



Expert Coaching Chris Park



Professional
Styles

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About this Report

This report is based upon the 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 an international group of over 24,000 professionals and managers.

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

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

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

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

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

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

Introduction

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 - Response Overview provides a summary of Chris Park's responses on the questionnaire. The four indicators in the Response Summary highlight any extreme response patterns. 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 name.

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 Profile has been developed based on databases which link the facets of the Styles questionnaire to detailed, independent assessments of work performance. This gives a unique prediction of Chris Park'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 gives an indication of the aspects of the culture, job and environment that are likely to enhance or inhibit a person's success. Saville Assessment's groundbreaking research suggests that people's motives and talents interact in important ways with culture, job and environment characteristics to help determine their work performance and competency.

Coaching Preparation

This report is designed to provide a guide for individuals wishing to develop themselves or work with a coach or manager. This section allows you to prepare by setting out your future goals and reflecting on your strengths and challenge areas.

Introduction

Core Strengths

This section of the report presents your top four strengths:

Creating Innovation
Communicating Information
Driving Success
Providing Leadership

Successful people tend to know what they are good at and play to these strengths. 'Building Strengths' provides you with tips on how to build and capitalise on your strength to match the requirements of your role. 'Working Effectively with Others' provides tips to help alert the organisation and/or your manager to understand your strengths and find ways to work with you to promote your development. Clear areas of strength are most likely to contribute to effectiveness and enjoyment at work. They may, however, lead to unwanted or undesirable consequences if overplayed. 'Using Strengths Well' provides tips to optimise the special contribution your strengths can bring to your workplace.

Challenge Areas

This section of the report presents two areas of challenge for you:

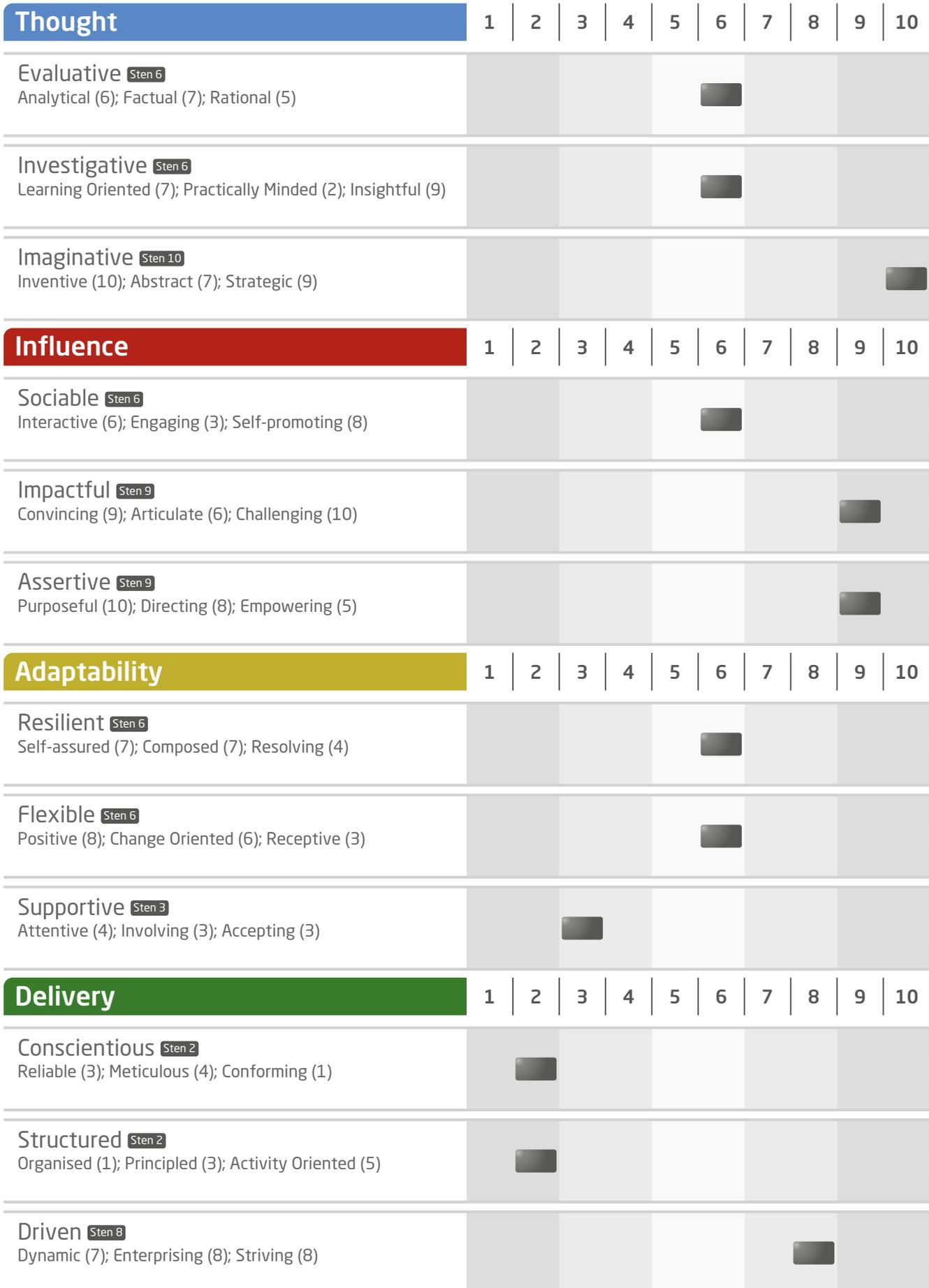
Processing Details
Structuring Tasks

Challenge areas are unlikely to be areas where there is a strong capability or desire for you to change. As well as seeking to develop these areas, it is often likely to be beneficial to manage these areas given that they are likely to be less open to development. 'Developing Challenge Areas' provides you with tips on how to develop and manage your limitations. 'Working Effectively with Others' provides tips on how the organisation and/or your manager can help find ways to support your development.

Coaching Plan

This section encourages you to reflect on the key activities you are planning to undertake across the coming months. Space is provided for three focus areas.

Executive Summary Profile



Full Psychometric Profile - Response Overview

This profile provides a detailed assessment of Chris Park's responses to the Styles questionnaire. It begins with a summary of response patterns followed by an explanation of the profile structure. The pattern of responses should be kept in mind when interpreting the Psychometric Profile. The next few pages report on the results of the four major clusters.

Response Summary



Profile Breakdown

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

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

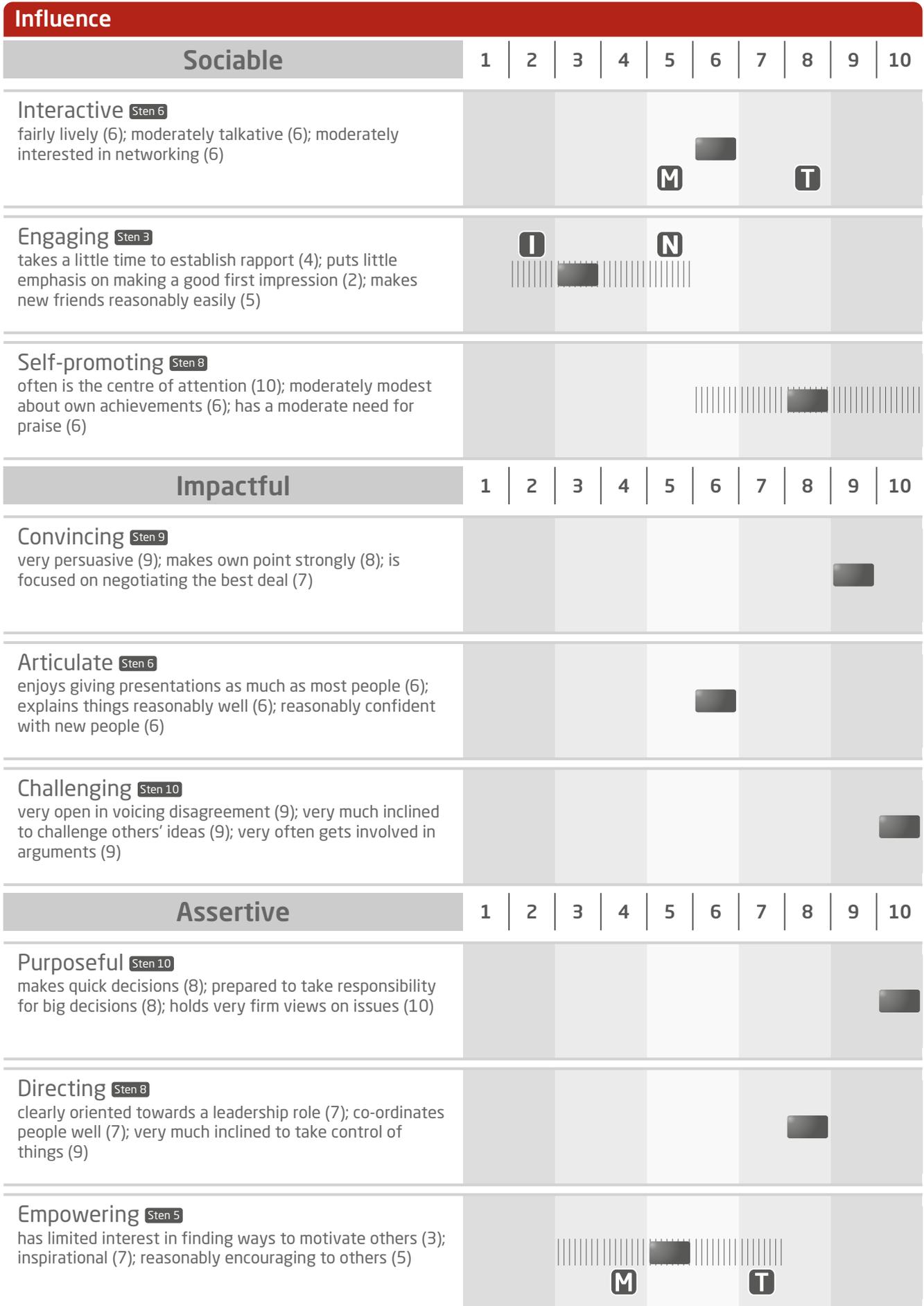
N - I Normative-Ipsative Split. Differences between normative (rating) and ipsative (ranking) scores of three Stens or more are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative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

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

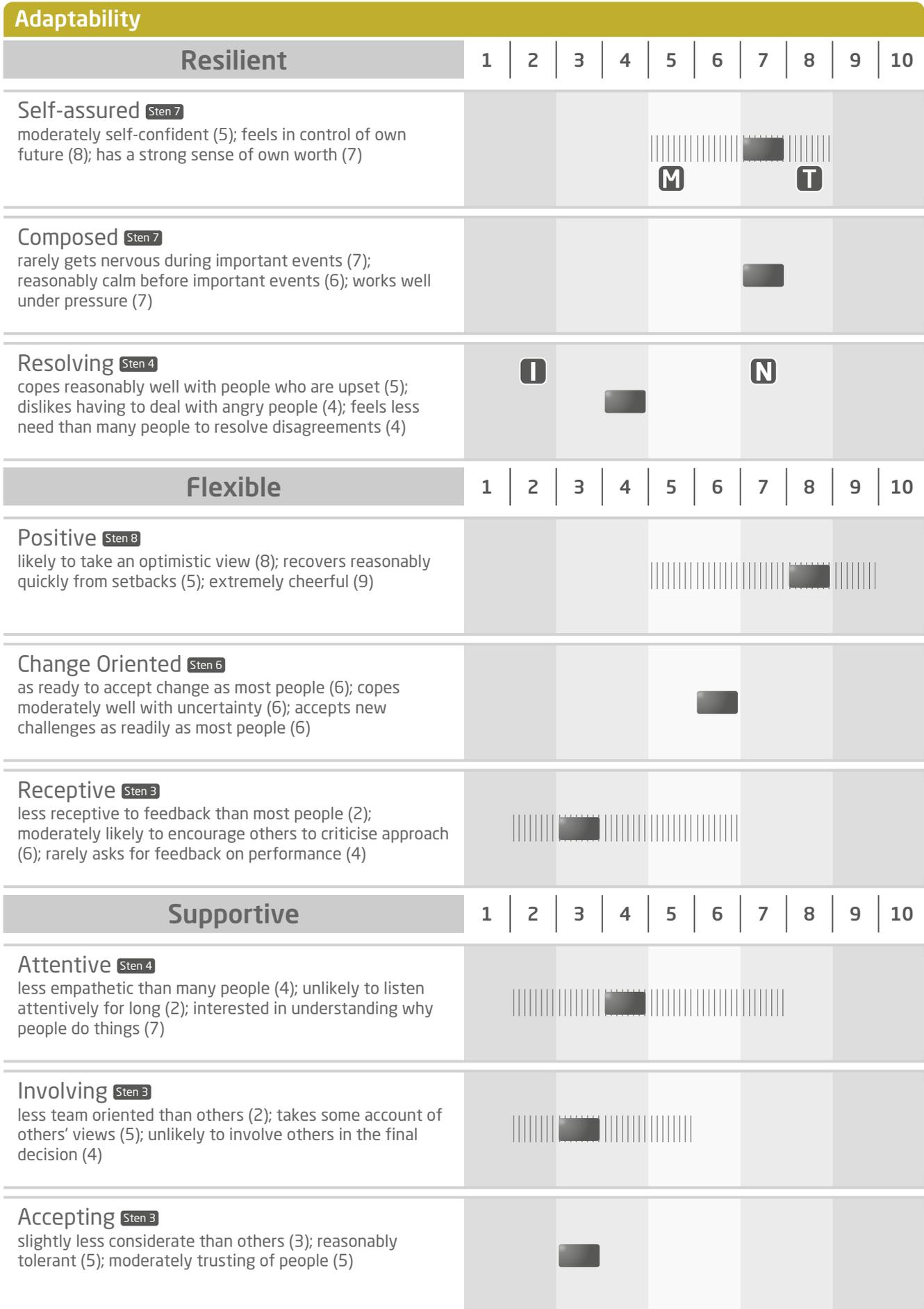
Full Psychometric Profile - Thought Cluster

Thought										
Evaluative	1	2	3	4	5	6	7	8	9	10
Analytical <small>Sten 6</small> moderately interested in analysing information (5); asks probing questions fairly frequently (5); inclined to seek solutions to problems (7)						█				
Factual <small>Sten 7</small> likely to communicate well in writing (7); moderately interested in the logic behind an argument (5); explores the facts comprehensively (7)					T		█		M	
Rational <small>Sten 5</small> enjoys working with numerical data as much as most people (6); has little interest in information technology (4); moderately likely to base decisions on the facts alone (6)					█					
Investigative	1	2	3	4	5	6	7	8	9	10
Learning Oriented <small>Sten 7</small> has relatively little interest in learning about new things (4); a quick learner (7); inclined to learn through reading (7)								█		
Practically Minded <small>Sten 2</small> less focused on doing practical work than others (4); very little interest in learning by doing (1); places relatively little emphasis on using common sense (4)	█	█	█	█						
Insightful <small>Sten 9</small> often identifies ways to improve things (8); very quick to get to the core of a problem (9); trusts intuition to guide judgement (8)									█	
Imaginative	1	2	3	4	5	6	7	8	9	10
Inventive <small>Sten 10</small> generates lots of ideas (10); produces very original ideas (10); likely to adopt radical solutions (8)										█
Abstract <small>Sten 7</small> good at developing concepts (7); often applies theories (7); moderately interested in studying the underlying principles (6)						T		█		M
Strategic <small>Sten 9</small> inclined to develop strategies (7); takes a very long-term view (9); creates a clear vision for the future (8)									█	M

Full Psychometric Profile - Influence Cluster



Full Psychometric Profile - Adaptability Cluster



Full Psychometric Profile - Delivery Cluster



Summary Psychometric Profile

Acquiescence (7) 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							█				M	
	Rational					█							
	Learning Oriented								██				
	Practically Minded		██										
	Insightful									█			
	Inventive										█		
	Abstract								█				M
	Strategic										█		M
Influence	Interactive						█					T	
	Engaging			██								N	
	Self-promoting							██					
	Convincing									█			
	Articulate						█						
	Challenging										█		
	Purposeful										█		
	Directing									█			
	Empowering					█							T
Adaptability	Self-assured							██				T	
	Composed							█					
	Resolving				█							N	
	Positive							██					
	Change Oriented						█						
	Receptive			██									
	Attentive				██								
	Involving			██									
	Accepting			██									
Delivery	Reliable			██								M	
	Meticulous				██								
	Conforming	██											
	Organised	██											
	Principled			██									
	Activity Oriented					██							
	Dynamic							█					
	Enterprising								█				
	Striving								█				

Competency Potential Profile

This profile provides Chris Park's areas of greater and lesser potential. The measures of competency potential have been developed based on Saville Assessment's extensive international databases linking Wave to work performance.

	Competency Description	Potential
Solving Problems	Evaluating Problems Examining Information (8); Documenting Facts (6); Interpreting Data (6)	Fairly High higher potential than about 75% of the comparison group
	Investigating Issues Developing Expertise (6); Adopting Practical Approaches (3); Providing Insights (10)	Fairly High higher potential than about 75% of the comparison group
	Creating Innovation Generating Ideas (10); Exploring Possibilities (9); Developing Strategies (9)	Extremely High higher potential than about 99% of the comparison group
Influencing People	Building Relationships Interacting with People (5); Establishing Rapport (3); Impressing People (8)	Average higher potential than about 40% of the comparison group
	Communicating Information Convincing People (8); Articulating Information (6); Challenging Ideas (10)	Very High higher potential than about 95% of the comparison group
	Providing Leadership Making Decisions (10); Directing People (8); Empowering Individuals (5)	Very High higher potential than about 95% of the comparison group
Adapting Approaches	Showing Resilience Conveying Self-Confidence (7); Showing Composure (7); Resolving Conflict (3)	Average higher potential than about 60% of the comparison group
	Adjusting to Change Thinking Positively (7); Embracing Change (6); Inviting Feedback (3)	Average higher potential than about 60% of the comparison group
	Giving Support Understanding People (3); Team Working (2); Valuing Individuals (3)	Very Low higher potential than about 5% of the comparison group
Delivering Results	Processing Details Meeting Timescales (2); Checking Things (3); Following Procedures (1)	Extremely Low higher potential than about 1% of the comparison group
	Structuring Tasks Managing Tasks (1); Upholding Standards (2); Producing Output (4)	Extremely Low higher potential than about 1% of the comparison group
	Driving Success Taking Action (8); Seizing Opportunities (8); Pursuing Goals (9)	Very High higher potential than about 95% of the comparison group

Predicted Culture/Environment Fit

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

Performance Enhancers

- ⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed
- ⊕ where heated debate is valued and people are encouraged to challenge ideas, argue and voice disagreements openly
- ⊕ where people are encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ where the ability to get rapidly to the core of issues and readily identify solutions to problems is highly valued
- ⊕ where the development of theoretical ideas and concepts is encouraged
- ⊕ where there is a strong results focus and determination to succeed, no matter what, and people are rewarded for achieving outstanding results
- ⊕ where there is a strong strategic focus, it is seen as desirable to have a clear vision for the future and strategic thinking capability is highly valued
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition

Performance Inhibitors

- ⊖ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- ⊖ where dissent is frowned upon and people are discouraged from challenging ideas and voicing disagreements
- ⊖ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊖ where little value is placed on providing new insights and identifying potential improvements
- ⊖ where there is little interest in the application of theoretical ideas and models and people are given little time to explore different options and possibilities
- ⊖ where the urge to achieve outstanding results is not great and people seldom persist in the face of difficulties
- ⊖ where the focus is short rather than longer term, tactical rather than strategic
- ⊖ where the culture is non-commercial, non-competitive and non-profit oriented

Coaching Preparation

What are your future goals?

What do you consider to be your most useful strengths?

What do you think you will need to do differently to achieve your goals?

Core Strengths

Creating Innovation

You have a special contribution to make in providing creativity and originality in terms of thinking differently about what can be done and how to do it. Your innovative style suggests that you are prepared to challenge how things are typically done and like to think about how things can be improved for the future.



Building Strengths

- Try to be even more creative by shifting your perspective or changing your goal. For example, what ideas could improve customer satisfaction rather than just profit?
- Try to find simple and easily understood ways to explain more complex opportunities to less theoretical colleagues.
- Look for tactics and strategies which are used in jobs/industries/organisations similar to your own. Ensure any new thinking you suggest is accompanied by a clear rationale.



Working Effectively with Others

- Utilise your capability to come up with new ideas and solutions in projects where creativity is needed.
- Get involved in work where the understanding of new concepts and the development of theoretical ideas or models is valued.
- Look for opportunities for you to be involved in strategic discussions with colleagues about your shared future direction.



Using Strengths Well

- Do you ever suggest an idea during the final delivery phase of a project when it is too late to be considered? ACTION: Be careful not to distract with new ideas when the focus is on final completion.
- Are any of your ideas and suggestions seen as complex or difficult to understand? ACTION: Research who you are presenting your suggestions to and find ways to simplify your message, e.g. talk through an example of exactly how your idea would work.
- Could your focus on the long term be at the expense of dealing with the present? ACTION: Switch between an operational and strategic focus as time permits; do not let one dominate the other.

Core Strengths

Communicating Information

You are prepared to put your views across confidently, persuasively and with conviction. This may be an advantage in that your opinions are more likely to be taken into account and you are likely to be able to bring other people round to your point of view.



Building Strengths

- Before attempting to persuade others on an important issue, take time to rehearse the likely objections and best counter arguments.
- Check others' understanding of the key points you are communicating. Where you identify there is a lack of understanding, consider alternative ways of explaining the point.
- Ensure that you are being positive about the points you agree with while challenging the points you disagree with.



Working Effectively with Others

- Look for opportunities where you can make a difference through persuasion and negotiation.
- Take early opportunities to present information directly to colleagues and/or clients.
- Understand and discuss when and where it is likely to be appropriate for you to be more challenging and what the expectations are in terms of expressing concerns or alternative viewpoints.



Using Strengths Well

- Could you ever find yourself continuing to persuade others when the case has already been won? ACTION: Observe people and listen for signs of agreement. Remember to stop persuading when these signs are clear.
- Do you often find yourself as the person who is asked to do the talking? ACTION: Consider when a colleague knows more about a subject and give them the opportunity to present.
- Have you ever prolonged discussion or debate by revisiting points which are agreed upon and are not going to change? ACTION: Know when to move on to challenge points that you have the potential to influence.

Core Strengths

Driving Success

You have clear focus and determination to achieve results and make things happen. This focus can often make the difference between success or failure in an ambitious project.



Building Strengths

- Take action on the challenging but critical issues you face and avoid getting distracted by less important tasks.
- Explore major new opportunities with your colleagues and identify how you can help progress these and help make your organisation more competitive.
- Regularly review and question whether you are focused on the goals which will provide the most benefit to you and your organisation.



Working Effectively with Others

- Identify aspects of your role where a high level of energy is required and there is a strong need to take action and make things happen.
- Explore where there may be some opportunities to be competitive and entrepreneurial within your role.
- Ensure colleagues understand your results orientation and that you are likely to want to drive projects to a successful conclusion.



Using Strengths Well

- Is initiating new activity ever at the expense of getting through your normal workload? ACTION: Ensure that you have time to cover your key responsibilities before initiating new activities.
- Are you ever in the situation where you find yourself in direct competition with colleagues? ACTION: Try to be supportive to all of your colleagues and remember you are all working in the organisation's best interest.
- Could your strong desire to achieve success lead you to push yourself and others too hard? ACTION: Ensure that you are not demanding too much of yourself or others.

Core Strengths

Providing Leadership

You have a preference towards a role where there is a need to co-ordinate, manage and inspire others. You are likely to be assertive in group situations, providing guidance and motivation to others.



Building Strengths

- Prepare for big decisions by getting together the relevant facts and canvassing opinion.
- Help to build your own and others' leadership capabilities by encouraging and coaching others to take on more leadership responsibility.
- Provide specific examples of what a colleague has done particularly well when you praise them rather than just giving them general encouragement.



Working Effectively with Others

- Work with colleagues and your manager to understand how key decisions are made, who is responsible and what is expected from you in these decisions.
- Clarify expectations about how much responsibility you will have over time for co-ordinating people and controlling resources.
- Understand what it is that others find motivating at work. Think through how you could be a greater source of motivation for them.



Using Strengths Well

- Is there ever a danger that you are prepared to make key decisions quickly without having all the information on how it will be implemented? **ACTION:** When making a decision make sure you understand the implications in terms of required investment and resources.
- Can your strong inclination to take charge ever be perceived negatively by others who are less assertive than you? **ACTION:** Consider when it is appropriate for you to take charge and when you should encourage others to take a leadership role.
- Are you giving praise so often that it might reduce its meaning and impact? **ACTION:** Try to give strong encouragement and praise directly in response to high performance.

Challenge Areas

Processing Details

Working with details and finishing things off are not likely to be things you see as high priorities in your work. You are less likely to place an emphasis on meeting deadlines and following procedures precisely.



Developing Challenge Areas

- Make sure you keep up to date with the deadline dates for key activities and ensure that you are initiating work with sufficient time to allow the deadline to be met.
- Before starting a new task, clarify where detail and precision is particularly important.
- Check the procedures and processes that must be followed, particularly when doing something new.



Working Effectively with Others

- Set realistic deadlines and check your progress with others as these deadlines approach.
- Be clear on the expected quality standards of your work and understand which aspects are particularly essential to check.
- Ensure you understand the organisation's key policies and rules, why they are in place and the best way to follow them.

Challenge Areas

Structuring Tasks

You do not see yourself as particularly well organised in how you structure your work. You are more likely to take a flexible approach to managing tasks and activities rather than being particularly focused on following a precise plan or schedule.



Developing Challenge Areas

- At the start of each day, spend time checking your diary. Understand what your upcoming commitments are and what you need to arrange to ensure that these all run smoothly.
- Reflect on recent experiences you have had which have challenged your thinking around ethics and principles. What lessons can you draw from your experiences for the future?
- Think about when you perhaps use your time less constructively and try to do something which delivers a tangible outcome instead.



Working Effectively with Others

- Prioritise and develop clear plans for work tasks and projects.
- Ensure that you understand the organisation's procedures about ethics and confidentiality, particularly those that relate directly to your work.
- Structure your workload to ensure that it is manageable and that you are not doing several different things at the same time.

Coaching Plan

Focus Area One (Strength Area):

Why have you chosen this area?

What are your key development activities?

Who can help with your development and how?

How and when are you going to measure how successful you have been at developing this area?

First Update (e.g. after six months)

What progress have you made? What will you do next?

Second Update (e.g. after 12 months)

What progress have you made? What will you do next?

Final Update (e.g. after 18 months)

What progress have you made? What will you do to continue your development?

Coaching Plan

Focus Area Two (Challenge Area):

Why have you chosen this area?

What are your key development activities?

Who can help with your development and how?

How and when are you going to measure how successful you have been at developing this area?

First Update (e.g. after six months)

What progress have you made? What will you do next?

Second Update (e.g. after 12 months)

What progress have you made? What will you do next?

Final Update (e.g. after 18 months)

What progress have you made? What will you do to continue your development?

Coaching Plan

Focus Area Three (Strength or Challenge Area):

Why have you chosen this area?

What are your key development activities?

Who can help with your development and how?

How and when are you going to measure how successful you have been at developing this area?

First Update (e.g. after six months)

What progress have you made? What will you do next?

Second Update (e.g. after 12 months)

What progress have you made? What will you do next?

Final Update (e.g. after 18 months)

What progress have you made? What will you do to continue your development?

Notes