



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

Emotional Intelligence Version

---

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

**Henry Stein**

7-31-2008



## 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.



## WORLD VIEW

---

This is how Henry 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.

- Henry performs best in a people-focused atmosphere, with shared responsibility and decision-making.
- He could benefit from making a conscious effort to develop a stronger focus on practical tasks and activities.
- He treats each person as a unique individual.
- He places the most value on personal or professional relationships with others.
- Henry will get a sense of satisfaction from any environment with a strong emphasis on people.
- He understands people, which could be seen as one of his greatest talents.
- He could benefit from developing two-way communication with authority figures.
- He tends to give others support, positive feedback and motivation.
- Henry relies and depends on relationships with others.



## SELF VIEW

---

This is how Henry 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.

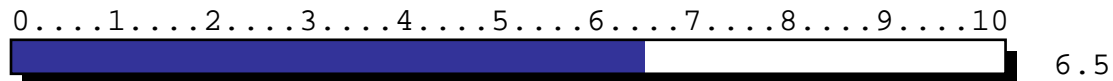
- Henry should be positive and realistic about current and future expectations.
- He should continuously challenge his abilities or his performance could suffer and may already be suffering.
- He would benefit from achieving a higher level of self-understanding.
- He has the ability to judge himself evenly in terms of his self-value, life roles, and direction.
- Henry could get into a "comfort zone" which could restrict him from developing or applying more of his potential.
- He is not stuck in any one aspect of self-appreciation.
- He could benefit from developing an understanding of himself, his role and direction.
- He believes that his own worth is based equally on his sense of self, producing and achieving in various roles, and growing as a person.
- Henry hasn't fully developed his sense of self, role awareness, and self-direction.



# 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.*

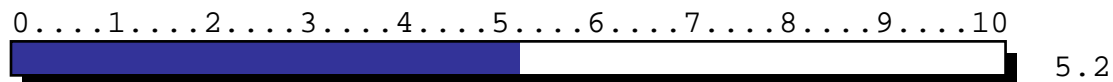
## COMMUNICATION SKILLS



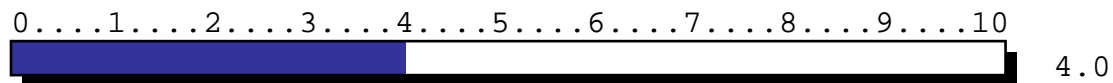
## INTERPERSONAL SKILLS



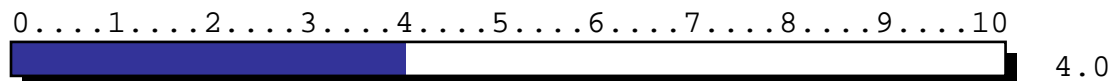
## PERSONAL MOTIVATORS



## SELF AWARENESS



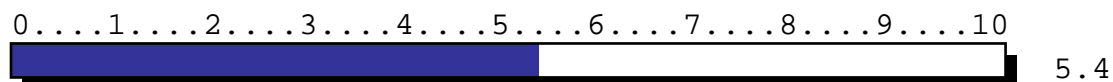
## SELF MANAGEMENT



## SOCIAL AWARENESS



## SOCIAL SKILLS





# COMMUNICATION SKILLS

Clear and effective communication skills involve both listening and speaking. These scores reflect Henry'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



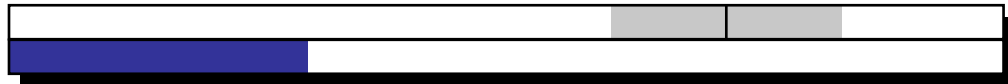
**FREEDOM FROM PREJUDICES:** The ability to maintain objectivity when relating to other people.

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



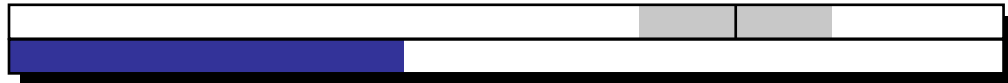
**HANDLING REJECTION:** The capacity to exhibit persistence and strong will in the face of objections.

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 Henry'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



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

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



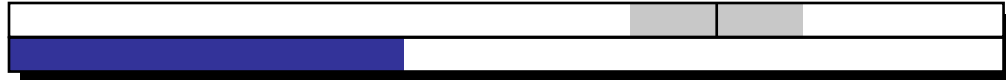
**REALISTIC EXPECTATIONS:** The ability to set realistic timeframes and well-defined standards of quality performance and production for others to follow.

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



**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



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



# PERSONAL MOTIVATORS

These scores reveal the degree to which Henry 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 \*  
7.8

**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 \*  
9.5

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

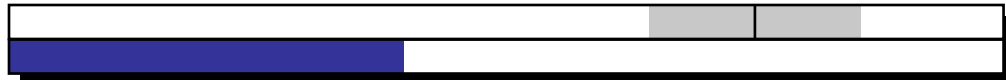
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



8.1 \*  
3.0

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

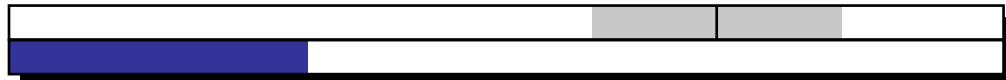
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.7 \*  
4.0

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

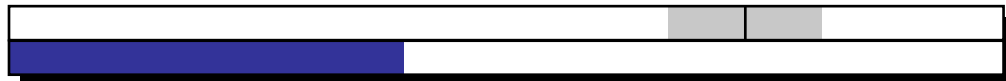
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.3 \*  
3.0

**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 \*  
4.0

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



# SELF AWARENESS

A measurement of whether or not Henry 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.

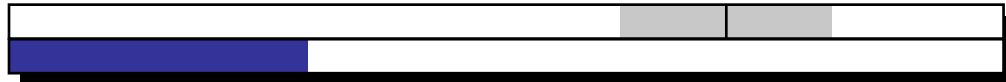
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.7 \*  
3.0

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

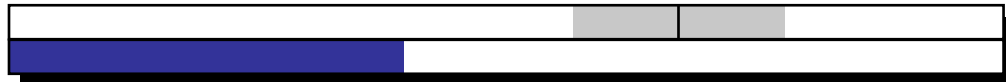
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.4 \*  
3.0

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

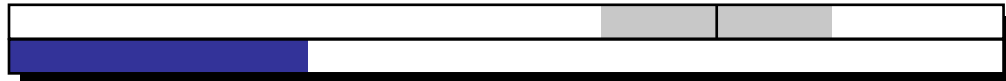
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.9 \*  
4.0

**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



7.3 \*  
3.0

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

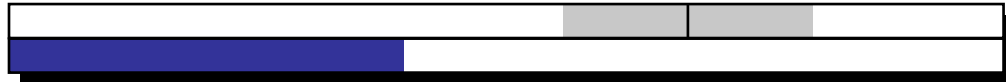


# SELF MANAGEMENT

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

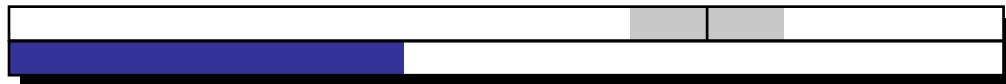
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.0 \*  
4.0

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

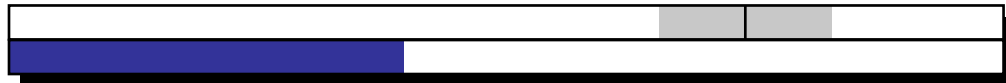
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.2 \*  
4.0

**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 \*  
4.0

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

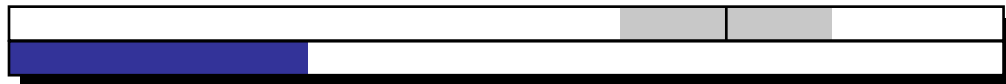
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



6.7 \*  
3.0

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

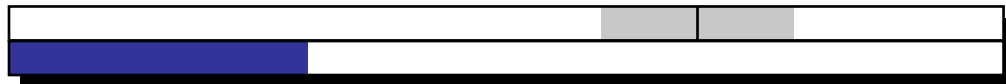
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.4 \*  
3.0

**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



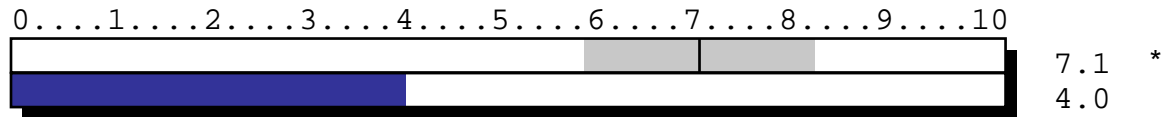
7.1 \*  
3.0

\* 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 Henry feels about other people's thoughts, feelings and ideas. It also shows whether or not Henry 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 \*  
9.0

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

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



8.1 \*  
9.0

**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 \*  
9.0

**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 \*  
8.6

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



# SOCIAL SKILLS

This is a measure of Henry's implementation of his awareness of others. In other words, this category shows how attuned Henry 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 \*  
8.3

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

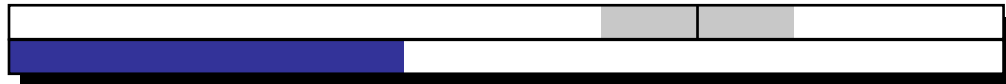
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.4 \*  
5.9

**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 \*  
4.0

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

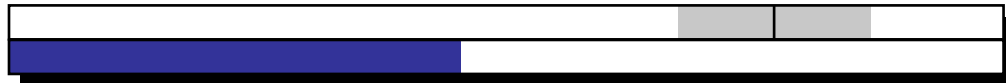
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.9 \*  
7.5

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

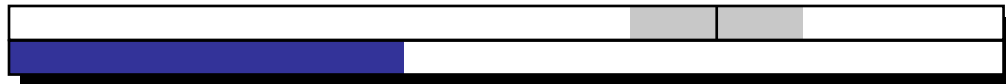
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 . . . . 10



7.9 \*  
4.6

**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 \*  
4.0

\* 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 \*  
4.0

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

# DIMENSIONAL BALANCE

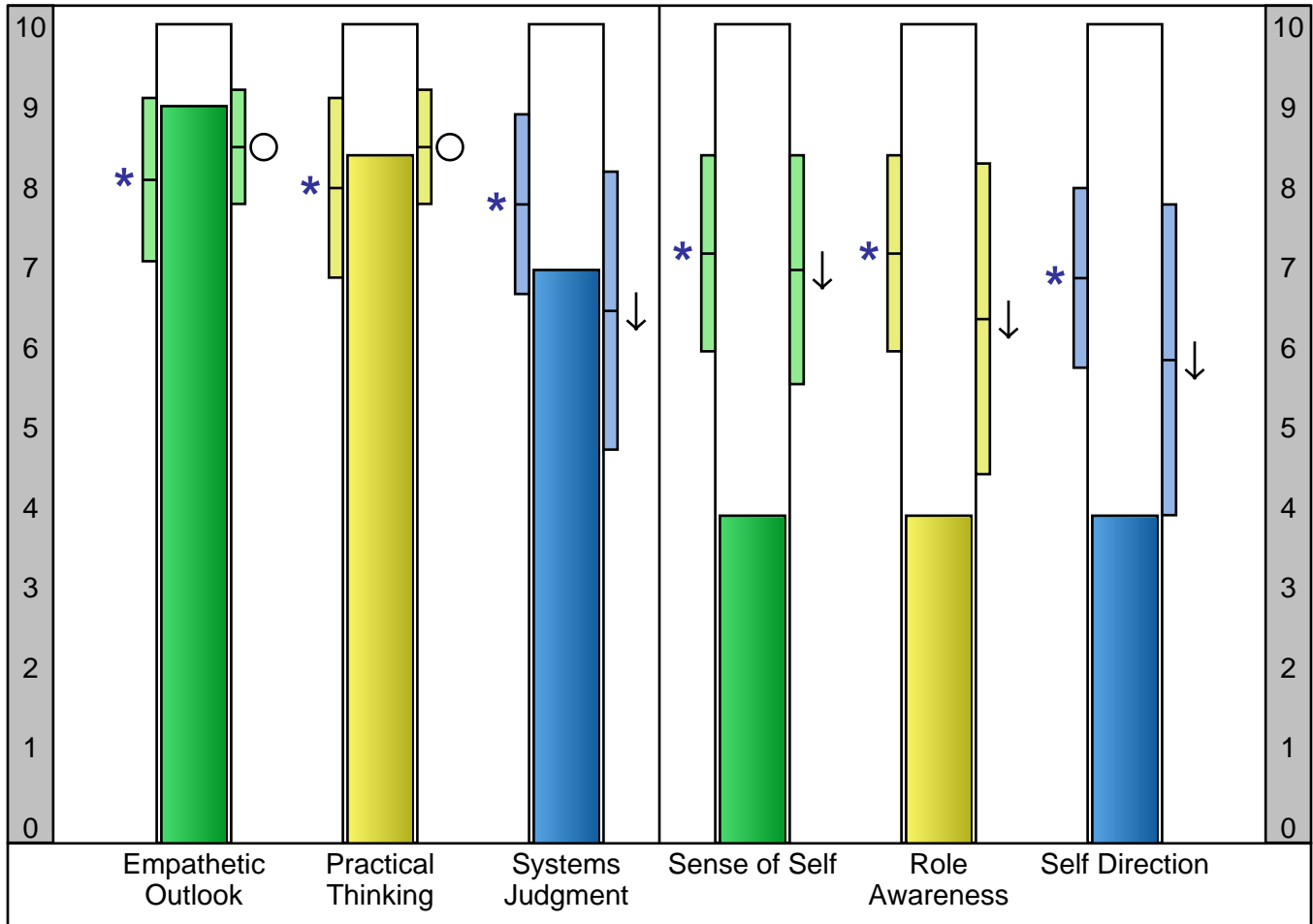
For consulting and coaching

Henry Stein  
7-31-2008

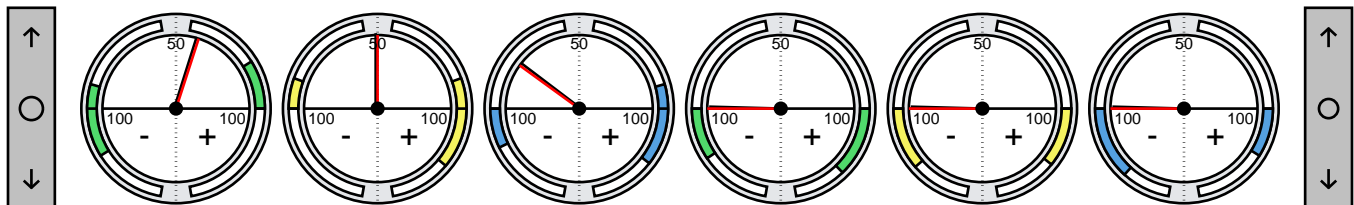
*	Population mean
↑	Overvaluation
○	Neutral valuation
↓	Undervaluation

## EXTERNAL FACTORS (Part 1)

## INTERNAL FACTORS (Part 2)



Score	9.0	8.4	7.0	4.0	4.0	4.0
Bias	○	○	↓	↓	↓	↓





# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
9.5	8.1	Personal Relationships	4.0	7.6	Realistic Personal Goal Setting
9.2	7.7	Evaluating Others	4.0	7.2	Personal Accountability
9.0	7.9	Attitude Toward Others	4.0	6.9	Meeting Standards
9.0	7.8	Freedom from Prejudices	4.0	7.2	Taking Responsibility
9.0	7.9	Sensitivity to Others	4.0	7.4	Self Management
9.0	8.1	Empathetic Outlook	4.0	7.2	Persistence
8.7	7.8	Monitoring Others	4.0	6.9	Self Direction
8.6	8.2	Realistic Goal Setting for Others	4.0	7.0	Handling Stress
8.6	8.1	Understanding Motivational Needs	4.0	7.1	Personal Drive
8.4	8.0	Practical Thinking	4.0	6.9	Initiative
8.3	7.9	Emotional Control	4.0	7.0	Intuitive Decision Making
8.2	8.3	Theoretical Problem Solving	4.0	7.3	Consistency and Reliability
8.0	7.3	Conceptual Thinking	4.0	7.4	Self Confidence
8.0	8.0	Attention to Detail	4.0	6.7	Self Assessment
7.8	8.2	Respect for Property	4.0	7.4	Handling Rejection
7.8	8.0	Material Possessions	4.0	7.3	Job Ethic
7.5	7.9	Correcting Others	4.0	7.3	Sense of Self
7.5	7.7	Evaluating What is Said	4.0	7.1	Role Confidence
7.2	7.6	Concrete Organization	4.0	7.1	Internal Self Control
7.2	7.7	Realistic Expectations	4.0	7.3	Sense of Mission
7.0	7.8	Systems Judgment	4.0	8.1	Self Improvement
6.6	7.6	Integrative Ability	4.0	7.1	Role Awareness
6.5	8.0	Following Directions	4.0	7.4	Enjoyment of the Job
6.5	8.0	Respect for Policies			
6.4	7.6	Using Common Sense			
5.9	7.4	Developing Others			
5.7	7.9	Proactive Thinking			
5.2	7.4	Project and Goal Focus			
5.2	7.3	Results Orientation			
5.1	7.5	Problem Solving			
5.1	7.9	Conveying Role Value			
4.6	7.9	Leading Others			
4.4	7.3	Project Scheduling			
4.1	7.6	Long Range Planning			
4.0	7.0	Balanced Decision Making			
4.0	7.6	Status and Recognition			
4.0	7.3	Surrendering Control			
4.0	7.5	Sense of Timing			
4.0	7.7	Sense of Belonging			
4.0	7.5	Accountability for Others			
4.0	7.1	Gaining Commitment			
4.0	7.8	Persuading Others			
4.0	7.8	Relating to Others			
4.0	7.5	Quality Orientation			



# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
4.0	7.5	Accountability for Others	4.0	7.8	Relating to Others
8.0	8.0	Attention to Detail	6.5	8.0	Respect for Policies
9.0	7.9	Attitude Toward Others	7.8	8.2	Respect for Property
4.0	7.0	Balanced Decision Making	5.2	7.3	Results Orientation
8.0	7.3	Conceptual Thinking	4.0	7.1	Role Awareness
7.2	7.6	Concrete Organization	4.0	7.1	Role Confidence
4.0	7.3	Consistency and Reliability	4.0	6.7	Self Assessment
5.1	7.9	Conveying Role Value	4.0	7.4	Self Confidence
7.5	7.9	Correcting Others	4.0	6.9	Self Direction
5.9	7.4	Developing Others	4.0	8.1	Self Improvement
8.3	7.9	Emotional Control	4.0	7.4	Self Management
9.0	8.1	Empathetic Outlook	4.0	7.7	Sense of Belonging
4.0	7.4	Enjoyment of the Job	4.0	7.3	Sense of Mission
9.2	7.7	Evaluating Others	4.0	7.3	Sense of Self
7.5	7.7	Evaluating What is Said	4.0	7.5	Sense of Timing
6.5	8.0	Following Directions	9.0	7.9	Sensitivity to Others
9.0	7.8	Freedom from Prejudices	4.0	7.6	Status and Recognition
4.0	7.1	Gaining Commitment	4.0	7.3	Surrendering Control
4.0	7.4	Handling Rejection	7.0	7.8	Systems Judgment
4.0	7.0	Handling Stress	4.0	7.2	Taking Responsibility
4.0	6.9	Initiative	8.2	8.3	Theoretical Problem Solving
6.6	7.6	Integrative Ability	8.6	8.1	Understanding Motivational Needs
4.0	7.1	Internal Self Control	6.4	7.6	Using Common Sense
4.0	7.0	Intuitive Decision Making			
4.0	7.3	Job Ethic			
4.6	7.9	Leading Others			
4.1	7.6	Long Range Planning			
7.8	8.0	Material Possessions			
4.0	6.9	Meeting Standards			
8.7	7.8	Monitoring Others			
4.0	7.2	Persistence			
4.0	7.2	Personal Accountability			
4.0	7.1	Personal Drive			
9.5	8.1	Personal Relationships			
4.0	7.8	Persuading Others			
8.4	8.0	Practical Thinking			
5.7	7.9	Proactive Thinking			
5.1	7.5	Problem Solving			
5.2	7.4	Project and Goal Focus			
4.4	7.3	Project Scheduling			
4.0	7.5	Quality Orientation			
7.2	7.7	Realistic Expectations			
8.6	8.2	Realistic Goal Setting for Others			
4.0	7.6	Realistic Personal Goal Setting			