



Expert Report Sarah Sample



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 18,000 senior managers and executives.

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 Sarah Sample'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).

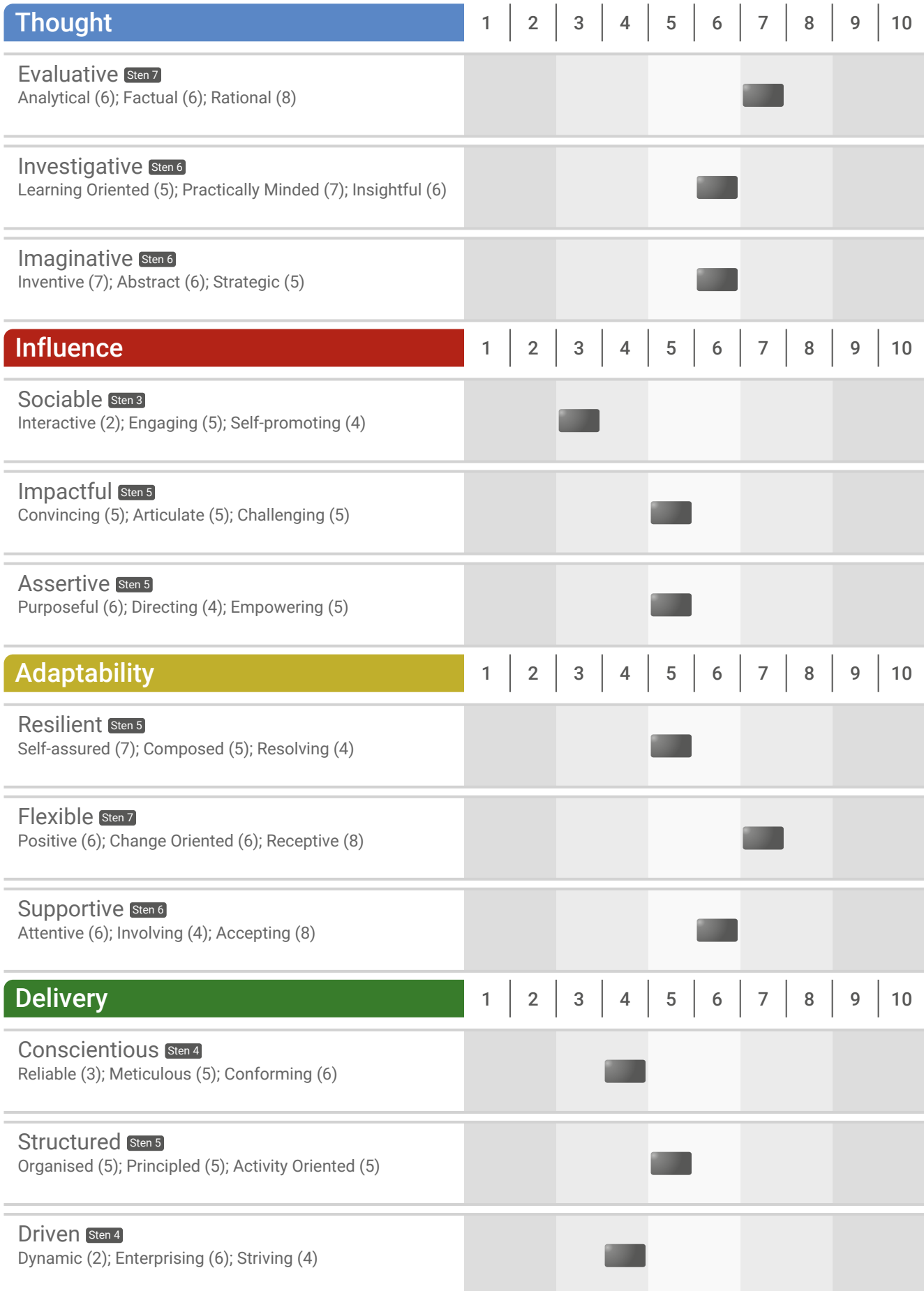
Skills Potential Profile

The Skills 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 Sarah Sample'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 skills potential headings. This prediction should be interpreted against key work requirements as established through job analysis or 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 skills potential.

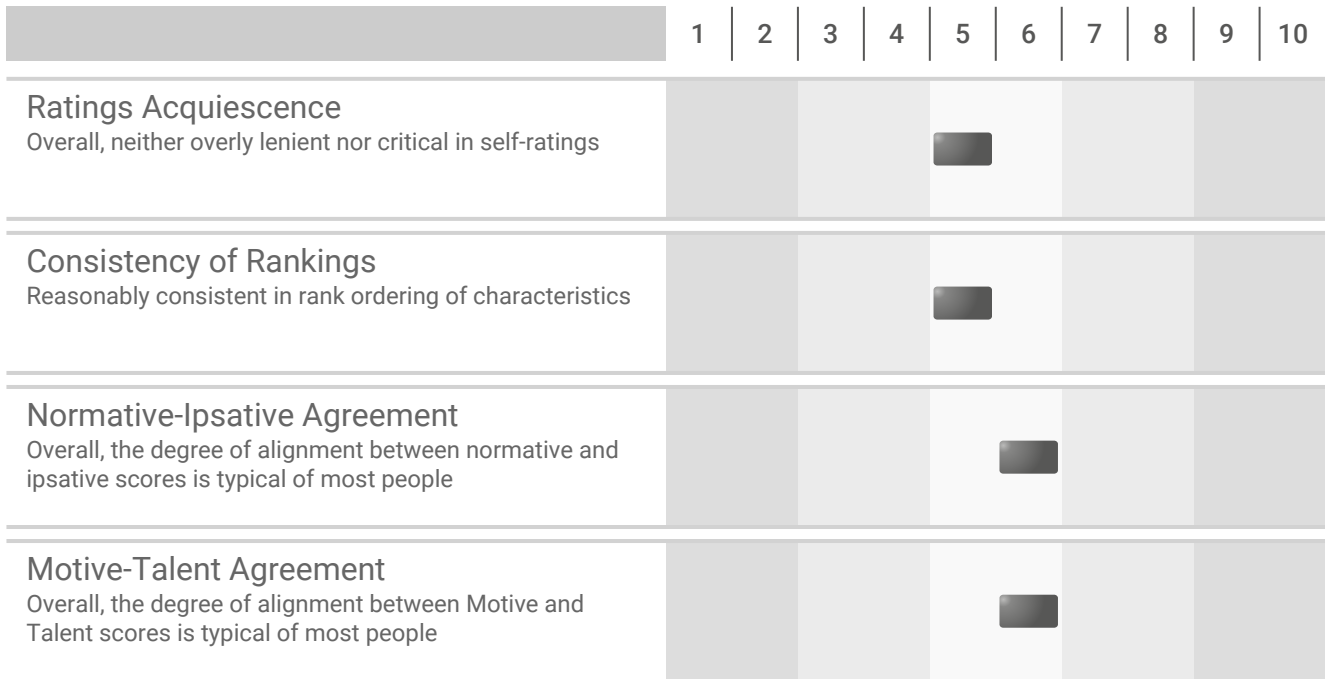
Executive Summary Profile



Full Psychometric Profile - Response Overview

This profile provides a detailed assessment of Sarah Sample'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

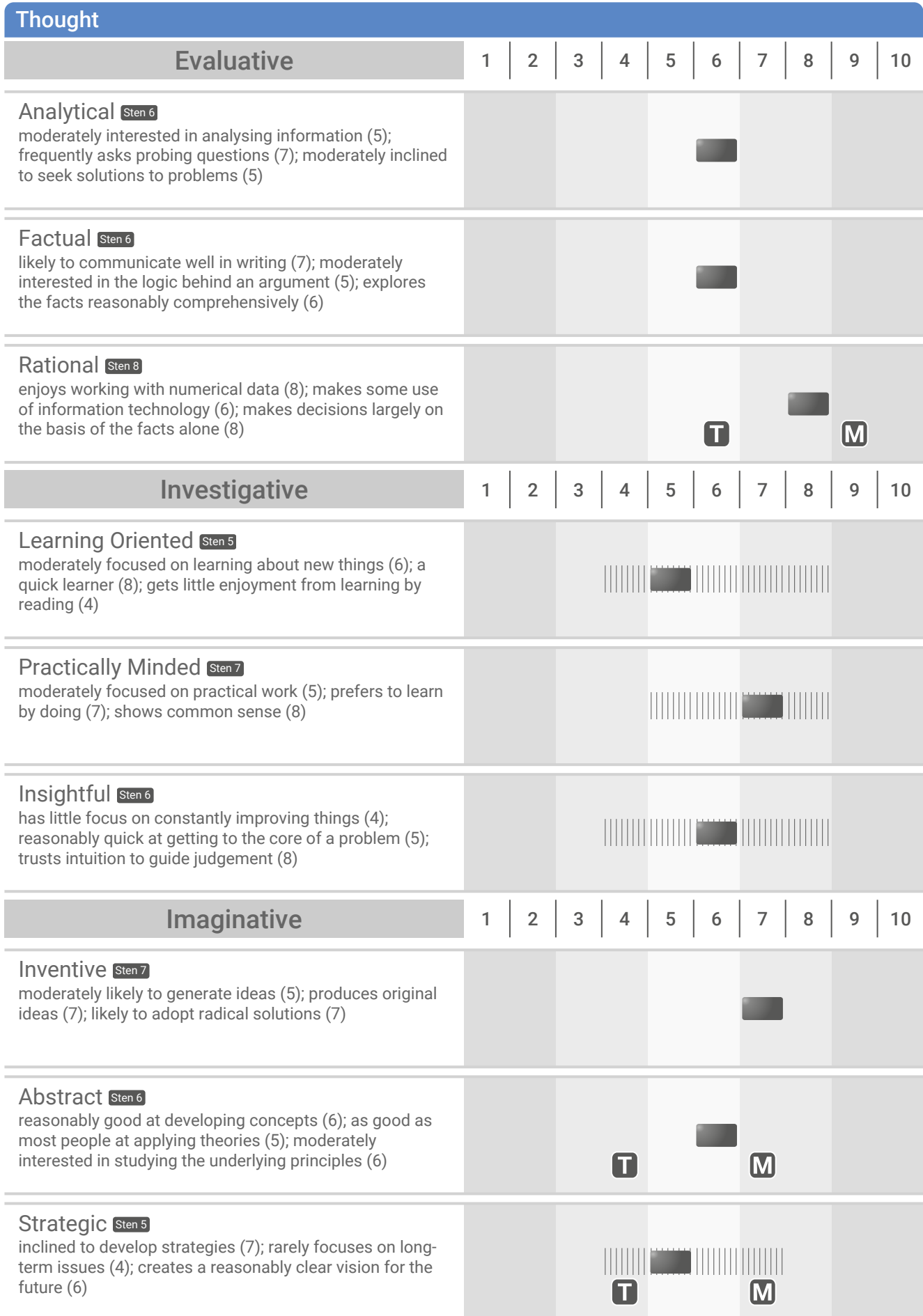
Saville Assessment's extensive research indicates the best predictor of performance at work is generally the score indicated by the Sten marker (combined normative-ipsative). Information is also provided on subtle differences highlighted by the profile, which are unique to Wave reporting:

||||| **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.

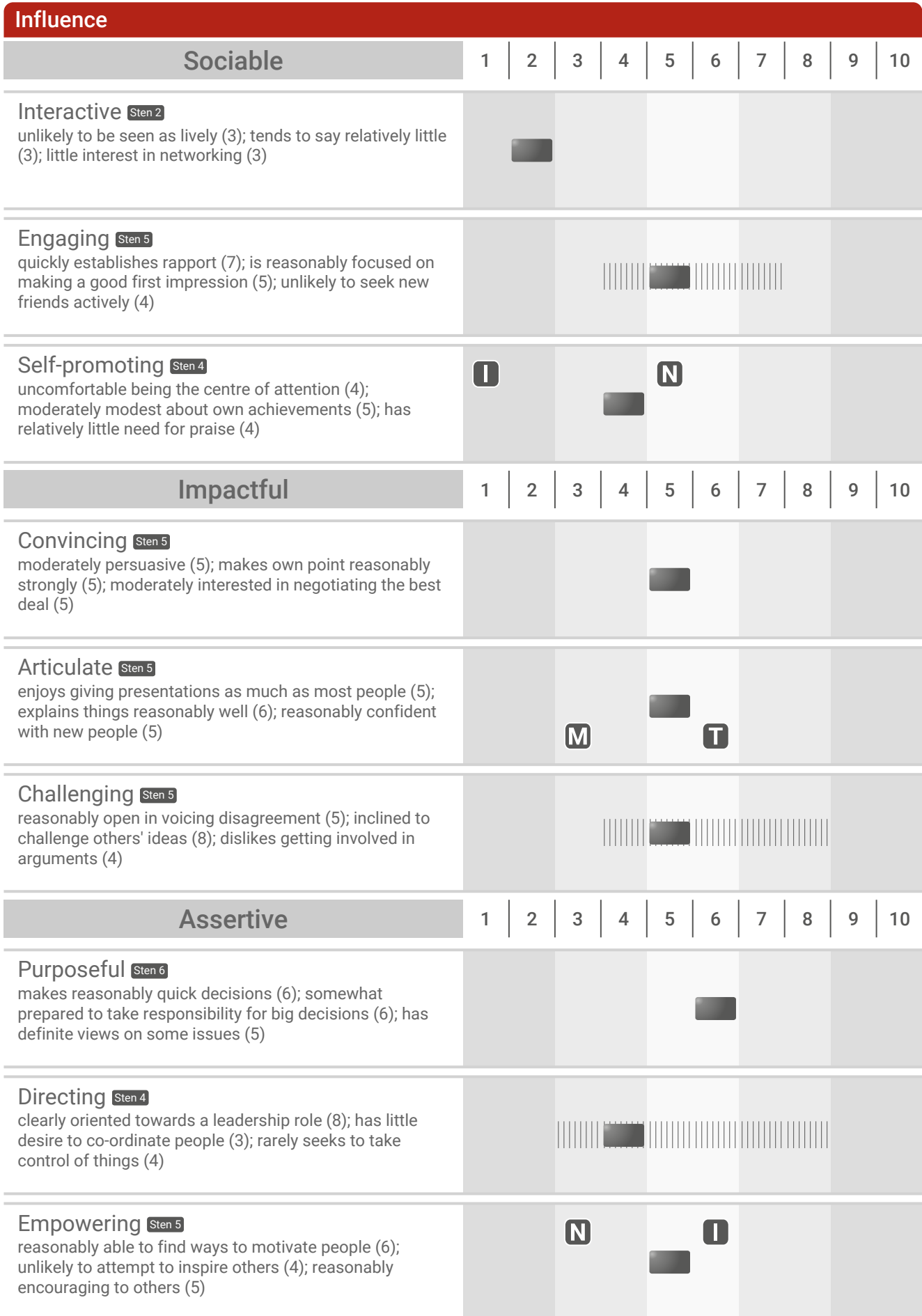
N - I Normative-Ipsative Split. Differences between normative (rating) and ipsative (ranking) scores of three Stens or more are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative 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.

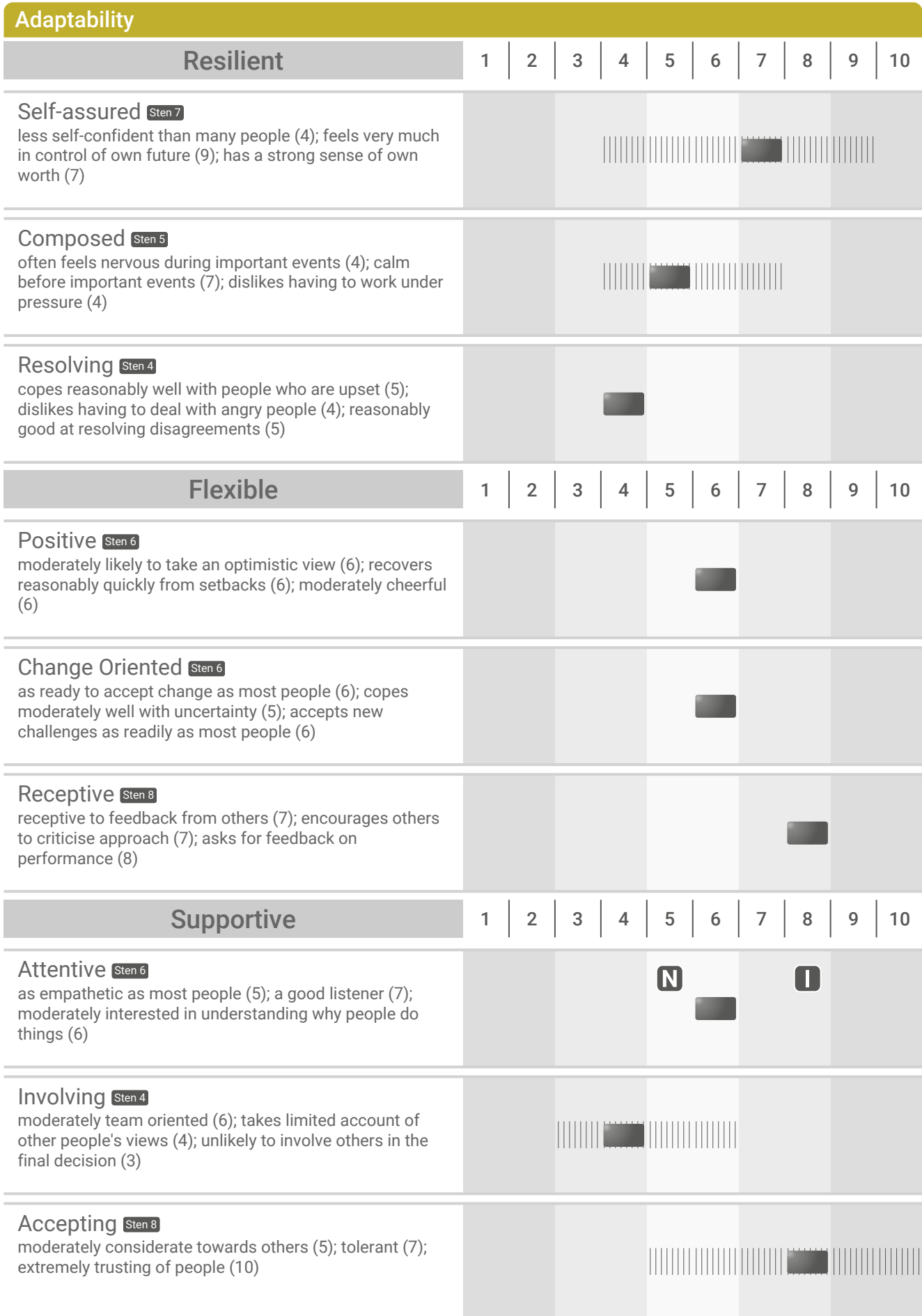
Full Psychometric Profile - Thought Cluster



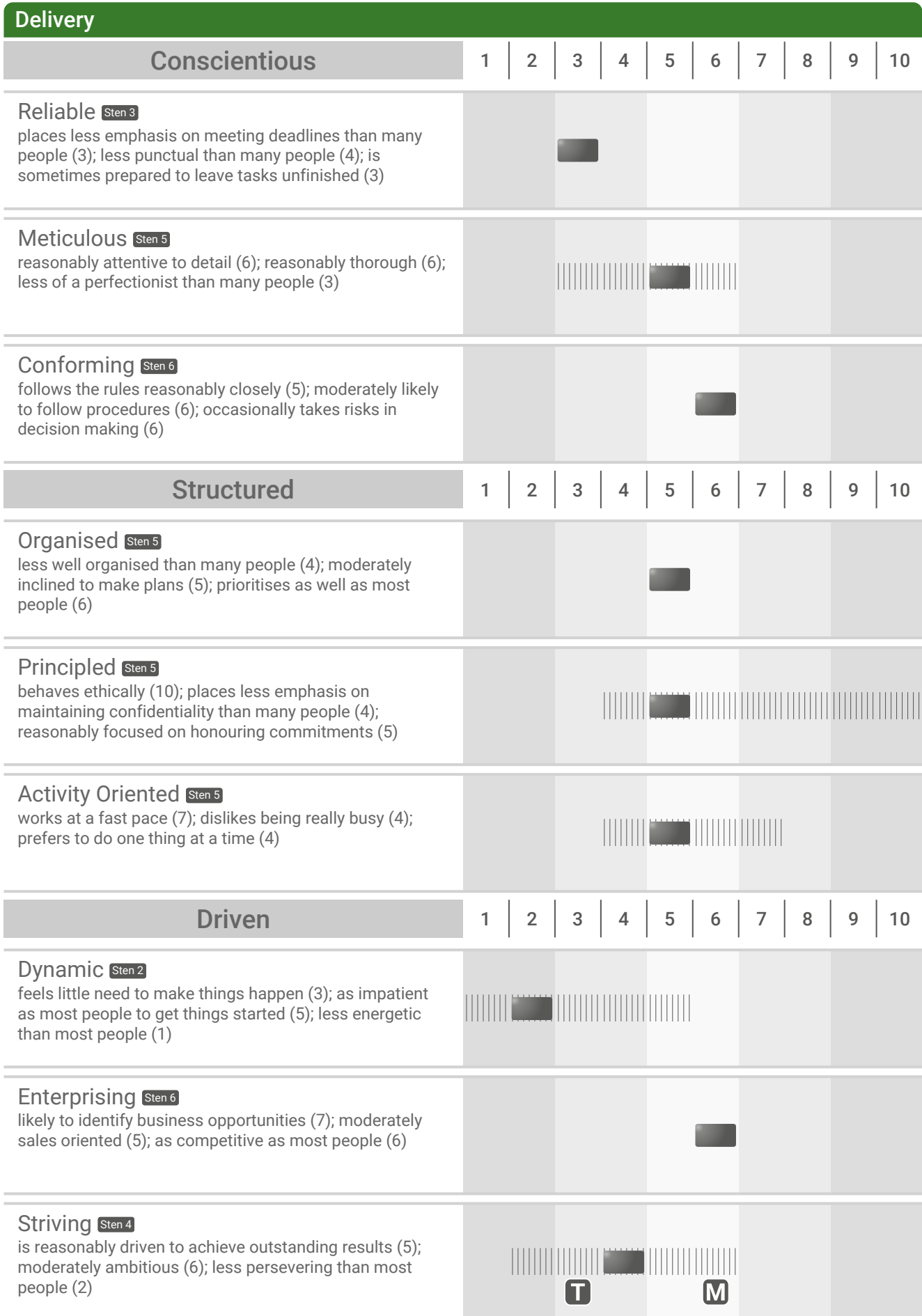
Full Psychometric Profile - Influence Cluster



Full Psychometric Profile - Adaptability Cluster

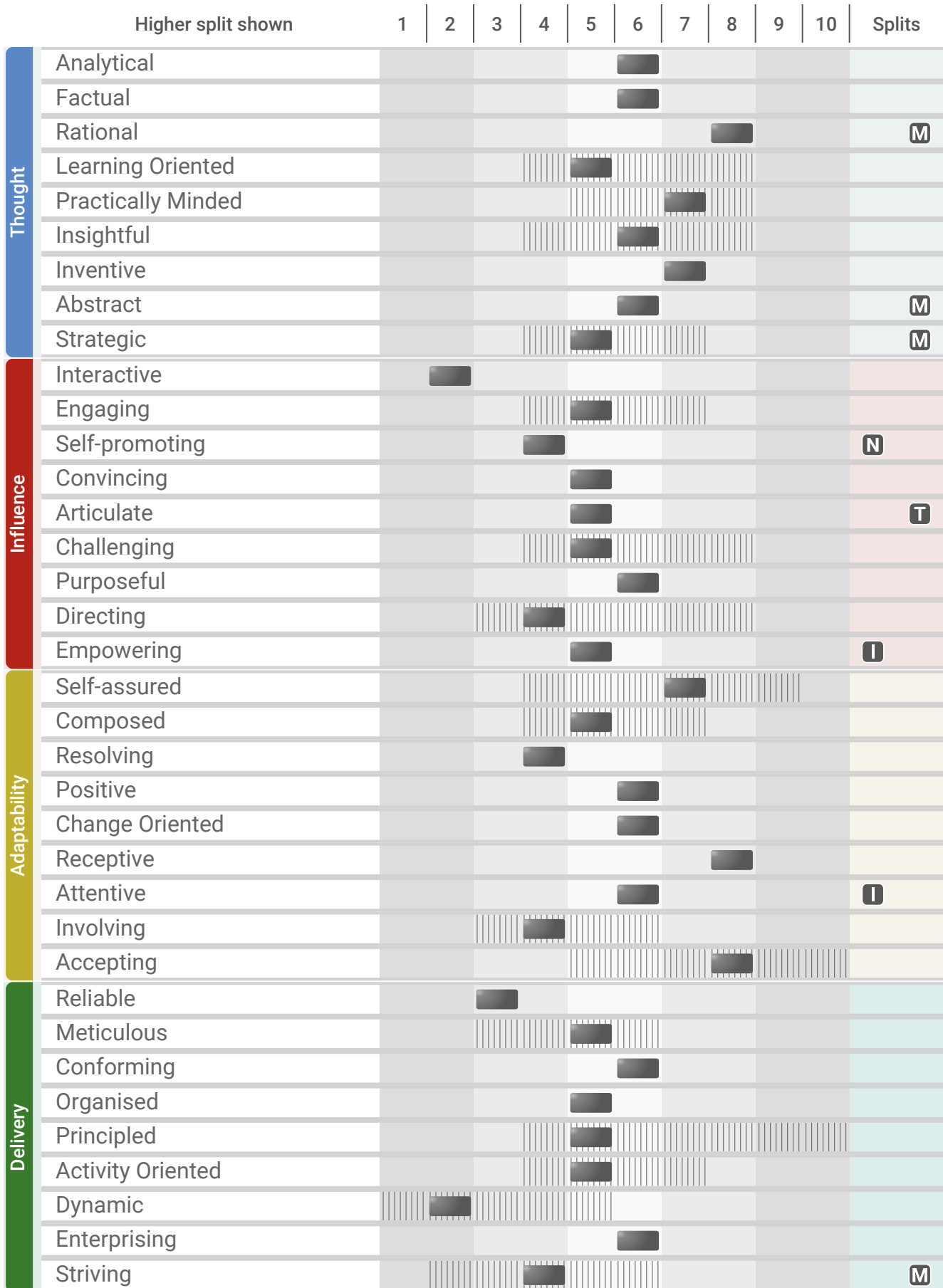


Full Psychometric Profile - Delivery Cluster














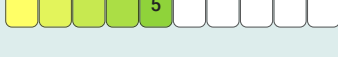
Summary Psychometric Profile

Acquiescence (5) Consistency (5) N-I Agreement (6) M-T Agreement (6)



Skills Potential Profile

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

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

Performance Enhancers

- ⊕ where honest feedback is encouraged and freely given
- ⊕ where there is an emphasis on quantification and the use of information technology and decisions are based on hard objective data
- ⊕ where self confidence is regarded as an asset and people are encouraged to know their own worth and take responsibility for their own workload
- ⊕ where people are down to earth and there is an emphasis on practical, hands-on activity and the application of common sense
- ⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed
- ⊕ where there are numerous opportunities for learning and extending one's range of knowledge and skills
- ⊕ where a positive, can-do attitude is valued and rewarded
- ⊕ where heated debate is valued and people are encouraged to challenge ideas, argue and voice disagreements openly

Performance Inhibitors

- ⊖ where feedback is discouraged and seldom given
- ⊖ where decisions are largely subjective, and people make little reference to hard facts and figures
- ⊖ where self confidence is equated with arrogance and denigrated, and people are discouraged from taking control of their own workload
- ⊖ where the emphasis is on theory rather than practice and there is little opportunity for involvement in practical tasks
- ⊖ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- ⊖ where opportunities for acquiring new skills and extending one's range of knowledge are severely restricted
- ⊖ where the attitude is generally negative and people are slow to recover from setbacks
- ⊖ where dissent is frowned upon and people are discouraged from challenging ideas and voicing disagreements