



THE LEADERSHIP/MANAGEMENT ATTRIBUTE INDEX™

Tom Reilly

VP Operations

ABC Company

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INTRODUCTION

The Attribute Index and the Dimensions of Thought

Over fifty years of scientific research has revealed that there are three distinct dimensions in the process of thinking: people, tasks, and systems. These three "dimensions of thinking" are involved in every judgment or decision we make.

The three dimensions of thinking are:

The People Dimension: Intense personal involvement with, concentration on, or investment in specific people. This dimension involves acknowledging people as unique individuals. Examples include love, empathy, creativity, conscience, etc.

The Tasks Dimension: The real, practical world and the things in it. This is the dimension of thinking that involves things as they compare with other things, relative or practical thinking. Examples include elements of the real, material world, comparisons of good/better/best, and seeing people, tasks or things as they compare with other people or things in their class.

The Systems Dimension: Black or white, formal ideas of how things should or should not be, all or nothing. This dimension is the one of definitions or ideals, goals, structured thinking, policies, procedures, rules, laws, oughts and shoulds.

People use all three of these dimensions in their thought processes. It is the ratio with which we apply them that makes us different from one another. We all have different balances of the three dimensions; that's what makes our decisions and actions different from each other's. These dimensions, and how we use them, are at the core of who we are. They are behind our preferences, our strengths, and our weaknesses.

It is this understanding of our individual strengths and weaknesses that will enable us to affect change in our lives and achieve greater personal success. It is only by first understanding something that we are then able to change it.



EXTERNAL DESCRIPTION

Balanced (High)

Pattern Description:

Tom is very well developed in all three dimensions of thought (People, Tasks and Systems) and with equal proportion. He can be very competent in all three dimensions of thinking from schematic thinking, to practicality to valuing others. He appreciates and possesses equal strengths in: systems, rules, structure, concrete organization, detailed planning, and people skills.

Tom is a versatile, quick learner in all of these areas. This can also lead to him becoming easily bored or anxious in positions that require excessive over or under focus on any one dimension of thought by itself, to the exclusion of the others (e.g., door-to-door sales actually requires less than excellent empathy). Overall development levels in all three dimensions are equal and all are highly developed. Level of development speaks to his ability to "see" a specific dimension. The more clearly an individual sees a dimension of thought, the more able he is to use it; therefore, the better he is at it.

Strengths:

- Versatility in dealing with people, performance or systems equally
- Quick learning ability in a wide variety of business areas
- Stability, dependability
- Over all very good to excellent business and people management potential
- Understanding and communicating with others
- Planning and organizing
- Schematic thinking

Weaknesses:

- Gets easily bored with limited tasks and responsibilities
- May become anxious if all three areas (people, performance and systems) aren't utilized
- May have too much ability for certain jobs that don't require all three areas of thought
- Can get easily bored or feel unchallenged if all three areas are not capitalized

Externally Motivated By:

- Decision-making freedom
- Multi-faceted challenges
- Independence
- Personal relationships
- Status and recognition
- Sense of belonging



EXTERNAL DESCRIPTION

Needs For Growth:

Personal identification with personal needs, desires and systems. Understanding how balanced high scores may impact roles, duties and objective success of a given position.

Specific targets for development(D)/reinforcement(R):

- Empathetic Outlook (R)
- Practical Thinking (R)
- Systems Judgment (R)

Preferred Environment:

An atmosphere where there is an open exchange of ideas with readily available feedback; the sharing of responsibilities and decisions. A role, which allows the most complete usage of all three external dimensions of thought.

External Emotional Bias Description:

Tom's external emotional bias is the degree of optimism or pessimism with which he tends to view the world around him. Each of us can choose to see things in an overly positive or negative light but having a neutral view is preferential.

His emotional bias indicates a person who seeks social or professional relationships over personal relationships. He appreciates practical and detail oriented things more and will expect things to be "right" according to the rules set by the institution or organization. He can be adept at turning concepts into action. His somewhat negative view of the People Dimension, however, indicates that he might view others more as parts of the whole rather than as unique individuals outside of the social structure within which he interacts with them. He places some overemphasis on the Tasks and Systems Dimensions of thought, and this indicates that he prefers to conform to a social norm or standard and can have a higher responsiveness to authority, the organization or system. He is someone who will work extremely hard to do things right and well. Quality is very important to him. (-,+,+)



INTERNAL DESCRIPTION

Undirected (High)

Pattern Description:

Tom defines himself according to his present work or primary social role and identifies this with the perception of his true strengths and weaknesses. His self-image is more flexible and malleable according to the demands of his primary social role or work. He has a good self-image, and he is confident in the roles he finds himself in life right now (e.g., spouse, manager, parent, etc). However, he is less confident about the best way to proceed in one of those roles. This can be caused by changes in the "way" he fulfills a role. New technology at work, changing relationships, new responsibilities, these would all be examples of changes in his life that could cause him to change how he fulfills his many roles. He sees the People and Tasks Dimensions clearly and has good levels of development in both. He sees the Systems Dimension less clearly with moderate development. Level of development speaks to his ability to "see" a specific dimension. The more clearly an individual sees a dimension of thought, the more able he is to use it; therefore, the better he is at it.

Strengths:

- Self-confidence
- Role awareness
- Self-acceptance
- Persistence

Weaknesses:

- Self-direction
- Project goal focus
- Internal mission statement

Internally Driven By:

- Self-improvement
- Material possessions
- Professional/social role involvement
- Responsibilities



INTERNAL DESCRIPTION

Needs For Growth:

To develop a clearer sense of direction that guides his actions based on his own internal understanding of how he should be doing things, rather than how he feels others expect him to do things.

Specific targets for development(D)/reinforcement(R):

- Self-Direction (D)
- Sense of Mission (D)
- Self Awareness (R)

Internal Emotional Bias Description:

Tom's internal emotional bias is the degree of optimism or pessimism with which he tends to view himself and his life. Each of us can choose to see things in an overly positive or negative light but having a neutral view is preferential.

He tends to place a lot of focus on his role and appearance. He has a very positive view of himself. He may not be as driven as some since he already has a much higher view of himself. This could actually lead him to have a slight lack of ambition since in some ways feeling that he needs to improve serves as a motivator. He feels that he has already achieved significant levels of development in many areas and will have to look harder to find his motivation than simply feeling like he needs to prove himself anywhere. He may also place too much importance on his job with regards to how much it means to who he is as a person. He is somewhat confused as to the best way to proceed to the next higher level of success in his life at this time. (+,+,-)



CRITICAL LEADERSHIP/MANAGEMENT ATTRIBUTES

CONCRETE ORGANIZATION: What is Tom's current ability to understand the immediate concrete needs of a situation, and is he able to establish an effective plan of action for meeting those needs?

0 1 2 3 4 5 6 7 8 9 10



8.0 *

9.0

HANDLING STRESS: What is Tom's ability to balance and defuse inner tensions and stress? Such tensions, if allowed to build up, might interfere with his ability to perform up to his potential.

0 1 2 3 4 5 6 7 8 9 10



7.0 *

9.0

LEADING OTHERS: The ability to organize and to motivate people into getting things accomplished is key to leadership. How capable is Tom at doing this in a way that makes everyone feel a sense of order and direction?

0 1 2 3 4 5 6 7 8 9 10



8.1 *

8.9

PROJECT SCHEDULING: What is Tom's level of understanding of how to make the best use of time and resources to get things done within a defined time frame?

0 1 2 3 4 5 6 7 8 9 10



7.0 *

8.6

QUALITY ORIENTATION: What is Tom's affinity for seeing details, grading them against a preset standard (either his own or one externally assigned) and identifying flaws?

0 1 2 3 4 5 6 7 8 9 10



7.9 *

9.0

Rev: 0.97-0.93

* 68% of the population falls within the shaded area.

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CRITICAL LEADERSHIP/MANAGEMENT ATTRIBUTES

INTERNAL SELF CONTROL: What is Tom's tendency to remain calm and cool under pressure? Whereas "Emotional Control" relates to Tom's external actions when stressed, this capacity is an assessment of his ability to remain calm inside.

0 1 2 3 4 5 6 7 8 9 10



UNDERSTANDING MOTIVATIONAL NEEDS: How well does Tom understand the needs and desires of others, and how well does he use this knowledge to motivate them to succeed?

0 1 2 3 4 5 6 7 8 9 10



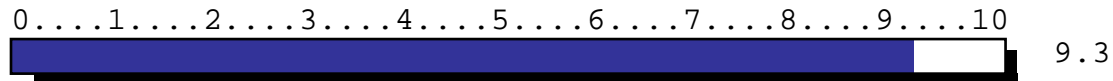
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THE LEADERSHIP/MANAGEMENT ATTRIBUTE INDEX™ SUMMARY

This summary is of the information presented in the remaining pages of the report. We've placed it here, ahead of the supporting information, to give you an overall picture and provide a quick glance at the individual strengths and weaknesses of the respondent.

HUMAN RESOURCE MANAGEMENT



PERFORMANCE MANAGEMENT



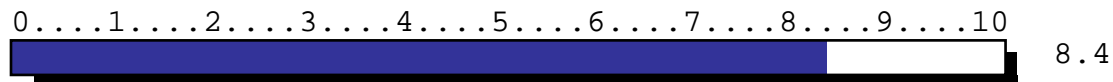
PLANNING AND ORGANIZING



PRODUCTION MANAGEMENT



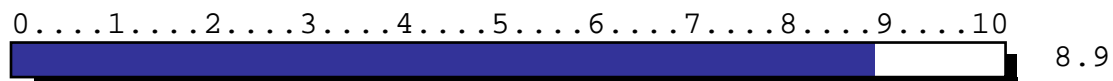
SELF MANAGEMENT



LEADERSHIP BY EXAMPLE



GUIDING VISION



INSPIRING EXCELLENCE





HUMAN RESOURCE MANAGEMENT

"Is Tom an effective manager of others?" This measures Tom's ability to find, develop and retain the people that are vital to both his organization and his personal success.

CORRECTING OTHERS: How well does Tom confront controversial or difficult issues in an objective manner? Can he have non-emotional discussions about disciplinary matters?

0 1 2 3 4 5 6 7 8 9 10



DEVELOPING OTHERS: How developed is Tom's ability to understand the needs, interests, strengths and weaknesses of others, and can he then effectively use this information for the purpose of developing others?

0 1 2 3 4 5 6 7 8 9 10



EVALUATING OTHERS: How realistic and accurate are the judgments that Tom tends to make about others? Does Tom clearly see their strengths and weaknesses and understand their manner of thinking, acting, and behaving?

0 1 2 3 4 5 6 7 8 9 10



LEADING OTHERS: The ability to organize and to motivate people into getting things accomplished is key to leadership. How capable is Tom at doing this in a way that makes everyone feel a sense of order and direction?

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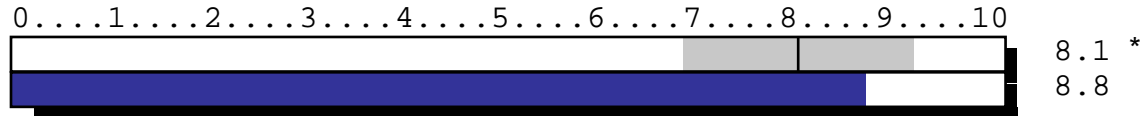


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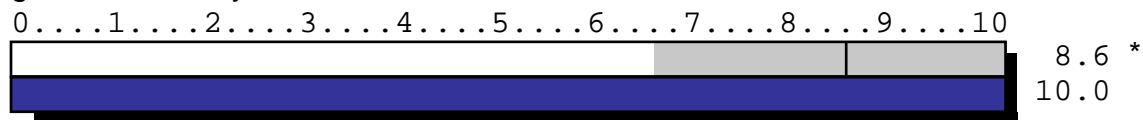


HUMAN RESOURCE MANAGEMENT

MONITORING OTHERS: What is Tom's ability to focus on the actions and decisions of others in a practical and pragmatic way in order to identify both their strengths and their weaknesses?



REALISTIC GOAL SETTING FOR OTHERS: When setting goals for others how capable is Tom at appropriately assessing their personal abilities, the organizational resources available to them and the time allowed for completion of a goal? Does he set achievable stretch goals, or do they tend to be unrealistic?



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PERFORMANCE MANAGEMENT

"Can Tom keep others focused?" Closely tied to Human Resource Management, this category expands that examination of Tom's abilities to include his aptitude for motivating others to success. This involves his ability to be aware of others, convey a role's value, gain commitment and understand the motivational needs of others.

CONVEYING ROLE VALUE: To what point is Tom currently capable of using his own capacities (for empathy, interpersonal relationships and leadership) to instill in an employee a sense of value for the task at hand?

0 1 2 3 4 5 6 7 8 9 10



GAINING COMMITMENT: How proficient is Tom at developing and invoking a self-motivating attitude in his employees or co-workers in the pursuit of their goals?

0 1 2 3 4 5 6 7 8 9 10



HUMAN AWARENESS: At this time, is Tom sufficiently capable of being conscious of the feelings and opinions of others? Does he see the unique individual value of other people instead of just seeing their organizational role or value?

0 1 2 3 4 5 6 7 8 9 10



UNDERSTANDING MOTIVATIONAL NEEDS: How well does Tom understand the needs and desires of others, and how well does he use this knowledge to motivate them to succeed?

0 1 2 3 4 5 6 7 8 9 10



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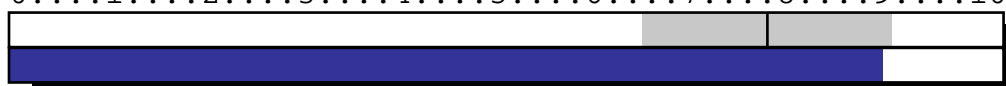


PLANNING AND ORGANIZING

"Is Tom an effective planner and organizer?" This category measures Tom's conceptual abilities and how he applies them to organizing and setting direction. These include long-range planning ability, concrete organizing, proactive thinking and being able to see the big picture.

CONCEPTUAL THINKING: How well can Tom readily see the big picture to determine which direction to take, and how well does he use resources to attain future goals?

0 1 2 3 4 5 6 7 8 9 10



7.8 *
9.0

CONCRETE ORGANIZATION: What is Tom's current ability to understand the immediate concrete needs of a situation, and is he able to establish an effective plan of action for meeting those needs?

0 1 2 3 4 5 6 7 8 9 10



8.0 *
9.0

LONG RANGE PLANNING: What are Tom's natural abilities as they relate to being able to identify and evaluate resources and to then plan for their utilization throughout the execution of comprehensive, long-range projects?

0 1 2 3 4 5 6 7 8 9 10



7.2 *
8.6

PROACTIVE THINKING: At this time what is Tom's capability for accurately making predictive decisions? Does he factor future indications into his present actions, or does he tend to be more reactive, waiting until such time as all the information is actually at hand?

0 1 2 3 4 5 6 7 8 9 10



7.5 *
8.9

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PRODUCTION MANAGEMENT

"How well does Tom handle the dual responsibilities of managing human and physical resources?" Effectively managing both people and production requires a unique blend of abilities including project scheduling, problem/situation analysis, problem solving ability, results orientation, quality orientation and problem management.

PROBLEM AND SITUATION ANALYSIS: To what degree can Tom identify the critical activities in a process? Is he able to break down the process into its component activities and understand what needs to be corrected?

0 1 2 3 4 5 6 7 8 9 10



8.1 *
9.2

PROBLEM MANAGEMENT: To what extent is Tom able to identify the key issues that are part of a problem, understand what is really happening, then use that knowledge to formulate a solution to that problem?

0 1 2 3 4 5 6 7 8 9 10



6.9 *
9.0

PROBLEM SOLVING: How good is Tom at identifying the key components that are causing a problem, as well as choosing the best option available for resolving it and completing the task?

0 1 2 3 4 5 6 7 8 9 10



8.1 *
9.5

PROJECT SCHEDULING: What is Tom's level of understanding of how to make the best use of time and resources to get things done within a defined time frame?

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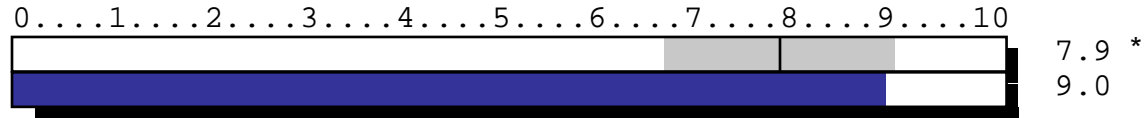
7.0 *
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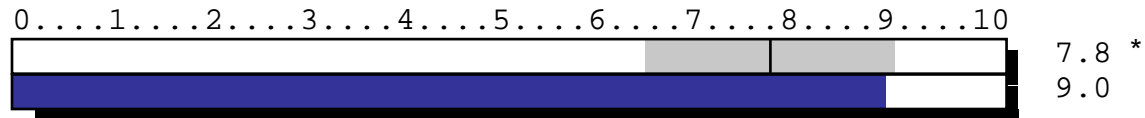


PRODUCTION MANAGEMENT

QUALITY ORIENTATION: What is Tom's affinity for seeing details, grading them against a preset standard (either his own or one externally assigned) and identifying flaws?



RESULTS ORIENTATION: What is Tom's ability to identify the actions necessary to complete tasks and to obtain results?



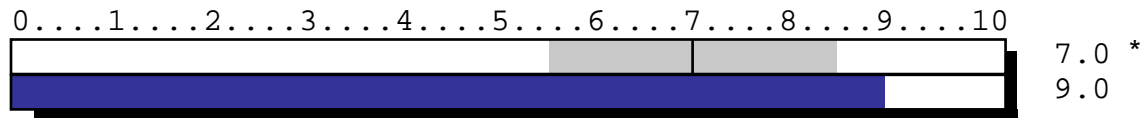
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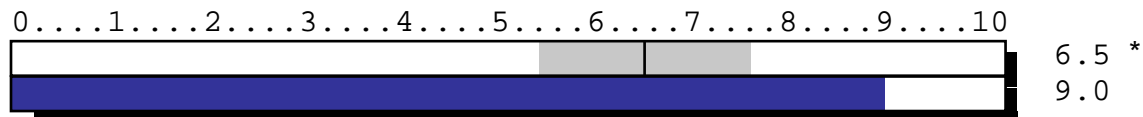
SELF MANAGEMENT

"Is Tom an effective manager of Tom?" This category takes a look at how Tom manages himself and the capacities he possesses to allow him to develop himself.

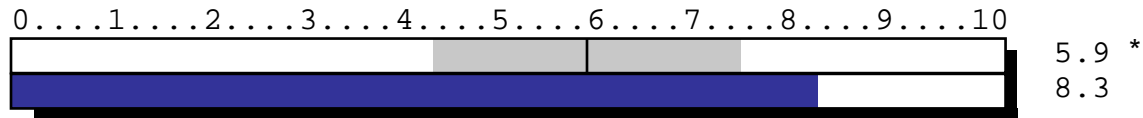
HANDLING STRESS: What is Tom's ability to balance and defuse inner tensions and stress? Such tensions, if allowed to build up, might interfere with his ability to perform up to his potential.



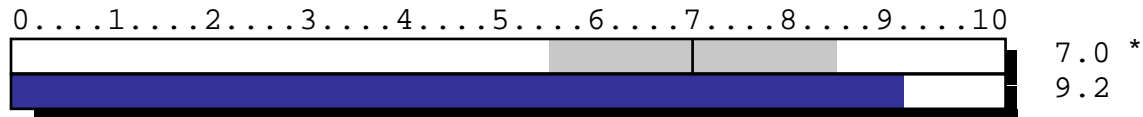
PERSONAL ACCOUNTABILITY: How likely is Tom to be responsible for the consequences of his own decisions and actions and not shift the focus or blame for poor performance to somewhere else or on others?



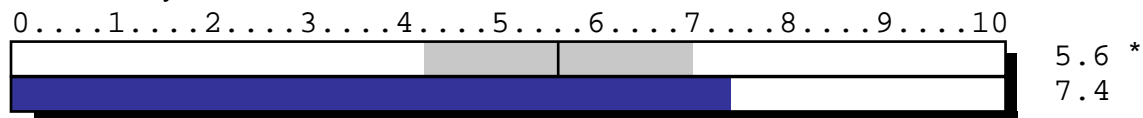
SELF ASSESSMENT: How proficient and practiced is Tom at taking his ability to evaluate the skills and techniques of others and turning it inward to evaluate himself in a similar fashion?



SELF CONFIDENCE: To what degree does Tom tend to develop and maintain an inner strength based on the desire to succeed and on his belief that he possesses the capabilities to succeed?



INTERNAL SELF CONTROL: What is Tom's tendency to remain calm and cool under pressure? Whereas "Emotional Control" relates to Tom's external actions when stressed, this capacity is an assessment of his ability to remain calm inside.



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SELF MANAGEMENT

SELF DISCIPLINE AND SENSE OF DUTY: How strongly does Tom feel the need to be consistent and true to himself in his actions? Can he rule his own conduct and remain true to his ideals?

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7.9

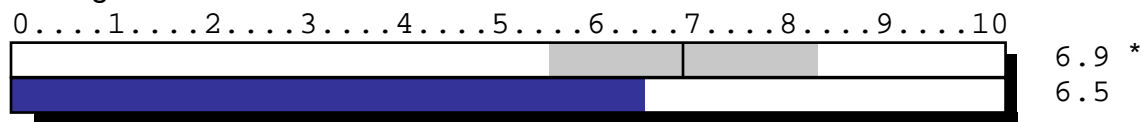
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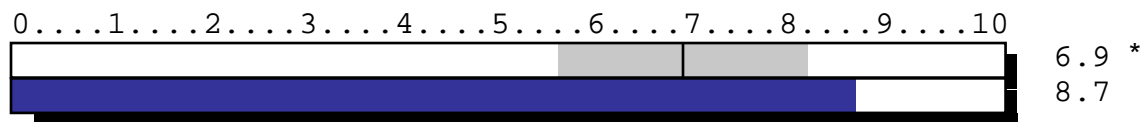
LEADERSHIP BY EXAMPLE

Leaders set the tone. Today's workforce is complex, dynamic and more challenging than ever. Higher turnover and greater diversity can create an impressionable, less stable culture--one more sensitive to influence either positive or negative. One of the many roles of a leader is to set the tone for a culture, and the need to have sound judgment, clear focus and clarity of thought is more important than ever for today's leaders.

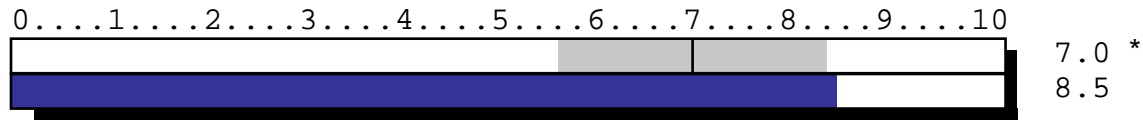
ACCOUNTABILITY FOR OTHERS: How likely is Tom to be responsible for the consequences of the actions of those whom he manages?



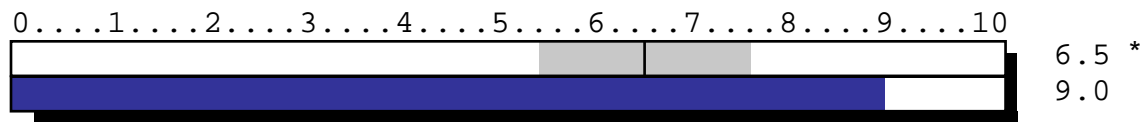
ATTITUDE TOWARD HONESTY: Is Tom open to being honest even when it involves reporting his own lack of results or the dishonesty of others?



BALANCED DECISION MAKING: The ability to be objective and to evaluate fairly the different aspects of a situation is very important. How well does Tom make ethical decisions that take into account all aspects and components involved?



PERSONAL ACCOUNTABILITY: How likely is Tom to be responsible for the consequences of his own decisions and actions and not shift the focus or blame for poor performance to somewhere else or on others?



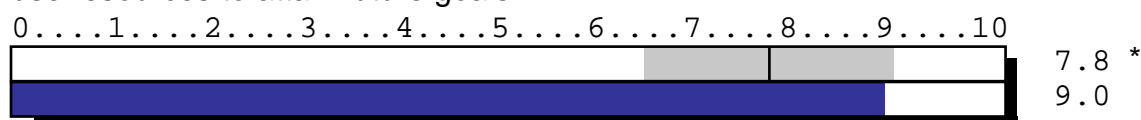
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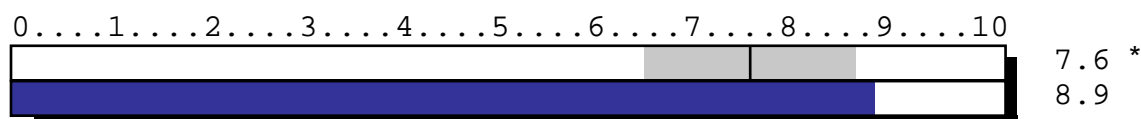
GUIDING VISION

Leaders set the course. Michelangelo often said that he did not create his statues, rather he simply helped reveal what was already in the stone, only hidden from view. He had the vision to see what others couldn't. Likewise, leaders must possess similar ability to see the unseen, to identify what has not yet revealed itself, and to use this vision to plan accordingly for overall direction and the strategic use of personnel, resources and finances.

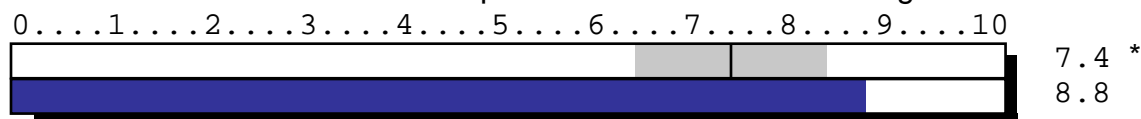
CONCEPTUAL THINKING: How well can Tom readily see the big picture to determine which direction to take, and how well does he use resources to attain future goals?



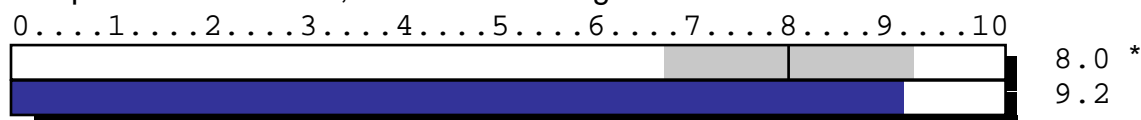
CREATIVITY: Is Tom an innovative thinker whose views of himself and the world allow him think outside the box?



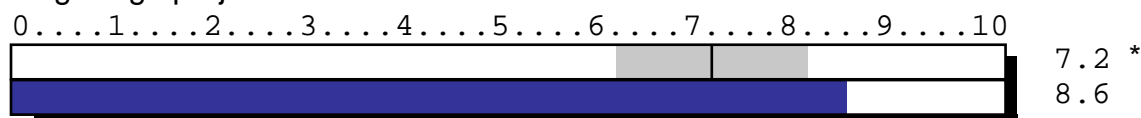
FLEXIBILITY: Is Tom able to adapt to the environment or change?



INTEGRATIVE ABILITY: Currently, what is Tom's capability for identifying the elements of a problem situation, understanding which components are critical, and then deciding what to do?



LONG RANGE PLANNING: What are Tom's natural abilities as they relate to being able to identify and evaluate resources and to then plan for their utilization throughout the execution of comprehensive, long-range projects?

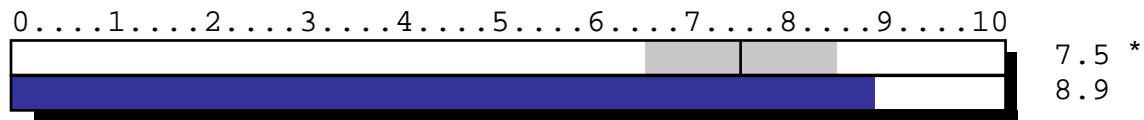


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GUIDING VISION

PROACTIVE THINKING: At this time what is Tom's capability for accurately making predictive decisions? Does he factor future indications into his present actions, or does he tend to be more reactive, waiting until such time as all the information is actually at hand?



SEEING POTENTIAL PROBLEMS: What is Tom's aptitude for structuring current situations in an ongoing scenario and being able to identify developments that could cause problems in the future?



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INSPIRING EXCELLENCE

Leaders set the example. Leaders get things done through others. Their task is not to do, but to get others to do. To do this requires an understanding of those being led, being able to communicate effectively with them, and the ability to inspire others through one's own example. The synonym for lead is "show the way."

INITIATIVE: Does Tom take the lead without being asked to?

0 1 2 3 4 5 6 7 8 9 10



PERSISTENCE: How likely is Tom to stay the course in times of difficulty? Does he readily face adversity and obstacles without flinching?

0 1 2 3 4 5 6 7 8 9 10



PERSUADING OTHERS: How well does Tom bring others around to his way of thinking?

0 1 2 3 4 5 6 7 8 9 10



REALISTIC EXPECTATIONS: How proficient is Tom at setting appropriate expectations for others based on a solid understanding of their abilities? How clearly does he assess their true abilities?

0 1 2 3 4 5 6 7 8 9 10



SELF STARTING ABILITY: How likely is Tom to find his own motivation for accomplishing a task and what is the degree to which he will maintain that course in the face of adversity?

0 1 2 3 4 5 6 7 8 9 10



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INSPIRING EXCELLENCE

SURRENDERING CONTROL: How comfortable is Tom with surrendering control of a given situation or its outcome to another person or a group of people, or does he feel a strong need to retain control himself?

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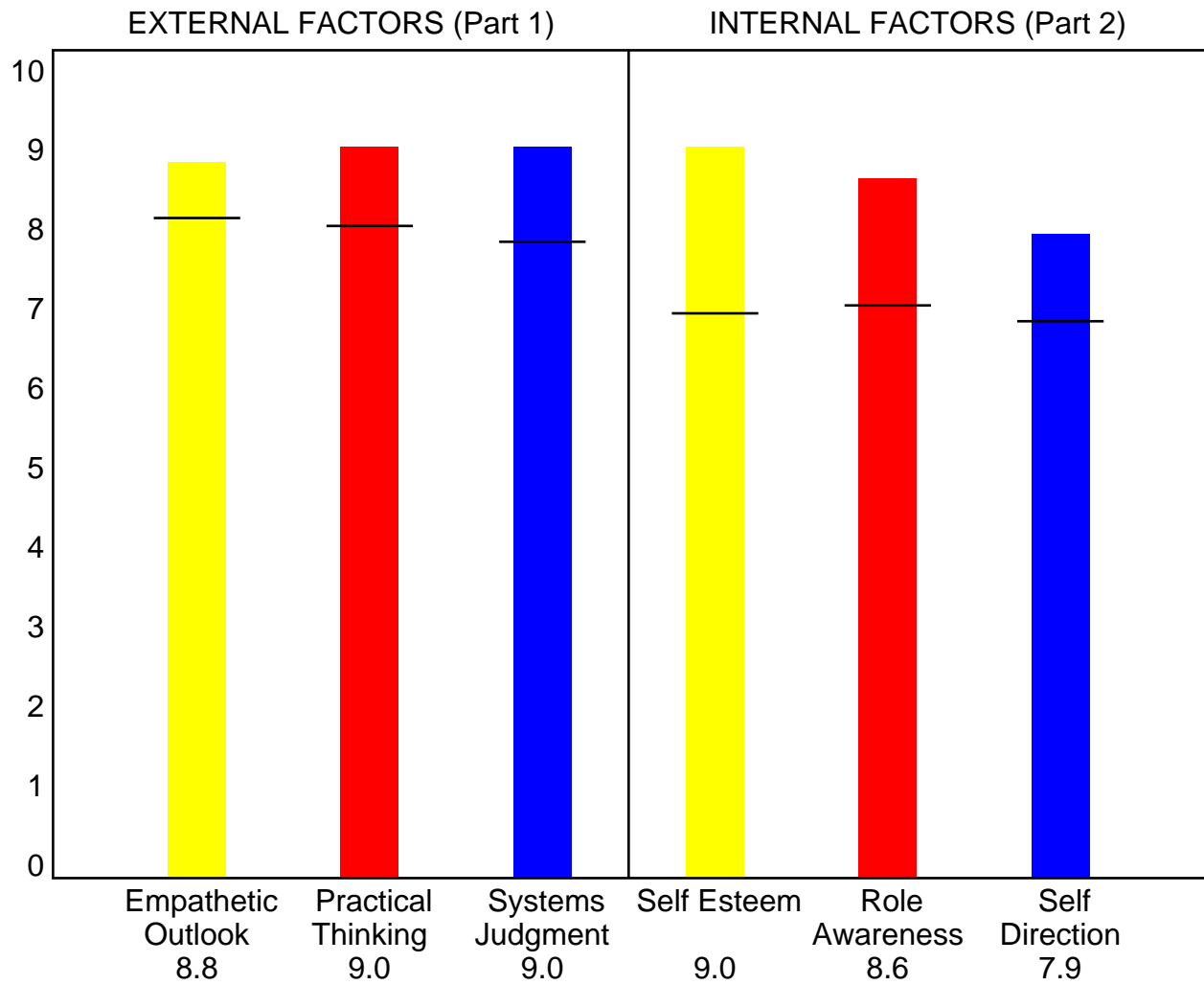
7.6 *
8.9

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DIMENSIONAL BALANCE

For consulting and coaching





CORE ATTRIBUTE LIST

For consulting and coaching

- Realistic Goal Setting For Others (10.0)
- Correcting Others (9.6)
- Using Common Sense (9.6)
- Problem Solving (9.5)
- Freedom From Prejudices (9.4)
- Realistic Expectations (9.4)
- Evaluating Others (9.4)
- Developing Others (9.4)
- Understanding Motivational Needs (9.4)
- Understanding Prospect's Motivations (9.4) see Understanding Motivational Needs
- Sensitivity To Others (9.4)
- Theoretical Problem Solving (9.2)
- Self Confidence (9.2)
- Realistic Personal Goal Setting (9.2)
- Problem And Situation Analysis (9.2)
- Handling Rejection (9.2)
- Integrative Ability (9.2)
- Seeing Potential Problems (9.2)
- Persuading Others (9.1)
- Evaluating What Is Said (9.1)
- Accurate Listening (9.1) see Evaluating What Is Said
- Concrete Organization (9.0)
- Conceptual Thinking (9.0)
- Attention To Detail (9.0)
- Personal Accountability (9.0)
- Results Orientation (9.0)
- Handling Stress (9.0)
- Quality Orientation (9.0)
- Problem Management (9.0)
- Respect For Policies (9.0)
- Emotional Control (9.0)
- Self Esteem (9.0)
- Respect For Property (9.0)
- Systems Judgment (9.0)
- Status And Recognition (9.0)
- Sense Of Belonging (9.0)
- Self Improvement (9.0)
- Practical Thinking (9.0)
- Taking Responsibility (9.0) see Personal Accountability
- Intuitive Decision Making (8.9)
- Surrendering Control (8.9)
- Leading Others (8.9)
- Proactive Thinking (8.9)
- Sense Of Timing (8.9)
- Creativity (8.9)
- Consistency And Reliability (8.8)
- Attitude Toward Others (8.8)
- Human Awareness (8.8)
- Conveying Role Value (8.8)
- Relating To Others (8.8)
- Role Confidence (8.8)
- Understanding Attitude (8.8)
- People Reading (8.8) see Understanding Attitude
- Empathetic Outlook (8.8)
- Monitoring Others (8.8)
- Personal Relationships (8.8)
- Enjoyment Of The Job (8.8)
- Attitude Toward Honesty (8.7)
- Self Starting Ability (8.7)
- Project Scheduling (8.6)
- Long Range Planning (8.6)
- Material Possessions (8.6)
- Role Awareness (8.6)
- Project And Goal Focus (8.5)
- Goal Directedness (8.5) see Project And Goal Focus
- Balanced Decision Making (8.5)
- Personal Drive (8.5)
- Job Ethic (8.5)
- Initiative (8.5)
- Persistence (8.5)
- Following Directions (8.3)
- Self Assessment (8.3)
- Commitment To The Job (8.2) see Personal Commitment
- Personal Commitment (8.2)
- Gaining Commitment (8.2)
- Meeting Standards (8.2)
- Self Discipline And Sense Of Duty (7.9)
- Self Direction (7.9)
- Sense Of Mission (7.9)
- Self Management (7.9)
- Internal Self Control (7.4)
- Accountability For Others (6.5)