



TTI Personal Talent Skills Inventory[®]

Leadership/Management version

Molly Manager

Manager

ABC Company

5-11-2007



INTRODUCTION

Research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

An individual's talents and personal skills are a fundamental and integral part of who they are.

In this report we are measuring three dimensions of thought. They are:

- * Intrinsic - People
- * Extrinsic - Tasks or things
- * Systemic - Systems

This report analyzes talents; that is, a person's ability to do things. Is the report 100% true? Yes, no and maybe. As you review your report, please determine which items are job related. This will give you insight as to where to begin development.



EXTERNAL DESCRIPTION

Social—High Level of Development

Description

Molly puts high and equal emphasis on people and her relationships with them, as well as on practical tasks and activities. She tends to be socially adept, a good listener and communicator, and enjoys being around other people. She likes to be a part of the process of getting things done together with others, which indicates she is a good team player. She enjoys social interaction and generally relates to work or task goals from the practical and interpersonal perspectives. She also tends to underemphasize systems, which includes laws, rules and policies. She believes learning and knowledge are useful and beneficial. She tends to view laws and systems as flexible guidelines, versus being set in stone.

Strengths

Molly's greatest strengths are empathy and sensitivity to people and her concentrated focus on whatever tasks or activities need to get done. She is good at seeing the practical side of things, evaluating the pros and cons of each situation. If she enjoys a process or task, it is easy for her to learn it and to manage the details. She also excels at teamwork or any group effort.

Development Opportunities

Molly could benefit from making a conscious effort to develop better two-way communication with authority figures. She should ask authority figures to explain the reason for certain rules or systems, to better understand them. She should practice better balance between the value placed on others and activities compared to structure or systems.

Best Performance Climate

Molly will work best in a cooperative, teamwork atmosphere in which decisions are shared. She will enjoy a productive or service-oriented environment in which contributions are recognized, properly rewarded, and appreciated.



EXTERNAL DESCRIPTION

External Bias Description

Molly is someone who relates to the world primarily in terms of established system and order, (e.g., rules, the law). Most of her energies are focused on making things fit into the established system or organization. Her somewhat negative view of the tasks dimension reveals that she takes a conscious distance from the practical work process and social convention. Her neutral view of the people dimension reflects balanced objectivity toward other persons. She is not too trusting or too distant but strikes a realistic balance when valuing others without getting overly involved to ensure that she makes an objective and accurate decision.

Molly is good at seeing the big picture or the overall plan of things and how it impacts others much more clearly than she sees the step-by-step process it may take to get the results she wants. She has a talent for comparing facts and ideas and generally makes a fair judgment or reaches a well-founded conclusion concerning what action should be taken in any given situation based on available evidence and careful, critical evaluation. Her people skills enable her to ask others the right leading questions, to inquire about things without insulting others, and to deliberately and carefully weigh the pros and cons before expressing her critical evaluation or decision. She tries to ensure that she has sufficient knowledge or experience to decide on the merits, controversy, point at issue, or conflicts before making a decision or forming an authoritative opinion.



INTERNAL DESCRIPTION

Role-Authentic—Low Level of Development

Description

Molly shows an equal focus on who she is and what she is doing. She identifies with her work and personal roles. She feels her own worth is equally based on her sense of self and on what she can produce and achieve. She wants to see results from her work, and that becomes a part of her sense of self. She is aware of her strengths and is involved in activities or jobs that will utilize her talents. She doesn't appreciate the thinking or structural aspects of her life. She is not strict about concepts or images that guide her forward and that shape her future. This means that she uses planning in a flexible way to help her focus her time and energy on the role responsibilities in the present. She sees the future as a process of discovery, rather than being clear-cut and definite.

Strengths

Molly has the abilities to perform and fulfill her roles and responsibilities in life. Her general attitude toward change is to go with the flow of things. She is open to future possibilities. She has a moderate sense of self worth and can identify with her roles and activities.

Development Opportunities

Molly does not have an appreciation for systems, plans, rules, and organization as it applies to her own life. She puts less emphasis on defining or talking about herself. She is more concerned about what is happening in the present, than with planning a clear and definite future. She is probably eager and enthusiastic about her potential future, but her picture of the future is more vague and uncertain, since her focus is on current roles and responsibilities.



INTERNAL DESCRIPTION

Internal Bias Description

Molly has a neutral attitude toward sense of self and a positive self direction. The negative bias on role awareness shows that she is not getting the personal sense of fulfillment from her roles she would like to have. The positive bias on self direction shows this fulfillment is soon expected. She has a clear self-image in the area of self direction, and this conviction of self-concept encourages her to express herself frequently and forcefully. She is definite about her vision of the future and works hard on goals with high energy and strong discipline.



CRITICAL LEADERSHIP/MANAGEMENT SKILLS

CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.

0 1 2 3 4 5 6 7 8 9 10



HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.

0 1 2 3 4 5 6 7 8 9 10



LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.

0 1 2 3 4 5 6 7 8 9 10



PROJECT SCHEDULING: The capacity to determine how long it will take to complete a project and to then efficiently break it down further into specific work time frames.

0 1 2 3 4 5 6 7 8 9 10



QUALITY ORIENTATION: The capacity to maintain a focus on well-defined standards of excellence with regard to all aspects of responsibilities and tasks.

0 1 2 3 4 5 6 7 8 9 10



UNDERSTANDING MOTIVATIONAL NEEDS: The ability to understand and inspire others in such a way that gets them to act.

0 1 2 3 4 5 6 7 8 9 10



Rev: 0.93-0.75

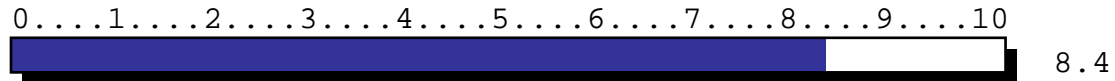
* 68% of the population falls within the shaded area.



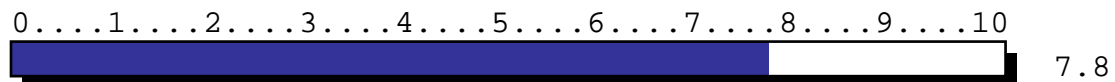
LEADERSHIP/MANAGEMENT SUMMARY

This summary is a brief overview of the pages that follow. These scores provide a window into the respondent's abilities. This window will open even further as you progress through this report.

HUMAN RESOURCE MANAGEMENT



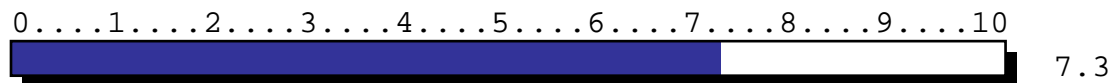
PERFORMANCE MANAGEMENT



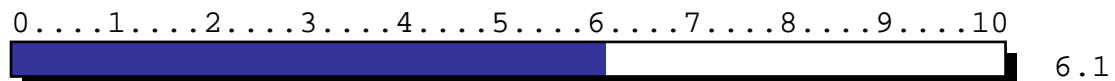
PLANNING AND ORGANIZING



PRODUCTION MANAGEMENT



SELF MANAGEMENT



LEADERSHIP BY EXAMPLE



GUIDING VISION



INSPIRING EXCELLENCE





HUMAN RESOURCE MANAGEMENT

This category reveals Molly's ability to identify the strengths and weaknesses of other people and to help them move toward a common goal or idea. In other words, this category provides insight into Molly's management skills, broadly defined.

CORRECTING OTHERS: The ability to objectively address the errors, omissions and/or poor results of other people.

0 1 2 3 4 5 6 7 8 9 10



7.9 *
8.5

DEVELOPING OTHERS: The desire to help others expand their talents and potential.

0 1 2 3 4 5 6 7 8 9 10



7.4 *
7.3

EVALUATING OTHERS: The capacity to objectively assess or measure the abilities and performance of other people.

0 1 2 3 4 5 6 7 8 9 10



7.7 *
9.1

LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.

0 1 2 3 4 5 6 7 8 9 10



7.9 *
8.5

MONITORING OTHERS: The capacity to effectively oversee work done and decisions made by an individual or a team.

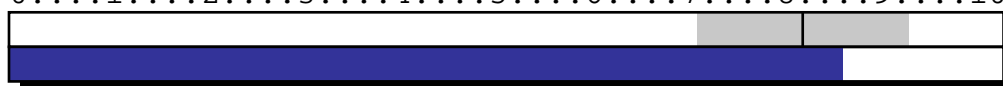
0 1 2 3 4 5 6 7 8 9 10



7.8 *
8.6

REALISTIC GOAL SETTING FOR OTHERS: The ability to define realistic and manageable goals for others using specific time frames and the resources at hand.

0 1 2 3 4 5 6 7 8 9 10



8.2 *
8.6

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



PERFORMANCE MANAGEMENT

More than just management skills, these scores show Molly's ability to inspire others. The degree of motivation and encouragement Molly exudes can be seen here as well.

CONVEYING ROLE VALUE: The capacity to communicate and promote the value and importance of one's role.

0 1 2 3 4 5 6 7 8 9 10



7.9 *
7.9

GAINING COMMITMENT: The ability to get support and "buy-in" from others for a specific goal or set of goals.

0 1 2 3 4 5 6 7 8 9 10



7.1 *
6.6

UNDERSTANDING MOTIVATIONAL NEEDS: The ability to understand and inspire others in such a way that gets them to act.

0 1 2 3 4 5 6 7 8 9 10



8.1 *
9.1

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PLANNING AND ORGANIZING

This category is a measure of Molly's ability to take concepts and combine them into a logical, concrete, robust plan. Also important in this context is Molly's ability to consider the future implications of her current decisions.

CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.

0 1 2 3 4 5 6 7 8 9 10



CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.

0 1 2 3 4 5 6 7 8 9 10



LONG RANGE PLANNING: The capacity to see the big picture and long-term goals and to forge clear, realistic plans to accomplish the desired results.

0 1 2 3 4 5 6 7 8 9 10



PROACTIVE THINKING: The capacity to think ahead in order to realistically evaluate the consequences of current actions, processes and decisions.

0 1 2 3 4 5 6 7 8 9 10



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



PRODUCTION MANAGEMENT

Management of a total process is just as important as the management of people. This is a measure of Molly's ability to consider projects, quality and results.

PROBLEM SOLVING: The ability to identify key components of the problem, possible solutions and the action plan to obtain the desired result.

0 1 2 3 4 5 6 7 8 9 10



7.5 *
7.0

PROJECT SCHEDULING: The capacity to determine how long it will take to complete a project and to then efficiently break it down further into specific work time frames.

0 1 2 3 4 5 6 7 8 9 10



7.3 *
6.9

QUALITY ORIENTATION: The capacity to maintain a focus on well-defined standards of excellence with regard to all aspects of responsibilities and tasks.

0 1 2 3 4 5 6 7 8 9 10



7.5 *
8.8

RESULTS ORIENTATION: The capacity to clearly and objectively understand and implement all variables necessary to obtain defined or desired results.

0 1 2 3 4 5 6 7 8 9 10



7.3 *
6.8

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



SELF MANAGEMENT

In order to be successful, Molly must manage herself. This area reveals Molly's ability to manage time, tasks, activities and projects. It also reveals her ability to deliver results.

HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.

0 1 2 3 4 5 6 7 8 9 10



7.0 *
7.0

PERSONAL ACCOUNTABILITY: The capacity to take responsibility for one's own actions, conduct, obligations and decisions without excuses.

0 1 2 3 4 5 6 7 8 9 10



7.2 *
6.6

SELF ASSESSMENT: The capacity to objectively understand and evaluate one's self.

0 1 2 3 4 5 6 7 8 9 10



6.7 *
5.7

SELF CONFIDENCE: A measure of a person's assured self-reliance in his or her abilities.

0 1 2 3 4 5 6 7 8 9 10



7.4 *
5.9

PERSONAL DRIVE: A gauge of personal motivation to achieve, accomplish or complete tasks, goals or missions.

0 1 2 3 4 5 6 7 8 9 10



7.1 *
5.5

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



LEADERSHIP BY EXAMPLE

A good leader is a role model. Part of that responsibility involves considering how policies affect people and vice-versa. These are Molly's abilities as they relate to leading by example.

ACCOUNTABILITY FOR OTHERS: A willingness to take responsibility for the actions of other people.

0 1 2 3 4 5 6 7 8 9 10



7.5 *
6.6

BALANCED DECISION MAKING: The ability to make consistently sound and timely decisions in one's personal and professional life.

0 1 2 3 4 5 6 7 8 9 10



7.0 *
7.0

PERSONAL ACCOUNTABILITY: The capacity to take responsibility for one's own actions, conduct, obligations and decisions without excuses.

0 1 2 3 4 5 6 7 8 9 10



7.2 *
6.6

RESPECT FOR POLICIES: The ability to understand, appreciate and have high regard for the rules, policies and procedures of the company.

0 1 2 3 4 5 6 7 8 9 10



8.0 *
8.3

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



GUIDING VISION

This is a measure of Molly's capacities as they relate to creating and fostering an overarching vision or mission for an organization or team.

CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.

0 1 2 3 4 5 6 7 8 9 10



FLEXIBILITY: The ability to readily modify, respond to and integrate change with minimal personal resistance.

0 1 2 3 4 5 6 7 8 9 10



INTEGRATIVE ABILITY: The capacity to see different components of a situation and tie them together to see the situation as a whole.

0 1 2 3 4 5 6 7 8 9 10



LONG RANGE PLANNING: The capacity to see the big picture and long-term goals and to forge clear, realistic plans to accomplish the desired results.

0 1 2 3 4 5 6 7 8 9 10



PROACTIVE THINKING: The capacity to think ahead in order to realistically evaluate the consequences of current actions, processes and decisions.

0 1 2 3 4 5 6 7 8 9 10



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INSPIRING EXCELLENCE

Leading does not always mean doing. Instead, leadership involves helping others to see and follow through on their own abilities. This is a measure of Molly's ability to inspire others to produce excellent work.

INITIATIVE: The compelling desire to get into the flow of work in order to accomplish the vision and complete the goal.

0 1 2 3 4 5 6 7 8 9 10



6.9 *
5.5

PERSISTENCE: The capacity to steadily pursue any project or goal that a person is committed to in spite of difficulty, opposition or discouragement.

0 1 2 3 4 5 6 7 8 9 10



7.2 *
5.5

PERSUADING OTHERS: The capacity to influentially present one's positions, opinions, feelings or views to others in such a way that they will listen and adopt the same view.

0 1 2 3 4 5 6 7 8 9 10



7.8 *
7.6

REALISTIC EXPECTATIONS: The ability to set realistic timeframes and well-defined standards of quality performance and production for others to follow.

0 1 2 3 4 5 6 7 8 9 10



7.7 *
8.9

SELF-STARTING ABILITY: A measure of a person's ability to initiate tasks in order to fulfill responsibilities and commitments.

0 1 2 3 4 5 6 7 8 9 10



6.9 *
5.5

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



INSPIRING EXCELLENCE

SURRENDERING CONTROL: The capacity of a person to voluntarily surrender control and accept the authority of another person or group.

0 1 2 3 4 5 6 7 8 9 10



7.3 *
6.4

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DIMENSIONAL BALANCE

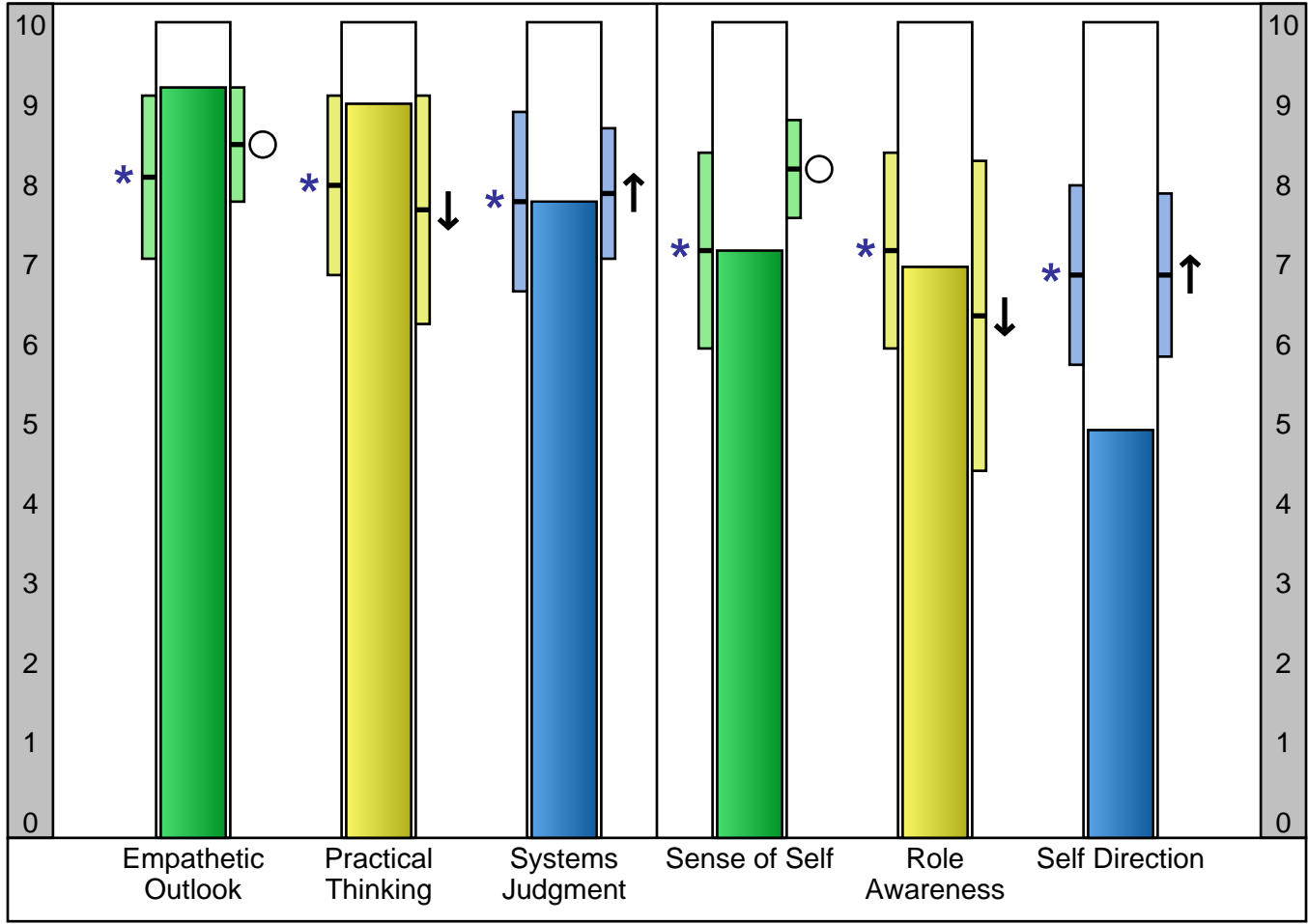
For consulting and coaching

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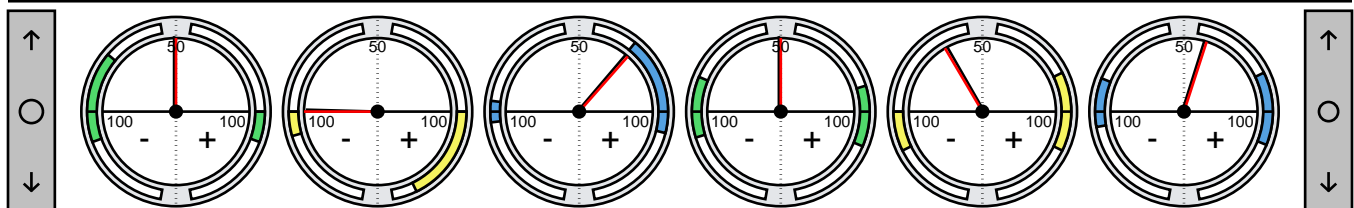
* Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score	9.2	9.0	7.8	7.2	7.0	5.0
Bias	○	↓	↑	○	↓	↑





CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
9.2	7.9	Attitude Toward Others	7.0	7.5	Sense of Timing
9.2	7.8	Freedom from Prejudices	7.0	7.1	Role Awareness
9.2	7.9	Sensitivity to Others	7.0	7.4	Self Management
9.2	8.1	Empathetic Outlook	6.9	7.3	Project Scheduling
9.2	8.1	Personal Relationships	6.8	7.3	Results Orientation
9.1	7.7	Evaluating Others	6.6	7.2	Personal Accountability
9.1	8.1	Understanding Motivational Needs	6.6	7.5	Accountability for Others
9.0	8.0	Material Possessions	6.6	7.1	Gaining Commitment
9.0	8.0	Practical Thinking	6.6	7.4	Handling Rejection
8.9	7.7	Realistic Expectations	6.6	7.2	Taking Responsibility
8.8	7.5	Quality Orientation	6.5	7.4	Enjoyment of the Job
8.6	8.2	Realistic Goal Setting for Others	6.4	7.3	Surrendering Control
8.6	7.9	Emotional Control	6.4	7.6	Integrative Ability
8.6	7.1	Role Confidence	6.1	6.9	Meeting Standards
8.6	7.8	Monitoring Others	5.9	7.4	Self Confidence
8.5	7.9	Correcting Others	5.7	6.7	Self Assessment
8.5	7.9	Leading Others	5.5	7.3	Consistency and Reliability
8.5	7.7	Evaluating What is Said	5.5	7.1	Personal Drive
8.5	8.2	Respect for Property	5.5	7.3	Job Ethic
8.4	8.0	Attention to Detail	5.5	6.9	Initiative
8.3	8.0	Following Directions	5.5	7.2	Persistence
8.3	8.3	Theoretical Problem Solving	5.2	7.3	Sense of Mission
8.3	7.9	Proactive Thinking	5.0	6.9	Self Direction
8.3	8.0	Respect for Policies			
8.2	7.8	Relating to Others			
8.0	7.6	Status and Recognition			
7.9	7.6	Concrete Organization			
7.9	7.9	Conveying Role Value			
7.8	7.8	Systems Judgment			
7.6	7.6	Using Common Sense			
7.6	7.8	Persuading Others			
7.5	7.6	Realistic Personal Goal Setting			
7.5	7.7	Sense of Belonging			
7.3	7.4	Project And Goal Focus			
7.3	7.4	Developing Others			
7.2	7.3	Conceptual Thinking			
7.2	7.6	Long Range Planning			
7.2	7.3	Sense of Self			
7.2	8.1	Self Improvement			
7.1	7.1	Internal Self Control			
7.0	7.0	Intuitive Decision Making			
7.0	7.0	Balanced Decision Making			
7.0	7.0	Handling Stress			
7.0	7.5	Problem Solving			



CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
6.6	7.5	Accountability for Others	8.2	7.8	Relating to Others
8.4	8.0	Attention to Detail	8.3	8.0	Respect for Policies
9.2	7.9	Attitude Toward Others	8.5	8.2	Respect for Property
7.0	7.0	Balanced Decision Making	6.8	7.3	Results Orientation
7.2	7.3	Conceptual Thinking	7.0	7.1	Role Awareness
7.9	7.6	Concrete Organization	8.6	7.1	Role Confidence
5.5	7.3	Consistency and Reliability	5.7	6.7	Self Assessment
7.9	7.9	Conveying Role Value	5.9	7.4	Self Confidence
8.5	7.9	Correcting Others	5.0	6.9	Self Direction
7.3	7.4	Developing Others	7.2	8.1	Self Improvement
8.6	7.9	Emotional Control	7.0	7.4	Self Management
9.2	8.1	Empathetic Outlook	7.5	7.7	Sense of Belonging
6.5	7.4	Enjoyment of the Job	5.2	7.3	Sense of Mission
9.1	7.7	Evaluating Others	7.2	7.3	Sense of Self
8.5	7.7	Evaluating What is Said	7.0	7.5	Sense of Timing
8.3	8.0	Following Directions	9.2	7.9	Sensitivity to Others
9.2	7.8	Freedom from Prejudices	8.0	7.6	Status and Recognition
6.6	7.1	Gaining Commitment	6.4	7.3	Surrendering Control
6.6	7.4	Handling Rejection	7.8	7.8	Systems Judgment
7.0	7.0	Handling Stress	6.6	7.2	Taking Responsibility
5.5	6.9	Initiative	8.3	8.3	Theoretical Problem Solving
6.4	7.6	Integrative Ability	9.1	8.1	Understanding Motivational Needs
7.1	7.1	Internal Self Control	7.6	7.6	Using Common Sense
7.0	7.0	Intuitive Decision Making			
5.5	7.3	Job Ethic			
8.5	7.9	Leading Others			
7.2	7.6	Long Range Planning			
9.0	8.0	Material Possessions			
6.1	6.9	Meeting Standards			
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8.3	7.9	Proactive Thinking			
7.0	7.5	Problem Solving			
7.3	7.4	Project And Goal Focus			
6.9	7.3	Project Scheduling			
8.8	7.5	Quality Orientation			
8.9	7.7	Realistic Expectations			
8.6	8.2	Realistic Goal Setting for Others			
7.5	7.6	Realistic Personal Goal Setting			