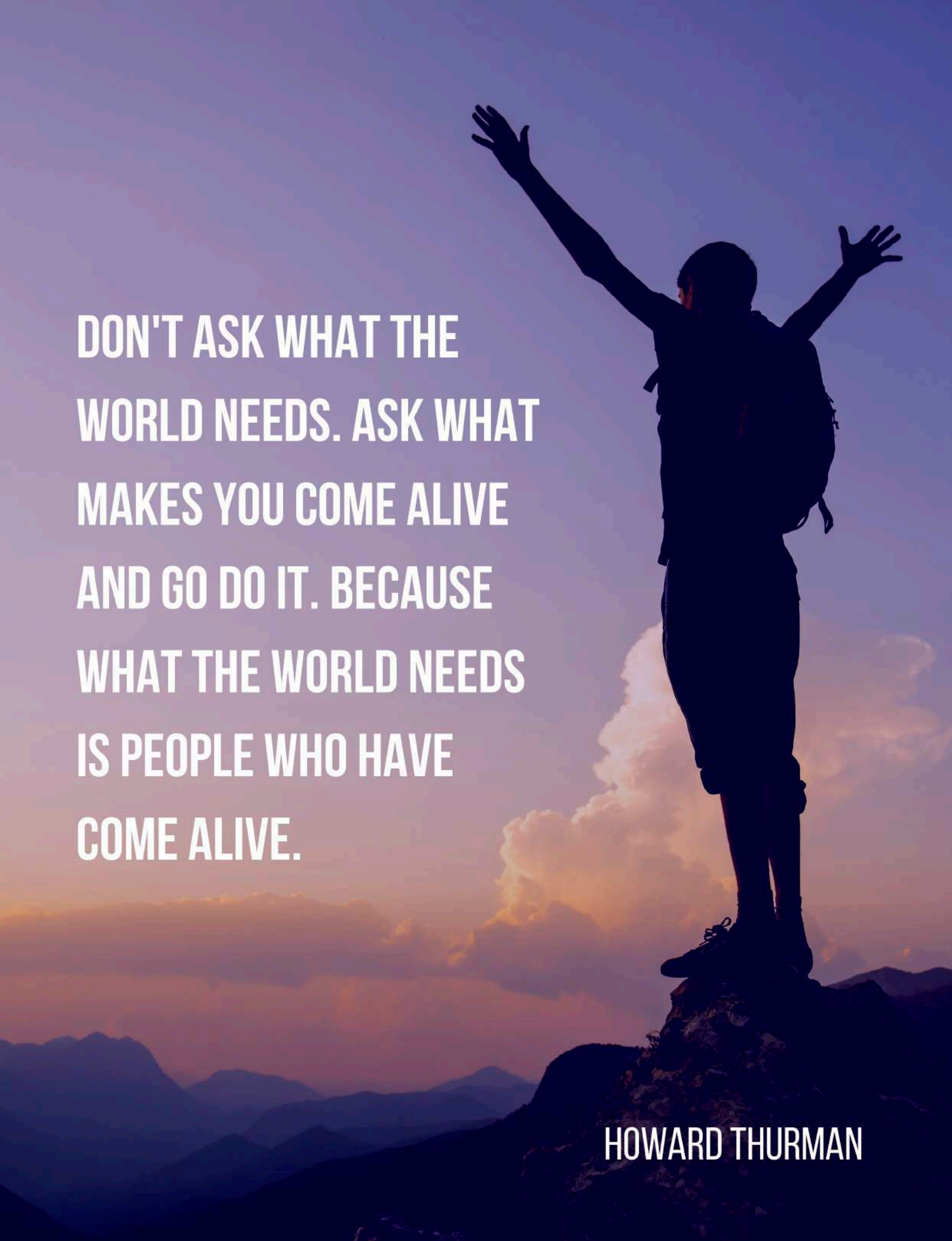
***Skills** are like the add-on features in a car. Heated seats, stereo, navigation - special features that can always be added and improved.*

***The “whole car”** is what you bring to your relationships, your career, and your life. You are multidimensional. Your combination of Skills, Motivators, and Behaviors makes you unique.*

Knowing what routes work best for you, what drives you, and what contributions you have to offer will help you stand out, be hired, and experience career and life success.

To watch a video of how it all works together, scan the QR code below or go to IndigoSkills.com.



A silhouette of a person standing on a rocky mountain peak, with their arms raised in a 'V' shape towards a sky filled with soft, orange-hued clouds from a setting or rising sun. The person is wearing a backpack and shorts. The background shows layers of distant mountain ranges under the twilight sky.

**DON'T ASK WHAT THE
WORLD NEEDS. ASK WHAT
MAKES YOU COME ALIVE
AND GO DO IT. BECAUSE
WHAT THE WORLD NEEDS
IS PEOPLE WHO HAVE
COME ALIVE.**

HOWARD THURMAN

CONNECTING INDIGO ATTRIBUTES WITH JOB ROLES

Before we dive into integrating all of your Indigo characteristics, let's practice by looking at me - Sheri, CEO of Indigo - and Sueann Casey, Director of Advising. Our Indigo summaries are on the next two pages. As you'll see, we have some extreme differences and similarities. Sueann and I have learned to play to each other's strengths and divide up our work tasks in a way that suits our natural styles. Based on your understanding of our Indigo traits, which tasks do you think are most suited to each of us?

Activity 5.1

- | | |
|--|--|
| A. Spending time on the phone with customers | <input type="checkbox"/> Sueann <input type="checkbox"/> Sheri <input type="checkbox"/> Both |
| B. Networking at conferences | <input type="checkbox"/> Sueann <input type="checkbox"/> Sheri <input type="checkbox"/> Both |
| C. Handling a disgruntled customer | <input type="checkbox"/> Sueann <input type="checkbox"/> Sheri <input type="checkbox"/> Both |
| D. Delivering a presentation that helps people feel more comfortable | <input type="checkbox"/> Sueann <input type="checkbox"/> Sheri <input type="checkbox"/> Both |
| E. Creating a new presentation that could generate revenue | <input type="checkbox"/> Sueann <input type="checkbox"/> Sheri <input type="checkbox"/> Both |
| F. Handling a complex research project | <input type="checkbox"/> Sueann <input type="checkbox"/> Sheri <input type="checkbox"/> Both |
| G. Dealing with paperwork to finalize a contract | <input type="checkbox"/> Sueann <input type="checkbox"/> Sheri <input type="checkbox"/> Both |

Key: A. Sueann: Customer Service skill, High S; B. Both: High I; C. Sheri: High D; D. Sueann: Customer Service skill; E. Sheri: Creativity skill, Utilitarian; F. Sueann: High Theoretical, High S; G. Sueann: High C, High S.

Sheri Smith

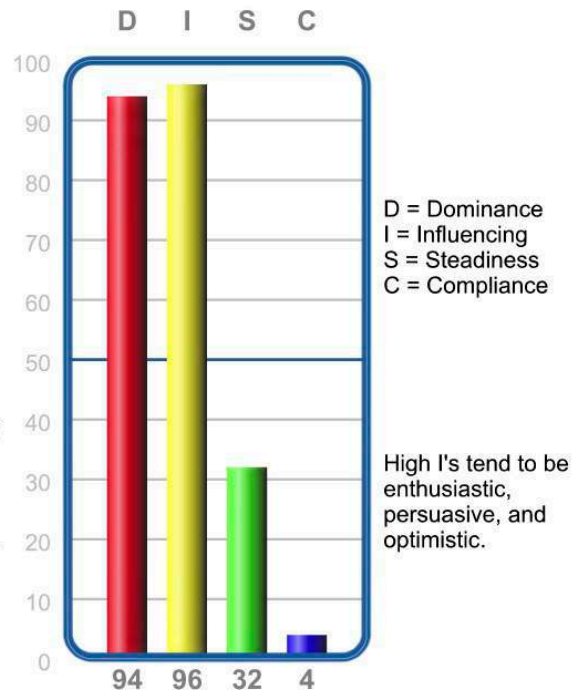


Top 5 Skills

| | Personal Skills Ranking |
|---|-------------------------|
| 1 | Goal Orientation |
| 2 | Creativity/Innovation |
| 3 | Leadership |
| 4 | Interpersonal Skills |
| 5 | Flexibility |

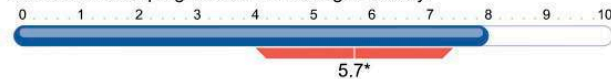
Strengths

- Sings the praises of peers and the contributions others make.
- Good at promoting causes that improve society.
- Promotes efficiency and results.
- Resourceful and influential in creating effective results.
- Looks for a better approach to help others.
- Can be resourceful to influence others to get results.

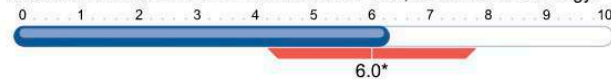


Motivators

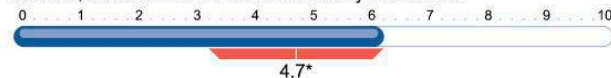
1. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



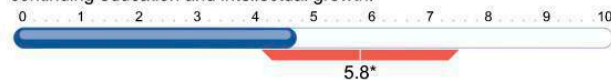
2. **Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



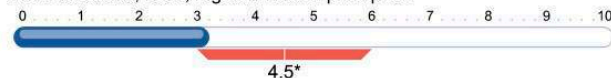
3. **Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



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



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



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



Value to a Team

8.0 Can support or oppose strongly.

6.3 Motivates others towards goals.

6.2 Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.

Optimistic and enthusiastic.

4.7 Has the confidence to do the difficult assignments.

3.2 Positive sense of humor.

Sueann Casey



Top 5 Skills

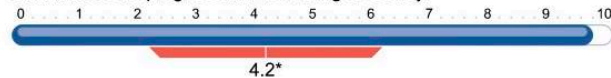
| | Personal Skills Ranking |
|---|-------------------------|
| 1 | Customer Focus |
| 2 | Teamwork |
| 3 | Appreciating Others |
| 4 | Diplomacy |
| 5 | Conflict Management |

Strengths

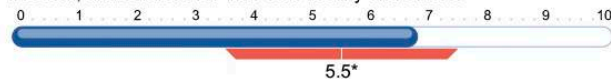
- Accommodating and pleasing others is one of her natural talents.
- Strong supporter, therefore, always willing to help.
- The ideal right hand to a goal-driven leader.
- Methodically follows a strategy to achieve.
- Always willing to offer her time and perspective.
- Willing to be the spokesperson for the team.

Motivators

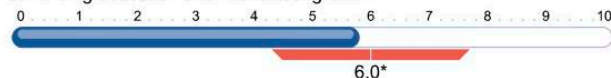
1. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



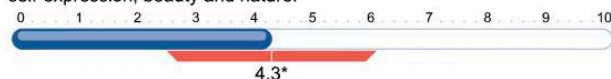
2. **Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



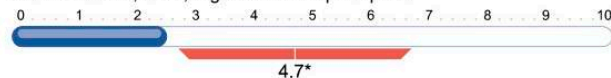
3. **Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



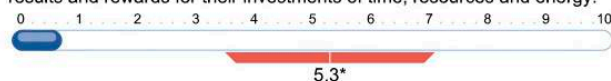
4. **Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



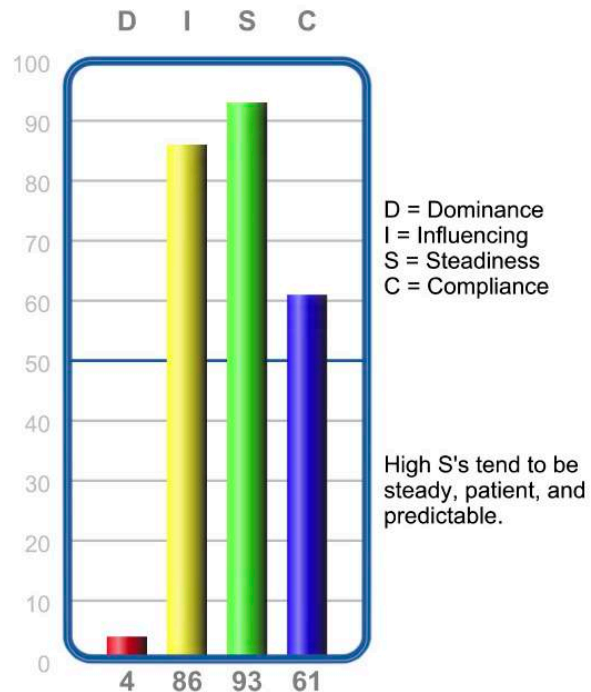
5. **Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



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



Behaviors



Value to a Team

Patient and empathetic.

Good at reconciling factions--is calming and adds stability.

Concerned about quality.

Works for a leader and a cause.

Builds good relationships.

Will gather data for decision making.

YOUR UNIQUENESS AND THE IDEA OF VALUE CREATION

As you will have seen from the last exercise, Sueann and I are designed to add value in very different ways. If I was trying to be Sueann or vice versa, it wouldn't be great for our business. When you think about adding value to a business, you must understand how your strengths, behaviors, motivators and skills work together to make you uniquely suited to the role you are applying for. Let's take a shot at combining your Indigo qualities into a personal statement.

YOUR PERSONAL STATEMENT

Fill in the blanks in the following statements to describe your behaviors, motivators, and skills.

"I have a/an _____ [DISC] style which

means _____ [what I like]."

e.g. "I have a High Influencing style which means that I really enjoy working with other people."

"I care about _____ [Motivator/Related to motivator]

so _____

_____ [what I value] is/are important to me."

e.g. "I care about Aesthetics so being in balanced, calm, beautiful places (is/are) important to me."

"I am good at/with _____

_____ [skills]."

e.g. "I'm good with interpersonal skills and teamwork."

Rewrite your personal statement below in your own words. Think about how your particular qualities can create value for a future employer.

CRAFTING YOUR MESSAGE

Remember, each section of the Indigo Report is a puzzle piece, and together the sections give you a picture of *who you are*. Once you have reviewed all the sections, step back and look at the whole person. What stands out? What about you is unique and valuable? Which parts of you are not captured by Indigo? How do they impact your life? What value is created by you simply being you? All the parts of your life, personality, and experiences matter when crafting your personal message.

The year I turned 29, I completed an intensive leadership course in which I heard over and over, *"You are all these things and so much more!"* This is also true for you. You are much more than your Indigo scores, *and* the scores can help you define, describe, and provide context for your purpose.

When crafting your message to a potential employer, think about how your unique qualities can add value to their organization. Employers respond well to specific examples where you leveraged your strengths in a way that produced tangible results. If you don't have a lot of work experience, don't worry. Experiences you've had with a sports team, extracurricular club, or group project probably apply to the working world.

I will discuss a bit more about purpose in the conclusion of this book.

CONCLUSION

CONCLUSION

THE NATURE OF PURPOSE

Nature is remarkably interconnected, and each piece is completely unique. Nature cannot select out of its purpose. A honey bee doesn't choose to stop pollinating flowers. A lion doesn't choose to become vegetarian. A tree doesn't uproot itself because it would prefer to change landscapes.

Humans are the only living organism on the planet that can choose to be who they are, or not. **Being your true self is the greatest act of courage you can undertake.** The path of inauthenticity may feel easier and safer, with fewer hurdles and heartache, less disruption and fear. However the path of inauthenticity, while seemingly safe, can be a path of spiritual death.

You are unique. The fact that you are intrinsically valuable means that who you are is not related to your job, your circumstances, the clothes you wear, or how much money you make. What makes you intrinsically valuable is simply - you.

I hope your experience taking the Indigo Assessment and working through this book has helped articulate your unique qualities and how you can make positive choices and positive change. I believe that if everyone could have this self-awareness, many of our societal ills would be reduced - drugs, alcohol, violence, bullying, meanness, greed, and despair. I also believe that Indigo can help ignite self-awareness, but it will still take great courage from you.

Through an educational system that supports your unique journey, we envision a generation who sees themselves clearly, likes what they see, and gives back to the world.

Appendix

APPENDIX I

RESOURCES

ONLINE RESOURCES FOR STUDENTS

Go to <http://www.indigoproject.org/studentresources/> for links to these resources.



ROAD TRIP NATION

Explore your interests and figure out how to find a career path that you are passionate about on Road Trip Nation.

<http://roadtripnation.com/explore/interests>



FIND YOUR CALLING

Find Your Calling is a resource for students that helps uncover types of careers that would be most appealing to them, through assessments and a large database of different careers.

<https://www.findyourcalling.com/>



LUMINOSITY

Train your brain with puzzles and games designed by scientists and game developers.

<https://www.lumosity.com/>



INVESTOPEDIA

Investopedia provides news, training, articles and more in the world of business to keep you updated on current ideas and techniques.

<https://www.investopedia.com/>



SQUARESPACE

This is a great resource to build your own blog/website.

<https://www.squarespace.com/>



CANVA

This easy and convenient platform lets you create and design your own Facebook covers/blog graphics/cards/collage/etc.

<https://www.canva.com/>



UNREASONABLE INSTITUTE

Watch videos on how to be successful in the modern world, with advice on booming markets and money saving/making techniques.

<https://unreasonable.is/category/video/>



UDEMY

Udemy is a site where you can learn anything from how to start a business, to public speaking 101, to how to get 10,000 followers on Instagram.

<https://www.udemy.com/>



EDX

edX offers online courses from major universities and institutes.

<https://www.edx.org/>



COURSERA

Coursera courses from different colleges around the world.

<https://www.coursera.org/>



Ed2Go

Ed2Go offers online continuing education for adults drawn from top colleges and universities.

<https://www.ed2go.com/>



UNIVERSITY OF THE PEOPLE

University of the people is a non-profit, tuition-free, accredited, online, American university.

<https://www.uopeople.edu/>



CANVAS NETWORK

Canvas Network offers online courses, with a goal of “promoting openness and innovation in education.”

<https://www.canvas.net/>



KHAN ACADEMY

Khan Academy has instructional videos and practical exercises in many different subjects and a many different levels.

<https://www.khanacademy.org/>



HARVARD ONLINE LEARNING

Online courses, lectures, podcasts, and more from Harvard University.

<https://online-learning.harvard.edu/>



MIT OPEN COURSEWARE

MIT Open Courseware offers content from Massachusetts Institute of Technology courses.

<https://ocw.mit.edu/index.htm>



STANFORD ONLINE

Stanford Online offers online courses and other educational material.

<https://online.stanford.edu/>



OPEN YALE COURSES

Open Yale Courses offers free and open introductory courses.

<https://oyc.yale.edu/>



UDACITY

Udacity offers online courses, many in technology.

<https://www.udacity.com/>



PLURALSIGHT

Pluralsight offers technology focused education.

<https://www.pluralsight.com/>



SKILLSHARE

Skillshare offers classes in design, business, tech, and other areas.

<https://www.skillshare.com/>



TREEHOUSE

Treehouse offers technology education.

<https://teamtreehouse.com/>



HOW DESIGN UNIVERSITY

How Design University offers online web and graphic design courses.

<https://www.howdesignuniversity.com/>



SKILLCRUSH

Skillcrush offers technology education.

<https://skillcrush.com/>



CREATIVELIVE

CreativeLive offers classes in diverse areas.

<https://www.creativelive.com/onair>



COGNITIVE CLASS.AI

Cognitive Class offers courses in emerging technologies with a focus on data science and cognitive computing.

<https://cognitiveclass.ai/>



GCF LEARN FREE

GCF Learn Free offers free online classes with a focus on basic skills.

<https://www.gcflearnfree.org/>



HIPPOCAMPUS

HippoCampus offers multimedia educational content.

<http://www.hippocampus.org/>



HowCAST

HowCast is a repository of how-to videos.

<https://www.howcast.com/>



BETTER EXPLAINED

Better Explained offers alternative explanations for math and other concepts.

<https://betterexplained.com/>



ADAFRUIT

Adafruit offers hands-on technology tutorials.

<https://learn.adafruit.com/>



HACK DESIGN

Hack Design offers a self-paced design course.

<https://hackdesign.org/>



GROVO

Grovo offers microlearning, short educational videos on various professional topics.

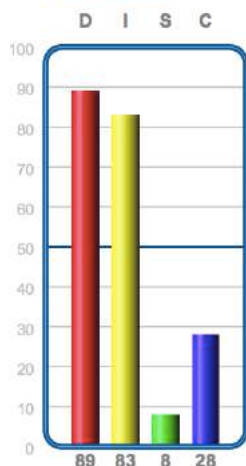
<https://www.grovo.com/platform>

APPENDIX II

COMMON INDIGO COMBINATIONS

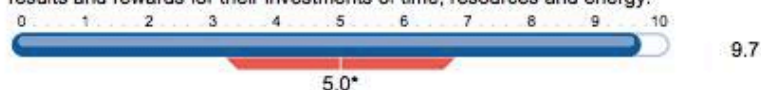
COMMON INDIGO COMBINATIONS

This list provides some insights on a few of the combinations of behaviors and motivators we find at Indigo. As you are thinking about your own unique combination, feel free to draw upon some of these examples for ideas about yourself and how your own Indigo characteristics work together.

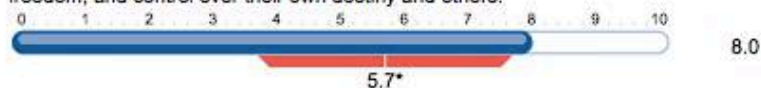


Motivators

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



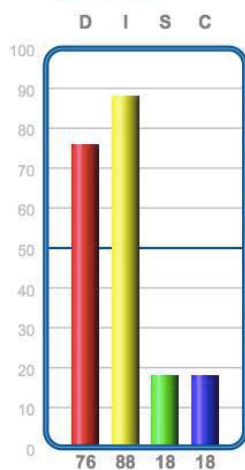
2. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



Business owner in the making (High D/I with Utilitarian/Individualistic top motivators)

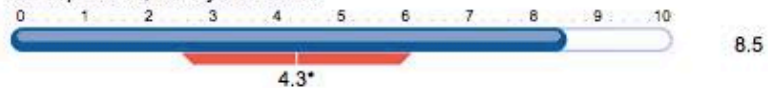
Many business owners, entrepreneurs, and outside salespeople have a profile like this. It's all about returns and freedom.

If you have this profile, we recommend you find a job with a lot of independence and where you can make more money if you deliver results. Choose college classes that aren't too rigid or structured.

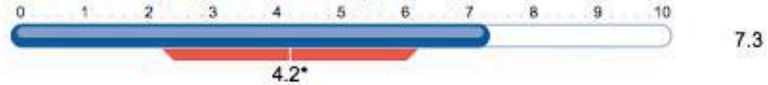


Motivators

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



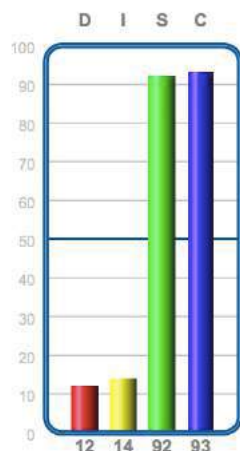
2. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



Socially Sensitive Leader (High D/I with Aesthetic/Social top motivators)

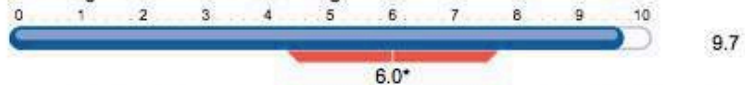
People with these characteristics want to make a difference in the world or in individual people's lives and they want to do it in a beautiful or harmonious way. Despite coming across as driven and direct, they will still be sensitive to hidden conflicts on teams and will want to make sure everyone is feeling okay.

For this profile, we recommend community art and music projects, nature oriented retreats, or helping professions. You might also be very concerned about environmental issues and preserving the planet. Practice being the spokesperson or leader for these efforts, and exercise your voice in how to help people.

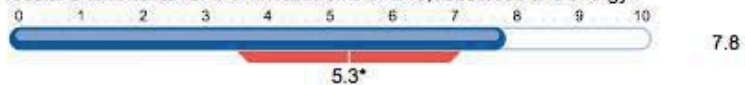


Motivators

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



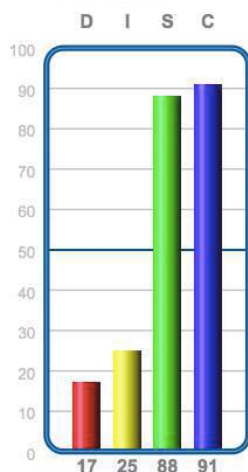
2. **Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



Organized Practical Learner (High S/C with Theoretical/Utilitarian top motivators)

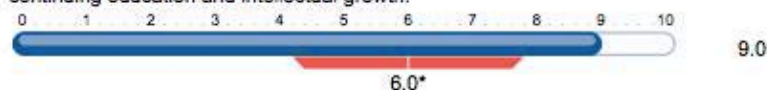
This combination is a thorough, detailed, and thoughtful individual who will pursue learning as a means to a practical end. This could be in the form of monetary rewards, efficiency, and/or desire to apply learning directly in the real world.

For this profile, we recommend technical hands-on activities like career technical education, robotics, engineering, and practical sciences.

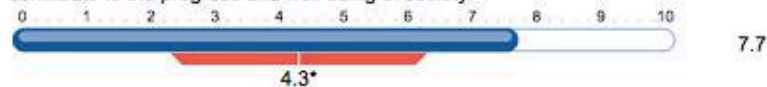


Motivators

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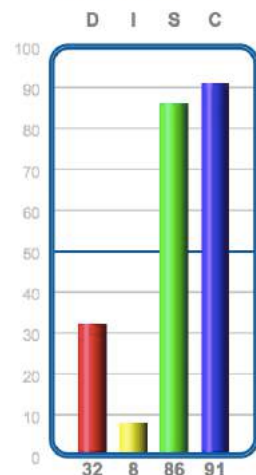
2. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



Analytical Helpful Learner (High S/C with Theoretical/Social top motivators)

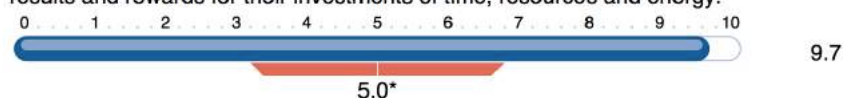
This combination wants to use knowledge in service of their cause or in making the world a better place in general. The expression of this profile will likely be in a more technical, analytical, or behind-the-scenes role.

For this combination, we recommend exploring how your core interest areas can be applied to help others or solve a social problem that you care about. You could make a great peer mentor or tutor. You may also be interested in the latest science, technology, medicine, or trade where you can solve social problems or be of service to your cause.

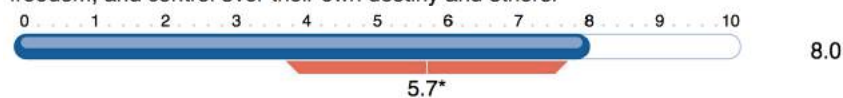


Motivators

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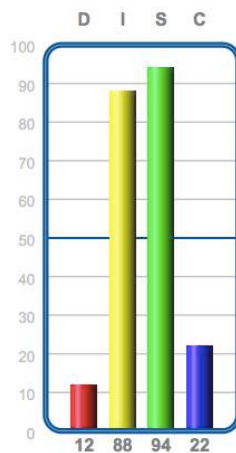
2. **Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



Independent Analytical Efficient (High S/C with Utilitarian/Individualistic top motivators)

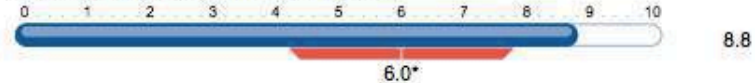
This combination is driven to make money in their own way. If this is you, you will likely want a routine and be analytical and quality-oriented in your drive toward achieving your goals. You may also have a pace at which you like to work. Even though you might not express your desires loudly, you are looking for practical returns, independence, and freedom.

We recommend you choose a job environment where you have a lot of freedom to go through your own process, at your own pace, in order to achieve your desired result.

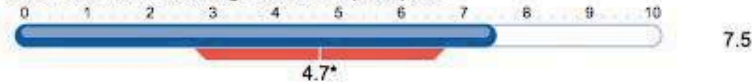


Motivators

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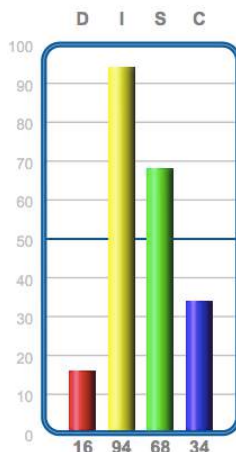
2. **Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



Promoter of Principles and Knowledge (High I/S with Theoretical/Traditional high motivators)

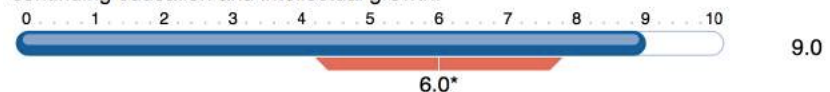
This combination will want to learn in a way that honors a personal set of values and beliefs about how to live, and will want to share them with the world in a friendly, patient way.

If this describes you, we recommend finding programs, clubs, and activities that allow you to learn more about areas that align with your core values. Choose warm job environments where there is adequate stability. Having a clear plan to achieve goals will help you succeed. When setting goals, reflect on how these goals align with your personal belief system.

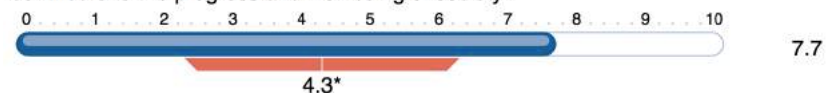


Motivators

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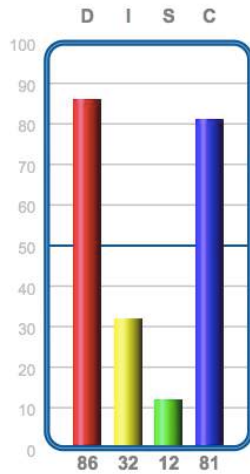
2. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



Intellectual Supportive Helper (High I/S with Theoretical/Social high motivators)

This combination describes a gregarious, supportive person who loves to use knowledge to make a difference in the world and help other people.

For this profile, we recommend finding a job or internship that intersects areas you like to learn about and teaching, supporting, or helping other people with this knowledge. Think about what problem you want to solve, what you want to learn, or what you want to teach. You might really enjoy giving a lecture or designing an activity around what you love to learn about, or tutoring other students.



Driven Perfectionist (High Dominance plus High Compliance)

People with these traits typically have a conflict between feeling like they need to get results fast, and wanting to do a project perfectly. If this is you, you probably enjoy interacting with honest and direct people, but from your perspective others may not be fast or accurate enough.

It's important for you to find jobs, internships, or hands-on experiences that will help you to fully express, hone, and realize your talent.

APPENDIX III

ADDITIONAL ACTIVITIES

Internships and Career

- C.1 The Awesome Project
- C.2 The Hot Seat
- C.3 Study Your Way to Success
- C.4 21st Century Culture Fit
- C.5 Indigo a Career Field
- C.6 Discover Your Dream Path
- C.7 Value Card Matrix
- C.8 Indigo for Essay Writing
- C.9 Indigo for Resume Writing

21st Century Skills

- S.1 Genius Hour
- S.2 Planning for Success
- S.3 The Business Plan
- S.4 SMART Goals
- S.5 Prioritizing the Priority Matrix
- S.6 Community Leadership
- S.7 Going Deep on What Drives
You
- S.8 Big Picture Leadership
- S.9 Success Through Feedback
- S.10 Teaching Goal Setting
- S.11 Plan Your Own Excursion
- S.12 Creative Problem Solving



The Awesome Project

C.1

Self Advocacy + Building Portfolio

The Goal: The goal here is straightforward—we want all students, from the self-confident to the self-conscious, to be reinforced with the idea that they are awesome, no questions asked. If you can understand what makes you awesome and what makes you come alive, then you can find a way to become the person you are designed to be in the world. We also want you to walk away with a final piece of work that you can showcase to employers when applying!

Part 1: Take some time to look through the **strengths, style, skills, and value to a team** sections of your **Indigo Report** and think about the following list of prompts:

- What makes you awesome?
- What are you interested in?
- Describe a time you excelled.
- Describe a time you overcame challenges.
- Describe a time you used your skills and strengths.



Part 3: Create something that explains why you are awesome. It could be a portfolio, blog, YouTube video, presentation, essay, personal website (Wix.com, Weebly.com, Squarespace.com), collage or any other creative form you want to explore.

Part 4: Write a 3-5 paragraph reflection essay showcasing your project that answers the following questions: What did you do? What did you learn? How did you apply the skills/strengths from your Indigo Report to the project? What makes you awesome?

The Hot Seat

C.2

Interview Practice

The Goal: So many bright, capable students are never exposed in school to what an actual job interview looks like. This exercise will give you a taste of what it's like to be "in the hot seat" and how you can use your **Indigo Reports** to prep for it.

Note: Use your **Indigo Report** heavily. Regardless of your existing skill levels, everyone can benefit from incorporating Indigo language into your interview strategy. In particular, look at **strengths section**, **style section**, **value to a team section**, etc. to find vocabulary that highlights you in a positive and authentic light.

Part 1: Find another student to work with — one of you is the interviewer, one is the interviewee. Ask any of the following questions or come up with your own:

- Why are you interested in this job?
- Why would you be good at this job?
- How will you work on a team?
- What is a weakness that may show up?
- How do your skills fit this job?
- What is your ideal manager?
- What is your biggest strength that you bring to the table?



Part 2: For more practice, you can repeat this activity in a larger group. Choose one person (or a teacher or mentor) to be the interviewer, then have three participants come up to the front of the room and sit in three different "hot seats." The interviewer should ask questions and get responses from each volunteer. Rotate people if there are many participants. The more practice, the better! Remember to look at your Indigo Summary Page and use some of the language on the strengths, skills and value to a team sections while on the hot seat to enhance your answers! This will give you practice using strong language to describe yourself.

Part 3: Think about how you could use the Indigo Report to prepare for job or internship applications and interviews. How can you show what you are passionate about through your motivators? How have your top skills come up in your life? How can you use the language from the strengths, skills, and value to a team sections?

Study Your Way to Success

C.3

Study Tips

The Goal: In almost all paths in life, the ability to focus on your work is critical. This exercise is designed to help students understand that studying is less about developing the skill in general and more about learning the best ways for you personally to study.

Part 1: Answer the following questions. Consider your top DISC score when forming your responses. For example, a High D, High I might like to study surrounded by friends where they competitively quiz each other. A High D, High C might want to study alone with highly detailed study note cards that they study intensely.

What are some study tips that work for you? What doesn't work for you?

What is the best environment for you to study in?

In what situations have you had your best studying sessions?

What sort of environments or studying techniques would best fit your DISC?

Part 2: Think about your top Motivator score and answer the questions below. The goal is to think about ways to tie things you have to do or study for into your top Motivators, and think of things you can pursue in the future that fit with what drives you.

What type of projects and assignments motivate you? Which type bore you?

How do you cope/deal with things you have to do that are not motivating?

How can you apply your top 1-2 Motivators to your studying so that you engage?

Part 3: After you have brainstormed answers to the questions above, write down 3 new study tips that you are going to start using moving forward based on your DISC style and top Motivators. If the tips align with both the DISC style and Motivators, even better!

Part 4: Find someone with similar DISC or Motivators to you and share ideas/tips. To read over some general study tips visit: <http://bit.ly/18DjdwF>

21st Century Culture Fit

C.4

Major to Career Search

The Goal: Students often grapple with questions such as “What is the right career for me?” “What is the right major for me?” “What is the specific thing I should be planning for when I start my career?” However, students rarely consider “What type of culture and environment would fit me?” until years after high school. This exercise is designed to get you thinking about this last question to help guide your decision making process.

Part 1: Read over these four “fits”. They are intentionally broad, so you have room to define your fit more narrowly to fit yourself.

Entrepreneurial Fit: Fast-paced, change-oriented environment. Suited for thrill seekers looking for a high-risk job with constantly shifting responsibilities and priorities but a chance for a big payoff—in reputation, in money, in social impact, et cetera.

Corporate Fit: Fast-paced, detail-oriented environment. Suited for high performers looking for a stable job with a clear procedure to follow for advancement and promotion.

Non-Profit Fit: Steady-paced, change-oriented environment. Suited for cause-driven individuals looking for a potentially high-risk job with a chance to use their talents to solve a large societal issue.

Government Fit: Steady-paced, detail-oriented environment. Suited for steady and highly detailed individuals looking for a stable job with clearly defined responsibilities, priorities and a consistent workflow.

Part 2: Spend some researching your fit online. Consider the pros, cons, and anything else that is interesting to you about pursuing a major or job in that fit category.

Part 3: Research 5 potential jobs or majors in the culture fit that most interests you and write a short paragraph for each explaining how it fits into your [top DISC style](#), [top 1-2 Motivators](#), or [top 5 skills](#) on their [Indigo Summary Page](#). That way, you are looking for jobs or majors that not only interest you but also align with who you are.

Indigo a Career Field

C.5

Major to Career Search

The Goal: Why find a career field when you can just Indigo it? Indigo provides more than enough information to narrow down options for the future (and if you already did the *21st Century Culture Fit* exercise, you may have already narrowed it down to a broad category such as "Non-Profit Fit" or "Corporate Fit.") This exercise provides a way for you to have some introspection on specific options that fit you.

Note: We recommend using this exercise after doing a few other exercises. It will improve the quality of your introspection.

Part 1: Do research on a career field that interests them. You can use one of the potential careers you researched in the *21st Century Culture Fit* exercise, or choose another.

Note: To start, you can use these links to lists of career fields: <http://bit.ly/1OmmgMY> or <http://bit.ly/1AwYIB5>

Part 2: Write a 1-2 page paper answering the questions below.



What is the career field?

How would this career field fit your top 2 DISC styles and top 2 Motivator combinations?

What type of jobs or majors in this career field would be a good fit for you?

How can you use your top 5 skills to excel in majors or jobs within this career field?

Tip: If you are having a hard time picking a career field that sounds interesting, look at the higher education and career recommendations towards the back of your Indigo Report. Once you have read through it, underline all of the recommendations that sound interesting. Next, see if there are any career fields that relate back to the recommendations that you underlined.

Discover Your Dream Path

C.6

Major to Career Search

The Goal: It's time to blaze a trail and take some time for introspection! Work to discover what type of careers or majors might be interesting for you to pursue and learn more about those options.

Part 1: Read the [Next Steps: Possible Higher Education Programs](#) section of your [Indigo Reports](#). Next, underline 3-5 majors or careers that stand out to you, sound interesting, or that you would like to further explore.

Part 2: Next, take out your computer or iPad so that you can start researching the majors or jobs that you underlined. Use links below as a resource.

- www.roadtripnation.com/explore/interests
- www.princetonreview.com/college-major-search
- www.bigfuture.collegeboard.org/majors-careers
- Google / Wikipedia
- <http://bit.ly/1AwYIB5>



Part 3: After they have spent some time browsing, select the 2 majors or jobs that interest you the most. Research the 2 you selected even further and answer the following questions in bullets: What is the next best step for me to take in order to be able to get into that job? It could be as simple as going to talk to your counselor to looking for specific internships or pathways that lead to that job. Also answer the following questions in bullets: How can I find a way to tie my top 1-2 Motivators or DISC style to that job or major? How could I use the top 5 skills from the Indigo Summary Page to excel in that major or job? Each job or major you research should end up having enough bullets to cover about 1 page.

Part 4: Take that best next step that you wrote about in Part 3. It could be going to speak with your counselor, doing an informational interview for the job you are interested in, or even finding 1-2 internships to apply for.

Value Card Matrix

C.7

Other Career Values

The Goal: Clarify other values that are important to you in the workplace.

Part 1: Read over the values below and rewrite them in the appropriate column on the next page. Place up to five values in the "Must Have" and "Don't Want" columns. Place up to eight values in the "High Want" and "Want" columns.

- | | | |
|---------------------------------------|---|--|
| • Ability to create something new | • Helping people | • Planning events or conferences |
| • Ability to present my own work | • Independent work | • Precise or flawless execution |
| • Analyzing data | • Interaction with people | • Setting standards for others |
| • Attention to detail | • Leading teams | • Team-based work |
| • Beautiful office space | • Learning new things | • Tight time management |
| • Challenge | • Making the world a "better place" | • Opportunity to debate and argue points |
| • Clear direction on tasks | • Opportunity for research prior to execution | • Well-defined policies |
| • Fast-paced work | • Performance-based bonus | • Working on many things at once |
| • Working with confidential materials | • Writing documents or papers | |

| Must Have | High Want | Want | Don't Want |
|-----------|-----------|------|------------|
| | | | |

Part 2: Fill in the blanks with the key "Must Haves" that will make your work place the most fulfilling and the "Don't Wants" that you can live without.

"In my job, I know that I must have _____
_____."

e.g. "In my job, I know that I must have challenge and beautiful open space."

"I also know that jobs where _____
_____ are important, aren't the best fit for me."

e.g. "I also know that jobs where attention to detail, tight time management, and fast-paced work are important, aren't the best fit for me."

Indigo For Cover Letter Writing

C.8

Part 1

The Goal: Where do you even begin with a cover letter or job application essay? What details do you pull from your life to convey what makes you unique? These are the questions students and other job seekers face, and this exercise is designed to tackle them directly. This exercise will help you use the [Indigo Report](#) to come up with effective information to include.

Part 1: Pick **2** essay topics that interest you from the list below.

Part 2: After you have selected the **2** essay topics that interest you the most, start brainstorming on how you want to answer those topics. You should write about 1-2 paragraphs or write bullets covering ½-1 page per topic.



Part 3: After you are done brainstorming and have a few ideas for your 2 topics, find a peer to work with. Share your ideas and give each other constructive feedback.

Part 4: Narrow down the **2** topics to the **1** that you want to write about the most. Write an outline for the topic you chose.

Possible Topics

1. *Strengths:* look at the [Strengths](#), [Value to a Team](#), and [Top 5 Skills](#) sections on your [Indigo Summary Page](#) and highlight the things that really stand out to you. Talk about an impactful or meaningful experience where you used those skills and strengths. You can also talk about a time or place where you always use your top skills (i.e. as a leader on a sports team or empathy when volunteering).
2. *Strengths 2:* look at the [Strengths](#), [Value to a Team](#), and [Top 5 Skills](#) sections on your [Indigo Summary Page](#) and highlight the things that really stand out. Answer any or all of the following questions: How do your strengths and skills come up in your life? How will your strengths and skills help you excel and stand out as an individual? How do your strengths and skills help define who you are and your story?
3. *Passions:* look at the [top 1-2 Motivators](#) on your [Indigo Summary Page](#). You may also read the Motivators sections near the end of the report to understand what the two top Motivators suggest about you in more detail. Talk about how your top one or two Motivators will be fulfilled by your chosen job.
4. *Passions 2:* look at the [top 1-2 Motivators](#) on your [Indigo Summary Page](#). You may also read the Motivators sections near the end of the report to understand what the two top Motivators suggest about you in more detail. Answer any or all of the following questions: How do your Motivators/passions come up in your life? How

will your Motivators/passions help you excel and stand out as an individual? How do your Motivators/passions help define who you are and your story?

5. *Perfect Fit*: Look at the [Summary: Your Ideal Work Environment](#) section and use the points in that section to talk about why you think the particular environment in the job you are applying to is a good fit. The point of this essay is all about highlighting why you would be a perfect fit for wherever you are applying.
6. *Your Value*: Look at the [Value to a Team](#) section on the [Indigo Summary Page](#) and at the [Style: What Others May Value In You](#) page later on in the report and talk about how you would be able to bring that value to the job or internship that you are applying to or the field you are going into. The point of this essay is to highlight the value you would bring to the table at the place where you are applying.
7. *Overcoming Adversity*: Look at the [Summary: Some Potential Challenges](#) page and come up with a story where you faced and overcame one of the challenges in that section. The goal is to highlight your ability to overcome adversity.

Note: All of these prompts are just starting points. You are encouraged to combine essay topics, tweak them, and even come up with your own ideas to add on to the topics.

Indigo For Cover Letter Writing

C.8

Part 2

The Goal: Hiring managers for jobs and internships read thousands of cover letters and resumes. This exercise will help you weave Indigo language from your report into your writing and help you stand out. At the end of the day, the main point of this exercise is to help you find specific adjectives and phrases that they can include throughout your cover letter or essay that will help you enhance who you are and the point that you are driving home.

Part 1: Read the [Style: Your Style](#) section to start getting a better sense of your unique style and how you can describe yourself in your essay. As students read through the section, underline adjectives and phrases that stand out to you.

Part 2: Next, look at your top five [skills](#) and [Value To a Team](#) sections on your [Indigo Summary Page](#) and underline all of the bullet points that stand out to you. Once you have finished doing that, do the same thing for the [Style: What Others May Value in You](#) and [Summary: Your Strengths](#) pages later on in the report.



Part 3: Once you have underlined lines, adjectives, and phrases in all of the sections from Part 1 and Part 2, rewrite them in a separate piece of paper or on the computer. You should have about 10 total phrases, adjectives, and bullets.

Part 4: Once you complete a rough drafts of your cover letter or application essay, go back and star (*) places where you can add the phrases, adjectives, and bullets that you wrote down in Part 3. Once you have identified various parts or places where you can enhance the vocabulary using the things you underlined, rewrite those parts of your work using the wording from the phrases, adjectives, and bullets. If you underlined complete lines or bullets, rewrite them in your own words.

Indigo For Resume Writing

C.9

Part 1

The Goal: Sometimes, the hardest part about writing a resume is starting it. Even if you don't have much work experience, you can still use your Indigo Report to craft self-descriptive sentences for your resume.



Part 1: Consider the examples of Personal Qualification Statements below:

Example Sentence One: "Adaptable and flexible, Tim negotiates conflicts by turning negatives into positives."

Example Sentence Two: "Emma is a team player who motivates others toward goals."

Example Sentence Three: "Highly motivated by helping others."

Visit this link to see a resume with qualification sentences:

http://www.resume-help.org/entry_level_resume_example.htm

Part 2: Recreate a statement like the one in Example Sentence One. Use the **Style: What Others May Value in You** page from the Indigo Report as a reference—take a couple lines from it that you connect with and rewrite the statement using your own words and your name instead of the word "I."

Note: Try starting with an adjective and ending with a verb phrase like in the example.

Part 3: Recreate a statement like the one in Example Sentence Two. Use the **Motivators: Your Motivator Hierarchy** page from the Indigo Report as a reference—use one of your top two Motivators to fill in the statement "Highly motivated by _____."

Part 4: Turn to the page titled **Summary: Your Skills**. Using the top two skills, complete the following sentence: "Is skilled in _____ and _____." Combine this with your statement from Part 3, and you now have two foundational starting pieces for your resume.

Indigo For Resume Writing

C.9

Resume Writing: Part 2

The Goal: Crafting a top-notch resume is truly key for students looking to break into life after school. This exercise takes you into even deeper applications for taking language from your Indigo Report and turning it into an accurate, compelling resume.

Part 1: Have students make a list with your **top five skills** on your **Indigo Summary Page**, the bullet points that stand out to you from the **Summary: Your Strengths** page, and the bullet points that stand out to you from the **Style: What Others May Value in You** page. You may also add any other phrases or adjectives that stand out to you in your Indigo Report to the list. The Styles section might be a good place to look.

Part 2: Write down a list of your top five most compelling jobs, volunteering experiences, clubs, projects. Then, for each experience, write three bullet explaining what you did using language from the list you made in Part 1.

Note: The end goal of this exercise is for you to write down all of the experiences that you want to include on your resume and then use Indigo vocabulary to write about your experiences. Essentially, this is a good way for you to take the necessary steps to actually start writing all of the content necessary for the resume.



Optional Add-On: If you want take a step further and really who show who you are, build an online portfolio. See *The Awesome Project* exercise for more guidance. It's a great, innovative way for students to showcase who they are and what they are passionate about. You can include the link to your online portfolio on your resume.

Genius Hour

S.1

The Goal: Google, a company with a reputation for innovation, gives its engineers one day a week to work on a passion project. That's right—20% of their billing time is spent pursuing ideas and interests that may only loosely tie back to their work flow.

What would happen if we gave students the same flexibility? What if we made the time for them to pursue the things they care about in a focused, educational environment? What if we gave them the time to pursue their own genius?

Note: This exercise is a commitment. It requires time and a willing to engage in serious exploration and growth over the course of months.



Part 1: Brainstorm on what your "Genius Project" could be. Your ideas should be specific to you as an individual. Your passion project must be tied to your [top 1-2 Motivators](#) so start brainstorming for ideas by looking at your [top 1-2 Motivators](#) on their [Indigo Summary Page](#). Examples of ideas: starting and growing a new club at school for people interested in coding or investing, building a business, planning a school-wide volunteering day, writing and producing a one-act show for students, leading a full-fledged fundraiser for an initiative that you care about, managing your school's social media initiatives, learning to build a website from scratch, working on a massive art project or performance, etc.

Part 2: Write a one-page proposal. The proposal should explain the overall project scope and also how it fits your top 1-2 Indigo Motivators. You should also talk about how you plan to utilize your [top 5 skills](#) from your [Indigo Summary Page](#) to execute your project. Hold yourself accountable to picking a project that fits and is sufficiently challenging.

Part 3: Spend one or two hours a week pursuing your project. This project can be as long or as short as you would like it to be, but the sweet spot is at least 15-20 hours—enough time for you to develop serious projects with a large scope of work.

Part 4: Create a presentation of the end results of your project. This can be in any form you choose—presentation, essay, collage, video, website, et cetera—so long as it is made clear that the results should reflect a your true genius and genuine effort. In your final presentation of the project, you should demonstrate how the project tied in to your top 1-2 Motivators and how you used your top 5 skills to successfully carry out the project.

Optional Add-On One: To develop "Time and Priority Management" and "Planning and Organizing" skills, write a proposal that includes how you plan to manage your time over the course of this project and define the different tasks you must complete before the

project is considered complete. Essentially, you will submit a detailed plan of how you will carry your project out and manage your own time over the planned timeframe of the project.

Optional Add-On Two: To develop "Goal Orientation", draft weekly goals for where you want your project to be at each checkpoint. Focus on short-term, simple goals focused on progression to maintain the aura of a no-fail environment. Consider doing a mid-project check in to further work on structuring goals. Also, establish 2-3 big picture long-term goals for your project. That way, you are pursuing weekly goals that are tangible and will ensure progress while also chasing a bigger picture goal(s) for your project.

Indigo Skills: *Creativity, Decision Making, Written Communication, Personal Responsibility, Presenting, Time and Priority Management (Optional), Planning/Organizing (Optional), Goal Orientation (Optional)*

Planning For Success

S.2

The Goal: Students create their own unique organization system that is uniquely tailored to them, which will organize their time, priorities, and workload into the perfect planning system.

Part 1: Create a planning system that works for you. For example, you can use existing phone apps, Post-It notes color coded for priority, or you could do a diary-style planner that includes every single task that you must complete. You could also do a simple day-by-day to do list organized by priority from top to bottom. Whatever it is, it must be the way you want to organize it.

Note: It may be helpful to find other students who share your top DISC scores so that you can bounce ideas off of each other as you are working individually. Because you are similar DISC styles working together, you will tend to think and act in a similar way so you can benefit from hearing each other's ideas as you work on your own planning system.



Part 2: Show a teacher or mentor your organization system and get their feedback. Also, consider ways you can integrate your plan into everyday school life.

Tip: If you are having a hard time coming up with an idea for creating your planning system, try creating a planning system to organize and plan just your homework or tasks for that given week. By making it more tangible, you will have something to work off of.

Remember that there is no "right" or "wrong" way to do this – you want to find a system that works for you.

Indigo Skills: *Planning and Organizing, Creativity, Time and Priority Management*

The Business Plan

S.3

The Goal: Students will create a business plan to solve a problem currently existing in the world. This is all about learning how to come up with a solution and create a plan of action. Gain practice putting together an intelligent, concise plan about how you would bring a solution into the world through the format of a business plan.

Part 1: Think of a problem in the world that you care about. The problem can be about anything at all. (**US Government:** How can we fix the income gap? **Science:** think of an initiative or an idea that would encourage people to recycle more often. **College:** How can you figure out the best major for you?) The important thing here is that you organize your solution using a business plan format so that you learn how to create a business plan.



Part 2: Research solutions to the problem.

Part 3: Create a 6-page report that is formatted as follows: "Cover Page", "What is the Problem?", "What is the Solution?", "Why is this Solution Important?" "How Can You Make this a Reality?" and "What Makes Your Solution Better Than Everything Else's?" In addition to the content, consider the design and aesthetics and whether they are a successful way to present your information.

Optional Variation: Design the ideal group to execute your plan. You can make a group out of your friends, leaders you know of in the world, or others. Delegate tasks based on the top skills of people in the group (use what you know about the people in the group to figure out their top skills).

Indigo Skills: *Creativity, Written Communication, Persuasion, Analytical Problem Solving, Teamwork*

SMART Goals

S.4

The Goal: We've all set a few New Year's Resolutions in our time—and then watched them slide by the beginning of February. This exercise gives you a chance to develop goals with a little more teeth behind them, using S.M.A.R.T. goals (Specific, Measurable, Actionable, Realistic, Timely).



Part 1: SMART goals are goals that fulfill the following guidelines:

Specific: Clear, focused idea of what you want to change.

Measurable: Defined, quantifiable way to track the change or growth.

Actionable: Straightforward, simple things you can do to progress this goal starting today.

Realistic: Levelheaded, honest assessment of the goal's feasibility.

Timely: Precise, easy to follow calendar for when you should hit certain milestones.

Part 2: Create two SMART goals about things that are important to your lives right now. These can be about anything—school-related or otherwise.

Feel free to use this SMART Goals template:

Indigo Skills: *Goal Orientation, Time and Priority Management, Personal Responsibility*

Prioritizing the Priority Matrix

S.5

The Goal: It's easy to get overwhelmed as a student with all the things that can attract your attention (everything from homework and clubs to Internet videos about cats and Corgis). This exercise will give you a tangible tool to help you articulate your priorities.

Part 1: Read over the priority matrix image on the right. Tasks with different levels of importance are sorted into four quadrants, corresponding to the degree of priority.

Part 2: Create a priority matrix for yourself. It can be a priority matrix for everything going on that day, everything going on in a project, a homework priority matrix, or something else that would be useful to you.

Note: This is a great way to organize what is going on in your mind. By actively prioritizing and ranking things in their lives, you can get a better feel of what is important right now and where you need to focus your attention.

Consider using priority matrices during high-intensity and busy times throughout the year and as a tool to organize yourself.



Indigo Skills: *Time and Priority Management, Personal Responsibility, Planning/Organizing*

Community Service Leadership

S.6

The Goal: Leadership is not only knowledge and character—it is using these qualities to take action. This exercise is designed for individual students who are leaders or who have leadership potential. It gives you a chance to get out into the community to work and explore your potential as a leader.

Part 1: Find an opportunity in the community that you want to get involved in that aligns with your top two motivators. If it also aligned with your top 5 skills, that is even better. It can be anything from school initiatives like helping coach the middle school football team (Individualistic) or mentoring the younger students (Social) to joining outside organizations like Habitat for Humanity (Aesthetic). It needs to be something that you



are interested in exploring and confident in doing. Once you find something, you can go just once, but it is encouraged for you to go for at least a few weeks to see what it is like. Also remember to use your top 5 skills when they are out there!

Part 2: Write a one-page report about your experience. What was it like? How did it feel to be a leader in the community? How did it feel to use your top 5 skills and do something that aligns with your top 2 motivators? How did it feel serving? What happened that they didn't expect? How do you feel it has affected your own understanding of the community around you? Do you want to stay involved? How can you use your top 5 skills even more next time you volunteer or engage with the community?

Indigo Skills: *Leadership, Personal Responsibility, Empathy, Interpersonal Skills*

Going Deep on What Drives You

S.7

The Goal: It is key to internalize the things that motivate and drive you in order to move forward successfully in life. This exercise gives you time to pause and reflect on how your motivators could influence your life.

Part 1: Write 3-5 paragraphs that answer the question: "How do your top two Indigo motivators play a role in your life?" Think about how this may influence your major and career choice, what sorts of activities you could get involved with in and outside of school, what sort of environments would make you happy or even what sort of things you need to avoid in life.

Part 2: Answer in 3-5 paragraphs the question: "How can I combine my top strengths and skills with my Indigo motivators in a way that creates a career and future that motivates me?" While the first essay is more general, this second one should produce a much more focused, specific vision on what you could do in the future.



Indigo Skills: *Written Communication, Futuristic Thinking*

Big Picture Leadership

S.8

The Goal: In the midst of routine activities, it's good to remember that there is a big picture for your life you need to discover. The goal of this exercise is to expose you to high-level leadership thinking and start investigating your own leadership style.

Part 1: Watch a few videos of leaders in areas you care about. There are examples below, but feel free to supplement with your favorite TED talk / industry speaker / author / master at the mic. You could also find written pieces from leaders.

<http://bit.ly/OXot5a> (How Leaders Inspire Action)

<https://youtu.be/wHGqp8lz36c> (JK Rowling)

<https://youtu.be/V80-gPkpH6M> (Jim Carrey)

<https://youtu.be/QyDo5vFD2R8> (Denzel Washington)

<https://youtu.be/KSyHWMdH9gk> (Alan Watts)



Part 1: Answer one of the following two prompts in 3-5 paragraphs: "What is the biggest take away from the video? Why is it important?" OR "How could you apply the speaker's lessons to your life?"

Part 2: Write 3-5 paragraphs to answer: "What is YOUR lesson you want to teach the world as a leader?" Use the top 2 motivators or top 5 skills from your [Indigo Summary Page](#) to enhance your message.

Optional Add-On: If you want to work on developing the skill of empathy, you could also write a third essay answering the question "How can you take what you learned to help make the world a better place?"

Indigo Skills: *Leadership, Written Communication, Empathy*

Success Through Feedback

S.9

Part 1: Giving Feedback

The Goal: Giving and receiving feedback is an integral part of growing as an individual, developing your skills, and ultimately learning to work with others to achieve a common goal. This two-part lesson plan will teach you how to give and receive feedback using two different methods.

Note: Read the [Style: Potential Weaknesses with Your Style](#), [Style: How Other People Should Communicate With You](#), and [Style: How Other People Should Not Communicate With You](#) pages in your [Indigo Reports](#) before jumping into this lesson. By reading these pages, you will have a better idea of how to best communicate with others based on how you like to communicate and potential things to look out for based on your style of communication. If you have a greater understanding of your own style, it will be much easier for you to effectively communicate with others.

Part 1: Follow "Marshmallow Technique" for giving constructive criticism: 1) start with a positive comment; 2) state the problem or constructive criticism; 3) give a helpful and positive suggestion for improvement.

- 1) Find another student who has taken Indigo. Both of you should look at the bottom of your own skills list ([in the middle of their Indigo Report](#)). Since these skills are less developed, think of a time when you struggled in those areas.
- 2) Swap stories about when you struggled with a bottom skill. Remember to take note of the whole story, not just the negative aspects.
- 3) Give the other person a positive comment on their experience.
- 4) Next, articulate the main problem that held you back and caused struggle in that situation.
- 5) To close off, end with a helpful suggestion about how you could have solved the problem in a positive way.

Note: Although subtle, this exercise teaches you to give constructive feedback in a positive light. By ending on a positive note that equips the person receiving feedback with a tangible solution. This exercise also teaches problem solving through conversation.

Indigo Skills: *Diplomacy, Analytical Problem Solving, Empathy, Conflict Management*

Success Through Feedback

S.19

Part 2: Receiving Feedback

The Goal: Giving and receiving feedback is an integral part of growing as an individual, developing your skills, and ultimately learning to work with others to achieve a common goal. Part 2 focuses on teaching students to receive constructive feedback.

Note: Read the [Potential Weaknesses with Your Style](#), and [Do's and Don'ts of Communication](#) pages in their [Indigo Reports](#) if you haven't already. If you want, watch "Yes, And" on youtube: www.youtube.com/watch?v=Zv7OBAhjfk

Part 1: Read below to understand the "Yes, And" technique for receiving constructive feedback. This technique boils down to two core concepts: finding something you like in the other person's feedback and then finding something to add on to the feedback.



Find Something You Like: Start off by looking at the positive side of any suggestion or feedback. For example, suppose a friend challenges you to read ten books over the summer—but you hate reading. You could respond, "I agree that it's important to keep learning, even outside of school." This way, you are saying "yes" to the person's idea, even if there are parts of the suggestion you don't like.

Find something to add: Instead of arguing with the other person, go ahead and use their idea—with your own changes and style. For example, you might tell your friend, "I want to keep learning over the summer, and reading is boring to me. I want to be outside! What if we explore local parks and learn the names of all the trees and flowers?" You want to build on the original idea, not shoot it down. The key lies in taking the idea or suggestion and tailoring it to your own unique way of doing things.

Part 2: Find another person to practice with. Begin with Part 1 of this lesson (The Marshmallow Technique). Once the person giving feedback has given two marshmallows (one positive comment followed by one helpful suggestion), respond to their idea with the "Yes, And" approach. Find something you like about the suggestion and then add to it with your own ideas and ways of doing things.

Indigo Skills: *Diplomacy, Analytical Problem Solving, Empathy, Conflict Management*

Personal Goal Setting

S.10

The Goal: Goal setting is one of the most powerful but underutilized tools at our disposal. Did you know that people with written goals are 50% more likely to achieve them than people without goals? The problem is that only 3% of adults actually write their goals on paper. This two part lesson is all about teaching you to spend more time thinking and writing down your goals so that you can set goals throughout your lives and achieve them.

Part 1: Begin by developing 2-3 big-picture goals for yourself as an individual, which you can work toward throughout one full semester or another extended period of time. These goals may involve personal development (e.g. "I want to be more confident" or "I want to speak up for myself"), career development (e.g. "I want to become a lawyer" or "I want to start a company"), or skill development (e.g. "I want to become a stronger reader" or "I want to improve my presentation skills"). The goals may relate to school, or they may not. Either way, establish something that you want to achieve. After you brainstorming 2-3 big picture goals, write down 1-2 sentences outlining each goal.



Part 2: Come up with 3-5 specific goals for the next 2-4 weeks and write them down. These short-term goals should promote, in some tangible way, your big-picture goals. Write down goals that are actually achievable within the given timeframe. It is better to achieve small wins over time than shoot for a big win and get discouraged.

Part 3: Every 2 weeks, go back over your short-term goals from the board and check off the goals that were actually accomplished.

Indigo Skills: *Goal Setting, Written Communication, Personal Responsibility*

Plan Your Own Excursion

S.11

The Goal: You know what was one of the best parts of school for kids? Getting out of the classroom to do something different— anything from visiting the zoo to the local planetarium. This exercise takes the buzz and excitement around a fieldtrip and leverages it into an opportunity for you to plan and organize your own excursion.



Part 1: Prepare a proposal for a field trip.

The field trip idea must be in some way, shape, or form related to your top 1-2 Motivators. For example, students who have a high Social Motivator could design a proposal for a trip to the local homeless shelter to volunteer for the day. Students who are high Theoretical could design a proposal to visit a near-by business and shadow a professional in a field they find interesting. Students with a high Aesthetic Motivator could design a proposal to visit a local museum of art, etc. Establish a few basic parameters such as maximum cost, time and location, etc., that make sense for your schedule.

Part 2: Create as detailed a proposal as possible and use your phone or laptop to look up information. It should include: cost, timetable, transportation plan, and buy-in needed from others. Include a 1-2 paragraph section explaining how the field trip would tie back into your top Motivator.

Note: You can tailor this exercise to fit a specific class. If you are taking history you could frame the field trip as a way to tie in your top Motivators to the material you are learning.

Optional: Make this trip a reality! Carry out your plans. When you return, reflect on the success of the trip. What changes would you make to your planning process next time?

Indigo Skills: *Planning and Organizing, Teamwork, Creativity*

Creative Problem Solving 101

S.12

The Goal: When it comes to problem solving, identifying the problem is only the first step. We want to create solutions! We want to shift the mindset away from complaining about problems to collaborating on solutions and actually implementing the best ones.

Note: Students should be familiar with the "Yes, And" technique to do this exercise successfully. Also, this exercise can be repurposed to tackle any big-picture issue or question.

Learn more about the Yes, And Technique here:
<http://bit.ly/1djGDL5>

Part 1: Think about your complaints about your school. Do you hate the cafeteria food? Do you wish the classrooms had more light? Do the bathrooms smell? Write them down. The problems could be about anything. School-related problems are just one example. It could be problems concerning college, after school activities, or even something you are learning in class.



Part 2: Set a timer and come up with as many solutions as you can in 5 minutes. Try to come up with at least three solutions and write them on post-it notes. Think about how you can make the solution more tangible.

Note: The goal of this exercise is not so much quality as it is quantity. Challenge yourself to come up with as many crazy ideas for solutions as you can.

Part 3: Pick your top 3 – 5 ideas and use the "Yes, And" technique to improve them. How can these ideas be made better? How can they be made feasible for the school to do? Add more post its and create an affinity diagram to answer these questions for your top 3-5 ideas.

More information on affinity diagrams can be found here: <http://bit.ly/1PTplAn>

Indigo Skills: *Creativity, Analytical Problem Solving, Teamwork*

UNPACKING THE OTHER PARTS OF YOUR INDIGO REPORT

Part 1: Turn to the **Summary: Your Ideal Work Environment** page. Read through the section and star the one element of the ideal environment that matters to you the most. Using the handout on the next page, write down 2 things you are going to do to be in or create the environment you starred more often.

Part 2: Turn to the **Summary: Things You May Want From Others** page. Read through the section and star the one thing you want the most from others. Using the handout on the next page, write down 2 activities that you can get involved in at school or outside of school where you would receive the things you want most from others.

Part 3: Ask students to turn to the **Summary: Your Strengths** page. Read through the section and star one or two things that you want to improve even more or use more often. Next, write down one thing (for each strength) that you are going to start doing to begin improving or using the strength more often.

Part 4: Turn to the **Summary: Some Potential Challenges** page. Read the section and star a challenge that you would like to work on. Next, write down a simple action or next step that you are going to take to start overcoming that challenge.

Part 5: Turn to the **Style: What Others May Value In You** page. Read the section and star the value that you agree with the most. Next, write down one way you are going to use that value more often inside or outside of school.

Part 6: Turn to the **Style: Potential Weaknesses With Your Style** page. Read through this section and star all of the potential weaknesses that you see coming up in your life. No need to write anything for this section.

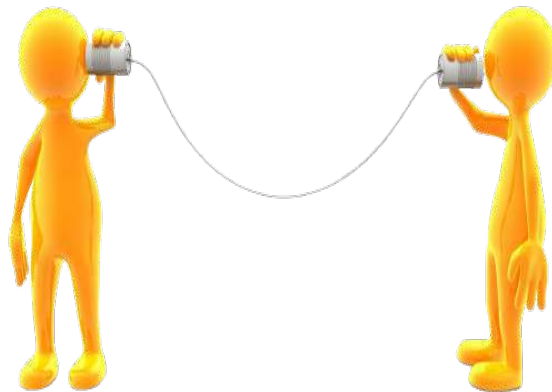
Part 7: Turn to the **Style: How Other People Should Communicate With You** page. Read through this section and star the top three most important do's of communication on that list for you. These are the things that people must absolutely do when communicating with you.

Part 8: Turn to the **Style: How Other People Should Not Communicate With You** page. Read through this section and star the top three most important don'ts of communication on that list. These are the things that people must absolutely avoid when communicating with you.

| | |
|---|--|
| <p>Part 1: Ideal Environment</p> <p>What are two things you are going to do to be in or create the type of environment you starred more often?</p> <p>(1 bullet or sentence each)</p> | |
| <p>Part 2: Things You May Want From Others</p> <p>What are 2 activities that you can get involved with where you would receive the things you want most from others that you starred?</p> <p>(1 bullet or sentence each)</p> | |
| <p>Part 3: Strengths</p> <p>For the 2 strengths you shared, what is one thing you are going to start doing to begin improving or using the strength more often?</p> <p>(1 bullet or sentence for each strength)</p> | |

| | |
|--|--|
| <p>Part 4: Some Potential Challenges</p> <p>What is one simple action or next step that you can take to start working on overcoming the challenge that you started?</p> <p>(2 sentences)</p> | |
| <p>Part 5: What Others May Value In You</p> <p>What is one way that you can start using the value that you started more often inside or outside of the classroom?</p> <p>Write it down in 1 sentence.</p> | |

Note: No need to write anything down for Parts 6, 7, and 8. Just keep these in mind as you work with teachers, fellow students, parents, and people in general.





WE FORESEE AN EVOLVED
EDUCATION SYSTEM THAT
EMPOWERS STUDENTS TO
UNDERSTAND AND ACHIEVE
THEIR TRUE POTENTIAL





WHY INDIGO'S APPROACH IS DIFFERENT THAN OTHER CAREER ADVICE BOOKS

There are countless books, blogs, websites and people in our lives full of career advice. Some of them are very good, and others...not so much. Many of them can feel hard and complicated. No matter how well written or well intentioned, you can still walk away wondering what you should really do. As easy as it seems to look to a book, another person, or an assessment to tell you what you should do with your life. Ultimately, **YOU** have to figure this out for yourself.

WELCOME TO THE ADVENTURE OF SELF-DISCOVERY

This book is designed to be an initial step on your journey of self-awareness. Using the Indigo Report as the foundation, you will be able to discover and interpret your behaviors, motivators, and soft skills.

These become a framework you can use to better understand yourself. Tying all these pieces together, give you a solid base by which to create a path to success and fulfillment. Finding a career that aligns with who you are means your "job" won't actually feel like "work".

Who wouldn't want that?