



TTI DNA[®]
Job Report



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INTRODUCTION

The purpose of this report is to provide insight into the most personal skill criteria for the position. Managers or leaders are encouraged to discuss the results of the report with new hires and incumbents to enhance their understanding of performance expectations. The information in this report is particularly valuable to organizations in the following Human Resource activities

- BUILDING COMPETENCY PROFILES OR MODELS
- DESIGNING PERFORMANCE EVALUATION PROCESSES
- ASSESSING TRAINING AND DEVELOPMENT NEEDS
- DESIGNING SUCCESSION PLANNING PROCESSES
- DEVELOPING BEHAVIORAL INTERVIEWS

Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. The report results are generated by a computer analysis of all responses. Thousands of calculations are performed to determine the key performance criteria of the position.

Each section of the report is designed to address important aspects of the position. Clarity, understanding and consensus on what competencies are required for superior performance is essential to optimize training and development, performance evaluation, behavioral interviewing, and succession planning programs.

Research indicates that a specific group of competencies are required to produce superior performance in most positions. This report provides detailed descriptions on seven (7) of the most important competencies required for superior performance in the position. It is recommended that the results of the report be discussed with incumbents and management to obtain consensus before integrating the information into Human Resource processes.

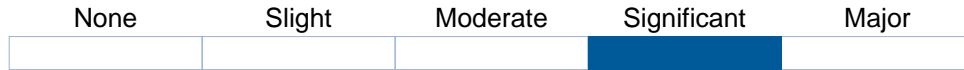
The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a framework for comparing candidate competency strengths with the competency requirements of the position. Select the questions that seem most appropriate to the position being analyzed.



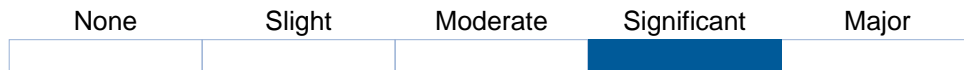
KEY CHARACTERISTICS OF THE POSITION

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority, and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant, and major.

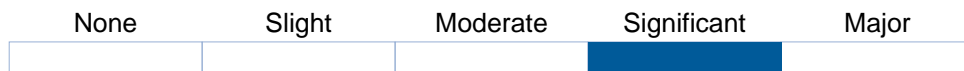
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



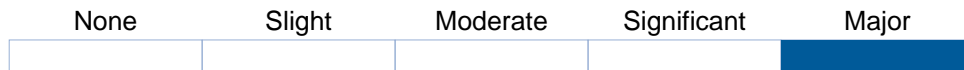
Results through People: This characteristic address the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership position. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Positions with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.





HIERARCHY OF COMPETENCIES

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the job.

| HIERARCHY OF COMPETENCIES | |
|---------------------------|---------------------------------------|
| 1 | Self-Management (time and priorities) |
| 2 | Written Communication |
| 3 | Persuasion |
| 4 | Customer Service |
| 5 | Goal Orientation |
| 6 | Presenting |
| 7 | Planning/Organizing |
| 8 | Personal Effectiveness |
| 9 | Negotiation |
| 10 | Management |
| 11 | Decision Making |
| 12 | Teamwork |
| 13 | Leadership |
| 14 | Analytical Problem Solving |
| 15 | Employee Development/Coaching |
| 16 | Futuristic Thinking |
| 17 | Creativity/Innovation |
| 18 | Flexibility |
| 19 | Interpersonal Skills |
| 20 | Continuous Learning |
| 21 | Diplomacy |
| 22 | Conflict Management |
| 23 | Empathy |

Mastery Required Some Mastery Required No Mastery Required



JOB COMPETENCIES HIERARCHY

All human jobs require certain competencies. This section of the report identifies those competencies that lead to superior performance in most jobs. The graphs below are in descending order from the highest rated competency required by the job to the lowest.

- 1. SELF-MANAGEMENT (TIME AND PRIORITIES)** - Demonstrating self control and an ability to manage time and priorities.

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

9.6 IMP
- 2. WRITTEN COMMUNICATION** - Writing clearly, succinctly and understandably.

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

9.4 IMP
- 3. PERSUASION** - Convincing others to change the way they think, believe or behave.

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

9.4 IMP
- 4. CUSTOMER SERVICE** - Anticipating, meeting and/or exceeding customer needs, wants and expectations.

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

9.3 IMP
- 5. GOAL ORIENTATION** - Energetically focusing efforts on meeting a goal, mission or objective.

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

9.3 IMP
- 6. PRESENTING** - Communicating effectively to groups.

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

9.1 IMP
- 7. PLANNING/ORGANIZING** - Utilizing logical, systematic and orderly procedures to meet objectives.

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

9.1 IMP
- 8. PERSONAL EFFECTIVENESS** - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

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

8.7 IMP
- 9. NEGOTIATION** - Facilitating agreements between two or more parties.

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

8.5 IMP

The following scale is used throughout the report.

- 0 - 4.9 = NOT IMPORTANT TO JOB
- 5.0 - 7.4 = SOMEWHAT IMPORTANT
- 7.5 - 9.9 = IMPORTANT
- 10 = VERY IMPORTANT



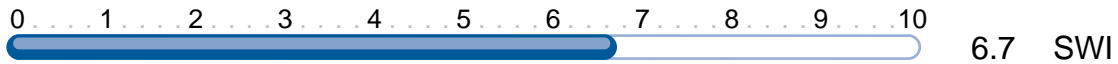
JOB COMPETENCIES HIERARCHY

| | | | |
|---|--|-----|-----|
| 10. MANAGEMENT - Achieving extraordinary results through effective management of resources, systems and processes. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 8.3 | IMP |
| 11. DECISION MAKING - Utilizing effective processes to make decisions. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 8.1 | IMP |
| 12. TEAMWORK - Working effectively and productively with others. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 8.0 | IMP |
| 13. LEADERSHIP - Achieving extraordinary business results through people. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 8.0 | IMP |
| 14. ANALYTICAL PROBLEM SOLVING - Anticipating, analyzing, diagnosing, and resolving problems. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 7.8 | IMP |
| 15. EMPLOYEE DEVELOPMENT/COACHING - Facilitating and supporting the professional growth of others. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 7.6 | IMP |
| 16. FUTURISTIC THINKING - Imagining, envisioning, projecting and/or predicting what has not yet been realized. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 7.6 | IMP |
| 17. CREATIVITY/INNOVATION - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 7.6 | IMP |
| 18. FLEXIBILITY - Agility in adapting to change. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 7.0 | SWI |
| 19. INTERPERSONAL SKILLS - Effectively communicating, building rapport and relating well to all kinds of people. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 6.7 | SWI |
| 20. CONTINUOUS LEARNING - Taking initiative in learning and implementing new concepts, technologies and/or methods. | 0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10 | 6.7 | SWI |

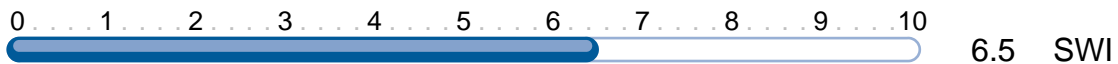


JOB COMPETENCIES HIERARCHY

21. DIPLOMACY - Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.



22. CONFLICT MANAGEMENT - Addressing and resolving conflict constructively.



23. EMPATHY - Identifying with and caring about others.





SUMMARY OF TOP COMPETENCIES

This report focuses on personal skill competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. SELF-MANAGEMENT (TIME AND PRIORITIES): Demonstrating self control and an ability to manage time and priorities.

- Effectively manages emotions and impulses.
- Effectively manages time and priorities to meet deadlines.
- Presents self assertively.
- Demonstrates an ability to maintain composure in the midst of crisis.
- Strives for continuous improvement.
- Balances personal and professional life.
- Takes initiative and acts without waiting for direction.
- Accepts responsibility for actions and results.

2. WRITTEN COMMUNICATION: Writing clearly, succinctly and understandably.

- Writes in ways that make abstract concepts, issues and information clear and understandable.
- Utilizes a wide range of appropriate writing techniques and methods.
- Succinctly presents objective or subjective viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Determines what information needs to be communicated.
- Skillfully utilizes written language to convey key messages and meaning.
- Effectively involves readers in the material.
- Adjusts writing style to specific audiences as needed.



SUMMARY OF TOP COMPETENCIES

3. **PERSUASION:** Convincing others to change the way they think, believe or behave.
 - Utilizes the knowledge of other's needs, wants, beliefs, attitudes, and behavior to promote a concept, product or service.
 - Builds trust and credibility before attempting to promote concepts, products or services.
 - Understands and utilizes compliance-producing behaviors to influence others such as authority, being likeable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
 - Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs, and behavior.
 - Identifies and addresses the social, emotional, economic, and practical barriers that prevent people from complying.
 - Adapts techniques and approaches to the needs and wants of those being influenced.

4. **CUSTOMER SERVICE:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.
 - Strives to anticipate, identify and understand customers' wants, needs and concerns.
 - Responds to customers with a sense of urgency.
 - Follows through on customer requests.
 - Is patient and courteous with customers.
 - Resolves issues and complaints to the satisfaction of customers.
 - Expend extraordinary effort to satisfy customers.
 - Develops relationships with customers.
 - Partners with customers to assist them in achieving their objectives.
 - Acts as an advocate for customers' needs.
 - Takes professional risks for the sake of customers' needs.



SUMMARY OF TOP COMPETENCIES

5. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.
 - Acts independently to achieve objectives without supervision.
 - Expend the necessary time and effort to achieve goals.
 - Recognizes and acts on opportunities to advance progress towards meeting goals.
 - Establishes and works toward ambitious and challenging goals.
 - Develops and implements strategies to meet objectives.
 - Measures effectiveness and performance to ensure results are attained.
 - Acts with a sense of urgency to achieve goals.
 - Demonstrates persistence in overcoming obstacles to meet objectives.
 - Takes calculated risks to achieve results.

6. **PRESENTING:** Communicating effectively to groups.
 - Organizes information to be presented in succinct, logical sequence.
 - Presents information in ways that makes abstract or complex concepts clear and understandable.
 - Effectively utilizes language, word-pictures, stories, metaphors and humor.
 - Utilizes a wide range of non-verbal communication or body language such as speech inflection, voice modulation, eye contact, facial expression and gestures.
 - Implements a variety of visual and auditory devices to capture and invoke the audience's senses, participation and interest.
 - Projects authenticity, confidence, conviction and passion.
 - Appeals to and engages the heart and mind of the audience.
 - Tailors presentation to the interests, needs and wants of audiences.
 - Establishes and delivers content objectives.
 - Communicates in ways that elevate audience awareness and understanding.
 - Communicates in ways that enlighten, educate, challenge and persuade the audience to think, believe or behave in a specific way.
 - Is recognized and relied upon as an effective spokesperson.



SUMMARY OF TOP COMPETENCIES

7. PLANNING/ORGANIZING: Utilizing logical, systematic and orderly procedures to meet objectives.
- Works effectively within established time frames and priorities.
 - Utilizes logical, practical and efficient approaches.
 - Prioritizes tasks for optimum productivity.
 - Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
 - Anticipates probable effects, outcomes and risks.
 - Develops contingency plans to minimize waste, error and risk.
 - Allocates, adjusts and manages resources according to priorities.
 - Monitors implementation of plans and makes adjustments as needed.



1. SELF-MANAGEMENT (TIME AND PRIORITIES): Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- Describe a situation when you had to exercise a significant amount of self control.
- Describe a situation when you demonstrated initiative and took action without waiting for direction.
- What was the outcome?
- Give me an example of when your ability to manage your time and priorities proved to be an asset.
- What have you done in the past that demonstrates your commitment to continuous improvement?
- Give me an example of when you were responsible for an error or mistake.
- What was the outcome?
- What, if anything, would you do differently?
- Describe a time when you had to make a difficult choice between your personal and professional life.



2. WRITTEN COMMUNICATION: Writing clearly, succinctly and understandably.

Listen for examples of clear, understandable writing that is effective at achieving a specific communication goal. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of something you wrote that was effective in achieving a communication goal.
- What were the challenges in writing it?
- Give me an example of when you adapted your writing to your reader(s).
- How did you adapt your writing?
- How do you know when something you've written has achieved its communication goal?
- Describe the most difficult writing challenge you've had.
- How did you meet it?
- Tell me about any experiences you've had with publishing your writing.
- Do you have any examples of writing that demonstrate your ability to write effectively?
- Give me an example of when you were given special recognition or acknowledgement for your ability to write a business document such as a proposal, report, newsletter or article.
- Describe a situation when your editing improved the effectiveness of someone else's writing.



3. PERSUASION: Convincing others to change the way they think, believe or behave.

Listen for the expert utilization of various influencing strategies to obtain compliance. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation where you were able to convince others to your way of thinking.
- How did you do it?
- Describe a situation when the only way you could accomplish a goal was to get buy-in from others.
- What obstacles did you have in obtaining their buy-in?
- How did you overcome them?
- What was the outcome?
- Give me an example of when you were able to facilitate a dramatic shift in the thinking, actions or beliefs of others.
- What techniques or methods did you use?
- Give me an example of a situation when you were given special recognition or acknowledgement for your ability to get others to say yes.
- Describe a situation when you accomplished something significant as a result of your persuasive ability.



4. CUSTOMER SERVICE: Anticipating, meeting and/or exceeding customer needs, wants and expectations.

Listen for extraordinary effort in responding to customer needs and wants to insure satisfaction. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you went out of your way for a customer.
- What was the outcome?
- Describe the most difficult customer you've ever had to deal with and how you handled them.
- Describe a situation when you were given outstanding customer service.
- What made it stand out?
- Describe a situation when you felt a particularly demanding customer may have been trying to take advantage of you or the organization.
- What was the outcome?
- Give me an example of a situation where you improved the level of customer service in your organization.
- What did you do to improve it?
- What was the outcome?
- Give me an example of when you were given special recognition or acknowledgement for going the extra mile to satisfy a customer.
- Question: Describe a situation when you took a stand for a customer.



5. GOAL ORIENTATION: Energetically focusing efforts on meeting a goal, mission or objective.

Listen for determination, persistence and a "never-give-up" attitude in efforts to meet goals. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of the most significant professional goal you have met.
- How did you achieve it?
- What were the obstacles?
- How did you overcome them?
- Give me an example of when you took a risk to achieve a goal.
- What was the outcome?
- What are your future professional goals?
- How do you plan to achieve them?
- What might keep you from achieving them?
- Tell me about a time when you overcame great obstacles to achieve something significant.
- Give me an example of when you achieved something by your persistence that others couldn't.



6. PRESENTING: Communicating effectively to groups.

Listen for positive audience feedback. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation when you had to give a presentation to a group of people you had never met.
- What did you do to prepare for the presentation?
- What were the objectives of the presentation?
- What was the feedback from the audience on the presentation?
- Give me an example of a particularly effective presentation you gave.
- What made it effective?
- Give me an example of a time when your presentation was criticized.
- What changes did you make, if any, based on that feedback?
- What have you done to develop your presentation skills?
- Give me an example of when you gave such a powerful presentation that the same group wanted you to give another presentation.
- Describe a situation when you were given special recognition or acknowledgement for delivering an excellent presentation.



7. **PLANNING/ORGANIZING:** Utilizing logical, systematic and orderly procedures to meet objectives.

Listen for logical, organized and systematic approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most complex assignment or project you've worked on.
- What actions did you take to start the assignment or project?
- What were the most challenging aspects of the assignment or project?
- How did you determine what steps needed to be taken to complete it?
- How did you determine what resources were needed?
- What obstacles did you encounter that you didn't anticipate?
- What could you have done differently?
- Describe a situation when your planning and preparation was a major factor in the success of a project.
- Describe a work situation where your lack of planning and organizing had a negative effect.
- Give me an example of when you were given special recognition or acknowledgement for your attention to detail.