

# Wave Occupational Personality

Course Workbook

training<sup>•</sup>



# training

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# Introduction: Saville Assessment

## Objectives

By the end of the course, you will be able to:

- Interpret Saville Assessment Wave accurately
- Deliver feedback on Wave
- Understand the psychometric properties of Wave
- Apply Wave across different applications in a fair and ethical manner
- Apply to the British Psychological Society for external certification (optional)
- Gain access to the Wave Styles portfolio

*This course includes two practice feedback sessions conducted in small groups and observed by a tutor. To help you practice giving feedback on Wave, another delegate will be given your report to prepare and will give you feedback on a section of your report and vice versa. The preparation for the first feedback session takes place on the course; the preparation for the second session is the homework task which involves another course delegate taking your report away from the course to prepare. We expect all course delegates to keep assessment reports and other materials confidential. Please speak to the course director if you have any questions, do not give consent for your report to be shared or would prefer not to work with another delegate's assessment reports.*





*To dive deeper than  
humanly possible  
and bring talent to  
the surface.*

## About Saville Assessment, A Willis Towers Watson Company

- 2004: Founded by Professor Peter Saville
- 2005: Wave launched
- 2007: Swift combination tests launched
- 2009: Item-banked aptitude tests
- 2013: Situational Judgement Tests launched
- 2015: New tests, new technology
- 2015: A Towers Watson Company
- 2016: Willis Towers Watson

# Course Overview

## Day 1

Introducing Wave



Deep Dives



The Expert Report



Feedback of Wave



Practical Feedback Session



Focus Styles

## Day 2

Practical Feedback Session



Applications of Wave



Reliability & Validity



Case Studies:  
Selection & Development



End of Course  
Assessment

# Notes

## Eligibility for BPS Certification

Following successful completion of this course and submission of the post-course work within the stipulated time limits, delegates are able to apply to the British Psychological Society (BPS) for Test User: Wave Occupational Personality certification. Please note that the BPS has separate additional charges for this process which are not covered in Saville Assessment course fees. Please visit <https://ptc.bps.org.uk/> for further details of current charges.

## About Saville Assessment

The journey of Saville Assessment started in 2004 when a team of assessment specialists came together. The team comprised experts in Occupational Psychology, Business Consulting and Information Technology, with the goal of transforming and revolutionising assessment around the world.

Our assessment tools are available in over 40 languages; please contact us for more information.

In 2015, Saville Assessment was acquired by Towers Watson and now forms part of the Willis Towers Watson global organisation.

## A Brief History

### *2004 - Saville Consulting is founded*

'Assessment Guru' Professor Peter Saville recruited a team of assessment experts/psychometricians to deliver his vision of transforming assessment around the world.

### *2005 - Wave*

A new era of personality questionnaires arrives, offering the highest validity on the market and the deepest insight into an individual's motives, talents and workplace potential.

### *2007 - Swift combination aptitude tests*

Faster, smarter ability testing boasting a fresh, modern look and feel, and the only portfolio to include combination tests measuring several sub-areas in one assessment.

### *2009 - Item-banked aptitude tests*

Introduction of item-banks across our aptitude test portfolio to ensure greater security in online assessment.

### *2013 - Situational Judgement Tests*

Bespoke, multi-media SJTs combining psychometric expertise with the latest technology breaks boundaries with a fast, engaging, powerfully branded volume assessment tool.

### *2015 - New tests, new technology*

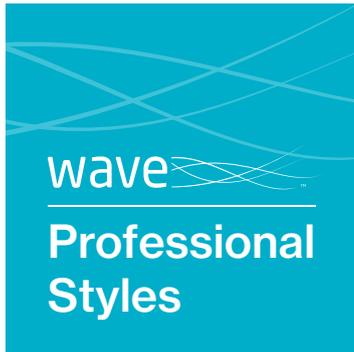
The first psychometric test publisher to have tablet-administered assessments and lead the way with utilising technology.

### *2015 - 2017 - Saville Assessment, A Willis Towers Watson Company*

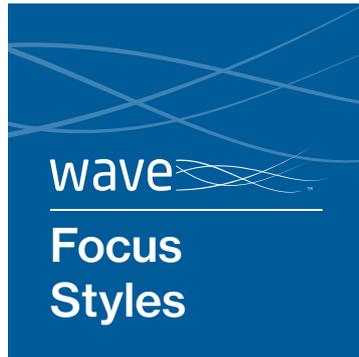
Became the talent assessment part of the leading global advisory, broking and solutions company, helping clients around the world turn risk into a path for growth.

# Section 1: Introducing Wave

## Introducing Wave Styles



**40 mins**



**13 mins**

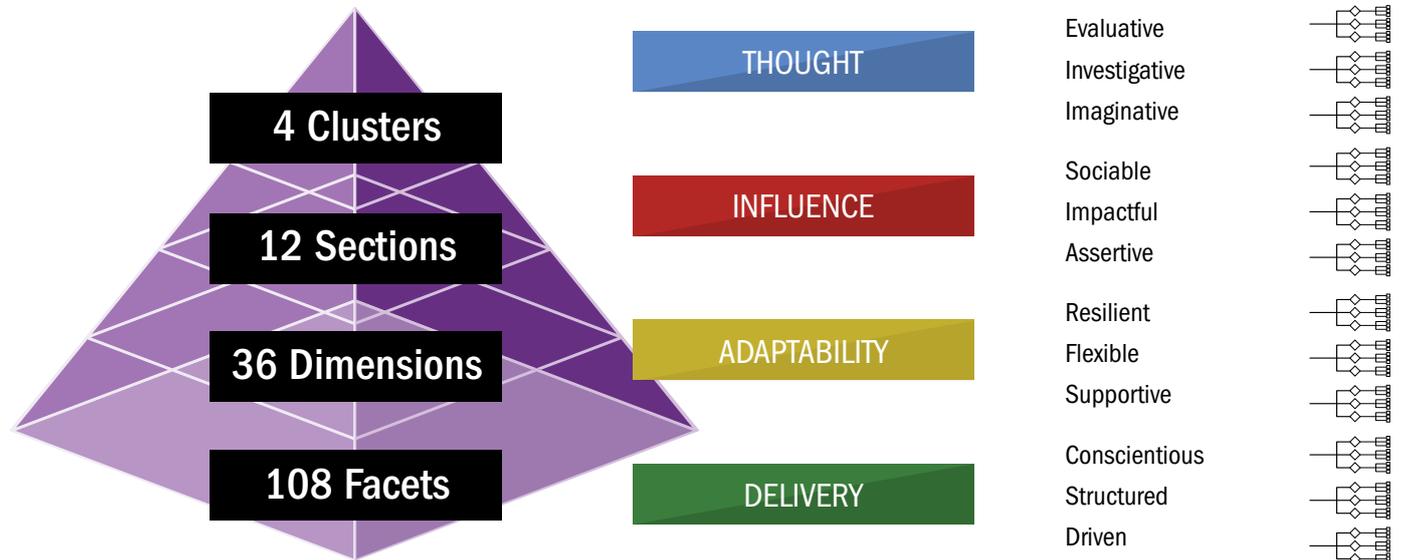
“A suite of online questionnaires measuring personality, talent, motives, competencies and preferred culture, all combined in one dynamic instrument.”



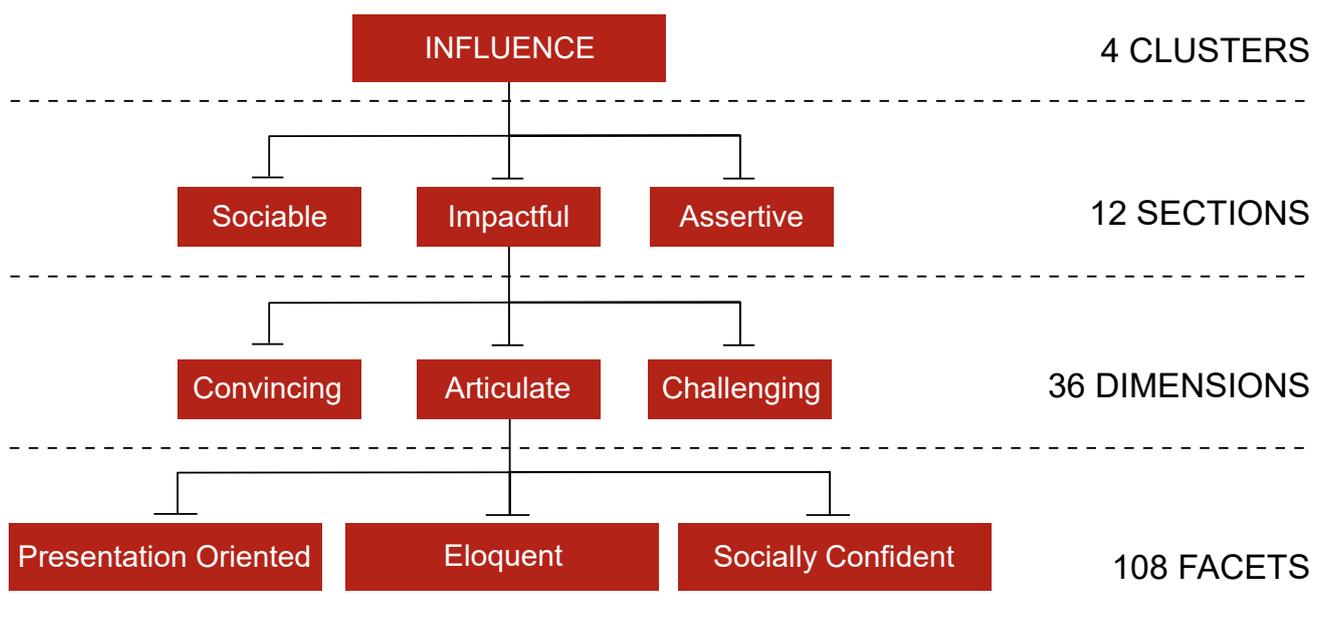
## Why Wave Styles?

- Exceptional validity in predicting workplace outcomes
- Understanding how both motives and talents drive performance
- Measures preferred environment/culture fit
- Online dynamic question format (rating/ranking)
- Reduces potential distortion and identifies specific areas of distortion
- Effectively measures other models/frameworks
- One fully integrated assessment model

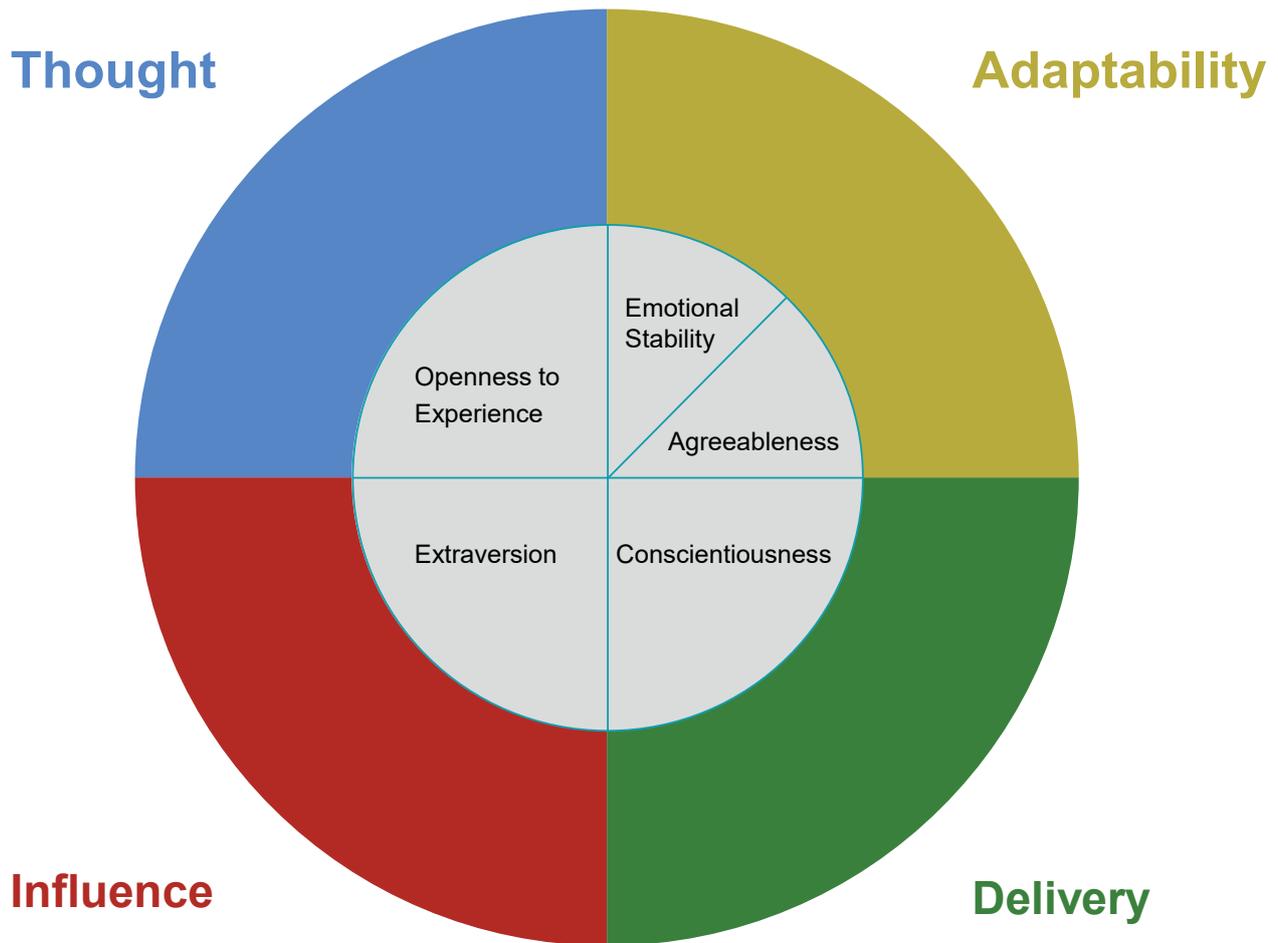
## Behaviour Model



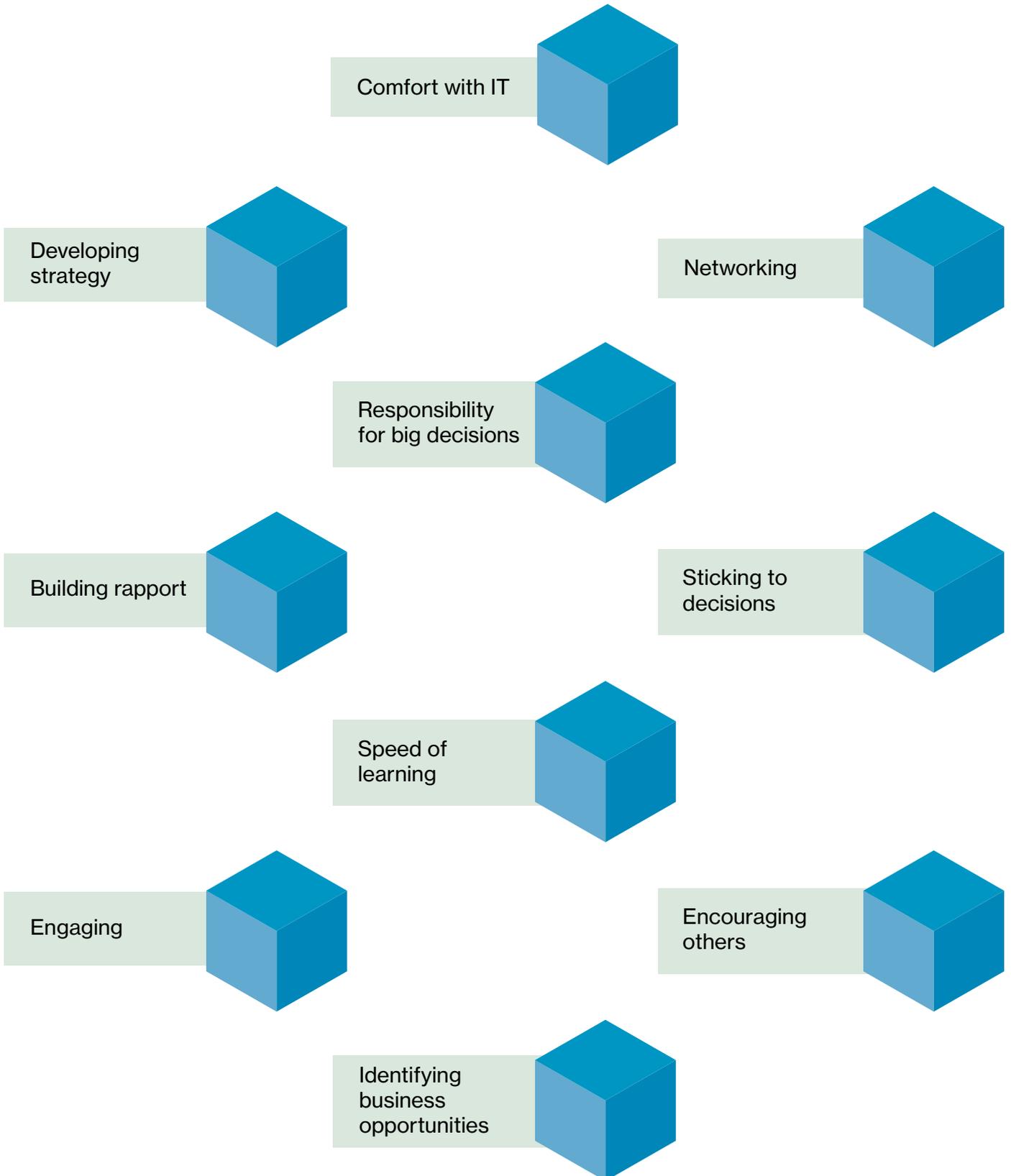
## Wave Professional Styles Hierarchy



## Relationship with the 'Big Five'



## Extensive Coverage of Work Behaviours



# Clusters and Dimensions Worksheet

The 36 dimensions are listed alphabetically in column one. For each dimension place a tick in the relevant column to assign the dimension to one of the four clusters.

DIMENSION	THOUGHT	INFLUENCE	ADAPTABILITY	DELIVERY
Abstract				
Accepting				
Activity Oriented				
Analytical				
Articulate				
Attentive				
Challenging				
Change Oriented				
Composed				
Conforming				
Convincing				
Directing				
Dynamic				
Empowering				
Engaging				
Enterprising				
Factual				
Insightful				
Interactive				
Inventive				
Involving				
Learning Oriented				
Meticulous				
Organised				
Positive				
Practically minded				
Principled				
Purposeful				
Rational				
Receptive				
Reliable				
Resolving				
Self-assured				
Self-promoting				
Strategic				
Striving				

## Notes

### Why Wave Styles?

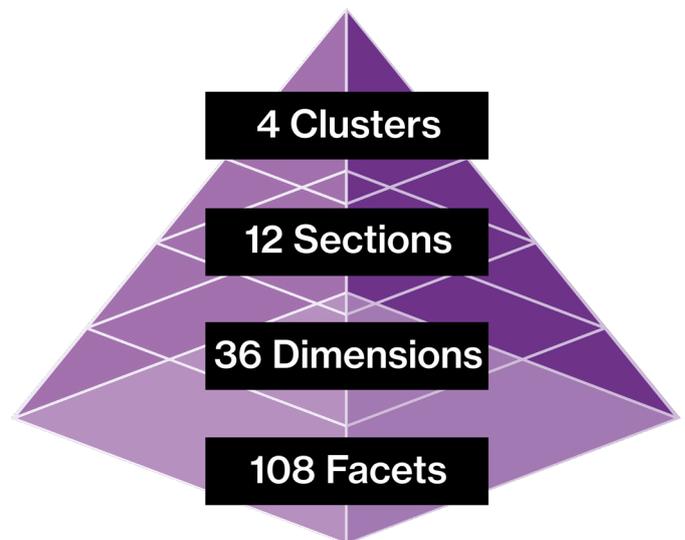
The Wave Styles questionnaires were designed to transform the quality of workplace assessment through the use of technology and well-researched, performance-driven models of effectiveness. They are specifically designed for optimising assessment in both recruitment and development settings.

- The questionnaires demonstrate exceptional reliability and validity – concepts which we will return to later in the course. Gathering validity on every item continues on an ongoing international basis.
- Wave Styles differentiate between motivational drivers and capability to highlight areas where talent is matched and supported by motivation – and areas where talents and motives are not aligned.
- The questionnaires predict the preferred culture and environment which an individual is likely to be suited to and effective in.
- Wave Styles uses a new dynamic, online question format which integrates rating and ranking tasks. This presents a profile that highlights differences that result from the two formats which may reflect specific areas of distortion.
- The questionnaires combine greater breadth with greater precision in measurement to look at individuals in a much more detailed way. This level of detail enables a detailed match with client frameworks, allowing for fast configuration of output reports to predict client competencies and other models.

### Wave Professional Styles Model

The Wave Styles model was specifically developed with a clear scale hierarchy which carries several advantages to users. This allows users to quickly obtain a high level overview of an individual's style and also the capacity to understand an individual's unique style with real precision and detail.

At the top level of the hierarchy are four over-arching clusters. Each cluster subsumes three sections. Within each section are three dimensions. Each dimension is composed of three facets (108 in total). The Wave Professional Styles questionnaire features one motive and one talent question for each of the 108 facets, giving 216 questions in total. We shall see that on the Wave Styles Expert reports, the facets are reflected in the verbal comments alongside each dimension.



An example of one 'branch' of the model is the Influence cluster. This cluster is about influencing and working with others. Influence encompasses the sections Sociable, Impactful and Assertive. The Impactful section is made up of three dimensions: Convincing, Articulate and Challenging.

The Articulate dimension is made up of three facets: Presentation Oriented, Eloquent and Socially Confident. These facets relate to giving presentations, explaining things effectively and confidence with new people.

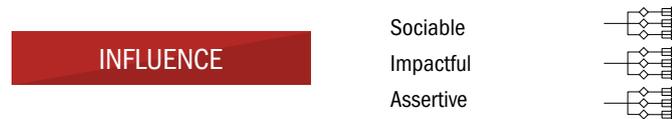
Users have the choice of which level they wish to use, depending upon the particular application.

A high-level overview of the four Wave clusters can be found below:

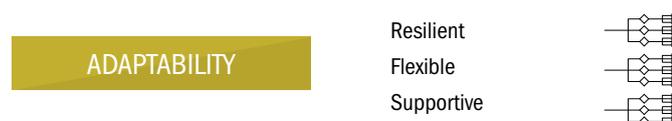
**Thought** encompasses the sections Evaluative, Investigative and Imaginative. This cluster is focused on developing ideas, from analysing problems and showing interest in underlying principles through to being more expansive and divergent in thought by being creative and strategic.



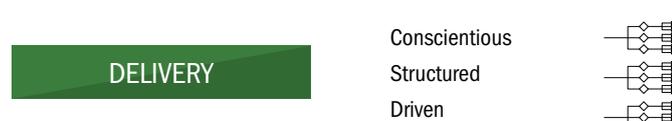
**Influence** encompasses the sections Sociable, Impactful and Assertive. This cluster relates to communication and working with others. It is concerned with establishing positive relationships with people and demonstrating positive leadership behaviours.



**Adaptability** encompasses the sections Resilient, Flexible and Supportive. This cluster covers areas of emotional, behavioural and social adaptability, respectively.



**Delivery** encompasses the sections Conscientious, Structured and Driven. This cluster is focused on implementation and delivery of results, from ensuring high standards of delivery through to proactively making things happen.



## Wave and the Big Five Model of Personality

The Big Five Model of personality is widely recognised as a useful taxonomy or organising framework for personality traits. The five factors are Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism (the initials of which form the handy OCEAN mnemonic). Neuroticism is increasingly referred to in the wake of positive psychology as Emotional Stability.

It is useful to understand how the Saville Assessment Wave Model relates to the Big Five. The cluster labelled Thought can be aligned to Openness to Experience, Influence to Extraversion, and Delivery to Conscientiousness. The Adaptability cluster covers Agreeableness and Emotional Stability.

The Saville Assessment model covers all of the ground of the Big Five and places two of the Big Five (Agreeableness and Emotional Stability) in one cluster which reflects the relative importance of the five factors to work performance. A quick drill-down into Adaptability lets users understand where individuals are on the two factors with the Supportive section relating to Agreeableness and the Resilient section related to Emotional Stability.

Questionnaires can have different structures with many scales and still measure all of the Big Five factors in great detail. For example, Wave Professional Styles measures 108 facets of workplace behaviour. This is in stark contrast to questionnaires which only have four scales; therefore, these other inventories are clearly missing at least one major component of human personality.

## Extensive Coverage of Work Behaviours

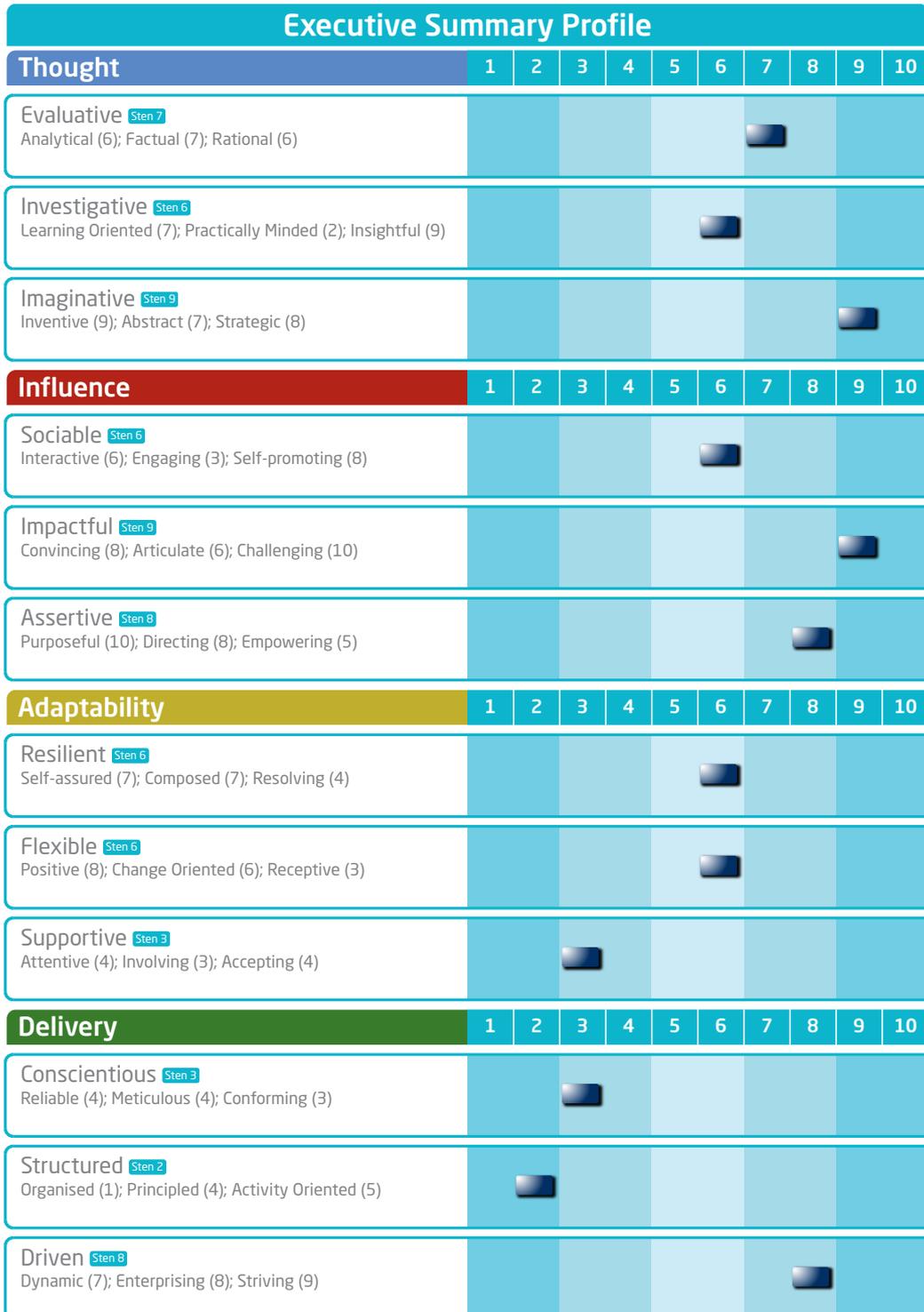
Wave Styles questionnaires are built on extremely carefully crafted, high quality questions to identify precise workplace behaviours. The questions have been designed to be simple, work-relevant and unambiguous.

The Saville Assessment Wave model has many measures of workplace behaviour to reflect the needs of the modern workplace which are not all covered in other models. For example, there are measures that give insight into individual learning orientation (seeking opportunities to learn, speed of learning, preference for learning by doing or reading), comfort working with IT, and engaging with others through networking activities. All 108 facets feature on the Wave Professional Styles Expert Report.

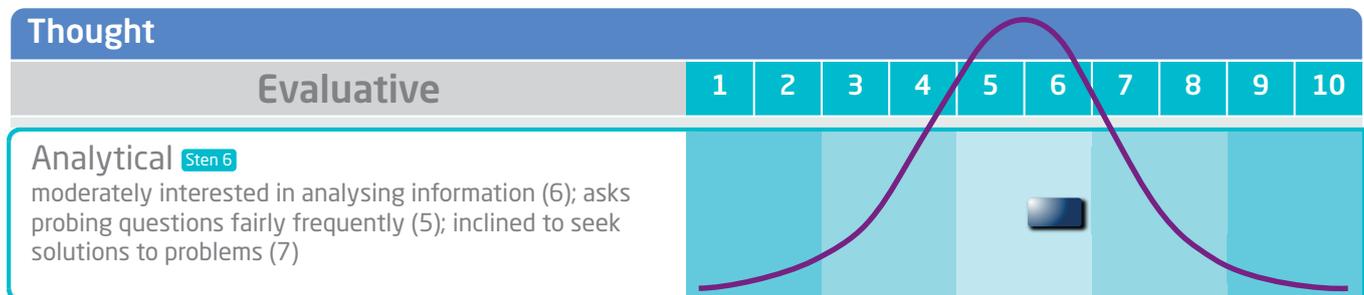


## Section 2: Deep Dives

### Where Most Questionnaires Stop, We Start: The Executive Summary Profile



## Structure of the Psychometric Profile



## Wave Facet Verbalisers

- Each facet is underpinned by two questions: one motive and one talent
- The facet description of the individual's behaviour changes depending upon the Sten score
- In feedback, people are less comfortable accepting 'low' talent descriptions than 'low' motive descriptions
- As a result, the 'low' facet descriptions tend to favour motive descriptions, ('cuddly lows'), and the 'high' facet descriptions tend to favour talent descriptions

### Notes:

# Linking Exercise: Dimensions

Please write some interpretive notes on the following examples:

1.

	1	2	3	4	5	6	7	8	9	10
<b>Directing</b> <span style="background-color: #00A6C9; color: white; padding: 2px;">Sten 7</span> clearly oriented towards a leadership role (7); co-ordinates people reasonably well (6); inclined to take control of things (7)										
<b>Empowering</b> <span style="background-color: #00A6C9; color: white; padding: 2px;">Sten 4</span> has limited interest in finding ways to motivate others (4); moderately inspiring (5); rarely seeks to encourage others (3)										

**Notes:**

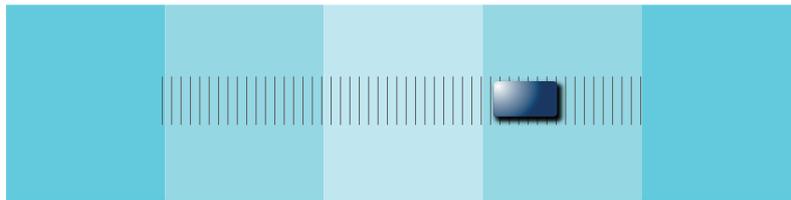
2.

	1	2	3	4	5	6	7	8	9	10
<b>Self-assured</b> <span style="background-color: #00A6C9; color: white; padding: 2px;">Sten 3</span> less self-confident than many people (3); feels reasonably in control of own future (5); has a relatively limited sense of own worth (4)										
<b>Composed</b> <span style="background-color: #00A6C9; color: white; padding: 2px;">Sten 10</span> very rarely gets nervous during important events (9); very calm before important events (9); works well under pressure (8)										

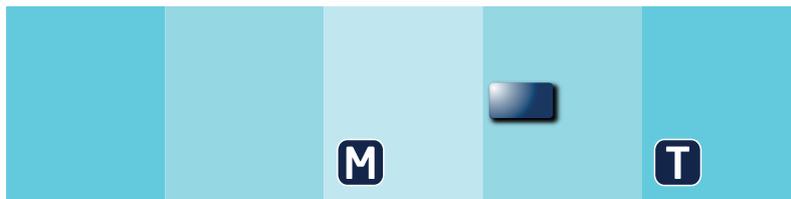
**Notes:**

## Delve Deeper

### Facet Range



### Motive-Talent Split

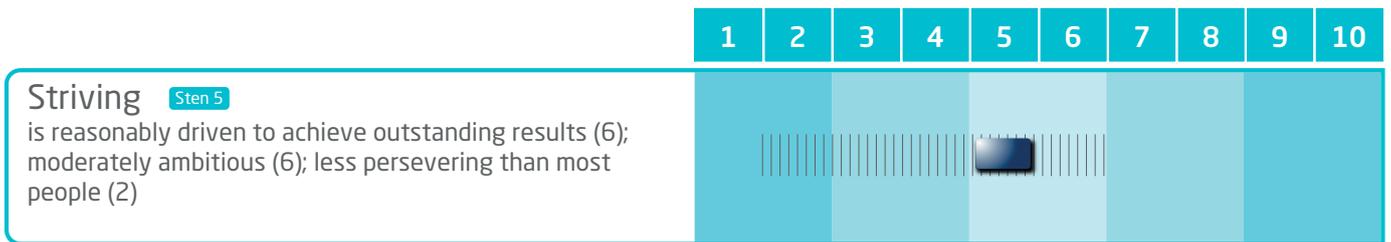


### Normative-Ipsative Split



## Deep Dive 1: Facet Range

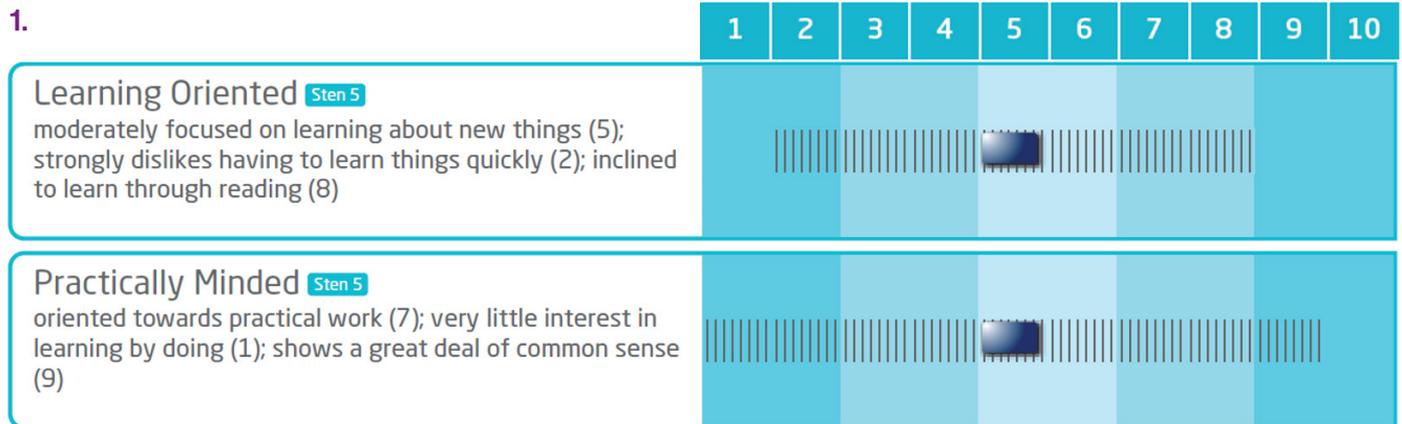
Where there is a range of facet scores within any dimension that is three Stens or more, the scores for the individual facets are shown on the profile. This often represents a point of uniqueness which goes against the general trend.



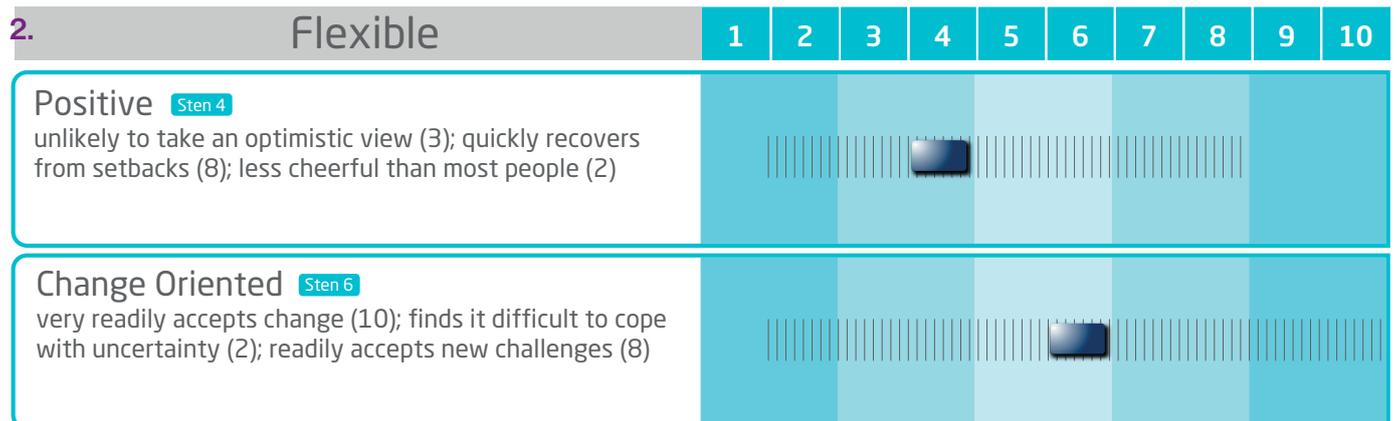
**Notes:**

## Linking Exercise: Facet Ranges

Please write some interpretive notes on the following examples:



**Notes:**



**Notes:**

## What are Styles?

“Styles are a combination of the motives and talents of individuals. What individuals want and what individuals see themselves as good at, are both critical to predicting the culture in which people prefer to work, and their performance at work.”

Professor Peter Saville

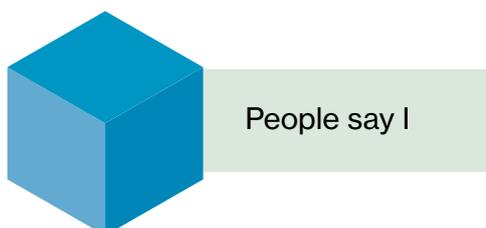
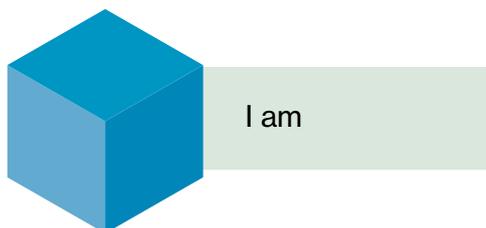
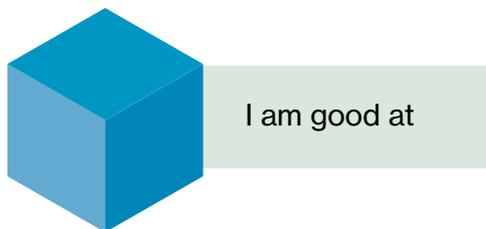
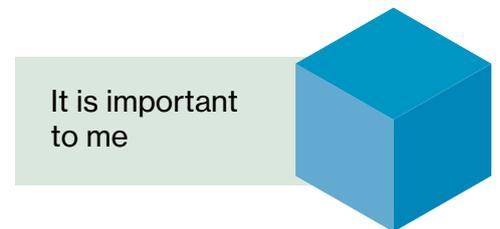
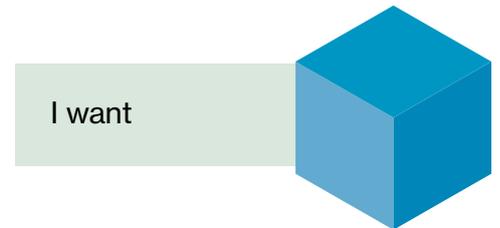
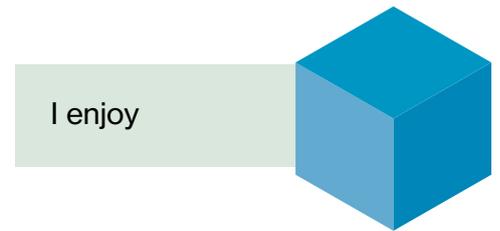


### Notes:

## What are Motives?

- Motives are the 'need' items of the questionnaire
- They measure the individual's needs / wants / desires / preferences
- They reveal what the individual is motivated or driven by

### Notes:



## What are Talents?

- Talents are measured by the 'effectiveness' items of the questionnaire
- They measure the individual's self-perception of behaviours they demonstrate and are effective at

### Notes:

## Motive or Talent?

For each item, indicate whether it is motive or talent by putting 'M' or 'T' in the box provided.

I enjoy giving presentations

I am good at working with numerical data

I am considerate to others

People say I am energetic

I want to be the leader

I prefer to be optimistic

Using technology is one of my strengths

I need to have rules to follow

I work well when I am busy

I feel comfortable dealing with angry people

I have a strong sense of my own worth

It is important to me to feel positive about myself

## Match the Motive and Talent Items

Match the Motive items on the left with the Talent item on the right by adding the Motive number to its Talent counterpart in the blank boxes.

I enjoy meeting new people	1	<input type="checkbox"/>	I am able to create an inspiring vision for the future
Being able to motivate people is really important to me	2	<input type="checkbox"/>	I pay close attention to detail
I need to have a clear vision for the future	3	<input type="checkbox"/>	I am confident when I meet new people
I want to make sure the detail is right	4	<input type="checkbox"/>	I am good at appreciating how others feel
I really enjoy being lively	5	<input type="checkbox"/>	I am good at finding ways to motivate people
Understanding people's feelings is very important to me	6	<input type="checkbox"/>	People say I am lively

## Deep Dive 2: Motive-Talent Splits

Differences of three Stens or more between the motive and talent score on a dimension are highlighted and may indicate a point of interest.

**The individual reports motive higher than talent.**



Explore the need and potential to develop.

**The individual reports talent higher than motive.**



Explore the discrepancy, try to understand why motive is lower and what impact this has on performance.

**Notes:**

## Interpreting Split Directions

### Motive higher than talent

- aspires to...
- does less well, but with high frequency?
- demonstrates with enthusiasm but potentially less skill?

### Talent higher than motive

- bored of...
- does well, but with low frequency?
- demonstrates this with ease but with less passion?

### Notes:

# Linking Exercise: Motive-Talent Splits

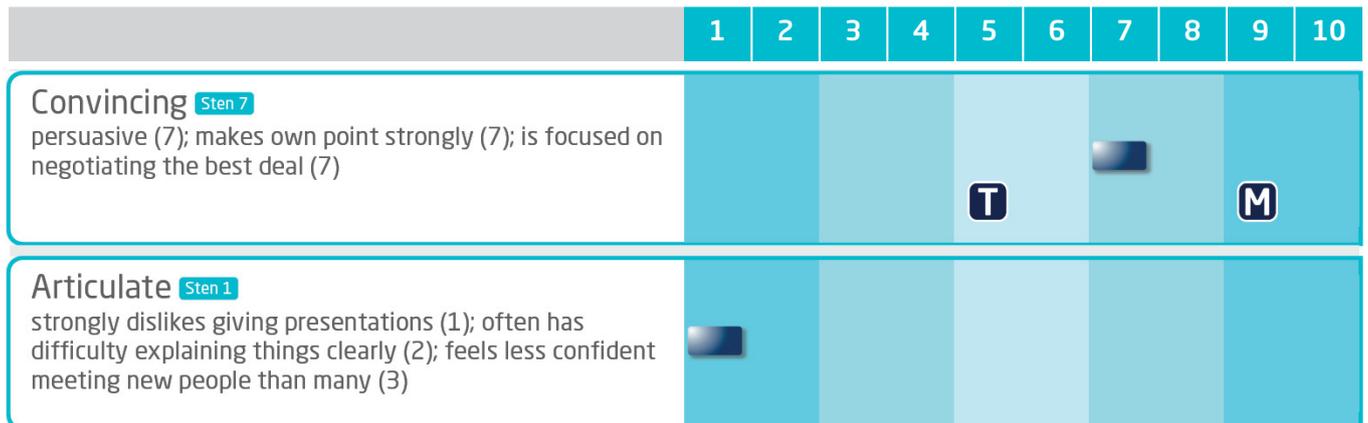
Please write some interpretive notes on the following examples:

1.



Notes:

2.



Notes:

## Response Bias

Most people give an accurate self-description on self-report questionnaires but some do not. For example:

- Some people have a false impression of themselves
- Some people are motivated to fake good or fake bad

How do we know? What can we do?

## Distorted Results?

### Prevent

- Use a questionnaire with a format designed to control for response bias
- Before administering such a questionnaire, indicate that:
  - The profile will be cross-referenced with other data
  - The results will be discussed during feedback/interview
  - There are response checks within the questionnaire

### Detect

- Wave uses a dynamic format which leads to both normative and ipsative scoring in the same administration
  - This gives an overall indication of how positive/lenient or negative/self-critical someone has been in their responses
  - This also highlights to the user specific areas where distortion may have occurred

### Notes:

**Notes:**

## Normative Scores from Ratings

People are free to rate themselves as they like on each individual statement and the resulting normative profile could reflect a highly positive or negative self-perception.

Profiles can be high across most scores for people who are positive responders and vice versa for those who are very self-critical.

I really <b>want</b> to be successful	1 2 3 4 5 6 7 8 9	Very Strongly Agree
Receiving praise really <b>motivates</b> me	1 2 3 4 5 6 7 8 9	Very Strongly Agree
I am really <b>interested</b> in why people behave as they do	1 2 3 4 5 6 7 8 9	Disagree
Having all the relevant information is <b>important</b> to me	1 2 3 4 5 6 7 8 9	Unsure
It is <b>essential</b> to me that I meet my deadlines	1 2 3 4 5 6 7 8 9	Strongly Agree
I <b>want</b> to receive feedback on my performance	1 2 3 4 5 6 7 8 9	Strongly Agree

**Notes:**

## Ipsative Scores From Rankings

The individual is forced to choose between different statements and the resulting ipsative profile provides a balance of high and low scores.

Some individuals find ranking tasks a little bit more challenging because they are always forced to prioritise one thing over another.

I really <b>want</b> to be successful	Most	Least
Receiving praise really <b>motivates</b> me	Most	Least
It is <b>essential</b> to me that I meet my deadlines	Most	Least
I <b>want</b> to receive feedback on my performance	Most	Least

## Why Both in Wave Styles?

**The dynamic rate/rank format of Wave carries a number of advantages:**

- Increases candidate acceptability
- Creates more varied profiles
- Enables reporting at facet level
- Enhances reliability and validity
- Makes faking more complex
- Makes distortion easier to detect

**Notes:**

# Normative Scores from Ratings and Ipsative Scores from Rankings

Complete the table below:

	Normative Scores from Ratings	Ipsative Scores from Rankings
Advantage		
Disadvantage		

## Deep Dive 3: Normative-Ipsative Splits

Differences of three Stens or more between an individual's normative and ipsative response on a dimension are highlighted and could represent an area of over- or under-rating to explore.

### Normative score is higher than ipsative score



Check/verify for potential exaggeration

### Ipsative score is higher than normative score



Check/verify for potential modesty/self criticism

**Notes:**

## Interpreting Normative-Ipsative Splits



Ipsative lower than Normative



Are you less critical/over-rating yourself in this area?



Normative lower than Ipsative



Are you self-critical/under-rating in this area?

## Other Hypotheses to Explore

Explore any likely impact of splits in recruitment or development, for example:

- **N** – “Is this how they are when things are free and easy?”
- **I** – “Is this how they are when there is more pressure?”
- **N** – “Is this how they prefer to see themselves?”
- **I** – “Is this the uncomfortable/unrecognised truth?”
- “In which situations are they more likely to be like this?”
- “In which situations are they less likely to be like this?”

**Notes:**

## Linking Exercise: Normative-Ipsative Splits

Please write some interpretive notes on the following examples:

1.



Notes:

2.



Notes:

# Understanding Overall Response Patterns

## Full Psychometric Profile - Overview

This full psychometric profile provides a detailed assessment of Sam Jenkins'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

	1	2	3	4	5	6	7	8	9	10
<b>Ratings Acquiescence</b> Overall, neither overly lenient nor critical in self-ratings					■					
<b>Consistency of Rankings</b> Consistent in rank ordering of characteristics								■		
<b>Normative-Ipsative Agreement</b> Overall, the degree of alignment between normative and ipsative scores is typical of most people					■					
<b>Motive-Talent Agreement</b> Overall, the degree of alignment between Motive and Talent scores is typical of most people					■					

**Notes:**

# Notes

## The Executive Summary Profile

Most personality questionnaires provide scores on their primary scales on a profile, e.g. 16PF® shows 16 scales and OPQ® shows 32 scales.

The Wave Styles profile reports use a one-to-ten scale (Sten scale). This is a standardised scale used in many personality profiles to compare an individual's score against a wider comparison group.

This level of information for Wave Professional Styles is shown in the Executive Summary Profile. However, this chapter explains how the Wave Psychometric Profile takes you into greater depth with a number of key features.

## Structure of the Psychometric Profile

The Psychometric Profile takes you deeper into an individual's style than the overview provided by the Executive Summary Profile.

The example extract below is from a Psychometric Profile and shows the Analytical dimension. This is one of the 36 dimensions in Wave Professional Styles. The Analytical dimension sits within the Thought cluster and the Evaluative section. This dimension outlines an individual's orientation towards analysing information, asking probing questions and seeking solutions to problems. The overall score (6) is reported at the dimension level.

Underneath the Analytical dimension sit three facets. The facet description provided for the individual's behaviour changes depending upon the Sten score. For example, the first facet of the Analytical dimension is called Processing Information. Here the individual has an average score of 6, and therefore is described in the extract as "moderately interested in analysing information".

- A slightly above average score will be described as "likes to analyse information".
- A well above average score will be described as "really likes to analyse information".
- A slightly below average score will be described as "has little interest in analysing information".
- A well below average score will be described as "has very little interest in analysing information".

Because the questionnaire provides a ready-made description of an individual's score on each facet, interpretation is much faster, simpler and more consistent, and as an interpreter you spend less mental energy on trying to describe a score, and have more time to explore the meaning and impact of the score with the individual.

### A Note on Wave Scoring:

- Each facet is made up of two questions: one motive and one talent. Each facet score is based on a sum of these two questions.
- Each dimension is made up of three facets (six questions) which are summed to create dimension scores.
- Each section is made up of three dimensions (18 questions). Dimension scores are summed to create section scores.
- Each cluster is made up of three sections (54 questions). Section scores are summed to create cluster scores.

The method of summing the scores is not a matter of simply averaging the Sten scores. The method of summing at each level takes account of the scale hierarchy. This means in practice that, for example, three facets with a score of eight could lead to a dimension score as high as 10, as it is very unusual in any individual to have a Sten score of 8 on all three facets within a dimension. These consistently high scores drive the dimension score to be even higher. The



same is true of combinations of low scores, for example three facet Sten scores of four could result in a dimension Sten score of three.

## Facet Ranges

When there is a range of at least three Sten scores in the facets, this is shown in the report by vertical lines around the dimension score. The descriptors on the left hand side of the profile reveal where these differences lie. Individuals will generally have similar scores on the three facets within any dimension, so facet ranges provide an interesting point of difference for an individual that you may wish to explore.

The facet ranges within Wave Styles provide the profile interpreter with a wealth of information in specific behavioural areas, pointing them to specific areas of individual uniqueness which would otherwise require additional questioning and probing to uncover.

In the example below, the individual, overall, has reported that they are slightly more insightful than most people, however there is a spread in the underlying behaviours (facets). This reveals that although on the one hand they are moderately focused on constantly improving things and reasonably quick at getting to the core of a problem, on the other hand they very much trust intuition to guide their judgement. This raises some questions; for example, if they are only moderately quick to get to the core of the problem, what is guiding their intuition and what gives them the certainty to trust their own view? This may be something that is explored in a selection interview or development feedback session.

## Styles, Motives and Talents

### What are Styles?

Saville Assessment Wave was designed specifically to align personality and competency through coverage of motive and talent components. This section explores the concepts of motive and talent, and their benefits in assessment. A unique feature of Wave Styles is that it not only explores many important and detailed elements of an individual's style, but also highlights areas where there are 'splits' in the data.

Wave Styles questionnaires consist of two question or 'item' types – items designed to measure **motives** and items designed to measure **talents**.

“Styles are a combination of the motives and talents of individuals. What individuals want, and what individuals see themselves as good at, are both critical to predicting the culture in which people prefer to work, and their performance at work.”

Professor Peter Saville



### Insightful Sten 7

moderately focused on constantly improving things (6);  
reasonably quick at getting to the core of a problem (5);  
very much trusts intuition to guide judgement (10)

**What are Motives?**

Motives are the 'need' items of the questionnaire and measure an individual's needs, wants, desires, preferences and drivers. Motive items are closer to many conventional personality and preference items. Motive items can be identified in the questionnaire by such item stems as:

*I enjoy...*

*I want...*

*It is important to me...*

**For example:**

'Please indicate the extent to which you agree with the following statements'

*I enjoy analysing information*

*I want to make sure the detail is right*

*It is important to me to feel positive about myself*

**What are Talents?**

Wave Styles questionnaires also measure an individual's talents. Talents are measured by the 'effectiveness' items of the questionnaire. They measure an individual's self-perception of what they see themselves to be good at or effective at. Talent items can be identified in the questionnaire by such item stems as:

*I am good at...*

*I am ...*

*People say I...*

**For example:**

'Please indicate the extent to which you agree with the following statements':

*I am good at making things happen*

*I am persuasive*

*People say I have plenty of common sense*

**Motive-Talent Splits**

Discrepancies between motive and talent dimension scores reaching three or more Sten scores are graphically highlighted in the profile report, through **motive-talent splits**, for further exploration in the feedback interview.

If **motive is higher than talent** on a particular dimension, the individual is potentially highlighting a development need that they are motivated to do something about, e.g. wanting to be more Reliable or Self-assured. It is possible that the individual feels they are 'falling short;' that is, their level of effectiveness does not reflect their high motive or need. There are a number of reasons for such a split; for example, an individual's work environment or culture might be preventing them from fulfilling their need or the individual may simply not yet have developed the appropriate skills or talents.

The below example indicates that the individual is higher on motive than talent on the Reliable dimension, potentially opening up the prospect that this is an area for their development.



If talent is higher than motive, then behaviour may not be backed up by an underlying motivation to perform. It is possible that their behaviour is not driven by an internal motivation or preference but the individual acts in a particular way because there is a clear expectation or requirement to do so in their role. In such cases, rewards and encouragement may help to sustain performance. Continuing to sustain performance which is not underpinned by an internal motivation may be particularly difficult for an individual.

The below example indicates that the individual has higher talent than motive on the Learning Oriented dimension. As a profile interpreter, you may want to explore how important learning is for their current job role (or even career progression) and the impact that lower motivation might have on job performance in this area.

Motive-talent splits are rarer on profiles than facet ranges with the average profile of 36 dimensions typically having three or four motive-talent splits. The presence of many motive-talent splits may indicate that there is a mismatch between the individual's motives, talents and the demands of the work environment.



## Response Bias

### *Distorted Results?*

An issue that is often raised as a concern when using personality measures, particularly for assessment, is that of 'distortion'. Whilst most people give an accurate self-description on self-report questionnaires, some candidates may have a false impression of themselves or may attempt to 'fake' their results by second-guessing what a desirable profile would be for a particular job and therefore try to complete the questionnaire in a way that may achieve the desired result. This is known as distortion.

Saville Assessment Wave uses a variety of techniques to help reduce and identify candidate attempts at distortion, both in terms of prevention and detection.

## Prevention

Three key preventative techniques reduce the potential risk of candidate distortion in the completion of Professional and Focus Styles:

Firstly, informing candidates prior and/or during the administration about how their results will be verified and used is a good preventative technique.

Secondly, candidates should be told that their results will be discussed during feedback/interview and that the questionnaire has in-built response checks. The Professional and Focus Styles administration instructions cover these points.

Thirdly, an additional preventative technique is using a questionnaire which includes ipsative scoring, derived from candidates being forced to make choices between blocks of statements in terms of their relative importance. This can be described to candidates as response checks which are built into the questionnaire.

## Detection Benefits

Saville Assessment's Professional and Focus Styles questionnaires have in-built mechanisms to detect different areas of potential distortion.

Social desirability scales do not pick up on specific desirability issues because they give one score based on asking a small set of items relating to socially desirable behaviours. It is therefore difficult to explore this score with an individual and to distinguish between those individuals who respond in a socially desirable way to 'fake good' their results and those who genuinely see themselves as 'nice' people, who may subsequently be 'penalised' for having a high social desirability score. Saville Assessment's research suggests that 'non-fakeable' items do not actually work.

A key feature of the Saville Assessment Wave Styles assessments is the dynamic online Rate-Rank (Ra-Ra) technique where respondents rate their responses on a

nine-point Likert scale, and are re-presented with tied items in a forced choice format. This approach builds on the strengths of each response format while minimising their respective weaknesses. This dynamic response format has been developed to capitalise on the opportunities afforded by internet technology.

### Normative Scores from Ratings

People are free to rate themselves as they like on each individual statement and the resulting normative profile could reflect a highly positive or negative self-perception. Profiles can be high across most scores for people who are positive responders and vice versa for those who are very self-critical.

### Ipsative Scores from Rankings

The individual is forced to choose between different statements and the resulting ipsative profile always provides a mix of high and low scores. Individuals sometimes find ipsative tasks more difficult because they are always forced to prioritise one thing over another.

### Combined Rate-Rank Format

The dynamic rate/rank format of Wave carries a number of advantages:

The dynamic rate/rank format of Wave carries a number of advantages:

- Makes faking more complex
- Makes distortion easier to detect
- Increases candidate acceptability
- Creates more varied profiles
- Enables reporting at facet level
- Enhances reliability and validity

## Normative-Ipsative Splits

Where there are differences between normative and ipsative scores, these are highlighted on the profile to allow the Wave user to explore the reasons for the difference (which of the two scores is most representative of the true score, and which is more distorted). The Wave user can then focus on specific areas where socially desirable/lenient responding (or overly self-critical responding) may have occurred. The normative-ipsative splits that are demonstrated in the Expert Report are at the dimension level only and take account of both motive and talent responses.

Differences of three Stens or more between the normative and ipsative responses on a **dimension** are indicated by the markers N and I on the profile. These should be explored, particularly as they highlight specific areas for further verification as opposed to having one overall and unspecified measure of social desirability.

The Expert Report Response Summary provides guidance and a form of words that you can use to explain when normative is higher than ipsative (I-N) or ipsative is higher than normative (N-I).

### Higher Ipsative than Normative (N-I)

Where ipsative scores are higher than normative ones, the person may have been overly self-critical in their normative self descriptions. In this case, individuals have not rated themselves as being particularly inclined towards the behaviour. However, when the 'chips are down', they may well choose this behaviour over another and 'rise to the challenge'.

In the example below, the individual's overall score for Involving is six, however their normative score is five and their ipsative score is eight. We would need to explore the split with the individual in order to understand the reason for it, however, one hypothesis is that they were initially more critical of themselves and may 'rise to the challenge' of involving others when required to at work. It is worth remembering, however, that the best predictor of an individual's behaviour across situations is still the overall score six.



### Higher Normative than Ipsative (I-N)

If a normative score is higher than an ipsative score, 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. So, although individuals may like to see themselves as higher than others on a particular dimension, the behaviours in this dimension may not be such a high priority, in practice, relative to other behaviours which are more important to the individual.



In the example above, the individual has an overall sten score of six on the Articulate dimension, but their normative score is eight and their ipsative score is four. One hypothesis is that the normative score is more a reflection of how they like to present themselves and the ipsative is more a reflection of their behaviour when they have to choose between competing commitments at work or when under pressure. Again, the overall score provides, on balance, the best overall predictor of how 'Articulate' an individual is likely to be across situations.

### Psychometric Profile Overview

#### Response Summary

The Response Summary presents the four response summary scores. Saville Assessment Wave uses these four cross-checks to detect potential candidate distortion. The four response cross-checks are as follows:

**Ratings Acquiescence:** A measure of how positive or self-critical a person has been in terms of rating themselves (using the normative one to nine scale) across the 36 dimensions. A Sten score of 10 suggests an extremely positive self-description on the normative ratings. A Sten score of one suggests an extreme degree of criticism in the normative self-ratings. High acquiescence scores lead to more dimensions having normative-ipsative splits where normative is higher (indicating leniency/positivity); low acquiescence scores lead to more dimensions having normative-ipsative splits where ipsative is higher (indicating self-criticism).

**Consistency of Rankings:** A measure of how consistently a person has rank ordered characteristics across the 36 dimensions. A Sten score of 10 suggests that the respondent has been extremely consistent in their rankings. A Sten score of one suggests that rankings have been extremely inconsistent.

**Normative-Ipsative Agreement:** The degree of alignment between an individual's Normative and Ipsative scores across the 36 dimensions. A Sten score of 10 suggests an extremely high degree of alignment between the normative and ipsative scores. A Sten score of one suggests an extremely high degree of difference between the normative and ipsative scores. The higher the Normative-Ipsative Agreement score, the fewer normative-ipsative splits you would expect to see in a profile. Lower Normative-Ipsative Agreement is more common if Ratings Acquiescence is extremely high or low.

**Motive-Talent Agreement:** The degree of alignment between motive and talent scores across the 36 dimensions. A Sten score of 10 suggests an extremely high degree of alignment between motives and talents. A Sten score of one suggests an extremely high degree of difference between motives and talents. The higher the Motive-Talent Agreement score, the fewer motive-talent splits you would expect to see in a profile.

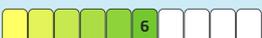
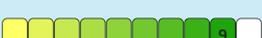
These scores provide useful information in terms of how to approach the results. For example, you may wish to alter your feedback style in a development or coaching session with someone who has been highly self-critical, or be more cautious about verifying a profile in a selection interview where you have a high acquiescence score.



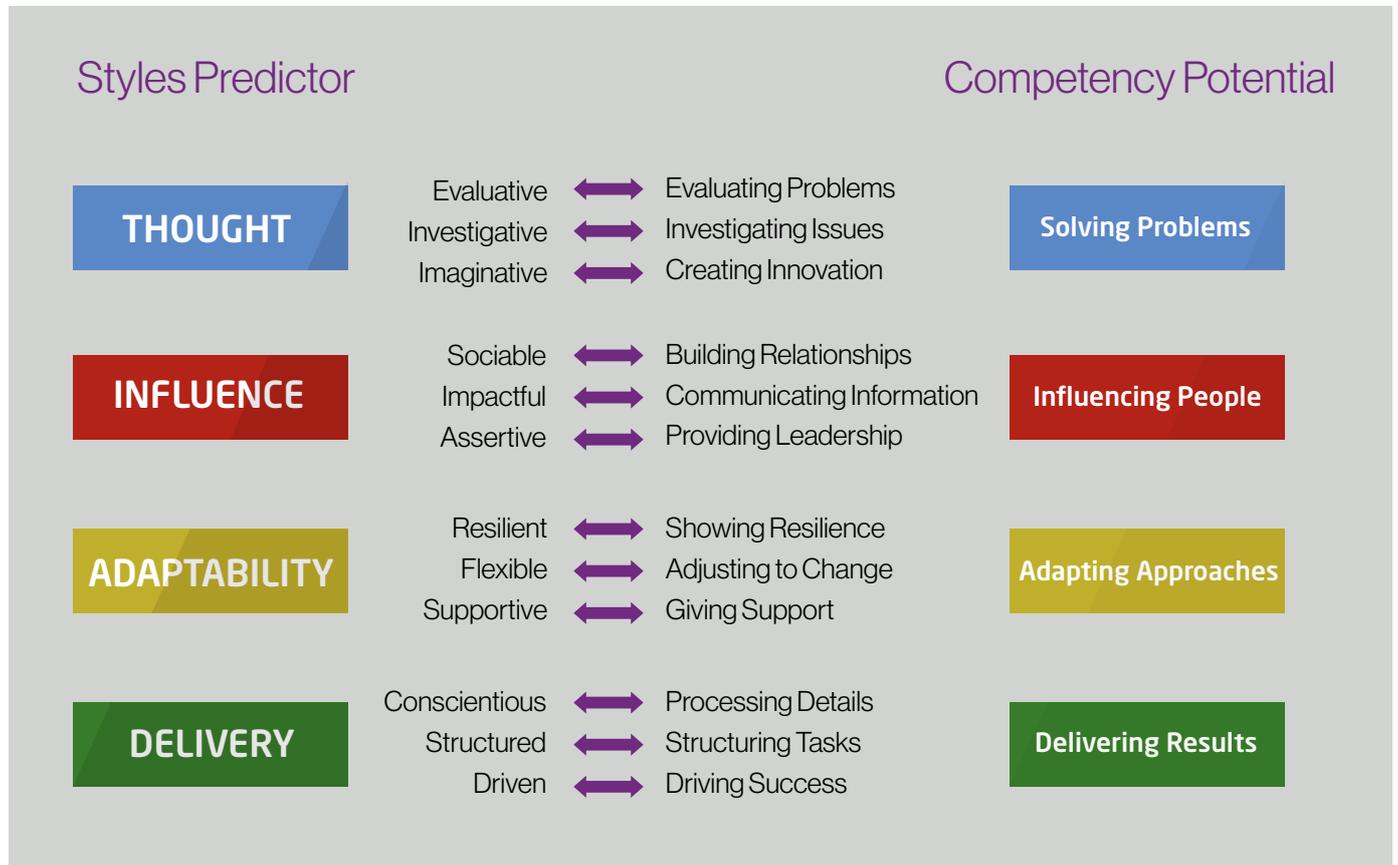
# Section 3: Expert Report

## Professional Styles

Full Psychometric Profile - Thought Cluster										
Thought										
Evaluative	1	2	3	4	5	6	7	8	9	10
<b>Analytical</b> <small>Sten 6</small> moderately interested in analysing information (6); asks probing questions fairly frequently (5); inclined to seek solutions to problems (7)						■				
<b>Factual</b> <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		
<b>Rational</b> <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	1	2	3	4	5	6	7	8	9	10
<b>Learning Oriented</b> <small>Sten 7</small> moderately focused on learning about new things (5); a quick learner (7); inclined to learn through reading (7)							■			
<b>Practically Minded</b> <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)	■									
<b>Insightful</b> <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	1	2	3	4	5	6	7	8	9	10
<b>Inventive</b> <small>Sten 10</small> generates lots of ideas (10); produces very original ideas (10); extremely likely to adopt radical solutions (9)										■
<b>Abstract</b> <small>Sten 7</small> good at developing concepts (7); often applies theories (7); interested in studying the underlying principles (7)					T		■			M
<b>Strategic</b> <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

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	<b>Evaluating Problems</b> Examining Information (8); Documenting Facts (6); Interpreting Data (6)		<b>Fairly High</b> higher potential than about 75% of the comparison group
	<b>Investigating Issues</b> Developing Expertise (7); Adopting Practical Approaches (4); Providing Insights (10)		<b>Fairly High</b> higher potential than about 75% of the comparison group
	<b>Creating Innovation</b> Generating Ideas (10); Exploring Possibilities (9); Developing Strategies (8)		<b>Extremely High</b> higher potential than about 99% of the comparison group
Influencing People	<b>Building Relationships</b> Interacting with People (5); Establishing Rapport (3); Impressing People (8)		<b>Average</b> higher potential than about 40% of the comparison group
	<b>Communicating Information</b> Convincing People (8); Articulating Information (5); Challenging Ideas (10)		<b>Very High</b> higher potential than about 95% of the comparison group
	<b>Providing Leadership</b> Making Decisions (10); Directing People (8); Empowering Individuals (5)		<b>High</b> higher potential than about 90% of the comparison group
Adapting Approaches	<b>Showing Resilience</b> Conveying Self-Confidence (8); Showing Composure (7); Resolving Conflict (3)		<b>Average</b> higher potential than about 60% of the comparison group
	<b>Adjusting to Change</b> Thinking Positively (7); Embracing Change (6); Inviting Feedback (4)		<b>Average</b> higher potential than about 60% of the comparison group
	<b>Giving Support</b> Understanding People (3); Team Working (2); Valuing Individuals (3)		<b>Very Low</b> higher potential than about 5% of the comparison group
Delivering Results	<b>Processing Details</b> Meeting Timescales (2); Checking Things (3); Following Procedures (1)		<b>Very Low</b> higher potential than about 5% of the comparison group
	<b>Structuring Tasks</b> Managing Tasks (1); Upholding Standards (3); Producing Output (4)		<b>Extremely Low</b> higher potential than about 1% of the comparison group
	<b>Driving Success</b> Taking Action (8); Seizing Opportunities (8); Pursuing Goals (9)		<b>Very High</b> higher potential than about 95% of the comparison group

# Saville Assessment Aligned Model



## Example of Competency Potential Equation

### Notes:

For example;

**Identifying Business Opportunities =**

Business Opportunity Oriented facet x 21

+ Leadership Oriented facet x 4

+ Deciding on Action facet x 3

+ Action Oriented facet x 2

+ Visionary facet x 1

## Predicted Culture/Environment Fit

### 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

# Notes

## Wave Expert Reports

Wave Expert Reports include the following profiles:

- Executive Summary Profile (Professional Styles only)
- Response Summary (Professional Styles and Focus Styles)
- Full Psychometric Profile (Professional Styles and Focus Styles)
- Summary Psychometric Profile (Professional Styles only)
- Competency Potential Profile (Professional Styles and Focus Styles)
- Predicted Culture/Environment Fit (Professional Styles and Focus Styles)

## Wave Professional Styles

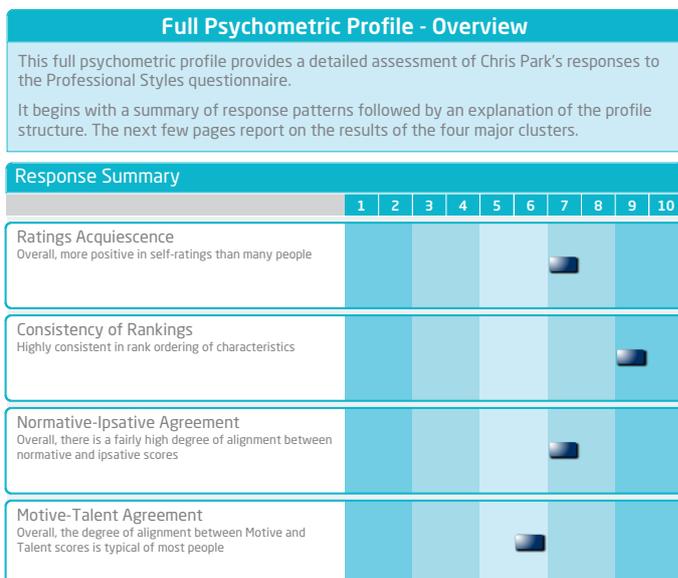
### Executive Summary Profile

The Expert Report has an Executive Summary Profile which gives information on individual responses at the section (12) and the dimension (36) levels of the Wave model.

Candidates' responses are profiled using a Sten score scale, with markers plotting overall styles for each section. Darker blue shading indicates a more unique response compared to the comparison group, whereas a lighter shading of blue indicates a more typical response.

### Psychometric Profile - Response Summary

In a Wave feedback session, a useful starting point could be reviewing the four Response Summary indicators. They provide an overview that allows extrapolation of likely features of the report that follows and provide clues to the validity of the profile. For more information on the four Response Summary scales, please see the Deep Dives chapter.

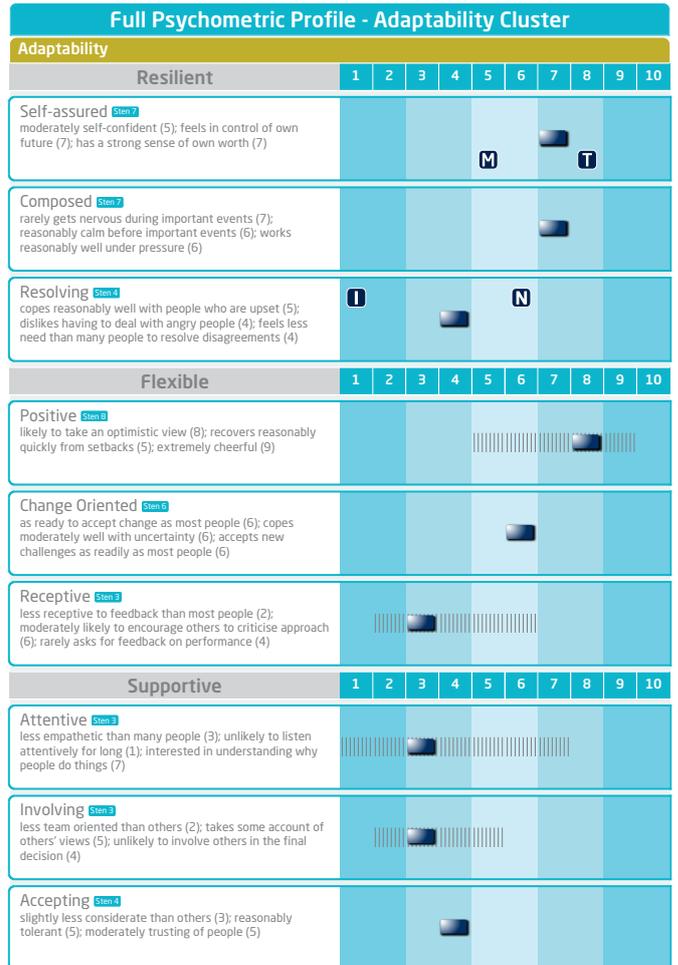
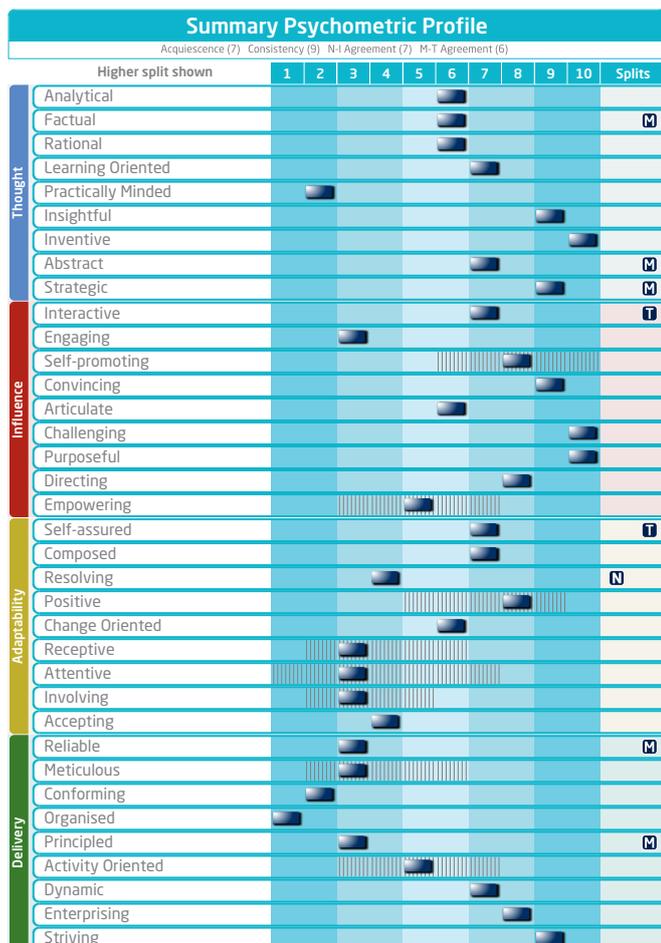


### Full Psychometric Profile

Following the Response Summary profile, the next four pages of the report feedback on the full Wave Professional Styles model, with the results grouped under each of the four main clusters.

Beneath each cluster are three sections, giving a total of 12 sections. These 12 sections are then broken down further into three dimensions, giving 36 dimensions in total.

Dimensions that may require further exploration are highlighted within the report in terms of the range of facet scores within a dimension, normative-ipsative splits and motive-talent splits.



### Summary Psychometric Profile

The Summary Psychometric Profile provides an overview of an individual's results at the dimension level (36) of the Wave Professional Styles Model. The Sten scores on the four Response Summary scales are provided and deep dives are also highlighted. For motive-talent and normative-ipsative splits, the highest element of the split is shown under the 'Splits' column.

The Summary Psychometric Profile is useful for identifying links and patterns in an individual's responses when preparing for feedback, though is not typically fed back to an individual.

## Competency Potential Profile

The next section of the Expert Report is the Competency Potential Profile page which forecasts an individual's workplace performance. Areas of relative strength and potential challenge are highlighted at a glance. This page effectively translates psychological construct language into line manager-friendly competency language that is easily accessible to individuals who lack formal training in psychometrics and emphasises the performance orientation of Wave.

In a selection situation, the Competency Potential Profile enables the Wave user and candidates to discuss the link between self-report and actual performance with scope for exploring the extremes of over-used strengths and under-managed challenge areas. Discussion of the Competency Potential Profile can draw on relative strengths and explore how they can be fully exploited, without turning into over-played strengths that are deployed at the expense of other important areas.

When considering the Competency Potential Profile in a developmental or coaching situation, relative challenge areas matter only if the work environment requires use of particular behaviours.

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	<b>Evaluating Problems</b> Examining Information (8); Documenting Facts (6); Interpreting Data (6)	<b>Fairly High</b> higher potential than about 75% of the comparison group
	<b>Investigating Issues</b> Developing Expertise (7); Adopting Practical Approaches (4); Providing Insights (10)	<b>Fairly High</b> higher potential than about 75% of the comparison group
	<b>Creating Innovation</b> Generating Ideas (10); Exploring Possibilities (9); Developing Strategies (8)	<b>Extremely High</b> higher potential than about 99% of the comparison group
Influencing People	<b>Building Relationships</b> Interacting with People (5); Establishing Rapport (3); Impressing People (8)	<b>Average</b> higher potential than about 40% of the comparison group
	<b>Communicating Information</b> Convincing People (8); Articulating Information (5); Challenging Ideas (10)	<b>Very High</b> higher potential than about 95% of the comparison group
	<b>Providing Leadership</b> Making Decisions (10); Directing People (8); Empowering Individuals (5)	<b>High</b> higher potential than about 90% of the comparison group
Adapting Approaches	<b>Showing Resilience</b> Conveying Self-Confidence (8); Showing Composure (7); Resolving Conflict (3)	<b>Average</b> higher potential than about 60% of the comparison group
	<b>Adjusting to Change</b> Thinking Positively (7); Embracing Change (6); Inviting Feedback (4)	<b>Average</b> higher potential than about 60% of the comparison group
	<b>Giving Support</b> Understanding People (3); Team Working (2); Valuing Individuals (3)	<b>Very Low</b> higher potential than about 5% of the comparison group
Delivering Results	<b>Processing Details</b> Meeting Timescales (2); Checking Things (3); Following Procedures (1)	<b>Very Low</b> higher potential than about 5% of the comparison group
	<b>Structuring Tasks</b> Managing Tasks (1); Upholding Standards (3); Producing Output (4)	<b>Extremely Low</b> higher potential than about 1% of the comparison group
	<b>Driving Success</b> Taking Action (8); Seizing Opportunities (8); Pursuing Goals (9)	<b>Very High</b> higher potential than about 95% of the comparison group

## Development of Competency Potential Equations

The Competency Potential scores are based on equations that are designed to maximise the validity of Wave Professional Styles in predicting the competencies in the Wave Competency model.

At each level in the Wave model hierarchy there is one predictor component from the Professional Styles questionnaire that is aligned to a specific competency (the Wave Style scale and Wave Competency scale are matched and validated empirically). The styles scale (and any subcomponents) were selected on the basis of validity to be the highest individual predictor (or predictors) of competency potential, but secondary predictors (e.g. other facets from across the model) do provide incremental validity when predicting competency potential.

The development of the competency potential scales therefore identified these additional predictor elements and gave them prediction weights (lower weights than the matched component which account for the majority of the predicted variance). These equations were subsequently cross-validated to ensure that the equations are robust and can be generalised to new populations of respondents.

## Predicted Culture/Environment Fit

The final section in the Professional Styles Expert Report is the Predicted Culture/Environment Fit report. The Predicted Culture/Environment Fit report facilitates exploration of likely fit against various culture and environment demand characteristics.

Wave Styles provides a list of Performance Enhancers and their corresponding Performance Inhibitors. The statements were developed and co-standardised with the Wave Professional Styles questionnaires. The Enhancers help individuals to understand how well their current work demands are in line with their stylistic preferences. The Inhibitors help to check whether a new environment would really fit the individual's needs.

From the perspective of Positive Psychology, Dr Seligman, the author of Learned Optimism, has argued that work can be changed to suit the employee (rather than just finding an employee that fits the job or trying to develop the individual to better match/meet job demands). Assessment can be constructed to support this approach.

With our unique model which ties together motive, talent, competency and culture, we can help individuals understand what work demands (culture, job and environment) they are most likely to favour.

Armed with this understanding, it becomes easier to discuss what enhances or inhibits individuals' performance at work. It also facilitates constructive discussions about how a job could better reflect a person's motives and talents. This approach can help managers think about how to tailor work to suit individual employees in order to retain staff by keeping them satisfied and motivated.

By linking individual attributes with corporate culture, Wave Styles enables recruiters to fine-tune their decision making and select with confidence. The report can be shared with applicants as well as job incumbents to explore the fit between the individual and the work environment.

**Notes:**

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

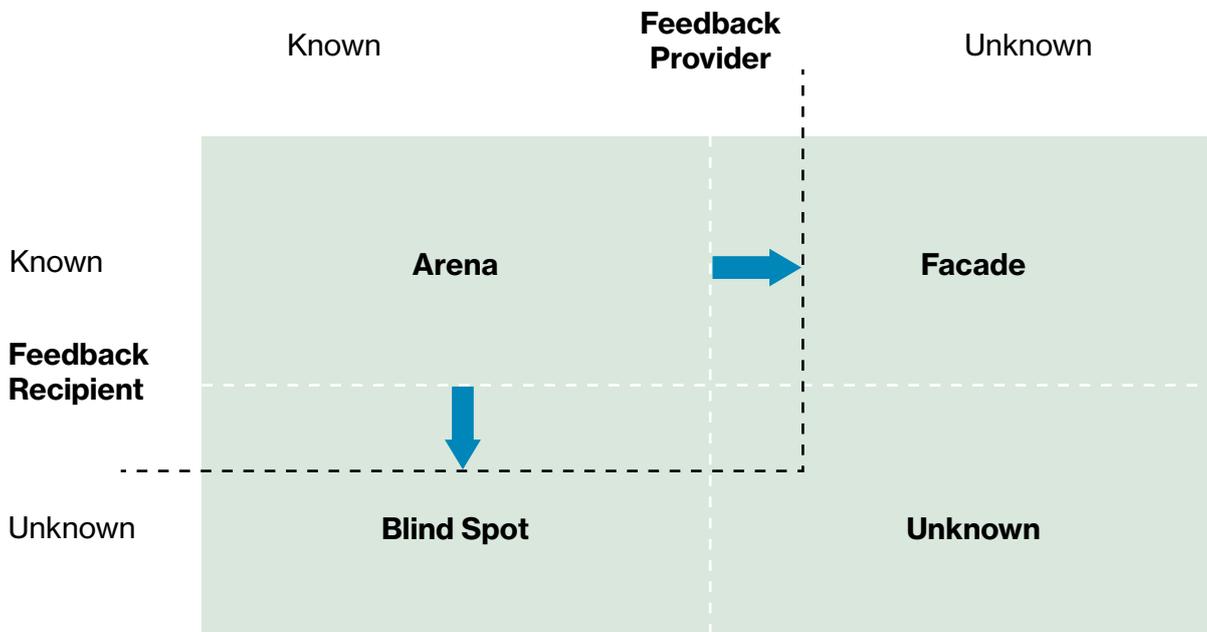
**Wave Styles Personal Report**

The Wave Styles Personal Report is designed to provide candidate feedback, especially in situations where in-depth face-to-face or telephone feedback is not possible. It provides information in a hierarchical format, with one page for each of the four clusters which are broken down to 12 sections, 36 dimensions and 108 facets.

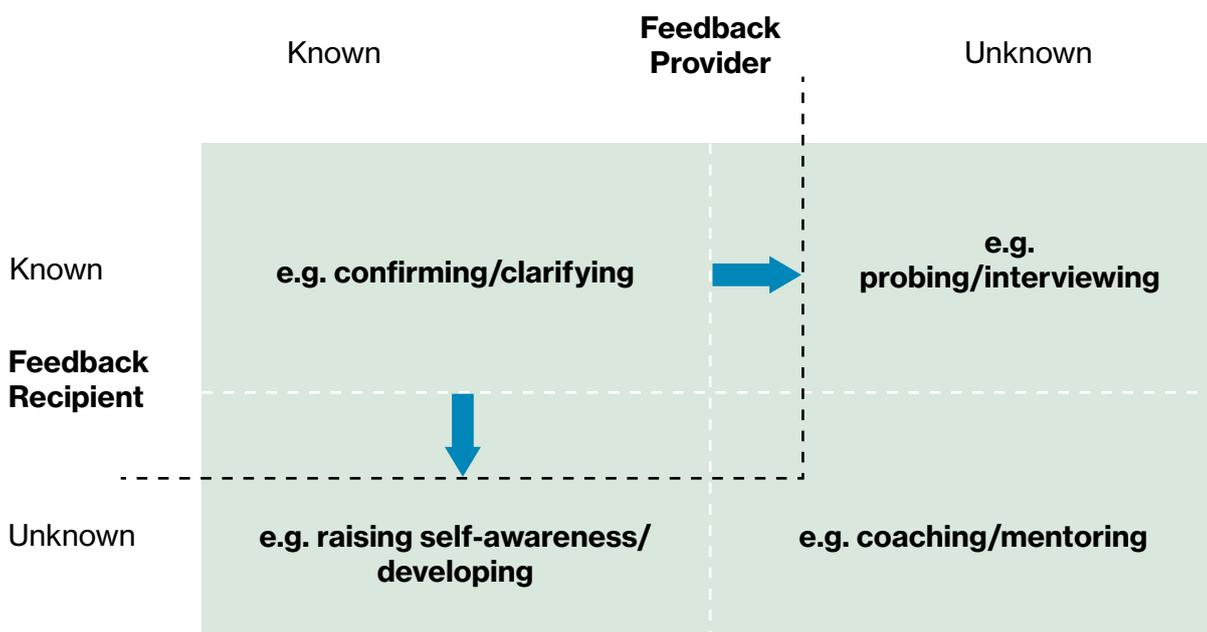
This report has been designed to be straightforward and user-friendly for the recipient, particularly through the use of a simplified graphic presentation. Beneath each dimension, facet-level verbal descriptions are dynamically generated based on the individual's score on a given facet. This enhances the explanatory power of the report.

## Section 4: Feedback of Wave

### The Johari Window: Concepts



### The Johari Window: Examples



## What is the Feedback For?

Feedback normally has a clear purpose and structure depending on what you're trying to do, e.g.:

- To give information
- To get information
- To share understanding
- To reach agreement
- For public relations
- To meet ethical responsibilities
- To comply with applicable legislation

**Notes:**

## Feedback Process

- Setting the scene
- Explain how Wave works
- Feed back the profile
  - Response Summary
  - Discuss Deep Dives
  - Ask questions
  - Make links
  - Summarise
- Conclusion and next steps

## Self-Report: Whose Data Is It?

The following self-report phrases are useful for introducing dimensions and facets:

**Notes:**

- “You describe yourself as...”
- “You see yourself as...”
- “Your responses suggest that...”

**Avoid:**

- “The report says...”
- “You are...”
- “You’re higher than the norm on...”
- “You scored...”

## Sten Score Descriptors

“You’ve described yourself as someone who is....”

10	Extremely Analytical...”
9	Much more...”
8	More Interactive than most people...”
7	Fairly...”
6	Moderately...” As Positive as most people...”
5	
4	Slightly less...”
3	Less Strategic than most people...”
2	Much less...”
1	Rarely likely to be Conforming...”

## Breaking Down the Deep Dives



### Typical Approach

1. Dimension
2. Facets & facet range – explain and explore
3. Motive-talent split – explain and explore
4. Normative-ipsative split – explain and explore

### Notes:

## Questions and Probing

I keep six honest serving men (They taught me all I knew);  
Their names are What and Why and When And How and  
Where and Who.

**From 'The Elephant's Child' by Rudyard Kipling**

## Useful Open Questions for Feedback Sessions

"How does that sound to you?"

"How important is that area for your current role?"

"When are you more likely to do this at work?"

"Why is that important to you?" - Be sensitive!

"What impact does that style have on your performance at work?"

"What are the advantages/disadvantages of that particular style?"

"Where has this been most successful?"

"Give me an example of when you have demonstrated those behaviours recently."

"How easy/difficult do you find it to (e.g. resolve conflict)?"

**Notes:**

## Feedback Tips – ‘Do’s and Don’ts’

**Do** spend time in preparation

**Do** encourage two-way discussion – ask for inputs

**Do** demonstrate sensitivity and empathy

**Do** actively listen and summarise

**Don’t** lose rapport by making assumptions

**Don’t** use technical jargon

**Don’t** make value judgements

**Don’t** let the Barnum Effect fool you

**Notes:**

# Notes

## The Johari Window

The emphasis in the feedback discussion is on a two-way process of information sharing and mutual exploration. What should be avoided is a 'tell and sell' approach. The intention is that, through frank and open discussion, the interviewer and interviewee can increase the individual's self-insight by uncovering information previously unknown to one or other or both of them.

The essence of this objective is captured in the Johari Window. The Johari Window was developed by Joseph Luft and Harry Ingram in 1955 to help people better understand their interpersonal communication and relationships. During feedback, the boundaries of existing knowledge – the Arena – are expanded through mutual exploration of the Wave Styles profile. This is more likely if feedback is delivered in a non-threatening manner. The less defensive interviewees feel, the more likely they are to attend to, hear, remember, gain fresh insights from and act upon the information being fed back.

## Purpose of Feedback

As explained by the Johari Window, the purpose of feedback is to increase both the feedback provider's and the feedback recipient's understanding of the individual in question. During selection, the focus will be on the feedback provider extracting information, whereas self-learning is more the goal of development.

It is best practice to provide feedback to those who have completed a Wave Styles assessment. It is a feature of Wave Styles questionnaires that, whatever the purpose, all candidates who complete the questionnaires can be provided with a Wave Personal Report. Candidates may additionally receive face-to-face feedback or telephone feedback from a trained Wave user.

The availability of the Wave Professional Styles and Wave Focus Styles Personal Reports offer a practical solution to the problem of ensuring that all candidates/participants receive high quality feedback even during volume recruitment projects when resources might be limited.

Besides providing feedback being best practice, candidates have the right to see any data held on them, including assessment results, in an identifiable form.

## General Considerations

Wave feedback interviews should only be conducted by expert users trained in its use and interpretation. Feedback should be as full and detailed as possible but, at the same time, managed with tact and sensitivity. The maintenance of the highest ethical and professional standards is essential at all times. This includes discussing, agreeing and adhering to the bounds of confidentiality.

It is important to remember that Wave Styles can expose areas of limitation that may be particularly sensitive. This makes it incumbent on the person giving feedback to behave with absolute integrity and treat both the respondent and the instrument with respect.

## Preparation for Feedback

Thorough preparation is an essential pre-cursor of good feedback. Before embarking on feedback, the expert user should consider the purpose of the feedback discussion. How might it be best managed in order to achieve the desired outcome? What are the likely expectations of the candidate and how might these best be met? What opportunities are there for follow-up action following feedback? Adequate time should be allowed for the feedback discussion.

Of course, candidates undertaking assessment for selection purposes are likely to have different agendas from those undertaking assessment for development or coaching and this should be kept in mind. It is also important to be familiar with all relevant background or supplementary information. For example, the person's CV, description of present and/or future role requirements, likely environmental demands, and organisational culture.

What is crucially important when giving feedback is to be familiar with the instrument and the individual's profile. You should know the structure and content of Wave Styles and be able to explain it in simple, jargon-free terms.

When preparing, examine the individual's profile carefully and get a 'feel' for core strengths and potential development needs. Look for themes and linking dimensions not only within the same area of functioning (e.g. Thought), but also across other areas. It is particularly useful to highlight and consider 'splits' in the data which can be explored and explained through conversation with the candidate. These 'splits', highlighted when the difference between scores is greater than three Stens, are a very

rich source of information which can add to the value of the feedback when explored (they are not shown in the Personal Report). Possible reasons for such splits and their implications should be considered, and working hypotheses set up in advance of the feedback discussion.

### Feedback Process

#### Introduction

The ease of building rapport and encouraging open and active participation in the feedback interview will depend, in part, on a number of antecedents including how well the Wave Styles questionnaire was introduced, circumstances surrounding the assessment and the expectations built up regarding the feedback discussion. However, the introduction to the feedback interview itself also often plays a key role in determining the success of the process. Feedback typically follows three steps: setting the scene, describing and explaining the model as well as the actual feedback discussion. Points that a feedback session should cover include:

**Purpose:** Why the questionnaire was completed and what the individual wants to get from the session. Note: it is important to establish realistic expectations.

**Parameters:** Time available; degree of confidentiality; who else will have access to the data; if notes are to be taken and how they are to be used. In a developmental scenario, you may wish to ask about the candidate's current job role and future aspirations. The style and manner in which these issues are discussed can do much to enhance (or undermine) an atmosphere of co-operation.

The expert user should remind the candidate briefly of the characteristics of Wave Styles, including:

**Self-Report Questionnaire:** Wave Styles explores a person's motives and talents in a number of areas and is a powerful predictor of their style at work. Mention that Wave Styles is not infallible and that its strength depends on how open and honest a person has been and how well they know themselves (most people, however, are fairly accurate in their self-perceptions).

**Motives and Talents:** Explain the breakdown between motive and talent. Providing an example is likely to prove helpful. For instance, "You may see yourself as very effective at problem solving (high talent) but derive little satisfaction from this (low motive) or, conversely, you may be someone who is very motivated by teamwork yet not very effective when working as part of a team." Alternatively, some expert users may prefer to reserve such explanations until a later stage in the feedback process.

**Comparison Group:** Describe the comparison group used highlighting that, for example, the candidate's responses have been compared to a large group of Professionals and Managers in the UK.

**Individual's Experience:** Ask how the individual found the process of completing Wave Styles. Were there any special circumstances that may have affected how they completed; whether it was in one sitting or if there were any distractions, for example.

#### Discussion

The order of the clusters as presented in the profiles can provide a useful, easy-to-explain structure for working through the profile in the feedback session, although you may wish to move around the report to some extent when links become apparent.

There are no set rules about the order in which scales and dimensions should be fed back. This is likely to be determined to some extent by the purpose of the assessment. However, in many circumstances it may be best to adopt a systematic approach, working through each of the main areas and moving from the general to the specific – i.e. starting with broad themes in each area and 'drilling down' from sections to dimensions and their component facets. At this stage, variations in facet scores within dimensions will become apparent and should be explored. Splits between motive and talent scores and normative and ipsative scores, as well as their implications, should be explored as they arise.

When giving feedback on Wave at the facet level, the facet verbalisers should be used as these have been designed to accurately reflect the individual's scores on that specific construct. Using the facet verbalisers also avoids the Barnum Effect: using a statement so broad, vague or general that it can apply to almost anyone.

Given the volume of information covered and the richness of the data, it is a good idea to conclude with a summary of the key emergent themes and (in a development context particularly) their implications in context. For example, what they mean in relation to a particular job role and what their implications are for future development planning.

## Feedback of Wave

### Self-Report Descriptors

When conducting a feedback interview, it is important to remember that the questionnaire is a self-report measure and as such reflects how the individual has described themselves. Given this context, it is better to avoid using statements such as 'you are...' but to ask for examples (e.g. "How does that come out at work?") which candidates are likely to respond more positively to and which prevent them from feeling that they are being 'told' about themselves rather than asked.

The following self-report phrases are useful for introducing dimensions and facets:

- "You describe yourself as..."
- "You see yourself as..."
- "Your responses suggest that..."

### Sten Score Descriptors

The examples on page 51 gives suggestions for the way in which different Sten scores can be described to candidates. The facet verbalisers provide ready-made descriptions of what the Sten score means in each case. There is no need to reword these and using these readily available descriptions provides you with additional thinking time for further linking and understanding of the candidate's responses.

### Structure

Whilst there is no set way in which you should approach Wave feedback, the following approach tends to work well for Wave Styles:

1. Feed back the overall dimension score (using appropriate language – see sten score descriptors section)
2. Feed back the facets and facet range if present
3. Probe the facets
4. Explain and explore motive-talent if split present
5. Explain and explore normative-ipsative split if present

### Questioning Technique

Questioning is an essential part of the feedback process; therefore the technique used is extremely important in creating either an effective or ineffective discussion. As the feedback provider it is your role to gather information from the candidate. Keeping questions open, simple and unambiguous encourages the individual to give you more information.

Rudyard Kipling wrote a short poem outlining a powerful set of questions:

I keep six honest serving men

(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.

Whenever in doubt as to what to ask, just dip into these questions.

Probing questions are also useful and designed to search for information in greater depth. The questions can be:

- Encouraging (e.g. "tell me more")
- Extension ("what happened next?")
- Clarifying ("what were your responsibilities?")

### Types of Questions to Avoid

#### Closed questions: "Did you...?"

Tend to lead to a yes/no answer and often inhibit the individual from providing detailed information. Their use should be restricted to clarifying points of fact or ambiguity e.g. "Do you currently manage a team?"

#### Leading questions: "I expect you enjoyed that?"

Encourage the candidate to give the response the feedback provider is looking for/expecting.

#### Multiple choice: "Do you prefer to communicate verbally or in writing?"

Asking more than one question at once tends to cause confusion and leads the candidate down a specific route with their answer.

#### Double questions: "What do you think caused the problem and what solutions did you consider?"

Double questions can also cause confusion and can easily be asked as separate questions.

### Feedback Skills

The success of the feedback interview depends, in large, on the ability of the expert user to establish rapport, create an atmosphere of acceptance and encourage active participation on the part of the respondent. There

are a number of fundamental feedback skills which are likely to facilitate this. In particular, it is important to be attentive and show interest. Listen to what the interviewee is saying and show that you have been listening by picking up on leads, asking appropriate follow-up questions and reflecting back what they have said in your own words to check understanding. Attention can also be conveyed through non-verbal cues – for example, good eye contact, posture, nodding and smiling appropriately.

Be sensitive to the needs and feelings of the interviewee and try to develop empathy. Different people have different sensibilities and vulnerabilities. They are also likely to react to feedback in different ways. Try to see things from their perspective, understand how they are feeling and convey this understanding. Studying the profile carefully is likely to help with this. Be objective.

Try not to confuse how you might feel about the profile if it were yours with how the interviewee may be feeling. Be aware of your own feelings and attitudes towards the candidate and how this might bias your manner of putting the information across. Avoid value judgements and be specific by avoiding sweeping generalisations and bland statements; instead focus on specific behaviours. Help the person to confront all the data.

### **The Barnum Effect**

The Barnum Effect is where individuals accept general truisms that apply to most people as accurate portrayals of their own uniqueness. This can apply to both the feedback provider and the feedback recipient. As a feedback provider, you can avoid the Barnum Effect by using the facet verbalisers provided on the Wave Expert Report; these offer a specific and accurate reflection of an individual's score on a scale. You should also be prepared to seek real examples of where individuals have exhibited a behaviour and the impact of their approach, rather than accepting a generalised response.

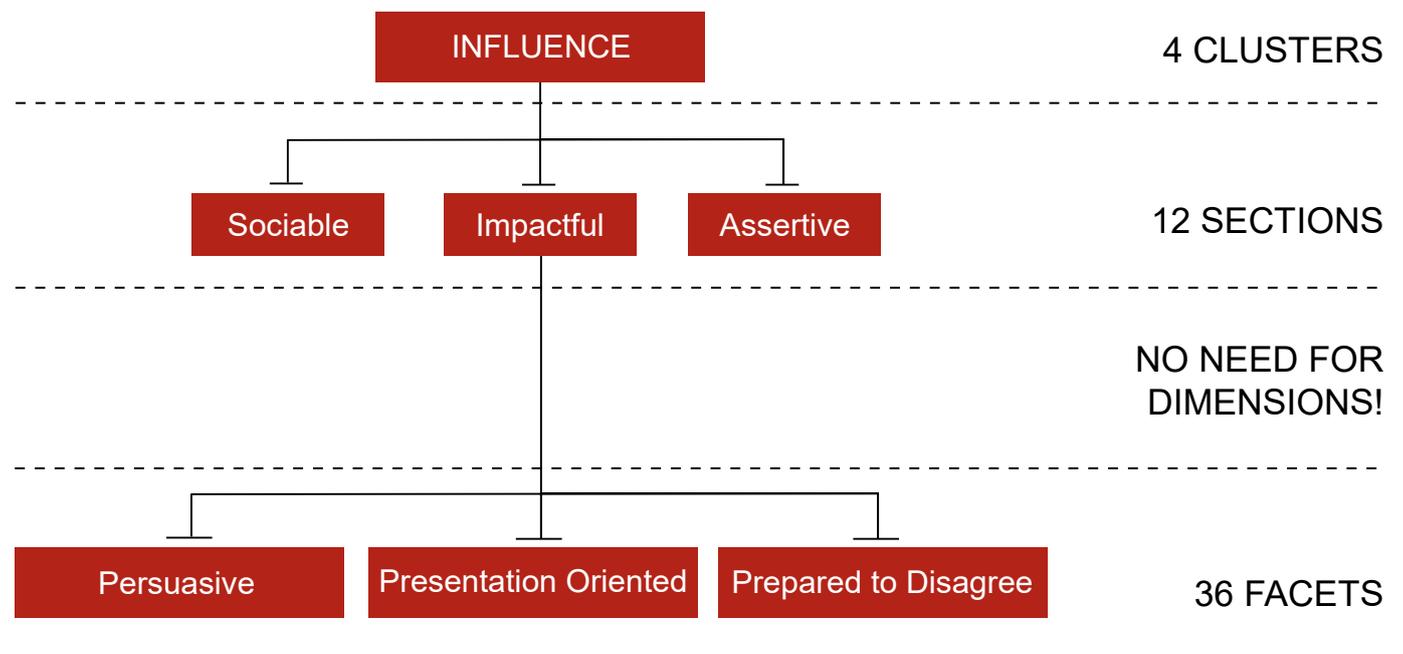
### **Notes:**

# Section 5: Focus Styles

## A Need to Focus

- Lighter touch - quick to complete (13mins)
- Maintains exceptional validity (80% of Professional Styles)
- Keeps the unique features of Wave Professional Styles
- Suitable for multiple applications (Hire, Build, Lead)

## Wave Focus Styles Model Levels



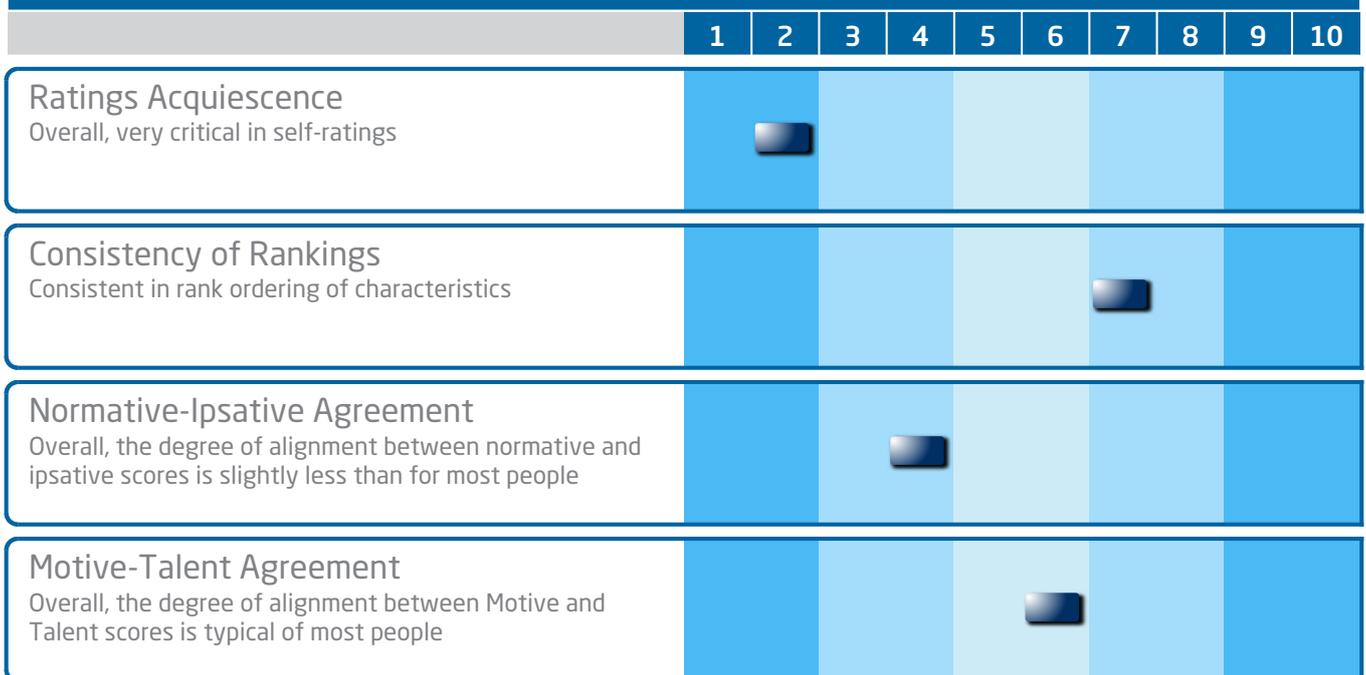
Notes:

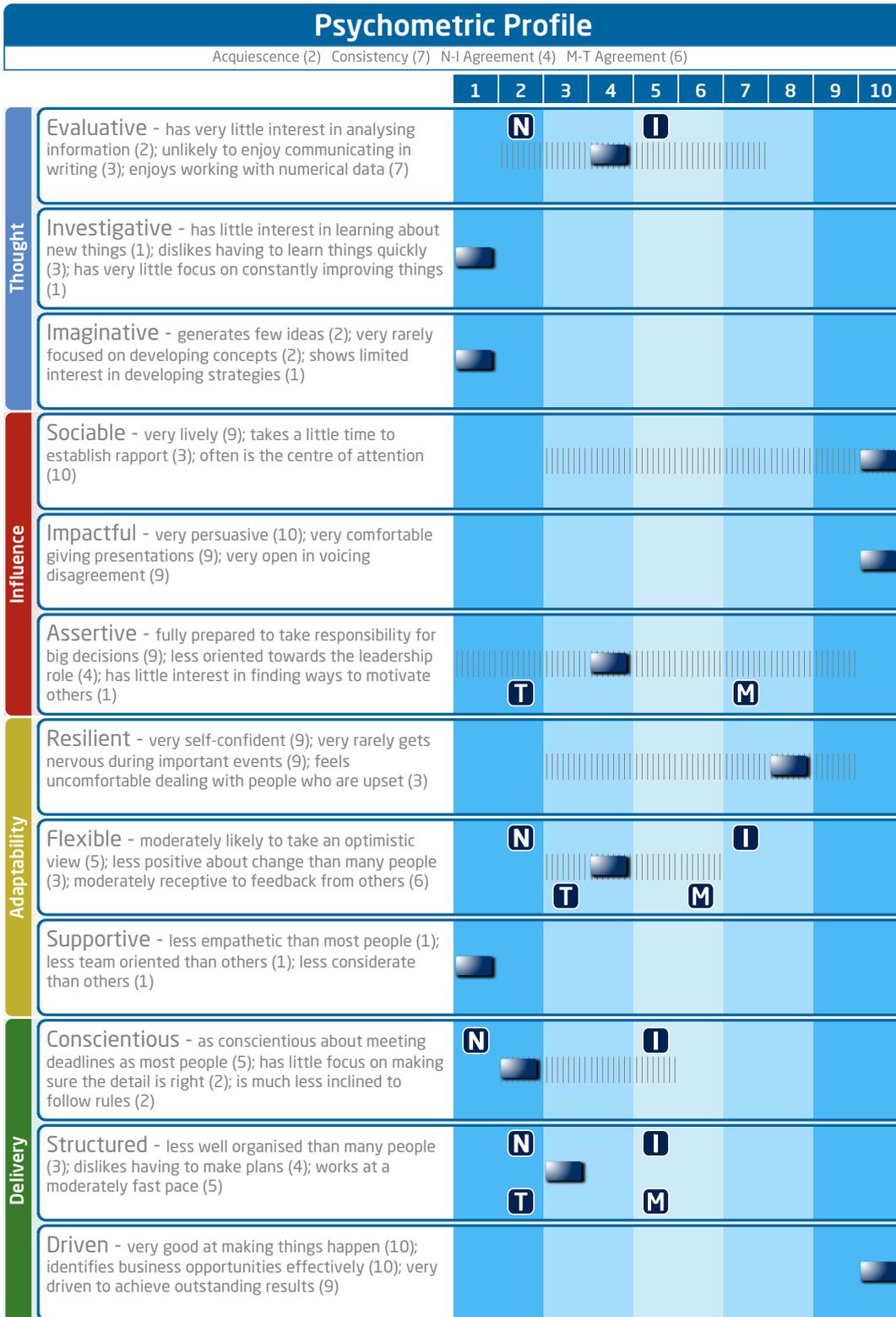
## Focus Styles Expert Report

### Overview

The Response Summary provides an overview of Jo Wilson's responses to the Focus Styles questionnaire through four indicators. The pattern of responses should be kept in mind when interpreting the Psychometric Profile.

### Response Summary





Competency Potential Profile			
The following report summarises Jo Wilson's areas of greater and lesser potential based on Saville Assessment's extensive international database linking Focus Styles to work performance.			
Competency Description	Potential		
Solving Problems	<b>Evaluating Problems</b> Examining Information (3); Documenting Facts (5); Interpreting Data (5)		<b>Fairly Low</b> higher potential than about 25% of the comparison group
	<b>Investigating Issues</b> Developing Expertise (1); Adopting Practical Approaches (8); Providing Insights (3)		<b>Very Low</b> higher potential than about 5% of the comparison group
	<b>Creating Innovation</b> Generating Ideas (3); Exploring Possibilities (1); Developing Strategies (1)		<b>Extremely Low</b> higher potential than about 1% of the comparison group
Influencing People	<b>Building Relationships</b> Interacting with People (9); Establishing Rapport (6); Impressing People (10)		<b>Extremely High</b> higher potential than about 99% of the comparison group
	<b>Communicating Information</b> Convincing People (10); Articulating Information (9); Challenging Ideas (9)		<b>Extremely High</b> higher potential than about 99% of the comparison group
	<b>Providing Leadership</b> Making Decisions (10); Directing People (6); Empowering Individuals (1)		<b>Average</b> higher potential than about 40% of the comparison group
Adapting Approaches	<b>Showing Resilience</b> Conveying Self-Confidence (10); Showing Composure (8); Resolving Conflict (2)		<b>Fairly High</b> higher potential than about 75% of the comparison group
	<b>Adjusting to Change</b> Thinking Positively (6); Embracing Change (3); Inviting Feedback (4)		<b>Low</b> higher potential than about 10% of the comparison group
	<b>Giving Support</b> Understanding People (1); Team Working (1); Valuing Individuals (1)		<b>Extremely Low</b> higher potential than about 1% of the comparison group
Delivering Results	<b>Processing Details</b> Meeting Timescales (4); Checking Things (3); Following Procedures (2)		<b>Low</b> higher potential than about 10% of the comparison group
	<b>Structuring Tasks</b> Managing Tasks (4); Upholding Standards (1); Producing Output (5)		<b>Extremely Low</b> higher potential than about 1% of the comparison group
	<b>Driving Success</b> Taking Action (9); Seizing Opportunities (9); Pursuing Goals (7)		<b>Very High</b> 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 Jo Wilson's success:

### Performance Enhancers

- ⊕ 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 the ability to make a persuasive case is highly valued and influence is by means of persuasion and negotiation rather than the exercise of authority
- ⊕ where people are encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ where there is the opportunity to be the centre of attention and people are aware of one's achievements and status
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition
- ⊕ where the ability to explain things clearly and confidently is highly valued and there are frequent opportunities for giving formal presentations
- ⊕ where energy levels are high, there is a strong action orientation and people are rewarded for taking the initiative and making things happen
- ⊕ where there are numerous opportunities for making new contacts and developing relationships, and good networking is seen as a key to success

### Performance Inhibitors

- ⊖ where self confidence is equated with arrogance and denigrated, and people are discouraged from taking control of their own workload
- ⊖ where influence is by means of command and control rather than by persuasion and negotiation
- ⊖ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊖ where one is in a low profile position and achievements go unrecognised
- ⊖ where the culture is non-commercial, non-competitive and non-profit oriented
- ⊖ where relatively little importance is attached to the ability to explain things well and there are few opportunities for giving presentations
- ⊖ where energy levels are low and people show little initiative
- ⊖ where there are few networking opportunities

## Notes

### Wave Focus Styles

Alongside Wave Professional Styles, there is also the Wave Focus Styles questionnaire. Wave Focus Styles is a third of the length of Professional Styles. It takes approximately 13 minutes to complete and includes all the unique features of Saville Assessment Wave Professional Styles. The ultra-compact Wave Focus Styles questionnaire is based on the most valid facets of the Wave Model to create a questionnaire that is both short and a strong indicator of performance and potential at work.

Focus Styles utilises the dynamic online rating and ranking format, as well as measuring both motive and talent, competency potential and preferred culture.

Wave Focus Styles is based on a hierarchical model, in common with Professional Styles. The model incorporates four clusters, 12 sections and 36 facets of style at work; there are no dimensions in the Focus Styles model.

The Wave Focus Styles Expert Report includes a Response Summary profile and a one-page Psychometric Profile revealing facet ranges, motive-talent and normative-ipsative splits. The Expert Report also includes a Predicted Culture/Environment Fit profile and a Competency Potential Profile. Focus Styles also has a Personal Report to aid feedback to candidates.

### Notes:

# Section 6: Applications of Wave

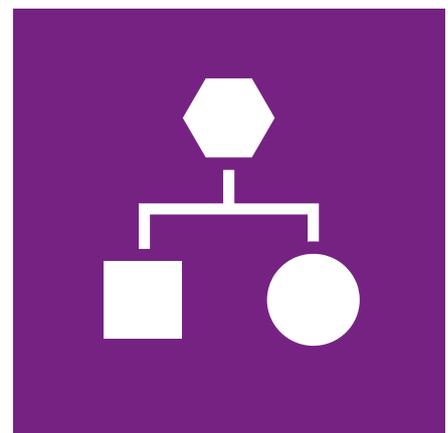
## General Process

Notes:

1. Job analysis to identify role requirements, e.g. select report and norm group
2. Prepare candidates and administer Wave
3. Interpret results
4. Use results to inform process/feedback

## Profiling Requirements

- Prior to using Wave it is important to understand the role requirements so that you can select the appropriate report and norm group, and focus on relevant behaviours.
- Which behaviours are critical to success, and what is their relative importance?



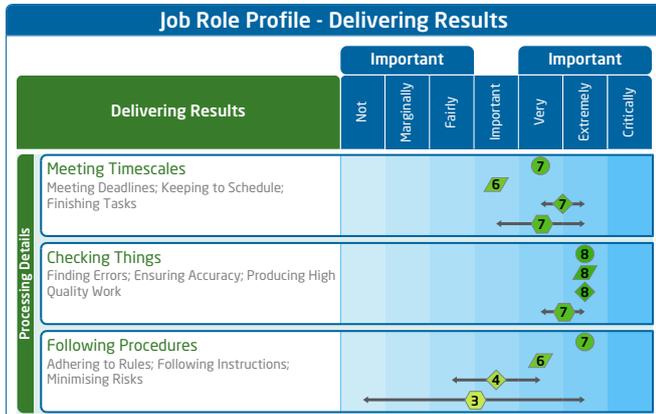
## For What Purpose Are You Using Wave?

 <h3>Hire Talent</h3>	 Professional Styles Expert Report	 Interview Guide	 Aptitude Assessments
	 Focus Styles Expert Report	 Job Profiler	 Work Strengths
	 Line Manager Report	 Sales Reports	 SJTs Situational Judgement Tests
	 Personal Report	 Onboarding Report	 AC Assessment Centres
 <h3>Build Talent</h3>	 Professional Styles Expert Report	 Performance 360 Report	 Onboarding Report
	 Focus Styles Expert Report	 Sales Reports	 My Self Report
	 Development Report	 Work Roles Report	 DC Development Centres
 <h3>Lead Talent</h3>	 Professional Styles Expert Report	 Leadership Risk Report	 Aptitude Assessments
	 Performance 360 Report	 Leadership Impact 360 Report	 AC Assessment Centre
	 Entrepreneurial Report	 Leadership Impact Report	 DC Development Centre

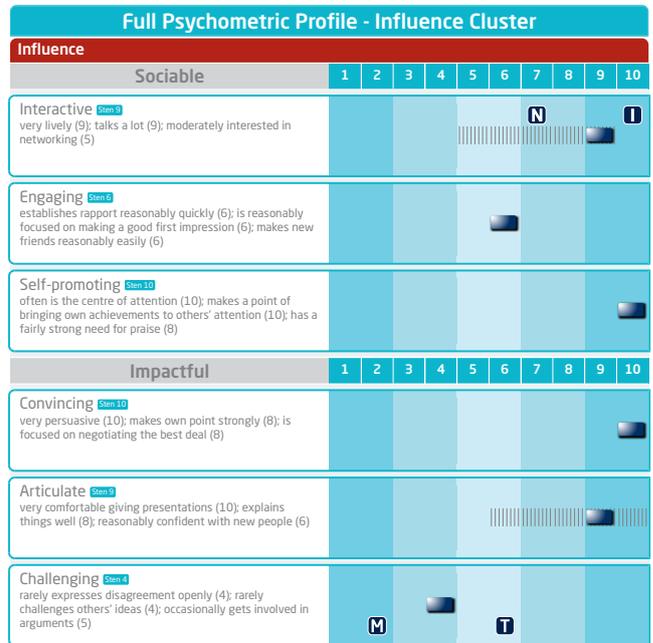


# Hire Talent

## Profile Requirements



## Hire for Experience



## Devolve Recruitment

**Interview Questions**

Evaluating Problems  
Examining Information (8); Documenting Facts (6); Interpreting Data (6)

Fairly High  
higher potential than about 75% of the comparison group

Describe an occasion when you had to evaluate a complex problem at work.

- What was the problem?
- What information was important?
- Where did you look for information?
- How did you analyse the information?
- What technology did you use?
- How did you weigh up what was most important?
- How effective was your overall evaluation?

\* What aspect of evaluating problems do you find most interesting?

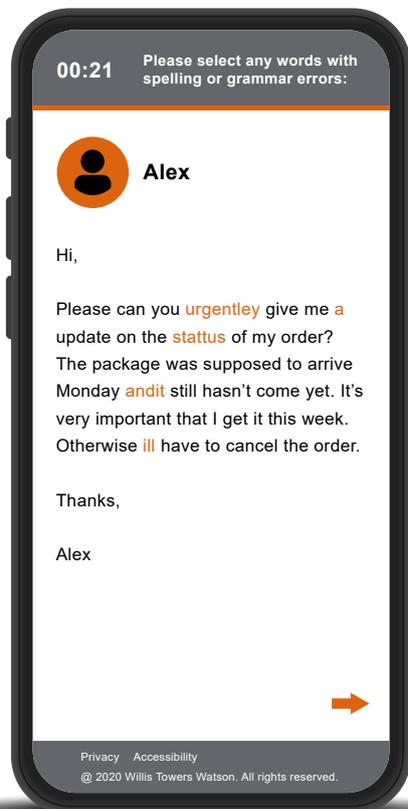
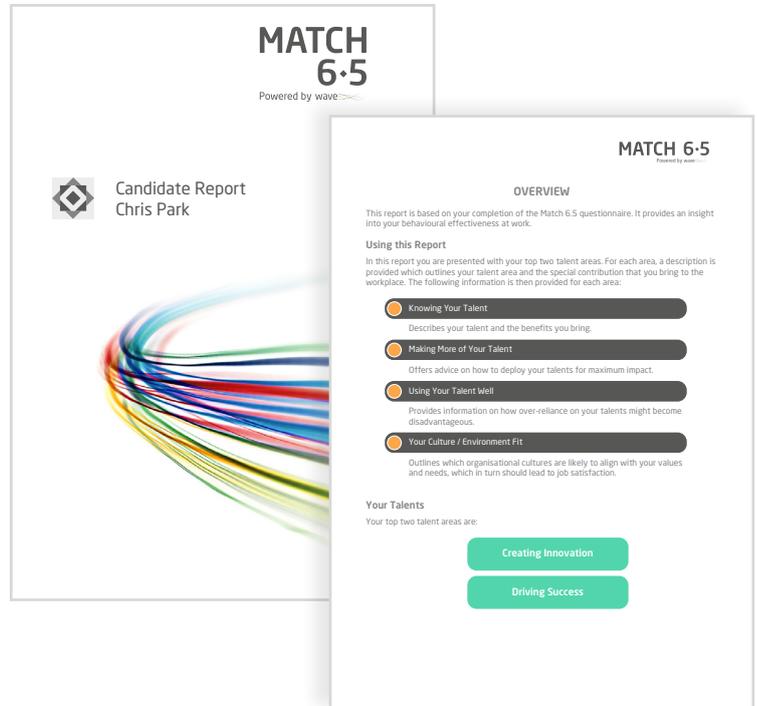
## Screen Volumes

Candidate	Screen Volumes																	
	Verbal Comprehension	Role Fit: Customer Support	Role Fit: Sales	Role Fit: Technical Support	Stream?	Offer Interview?	Evaluating Problems	Investigating Issues	Creating Innovation	Building Relationships	Communicating Information	Providing Leadership	Showing Resilience	Adjusting to Change	Giving Support	Processing Details	Structuring Tasks	Driving Success
Candidate 23	82	62.50	49.61	42.88	CS	Yes	7	3	3	3	1	2	3	5	8	7	6	6
Candidate 21	79	56.53	59.46	50.96	Sales	Yes	4	9	4	4	4	5	9	8	5	6	6	6
Candidate 22	73	52.88	50.19	45.00	CS	Yes	4	3	5	5	2	4	4	7	8	8	6	4
Candidate 8	70	56.92	58.65	55.38	Sales	Yes	7	6	4	4	4	4	6	5	3	8	7	9
Candidate 7	68	53.07	58.84	59.23	TS	Yes	8	8	5	4	4	6	7	8	3	7	4	8
Candidate 6	67	59.61	54.23	51.80	CS	Yes	6	7	4	4	5	8	8	6	8	6	6	6
Candidate 18	64	56.92	58.65	55.38	Sales	Yes	5	5	4	4	4	3	3	3	9	8	4	4
Candidate 19	63	66.15	62.50	59.42	CS	Yes	6	9	7	3	4	6	7	5	2	6	6	9
Candidate 20	62	59.80	64.61	60.96	Sales	Yes	6	6	3	3	1	6	6	7	7	7	6	6
Candidate 24	62	55.57	56.73	56.53	Sales	Yes	5	3	8	4	1	2	2	8	5	7	7	4
Candidate 16	59	50.57	43.78	54.80	TS	No	10	9	8	3	6	4	5	4	5	3	2	6
Candidate 28	58	43.84	40.26	39.23	-	No	8	7	8	4	4	5	5	5	3	4	4	7
Candidate 17	57	51.15	54.61	57.11	TS	No	8	9	6	5	5	6	3	4	5	6	3	9

# MATCH 6.5

Powered by wave

- Short behavioural assessments that can provide one fit score for rapid decision making in screening
- Especially effective when used together with aptitude tests
  - High validity of different criteria to complement tests
- Ideal for large-scale volume projects, merit lists can be created
- Overall fit scores calculated with data from multiple assessments
- Accurately identify the right people for the right roles based on behaviours which successfully predict performance
- Improve candidate experience with short completion times and work relevant questions showcasing strengths



## CHECK

- Customer Check is a new online assessment identifying how well individuals will interact with customers and represent your brand on live web chats.
- Highly-relevant assessment specifically designed to replicate typical customer contact.
- Compatible with a range of devices, including laptops, tablets and mobiles.
- Quick and engaging assessment with a 10-minute completion time.



## Coaching Report





**Coaching Report**  
**Chris Park**



**Professional**  
**Styles**



**Core Strengths**

**Creating Innovation**

You have a special contribution to make in providing creativity and originality in terms of thinking differently about what can be done and how to do it. Your innovative style suggests that you are prepared to challenge how things are typically done and like to think about how things can be improved for the future.

 **Building Strengths**

- Try to be even more creative by shifting your perspective or changing your goal. For example, what ideas could improve customer satisfaction rather than just profit?
- Try to find simple and easily understood ways to explain more complex opportunities to less theoretical colleagues.
- Look for tactics and strategies which are used in jobs/industries/organisations similar to your own. Ensure any new thinking you suggest is accompanied by a clear rationale.

 **Working Effectively with Others**

- Utilise your capability to come up with new ideas and solutions in projects where creativity is needed.
- Get involved in work where the understanding of new concepts and the development of theoretical ideas or models is valued.
- Look for opportunities for you to be involved in strategic discussions with colleagues about your shared future direction.

 **Using Strengths Well**

- Do you ever suggest an idea during the final delivery phase of a project when it is too late to be considered? ACTION: Be careful not to distract with new ideas when the focus is on final completion.
- Are any of your ideas and suggestions seen as complex or difficult to understand? ACTION: Research who you are presenting your suggestions to and find ways to simplify your message, e.g. talk through an example of exactly how your idea would work.
- Could your focus on the long term be at the expense of dealing with the present? ACTION: Switch between an operational and strategic focus as time permits; do not let one dominate the other.

## Other Role-Specific Reports

Work Strengths



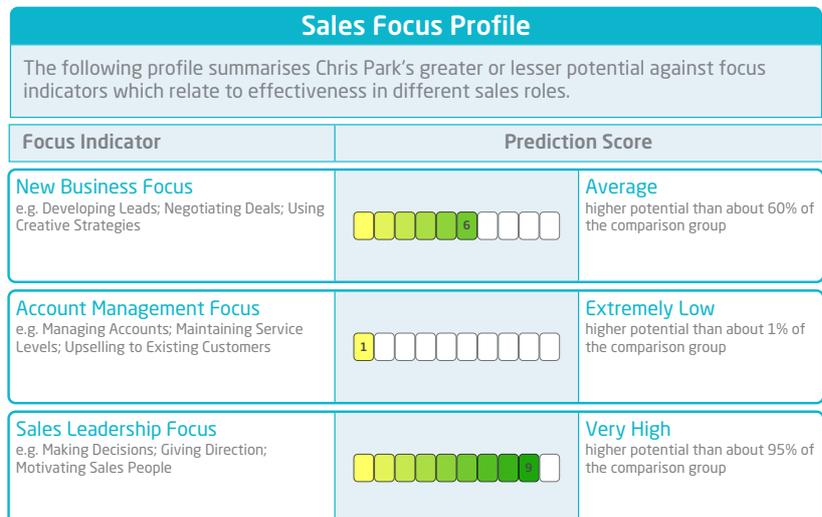
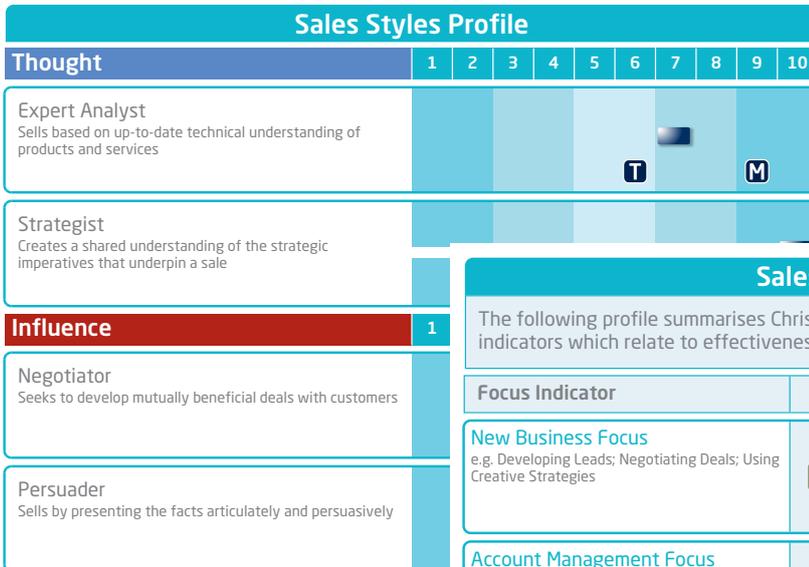
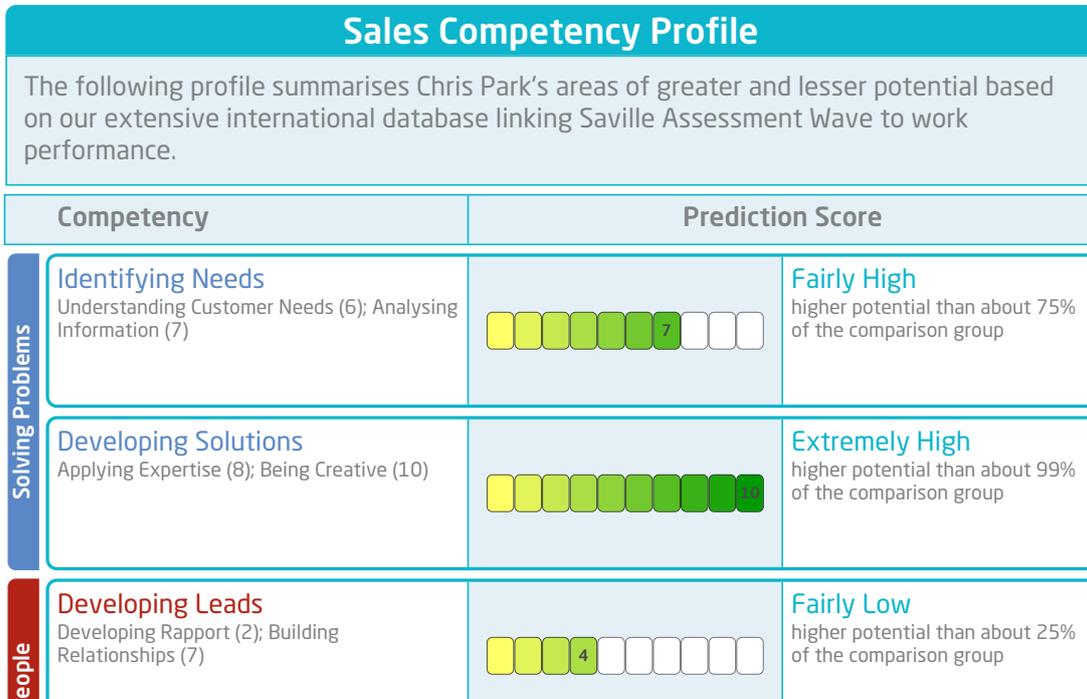
Customer Service Profile			
The following report summarizes Sample Candidate's areas of greater and lesser potential based on Saville Assessment's extensive international database linking Saville Assessment Strengths to work performance. Sample Candidate's Ratings Acquiescence is 5 and their Consistency of Rankings is 5.			
Area	Potential		
Solving Problems	<b>Identifying Needs</b> Understanding Customer Needs (1); Analyzing Information (2)	1 <input type="checkbox"/>	<b>Extremely Low</b> higher potential than about 1% of the comparison group
	<b>Problem Handling</b> Providing Solutions (4); Gaining Expertise (1)	1 <input type="checkbox"/>	<b>Extremely Low</b> higher potential than about 1% of the comparison group
Influencing People	<b>Customer Influence</b> Positive Impact (7); Being Friendly (5)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Average</b> higher potential than about 60% of the comparison group
	<b>Being Assertive</b> Leading Others (5); Motivating People (7)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Average</b> higher potential than about 60% of the comparison group
Adapting Approaches	<b>Being Flexible</b> Handling Pressure (8); Staying Positive (8)	<input type="checkbox"/> <input checked="" type="checkbox"/> 9 <input type="checkbox"/>	<b>Very High</b> higher potential than about 95% of the comparison group
	<b>Teamworking</b> Being Attentive (8); Supporting People (8)	<input type="checkbox"/> <input checked="" type="checkbox"/> 9 <input type="checkbox"/>	<b>Very High</b> higher potential than about 95% of the comparison group
Delivering Results	<b>Being Dependable</b> Being Organized (7); Maintaining Standards (3)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Average</b> higher potential than about 40% of the comparison group
	<b>Results Focused</b> Taking Action (6); Pursuing Targets (5)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 6 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Average</b> higher potential than about 60% of the comparison group

### Role Types

- Graduate
- Management Trainees,
- Manager & Professional

# Other Role-Specific Reports

## Sales



## Why Create Bespoke Reports?

- Harnessing the exceptional validity of the Wave framework
- Wave designed to measure other models well in detail
- Reporting against your model, e.g. competencies or values
- We bespoke different types of reports (PS, FS & Work Strengths), e.g.
  - Expert & Line Manager
  - Development Report
  - Interview Guide
  - Onboarding
- We have created over 300 bespoke reports



Competency Potential Profile		
This profile gives Chris Park's areas of greater and lesser predicted potential against ZM digital's Competency Framework.		
Competency Description	Potential	
<b>Ideas</b> <b>Innovative Thinking</b> Generating Ideas (9); Examining Information (8); Developing Strategies (8); Challenging Ideas (10); Embracing Change (6)		<b>Extremely High</b> higher potential than about 99% of the comparison group
<b>Team Work</b> <b>Working with Others</b> Team Working (2); Valuing Individuals (3); Thinking Positively (7); Interacting with People (5)		<b>Fairly Low</b> higher potential than about 25% of the comparison group
<b>Team Work</b> <b>Developing Others</b> Developing Expertise (7); Directing People (7); Resolving Conflict (3); Inviting Feedback (4)		<b>Average</b> higher potential than about 40% of the comparison group
<b>Leadership</b> <b>Leading Others</b> Empowering Individuals (5); Convincing People (8); Conveying Self-Confidence (7); Articulating Information (5)		<b>Fairly High</b> higher potential than about 75% of the comparison group
<b>Responsibility</b> <b>Seeing Things Through</b> Managing Tasks (1); Providing Insights (9); Taking Action (8); Pursuing Goals (9); Producing Output (4)		<b>Fairly High</b> higher potential than about 75% of the comparison group
<b>Responsibility</b> <b>Understanding the Business</b> Seizing Opportunities (8); Exploring Possibilities (9); Interpreting Data (6); Upholding Standards (3); Making Decisions (10)		<b>Very High</b> higher potential than about 95% of the comparison group
<b>Responsibility</b> <b>Understanding Customers</b> Establishing Rapport (3); Following Procedures (2); Checking Things (3); Understanding People (3)		<b>Extremely Low</b> higher potential than about 1% of the comparison group

## Appropriate Benchmarking: Choosing the Right Norm Group

Available Wave norms include:

- Graduates
- Mixed Occupational Group
- Individual Contributors
- Professionals and Managers
- Senior Managers and Executives

Choice of norm group should take account of:

- Job, educational and work experience levels
- Representativeness
- Sample size

## Preparing for Administration

### **Invited Access Online Administration:**

- Invite candidates to complete the assessment (include checking for any reasonable adjustment requirements and any anticipated problems completing the questionnaire)
- Ensure candidates have access to preparation/practice materials
- Ensure candidates have internet access and an email address
- Inform candidate of next steps, e.g. when they will receive feedback

In some circumstances administration can be done under supervised conditions which requires a trained test administrator to be present.

### **Notes:**

## Administering Wave via the Bureau

- Complete a form – our Bureau team do the rest
- Cost-effective for small numbers
- Fast turnaround within two hours
- Open 8am – 6pm UK time

**Notes:**

# Administering Wave Using Oasys

- One-off investment
- Free training to use Oasys
- Better value for larger numbers
- You are in control of your own projects
- Can be branded or non-branded
- 99.9% uptime

## Notes:

The screenshot shows the desktop version of the Saville Assessment login page. At the top, it features the 'Saville Assessment' logo and the 'Willis Towers Watson' logo. Below this is a 'Login' section with a language dropdown menu set to 'English (United States)'. There are input fields for 'Username' and 'Password', followed by a purple 'Log In' button. A link for 'Forgotten your password?' is located below the button. At the bottom, there are links for 'Privacy' and 'Accessibility', and a footer with the text 'Saville Assessment Oasys © 2020 Willis Towers Watson. All rights reserved.'

The screenshot shows the mobile version of the Saville Assessment login page. It features the 'zm.digital' logo at the top. The 'Login' section includes a language dropdown menu set to 'English (United Kingdom)'. There are input fields for 'Username' and 'Password', followed by a teal 'Log In' button. A link for 'Forgotten your password?' is located below the button. At the bottom, there are links for 'Privacy' and 'Accessibility', and a footer with the text 'Saville Assessment Oasys © 2020 Willis Towers Watson. All rights reserved.'

## Interpretation

- Interpretation should be objective
- Be clear what matters, e.g. critical behaviours and purpose of assessment
- Consistency matters, e.g. across test users
- Information from questionnaires should be integrated appropriately with other relevant assessment data
- Do group differences exist which are meaningful for interpretation?

### Notes:

## Group Differences?

- Virtually all assessment methods, including personality questionnaires, have historically tended to show some differences between groups.
- Wave shows no large differences and very few small to moderate differences in any group (age/gender/ethnicity).
- From our data of the 36 Styles dimensions;
  - Only **Rational** shows a moderate gender difference – males score approx. 1 Sten higher than females (females are slightly higher on Attentive and Activity Oriented).
  - **Learning Oriented**, **Self-assured**, **Striving**, **Receptive**, **Conforming** – Black group scored approx. 1 Sten higher than White group (moderate difference).
  - **Activity Oriented** – White and Asian groups scored approx. 1 sten higher than Black group (moderate difference).
- Sampling effects should be considered as the most likely primary reason for the majority of group differences.

*NB: Full fairness data can be found in the Wave Professional Styles Handbook*

## Ethical Considerations for Using Wave

- Equal opportunities legislation
- Training requirements
- Respect for the individual and the instrument
- Data protection and privacy
  - e.g. data should be used only for the purposes collected unless explicit consent is given by the individual
- Assessment use policy

### Notes:

## Applications of Wave - Review Worksheet

**Q1. Approximately what percentage of a person's level of extraversion is considered to be due to their genetics?**

**Q2. What factors influence how extraverted you are generally?**

**Q3. What factors influence how you may display your extraversion in a situation?**

**Q4. What factors will influence whether your extraversion changes across your lifetime?**

**Q5. How might someone's gender, age or ethnicity impact on their level of extraversion?**

**Q6. How might your answers to the questions above differ for conscientiousness?**

## Notes

### Profiling Requirements

Ensuring that the correct assessments are used in a particular context is extremely important. Choosing the correct assessment helps to increase the reliability, validity and fairness of any assessment process, and also guards against risks associated with incorrect or poor assessment use. One of the most important stages in this process is the profiling of the requirements for an assessment process, i.e. knowing what you're trying to measure and choosing the best tools which help you to do this.

Wherever possible, questionnaires and tests should be chosen on the basis of a thorough job analysis to ensure that decisions are being made with the use of relevant information. Job analysis is a process to identify and determine in detail the particular duties and requirements in a role, as well as the relative importance of these for the job. This can include deciding which aspects or scales from an assessment will be considered relevant to the job. When looking at the importance of Wave scales for a particular role, selecting six Wave sections as critical areas is generally a realistic and manageable number.

Job analysis is an essential pre-requisite to choosing which psychometric tests and questionnaires to use. There are several ways to profile a role, including: interviews with incumbents and supervisors, questionnaires (structured, open-ended, or both), observation, and gathering background information such as job descriptions. It is common to use more than one of these methods.

Saville Assessment have developed the Job Profiler and Wave Performance Culture Framework card deck to support organisations in their job profiling activities.

### Wave Performance Culture Framework

The Wave Performance Culture Framework card deck can be used for a wide variety of applications. The cards cover Behaviour, Ability and Global measures from the overarching Wave Performance Culture Framework.

The framework gives enormous flexibility to measure performance and work culture. It provides a 'language of work' that helps workers and managers describe work, performance, and culture in a clear, concise and objective manner.

You can decide how to classify and prioritise work elements, from a very broad level through to a very detailed and granular level. That flexibility allows users to focus in at the most appropriate level for their application and to 'drill down' when more specific information is needed.

The card decks can be used on a one-to-one basis, with small groups/teams or with large focus groups as part of interactive sessions to assess key characteristics. It offers an engaging and interactive approach with line managers and non-HR teams at all levels in an organisation. The vocabulary is simple, direct and jargon-free. The cards enable users to cover a lot of ground quickly and tease out areas of agreement/disagreement using a constructive and non-threatening process.

### Job Profiler

Saville Assessment have developed the Job Profiler questionnaire, an online measure (taking just 15 minutes to complete) that captures the essential features of jobs in an efficient and effective manner.

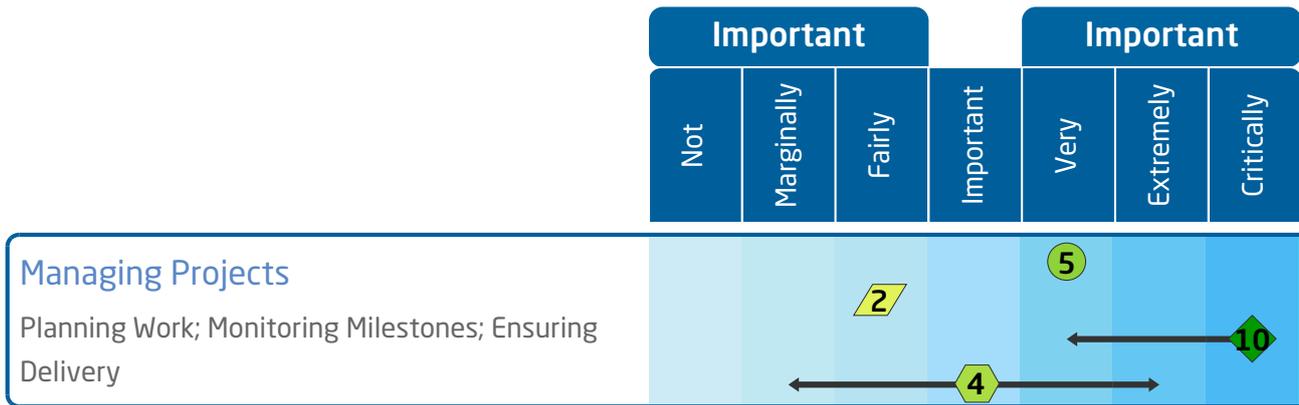
The Job Profiler includes multi-ratings, gaining perspectives from the job holder, boss, stakeholders and reports.

The assessment covers Behaviours, Ability and Global measures from the overarching Wave Performance Culture Framework.

The results provided by each rater group are represented by a different shape and positioned on the rating scale with arrows reflecting any differences or ranges in opinion, as shown on the next page.

There is also a free text section that adds richness to the data gained from the rating scale. The free text allows users to explore opinions of key skills and knowledge from different rating groups in more detail to help identify the core role requirements.

Please speak to your course director if you'd like to discuss job analysis and job profiling requirements in greater depth.



## Hire - Build - Lead

Our talent assessments enable organisations to identify potential, accelerate performance and achieve results:

### Hire

#### Defining Requirements

Stakeholder agreement on what 'good' looks like for a role is essential to selecting the right people. Our profiling tools enable those involved in the hiring process to:

- identify behaviours most predictive of performance and potential
- gather different stakeholder perspectives on what is important to the role
- articulate requirements objectively for fair and standardised benchmarking

#### Experienced Hire

Identifying motives (what an individual enjoys doing), talents (what they are good at doing) and culture-fit (where they will thrive) are essential to good hiring decisions. The unique Wave deep-dives allow clients to:

- differentiate between high-calibre candidates with in-depth reporting
- reduce the risk of bad hiring decisions
- increase the calibre of shortlisted candidates

#### Volume Screening

The first contact an employee has with an organisation is often via the recruitment process. The technology, branding, messaging and assessment experience shapes the perception that successful and unsuccessful candidates have of that organisation. Our volume screening solutions:

- provide an engaging candidate experience
- empower recruiters to make quick decisions based on valid data
- streamline the assessment process for candidates and recruiters with short completion times, automation and dashboard scoring options

#### Devolved Recruitment

Organisations are adopting more flexible and matrix approaches to working. Increasingly HR is looking to devolve parts of the hiring decision and interview process to line managers. Our interview solutions facilitate more efficient interviewing through:

- reduced preparation time with user-friendly guides
- improving interview objectivity
- giving line managers access to powerful psychometric data

### Build

#### Talent Audits

Understanding what employees do best and where they do it best is essential to building strong talent pipelines. Our clients are able to:

- objectively benchmark talent and measure performance in line with potential
- identify talent 'pinch-points' and align talent with business demands
- create highly effective development programmes for High Potentials (HiPos)

### Onboarding

Effective onboarding can positively impact employee engagement, attrition and productivity. Clients accelerate time to competence of new employees, using our tools to:

- align new employees' strengths and challenge areas with the requirements of the role and the business
- prioritise initial objectives and development activities according to their work style and business demands
- facilitate better working relationships between managers and new hires

### Team Effectiveness

High-performing individuals do not always equate to high-performing teams. Our workplace effectiveness solutions foster a high-performance culture by:

- improving the effectiveness of working relationships which employees have with each other
- illustrating team dynamics to cultivate better understanding and improved performance
- highlighting where people can create the most impact in agile working scenarios

### Performance Development

Developing potential and growing your employees results in a more committed workforce, increased effort and better results. Our range of development tools support:

- person and job-relevant development planning, driven by data on performance and potential
- powerful and rich feedback utilising the three unique deep dives only offered by the Wave questionnaire
- increased self-awareness, making employees more accountable for achieving their objectives

### Lead

#### Leadership Selection

Leaders are responsible for technical expertise, engaging a workforce, strategic vision and organisational success. We help clients select the best leaders by identifying:

- where they will have the most-business critical impact
- the situations leaders are likely to be most effective
- individuals with the potential to grow an organisation

### Identifying Future Leaders

Knowing who has the potential to deliver an organisation's strategy is critical to an organisation's success. Clients are using assessments to:

- recognise talent with the potential to meet the leadership challenges of the future
- create high-potential leadership development programmes
- deliver powerful coaching and feedback to accelerate potential

### Successful Entrepreneurs

Entrepreneurs create and lead high value businesses, often starting with virtually nothing. Our dedicated Entrepreneurial report can be used for:

- identifying potential entrepreneurs to help start and build high-growth businesses
- coaching entrepreneurs and harness the talent of individuals with entrepreneurial ability
- driving corporate entrepreneurship and innovation

### Leadership Development

Bad leadership will cause staff to leave, make ill-judged decisions, stifle growth and deliver poor results. Our leadership assessments ensure clients effectively:

- accelerate leadership onboarding
- understand and manage performance capabilities for optimum performance
- coach, develop, reflect on and refine leadership style

### Selecting Norm Groups for Wave

The following general norm group categories are available for Wave Professional Styles and Wave Focus Styles as standard:

- Graduates - All
- Graduates - Recent
- Mixed Occupational Group
- Individual Contributors
- Professionals and Managers
- Senior Managers and Executives

The Saville Assessment norm groups are available for UK, International, Regional (e.g. continental) and Country

samples. For other country-specific norm group availability, please speak to your course director. A Sales norm group is available for use with the Wave Professional Styles Sales Report only.

The choice of norm group against which people are benchmarked will have an impact upon scores. Your choice of norm group should always take into account the job being applied for and the educational level and work experience level required. For example, it is appropriate to use a norm group of senior managers and executives for a director entering the organisation. It would not be appropriate to compare directors' scores to a group of individual contributors who have no management responsibility.

Scores based on a 'specific' norm group, for example those based on people in a specific profession, will need interpreting differently from those based on a broader norm. For example, an individual applying for a sales job may be seen to have a high score on a 'selling' scale when compared to a broad general population norm group. The same person's score normed against a group of successful salespeople would be expected to result in a more average Sten score because everyone in the group is high on 'selling' compared to the majority of population. It is important to understand this difference and to ensure that Sten scores are not misinterpreted as a result of the use of norm groups which contain smaller ranges of scores (i.e. narrow variance).

The same argument can be applied to mixed gender/ethnic group norms where average group performance differences have been shown. It is important to use a norm group which is representative of the group to be profiled (e.g. in terms of age, gender and ethnicity).

As a general rule, norm groups should be up to date and, in order to have statistical significance, should be based on a group of ideally 150 + people. Up to a certain point, the larger the sample size, the more representative of the intended population the norm group is likely to be.

## Administration of Wave

Saville Assessment Wave can be administered via online, unsupervised invited access or online supervised access, using either our Bureau service or the Oasys online administration system. In practice, the Supervised Access mode is used much more rarely than the Invited Access mode, but it provides the reassurance of a separate version where there is any concern over candidate responses.

## Candidate Preparation

When candidates complete Wave Professional Styles and Wave Focus Styles questionnaires in an unsupervised, 'Invited Access' environment, typically a unique secure link to the questionnaire is emailed to the individual along with a password and username. Therefore, the candidate needs to have reliable access to the internet and an email address.

Prior to individuals completing Wave Styles, Wave Preparation Guides should be sent out alongside other relevant information about the assessment process. Wave Preparation Guides can be downloaded for free from the Saville Assessment website. Individuals should also be given the opportunity to declare any special requirements for completion of the online questionnaire.

Prior to a supervised administration session, test administrators should check the room being used for comfort, lighting, temperature and noise. A sign should be placed on the door indicating that a testing session is taking place to minimise disruptions. It is essential to check the computer set-up and availability of technical assistance on the day. All administrators should introduce themselves and maintain a friendly but professional demeanour. Ensure that candidates understand why Wave is being used and allow time for questions. Inform candidates of the likely length of the session and outline how feedback will be provided. Candidates should be requested to turn off mobile phones.

## Invited Access - Saville Assessment Bureau

To invite a candidate to complete Wave Styles using our Bureau Service, administrators need to contact Saville Assessment Bureau Service in advance of the administration. The Saville Assessment Bureau require first name, last name and email address for each candidate and the Wave trained user. Following completion of the questionnaire, the required Wave Styles reports are generated automatically by Saville Assessment Bureau and can be sent to a designated qualified Wave user. A Personal Report for the candidate is included at no additional cost when the Wave Expert Report is generated. The Wave Personal Report can then be sent to the candidate as part of the feedback arrangements.

## Invited Access - Saville Assessment Oasys

As an alternative to using the Saville Assessment Bureau, clients with Wave trained users can purchase their own Oasys system to administer Wave and online ability tests independently. Oasys systems can be tailored to include client branding and logos, and full training is provided for Oasys system administrators. Comprehensive technical support is available from the Saville team.

### Interpretation

It is critical that great effort is put into ensuring that assessment objectivity and fairness carries through into the interpretation of results.

Be clear what you are **measuring** and what you are **forecasting** when you describe results. For example, in Wave you are measuring someone's self-reported workplace style, e.g. Assertive, in order to forecast their likely workplace performance in terms of Providing Leadership.

Consistency matters and whether you are hiring, developing or assessing for leadership or potential, it is important that all users make equivalent interpretations of the data. To ensure consistency, you should seek agreement with other Wave users in a given assessment process as to which scales are most important, and a consistent process should also be agreed upon. This is particularly important if you are weighting or integrating any of the Wave data with other assessment results. In selection, you may wish to calibrate your approach with other Wave users. The Wave reports promote consistency of interpretation through the provision of facet verbalisers; keeping to the report rather than seeking to add your own interpretation to any results helps to ensure consistency.

When Wave is used with other information (e.g. an interview) to inform decisions, appropriate weighting should be applied. In development, for example, it may be that a development activity is identified which, while appropriate to the individual, is not possible in their current role.

Wave interpretation is always based on a comparison of others; appropriate norms that are suitably large and representative of the applicant group should be used.

The question often arises as to whether differences between groups should be taken account of in interpretation. The simple answer for Wave is 'no'. We do not see any large average group differences on the basis of gender, age or ethnicity and we do not publish separate norm groups or advise any user to make differences in interpretation on the basis of group membership.

### Ethical Considerations for Using Wave

#### *Equal Opportunities Legislation*

Equal opportunities legislation should be adhered to at all opportunities and care should be taken to avoid unfairly discriminating against any group.

Equal opportunities legislation has developed over time to

protect more groups, with major legislative developments in the latter half of the 20th Century. This legislation has continued to strengthen and evolve to cover more protected groups. Be aware that many assessments still used today pre-date some of these legislative developments and should be used with extreme caution or, in certain circumstances, not at all.

The UK Equality Act 2010 is one of the most important pieces of legislation to consider. Under this act, the following characteristics are considered protected:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

#### **Direct and Indirect Discrimination**

Direct discrimination is treating people differently on the basis of group membership. This is not something that any high quality assessment is designed to do.

Indirect discrimination is where an unjustifiable requirement or condition has a disproportionate impact on one or more protected groups. For example, setting a requirement for high scores on leadership-based competencies when recruiting for a non-managerial role, where these competencies wouldn't be necessary or justified. There could be a risk of age discrimination because younger candidates might have less experience of leading, due to lack of tenure / prior work experience.

Because Wave shows fewer and smaller group differences than many other comparable tools, it is less likely that, through the use of Wave, any inadvertent indirect discrimination would occur. Nevertheless, we would always recommend that any user of any workplace assessment has strong justification for using the assessment to make decisions, e.g. choosing critical competencies to determine what matters for effective performance on the basis of thorough job analysis.

## **A Note on Disability: Reasonable Adjustments and Special Accommodations**

Many jurisdictions, including the UK, make legal provisions for individuals with disabilities and/or who require special accommodations in workplace situations. This can sometimes mean that reasonable adjustments are required during an assessment process to accommodate a person's specific requirements/disability, in order to allow them as fair and comparable an assessment experience as possible. For modern, online personality assessments such as Wave, this tends to be less of a consideration than for some other methods. However, accommodations such as providing the assessment in another format (e.g. use of screen reading software, assistance by a sighted administrator or administration in hard copy format) may occasionally be necessary. The Saville team are available to provide guidance and support with any such cases.

### ***Training and Responsibilities for Test Users***

Test users must undergo training but as with any set of skills or knowledge, over time issues may be forgotten and bad habits can develop. Equally, new developments may require updating of knowledge. For instance, the use of computers is changing the way tests are used and new issues relating to technology are arising for test users. Therefore, it is important to engage in continuing professional development to maintain up-to-date knowledge and develop skills. This may be through reading relevant literature, attending conferences and training days or working with other test users to challenge and develop competence.

It is important for all test users and test administrators to be aware of their responsibilities in following procedures and maintaining good practice. In the end, it is the responsibility of the test user to ensure proper practice and to ensure that all interpretations made from the test are valid and appropriate.

### ***Respect for the Individual and the Instrument***

As an experienced trained user, it is easy to forget the concerns which may be felt by candidates. For the candidate, completing the questionnaire may be part of a life changing experience and this should be considered at all stages of the assessment process.

As discussed in the administration section of this document, candidates should be briefed before completing psychometric instruments on why the assessment is being used and what it involves, in addition to an explanation of what will happen with the data after collection. Understanding what the test is about and how it will be used may help relax a candidate about the process. It will

also allow a candidate to ask any questions or request special assistance for a disability or any other reason. A proper briefing is also important so that a candidate understands the process. Only then can a candidate give informed consent to participating. There is clear evidence that candidates are more likely to regard decisions as fair when they are aware of the processes used to reach these decisions.

In particular, it should be remembered that Wave Styles is not a clinical instrument and should never be used to make judgements about a person's state of mental health.

Interpretations should be made within the limits of the validity of the instrument. Be careful of claims about scale meaning which are not supported by the available evidence.

## **Feedback**

Candidates who have completed psychometric assessments are often very interested in their results. In personality questionnaires, feedback plays a vital part in fully understanding the candidates' responses. Being able to comment on the results not only provides a greater depth of information, but also enables candidates to provide explanations for their responses and further information where appropriate. This is likely to make candidates feel more comfortable about the way in which their responses are being interpreted, particularly in selection situations. Knowledge of what information is being extracted from the responses can allay fears and provide reassurance in terms of the objectivity and effectiveness of the selection process.

In development contexts, professional feedback where candidates are encouraged to comment on how they responded to the questionnaire is usually extremely important. Regardless of the context of use, feedback should never make assumptions about candidates as a result of their responses, but should be an open discussion of the results with the candidate's profile providing hypotheses for further exploration.

### ***Data Management***

Candidates are likely to be concerned about who will be able to see their results. This can be a particularly strong factor of concern for internal job applicants. Ensuring that candidates are fully aware of who may have access to their responses (and reassuring them about who will not) is a key element of ensuring that candidates have provided their informed consent.

Candidate data should be handled and stored securely and appropriately according to applicable legislation.

Candidate data should be stored confidentially. Existing data should not be used for a different purpose to the one for which it was first collected unless the candidate has consented to this and it is relevant (e.g. under some circumstances it could be appropriate that selection data is subsequently used in on-boarding). Any data allowing identification of the candidate should be removed from publicly accessible records of assessment results.

The test user has a responsibility to maintain and use information collected about people in an appropriate manner. There are six principles put in place by the Global Data Protection Regulation (GDPR) to make sure that information is handled properly. These state that data must be:

- 1. Processed lawfully, fairly and in a transparent manner:** The scores should be used to make fair decisions about people. This requires the use of well-chosen tests with appropriate interpretation. Ensure that candidates are provided with sufficient information about the assessment process.
- 2. Collected for specified, explicit and legitimate purposes and not further processed for an incompatible purpose:** Ensure scores are only used for the purposes for which they were collected. To use them for other purposes requires gaining further permission from the candidate. If an assessment is completed as part of a development process it is unlikely it would be appropriate to use the results for selection or promotion decisions at another time.
- 3. Adequate, relevant and limited to what is necessary in relation to the purpose:** Ensure only appropriate tests are used. Tests are not used unless the information is needed for a proper business purpose, e.g. making effective selection decisions, developing staff.
- 4. Accurate and, where necessary, kept up-to-date:** Ensure that care is taken in collecting and processing data to ensure it is accurate.
- 5. Kept in a form which permits identification of data subjects for no longer than is necessary for the purpose:** That there is a policy of deleting data once it is no longer useful. Typically test scores remain relevant for 12-24 months. After this they should be erased.

- 6. Processed in a manner that ensures appropriate security of the personal data:** Appropriate security should be in place when storing data. Appropriate technical or organisational measures should be in place to protect against unauthorised or unlawful processing and against accidental loss, destruction or damage.

Each organisation should take their own legal advice with regard to their human resource activities. Saville Assessment is not in a position to advise on legal matters.

### *Test Use Policy*

It is good practice that the use of tests is controlled by an organisational test use policy. This will set out standards and local policies on a range of relevant issues. This helps ensure that minimum standards are maintained and that there is consistency in practice across assessments.

### **Notes:**

# Section 7: Reliability & Validity

## Reliability & Validity Recap

**Reliability:** How consistently and precisely an assessment measures a characteristic.

**Validity:** Related to the relevance and predictive power of an assessment.

## Wave Professional Styles Reliability

### Test-Retest Reliability

dimension mean  
.75 (range from .58  
to .85)

*N* = 100

### Alternate Form Reliability

dimension mean  
.86 (range from .78  
to .93)

*N* = 1,153

### Internal Consistency Reliability

dimension mean  
.74 (range from .58  
to .86)

*N* = 1,153

**Notes:**

## Potential Sources of Error in Self-Report

<b>Individual</b>	<ul style="list-style-type: none"><li>• Mood, motivation and wellbeing</li><li>• Misinterpreting instructions</li><li>• Deliberately distorting responses</li></ul>
<b>Administrator</b>	<ul style="list-style-type: none"><li>• Degree and consistency of standardisation</li><li>• Making an error when scoring</li><li>• Providing unclear rationale for purpose</li></ul>
<b>Test Developer</b>	<ul style="list-style-type: none"><li>• Ambiguous or non-specific items</li><li>• Items are not actually measuring construct</li><li>• Profiling/scoring error</li></ul>

## Professional Styles Reliability

### Standard Error of Measurement

On average there is a 68% confidence of the true score being between 0.7 Sten scores either side of the observed score.

### Notes:

## Aspects of Validity in Self-Report

- **Face Validity:** do the questions 'look right' i.e. appear to be appropriate/job-relevant? And do the reports 'look right'?
- **Content Validity:** the extent to which the questions are actually focused on job-relevant content.
- **Consequential Validity:** the intended and unintended consequences of using a questionnaire.
- **Construct Validity:** different forms of evidence that demonstrates a questionnaire measures the expected underlying construct, trait or theory.
- **Faith Validity:** an unfounded belief that a questionnaire is appropriate, i.e. in the absence of evidence.
- **Criterion-related Validity:** evidence that the questionnaire predicts relevant criteria (e.g. competencies).

## Validity 'Watch-Fors' and the Barnum Effect

A potential risk of over-reliance on non-empirical forms of validity (e.g. face and faith) is that individuals end up accepting feedback which doesn't offer any value in predicting work performance.

When people accept general truisms that apply to most people as accurate portrayals of their own uniqueness, this is typically known as the Barnum Effect.

### Notes:

## The Wave Model: Validity

### Performance Driven

Questions were selected on the basis of how well each facet (motive and talent) correlated with overall performance and potential.

### Dynamic Rating Format

By enabling a dual dynamic rating format 'ra-ra' it is possible to further improve the validity.

### Predictive Competencies

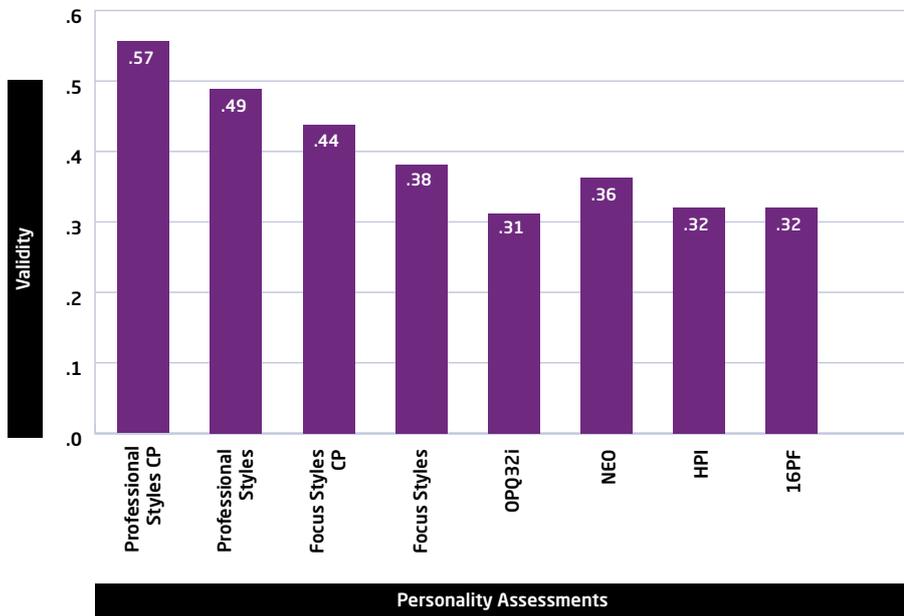
Competencies and self-report questions which were less correlated with overall performance were dropped.

### Project Epsom

A large sample of participants (N=308) validated the Wave model, alongside other popular personality questionnaires.

### Notes:

# The Wave Model: Project Epsom



## Validity: So What?

- Questionnaires with the highest validity increase the chance of selecting the best performers at work and considerably reduce selection errors
- Moving from recruiting using a questionnaire with a validity of +0.3 to using a questionnaire with a validity of +0.6 can double the cost benefit to an organisation
  - This can also reduce the number of serious selection errors five-fold

### Notes:

0 Validity - 1 person in 5 will be a poor performer



0.3 Validity - 1 person in 10 will be a poor performer



0.6 Validity - 1 person in 50 will be a poor performer



## Notes

### Reliability

#### Definition

Reliability is fundamental to measurement and concerns how precise and error-free a tool is in measuring desired constructs. In self-report questionnaires, reliability concerns how consistently and precisely a questionnaire measures a characteristic. Reliability is important when interpreting personality assessment scores, because they are intended to reflect the individual's true personality. Reliability is crucial for validity, as an inconsistent or unreliable measure cannot be valid because its lack of reliability restricts the true measurement of personality.

#### Types of Reliability

**Test-Retest** reliability refers to the stability of a measure over time. It is calculated by correlating scores on a measure completed by the same group of people at two points in time.

**Alternate or Parallel Form Reliability** refers to the consistency between two versions of the same measure. This is the correlation between the results for the same group of people who complete two versions of the questionnaire.

**Internal Consistency Reliability** relates to the internal correlations of the components of the measure, for example the relationship between the different scales within an assessment.

For self-report questionnaires it is important that internal consistency reliability is satisfactorily high but not artificially inflated. Narrow scales with repetitive item content have high reliability but lack breadth of measurement. In the development of Wave Professional Styles this problem was avoided by drawing on three distinct facet constructs for each dimension.

#### Wave Professional Styles Reliability

A development goal of the Wave Styles assessments was to have alternate form and test-retest reliabilities as high as possible. The Wave Styles assessments were designed to have moderate (0.6 – 0.9), rather than high internal consistencies at the dimension level (as they are made up of six different work constructs – motive and talent).

The 36 dimensions of Wave Professional Styles demonstrate acceptable test-retest reliabilities over

an 18-month interval with coefficients ranging from .58 (Principled) to .85 (Activity Oriented) and a mean reliability coefficient of .75.

The alternate form reliability of Saville Assessment Wave Professional Styles is based on two versions of Professional Styles; Invited Access (IA) and Supervised Access (SA). At the dimension level, the mean reliability of the dimension scales (combined Normative and Ipsative) was .86 and the minimum reliability estimate for any dimension was .78.

The dimensions of Wave Professional Styles were designed to have internal consistency estimates ranging from .60 to a maximum of .90. The mean internal consistency is in the centre of this desired range, at .74. Only one scale fell outside this – Insightful, with an internal consistency of .58. However, Insightful has highly acceptable alternate form reliability and test-retest reliability estimates which are the fundamental reliability measures for Wave Styles.

### Error

#### Sources of Error

Self-report scores can contain errors of measurement for a number of reasons:

**Individual** - The individual completing the assessment may have been feeling unwell on the day or may have had a 'bad' day, both of which can influence an individual's responses. The reasons for completing a questionnaire can also impact on responses; for example, if completing a personality measure as part of a selection procedure, the individual's perception of the organisation's values may bias their responses. The environment can also impact on the reliability of assessment scores. The conditions (heat, noise levels) in which individuals complete the assessment can also influence response style.

**Administration** - The way in which the assessment is administered is also crucial to the reliability. As Wave Styles is an online measure, it is more immune to these sources of error, however, administrators should ensure a clear rationale for using the assessment is provided.

**Test Developer** – The construction of an assessment can impact on its reliability. For example, if questions are ambiguous or don't measure the intended construct the assessment is less likely to be reliable.

## Reliability and Error

Scores obtained in occupational questionnaires invariably contain a degree of error. The Standard Error of Measurement (SEm) enables us to make allowance for this error when dealing with individual scores. Thus the SEm is concerned with the margin for error in an individual's score. It can, therefore, be used to assess the confidence we can have in the precision of an individual's score, by presenting a band in which we are confident the individual's score lies.

When a score lies in a band of plus or minus one SEm, we have a 68% confidence level in the score being accurate. A band of two SEms reflects a confidence of 96% accuracy. The use of the SEm means that scores can be generalised across the population, using confidence levels. The typical SEm of Wave Professional Styles is slightly less than one SEm.

## Validity

### *What is Validity?*

A questionnaire is valid to the extent that it measures what it is designed to measure. In particular, validity is a measure of how relevant a questionnaire is to job content. In developing Wave Styles, providing validation evidence was considered paramount in presenting a questionnaire that is based on a robust model of personality and is relevant to the workplace. As such, validation was incorporated into the construction of Wave Styles from its inception.

### *Types of Validity*

**Face validity** looks at whether the instrument appears to be measuring what it should be. In the construction of Saville Assessment Wave, great care was taken to avoid items that lack face validity in a work context such as questions related to neuroticism and clinical symptoms. Although face validity has no statistical basis, it is essential that a questionnaire 'looks right'; that is, it appears to measure what it is intended to measure, for example, personality characteristics required in the workplace. A questionnaire that is face valid is one that it is acceptable not only to the individuals who complete it but also to those who will be required to interpret and act upon its findings. Members of an organisation are more likely to feel comfortable in their use of a questionnaire and individuals more readily accepting of the results if the questionnaire appears reasonable and appropriate to them.

However, there is a danger that users may rely on spurious validity, such as face validity, as evidence of its true validity. It cannot be assumed, for example, that because a questionnaire is face valid, that it is also psychometrically valid. Using a questionnaire that is not psychometrically

robust can subsequently lead to mistakes in selection, development, feedback and interpretation.

**Content validity** reflects the extent to which the items in an instrument are representative of job-relevant content. Wave Professional Styles has been designed to measure a core set of personality characteristics required for a range of professional and managerial roles. The items cover both the Talent (e.g. 'I am good at selling') and Motive (e.g. 'I enjoy selling') aspects of the personality dimensions being measured. In the development of Wave, a research- and conceptually-driven hierarchical model was created, which maps to the Wave competency framework. Items were written and refined based on statistical analyses and professional expertise.

**Consequential validity** considers the intended and unintended consequences of using a questionnaire. For example, if an assessment is being used to identify high potential people within an organisation for succession planning purposes, intended consequences could include encouraging individuals to strive to develop themselves in performance-relevant areas, greater motivation and effort displayed by potential succession candidates and improved understanding of what matters for effective performance. On the other hand, unintended consequences could include a narrowing of focus amongst potential succession candidates to just those variables assessed by the questionnaire, potential succession candidates engaging in practices to disadvantage others and inappropriate use of assessment scores by the administrators or decision-makers.

**Construct validity** concerns the extent to which an instrument measures some underlying theoretical construct or trait. Professional Styles has been designed to comfortably cover the scope of leading personality theories such as the 'Big 5' model, as well as competency constructs such as the 'Great 8' model. At the same time, we retained important work constructs even if they did not fit neatly into 'parsimonious' academic theories.

**Faith validity** is a spurious form of validity. Faith validity is a blind belief that a questionnaire is appropriate and predictive of job effectiveness, for example, because of the plausibility of scale names or the acceptability of the report by candidates. A '**Barnum effect**' occurs when a statement in a questionnaire is phrased in such a way that it could be applicable to anyone. Consequently, a candidate's positive response to such a statement has minimal value since all candidates are likely to agree with this statement. Faith validity is the least defensible form of validity.

Finally, **criterion-related validity** is the extent to which a questionnaire is able to predict job performance variables such as appraisal ratings, potential for promotion and achievement of targets and objectives. The most common way of establishing criterion-related validity is by correlating questionnaire scores with measures of job performance. The main methods of approach to this are through concurrent validation and predictive validation.

- **Concurrent validity** - the potential effectiveness of a new questionnaire is investigated on current employees within an organisation.
- **Predictive validity** – the impact of a new questionnaire is evaluated by following up the performance of selected individuals some months after being recruited.

### **Criterion-Related Validity: Project Epsom Validity**

Studies generally indicate that a good personality questionnaire can have a validity of +0.3. Validities above +0.7 are virtually unknown in the literature. The higher the validity, the better.

Ability tests have validities of around +0.5; unstructured interviews around +0.2. Educational qualifications are surprisingly poor predictors of performance, at around +0.1.

### **Project Epsom: Background**

A large sample of participants (N=308) completed a range of popular personality questionnaires including OPQ32i, 16PF, NEO, Hogan's PI and Wave Professional Styles and Wave Focus Styles. Questionnaires were compared against the same independent work performance criteria. These were:

- (i) A global work performance measure covering accomplishing objectives, applying specialist knowledge and demonstrating potential.
- (ii) The SHL Great Eight work competencies.

Measures of participants' work performance were established by asking third-parties to independently rate how effectively the participants performed in the work competencies covered by the Great Eight and global performance criteria.

The more accurately a personality questionnaire predicts how independent raters have judged the work performance of the participant in a completely separate rating form, the more valid the personality questionnaire.

### **Validity - Total Performance**

#### **The validity of seven key questionnaires in measuring global work performance:**

All of the seven questionnaires show at least a moderate level of validity in predicting work performance according to the global work performance criteria. The Saville Assessment Wave Professional Styles questionnaire comprehensively outperforms all other questionnaires in terms of validity. Wave Focus Styles takes under 15 minutes to complete, yet compares favourably in terms of validity with much longer questionnaires such as the OPQ32i, the Hogan Personality Inventory and the 16PF5.

#### **The average validity of seven key questionnaires in measuring the Great Eight competencies:**

The Saville Assessment questionnaires are the most valid questionnaires for measuring work performance, even when defined by the independent SHL Great Eight measures of work performance. The Saville Assessment questionnaires are strong in terms of validity in comparison to CEB SHL's OPQ® against its own model of work effectiveness.

### **Increasing Validity Increases Return on Investment**

Questionnaires with the highest validity increase the chance of selecting the best performers at work and considerably reduce selection errors.

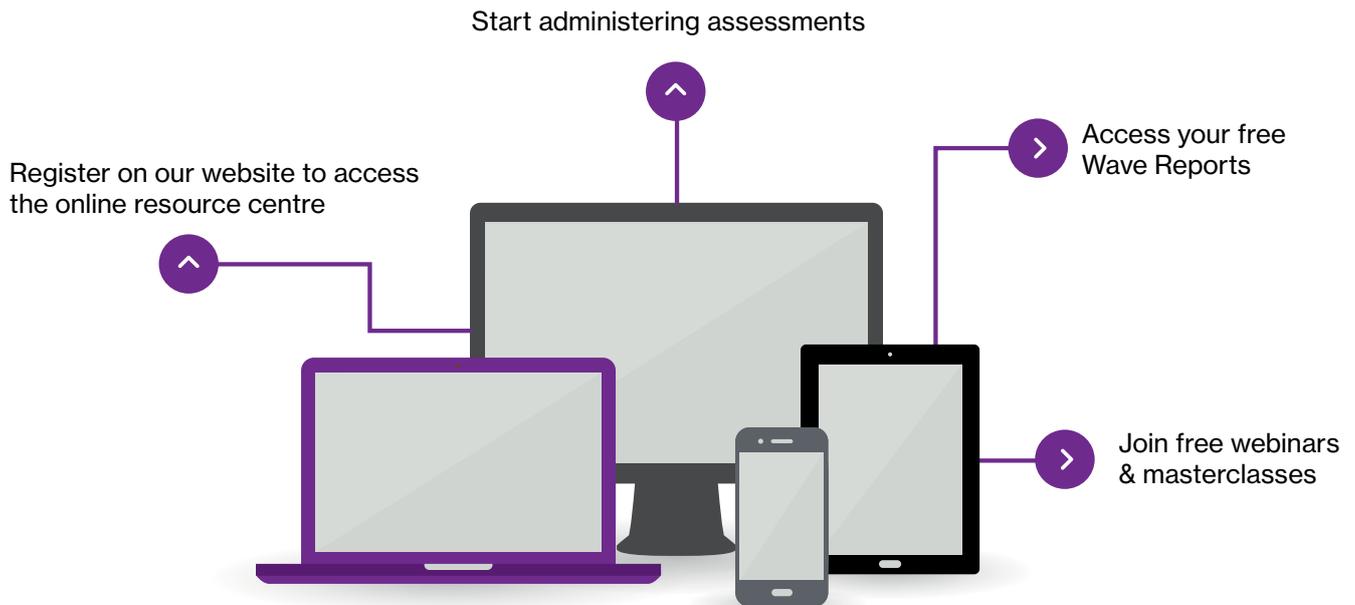
An example of a serious selection error is selecting a candidate from the bottom 20% of performers when you mean to select from the top 20% of performers:

- (i) If a questionnaire has a validity of 0.0, one person in every five that you select will prove to be in the bottom 20% of performers.
- (ii) If a questionnaire has a validity of +0.3, one person in every 10 that you select will prove to be in the bottom 20% of performers.
- (iii) If a questionnaire has a validity of +0.6, one person in every 50 that you select will prove to be in the bottom 20% of performers.

Moving from recruitment using a questionnaire with a validity of +0.3 to using a questionnaire with a validity of +0.6 can double the cost-benefit to an organisation. It can reduce the number of serious selection errors five-fold, remarkably improving the accuracy of the selection process.

# Section 8: Summary & Next Steps

## Next Steps



Contact our Duty Consultant for additional support.

**Notes:**



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info@savilleassessment.com

## Administering Wave: A Recap

- No annual subscription fees to use Wave
- No separate administration, scoring or profiling fees
- **Saville Assessment Bureau – your managed service option:** Complete the form and our Bureau team will set up the questionnaire and send you reports
- **Saville Assessment Oasys – your self-service option:** One-off set up fee then a third off report costs. Your Oasys platform can be branded
- Both services provide direct access to Saville Assessment’s range of ability tests; no additional training required

**Notes:**

## The Saville Assessment Community

### What you can expect:

- Invitations to webinars and practitioner masterclasses
- Discussion on industry-specific news and topics
- Networking opportunities with other professionals
- Privileged offers



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# Notes

## Resource Centre

As a trained user of Saville Assessment Products, you now have access to the Members Area of the Saville Assessment website. In this area you will find technical manuals and handbooks, product updates, research papers and survey results. To register, simply go to [www.savilleassessment.com](http://www.savilleassessment.com) and visit the Members Area. Please contact us if you require any assistance in registering.

## Duty Consultant

The Duty Consultant is a consultant available Monday to Friday to share their specialist knowledge on Saville Assessment's product portfolio. The Duty Consultant provides advice on issues including product choice, appropriateness of comparison groups and interpretation of reports.

## Administration

Our dedicated bureau service is open 8am to 6pm, Monday to Friday (except Bank Holidays) to set up your projects. In addition, the Bureau Service can offer support and advice for trained administrators managing their own Oasys platforms.

## Complimentary Wave Reports

Upon completion of the training course you are entitled to three free Wave Professional or Focus Styles Expert Reports. These reports can be claimed via our Bureau service; please contact your course director for further information.

## Straightforward Pricing

Online pricings include all aspects of the online Wave Invited Access or Supervised Access administration and receipt of the relevant Wave Styles report (excluding any additional consultancy services). There are no licence fees, and, depending upon usage, a more cost-effective route is having a Saville Assessment Oasys system, with a reduction in the cost per administration. Oasys systems can be branded to reflect client corporate colours and logos. Please contact your course director for further information on Oasys.

## Notes:



# Section 9: Post-Course Work

## Optional Post-Course Work for BPS Registration

### Written Reports Overview

- BPS requirement; two reports:
  - Report for a client, applying the questionnaire in a selection context (completed on Wave Selection Case Study)
  - Development report for an individual, cross-referenced with a feedback interview (based on a 'live' candidate of your own using Focus Styles)
- **BPS fees to pay**

### Notes:

## Notes

### Optional BPS Accreditation

If you would like to register with the British Psychological Society (BPS), you are required to complete some post-course work to ensure that you meet the requirements of the BPS. You can then be signed off by Saville Assessment as having met the required standards for the BPS Test User: Occupational Personality certificate.

The requirement for accreditation with the BPS is to produce two written reports based on Wave Styles assessment results. One of these must integrate evidence from a 'live' feedback discussion.

### Task One: Selection Report for a Hiring Manager

Review the job description, Tradigital background information and Wave Professional Styles Expert Report contained in the **Selection Case Study** brief.

Review the key personal characteristics required for the role. (TIP: identify five or six of the 12 competencies listed on the Competency Potential Profile page of the Wave Professional Styles Expert Report).

Look at Sam Jenkins' Wave Professional Styles Expert Report and write a report based on Sam's suitability for the Business Development Manager role. You should consider:

- What are the key competencies required for the role?
- What are Sam's likely strengths in relation to these key competencies?
- What are Sam's potential development needs in relation to these competencies?
- What areas would you recommend are probed further at interview? Include some specific interview questions to help the interviewer.

For guidance, there is an **Example Written Selection Report** provided in this section, which outlines the content and format that should be followed.

### Task Two: Development Report for an Individual

For this report you need to set up an individual to complete a Wave Focus Styles assessment online via our Bureau service. You will be emailed details on how to set up a Wave

Styles assessment for your post-coursework after the course. You can contact our Bureau service on:

**Bureau.Manager@savilleassessment.com** or +44 20 8619 9006.

Once Wave Focus Styles has been completed by your chosen volunteer, you will receive access to their Expert Report and will then need to schedule a feedback session with them.

You are required to write a development report based on your feedback session. This report should incorporate information both from the Wave Focus Styles Expert Report and your notes from the feedback session.

You should aim to cover at least four Wave sections in your written report and must discuss at least one motive-talent split and one normative-ipsative split (if present on the profile).

For guidance, there is an **Example Written Development Report Based on a Feedback Session** provided in this pack, which shows how information from a feedback session can be integrated into a written report.

### Next Steps

Once you have completed all the reports, please email **training.administrator@savilleassessment.com** or post them to your Course Director at Saville Assessment, ensuring that you include the relevant Wave Focus Styles Expert Report for the written development report based on an individual of your choice. Note that you are advised to remove any personally identifiable information from the documentation forwarded to us, in order to ensure confidentiality. Any data received will be treated by Saville Assessment as strictly confidential.

# Example Written Selection Report

## Selection Report: Client Relationship Director

### Overview

- This report gives a summary of Tom Brown's results on Wave Professional Styles self-report assessment as part of the selection process for the role of Client Relationship Director.
- This report is for the attention of Janet Smith and Ian Jones. It is confidential and should not be discussed with anyone other than those involved in the selection of candidates for the Client Relationship Director position.
- This report has been prepared specifically for the purpose stated and based on the information available.
- Psychometric reports are generally held to have a maximum period of validity of two years.

### Introduction

This report summarises Tom Brown's results from the assessment and highlights areas of potential strength and areas of potential development that should be investigated further at interview against the Upstream Client Relationship Director competencies. Suggested questions are provided.

The Wave Professional Styles assessment provides information on motives and talents, based on Tom Brown's responses to the questionnaire.

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

The Wave Professional Styles assessment produces profiles that combine both free-rating and forced-choice responses in an administration time of approximately 40 minutes. Tom's responses are based on a comparison group of over 9,000 Professionals and Managers.

### Executive Summary

**Ratings Acquiescence** – how positive or self-critical a person has been in their ratings. Tom's ratings acquiescence shows that overall, he has been more positive in his self-ratings than many people.

**Consistency of Rankings** – how consistently a person has rank ordered the characteristics across the profile. Tom has been highly consistent in the rank ordering of characteristics.

### Competency Areas

Below is a summary of Tom's results against the six key competencies identified for the Client Relationship Director role:

#### Key Strengths

- Providing Leadership
- Driving Success
- Creating Innovation

#### Supporting Strengths

- Adjusting to Change
- Building Relationships

#### Challenge Areas

- Structuring Tasks

### Providing Leadership

- ✓ Tom's responses indicate that he is highly inclined towards decision making: he has said that he makes quick decisions, is prepared to take responsibility for big decisions and holds very firm views on issues.
- ✓ Able to direct others, Tom's responses indicate that he is clearly oriented towards a leadership role, co-ordinates people well and is inclined to take control of things.
- ✓ Tom has reported that he is fairly likely to be empowering: he has indicated that he is inspirational and reasonably encouraging to others.
- ? Tom has shown that he has limited interest in finding ways to motivate others.
- ? Ask Tom for an example of when he has motivated someone at work.

### **Driving Success**

- ✓ Tom's responses suggest that he has a very dynamic style; he has said that he is good at making things happen, is impatient to get things started and is moderately energetic.
- ✓ A highly enterprising individual, Tom perceives himself as likely to identify business opportunities, fairly sales oriented and as competitive as most people.
- ✓ Tom has indicated that he is driven to achieve outstanding results, is fairly ambitious and is likely to persevere through difficult challenges.
- ? **There are no specific areas identified to probe, but it is recommended to verify Tom's self-reported strength by seeking examples to support a strong record of high achievement.**

### **Creating Innovation**

- ✓ Tom's responses indicate that he has a very strong inclination for being inventive: his responses indicate that he generates lots of ideas, produces very original ideas and is likely to adopt radical solutions.
- ✓ Highly likely to adopt an abstract thinking style, Tom's responses suggest that he is good at developing concepts, often applies theories and is interested in studying the underlying principles.
- ✓ Tom's responses indicate that he is very strategic: he is inclined to develop strategies, takes a very long-term view and creates a clear vision for the future.
- ? Whilst overall Tom is more likely to be abstract in his thinking style than most, his responses indicate that he sees himself as slightly less talented in this area than most people. However, Tom appears highly motivated to take an abstract approach, which may indicate a willingness to develop in this area.
- ? **When has Tom created or used a new concept at work?**

### **Building Relationships**

- ✓ Tom is fairly likely to be interactive: his responses indicate that he is fairly lively, moderately talkative and moderately interested in networking. Tom has indicated that he is more talented at interacting with people than most, however, he is only reasonably motivated to do so.
- ✓ Tom has described himself as very self-promoting; he is often likely to be the centre of attention. However, there is a range in his responses where he has indicated that he is only moderately modest about his own achievements and has a moderate need for praise.
- ? Overall, Tom is less likely to be engaging than others. This is particularly true in terms of making a first impression. There is a discrepancy between Tom's forced-choice and

free-choice answers which may suggest that he will place less focus on engaging when under pressure or when he feels less comfortable (e.g. when meeting new people).

- ? **Ask Tom for an example of when he has had to make a good first impression when meeting someone important for the first time.**

### **Adjusting to Change**

- ✓ Tom's responses show that he is very positive; he has indicated that he is likely to take an optimistic view and is extremely cheerful. Despite his tendency to be positive, Tom is only reasonably likely to recover quickly from setbacks.
- ✓ Tom sees himself as someone who is reasonably change oriented: he has indicated that he is as ready to accept change as most people, copes moderately well with uncertainty and accepts new challenges as readily as most people.
- ? Tom's responses indicate that he is slightly less receptive to feedback than most people and rarely asks for feedback on performance. However, he is moderately likely to encourage others to criticise his approach.
- ? **Ask Tom about a time when he received challenging feedback that he found difficult to accept.**

### **Structuring Tasks**

- ? Tom's responses show that overall he is likely to be as activity oriented as most people. He has indicated that he works at a moderately fast pace and works well when busy. However, Tom has responded to say that he prefers to do one thing at a time.
- ? Slightly less principled than many people overall, Tom has indicated that he is concerned with being ethical, places less emphasis on maintaining confidentiality and places relatively little focus on honouring commitments. Tom sees himself as less talented at adopting a principled approach than most people, however, is moderately motivated in this area which may indicate a willingness to develop.
- ? Tom's responses indicate that he is rarely likely to be organised; he is likely to be less well organised than most people, dislikes having to make plans and is less inclined to prioritise than most people. There is a discrepancy between Tom's forced-choice and free-choice answers which may suggest that he will place less focus on being organised when he is under pressure.
- ? **Ask Tom for an example of where he has to organise a large workload/project by himself.**

### **Summary**

Tom's responses to the Wave Professional Styles assessment indicate many areas of strength in relation to the role, such as Providing Leadership, Driving Success and Creating Innovation. Supporting strengths include Building Relationships and Adjusting to Change. Structuring Tasks is a potential challenge area for Tom and specific areas where Tom is less strong have been identified with potential questions to ask at interview. The information provided in this report should always be used alongside information gained from other parts of the selection procedure, e.g. interview.

For further information on the assessment, please contact Anna Smith on extension 9035, Assessment and Training Centre.

### **Notes:**

# Example Written Development Report Based on a Feedback Session

## Development Report for Lindsey Wood, Marketing Manager

### Overview

- This report gives a summary of your results on the Wave Focus Styles self-report assessment and the feedback session you had with me, Anna Smith, for the purpose of your personal development.
- This report is for your attention only and is confidential. You will have a copy of this report and are responsible for its safe-keeping and can decide who else will have access to a copy.
- This report has been prepared specifically for the purpose stated and based on the information available.
- Psychometric reports are generally held to have a maximum period of validity of two years.

### Introduction

As a Marketing Manager at Upstream, you completed the Wave Focus Styles assessment, which is designed to measure an individual's motives and talents in critical work areas. This report summarises your results from the assessment and a feedback session, and highlights areas of potential strength and areas of potential development.

Wave Focus Styles is a powerful and valid indicator of how people are likely to operate in the workplace and should be used in combination with other information from the development centre which you recently attended. It is a self-report assessment; therefore the report reflects your own perceptions and it may be helpful to consider this when reading your report. Your responses were compared to a group of 1,451 Professionals and Managers in the UK.

### A Summary of Your Response Style

This section of the report provides a brief overview of your response patterns across the Wave Focus Styles assessment. Some of this information may be useful for interpreting this report.

**Ratings Acquiescence** – how positive or self-critical a person has been in their ratings.

Overall you were very critical in your self-ratings. The lack of leniency and positivity in your responses should be considered when interpreting this report. As discussed, your results in certain areas may have presented an overly

self-critical rather than overly positive perspective on your work style.

**Consistency of Ranking** – how consistently a person has rank ordered the characteristics across the profile.

You were less consistent than most other people when rank ordering your characteristics. As discussed, such a result may reflect your self-reported difficulty in completing the ranking task.

### A Summary of Your Development Actions

This section of the report is based on our discussion of your Wave Focus Styles scores. It provides a summary of the key strengths and development areas which we explored during our conversation.

- **Evaluating Problems:** You identified communicating in writing as an area for development.
- **Creating Innovation:** Coming up with innovative marketing campaign ideas and setting a marketing strategy are key areas for your role that you would like to develop.
- **Providing Leadership & Giving Support:** You see motivating and supporting others as an important development area now that you have greater people-management responsibilities.
- **Building Relationships & Communicating Information:** It was agreed that your strength in relationship-building and communication could be utilised to greater effect in stakeholder management.
- **Driving Success:** This area was recognised as a key strength and is critical in your role where marketing campaigns are linked to sales revenues.

### Detailed Overview of Wave Focus Styles Development Discussion

This section of the report provides a detailed overview of the discussion of the Wave Focus Styles sections identified in our conversation as key strengths and development areas. It combines information from both the Wave profile and our feedback conversation.

### Evaluating Problems

- Your Wave results indicated that you are less evaluative

than most people. You agreed that this offered an accurate portrayal of your style as whilst you have to consider some numerical information as part of your job role, you are mostly required to work with written communication, which you have never seen as a strength.

- There was a difference in your free-choice ratings and forced-choice rankings in the evaluative area. You explained that you are likely to have been self-critical in this area and provided evidence that, when required, you are able to analyse and evaluate marketing campaign data, such as email marketing response rates and sales information.
- As the ability to communicate well in writing is important for your role, you could consider what actions you may be able to take to support your development in this area. For example, and as discussed, it may be helpful to seek feedback on key documentation from the most skilled communicators in your organisation to enhance your written skills.

### *Creating Innovation*

- In line with your results, you agreed that creating innovation is a key development area and aspire to be more strategic in your style.
- You feel this is a critical area for your role as you are required to come up with new ideas to drive Upstream's marketing and because you are responsible for setting and driving the marketing strategy forward.
- It may be useful to spend time reflecting on where the corporate strategy is relevant to the marketing department and to summarise this for your team.

### *Building Relationships*

- Being lively and being the centre of attention are highlighted as key strengths for you. You agreed that these results reflect your style at work.
- We discussed how you could make more use of these behaviours by experimenting with different ways to promote your own and your team's achievements within Upstream, and connecting with a wider group of stakeholders.
- There was a spread in your responses in this area, indicating that you take some time to initially establish rapport. You did not regard this as an issue of critical importance for your role, as you gave examples of how you are able to develop your influence with internal stakeholders over time.

### *Communicating Information*

- You described yourself in the Wave assessment as very persuasive, very comfortable giving presentations and open in voicing disagreement.
- We discussed how these skills are key for your role and that you are frequently required to deliver presentations at work.

### *Providing Leadership*

- You agreed with your Wave results which indicated that you are prepared to take responsibility for big decisions. You explained that you frequently have to do this as Marketing Manager.
- Your Wave responses indicate that you have little interest in motivating others. There was a discrepancy between your motive and talent for assertive behaviours; your responses indicate that whilst you see yourself as much less talented in this area, you are fairly motivated to be assertive.
- When we discussed this, you explained that you feel you lack experience managing people and find dealing with poor performers particularly challenging. You indicated that you are keen to develop yourself in this area.
- Development activities could include spending even more time with staff to understand what motivates them and what their aspirations are, and discussing methods to address poor performance issues with experienced managerial colleagues.

### *Giving Support*

- While initially you expressed surprise that your results indicated that you are less supportive than others, following discussion you agreed that, overall, your profile probably was a relatively accurate reflection of your style.
- In particular, you explained that in previous roles you have worked autonomously and you feel this reflects your less team-oriented and empathetic nature.
- We explored the impact of this on your current team and the link to motivating others. You outlined that you are less comfortable dealing with emotive and personal issues.
- To develop in this area, you could ask others open questions and encourage them to talk about themselves; make sure all relevant parties have the opportunity to make their views known, and try to recognise where others provide complementary strengths to your own.

### *Driving Success*

- You see yourself as a very driven individual and agreed with your Wave results that indicate you are very good at making things happen. You also agreed with your profile that you identify business opportunities effectively and are very driven to achieve outstanding results.
- You explained that you set high standards for your team, and that you always strive for your marketing campaigns to have a positive impact on sales revenues, and provided clear evidence of this.

### *Next Steps*

The next step is for you to reflect on the results of our discussion and we will meet again to produce a development action plan together. This plan will be used to agree effective and workable actions that you can take to develop in the core work areas identified. You may want to consider what actions and resources you are likely to need to support any development activities we agree.

Anna Smith

Ext. 048.

### **Notes:**

## Section 10: Selection Case Study

Your task is to review an applicant's suitability for a Business Development Manager role and to generate interview questions based on the applicant's Wave Professional Styles Expert Report.

The applicant in question is Sam Jenkins. Sam is currently a very successful Sales Advisor at Tradigital. Based on Sam's superior track-record in the role and consistent exceeding of the stretching sales targets set, Sam's line manager has encouraged Sam to apply for the vacancy.

### Task One: Identify five critical competencies

- Using the Business Development Manager Job Description and the Saville Assessment Wave Performance Culture Card Deck provided, identify a maximum of five critical competencies (at the Wave section level) that will underpin success in the role.
- You will be carrying out a competency-based interview focusing on these competencies as part of the next stage of the selection process.

### Task Two: Candidate evaluation against role requirements

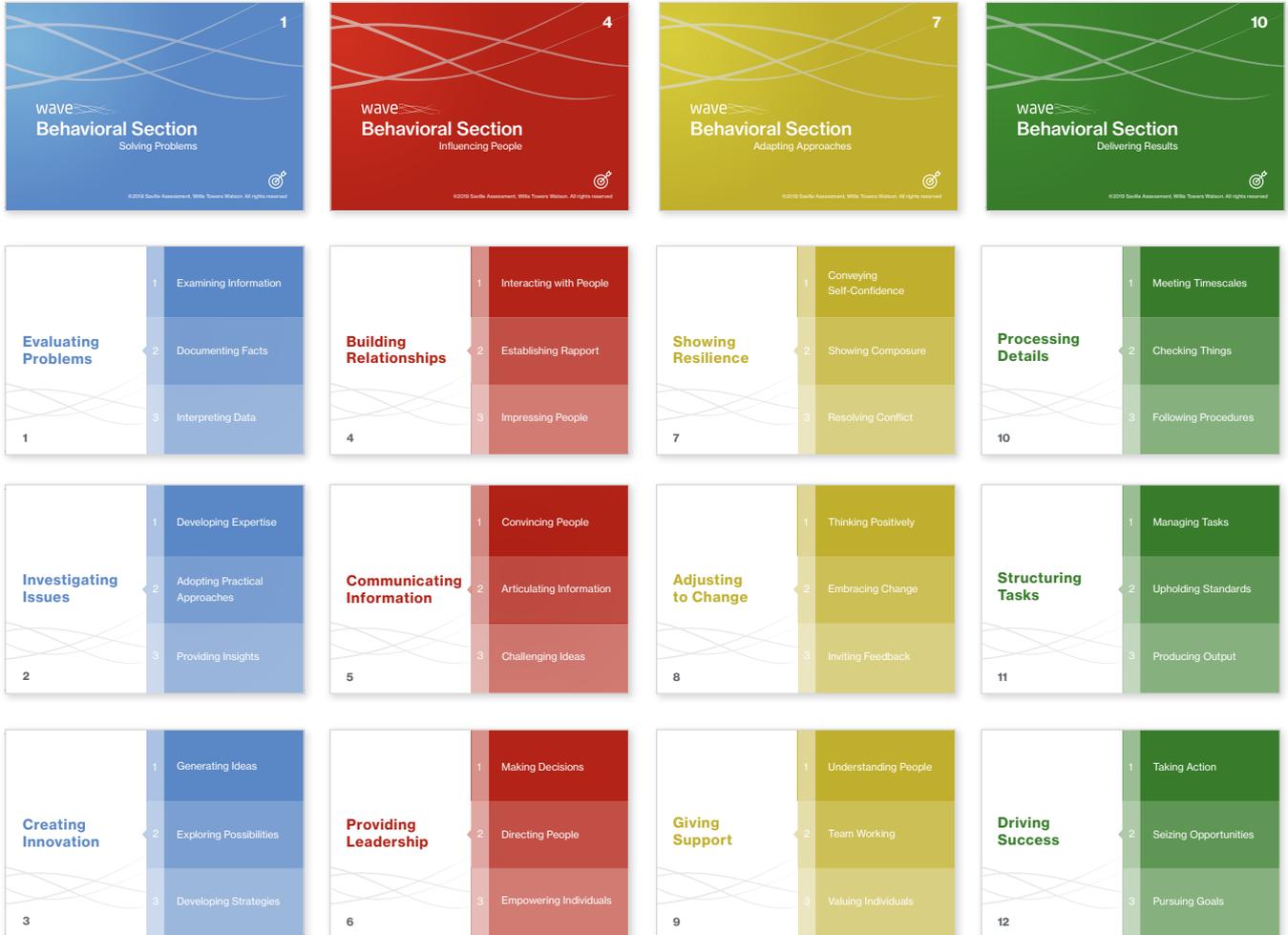
- Evaluate Sam's potential strengths, areas of concern, and areas you would wish to probe further against the elements identified in Task One above, using Sam's Wave Professional Styles Expert Report to guide you.
- You should refer to specific aspects of the Wave Professional Styles Expert Report in your summary (e.g. Psychometric Profile, Competency Potential Profile and Predicted Culture/Environment Fit Profile).

### Task Three: Interview question generation

- Generate a set of competency-based questions that will be used to probe Sam Jenkins during the interview stage, against the five key competency areas.
- Aim to produce at least one question per competency.

#### Notes:

# Performance Culture Framework Card Deck



**Task One:** Identify five critical competencies

- 1)
- 2)
- 3)
- 4)
- 5)

**Task Two:** Candidate evaluation against role requirements

**Potential Strengths:**

**Potential Areas of Concern/Risk:**

**Task Three:** Interview question generation

**Areas to probe further, including example competency-based questions you would use:**

**Tip:** Aim to produce at least **one question** per competency. An example Interview Guide extract is included in this section for reference

# Company Overview



## Notes:

**Company Profile:** Specialists in developing new digital media technology. Experts in developing virtual simulations, marketing and advertising campaigns, online training programmes and applications for mobile devices. Due to the strong growth in the e-learning industry and solutions which have proved to be very popular with clients, Tradigital is fast becoming a UK market leader within the e-simulation and application industry.

**Number of Employees:** Approximately 400.

**Head Office:** London, UK.

**Vision:** Delivering high quality simulation solutions which educate, inspire and captivate our customers.

**Latest News:** In order to meet the demand and develop opportunities with new and existing clients, Tradigital have created a new Account Management Team. The team is tasked with increasing revenues from existing clients, and identifying and converting new sales opportunities.

The Account Management Team aims to:

- Identify and successfully secure sales with new clients
- Manage a portfolio of key clients, supporting the implementation of e-learning sales projects
- Provide ongoing support to develop business opportunities within these clients

Account Managers need to liaise closely with the Marketing Team to initiate and manage promotional campaigns and with the IT Development Team who develop the software to the client's specifications.

The Account Management team consists of 14 individuals who were previously Sales Advisors at Tradigital.

**Current Situation:** There is a need to appoint a Business Development Manager to head up the newly created Account Management Team.

## Job Description

### Business Development Manager

A new Business Development Manager is required to head up the e-Learning Account Management Team. The role will focus on overall management of the team and supporting them in developing their existing client accounts as well as encouraging new opportunities. The Business Development Manager will inspire the team to come up with innovative e-learning approaches to provide new solutions for clients.

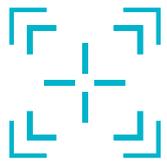
#### Key Responsibilities:

- Managing the team and coordinating their sales and account management activities
- Forming strategies on developing e-learning's usage with existing accounts and generating and following up new leads
- Generating innovative ideas and creative approaches to e-learning with due consideration of customer needs
- Providing additional training to the team to increase sales revenues
- Managing challenges encountered by the team and advising on the best course of action

#### Required Skills and Experience:

- Proven sales track record
- Influencing and negotiation skills
- Interpersonal and communication skills
- Able to network and build relationships with a range of individuals
- Excellent project management skills
- Able to motivate a team to achieve targets
- Able to develop innovative approaches to meet business objectives
- Can adapt to challenging situations and remain positive
- Approachable, providing support and sharing expertise with the team
- Previous experience working with dynamic simulation software and knowledge of e-learning programmes

#### Notes:



Expert Report  
Sam Jenkins



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.

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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 Sam Jenkins'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

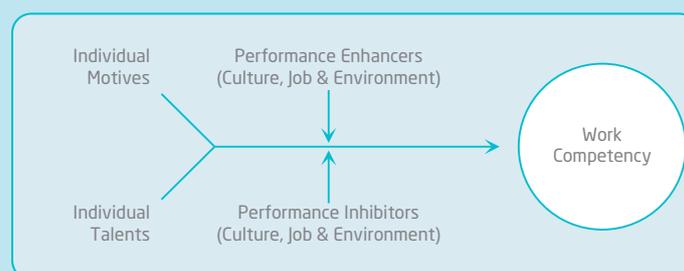
The Summary Psychometric Profile gives an overview of the 36 Styles dimensions of the profile on one page. It highlights where there is a facet range, and where motive or talent is higher (whichever is higher is indicated by M or T) and where normative or ipsative is higher (whichever is higher is indicated 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 Sam Jenkins'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

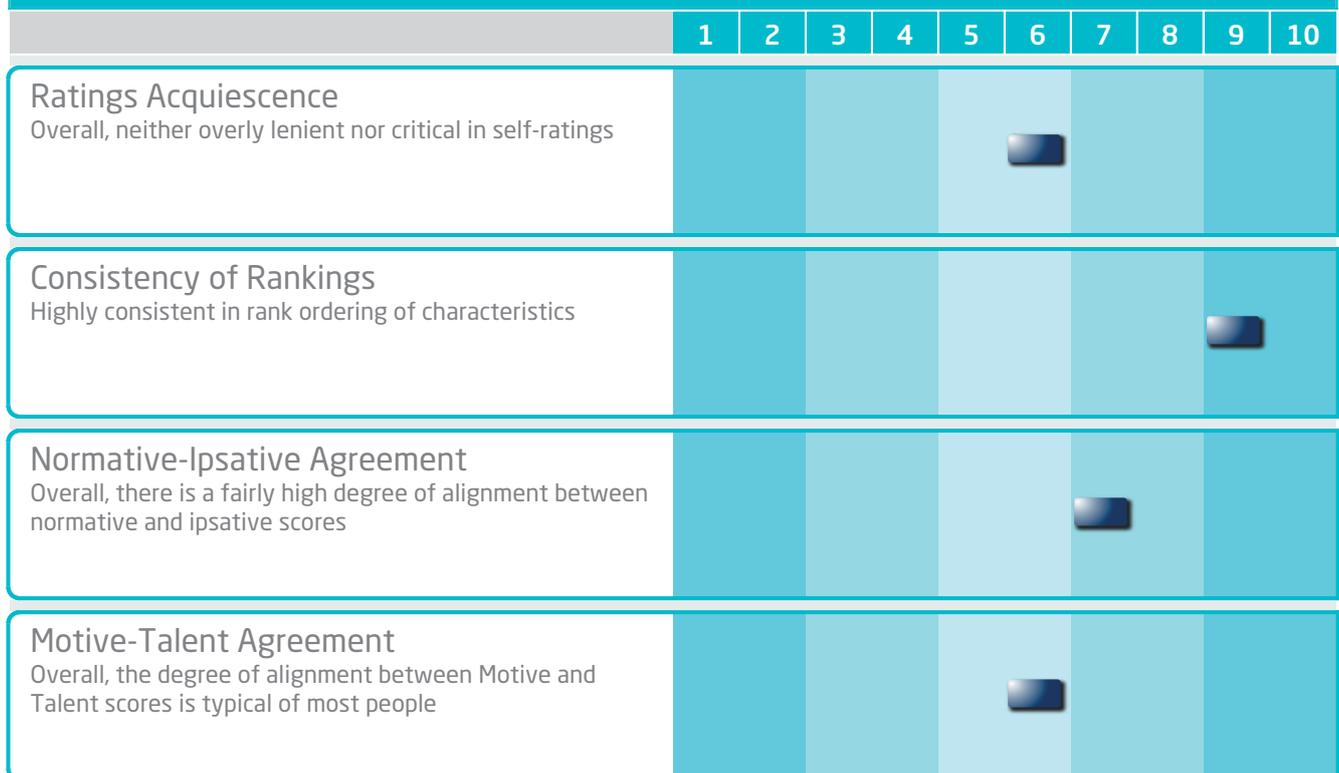
Thought	1	2	3	4	5	6	7	8	9	10
<b>Evaluative</b> <small>Sten 5</small> Analytical (6); Factual (9); Rational (2)										
<b>Investigative</b> <small>Sten 5</small> Learning Oriented (5); Practically Minded (3); Insightful (7)										
<b>Imaginative</b> <small>Sten 7</small> Inventive (8); Abstract (5); Strategic (7)										
Influence	1	2	3	4	5	6	7	8	9	10
<b>Sociable</b> <small>Sten 9</small> Interactive (9); Engaging (6); Self-promoting (10)										
<b>Impactful</b> <small>Sten 8</small> Convincing (10); Articulate (9); Challenging (4)										
<b>Assertive</b> <small>Sten 8</small> Purposeful (9); Directing (7); Empowering (8)										
Adaptability	1	2	3	4	5	6	7	8	9	10
<b>Resilient</b> <small>Sten 5</small> Self-assured (9); Composed (5); Resolving (3)										
<b>Flexible</b> <small>Sten 1</small> Positive (3); Change Oriented (4); Receptive (1)										
<b>Supportive</b> <small>Sten 2</small> Attentive (2); Involving (2); Accepting (3)										
Delivery	1	2	3	4	5	6	7	8	9	10
<b>Conscientious</b> <small>Sten 4</small> Reliable (6); Meticulous (3); Conforming (4)										
<b>Structured</b> <small>Sten 4</small> Organised (4); Principled (6); Activity Oriented (4)										
<b>Driven</b> <small>Sten 9</small> Dynamic (9); Enterprising (9); Striving (7)										

## Full Psychometric Profile - Overview

This full psychometric profile provides a detailed assessment of Sam Jenkins'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.

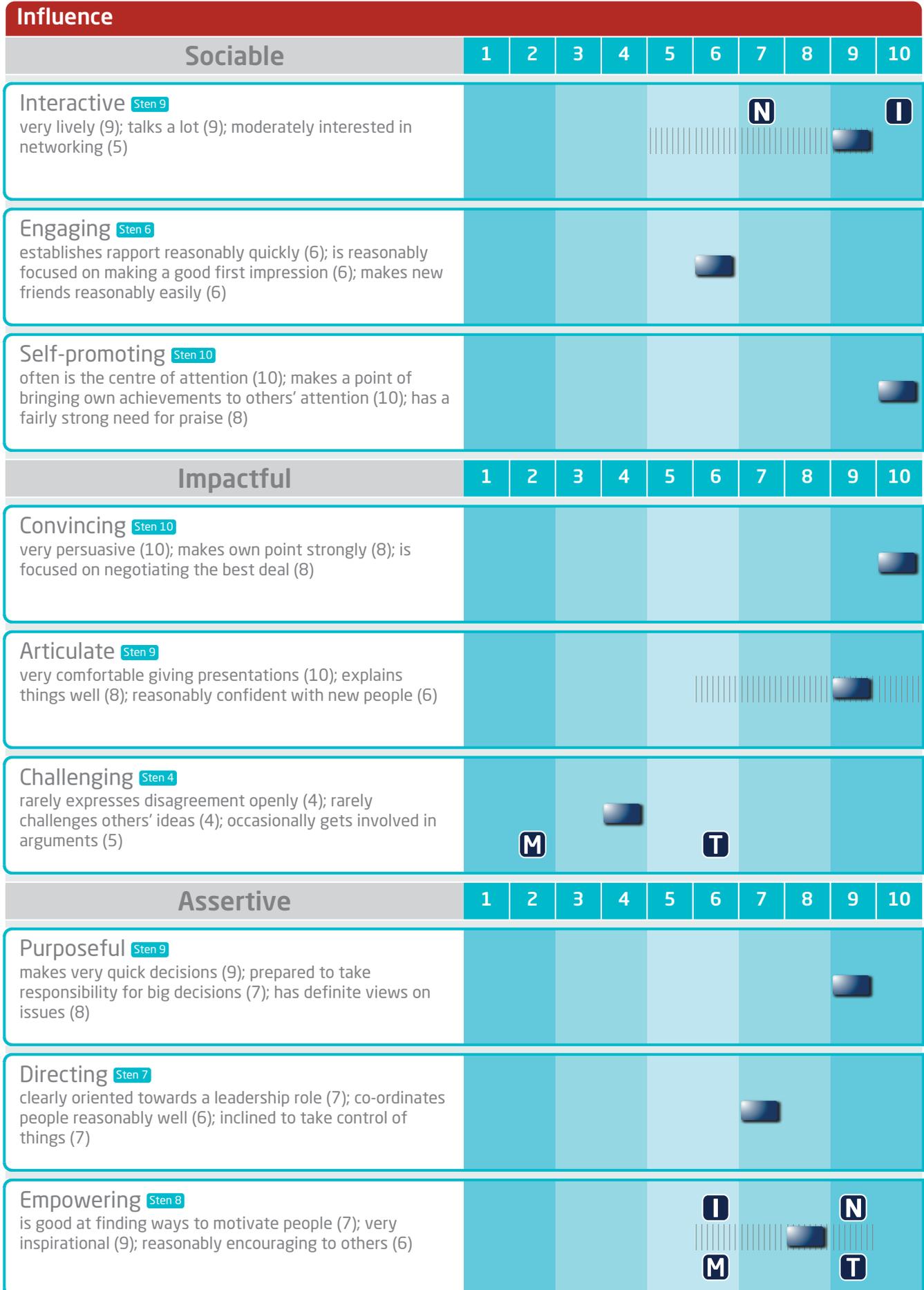
**N - I Normative-Ipsative Split.** Differences between normative (rating) and ipsative (ranking) scores of three stens or more are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative 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										
Evaluative	1	2	3	4	5	6	7	8	9	10
<b>Analytical</b> <small>Sten 6</small> likes to analyse information (7); asks probing questions fairly frequently (5); moderately inclined to seek solutions to problems (6)						■				
<b>Factual</b> <small>Sten 9</small> likely to communicate well in writing (8); readily understands the logic behind an argument (7); explores the facts very comprehensively (9)									■	
<b>Rational</b> <small>Sten 2</small> dislikes working with numerical data (4); has little interest in information technology (4); very unlikely to base decisions on the facts alone (2)		■								
Investigative	1	2	3	4	5	6	7	8	9	10
<b>Learning Oriented</b> <small>Sten 5</small> moderately focused on learning about new things (5); a reasonably quick learner (6); moderately inclined to learn through reading (6)					■					
<b>Practically Minded</b> <small>Sten 3</small> less focused on doing practical work than others (4); little interest in learning by doing (3); places little emphasis on using common sense (4)			■							
<b>Insightful</b> <small>Sten 7</small> moderately focused on constantly improving things (6); reasonably quick at getting to the core of a problem (5); very much trusts intuition to guide judgement (10)								■		
Imaginative	1	2	3	4	5	6	7	8	9	10
<b>Inventive</b> <small>Sten 8</small> generates ideas (8); produces original ideas (7); extremely likely to adopt radical solutions (9)								■		
<b>Abstract</b> <small>Sten 5</small> reasonably good at developing concepts (5); as good as most people at applying theories (5); moderately interested in studying the underlying principles (5)					■					
<b>Strategic</b> <small>Sten 7</small> inclined to develop strategies (7); takes a long term view (7); creates a reasonably clear vision for the future (6)							■			

## Full Psychometric Profile - Influence Cluster



## Full Psychometric Profile - Adaptability Cluster

### Adaptability

#### Resilient

1 2 3 4 5 6 7 8 9 10

##### Self-assured Sten 9

self-confident (7); feels very much in control of own future (9); has a strong sense of own worth (8)



##### Composed Sten 5

sometimes gets nervous during important events (5); often worries before important events (4); works reasonably well under pressure (5)



##### Resolving Sten 3

feels uncomfortable dealing with people who are upset (3); dislikes having to deal with angry people (3); feels less need than many people to resolve disagreements (4)



#### Flexible

1 2 3 4 5 6 7 8 9 10

##### Positive Sten 3

moderately likely to take an optimistic view (6); takes time to recover from setbacks (2); less cheerful than many people (3)



##### Change Oriented Sten 4

less positive about change than most people (2); copes moderately well with uncertainty (5); accepts new challenges as readily as most people (6)

T

M

##### Receptive Sten 1

less receptive to feedback than most people (1); unlikely to encourage others to criticise approach (3); rarely asks for feedback on performance (4)



#### Supportive

1 2 3 4 5 6 7 8 9 10

##### Attentive Sten 2

less empathetic than most people (2); unlikely to listen attentively for long (2); has limited interest in understanding why people do things (4)



##### Involving Sten 2

less team oriented than others (2); takes limited account of other people's views (3); unlikely to involve others in the final decision (4)

I

N

T

M

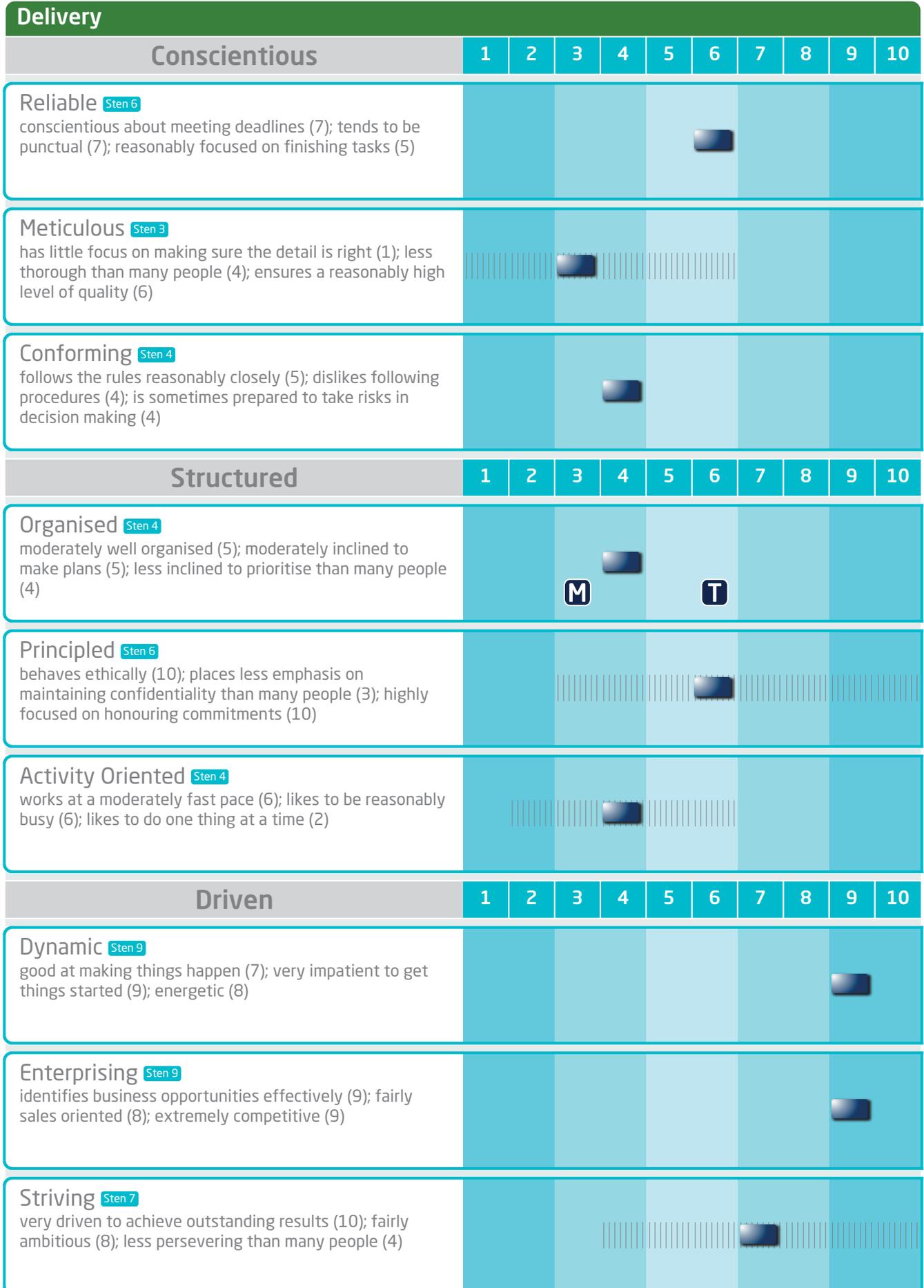


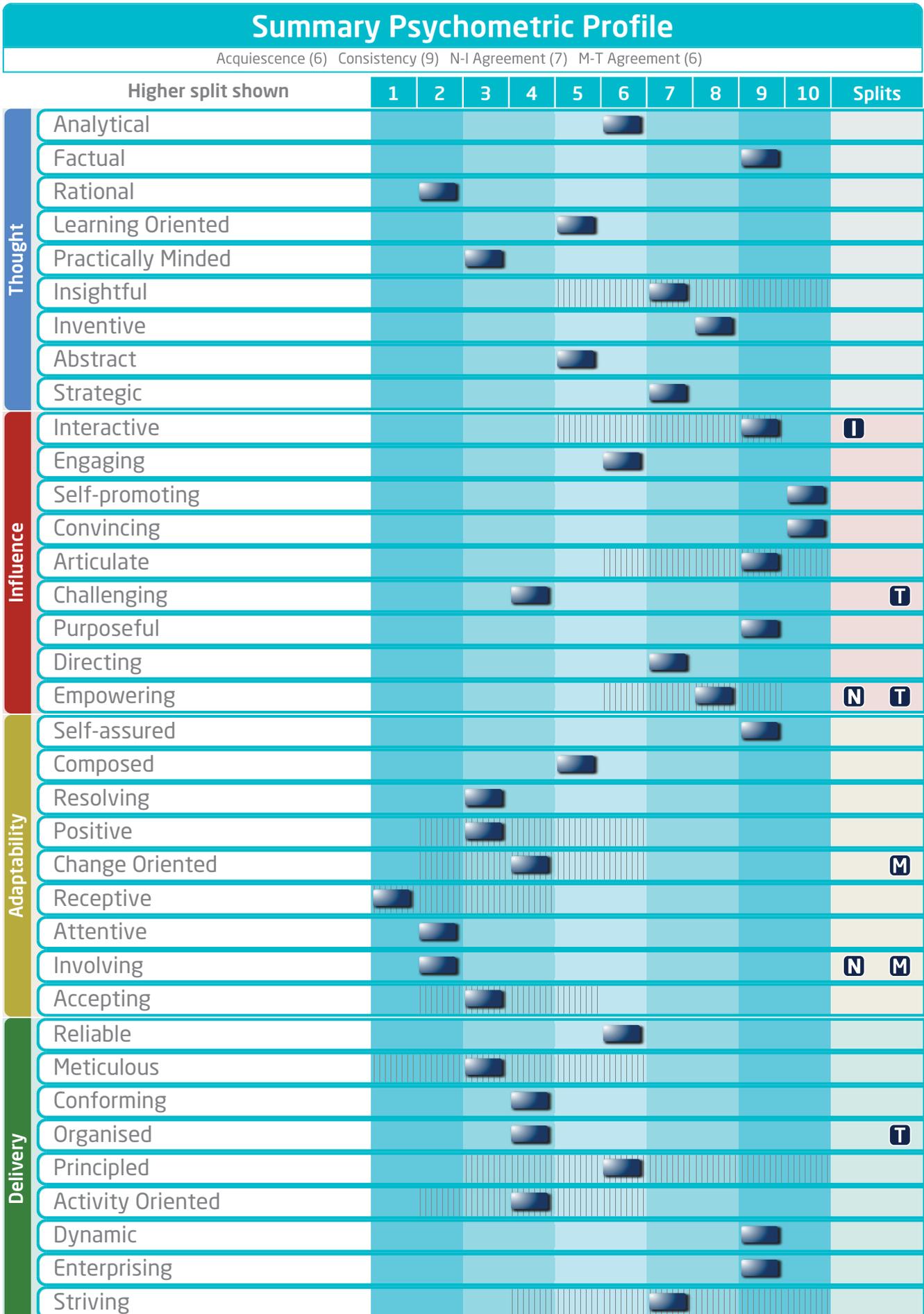
##### Accepting Sten 3

moderately considerate towards others (5); less tolerant than most people (2); moderately trusting of people (5)



## Full Psychometric Profile - Delivery Cluster





## Competency Potential Profile

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

Competency Description	Potential		
<b>Solving Problems</b> <b>Evaluating Problems</b> Examining Information (6); Documenting Facts (10); Interpreting Data (3)		<b>Average</b> higher potential than about 60% of the comparison group	
	<b>Investigating Issues</b> Developing Expertise (5); Adopting Practical Approaches (4); Providing Insights (7)		<b>Average</b> higher potential than about 40% of the comparison group
	<b>Creating Innovation</b> Generating Ideas (7); Exploring Possibilities (5); Developing Strategies (7)		<b>Fairly High</b> higher potential than about 75% of the comparison group
<b>Influencing People</b> <b>Building Relationships</b> Interacting with People (8); Establishing Rapport (6); Impressing People (10)		<b>Very High</b> higher potential than about 95% of the comparison group	
	<b>Communicating Information</b> Convincing People (10); Articulating Information (8); Challenging Ideas (4)		<b>High</b> higher potential than about 90% of the comparison group
	<b>Providing Leadership</b> Making Decisions (9); Directing People (6); Empowering Individuals (6)		<b>High</b> higher potential than about 90% of the comparison group
<b>Adapting Approaches</b> <b>Showing Resilience</b> Conveying Self-Confidence (9); Showing Composure (5); Resolving Conflict (3)		<b>Average</b> higher potential than about 40% of the comparison group	
	<b>Adjusting to Change</b> Thinking Positively (4); Embracing Change (5); Inviting Feedback (3)		<b>Low</b> higher potential than about 10% of the comparison group
	<b>Giving Support</b> Understanding People (2); Team Working (2); Valuing Individuals (2)		<b>Very Low</b> higher potential than about 5% of the comparison group
<b>Delivering Results</b> <b>Processing Details</b> Meeting Timescales (5); Checking Things (5); Following Procedures (4)		<b>Average</b> higher potential than about 40% of the comparison group	
	<b>Structuring Tasks</b> Managing Tasks (4); Upholding Standards (5); Producing Output (4)		<b>Fairly Low</b> higher potential than about 25% of the comparison group
	<b>Driving Success</b> Taking Action (8); Seizing Opportunities (9); Pursuing Goals (8)		<b>Very High</b> 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 Sam Jenkins's success:

### Performance Enhancers

- ⊕ where there is an emphasis on comprehensively researching and recording the facts and communicating them clearly in writing
- ⊕ where the ability to make a persuasive case is highly valued and influence is by means of persuasion and negotiation rather than the exercise of authority
- ⊕ where there is the opportunity to be the centre of attention and people are aware of one's achievements and status
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition
- ⊕ 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 encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ where there is a strong results focus and determination to succeed, no matter what, and people are rewarded for achieving outstanding results
- ⊕ where energy levels are high, there is a strong action orientation and people are rewarded for taking the initiative and making things happen

### Performance Inhibitors

- ⊖ where little value is attached to exploring all the facts and communicating them well in writing
- ⊖ where influence is by means of command and control rather than by persuasion and negotiation
- ⊖ where one is in a low profile position and achievements go unrecognised
- ⊖ where the culture is non-commercial, non-competitive and non-profit oriented
- ⊖ where self confidence is equated with arrogance and denigrated, and people are discouraged from taking control of their own workload
- ⊖ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊖ where the urge to achieve outstanding results is not great and people seldom persist in the face of difficulties
- ⊖ where energy levels are low and people show little initiative

# Example Wave Professional Styles Interview Guide Extract:

To guide you in Task Three, please find an extract from Sam Jenkins' Wave Professional Styles Interview Guide. The Wave Interview Guide provides competency based questions against an individual's Wave Competency Potential scores.

Interview Questions		
<b>Building Relationships</b> Interacting with People (8); Establishing Rapport (6); Impressing People (10)		<b>Very High</b> higher potential than about 95% of the comparison group
<input type="checkbox"/> <b>Who have you had to build a really effective, important work relationship with?</b>		
<ul style="list-style-type: none"><li>• Why was it important?</li><li>• What did you do to build the relationship?</li><li>• How quickly did you build rapport?</li><li>• How effective was the first impression you created?</li><li>• How have you maintained contact?</li></ul> <p>* What do you enjoy about working with new people?</p>		
<input type="checkbox"/> <b>Describe an occasion where you have had to build a difficult work relationship.</b>		
<ul style="list-style-type: none"><li>• Why was it difficult?</li><li>• What did you do?</li><li>• How did you deal with the biggest issues?</li><li>• What was the outcome?</li></ul> <p>* What do you find most frustrating in your work relationships?</p>		

## Interview Questions

### Adjusting to Change

Thinking Positively (4); Embracing Change (5);  
Inviting Feedback (3)



**Low**

higher potential than about 10%  
of the comparison group

**Tell me about a time when you had to adjust to an important change.**

- What exactly was the impact of the change on you?
- How positively did you react?
- How well do you feel the change was communicated?
- What did you do to influence the direction of the change?
- What more could you have fed back to make the change more effective?
- \* What do you dislike about change?

**Give me an example of when you have changed your behaviour based on feedback from others.**

- What was the situation?
- Who did you ask for feedback?
- What feedback did you receive?
- How did you react to the critical feedback?
- What did you do as a result of the feedback?
- \* When have you felt most negatively about feedback you have received? Why?

**When has it been important for you to be positive following a setback at work?**

- Why was it important?
- How did you feel?
- What did you do to keep thinking positively?
- How did you stay cheerful?
- How did your behaviour impact on others?
- \* How do setbacks at work impact on your motivation?

**Describe a time when it was difficult for you to embrace change at work.**

- What was the change?
- What were the key challenges for you?
- What were the greatest areas of uncertainty?
- How did you cope with these areas of concern?
- What did you do?
- What did you learn from this experience?
- \* How has dealing with change impacted on your motivation?

# Section 11: Development Case Study

## Stage One

### Background:

- It has been a year since Sam Jenkins was employed as Business Development Manager for Tradigital Ltd. Sam and the rest of the e-Learning Account Management team are keen to explore ways to work more effectively together.
- Whilst Sam has delivered several successful e-learning interventions with key clients, some concerns have been raised over Sam's general management of the team and how well the team are working together to implement solutions for clients.
- After helping Tradigital with their recruitment process for the Business Development Manager role, you have now been asked to support Sam and the e-Learning Account Management team with their personal development.
- As part of this process, the team and Sam have recently completed Wave Focus Styles.

### Your Task:

Review Sam's Wave Focus Styles Expert Report and Wave Focus Styles Summary Development Report and indicate:

- Which areas of strength could Sam build on or use to greater effect?
- Which areas of improvement would be most likely to have the greatest impact on Sam's performance?
- Which areas may Sam be potentially overplaying and what is the potential impact on performance?

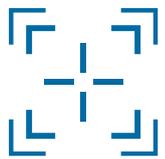
### Notes:

**Review Sam's Wave Focus Styles Expert Report and Wave Focus Styles Summary Development Report and indicate:**

Which areas of strength could Sam build on or use to greater effect?

Which areas of improvement would be most likely to have the greatest impact on Sam's performance?

Which areas is Sam potentially overplaying and what is the potential impact on performance?



Expert Report  
Sam Jenkins



Focus

Styles

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## About this Report

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## Introduction to Assessment Report

This report provides information on motives, preferences, needs and talents, based on Sam Jenkins's responses to the Styles questionnaire.

### Overview

The Overview page provides a summary of Sam Jenkins's responses on the Focus Styles questionnaire. The four indicators in the Response Summary check the validity of the profile and highlight extreme response patterns. The Profile Breakdown explains the aspects of the Psychometric Profile that are unique to Saville Consulting Wave.

### Psychometric Profile

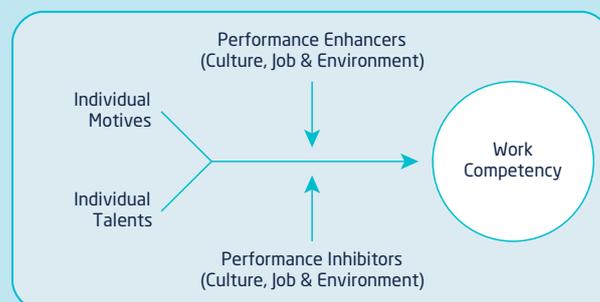
The Psychometric Profile shows the questionnaire results on the 12 Focus Styles sections, with three sections devoted to each of the four Saville Consulting Wave clusters Thought, Influence, Adaptability and Delivery. The 12 sections are each comprised of three underlying facets, verbal descriptions of which are provided under each section name. These vary according to the score on the individual facet. There are 36 facets in total.

### Competency Potential Profile

The Competency Potential Profile is based on links established between the 36 facets of the Focus Styles questionnaire and independent assessments of work performance. Based on real data, this gives a unique prediction of Sam Jenkins's likely strengths and limitations in 12 key performance areas that are defined through the verbal descriptions of their underlying components. 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

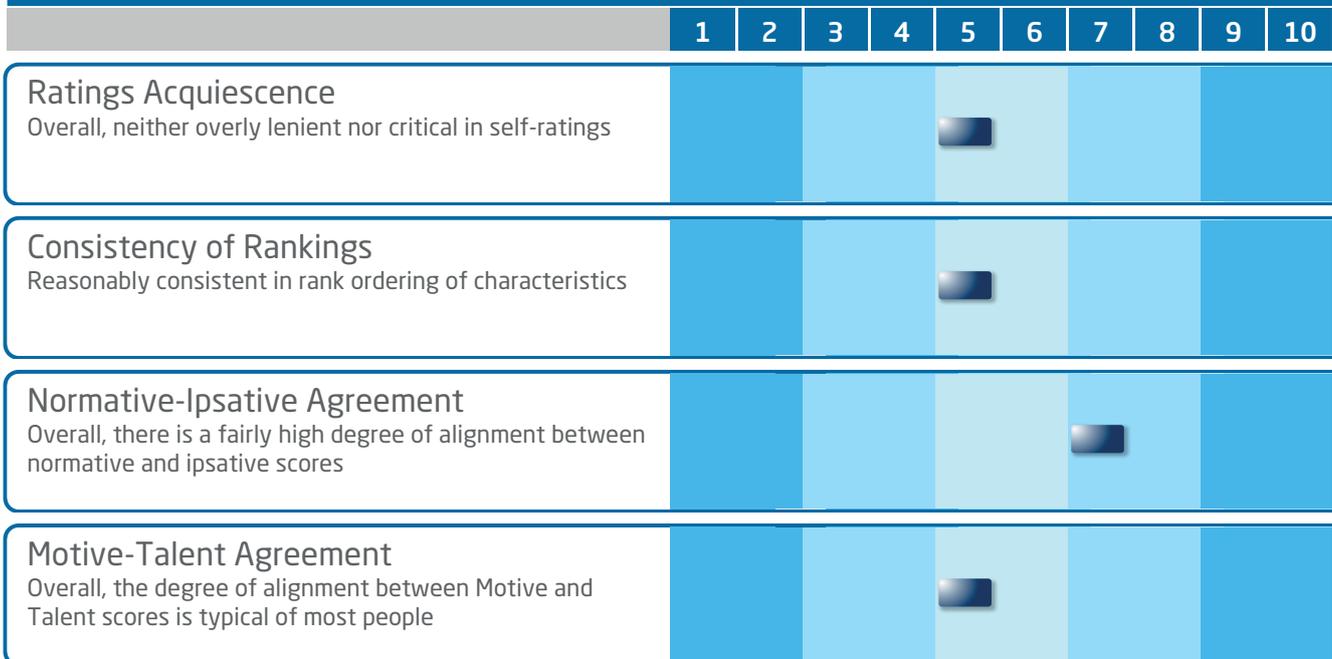
The Predicted Culture/Environment Fit Report gives an indication of the aspects of the culture, job and environment that are likely to enhance or inhibit a person's success. Saville Consulting's groundbreaking research suggests that people's motives and talents interact in important ways with culture, job and environment characteristics to help determine their work performance and competency.



## Overview

The Response Summary provides an overview of Sam Jenkins's responses to the Focus Styles questionnaire through four indicators. The pattern of responses should be kept in mind when interpreting the Psychometric Profile.

## Response Summary



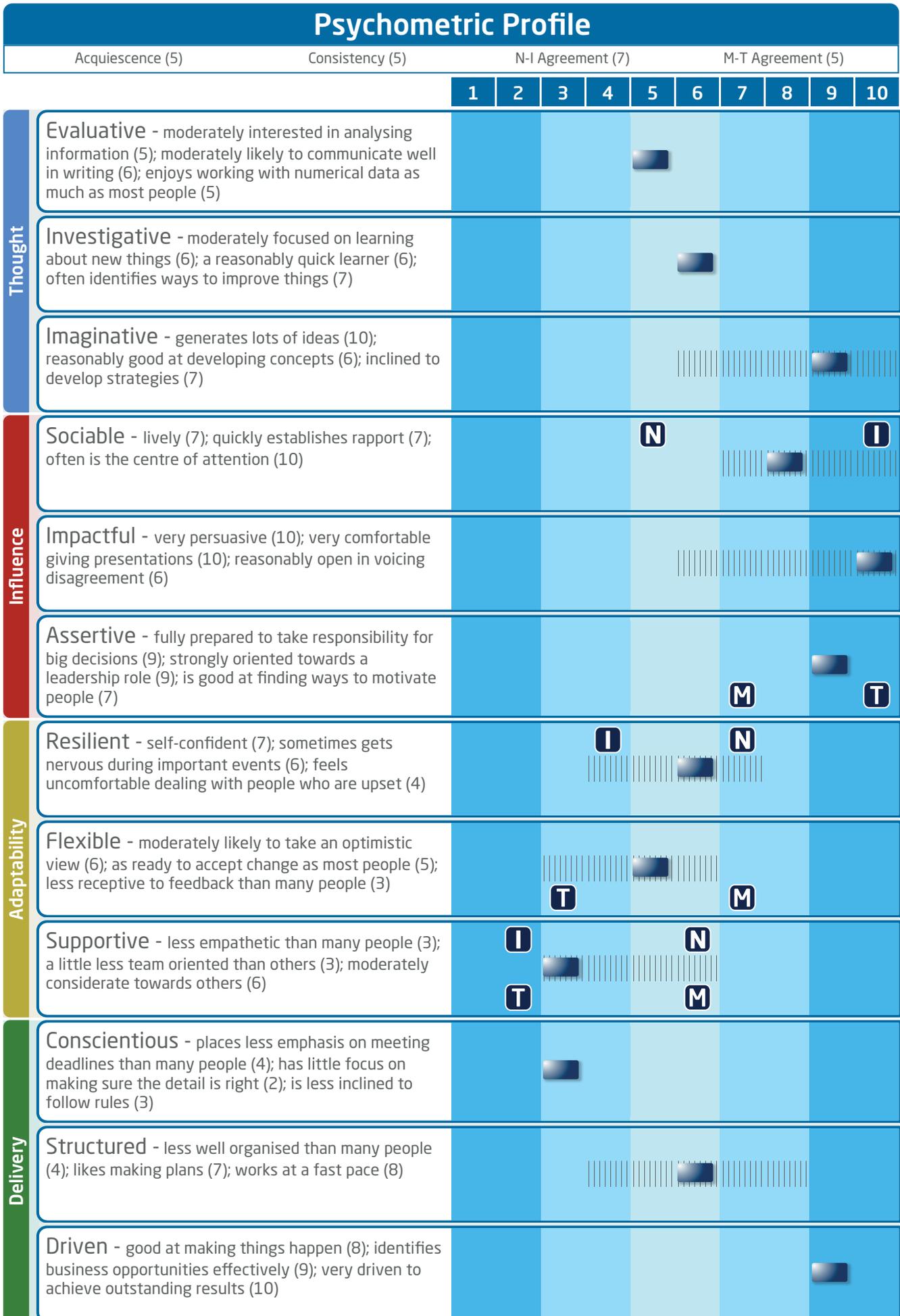
## Profile Breakdown

The Profile Breakdown explains the Facet Range, Motive-Talent Split and Normative-Ipsative Split features that are unique to Saville Consulting Wave reporting.

||||||| **Facet Range.** Where the range of facet scores within any section is of 3 stens or more, this is indicated both by hatching on the section 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 3 stens or more on a given section 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 3 stens or more on a given section 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.



## Competency Potential Profile

The following report summarises Sam Jenkins's areas of greater and lesser potential based on Saville Assessment's extensive international database linking Focus Styles to work performance.

	Competency Description	Potential	
Solving Problems	<b>Evaluating Problems</b> Examining Information (6); Documenting Facts (7); Interpreting Data (6)		<b>Average</b> higher potential than about 60% of the comparison group
	<b>Investigating Issues</b> Developing Expertise (6); Adopting Practical Approaches (5); Providing Insights (8)		<b>Average</b> higher potential than about 60% of the comparison group
	<b>Creating Innovation</b> Generating Ideas (10); Exploring Possibilities (6); Developing Strategies (8)		<b>Very High</b> higher potential than about 95% of the comparison group
Influencing People	<b>Building Relationships</b> Interacting with People (7); Establishing Rapport (7); Impressing People (10)		<b>High</b> higher potential than about 90% of the comparison group
	<b>Communicating Information</b> Convincing People (8); Articulating Information (8); Challenging Ideas (8)		<b>Very High</b> higher potential than about 95% of the comparison group
	<b>Providing Leadership</b> Making Decisions (10); Directing People (9); Empowering Individuals (6)		<b>High</b> higher potential than about 90% of the comparison group
Adapting Approaches	<b>Showing Resilience</b> Conveying Self-confidence (8); Showing Composure (5); Resolving Conflict (5)		<b>Average</b> higher potential than about 40% of the comparison group
	<b>Adjusting to Change</b> Thinking Positively (7); Embracing Change (3); Inviting Feedback (5)		<b>Fairly Low</b> higher potential than about 25% of the comparison group
	<b>Giving Support</b> Understanding People (3); Team Working (4); Valuing Individuals (5)		<b>Fairly Low</b> higher potential than about 25% of the comparison group
Delivering Results	<b>Processing Details</b> Meeting Timescales (4); Checking Things (2); Following Procedures (3)		<b>Low</b> higher potential than about 10% of the comparison group
	<b>Structuring Tasks</b> Managing Tasks (5); Upholding Standards (5); Producing Output (6)		<b>Average</b> higher potential than about 40% of the comparison group
	<b>Driving Success</b> Taking Action (9); Seizing Opportunities (9); Pursuing Goals (10)		<b>Extremely High</b> higher potential than about 99% 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 Sam Jenkins's success:

### Performance Enhancers

- ⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed
- ⊕ where there is a strong results focus and determination to succeed, no matter what, and people are rewarded for achieving outstanding results
- ⊕ where people are encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ where there is the opportunity to be the centre of attention and people are aware of one's achievements and status
- ⊕ where there is the opportunity to take on leadership responsibilities and have control over other people and resources
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition
- ⊕ where energy levels are high, there is a strong action orientation and people are rewarded for taking the initiative and making things happen
- ⊕ where self confidence is regarded as an asset and people are encouraged to know their own worth and take responsibility for their own workload

### Performance Inhibitors

- ⊖ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- ⊖ where the urge to achieve outstanding results is not great and people seldom persist in the face of difficulties
- ⊖ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊖ where one is in a low profile position and achievements go unrecognised
- ⊖ where there is little opportunity for taking on leadership responsibilities or directing other people
- ⊖ where the culture is non-commercial, non-competitive and non-profit oriented
- ⊖ where energy levels are low and people show little initiative
- ⊖ where self confidence is equated with arrogance and denigrated, and people are discouraged from taking control of their own workload





# Development Report Sam Jenkins

Focus  
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 7,000 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 development report summarises the actions that could be taken to help develop Sam Jenkins. Based on the results of the assessment, it outlines what actions could be considered to improve performance at work. The appropriateness of each piece of advice will differ for each individual and to some extent depend on the job role, and the opportunities and resources available.

The report is divided into four sections: Core Strengths, Possible Challenge Areas, Setting Development Priorities and Additional 20 Areas. Core Strengths and Possible Challenge Areas present development advice for the eight highest and eight lowest competency dimensions. Setting Development Priorities encourages reflection on key activities to plan for future development. The final section presents development advice for an additional 20 competency dimensions. The report is composed of the following three types of development advice.

### Building Strengths

Successful people tend to know what they are good at and play to these strengths. Before trying to make up for, or develop potential limitations, it may be worth considering how to make the most of these strengths. This report shows Building Strengths for competency dimensions with scores of 6-10 which range from average to extremely high.

### Possible Overplayed Strengths - "Watch Fors"

Clear areas of strength are most likely to contribute to effectiveness at and enjoyment of work. They may, however, lead to unwanted or undesirable consequences. For each of the areas of particular strength, the potential pitfalls are highlighted together with actions to reduce or avoid their negative impact. This report shows Possible Overplayed Strengths for competency dimensions with scores of 8-10 which are all well above average.

### Development Activities

While building strengths is likely to be a more rewarding way to develop, it may be that there is a requirement to develop in areas which are less strong. For these areas, development tips are provided on how to improve performance. This report shows Development Activities for competency dimensions with scores of 1-5 which range from well below average to average.

## Core Strengths (Top 8)

### Generating Ideas

Producing Ideas; Inventing Approaches;  
Adopting Radical Solutions



### Extremely High

performed better than 99% of  
comparison group

### Building Strengths

- Ensure that ideas are supported by a rational argument and a strong business case.
- Get involved in the early stages of projects. This is where suggestions will be welcomed.
- Put together a creative group of experts from different areas to solve intractable problems.
- Present a range of ideas, offering varying degrees of change from where things are now.

### Possible Overplayed Strengths - "Watch Fors"

- Is your strong focus on generating ideas sometimes at the expense of delivery? ACTION: Be careful not to take on too much.
- With so many ideas, it may be difficult to prioritise and progress the key ones. ACTION: Identify the ideas that matter. Promote these and avoid presenting lots of ideas at once.
- Is our quest for creativity at the expense of considering essential parameters and requirements? ACTION: Understand and adhere to the requirements of the brief.
- Does too radical an approach risk a loss of credibility with some key stakeholders? ACTION: Always seek feedback from stakeholders and be aware of what they are looking for.

## Core Strengths (Top 8)

### Making Decisions

Deciding on Action; Assuming Responsibility;  
Standing by Decisions



### Extremely High

performed better than 99% of  
comparison group

### Building Strengths

- In meetings, always look for decisions and action points.
- Encourage people to make decisions and commit to action; move debate on towards a conclusion.
- Invest energy in the tasks which have the most impact and benefit.
- Look for agreement and support from others before concluding on important decisions.

### Possible Overplayed Strengths - "Watch Fors"

- Is there a danger of being seen as too dominant in group or team settings? ACTION: Appoint other people to chair some meetings and establish actions.
- Is there a risk of making decisions before colleagues are ready to implement them? ACTION: Give colleagues time to consider the implications of a decision and how to implement it effectively.
- Be aware of getting too involved in other people's areas of responsibility. ACTION: Respect the boundaries of other people's roles and concentrate on your own responsibilities.
- Be aware that people who are seen as fixed in their view or opinionated can also be seen as lacking objectivity. ACTION: Step back and consider whether there is a danger that personal opinions or attitudes are driving decisions rather than relevant criteria. Report

## Core Strengths (Top 8)

### Impressing People

Attracting Attention; Promoting Personal Achievements; Gaining Recognition



### Extremely High

performed better than 99% of comparison group

### Building Strengths

- Volunteer to present and undertake activities which increase personal exposure.
- Offer to be the representative for your team. Be the spokesperson.
- Be factual in self-promotion. Use quantifiable data and qualitative comments of clients and stakeholders.
- Who has gained a less positive impression of you? Work hard at changing their impression.

### Possible Overplayed Strengths - "Watch Fors"

- Watch for attracting too much unnecessary attention, particularly in extremely competitive or confrontational environments. ACTION: Maximise positive exposure and minimise negative exposure.
- It is sometimes not appropriate to take centre stage from someone more senior or who is formally presenting information to others. ACTION: Attract attention at the right time.
- Watch for overplaying achievements that would be considered as ordinary by others. ACTION: Find out about what other people have achieved to increase your awareness of what makes an achievement stand out as exceptional.
- Be aware of taking too much credit and failing to reward team members appropriately. ACTION: Always acknowledge the contribution of others. People will be increasingly likely to proactively collaborate on projects.

## Core Strengths (Top 8)

### Pursuing Goals

Achieving Outstanding Results; Acting with Determination; Persisting through Difficulties



### Extremely High

performed better than 99% of comparison group

### Building Strengths

- Seek greater responsibilities and map out your personal career path for the next five years.
- Seek out roles and responsibilities that maximise strengths, as these present the greatest opportunity to excel.
- Share a vision of success with others to inspire them.
- Tell stories of past victories to encourage others to keep trying in the face of adversity.

### Possible Overplayed Strengths - "Watch Fors"

- Watch out that the pursuit of individual goals isn't at the expense of overall team or organisational performance. ACTION: Make sure that personal goals are closely aligned with team and wider goals.
- How valued and appreciated do those contributing to success feel? ACTION: Ensure others receive the credit that is due to them. Regularly acknowledge their efforts/support.
- Is there a danger of pushing people unnecessarily hard? ACTION: Be aware of the impact which your determined approach might have on other people's work-life balance.
- Is there a risk of becoming too immersed in difficult tasks which are not of great importance relative to other things? ACTION: Regularly re-evaluate the cost-benefit of investing time in trying to salvage a bad situation.

## Core Strengths (Top 8)

### Taking Action

Making Things Happen; Using Initiative;  
Investing Energy



### Very High

performed better than 95% of  
comparison group

### Building Strengths

- Make sure others are also on board before diving into something new.
- Seek opportunities to start new initiatives or ventures, or to turn poorly performing areas around.
- Develop a reputation for taking the initiative and resolving issues before they escalate.
- Take something which seems to be stop-start and for which there is little motivation, and get it moving along.

### Possible Overplayed Strengths - "Watch Fors"

- Is the excitement of starting something new at the expense of doing more routine work? ACTION: Schedule time for routine maintenance activities or to check ongoing tasks.
- Does a desire to make things happen tend to throw existing projects into disarray ACTION: Be careful that your initiatives do not require resources that are already fully committed to existing projects.
- Do you feel inclined to embark on new work where you have a relatively low degree of knowledge and understanding? ACTION: Consult experts before taking the initiative in a new work area.
- Is your energy being channelled as appropriately as possible? ACTION: Before rushing on to the next activity, take time out to stop and think: 'Is this the best use of time/energy?'

## Core Strengths (Top 8)

### Directing People

Leading People; Co-ordinating Groups;  
Controlling Things



### Very High

performed better than 95% of  
comparison group

### Building Strengths

- Identify opportunities to manage bigger projects and teams, where the inter-relationships and complexities are greater.
- Create a clear vision and common goals; check that others understand and are committed to them.
- Take on a role which requires co-ordinating people in different locations.
- Utilise software packages to help manage and co-ordinate projects.

### Possible Overplayed Strengths - "Watch Fors"

- Look out for telling people exactly how to do everything. ACTION: Give staff clear objectives and guide them to deliver the objectives without being overly prescriptive.
- A strong inclination to take charge can lead to usurping less dominant leaders. ACTION: Avoid 'automatically' taking control in new situations.
- Watch for delegation occurring to the point of abdication. ACTION: Is there a need to identify the main objectives, regain control and clarify who is expected to do what?
- Be wary of micro-managing lots of things. ACTION: Where appropriate, get someone else to check the detail.

## Core Strengths (Top 8)

### Seizing Opportunities

Identifying Business Opportunities; Generating Sales; Outperforming Competitors



### Very High

performed better than 95% of comparison group

### Building Strengths

- Show others how to seize new opportunities through professional/industry groups (e.g. present, contribute to newsletters or journal articles, write a blog).
- Study market trends and suggest potential product/service development opportunities.
- Ask for referrals and recommendations; build up a list of testimonials.
- Learn from the competitive bids which have been lost. Undertake a complete review and seek full feedback from the customer.

### Possible Overplayed Strengths - "Watch Fors"

- Watch out for spending more time/energy seeking new opportunities than dealing with existing demands. ACTION: Be careful not to get distracted by the allure of fresh new opportunities to the extent that other work is affected.
- Could focusing too greatly on pursuing one or two big opportunities which never seem to materialise mean that you miss out on opportunities which are more likely to come to fruition? ACTION: Question regularly where best to apply time and effort to realise the best results.
- How is your focus on the next big sale impacting longer-term account development? ACTION: Aim to develop lasting customer relationships through strong account management, superior service and excellent execution.
- Is your competitive spirit always channelled appropriately? ACTION: Ensure competitive energy is directed externally instead of towards team members or other departments.

## Core Strengths (Top 8)

### Convincing People

Persuading Others; Shaping Opinions;  
Negotiating



High

performed better than 90% of  
comparison group

### Building Strengths

- Vary your approach, particularly when dealing with regular contacts, so as not to become predictable and therefore easier to argue against.
- Ask for feedback on persuasive skills. Look to achieve good, high-quality solutions that build relationships.
- Prepare arguments well. Consider both sides of the case in order to handle objections and counter-argue.
- Look to get involved with higher level and more difficult negotiations.

### Possible Overplayed Strengths - "Watch Fors"

- Look out for a tendency to continue to persuade others when the case has already been won. ACTION: Observe much more closely, read the body language and resist the temptation to oversell.
- Be careful not to come across as overly pushy by constantly seeking to persuade others. ACTION: Avoid trying to persuade in situations where others may not consider it appropriate.
- Beware of trying to change people's opinion as a personal challenge. Some people have very fixed opinions that they hold strongly. ACTION: Look out for people getting angry or irritated. It may be worth considering switching topic to one where there is a greater chance of a positive outcome.
- Beware of achieving wins for yourself more than deals where everyone is a winner. This is likely to make others lose trust in you in the longer term. ACTION: Think carefully about the benefits of long-term partnerships and how best to achieve these in the negotiation.

## Possible Challenge Areas (Bottom 8)

<b>Checking Things</b> Finding Errors; Ensuring Accuracy; Producing High Quality Work		<b>Very Low</b> performed better than 10% of comparison group
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<b>Development Activities</b>		
<ul style="list-style-type: none"> <li>Take responsibility for your work and learn from past mistakes; don't expect others always to check and correct details.</li> <li>Use spell check and other software tools to spot spelling and grammatical errors, mathematical errors, formatting problems, etc.</li> <li>Be disciplined about thoroughly checking the accuracy of facts and figures.</li> <li>Aim to get it right first time. Monitor the level and number of modifications and corrections spotted by others and reduce this over time.</li> </ul>		

<b>Understanding People</b> Showing Empathy; Listening to People; Understanding Motivation		<b>Low</b> performed better than 10% of comparison group
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<b>Development Activities</b>		
<ul style="list-style-type: none"> <li>Ask open questions and make an effort to get to know people.</li> <li>Find ways to support others by giving them practical help where possible.</li> <li>Talk less and give others the opportunity to explain and discuss in full.</li> <li>Ask people what motivates them and why they have made the choices they have.</li> </ul>		

<b>Embracing Change</b> Coping with Change; Tolerating Uncertainty; Adapting to New Challenges		<b>Low</b> performed better than 10% of comparison group
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<b>Development Activities</b>		
<ul style="list-style-type: none"> <li>List the benefits that any proposed change will bring.</li> <li>Look to be more flexible in your working practices wherever possible.</li> <li>Reduce ambiguity wherever possible; probe areas which lack clarity and actively seek answers.</li> <li>See change as offering an opportunity to increase your personal skill set.</li> </ul>		

<b>Following Procedures</b> Adhering to Rules; Following Instructions; Minimising Risks		<b>Low</b> performed better than 10% of comparison group
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<b>Development Activities</b>		
<ul style="list-style-type: none"> <li>Learn how the key business processes benefit the department, organisation, customers, shareholders and community.</li> <li>Only argue for exceptions to the rule in truly exceptional cases.</li> <li>Be careful to follow the full set of instructions to avoid costly missed steps and work needing to be redone.</li> <li>Check if there is an established list of known risks for your organisation's industry sector. Consider which resources are at risk, what constitutes a threat, and what the consequences are.</li> </ul>		

## Possible Challenge Areas (Bottom 8)

### Meeting Timescales

Finding Errors; Ensuring Accuracy; Producing High Quality Work



**Fairly Low**

performed better than 25% of comparison group

### Development Activities

- List the activities required to complete a project. Keep a record of tasks completed.
- Break overall project timelines down into shorter intervals for more regular progress and process checks.
- Create a clear schedule indicating 'who, when and where' for each activity; make regular adjustments to the schedule.
- Create a discipline of addressing any incomplete tasks.

### Team Working

Working Participatively; Encouraging Team Contributions; Involving Others in Decisions



**Fairly Low**

performed better than 25% of comparison group

### Development Activities

- Spend time getting to know team members, their roles and contribution.
- Check that all the relevant people who may use a product or service are involved in some way.
- Recognise the benefit of having more than one point of view to consider, and think about the value others can bring with their suggestions.
- Make sure that all relevant parties have been given the opportunity to make their views known.

### Managing Tasks

Working Methodically; Planning Activities; Setting Priorities



**Average**

performed better than 40% of comparison group

### Development Activities

- Perform or allocate tasks in line with capabilities and interests; use more appealing tasks as rewards and give people more challenging assignments.
- Complete one part of a task before moving on to the next. Try to reach a good finishing point before you switch to another task.
- Anticipate likely derailers and build contingencies for them into plans. Communicate promptly with team members as plans change.
- Try to balance both the urgency and importance of tasks when establishing their priority.

## Possible Challenge Areas (Bottom 8)

<p><b>Showing Composure</b>                  Staying Calm; Dealing with Pressure;                  Tolerating Stress</p>		<p><b>Average</b>                  performed better than 40% of                  comparison group</p>
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### Development Activities

- Think through what leads up to and causes the feeling of being stressed.
- Prepare thoroughly before important events. Don't leave things to worry about.
- Discuss stress points with your manager/colleagues. Share any concerns about your work role and seek advice.
- Recognise displacement behaviours, i.e. when you are doing things purely to avoid getting down to important tasks.

## Setting Development Priorities

Key Development Area

Development Actions

Development Review - What, How and When?

Key Development Area

Development Actions

Development Review - What, How and When?

## Setting Development Priorities

Key Development Area

Development Actions

Development Review - What, How and When?

Key Development Area

Development Actions

Development Review - What, How and When?

## Additional 20 Areas

### Providing Insights

Continuously Improving Things; Identifying Key Issues; Making Intuitive Judgements



High

performed better than 90% of comparison group

### Building Strengths

- Identify areas where the capacity to improve things will have the most benefit.
- Offer managers/team leaders your suggestions of potential enhancements and improvements. Promote the benefits of making the changes.
- Help others to acquire the tools required to identify key issues. Encourage them to consider the key objectives and dependencies in projects, and to evaluate the key risks.
- Learn to understand your intuition. Reflect on when your intuition has been right and wrong. Use this information to guide when to rely on intuition in the future and when to place greater weight on other information available.

### Possible Overplayed Strengths - "Watch Fors"

- Might providing new insights and revisiting work be causing problems for others because things keep changing? ACTION: Try to create a more structured improvement process, where a number of changes are made in a co-ordinated way and the changes are clearly communicated.
- Could constantly seeking to improve things mean that existing processes are not sufficiently embedded and used? ACTION: Ensure that improvements will demonstrate a return on investment and are worth doing.
- Might people who are quick to get to the core of a problem sometimes not spend sufficient time explaining their thinking to others? ACTION: Make sufficient time to justify and explain your recommendations and conclusions to colleagues.
- Is there a risk of your being over-willing to make decisions on the basis of intuition in the absence of substantive data? ACTION: Identify key data sources to support your intuition.

## Additional 20 Areas

### Developing Strategies

Forming Strategies; Anticipating Trends;  
Envisaging the Future



**High**

performed better than 90% of  
comparison group

### Building Strengths

- Include tactics and thoughts on effective implementation alongside strategy.
- Compare the strategies employed by different organisations in the same sector.
- Compare changes in your own function/sector with change in other organisations.
- Learn more about the whole organisation's functioning; seek to spend time working in different departments.

### Possible Overplayed Strengths - "Watch For"

- Could your focus on the long term be at the expense of dealing with the present? ACTION: Switch between an operational and strategic focus as time permits; do not let one dominate the other.
- Is your strong strategic focus leading you to build strategies with little or no consultation of others? ACTION: Check strategic thinking with experienced practitioners.
- Is it possible that your predictions of trends might be wrong, or partly incorrect? ACTION: Be prepared to justify predictions for the future and build some different scenarios of what might happen into strategic thinking.
- Is your vision for the future the right one? Remember that most leaders who got it wrong were convinced at the time that their vision was right. ACTION: Question regularly whether insufficient weight has been put on the importance of a particular issue, e.g. new technology, potential new legislation.

## Additional 20 Areas

### Articulating Information

Giving Presentations; Explaining Things;  
Projecting Social Confidence



**High**

performed better than 90% of  
comparison group

### Building Strengths

- Spend some time both developing and delivering training material.
- Present on different subjects and to different audiences. Offer to speak externally as well as internally.
- Look for opportunities to articulate the same information to different people. Review each time and improve.
- Learn to feel more confident. Work out what your own unique strengths are, and keep reminding yourself of them, e.g. 'I am the most diligent member of the team'.

### Possible Overplayed Strengths - "Watch Fors"

- People who are articulate have to be careful not to say too much. ACTION: Ask for feedback on this. Try to say what matters in half the time or less.
- Watch for volunteering to give presentations when the content is technical and not an area of personal expertise. ACTION: Review what a presentation needs to consist of and the nature of the audience before committing to it.
- Be aware of explaining too much in one attempt. ACTION: Check understanding levels before continuing to the next point when explaining something complex.
- Over-confidence could lead to taking risks and preparing less well, or at the last minute. ACTION: Always incorporate preparation time before presenting. Show respect for the audience.

## Additional 20 Areas

### Challenging Ideas

Questioning Assumptions; Challenging Established Views; Arguing Own Perspective



High

performed better than 90% of comparison group

### Building Strengths

- Identify projects to get involved with which require change and where some resistance may have to be faced.
- Encourage colleagues to see challenges as constructive. Explain the benefits and sell ideas; don't simply stop at the point of challenge.
- Be prepared to look at high profile areas that have remained unchanged for long periods of time. See how many improvements can be suggested.
- Try not to allow a discussion to become too heated or personal.

### Possible Overplayed Strengths - "Watch Fors"

- Beware of prolonging discussion/debate and revisiting points which have already been agreed upon. ACTION: Know when to concede gracefully.
- Is there a danger of continuing to question despite being given a series of reasonable answers? ACTION: Avoid being unnecessarily critical of a position which is well researched and considered, as this may give the impression that you have a biased agenda.
- Be aware that the passion of a few in a discussion may lead to the exclusion of less vocal colleagues. ACTION: Make sure that other people have given their viewpoint and that there is no perception of forcing others into a decision.
- Is there a risk of arguing for the sake of enjoyment? ACTION: Don't start an argument when there is no significant disagreement. Remain calm and find like-minded people to debate other issues with outside of work.

## Additional 20 Areas

### Conveying Self-Confidence

Projecting Inner Confidence; Determining Own Future; Valuing Own Contributions



**High**

performed better than 90% of comparison group

### Building Strengths

- Seek high profile roles which increase exposure in the organisation.
- Be clear about your strengths, and look for opportunities to maximise using them.
- Look at your career and consider the moves and experiences which will help you realise personal ambitions.
- Build strengths, specialist expertise and knowledge which will enable you to make a greater professional contribution.

### Possible Overplayed Strengths - "Watch Fors"

- Are you failing to question your own capabilities? ACTION: Review with others what could be done better, and be open to their feedback, particularly after a significant or challenging assignment.
- Could other people find such strong personal confidence intimidating at times? ACTION: Consider others and be aware of their individual differences. Less confident people can still deliver effectively.
- Could your high level of confidence make you come across, at times, as self-absorbed or selfish? ACTION: Be aware of others' perceptions and try to appear more inclusive.
- Is there a risk of being seen by others as boastful or conceited? ACTION: Judge the audience carefully. Remember that sometimes it is better not to place too much emphasis on your own value/contribution.

### Documenting Facts

Writing Fluently; Understanding Logical Arguments; Finding Facts



**Fairly High**

performed better than 75% of comparison group

### Building Strengths

- Explore opportunities for reinforcing the written word in documents with appropriately presented facts and figures.
- Look for opportunities to write, e.g. contribute to newsletters, marketing and training material, and seek feedback from editors and readers.
- Scrutinise the evidence used to support others' points of view - is it well researched? Look for tentativeness and lack of confidence in their approach.
- Spend time researching new sources of information.

## Additional 20 Areas

<b>Interacting with People</b> Projecting Enthusiasm; Making Contact; Networking		<b>Fairly High</b> performed better than 75% of comparison group
---	--	---

<b>Building Strengths</b>		
<ul style="list-style-type: none"> <li>Look to involve the quieter members of the team in order to utilise their talent.</li> <li>Engage others and generate enthusiasm for achievement within the team.</li> <li>Think through ways to make contact which could improve a relationship, e.g. inviting to a particular event, going for lunch.</li> <li>Make sure to network with purpose and spend time with people where there is potentially a mutual benefit.</li> </ul>		

<b>Establishing Rapport</b> Putting People at Ease; Welcoming People; Making Friends		<b>Fairly High</b> performed better than 75% of comparison group
---	--	---

<b>Building Strengths</b>		
<ul style="list-style-type: none"> <li>Make sure that social skills are accompanied by substantial and meaningful content.</li> <li>Consider the sorts of people who are least likely to be put at ease by your personal style, and think of ways to amend your approach with these people accordingly.</li> <li>Before a meeting, think through topics of conversation that demonstrate some common interest.</li> <li>Broaden the range of social contacts with peers as well as management.</li> </ul>		

<b>Thinking Positively</b> Being Optimistic; Recovering from Setbacks; Projecting Cheerfulness		<b>Fairly High</b> performed better than 75% of comparison group
---	--	---

<b>Building Strengths</b>		
<ul style="list-style-type: none"> <li>Engage colleagues who are less positive and encourage them to see the benefits of proposed plans.</li> <li>Recognise that project managers and risk analysts may not be particularly optimistic. Work alongside them constructively.</li> <li>Lead by example. Show people how to learn from experience and move on quickly.</li> <li>Help to create a positive and productive work environment for the team.</li> </ul>		

<b>Examining Information</b> Processing Information; Asking Probing Questions; Finding Solutions		<b>Average</b> performed better than 60% of comparison group
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<b>Building Strengths</b>		
<ul style="list-style-type: none"> <li>Explore techniques which could make your analysis easier and quicker, e.g. software tools.</li> <li>Review what could be improved upon in terms of the speed, accuracy and breadth of your analysis.</li> <li>Use simple probes to gather additional information quickly and efficiently, e.g. "Tell me more", "Help me understand that", "What next?"</li> <li>Test out the feasibility and effectiveness of a solution and adapt it accordingly.</li> </ul>		

## Additional 20 Areas

### Interpreting Data

Quantifying Issues; Applying Technology;  
Evaluating Information Objectively



### Average

performed better than 60% of comparison group

### Building Strengths

- Offer to take responsibility for interpreting data in areas that are new and will stretch existing skills.
- Ensure that key numerical information is set out clearly so that the reader can locate it quickly. Identify and highlight key metrics such as setup costs, ongoing costs and per capita investment where possible.
- Review the latest developments in information technology packages used, identifying areas which could improve your work.
- Identify opportunities to coach others in decision making, highlighting the need to consider objective information and resist subjective influences.

### Developing Expertise

Taking up Learning Opportunities; Acquiring Knowledge and Skills; Updating Specialist Knowledge



### Average

performed better than 60% of comparison group

### Building Strengths

- Review personal development activities with your manager and/or mentor on a regular basis.
- Identify learning and development areas that are key for your current role and/or future progression.
- Research new approaches to learning and self-development techniques to aid retention of new information.
- Research current thinking in a relevant work area and write a critique of the key arguments.

### Exploring Possibilities

Developing Concepts; Applying Theories;  
Identifying Underlying Principles



### Average

performed better than 60% of comparison group

### Building Strengths

- Suggest links and patterns when colleagues are putting suggestions forward, to create coherent models rather than isolated ideas.
- Trial new concepts and approaches to see what works well, and build this into future thinking.
- Spend time with colleagues to discuss how theories could be turned into action.
- Practise communicating the key components of a concept.

## Additional 20 Areas

### Empowering Individuals

Motivating Individuals; Inspiring People; Giving Encouragement



### Average

performed better than 60% of comparison group

### Building Strengths

- Identify talented individuals; review their performance and discuss future possibilities with them.
- Try to gain experience of a range of motivational issues, from managing poor performance through to growing high potential teams.
- Seek external opportunities to present the advantages of working for the organisation.
- Ensure that rewarding good performance and recognising extra effort is built into the organisation's culture.

## Additional 20 Areas

### Producing Output

Working Quickly; Maintaining Productivity; Multi-Tasking



### Average

performed better than 60% of comparison group

### Building Strengths

- Identify less urgent projects or tasks that can be tackled when other more pressing tasks are complete or on hold.
- Volunteer for tasks which must be done at a particularly fast pace.
- Find ways of becoming more productive by sidelining activities which are unimportant and time-consuming.
- Try to do another task in parallel with work being done.

### Adopting Practical Approaches

Applying Practical Skills; Learning by Doing; Applying Common Sense



### Average

performed better than 40% of comparison group

### Development Activities

- Concentrate on what will actually work and try to provide an immediate and practical solution to a problem.
- Ask to be shown how to use the equipment in the office by someone who knows how to use it effectively.
- Build in time for reflection and review following a period of having to learn a task by doing it. Avoid concentrating on what went wrong; focus instead on what was learned.
- Spend time checking whether fundamental assumptions are met and that an approach delivers what is really needed.

### Resolving Conflict

Calming Upset People; Handling Angry Individuals; Resolving Arguments



### Average

performed better than 40% of comparison group

### Development Activities

- Identify potential problems early and take action quickly before people get angry.
- Look for occasions when it would be appropriate to deal with others who are upset.
- Empathise with people and help them to see that they are being listened to and understood.
- Understand the context for an argument and then hear both sides.

### Inviting Feedback

Acknowledging Criticism; Encouraging Critical Thinking; Gathering Feedback



### Average

performed better than 40% of comparison group

### Development Activities

- Ask open questions to improve the quality of feedback received.
- Seek feedback from a range of sources, not just the ones likely to be positive.
- Ask people to be critical, but constructive; focus on what could be done better and how, and not simply on what is wrong.
- Ask for timely feedback, i.e. immediately after an event/project.

## Additional 20 Areas

### Valuing Individuals

Showing Consideration; Tolerating Others;  
Trusting People



### Average

performed better than 40% of  
comparison group

### Development Activities

- When someone else makes a mistake or misjudgement, reflect on your own previous deficiencies to keep the scale of the error in context.
- Separate out which of people's problems are genuinely important, and be sympathetic and supportive about these.
- Different strengths can be highly effective in combination. Try to recognise where others provide complementary strengths to your own.

### Upholding Standards

Behaving Ethically; Maintaining Confidentiality;  
Acting with Integrity



### Average

performed better than 40% of  
comparison group

### Development Activities

- Look for new opportunities to behave consistently with company values.
- Always play by company rules when it comes to managing finances/equipment, sharing information and interactions with others.
- If in any doubt, check whether information is confidential.
- Show integrity by acting in line with what you expect from others. Try to avoid dealing with people or situations inconsistently.

## Stage Two

### Background:

The e-Learning Account Management team have been working together for a year now. Tradigital have asked you to conduct a Team Effectiveness Workshop to discuss how the team are working together.

### Your Task:

Review Sam's Work Roles Report and the group profile, and answer the following questions:

- How do Sam's work roles complement the team and vice-versa?
- What are the potential gaps in terms of roles within the team?
- What actions would help Sam and the team work more effectively together?

You have been provided with:

- Titles and definitions of the eight Saville Assessment Work Roles.
- Sam Jenkins' Work Roles Report which provides details on Sam's most and least preferred roles.
- A group analysis looking at primary, secondary, least and second least preferred work roles of the whole e-Learning Account Management team.

### Notes:

**Review Sam's Work Roles Report and the Group Profile and answer the following questions:**

How do Sam's work roles complement the team and vice-versa?

What are the potential gaps in terms of roles within the team?

What actions would help Sam and the team work more effectively together?

## Titles and Definitions of the Eight Saville Assessment Work Roles

Role	Description
<b>Analyst</b>	<p>Use their intellect and expertise to break down and evaluate information. They seek the right answer.</p> <ul style="list-style-type: none"> <li>• Tend to be skilled at evaluating various sources of information</li> <li>• Likely to take a logical approach to problem solving</li> <li>• Typically inclined to explore all the available possibilities</li> </ul>
<b>Innovator</b>	<p>Take a creative approach to problem solving and often develop long-term strategies.</p> <ul style="list-style-type: none"> <li>• Typically provide original solutions</li> <li>• Tend to offer unconventional and valuable insights</li> <li>• Likely to have a vision for the future of the group</li> </ul>
<b>Relator</b>	<p>Actively communicate with others and can help improve social interaction.</p> <ul style="list-style-type: none"> <li>• Typically communicate information effectively to others</li> <li>• Tend to interact confidently with other people</li> <li>• Likely to make a positive impression upon others</li> </ul>
<b>Assertor</b>	<p>Take control of situations and coordinate people. They prefer to be the leader.</p> <ul style="list-style-type: none"> <li>• Likely to give clear directions to others</li> <li>• Tend to be purposeful and confident in their decision making</li> <li>• Typically try to encourage and empower other group members</li> </ul>
<b>Optimist</b>	<p>Tend to be resilient and stay calm under pressure. They help to keep morale high.</p> <ul style="list-style-type: none"> <li>• Typically remain composed in difficult circumstances</li> <li>• Likely to convey confidence in themselves and the group</li> <li>• Tend to maintain a positive outlook</li> </ul>
<b>Supporter</b>	<p>Attend to the needs of others and prefer a team-oriented approach.</p> <ul style="list-style-type: none"> <li>• Likely to understand the needs and feelings of other people</li> <li>• Typically are effective at team working</li> <li>• Tend to establish rapport with others easily</li> </ul>
<b>Finisher</b>	<p>Focus on getting things completed to a high standard and pay attention to detail.</p> <ul style="list-style-type: none"> <li>• Tend to be meticulous and check things thoroughly</li> <li>• Typically adhere to timescales and meet deadlines</li> <li>• Likely to keep tasks moving and finish off projects</li> </ul>
<b>Striver</b>	<p>Push hard to achieve ambitious results. They are often highly enterprising and competitive.</p> <ul style="list-style-type: none"> <li>• Likely to pursue goals with enthusiasm</li> <li>• Tend to produce a lot of output for the group</li> <li>• Typically good at identifying and seizing opportunities</li> </ul>





# Work Roles Report Sam Jenkins

Focus  
Styles

## Contents

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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 1,451 professionals and managers and are presented on a 1 to 10 Sten scale.

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.

## Saville Assessment Work Roles

The Saville Assessment Work Roles model presents eight work roles. This report outlines which work roles Sam Jenkins is most and least likely to adopt based on responses to the Saville Assessment Wave Styles assessment.

### Solving Problems



#### Analyst

Analysts use their intellect and expertise to break down and evaluate information. They seek the right answer.



#### Innovator

Innovators take a creative approach to problem solving, and often develop long-term strategies.

### Influencing People



#### Relator

Relators actively communicate with others and can help improve social interaction.



#### Assertor

Assertors take control of situations and coordinate people. They prefer to be the leader.

### Adapting Approaches



#### Optimist

Optimists tend to be resilient and can stay calm under pressure. They help to keep morale high.



#### Supporter

Supporters attend to the needs of others, and prefer a team-oriented approach.

### Delivering Results



#### Finisher

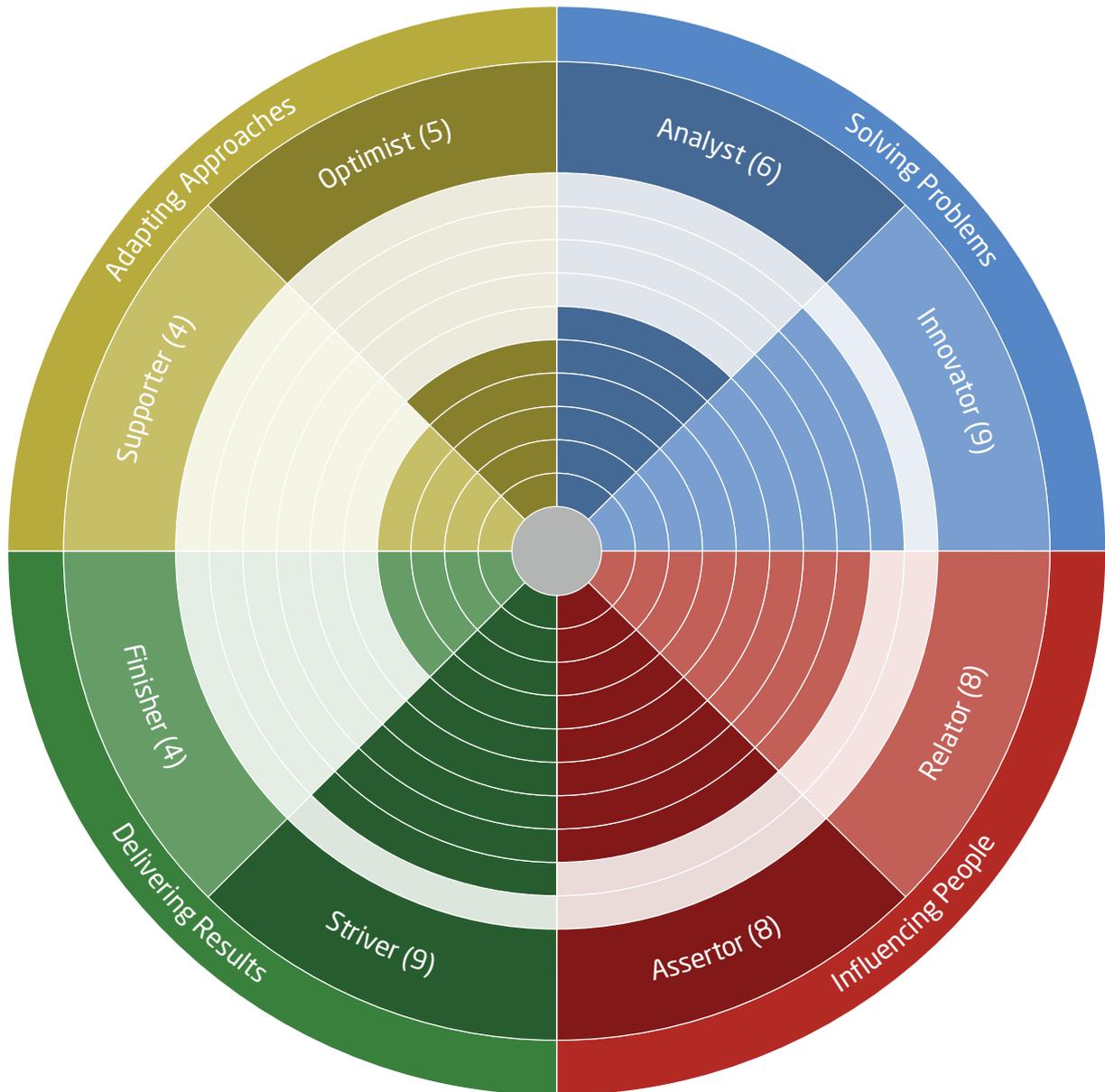
Finishers focus on getting things completed to a high standard, and pay attention to detail.



#### Striver

Strivers push hard to achieve ambitious results. They are often highly enterprising and competitive.

## Your Work Roles



Your Work Roles ranked in order of preference:

 Striver	Primary role
 Innovator	Secondary role

Asserter  
Relator  
Analyst  
Optimist

 Supporter	Less preferred roles
 Finisher	

## Your Preferred Work Roles

Your primary role is likely to be your strongest work role; this is the role which you are most likely to adopt. In certain situations, you may prefer adopting your secondary work role ahead of your primary work role. Each of your preferred roles has associated strengths that can positively contribute towards your effectiveness.

Primary	Secondary
<div data-bbox="204 488 331 607">  </div> <div data-bbox="347 521 483 566"> <h3>Striver</h3> </div> <div data-bbox="196 629 759 741"> <p>Strivers push hard to achieve ambitious results. They are often highly enterprising and competitive.</p> </div> <div data-bbox="196 752 347 790"> <p>Strengths:</p> </div> <div data-bbox="209 801 751 1048"> <ul style="list-style-type: none"> <li>• Strivers are likely to pursue goals with enthusiasm</li> <li>• Strivers tend to produce a lot of output</li> <li>• Strivers are typically good at identifying and seizing opportunities</li> </ul> </div>	<div data-bbox="834 488 962 607">  </div> <div data-bbox="978 521 1169 566"> <h3>Innovator</h3> </div> <div data-bbox="826 629 1401 741"> <p>Innovators take a creative approach to problem solving, and often develop long-term strategies.</p> </div> <div data-bbox="826 752 978 790"> <p>Strengths:</p> </div> <div data-bbox="839 801 1382 1048"> <ul style="list-style-type: none"> <li>• Innovators typically provide original solutions</li> <li>• Innovators tend to offer unconventional and valuable insights</li> <li>• Innovators are likely to have a vision for the future</li> </ul> </div>

Your primary and secondary work roles combine to create your dual role. This combination also has associated strengths that are likely to be valuable in the workplace.

Dual	
<div data-bbox="204 1339 331 1458">  </div> <div data-bbox="347 1373 483 1417"> <h3>Striver</h3> </div>	<div data-bbox="834 1339 962 1458">  </div> <div data-bbox="978 1373 1161 1417"> <h3>Innovator</h3> </div>
<div data-bbox="204 1491 355 1529"> <p>Strengths:</p> </div> <div data-bbox="217 1541 1350 1659"> <ul style="list-style-type: none"> <li>• People with this role combination tend to drive vigorously towards their vision</li> <li>• People with this role combination are likely to propose ambitious solutions to problems</li> </ul> </div>	

## Your Contrasting Work Roles

Your work roles can be better understood when the contrasts between your two preferred (primary and secondary) and two least preferred work roles are considered.

Primary role	Less preferred role
 <b>Striver</b>	 <b>Finisher</b>
<p>People with this role contrast typically focus on delivering results but may not always adhere to a rigorous or systematic approach. <i>Can you increase efficiency and achieve more by doing things in a different way?</i></p>	

Primary role	Less preferred role
 <b>Striver</b>	 <b>Supporter</b>
<p>People with this role contrast may at times value results but appear less concerned with the well-being of others. <i>Could you do more to show appreciation to everyone that is contributing?</i></p>	

Secondary role	Less preferred role
 <b>Innovator</b>	 <b>Finisher</b>
<p>People with this role contrast may sometimes distract others with new ideas when the focus needs to be on delivery. <i>Are you always fully aware of when it is no longer helpful to suggest new ideas?</i></p>	

Secondary role	Less preferred role
 <b>Innovator</b>	 <b>Supporter</b>
<p>People with this role contrast tend to generate new ideas but on occasion could take more time to consider how the ideas will impact on others. <i>Have you taken sufficient account of your colleagues' views?</i></p>	

## Making the Most of Your Work Roles

Your effectiveness in the workplace can be improved by making the most of your Primary, Secondary and least preferred roles.

### Using your most preferred roles to best effect

#### Striver



- Spend more time considering where you should really concentrate your efforts
- Seek to increase efficiency and output where it will deliver significant added value
- Consider what you can do to develop new opportunities which provide a greater benefit to your colleagues and the organisation

#### Innovator



- Use your creativity to improve established approaches as well as providing completely new ideas
- Help others understand how well ideas fit into longer-term trends or goals
- Ensure the focus is placed on the issues that matter and that any new ideas directly address these

### Using your least preferred roles to best effect

#### Supporter



- Regularly ask colleagues how they are and how they are feeling about key work issues
- Involve others when a task will benefit from wider input alongside your continued personal involvement
- Take time when meeting somebody new to find out a little bit about them to help establish an initial connection

#### Finisher



- Check critical information yourself carefully and slowly and ask someone else to double-check it
- Be clear on the key milestones and work with others to ensure the deadline is met
- Identify the actions required to move things forward and start with one action

## Working with Different Roles

It is useful to consider how you can work more effectively with people who have other work roles.

### Finisher



- Keep Finishers focused and don't let them get distracted by less important tasks
- Work with Finishers to find more efficient and effective ways of doing things

### Supporter



- Encourage Supporters to be more productive and reach more demanding targets
- Provide Supporters with ideas that will help other people in their work

### Optimist



- Direct Optimists' enthusiasm towards the pursuit of challenging goals
- Inspire Optimists by highlighting ideas that have real future potential and can generate wider enthusiasm

### Analyst



- Push Analysts to do analysis which provides a clear and tangible benefit
- Provide ideas to encourage Analysts to think more widely

### Relator



- Focus Relators on interactions with stakeholders that will achieve results
- Discuss relevant new perspectives with Relators which they can use to engage others in conversation

### Assertor



- Challenge Assertors to push work along further and faster
- Present Assertors with different ideas and perspectives which are likely to inform future direction

## Working with the Same Roles

It is useful to consider how you can work more effectively with people who have the same work roles as you.



### Other Innovators

- Focus other Innovators on ideas that make a real difference to key outcomes at work
- Talk through ideas with other Innovators to produce new and different perspectives
- Make sure the best ideas from conversations with other Innovators are captured by writing them down



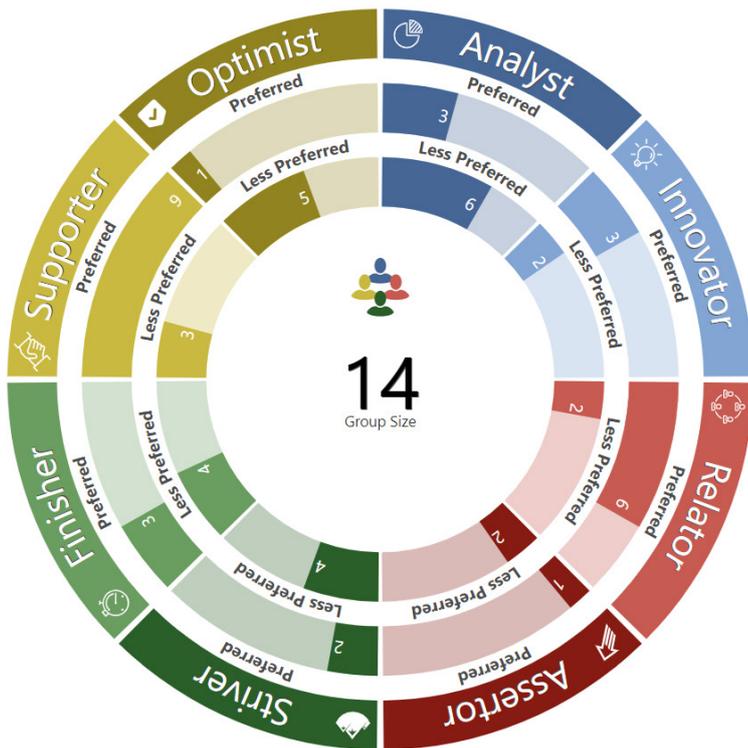
### Other Strivers

- Present other Strivers with new possibilities, new opportunities and new routes to market
- Agree with other Strivers on an important goal which is difficult to achieve and work hard to reach it
- Look out for other Strivers who have goals that clash with your own



# e-Learning Account Management Team Profile

●●●●●  
Overview



👍 Preferred Roles

Supporter 9

Relator 6

👎 Less Preferred Roles

Analyst 6

Optimist 5

The size of each bar in the wheel is set relative to a maximum of 9. This is the number of times the most frequently preferred role (Supporter) occurs.



## Section 12: Resources

### Sample Test Use Policy: Personality Assessments

**UPSTREAM**

**Assessment Use Policy**

*This document is for the attention of Authorised Test Users*

*Produced by: Anna Smith, Test Use Policy Co-ordinator*

This document is designed to set out Upstream's psychometric assessment use policy. At Upstream we use psychometric tests/assessments to provide a robust, fair and objective form of information for selection and development decisions. We are committed to the highest standards of practice in assessment use, to ensure both our organisations and assessees benefit from the use of psychometric tests. Upstream prides itself on being an equal opportunities employer and we are committed to policies and processes which promote diversity and inclusion. Throughout this policy, the guidance is designed to select and develop individuals on merit, fairly, equitably and objectively.

This document sets out how this is achieved by the appropriate use of assessments. Please contact Anna Smith, the Test Use Policy Co-ordinator with any questions relating to this document.

### 1.0 Test Use

The use, administration, interpretation and feedback of psychometric assessments is restricted to authorised test users: those with the relevant Test User: Occupational Personality qualification in the instrument they are using (e.g. Wave). Psychometric assessments may also be administered by those with the relevant Assistant Test User qualification.

All use of psychometric assessments should comply with the policies outlined in this document and any local statutory and regulatory requirements. Assessments should only ever be used for occupational assessment purposes (e.g. selection and development).

#### 1.1 Test Choice

- Only authorised, qualified test users should make choices on which assessments, reports and norms to use, and this should be based on thorough job analysis and understanding of the person specification.
- It is the test user's responsibility to select an appropriate assessment which is reliable, valid and fair.
- Authorised test users are responsible for how the assessments are used to support any decision making, e.g. weighting information relative to other assessment data collected, etc.

#### 1.2 Preparation

- Preparation materials should be provided, wherever possible, to assessees prior to the completion of an assessment.

### 1.3 Administration

- Personality assessments described as "Invited Access" (IA) are provided for completion in an online, unsupervised environment, e.g. on tablet, PC, laptop etc.
- Where a supervised assessment is used, candidate identify should be checked in line with our general policy on recruitment with a valid form of photographic identification and proof of address.
- Assessments which are for supervised use should be administered and interpreted by trained personnel according to the instructions provided.

### 1.4 Resets - Invited Access Assessments

- In some rare circumstances, an individual may have trouble completing a personality assessment and require a reset. An example of this could be misinterpreting the rating scale and requiring to recomplete the assessment.
- Our reset policy is to allow one reset per person without questioning the reasons. If a second reset is requested, the authorised user should contact the candidate to discuss the situation and make an informed decision about whether another reset is permitted or not.

### 1.5 Languages

- Assessments should be selected on the basis of their availability in the expected first language(s) of the candidate group.
- Where possible, assessees should be assessed in their first language.

### 1.6 Feedback: Right of request for information in a meaningful form

- Following completion of an assessment, it is good practice to offer feedback to assessees. Feedback should be given by an authorised test user and should be given in a format and style which is appropriate and meaningful for the recipient.
- When assessees are given feedback, this should be provided in compliance with any applicable statutory or regulatory requirements and the individual should be informed when and how the feedback will be delivered.
- The individual should be given the right to reply, including an opportunity to seek clarification and/or further explanation with respect to the feedback provided.

### 1.7 Validation

- Where group sizes allow, i.e. 100+ job incumbents have completed an assessment for a particular role, and there is good quality performance data, the Test Use Policy Co-ordinator/Test Use Committee should be informed about the potential for running an empirical validity study linking the assessment scores to job performance data. They

should decide on whether a validation research study could and should be undertaken in this instance.

### 1.8 Monitoring Group Differences

- In large scale assessment processes, where sufficient numbers permit, regular reviews of assessment results and their impact on decisions taken with respect to assessees from different groups (e.g. race, gender, age etc.) should ideally be undertaken. For example, monitoring average group scores across various scales to investigate assessment fairness.

## 2.0 Communication

All assessees should receive a briefing on the following before completing a psychometric assessment:

- The nature of the assessment;
- Why and how the assessment is being used;
- How long the assessee's results will be retained for;
- Who will have access to the assessee's results; and
- If feedback is being offered, when and in what format?

Assessees should be given ample opportunity to ask questions regarding the assessment process, and receive an honest and professional response.

### 2.1 Communication with Stakeholders (Non-authorised Users)

- Only authorised test users should decide how assessment data or assessment reports are disseminated to stakeholders and/or candidates.
- It is the responsibility of authorised test users to ensure compliance across the organisation with the policies enclosed within this document.
- Where data is to be shared with non-trained stakeholders, authorised users are responsible for ensuring any decision-making and interpretation is made appropriately.

### 2.2 Informing the Assessee

- Assessees must receive full and relevant information regarding the assessment process, prior to completing the assessment.
- Assessees should never be forced to undertake an assessment, but the consequences of non-participation should be clearly explained (e.g. removal from the recruitment process or development scheme).

### 2.3 Accommodations - Requesting and Making

- As part of any process where psychometric assessments are used, assessees should be given the opportunity, prior to completing an assessment, to provide information about any factors or special requirement which could impact on their ability to participate in the assessment process.
- If there is any such requirement, e.g. for a disability, it may be necessary or desirable to make a reasonable adjustment to the assessment process in order to provide the assessee the same opportunity as others.
- Often the individual themselves is well-placed to advise on suitable accommodations, but we also recommend that the advice of a suitably qualified professional is sought wherever possible.

### 2.4 Right of Correction

- Assessees should be given the option to correct any incorrect personal data held on them (e.g. name, title, etc.).

## 3.0 Test Material & Data Storage

All data stored (on file or electronically) must be held according to applicable legislation.

Non-electronic test data should be stored in locked files, only accessible by authorised test users. Computer-generated test data should be stored in a secure location, only accessible by authorised test users. All personally identifiable data must be stored and transferred in line with Upstream's data security policy.

### 3.1 Use of Data

- Where psychometric assessment data is sought for use in any application other than for the purpose for which it was originally collected, explicit informed consent must be obtained from the assessee.

### 3.2 Confidentiality

- Test data must be treated with the strictest confidentiality
- Wherever possible, assessees should be made fully aware of who will have access to their results data, as well as the terms of access (i.e. how their data may be used and for how long it will be stored).

### 3.3 Authorised Users' Access

- Where the authorised user moves from their current employer or department they should, where possible, ensure that any restricted materials are transferred to another authorised user.
- If there are no qualified users to whom these products can be entrusted you should contact the test publisher

immediately to discuss training to become a registered user or, where appropriate, discuss the safe return of materials to the test publisher.

### **3.4 Copyright**

- It is an infringement of ethical guidelines and of international copyright law to copy, modify, translate or in any way replicate, in whole or in part, the products supplied by a test publisher.

### **3.5 Test Material Storage**

- All profile reports must be stored securely and only be accessible to qualified users.

## **4.0 Responsibility for Competence**

Authorised users are responsible for maintaining their own level of competence in the use of psychometric assessment tools. Users should not offer services which lie outside their competence. Users are responsible for maintaining their knowledge of current legal and best practice requirements regarding the use of psychometric tools. Users should seek appropriate advice when required, particularly as circumstances begin to challenge their professional expertise. Users should strive to ensure that those working under their direct supervision also comply with each of the requirements of this standard and that these individuals are not required to work beyond the limits of their competence.

### **4.1 Professional Guidelines**

- It is the authorised test user's responsibility to ensure their practice is conducted in line with professional guidelines, including those laid out by the International Test Commission (ITC) and British Psychological Society (BPS).
- Where tests are used in different countries, it is essential to refer to the expertise of authorised users within those countries and to check that practice is in line with appropriate local regulations and guidelines.

### **4.2 Review of Policy**

- Policies should be reviewed as a minimum every two years, or when legislation or other factors dictate the need for a review.

## **Notes:**

# Wave Occupational Personality Pre-Course Training Notes and Answers

## Module One: What is Personality?

### *Implicit vs Explicit*

Every day we think about how people differ from one another. For example, we may think about others' behaviour or their emotions, or something that is very individual to them. To this extent, we are thinking about others' personalities.

Most people feel they have an understanding of human nature: why we do things, what motivates us, how we behave. Some people feel they have a natural intuition about 'what makes people tick'; and they may or may not be right. Such an understanding of personality is described as implicit: that is, generally not formally stated, written down or researched.

By contrast, explicit theories of personality are typically formally defined and described, and therefore open to empirical research and scientific challenge.

So let's look at some explicit theories of personality over the years and how some of the most important figures in personality theory contributed to our current understanding of personality.

### *Psychoanalytic Theory*

Sigmund Freud's take on personality – known as the Psychoanalytic approach – focused on the subconscious and childhood experiences. Freud believed that adult personality was shaped to a great degree by childhood experiences at various key stages of their development.

Freud identified three main components of personality: the id, the ego and the superego. The id is the source of subconscious primal urges in the individual and is the only aspect of personality present from birth; the ego is what stands between these urges and reality, seeking to please the id in realistic ways. Conscious awareness is part of the ego. The superego provides us with a moral compass that holds us back from acting upon our primal urges (or most of us, at least!). The superego internalises cultural rules and imposes feelings of guilt to punish misbehaviour.

While many other psychoanalytic theorists have advanced Freud's thinking, the psychoanalytic approach has drawn a degree of scepticism because of its lack of scientific rigour. Many have argued it is difficult to prove or disprove Freud's and others' theories. The psychoanalytic approach has had

relatively little influence on workplace psychology but still forms the bedrock of the therapies that some clinicians use to this day.

### *Social Learning Theory*

Albert Bandura conceptualised personality formation from a social perspective. He was the leading proponent of Social Learning Theory which proposes that the observation and imitation of others and their behaviour has an important influence on adult personality. Thus, role models (be those parents, friends, authority figures – even characters we observe on TV and the internet) become vital in shaping behaviour. Clearly this has implications for the effect of company culture and the value of role models within an organisation.

Bandura noted four conditions which are necessary for such social learning:

- **Attention:** the learner must first pay attention to certain behaviours.
- **Retention:** the learner must be able to remember the observed behaviour; mental rehearsal facilitates this.
- **Reproduction:** replicating the behaviour physically.
- **Motivation:** the learner must want to demonstrate what they have learned.

Bandura famously conducted the Bobo doll experiment in the 1960s. During the experiment, he examined children's behaviour after they had watched an adult model interact with a Bobo doll. Some adults were instructed to show aggression to the Bobo doll. Children who observed the adult model acting aggressively were later much more likely to exhibit aggression towards the Bobo doll themselves.

It has been suggested that social learning can contribute to certain differences observed in stereotypically male and female behaviour.

### *Behaviour Analytic*

The Behaviour Analytic approach is a theory of reinforced learning that primarily focuses on observable behaviours, often involving observations of responses given to various stimuli. Modern applications of the behaviour analytic approach include helping children and adults with autism to learn new skills.

One of the most famous early researchers in this area was B F Skinner. His experimental work included studies on rats and pigeons in 'Skinner Boxes'. The animals were rewarded with food in these boxes when certain behaviours were displayed (e.g. pressing a lever), thereby reinforcing the behaviour. This was known as 'positive reinforcement' as, over time, the animals learnt to perform these behaviours more frequently to obtain the reward. In the same vein, certain behaviours were punished and their frequency was reduced.

It has been noted that leaders of organisations can shape the cultures and behaviours of an organisation and its people with the strategic placement of rewards and punishments such as bonuses and disciplinary procedures.

### *Humanistic*

The Humanistic perspective focuses on the self: 'you' and your perception of 'your' experiences. One of the key proponents was Carl Rogers. His work as a clinical psychologist is known as 'person centred therapy'. His position was that human behaviour is rational and human nature is essentially positive. Rogers stated that our self-concept is formed out of our own experiences and perceptions of the world and is developed through our interaction with others.

Abraham Maslow, another key figure, stated that adult personality depends on the satisfaction of various needs. After one level of need is satisfied people progress to the next, and some progress further than others. For example, when basic physiological needs such as warmth and food are met we move to focusing on safety and shelter. The next level of needs are love and belonging, which when satisfied lead to a focus on esteem and finally self-actualisation.

This has implications, particularly for well-being of staff and motivation, from understanding that there is a need to help staff fulfil their different needs. These needs can vary, from the most basic such as providing a comfortable, safe working environment, through to creating a positive and supportive culture and providing opportunities for individuals to grow.

### *Psychometric*

The psychometric approach involves individuals being measured on a psychological attribute, typically using questionnaires or tests that are scored using a numerical scale or category system.

In the 1940s a number of competing models of personality emerged that led to the development of 'first generation'

personality questionnaires for occupational and/or clinical use.

For example, Hans Eysenck measured personality as distinct factors. Using statistical methods, Eysenck initially proposed two main personality factors: Neuroticism (related to being more emotional in a number of respects) and Extraversion (related to being more outgoing and sociable). A third dimension, Psychoticism (related to being more tough-minded, and to some extent aggressive), was later added. These three factors are measured in the Eysenck Personality Inventory (EPI).

Raymond Cattell also used statistical analysis in the study of human personality. Cattell developed an alternative model of adult personality consisting of 16 factors measured through the 16PF® questionnaire.

Following his standardisation of the 16PF® for the UK market, Professor Peter Saville and his team developed one of the first occupationally-specific personality questionnaires, the OPQ®, available in paper and pencil, and later online. The Saville Assessment Wave personality questionnaire was launched in 2006 as a questionnaire dedicated and designed from first principles for online administration.

### **Notes:**

## Module One Questions

**Q1 Match the Definition on the left with the Description on the right; add the corresponding number to the blank boxes.**

Definition		Description	
Explicit	<input type="text" value="1"/>	<i>Scientific, testable, formal</i>	<input type="checkbox"/>
Implicit	<input type="text" value="2"/>	<i>Intuitive, instinctive, informal</i>	<input type="checkbox"/>

**Q2 Match the Approach to its Theory and Key Features; add the corresponding number to the blank boxes.**

Approach		Theory		Key Features	
A theory of learning that primarily focuses on observable behaviours, often involving observations of responses given to various stimuli.	<input type="text" value="1"/>	<i>Behaviour Analytic</i>	<input type="checkbox"/>	<i>Reinforced learning</i>	<input type="checkbox"/>
This theory is based learning to mimic or practice behaviour seen demonstrated in social situations.	<input type="text" value="2"/>	<i>Social Learning</i>	<input type="checkbox"/>	<i>Observational learning</i>	<input type="checkbox"/>
This approach is focuses on personal experience rather than behaviour. The importance of personal growth and fulfilment is emphasised.	<input type="text" value="3"/>	<i>Humanistic</i>	<input type="checkbox"/>	<i>Self-experiential</i>	<input type="checkbox"/>
This approach looks at uncovering deep-seated needs, desires and conflicts within individuals.	<input type="text" value="4"/>	<i>Psychoanalytic</i>	<input type="checkbox"/>	<i>Unconscious</i>	<input type="checkbox"/>

**Q3 Please select the theories that are based on strong empirical evidence.**

Theory	Based on Strong Empirical Evidence?
Behaviour Analytic	Y
Social Learning	Y
Humanistic	N
Psychoanalytic	N

**Q4 Which one of the following best describes the psychometric approach?**

*Numbers/categories are used to describe individual differences*

## Module Two: Applying Personality to the Workplace

So, as we have seen there have been a number of theoretical approaches to the study and assessment of personality. Let's now consider how different approaches to personality can be applied in the workplace.

### Trait and Type Approaches

Personality can be described as a combination of **traits** or as a set of categories or **types**.

The **trait approach** assigns an individual a score on one or more personality scales which typically measure a group of attributes. For example, in 16PF5® an individual is assigned a numerical score on each of the 16 different scales across the profile. Traits carry the advantage that they can profile many different attributes of individuals. However, trait outputs can often be complex to interpret.

**Type approaches** divide people into distinct groups or categories. For example, Katherine Cook Briggs and Isabel Briggs Myers developed the Myers-Briggs Type Indicator® (MBTI®) in 1980. The tool consists of four type scales:

- Introversion vs. Extraversion
- Intuition vs. Sensing
- Feeling vs. Thinking
- Perceiving vs. Judging

Following the completion of the MBTI, an individual is categorised on the four different type scales. For example, an individual would be categorised as either an Extravert or Introvert. Type approaches often provide simplicity but as most people are 'moderate' on any given attribute they carry the risk of over-simplification by forcing individuals into one category or another.

### Trait and State Measurement

More stable aspects of personality are termed traits, whilst those which fluctuate more with mood are referred to as states. Most scales in personality questionnaires are trait-based, for example extraversion, conscientiousness or optimism. Tools such as OPQ®, 16PF® and Saville Assessment Wave are designed to measure traits.

However, there are aspects of individual personality that are related to the specific situation or context within which an individual finds themselves. While you may generally

find yourself to be composed (a trait), you may feel more nervous (a state) before attending a job interview. Tools which measure states are often used in clinical settings, such as the Spielberger State Anxiety Inventory or the General Health Questionnaire.

In practice, personality may be measured with questions that focus on different traits and, sometimes, states. For example, personality questionnaires often ask individuals the degree to which they agree with certain statements. Such statements typically cover a wide array of different attributes. For example, a statement may describe a particular behaviour and whether it is frequently or strongly displayed. It may also seek to gain an understanding of an individual's values, attitudes, personal needs, motivation and/or preferences. Personality questionnaire scales typically contain questions that relate to more than one of these attributes.

**Motivation** can be defined as that which 'energises, directs, sustains and maintains behaviour'. Theories of motivation are often based on the concept of internal states or needs that guide behaviour. Understanding motivation is important as it differs from values and attitudes that someone may have about themselves. For example, someone may value the importance of helping others, however, their attitude may be that people need to learn to help themselves.

Within our Wave Styles personality assessments, we focus on two types of attribute that are directly related to effective performance at work, namely motives and talents. We will discuss this in greater depth on the course.

### The Big Five

In personality psychology, people often talk about the Big Five factors of personality. These can be remembered using the word 'OCEAN': O is for openness to experience, C is for conscientiousness, E is for extraversion, A is for agreeableness, and N is for neuroticism.

Openness to experience covers how curious, imaginative and open to novel things and change you are. Those lower on openness are more likely to be conventional and conforming.

Conscientiousness explores how organised, dependable and self-disciplined you are. Lower scores relate to being less organised, less reliable and more impulsive.

Extraversion examines how outgoing, assertive and sociable you are. Introverted individuals are more likely to be quiet and reserved.

Agreeableness covers how compassionate and cooperative you are. Lower scores relate to being less supportive and tolerant.

Neuroticism is concerned with how easily one experiences unpleasant emotions such as anger, anxiety and sadness. The neuroticism factor is commonly reversed and referred to as emotional stability. Those lower on neuroticism – or higher on emotional stability – are more likely to be calm and able to cope with stressful situations.

The Big Five has been hugely influential as an organising framework in personality research (much like the concept of Spearman's 'g' in cognitive ability), and still serves as a useful benchmark for personality models today. The Big Five highlights the need for any supposedly complete assessment of workplace personality to measure a minimum of five scales covering these five factors; four is simply not enough.

Some critics of the Big Five would argue that it is too broad and lacks detail and subtlety. Despite this criticism, it has provided theorists and practitioners with a simple model which can be applied to a range of contexts and cultures.

So, we can measure personality; but how does this translate into tangible practice? Where does the benefit lie in personality assessment? In the past there was scepticism as to how much personality could predict performance. However, research has shown that personality does predict workplace performance better than many other assessment methods. This will be discussed in more detail on the course.

### Competencies

Personality assessment can add great value to workplace assessment and development because it enables us to predict an individual's performance. Personality is relatively stable, and thus provides a stable prediction of performance.

Our underlying personality traits influence how we are likely to behave. This results in us taking specific actions in the workplace, and these behavioural actions can directly lead to individuals being effective at different aspects of work performance.

Of course, it is important to recognise that how we behave at work is not only influenced by personality, but could

also be influenced by our organisational culture and social norms.

In order to measure workplace performance, we need to establish what the performance criteria are; using behavioural competencies is a method to achieve this.

Kurz and Bartram (2002) defined competencies as a "set of behaviours that are instrumental in the delivery of desired results or outcomes." Competencies enable us to identify, define and measure individual differences which are relevant to work performance. Traits then lead to behaviours and where the sets of behaviours are appropriate this will lead to enhanced performance in a particular area at work (i.e. competency). For example, someone's personality or style may be described as 'meticulous' and this trait makes them more likely to check things carefully. 'Checking things' is thus the competency and is what we can measure to judge relevant performance.

Saville Assessment have developed a hierarchical model of competencies which are aligned to specific personality and styles. This will be discussed in more detail later.

### The Influence of Nature and Nurture

There is a debate over the relative importance of genetic and environmental influences on personality. Of course, it can be difficult to separate the two as those who inherit similar genes from their parents tend to experience similar environmental influences – such as culture and education. One way of attempting to separate these factors has been to study identical twins, separated shortly after birth and brought up in different homes. Unfortunately, not only do very few such twins exist but their environments are unlikely to differ too much even under these circumstances.

Most psychologists believe that personality is a manifest of both genetic and environmental influences. Within personality psychology, for example, we see that people who are more 'open to experience' are more likely to expose themselves to various situations or environments. This helps explain why successful entrepreneurs are often described as having 'made their own luck'. Their stable personality trait of openness to experience guides them to new external environments in which they are likely to discover useful opportunities and these opportunities can in turn change how they view the world.

The embedded culture in which we grow up may also have a large effect on personality. How we behave is often determined by social norms and socialisation processes. In any given culture, we may be inclined to behave in a manner consistent with a social group to which we belong. For

example, at a relatively young age we begin to conceive of how a boy 'should' act and how a girl 'should' act.

In summary, although we may be genetically predisposed to behave in a certain way, there is evidence that factors such as culture, age, ethnicity and gender interact with our genes to produce our personality and characteristic ways of behaving.

**Notes:**

## Module Two Questions

Q1 Drag and drop the approach to complete the table:

Personality Approach	Definition	Example of a questionnaire that uses this approach	Strengths	Limitations
<i>Type Approach</i>	People are allocated to one or more categories	MBTI®	Offers simplified categorisation of people	Categorisation systems pigeon-hole people who are moderate (in the middle) and/or complex into one category or another
<i>Trait Approach</i>	People are scored on several different attributes simultaneously on a multi-point scale	16PF®	Allows differentiation across multiple attributes	More complex to interpret as typically provides more information

Q2 Drag and drop the answers to complete the table:

Method of Measurement	Definition	Example of a scale that can be measured using this approach	Example of a questionnaire that uses this approach
Trait Measure	<i>A characteristic which is fairly stable</i>	<i>Extraversion</i>	<i>Saville Assessment Wave</i>
State Measure	<i>A more transient condition of being, such as mood</i>	<i>Anger</i>	<i>Spielberger State Anxiety Inventory</i>

### Q3 Fill in the missing words:

**Competency** descriptions of people should be based on observable and measurable behaviours, e.g. 'Checking Things', that are typically considered to be **trainable**. **Trait** descriptions of people make assumptions about the presence of underlying **stable** characteristics that underpin observable behaviours, e.g. 'Meticulous'.

### Q4 Please match the Big Five label with its relevant definition:

Big Five label	Example Descriptions: High Scores	Example Descriptions: Low Scores
<i>Extraversion</i>	Sociable, assertive, talkative	Quiet, reserved, unassertive
<i>Neuroticism</i>	Anxious, emotionally reactive, moody	Calm, emotionally stable, phlegmatic
<i>Openness to Experience</i>	Imaginative, curious, radical	Conventional, traditional, unimaginative
<i>Agreeableness</i>	Co-operative, considerate, supportive	Unsupportive, self-focused, competitive
<i>Conscientiousness</i>	Organised, disciplined, detail-focused	Impulsive, spontaneous, disorganised

### Q5 Match the different definitions to the attribute:

Type of Attribute	Personality	Motivation	Values	Attitudes
Definition	<i>A typical style of behaviour that is relatively stable.</i>	<i>That which energises, directs, sustains and maintains behaviour.</i>	<i>What is important or what matters to an individual.</i>	<i>A feeling or an opinion which favours or is negative towards something.</i>

## Q6 Match the different examples to the attribute:

Type of Attribute	Personality	Motivation	Values	Attitudes
Example	<i>“John is consistently the most sociable and talkative person in the group.”</i>	<i>“Ahmed has a need to complete his work on time.”</i>	<i>“Maria thinks it is important that people are courteous and polite at all times at work.”</i>	<i>“Davinder thinks that changes at work will generally be for the worst.”</i>

## Q7 Match the different stability/transience to the attribute:

Type of Attribute	Personality	Motivation	Values	Attitudes
Stable or transient?	<i>Generally more stable, although some aspects are more transient than others</i>	<i>Generally more changeable, but some characteristics are more stable and less influenced by events</i>	<i>Generally more stable but may evolve over time in response to life events and experiences</i>	<i>Generally more changeable, but often with some stable underpinnings which pre-dispose people towards a certain feeling or opinion</i>

## Module Three: Personality Assessment

We have gone over 'what' it is we want to measure when it comes to personality at work. In this section, we will cover 'how' we might want to measure personality.

### Assessment Methods

There are many methods which can be used to assess personality and each comes with its own set of risks and benefits. In general terms, it is very important to ensure that the assessment construction and administration is as fair and bias-free as possible. For example, careful attention has been paid when constructing Saville assessments to avoid any content which could favour one group over another, e.g. a language or ethnic group. An example of 'language-biased' content could be using the colloquial term "gut feel." Whilst more appropriate for a British audience, this term is problematic to translate into many other languages because there is no literal equivalent term in some cases.

There is also a range of recognised social biases which could compromise the objectivity and fairness of assessment processes. For example, it is known that many people are likely to hold stereotypical or subjective views about others. The halo and horns effect is where an interviewer is biased in one direction. Where the bias is favourable, this is the halo effect, and where it is detrimental, this is the horns effect. Many interviewers pride themselves on being able to make fast, intuitive judgements about people; they are probably falling victim to first impression bias. Interviewers should try to weigh up all of the evidence throughout the interview, rather than making a decision based on their first impression. Just as careful attention needs to be paid to the construction of assessments, such biases remind us that it is important to carry out assessments fairly, too. Assessor training can be a useful way to reduce the impact of such biases.

Now we will look at some common assessment methods and their advantages and disadvantages.

#### Self-Report

Self-report questionnaires such as Saville Assessment Wave have candidates respond to a series of statements about themselves, with each of these statements relating to a specific work behaviour. The responses an individual provides to these statements are scored and grouped to give a profile of scores on different personality dimensions that are typically compared to other people.

It is easy to write a set of questions and create a personality questionnaire, and many people have created personality questionnaires of varying quality. However, to create a highly valid, reliable, fair and work-relevant personality assessment requires extensive expertise and research. Questionnaires provide a standardised approach to personality assessment where every individual is asked the same question and compared against the same external benchmark group. Self-report personality questionnaires typically offer a cost- and time-efficient method of predicting workplace behaviour.

Individuals completing personality questionnaires typically provide an accurate description of themselves. However, there are several possible reasons why the description an individual provides may become somewhat distorted. For example, some individuals are less self-aware; some individuals have a higher or lower opinion of themselves; and some individuals are more likely to present a positive picture of themselves. This is more likely to occur in high-stakes situations such as applying for a highly desirable job. One of the key questions this raises is how to reduce or control the degree of distortion.

Distortion has been shown to be reduced by informing candidates that there are response checks built into the questionnaire and/or that their questionnaire results will be cross-referenced with other data or subsequently probed in a feedback session. A second important method to control distortion is the development of response formats such as the Saville Assessment Wave dynamic rate-rank method. In this method candidates who rate themselves positively across a number of questions are asked to differentiate the questions that are most and least like them. This will be discussed in more detail on the course.

#### Observations

Observing how individuals behave in specific situations can provide useful information as to how one individual's behaviour differs from another. This can allow the observer to infer differences in personality between individuals. A key advantage of observation is that the observer sees 'real' examples of not only a behaviour but exactly how a behaviour is displayed by a particular individual. However, while observation is sometimes used for individuals in their actual work, when it is used in assessment typically it is used in a simulation exercise or activity, e.g. a group exercise, presentation or role play. It can be time-consuming and challenging to create realistic scenarios.

Such methods are open to bias as different assessors/raters may be inconsistent in their assessment of candidates, and the very fact that the individuals know they're being watched has an impact on their behaviour. To help overcome this, observing individuals in different situations or assessment exercises will give a fuller picture which is less distorted by them acting in a particular way on a single exercise.

### **Ratings by Others**

Ratings by others, such as on Performance 360 assessments, provide a view of an individual by stakeholders such as managers, peers and direct reports.

By aggregating such perceptions, we can build a picture of an individual's behaviour and performance from raters who know and have seen the individual in their daily work. However, getting multiple ratings of one individual can be time consuming.

While those around an individual can give an accurate picture of their behaviour or performance at work, they may not always choose to do so. Raters may give inaccurate ratings for many reasons including simply because they dislike their colleague. To minimise such risks, it is important to elect raters who know the individual well and are in an appropriate position to provide accurate feedback.

### **Interviews**

Interviews allow us to assess certain aspects of an individual's personality. One of the key advantages of an interview is that an interviewer can ask in-depth questions, and the interviewee can also interact and ask questions. However, there is a risk that the interviewer may favour particular candidates based on irrelevant criteria. For example, preferring interviewees that went to the same university or even just being more impressed by an articulate extravert.

There is a huge amount of research demonstrating bias in interviews. It is important to understand these biases and ensure that the interview is as fair, accurate and robust as possible. Highly structured interviews help by focusing interviewers on relevant questions and criteria.

### **Projective Techniques**

Projective techniques attempt to uncover aspects of an individual's subconscious. Often, individuals are asked to respond to stimuli which are ambiguous in nature, for example an image of an inkblot that can be interpreted in many ways. Somebody who says they see a fluffy rabbit will be interpreted differently to someone who sees something more sinister. Of course, somebody who sees something more sinister at first may not say so and claim to

have seen a fluffy rabbit! To attempt to overcome this, the administrators are trained to elicit an individual's immediate response.

As projective techniques have little validity in the workplace, it is extremely rare to come across these.

### **Pseudo-Scientific Methods**

Some techniques used to assess personality have pseudo-scientific credibility and are presented as having some value, when in reality they offer very little. Research which has included comparisons of the validity of different workplace assessment methods has frequently shown that handwriting analysis (graphology) and astrology have little or no value in forecasting workplace performance and should therefore be avoided in occupational settings. It is important to consider the work-relevance of any assessment, as well as how the assessment appears to assesses. Would you feel comfortable if a decision about your suitability for a role was being made on the basis of your handwriting?

One risk of giving feedback which is not accurate is that it becomes a self-fulfilling prophecy where the individual starts to act in line with the spurious feedback. If, for example, a horoscope suggests that as a Taurus, you're not likely to be good at compromising with others, what might you do the next time you're asked to accept a compromise?

## Module Three Questions

**Q1 Drag & Drop: Please populate the table below on the advantages of different methods of personality assessment:**

	Approach	Advantages
Self-Report	Answering self-report questions	<i>Structured, standardised, fast, reliable, valid and fair</i>
Observations	Observing group activities	<i>Direct observation of behaviour</i>
Interviews	Two-way questioning	<i>A social interaction allowing both parties to find out more about each other</i>
Projective Techniques	Responding to ambiguous stimuli	<i>Explores attributes that are often subconscious</i>
Ratings by Others	Multi-rater	<i>Combination of opinions from people with whom the individual works closely</i>

**Q2 Drag & Drop: Please populate the table below on the disadvantages of different methods of personality assessment:**

	Approach	Disadvantages
Self-Report	Answering self-report questions	<i>Quality is variable</i>
Observations	Observing group activities	<i>It is hard to develop a situation which is realistic</i>
Interviews	Two-way questioning	<i>There is a danger that time is spent on irrelevant topics</i>
Projective Techniques	Responding to ambiguous stimuli	<i>Little validity in work settings</i>
Ratings by Others	Multi-rater	<i>Time consuming for raters</i>

**Q3 Drag & Drop: Please populate the table below on the method of personality assessment with how it can potentially be distorted:**

	How can they be distorted?
<i>Self-Report</i>	By answering the questions dishonestly/in a way that seems desirable
<i>Observations</i>	Acting differently under observation
<i>Interviews</i>	Favouring candidates on the basis of irrelevant information
<i>Projective Techniques</i>	Giving socially desirable responses to stimuli rather than the first real response
<i>Ratings by Others</i>	Can be influenced by vested interests

**Q4 Drag & Drop: Please populate the table below on the method of personality assessment with the way in which it's potential distortion can be controlled:**

	How can the distortion be controlled?
<i>Self-Report</i>	Providing warnings of response checks/cross-referencing data and having response formats that control for distortion
<i>Observations</i>	Observing an individual in more than one exercise/situation
<i>Interviews</i>	Structuring the process with set criteria and questions
<i>Projective Techniques</i>	Trying to elicit an immediate response to stimuli
<i>Ratings by Others</i>	Choosing appropriate raters

**Q5 Which one of the following is a way in which bias can be reduced during the construction of personality assessments?**

*Avoid writing questions which use colloquialisms/metaphors*

**Q6 Which of the following can be sources of bias in an interview? Tick all that apply.**

*Halo effect*

*Stereotyping*

*First impression bias*

**Q7 Which of the following might be considered 'pseudo-scientific' assessment procedures?**

*Astrology*

*Graphology*

**Q8 Which of the following are possible risks of using 'pseudo-scientific' assessment processes?**

*Lack of work relevance, lack of empirical validity, self-fulfilling prophecy (All of the above)*

## Module Four: The Saville Assessment Approach

Now we move on to explain our approach to personality, including how we developed the Wave assessments.

### Construction of Wave

We pride ourselves on the unique features of Wave and its exceptional prediction of workplace performance. Before exploring the development of Wave, let's consider the main approaches to questionnaire development.

### Approaches to Questionnaire Construction

An **inductive** approach to questionnaire development involves generating a lot of questions and exploring how they relate to one another and cluster together as a basis for building an overall model of personality. This technique was used by Raymond Cattell to create the 16PF® and is achieved by means of statistical analysis. The issue with such an approach is that its focus lies on developing a neat and tidy factor structure – an example of this being the Big Five.

By contrast, a **deductive** approach involves devising a model and seeing whether the individual questions or statements within the questionnaire relate to each other as expected. Questionnaires developed in this manner often have questions within the questionnaire that are closely related but are often very repetitive. This method was used in the development of the Occupational Personality Questionnaire (OPQ®).

A **performance-driven** approach looks for questions or groupings of questions which best predict critical workplace behaviour. The underlying premise of this approach is that validity is the most important characteristic of any workplace personality questionnaire. Other major workplace personality questionnaires did not include this approach to construction.

The Wave Styles questionnaires were developed by harnessing **all three** of the above approaches. Critically, the core development of Wave included a performance-driven approach, selecting those questions most effective in predicting work performance.

### Project Colossus

When developing Saville Assessment Wave, a number of considerations guided our thinking. Firstly, we reviewed

existing questionnaires and noted that:

- both rating and ranking question formats have advantages and disadvantages
- many questionnaires have repetitive questions
- questions phrased negatively are less reliable and more error prone
- questionnaires have little alignment to organisational measures of corporate culture and climate
- motives and talents are rarely considered separate constructs
- questionnaires in general do not select those questions most predictive of workplace performance

The development of Wave took place in the UK during 2004 and 2005 and was based on over 100 years of accumulated experience across Saville Assessment's research and development team. For the initial phase of development, 214 facets of behaviour were identified. Separate motive and talent components were created for each facet, giving 428 work constructs in total. For each of these 428 constructs, ten questions were written: eight phrased positively and two phrased negatively. That's a lot of questions!

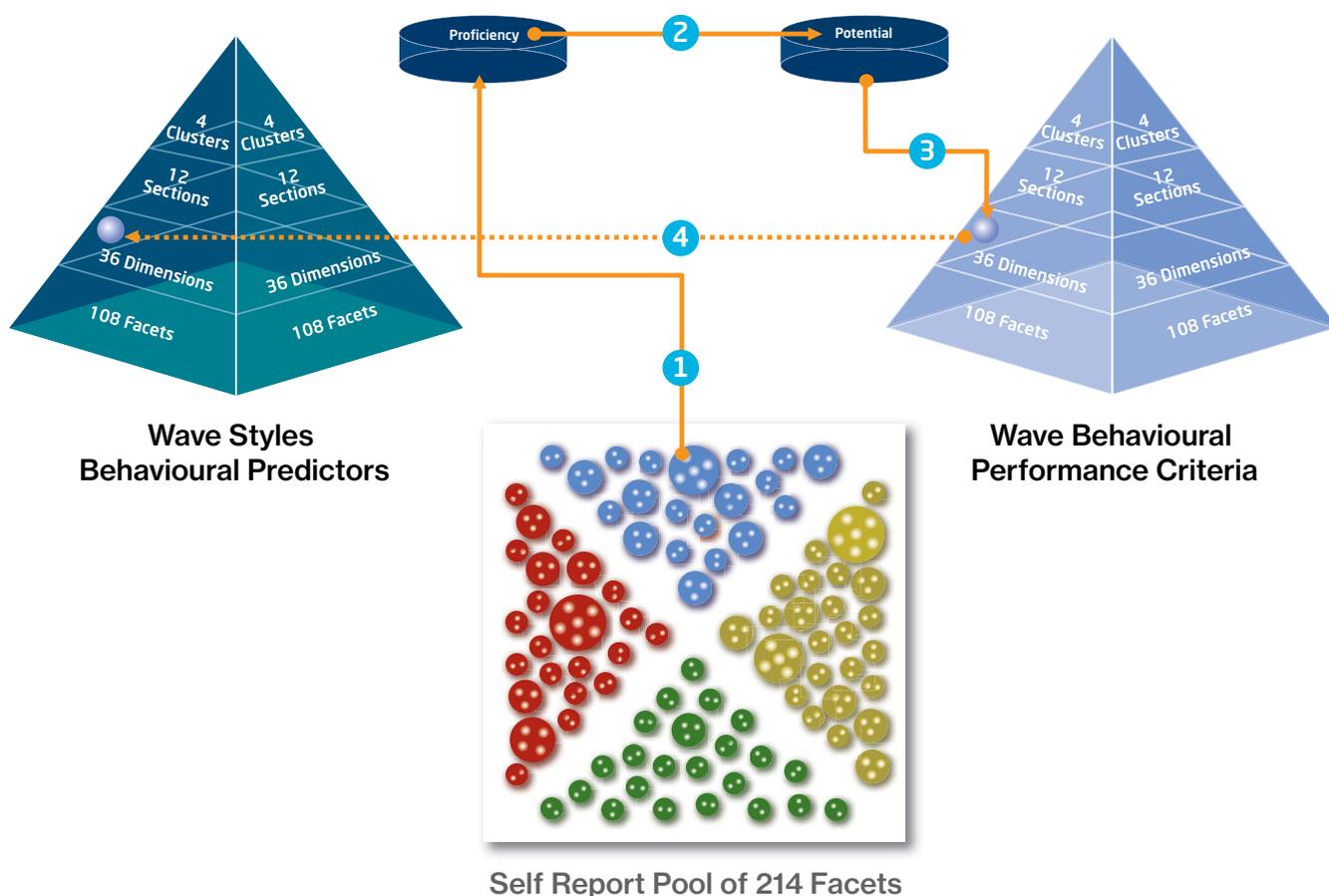
A questionnaire is as good as the questions it asks. This may seem an obvious point but it is surprising how often it is overlooked. With this in mind, highly experienced and skilled question writers and reviewers developed the Wave questions against a strict set of guidelines:

- **Targeted:** questions must measure something that relates to effective performance
- **Simple:** phrasing must be as simple as possible
- **Short:** longer questions must be avoided as they are less reliable
- **Comprehensible:** the meaning must be clear
- **Transparent:** questions must not conceal what they are trying to assess
- **Avoiding Idioms and Metaphors:** phrases such as 'gut feel' should be avoided as they can be easily misinterpreted
- **Positively Phrased:** negatively phrased questions, like 'I do not', must be avoided as they have lower reliability
- **Self-Referent:** questions must ask people about themselves

- **Behavioural:** questions must focus on behaviours
- **Avoiding Stereotypical or Biased content:** questions must not focus on specific knowledge or experience that may bias against a particular group
- **Non-Bizarre:** questions must not be strange, sensational or hypothetical
- **Non-Clinical:** questions must not refer to mental or physical disorders or symptoms
- **Work Relevant:** questions must be predictive of performance at work
- **Internationally Relevant:** questions must be written in simple business English for ease of translation

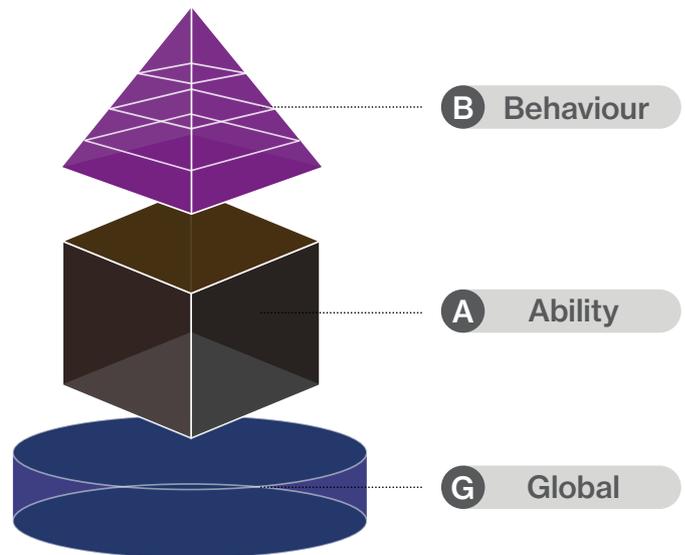
### Performance-Driven Development Trial

The questions that best met the established criteria were selected to comprise a 428-question development questionnaire. To enable us to identify the strongest questions, each participant in the trial was asked to nominate someone to rate their performance at work. This allowed us to triangulate self-ratings with work behavioural competencies, job proficiency and potential for promotion, which formed the basis for a performance-driven approach to question selection. This development trial was completed by 1,011 participants in total, with validation data from a manager or peer on 394 participants.



Thus, an iterative process of question-selection began. Questions were selected based on their ability to predict: (a) overall measures of job proficiency (b) potential for promotion (c) ratings of their matched criteria in the Wave Behavioural Competency model. The three most predictive Wave Styles facets of each competency were selected. For example, Creative, Original and Radical facets were found to be most predictive of Generating Ideas, so these were grouped to create a Styles dimension that was then named Inventive.

This process was repeated for all competencies. This ultimately led to the model of four clusters, 12 sections, 36 dimensions and 108 facets. Each facet is comprised of a motive question and a talent question, leading to the 216 question questionnaire which comprises the best predictors of performance in the workplace and exists today as the Professional Styles Questionnaire.



### Standardisation Trial

With the questions now selected, a standardisation trial was undertaken to develop a new online dynamic rating and ranking response format, measuring the 216 questions. This online format provides precise measurement whilst also helping to identify and control for distortion.

We'll discuss many of the unique features of the final Wave Styles questionnaires on the course, including facet level measurement, motives and talents, culture and environment fit, competency prediction and identification and control of distortion.

### The Wave Performance Culture Framework

Now that we've covered the development of Wave, we'll look at the model that resulted from our research and underpins our assessment portfolio.

#### Saville Assessment B-A-G Framework

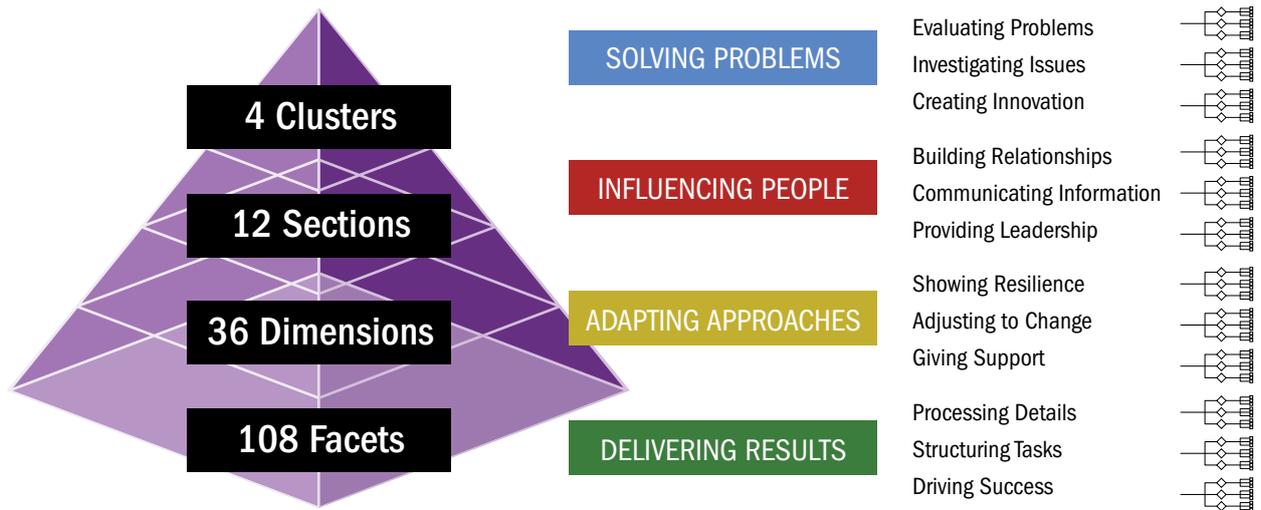
To better conceptualise performance at work, we break our framework down into three separate aspects: Behaviour, Ability and Global.

#### Behaviour

The Behaviour element of the B-A-G model refers to work behavioural styles and competencies. The Saville Assessment Wave Behavioural Model was the result of our two-year long research project to develop the Wave Styles assessments. It has a hierarchical structure consisting of four clusters, 12 sections, 36 dimensions and 108 facets. The cluster Solving Problems examines how individuals come up with solutions to problems and their general thinking style; Influencing People looks at how someone will influence others at work; Adapting Approaches covers emotional intelligence and softer people-skills; whilst Delivering Results focuses on an individual's approach to getting things done in the workplace.

Performance in the behavioural areas covered by the model can be directly assessed using the Saville Assessment Wave Performance 360. Saville Assessment Wave Professional Styles and Wave Focus Styles assessments have been developed to indicate individuals' potential to perform in these behavioural areas.

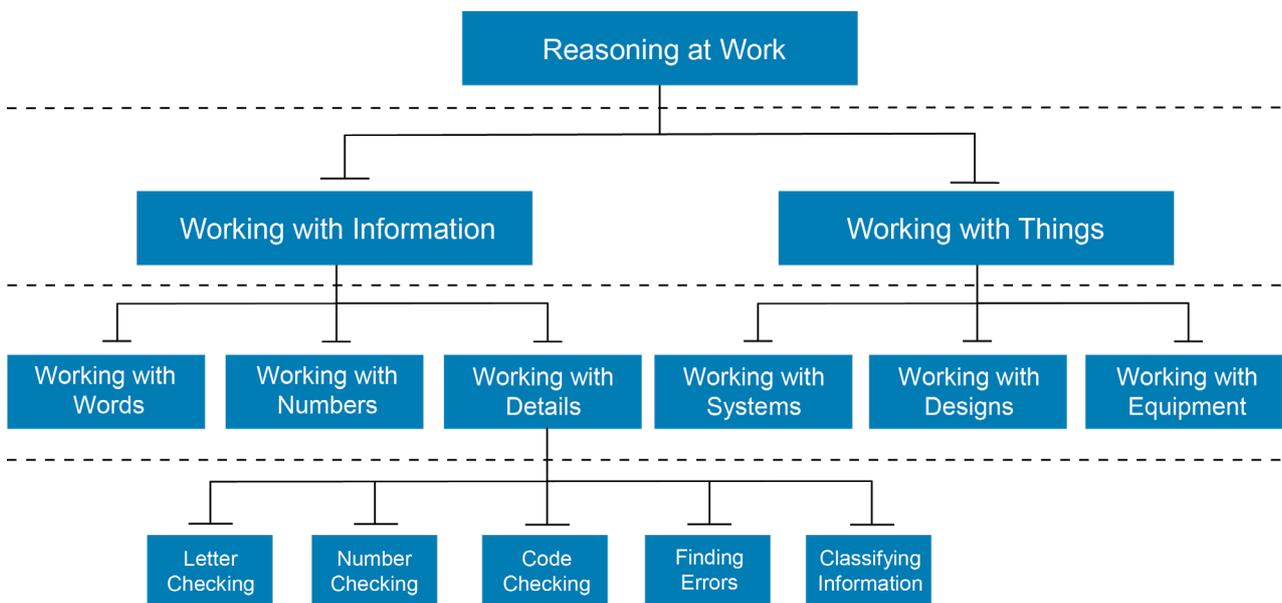
As you can see from the hierarchical structure of the model, each of the four clusters contains three sections; within each section there are three dimensions; and within each dimension, three facets, giving 108 facets in total. The facets correspond directly with the questions asked within the questionnaire – two questions are asked per facet (one on motive and one on talent), giving the 216 questions that resulted from the development of Wave.



### Ability

The hierarchical ability model represents the abilities required at work. These abilities can be assessed using the Saville Assessment portfolio of aptitude assessments.

The cluster at the top covers general Reasoning Ability, defined as the sum of scores across verbal, numerical, checking, diagrammatic, spatial and mechanical reasoning assessments. These six different ability dimensions are categorised into the two sections Working with Information, representing more academic intelligences, and Working with Things which represents practical intelligences.

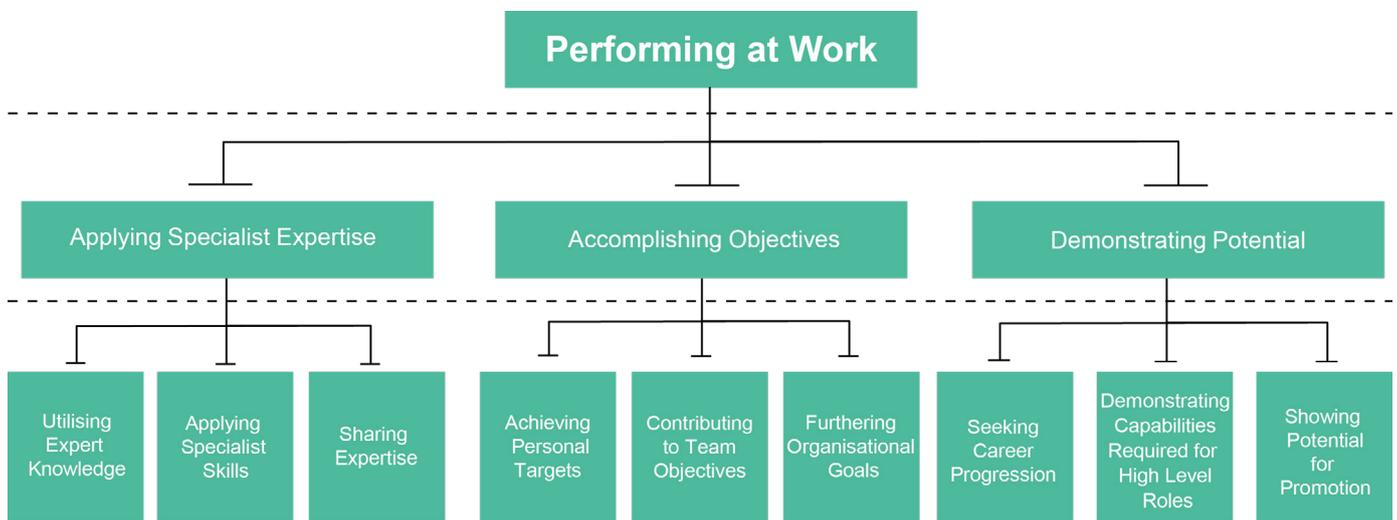


**Global**

'Global' describes broad overall effectiveness characteristics of performance and potential at work.

Our Global aspects of performance at work define performance at a broad, high level across roles. The focus is on overall effectiveness in jobs, rather than narrow criteria which can vary from job to job.

Overall effectiveness at work comprises Applying Specialist Expertise, Accomplishing Objectives and Demonstrating Potential. Applying Specialist Expertise refers to technical expertise and Accomplishing Objectives refers to a drive to achieve targets and objectives. Demonstrating Potential relates to the capacity of an individual to be effective in the future in terms of being able to take on higher level or broader roles.



**The Talent Cycle**

The B-A-G model discussed underpins all of Saville Assessment's assessment solutions across the talent cycle. This integrated model of assessment uses the same language throughout the talent cycle to measure an individual's performance and potential in critical work areas.

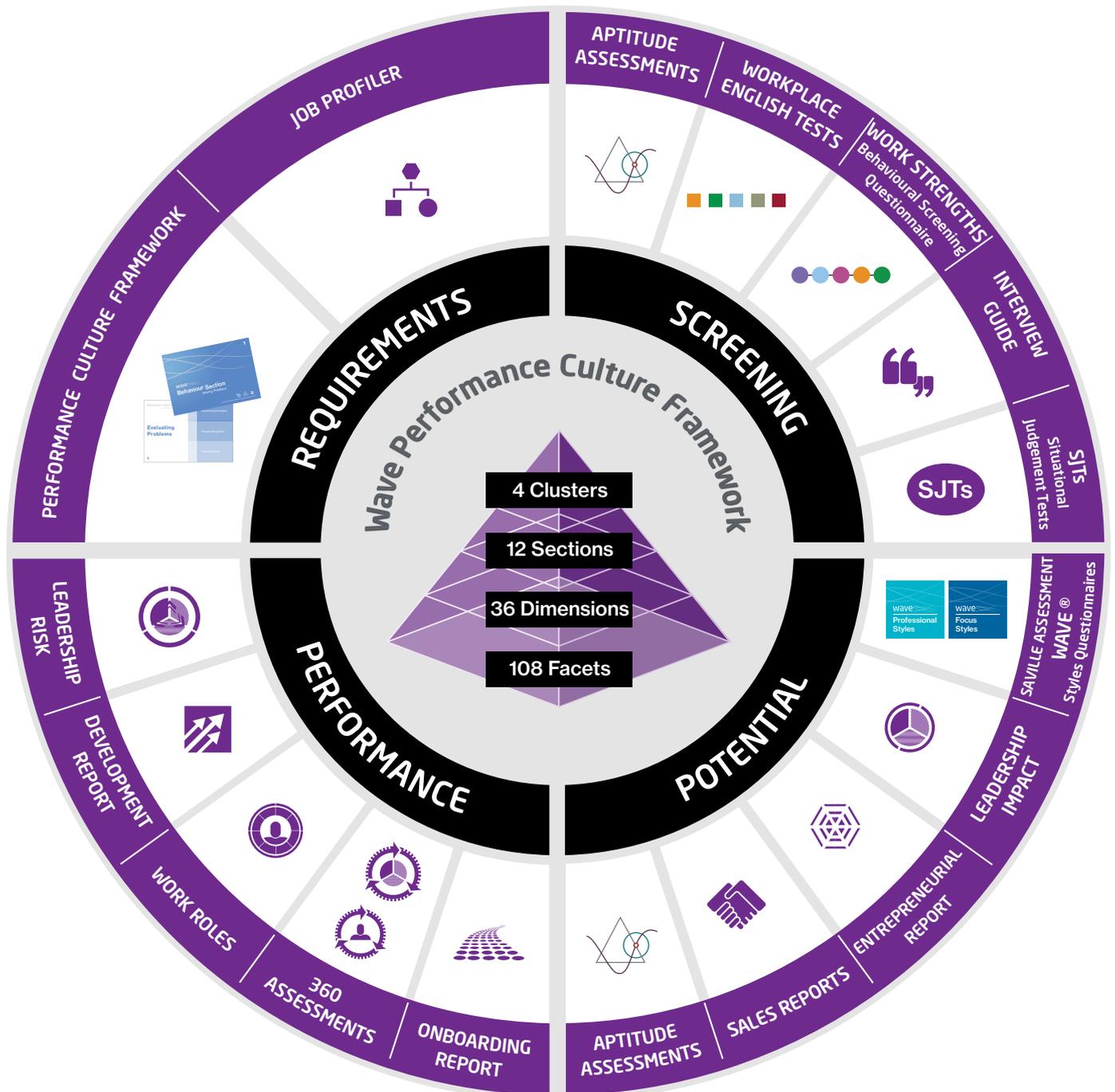
The Saville Assessment talent cycle comprises four quadrants: the first area is profiling requirements. Before embarking on any assessment process, you need a clear understanding of what you are looking for. Saville Assessment's profiling tools help users to engage relevant stakeholders in defining the key criteria for success in a role.

The next quadrant focuses on screening, where we seek to identify the candidates who are most suitable for particular roles. Saville Assessment's aptitude assessments, situational judgement tests and behavioural screening questionnaires (Work Strengths and Match 6.5) support candidate screening, increasing efficiency in volume recruitment whilst creating an engaging candidate

experience.

The area of potential covers a number of applications such as selection, identifying high potential staff and developing staff. The Wave Styles questionnaires provide an understanding of motives and talents in critical work areas and there is a wide variety of reports that can be generated to support different applications. Aptitude assessments also offer a highly predictive indicator of future work potential.

Lastly, the performance quadrant contains different reports, powered by our Wave Styles and Wave 360 assessments, that help individuals or teams progress and develop. The Wave Styles assessments will be covered in more detail on the course.



## Background to Saville Assessment

The journey of Saville Assessment as an assessment business started in 2004 when a team of assessment specialists came together. The team comprised experts in Occupational Psychology, Business Consulting and Information Technology, with the goal of transforming and revolutionising assessment around the world. So what does this mean in practice?

**Transforming Assessment around the World** – Saville Assessment advanced traditional assessment approaches of the 20th century by creating innovative, rigorous and work-relevant assessment tools, including online ability and personality measures and multimedia simulations.

**Maximising the Power of the Internet** – Instead of having questionnaires and assessments that were designed for paper-and-pencil use, and placing them on the internet, our tools are designed from first principles to reap the benefits of online assessment.

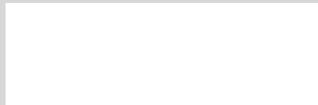
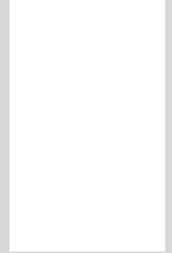
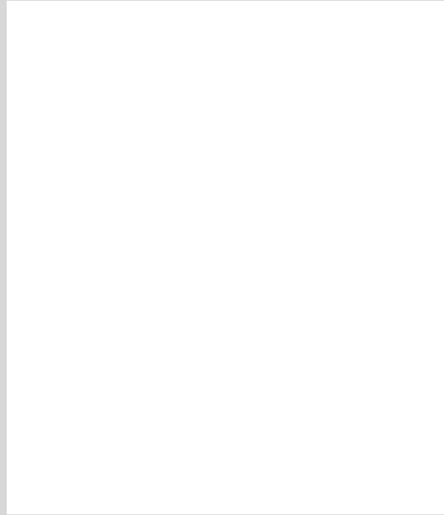
**Greater Insight and Richer Feedback** – Our assessments are designed not only to be more accurate and detailed than any other, but also facilitate clear and valid interpretation, giving further clarity and detail into every individual who is assessed.

**Taking Seriously the Need for Security in Testing** – We place security at the core of our assessments. For example, Wave includes checks and measures designed to identify and help control for potential distortion of responses.

**Tailoring our Approaches to Fit Organisations' Needs** – Many of our tools can be transposed on to a target organisation's own model of performance, harnessing our research-based measurement power and delivering in an organisation's own language.

**Exceptional Prediction of Work Performance** – Our approach is driven by data to predict a clear model of performance at work. So, when you use a Saville Assessment psychometric test, you can make strong and valid predictions about work performance.





## About Saville Assessment, a Willis Towers Watson Company

Our mission is to transform assessment around the world. We enable organisations to identify potential, accelerate performance, and achieve outstanding results. Our portfolio of leading-edge assessments are designed based on extensive research into successful workplace performance and the critical relationship between motive, talent and workplace culture. With representatives in over 80 countries we are transforming how organisations Hire, Build and Lead talent globally. Learn more at [www.savilleassessment.com](http://www.savilleassessment.com)