





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

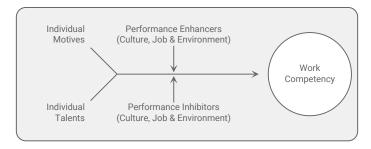
The Summary Psychometric Profile gives an overview of the 36 Styles dimensions of the profile on one page. It highlights where there is a facet range, and where motive or talent is higher (whichever is higher is indicated by M or T) and where normative or ipsative is higher (whichever is higher is indicated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



Executive Summary Profile

Thought	1 2	3 4	5 6	7 8	9 10
Evaluative Sten 6 Analytical (6); Factual (7); Rational (5)					
Investigative Sten 6 Learning Oriented (7); Practically Minded (2); Insightful (9)					
Imaginative Sten 10 Inventive (10); Abstract (7); Strategic (9)					
Influence	1 2	3 4	5 6	7 8	9 10
Sociable Sten 6 Interactive (6); Engaging (3); Self-promoting (8)					
Impactful Sten 9 Convincing (9); Articulate (6); Challenging (10)					
Assertive Sten 9 Purposeful (10); Directing (8); Empowering (5)					
Adaptability	1 2	3 4	5 6	7 8	9 10
Resilient Sten 6 Self-assured (7); Composed (7); Resolving (4)					
			-		
Self-assured (7); Composed (7); Resolving (4) Flexible Sten 6					
Self-assured (7); Composed (7); Resolving (4) Flexible Sten 6 Positive (8); Change Oriented (6); Receptive (3) Supportive Sten 3	1 2	3 4	5 6	7 8	9 10
Self-assured (7); Composed (7); Resolving (4) Flexible Sten 6 Positive (8); Change Oriented (6); Receptive (3) Supportive Sten 3 Attentive (4); Involving (3); Accepting (3)	1 2	3 4	5 6	7 8	9 10
Self-assured (7); Composed (7); Resolving (4) Flexible Sten 6 Positive (8); Change Oriented (6); Receptive (3) Supportive Sten 3 Attentive (4); Involving (3); Accepting (3) Delivery Conscientious Sten 2	1 2	3 4	5 6	7 8	9 10

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.

Normative-Ipsative Split. Differences between normative (rating) and ipsative (ranking) scores of three Stens or more are indicated by the markers and normative 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 - ■ 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 Sten 6 moderately interested in analysing information (5); asks probing questions fairly frequently (5); inclined to seek solutions to problems (7)											
Factual Sten 7 likely to communicate well in writing (7); moderately interested in the logic behind an argument (5); explores the facts comprehensively (7)					۵			M)		
Rational Sten 5 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 Sten 7 has relatively little interest in learning about new things (4); a quick learner (7); inclined to learn through reading (7)											
Practically Minded Sten 2 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 Sten 9 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 Sten 10 generates lots of ideas (10); produces very original ideas (10); likely to adopt radical solutions (8)											_
Abstract Sten 7 good at developing concepts (7); often applies theories (7); moderately interested in studying the underlying principles (6)											M
Strategic Sten 9 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

Influence										
Sociable	1	2	3	4	5	6	7	8	9	10
Interactive Sten 6 fairly lively (6); moderately talkative (6); moderately interested in networking (6)					M					
Engaging Sten 3 takes a little time to establish rapport (4); puts little emphasis on making a good first impression (2); makes new friends reasonably easily (5)					N					
Self-promoting Sten 3 often is the centre of attention (10); moderately modest about own achievements (6); has a moderate need for praise (6)										
Impactful	1	2	3	4	5	6	7	8	9	10
Convincing Sten 9 very persuasive (9); makes own point strongly (8); is focused on negotiating the best deal (7)										l
Articulate Sten 6 enjoys giving presentations as much as most people (6); explains things reasonably well (6); reasonably confident with new people (6)										
Challenging Sten 10 very open in voicing disagreement (9); very much inclined to challenge others' ideas (9); very often gets involved in arguments (9)										
Assertive	1	2	3	4	5	6	7	8	9	10
Purposeful Sten 10 makes quick decisions (8); prepared to take responsibility for big decisions (8); holds very firm views on issues (10)										
Directing Sten 8 clearly oriented towards a leadership role (7); co-ordinates people well (7); very much inclined to take control of things (9)										
Empowering Sten 5 has limited interest in finding ways to motivate others (3); inspirational (7); reasonably encouraging to others (5)										

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 strong sense of own worth (7)	M T
Composed Sten 7 rarely gets nervous during important events (7); reasonably calm before important events (6); works well under pressure (7)	
Resolving Sten 4 copes reasonably well with people who are upset (5); dislikes having to deal with angry people (4); feels less need than many people to resolve disagreements (4)	
Flexible	1 2 3 4 5 6 7 8 9 10
Positive Sten 8 likely to take an optimistic view (8); recovers reasonably quickly from setbacks (5); extremely cheerful (9)	
Change Oriented Sten 6 as ready to accept change as most people (6); copes moderately well with uncertainty (6); accepts new challenges as readily as most people (6)	
Receptive Sten 3 less receptive to feedback than most people (2); moderately likely to encourage others to criticise approach (6); rarely asks for feedback on performance (4)	
Supportive	1 2 3 4 5 6 7 8 9 10
Attentive Sten 4 less empathetic than many people (4); unlikely to listen attentively for long (2); interested in understanding why people do things (7)	
Involving Sten 3 less team oriented than others (2); takes some account of others' views (5); unlikely to involve others in the final decision (4)	
Accepting Sten 3 slightly less considerate than others (3); reasonably tolerant (5); moderately trusting of people (5)	

Full Psychometric Profile - Delivery Cluster

Delivery		
Conscientious	1 2 3 4 5 6 7 8 9 1	10
Reliable Sten 3 places less emphasis on meeting deadlines than many people (3); less punctual than many people (4); is sometimes prepared to leave tasks unfinished (4)	M	
Meticulous Sten 4 has little focus on making sure the detail is right (2); less thorough than many people (4); ensures a reasonably high level of quality (6)		
Conforming Sten 1 is much less inclined to follow rules (1); strongly dislikes following procedures (2); is sometimes prepared to take risks in decision making (4)		
Structured	1 2 3 4 5 6 7 8 9 1	10
Organised Sten 1 less well organised than most people (2); very much dislikes having to make plans (2); less inclined to prioritise than most people (1)		
Principled Sten 3 less focused on ethics than many people (4); places less emphasis on maintaining confidentiality than many people (3); places relatively little focus on honouring commitments (4)		
Activity Oriented Sten 5 works at a moderately fast pace (5); works well when busy (7); prefers to do one thing at a time (4)		
Driven	1 2 3 4 5 6 7 8 9 1	10
Dynamic Sten 7 good at making things happen (7); impatient to get things started (7); moderately energetic (6)		
Enterprising Sten 8 likely to identify business opportunities (8); fairly sales oriented (8); as competitive as most people (6)		
Striving Sten 8 driven to achieve outstanding results (8); fairly ambitious (7); likely to persevere through difficult challenges (8)		

Summary Psychometric Profile

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

	Higher split shown	1	1	2	3	4	5	6	7	8	9	10	Spl	its
	Analytical								<u>.</u>	'				
	Factual													M
	Rational													
늘	Learning Oriented													
Thought	Practically Minded													
투	Insightful													
	Inventive													
	Abstract									1				M
	Strategic													M
	Interactive													
	Engaging												N	
	Self-promoting													
e e	Convincing													
Influence	Articulate													
اق	Challenging													
	Purposeful													
	Directing													
	Empowering													
	Self-assured													
	Composed													
	Resolving												N	
tability	Positive													
apta	Change Oriented													
Adap	Receptive													
	Attentive													
	Involving													
	Accepting													
	Reliable		- 11				1111111		I					M
П	Meticulous													
П	Conforming	-												
ery	Organised		-											
Delivery	Principled	+								l				
	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	Pote	ential
ns	Evaluating Problems Examining Information (8); Documenting Facts (6); Interpreting Data (6)	7	Fairly High higher potential than about 75% of the comparison group
Solving Problems	Investigating Issues Developing Expertise (6); Adopting Practical Approaches (3); Providing Insights (10)	7	Fairly High higher potential than about 75% of the comparison group
Sol	Creating Innovation Generating Ideas (10); Exploring Possibilities (9); Developing Strategies (9)	10	Extremely High higher potential than about 99% of the comparison group
ple	Building Relationships Interacting with People (5); Establishing Rapport (3); Impressing People (8)	5	Average higher potential than about 40% of the comparison group
Influencing People	Communicating Information Convincing People (8); Articulating Information (6); Challenging Ideas (10)	9	Very High higher potential than about 95% of the comparison group
Infl	Providing Leadership Making Decisions (10); Directing People (8); Empowering Individuals (5)	9	Very High higher potential than about 95% of the comparison group
ches	Showing Resilience Conveying Self-Confidence (7); Showing Composure (7); Resolving Conflict (3)	6	Average higher potential than about 60% of the comparison group
ting Approaches	Adjusting to Change Thinking Positively (7); Embracing Change (6); Inviting Feedback (3)	6	Average higher potential than about 60% of the comparison group
Adapt	Giving Support Understanding People (3); Team Working (2); Valuing Individuals (3)	2	Very Low higher potential than about 5% of the comparison group
llts	Processing Details Meeting Timescales (2); Checking Things (3); Following Procedures (1)	1	Extremely Low higher potential than about 1% of the comparison group
Delivering Results	Structuring Tasks Managing Tasks (1); Upholding Standards (2); Producing Output (4)	1	Extremely Low higher potential than about 1% of the comparison group
Del	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