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Saville Consulting Wave Professional Styles Handbook

PART 3: OUTPUTS

Chapter 15: Reports

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15.0 Reports

15.1 Appropriate Uses of Saville Consulting Wave® Styles Reports

The following provides a guide for the appropriate use of Saville Consulting Wave reports. This summary acts as a guide only; neither the list of applications nor that of suggested Wave reports is exhaustive, but merely represents the most frequent recommendations. Users can bring in additional reports to those suggested or indeed use reports in an order differing to that recommended if their situation and context require.

Selection (Wave Trained Users)

Suggested Wave reports: Expert[1], (Sales – for sales roles)[2], Interview Guide[3]

Selection (Non Wave Trained Users*)

Suggested Wave reports: Line Manager/Personal[1], Interview Guide[2]

Individual Development (Wave Trained Users)

Suggested Wave reports: Expert[1], Summary/Premium Development[2]

Individual Development (Non Wave Trained Users*)

Suggested Wave reports: Line Manager/Personal[1], Summary/Premium Development[2]

Saville Consulting recommends the use of the Expert Report in addition to the Line Manager and Personal Reports for use in individual development where possible.

Coaching

Suggested Wave reports: Expert[1], Summary/Premium Development[2], Reflections[3], Leadership[4]

Leadership Assessment

Suggested Wave reports: Leadership[2], Expert Report[1], Reflections[3]

Note. For leadership selection Saville Consulting advises the use of the Expert and Leadership Reports, the Reflections Report is recommended in addition for leadership development rather than selection.

*Wave Trained Users are required within the organization to oversee the application of the assessments and reports. Briefing is highly recommended for non-users. Contact Saville Consulting for further information.

Note. The superscript number adjacent to reports indicates the order in which Saville Consulting advises reports are used. Clearly, this advice may vary depending on how the reports are to be applied for a particular application.

1 Report should be used first, preceding all other reports
2 Report should be used proceeding first report
3 Report should be used proceeding second report
4 Report should be used proceeding third report

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Team Development (Wave Trained Users)

Suggested Wave Reports: Team Roles[3], Expert[2], Types[1]

Team Development (Non Wave Trained Users*)

Suggested Wave Reports: Team Roles[3], Line Manager/Personal[2], Types[1]

Organizational Talent Audit

Suggested Wave Reports: Expert[1], Leadership[2]

Business Growth

Suggested Wave Reports: Leadership[3], Entrepreneurial[4], Expert[1], Sales[2]

Self-awareness

Suggested Wave Reports: Types[1], Expert[2]

Career Planning

Suggested Wave Reports: Expert[1], Entrepreneurial[2]

*Wave Trained Users are required within the organization to oversee the application of the assessments and reports. Briefing is highly recommended for non-users. Contact Saville Consulting for further information.

Note. The superscript number adjacent to reports indicates the order in which Saville Consulting advises reports are used. Clearly, this advice may vary depending on how the reports are to be applied for a particular application.

1 Report should be used first, preceding all other reports
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4 Report should be used proceeding third report

15.2 Selection of Wave Styles Reports

This section provides a selection of Saville Consulting Wave Professional Styles Example Reports.

- **Expert Report**

  This is the most popular report for trained users of Saville Consulting Wave Professional Styles.

- **Personal Report**

  This report is provided complimentary with the Expert report and provides the assessees with a profile report summarising their results.

- **Line Manager Report**

  This report is designed for the other stakeholders who may or may not be trained users such as prospective line managers. The report is provided under the supervision of a trained user.

- **Interview Guide**

  This report provides potential questions and probes to be used at interview. It is currently driven by Wave Professional Styles, Focus Styles and Work Strengths.

- **Summary Development Report**

  This report provides development advice based on the individual's competency potential. The report provided here is the Summary Development Report. A more extensive Premium Development Report is also available.

- **Types Report**

  Refer to Types chapter in this handbook.

- **Team Roles Report**

  Refer to Team Roles chapter in this handbook.

- **Leadership Report**

  Refer to Leadership chapter in this handbook.

- **Reflections Report**

  Refer to Reflections chapter in this handbook.

- **Sales Report**

  Refer to Sales Report chapter in this handbook.

- **Entrepreneurial Potential Report**

  Refer to Entrepreneurial Potential Report chapter in this handbook.

More information on reports can be found at www.savilleconsulting.com.

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Expert Report for
Alex Staton

Professional

Styles

Contents

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-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 is likely to remain valid 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 an assessment 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 assessment is limited to Saville Consulting employees, agents of Saville Consulting and clients authorised by Saville Consulting.

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Introduction to Assessment Report

This report provides information on motives, preferences, needs and talents, based on Alex Staton'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.
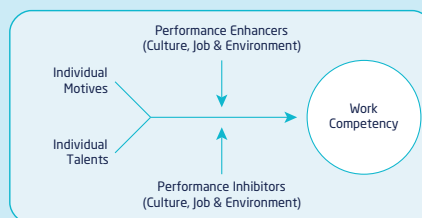
Summary Psychometric Profile

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 Alex Staton'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 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.

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Executive Summary Profile

Thought	1	2	3	4	5	6	7	8	9	10
Evaluative [Sten 1] Analytical (4); Factual (1); Rational (3)	■									
Investigative [Sten 6] Learning Oriented (4); Practically Minded (6); Insightful (9)						■				
Imaginative [Sten 5] Inventive (9); Abstract (1); Strategic (5)					■					

Influence	1	2	3	4	5	6	7	8	9	10
Sociable [Sten 9] Interactive (10); Engaging (7); Self-promoting (8)									■	
Impactful [Sten 7] Convincing (7); Articulate (7); Challenging (6)							■			
Assertive [Sten 5] Purposeful (8); Directing (3); Empowering (5)					■					

Adaptability	1	2	3	4	5	6	7	8	9	10
Resilient [Sten 6] Self-assured (7); Composed (9); Resolving (2)						■				
Flexible [Sten 6] Positive (7); Change Oriented (7); Receptive (4)						■				
Supportive [Sten 4] Attentive (5); Involving (1); Accepting (7)				■						

Delivery	1	2	3	4	5	6	7	8	9	10
Conscientious [Sten 1] Reliable (1); Meticulous (3); Conforming (1)	■									
Structured [Sten 1] Organised (1); Principled (1); Activity Oriented (7)	■									
Driven [Sten 9] Dynamic (9); Enterprising (9); Striving (5)									■	

Comparison Group: Professionals & Managers (INT, IA, 2009)

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Full Psychometric Profile - Overview

This full psychometric profile provides a detailed assessment of Alex Staton'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

	1	2	3	4	5	6	7	8	9	10

Ratings Acquiescence
Overall, fairly critical in self-ratings
(marker at 4)

Consistency of Rankings
Highly consistent in rank ordering of characteristics
(marker at 9)

Normative-Ipsative Agreement
Overall, there is a fairly high degree of alignment between normative and ipsative scores
(marker at 7)

Motive-Talent Agreement
Overall, the degree of alignment between Motive and Talent scores is typical of most people
(marker at 6)

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 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.

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Full Psychometric Profile - Thought Cluster

Thought

Evaluative	1	2	3	4	5	6	7	8	9	10

Analytical Sten 4
has very little interest in analysing information (1); frequently asks probing questions (8); moderately inclined to seek solutions to problems (6)

Factual Sten 1
unlikely to enjoy communicating in writing (4); has little interest in the logic behind an argument (1); places little emphasis on having all the relevant facts (2)

Rational Sten 3
dislikes working with numerical data (4); has little interest in information technology (3); unlikely to base decisions on the facts alone (3)

T ... M

Investigative	1	2	3	4	5	6	7	8	9	10

Learning Oriented Sten 4
seeks opportunities to learn about new things (8); a reasonably quick learner (5); gets very little enjoyment from learning by reading (2)

Practically Minded Sten 6
moderately focused on practical work (5); prefers to learn by doing (7); shows a reasonable amount of common sense (6)

Insightful Sten 9
often identifies ways to improve things (8); quick at getting to the core of a problem (7); trusts intuition to guide judgement (8)

I ... N

Imaginative	1	2	3	4	5	6	7	8	9	10

Inventive Sten 9
generates ideas (8); produces original ideas (7); extremely likely to adopt radical solutions (10)

Abstract Sten 1
very rarely focused on developing concepts (1); has relatively little interest in applying theories (3); has very little interest in studying underlying principles (1)

Strategic Sten 5
moderately inclined to develop strategies (6); takes a moderately long term view (5); unlikely to create a clear vision for the future (3)

M ... T

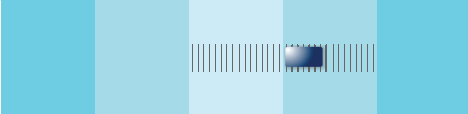## Full Psychometric Profile - Influence Cluster

Influence

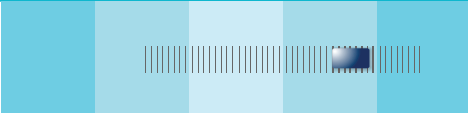| Sociable	1	2	3	4	5	6	7	8	9	10

Interactive Sten 10
very lively (10); talks a lot (9); networks well (8)

Engaging Sten 7
quickly establishes rapport (8); is reasonably focused on making a good first impression (5); makes new friends easily (8)

Self-promoting Sten 8
often is the centre of attention (9); prepared to tell people about own achievements (8); has relatively little need for praise (4)

Impactful	1	2	3	4	5	6	7	8	9	10

Convincing Sten 7
moderately persuasive (6); makes own point strongly (7); is focused on negotiating the best deal (7)

Articulate Sten 7
enjoys giving presentations as much as most people (6); explains things reasonably well (6); confident with new people (8)

Challenging Sten 6
open in voicing disagreement (8); inclined to challenge others' ideas (7); dislikes getting involved in arguments (4)

Assertive	1	2	3	4	5	6	7	8	9	10

Purposeful Sten 8
makes very quick decisions (9); prepared to take responsibility for big decisions (7); has definite views on issues (7)

Directing Sten 3
less oriented towards the leadership role (3); has little desire to co-ordinate people (3); moderately inclined to take control of things (5)

Empowering Sten 5
has limited interest in finding ways to motivate others (4); moderately inspiring (6); rarely seeks to encourage others (3)

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Full Psychometric Profile - Adaptability Cluster

Adaptability

Resilient	1	2	3	4	5	6	7	8	9	10

Self-assured Sten 7
moderately self-confident (5); feels in control of own future (8); has a balanced sense of own worth (6)

T   M

Composed Sten 9
rarely gets nervous during important events (8); calm before important events (8); works well under pressure (7)

Resolving Sten 2
feels uncomfortable dealing with people who are upset (3); dislikes having to deal with angry people (3); feels less need than most people to resolve disagreements (2)

T   M

Flexible	1	2	3	4	5	6	7	8	9	10

Positive Sten 7
likely to take an optimistic view (7); quickly recovers from setbacks (7); moderately cheerful (6)

Change Oriented Sten 7
as ready to accept change as most people (6); copes well with uncertainty (8); accepts new challenges as readily as most people (6)

Receptive Sten 4
moderately receptive to feedback from others (5); very unlikely to encourage others to criticise approach (2); shows a moderate desire for feedback on performance (6)

Supportive	1	2	3	4	5	6	7	8	9	10

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

Involving Sten 1
less team oriented than others (1); takes limited account of other people's views (4); very unlikely to involve others in the final decision (1)

Accepting Sten 7
considerate towards others (7); reasonably tolerant (6); moderately trusting of people (6)

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Full Psychometric Profile - Delivery Cluster

Delivery

Conscientious	1	2	3	4	5	6	7	8	9	10

Reliable Sten 1
places less emphasis on meeting deadlines than most people (1); less punctual than most people (1); is sometimes prepared to leave tasks unfinished (3)

Meticulous Sten 3
has relatively little focus on making sure the detail is right (3); less thorough than most people (1); ensures a reasonably high level of quality (6)
T ... M

Conforming Sten 1
is much less inclined to follow rules (2); dislikes following procedures (3); is prepared to take risks in decision making (1)

Structured	1	2	3	4	5	6	7	8	9	10

Organised Sten 1
less well organised than most people (2); very much dislikes having to make plans (1); less inclined to prioritise than most people (1)

Principled Sten 1
less focused on ethics than most people (1); places less emphasis on maintaining confidentiality than most people (1); places little focus on honouring commitments (1)

Activity Oriented Sten 7
works at a fast pace (7); works well when busy (7); multi-tasks well (7)

Driven	1	2	3	4	5	6	7	8	9	10

Dynamic Sten 9
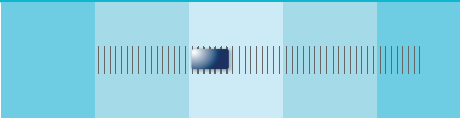very good at making things happen (9); as impatient as most people to get things started (5); very energetic (10)

Enterprising Sten 9
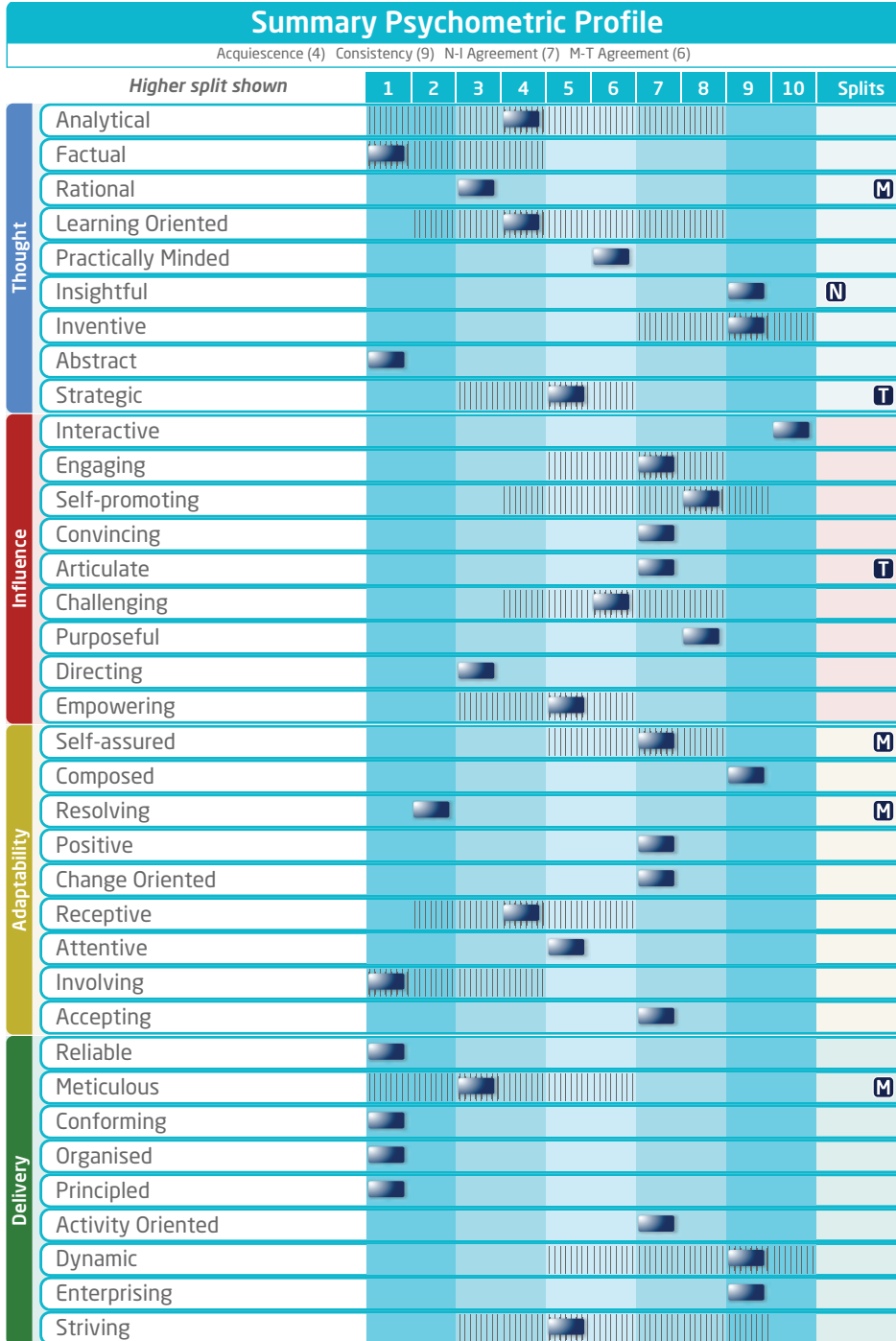identifies business opportunities effectively (9); fairly sales oriented (8); extremely competitive (9)

Striving Sten 5
is reasonably driven to achieve outstanding results (5); extremely ambitious (9); less persevering than many people (3)

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Summary Psychometric Profile

Acquiescence (4)   Consistency (9)   N-I Agreement (7)   M-T Agreement (6)

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

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Competency Potential Profile

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

Competency Description	Potential	
Solving Problems		
Evaluating Problems Examining Information (5); Documenting Facts (1); Interpreting Data (2)	`2`	**Very Low** higher potential than about 5% of the comparison group
Investigating Issues Developing Expertise (6); Adopting Practical Approaches (7); Providing Insights (7)	`7`	**Fairly High** higher potential than about 75% of the comparison group
Creating Innovation Generating Ideas (8); Exploring Possibilities (3); Developing Strategies (6)	`6`	**Average** higher potential than about 60% of the comparison group
Influencing People		
Building Relationships Interacting with People (10); Establishing Rapport (9); Impressing People (9)	`10`	**Extremely High** higher potential than about 99% of the comparison group
Communicating Information Convincing People (6); Articulating Information (7); Challenging Ideas (7)	`7`	**Fairly High** higher potential than about 75% of the comparison group
Providing Leadership Making Decisions (8); Directing People (4); Empowering Individuals (5)	`6`	**Average** higher potential than about 60% of the comparison group
Adapting Approaches		
Showing Resilience Conveying Self-Confidence (6); Showing Composure (9); Resolving Conflict (1)	`5`	**Average** higher potential than about 40% of the comparison group
Adjusting to Change Thinking Positively (8); Embracing Change (6); Inviting Feedback (4)	`7`	**Fairly High** higher potential than about 75% of the comparison group
Giving Support Understanding People (5); Team Working (2); Valuing Individuals (6)	`4`	**Fairly Low** higher potential than about 25% of the comparison group
Delivering Results		
Processing Details Meeting Timescales (1); Checking Things (3); Following Procedures (2)	`1`	**Extremely Low** higher potential than about 1% of the comparison group
Structuring Tasks Managing Tasks (1); Upholding Standards (1); Producing Output (5)	`1`	**Extremely Low** higher potential than about 1% of the comparison group
Driving Success Taking Action (9); Seizing Opportunities (9); Pursuing Goals (5)	`8`	**High** higher potential than about 90% of the comparison group

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Predicted Culture/Environment Fit

Based on extensive Saville Consulting 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 Alex Staton'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 energy levels are high, there is a strong action orientation and people are rewarded for taking the initiative and making things happen

⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition

⊕ where it is important to make an immediate, positive impact and be able to establish new relationships quickly

⊕ where value is placed on the ability to cope with pressure, emergencies and tensions

⊕ where there is the opportunity to be the centre of attention and people are aware of one's achievements and status

⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed

⊕ where a positive, can-do attitude is valued and rewarded

Performance Inhibitors

⊘ where there are few networking opportunities

⊘ where energy levels are low and people show little initiative

⊘ where the culture is non-commercial, non-competitive and non-profit oriented

⊘ where there is no requirement to make a good first impression and building relationships is not encouraged

⊘ where a lack of anxiety is interpreted as a lack of motivation

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

⊘ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas

⊘ where the attitude is generally negative and people are slow to recover from setbacks

Personal Report for
Alex Staton

Professional

Styles

Introduction to the Personal Report

Thank you for completing the Styles questionnaire. This report provides you with summary feedback about your motives, preferences, needs and talents in a number of work relevant areas.

When reading this report of your professional style, please remember that it is based on the information that you have provided. It describes how you perceive yourself, rather than how you might be seen by someone else. Nevertheless, research suggests that self-report can be a powerful predictor of how you will operate at work.

Information is provided on the 36 Styles dimensions, which are grouped under 12 section headings for each of the four major clusters – Thought, Influence, Adaptability and Delivery. Each dimension consists of 3 facets.

Your results combine your rating and ranking responses, and have been compared with those of a large group of professionals. For each of the dimensions your score is graphically represented on a 1-10 scale. The dimension score indicates how extreme your results are: Scores of 5 and 6 are typical of the comparison group while 1 and 10 are extreme scores achieved only by about 1% of the comparison group. Beneath each dimension name are verbal descriptions which represent the 3 facet scores that comprise the dimension score. Major variations in the verbal descriptions within a dimension are indicative of a broad range of facet scores, and as such merit reflection and discussion.

On some dimensions (e.g. 'Reliable') most people will rate themselves highly on the relevant questions. As a consequence, and because the results are relative, you may find that you score lower than you might have expected in such areas. It is also important to bear in mind that scores should be interpreted in terms of what is desirable for a particular job role. For example, being 'Compliant' may be desirable for administrative jobs that require strict adherence to rules and procedures but may be undesirable for senior roles that require some degree of risk taking and ingenuity in overcoming bureaucratic rules and procedures.

About this Report

The information contained within this report is likely to provide a valid overview of your motives, preferences, needs and talents at work (relative to others) for 12 to 24 months, depending upon your circumstances.

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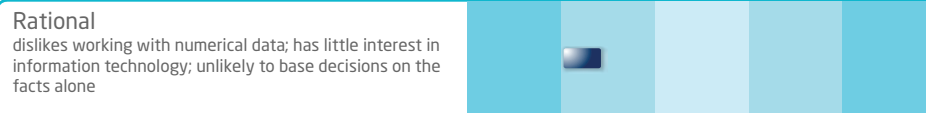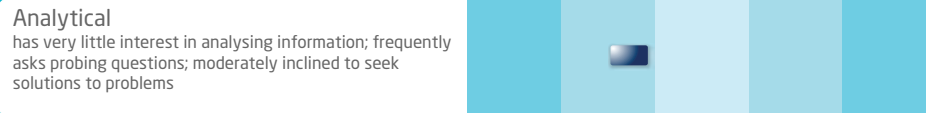
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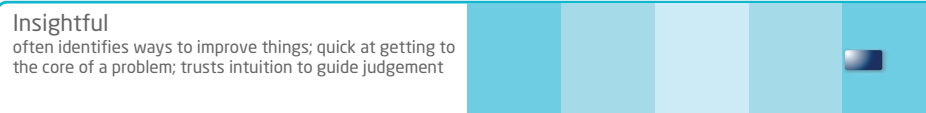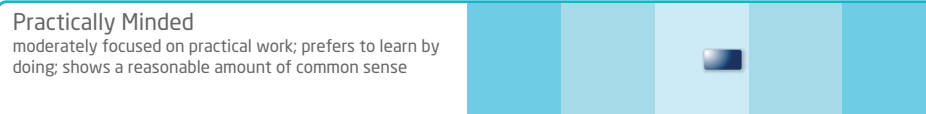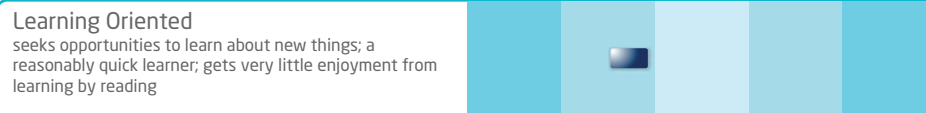
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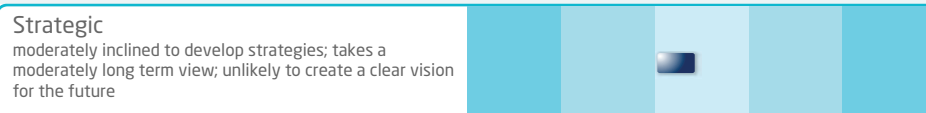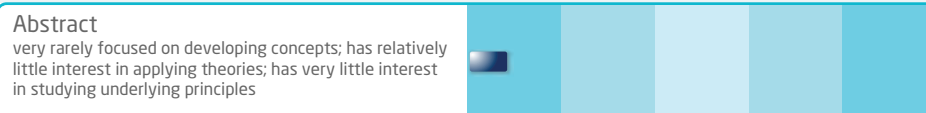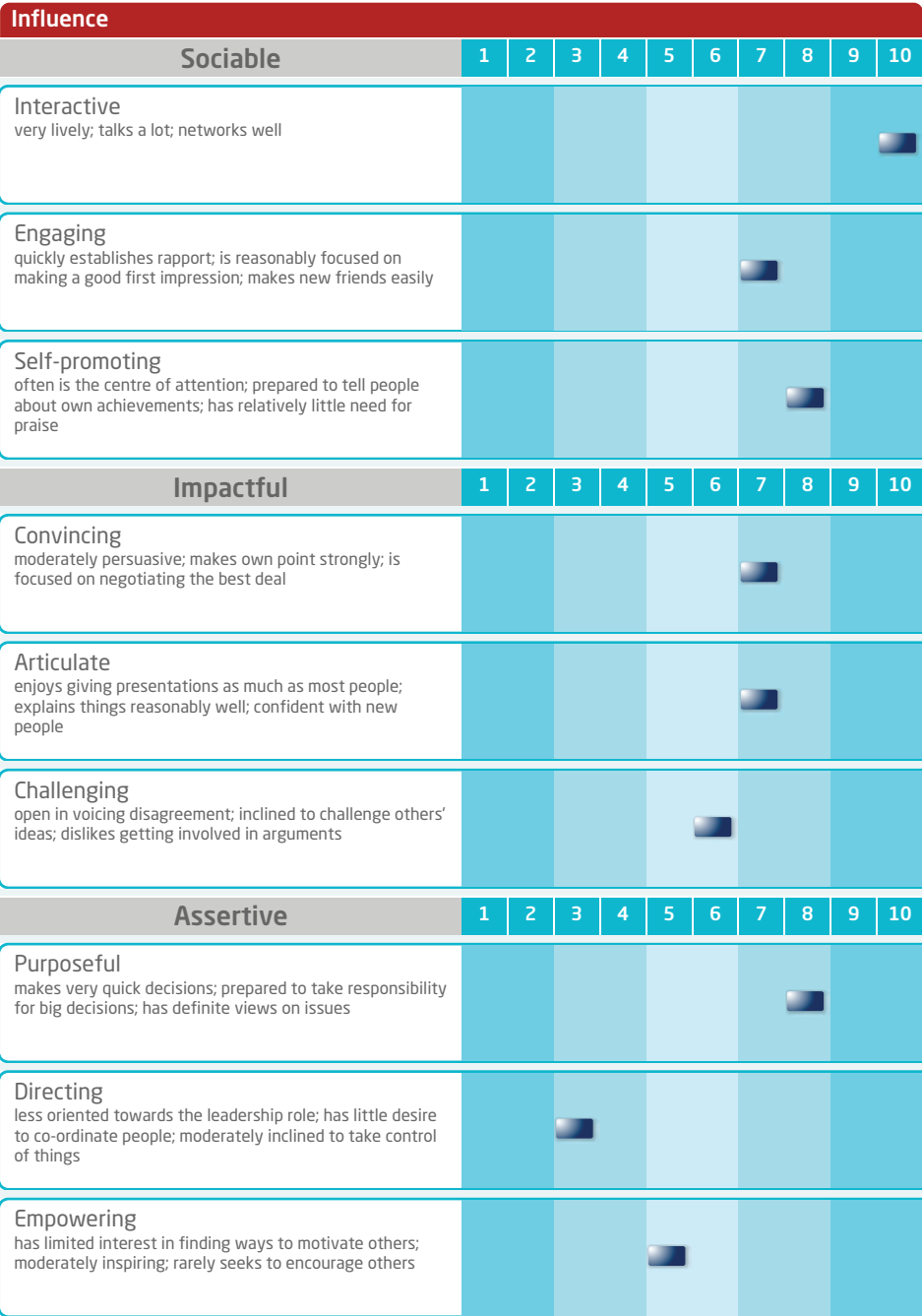
Personal Report - Thought Cluster

Thought

Evaluative	1	2	3	4	5	6	7	8	9	10

Analytical
has very little interest in analysing information; frequently asks probing questions; moderately inclined to seek solutions to problems

	1	2	3	4	5	6	7	8	9	10
Analytical				■						

Factual
unlikely to enjoy communicating in writing; has little interest in the logic behind an argument; places little emphasis on having all the relevant facts

	1	2	3	4	5	6	7	8	9	10
Factual	■									

Rational
dislikes working with numerical data; has little interest in information technology; unlikely to base decisions on the facts alone

	1	2	3	4	5	6	7	8	9	10
Rational			■							

Investigative

Investigative	1	2	3	4	5	6	7	8	9	10

Learning Oriented
seeks opportunities to learn about new things; a reasonably quick learner; gets very little enjoyment from learning by reading

	1	2	3	4	5	6	7	8	9	10
Learning Oriented				■						

Practically Minded
moderately focused on practical work; prefers to learn by doing; shows a reasonable amount of common sense

	1	2	3	4	5	6	7	8	9	10
Practically Minded						■				

Insightful
often identifies ways to improve things; quick at getting to the core of a problem; trusts intuition to guide judgement

	1	2	3	4	5	6	7	8	9	10
Insightful									■	

Imaginative

Imaginative	1	2	3	4	5	6	7	8	9	10

Inventive
generates ideas; produces original ideas; extremely likely to adopt radical solutions

	1	2	3	4	5	6	7	8	9	10
Inventive									■	

Abstract
very rarely focused on developing concepts; has relatively little interest in applying theories; has very little interest in studying underlying principles

	1	2	3	4	5	6	7	8	9	10
Abstract	■									

Strategic
moderately inclined to develop strategies; takes a moderately long term view; unlikely to create a clear vision for the future

	1	2	3	4	5	6	7	8	9	10
Strategic					■					

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Personal Report - Influence Cluster

Influence

Sociable	1	2	3	4	5	6	7	8	9	10

Interactive
very lively; talks a lot; networks well
→ 9

Engaging
quickly establishes rapport; is reasonably focused on making a good first impression; makes new friends easily
→ 7

Self-promoting
often is the centre of attention; prepared to tell people about own achievements; has relatively little need for praise
→ 8

Impactful	1	2	3	4	5	6	7	8	9	10

Convincing
moderately persuasive; makes own point strongly; is focused on negotiating the best deal
→ 7

Articulate
enjoys giving presentations as much as most people; explains things reasonably well; confident with new people
→ 7

Challenging
open in voicing disagreement; inclined to challenge others' ideas; dislikes getting involved in arguments
→ 6

Assertive	1	2	3	4	5	6	7	8	9	10

Purposeful
makes very quick decisions; prepared to take responsibility for big decisions; has definite views on issues
→ 8

Directing
less oriented towards the leadership role; has little desire to co-ordinate people; moderately inclined to take control of things
→ 3

Empowering
has limited interest in finding ways to motivate others; moderately inspiring; rarely seeks to encourage others
→ 5

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Personal Report - Adaptability Cluster

Adaptability

Resilient	1	2	3	4	5	6	7	8	9	10
Self-assured — moderately self-confident; feels in control of own future; has a balanced sense of own worth							■			
Composed — rarely gets nervous during important events; calm before important events; works well under pressure									■	
Resolving — feels uncomfortable dealing with people who are upset; dislikes having to deal with angry people; feels less need than most people to resolve disagreements		■								

Flexible	1	2	3	4	5	6	7	8	9	10
Positive — likely to take an optimistic view; quickly recovers from setbacks; moderately cheerful							■			
Change Oriented — as ready to accept change as most people; copes well with uncertainty; accepts new challenges as readily as most people							■			
Receptive — moderately receptive to feedback from others; very unlikely to encourage others to criticise approach; shows a moderate desire for feedback on performance				■						

Supportive	1	2	3	4	5	6	7	8	9	10
Attentive — as empathetic as most people; a reasonably good listener; moderately interested in understanding why people do things					■					
Involving — less team oriented than others; takes limited account of other people's views; very unlikely to involve others in the final decision	■									
Accepting — considerate towards others; reasonably tolerant; moderately trusting of people							■			

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Personal Report - Delivery Cluster

Delivery

Conscientious	1	2	3	4	5	6	7	8	9	10

Reliable
places less emphasis on meeting deadlines than most people; less punctual than most people; is sometimes prepared to leave tasks unfinished

Meticulous
has relatively little focus on making sure the detail is right; less thorough than most people; ensures a reasonably high level of quality

Conforming
is much less inclined to follow rules; dislikes following procedures; is prepared to take risks in decision making

Structured	1	2	3	4	5	6	7	8	9	10

Organised
less well organised than most people; very much dislikes having to make plans; less inclined to prioritise than most people

Principled
less focused on ethics than most people; places less emphasis on maintaining confidentiality than most people; places little focus on honouring commitments

Activity Oriented
works at a fast pace; works well when busy; multi-tasks well

Driven	1	2	3	4	5	6	7	8	9	10

Dynamic
very good at making things happen; as impatient as most people to get things started; very energetic

Enterprising
identifies business opportunities effectively; fairly sales oriented; extremely competitive

Striving
is reasonably driven to achieve outstanding results; extremely ambitious; less persevering than many people

Line Manager Report for
Alex Staton

Professional

Styles

About this Report

This report is based upon the Saville Consulting Wave 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-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 is likely to remain valid for 12 to 24 months, depending upon circumstances.

The report was produced using the Saville Consulting Oasys system. 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 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 assessment is limited to Saville Consulting employees, agents of Saville Consulting and clients authorised by Saville Consulting.

Introduction to the Line Manager Report

This report provides information about an individual's Competency Potential and Predicted Culture/Environment fit based on Saville Consulting's extensive validation research.

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 Alex Staton'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 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.

How to use this report

The report can be used in a variety of talent management activities including personnel selection, placement, promotion and talent development. The report is designed to be interpreted by line managers, assessors, interviewers and other key stakeholders to inform their decision making without the need for specific training or expertise in the area of psychometric assessment. The competency model is designed to be universally applicable and is based on extensive research. The relative importance of each competency should be determined at the start of the assessment process. In addition, the information in this report should be used in combination with other work-relevant information about the individual when making employment related decisions.

This report should only be supplied by a specialist who is qualified to use the full range of Saville Consulting Wave tools, including the Expert Report that provides more detailed information (e.g. on an individual's underlying talents and motives).

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Competency Potential Profile

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

Competency Description	Potential	
Solving Problems		
Evaluating Problems Examining Information (5); Documenting Facts (1); Interpreting Data (2)	[2]	**Very Low** higher potential than about 5% of the comparison group
Investigating Issues Developing Expertise (6); Adopting Practical Approaches (7); Providing Insights (7)	[7]	**Fairly High** higher potential than about 75% of the comparison group
Creating Innovation Generating Ideas (8); Exploring Possibilities (3); Developing Strategies (6)	[6]	**Average** higher potential than about 60% of the comparison group
Influencing People		
Building Relationships Interacting with People (10); Establishing Rapport (9); Impressing People (9)	[10]	**Extremely High** higher potential than about 99% of the comparison group
Communicating Information Convincing People (6); Articulating Information (7); Challenging Ideas (7)	[7]	**Fairly High** higher potential than about 75% of the comparison group
Providing Leadership Making Decisions (8); Directing People (4); Empowering Individuals (5)	[6]	**Average** higher potential than about 60% of the comparison group
Adapting Approaches		
Showing Resilience Conveying Self-Confidence (6); Showing Composure (9); Resolving Conflict (1)	[5]	**Average** higher potential than about 40% of the comparison group
Adjusting to Change Thinking Positively (8); Embracing Change (6); Inviting Feedback (4)	[7]	**Fairly High** higher potential than about 75% of the comparison group
Giving Support Understanding People (5); Team Working (2); Valuing Individuals (6)	[4]	**Fairly Low** higher potential than about 25% of the comparison group
Delivering Results		
Processing Details Meeting Timescales (1); Checking Things (3); Following Procedures (2)	[1]	**Extremely Low** higher potential than about 1% of the comparison group
Structuring Tasks Managing Tasks (1); Upholding Standards (1); Producing Output (5)	[1]	**Extremely Low** higher potential than about 1% of the comparison group
Driving Success Taking Action (9); Seizing Opportunities (9); Pursuing Goals (5)	[8]	**High** higher potential than about 90% of the comparison group

Predicted Culture/Environment Fit

Based on extensive Saville Consulting 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 Alex Staton'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 energy levels are high, there is a strong action orientation and people are rewarded for taking the initiative and making things happen

⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition

⊕ where it is important to make an immediate, positive impact and be able to establish new relationships quickly

⊕ where value is placed on the ability to cope with pressure, emergencies and tensions

⊕ where there is the opportunity to be the centre of attention and people are aware of one's achievements and status

⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed

⊕ where a positive, can-do attitude is valued and rewarded

Performance Inhibitors

⊘ where there are few networking opportunities

⊘ where energy levels are low and people show little initiative

⊘ where the culture is non-commercial, non-competitive and non-profit oriented

⊘ where there is no requirement to make a good first impression and building relationships is not encouraged

⊘ where a lack of anxiety is interpreted as a lack of motivation

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

⊘ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas

⊘ where the attitude is generally negative and people are slow to recover from setbacks

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Interview Guide
Alex Staton

Professional

Styles

Contents

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Introduction to Interview Guide

This Interview Guide presents appropriate questions based on the results of the assessment completed by Alex Staton. The questions are designed to gain evidence of the candidate's effectiveness and motivation at work.

Interview Questions for Alex Staton

Between two and four questions are presented for each of the areas, with fewer questions being given for areas where the candidate has rated themselves as strongly effective. Additional questions that target the candidate's motivation for an area are marked by an asterisk.

For each area, information is provided on how Alex Staton rated themselves on the assessment when compared to others on a 1 to 10 scale. Please note that this is for the interviewer's information only and is not to be fed back to the candidate.

How to use this Interview Guide

Review job description and/or person specification

⬇

Select competencies for interview (Page 4)

⬇

Select questions

⬇

Conduct interview

⬇

Record answers

⬇

Score and evaluate data

⬇

Summarise scores (Page 4)

⬇

Make recommendation (Final Page)

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Interview Scores Summary

✓	Page	Area Assessed	Assessment Score	Interview Score
☐	5	**Evaluating Problems** — Examining Information (5); Documenting Facts (1); Interpreting Data (2)	2	
☐	6	**Investigating Issues** — Developing Expertise (6); Adopting Practical Approaches (7); Providing Insights (7)	7	
☐	7	**Creating Innovation** — Generating Ideas (8); Exploring Possibilities (3); Developing Strategies (6)	6	
☐	8	**Building Relationships** — Interacting with People (10); Establishing Rapport (9); Impressing People (9)	10	
☐	9	**Communicating Information** — Convincing People (6); Articulating Information (7); Challenging Ideas (7)	7	
☐	10	**Providing Leadership** — Making Decisions (8); Directing People (4); Empowering Individuals (5)	6	
☐	11	**Showing Resilience** — Conveying Self-Confidence (6); Showing Composure (9); Resolving Conflict (1)	5	
☐	12	**Adjusting to Change** — Thinking Positively (8); Embracing Change (6); Inviting Feedback (4)	7	
☐	13	**Giving Support** — Understanding People (5); Team Working (2); Valuing Individuals (6)	4	
☐	14	**Processing Details** — Meeting Timescales (1); Checking Things (3); Following Procedures (2)	1	
☐	15	**Structuring Tasks** — Managing Tasks (1); Upholding Standards (1); Producing Output (5)	1	
☐	16	**Driving Success** — Taking Action (9); Seizing Opportunities (9); Pursuing Goals (5)	8	

Interview Questions

Evaluating Problems		Very Low
Examining Information (5); Documenting Facts (1); Interpreting Data (2)	2	higher potential than about 5% of the comparison group

☐ Describe an occasion when you had to evaluate a complex problem at work.

- What was the problem?
- What information was important?
- Where did you look for information?
- How did you analyse the information?
- What technology did you use?
- How did you weigh up what was most important?
- How effective was your overall evaluation?

* What aspect of evaluating problems do you find most interesting?

☐ Describe an occasion where you had to write an important document.

- What information did you need to find?
- What were the key points for the reader?
- How did you put the document together?
- Which issues were the most difficult to communicate to the reader?
- How did you communicate them?
- What feedback did you get about the document?

* How much do you enjoy preparing written documents?

☐ Tell me about a time when you were required to analyse a large amount of data.

- Who was the end user?
- How did you evaluate the information?
- What technology did you use to help you deal with the data?
- What did you do to summarise the key trends in the data?
- What were the important messages that you took from the data?

* How much do you enjoy working with numerical information?

☐ When have you had to examine complex information at work?

- What made the information complex?
- How did you approach the task?
- What information did you need to find?
- What questions did you have to ask?
- What information did you produce as a result?
- What feedback did you get on your approach?

* What do you find frustrating about examining information?

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Interview Questions

Investigating Issues		Fairly High
Developing Expertise (6); Adopting Practical Approaches (7); Providing Insights (7)	▮▮▮▮▮▮7▯▯▯	higher potential than about 75% of the comparison group

☐ When has your job expertise been essential in ensuring a good practical outcome at work?

- What was the situation?
- Why was your expertise important?
- What key issues/information did you need to identify?
- What did you do to make sure the solution was practical?
- What learning did you gain from the experience?

* Which aspects of your job are you most interested in?

☐ Tell me about when you have worked on something which really tested your job knowledge.

- What was the background to this?
- Why was your knowledge tested?
- What practical steps did you take?
- How did you improve the situation?

* How do you feel about working at the limits of your competence?

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Interview Questions

Creating Innovation
Generating Ideas (8); Exploring Possibilities (3);
Developing Strategies (6)

`[■][■][■][■][6]` `[ ][ ][ ][ ]`

Average
higher potential than about 60%
of the comparison group

☐ **Tell me about when you have made a real difference with your creative input.**

- What was your creative input?
- What other alternatives did you consider?
- Why was this option chosen?
- What were the general trends in how things were changing at the time?
- How did this influence the strategic direction of the organisation?

* Which aspect of your creativity do you find most satisfying?

☐ **Give me an example of when you have had to develop a concept at work.**

- What was the situation?
- What were the underlying principles or theories you had to understand?
- How did you apply the concept?
- What were the advantages of the concept?
- What options did you consider?

* Which aspect of thinking conceptually interested you least?

Interview Questions

Building Relationships
Interacting with People (10); Establishing Rapport (9); Impressing People (9)

`[10]`

Extremely High
higher potential than about 99% of the comparison group

☐ Who have you had to build a really effective, important work relationship with?

- Why was it important?
- What did you do to build the relationship?
- How quickly did you build rapport?
- How effective was the first impression you created?
- How have you maintained contact?

* What do you enjoy about working with new people?

☐ Describe an occasion where you have had to build a difficult work relationship.

- Why was it difficult?
- What did you do?
- How did you deal with the biggest issues?
- What was the outcome?

* What do you find most frustrating in your work relationships?

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Interview Questions

Communicating Information
Convincing People (6); Articulating Information (7); Challenging Ideas (7)

`[7]`

Fairly High
higher potential than about 75% of the comparison group

☐ **Give me an example of when you have had to communicate important information persuasively.**

- Why was it important?
- What were the key points you had to make?
- Which of these points were the most important for your audience?
- What points/misconceptions did you challenge?
- How effective were you?

* What do you enjoy about getting your message across?

☐ **When have you had to communicate information to people who were particularly challenging?**

- Why was it so challenging?
- What were the important points for your audience?
- How did you deal with objections?
- What did you explain particularly well?
- What was the outcome?

* How much do you enjoy presenting information in challenging circumstances?

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Interview Questions

Providing Leadership Making Decisions (8); Directing People (4); Empowering Individuals (5)	6	Average higher potential than about 60% of the comparison group

☐ When have you had to provide leadership for others at work?

- What was the situation?
- How did you approach it?
- What was your leadership style?
- How did you motivate others?
- How did people respond to you?
- What key decisions did you have to make?

* What do you enjoy about being a leader?

☐ Describe a situation where you have needed to co-ordinate people at work.

- What leadership was required?
- How did you co-ordinate people?
- What things did you need to take control of?
- How effective was your direction of others?
- What could you have done better?

* What aspect of directing people do you find most difficult?

☐ Give me an example of when you have had to inspire others.

- What was your role?
- Why did you need to inspire others?
- What, in particular, was inspirational?
- How did you encourage others?
- What feedback did you get?

* How important is it for you personally to motivate others?

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Interview Questions

Showing Resilience
Conveying Self-Confidence (6); Showing Composure (9); Resolving Conflict (1)

`■■■■[5]□□□□□`

Average
higher potential than about 40% of the comparison group

☐ **Where have you had to be resilient at work?**

- What was the situation?
- Why was it challenging?
- How did you react to pressure?
- What impact did it have on you?
- How did your behaviour impact on others?

* How do you motivate yourself under pressure?

☐ **Give me an example of when you have resolved a conflict at work.**

- Why was there a conflict?
- What did you do?
- What emotions did you have to deal with?
- How did people respond?
- What would you do differently next time?

* How comfortable are you dealing with people when they are emotional?

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Interview Questions

Adjusting to Change
Thinking Positively (8); Embracing Change (6); Inviting Feedback (4)

Fairly High
higher potential than about 75% of the comparison group

☐ **Tell me about a time when you had to adjust to an important change.**

- What exactly was the impact of the change on you?
- How positively did you react?
- How well do you feel the change was communicated?
- What did you do to influence the direction of the change?
- What more could you have fed back to make the change more effective?

* What do you dislike about change?

☐ **Give me an example of when you have changed your behaviour based on feedback from others.**

- What was the situation?
- Who did you ask for feedback?
- What feedback did you receive?
- How did you react to the critical feedback?
- What did you do as a result of the feedback?

* When have you felt most negatively about feedback you have received? Why?

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Interview Questions

Giving Support
Understanding People (5); Team Working (2);
Valuing Individuals (6)

Fairly Low
higher potential than about 25%
of the comparison group

☐ **Tell me when you have had to go out of your way to support others at work.**

- What support did your colleagues need?
- What did you do to help?
- What more could you have done to help with the benefit of hindsight?
- To what extent did helping inconvenience you?
- What was the outcome?

* What do you like about helping people?

☐ **When have you found it challenging to work collaboratively in a team?**

- What was your role in the team?
- Why was it important to work collaboratively?
- How did you do this?
- What was the most difficult aspect of the team work?

* What did you least enjoy about being a member of a team?

☐ **Describe a situation where it was important for you to understand people at work.**

- What was the situation?
- Why was it important for you to understand them?
- What were the important messages you heard from them?
- What did it take you longer to recognise about their needs?
- What did you do to show you understood them?

* How interested are you in understanding people and their motivations?

Interview Questions

Processing Details
Meeting Timescales (1); Checking Things (3); Following Procedures (2)

1 ☐☐☐☐☐☐☐☐☐

Extremely Low
higher potential than about 1% of the comparison group

☐ **Tell me about when you have had to do something to a high quality level within a fixed timeline.**

- What exactly did you have to do?
- How did you achieve the quality level?
- What procedures did you follow?
- What mistakes did you identify?
- How close to the deadline were you?

* How much do you enjoy working with details?

☐ **Describe a time when you had to meet a challenging deadline.**

- Why was the deadline demanding?
- What did you need to do to ensure the deadline was met?
- What problems did you encounter?
- How did you deal with these?
- What was the outcome?

* How have you felt when you have had to extend a deadline?

☐ **When has it been important for you to follow procedures at work?**

- What did you have to do?
- Why did you have to do it this way?
- How closely did you follow the procedures?
- Where did you not follow the procedures so closely?

* How much importance do you attach to following procedures?

☐ **Give me an example of where you have had to work accurately with detail.**

- Why was accuracy important?
- How did you check for errors?
- What errors were there?
- How did you deal with these?
- How much of the checking did you do?
- What feedback did you get on the outcome?

* How do you feel when you cannot check things properly?

Interview Questions

Structuring Tasks		Extremely Low
Managing Tasks (1); Upholding Standards (1); Producing Output (5)	**1** ☐☐☐☐☐☐☐☐	higher potential than about 1% of the comparison group

☐ **Give me an example of when you have had to manage people on a specific project.**

- How many people did you manage?
- How did you organise the tasks?
- What potential problems did you account for in your planning?
- What did you do to make sure people maintained high standards of behaviour during the project?
- How much work was completed in the timescale?

* How much do you enjoy structuring and managing tasks?

☐ **When have you been responsible for planning a complex task?**

- What exactly was your responsibility?
- How did you plan the task?
- How did you structure your time?
- What were the conflicting priorities?
- How did you deal with these?

* How much do you seek responsibility for planning?

☐ **Tell me about a situation where it has been difficult for you to act with integrity at work.**

- What were the ethical challenges you faced?
- What did you do?
- To what extent did you feel you acted with integrity?
- What issues of confidentiality were involved?
- Who did you talk to?

* When would you not compromise your principles?

☐ **Where have you been required to produce high levels of output?**

- What did you produce?
- How quickly did you have to work?
- How did you maintain your productivity?
- How many tasks did you have to deal with at the same time?

* How much do you enjoy having a lot to do?

Interview Questions

Driving Success
Taking Action (9); Seizing Opportunities (9); Pursuing Goals (5)

[colored scale bar showing 8]

High
higher potential than about 90% of the comparison group

☐ **Which of your recent work achievements are you particularly proud of?**

- Why have you chosen this example?
- What did you do?
- Why was this important?
- How did you exceed expectations?
- What feedback did you get?

* What drives you to succeed?

☐ **Where have you had to demonstrate exceptional drive to achieve a goal?**

- What was the goal?
- What did you do that was particularly good?
- When did you have to persist through difficulties?
- When did you demonstrate the greatest determination?
- What was the outcome?

* How do you maintain your motivation to achieve goals?

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Interview Summary

Candidate Name	Alex Staton
Interviewer Name(s)	
Interview Date	
Role Applied For	
Signed	

Evidence

Key Evidence Against	Key Evidence For

Recommendation

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Summary Development Report for Alex Staton

Professional

Styles

Contents

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Introduction to Assessment Report

This development report summarises the actions that could be taken to develop Alex Staton. Based on the results of the assessment it outlines what actions could be considered to improve performance at work. The appropriateness of each piece of advice will differ for each individual and will to some extent depend on the job role and the opportunities and resources available. The report is divided into two sections. These sections are composed of the following four types of development advice.

Building Strengths

Successful people tend to know what they are good at and play to these strengths. Before trying to make up for, or develop limitations, it may be worth considering how to make the most of these strengths. This summary report shows Building Strengths for the eight highest competency dimensions.

Possible Overplayed Strengths - 'Watch Fors'

Clear areas of strength are most likely to contribute to effectiveness at and enjoyment of work. They may, however, lead to unwanted or undesirable consequences. For each of the areas of particular strength, the potential pitfalls are highlighted together with actions to reduce or avoid their negative impact. This summary report shows Possible Overplayed Strengths for the four highest competency dimensions.

Development Tips

While building strengths is likely to be a more rewarding way to develop, it may be that there is a requirement to develop in areas which are less strong. For these areas development tips are provided on how to improve performance. This summary report shows Development Tips for the eight lowest competency dimensions.

Managing Limitations

Areas of limitation are unlikely to be areas where there is a strong desire or capability to easily change. It may be better to be realistic about these areas and rather than attempt to change them, be clear on how best to manage them. If there are no clear areas of limitation, this section will be blank. This summary report shows Managing Limitations for the four lowest competency dimensions.

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Building Strengths

Interacting with People		Extremely High
Projecting Enthusiasm; Making Contact; Networking	**10**	performed better than 99% of comparison group

- Look to involve the quieter members of the team and access all their available talent.

- Think who it is important to develop a better relationship with. Invest time in improving these relationships.

- Engage others and generate enthusiasm for achievement within the team.

- Use enthusiasm to inject energy into projects and inspire others to achieve.

- Enthusiasm can be infectious. Spend time sharing with colleagues why their ideas/new services are good.

- Improve the dynamics in slow or confrontational meetings. Inject a positive outlook and energy in these interactive forums.

- Get in contact with all new stakeholders who interface with the role/department.

- Think through ways to make contact which could improve a relationship e.g. inviting to a particular event, going for lunch.

- Offer to introduce contacts to people who may be helpful to each other.

- Make the most of own network - ask good personal contacts to facilitate introductions with their useful contacts.

- Be sure to devote some time to networking over the phone and to use the skills even when very busy.

- Make sure to network with purpose and spend time with people where there is potentially a mutual benefit.

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Possible Overplayed Strengths

Interacting with People		Extremely High
Projecting Enthusiasm; Making Contact; Networking	`10`	performed better than 99% of comparison group

- Be aware of looking for too much involvement from others. ACTION: Learn to get leverage from the right blend of input from others to ensure effective and efficient delivery.

- Is there a danger of taking too much of the time of others? They may resent this when they are busy. ACTION: Be careful to ascertain that the individual contacted has the time to interact.

- Is a focus on interacting ever at the expense of completing more mundane daily tasks? ACTION: Try to get work tasks out of the way first and then spend time talking to people.

- Be aware of being perceived as overly enthusiastic and lacking in judgement or discrimination. ACTION: Be careful to read situations and know when to tone down natural enthusiasm.

- Watch for being seen as overselling own ideas. ACTION: Be open to other people's ideas. Show equal enthusiasm for these as well as for own ideas.

- Could making regular contact seem needy or encroach on less gregarious people at times. ACTION: Be aware of signs from others that they are not keen to talk.

- Is there a danger of falling into a rut by sticking to the same events and networks. Regularly consider new opportunities to network. ACTION: Set clear objectives for networking.

- Watch for spending time with people who are interesting but do not help to move things forward. ACTION: Review carefully how and with whom time is spent.

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Building Strengths

Taking Action Making Things Happen; Using Initiative; Investing Energy	9	Very High performed better than 95% of comparison group

- Make sure others are also on board before diving into something new.

- Consider special projects that involve troubleshooting/consulting.

- Gain experience through short term contracts or secondments.

- Seek opportunities to start new initiatives, practice areas, lines of business, or turning poorly performing areas around.

- Look for things that really need to be done, but there is inertia and indecisiveness. Move them on.

- Develop a reputation for taking the initiative and resolving issues before they escalate.

- Use this high energy to inject pace and enthusiasm into projects where people are dejected.

- Take something which seems to be stop-start and there is little motivation for and get it moving along.

Possible Overplayed Strengths

Taking Action Making Things Happen; Using Initiative; Investing Energy	9	Very High performed better than 95% of comparison group

- Is the excitement of starting something new at the expense of doing more routine work? ACTION: Schedule time for routine maintenance activities or to check ongoing tasks.

- Is the thrill of troubleshooting overshadowing planning and problem prevention? ACTION: Implement systems and processes that will reduce the likelihood of problems recurring.

- Does a desire to make things happen tend to throw existing projects into disarray? ACTION: Be careful that in making things happen this does not require resources that are already fully committed to existing projects.

- Is there a danger of overstepping the mark and doing things that have been ruled out by others? ACTION: Be careful not to do something which is not wanted or needed and that no-one will be thankful for.

- Is there a readiness to embark on new work where there is a low degree of knowledge and understanding? ACTION: Consult experts before taking the initiative in a new work area.

- Is this energy being channelled as appropriately as possible? ACTION: before rushing on to the next activity take time out to stop and think 'is this the best use of time/energy?'

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Building Strengths

Establishing Rapport Putting People at Ease; Welcoming People; Making Friends	⬛⬛⬛⬛⬛⬛⬛ 9	Very High performed better than 95% of comparison group

- Make sure that social skills are accompanied by substantial and meaningful content.

- Read about great social communicators and the skills they demonstrated. Learn to apply these.

- Look for opportunities to maximise skills (e.g. client facing and ambassadorial roles).

- Consider the sorts of people who are least likely to be put at ease by own personal style and think how to amend approach with these people accordingly.

- Find a mentor who has excellent interpersonal skills and ask them to help make a videotape of a personal introduction and initial conversation. Use an important real life example. The mentor can role play the person being met. Review this with them and do it again.

- Before the meeting, think through topics of conversation that demonstrate some common interest.

- Broaden the range of social contacts, both sideways as well as up and down.

- Find common interests with others and arrange to do things together.

- Host a party or social event and invite wide circle of colleagues.

Possible Overplayed Strengths

Establishing Rapport Putting People at Ease; Welcoming People; Making Friends	9	Very High performed better than 95% of comparison group

- Be aware not to spend too much time engaging with others when it is not relevant to work area/goals. ACTION: The majority of conversations with others should be for a purpose.

- Watch for making too many non-work related calls. ACTION: Limit the amount of time spent interacting with others outside work. Reduce the frequency of contact or shorten meetings/conversations.

- Be conscious that some people like to get to know and trust other people slowly. ACTION: Get to know people at a pace they are comfortable with.

- Be aware that people who are good at putting others at ease can be seen as overly polished. ACTION: Be aware of impression on others and avoid appearing too 'polished' or 'slick'.

- More introverted people can find very warm and strong introductions unsettling. ACTION: Be wary of not appearing too forward in introducing self to less extroverted people.

- Watch for asking too many personal questions too soon, particularly with new introductions. ACTION: Look for non-verbal cues to determine when to move the conversation along.

- Staying in contact with a wide circle of friends can be difficult when work gets very busy. ACTION: Be direct in telling friends that there is no time to talk or limited time when it gets busy.

- Having more friends may be at the expense of having a smaller number of friendships that are of greater depth. ACTION: Evaluate who are the friends that are important and make sure that enough time is invested to keep these relationships strong.

- Having a lot of friends may be viewed by others as indicative of a lack of critical judgement about people. ACTION: Think through who it is best not to be associated with and consider whether their friendship is worth the potential impact on own reputation.

Building Strengths

Showing Composure Staying Calm; Dealing with Pressure; Tolerating Stress		Very High performed better than 95% of comparison group

- Lead by example and show others how to be calm in a crisis.

- Observe potential problems developing and intervene calmly before things escalate.

- Look for roles where composure is an asset.

- Test the relationship between pressure and performance. Find the optimum level of pressure to put oneself under to drive personal performance.

- Know own stress limits. Over confidence in this area, can result in own stress levels increasing fast.

- Demonstrate the capacity to cope with pressure in a fast paced environment.

- Seek work in multifaceted roles with complex demands.

Possible Overplayed Strengths

Showing Composure Staying Calm; Dealing with Pressure; Tolerating Stress		Very High performed better than 95% of comparison group

- Does a high degree of composure prevent others seeing one's stress? ACTION: Be prepared to describe internal feelings more openly at times.

- When accepting more tasks and responsibility can others identify when the pressure is getting too great? ACTION: Work on understanding where own pressure points are and be prepared to say no.

- Could other people sometimes misperceive that there is an infinite capacity to cope with pressure? ACTION: Identify a support network of people to share stress and problems with in a secure environment.

- Being very composed despite others showing concern could mean not appreciating the true extent of a problem. ACTION: As tolerance of stress is higher than for most, may be better to intervene earlier to reduce pressure/problems.

- Could composure be interpreted as lack of concern or complacency by others? ACTION: Ensure that own concerns are clearly expressed.

- Is there a danger of not always appreciating when reaching own stress limits? ACTION: Look out for early signs, warning that stress is starting to effect own health and performance negatively.

- Is there an unconscious issue of letting things become a problem, because dealing with problems is more interesting? ACTION: Think through whether problems could be sorted out earlier and, if this is the case, find bigger problems to deal with.

- Is there involvement in too many different things and as a result some things are being done less well? ACTION: There may be times when it is important to look at overload and remove things which are time-consuming and unimportant.

- Could there be an issue of taking too much on? ACTION: Limit involvement. Be clear on what are the things that need to be done and personally are interested in doing.

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Building Strengths

Seizing Opportunities Identifying Business Opportunities; Generating Sales; Outperforming Competitors	9	Very High performed better than 95% of comparison group

- Show others how to seize new opportunities through professional/industry groups (e.g. present, contribute to newsletters or journal articles, write a blog).

- Develop a reputation for being responsive.

- Study the market trends and suggest potential product/service development opportunities.

- Explore how customers commission suppliers and seek constant feedback about what they like and dislike about all their suppliers.

- Look for opportunities to support or manage larger/global/strategic customer accounts.

- Ask for referrals and recommendations, build up a list of testimonials.

- Improve knowledge of product, so that it is outstanding.

- Consider documenting competitor intelligence for colleagues. Share tips for beating the competition.

- Learn from the competitive bids which have been lost. Undertake a complete review and seek full feedback from the customer.

Building Strengths

Impressing People Attracting Attention; Promoting Personal Achievements; Gaining Recognition	9	Very High performed better than 95% of comparison group

- Volunteer for roles to represent the team to others.

- Volunteer to present and undertake activities which increase personal exposure.

- Offer to be the representative for own team. Be the spokesperson.

- Seek roles which encourage selling and influence.

- Promote the good work of the team and colleagues when appropriate.

- Think of different media to promote achievements (e.g. internal newsletters, professional bodies or trade press, etc).

- Be factual in self promotion. Use quantifiable data and qualitative comments of clients and stakeholders.

- Identify managers and colleagues who are happy to give support and praise when needed.

- Who has gained a less positive impression? Work hard at changing their impression.

Building Strengths

Generating Ideas		High
Producing Ideas; Inventing Approaches; Adopting Radical Solutions	[8]	performed better than 90% of comparison group

- Ensure that ideas are supported by a rational argument and a strong business case.

- Be aware of who the key stakeholders and decision makers are. These are the people to sell ideas to.

- Ask for feedback on the quality of ideas and how they are presented.

- Look at the best ideas that have previously been rejected and see if they could be revived.

- Get involved in the early stages of projects. This is where suggestions will be welcomed.

- Investigate techniques to improve creativity.

- Put together a creative group of experts from different areas to solve intractable problems.

- Present a range of ideas, offering varying degrees of change from where things are now.

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Building Strengths

Making Decisions Deciding on Action; Assuming Responsibility; Standing by Decisions	[8]	High performed better than 90% of comparison group

- Inject pace and decisiveness into project groups and make things happen.

- In meetings always look for decisions and action points.

- Make sure approach to risk is calculated. Assume the worst will happen and build in contingencies.

- Honestly review the quality of the decisions made and identify why they were the right or wrong decisions. Think what it would have taken for the right decision to be made. Learn from this.

- Facilitate the decision making process, outline the key options/risks for everyone.

- Encourage people to make decisions and commit to action, move debate on towards a conclusion.

- Grasp opportunities and make things happen.

- Identify the experts and opinion formers who can be consulted and ask for advice before committing to important decisions.

- Invest energy on the tasks which have the most impact and benefit.

- Volunteer to lead projects and take on new tasks. Take the opportunities to work outside a comfort zone.

- Look for agreement and support from others before concluding on important decisions.

- Ensure that a decision is well implemented. A common reason for having to change a decision is ineffective implementation.

- Put a sign off process in place for key decisions.

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Development Tips

Managing Tasks		Extremely Low
Working Methodically; Planning Activities; Setting Priorities	**1** ☐☐☐☐☐☐☐☐	performed better than only 1% of comparison group

- Perform or allocate tasks in line with capabilities and interests; use more appealing tasks as rewards and give people assignments to stretch them.

- Keep 'live' files requiring action to hand; delegate filing or dedicate a set time each week for this activity.

- Complete one workstep before progressing to the next. When forced to change track, be sure to return to the earlier workstep.

- When doing something for the first time, take a note of each step and store the notes ready to be reviewed before doing the task for a second time.

- Anticipate likely derailers and build contingencies for them into plans. Communicate promptly with team members as plans change.

- Review plans with a colleague.

- Build contingency into all stages of planning.

- Highlight the inter-dependencies in the plan. Ensure everyone understands the implications of their contribution to this.

- Try to balance both the urgency and importance of tasks when establishing their priority.

- Be clear about immediate priorities as well as those for the next 30 and 90 days. Review and revise them regularly.

Managing Limitations

Managing Tasks		Extremely Low
Working Methodically; Planning Activities; Setting Priorities	**1** ☐☐☐☐☐☐☐☐	performed better than only 1% of comparison group

- Get administrative support if possible. If not, use automated calendars to manage appointments and store contact information efficiently.

- Not all tasks are created equal - some will come easier or be more interesting than others. Plan accordingly.

- Tackle one thing at a time. Don't let distractions put things off-track.

- Get help breaking each activity into specific work steps with time frames, resources, dependencies, review dates and metrics to evaluate progress.

- Even a 'to do list' is a simple plan, create one, look at it and amend at the start of each day.

- Ask about both the urgency and importance of tasks before tackling them.

- List the key priorities and have these available at all times.

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Development Tips

Meeting Timescales Meeting Deadlines; Keeping to Schedule; Finishing Tasks	**1** ☐☐☐☐☐☐☐☐	Extremely Low performed better than only 1% of comparison group

- List the activities required to complete the project. Keep a record of tasks completed.

- Be realistic about how long things take. Seek advice on areas that are less familiar.

- Start seeing deadlines as fixed and important.

- Create a clear schedule indicating 'who, when and where' for each activity; make regular adjustments to the schedule.

- Address the reasons that contribute to tardiness, such as distractions, over committing, placing less value on other participants' time, poor planning.

- Allow time for contingency and review.

- Create a discipline of finishing and tying up all the loose ends.

- Lack of finishing can really take the edge off great work. Delegate the final touches if necessary.

Managing Limitations

Meeting Timescales Meeting Deadlines; Keeping to Schedule; Finishing Tasks	**1** ☐☐☐☐☐☐☐☐	Extremely Low performed better than only 1% of comparison group

- Ask for help splitting the overall project up into component tasks and work streams.

- Remove distractions when working to a deadline and defer less urgent tasks until after the deadline.

- Avoid committing to a task/project that it is not possible to deliver on time given other commitments. Ask what is required (time, skills, resources) and if necessary escalate resourcing of the task/project upwards.

- Seek advice about breaking the overall project timelines down into smaller units, perhaps setting daily or even hourly milestones.

- Review each activity on the schedule including how long each lasts, people involved and sequencing. Review progress at regular intervals or critical points.

- Clarify the start time and precise location of meetings or events. Get clear directions. Allow time for traffic or other delays.

- Appreciate that any delays will put pressure on colleagues responsible for the next stage of the process.

- Agree on a precise specification of the deliverable(s) required by the deadline to avoid surprises later on.

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Development Tips

Upholding Standards		Extremely Low
Behaving Ethically; Maintaining Confidentiality; Acting with Integrity	**1** ☐☐☐☐☐☐☐☐	performed better than only 1% of comparison group

- Look for new opportunities to behave consistently with company values.

- Always play by company rules when it comes to managing finances/equipment, sharing information and interactions with others.

- If in any doubt, check whether information is confidential.

- Don't break commitments unless it is really unavoidable - even then have a back up plan.

- Show integrity by acting in line with what is expected from others (walking the talk). Try to avoid dealing with people or situations inconsistently.

Managing Limitations

Upholding Standards		Extremely Low
Behaving Ethically; Maintaining Confidentiality; Acting with Integrity	**1** ☐☐☐☐☐☐☐☐	performed better than only 1% of comparison group

- Ask for a set of company values and consider what personal contribution can be made towards realising these values.

- Treat others and company property with care and respect.

- Do not disclose any personal data (e.g. salaries), any information shared in confidence or company trade secrets.

- Encourage people not to talk about things that are confidential.

- Keep promises as a way of building trust.

- Show integrity by being open and honest in communications.

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Development Tips

Documenting Facts		Extremely Low
Writing Fluently; Understanding Logical Arguments; Finding Facts	**1** ☐☐☐☐☐☐☐☐	performed better than only 1% of comparison group

- Start by creating a clear, simple structure of key headers which represent the topics to be covered in the written document.

- Question from the reader's viewpoint whether there is sufficient information to fully understand what is being documented.

- Get examples of gifted writers and look at how they structure their approach and consider what can be used from their work.

- Review own documents and try to rewrite with the fewest possible words, whilst maintaining the key meaning and messages.

- Before starting to write say out loud what needs to be expressed and pull the points/arguments together verbally.

- Take a point of view which is opposite to own and rehearse the arguments against it.

- Take time to check the accuracy and completeness of information rather than accepting it at face value.

- Seek information from as many different sources as possible as information is often not in the first place it is sought.

- List all the information that is relevant before starting to look for it.

Managing Limitations

Documenting Facts		Extremely Low
Writing Fluently; Understanding Logical Arguments; Finding Facts	**1** ☐☐☐☐☐☐☐☐	performed better than only 1% of comparison group

- Documents are one of the most obvious displays of work competence so make time to do them well or risk being perceived as ineffective.

- Ask someone who is good with detail to review own written work before finalising it.

- Where possible avoid being central to the production of very important written documentation, especially if it will be used external to the organisation.

- Read all written work slowly and out loud before finalising it, to check that it makes sense.

- Ask a colleague who has excellent written communication skills to check draft documents before they are finalised.

- Get others to check the logic of arguments.

- Ensure that arguments are always fully substantiated.

- Check that the facts are accurate before communicating them to others.

- Look to others for assistance when there is a strong need to establish the factual accuracy of information.

Development Tips

Resolving Conflict Calming Upset People; Handling Angry Individuals; Resolving Arguments	**1** ☐☐☐☐☐☐☐☐	Extremely Low performed better than only 1% of comparison group

- Listen actively and attentively. Suspend judgement.
- Focus on facts and data, try not to be overly influenced by people's emotions and dominance.
- Spot potential problems early and step in quickly before people get angry.
- Allow people to have their say. Try not to cut them short or interrupt.
- Find areas where there is common agreement.
- Empathise with people and help them to see that they are being listened to and understood.
- Understand the context for the argument and then hear both sides.
- Remain objective. Resist any temptation to be personally involved or take sides.

Development Tips

Team Working Working Participatively; Encouraging Team Contributions; Involving Others in Decisions	☐ **2** ☐☐☐☐☐☐☐	Very Low performed better than only 5% of comparison group

- Spend time getting to know team members, their roles and contribution.
- Discuss how to work together to ensure mutual benefit.
- Check that all the relevant people who may interface with the product/service are included.
- See the benefit in more than one view and think about how the suggestions of others provide a meaningful contribution.
- It may be better to talk to some people one-to-one before a meeting to get their views.
- Make sure that all relevant parties have been given the opportunity to make their views known.
- Set clear timescales for consultation and decision making.
- Ensure that everyone knows who is responsible for the overall decision.

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Development Tips

Following Procedures Adhering to Rules; Following Instructions; Minimising Risks	■■2□□□□□□□□	Very Low performed better than only 5% of comparison group

- Have company policy and procedure manuals at hand. Refer to them before completing new tasks.

- Learn how the key business processes benefit the department, organisation, customers, shareholders and community.

- Break the overall project timelines down into shorter intervals for more regular progress and process checks.

- Only argue for 'exceptions' to the rule in truly exceptional cases.

- Don't assume that more work can be done by simply flexing other deadlines without checking with the other project managers/resources first.

- Be careful to follow the full set of instructions to avoid any costly missed steps and re-work.

- Start big tasks early. Don't delay the start and leave things until the last minute.

- Check if there is an established list of known risks for organisation's industry sector. Consider resources at risk, threats to resources and consequences.

- Learn more about legal obligations, commit to discharging these effectively.

Development Tips

Interpreting Data Quantifying Issues; Applying Technology; Evaluating Information Objectively	▇ 2 ▢▢▢▢▢▢▢▢	Very Low performed better than only 5% of comparison group

- Spend some time reading analytical and/or financial reports and discuss areas that are not well understood with colleagues in the area.

- Work alongside an experienced colleague and discuss the relative merits of the different types of data analysis they use.

- Use the help menus on software to develop own understanding, and make a point of learning more about the available functionality.

- Review business reports and read business/finance sections of newspapers, focusing on understanding why they report particular figures and what good data reporting looks like.

- Spend time with a colleague who has a strong financial background to ensure a good understanding of the basic financial metrics and indicators.

- Ask an experienced user for advice and coaching in specific areas of Information Technology, especially where confidence is lacking.

- Take opportunities to sit next to experienced colleagues and work with them on presenting data/reports/graphics.

- List the facts for both sides of the argument and weigh these against each other.

- Ask an experienced decision maker for advice on what to take into account when required to make a key decision, asking specifically for input on how to remain objective.

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Comments/Actions

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Types Report for
Alex Staton

Professional

Styles

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About this Report

This report is based upon the Styles assessment which explores an individual's behavioural tendencies in a number of work relevant 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-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 is likely to provide a valid overview of the respondent's behavioural tendencies 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 the Types Report

This report outlines the typical approach of Alex Staton at work based on responses to the Saville Consulting Wave Styles questionnaire.

Saville Consulting Wave™ Types

Research has shown that the Saville Consulting Wave™ Types are powerful predictors of performance in a range of key areas.

Note: Typologies are useful generalisations about people. However, generalisations by their nature make it inevitable that respondents will identify more closely with some aspects of the description of their type than others.

Styles Assessment

The report draws on the four Clusters in the Styles assessment that cover three Sections each:

Thought
Evaluative, Investigative, Imaginative

Influence
Sociable, Impactful, Assertive

Adaptability
Resilient, Flexible, Supportive

Delivery
Conscientious, Structured, Driven

People & Task Types

This report integrates results in the 'People' Clusters (Influencing People and Adapting Approaches) into four People Types, and results on the 'Task' Clusters (Solving Problems and Delivering Results) into four Task Types.

The People Type for Alex Staton is shown on the following page, followed by the Task Type.

On the Type chart the distance from each axis indicates how clear or differentiated the type is. Scores close to the corners of the chart indicate that the type is very clear and that the type description will apply very consistently. Scores next to an axis suggest that the individual may adopt the behaviours associated with either side of the axis.

Saville Consulting Wave™ Types Implications

Saville Consulting Wave™ Types have implications for behaviour in leadership roles, team/peer interaction, change management and synergies with various organisational cultures.

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People Type

Influencer

Influencers excel at communicating their message. They enjoy using power and single-mindedly pursue their goals. As the results are not strongly differentiated, Alex Staton is most likely to adopt this type, but may often adopt other types.

Task Type

Preserver

Preservers adopt conventional approaches to their work and prefer a steady work pace. As the results are not strongly differentiated, Alex Staton is most likely to adopt this type, but may often adopt other types.

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Influencer-Preserver

Influencer-Preservers invest energy in developing social networks to further their aims. They are realists who can cope better than most with tough work environments.

Leadership Style

- Influencer-Preservers create a powerful interpersonal impact, with an assertive and challenging style.
- They are likely to be strong networkers and opinion leaders interested in preserving existing structures and processes.
- Their approach is one based on convention rather than theory and they usually benefit from working within an existing system.

Team & Peer Interaction

- People with this style are persuasive, challenging and articulate in teams.
- They like to have their opinions heard and acted upon.
- Their interpersonal skills and networking may be concerned more with impressions than actions.
- When facing challenging negotiations they require advance preparation with robust arguments.

Managing Change

- Influencer-Preservers prefer stability in life over change and turbulence.
- If they are supportive of a change proposal, they can act as change agents thanks to their challenging and direct style.
- They are most comfortable as part of a change programme where the energy and impetus for delivering successful implementation are provided by others.

Cultural Synergies & Maximising Potential

- Influencer-Preservers are best teamed up with people who will motivate them to deliver their very best.
- They are best suited to working cultures where there is an emphasis on strong, decisive leadership and a high value is placed on networks and relationships.
- They like cultures where vision and strategy are not routinely debated.
- Influencer-Preservers cope better than most with lack of support from their colleagues.

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Saville Consulting Wave™ Types Model

People Types

Adaptor
Adaptors are supportive, resilient and flexible in response to change. They are quiet and accommodating.

Transformer
Transformers combine interpersonal sensitivity with powerful social networks and definite leadership impact.

Individualist
Individualists are task rather than people-focused. They prefer environments where their specialist expertise is valued.

Influencer
Influencers excel at communicating their message. They enjoy using power and single-mindedly pursue their goals.

Task Types

Thinker
Thinkers get straight to the core of a problem to find solutions. They may pursue ideas at the expense of accomplishing results.

Transactor
Transactors combine thoughtful analysis with the driven pursuit of goals. They enjoy challenges and can be relied upon to deliver results.

Preserver
Preservers adopt conventional approaches to their work and prefer a steady work pace.

Doer
Doers approach their work with dynamism and conscientiousness. They prefer action over intellectualised debate.

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Team Roles Report for
Alex Staton

Professional

Styles

Contents

About this Report

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Saville Consulting Team Roles

Saville Consulting's Team Roles model presents 8 different team roles, each representing a different approach to working in a team. This report outlines which team roles Alex Staton is most and least likely to adopt based on responses to the Saville Consulting Wave Styles assessment. Individuals who prefer different roles in a team can complement each other to improve performance. Outlined below are typical behaviours associated with each role, and the four Wave competency clusters to which they are related.

Solving Problems

Analyst	Innovator
Analysts use their intellect and expertise to break down and evaluate information. They seek the right answer.	Innovators take a creative approach to problem solving, and often develop long-term strategies.

Influencing People

Relator	Assertor
Relators actively communicate between team members and can help improve social interaction.	Assertors take control of situations and coordinate people. They prefer to be the leader.

Adapting Approaches

Optimist	Supporter
Optimists tend to be resilient and stay calm under pressure. They help to keep team morale high.	Supporters attend to the needs of others, and prefer a team-oriented approach.

Delivering Results

Finisher	Striver
Finishers focus on getting things completed to a high standard, and pay attention to detail.	Strivers push hard to achieve ambitious results. They are often highly enterprising and competitive.

Your Team Roles

Your Team Roles ranked in order of preference:

Optimist	Primary role
Relator	Secondary role

Innovator

Striver

Supporter

Assertor

Analyst	Less preferred roles
Finisher	

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Your Preferred Team Roles

Your primary role is likely to be your strongest team role; this is the role which you are most likely to adopt. In certain situations, you may prefer adopting your secondary team role ahead of your primary team role. Each of your preferred roles has associated strengths that can positively contribute towards the team's success.

Primary

Optimist

Optimists tend to be resilient and stay calm under pressure. They help to keep team morale high.

Strengths:

- Optimists typically remain composed in difficult circumstances
- Optimists are likely to convey confidence in themselves and the team
- Optimists tend to maintain a positive outlook

Secondary

Relator

Relators actively communicate between team members and can help improve social interaction.

Strengths:

- Relators typically communicate information effectively to others
- Relators tend to interact confidently with other people
- Relators are likely to make a positive impression upon others

Your primary and secondary team roles combine to create your dual role. This combination also has associated strengths that are likely to be valuable when working in a team.

Dual

Optimist · Relator

Strengths:

- People with this role combination are likely to instil confidence in the team through positive communication
- People with this role combination typically demonstrate composure and confidence when presenting information to others

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Your Contrasting Team Roles

Your team roles can be better understood when the contrasts between your two preferred (primary and secondary) and two least preferred team roles are considered. These contrasts and their associated behaviours are presented below, along with advice that could help enhance the team's performance.

Primary role	Less preferred role
Optimist	Finisher

People with this role contrast tend to work confidently and calmly without feeling a need to get involved in the details. Be aware of the need to help the team complete tasks when there is pressure to meet important deadlines.

Primary role	Less preferred role
Optimist	Analyst

People with this role contrast typically maintain a calm and positive outlook, but may not pay enough attention to negative information. Acknowledge problems and recognise that that they may often present opportunities to make things better.

Secondary role	Less preferred role
Relator	Finisher

People with this role contrast typically prefer to spend more time discussing issues than completing tasks. Be aware of when talk should turn into action.

Secondary role	Less preferred role
Relator	Analyst

People with this role contrast tend to be active communicators but may not possess a full understanding of all the relevant facts. Discuss information with more analytical team members, as this may help develop a clearer understanding of the important issues.

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Leadership Report
Alex Staton

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Introduction to Assessment Report

This report provides information on leadership style and predicted effectiveness in different workplace situations, based on the responses of Alex Staton to the Styles questionnaire.

The 3P Leader Base Profile

The 3P Leader Base Profile provides a summary of the likely potential of Alex Staton in six key aspects of leadership. These aspects provide a broad overview of an individual's general potential to lead. Leader Base scores also indicate potential for the Professional, People and Pioneering aspects of Leadership. 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.

The degree to which Alex Staton is Logical and Entrepreneurial can be supplemented with information from Saville Consulting Aptitude Assessments and the Entrepreneurial Report respectively. Saville Consulting recommend that supplementary information is sought using methods such as structured interviews to assess an individual's specialist expertise.

Leadership Styles Profile

The Leadership Styles Profile focuses on 24 leadership styles which have been derived from the 108 facets of the Wave Professional Styles model. It provides an indication of likely motives, preferences, needs and talents in terms of adopting different leadership styles. The 24 leadership styles are arranged under Professional, People and Pioneering, with eight leadership styles grouped under each aspect of leadership.

The Leadership Styles Profile shows the name and description of each leadership style, along with the associated score. Differences between motive and talent scores of three stens or more on a given leadership style are indicated by motive and talent markers, represented by an M and a T respectively. Such differences may suggest an incentive to develop in certain areas, or indicate areas where environmental influences are having a strong impact.

Leadership Styles Profile Summary

The Leadership Styles Summary Profile gives an overview of the 24 leadership styles on one page, without descriptive text, allowing for quick comparisons of the different styles. It highlights where motive or talent is higher (whichever is higher is indicated by M or T).

Predicted Situational Leadership Effectiveness

The Situational Leadership Effectiveness profile gives an indication of the situations in which Alex Staton is likely to be an effective leader. The profile shows the top six and bottom six ranked situations.

Introduction to Assessment Report

Response Summary

The Response Summary page provides information about the manner in which the respondent completed the Wave Professional Styles questionnaire. It details the respondent's Ratings Acquiescence and Consistency of Rankings. It also highlights those leadership styles where there may potentially be under-rating or over-rating in the responses. These are areas where the individual may be being overly self-critical or overly-lenient in their response style. This provides a useful source of additional information for added depth of interpretation.

The 1-10 Sten Scale

Throughout the Leadership Report a standardised 1-10 (sten) scale is used, as shown below:

1 = higher than about 1% of the comparison group

2 = higher than about 5% of the comparison group

3 = higher than about 10% of the comparison group

4 = higher than about 25% of the comparison group

5 = higher than about 40% of the comparison group

6 = higher than about 60% of the comparison group

7 = higher than about 75% of the comparison group

8 = higher than about 90% of the comparison group

9 = higher than about 95% of the comparison group

10 = higher than about 99% of the comparison group

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The 3P Leader Base Profile

This profile provides a summary of the likely potential of Alex Staton in six key aspects underpinning overall leadership effectiveness.

Professional
Likely to be effective at leading in specialist contexts and providing professional or technical knowledge.

Logical
Leadership based on applying strong analytical and reasoning capability
`2`

Expert
Leadership based on investigating and solving problems using specialist expertise
`7`

People
Likely to be effective at managing a wide range of people across teams or functions.

Adaptable
Leadership based on understanding and adapting to the needs of others
`5`

Dominant
Leadership based on interacting assertively with people to achieve results
`4`

Pioneering
Likely to be effective at driving success, change and growth.

Entrepreneurial
Leadership based on seizing commercial opportunities and outperforming competitors
`9`

Revolutionary
Leadership based on generating imaginative solutions and a long-term vision
`7`

Report for Alex Staton
Generated on: 22-Nov-2011

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Comparison Group: Professionals & Managers (INT, IA, 2009)
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Leadership Styles Profile

Professional	1	2	3	4	5	6	7	8	9	10

Intellectual
Uses intellect to seek out and filter critical information
— marker at 4

Controller
Seeks precise control over what others do
— marker at 2

Administrator
Plans and allocates tasks
— marker at 1

Crisis Handler
Reacts to issues as they arise and deals with crisis situations
— marker at 9

Technician
Leads by developing a strong understanding of technical issues
— marker at 6

Strategic Planner
Focuses on planning long term strategy and its delivery
— marker at 4; M at 2; T at 6

Coordinator
Organizes people to carry out detailed plans
— marker at 1

Transactor
Combines thoughtful analysis with driven pursuit of goals
— marker at 2

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Leadership Styles Profile

People	1	2	3	4	5	6	7	8	9	10
Supporter Guides others by being supportive, encouraging and attentive				■						
Servant Leader Leads with a focus on others' best interests		■								
Participator Leads as a proactive member of the team								■		
Resolver Resolves arguments and deals with disagreements						■				
Networker Develops a wide network of contacts in order to exert influence										■
Consuler Seeks the input of others before making a decision									■	
Facilitator Encourages others to be self-sufficient and picks up issues where necessary						■				
Transformer Combines interpersonal sensitivity with powerful social networks and definite leadership impact						■				

Leadership Styles Profile

Pioneering	1	2	3	4	5	6	7	8	9	10
Inspirer — Leads through engagement, motivation and inspiration						◾				
Enthusiast — Expresses passion, enthusiasm and sometimes disappointment						◾				
Persuader — Leads through persuasion and negotiation							◾			
Energizer — Vigorously drives people and tasks in order to achieve success									◾	
Instructor — Sets clear direction, and expects others to follow it						◾				
Visionary — Creates an inspiring vision for the future							◾			
Innovator — Fosters a creative and challenging environment					M		◾	T		
Change Agent — Seeks change and acts to get things done differently							◾			

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Leadership Styles Profile Summary

	1	2	3	4	5	6	7	8	9	10	Splits
Professional											
Intellectual				■							
Controller		■									
Administrator	■										
Crisis Handler									■		
Technician						■					
Strategic Planner				■							T
Coordinator	■										
Transactor		■									
People											
Supporter				■							
Servant Leader	■										
Participator								■			
Resolver						■					
Networker										■	
Consulter								■			
Facilitator							■				
Transformer							■				
Pioneering											
Inspirer							■				
Enthusiast							■				
Persuader								■			
Energizer								■			
Instructor							■				
Visionary								■			
Innovator							■				T
Change Agent								■			

Predicted Situational Leadership Effectiveness

This profile indicates the situations where Alex Staton is likely to be an effective leader. The profile shows the top six followed by the bottom six situations.

10 Likely to be extremely well suited to leadership where purposeful interaction with others is required to achieve a goal

9 Likely to be very well suited to leadership where different views need to be considered in order to reach consensus

9 Likely to be very well suited to leadership where quick thinking, decisiveness and rapid action are often required

9 Likely to be very well suited to leadership where drive and commercial awareness are valued in order to outperform competitors

8 Likely to be well suited to leadership where current practices are not producing satisfactory results

8 Likely to be well suited to leadership where the long-term vision of an organization needs to be developed

1 Likely to be unsuited to leadership where activities need to be effectively coordinated in order to be productive

1 Likely to be unsuited to leadership where the optimal use of everyone's time and skills is critical to success

2 Likely to be much less suited to leadership where rules and regulations must be strictly adhered to

2 Likely to be much less suited to leadership where thoughtful analysis and a structured approach need to be combined

2 Likely to be much less suited to leadership where the cause of other people needs to be promoted

4 Likely to be slightly less suited to leadership where people require support and guidance in order to develop their capabilities

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Response Summary

The Overall Response Summary section provides an overview of the responses of Alex Staton to Wave Professional Styles through two indicators. The pattern of responses should be kept in mind when interpreting the psychometric profile.

Overall Response Summary

	1	2	3	4	5	6	7	8	9	10
Ratings Acquiescence Overall, fairly critical in self-ratings				▪						
Consistency of Rankings Highly consistent in rank ordering of characteristics									▪	

Detailed Response Summary

This section highlights any styles where Alex Staton has potentially under-rated or over-rated themselves. This is determined by looking at the difference between their overall score (ratings and rankings combined) and their ipsative (ranking) score for each leadership style. Asterisks are used to show the size of the discrepancy (* 2 stens difference, ** 3 or more stens difference).

If the overall score is higher than the ipsative score for a style, this indicates that the overall score may have been raised through potential over-rating by the individual. If the ipsative score is higher than the overall score for a style, this indicates that the overall score may have been lowered through potential under-rating by the individual.

Leadership Styles	
Potential Under-rating	Potential Over-rating
There are no Leadership Styles to display	There are no Leadership Styles to display

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Reflections Report for Alex Staton

Professional

Styles

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Introduction to Assessment Report

The Reflections Model

Saville Consulting's Reflections model identifies nine specific combinations of work styles which our research has demonstrated can have both positive and negative implications in the workplace. Certain combinations of working styles can align to demonstrate clear patterns of behaviour which are likely to have a profound impact on how an individual works. Some combinations of work styles may be particularly effective for an individual in a given context, but there are also combinations of work styles which can adversely impact an individual's performance. This report is designed to allow individuals to reflect on the potential implications of the work styles that they demonstrate.
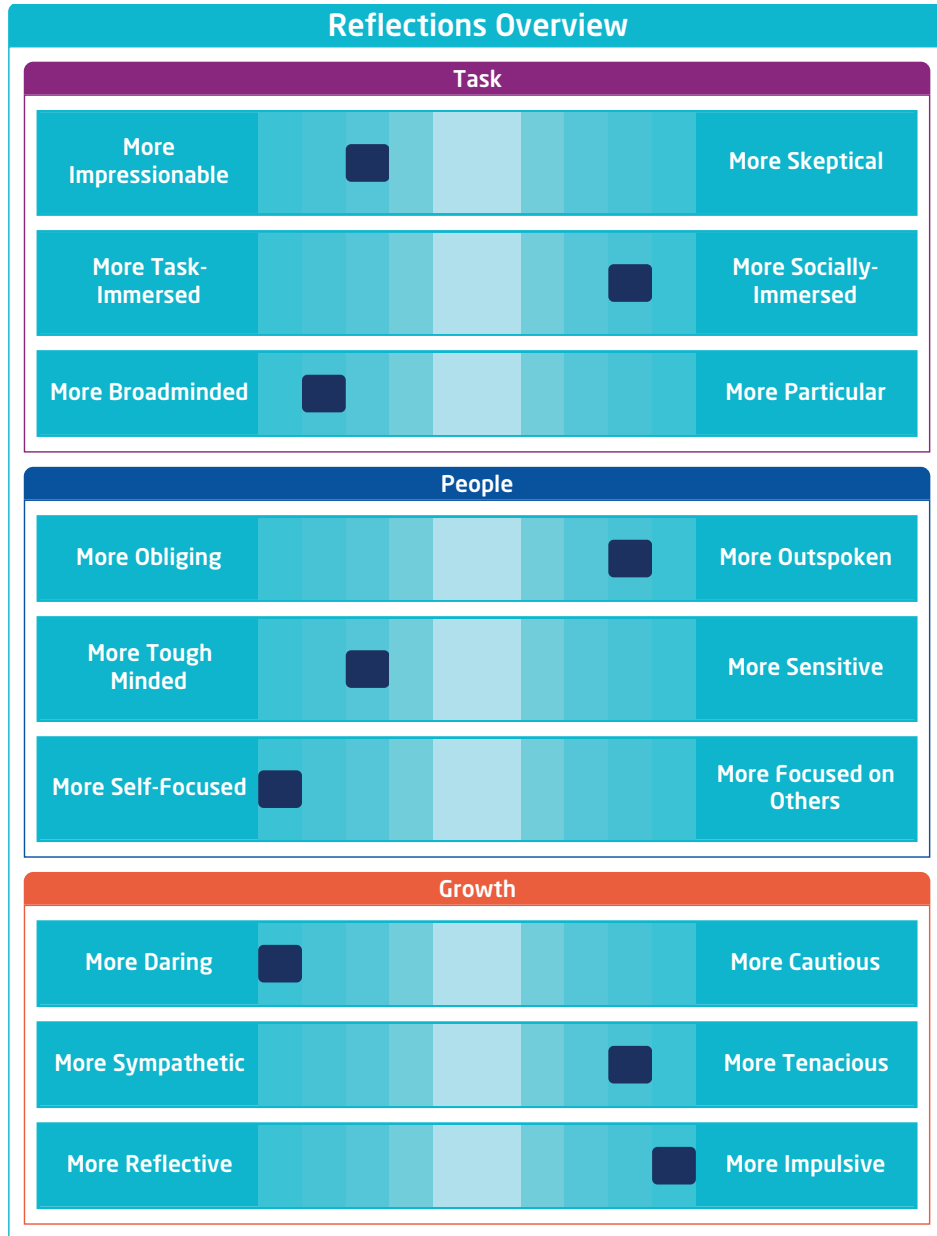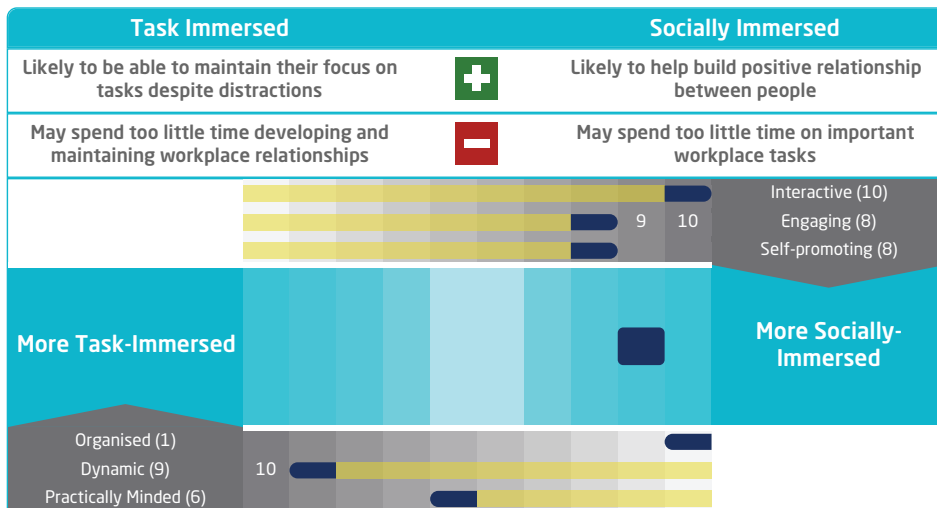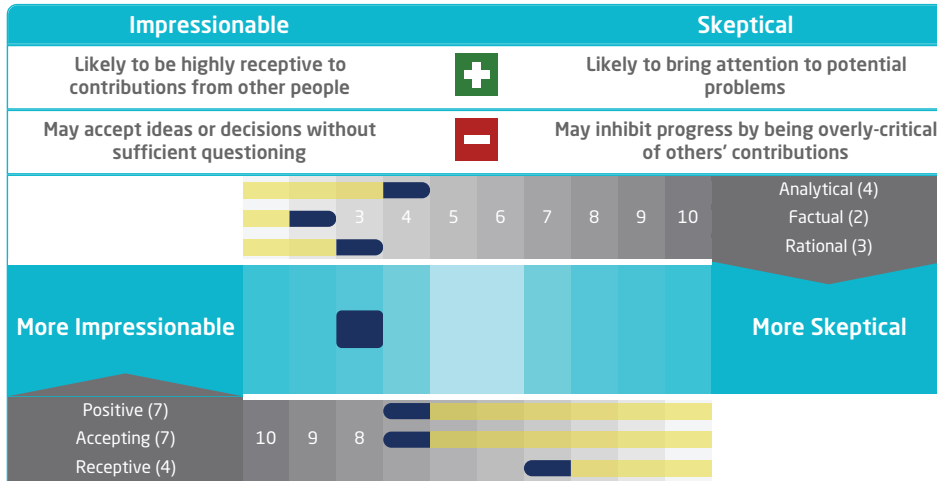
Reflections Overview

The Reflections Overview page shows the total scores for all nine Reflections scales, each of which are built from a combination of two work styles. A total score falling in the middle of the scale indicates that the respondent is likely to balance the two work styles, whereas a total score close to one end of the Reflections scale indicates the respondent has a tendency to adopt one work style in preference to the other.

Detailed Reflections Profile

The Detailed Reflections Profile shows the nine Reflections scales in more detail. As well as the total score shown in the centre, the six sub-scores which combine to form each Reflections scale are positioned above and below the total score. These sub-scores are Wave Professional Styles dimensions, and are presented on a 1 to 10 'Sten' scale. Each work style in the Reflections Profile is built from three Wave dimensions and the individual contribution of each dimension to the total score can be seen. This allows for an in-depth understanding of how the total score is achieved and helps the reader appreciate what might underpin their tendency towards particular work styles.

Each Reflections scale is also accompanied by text which considers both the potential positive and negative implications of adopting either of the two different work styles. The respondent can use this to reflect on specific critical areas to examine when trying to improve their workplace performance.

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Reflections Overview

Task

More Impressionable		More Skeptical
More Task-Immersed		More Socially-Immersed
More Broadminded		More Particular

People

More Obliging		More Outspoken
More Tough Minded		More Sensitive
More Self-Focused		More Focused on Others

Growth

More Daring		More Cautious
More Sympathetic		More Tenacious
More Reflective		More Impulsive

Impressionable		Skeptical
Likely to be highly receptive to contributions from other people	➕	Likely to bring attention to potential problems
May accept ideas or decisions without sufficient questioning	➖	May inhibit progress by being overly-critical of others' contributions

	3	4	5	6	7	8	9	10	Analytical (4)
									Factual (2)
									Rational (3)

More Impressionable — **More Skeptical**

Positive (7)	10	9	8						
Accepting (7)									
Receptive (4)									

Task Immersed		Socially Immersed
Likely to be able to maintain their focus on tasks despite distractions	➕	Likely to help build positive relationship between people
May spend too little time developing and maintaining workplace relationships	➖	May spend too little time on important workplace tasks

							9	10	Interactive (10)
									Engaging (8)
									Self-promoting (8)

More Task-Immersed — **More Socially-Immersed**

Organised (1)									
Dynamic (9)	10								
Practically Minded (6)									

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Broadminded / Particular

Broadminded		Particular
Likely to encourage and help others to take a broad perspective	**+**	Likely to control details to ensure achievement of high quality standards
May place less emphasis on ensuring details are correct	**−**	May focus on details without due attention to the broader issues

Meticulous (4)
Organised (1)
Factual (2)

2 3 4 5 6 7 8 9 10

More Broadminded | **More Particular**

Empowering (4)
Strategic (5)
Insightful (8)

10 9 8 7 6

Obliging / Outspoken

Obliging		Outspoken
Likely to get along with others and minimise unnecessary confrontations	**+**	Likely to be an effective advocate for important issues
May tend to avoid speaking out when it could cause disharmony	**−**	May frequently disagree with the consensus and be regarded as divisive

Challenging (7)
Articulate (8)
Convincing (7)

9 10

More Obliging | **More Outspoken**

Accepting (7)
Resolving (2)
Conforming (2)

10 9 8 7 6 5 4 3

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Tough Minded | Sensitive

Tough Minded		Sensitive
Likely to appear confident and calm in difficult situations	✚	Likely to be sensitive to difficulties experienced by others
May be perceived as lacking concern and appear unmoved under pressure	➖	May often react inappropriately under pressure

Receptive (4)
Attentive (6)
Accepting (7)

7 8 9 10

More Tough Minded

More Sensitive

Self-assured (7)
Composed (9)
Positive (7)

10

Self-Focused | Focused on Others

Self-Focused		Focused on Others
Likely to impress people and seize personal opportunities	✚	Likely to do things for the good and welfare of other people
May promote their own interests over the interests of others	➖	May do little to promote their own interests

Principled (1)
Involving (1)
Attentive (6)

2 3 4 5 6 7 8 9 10

More Self-Focused

More Focused on Others

Self-promoting (8)
Convincing (7)
Self-assured (7)

10 9 8

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Daring		Cautious
Likely to take calculated risks which may result in effective change	➕	Likely to favour methods which have been successfully tried and tested
May increase exposure to risk in the need to enforce change	➖	May miss opportunities to experiment with new approaches

	4	5	6	7	8	9	10	Conforming (2) Rational (3) Reliable (1)

More Daring   **More Cautious**

Enterprising (10) Change Oriented (7) Inventive (10)	10	9	8

Sympathetic		Tenacious
Likely to be effective at supporting other people	➕	Likely to be good at achieving goals and objectives
May focus on the needs of others at the expense of delivering results	➖	May push people hard and show a limited concern for their wellbeing

	10	Striving (5) Dynamic (9) Activity Oriented (7)

More Sympathetic   **More Tenacious**

Involving (1) Attentive (6) Receptive (4)	10	9	8	7

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	Reflective			Impulsive	

Reflective		Impulsive
Likely to use information from a range of sources to make well-informed decisions	➕	Likely to make quick decisions and act swiftly
May delay activities and take too long over urgent decisions	➖	May commit to a course of action without investigating better options

Activity Oriented (7)
Purposeful (9)
Change Oriented (7)

10

More Reflective

More Impulsive

Learning Oriented (4)
Strategic (5)
Abstract (1)

10 9 8 7 6

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Sales Report
Alex Staton

Professional

Styles

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Selling Styles Profile

Thought

	1	2	3	4	5	6	7	8	9	10

Expert Analyst
Sells based on up-to-date technical understanding of products and services

T   M

Strategist
Creates a shared understanding of the strategic imperatives that underpin a sale

Influence

	1	2	3	4	5	6	7	8	9	10

Persuader
Sells by presenting the facts articulately and persuasively

Negotiator
Seeks to develop mutually beneficial deals with customers

Adaptability

	1	2	3	4	5	6	7	8	9	10

Resolver
Builds trust, sorts out problems for customers and works to improve service delivery

Relationship Builder
Develops and maintains strong relationships with key customers and influencers

Delivery

	1	2	3	4	5	6	7	8	9	10

Administrator
Ensures that things are done correctly and efficiently

Driver
Pushes ambitiously to get the highest possible results

Sales Profile

The following report summarises Alex Staton's areas of greater and lesser potential based on our extensive international database linking Saville Consulting Wave to work performance. Alex Staton's Ratings Acquiescence is Sten 4 and their Consistency of Rankings is Sten 9.

Area	Potential	

Solving Problems

Identifying Needs
Understanding Customer Needs (8); Analysing Information (2)
`[4]`
Fairly Low
higher potential than about 25% of the comparison group

Developing Solutions
Applying Expertise (2); Being Creative (7)
`[4]`
Fairly Low
higher potential than about 25% of the comparison group

Influencing People

Developing Leads
Developing Rapport (9); Building Relationships (10)
`[10]`
Extremely High
higher potential than about 99% of the comparison group

Closing Deals
Presenting Information (7); Changing Views (7); Challenging Objections (8)
`[8]`
High
higher potential than about 90% of the comparison group

Adapting Approaches

Staying Positive
Handling Pressure (5); Being Resilient (5); Maintaining Self-Belief (8)
`[6]`
Average
higher potential than about 60% of the comparison group

Working Collaboratively
Supporting People (6); Working Co-operatively (1)
`[3]`
Low
higher potential than about 10% of the comparison group

Delivering Results

Being Disciplined
Being Organised (1); Maintaining Standards (1)
`[1]`
Extremely Low
higher potential than about 1% of the comparison group

Results Focused
Taking Action (8); Pursuing Targets (8)
`[9]`
Very High
higher potential than about 95% of the comparison group

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Sales Potential Indicators

The following report summarises Alex Staton's greater or lesser potential against key performance indicators which underpin effectiveness across different sales roles.

Indicator	Potential	
High Customer Contact Rate Initiating Contact; Following Up Leads; Maintaining Existing Relationships	**10**	**Extremely High** higher potential than about 99% of the comparison group
Developing New Business Developing Leads; Negotiating Deals; Using Creative Strategies	**9**	**Very High** higher potential than about 95% of the comparison group
Managing Existing Business Managing Accounts; Maintaining Service Levels; Upselling to Existing Customers	**1**	**Extremely Low** higher potential than about 1% of the comparison group
Sales Leadership Making Decisions; Giving Direction; Motivating Sales People	**6**	**Average** higher potential than about 60% of the comparison group

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Entrepreneurial Report for
Alex Staton

powered by Entrecode®

Professional

Styles

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About this Report

This report is based upon the Styles assessment which explores an individual's approach to work in a number of relevant areas. It indicates an individual's entrepreneurial potential based on the Entrecode® model of successful entrepreneurs.

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. A score of 1 indicates low potential and a score of 10 indicates high potential.

Since the questionnaire is a self-report measure, the results reflect the individual's self-perceptions. Nevertheless, our research has shown it to be a valid predictor 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 is likely to provide a valid overview of the respondent's approach to work for 12 to 24 months, depending upon circumstances.

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

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Introduction to the Entrepreneurial Potential Report

This report provides information on the entrepreneurial potential of Alex Staton based on responses to the Styles questionnaire.

The Entrecode® Research Model

The basis of this entrepreneurial potential report is the Entrecode® model (www.entrecode.co.uk) of successful entrepreneurs who have created and led high value businesses, often starting with virtually nothing. The Entrecode® model was derived from more than fifteen years of research undertaken by Professor David Hall and his associates.

This report predicts potential for each of the 6 core areas outlined in the Entrecode® model, from 'Getting in the Zone' through to 'Building Capability':

Entrepreneurial Potential Summary

The Entrepreneurial Potential Summary provides information on the 6 core areas of the Entrecode® model, followed by a brief description of each area.

Entrepreneurial Potential Profile

The Entrepreneurial Potential Profile provides greater detail by breaking the 6 core areas down into 21 aspects of entrepreneurial potential. For each of the 21 areas a description is provided which varies according to Alex Staton's score.

Entrepreneurial Potential Summary

Getting in the Zone (8)

Seeing Possibilities (8)

Building Capability (6)

Creating Superior Opportunities (6)

Opening Up to the World (9)

Staying in the Zone (5)

Getting in the Zone
the optimal state of mind to create success

Seeing Possibilities
the unique ways in which entrepreneurs view the world, take in information and create insights

Creating Superior Opportunities
identifying client problems that need to be solved and leveraging solutions to transform business results

Staying in the Zone
prioritising, sequencing and focusing energy on a very specific target

Opening Up to the World
building networks, and forming relationships to enable the business to develop

Building Capability
focusing efforts on building the capacity of the business

Entrepreneurial Potential Profile

Getting in the Zone

Achievement Drive	7	shows determination and purpose to succeed and achieve results
Compelling Vision	6	sometimes thinks about what the future holds and where this will lead
Energy	10	consistently puts masses of energy into making things happen
Action Oriented	8	does not hold back from taking the initiative, preferring to take action quickly and decisively

Seeing Possibilities

Big Picture	6	reasonably focused on the big picture but may at times be distracted by low-level issues
Options Thinking	8	explores a wider range of alternative approaches to issues than most
Savvy	7	relies on own intuition and experience to make judgements

Creating Superior Opportunities

Problem Seeking	10	puts significant effort into finding out which problems customers really want to address
Synthesis	3	may be less inclined than others to make the connection between insights gained from different sources
Problem Solving	7	produces strong commercial solutions to customer problems that often lead to new business opportunities
Customer Delivery	3	may sometimes be less focused than others on personally delivering a high quality service to customers

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Entrepreneurial Potential Profile

Staying in the Zone

Focus	■■ 3	may at times be easily distracted and lose sight of the key priorities
Positive Mindset	■■■■■■ 8	maintains an optimistic outlook, responding positively to new challenges
Self-determining	■■■■■ 7	comfortable making decisions which will shape own destiny
Persistence	■■■ 4	sometimes shows less persistence than others, particularly when faced with difficulties or setbacks

Opening Up to the World

Expressing Passion	■■■■■ 7	talks enthusiastically and persuasively, may be seen by many as inspirational
Purposeful Networking	■■■■■■■ 9	shows great flair in building and maintaining appropriate networks to establish useful business relationships
Creating Partnerships	■■■■■■ 8	skilled at negotiating, generating sales and building strong commercial partnerships

Building Capability

Building Up the Team	■■■ 4	may be less interested than others in co-ordinating and motivating the team
Experiential Learning	■■■■■■ 8	ready to try things out and to learn from pragmatic experimentation and experience
Staying on Track	■■■■ 6	puts reasonable effort into maintaining performance and seeking continuous improvement

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Entrepreneurial Potential Scale

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.

1 = higher potential than about 1% of the comparison group

2 = higher potential than about 5% of the comparison group

3 = higher potential than about 10% of the comparison group

4 = higher potential than about 25% of the comparison group

5 = higher potential than about 40% of the comparison group

6 = higher potential than about 60% of the comparison group

7 = higher potential than about 75% of the comparison group

8 = higher potential than about 90% of the comparison group

9 = higher potential than about 95% of the comparison group

10 = higher potential than about 99% of the comparison group

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