

Expert Leadership Risk 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 18,000 senior managers and executives.

Since the questionnaire is a self-report measure, the results reflect the individual's selfperception. 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).

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 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 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.

Leadership Risk Overview

The Leadership Risk Overview provides information on nine Leadership Risk areas, based on Chris Park's responses to the Styles questionnaire. There are nine risk areas which sit under the three Ps of leadership - Professional, People and Pioneering. Implications are given for the two highest potential risk areas, relating to the individual, the organisation and the culture.

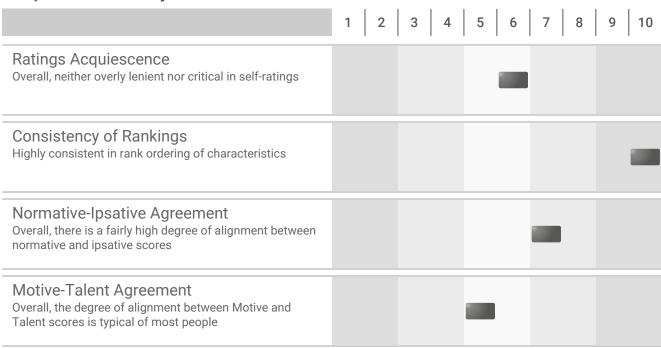
Executive Summary Profile

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 9 Inventive (10); Abstract (8); Strategic (8)					
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 (8); Articulate (6); Challenging (10)					
Assertive Sten 3 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)					
Flexible Sten 6 Positive (8); Change Oriented (6); Receptive (3)					
Supportive Sten 3 Attentive (4); Involving (3); Accepting (3)					
Delivery	1 2	3 4	5 6	7 8	9 10
Conscientious Sten 3 Reliable (3); Meticulous (4); Conforming (2)					

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 - 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 **I**, 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)						M	
Rational Sten 5 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	1	2	3	4	5 6	7 8	9 10
Learning Oriented Sten 7 moderately focused on learning about new things (5); a quick learner (8); 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 (2); 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 (7)							-
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 8 good at developing concepts (7); often applies theories (8); interested in studying the underlying principles (7)					N		M
Strategic Sten 8 inclined to develop strategies (7); takes a very long-term view (9); creates a clear vision for the future (8)							

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 8 often is the centre of attention (10); prepared to tell people about own achievements (7); has a moderate need for praise (6)												
Impactful	1	2	3		4	5	6	7	,	8	9	10
Convincing Sten 8 persuasive (8); makes own point strongly (8); is focused on negotiating the best deal (7)												
Articulate Sten 6 enjoys giving presentations as much as most people (5); 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 reasonably well (6); very much inclined to take control of things (9)							 M					
Empowering Sten 5 has limited interest in finding ways to motivate others (3); inspirational (7); reasonably encouraging to others (5)			 M)								

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
Composed Sten 7 rarely gets nervous during important events (7); reasonably calm before important events (6); works reasonably well under pressure (6)	
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 (5); 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); a little cautious about trusting people (4)	

Full Psychometric Profile - Delivery Cluster

Delivery										
Conscientious	1	2	3	4	5	6	7	8	9	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)		0			M					
Meticulous Sten 4 has relatively little focus on making sure the detail is right (3); reasonably thorough (5); ensures a reasonably high level of quality (6)										
Conforming Sten 2 is much less inclined to follow rules (2); 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	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)		l								
Principled Sten 3 less focused on ethics than many people (3); 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	10
Dynamic Sten 7 reasonably good at making things happen (6); impatient to get things started (7); moderately energetic (6)										
Enterprising Sten 8 likely to identify business opportunities (7); 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 (6) Consistency (10) N-I Agreement (7) M-T Agreement (5)

	Analytical Factual		Ť		Ė		•	•		
	D .: 1									M
	Rational									
ᆂ	Learning Oriented									
Thought	Practically Minded									
투	Insightful									
	Inventive									
	Abstract								0	M
	Strategic									
	Interactive									
	Engaging								N	
	Self-promoting									
e	Convincing									
Influence	Articulate									
를	Challenging									
	Purposeful									
	Directing									
	Empowering									
	Self-assured									
	Composed									
	Resolving				L				N	
oility	Positive									
Adaptability	Change Oriented									
Ada	Receptive								N	
	Attentive									
	Involving									
	Accepting		ĺ							
	Reliable		1							M
	Meticulous									
	Conforming				L					
Siz .	Organised				L					
Delivery	Principled		-			 				
	Activity Oriented									
Ш.	Dynamic				L]			
	Enterprising									
	Striving									

Skills Potential Profile

This profile provides Chris Park'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	Pote	otential					
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 (7); Adopting Practical Approaches (3); Providing Insights (9)		Fairly High higher potential than about 75% of the comparison group					
Sol	Creating Innovation Generating Ideas (10); Exploring Possibilities (9); Developing Strategies (8)	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 (5); Challenging Ideas (10)	9	Very High higher potential than about 95% of the comparison group					
Infli	Providing Leadership Making Decisions (10); Directing People (7); Empowering Individuals (5)	8	High higher potential than about 90% of the comparison group					
ches	Showing Resilience Conveying Self-Confidence (7); Showing Composure (6); 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)	5	Average higher potential than about 40% 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 (2)	2	Very Low higher potential than about 5% 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 (7); Seizing Opportunities (8); Pursuing Goals (9)	8	High higher potential than about 90% 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 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 creativity and innovation are encouraged and radical ideas and solutions welcomed
- 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 there is the opportunity to be the centre of attention and people are aware of one's achievements and status

Performance Inhibitors

- 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 conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- 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 one is in a low profile position and achievements go unrecognised

Introducing the Leadership Risk Model

Professional Risk



Perfectionist

- · Places emphasis on the finer details and tries to ensure all work meets high standards.
- A tendency to expend effort on perfecting details could be inefficient and may result in missing critical elements of the bigger picture.



- Takes a considered approach to leadership and prefers to follow established procedures.
- A preference for rigorously following the rules and being cautious about taking decisions could result in opportunities being missed.



- Takes an analytical approach to work and looks to spot potential pitfalls or problems.
- A focus on problems may be perceived as negative and could discourage important contributions.

People Risk



- · Favours an accommodating approach to leadership and is likely to seek the approval of others for decisions.
- A focus on accommodating the wishes of others could result in agreeing to actions which are not in the best interests of the organisation.



- · Works more individually and is likely to do things without feeling a regular need to consult or involve others.
- A preference for less interaction with others while working could lead to actions which take little account of other parts of the organisation.



- Prefers to interact regularly with others and is likely to be more dominant in social situations.
- A tendency to be socially dominant can result in others' views being overshadowed.

Pioneering Risk



- Comes up with alternative ideas and approaches, and seeks to do things differently.
- A focus on ideas and unconventional approaches could disrupt ongoing work and waste time on unproductive activities.

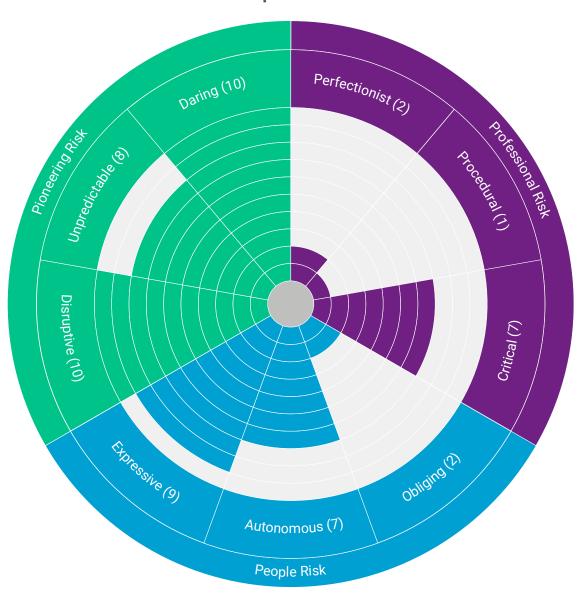


- Takes action to effect change and prefers not to feel constrained by set timescales.
- A preference for action and change could lead to a reactive work environment which is in a constant state of flux.



- Seeks challenging new opportunities for the organisation and is willing to take some risks.
- A preference for the pursuit of new opportunities and a willingness to push the boundaries could lead to unnecessary risk.

Leadership Risk Overview



Leadership Risk areas ranked from highest to lowest potential risk:

Daring	Primary Risk
Disruptive	Secondary Risk

Expressive

Unpredictable

Autonomous

Critical

Perfectionist

Obliging

Procedural

Primary Risk Area



Daring

Seeks challenging new opportunities for the organisation and is willing to take some risks.

Potential Influence on Culture

- Where a leader is regularly searching for the next big opportunity, they may inadvertently encourage staff to place too great a focus on future possibilities rather than immediate priorities.
- Where a leader has a clear focus on pursuing new opportunities and outperforming others, this may lead to a highly-competitive environment which places less emphasis on staff wellbeing.
- A results focus with little emphasis on the behaviour, ethics and attitudes of colleagues may lead to a culture where questionable work practices are not sufficiently challenged.

Potential Risk to the Organisation

- Pursuing only bigger opportunities may bring benefits but may also expose the organisation to greater financial risk if these opportunities are not realised.
- A more daring leader may at times push staff hard to deliver. This can lead to staff feeling overworked, resulting in dissatisfaction if this continues and fails to be recognised.
- The reputation of the organisation may be adversely affected if staff are not strongly discouraged from using questionable work practices.

Potential Risk to the Individual

- A leader who is willing to take some personal risk in the pursuit of a new opportunity may be more prepared to push the limits of acceptable behaviour.
- A leader working on a number of ambitious projects with high potential rewards, but no absolute guarantee of success, carries a risk that at some point they could become personally associated with a notable failure.
- The pursuit of individual goals may lead to conflict with others in the organisation. At the extreme, this could compromise an important work relationship and impact on future collaboration.

Managing the Risk

- Focusing on areas where taking risks is a necessity and ensuring that the organisation is not avoiding risk without good reason should help the organisation to maintain a competitive edge.
- Ensuring that there is focus on realising smaller opportunities as well as targeting larger prospects should help prevent an overreliance on bigger developments, which may or may not be realised.
- Sense checking with senior colleagues when the boundaries of conventional business practice are being pushed will help to ensure that risk taking is properly evaluated.
- Regularly checking on staff morale and workload can help to ensure that a drive for success is not having a detrimental effect on particular individuals.

Secondary Risk Area



Disruptive

Comes up with alternative ideas and approaches, and seeks to do things differently.

Potential Influence on Culture

- Where a focus on doing things differently and adopting more radical ideas is encouraged, this may lead to an environment where set rules and procedures are not always expected to be followed.
- A strong emphasis on challenging others' ideas can foster a culture where heated and lengthy debates may result in some important issues remaining unresolved.
- Where different views and thinking are encouraged, a culture may develop where people lack certainty of direction and a clear perspective on future plans.

Potential Risk to the Organisation

- Deviating from established rules may create chaos and expose the organisation to potential non-compliance, reputational damage and even financial penalties.
- · Challenging debate and discussion which lacks resolution can lead to a lack of coordination and distract from delivery of the organisation's key goals.
- A lack of structure may lead to a lower focus on efficient ways of working which could inhibit organisational effectiveness and productivity.

Potential Risk to the Individual

- A leader who is challenging and creative may risk damaging some professional relationships by being overly dismissive when their ideas are challenged.
- A leader who drives new initiatives and thinking can take things too far too soon and risk their reputation on something that simply does not work.
- Where a leader is creative and radical, they may potentially be regarded as disruptive if they promote points of view which are not consistent with the organisational vision.

Managing the Risk

- Focusing on projects where creative thinking should drive business growth and working hard to test out new ideas has the potential to make a real difference.
- Involving other senior leaders in new initiatives will help to ensure that innovative thinking is not taken too far at a potential cost to the organisation.
- Ensuring that meetings are properly chaired and minuted should help to prevent discussions descending into unproductive debates. Have a project resource to turn ideas into workable plans and manage delivery.
- Establishing clear boundaries on which work processes and procedures are open to innovation and which regulations are mandatory can help to reduce the risk of noncompliance.

Managing Other Potential Risks

This page provides additional suggestions on how to manage potential risks associated with Chris Park's third and fourth highest risk areas.

Expressive - Third Highest Risk

- Helping staff to raise their profile across the organisation can lead to better recognition for talented individuals.
- Scheduling regular one-to-one meetings with staff to focus on any potential barriers to achieving their objectives can ensure that a leader is able to act on the concerns of others.
- Structuring meetings so that all staff have an opportunity to contribute can help to
 ensure a fuller understanding of different viewpoints and give staff a greater feeling of
 involvement.
- Setting clear controls over the amount of time a leader is in meetings and forums to present their agenda will help to ensure that colleagues and staff do not feel that the leader's agenda is more important than others'.

Unpredictable - Fourth Highest Risk

- Focusing on parts of the organisation where change and action are required will bring benefits; however, avoid change for change's sake.
- Supporting change initiatives with detailed and extensive internal communications about the reasoning and implications can help staff to adjust.
- Agreeing processes to assess and guide the implementation of any change initiatives can help to make sure that changes are not implemented without proper evaluation.
- Consistent monitoring of core activities can help ensure that change is not interfering with the delivery of day-to-day work.