



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

Leadership/Management Version

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*"He who knows others is learned.  
He who knows himself is wise."  
—Lao Tse*

**Mark Thompson**

7-31-2008



## 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 Mark 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.

- Mark could benefit from paying more attention to practical matters.
- He puts less emphasis on the practical perspective.
- He needs to associate with people who can take care of the details and the process of implementing the plan or idea.
- He would benefit from gaining a clearer understanding of the activities he is involved with.
- Mark performs best in positions with hands-on management.
- He could benefit from further developing his people skills, together with planning or systems skills.
- He could benefit from making a conscious effort to develop a stronger focus on practical tasks and activities.
- He needs an environment in which contributions are recognized, properly rewarded, and appreciated.
- Mark works best in an atmosphere that has a clear structure and a well-defined chain of command.



## SELF VIEW

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This is how Mark 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.

- Mark knows who he is, what he should be doing and where he is headed in the future.
- He tends to be adaptable, depending on what is called for in the current situation.
- He has already achieved a high level of self understanding.
- He uses his internal awareness to achieve the desired outcome during the process of a role change.
- Mark has a clear image of himself, his roles and his future.
- He believes that his own worth is based equally on his sense of self, producing and achieving in various roles, and his accomplishments.
- He could benefit from continuously challenging his abilities.
- He applies his life planning skills to personal growth.
- Mark sees what perspective he needs to focus on, depending on the current situation.



# 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



**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



**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



**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



**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



**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



Rev: 0.81-0.96

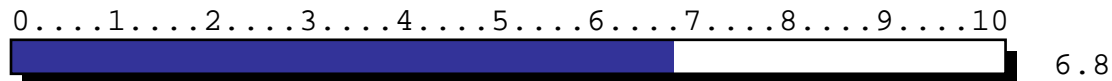
\* 68% of the population falls within the shaded area.



## 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



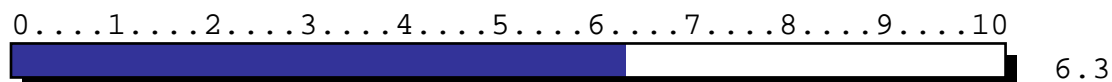
### SELF MANAGEMENT



### LEADERSHIP BY EXAMPLE



### GUIDING VISION



### INSPIRING EXCELLENCE





# HUMAN RESOURCE MANAGEMENT

*This category reveals Mark'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 Mark'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 \*  
6.6

**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 \*  
7.5

**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 \*  
5.8

**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 \*  
7.6

**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 \*  
5.8

**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 \*  
8.0

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



# PERFORMANCE MANAGEMENT

More than just management skills, these scores show Mark's ability to inspire others. The degree of motivation and encouragement Mark 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



**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



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

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# PLANNING AND ORGANIZING

*This category is a measure of Mark's ability to take concepts and combine them into a logical, concrete, robust plan. Also important in this context is Mark'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.

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 Mark'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



**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



**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



**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



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



# SELF MANAGEMENT

*In order to be successful, Mark must manage himself. This area reveals Mark'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.

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



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

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



**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



**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



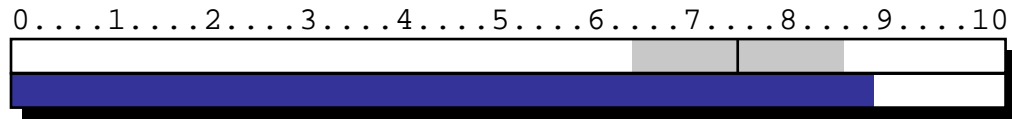
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# LEADERSHIP BY EXAMPLE

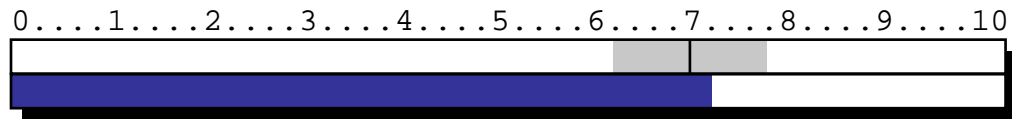
A good leader is a role model. Part of that responsibility involves considering how policies affect people and vice-versa. These are Mark's abilities as they relate to leading by example.

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



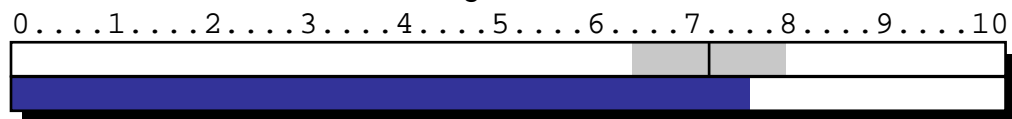
7.5 \*  
8.9

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



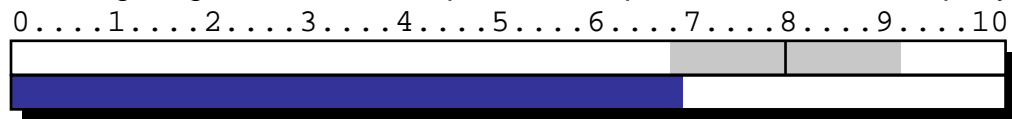
7.0 \*  
7.2

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



7.2 \*  
7.6

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



8.0 \*  
6.9

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



# GUIDING VISION

*This is a measure of Mark'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 Mark'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



**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



**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



**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



**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



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# INSPIRING EXCELLENCE

**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 \*  
7.3

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# DIMENSIONAL BALANCE

For consulting and coaching

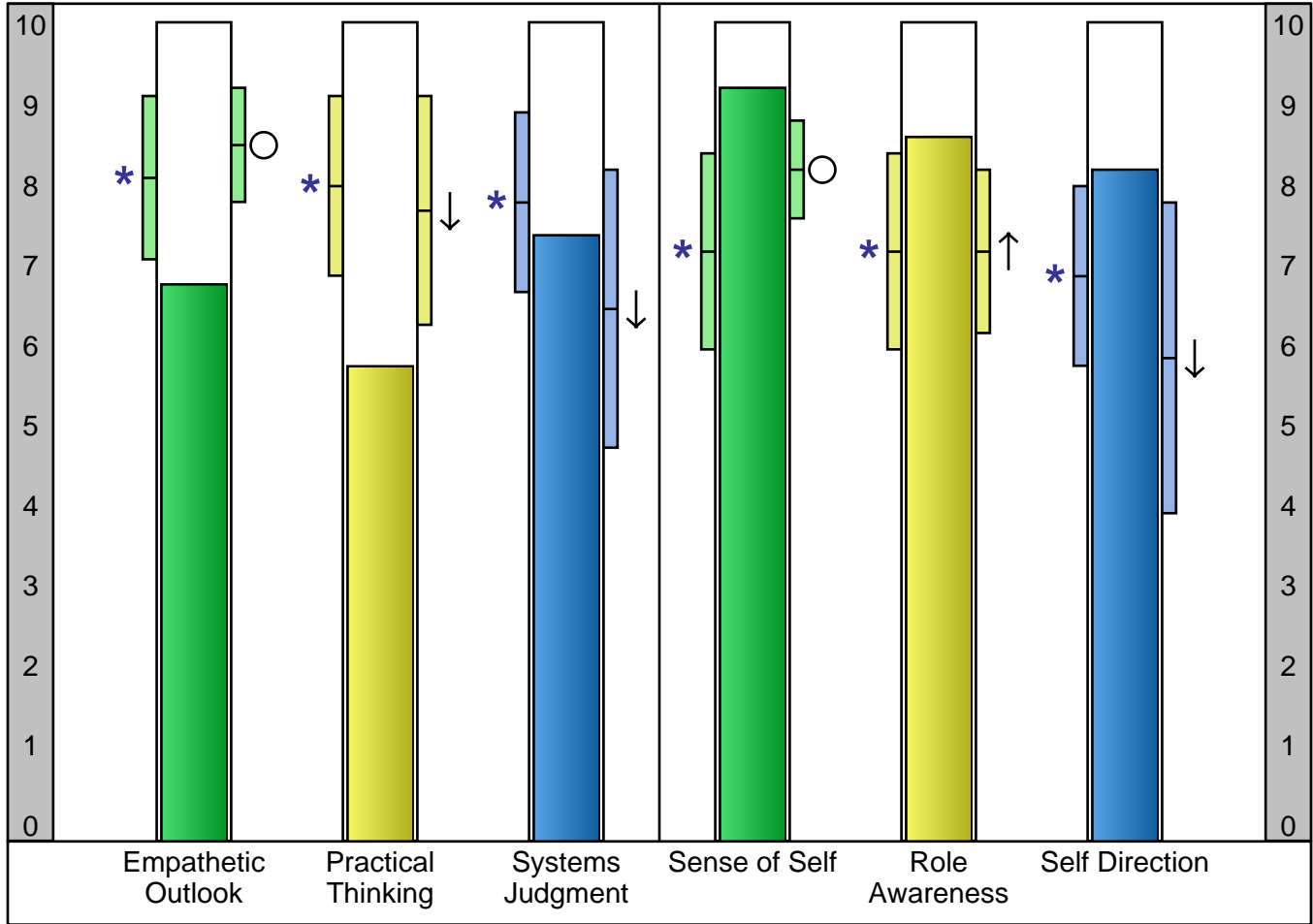
Mark Thompson

7-31-2008

- \* Population mean
- ↑ Overvaluation
- Neutral valuation
- ↓ Undervaluation

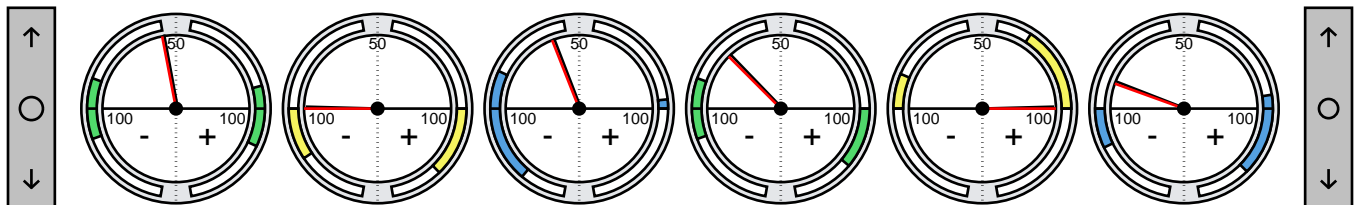
## EXTERNAL FACTORS (Part 1)

## INTERNAL FACTORS (Part 2)



Score 6.8      5.8      7.4      9.2      8.6      8.2

Bias ○      ↓      ↓      ○      ↑      ↓





# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
9.6	6.7	Self Assessment	6.8	7.9	Sensitivity to Others
9.2	7.3	Sense of Self	6.8	8.1	Empathetic Outlook
9.2	8.1	Self Improvement	6.8	8.1	Personal Relationships
9.1	7.4	Enjoyment of the Job	6.8	8.0	Material Possessions
8.9	7.5	Accountability for Others	6.7	7.0	Intuitive Decision Making
8.7	7.4	Self Confidence	6.7	7.7	Sense of Belonging
8.6	7.1	Role Awareness	6.6	7.3	Results Orientation
8.4	7.1	Internal Self Control	6.6	7.9	Correcting Others
8.3	7.2	Persistence	6.6	7.7	Evaluating What is Said
8.2	7.1	Role Confidence	6.5	7.9	Emotional Control
8.2	6.9	Self Direction	6.4	7.3	Conceptual Thinking
8.0	8.2	Realistic Goal Setting for Others	6.3	8.2	Respect for Property
8.0	7.8	Relating to Others	6.1	7.4	Project and Goal Focus
7.9	7.3	Consistency and Reliability	6.1	7.7	Realistic Expectations
7.9	7.1	Gaining Commitment	5.9	8.0	Attention to Detail
7.9	7.3	Job Ethic	5.8	7.7	Evaluating Others
7.9	6.9	Initiative	5.8	7.8	Monitoring Others
7.8	7.3	Sense of Mission	5.8	8.0	Practical Thinking
7.7	7.1	Personal Drive	5.6	7.6	Concrete Organization
7.7	7.4	Handling Rejection	5.6	7.6	Using Common Sense
7.6	7.2	Personal Accountability	5.2	7.0	Handling Stress
7.6	7.9	Leading Others	5.1	7.6	Integrative Ability
7.6	7.9	Conveying Role Value	4.5	8.3	Theoretical Problem Solving
7.6	6.9	Meeting Standards			
7.6	7.2	Taking Responsibility			
7.5	7.4	Developing Others			
7.5	7.5	Quality Orientation			
7.5	7.4	Self Management			
7.4	7.8	Persuading Others			
7.4	7.8	Systems Judgment			
7.3	7.3	Surrendering Control			
7.2	7.0	Balanced Decision Making			
7.2	7.5	Sense of Timing			
7.2	7.6	Status and Recognition			
7.1	7.9	Proactive Thinking			
7.0	7.6	Realistic Personal Goal Setting			
7.0	7.5	Problem Solving			
6.9	8.0	Following Directions			
6.9	8.1	Understanding Motivational Needs			
6.9	7.6	Long Range Planning			
6.9	8.0	Respect for Policies			
6.8	7.9	Attitude Toward Others			
6.8	7.8	Freedom from Prejudices			
6.8	7.3	Project Scheduling			



# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
8.9	7.5	Accountability for Others	8.0	7.8	Relating to Others
5.9	8.0	Attention to Detail	6.9	8.0	Respect for Policies
6.8	7.9	Attitude Toward Others	6.3	8.2	Respect for Property
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7.4	7.8	Persuading Others			
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