

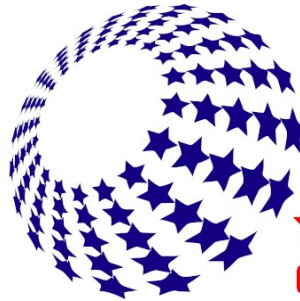


TTI Personal Talent Skills Inventory[®]

Sales 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:

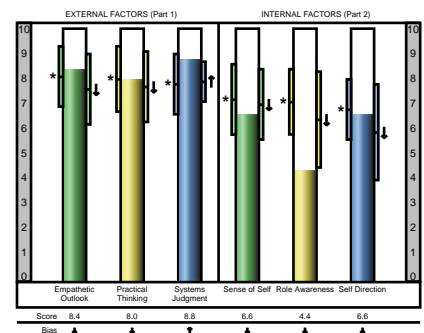
- Intrinsic - People
- Extrinsic - Tasks or things
- Systemic - Systems

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.



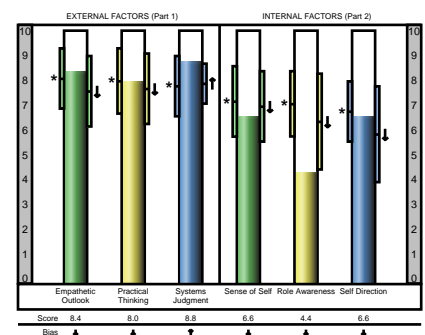
This is how Tom sees the world around him. This view measures his clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions on the left side of the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



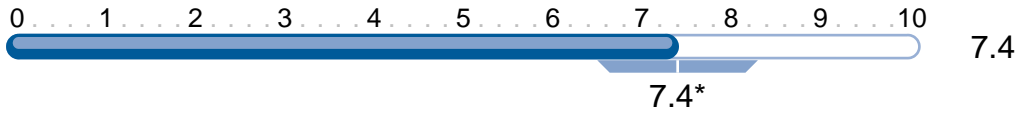
This is how Tom sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him from both personal and professional viewpoints. The statements below are based primarily on the 3 dimensions on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

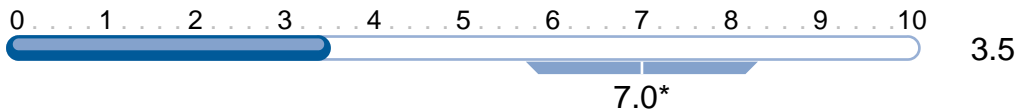




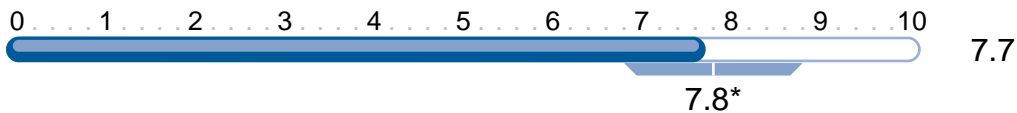
DEVELOPING OTHERS: The desire to help others expand their talents and potential.



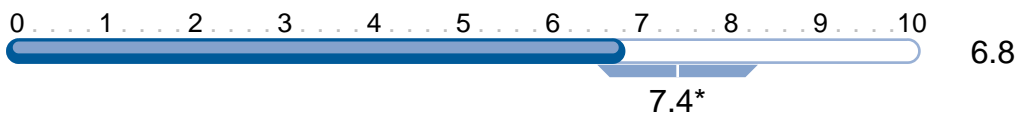
HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.



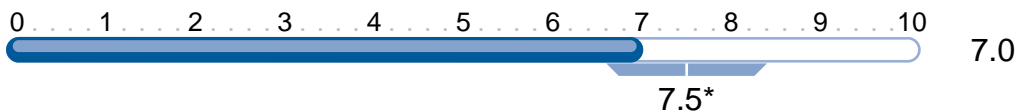
MONITORING OTHERS: The capacity to effectively oversee work done and decisions made by an individual or a team.



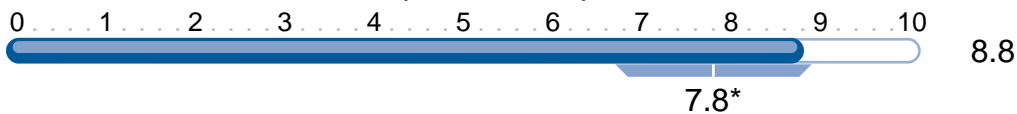
PROJECT AND GOAL FOCUS: The capacity to concentrate one's full attention on the project or goal at hand, regardless of distractions or difficulties.



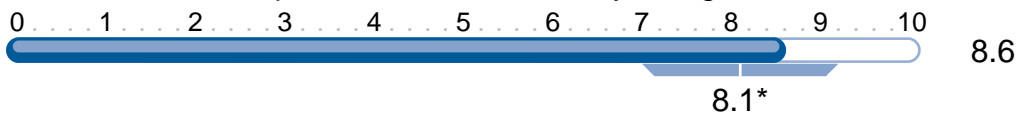
QUALITY ORIENTATION: The capacity to maintain a focus on well-defined standards of excellence with regard to all aspects of responsibilities and tasks.



SYSTEMS JUDGMENT: The capacity to understand and use systems such as knowledge, language, authority structures and logic, including one's ability to understand and work well within the context of established norms, rules, policies and procedures.

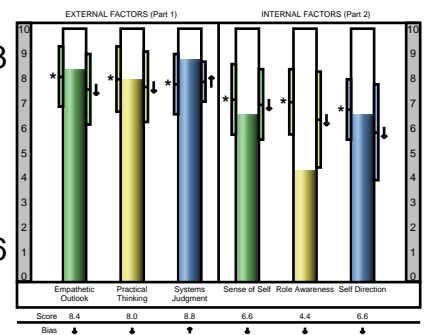


UNDERSTANDING MOTIVATIONAL NEEDS: The ability to understand and inspire others in such a way that gets them to act.



Rev: 0.92-0.61

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

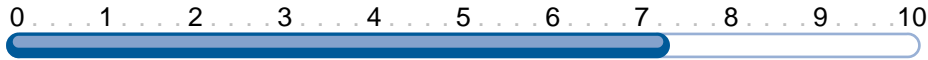


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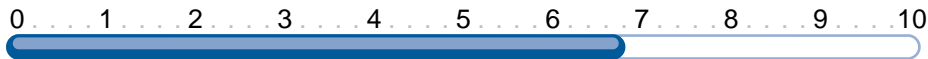
This summary is a brief overview of the pages that follow. These scores provide a window into the respondent's abilities. This window will open even further as you progress through this report.

CONFLICT AND PROBLEM RESOLUTION



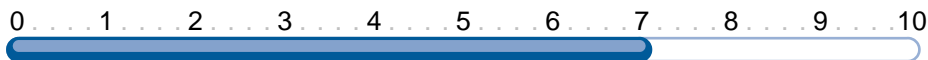
7.3

GETTING RESULTS



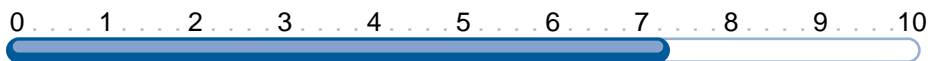
6.8

LEADERSHIP FOCUS



7.1

OPPORTUNITY ANALYSIS



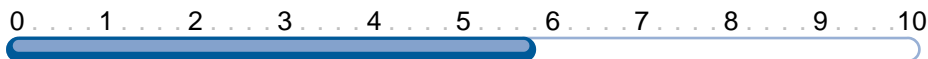
7.3

PLANNING ORIENTATION



7.9

SELF AND PROJECT MANAGEMENT

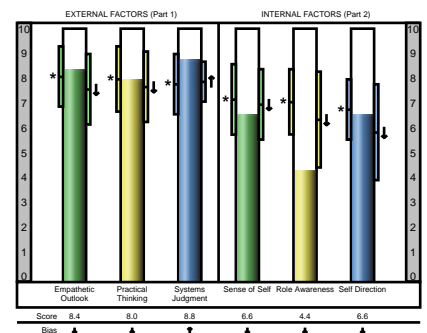


5.8

STAFFING FOCUS



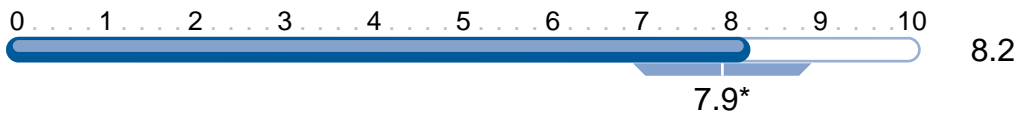
7.4



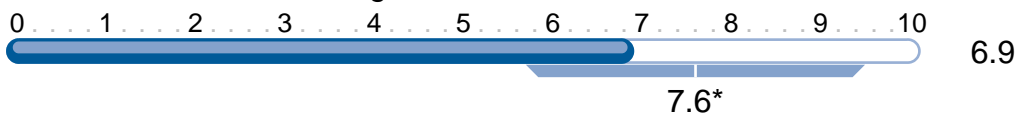


These scores reveal how Tom is likely to respond to conflicts and problems that arise from or involve customers or others.

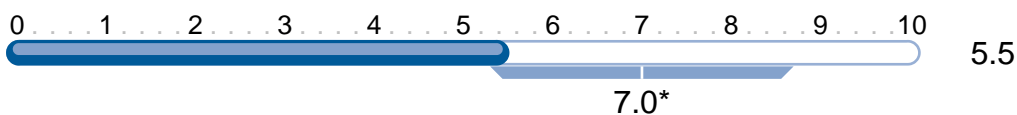
EMOTIONAL CONTROL: The ability to appear to be rational and in-control when facing problems or crises.



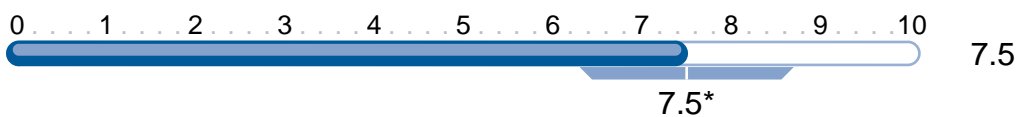
INTEGRATIVE ABILITY: The capacity to see different components of a situation and tie them together to see the situation as a whole.



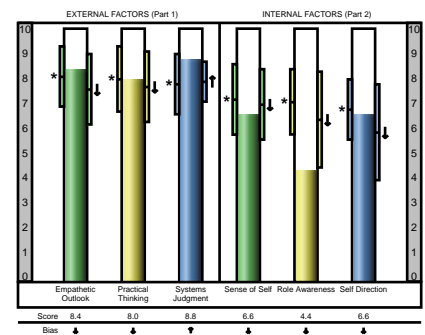
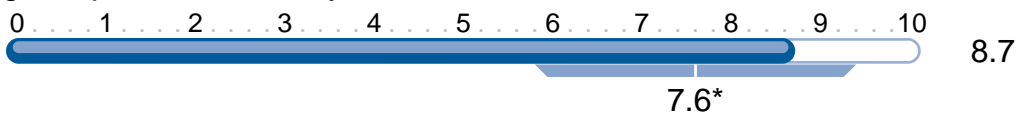
INTUITIVE DECISION MAKING: The capacity to make decisions by looking at the most essential elements and without all the facts or data.



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



USING COMMON SENSE: The capacity to be resourceful and apply good, practical, ordinary sense in whatever situations arise.

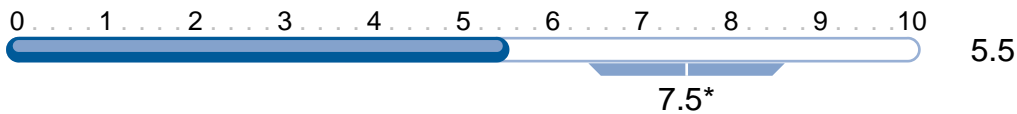


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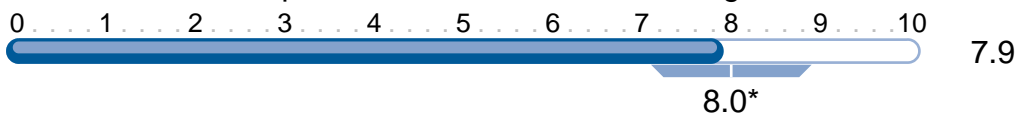


The ability to simply "get results" is essential to success. Scores in these capacities reveal Tom's ability to remain focused until the completion of a project or goal.

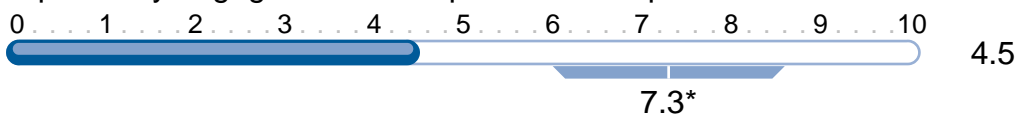
ACCOUNTABILITY FOR OTHERS: A willingness to take responsibility for the actions of other people.



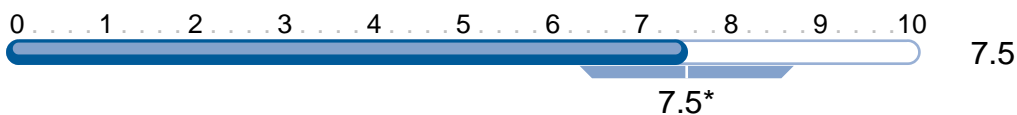
ATTENTION TO DETAIL: The ability to pay attention to the specific elements, facets or parts of a situation or work assignment.



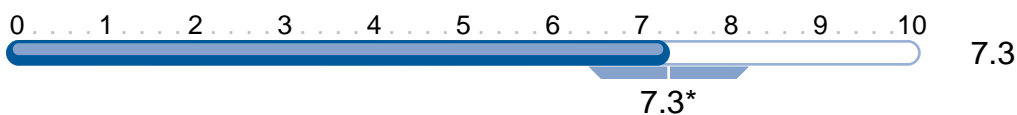
CONSISTENCY AND RELIABILITY: The capacity to regularly and dependably engage in and complete tasks or processes.



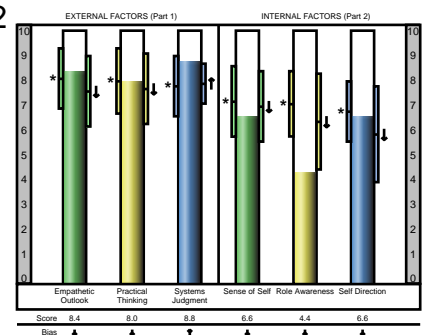
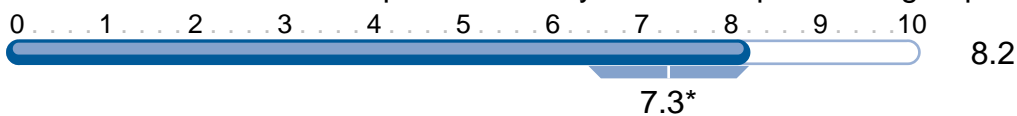
PROBLEM SOLVING: The ability to identify key components of the problem, possible solutions and the action plan to obtain the desired result.



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



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

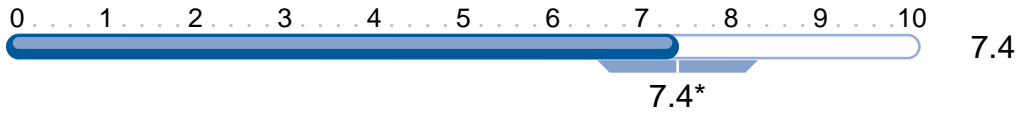


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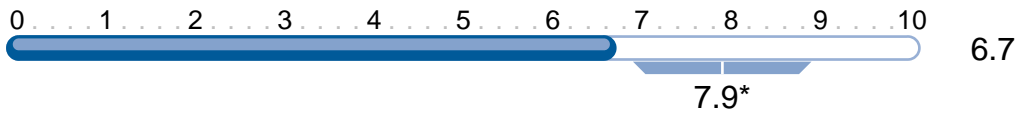


This is a measurement of Tom's abilities as they relate to inspiring other people to achieve agreed-upon goals.

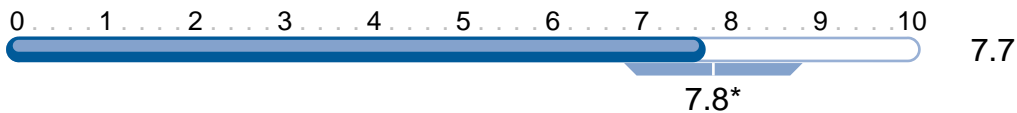
DEVELOPING OTHERS: The desire to help others expand their talents and potential.



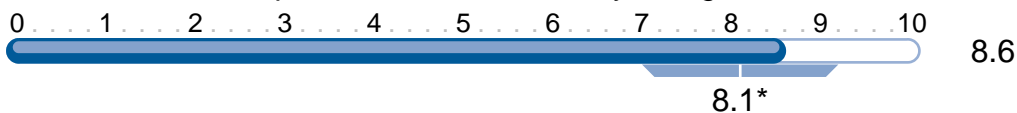
LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.



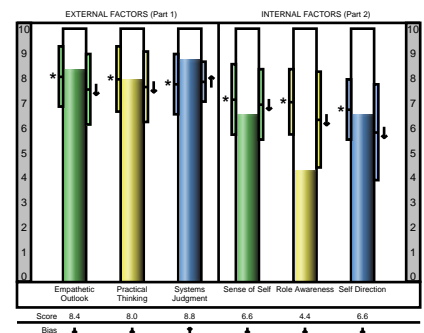
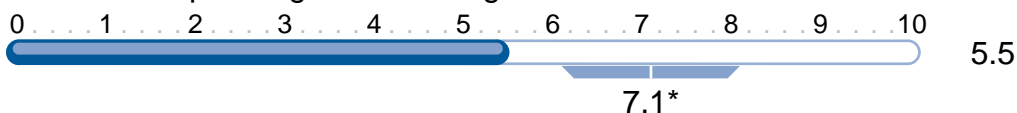
MONITORING OTHERS: The capacity to effectively oversee work done and decisions made by an individual or a team.



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



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

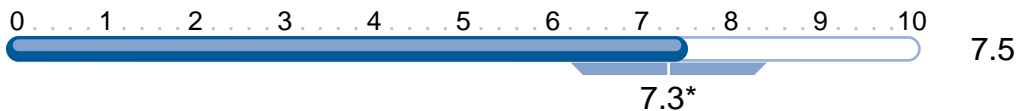


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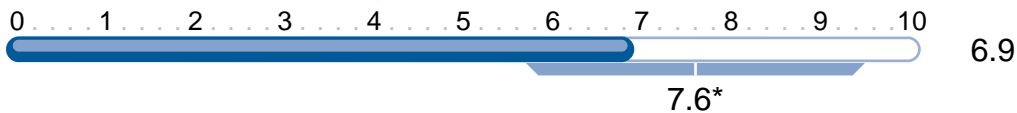


An understanding of future possibilities is important. These scores reveal how well Tom is able to see, understand and engage an idea and follow it to implementation.

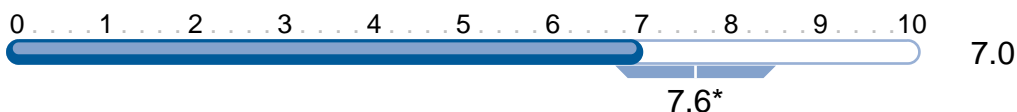
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



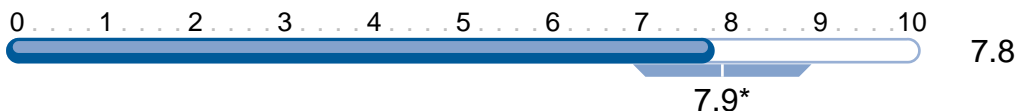
INTEGRATIVE ABILITY: The capacity to see different components of a situation and tie them together to see the situation as a whole.



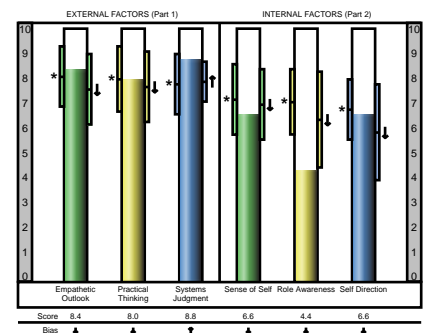
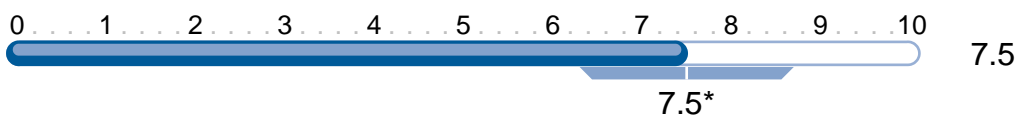
LONG RANGE PLANNING: The capacity to see the big picture and long-term goals and to forge clear, realistic plans to accomplish the desired results.



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



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



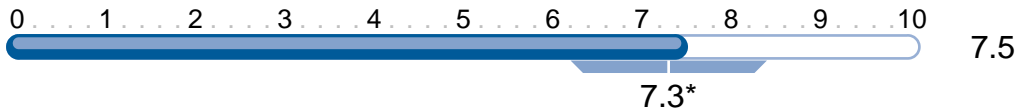
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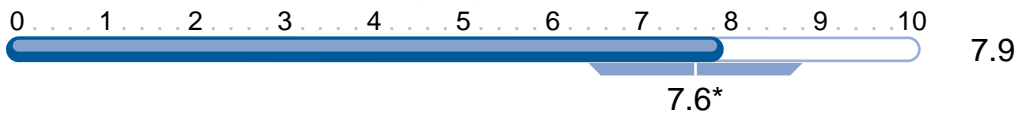


This is a measurement of Tom's ability to identify and understand objectives needed to complete a project. This also shows whether or not Tom will be able to take the steps required to achieve those objectives.

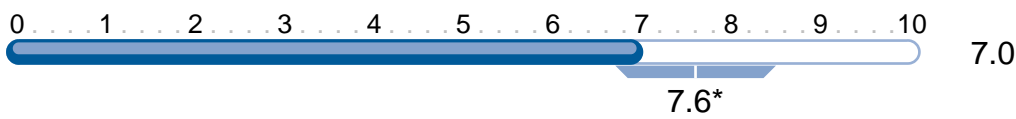
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



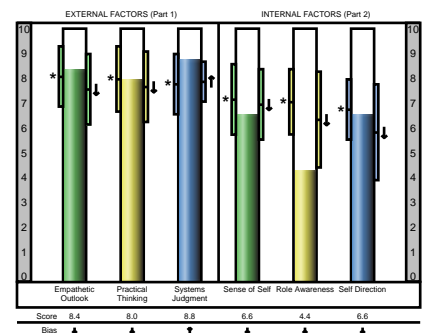
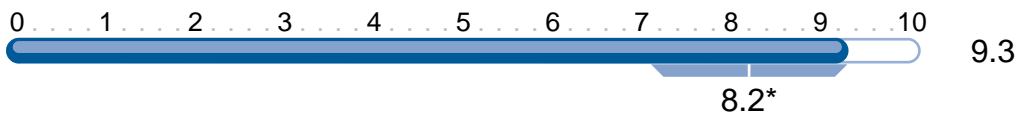
CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.



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.



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

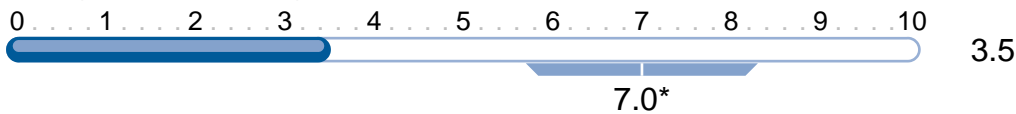


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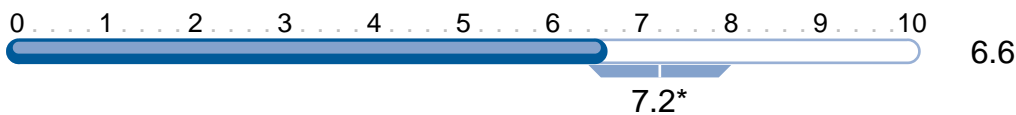


Managing a project requires that Tom also manage himself. This category reveals how well he is able to manage a project while maintaining internal self-control.

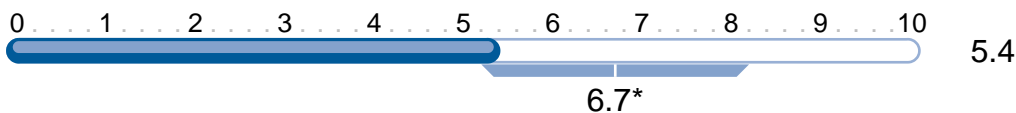
HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.



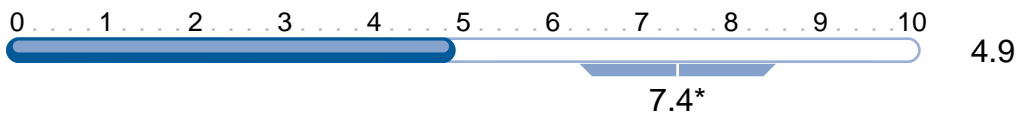
PERSONAL ACCOUNTABILITY: The capacity to take responsibility for one's own actions, conduct, obligations and decisions without excuses.



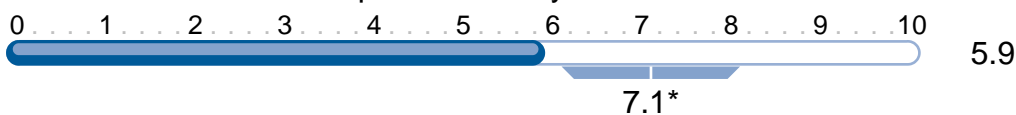
SELF ASSESSMENT: The capacity to objectively understand and evaluate one's self.



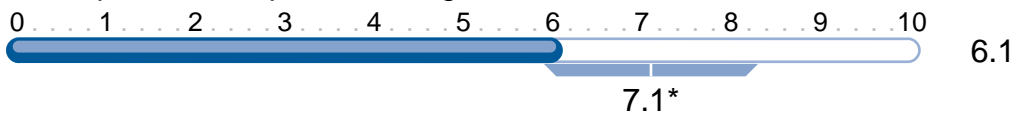
SELF CONFIDENCE: A measure of a person's assured self-reliance in his or her abilities.



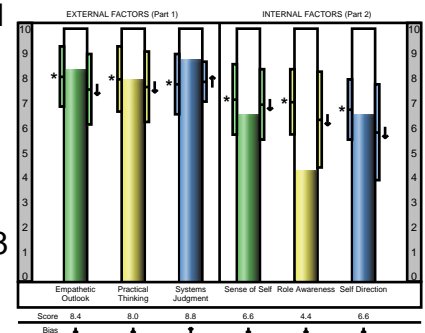
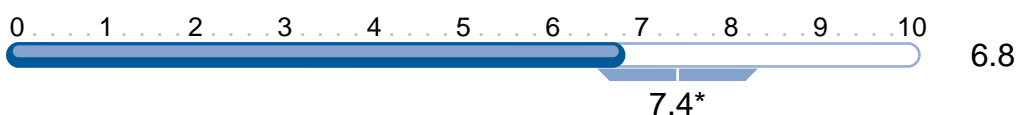
INTERNAL SELF CONTROL: The ability to remain in conscious command of one's internal emotions when confronted with difficult circumstances and to respond rationally.



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



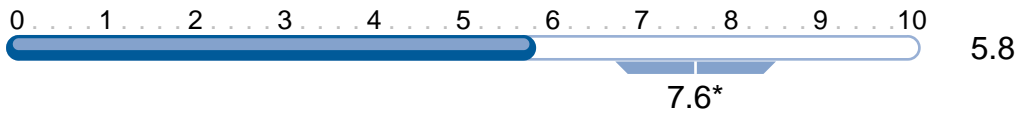
PROJECT AND GOAL FOCUS: The capacity to concentrate one's full attention on the project or goal at hand, regardless of distractions or difficulties.



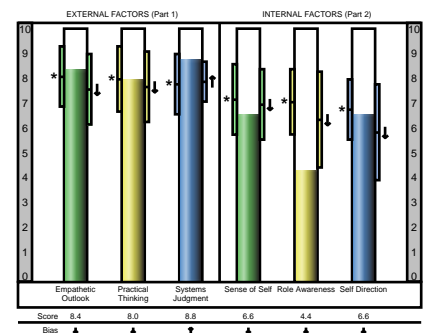
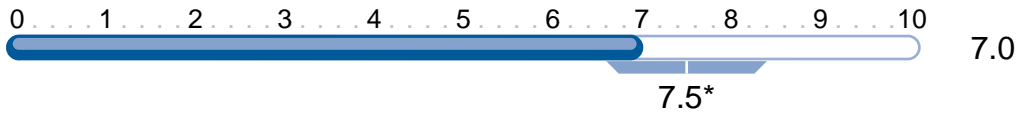
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REALISTIC PERSONAL GOAL SETTING: The ability to define realistic and attainable goals for one's self using specific time frames and the resources at hand.



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

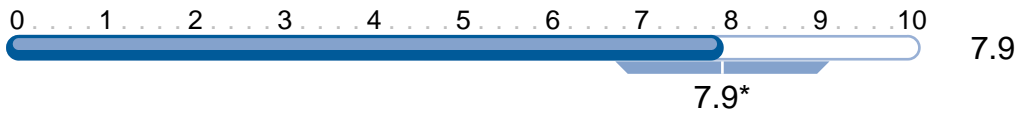


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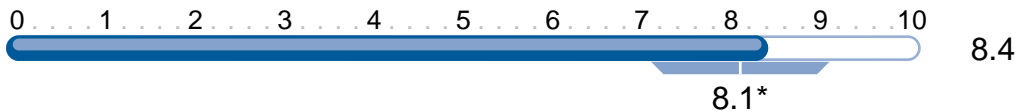


This category reveals Tom's ability to identify the strengths and weaknesses of other people and to help them move toward a common goal or idea. In other words, this category provides insight into Tom's management skills, broadly defined.

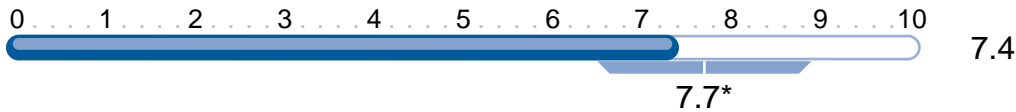
ATTITUDE TOWARD OTHERS: The general capacity one has for relating with other people.



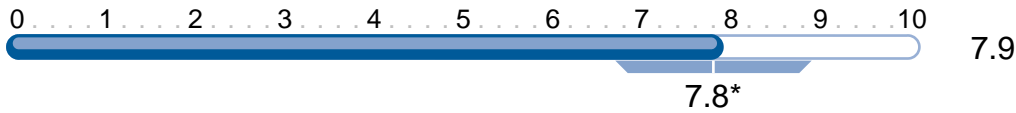
EMPATHETIC OUTLOOK: The capacity to perceive and understand the individuality in others.



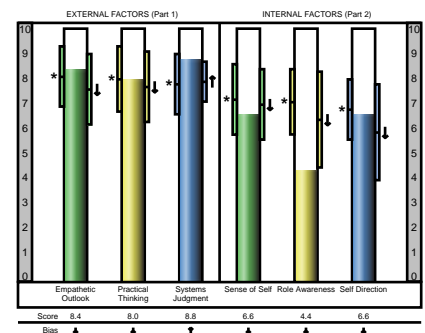
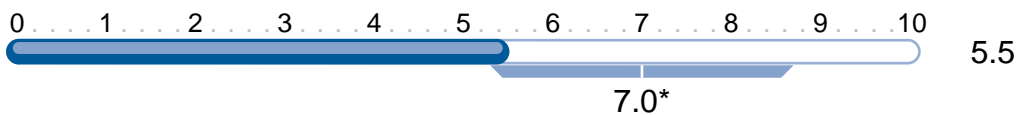
EVALUATING OTHERS: The capacity to objectively assess or measure the abilities and performance of other people.



FREEDOM FROM PREJUDICES: The ability to maintain objectivity when relating to other people.



INTUITIVE DECISION MAKING: The capacity to make decisions by looking at the most essential elements and without all the facts or data.



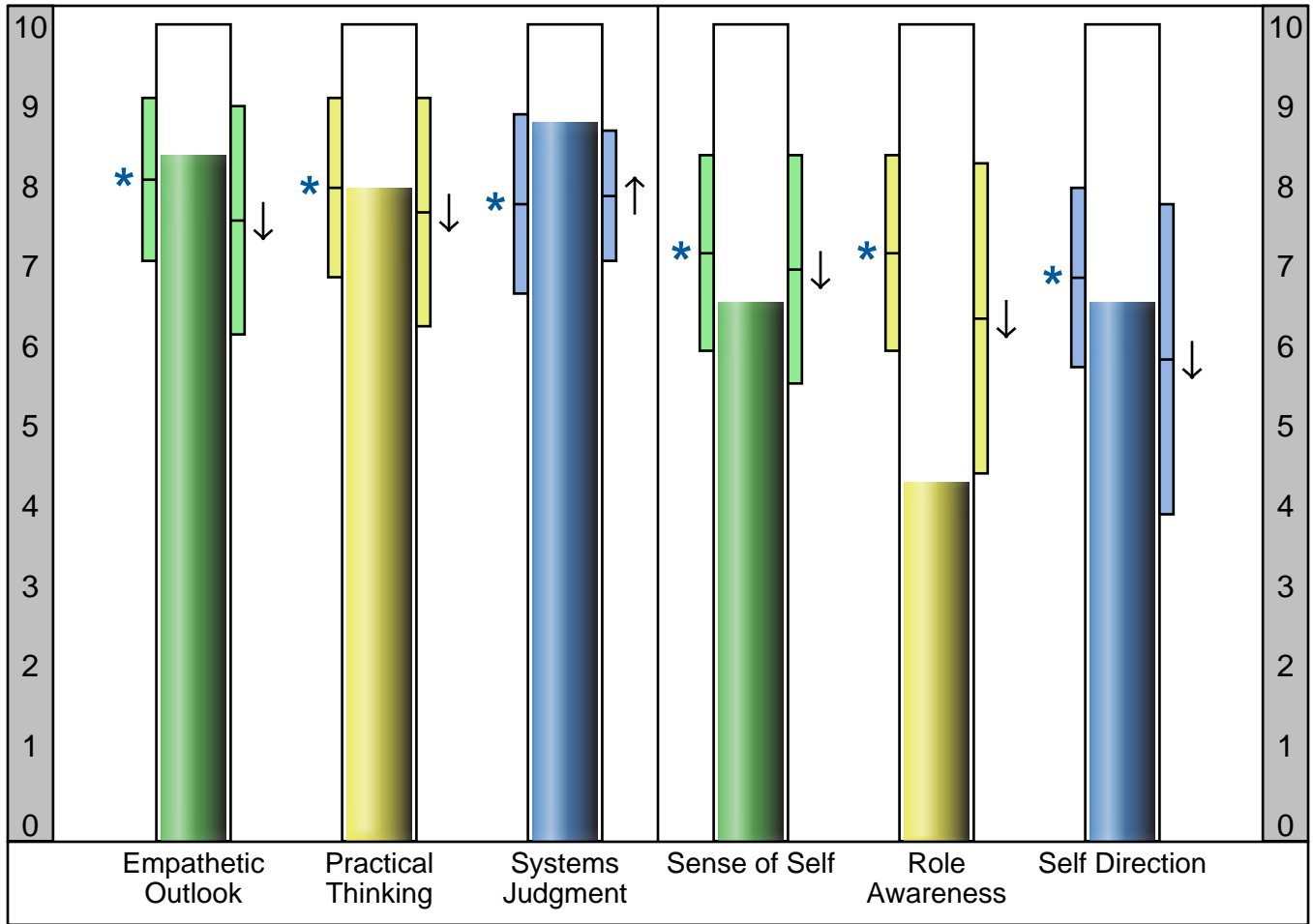
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* Population mean
 ↑ Overvaluation
 ○ Neutral valuation
 ↓ Undervaluation

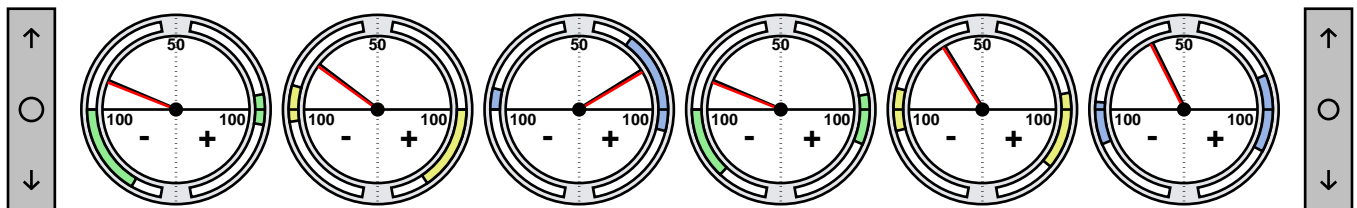
EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 8.4 8.0 8.8 6.6 4.4 6.6

Bias ↓ ↓ ↑ ↓ ↓ ↓



Rev: 0.92-0.61



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			
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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			