Saville Consulting Wave Professional Styles Handbook

PART 2: INTERPRETATION

Chapter 6: Scales

This manual has been generated electronically. Saville Consulting do not guarantee that it has not been changed or edited. We can accept no liability for the consequences of the use of this manual, howsoever arising.

6.0 Scale Descriptions

6.1 Scale Descriptions – Notes for Interpretation

The likelihood is given of having a significant Facet Range, Motive-Talent Split or Normative-Ipsative Split on each dimension. This is based on the percentage of the Professional Styles comparison group who had a significant Facet range, Motive-Talent or Normative-Ipsative split.

Interpreting Trends

The Trends section on each page provides information on gender and age differences. *(Please note that as this is based on cross sectional data, 'age' refers to the age of participants at the time of completing the questionnaire)*. Those participants who were 39 years of age or less were categorized into the 'younger' group and those over 40 years in the 'older' group. Moderate effect sizes (Cohen, 1988) of .50 of a standard deviation (SD) are shown to indicate differences in terms of gender and age. This section also highlights whether the dimension has a relatively high or low distribution, for example, the Principled dimension has a particularly high mean – people rate themselves highly in this area because being principled is generally considered desirable. Consequently, because the results are relative people may find that they have scored lower than they might have expected, which should be taken into account when giving feedback.

With regards to age group trends, where there is a stated trend in favor of younger or older participants, care must be taken in how this is interpreted. We can say that there *is* a difference between how younger people and older people respond, but we cannot account for *why* this difference exists. It is difficult to separate out 'cohort' effects from 'maturational' effects. In other words, do older people respond differently as a product of growing up in a certain generation (cohort effects) or whether people's personalities show certain changes as they get older. These differences in interpretation must be taken account of when considering age group trends. Group differences and fairness are dealt with in greater detail in the Fairness chapter.

Normative-Ipsative Splits

Where between 10% and 13% of the group had a split on a given dimension, having a split is categorized as a 'moderately common' occurrence, less than 10% as 'less common' and over 13% as 'more common.'

Motive-Talent Splits

Where between 10% and 13% of the group had a split on a given dimension, having a split is categorized as a 'moderately common' occurrence, less than 10% as 'less common' and over 13% as 'more common.'

Facet Range

Where below 40% of the group had a significant facet range on a given dimension, having a facet range is classified as a 'less usual' occurrence. Where 40% to 50% of the group had a facet range, this is categorized as 'common,' and where over 50% of the group had a significant facet range, this is classified as a 'frequent' occurrence.

6.2 How to Use the Scale Descriptions Section

Wave Styles Dimension Scale Name

The right hand side of the pyramid displays the competency criterion that the styles scales have been built to predict
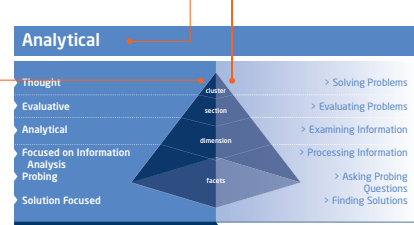
This displays from top to bottom: cluster, section, dimension, facets

How Wave dimensions align to various Wave models

The scales to which the dimension is mapped are displayed here

The left hand side of the pyramid Wave Professional Styles hierarchy displays from top to bottom: cluster, section, dimension, facets

Possible interpretations of high, low and mid-scorers on the Styles dimension are given

This graph shows the Mean Sten Scores for gender across age groups. Note. This is based on international data (N=10,783)

Analytical

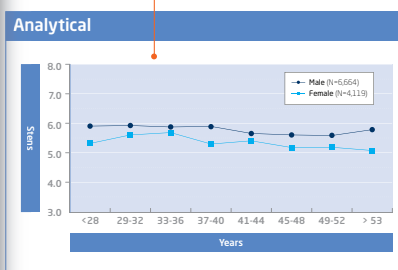|		
Thought	cluster	› Solving Problems
Evaluative	section	› Evaluating Problems
Analytical	dimension	› Examining Information
Focused on Information Analysis		› Processing Information
Probing	facets	› Asking Probing Questions
Solution Focused		› Finding Solutions
Styles		Competency

HIGH SCORERS: see problem solving as one of their strengths; enjoy, and consider themselves good at, analyzing information; see themselves as having a great deal of curiosity; are good at asking probing questions

LOW SCORERS: are not particularly concerned with solving problems; are unlikely to regard themselves as very analytical; have little curiosity; rarely ask probing questions

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Analytical*

Very likely to be high on		Very likely to be low on	
Rational	r= .44	None	
Moderately likely to be high on		**Moderately likely to be low on**	
Abstract	r= .39	None	
Factual	r= .38	**Fairly likely to be low on**	
Learning Oriented	r= .34	None	
Insightful	r= .32		
Fairly likely to be high on			
Inventive	r= .26		
Challenging	r= .24		
Meticulous	r= .23		
Convincing	r= .23		

50

© 2011 Saville Consulting. All rights reserved. Version 2.0.

Analytical

Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	More common	Frequent

USAGE OF ANALYTICAL IN REPORTS

Types:	Task; Thought	
Team Roles:	Analyst	
Leadership:	Intellectual	
Reflections:	Skeptical	
Entrepreneurial:	Creating Superior Opportunities	
Sales:	Expert Analyst	

51

© 2011 Saville Consulting. All rights reserved. Version 2.0.

Styles dimensions which correlate positively are shown (>=.40). So, in this example, an individual who scores highly on Analytical is very likely to also be high on the dimensions "Abstract, Rational and Insightful"

Styles dimensions which correlate negatively are shown (<=-.40). So, in this example, there are no other dimensions which are commonly negatively related to Analytical. "Moderately likely to be low on..." is based on correlations between -.30 and -.40

Note. This is based on N=10,953. See appendix F - Matrix 9.

Motive-Talent Splits indicates whether it is a common or relatively rare occurrence for a person to have a Motive-Talent split on this dimension

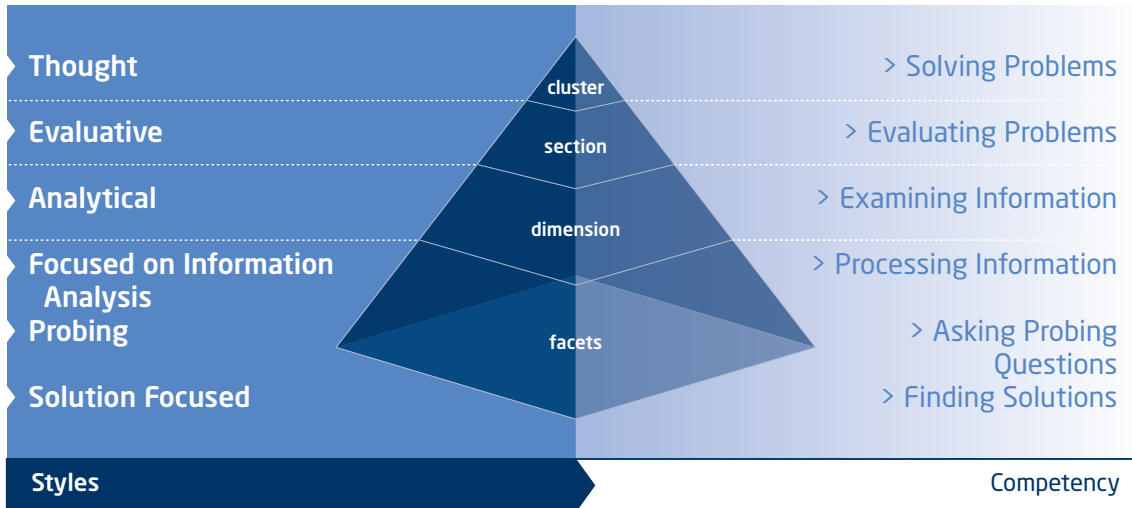So, in this example, it is more common for individuals to get a motive-talent split on Analytical

Normative-Ipsative Splits indicates whether it is a common or relatively rare occurrence for a person to have a Normative-Ipsative split on this dimension

So, in this example, it is common for individuals to get a normative-ipsative split on Analytical

Styles dimensions which correlate positively are shown (>=.30 and <.40). So, in this example, individuals who score highly on Analytical are also moderately likely to be high on the dimensions "Learning Oriented, Factual and Inventive"

⚠ **When a scale appears here it indicates, for example, that an individual high on Analytical is likely to be low on this other scale identified**

Facet Range indicates how common it is for an individual to show a facet range on this dimension

Facet ranges occur when a person's scores on the three facets which make up the dimension show more than three stens' difference. In this example, for an individual to have scores varying by more than 3 stens on 'Focused on Information Analysis,' 'Probing' and 'Solution Focused' (the three facets making up Analytical) is a relatively frequent occurrence

49

Analytical

Styles		Competency
Thought	cluster	> Solving Problems
Evaluative	section	> Evaluating Problems
Analytical	dimension	> Examining Information
Focused on Information Analysis		> Processing Information
Probing	facets	> Asking Probing Questions
Solution Focused		> Finding Solutions

HIGH SCORERS: see problem solving as one of their strengths; enjoy, and consider themselves good at, analyzing information; see themselves as having a great deal of curiosity; are good at asking probing questions

LOW SCORERS: are not particularly concerned with solving problems; are unlikely to regard themselves as very analytical; have little curiosity; rarely ask probing questions

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Analytical*

Very likely to be high on		**Very likely to be low on**	
Rational	r= .44	None	
Moderately likely to be high on		**Moderately likely to be low on**	
Abstract	r= .39	None	
Factual	r= .38		
Learning Oriented	r= .34	**Fairly likely to be low on**	
Insightful	r= .32	None	
Fairly likely to be high on			
Inventive	r= .26		
Challenging	r= .24		
Meticulous	r= .23		
Convincing	r= .23		
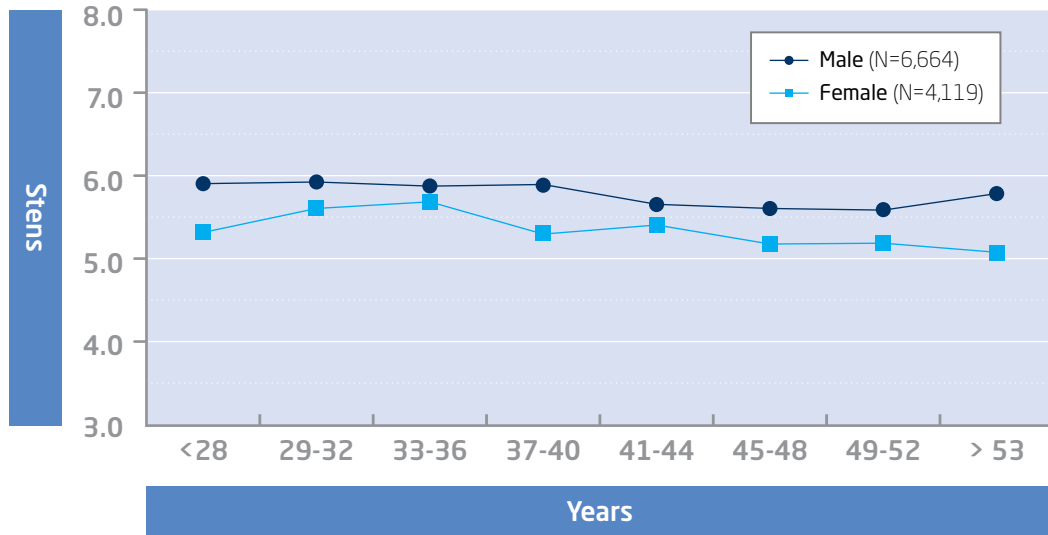
Analytical

Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	More common	Frequent

USAGE OF ANALYTICAL IN REPORTS

	Types:	Task; Thought
	Team Roles:	Analyst
	Leadership:	Intellectual
	Reflections:	Skeptical (- Impressionable)
	Entrepreneurial:	Creating Superior Opportunities
	Sales:	Expert Analyst

Factual

Styles	Competency
Thought	> Solving Problems
Evaluative	> Evaluating Problems
Factual	> Documenting Facts
Focused on Written Communication	> Writing Fluently
Logical	> Understanding Logical Arguments
Fact Finding	> Finding Facts

cluster
section
dimension
facets
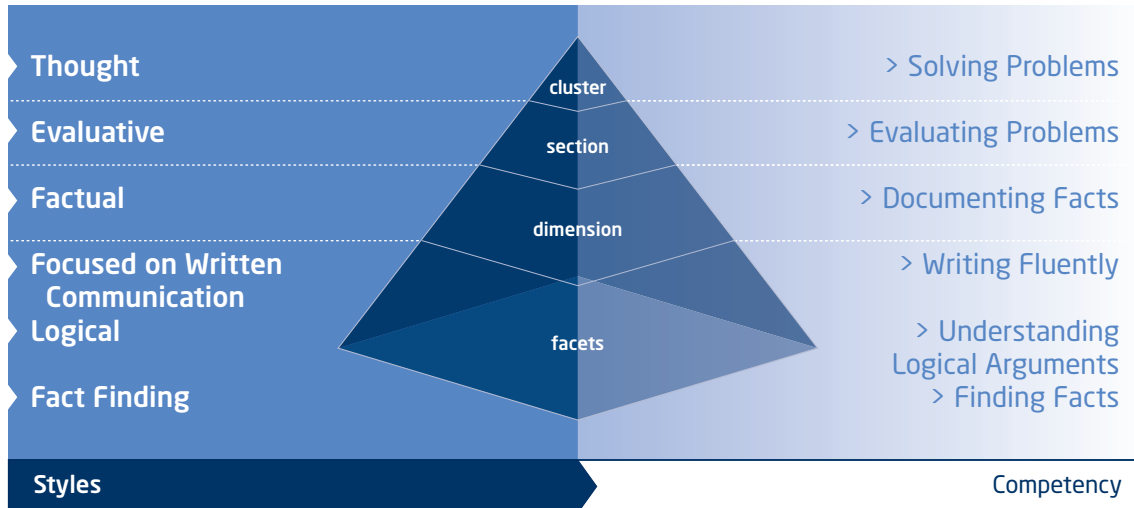
HIGH SCORERS: consider that they communicate well in writing; readily understand the logic behind an argument; go to some lengths to ensure that they have all the relevant facts

LOW SCORERS: tend not to communicate well in writing; show less need than most people to understand the logic behind an argument; are happy to work without full information

MID SCORES: can represent *either* an average score on all three facets a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Factual*

Very likely to be high on		Very likely to be low on	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
Analytical	r= .38	None	
Meticulous	r= .35		
Abstract	r= .33	**Fairly likely to be low on**	
Fairly likely to be high on		None	
Learning Oriented	r= .27		
Rational	r= .25		
Organized	r= .22		
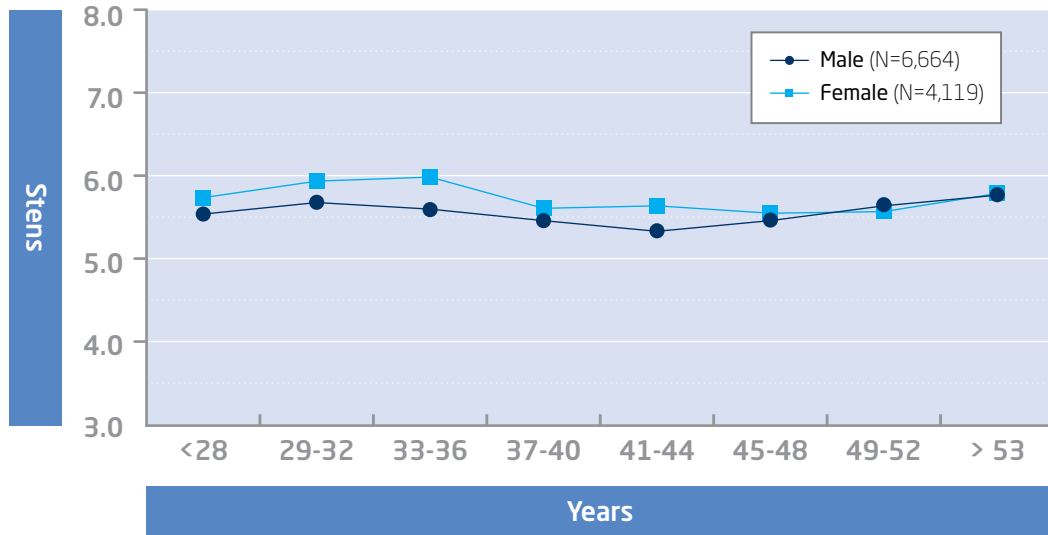
Factual

Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	More common	Frequent

USAGE OF FACTUAL IN REPORTS

	Types:	Task; Thought
	Team Roles:	Analyst
	Leadership:	Intellectual
	Reflections:	Skeptical (- Impressionable); Particular (- Broadminded)
	Entrepreneurial:	None
	Sales:	Expert Analyst

Rational

Styles		Competency
Thought	cluster	> Solving Problems
Evaluative	section	> Evaluating Problems
Rational	dimension	> Interpreting Data
Data Oriented		> Quantifying Issues
Technology Aware	facets	> Applying Technology
Objective		> Evaluating Information Objectively
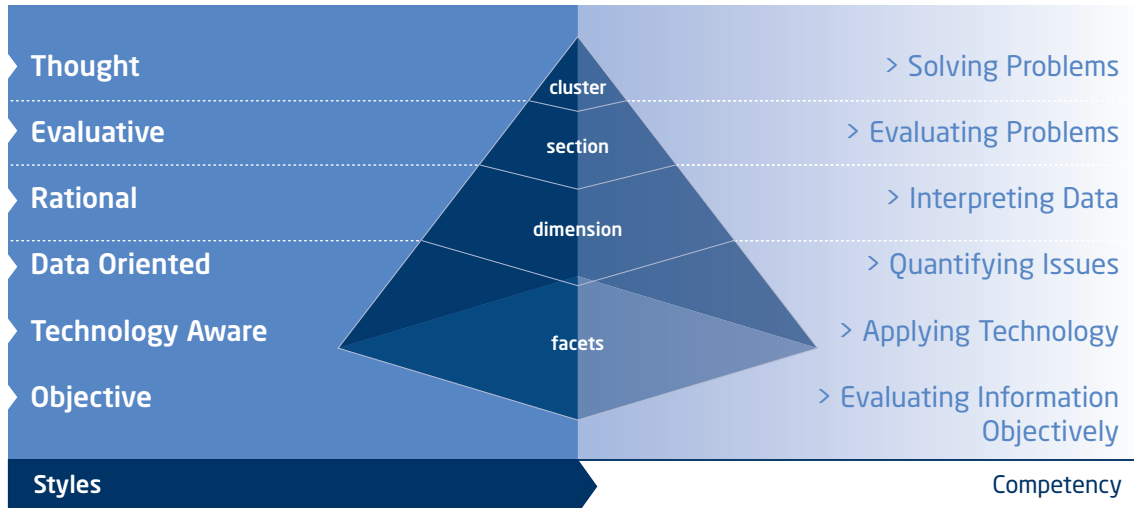
HIGH SCORERS: are very comfortable working with numerical data; are interested, and regard themselves as well versed in information technology; rely heavily on facts and hard, objective data in making decisions

LOW SCORERS: are less comfortable working with numerical data; do not consider using information technology to be one of their strengths; recognize that their decisions are seldom based solely on hard, objective facts

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Rational*

Very likely to be high on		**Very likely to be low on**	
Analytical	r = .44	None	
Moderately likely to be high on		**Moderately likely to be low on**	
None		None	
Fairly likely to be high on		**Fairly likely to be low on**	
Abstract	r= .26	Empowering	r= -.24
Meticulous	r= .26	Attentive	r= -.24
Factual	r= .25	Interactive	r= -.20
Practically Minded	r= .22		
Reliable	r= .22		
Conforming	r= .22		
Learning Oriented	r= .21		

Rational
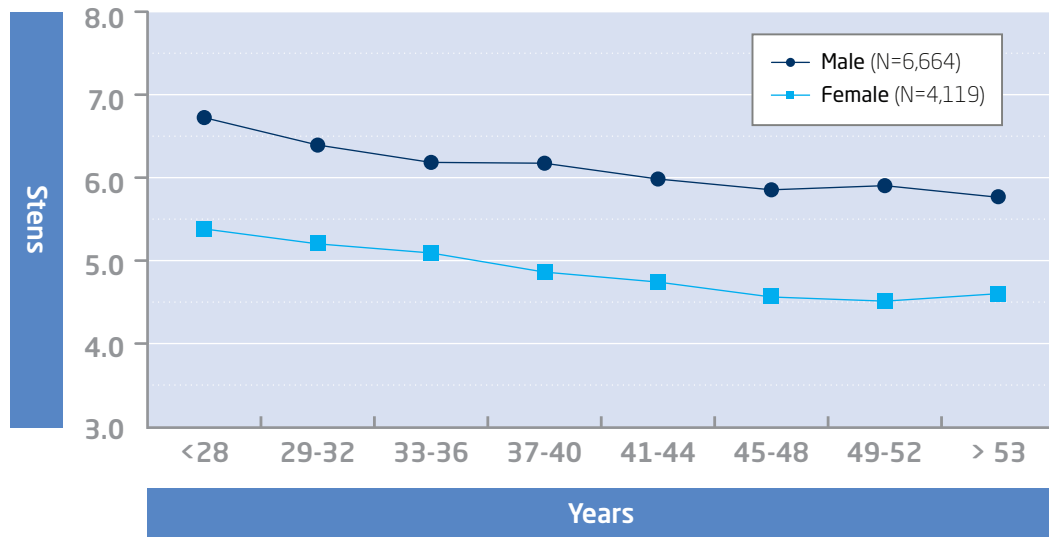
Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Frequent

USAGE OF RATIONAL IN REPORTS

	Types:	Task; Thought
	Team Roles:	Analyst
	Leadership:	Intellectual
	Reflections:	Skeptical (- Impressionable); Cautious (- Daring)
	Entrepreneurial:	Creating Superior Opportunities
	Sales:	Expert Analyst

Learning Oriented

Styles		Competency
Thought	cluster	> Solving Problems
Investigative	section	> Investigating Issues
Learning Oriented	dimension	> Developing Expertise
Open to Learning		> Taking up Learning Opportunities
Quick Learning	facets	> Acquiring Knowledge and Skills
Prefers Learning by Reading		> Updating Specialist Knowledge
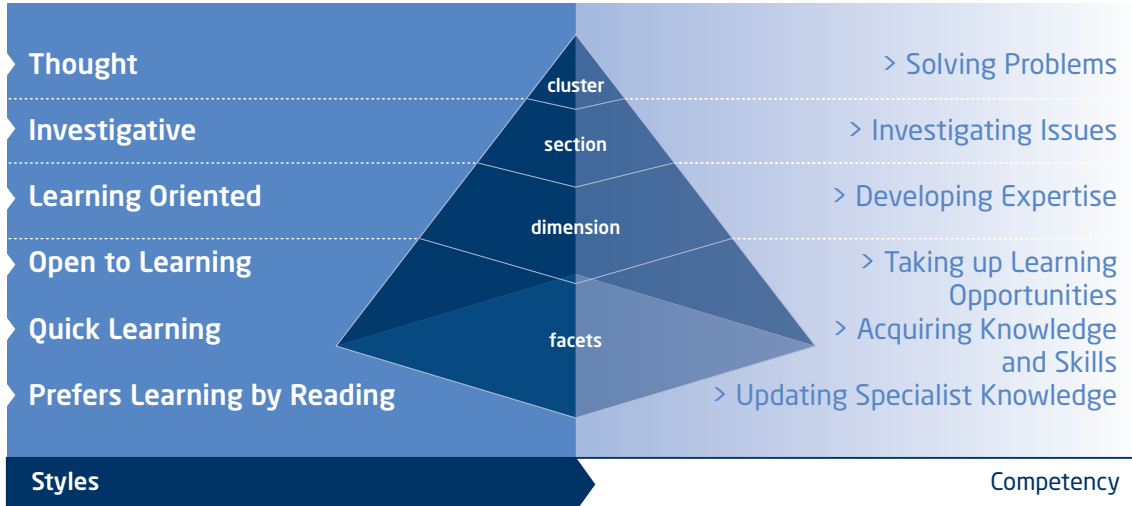
HIGH SCORERS: are motivated by, and actively seek opportunities for learning new things; enjoy, and believe they learn a great deal through reading; consider themselves to be very quick learners

LOW SCORERS: are less motivated by, and are unlikely to actively seek, opportunities for learning; consider that they learn relatively little through reading; take time to learn

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Learning Oriented*

Very likely to be high on		**Very likely to be low on**	
Abstract	r= .43	None	
Moderately likely to be high on		**Moderately likely to be low on**	
Analytical	r= .34	None	
Fairly likely to be high on		**Fairly likely to be low on**	
Factual	r= .27	None	
Rational	r= .21		
Change Oriented	r= .20		
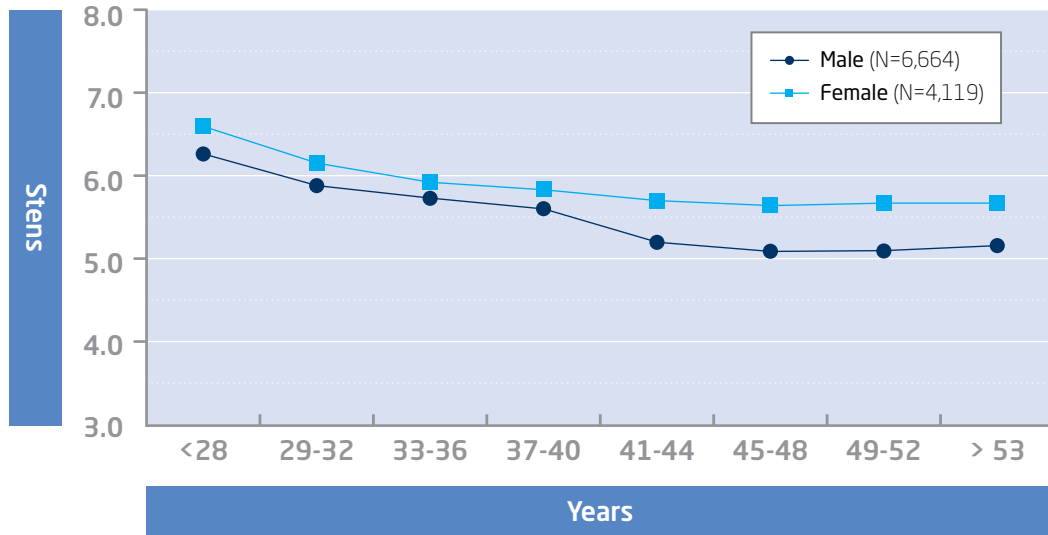
Learning Oriented

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Frequent

USAGE OF LEARNING ORIENTED IN REPORTS

	Types:	Task; Thought
	Team Roles:	None
	Leadership:	Technical
	Reflections:	Reflective (- Impulsive)
	Entrepreneurial:	Building Capability
	Sales:	Expert Analyst

Practically Minded

Styles		Competency
Thought	cluster	> Solving Problems
Investigative	section	> Investigating Issues
Practically Minded	dimension	> Adopting Practical Approaches
Practical		> Applying Practical Skills
Prefers Learning by Doing	facets	> Learning by Doing
Common Sense Focused		> Applying Common Sense
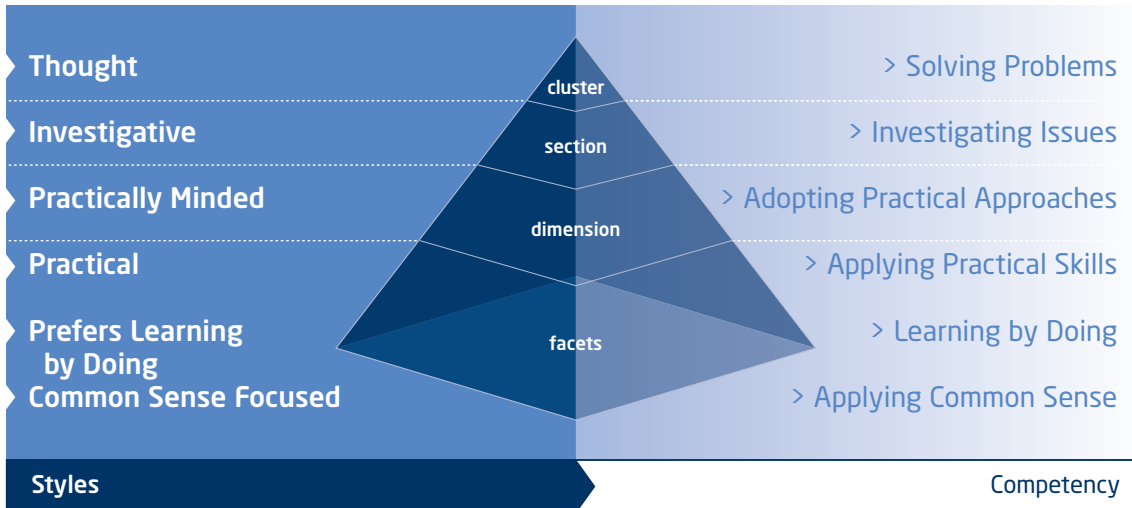
HIGH SCORERS: are very oriented towards practical work; enjoy, and consider themselves good at, practical tasks; much prefer to learn by doing; like to apply common sense

LOW SCORERS: avoid practical work where possible; tend not to favor learning by doing; recognize that they do not always show common sense

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Practically Minded*

Very likely to be high on		**Very likely to be low on**	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
None		None	
Fairly likely to be high on		**Fairly likely to be low on**	
Conforming	r= .26	Strategic	r= -.24
Rational	r= .22		
Reliable	r= .21		
Meticulous	r= .20		
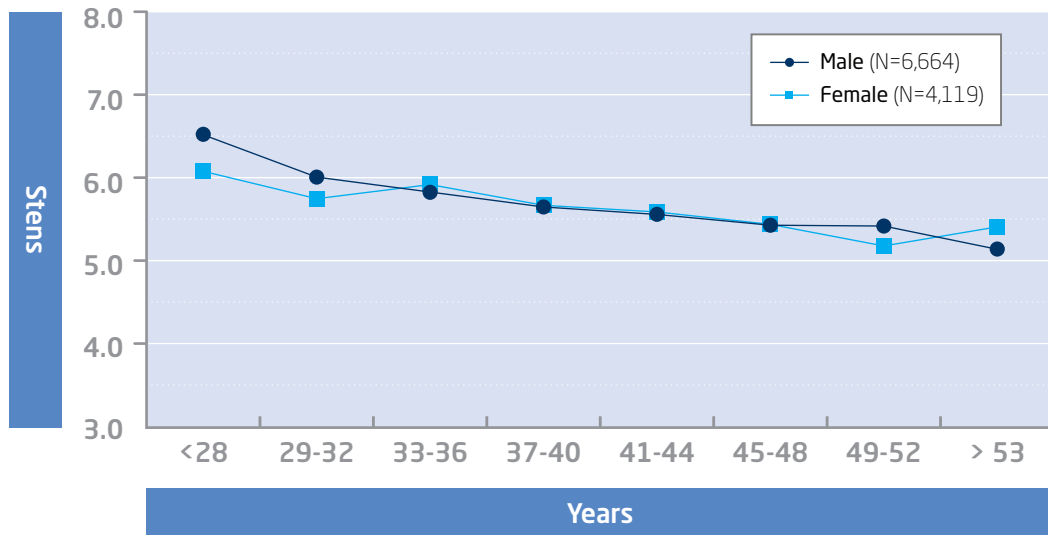
Practically Minded

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Moderately common	Frequent

USAGE OF PRACTICALLY MINDED IN REPORTS

	Types:	Task; Thought
	Team Roles:	Analyst
	Leadership:	Technical
	Reflections:	Task-Immersed (- Socially-Immersed)
	Entrepreneurial:	Seeking Possibilities; Building Capabilites
	Sales:	None

Insightful

Styles		Competency
Thought	cluster	> Solving Problems
Investigative	section	> Investigating Issues
Insightful	dimension	> Providing Insights
Focused on Improving Things		> Continuously Improving Things
Discerning	facets	> Identifying Key Issues
Intuitive		> Making Intuitive Judgements
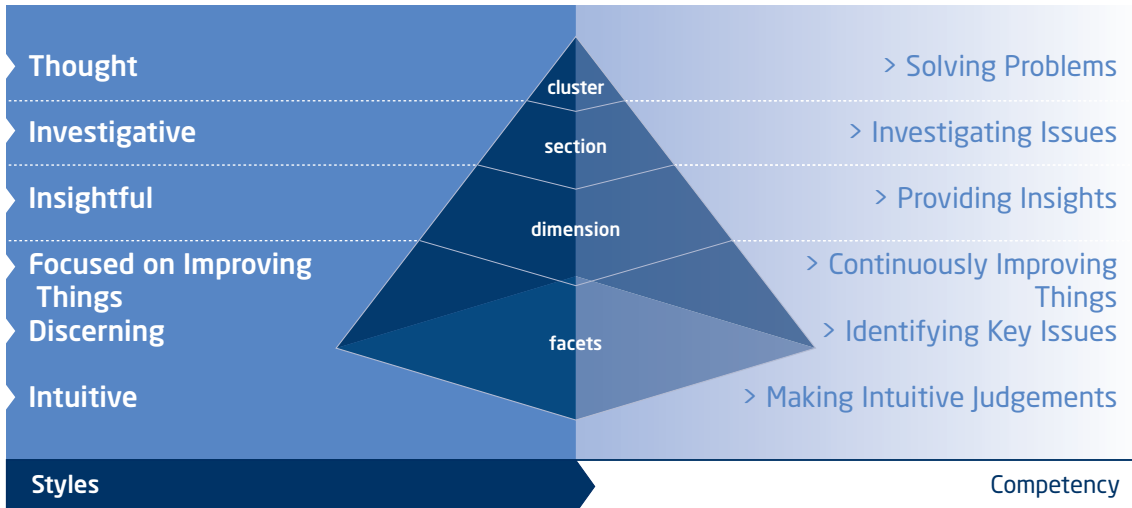
HIGH SCORERS: consider themselves very quick at getting to the core of a problem; have a constant need to improve things and believe they are good at identifying ways in which things can be improved; very much trust their intuition about whether things will work

LOW SCORERS: take time to get to the core of a problem; seldom identify ways in which things can be improved; tend to accept things as they are; rarely rely on intuition to guide their judgments

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Insightful*

Very likely to be high on		**Very likely to be low on**	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
Dynamic	r= .35	None	
Purposeful	r= .33		
Strategic	r= .32	**Fairly likely to be low on**	
Inventive	r= .32	None	
Analytical	r= .32		
Fairly likely to be high on			
Change Oriented	r= .22		
Convincing	r= .21		
Directing	r= .21		
Striving	r= .21		

Insightful

Male (N=6,664)
Female (N=4,119)
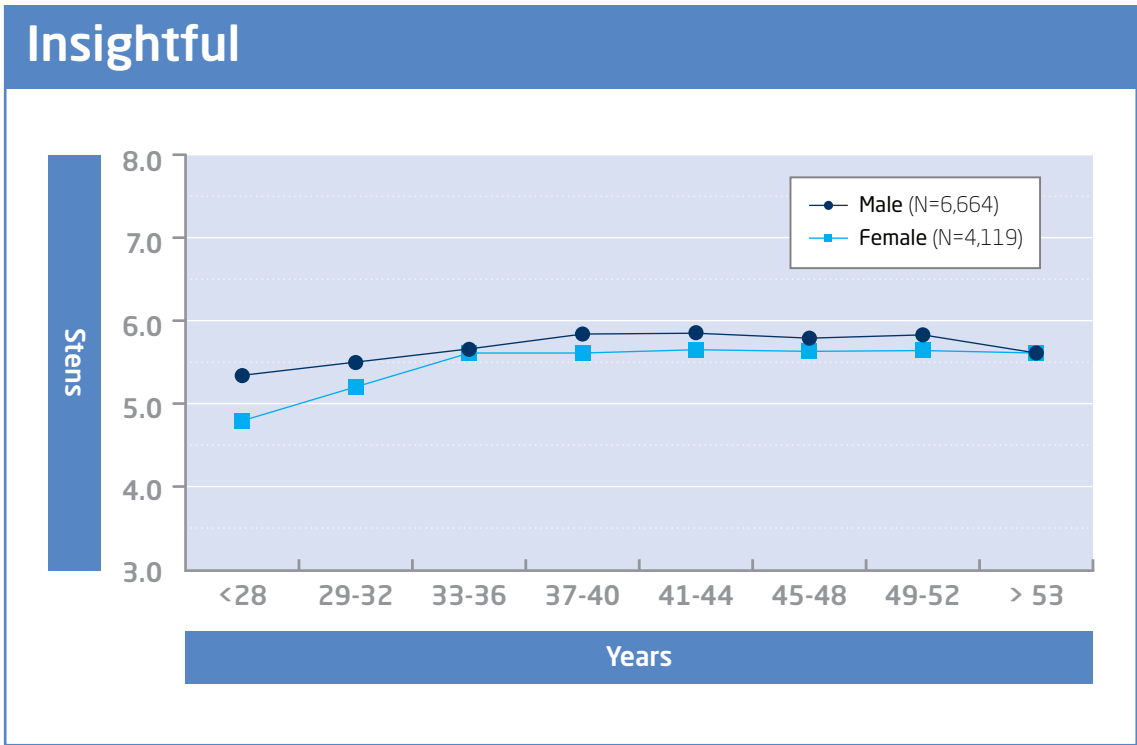
There is a high average self-rating on Insightful. This indicates that in general this is seen as a particularly desirable characteristic. As the results are relative, please bear in mind that that some people may be surprised at scoring as low in this area as their profile indicates as many people consider themselves to be highly Insightful.

Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	More common	Frequent

USAGE OF INSIGHTFUL IN REPORTS

	Types:	Task; Thought
	Team Roles:	Innovator
	Leadership:	Intellectual
	Reflections:	Broadminded (- Particular)
	Entrepreneurial:	Building Capability; Seeking Possibilities
	Sales:	Strategist

61

Inventive

Thought	cluster	> Solving Problems
Imaginative	section	> Creating Innovation
Inventive	dimension	> Generating Ideas
Creative		> Producing Ideas
Original	facets	> Inventing Approaches
Radical		> Adopting Radical Solutions
Styles		Competency
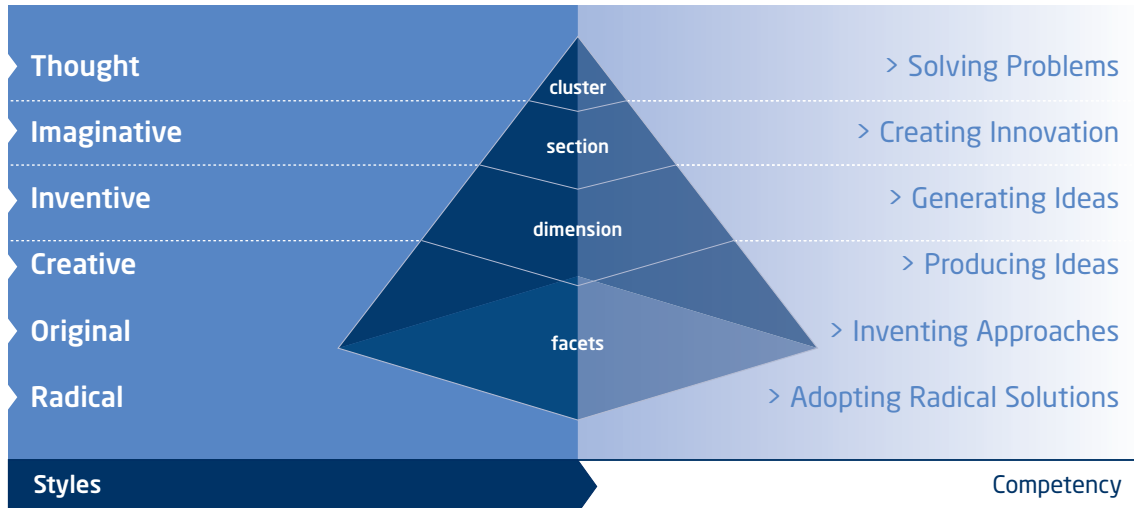
HIGH SCORERS: are fluent in generating ideas, produce lots of ideas; are confident in their ability to generate unusual ideas; favor radical solutions to problems; very much enjoy the creative process

LOW SCORERS: do not regard themselves as creative; generate few ideas; seldom come up with original ideas; favor conventional solutions to problems; are less likely to enjoy the creative process

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Inventive*

Very likely to be high on		**Very likely to be low on**	
Strategic	r= .50	Conforming	r= -.43
Moderately likely to be high on		**Moderately likely to be low on**	
Abstract	r= .39	None	
Change Oriented	r= .36		
Dynamic	r= .33	**Fairly likely to be low on**	
Insightful	r= .32	Organized	r= -.24
Purposeful	r= .31	Reliable	r= -.23
Fairly likely to be high on			
Empowering	r= .29		
Convincing	r= .29		
Enterprising	r= .29		
Analytical	r= .26		
Striving	r= .24		
Challenging	r= .21		
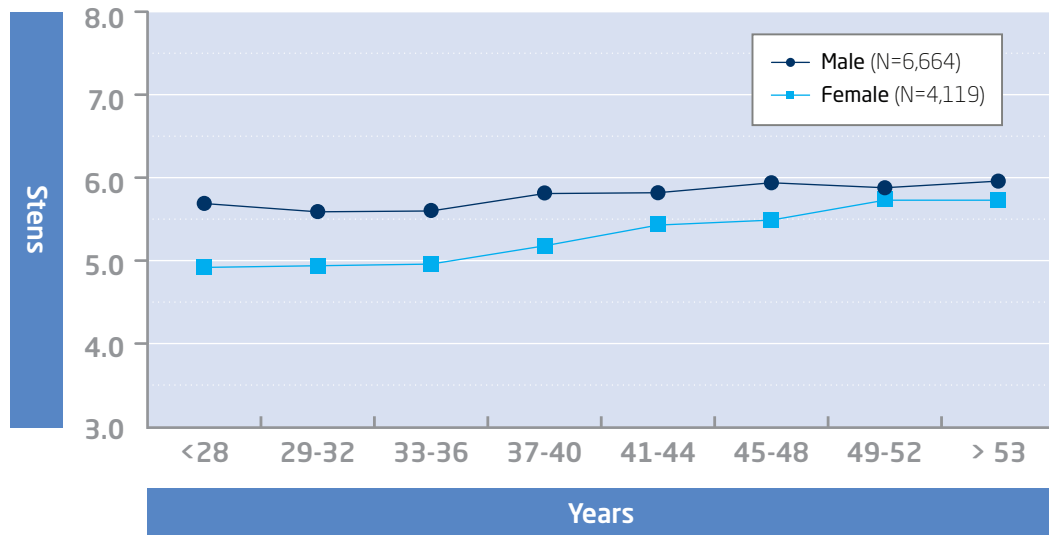
Inventive

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Less usual

USAGE OF INVENTIVE IN REPORTS

	Types:	Task; Thought
	Team Roles:	Innovator
	Leadership:	Visionary
	Reflections:	Daring (- Cautious)
	Entrepreneurial:	Seeking Possibilities
	Sales:	Strategist

Abstract

Thought	cluster	> Solving Problems
Imaginative	section	> Creating Innovation
Abstract	dimension	> Exploring Possibilities
Conceptual		> Developing Concepts
Theoretical	facets	> Applying Theories
Prefers Learning by Thinking		> Identifying Underlying Principles
Styles		Competency
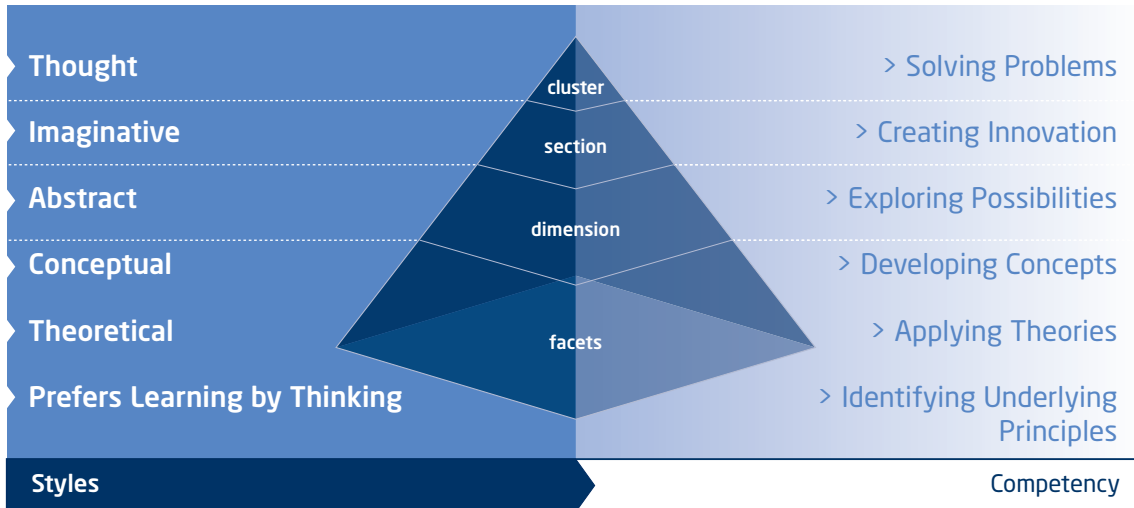
HIGH SCORERS: enjoy thinking about and developing concepts; develop concepts well; apply theories a lot; like applying theories and believe they do this effectively; need to understand the underlying principles to learn effectively

LOW SCORERS: have little interest in thinking about or developing concepts; are not interested in applying theories; do not need to understand the underlying principles to learn effectively

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Abstract*

Very likely to be high on		**Very likely to be low on**	
Learning Oriented	r=.43	None	
Moderately likely to be high on		**Moderately likely to be low on**	
Analytical	r= .39	None	
Inventive	r= .39		
Strategic	r= .35	**Fairly likely to be low on**	
Factual	r= .33	Engaging	r= -.21
Fairly likely to be high on			
Rational	r= .26		

Abstract

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Moderately common	Common

USAGE OF ABSTRACT IN REPORTS

	Types:	Task; Thought
	Team Roles:	Analyst
	Leadership:	None
	Reflections:	Reflective (- Impulsive)
	Entrepreneurial:	Creating Superior Opportunities
	Sales:	Strategist

Strategic

Thought	> Solving Problems
Imaginative	> Creating Innovation
Strategic	> Developing Strategies
Focused on Strategy	> Forming Strategies
Forward Thinking	> Anticipating Trends
Visionary	> Envisaging the Future
Styles	Competency

cluster / section / dimension / facets
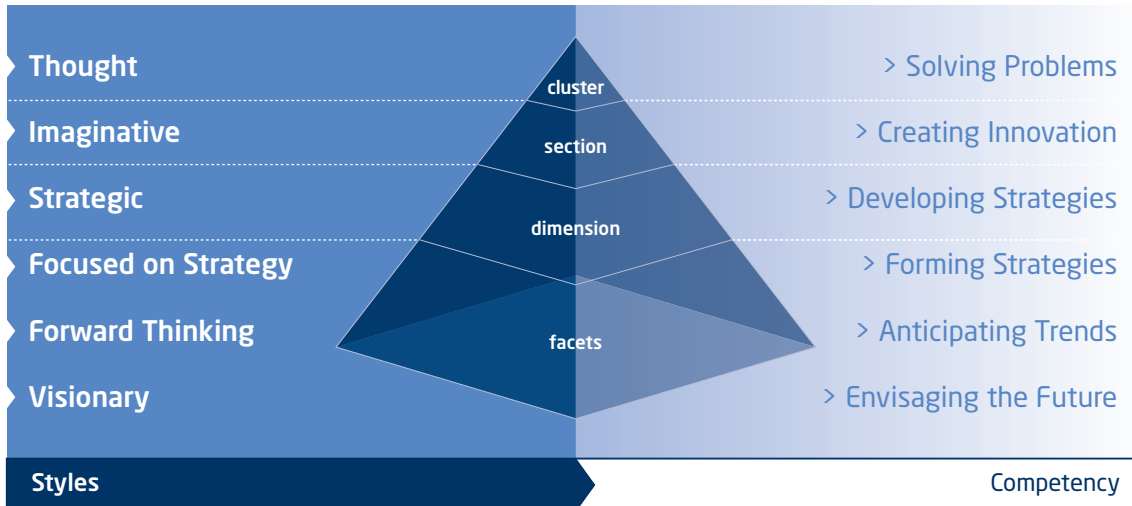
HIGH SCORERS: are good at developing effective strategies and derive real satisfaction from this; need to have, and feel able to create, an inspiring vision for the future; think long term; are likely to be seen as visionary

LOW SCORERS: show limited interest in developing strategies and do not regard this as their strong point; have some difficulty creating an inspiring vision for the future; take a relatively short term view and prefer to concentrate on the here and now

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Strategic*

Very likely to be high on

Inventive	r= .50
Empowering	r= .44

Moderately likely to be high on

Change Oriented	r= .39
Dynamic	r= .36
Abstract	r= .35
Striving	r= .33
Directing	r= .33
Enterprising	r= .33
Insightful	r= .32
Convincing	r= .31

Fairly likely to be high on

Purposeful	r= .28
Articulate	r= .23
Composed	r= .20

Very likely to be low on

None

Moderately likely to be low on

Conforming	r= -.35

Fairly likely to be low on

Practically Minded	r= -.24

Strategic
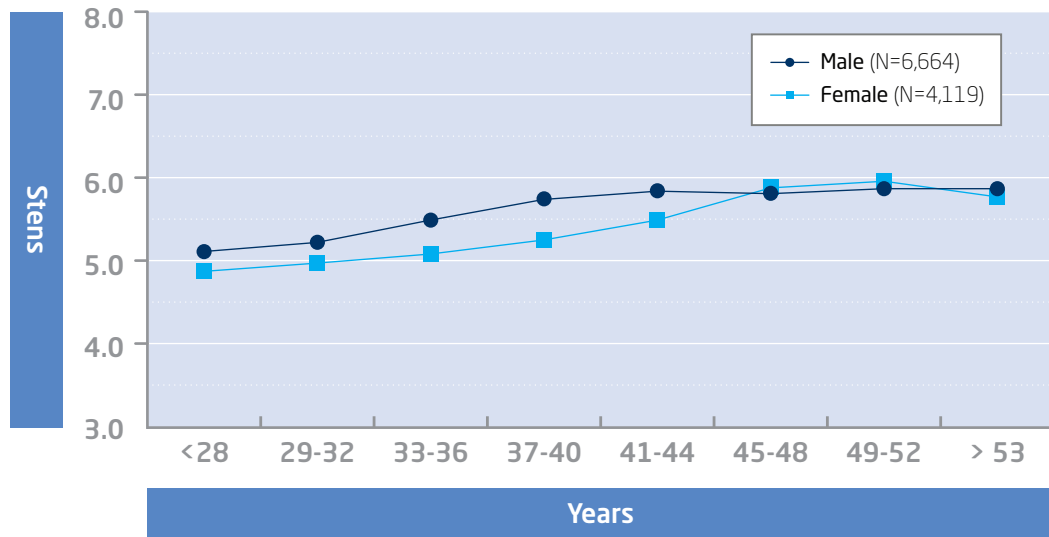
Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	Moderately common	Common

USAGE OF STRATEGIC IN REPORTS

	Types:	Task; Thought
	Team Roles:	Innovator
	Leadership:	Strategic Planner; Visionary
	Reflections:	Reflective (- Impulsive); Broadminded (- Particular)
	Entrepreneurial:	Seeking Possibilites; Getting in the Zone
	Sales:	Straegist

Interactive

Influence	> Influencing People
Sociable	> Building Relationships
Interactive	> Interacting with People
Lively	> Projecting Enthusiasm
Talkative	> Making Contact
Focused on Networking	> Networking
Styles	Competency

cluster
section
dimension
facets
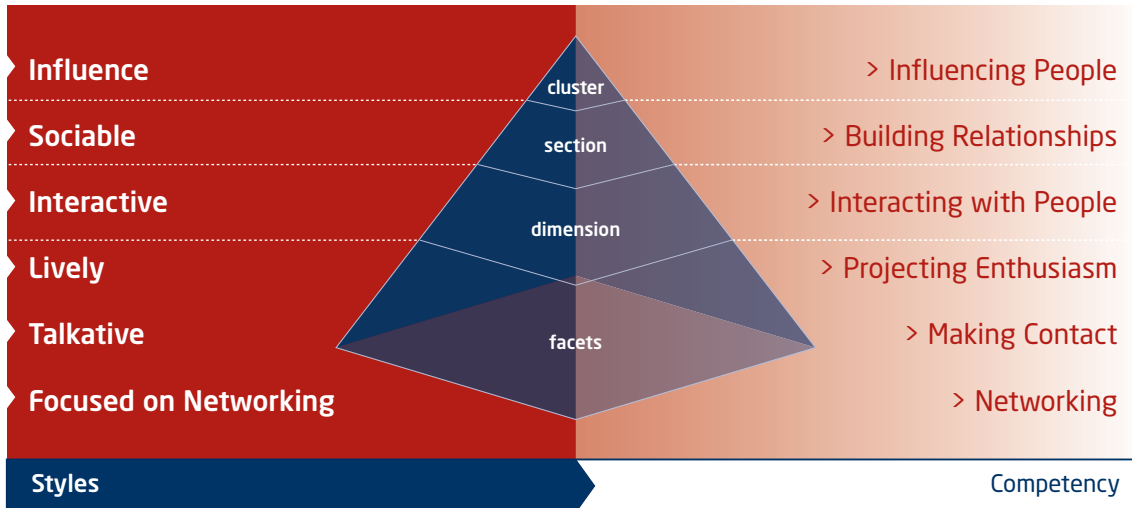
HIGH SCORERS: attach a high degree of importance to networking and believe they network very well; are extremely talkative; consider themselves to be very lively

LOW SCORERS: attach little importance to networking; spend little time networking; are very quiet; see themselves as less lively than most people

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Interactive*

Very likely to be high on		**Very likely to be low on**	
Engaging	r= .51	None	
Moderately likely to be high on		**Moderately likely to be low on**	
Self-promoting	r= .39	None	
Articulate	r= .38		
Fairly likely to be high on		**Fairly likely to be low on**	
Dynamic	r= .29	Rational	r= -.20
Positive	r= .28		
Enterprising	r= .27		
Empowering	r= .24		
Directing	r= .20		
Convincing	r= .20		

INTERACTIVE

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Frequent

USAGE OF INTERACTIVE IN REPORTS

Types:	People; Influence
Team Roles:	Relator
Leadership:	Networker
Reflections:	Socially-Immersed (- Task-Immersed)
Entrepreneurial:	Opening up to the World
Sales:	Relationship Builder

Engaging

Styles		Competency
Influence	cluster	> Influencing People
Sociable	section	> Building Relationships
Engaging	dimension	> Establishing Rapport
Rapport Focused		> Putting People at Ease
Initial Impression Oriented	facets	> Welcoming People
Friendship Seeking		> Making Friends
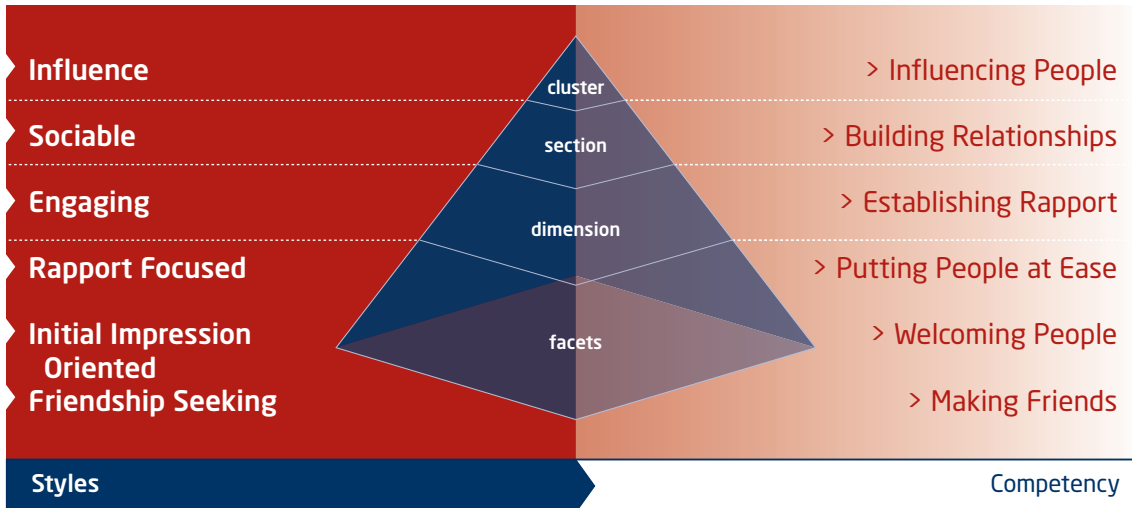
HIGH SCORERS: very quickly establish rapport with people; like making new friends and find making friends easy; attach importance to, and believe they are effective in making a good first impression

LOW SCORERS: can take considerable time to establish rapport with people; have limited interest in making new friends; are unlikely to make strong first impression

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Engaging*

Very likely to be high on

Interactive	r= .51

Moderately likely to be high on

Articulate	r= .37
Positive	r= .30

Fairly likely to be high on

Self-promoting	r= .24
Resolving	r= .23
Attentive	r= .23
Involving	r= .23
Accepting	r= .20

Very likely to be low on

None

Moderately likely to be low on

None

Fairly likely to be low on

Abstract	r= -.21

Engaging
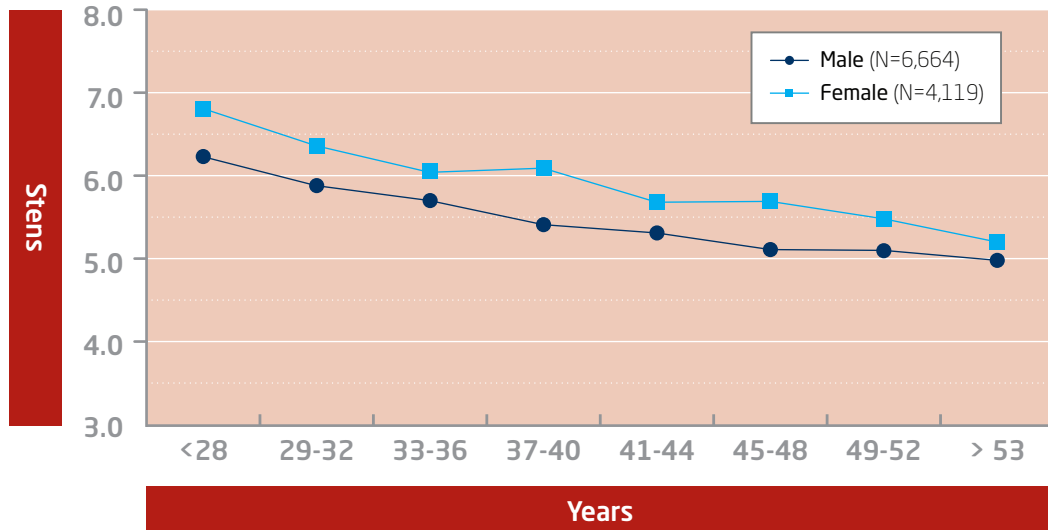
Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	Less common	Common

USAGE OF ENGAGING IN REPORTS

	Types:	People; Influence
	Team Roles:	Supporter
	Leadership:	Networker
	Reflections:	Socially-Immersed (- Task-Immersed)
	Entrepreneurial:	None
	Sales:	Negotiator

Self-promoting

Influence	cluster	> Influencing People
Sociable	section	> Building Relationships
Self-promoting	dimension	> Impressing People
Attention Seeking		> Attracting Attention
Immodest	facets	> Promoting Personal Achievements
Praise Seeking		> Gaining Recognition
Styles		Competency
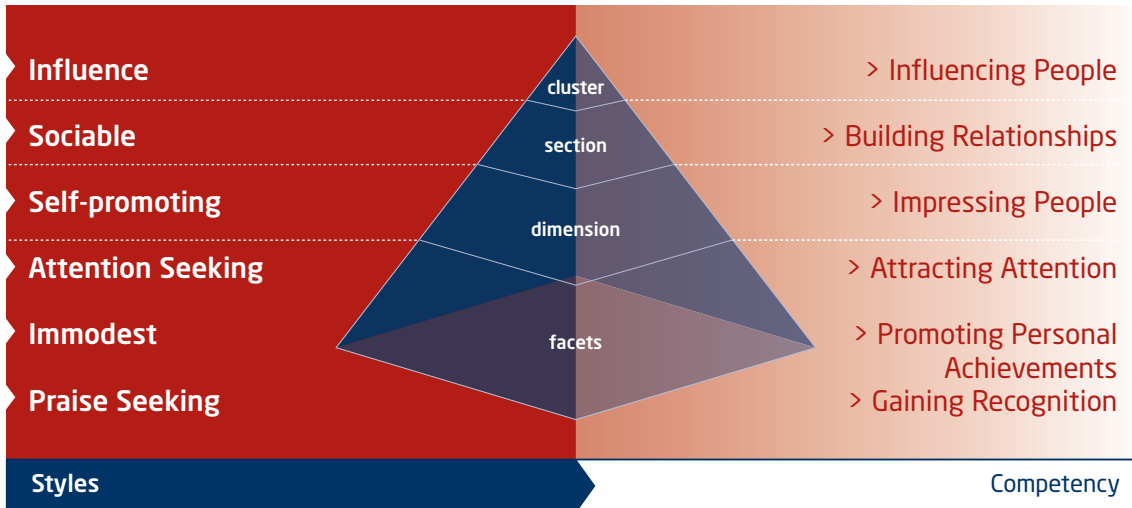
HIGH SCORERS: want people to know about their successes and go to some lengths to bring their achievements to others' attention; like to be, and often find themselves, the center of attention; have a strong need for praise and seek praise when they have done well

LOW SCORERS: are reserved about their achievements and rarely bring them to people's attention; dislike and avoid, becoming the center of attention; seldom look for praise, even when they have done very well

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Self-promoting*

Very likely to be high on		Very likely to be low on	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
Interactive	r= .39	None	
Enterprising	r= .30		
Fairly likely to be high on		**Fairly likely to be low on**	
Convincing	r= .27	Principled	r= -.25
Self-assured	r= .25		
Engaging	r= .24		
Challenging	r= .23		
Dynamic	r= .22		
Directing	r= .21		
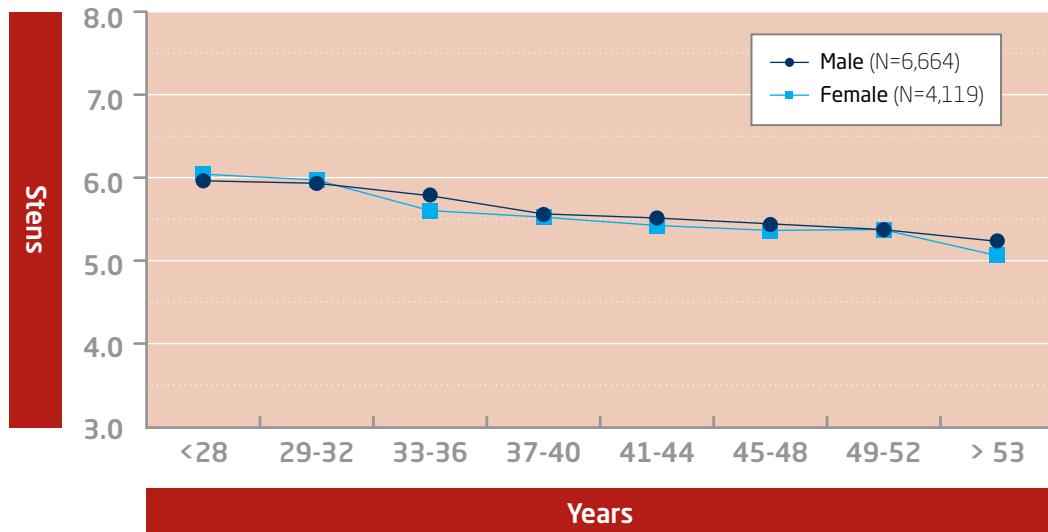
Self-promoting

Note: There is a low average self-rating on Self-promoting. This indicates that in general this is not seen as a particularly desirable characteristic. As the results are relative, please bear in mind that some people may be surprised at scoring as high in this area as their profile indicates.

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Less common	Common

USAGE OF ABSTRACT IN REPORTS

	Types:	People; Influence
	Team Roles:	Relator
	Leadership:	None
	Reflections:	Socially-Immersed (- Task-Immersed); Self-Focused (- Focused on Others)
	Entrepreneurial:	Opening up to the World
	Sales:	Persuader

Convincing

Styles		Competency
Influence	cluster	> Influencing People
Impactful	section	> Communicating Information
Convincing	dimension	> Convincing People
Persuasive		> Persuading Others
Outspoken	facets	> Shaping Opinions
Negotiative		> Negotiating
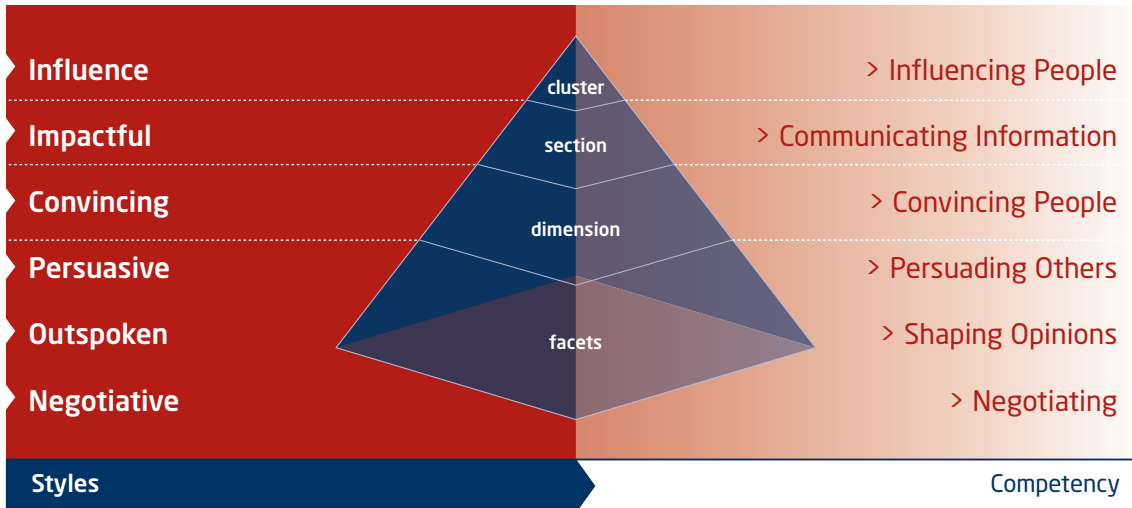
HIGH SCORERS: are eager to bring people round to their point of view and see themselves as very persuasive; are eager to get the best deal and believe they negotiate well; are determined to make people listen to their views and put their point across forcibly

LOW SCORERS: consider themselves to be less persuasive; do not consider themselves strong at negotiation; are less forceful in putting their points across

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Convincing*

Very likely to be high on		Very likely to be low on	
Enterprising	r= .48	None	
Challenging	r= .46		
Purposeful	r= .41	**Moderately likely to be low on**	
Directing	r= .40	None	
Moderately likely to be high on		**Fairly likely to be low on**	
Striving	r= .36	Accepting	r= -.27
Dynamic	r= .33	Conforming	r= -.20
Strategic	r= .31		
Fairly likely to be high on			
Inventive	r= .29		
Empowering	r= .29		
Self-promoting	r= .27		
Analytical	r= .23		
Insightful	r= .21		
Articulate	r= .21		
Interactive	r= .20		

Convincing

Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	More common	Common

USAGE OF CONVINCING IN REPORTS

Types:	People; Influencing
Team Roles:	None
Leadership:	Persuader
Reflections:	Outspoken (- Obliging); Self-Focused (- Focused on Others)
Entrepreneurial:	Opening up to the World; Getting in the Zone
Sales:	Persuader; Negotiator

Articulate

Styles	Competency
Influence	> Influencing People
Impactful	> Communicating Information
Articulate	> Articulating Information
Presentation Oriented	> Giving Presentations
Eloquent	> Explaining Things
Socially Confident	> Projecting Social Confidence

(Pyramid diagram labels: cluster, section, dimension, facets)
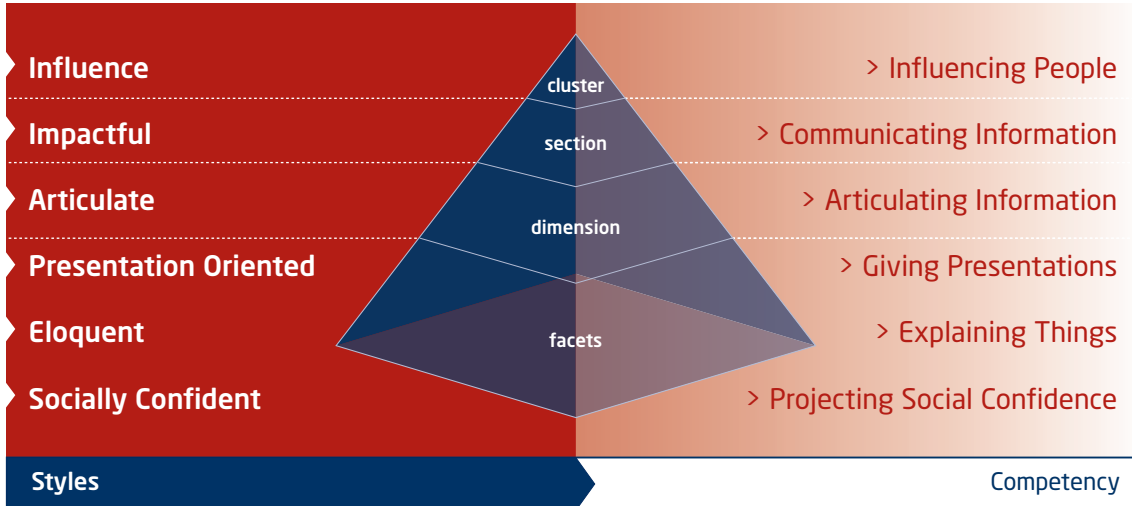
HIGH SCORERS: enjoy, and believe they are good at, giving presentations; enjoy explaining things and consider that they do this well; enjoy meeting and are confident with new people

LOW SCORERS: tend to avoid giving presentations; do not enjoy, nor consider themselves effective at, explaining things; lack confidence when meeting and mixing with new people

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Articulate*

Very likely to be high on		**Very likely to be low on**	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
Interactive	r= .38	None	
Engaging	r= .37		
Empowering	r= .35	**Fairly likely to be low on**	
Composed	r= .31	Conforming	r= -.20
Fairly likely to be high on			
Directing	r= .23		
Strategic	r= .23		
Convincing	r= .21		
Enterprising	r= .21		
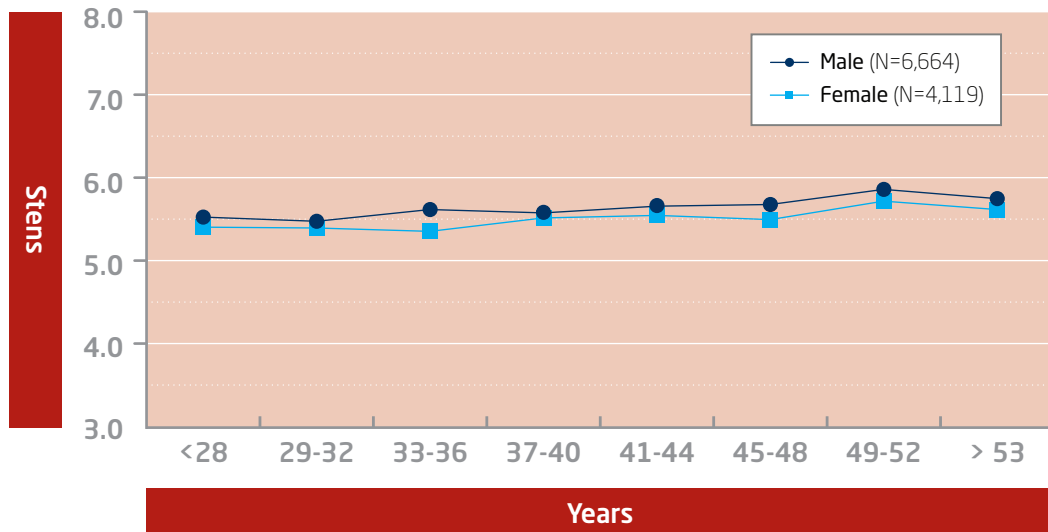
Articulate

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Less common	Frequent

USAGE OF ARTICULATE IN REPORTS

	Types:	People; Influence
	Team Roles:	Relator
	Leadership:	Persuader
	Reflections:	Outspoken (- Obliging)
	Entrepreneurial:	None
	Sales:	Persuader

Challenging

Influence	cluster	> Influencing People
Impactful	section	> Communicating Information
Challenging	dimension	> Challenging Ideas
Prepared to Disagree		> Questioning Assumptions
Challenging Views	facets	> Challenging Established Views
Argumentative		> Arguing Own Perspective
Styles		Competency
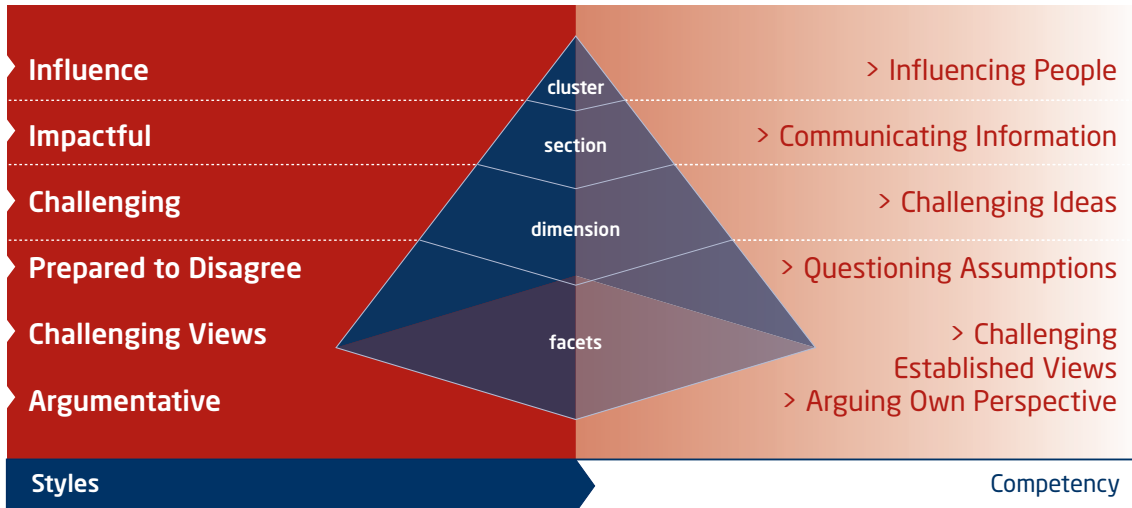
HIGH SCORERS: frequently challenge other people's ideas; want people to know when they disagree with them and are open in voicing disagreements; really enjoy arguing with people and regularly get involved in arguments

LOW SCORERS: seldom challenge other people's ideas; avoid expressing disagreements openly, preferring to keep their views to themselves; rarely get involved in arguments

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Challenging*

Very likely to be high on		**Very likely to be low on**	
Convincing	r= .46	None	
Moderately likely to be high on		**Moderately likely to be low on**	
None		None	
Fairly likely to be high on		**Fairly likely to be low on**	
Purposeful	r= .25	Accepting	r= -.22
Analytical	r= .24	Conforming	r= -.20
Self-promoting	r= .23		
Inventive	r= .21		
Dynamic	r= .20		

Challenging

Note: There is a low average self-rating on Challenging. This indicates that in general this is not seen as a particularly desirable characteristic. As the results are relative, please bear in mind that some people may be surprised at scoring as high in this area as their profile indicates.

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Less common	Common

USAGE OF CHALLENGING IN REPORTS

Types:	People; Influence
Team Roles:	None
Leadership:	Innovator
Reflections:	Outspoken (- Obliging)
Entrepreneurial:	Creating Superior Opportunities; Seeing Possibilities
Sales:	None

79

Purposeful

Styles	Competency
Influence	> Influencing People
Assertive	> Providing Leadership
Purposeful	> Making Decisions
Decisive	> Deciding on Action
Responsibility Seeking	> Assuming Responsibility
Definite	> Standing by Decisions

(pyramid diagram labeled: cluster, section, dimension, facets)
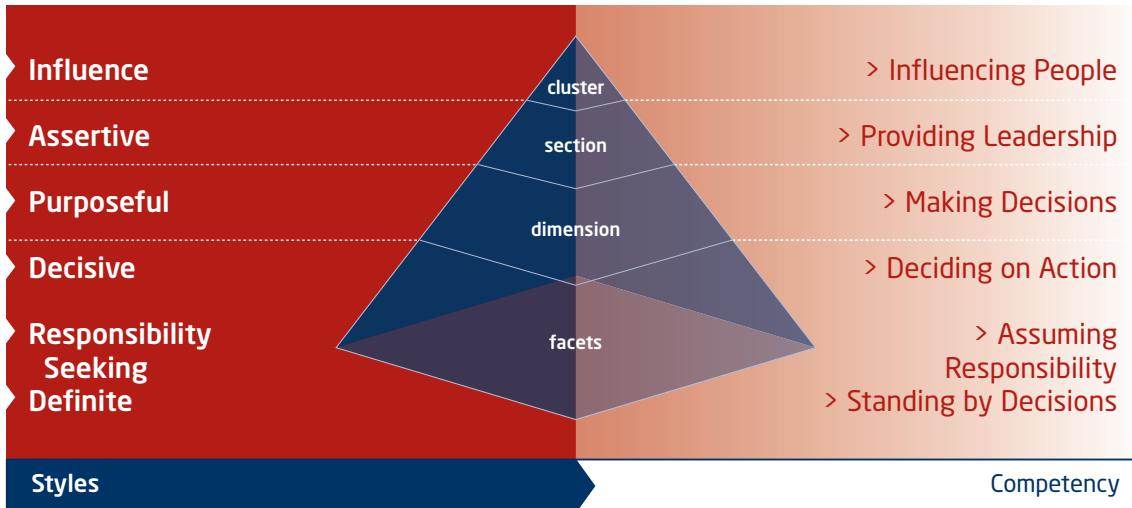
HIGH SCORERS: are very comfortable making quick decisions; relish the responsibility for, and are prepared to make, big decisions; hold definite opinions on most issues and rarely change their minds

LOW SCORERS: take their time over decision making; prefer to let others take responsibility for big decisions; hold few strong opinions and are prone to change their minds

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Purposeful*

Very likely to be high on

Directing	r= .47
Dynamic	r= .44
Convincing	r= .41

Moderately likely to be high on

Striving	r= .38
Enterprising	r= .38
Insightful	r= .33
Inventive	r= .31
Composed	r= .30

Fairly likely to be high on

Strategic	r= .28
Change Oriented	r= .28
Challenging	r= .25
Activity Oriented	r= .25
Empowering	r= .23

Very likely to be low on

None

Moderately likely to be low on

Conforming	r= -.31

Fairly likely to be low on

Involving	r= -.29
Accepting	r=- .26
Attentive	r= -.20

Purposeful
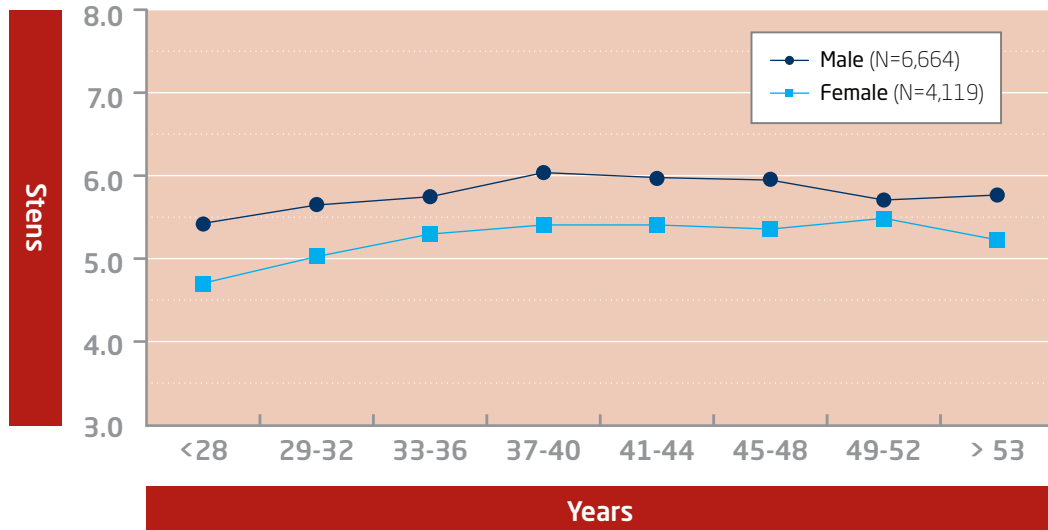
Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	Less common	Frequent

USAGE OF PURPOSEFUL IN REPORTS

	Types:	People; Influence
	Team Roles:	Assertor
	Leadership:	Consulter; Instructor
	Reflections:	Impulsive (- Reflective)
	Entrepreneurial:	Getting in the Zone; Staying in the Zone
	Sales:	Persuader

Directing

Styles		Competency
Influence	cluster	> Influencing People
Assertive	section	> Providing Leadership
Directing	dimension	> Directing People
Leadership Oriented		> Leading People
Coordinating	facets	> Coordinating Groups
Control Seeking		> Controlling Things
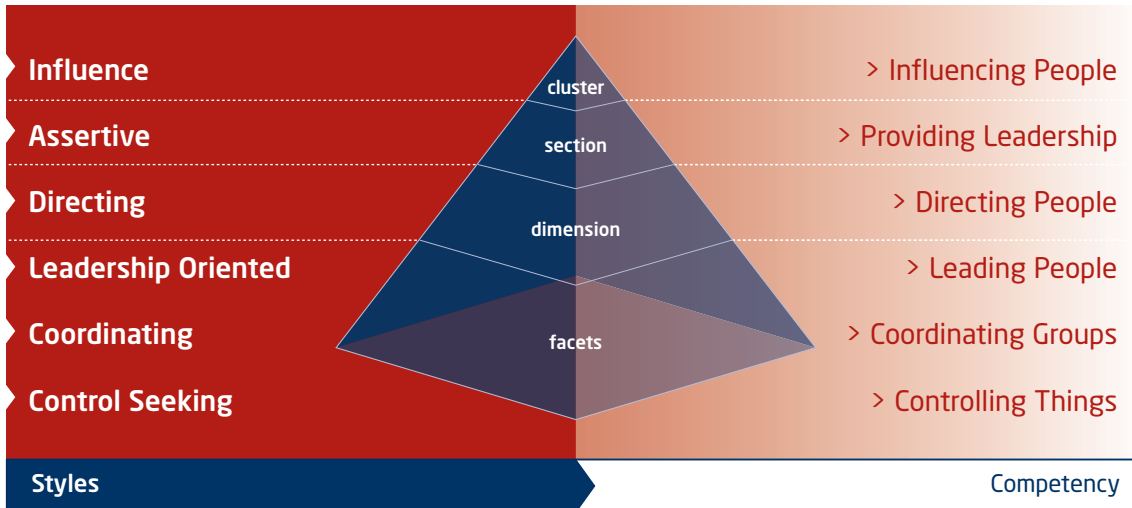
HIGH SCORERS: definitely want to take the lead and see leadership as one of their key strengths; are very much inclined to take control of things; enjoy, and believe they are good at, coordinating people

LOW SCORERS: prefer to let other people take the lead; have little desire to take control of things; do not enjoy coordinating people nor regard this as one of their strengths

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Directing*

Very likely to be high on

Empowering	r= .50
Purposeful	r= .47
Dynamic	r= .45
Convincing	r= .40

Moderately likely to be high on

Enterprising	r= .38
Striving	r= .38
Strategic	r= .33

Fairly likely to be high on

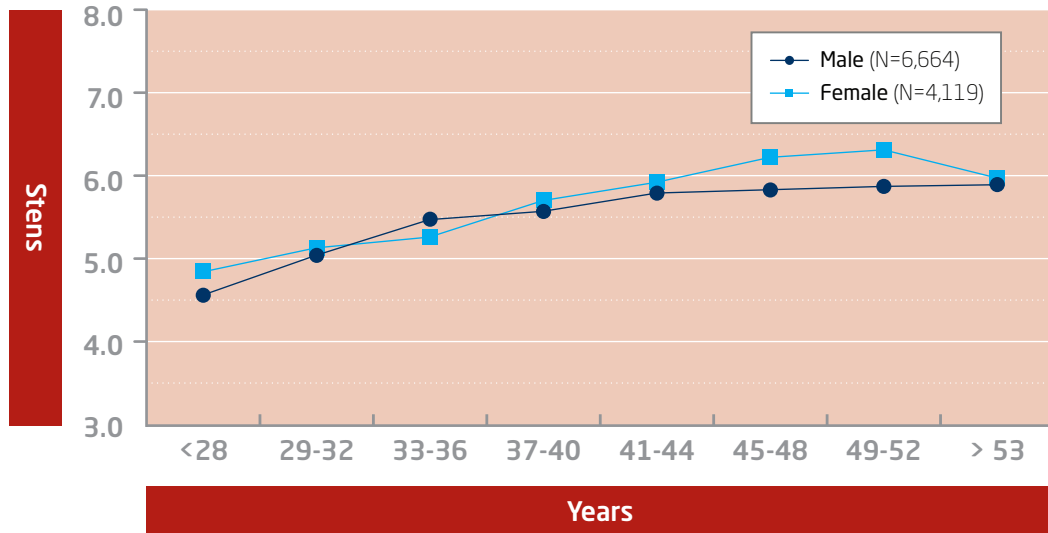|	
Composed	r= .25
Articulate	r= .23
Insightful	r= .21
Self-promoting	r= .21
Interactive	r= .20

Very likely to be low on

None

Moderately likely to be low on

None

Fairly likely to be low on

None

Directing
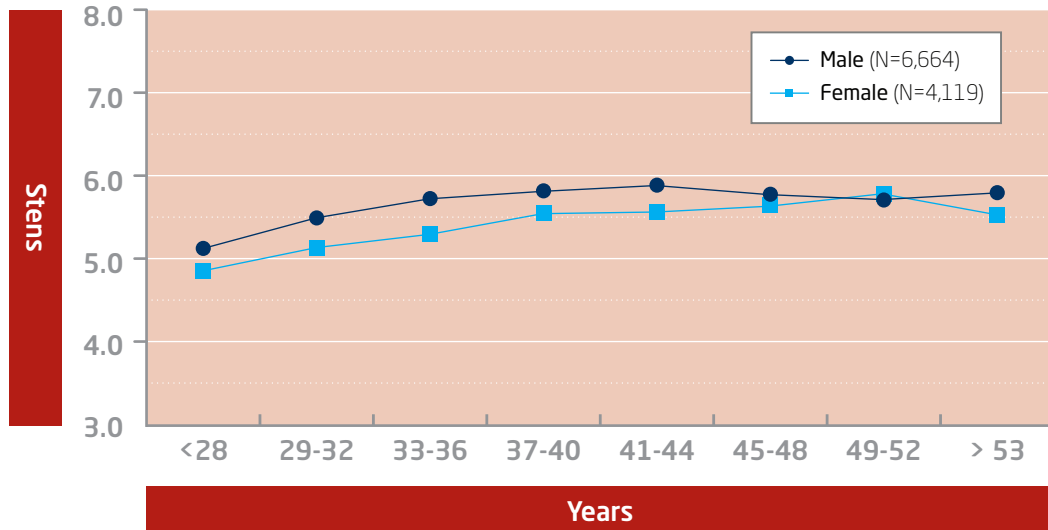
Stens

8.0							
7.0							
6.0							
5.0							
4.0							
3.0							

— Male (N=6,664)
— Female (N=4,119)

<28 29-32 33-36 37-40 41-44 45-48 49-52 > 53

Years

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Less common	Common

USAGE OF DIRECTING IN REPORTS

	Types:	People; Influence
	Team Roles:	Assertor
	Leadership:	Strategic Planner
	Reflections:	None
	Entrepreneurial:	Building Capability; Staying in the Zone
	Sales:	None

Empowering

Styles		Competency
Influence	cluster	> Influencing People
Assertive	section	> Providing Leadership
Empowering	dimension	> Empowering Individuals
Motivating		> Motivating Individuals
Inspiring	facets	> Inspiring People
Encouraging		> Giving Encouragement
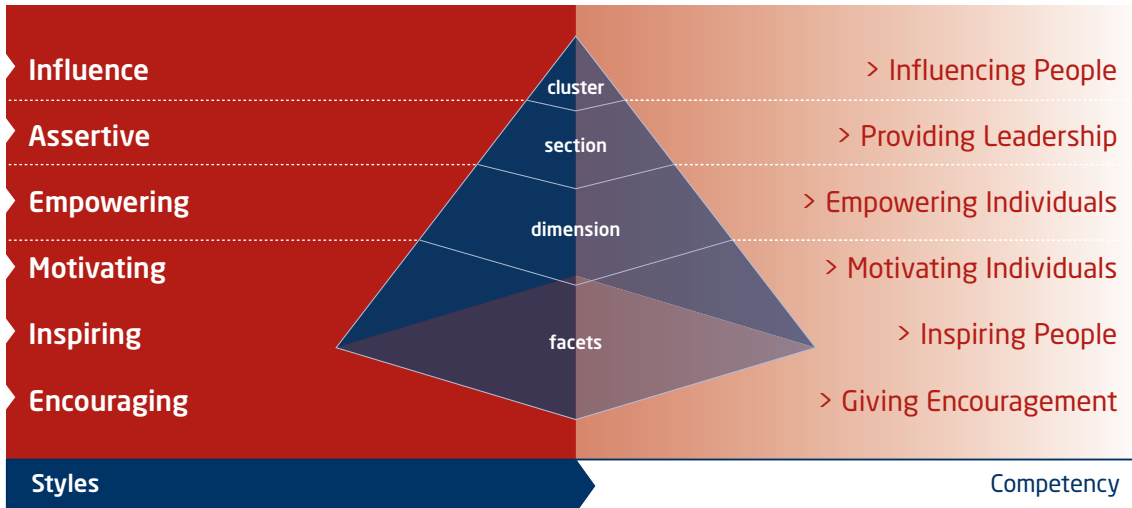
HIGH SCORERS: attach importance to being able to motivate other people and consider themselves adept at finding ways to do this; want, and believe they are able, to be inspirational to others; go out of their way to encourage others

LOW SCORERS: show limited interest in finding ways to motivate others; do not consider themselves to be inspirational to other people; do not go out of their way to encourage others

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Empowering*

Very likely to be high on		Very likely to be low on	
Directing	r= .50	None	
Strategic	r= .44		
Moderately likely to be high on		**Moderately likely to be low on**	
Articulate	r= .35	None	
Dynamic	r= .32		
Enterprising	r= .30	**Fairly likely to be low on**	
Fairly likely to be high on		Conforming	r= -.26
		Rational	r= -.24
Inventive	r= .29		
Convincing	r= .29		
Striving	r= .27		
Resolving	r= .26		
Change Oriented	r= .24		
Interactive	r= .24		
Purposeful	r= .23		
Composed	r= .21		

84

Empowering

Chart: Stens vs Years, showing Male (N=6,664) and Female (N=4,119) trends across age groups (<28, 29-32, 33-36, 37-40, 41-44, 45-48, 49-52, > 53).

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Less usual

USAGE OF EMPOWERING IN REPORTS

	Types:	People; Influence
	Team Roles:	Assertor
	Leadership:	Inspirer
	Reflections:	Broadminded (- Particular)
	Entrepreneurial:	Building Capability; Opening up to the World
	Sales:	Relationship Builder

Self-assured

Adaptability	cluster	> Adapting Approaches
Resilient	section	> Showing Resilience
Self-assured	dimension	> Conveying Self Confidence
Self-confident		> Projecting Inner Confidence
Self-directing	facets	> Determining Own Future
Self-valuing		> Valuing Own Contributions
Styles		Competency
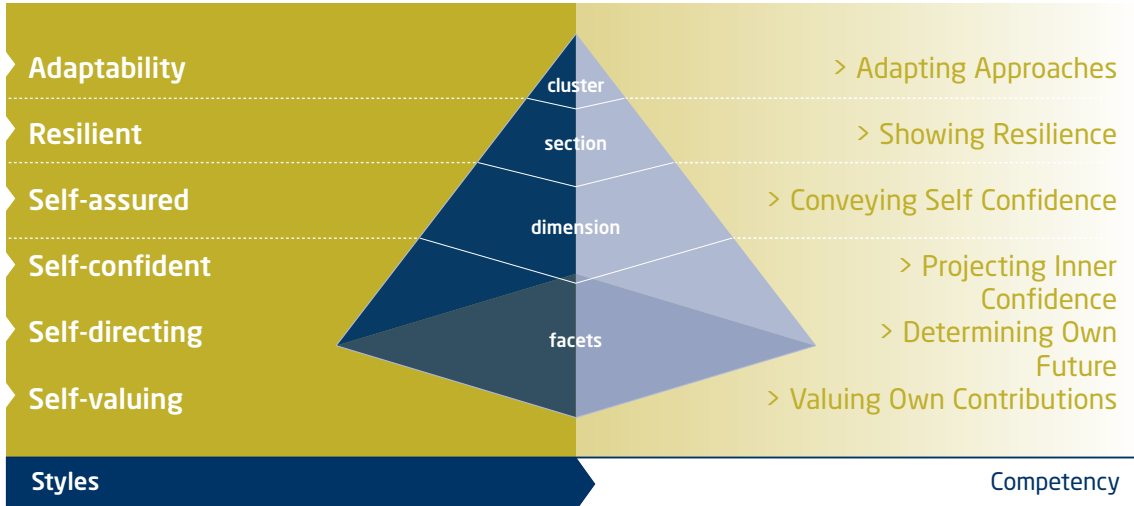
HIGH SCORERS: are self confident; feel very positive about themselves; have a strong sense of their own worth; feel in control of their own future

LOW SCORERS: are less self confident; are less positive about themselves; have a limited sense of their own worth; feel a limited sense of control over their own future

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Self-assured*

Very likely to be high on		Very likely to be low on	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
Positive	r= .32	None	
Fairly likely to be high on		**Fairly likely to be low on**	
Self-promoting	r= .25	None	
Striving	r= .23		
Enterprising	r= .21		

Self-assured
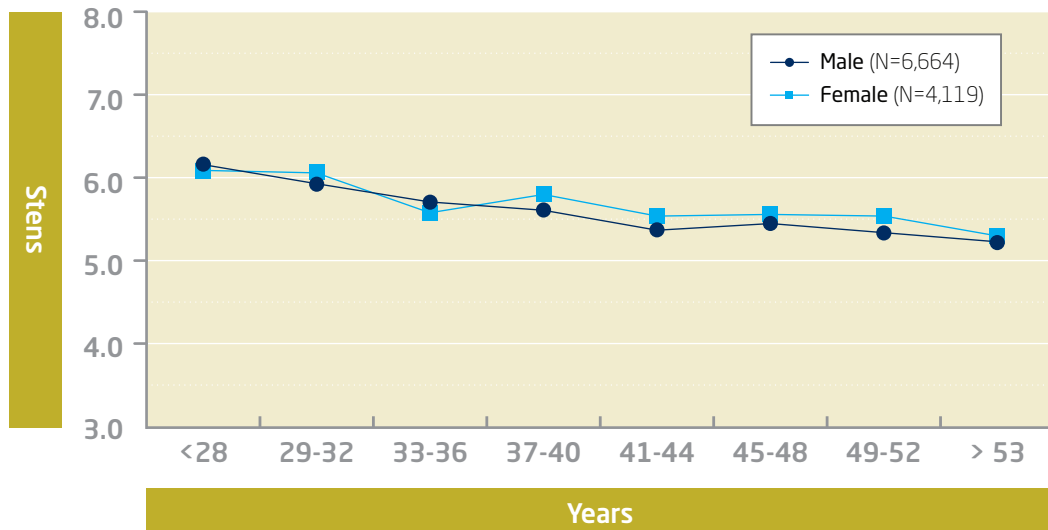
Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	Moderately common	Frequent

USAGE OF SELF-ASSURED IN REPORTS

	Types:	People; Adaptability
	Team Roles:	Optimist
	Leadership:	Servant Leader
	Reflections:	Tough Minded (- Sensitive); Self-Focused (- Focused on Others)
	Entrepreneurial:	Staying in the Zone; Seeing possibilities
	Sales:	None

Composed

Styles		Competency
Adaptability	cluster	> Adapting Approaches
Resilient	section	> Showing Resilience
Composed	dimension	> Showing Composure
Relaxed at Events		> Staying Calm
Unworried before Events	facets	> Tolerating Stress
Copes with Pressure		> Dealing with Pressure
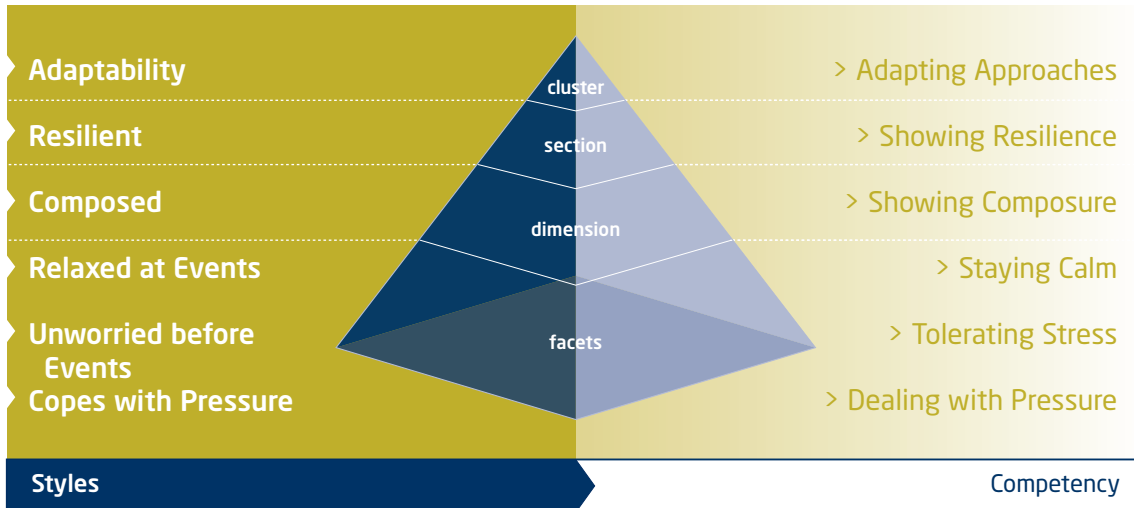
HIGH SCORERS: are calm; see little point in worrying before important events; rarely get anxious during important events; work well under pressure

LOW SCORERS: feel tense before important events; get anxious during important events; do not cope well with pressure

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Composed*

Very likely to be high on		Very likely to be low on	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
Change Oriented	r= .38	None	
Articulate	r= .31		
Purposeful	r= .30	**Fairly likely to be low on**	
Fairly likely to be high on		Conforming	r= -.25
Directing	r= .25		
Positive	r= .24		
Activity Oriented	r= .22		
Dynamic	r= .22		
Empowering	r= .21		
Strategic	r= .20		
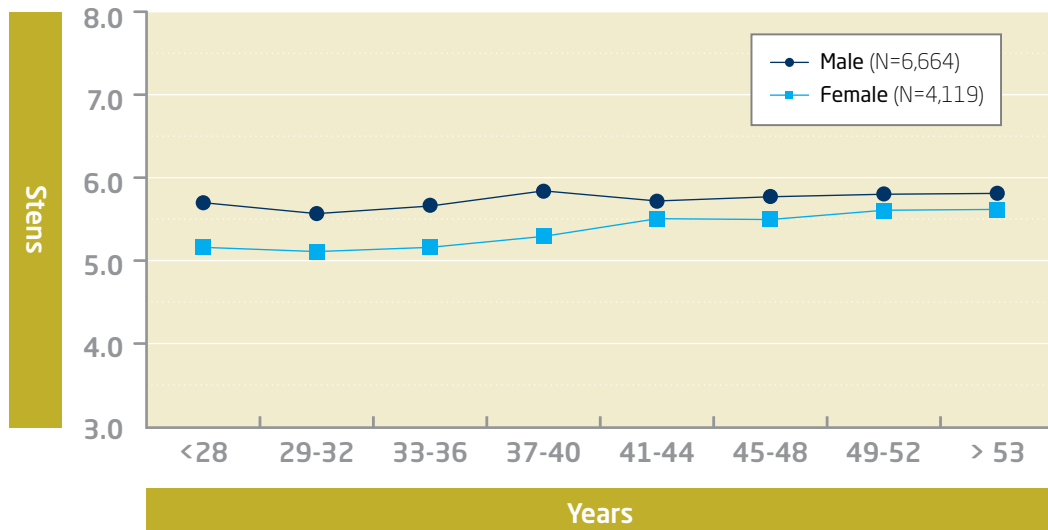
Composed

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Common

USAGE OF COMPOSED IN REPORTS

	Types:	People; Adaptability
	Team Roles:	Optimist
	Leadership:	Crisis Handler; Administrator
	Reflections:	Tough Minded (- Sensitive)
	Entrepreneurial:	Staying in the Zone
	Sales:	Resolver

Resolving

Adaptability	cluster	> Adapting Approaches
Resilient	section	> Showing Resilience
Resolving	dimension	> Resolving Conflict
Comfortable with Upset People		> Calming Upset People
Comfortable with Angry People	facets	> Handling Angry Individuals
Conflict Resolution Focused		> Resolving Arguments
Styles		Competency
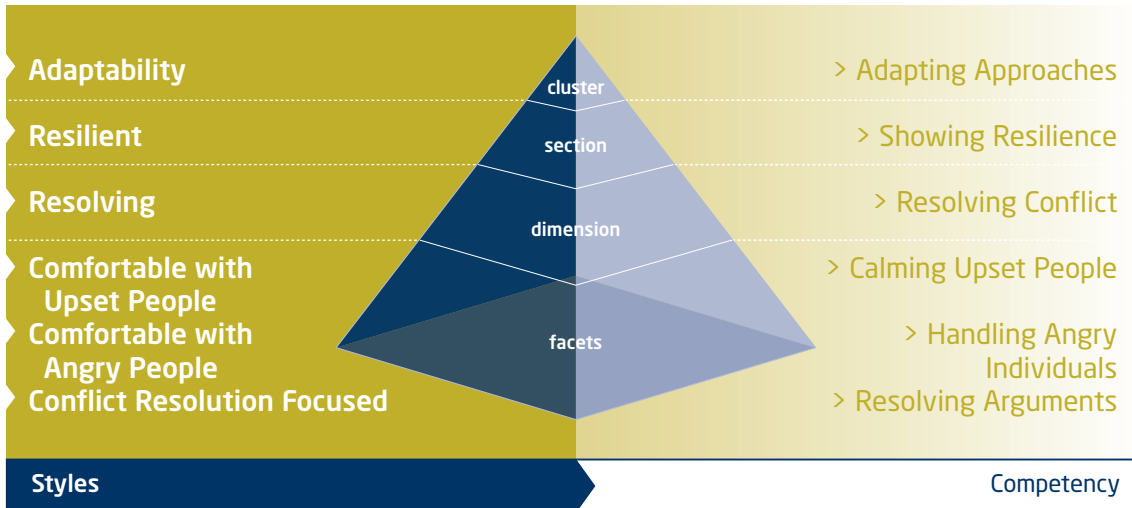
HIGH SCORERS: quickly resolve disagreements; consider themselves effective at calming angry people down; believe they cope well with people who are upset

LOW SCORERS: do not consider resolving disagreements to be one of their strengths; see themselves as having some difficulty dealing with angry people; recognize that they do not cope well with people who are upset

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Resolving*

Very likely to be high on		**Very likely to be low on**
Attentive	r= .43	None
Moderately likely to be high on		**Moderately likely to be low on**
None		None
Fairly likely to be high on		**Fairly likely to be low on**
Involving	r= .29	None
Empowering	r= .26	
Accepting	r= .24	
Engaging	r= .23	

Resolving
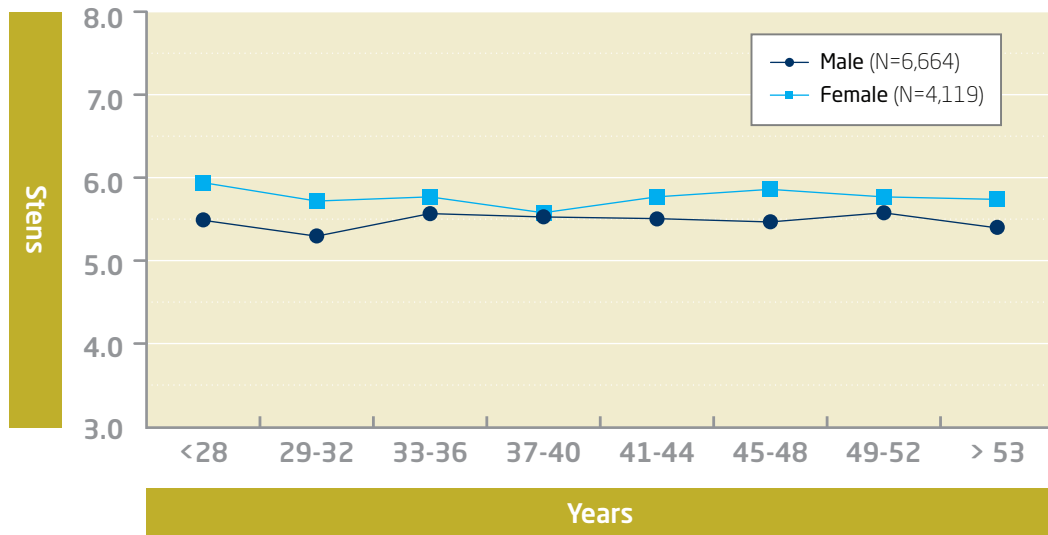
Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Moderately common	Common

USAGE OF RESOLVING IN REPORTS

	Types:	People; Adaptability
	Team Roles:	None
	Leadership:	Crisis Handler
	Reflections:	Obliging (- Outspoken)
	Entrepreneurial:	None
	Sales:	Resolver

Positive

Styles		Competency
Adaptability	cluster	> Adapting Approaches
Flexible	section	> Adjusting to Change
Positive	dimension	> Thinking Positively
Optimistic		> Being Optimistic
Buoyant	facets	> Recovering from Setbacks
Cheerful		> Projecting Cheerfulness
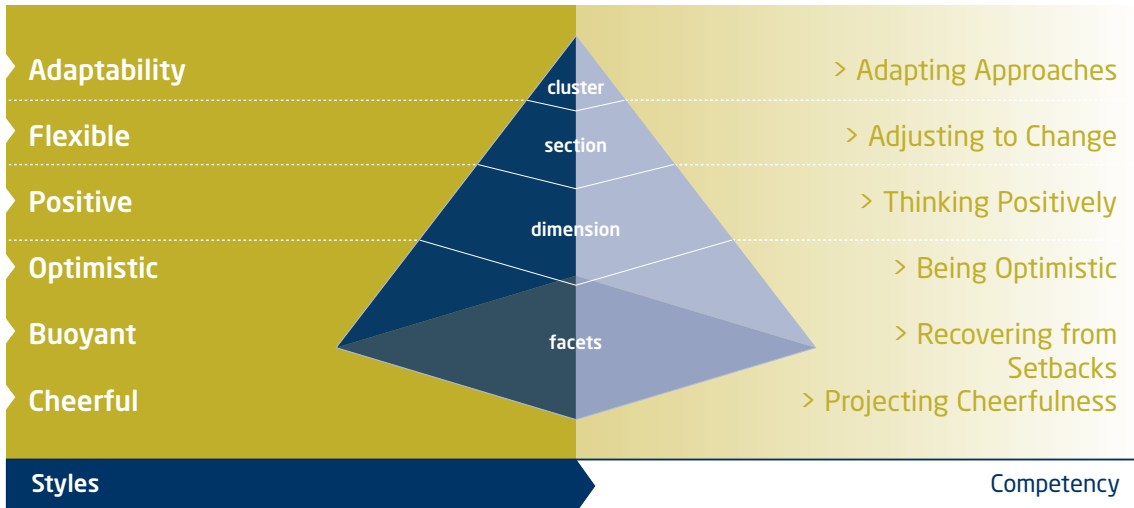
HIGH SCORERS: are optimistic; are very cheerful; recover quickly from setbacks

LOW SCORERS: are inclined to be pessimistic; are less cheerful than most people; take time to recover from setbacks

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Positive*

Very likely to be high on		**Very likely to be low on**	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
Change Oriented	r= .32	None	
Self-assured	r= .32		
Engaging	r= .30	**Fairly likely to be low on**	
Fairly likely to be high on		None	
Interactive	r= .28		
Composed	r= .24		

Positive
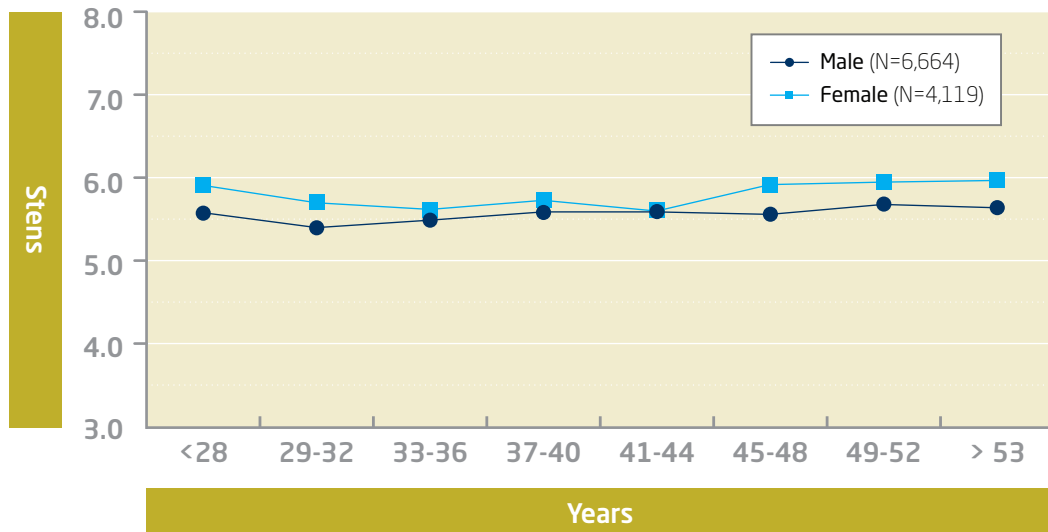
Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Moderately common	Common

USAGE OF POSITIVE IN REPORTS

	Types:	People; Adaptability
	Team Roles:	Optimist
	Leadership:	Enthisiast
	Reflections:	Impressionable (- Skeptical); Tough Minded (- Sensitive)
	Entrepreneurial:	Staying in the Zone
	Sales:	Resover

Change Oriented

Adaptability	cluster	> Adapting Approaches
Flexible	section	> Adjusting to Change
Change Oriented	dimension	> Embracing Change
Receptive to Change		> Coping with Change
Tolerant of Uncertainty	facets	> Tolerating Uncertainty
Challenge Seeking		> Adapting to New Challenges
Styles		Competency
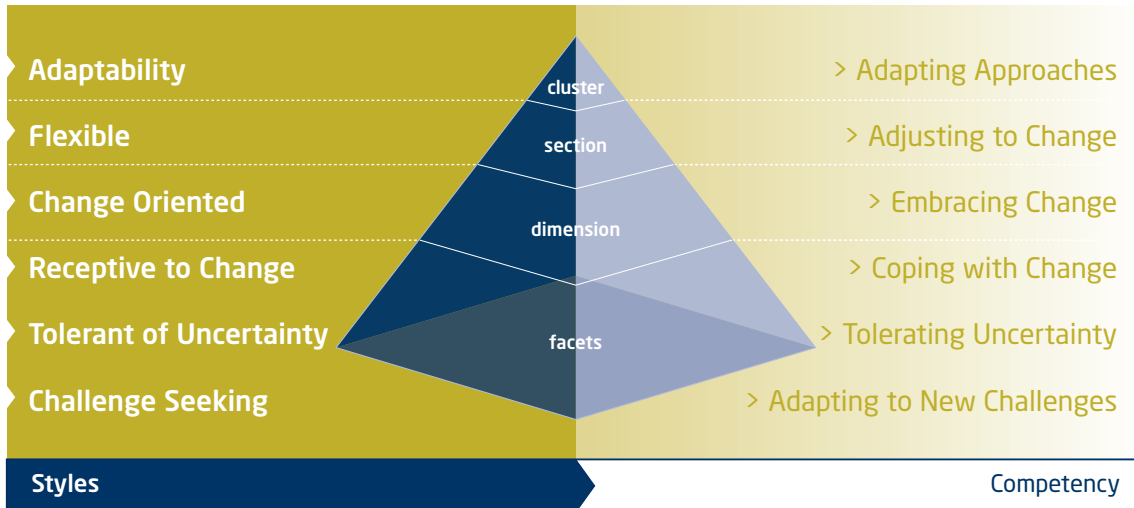
HIGH SCORERS: enjoy new challenges and adapt readily to new situations; are positive about and cope well with change; cope well with uncertainty

LOW SCORERS: take time to adapt to new situations; are uncomfortable with change; have difficulty dealing with uncertainty

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Change Oriented*

Very likely to be high on		Very likely to be low on	
None		Conforming	r= -.41
Moderately likely to be high on		**Moderately likely to be low on**	
Strategic	r= .39	None	
Composed	r= .38		
Inventive	r= .36	**Fairly likely to be low on**	
Positive	r= .32	None	
Dynamic	r= .32		
Fairly likely to be high on			
Purposeful	r= .28		
Empowering	r= .24		
Striving	r= .23		
Insightful	r= .22		
Learning Oriented	r= .20		
Activity Oriented	r= .20		
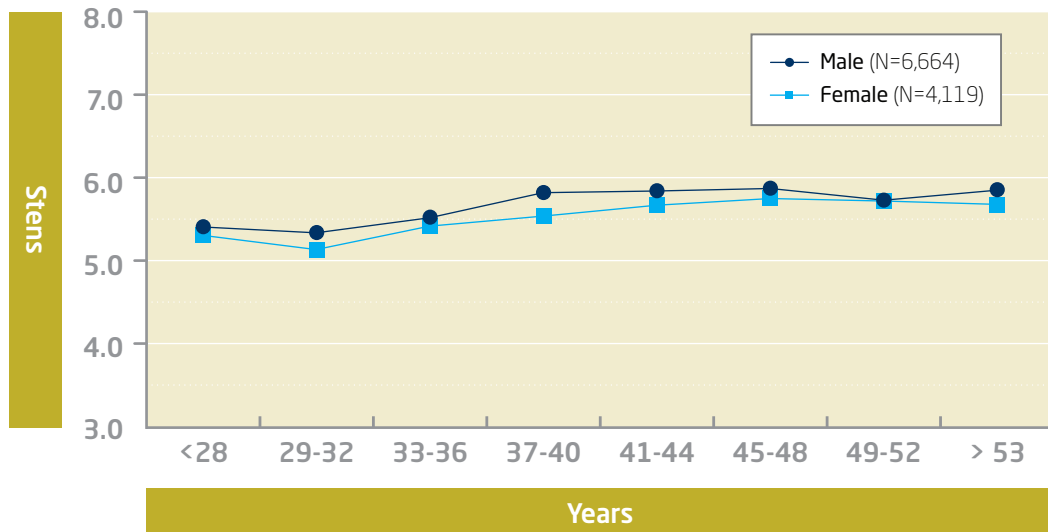
Change Oriented

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Less common	Common

USAGE OF CHANGE ORIENTED IN REPORTS

	Types:	People; Adaptability
	Team Roles:	None
	Leadership:	Change Agent
	Reflections:	Impulsive (- Reflective)
	Entrepreneurial:	Building Capability; Getting in the Zone; Staying in the Zone
	Sales:	None

Receptive

Adaptability	cluster	> Adapting Approaches
Flexible	section	> Adjusting to Change
Receptive	dimension	> Inviting Feedback
Responsive to Feedback		> Acknowledging Criticism
Open to Criticism	facets	> Encouraging Critical Thinking
Feedback Seeking		> Gathering Feedback
Styles		Competency
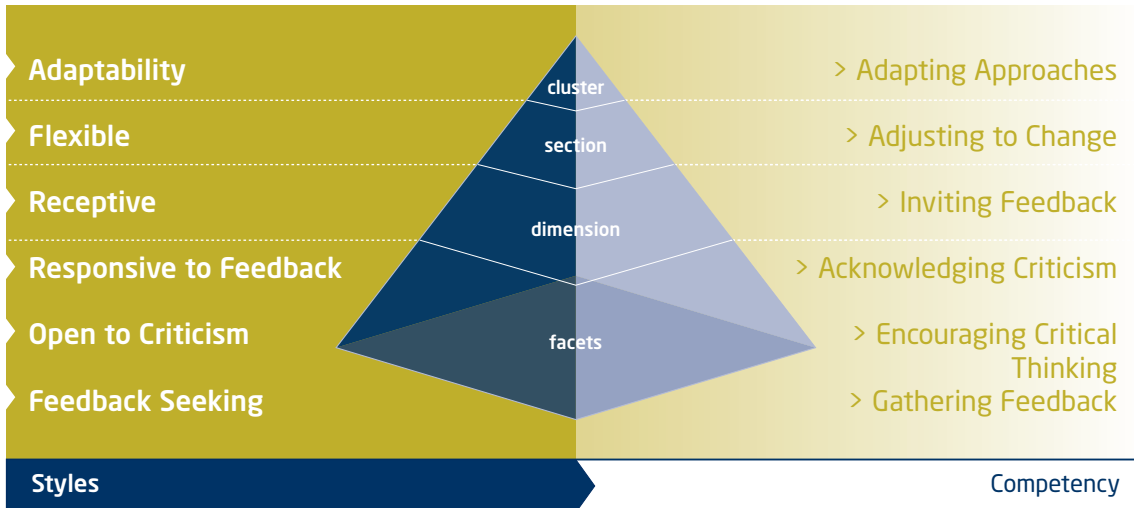
HIGH SCORERS: respond well to feedback from others; encourage people to criticize their approach; actively seek feedback on their performance

LOW SCORERS: respond less well to feedback from others; are reluctant to accept criticism; seldom ask for feedback on their performance

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Receptive*

Very likely to be high on	**Very likely to be low on**
None	None
Moderately likely to be high on	**Moderately likely to be low on**
None	None
Fairly likely to be high on	**Fairly likely to be low on**
Involving r= .27	None

Receptive
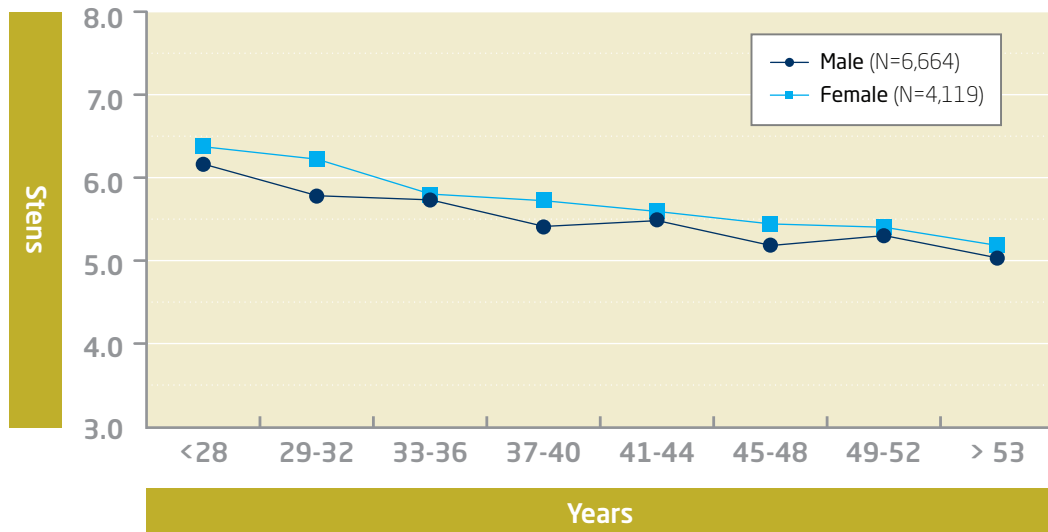
Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	More common	Frequent

USAGE OF RECEPTIVE IN REPORTS

	Types:	People; Adaptability
	Team Roles:	None
	Leadership:	Consulter
	Reflections:	Impressionable (- Skeptical); Sensitive (- Tough Minded); Sympathetic (- Tenacious)
	Entrepreneurial:	Seeing Possibilities
	Sales:	Negotiator

Attentive

Adaptability	> Adapting Approaches
Supportive	> Giving Support
Attentive	> understanding People
Empathic	> Showing Empathy
Focused on Listening	> Listening to People
Psychologically Minded	> Understanding Motivation
Styles	Competency

cluster
section
dimension
facets
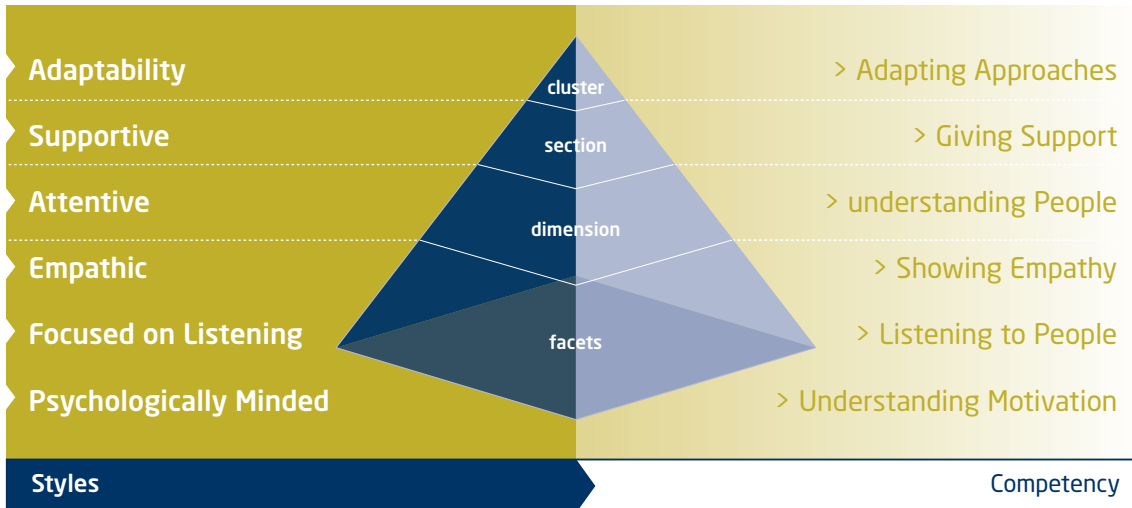
HIGH SCORERS: attach importance to, and believe that they are good at, understanding how others are feeling; regard themselves as good listeners; are interested in, and consider themselves adept at, understanding why people behave as they do

LOW SCORERS: show limited interest in and awareness of how others are feeling; recognize that listening to other people is not one of their strong points; show limited interest in understanding people's behavior

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Attentive*

Very likely to be high on		**Very likely to be low on**	
Accepting	r= .51	None	
Involving	r= .50		
Resolving	r= .43	**Moderately likely to be low on**	
		None	
Moderately likely to be high on			
Empowering	r= .30	**Fairly likely to be low on**	
		Rational	r= -.24
Fairly likely to be high on		Purposeful	r= -.20
Engaging	r= .23		
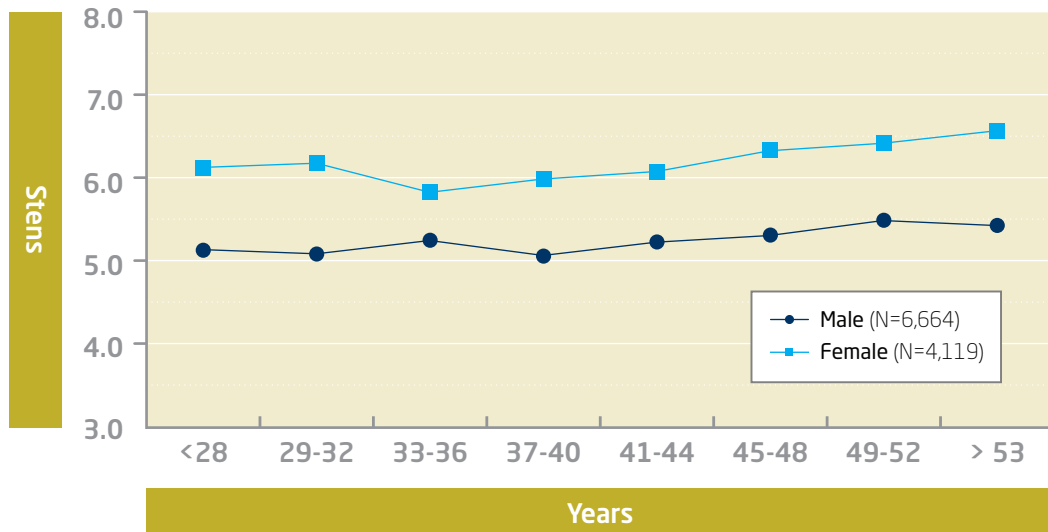
Attentive

Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	Moderately common	Common

USAGE OF ATTENTIVE IN REPORTS

Types: People; Adaptability

Team Roles: Supporter

Leadership: Servant Leader; Supporter

Reflections: Sensitive (- Tough Minded);
Focused on Others (- Self-Focused);
Sympathetic (- Tenacious)

Entrepreneurial: Creating Supperior Opportunities

Sales: Resolver

Involving

Adaptability	cluster	> Adapting Approaches
Supportive	section	> Giving Support
Involving	dimension	> Team Working
Team Oriented		> Working Participatively
Democratic	facets	> Encouraging Team Contributions
Collaborative in Decision-making		> Involving Others in Decisions
Styles		Competency
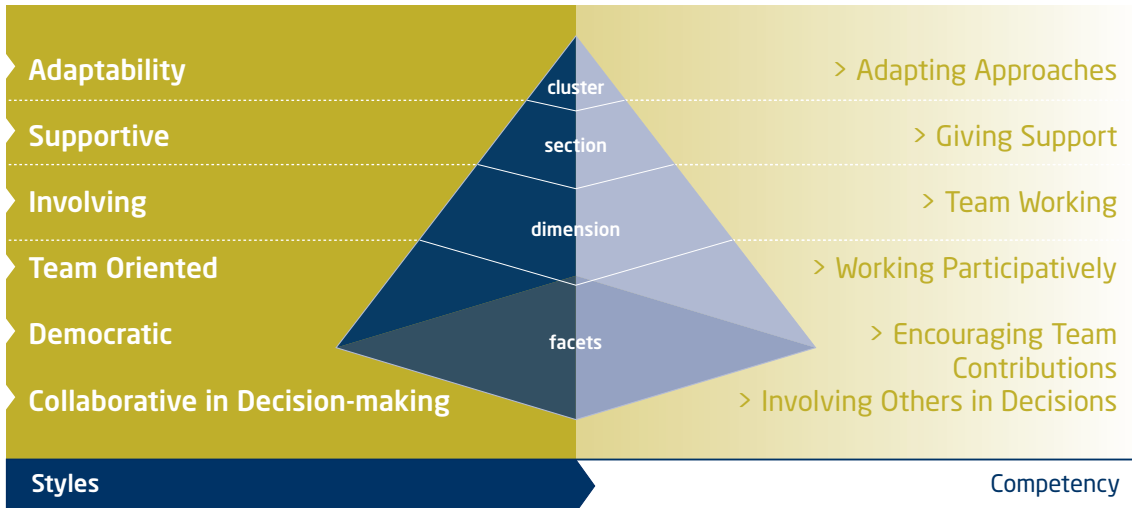
HIGH SCORERS: believe they work well in, and enjoy being in, a team; take full account of other people's views; go to considerable lengths to include others in the final decision
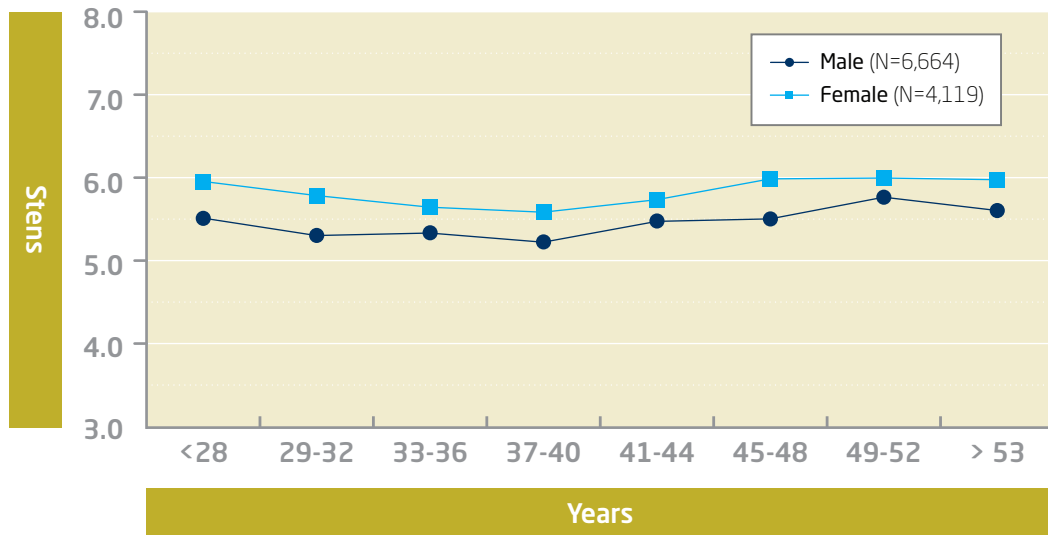
LOW SCORERS: prefer, and see themselves as more effective working alone than as part of a team; take limited account of other people's views; prefer to make decisions independently of others

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Involving*

Very likely to be high on		**Very likely to be low on**	
Accepting	r= .52	None	
Attentive	r= .50		
Moderately likely to be high on		**Moderately likely to be low on**	
None		None	
Fairly likely to be high on		**Fairly likely to be low on**	
Resolving	r= .29	Purposeful	r= -.29
Receptive	r= .27	Dynamic	r= -.21
Engaging	r= .23		
Principled	r= .21		
Conforming	r= .20		

Involving

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	More common	Frequent

USAGE OF INVOLVING IN REPORTS

	Types:	People; Adaptability
	Team Roles:	Supporter
	Leadership:	Innovator; Instructer
	Reflections:	Focused on Others (- Self-Focused); Sympathetic (- Tenacious)
	Entrepreneurial:	None
	Sales:	Relationship Builder

Accepting

Adaptability	> Adapting Approaches
Supportive	> Giving Support
Accepting	> Valuing Individuals
Considerate	> Showing Consideration
Tolerant	> Tolerating Others
Trusting	> Trusting People
Styles	Competency

cluster
section
dimension
facets
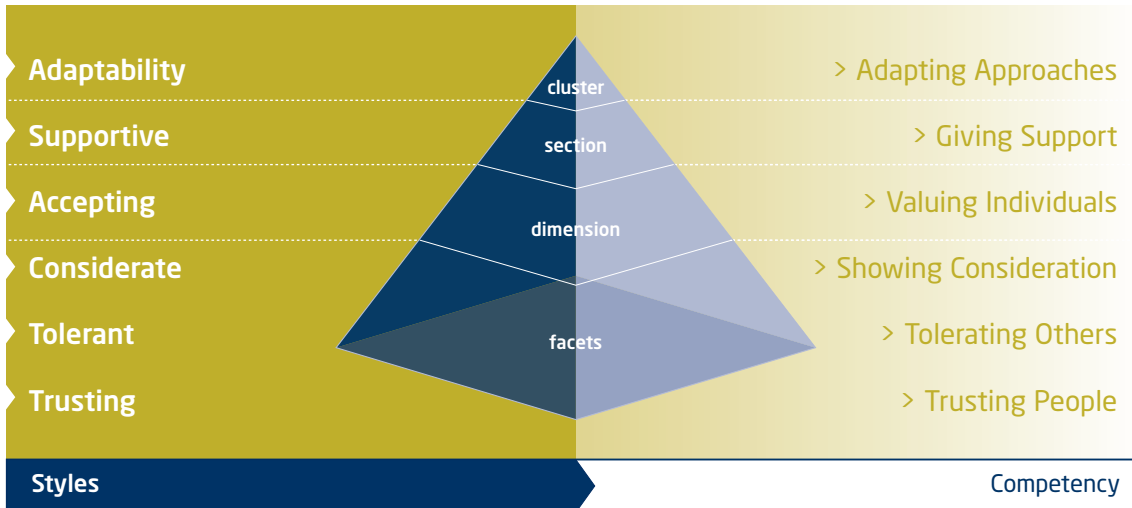
HIGH SCORERS: are very trusting of people; are tolerant; place great emphasis on being considerate towards other people

LOW SCORERS: do not readily trust other people; are inclined to be intolerant; show a lack consideration for others at times

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Accepting*

Very likely to be high on		**Very likely to be low on**	
Involving	r= .52	None	
Attentive	r= .51		
Moderately likely to be high on		**Moderately likely to be low on**	
None		None	
Fairly likely to be high on		**Fairly likely to be low on**	
Principled	r= .24	Convincing	r= -.27
Resolving	r= .24	Purposeful	r= -.26
Engaging	r= .20	Dynamic	r= -.24
		Enterprising	r= -.24
		Challenging	r= -.22

Accepting
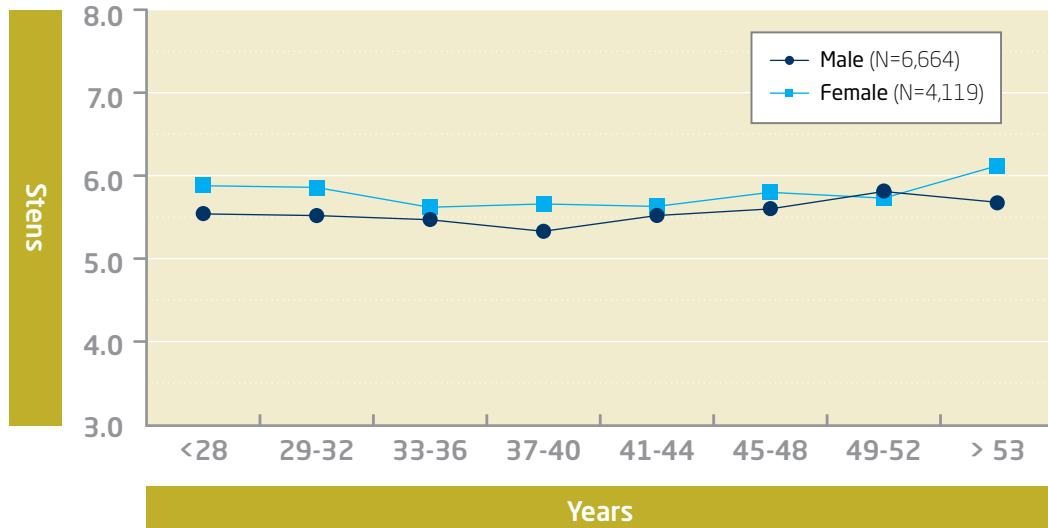
Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Less common	Common

USAGE OF ACCEPTING IN REPORTS

Types:	People; Adaptability
Team Roles:	None
Leadership:	Instructor
Reflections:	Impressionable (- Skeptical); Obliging (- Outspoken)
Entrepreneurial:	Building Capability
Sales:	Relationship Builder

Reliable

Styles		Competency
Delivery	cluster	> Delivering Results
Conscientious	section	> Processing Details
Reliable	dimension	> Meeting Timescales
Deadline Focused		> Meeting Deadlines
Punctual	facets	> Keeping to Schedule
Completion Focused		> Finishing Tasks
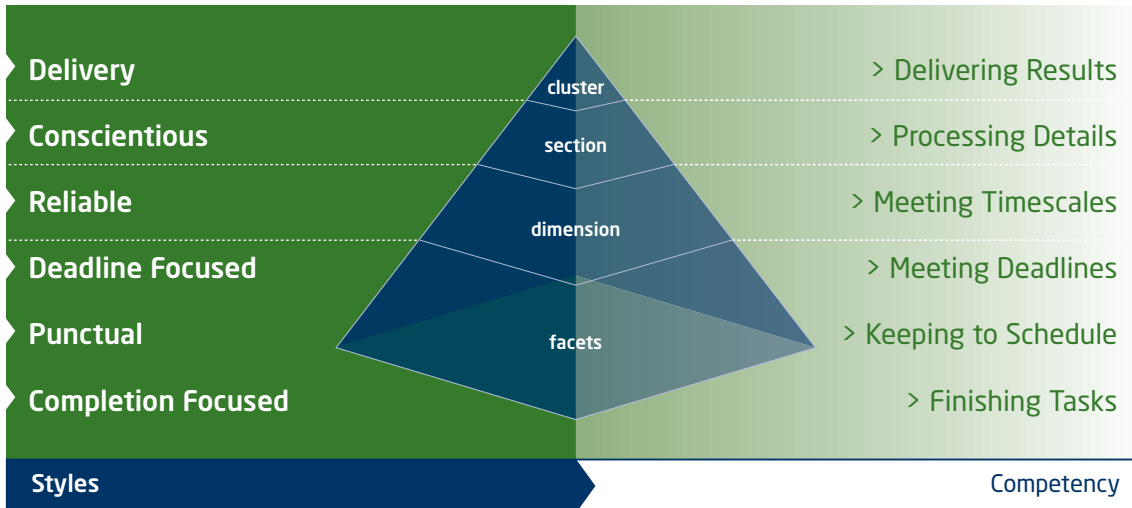
HIGH SCORERS: are conscientious about meeting deadlines; believe they rarely leave things unfinished; consider themselves highly punctual

LOW SCORERS: acknowledge that they have difficulty keeping to deadlines; recognize that finishing tasks is not one of their strengths; do not attach great importance to being punctual and acknowledge that they are often late

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Reliable*

Very likely to be high on

Organized	r= .59
Meticulous	r= .53
Conforming	r= .45

Moderately likely to be high on

Principled	r= .34

Fairly likely to be high on

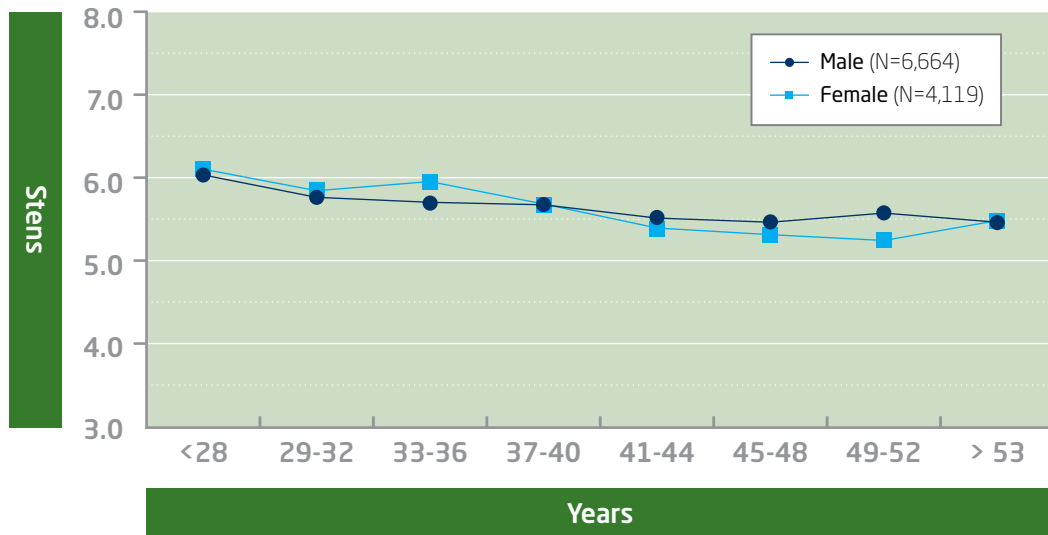|	
Rational	r= .22
Practically Minded	r= .21
Activity Oriented	r= .21

Very likely to be low on

None

Moderately likely to be low on

None

Fairly likely to be low on

Inventive	r= -.23

Reliable

Chart: Stens (y-axis, 3.0 to 8.0) vs Years (x-axis: <28, 29-32, 33-36, 37-40, 41-44, 45-48, 49-52, > 53)

Legend:
- Male (N=6,664)
- Female (N=4,119)

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Common

USAGE OF RELIABLE IN REPORTS

	Types:	Task; Delivery
	Team Roles:	Finisher
	Leadership:	Controller
	Reflections:	Cautious (- Daring)
	Entrepreneurial:	Creating Superior Opps; Staying in the Zone
	Sales:	Administrator

Meticulous

Styles		Competency
Delivery	cluster	> Delivering Results
Conscientious	section	> Processing Details
Meticulous	dimension	> Checking Things
Detail Focused		> Finding Errors
Thorough	facets	> Ensuring Accuracy
Quality Oriented		> Producing High Quality Work
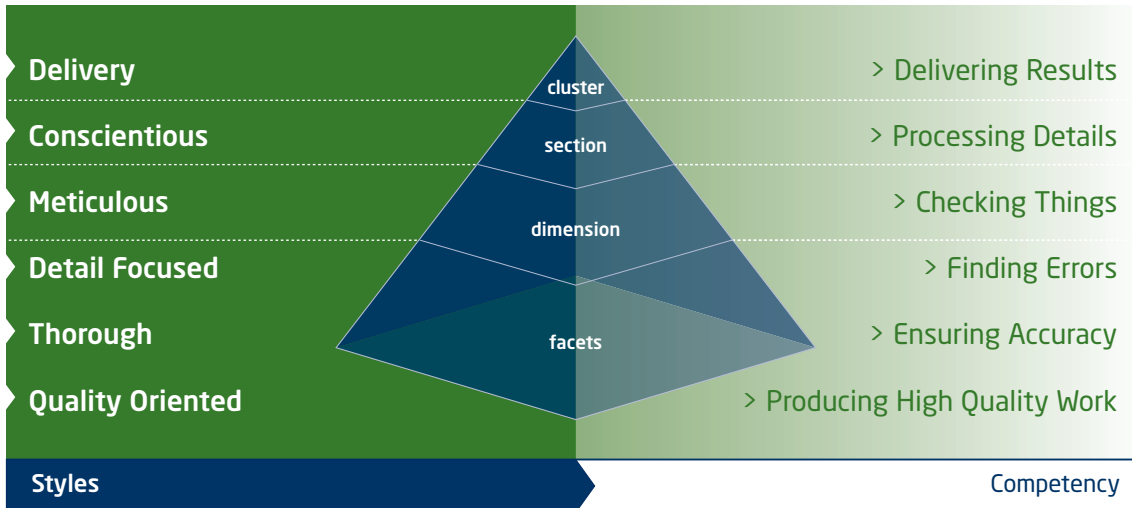
HIGH SCORERS: regard themselves as perfectionists; ensure a high level of quality; want things done properly and consider themselves very thorough in their approach; see themselves as highly attentive to detail

LOW SCORERS: acknowledge that they are prepared to compromise on quality; recognize that they are less thorough than most people; do not regard attention to detail as their strong point

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Meticulous*

Very likely to be high on

Organized	r= .53
Reliable	r= .53
Conforming	r= .48

Moderately likely to be high on

Factual	r= .35

Fairly likely to be high on

Rational	r= .26
Principled	r= .26
Analytical	r= .23
Practically Minded	r= .20

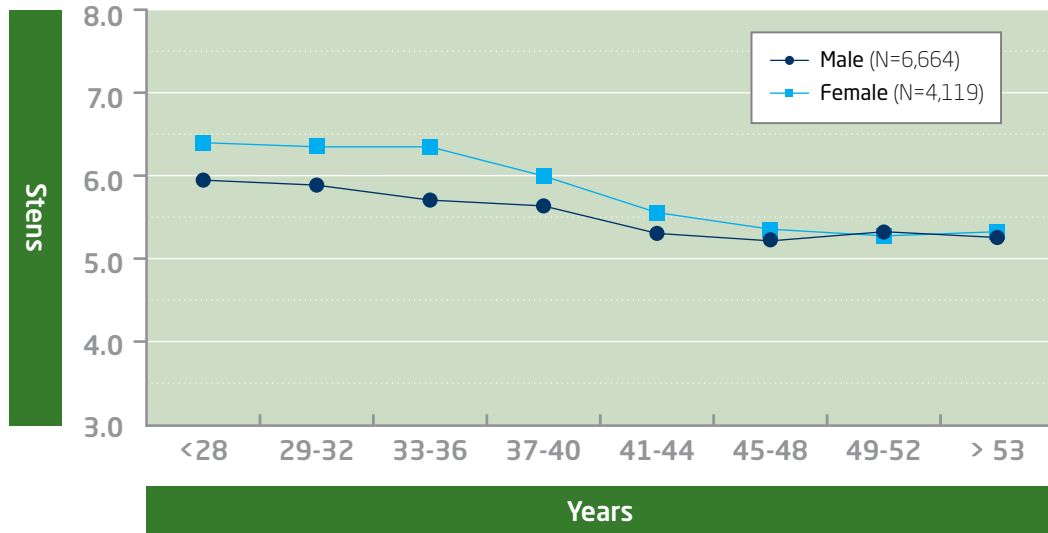**Very likely to be low on**

None

Moderately likely to be low on

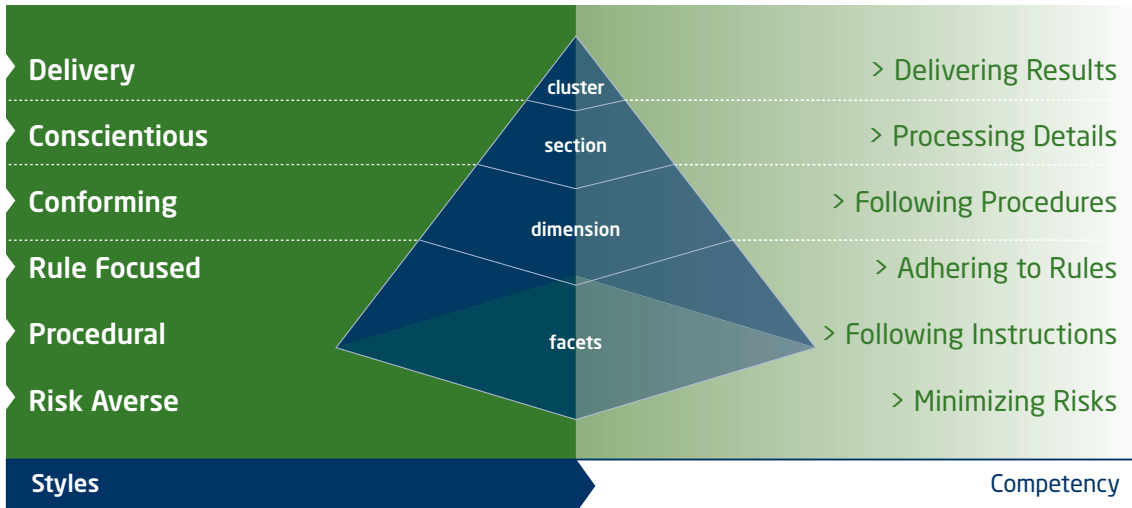None

Fairly likely to be low on

None

Meticulous

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Less usual

USAGE OF METICULOUS IN REPORTS

Types:	Task; Delivery
Team Roles:	Finisher
Leadership:	Visionary
Reflections:	Particular (- Broadminded)
Entrepreneurial:	Creating Superior Opps
Sales:	Administrator

Conforming

Delivery	> Delivering Results
Conscientious	> Processing Details
Conforming	> Following Procedures
Rule Focused	> Adhering to Rules
Procedural	> Following Instructions
Risk Averse	> Minimizing Risks
Styles	Competency

cluster · section · dimension · facets

HIGH SCORERS: need to have rules and adhere strictly to them; like to follow set procedures; regard themselves as decidedly risk averse
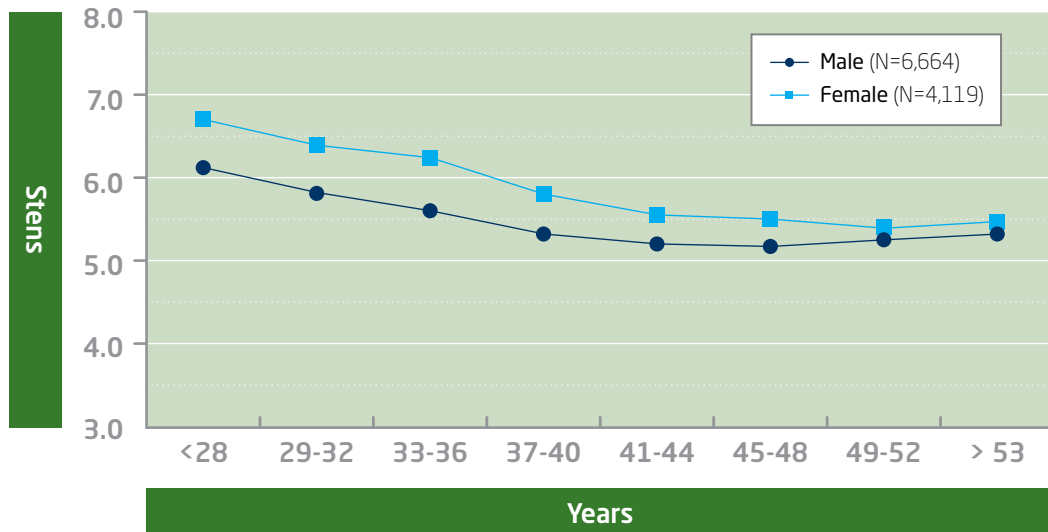
LOW SCORERS: are much more likely to deviate from the rules; depart from set procedures; believe they are prepared to take risks in decision making

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Conforming*

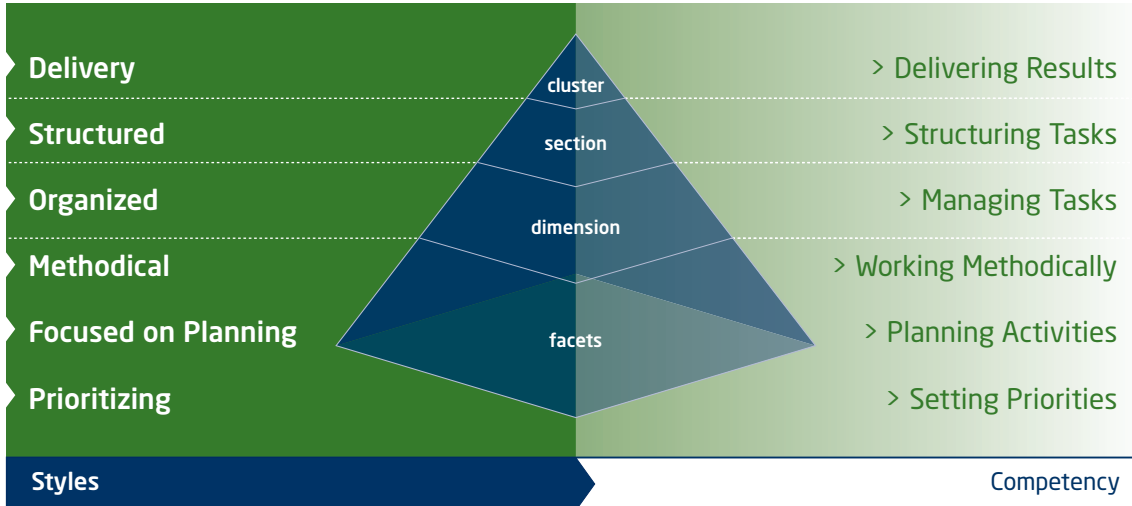| **Very likely to be high on**		**Very likely to be low on**	
Meticulous	r= .48	Inventive	r= -.43
Organized	r= .47	Change Oriented	r= -.41
Reliable	r= .45		
Moderately likely to be high on		**Moderately likely to be low on**	
None		Dynamic	r= -.36
		Strategic	r= -.35
		Purposeful	r= -.31
Fairly likely to be high on		**Fairly likely to be low on**	
Practically Minded	r= .26	Empowering	r= -.26
Rational	r= .22	Composed	r= -.25
Involving	r= .20	Enterprising	r= -.23
		Challenging	r= -.20
		Convincing	r= -.20
		Articulate	r= -.20

Conforming

Note: There is a low average self-rating on Conforming. This indicates that in general this is not seen as a particularly desirable characteristic. As the results are relative, please bear in mind that some people may be surprised at scoring as high in this area as their profile indicates.

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Less usual

USAGE OF ABSTRACT IN REPORTS

	Types:	Task; Delivery
	Team Roles:	None
	Leadership:	Controller
	Reflections:	Obliging (- Outspoken); Cautious (- Daring)
	Entrepreneurial:	None
	Sales:	Administrator

Organized

Delivery	cluster	> Delivering Results
Structured	section	> Structuring Tasks
Organized	dimension	> Managing Tasks
Methodical		> Working Methodically
Focused on Planning	facets	> Planning Activities
Prioritizing		> Setting Priorities
Styles		Competency

HIGH SCORERS: are well organized; attach importance to planning; make effective plans; establish clear priorities
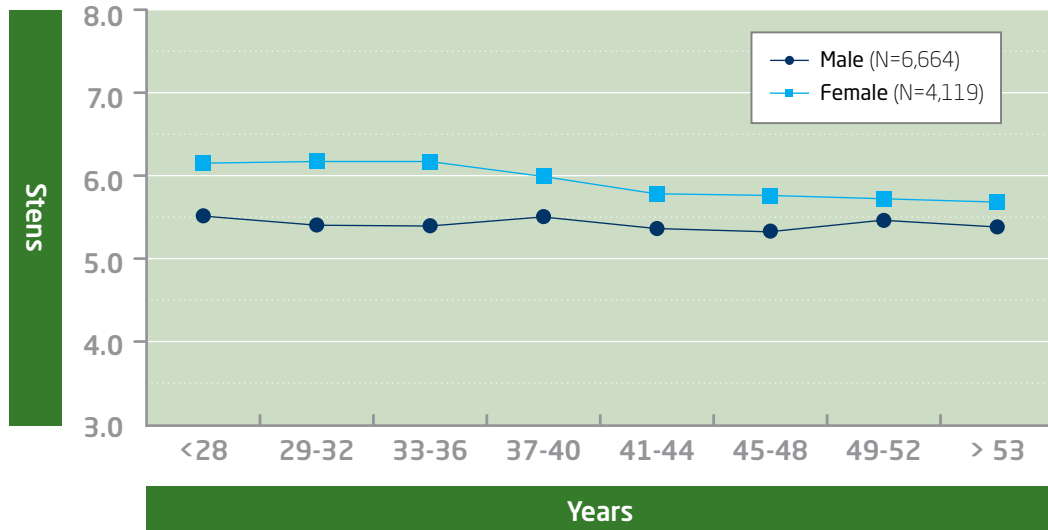
LOW SCORERS: are rather disorganized; rarely make plans; seldom establish clear priorities

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Organized*

Very likely to be high on		**Very likely to be low on**	
Reliable	r= .59	None	
Meticulous	r= .53		
Conforming	r= .47	**Moderately likely to be low on**	
		None	
Moderately likely to be high on			
None		**Fairly likely to be low on**	
		Inventive	r= -.24
Fairly likely to be high on			
Principled	r= .24		
Factual	r= .22		

Organized

Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	Less common	Less usual

USAGE OF ORGANIZED IN REPORTS

	Types:	Task; Delivery
	Team Roles:	None
	Leadership:	Coordinator
	Reflections:	Particular (- Broadminded)
	Entrepreneurial:	Staying in the Zone
	Sales:	Administrator

Principled

Styles		Competency
Delivery	cluster	> Delivering Results
Structured	section	> Structuring Tasks
Principled	dimension	> Upholding Standards
Proper		> Behaving Ethically
Discreet	facets	> Maintaining Confidentiality
Focused on Meeting Commitments		> Acting with Integrity
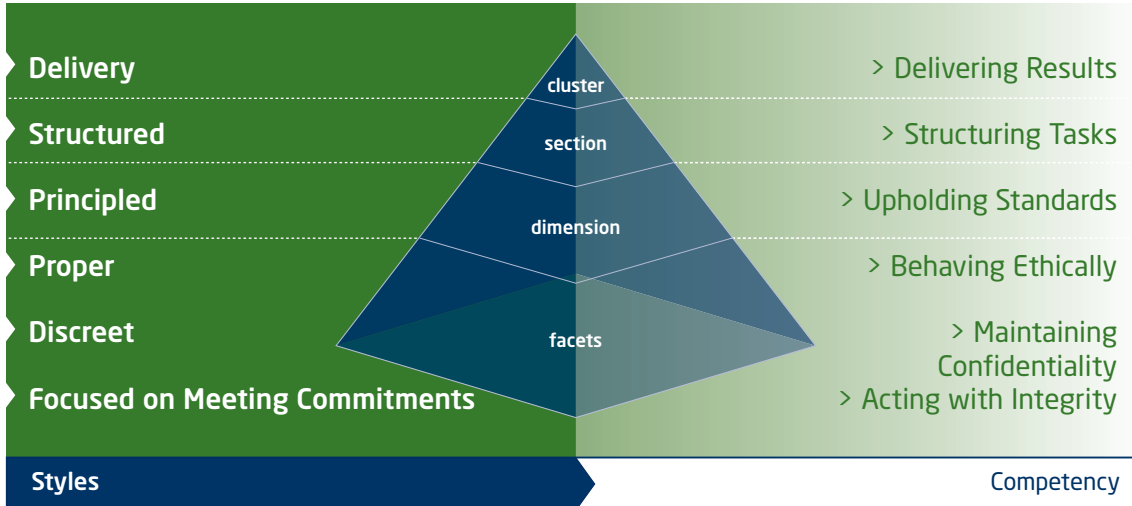
HIGH SCORERS: are concerned with ethical matters and believe they behave in an ethical fashion; consider maintaining confidentiality to be among their key strengths and can be relied upon to be discreet; view themselves as honoring the commitments they have agreed to

LOW SCORERS: consider themselves to be less focused on ethical matters than most people; attach less importance to maintaining confidentiality than many: recognize that they are prone to be indiscreet; place less emphasis on honoring commitments than others

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Principled*

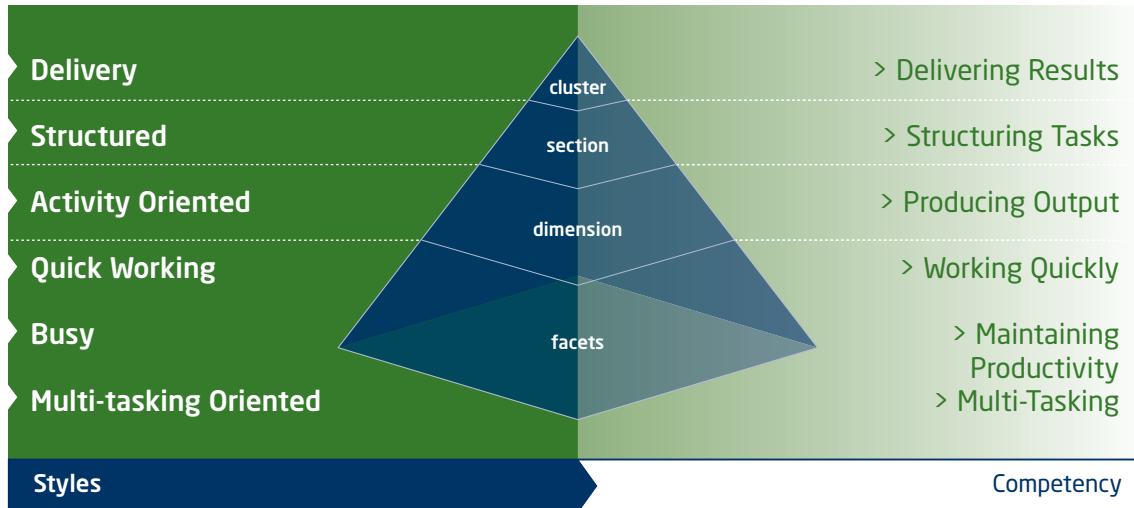|			
Very likely to be high on		**Very likely to be low on**	
None		None	
Moderately likely to be high on		**Moderately likely to be low on**	
Reliable	r= .34	None	
Fairly likely to be high on		**Fairly likely to be low on**	
Meticulous	r= .26	Self-promoting	r= -.25
Accepting	r= .24		
Organized	r= .24		
Involving	r= .21		

Principled
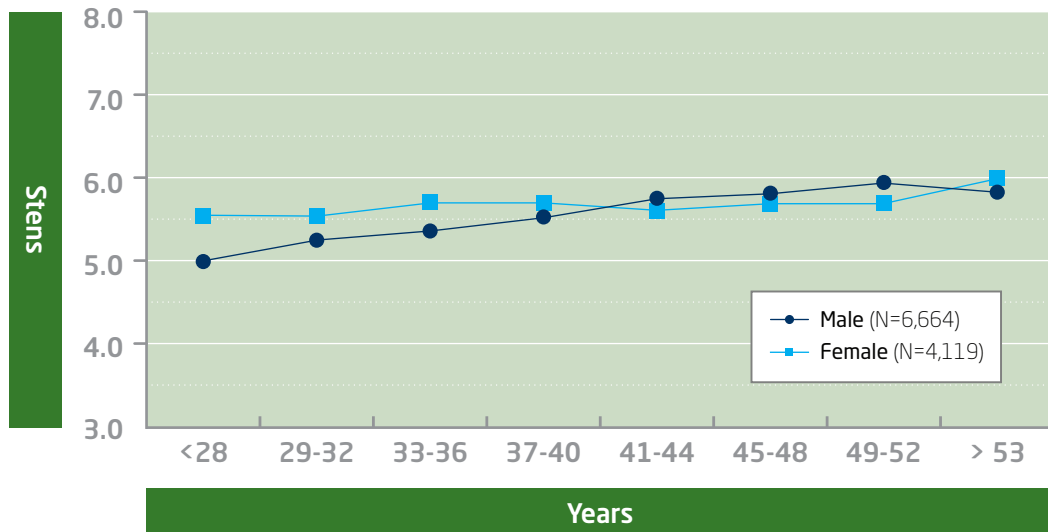
There is a high average self-rating on Principled. This indicates that in general this is seen as a particularly desirable characteristic. As the results are relative, please bear in mind that that some people may be surprised at scoring as low in this area as their profile indicates as many people consider themselves to be highly Principled.

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Moderately common	Less common	Common

USAGE OF PRINCIPLED IN REPORTS

Types:	Task; Delivery
Team Roles:	None
Leadership:	Servant Leader
Reflections:	Focused on Others (- Self-Focused)
Entrepreneurial:	Creating Superior Opps;
Sales:	None

Activity Oriented

Styles		Competency
Delivery	cluster	> Delivering Results
Structured	section	> Structuring Tasks
Activity Oriented	dimension	> Producing Output
Quick Working		> Working Quickly
Busy	facets	> Maintaining Productivity
Multi-tasking Oriented		> Multi-Tasking

HIGH SCORERS: work at a fast pace; work well when busy; cope well with multi-tasking

LOW SCORERS: prefer to work at a relatively slow pace; work best when not too busy; much prefer to do one thing at a time

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Activity Oriented*

Very likely to be high on	**Very likely to be low on**
None	None
Moderately likely to be high on	**Moderately likely to be low on**
None	None
Fairly likely to be high on	**Fairly likely to be low on**
Dynamic r= .27	None
Purposeful r= .25	
Composed r= .22	
Reliable r= .21	
Change Oriented r= .20	

Activity Oriented
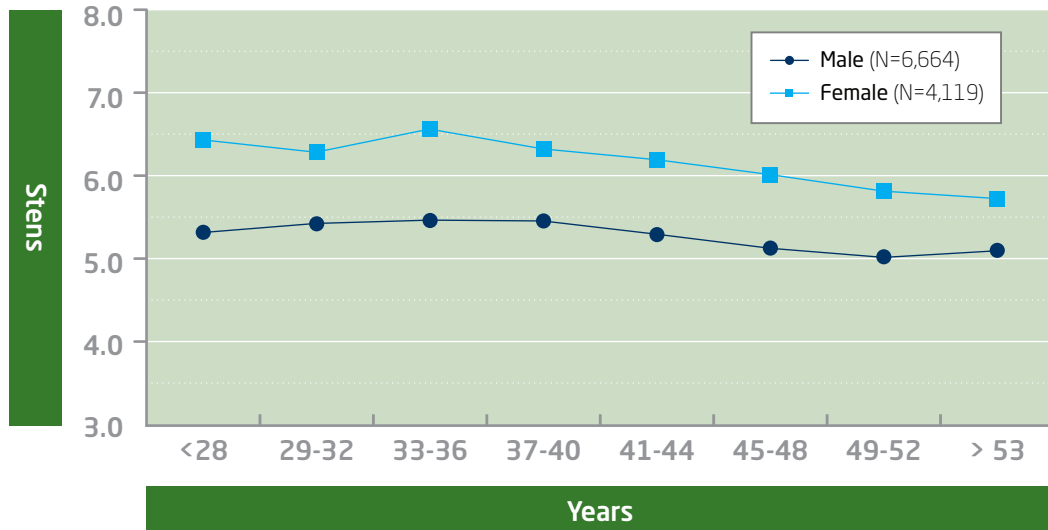
Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	More common	Common

USAGE OF ACTIVITY IN REPORTS

	Types:	Task; Delivery
	Team Roles:	Striver
	Leadership:	Crisis Handler
	Reflections:	Tenacious (-Sympatheic); Impulsive (- Reflective)
	Entrepreneurial:	Getting in the Zone; Building Capability
	Sales:	Driver

Dynamic

Delivery	> Delivering Results
Driven	> Driving Success
Dynamic	> Taking Action
Action Oriented	> Making Things Happen
Focused on Starting Things	> Using Initiative
Energetic	> Investing Energy
Styles	Competency
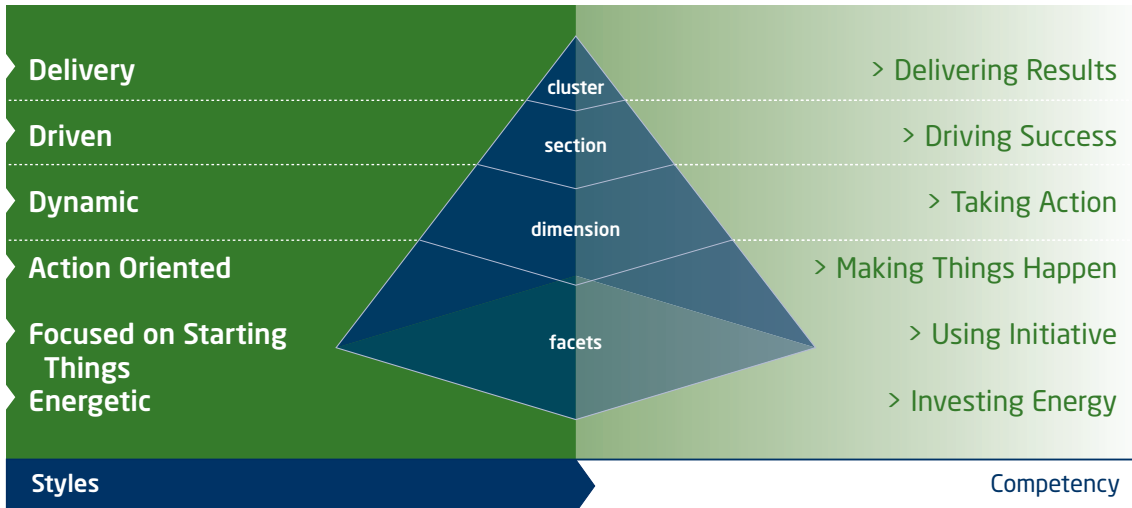
HIGH SCORERS: consider themselves to be very energetic; see themselves as impatient to get things started and good at starting things off; are focused on making things happen

LOW SCORERS: see themselves as less energetic than many people; seldom start things off; seldom see it as their responsibility to make things happen

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Dynamic*

Very likely to be high on

Directing	r= .45
Purposeful	r= .44
Enterprising	r= .43
Striving	r= .40

Moderately likely to be high on

Strategic	r= .36
Insightful	r= .35
Convincing	r= .33
Inventive	r= .33
Empowering	r= .32
Change Oriented	r= .32

Fairly likely to be high on

Interactive	r= .29
Activity Oriented	r= .27
Self-promoting	r= .22
Composed	r= .22
Challenging	r= .20

Very likely to be low on

None

Moderately likely to be low on

Conforming	r= -.36

Fairly likely to be low on

Accepting	r= -.24
Involving	r= -.21

Dynamic
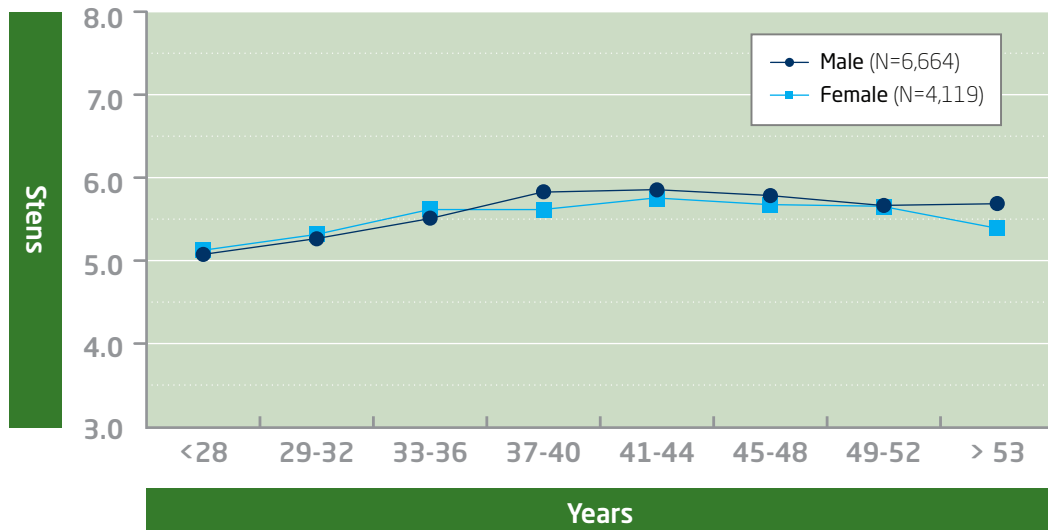
Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	Moderately common	Frequent

USAGE OF DYNAMIC IN REPORTS

Types:	Task; Delivery
Team Roles:	Finisher
Leadership:	Change Agent; Crisis Handler
Reflections:	Task-Immersed (- Socially-Immersed); Tenacious (- Sympatheic)
Entrepreneurial:	Getting in the Zone
Sales:	Driver

Enterprising

Delivery	cluster	> Delivering Results
Driven	section	> Driving Success
Enterprising	dimension	> Seizing Opportunities
Business Opportunity Oriented		> Identifying Business Opportunities
Sales Focused	facets	> Generating Sales
Competitive		> Outperforming Competitors
Styles		Competency
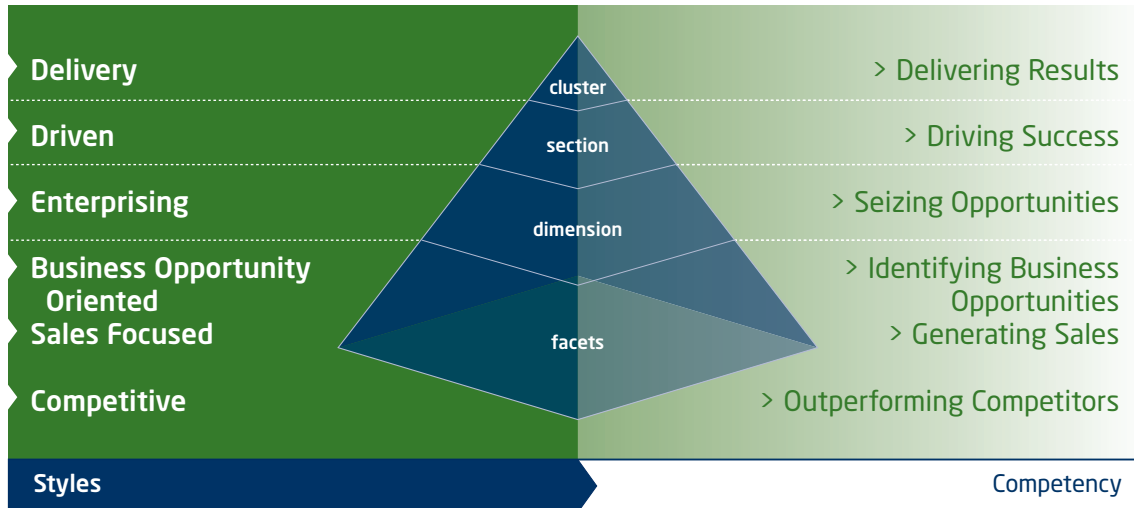
HIGH SCORERS: regard themselves as highly competitive, with a strong need to win; believe they are good at, and derive real satisfaction from, identifying business opportunities; see themselves as very sales oriented

LOW SCORERS: do not consider themselves to be competitive; acknowledge that they seldom identify good business opportunities; do not see themselves as sales oriented

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Enterprising*

Very likely to be high on

Striving	r= .55
Convincing	r= .48
Dynamic	r= .43

Moderately likely to be high on

Directing	r= .38
Purposeful	r= .38
Strategic	r= .33
Empowering	r= .30
Self-promoting	r= .30

Fairly likely to be high on

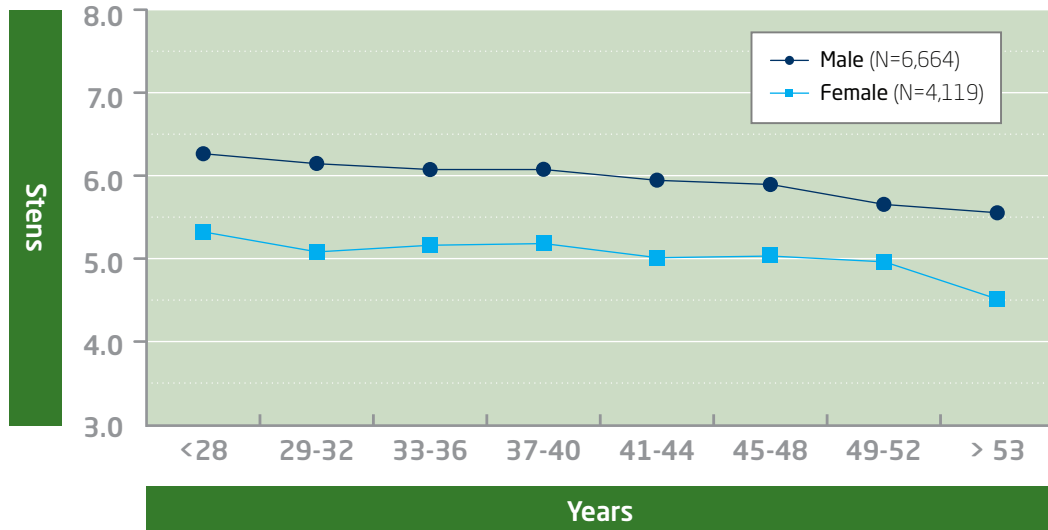|	
Inventive	r= .29
Interactive	r= .27
Articulate	r= .21
Self-assured	r= .21

Very likely to be low on

None

Moderately likely to be low on

None

Fairly likely to be low on

Accepting	r= -.24
Conforming	r= -.23

Enterprising

Motive-Talent Split	Normative-Ipsative Split	Facet Range
Less common	Less common	Common

USAGE OF ENTERPRISING IN REPORTS

	Types:	Task; Delivery
	Team Roles:	Striver
	Leadership:	Networker; Energizer
	Reflections:	Daring (- Cautious)
	Entrepreneurial:	Creating Superior Opps; Opening up to the World
	Sales:	Negotiator; Driver

Striving

Styles		Competency
Delivery	cluster	> Delivering Results
Driven	section	> Driving Success
Striving	dimension	> Pursuing Goals
Results Oriented		> Achieving Outstanding Results
Ambitious	facets	> Acting with Determination
Persevering		> Persisting through Difficulties
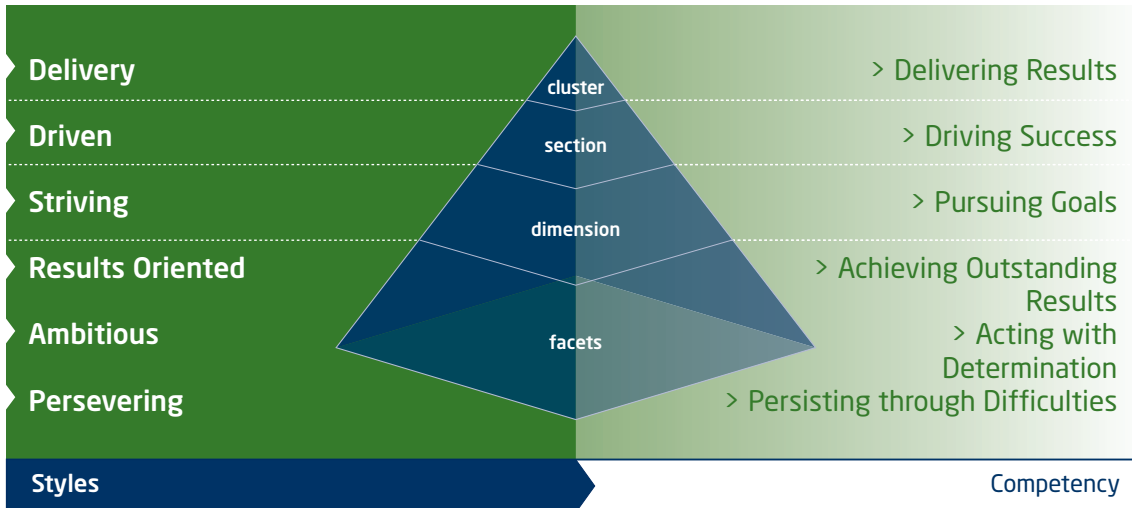
HIGH SCORERS: see themselves as very ambitious and want to be successful; attach great importance to achieving outstanding results and believe they do so; are very persevering and keep going no matter what

LOW SCORERS: do not see themselves as ambitious; are not driven to achieve outstanding results; are less inclined than many people to persevere in the face of difficulty

MID SCORES: can represent *either* an average score on all three facets *or* a 'net average' derived from a mix of scores, typically where one or more high score is counterbalanced by one or more low score

Correlations with other dimensions: *If high on Striving*

Very likely to be high on

Enterprising	r= .55
Dynamic	r= .40

Moderately likely to be high on

Purposeful	r= .38
Directing	r= .38
Convincing	r= .36
Strategic	r= .33

Fairly likely to be high on

Empowering	r= .27
Inventive	r= .24
Self-assured	r= .23
Change Oriented	r= .23
Insightful	r= .21

Very likely to be low on

None

Moderately likely to be low on

None

Fairly likely to be low on

None
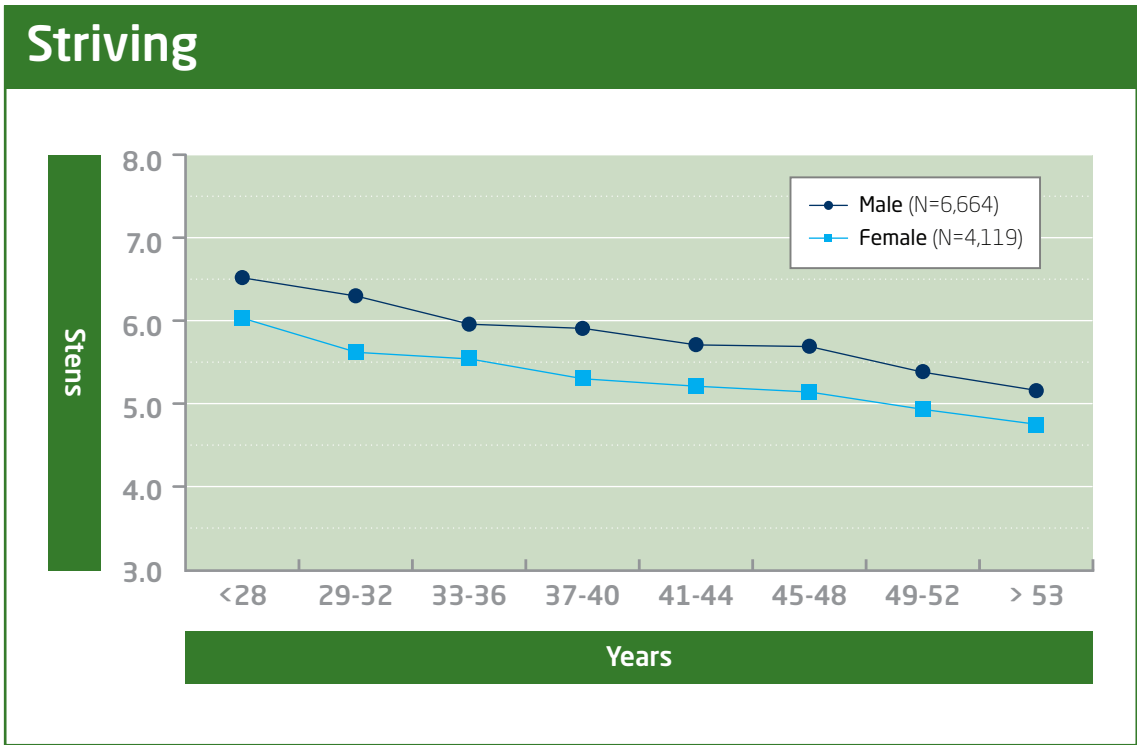
Striving

There is a high average self-rating on Striving. This indicates that in general this is seen as a particularly desirable characteristic. As the results are relative, please bear in mind that that some people may be surprised at scoring as low in this area as their profile indicates as many people consider themselves to be highly Striving.

Motive-Talent Split	Normative-Ipsative Split	Facet Range
More common	Less common	Frequent

USAGE OF ABSTRACT IN REPORTS

	Types:	Task; Delivery
	Team Roles:	Striver
	Leadership:	Inspirer
	Reflections:	Tenacious (- Sympatheic)
	Entrepreneurial:	Getting in the Zone; Staying in the Zone
	Sales:	Driver

121

6.3 Response Style Summary Scales

Ratings Acquiescence

- **A measure of how positive or self-critical a person has been in terms of rating themselves (using the normative 1 to 9 scale) across the 36 dimensions**

HIGH SCORERS: have high self-esteem, need to please, or demonstrate a lack of self-criticism

LOW SCORERS: have low self-esteem, a low need to please, or are highly self-critical

MID SCORES: represent individuals who have neither portrayed themselves in a highly critical or highly positive way. They may have used the extremes at both ends of the scale, or tended towards the mid-point of the rating scale

In very rare instances, a motive-talent split can occur on an individual's Ratings Acquiescence score. Where talent is higher than motive, the individual may be highly capable but disengaged with what they are doing. Where motive is higher than talent, the individual might not feel they are performing as well as they would want to be performing.

Correlations with dimensions: *If high on Ratings Acquiescence*

Very likely to be high on		Very likely to be low on
Striving	r= .58	None
Directing	r= .53	
Strategic	r= .53	
Empowering	r= .52	
Dynamic	r= .51	
Convincing	r= .50	
Enterprising	r= .49	
Purposeful	r= .46	
Articulate	r= .43	
Inventive	r= .43	
Insightful	r= .43	
Self-assured	r= .42	
Moderately likely to be high on		**Moderately likely to be low on**
Change Oriented	r= .38	None
Composed	r= .35	
Analytical	r= .33	
Interactive	r= .33	
Learning Oriented	r= .32	
Engaging	r= .31	

Note: High Ratings Acquiescence can be indicative of high self-belief. A person with high Ratings Acquiescence may therefore demonstrate artificially high scores in their Wave report. It is important to remember that people can correctly or incorrectly represent themselves on Wave Styles assessments and it is the job of the interpreter to corroborate the indications of the Wave Styles report with further evidence of an individual's work performance.

Consistency of Rankings

- **A measure of how consistently a person has rank ordered characteristics across the 36 dimensions**

HIGH SCORERS: have been highly consistent in the way they rank ordered items

LOW SCORERS: may have had difficulty rank ordering items, possibly indicating a situational style or low motivation towards the task

MID SCORES: demonstrate that an individual has been as consistent as most people in their rank ordering of items

Correlations with dimensions: *If high on Consistency of Rankings*

Very likely to be high on	Very likely to be low on	
None	None	
Moderately likely to be high on	**Moderately likely to be low on**	
None	Enterprising	r= -0.31
	Convincing	r= -0.30

Normative-Ipsative Agreement

- **The degree of alignment between an individual's Normative and Ipsative scores across the 36 dimensions**

HIGH SCORERS: demonstrate a high degree of alignment in their normative and ipsative scores

LOW SCORERS: have less agreement between their normative and ipsative scores. Low agreement scores on this scale combined with high Rating Acquiescence indicates a very positive self-portrait which may broadly reflect superior work performance across a wide array of behaviors (or over-estimation or exaggeration of one's capabilities, perhaps to portray oneself in an overly favorable light)

Low scores on this agreement scale with low Rating Acquiescence may indicate lower work performance or performance restricted to a more limited set of work behaviors. It may also be representative of individuals under-rating their own capabilities

MID SCORES: demonstrate that individuals has shown a typical degree of alignment between their ratings and rankings of items

Correlations with dimensions

No high or moderate degree of correlation with dimensions

Frequency and Size of Normative-Ipsative Splits

Sten	Description of Size	Relative Frequency
3	Small	Less Rare 7.235%
4	Moderate	Rare 1.778%
5	Appreciable	Very Rare 0.375%
6	Sizeable	Very Rare 0.099%
7	Large	Extremely Rare 0.010%
8	Very Large	Extremely Rare 0.005%
9	Huge	Extremely Rare 0.000%

In the vast majority of cases (more than 90%), only very small Normative-Ipsative splits are found. Small to appreciable sized splits are found in less than 10% of cases and sizeable to huge sized splits are only found in less than 1% of cases.

Motive-Talent Agreement

- **The degree of alignment between Motive and Talent scores across the 36 dimensions**

HIGH SCORERS: have aligned talents and motives, are 'self-actualized' in that they are good at things that matter to them

LOW SCORERS: demonstrate a high degree of discrepancy between their reported talents and motives; may report feeling 'burnt out' or find little enjoyment in areas where they are talented

MID SCORES: demonstrate that an individual has reported a typical degree of alignment between their talents and motives

Correlations with dimensions

No high or moderate degree of correlation with dimensions

Frequency and Size of Motive-Talent Splits

Sten	Description of Size	Relative Frequency
3	Small	Less Rare 8.427%
4	Moderate	Rare 3.086%
5	Appreciable	Very Rare 0.887%
6	Sizeable	Very Rare 0.258%
7	Large	Extremely Rare 0.058%
8	Very Large	Extremely Rare 0.012%
9	Huge	Extremely Rare 0.002%

In the vast majority of cases (more than 87%), only very small Motive-Talent splits are found. Small to appreciable sized splits are found in approximately 12% of cases and sizeable to huge sized splits are only found in less than 1% of cases.