



THE EMOTIONAL INTELLIGENCE ATTRIBUTE INDEX™

*"He who knows others is learned.
He who knows himself is wise."
—Lao Tse*

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INTRODUCTION

The Attribute Index and the Dimensions of Thought

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

The three dimensions of thinking are:

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

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

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

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

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



EXTERNAL DESCRIPTION

Balanced (High)

Pattern Description:

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

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

Strengths:

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

Weaknesses:

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

Externally Motivated By:

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



EXTERNAL DESCRIPTION

Needs For Growth:

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

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

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

Preferred Environment:

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

External Emotional Bias Description:

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

His emotional bias indicates that he is someone who relates to the world primarily in terms of established system and order, (e.g., rules, the law). Much of his energies are focused on making things fit into the established system or order. His Tasks Dimension reveals a conscious distance that is taken from social convention, and his People Dimension indicates balanced objectivity toward other persons. He is not too trusting or too cold. He strikes a good balance between valuing people without getting so involved with them that he loses his 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:

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

Strengths:

- Identification of self with primary social or professional role
- Understanding what he wants to do
- Highly committed to his 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 his self value apart from professional or role successes.

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

- Internal Self Control (D)
- Self-Discipline/Sense of Duty (D)
- Persistence (R)

Internal Emotional Bias Description:

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

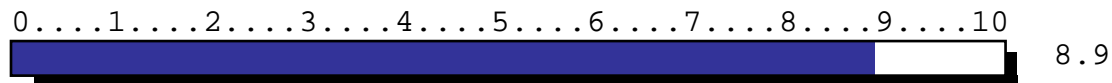
He strongly identifies his self-image with his belief of how he should do things; and, therefore, he can be quite assertive when it comes to doing things a certain way. There is more at stake than simply "doing it my way". For him, what he does is not as important as how well he does it. To him the result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



THE EMOTIONAL INTELLIGENCE 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.

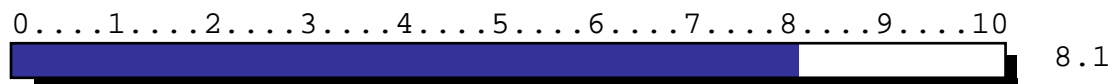
COMMUNICATION SKILLS



INTERPERSONAL SKILLS



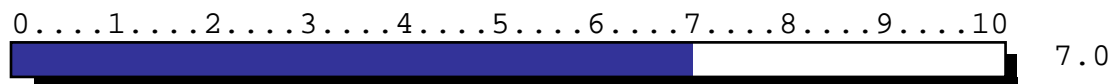
PERSONAL MOTIVATORS



SELF AWARENESS



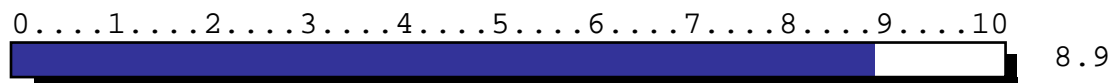
SELF MANAGEMENT



SOCIAL AWARENESS



SOCIAL SKILLS





COMMUNICATION SKILLS

Can Jerry communicate with others in an effective, objective way? This measures Jerry's ability to understand those with whom he is communicating so that he may deliver his intended message in the most effective way.

EVALUATING WHAT IS SAID: How open is Jerry toward other people and how willing is he to hear what others are saying, rather than what he thinks they should say or they are going to say?

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



HANDLING REJECTION: How well does Jerry tend to avoid taking rejection or criticism in an overly personal manner? Does he tend to value himself based too much on his external accomplishments, rather than based on his internal self-belief?

0 1 2 3 4 5 6 7 8 9 10



SENSE OF TIMING: How good is Jerry at evaluating a situation in such a way that statements, decisions, and actions are the most effective, accurate, and timely?

0 1 2 3 4 5 6 7 8 9 10



UNDERSTANDING ATTITUDE: How good is Jerry at reading between the lines or understanding the body language, reticence, stress and emotions of others?

0 1 2 3 4 5 6 7 8 9 10



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



INTERPERSONAL SKILLS

How well does Jerry get along with others? This category measures Jerry's ability to work closely and cooperate with others to achieve a common goal.

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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



SURRENDERING CONTROL: How comfortable is Jerry 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?

0 1 2 3 4 5 6 7 8 9 10



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PERSONAL MOTIVATORS

What is Jerry motivated by? This category takes a look at six potential sources of motivation for Jerry, and the potential each category has to drive him to action.

MATERIAL POSSESSIONS: How motivated is Jerry by a need to possess financial or material riches?

0 1 2 3 4 5 6 7 8 9 10



PERSONAL RELATIONSHIPS: How motivated is Jerry by a desire to create close personal relationships with others?

0 1 2 3 4 5 6 7 8 9 10



PERSONAL IMPROVEMENT: How motivated is Jerry by a drive to make himself better?

0 1 2 3 4 5 6 7 8 9 10



SENSE OF BELONGING: How motivated is Jerry by feeling a sense of belonging to a social group?

0 1 2 3 4 5 6 7 8 9 10



SENSE OF MISSION: How motivated is Jerry by a sense of giving himself to a higher cause or mission?

0 1 2 3 4 5 6 7 8 9 10



STATUS AND RECOGNITION: How motivated is Jerry by social status or prestige?

0 1 2 3 4 5 6 7 8 9 10



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SELF AWARENESS

How well does Jerry understand himself? This category examines how much he values himself and how strongly his internal resources influence his actions.

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

0 1 2 3 4 5 6 7 8 9 10



SELF CONFIDENCE: To what degree does Jerry 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?

0 1 2 3 4 5 6 7 8 9 10



SELF DIRECTION: How clearly does Jerry see the path he must take to achieve his goals?

0 1 2 3 4 5 6 7 8 9 10



SELF ESTEEM: How does Jerry value his own self worth?

0 1 2 3 4 5 6 7 8 9 10



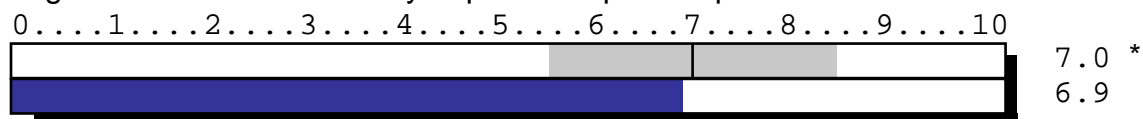
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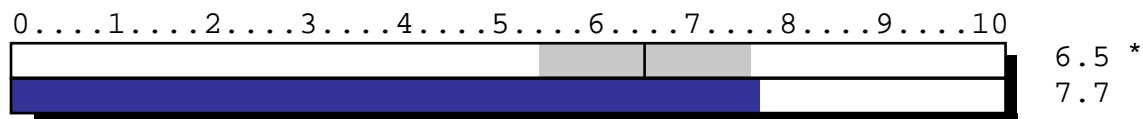
SELF MANAGEMENT

Does Jerry manage himself with the same vigor and focus he does others? This category measures Jerry's tendency and ability to take a close look at himself, his own wants, abilities and needs and act as his own manager.

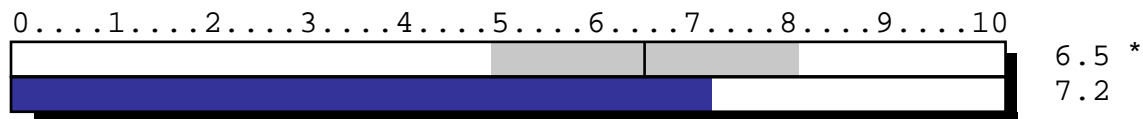
HANDLING STRESS: What is Jerry's ability to balance and defuse inner tensions and stress? Such tensions, if allowed to build up, might interfere with his ability to perform up to his potential.



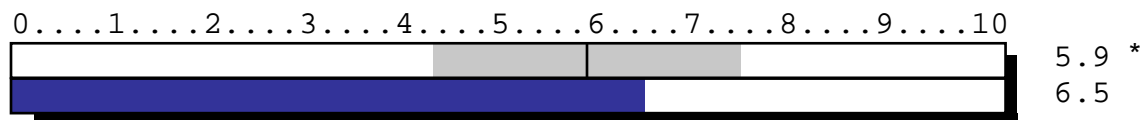
PERSONAL ACCOUNTABILITY: How likely is Jerry to be responsible for the consequences of his own decisions and actions and not shift the focus or blame for poor performance to somewhere else or on others?



REALISTIC PERSONAL GOAL SETTING: How proficient is Jerry at setting goals for himself that can realistically be achieved given his abilities, the resources available to him and the timeframe within which he has to work?



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



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



SELF MANAGEMENT

SELF CONFIDENCE: To what degree does Jerry 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?

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



SELF DISCIPLINE AND SENSE OF DUTY: How strongly does Jerry 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?

0 1 2 3 4 5 6 7 8 9 10



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



SOCIAL AWARENESS

How empathetic is Jerry to a large group or team in general? This category measures Jerry's understanding of an external group's thoughts, feelings, opinions and desires, and his ability to tie his own personal success to that of the group's.

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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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SOCIAL SKILLS

How well does Jerry use his Social Awareness to accomplish things through others? This category examines how well Jerry can use his awareness of others and apply it toward achieving results.

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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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



SOCIAL SKILLS

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

0 1 2 3 4 5 6 7 8 9 10



8.1 *
8.9

SURRENDERING CONTROL: How comfortable is Jerry 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?

0 1 2 3 4 5 6 7 8 9 10



7.6 *
8.1

RELATING TO OTHERS: How well does Jerry gain personal insight into others, and how effectively does he coordinate that information and knowledge of others into productive interactions?

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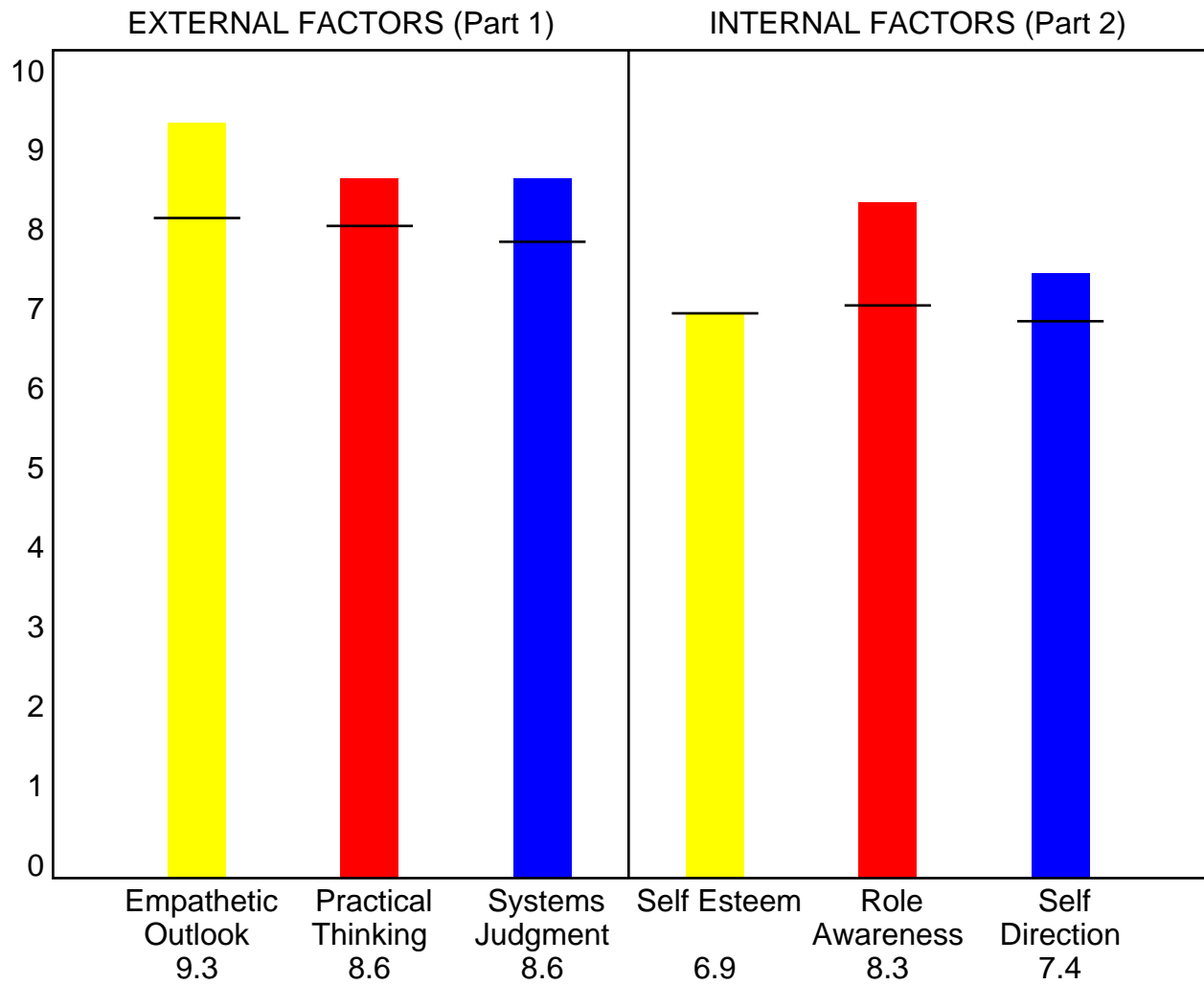
8.1 *
9.3

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DIMENSIONAL BALANCE

For consulting and coaching





CORE ATTRIBUTE LIST

For consulting and coaching

- Following Directions (10.0)
- Theoretical Problem Solving (10.0)
- Realistic Goal Setting For Others (10.0)
- Problem And Situation Analysis (10.0)
- Integrative Ability (10.0)
- Seeing Potential Problems (10.0)
- Correcting Others (9.8)
- Freedom From Prejudices (9.6)
- Realistic Expectations (9.6)
- Evaluating Others (9.6)
- Developing Others (9.6)
- Understanding Motivational Needs (9.6)
- Understanding Prospect's Motivations (9.6) see Understanding Motivational Needs
- Sensitivity To Others (9.6)
- Using Common Sense (9.4)
- Attitude Toward Others (9.3)
- Problem Solving (9.3)
- Human Awareness (9.3)
- Relating To Others (9.3)
- People Reading (9.3) see Understanding Attitude
- Understanding Attitude (9.3)
- Empathetic Outlook (9.3)
- Monitoring Others (9.3)
- Personal Relationships (9.3)
- Leading Others (8.9)
- Goal Directedness (8.7) see Project And Goal Focus
- Project And Goal Focus (8.7)
- Emotional Control (8.7)
- Evaluating What Is Said (8.7)
- Accurate Listening (8.7) see Evaluating What Is Said
- Concrete Organization (8.6)
- Conceptual Thinking (8.6)
- Attention To Detail (8.6)
- Results Orientation (8.6)
- Quality Orientation (8.6)
- Respect For Policies (8.6)
- Job Ethic (8.6)
- Persuading Others (8.6)
- Persistence (8.6)
- Respect For Property (8.6)
- Systems Judgment (8.6)
- Status And Recognition (8.6)
- Sense Of Belonging (8.6)
- Self Starting Ability (8.6)
- Practical Thinking (8.6)
- Consistency And Reliability (8.5)
- Handling Rejection (8.5)
- Sense Of Timing (8.5)
- Project Scheduling (8.3)
- Proactive Thinking (8.3)
- Material Possessions (8.3)
- Role Awareness (8.3)
- Problem Management (8.2)
- Intuitive Decision Making (8.1)
- Surrendering Control (8.1)
- Personal Drive (8.1)
- Initiative (8.1)
- Creativity (8.1)
- Attitude Toward Honesty (8.0)
- Commitment To The Job (7.9) see Personal Commitment
- Personal Commitment (7.9)
- Gaining Commitment (7.9)
- Meeting Standards (7.9)
- Accountability For Others (7.8)
- Balanced Decision Making (7.8)
- Long Range Planning (7.8)
- Personal Accountability (7.7)
- Self Confidence (7.7)
- Taking Responsibility (7.7) see Personal Accountability
- Conveying Role Value (7.6)
- Role Confidence (7.6)
- Enjoyment Of The Job (7.6)
- Self Discipline And Sense Of Duty (7.4)
- Self Direction (7.4)
- Sense Of Mission (7.4)
- Realistic Personal Goal Setting (7.2)
- Self Management (7.1)
- Handling Stress (6.9)
- Self Esteem (6.9)
- Self Improvement (6.9)
- Self Assessment (6.5)
- Internal Self Control (5.7)