



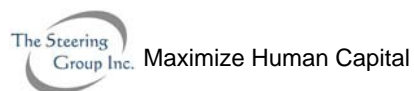
TTI DNA™

Multiple Respondent Position Analysis™ Report

Programmer

Programmer

1-27-2008



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INTRODUCTION

The purpose of this report is to provide insight into the most soft 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.

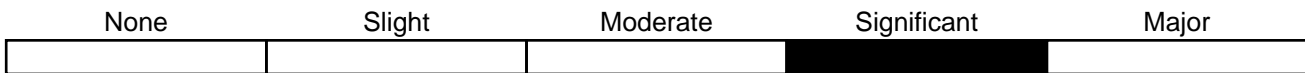
The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a framework for comparing candidate competency strengths with the competency requirements of the position. Select the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



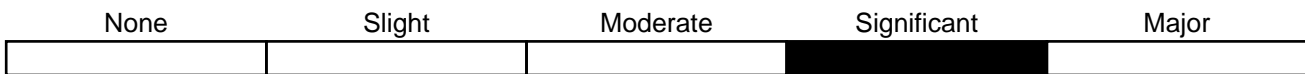
KEY CHARACTERISTICS OF THE POSITION

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.

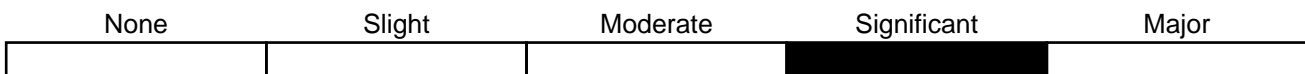
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



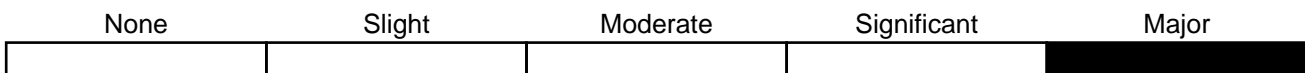
Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily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

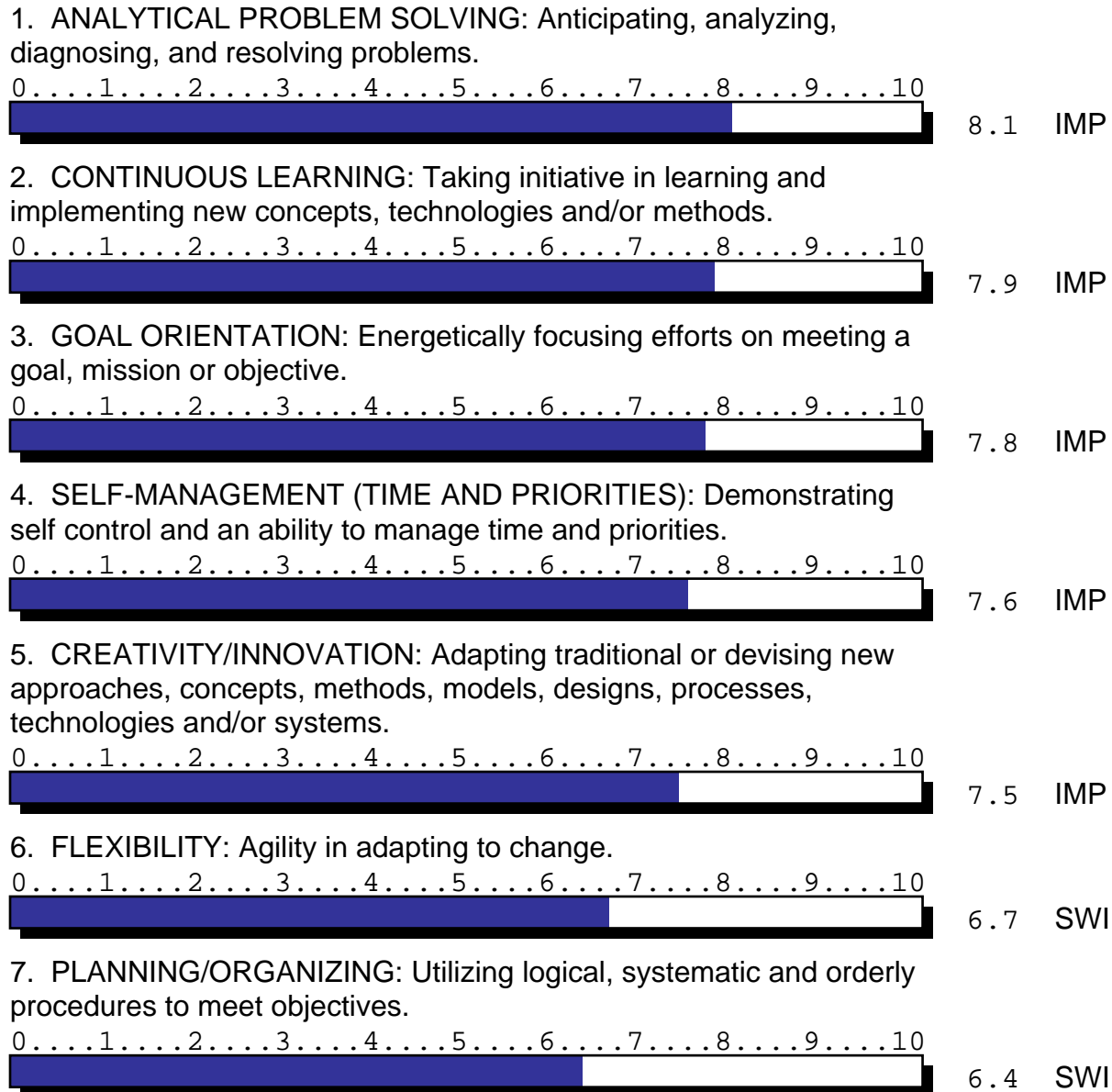
	HIERARCHY OF COMPETENCIES
1	Analytical Problem Solving
2	Continuous Learning
3	Goal Orientation
4	Self-Management (time and priorities)
5	Creativity/Innovation
6	Flexibility
7	Planning/Organizing
8	Teamwork
9	Futuristic Thinking
10	Personal Effectiveness
11	Written Communication
12	Decision Making
13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

Very Important 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.





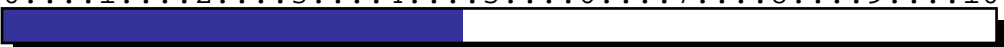
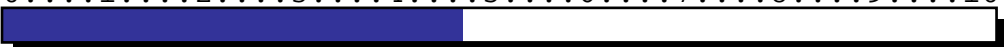
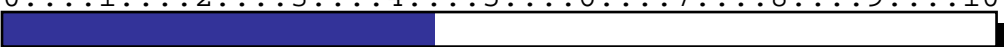



The following scale is used throughout the report.

- 0 - 4.9 = NOT IMPORTANT TO JOB
- 5.0 - 7.4 = SOMEWHAT IMPORTANT
- 7.5 - 9.9 = IMPORTANT
- 10 = VERY IMPORTANT

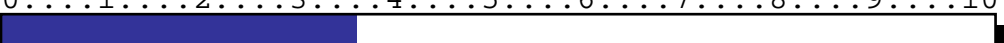


JOB COMPETENCIES HIERARCHY

8. TEAMWORK: Working effectively and productively with others. 0...1...2...3...4...5...6...7...8...9...10 	6.0	SWI
9. FUTURISTIC THINKING: Imagining, envisioning, projecting and/or predicting what has not yet been realized. 0...1...2...3...4...5...6...7...8...9...10 	5.6	SWI
10. 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 	5.2	SWI
11. WRITTEN COMMUNICATION: Writing clearly, succinctly and understandably. 0...1...2...3...4...5...6...7...8...9...10 	4.8	NI
12. DECISION MAKING: Utilizing effective processes to make decisions. 0...1...2...3...4...5...6...7...8...9...10 	4.7	NI
13. DIPLOMACY: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics. 0...1...2...3...4...5...6...7...8...9...10 	4.7	NI
14. INTERPERSONAL SKILLS: Effectively communicating, building rapport and relating well to all kinds of people. 0...1...2...3...4...5...6...7...8...9...10 	4.4	NI
15. EMPATHY: Identifying with and caring about others. 0...1...2...3...4...5...6...7...8...9...10 	4.3	NI



JOB COMPETENCIES HIERARCHY

16. CUSTOMER SERVICE: Anticipating, meeting and/or exceeding customer needs, wants and expectations. 0...1...2...3...4...5...6...7...8...9...10 	4.3	NI
17. MANAGEMENT: Achieving extraordinary results through effective management of resources, systems and processes. 0...1...2...3...4...5...6...7...8...9...10 	4.0	NI
18. PRESENTING: Communicating effectively to groups. 0...1...2...3...4...5...6...7...8...9...10 	3.7	NI
19. NEGOTIATION: Facilitating agreements between two or more parties. 0...1...2...3...4...5...6...7...8...9...10 	3.6	NI
20. LEADERSHIP: Achieving extraordinary business results through people. 0...1...2...3...4...5...6...7...8...9...10 	3.6	NI
21. CONFLICT MANAGEMENT: Addressing and resolving conflict constructively. 0...1...2...3...4...5...6...7...8...9...10 	3.5	NI
22. EMPLOYEE DEVELOPMENT/COACHING: Facilitating and supporting the professional growth of others. 0...1...2...3...4...5...6...7...8...9...10 	3.3	NI
23. PERSUASION: Convincing others to change the way they think, believe or behave. 0...1...2...3...4...5...6...7...8...9...10 	3.1	NI



SUMMARY OF TOP COMPETENCIES

This report focuses on soft 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. **ANALYTICAL PROBLEM SOLVING:** Anticipating, analyzing, diagnosing, and resolving problems.
 - Anticipates, identifies and resolves problems or obstacles.
 - Utilizes logic and systematic processes to analyze and solve problems.
 - Defines the causes, effects, impact and scope of problems.
 - Identifies the multiple components of problems and their relationships.
 - Prioritizes steps to solution.
 - Develops criteria for optimum solutions.
 - Evaluates the potential impact of possible solutions and selects the best one.

2. **CONTINUOUS LEARNING:** Taking initiative in learning and implementing new concepts, technologies and/or methods.
 - Demonstrates curiosity and enthusiasm for learning.
 - Takes initiative in acquiring and mastering the skills and knowledge requirements of a position.
 - Keeps abreast of current or new information through reading and other learning methods.
 - Actively interested in new technologies, processes and methods.
 - Welcomes or seeks assignments requiring new skills and knowledge.
 - Expends considerable effort and/or expense on learning.
 - Genuinely enjoys learning.
 - Identifies applications for knowledge.
 - Is considered a knowledgeable resource by others.



SUMMARY OF TOP COMPETENCIES

3. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.
 - Acts independently to achieve objectives without supervision.
 - Expends the necessary time and effort to achieve goals.
 - Recognizes and acts on opportunities to advance progress towards meeting goals.
 - Establishes and works toward ambitious and challenging goals.
 - Develops and implements strategies to meet objectives.
 - Measures effectiveness and performance to ensure results are attained.
 - Acts with a sense of urgency to achieve goals.
 - Demonstrates persistence in overcoming obstacles to meet objectives.
 - Takes calculated risks to achieve results.

4. **SELF-MANAGEMENT (TIME AND PRIORITIES):** Demonstrating self control and an ability to manage time and priorities.
 - Effectively manages emotions and impulses.
 - Effectively manages time and priorities to meet deadlines.
 - Presents self assertively.
 - Demonstrates an ability to maintain composure in the midst of crisis.
 - Strives for continuous improvement.
 - Balances personal and professional life.
 - Takes initiative and acts without waiting for direction.
 - Accepts responsibility for actions and results.

5. **CREATIVITY/INNOVATION:** Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.
 - Notices unique patterns, variables, processes, systems or relationships.
 - Expresses non-traditional perspectives and/or novel approaches.
 - Synthesizes and/or simplifies data, ideas, models, processes or systems.
 - Challenges established theories, methods and/or protocols.
 - Encourages and promotes creativity and innovation.
 - Modifies existing concepts, methods, models, designs, processes, technologies and systems.
 - Develops and tests new theories to explain or resolve complex issues.
 - Applies unorthodox theories and/or methods.
 - Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.



SUMMARY OF TOP COMPETENCIES

6. FLEXIBILITY: Agility in adapting to change.

- Responds promptly to shifts in direction, priorities and schedules.
- Demonstrates agility in accepting new ideas, approaches and/or methods.
- Effective in juggling multiple priorities and tasks.
- Modifies methods or strategies to fit changing circumstances.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.
- Embraces and/or champions change.

7. PLANNING/ORGANIZING: Utilizing logical, systematic and orderly procedures to meet objectives.

- Works effectively within established time frames and priorities.
- Utilizes logical, practical and efficient approaches.
- Prioritizes tasks for optimum productivity.
- Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
- Anticipates probable effects, outcomes and risks.
- Develops contingency plans to minimize waste, error and risk.
- Allocates, adjusts and manages resources according to priorities.
- Monitors implementation of plans and makes adjustments as needed.



INTERVIEW QUESTIONS

1. **ANALYTICAL PROBLEM SOLVING:** Anticipating, analyzing, diagnosing, and resolving problems.

Listen for an analytical and disciplined approach to solving problems. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation when you anticipated a problem.
- What, if anything, did you do about it?
- Give me an example of when your diagnosis of a problem proved to be correct.
- What approach did you take to diagnose the problem?
- What was the outcome?
- Describe the most difficult work problem you've ever encountered.
- What made it difficult?
- What steps did you take towards developing a solution?
- What factors did you consider in evaluating solutions?
- What solution was implemented and how successful was it in solving the problem?



INTERVIEW QUESTIONS

2. **CONTINUOUS LEARNING:** Taking initiative in learning and implementing new concepts, technologies and/or methods.

Listen for positive attitude towards self-improvement, learning and the application of knowledge. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- How do you keep current on what's going on in your field?
- What books and magazines you have read or classes you have taken to keep abreast of what's new in your field?
- What was the last book you read?
- What learning activities have you been involved with since College/High School?
- Give me an example of when you were able to apply a concept, theory or knowledge to a work problem or situation.
- Describe how something you learned made a significant difference in your career.
- Give me an example of when you did not know enough about something to be effective.
- What did you do about it?
- In what ways have you invested in yourself to improve your performance?
- What self-improvement activities are you currently involved in?
- Give me an example that illustrates how other people have used you as a resource for knowledge in your field.
- What do you want to learn before you die?



INTERVIEW QUESTIONS

3. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.

Listen for determination, persistence and a "never-give-up" attitude in efforts to meet goals. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of the most significant professional goal you have met.
- How did you achieve it?
- What were the obstacles?
- How did you overcome them?
- Give me an example of when you took a risk to achieve a goal.
- What was the outcome?
- What are your future professional goals?
- How do you plan to achieve them?
- What might keep you from achieving them?
- Tell me about a time when you overcame great obstacles to achieve something significant.
- Give me an example of when you achieved something by your persistence that others couldn't.



INTERVIEW QUESTIONS

4. **SELF-MANAGEMENT (TIME AND PRIORITIES):** Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- Describe a situation when you had to exercise a significant amount of self control.
- Describe a situation when you demonstrated initiative and took action without waiting for direction.
- What was the outcome?
- Give me an example of when your ability to manage your time and priorities proved to be an asset.
- What have you done in the past that demonstrates your commitment to continuous improvement?
- Give me an example of when you were responsible for an error or mistake.
- What was the outcome?
- What, if anything, would you do differently?
- Describe a time when you had to make a difficult choice between your personal and professional life.



INTERVIEW QUESTIONS

5. **CREATIVITY/INNOVATION:** Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

Listen for "out-of-the-box" thinking and unusual approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a work situation when you adapted a concept, design, process or system to meet a need.
- How did you go about it?
- Describe a work situation when you took an unusual or non-traditional approach to get results.
- What made your approach so unusual?
- Why did you take that approach?
- How did others respond to your approach?
- What was the outcome?
- What, if anything, would you do differently?
- Give me an example of when you were given special recognition for a new idea, method or process that improved results.



INTERVIEW QUESTIONS

6. FLEXIBILITY: Agility in adapting to change.

Listen for a positive attitude towards lots of activity, multi-tasking and change, in general. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were forced to change priorities or direction.
- How did you feel when you were first confronted with this change?
- Describe a time when there was an extraordinary amount of activity at work.
- How did you handle it?
- Describe a situation when you were the author or architect of a change.
- What were the barriers to implementing the change and how did you get beyond them?
- How did you get buy-in from others?
- What was the outcome?
- Give me an example of when you were one of the first to get on board when a major change was introduced.
- Describe a situation when you were given special recognition or acknowledgement for your ability to adapt quickly to a change.



INTERVIEW QUESTIONS

7. **PLANNING/ORGANIZING:** Utilizing logical, systematic and orderly procedures to meet objectives.

Listen for logical, organized and systematic approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most complex assignment or project you've worked on.
- What actions did you take to start the assignment or project?
- What were the most challenging aspects of the assignment or project?
- How did you determine what steps needed to be taken to complete it?
- How did you determine what resources were needed?
- What obstacles did you encounter that you didn't anticipate?
- What could you have done differently?
- Describe a situation when your planning and preparation was a major factor in the success of a project.
- Describe a work situation where your lack of planning and organizing had a negative effect.
- Give me an example of when you were given special recognition or acknowledgement for your attention to detail.



JOB COMPETENCIES COMPOSITE

This last section lists each respondent's individual rankings, produces an average of them, and displays a resulting composite score. Respondents are listed separately under "R1, R2," etc. The composite score for each competency is indicated under "C."

	COMPETENCIES	C	R1	R2	R3
1	Analytical Problem Solving	8.1	7.6	8.0	8.9
2	Continuous Learning	7.9	7.4	7.0	9.3
3	Goal Orientation	7.8	7.0	8.1	8.3
4	Self-Management (time and priorities)	7.6	6.7	7.4	8.7
5	Creativity/Innovation	7.5	6.5	7.6	8.5
6	Flexibility	6.7	6.3	4.8	8.9
7	Planning/Organizing	6.4	6.1	6.5	6.5
8	Teamwork	6.0	4.8	5.0	8.3
9	Futuristic Thinking	5.6	5.0	5.4	6.3
10	Personal Effectiveness	5.2	4.1	5.2	6.3
11	Written Communication	4.8	3.7	3.0	7.8
12	Decision Making	4.7	3.7	3.9	6.5
13	Diplomacy	4.7	2.8	3.1	8.1
14	Interpersonal Skills	4.4	3.7	1.9	7.8
15	Empathy	4.3	3.0	1.9	8.0
16	Customer Service	4.3	2.4	2.4	8.0
17	Management	4.0	3.5	3.3	5.0
18	Presenting	3.7	2.4	2.4	6.3
19	Negotiation	3.6	2.4	2.4	5.9
20	Leadership	3.6	2.8	2.6	5.4
21	Conflict Management	3.5	2.4	1.9	6.1
22	Employee Development/Coaching	3.3	2.4	1.7	5.9
23	Persuasion	3.1	1.7	2.4	5.4



RESPONDENT KEY

R1: Cindy Gilbert
R2: Mathew Grober
R3: Lewis Parkman