

TEAM

NOVEMBER 2020

LEADER



**GUIDED
APPROACH TO
GET THE MOST
OUT OF BEING A
TEAM LEADER**

**TEAM LEADER
EXPECTATIONS**

**LETS GET
BACK ON
TRACK**

**You've proven
your desire to
play an active
role. Let's set you
up for success.**



UNITED WE LEAD

What is a Team leader?

A Team Leader is a second year L.E.A.D. Program student or a graduate of the L.E.A.D. Program. They carry many responsibilities which include:

- Meeting one on one monthly with each team member.
- Tracking each team member's progress in the L.E.A.D. Program.
- Approving team member's theory hours, leadership experiences, and reflections.
- They attend monthly mentor meetings with their team.
- And, they are the mentor's right hand person.
- Organize student and mentor schedules to find a good meeting time and place.
- Follow up with Team members to remind them of meeting time, place, topic, and/or assignments.
- Keep the mentor up to date on team members' contact information changes.
- Act as the liaison between mentor and the Team in-between Mentor Meetings.

A Team leader uses his or her positive attitude, exemplary academic work, interpersonal skills, and personal experience to assist other teammates. Team leaders help educate students on topics including campus involvement, time management, critical thinking, campus resources, the public affairs mission, and more.

What are the requirements for becoming a Team leader?

- Good interpersonal and communication skills
- Strong work ethic
- High standards for ethics and integrity
- Respect for the University and its students, faculty, and staff
- Desire to serve others

What do Team leaders do?

- Help students by answering questions, acting as a resource, and solving problems
- Develop positive relationships with students
- Make a difference in the lives of teammates

What are the benefits of becoming a Team leader?

- Become a leader on campus
- Obtain numerous transferable skills to highlight for a variety of jobs
- Make a difference in the lives of others
- Meet other leaders on campus, collaborate on ideas, and share resources

Program goals for Team Leaders

The goals can be articulated through the Four Cs:

- **Confident**
New students should feel secure in their decision to attend UVU. In Student Life & Involvement, students begin to assume more control over their own experience. Students develop this autonomy by:
 - **setting goals** for their college experience
 - **initiating connections** with other new students
 - New students should feel optimistic about their potential to learn and ability to succeed at UVU.

- **Comfortable**

New students should feel welcome as members of the diverse UVU community. Students should contribute to a positive and welcoming campus climate by treating themselves and other UVU community members with **acceptance, courtesy, and respect**. Students should feel at **ease navigating** the physical campus and the various cultures and backgrounds of the people who populate the campus. Students should be **familiar with and take advantage of resources, services, and communities** that will provide them with the support necessary to succeed at UVU.

- **Connected**

New students should **gain a sense of belonging** at UVU by building relationships with other students, faculty and staff, exploring the Utah Valley community, and participating in the traditions of UVU. This sense of belonging can also be realized through their involvement in academic departments or majors, student organizations, residence life communities, athletics and recreation, fraternity or sorority life, and events on campus. As students learn about community engagement, cultural competence, and ethical leadership, they will explore opportunities to connect with local and global communities.

- **Curious**

New students should gain better self-understanding through introspective reflection and community dialogue. Students will explore potential academic and career paths by considering long and short-term goals. They will gain an understanding of what it means to be a part of an intellectual community, which includes:

- **demonstrating** a commitment to learning
- **exploring** new ideas
- **pursuing** intellectual depth
- **contributing** to the creation of new knowledge
- Through interactions with experienced members of the University community, students will be encouraged to freely follow their intellectual curiosities.

Behavior as Team Leaders

Team Leaders represent some of the best students UVU has to offer. They also serve as role models for students. One of the goals of the L.E.A.D. Program is to encourage incoming students to aspire to achieve great success, much like team leaders themselves.

As a Team Leader and representative of UVU, the following behaviors are expected of you **be professional, personable, and attentive**.

Be Professional

Professionalism is highly important to the L.E.A.D. program. As young adults, parents and students will be reluctant to recognize your authority. By remaining professional, you can command the attention and respect you need to do your job well from both parties.

In your appearance...

Dress professionally at events

Clothes should not be dirty, wrinkled, frayed, or distressed

Wear shoes or sandals that have a heel strap (no flip-flops or Crocs should be worn)

Maintain a professional appearance

Practice good hygiene

Comb and dry hair

Do not chew gum while performing any task requiring speaking because it is distracting and looks unprofessional

In your speech...

Do not use profane or inappropriate language in the presence of L.E.A.D. students, parents or other members of the university

Use clear, inclusive language.

Refrain from using slang or colloquialisms

Be mindful of your audience

Refrain from disparaging others. Answer questions with judgment-neutral facts.

Be Personable

Here are some steps you can take to create a friendly and welcoming atmosphere.

Students

When students arrive at, they are often excited, uncertain, or scared—or all three simultaneously. A personable and friendly team leader who seems to care about their success and believes they will succeed can make a tremendous difference to students' own perceptions about themselves and UVU.

Other UVU community partners

While you are not trying to convince UVU community partners how great the campus is, your interaction with these people in the presence of L.E.A.D. students can convey how congenial the campus is. Foster honest, friendly relationships with other University representatives.

Be Attentive

Students and families may not always ask for or know what they need. Because it may be a new culture for many of them, L.E.A.D students may need help in ways not quite clear to them. Try to give your students as much attention and care as possible.

Pay attention to everyone in your group. Sometimes a quiet student can be overlooked by a team leader because he or she has not been vocal. The little bit of personal attention you give each student can make all the difference. Provide everyone in your group the opportunity for some of your attention by:

- directing questions to them
- asking if they need help or have questions
- spending a few moments chatting with them

Pay attention to people's body language.

- offer help to students if they look puzzled
- assist students who look confused

Set your cell phone to a silent or vibrate mode during L.E.A.D. sessions. You do not have to turn your phone off, since we may need to contact you during a session. However, you should refrain from answering personal calls during L.E.A.D events; you may return the call after the session or at an appropriate time when your work has been completed.



Communication as a Team Leader

Communicating Effectively

Communication is about what you say and how you say it. It involves talking, non-verbals, listening and writing. So, during your mentor meetings, one on ones, and when asked to participate in any L.E.A.D. event.

- *Allow for Natural Breaks in Your Delivery.*
This will allow the group to feel relaxed without being rushed. Pausing between sentences allows your group to ask more questions, too. And as a SOAR leader, questions are a good thing, providing you the extra opportunity to share some good stuff about your campus.
- *Slow Down.*
Take your time. The faster you talk, the more slurred your speech, and the less students and their families will get from your talk. Project your voice, slow your pace, be as articulate as possible and breathe regularly to relax yourself.
- *Avoid the Use of Idle Phrases.*
The words “like” and “um” tend to be very distracting. This is a very challenging habit to break. Have your peers and supervisor listen to you and help remind you when you are using these conversation killers. If you say them enough, the word tends to be the only thing a visitor hears and your message gets lost.
- *Illustrate with Stories.*
A poignant, brief story can do wonders when it comes to illustrating a point. Your audience will probably remember these stories of real people and real experiences long after your talk is over. According to Tom Peters, author of *The Pursuit of Wow*, “The most potent speeches are often little more than strings of (such) vignettes, loosely linked by an outline and in support of just one or two big ideas.”
- *Avoid Obscenities at All Costs.*
If something startles you, bite your tongue. If you’re angry, bite your tongue. In essence, show your group that you have control and can take everything in stride.
- *Don’t Gossip or Talk about Others.*
Putting someone else down not only makes you look bad, it poorly represents the UVU core values, UVU culture, and UVU Leadership. Even if you disagree with another person, it’s not appropriate for other students to hear your opinion.
- *Use Humor Appropriately.*
Using humor can lighten a presentation that is filled with information but be sure that you aren’t completely disrupting the flow of your presentation with jokes. Use humor to include people, not exclude

Listening Well: Knowing When to Clam Up & Clue In

- *Give Your Full Attention.*

Orientation is a hectic time! It is easy to have your eyes wander over to another part of the room, or unintentionally listen in on another conversation happening right next to you. Do everything you can to keep your eyes and your focus on the person who is speaking to you.

Things That Detract from Good Listening

Having your eyes flit to your cell phone to see if you missed a call or text

Crossing your arms or communicating other closed off nonverbals

Not being present with the person who is talking

Figuring out your response before really hearing what the person is saying

Being distracted by other people or situations

Knowing you have to be somewhere—it's better to say, "Can we please talk about this in a little bit? It's just that I have to be at a session in five minutes and I know I won't be able to focus right now the way I'd really like to."

- *Listen with Your Mind as Well as Your Ears.*

A common mistake people make when listening is, they start to develop their response while the speaker is still finishing his thoughts. You are bound to miss something being said if you are worried about what you are going to say next.

- *Display Nonverbal Feedback.*

Let the individual speaking know that you are really listening with a nod of the head, a laugh when appropriate and direct eye contact.

- *Limit Advice.*

Not everyone is seeking your ears for advice. Sometimes people just need to process through things to figure it out on their own. Be careful not to give advice before you are asked for it.

- *Be Patient.*

The individual speaking to you has something important to share. Don't interrupt or respond before she has finished. Interruptions are frustrating and may communicate that you don't care or aren't interested.

- *Ask Questions.*

Confirm what you think you are hearing by asking follow-up questions. Not only is it a good idea to repeat back what you understand the speaker to be sharing, it also demonstrates how well you are really listening.

Giving & Getting Feedback

Feedback, when given and received correctly, is always a good thing. Quality feedback only helps you become better in your role. And quality feedback is about care – we don't get feedback from those who don't care about us, and you certainly don't spend time giving feedback to those you don't care about, right? Feedback is a way of

helping another person to consider changing his behavior. Thoughtful feedback helps people see how their behaviors are affecting their future – or the lives of those around them.

It can be really easy to discard feedback when it’s given to you. It’s also possible to “take the easy way out” and not provide others with the feedback you have to offer. But it’s so important to have these tough conversations. When we let our egos get the best of us, nobody wins. Not you, not fellow SOAR leaders and certainly not those whom you are serving.

Providing Useful Feedback	Receiving Feedback
Quality feedback is... <ul style="list-style-type: none"> • Descriptive rather than evaluative • Specific rather than general • Well timed • Directed toward a behavior the person can do something about 	<ul style="list-style-type: none"> • Maintain an open and inviting posture • Listen with an open mind and a willingness to learn • Keep your mind clear of responses or other comments you might want to make in return • Avoid pinning blame on others • Take time to think about what you’ve heard • Follow up with questions if you have them • Thank the person, if you can • Remember that quality feedback is given from a place of care

When you are providing fellow Leaders with feedback, try to do so in a private space and at a time when you’ll be free from interruptions. Generally, it’s best to provide feedback at the earliest opportunity you have, rather than waiting until you are upset. When you wait, it can be easy to let your emotions get the best of you and oftentimes, the real crux of your message is lost in the heat of the moment.

Handling Tough Questions

Part of making a positive impression is knowing how to tackle the tough questions and situations directed your way. They’ll likely be flying fast and furious during your time as a Leader! Students will be curious to hear what you have to say – and some may consider it “their job” to test you with some tough questions. You’re up for it! In order to tackle these questions in a quality way, consider the following:

- You’re not “just a student with an opinion.” When you speak, you represent the institution.
- No one – especially new students – will trust you if they feel you’re just feeding them a line. So, be genuine without going to the opposite extreme.

- You can never know everything that people ask of you. So, be gentle with yourself and get comfortable admitting the limitations of your knowledge. Keep learning about campus resources and places to get more info. And don't EVER make up answers – that does much more harm than good!
- Honest answers and positive impressions of the university do not have to be mutually exclusive. In other words, you can highlight the positive aspects of campus while also giving honest responses.
 - Be patient
 - Respond calmly – don't let your group get you frazzled or upset
 - Maintain eye contact during your delivery (even if it is uncomfortable), as this shows credibility
 - Cover cleverly while you think of an answer: "Well, that's a good question, I've not had to answer that one before."
 - You may simply say, "I don't know," and find someone that can answer their question more clearly
 - Some other responses you can use when you aren't sure how to answer include, "To be honest, I'm not sure how to answer that. I'll get right back to you once I find out." Or "Well, that's definitely an interesting perspective. Thanks for sharing it!" Or "We may not all agree on everything, yet we're all entitled to our different points of view."
 - Practice your responses now to see what feels comfortable and talk with the office staff at the Center for the Advancement of Leadership, if you're feeling stuck.

Small Talk Topics

Most of these "small talk topics" can help students connect with one another on a certain level:

- | | |
|---|--------------------------|
| • Hometowns | • Books |
| • Families | • Movies |
| • High school/previous college experience | • Music |
| • Majors/minors | • Favorite TV shows |
| • Traveling to orientation | • Video games |
| • Impressions they have so far | • Sports |
| • How they chose this institution | • Hobbies and interests |
| • What they're looking forward to | • Summer vacation so far |
| • What they're nervous about | |

Motivating the Masses

There are a variety of ways to get a variety of people motivated. Here are a few for starters...

Approach activities as if they are required. Phrases such as "We need to..." or "We have to..." or "This is the time when we..." may imply that holding back just isn't an option. This motivator can work particularly well with the more mundane parts of orientation such as scheduling classes and taking placement exams.

Top 5 Motivational Tricks

- Really listen to people and reflect that back to them through your verbal and nonverbal actions
- Refer to something that person said earlier ("Dan asked about fitness opportunities before – here's another one...")
- Let people know that you value their opinions
- Lead by example – share during activities to encourage others to do the same
- Laugh at their jokes

Be the most positive person in the room and it will rub off! If you love something, chances are that your students will, too. Remember, in some ways you are a salesperson, selling orientation. And nothing is quite as motivational as someone who is obviously excited and positive about the work that he or she does!

Care. Nothing takes the place of caring. If you are concerned about one of your students, take that person aside and talk with him. Once an open, honest exchange takes place, your student is bound to realize that you really do care. And, as a result, he may become more connected to the orientation process through his connection to you.

Approach fun activities with enthusiasm. Even if you have done the same icebreaker 20 times already or watched the same entertainer over and over, get excited! This will impact your students and motivate them to have a good time as well.

Get them involved! Nothing is as motivational as the pride and sense of ownership that results when you are directly involved.

Conflict Resolution as a Team Leader

Conflict is an inevitable part of life and it's likely something that you'll encounter during orientation, in one shape or form. Yet conflict can actually be positive, rather than negative, especially if it results in more sound communication and stronger relationships. Unfortunately, conflict gets a bad rap because so often people don't know how to appropriately resolve conflicts when they happen.

Five Typical Responses to Conflict

1. Denial. This conflict-avoidance technique is not helpful to anyone. Conflict will not go away when it is ignored.
2. Suppression. This is a cover-up tactic that results in no solution. Suppressing conflict is an attempt to avoid conflict rather than to openly deal with it.
3. Power. Sometimes, people use their position, authority or peer pressure to settle conflict. This doesn't really settle anything and instead results in a win-lose decision.
4. Compromise. Compromise isn't really conflict resolution. When people compromise, just to avoid or "settle" a conflict, they are getting a lose-lose situation because neither side will really be committed to the solution.
5. Collaboration. This win-win approach to solving conflict is where it's at! The emphasis when collaborating is on solving the problem rather than on defining a position. When true collaboration occurs, the best of the best emerges. People feel comfortable sharing their thoughts and ideas because the goal is to come to a shared decision where everyone wins.

Five Tips for Solving Conflicts

1. Listen, listen and listen some more. Avoid interrupting and formulating your own thoughts in your head so you can really hear the person's arguments and feelings.
2. Remember that in solving conflict, you want everyone to win. Recognize that the other person(s) has the right to get a satisfactory solution to the problem at hand too.

3. Share your opinions tactfully, clearly and calmly. It doesn't help to get overly emotional or to make things personal. There's a big difference between being assertive and being aggressive.
4. Start the conversation with an open mind. Many people head into conflict conversations with their mind already made up – this definitely doesn't help anyone. Maintaining an open mind allows you to hear new ideas.
5. Don't try to win. That's not what this is about. Winning arguments inflates the ego but doesn't solve problems. Who wins then? Being smarter than someone else is not important. Being smart enough to solve a serious problem is the skill you want to have.

Dealing Well with Conflict

You may face disgruntled, angry visitors on occasion, so be prepared to handle possible conflict:

- Be well prepared and confident without being arrogant
- Have a proper attitude (including empathy and rapport) for a better chance of acceptance
- Start the conversation with an open mind
- Speak clearly and with compassion to increase understanding
- Explain assumptions and limitations
- Avoid confusing terms
- Be honest and frank
- Listen to concerns and feelings so that needs can be met
- Don't interrupt – that can make things worse
- Let others know why certain things need to occur or why certain policies/procedures are in place
- If you do not know the answer to a question, say so, and offer to find out the answer from someone in the know
- Operate with integrity
- Respect the other person's right to a satisfactory solution to the problem

It's not about winning – it's about keeping things respectful and open so you can all come to some sort of resolution.

Controlling the Uncontrollable

Hopefully, you won't ever have to deal with an explosive situation as a SOAR Leader. Unfortunately, though, you might. We want to make sure you are as prepared as possible for a situation where it appears that someone might get violent or verbally aggressive. Although this list isn't meant to be exhaustive, it's a great starting point for knowing the de-escalation techniques you can use.

Do...

- Remain calm and matter of fact.
- Appear to be confident, self-assured and authoritative (not authoritarian).
- Let the person know that you take her feelings seriously by actively listening and validating.
- Allow extra physical space (three or four times as much) if the person is volatile.
- Let the person know that you want to help by supporting him and pointing him in the right direction for appropriate help.
- Be frank about your limitations.
- Get help as soon as possible.
- Assess your own safety and make sure you are not in danger.
- Make sure to document what happened and to let your supervisor know immediately (if she wasn't at the scene).

Don't...

- Try to intimidate, challenge, humiliate, argue or negotiate with the person.
- Try to touch the person.
- Turn your back away from the person.
- Try to analyze the person's reason for acting out or demonstrating other worrisome behaviors.
- Be defensive to comments or insults – it's likely that what's said isn't about you.
- Demonstrate a reaction of shock or disdain at the person's thoughts or feelings.
- Minimize the person's distress, fears or worries.
- Try to handle the situation alone.

Never allow yourself to remain in a compromising position. Call for help immediately—even if a problem hasn't yet occurred but you sense it might.

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JANUARY

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- Make 1:1 appt with each Team Member
- Set up Team Mentor Meeting appt if you are leading 1st year LEAD students
- Know your teams top 5 strengths
- Ask each member what their strengths goal is and remind them to submit this in canvas
- Let Team know of any LEAD events for the month
- Explain concept cultivators to your team

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MARCH

2021

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GALLUP®

Name

THEME 1

THEME 2

THEME 3

THEME 4

THEME 5

Team Leader:
date

GALLUP®

Name

THEME 1

THEME 2

THEME 3

THEME 4

THEME 5

Team Leader:
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GALLUP

Name

THEME 1

THEME 2

THEME 3

THEME 4

THEME 5

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GALLUP

Name

THEME 1

THEME 2

GALLUP

Name

THEME 1

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THEME 3

THEME 4

GALLUP

Name

THEME 1

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THEME 4

THEME 5

GALLUP

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THEME 1

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THEME 3

THEME 4

THEME 5

Team Leader:
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CliftonStrengths® Quick Reference for Coaches

E Executing **I** Influencing **R** Relationship Building **T** Strategic Thinking

<p>E ACHIEVER®</p> <p>People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.</p>	<p>Bring: intensity and stamina of effort</p> <p>Need: freedom to work at my own pace</p>
<p>I ACTIVATOR®</p> <p>People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They want to do things now, rather than simply talk about them.</p>	<p>Bring: a catalytic sense of urgency</p> <p>Need: less discussion, more action</p>
<p>R ADAPTABILITY®</p> <p>People exceptionally talented in the Adaptability theme prefer to go with the flow. They tend to be “now” people who take things as they come and discover the future one day at a time.</p>	<p>Bring: a willingness to follow the lead of change</p> <p>Need: present pressures that demand an immediate response</p>
<p>T ANALYTICAL®</p> <p>People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all of the factors that might affect a situation.</p>	<p>Bring: dispassionate thinking to emotional issues</p> <p>Need: time to think</p>
<p>E ARRANGER®</p> <p>People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.</p>	<p>Bring: flexibility and interactivity</p> <p>Need: a dynamic environment</p>
<p>E BELIEF®</p> <p>People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.</p>	<p>Bring: values stability, clarity, conviction</p> <p>Need: a cause or purpose for which to live</p>
<p>I COMMAND®</p> <p>People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.</p>	<p>Bring: emotional clarity</p> <p>Need: challenges and conflicts</p>

<p>I COMMUNICATION*</p>	<p>Bring: attention to messages that must be heard</p>
<p>People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.</p>	<p>Need: a sounding board, an audience</p>
<p>I COMPETITION*</p>	<p>Bring: an aspiration to be the best</p>
<p>People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.</p>	<p>Need: peers for comparison and motivation</p>
<p>R CONNECTEDNESS*</p>	<p>Bring: an appreciation of the mystery and wonder of life and all creation</p>
<p>People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.</p>	<p>Need: to be part of something bigger than myself — a family, team, global community</p>
<p>E CONSISTENCY*</p>	<p>Bring: rules and policies that promote cultural predictability</p>
<p>People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They crave stable routines and clear rules and procedures that everyone can follow.</p>	<p>Need: standard operating procedures</p>
<p>T CONTEXT*</p>	<p>Bring: accurate memories and valuable memorabilia</p>
<p>People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.</p>	<p>Need: relevant background for discussions and decisions</p>
<p>E DELIBERATIVE*</p>	<p>Bring: a thorough and conscientious approach</p>
<p>People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.</p>	<p>Need: time to listen and think before being expected to speak</p>
<p>R DEVELOPER*</p>	<p>Bring: a commitment — time and energy — to human growth</p>
<p>People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.</p>	<p>Need: someone to invest in</p>
<p>E DISCIPLINE*</p>	<p>Bring: precision and detail orientation</p>
<p>People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.</p>	<p>Need: a structured and organized environment</p>
<p>R EMPATHY*</p>	<p>Bring: emotional intelligence</p>
<p>People exceptionally talented in the Empathy theme can sense other people's feelings by imagining themselves in others' lives or situations.</p>	<p>Need: freedom to laugh, cry, vent</p>

<p>E FOCUS*</p>	<p>Bring: clarity through concentration and direction</p>
<p>People exceptionally talented in the Focus theme can take a direction, follow through and make the corrections necessary to stay on track. They prioritize, then act.</p>	<p>Need: a goal to establish priorities</p>
<p>T FUTURISTIC*</p>	<p>Bring: previews, predication, forecasts</p>
<p>People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.</p>	<p>Need: opportunities to talk about the foreseen future</p>
<p>R HARMONY*</p>	<p>Bring: a peace-loving, conflict-resistant approach</p>
<p>People exceptionally talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.</p>	<p>Need: areas of agreement, common ground</p>
<p>T IDEATION*</p>	<p>Bring: new and fresh perspectives</p>
<p>People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.</p>	<p>Need: freedom to explore possibilities without restraints or limits</p>
<p>R INCLUDER*</p>	<p>Bring: a high level of tolerance with and acceptance of diversity</p>
<p>People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.</p>	<p>Need: room for everyone</p>
<p>R INDIVIDUALIZATION*</p>	<p>Bring: an understanding of people that is valuable for placement</p>
<p>People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.</p>	<p>Need: individual expectations that are created to fit a person</p>
<p>T INPUT*</p>	<p>Bring: tangible tools that can facilitate growth and performance</p>
<p>People exceptionally talented in the Input theme have a need to collect and archive. They may accumulate information, ideas, artifacts or even relationships.</p>	<p>Need: space to store the resources I naturally acquire</p>
<p>T INTELLECTION*</p>	<p>Bring: depth of understanding and wisdom</p>
<p>People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.</p>	<p>Need: time for reflection and meditation</p>
<p>T LEARNER*</p>	<p>Bring: a learning perspective and excitement for the learning process</p>
<p>People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.</p>	<p>Need: exposure to new information and experiences</p>

<p>I MAXIMIZER*</p>	
<p>People exceptionally talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.</p>	<p>Bring: a quality orientation Need: quality to be valued as much as quantity</p>
<p>R POSITIVITY*</p>	
<p>People exceptionally talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.</p>	<p>Bring: contagious energy and enthusiasm Need: freedom to experience the joy and drama of life</p>
<p>R RELATOR*</p>	
<p>People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.</p>	<p>Bring: social depth and transparency Need: time and opportunities for one-on-one interactions</p>
<p>E RESPONSIBILITY*</p>	
<p>People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.</p>	<p>Bring: dependability and loyalty Need: freedom to take ownership</p>
<p>E RESTORATIVE™</p>	
<p>People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.</p>	<p>Bring: courage and creativity to problematic situations Need: problems that must be solved</p>
<p>I SELF-ASSURANCE*</p>	
<p>People exceptionally talented in the Self-Assurance theme feel confident in their ability to take risks and manage their own lives. They have an inner compass that gives them certainty in their decisions.</p>	<p>Bring: a willingness to take necessary risks Need: freedom to act unilaterally and independently</p>
<p>I SIGNIFICANCE*</p>	
<p>People exceptionally talented in the Significance theme want to make a big impact. They are independent and prioritize projects based on how much influence they will have on their organization or people around them.</p>	<p>Bring: a desire for wanting and producing more Need: an appreciative audience that will bring out my best</p>
<p>T STRATEGIC*</p>	
<p>People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.</p>	<p>Bring: creative anticipation, imagination, persistence Need: freedom to make midcourse corrections</p>
<p>I WOO*</p>	
<p>People exceptionally talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.</p>	<p>Bring: energy to social situations Need: social variability</p>

