

## Expert Report Sarah Sample



Professional  
Styles

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## About this Report

This report is based upon the Styles assessment, which explores an individual's motives, preferences, needs and talents in critical work areas.

The results are based on a comparison with a group of 2,600 international professionals and managers and are presented on a 1 to 10 Sten scale.

Since the questionnaire is a self-report measure, the results reflect the individual's self-perception. Our extensive research has shown this to be a good indicator of how people are likely to operate in the workplace. Nevertheless, due consideration must be given to the subjective nature of using an individual's self-perception in the interpretation of these data.

It should be remembered that the information contained in this report is potentially sensitive and every effort should be made to ensure that it is stored in a secure place.

The information contained within this report is likely to remain a good reflection of the individual's self-perception for 12-24 months, depending upon circumstances.

The report was produced using Saville Assessment software systems. It has been derived from the results of an assessment completed by the respondent, and reflects the responses they made.

This report has been generated electronically. Saville Assessment do not guarantee that it has not been changed or edited. We can accept no liability for the consequences of the use of this report, howsoever arising.

The application of this assessment is limited to Saville Assessment employees, agents of Saville Assessment and clients authorised by Saville Assessment.

## Introduction to Assessment Report

This report provides information on motives, preferences, needs and talents, based on Sarah Sample's responses to the Styles questionnaire.

### Executive Summary Profile

The Executive Summary Profile outlines the 12 main sections of the profile, grouped under the four major cluster headings of Thought, Influence, Adaptability and Delivery. Beneath each of the 12 section headings information is given on the three underlying dimensions - 36 dimensions in total.

### Full Psychometric Profile

The Full Psychometric Profile focuses on the 36 Professional Styles dimensions, which are arranged under four main cluster headings (Thought, Influence, Adaptability and Delivery), with one page devoted to each cluster. Each cluster breaks down into three sections (12 in total), each consisting of three dimensions. These 36 dimensions are each comprised of three underlying facets (108 in total), with verbal descriptions of the facet scores shown underneath the dimension title.

### Summary Psychometric Profile

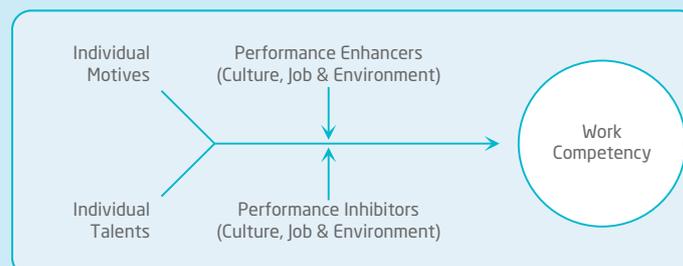
The Summary Psychometric Profile gives an overview of the 36 Styles dimensions of the profile on one page. It highlights where there is a facet range, and where motive or talent is higher (whichever is higher is indicated by M or T) and where normative or ipsative is higher (whichever is higher is indicated by an N or I).

### Competency Potential Profile

The Competency Potential Report is based on links established between the 108 facets of the Styles questionnaire and a detailed, independent assessment of work performance on over 1,000 professionals. Based on real data, this gives a unique prediction of Sarah Sample's likely strengths and limitations in 12 key performance areas. Underlying components of performance are reflected in the verbal descriptions and scores under each of the 12 competency headings. This prediction should be interpreted against key work requirements as established through job analysis or competency profiling methods. Highly positive profiles may reflect an unrealistically positive self-view whilst low scoring profiles may reflect an overly critical self-view. In such cases, it is particularly important to verify the results against other information.

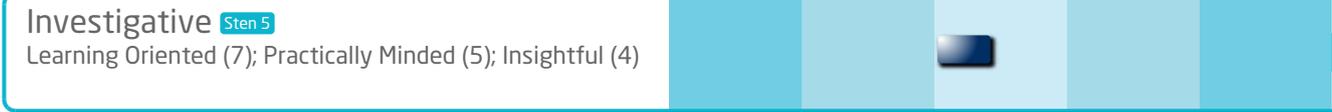
### Predicted Culture/Environment Fit

The Predicted Culture/Environment Fit Report gives an indication of the aspects of the culture, job and environment that are likely to enhance or inhibit a person's success. Saville Assessment's groundbreaking research suggests that people's motives and talents interact in important ways with culture, job and environment characteristics to help determine their work performance and competency.



## Executive Summary Profile

### Thought



### Influence



### Adaptability



### Delivery

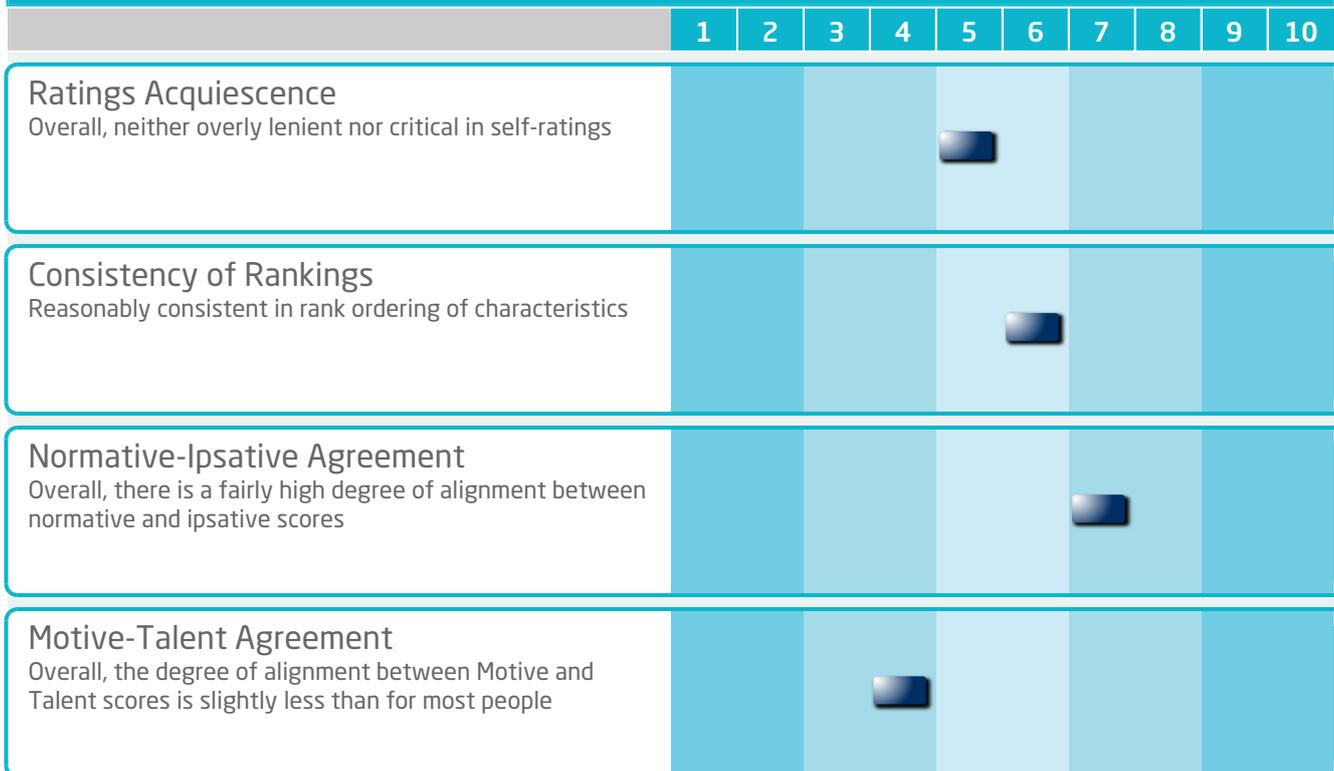


## Full Psychometric Profile - Overview

This full psychometric profile provides a detailed assessment of Sarah Sample's responses to the Professional Styles questionnaire.

It begins with a summary of response patterns followed by an explanation of the profile structure. The next few pages report on the results of the four major clusters.

### Response Summary



### Profile Breakdown

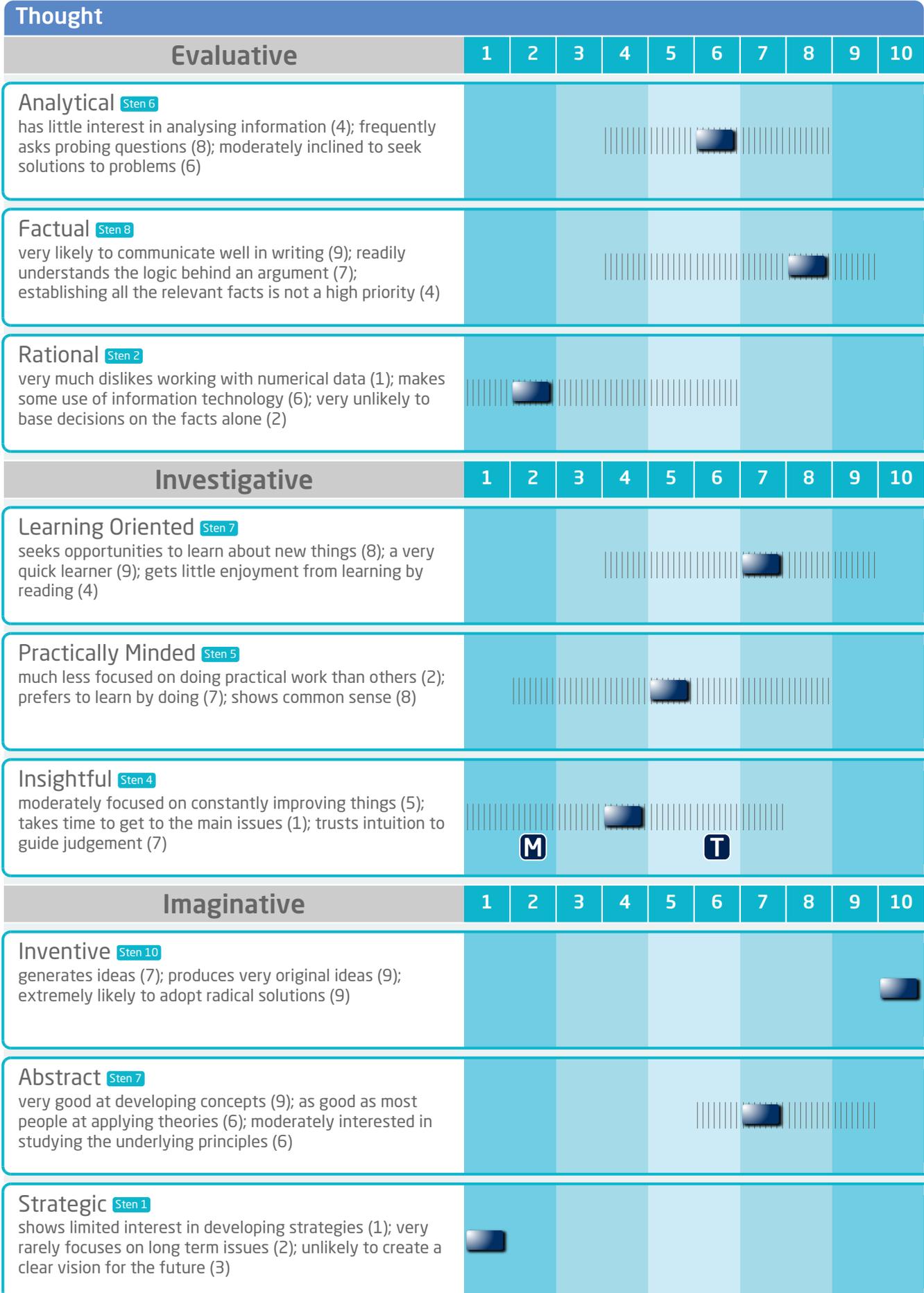
Saville Assessment's extensive research indicates the best predictor of performance at work is generally the score indicated by the sten marker (combined normative-ipsative). Information is also provided on subtle differences highlighted by the profile:-

||||| **Facet Range.** Where the range of facet scores within any dimension is of three stens or more, this is indicated both by hatching on the dimension scale and the provision of individual facet scores in brackets alongside each verbal facet description.

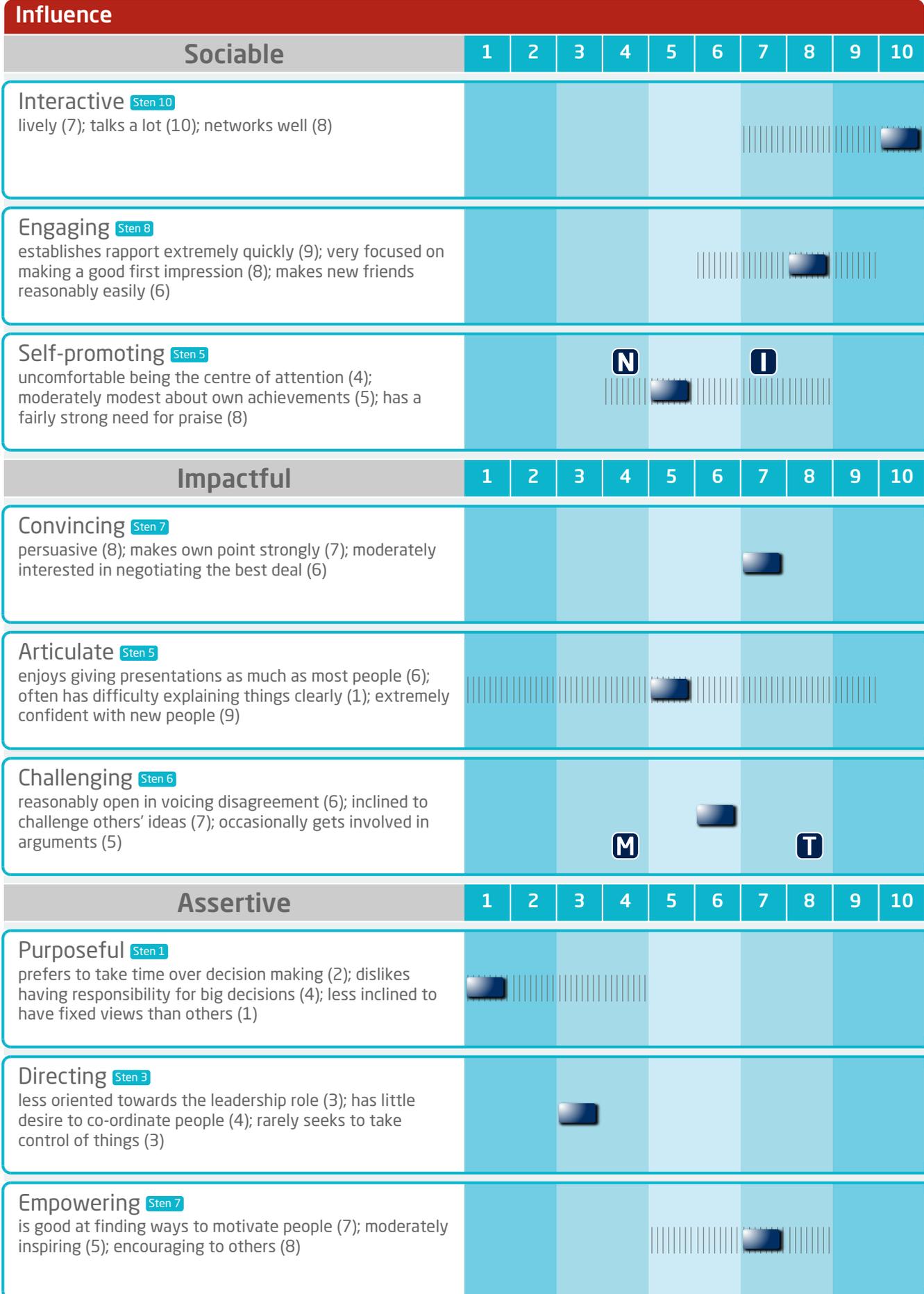
**N - I Normative-Ipsative Split.** Differences between normative (rating) and ipsative (ranking) scores of three stens or more are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative self descriptions. If normative scores are higher than ipsative, it may mean that the person has been less self critical and has possibly exaggerated their normative description. This provides specific areas for further verification, rather than one unspecified measure of social desirability.

**M - T Motive-Talent Split.** Differences between motive and talent scores of three stens or more on a given dimension are indicated by the markers **M** and **T**, respectively. Such differences may suggest an incentive to develop in given areas, or indicate areas where environmental influences are having a strong impact.

## Full Psychometric Profile - Thought Cluster



## Full Psychometric Profile - Influence Cluster



## Full Psychometric Profile - Adaptability Cluster

### Adaptability

#### Resilient

1 2 3 4 5 6 7 8 9 10

##### Self-assured Sten 7

self-confident (8); feels less in control of own future than many people (4); has a strong sense of own worth (8)



##### Composed Sten 3

often feels nervous during important events (4); often worries before important events (4); dislikes having to work under pressure (4)



##### Resolving Sten 3

feels very uncomfortable dealing with people who are upset (2); strongly dislikes having to deal with angry people (2); good at resolving disagreements (8)



#### Flexible

1 2 3 4 5 6 7 8 9 10

##### Positive Sten 9

very likely to take an optimistic view (9); quickly recovers from setbacks (7); cheerful (8)



##### Change Oriented Sten 7

as ready to accept change as most people (6); copes well with uncertainty (7); accepts new challenges as readily as most people (6)



##### Receptive Sten 9

receptive to feedback from others (7); encourages others to criticise approach (8); actively seeks feedback on performance (9)



#### Supportive

1 2 3 4 5 6 7 8 9 10

##### Attentive Sten 5

as empathetic as most people (5); a reasonably good listener (6); moderately interested in understanding why people do things (5)



##### Involving Sten 6

a little less team oriented than others (4); takes some account of others' views (6); involves others in the final decision (7)



##### Accepting Sten 5

moderately considerate towards others (5); reasonably tolerant (6); a little cautious about trusting people (4)



## Full Psychometric Profile - Delivery Cluster

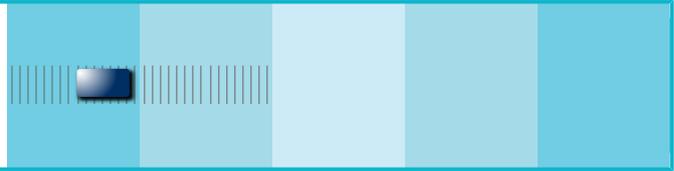
### Delivery

#### Conscientious

1 2 3 4 5 6 7 8 9 10

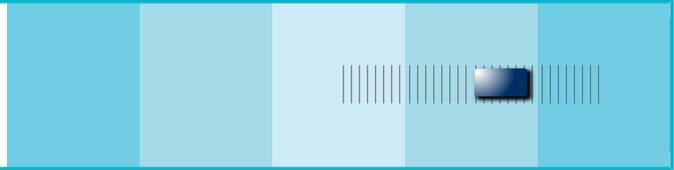
##### Reliable Sten 2

places less emphasis on meeting deadlines than many people (4); less punctual than many people (4); is prepared to leave tasks unfinished (1)



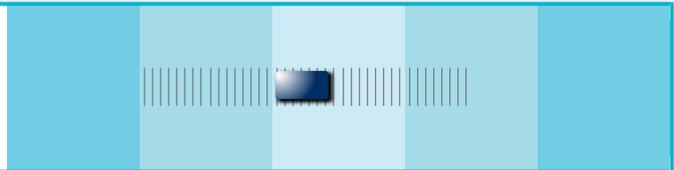
##### Meticulous Sten 8

extremely attentive to detail (9); reasonably thorough (6); ensures an extremely high level of quality (9)



##### Conforming Sten 5

is less inclined to follow rules (4); dislikes following procedures (3); prefers low risk options in decision making (7)



#### Structured

1 2 3 4 5 6 7 8 9 10

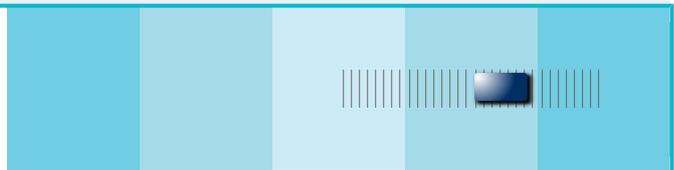
##### Organised Sten 2

less well organised than most people (2); dislikes having to make plans (3); less inclined to prioritise than many people (4)



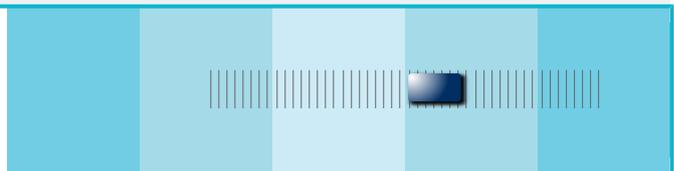
##### Principled Sten 8

behaves ethically (9); moderately likely to respect confidentiality (6); highly focused on honouring commitments (9)



##### Activity Oriented Sten 7

works at an extremely fast pace (9); dislikes being really busy (4); multi-tasks well (7)

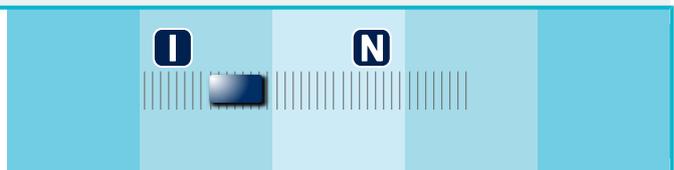


#### Driven

1 2 3 4 5 6 7 8 9 10

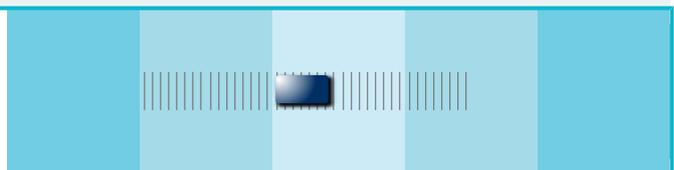
##### Dynamic Sten 4

feels little need to make things happen (3); impatient to get things started (7); less energetic than many people (4)



##### Enterprising Sten 5

moderately inclined to identify business opportunities (6); fairly sales oriented (7); less competitive than many people (3)



##### Striving Sten 4

places relatively little emphasis on achieving outstanding results (3); moderately ambitious (5); moderately likely to persevere through difficult challenges (5)



## Summary Psychometric Profile

Acquiescence (5) Consistency (6) N-I Agreement (7) M-T Agreement (4)

Higher split shown		1	2	3	4	5	6	7	8	9	10	Splits
Thought	Analytical						■					
	Factual								■			
	Rational		■									
	Learning Oriented							■				
	Practically Minded					■						
	Insightful				■							T
	Inventive										■	
	Abstract								■			
	Strategic	■										
	Influence	Interactive										■
Engaging									■			
Self-promoting						■						I
Convincing								■				
Articulate						■						
Challenging								■				T
Purposeful		■										
Directing				■								
Empowering									■			
Adaptability		Self-assured								■		
	Composed			■								
	Resolving			■								M
	Positive									■		
	Change Oriented								■			
	Receptive									■		
	Attentive						■					M
	Involving								■			
	Accepting						■					M
	Delivery	Reliable		■								
Meticulous									■			
Conforming							■					
Organised			■									
Principled										■		
Activity Oriented									■			
Dynamic						■						N
Enterprising							■					
Striving						■						N

## Competency Potential Profile

This report gives Sarah Sample's areas of greater and lesser predicted potential based on our extensive international database linking Saville Assessment Wave to work performance.

	Competency Description	Potential
Solving Problems	<b>Evaluating Problems</b> Examining Information (5); Documenting Facts (7); Interpreting Data (3)	 <b>Average</b> higher potential than about 40% of the comparison group
	<b>Investigating Issues</b> Developing Expertise (9); Adopting Practical Approaches (3); Providing Insights (2)	 <b>Average</b> higher potential than about 40% of the comparison group
	<b>Creating Innovation</b> Generating Ideas (8); Exploring Possibilities (8); Developing Strategies (2)	 <b>Average</b> higher potential than about 60% of the comparison group
Influencing People	<b>Building Relationships</b> Interacting with People (10); Establishing Rapport (8); Impressing People (6)	 <b>Very High</b> higher potential than about 95% of the comparison group
	<b>Communicating Information</b> Convincing People (6); Articulating Information (5); Challenging Ideas (8)	 <b>Fairly High</b> higher potential than about 75% of the comparison group
	<b>Providing Leadership</b> Making Decisions (2); Directing People (2); Empowering Individuals (7)	 <b>Low</b> higher potential than about 10% of the comparison group
Adapting Approaches	<b>Showing Resilience</b> Conveying Self-Confidence (6); Showing Composure (4); Resolving Conflict (4)	 <b>Fairly Low</b> higher potential than about 25% of the comparison group
	<b>Adjusting to Change</b> Thinking Positively (9); Embracing Change (6); Inviting Feedback (9)	 <b>Very High</b> higher potential than about 95% of the comparison group
	<b>Giving Support</b> Understanding People (5); Team Working (6); Valuing Individuals (6)	 <b>Average</b> higher potential than about 40% of the comparison group
Delivering Results	<b>Processing Details</b> Meeting Timescales (2); Checking Things (7); Following Procedures (4)	 <b>Fairly Low</b> higher potential than about 25% of the comparison group
	<b>Structuring Tasks</b> Managing Tasks (2); Upholding Standards (7); Producing Output (4)	 <b>Fairly Low</b> higher potential than about 25% of the comparison group
	<b>Driving Success</b> Taking Action (3); Seizing Opportunities (4); Pursuing Goals (2)	 <b>Low</b> higher potential than about 10% of the comparison group

## Predicted Culture/Environment Fit

Based on extensive Saville Assessment research linking the styles of individuals to culture at work, this report highlights the aspects of the culture, job and environment that are likely to enhance or inhibit Sarah Sample's success:

### Performance Enhancers

- ⊕ where there are numerous opportunities for making new contacts and developing relationships, and good networking is seen as a key to success
- ⊕ where a positive, can-do attitude is valued and rewarded
- ⊕ where there are numerous opportunities for learning and extending one's range of knowledge and skills
- ⊕ where honest feedback is encouraged and freely given
- ⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed
- ⊕ where it is important to make an immediate, positive impact and be able to establish new relationships quickly
- ⊕ where the development of theoretical ideas and concepts is encouraged
- ⊕ where heated debate is valued and people are encouraged to challenge ideas, argue and voice disagreements openly

### Performance Inhibitors

- ⊖ where there are few networking opportunities
- ⊖ where the attitude is generally negative and people are slow to recover from setbacks
- ⊖ where opportunities for acquiring new skills and extending one's range of knowledge are severely restricted
- ⊖ where feedback is discouraged and seldom given
- ⊖ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- ⊖ where there is no requirement to make a good first impression and building relationships is not encouraged
- ⊖ where there is little interest in the application of theoretical ideas and models and people are given little time to explore different options and possibilities
- ⊖ where dissent is frowned upon and people are discouraged from challenging ideas and voicing disagreements