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Introduction: Saville Assessment

Objectives

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

- Understand the benefits, issues and risks in setting up a 360 project
- Understand the Saville Assessment Wave Performance Culture Framework
- Interpret the Saville Assessment Wave Performance 360 report accurately
- Facilitate feedback and discussion and action planning around 360 data, accurately and appropriately
- Link 360 with other data sources





“Our goal is to transform assessment across the world”

Professor Peter Saville



About Saville Assessment, A Willis Towers Watson Company

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

Course Overview

Introducing the Wave Performance Culture Framework



Introducing Wave Performance 360



Interpretation Exercise



Applying Wave Performance 360



Interpretation Exercise



Feedback of Wave Performance 360



Case Study



Leadership Impact 360



Administration and Project Management

Notes

About Saville Assessment

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

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

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

A Brief History

2004 - Saville Consulting is founded

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

2005 - Wave

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

2007 - Swift combination aptitude tests

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

2009 - Item-banked aptitude tests

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

2013 - Situational Judgement Tests

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

2015 - New tests, new technology

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

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

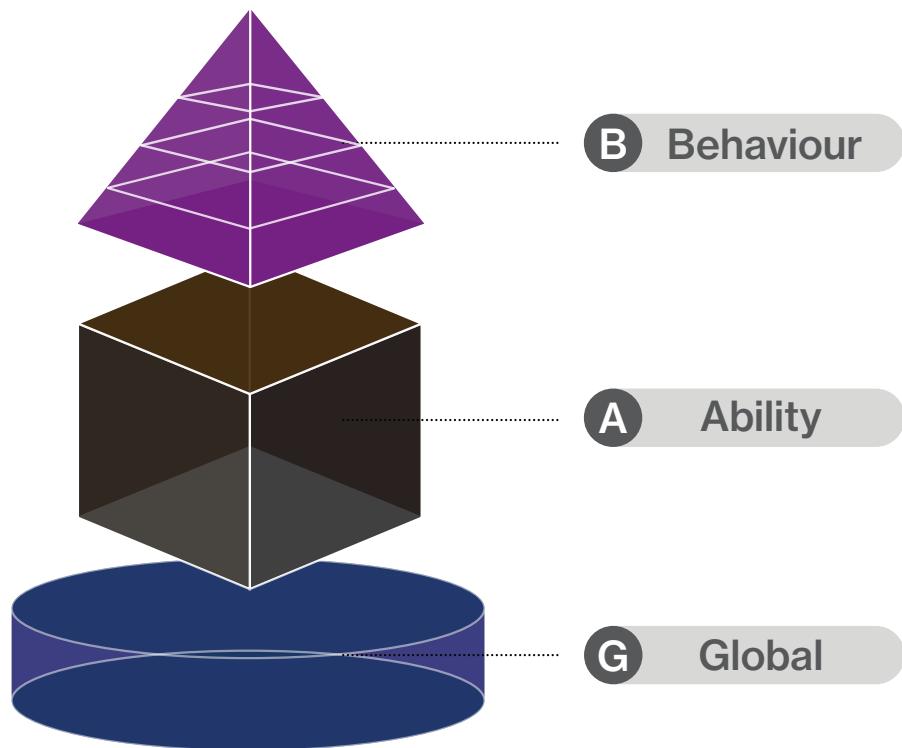
Became the talent assessment part of the leading global advisory, broking and solutions company, helping clients around the world turn risk into a path for growth.

Introducing the Wave Performance Culture Framework

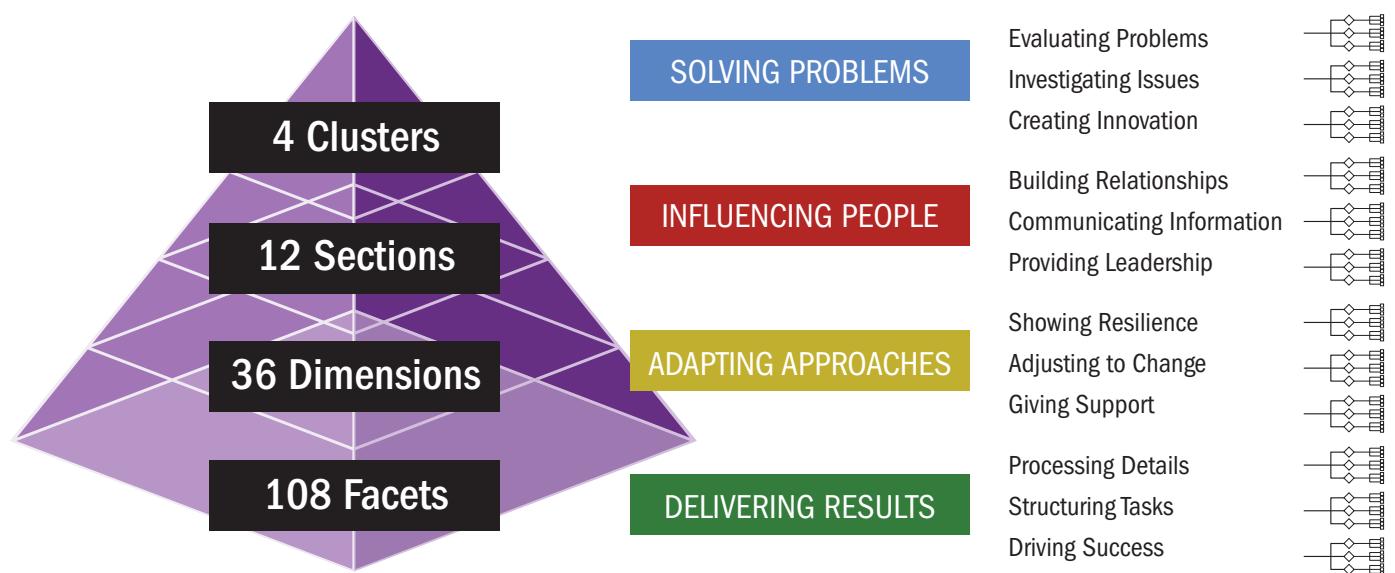
Wave Performance Culture Framework

- **Extensively researched model** of key characteristics underpinning success at work across different occupations
- **Encompasses elements of performance** that validation evidence indicates as most important and predictive
- **Underpins all of Saville Assessment's core products** (Wave, Strengths, 360, Aptitude)
- The framework is made up of Behaviour, Ability & Global areas, each built on a hierarchy of general areas breaking down into greater detail

Saville Assessment B-A-G Framework

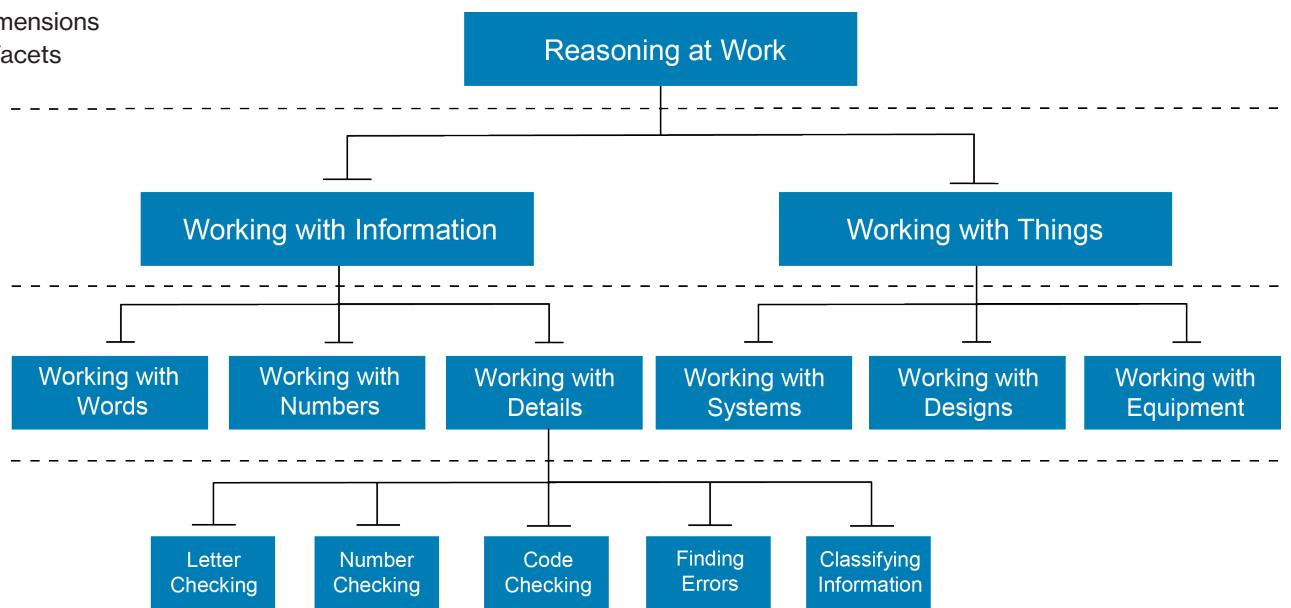


B-A-G Framework: Behaviour Aspects



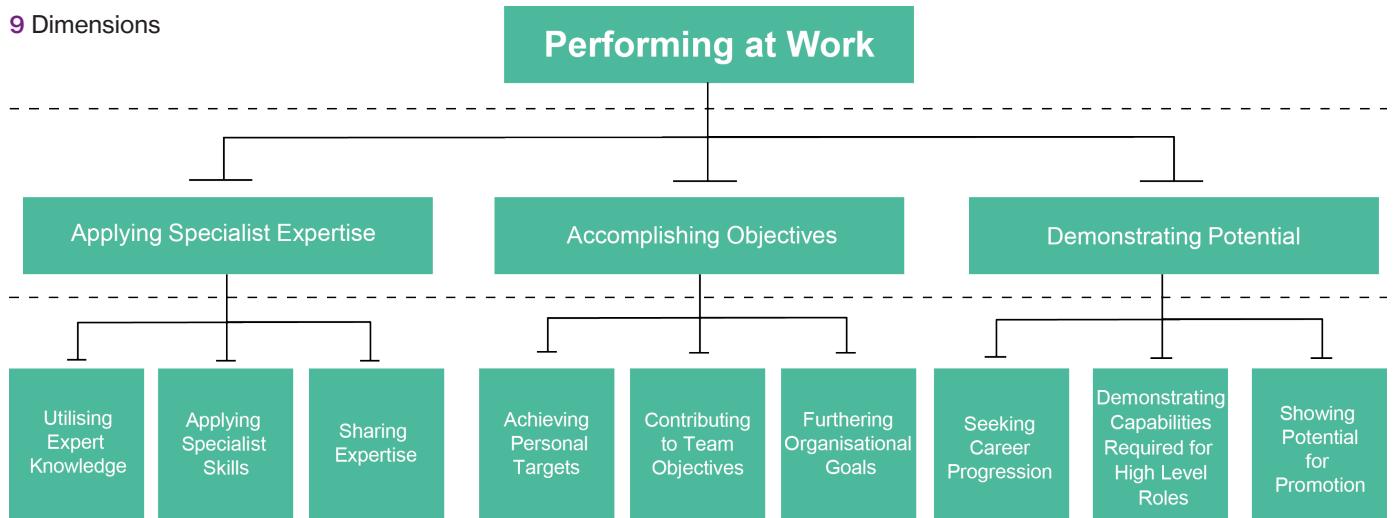
B-A-G Framework: Ability Aspects

1 Cluster
2 Sections
6 Dimensions
30 Facets



B-A-G Framework: Global Aspects

1 Cluster
3 Sections
9 Dimensions



Notes

Wave Performance Culture Framework

At the heart of Saville Assessment Wave assessment tools is the Wave Performance Culture Framework model. The Saville Assessment Wave Performance Culture Framework is an extensively researched model of the key characteristics that underpin success at work across different occupations. It is the starting point for Saville Assessment's new product development, because validation evidence has demonstrated its elements are important correlates of work performance.

B-A-G Framework: Overview

'Behaviour' refers to work behavioural styles and competencies. The Saville Assessment Wave model has a hierarchical structure consisting of 4 clusters, 12 sections, 36 dimensions and 108 facets. These behavioural areas can be directly assessed using Saville Assessment Wave Performance 360. Saville Assessment Wave Professional and Focus Styles have been developed to indicate individuals' potential to perform in these behavioural areas.

'Ability' assesses a person's abilities to perform certain intellectual or cognitive tasks.

Many areas of cognitive ability can be assessed such as verbal comprehension, numerical reasoning or strengths in working with designs or systems. These abilities can be assessed using the Saville Assessment portfolio of Aptitude Assessments (for more information, see www.savilleassessment.com). These abilities can also be assessed in practice in the workplace, with a 360 degree approach using the Saville Assessment Wave Performance 360.

'Global' describes broad overall effectiveness characteristics of performance at work.

These refer to a person's overall performance at work in key areas such as Applying Expertise, Accomplishing Objectives and Demonstrating Potential. The Saville Assessment Wave Performance Culture Framework includes a hierarchical model of Global work performance consisting of three sections and nine dimensions. These can also be assessed with Saville Assessment Wave Performance 360.

The importance of work requirements for individuals or teams to demonstrate superior performance on these behaviour, ability and global elements of effectiveness can be assessed in a small group using a deck of cards from the Saville Assessment Wave Performance Culture Framework. They can also be rated online with Saville Assessment Wave Job Profiler.

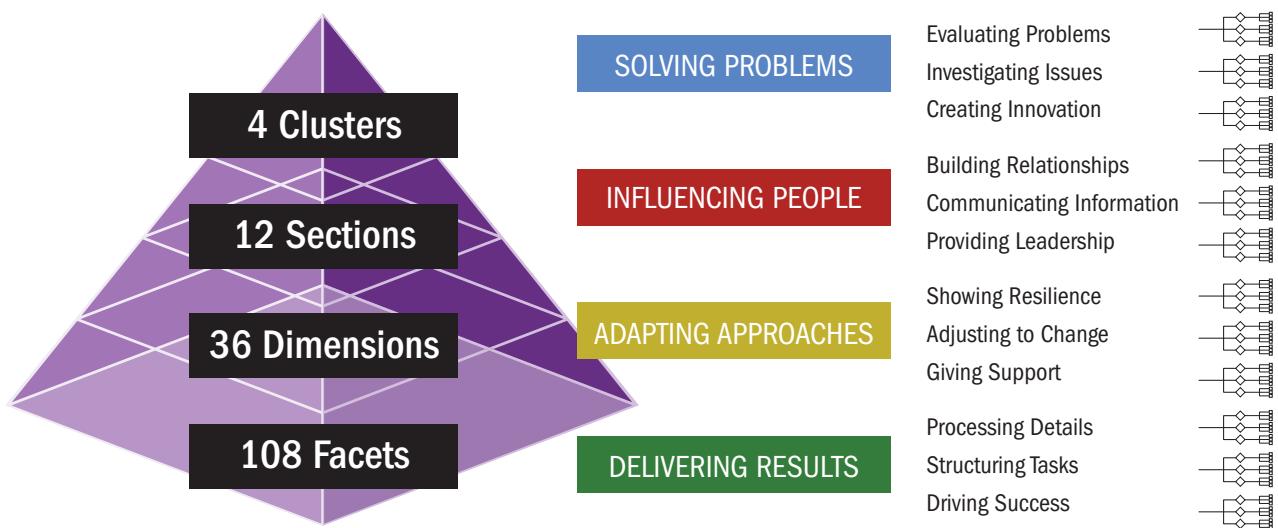
Behaviour Areas

The Wave Behavioural Model is hierarchical. The model has four levels, which are (starting from the highest level): Clusters (4), Sections (12), Dimensions (36) and Facets (108). Users can focus on the section level for a quick and simple view of a profile or dig for deeper insights by focusing on the dimension level of a profile.

Clusters:

- Solving Problems encompasses the sections Evaluating Problems, Investigating Issues and Creating Innovation. This cluster is focused on developing ideas, from analysing problems and showing interest in underlying principles through to being more expansive and divergent in thought by being creative and strategic.
- Influencing People encompasses the sections Building Relationships, Communicating Information and Providing Leadership. This cluster relates to communication and working with others. It is concerned with establishing positive relationships with people and demonstrating positive leadership behaviours.
- Adapting Approaches encompasses the sections Showing Resilience, Adjusting to Change and Giving Support. This cluster covers areas of emotional, behavioural and social adaptability, respectively.
- Delivering Results encompasses the sections Processing Details, Structuring Tasks and Driving Success. This cluster is focused on implementation and delivery of results, from ensuring high standards of delivery through to proactively making things happen.

The 12 sections then break down into the more detailed level of 36 dimensions, then further down to 108 facets. In Performance 360, individuals are assessed on the 36 dimensions.



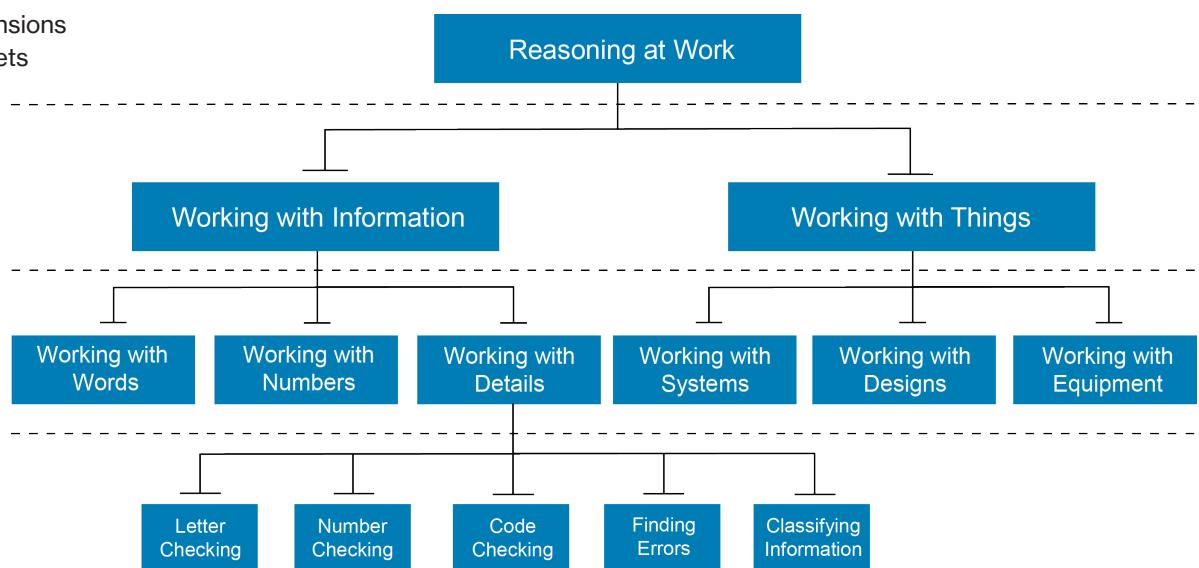
Ability Areas

The ability areas hierarchy starts, from the highest level, with one cluster, which forms two sections: Working with Information and Working with Things. The dimensions directly align to Saville Assessment aptitude tests. The six dimensions are Working with Words (Verbal Tests), Working with Numbers (Numerical Tests), Working with Details (Error Checking Tests), Working with Systems (Diagrammatic

Tests), Working with Designs (Spatial Tests) and Working with Systems (Mechanical Tests). These align directly to the 30 facets in the Saville Assessment Ability Hierarchy.

There are two versions of Saville Assessment Performance 360, one with ability and one which excludes the six ability dimensions.

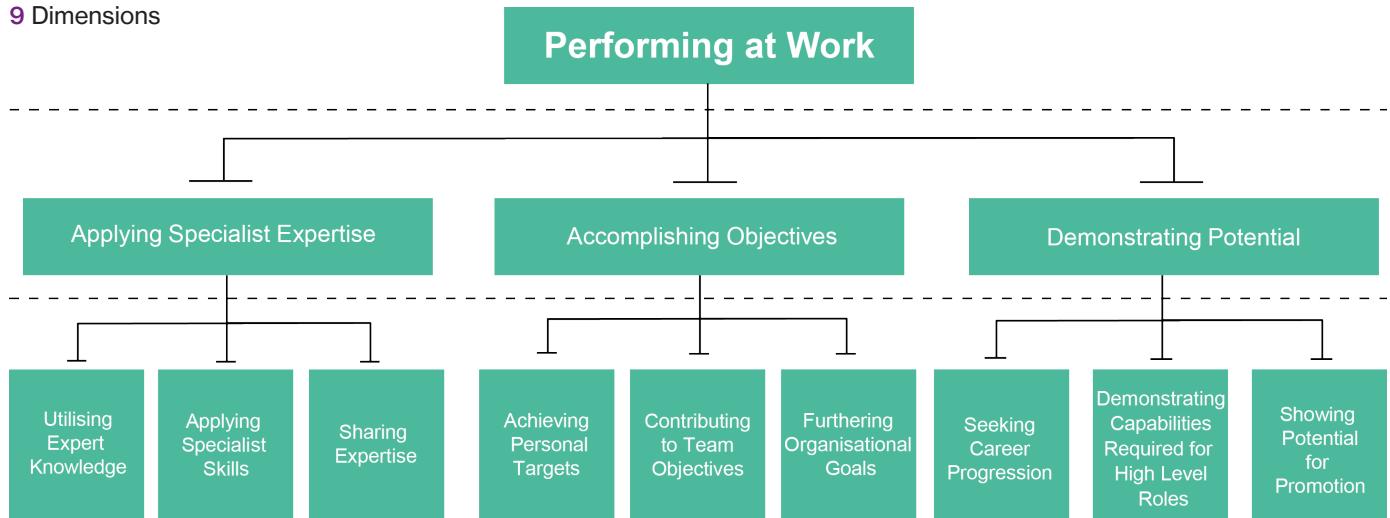
1 Cluster
2 Sections
6 Dimensions
30 Facets



Global Areas

The global hierarchy measures overall work effectiveness, covering individual task performance as well as contextual performance. Global performance has been found to be directly underpinned by the Behavioural and Ability areas. The global areas contain three sections (Applying Specialist Expertise, Accomplishing Objectives, and Demonstrating Potential) which break down into nine dimensions. The figure below shows the Saville Assessment Global Hierarchy. It is the three sections which are assessed in Performance 360.

1 Cluster
3 Sections
9 Dimensions



Introducing Wave Performance 360

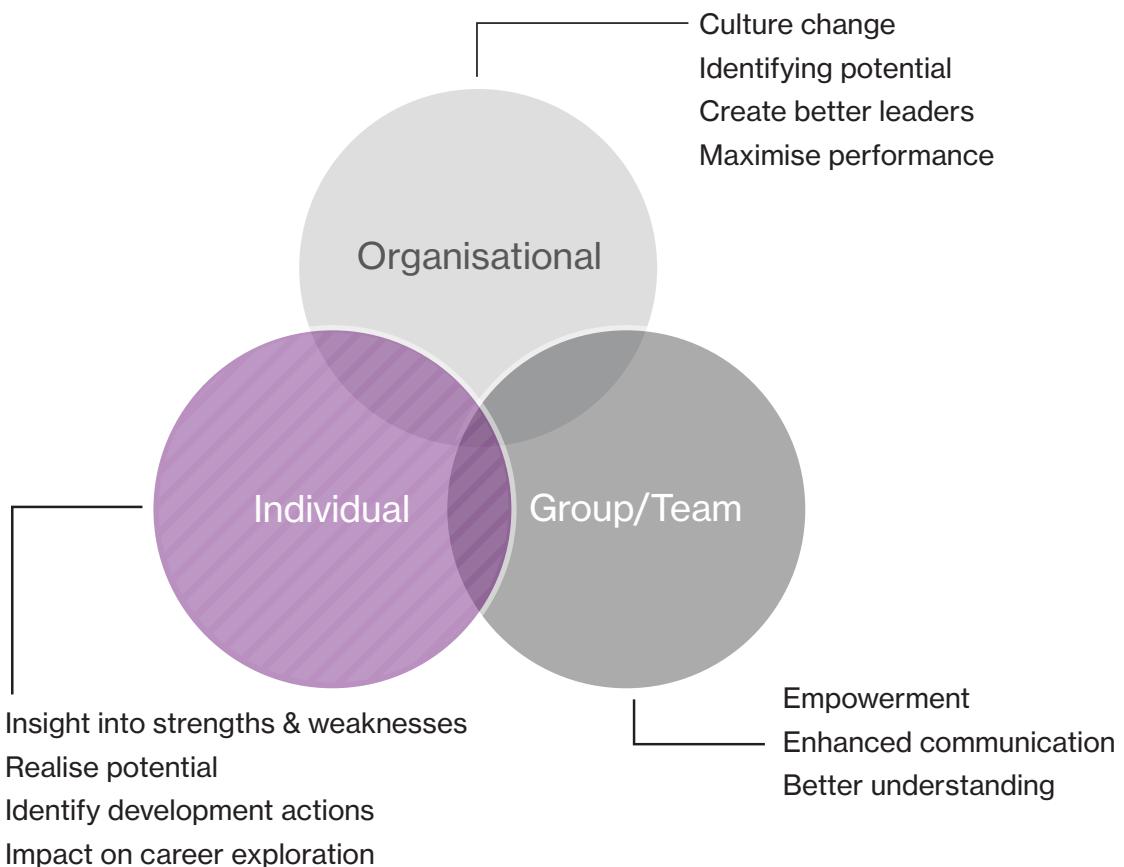
What is 360 Assessment?



Why Undertake 360 Assessments?

- Feedback processes should affect self-awareness in a positive way
- Bring 'blind spots' into an open arena
- Encourage learning and development through feedback from various sources that is compared with self-assessment
- Have the capacity to explore performance and potential together
- Build confidence in areas of strength
- Audit skill areas
- Improve Return on Investment (ROI) on development activities
- Improve organisational leadership

What are the Benefits?



Wave Performance 360

Individual feedback delivered in the most powerful way



- **Valid** - Based on the Wave Performance and Culture Framework™
- **Visual** - Line Manager-friendly report
- **Configurable** - Can be tailored to organisational frameworks
- **Free Text** - Adds richness to numerical score

Quick

- 10-minute online questionnaire completed by each rater
- Seven-point normative 'Effectiveness' rating scale
- Choose to include/exclude Ability Ratings at project outset

Performance 360 with Impact

Natalie Ruffell

Instructions - Page 1 of 2

You will be presented with a series of work areas. You are asked to indicate how effective you think Natalie Ruffell is at performing each work area, using a scale from 'Extremely Ineffective' to 'Extremely Effective'.

Please look at the completed examples given below:

	Extremely Ineffective	Very Ineffective	Fairly Ineffective	Unsure	Fairly Effective	Very Effective	Extremely Effective
Generating Sales - e.g. Writing Proposals; Negotiating Terms; Closing Deals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Managing Projects - e.g. Planning Work; Monitoring Milestones; Ensuring Delivery	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating Goals - e.g. Presenting Strategies; Clarifying Goals; Communicating Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the examples above, a Very Effective rating has been given for 'Generating Sales' and a Fairly Ineffective rating has been given for 'Managing Projects'. In the final example, an Unsure rating has been given for 'Communicating Goals', which may be due to a lack of evidence.

Free Text Option

Free text boxes add richness to numerical scores and identify strengths and development issues.

For everyone (including self), there is an open narrative section at the end of the questionnaire which asks you to reflect on things that will help the individual to understand the impact that they have at work and to help them to think about their personal development.

The specific questions are:

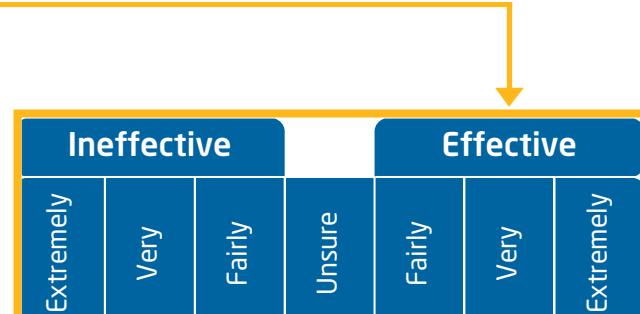
- “What to keep doing well?”
- “What to do less of?”
- “What to improve?”

Rater Comments	
Chris Park needs to keep doing well at...	
Boss 1:	coming up with ideas and new ways of doing things to help the business progress and grow. Chris's drive and energy motivates others to aspire to higher goals
Self 1:	No comments were made
Peer 1:	Chris has some great original ideas that have been instrumental in winning the competition
Peer 2:	Harnessing the power of the company's culture
Peer 3:	His great experience and ability to solve problems
Report 1:	Chris has a brilliant innovative idea; these projects are great
Report 2:	Chris is very creative and knowledgeable
Report 3:	No comments were made
Other 1:	Willing to question which is not always welcome
Other 2:	No comments were made
Other 3:	Networking with clients
Rater Comments	
Chris Park needs to do less of...	
Boss 1:	sometimes Chris's passion for an idea can mean being less receptive to other ideas or other ways of doing things. Chris is also not afraid to challenge and question which can make some people feel uncomfortable about making alternative suggestions
Self 1:	No comments were made
Peer 1:	Chris's high levels of enthusiasm can sometimes be stifling the creativity of his colleagues and peers
Peer 2:	Being overbearing and domineering
Peer 3:	No comments were made
Report 1:	Although delegating tasks to others, Chris tends to pass on responsibility and sometimes aren't fully involved in understanding the details of the project, which may not reduce it.
Report 2:	No comments were made
Report 3:	Blaming us when things don't go as expected - often checking with the project manager to see what went wrong
Other 1:	No comments were made
Other 2:	No comments were made
Other 3:	Reacting negatively to feedback
Rater Comments	
Chris Park needs to improve at...	
Boss 1:	focusing more on leading and motivating the team - understanding their needs and supporting them and the wider team to help achieve collective goals; this will, in turn, help Chris achieve more personal success. Embracing feedback as an opportunity to become an even better leader rather than viewing it as criticism
Self 1:	No comments were made
Peer 1:	As an extremely creative person Chris can overlook the financial and commercial implications of new ideas and they may practically impact the team and the business more widely.
Peer 2:	Listening more in meetings rather than thinking about what they want to say next. Finding ways to make people feel that their views matter.
Peer 3:	No comments were made
Report 1:	Chris doesn't always see the impact on resourcing when bringing new ideas to the team - it would be beneficial, therefore, to further develop their commercial understanding.
Report 2:	Giving the team more encouragement and valuing what we do; having regular meetings to get a better idea of what's going on in the team and have more awareness of issues.
Report 3:	Chris needs to take more responsibility for decision making within the team and not pass the blame when under scrutiny.
Other 1:	Being more open to asking for feedback early on from key stakeholders who bring expertise and experience in different areas to those of Chris - this will help avoid finding critical issues in the latter stages of a project.
Other 2:	Focusing more on longer-term strategy and the commercial viability of different solutions.
Other 3:	Attention to detail - often rushing things through when forward planning could have avoided timeline issues.

Dual Reporting

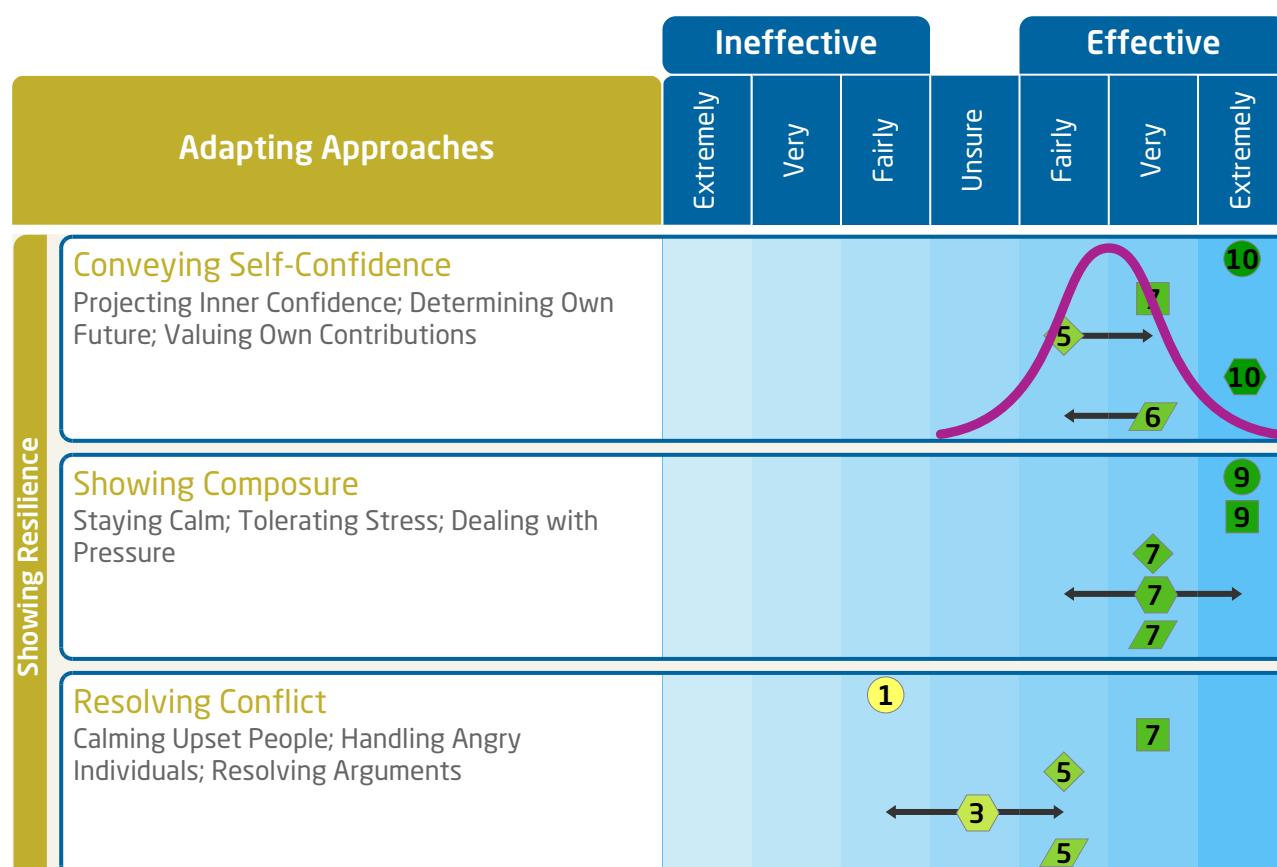
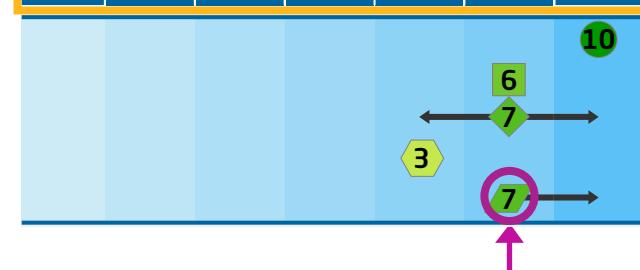
Primary Reporting:

- Seven effectiveness categories
- Directly based on the online questionnaire scale
- Performance-centric terminology
- Easy and generally positive to feed back



Secondary Reporting:

- 1-10 colour-coded Sten scale
- Norm-referenced external benchmarking
- Enables comparison with Styles self-report
- Highlights extremes



Performance 360 Dimensions

		Performance 360 with Ability		Performance 360 without Ability	
		Dimension	Mean	Dimension	Mean
Top 3	Upholding Standards	6.05	Upholding Standards	6.05	
	Establishing Rapport	5.91	Establishing Rapport	5.91	
	Producing Output	5.87	Producing Output	5.87	
Bottom 3	Seizing Opportunities	4.94	Inviting Feedback	5.12	
	Working with Designs	4.60	Developing Strategies	5.00	
	Working with Equipment	4.58	Seizing Opportunities	4.94	

Notes

Introducing Wave Performance 360

Saville Assessment Wave Performance 360 is part of the multidimensional Wave assessment suite. The assessment measures key characteristics underpinning success at work across different occupations. It provides value in both individual development and performance management, transforming the quality of the assessment process through the use of technology and well-researched models of effectiveness in the workplace.

The Saville Assessment Wave Performance 360 is a multi-rater questionnaire with 45 questions measuring 36 behavioural dimensions, 6 ability dimensions and 3 areas of global work effectiveness. The questionnaire is typically completed in less than 15 minutes. The online format of the assessment integrates quantitative rating scales and qualitative comments. This allows the assessment to provide both strong benchmark data about how the results compare with the results of others, and information from rater comments to help put the results in context.

The Performance 360 assessment has been developed from first principles as a work relevant, highly valid international tool available in a number of languages and suitable for a range of job roles across different industry sectors.

The Saville Assessment Wave Performance 360 relies on a hierarchical model of work performance developed by Saville Assessment. The model is aligned to the Big Five personality factors and the Great Eight competencies, but provides more information than either of these models. The model is based on the Saville Assessment Performance Culture Framework, allowing direct integration with other Saville Assessment tools including Job Profiler, Strengths, as well as Wave Professional and Focus Styles.

Rating Scale

Performance 360 adopts a seven-point effectiveness rating scale. An effectiveness rating scale has been chosen for the instrument for the following reasons:

- The ultimate goal of any selection, development or talent management intervention is to raise work effectiveness.
- Individual effectiveness drives team effectiveness, which in turn underpins organisational effectiveness.
- Effectiveness has technological, business, social and economic benefits.
- Frequency scales confound job requirements with performance and 'Agree – Disagree' scales are personality rating surrogates that are too remote from effectiveness

Hence, semantic meaning is attached to each of the seven scale points to represent levels of effectiveness. The rating scale is symmetrical, with 'Unsure' at the centre (Point 4) and three intensity levels ('fairly', 'very' and 'extremely' effective/ineffective) on each side. Each scale point is face valid and forms an ordinal scale as a whole.

Dual Reporting of Scores

Primary reporting

In the first type of score reporting, ratings on the scales are averaged for all individuals within a category. For the Self category, the ratings from the assessee are used. In the other four standard rater categories (Boss, Peer, Report and Other), all the raters in a category are used to form the average scores for that category. These average scores are plotted directly on the Performance 360 report for each rater category.

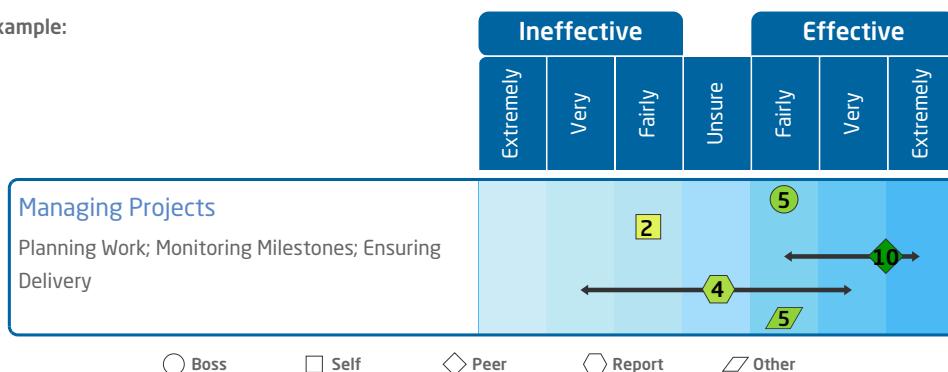
Secondary reporting

The second type of score reporting benchmarks the individual against the comparison group. It places an individual on a 1-10 sten scale in comparison with others (e.g., Professionals & Managers, 2011) and also indicates what percentage of the comparison group they are scoring above (in percentiles).

1 - Extremely Low	- performed better than only 1% of comparison group
2 - Very Low	- performed better than only 5% of comparison group
3 - Low	- performed better than only 10% of comparison group
4 - Fairly Low	- performed better than only 25% of comparison group
5 - Average	- performed better than only 40% of comparison group
6 - Average	- performed better than 60% of comparison group
7 - Fairly High	- performed better than 75% of comparison group
8 - High	- performed better than 90% of comparison group
9 - Very High	- performed better than 95% of comparison group
10 - Extremely High	- performed better than 99% of comparison group

In the example below, the assessee's Boss rating on 'Managing Projects' was fairly effective, the Self rating was fairly ineffective, the Peer ratings ranged from fairly effective to extremely effective as indicated by the arrows. The Report ratings ranged from very ineffective to very effective. Finally, the Other ratings were fairly effective.

Example:



Compared with others in the comparison group, the assessee's Boss rating on 'Managing Projects' was average compared to the comparison group (Sten 5, as indicated inside the circle marker). The Self rating was very low compared to the comparison group (Sten 2). The Peer ratings were extremely high (Sten 10) and the assessee's Report ratings were fairly low (Sten 4) in comparison to other individuals. Finally, the Other ratings were average compared to other individuals.

Versions of Wave Performance 360

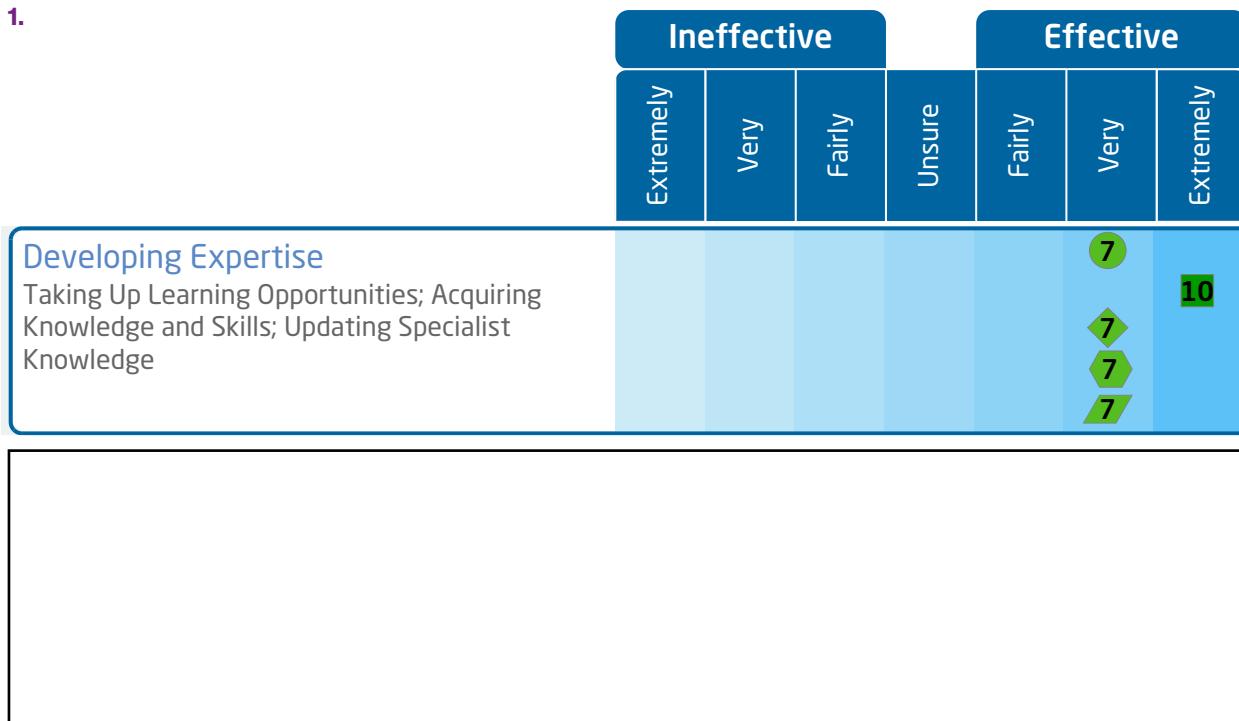
Performance 360 with Ability Profile contains six items in addition to the standard Performance 360 questionnaire. Apart from this, the two versions measure the same Behavioural and Global dimensions and facets. The format of the Performance 360 with Ability Profile report is also identical to the standard Performance 360 report, except that it has an additional Ability Profile page.

Versions	Administration Mode	Format	Items	Average Completion Time
Performance 360	Invited Access	Online	39 plus 3 Open Text Questions	13 minutes
Performance 360 with Ability Profile	Invited Access	Online	45 plus 3 Open Text Questions	14 minutes

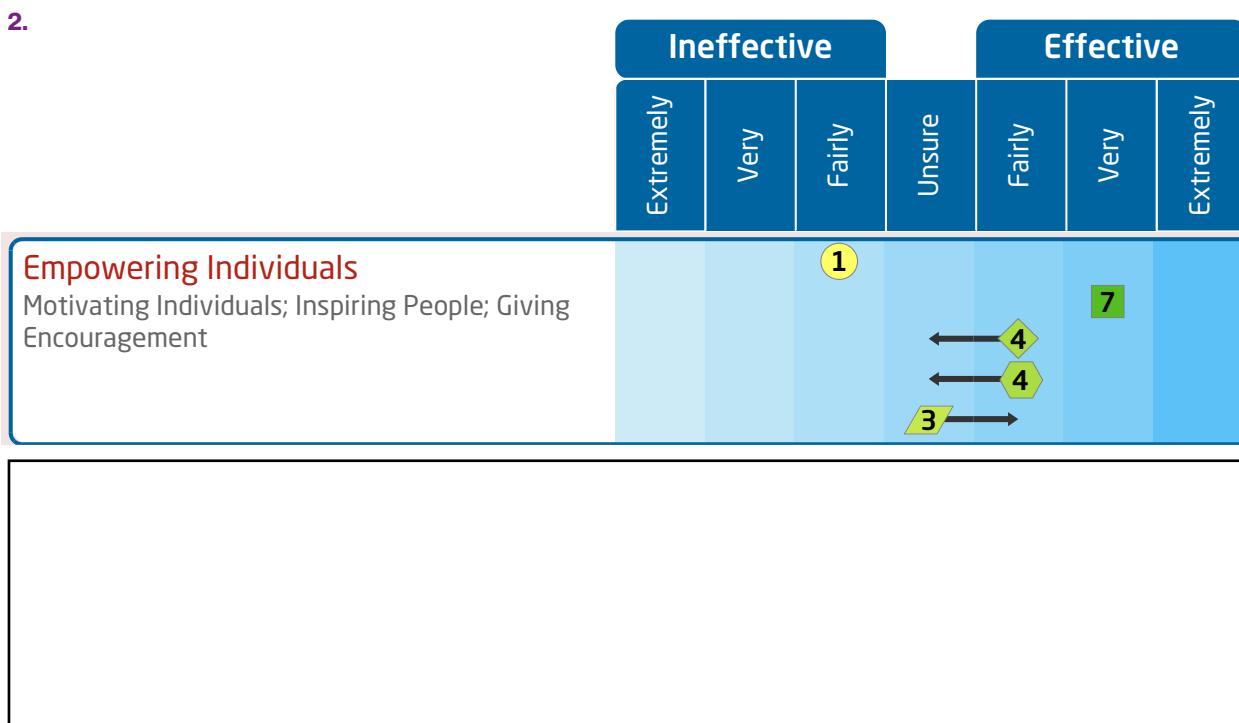
Interpretation Exercise

For each example provide a brief interpretation of how the assessee was rated by their Boss, Peers, Reports and Others, and how they rated themselves.

1.



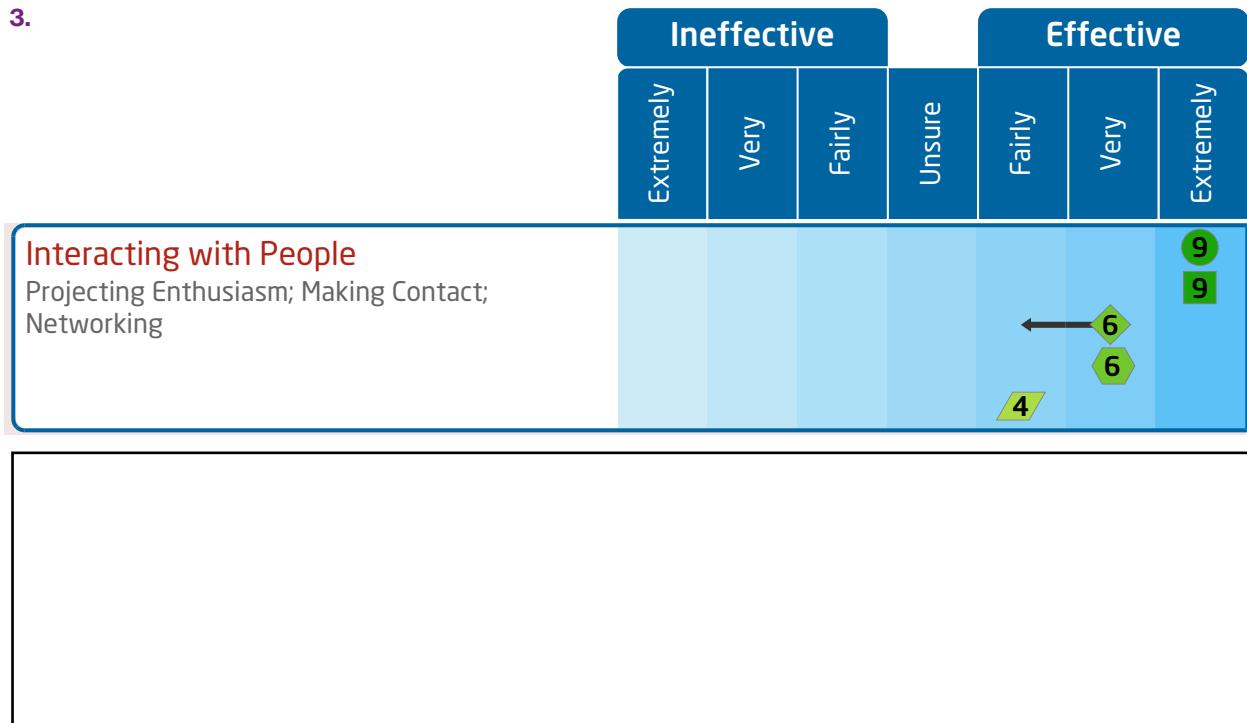
2.



Interpretation Exercise

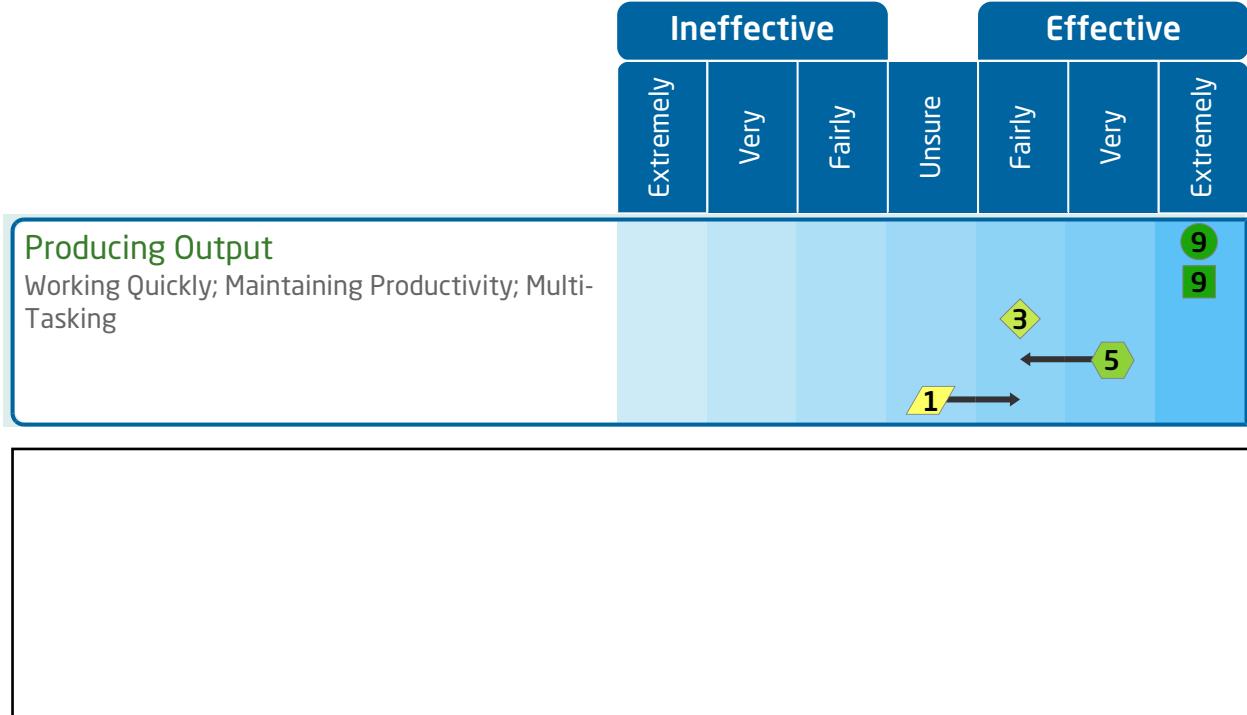
Provide a brief interpretation of how the assessee was rated compared to other individuals who have previously completed the assessment.

3.



Provide a brief interpretation of the assessee's performance, taking into account
1) the different rater groups and 2) comparison to others.

4.



Applying Wave Performance 360

Available Tools

Wave Performance 360

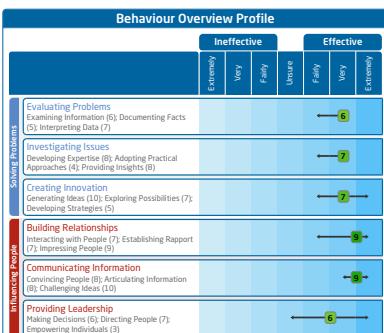
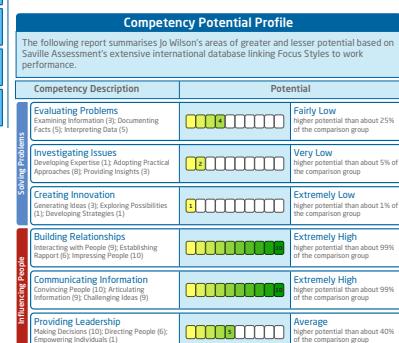


Leadership Impact Performance 360

Matched model



Understand the Role Requirements - Job Profiler



Potential Profile - Wave Styles

Performance Profile - Wave Performance 360

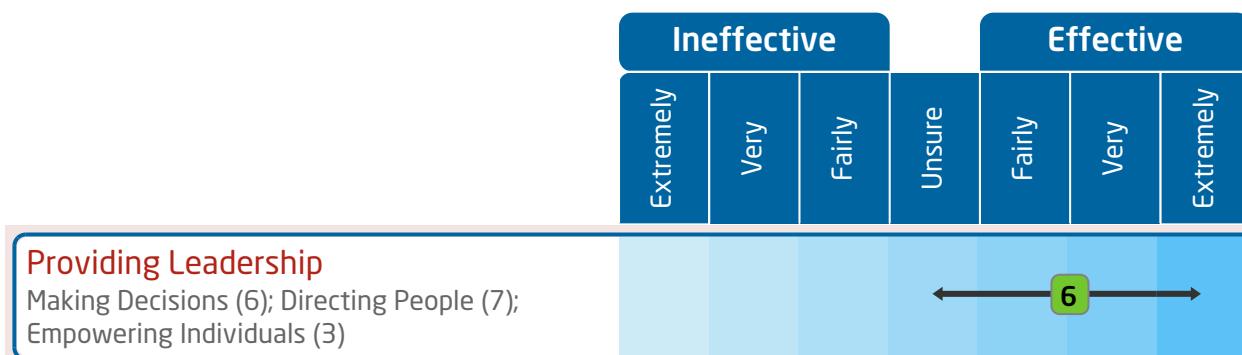
Performance Vs Potential

- Performance 360 gives the raters' aggregated assessment of an individual's performance
- Wave Styles questionnaires (Professional and Focus) indicate where an individual should or could be – given the combination of their motives and talents – or their competency potential
- Putting the two questionnaires together allows not just performance coaching but coaching individuals to realise their potential
- What does this look like?

Use in conjunction with Wave Professional Styles or Wave Focus to explore possible gaps between performance and potential

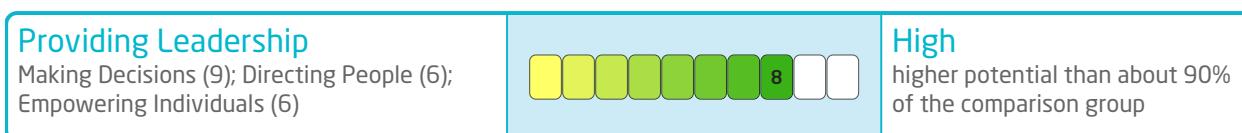
Wave Performance 360

Very effective overall but average when compared to others

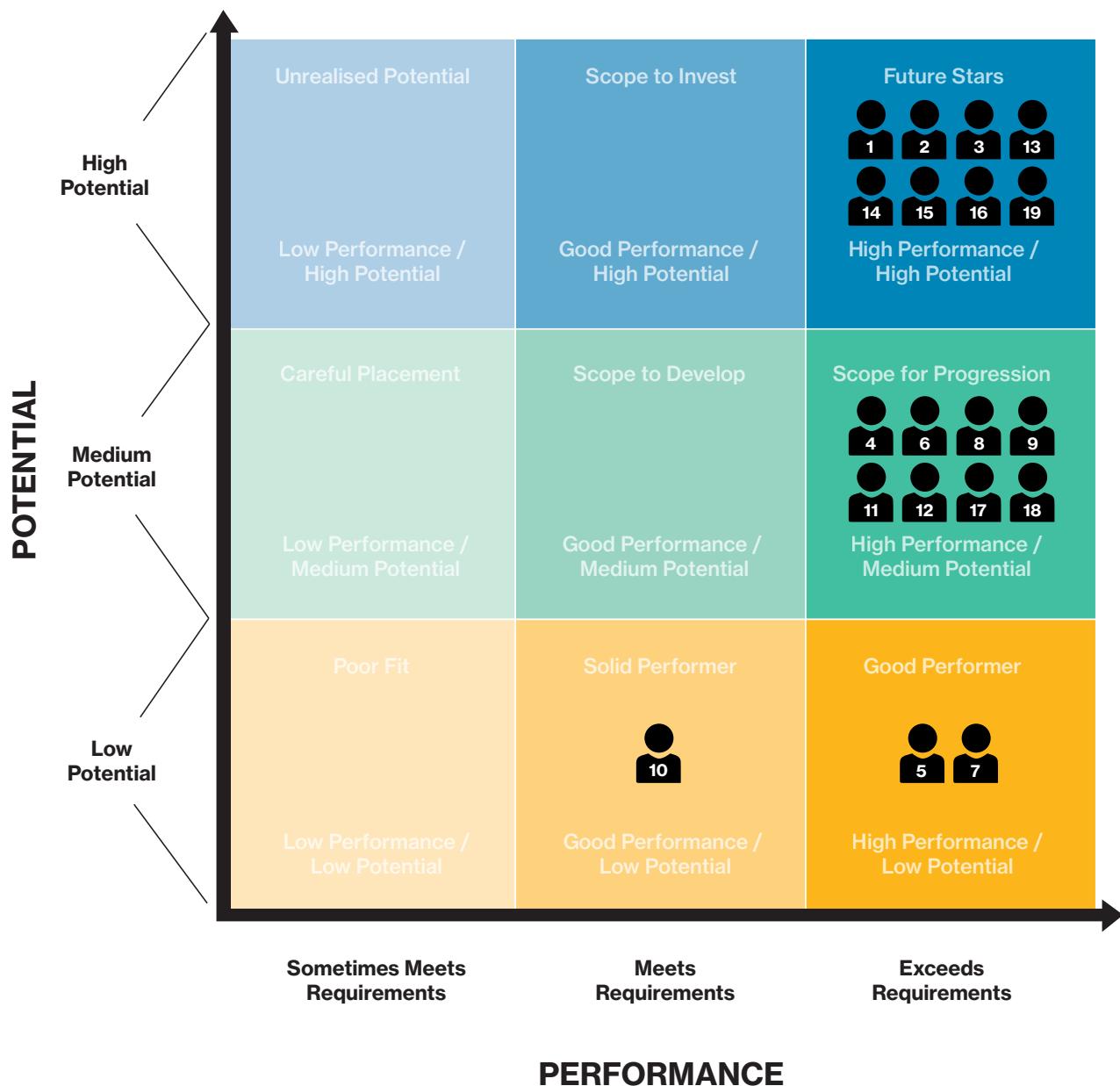


Wave Professional Styles

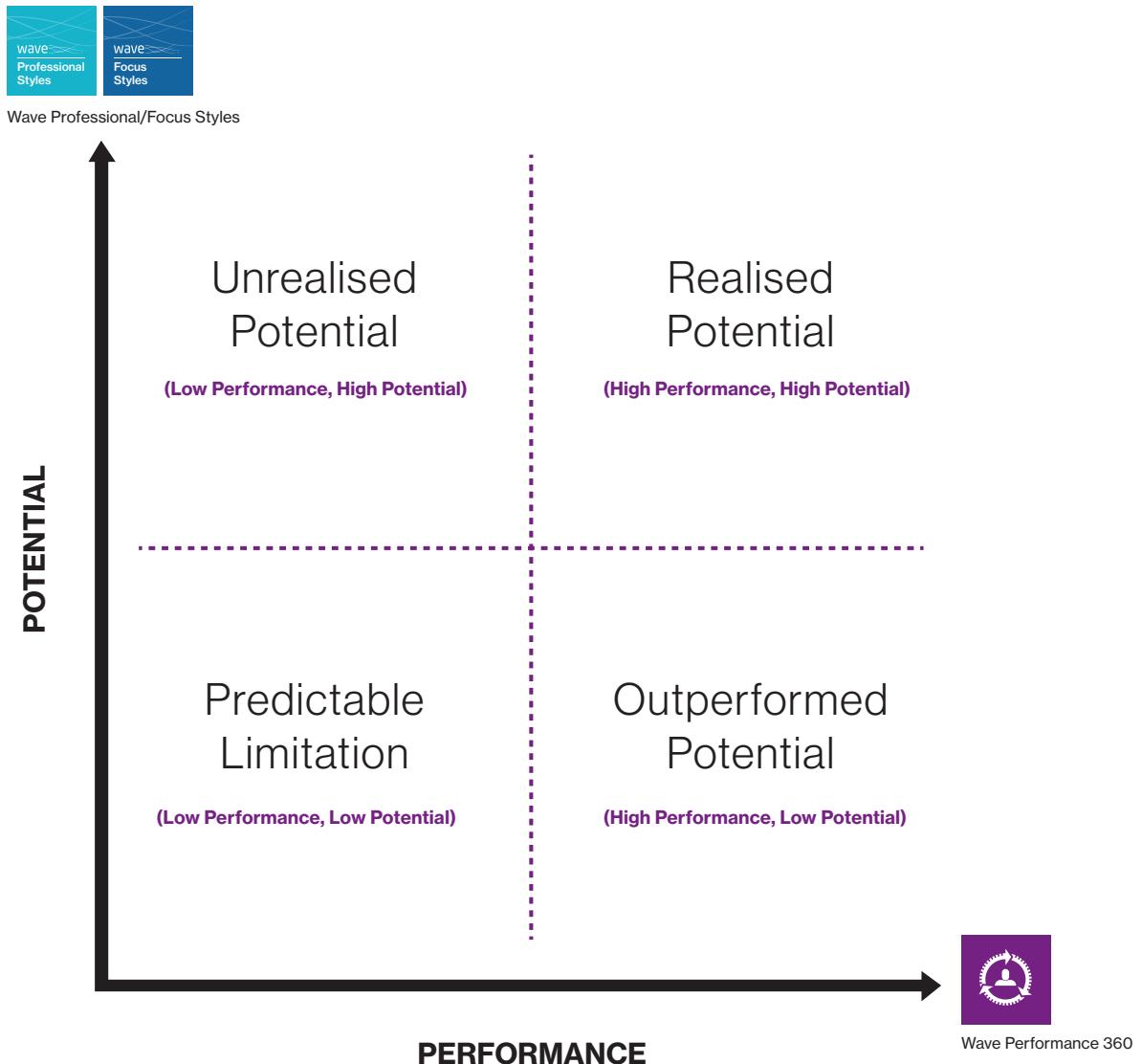
Indicates high potential



Nine-Box Grid



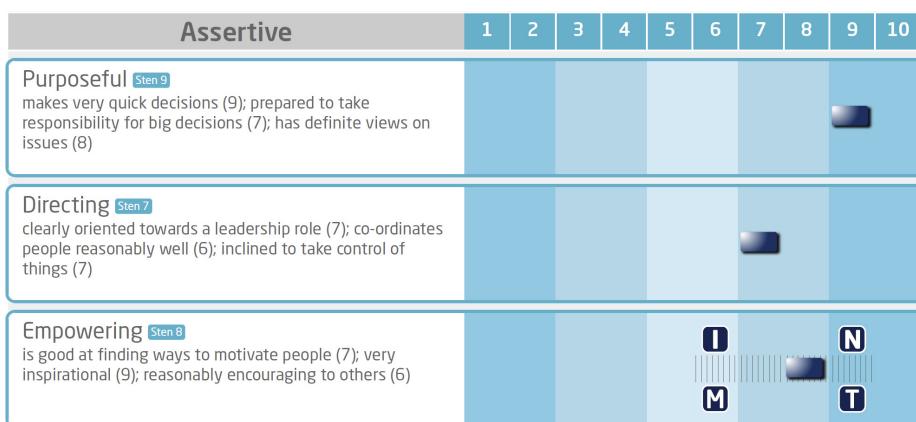
Performance and Potential



Incorporating Styles

What are the links?

- Feels effective at empowering but less motivated in this area - impact on Performance?
- Reports to place a strong emphasis on decision-making and directing and feels extremely effective in these areas



To explore...

- How often do you empower your team?
- How do you encourage your team?
- When have you found empowering others more challenging?
- How do you ensure your team are on-board with your direction?
- What impacts on your motivation to empower?
- How could you enhance your leadership style?



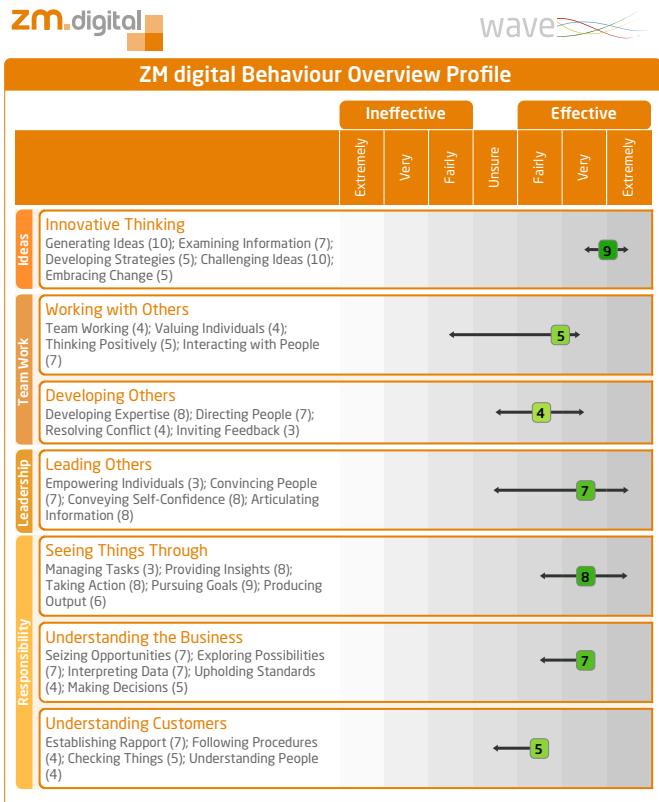
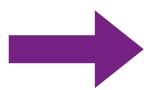
Incorporating the Development Report

Core Strengths (Top 8)		
Generating Ideas Producing Ideas; Inventing Approaches; Adopting Radical Solutions		Extremely High performed better than 99% of the comparison group
Building Strengths		
<ul style="list-style-type: none"> • Ensure that ideas are supported by a rational argument and a strong business case. • Get involved in the early stages of projects. This is where suggestions will be welcomed. • Put together a creative group of experts from different areas to solve intractable problems. • Present a range of ideas, offering varying degrees of change from where things are now. 		
Possible Overplayed Strengths - "Watch Fors"		
<ul style="list-style-type: none"> • Is your strong focus on generating ideas sometimes at the expense of delivery? ACTION: Be careful not to take on too much. • With so many ideas, it may be difficult to prioritise and progress the key ones. ACTION: Identify the ideas that matter. Promote these and avoid presenting lots of ideas at once. • Is your quest for creativity at the expense of considering essential parameters and requirements? ACTION: Understand and adhere to the requirements of the brief. • Does too radical an approach risk a loss of credibility with some key stakeholders? ACTION: Always seek feedback from stakeholders and be aware of what they are looking for. 		

Possible Challenge Areas (Bottom 8)		
Team Working Working Participatively; Encouraging Team Contributions; Involving Others in Decisions		Fairly Low performed better than only 25% of the comparison group
Development Activities		
<ul style="list-style-type: none"> • Spend time getting to know team members, their roles and contribution. • Check that all the relevant people who may use a product or service are involved in some way. • Recognise the benefit of having more than one point of view to consider, and think about the value others can bring with their suggestions. • Make sure that all relevant parties have been given the opportunity to make their views known. 		

Configurable

Mapping of a client's organisational framework to the Wave model allows for a bespoke report



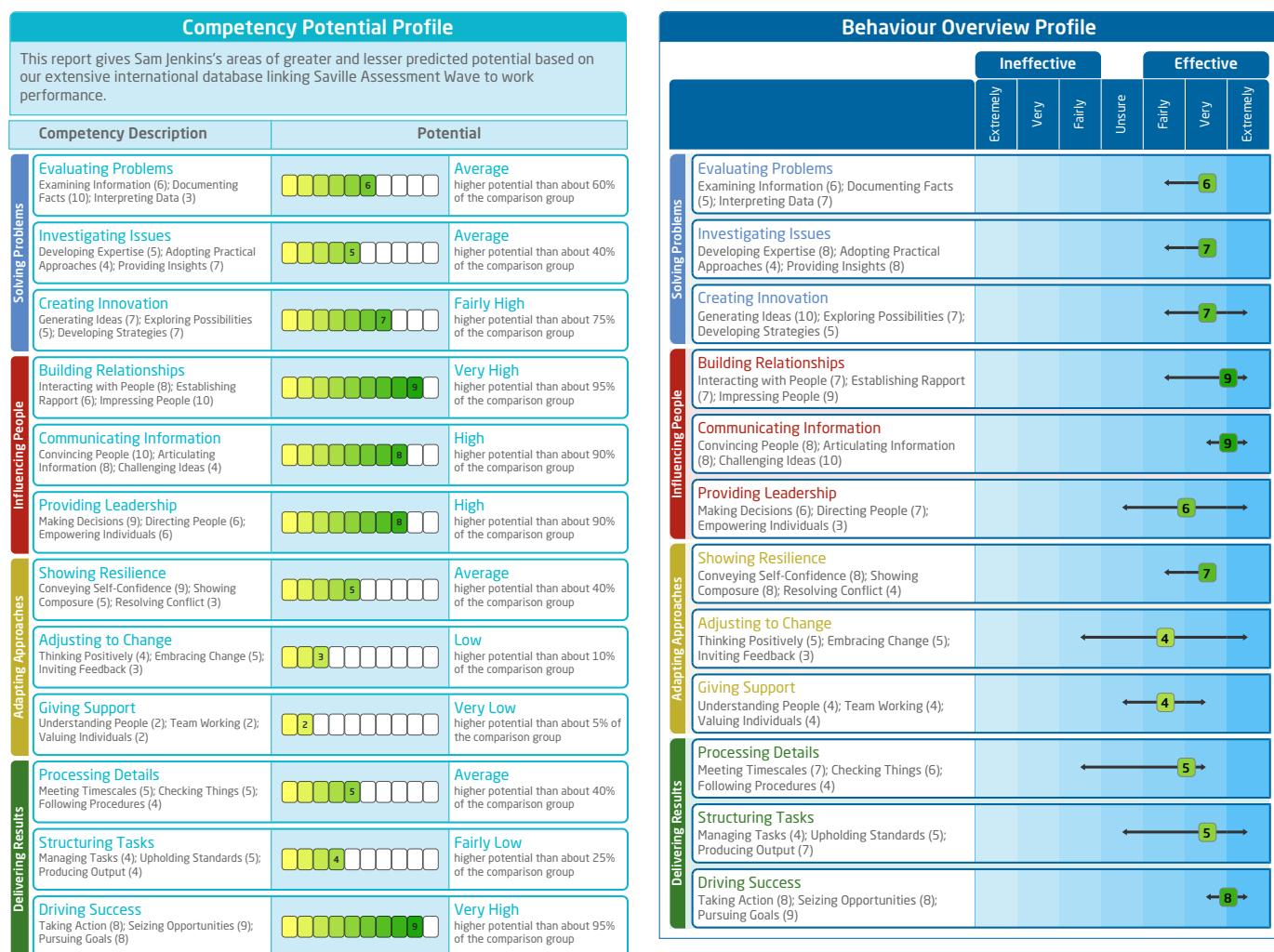
Competency Mapping	
ZM Digital Competency	Mapped Wave Dimensions
Innovative Thinking	Generating Ideas Examining Information Developing Strategies Challenging Ideas Embracing Change

Notes

Applying Wave Performance 360 and Styles

Wave Styles assessments were designed as self-assessments of individuals' motives and talents which forecast the individual ratings of behavioural and global effectiveness that are measured in Wave Performance 360. As a result, they identify where individuals should have the underlying characteristics to be effective on individual behavioural criteria and overall performance and potential as assessed by Performance 360.

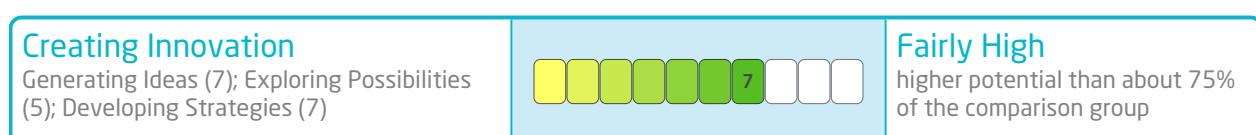
To make the comparison more straightforward, Wave Styles assessments (Focus and Professional Styles) provide a Competency Potential page that summarises where an individual is forecast to be effective on the individual behavioural competency criteria, based on self-report. This page can be directly compared to the Behaviour Overview page of Performance 360.



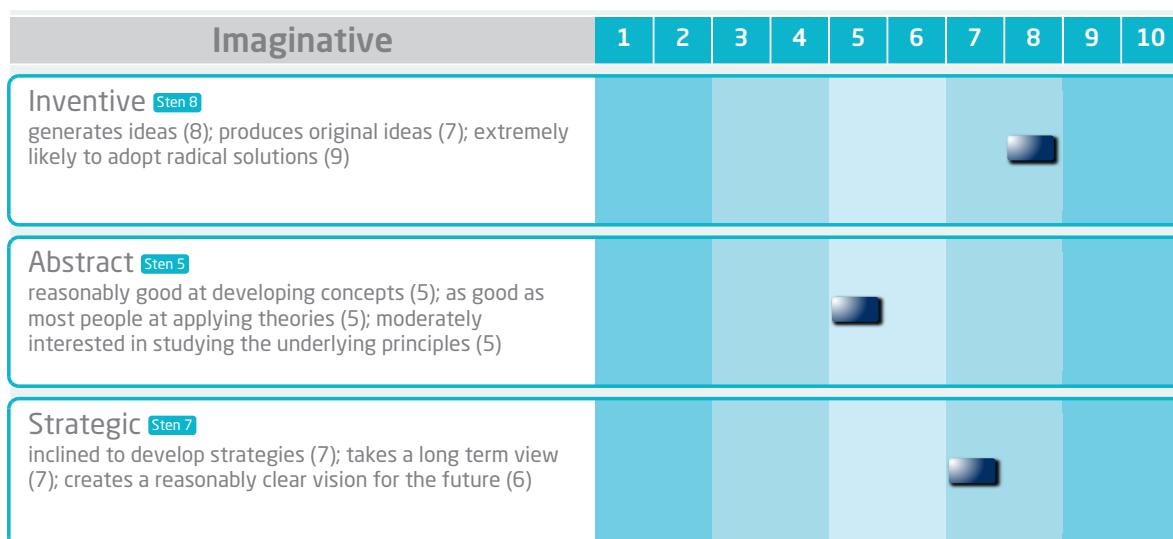
The comparison of the Competency Potential page of Wave Styles and the Behavioural Profile Overview page from Performance 360 provides the basis for discussion of an individual's performance and potential and the degree to which their potential is realised in individual behavioural areas. Furthermore, the direct alignment with the Competency Potential and the scales in the Wave Styles Psychometric Profile helps the facilitator feedback how their style is likely to be contributing to their behavioural success.

For example, where an individual's results are stronger on Creating Innovation in their Wave Styles Competency Potential Profile (and the respective scale in the Psychometric Profile – Imaginative), than on the Performance 360 rating of Creating Innovation, the trained facilitator can seek the reasons why their potential in this area is not being realised in the eyes of the individuals rating them.

Wave Styles Competency Potential



Related Wave Styles Scales



Wave Performance 360



Hypotheses

- Is it a lack of alignment between their motives and talent as evidenced by M-T splits on the Wave Styles Psychometric Profile?
- Is it something in their culture and work/environment which is an impediment to their success?
- Or is the answer to be found in another part of their Psychometric Profile – does their lack of Evaluation mean that the ideas are not properly thought through and therefore not considered credible by their raters?
- Or is there a failure to influence and get others to recognise the importance and value of their suggestions?
- Is it the next cluster of the Wave model which means that they lack Adaptability in putting their ideas into practice in a way which is acceptable to others?
- Finally, it is simply their lack of Delivery that fails to turn ideas into concrete results?

Whatever the reason, the alignment between the individual criterion forecast from Wave Styles and the results on Performance 360 allows a facilitator to explore with an assessee how they could capitalise on their strengths to better realise their behavioural potential.

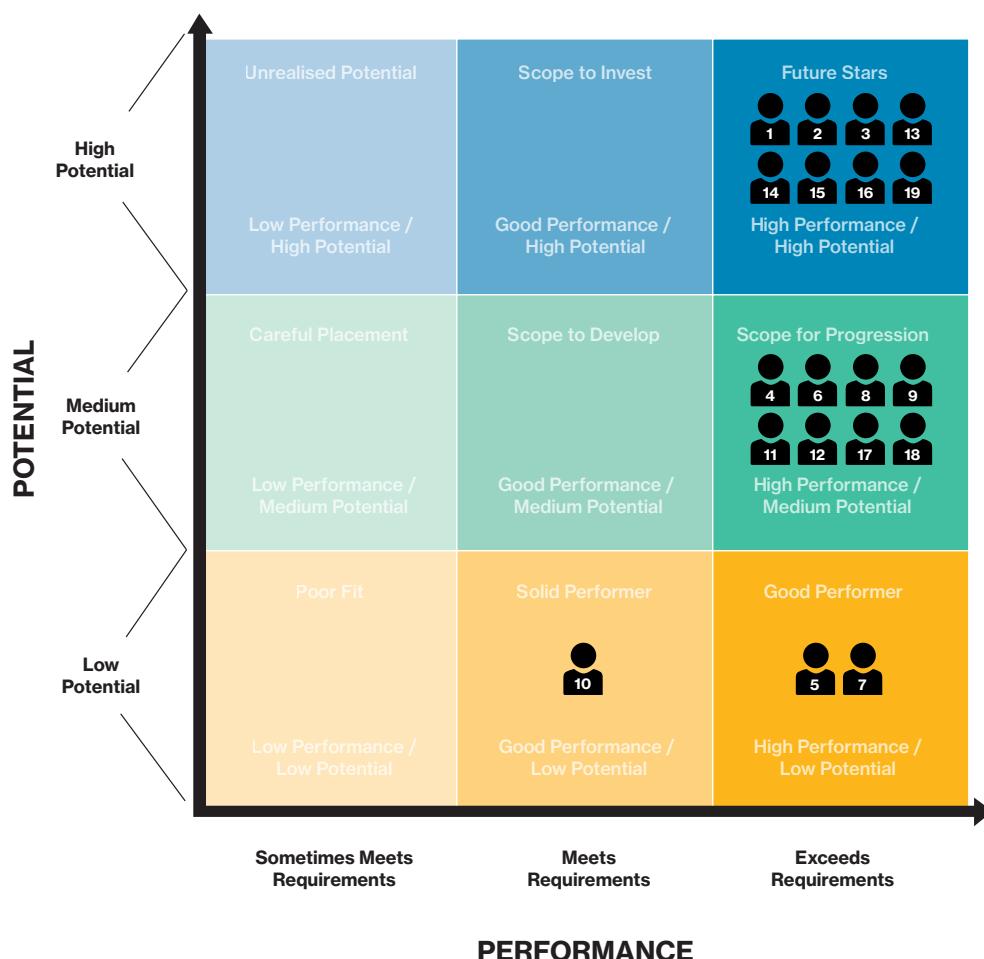
Applying the Global Measures

Individual areas of performance and potential are one aspect of the alignment between Wave Styles assessments and Performance 360. The second aspect is assessing overall performance and potential.

The Global area in Performance 360 provides a breakdown of how individuals are rated on two aspects of overall performance (Accomplishing Objectives and Applying Specialist Expertise). The third global measure in the assessment is Demonstrating Potential. By this means, we can understand how the individual is perceived in terms of performance and potential by other stakeholders using Performance 360. These results can form the basis of a discussion on what an individual can do to better realise their overall performance and potential in combination with their motives and talents from Wave Styles.



Nine-Box Grid of Performance and Potential



Wave Styles and Performance 360 can be used as important metrics to populate the nine-box grid measuring potential and performance respectively, supplemented by other robust metrics where they are available.

Achieving a rating of Potential from Wave Styles assessment for the nine-box grid requires weighting the relative importance of different Wave scales. By using these weights and the individual's score on the 12 sections, we can achieve an overall potential rating.

The same weighting can then be used for the individual's scores on the 12 sections from the Performance 360 in order to achieve an overall performance rating. These ratings can provide the basis for placing people in the correct section of the nine-box grid.

The weighting can be achieved through a validation study or more straightforwardly with the use of the Saville Assessment Wave Job Profiler and the Performance Culture Framework Card Decks. Please contact Saville Assessment for more information on using Wave Styles and the Wave Performance 360 to create a nine-box grid.

Applying the Development Report

Wave Performance 360 helps raise an individual's self-awareness by providing a high level summary of key areas which underpin work performance. Feedback from various sources through this multi-rater instrument allows the individual to compare their self-assessment with others' for learning and development purposes. The Development Report is useful as it presents practical advice on how the individual could manage their areas of strengths and limitations.

The Wave Performance 360 Development Report provides advice on:

- Building Strengths (for scores of 6-10)
- Possible Overplayed Strengths - "Watch Fors" (for scores of 8-10)
- Development Activities (for scores of 1-5)

Successful people tend to know what they are good at and play to these strengths and it is important to consider how to make the most of these strengths in a development conversation. Clear areas of strength are most likely to contribute to effectiveness and enjoyment at work. They may, however, lead to unwanted or undesirable consequences. The "Watch Fors" advice highlights potential pitfalls together with actions to reduce or avoid their negative impact.

Core Strengths (Top 8)		
Pursuing Goals Achieving Outstanding Results; Acting with Determination; Persisting through Difficulties		Very High performed better than 95% of the comparison group
Building Strengths		
<ul style="list-style-type: none">• Seek greater responsibilities and map out your personal career path for the next five years.• Seek out roles and responsibilities that maximise strengths, as these present the greatest opportunity to excel.• Share a vision of success with others to inspire them.• Tell stories of past victories to encourage others to keep trying in the face of adversity.		
Possible Overplayed Strengths - "Watch Fors"		
<ul style="list-style-type: none">• Watch out that the pursuit of individual goals isn't at the expense of overall team or organisational performance. ACTION: Make sure that personal goals are closely aligned with team and wider goals.• How valued and appreciated do those contributing to success feel? ACTION: Ensure others receive the credit that is due to them. Regularly acknowledge their efforts/support.• Is there a danger of pushing people unnecessarily hard? ACTION: Be aware of the impact which your determined approach might have on other people's work-life balance.• Is there a risk of becoming too immersed in difficult tasks which are not of great importance relative to other things? ACTION: Regularly re-evaluate the cost-benefit of investing time in trying to salvage a bad situation.		

While building strengths is likely to be a more rewarding way to develop, it may be that there is a requirement to develop in areas which are less strong. The Development Report provides tips on how to improve performance in these areas.

Possible Challenge Areas (Bottom 8)		
Team Working Working Participatively; Encouraging Team Contributions; Involving Others in Decisions		Fairly Low performed better than only 25% of the comparison group
Development Activities		
<ul style="list-style-type: none"> • Spend time getting to know team members, their roles and contribution. • Check that all the relevant people who may use a product or service are involved in some way. • Recognise the benefit of having more than one point of view to consider, and think about the value others can bring with their suggestions. • Make sure that all relevant parties have been given the opportunity to make their views known. 		

The Development Report includes an editable Setting Development Priorities section to support individuals with their ongoing development activities.

Setting Development Priorities	
Key Development Area	
Team Working	
Development Actions	
Set clear timescales for consultation and decision making.	
Make sure that all relevant parties have been given the opportunity to make their views known.	
Work out who are the stakeholders impacted by a decision and use others to facilitate their input.	
Development Review - What, How and When?	
Review meetings with my manager. Regular and open feedback from my peers and reports. Pulse survey feedback.	
To be reviewed during quarterly meetings.	

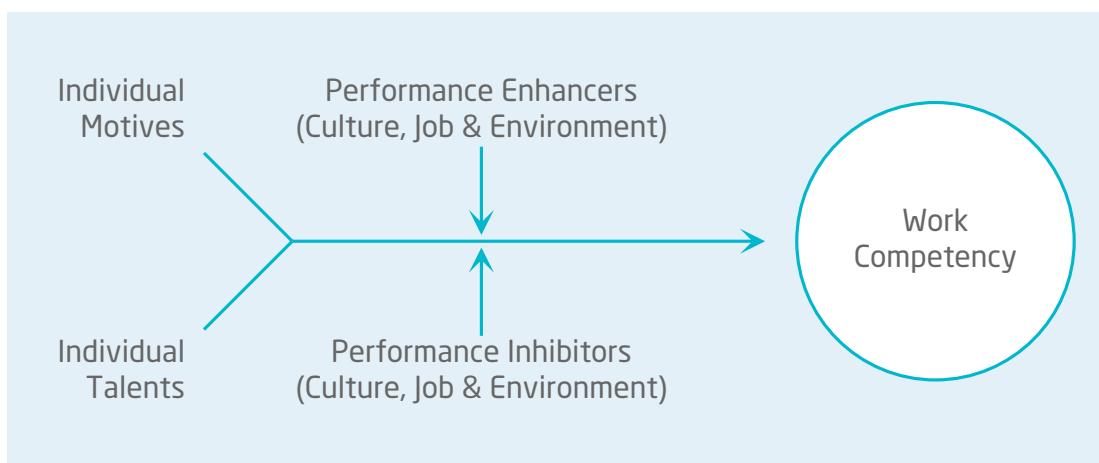
By utilising the Development Report you can work with the individual to identify specific actions that they incorporate into development planning.

Interpretation Exercise

The Framework

To understand work performance and competencies, we need to be aware of an individual's motives and talents, and how they interact with the requirements of a given role.

The Saville Assessment Wave Performance Framework provides a method of integrating an individual's motives, talents, effectiveness and the important characteristics of a job in addition to tangible development actions.

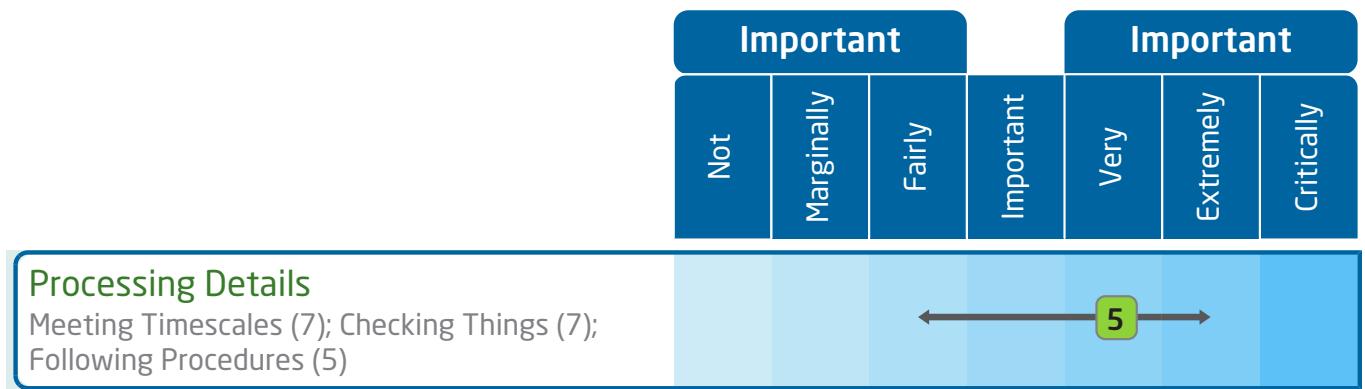


The aim of this worksheet is to help you identify the key drivers of an individual's performance and highlight how the different outputs integrate.

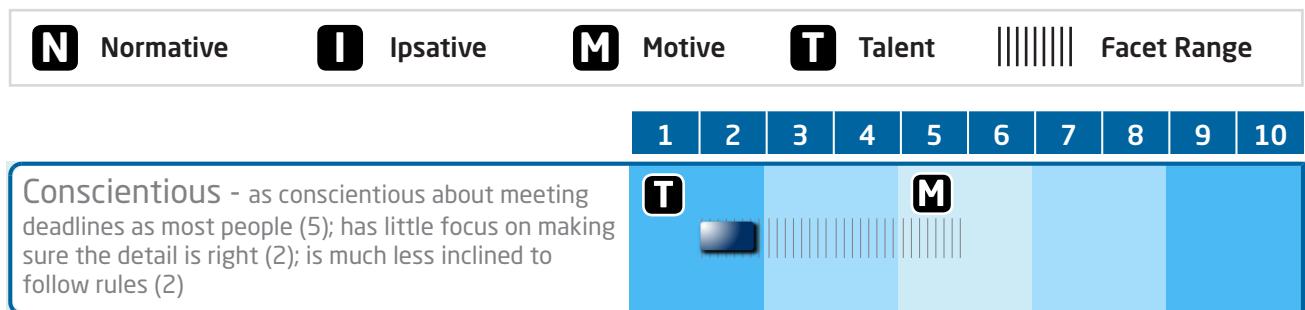
1. Identify how **important** a given characteristic is for the role
2. Understand the individual's **potential** looking at **motives and talents**
3. Link importance and potential to **effectiveness** ratings
4. Identify relevant **development** actions

Example 1

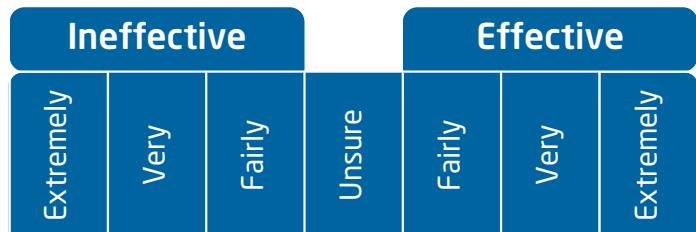
1. Importance



2. Potential



3. Performance



Processing Details

Meeting Timescales (7); Checking Things (6);
Following Procedures (4)



4. Development Action

Possible Challenge Areas (Bottom 8)

Following Procedures

Adhering to Rules; Following Instructions;
Minimising Risks



Fairly Low

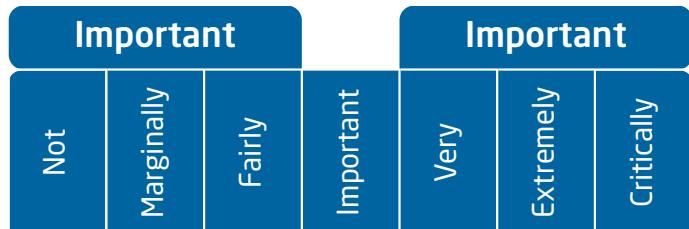
performed better than only 25% of
the comparison group

Development Activities

- Learn how the key business processes benefit the department, organisation, customers, shareholders and community.
- Only argue for exceptions to the rule in truly exceptional cases.
- Be careful to follow the full set of instructions to avoid costly missed steps and work needing to be redone.
- Check if there is an established list of known risks for your organisation's industry sector. Consider which resources are at risk, what constitutes a threat, and what the consequences are.

Example 2

1. Importance



Showing Resilience

Conveying Self-Confidence (8); Showing Composure (8); Resolving Conflict (7)



Adjusting to Change

Thinking Positively (8); Embracing Change (8); Inviting Feedback (6)



2. Potential

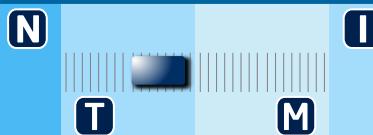
N	Normative	I	Ipsative	M	Motive	T	Talent		Facet Range
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1	2	3	4	5	6	7	8	9	10
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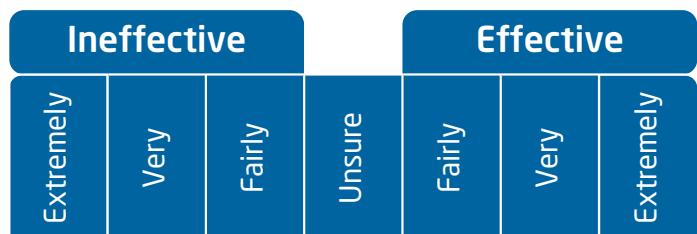
Resilient - very self-confident (9); very rarely gets nervous during important events (9); feels uncomfortable dealing with people who are upset (3)



Flexible - moderately likely to take an optimistic view (5); less positive about change than many people (3); moderately receptive to feedback from others (6)



3. Performance



Showing Resilience

Conveying Self-Confidence (8); Showing Composure (8); Resolving Conflict (4)

← 7 →

Adjusting to Change

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

← 4 →

4. Development Action

Possible Challenge Areas (Bottom 8)

Inviting Feedback Acknowledging Criticism; Encouraging Critical Thinking; Gathering Feedback		Low performed better than only 10% of the comparison group
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Development Activities

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

Feedback of Wave Performance 360

Maximising the Benefit of 360 Feedback

- Raise their self-insight
- Relate back to the role requirements
- Focus on action planning – how will they improve?
- Recognise individual steps to behaviour change:
 - Understanding the key messages
 - Accepting the feedback
 - Readiness to change
- Focus on strengths but do not overlook development areas
- Encourage them to follow up with their Line Manager
- Encourage a team follow-up group activity

Structure of Feedback

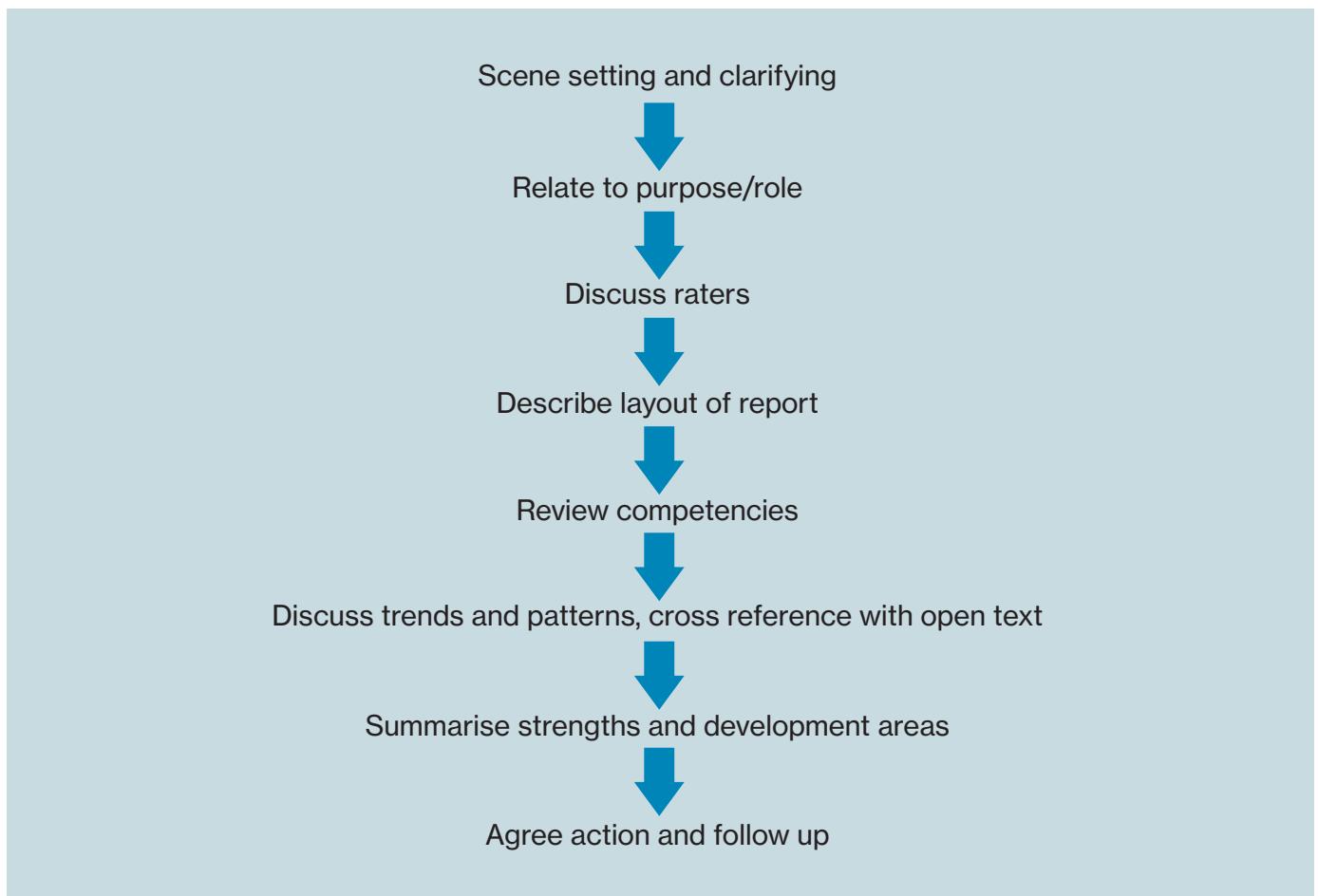
- **Preparation:** review differences between raters, look for links and themes
- **Introduction:**
 - Scene setting – purpose, objectives, core behaviours, background, aspirations
 - About this report – comparison group, perceptions of performance, confidentiality, discuss raters, 360 model, explain dual reporting
- **Discuss Profile:** differences between raters, areas of strength to build, potential limitations, link in comments
- **Summarise key points**
- **Conclusion:** next steps, action plan, development activities, follow-up

Preparation for Feedback

When reviewing results, aim to focus on the following:

- Difference in scores between the different groups providing feedback – how well does the person work with others?
- Differences between self-perception and the viewpoints of other raters – indicator of self-awareness
- Overall strengths and limitations – how do these relate to the person's role?
- Boss ratings – identify consistent messages as an indicator of their relationship or performance issue?
- Look for differences in scores for Task (Solving Problems and Delivering Results) and People (Influencing Others and Adapting Approaches) performance areas
- Links between competencies – any patterns of strength or limitations?

Feedback Flow



Question Style

- Open questions
 - “Tell me about...”, “How does that resonate with you?”
 - “Describe...” “What does that look like at work?”
- Follow-up questions
 - “What exactly did you do?” “What approach did you use?”
 - “How effective was your response?”
 - What, where, when, who, why and how?
- Impact of actions
 - “What impact did that have on others?”
 - “What are the implications of...on your team?”
 - “What feedback did you get from others?”

Action Planning

- Maximising behaviour change:
 - Goal setting
 - Encouraging openness to change
 - Raising self-awareness
 - Encouraging ownership

Questions

- What development areas do you feel will have the greatest impact on your performance?
- What are you going to do differently?
- What opportunities exist to support your development?
- What are the perceived challenges? What could you do about these?
- Who else will support?
- When will you review progress?
- How will you measure progress?

Example Action Plan

COMPETENCY	BEHAVIOURAL DESCRIPTION	REASON FOR CHOOSING THIS	WHAT OTHERS OBSERVE	DEVELOPMENT ACTIVITIES	WHO/HOW OTHERS CAN HELP	TARGET DATE MEASURE
Team Working	<p>Working Participatively</p> <p>Encouraging Team Contributions</p> <p>Involving others in Decisions</p>	<p>Some negative feedback on 360</p> <p>Personal dissatisfaction with team meetings</p>	<p>Impatience</p> <p>Closing discussion down</p> <p>Time management seen as the overriding priority</p> <p>Lack of action on difficult issues</p>	<p>Set clear timescales for consultation and decision making</p> <p>Make sure that all relevant parties have been given the opportunity to make their views known</p> <p>Work out who are the stakeholders impacted by a decision and use others to facilitate their input</p>	<p>Review meetings</p> <p>Regular and open feedback</p> <p>Pulse survey feedback</p>	<p>Quarterly reviews</p>

Risks

Raters

- Lack of honesty in ratings
- Lack of differentiation in ratings
- Lack of real knowledge about individuals
- Cultural differences

Individuals

- Defensiveness
- Obsession with who said what
- Lack of ownership
- Cultural differences
- Lack of follow-up

Dealing with Difficult Reactions

- People who get emotional
 - Let them work through their tears or anger
 - Listen and continually show you understand
 - Start asking open-ended questions
- People who stop talking
 - Ask open-ended questions
 - Give the person time to respond – do not interrupt
 - Encourage them to talk through their thoughts
- People who argue
 - Give the feedback coolly and firmly
 - Underplay the anger with calm gestures
 - Paraphrase to show the impact their reactions have

Important Considerations for a Feedback Session

- Effectiveness rating scale
- Dual reporting format
- Unsure rating
- Comments
- Strengths perspective
- Global areas
- Integrated model

Notes

Feedback Structure

We recommend following this structure when giving Wave Performance 360 feedback:

- Take the necessary time prior to feedback to review the 360 results in detail. Review the differences in scores between raters, overall strengths and limitations, and look for links and themes between competencies
- Prepare an introduction for use at the beginning of the feedback session. Include: scene setting; the purpose and objectives for using 360; different raters; what behaviours/competencies are being reviewed; agreed actions and follow-up
- Review points covered in the 'About this Report' section on page 2 of the Performance 360 Report:
 - » Results are compared against a comparison group
 - » Results are based on evaluation of performance from the perspective of different stakeholders, so will reflect the individual's own self-perceptions and the perception of the raters
 - » Report is confidential (explain who will and will not see results)
- Discuss the number of raters in each group given on page 3 and who the assessee expects the raters to be given their knowledge of who was invited
- Introduce Saville Assessment Wave Performance 360 model (Behaviour, Global, and include Ability if applicable)
- Feedback in detail the Behaviour Profile (Solving Problems, Influencing People, Adapting Approaches and Delivering Results)
- Continue to work through the remaining profile pages (Global, Ability where applicable, etc.)
- Discuss differences between raters' evaluations
- Try to think about building on strengths rather than tending to dwell on negatives – use the sandwich approach (i.e. present some strengths, then cover relative limitations, and discuss more strengths)
- Discuss rater comments
- Summarise key points

Question Style

Use a range of questions to facilitate the discussion:

Try to...

Use open questions

- Ask questions that require the participant to answer more than just "yes" or "no".
- Such questions often start with "Tell me about...", "Explain..." or "Describe..."

Use follow-up questions and clarify

- Assessees may sometimes skim over important areas. Be prepared to ask for further explanation or clarification using questions that begin with "What...", "Where...", "Which...", "Who..." or "How...", e.g. "What exactly did you do?"

Seek information about the impact of actions

- Ask questions about what the impact of their actions was or might have been, e.g. "What impact did that have on the rest of the team?"

Try not to...

Ask too many leading questions

- Leading questions tend to make assumptions and lead the participant in a particular direction, e.g. "Would you agree with me, that you could have...?"

Ask hypothetical questions

- Questioning the feedback recipient about a hypothetical situation, e.g. "What would you do if you were faced with a difficult customer?"

Ask irrelevant questions

- Questions that are unrelated to the behaviours can be seen as intrusive and be felt an invasion of privacy, e.g. "What do you do at weekends?"

Action Planning

When facilitating 360 feedback it is important to ensure the assessee understands the report and the outcomes. By providing general feedback, you should help to raise the individual's self-awareness and insight into the perceptions of their performance from others.

Those that are open to feedback and enhancing their performance are likely to be receptive to this style of open feedback and actively attempt to change their behaviour. Others may struggle to change their behaviour or may not be motivated to change.

The 360 feedback session is often the start of a cycle of development and the individual may only get to the stage of identifying areas to develop (strengths to build and possibly a limitation or two to address). The assessee may often not have sufficient time by the end of their first feedback session to process and accept all their results, let alone have accepted the need to address the issues. A second shorter follow-up session a week or so after the initial discussion is sometimes a good way to agree meaningful development actions. A regular period of follow-up with the assessee as part of a coaching contract or action learning group can allow for development action and progress to be tracked.

In order to maximise the benefits of follow-up 360 sessions it is recommended that time is spent with the individual supporting them with action planning and identifying specific areas to focus on which are likely to have the greatest impact on their performance.

As the facilitator, your role is to ask questions and encourage them to take ownership for what they are going to work on and by when.

Using coaching models can help to add some structure to your questioning and can be used to encourage goal setting where individuals may become more inclined to change their behaviour.

Example questions

- "What do you want to achieve in this area?"
- "What does extremely effective look like to you?"
- "What would be your main objectives?"
- "What will be your first step?"
- "How challenging is this goal?"
- "Where are you right now?"
- "What have you done to improve so far?"

- "How do you compare to others who have rated you in this area?"
- "What could you do to improve in this area?"
- "What have you seen others do in similar situations?"
- "What else could you do?"
- "How could you overcome this challenge?"
- "What are you going to do about it now?"
- "When are you going to start focusing on this objective?"
- "What obstacles might you face?"
- "What support do you need and how will you seek this?"
- "How will this action help you to meet your goal?"

As discussed in the 'Applying Wave Performance 360' chapter using the Development Report can help identify specific actions that help to build their strengths and develop areas of potential limitation.

Hints and Tips During Feedback

Over/Under-raters

Someees tend to over- or under-rate their effectiveness which becomes clear when their scores are compared to the other raters. This can be checked by reviewing the Summary Profile page in the report. The Total Behaviour Profile Rating, which is the average rating for each rater group across the 36 behavioural dimensions, provides a quick check of how different raters have rated the assessee relative to each other. If the boss has been particularly harsh, their average score will be lower than the rating for the other rater groups. Over-raters will have a higher average than other rater groups and vice-versa for under-raters. Facilitators should probe and challenge where necessary to understand the reasons for the discrepancies. Over-raters are more likely to be impervious to the lower ratings; whereas under-raters may need their self-esteem bolstered throughout the feedback discussion and may tend to dwell on the negatives.

Rejection of ratings

Participants may disagree with the ratings for a number of reasons. Facilitators should seek to probe further on possible reasons and look for themes elsewhere in the report that may confirm or contradict the result in question. The focus, for example, can be on whether a rating is true or not. It can be an important part of the 360 process for the assessee to understand that the ratings generally reflect the perceptions of others and it may be important for the assessee to manage their perception in the eyes of others rather than focus on how 'true' a rating is of them.

Excusing own behaviour

Some participants come fully prepared with reasons and excuses for their reported behaviour. Facilitators should again discuss the results and challenge where appropriate. In particular, people can say that the situation was responsible for certain actions and the results do not reflect them. The challenge here is to try to find appropriate ways to help the assessee own their results. Asking them to reflect on how their colleagues acted differently in very similar circumstances can help them recognise that their actions were their own and that the situation played a part, but was not the sole driver of their behaviour. Linking the ratings to written comments is a useful way to help participants understand why they may have been rated as they have been and the impact of their behaviours on others.

Low ratings

Assessees who receive some low ratings can find it difficult to understand the results. Facilitators perform a key role in ensuring self-esteem is maintained but exploring what might have contributed to the overall results. In some cases, where feedback has not been previously given or sought, individuals can be surprised and upset by low ratings they may have received. Contrasting with the strengths they displayed can be important in helping them to understand the low ratings in context, giving them the opportunity to address concerns in light of their strengths.

High ratings

Assessees receiving very high ratings may also find it difficult to determine what area to focus on. The comments and slight variations in responses should provide enough scope for discussions on those areas needing greater attention. In addition, discussions around how the strengths will be maintained can help focus the conversation. The concept of possible overplayed strengths can be particularly useful when combined with the written comments as it can help the assessee consider how to use their strengths more wisely.

Attributing individual ratings

Some participants can become preoccupied with trying to figure out who was responsible for a specific rating or comment. Facilitators should remind participants of the sensitivity of the data and seek ways to explore the feedback constructively. As anonymity is generally communicated to raters in multi-rater group categories (e.g., peers and reports), it is not possible to provide facilitators, assessees or raters with information on who a

particular rater was. That said, after the feedback session, the assessee may choose to follow up with some or all of their raters to discuss particular issues that surfaced from the results. However, as a facilitator, it is important to be sensitive as to how this should be best achieved. Where a facilitator unearths a particularly sensitive issue – they may want to talk to a rater or raters about their feedback rather than having the assessee address the matter in the first instance.

Bringing to the surface relationship problems

360 degree feedback can unearth sensitivities and issues that may not always be expected by the facilitator. For example, the feedback can bring to the surface problems between the assessee and a specific rater, where the relationship has become unconstructive and the positions of the two parties entrenched. An organiser and facilitator of 360 degree feedback should go into the feedback session recognising that at times they may need to think about how to deal with such issues (e.g., in extreme cases, it may be better to consider how to reorganise individuals' roles in relation to each other rather than attempt to fully resolve a highly challenging work relationship that has broken down).

Avoid doing too much

Participants may try and prepare development activities and action plans to cover all development areas. Facilitators should try to help participants prioritise the key development areas and not to do too much.

Forgetting strengths

It is easy for assessees to ignore their strengths and focus only on their limitations. Focusing on developing limitations is likely to prove unrewarding and counterproductive for many assessees being developed. If someone is building important strengths, they may also seek to address or limit the impact of some of their weaknesses. In considering the importance of building strengths or managing limitations, it is usually important to consider the requirement of the role or future roles the assessee aspires to.

Important Considerations

Effectiveness Rating Scale

The effectiveness rating scale in Wave Performance 360 asks raters to make direct evaluative assessments of performance, which is different from rating scales such as frequency or intensity of behaviour that are common in many other 360 instruments. The Wave Performance 360 rating scale asks all raters how effective an individual is in a number of areas. The direct nature of the rating scale with respect to performance means that the results are very clear in relation to what a particular rater or rater group has said about the assessee's effectiveness in a particular area.

It is important that the facilitator is clear in feedback that the evaluations made by raters are based on the raters' perceptions of the effectiveness of the assessee. These perceptions may be right or wrong: the differences between raters may reflect the many different situations the raters encounter the assessee in and the raters' varying degrees of leniency. Raters may be more lenient, for example, to people they have good work relationships with. Whatever the reasons that underpin particular ratings, it is important to help the individual assessee to accept that the perceptions of the raters contained in the evaluations have a degree of legitimacy and importance to the individual, even if some individual assesses may not accept every result as an entirely accurate and true reflection of their performance at work. It can be useful for an assessee to appreciate that even where they disagree with someone's perception, they may want to consider that managing how one is perceived is part of managing an individual's performance at work.

Dual Reporting Format

In feedback, the dual format of score reporting tempers the issue of leniency and high average rated performance levels that are generally seen on rating scales of performance – that is, most people are rated towards the top of a rating scale (most car drivers rate themselves above average – which clearly is not possible). In Performance 360, the first evaluation against the rating scale (normally positive) is complemented by the benchmarked score, which indicates whether in fact such a rating is above average, below average or average when compared to a benchmark group. This provides the assessee with an additional perspective for each dimension of where they lie relative to others as well as how raters have evaluated them on the effectiveness scale.

It is important in feedback to ensure that the assessee clearly understands the difference between the two score display formats. The Performance 360 Report is designed

to make both formats available in one graphical display. When the dual format is understood by the assessee, it becomes easy for them to see and understand at a glance how they were rated by the different rating groups.

Where there are differences in ratings within a rater group, they are displayed with arrows showing the range from the lowest rating to the highest rating within the group (this is only done on the first reporting format; only the average benchmark score for a rater group on a dimension is shown). Again, it is important to ensure that the assessee understands the meaning of these arrows on either side of their scores.

Unsure Rating

An unsure rating can mean different things. It can indicate that:

- the rater has a lack of evidence to rate an individual as they have not seen the behaviour being displayed; or
- the rater has a very full appreciation of the behavioural display of the assessee but is not sure whether the behaviours are effective or not.

In feedback, an individual assessee may say that their role does not allow them to, for example, display the behaviours associated with Providing Leadership. However, the behaviours in Performance 360 are designed to be applicable across different jobs. Individuals in non-leadership roles, for example, can still display leadership behaviours. Equally, it is important to be clear that a lack of display of behaviour that may be evidenced by an unsure rating is less positive than a positive display of behaviour. Part of being effective is to take actions and, in so doing, behave effectively. An assessee lacking the use of a particular behaviour is not generally going to be effective at the behavioural area!

Where an individual assessee is querying an unsure rating, it can be effective for them to think about the opportunities for displaying the behaviours and compare themselves to colleagues who they think may receive ratings above 'unsure' despite being in an equivalent role.

Comments

The Performance 360 Report has a section which allows raters to comment on the assessee. It is important to be aware that despite extensive briefing of raters to make clear that the written comments they provide are to be fed back to the assessee, some individual raters occasionally still fail to realise that their comments will be seen by the assessee.

The comments section indicates the rater group that the rater has come from and a number for the rater. This means that single raters such as a boss' comments (and ratings) are not anonymous. In practice, peers, reports and any other multi-rater group categories do not provide anonymity where the rater makes clear reference to particular events that relate directly to the rater and the assessee's experiences.

Saville Assessment recommend that facilitators read through the comments prior to a feedback session to ensure there is not anything that is likely to cause needless offence. Contact us at Saville Assessment if you wish for a rater to be removed, reset or require further advice. While comments provide useful information which brings further meaning and understanding to a Performance 360 feedback, it is important that comments are appropriate and used appropriately.

Strengths Perspective

The strengths perspective is something that is embodied in the associated Development Report that is available to be generated from Performance 360 results (as well as Wave Professional and Focus Styles). This report highlights the areas of strength first, as these can best be capitalised on in developing an individual. However, the approach enshrined in these reports does not say that strengths are universally positive when they are deployed in real situations, and it also highlights, for the areas of greatest strength, where the strength could be overplayed (and therefore may best be deployed with some care). The development perspective in this report also highlights weaker areas that could be developed.

Global Areas

The global areas provide direct feedback on how well an individual is seen to be doing in terms of their proficiency, expertise and potential at work. This makes Performance 360 a useful tool as a supplement to performance reviews as it seeks very direct feedback on these areas. This information can help an individual understand where they stand within an organisation in relation to how they are being seen to perform and how they are regarded in terms of their potential. It also means that Performance 360 can be a useful input to assessing Performance and Potential.

Integrated Model

Wave Performance 360 is part of an integrated suite of assessment products, which are designed to be used in combination. Performance 360, the Saville Assessment Performance Culture Framework Card Decks and the online Wave Job Profiler provide direct evaluations of the Behaviour, Global, and optionally the Ability components of BAG criterion model of effectiveness.

Wave Professional and Focus Styles focus on forecasting effectiveness and therefore hone in on the characteristics that underpin people's potential to be effective. The combination of these assessments with Performance 360 can inform discussions about how to maximise an individual's potential.

Case Study

Wave Performance 360 - Sam Jenkins

Background Information

Sam Jenkins has been identified as high potential at Tradigital Ltd and is due to begin a leadership development programme. The programme will comprise of a selection of sessions targeting different leadership skills and behaviours. Those going through the leadership programme have been given ownership over choosing which sessions they feel would be most beneficial in supporting their development. Sam has completed the Wave Performance 360 questionnaire to better understand current strengths and areas of development to ensure the most appropriate paths are selected.

Your Task

As a trained Wave Performance 360 user, you are tasked with conducting a 1-1 session with Sam where you will provide feedback on the report with the aim of encouraging self-insight, supporting the creation of a personal development plan and choosing relevant leadership programme options. Prior to the 1-1 session you are reviewing Sam's Performance 360 report alongside the Tradigital Leadership Competencies and the Leadership Programme Options in order to prepare for the session. Once you have reviewed the report please answer the questions on page 55.

Tradigital Leadership Competencies

Fostering a Team Environment

Collaboration is key. Our leaders understand that thinking, planning, decisions and actions are better when done cooperatively.

Creating Organisational Change

Awareness of the need and desire to participate and drive change. Our leaders recognise the need to create a compelling vision of the future and develop a plan of action.

Building Trust and Accountability

Our leaders set their team members' clear objectives and expectations. They promote open communication and work hard to support and empower others.

Promoting a High-Performance Culture

Our leaders promote and reward success. They set stretch targets and promote learning and growth for all members of their team.

Building Partnerships

A strong emphasis for developing strategic relationships, our leaders work with others to combine their resources and become more influential.

Leadership Programme Options

Action Learning Sets: regular group discussions of live problems where supportive links are developed with a broad range of colleagues.

Secondment: the opportunity to work in another area of the business to develop skills and build awareness of the challenges different business units experience.

Mentoring: a learning and development partnership where individuals are assigned a more experienced colleague for support and guidance.

Honest Conversations: a training module to develop communication between managers and their employees to build trust and improve performance.

Delivering Change: a training module to help individuals lead through change by helping them recognise that others react differently to change and providing support in how you can lead others more effectively.

Leading Others: a training module to support individuals in growing their team, focusing on developing authentic and servant leadership styles in order to best support and mentor their team.

Coaching Skills: a series of sessions designed to build coaching capabilities. The sessions cover different coaching models and techniques facilitated by an expert Executive Coach. As part of the sessions participants are required to identify an individual to coach in order to practice their skills.

Performance 360

1. What areas would you be keen to probe to understand more about Sam's strengths?

2. What areas would you look to explore to better understand Sam's development needs?

3. Where are there discrepancies between rater categories?

4. What do the comments add?

Development Report

5. What advice might Sam benefit from before embarking on the leadership development programme?

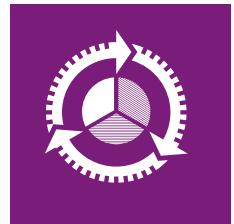
6. Which development activities would be the most relevant for Sam to consider?

Professional Styles

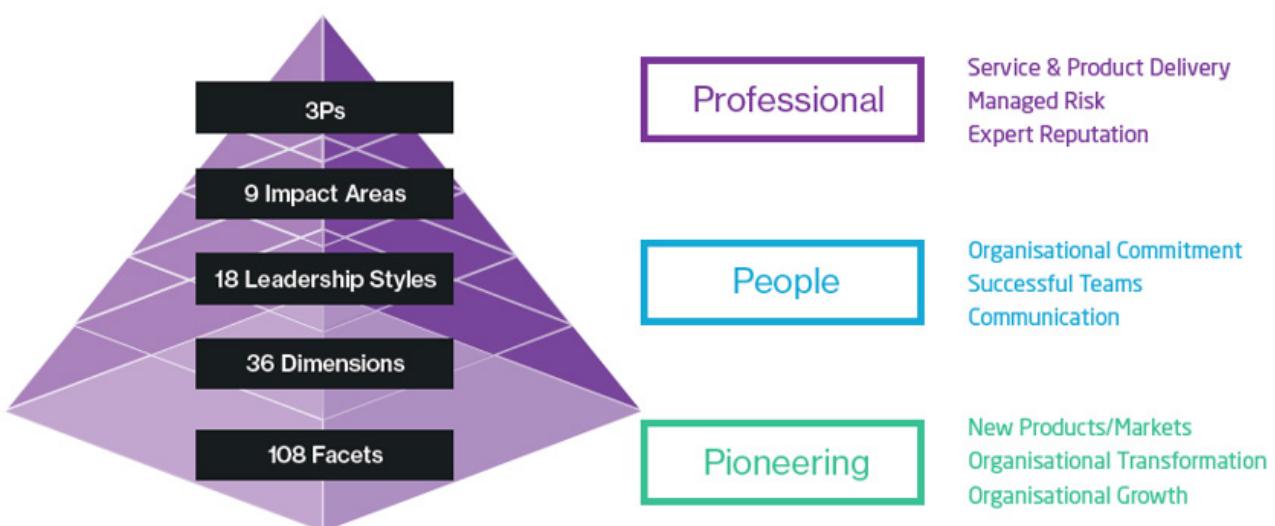
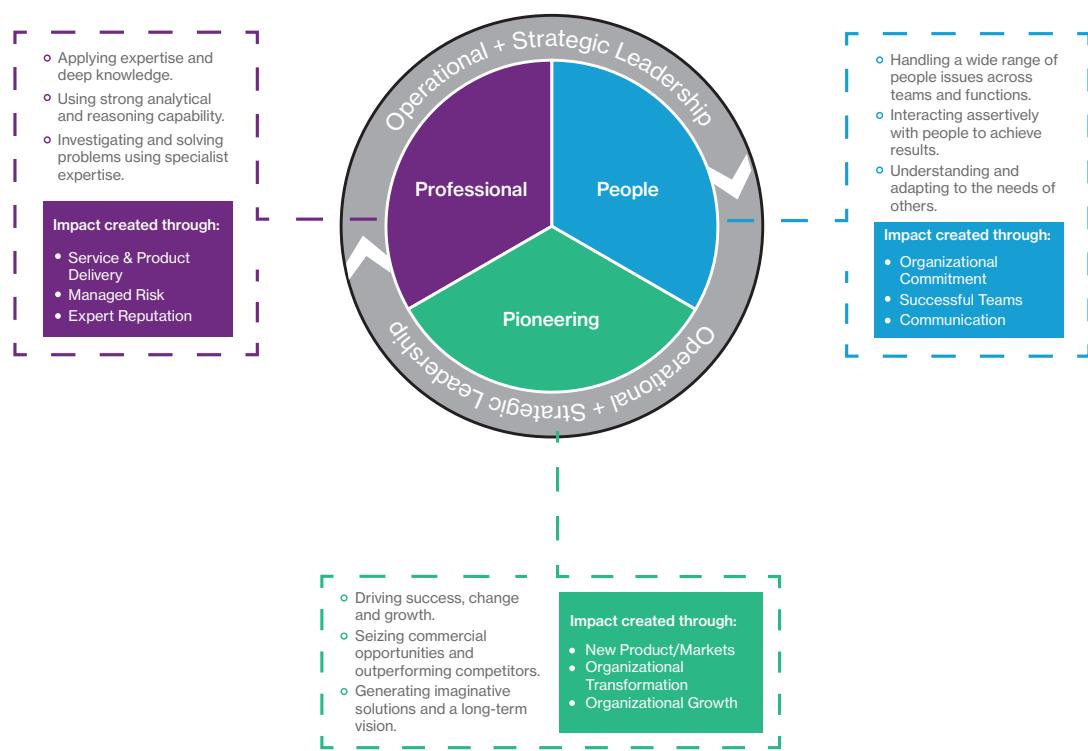
7. Where is there a difference between Sam's performance (360) and potential (Professional Styles)?

8. What further insights do we get from Sam's Professional Styles Expert Report (consider the splits)?

Leadership Impact 360

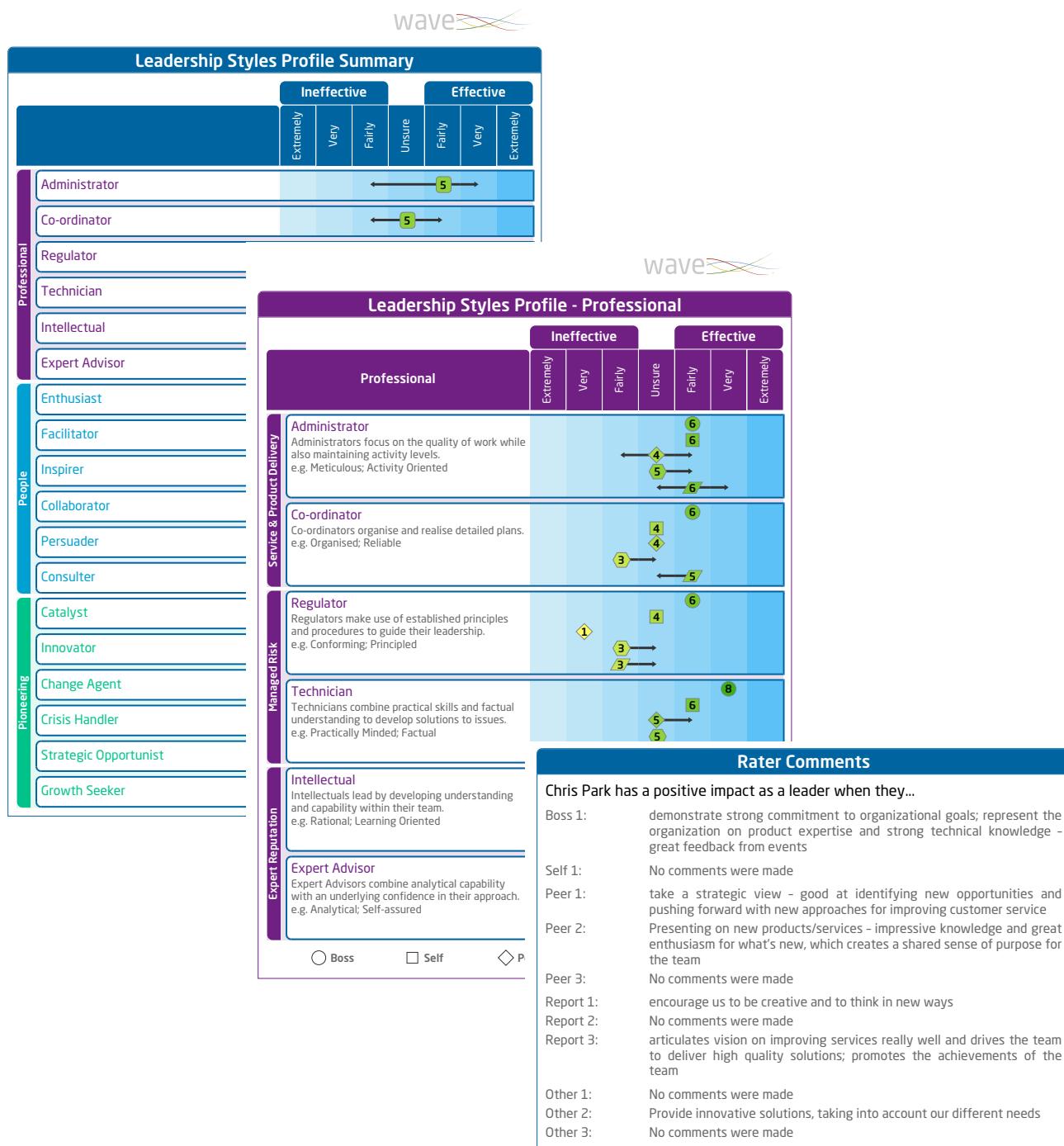


Leadership Model



Leadership Impact 360

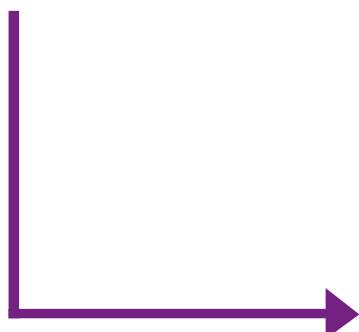
- Leadership Impact 360 gives users a valid and comprehensive way to assess impact in their senior managers and executives
- Direct match to 3P model and Wave Professional Styles Impact Expert Report
- Clearly differentiated from Wave Performance 360
- Organisational perspective of leadership impact



Leadership Impact Report Mapping

Leadership Impact Potential Prediction		
Impact Area		Leadership Impact Potential
Professional People Pioneering	Service & Product Delivery maintaining productive delivery of goods and/or services; driving quality customer service; delivering appropriate solutions	 Extremely Low higher potential than about 1% of the comparison group
	Managed Risk actively controlling risk; championing effective corporate governance; ensuring compliance with policies, procedures and legal requirements	 Extremely Low higher potential than about 1% of the comparison group
	Expert Reputation building organisational expertise; promoting technical excellence; enhancing organisational reputation	 High higher potential than about 90% of the comparison group
	Organisational Commitment creating a shared sense of purpose; enhancing employee motivation; building organisational morale	 Fairly Low higher potential than about 25% of the comparison group
	Successful Teams building effective teams; attracting and developing talent; utilising potential	 Fairly Low higher potential than about 25% of the comparison group
	Communication delivering influential communication; building cross-functional/geographic communication; encouraging involvement and consultation	 Average higher potential than about 60% of the comparison group
	New Products/Markets identifying market gaps or routes to market; cultivating innovation; generating impactful solutions	 Extremely High higher potential than about 99% of the comparison group
	Organisational Transformation delivering organisational transformation; building commitment to change; actively managing change processes	 Very High higher potential than about 95% of the comparison group
Organisational Growth increasing stakeholder value; establishing challenging organisational goals; driving organisational success		 Extremely High higher potential than about 99% of the comparison group

Potential Profile - Wave Styles Leadership Impact



Performance Profile - Wave Leadership Impact 360

Notes

Introduction

The Saville Leadership Impact model is a new model of leadership effectiveness which focuses on the impact that a particular leader has in the workplace.

Its development has been guided by empirical data from conception to conclusion, based on international research on thousands of individuals working across hundreds of different organisations. The model is powered by the Saville Wave portfolio and therefore benefits from the established psychometric rigour of these tools and, in particular, Wave's validation-centric development method.

Saville research suggests that focusing on a leader's impact provides a psychometrically robust, conceptually appropriate and especially efficient model of leadership performance. This document provides an overview of the rationale and construction of the Leadership Impact model, as well as evidence for its psychometric properties.

Introducing the Saville Leadership Impact Model

The Leadership Impact model and aligned report put the Saville 3P framework at the heart of our leadership offering. Based on our extensive research, the scales in the Impact model have been grouped under the 3Ps of leadership – Professional, People and Pioneering. Professional leaders are likely to be effective at leading in specialist contexts and providing professional or technical knowledge; People leaders are likely to be effective at managing a wide range of people across teams or functions and Pioneering leaders are likely to be effective at driving success, change and growth.

The 3Ps themselves were identified from factor analyses on large, global data sets. A consistent picture has emerged from our leadership assessment data over the years showing that three overarching factors provide a reliable and useful framework in which to position the more specific components of leadership effectiveness.

In addition to being derived from factor analyses, the development of the new leadership model also sought to clarify the empirical relationships between the 3P scales and a range of different workplace performance criteria. The original 3P validation (Hopton et al. 2014) was based on 308 individuals who completed Wave Professional Styles and for whom sets of independent performance ratings were collected, concurrently, from stakeholders. In this research, we specified a priori which criteria each leadership construct would be expected to forecast.

The Leadership Impact Hierarchy - 3Ps, 9 Impact Areas, 18 Leadership Styles

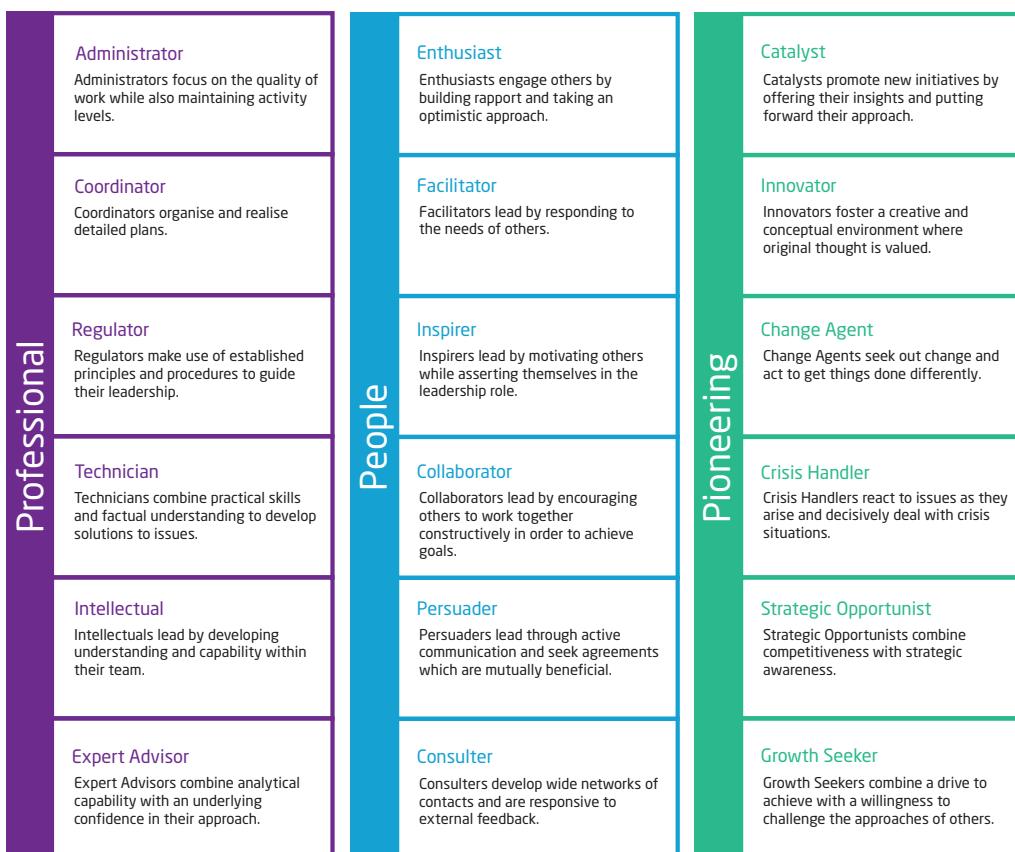
The Impact model comprises nine primary Impact areas. They are clustered under the three higher order 3P factors, and their definitions are provided below.



These represent nine areas at work in which leaders can exert a critical impact.

The nine Impact areas can be thought of as primary components of effective workplace leadership. They are aligned conceptually to the three higher order P scales.

There are also 18 Leadership Styles which are grouped in pairs under each of the nine Impact scales. Each pair of styles forms the primary component of the prediction equation for each Impact area, as described below.



Administration and Project Management

Setting up a 360 Project



- Understanding role requirements
- Assessee Briefing:
 - Purpose of the exercise
 - Outline of full process – administration to feedback
 - Timescales
 - Feedback outcomes
 - Choosing raters – providing rater details
 - Confidentiality
- Rater selection:
 - Who chooses
 - Number of raters: aim for at least three in all categories except Boss and Self (min two for anonymity)
 - Work relationship with raters

Rater Briefing

- Purpose
- Questionnaire timings
- Try to use the full range of the scale as much as possible
- You may find some of the ratings difficult, but please try to respond to every area
- If you really feel you cannot provide a rating on a particular area, please select the 'Unsure' option
- Unless you are completing as "Self" or "Manager", your responses will be aggregated with other peoples' and will therefore be confidential
- Please answer honestly and straightforwardly
- Think about the individual in a work environment
- Try to differentiate between those behaviours which you see as very strong/weak and those which are average
- Support your ratings with examples in the open text boxes

Watch Fors

- Positioning of the process
- Completion rates – invite more than minimum
- Raters using the scales incorrectly
- Assesseees have not been in the role for long
- Raters do not work closely with assessee

Project Set-up - Bureau

- Step 1: You send out briefing emails and advice to assessees
- Step 2: Assessees nominate their raters and send them information and guidance on the process
- Step 3: You complete Performance 360 Bureau Request Form send to Saville Assessment's bureau team
- Step 4: Bureau team set up project - Oasys emails and login details sent
- Step 5: We can send updates and reminders
- Step 6: If appropriate completion rates are achieved we generate and send you reports

Please fill in the Assessee(s) and Raters details, maximum 25 Raters.

Assessee First Name	Assessee Last Name	Assessee Email Address		
John	Issac	john.issac@sample.com		
Rater Category* (Please select) Maximum 3 categories				
Rater First Name Maximum 25 raters				
Boss	Natalie	Chambers	natalie.chambers@sample.com	English
Peer	Danni	Black	Danni.black@sample.com	English
Report	Chris	Frater	Chris.frater@sample.com	English
				English
				English
				English

Oasys

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

The image shows two side-by-side screenshots of login pages. The left screenshot is for 'Saville Assessment' and the right is for 'Saville Assessment Oasys'. Both pages have a similar layout: a top header with the Saville logo and 'Willis Towers Watson', a 'Login' button, and a 'Forgotten your password?' link. The 'Saville Assessment Oasys' page includes a green banner at the top and a green footer at the bottom.

Saville Assessment
Willis Towers Watson

Saville Assessment Oasys

Login
Enter your Username and Password then select Login.

Language: English (United Kingdom)
Username: _____
Password: _____

Forgotten your password?
If you have forgotten your password: [request a new password here](#).

Saville Assessment Oasys

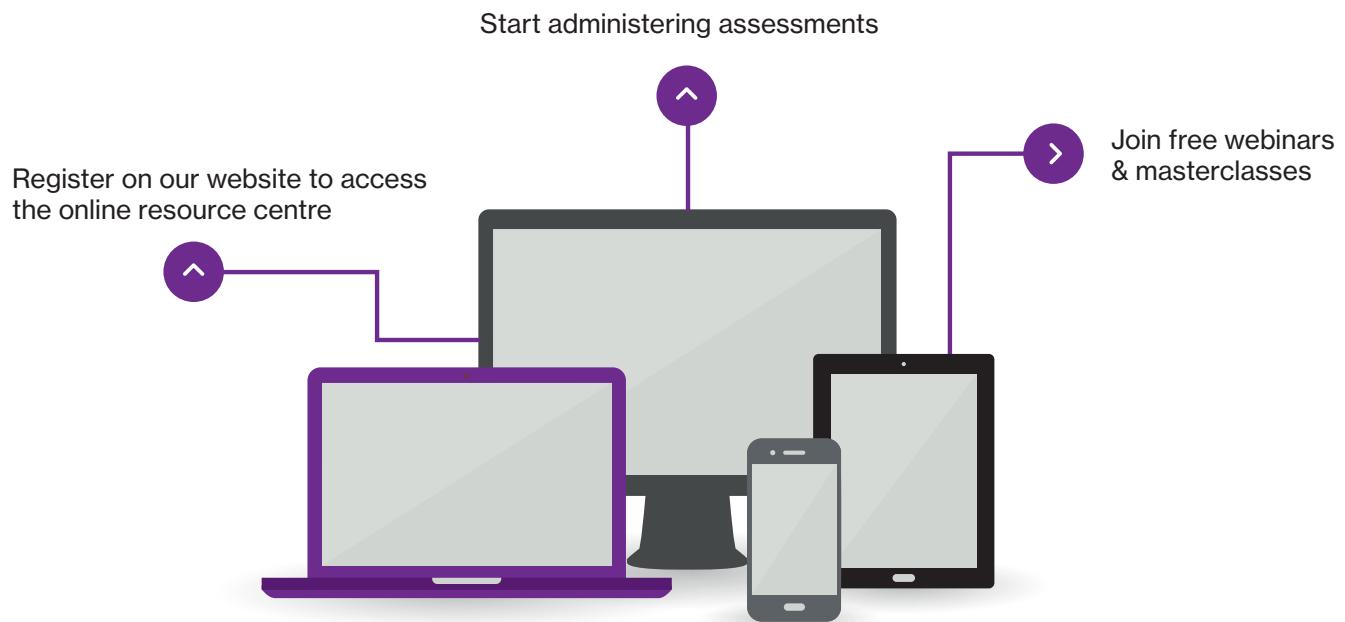
Login
Enter your Username and Password then select Login.

Language: English (United Kingdom)
Username: _____
Password: _____

Forgotten your password?
If you have forgotten your password: [request a new password here](#).

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Next Steps



Contact our Duty Consultant for additional support.



+44 (0)208 619 9000



info@savilleassessment.com

The Saville Assessment Community

What you can expect:

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



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Notes

Process

Understand the Role Requirements

The majority will use Saville Assessment Wave® Performance 360 in order to assess the work performance of individuals. In the planning stage it can be useful for Performance 360 to be supported by an analysis of the components of the job which are critical to job success. Such an analysis could include local validation studies, formal job analysis, competency models, role profiles, person specifications and job descriptions.

The Saville Assessment Wave Job Profiler is a quick and efficient way to establish job relevance. This questionnaire takes approximately 15 minutes for each appropriate stakeholder and subject matter expert to complete. The ratings from these stakeholders and experts will indicate the relevance or importance of different characteristics in a specific job. Alternatively, a parallel process can be accomplished person-to-person or in focus groups with Saville Assessment Wave Performance Culture Framework Card Decks.



Assessee Briefing

Prior to the administration of the Performance 360 questionnaire, assessees need to be informed clearly about the purpose of the exercise, the process and data protection.

Details you may want to cover include:

- The purpose of the exercise (e.g. organisation talent audit, individual development)
- Outline of the entire process, including administration, feedback and follow-up activities
- Timescales: for providing rater details, completing the questionnaire, receiving feedback
- Feedback outcomes: how long the feedback session will last, who will be facilitating the feedback discussion, what they will gain e.g. development planning
- Confidentiality: assure assessees that reports will only be accessible to the assessee and relevant staff members who are involved in the process, and that it will be stored securely in line with applicable legislation
- Choosing raters: assessees should be given guidance on choosing raters, things to consider are listed in the next section 'Rater Selection'

Rater Selection

When selecting raters to be involved in a Performance 360 project, the following points should be considered:

- Whether the organisation (e.g. line managers) or the assessee themselves choose the raters. We tend to recommend that the assessee should take ownership of selecting their own raters with the support and guidance of their manager.
- The number of raters in a category – typically there will only be one rater for both the Boss and Self categories, i.e. one boss and the assessee themselves. For other categories such as Peers, Reports and Others, completions from at least two-three raters will be needed to preserve anonymity. The more raters in a group, the higher the level of anonymity, so it is best to invite more than the minimum required number. However, as the number of raters increases, the statistical phenomenon of regression toward the mean may occur, meaning that ratings are likely to become closer to the average. Having too many raters may therefore not add value to the assessment.

- The work relationship between raters and the assessee – how well do the raters know the assessee? Has the rater worked closely with the assessee for some time (e.g. over three months)? Is the work relationship with the rater important to the assessee (i.e. will they value the rater's opinions)?

Project Set-up

Saville Assessment Wave Performance 360 was built from first principles to be an internet-based assessment tool. Clients can set up Performance 360 projects using the Saville Assessment Bureau services. You will need to complete our Performance 360 Bureau Request Form where you will outline all the project details including assessee and rater details. You will need to include the correct invoicing details and project details. If you have a number of individuals associated with the same project, please make sure the same project name is used. You can choose when you would like the project to be set up and also when reminder emails should be sent to those yet to complete.

In project set-up, the default settings can be changed if required. These include:

- Default rater category names, Boss, Self, Peer, Report and Other, can be changed
- Apart from the Self and Boss categories, the minimum and maximum number of raters can be specified to ensure rater anonymity (e.g. Min Raters: 3)
- With the exception of the Self category, a rater category can be excluded if it is not required for an assessment.

Project emails can be amended to include deadline dates, which is highly recommended, and any other useful information.

You are able to select which version of the questionnaire you wish to use, the options are either with ability questions or without. You must also select the reports you would like to be generated, the Performance 360 Expert Report is the standard report but you may also choose to generate the Development Report in addition. You must also select the relevant norm group.

Lastly you must provide assesee and rater details. Please ensure these details are all correct and that email addresses are provided for each participant. If you do not wish to use the standard category names you can change these on the form; please note these cannot be changed once the project has been set up.

Administration to Accommodate Disabilities

If an individual completing Wave Performance 360 has a disability which requires an adjustment to the standard administration procedure, please contact Saville Assessment to discuss the options.

Access to Database and Reports

Only individuals who are managing the Performance 360 project should be given access to the databases where assessment details are saved (e.g. a spreadsheet containing rater information for each assessee, login details for the Oasys platform) and the Performance 360 reports. Assessees may keep their own Performance 360 reports provided that they have received feedback from a trained Wave Performance 360 user.

All data must be handled and stored in line with applicable legislation.

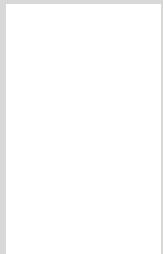
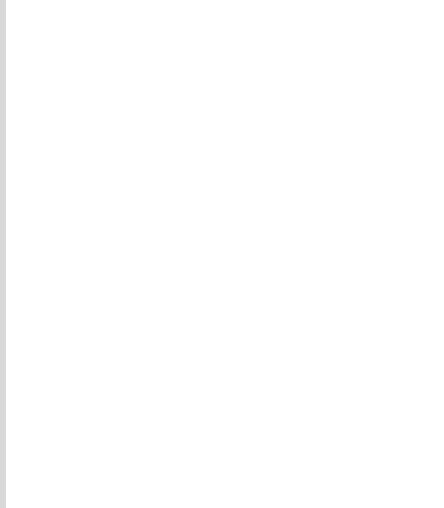
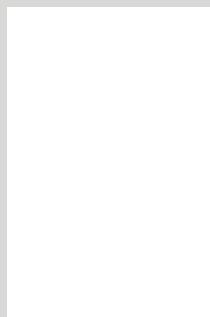
Hints and Tips

Setting up 360 feedback is a complex and sometimes challenging process. To help give an understanding of some of the challenges and some possible remedies, examples are provided in this section.

Feedback Issues Arising from Set-up

- Completion rates: Inevitably some raters that are invited to complete do not complete the questionnaire. Where there has been a requirement for anonymity, then a minimum of two to three raters (or sometimes more) are specified in setting up the 360 for the rater groups results to display (Self and Boss categories normally only require one rating and are therefore not anonymous). To reach these minimum numbers often requires work to chase raters who have not completed and it is normally advised that at least one or preferably more extra raters than the minimum required are invited for the Peer, Report and Other categories.
- Raters using the scale incorrectly: While the scales are labeled clearly, very occasionally a rater may use the scale incorrectly. Be aware to look out for a misaligned set of ratings on a report (e.g. an arrow extending down) where all, or nearly all, of a set of ratings appear to be down the left side of the profile when the other rater groups are down the right of the profile. This could indicate that a rater has not used the scale properly. It could also indicate that there is an issue between the rater and the assessee – which could be a reflection of the performance of the assessee and/or their relationship with the particular rater.





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