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Subject Matter Expert (SME) #3

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5-24-2013

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Introduction

The purpose of this report is to provide insight into the most personal skill criteria for the position. Managers or leaders are encouraged to discuss the results of the report with new hires and incumbents to enhance their understanding of performance expectations. The information in this report is particularly valuable to organizations in the following Human Resource activities

- BUILDING COMPETENCY PROFILES OR MODELS
- DESIGNING PERFORMANCE EVALUATION PROCESSES
- ASSESSING TRAINING AND DEVELOPMENT NEEDS
- DESIGNING SUCCESSION PLANNING PROCESSES
- DEVELOPING BEHAVIORAL INTERVIEWS

Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. The report results are generated by a computer analysis of all responses. Thousands of calculations are performed to determine the key performance criteria of the position.

Each section of the report is designed to address important aspects of the position. Clarity, understanding and consensus on what competencies are required for superior performance is essential to optimize training and development, performance evaluation, behavioral interviewing, and succession planning programs.

Research indicates that a specific group of competencies are required to produce superior performance in most positions. This report provides detailed descriptions on seven (7) of the most important competencies required for superior performance in the position. It is recommended that the results of the report be discussed with incumbents and management to obtain consensus before integrating the information into Human Resource processes.

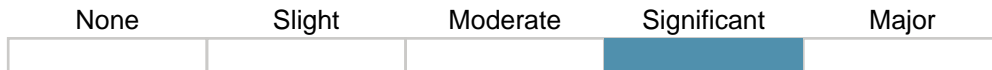
The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a framework for comparing candidate competency strengths with the competency requirements of the position. Select the questions that seem most appropriate to the position being analyzed.



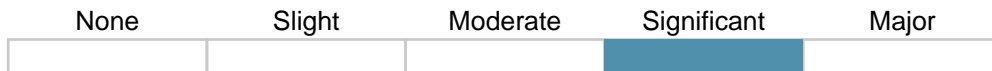
Key Characteristics of the Position

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority, and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant, and major.

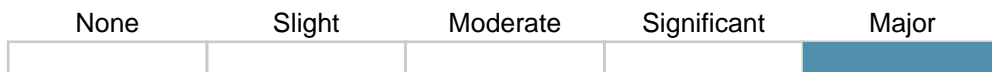
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership positions. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Positions with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.





Hierarchy of Competencies

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the job.

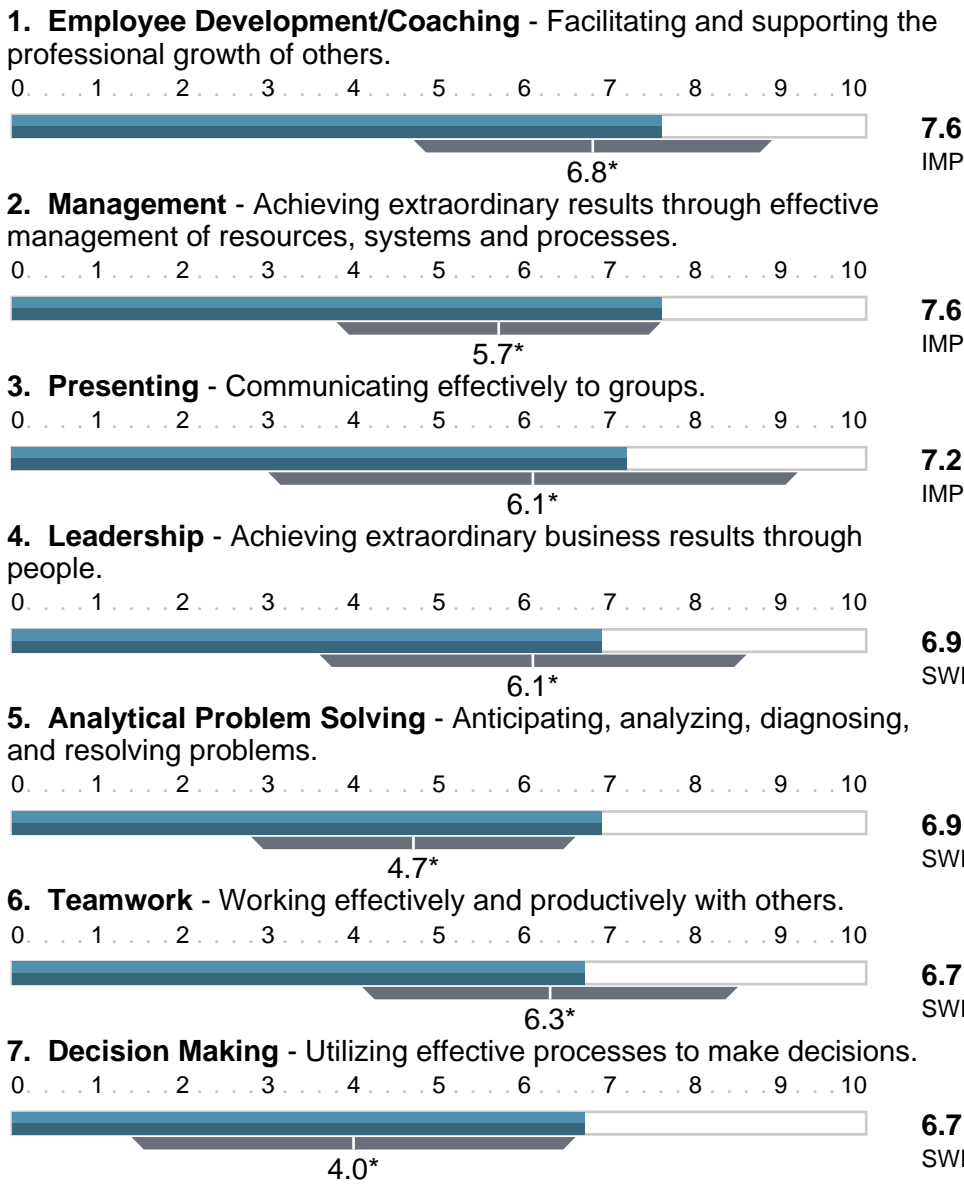
HIERARCHY OF COMPETENCIES	
1	Employee Development/Coaching
2	Management
3	Presenting
4	Leadership
5	Analytical Problem Solving
6	Teamwork
7	Decision Making
8	Goal Orientation
9	Planning/Organizing
10	Conflict Management
11	Negotiation
12	Creativity/Innovation
13	Flexibility
14	Written Communication
15	Personal Effectiveness
16	Continuous Learning
17	Futuristic Thinking
18	Empathy
19	Interpersonal Skills
20	Persuasion
21	Self-Management (time and priorities)
22	Customer Service
23	Diplomacy

Very Important Important Somewhat Important Not Important



Job Competencies Hierarchy

All human jobs require certain competencies. This section of the report identifies those competencies that lead to superior performance in most jobs. The graphs below are in descending order from the highest rated competency required by the job to the lowest.



The following scale is used throughout the report.

- 0 - 4.9 = NOT IMPORTANT TO JOB
- 5.0 - 6.9 = SOMEWHAT IMPORTANT
- 7.0 - 8.9 = IMPORTANT
- 9.0 - 10 = VERY IMPORTANT

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



Job Competencies Hierarchy

8. Goal Orientation - Energetically focusing efforts on meeting a goal, mission or objective.

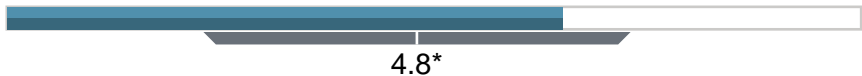
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10



6.7
SWI

9. Planning/Organizing - Utilizing logical, systematic and orderly procedures to meet objectives.

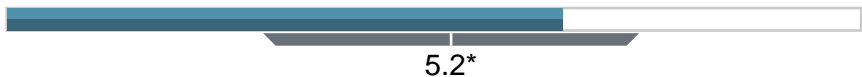
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6.5
SWI

10. Conflict Management - Addressing and resolving conflict constructively.

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



6.5
SWI

11. Negotiation - Facilitating agreements between two or more parties.

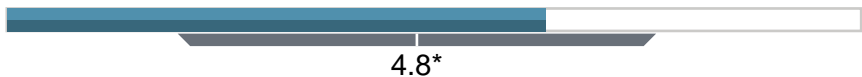
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6.3
SWI

12. Creativity/Innovation - Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

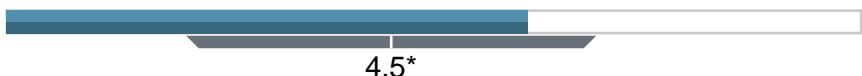
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6.3
SWI

13. Flexibility - Agility in adapting to change.

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



6.1
SWI

14. Written Communication - Writing clearly, succinctly and understandably.

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



6.1
SWI

15. Personal Effectiveness - Demonstrating initiative, self-confidence, resiliency and a willingness to take responsibility for personal actions.

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



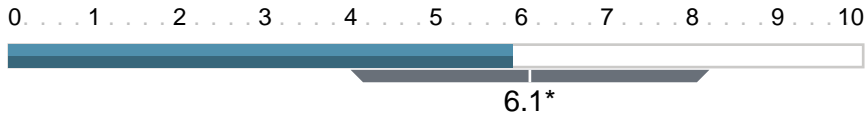
6.1
SWI

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



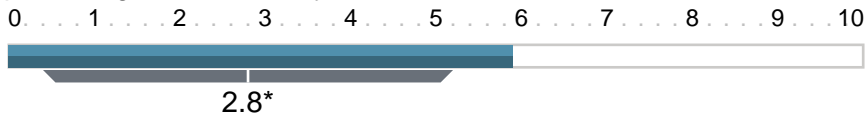
Job Competencies Hierarchy

16. Continuous Learning - Taking initiative in learning and implementing new concepts, technologies and/or methods.



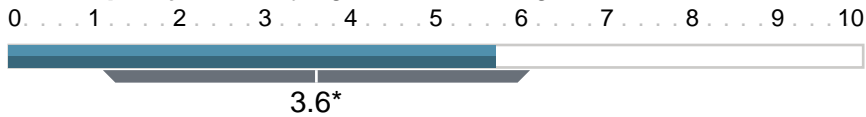
5.9
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17. Futuristic Thinking - Imagining, envisioning, projecting and/or predicting what has not yet been realized.



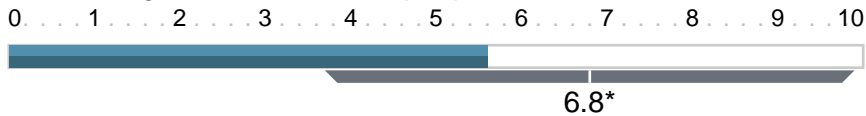
5.9
SWI

18. Empathy - Identifying with and caring about others.



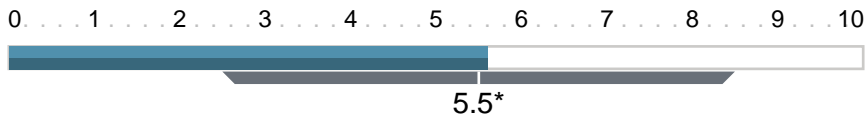
5.7
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19. Interpersonal Skills - Effectively communicating, building rapport and relating well to all kinds of people.



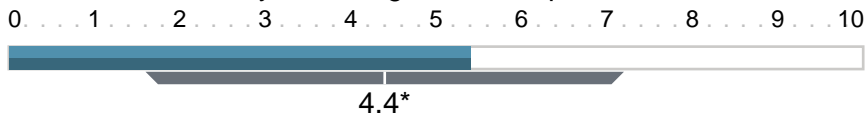
5.6
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20. Persuasion - Convincing others to change the way they think, believe or behave.



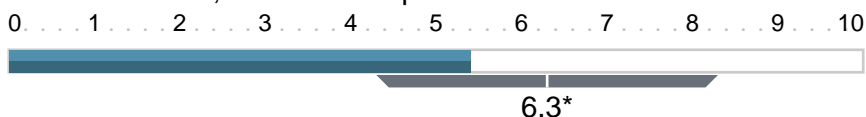
5.6
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21. Self-Management (Time and Priorities) - Demonstrating self control and an ability to manage time and priorities.



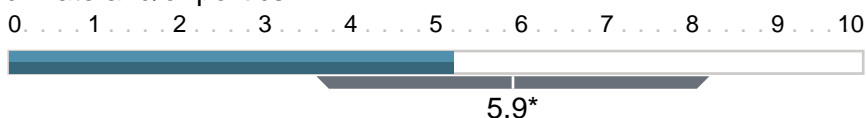
5.4
SWI

22. Customer Service - Anticipating, meeting and/or exceeding customer needs, wants and expectations.



5.4
SWI

23. Diplomacy - Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.



5.2
SWI

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



Summary of Top Competencies

This report focuses on personal skill competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. Employee Development/Coaching: Facilitating and supporting the professional growth of others.

- Expresses confidence in others' ability to perform.
- Identifies developmental needs.
- Encourages initiative and improvement.
- Provides opportunities for training.
- Gives new, difficult and/or challenging work assignments.
- Acknowledges and praises improvements.
- Trains, coaches and mentors others to develop.
- Views mistakes as opportunities for learning.
- Promotes learning and growth.

2. Management: Achieving extraordinary results through effective management of resources, systems and processes.

- Takes risks for the sake of goals, objectives or results.
- Demonstrates optimism and positive expectations of others.
- Establishes high performance standards.
- Holds people accountable and focused on goals and priorities.
- Identifies barriers to objectives and removes them.
- Delegates appropriate responsibilities and authority.
- Ensures adequate resources are available to achieve objectives.
- Makes decisions that benefit the bottom line or return on investment.