



# THE LEADERSHIP/MANAGEMENT ATTRIBUTE INDEX™

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**Jane Doe**

Division Manager

XYZ Corporation

7-18-2003



# INTRODUCTION

The Attribute Index and the Dimensions of Thought

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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

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### Lawful (High)

#### Pattern Description:

Jane is a person who understands situations in terms of people and the structure within which they exist, or the integration of human resources with an established organization, system, order, or rules and laws. She prefers coordinating or balancing the needs of people and the system that they are a part of (e.g., society, corporate, etc.). She is very good at this. She understands people very well, and enjoys working with structure and order. She under appreciates, however, the Tasks Dimension slightly in comparison to the other two dimensions. This implies that she is less focused on completing the objective than she is ensuring that the rules were followed or that people were satisfied. Deadlines may be missed as a result of some tendency to prefer form to function with regards to the rules. Her overall development levels in the People and Systems Dimensions are equal and high, while the Tasks Dimension is moderate but slightly under developed in comparison. Level of development speaks to her ability to "see" a specific dimension. The more clearly an individual sees a dimension of thought, the more able she is to use it; therefore, the better she is at it.

#### Strengths:

- Integrating systems with human resources
- Organizational and human resource development
- Applying systemic thinking to humanistic resources or needs
- Respect for policies
- Understanding people
- Big picture thinking

#### Weaknesses:

- Repetitive production work
- Detailed work, quality control
- Performance management
- Concrete organizing

#### Externally Motivated By:

- Sense of belonging
- Personal relationships
- Order
- Interaction with others on a professional level



## EXTERNAL DESCRIPTION

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### **Needs For Growth:**

To develop greater awareness of the comparative aspects of work and work performance.

### **Potential targets for reinforcement or possible development:**

- Attention to Detail
- Attitude Toward Others
- Quality Orientation

### **Preferred Environment:**

Working with dedicated and loyal co-workers in an environment where good structure exists and people are involved and valued as a whole by the organization.

### **External Emotional Bias Description:**

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

Her emotional bias indicates that she is someone who relates to the world primarily in terms of established system and order, (e.g., rules, the law). Much of her energies are focused on making things fit into the established system or order. Her Tasks Dimension reveals a conscious distance that is taken from social convention, and her People Dimension indicates balanced objectivity toward other persons. She is not too trusting or too cold. She strikes a good balance between valuing people without getting so involved with them that she loses her objectivity. This emotional bias is not unlike those of judges who are charged with the responsibility of applying the written law to people with objective fairness and without regard to social status. (0,-,+)



## INTERNAL DESCRIPTION

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### Performer (High)

#### Pattern Description:

Jane primarily values or appreciates herself through her work or primary social roles (business and personal). She places most of the emphasis for her self worth on actually doing or performing the work or these primary roles. She does not value herself as much for her true inner self, regardless of position or performance, as she could. This can keep her from achieving a much higher level of self-esteem or self-respect. She also has some questions about where she wants to go in the future. Her internal mission statement might appear a little fuzzy to her at this time, which could lead her to become more reactive than proactive. Her overall level of development in the Tasks Dimension is high, the highest of the three. She has an equal, but moderate, level of development in the People and Systems Dimensions. Level of development speaks to her ability to "see" a specific dimension. The more clearly an individual sees a dimension of thought, the more able she is to use it; therefore, the better she is at it.

#### Strengths:

- Identification of self with primary social or professional role
- Understanding what she wants to do
- Highly committed to her endeavors
- "Keep at it" attitude

#### Weaknesses:

- Self esteem vulnerability due to loss of social or professional role
- Internal sense of direction or mission statement to follow
- Goal focus

#### Internally Driven By:

- Professional or role challenges or demands
- Material possessions



## INTERNAL DESCRIPTION

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### **Needs For Growth:**

To improve her self value apart from professional or role successes.

### **Potential targets for reinforcement or possible development:**

- Internal Self Control
- Self-Discipline/Sense of Duty
- Persistence

### **Internal Emotional Bias Description:**

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

She strongly identifies her self-image with her belief of how she should do things; and, therefore, she can be quite assertive when it comes to doing things a certain way. There is more at stake than simply "doing it my way". For her, what she does is not as important as how well she does it. To her the result is not as important as how she gets there. "Doing it right" is very important to her and she bases a good deal of her self esteem on how well she feels she followed the rules in getting something done. Overall results become secondary to how closely she followed the guidelines. Not doing things the "correct" way, even if the job gets done, is tantamount to failure in her mind. She does not value herself enough at this time, and instead she seeks to give herself worth through how well she adheres to the rules she feels guide her actions and life. For her it is in how she does it, more than what she does. She has some uncertainty and fear of change. (-,0,+)



# CRITICAL LEADERSHIP/MANAGEMENT ATTRIBUTES

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.0 \*

7.6

**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.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.0 \*

7.4

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.1 \*

8.0

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.0 \*

8.3

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.9 \*

8.1

Rev: 0.94-0.90

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

EC:F-IC:F: [8.2:7.9-7.9:8.8]



# CRITICAL LEADERSHIP/MANAGEMENT ATTRIBUTES

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.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



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



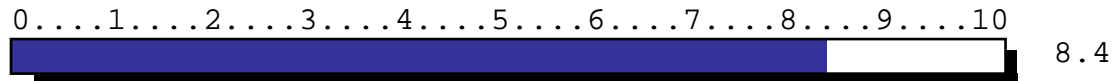
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# THE LEADERSHIP/MANAGEMENT ATTRIBUTE INDEX™ SUMMARY

*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.*

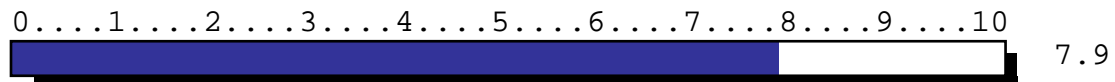
## HUMAN RESOURCE MANAGEMENT



## PERFORMANCE MANAGEMENT



## PLANNING AND ORGANIZING



## PRODUCTION MANAGEMENT



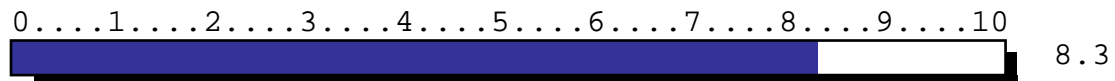
## SELF MANAGEMENT



## LEADERSHIP BY EXAMPLE



## GUIDING VISION



## INSPIRING EXCELLENCE





## HUMAN RESOURCE MANAGEMENT

"Is 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.

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

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.5 \*

8.7

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.5 \*

8.8

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.3 \*

8.3

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.1 \*

8.0

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# HUMAN RESOURCE MANAGEMENT

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**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.1 \*

8.3

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.6 \*

8.8

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# 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.

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**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



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# 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.

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**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?

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**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



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# 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.

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.1 \*  
9.6

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.9 \*  
7.7

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.1 \*  
8.9

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0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



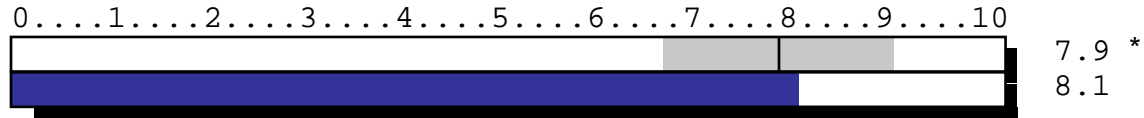
7.0 \*  
8.3

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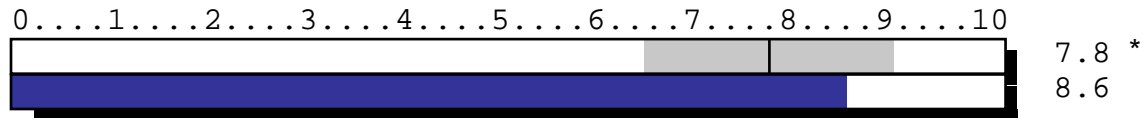


# PRODUCTION MANAGEMENT

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?



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



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## 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.

**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.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.0 \*

7.4

**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



6.5 \*

8.0

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



5.9 \*

7.1

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.0 \*

8.1

**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.

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



5.6 \*

6.4

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# SELF MANAGEMENT

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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.8 \*

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 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



**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



**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



**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



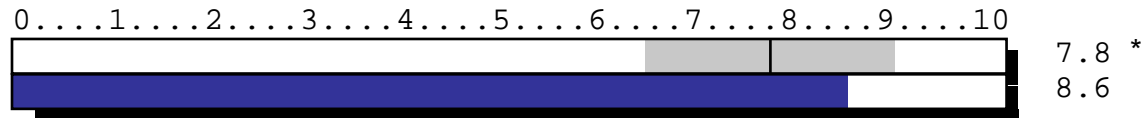
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## LEADERSHIP BY EXAMPLE

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



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



## 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 Jane readily see the big picture to determine which direction to take, and how well does she use resources to attain future goals?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.8 \*

8.1

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

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.6 \*

7.9

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

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.4 \*

8.2

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.0 \*

8.8

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.2 \*

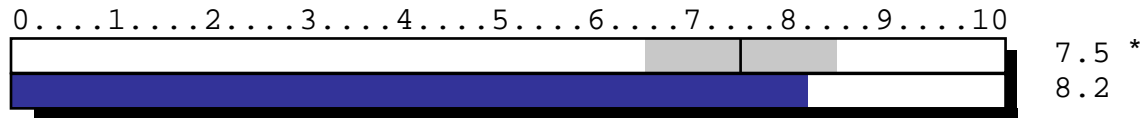
8.0

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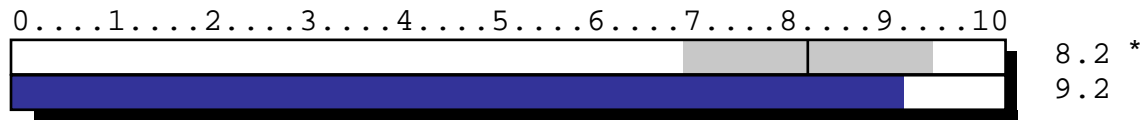


# GUIDING VISION

**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?



**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?



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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 Jane take the lead without being asked to?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.3 \*  
7.9

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

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.4 \*  
8.0

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

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.8 \*  
8.0

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.3 \*  
8.3

**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.3 \*  
7.9

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



## INSPIRING EXCELLENCE

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**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?

0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



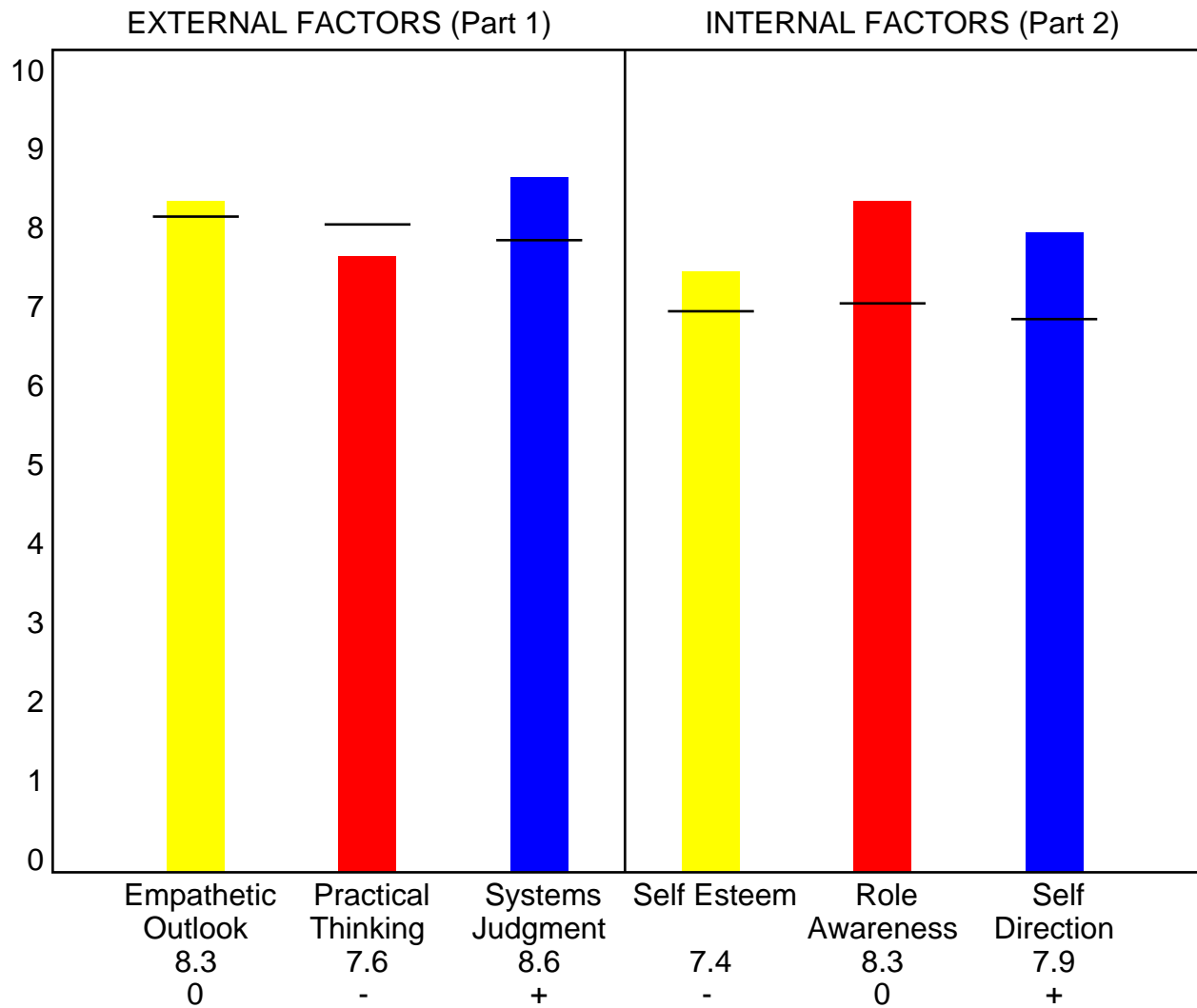
7.6 \*  
7.9

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



# DIMENSIONAL BALANCE

For consulting and coaching







## CORE ATTRIBUTE LIST

*For consulting and coaching*

- Following Directions (10.0)
- Problem And Situation Analysis (9.6)
- Seeing Potential Problems (9.2)
- Problem Solving (8.9)
- Theoretical Problem Solving (8.8)
- Freedom From Prejudices (8.8)
- Developing Others (8.8)
- Realistic Goal Setting For Others (8.8)
- Understanding Motivational Needs (8.8)
- Understanding Prospect's Motivations (8.8) see Understanding Motivational Needs
- Integrative Ability (8.8)
- Correcting Others (8.7)
- Results Orientation (8.6)
- Respect For Policies (8.6)
- Systems Judgment (8.6)
- Sense Of Belonging (8.6)
- Balanced Decision Making (8.4)
- Attitude Toward Others (8.3)
- Realistic Expectations (8.3)
- Evaluating Others (8.3)
- Project Scheduling (8.3)
- Human Awareness (8.3)
- Relating To Others (8.3)
- Sensitivity To Others (8.3)
- People Reading (8.3) see Understanding Attitude
- Understanding Attitude (8.3)
- Empathetic Outlook (8.3)
- Monitoring Others (8.3)
- Personal Relationships (8.3)
- Material Possessions (8.3)
- Attitude Toward Honesty (8.3)
- Role Awareness (8.3)
- Proactive Thinking (8.2)
- Using Common Sense (8.2)
- Accurate Listening (8.2) see Evaluating What Is Said
- Evaluating What Is Said (8.2)
- Sense Of Timing (8.2)
- Conceptual Thinking (8.1)
- Attention To Detail (8.1)
- Personal Commitment (8.1)
- Commitment To The Job (8.1) see Personal Commitment
- Self Confidence (8.1)
- Quality Orientation (8.1)
- Gaining Commitment (8.1)
- Meeting Standards (8.1)
- Consistency And Reliability (8.0)
- Personal Accountability (8.0)
- Realistic Personal Goal Setting (8.0)
- Leading Others (8.0)
- Long Range Planning (8.0)
- Job Ethic (8.0)
- Persuading Others (8.0)
- Persistence (8.0)
- Taking Responsibility (8.0) see Personal Accountability
- Intuitive Decision Making (7.9)
- Goal Directedness (7.9) see Project And Goal Focus
- Project And Goal Focus (7.9)
- Surrendering Control (7.9)
- Personal Drive (7.9)
- Self Discipline And Sense Of Duty (7.9)
- Conveying Role Value (7.9)
- Role Confidence (7.9)
- Initiative (7.9)
- Self Direction (7.9)
- Sense Of Mission (7.9)
- Enjoyment Of The Job (7.9)
- Self Starting Ability (7.9)
- Creativity (7.9)
- Emotional Control (7.8)
- Accountability For Others (7.7)
- Problem Management (7.7)
- Concrete Organization (7.6)
- Handling Rejection (7.6)
- Respect For Property (7.6)
- Status And Recognition (7.6)
- Practical Thinking (7.6)
- Handling Stress (7.4)
- Self Esteem (7.4)
- Self Improvement (7.4)
- Self Management (7.4)
- Self Assessment (7.1)
- Internal Self Control (6.4)