



# TTI Personal Talent Skills Inventory™

Leadership/Management version

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**John Demo**

Sample

4-14-2006





## 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

John 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

John 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

John'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

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### **Best Performance Climate**

John 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**

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

John is good at seeing the big picture or the overall plan of things and how it impacts others much more clearly than he sees the step-by-step process it may take to get the results he wants. He 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. His people skills enable him 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. He tries to ensure that he 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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### **Role-Authentic—High Level of Development**

#### **Description**

John shows a strong and 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 good results from his work, and that becomes a part of his sense of self. He enjoys being himself, and he is confident, reliable and responsible. He is well aware of his strengths and gets involved in activities or jobs that will best utilize his talents or help to further develop his potential. He will best 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 usually starts new things intuitively and sees the future as a process of discovery, rather than being clear-cut and definite.

#### **Strengths**

John is confident in his abilities to perform and fulfill his roles and responsibilities in life. He has an inner strength that helps him to persevere, even in difficult situations. His general attitude toward change is 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 the best opportunities. He has a strong sense of self worth and identifies with his primary roles and activities.

#### **Development Opportunities**

John 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

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### **Internal Bias Description**

John has a neutral attitude toward sense of self and a positive self direction. The negative bias on role awareness shows that he is not getting the personal sense of fulfillment from his roles he would like to have. The positive bias on self direction shows this fulfillment is soon expected. He has a clear self-image in the area of self direction, and this conviction of self-concept encourages him to express himself frequently and forcefully. He is definite about his vision of the future and works hard on goals with high energy and strong discipline.



# 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



**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



**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



**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.

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



**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



Rev: 0.95-0.93

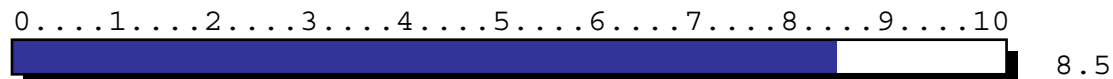
\* 68% of the population falls within the shaded area.



## 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.*

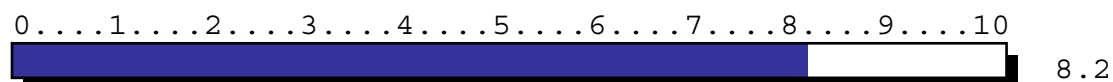
### HUMAN RESOURCE MANAGEMENT



### PERFORMANCE MANAGEMENT



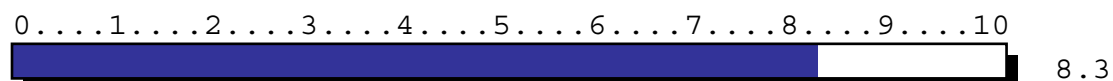
### PLANNING AND ORGANIZING



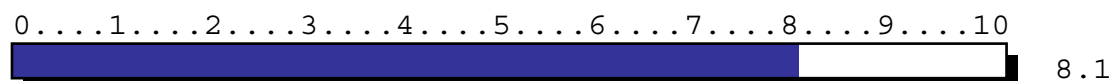
### PRODUCTION MANAGEMENT



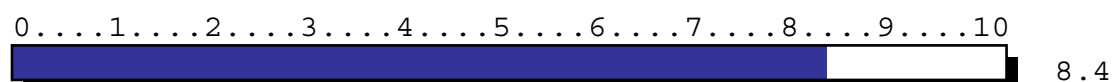
### SELF MANAGEMENT



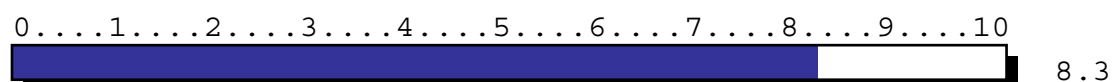
### LEADERSHIP BY EXAMPLE



### GUIDING VISION



### INSPIRING EXCELLENCE





# HUMAN RESOURCE MANAGEMENT

*This category reveals John'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 John'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



7.9 \*  
8.4

**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 \*  
8.2

**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



7.7 \*  
8.8

**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 \*  
9.0

**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



7.8 \*  
8.3

**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



8.2 \*  
8.7

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



# PERFORMANCE MANAGEMENT

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



**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



**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



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



## PLANNING AND ORGANIZING

*This category is a measure of John's ability to take concepts and combine them into a logical, concrete, robust plan. Also important in this context is John's ability to consider the future implications of his current decisions.*

**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 \*  
7.3

**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 \*  
7.9

**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 \*  
8.6

**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 \*  
9.2

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



# PRODUCTION MANAGEMENT

*Management of a total process is just as important as the management of people. This is a measure of John's ability to consider projects, quality and results.*

**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 \*  
8.5

**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.

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



7.3 \*  
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 \*  
7.7

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

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



7.3 \*  
7.7

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



# SELF MANAGEMENT

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



**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



**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



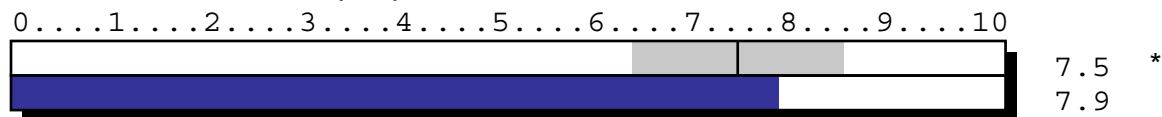
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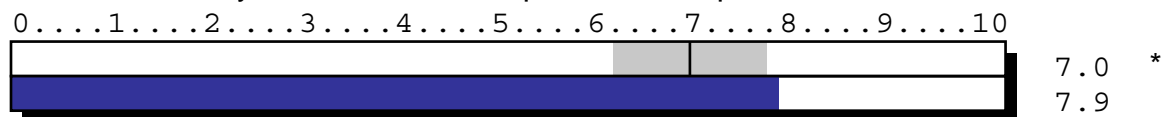
# LEADERSHIP BY EXAMPLE

*A good leader is a role model. Part of that responsibility involves considering how policies affect people and vice-versa. These are John's abilities as they relate to leading by example.*

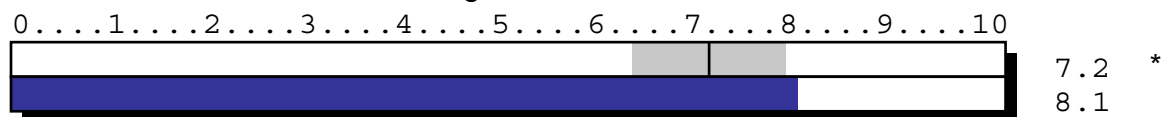
**ACCOUNTABILITY FOR OTHERS:** A willingness to take responsibility for the actions of other people.



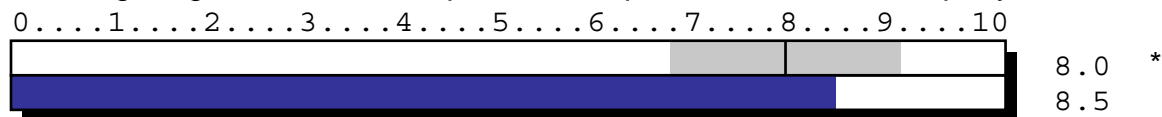
**BALANCED DECISION MAKING:** The ability to make consistently sound and timely decisions in one's personal and professional life.



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



**RESPECT FOR POLICIES:** The ability to understand, appreciate and have high regard for the rules, policies and procedures of the company.



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



## GUIDING VISION

*This is a measure of John's capacities as they relate to creating and fostering an overarching vision or mission for an organization or team.*

**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 \*  
7.3

**FLEXIBILITY:** The ability to readily modify, respond to and integrate change with minimal personal resistance.

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



7.6 \*  
8.4

**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 \*  
8.7

**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 \*  
8.6

**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 \*  
9.2

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



# INSPIRING EXCELLENCE

*Leading does not always mean doing. Instead, leadership involves helping others to see and follow through on their own abilities. This is a measure of John's ability to inspire others to produce excellent work.*

**INITIATIVE:** The compelling desire to get into the flow of work in order to accomplish the vision and complete the goal.

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



6.9 \*  
8.2

**PERSISTENCE:** The capacity to steadily pursue any project or goal that a person is committed to in spite of difficulty, opposition or discouragement.

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



7.2 \*  
8.2

**PERSUADING OTHERS:** The capacity to influentially present one's positions, opinions, feelings or views to others in such a way that they will listen and adopt the same view.

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



7.8 \*  
8.9

**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 \*  
8.9

**SELF-STARTING ABILITY:** A measure of a person's ability to initiate tasks in order to fulfill responsibilities and commitments.

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



6.9 \*  
8.2

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



# INSPIRING EXCELLENCE

**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 \*  
7.9

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

# DIMENSIONAL BALANCE

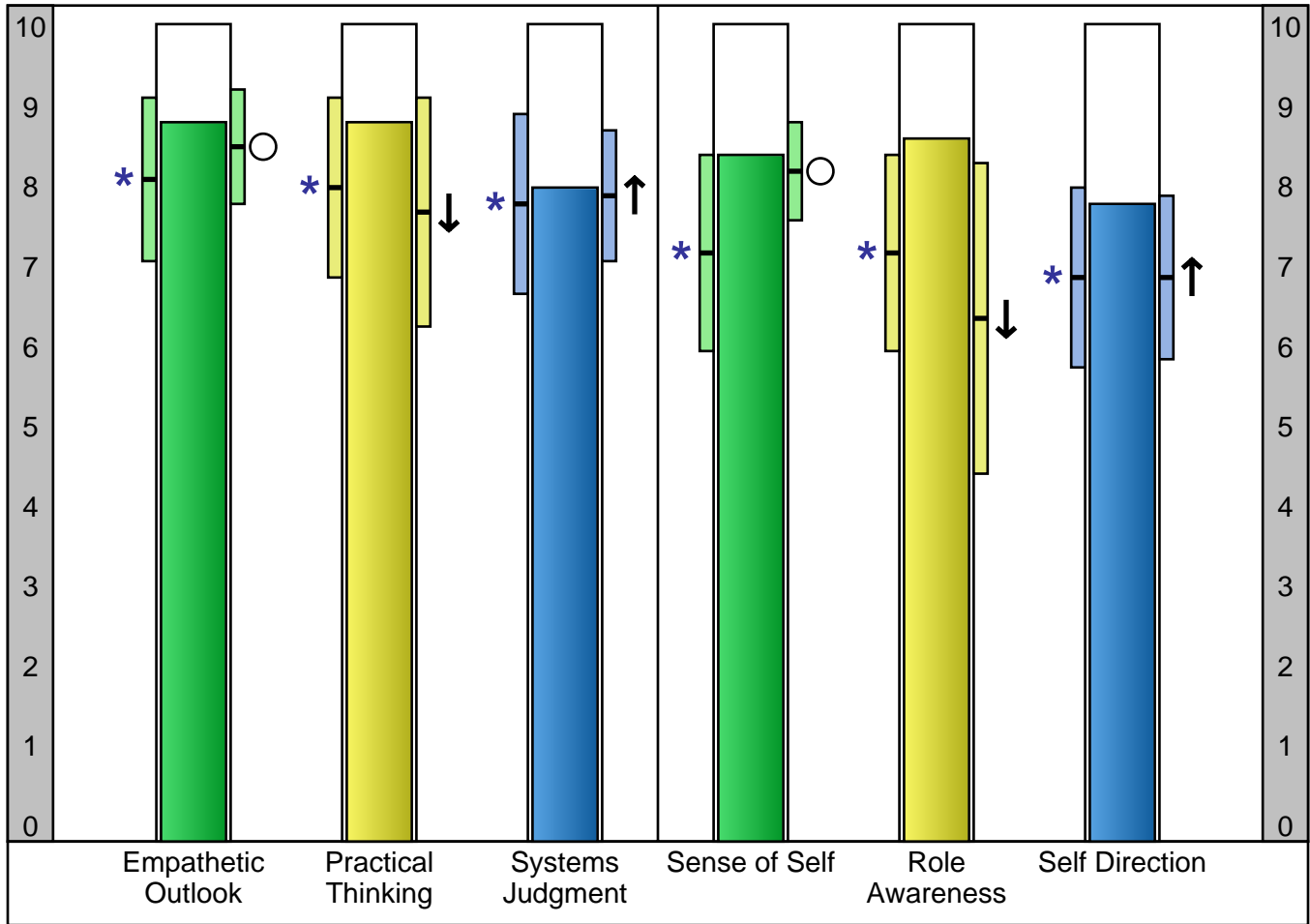
For consulting and coaching

4-14-2006

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

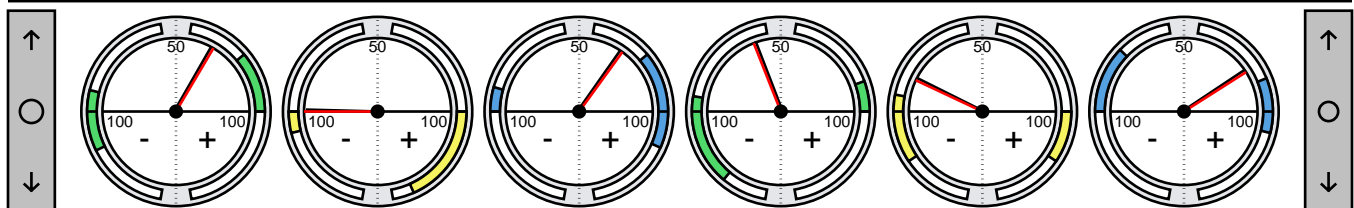
## EXTERNAL FACTORS (Part 1)

## INTERNAL FACTORS (Part 2)



Score 8.8      8.8      8.0      8.4      8.6      7.8

Bias ○      ↓      ↑      ○      ↓      ↑





# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
9.2	8.3	Theoretical Problem Solving	8.2	7.7	Sense of Belonging
9.2	7.9	Proactive Thinking	8.1	7.2	Personal Accountability
9.1	7.0	Handling Stress	8.1	7.4	Enjoyment of the Job
9.0	7.0	Intuitive Decision Making	8.1	7.2	Taking Responsibility
9.0	7.9	Leading Others	8.0	7.8	Systems Judgment
8.9	7.7	Realistic Expectations	7.9	7.6	Concrete Organization
8.9	7.6	Realistic Personal Goal Setting	7.9	7.5	Accountability for Others
8.9	7.8	Persuading Others	7.9	7.3	Surrendering Control
8.8	8.0	Attention to Detail	7.9	7.0	Balanced Decision Making
8.8	7.9	Attitude Toward Others	7.9	7.1	Gaining Commitment
8.8	7.8	Freedom from Prejudices	7.9	8.2	Respect for Property
8.8	7.7	Evaluating Others	7.8	7.4	Self Confidence
8.8	7.9	Sensitivity to Others	7.8	6.9	Self Direction
8.8	8.1	Empathetic Outlook	7.7	7.3	Consistency and Reliability
8.8	8.1	Personal Relationships	7.7	7.3	Results Orientation
8.8	8.0	Practical Thinking	7.7	7.5	Quality Orientation
8.7	8.2	Realistic Goal Setting for Others	7.7	7.3	Job Ethic
8.7	7.6	Integrative Ability	7.7	7.5	Sense of Timing
8.7	7.6	Status and Recognition	7.6	6.9	Meeting Standards
8.6	7.6	Long Range Planning	7.6	7.3	Sense of Mission
8.6	7.4	Handling Rejection	7.5	7.3	Project Scheduling
8.6	7.8	Relating to Others	7.5	7.1	Role Confidence
8.6	7.1	Role Awareness	7.3	7.3	Conceptual Thinking
8.5	8.0	Following Directions			
8.5	7.5	Problem Solving			
8.5	8.1	Understanding Motivational Needs			
8.5	8.0	Respect for Policies			
8.5	7.6	Using Common Sense			
8.5	7.9	Emotional Control			
8.4	6.7	Self Assessment			
8.4	7.9	Correcting Others			
8.4	7.3	Sense of Self			
8.4	7.7	Evaluating What is Said			
8.4	8.1	Self Improvement			
8.4	8.0	Material Possessions			
8.4	7.4	Self Management			
8.3	7.1	Personal Drive			
8.3	7.8	Monitoring Others			
8.2	7.4	Project And Goal Focus			
8.2	7.4	Developing Others			
8.2	7.9	Conveying Role Value			
8.2	7.1	Internal Self Control			
8.2	6.9	Initiative			
8.2	7.2	Persistence			



# CORE SKILLS LIST

*For consulting and coaching*

Score	Mean	Description	Score	Mean	Description
7.9	7.5	Accountability for Others	8.6	7.8	Relating to Others
8.8	8.0	Attention to Detail	8.5	8.0	Respect for Policies
8.8	7.9	Attitude Toward Others	7.9	8.2	Respect for Property
7.9	7.0	Balanced Decision Making	7.7	7.3	Results Orientation
7.3	7.3	Conceptual Thinking	8.6	7.1	Role Awareness
7.9	7.6	Concrete Organization	7.5	7.1	Role Confidence
7.7	7.3	Consistency and Reliability	8.4	6.7	Self Assessment
8.2	7.9	Conveying Role Value	7.8	7.4	Self Confidence
8.4	7.9	Correcting Others	7.8	6.9	Self Direction
8.2	7.4	Developing Others	8.4	8.1	Self Improvement
8.5	7.9	Emotional Control	8.4	7.4	Self Management
8.8	8.1	Empathetic Outlook	8.2	7.7	Sense of Belonging
8.1	7.4	Enjoyment of the Job	7.6	7.3	Sense of Mission
8.8	7.7	Evaluating Others	8.4	7.3	Sense of Self
8.4	7.7	Evaluating What is Said	7.7	7.5	Sense of Timing
8.5	8.0	Following Directions	8.8	7.9	Sensitivity to Others
8.8	7.8	Freedom from Prejudices	8.7	7.6	Status and Recognition
7.9	7.1	Gaining Commitment	7.9	7.3	Surrendering Control
8.6	7.4	Handling Rejection	8.0	7.8	Systems Judgment
9.1	7.0	Handling Stress	8.1	7.2	Taking Responsibility
8.2	6.9	Initiative	9.2	8.3	Theoretical Problem Solving
8.7	7.6	Integrative Ability	8.5	8.1	Understanding Motivational Needs
8.2	7.1	Internal Self Control	8.5	7.6	Using Common Sense
9.0	7.0	Intuitive Decision Making			
7.7	7.3	Job Ethic			
9.0	7.9	Leading Others			
8.6	7.6	Long Range Planning			
8.4	8.0	Material Possessions			
7.6	6.9	Meeting Standards			
8.3	7.8	Monitoring Others			
8.2	7.2	Persistence			
8.1	7.2	Personal Accountability			
8.3	7.1	Personal Drive			
8.8	8.1	Personal Relationships			
8.9	7.8	Persuading Others			
8.8	8.0	Practical Thinking			
9.2	7.9	Proactive Thinking			
8.5	7.5	Problem Solving			
8.2	7.4	Project And Goal Focus			
7.5	7.3	Project Scheduling			
7.7	7.5	Quality Orientation			
8.9	7.7	Realistic Expectations			
8.7	8.2	Realistic Goal Setting for Others			
8.9	7.6	Realistic Personal Goal Setting			

