

Expert Report
Chris Park



Professional

Styles

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About this Report

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

The results are based on a comparison with a group of over 10,000 professionals and managers in the United Kingdom.

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

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

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

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

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

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

Introduction to Assessment Report

This report provides information on motives, preferences, needs and talents, based on Chris Park'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

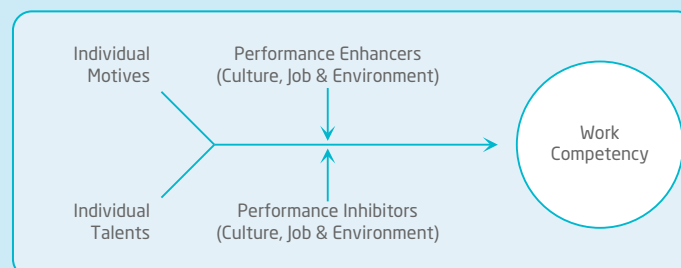
The Summary Psychometric Profile gives an overview of the 36 Styles dimensions of the profile on one page. It highlights where there is a facet range, and where motive or talent is higher (whichever is higher is indicated by M or T) and where normative or ipsative is higher (whichever is higher is indicated 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 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 Report gives an indication of the aspects of the culture, job and environment that are likely to enhance or inhibit a person's success. Saville Assessment's groundbreaking research suggests that people's motives and talents interact in important ways with culture, job and environment characteristics to help determine their work performance and competency.



Executive Summary Profile

Thought

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

Influence

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

Adaptability

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

Delivery

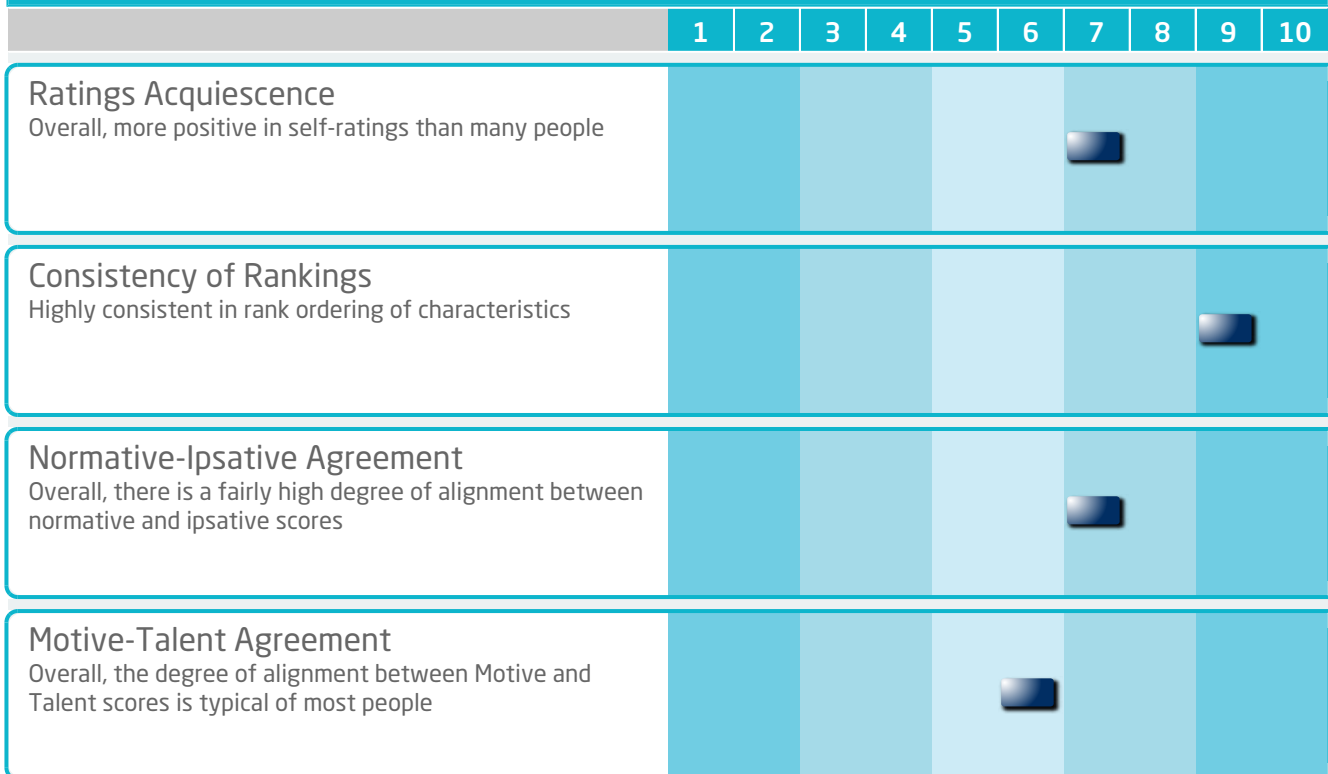
	1	2	3	4	5	6	7	8	9	10
Conscientious <small>Sten 2</small> Reliable (3); Meticulous (3); Conforming (2)		■								
Structured <small>Sten 2</small> Organised (1); Principled (3); Activity Oriented (5)		■								
Driven <small>Sten 9</small> Dynamic (7); Enterprising (8); Striving (9)										■

Full Psychometric Profile - Overview

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

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

Response Summary



Profile Breakdown

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

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

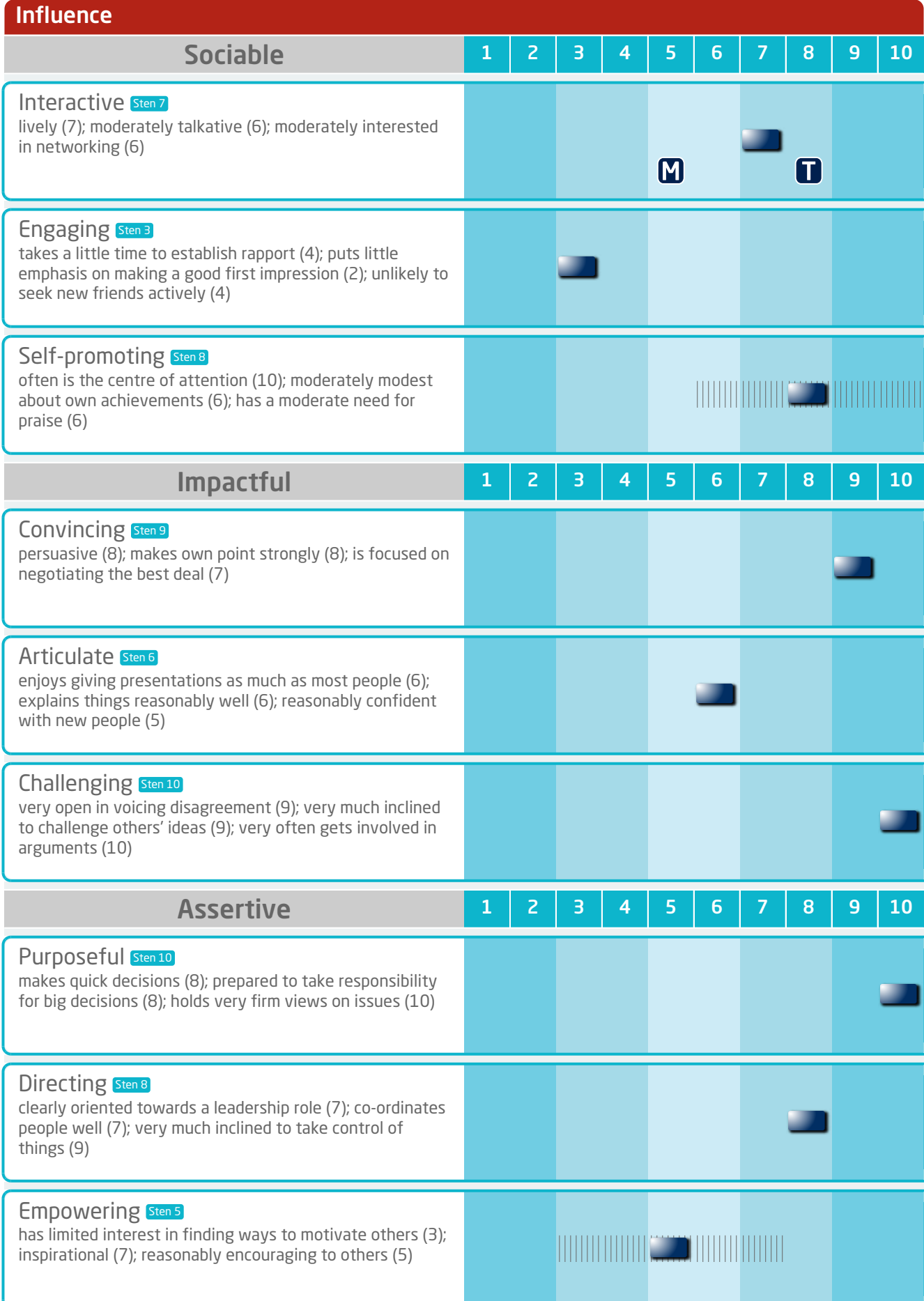
N - I Normative-Ipsative Split. Differences between normative (rating) and ipsative (ranking) scores of three stens or more are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative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

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

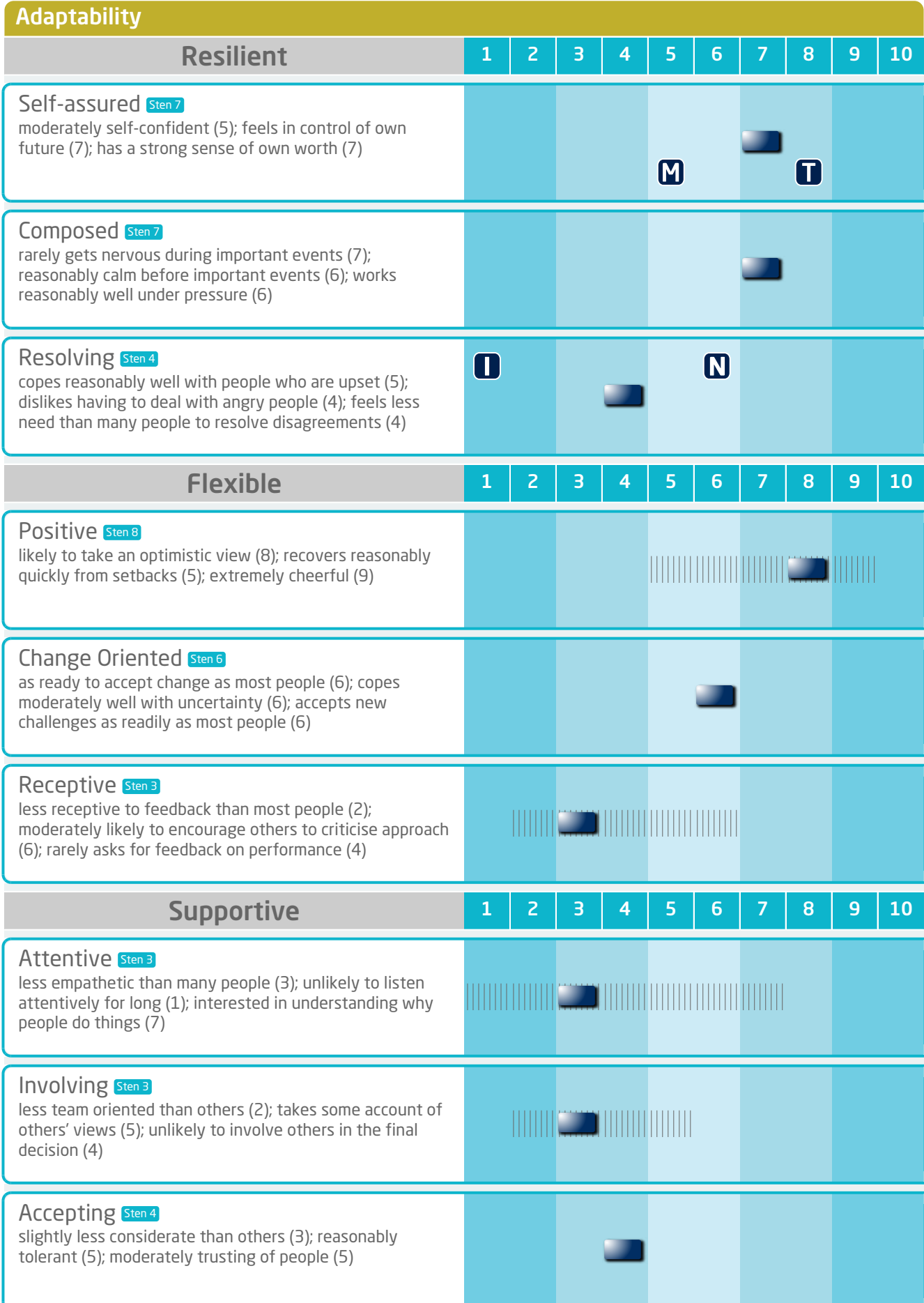
Full Psychometric Profile - Thought Cluster

Thought	1	2	3	4	5	6	7	8	9	10
Evaluative										
Analytical <small>Sten 6</small> moderately interested in analysing information (6); asks probing questions fairly frequently (5); inclined to seek solutions to problems (7)						■				
Factual <small>Sten 6</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 6</small> enjoys working with numerical data as much as most people (6); makes some use of information technology (5); moderately likely to base decisions on the facts alone (6)						■				
Investigative										
Learning Oriented <small>Sten 7</small> moderately focused on learning about new things (5); 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 (2); places 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 (7)									■	
Imaginative										
Inventive <small>Sten 10</small> generates lots of ideas (10); produces very original ideas (10); extremely likely to adopt radical solutions (9)										■
Abstract <small>Sten 7</small> good at developing concepts (7); often applies theories (7); interested in studying the underlying principles (7)					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)							T		■	M

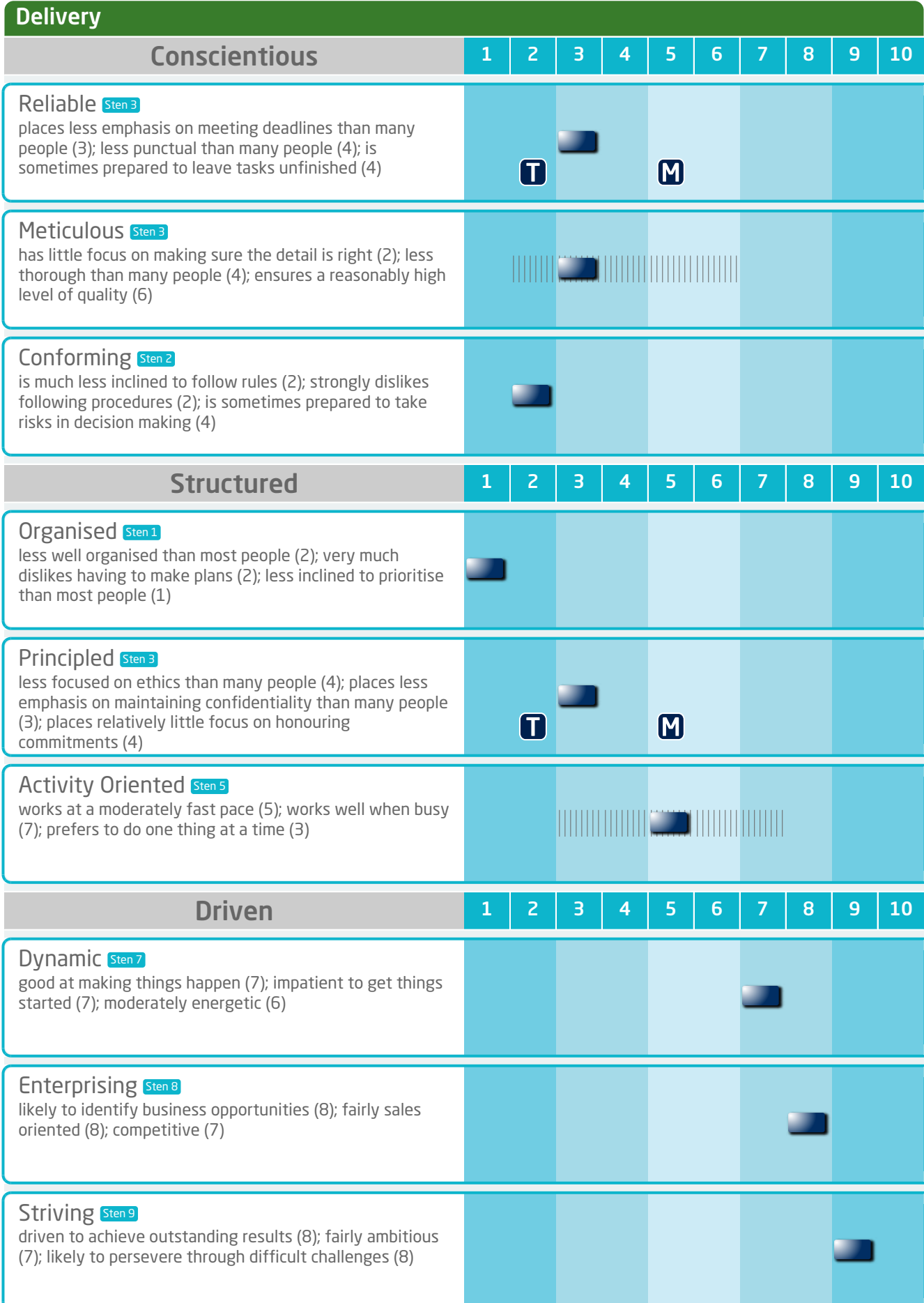
Full Psychometric Profile - Influence Cluster



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		■									
	Self-promoting									■		
	Convincing									■		
	Articulate						■					
	Challenging										■	
	Purposeful										■	
	Directing								■			
	Empowering						■					
Adaptability	Self-assured							■				T
	Composed							■				
	Resolving				■							N
	Positive									■		
	Change Oriented						■					
	Receptive			■								
	Attentive			■								
	Involving			■								
	Accepting				■							
Delivery	Reliable			■								M
	Meticulous			■								
	Conforming		■									
	Organised	■										
	Principled			■								M
	Activity Oriented					■						
	Dynamic								■			
	Enterprising									■		
	Striving										■	

Competency Potential Profile

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

Competency Description		Potential
Solving Problems	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 (7); Adopting Practical Approaches (4); Providing Insights (10)	 Fairly High higher potential than about 75% of the comparison group
	Creating Innovation Generating Ideas (10); Exploring Possibilities (9); Developing Strategies (8)	 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 (5); 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)	 High higher potential than about 90% of the comparison group
Adapting Approaches	Showing Resilience Conveying Self-Confidence (8); 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 (4)	 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)	 Very Low higher potential than about 5% of the comparison group
	Structuring Tasks Managing Tasks (1); Upholding Standards (3); 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 report highlights the aspects of the culture, job and environment that are likely to enhance or inhibit Chris Park's success:

Performance Enhancers

- ⊕ where the ability to get rapidly to the core of issues and readily identify solutions to problems is highly valued
- ⊕ where people are encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ 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 there is a strong results focus and determination to succeed, no matter what, and people are rewarded for achieving outstanding results
- ⊕ where the development of theoretical ideas and concepts is encouraged
- ⊕ 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 there is the opportunity to take on leadership responsibilities and have control over other people and resources

Performance Inhibitors

- ⊖ where little value is placed on providing new insights and identifying potential improvements
- ⊖ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊖ 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 urge to achieve outstanding results is not great and people seldom persist in the face of difficulties
- ⊖ 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 focus is short rather than longer term, tactical rather than strategic
- ⊖ where there is little opportunity for taking on leadership responsibilities or directing other people