

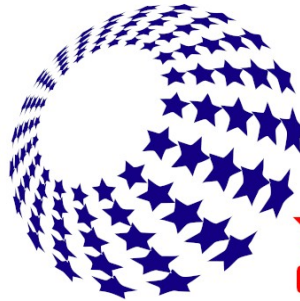


TTI Personal Talent Skills Inventory®

Leadership/Management Version



Tom Test
Company Inc.
4-19-2010



**YOUR
COMPANY**

"Bringing Awareness"
ABC Co. Ltd.
789 Street
Springfield, USA
800-555-5555



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.

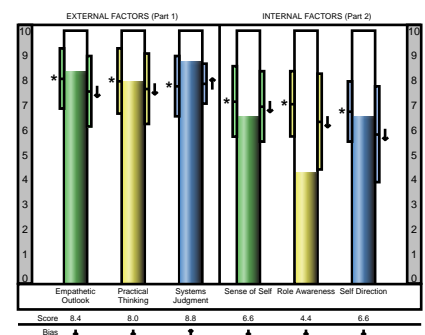
In this report we are measuring three dimensions of thought. They are:

- 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.

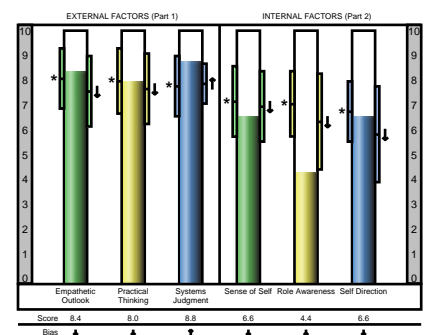
This is how Tom sees the world around him. This view measures his clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions on the left side of the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

- Tom feels proper planning, organization, and discipline will lead to success.
- He prefers to solve problems according to a system of logic or rules that best apply to the situation.
- He has good thinking and planning skills, and understands the underlying structure or system of what makes things work.
- He interprets situations from an abstract or systematic viewpoint.
- Tom sees order and structure as necessary requirements for getting things done.
- He focuses on the plan and puts less emphasis on the practical details and the people involved in the plan.
- He could benefit from paying closer attention to the little details and the practical processes it takes to bring a plan into reality.
- He needs to be surrounded by organizational structure that provides direction and defines the results or standards that he is expected to achieve.
- Tom tends to do things by the book or according to a plan.



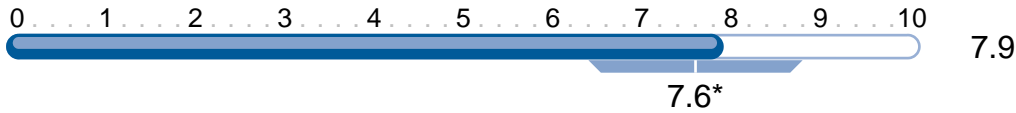
This is how Tom sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him from both personal and professional viewpoints. The statements below are based primarily on the 3 dimensions on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

- Tom defines who he is in terms of his direction and goals in life.
- He has somewhat developed a picture of where he is going.
- He relies on his self-esteem and future direction for strength.
- He tends to organize his life according to a set of standards and direction with which he can identify.
- Tom focuses on both who he is as a person and where his future may lead.
- He focuses on the directional aspects of life, where he is going and who he will become.
- He needs to gain a clearer understanding of his roles in life by asking himself, "What are my major roles?"
- He would benefit from listing his roles and asking himself if any of these roles are currently in transition?
- Tom doesn't have a strong understanding of his life roles.

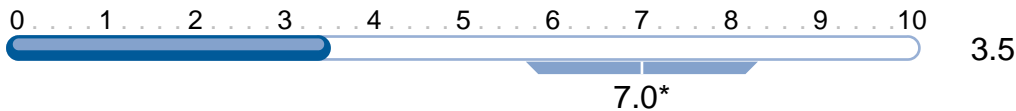




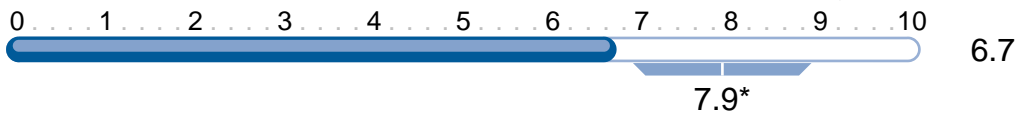
CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.



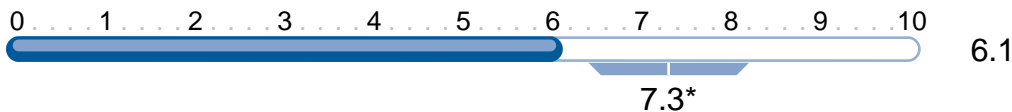
HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.



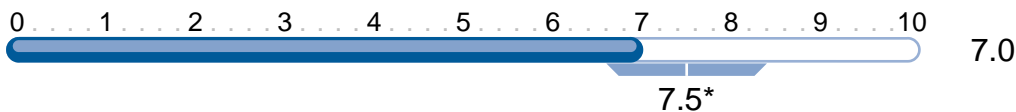
LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.



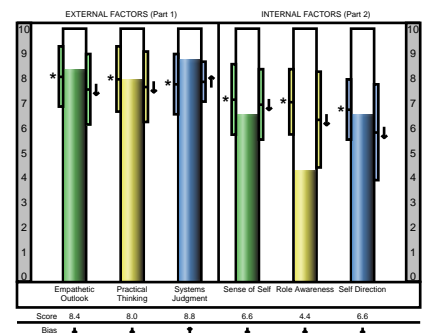
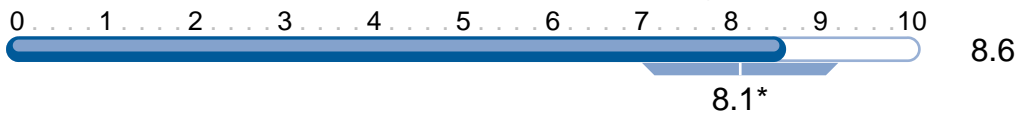
PROJECT SCHEDULING: The capacity to determine how long it will take to complete a project and to then efficiently break it down further into specific work time frames.



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.



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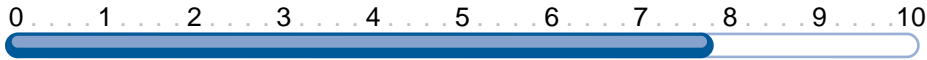
* 68% of the population falls within the shaded area.

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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



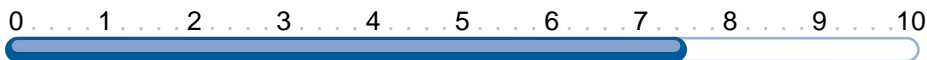
7.8

PERFORMANCE MANAGEMENT



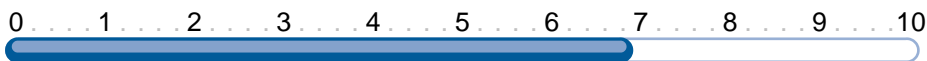
6.8

PLANNING AND ORGANIZING



7.5

PRODUCTION MANAGEMENT



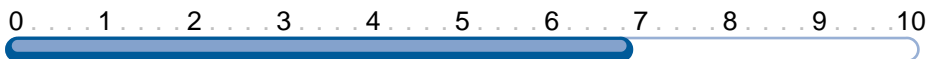
6.9

SELF MANAGEMENT



5.4

LEADERSHIP BY EXAMPLE



6.9

GUIDING VISION

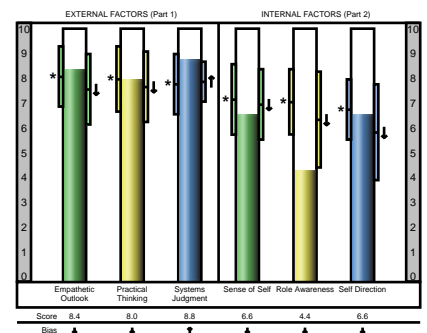


7.4

INSPIRING EXCELLENCE



6.6

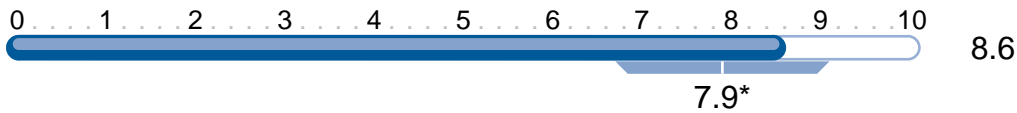


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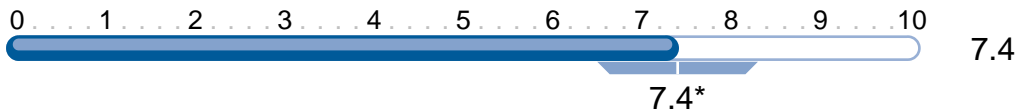


This category reveals Tom's ability to identify the strengths and weaknesses of other people and to help them move toward a common goal or idea. In other words, this category provides insight into Tom's management skills, broadly defined.

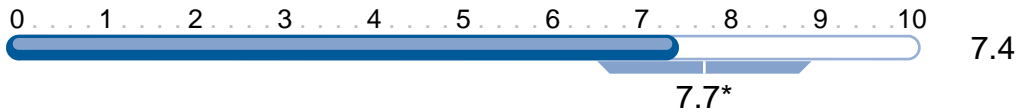
CORRECTING OTHERS: The ability to objectively address the errors, omissions and/or poor results of other people.



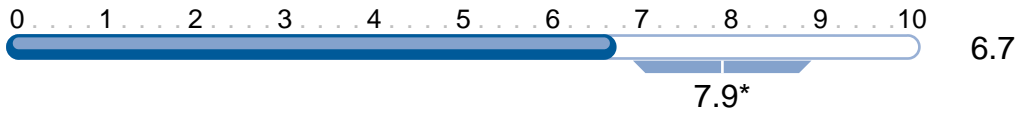
DEVELOPING OTHERS: The desire to help others expand their talents and potential.



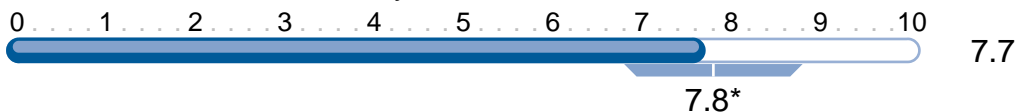
EVALUATING OTHERS: The capacity to objectively assess or measure the abilities and performance of other people.



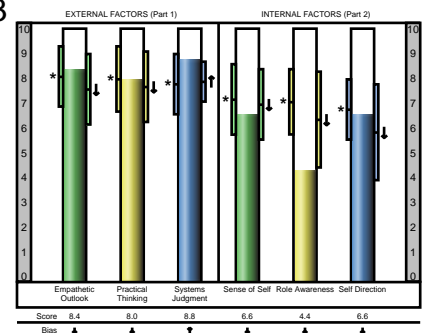
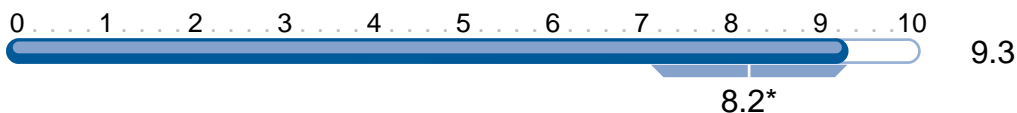
LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.



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.

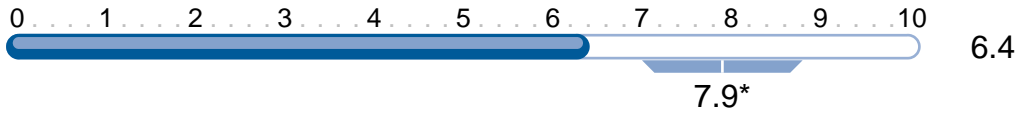


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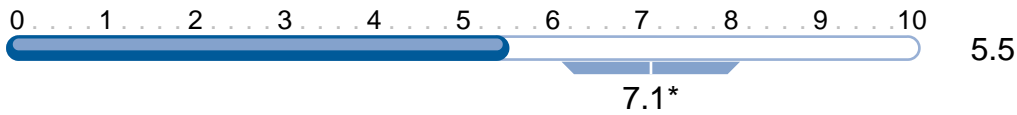


More than just management skills, these scores show Tom's ability to inspire others. The degree of motivation and encouragement Tom exudes can be seen here as well.

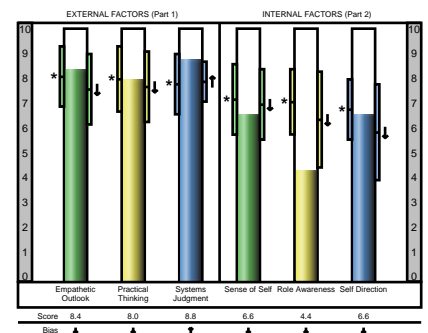
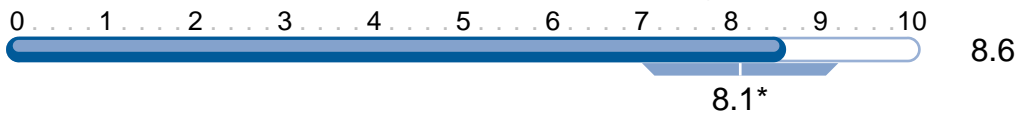
CONVEYING ROLE VALUE: The capacity to communicate and promote the value and importance of one's role.



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.

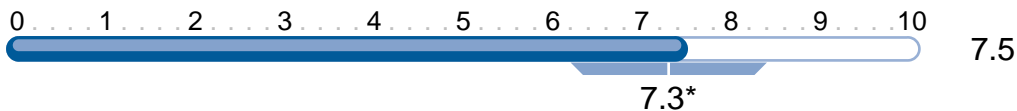


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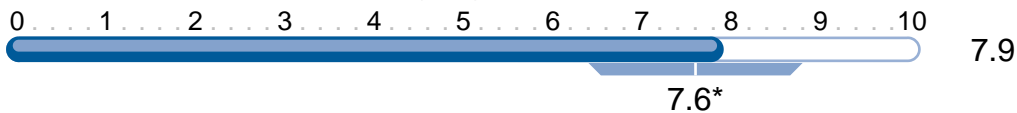


This category is a measure of Tom's ability to take concepts and combine them into a logical, concrete, robust plan. Also important in this context is Tom's ability to consider the future implications of his current decisions.

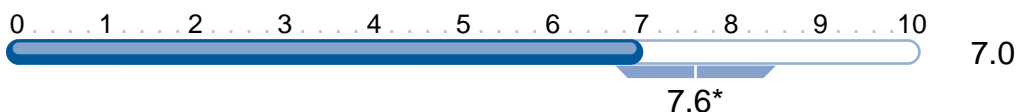
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



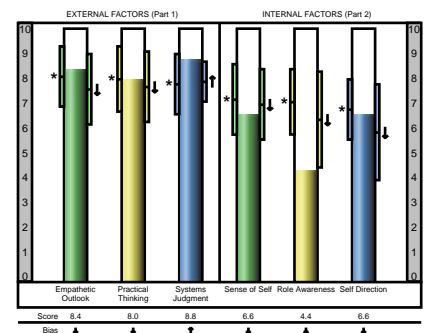
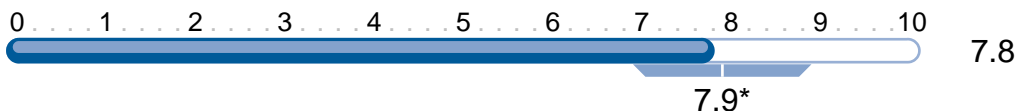
CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.



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.

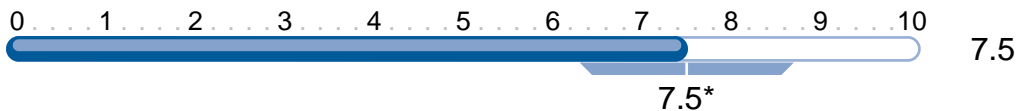


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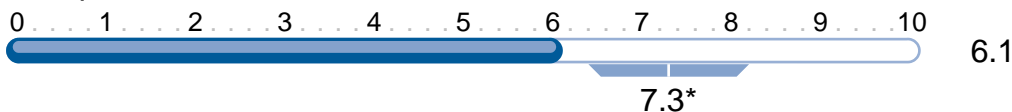


Management of a total process is just as important as the management of people. This is a measure of Tom's ability to consider projects, quality and results.

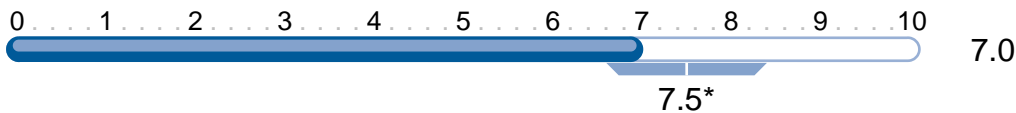
PROBLEM SOLVING: The ability to identify key components of the problem, possible solutions and the action plan to obtain the desired result.



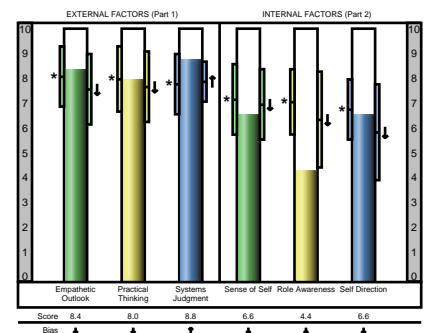
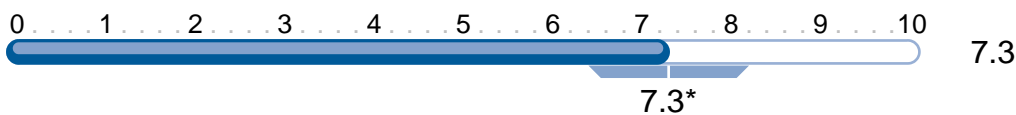
PROJECT SCHEDULING: The capacity to determine how long it will take to complete a project and to then efficiently break it down further into specific work time frames.



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.

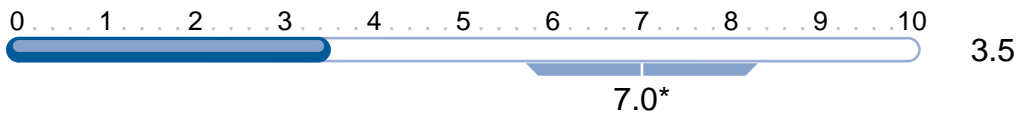


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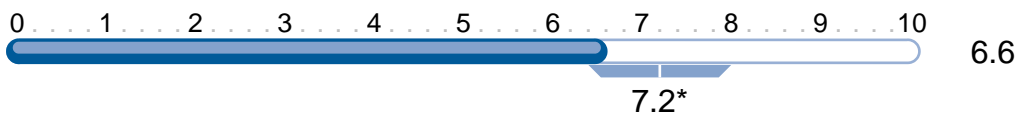


In order to be successful, Tom must manage himself. This area reveals Tom's ability to manage time, tasks, activities and projects. It also reveals his ability to deliver results.

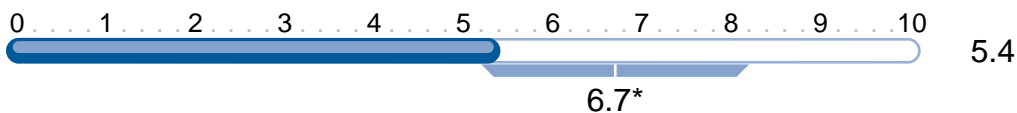
HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.



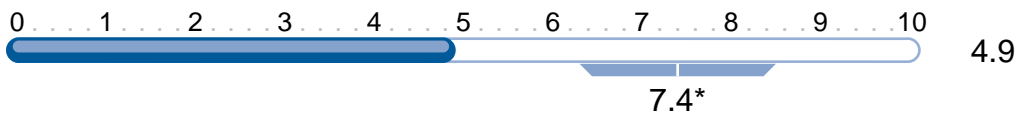
PERSONAL ACCOUNTABILITY: The capacity to take responsibility for one's own actions, conduct, obligations and decisions without excuses.



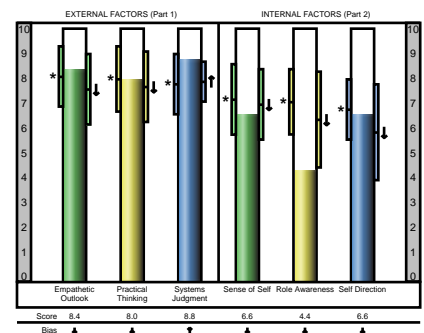
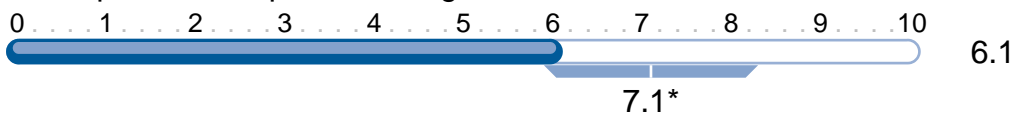
SELF ASSESSMENT: The capacity to objectively understand and evaluate one's self.



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.

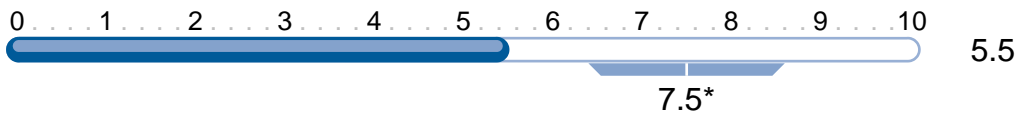


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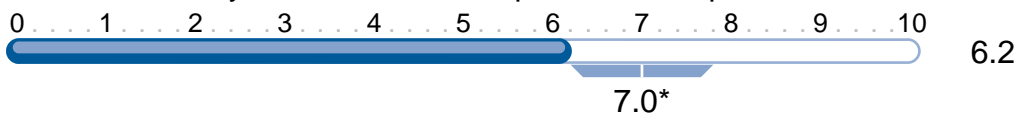


A good leader is a role model. Part of that responsibility involves considering how policies affect people and vice-versa. These are Tom's abilities as they relate to leading by example.

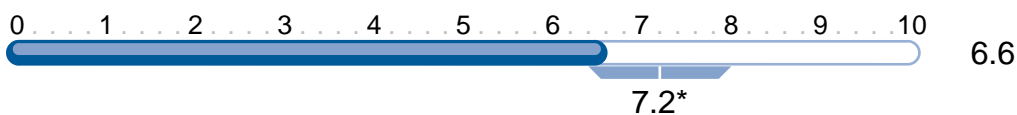
ACCOUNTABILITY FOR OTHERS: A willingness to take responsibility for the actions of other people.



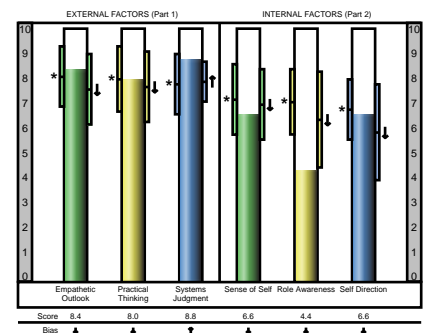
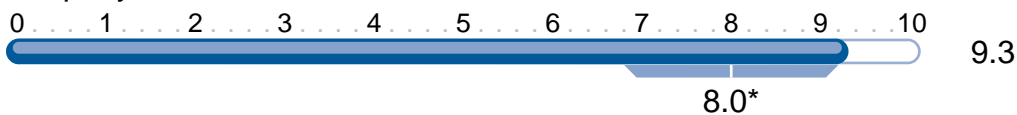
BALANCED DECISION MAKING: The ability to make consistently sound and timely decisions in one's personal and professional life.



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.

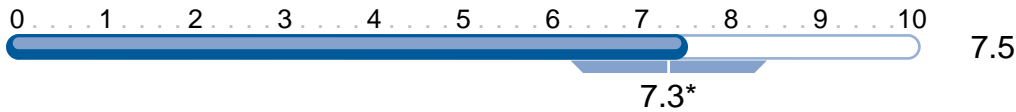


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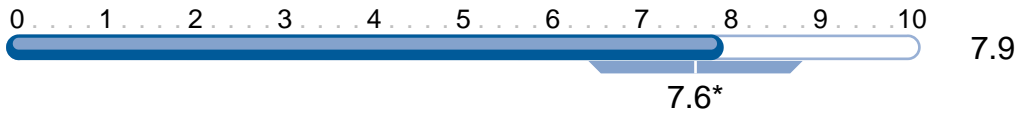


This is a measure of Tom's capacities as they relate to creating and fostering an overarching vision or mission for an organization or team.

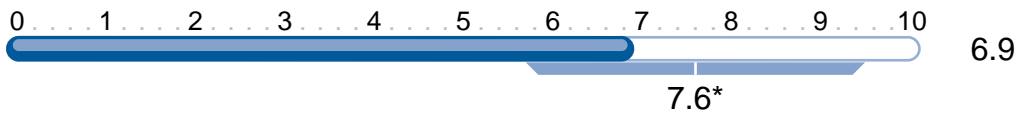
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



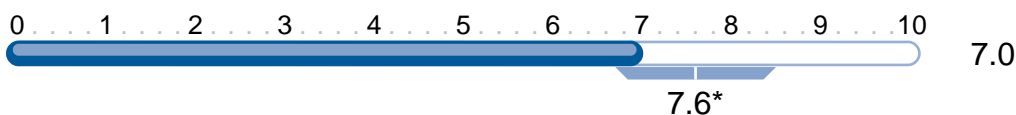
FLEXIBILITY: The ability to readily modify, respond to and integrate change with minimal personal resistance.



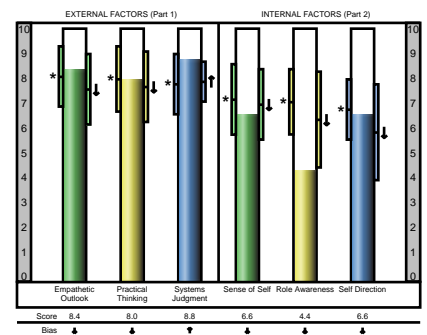
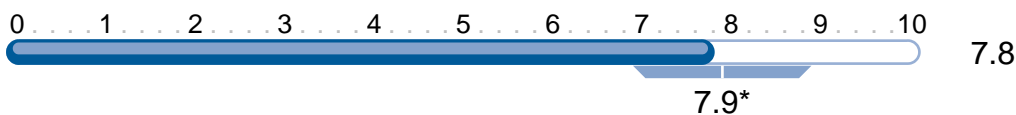
INTEGRATIVE ABILITY: The capacity to see different components of a situation and tie them together to see the situation as a whole.



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.

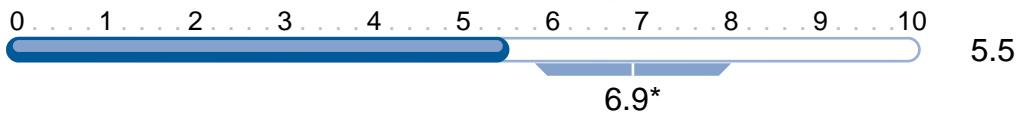


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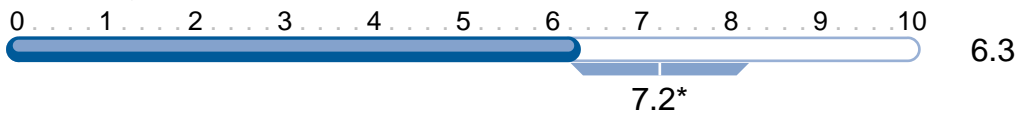


Leading does not always mean doing. Instead, leadership involves helping others to see and follow through on their own abilities. This is a measure of Tom's ability to inspire others to produce excellent work.

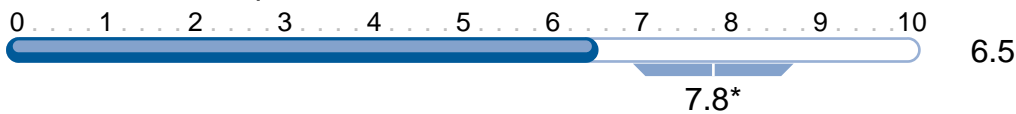
INITIATIVE: The compelling desire to get into the flow of work in order to accomplish the vision and complete the goal.



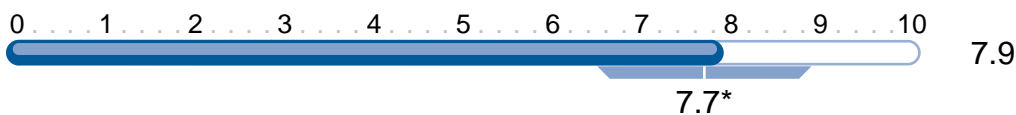
PERSISTENCE: The capacity to steadily pursue any project or goal that a person is committed to in spite of difficulty, opposition or discouragement.



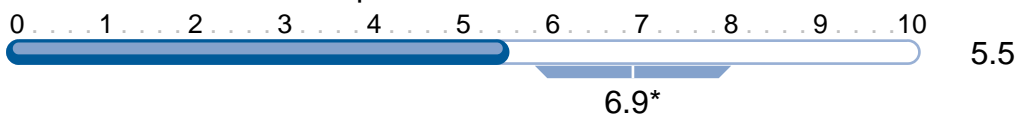
PERSUADING OTHERS: The capacity to influentially present one's positions, opinions, feelings or views to others in such a way that they will listen and adopt the same view.



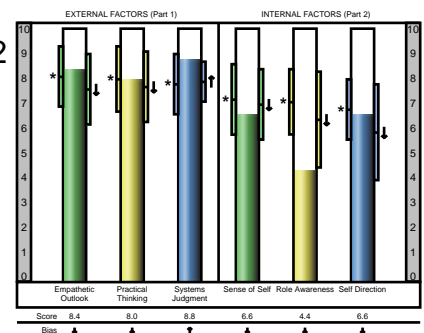
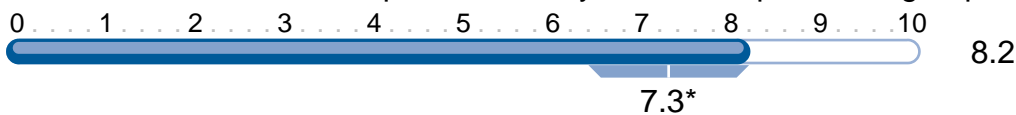
REALISTIC EXPECTATIONS: The ability to set realistic timeframes and well-defined standards of quality performance and production for others to follow.



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.



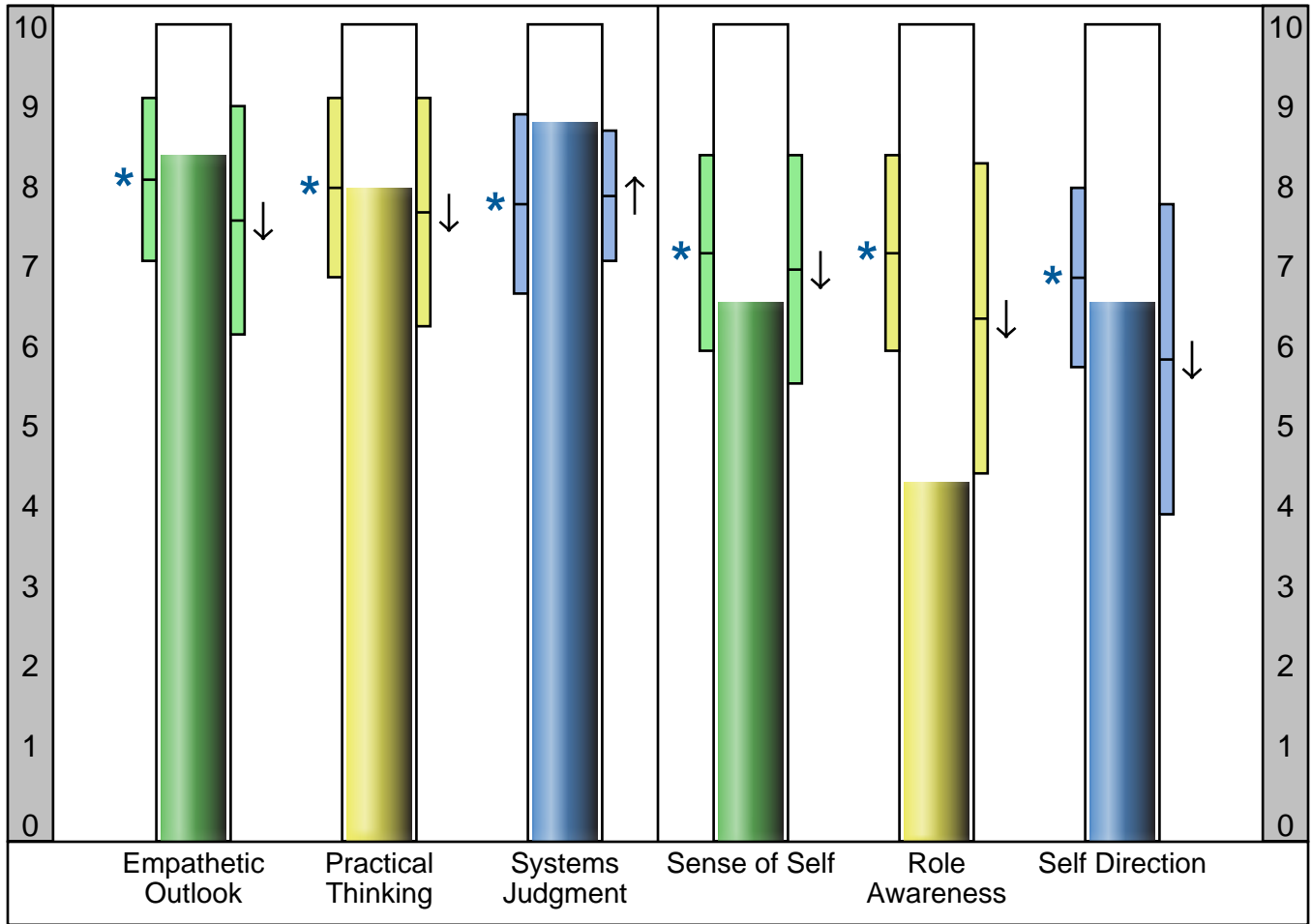
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* Population mean
 ↑ Overvaluation
 ○ Neutral valuation
 ↓ Undervaluation

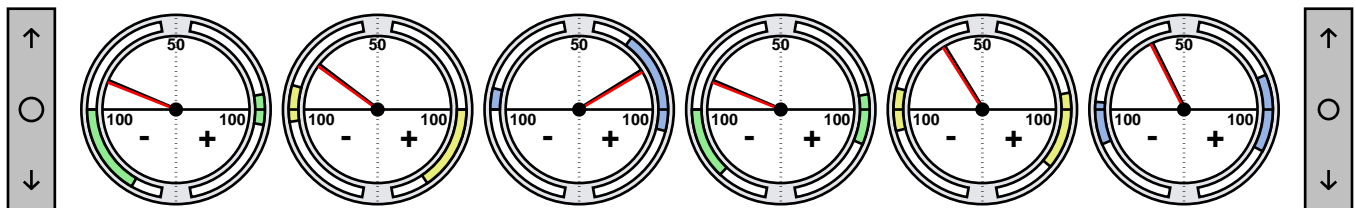
EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 8.4 8.0 8.8 6.6 4.4 6.6

Bias ↓ ↓ ↑ ↓ ↓ ↓



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Score	Mean	Description	Score	Mean	Description
9.3	8.0	Following Directions	6.1	7.1	Personal Drive
9.3	8.2	Realistic Goal Setting for Others	6.1	7.3	Project Scheduling
9.3	8.0	Respect for Policies	6.1	7.4	Handling Rejection
9.2	8.0	Material Possessions	6.1	6.9	Meeting Standards
8.8	7.8	Systems Judgment	5.9	7.1	Internal Self Control
8.7	7.6	Using Common Sense	5.8	7.6	Realistic Personal Goal Setting
8.7	8.2	Respect for Property	5.7	7.7	Sense of Belonging
8.6	7.9	Correcting Others	5.5	7.0	Intuitive Decision Making
8.6	8.1	Understanding Motivational Needs	5.5	7.5	Accountability for Others
8.4	8.1	Empathetic Outlook	5.5	7.1	Gaining Commitment
8.2	7.3	Surrendering Control	5.5	6.9	Initiative
8.2	7.9	Emotional Control	5.4	6.7	Self Assessment
8.1	7.7	Evaluating What is Said	5.3	7.1	Role Confidence
8.0	8.0	Practical Thinking	5.3	7.4	Self Management
7.9	7.6	Concrete Organization	5.2	7.5	Sense of Timing
7.9	8.0	Attention to Detail	4.9	7.4	Self Confidence
7.9	7.9	Attitude Toward Others	4.9	7.3	Sense of Mission
7.9	7.8	Freedom from Prejudices	4.5	7.3	Consistency and Reliability
7.9	7.7	Realistic Expectations	4.5	7.3	Job Ethic
7.9	7.9	Sensitivity to Others	4.4	7.1	Role Awareness
7.9	8.1	Personal Relationships	4.0	7.4	Enjoyment of the Job
7.8	7.9	Proactive Thinking	4.0	7.0	Handling Stress
7.7	7.8	Monitoring Others			
7.6	8.1	Self Improvement			
7.5	7.3	Conceptual Thinking			
7.5	7.5	Problem Solving			
7.5	7.8	Relating to Others			
7.4	7.7	Evaluating Others			
7.4	7.4	Developing Others			
7.3	7.3	Results Orientation			
7.0	7.5	Quality Orientation			
7.0	7.6	Long Range Planning			
6.9	7.6	Integrative Ability			
6.8	7.4	Project and Goal Focus			
6.7	7.9	Leading Others			
6.6	7.2	Personal Accountability			
6.6	7.3	Sense of Self			
6.6	6.9	Self Direction			
6.6	7.2	Taking Responsibility			
6.5	7.8	Persuading Others			
6.4	7.9	Conveying Role Value			
6.3	7.2	Persistence			
6.2	7.0	Balanced Decision Making			
6.2	7.6	Status and Recognition			
6.1	8.3	Theoretical Problem Solving			



Score	Mean	Description	Score	Mean	Description
5.5	7.5	Accountability for Others	9.3	8.0	Respect for Policies
7.9	8.0	Attention to Detail	8.7	8.2	Respect for Property
7.9	7.9	Attitude Toward Others	7.3	7.3	Results Orientation
6.2	7.0	Balanced Decision Making	4.4	7.1	Role Awareness
7.5	7.3	Conceptual Thinking	5.3	7.1	Role Confidence
7.9	7.6	Concrete Organization	5.4	6.7	Self Assessment
4.5	7.3	Consistency and Reliability	4.9	7.4	Self Confidence
6.4	7.9	Conveying Role Value	6.6	6.9	Self Direction
8.6	7.9	Correcting Others	7.6	8.1	Self Improvement
7.4	7.4	Developing Others	5.3	7.4	Self Management
8.2	7.9	Emotional Control	5.7	7.7	Sense of Belonging
8.4	8.1	Empathetic Outlook	4.9	7.3	Sense of Mission
4.0	7.4	Enjoyment of the Job	6.6	7.3	Sense of Self
7.4	7.7	Evaluating Others	5.2	7.5	Sense of Timing
8.1	7.7	Evaluating What is Said	7.9	7.9	Sensitivity to Others
9.3	8.0	Following Directions	6.2	7.6	Status and Recognition
7.9	7.8	Freedom from Prejudices	8.2	7.3	Surrendering Control
5.5	7.1	Gaining Commitment	8.8	7.8	Systems Judgment
6.1	7.4	Handling Rejection	6.6	7.2	Taking Responsibility
4.0	7.0	Handling Stress	6.1	8.3	Theoretical Problem Solving
5.5	6.9	Initiative	8.6	8.1	Understanding Motivational Needs
6.9	7.6	Integrative Ability	8.7	7.6	Using Common Sense
5.9	7.1	Internal Self Control			
5.5	7.0	Intuitive Decision Making			
4.5	7.3	Job Ethic			
6.7	7.9	Leading Others			
7.0	7.6	Long Range Planning			
9.2	8.0	Material Possessions			
6.1	6.9	Meeting Standards			
7.7	7.8	Monitoring Others			
6.3	7.2	Persistence			
6.6	7.2	Personal Accountability			
6.1	7.1	Personal Drive			
7.9	8.1	Personal Relationships			
6.5	7.8	Persuading Others			
8.0	8.0	Practical Thinking			
7.8	7.9	Proactive Thinking			
7.5	7.5	Problem Solving			
6.8	7.4	Project and Goal Focus			
6.1	7.3	Project Scheduling			
7.0	7.5	Quality Orientation			
7.9	7.7	Realistic Expectations			
9.3	8.2	Realistic Goal Setting for Others			
5.8	7.6	Realistic Personal Goal Setting			
7.5	7.8	Relating to Others			