



TTI Personal Talent Skills Inventory®

Sales Management version



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5-5-2010



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INTRODUCTION

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:

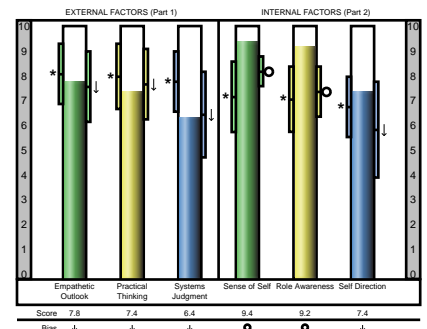
- Intrinsic - People
- Extrinsic - Tasks or things
- Systemic - Systems

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

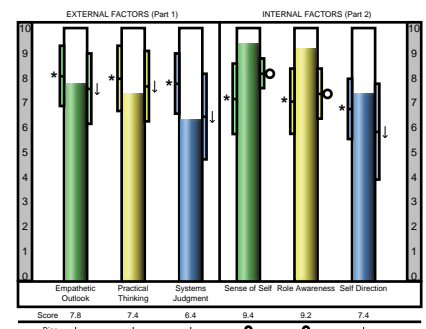
- Gina would benefit from asking the reason for certain rules or systems, to better understand them.
- She could benefit from making a conscious effort to develop better two-way communication with authority figures.
- She should practice better balance between the value placed on others and activities compared to structure or systems.
- She would benefit from gaining a clearer understanding of people and activities.
- Gina likes to be a part of the process of getting things done together with others.
- She performs best in positions with hands-on management.
- She needs an atmosphere that has a clear structure and a well-defined chain of command.
- She tends to view processes and systems as flexible guidelines for others.
- Gina will enjoy an environment in which contributions are recognized, properly rewarded, and appreciated.





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

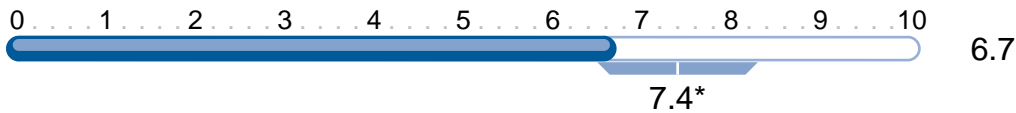
- Gina is confident in her abilities to perform and fulfill her roles and responsibilities.
- She sees the future as a process of discovery, rather than being clear-cut and definite.
- She uses her understanding of herself and her roles to overcome difficult situations.
- She is open to future possibilities and opportunities.
- Gina shows a strong and equally developed focus on who she is and her life roles.
- She is not strict about concepts or images that guide her forward and shape her future.
- She is more concerned about what is happening in the present than with planning a clear and definite future.
- She is flexible about her long term future which should help her to take advantage of the best opportunities.
- Gina does not have a strong appreciation for planning her future.



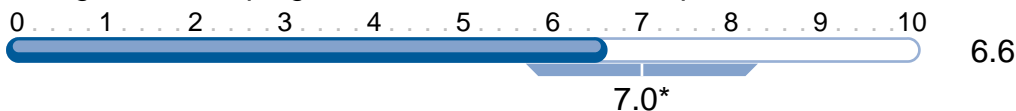


CRITICAL SALES MANAGEMENT SKILLS

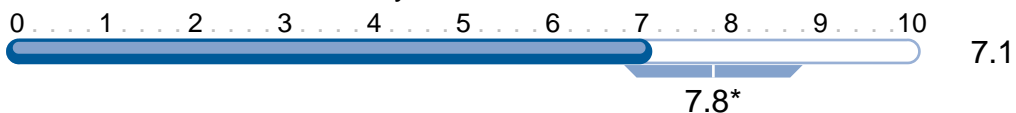
DEVELOPING OTHERS: The desire to help others expand their talents and potential.



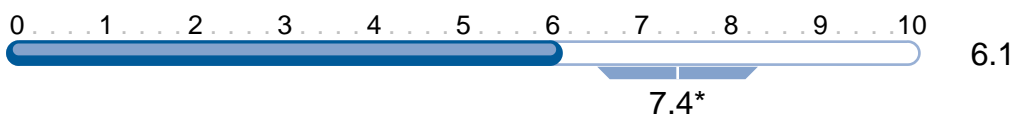
HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.



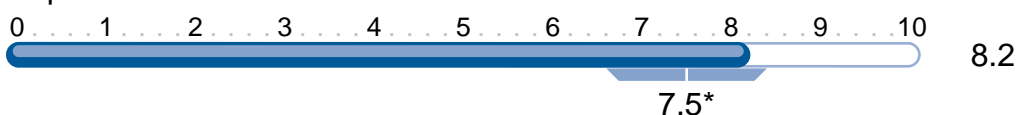
MONITORING OTHERS: The capacity to effectively oversee work done and decisions made by an individual or a team.



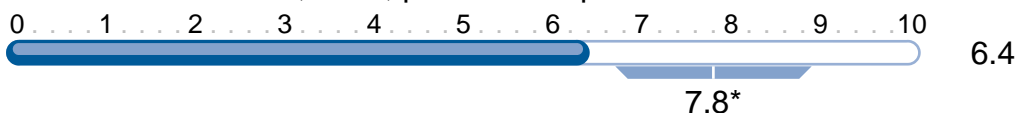
PROJECT AND GOAL FOCUS: The capacity to concentrate one's full attention on the project or goal at hand, regardless of distractions or difficulties.



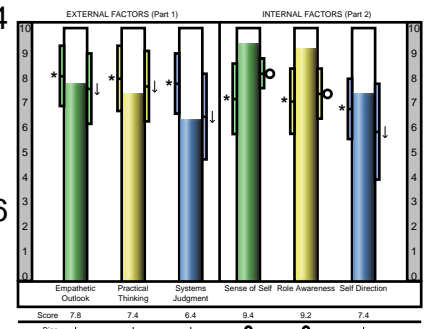
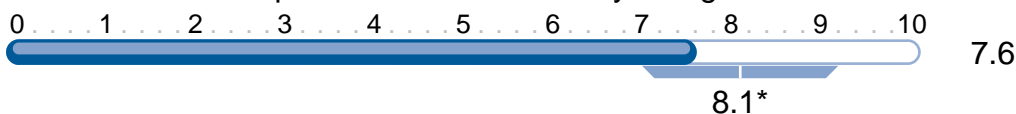
QUALITY ORIENTATION: The capacity to maintain a focus on well-defined standards of excellence with regard to all aspects of responsibilities and tasks.



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: 0.82-0.96

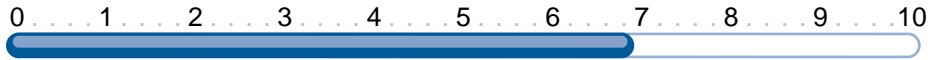
* 68% of the population falls within the shaded area.



THE SALES MANAGEMENT SKILLS SUMMARY

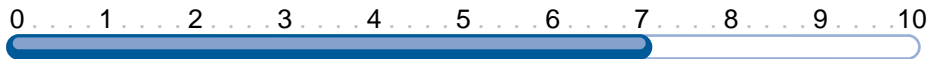
This summary is a brief overview of the pages that follow. These scores provide a window into the respondent's abilities. This window will open even further as you progress through this report.

CONFLICT AND PROBLEM RESOLUTION



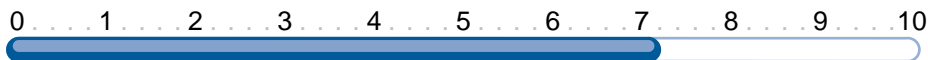
6.9

GETTING RESULTS



7.1

LEADERSHIP FOCUS



7.2

OPPORTUNITY ANALYSIS



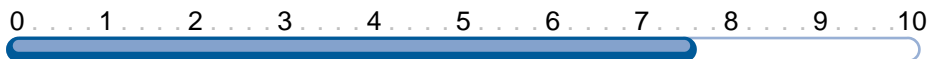
6.8

PLANNING ORIENTATION



6.6

SELF AND PROJECT MANAGEMENT

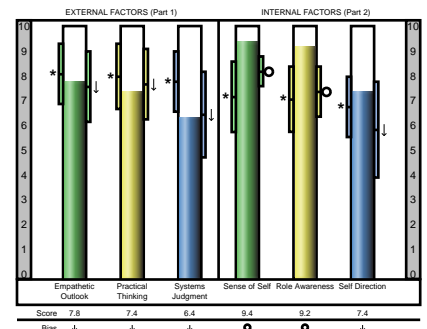


7.6

STAFFING FOCUS



7.2

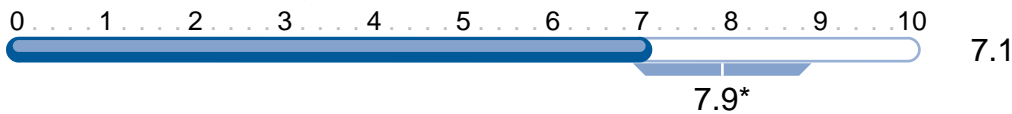




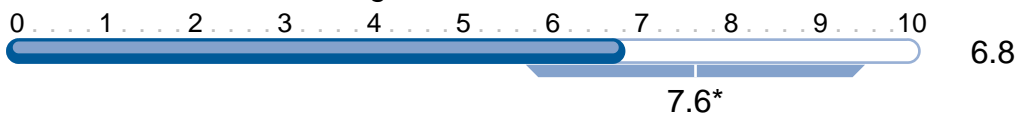
CONFLICT AND PROBLEM RESOLUTION

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

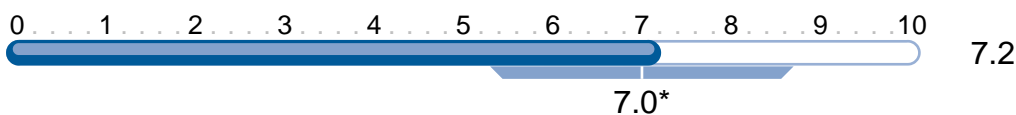
EMOTIONAL CONTROL: The ability to appear to be rational and in-control when facing problems or crises.



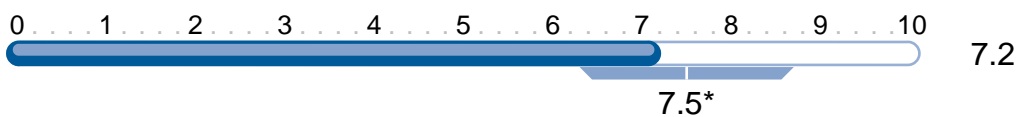
INTEGRATIVE ABILITY: The capacity to see different components of a situation and tie them together to see the situation as a whole.



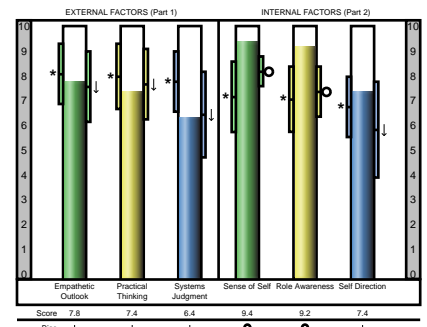
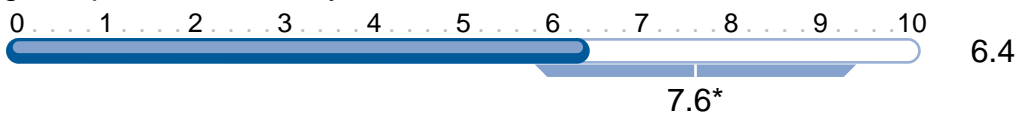
INTUITIVE DECISION MAKING: The capacity to make decisions by looking at the most essential elements and without all the facts or data.



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.

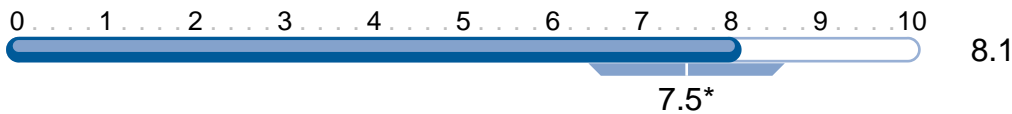


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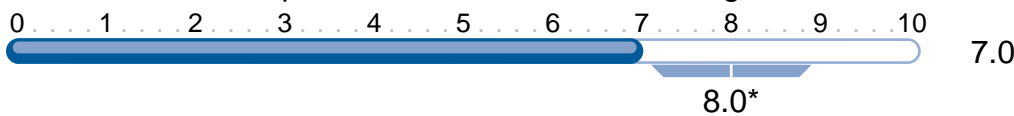


The ability to simply "get results" is essential to success. Scores in these capacities reveal Gina's ability to remain focused until the completion of a project or goal.

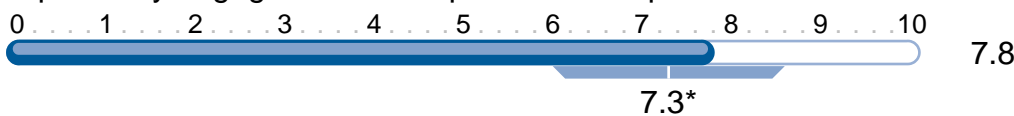
ACCOUNTABILITY FOR OTHERS: A willingness to take responsibility for the actions of other people.



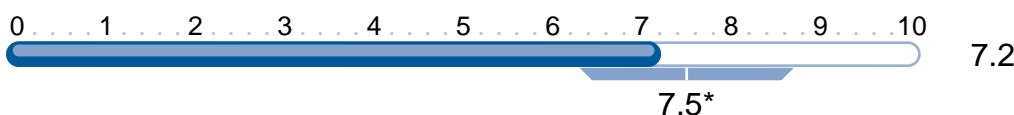
ATTENTION TO DETAIL: The ability to pay attention to the specific elements, facets or parts of a situation or work assignment.



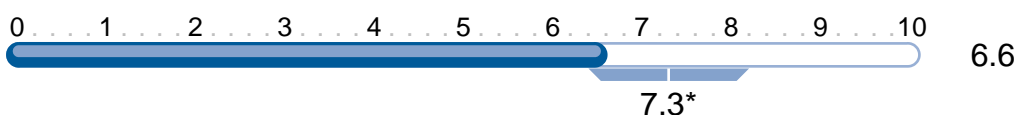
CONSISTENCY AND RELIABILITY: The capacity to regularly and dependably engage in and complete tasks or processes.



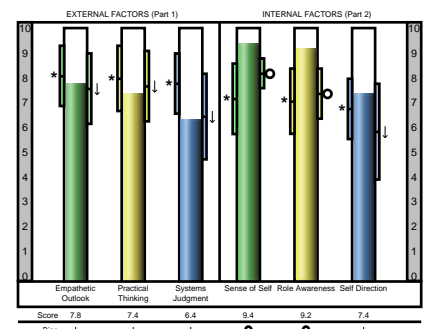
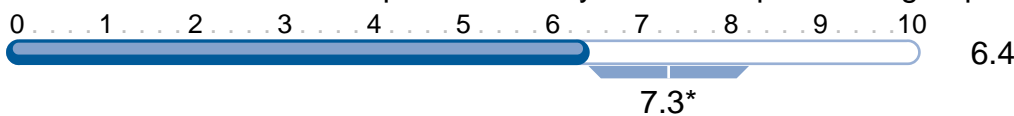
PROBLEM SOLVING: The ability to identify key components of the problem, possible solutions and the action plan to obtain the desired result.



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.

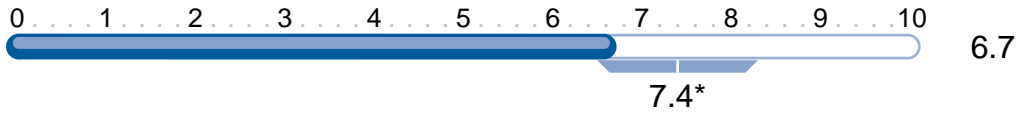


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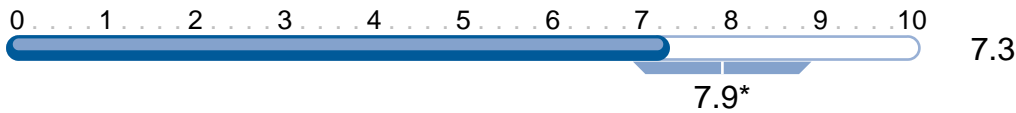


This is a measurement of Gina's abilities as they relate to inspiring other people to achieve agreed-upon goals.

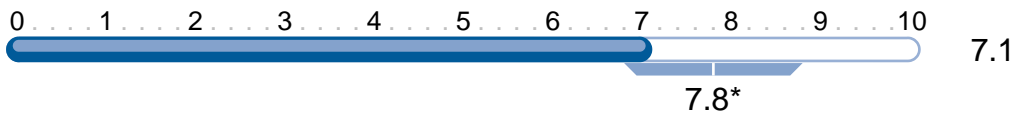
DEVELOPING OTHERS: The desire to help others expand their talents and potential.



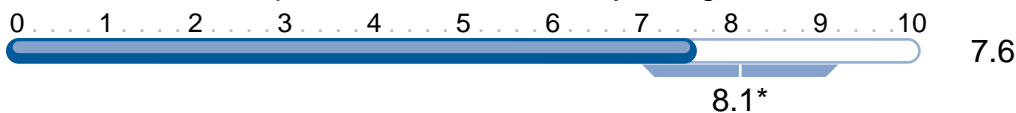
LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.



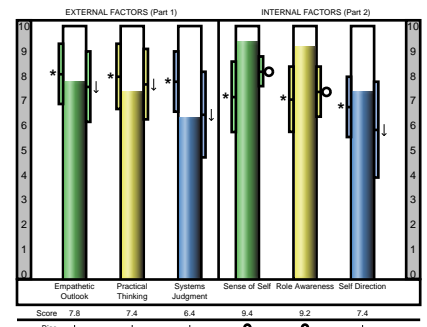
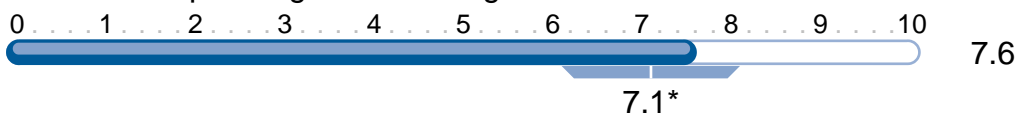
MONITORING OTHERS: The capacity to effectively oversee work done and decisions made by an individual or a team.



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.

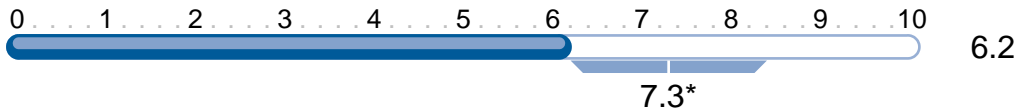


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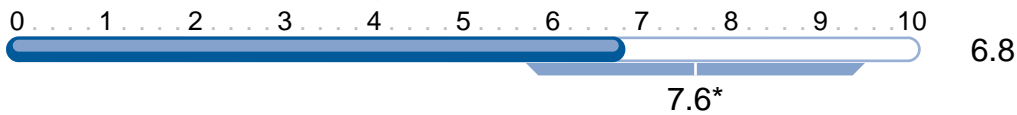


An understanding of future possibilities is important. These scores reveal how well Gina is able to see, understand and engage an idea and follow it to implementation.

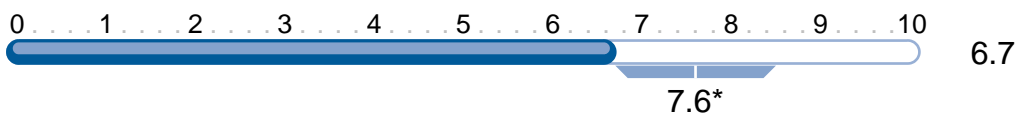
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



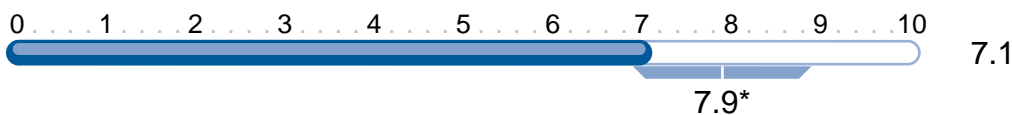
INTEGRATIVE ABILITY: The capacity to see different components of a situation and tie them together to see the situation as a whole.



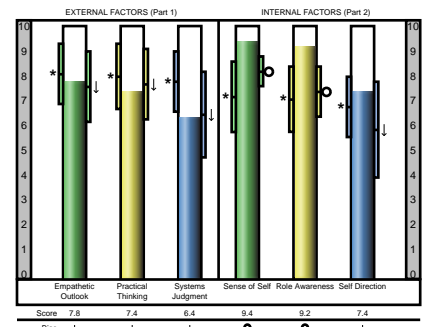
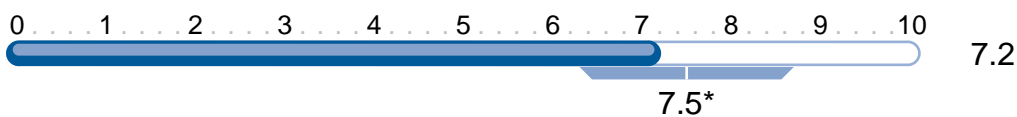
LONG RANGE PLANNING: The capacity to see the big picture and long-term goals and to forge clear, realistic plans to accomplish the desired results.



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.



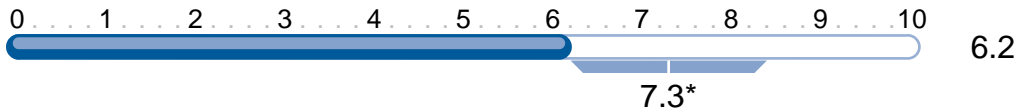
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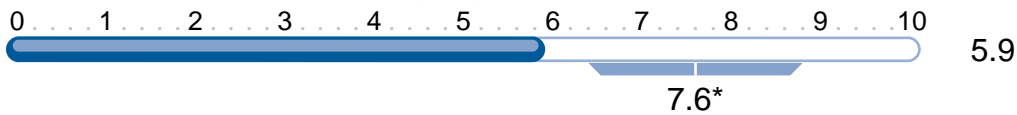
PLANNING ORIENTATION

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

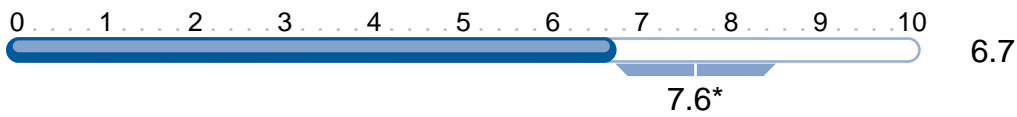
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



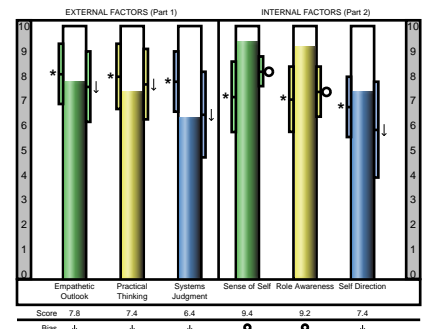
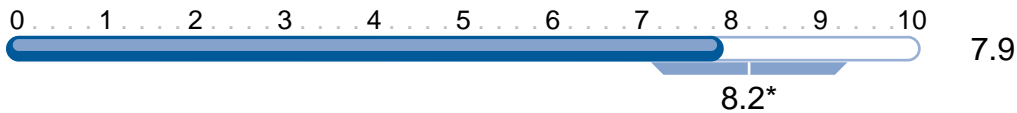
CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.



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.



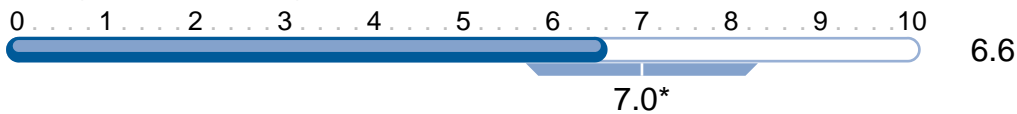
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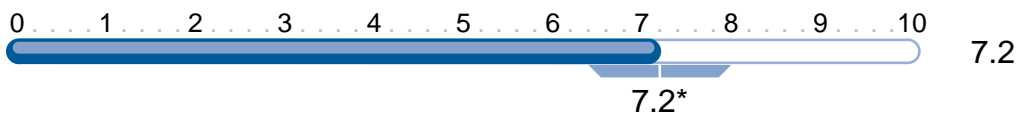
SELF AND PROJECT MANAGEMENT

Managing a project requires that Gina also manage herself. This category reveals how well she is able to manage a project while maintaining internal self-control.

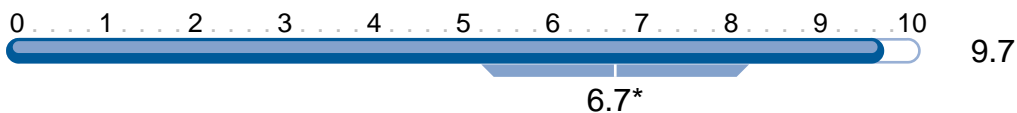
HANDLING STRESS: The ability to maintain composure and internal strength when coping with external and internal pressures.



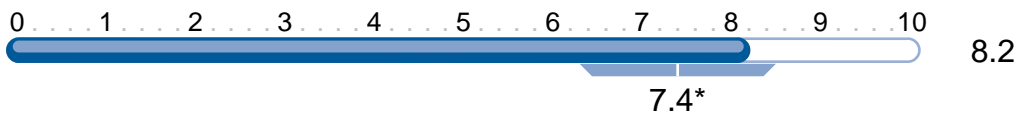
PERSONAL ACCOUNTABILITY: The capacity to take responsibility for one's own actions, conduct, obligations and decisions without excuses.



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



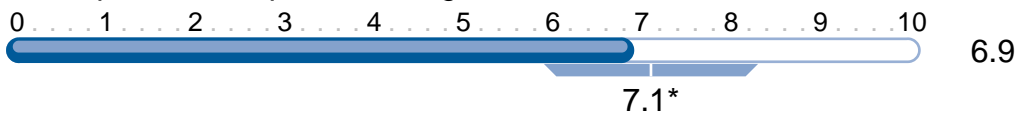
SELF CONFIDENCE: A measure of a person's assured self-reliance in his or her abilities.



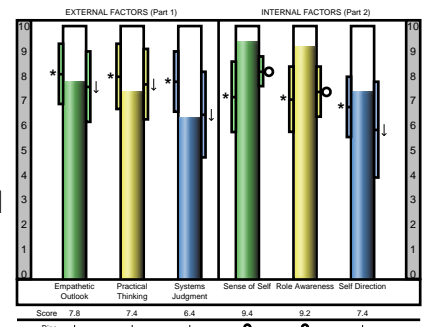
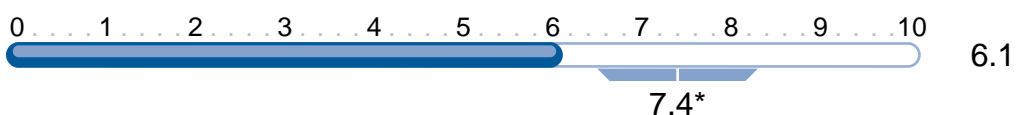
INTERNAL SELF CONTROL: The ability to remain in conscious command of one's internal emotions when confronted with difficult circumstances and to respond rationally.



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.

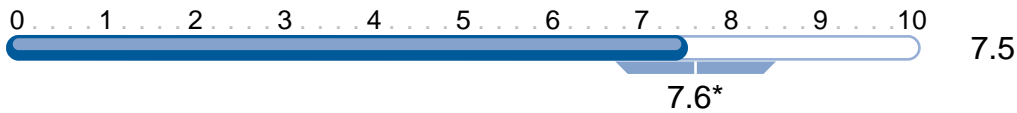


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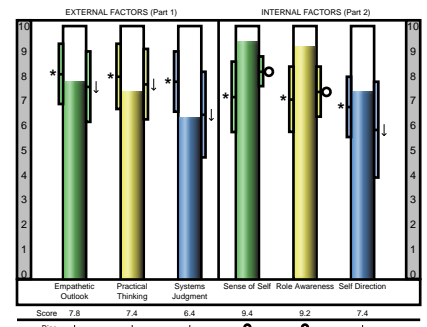
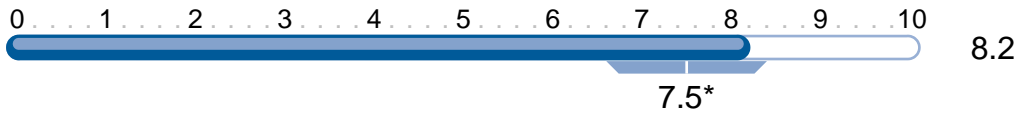


SELF AND PROJECT MANAGEMENT

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.

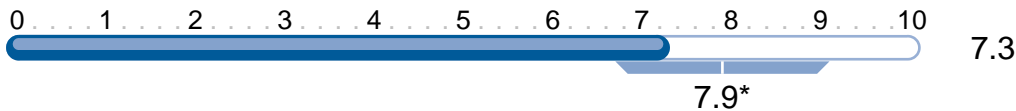


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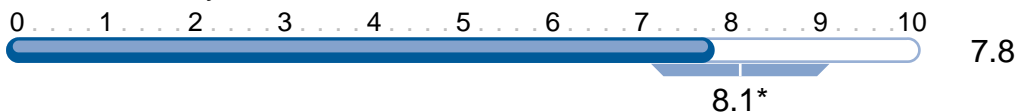


This category reveals Gina's ability to identify the strengths and weaknesses of other people and to help them move toward a common goal or idea. In other words, this category provides insight into Gina's management skills, broadly defined.

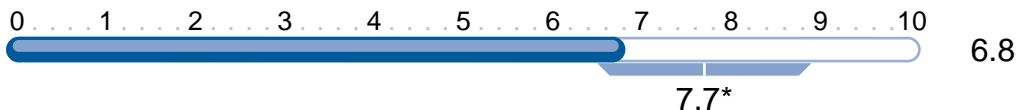
ATTITUDE TOWARD OTHERS: The general capacity one has for relating with other people.



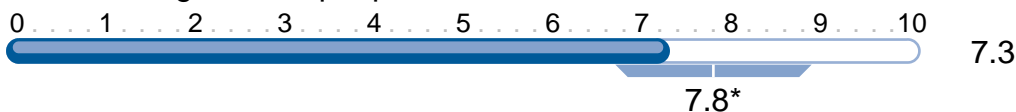
EMPATHETIC OUTLOOK: The capacity to perceive and understand the individuality in others.



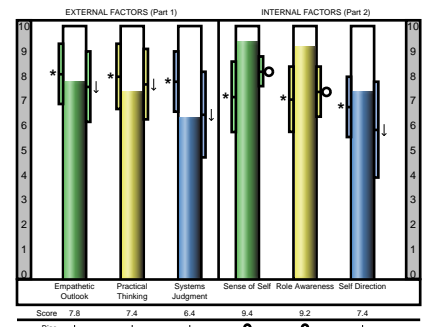
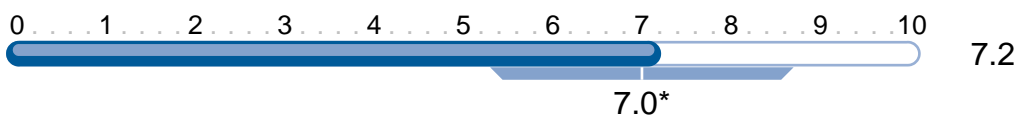
EVALUATING OTHERS: The capacity to objectively assess or measure the abilities and performance of other people.



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.



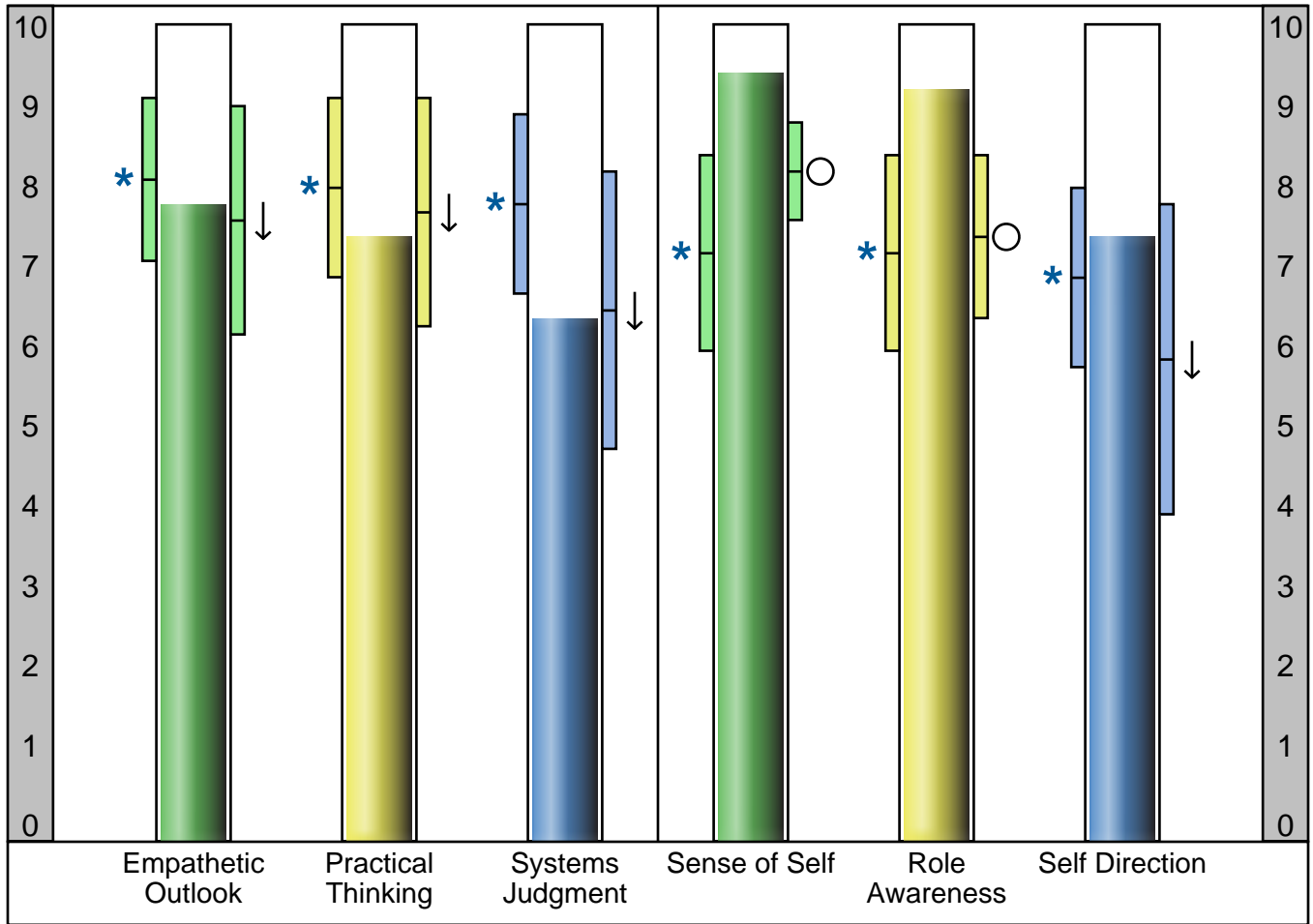
* 68% of the population falls within the shaded area.



* Population mean
↑ Overvaluation
○ Neutral valuation
↓ Undervaluation

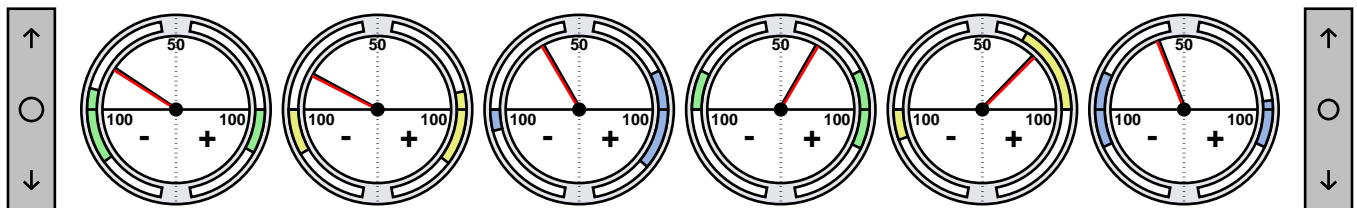
EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 7.8 7.4 6.4 9.4 9.2 7.4

Bias ↓ ↓ ↓ ○ ○ ↓



Rev: 0.82-0.96



Score	Mean	Description	Score	Mean	Description
9.7	6.7	Self Assessment	6.9	7.1	Personal Drive
9.4	7.3	Sense of Self	6.8	7.7	Evaluating Others
9.4	8.1	Self Improvement	6.8	7.6	Integrative Ability
9.4	7.4	Enjoyment of the Job	6.7	7.4	Developing Others
9.2	7.1	Role Awareness	6.7	7.6	Long Range Planning
8.8	7.1	Internal Self Control	6.7	8.2	Respect for Property
8.7	7.1	Role Confidence	6.6	7.3	Results Orientation
8.6	7.8	Relating to Others	6.6	7.0	Handling Stress
8.3	7.6	Status and Recognition	6.4	7.3	Surrendering Control
8.2	7.4	Self Confidence	6.4	7.6	Using Common Sense
8.2	7.5	Quality Orientation	6.4	7.8	Systems Judgment
8.2	7.2	Persistence	6.3	8.3	Theoretical Problem Solving
8.1	7.5	Accountability for Others	6.2	7.3	Conceptual Thinking
8.1	7.9	Conveying Role Value	6.1	7.4	Project and Goal Focus
8.1	7.8	Persuading Others	6.1	7.9	Correcting Others
7.9	8.2	Realistic Goal Setting for Others	6.1	7.7	Evaluating What is Said
7.9	7.4	Handling Rejection	5.9	8.0	Following Directions
7.8	7.3	Consistency and Reliability	5.9	7.6	Concrete Organization
7.8	7.3	Job Ethic	5.9	7.7	Realistic Expectations
7.8	6.9	Initiative	5.9	8.0	Respect for Policies
7.8	7.5	Sense of Timing			
7.8	8.1	Empathetic Outlook			
7.8	7.7	Sense of Belonging			
7.6	7.1	Gaining Commitment			
7.6	8.1	Understanding Motivational Needs			
7.5	7.6	Realistic Personal Goal Setting			
7.5	7.3	Sense of Mission			
7.5	7.4	Self Management			
7.4	7.0	Balanced Decision Making			
7.4	6.9	Self Direction			
7.4	8.0	Practical Thinking			
7.3	7.9	Attitude Toward Others			
7.3	7.8	Freedom from Prejudices			
7.3	7.9	Leading Others			
7.3	7.9	Sensitivity to Others			
7.3	8.1	Personal Relationships			
7.2	7.0	Intuitive Decision Making			
7.2	7.2	Personal Accountability			
7.2	7.3	Project Scheduling			
7.2	7.5	Problem Solving			
7.2	6.9	Meeting Standards			
7.2	8.0	Material Possessions			
7.2	7.2	Taking Responsibility			
7.1	7.9	Proactive Thinking			
7.1	7.9	Emotional Control			
7.1	7.8	Monitoring Others			
7.0	8.0	Attention to Detail			



Score	Mean	Description	Score	Mean	Description
8.1	7.5	Accountability for Others	6.6	7.3	Results Orientation
7.0	8.0	Attention to Detail	9.2	7.1	Role Awareness
7.3	7.9	Attitude Toward Others	8.7	7.1	Role Confidence
7.4	7.0	Balanced Decision Making	9.7	6.7	Self Assessment
6.2	7.3	Conceptual Thinking	8.2	7.4	Self Confidence
5.9	7.6	Concrete Organization	7.4	6.9	Self Direction
7.8	7.3	Consistency and Reliability	9.4	8.1	Self Improvement
8.1	7.9	Conveying Role Value	7.5	7.4	Self Management
6.1	7.9	Correcting Others	7.8	7.7	Sense of Belonging
6.7	7.4	Developing Others	7.5	7.3	Sense of Mission
7.1	7.9	Emotional Control	9.4	7.3	Sense of Self
7.8	8.1	Empathetic Outlook	7.8	7.5	Sense of Timing
9.4	7.4	Enjoyment of the Job	7.3	7.9	Sensitivity to Others
6.8	7.7	Evaluating Others	8.3	7.6	Status and Recognition
6.1	7.7	Evaluating What is Said	6.4	7.3	Surrendering Control
5.9	8.0	Following Directions	6.4	7.8	Systems Judgment
7.3	7.8	Freedom from Prejudices	7.2	7.2	Taking Responsibility
7.6	7.1	Gaining Commitment	6.3	8.3	Theoretical Problem Solving
7.9	7.4	Handling Rejection	7.6	8.1	Understanding Motivational Needs
6.6	7.0	Handling Stress	6.4	7.6	Using Common Sense
7.8	6.9	Initiative			
6.8	7.6	Integrative Ability			
8.8	7.1	Internal Self Control			
7.2	7.0	Intuitive Decision Making			
7.8	7.3	Job Ethic			
7.3	7.9	Leading Others			
6.7	7.6	Long Range Planning			
7.2	8.0	Material Possessions			
7.2	6.9	Meeting Standards			
7.1	7.8	Monitoring Others			
8.2	7.2	Persistence			
7.2	7.2	Personal Accountability			
6.9	7.1	Personal Drive			
7.3	8.1	Personal Relationships			
8.1	7.8	Persuading Others			
7.4	8.0	Practical Thinking			
7.1	7.9	Proactive Thinking			
7.2	7.5	Problem Solving			
6.1	7.4	Project and Goal Focus			
7.2	7.3	Project Scheduling			
8.2	7.5	Quality Orientation			
5.9	7.7	Realistic Expectations			
7.9	8.2	Realistic Goal Setting for Others			
7.5	7.6	Realistic Personal Goal Setting			
8.6	7.8	Relating to Others			
5.9	8.0	Respect for Policies			
6.7	8.2	Respect for Property			