

THE LEADERSHIP/MANAGEMENT ATTRIBUTE INDEX™

Jane Doe

VP Operations

ABC Company

6-24-2003

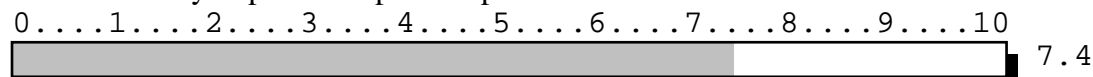
CRITICAL LEADERSHIP/MANAGEMENT ATTRIBUTES

COMPONENT ANALYSIS FOR : Jane Doe

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



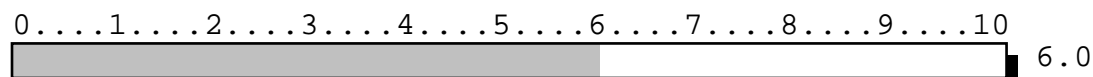
HANDLING STRESS: What is Jane's ability to balance and defuse inner tensions and stress? Such tensions, if allowed to build up, might interfere with her ability to perform up to her potential.



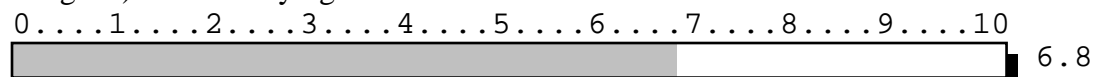
LEADING OTHERS: The ability to organize and to motivate people into getting things accomplished is key to leadership. How capable is Jane at doing this in a way that makes everyone feel a sense of order and direction?



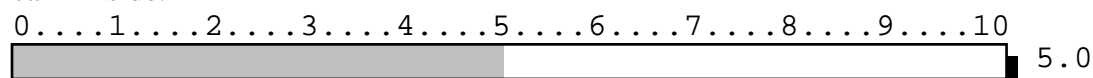
PROJECT SCHEDULING: What is Jane's level of understanding of how to make the best use of time and resources to get things done within a defined time frame?



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



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



CRITICAL LEADERSHIP/MANAGEMENT ATTRIBUTES

COMPONENT ANALYSIS FOR : Jane Doe

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

0 1 2 3 4 5 6 7 8 9 10



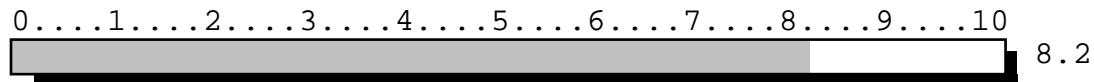
8.1

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.

COMPONENT ANALYSIS FOR : Jane Doe

HUMAN RESOURCE MANAGEMENT



PERFORMANCE MANAGEMENT



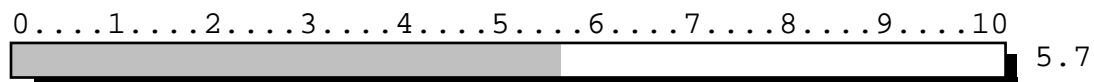
PLANNING AND ORGANIZING



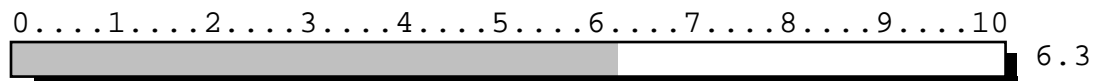
PRODUCTION MANAGEMENT



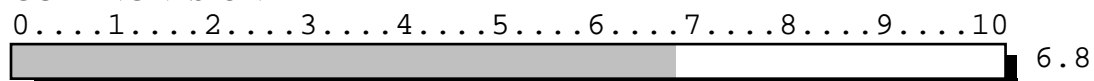
SELF MANAGEMENT



LEADERSHIP BY EXAMPLE



GUIDING VISION



INSPIRING EXCELLENCE



HUMAN RESOURCE MANAGEMENT

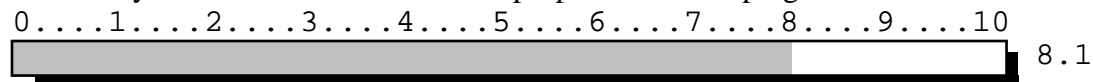
"Is Jane an effective manager of others?" This measures Jane's ability to find, develop and retain the people that are vital to both her organization and her personal success.

COMPONENT ANALYSIS FOR : Jane Doe

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



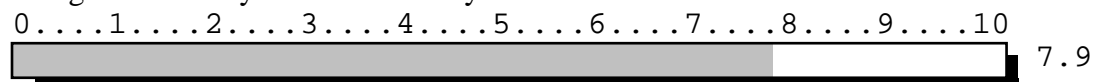
DEVELOPING OTHERS: How developed is Jane's ability to understand the needs, interests, strengths and weaknesses of others, and can she then effectively use this information for the purpose of developing others?



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



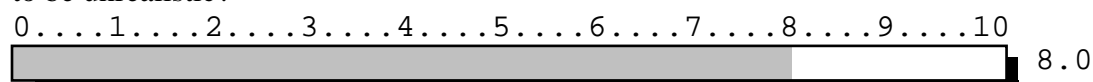
LEADING OTHERS: The ability to organize and to motivate people into getting things accomplished is key to leadership. How capable is Jane at doing this in a way that makes everyone feel a sense of order and direction?



MONITORING OTHERS: What is Jane'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 Jane at appropriately assessing their personal abilities, the organizational resources available to them and the time allowed for completion of a goal? Does she set achievable stretch goals, or do they tend to be unrealistic?



PERFORMANCE MANAGEMENT

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

COMPONENT ANALYSIS FOR : Jane Doe

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



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



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



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

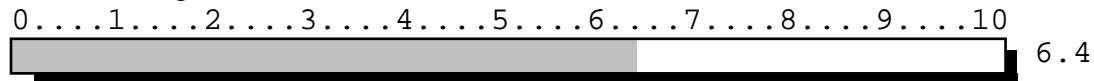


PLANNING AND ORGANIZING

"Is Jane an effective planner and organizer?" This category measures Jane's conceptual abilities and how she 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.

COMPONENT ANALYSIS FOR : Jane Doe

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



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



LONG RANGE PLANNING: What are Jane'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?



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

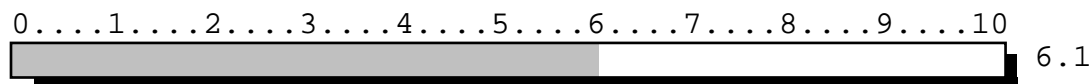


PRODUCTION MANAGEMENT

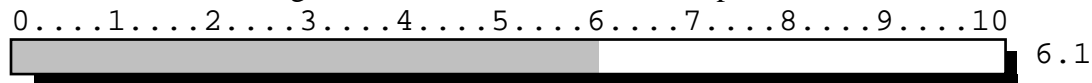
"How well does Jane handle the dual responsibilities of managing human and physical resources?" Effectively managing both people and production requires a unique blend of abilities including project scheduling, problem/situation analysis, problem solving ability, results orientation, quality orientation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

COMPONENT ANALYSIS FOR : Jane Doe

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



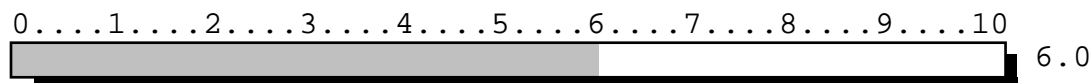
PROBLEM MANAGEMENT: To what extent is Jane able to identify the key issues that are part of a problem, understand what is really happening, then use that knowledge to formulate a solution to that problem?



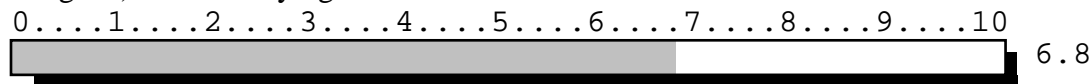
PROBLEM SOLVING: How good is Jane at identifying the key components that are causing a problem, as well as choosing the best option available for resolving it and completing the task?



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



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



PRODUCTION MANAGEMENT

COMPONENT ANALYSIS FOR : Jane Doe

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



SELF MANAGEMENT

"Is Jane an effective manager of Jane?" This category takes a look at how Jane manages herself and the capacities she possesses to allow her to develop herself.

COMPONENT ANALYSIS FOR : Jane Doe

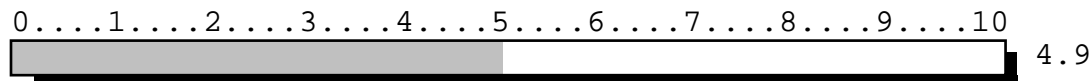
HANDLING STRESS: What is Jane's ability to balance and defuse inner tensions and stress? Such tensions, if allowed to build up, might interfere with her ability to perform up to her potential.



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



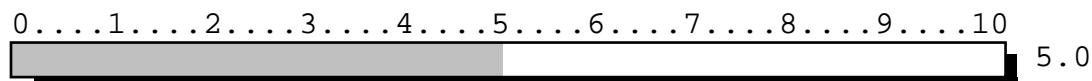
SELF ASSESSMENT: How proficient and practiced is Jane at taking her ability to evaluate the skills and techniques of others and turning it inward to evaluate herself in a similar fashion?



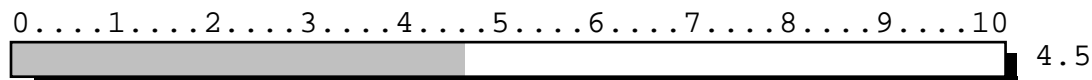
SELF CONFIDENCE: To what degree does Jane tend to develop and maintain an inner strength based on the desire to succeed and on her belief that she possesses the capabilities to succeed?



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



SELF DISCIPLINE AND SENSE OF DUTY: How strongly does Jane feel the need to be consistent and true to herself in her actions? Can she rule her own conduct and remain true to her ideals?



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.

COMPONENT ANALYSIS FOR : Jane Doe

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

0 1 2 3 4 5 6 7 8 9 10



6.7

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

0 1 2 3 4 5 6 7 8 9 10



6.1

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

0 1 2 3 4 5 6 7 8 9 10



5.8

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

0 1 2 3 4 5 6 7 8 9 10



6.9

RESPECT FOR POLICIES: To what extent does Jane appreciate the value of conducting business affairs according to the intent of company policies and standards?

0 1 2 3 4 5 6 7 8 9 10



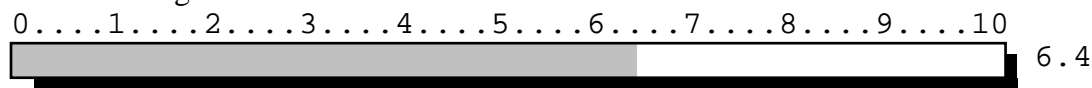
6.4

GUIDING VISION

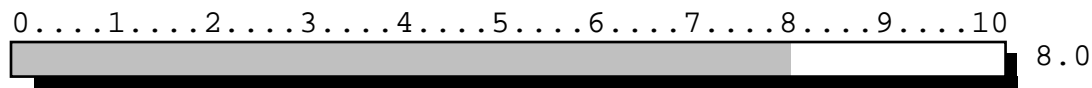
Leaders set the course. Michelangelo often said that he did not create his statues, rather he simply helped reveal what was already in the stone, only hidden from view. He had the vision to see what others couldn't. Likewise, leaders must possess similar ability to see the unseen, to identify what has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

COMPONENT ANALYSIS FOR : Jane Doe

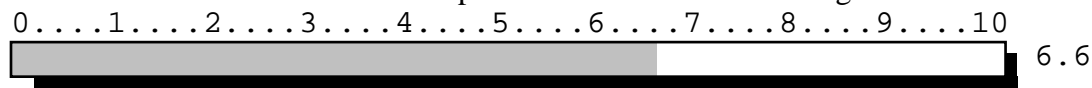
CONCEPTUAL THINKING: How well can Jane readily see the big picture to determine which direction to take, and how well does she use resources to attain future goals?



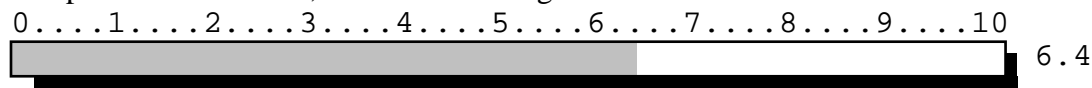
CREATIVITY: Is Jane an innovative thinker whose views of herself and the world allow her think outside the box?



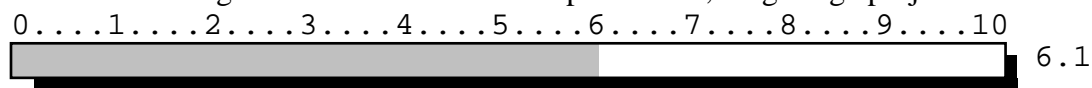
FLEXIBILITY: Is Jane able to adapt to the environment or change?



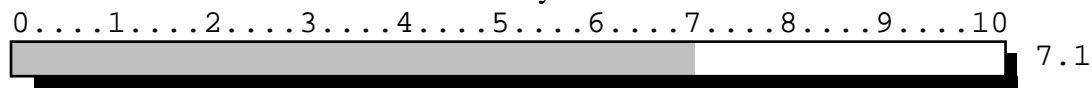
INTEGRATIVE ABILITY: Currently, what is Jane's capability for identifying the elements of a problem situation, understanding which components are critical, and then deciding what to do?



LONG RANGE PLANNING: What are Jane'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?



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

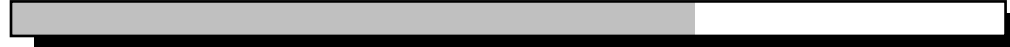


GUIDING VISION

COMPONENT ANALYSIS FOR : Jane Doe

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

0 1 2 3 4 5 6 7 8 9 10



7.0

INSPIRING EXCELLENCE

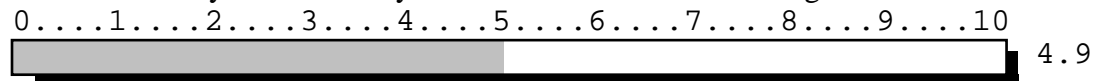
Leaders set the example. Leaders get things done through others. Their task is not to do, but to get others to do. To do this requires an understanding of those being led, being able to communicate effectively with them, and the ability to inspire others through one's own example. The synonym for lead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

COMPONENT ANALYSIS FOR : Jane Doe

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



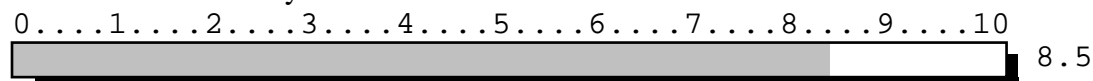
PERSISTENCE: How likely is Jane to stay the course in times of difficulty?
Does she readily face adversity and obstacles without flinching?



PERSUADING OTHERS: How well does Jane bring others around to her way of thinking?



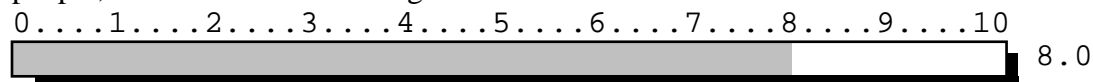
REALISTIC EXPECTATIONS: How proficient is Jane at setting appropriate expectations for others based on a solid understanding of their abilities? How clearly does she assess their true abilities?



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



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



LEADERSHIP/MANAGEMENT-DIMENSIONAL BALANCE

For consulting and coaching

EXTERNAL FACTORS (Part 1)

*** Intrinsic Dimension**

Empathetic Outlook 8.6

How do you value others?

Correcting Others
Developing Others
Evaluating Others
Human Awareness
Monitoring Others

*** Extrinsic Dimension**

Practical Thinking 7.1

How practically do you see the world?

Concrete Organization
Quality Orientation

*** Systemic Dimension**

Systems Judgment 6.4

How do you value systems and order?

Proactive Thinking
Problem Solving
Results Orientation

INTERNAL FACTORS (Part 2)

*** Intrinsic Dimension**

Self Esteem 7.4

How do you value yourself?

Handling Stress
Self Assessment
Internal Self Control

*** Extrinsic Dimension**

Role Awareness 6.0

How do you value what you do?

Project Scheduling

*** Systemic Dimension**

Self Direction 4.5

What guides or drives your actions?

Problem Management
Self Discipline And Sense Of Duty

POSITIONAL SELF-ANALYSIS SHEET

Based on what you learned from Step 1, choose the 5 most highly scored capacities from your Attribute Index which you feel play a significant role in your daily activities, and write the name and score below under “Maximizers”. Repeat this process with the 5 most poorly scored capacities and record them under “Minimizers” below.

Next, to the right of each list under “Real-World Impact”, give as many real-world examples as you can of how these Maximizers benefit your endeavors. Repeat this process for the Minimizers you’ve listed as well.

<p>Example: Title (Sales Representative) Maximizers: <i>Handling Rejection (9.6) Very Good</i></p>	<p>Real-World Impact: <i>Because I don't take rejection as a personal affront to my self esteem I am able to keep going in the face of lots of adversity.</i></p>
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Maximizers:

Real-World Impact:

Minimizers:

Real-World Impact:

CORE ATTRIBUTE LIST

For consulting and coaching

- Attitude Toward Others (8.6)
- Human Awareness (8.6)
- Relating To Others (8.6)
- Understanding Attitude (8.6)
- People Reading (8.6) *see Understanding Attitude*
- Empathetic Outlook (8.6)
- Monitoring Others (8.6)
- Personal Relationships (8.6)
- Realistic Expectations (8.5)
- Evaluating Others (8.5)
- Sensitivity To Others (8.5)
- Correcting Others (8.2)
- Freedom From Prejudices (8.1)
- Developing Others (8.1)
- Understanding Prospect's Motivations (8.1) *see Understanding Motivational Needs*
- Understanding Motivational Needs (8.1)
- Intuitive Decision Making (8.0)
- Surrendering Control (8.0)
- Realistic Goal Setting For Others (8.0)
- Creativity (8.0)
- Leading Others (7.9)
- Persuading Others (7.5)
- Handling Stress (7.4)
- Self Esteem (7.4)
- Self Improvement (7.4)
- Concrete Organization (7.1)
- Proactive Thinking (7.1)
- Respect For Property (7.1)
- Status And Recognition (7.1)
- Practical Thinking (7.1)
- Seeing Potential Problems (7.0)
- Personal Accountability (6.9)
- Taking Responsibility (6.9) *see Personal Accountability*
- Attention To Detail (6.8)
- Quality Orientation (6.8)
- Accountability For Others (6.7)
- Conveying Role Value (6.7)
- Role Confidence (6.7)
- Enjoyment Of The Job (6.7)
- Consistency And Reliability (6.5)
- Evaluating What Is Said (6.5)
- Accurate Listening (6.5) *see Evaluating What Is Said*
- Sense Of Timing (6.5)
- Theoretical Problem Solving (6.4)
- Conceptual Thinking (6.4)
- Results Orientation (6.4)
- Problem Solving (6.4)
- Respect For Policies (6.4)
- Integrative Ability (6.4)
- Systems Judgment (6.4)
- Sense Of Belonging (6.4)
- Emotional Control (6.3)
- Problem And Situation Analysis (6.1)
- Problem Management (6.1)
- Long Range Planning (6.1)
- Attitude Toward Honesty (6.1)
- Self Confidence (6.0)
- Realistic Personal Goal Setting (6.0)
- Project Scheduling (6.0)
- Material Possessions (6.0)
- Role Awareness (6.0)
- Personal Drive (5.9)
- Initiative (5.9)
- Balanced Decision Making (5.8)
- Following Directions (5.7)
- Using Common Sense (5.7)
- Self Management (5.5)
- Self Starting Ability (5.4)
- Commitment To The Job (5.2) *see Personal Commitment*
- Personal Commitment (5.2)
- Gaining Commitment (5.2)
- Handling Rejection (5.2)
- Meeting Standards (5.2)
- Internal Self Control (5.0)
- Self Assessment (4.9)
- Job Ethic (4.9)
- Persistence (4.9)
- Self Discipline And Sense Of Duty (4.5)
- Self Direction (4.5)
- Sense Of Mission (4.5)
- Project And Goal Focus (4.3)
- Goal Directedness (4.3) *see Project And Goal Focus*