



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

Emotional Intelligence version

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

**Gary Gogetter**

Sample

ABC Company

7-31-2007



## 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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### **Supportive—High Level of Development**

#### **Description**

Gary believes people and relationships are the most important perspective and he enjoys forming and maintaining close affiliations with others. His relationships with others are the most valuable aspects of his world. He relies and depends on relationships with others. He understands others well and tends to be sensitive to their needs and desires. He focuses on giving others support, positive feedback and motivation. He likes to take the role of assisting leaders whom he admires and respects. He is much less concerned with practical things or processes and systems, especially established rules or policies. He doesn't mind bending the rules if he thinks it's better for the people involved.

#### **Strengths**

Gary's people skills are his greatest talent. He treats each person a unique individual. He has excellent listening and communication skills and a natural harmony with others that make him a responsive, helpful team player.

#### **Development Opportunities**

Gary could benefit from making a conscious effort to develop a stronger focus on practical tasks and activities. Developing two-way communication with authority figures would also benefit him. He should develop a better balance between valuing others and paying attention to details and systems. Following a plan will help him realize that rules, laws and policies have an important use in society.

#### **Best Performance Climate**

Gary will work best in a people-focused atmosphere, with shared responsibility and decision-making. He will get a strong sense of satisfaction from any environment that is service-oriented with a strong emphasis on people.



## EXTERNAL DESCRIPTION

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### External Bias Description

Gary has a high level of preference for involvement with others on the personal level and a lower desire for involving himself with routine work detail or social convention. He tends to be gentle and softhearted, with a high level of empathy and sensitivity to others and their needs. His neutral balance in the systemic dimension reflects equilibrium between the positive and negative aspects of authority, structure, rules, and systems. This indicates that he will evaluate established policies, rules, ideas and plans objectively, accurately judging their effectiveness. He does not blindly adhere to established rules and policies but tends to view them in terms of how they impact people.

Gary treats each individual as unique and special and is always willing to help others. His excellent listening skills and natural harmony with others make him a responsive, helpful friend and team player. He has a kind disposition and wants to promote the welfare and happiness of others. Due to his acts of kindness and generosity, he is well liked by others. His negative view of the external, social/professional context may reflect impatience with practical tasks and work processes and the time it takes others or himself to get things done. He understands the need for organization, planning and structure but tends to be versatile and flexible, i.e. doesn't insist that things are done his way or the company way.



## INTERNAL DESCRIPTION

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### **Multi-tasker—Low Level of Development**

#### **Description**

Gary is a person who focuses on what he can do and accomplish together with his planning, organizing and thinking capacity. He is more of a doer and a thinker rather than a feeler. He puts little to no emphasis on who he is as an individual. Thinking and doing tend to have a higher priority than being for him. He tends to focus on current role responsibilities and chosen activities.

#### **Strengths**

Gary can envision his own success. He has an idea of where he wants to go and who he wants to become in the future. He has the capacity to plan and organize his time and activities.

#### **Development Opportunities**

Gary can be so focused on activities that tasks take priority over feeling good about himself in the internal sense. He values himself for what he can do and achieve but not for who he is. His low emphasis on appreciating himself results in a lower sense of self. This is causing him to base his own worth on knowing, learning, producing and achieving, instead of on who he is as a unique individual. He needs to understand that he is important outside of his roles and direction.

#### **Internal Bias Description**

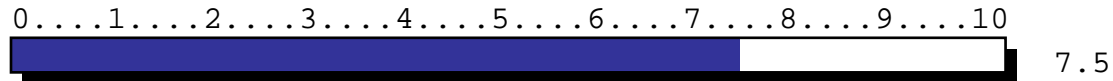
Gary works hard to create a better future. He has a need to improve, which drives him to continually achieve more. He has the desire to prove or show evidence of self-worth. He is in the habit of being engaged in a job with many other roles while simultaneously thinking about what he will accomplish in the near term. These activities compensate for the lack of self-fulfillment, which is the motivating center of this need for recognition of his achievements. It takes a great deal of willpower and energy to maintain this bias pattern. Nonetheless, he will work 24 hours a day, 7 days a week, with no stops. He cannot be stopped and will get a lot done with a quality of work better than most.



# THE EMOTIONAL INTELLIGENCE 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.*

## COMMUNICATION SKILLS



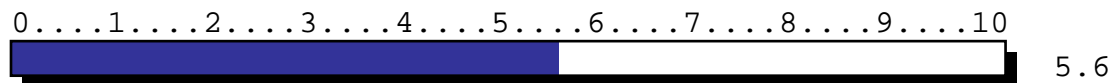
## INTERPERSONAL SKILLS



## PERSONAL MOTIVATORS



## SELF AWARENESS



## SELF MANAGEMENT



## SOCIAL AWARENESS



## SOCIAL SKILLS





# COMMUNICATION SKILLS

Clear and effective communication skills involve both listening and speaking. These scores reflect Gary's ability to objectively understand what others are saying and to also deliver his own message to them.

**EVALUATING WHAT IS SAID:** The capacity to objectively listen, understand and accurately interpret what someone else is saying.

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



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

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



**HANDLING REJECTION:** The capacity to exhibit persistence and strong will in the face of objections.

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



**SENSE OF TIMING:** The ability to do the correct thing at the correct time.

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



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

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



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



## INTERPERSONAL SKILLS

*This is a measure of Gary's ability to interact effectively with other people in a positive and productive way.*

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

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



7.9 \*  
9.3

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

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



7.8 \*  
8.3

**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



7.7 \*  
7.2

**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 \*  
7.0

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



# PERSONAL MOTIVATORS

These scores reveal the degree to which Gary is driven to action by each of these six motivators.

**MATERIAL POSSESSIONS:** An indicator of the desire to possess objects of high monetary value or importance.

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



8.0 \*  
8.6

**PERSONAL RELATIONSHIPS:** The importance of having and maintaining personal relationships and not just being seen as part of the team.

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



8.1 \*  
9.8

**SELF IMPROVEMENT:** The measure of the quality of one's own internal motivation to improve.

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



8.1 \*  
5.2

**SENSE OF BELONGING:** A measure of how a person feels he or she fits into the surrounding world.

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



7.7 \*  
7.1

**SENSE OF MISSION:** A measure of a person's sense of purpose in his or her life.

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



7.3 \*  
8.0

**STATUS AND RECOGNITION:** A measure of the importance of social status or prestige to a person's current role.

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



7.6 \*  
7.1

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



# SELF AWARENESS

A measurement of whether or not Gary fully understands himself, this category also reveals the degree to which he values his own "self."

**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



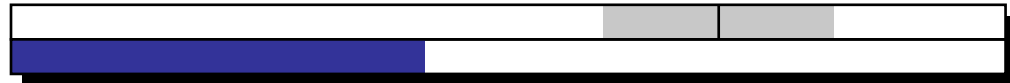
**SELF DIRECTION:** Having a clear vision of one's future objectives and the self discipline and organization necessary to achieve them.

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



**SENSE OF SELF:** A measure of a person's awareness of "who" they are—the ability to discern one's own self-worth.

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, Gary must manage himself. This area reveals Gary'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



7.0 \*  
6.2

**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



7.2 \*  
6.9

**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.

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



7.6 \*  
7.6

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

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



6.7 \*  
4.0

**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



7.4 \*  
7.0

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

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



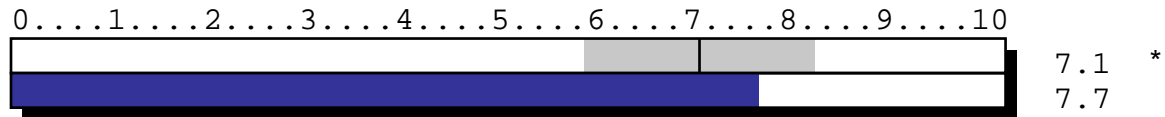
7.1 \*  
5.5

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



# SELF MANAGEMENT

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



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



## SOCIAL AWARENESS

*This category reveals how Gary feels about other people's thoughts, feelings and ideas. It also shows whether or not Gary exhibits his own feelings to others in a fair and balanced way that will inspire them to take action.*

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

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



7.9 \*  
9.3

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

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8.1 \*  
8.8

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



7.8 \*  
8.3

**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



7.7 \*  
7.2

**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



8.1 \*  
8.4

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



## SOCIAL SKILLS

*This is a measure of Gary's implementation of his awareness of others. In other words, this category shows how attuned Gary is to others.*

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

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



7.9 \*  
7.7

**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 \*  
8.1

**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



7.1 \*  
8.0

**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 \*  
7.8

**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 \*  
8.4

**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 \*  
7.0

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



# SOCIAL SKILLS

RELATING TO OTHERS: The capacity to understand and relate to others when communicating with them.

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



7.8 \*  
7.5

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# DIMENSIONAL BALANCE

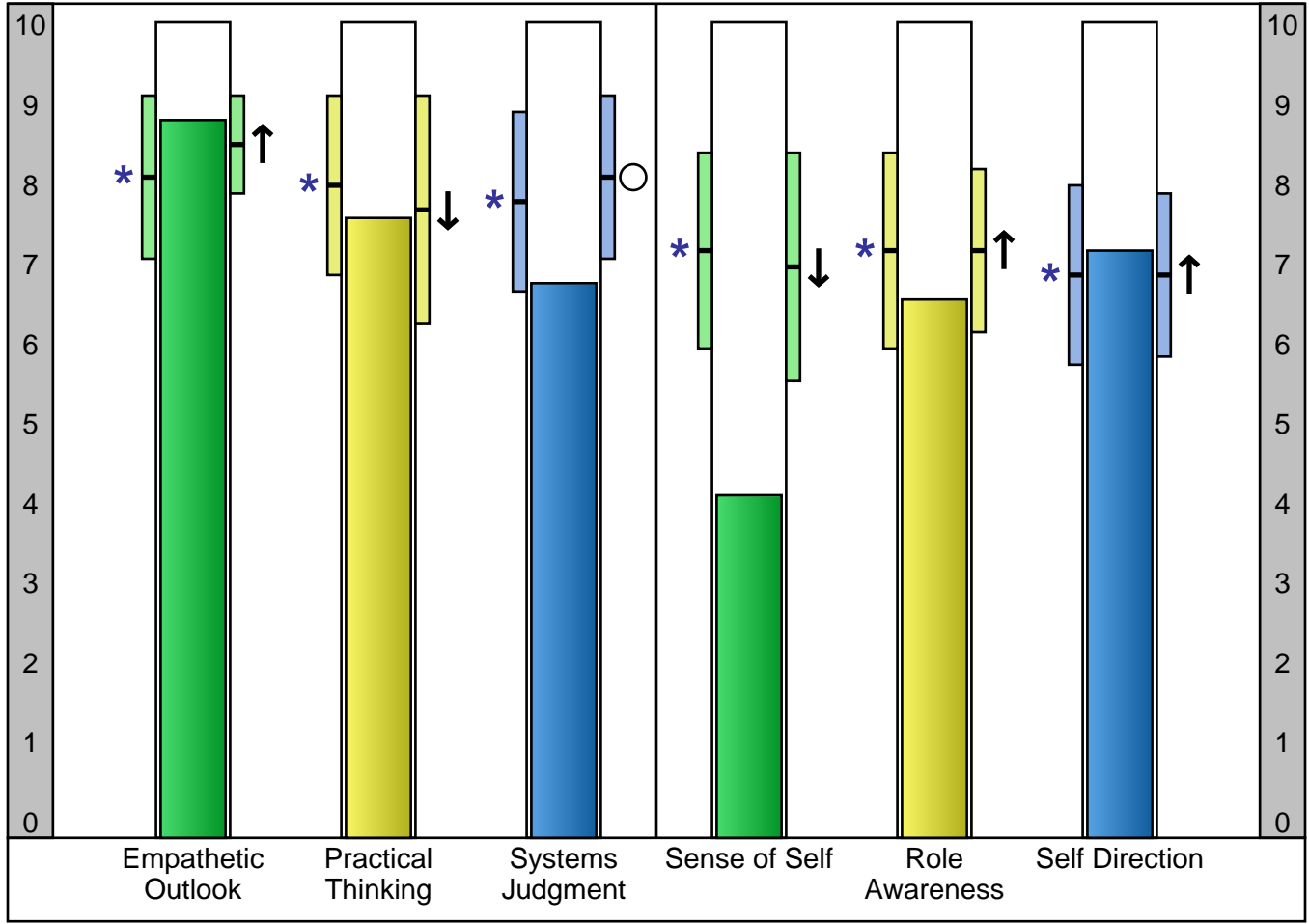
For consulting and coaching

7-31-2007

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

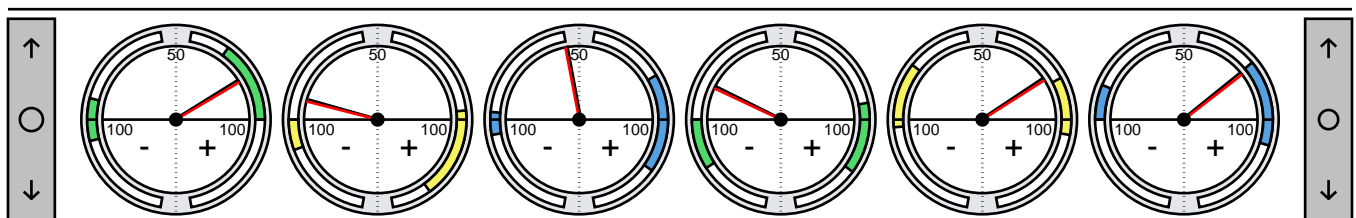
## EXTERNAL FACTORS (Part 1)

## INTERNAL FACTORS (Part 2)



Score 8.8      7.6      6.8      4.2      6.6      7.2

Bias ↑      ↓      ○      ↓      ↑      ↑





# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
9.8	7.9	Sensitivity to Others	7.0	7.4	Self Confidence
9.8	8.1	Personal Relationships	6.9	7.2	Personal Accountability
9.3	7.9	Attitude Toward Others	6.9	6.9	Meeting Standards
8.8	8.1	Empathetic Outlook	6.9	7.2	Persistence
8.6	8.0	Material Possessions	6.9	7.2	Taking Responsibility
8.4	7.9	Leading Others	6.8	8.0	Following Directions
8.4	8.2	Realistic Goal Setting for Others	6.8	8.0	Respect for Policies
8.4	8.1	Understanding Motivational Needs	6.8	7.8	Systems Judgment
8.3	7.8	Freedom from Prejudices	6.7	7.6	Concrete Organization
8.3	7.5	Quality Orientation	6.7	7.3	Results Orientation
8.3	7.7	Evaluating What is Said	6.6	7.3	Conceptual Thinking
8.2	7.9	Conveying Role Value	6.6	7.6	Using Common Sense
8.1	7.4	Developing Others	6.6	7.1	Role Awareness
8.1	8.2	Respect for Property	6.5	7.3	Project Scheduling
8.0	8.0	Attention to Detail	6.2	7.0	Handling Stress
8.0	7.5	Accountability for Others	6.1	7.0	Balanced Decision Making
8.0	7.1	Gaining Commitment	5.9	7.6	Integrative Ability
8.0	7.3	Sense of Mission	5.5	7.1	Internal Self Control
7.9	7.3	Consistency and Reliability	5.2	7.4	Handling Rejection
7.9	7.3	Job Ethic	5.2	8.1	Self Improvement
7.8	7.9	Correcting Others	4.8	7.0	Intuitive Decision Making
7.7	7.1	Personal Drive	4.2	7.3	Sense of Self
7.7	7.7	Evaluating Others	4.0	6.7	Self Assessment
7.7	7.6	Long Range Planning			
7.7	7.9	Emotional Control			
7.6	7.6	Realistic Personal Goal Setting			
7.6	7.4	Self Management			
7.6	8.0	Practical Thinking			
7.5	7.5	Problem Solving			
7.5	7.8	Persuading Others			
7.5	7.8	Relating to Others			
7.5	7.1	Role Confidence			
7.4	8.3	Theoretical Problem Solving			
7.4	6.9	Initiative			
7.2	7.4	Project And Goal Focus			
7.2	7.7	Realistic Expectations			
7.2	7.9	Proactive Thinking			
7.2	7.8	Monitoring Others			
7.2	6.9	Self Direction			
7.1	7.5	Sense of Timing			
7.1	7.6	Status and Recognition			
7.1	7.7	Sense of Belonging			
7.1	7.4	Enjoyment of the Job			
7.0	7.3	Surrendering Control			



# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
8.0	7.5	Accountability for Others	7.5	7.8	Relating to Others
8.0	8.0	Attention to Detail	6.8	8.0	Respect for Policies
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7.7	7.9	Emotional Control	7.6	7.4	Self Management
8.8	8.1	Empathetic Outlook	7.1	7.7	Sense of Belonging
7.1	7.4	Enjoyment of the Job	8.0	7.3	Sense of Mission
7.7	7.7	Evaluating Others	4.2	7.3	Sense of Self
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8.3	7.8	Freedom from Prejudices	7.1	7.6	Status and Recognition
8.0	7.1	Gaining Commitment	7.0	7.3	Surrendering Control
5.2	7.4	Handling Rejection	6.8	7.8	Systems Judgment
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6.5	7.3	Project Scheduling			
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7.6	7.6	Realistic Personal Goal Setting			