



# TTI Personal Talent Skills Inventory<sup>®</sup>

Leadership/Management version

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## **Molly Manager**

Manager

ABC Company

5-11-2007



## INTRODUCTION

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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.



## WORLD VIEW

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This is how Molly 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.

- Molly could benefit by having more balance between the understanding of others and activities, compared to structure or systems.
- She may benefit from asking authority figures to explain the reason for certain rules or systems to better understand them.
- She will perform best in a productive environment in which contributions are recognized, properly rewarded, and appreciated.
- She generally relates to work or tasks from both practical and interpersonal perspectives.
- Molly tends to underemphasize systems, which includes rules and policies.
- She will work best in a cooperative atmosphere in which decisions are shared.
- She tends to view rules and systems as flexible guidelines, versus being set in stone.
- She tends to involve others in the completion of tasks or projects.
- Molly can see the practical side of things in order to evaluate the pros and cons of each situation.



## SELF VIEW

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This is how Molly 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.

- Molly is open to the possibilities that the future brings.
- She has the ability to perform and fulfill her roles in life.
- She puts some emphasis on defining herself as a unique individual.
- She understands her professional and personal roles.
- Molly wants to see achievements from her roles, and that becomes a part of her sense of self.
- She has a moderate sense of self worth and can identify with her roles and activities.
- She is aware of her strengths and may become involved in activities that utilize her talents.
- She sees the future as a process of discovery, rather than being clear-cut and definite.
- Molly doesn't understand where her life is headed.



# 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



7.6 \*  
7.9

**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

**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

**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

**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

Rev: 0.93-0.75

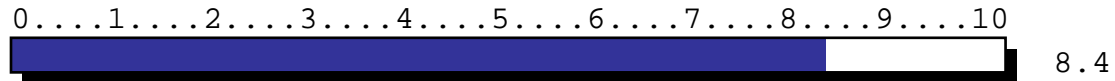
\* 68% of the population falls within the shaded area.



# 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



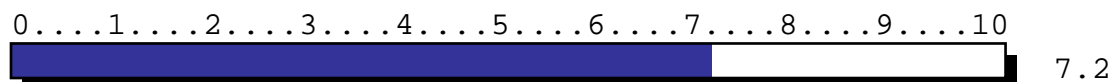
## SELF MANAGEMENT



## 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.

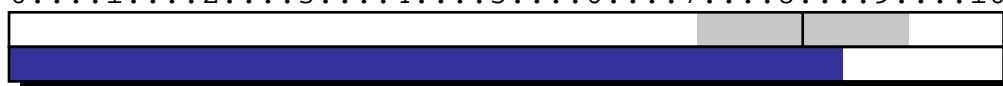
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



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

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





# 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



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# 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

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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 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



**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



**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



**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



\* 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

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# INSPIRING EXCELLENCE

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**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

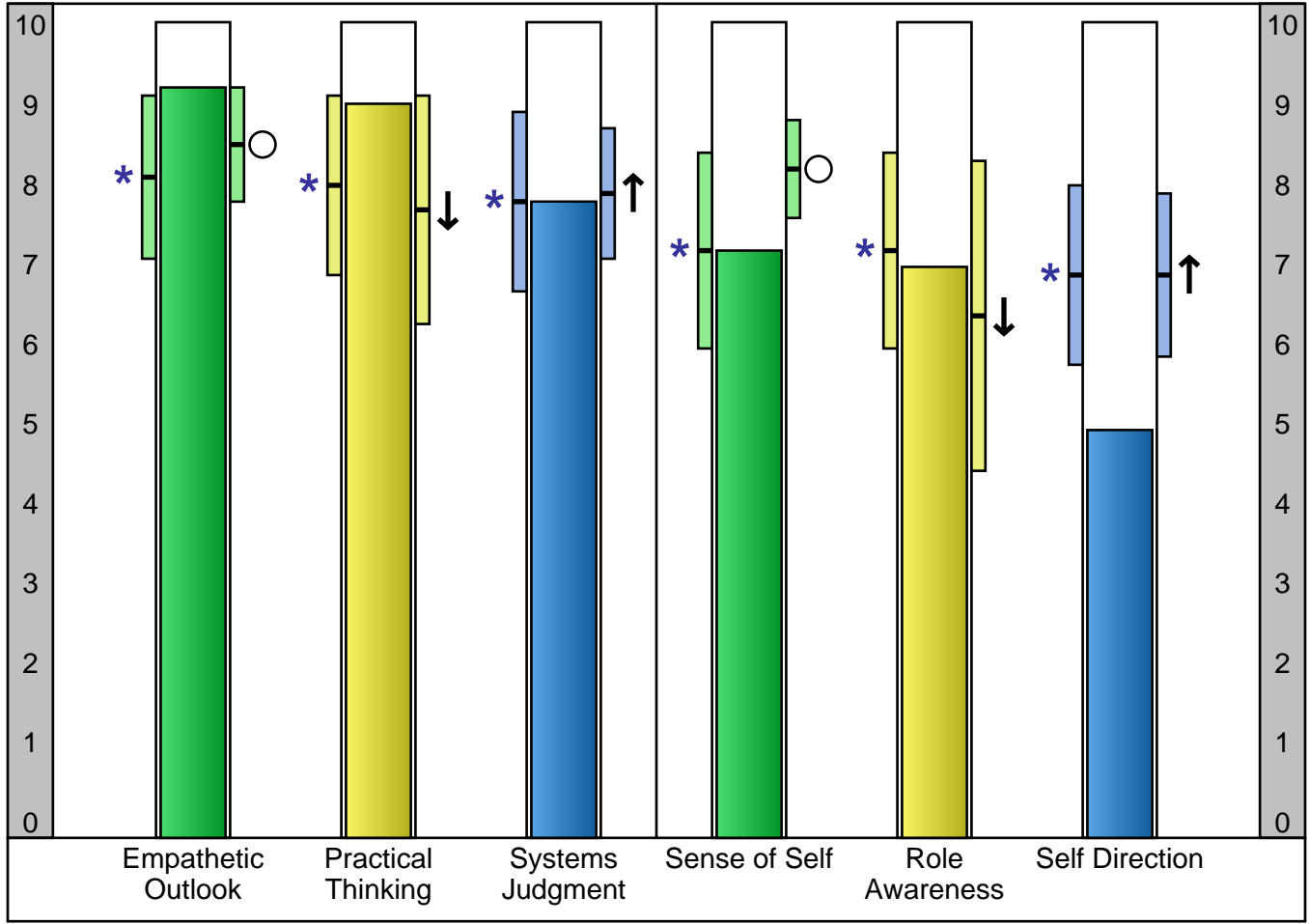
For consulting and coaching

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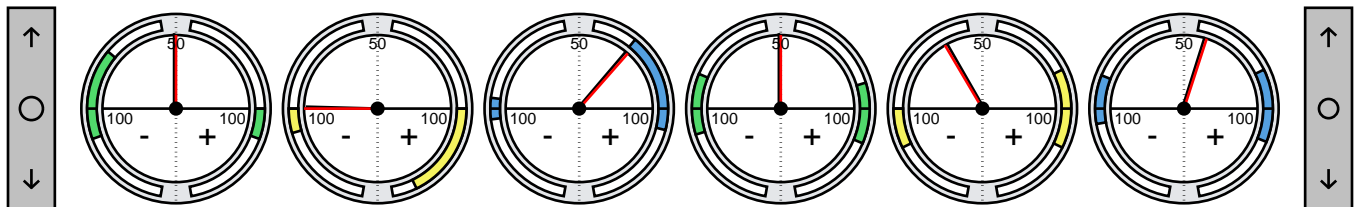
*	Population mean
↑	Overvaluation
○	Neutral valuation
↓	Undervaluation

## 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
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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			
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