

Case Study Workbook

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Job Analysis

You are required to design an assessment process for the following vacancy.

- Senior Web Developer

Full job description can be found on the following page. Before you design your process, you'll need to do some job analysis. Normally, you would conduct job analysis using a number of different methods involving a number of different stakeholders. Card sorts are a useful way of quickly gathering opinions from individuals or groups. Have a go at one now yourself to design your person specification. Use the steps listed to help you.

1. Review your job description
2. Use the Wave card deck to identify up to seven key competencies (four behaviors and three abilities)
3. List your key competencies in the space below

Job Title: _____

Key Competencies:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

How important are these areas in the work role?

Evaluating Problems

- 1 Examining Information
- 2 Documenting Facts
- 3 Interpreting Data

1

Investigating Issues

- 1 Developing Expertise
- 2 Adopting Practical Approaches
- 3 Providing Insights

2

Creating Innovation

- 1 Generating Ideas
- 2 Exploring Possibilities
- 3 Developing Strategies

3

Building Relationships

- 1 Interacting with People
- 2 Establishing Rapport
- 3 Impressing People

4

Communicating Information

- 1 Convincing People
- 2 Articulating Information
- 3 Challenging Ideas

5

Providing Leadership

- 1 Making Decisions
- 2 Directing People
- 3 Empowering Individuals

6

Showing Resilience

- 1 Conveying Self-Confidence
- 2 Showing Composure
- 3 Resolving Conflict

7

Adjusting to Change

- 1 Thinking Positively
- 2 Embracing Change
- 3 Inviting Feedback

8

Giving Support

- 1 Understanding People
- 2 Team Working
- 3 Valuing Individuals

9

Processing Details

- 1 Meeting Timescales
- 2 Checking Things
- 3 Following Procedures

10

Structuring Tasks

- 1 Managing Tasks
- 2 Upholding Standards
- 3 Producing Output

11

Driving Success

- 1 Taking Action
- 2 Seizing Opportunities
- 3 Pursuing Goals

12

Working with Words
Verbal Aptitude

- A Understanding Word Meaning
- B Comprehending Text
- C Making Verbal Inferences
- D Evaluating Written Materials
- E Comparing Arguments

13

Working with Numbers
Numerical Aptitude

- A Understanding Tables
- B Comprehending Graphs
- C Making Numerical Inferences
- D Evaluating Quantities
- E Comparing Data

14

Working with Systems/Logic
Diagrammatic Aptitude
Abstract Aptitude

- A Understanding Logical Rules/Sequences
- B Comprehending Process Diagrams/Processes
- C Identifying Causes/Rules
- D Finding Faults
- E Comparing Flowchart Sequences

16

Working with Details
Error Checking Aptitude

- A Checking Letters and Text
- B Checking Numbers and Tables
- C Checking Codes and Symbols
- D Identifying Mistakes
- E Classifying Information

15

Working with Designs
Spatial Aptitude

- A Estimating Lengths and Angles
- B Recognizing Rotated Shapes
- C Visualizing 3D Objects
- D Inspecting Objects
- E Designing Things

17

Working with Equipment
Mechanical Aptitude

- A Understanding Mechanical Problems
- B Comprehending Physical Principles
- C Estimating Movement of Objects
- D Using Tools
- E Operating Machinery

18

Role: Senior Web Developer

Report to: Web Manager

Job Description:

Highware Inc. is looking for a motivated Senior Web Developer to lead one of our development teams in assisting clients with their online needs. As a Senior Web Developer at Highware Inc., your team will design, build and maintain websites and website applications for a broad client base. Your team will work for a variety of businesses and every day will be different: you could create a secure online shopping website one day and set up a company intranet for staff the next day.

Highware Inc. is looking for an experienced Senior Web Developer with excellent web and database programming skills, and a good appreciation of design, usability and interactivity. We are looking for someone creative who can turn client ideas into workable plans and offer solutions to complex client requirements and issues. You will have to be willing to work flexibly but in an organized manner and will have to be able to follow exact instructions from written client briefs.

Key Responsibilities:

- Developing and delivering effective solutions for clients
- Ensuring clients' websites are integrated smoothly with existing networks
- Managing a small team of Junior Developers to meet multiple client deadlines
- Dealing with user access and security
- Understanding the root cause of any technical issues and applying appropriate fixes
- Communicating with clients on project issues
- Producing monthly billing reports for the Management Team and managing project budgets
- Analyzing and reporting on solution effectiveness

Required Skills and Experience:

- Degree in an IT-related subject
- Strong written & verbal communication skills
- The ability to work with deadlines
- Excellent HTML & CSS coding skills
- Experience with JavaScript
- Adobe Photoshop

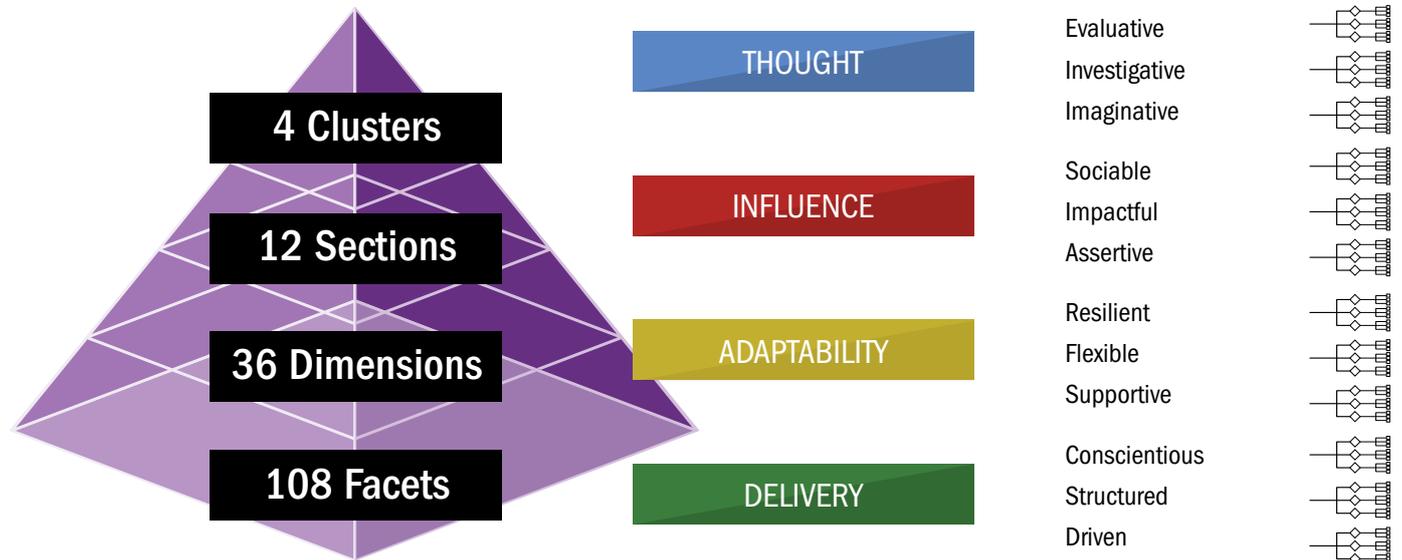
Desirable Skills:

- Interested in keeping up to date with advances in computer technology
- An appreciation of commercial pressures
- Previous managerial experience

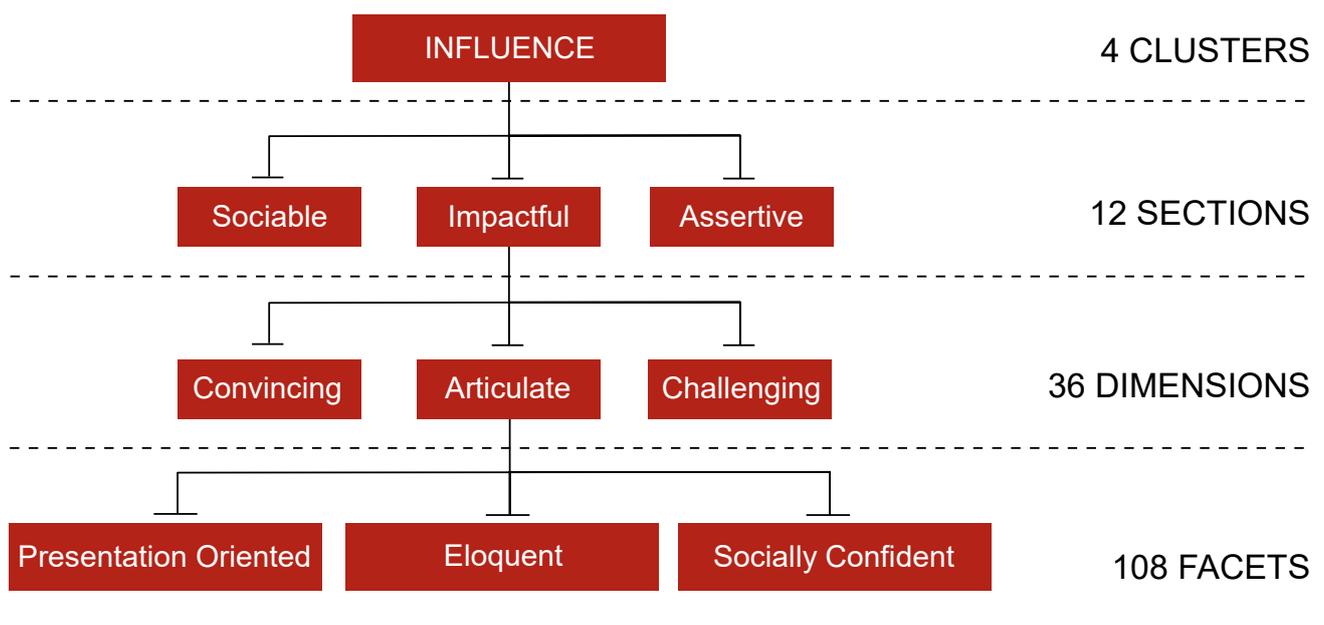
Notes:

Introduction to Wave

Behavior Model



Wave Professional Styles Hierarchy



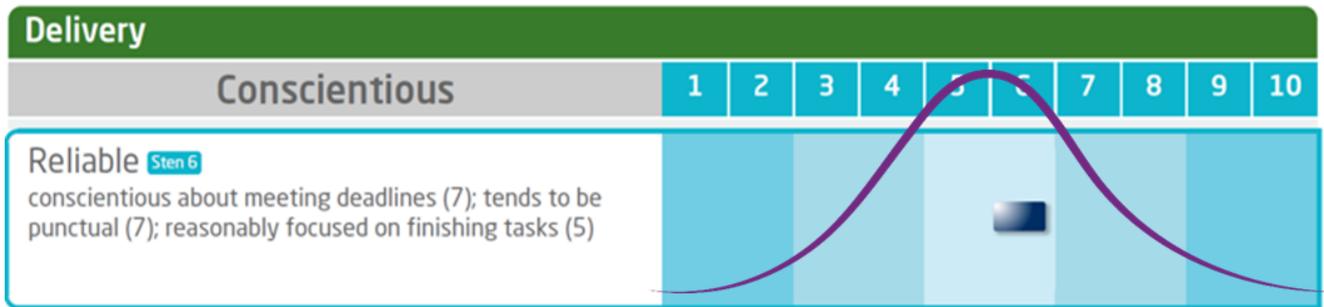
Clusters and Dimensions Worksheet

The 36 dimensions are listed alphabetically in column one. For each dimension place a cross 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				

Deep Dives

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 behavior 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 favor motive descriptions, ('cuddly lows'), and the 'high' facet descriptions tend to favor 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
Directing Sten 7 clearly oriented towards a leadership role (7); co-ordinates people reasonably well (6); inclined to take control of things (7)										
Empowering Sten 4 has limited interest in finding ways to motivate others (4); moderately inspiring (5); rarely seeks to encourage others (3)										

Notes:

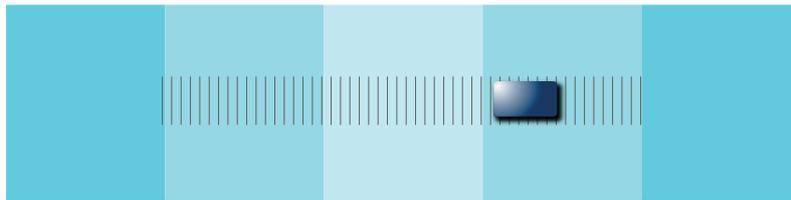
2.

	1	2	3	4	5	6	7	8	9	10
Self-assured Sten 3 less self-confident than many people (3); feels reasonably in control of own future (5); has a relatively limited sense of own worth (4)										
Composed Sten 10 very rarely gets nervous during important events (9); very calm before important events (9); works well under pressure (8)										

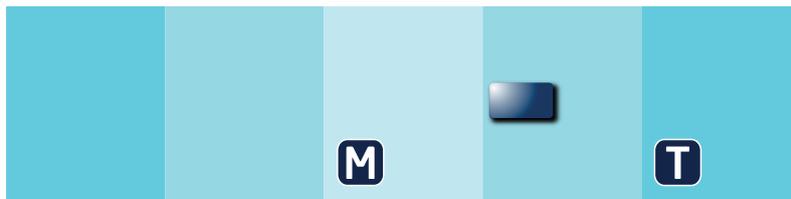
Notes:

Delve Deeper

Facet Range



Motive-Talent Split

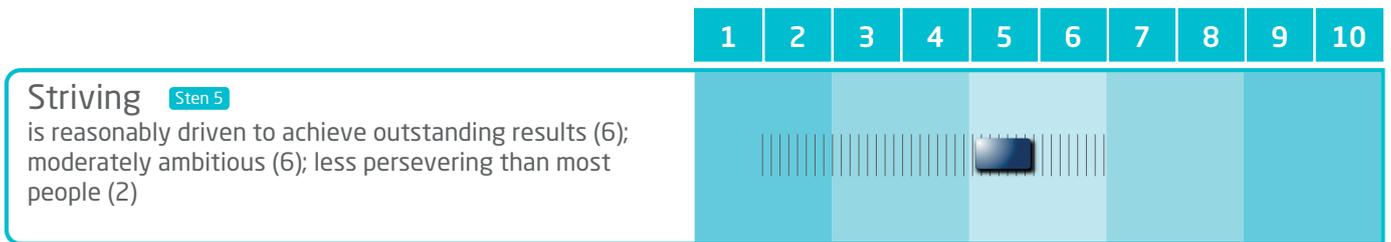


Normative-Ipsative Split



Deep Dive 1: Facet Range

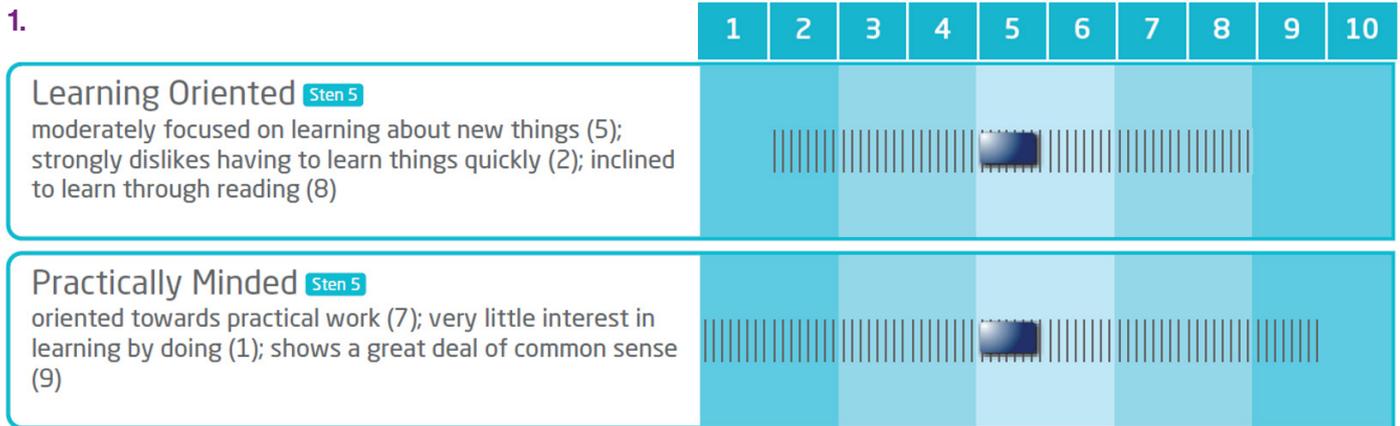
Where there is a range of facet scores within any dimension that is three Stens or more, the scores for the individual facets are shown on the profile. This often represents a point of uniqueness which goes against the general trend.



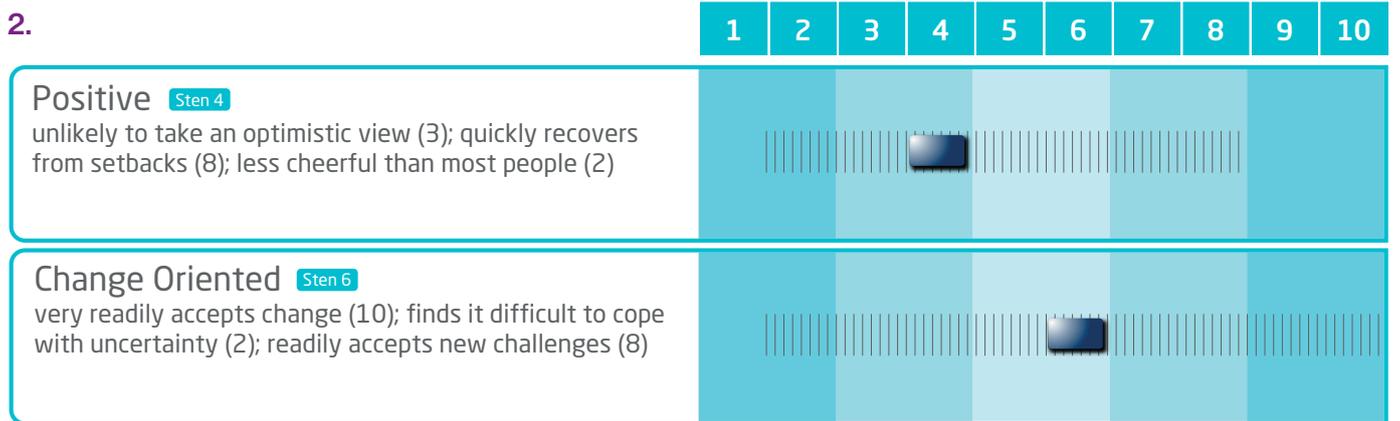
Notes:

Linking Exercise: Facet Ranges

Please write some interpretive notes on the following examples:



Notes:

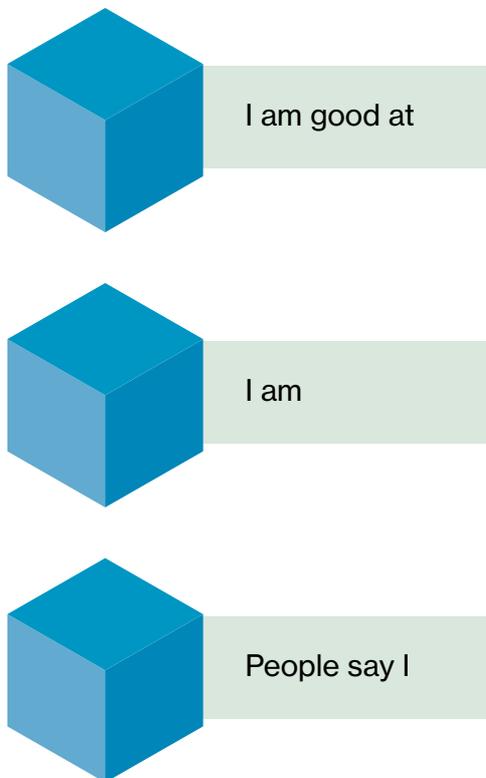
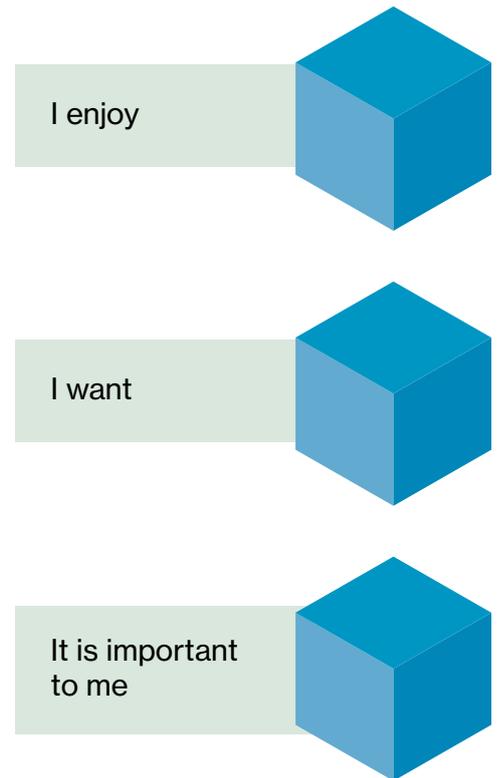


Notes:

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

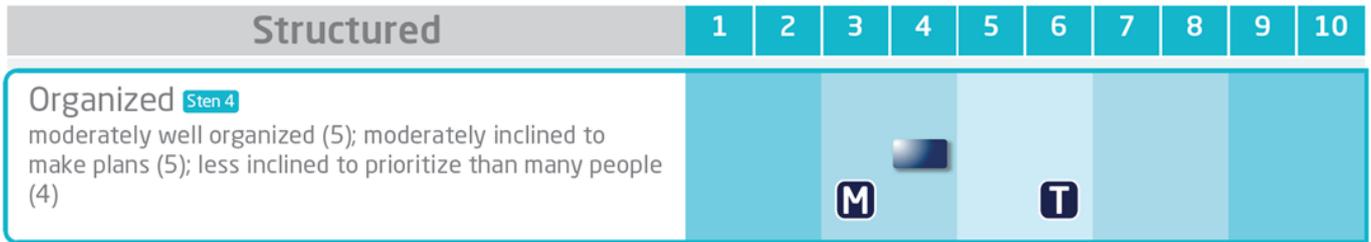
- bored of...
- does well, but with low frequency?
- demonstrates this with ease but with less passion?

Notes:

Linking Exercise: Motive-Talent Splits

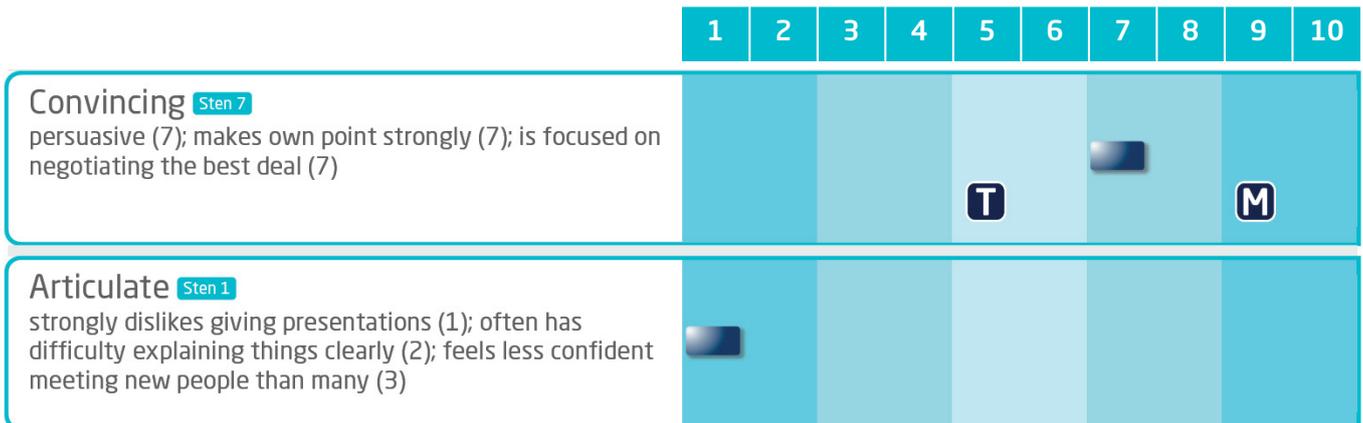
Please write some interpretive notes on the following examples:

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

	1	2	3	4	5	6	7	8	9	10
Attentive <small>Sten 7</small> as empathetic as most people (6); a good listener (8); moderately interested in understanding why people do things (6)					I					N

Notes:

2.

	1	2	3	4	5	6	7	8	9	10
Meticulous <small>Sten 8</small> pays close attention to detail (8); very thorough (8); ensures a high level of quality (8)						N				I

Notes:

Wave Selection Case Study

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:

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 programs 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 market leader within the e-simulation and application industry.

Number of Employees: Approximately 400.

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.

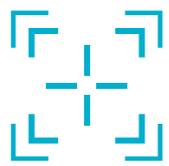
Key Responsibilities:

- 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 2,000 professionals and managers in the United States.

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 authorized 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 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

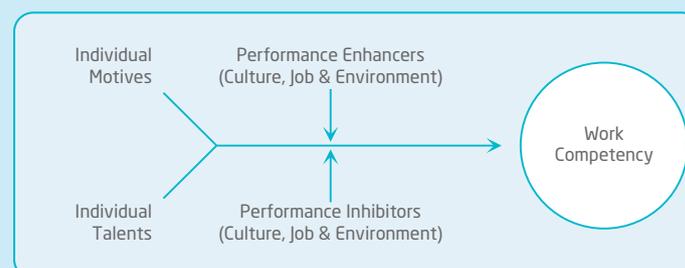
The Summary Psychometric Profile gives an overview of the 36 Styles dimensions of the profile on one page. It highlights where there is a facet range, and where motive or talent is higher (whichever is higher is indicated by M or T) and where normative or ipsative is higher (whichever is higher is indicated by 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
--	---	---	---	---	---	---	---	---	---	----

Evaluative Sten 5
Analytical (6); Factual (9); Rational (2)

Investigative Sten 5
Learning Oriented (5); Practically Minded (3); Insightful (7)

Imaginative Sten 7
Inventive (8); Abstract (5); Strategic (7)

Influence

	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

Sociable Sten 9
Interactive (9); Engaging (6); Self-promoting (10)

Impactful Sten 8
Convincing (10); Articulate (9); Challenging (4)

Assertive Sten 8
Purposeful (9); Directing (7); Empowering (8)

Adaptability

	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

Resilient Sten 5
Self-assured (9); Composed (5); Resolving (3)

Flexible Sten 1
Positive (3); Change Oriented (4); Receptive (1)

Supportive Sten 2
Attentive (2); Involving (2); Accepting (3)

Delivery

	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

Conscientious Sten 4
Reliable (6); Meticulous (3); Conforming (4)

Structured Sten 4
Organized (4); Principled (6); Activity Oriented (4)

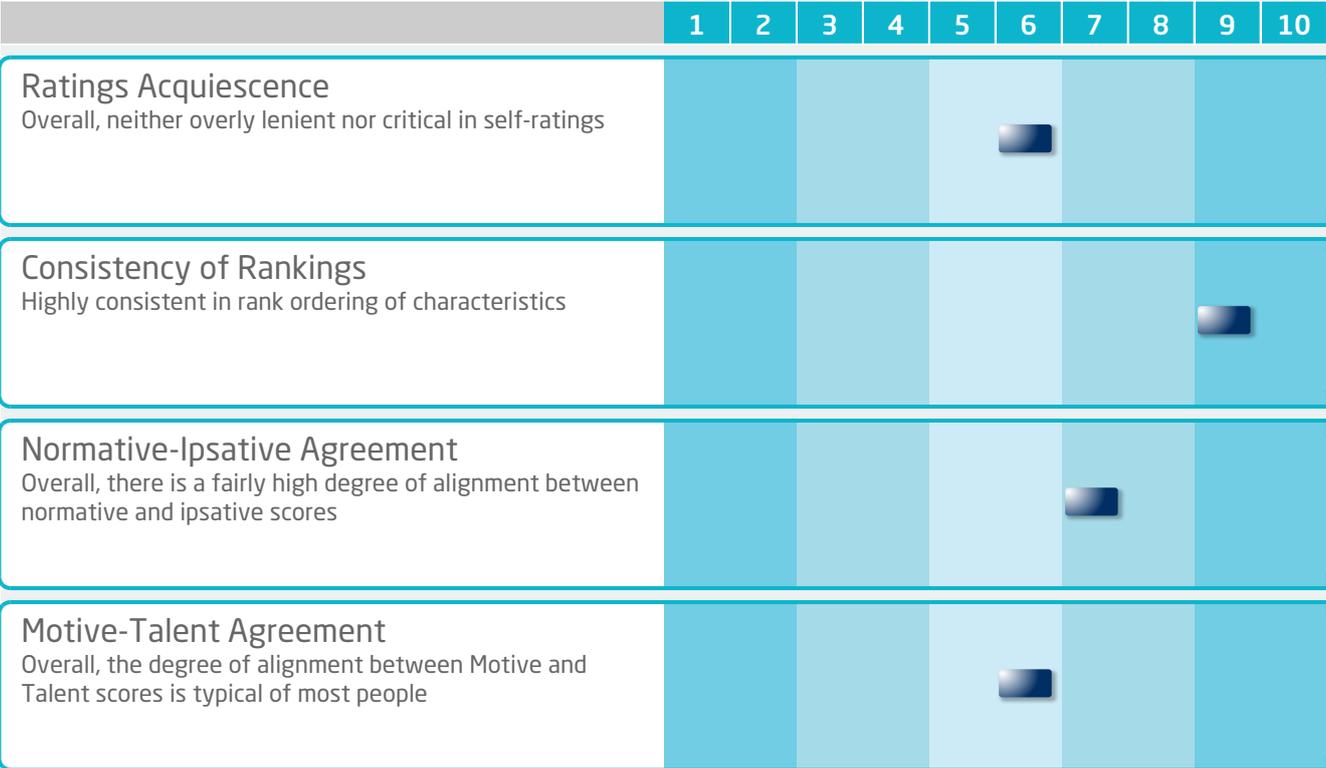
Driven Sten 9
Dynamic (9); Enterprising (9); Striving (7)

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

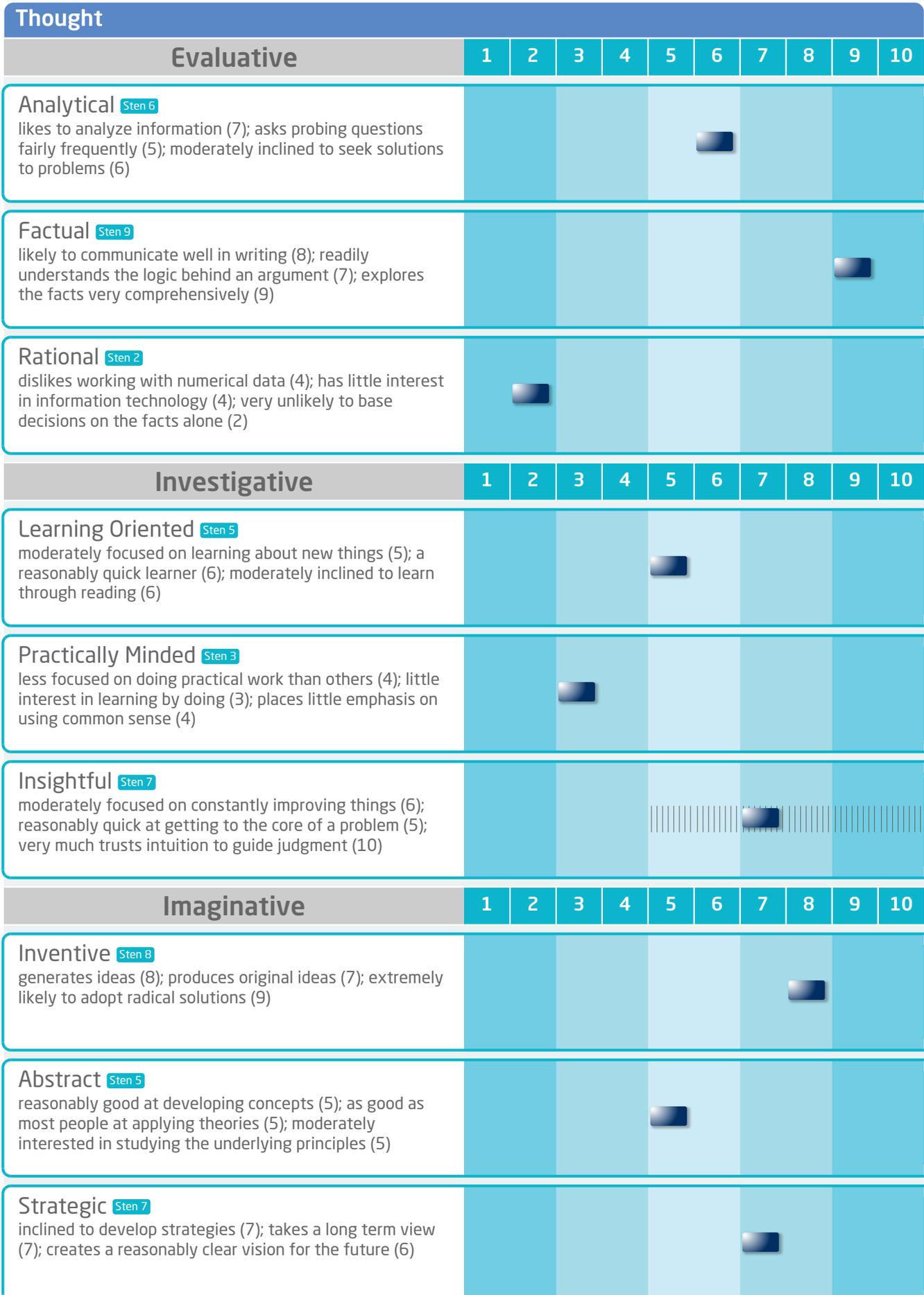
Saville Assessment's extensive research indicates the best predictor of performance at work is generally the score indicated by the sten marker (combined normative-ipsative). Information is also provided on subtle differences highlighted by the profile:-

||||| **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.

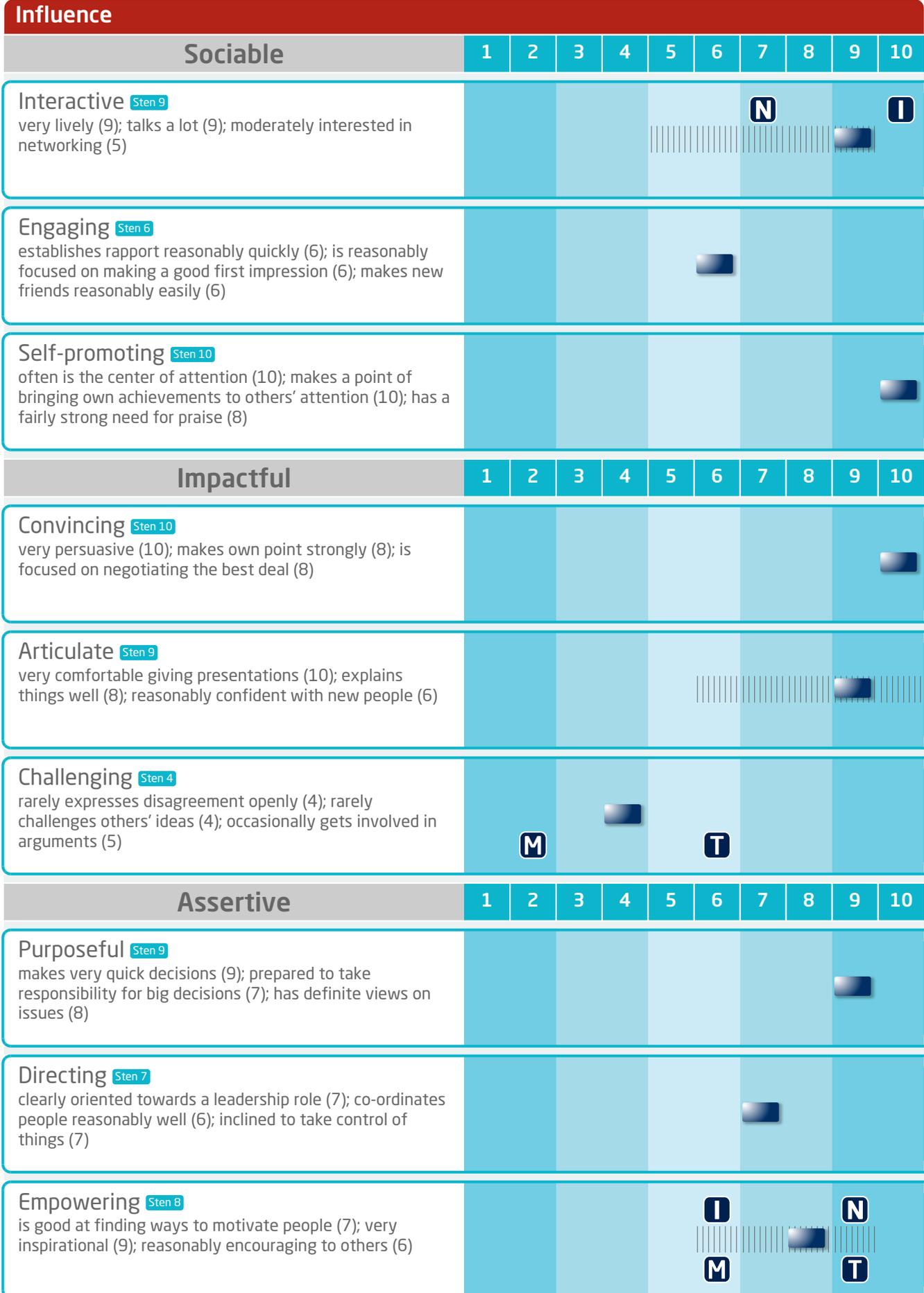
N - I Normative-Ipsative Split. Differences between normative (rating) and ipsative (ranking) scores of three stens or more are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative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

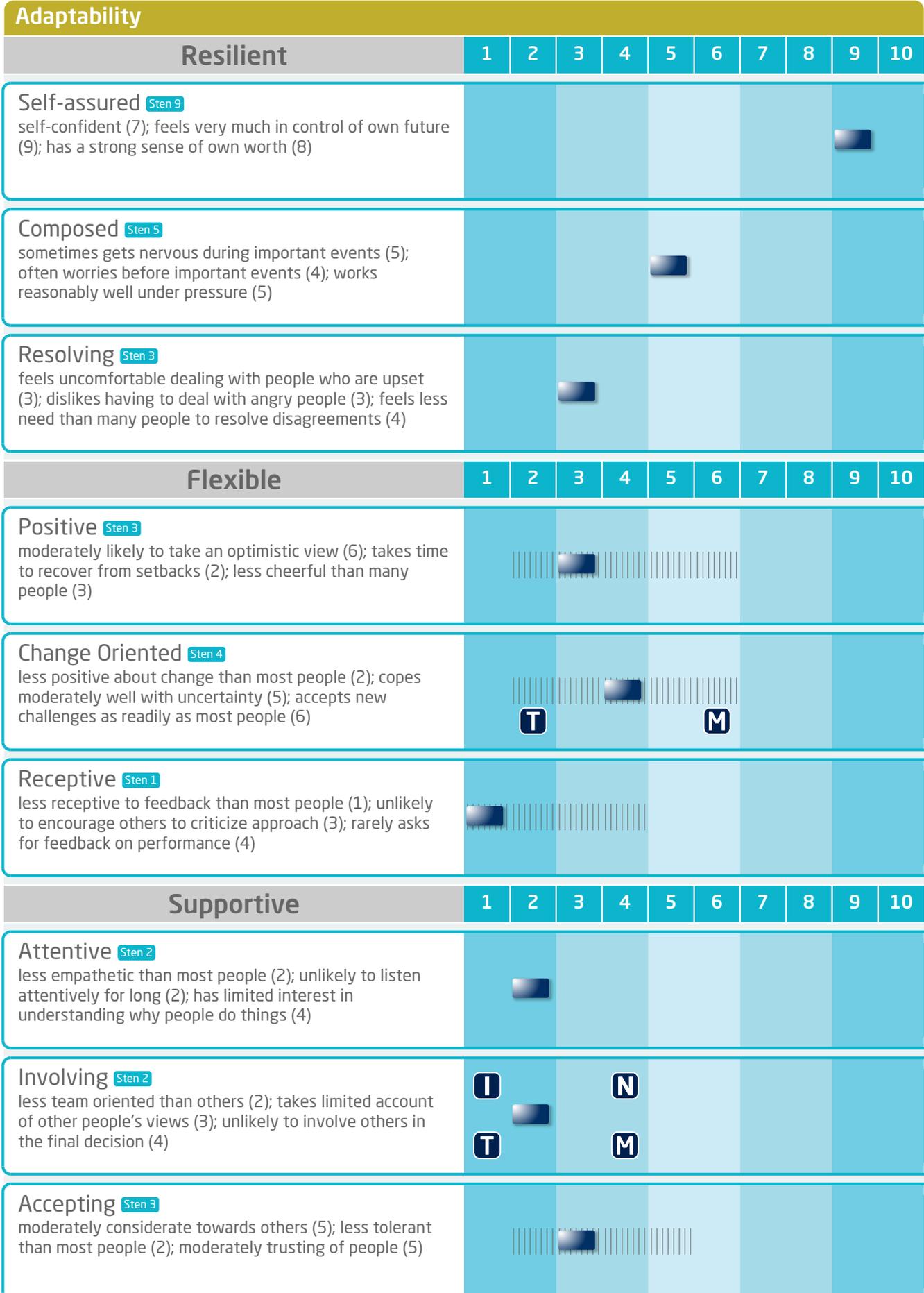
Full Psychometric Profile - Thought Cluster



Full Psychometric Profile - Influence Cluster



Full Psychometric Profile - Adaptability Cluster



Full Psychometric Profile - Delivery Cluster

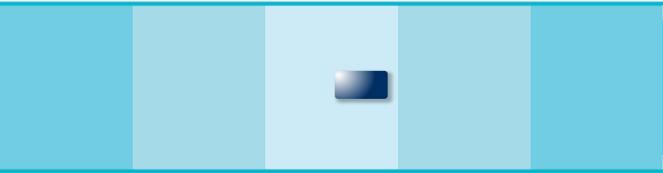
Delivery

Conscientious

1 2 3 4 5 6 7 8 9 10

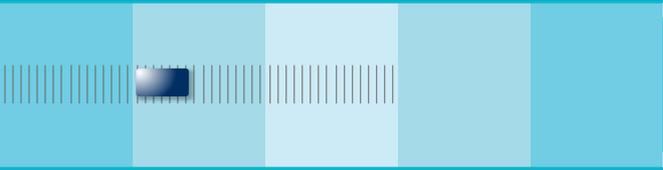
Reliable Sten 6

conscientious about meeting deadlines (7); tends to be punctual (7); reasonably focused on finishing tasks (5)



Meticulous Sten 3

has little focus on making sure the detail is right (1); less thorough than many people (4); ensures a reasonably high level of quality (6)



Conforming Sten 4

follows the rules reasonably closely (5); dislikes following procedures (4); is sometimes prepared to take risks in decision making (4)



Structured

1 2 3 4 5 6 7 8 9 10

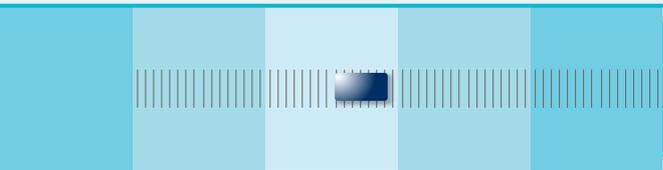
Organized Sten 4

moderately well organized (5); moderately inclined to make plans (5); less inclined to prioritize than many people (4)



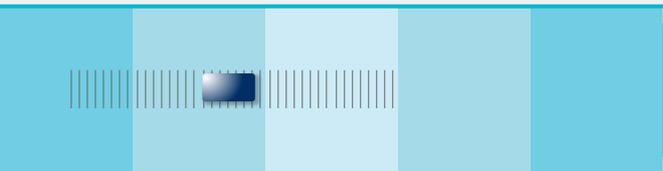
Principled Sten 6

behaves ethically (10); places less emphasis on maintaining confidentiality than many people (3); highly focused on honoring commitments (10)



Activity Oriented Sten 4

works at a moderately fast pace (6); likes to be reasonably busy (6); likes to do one thing at a time (2)



Driven

1 2 3 4 5 6 7 8 9 10

Dynamic Sten 9

good at making things happen (7); very impatient to get things started (9); energetic (8)



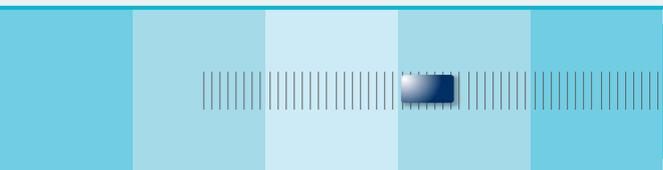
Enterprising Sten 9

identifies business opportunities effectively (9); fairly sales oriented (8); extremely competitive (9)



Striving Sten 7

very driven to achieve outstanding results (10); fairly ambitious (8); less persevering than many people (4)



Summary Psychometric Profile

Acquiescence (6) Consistency (9) N-I Agreement (7) M-T Agreement (6)

Higher split shown		1	2	3	4	5	6	7	8	9	10	Splits	
Thought	Analytical						█						
	Factual									█			
	Rational		█										
	Learning Oriented					█							
	Practically Minded			█									
	Insightful							█					
	Inventive								█				
	Abstract					█							
	Strategic								█				
Influence	Interactive									█		I	
	Engaging						█						
	Self-promoting										█		
	Convincing										█		
	Articulate									█			
	Challenging				█								T
	Purposeful										█		
	Directing								█				
	Empowering									█			N T
Adaptability	Self-assured									█			
	Composed					█							
	Resolving			█									
	Positive			█									
	Change Oriented				█								M
	Receptive	█											
	Attentive		█										
	Involving		█										N M
	Accepting			█									
Delivery	Reliable						█						
	Meticulous			█									
	Conforming				█								
	Organized				█								T
	Principled						█						
	Activity Oriented				█								
	Dynamic									█			
	Enterprising									█			
	Striving								█				

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

Predicted Culture/Environment Fit

Based on extensive Saville Assessment research linking the styles of individuals to culture at work, this report highlights the aspects of the culture, job and environment that are likely to enhance or inhibit 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 center 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 unrecognized
- ⊖ 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		
<p>Building Relationships Interacting with People (8); Establishing Rapport (6); Impressing People (10)</p>		<p>Very High higher potential than about 95% of the comparison group</p>
<p><input type="checkbox"/> Who have you had to build a really effective, important work relationship with?</p>		
<ul style="list-style-type: none"> • Why was it important? • What did you do to build the relationship? • How quickly did you build rapport? • How effective was the first impression you created? • How have you maintained contact? <p>* What do you enjoy about working with new people?</p>		
<p><input type="checkbox"/> Describe an occasion where you have had to build a difficult work relationship.</p>		
<ul style="list-style-type: none"> • Why was it difficult? • What did you do? • How did you deal with the biggest issues? • What was the outcome? <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 behavior 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 behavior 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?

Example Invitation Email



To:	Timothy.Webster@gmail.com
CC:	recruitment@GreenworthLeisure.com
Subject:	Greenworth Leisure Branch Manager Role - Manchester
Attachments:	Preparation guides.doc

Dear Timothy,

I am pleased to inform you that following your application for the above position, we would like to invite you to complete two aptitude tests – one on Verbal Analysis and one on Numerical Analysis. These assessments are being used as such skills are important in the job you have applied for. The tests are timed, each lasting exactly 20 minutes. You should allow an additional 15 minutes (approx.) per test for instructions and example questions to be completed.

You are required to complete the assessments by Friday 18th November. You will need internet access to complete the assessments. You will be sent the link to the assessments and some unique login details to this email address: **Timothy.Webster@gmail.com**. Please let me know as soon as possible if you foresee any difficulties accessing the assessments.

Please note that you may be required to complete further verbal and numerical aptitude assessments under supervised conditions later in the process.

I have included Preparation Guides for each of these assessments for you to work through. They explain the types of questions asked and give you the opportunity to attempt some practice questions. The real test questions start at a similar difficulty level but get progressively more difficult.

Please contact me if you have any special conditions that may impact on the assessments, including dyslexia.

The information you provide will be stored confidentially and will only be available to you and to those involved in the recruitment process, and in accordance with any applicable privacy policy notified to you. The data will not be used for any other purpose and will be stored for 12 months. All data will be securely stored in line with applicable legislation. You will be able to contact me for feedback on your performance on the aptitude assessments.

Please contact me if you have any specific queries or would like to know more about the ability assessments before completing them.

Yours sincerely,

Tina Smart

Recruitment Manager

Greenworth Leisure

Example Written Aptitude Reports



Selection Report: Graduate Consultant

Overview

- This report gives a summary of two candidates' results on the online Verbal Analysis aptitude assessment.
- The test is used to decide which candidates should be progressed to the interview stage of the selection process for the role of Graduate Consultant.
- This report is for the attention of Graham Smith. It is confidential and should not be discussed with anyone other than those involved in the selection of candidates for the Graduate Consultant 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.
- On the basis of the test scores and the pre-established decision criteria, it is recommended that only Jane Moore is progressed to the interview stage.

Introduction

Previously, the candidates have passed the essential screening criteria for the Graduate Consultant role. At the current online aptitude testing stage, candidates need to perform better than 31% of the comparison group on the Verbal Analysis total score in order to progress to the interview stage.

The test used is designed for high level roles, and intended to assess those who have completed an undergraduate degree or are of graduate calibre. The test was used as research has shown that ability tests are powerful predictors of future workplace performance. In order to compare the candidates' performance to those of a similar educational background, their scores were compared to a group of 14,421 UK graduates. The nature of this comparative data should be considered when reading through the comments made in this report.

Verbal Analysis Assessment

The Verbal Analysis assessment covers the ability to understand written information and to draw appropriate conclusions from it. The test was selected following a thorough analysis of the job which revealed that a vital part of the role is to be able to understand and correctly interpret written information from clients or internal contacts. The test has been found to be reliable, consistently obtaining similar results from candidates, and valid, predicting workplace performance.

Candidate Scores

Jane Moore

Overall, Jane has performed better than 73% of the comparison group on the Verbal Analysis test, which is an above average score. Jane worked at a faster than average pace, responding to the questions more quickly than most people.

Stephanie McDonnell

Overall, Stephanie has performed better than 18% of the comparison group on the Verbal Analysis test, which is a below average score. Stephanie worked at a slower than average pace, responding to the questions more slowly than most people.

Summary

Jane had the highest performance overall on the test with an above average total score, compared to Stephanie's below average total score.

For further information on the assessment, please contact Mike Jones on extension 048.

Feedback Report for Robin McLean

Overview

- This report gives a summary of your results on the Verbal Analysis and Numerical Analysis aptitude tests which you completed as part of the recent recruitment process for the role of Legal Advisor in CrossTech LLP.
- This report is your confidential copy. You are responsible for its safe-keeping and can decide who else will have access.
- 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

You completed the Verbal Analysis and Numerical Analysis aptitude assessments for selection for the role of Legal Advisor. This report summarises performance on the two aptitude assessments.

The tests used are designed for use with graduates, professionals, managers and directors. The tests were used as research has shown that ability tests are powerful predictors of future workplace performance. In order to compare your performance to those of a similar background, your scores were compared to a mixed group of 10,511 professionals and managers in the UK. The nature of this comparative data should be considered when reading through the comments made in this report.

Verbal Analysis Aptitude Assessment

The Professional Verbal Analysis assessment covers the ability to understand verbal information and to draw appropriate conclusions from it. The test was selected as a vital part of the Legal Advisor role is the ability to understand and interpret written information. The test has been found to be reliable, consistently obtaining similar results from candidates, and valid, predicting workplace performance.

Your Scores

Overall, you have performed better than 88% of the comparison group, which is an above average score. This indicates that you are likely to find working with verbal

information easier than many professionals and managers. When responding to the questions within the test, you worked at a faster pace than average.

Numerical Analysis Aptitude Assessment

The Professional Numerical Analysis assessment covers the ability to understand numerical information and to draw appropriate conclusions from it. The test was selected as a vital part of the Legal Advisor role is the ability to understand and interpret numerical information. The test has been found to be reliable, consistently obtaining similar results from candidates, and valid, predicting workplace performance.

Your Scores

Overall, you have performed better than 8% of the comparison group on the Numerical Analysis aptitude assessment, which is a below average score. This indicates that you are likely to find working with numerical information more difficult than many professionals and managers. When responding to the questions within the test, you worked at a much slower pace than average.

If you would like to develop your numerical analysis abilities, the following tips may be useful:

- When you read newspapers and reports pay attention to numerical information.
- Complete calculations both with and without a calculator.
- Look for differences such as percentage changes in numerical trends.
- Check calculations done by others.
- Take on responsibilities which involve working with numbers.

Summary

Your performance was above average on the Verbal Analysis Aptitude assessment and your performance on the Numerical Analysis Aptitude assessment was below average, indicating you may find working with numerical information more difficult than many people.

If you have any queries, please contact one of our team on extension 9035.

Example Written Wave Reports



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 criticize 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 honoring 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 organized; he is likely to be less well organized than most people, dislikes having to make plans and is less inclined to prioritize 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 organized when he is under pressure.
- ? **Ask Tom for an example of where he has to organize 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.

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

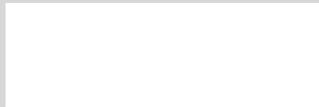
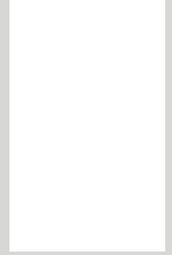
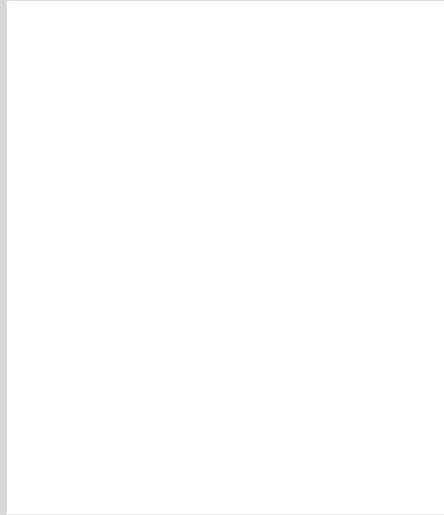
- You see yourself as a very driven individual and agreed with your Wave results that indicate you are very good at making things happen. You also agreed with your profile that you identify business opportunities effectively and are very driven to achieve outstanding results.
- You explained that you 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

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