

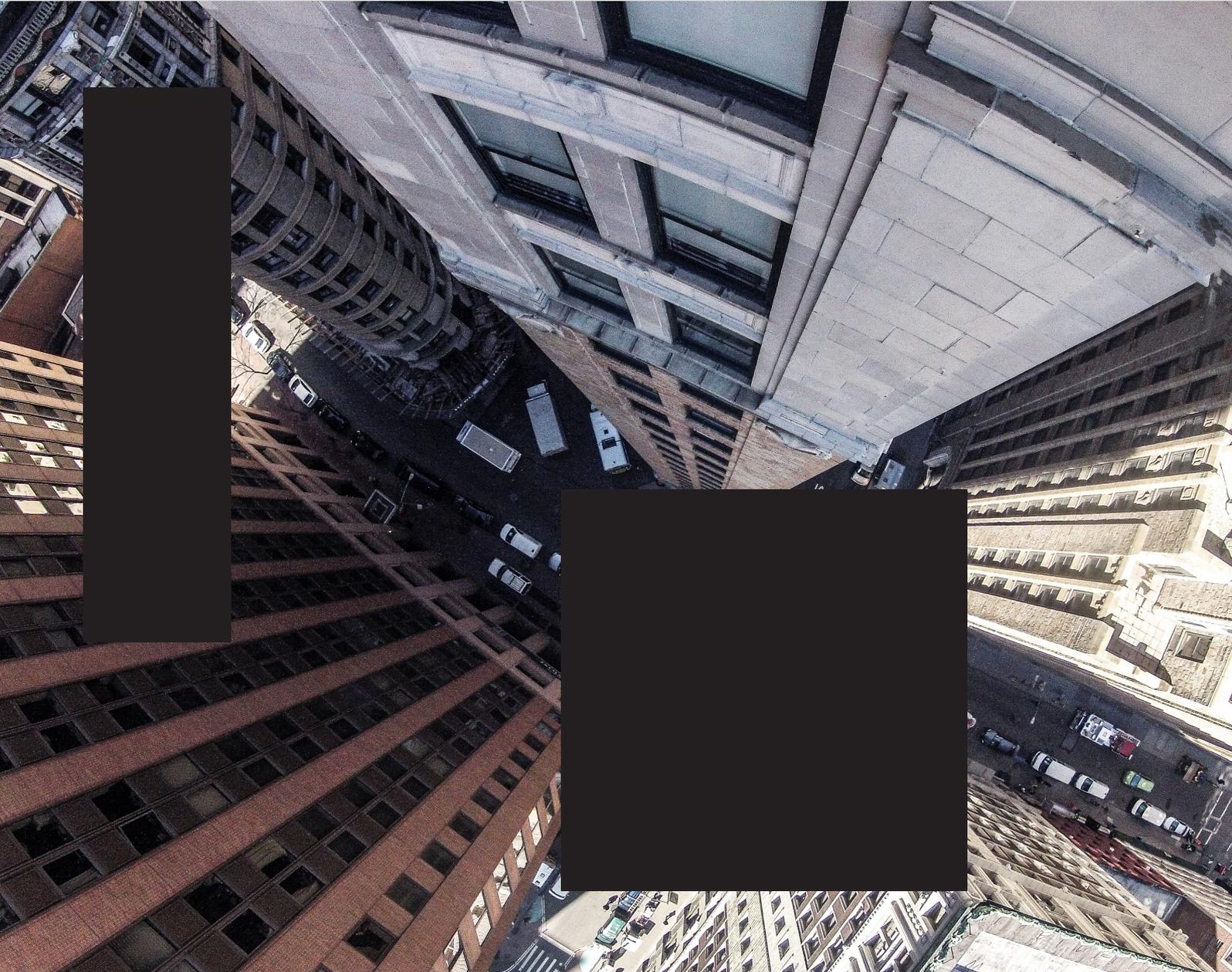


Saville Assessment Wave Interview Guide: User Handbook

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Saville Consulting Group, Jersey, CI.**

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1.0 Introduction

This handbook supports the Saville Assessment Wave Interview Guide. It is designed to help you prepare prior to an interview and includes the following:

- a sample introduction
- guidance on how to question and probe
- advice on recording and assessing evidence
- how to score and evaluate candidates

1.1 What is a Competency-Based Interview?

A competency-based or criterion-based interview is a structured form of interview which collects behavioral evidence in core areas (or competencies) which are key to success in the target role.

This format provides:

- a systematic process for the interviewer to follow
- questions aligned to each target competency area
- detailed probes to ensure that the candidate describes actual behavior and experiences
- a standard scoring system
- a more focused and predictive form of interviewing

1.2 What is Different about the Saville Assessment Wave Interview Guide?

The Saville Assessment Wave Interview Guide assesses both an individual's motive in an area, as well as their talent. Motive (will do) is concerned with what makes you more likely to do something including wanting, enjoying, needing or preferring to do something. Talent (can do), by contrast, is concerned with behavioral capability or effectiveness to be able to do something well.

Talent

Each initial talent question is followed by four or five follow-up probes. These are for you to drill down and explore in detail how effective the candidate has been. In an interview situation, candidates typically attempt to give the best possible examples in response to the questions, therefore showing how they are likely to perform at their best.

Motive

Each question has one probe included for you to identify the candidate's motive in relation to the competency area. This will show whether they have interest in, or enjoy this area generally. The inclusion of motive probes helps the interviewer to gain an appreciation of whether the behaviors are likely to be seen regularly as they are driven by the core motives.

Overplayed Strengths

It is possible that talented people may overplay their strengths to the extent that their behavior has undesirable or negative consequences. For example, an individual who is highly innovative may focus on continual innovation to such an extent that they distract themselves and others from the completion of important tasks.

The Saville Assessment Wave Interview Scoring Sheets alert interviewers to the possibility of overplayed strengths and provide a series of 'listen fors' to help identify relevant behaviors and the scoring of competencies.

In summary, this guide enables interviewers to:

- capitalize on combined motive and talent information from the Wave Styles questionnaire to guide the interview
- question behaviors which are known to predict performance and potential in the workplace
- verify an individual's strengths
- specifically target limitations
- measure and probe both motive and talent as important contributors to competency potential
- be aware of and identify possible overplayed strengths

2.0 Preparing for the Interview

In preparation for an interview, there are four main issues to consider:

- the interview room
- interview documentation
- the questions you are going to ask
- scheduling and timetabling of interviews

2.1 The Interview Room

When selecting a room, consider:

- who will meet candidates and where
- where candidates will wait
- is it appropriate for candidates to meet and/or see each other?
- room size
- arranging appropriate furniture
- controlling external noise and distractions
- maintaining temperature control
- providing refreshments (water/tea/coffee)
- telephones (and announcement system) that can be disconnected, including mobile phones
- using “interview in progress - do not disturb” signs where appropriate

2.2 Interview Documentation

For recruitment and selection interviews, you should ensure that you have copies of each of the following:

- job description/role profile and/or person specification
- CVs/application form
- Saville Assessment Wave Interview Guide
- copies of relevant scoring sheets
- this handbook
- interview timetable

2.3 Scheduling and Timetabling

Typically, an interview will be composed of the following stages:

- introductions of interviewers, interview purpose and format (5 minutes)
- overview of candidate’s CV/application form (10 minutes)
- coverage of individual competencies (10* minutes per competency)
- candidate’s opportunity to ask questions (5 minutes)
- summary and next steps (2 minutes)
- post interview - interviewer finalizes/adds to notes

**In-depth coverage of some competencies may take 15 minutes depending on the level and complexity of the role*

You need to allow 45-90 minutes per interview dependent on the level and complexity of role. If scheduling more than one interview on the same day, it is helpful to allow 15-30 minutes between interviews. This gives interviewers time to complete their notes on the candidate they have just seen and some time to re-read the following candidate's CV and details.

If there are two or more interviewers in the same interview, then you will need to agree in advance:

- who opens and closes the interview
- who asks which question
- who will take notes
- how interviewers will alternate questioning

2.4 Review Job Information

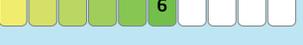
In order to interview professionally against the target role, you need to have a clear understanding of the job and the requirements. Collate all the relevant information including job description/role profile and the person specification. These, in addition to discussions with other hiring managers, will provide you with a broad understanding of what you are looking for.

2.5 Selecting Competencies for the Interview

Interview questions have been developed to assess 12 competency/criterion areas (the behavior sections in the Saville Assessment Wave model). These are grouped under the four Wave clusters:

Cluster	Criterion	Criterion Dimensions
Solving Problems	Evaluating Problems	Examining Information; Documenting Facts; Interpreting Data
	Investigating Issues	Developing Expertise; Adopting Practical; Providing Insights
	Creating Innovation	Generating Ideas; Exploring Possibilities; Developing Strategies
Influencing People	Building Relationships	Interacting with People; Establishing Rapport; Impressing People
	Communicating Information	Convincing People; Articulating Information; Challenging Ideas
	Providing Leadership	Making Decisions; Directing People; Empowering Individuals
Adapting Approaches	Showing Resilience	Conveying Self-Confidence; Showing Composure; Resolving Conflict
	Adjusting to Change	Thinking Positively; Embracing Change; Inviting Feedback
	Giving Support	Understanding People; Team Working; Valuing Individuals
Delivering Results	Processing Details	Meeting Timescales; Checking Things; Following Procedures
	Structuring Tasks	Managing Tasks; Upholding Standards; Producing Output
	Driving Success	Taking Action; Seizing Opportunities; Pursuing Goals

The 12 competency/criterion areas detailed on the previous page are also summarized on page four of the Saville Assessment Interview Guide. Based on your review of the role, select and tick the competencies which are most critical in the target role. Generally speaking, interviewers tend to interview on three to six competencies per interview, dependent on the complexity of the role and the interview time available.

Interview Scores Summary				
✓	Page	Area Assessed	Assessment Score	Interview Score
<input checked="" type="checkbox"/>	5	Evaluating Problems Examining Information (2); Documenting Facts (5); Interpreting Data (4)		
<input type="checkbox"/>	6	Investigating Issues Developing Expertise (1); Adopting Practical Approaches (7); Providing Insights (3)		
<input type="checkbox"/>	7	Creating Innovation Generating Ideas (2); Exploring Possibilities (1); Developing Strategies (1)		
<input type="checkbox"/>	8	Building Relationships Interacting with People (9); Establishing Rapport (6); Impressing People (10)		
<input checked="" type="checkbox"/>	9	Communicating Information Convincing People (9); Articulating Information (8); Challenging Ideas (8)		
<input checked="" type="checkbox"/>	10	Providing Leadership Making Decisions (9); Directing People (6); Empowering Individuals (2)		
<input type="checkbox"/>	11	Showing Resilience Conveying Self-confidence (9); Showing Composure (8); Resolving Conflict (2)		
<input type="checkbox"/>	12	Adjusting to Change Thinking Positively (6); Embracing Change (2); Inviting Feedback (4)		
<input checked="" type="checkbox"/>	13	Giving Support Understanding People (1); Team Working (1); Valuing Individuals (1)		
<input checked="" type="checkbox"/>	14	Processing Details Meeting Timescales (5); Checking Things (4); Following Procedures (3)		
<input type="checkbox"/>	15	Structuring Tasks Managing Tasks (4); Upholding Standards (1); Producing Output (6)		
<input checked="" type="checkbox"/>	16	Driving Success Taking Action (9); Seizing Opportunities (8); Pursuing Goals (6)		

2.6 Selecting Questions for the Interview

Review the interview guide competencies which you have selected and decide which questions you want to use. If the competency is key for the role, it is recommended that you use all of the questions listed. Print the appropriate Scoring Sheets for the competencies you have selected.

The questions in each interview guide vary depending on the responses that the candidates have provided when completing their Wave online assessment. The interview questions are designed to both verify general strengths and target specific potential areas of limitation.

Two, three or four questions are provided per competency area.

Where an individual scores highly across all three of the specific dimensions in a competency section, two broad section level questions are presented to verify the candidate’s strengths. These questions may appear to be similar but there are differences and you should expect strong candidates to be able to give two different examples.

Where a candidate has scored lower on one aspect of the competency, one generic question is presented followed by one or more questions which target potential limitations.

Specific probes are provided for each question which target the detailed behaviors that underpin the Wave model and assessments. These behaviors have been specifically researched to be highly relevant to the prediction of superior performance and potential at work.

Interview Questions		
Driving Success Taking Action (9); Seizing Opportunities (8); Pursuing Goals (6)		High higher potential than about 90% of the comparison group
<input type="checkbox"/> Which of your recent work achievements are you particularly proud of?		
<ul style="list-style-type: none"> Why have you chosen this example? What did you do? Why was this important? How did you exceed expectations? What feedback did you get? * What drives you to succeed?		
<input type="checkbox"/> Give an example of when you have taken decisive action to achieve an outstanding result.		
<ul style="list-style-type: none"> What exactly did you do? Why did you decide to take that action? What exactly was the result? What made it outstanding in your eyes? What effort did you put in? * What impacts negatively on your motivation to succeed?		

3.0 Conducting the Interview

3.1 Introduction

At the start of any interview, a short introduction is typically provided to welcome the candidate and put them at ease, as well as to explain how the interview is going to work. Generally, the following points should be included:

- Welcome to the interview
- Introduce the interviewer(s)
- Explain housekeeping arrangements e.g. fire exits, refreshments
- Explain the structure of the interview – timing, type of questions to be asked, that probes will be used by the interviewer(s), note-taking by the interviewer(s), what opportunity there will be for the interviewee to ask questions.

Below is an example introduction for you to use and tailor for your interview.

Welcome	“Welcome to the interview today. I am and I work in , doing.....”
Housekeeping	“Before we start, I'd like to explain the general arrangements for today. The fire exits are...”
Background	“Before we start, I'd like to tell you a little bit about the interview.”
Time available	“The interview is likely to last approximately ”
Competency-based	“This is a competency-based interview that asks for specific evidence of how you have acted in the past. We focus on a number of areas that have been identified as important to success in the role.”
Specific examples	“I will be asking you about your past experiences and asking you for specific examples throughout the interview, focusing on what you have done. At times, I may ask you to clarify specifically what you did, what exactly your contribution was, and your interest in the area.”
From any aspect	“The examples you give may come from any aspect of your life including your past work experience, education or interests outside work. Wherever possible more recent answers would be better.”
Given time	“Specific examples may not always immediately come to mind, but I will give you some time to think.”
Right answers	“There is no one right answer to any of the questions I am going to ask. There are a large number of ways to approach any situation. Please be as honest and open as you can in your answers.”
Notes	“I will be taking notes throughout. Please excuse me if at times I take down a couple of points as you are speaking.”
Applicant questions	“There will be an opportunity for you to ask any questions you might have at the end of the interview.”
Application form/CV:	“Before we begin I wonder if you could tell me a little bit about....(ask about main points in application/CV for up to 10 minutes).”

3.2 Asking Questions

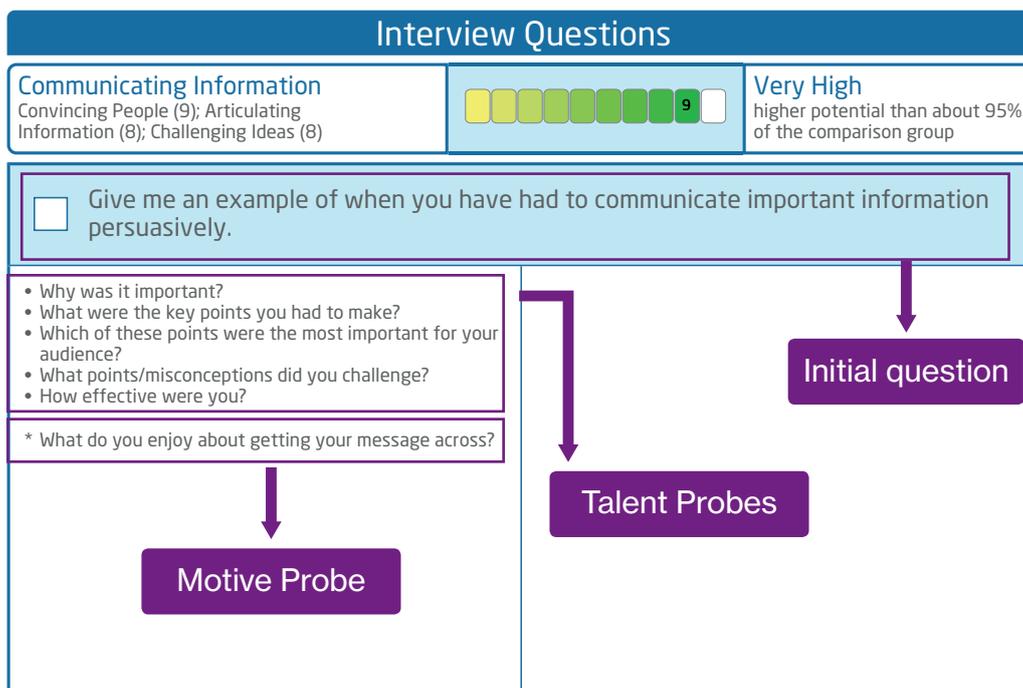
The questions provided in the interview guide are open questions which encourage the candidates to talk about examples of specific behavior. Initial questions generally start with “Give me an example of ...”, “Tell me about...”, “Describe a situation when...”.

These introductory questions are followed by specific open probes such as:

What?	Where?	Why?	When?	How?
-------	--------	------	-------	------

There are four or five detailed talent probes and one motive probe for each question.

The probes are designed to elicit specific examples of your candidates’ behavior in the workplace. During an interview, sometimes candidates start referring to “we/they/the team/ the department/”. It is important for you to clarify exactly what their contribution was, what they did and what impact they had. Use “What exactly did you do?” if they are not providing clarity.



3.3 Types of Questions for Interviewers to Avoid

Closed Questions: Tend to lead to a yes/no answer and often inhibit the candidate from providing detailed information. e.g. “Did you....? Have you..? Did you not..?” Their use should be restricted to clarifying points of fact or ambiguity e.g. “Do you currently manage a team?”

Leading Questions: Encourage the candidate to give the response the interviewer is looking for. e.g. “I expect you really enjoyed that?”

Multiple Questions: Ask more than one question at once which tends to cause confusion. e.g. “What do you think caused the problem, who was responsible, what solutions did you consider and why?”

5.4 Note Taking

During the interview, it is important to take notes on the candidate's answers to questions.

Interviewer(s) should **Watch** the candidate throughout the interview, and **Write** detailed notes on their responses to questions. Try to write down as much information (including quotes) as possible.

Your notes should also include non-verbal communications where appropriate. Observe behaviors such as eye contact and how things are said, as well as what is said. For example, you can include whether a point is made with enthusiasm.

Watch and **Write** is the first component of the **WAVE Observational Scoring Model**.

4.0 After the Interview

As soon as the interview has ended, spend time finishing your interview notes. This is essential, particularly when you are interviewing more than one candidate in a day. Comprehensive notes make the scoring process easier and help to ensure that decisions are made consistently.

4.1 WAVE Observational Scoring Model

The **WAVE Observational Scoring Model** and accompanying score sheets (see Appendix B) have been designed to guide you through a systematic and objective scoring process.

Watch and **W**rite

Assign

Value

Evaluate

After the interview, interviewers should review their notes for the candidate's answers to each question. In Appendices B and C there are two sets of score sheets; the first are detailed score sheets. These contain a full range of talent, motive and overplayed strengths indicators or 'listen fors' for you to cross reference with your notes of the candidates' answers.

Review the evidence in your notes and then **Assign** the key points/quotes to the competency area by placing positive and/or negative bullet points and quotes in the relevant box at the bottom of the scoring sheet.

Where you have evidence against a specific indicator, mark a cross in each of the rows and allocate a **Value** from 1 to 5.

A lack of positive evidence in itself constitutes a lack of demonstration of Talent or Motive and should receive a low rating on the indicator. You frequently may not find evidence on all three of the Overplayed Strengths indicators, so leave the relevant rows blank.

The second set of score sheets are 'quick score' with just three core indicators listed, these may be helpful when time is at a premium.

Finally, **Evaluate** the overall score between 1 and 5 based on the pattern of crosses across the scoring sheet. Transfer the overall score for each competency to the interview guide on page four.

4.2 Rating Scales

Rating scales should be used to assess the evidence provided by candidates. Using the competency indicators on the scoring sheets, ratings should be given for the candidate's response for each competency area. A selection of 1-5 rating scales are provided below for you to choose from.

1	2	3	4	5
Poor	Marginal	Acceptable	Good	Excellent
Bottom 10%	Below 30%	Average	Top 30%	Top 10%
Not Competent	Under competent	Competent	Strong	Outstanding
Lack of any positive evidence/ All negative evidence	Balance of positive and negative evidence	Moderately strong positive evidence/ some negative evidence	Strong positive evidence/ small amount of negative evidence	Very strong positive evidence/ no negative evidence
Little/no evidence on most of the competency indicators	Meets only a few of the key competency indicators	Meets an acceptable amount of the key competency indicators	Meets most of the competency indicators	Meets all of the competency indicators

Figure 1. Example Detailed Score Sheet

-VE	PROCESSING DETAILS					+VE
	1	2	3	4	5	
	Meeting Timescales					
Places little emphasis on meeting deadlines				x		Conscientious about meeting deadlines
Less punctual than many people			x			Punctual
Is sometimes prepared to leave tasks unfinished			x			Focuses on finishing tasks
	Checking Things					
Has relatively little focus on making sure the detail is right		x				Pays close attention to detail
Lacks thoroughness		x				Thorough
Less of a perfectionist than many people			x			Ensures a high level of quality
	Following Procedures					
Deviates from rules			x			Adheres well to rules
Disregards many instructions		x				Follows procedures as appropriate
Is sometimes prepared to take risks in decision making		x				Takes low risk options in decision making
	Motivation					
Prefers not to adhere to a schedule				x		Needs to meet deadlines
Gains little enjoyment from ensuring accuracy in work		x				Gains satisfaction from producing high quality work
Has little interest in following rules		x				Must adhere to rules and instructions
	Overplayed Strengths					
Their drive to meet deadlines is at the expense of quality	x					
Time is wasted checking things that are unimportant						
Close adherence to procedures could be to the point of inflexibility						
	Quick Score Check					
Fails to reach agreed timescales						Meets agreed timescales
Misses important details						Checks things thoroughly
Deviates from important procedures						Follows appropriate procedures
	Total					
	1	②	3	4	5	

Negative Evidence	Positive Evidence
<p>Lets the detail slip for the sake of the deadline. Takes unnecessary risks by doing new activities where they are not sure of proper company procedures. Little evidence of personally checking work and picking up others' mistakes.</p>	<p>Makes sure work is finished on time – sometimes defers non time-bound work. Tends to get others to check work. Some evidence of finding out about new procedures and following them. Has good motivation to get things completed on time.</p>
<p>Comments</p> <p>Overall strength in meeting timescales is moderated by concerns over checking information and that often timescales come before quality. A preparedness to get involved in work that is beyond their remit without sufficient concern for how things should be done in accordance with company procedures.</p>	

Figure 2. Example Quick Score Sheet

-VE	PROVIDING LEADERSHIP					+VE
	1	2	3	4	5	
Avoids making decisions				x		Makes decisions
Let's others take the lead			x			Directs people well
Fails to motivate or empower others		x				Empowers and motivates others well
	Total					
	1	2	3	4	5	
Negative Evidence			Positive Evidence			
<p>More task than people focused. Emphasis on driving results through without adapting to individuals or changing approach and accommodating individual needs when problems arose.</p>			<p>Clear evidence of taking responsibility for decisions. Confident dealing with decisions relating to budget spend, changes to project plans and resource allocation. Has led team of six to meet targets.</p>			
Comments						
<p>Overall assertive leadership style evident. Willing and prepared to take responsibility. Less inclined to adapt style and accommodate individuals. Primary motivation tool is to drive others rather than adapt and flex with varying requirements.</p>						

5.0 Recommendation and Next Steps

Once you have scored your three to six competencies and listed the results on page four, you then need to complete page 17 of the interview guide. This requires you to summarize the key positive evidence for the candidate and the key negative evidence. It is important that you are clear and specific, in terms of which competencies you are referring to and why.

Having reviewed all the evidence and summarized the key points, you then need to record a recommendation, which follows the evidence above.

In recruitment, typical categories are:

Example 1



Example 2



The interview guide documentation should be completed in full. This includes notes on answers to questions and the summary sheets on pages 4 and 17.

Completed interview guides along with the score sheets may be needed as a record of decision making and can also be used to give feedback to candidates as appropriate.

Figure 3. Example Interview Summary Page

Interview Summary	
Candidate Name	Jo Wilson
Interviewer Name(s)	Jeremy Powell, Suzy Hart
Interview Date	24/09/2010
Role Applied For	Business Development Manager
Signed	<i>Suzy H.</i>

Evidence	
Key Evidence Against	Key Evidence For
<p>Processing Details: Focuses on deadlines at expense of the detail.</p> <p>Giving Support: Not inclined to listen to others' opinions.</p> <p>Providing Leadership: Spends little time on empowering individuals.</p>	<p>Processing Details: Keen to meet deadlines, prioritizes self well.</p> <p>Communicating Information: Confident dealing with others.</p> <p>Driving Success: Extensive evidence of driving sales.</p>

Recommendation
Can consider for a pure sales role, but not for a team leader.

APPENDIX A

Question Generation Rules

APPENDIX A - Question Generation Rules

This section provides more detailed technical information that may be of use if you have further questions with regard to the interview guide.

This section outlines how the questions are selected for each competency area.

Question 1: Is always a **generic** question for the competency area

Questions 2 – 4: Are either **generic section** questions or **specific dimension** questions, dependent on the candidate's responses

Question Ordering		
High scores on all three dimensions (i.e. all ≥ 6)	Question 2	Generic section question
	Question 3 / 4	Not required
Low scores on all three dimensions (i.e. all < 6)	Question 2 / 3 / 4	Specific questions for dimensions , addressing the lowest sten score first
Mixed scores	Question 2 / 3	Specific questions for dimensions , addressing the lowest sten score first
	Question 4	Not required

This combination of questions allows you to investigate both a candidate's strengths and the areas where they may feel less capable or effective.

High Scoring Competencies: There will be fewer questions provided. As the interviewer, you can use these questions to provide some reassurance that the responses on the Styles questionnaire are an accurate reflection of the candidate's talent and motivation.

Lower Scoring Competencies: More questions will be provided. This will provide you with the opportunity to focus on areas from the Styles questionnaire where the candidate may feel less capable or effective.