



TTI Personal Talent Skills Inventory[®]

Sales Management version

Quinn Quota

Sales Manager

ABC Company

8-6-2007



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.



EXTERNAL DESCRIPTION

Integrated—High Level of Development

Description

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

Strengths

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

Development Opportunities

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



EXTERNAL DESCRIPTION

Best Performance Climate

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

External Bias Description

Quinn is able to live life on a lighter note due to his disdain for or depreciation of professional norms and social conventions, even to the extent of enjoying a good practical joke. He accepts others as they are and accepts the established system and order as well. This neutral balance with regard to authority and to other people makes it easier for someone like him to laugh at life, not taking anything too seriously. Since he does not over- or under-value people and relationships or systems and rules, he generally exerts less effort and energy in dealing with both; thus he experiences less tension or anxiety. He tends to take a distance from practical/professional details and, with practice, could become much more adaptive with extrinsic detail.

Quinn accurately evaluates others' strengths and weaknesses and tends to have realistic expectations of them. He has the capacity to maintain open and sincere relationships and has no fear of losing himself in others. He understands the need for laws, policies, rules and order and has achieved a neutral and objective attitude toward authority. He appreciates the need for structure, planning and organization and demonstrates genuine willingness to cooperate and work within systemic guidelines. He tends to enforce his own authority in a balanced manner and is an objective judge of new ideas, plans, policy changes and theories. He tends to maintain an open mind and enjoys asking for feedback and learning new things. However, he may lack a clear, objective understanding of the work process, as well as practical, social and professional norms and conventions.



INTERNAL DESCRIPTION

Role-Authentic—Moderate Level of Development

Description

Quinn shows an equally developed focus on who he is and what he can do or is doing. He enjoys being a part of the process of getting things done and identifies with his work and personal roles. In a sense, his identity is his roles and activities. He feels his own worth is equally based on his sense of self and on what he can produce and achieve. He wants to see results from his work, and that becomes a part of his sense of self. He enjoys being himself. He is well aware of his strengths and involved in activities or jobs that will utilize his talents or help to further develop his potential. He will achieve goals when he is fully engaged.

He under appreciates the systemic, thinking or structural aspects of his life. He is not strict about concepts or images that guide him forward and that shape his future. This means that he probably uses planning in a flexible way to help him focus his time and energy on the role responsibilities in the present. He sees the future as a process of discovery, rather than being clear-cut and definite.

Strengths

Quinn has the abilities to perform and fulfill his roles and responsibilities in life. He has an inner strength that helps him to persevere. His general attitude toward change is to try to adapt to it in practical ways and try to go with the flow of things. He is open to future possibilities and opportunities, and his flexibility about his long-term future should help him to take advantage of opportunities. He has a good sense of self worth and identifies with his primary roles and activities.

Development Opportunities

Quinn does not have a strong sense of appreciation for systems, plans, rules, and organization as it applies to his own life. He puts less emphasis on defining or talking about himself. He is more concerned about what is happening in the present than with planning a clear and definite future. He is probably eager and enthusiastic about his potential future, but his picture of the future is more vague and uncertain, since his focus is on current roles and responsibilities.



INTERNAL DESCRIPTION

Internal Bias Description

Quinn has neutral biases on sense of self and self-direction and a positive bias on role awareness. He is the "master" of his own life. He sees himself as together in both the spiritual and in the mental-image of self. He has an even stronger emphasis on Role Awareness with a positive bias. He may actually be a "master" in a specific profession and will behave as if he were a "master" in any and all roles. He tends to introduce clever innovation (or a new perspective) into almost any situation. He tends to have high energy and will tend to energize people. He can persuade others to join in and actively participate in the mission or in whatever is being promoted.



CRITICAL SALES MANAGEMENT SKILLS

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

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



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



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

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



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.

0 1 2 3 4 5 6 7 8 9 10



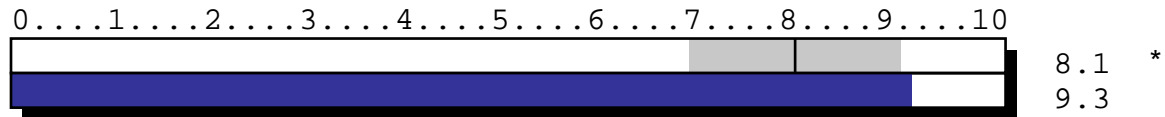
Rev: 0.95-0.85

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



CRITICAL SALES MANAGEMENT SKILLS

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



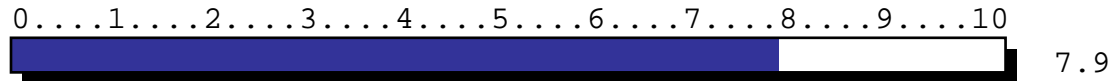
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THE SALES MANAGEMENT SKILLS SUMMARY

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



GETTING RESULTS



LEADERSHIP FOCUS



OPPORTUNITY ANALYSIS



PLANNING ORIENTATION



SELF AND PROJECT MANAGEMENT



STAFFING FOCUS





CONFLICT AND PROBLEM RESOLUTION

These scores reveal how Quinn 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.

0 1 2 3 4 5 6 7 8 9 10



7.9 *
8.7

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



7.6 *
7.5

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

0 1 2 3 4 5 6 7 8 9 10



7.0 *
7.4

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



7.5 *
7.4

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

0 1 2 3 4 5 6 7 8 9 10



7.6 *
8.6

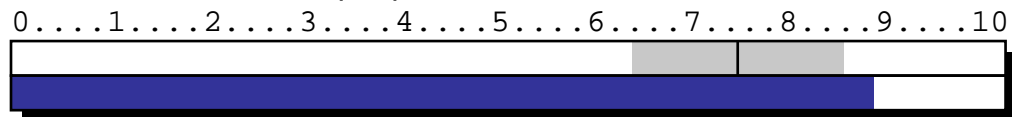
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GETTING RESULTS

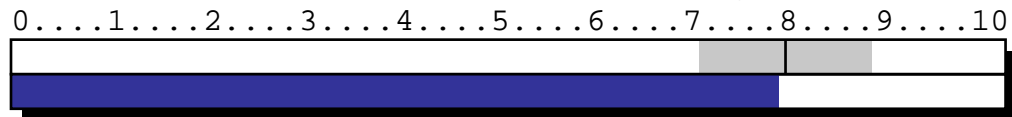
The ability to simply "get results" is essential to success. Scores in these capacities reveal Quinn's ability to remain focused until the completion of a project or goal.

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



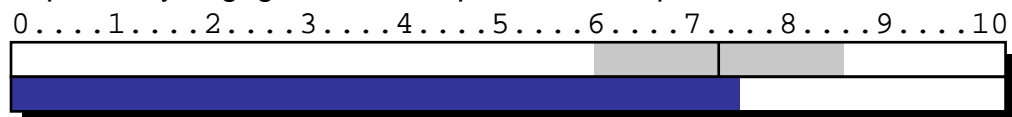
7.5 *
8.9

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



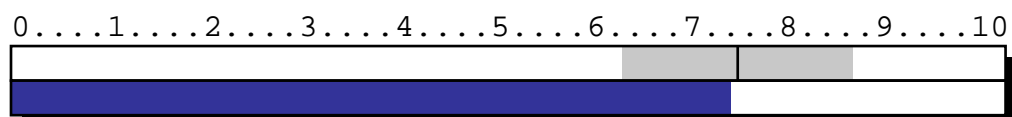
8.0 *
7.9

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



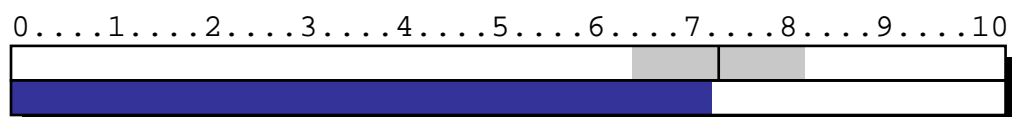
7.3 *
7.5

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



7.5 *
7.4

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



7.3 *
7.2

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



GETTING RESULTS

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

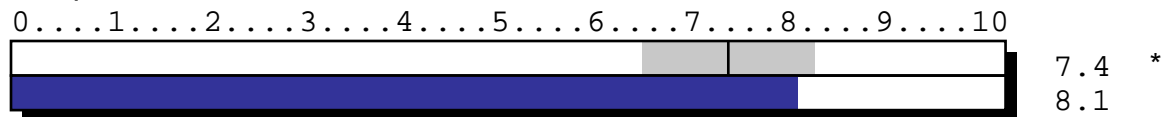
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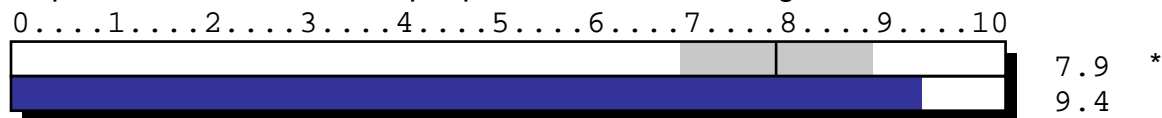
LEADERSHIP FOCUS

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

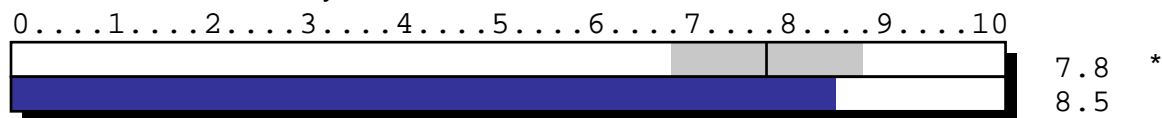
DEVELOPING OTHERS: The desire to help others expand their talents and potential.



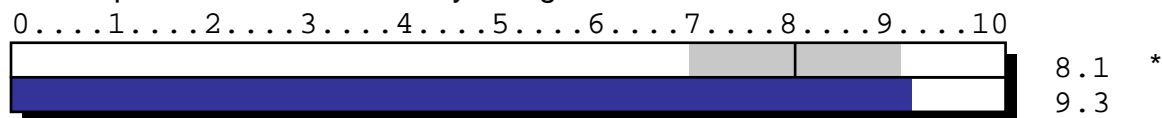
LEADING OTHERS: The capacity to organize others in such a way that inspires trust and motivates people toward a common goal.



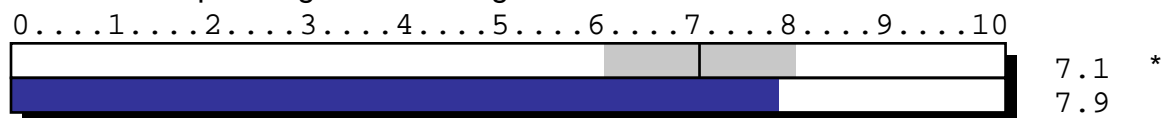
MONITORING OTHERS: The capacity to effectively oversee work done and decisions made by an individual or a team.



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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OPPORTUNITY ANALYSIS

An understanding of future possibilities is important. These scores reveal how well Quinn 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.

0 1 2 3 4 5 6 7 8 9 10



7.3 *
8.2

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



7.6 *
7.5

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



7.6 *
7.2

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



7.9 *
7.7

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



7.5 *
7.4

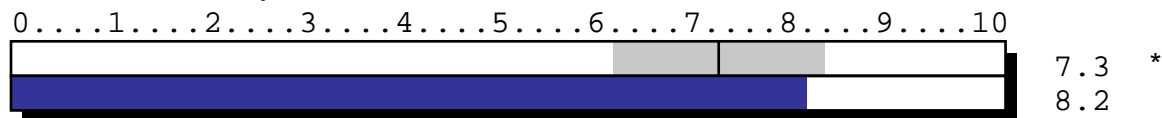
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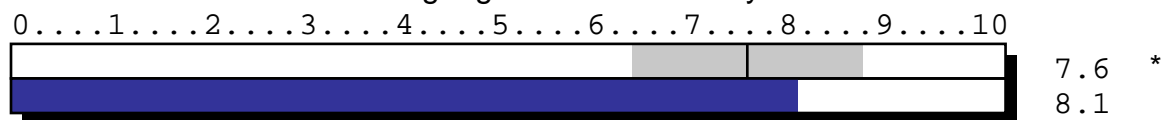
PLANNING ORIENTATION

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

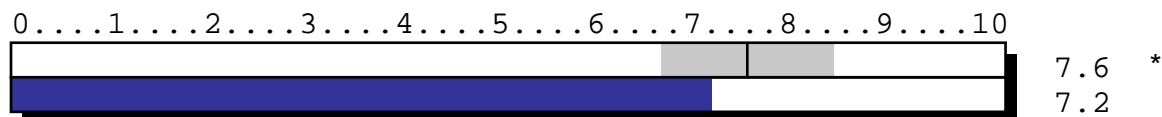
CONCEPTUAL THINKING: The ability to mentally envision comprehensive, long-range plans or goals and to identify, evaluate and allocate necessary resources.



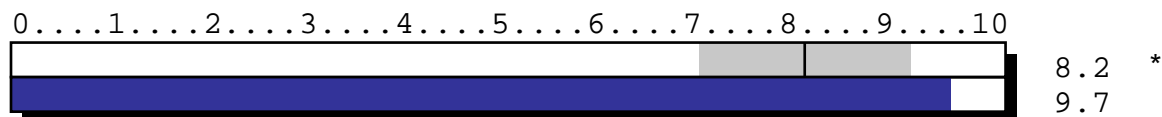
CONCRETE ORGANIZATION: The capacity to understand essential factors of a situation and bring together all necessary resources.



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.



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



SELF AND PROJECT MANAGEMENT

Managing a project requires that Quinn 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.

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



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



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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SELF AND PROJECT MANAGEMENT

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

0 1 2 3 4 5 6 7 8 9 10



7.4 *
7.2

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 *
7.5

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 *
8.3

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



STAFFING FOCUS

This category reveals Quinn'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 Quinn's management skills, broadly defined.

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

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



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



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

0 1 2 3 4 5 6 7 8 9 10



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

0 1 2 3 4 5 6 7 8 9 10



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DIMENSIONAL BALANCE

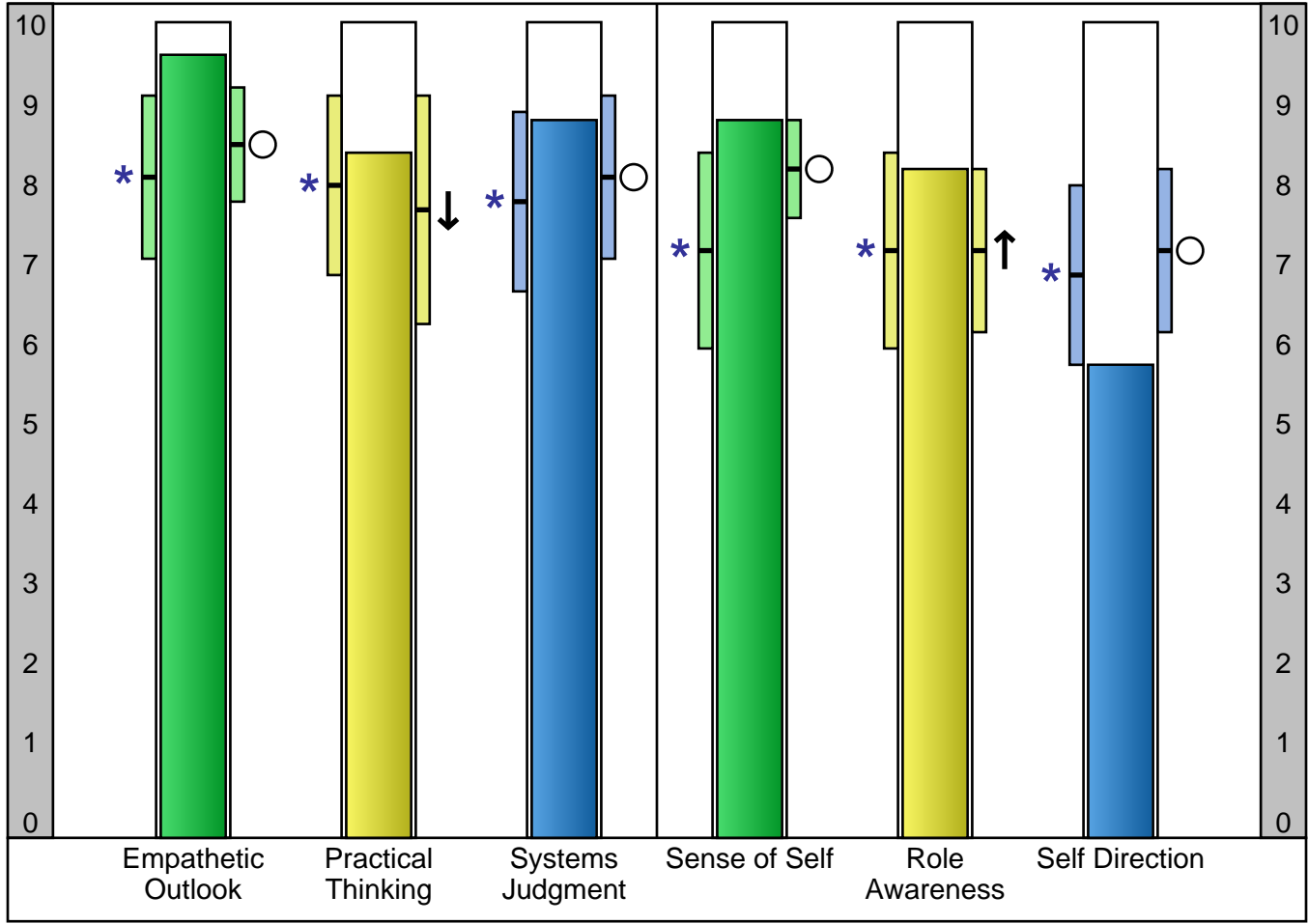
For consulting and coaching

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

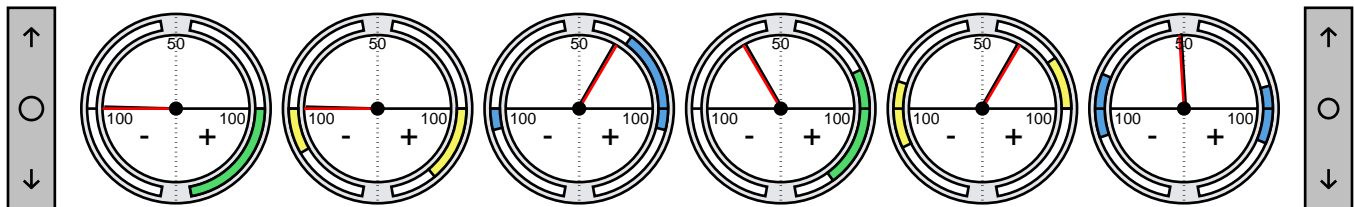
EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score 9.6 8.4 8.8 8.8 8.2 5.8

Bias ○ ↓ ○ ○ ↑ ○





CORE SKILLS LIST

For consulting and coaching

| Score | Mean | Description | Score | Mean | Description |
|-------|------|-----------------------------------|-------|------|---------------------------------|
| 10.0 | 7.9 | Correcting Others | 7.7 | 7.1 | Role Confidence |
| 9.7 | 8.2 | Realistic Goal Setting for Others | 7.6 | 7.2 | Personal Accountability |
| 9.6 | 7.9 | Attitude Toward Others | 7.6 | 6.9 | Meeting Standards |
| 9.6 | 7.8 | Freedom from Prejudices | 7.6 | 7.2 | Taking Responsibility |
| 9.6 | 7.9 | Sensitivity to Others | 7.5 | 7.3 | Consistency and Reliability |
| 9.6 | 8.1 | Empathetic Outlook | 7.5 | 7.6 | Realistic Personal Goal Setting |
| 9.6 | 8.1 | Personal Relationships | 7.5 | 7.3 | Job Ethic |
| 9.4 | 7.9 | Leading Others | 7.5 | 7.6 | Integrative Ability |
| 9.4 | 8.0 | Material Possessions | 7.5 | 7.4 | Self Management |
| 9.3 | 8.1 | Understanding Motivational Needs | 7.4 | 7.0 | Intuitive Decision Making |
| 9.2 | 7.9 | Conveying Role Value | 7.4 | 7.5 | Problem Solving |
| 9.2 | 7.8 | Relating to Others | 7.3 | 7.3 | Surrendering Control |
| 9.2 | 7.7 | Evaluating What is Said | 7.3 | 7.4 | Handling Rejection |
| 9.0 | 7.7 | Evaluating Others | 7.2 | 7.4 | Project And Goal Focus |
| 8.9 | 7.5 | Accountability for Others | 7.2 | 7.3 | Results Orientation |
| 8.8 | 8.0 | Following Directions | 7.2 | 7.6 | Long Range Planning |
| 8.8 | 8.0 | Respect for Policies | 7.1 | 7.3 | Sense of Mission |
| 8.8 | 7.3 | Sense of Self | 6.9 | 8.3 | Theoretical Problem Solving |
| 8.8 | 7.8 | Systems Judgment | 6.8 | 7.2 | Persistence |
| 8.8 | 8.1 | Self Improvement | 6.5 | 6.9 | Initiative |
| 8.7 | 7.9 | Emotional Control | 5.8 | 7.1 | Personal Drive |
| 8.7 | 7.4 | Enjoyment of the Job | 5.8 | 6.9 | Self Direction |
| 8.6 | 7.7 | Realistic Expectations | 5.3 | 7.0 | Handling Stress |
| 8.6 | 7.6 | Using Common Sense | | | |
| 8.5 | 7.8 | Monitoring Others | | | |
| 8.4 | 6.7 | Self Assessment | | | |
| 8.4 | 8.2 | Respect for Property | | | |
| 8.4 | 8.0 | Practical Thinking | | | |
| 8.3 | 7.5 | Quality Orientation | | | |
| 8.3 | 7.5 | Sense of Timing | | | |
| 8.3 | 7.6 | Status and Recognition | | | |
| 8.3 | 7.7 | Sense of Belonging | | | |
| 8.2 | 7.3 | Conceptual Thinking | | | |
| 8.2 | 7.0 | Balanced Decision Making | | | |
| 8.2 | 7.1 | Role Awareness | | | |
| 8.1 | 7.6 | Concrete Organization | | | |
| 8.1 | 7.4 | Self Confidence | | | |
| 8.1 | 7.4 | Developing Others | | | |
| 8.1 | 7.1 | Internal Self Control | | | |
| 8.0 | 7.3 | Project Scheduling | | | |
| 7.9 | 8.0 | Attention to Detail | | | |
| 7.9 | 7.1 | Gaining Commitment | | | |
| 7.9 | 7.8 | Persuading Others | | | |
| 7.7 | 7.9 | Proactive Thinking | | | |



CORE SKILLS LIST

For consulting and coaching

| Score | Mean | Description | Score | Mean | Description |
|-------|------|-----------------------------------|-------|------|----------------------------------|
| 8.9 | 7.5 | Accountability for Others | 9.2 | 7.8 | Relating to Others |
| 7.9 | 8.0 | Attention to Detail | 8.8 | 8.0 | Respect for Policies |
| 9.6 | 7.9 | Attitude Toward Others | 8.4 | 8.2 | Respect for Property |
| 8.2 | 7.0 | Balanced Decision Making | 7.2 | 7.3 | Results Orientation |
| 8.2 | 7.3 | Conceptual Thinking | 8.2 | 7.1 | Role Awareness |
| 8.1 | 7.6 | Concrete Organization | 7.7 | 7.1 | Role Confidence |
| 7.5 | 7.3 | Consistency and Reliability | 8.4 | 6.7 | Self Assessment |
| 9.2 | 7.9 | Conveying Role Value | 8.1 | 7.4 | Self Confidence |
| 10.0 | 7.9 | Correcting Others | 5.8 | 6.9 | Self Direction |
| 8.1 | 7.4 | Developing Others | 8.8 | 8.1 | Self Improvement |
| 8.7 | 7.9 | Emotional Control | 7.5 | 7.4 | Self Management |
| 9.6 | 8.1 | Empathetic Outlook | 8.3 | 7.7 | Sense of Belonging |
| 8.7 | 7.4 | Enjoyment of the Job | 7.1 | 7.3 | Sense of Mission |
| 9.0 | 7.7 | Evaluating Others | 8.8 | 7.3 | Sense of Self |
| 9.2 | 7.7 | Evaluating What is Said | 8.3 | 7.5 | Sense of Timing |
| 8.8 | 8.0 | Following Directions | 9.6 | 7.9 | Sensitivity to Others |
| 9.6 | 7.8 | Freedom from Prejudices | 8.3 | 7.6 | Status and Recognition |
| 7.9 | 7.1 | Gaining Commitment | 7.3 | 7.3 | Surrendering Control |
| 7.3 | 7.4 | Handling Rejection | 8.8 | 7.8 | Systems Judgment |
| 5.3 | 7.0 | Handling Stress | 7.6 | 7.2 | Taking Responsibility |
| 6.5 | 6.9 | Initiative | 6.9 | 8.3 | Theoretical Problem Solving |
| 7.5 | 7.6 | Integrative Ability | 9.3 | 8.1 | Understanding Motivational Needs |
| 8.1 | 7.1 | Internal Self Control | 8.6 | 7.6 | Using Common Sense |
| 7.4 | 7.0 | Intuitive Decision Making | | | |
| 7.5 | 7.3 | Job Ethic | | | |
| 9.4 | 7.9 | Leading Others | | | |
| 7.2 | 7.6 | Long Range Planning | | | |
| 9.4 | 8.0 | Material Possessions | | | |
| 7.6 | 6.9 | Meeting Standards | | | |
| 8.5 | 7.8 | Monitoring Others | | | |
| 6.8 | 7.2 | Persistence | | | |
| 7.6 | 7.2 | Personal Accountability | | | |
| 5.8 | 7.1 | Personal Drive | | | |
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| 7.9 | 7.8 | Persuading Others | | | |
| 8.4 | 8.0 | Practical Thinking | | | |
| 7.7 | 7.9 | Proactive Thinking | | | |
| 7.4 | 7.5 | Problem Solving | | | |
| 7.2 | 7.4 | Project And Goal Focus | | | |
| 8.0 | 7.3 | Project Scheduling | | | |
| 8.3 | 7.5 | Quality Orientation | | | |
| 8.6 | 7.7 | Realistic Expectations | | | |
| 9.7 | 8.2 | Realistic Goal Setting for Others | | | |
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