



TTI Personal Talent Skills Inventory®

Leadership/Management Version



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Sales
Company Inc.
5-5-2010

Your Road to Leadership Resilience

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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:

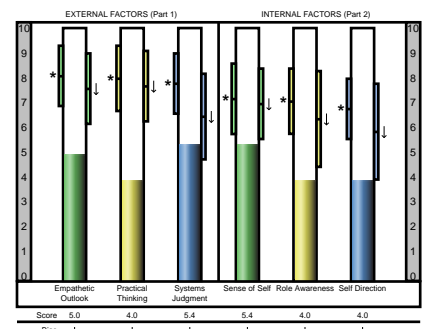
- Intrinsic - People
- Extrinsic - Tasks or things
- Systemic - Systems

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.



This is how Sally sees the world around her. This view measures her clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions on the left side of the dimensional balance page and are in a random order.

- Sally will enjoy an environment in which contributions are recognized, properly rewarded, and appreciated.
- She prefers an environment where responsibilities and decisions are shared.
- She would benefit from understanding the importance of interpersonal relationships.
- She works best in an atmosphere that has a clear structure and a well-defined chain of command.
- Sally performs best in positions with hands-on management.
- She has an opportunity for growth by gaining a better understanding of current activities, roles and responsibilities.
- She needs to listen to others carefully, not only for the content of what they are saying, but how they feel and how the information can be applied in a practical sense.
- She works best in an atmosphere of dedicated co-workers who are going in the same direction or working toward the same goals.
- Sally prefers an atmosphere where there is an open exchange of ideas and where feedback is readily available.

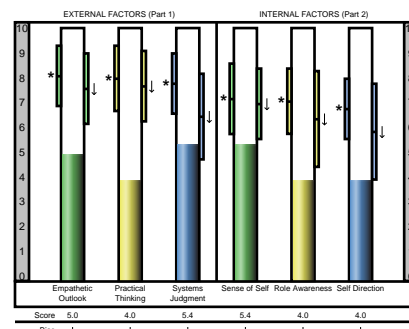




SELF VIEW

This is how Sally sees herself. This view measures her clarity and understanding of herself, her roles in life and her direction for the future. The internal dimensions are a reflection of her from both personal and professional viewpoints. The statements below are based primarily on the 3 dimensions on the right side of the dimensional balance page and are in a random order.

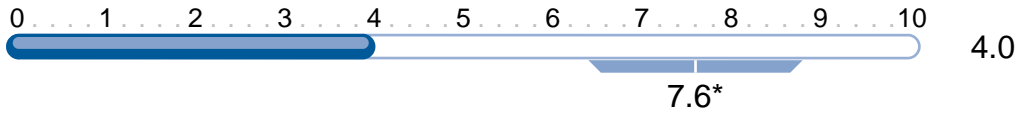
- Sally should continuously challenge her abilities or her performance could suffer and may already be suffering.
- She believes that her own worth is based equally on her sense of self, producing and achieving in various roles, and growing as a person.
- She would benefit from achieving a higher level of self-understanding.
- She should be positive and realistic about current and future expectations.
- Sally has the ability to judge herself evenly in terms of her self-value, life roles, and direction.
- She could get into a "comfort zone" which could restrict her from developing or applying more of her potential.
- She could benefit from developing an understanding of herself, her role and direction.
- She is not stuck in any one aspect of self-appreciation.
- Sally hasn't fully developed her sense of self, role awareness, and self-direction.



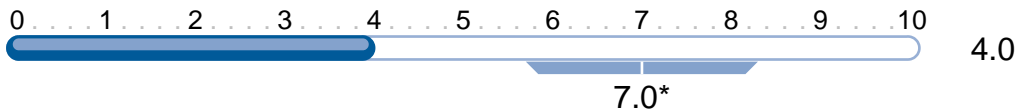


CRITICAL LEADERSHIP/MANAGEMENT SKILLS

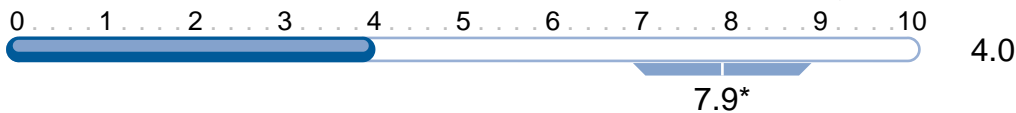
CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.



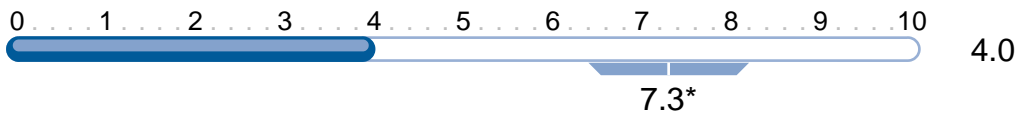
HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.



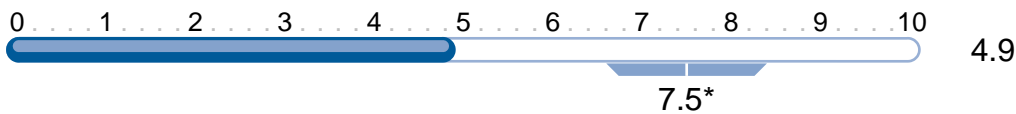
LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.



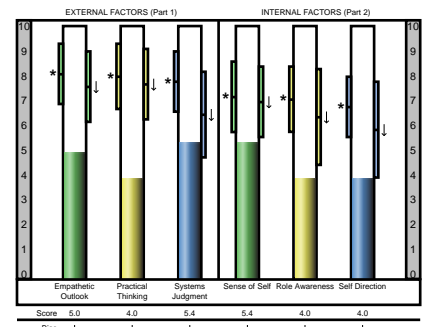
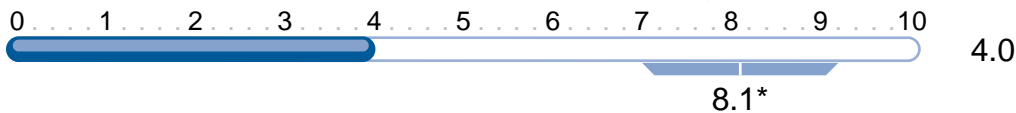
PROJECT SCHEDULING: The capacity to determine how long it will take to complete a project and to then efficiently break it down further into specific work time frames.



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



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



Rev: 0.38-0.23

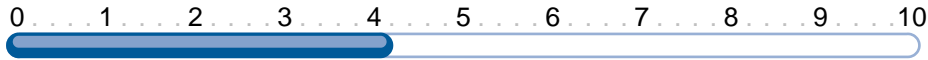
* 68% of the population falls within the shaded area.



LEADERSHIP/MANAGEMENT SUMMARY

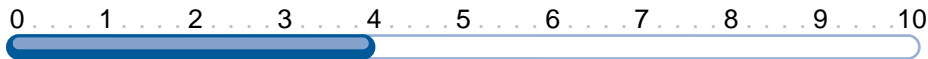
This summary is a brief overview of the pages that follow. These scores provide a window into the respondent's abilities. This window will open even further as you progress through this report.

HUMAN RESOURCE MANAGEMENT



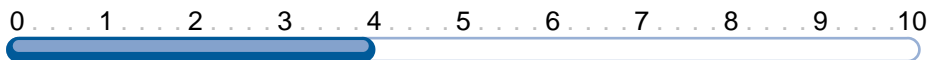
4.2

PERFORMANCE MANAGEMENT



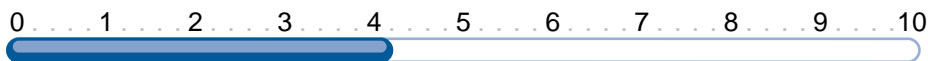
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PLANNING AND ORGANIZING



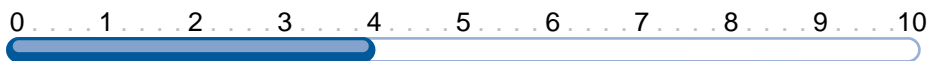
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PRODUCTION MANAGEMENT



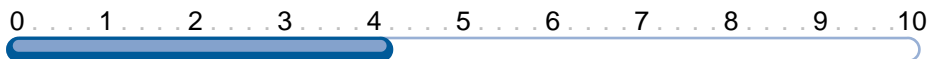
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SELF MANAGEMENT



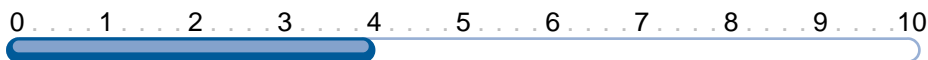
4.0

LEADERSHIP BY EXAMPLE



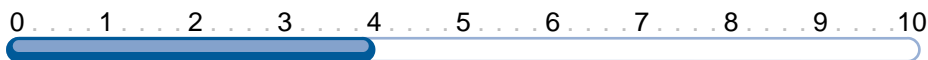
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GUIDING VISION

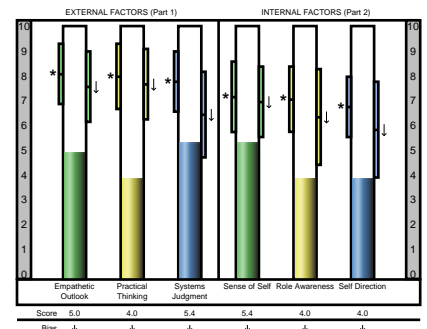


4.0

INSPIRING EXCELLENCE



4.0

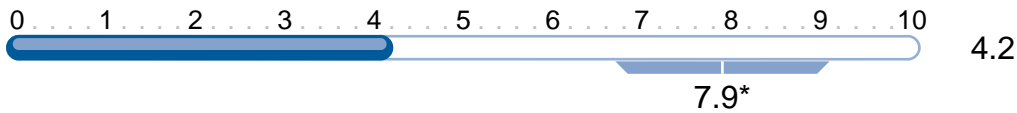




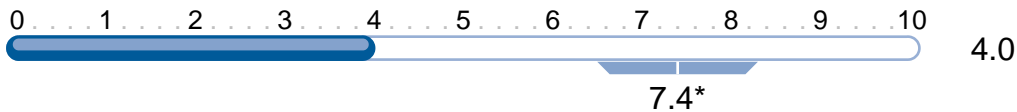
HUMAN RESOURCE MANAGEMENT

This category reveals Sally'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 Sally's management skills, broadly defined.

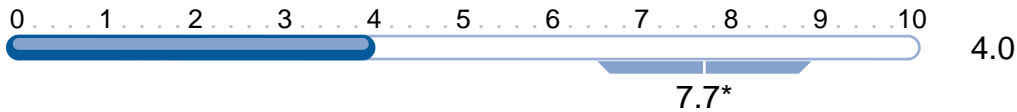
CORRECTING OTHERS: The ability to objectively address the errors, omissions and/or poor results of other people.



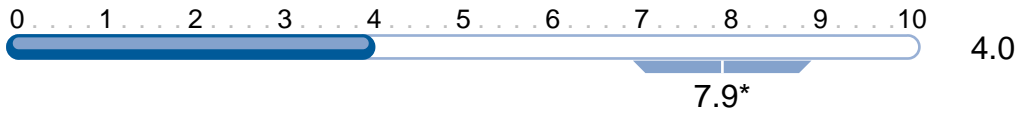
DEVELOPING OTHERS: The desire to help others expand their talents and potential.



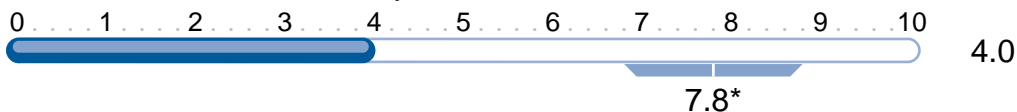
EVALUATING OTHERS: The capacity to objectively assess or measure the abilities and performance of other people.



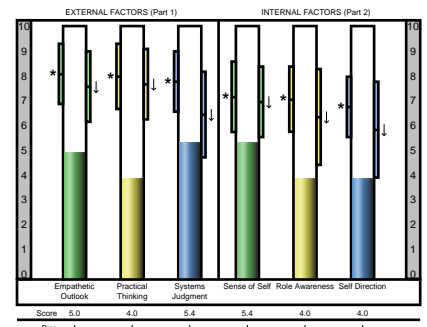
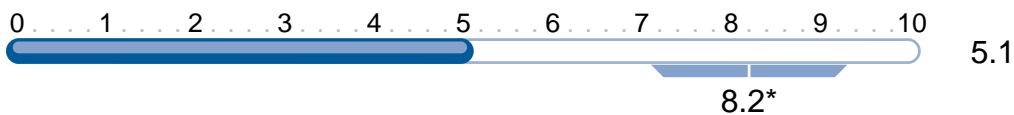
LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.



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



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



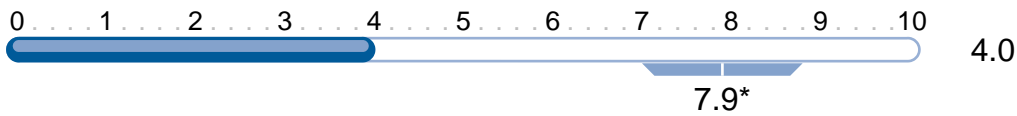
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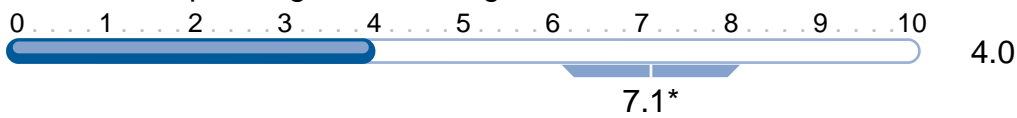
PERFORMANCE MANAGEMENT

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

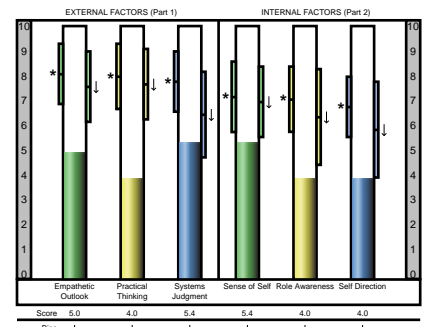
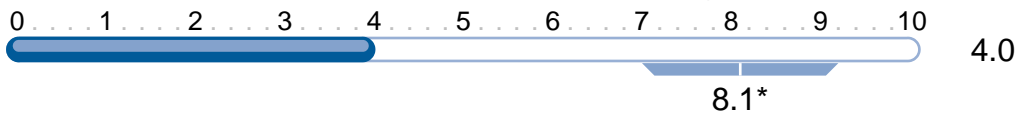
CONVEYING ROLE VALUE: The capacity to communicate and promote the value and importance of one's role.



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



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



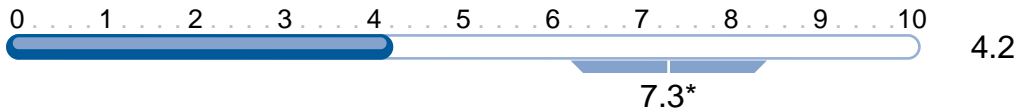
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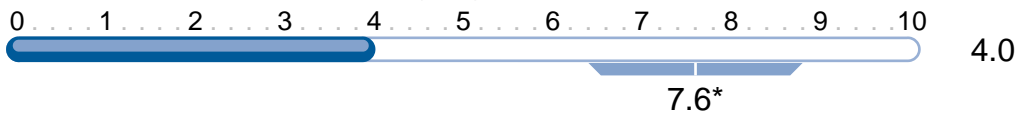
PLANNING AND ORGANIZING

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

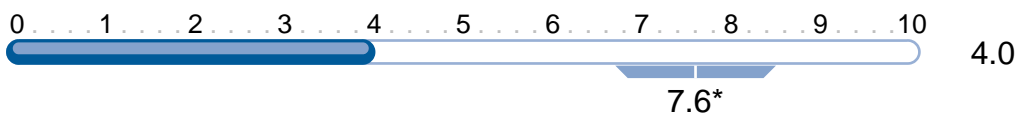
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



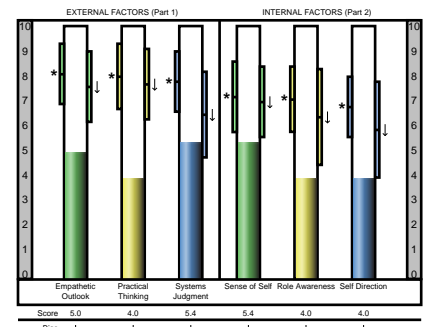
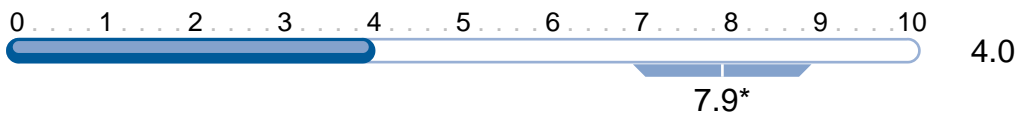
CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.



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.



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

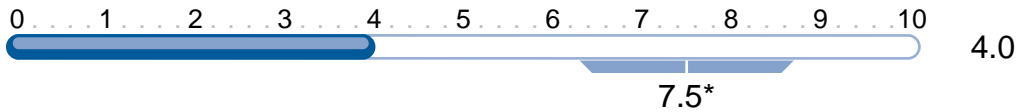


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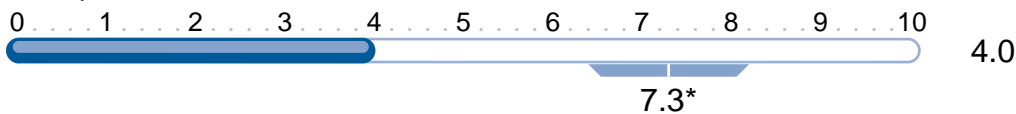


Management of a total process is just as important as the management of people. This is a measure of Sally's ability to consider projects, quality and results.

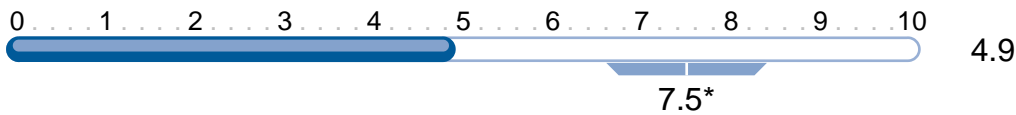
PROBLEM SOLVING: The ability to identify key components of the problem, possible solutions and the action plan to obtain the desired result.



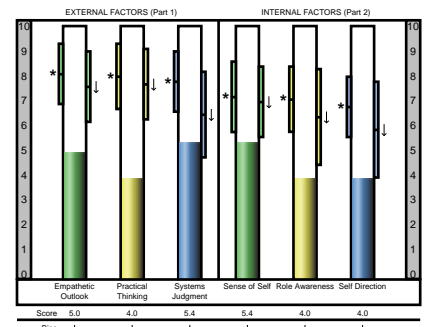
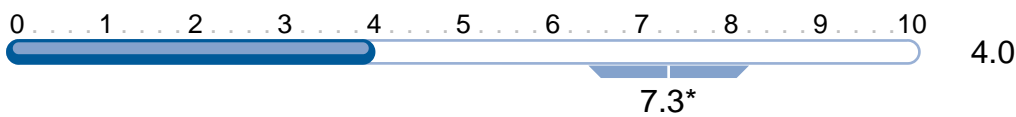
PROJECT SCHEDULING: The capacity to determine how long it will take to complete a project and to then efficiently break it down further into specific work time frames.



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



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

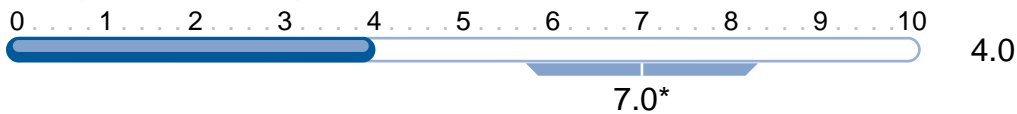


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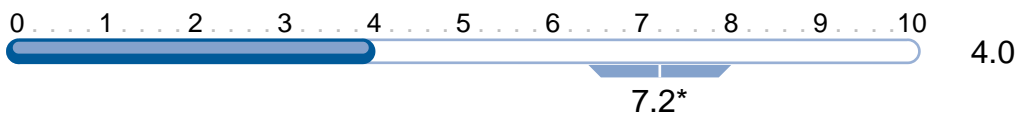


In order to be successful, Sally must manage herself. This area reveals Sally's ability to manage time, tasks, activities and projects. It also reveals her ability to deliver results.

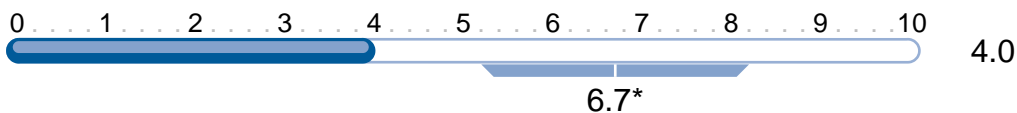
HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.



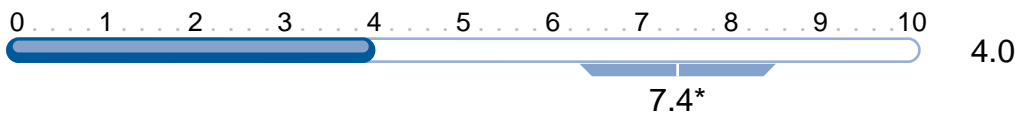
PERSONAL ACCOUNTABILITY: The capacity to take responsibility for one's own actions, conduct, obligations and decisions without excuses.



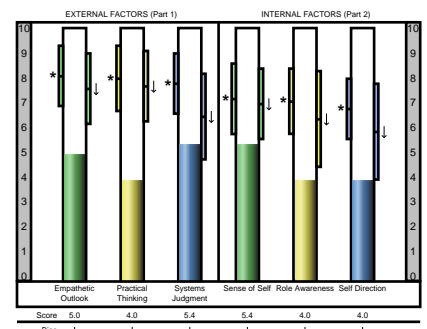
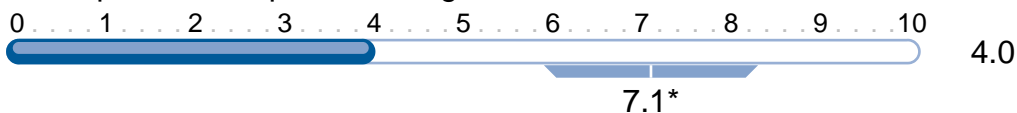
SELF ASSESSMENT: The capacity to objectively understand and evaluate one's self.



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



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



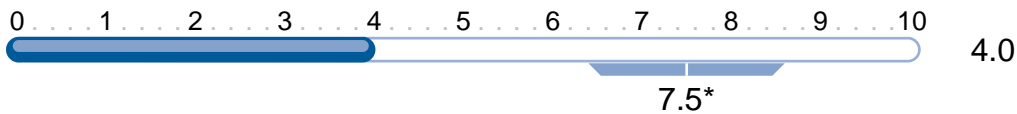
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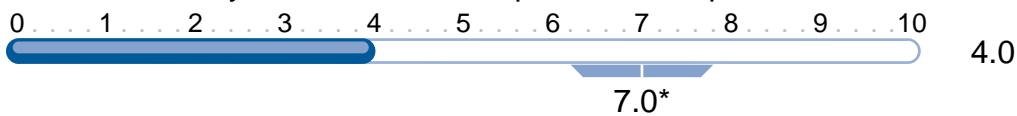
LEADERSHIP BY EXAMPLE

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

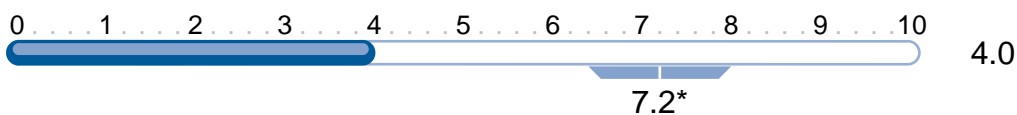
ACCOUNTABILITY FOR OTHERS: A willingness to take responsibility for the actions of other people.



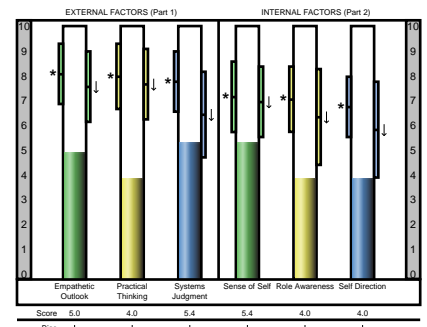
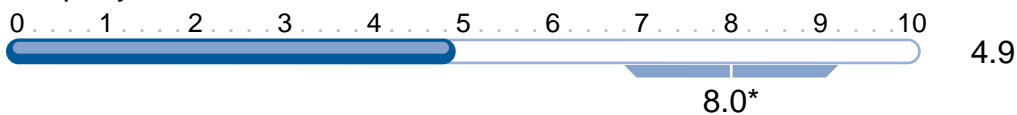
BALANCED DECISION MAKING: The ability to make consistently sound and timely decisions in one's personal and professional life.



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



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

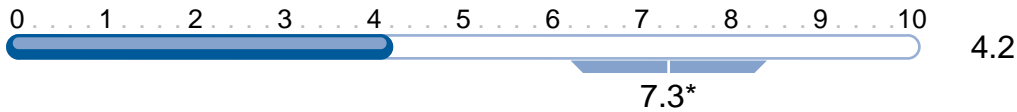


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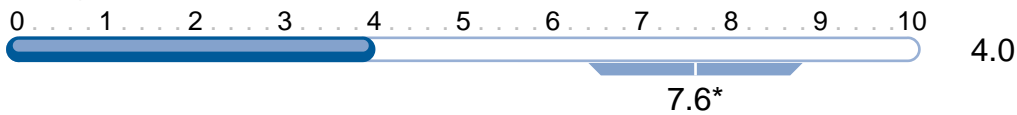


This is a measure of Sally's capacities as they relate to creating and fostering an overarching vision or mission for an organization or team.

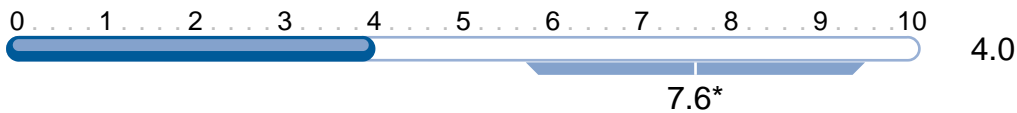
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



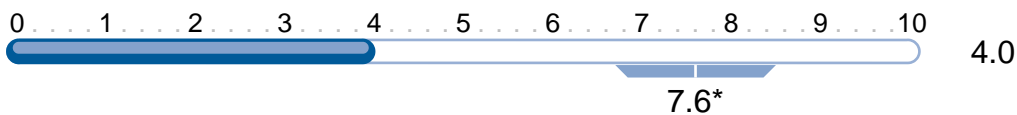
FLEXIBILITY: The ability to readily modify, respond to and integrate change with minimal personal resistance.



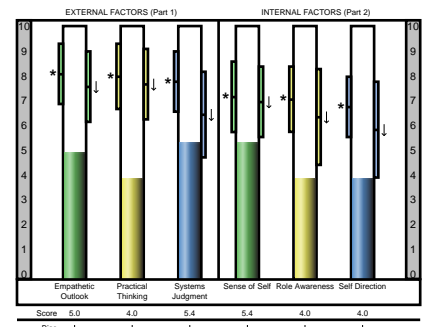
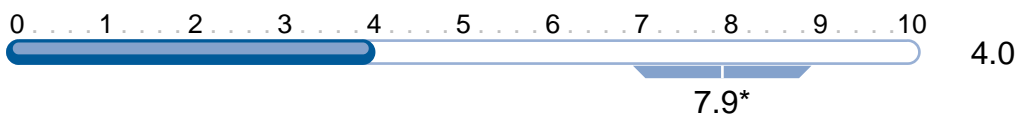
INTEGRATIVE ABILITY: The capacity to see different components of a situation and tie them together to see the situation as a whole.



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.



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

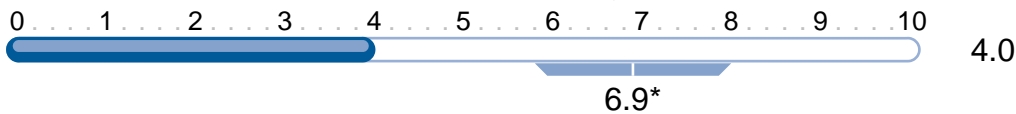


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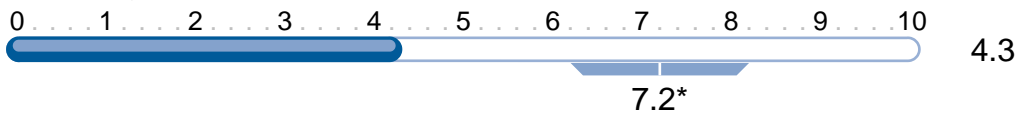


Leading does not always mean doing. Instead, leadership involves helping others to see and follow through on their own abilities. This is a measure of Sally's ability to inspire others to produce excellent work.

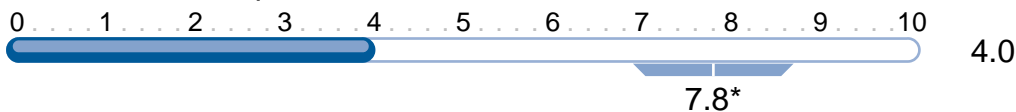
INITIATIVE: The compelling desire to get into the flow of work in order to accomplish the vision and complete the goal.



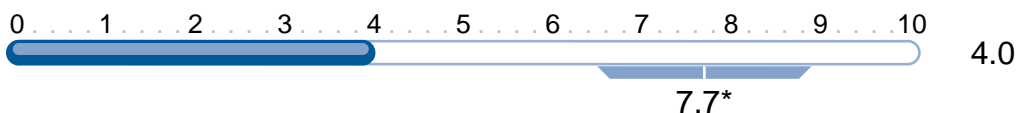
PERSISTENCE: The capacity to steadily pursue any project or goal that a person is committed to in spite of difficulty, opposition or discouragement.



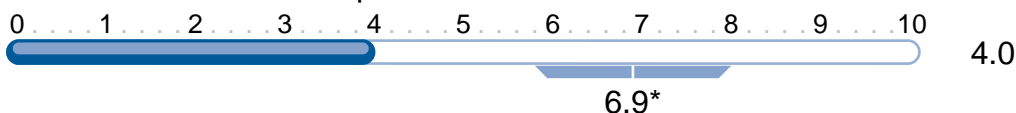
PERSUADING OTHERS: The capacity to influentially present one's positions, opinions, feelings or views to others in such a way that they will listen and adopt the same view.



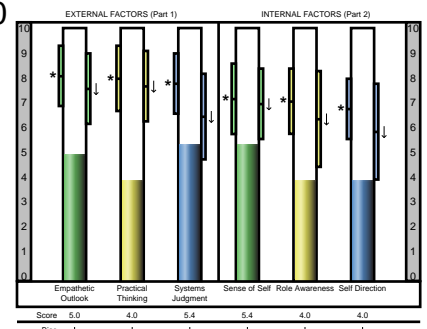
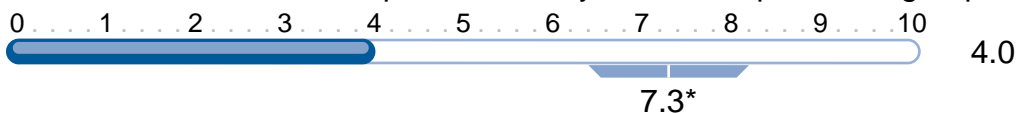
REALISTIC EXPECTATIONS: The ability to set realistic timeframes and well-defined standards of quality performance and production for others to follow.



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



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



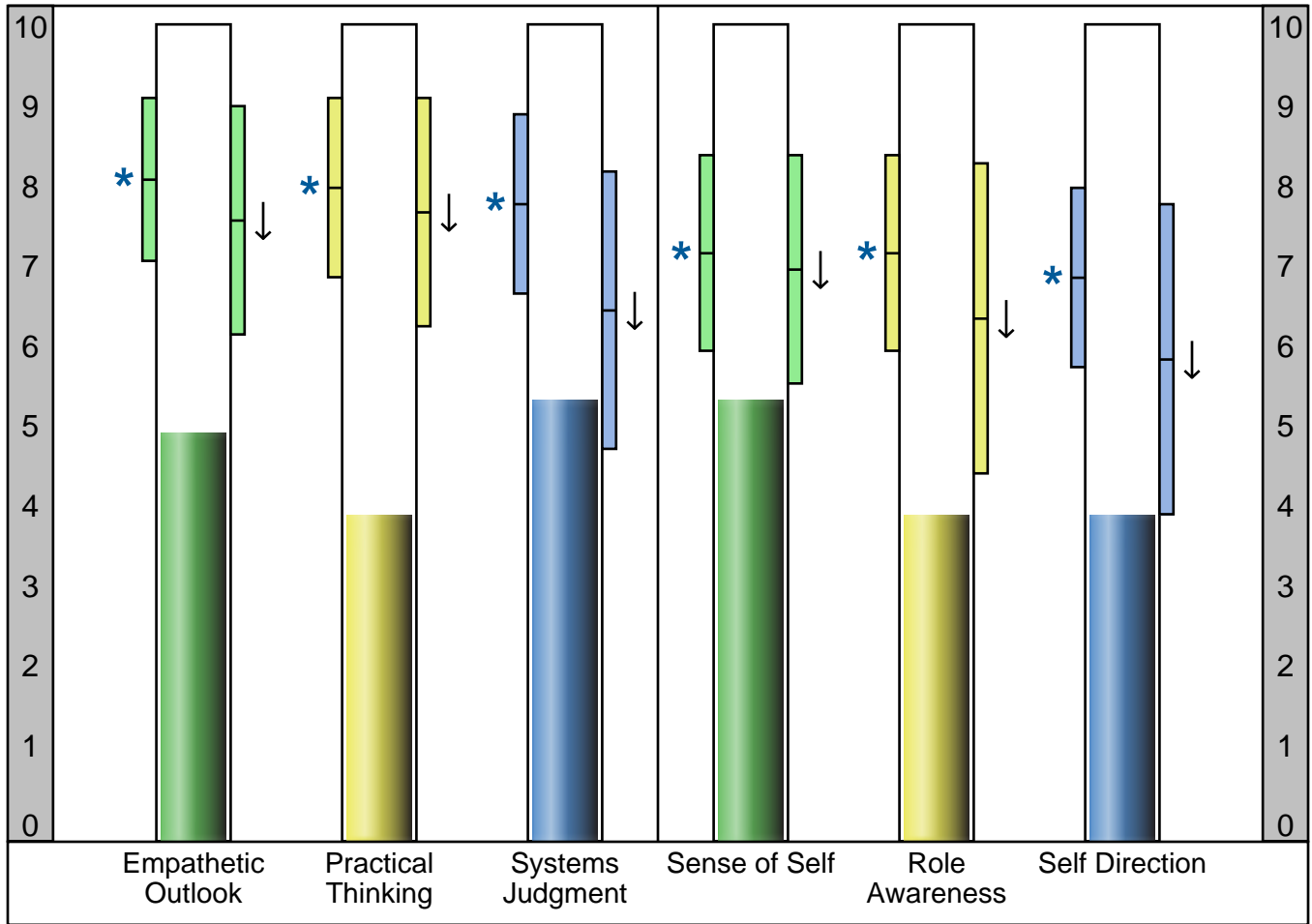
* 68% of the population falls within the shaded area.



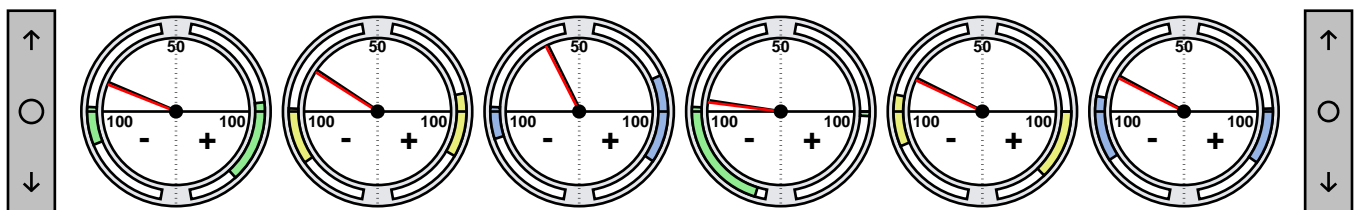
* Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 5.0 4.0 5.4 5.4 4.0 4.0
Bias ↓ ↓ ↓ ↓ ↓ ↓



Rev: 0.38-0.23



CORE SKILLS LIST

For consulting and coaching

Score	Mean	Description	Score	Mean	Description
6.8	8.0	Material Possessions	4.0	7.9	Proactive Thinking
6.4	8.1	Self Improvement	4.0	7.5	Accountability for Others
6.3	8.2	Respect for Property	4.0	6.7	Self Assessment
5.6	8.0	Attention to Detail	4.0	7.1	Personal Drive
5.4	7.3	Sense of Self	4.0	7.1	Gaining Commitment
5.4	7.8	Systems Judgment	4.0	7.6	Realistic Personal Goal Setting
5.2	7.8	Relating to Others	4.0	7.1	Internal Self Control
5.1	8.2	Realistic Goal Setting for Others	4.0	6.9	Initiative
5.0	8.1	Empathetic Outlook	4.0	7.4	Enjoyment of the Job
4.9	8.0	Following Directions	4.0	7.3	Consistency and Reliability
4.9	7.5	Quality Orientation	4.0	7.3	Job Ethic
4.9	8.0	Respect for Policies	4.0	7.5	Sense of Timing
4.5	7.9	Attitude Toward Others	4.0	7.3	Sense of Mission
4.5	7.8	Freedom from Prejudices	4.0	7.7	Sense of Belonging
4.5	7.9	Sensitivity to Others	4.0	7.4	Self Management
4.5	8.1	Personal Relationships	4.0	7.6	Using Common Sense
4.3	7.2	Persistence	4.0	7.0	Handling Stress
4.2	7.3	Conceptual Thinking	4.0	7.6	Integrative Ability
4.2	7.9	Correcting Others	4.0	7.5	Problem Solving
4.2	7.7	Evaluating What is Said	4.0	7.0	Intuitive Decision Making
4.1	7.9	Emotional Control			
4.0	7.4	Developing Others			
4.0	8.3	Theoretical Problem Solving			
4.0	7.3	Surrendering Control			
4.0	7.4	Handling Rejection			
4.0	7.8	Persuading Others			
4.0	7.8	Monitoring Others			
4.0	7.9	Leading Others			
4.0	8.1	Understanding Motivational Needs			
4.0	7.1	Role Confidence			
4.0	7.2	Personal Accountability			
4.0	7.3	Results Orientation			
4.0	6.9	Meeting Standards			
4.0	7.2	Taking Responsibility			
4.0	7.6	Concrete Organization			
4.0	7.7	Realistic Expectations			
4.0	7.6	Long Range Planning			
4.0	7.0	Balanced Decision Making			
4.0	7.9	Conveying Role Value			
4.0	6.9	Self Direction			
4.0	8.0	Practical Thinking			
4.0	7.7	Evaluating Others			
4.0	7.6	Status and Recognition			
4.0	7.1	Role Awareness			
4.0	7.4	Project and Goal Focus			
4.0	7.4	Self Confidence			
4.0	7.3	Project Scheduling			



Score	Mean	Description	Score	Mean	Description
4.0	7.5	Accountability for Others	4.0	7.3	Results Orientation
5.6	8.0	Attention to Detail	4.0	7.1	Role Awareness
4.5	7.9	Attitude Toward Others	4.0	7.1	Role Confidence
4.0	7.0	Balanced Decision Making	4.0	6.7	Self Assessment
4.2	7.3	Conceptual Thinking	4.0	7.4	Self Confidence
4.0	7.6	Concrete Organization	4.0	6.9	Self Direction
4.0	7.3	Consistency and Reliability	6.4	8.1	Self Improvement
4.0	7.9	Conveying Role Value	4.0	7.4	Self Management
4.2	7.9	Correcting Others	4.0	7.7	Sense of Belonging
4.0	7.4	Developing Others	4.0	7.3	Sense of Mission
4.1	7.9	Emotional Control	5.4	7.3	Sense of Self
5.0	8.1	Empathetic Outlook	4.0	7.5	Sense of Timing
4.0	7.4	Enjoyment of the Job	4.5	7.9	Sensitivity to Others
4.0	7.7	Evaluating Others	4.0	7.6	Status and Recognition
4.2	7.7	Evaluating What is Said	4.0	7.3	Surrendering Control
4.9	8.0	Following Directions	5.4	7.8	Systems Judgment
4.5	7.8	Freedom from Prejudices	4.0	7.2	Taking Responsibility
4.0	7.1	Gaining Commitment	4.0	8.3	Theoretical Problem Solving
4.0	7.4	Handling Rejection	4.0	8.1	Understanding Motivational Needs
4.0	7.0	Handling Stress	4.0	7.6	Using Common Sense
4.0	6.9	Initiative			
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4.0	7.1	Internal Self Control			
4.0	7.0	Intuitive Decision Making			
4.0	7.3	Job Ethic			
4.0	7.9	Leading Others			
4.0	7.6	Long Range Planning			
6.8	8.0	Material Possessions			
4.0	6.9	Meeting Standards			
4.0	7.8	Monitoring Others			
4.3	7.2	Persistence			
4.0	7.2	Personal Accountability			
4.0	7.1	Personal Drive			
4.5	8.1	Personal Relationships			
4.0	7.8	Persuading Others			
4.0	8.0	Practical Thinking			
4.0	7.9	Proactive Thinking			
4.0	7.5	Problem Solving			
4.0	7.4	Project and Goal Focus			
4.0	7.3	Project Scheduling			
4.9	7.5	Quality Orientation			
4.0	7.7	Realistic Expectations			
5.1	8.2	Realistic Goal Setting for Others			
4.0	7.6	Realistic Personal Goal Setting			
5.2	7.8	Relating to Others			
4.9	8.0	Respect for Policies			
6.3	8.2	Respect for Property			