



THE SALES MANAGEMENT ATTRIBUTE INDEX™

Jane Doe

Sales Manager

ABC Sales 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

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

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

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

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 SALES MANAGEMENT ATTRIBUTES

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



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



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



PROJECT AND GOAL FOCUS: How well does Jane tend to stay on target regardless of circumstances, or does she easily become distracted, losing focus on the task at hand?

0 1 2 3 4 5 6 7 8 9 10



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



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 SALES MANAGEMENT ATTRIBUTES

SYSTEMS JUDGMENT: To what degree is Jane capable of schematic thinking? How well does she accomplish things within the external system of people and things with which she works?

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



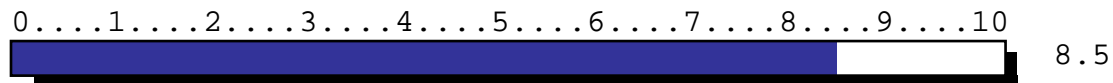
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THE SALES MANAGEMENT ATTRIBUTE INDEX™ SUMMARY

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.

CONFLICT AND PROBLEM RESOLUTION



GETTING RESULTS



LEADERSHIP FOCUS



OPPORTUNITY ANALYSIS



PLANNING ORIENTATION



SELF AND PROJECT MANAGEMENT



STAFFING FOCUS





CONFLICT AND PROBLEM RESOLUTION

"Will Jane diffuse a conflict, or will she fuel it?" This measures Jane's ability to resolve a problem or conflict which involves people or customers.

EMOTIONAL CONTROL: To what extent does Jane tend to maintain a rational and objective demeanor when faced with a stressful or emotional situation? Will she usually act objectively, rather than impulsively and emotionally?

0 1 2 3 4 5 6 7 8 9 10



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



INTUITIVE DECISION MAKING: How accurately does Jane compile intuitive perceptions about a situation into an appropriate decision or action?

0 1 2 3 4 5 6 7 8 9 10



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



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



CONFLICT AND PROBLEM RESOLUTION

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



8.2 *

9.2

USING COMMON SENSE: What is Jane's ability to focus on practical thinking, to see the world clearly and to make common sense decisions?

0 1 2 3 4 5 6 7 8 9 10



7.4 *

8.2

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



GETTING RESULTS

"What attributes does Jane possess that will help her to get results?" This provides information about Jane's raw ability to get results, to apply herself to a goal and accomplish it using a variety of abilities.

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



6.9 *
7.7

ATTENTION TO DETAIL: At this time how capable is Jane of seeing and paying attention to details? Does she tend to be thorough in assessing the finest components of a task?

0 1 2 3 4 5 6 7 8 9 10



7.9 *
8.1

CONSISTENCY AND RELIABILITY: How strong is Jane's internal need to be conscientious in her personal or professional efforts, to be both consistent and reliable in her life roles?

0 1 2 3 4 5 6 7 8 9 10



7.5 *
8.0

PERSONAL COMMITMENT: To what degree does Jane usually stay focused and committed to a task? Does this motivation come from within or does she require more external motivation or supervision?

0 1 2 3 4 5 6 7 8 9 10



6.9 *
8.1

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

0 1 2 3 4 5 6 7 8 9 10



7.8 *
8.6

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GETTING RESULTS

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

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LEADERSHIP FOCUS

"What are Jane's leadership abilities?" This measures Jane's ability to lead others toward the successful completion of goals.

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



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



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



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



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



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OPPORTUNITY ANALYSIS

"Can Jane use her talents to formulate future opportunities?" This measures Jane's ability to accurately identify opportunities which may sometimes be distant, vague or hidden.

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



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



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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OPPORTUNITY ANALYSIS

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



8.2 *

9.2

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PLANNING ORIENTATION

"Is Jane an effective planner and organizer?" This measures the skills necessary for Jane's ability to accurately identify objectives and implement the steps needed to achieve them.

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

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

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

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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SELF AND PROJECT MANAGEMENT

"Is Jane's internal insight clear enough to be of benefit, or does she require more external direction?" This category assesses to what extent Jane possesses the capacity to manage herself and project minimal stress and internal conflict.

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

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



SELF AND PROJECT MANAGEMENT

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



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



PROJECT AND GOAL FOCUS: How well does Jane tend to stay on target regardless of circumstances, or does she easily become distracted, losing focus on the task at hand?

0 1 2 3 4 5 6 7 8 9 10



REALISTIC PERSONAL GOAL SETTING: How proficient is Jane at setting goals for herself that can realistically be achieved given her abilities, the resources available to her and the timeframe within which she has to work?

0 1 2 3 4 5 6 7 8 9 10



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



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STAFFING FOCUS

"Does Jane effectively manage the needs for first-class employees?" This measures Jane's ability to identify and implement the steps required to find, develop and retain the best talent.

ATTITUDE TOWARD OTHERS: To what extent does Jane tend to maintain a positive, open and objective attitude toward others?

0 1 2 3 4 5 6 7 8 9 10



8.1 *

8.3

EMPATHETIC OUTLOOK: What is Jane's present capacity to perceive and understand the feelings and attitudes of others or to place herself in the shoes of another?

0 1 2 3 4 5 6 7 8 9 10



8.1 *

8.3

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

FREEDOM FROM PREJUDICES: How well can Jane readily prevent prejudices from entering into and affecting an interpersonal relationship?

0 1 2 3 4 5 6 7 8 9 10



8.5 *

8.8

INTUITIVE DECISION MAKING: How accurately does Jane compile intuitive perceptions about a situation into an appropriate decision or action?

0 1 2 3 4 5 6 7 8 9 10



7.6 *

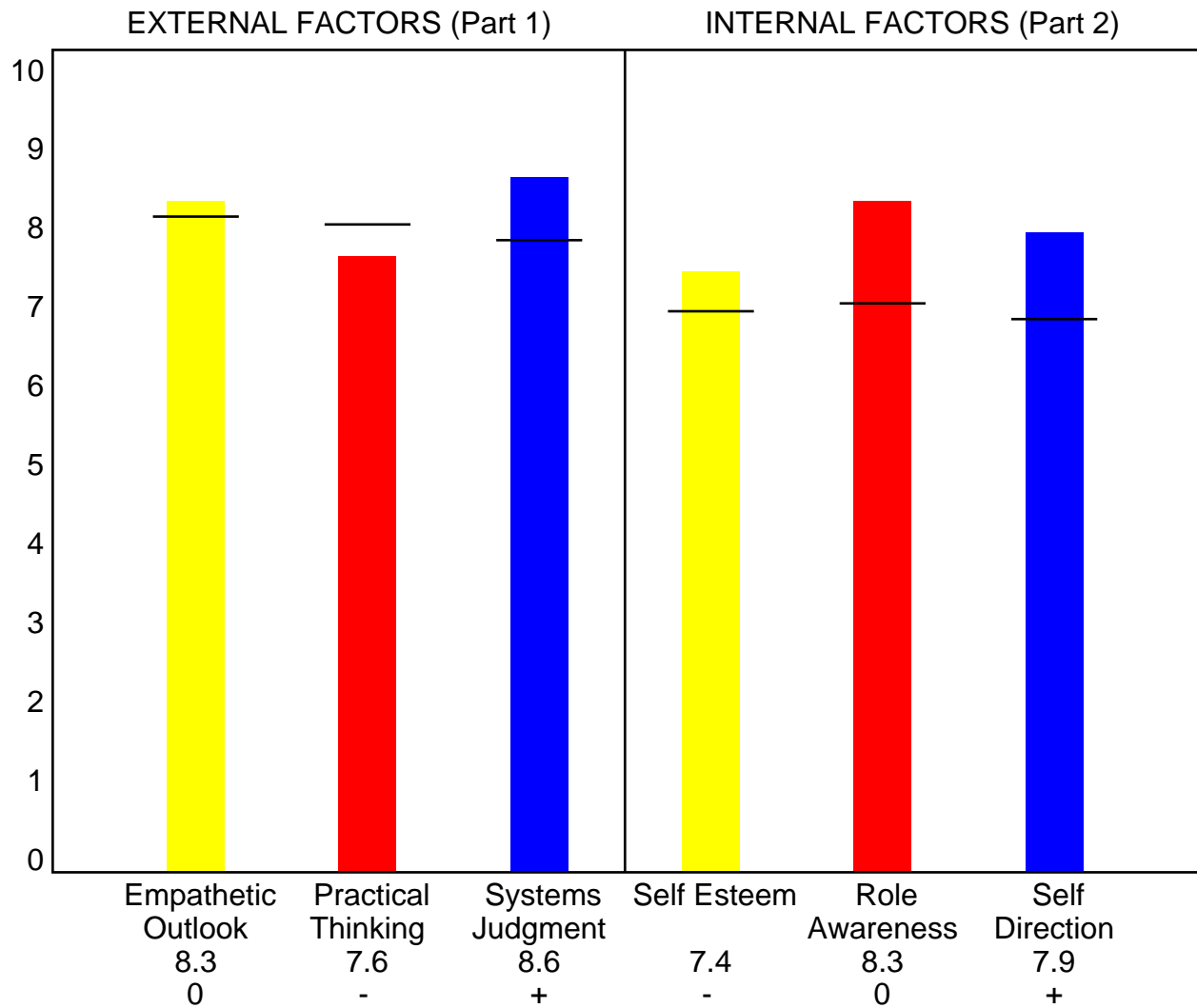
7.9

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



DIMENSIONAL BALANCE

For consulting and coaching





POSITIONAL SELF-ANALYSIS SHEET

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 have listed as well.

Example:	
Title (Sales Representative)	
<u>Maximizers:</u>	<u>Real-World Impact:</u>
<i>Handling Rejection (9.6) Very Good</i>	<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>

Maximizers:

Real-World Impact:

Minimizers:

Real-World Impact:



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)