



# THE SALES ATTRIBUTE INDEX™

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**John Doe**

Sales Representative

XYZ Corporation

7-22-2003

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# 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:

John 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. He prefers coordinating or balancing the needs of people and the system that they are a part of (e.g., society, corporate, etc.). He is very good at this. He understands people very well, and enjoys working with structure and order. He under appreciates, however, the Tasks Dimension slightly in comparison to the other two dimensions. This implies that he is less focused on completing the objective than he 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. His 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 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:

- 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:**

John'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

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### Performer (High)

#### Pattern Description:

John 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

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### **Needs For Growth:**

To improve his 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:**

John'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,+)



# CRITICAL SALES SUCCESS ATTRIBUTES

**COMMITMENT TO THE JOB:** To what degree does John usually stay focused and committed to a task? Does this motivation come from within or does he require more external motivation or supervision?

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



**ENJOYMENT OF THE JOB:** To what degree does John feel that his current job or role in life is fulfilling, rewarding and results in a positive and useful benefit?

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



**GOAL DIRECTEDNESS:** How well does John tend to stay on target regardless of circumstances, or does he easily become distracted, losing focus on the task at hand?

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



**HANDLING REJECTION:** How well is John able to not take rejection or criticism in an overly personal way?

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



**RESULTS ORIENTATION:** What is John'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



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 SUCCESS ATTRIBUTES

**SELF STARTING ABILITY:** How likely is John 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?

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



**HANDLING STRESS:** What is John'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.

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



**SELF DISCIPLINE AND SENSE OF DUTY:** How strongly does John 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



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# THE SALES 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.*

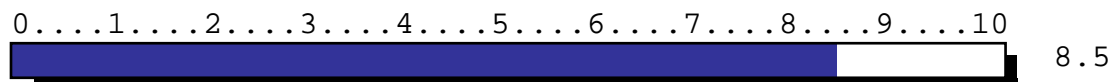
## PROSPECTING



## GREETING



## QUALIFYING



## DEMONSTRATING



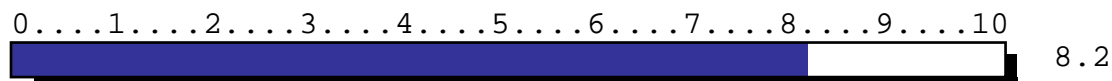
## INFLUENCING



## CLOSING



## OVERALL QUOTIENT





# PROSPECTING

*This is the first step of any sale. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.*

**EVALUATING OTHERS:** How realistic and accurate are the judgments that John tends to make about others? Does John 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



**ROLE CONFIDENCE:** How clearly does John see his role in the world or at work? Does he view it as being positive, practical and functional, and does he see himself as valuable in that role?

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



**PERSISTENCE:** The capacity to stay the course in times of difficulty.

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



**INTUITIVE DECISION MAKING:** The ability to accurately compile intuitive perceptions about a situation into a decision or action.

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



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



# GREETING

The first face-to-face interaction between a prospect and the salesperson, this step is designed to enable the salesperson to display his sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

ATTITUDE TOWARD OTHERS: To what extent does John 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

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

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



8.1 \*

8.3

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

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



7.3 \*

7.9

SENSITIVITY TOWARD OTHERS: Is John objective about being sensitive to others' cares and concerns?

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



8.3 \*

8.3

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



## QUALIFYING

*The detailed needs analysis phase of the face-to-face sale. This step of the sale enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest, specific wants and detailed needs in the product or service the salesperson is offering.*

**SELF CONFIDENCE:** The ability to develop and maintain inner strength based upon the desire to succeed and a belief that they possesses the capabilities to succeed.

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



7.0 \*  
8.1

**ACCURATE LISTENING:** An individual's openness to people and the willingness to hear what others are saying and not what they think they should say, or are going to say.

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



7.5 \*  
8.2

**EMPATHETIC OUTLOOK:** The capacity to perceive and understand the feelings, attitudes, needs and concerns of prospects.

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



8.1 \*  
8.3

**PROBLEM/SITUATION ANALYSIS:** The capacity to identify the elements of a problem situation and to understand which components are critical.

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



8.1 \*  
9.6

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



# DEMONSTRATING

*This step allows the salesperson to present his product knowledge in such a way that it fulfills the stated or implied wants, needs or intentions of the prospect as identified and verbalized in the qualifying phase of the sale.*

**PROBLEM SOLVING:** How good is John 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

**USING COMMON SENSE:** What is John'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

**CONCRETE ORGANIZATION:** What is John'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?

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



8.0 \*  
7.6

**SENSE OF TIMING:** How good is John 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



7.6 \*  
8.2

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



# INFLUENCING

*What people believe enough, they act upon. This step is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.*

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

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



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

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



**PEOPLE READING:** How good is John 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



**UNDERSTANDING PROSPECTS MOTIVATIONS:** How well does John understand the needs and desires of prospects, and how well does he use this knowledge to motivate them to succeed?

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



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



# CLOSING

The final phase is closing. This phase of the sale is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

**SELF CONFIDENCE:** The ability to develop and maintain an inner strength based upon the desire to succeed and a belief that one possesses the capabilities to succeed.

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



**PERSONAL ACCOUNTABILITY:** The ability to be responsible for the consequences of their own decisions and actions and not shift focus or blame on poor performance somewhere else or onto others.

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



**EMOTIONAL CONTROL:** The ability to maintain a rational and objective demeanor when faced with a stressful or emotional situation, to act objectively, rather than impulsively and emotionally.

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



**ATTENTION TO DETAIL:** The ability to see and pay attention to details which are vital to successful selling.

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

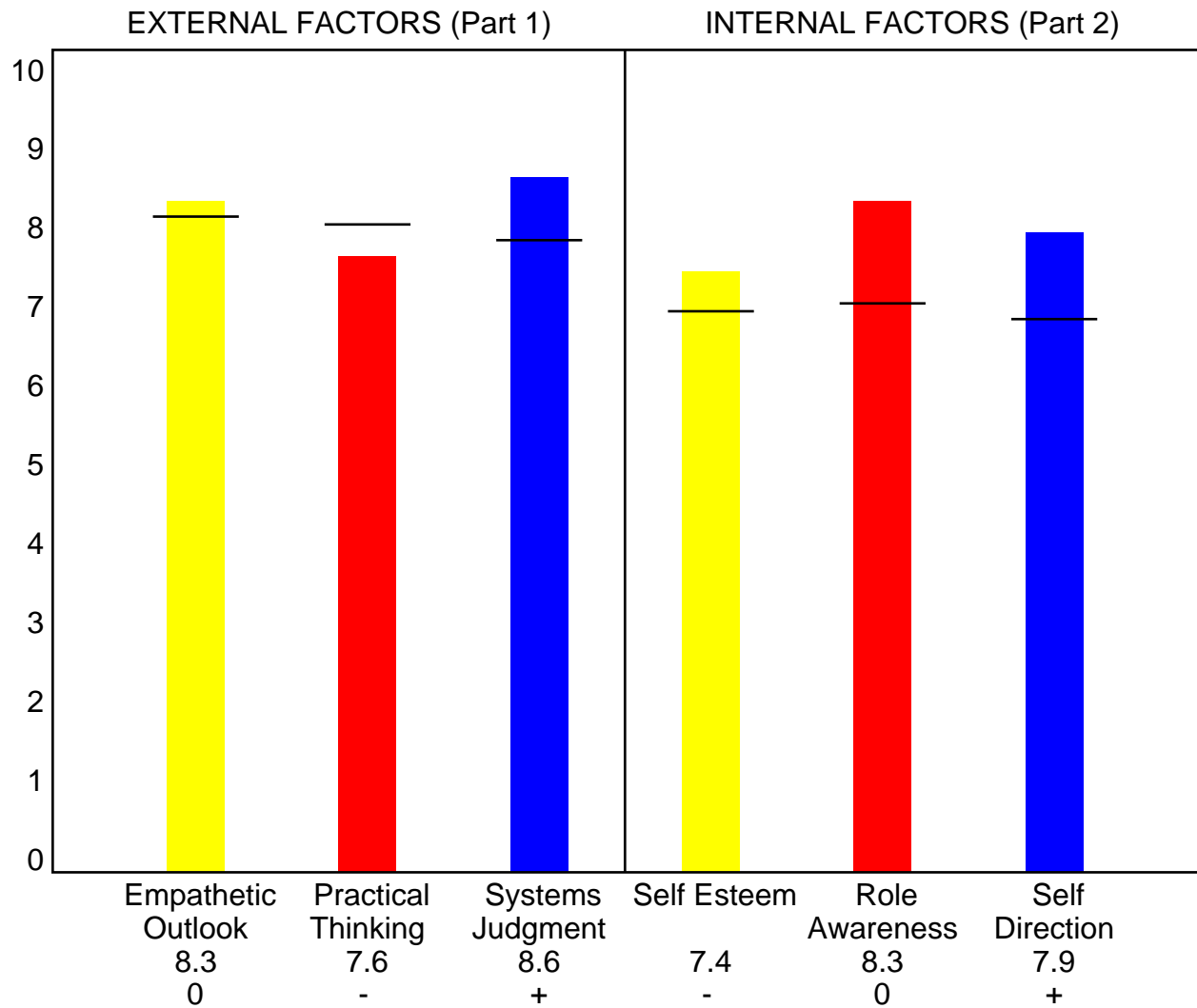


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# DIMENSIONAL BALANCE

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)