



International
Accreditation Wave
Course Workbook

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





“Our goal is to transform assessment across the world”

Professor Peter Saville

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 ability tests
- 2013: Situational Judgment Tests launched
- 2015: New tests, new technology
- 2015: A Towers Watson Company
- 2016: Willis Towers Watson

Talent Assessment Solutions



Hire Talent

Improve Quality of Hire

Pinpoint the drivers for success, identify the right people for the right roles and maximize talent acquisition metrics.



Build Talent

Maximize Talent Effectiveness

Identify potential, develop performance, create agile teams and improve workplace productivity.



Lead Talent

Transform Leadership Effectiveness

Identify, select and develop leaders who will create the most positive impact on your organization and accelerate exceptional results.

Notes

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 revolutionizing 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 organization.

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 ability 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 ability tests

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

2013 - Situational Judgment Tests

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

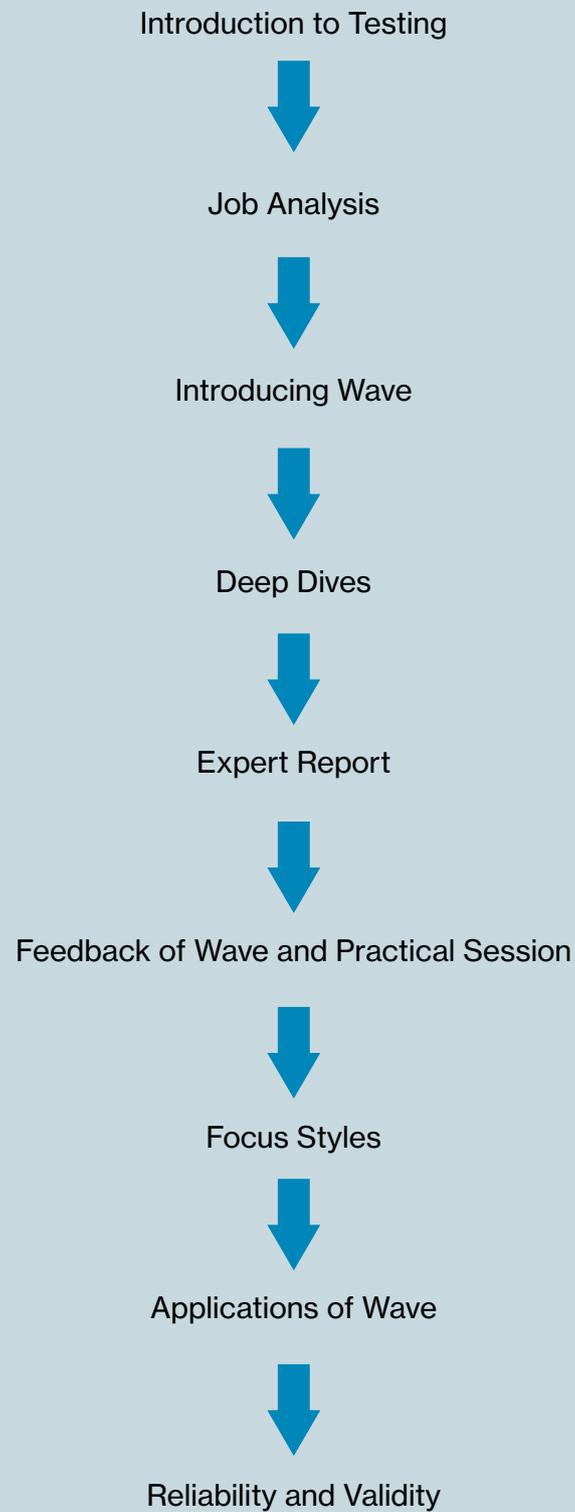
2015 - New tests, new technology

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

Course Overview



Section 1: Introduction to Testing

Talent Trends and Challenges

- Talent is global
- Applicant numbers per role are increasing
- Organizations are assessing behaviors, cultural fit, values
- Emphasis on employer brand
- Candidate experience is critical
- Recruitment processes are speeding up
- Online, mobile and remote assessment is the norm
- Security of assessment materials is still a risk
- Social media has implications
- Selection data is increasingly used for onboarding or employability
- Responsibility for development is devolved to line managers
- Increasing expectation that career management is self-led
- The 'gig' economy is emerging
- Everyone's talking about Big Data

Notes:

Projective Tests – Inkblot Test

Notes:



Projective Tests – Thematic Apperception Test

Notes:



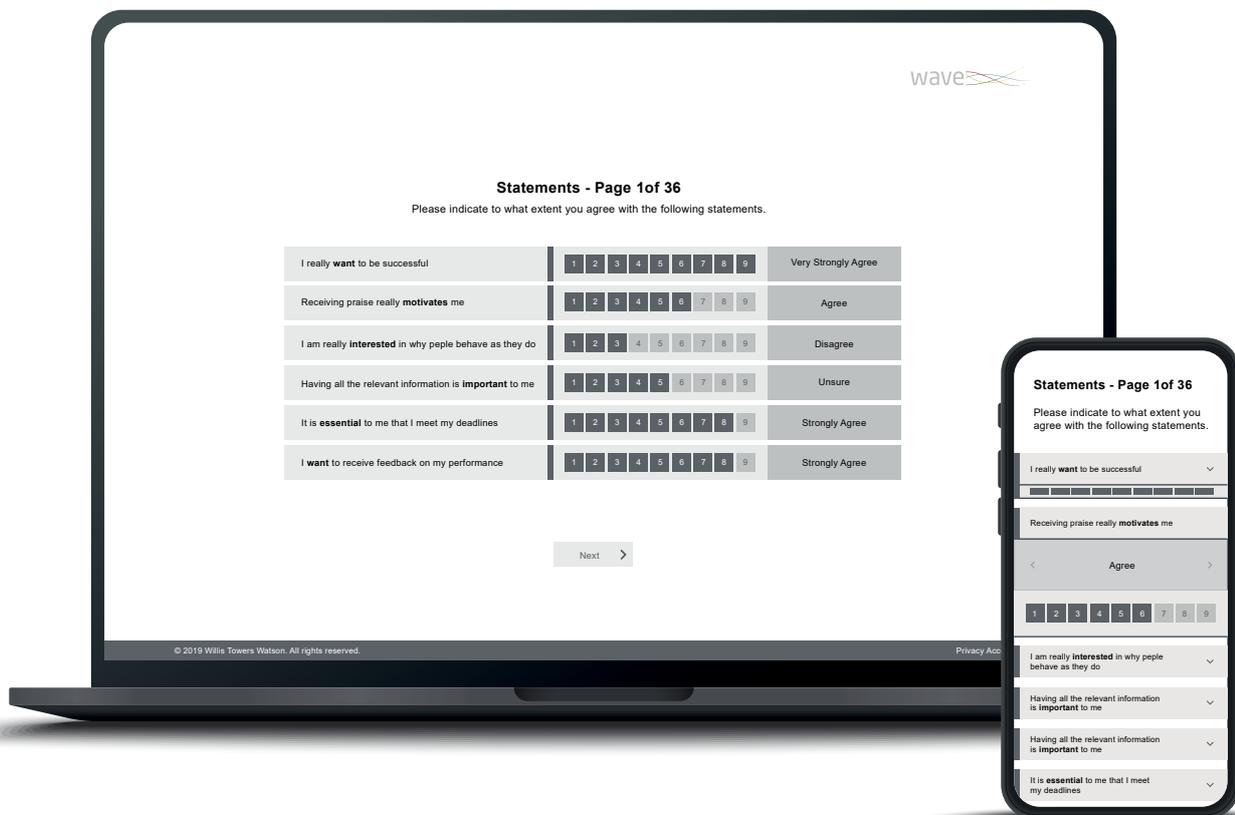
What is a Psychometric Test?

An assessment of a psychological attribute, typically scored using a numerical scale or category system, to describe individual differences.

'Will Do' Assessments of Typical Performance

- Include self-report questionnaires without time limit
- 'Right' and 'wrong' can vary depending on context

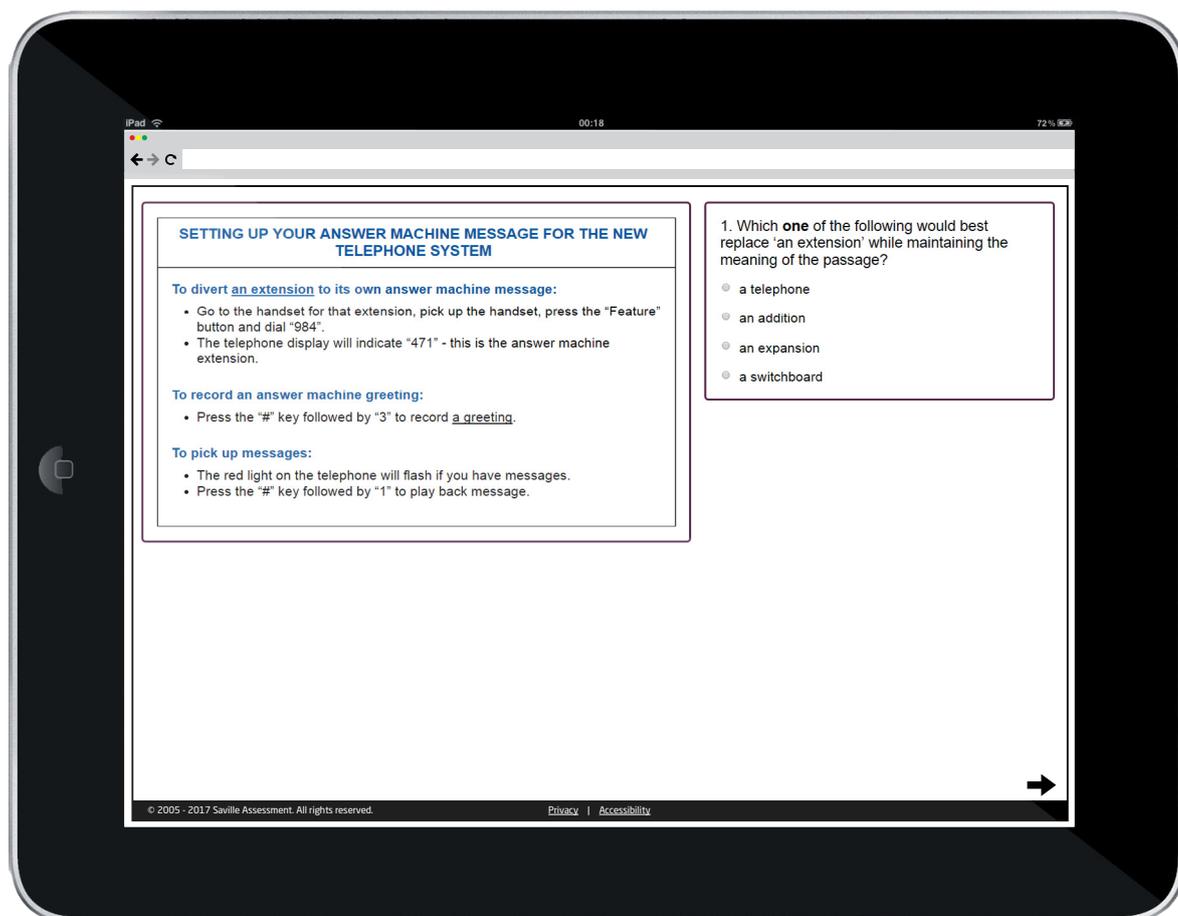
Wave Professional Styles example:



'Can Do' Ability Tests of Maximum Performance

- Include ability tests of ability, IQ and attainment:
 - Ability: predict what someone will be able to learn or do in the future, e.g. Saville tests
 - IQ: current level of intellect/cognitive ability, e.g. Wechsler Adult Intelligence Scale
 - Attainment: measure current level of knowledge understanding or skill, e.g. driving test
- Often with strict time limits
- Clear right or wrong answers

Verbal analysis example:



Notes

Methods of Assessment

Graphology is handwriting analysis; this method previously enjoyed some popularity in France but is rarely used in practice.

Interviews can take several forms. The most common are listed below:

- **Biographical interviews** typically ask questions around a CV or application form, covering areas such as education, work experience, interests, etc.
- **Behavioral event (competency) interviews** ask candidates to provide examples of situations where they displayed particularly effective behaviors. Normally, this is based on a structured interview guide and a reasonably structured scoring mechanism based on the evaluation of the quality of the answers.
- **Situational interviews** put the candidate in particular situations that they are likely to find themselves in for the role and they are asked to role play what they would do. The scoring can be extremely structured, with candidates being awarded points for matching part of the 'perfect answer'.

Projective tests such as the Rorschach and the Thematic Apperception Test give candidates stimuli (pictures) that are open to interpretation. Candidates provide their interpretation of the picture, which is evaluated by the interviewer/assessor; it is claimed that this method uncovers individuals' unconscious needs or drives.

Biographical data includes information such as education, experience, training, etc. which can be collected via CV or structured application form.

Cognitive ability tests look at different reasoning abilities, e.g. verbal, numerical, diagrammatic.

Interviews

Advantages

Interviews provide the opportunity to get precise answers to questions and iron out any inconsistencies in other assessment data on the individuals. As well as this detailed evaluation and challenge of the candidates, interviews are particularly good at uncovering more people-oriented social competencies such as 'Articulate' and 'Engaging'

as well as picking up on verbal and non-verbal cues that candidates can give away when discussing particular topics (e.g. discomfort, lack of enthusiasm when talking about networking).

Interviews create a social experience and give the company a human face with which a candidate can identify. Clearly, how positive or negative this social experience is can impact on acceptance rates following job offers. It also allows candidates to ask questions of their potential employers that may be critical when it comes to deciding whether this is the best employer for them.

Interviews are also an important starting point for the effective establishment of the 'psychological contract' between employee and employer, which helps sustain employee motivation over time.

Disadvantages

Most of the time, interviewers are human and different humans care about different things. As a result, interviewers tend to have different views on which attributes are most important for a particular job. Undoubtedly, a good specification of the criteria that relate to success for a particular post is a great help in this regard, and better still is an interview guide that standardizes the key questions asked. However, even with this, interviewers tend to weight the same information somewhat differently when it comes to evaluation and scoring.

A common problem is the overweighting of academic qualifications and previous work experience. Academic qualifications vary from having little to no link with performance in the job. Experience may be important, however fine judgments are often made here that seem valid on the face of it but actually make little or no difference to how the candidate will perform in their new role.

Another common problem is that interviewers can ask closed or leading questions, confirming their own stereotypes or preconceptions about the candidate. Interviewers typically talk too much and both what they say and the questions they ask tend to influence the responses of candidates.

Interviewers tend to prefer people they perceive to be similar to themselves and are likely to make decisions on a candidate's suitability after only a few minutes.

Video Interviewing

Interest in video interviewing has grown steadily over the past few years, particularly in the volume recruitment space and the trend is set to continue. Video interviewing brings with it its own benefits and challenges. Candidates going through video interviews perceive those organizations using the process to be innovative and modern. Where the process is mobile or tablet enabled, interviews are particularly easy for individuals to access and complete. The same goes for assessors, who can access candidate videos from anywhere and at any time, provided they have internet access and sound. Assessors often feel like they can make fairer assessments because evidence is captured more thoroughly and videos can be paused or rewound when necessary. There is also less of a logistical challenge in coordinating candidate and assessor diaries.

There are, of course, always technical issues to arise from such processes, with candidates sometimes needing to be re-interviewed, which may present an unfair advantage at times. Whilst some candidates perceive video interviewing to be modern and innovative, others are put off by this medium and so organizations can see high dropout rates here.

For more information on Saville Assessment's Interview and Assessor Skills training, call 020 8619 9000.

Test Types

Will Do Tests

These measure typical performance, examples of which are listed below:

- **Interest inventories/questionnaires** measure the things an individual is interested in. This type of information may be useful in career guidance
- **Personality questionnaires** look at styles of behavior, for example the Occupational Personality Questionnaire (Saville P, et al, 1984) and the Professional Styles and Focus Styles versions of Saville Assessment's Wave.
- **Motivation questionnaires** measure what people want to do. Note: this can also be measured by the Wave questionnaire detailed above.
- **Rating scales** look at measures of job performance.
- **Attitude surveys** are often of great interest in market research.

- **360 degree assessments** ask for ratings from bosses, colleagues and subordinates. Saville Assessment has developed the Wave Performance 360 questionnaire to gather self and other ratings online.

Can Do Tests

These assess maximum candidate performance, examples of which are listed below:

- **Cognitive ability tests** measure abilities that underpin future potential – examples include Saville Assessment's verbal, numerical and diagrammatic analysis tests.
- **Achievement/attainment tests** look at an individual's level of current knowledge.
- **Intelligence tests (IQ)** are a mixture of ability and attainment.
- **In-tray exercises/business simulation exercises** are tests which assess skills at particular tasks and are often very useful in assessment centers.
- **Work sample tests** present applicants for a job with a sample of the work they will be expected to undertake in the job.
- **Trainability tests** assess how well individuals respond to training.

Notes:

Section 2: Job Analysis

Job Analysis

- Job analysis is a multi-method approach that is used for different purposes including:
 - Defining role profiles/job descriptions/person specifications
 - Job sizing for pay grading
 - Developing a framework of criteria for assessment e.g. behavioral competencies
- In assessment, good job analysis focuses on things that can be defined clearly and measured well

Common Methods of Job Analysis

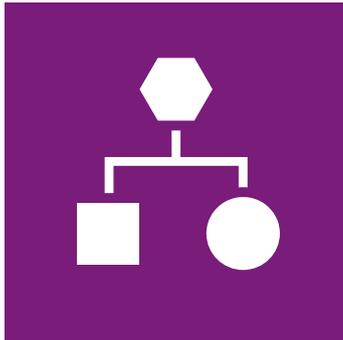
- Structured interviews
 - Job holders e.g. critical incident identification
 - Line managers e.g. repertory grid comparisons
- Job content reviews
 - Diaries
 - Observing the job
 - Doing the job
 - Task/job analysis questionnaires
- Validation research

Notes:

Wave Job Profiler

- Online tool (15 minutes)
- Survey different stakeholders
- Seven-point 'Importance' rating
- Can add comments

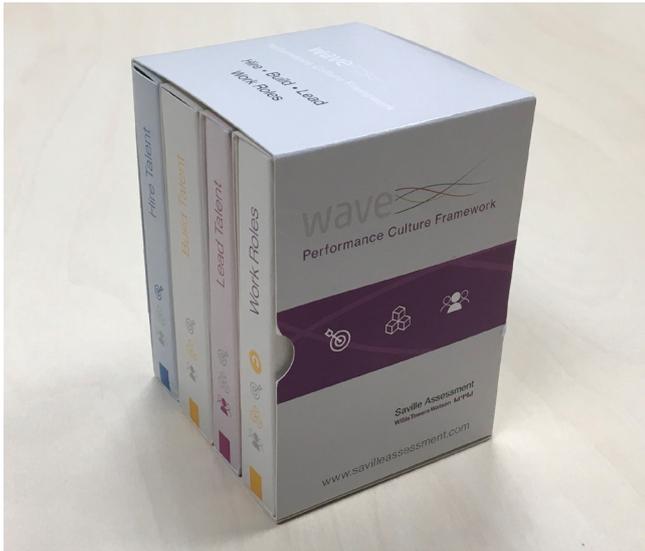
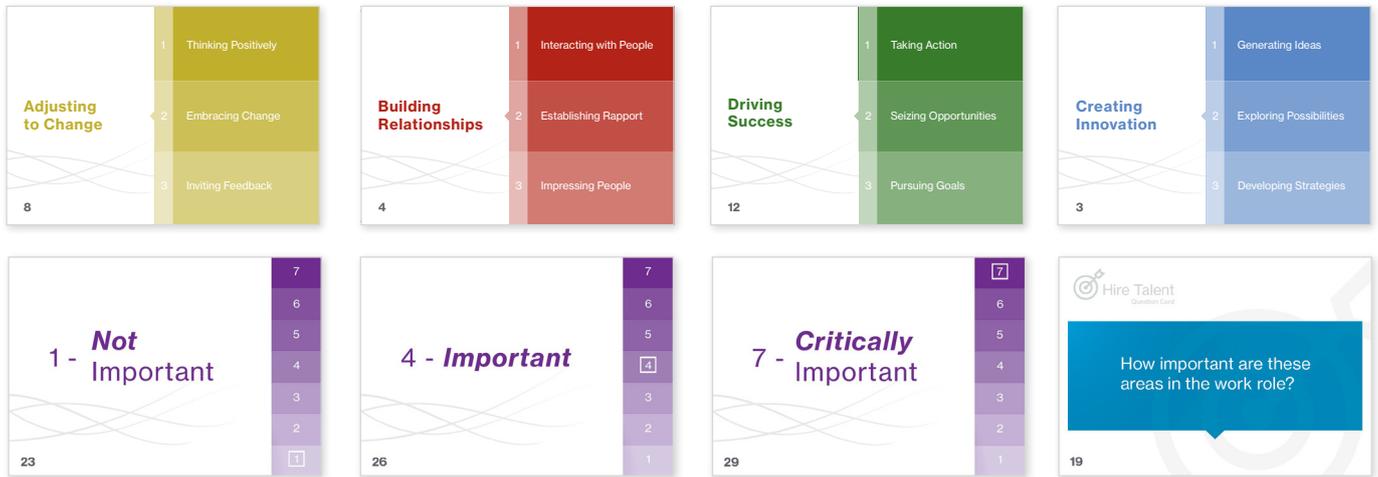
Notes:



Job Role Profile - Solving Problems							
Solving Problems		Important			Important		
		Not	Marginally	Fairly	Important	Very	Extremely
Evaluating Problems	Examining Information Processing Information; Asking Probing Questions; Finding Solutions				5	6	8
	Documenting Facts Writing Fluently; Understanding Logical Arguments; Finding Facts				7	7	9
	Interpreting Data Quantifying Issues; Applying Technology; Evaluating Information Objectively				7	7	8
Investigating Issues	Developing Expertise Taking Up Learning Opportunities; Acquiring Knowledge and Skills; Updating Specialist Knowledge				4	4	7
	Adopting Practical Approaches Applying Practical Skills; Learning by Doing; Applying Common Sense				3	4	5
	Providing Insights Continuously Improving Things; Identifying Key Issues; Making Intuitive Judgments				4	6	7
Creating Innovation	Generating Ideas Producing Ideas; Inventing Approaches; Adopting Radical Solutions				3	5	7
	Exploring Possibilities Developing Concepts; Applying Theories; Identifying Underlying Principles				4	6	6
	Developing Strategies Forming Strategies; Anticipating Trends; Envisaging the Future				6	7	10

Job Role Profile - Reasoning at Work							
Reasoning at Work		Important			Important		
		Not	Marginally	Fairly	Important	Very	Extremely
Working with Information	Working with Words Understanding Word Meaning; Comprehending Text; Making Verbal Inferences; Evaluating Written Materials; Comparing Arguments						8
	Working with Numbers Understanding Tables; Comprehending Graphs; Making Numerical Inferences; Evaluating Quantities; Comparing Data						9
	Working with Details Checking Letters and Text; Checking Numbers and Tables; Checking Codes and Symbols; Identifying Mistakes; Classifying Information						7
	Working with Systems Understanding Logical Rules; Comprehending Process Diagrams; Identifying Causes; Finding Faults; Comparing Flowchart Sequences						7
Working with Things	Working with Designs Estimating Lengths and Angles; Recognizing Rotated Shapes; Visualizing Three-Dimensional Objects; Inspecting Objects; Designing Things						4
	Working with Equipment Understanding Mechanical Problems; Comprehending Physical Principles; Estimating Movement of Objects; Using Tools; Operating Machinery						4

Wave Card Deck



Case Study: Job Analysis

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

- Senior Web Developer

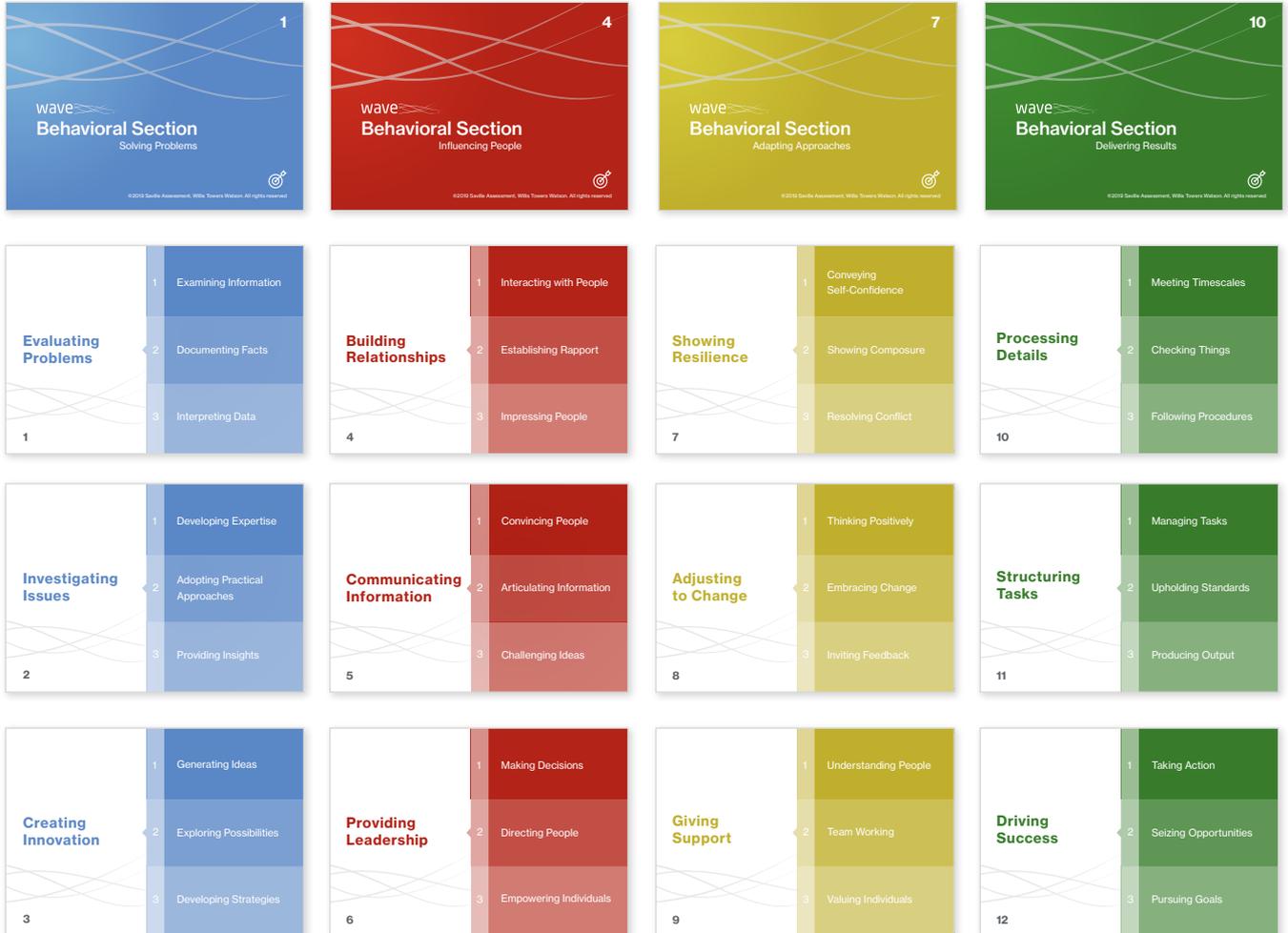
The full job description can be found on the following page. Before you design your process, you'll need to do some job analysis. Normally, you would conduct job analysis using a number of different methods involving a number of different stakeholders. Card sorts are a useful way of quickly gathering 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

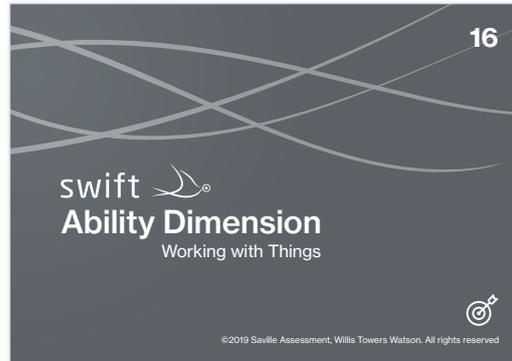
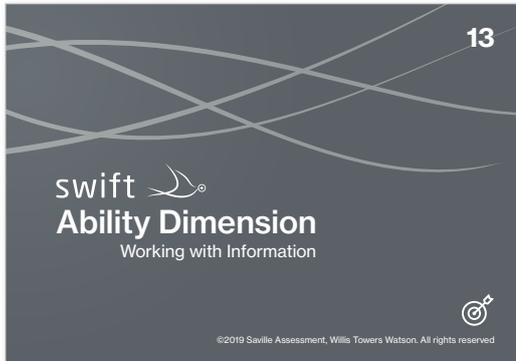
Key Competencies:

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

Hire Card Deck - Behavioral Sections



Hire Card Deck - Ability Sections



Working with Words Verbal Aptitude 13	A	Understanding Word Meaning
	B	Comprehending Text
	C	Making Verbal Inferences
	D	Evaluating Written Materials
	E	Comparing Arguments

Working with Systems/Logic Diagrammatic Aptitude Abstract Aptitude 16	A	Understanding Logical Rules/Sequences
	B	Comprehending Process Diagrams/Processes
	C	Identifying Causes/Rules
	D	Finding Faults
	E	Comparing Flowchart Sequences

Working with Numbers Numerical Aptitude 14	A	Understanding Tables
	B	Comprehending Graphs
	C	Making Numerical Inferences
	D	Evaluating Quantities
	E	Comparing Data

Working with Designs Spatial Aptitude 17	A	Estimating Lengths and Angles
	B	Recognizing Rotated Shapes
	C	Visualizing 3D Objects
	D	Inspecting Objects
	E	Designing Things

Working with Details Error Checking Aptitude 15	A	Checking Letters and Text
	B	Checking Numbers and Tables
	C	Checking Codes and Symbols
	D	Identifying Mistakes
	E	Classifying Information

Working with Equipment Mechanical Aptitude 18	A	Understanding Mechanical Problems
	B	Comprehending Physical Principles
	C	Estimating Movement of Objects
	D	Using Tools
	E	Operating Machinery

Job Description: Senior Web Developer

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:

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 organizations 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 Behavior, 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 organization. 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 Behaviors, Ability and Global measures from the overarching Wave Performance Culture Framework.

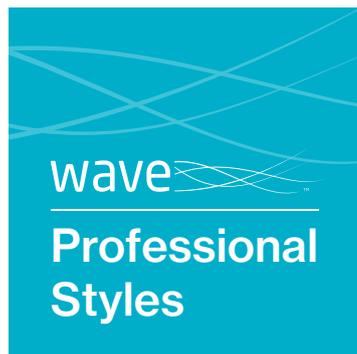
The results provided by each rater group are represented by a different shape and positioned on the rating scale with arrows reflecting any differences or ranges in opinion, as shown on the next page.

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.

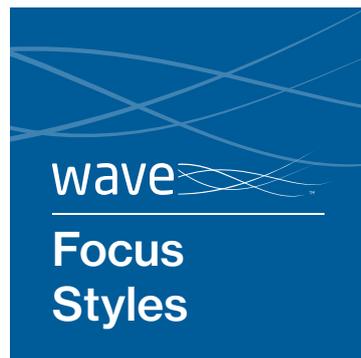
Please speak to your course director if you'd like to discuss job analysis and job profiling requirements in greater depth.

Section 3: Introducing Wave

Introducing Wave Styles



40 mins



13 mins

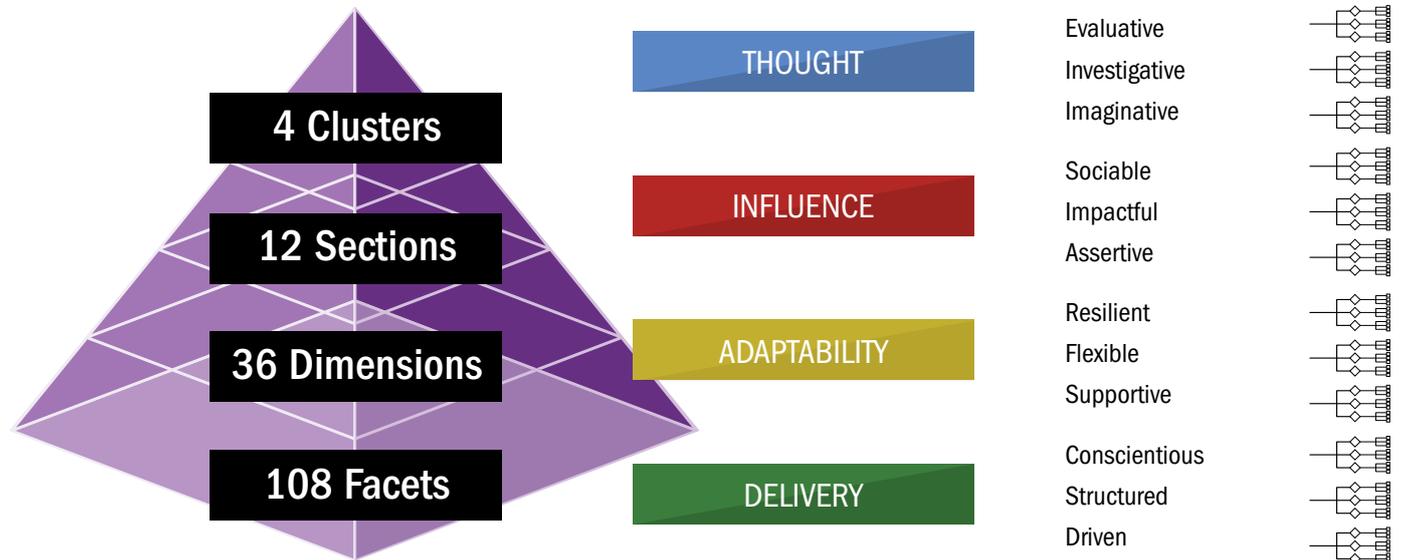
“A suite of online questionnaires measuring personality, talent, motives, competencies and preferred culture, all combined in one dynamic instrument.”



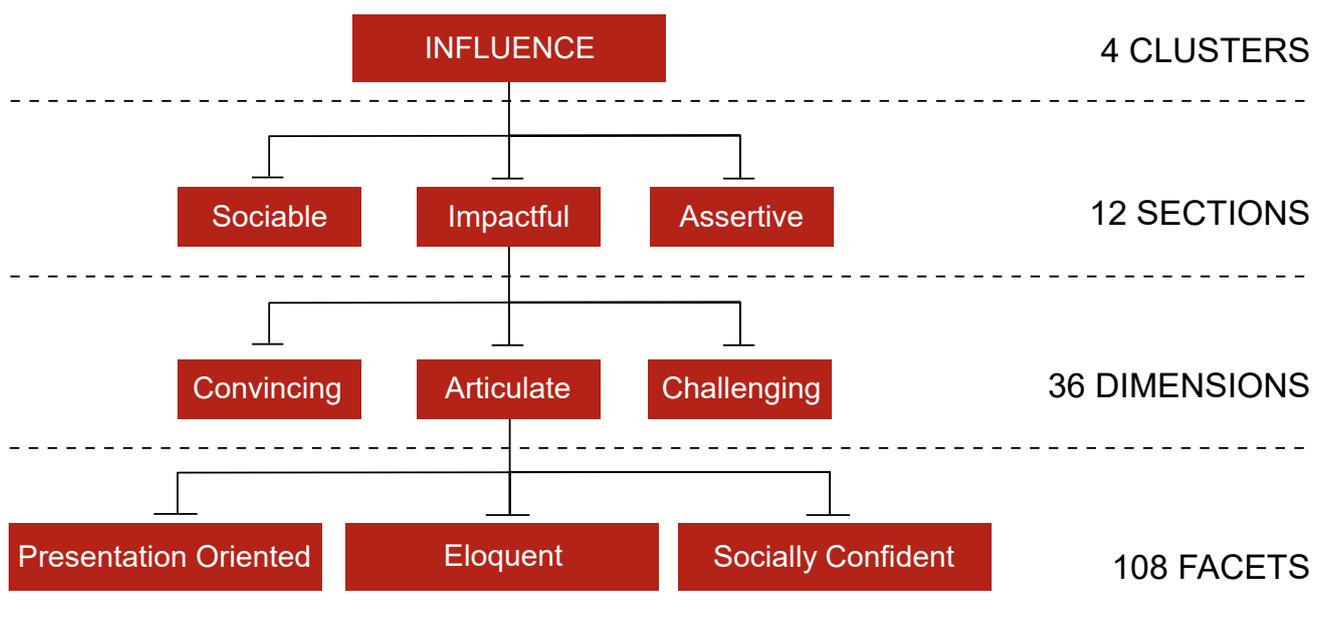
Why Wave Styles?

- 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

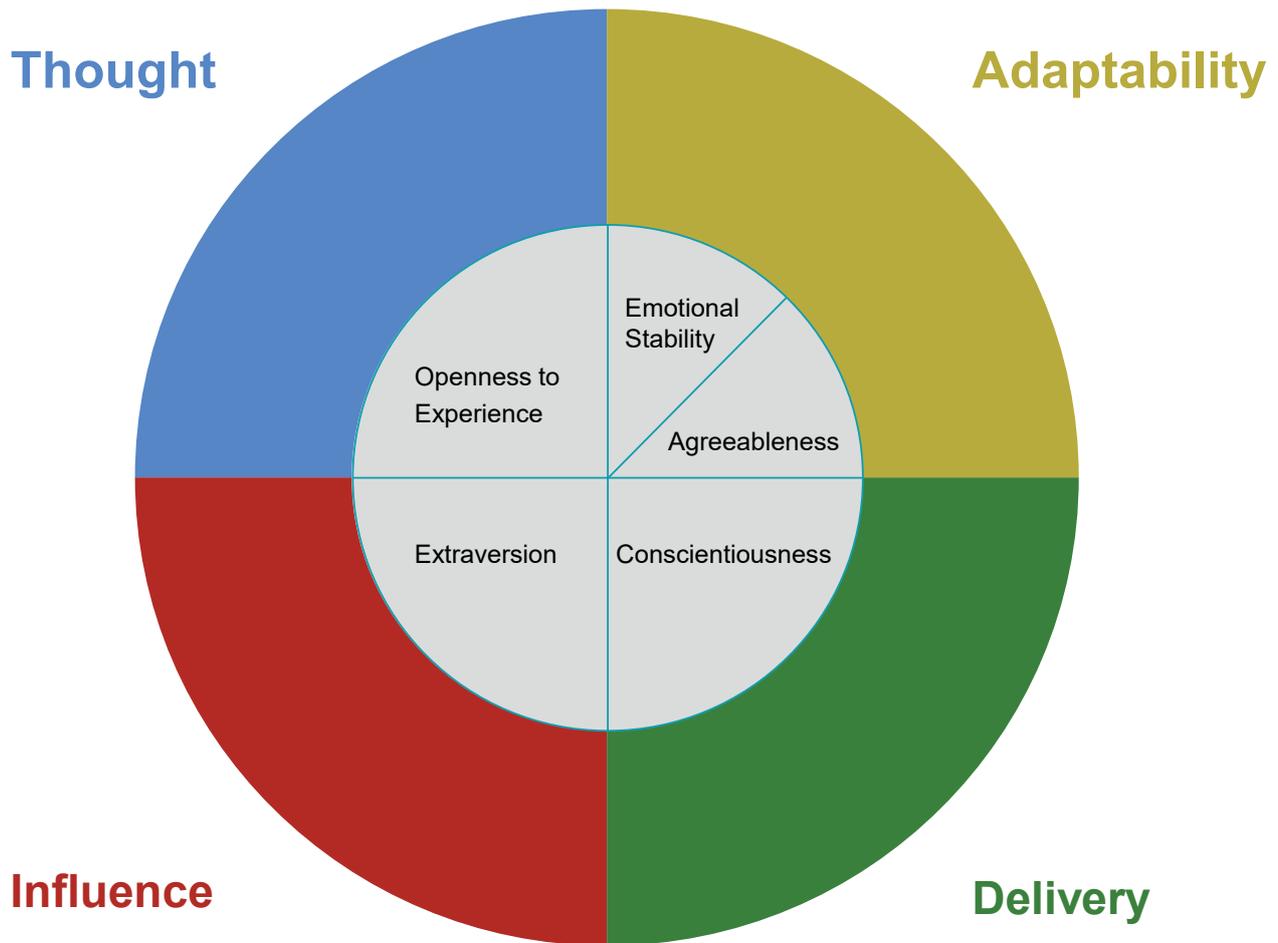
Behavior Model



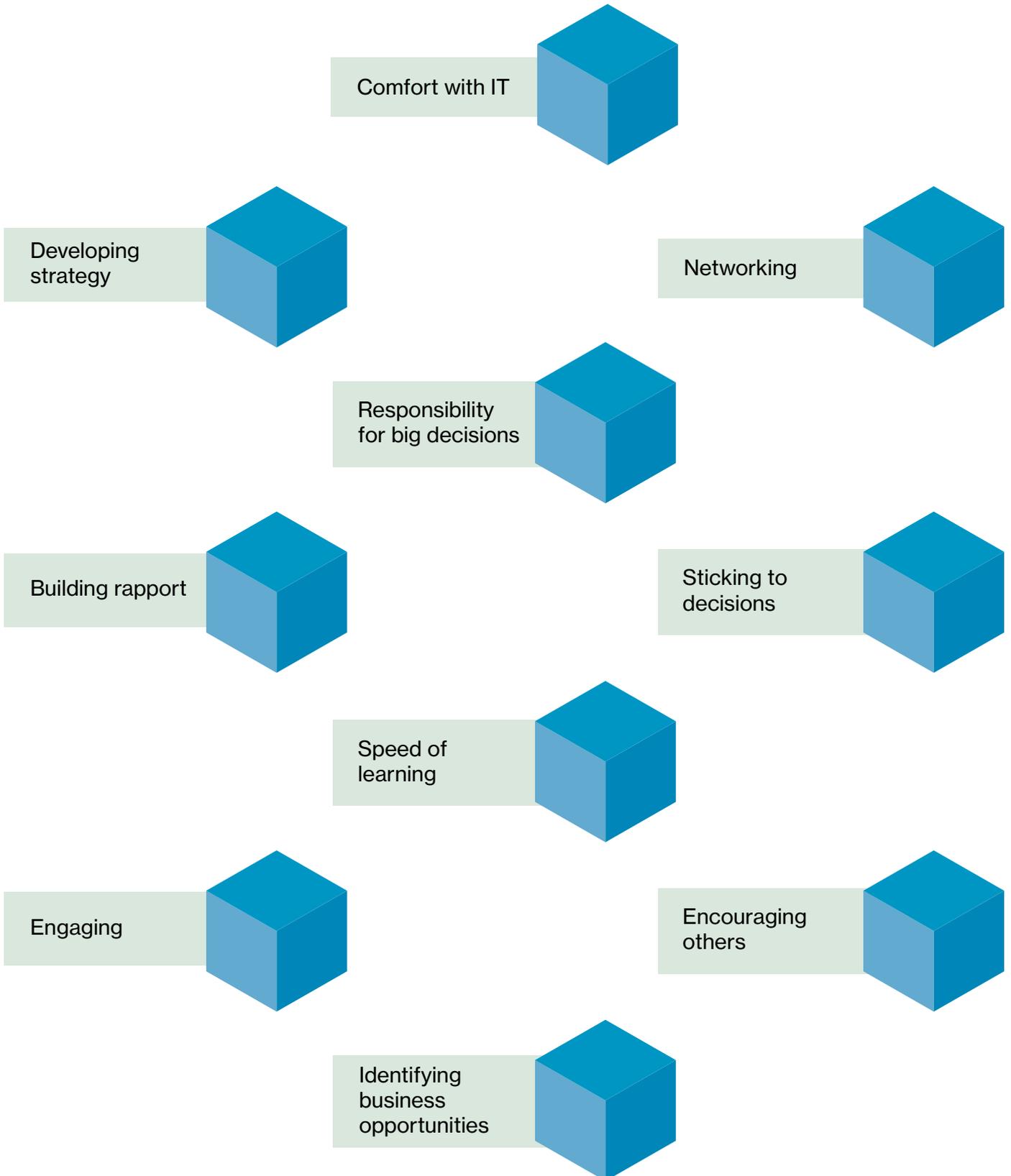
Wave Professional Styles Hierarchy



Relationship with the 'Big Five'



Extensive Coverage of Work Behaviors



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?

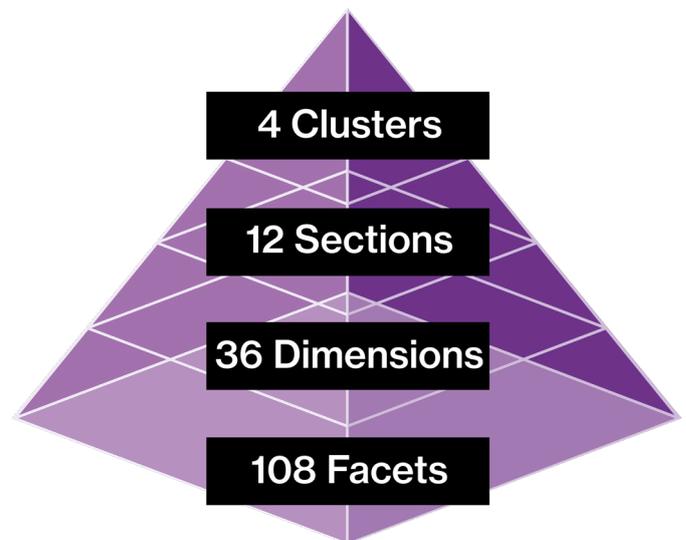
The Wave Styles questionnaires were designed to transform the quality of workplace assessment through the use of technology and well-researched, performance-driven models of effectiveness. They are specifically designed for optimizing assessment in both recruitment and development settings.

- 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.

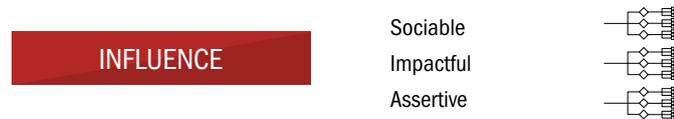
Users have the choice of which level they wish to use, depending upon the particular application.

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 analyzing 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 behaviors.



Adaptability encompasses the sections Resilient, Flexible and Supportive. This cluster covers areas of emotional, behavioral 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 recognized as a useful taxonomy or organizing 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 behavior. 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.

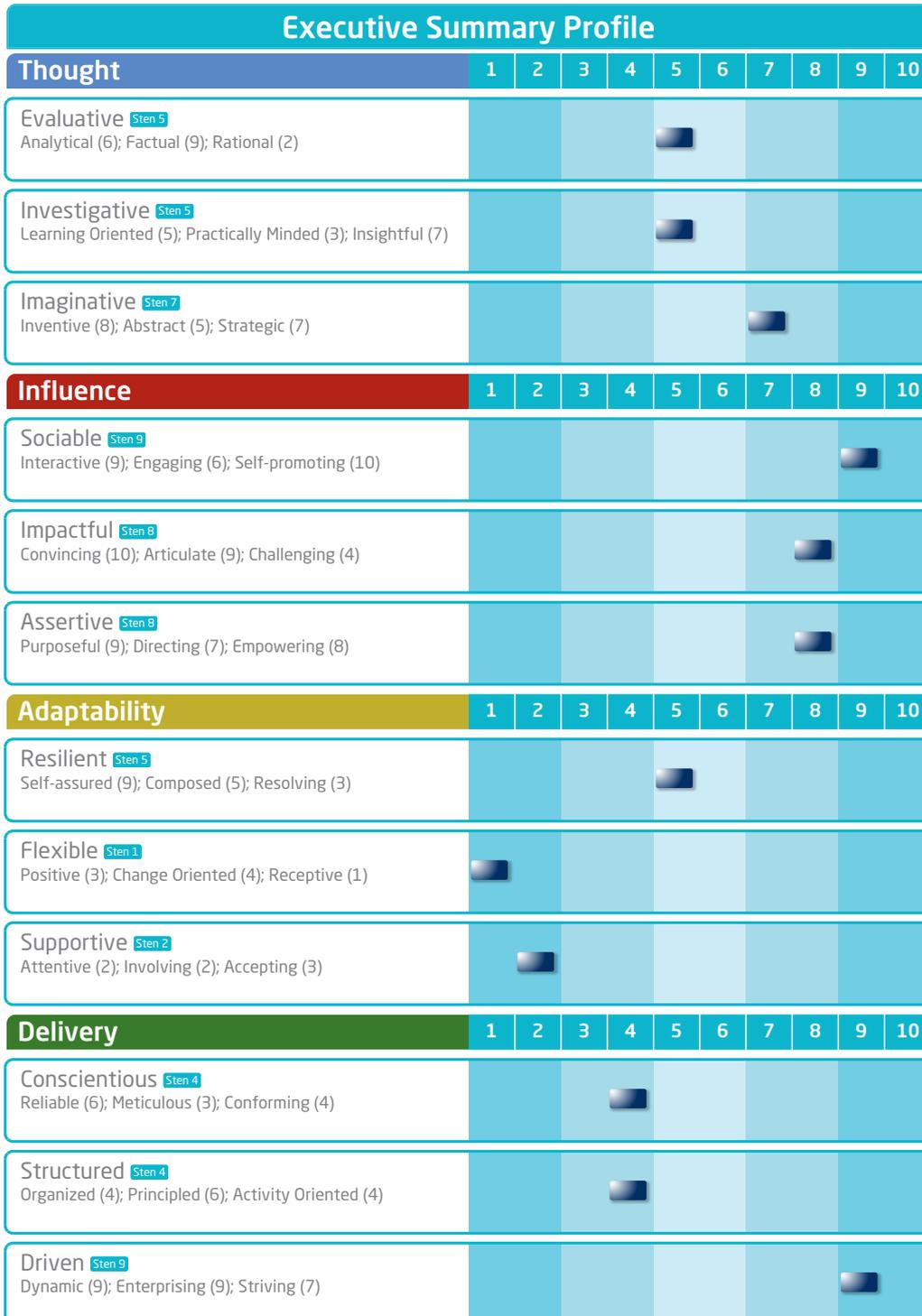
Extensive Coverage of Work Behaviors

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

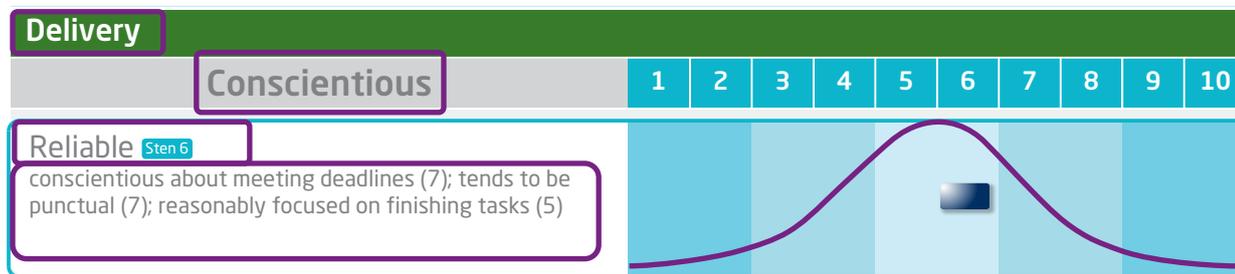
The Saville Assessment Wave model has many measures of workplace behavior to reflect the needs of the modern workplace which are not all covered in other models. For example, there are measures that give insight into individual learning orientation (seeking opportunities to learn, speed of learning, 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 4: Deep Dives

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



Structure of the Psychometric Profile



Wave Facet Verbalizers

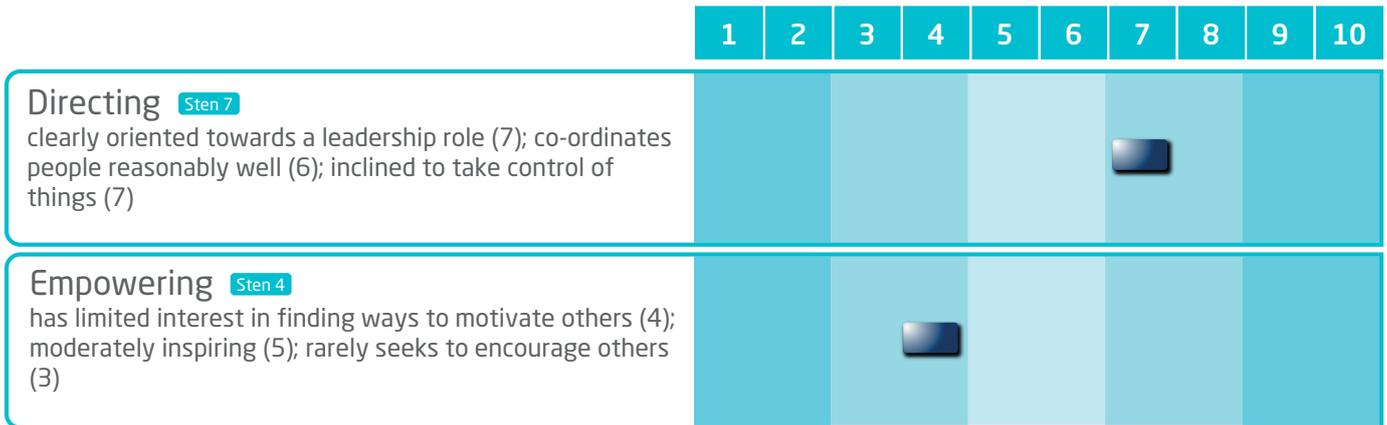
- Each facet is underpinned by two questions: one motive and one talent
- The facet description of the individual's behavior changes depending upon the Sten score
- In feedback, people are less comfortable accepting 'low' talent descriptions than 'low' motive descriptions
- As a result, the 'low' facet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

Notes:

Linking Exercise: Dimensions

Please write some interpretive notes on the following examples:

1.



Notes:

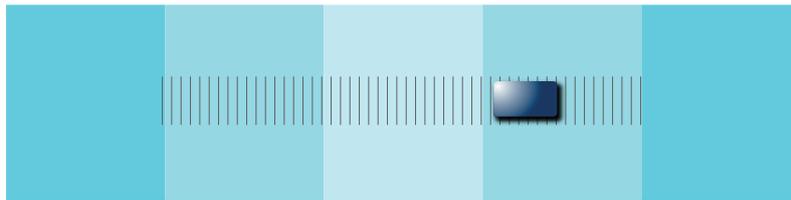
2.



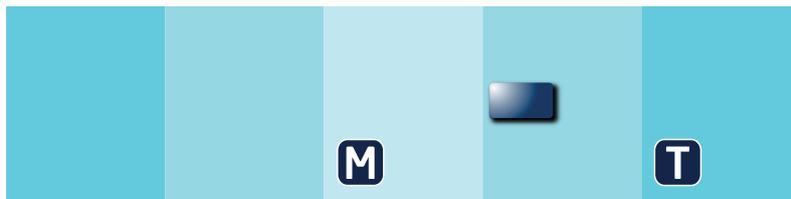
Notes:

Delve Deeper

Facet Range



Motive-Talent Split



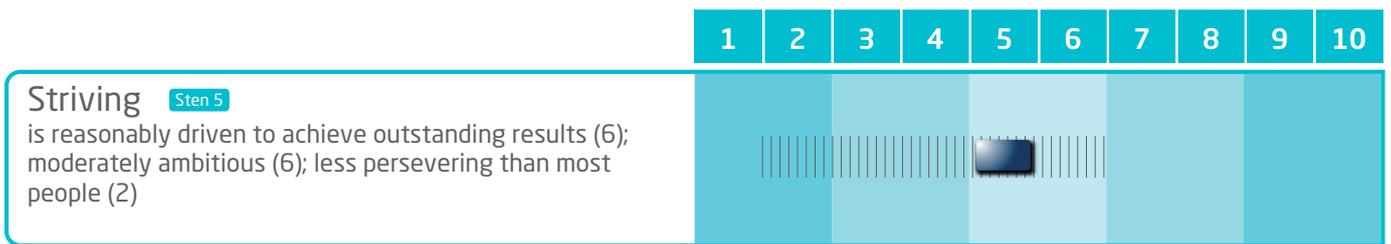
Normative-Ipsative Split



Notes:

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.

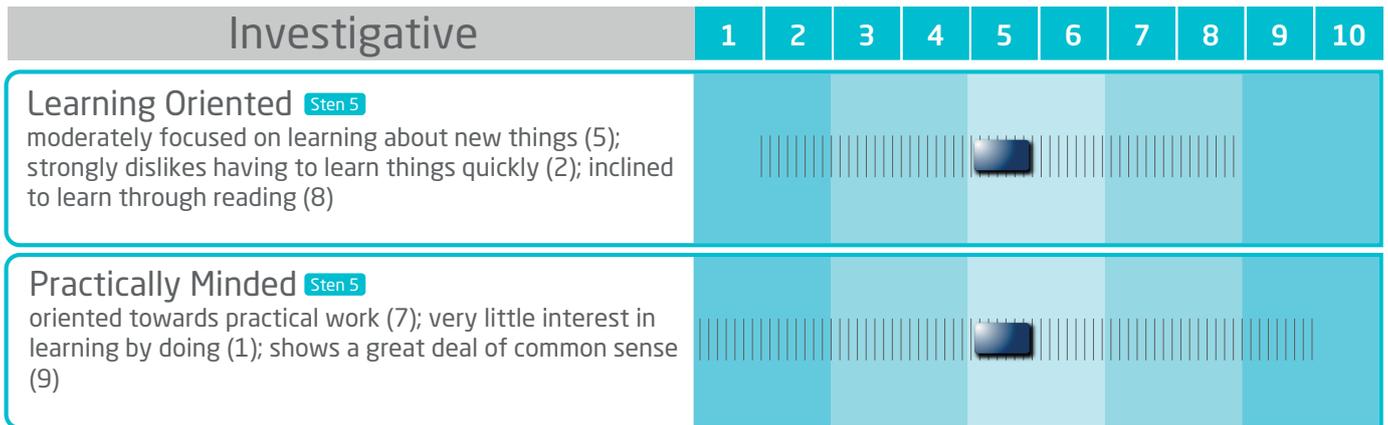


Notes:

Linking Exercise: Facet Ranges

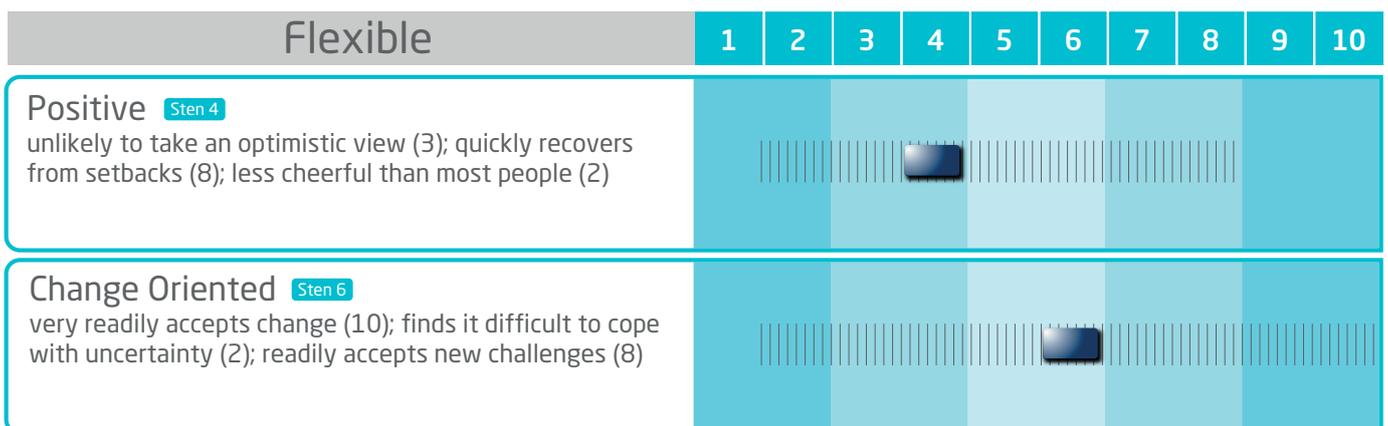
Please write some interpretive notes on the following examples:

1.



Notes:

2.



Notes:

What are Styles?

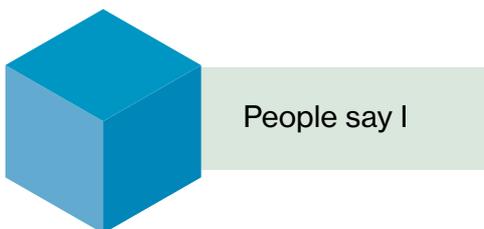
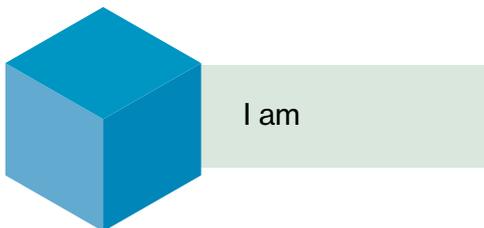
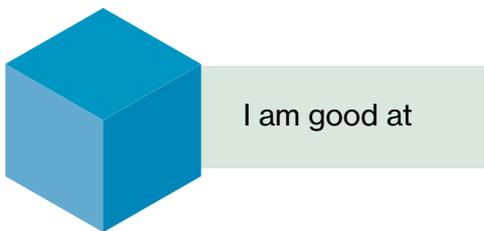
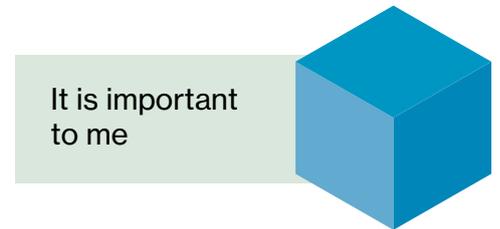
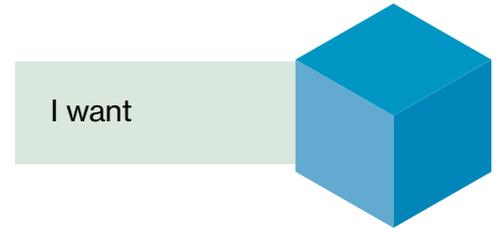
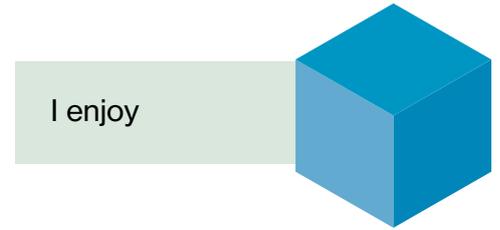
“Styles are a combination of the motives and talents of individuals. What individuals want and what individuals see themselves as good at, are both critical to predicting the culture in which people prefer to work, and their performance at work.”

Professor Peter Saville



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



What are Talents?

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

Match the Motive and Talent Items

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

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

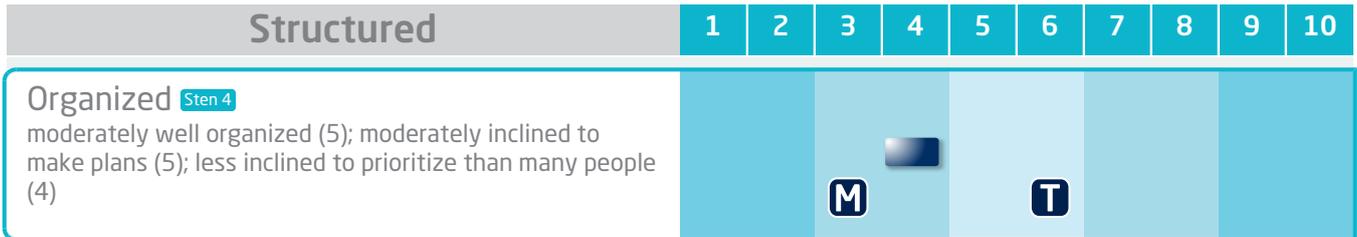
- bored of...
- does well, but with low frequency?
- demonstrates this with ease but with less passion?

Notes:

Linking Exercise: Motive-Talent Splits

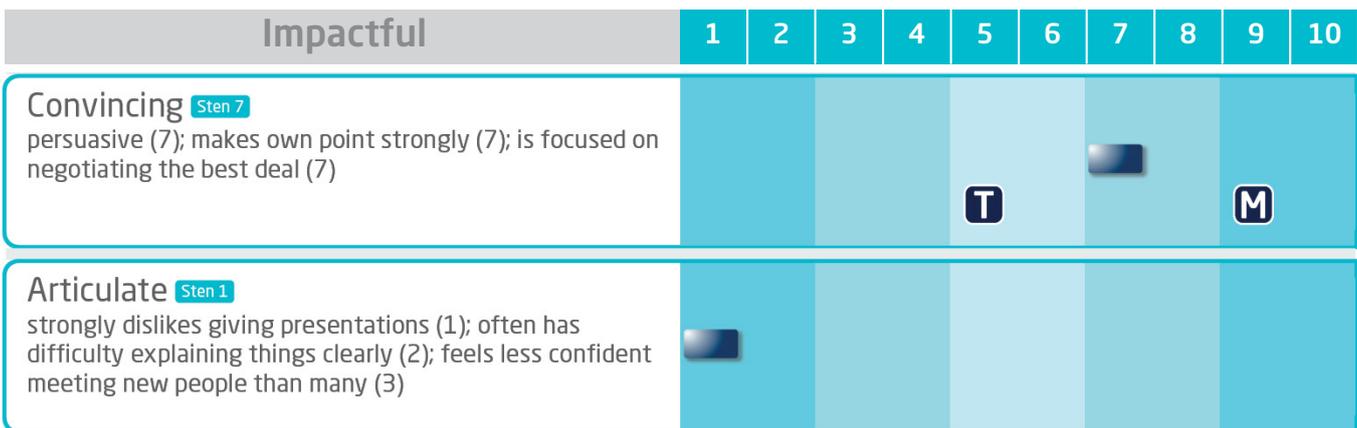
Please write some interpretive notes on the following examples:

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:

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

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 prioritize 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/unrecognized 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
Ratings Acquiescence Overall, neither overly lenient nor critical in self-ratings					■					
Consistency of Rankings Consistent in rank ordering of characteristics								■		
Normative-Ipsative Agreement Overall, the degree of alignment between normative and ipsative scores is typical of most people					■					
Motive-Talent Agreement 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 standardized 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 analyzing 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 behavior 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 analyzing information".

- A slightly above average score will be described as "likes to analyze information".
- A well above average score will be described as "really likes to analyze information".
- A slightly below average score will be described as "has little interest in analyzing information".
- A well below average score will be described as "has very little interest in analyzing 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 behavioral 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 behaviors (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 judgment. 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

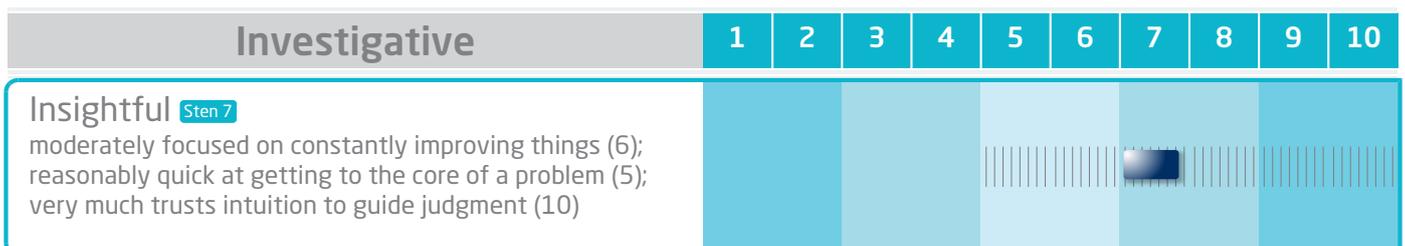
What are Styles?

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



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 analyzing 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 behavior may not be backed up by an underlying motivation to perform. It is possible that their behavior 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 behaviors. 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 'penalized' 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 minimizing their respective weaknesses. This dynamic response format has been developed to capitalize 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 prioritize 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 behavior. However, when the pressure is on, they may well choose this behavior 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 behavior 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 behaviors in this dimension may not be such a high priority, in practice, relative to other behaviors 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 behavior 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.

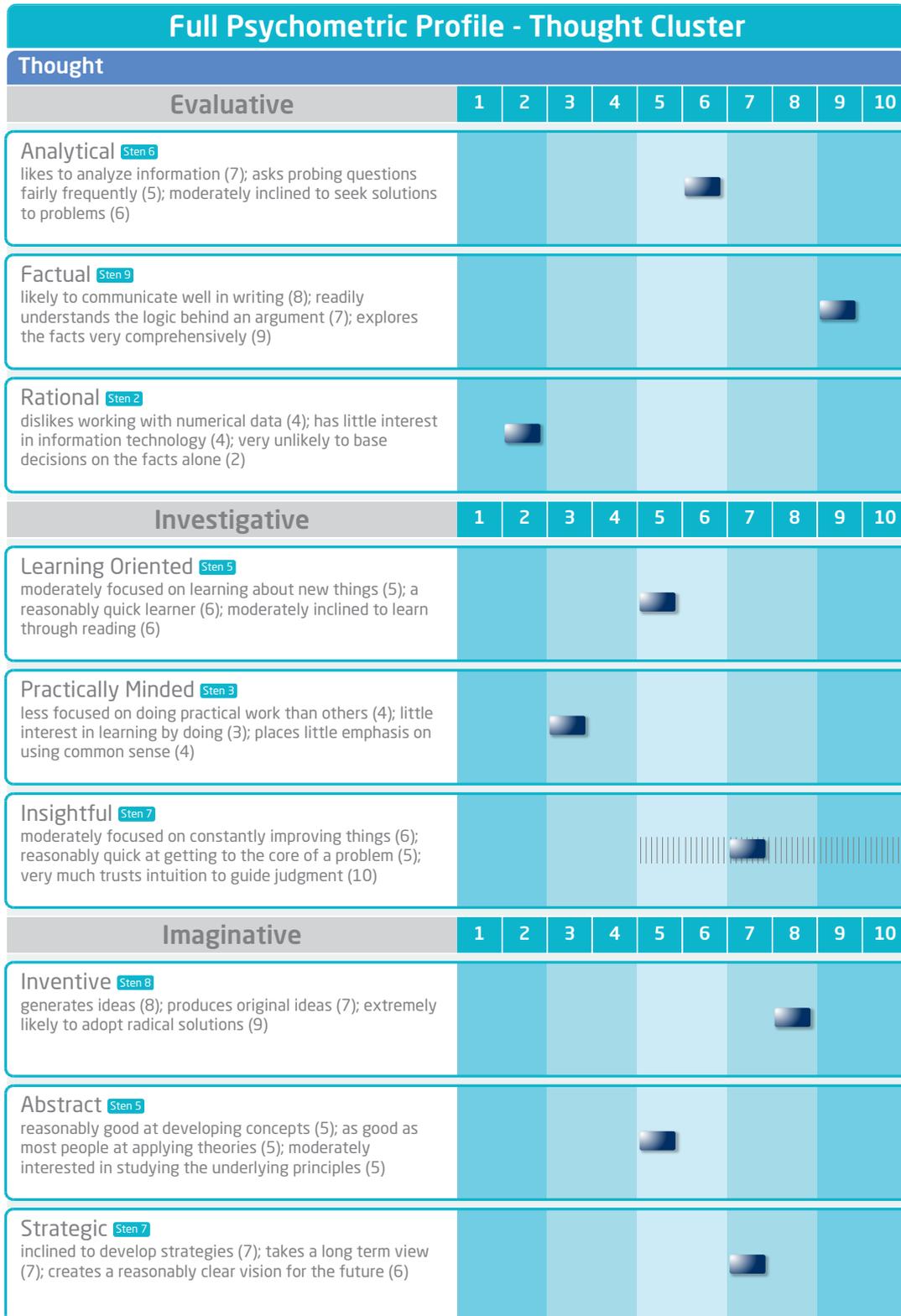
Normative-Ipsative Agreement: The degree of alignment between an individual's Normative and Ipsative scores across the 36 dimensions. A Sten score of 10 suggests an extremely high degree of alignment between the normative and ipsative scores. A Sten score of one suggests an extremely high degree of difference 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.

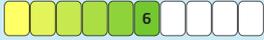
Motive-Talent Agreement: The degree of alignment between motive and talent scores across the 36 dimensions. A Sten score of 10 suggests an extremely high degree of alignment between motives and talents. A Sten score of one suggests an extremely high degree of difference between motives and talents. The 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.

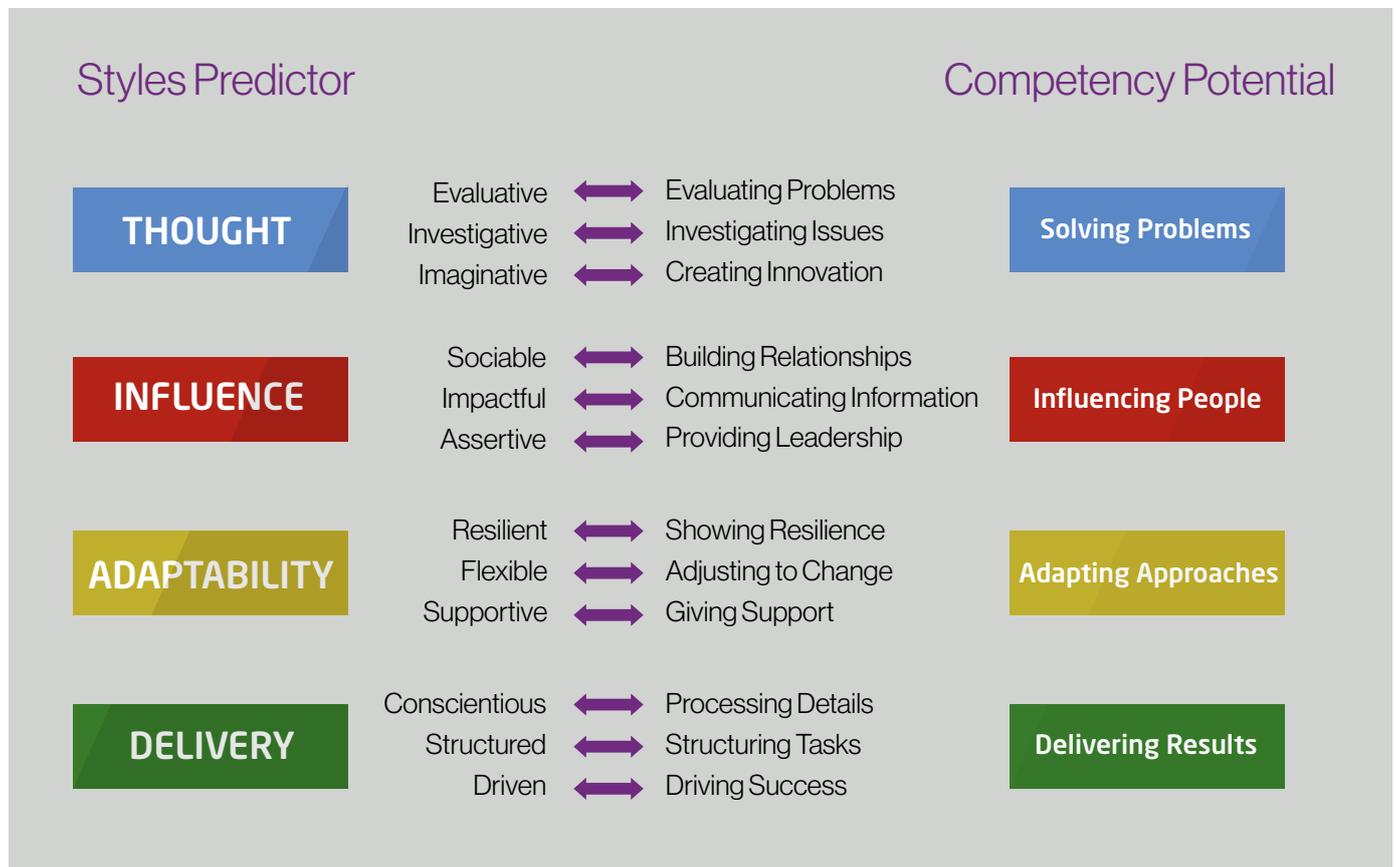
Section 5: Expert Report

Professional Styles



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

Saville Assessment Aligned Model



Example of Competency Potential Equation

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.

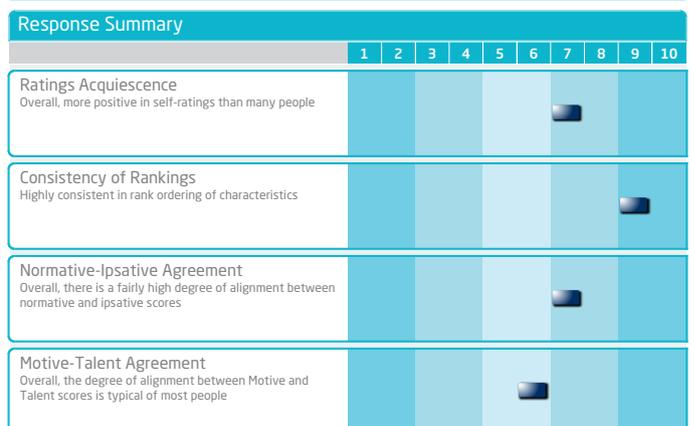
Psychometric Profile - Response Summary

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 - Overview

This full psychometric profile provides a detailed assessment of Chris Park'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.

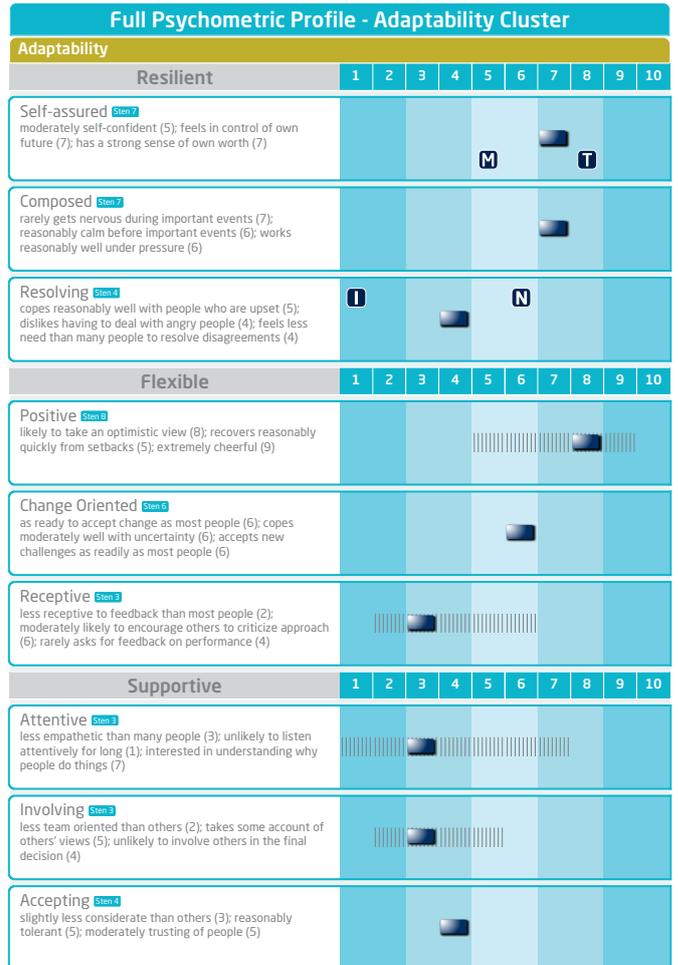
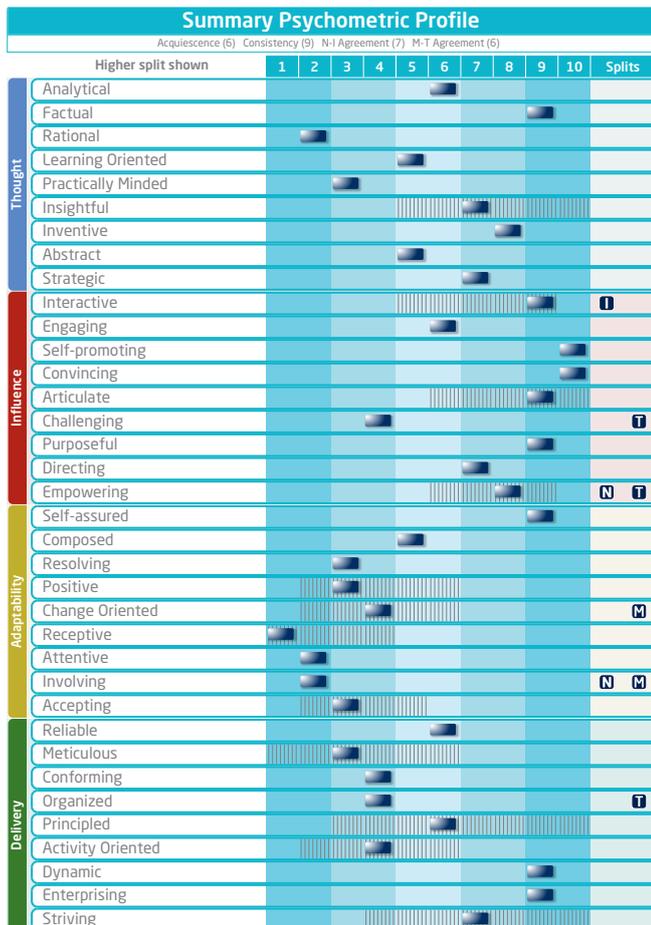


Full Psychometric Profile

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 emphasizes 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 behaviors.

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

Development of Competency Potential Equations

The Competency Potential scores are based on equations that are designed to maximize 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 generalized 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-standardized 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 favor.

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.

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

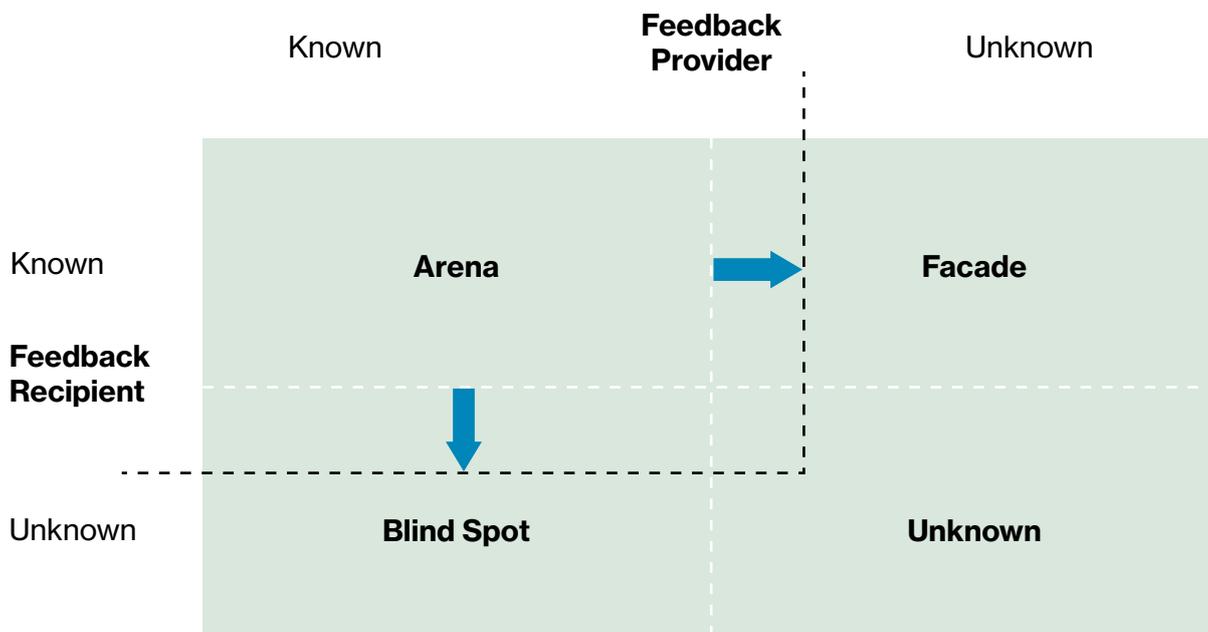
Wave Styles Personal Report

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.

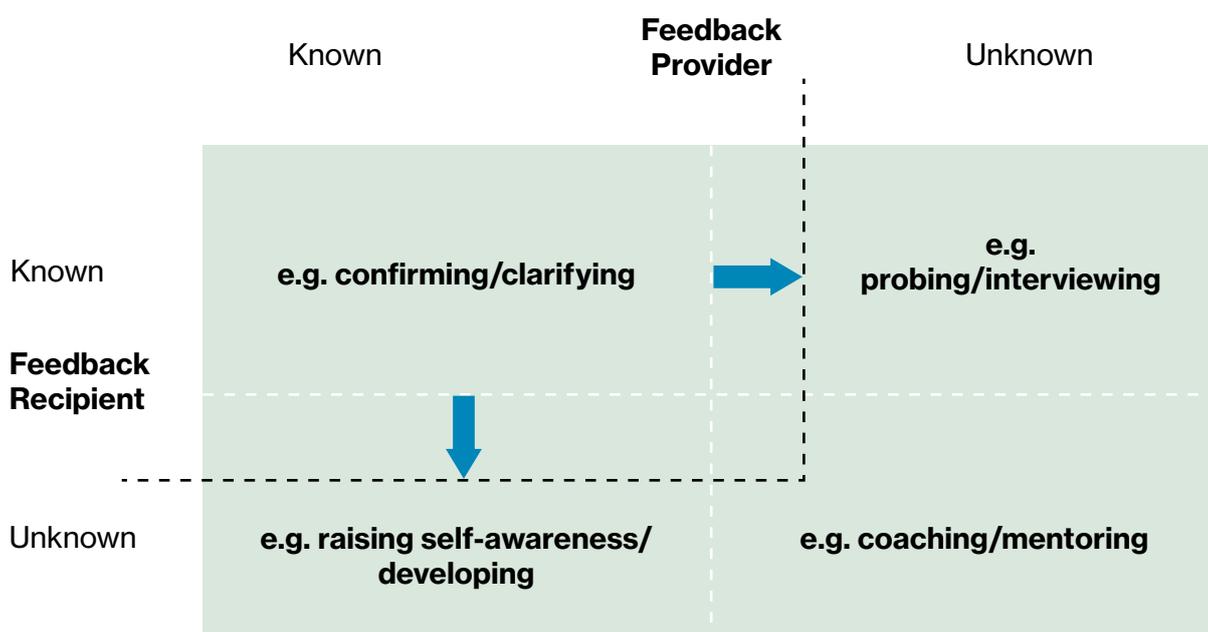
This report has been designed to be straightforward and user-friendly for the recipient, particularly through the use of a simplified graphic presentation. Beneath each dimension, facet-level verbal descriptions are dynamically generated based on the individual's score on a given facet. This enhances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

Section 6: 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 support with onboarding

Feedback Process

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

Notes:

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:

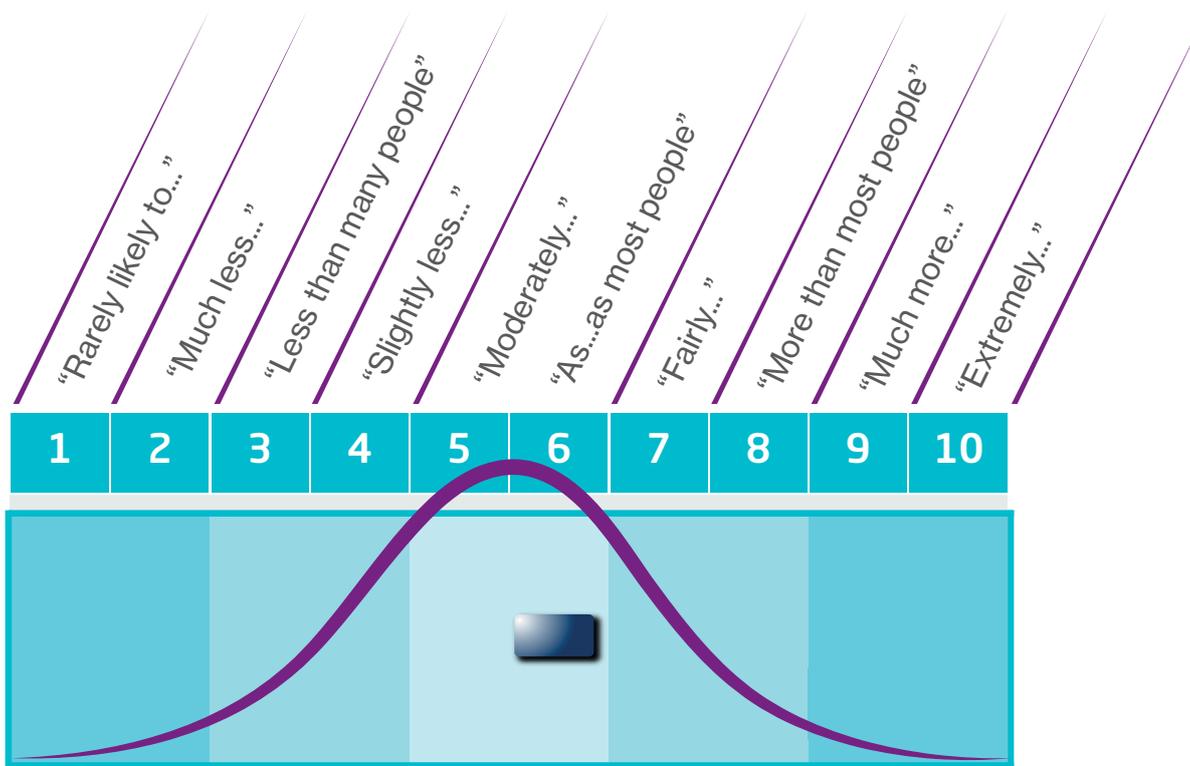
- “The report says...”
- “You are...”
- “You’re higher than the norm on...”
- “You scored...”

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...”

Ways of Describing Scores



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

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 behaviors recently."

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

Notes:

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.

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 judgments

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, there is also a legal requirement to give candidates feedback on their data if they request it.

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/resume, description of present and/or future role requirements, likely environmental demands, and organizational 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 verbalizers should be used as these have been designed to accurately reflect the individual's scores on that specific construct. Using the facet verbalizers 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 52 gives suggestions for the way in which different Sten scores can be described to candidates. The facet verbalizers 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 judgments and be specific by avoiding sweeping generalizations and bland statements; instead focus on specific behaviors. Help the person to confront all the data.

The Barnum Effect

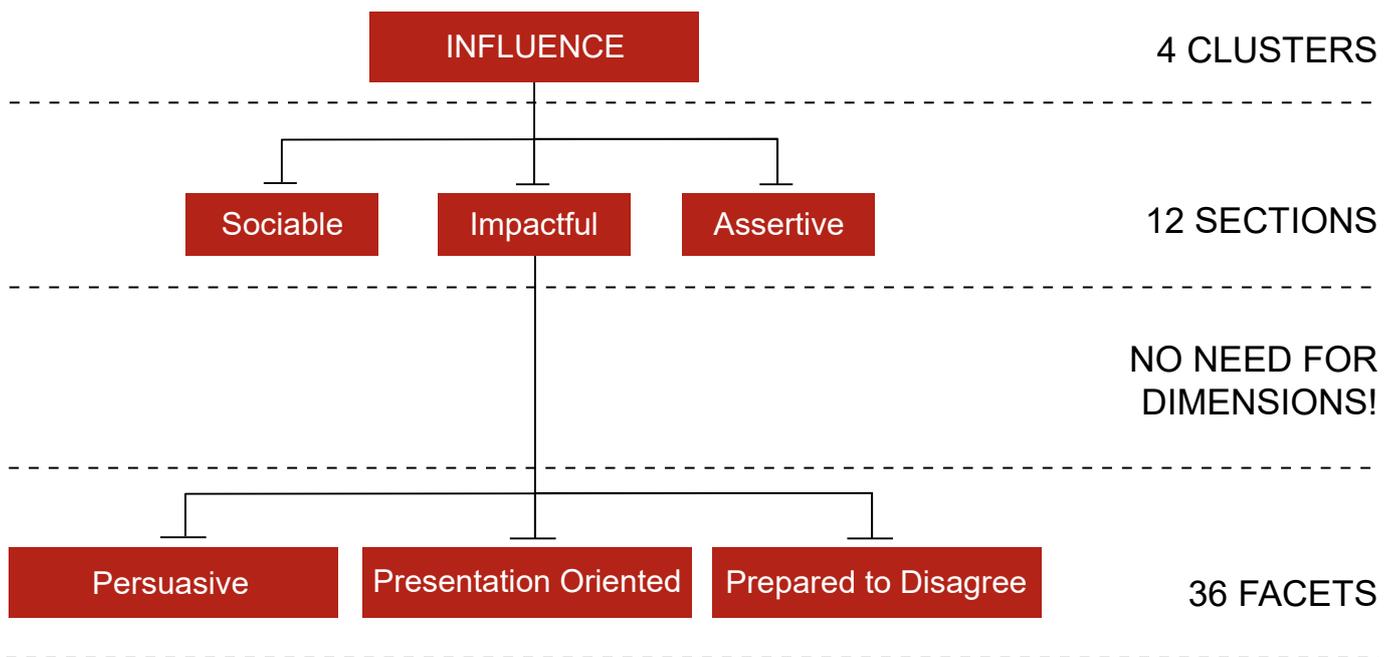
The Barnum Effect is where individuals accept general truisms that apply to most people as accurate portrayals of their own uniqueness. This can apply to both the feedback provider and the feedback recipient. As a feedback provider, you can avoid the Barnum Effect by using the facet verbalizers provided 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 behavior and the impact of their approach, rather than accepting a generalized response.

Section 7: 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

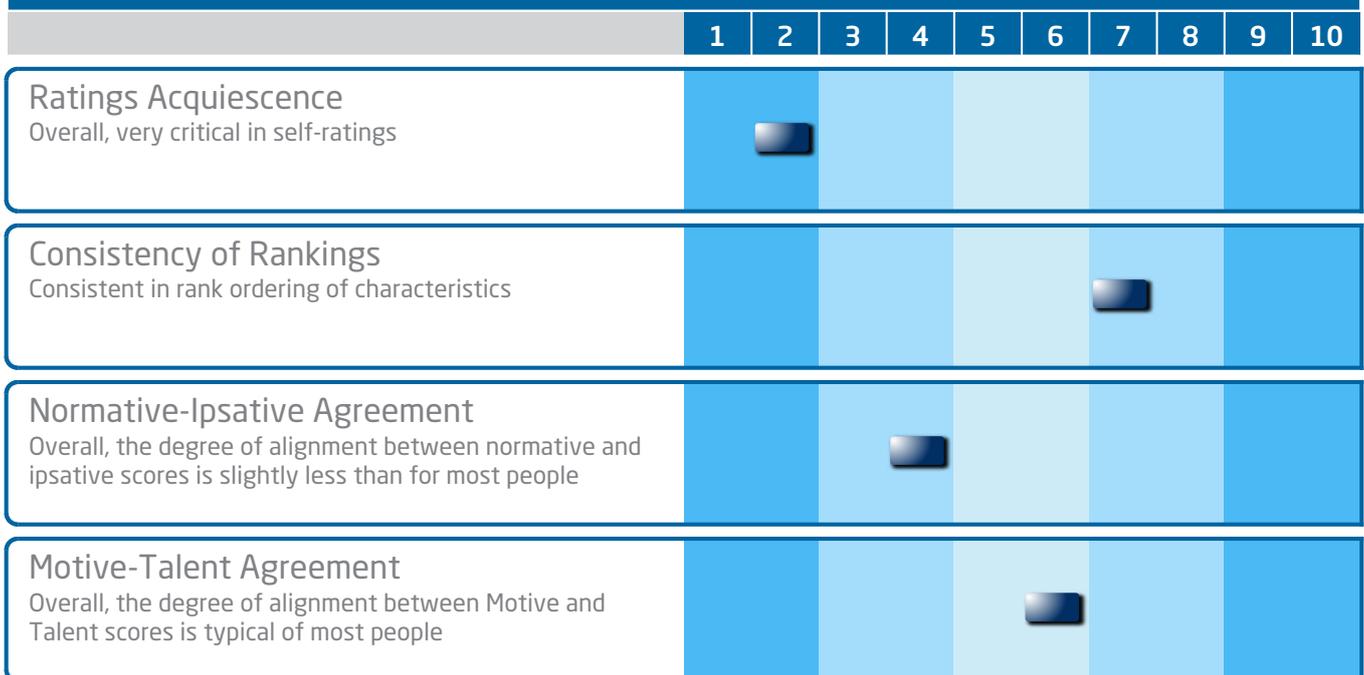


Focus Styles Expert Report

Overview

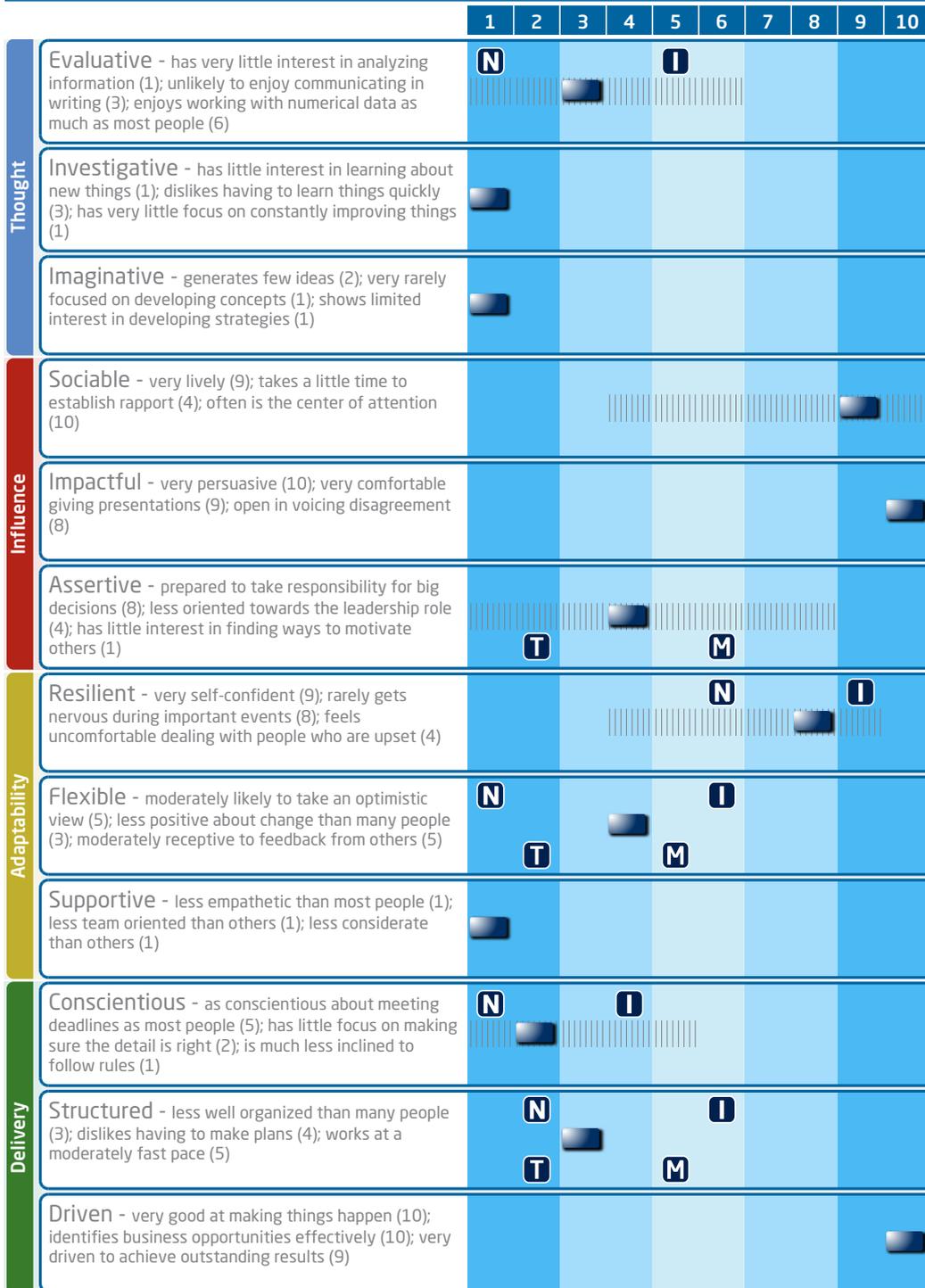
The Response Summary provides an overview of Jo Wilson’s responses to the Focus Styles questionnaire through four indicators. The pattern of responses should be kept in mind when interpreting the Psychometric Profile.

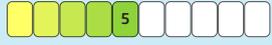
Response Summary



Psychometric Profile

Acquiescence (2) Consistency (8) N-I Agreement (3) M-T Agreement (7)



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

Predicted Culture/Environment Fit

Based on extensive Saville Assessment research linking the styles of individuals to culture at work, this report highlights the aspects of the culture, job and environment that are likely to enhance or inhibit Jo Wilson's success:

Performance Enhancers

- ⊕ where there is the opportunity to be the center of attention and people are aware of one's achievements and status
- ⊕ 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 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
- ⊕ 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

Performance Inhibitors

- ⊖ where one is in a low profile position and achievements go unrecognized
- ⊖ where self confidence is equated with arrogance and denigrated, and people are discouraged from taking control of their own workload
- ⊖ 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
- ⊖ 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

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 utilizes 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.

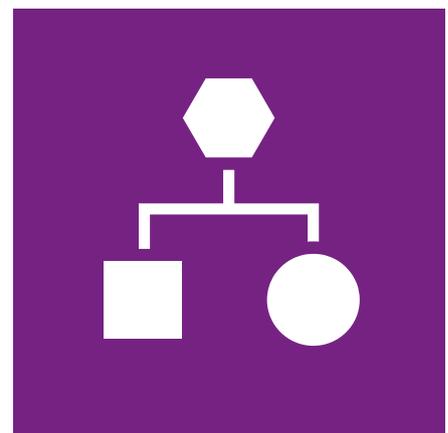
Section 8: Applications of Wave

General Process

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 behaviors.
- Which behaviors 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	 Situational Judgment Tests
	 Personal Report	 Onboarding Report	 Assessment Centers
 <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	 Development Centers
 <h3>Lead Talent</h3>	 Professional Styles Expert Report	 Leadership Risk Report	 Aptitude Assessments
	 Performance 360 Report	 Leadership Impact 360 Report	 Assessment Center
	 Entrepreneurial Report	 Leadership Impact Report	 Development Center

Why Create Custom Reports?

Notes:

- 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 customize different types of reports (PS, FS & Work Strengths), e.g.
 - Expert & Line Manager
 - Development Report
 - Interview Guide
 - Onboarding
- We have created over 300 custom 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	
Ideas Innovative Thinking Generating Ideas (9); Examining Information (8); Developing Strategies (8); Challenging Ideas (10); Embracing Change (6)		Extremely High higher potential than about 99% of the comparison group
Team Work Working with Others Team Working (2); Valuing Individuals (3); Thinking Positively (7); Interacting with People (5)		Fairly Low higher potential than about 25% of the comparison group
Team Work Developing Others Developing Expertise (7); Directing People (7); Resolving Conflict (3); Inviting Feedback (4)		Average higher potential than about 40% of the comparison group
Leadership Leading Others Empowering Individuals (5); Convincing People (8); Conveying Self-Confidence (7); Articulating Information (5)		Fairly High higher potential than about 75% of the comparison group
Responsibility Seeing Things Through Managing Tasks (1); Providing Insights (9); Taking Action (8); Pursuing Goals (9); Producing Output (4)		Fairly High higher potential than about 75% of the comparison group
Responsibility Understanding the Business Seizing Opportunities (8); Exploring Possibilities (9); Interpreting Data (6); Upholding Standards (3); Making Decisions (10)		Very High higher potential than about 95% of the comparison group
Responsibility Understanding Customers Establishing Rapport (3); Following Procedures (2); Checking Things (3); Understanding People (3)		Extremely Low higher potential than about 1% of the comparison group

Appropriate Benchmarking: Choosing the Right Norm Group

Available Wave norms include:

- Graduates - All
- Graduates - Recent
- 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

Unproctored 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 proctored conditions which requires a trained test administrator to be present.

Notes:

Interpretation

- Interpretation should be objective
- Be clear what matters, e.g. critical behaviors 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?

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/African American group scored approx. 1 Sten higher than White group (moderate difference).
 - **Activity Oriented** – White and East Asian groups scored approx. 1 sten higher than Black/African American 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

Notes:

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 appropriate and permission is given by the individual
- Assessment use policy

Notes:

Notes

Hire - Build - Lead

Our talent assessments enable organizations 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 behaviors most predictive of performance and potential
- gather different stakeholder perspectives on what is important to the role
- articulate requirements objectively for fair and standardized 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-caliber candidates with in-depth reporting
- reduce the risk of bad hiring decisions
- increase the caliber of shortlisted candidates

Volume Screening

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

Organizations 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 programs 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
- prioritize 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 utilizing 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 organizational 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 organization

Identifying Future Leaders

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

- recognize talent with the potential to meet the leadership challenges of the future
- create high-potential leadership development programs

- 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 US, 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 organization. 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, unproctored access or online proctored access, using either our Bureau service or the Oasys online administration system. In practice, the Proctored mode is used much more rarely than the unproctored 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 unproctored, '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.

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 verbalizers; 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

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 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 or assistance by a sighted administrator) 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 judgments 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.

For both ethical and legal reasons, candidate data should be handled and stored securely and appropriately according to applicable legal guidelines. 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. Please see 'Section 6: Best Practice & Ethics' for the principles put in place by the Global Data Protection Regulation (GDPR).

Test Use Policy

It is good practice that the use of tests is controlled by an organizational 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.

Section 9: 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

Potential Sources of Error in Self-Report

Individual	<ul style="list-style-type: none">▪ Mood, motivation and wellbeing▪ Misinterpreting instructions▪ Deliberately distorting results▪ Severe test anxiety
Administrator	<ul style="list-style-type: none">▪ Using an unreliable test▪ Poor candidate briefing▪ Degree and consistency of standardization▪ Making an error when scoring▪ Misinterpreting test results
Test Developer	<ul style="list-style-type: none">▪ Ambiguous or non-specific items▪ Items measuring the wrong thing▪ Poor instructions▪ Profiling/scoring errors

Aspects of Validity

- **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).

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.

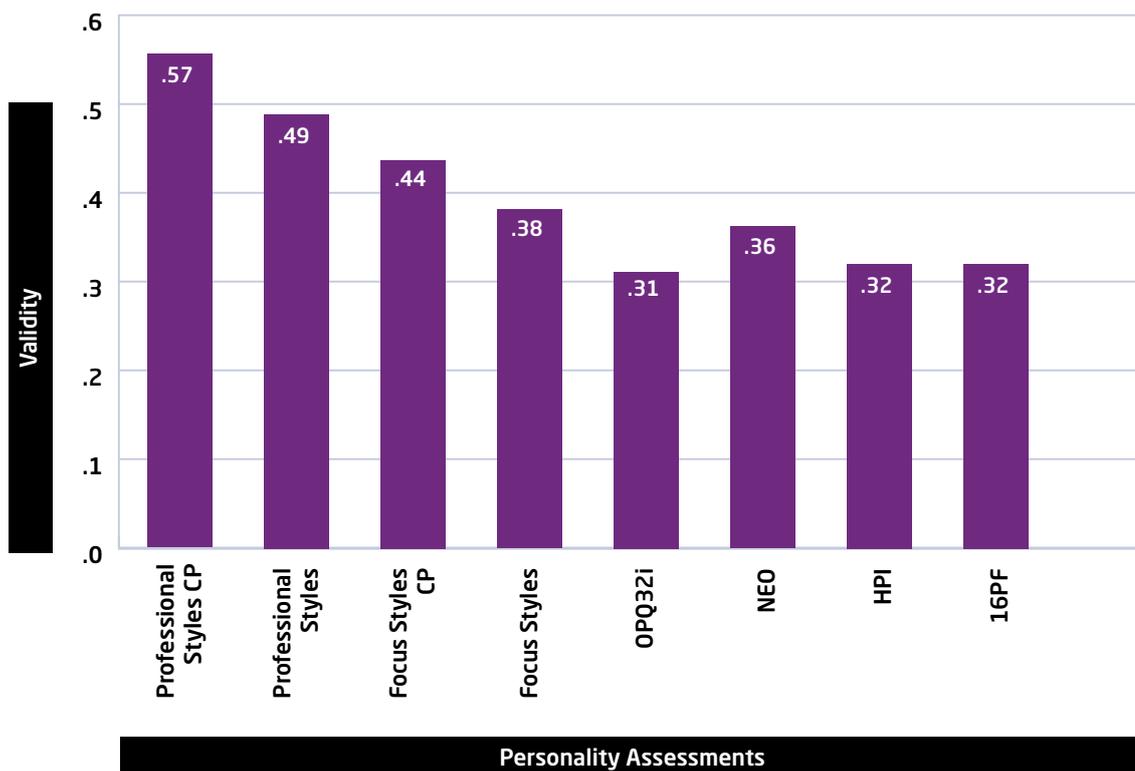
Predictive Competencies

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.

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

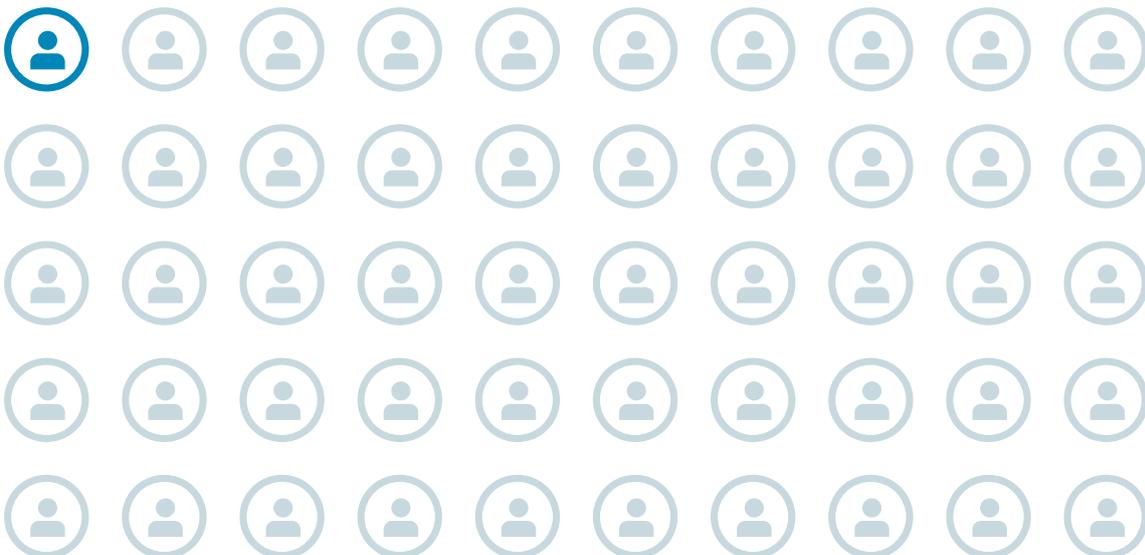
0 Validity - 1 person in 5 will be a poor performer



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 Proctored 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 center 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 organization'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 generalized across the population, using confidence levels. The typical SEm of Wave Professional Styles is slightly less than one Sten.

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 organization 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 organization 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 organization.
- **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 favorably 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 organization. It can reduce the number of serious selection errors five-fold, remarkably improving the accuracy of the selection process.

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:

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



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

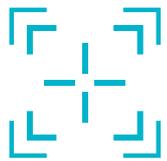
A new Business Development Manager is required to head up the e-Learning Account Management Team. The role will focus on overall management of the team and supporting them in developing their existing client accounts as well as encouraging new opportunities. The Business Development Manager will inspire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



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

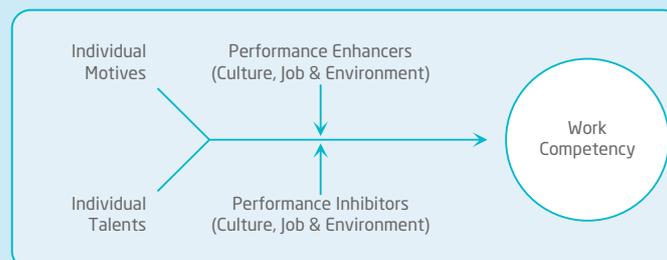
The Summary Psychometric Profile gives an overview of the 36 Styles dimensions of the profile on one page. It highlights where there is a facet range, and where motive or talent is higher (whichever is higher is indicated by M or T) and where normative or ipsative is higher (whichever is higher is indicated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

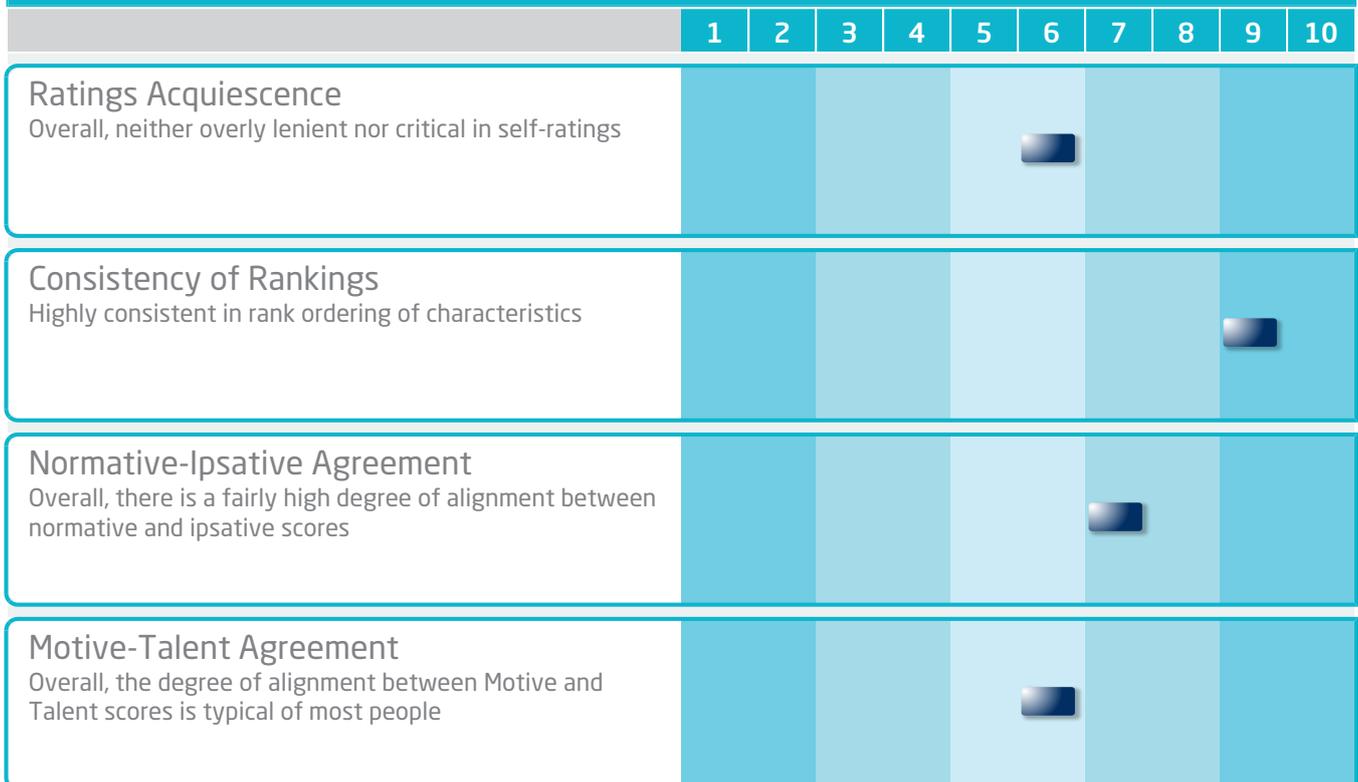


Full Psychometric Profile - Overview

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

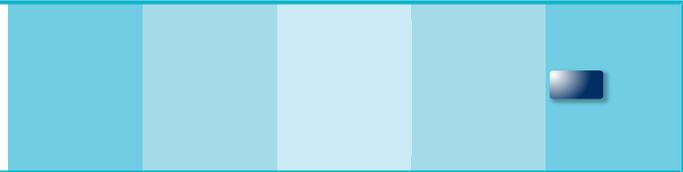
Analytical Sten 6

likes to analyze information (7); asks probing questions fairly frequently (5); moderately inclined to seek solutions to problems (6)



Factual Sten 9

likely to communicate well in writing (8); readily understands the logic behind an argument (7); explores the facts very comprehensively (9)



Rational Sten 2

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

Learning Oriented Sten 5

moderately focused on learning about new things (5); a reasonably quick learner (6); moderately inclined to learn through reading (6)



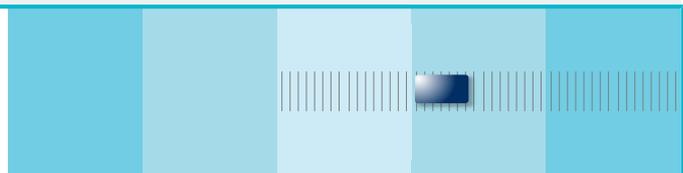
Practically Minded Sten 3

less focused on doing practical work than others (4); little interest in learning by doing (3); places little emphasis on using common sense (4)



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 judgment (10)



Imaginative

1 2 3 4 5 6 7 8 9 10

Inventive Sten 8

generates ideas (8); produces original ideas (7); extremely likely to adopt radical solutions (9)



Abstract Sten 5

reasonably good at developing concepts (5); as good as most people at applying theories (5); moderately interested in studying the underlying principles (5)



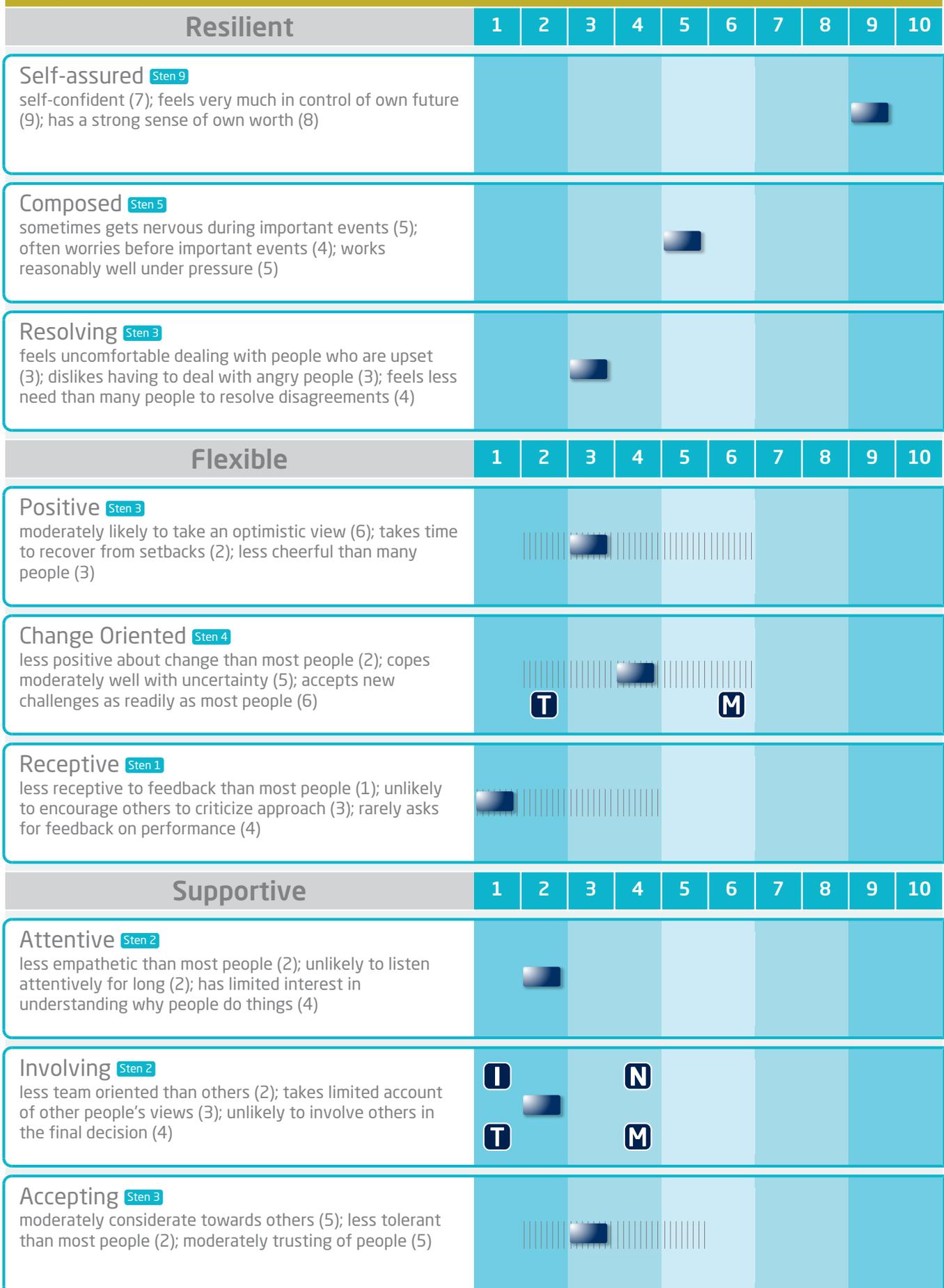
Strategic Sten 7

inclined to develop strategies (7); takes a long term view (7); creates a reasonably clear vision for the future (6)



Full Psychometric Profile - Adaptability Cluster

Adaptability



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)

M



T

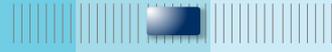
Principled Sten 6

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				█							
	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?

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 as well as 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 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?

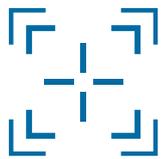
Notes:

Review Sam's Wave Focus Styles Expert Report and 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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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 Assessment Wave.

Psychometric Profile

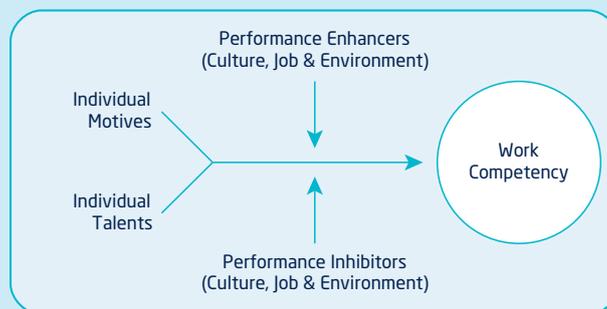
The Psychometric Profile shows the questionnaire results on the 12 Focus Styles sections, with three sections devoted to each of the four Saville Assessment Wave clusters Thought, Influence, Adaptability and Delivery. The 12 sections are each comprised of three underlying facets, verbal descriptions 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

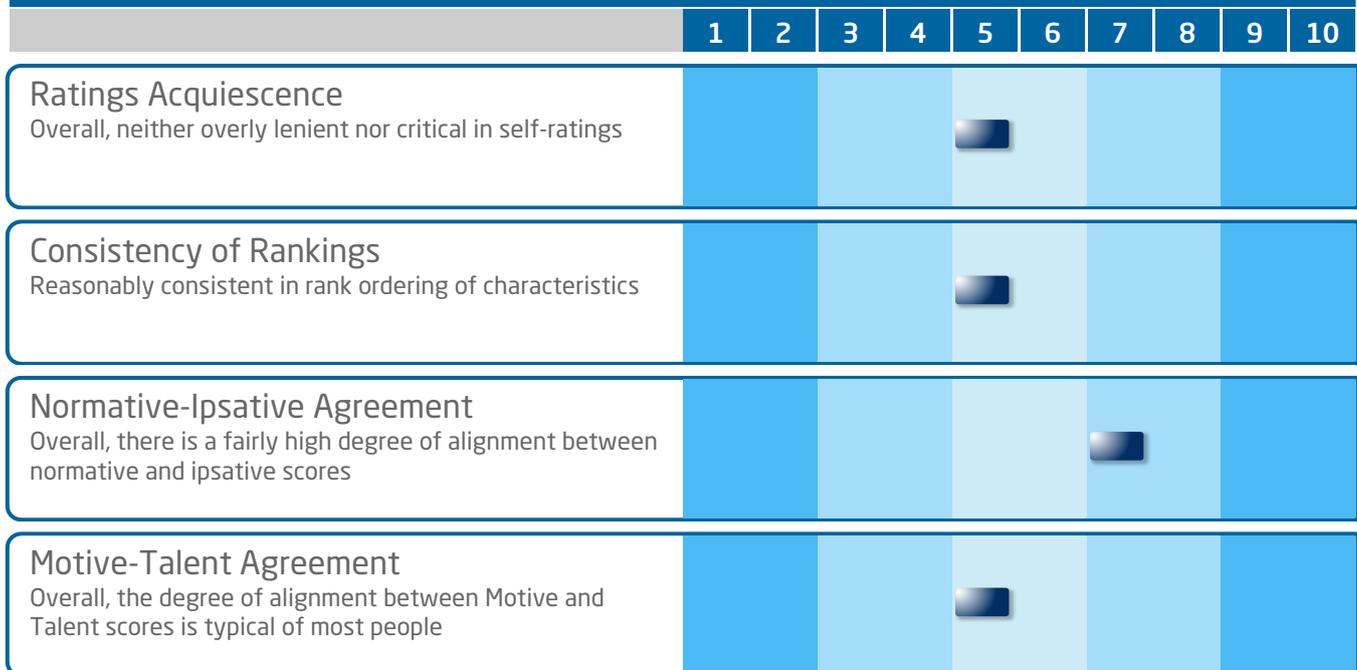
The Predicted Culture/Environment Fit Report gives an indication of the aspects of the culture, job and environment that are likely to enhance or inhibit a person's success. Saville Assessment's groundbreaking research suggests that people's motives and talents interact in important ways with culture,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



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 Assessment 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 summarizes 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 Evaluating Problems Examining Information (6); Documenting Facts (7); Interpreting Data (6)	 Average higher potential than about 60% of the comparison group
	 Average higher potential than about 60% of the comparison group
	 Very High higher potential than about 95% of the comparison group
Influencing People Building Relationships Interacting with People (7); Establishing Rapport (7); Impressing People (10)	 High higher potential than about 90% of the comparison group
	 Very High higher potential than about 95% of the comparison group
	 High higher potential than about 90% of the comparison group
Adapting Approaches Showing Resilience Conveying Self-confidence (8); Showing Composure (5); Resolving Conflict (5)	 Average higher potential than about 40% of the comparison group
	 Fairly Low higher potential than about 25% of the comparison group
	 Fairly Low higher potential than about 25% of the comparison group
Delivering Results Processing Details Meeting Timescales (4); Checking Things (2); Following Procedures (3)	 Low higher potential than about 10% of the comparison group
	 Average higher potential than about 40% of the comparison group
	 Extremely High 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 unrecognized
- ⊖ 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

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



Work Roles 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 2,000 professionals and managers in the United States.

Since the questionnaire is a self-report measure, the results re~ect 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 re~ection 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 re~ects 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.

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

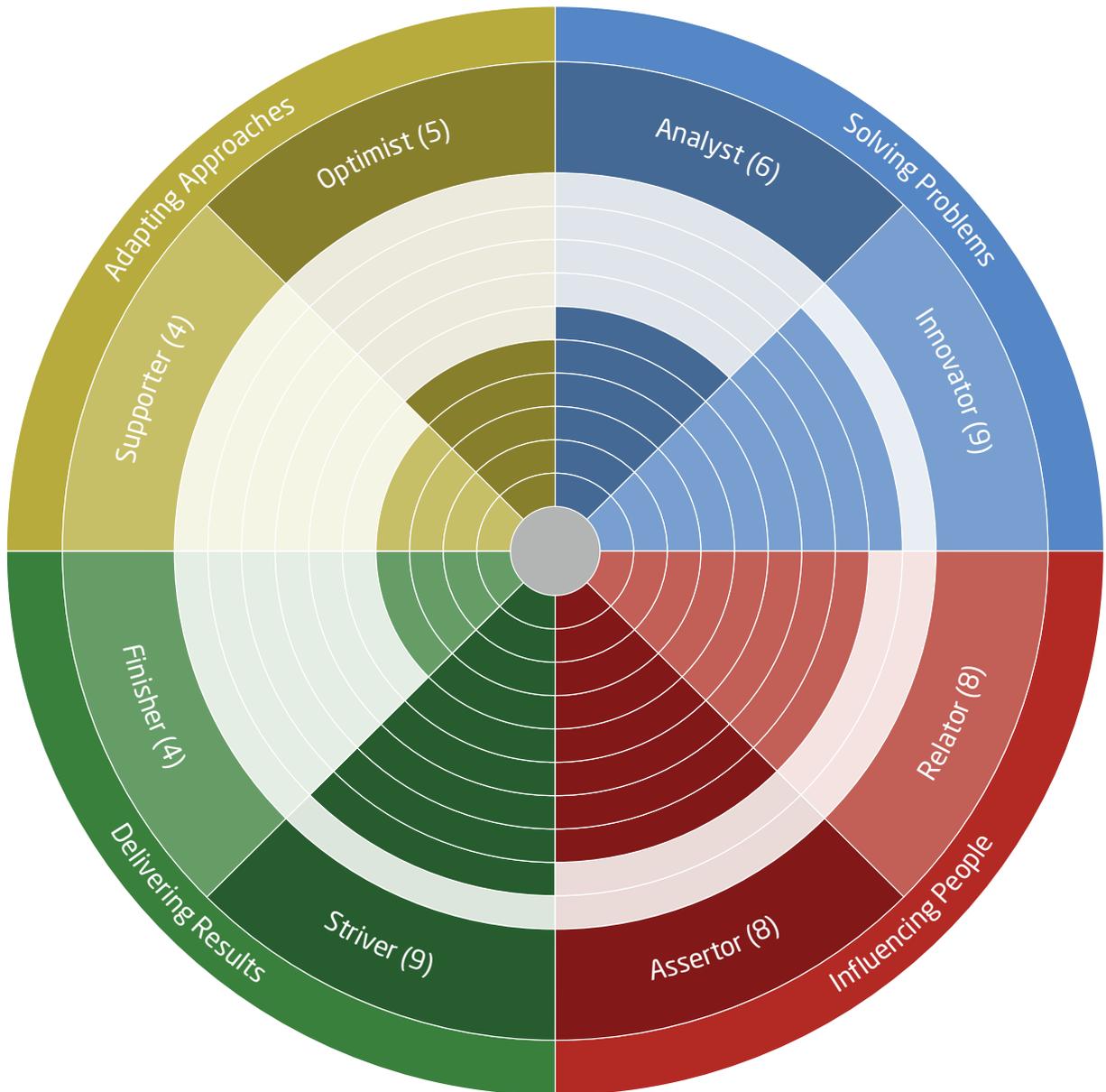
Finishers focus on getting things completed to a high standard, and pay attention to detail.



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
Assertor	
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="188 488 320 613"></div> <div data-bbox="336 524 475 573">Striver</div> <p>Strivers push hard to achieve ambitious results. They are often highly enterprising and competitive.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Strivers are likely to pursue goals with enthusiasm • Strivers tend to produce a lot of output • Strivers are typically good at identifying and seizing opportunities 	<div data-bbox="831 488 963 613"></div> <div data-bbox="979 524 1171 573">Innovator</div> <p>Innovators take a creative approach to problem solving, and often develop long-term strategies.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Innovators typically provide original solutions • Innovators tend to offer unconventional and valuable insights • Innovators are likely to have a vision for the future

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="188 1355 320 1480"></div> <div data-bbox="336 1391 475 1440">Striver</div>	<div data-bbox="823 1355 956 1480"></div> <div data-bbox="971 1391 1163 1440">Innovator</div>
<p>Strengths:</p> <ul style="list-style-type: none"> • People with this role combination tend to drive vigorously towards their vision • People with this role combination are likely to propose ambitious solutions to problems 	

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
 Striver	 Finisher
<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
 Striver	 Supporter
<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
 Innovator	 Finisher
<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
 Innovator	 Supporter
<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 organization

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

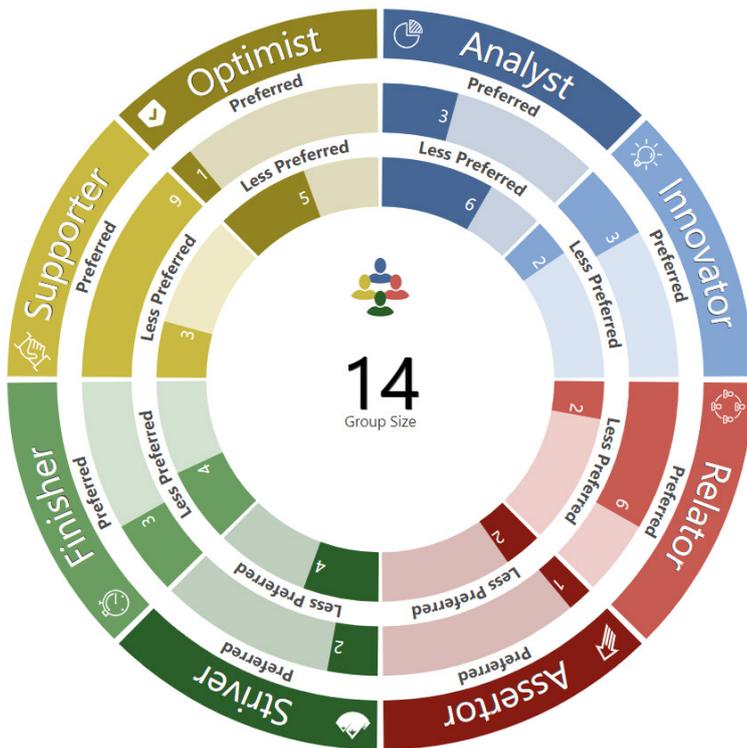
Other Strivers



- 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

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Overview



👍 Preferred Roles

Supporter 9

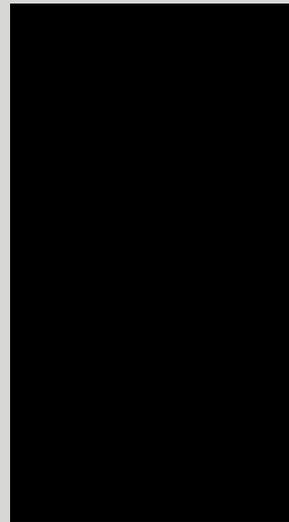
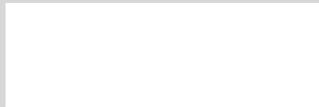
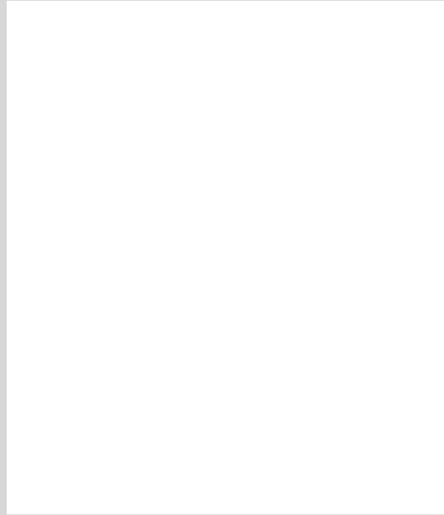
Relator 6

👎 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.



About Saville Assessment, a Willis Towers Watson Company

Our mission is to transform assessment around the world. We enable organizations 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 organizations Hire, Build and Lead talent globally. Learn more at www.savilleassessment.com