

# Interview Skills

Course Workbook

training<sup>•</sup>

# training<sup>•</sup>

<b>Introduction: Saville Assessment</b>	<b>1</b>
<b>Value of Interviewing</b>	<b>5</b>
<b>Legal Considerations</b>	<b>11</b>
<b>Recognising Bias</b>	<b>13</b>
<b>Competency-Based Interviewing</b>	<b>17</b>
<b>Wave Performance Culture Framework</b>	<b>19</b>
<b>Overview of Interview Guide</b>	<b>23</b>
<b>ORCE Model</b>	<b>31</b>
<b>Scoring</b>	<b>33</b>
<b>Summary and Next Steps</b>	<b>38</b>
<b>Resources</b>	<b>41</b>



# Introduction: Saville Assessment

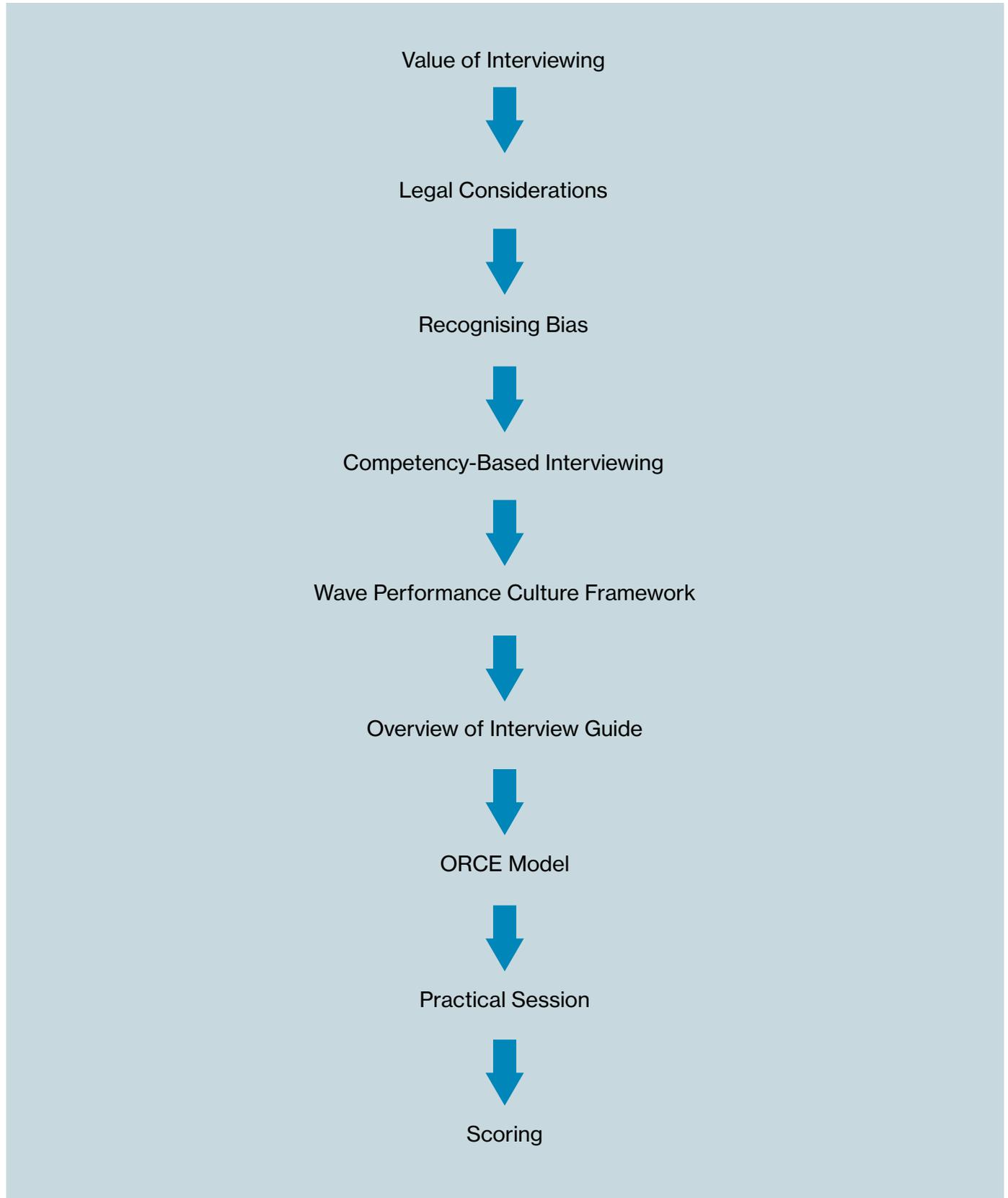
## Objectives

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

- Recognise the value of effective interviewing
- Be aware of potential bias and develop the skills to reduce this.
- Demonstrate advanced questioning and probing techniques, being able to effectively probe talent and motivational drivers.
- Show practical skills in using the Interview Guide to observe, record, classify and evaluate behavioural indicators.
- Be able to evaluate the relevant skills and abilities of participants in a standardised and objective manner.



## Course Overview



# Hire, Build, Lead



## Hire Talent

### **Improve Quality of Hire**

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



## Build Talent

### **Maximise 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 organisation and accelerate exceptional results.



# Value of Effective Interviewing

## Advantages of Interviews

**Evaluate and Challenge Candidates**



**Assess**  
Social  
Behaviours Directly

**Social Experience**



**Psychological Contract**



**Rigour and Recruitment discipline**



**Audit Trail**

### Interviews:

- Allow detailed evaluation and challenge of candidates
- Can assess social behaviours directly
- Create a social experience and human face for the company
- Help in establishing a psychological contract
- Provide an audit trail to demonstrate a fit and proper recruitment process
- Panel interviewing can increase rigour and recruitment discipline

### Notes:

## The Interviewer's Problem

- We think we're really good at it
- But we're really not!
- Dana and Dawes (2012) – 76 participants predicted two students' GPA for the upcoming school year
- Student 1: Participants just looked at background information
- Student 2: Looked at background information and held an unstructured interview
- Daniel Kahneman: Nobel laureate on Behavioural Economics

“Interviewer confidence is not an indicator of ability to predict interviewee success”

### Dana and Dawes (2012)

In the study, Dana and Dawes had 76 participants predict two students' grade point average (GPA) for the upcoming school year. For the first student, participants just looked at the student's background information, including their GPA in prior semesters. For the second student, the participants received the same information, but conducted an unstructured interview with the student as well.

Overall, the participants predicted the performance of the student they did not interview a lot more accurately than the one they did. The unstructured interview proved to be a hindrance, not a benefit.

“Interviewers probably over-value unstructured interviews,” Dana wrote in the study. “Our simple recommendation for those who make screening decisions is to not use them.”

## The Interviewer's Solution

**Notes:**

Discipline!

# Interviewing – The Research

- More difficult job interviews are statistically linked to higher employee satisfaction (4 out of 5 optimal)
- Interview skills training improves an interview's reliability
- You must have clear criteria to assess against
- Structured interviews are far more valid than unstructured interview
- Emotional Contagion – How a candidate can influence your emotions
- Levashine et al (2014) – Meta Analysis of Literature

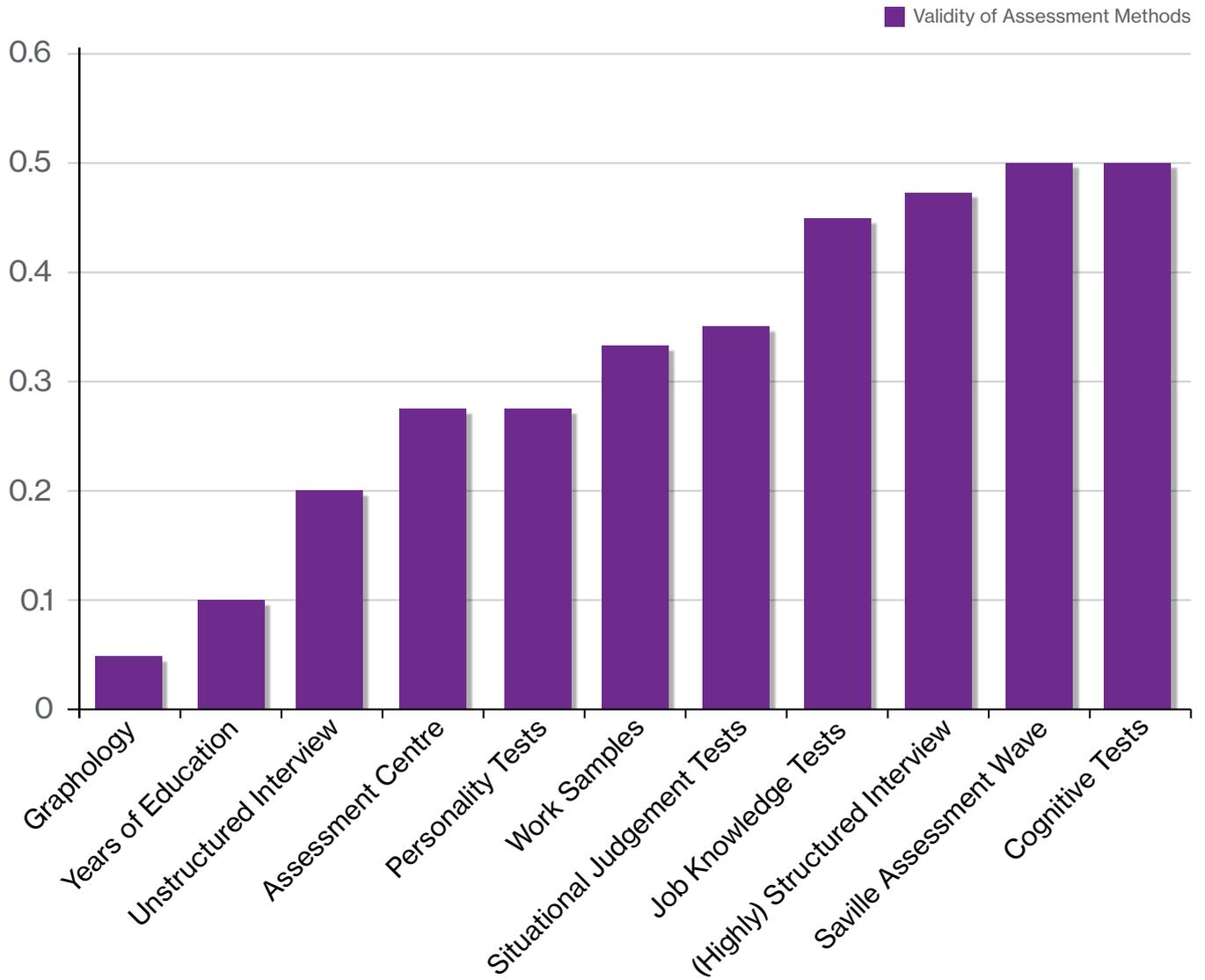
“In unstructured interviews, candidates are more likely to engage in positive impression management, leading to emotional contagion and consequentially, more lenient assessing”

## Emotional Contagion

Emotional Contagion is when the candidate's emotions or behaviour influence the interviewer's emotions and therefore their opinion of the candidate. We prevent this through structured and competency-based interviewing, which ensures we are scoring candidates on the evidence they have provided. This supports more objective and valid decision making.

### Notes:

## What Works?



Notes:

## Validity: Reducing the Risk of Recruiting the Wrong Person

- Can you think of that one person (or more!) you know that shouldn't really be in that job?

Validity	Poor Performers
0	1 person in 5 will prove to be a poor performer
0.3	1 person in 10 will prove to be a poor performer
0.6	1 person in 50 will prove to be a poor performer

**Notes:**



# Legal Considerations

## Equal Opportunities Legislation

Nine Protected Characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

## Interviewing and the Law

- Job applicants who believe their rights have been infringed can take a potential employer to tribunal.
- Employment tribunals can recommend various remedies and can impose a range of fines, which are unlimited where discrimination is found to have occurred.
- Protect yourselves by ensuring checks and balances are in place to counter unconscious bias and creating audit trails that evidence a fit and proper process.

**Notes:**

## Questions That Should Not be Asked

### Place of birth, ethnicity and religion:

- “So, which country were you born in?”
- “Are you religious? Will it prevent you working extra hours over the weekend?”

### Marital status, children and sexual preference:

- “How are you going to juggle your family commitments?”
- “Are you married?”
- “How many children to you have? What are your childcare arrangements?”

### Age:

- “How old are you?”
- “And how many more years do you see yourself in the workforce?”

### Disability and illness:

- “Do you have any disabilities and if so, how is your disability going to affect your ability to do the job?”

### Lifestyle choices:

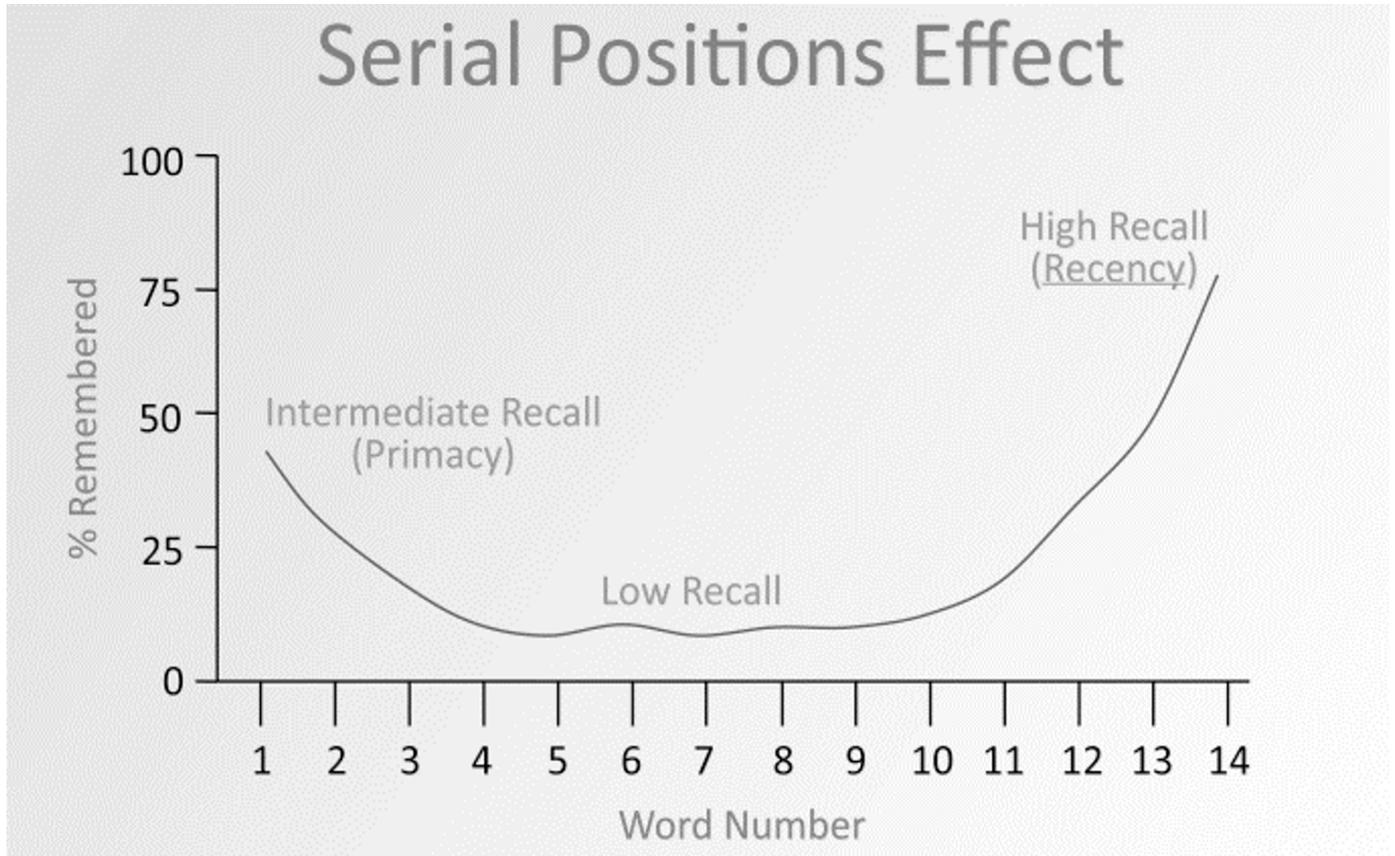
- “Do you drink alcohol?”
- “What political party do you support?” “Are you a member of a trade union?”

### Notes:

# Recognising Bias

## Memory Exercise

## Primacy / Recency Effect



### Primacy Effect

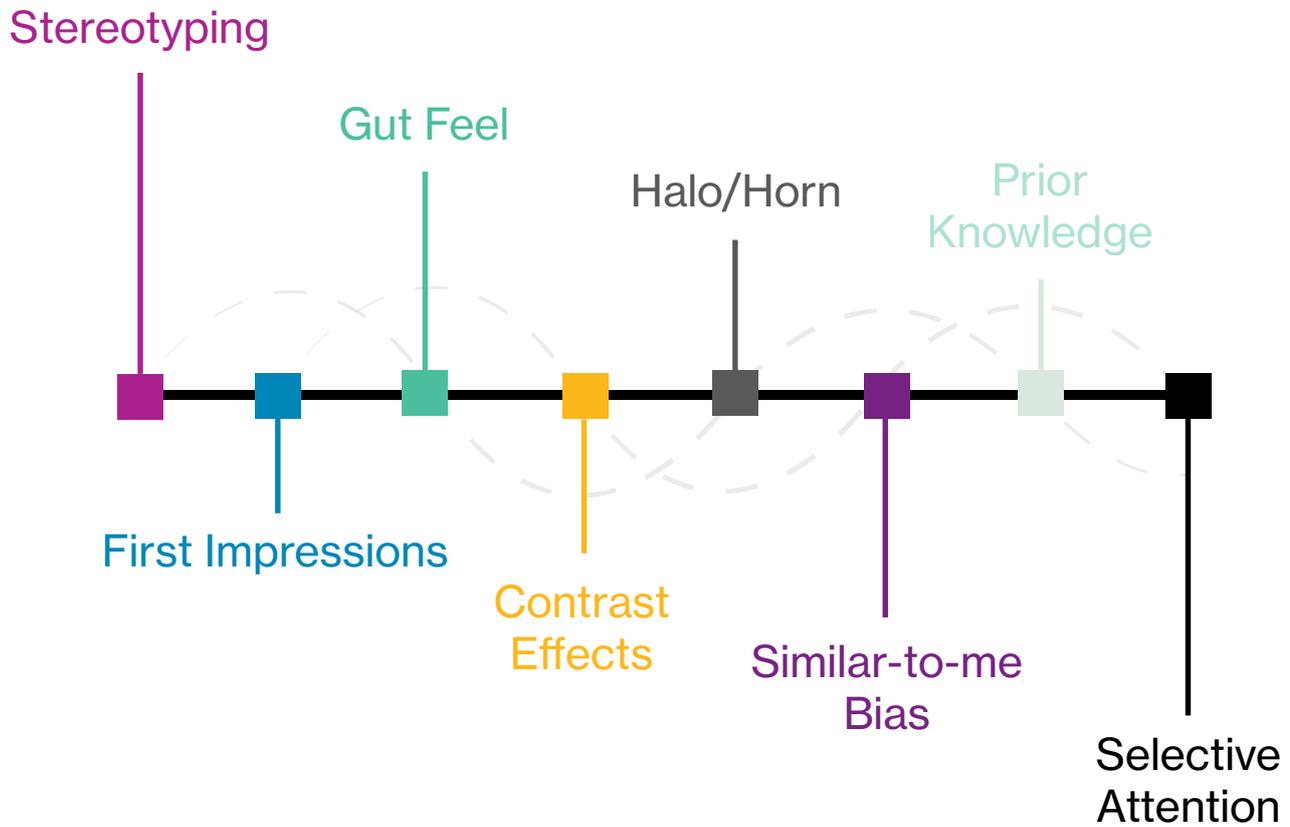
There is usually a high level of recall or words from the beginning of the list. This is called the “Primacy” effect.

### Recency Effect

There is usually a high level of recall or words from the end of the list. This is called the “Recency” effect.

### Notes:

## Common Errors to Avoid



## Reducing Bias in the Interview

- Interviewers should be trained
- Focus should be on obtaining evidence
- Interviewer should take notes (during & after)
- Support interviews with other assessment techniques (e.g. psychometrics)

### Notes:

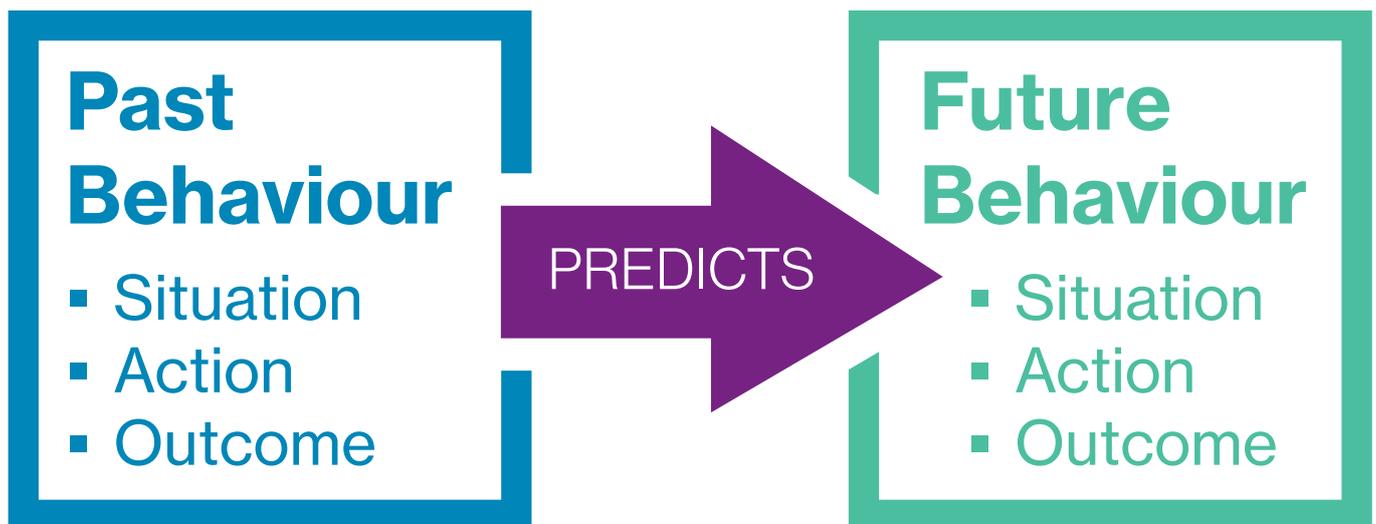


# Competency-Based Interviewing

## Types of Interviews

Notes:

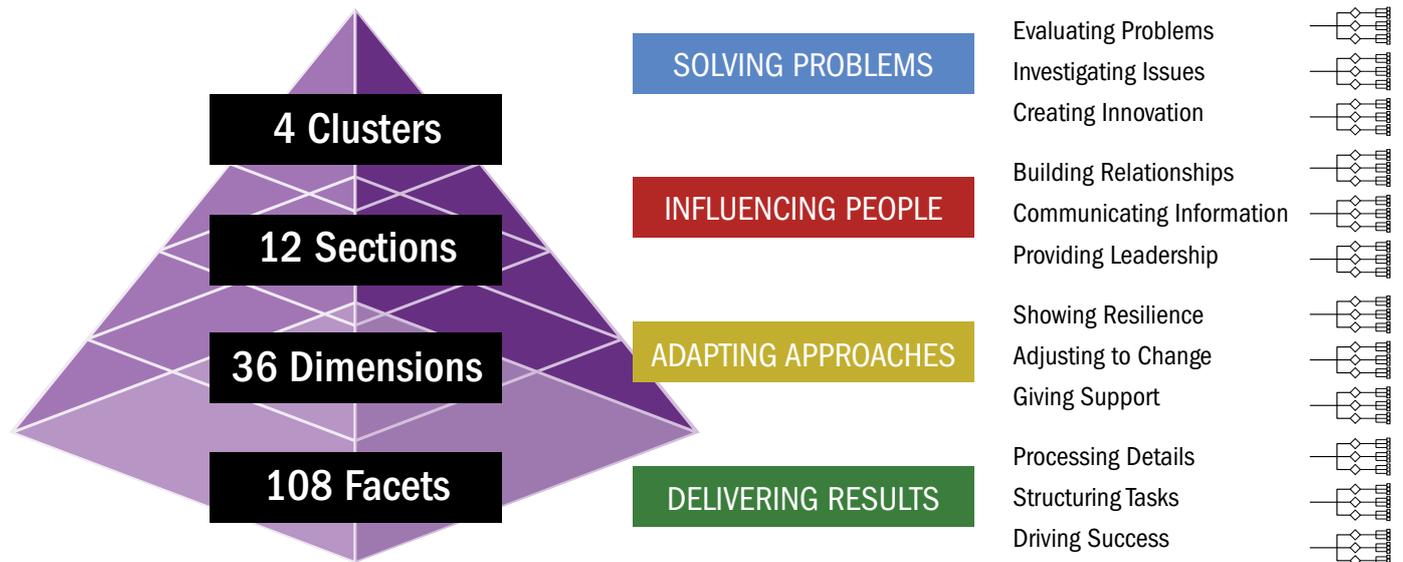
- Stress
- Biographical
- Situational
- Strengths-based
- Competency-based





# Wave Performance Culture Framework

## Wave Competency Model



**Notes:**

# Step 1: Job Analysis

The materials are organized into three main sections:

- Behavior Section (Solving Problems):**
  - Cover 1:** Evaluating Problems (1), Investigating Issues (2), Creating Innovation (2)
  - Content Page 1:** 1. Examining Information, 2. Documenting Facts, 3. Interpreting Data
  - Content Page 2:** 1. Developing Expertise, 2. Adopting Practical Approaches, 3. Providing Insights
  - Content Page 3:** 1. Generating Ideas, 2. Exploring Possibilities
- Behavior Section (Influencing People):**
  - Cover 4:** Building Relationships (4), Communicating Information (5), Providing Leadership (2)
  - Content Page 4:** 1. Interacting with People, 2. Establishing Rapport, 3. Impressing People
  - Content Page 5:** 1. Convincing People, 2. Articulating Information, 3. Challenging Ideas
  - Content Page 6:** 1. Making Decisions, 2. Directing People
- Behavior Section (Adapting Approaches):**
  - Cover 7:** Showing Resilience (7), Adjusting to Change (8), Giving Support (2)
  - Content Page 7:** 1. Conveying Self-Confidence, 2. Showing Composure, 3. Resolving Conflict
  - Content Page 8:** 1. Thinking Positively, 2. Embracing Change, 3. Inviting Feedback
  - Content Page 9:** 1. Understanding People, 2. Team Working
- Behavior Section (Delivering Results):**
  - Cover 10:** Processing Details (10), Structuring Tasks (11), Driving Success (2)
  - Content Page 10:** 1. Meeting Timescales, 2. Checking Things, 3. Following Procedures
  - Content Page 11:** 1. Managing Tasks, 2. Upholding Standards, 3. Producing Output
  - Content Page 12:** 1. Taking Action, 2. Seizing Opportunities
- Ability Dimension (Working with Information):**
  - Cover 13:** Working with Words (Verbal Aptitude)
  - Content Page 13:** A. Understanding Word Meaning, B. Comprehending Text, C. Making Verbal Inferences, D. Evaluating Written Materials, E. Comparing Arguments
- Ability Dimension (Working with Things):**
  - Cover 16:** Working with Systems/Logic (Diagrammatic Aptitude, Abstract Aptitude)
  - Content Page 16:** A. Understanding Logical Rules/Sequences, B. Comprehending Process Diagrams/Processes, C. Identifying Causes/Rules, D. Finding Faults, E. Comparing Flowchart Sequences

Physical materials shown include boxes for 'Hire Talent', 'Build Talent', 'Lead Talent', and 'Work Roles'.

## Company Overview:



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

**Number of Employees:** Approximately 400.

**Head Office:** London, UK.

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

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

The Account Management Team aims to:

- Identify and successfully secure sales with new clients
- Manage a portfolio of key clients, supporting the implementation of e-learning sales projects
- Provide on-going 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

### Person Specification:

- Proven sales track record
- Influencing and negotiation skills
- Interpersonal and communication skills
- Networks and builds relationships with a range of individuals
- Ensures projects are kept on track
- Maintains team focus on achievement of targets
- Develops innovative approaches to meet business objectives
- Adapts to challenging situations and remains positive
- Approachable, providing support and sharing expertise with the team
- Previous experience working with dynamic simulation software and knowledge of e-learning programmes

# Overview of the Interview Guide

## Step 2: Interview Preparation – The Interview Guide

What does the report look like?

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

### Providing Leadership

Making Decisions (9); Directing People (6); Empowering Individuals (6)



High

higher potential than about 90% of the comparison group

### Understanding scoring:

- 5s and 6s: Average when compared to the benchmark group
- 4s and 7s: Just outside average when compared to the benchmark group
- 1s, 2s and 3s: Potential is predicted to be lower than the benchmark group
- 8s, 9s and 10s: Potential is predicted to be higher than the benchmark group

### Notes:

## Interview Questions

### Providing Leadership

Making Decisions (9); Directing People (6);  
Empowering Individuals (6)



**High**

higher potential than about 90%  
of the comparison group

**When have you had to provide leadership for others at work?**

- What was the situation?
- How did you approach it?
- What was your leadership style?
- How did you motivate others?
- How did people respond to you?
- What key decisions did you have to make?

\* What do you enjoy about being a leader?

**Tell me about a time when you have chosen to take responsibility for getting something done by leading others.**

- Why did you choose to take responsibility in the situation?
- How did you lead people?
- What did you do to keep the people motivated?
- What were the difficult decisions you had to make?
- What feedback did you get on your leadership?

\* What do you dislike most about being a leader?

## Interview Questions

### Giving Support

Understanding People (2); Team Working (2);  
Valuing Individuals (2)



**Very Low**

higher potential than about 5%  
of the comparison group

**Tell me when you have had to go out of your way to support others at work.**

- What support did your colleagues need?
- What did you do to help?
- What more could you have done to help with the benefit of hindsight?
- To what extent did helping inconvenience you?
- What was the outcome?
- \* What do you like about helping people?

**Describe a situation where it was important for you to understand people at work.**

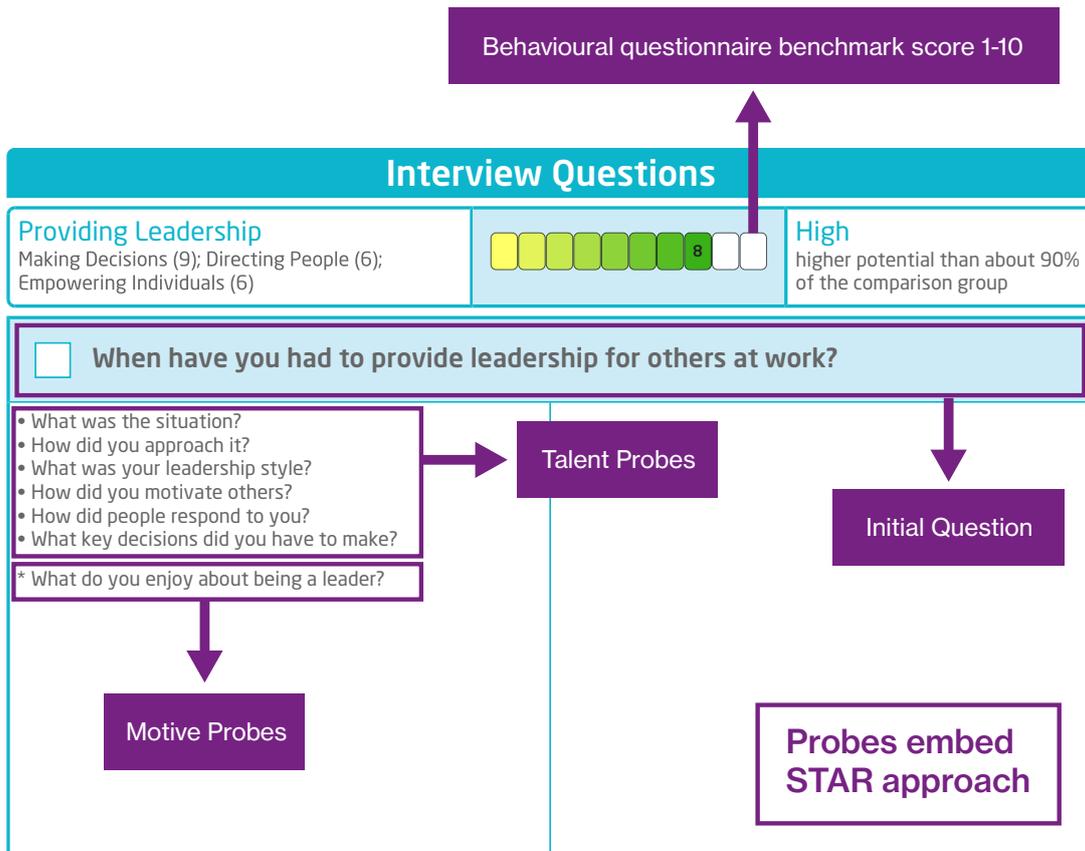
- What was the situation?
- Why was it important for you to understand them?
- What were the important messages you heard from them?
- What did it take you longer to recognise about their needs?
- What did you do to show you understood them?
- \* How interested are you in understanding people and their motivations?

**When have you found it challenging to work collaboratively in a team?**

- What was your role in the team?
- Why was it important to work collaboratively?
- How did you do this?
- What was the most difficult aspect of the team work?
- \* What did you least enjoy about being a member of a team?

**Give me an example of when you have really valued people as individuals at work.**

- Who did you really value?
- Why did you really value them?
- How did you show your appreciation?
- How much trust did you place in them?
- Which behaviours did you have to tolerate?
- \* How quickly do you feel comfortable trusting people at work?



- Are you aware of the whole recruitment process?
- Are you familiar with the job description and person specification?
- Have you reviewed the application form or CV?
- Have you prepared your Interview Guide or interview questions?
- Do you have any other relevant information for the candidate?
- Do you have your timetable for the day?
- Is the reception of candidates arranged?
- Is the room properly set up?

**Notes:**

## Step 3: The Interview – Interviewer Roles

- Warm the candidate up with some background/CV questions
- Move on to your prepared Interview Guide or interview questions
- Probe simply
  - “...and now?”
  - “...and what happened next?”
  - “...why was that?”
  - “...and the difficulties?”
  - “...tell me more about that.”
- Think about your body language!
- And write down as much as possible...

Interview Section	Interviewer 1 Role	Interviewer 2 Role
Introduction / Warm Up	Introduces	Takes detailed notes
Competency 1	Takes detailed notes	Interviews (take notes)
Competency 2	Interviews (take notes)	Takes detailed notes
Competency 3	Takes detailed notes	Interviews (take notes)
Competency 4	Interviews (take notes)	Takes detailed notes
Competency 5	Takes detailed notes	Interviews (take notes)
Competency 6	Interviews (take notes)	Takes detailed notes
Close		Closes

**Notes:**

## STAR Questioning Technique

- **Situation/Task** – why?
  - The background or context
- **Action** – what?
  - What the candidate did in response to situation/task
  - Specific behaviours
- **Result** – effects?
  - The effects of their actions – positive and negative
  - Reflection and evaluation
  - What would they have done differently?

## Tips

- STARs do not always come in order
- Some actions can be inactions
- Get the candidate to be specific about their involvement
- Spot false STARs
- Avoid hypothetical statements
- Get the complete STAR

### Notes:

## Step 3: The Interview - Probing

### Questions to avoid:

#### Closed questions

- “Did you work well as a team?”

#### Leading questions

- “I assume that you led the project?”

#### Multiple choice

- “Did you ask your manager or go to a colleague?”

#### Double questions

- “What do you think caused the problem and what solutions have you considered?”

#### Hypothetical questions

- “How would you have dealt with the customer if they had been difficult?”

#### Notes:

# Interview Questions Worksheet

## Objectives

The objective of this exercise is to assist you to identify the different types of questions that are often asked during a selection interview. It is important that you are confident to identify inappropriate questions and to rephrase them when necessary.

## Your Task

Identify the type of each interview question listed below and where appropriate rephrase it if necessary

Interview Question	Question Type	Question Rephrased
Describe a situation where you had to produce a comprehensive project plan?		
What would you do if you were presented with this problem?		
Did you consult with others to develop the strategy?		
What strategies did you use to convince others about the project?		
I expect that project turned out well?		
Did you meet the project deadlines?		
What difficulties did you experience and how did you overcome them?		
Give me an example of when you have made a suggestion to improve a work method?		
Teamwork is really important at this company; how do you feel about working in a team?		
What was the outcome of the project and how did you know you had achieved your objectives?		
If you needed to motivate your team, what strategies would you use?		
Which do you prefer, working by yourself or working in a team?		

# The ORCE Model

## Step 3: The Interview – The ORCE Method

### Observe

During Exercise

### Record

---

### Classify

After Exercise

### Evaluate

#### Observe

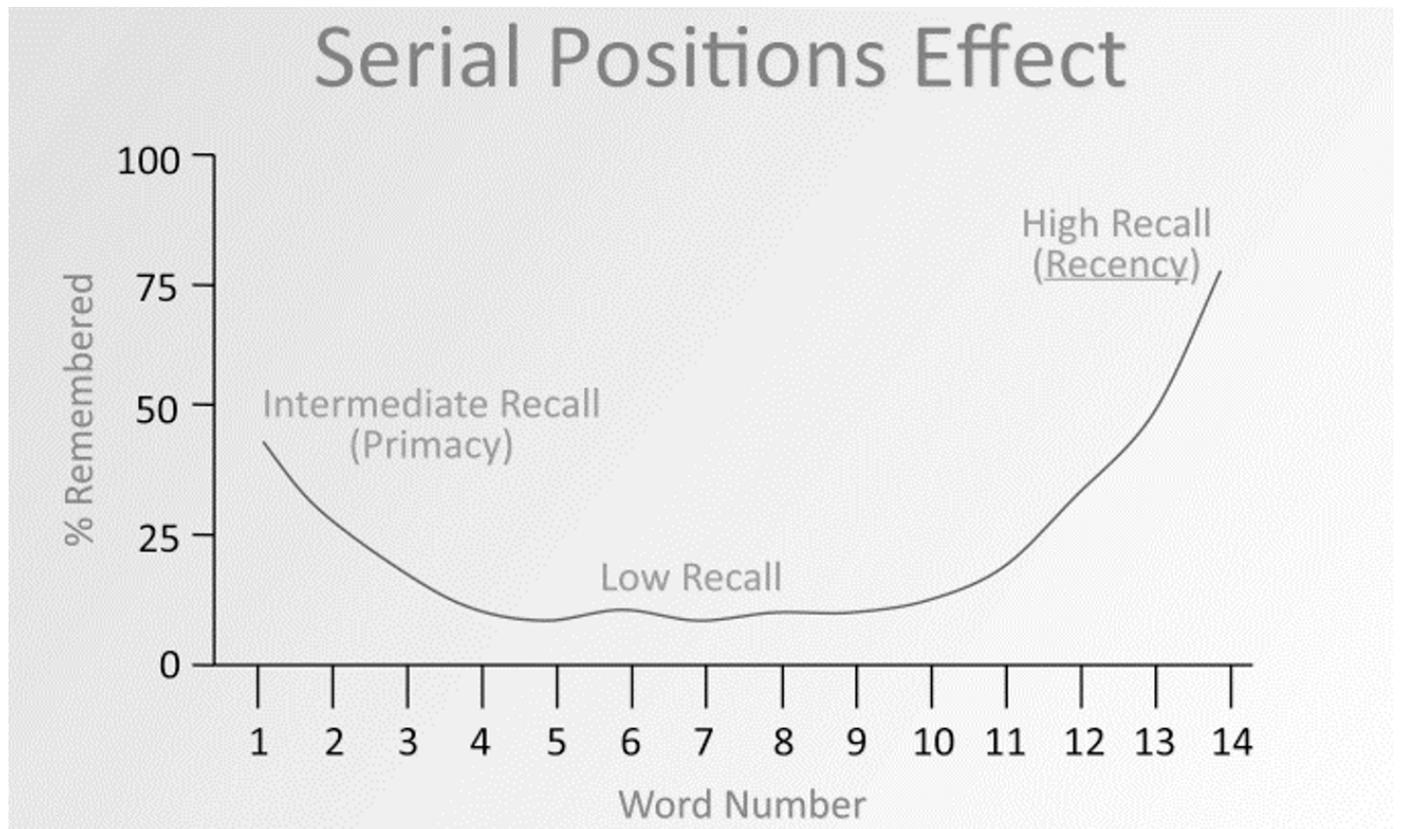
#### Notes:

- Keep an open mind and suspend your judgement
- Observe verbal and non-verbal behaviour
- Stay alert throughout the interview
- Be aware of your own reactions

#### Record

- Write down as much as possible
- Descriptions, not evaluations
- Be specific and use direct quotes
- Note non-verbal behaviour too

## Step 3: The Interview – Notetaking



“Interviewers who take notes demonstrate both better recall and increased judgement accuracy than interviewers who do not take notes.”

**Middendorf and Macan (2002)**

**Notes:**

# Scoring

## Step 4: Scoring – ORCE (Classify and Evaluate)

### Classify

- Review the evidence in your notes
- Assign each piece of evidence as +ve or –ve against the relevant criteria

### Evaluate

- Review your +ves and –ves and provide the overall competency with a score between 1 and 5
- Capture a summary of the evidence
- Check that your rating fits with your summary of evidence

### Notes:

## Scoring - ORCE (Classify)

**Notes:**

- Review the evidence in your notes
- Assign each piece of evidence as +ve or -ve against the relevant criteria

**Example**

+Directing People

+Meeting Timescales

She led a project team of ten and they delivered the results within the set deadline and to budget. She received positive feedback from team members about her leadership style and confidence in her decision making. However, she found it difficult to encourage others who did not appear to be as self-motivated as herself.

+Directing People

+Making Decisions

+Empowering Individuals

	Providing Leadership					
	1	2	3	4	5	
<b>-VE</b>						<b>+VE</b>
	1	2	3	4	5	
Avoids making decisions						Makes decisions
Let's others take the lead						Directs people well
Fails to motivate or empower others						Empowers and motivates others well
	Total					
	1	2	3	4	5	

++

## Scoring - ORCE (Evaluate)

- Review your +ves and -ves and provide the overall competency with a score between 1 and 5
- Capture a summary of the evidence
- Check that your rating fits with your summary of evidence

	Providing Leadership					
	1	2	3	4	5	
<b>-VE</b>						<b>+VE</b>
	1	2	3	4	5	
Avoids making decisions			X			Makes decisions
Let's others take the lead					X	Directs people well
Fails to motivate or empower others	X					Empowers and motivates others well
	Total					
	1	2	3	4	5	

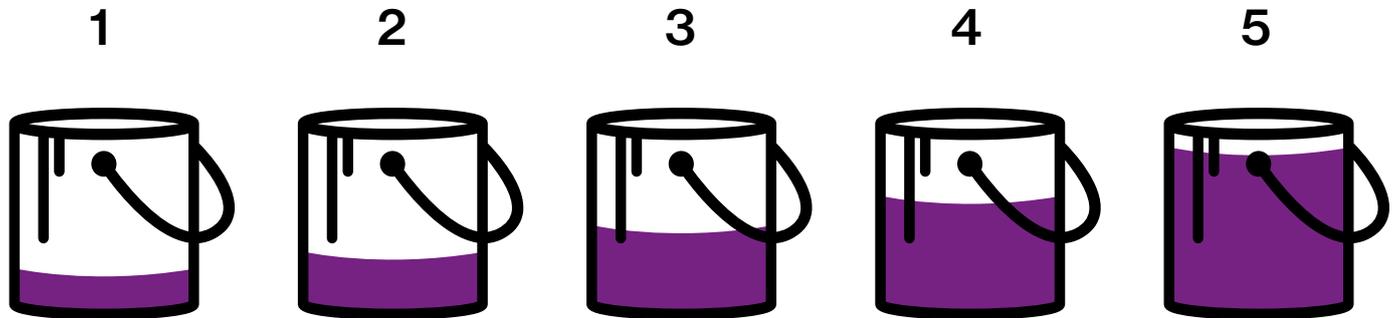
++

++

++

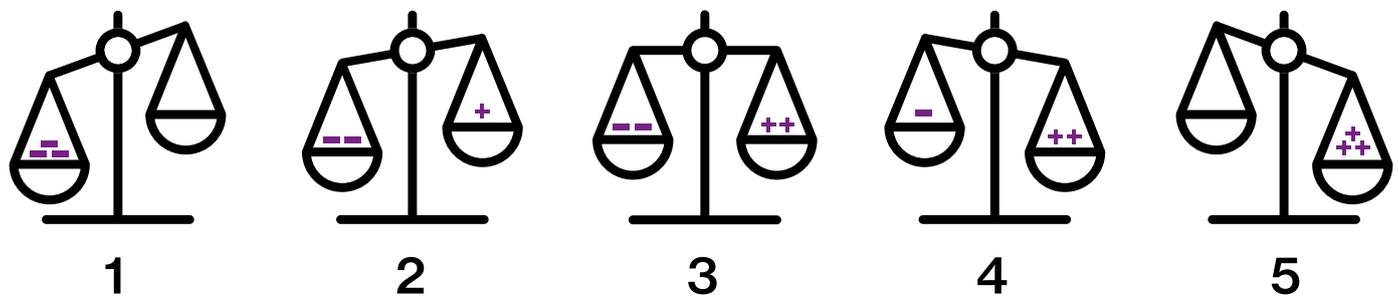
++

## Scoring: Paintpot Analogy



- Overall, to what degree did the participant's behaviour reach the maximum level of effectiveness given the opportunity available to them?

## Scoring: Scales Analogy



- What is the balance between the positive and negative evidence?
- Negative evidence may start to tip the balance of the scales against a relatively full paint pot

**Notes:**

## Scoring: 1 to 5 Scale Definitions

Rating	Level	Description
5	Excellent	Very strong positive evidence/no negative evidence. Meets all of the competency indicators.
4	Good	Strong positive evidence/small amount of negative evidence. Meets most of the competency indicators.
3	Acceptable	Moderately strong positive evidence/some negative evidence. Meets an acceptable amount of the key competency indicators.
2	Marginal	Balance of positive and negative evidence. Meets only a few of the key competency indicators.
1	Poor	Lack of any positive evidence/All negative evidence. Little/no evidence on most of the competency indicators.
<b>W: Weak Evidence</b> <b>N/E: No Evidence</b>		

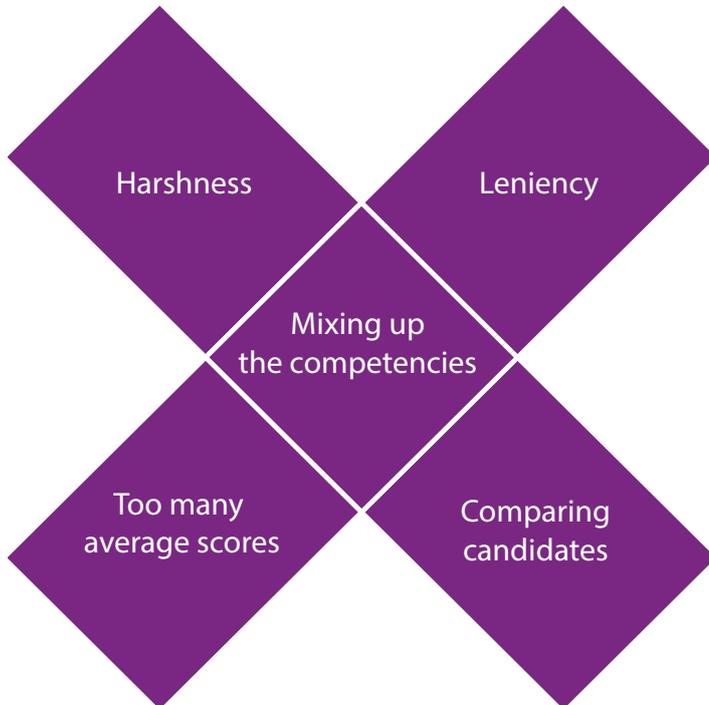
## Scoring: Questioning your Judgement

- Was performance 'Satisfactory' in relation to criteria (i.e. 3)?
  - If NO – rating must be 2 (Marginal) or 1 (Poor)
  - If YES – was it more than acceptable?
  - If YES – rating must be 4 (Good) or 5 (Excellent)
  - If NO – rating must be 3 (Acceptable)
- If rating is 2 – why not a 1?
- If rating is 4 – why not 5? (If you can't answer without using phrases like "just wasn't quite good enough", you haven't collected enough evidence.)

### Notes:

## Scoring: Things to Avoid

**Notes:**



## Scoring: Summarising Evidence

Negative Evidence	Positive Evidence
Described having difficulty motivating others not as driven as herself.	Strong evidence of leading large teams effectively.
<p><b>Comments</b></p> <p>Likely to be comfortable taking the lead but may struggle to motivate others who lack self-motivation.</p>	



# Summary and Next Steps

## Notes:

- What will you be doing differently from now on?
- Commit to making each other better interviewers by calling each other up on bad habits. Remember – unconscious biases are exactly that, unconscious...
- Don't leave notetaking to others! If you've made no notes, there'll be no evidence to support your point of view if it differs from your colleague's.

## References

- Chamberlain & Chen-Zion (2015). Do Difficult Job Interviews Lead to More Satisfied Workers? Evidence from Glassdoor Reviews. Glassdoor Economic Research - [www.glassdoor.com/research/studies/interview-difficulty](http://www.glassdoor.com/research/studies/interview-difficulty)
- Dana and Dawes (2012). Belief in the Unstructured Interview: The Persistence of an Illusion. *Judgment and Decision Making*, 8(5), September 2013, 512-520
- Hunter and Schmidt (1998). The Validity and Utility of Selection Methods in Personnel Psychology: Practical and Theoretical Implications of 85 Years of Research Findings. *Psychological Bulletin* 1998, 124(2), 262-274
- Kahneman (2011). *Thinking, Fast and Slow*.
- Levashine, Hartwell, Morgeson and Campion (2014). The Structured Employment Interview: Narrative and Quantitative Review of the Research Literature. *Personnel Psychology*, 67(1), 241-293.
- Marr and Cable (2013). Do Interviewers Sell Themselves Short? The Effects of Selling Orientation of Interviewers Judgments. *Academy of Management Journal*, 57(3), 624-651.
- Robertson and Smith (2001). Personnel Selection. *Journal of Occupational and Organizational Psychology*, 74(4), 441-472
- Saville, P., Maclver, R., Kurz, R. & Hopton, T. (2008). *Project Epsom: How Valid is Your Questionnaire? Phase 1: A New Comparative Study of the Major Personality Questionnaires in Predicting Job Performance*. Saville Consulting Group, Jersey.

## The Saville Assessment Community

# Saville Assessment

WillisTowersWatson 

[www.savilleassessment.com](http://www.savilleassessment.com)

### What you can expect:

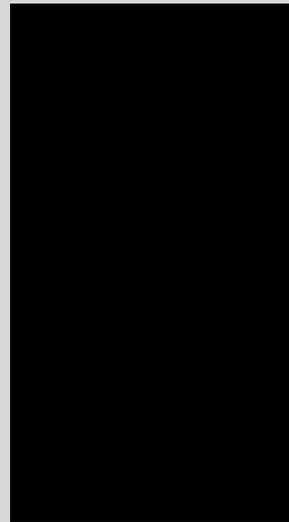
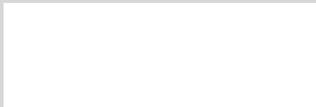
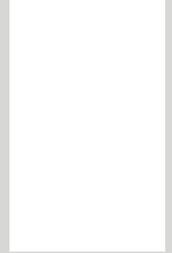
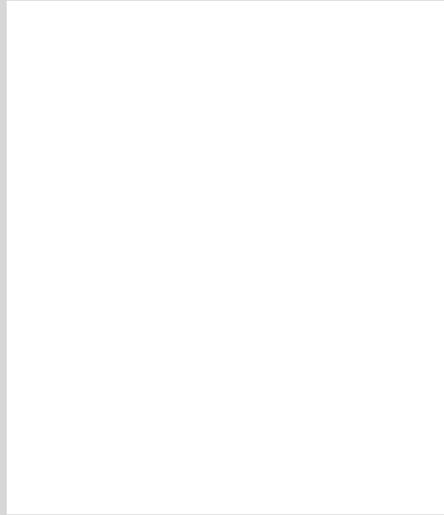
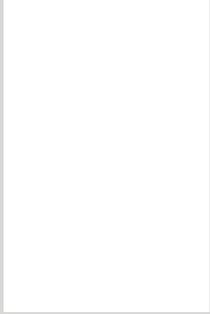
- Invitations to webinars and practitioner masterclasses
- Discussion on industry-specific news and topics
- Networking opportunities with other professionals
- Privileged offers



[@savilleassess](https://twitter.com/savilleassess)



[www.linkedin.com/company/saville-assessment](https://www.linkedin.com/company/saville-assessment)



## About Saville Assessment, a Willis Towers Watson Company

Our mission is to transform assessment around the world. We enable organisations to identify potential, accelerate performance, and achieve outstanding results. Our portfolio of leading-edge assessments are designed based on extensive research into successful workplace performance and the critical relationship between motive, talent and workplace culture. With representatives in over 80 countries we are transforming how organisations Hire, Build and Lead talent globally. Learn more at [www.savilleassessment.com](http://www.savilleassessment.com)