



**Saville**  
assessment



# Wave Performance 360

Course Workbook

# Wave Performance 360 Course

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# Introduction: SavilleAssessment



## 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
- Link 360 with other data sources
- Facilitate feedback and discussion and action planning around 360 data, accurately and appropriately

# About Saville Assessment

- 2004: Founded by Professor Peter Saville
- 2005: Wave launched
- 2007: Swift combination tests launched
- 2013: Situational judgment tests launched
- 2015: New tests, new technology
- 2015-2017: Saville Assessment, A Willis Towers Watson Company
- 2017: Leadership Impact and Risk launches
- 2019: Match 6.5 launched
- 2021: Swift Global launched
- 2022: Wave-i launched
- 2023: Saville Assessment acquired by Tenzing private equity firm

**“Our goal is to transform assessment across the world”**

Professor Peter Saville



**01**

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Introducing the Wave  
Performance Culture Framework

**02**

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Introducing Wave Performance  
360

**03**

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Interpretation Exercise

**04**

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Applying Wave Performance 360

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Interpretation Exercise

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Wave Performance 360 Report

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Feedback of Wave Performance  
360

**08**

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Leadership Impact 360

**09**

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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 revolutionizing assessment around the world.

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

From 2015 to 2023 Saville Assessment was acquired by Towers Watson, a global organization.

In 2023 Saville Assessment was acquired by Tenzing, a private equity firm.

## A Brief History

### **2004 - Saville Consulting is founded**

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

### **2005 - Wave**

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

### **2007 - Swift combination ability tests**

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

### **2009 - Item-banked ability tests**

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

### **2013 - Situational Judgment Tests**

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

### **2015 - New tests, new technology**

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

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

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

### **2017: Leadership Impact and Risk launches**

Bridging the gap between behavioral competencies and leadership impact to support with leadership recruitment and development.

### **2019: Match 6.5 launched**

A new behavior questionnaire which uses the power and validity of Wave to understand a candidate's suitability for a role in just 6.5 minutes.

### **2023: Saville Assessment Acquired by Tenzing**

Tenzing is a private equity firm that invests in high growth businesses.

# 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

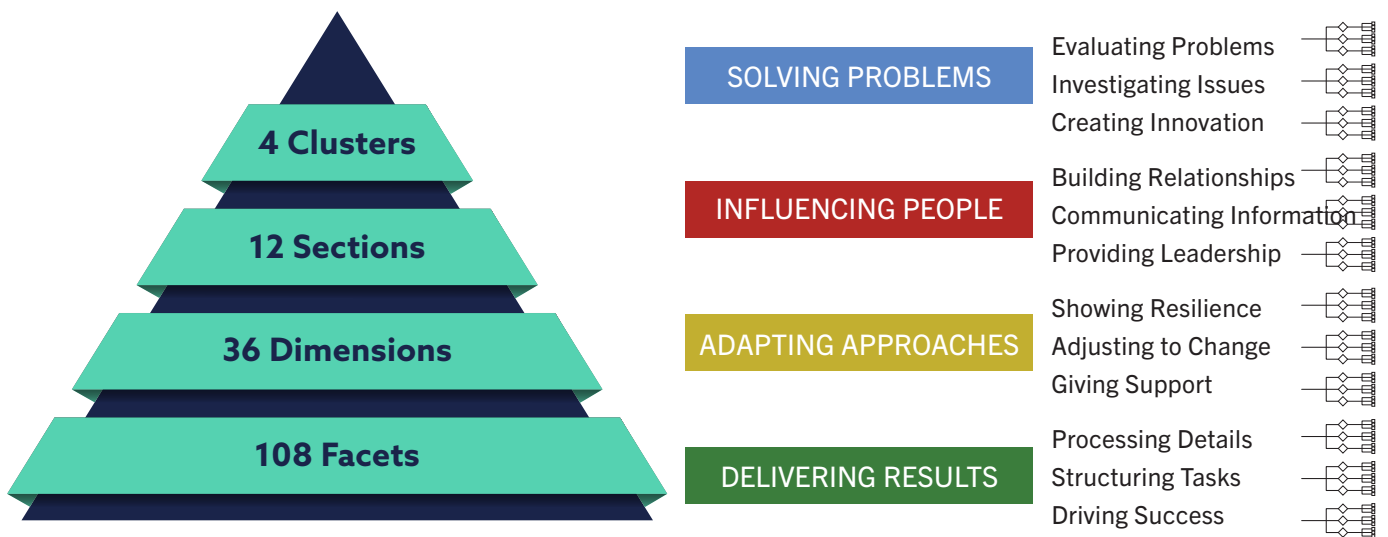
**Underpins all of Saville Assessment's core products** (Wave, Strengths, 360, Aptitude)

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



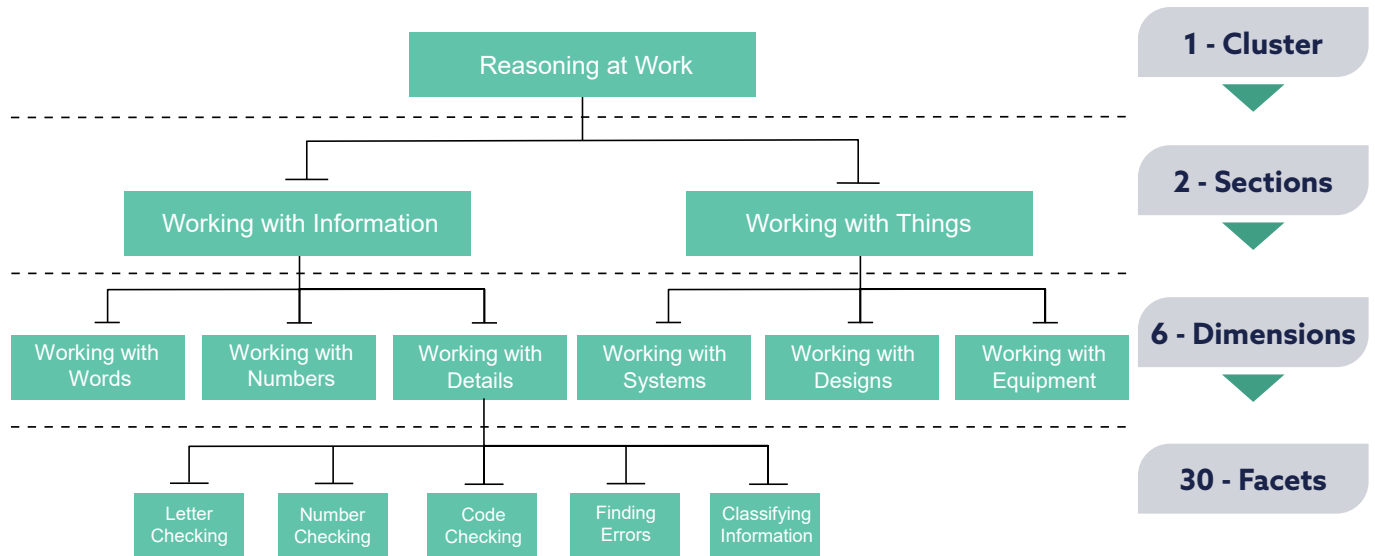
## B-A-G Framework: Behaviour Aspects





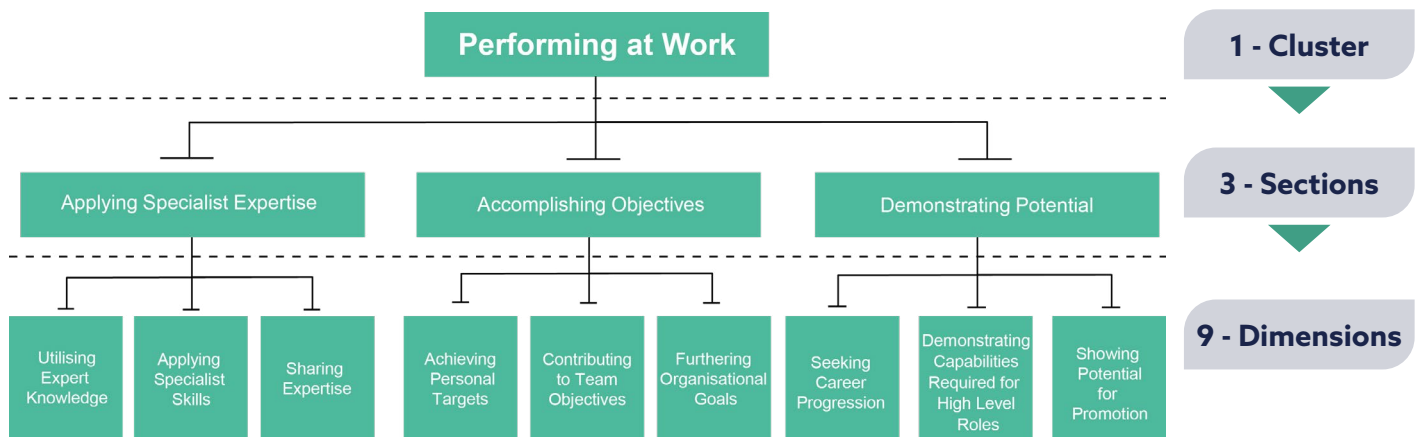
# Saville Assessment B-A-G Framework

## Ability Aspects



## B-A-G Framework:

## Global Aspects



# 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](http://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.

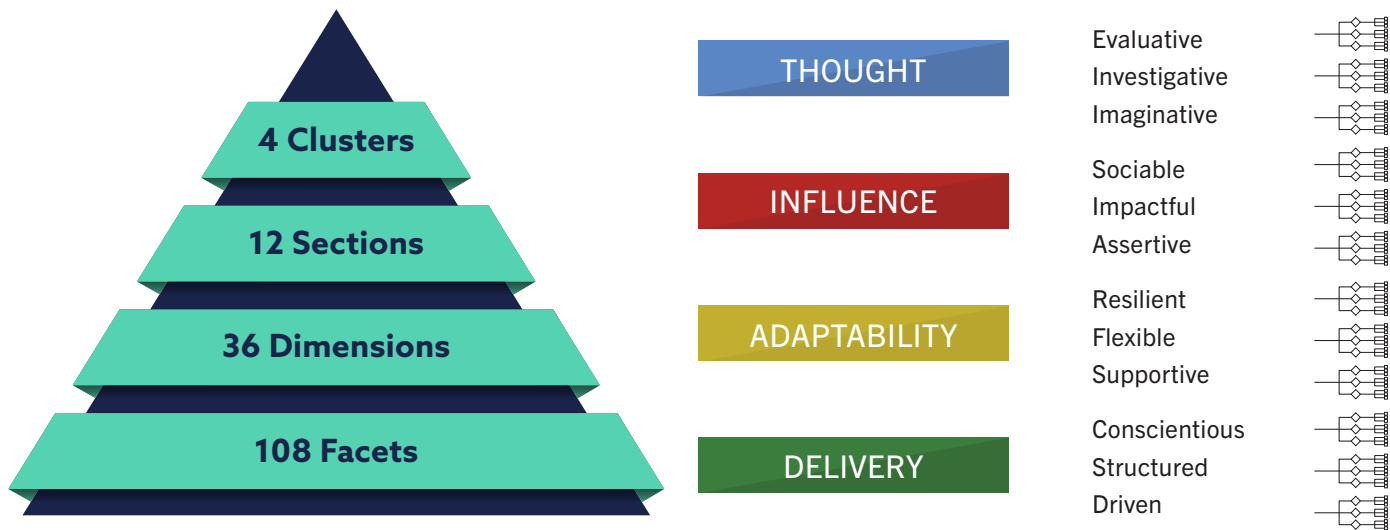
## Behaviour Areas

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



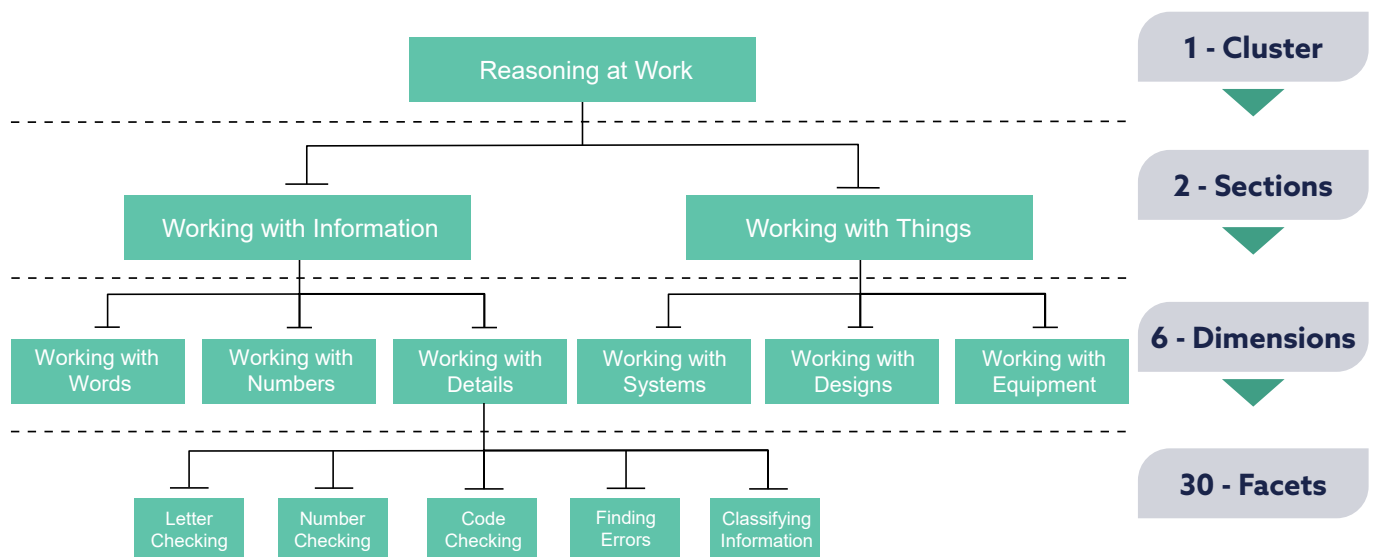
## Ability Areas

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.

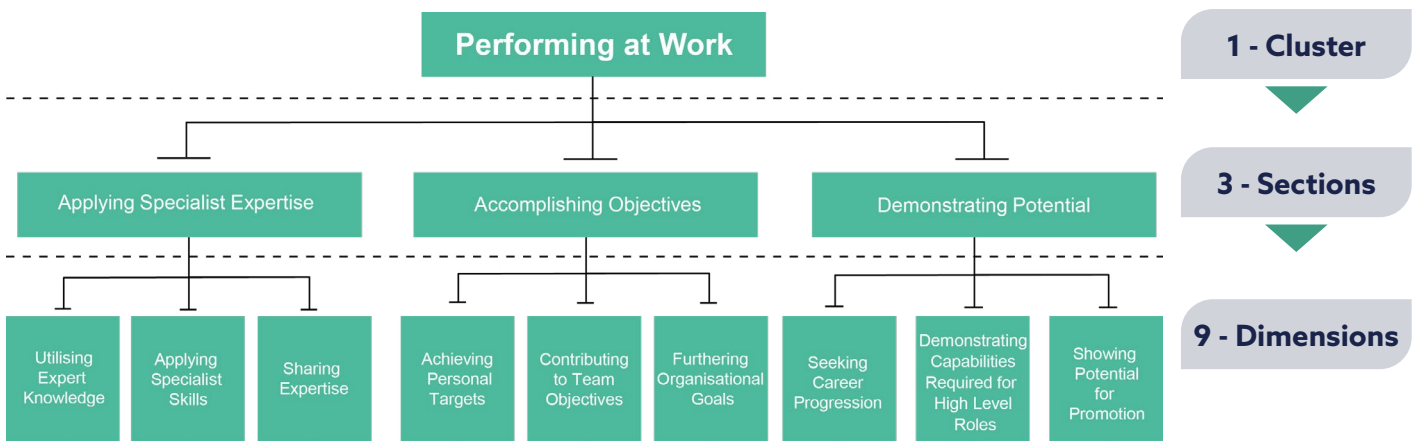
There are two versions of Saville Assessment Performance 360, one with ability and one which excludes the six ability dimensions.

## B-A-G Framework: Ability Aspects



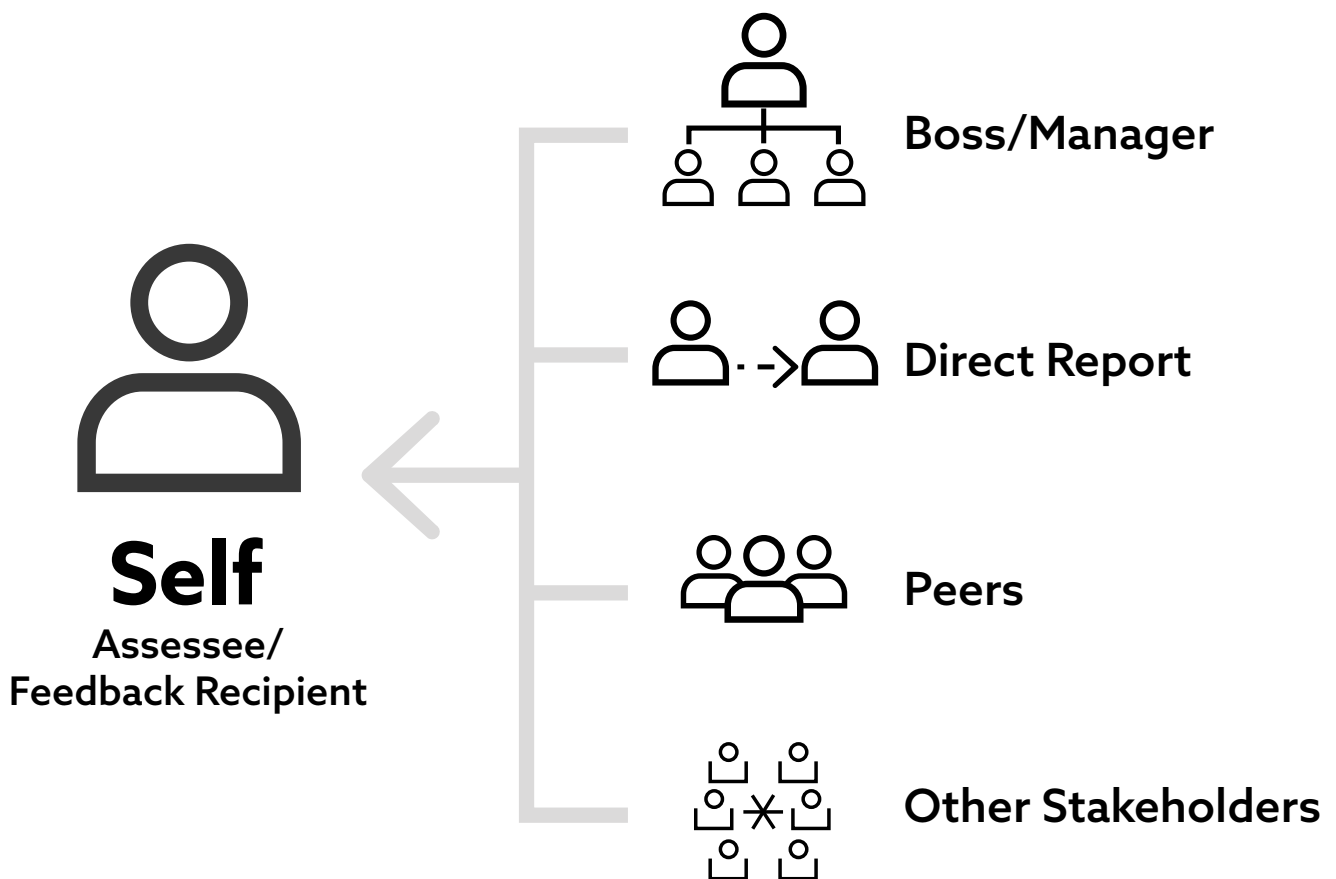
# Global Areas

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.



# Introducing Wave Performance 360

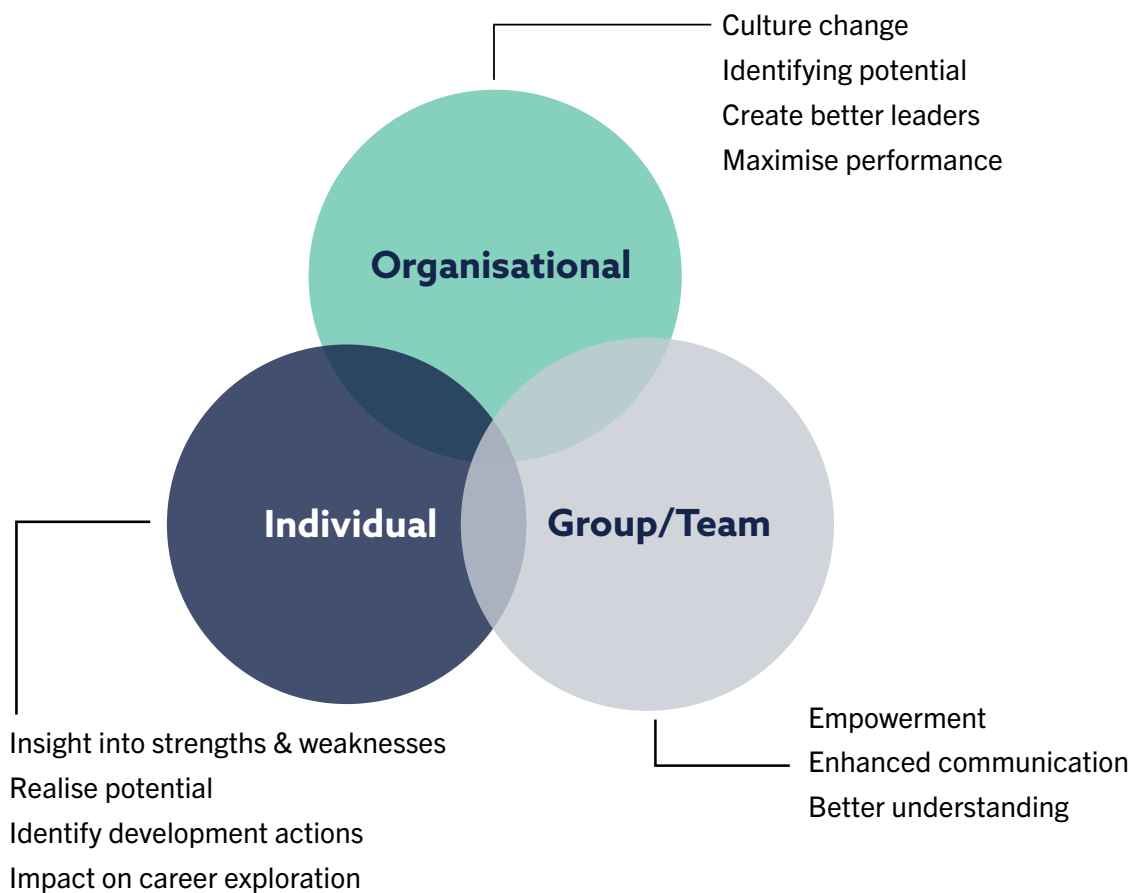
What is 360 Assessment?








## 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?

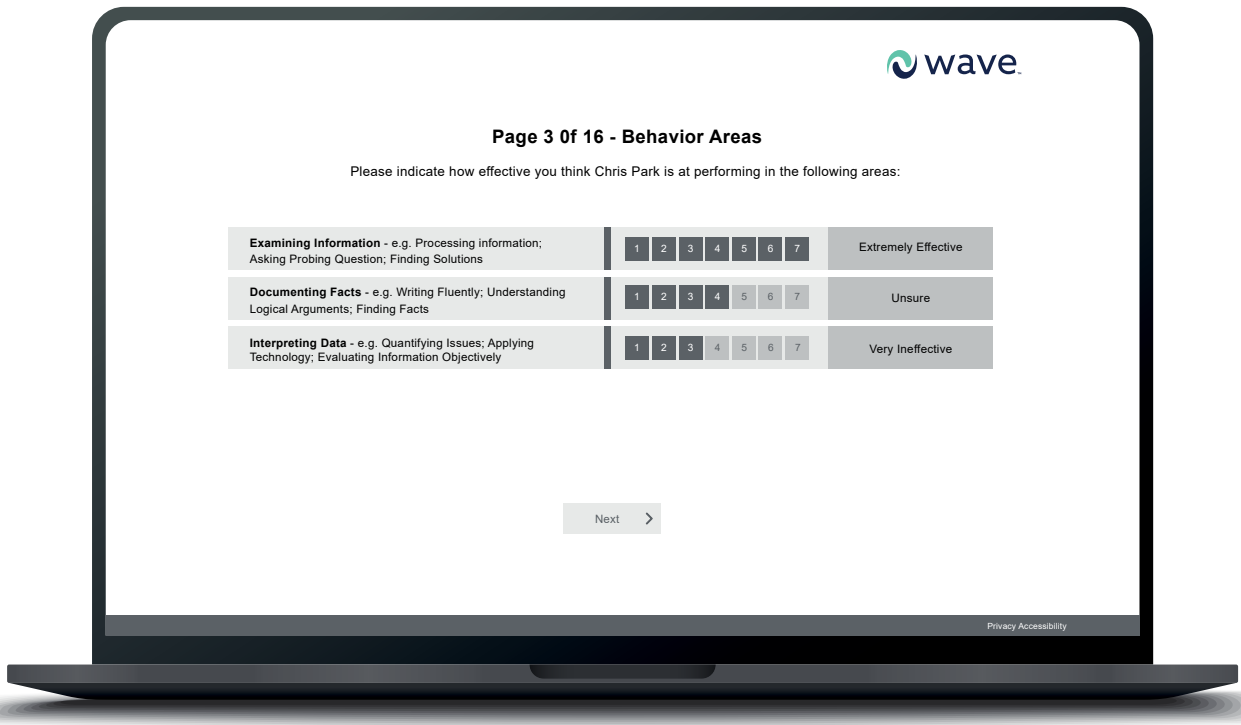


# Wave Performance 360

 <p><b>QUICK</b> 10 minutes online</p>	 <p><b>VALID</b> Based on the Wave Performance and Culture Framework™</p>	 <p><b>VISUAL</b> Visual Reports</p>	 <p><b>CONFIGURABLE</b> Can be tailored to organisational frameworks</p>	 <p><b>FREE TEXT</b> Adds richness to numerical scores</p>
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## Quick

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



# 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 company some key accounts. His ability to appreciate a product or service in a unique yet applicable way is really quite a talent.

Peer 2: Harnessing the creative talent in the company and effectively dealing with the concerns and negative reactions of those resistant to change.

Peer 3: His great expertise and experience is an asset to the business; his ability to solve complex problems is highly valued amongst his peers.

Report 1: Chris has a broad range of ideas for new products and services at the final stages of development.

Report 2: Chris is very open to sharing his knowledge into the business.

Report 3: No comments were made

Other 1: Willing to question the status quo which is not always the best option.

Other 2: No comments were made

Other 3: Networking widely

**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 often seem like he's taking over and stifling the creativity and capabilities of others. Chris's unwavering belief in particular projects can sometimes come across as arrogant to colleagues and new clients and end up alienating those around them.

Peer 2: Being overbearing and unwilling to listen to others' suggestions.

Peer 3: No comments were made

Report 1: Although delegation is important, Chris tends to pass on blame when things aren't at their best. As a result, the dynamics of the team are affected.

Report 2: No comments were made

Report 3: Blaming us when projects aren't expected - often this is done with the team on other projects.

Other 1: No comments were made

Other 2: No comments were made

Other 3: Reacting negatively to criticism

**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.

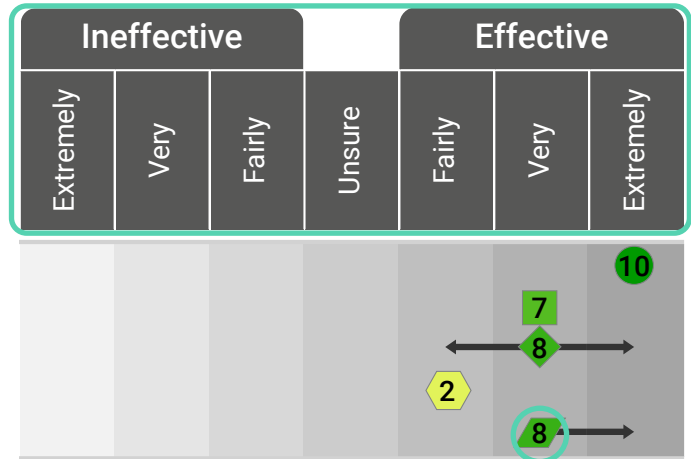
Other 3: Attention to detail - often rushing things through when forward planning could have avoided timeline issues.



# 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 with Ability	
	Dimension	Mean	Dimension	Mean
<b>Top 3</b>	Upholding Standards	6.05	Upholding Standards	6.05
	Establishing Rapport	5.91	Establishing Rapport	5.91
	Producing Output	5.87	Producing Output	5.87
	Dimension	Mean	Dimension	Mean
<b>Bottom 3</b>	Seizing Opportunities	4.94	Inviting Feedback	5.12
	Working with Designs	4.6	Developing Strategies	5
	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.

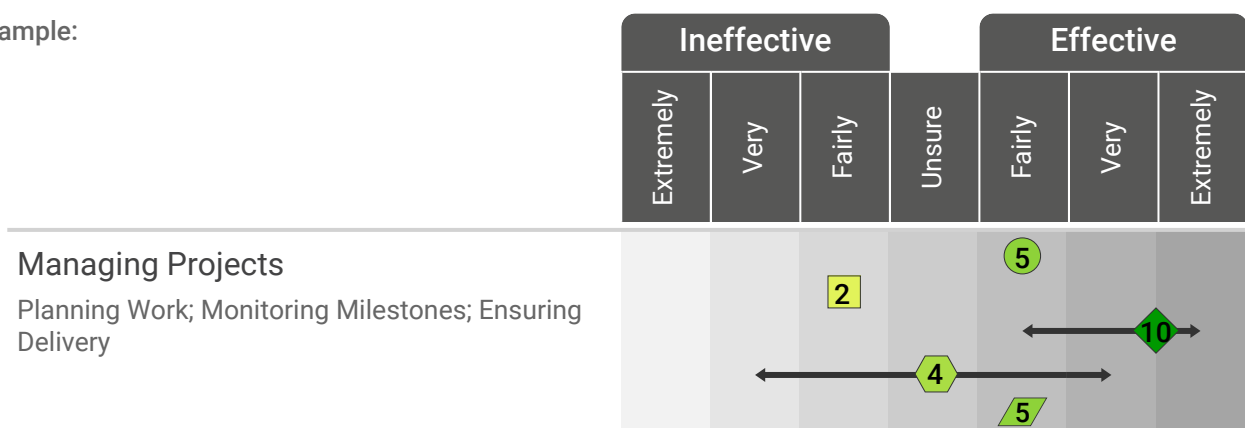
### Secondary reporting

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

	Ineffective			Unsure	Effective		
	Extremely	Very	Fairly		Fairly	Very	Extremely
<p><b>Developing Expertise</b> Taking Up Learning Opportunities; Acquiring Knowledge and Skills; Updating Specialist Knowledge</p>						7	10
						7	
						7	
						7	

**2**

	Ineffective			Unsure	Effective		
	Extremely	Very	Fairly		Fairly	Very	Extremely
<p><b>Empowering Individuals</b> Motivating Individuals; Inspiring People; Giving Encouragement</p>			1			8	
					4		
					4		
				2			

○ Boss    □ Self    ◇ Peer    ⬡ Report    ▱ Other

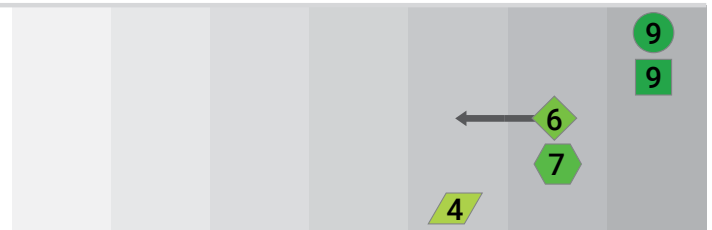
Provide a brief interpretation of how the assessee was rated compared to other individuals who have previously completed the assessment.

3

Ineffective				Effective		
Extremely	Very	Fairly	Unsure	Fairly	Very	Extremely

**Interacting with People**

Projecting Enthusiasm; Making Contact; Networking



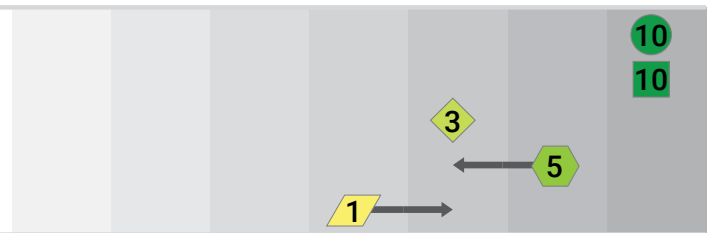
Provide a brief interpretation of the assessee's performance, taking into account 1) the different rater groups and 2) comparison to others.

4

Ineffective				Effective		
Extremely	Very	Fairly	Unsure	Fairly	Very	Extremely

**Producing Output**

Working Quickly; Maintaining Productivity; Multi-Tasking



○ Boss    □ Self    ◇ Peer    ⬡ Report    ▱ Other



# Applying Wave Performance 360

Available Tools



**Job Role Profile - Behaviour Overview**

SUMMARY	Important			Important			
	Not	Marginally	Fairly	Important	Very	Extremely	Critically
<b>Evaluating Problems</b> Examining Information (7); Documenting Facts (8); Interpreting Data (8)						7	
<b>Investigating Issues</b> Developing Expertise (5); Adopting Practical Approaches (4); Providing Insights (6)				5			
<b>Creating Innovation</b> Generating Ideas (5); Exploring Possibilities (5); Developing Strategies (8)				8			
<b>Building Relationships</b> Interacting with People (9); Establishing Rapport (9); Impressing People (7)						9	
<b>Communicating Information</b> Convincing People (9); Articulating Information (9); Challenging Ideas (8)						9	
<b>Providing Leadership</b> Making Decisions (8); Directing People (8); Empowering Individuals (9)							

Understand the Role Requirements - Job Profiler

**Competency Potential Profile**

This profile provides Jo Wilson's areas of greater and lesser potential. The measures of competency potential have been developed based on Saville Assessment's extensive international databases linking Wave to work performance.

Competency Description	Potential
<b>Evaluating Problems</b> Examining Information (2); Documenting Facts (5); Interpreting Data (4)	Fairly Low higher potential than about 25% of the comparison group
<b>Investigating Issues</b> Developing Expertise (1); Adopting Practical Approaches (7); Providing Insights (3)	Extremely Low higher potential than about 1% of the comparison group
<b>Creating Innovation</b> Generating Ideas (3); Exploring Possibilities (1); Developing Strategies (1)	Extremely Low higher potential than about 1% of the comparison group
<b>Building Relationships</b> Interacting with People (9); Establishing Rapport (6); Impressing People (10)	Very High higher potential than about 95% of the comparison group
<b>Communicating Information</b> Convincing People (10); Articulating Information (9); Challenging Ideas (8)	Extremely High higher potential than about 99% of the comparison group
<b>Providing Leadership</b> Making Decisions (9); Directing People (6); Empowering Individuals (1)	

Potential Profile - Wave Styles

Performance Profile - Wave Performance 360

**Behaviour Overview Profile**

	Ineffective				Effective		
	Extremely	Very	Fairly	Unsure	Fairly	Very	Extremely
<b>Evaluating Problems</b> Examining Information (7); Documenting Facts (6); Interpreting Data (7)							7
<b>Investigating Issues</b> Developing Expertise (8); Adopting Practical Approaches (3); Providing Insights (8)							7
<b>Creating Innovation</b> Generating Ideas (10); Exploring Possibilities (7); Developing Strategies (5)							8
<b>Building Relationships</b> Interacting with People (7); Establishing Rapport (7); Impressing People (10)							8
<b>Communicating Information</b> Convincing People (8); Articulating Information (9); Challenging Ideas (10)							10
<b>Providing Leadership</b>							

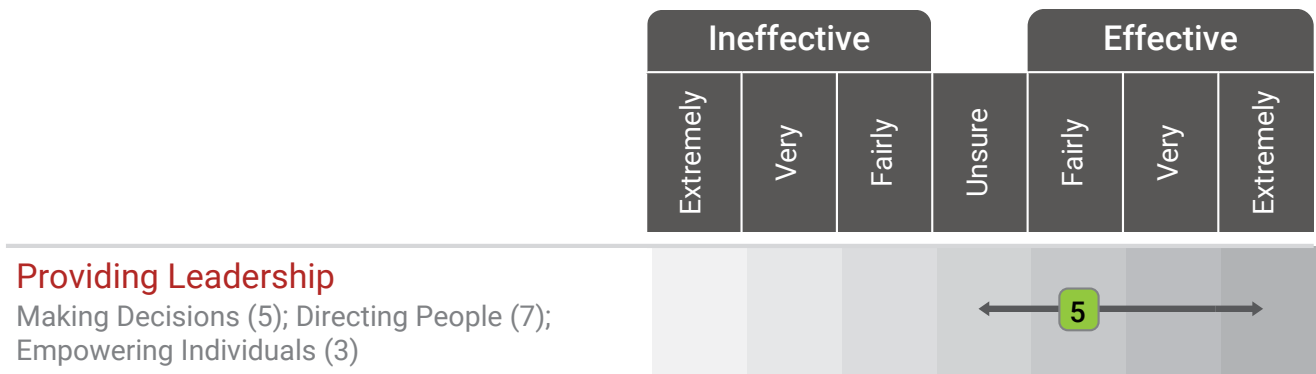
# Performance Vs Potential

- 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

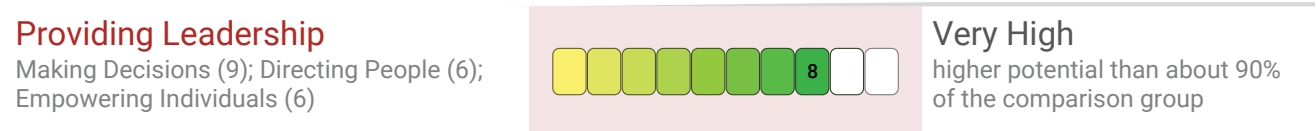


Very effective overall but average when compared to others

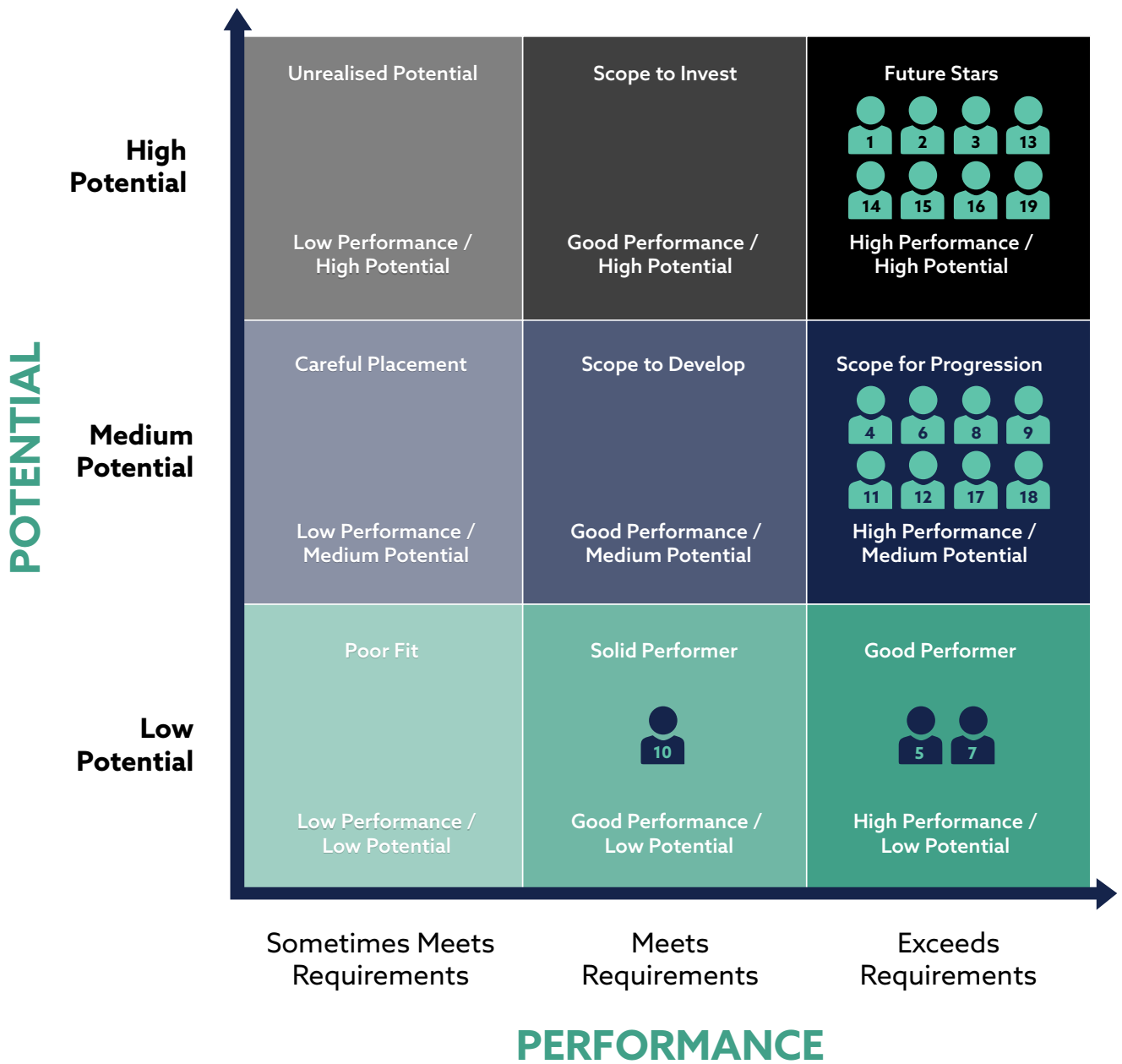


Professional Styles

Indicates high potential



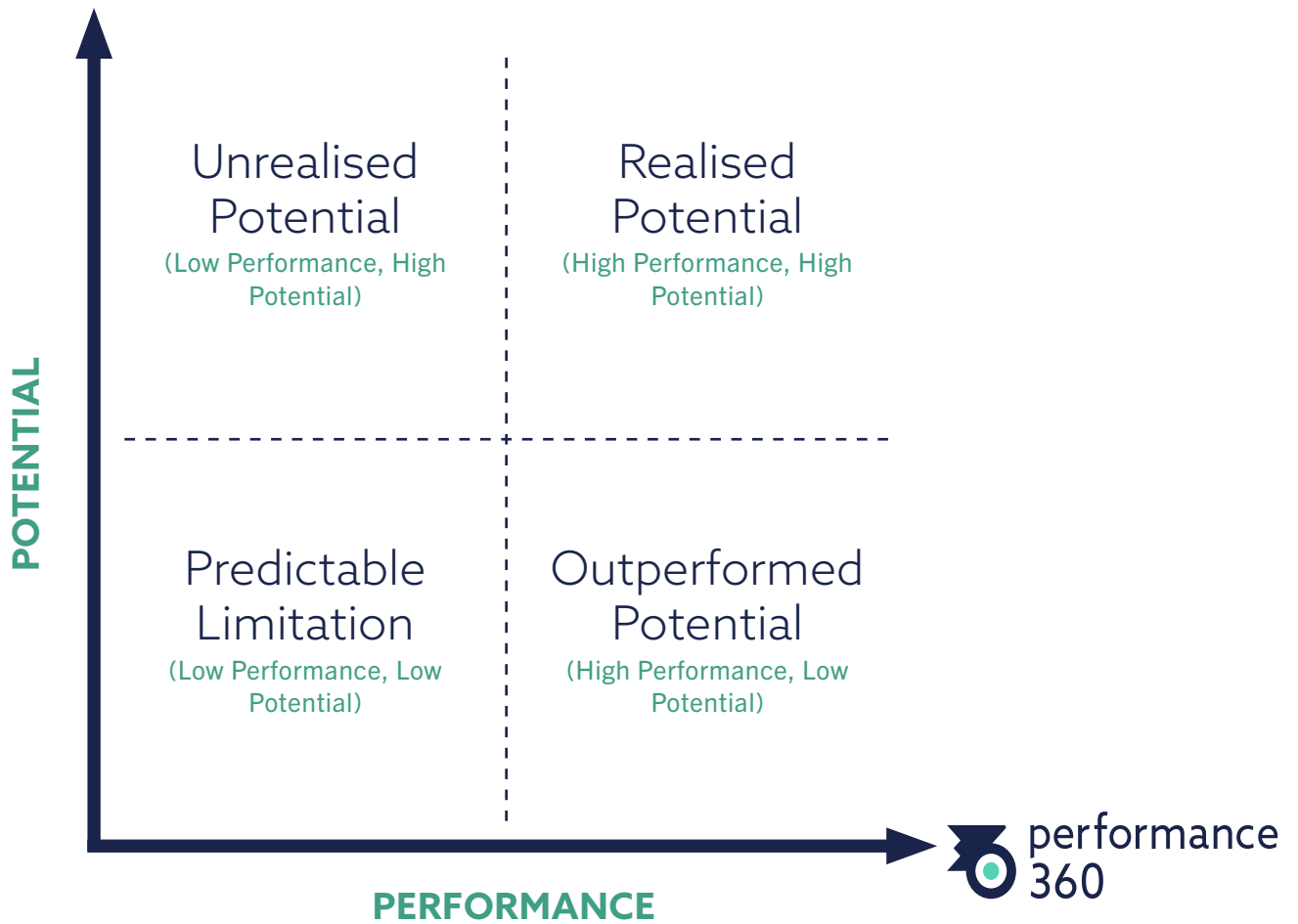
# Nine-Box Grid



# Performance and Potential



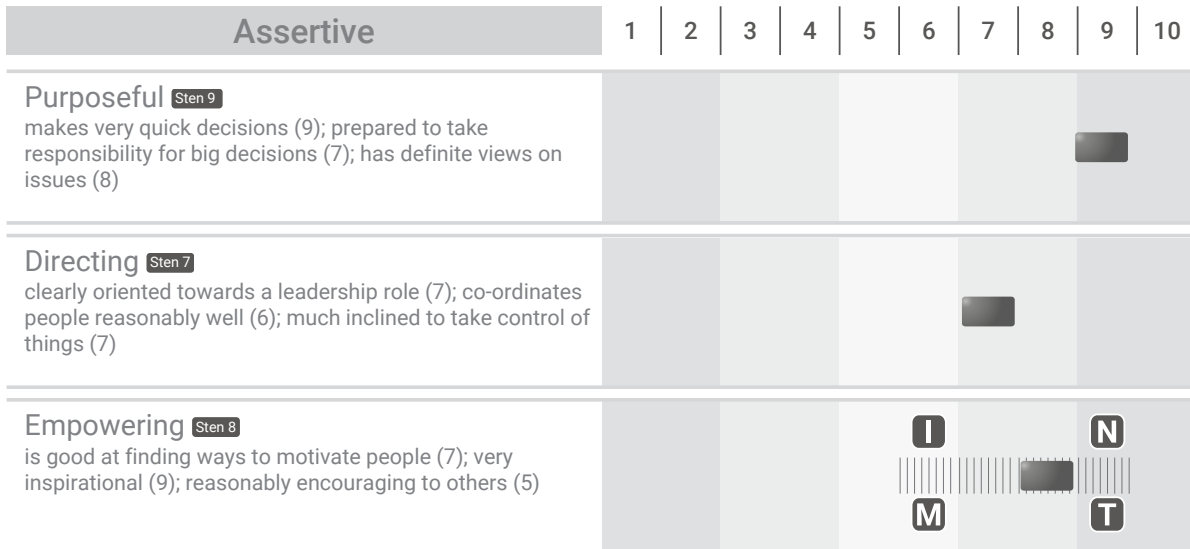
Professional/Focus Styles



# Incorporating Styles

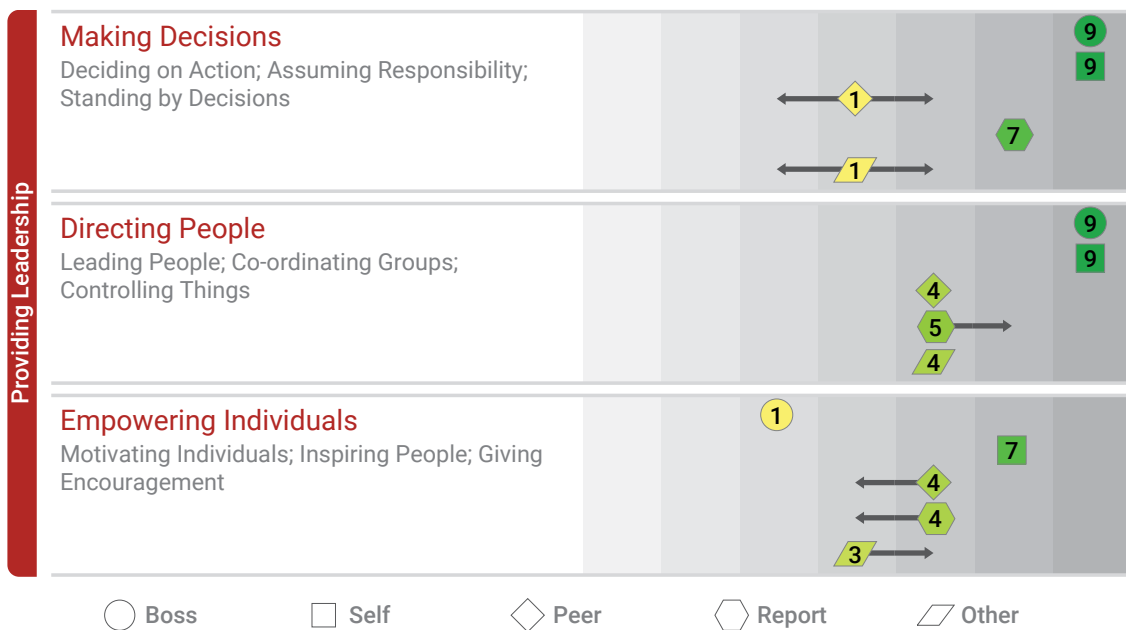
## What are the links?

- 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

The Development Report 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)

### Core Strengths (Top 8)

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**Generating Ideas**  
Producing Ideas; Inventing Approaches;  
Adopting Radical Solutions

**Extremely High**  
performed better than 99% of the comparison group

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**Building Strengths**

- 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.

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**Possible Overplayed Strengths - "Watch Fors"**

- 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?
- Does too much focus on generating ideas? ACTION: A focus on generating ideas is looking for...

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### Possible Challenge Areas (Bottom 8)

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**Managing Tasks**  
Working Methodically; Planning Activities;  
Setting Priorities

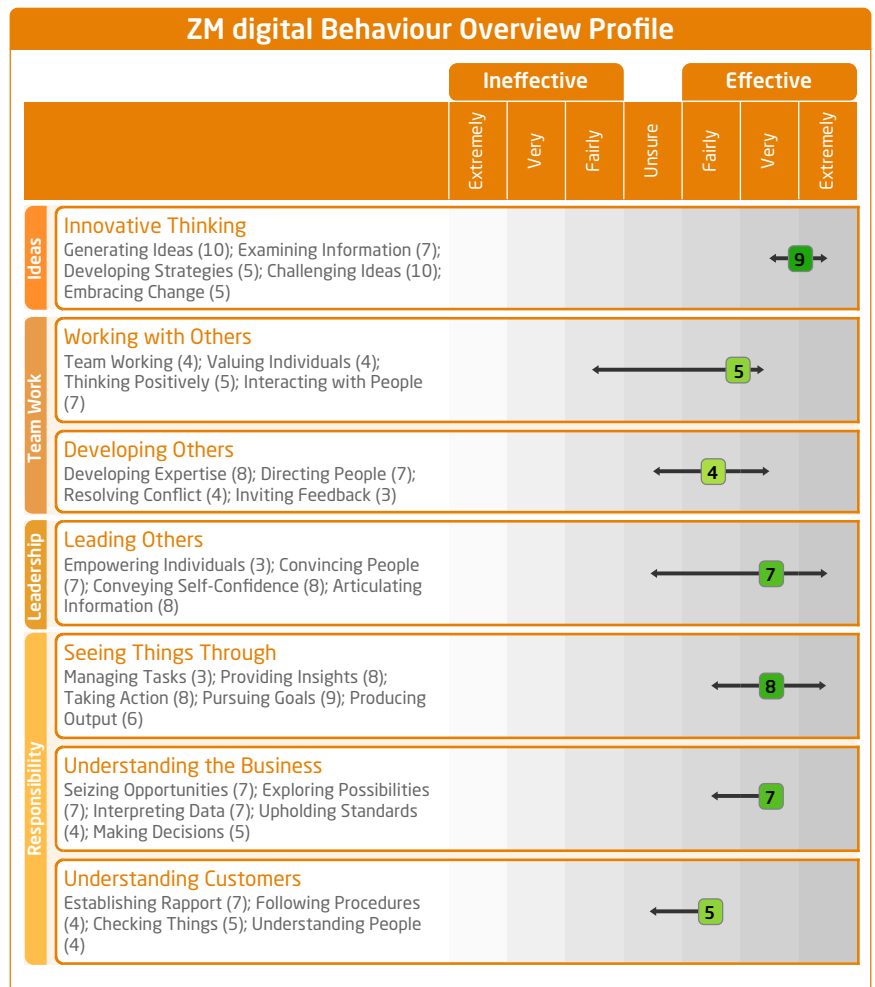
**Low**  
performed better than only 10% of the comparison group

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**Development Activities**

- Perform or allocate tasks in line with capabilities and interests; use more appealing tasks as rewards and give people more challenging assignments.
- Complete one part of a task before moving on to the next. Try to reach a good finishing point before you switch to another task.
- Anticipate likely derailers and build contingencies for them into plans. Communicate promptly with team members as plans change.
- Try to balance both the urgency and importance of tasks when establishing their priority.

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



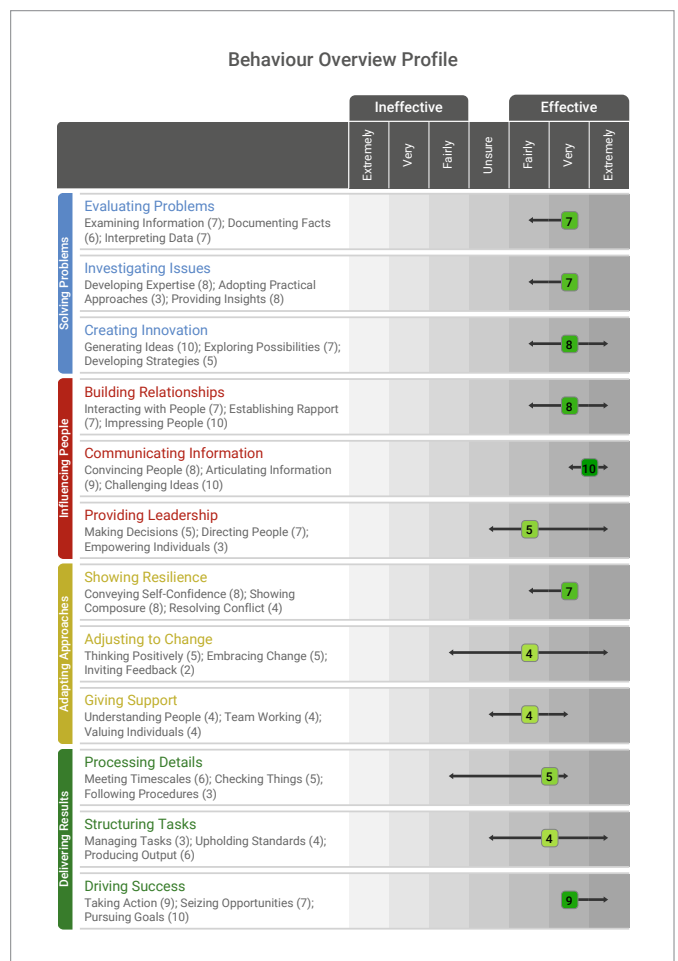
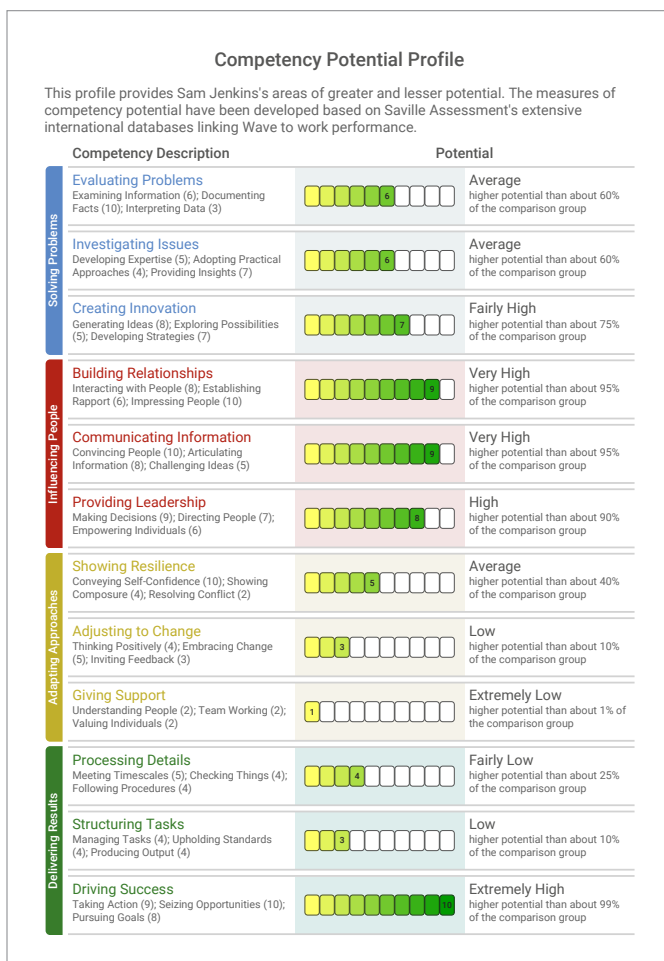
Competency Mapping	
ZM Digital Competency	Mapped Wave Dimensions
Innovative Thinking	Generating Ideas Examining Information Developing Strategies Challenging Ideas Embracing Change

# 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

### Creating Innovation

Generating Ideas (7); Exploring Possibilities (5); Developing Strategies (7)



Fairly High

higher potential than about 75% of the comparison group

## Related Wave Styles Scales

Imaginative	1	2	3	4	5	6	7	8	9	10
<b>Inventive</b> <small>Sten 8</small> generates ideas (8); produces original ideas (7): extremely likely to adopt radical solutions (9)										
<b>Abstract</b> <small>Sten 5</small> reasonably good at developing concepts (5); as good as most people at applying theories (5); moderately interested in studying the underlying principles (5)										
<b>Strategic</b> <small>Sten 7</small> inclined to develop strategies (7); takes a long-term view (7); creates a reasonably clear vision for the future (6)										

## Wave Performance 360

### Creating Innovation

Generating Ideas (10); Exploring Possibilities (7); Developing Strategies (5)



# 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.

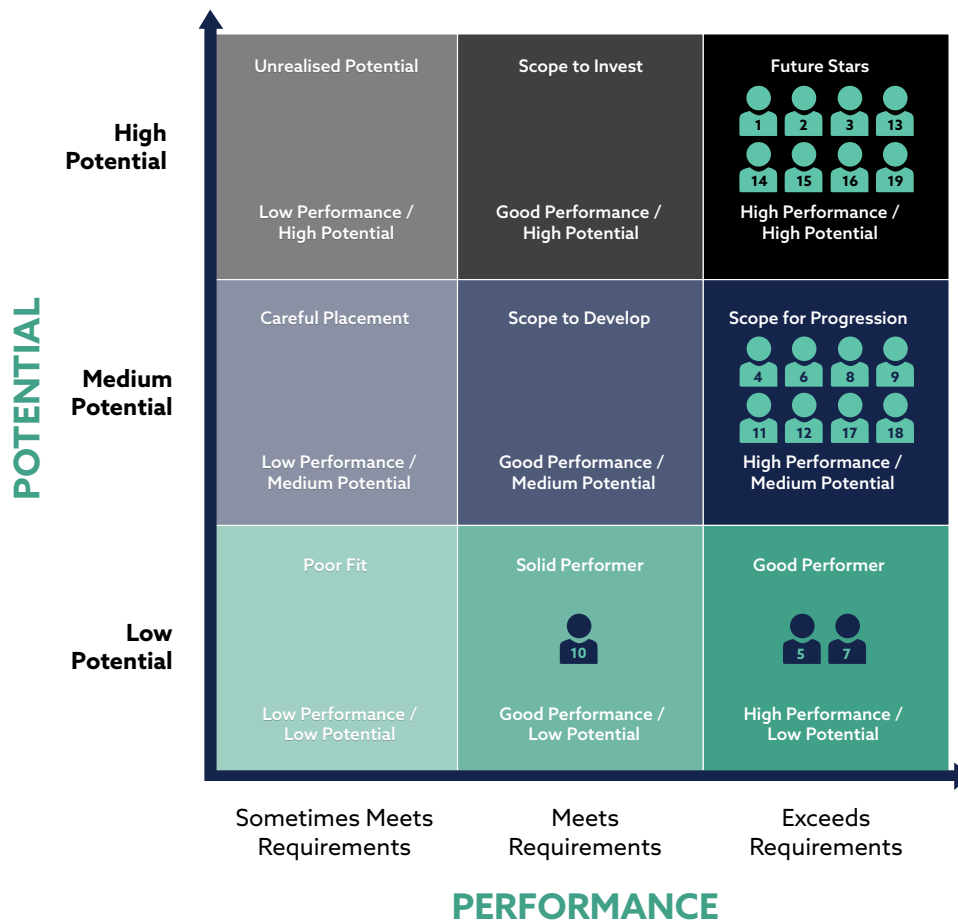
# Applying the Global Measures

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)

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<p><b>Generating Ideas</b> Producing Ideas; Inventing Approaches; Adopting Radical Solutions</p>		<p><b>Extremely High</b> performed better than 99% of the comparison group</p>
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**Building Strengths**

- 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"**

- 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.

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)

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<p><b>Inviting Feedback</b>          Acknowledging Criticism; Encouraging Critical Thinking; Gathering Feedback</p>		<p><b>Very Low</b>          performed better than only 5% of the comparison group</p>
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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.

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.

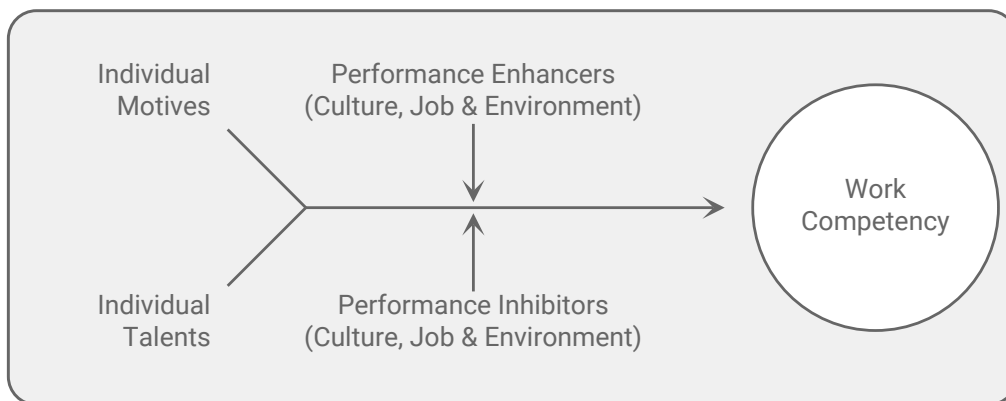


# Interpretation Exercise

## 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.

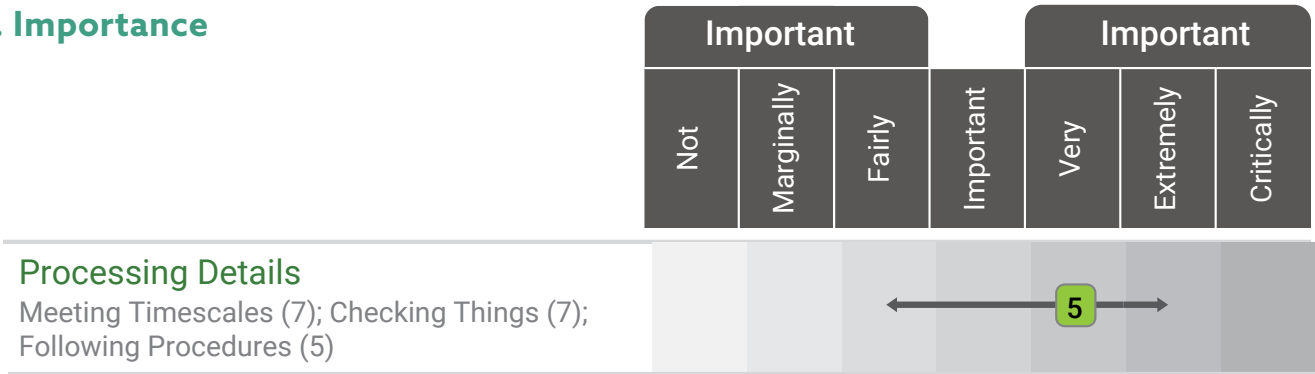


The aim of this worksheet is to help you identify the key drivers of an individual's performance and highlight how the different outputs integrate.

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

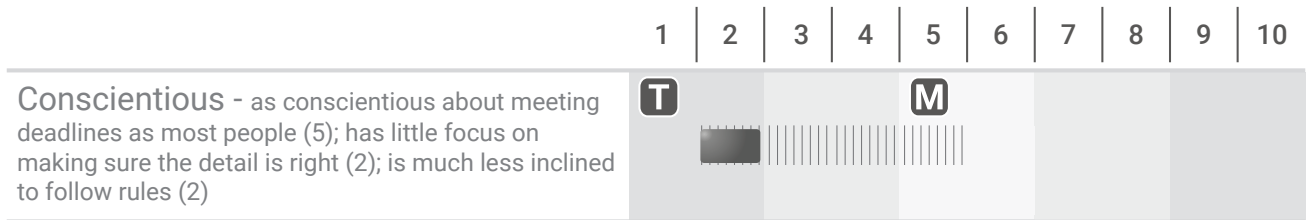
# Example 1

## 1. Importance



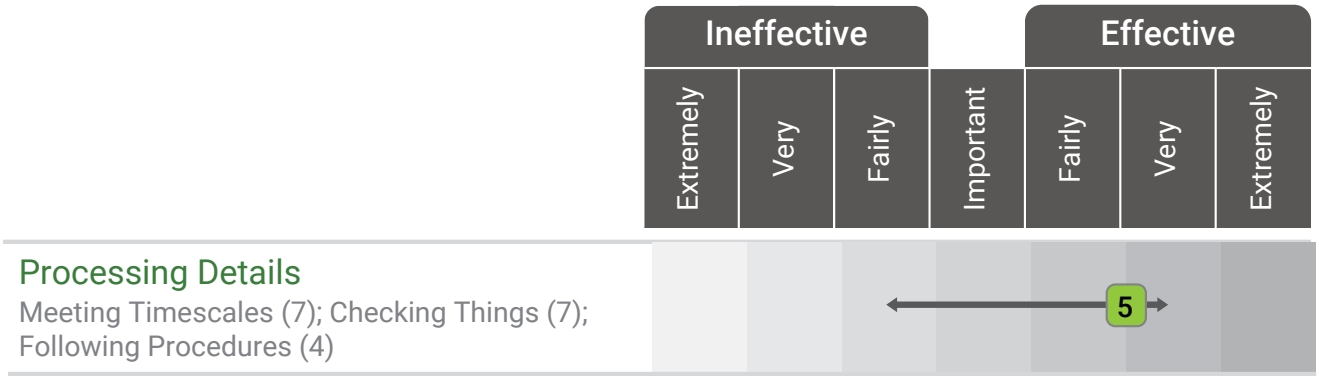
## 2. Potential

**N** Normative      **I** Ipsative      **M** Motive      **T** Talent      ||||| Facet Range



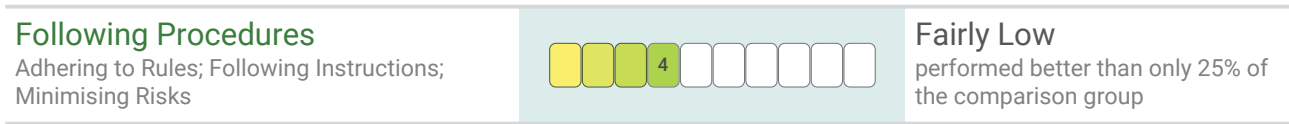


### 3. Performance



### 4. Development Action

#### Possible Challenge Areas (Bottom 8)

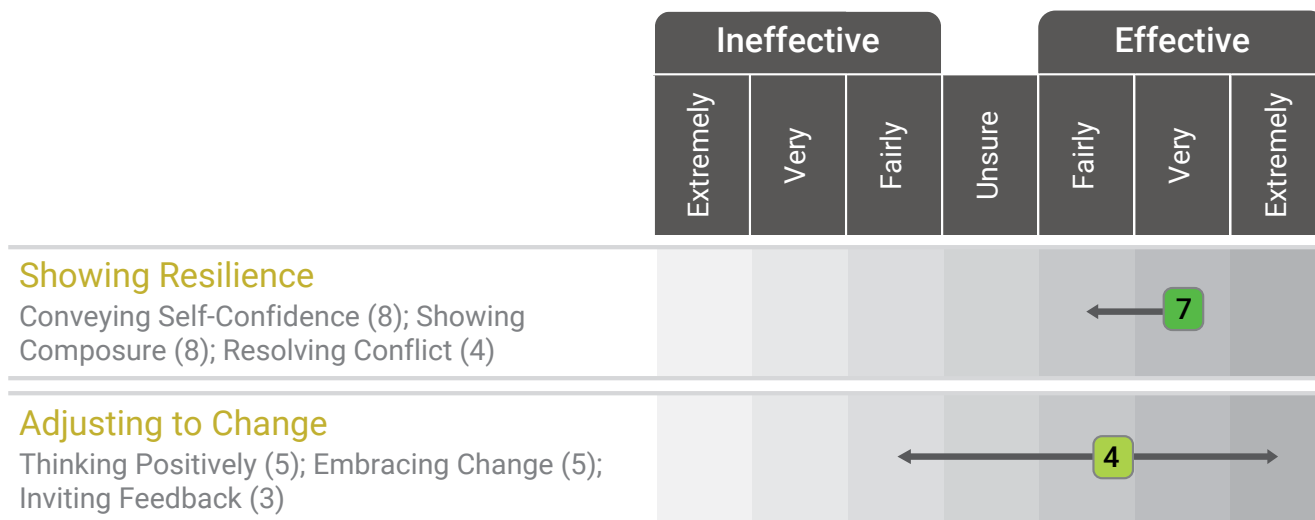


#### Development Activities

- 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.

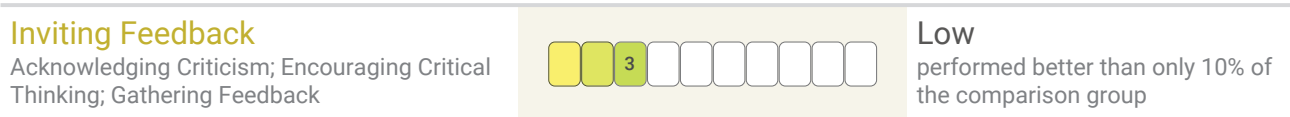


### 3. Performance



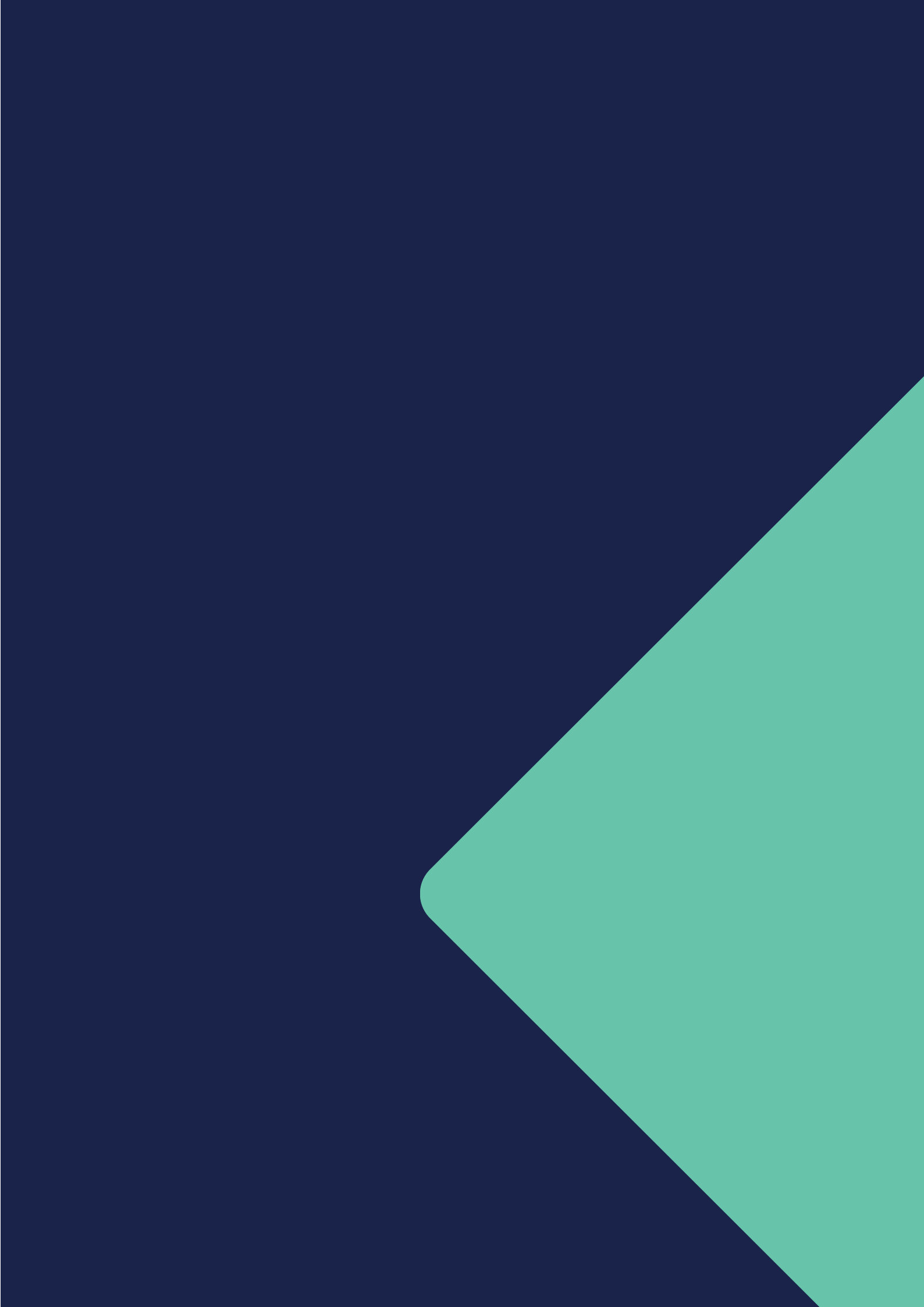
### 4. Development Action

#### Possible Challenge Areas (Bottom 8)



#### 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

<b>Competency</b>	Team Working
<b>Behavioural Description</b>	Working Participatively, Encouraging Team Contributions, Involving others in Decisions
<b>Reasons for Choosing This</b>	Some negative feedback on 360, Personal dissatisfaction with team meetings
<b>What Others Observe</b>	Impatience, Closing discussion down, Time management seen as the overriding priority, Lack of action on difficult issues
<b>Development Activities</b>	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
<b>Who/How Others Can Help</b>	Review meetings, Regular and open feedback, Pulse survey feedback
<b>Target Date Measure</b>	Quarterly reviews

## 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

## Job Profiler

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**

- Assessee 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.

### Use open 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

Some assessees 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**

Assesseees 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**

Assesseees 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, assesseees 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 assesseees to ignore their strengths and focus only on their limitations. Focusing on developing limitations is likely to prove unrewarding and counterproductive for many assesseees 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 assessees 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





## Expert Report Sam Jenkins



Performance

360

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## About this Report

This report is based on the completion of Wave® Performance 360 which explores performance in a number of work areas.

The results are based on the responses of Sam Jenkins (the assessee) and the raters' evaluation of the assessee's performance at work. To compare the assessee's performance in these areas to that of others, the responses have been compared to 12592 Performance 360 ratings given on a group of professionals and managers.

Since the results are based on an evaluation of performance made by Sam Jenkins and the other raters, they reflect the assessee's own perception and the perception of the raters. The results should only be regarded as an indication of the assessee's past performance. Our extensive research has shown that these ratings can be a good measure of work performance from the perspective of different stakeholders.

It should be remembered that the information contained in this report is potentially sensitive and every effort should be made to ensure that it is stored in a secure place.

This report was produced using Saville Assessment software systems. It has been derived from the results of an assessment completed by the assessee and the raters and reflects the responses they have made.

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

The application of this assessment is limited to Saville Assessment employees, agents of Saville Assessment and clients authorised by Saville Assessment.

# Introduction

## Assessee and Raters

The results provided by the assessee and each group of raters in this report are each represented by a different shape. The number of individuals in each rater group is shown below in brackets.

- Boss (1)
- Self (1)
- ◆ Peer (3)
- ⬡ Report (3)
- ▧ Other (3)

## Behaviour Profile

The overarching Wave® model has different levels of detail with one page in this report devoted to each behavioural cluster at the highest level (**Solving Problems**, **Influencing People**, **Adapting Approaches**, **Delivering Results**). Each page is split into three sections which in turn cover three dimensions each. This profile displays the results based on the 36 behaviour dimensions.

## Summary Profile

The first part of the Summary Profile covers global ratings on: **Applying Specialist Expertise**, **Accomplishing Objectives** and **Demonstrating Potential**. The second part indicates the overall summary across all behavioural dimensions.

## Behaviour Overview Profile

The Behaviour Overview Profile shows the combined effectiveness scores for the 12 behavioural sections and 36 behavioural dimensions. The combined scores are based on averaging the results of the rater groups. Arrows indicate where there are differences in the ratings for the 12 behavioural sections between individual raters.

## Rater Comments

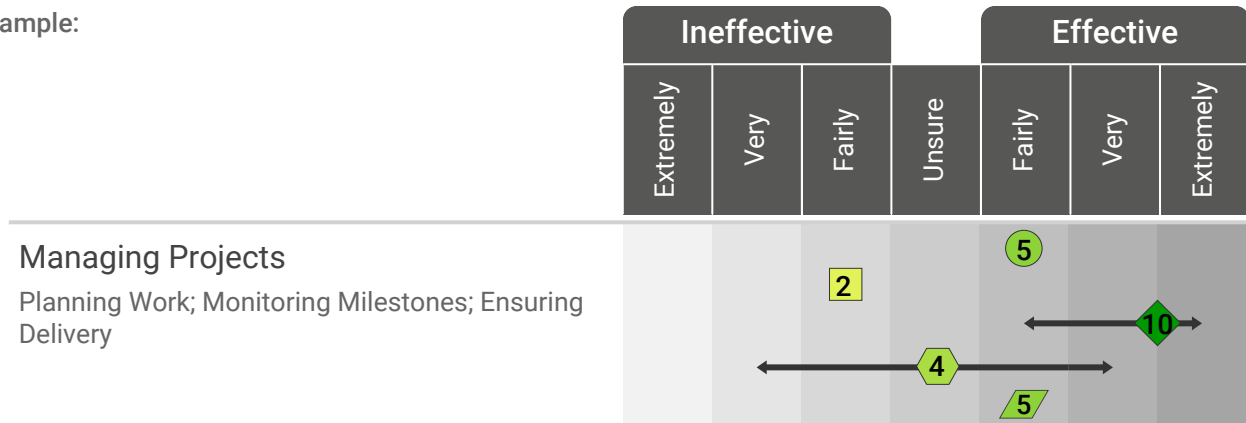
The final section presents any comments made by the different raters about Sam Jenkins's performance at work.

## Profile Breakdown

The results show the ratings on the 'Extremely Ineffective' to 'Extremely Effective' inventory scale. Each rater group is indicated by a different shaped marker as shown on the previous page.

The position of each shape on the scale indicates how the person being assessed was rated in each area. Where there is a difference between raters in a group, this is indicated by arrows either side of the marker.

Example:



In the example above, the assessee's Boss rating was fairly effective on 'Managing Projects' and the Self rating was fairly ineffective. The Peer ratings ranged from fairly effective to extremely effective and the aggregate Report ratings ranged from very ineffective to very effective. Finally, the Other ratings were fairly effective.

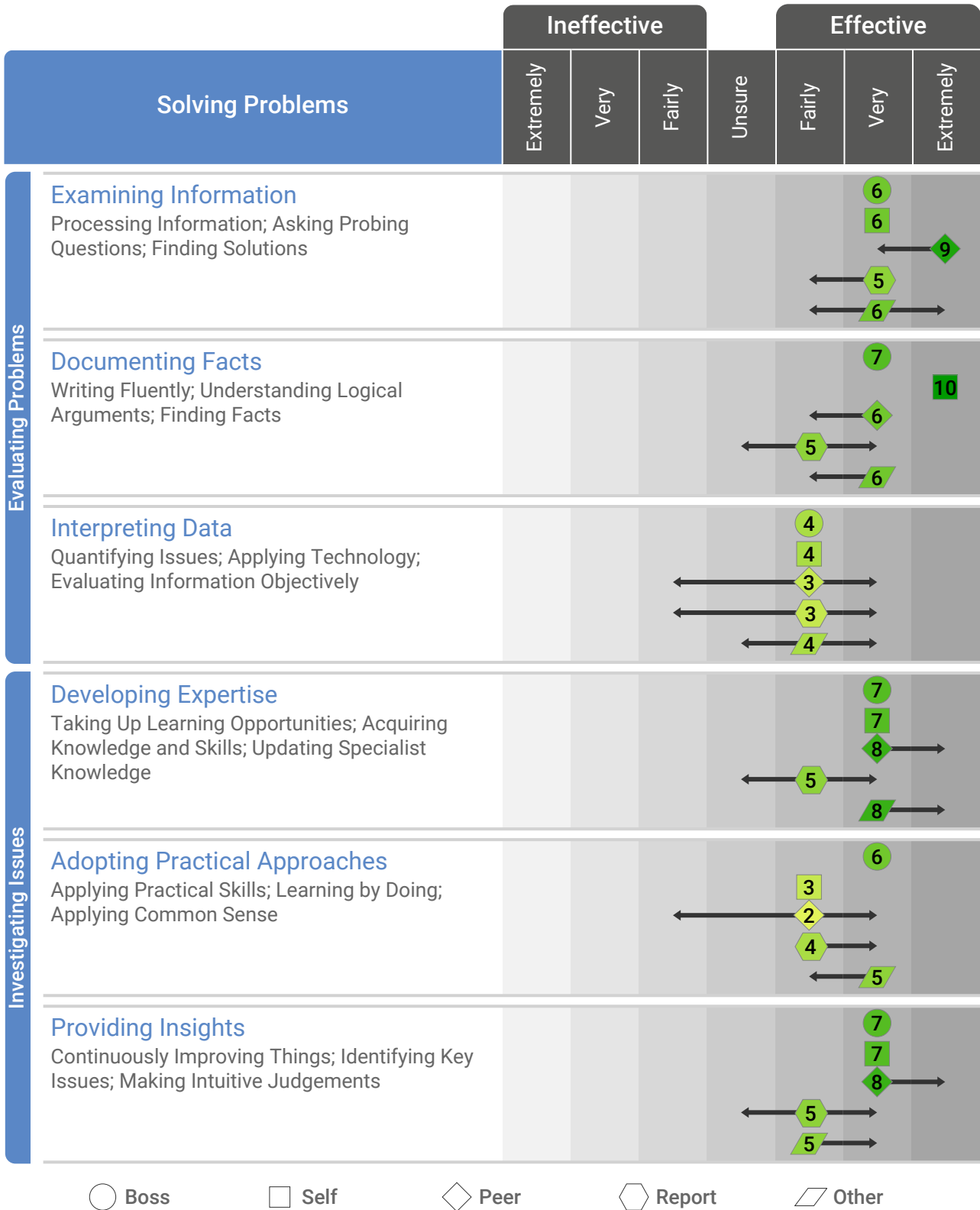
### Comparison to Others:

The results of the assessee and raters have been compared with other individuals who have previously completed the assessment and are based on a 1 to 10 sten scale as shown below.

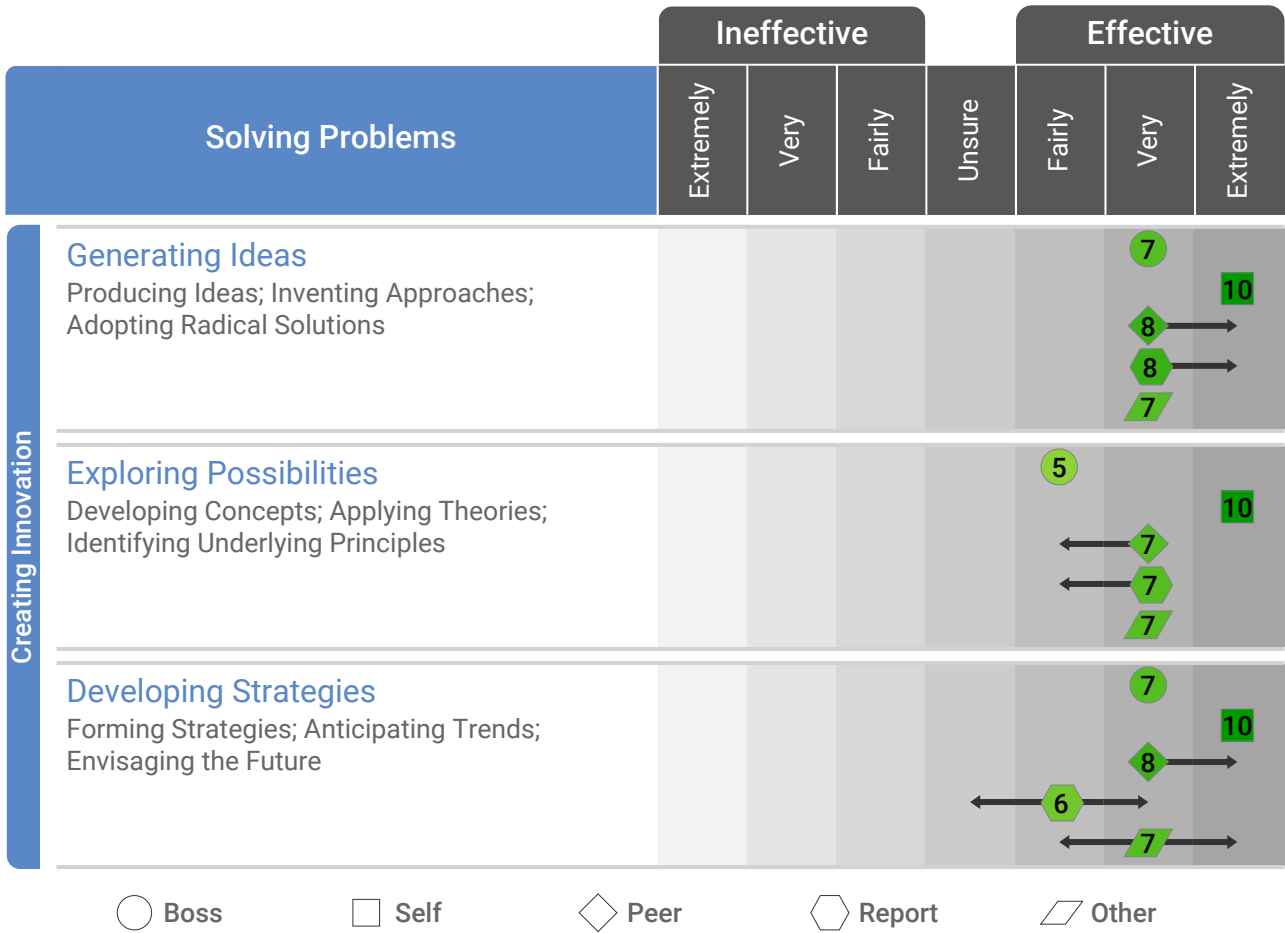
- |                     |  |
|---------------------|--|
| 1 - Extremely Low   | - performed better than only 1% of the comparison group  |
| 2 - Very Low        | - performed better than only 5% of the comparison group  |
| 3 - Low             | - performed better than only 10% of the comparison group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

In the example above, the assessee's Boss rating on 'Managing Projects' was average compared to the comparison group and the Self rating was very low. As compared to the comparison group, the Peer ratings were extremely high and the aggregate Report ratings were fairly low. Finally, the Other ratings were average compared to other individuals.

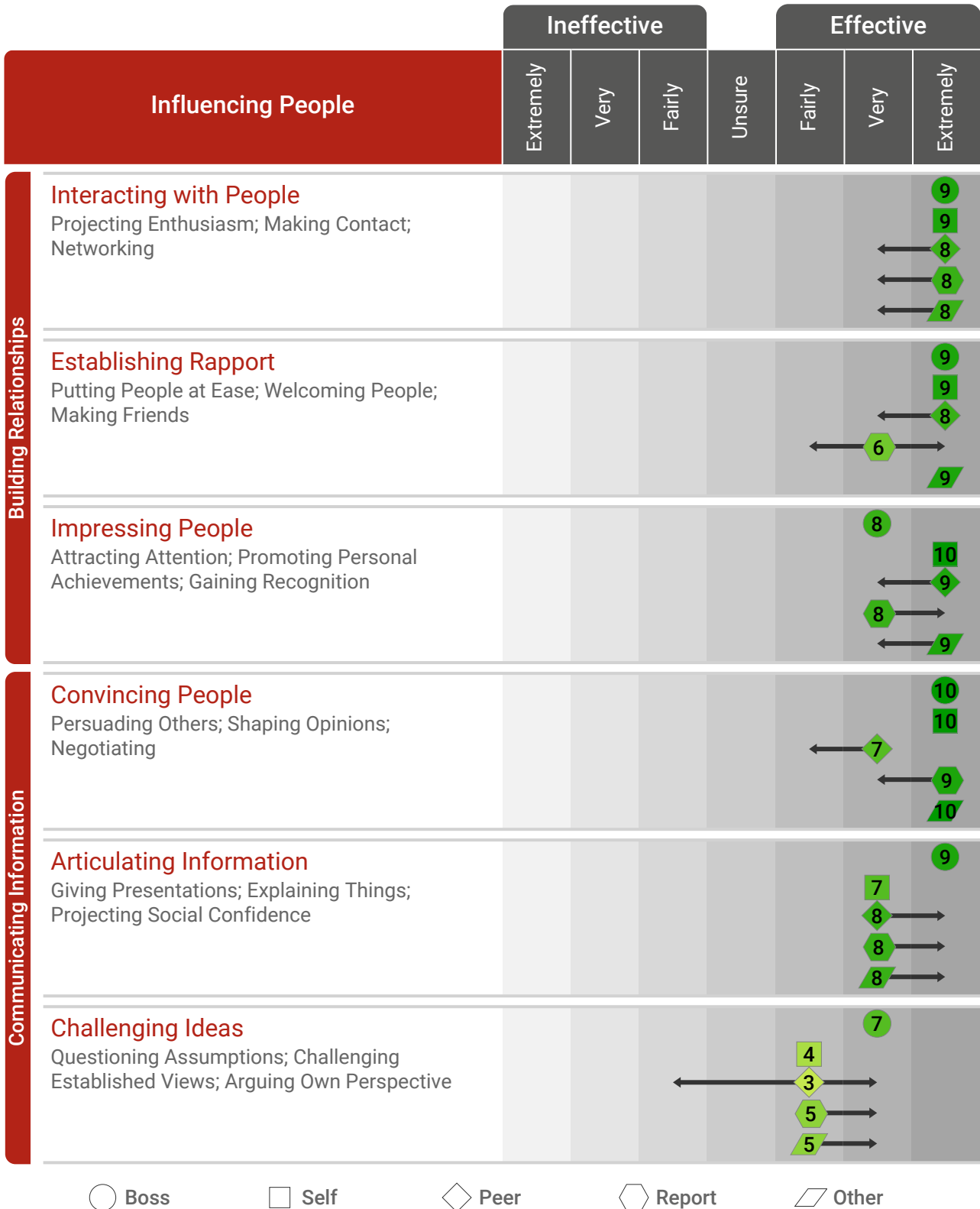
# Behaviour Profile - Solving Problems



# Behaviour Profile - Solving Problems



# Behaviour Profile - Influencing People

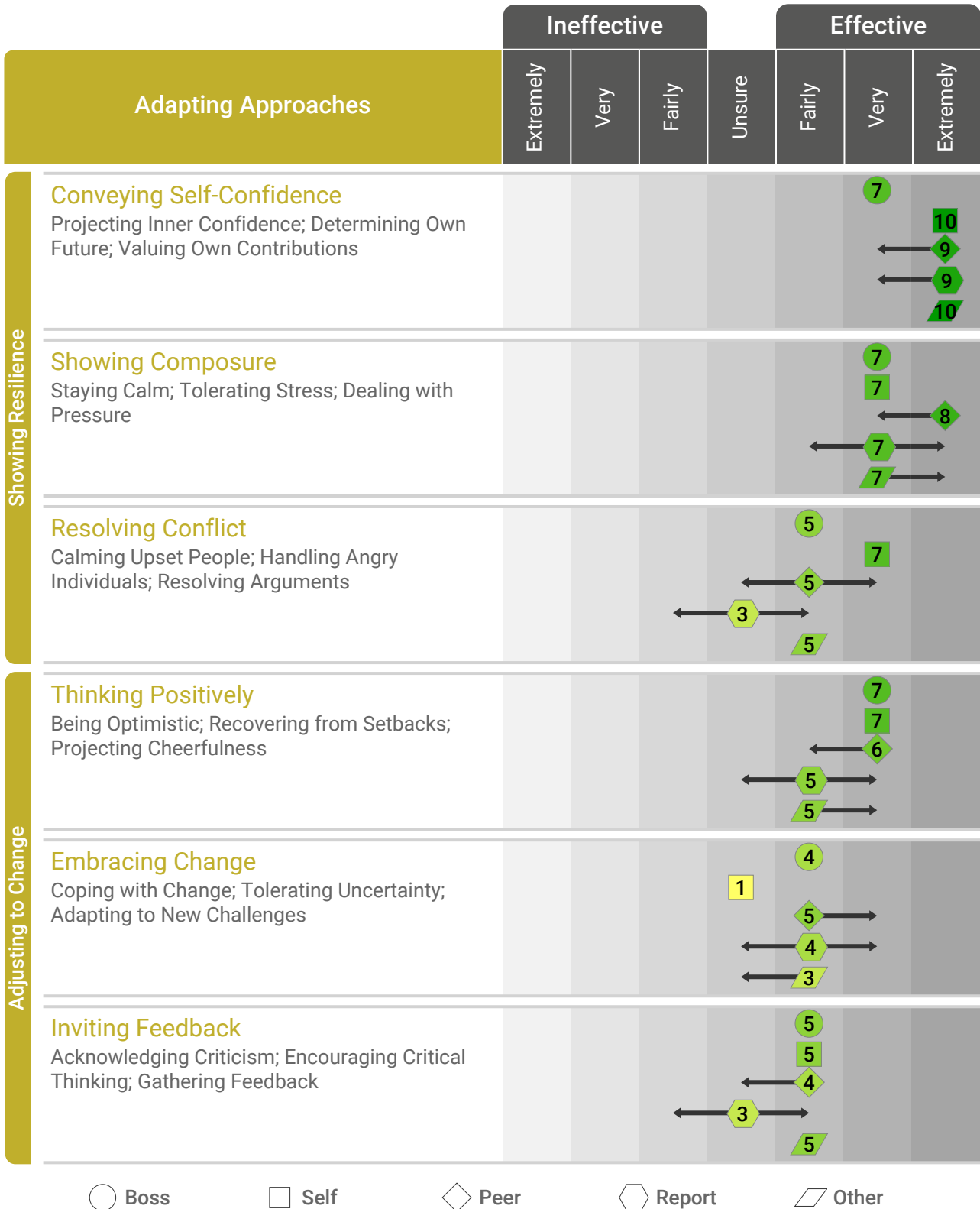


# Behaviour Profile - Influencing People

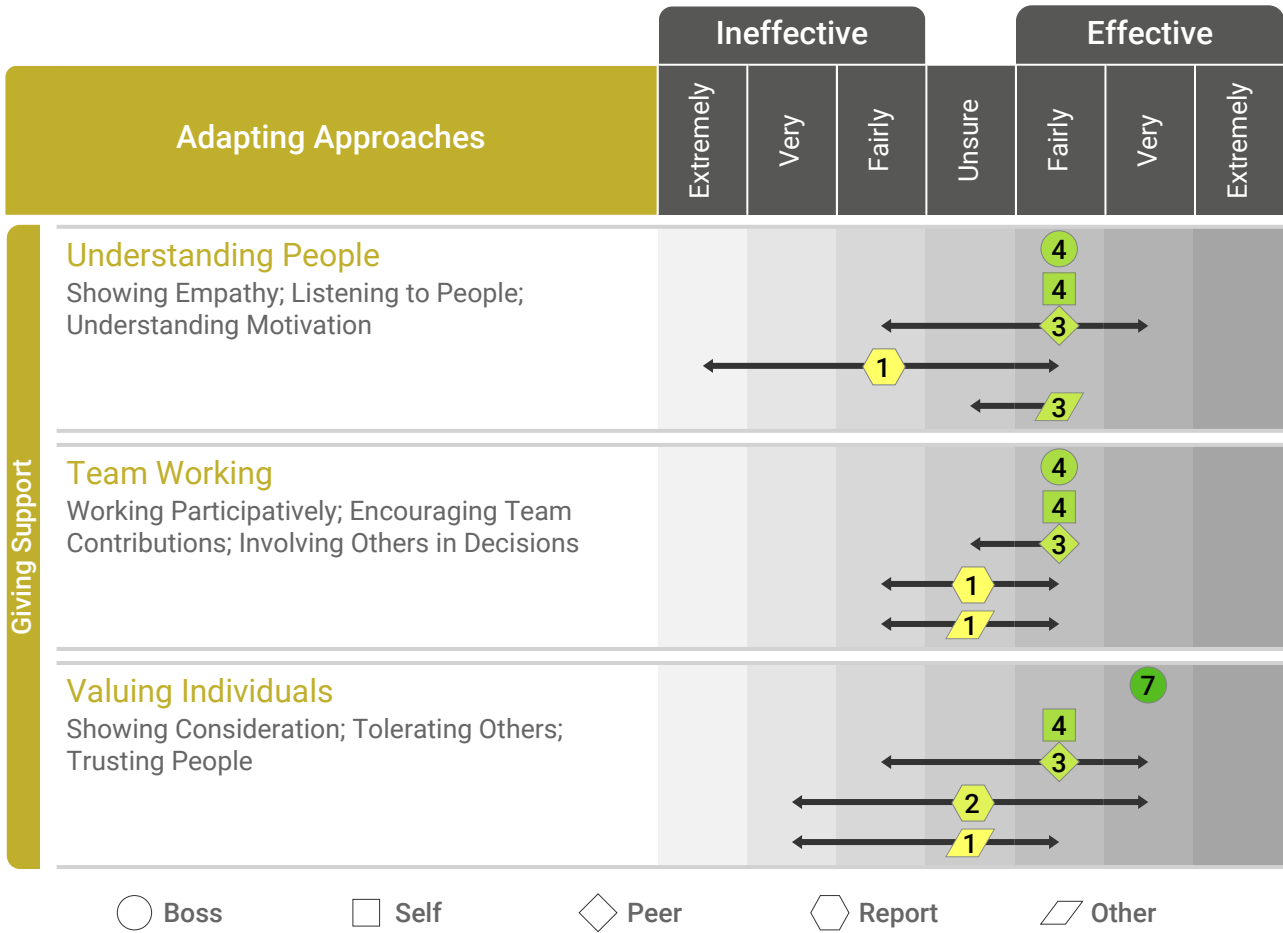




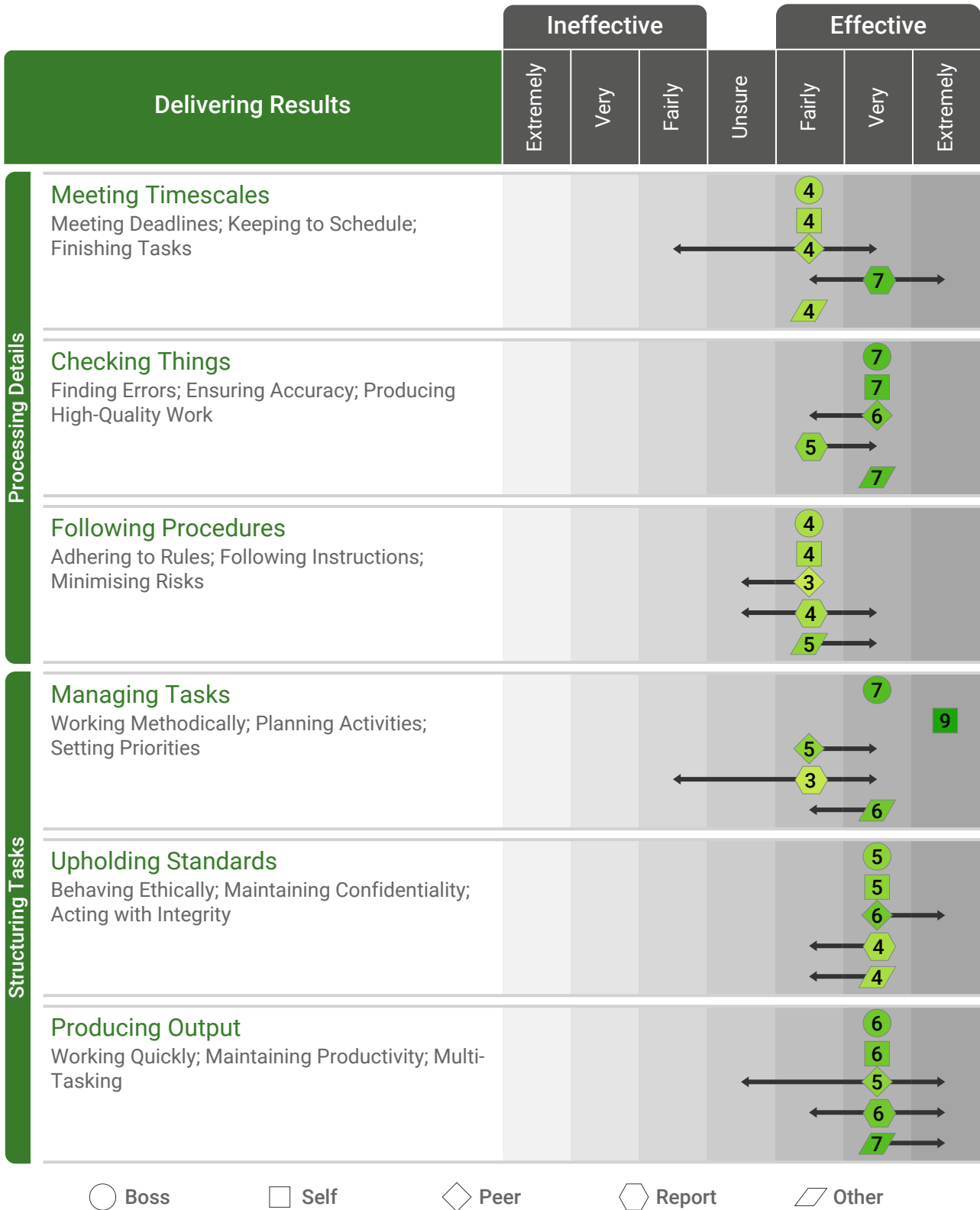
# Behaviour Profile - Adapting Approaches



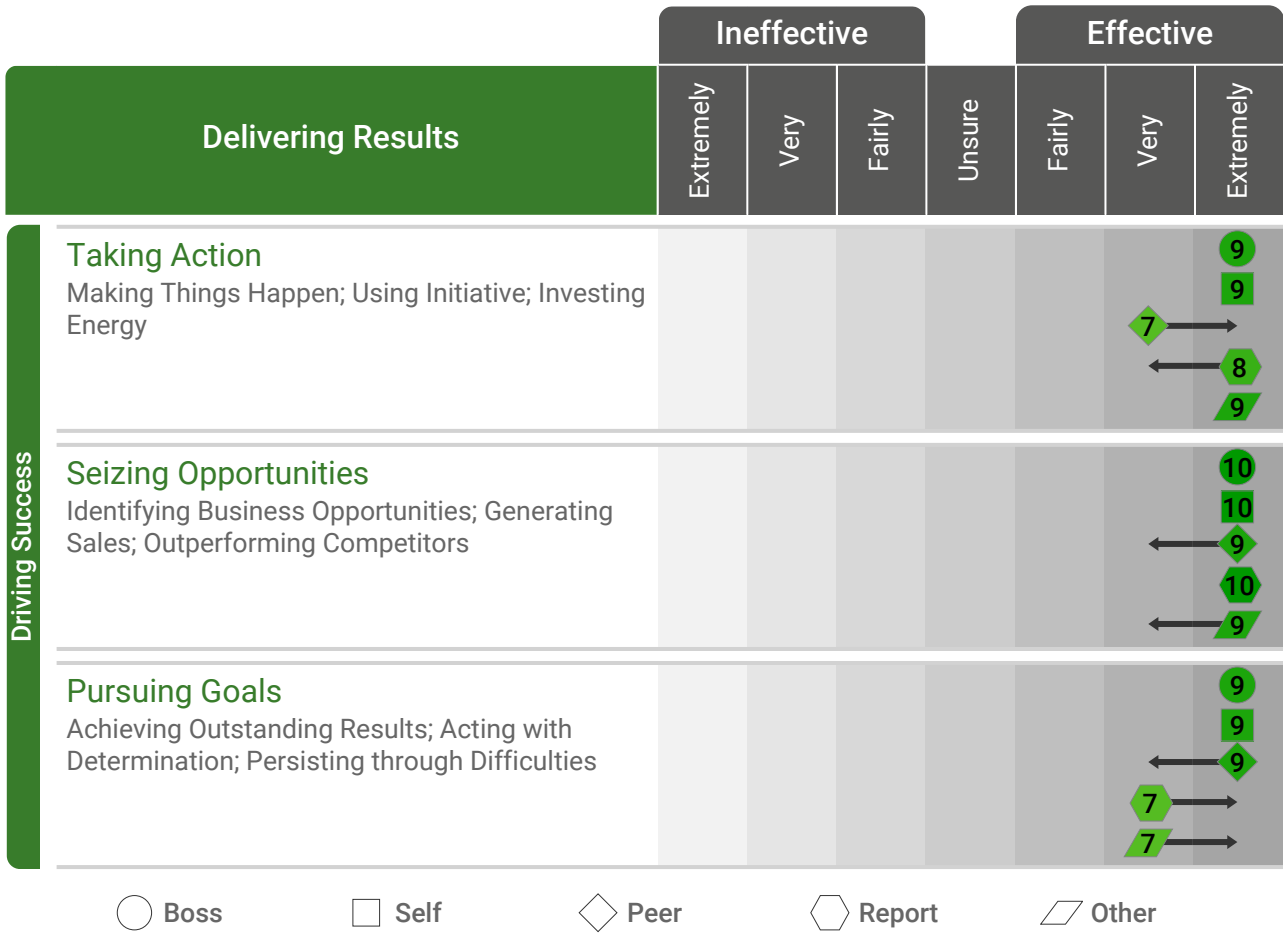
# Behaviour Profile - Adapting Approaches



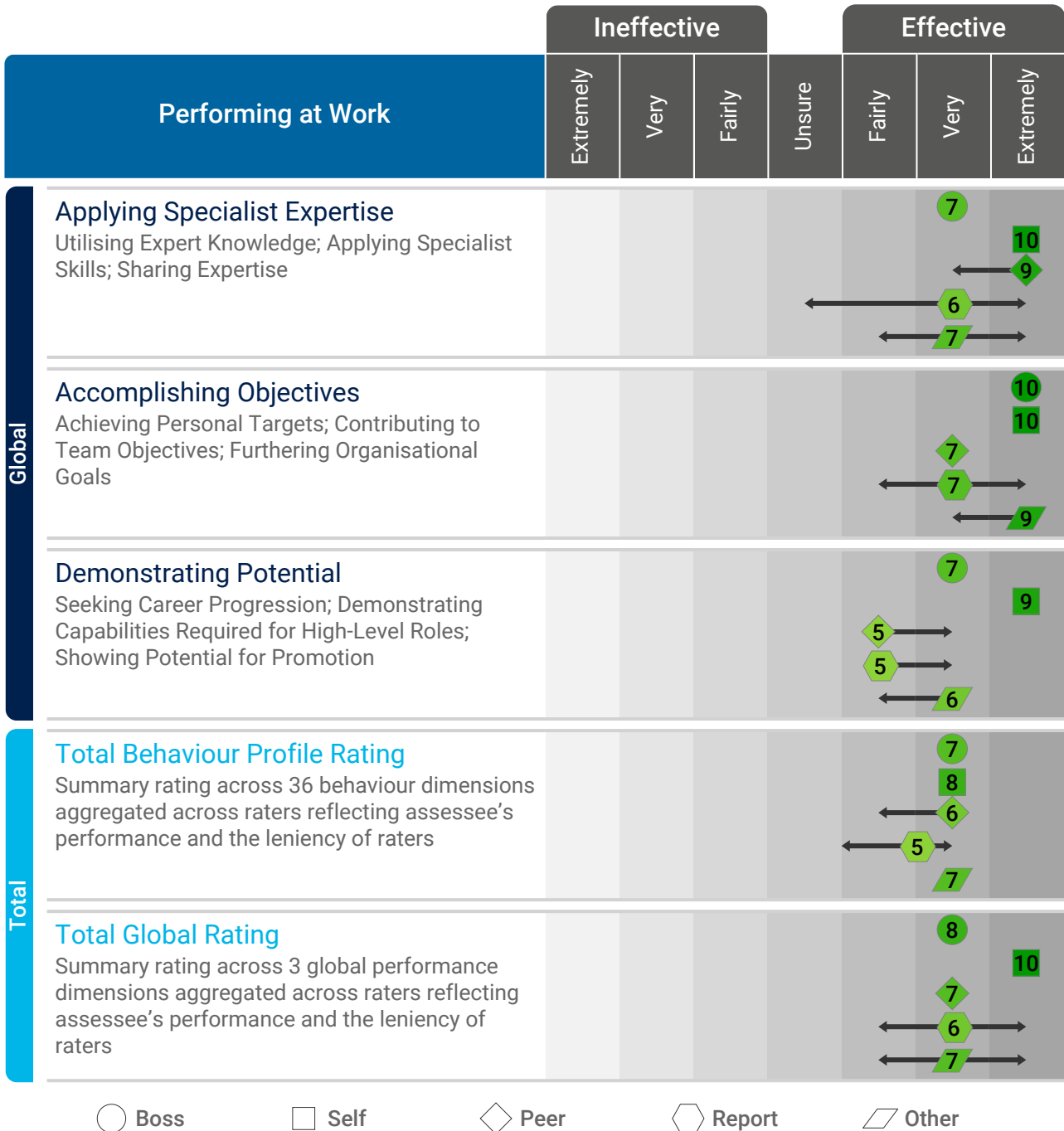
# Behaviour Profile - Delivering Results



# Behaviour Profile - Delivering Results



# Summary Profile



# Behaviour Overview Profile

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

## Rater Comments

### Sam Jenkins needs to keep doing well at...

- Boss 1: Bringing in new business and achieving sales targets. Sam has brought a lot of energy and enthusiasm to the team and has good working relationships with people across the business as well as with clients.
- Self 1: Meeting targets and building contracts.
- Peer 1: Facilitating good relationships within the department, account management and seeking out new business.
- Peer 2: Uses initiative effectively in order to get projects started and reacts quickly to issues.
- Peer 3: Coming up with innovative ideas with regards to new e-learning approaches. Sam is an effective account manager who liaises regularly with customers.
- Report 1: Achieving targets and demonstrating excellent client relationships.
- Report 2: No comments were made
- Report 3: Generating new leads and new ideas, and having a strong work ethic.
- Other 1: Sam seems to have a really effective communication style when talking to clients.
- Other 2: I'm always impressed by Sam's ability to develop leads and is something which I hope will continue.
- Other 3: No comments were made

## Rater Comments

### Sam Jenkins needs to do less of...

- Boss 1: Sam is a passionate individual but sometimes this overrides good judgement - taking a more considered approach could be beneficial.
- Self 1: Talking over people.
- Peer 1: Although Sam comes up with a lot of creative ideas, there is a lack of consideration for the practical implications; this can impact the turnaround of projects and Sam can become quite defensive when challenged on this.
- Peer 2: Sam is an outgoing character who can dominate conversations when there are other valid opinions which could be share.
- Peer 3: Sam needs to be less independent and more mindful of colleagues and team members.
- Report 1: No comments were made
- Report 2: No comments were made
- Report 3: No comments were made
- Other 1: Sometimes I think Sam can be a bit forceful when talking to others and trying to make the points of an argument clear.
- Other 2: No comments were made
- Other 3: No comments were made



## Rater Comments

### Sam Jenkins needs to improve at...

- Boss 1: Sam has made a real impact at Tradigital but in order to continue to progress, a more flexible approach to work needs to be adopted and other people's views should be listened to.
- Self 1: Taking others' views on board.
- Peer 1: Listening to and incorporating colleagues' ideas, particularly during the initial stages of a project.
- Peer 2: Sam could focus more on communicating timescales and informing others of changes.
- Peer 3: Sam needs to feel confident in disagreeing openly and constructively with others; Sam is a knowledgeable individual who copes well with more technical information and could draw upon arguments. Being more open-minded to others' suggestions would help this more to structure to achieve team goals quicker.
- Report 1: No comments were made
- Report 2: No comments were made
- Report 3: Recognizing the contributions the team makes; Sam also has a vast amount of job knowledge which could be shared more freely to help benefit the team.
- Other 1: Allowing other people in the team to contribute more to the final solution.
- Other 2: Collaborating more with colleagues and making use of the skills and knowledge of others.
- Other 3: No comments were made



## Development Report Sam Jenkins



Performance

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## About this Report

This report is based on the completion of Wave® Performance 360 which explores performance in a number of work areas.

The results are based on the responses of Sam Jenkins (the assessee) and the raters' evaluation of the assessee's performance at work. To compare the assessee's performance in these areas to that of others, the responses have been compared to 12592 Performance 360 ratings given on a group of professionals and managers.

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## Introduction

This report summarises the actions that could be taken to help develop Sam Jenkins. Based on the results of the assessment, it outlines what actions could be considered to improve performance at work. The relevance of each piece of advice will differ for each individual and to some extent depend on the job role, and the opportunities and resources available.

There are four sections: Core Strengths, Possible Challenge Areas, Setting Development Priorities and Additional 20 Areas. Core Strengths and Possible Challenge Areas present development advice for the eight highest and eight lowest competency dimensions. Setting Development Priorities encourages reflection on key activities to plan for future development. The final section presents development advice for an additional 20 competency dimensions. The report is composed of the following three types of development advice.

### Building Strengths

Successful people tend to know what they are good at and play to these strengths. Before trying to make up for, or develop potential limitations, it may be worth considering how to make the most of these strengths. This report shows Building Strengths for competency dimensions with scores of 6-10 which range from average to extremely high.

### Possible Overplayed Strengths - "Watch Fors"

Clear areas of strength are most likely to contribute to effectiveness at and enjoyment of work. They may, however, lead to unwanted or undesirable consequences. For each of the areas of particular strength, the potential pitfalls are highlighted together with actions to reduce or avoid their negative impact. This report shows Possible Overplayed Strengths for competency dimensions with scores of 8-10 which are all well above average.

### Development Activities

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. For these areas, development tips are provided on how to improve performance. This report shows Development Activities for competency dimensions with scores of 1-5 which range from well below average to average.

## Core Strengths (Top 8)

### Seizing Opportunities

Identifying Business Opportunities; Generating Sales; Outperforming Competitors



Extremely High

performed better than 99% of the comparison group

### Building Strengths

- Show others how to seize new opportunities through professional/industry groups (e.g. present, contribute to newsletters or journal articles, write a blog).
- Study market trends and suggest potential product/service development opportunities.
- Ask for referrals and recommendations; build up a list of testimonials.
- Learn from the competitive bids which have been lost. Undertake a complete review and seek full feedback from the customer.

### Possible Overplayed Strengths - "Watch Fors"

- Watch out for spending more time/energy seeking new opportunities than dealing with existing demands. ACTION: Be careful not to get distracted by the allure of fresh new opportunities to the extent that other work is affected.
- Could focusing too greatly on pursuing one or two big opportunities which never seem to materialise mean that you miss out on opportunities which are more likely to come to fruition? ACTION: Question regularly where best to apply time and effort to realise the best results.
- How is your focus on the next big sale impacting longer-term account development? ACTION: Aim to develop lasting customer relationships through strong account management, superior service and excellent execution.
- Is your competitive spirit always channelled appropriately? ACTION: Ensure competitive energy is directed externally instead of towards team members or other departments.

## Core Strengths (Top 8)

### Convincing People

Persuading Others; Shaping Opinions;  
Negotiating



Very High

performed better than 95% of the  
comparison group

### Building Strengths

- Vary your approach, particularly when dealing with regular contacts, so as not to become predictable and therefore easier to argue against.
- Ask for feedback on persuasive skills. Look to achieve good, high-quality solutions that build relationships.
- Prepare arguments well. Consider both sides of the case in order to handle objections and counter-argue.
- Look to get involved with higher level and more difficult negotiations.

### Possible Overplayed Strengths - "Watch Fors"

- Look out for a tendency to continue to persuade others when the case has already been won. ACTION: Observe much more closely, read the body language and resist the temptation to oversell.
- Be careful not to come across as overly pushy by constantly seeking to persuade others. ACTION: Avoid trying to persuade in situations where others may not consider it appropriate.
- Beware of trying to change people's opinion as a personal challenge. Some people have very fixed opinions that they hold strongly. ACTION: Look out for people getting angry or irritated. It may be worth considering switching topic to one where there is a greater chance of a positive outcome.
- Beware of achieving wins for yourself more than deals where everyone is a winner. This is likely to make others lose trust in you in the longer term. ACTION: Think carefully about the benefits of long-term partnerships and how best to achieve these in the negotiation.

## Core Strengths (Top 8)

### Impressing People

Attracting Attention; Promoting Personal Achievements; Gaining Recognition



Very High

performed better than 95% of the comparison group

### Building Strengths

- Volunteer to present and undertake activities which increase personal exposure.
- Offer to be the representative for your team. Be the spokesperson.
- Be factual in self-promotion. Use quantifiable data and qualitative comments of clients and stakeholders.
- Who has gained a less positive impression of you? Work hard at changing their impression.

### Possible Overplayed Strengths - "Watch Fors"

- Watch for attracting too much unnecessary attention, particularly in extremely competitive or confrontational environments. ACTION: Maximise positive exposure and minimise negative exposure.
- It is sometimes not appropriate to take centre stage from someone more senior or who is formally presenting information to others. ACTION: Attract attention at the right time.
- Watch for overplaying achievements that would be considered as ordinary by others. ACTION: Find out about what other people have achieved to increase your awareness of what makes an achievement stand out as exceptional.
- Be aware of taking too much credit and failing to reward team members appropriately. ACTION: Always acknowledge the contribution of others. People will be increasingly likely to proactively collaborate on projects.

## Core Strengths (Top 8)

### Conveying Self-Confidence

Projecting Inner Confidence; Determining Own Future; Valuing Own Contributions



Very High

performed better than 95% of the comparison group

### Building Strengths

- Seek high profile roles which increase exposure in the organisation.
- Be clear about your strengths, and look for opportunities to maximise using them.
- Look at your career and consider the moves and experiences which will help you realise personal ambitions.
- Build strengths, specialist expertise and knowledge which will enable you to make a greater professional contribution.

### Possible Overplayed Strengths - "Watch Fors"

- Are you failing to question your own capabilities? ACTION: Review with others what could be done better, and be open to their feedback, particularly after a significant or challenging assignment.
- Could other people find such strong personal confidence intimidating at times? ACTION: Consider others and be aware of their individual differences. Less confident people can still deliver effectively.
- Could your high level of confidence make you come across, at times, as self-absorbed or selfish? ACTION: Be aware of others' perceptions and try to appear more inclusive.
- Is there a risk of being seen by others as boastful or conceited? ACTION: Judge the audience carefully. Remember that sometimes it is better not to place too much emphasis on your own value/contribution.



## Core Strengths (Top 8)

### Taking Action

Making Things Happen; Using Initiative;  
Investing Energy



### Very High

performed better than 95% of the  
comparison group

### Building Strengths

- Make sure others are also on board before diving into something new.
- Seek opportunities to start new initiatives or ventures, or to turn poorly performing areas around.
- Develop a reputation for taking the initiative and resolving issues before they escalate.
- Take something which seems to be stop-start and for which there is little motivation, and get it moving along.

### Possible Overplayed Strengths - "Watch Fors"

- Is the excitement of starting something new at the expense of doing more routine work? ACTION: Schedule time for routine maintenance activities or to check ongoing tasks.
- Does a desire to make things happen tend to throw existing projects into disarray? ACTION: Be careful that your initiatives do not require resources that are already fully committed to existing projects.
- Do you feel inclined to embark on new work where you have a relatively low degree of knowledge and understanding? ACTION: Consult experts before taking the initiative in a new work area.
- Is your energy being channelled as appropriately as possible? ACTION: Before rushing on to the next activity, take time out to stop and think: 'Is this the best use of time/energy?'

## 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

- 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"

- 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.

## Core Strengths (Top 8)

### Interacting with People

Projecting Enthusiasm; Making Contact; Networking



High

performed better than 90% of the comparison group

### Building Strengths

- Look to involve the quieter members of the team in order to utilise their talent.
- Engage others and generate enthusiasm for achievement within the team.
- Think through ways to make contact which could improve a relationship, e.g. inviting to a particular event, going for lunch.
- Make sure to network with purpose and spend time with people where there is potentially a mutual benefit.

### Possible Overplayed Strengths - "Watch Fors"

- Is there a danger of taking up too much of other people's time? ACTION: Be careful to ascertain that the individual contacted has the time to interact.
- Be aware of being perceived as overly enthusiastic and lacking in judgement or discrimination. ACTION: Be careful to assess situations and know when to moderate natural enthusiasm.
- Could making regular contact sometimes seem needy or intrusive to less gregarious people? ACTION: Be aware of signs from others that they are not keen to talk.
- Is there a danger of sticking to the same events and networks? ACTION: Regularly consider new opportunities to network, and set clear objectives for networking.

## Core Strengths (Top 8)

### Generating Ideas

Producing Ideas; Inventing Approaches;  
Adopting Radical Solutions



High

performed better than 90% of the  
comparison group

### Building Strengths

- 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"

- 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



Very Low

performed better than only 5% of the comparison group

### Development Activities

- 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.

### Understanding People

Showing Empathy; Listening to People; Understanding Motivation



Low

performed better than only 10% of the comparison group

### Development Activities

- Ask open questions and make an effort to get to know people.
- Find ways to support others by giving them practical help where possible.
- Talk less and give others the opportunity to explain and discuss in full.
- Ask people what motivates them and why they have made the choices they have.

### Embracing Change

Coping with Change; Tolerating Uncertainty; Adapting to New Challenges



Low

performed better than only 10% of the comparison group

### Development Activities

- List the benefits that any proposed change will bring.
- Look to be more flexible in your working practices wherever possible.
- Reduce ambiguity wherever possible; probe areas which lack clarity and actively seek answers.
- See change as offering an opportunity to increase your personal skill set.

## Possible Challenge Areas (Bottom 8)

### Valuing Individuals

Showing Consideration; Tolerating Others;  
Trusting People



Low

performed better than only 10% of  
the comparison group

#### Development Activities

- When someone else makes a mistake or misjudgement, reflect on your own previous deficiencies to keep the scale of the error in context.
- Separate out which of people's problems are genuinely important, and be sympathetic and supportive about these.
- Different strengths can be highly effective in combination. Try to recognise where others provide complementary strengths to your own.
- Explain how people can earn trust; make your expectations clear.

### Interpreting Data

Quantifying Issues; Applying Technology;  
Evaluating Information Objectively



Fairly Low

performed better than only 25% of  
the comparison group

#### Development Activities

- Work alongside an experienced colleague and discuss the relative merits of the different types of data analysis they use.
- Review business reports and read business/finance sections of newspapers, focusing on understanding why they report particular figures and what good data reporting looks like.
- Ask an experienced user for advice and coaching in specific areas of information technology, especially where confidence is lacking.
- List the facts for both sides of an argument and weigh these against each other.

### Adopting Practical Approaches

Applying Practical Skills; Learning by Doing;  
Applying Common Sense



Fairly Low

performed better than only 25% of  
the comparison group

#### Development Activities

- Concentrate on what will actually work and try to provide an immediate and practical solution to a problem.
- Ask to be shown how to use any equipment at work by someone who knows how to use it effectively.
- Build in time for reflection and review following a period of having to learn a task by doing it. Avoid concentrating on what went wrong; focus instead on what was learned.
- Spend time checking whether fundamental assumptions are met and that an approach delivers what is really needed.

## 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.

### Meeting Timescales

Meeting Deadlines; Keeping to Schedule;  
Finishing Tasks



Fairly Low

performed better than only 25% of  
the comparison group

### Development Activities

- List the activities required to complete a project. Keep a record of tasks completed.
- Break overall project timelines down into shorter intervals for more regular progress and process checks.
- Create a clear schedule indicating 'who, when and where' for each activity; make regular adjustments to the schedule.
- Create a discipline of addressing any incomplete tasks.

# Setting Development Priorities

Key Development Area

Development Actions

Development Review - What, How and When?

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Key Development Area

Development Actions

Development Review - What, How and When?



# Setting Development Priorities

Key Development Area

Development Actions

Development Review - What, How and When?

---

Key Development Area

Development Actions

Development Review - What, How and When?

## Additional 20 Areas

### Establishing Rapport

Putting People at Ease; Welcoming People;  
Making Friends



High

performed better than 90% of the  
comparison group

### Building Strengths

- Make sure that social skills are accompanied by substantial and meaningful content.
- Consider the sorts of people who are least likely to be put at ease by your personal style, and think of ways to amend your approach with these people accordingly.
- Before a meeting, think through topics of conversation that demonstrate some common interest.
- Broaden the range of social contacts with peers as well as management.

### Possible Overplayed Strengths - "Watch Fors"

- The majority of conversations with others should be for a purpose. ACTION: Be careful not to spend too much time engaging with others when it is not relevant to your work area/goals.
- Be conscious that some people prefer to take their time to get to know and trust others. ACTION: Get to know people at a pace they are comfortable with.
- More introverted people can find very warm introductions unsettling. ACTION: Be wary of appearing too forward when introducing yourself to less extroverted people.
- Having more friends and contacts may be at the expense of having a smaller number of relationships that are of greater depth. ACTION: Evaluate who are the friends and contacts that are important and make sure that enough time is invested to keep these relationships strong.

## Additional 20 Areas

### Articulating Information

Giving Presentations; Explaining Things;  
Projecting Social Confidence



High

performed better than 90% of the  
comparison group

### Building Strengths

- Spend some time both developing and delivering training material.
- Present on different subjects and to different audiences. Offer to speak externally as well as internally.
- Look for opportunities to articulate the same information to different people. Review each time and improve.
- Learn to feel more confident. Work out what your own unique strengths are, and keep reminding yourself of them, e.g. 'I am the most diligent member of the team'.

### Possible Overplayed Strengths - "Watch Fors"

- People who are articulate have to be careful not to say too much. ACTION: Ask for feedback on this. Try to say what matters in half the time or less.
- Watch for volunteering to give presentations when the content is technical and not an area of personal expertise. ACTION: Review what a presentation needs to consist of and the nature of the audience before committing to it.
- Be aware of explaining too much in one attempt. ACTION: Check understanding levels before continuing to the next point when explaining something complex.
- Over-confidence could lead to taking risks and preparing less well, or at the last minute. ACTION: Always incorporate preparation time before presenting. Show respect for the audience.

## Additional 20 Areas

### Developing Strategies

Forming Strategies; Anticipating Trends;  
Envisaging the Future



High

performed better than 90% of the  
comparison group

#### Building Strengths

- Include tactics and thoughts on effective implementation alongside strategy.
- Compare the strategies employed by different organisations in the same sector.
- Compare changes in your own function/sector with change in other organisations.
- Learn more about the whole organisation's functioning; seek to spend time working in different departments.

#### Possible Overplayed Strengths - "Watch Fors"

- Could your focus on the long term be at the expense of dealing with the present?  
ACTION: Switch between an operational and strategic focus as time permits; do not let one dominate the other.
- Is your strong strategic focus leading you to build strategies with little or no consultation of others? ACTION: Check strategic thinking with experienced practitioners.
- Is it possible that your predictions of trends might be wrong, or partly incorrect? ACTION: Be prepared to justify predictions for the future and build some different scenarios of what might happen into strategic thinking.
- Is your vision for the future the right one? Remember that most leaders who got it wrong were convinced at the time that their vision was right. ACTION: Question regularly whether insufficient weight has been put on the importance of a particular issue, e.g. new technology, potential new legislation.

### Exploring Possibilities

Developing Concepts; Applying Theories;  
Identifying Underlying Principles



Fairly High

performed better than 75% of the  
comparison group

#### Building Strengths

- Suggest links and patterns when colleagues are putting suggestions forward, to create coherent models rather than isolated ideas.
- Trial new concepts and approaches to see what works well, and build this into future thinking.
- Spend time with colleagues to discuss how theories could be turned into action.
- Practise communicating the key components of a concept.

## Additional 20 Areas

### Showing Composure

Staying Calm; Tolerating Stress; Dealing with Pressure



Fairly High

performed better than 75% of the comparison group

#### Building Strengths

- Watch out for potential problems as they surface and intervene calmly before things escalate.
- Look for situations where remaining calm is particularly advantageous.
- Test the relationship between pressure and performance. Find the optimum level of pressure to put yourself under to drive personal performance.
- Seek work in multifaceted roles with complex demands.

### Developing Expertise

Taking Up Learning Opportunities; Acquiring Knowledge and Skills; Updating Specialist Knowledge



Fairly High

performed better than 75% of the comparison group

#### Building Strengths

- Review personal development activities with your manager and/or mentor on a regular basis.
- Identify learning and development areas that are key for your current role and/or future progression.
- Research new approaches to learning and self-development techniques to aid retention of new information.
- Research current thinking in a relevant work area and write a critique of the key arguments.

### Examining Information

Processing Information; Asking Probing Questions; Finding Solutions



Fairly High

performed better than 75% of the comparison group

#### Building Strengths

- Explore techniques which could make your analysis easier and quicker, e.g. software tools.
- Review what could be improved upon in terms of the speed, accuracy and breadth of your analysis.
- Use simple probes to gather additional information quickly and efficiently, e.g. "Tell me more", "Help me understand that", "What next?"
- Test out the feasibility and effectiveness of a solution and adapt it accordingly.

## Additional 20 Areas

### Documenting Facts

Writing Fluently; Understanding Logical Arguments; Finding Facts



Average

performed better than 60% of the comparison group

### Building Strengths

- Explore opportunities for reinforcing the written word in documents with appropriately presented facts and figures.
- Look for opportunities to write, e.g. contribute to newsletters, marketing and training material, and seek feedback from editors and readers.
- Scrutinise the evidence used to support others' points of view - is it well researched? Look for tentativeness and lack of confidence in their approach.
- Spend time researching new sources of information.

### Producing Output

Working Quickly; Maintaining Productivity; Multi-Tasking



Average

performed better than 60% of the comparison group

### Building Strengths

- Identify less urgent projects or tasks that can be tackled when other more pressing tasks are complete or on hold.
- Volunteer for tasks which must be done at a particularly fast pace.
- Find ways of becoming more productive by sidelining activities which are unimportant and time-consuming.
- Try to do another task in parallel with work being done.

### Providing Insights

Continuously Improving Things; Identifying Key Issues; Making Intuitive Judgements



Average

performed better than 60% of the comparison group

### Building Strengths

- Identify areas where the capacity to improve things will have the most benefit.
- Offer managers/team leaders your suggestions of potential enhancements and improvements. Promote the benefits of making the changes.
- Help others to acquire the tools required to identify key issues. Encourage them to consider the key objectives and dependencies in projects, and to evaluate the key risks.
- Learn to understand your intuition. Reflect on when your intuition has been right and wrong. Use this information to guide when to rely on intuition in the future and when to place greater weight on other information available.

## Additional 20 Areas

### Directing People

Leading People; Co-ordinating Groups;  
Controlling Things



### Average

performed better than 60% of the  
comparison group

### Building Strengths

- Identify opportunities to manage bigger projects and teams, where the inter-relationships and complexities are greater.
- Create a clear vision and common goals; check that others understand and are committed to them.
- Take on a role which requires co-ordinating people in different locations.
- Utilise software packages to help manage and co-ordinate projects.

### Checking Things

Finding Errors; Ensuring Accuracy; Producing  
High-Quality Work



### Average

performed better than 60% of the  
comparison group

### Building Strengths

- Ensure that everyone understands where errors have come from and how they will be avoided in future.
- Create a list of common errors that everyone can check against.
- Volunteer to check key facts and figures in different types of documents.
- Offer to take a last look at a deliverable for others and provide suggestions for finishing touches.

### Making Decisions

Deciding on Action; Assuming Responsibility;  
Standing by Decisions



### Average

performed better than 60% of the  
comparison group

### Building Strengths

- In meetings, always look for decisions and action points.
- Encourage people to make decisions and commit to action; move debate on towards a conclusion.
- Invest energy in the tasks which have the most impact and benefit.
- Look for agreement and support from others before concluding on important decisions.

## Additional 20 Areas

### Thinking Positively

Being Optimistic; Recovering from Setbacks;  
Projecting Cheerfulness



### Average

performed better than 60% of the  
comparison group

### Building Strengths

- Engage colleagues who are less positive and encourage them to see the benefits of proposed plans.
- Recognise that project managers and risk analysts may not be particularly optimistic. Work alongside them constructively.
- Lead by example. Show people how to learn from experience and move on quickly.
- Help to create a positive and productive work environment for the team.

### Managing Tasks

Working Methodically; Planning Activities;  
Setting Priorities



### Average

performed better than 60% of the  
comparison group

### Building Strengths

- Take on tasks with increasing scale and complexity. Seek opportunities to manage tasks across functional or regional boundaries.
- Share systems and approaches used with other team members to help them become more methodical.
- Consider automating aspects of project planning for larger initiatives.
- Consider how team or departmental priorities align with the priorities of other key stakeholder groups.

### Resolving Conflict

Calming Upset People; Handling Angry  
Individuals; Resolving Arguments



### Average

performed better than only 40% of  
the comparison group

### Development Activities

- Identify potential problems early and take action quickly before people get angry.
- Look for occasions when it would be appropriate to deal with others who are upset.
- Empathise with people and help them to see that they are being listened to and understood.
- Understand the context for an argument and then hear both sides.



## Additional 20 Areas

### Challenging Ideas

Questioning Assumptions; Challenging Established Views; Arguing Own Perspective



Average

performed better than only 40% of the comparison group

### Development Activities

- List the pros and cons of doing things a different way, before suggesting any changes.
- Distinguish between facts and assumptions when reading articles and listening to debates.
- Get involved in discussions early enough to have an influence.
- Rehearse an argument with others before embarking on high profile encounters.

### Empowering Individuals

Motivating Individuals; Inspiring People; Giving Encouragement



Average

performed better than only 40% of the comparison group

### Development Activities

- Identify and understand other individuals' strengths, motivations and development requirements.
- Get to know your team and colleagues well and develop a sense of unified purpose.
- Present a clear vision of the future.
- Find opportunities to praise people and recognise good performance.

### Upholding Standards

Behaving Ethically; Maintaining Confidentiality; Acting with Integrity



Average

performed better than only 40% of the comparison group

### Development Activities

- Look for new opportunities to behave consistently with company values.
- Always play by company rules when it comes to managing finances/equipment, sharing information and interactions with others.
- If in any doubt, check whether information is confidential.
- Show integrity by acting in line with what you expect from others. Try to avoid dealing with people or situations inconsistently.

## Additional 20 Areas

### Inviting Feedback

Acknowledging Criticism; Encouraging Critical Thinking; Gathering Feedback



Fairly Low

performed better than only 25% of the comparison group

### 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.



Expert Report  
Sam Jenkins



Professional

Styles

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## About this Report

This report is based upon the Wave® Styles assessment, which explores an individual's motives, preferences, needs and talents in critical work areas.

The results are based on a comparison with an international group of over 24,000 professionals and managers.

Since the questionnaire is a self-report measure, the results reflect the individual's self-perception. Our extensive research has shown this to be a good indicator of how people are likely to operate in the workplace. Nevertheless, due consideration must be given to the subjective nature of using an individual's self-perception in the interpretation of these data.

It should be remembered that the information contained in this report is potentially sensitive and every effort should be made to ensure that it is stored in a secure place.

The information contained within this report is likely to remain a good reflection of the individual's self-perception for 12-24 months, depending upon circumstances.

The report was produced using Saville Assessment software systems. It has been derived from the results of an assessment completed by the respondent, and reflects the responses they made.

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

The application of this assessment is limited to Saville Assessment employees, agents of Saville Assessment and clients authorised by Saville Assessment.

# Introduction

## Executive Summary Profile

The Executive Summary Profile outlines the 12 main sections of the profile, grouped under the four major cluster headings of Thought, Influence, Adaptability and Delivery. Beneath each of the 12 section headings information is given on the three underlying dimensions - 36 dimensions in total.

## Full Psychometric Profile

The Full Psychometric Profile - Response Overview provides a summary of Sam Jenkins's responses on the questionnaire. The four indicators in the Response Summary highlight any extreme response patterns. The Full Psychometric Profile focuses on the 36 Professional Styles dimensions, which are arranged under four main cluster headings (Thought, Influence, Adaptability and Delivery), with one page devoted to each cluster. Each cluster breaks down into three sections (12 in total), each consisting of three dimensions. These 36 dimensions are each comprised of three underlying facets (108 in total), with verbal descriptions of the facet scores shown underneath the dimension name.

## Summary Psychometric Profile

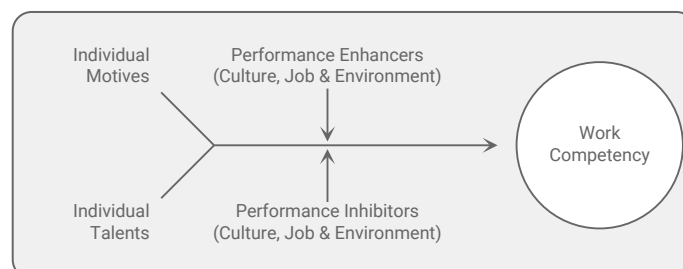
The Summary Psychometric Profile gives an overview of the 36 Styles dimensions of the profile on one page. It highlights where there is a facet range, and where motive or talent is higher (whichever is higher is indicated by M or T) and where normative or ipsative is higher (whichever is higher is indicated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

## Competency Potential Profile

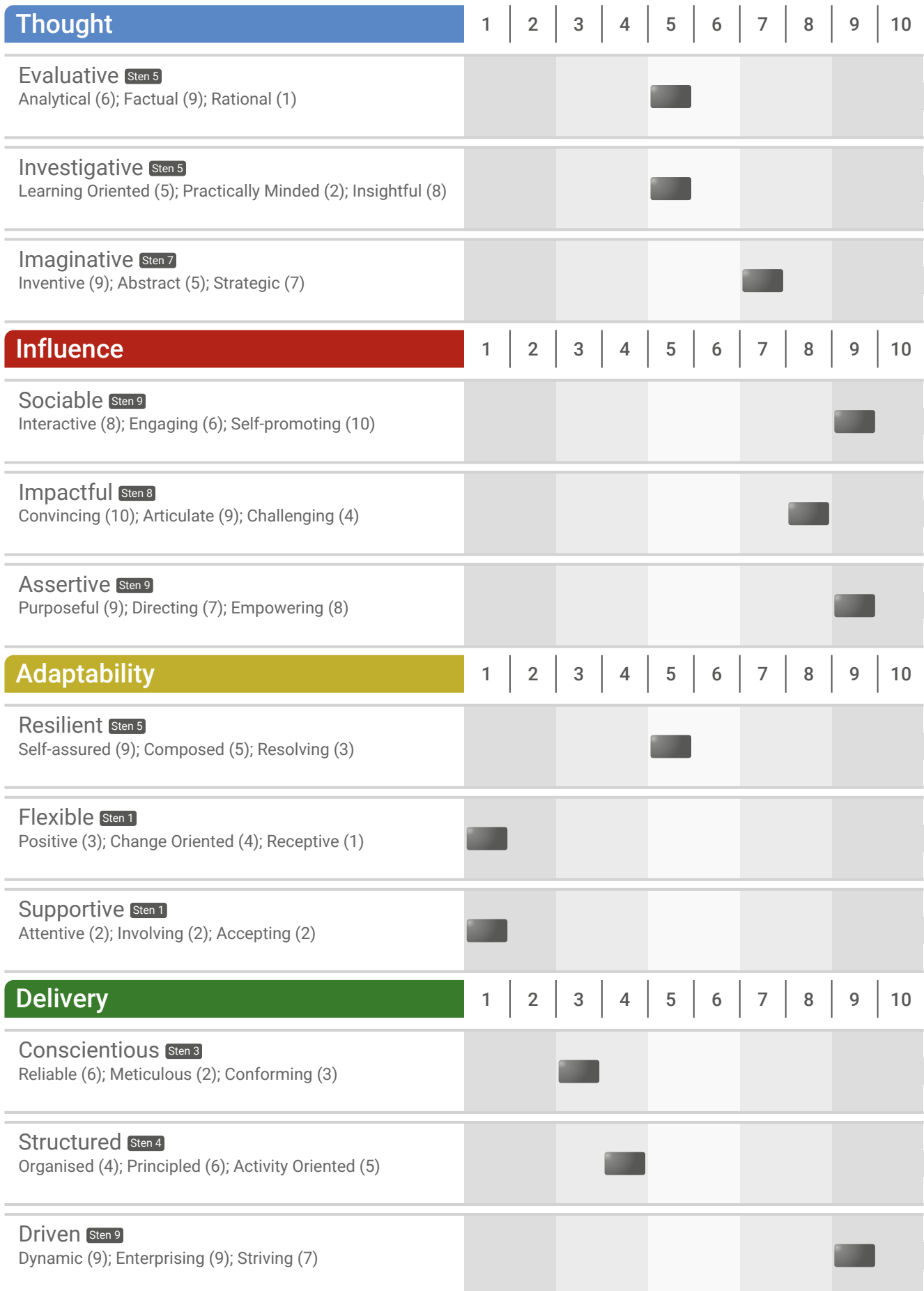
The Competency Potential Profile has been developed based on databases which link the facets of the Styles questionnaire to detailed, independent assessments of work performance. This gives a unique prediction of Sam Jenkins's likely strengths and limitations in 12 key performance areas. Underlying components of performance are reflected in the verbal descriptions and scores under each of the 12 competency headings. This prediction should be interpreted against key work requirements as established through job analysis or competency profiling methods. Highly positive profiles may reflect an unrealistically positive self-view whilst low scoring profiles may reflect an overly critical self-view. In such cases, it is particularly important to verify the results against other information.

## Predicted Culture/Environment Fit

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



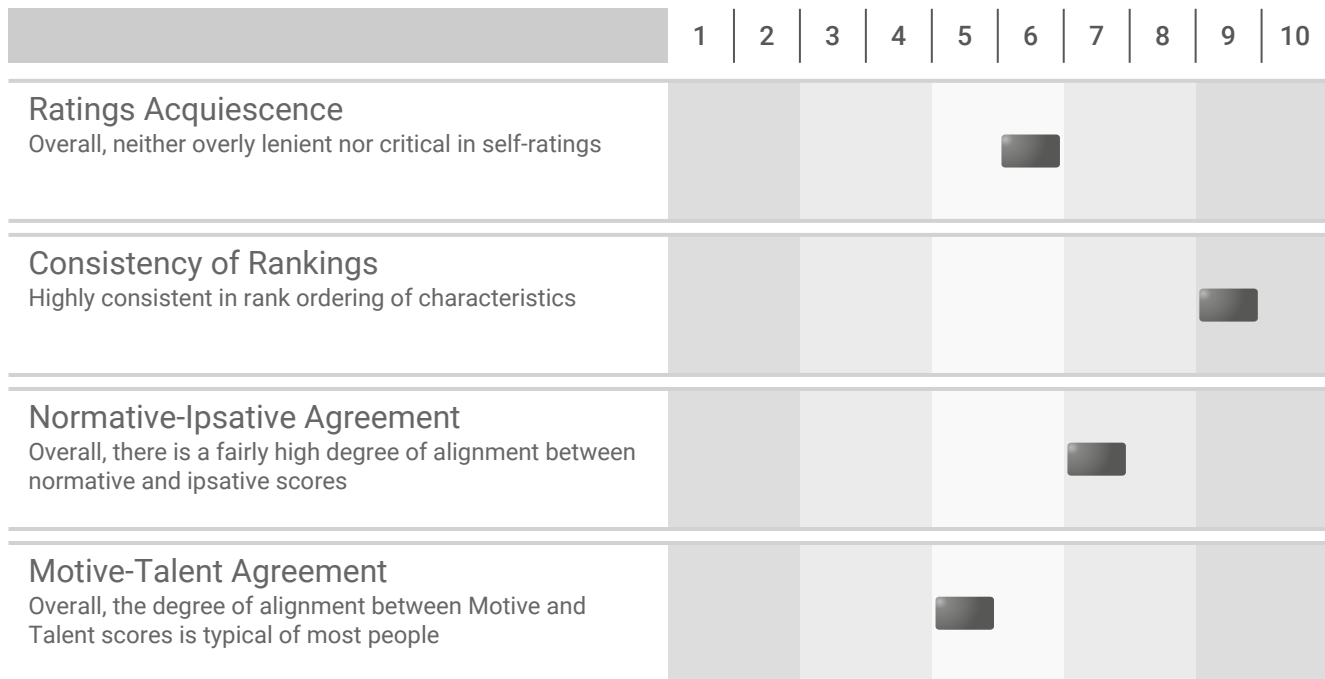
## Executive Summary Profile



## Full Psychometric Profile - Response Overview

This profile provides a detailed assessment of Sam Jenkins's responses to the Styles questionnaire. It begins with a summary of response patterns followed by an explanation of the profile structure. The pattern of responses should be kept in mind when interpreting the Psychometric Profile. The next few pages report on the results of the four major clusters.

### Response Summary



### Profile Breakdown

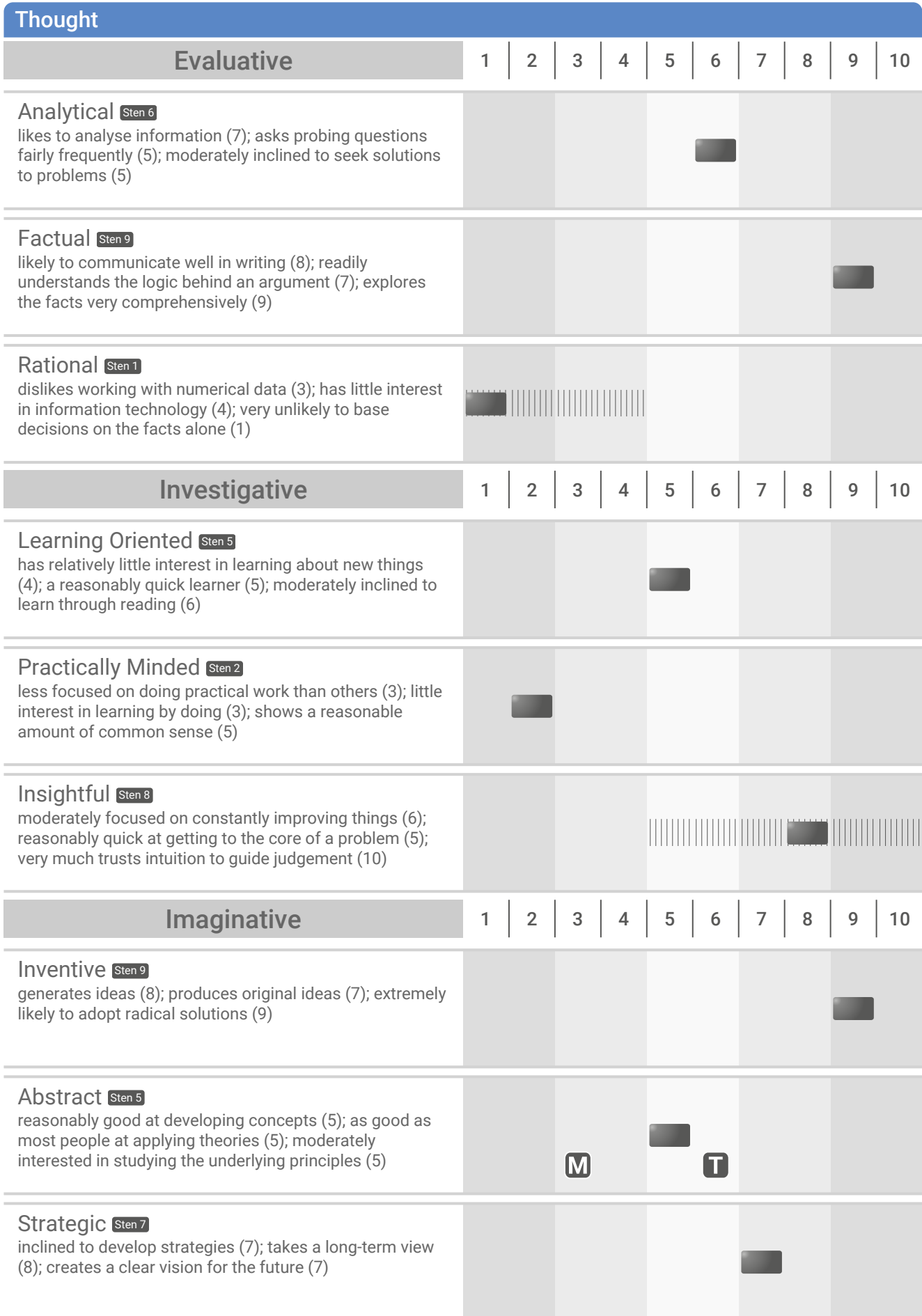
Saville Assessment's extensive research indicates the best predictor of performance at work is generally the score indicated by the Sten marker (combined normative-ipsative). Information is also provided on subtle differences highlighted by the profile, which are unique to Wave reporting:

||||| **Facet Range.** Where the range of facet scores within any dimension is of three Stens or more, this is indicated both by hatching on the dimension scale and the provision of individual facet scores in brackets alongside each verbal facet description.

**N - I Normative-Ipsative Split.** Differences between normative (rating) and ipsative (ranking) scores of three Stens or more are indicated by the markers **N** and **I**, respectively. Where ipsative scores are higher than normative ones, the person may have been overly self critical in their normative self descriptions. If normative scores are higher than ipsative, it may mean that the person has been less self critical and has possibly exaggerated their normative description. This provides specific areas for further verification, rather than one unspecified measure of social desirability.

**M - T Motive-Talent Split.** Differences between motive and talent scores of three Stens or more on a given dimension are indicated by the markers **M** and **T**, respectively. Such differences may suggest an incentive to develop in given areas, or indicate areas where environmental influences are having a strong impact.

# Full Psychometric Profile - Thought Cluster

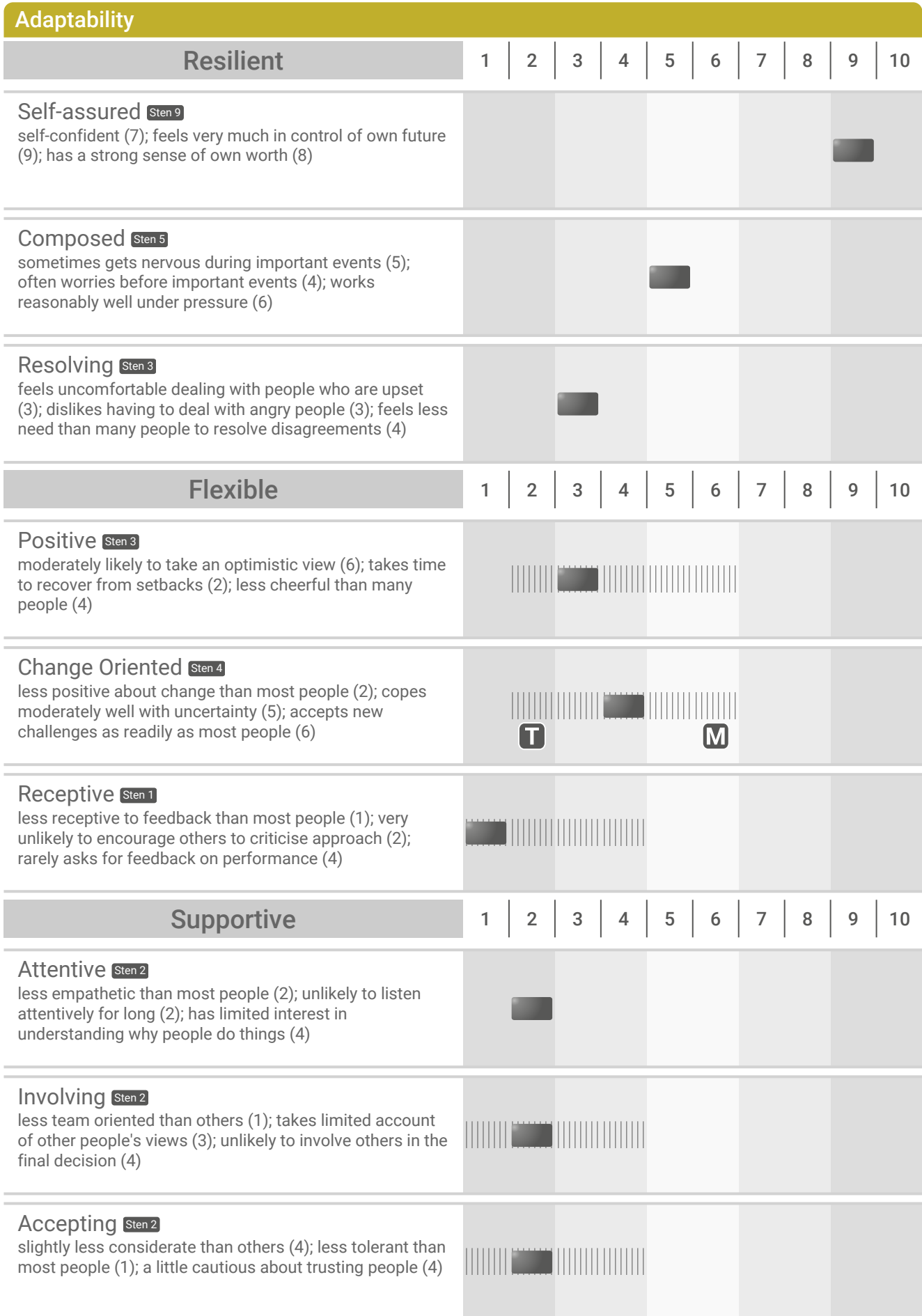




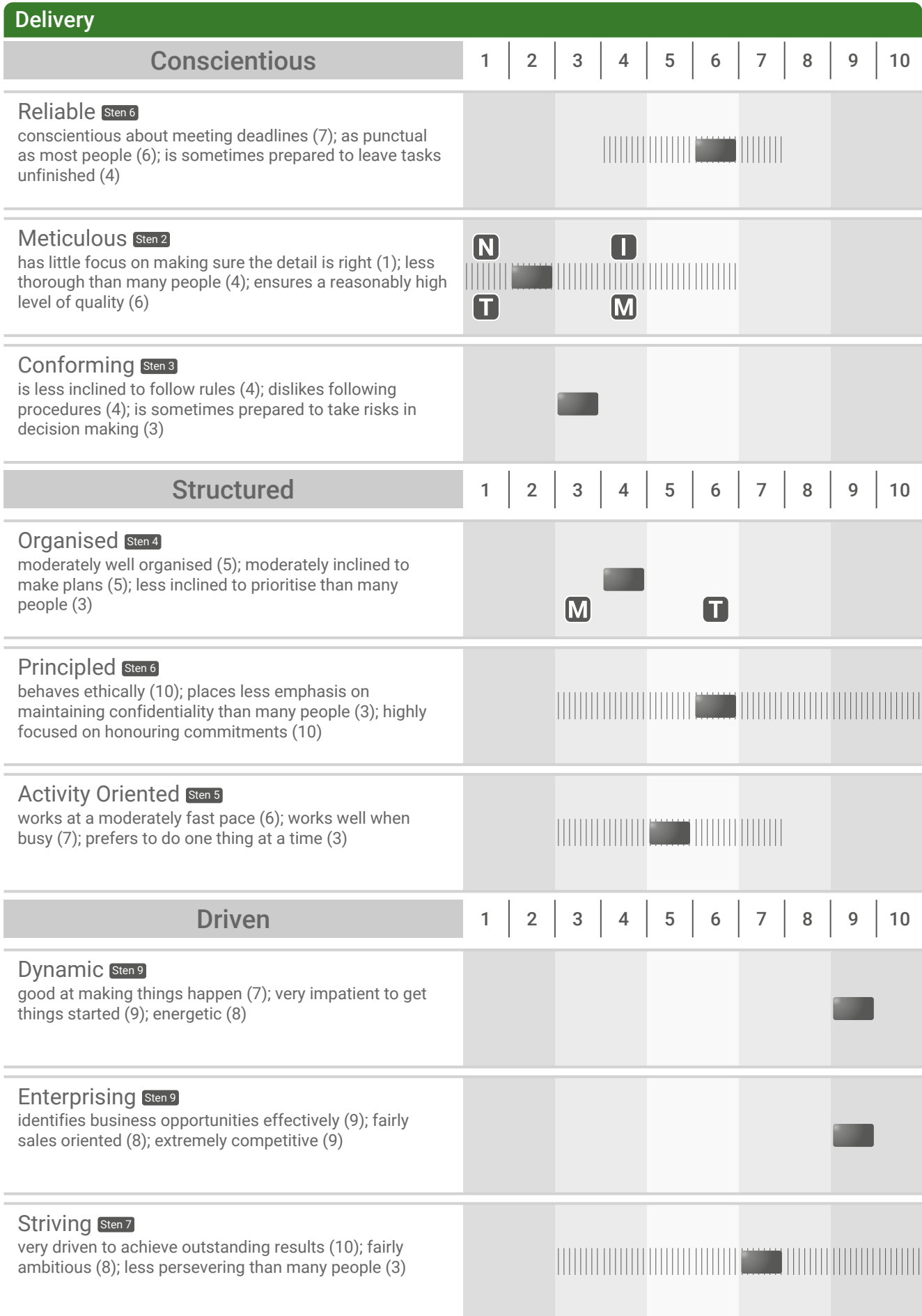
# Full Psychometric Profile - Influence Cluster



# Full Psychometric Profile - Adaptability Cluster



# Full Psychometric Profile - Delivery Cluster














# Summary Psychometric Profile

Acquiescence (6) Consistency (9) N-I Agreement (7) M-T Agreement (5)



# Competency Potential Profile

This profile provides Sam Jenkins's areas of greater and lesser potential. The measures of competency potential have been developed based on Saville Assessment's extensive international databases linking Wave to work performance.

	Competency Description	Potential
Solving Problems	<b>Evaluating Problems</b> Examining Information (6); Documenting Facts (10); Interpreting Data (2)	 Average higher potential than about 60% of the comparison group
	<b>Investigating Issues</b> Developing Expertise (5); Adopting Practical Approaches (4); Providing Insights (7)	 Average higher potential than about 40% of the comparison group
	<b>Creating Innovation</b> Generating Ideas (8); Exploring Possibilities (5); Developing Strategies (7)	 Fairly High higher potential than about 75% of the comparison group
Influencing People	<b>Building Relationships</b> Interacting with People (8); Establishing Rapport (6); Impressing People (10)	 Very High higher potential than about 95% of the comparison group
	<b>Communicating Information</b> Convincing People (10); Articulating Information (8); Challenging Ideas (5)	 Very High higher potential than about 95% of the comparison group
	<b>Providing Leadership</b> Making Decisions (9); Directing People (7); Empowering Individuals (6)	 High higher potential than about 90% of the comparison group
Adapting Approaches	<b>Showing Resilience</b> Conveying Self-Confidence (10); Showing Composure (5); Resolving Conflict (3)	 Average higher potential than about 60% of the comparison group
	<b>Adjusting to Change</b> Thinking Positively (4); Embracing Change (5); Inviting Feedback (3)	 Low higher potential than about 10% of the comparison group
	<b>Giving Support</b> Understanding People (2); Team Working (2); Valuing Individuals (2)	 Extremely Low higher potential than about 1% of the comparison group
Delivering Results	<b>Processing Details</b> Meeting Timescales (5); Checking Things (4); Following Procedures (3)	 Fairly Low higher potential than about 25% of the comparison group
	<b>Structuring Tasks</b> Managing Tasks (4); Upholding Standards (4); Producing Output (4)	 Low higher potential than about 10% of the comparison group
	<b>Driving Success</b> Taking Action (9); Seizing Opportunities (9); Pursuing Goals (8)	 Very High higher potential than about 95% of the comparison group

## Predicted Culture/Environment Fit

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

### Performance Enhancers

- ⊕ where there is an emphasis on comprehensively researching and recording the facts and communicating them clearly in writing
- ⊕ where there is the opportunity to be the centre of attention and people are aware of one's achievements and status
- ⊕ where the ability to make a persuasive case is highly valued and influence is by means of persuasion and negotiation rather than the exercise of authority
- ⊕ where self confidence is regarded as an asset and people are encouraged to know their own worth and take responsibility for their own workload
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition
- ⊕ where people are encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ where energy levels are high, there is a strong action orientation and people are rewarded for taking the initiative and making things happen
- ⊕ where the ability to explain things clearly and confidently is highly valued and there are frequent opportunities for giving formal presentations

### Performance Inhibitors

- ⊖ where little value is attached to exploring all the facts and communicating them well in writing
- ⊖ where one is in a low profile position and achievements go unrecognised
- ⊖ where influence is by means of command and control rather than by persuasion and negotiation
- ⊖ where self confidence is equated with arrogance and denigrated, and people are discouraged from taking control of their own workload
- ⊖ where the culture is non-commercial, non-competitive and non-profit oriented
- ⊖ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊖ where energy levels are low and people show little initiative
- ⊖ where relatively little importance is attached to the ability to explain things well and there are few opportunities for giving presentations

## 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?**

**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

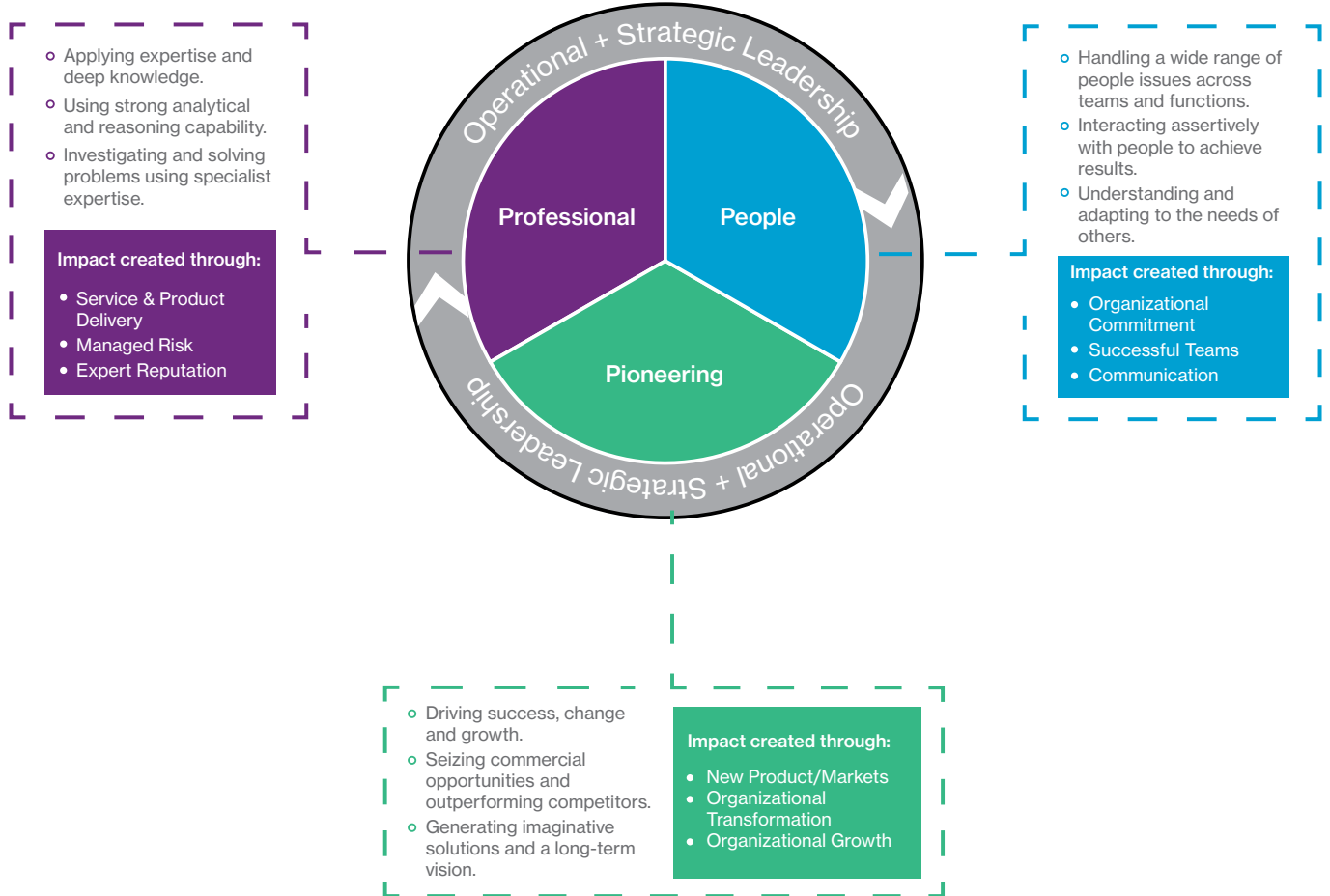
**7. Where is there a difference between Sam's performance (360) and potential (Professional Styles)?**

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



# Leadership Impact 360

## Leadership Model



### Professional

- Service & Product Delivery
- Managed Risk
- Expert Reputation



### People

- Organizational Commitment
- Successful Teams
- Communication

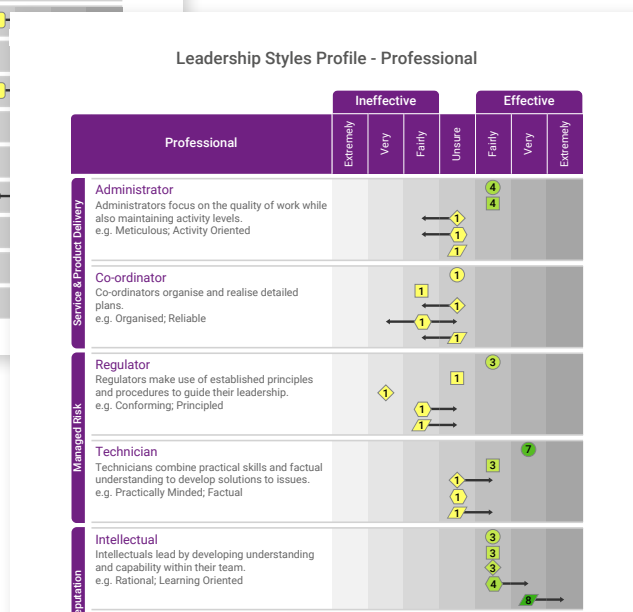
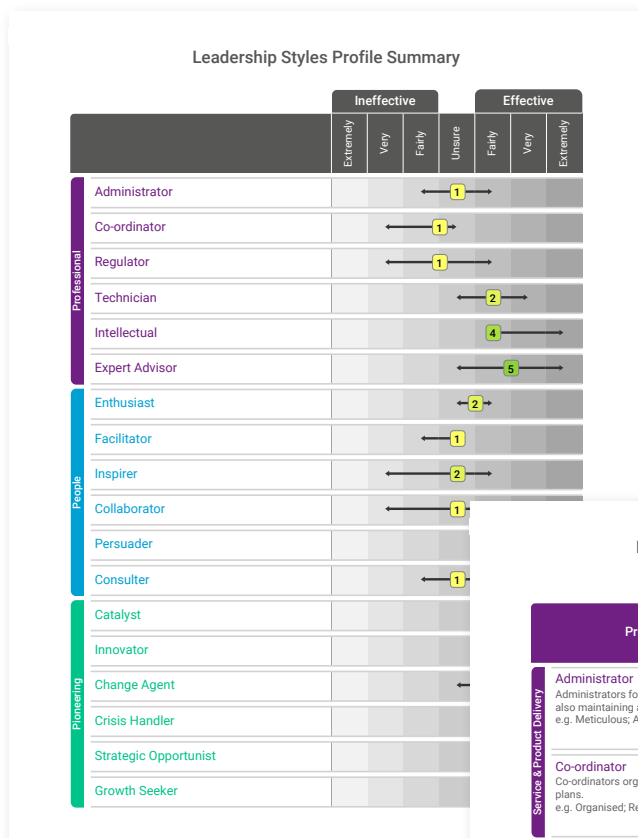


### Pioneering

- New Products/ Markets
- Organizational Transformation
- Organizational Growth

# 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



**Rater Comments**

**Chris Park makes a positive impact as a leader by...**

Boss 1: demonstrating strong commitment to organizational goals; representing the organization on product expertise and strong technical knowledge – great feedback from events

Self 1: No comments were made

Peer 1: taking a strategic view – good at identifying new opportunities and pushing forward with new approaches for improving customer service

Peer 2: Presenting on new products/services – impressive knowledge and great enthusiasm for what's new, which creates a shared sense of purpose for the team

Peer 3: No comments were made

Report 1: encouraging us to be creative and to think in new ways

Report 2: No comments were made

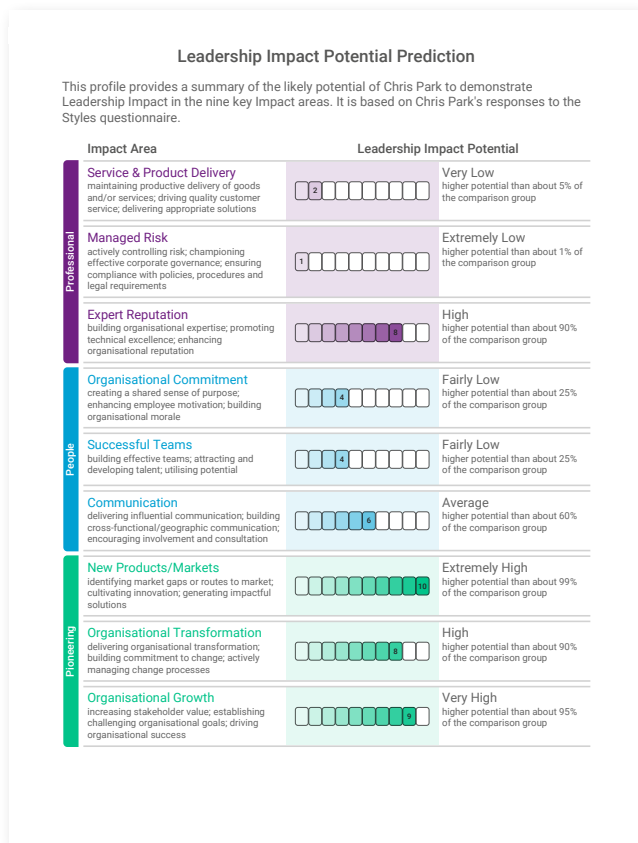
Report 3: articulating the vision on improving services and driving the team to deliver high quality solutions; promoting the achievements of the team

Other 1: No comments were made

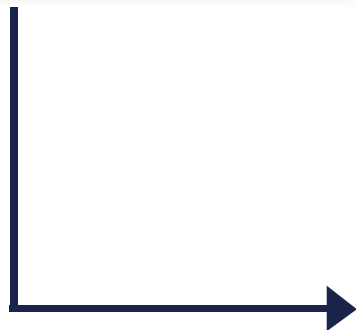
Other 2: Providing innovative solutions, taking into account our different needs

Other 3: No comments were made

# Leadership Impact Report Mapping



## 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.

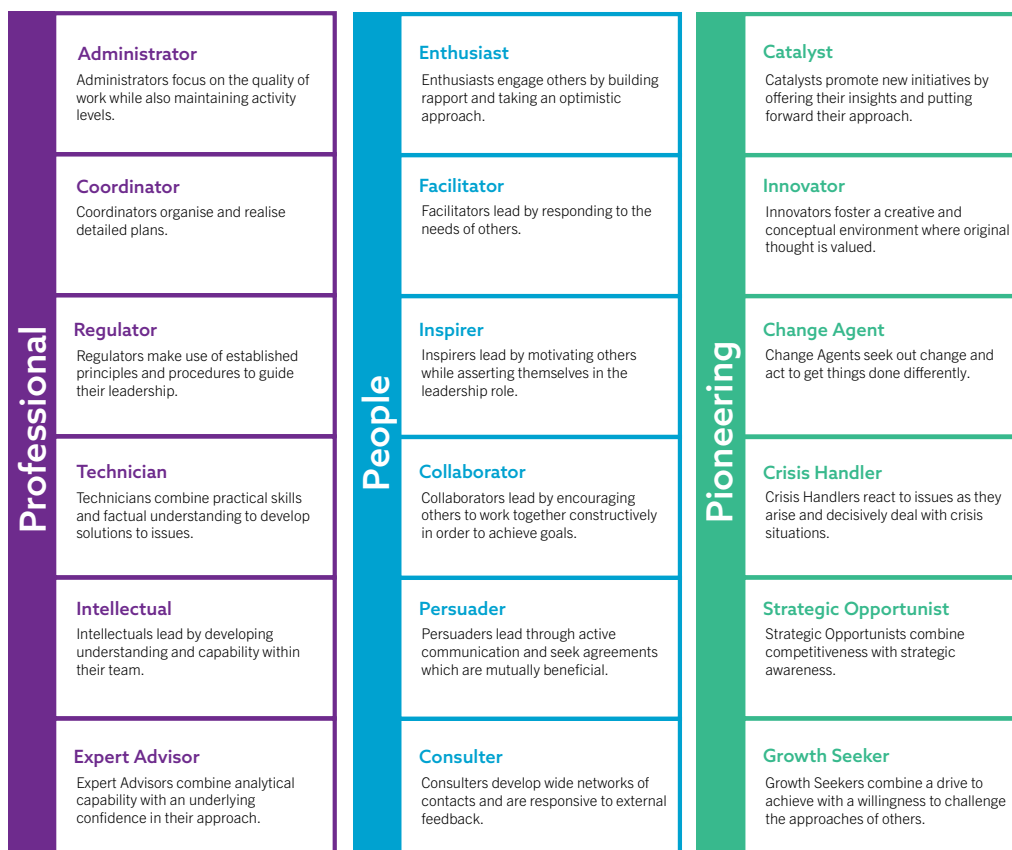
## The Leadership Impact Hierarchy - 3Ps, 9 Impact Areas, 18 Leadership Styles

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.

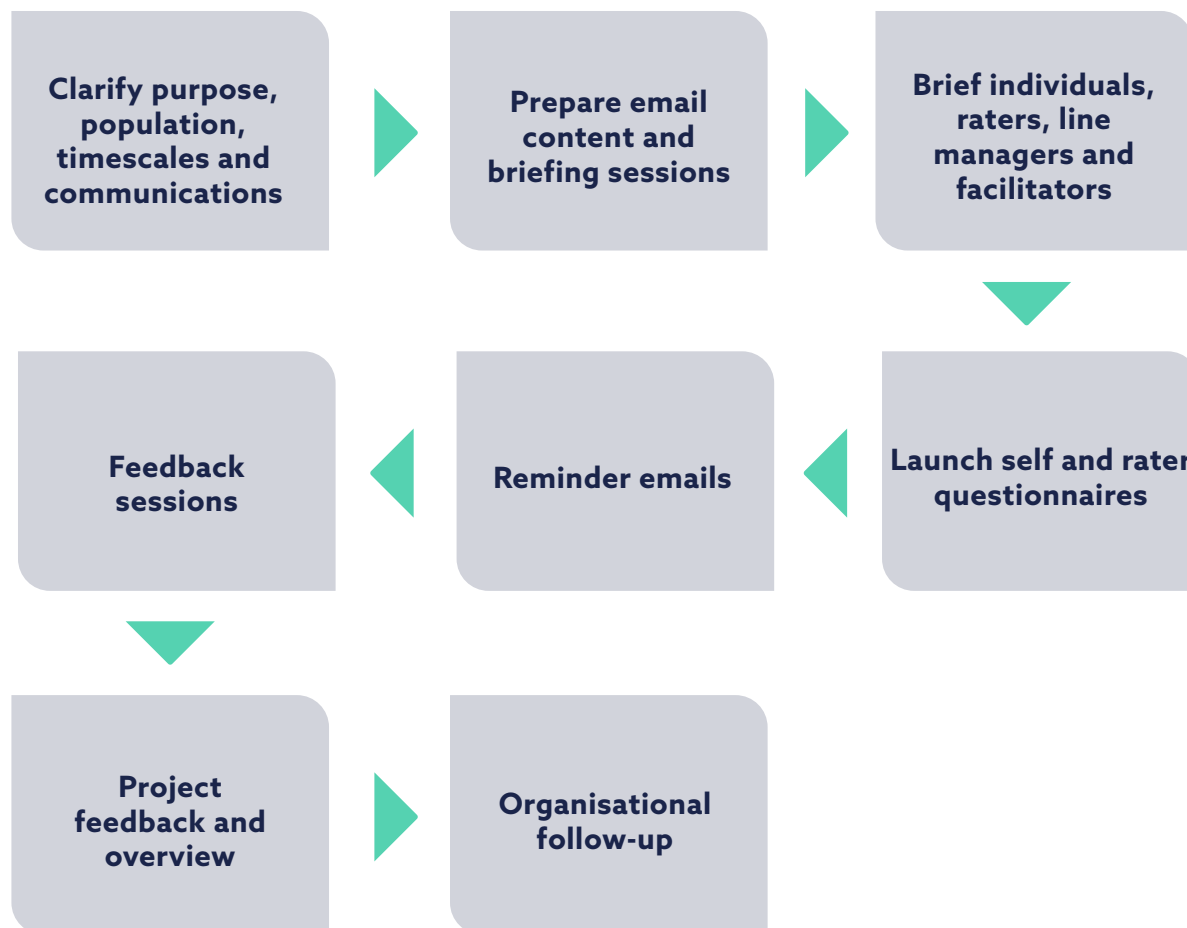






# Administration and Project Management

## 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 five (with a minimum of three) in all categories excluding Boss and Self
  - 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: Assessee nominates 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	<a href="mailto:john.issac@sample.com">john.issac@sample.com</a>

Rater Category* (Please select)	Rater First Name	Rater Last Name	Rater Lmail Address	Rater's Language (Please select)
Maximum 3 categories	Maximum 25 raters			
Boss	Natalie	Chambers	<a href="mailto:natalie.chambers@sample.com">natalie.chambers@sample.com</a>	English
Peer	Danni	Black	<a href="mailto:Danni.black@sample.com">Danni.black@sample.com</a>	English
Report	Chris	Frater	<a href="mailto:Chris.frater@sample.com">Chris.frater@sample.com</a>	English
				English
				English
				English

- 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



### Sign in

Language  
English (United Kingdom) Select Language


Username

Password

Sign in

Switch to administrator sign in

[Forgotten your password?](#)



### Sign in

Language  
English (United Kingdom) Select Language

Username

Password

Sign in

Switch to administrator sign in

[Forgotten your password?](#)

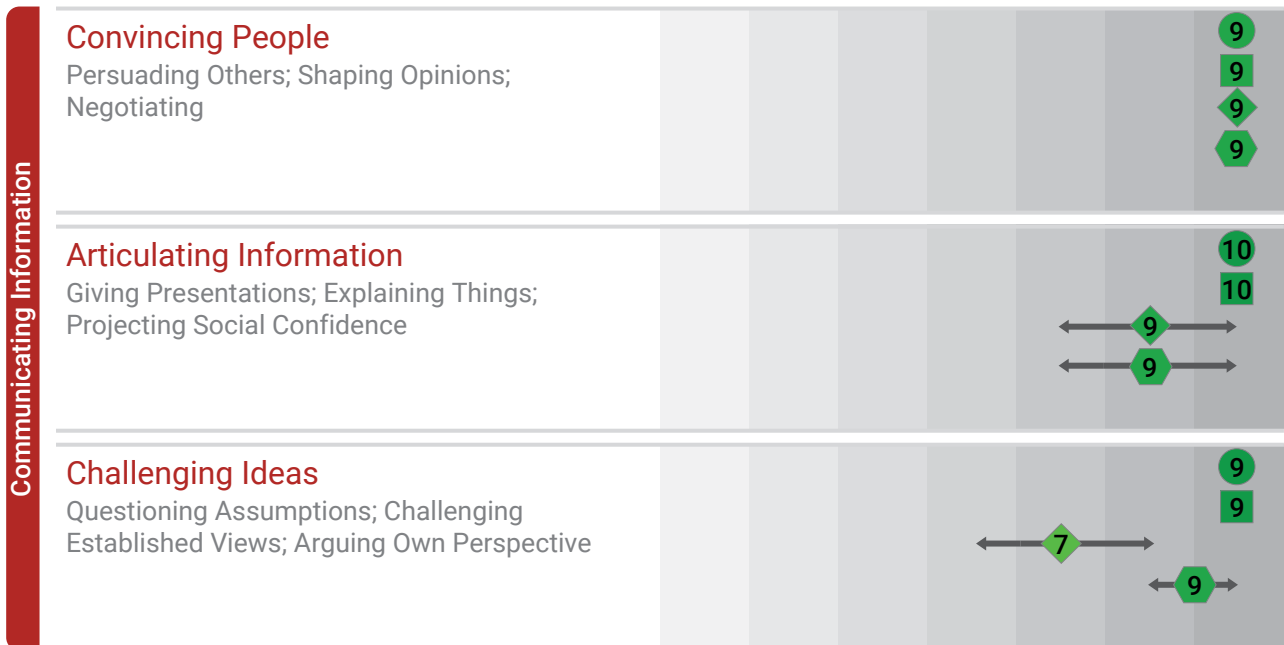
# Notes

## 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 assessee 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

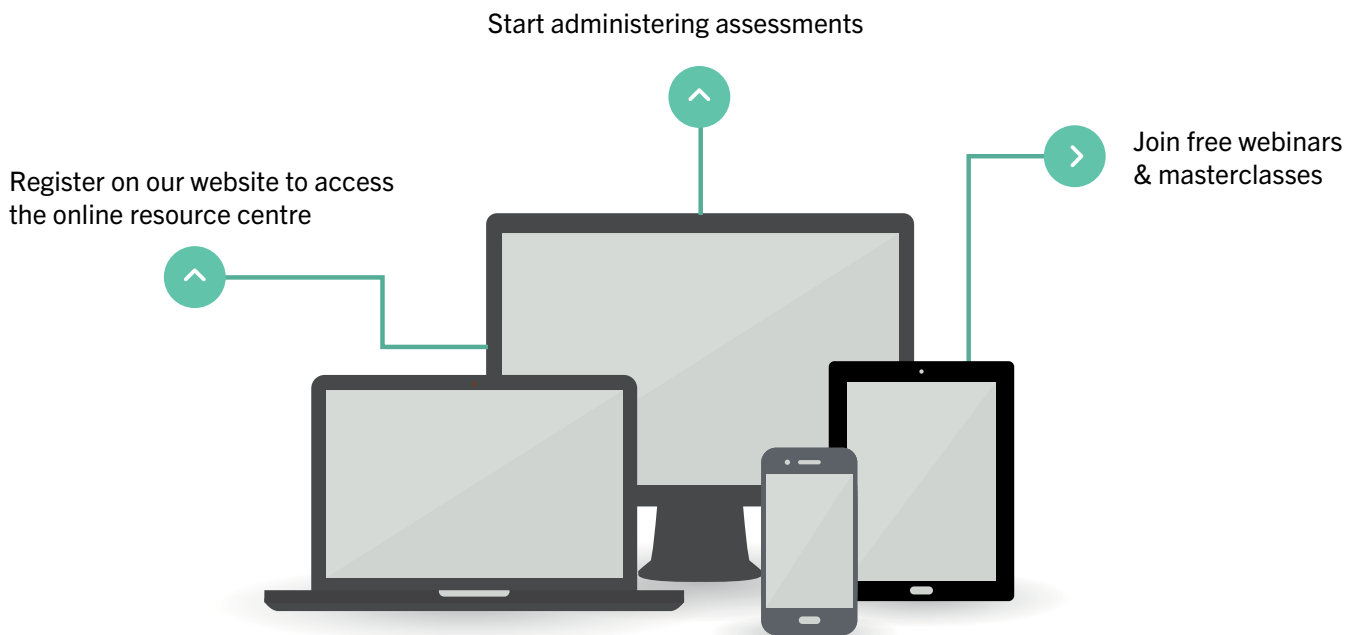
Only individuals who are managing the Performance 360 project should be given access to the databases where assessment details are saved (e.g. a spreadsheet containing rater information for each assessee, login details for the Oasys platform) and the Performance 360 reports. Assesseees may keep their 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.

## 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.

# Next Steps



Contact our Duty Consultant for additional support.



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expert@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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