



# TTI Personal Talent Skills Inventory™

Leadership/Management version

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**Susan Testfile**

3-21-2006

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Getting You to the Next Level⊙

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# 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.



## EXTERNAL DESCRIPTION

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### Integrated—High Level of Development

#### Description

Susan judges situations in a balanced, objective way in terms of all three basic perspectives: people, situations, and systems. When she takes action, she can move in and out of any one of the three value perspectives with ease. The integrated pattern indicates that she is not stuck in any one dimension. She can relate to and deal with other people well and maintains healthy, fulfilling relationships naturally. She also has good practical skills and can relate well to tangible things, processes and events. She understands how to deal effectively with ideas, knowledge, and systems. This integrated pattern indicates the world is wide open for her and suggests that she is able to take advantage of any and all opportunities.

#### Strengths

Susan is versatile and stable and adapts well to different types of people and changing situations. It is easy for her to see what she needs to emphasize or focus on, depending on the nature of the situation she is in. If an interpersonal focus is called for, she has the ability to turn on her people skills and relate well to others. If an external or task focus is needed, she has the ability to become an action-oriented achiever who focuses on the work at hand to get things done. If she determines that the situation calls for a systematic focus, she has the ability to turn her attention to learning and gaining more knowledge about the situation. This suggests her greatest talents are flexibility, objectivity and versatility.

#### Development Opportunities

Susan's greatest opportunity for growth is centered in maintaining strong identification with current activities, roles and responsibilities. She enjoys getting involved in new activities; but, if the activities become routine or "easy" for her and she doesn't feel challenged, she may not want to stay involved.



## EXTERNAL DESCRIPTION

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### **Best Performance Climate**

Susan will learn, work or perform best in an atmosphere where there is an open exchange of ideas and where feedback is readily available. She also prefers an environment where responsibilities and decisions are shared, and her input and creativity is appreciated and challenged on a regular basis.

### **External Bias Description**

Susan is someone who relates to the world primarily in terms of established system and order, (e.g., rules, the law). Most of her energies are focused on making things fit into the established system or organization. Her somewhat negative view of the tasks dimension reveals that she takes a conscious distance from the practical work process and social convention. Her neutral view of the people dimension reflects balanced objectivity toward other persons. She is not too trusting or too distant but strikes a realistic balance when valuing others without getting overly involved to ensure that she makes an objective and accurate decision.

Susan is good at seeing the big picture or the overall plan of things and how it impacts others much more clearly than she sees the step-by-step process it may take to get the results she wants. She has a talent for comparing facts and ideas and generally makes a fair judgment or reaches a well-founded conclusion concerning what action should be taken in any given situation based on available evidence and careful, critical evaluation. Her people skills enable her to ask others the right leading questions, to inquire about things without insulting others, and to deliberately and carefully weigh the pros and cons before expressing his critical evaluation or decision. She tries to ensure that she has sufficient knowledge or experience to decide on the merits, controversy, point at issue, or conflicts before making a decision or forming an authoritative opinion.



## INTERNAL DESCRIPTION

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### Multi-tasker—High Level of Development

#### Description

Susan is a person who emphasizes what she can do and accomplish together with her planning, organizing and thinking capacity. She is more of a doer and a thinker rather than a feeler. She puts less emphasis on who she is as an individual. Thinking and doing have a higher priority than being - for multi-task achievers. She is focused on fulfilling current role responsibilities and performing chosen activities. She has achieved a high level of role awareness and identifies with what she is doing, which gives her a strong sense of personal satisfaction and a high level of role harmony. She is a hard worker with a strong work ethic, which also makes her a good role model for others. She knows where she wants to go and has a clear picture of who she wants to become. As soon as she achieves a goal, she tends to set new ones. She has confidence because she feels responsible, accountable and in control of her life.

#### Strengths

Susan is socially well adjusted and a high-performing achiever. She is excellent at envisioning her own success. She has a clear mental picture of where she wants to go and who she wants to become in the future. She has the ambition, energy and drive it takes to get there. She has the capacity to plan and organize her time and activities.

#### Development Opportunities

Susan is so focused on achieving that success takes priority over feeling good about herself in the internal sense. She has the tendency to value herself for what she can do and achieve, but not necessarily for who she is. Her lower emphasis on appreciating herself results in a lower sense of self, because she judges herself as not yet having fulfilled all of her potential. Although this constantly motivates her to improve, it is causing her to base her own worth on knowing, learning, producing and achieving, instead of on who she is as a unique individual. She needs to understand that she is important outside of her roles and direction.



## INTERNAL DESCRIPTION

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### Internal Bias Description

Susan has a strong mental self-definition and descriptions of her own self. She is strong-willed and tends to dominate others. She wants to get her way and usually does. She is seen as someone with high energy. She tends to relate to a future state of affairs instead of concentrating on the needs of the present. She tends to be directive with others, guided by this strong self-definition and will to control the future. She has a definite set of rules to live by. She may view her current role as a stepping stone to move on.



# 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



7.6 \*  
8.1

**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



7.0 \*  
7.2

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

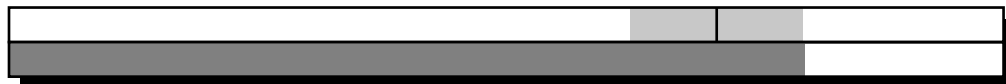
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7.9 \*  
9.0

**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.

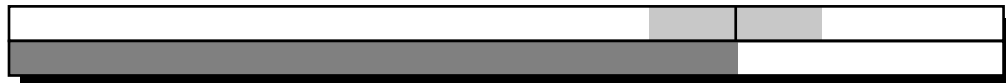
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7.3 \*  
8.2

**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



7.5 \*  
7.5

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

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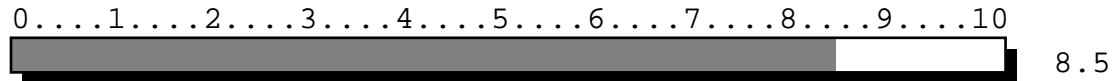
8.1 \*  
8.5



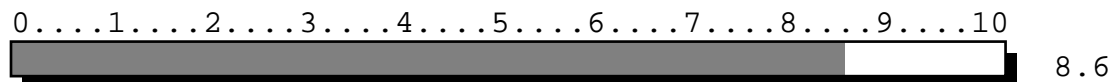
# LEADERSHIP/MANAGEMENT SUMMARY

*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.*

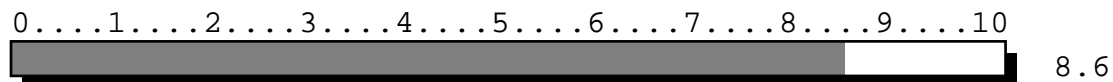
## HUMAN RESOURCE MANAGEMENT



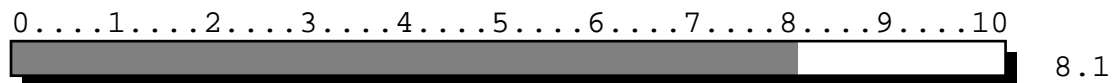
## PERFORMANCE MANAGEMENT



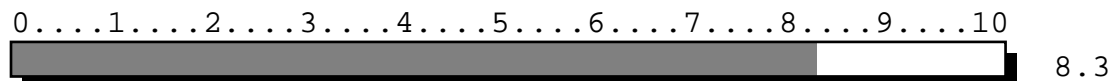
## PLANNING AND ORGANIZING



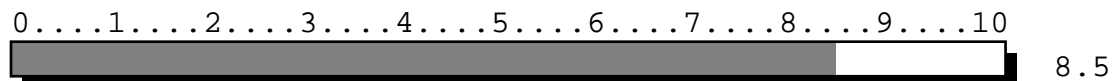
## PRODUCTION MANAGEMENT



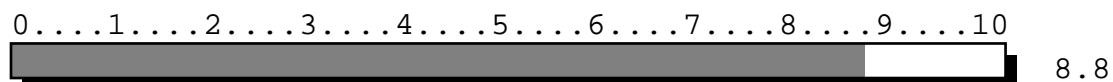
## SELF MANAGEMENT



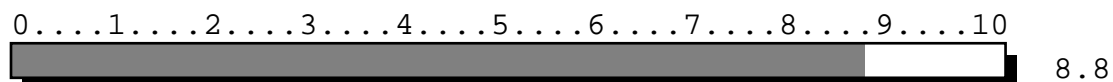
## LEADERSHIP BY EXAMPLE



## GUIDING VISION



## INSPIRING EXCELLENCE





# HUMAN RESOURCE MANAGEMENT

*This category reveals Susan'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 Susan's management skills, broadly defined.*

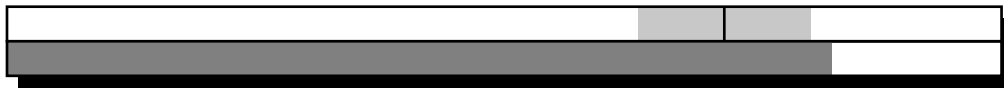
**CORRECTING OTHERS:** The ability to objectively address the errors, omissions and/or poor results of other people.

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



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

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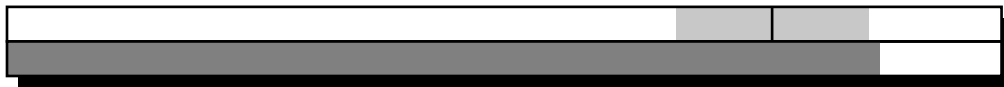
**EVALUATING OTHERS:** The capacity to objectively assess or measure the abilities and performance of other people.

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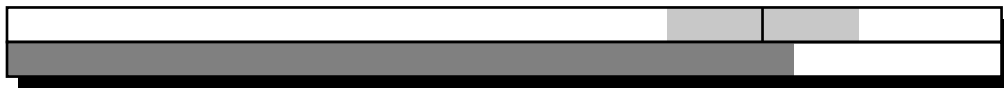
**LEADING OTHERS:** The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.

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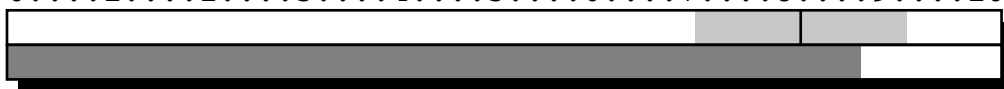
**MONITORING OTHERS:** The capacity to effectively oversee work done and decisions made by an individual or a team.

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



**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



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



# PERFORMANCE MANAGEMENT

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



7.9 \*  
8.7

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

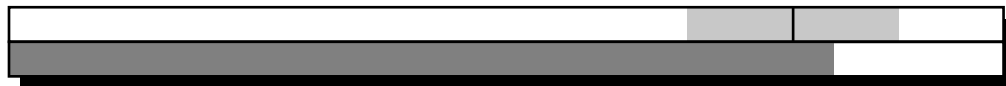
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7.1 \*  
8.7

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



8.1 \*  
8.5