



# TTI Personal Talent Skills Inventory™

Healthcare version

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

## Martha 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**

Martha 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**

Martha 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**

Martha'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**

Martha 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**

Martha 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.

Martha 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**

Martha 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**

Martha 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**

Martha 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**

Martha 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 SKILLS

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

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



7.0 \*  
7.9

**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 \*  
8.8

**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 \*  
8.8

**MEETING STANDARDS:** The ability to perform work according to precise specifications.

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



6.9 \*  
7.6

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

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



8.0 \*  
8.5

**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 \*  
7.6

Rev: 0.95-0.93

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

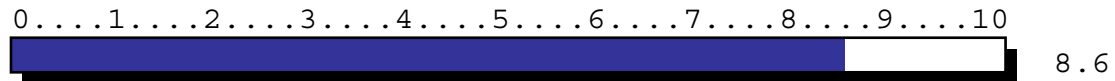


# THE HEALTHCARE SKILLS SUMMARY

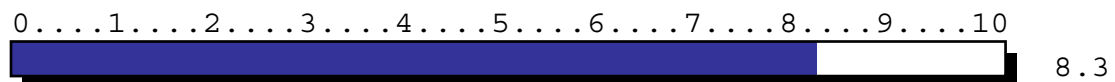
*This summary is a brief overview of the pages that follow. These scores provide a window into the respondent's abilities. This window will open even further as you progress through this report.*

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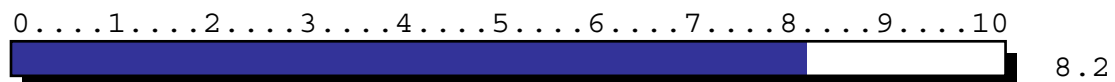
## EMOTIONAL CONFLICT AND DISTURBANCES



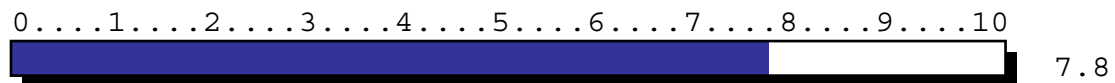
## HEALTHCARE TEAM ORIENTATION



## INDEPENDENT WORK ETHIC



## MEETING STANDARDS



## PATIENT CARE ORIENTATION



## PATIENT RELATIONS

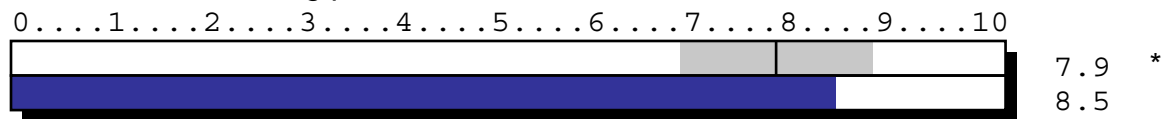




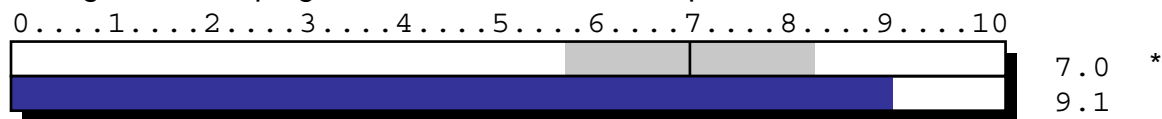
# EMOTIONAL CONFLICT AND DISTURBANCES

This category reveals how Martha is likely to respond to conflicts and problems that arise from emotional situations.

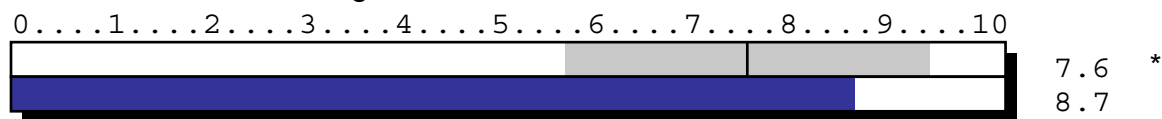
**EMOTIONAL CONTROL:** The ability to appear to be rational and in-control when facing problems or crises.



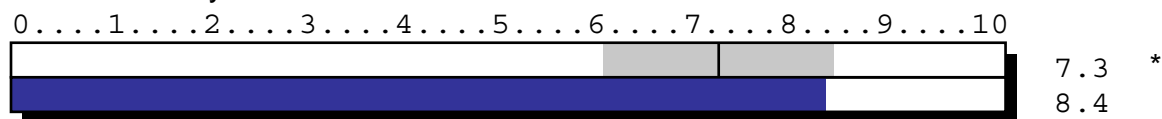
**HANDLING STRESS:** The ability to maintain composure and internal strength when coping with external and internal pressures.



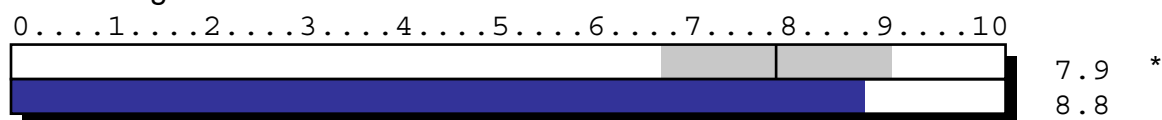
**INTEGRATIVE ABILITY:** The capacity to see different components of a situation and tie them together to see the situation as a whole.



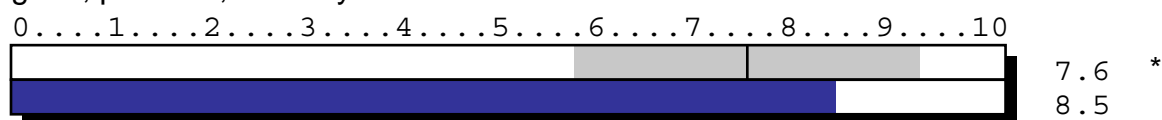
**SENSE OF SELF:** A measure of a person's awareness of "who" they are—the ability to discern one's own self-worth.



**SENSITIVITY TO OTHERS:** The capacity to understand and appreciate the value of other people with genuine concern for their needs, desires and feelings.



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



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



# HEALTHCARE TEAM ORIENTATION

A team atmosphere is critical in a healthcare setting. This is a measure of Martha's ability to engage in such an environment in order to deliver excellent care.

**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



**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



**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



**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



**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



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



# HEALTHCARE TEAM ORIENTATION

**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.



# INDEPENDENT WORK ETHIC

*In order to be successful, Martha must manage himself. This area reveals Martha's capacities as they relate to his ability to supervise himself, even when supervisors are not present.*

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

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



7.0 \*  
7.9

**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

**ROLE AWARENESS:** The degree of a person's identity and awareness regarding his or her professional, social and personal roles.

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



7.1 \*  
8.6

**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 \*  
7.8

**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



7.1 \*  
8.3

**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 \*  
8.4

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



# MEETING STANDARDS

When it comes to healthcare, certain agreed-upon standards must be met or exceeded. This is a measure of Martha's drive to follow or surpass those standards, no matter who sets them.

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

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



**JOB ETHIC:** The capacity to fulfill the professional responsibilities with a strong sense of moral duty and obligation they have been given.

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



**MEETING STANDARDS:** The ability to perform work according to precise specifications.

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



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

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



**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



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# PATIENT CARE ORIENTATION

This measures Martha's general abilities as they relate to overall, effective patient care.

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

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



**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



**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



**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



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



# PATIENT RELATIONS

Clear and effective communication skills involve both listening and speaking. These scores reflect Martha's ability to objectively understand patients and to subsequently deliver his message to them.

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

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



**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



**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



**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



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# DIMENSIONAL BALANCE

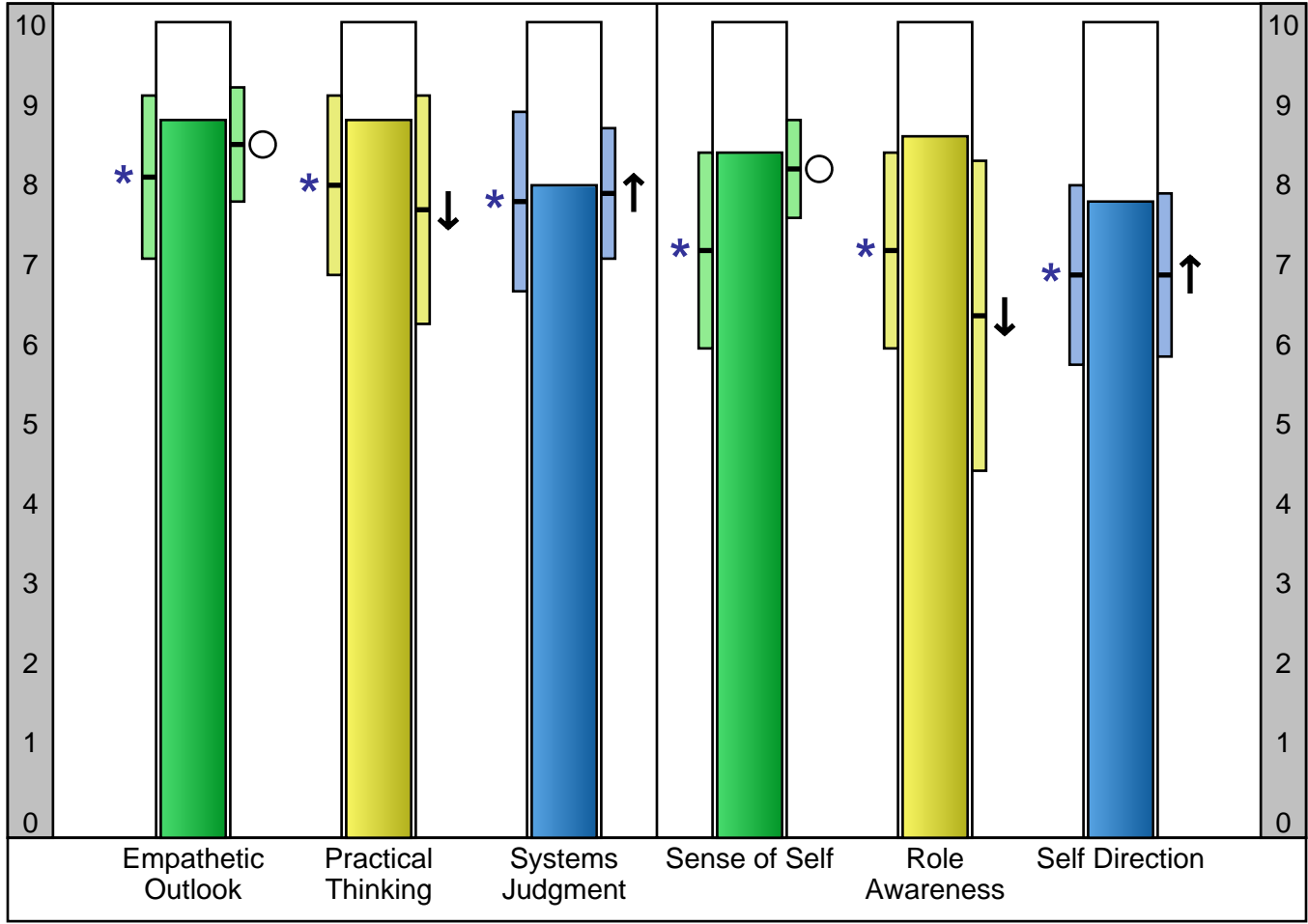
For consulting and coaching

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 ○

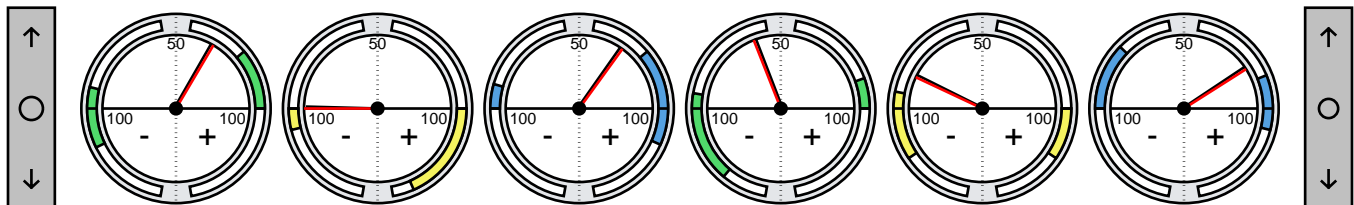
↓

↑

○

↓

↑





# 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			
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8.9	7.8	Persuading Others			
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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			

