

# THE LEADERSHIP/MANAGEMENT ATTRIBUTE INDEX™

**Tom Reilly**  
VP Operations  
ABC Company  
9-7-2003

# CRITICAL LEADERSHIP/MANAGEMENT ATTRIBUTES

## COMPONENT ANALYSIS FOR : Tom Reilly

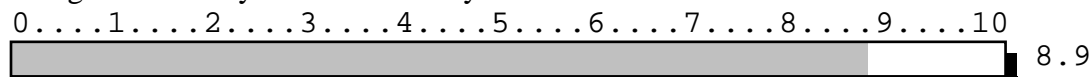
**CONCRETE ORGANIZATION:** What is Tom's current ability to understand the immediate concrete needs of a situation, and is he able to establish an effective plan of action for meeting those needs?



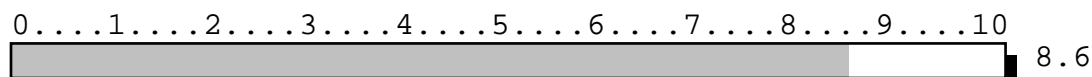
**HANDLING STRESS:** What is Tom's ability to balance and defuse inner tensions and stress? Such tensions, if allowed to build up, might interfere with his ability to perform up to his potential.



**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?



**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?



**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?



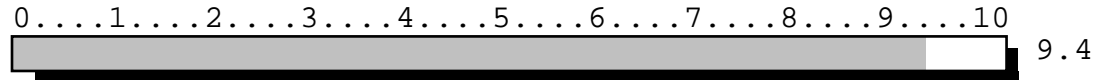
**INTERNAL SELF CONTROL:** What is Tom's tendency to remain calm and cool under pressure? Whereas "Emotional Control" relates to Tom's external actions when stressed, this capacity is an assessment of his ability to remain calm inside.



# CRITICAL LEADERSHIP/MANAGEMENT ATTRIBUTES

COMPONENT ANALYSIS FOR : Tom Reilly

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?



# 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 : Tom Reilly

### HUMAN RESOURCE MANAGEMENT



### PERFORMANCE MANAGEMENT



### PLANNING AND ORGANIZING



### PRODUCTION MANAGEMENT



### SELF MANAGEMENT



### LEADERSHIP BY EXAMPLE



### GUIDING VISION



### INSPIRING EXCELLENCE

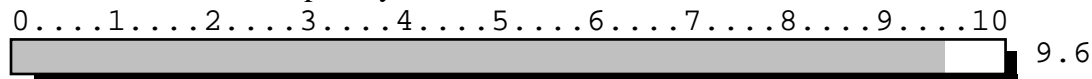


# HUMAN RESOURCE MANAGEMENT

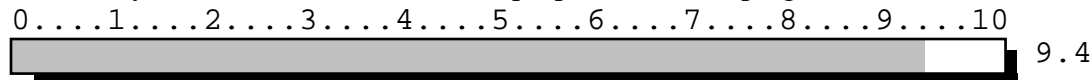
*"Is Tom an effective manager of others?" This measures Tom's ability to find, develop and retain the people that are vital to both his organization and his personal success.*

## COMPONENT ANALYSIS FOR : Tom Reilly

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



**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?



**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?



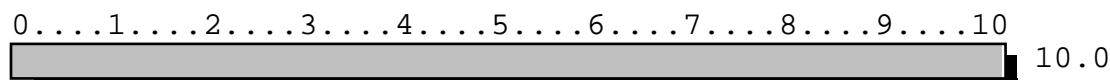
**LEADING OTHERS:** The ability to organize and to motivate people into getting things accomplished is key to leadership. How capable is Tom at doing this in a way that makes everyone feel a sense of order and direction?



**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?



# 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.*

## COMPONENT ANALYSIS FOR : Tom Reilly

**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?



**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?



**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?



**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?



# 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.*

## COMPONENT ANALYSIS FOR : Tom Reilly

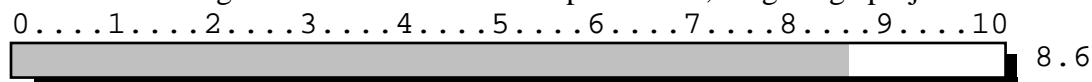
**CONCEPTUAL THINKING:** How well can Tom readily see the big picture to determine which direction to take, and how well does he use resources to attain future goals?



**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?



**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?



**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?

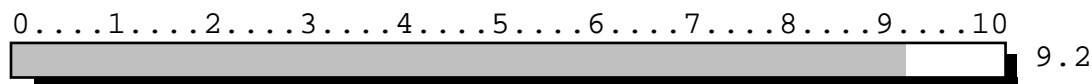


# PRODUCTION MANAGEMENT

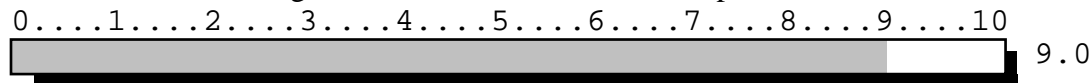
*"How well does Tom handle the dual responsibilities of managing human and physical resources?" Effectively managing both people and production requires a unique blend of abilities including project scheduling, problem/situation analysis, problem solving ability, results orientation, quality orientation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

## COMPONENT ANALYSIS FOR : Tom Reilly

**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?



**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?



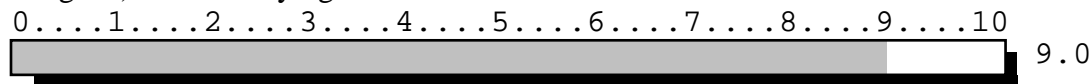
**PROBLEM SOLVING:** How good is Tom at identifying the key components that are causing a problem, as well as choosing the best option available for resolving it and completing the task?



**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?



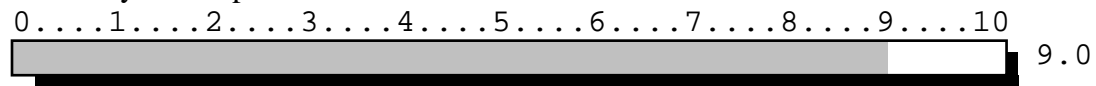
**QUALITY ORIENTATION:** What is Tom's affinity for seeing details, grading them against a preset standard (either his own or one externally assigned) and identifying flaws?



# PRODUCTION MANAGEMENT

COMPONENT ANALYSIS FOR : Tom Reilly

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



# 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.*

## COMPONENT ANALYSIS FOR : Tom Reilly

**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.



**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?



# 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 : Tom Reilly

**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?



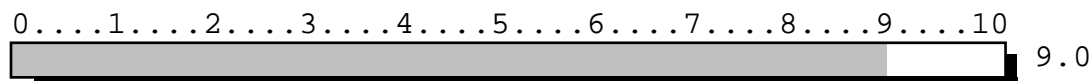
**BALANCED DECISION MAKING:** The ability to be objective and to evaluate fairly the different aspects of a situation is very important. How well does Tom make ethical decisions that take into account all aspects and components involved?



**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?



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

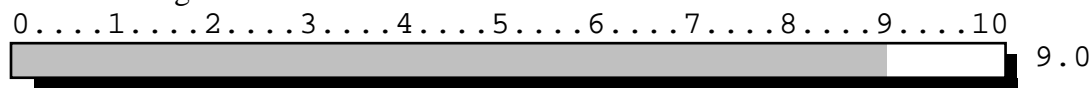


# GUIDING VISION

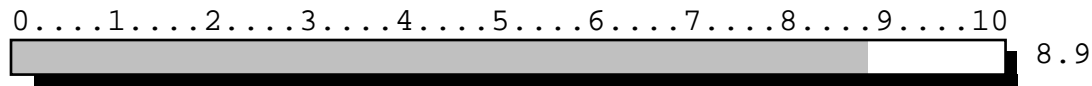
*Leaders set the course. Michelangelo often said that he did not create his statues, rather he simply helped reveal what was already in the stone, only hidden from view. He had the vision to see what others couldn't. Likewise, leaders must possess similar ability to see the unseen, to identify what has 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 : Tom Reilly

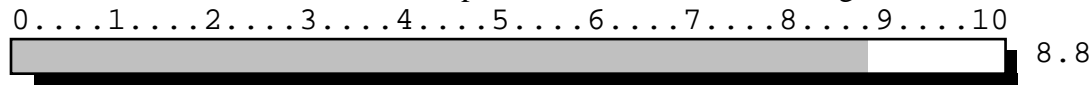
**CONCEPTUAL THINKING:** How well can Tom readily see the big picture to determine which direction to take, and how well does he use resources to attain future goals?



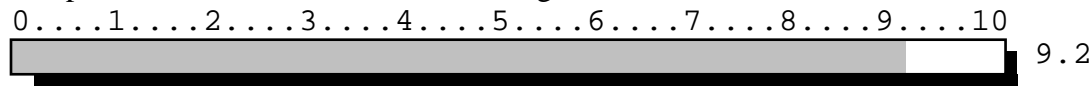
**CREATIVITY:** Is Tom an innovative thinker whose views of himself and the world allow him think outside the box?



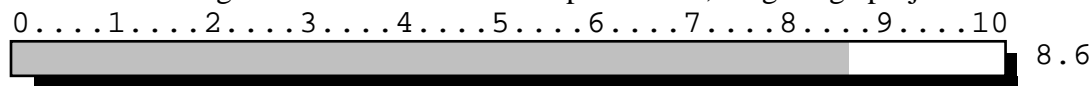
**FLEXIBILITY:** Is Tom able to adapt to the environment or change?



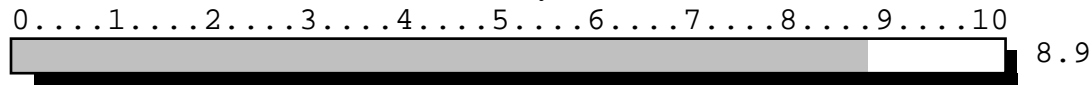
**INTEGRATIVE ABILITY:** Currently, what is Tom's capability for identifying the elements of a problem situation, understanding which components are critical, and then deciding what to do?



**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?



**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?



# GUIDING VISION

## COMPONENT ANALYSIS FOR : Tom Reilly

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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9.2

# INSPIRING EXCELLENCE

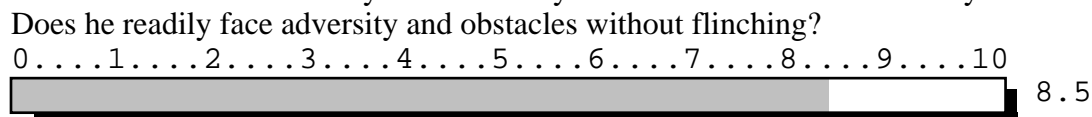
*Leaders set the example. Leaders get things done through others. Their task is not to do, but to get others to do. To do this requires an understanding of those being led, being able to communicate effectively with them, and the ability to inspire others through one's own example. The synonym for lead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

## COMPONENT ANALYSIS FOR : Tom Reilly

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



PERSISTENCE: How likely is Tom to stay the course in times of difficulty?



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



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?



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?



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?



# CLARITY AND FOCUS

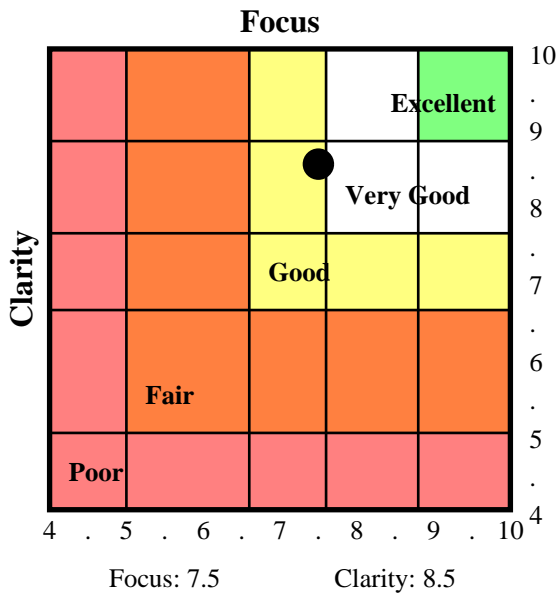
*For consulting and coaching*

*CLARITY: The degree to which one can discern patterns, order and relationships related to specific dimensions.*

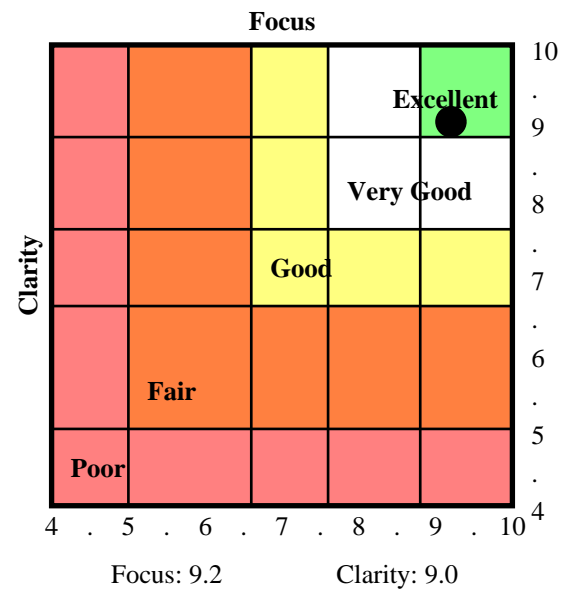
*FOCUS: The degree to which one maintains targeted attention toward a specific factor or set of factors.*

Tom Reilly

## INTERNAL



## EXTERNAL



# LEADERSHIP/MANAGEMENT-DIMENSIONAL BALANCE

*For consulting and coaching*

## EXTERNAL FACTORS (Part 1)

### \* Intrinsic Dimension

Empathetic Outlook 8.8

#### How do you value others?

Correcting Others  
Developing Others  
Evaluating Others  
Human Awareness  
Monitoring Others

### \* Extrinsic Dimension

Practical Thinking 9.0

#### How practically do you see the world?

Concrete Organization  
Quality Orientation

### \* Systemic Dimension

Systems Judgment 9.0

#### How do you value systems and order?

Proactive Thinking  
Problem Solving  
Results Orientation

## INTERNAL FACTORS (Part 2)

### \* Intrinsic Dimension

Self Esteem 9.0

#### How do you value yourself?

Handling Stress  
Self Assessment  
Internal Self Control

### \* Extrinsic Dimension

Role Awareness 8.6

#### How do you value what you do?

Project Scheduling

### \* Systemic Dimension

Self Direction 7.9

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

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**Real-World Impact:**

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**Minimizers:**

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**Real-World Impact:**

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# 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)