

# Expert Report for Prof David Hall



# Professional

# Styles

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## About this Report

This report is based upon the Professional 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 over 1,000 professionals 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-perceptions. Nevertheless, our extensive research has shown it to be a valid measure of how people will operate in the workplace.

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 will provide an overview of the respondent's motives, preferences, needs and talents at work for 12 to 24 months, depending upon circumstances.

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

This report has been generated electronically. Saville Consulting 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 questionnaire is limited to Saville Consulting employees, agents of Saville Consulting and clients authorised by Saville Consulting.

## Introduction to Assessment Report

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

### Executive Summary Profile

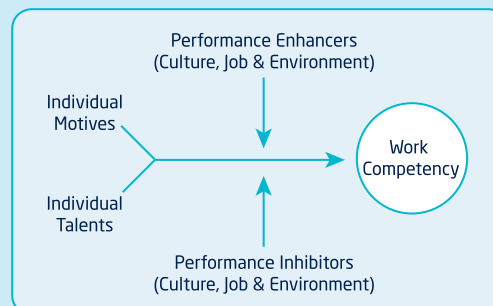
The Executive Summary Profile outlines the 12 main sections of the profile, grouped under the four major cluster headings of Thought, Influence, Adaptability and Delivery. Beneath each of the 12 section headings information is given on the three underlying dimensions - 36 dimensions in total.

### Psychometric Profile

The Psychometric Profile focuses on the 36 Professional Styles dimensions, with one page devoted to each main cluster. The 36 dimensions are each comprised of three underlying facets, verbal descriptions of which are provided under each dimension name. These vary according to the score on the individual facet. There are 108 facets in total.

### Predicted Culture/Environment Fit Report













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 Consulting'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.



### Competency Potential Profile

The Competency Potential Report is based on links established between the 108 facets of the Professional 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 David Hall'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.

## Executive Summary Profile

THOUGHT	1	2	3	4	5	6	7	8	9	10
<b>Vision</b> <small>Sten 9</small> Inventive (10); Abstract (7); Strategic (8)										
<b>Judgement</b> <small>Sten 6</small> Insightful (8); Practically Minded (4); Learning Oriented (5)										
<b>Evaluation</b> <small>Sten 3</small> Analytical (5); Factual (6); Rational (1)										
INFLUENCE	1	2	3	4	5	6	7	8	9	10
<b>Leadership</b> <small>Sten 8</small> Purposeful (7); Directing (6); Empowering (8)										
<b>Impact</b> <small>Sten 8</small> Convincing (9); Challenging (5); Articulate (9)										
<b>Communication</b> <small>Sten 8</small> Self-promoting (9); Interactive (9); Engaging (3)										
ADAPTABILITY	1	2	3	4	5	6	7	8	9	10
<b>Support</b> <small>Sten 1</small> Involving (1); Attentive (1); Accepting (3)										
<b>Resilience</b> <small>Sten 3</small> Resolving (1); Self-assured (8); Composed (3)										
<b>Flexibility</b> <small>Sten 1</small> Receptive (1); Positive (3); Change Oriented (4)										
DELIVERY	1	2	3	4	5	6	7	8	9	10
<b>Structure</b> <small>Sten 5</small> Organised (3); Principled (7); Activity Oriented (6)										
<b>Drive</b> <small>Sten 10</small> Dynamic (10); Striving (9); Enterprising (10)										
<b>Implementation</b> <small>Sten 3</small> Meticulous (2); Reliable (6); Compliant (3)										

## Psychometric Profile Overview

This psychometric profile provides a detailed assessment of David Hall'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 four pages report on the results of the four major clusters.

## Response Summary

	1	2	3	4	5	6	7	8	9	10
<b>Ratings Acquiescence</b> Overall, neither overly lenient nor critical in self-ratings					■					
<b>Consistency of Rankings</b> Consistent in rank ordering of characteristics							■			
<b>Motive-Talent Agreement</b> Overall, the degree of alignment between Motive and Talent scores is typical of most people					■					
<b>Normative-Ipsative Agreement</b> Overall, there is a fairly high degree of alignment between normative and ipsative scores							■			

## Profile Breakdown

Saville Consulting'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 3 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.


**Motive-Talent Split.** Differences between Motive and Talent scores of 3 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.

**Normative-Ipsative Split.** Differences between Normative (rating) and Ipsative (ranking) scores of 3 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.

## Psychometric Profile - Thought Cluster

**N** Normative
**I** Ipsative
**M** Motive
**T** Talent

### THOUGHT

VISION	1	2	3	4	5	6	7	8	9	10
<b>Inventive</b> <span style="font-size: small; color: #00a0c0;">Sten 10</span> fluent in generating ideas (8); produces original ideas (8); strongly favours radical solutions to problems (10)										
<b>Abstract</b> <span style="font-size: small; color: #00a0c0;">Sten 7</span> good at developing concepts (7); applies theories more than most people (10); less interested in studying the underlying principles than many people (4)										
<b>Strategic</b> <span style="font-size: small; color: #00a0c0;">Sten 8</span> very inclined to develop strategies (9); creates a clear vision for the future (7); takes a long term view (8)										

### JUDGEMENT

JUDGEMENT	1	2	3	4	5	6	7	8	9	10
<b>Insightful</b> <span style="font-size: small; color: #00a0c0;">Sten 8</span> very quick at getting to the core of a problem (9); often identifies ways of improving things (7); utilises intuition to guide judgements (7)										
<b>Practically Minded</b> <span style="font-size: small; color: #00a0c0;">Sten 4</span> less oriented towards practical work than most people (1); learns to some extent by doing (5); shows common sense (8)										
<b>Learning Oriented</b> <span style="font-size: small; color: #00a0c0;">Sten 5</span> less interested than many people in learning about new things (3); more inclined to learn through reading than many people (8); a reasonably quick learner (5)										

### EVALUATION

EVALUATION	1	2	3	4	5	6	7	8	9	10
<b>Analytical</b> <span style="font-size: small; color: #00a0c0;">Sten 5</span> moderately driven to find solutions to problems (6); moderately interested in analysing information (5); asks probing questions fairly frequently (6)										
<b>Factual</b> <span style="font-size: small; color: #00a0c0;">Sten 6</span> likely to communicate well in writing (7); less concerned with understanding the logic behind an argument than many people (4); explores the facts reasonably comprehensively (6)										
<b>Rational</b> <span style="font-size: small; color: #00a0c0;">Sten 1</span> very much dislikes working with numerical data (2); shows limited interest in using information technology (2); less objective in approach to decision making than many people (4)										

## Psychometric Profile - Influence Cluster

**N** Normative **I** Ipsative **M** Motive **T** Talent

### INFLUENCE

#### LEADERSHIP

1 2 3 4 5 6 7 8 9 10

##### Purposeful Sten 7

makes quick decisions (8); prepared to take responsibility for big decisions (8); has less definite views than many people (3)



##### Directing Sten 6

clearly oriented towards the leadership role (8); very much inclined to take control of things (9); has little desire to co-ordinate people (3)



##### Empowering Sten 8

adept at finding ways to motivate people (7); very inspirational to others (10); encouraging to others (8)



#### IMPACT

1 2 3 4 5 6 7 8 9 10

##### Convincing Sten 9

very persuasive (10); moderately interested in negotiating the best deal (5); assertive in putting own points across (8)



##### Challenging Sten 5

less inclined to challenge others' ideas than many people (4); open in voicing disagreements (7); sometimes gets involved in arguments (5)

**M**

**T**



##### Articulate Sten 9

very comfortable giving presentations (10); explains things very well (9); reasonably confident with new people (5)



#### COMMUNICATION

1 2 3 4 5 6 7 8 9 10

##### Self-promoting Sten 9

goes to some lengths to bring own achievements to other people's attention (9); very often the centre of attention (10); has a moderate need for praise (6)



##### Interactive Sten 9

moderately interested in networking (6); tends to talk a lot (8); more lively than most people (10)



##### Engaging Sten 3











moderately quick at establishing rapport (5); less interested in making new friends than most people (2); less concerned with making a good first impression than many people (4)











# Psychometric Profile - Adaptability Cluster

**N** Normative
**I** Ipsative
**M** Motive
**T** Talent









## ADAPTABILITY

SUPPORT	1	2	3	4	5	6	7	8	9	10
<b>Involving</b> <span style="font-size: small; color: #00a0c0;">Sten 1</span> less team oriented than most people (1); takes little account of other people's views (1); less inclined than many people to involve others in decision making (3)										
<b>Attentive</b> <span style="font-size: small; color: #00a0c0;">Sten 1</span> less empathetic than most people (1); disinclined to listen to people for long (1); less interested in understanding why people do things than many people (4)										
<b>Accepting</b> <span style="font-size: small; color: #00a0c0;">Sten 3</span> moderately trusting of people (6); less tolerant than most people (2); places less emphasis on being considerate than many people (3)										

RESILIENCE	1	2	3	4	5	6	7	8	9	10
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<b>Resolving</b> <span style="font-size: small; color: #00a0c0;">Sten 1</span> feels less need than many people to resolve disagreements (3); strongly dislikes having to deal with angry people (1); feels uncomfortable dealing with people who are upset (3)										
<b>Self-assured</b> <span style="font-size: small; color: #00a0c0;">Sten 8</span> self-confident (7); has a strong sense of own worth (8); feels in control of own future (8)										
<b>Composed</b> <span style="font-size: small; color: #00a0c0;">Sten 3</span> reasonably calm before important events (5); sometimes feels anxious during important events (5); strongly dislikes having to work under pressure (1)										

FLEXIBILITY	1	2	3	4	5	6	7	8	9	10
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<b>Receptive</b> <span style="font-size: small; color: #00a0c0;">Sten 1</span> less receptive to feedback than most people (1); very unlikely to encourage others to criticise approach (2); asks for feedback on performance less than many people (3)										
<b>Positive</b> <span style="font-size: small; color: #00a0c0;">Sten 3</span> moderately likely to take an optimistic view (5); less cheerful than many people (3); takes more time than many people to recover from setbacks (4)										
<b>Change Oriented</b> <span style="font-size: small; color: #00a0c0;">Sten 4</span> readily accepts new challenges (7); disinclined to accept change (3); copes less well with uncertainty than many people (3)										

## Psychometric Profile - Delivery Cluster

**N** Normative
**I** Ipsative
**M** Motive
**T** Talent

### DELIVERY

STRUCTURE	1	2	3	4	5	6	7	8	9	10
<b>Organised</b> <small>Sten 3</small> less well organised than many people (3); very much dislikes having to make plans (2); prioritises as well as most people (6)			■							
	<b>M</b>								<b>T</b>	
<b>Principled</b> <small>Sten 7</small> more concerned with ethics than many people (8); less discreet than many people (4); attaches importance to honouring commitments (8)								■		
<b>Activity Oriented</b> <small>Sten 6</small> works at a fast pace (8); dislikes busy work environments (4); copes as well as most people with multi-tasking (5)						■				

DRIVE	1	2	3	4	5	6	7	8	9	10
<b>Dynamic</b> <small>Sten 10</small> very energetic (9); very impatient to get things started (9); very good at making things happen (9)										■
<b>Striving</b> <small>Sten 9</small> extremely ambitious (9); very driven to achieve outstanding results (10); reasonably persevering (5)									■	
<b>Enterprising</b> <small>Sten 10</small> more competitive than most people (10); very interested in identifying business opportunities (9); fairly sales oriented (8)										■

IMPLEMENTATION	1	2	3	4	5	6	7	8	9	10
<b>Meticulous</b> <small>Sten 2</small> less of a perfectionist than many people (4); less thorough than many people (4); less focused on detail than most people (1)		■								
<b>Reliable</b> <small>Sten 6</small> conscientious about meeting deadlines (7); less focused on finishing things than many people (3); very punctual (8)						■				
					<b>T</b>			<b>M</b>		
<b>Compliant</b> <small>Sten 3</small> follows the rules reasonably closely (5); strongly dislikes following procedures (1); less inclined to minimise risks than many people (4)			■							
	<b>T</b>					<b>M</b>				

## Predicted Culture/Environment Fit

Based on extensive Saville Consulting people and culture audit data, this report highlights the aspects of the culture, job and environment that are likely to enhance or inhibit David Hall's success:

### Performance Enhancers

- ⊕ where there is the opportunity to be the centre of attention and people are aware of one's achievements and status
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition
- ⊕ where energy levels are high, there is a strong action orientation and people are rewarded for taking the initiative and making things happen
- ⊕ where self confidence is regarded as an asset and people are encouraged to know their own worth and take responsibility for their own workload
- ⊕ where the ability to make a persuasive case is highly valued and influence is by means of persuasion and negotiation rather than the exercise of authority
- ⊕ where there is a strong strategic focus, it is seen as desirable to have a clear vision for the future and strategic thinking capability is highly valued
- ⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed
- ⊕ where the ability to get rapidly to the core of issues and readily identify solutions to problems is highly valued
- ⊕ where there is a strong results focus and determination to succeed, no matter what, and people are rewarded for achieving outstanding results
- ⊕ where the ability to explain things clearly and confidently is highly valued and there are frequent opportunities for giving formal presentations
- ⊕ where people are encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ where there are numerous opportunities for making new contacts and developing relationships, and good networking is seen as a key to success
- ⊕ where there is an emphasis on comprehensively researching and recording the facts and communicating them clearly in writing
- ⊕ where inspirational leadership is valued and sought after and there are numerous opportunities for motivating, inspiring and encouraging other people
- ⊕ where the development of theoretical ideas and concepts is encouraged
- ⊕ where there is the opportunity to take on leadership responsibilities and have control over other people and resources
- ⊕ where there is generally little pressure













### Performance Inhibitors

- ⊖ where one is in a low profile position and achievements go unrecognised

- ⊘ where the culture is non-commercial, non-competitive and non-profit oriented
- ⊘ where energy levels are low and people show little initiative
- ⊘ where self confidence is equated with arrogance and denigrated, and people are discouraged from taking control of their own workload
- ⊘ where influence is by means of command and control rather than by persuasion and negotiation
- ⊘ where the focus is short rather than longer term, tactical rather than strategic
- ⊘ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- ⊘ where little value is placed on providing new insights and identifying potential improvements
- ⊘ where the urge to achieve outstanding results is not great and people seldom persist in the face of difficulties
- ⊘ where relatively little importance is attached to the ability to explain things well and there are few opportunities for giving presentations
- ⊘ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊘ where there are few networking opportunities
- ⊘ where little value is attached to exploring all the facts and communicating them well in writing
- ⊘ where people are largely self motivated and do not require encouragement or inspiration from external sources
- ⊘ 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 there is little opportunity for taking on leadership responsibilities or directing other people
- ⊘ where people are placed under constant pressure and/or levels of pressure vary considerably, going through marked peaks and troughs

## Competency Potential Profile

The following report summarises David Hall's areas of greater and lesser potential:

Competency Description	Potential
<b>Achieving Success</b> Taking Action (10); Pursuing Goals (9); Tackling Business Challenges (10)	 <b>Extremely High</b> higher potential than about 99% of professionals
<b>Creating Innovation</b> Generating Ideas (9); Exploring Possibilities (7); Developing Strategies (9)	 <b>Very High</b> higher than about 95% of professionals
<b>Providing Leadership</b> Making Decisions (8); Leading People (7); Empowering Individuals (7)	 <b>High</b> higher than about 90% of professionals
<b>Presenting Information</b> Convincing People (9); Challenging Ideas (5); Articulating Information (8)	 <b>High</b> higher than about 90% of professionals
<b>Communicating with People</b> Impressing People (10); Developing Relationships (7); Establishing Rapport (4)	 <b>High</b> higher than about 90% of professionals
<b>Making Judgements</b> Providing Insights (9); Adopting Practical Approaches (6); Developing Expertise (5)	 <b>Fairly High</b> higher than about 75% of professionals
<b>Evaluating Problems</b> Analysing Situations (6); Documenting Facts (7); Interpreting Data (2)	 <b>Below Average</b> higher than about 40% of professionals
<b>Projecting Confidence</b> Resolving Conflict (2); Conveying Self- Confidence (9); Coping with Pressure (3)	 <b>Fairly Low</b> higher than about 25% of professionals
<b>Adjusting to Change</b> Inviting Feedback (2); Thinking Positively (4); Embracing Change (5)	 <b>Fairly Low</b> higher than about 25% of professionals
<b>Structuring Tasks</b> Organising Resources (3); Upholding Standards (5); Completing Tasks (6)	 <b>Fairly Low</b> higher than about 25% of professionals
<b>Executing Assignments</b> Checking Details (3); Meeting Timescales (5); Following Procedures (2)	 <b>Low</b> higher than about 10% of professionals
<b>Providing Support</b> Team Working (1); Understanding People (1); Valuing Individuals (3)	 <b>Extremely Low</b> higher potential than about 1% of professionals