Saville
assessment

International Accreditation Wave

Course Workbook

TRAINING

International Accreditation

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Introduction: SavilleAssessment

Psychometrics

- 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

Talent Assessment Solutions

Hire Talent

Improve Quality of Hire

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

Build Talent

Maximize Talent Effectiveness

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

Lead Talent

Transform Leadership Effectiveness

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

Objectives

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

Wave

- interpret Saville Assessment Wave accurately
- deliver feedback on Wave
- understand the psychometric properties of Wave
- apply Wave across different applications in a fair and
- ethical manner

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.'global organization.

In 2023 Saville Asssessment 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 skills potential 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 Aquired by Tenzing

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

Module 1: Introduction to Testing

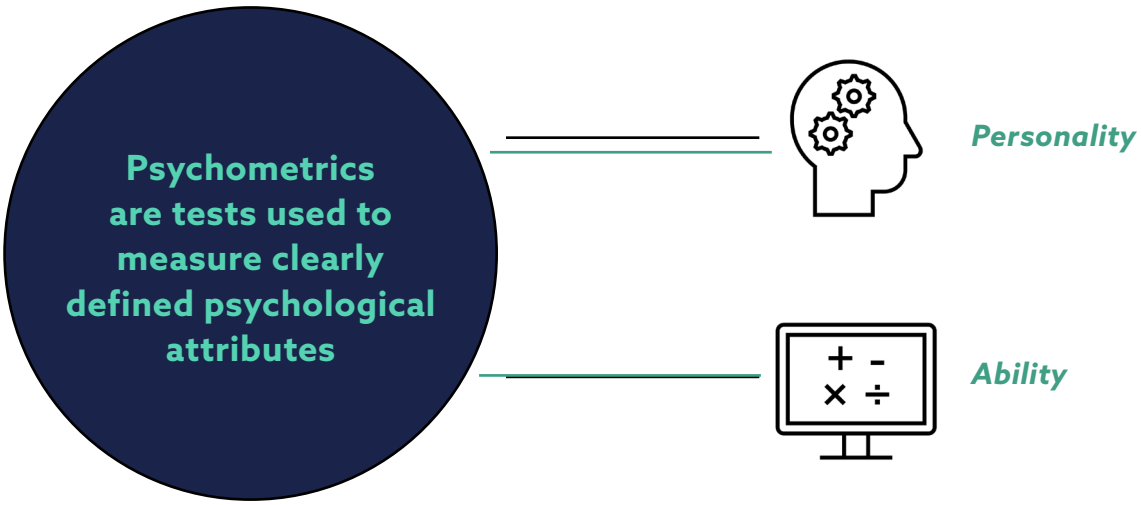
Projective Tests – Inkblot Test

Notes

Projective Tests – Thematic Apperception Test

Notes

What is a Psychometric Test?



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

'Will Do' Assessments of Typical Performance

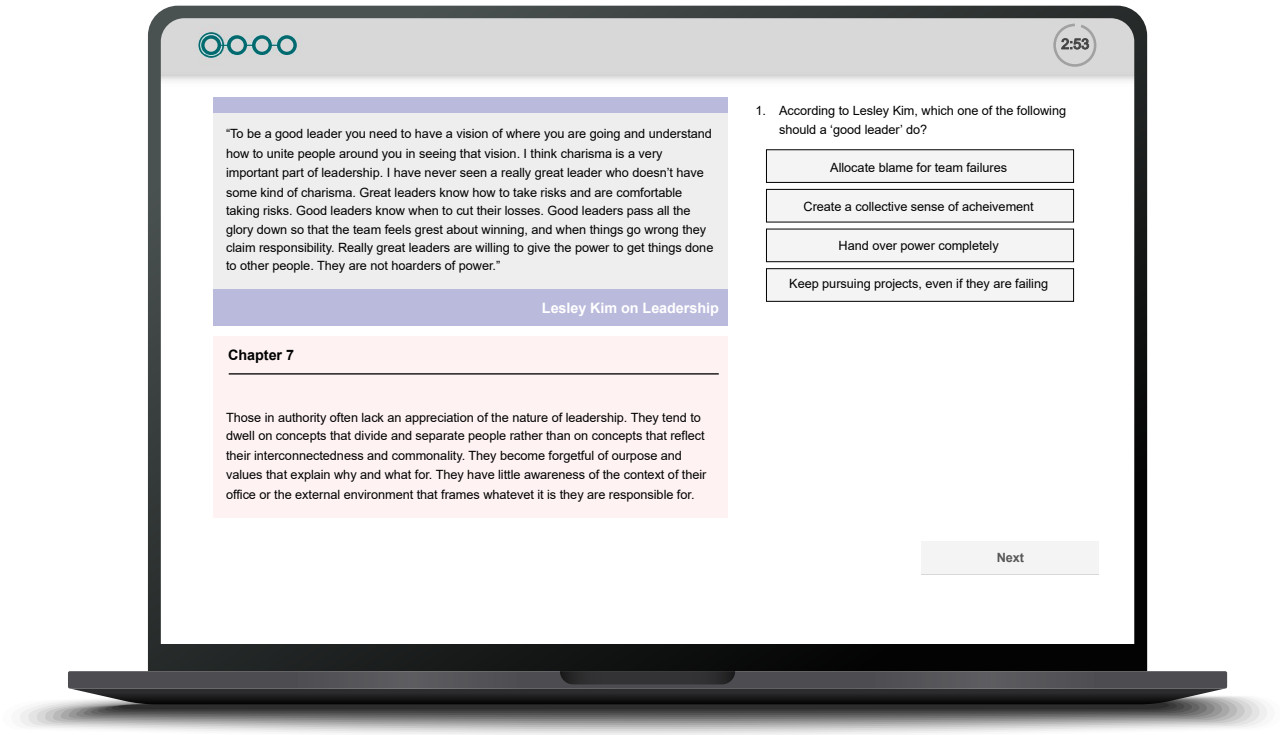
- Include self-report questionnaires without time limits
- 'Right' and 'wrong' can vary depending on context

Wave Professional Styles example:

‘Can Do’ Ability Tests of Maximum Performance

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

Verbal analysis example:



‘Can-do and Will-do Assessments

Will-do Tests

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

- Interest inventories/questionnaires
- Personality questionnaires
- Motivation questionnaires
- Job performance
- Attitude surveys
- 360 degree assessments

Interest inventories/questionnaires measure the things an individual is interested in. This type of information may be useful in career guidance. Personality questionnaires look at styles of behavior, for example the Occupational Personality Questionnaire (Saville et al, 1984) and the Professional Styles and Focus Styles versions of Saville Assessment’s Wave. Motivation questionnaires measure what people want to do. Note: this can also be measured by the Wave questionnaire detailed above. Rating scales look at measures of job performance. Attitude surveys are often of great interest in market research. 360 degree assessments ask for ratings from bosses, colleagues and subordinates. Saville Assessment has developed the Wave Performance 360 questionnaire to gather self and other ratings online.

Can-do Tests

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

- Aptitude
- Achievement/attainment
- Intelligence tests (IQ)
- In-tray
- Work sample
- Trainability tests

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

Module 2: Job Analysis

Job Analysis

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

Common Methods of Job Analysis

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

Notes:

Job Analysis

An important concept of Job Analysis is that the analysis is conducted on the job, not the person. While data may be collected from incumbents through interviews or questionnaires, the product of the analysis is a description or specification of the job, not a description of the person to be hired. Job Analysis is an essential pre-requisite to choosing which psychometric tests and questionnaires to use. In assessment, good job analysis focuses on things that can be defined clearly and measured well.

What is Job Analysis?

Job Analysis is a detailed process to identify and determine the particular job duties and requirements, and the relative importance of these duties for a given job.

Why do we do job analysis?

- Defining role profiles/job descriptions/person specifications
- Job sizing; job analysis can help determine the overall size of a role and therefore the appropriate pay grading required for it
- Developing a framework of criteria for assessment e.g. skills potential

Good Job Analysis leads to:

- Things that can be defined clearly
- Measurable concepts

Less effective Job Analysis leads to:

- Loosely defined behaviors/skills which cannot be measured easily
- Behaviors/skills which cannot be measured easily

Common Methods of Job Analysis

Traditionally, job analysis was very time consuming and involved methods to collect information from multiple sources.

Structured interviews:

- Line managers can also be interviewed to establish the requirements to perform well in a given role, e.g. Repertory Grid Comparisons can be used to compare skills potential in terms of their importance for a job
- Line managers can also be interviewed to establish the requirements to perform well in a given role, e.g. Repertory Grid Comparisons can be used to compare skills potential in terms of their importance for a job
- Visionary interviews can be conducted in a structured way with a mixture of stakeholders to establish the key requirements for a role going forwards

Job content reviews:

Another method of job analysis is job content review. Reviewers analyze what is important for a given role by studying the job via different methods that can include

- Diaries
- Observing the job
- Doing the job
- Task/job analysis questionnaires
- Validation research

Validation research

Another method of job analysis is job content review. Reviewers analyze what is important for a given role by studying the job via different methods that can include

- Large samples of job holders or applicants
- Establishing statistical links between test scores and job performance

Methods like these, including structured interviews, focus groups and visionary interviews can now also be supplemented with much faster, online methods such as the Saville Assessment Job Profiler, a multi-rater assessment or in-person or online card sort exercises. Using these methods in combination can be much more resource friendly as they are less time-consuming.

Job Profiler and Card Sort

The Saville Assessment Job Profiler tool and the Wave Performance Culture Framework Card Sort can be used to supplement different job analysis methods.

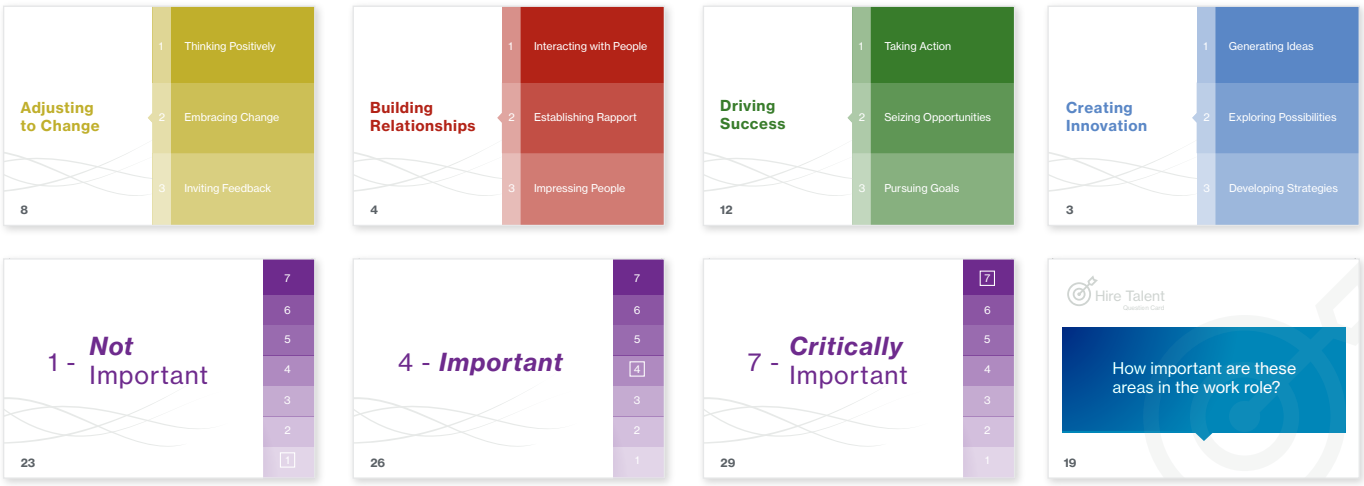
Saville Assessment Job Profiler

- Job Profiler is an online tool that takes 15 minutes to complete
- It can be used to survey different stakeholders within an organization on the importance of different behaviors and aptitude areas to a given role
- Stakeholders are asked to rate 36 behaviors and 6 aptitude areas on a 1 – 7 scale from Not Important to Critically Important, giving an overview of which areas are most relevant to the job in question. The resulted job profile aggregates the views of all stakeholders together to provide key guidance on which behaviors to assess and which aptitude areas should be evaluated using suitable aptitude assessments
- Stakeholders can also leave free-text comments on what they think is crucial to performing well in a given role

Saville Assessment Card Sort

The Hire Talent Card Deck includes: Behavior cards showing the section and dimension levels of the Wave Performance Culture framework, Ability cards showing the dimension and facet levels of the Wave Performance Culture framework, Scale cards providing structure to rank each indicator's level of important and a Question card providing direction for card sort exercises.

Using a card sort activity, stakeholders are encouraged to discuss and identify all performance indicators using 12 Behavior section cards and six Ability dimension cards. Subsequently, the Question and Scale cards can be used to facilitate further discussions of the level of important of each indicator, and to confirm the selection of relevant aptitude assessments from the Saville Assessment portfolio.



Case Study: Job Analysis

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

- Business Development Manager

The full job description and company profile can be found on page 16 and 17. Before you design your process, you'll need to do some job analysis. Normally, you would conduct job analysis using a number of different methods involving a number of different stakeholders. Card sorts are a useful way of quickly gathering opinions from individuals or groups. Have a go at one now yourself to design your person specification. Use the steps listed to help you.

- Review your job description
- Use the Wave card deck to identify up to eight key skills potential areas (five behaviors and three abilities)
- List your key skills potential areas in the space below

Key Skills Potential Areas:

1.

2.

3.

4.

5.

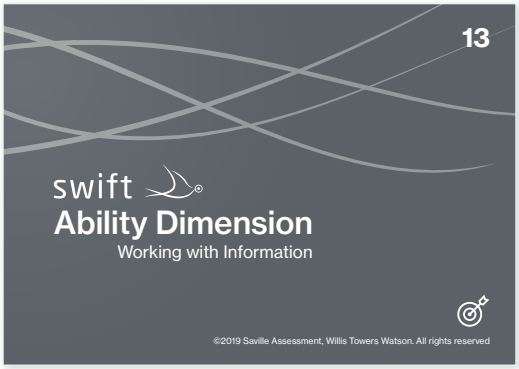
6.

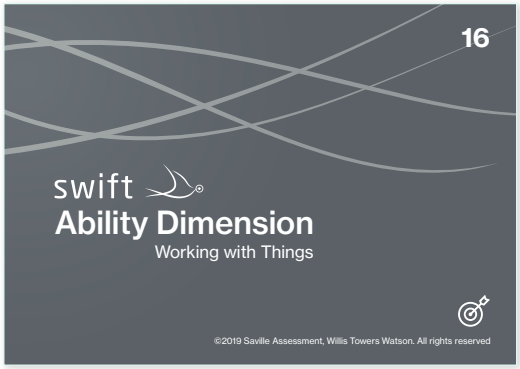
7.

8.

Hire Card Deck - Behavioral Sections

Card Deck - Ability Sections





Working with Words
Verbal Aptitude

13

A	Understanding Word Meaning
B	Comprehending Text
C	Making Verbal Inferences
D	Evaluating Written Materials
E	Comparing Arguments

Working with Systems/Logic
Diagrammatic Aptitude
Abstract Aptitude

16

A	Understanding Logical Rules/Sequences
B	Comprehending Process Diagrams/ Processes
C	Identifying Causes/ Rules
D	Finding Faults
E	Comparing Flowchart Sequences

Working with Numbers
Numerical Aptitude

14

A	Understanding Tables
B	Comprehending Graphs
C	Making Numerical Inferences
D	Evaluating Quantities
E	Comparing Data

Working with Designs
Spatial Aptitude

17

A	Estimating Lengths and Angles
B	Recognizing Rotated Shapes
C	Visualizing 3D Objects
D	Inspecting Objects
E	Designing Things

Working with Details
Error Checking Aptitude

15

A	Checking Letters and Text
B	Checking Numbers and Tables
C	Checking Codes and Symbols
D	Identifying Mistakes
E	Classifying Information

Working with Equipment
Mechanical Aptitude

18

A	Understanding Mechanical Problems
B	Comprehending Physical Principles
C	Estimating Movement of Objects
D	Using Tools
E	Operating Machinery

Job Description

Business Development Manager

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

Key Responsibilities:

- Managing the team and coordinating their sales and account management activities
- Forming strategies on developing e-learning's usage with existing accounts and generating and following up new leads
- Generating innovative ideas and creative approaches to e-learning with due consideration of customer needs
- Providing additional training to the team to increase sales revenues
- Managing challenges encountered by the team and advising on the best course of action
- Developing and delivering effective solutions for clients
- Producing monthly billing reports for the Management Team and managing project budgets
- Analyzing and reporting on solution effectiveness

Required Skills and Experience:

- Proven sales track record
- Influencing and negotiation skills
- Interpersonal and communication skills
- Able to network and build relationships with a range of individuals
- Excellent project management skills
- Able to motivate a team to achieve targets
- Able to develop innovative approaches to meet business objectives
- Can adapt to challenging situations and remain positive
- Approachable, providing support and sharing expertise with the team
- Previous experience working with dynamic simulation software and knowledge of e-learning programs
- Strong written & verbal communication skills
- Strong numerical & logical thinking skills

Company Overview

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

Number of Employees: Approximately 400.

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

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

The Account Management Team aims to:

- Identify and successfully secure sales with new clients
- Manage a portfolio of key clients, supporting the implementation of e-learning sales projects
- Provide ongoing support to develop business opportunities within these clients

Account Managers need to liaise closely with the Marketing Team to initiate and manage promotional campaigns and with the IT Development Team who develop the software to the client's specifications.

The Account Management team consists of 14 individuals who were previously Sales Advisors at Tradigital.

Current Situation: There is a need to appoint a Business Development Manager to head up the newly created Account Management Team.

Notes

Profiling Requirements

Ensuring that the correct assessments are used in a particular context is extremely important. Choosing the correct assessment helps to increase the reliability, validity and fairness of any assessment process, and also guards against risks associated with incorrect or poor assessment use. One of the most important stages in this process is the profiling of the requirements for an assessment process, i.e. knowing what you're trying to measure and choosing the best tools which help you to do this.

Wherever possible, questionnaires and tests should be chosen on the basis of a thorough job analysis to ensure that decisions are being made with the use of relevant information. Job analysis is a process to identify and determine in detail the particular duties and requirements in a role, as well as the relative importance of these for the job. This can include deciding which aspects or scales from an assessment will be considered relevant to the job. When looking at the importance of Wave scales for a particular role, selecting six Wave sections as critical areas is generally a realistic and manageable number.

Job analysis is an essential pre-requisite to choosing which psychometric tests and questionnaires to use. There are several ways to profile a role, including: interviews with incumbents and supervisors, questionnaires (structured, open-ended, or both), observation, and gathering background information such as job descriptions. It is common to use more than one of these methods.

Saville Assessment have developed the Job Profiler and Wave Performance Culture Framework card deck to support organizations in their job profiling activities.

Wave Performance Culture Framework

The Wave Performance Culture Framework card deck can be used for a wide variety of applications. The cards cover Behavior, Ability and Global measures from the overarching Wave Performance Culture Framework.

The framework gives enormous flexibility to measure performance and work culture. It provides a 'language of work' that helps workers and managers describe work, performance, and culture in a clear, concise and objective manner.

You can decide how to classify and prioritize work elements, from a very broad level through to a very detailed and granular level. That flexibility allows users to focus in at the most appropriate level for their application and to 'drill down' when more specific information is needed.

The card decks can be used on a one-to-one basis, with small groups/teams or with large focus groups as part of interactive sessions to assess key characteristics. It offers an engaging and interactive approach with line managers and non-HR teams at all levels in an organization. The vocabulary is simple, direct and jargon-free. The cards enable users to cover a lot of ground quickly and tease out areas of agreement/disagreement using a constructive and non-threatening process.

Job Profiler

Saville Assessment have developed the Job Profiler questionnaire, an online measure (taking just 15 minutes to complete) that captures the essential features of jobs in an efficient and effective manner.

The Job Profiler includes multi-ratings, gaining perspectives from the job holder, boss, stakeholders and reports.

The assessment covers Behaviors, Ability and Global measures from the overarching Wave Performance Culture Framework.

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

There is also a free text section that adds richness to the data gained from the rating scale. The free text allows users to explore opinions of key skills and knowledge from different rating groups in more detail to help identify the core role requirements.

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

Module 3: Introducing Wave

"A suite of online questionnaires measuring personality, talent, motives, skills potential and preferred culture, all combined in one dynamic instrument."

Why Wave Styles?

- Exceptional validity in predicting workplace outcomes
- Understanding how both motives and talents drive performance
- Measures preferred environment/culture fit
- Online dynamic question format (rating/ranking)
- Reduces potential distortion and identifies specific areas of distortion
- Effectively measures other models/frameworks
- One fully integrated assessment model

Behavior Model

THOUGHT

INFLUENCE

ADAPTABILITY

DELIVERY

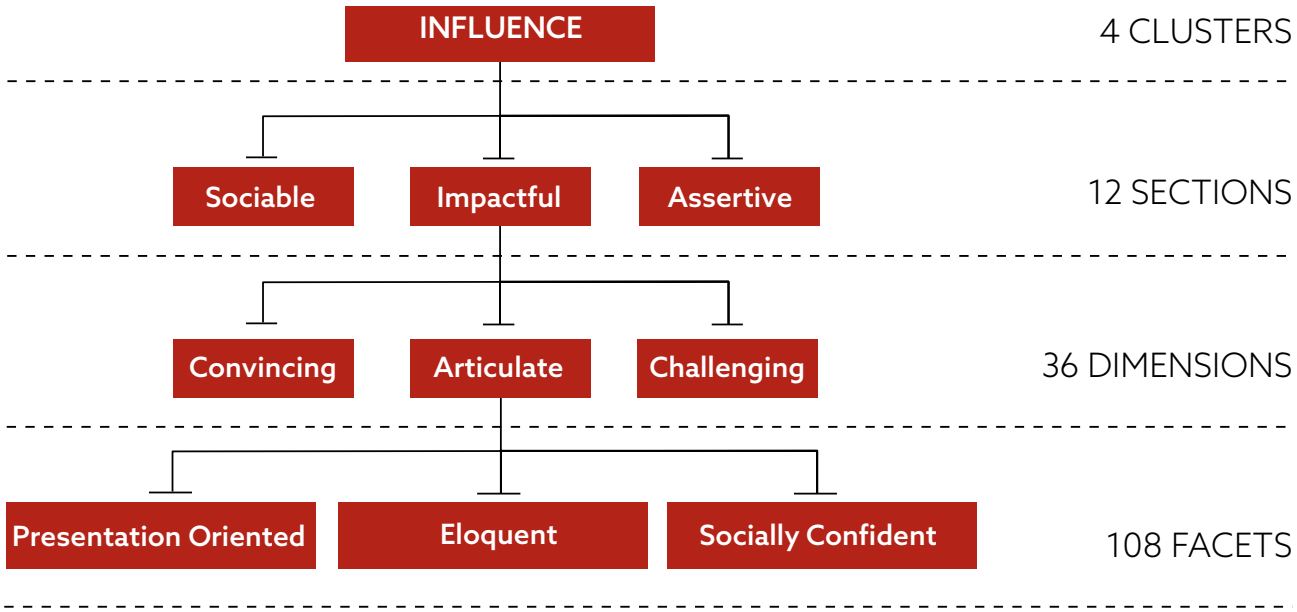
Evaluative
Investigative
Imaginative

Sociable
Impactful
Assertive

Resilient
Flexible
Supportive

Conscientious
Structured
Driven

Wave Professional Styles Hierarchy



Relationship with the 'Big Five'

Extensive Coverage of Work Behaviors

- Comfort with IT
- Speed of learning
- Sticking to decisions
- Building rapport
- Developing strategy
- Networking
- Responsibility for big decisions
- Identifying business opportunities
- Encouraging others
- Engaging

Clusters and Dimensions Worksheet

The 36 dimensions are listed alphabetically in column one. For each dimension place a tick in the relevant column to assign the dimension to one of the four clusters.

DIMENSION	THOUGHT	INFLUENCE	ADAPTABILITY	DELIVERY
Abstract				
Accepting				
Activity Oriented				
Analytical				
Articulate				
Attentive				
Challenging				
Change Oriented				
Composed				
Conforming				
Convincing				
Directing				
Dynamic				
Empowering				
Engaging				
Enterprising				
Factual				
Insightful				
Interactive				
Inventive				
Involving				
Learning Oriented				
Meticulous				
Organized				
Positive				
Practically minded				
Principled				
Purposeful				
Rational				
Receptive				
Reliable				
Resolving				
Self-assured				
Self-promoting				
Strategic				
Striving				

Notes

Why Wave Styles?

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

- The questionnaires demonstrate exceptional reliability and validity – concepts which we will return to later in the course. Gathering validity on every item continues on an ongoing international basis.
- Wave Styles differentiate between motivational drivers and capability to highlight areas where talent is matched and supported by motivation – and areas where talents and motives are not aligned.
- The questionnaires predict the preferred culture and environment which an individual is likely to be suited to and effective in.
- Wave Styles uses a new dynamic, online question format which integrates rating and ranking tasks. This presents a profile that highlights differences that result from the two formats which may reflect specific areas of distortion.
- The questionnaires combine greater breadth with greater precision in measurement to look at individuals in a much more detailed way. This level of detail enables a detailed match with client frameworks, allowing for fast configuration of output reports to predict client skills potential and other models.

Wave Professional Styles Model

The Wave Styles model was specifically developed with a clear scale hierarchy which carries several advantages to users. This allows users to quickly obtain a high level overview of an individual's style and also the capacity to understand an individual's unique style with real precision and detail.

At the top level of the hierarchy are four over-arching clusters. Each cluster subsumes three sections. Within each section are three dimensions. Each dimension is composed of three facets (108 in total). The Wave Professional Styles questionnaire features one motive and one talent question for each of the 108 facets, giving 216 questions in total. We shall see that on the Wave Styles Expert reports, the facets are reflected in the verbal comments alongside each dimension.

An example of one 'branch' of the model is the Influence cluster. This cluster is about influencing and working with others. Influence encompasses the sections Sociable, Impactful and Assertive. The Impactful section is made up of three dimensions: Convincing, Articulate and Challenging.

The Articulate dimension is made up of three facets: Presentation Oriented, Eloquent and Socially Confident. These facets relate to giving presentations, explaining things effectively and confidence with new people.

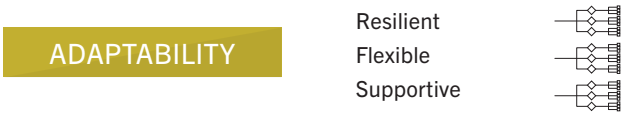
Users have the choice of which level they wish to use, depending upon the particular application.

A high-level overview of the four Wave clusters can be found below:

Thought encompasses the sections Evaluative, Investigative and Imaginative. This cluster is focused on developing ideas, from analyzing problems and showing interest in underlying principles through to being more expansive and divergent in thought by being creative and strategic.

Influence encompasses the sections Sociable, Impactful and Assertive. This cluster relates to communication and working with others. It is concerned with establishing positive relationships with people and demonstrating positive leadership behaviors.

Adaptability encompasses the sections Resilient, Flexible and Supportive. This cluster covers areas of emotional, behavioral and social adaptability, respectively.



Delivery encompasses the sections Conscientious, Structured and Driven. This cluster is focused on implementation and delivery of results, from ensuring high standards of delivery through to proactively making things happen.

Wave and the Big Five Model of Personality

The Big Five Model of personality is widely recognized as a useful taxonomy or organizing framework for personality traits. The five factors are Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism (the initials of which form the handy OCEAN mnemonic). Neuroticism is increasingly referred to in the wake of positive psychology as Emotional Stability.

It is useful to understand how the Saville Assessment Wave Model relates to the Big Five. The cluster labeled Thought can be aligned to Openness to Experience, Influence to Extraversion, and Delivery to Conscientiousness. The Adaptability cluster covers Agreeableness and Emotional Stability.

The Saville Assessment model covers all of the ground of the Big Five and places two of the Big Five (Agreeableness and Emotional Stability) in one cluster which reflects the relative importance of the five factors to work performance. A quick drill-down into Adaptability lets users understand where individuals are on the two factors with the Supportive section relating to Agreeableness and the Resilient section related to Emotional Stability.

Questionnaires can have different structures with many scales and still measure all of the Big Five factors in great detail. For example, Wave Professional Styles measures 108 facets of workplace behavior. This is in stark contrast to questionnaires which only have four scales; therefore, these other inventories are clearly missing at least one major component of human personality.

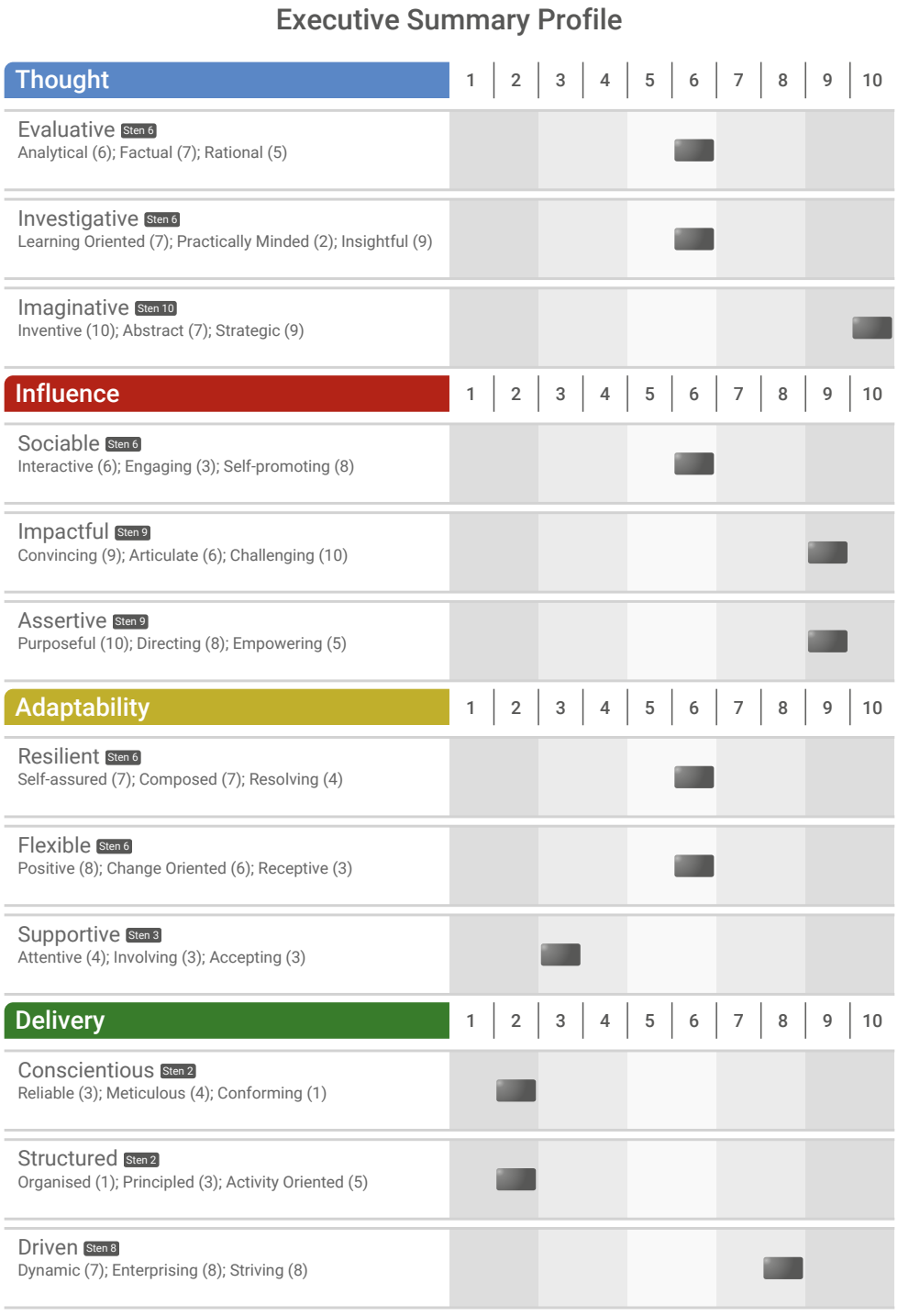
Extensive Coverage of Work Behaviors

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

The Saville Assessment Wave model has many measures of workplace behavior to reflect the needs of the modern workplace which are not all covered in other models. For example, there are measures that give insight into individual learning orientation (seeking opportunities to learn, speed of learning, preference for learning by doing or reading), comfort working with IT, and engaging with others through networking activities. All 108 facets feature on the Wave Professional Styles Expert Report.

Module 4: Deep Dives

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



Structure of the Psychometric Profile

Wave Facet Verbalizers

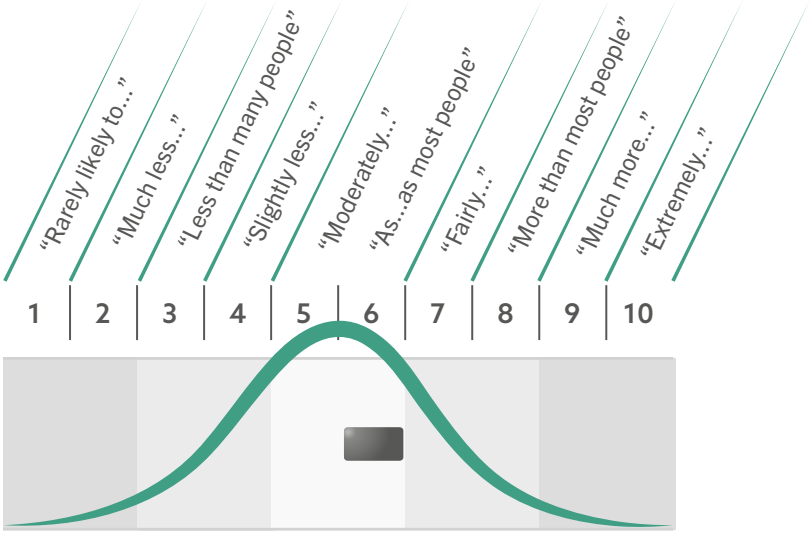
- Each facet is underpinned by two questions: one motive and one talent
- The facet description of the individual's behavior changes depending upon the Sten score
- In feedback, people are less comfortable accepting 'low' talent descriptions than 'low' motive descriptions
- As a result, the 'low' facet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

Notes:

Sten Scale

We use a Sten, standardized one – ten scale across the profile. This allows us to use an external benchmark and make sense of your responses against a comparison group.

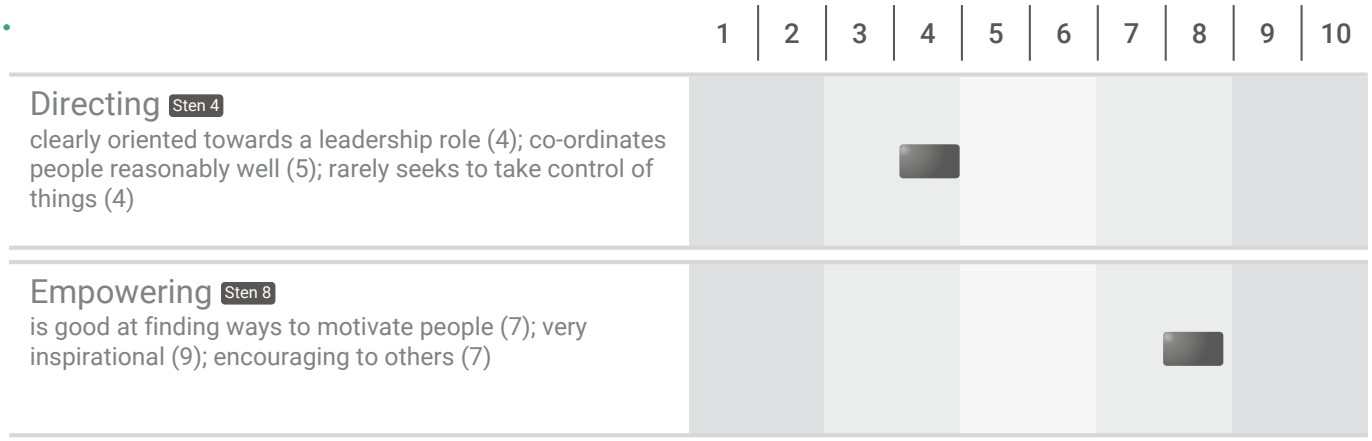
- The boldest blue on the left, around Stens 1 and 2, conveys where the individual's response is much less than that of the comparison group
- The mid-blue on the left, around Stens 3 and 4, conveys where a person's response is slightly less than that of others in the external benchmark
- The palest blue shade, around Stens 5 and 6, indicates the typical range of responses in the comparison group
- The mid-blue on the right, around Stens 7 and 8, is where the response is slightly more than that of others in the comparison
- The bold blue furthest to the right, Stens 9 and 10, indicates where an individual has indicated a much greater preference for a given area than others in the benchmark group



Linking Exercise: Dimensions

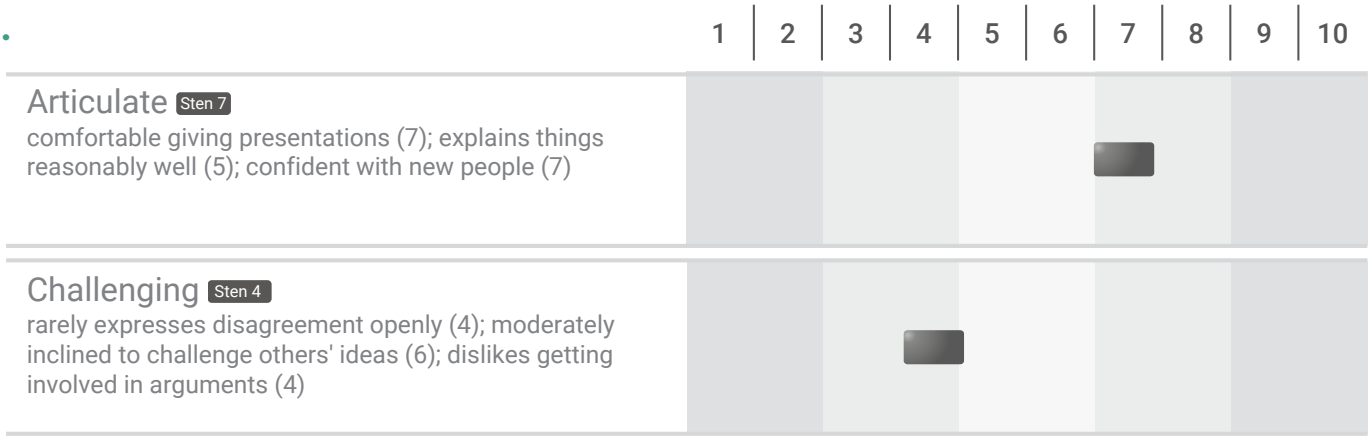
Please write some interpretive notes on the following examples:

1.



Notes:

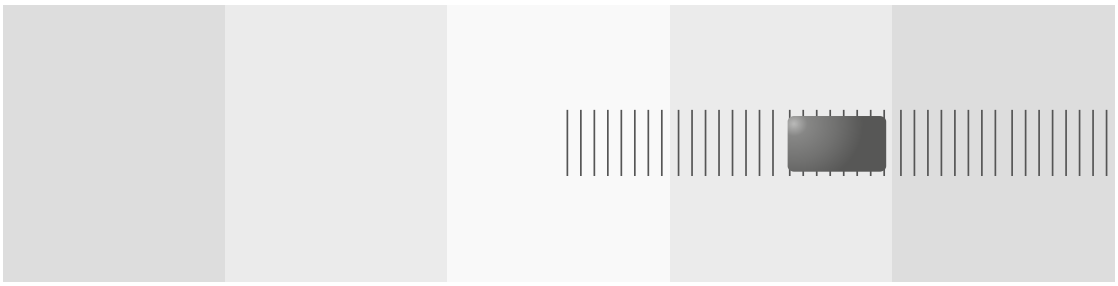
2.



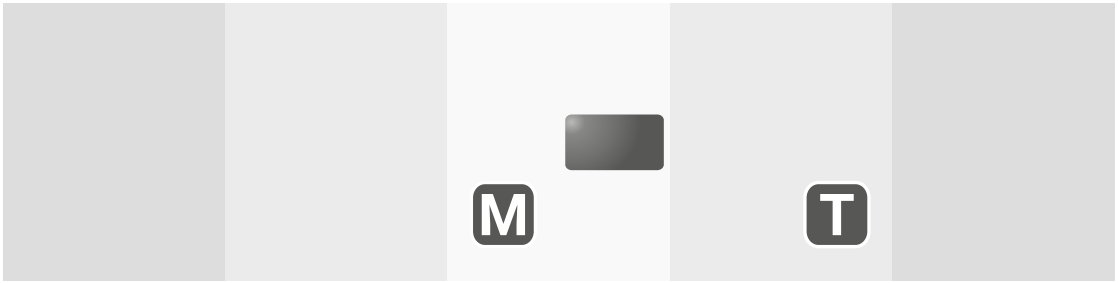
Notes:

Delve Deeper

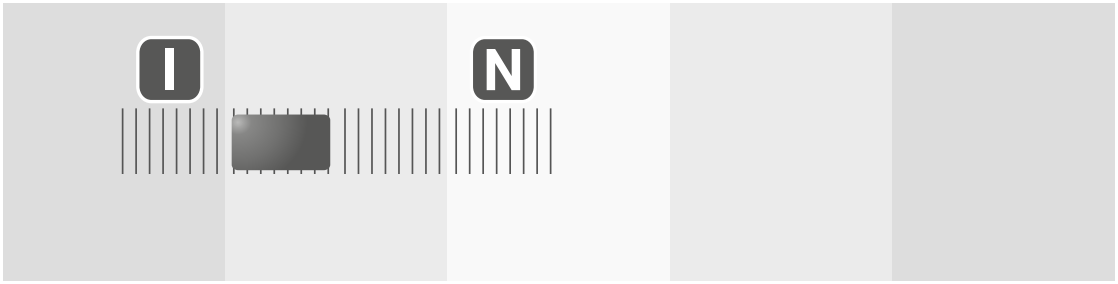
Facet Range



Motive-Talent Split



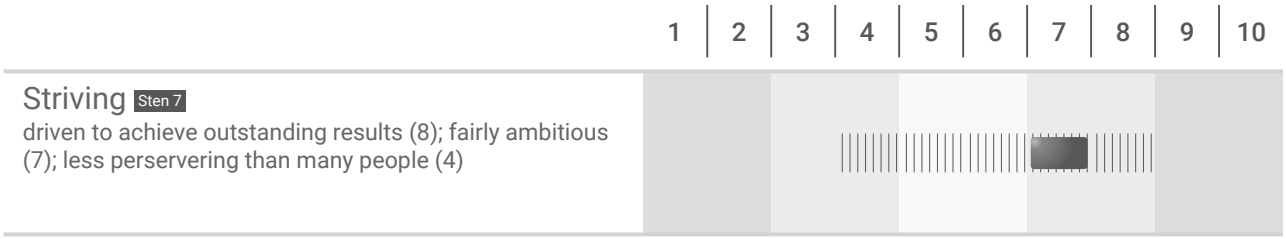
Normative-Ipsative Split



Notes:

Deep Dive 1: Facet Range

Where there is a range of facet scores within any dimension that is three Stens or more, the scores for the individual facets are shown on the profile. This often represents a point of uniqueness which goes against the general trend.



Notes:

Linking Exercise: Facet Ranges

Please write some interpretive notes on the following examples:

1.

Notes:

2.

Notes:

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

Notes:

What are Motives?

- Motives are the ‘need’ items of the questionnaire
- They measure the individual’s needs / wants / desires / preferences
- They reveal what the individual is motivated or driven by

I enjoy

I want

It is important to me

Notes:

What are Talents?

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

I am good at

I am

People say I

Notes:

Match the Motive and Talent Items

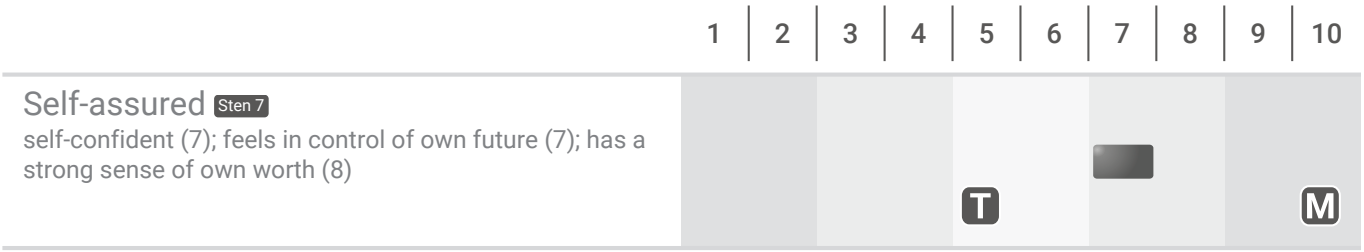
For each item, indicate whether it is motive or talent by putting ‘M’ or ‘T’ in the box provided.

I enjoy giving presentations		**I am good at working with numerical data**	
I am considerate to others		**People say I am energetic**	
I want to be the leader		**I prefer to be optimistic**	
Using technology is one of my strengths		**I need to have rules to follow**	
I work well when I am busy		**I feel comfortable dealing with angry people**	
I have a strong sense of my own worth		**It is important to me to feel positive about myself**	

Deep Dive 2: Motive-Talent Splits

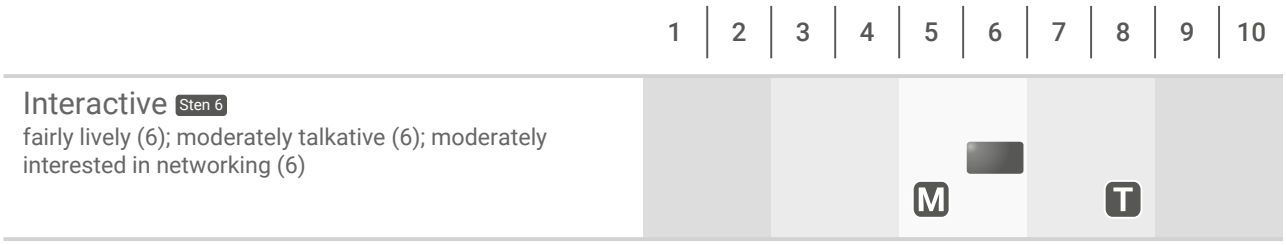
Differences of three Stens or more between the motive and talent score on a dimension are highlighted and may indicate a point of interest.

The individual reports motive higher than talent.



Explore the need and potential to develop.

The individual reports talent higher than motive.



Explore the discrepancy, try to understand why motive is lower and what impact this has on performance.

Notes:

Interpreting Split Directions

Motive higher than talent

- aspires to…
- does less well, but with high frequency?
- demonstrates with enthusiasm but potentially less skill?

Talent higher than motive

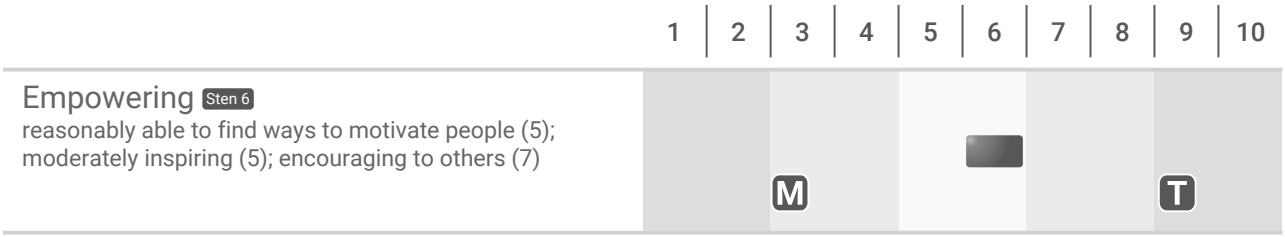
- bored of…
- does well, but with low frequency?
- demonstrates this with ease but with less passion?

Notes:

Linking Exercise: Motive-Talent Splits

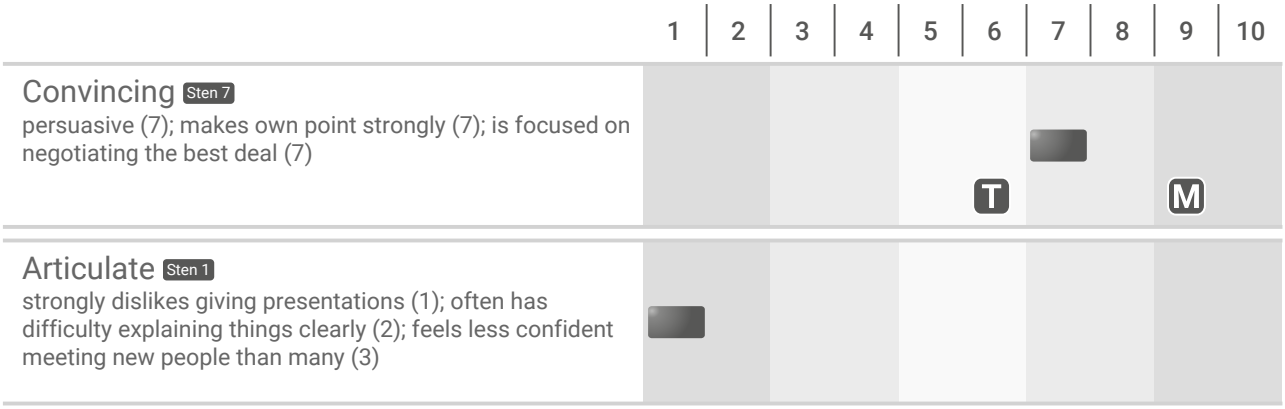
Please write some interpretive notes on the following examples:

1.



Notes:

2.



Notes:

Response Bias

Most people give an accurate self-description on self-report questionnaires but some do not. For example:

- Some people have a false impression of themselves
- Some people are motivated to fake good or fake bad

How do we know? What can we do?

Distorted Results?

Prevent

- Use a questionnaire with a format designed to control for response bias
- Before administering such a questionnaire, indicate that:
  - The profile will be cross-referenced with other data
  - The results will be discussed during feedback/interview
  - There are response checks within the questionnaire

Detect

- Wave uses a dynamic format which leads to both normative and ipsative scoring in the same administration
  - This gives an overall indication of how positive/lenient or negative/self-critical someone has been in their responses
  - This also highlights to the user specific areas where distortion may have occurred

Notes:

Normative Scores from Ratings

People are free to rate themselves as they like on each individual statement and the resulting normative profile could reflect a highly positive or negative self-perception.

Profiles can be high across most scores for people who are positive responders and vice versa for those who are very self-critical.

I really **want** to be successful	1 2 3 4 5 6 7 8 9	Very Strongly Agree
Receiving praise really **motivates** me	1 2 3 4 5 6 7 8 9	Very Strongly Agree
I am really **interested** in why peple behave as they do	1 2 3 4 5 6 7 8 9	Disagree
Having all the relevant information is **important** to me	1 2 3 4 5 6 7 8 9	Unsure
It is **essential** to me that I meet my deadlines	1 2 3 4 5 6 7 8 9	Strongly Agree
I **want** to receive feedback on my performance	1 2 3 4 5 6 7 8 9	Strongly Agree

Ipsative Scores From Rankings

The individual is forced to choose between different statements and the resulting ipsative profile provides a balance of high and low scores.

Some individuals find ranking tasks a little bit more challenging because they are always forced to prioritize one thing over another.

I really **want** to be successful	Most	Least
Receiving praise really **motivates** me	Most	Least
It is **essential** to me that I meet my deadlines	Most	Least
I **want** to receive feedback on my performance	Most	Least

Why Both in Wave Styles?

The dynamic rate/rank format of Wave carries a number of advantages:

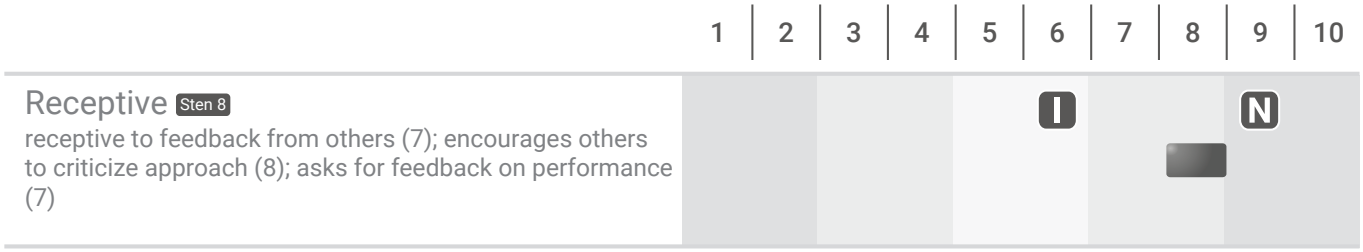
- Increases candidate acceptability
- Creates more varied profiles
- Enables reporting at facet level
- Enhances reliability and validity
- Makes faking more complex
- Makes distortion easier to detect

Notes:

Deep Dive 3: Normative-Ipsative Splits

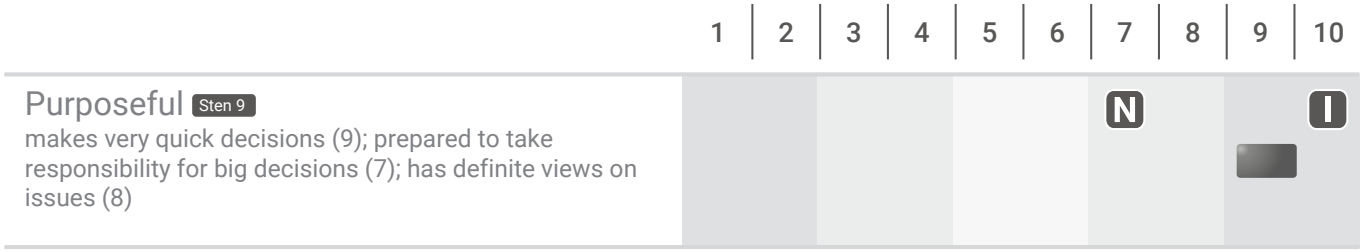
Differences of three Stens or more between an individual's normative and ipsative response on a dimension are highlighted and could represent an area of over- or under-rating to explore.

Normative score is higher than ipsative score



Check/verify for potential exaggeration

Ipsative score is higher than normative score



Check/verify for potential modesty/self criticism

Notes:

Interpreting Normative-Ipsative Splits

Ipsative lower than Normative

Are you less critical/over-rating yourself in this area?

Normative lower than Ipsative

Are you self-critical/under-rating yourself in this area?

Other Hypotheses to Explore

Explore any likely impact of splits in recruitment or development, for example:

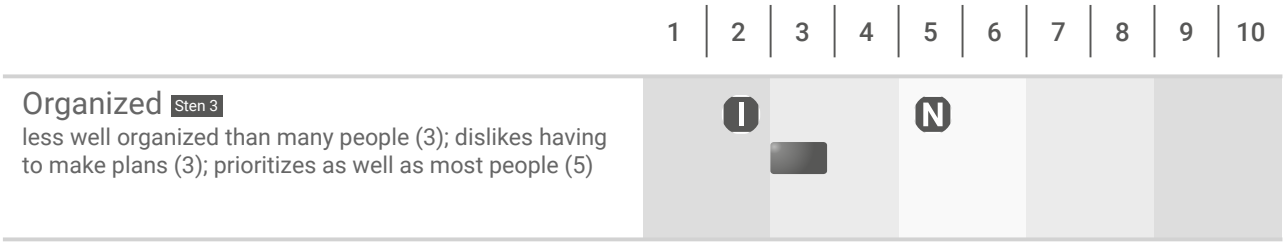
- **N** – "Is this how they are when things are free and easy?"
- **I** – "Is this how they are when there is more pressure?"
- **N** – "Is this how they prefer to see themselves?"
- **I** – "Is this the uncomfortable/unrecognized truth?"
- "In which situations are they more likely to be like this?"
- "In which situations are they less likely to be like this?"

Notes:

Linking Exercise: Normative-Ipsative Splits

Please write some interpretive notes on the following examples:

1.



Notes:

2.

Notes:

Understanding Overall Response Patterns

The Response Summary presents four response summary scores. Saville Assessment Wave uses these four cross-checks to detect potential candidate distortion.

Full Psychometric Profile - Response Overview

This profile provides a detailed assessment of Chris Park'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

Ratings Acquiescence

The first measure we look at is called Ratings Acquiescence. This is a measure of how positive or self-critical a person has been when rating themselves. A high score suggests that the individual has been more positive in their self-assessments on the rating scale. A low score suggests a degree of self-criticism when rating. Ratings Acquiescence will have an impact on the psychometric profile, to an extent; i.e. if someone has been very self-critical, you will likely see more lower sten scores on the psychometric profile.

By itself Ratings Acquiescence is not a measure of faking and there could be several possibilities for the score. Those with higher Ratings Acquiescence may have high self-esteem, have a strong need to please, lack of self-criticism or the individual may be a high performer who accurately and genuinely agrees with many of the questions.

Ratings Acquiescence is a measure of how positive or self-critical a person has been when rating themselves

A high score suggests that an individual has been more positive in their self-assessment while a low score indicates a degree of self-criticism

Consistency of Rankings

Consistency of Rankings is a measure of how consistently a person has ranked characteristics across the 36 Dimensions.

High scores suggest that the respondent has been more consistent in their rankings, i.e. they have ranked similar behaviors in a similar way. Low scores, on the other hand, suggest that they have been less consistent when ranking. Low consistency isn't necessarily a problem and may simply highlight that the individual is less aware of where their strengths and challenge areas

lie. Low scores may also be attributable to the individual having had difficulty rank ordering items, the individual being very 'situational' and viewing themselves as displaying behaviors differently depending on the situation, and it could even indicate low motivation towards the task.

Sometimes, when combined with very high Ratings Acquiescence, very low consistency might be indicative of someone trying to 'fake good'. Whilst this is not always the case, in these instances you should seek to validate the profile in a feedback or interview setting.

- Consistency of Ranking is a measure of how consistently a person has ranked characteristics across the 36 Dimensions
- Low consistency could come about when the individual is less sure of their strengths and challenge areas, has had difficulty rank ordering items, has a situational style, or has low motivation towards the task
- Where very low consistency is combined with very high acquiescence, it is useful to validate the profile in a feedback or interview setting

Motive-Talent Agreement

The last measure looks at the degree of alignment between an individual's responses to the motive and talent items. Higher Motive-Talent agreement suggests that they have aligned talents and motives. In other words, they are good at the things that they enjoy doing. Lower alignment between motives and talents may be representative of someone who finds little enjoyment in areas where they are talented. It could be that their immediate work environment is not well aligned to their motives and/or talents, or that they have a number of specific development needs in relation to the role they are in or the role which they aspire to do. A low motive-talent agreement indicates that there are likely to be more motive-talent splits within the profile but does not indicate whether the splits are in a particular direction.

High Motive-Talent agreement indicates that the individual's talents and motives are aligned while lower agreement suggests a low degree of alignment

A low Motive-Talent agreement indicates that the profile is likely to have more M-T splits but does not indicate the direction of the splits; that is whether a person will have greater Motive or self-perceived Talent in a given area.

Normative – Ipsative Agreement

The third area in the Response Summary looks at the degree of alignment between an individual's normative scores and ipsative scores. High scores demonstrate a high degree of alignment between the normative an ipsative scores. Lower scores suggest less agreement between normative and ipsative scores.

The lower the normative-ipsative agreement, the more N-I splits you can expect to see in a profile.

- High Normative-Ipsative agreement indicates a high degree of correspondence between the rating and ranking responses while lower scores suggest a lower agreement
- Normative-Ipsative Agreement gives an indication of how likely you are to find N-I splits on the profile, where low N-I Agreement would result in more N-I splits
- Normative-Ipsative agreement is often interpreted along with other response style indicators like Ratings Acquiescence

Notes

Notes

The Executive Summary Profile

Most personality questionnaires provide scores on their primary scales on a profile, e.g. 16PF® shows 16 scales and OPQ® shows 32 scales.

The Wave Styles profile reports use a one-to-ten scale (Sten scale). This is a standardized scale used in many personality profiles to compare an individual's score against a wider comparison group.

This level of information for Wave Professional Styles is shown in the Executive Summary Profile. However, this chapter explains how the Wave Psychometric Profile takes you into greater depth with a number of key features.

Structure of the Psychometric Profile

The Psychometric Profile takes you deeper into an individual's style than the overview provided by the Executive Summary Profile.

The example extract below is from a Psychometric Profile and shows the Analytical dimension. This is one of the 36 dimensions in Wave Professional Styles. The Analytical dimension sits within the Thought cluster and the Evaluative section. This dimension outlines an individual's orientation towards analyzing information, asking probing questions and seeking solutions to problems. The overall score (6) is reported at the dimension level.

Underneath the Analytical dimension sit three facets. The facet description provided for the individual's behavior changes depending upon the Sten score. For example, the first facet of the Analytical dimension is called Processing Information. Here the individual has an average score of 6, and therefore is described in the extract as "moderately interested in analyzing information".

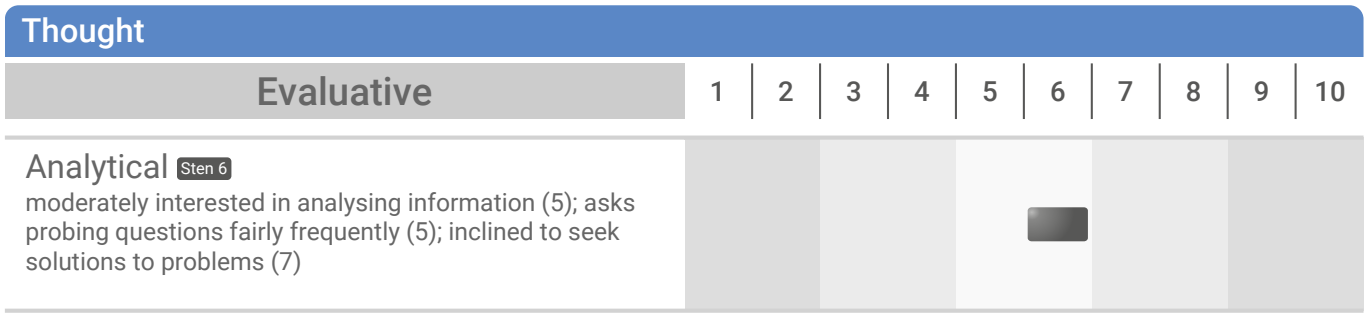
- A slightly above average score will be described as "likes to analyze information".
- A well above average score will be described as "really likes to analyze information".
- A slightly below average score will be described as "has little interest in analyzing information".
- A well below average score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

Because the questionnaire provides a ready-made description of an individual's score on each facet, interpretation is much faster, simpler and more consistent, and as an interpreter you spend less mental energy on trying to describe a score, and have more time to explore the meaning and impact of the score with the individual.

A Note on Wave Scoring:

- Each facet is made up of two questions: one motive and one talent. Each facet score is based on a sum of these two questions.
- Each dimension is made up of three facets (six questions) which are summed to create dimension scores.
- Each section is made up of three dimensions (18 questions). Dimension scores are summed to create section scores.
- Each cluster is made up of three sections (54 questions). Section scores are summed to create cluster scores.

The method of summing the scores is not a matter of simply averaging the Sten scores. The method of summing at each level takes account of the scale hierarchy. This means in practice that, for example, three facets with a score of eight could lead to a dimension score as high as 10, as it is very unusual in any individual to have a Sten score of 8 on all three facets within a dimension. These consistently high scores drive the dimension score to be even higher.



The same is true of combinations of low scores, for example three facet Sten scores of four could result in a dimension Sten score of three.

Facet Ranges

When there is a range of at least three Sten scores in the facets, this is shown in the report by vertical lines around the dimension score. The descriptors on the left hand side of the profile reveal where these differences lie. Individuals will generally have similar scores on the three facets within any dimension, so facet ranges provide an interesting point of difference for an individual that you may wish to explore.

The facet ranges within Wave Styles provide the profile interpreter with a wealth of information in specific behavioral areas, pointing them to specific areas of individual uniqueness which would otherwise require additional questioning and probing to uncover.

In the example below, the individual, overall, has reported that they are slightly more insightful than most people, however there is a spread in the underlying behaviors (facets). This reveals that although on the one hand they are moderately focused on constantly improving things and reasonably quick at getting to the core of a problem, on the other hand they very much trust intuition to guide their judgment. This raises some questions; for example, if they are only moderately quick to get to the core of the problem, what is guiding their intuition and what gives them the certainty to trust their own view? This may be something that is explored in a selection interview or development feedback session.

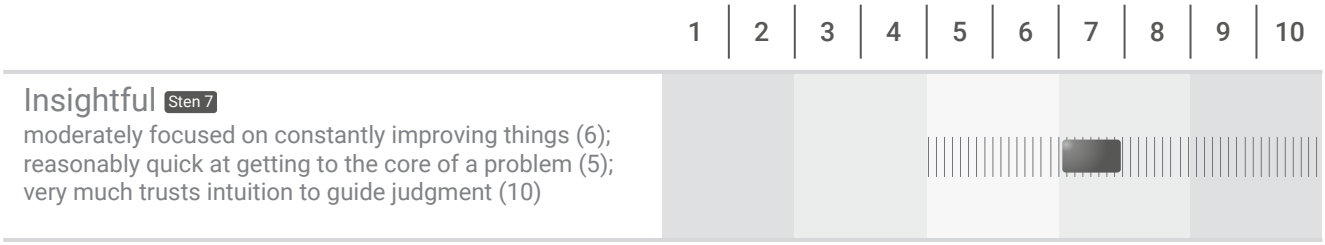
Styles, Motives and Talents

What are Styles?

Saville Assessment Wave was designed specifically to align personality and skills potential through coverage of motive and talent components. This section explores the concepts of motive and talent, and their benefits in assessment. A unique feature of Wave Styles is that it not only explores many important and detailed elements of an individual's style, but also highlights areas where there are 'splits' in the data.

Wave Styles questionnaires consist of two question or 'item' types – items designed to measure **motives** and items designed to measure **talents**.

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



What are Motives?

Motives are the 'need' items of the questionnaire and measure an individual's needs, wants, desires, preferences and drivers. Motive items are closer to many conventional personality and preference items. Motive items can be identified in the questionnaire by such item stems as:

I enjoy…

I want…

It is important to me…

For example:

'Please indicate the extent to which you agree with the following statements'

I enjoy analyzing information

I want to make sure the detail is right

It is important to me to feel positive about myself

What are Talents?

Wave Styles questionnaires also measure an individual's talents. Talents are measured by the 'effectiveness' items of the questionnaire. They measure an individual's self-perception of what they see themselves to be good at or effective at. Talent items can be identified in the questionnaire by such item stems as:

I am good at…

I am …

People say I…

For example:

'Please indicate the extent to which you agree with the following statements':

I am good at making things happen

I am persuasive

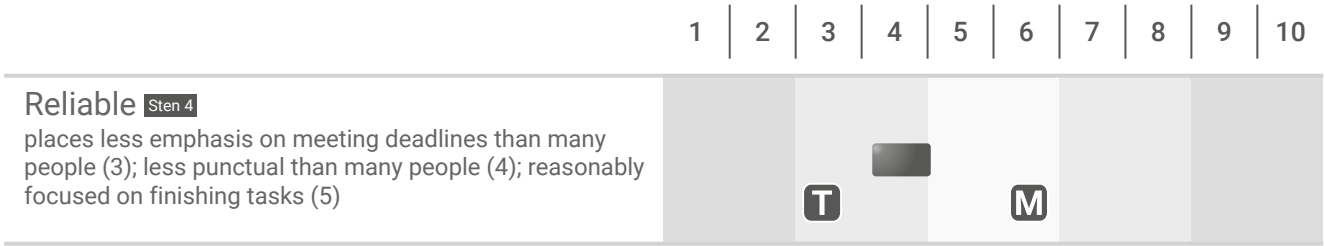
People say I have plenty of common sense

Motive-Talent Splits

Discrepancies between motive and talent dimension scores reaching three or more Sten scores are graphically highlighted in the profile report, through **motive-talent splits**, for further exploration in the feedback interview.

If **motive is higher than talent** on a particular dimension, the individual is potentially highlighting a development need that they are motivated to do something about, e.g. wanting to be more Reliable or Self-assured. It is possible that the individual feels they are 'falling short;' that is, their level of effectiveness does not reflect their high motive or need. There are a number of reasons for such a split; for example, an individual's work environment or culture might be preventing them from fulfilling their need or the individual may simply not yet have developed the appropriate skills or talents.

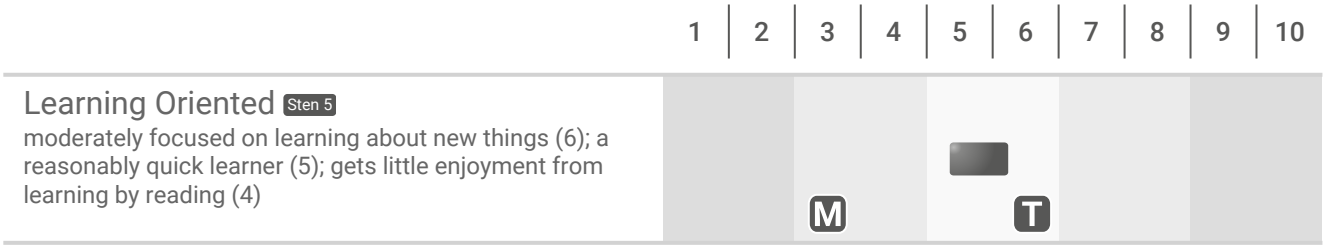
The below example indicates that the individual is higher on motive than talent on the Reliable dimension, potentially opening up the prospect that this is an area for their development.



If talent is higher than motive, then behavior may not be backed up by an underlying motivation to perform. It is possible that their behavior is not driven by an internal motivation or preference but the individual acts in a particular way because there is a clear expectation or requirement to do so in their role. In such cases, rewards and encouragement may help to sustain performance. Continuing to sustain performance which is not underpinned by an internal motivation may be particularly difficult for an individual.

The below example indicates that the individual has higher talent than motive on the Learning Oriented dimension. As a profile interpreter, you may want to explore how important learning is for their current job role (or even career progression) and the impact that lower motivation might have on job performance in this area.

Motive-talent splits are rarer on profiles than facet ranges with the average profile of 36 dimensions typically having three or four motive-talent splits. The presence of many motive-talent splits may indicate that there is a mismatch between the individual's motives, talents and the demands of the work environment.



Response Bias

Distorted Results?

An issue that is often raised as a concern when using personality measures, particularly for assessment, is that of 'distortion'. Whilst most people give an accurate self-description on self-report questionnaires, some candidates may have a false impression of themselves or may attempt to 'fake' their results by second-guessing what a desirable profile would be for a particular job and therefore try to complete the questionnaire in a way that may achieve the desired result. This is known as distortion.

Saville Assessment Wave uses a variety of techniques to help reduce and identify candidate attempts at distortion, both in terms of prevention and detection.

Prevention

Three key preventative techniques reduce the potential risk of candidate distortion in the completion of Professional and Focus Styles:

Firstly, informing candidates prior and/or during the administration about how their results will be verified and used is a good preventative technique.

Secondly, candidates should be told that their results will be discussed during feedback/interview and that the questionnaire has in-built response checks. The Professional and Focus Styles administration instructions cover these points.

Thirdly, an additional preventative technique is using a questionnaire which includes ipsative scoring, derived from candidates being forced to make choices between blocks of statements in terms of their relative importance. This can be described to candidates as response checks which are built into the questionnaire.

Detection Benefits

Saville Assessment's Professional and Focus Styles questionnaires have in-built mechanisms to detect different areas of potential distortion.

Social desirability scales do not pick up on specific desirability issues because they give one score based on asking a small set of items relating to socially desirable behaviors. It is therefore difficult to explore this score with an individual and to distinguish between those individuals who respond in a socially desirable way to 'fake good' their results and those who genuinely see themselves as 'nice' people, who may subsequently be 'penalized' for having a high social desirability score. Saville Assessment's research suggests that 'non-fakeable' items do not actually work.

A key feature of the Saville Assessment Wave Styles assessments is the dynamic online Rate-Rank (Ra-Ra) technique where respondents rate their responses on a nine-point Likert scale, and are re-presented with tied items in a forced choice format. This approach builds on the strengths of each response format while

minimizing their respective weaknesses. This dynamic response format has been developed to capitalize on the opportunities afforded by internet technology.

Normative Scores from Ratings

People are free to rate themselves as they like on each individual statement and the resulting normative profile could reflect a highly positive or negative self-perception. Profiles can be high across most scores for people who are positive responders and vice versa for those who are very self-critical.

Ipsative Scores from Rankings

The individual is forced to choose between different statements and the resulting ipsative profile always provides a mix of high and low scores. Individuals sometimes find ipsative tasks more difficult because they are always forced to prioritize one thing over another.

Combined Rate-Rank Format

The dynamic rate/rank format of Wave carries a number of advantages:

- Makes faking more complex
- Makes distortion easier to detect
- Increases candidate acceptability
- Creates more varied profiles
- Enables reporting at facet level
- Enhances reliability and validity

Normative-Ipsative Splits

Where there are differences between normative and ipsative scores, these are highlighted on the profile to allow the Wave user to explore the reasons for the difference (which of the two scores is most representative of the true score, and which is more distorted). The Wave user can then focus on specific areas where socially desirable/lenient responding (or overly self-critical responding) may have occurred. The normative-ipsative splits that are demonstrated in the Expert Report are at the dimension level only and take account of both motive and talent responses.

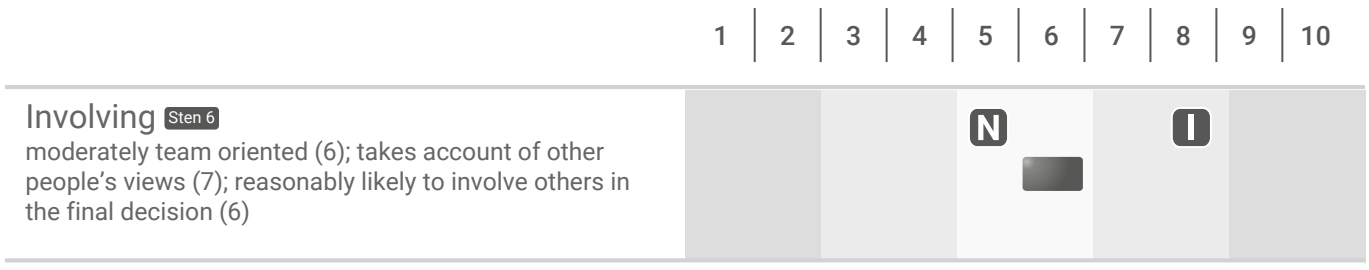
Differences of three Stens or more between the normative and ipsative responses on a dimension are indicated by the markers N and I on the profile. These should be explored, particularly as they highlight specific areas for further verification as opposed to having one overall and unspecified measure of social desirability.

The Expert Report Response Summary provides guidance and a form of words that you can use to explain when normative is higher than ipsative (I-N) or ipsative is higher than normative (N-I).

Higher Ipsative than Normative (N-I)

Where ipsative scores are higher than normative ones, the person may have been overly self-critical in their normative self descriptions. In this case, individuals have not rated themselves as being particularly inclined towards the behavior. However, when the pressure is on, they may well choose this behavior over another and 'rise to the challenge'.

In the example below, the individual's overall score for Involving is six, however their normative score is five and their ipsative score is eight. We would need to explore the split with the individual in order to understand the reason for it, however, one hypothesis is that they were initially more critical of themselves and may 'rise to the challenge' of involving others when required to at work. It is worth remembering, however, that the best predictor of an individual's behavior across situations is still the overall score six.



Higher Normative than Ipsative (I-N)

If a normative score is higher than an ipsative score, it may mean that the person has been less self-critical and has possibly exaggerated their normative description. This provides specific areas for further verification, rather than one unspecified measure of social desirability. So, although individuals may like to see themselves as higher than others on a particular dimension, the behaviors in this dimension may not be such a high priority, in practice, relative to other behaviors which are more important to the individual.

In the example above, the individual has an overall sten score of six on the Articulate dimension, but their normative score is eight and their ipsative score is four. One hypothesis is that the normative score is more a reflection of how they like to present themselves and the ipsative is more a reflection of their behavior when they have to choose between competing commitments at work or when under pressure. Again, the overall score provides, on balance, the best overall predictor of how 'Articulate' an individual is likely to be across situations.

Psychometric Profile Overview

Response Summary

The Response Summary presents the four response summary scores. Saville Assessment Wave uses these four cross-checks to detect potential candidate distortion. The four response cross-checks are as follows:

Ratings Acquiescence: A measure of how positive or self-critical a person has been in terms of rating themselves (using the normative one to nine scale) across the 36 dimensions. A Sten score of 10 suggests an extremely positive self-description on the normative ratings. A Sten score of one suggests an extreme degree of criticism in the normative self-ratings. High acquiescence scores lead to more dimensions having normative-ipsative splits where normative is higher (indicating leniency/positivity); low acquiescence scores lead to more dimensions having normative-ipsative splits where ipsative is higher (indicating self-criticism).

Consistency of Rankings: A measure of how consistently a person has rank ordered characteristics across the 36 dimensions. A Sten score of 10 suggests that the respondent has been extremely consistent in their rankings. A Sten score of one suggests that rankings have been extremely inconsistent.

Normative-Ipsative Agreement: The degree of alignment between an individual's Normative and Ipsative scores across the 36 dimensions. A Sten score of 10 suggests an extremely high degree of alignment between the normative and ipsative scores. A Sten score of one suggests an extremely high degree of difference between the normative and ipsative scores. The higher the Normative-Ipsative Agreement score, the fewer normative-ipsative splits you would expect to see in a profile. Lower Normative-Ipsative Agreement is more common if Ratings Acquiescence is extremely high or low.

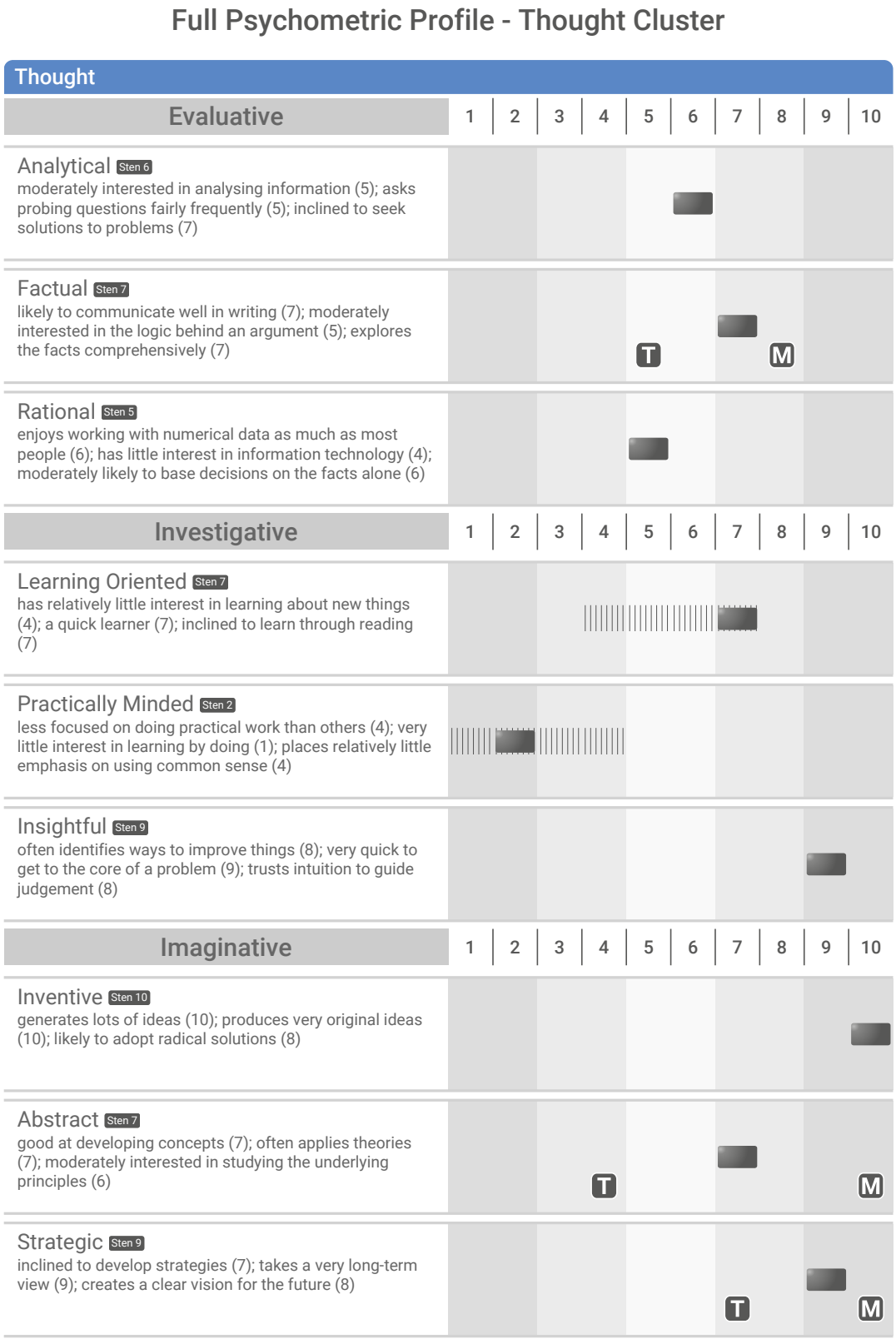
Motive-Talent Agreement: The degree of alignment between motive and talent scores across the 36 dimensions. A Sten score of 10 suggests an extremely high degree of alignment between motives and talents. A Sten score of one suggests an extremely high degree of difference between motives and talents. The higher the Motive-Talent Agreement score, the fewer motive-talent splits you would expect to see in a profile.

These scores provide useful information in terms of how to approach the results. For example, you may wish to alter your feedback style in a development or coaching session with someone who has been highly self-critical, or be more cautious about verifying a profile in a selection interview where you have a high acquiescence score.

Module 5: The Expert Report

The Expert Report

Professional Styles



Skills Potential Profile

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

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

Aligned Skills Potential and Styles

Primarily, each skills potential Dimension has underlying, aligned styles Dimensions, however, we found that to best predict performance, it helps to include facets from additional parts of the model. The equations that drive our skills potential scores are built on this unique combination of aligned styles and additional facets.

Example

Identifying Business Opportunities =

Business Opportunity Oriented facet x 21

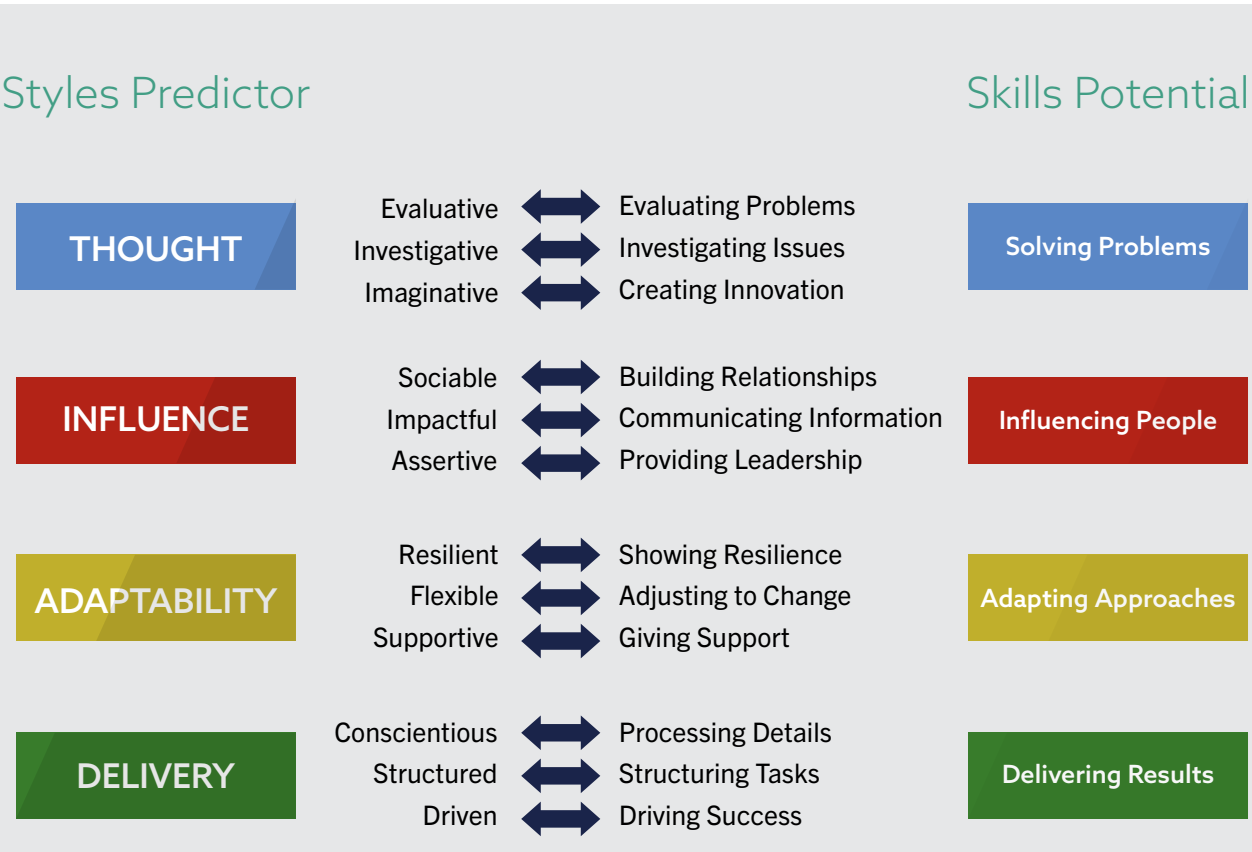
+ Leadership Oriented facet x 4

+ Deciding on Action facet x 3

+ Action Oriented facet x 2

+ Visionary facet x 1

The greatest weighting is given to the aligned styles dimension, e.g. The Business Opportunity Oriented styles would be most weighted to the Identifying Business Opportunities skills potential.



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 Chris Park's success:

Performance Enhancers

- ⊕ where creativity and innovation are encouraged and radical ideas and solutions welcomed
- ⊕ where heated debate is valued and people are encouraged to challenge ideas, argue and voice disagreements openly
- ⊕ where people are encouraged to assume responsibility for important decisions and decisiveness is a valued characteristic
- ⊕ where the ability to get rapidly to the core of issues and readily identify solutions to problems is highly valued
- ⊕ where the development of theoretical ideas and concepts is encouraged
- ⊕ where there is a strong results focus and determination to succeed, no matter what, and people are rewarded for achieving outstanding results
- ⊕ where there is a strong strategic focus, it is seen as desirable to have a clear vision for the future and strategic thinking capability is highly valued
- ⊕ where commercialism and entrepreneurialism are valued and the emphasis is on identifying business opportunities and outperforming the competition

Performance Inhibitors

- ⊘ where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- ⊘ where dissent is frowned upon and people are discouraged from challenging ideas and voicing disagreements
- ⊘ where the responsibility for major decisions rests with other people and there is little opportunity to influence the outcome
- ⊘ where little value is placed on providing new insights and identifying potential improvements
- ⊘ where there is little interest in the application of theoretical ideas and models and people are given little time to explore different options and possibilities
- ⊘ where the urge to achieve outstanding results is not great and people seldom persist in the face of difficulties
- ⊘ where the focus is short rather than longer term, tactical rather than strategic
- ⊘ where the culture is non-commercial, non-competitive and non-profit oriented

Notes

Wave Expert Reports

Wave Expert Reports include the following profiles:

- Executive Summary Profile (Professional Styles only)
- Response Summary (Professional Styles and Focus Styles)
- Full Psychometric Profile (Professional Styles and Focus Styles)
- Summary Psychometric Profile (Professional Styles only)
- Skills Potential Profile (Professional Styles and Focus Styles)
- Predicted Culture/Environment Fit (Professional Styles and Focus Styles)

Wave Professional Styles

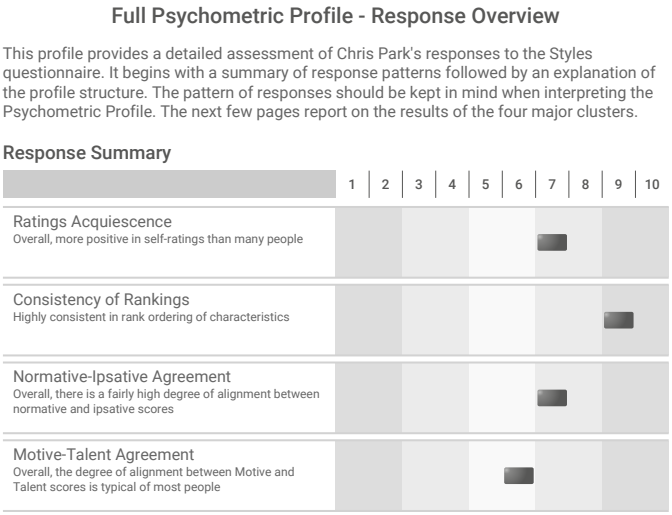
Executive Summary Profile

The Expert Report has an Executive Summary Profile which gives information on individual responses at the section (12) and the dimension (36) levels of the Wave model.

Candidates' responses are profiled using a Sten score scale, with markers plotting overall styles for each section. Darker blue shading indicates a more unique response compared to the comparison group, whereas a lighter shading of blue indicates a more typical response.

Psychometric Profile - Response Summary

In a Wave feedback session, a useful starting point could be reviewing the four Response Summary indicators. They provide an overview that allows extrapolation of likely features of the report that follows and provide clues to the validity of the profile. For more information on the four Response Summary scales, please see the Deep Dives chapter.



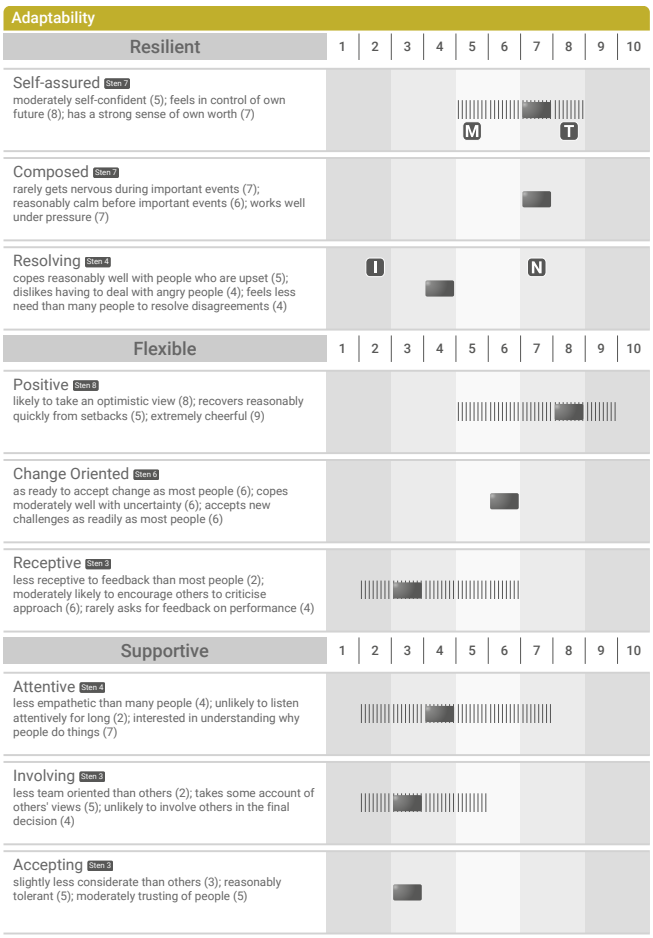
Full Psychometric Profile

Following the Response Summary profile, the next four pages of the report feedback on the full Wave Professional Styles model, with the results grouped under each of the four main clusters.

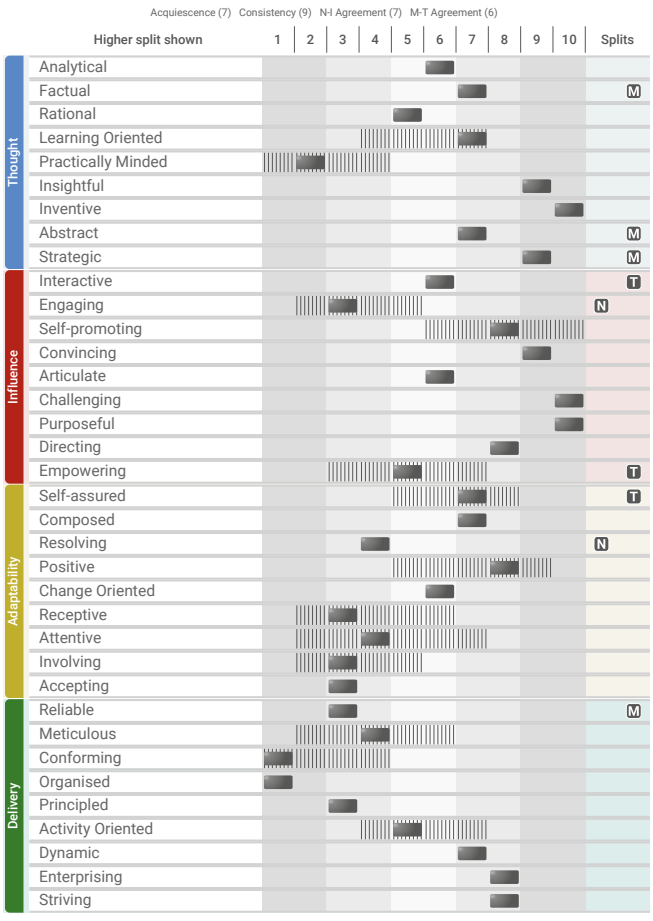
Beneath each cluster are three sections, giving a total of 12 sections. These 12 sections are then broken down further into three dimensions, giving 36 dimensions in total.

Dimensions that may require further exploration are highlighted within the report in terms of the range of facet scores within a dimension, normative-ipsative splits and motive-talent splits.

Full Psychometric Profile - Adaptability Cluster



Summary Psychometric Profile



Summary Psychometric Profile

The Summary Psychometric Profile provides an overview of an individual's results at the dimension level (36) of the Wave Professional Styles Model. The Sten scores on the four Response Summary scales are provided and deep dives are also highlighted. For motive-talent and normative-ipsative splits, the highest element of the split is shown under the 'Splits' column.

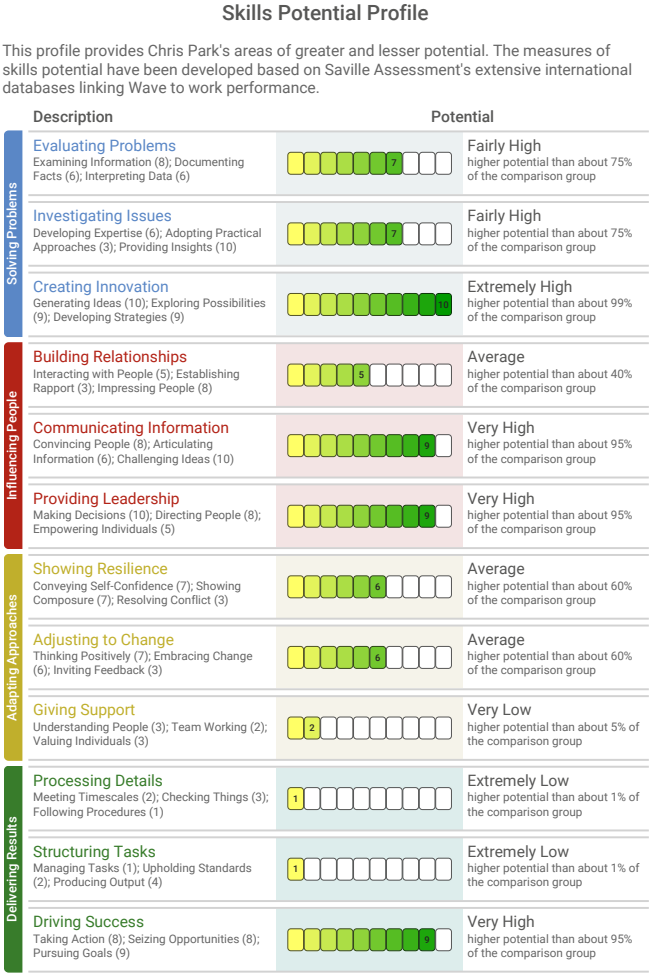
The Summary Psychometric Profile is useful for identifying links and patterns in an individual's responses when preparing for feedback, though is not typically fed back to an individual.

Skills Potential Profile

The next section of the Expert Report is the Skills Potential Profile page which forecasts an individual's workplace performance. Areas of relative strength and potential challenge are highlighted at a glance. This page effectively translates psychological construct language into line manager-friendly skills potential language that is easily accessible to individuals who lack formal training in psychometrics and emphasizes the performance orientation of Wave..

In a selection situation, the Skills Potential Profile enables the Wave user and candidates to discuss the link between self-report and actual performance with scope for exploring the extremes of over-used strengths and under-managed challenge areas. Discussion of the Skills Potential Profile can draw on relative strengths and explore how they can be fully exploited, without turning into over-played strengths that are deployed at the expense of other important areas.

When considering the Skills Potential Profile in a developmental or coaching situation, relative challenge areas matter only if the work environment requires use of particular behaviors.



Development of Skills Potential Equations

The Skills Potential scores are based on equations that are designed to maximize the validity of Wave Professional Styles in predicting the skills potential in the Wave Skills Potential model.

At each level in the Wave model hierarchy there is one predictor component from the Professional Styles questionnaire that is aligned to a specific area (the Wave Style scale and Wave Skills Potential scale are matched and validated empirically). The styles scale (and any subcomponents) were selected on the basis of validity to be the highest individual predictor (or predictors) of skills potential, but secondary predictors (e.g. other facets from across the model) do provide incremental validity when predicting skills potential.

The development of the skills potential scales therefore identified these additional predictor elements and gave them prediction weights (lower weights than the matched component which account for the majority of the predicted variance). These equations were subsequently cross-validated to ensure that the equations are robust and can be generalized to new populations of respondents.

Predicted Culture/Environment Fit

The final section in the Professional Styles Expert Report is the Predicted Culture/Environment Fit report. The Predicted Culture/Environment Fit report facilitates exploration of likely fit against various culture and environment demand characteristics.

Wave Styles provides a list of Performance Enhancers and their corresponding Performance Inhibitors. The statements were developed and co-standardized with the Wave Professional Styles questionnaires. The Enhancers help individuals to understand how well their current work demands are in line with their stylistic preferences. The Inhibitors help to check whether a new environment would really fit the individual's needs.

From the perspective of Positive Psychology, Dr Seligman, the author of Learned Optimism, has argued that work can be changed to suit the employee (rather than just finding an employee that fits the job or trying to develop the individual to better match/meet job demands). Assessment can be constructed to support this approach.

With our unique model which ties together motive, talent, skills potential and culture, we can help individuals understand what work demands (culture, job and environment) they are most likely to favor.

Armed with this understanding, it becomes easier to discuss what enhances or inhibits individuals' performance at work. It also facilitates constructive discussions about how a job could better reflect a person's motives and talents. This approach can help managers think about how to tailor work to suit individual employees in order to retain staff by keeping them satisfied and motivated.

By linking individual attributes with corporate culture, Wave Styles enables recruiters to fine-tune their decision making and select with confidence. The report can be shared with applicants as well as job incumbents to explore the fit between the individual and the work environment.

Notes

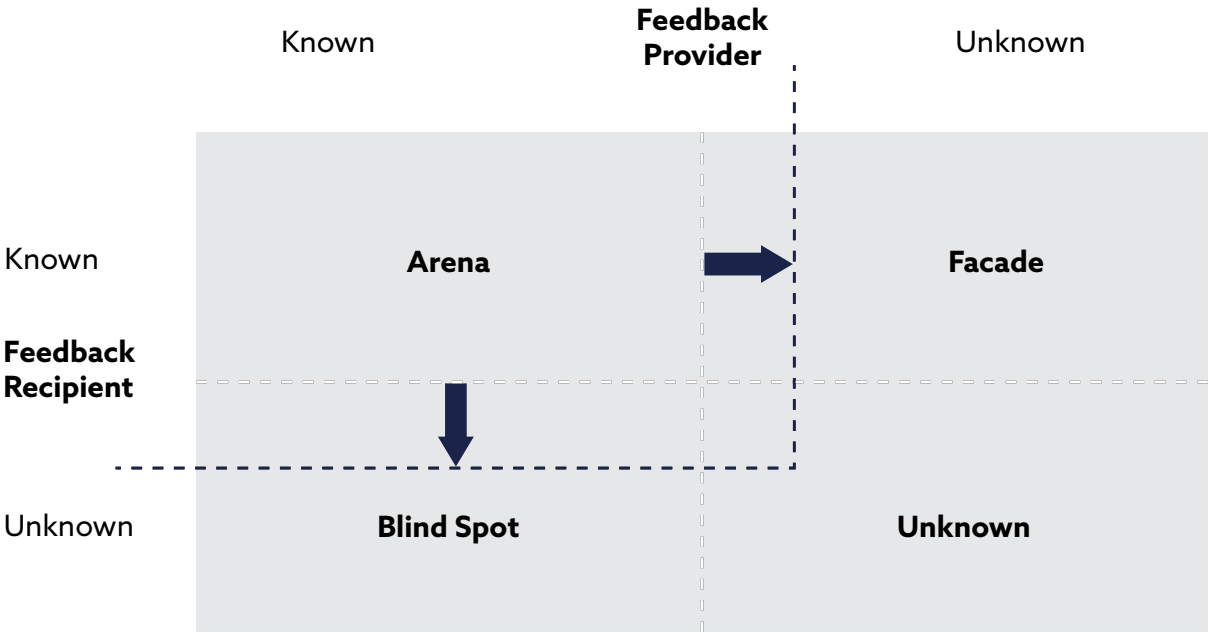
Wave Styles Personal Report

The Wave Styles Personal Report is designed to provide candidate feedback, especially in situations where in-depth face-to-face or telephone feedback is not possible. It provides information in a hierarchical format, with one page for each of the four clusters which are broken down to 12 sections, 36 dimensions and 108 facets.

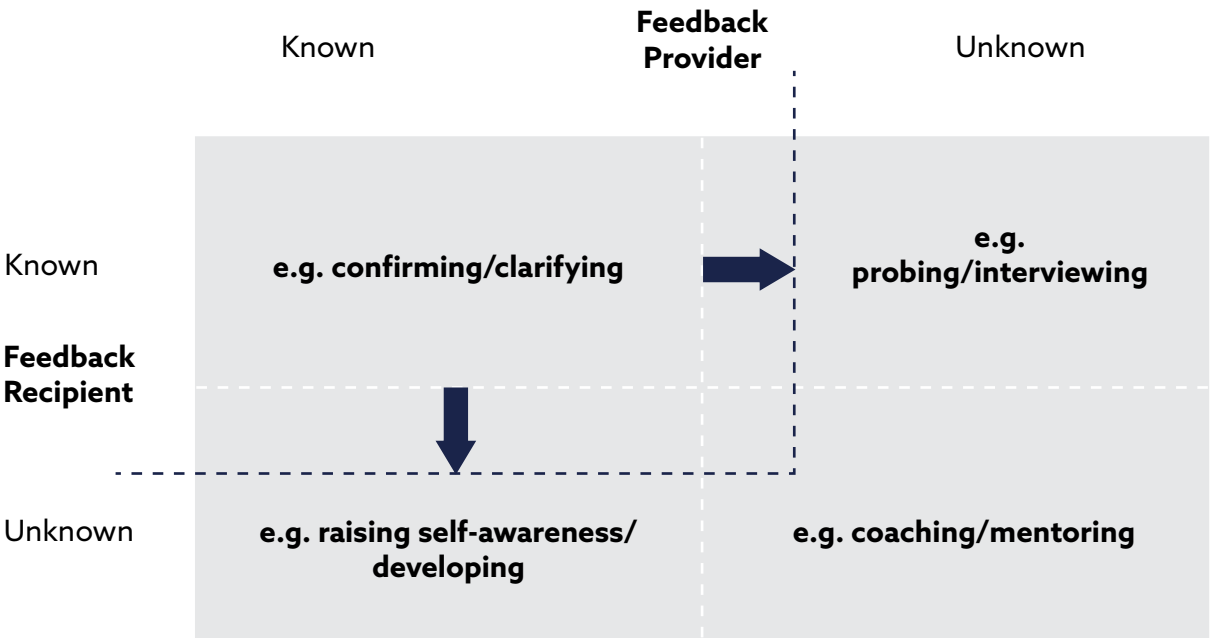
This report has been designed to be straightforward and user-friendly for the recipient, particularly through the use of a simplified graphic presentation. Beneath each dimension, facet-level verbal descriptions are dynamically generated based on the individual's score on a given facet. This enhances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

Module 6: Wave Feedback

The Johari Window: Concepts



The Johari Window: Examples



Feedback

Feedback can help to increase understanding between feedback provider and recipient by raising self-awareness, coaching, mentoring, probing and interviewing.

To share understanding

What does the information from the assessment tell us about the individual's job-fit for a role in a selection scenario? In a development situation, what does the information tell us about an individual's strengths and potential development priorities?

To reach agreement

Through discussion with the individual, the feedback provider and recipient reach a shared understanding of how the individual's potential strengths and areas of improvement may affect their performance in work.

For public relations

Giving meaningful feedback is likely to enhance the experience of successful and unsuccessful candidates and also give them a favorable impression of the organization, when done well.

To meet ethical responsibilities

When candidates have invested time in an assessment, it is fair to offer feedback. This should be done in a professional and sensitive manner, respecting confidentiality throughout. Test users must treat the applicant with respect and ensure that the assessment is used for its intended purpose, e.g. Work-based applications.

To comply with applicable legislation

To comply with legislation in many countries, e.g. GDPR requirements in the UK, candidates have the right to see any data held on them, including assessment results.

Feedback Process

Feedback can help to increase understanding between feedback provider and recipient by raising self-awareness, coaching, mentoring, probing and interviewing.

Setting the scene

It is important to set the scene and to clarify with the feedback recipient what the feedback session will cover. This is also a good opportunity to begin building rapport with the individual, everything you find out about them, their role and future career aspirations can help to contextualize the feedback you give.

- Purpose
- Time Available
- Experience When Completing
- Confidentiality & Data Storage
- Agree Objectives
- Past History
- Current Role
- Clarifying Potential Steps
- Aspirations

Explain how Wave works

Giving a high-level overview of the instrument and the report can help guide the feedback recipient through the rest of the feedback conversation.

- Self-report but Powerful Prediction
- Comparison Group
- Scores/Scales Explained
- Behavioral Styles
- Overview of four Clusters
- Levels of Detail (Clusters, Sections, Dimensions and Facets)

Response summary

The response summary gives a high-level overview of how the individual has completed the questionnaire. If the individual has responded much more or more less in any are compared to the benchmark group this may be worth exploring. We will look at this in more detail on the practical part of the course.

- Ratings Acquiescence
- Consistency of Rankings
- Motive-Talent Agreement
- Normative-Ipsative Agreement

Feedback the profile

In a selection context, you may choose to only go through the most relevant areas to a given role, however, in a developmental context you could choose to give in-depth feedback across the whole profile, being sure to ask plenty of questions and explore any deep dives that present areas of uniqueness in the profile.

- Discuss Deep Dives
- Ask questions
- Broad Questions: How does this affect your work?
- Focused Questions: What strengths come from this behavior?
- Try to avoid closed, leading, multiple choice or double questions
- Make links between Dimensions

Summarize

At the end of the conversation it can be helpful to wrap up by summarizing the key points you discussed during the session as well as outlining any agreed actions; such as development steps for example. If this is a selection context you can let the candidate know that the next steps of the process will be.

- Conclusion and next steps

Self-Report: Whose Data Is It?

The following self-report phrases are useful for introducing dimensions and facets:

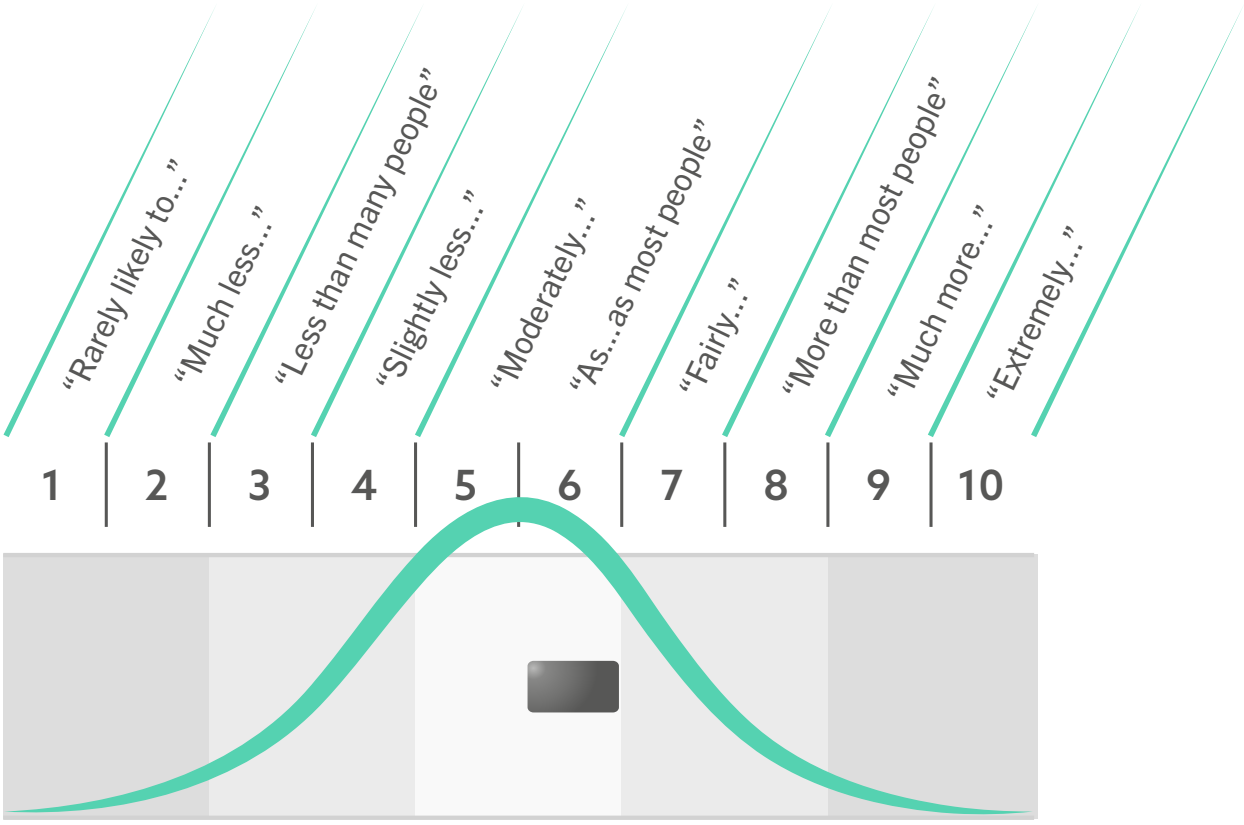
- “You describe yourself as…”
- “You see yourself as…”
- “Your responses suggest that…”

Avoid:

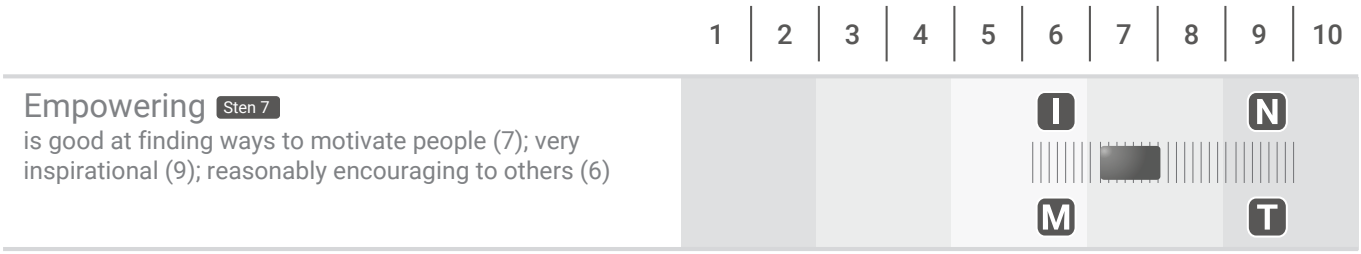
- “The report says…”
- “You are…”
- “You’re higher than the norm on…”
- “You scored…”

Sten Score Descriptors

“You’ve described yourself as someone who is….



Breaking Down the Deep Dives



Typical Approach

- Dimension
- Facets & facet range – explain and explore
- Motive-talent split – explain and explore
- Normative-ipsative split – explain and explore

Questions and Probing

I keep six honest serving men (They taught me all I knew); Their names are What and Why and When And How and Where and Who.

From 'The Elephant's Child' by Rudyard Kipling

Useful Open Questions for Feedback Sessions

"How does that sound to you?"

"How important is that area for your current role?"

"When are you more likely to do this at work?"

"Why is that important to you?" - Be sensitive!

"What impact does that style have on your performance at work?"

"What are the advantages/disadvantages of that particular style?"

"Where has this been most successful?"

"Give me an example of when you have demonstrated those behaviors recently."

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

Watch-Fors' and the Barnum Effect

A potential risk of over-reliance on non-empirical forms of validity (e.g. face and faith) is that individuals end up accepting feedback which doesn't offer any value in predicting work performance.

When people accept general truisms that apply to most people as accurate portrayals of their own uniqueness, this is typically known as the Barnum Effect.

Feedback Tips

More Effective Feedback

- Prepare
- Keep the conversation two-way
- Be sensitive and empathic; be objective with the profile
- Actively listen and summarize
- Describe behaviors, not scores or numbers
- Use the Wave feedback help sheet
- Use self-report language throughout, for example, "your responses suggest…"

Less Effective Feedback

- Making assumptions
- Using technical jargon
- Value judgments
- Barnum statements: The Barnum Effect is where individuals accept general truisms as accurate portrayals of their own uniqueness

Practical Session: Professional Styles Feedback

You have the report of another delegate in your SharePoint folder.
Please prepare a feedback session including:

An Introduction

- Purpose of the session
- Confidentiality, time available, the feedback recipient's current role and self-perceived strengths and development areas
- Self-report but predictive measure
- Comparison group
- How did the feedback recipient find completing the questionnaire?

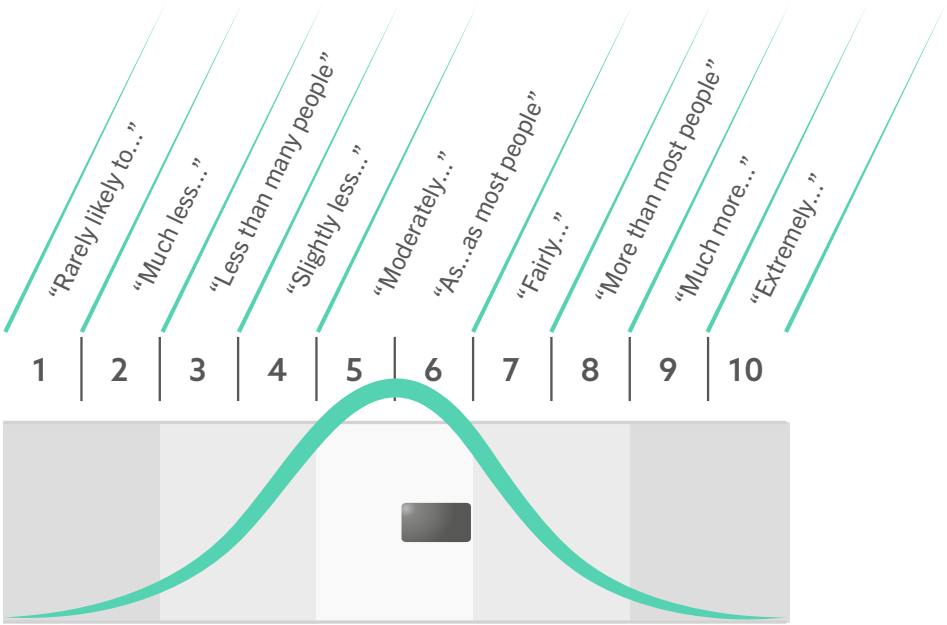
One Cluster

- Feed back the overall Dimension score (using appropriate language – see the Sten descriptors below)
- Feed back the Facets and Facet range if present
- Probe the Facets
- Explain and explore motive-talent split if present
- Explain and explore normative-ipsative split if present
- Ask open questions, ask for examples

Response Summary

- Ratings Acquiescence
- Consistency of Rankings
- Motive-Talent Agreement
- Normative-Ipsative Agreement

Please keep all data secure and confidential.



Notes

The Johari Window

The emphasis in the feedback discussion is on a two-way process of information sharing and mutual exploration. What should be avoided is a 'tell and sell' approach. The intention is that, through frank and open discussion, the interviewer and interviewee can increase the individual's self-insight by uncovering information previously unknown to one or other or both of them.

The essence of this objective is captured in the Johari Window. The Johari Window was developed by Joseph Luft and Harry Ingram in 1955 to help people better understand their interpersonal communication and relationships. During feedback, the boundaries of existing knowledge – the Arena – are expanded through mutual exploration of the Wave Styles profile. This is more likely if feedback is delivered in a non-threatening manner. The less defensive interviewees feel, the more likely they are to attend to, hear, remember, gain fresh insights from and act upon the information being fed back.

Purpose of Feedback

As explained by the Johari Window, the purpose of feedback is to increase both the feedback provider's and the feedback recipient's understanding of the individual in question. During selection, the focus will be on the feedback provider extracting information, whereas self-learning is more the goal of development.

It is best practice to provide feedback to those who have completed a Wave Styles assessment. It is a feature of Wave Styles questionnaires that, whatever the purpose, all candidates who complete the questionnaires can be provided with a Wave Personal Report. Candidates may additionally receive face-to-face feedback or telephone feedback from a trained Wave user.

The availability of the Wave Professional Styles and Wave Focus Styles Personal Reports offer a practical solution to the problem of ensuring that all candidates/participants receive high quality feedback even during volume recruitment projects when resources might be limited.

Besides providing feedback being best practice, there is also a legal requirement to give candidates feedback on their data if they request it.

General Considerations

Wave feedback interviews should only be conducted by expert users trained in its use and interpretation. Feedback should be as full and detailed as possible but, at the same time, managed with tact and sensitivity. The maintenance of the highest ethical and professional standards is essential at all times. This includes discussing, agreeing and adhering to the bounds of confidentiality.

It is important to remember that Wave Styles can expose areas of limitation that may be particularly sensitive. This makes it incumbent on the person giving feedback to behave with absolute integrity and treat both the respondent and the instrument with respect.

Preparation for Feedback

Thorough preparation is an essential pre-cursor of good feedback. Before embarking on feedback, the expert user should consider the purpose of the feedback discussion. How might it be best managed in order to achieve the desired outcome? What are the likely expectations of the candidate and how might these best be met? What opportunities are there for follow-up action following feedback? Adequate time should be allowed for the feedback discussion.

Of course, candidates undertaking assessment for selection purposes are likely to have different agendas from those undertaking assessment for development or coaching and this should be kept in mind. It is also important to be familiar with all relevant background or supplementary information. For example, the person's CV/resume, description of present and/or future role requirements, likely environmental demands, and organizational culture.

What is crucially important when giving feedback is to be familiar with the instrument and the individual's profile. You should know the structure and content of Wave Styles and be able to explain it in simple, jargon-free terms.

When preparing, examine the individual's profile carefully and get a 'feel' for core strengths and potential development needs. Look for themes and linking dimensions not only within the same area of functioning (e.g. Thought), but also across other areas. It is particularly useful to highlight and consider 'splits' in the data which can be explored and explained through conversation with the candidate. These 'splits', highlighted when the difference between

scores is greater than three Stens, are a very rich source of information which can add to the value of the feedback when explored (they are not shown in the Personal Report). Possible reasons for such splits and their implications should be considered, and working hypotheses set up in advance of the feedback discussion.

Feedback Process

Introduction

The ease of building rapport and encouraging open and active participation in the feedback interview will depend, in part, on a number of antecedents including how well the Wave Styles questionnaire was introduced, circumstances surrounding the assessment and the expectations built up regarding the feedback discussion. However, the introduction to the feedback interview itself also often plays a key role in determining the success of the process. Feedback typically follows three steps: setting the scene, describing and explaining the model as well as the actual feedback discussion. Points that a feedback session should cover include:

Purpose: Why the questionnaire was completed and what the individual wants to get from the session. Note: it is important to establish realistic expectations.

Parameters: Time available; degree of confidentiality; who else will have access to the data; if notes are to be taken and how they are to be used. In a developmental scenario, you may wish to ask about the candidate's current job role and future aspirations. The style and manner in which these issues are discussed can do much to enhance (or undermine) an atmosphere of co-operation.

The expert user should remind the candidate briefly of the characteristics of Wave Styles, including:

Self-Report Questionnaire: Wave Styles explores a person's motives and talents in a number of areas and is a powerful predictor of their style at work. Mention that Wave Styles is not infallible and that its strength depends on how open and honest a person has been and how well they know themselves (most people, however, are fairly accurate in their self-perceptions).

Motives and Talents: Explain the breakdown between motive and talent. Providing an example is likely to prove helpful. For instance, "You may see yourself as very effective at problem solving (high talent) but derive little satisfaction from this (low motive) or, conversely, you may be someone who is very motivated by teamwork yet not very effective when working as part of a team." Alternatively, some expert users may prefer to reserve such explanations until a later stage in the feedback process.

Comparison Group: Describe the comparison group used highlighting that, for example, the candidate's responses have been compared to a large group of Professionals and Managers in the UK.

Individual's Experience: Ask how the individual found the process of completing Wave Styles. Were there any special circumstances that may have affected how they completed; whether it was in one sitting or if there were any distractions, for example.

Discussion

The order of the clusters as presented in the profiles can provide a useful, easy-to-explain structure for working through the profile in the feedback session, although you may wish to move around the report to some extent when links become apparent.

There are no set rules about the order in which scales and dimensions should be fed back. This is likely to be determined to some extent by the purpose of the assessment. However, in many circumstances it may be best to adopt a systematic approach, working through each of the main areas and moving from the general to the specific – i.e. starting with broad themes in each area and 'drilling down' from sections to dimensions and their component facets. At this stage, variations in facet scores within dimensions will become apparent and should be explored. Splits between motive and talent scores and normative and ipsative scores, as well as their implications, should be explored as they arise.

When giving feedback on Wave at the facet level, the facet verbalizers should be used as these have been designed to accurately reflect the individual's scores on that specific construct. Using the facet verbalizers also avoids the Barnum Effect: using a statement so broad, vague or general that it can apply to almost anyone.

Given the volume of information covered and the richness of the data, it is a good idea to conclude with a summary of the key emergent themes and (in a development context particularly) their implications in context. For example, what they mean in relation to a particular job role and what their implications are for future development planning.

Feedback of Wave

Self-Report Descriptors

When conducting a feedback interview, it is important to remember that the questionnaire is a self-report measure and as such reflects how the individual has described themselves. Given this context, it is better to avoid using statements such as 'you are…' but to ask for examples (e.g. "How does that come out at work?")

which candidates are likely to respond more positively to and which prevent them from feeling that they are being 'told' about themselves rather than asked.

The following self-report phrases are useful for introducing dimensions and facets:

- "You describe yourself as…"
- "You see yourself as…"
- "Your responses suggest that…"

Sten Score Descriptors

The examples on page 52 gives suggestions for the way in which different Sten scores can be described to candidates. The facet verbalizers provide ready-made descriptions of what the Sten score means in each case. There is no need to reword these and using these readily available descriptions provides you with additional thinking time for further linking and understanding of the candidate's responses.

Structure

Whilst there is no set way in which you should approach Wave feedback, the following approach tends to work well for Wave Styles:

1. Feed back the overall dimension score (using appropriate language – see sten score descriptors section)
2. Feed back the facets and facet range if present
3. Probe the facets
4. Explain and explore motive-talent if split present
5. Explain and explore normative-ipsative split if present

Questioning Technique

Questioning is an essential part of the feedback process; therefore the technique used is extremely important in creating either an effective or ineffective discussion. As the feedback provider it is your role to gather information from the candidate. Keeping questions open, simple and unambiguous encourages the individual to give you more information.

Rudyard Kipling wrote a short poem outlining a powerful set of questions:

I keep six honest serving men

(They taught me all I knew);

Their names are What and Why and When

And How and Where and Who.

Whenever in doubt as to what to ask, just dip into these questions.

Probing questions are also useful and designed to search for information in greater depth. The questions can be:

- Encouraging (e.g. "tell me more")
- Extension ("what happened next?")
- Clarifying ("what were your responsibilities?")

Types of Questions to Avoid

Closed questions: "Did you…?"

Tend to lead to a yes/no answer and often inhibit the individual from providing detailed information. Their use should be restricted to clarifying points of fact or ambiguity e.g. "Do you currently manage a team?"

Leading questions: "I expect you enjoyed that?"

Encourage the candidate to give the response the feedback provider is looking for/expecting.

Multiple choice: "Do you prefer to communicate verbally or in writing?"

Asking more than one question at once tends to cause confusion and leads the candidate down a specific route with their answer.

Double questions: "What do you think caused the problem and what solutions did you consider?"

Double questions can also cause confusion and can easily be asked as separate questions.

Feedback Skills

The success of the feedback interview depends, in large, on the ability of the expert user to establish rapport, create an atmosphere of acceptance and encourage active participation on the part of the respondent. There are a number of fundamental feedback skills which are likely to facilitate this. In particular, it is important to be attentive and show interest. Listen to what the interviewee is saying and show that you have been listening by picking up on leads, asking appropriate follow-up questions and reflecting back what they have said in your own words to check understanding. Attention can also be conveyed through non-verbal cues – for example, good eye contact, posture, nodding and smiling appropriately.

Be sensitive to the needs and feelings of the interviewee and try to develop empathy. Different people have different sensibilities and vulnerabilities.

They are also likely to react to feedback in different ways. Try to see things from their perspective, understand how they are feeling and convey this understanding. Studying the profile carefully is likely to help with this. Be objective.

Try not to confuse how you might feel about the profile if it were yours with how the interviewee may be feeling. Be aware of your own feelings and attitudes towards the candidate and how this might bias your manner of putting the information across. Avoid value judgments and be specific by avoiding sweeping generalizations and bland statements; instead focus on specific behaviors. Help the person to confront all the data.

Notes

The Barnum Effect

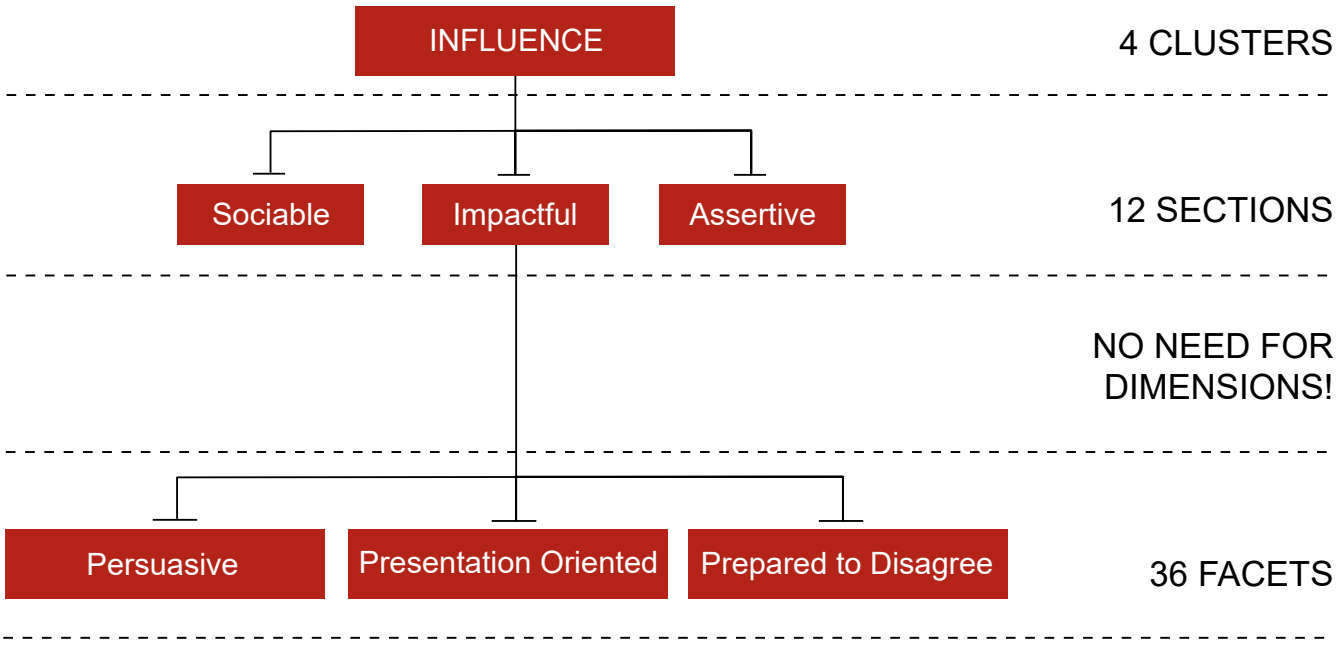
The Barnum Effect is where individuals accept general truisms that apply to most people as accurate portrayals of their own uniqueness. This can apply to both the feedback provider and the feedback recipient. As a feedback provider, you can avoid the Barnum Effect by using the facet verbalizers provided on the Wave Expert Report; these offer a specific and accurate reflection of an individual's score on a scale. You should also be prepared to seek real examples of where individuals have exhibited a behavior and the impact of their approach, rather than accepting a generalized response.

Module 7: Focus Styles

A Need to Focus

- Lighter touch - quick to complete (13mins)
- Maintains exceptional validity (80% of Professional Styles)
- Keeps the unique features of Wave Professional Styles
- Suitable for multiple applications (Hire, Build, Lead)

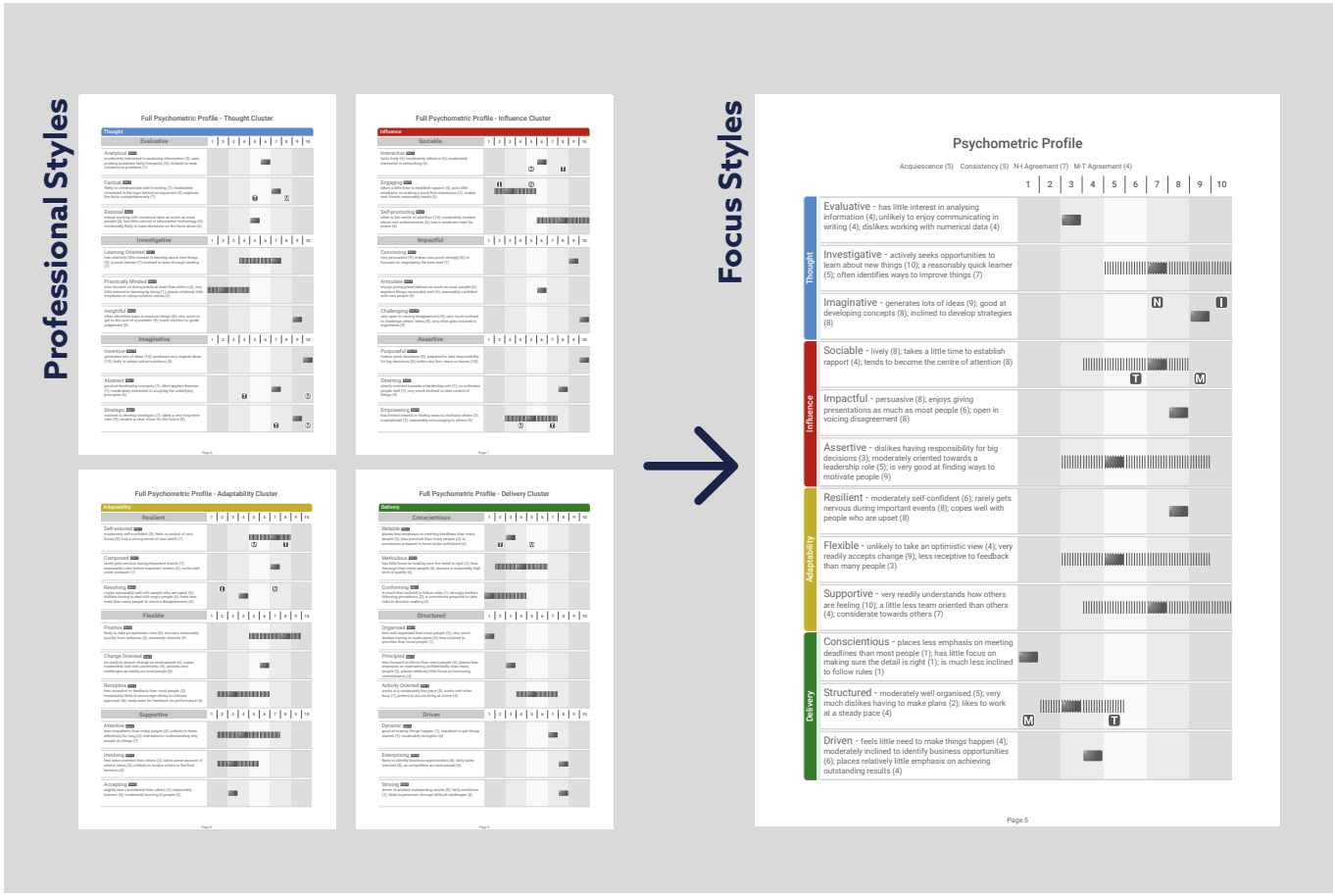
Wave Focus Styles Model Levels



Notes:

Focus Styles Expert Report

The Focus Styles Expert Report follows the same format as the Professional Styles Expert Report. The difference is in the Psychometric Profile. Where Focus Styles is a shorter instrument, we have a more condensed output; here all four Clusters and Sections are included on one page, we have just taken out the Dimensions.



Practical Session: Focus Styles Feedback

You have the report of another delegate in your SharePoint folder. Please prepare a feedback session including:

- An introduction (as in your Professional Styles feedback)
- Response Summary (as in your Professional Styles feedback)
- All of the Clusters – if you don't get through everything in the allotted time don't worry; we're aiming for depth not breadth

Please keep all data secure and confidential.

Notes:

Notes

Wave Focus Styles

Alongside Wave Professional Styles, there is also the Wave Focus Styles questionnaire. Wave Focus Styles is a third of the length of Professional Styles. It takes approximately 13 minutes to complete and includes all the unique features of Saville Assessment Wave Professional Styles. The ultra-compact Wave Focus Styles questionnaire is based on the most valid facets of the Wave Model to create a questionnaire that is both short and a strong indicator of performance and potential at work.

Focus Styles utilizes the dynamic online rating and ranking format, as well as measuring both motive and talent, skills potential and preferred culture.

Wave Focus Styles is based on a hierarchical model, in common with Professional Styles. The model incorporates four clusters, 12 sections and 36 facets of style at work; there are no dimensions in the Focus Styles model.

The Wave Focus Styles Expert Report includes a Response Summary profile and a one-page Psychometric Profile revealing facet ranges, motive-talent and normative-ipsative splits. The Expert Report also includes a Predicted Culture/Environment Fit profile and a Skills Potential Profile. Focus Styles also has a Personal Report to aid feedback to candidates.

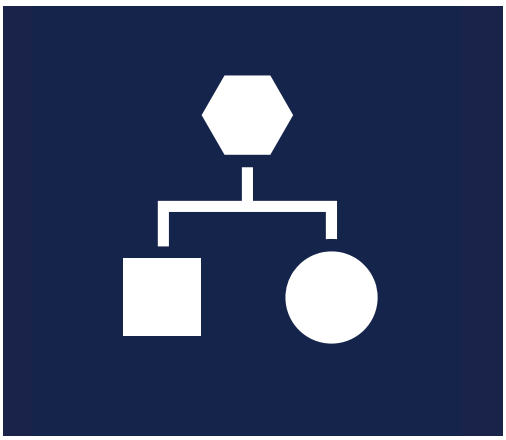
Module 8: Applications of Wave

General Process

1. Job analysis to identify role requirements, e.g. select report and norm group
2. Prepare candidates and administer Wave
3. Interpret results
4. Use results to inform process/feedback

Profiling Requirements

- Prior to using Wave it is important to understand the role requirements so that you can select the appropriate report and norm group, and focus on relevant behaviors.
- Which behaviors are critical to success, and what is their relative importance?



For What Purpose Are You Using Wave?

Hire Talent

- Professional Styles Expert Report
- Focus Styles Expert Report
- Line Manager Report
- Candidate Report
- match 6.5
- Interview Guide
- Job Profiler
- Sales Report
- Onboarding Report
- customer check
- Aptitude Assessments
- strengths
- situations
- Assessment Centers

Build Talent

- Professional Styles Expert Report
- Focus Styles Expert Report
- Coaching Report
- Development Report
- Performance 360 Report
- Work Roles Report
- Sales Report
- Onboarding Report
- Resilient Agility Report
- Development Centers
- Candidate Report
- Career Guidance Report

Lead Talent

- Professional Styles Expert Report
- Performance 360 Report
- Entrepreneurial Report
- Leadership Risk Report
- Leadership Impact 360 Report
- Leadership Impact Report
- Aptitude Assessments
- Assessment Centers
- Development Centers

Other Role-Specific Reports

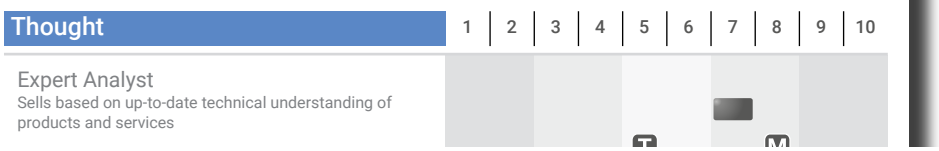
Sales

Sales Skills Potential Profile

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

	Description	Prediction Score	
Solving Problems	**Identifying Needs** Understanding Customer Needs (6); Analysing Information (7)	7	Fairly High higher potential than about 75% of the comparison group
Solving Problems	**Developing Solutions** Applying Expertise (8); Being Creative (10)	10	Extremely High higher potential than about 99% of the comparison group
ing People	**Developing Leads** Developing Rapport (3); Building Relationships (7)	4	Fairly Low higher potential than about 25% of the comparison group

Sales Styles Profile



Sales Focus Profile

The following profile summarises Chris Park's greater or lesser potential against focus indicators which relate to effectiveness in different sales roles.

Focus Indicator	Prediction Score	
New Business Focus e.g. Developing Leads; Negotiating Deals; Using Creative Strategies	7	Fairly High higher potential than about 75% of the comparison group
Account Management Focus e.g. Managing Accounts; Maintaining Service Levels; Upselling to Existing Customers	1	Extremely Low higher potential than about 1% of the comparison group
Sales Leadership Focus e.g. Making Decisions; Giving Direction; Motivating Sales People	9	Very High higher potential than about 95% of the comparison group

Why Create Custom Reports?

- Harnessing the exceptional validity of the Wave framework
- Wave designed to measure other models well in detail
- Reporting against your model, e.g. skills potential or values
- We customize different types of reports (Professional Styles, Focus Styles & Work Strengths), e.g.
  - Expert & Line Manager
  - Development Report
  - Interview Guide
  - Onboarding
- We have created over 300 custom reports

Notes

Appropriate Benchmarking:

Choosing the Right Norm Group

Available Wave norms include:

- Graduates - All
- Graduates - Recent
- Mixed Occupational Group
- Individual Contributors
- Professionals and Managers
- Senior Managers and Executives

Choice of norm group should take account of:

- Job, educational and work experience levels
- Representativeness
- Sample size

Preparing for Administration

Unproctored Online Administration:

- Invite candidates to complete the assessment (include checking for any reasonable adjustment requirements and any anticipated problems completing the questionnaire)
- Ensure candidates have access to preparation/practice materials
- Ensure candidates have internet access and an email address
- Inform candidate of next steps, e.g. when they will receive feedback

In some circumstances administration can be done under proctored conditions which requires a trained test administrator to be present.

Notes

Appropriate Comparison Groups

Wave interpretation is always based on a comparison against others; appropriate norms that are suitably large and representative of the applicant group should be used, e.g. Professionals and Managers in the UK.

The question often arises as to whether differences between groups should be taken account of in interpretation. The simple answer for Wave is 'no'. We do not see any large group differences in average scores on the basis of gender, age or ethnicity and so we do not publish separate norm groups or advise any user to make differences in interpretation on the basis of group membership.

- Wave interpretation uses comparison groups as external benchmarks to make sense of candidate responses
- Comparison groups, norms, should be suitably large and representative of the applicant group
- We have not found any large group differences in Wave data based on age, ethnicity or gender and therefore see broad norms to be more appropriate than specific norms, e.g. an all female norm

Group Differences

Virtually all assessment methods, including personality questionnaires, have historically tended to show some differences between groups. Wave shows no large differences and very few small to moderate differences in any group for age, gender or ethnicity.

Gender Differences

Only Rational shows a moderate gender difference; males score approximately 1 Sten higher than females and females are slightly higher than males on Attentive and Activity Oriented.

Ethnicity Differences.

On Learning Oriented, Self-assured, Striving, Receptive, Conforming, Black respondents (including Black Caribbean, Black African and other Black backgrounds) scored approximately 1 Sten higher than the White group (including White European, White North America and other White backgrounds). This is a moderate difference.

On Activity Oriented the White and Asian (including respondents from Indian, Pakistani, and other Asian backgrounds) groups scored approximately 1 Sten higher than Black respondents, which is a moderate difference.

Ethical Considerations for Using Wave

Equal Opportunities Legislation

Equal opportunities legislation has developed over time to protect more groups, with major legislative developments in the latter half of the 20th Century. This legislation has continued to strengthen and evolve to cover more protected groups.

For example, the UK Equality Act 2010 protects the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Unfair treatment of any group protected by the UK Equality act would be considered as discrimination. Discrimination may be Indirect or Direct.

Indirect Discrimination

Indirect Discrimination is the unintentional differential treatment or adverse impact that affects different groups as a result of the testing conditions imposed. Hiring managers should consider whether there is clear justification for their testing choice, for example, it would be indirect discrimination to ask one group of candidates to complete an English language test but not asking all of the candidates to do this.

- The unintentional differential treatment of candidates in different groups
- Testing decisions need to be justifiable if it could be claimed that indirect discrimination has occurred, for instance, the cut-score in a selection process negatively impacts a particular group but it is vital for selected candidates to have that level of performance in a given area
- Be sure to select tests that have minimal observed group differences

Direct Discrimination

Direct Discrimination treats people differently because of the group they belong to; this is almost universally outlawed and this is not something that any high-quality assessment is designed to do. An example of direct discrimination of assessment could be not allowing a person with a disability to complete a test as part of a selection process.

- The intentional differential treatment of people depending on a certain group they may be part of, such as gender, race or religion
- High-quality assessments are not designed to be used in this way

Using Tests Responsibly

Training and Responsibilities for Test Users

It is important to complete training before using some assessments but, as with any skills or knowledge, over time parts may be forgotten and bad habits can develop. Equally, new developments may require updating of knowledge. Engaging with these developments to maintain up-to-date knowledge and develop skills means that you can continue making best use of assessments.
It is the responsibility of the test administrator to ensure proper practice and ensure that all interpretations from the test are valid and appropriate to the context and for the person who is using the information.

- It is important to complete appropriate training ahead of using some assessments
- Test administrators should stay up to date with any new developments to ensure they are delivering best-practice assessment use
- Saville Assessment provides opportunities for Wave users to attend workshops, masterclasses and events to keep skills up to date

Interpreting Score

Care should always be taken to interpret an assessment correctly. You can use the assessment descriptions in the technical manuals to support you. Consider the appropriate scales to feedback to candidates, the most suitable comparison groups and whether any reasonable adjustments made have impacted test scores. Remember to take into account the size of error around their responses and how they perform in comparison to the benchmark group.

- Make sure you know what the assessments you are using are measuring
- Use Wave for its intended work based purposes; i.e. it is not a clinical instrument and should never be used to make inferences about a person's mental health
- Be clear on how to interpret scores, their error of measurement and how best to give feedback on these to a candidate

Feedback

In selection and development contexts, we recommend a feedback interview or discussion to enable greater understanding of an individual's responses and to avoid incorrect assumptions and judgments. Candidates are likely to be interested in their results. Giving the option to have written or spoken feedback is recommended and in some regions, candidates have a legal right to access their results. This can help to increase candidates' self-awareness and better understand how their results have been used in the decision-making process. This is likely to make candidates feel more comfortable about the way in which their results are used in selection and development processes.

- Feedback may be a legal requirement based on the country in which the process takes place
- Feedback can help the candidate's self-awareness and understanding of the process

Test-Use Policy

It is generally good practice for the use of tests to be guided by a test-use policy. This will set out standards and local policies on a range of relevant issues. This helps ensure that minimum standards are maintained and that there is a consistency in practice across different assessment processes.

- Your organization should have and use a test-use policy
- A test-use outlines the standards and requirements to be used consistently through your organization's testing processes
- A sample test-use policy is available from us

Disability Considerations

Many jurisdictions, including the UK, make legal provisions for individuals with disabilities and/or who require special accommodations in workplace situations. This can sometimes mean that reasonable adjustments are required during an assessment process to give people with a disability as fair and comparable an assessment experience as possible. For modern, online personality assessments such as Wave, this tends to be less of a consideration than for some other methods. However, accommodations such as providing the assessment in another format (e.g. use of screen reading software, assistance by a sighted administrator or administration in a hard copy format) may occasionally be necessary. The Saville Assessment team are available to provide guidance and support with any such cases.

- Individuals with disabilities or who require special accommodation should have reasonable adjustments to give them as fair and comparable a testing experience as others
- During development, items were extensively reviewed to control for stereotyping and bias and ensure readability and international application. More information is available in the Wave technical manual
- Reasonable adjustments should be made on a case-by-case basis
- Saville Assessment can provide guidance and support with any such cases

Proper Data Management - GDPR

When using assessments, you need to follow these six principles of the General Data Protection Regulation (GDPR).

1	Processed lawfully, fairly and in a transparent manner. The scores should be used to make fair decisions about people. This requires the use of well chosen tests with appropriate interpretation. Ensure that candidates are provided with sufficient information about the assessment process.
2	Collected for specified, explicit and legitimate purposes and not further processed for another purpose unless explicit informed consent is provided. Ensure scores are only used for the purposes for which they were collected. To use them for other purposes requires gaining further permission from the candidate. If an assessment is completed as part of a development process it is unlikely it would be appropriate to use the results for selection or promotion decisions at another time.
3	Adequate, relevant and limited to what is necessary in relation to the purpose. Ensure only appropriate tools are used. Questionnaires are not used unless the information is needed for a proper business purpose, e.g. making effective selection decisions, developing staff.
4	Accurate and, where necessary, kept up-to-date. Ensure that care is taken in collecting and processing data to ensure it is accurate.
5	Kept in a form which permits identification of data subjects for no longer than is necessary for the purpose. That there is a policy of deleting data once it is no longer useful. Typically test scores remain relevant for 12-24 months. After this they should be erased.
6	Processed in a manner that ensures appropriate security of the personal data; appropriate security should be in place when storing data. Appropriate technical or organizational measures should be in place to protect against unauthorized or unlawful processing and against accidental loss, destruction or damage. Each organization should take their own legal advice with regard to their human resource activities. Saville Assessment is not in a position to advise on legal matters.

Notes

Hire - Build - Lead

Our talent assessments enable organizations to identify potential, accelerate performance and achieve results:

Hire

Defining Requirements

Stakeholder agreement on what 'good' looks like for a role is essential to selecting the right people. Our profiling tools enable those involved in the hiring process to:

- identify behaviors most predictive of performance and potential
- gather different stakeholder perspectives on what is important to the role
- articulate requirements objectively for fair and standardized benchmarking

Experienced Hire

Identifying motives (what an individual enjoys doing), talents (what they are good at doing) and culture-fit (where they will thrive) are essential to good hiring decisions. The unique Wave deep-dives allow clients to:

- differentiate between high-caliber candidates with in-depth reporting
- reduce the risk of bad hiring decisions
- increase the caliber of shortlisted candidates

Volume Screening

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

- provide an engaging candidate experience
- empower recruiters to make quick decisions based on valid data
- streamline the assessment process for candidates and recruiters with short completion times, automation and dashboard scoring options

Devolved Recruitment

Organizations are adopting more flexible and matrix approaches to working. Increasingly HR is looking to devolve parts of the hiring decision and interview process to line managers. Our interview solutions facilitate more efficient interviewing through:

- reduced preparation time with user-friendly guides
- improving interview objectivity
- giving line managers access to powerful psychometric data

Build

Talent Audits

Understanding what employees do best and where they do it best is essential to building strong talent pipelines. Our clients are able to:

- objectively benchmark talent and measure performance in line with potential
- identify talent 'pinch-points' and align talent with business demands
- create highly effective development programs for High Potentials (HiPos)

Onboarding

Effective onboarding can positively impact employee engagement, attrition and productivity. Clients accelerate time to competence of new employees, using our tools to:

- align new employees' strengths and challenge areas with the requirements of the role and the business
- prioritize initial objectives and development activities according to their work style and business demands
- facilitate better working relationships between managers and new hires

Team Effectiveness

High-performing individuals do not always equate to high-performing teams. Our workplace effectiveness solutions foster a high-performance culture by:

- improving the effectiveness of working relationships which employees have with each other
- illustrating team dynamics to cultivate better understanding and improved performance
- highlighting where people can create the most impact in agile working scenarios

Performance Development

Developing potential and growing your employees results in a more committed workforce, increased effort and better results. Our range of development tools support:

- person and job-relevant development planning, driven by data on performance and potential
- powerful and rich feedback utilizing the three unique deep dives only offered by the Wave questionnaire
- increased self-awareness, making employees more accountable for achieving their objectives

Lead

Leadership Selection

Leaders are responsible for technical expertise, engaging a workforce, strategic vision and organizational success. We help clients select the best leaders by identifying:

- where they will have the most-business critical impact
- the situations leaders are likely to be most effective
- individuals with the potential to grow an organization

Identifying Future Leaders

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

- recognize talent with the potential to meet the leadership challenges of the future
- create high-potential leadership development programs
- deliver powerful coaching and feedback to accelerate potential

Successful Entrepreneurs

Entrepreneurs create and lead high value businesses, often starting with virtually nothing. Our dedicated Entrepreneurial report can be used for:

- identifying potential entrepreneurs to help start and build high-growth businesses
- coaching entrepreneurs and harness the talent of individuals with entrepreneurial ability
- driving corporate entrepreneurship and innovation

Leadership Development

Bad leadership will cause staff to leave, make ill-judged decisions, stifle growth and deliver poor results. Our leadership assessments ensure clients effectively:

- accelerate leadership onboarding
- understand and manage performance capabilities for optimum performance
- coach, develop, reflect on and refine leadership style

Selecting Norm Groups for Wave

The following general norm group categories are available for Wave Professional Styles and Wave Focus Styles as standard:

- Graduates - All
- Graduates - Recent
- Mixed Occupational Group
- Individual Contributors
- Professionals and Managers
- Senior Managers and Executives

The Saville Assessment norm groups are available for US, UK, International, Regional (e.g. continental) and Country samples. For other country-specific norm group availability, please speak to your course director. A Sales norm group is available for use with the Wave Professional Styles Sales Report only.

The choice of norm group against which people are benchmarked will have an impact upon scores. Your choice of norm group should always take into account the job being applied for and the educational level and work experience level required. For example, it is appropriate to use a norm group of senior managers and executives for a director entering the organization. It would not be appropriate to compare directors' scores to a group of individual contributors who have no management responsibility.

Scores based on a 'specific' norm group, for example those based on people in a specific profession, will need interpreting differently from those based on a broader norm. For example, an individual applying for a sales job may be seen to have a high score on a 'selling' scale when compared to a broad general population norm group. The same person's score normed against a group of successful salespeople would be expected to result in a more average Sten score because everyone in the group is high on 'selling' compared to the majority of population. It is important to understand this difference and to ensure that Sten scores are not misinterpreted as a result of the use of norm groups which contain smaller ranges of scores (i.e. narrow variance).

The same argument can be applied to mixed gender/ethnic group norms where average group performance differences have been shown. It is important to use a norm group which is representative of the group to be profiled (e.g. in terms of age, gender and ethnicity).

As a general rule, norm groups should be up to date and, in order to have statistical significance, should be based on a group of ideally 150 + people. Up to a certain point, the larger the sample size, the more representative of the intended population the norm group is likely to be.

Administration of Wave

Saville Assessment Wave can be administered via online, unproctored access or online proctored access, using either our Bureau service or the Oasys online administration system. In practice, the Proctored mode is used much more rarely than the unproctored mode, but it provides the reassurance of a separate version where there is any concern over candidate responses.

Candidate Preparation

When candidates complete Wave Professional Styles and Wave Focus Styles questionnaires in an unproctored, 'Invited Access' environment, typically a unique secure link to the questionnaire is emailed to the individual along with a password and username. Therefore, the candidate needs to have reliable access to the internet and an email address.

Prior to individuals completing Wave Styles, Wave Preparation Guides should be sent out alongside other relevant information about the assessment process. Wave Preparation Guides can be downloaded for free from the Saville Assessment website. Individuals should also be given the opportunity to declare any special requirements for completion of the online questionnaire.

Interpretation

It is critical that great effort is put into ensuring that assessment objectivity and fairness carries through into the interpretation of results.

Be clear what you are **measuring** and what you are **forecasting** when you describe results. For example, in Wave you are measuring someone's self-reported workplace style, e.g. Assertive, in order to forecast their likely workplace performance in terms of Providing Leadership.

Consistency matters and whether you are hiring, developing or assessing for leadership or potential, it is important that all users make equivalent interpretations of the data. To ensure consistency, you should seek agreement with other Wave users in a given assessment process as to which scales are most important, and a consistent process should also be agreed upon. This is particularly important if you are weighting or integrating any of the Wave data with other assessment results. In selection, you may wish to calibrate your approach with other Wave users. The Wave reports promote consistency of interpretation through the provision of facet verbalizers; keeping to the report rather than seeking to add your own interpretation to any results helps to ensure consistency.

When Wave is used with other information (e.g. an interview) to inform decisions, appropriate weighting should be applied. In development, for example, it may be that a development activity is identified which, while appropriate to the individual, is not possible in their current role.

Wave interpretation is always based on a comparison of others; appropriate norms that are suitably large and representative of the applicant group should be used.

The question often arises as to whether differences between groups should be taken account of in interpretation. The simple answer for Wave is 'no'. We do not see any large average group differences on the basis of gender, age or ethnicity and we do not publish separate norm groups or advise any user to make differences in interpretation on the basis of group membership.

Ethical Considerations for Using Wave

Direct and Indirect Discrimination

Direct discrimination is treating people differently on the basis of group membership. This is not something that any high quality assessment is designed to do.

Indirect discrimination is where an unjustifiable requirement or condition has a disproportionate impact on one or more protected groups. For example, setting a requirement for high scores on leadership based skills potential when recruiting for a nonmanagerial role, where these skills potential wouldn't be necessary or justified. There could be a risk of age discrimination because younger candidates might have less experience of leading, due to lack of tenure / prior work experience.

Because Wave shows fewer and smaller group differences than many other comparable tools, it is less likely that, through the use of Wave, any inadvertent indirect discrimination would occur. Nevertheless, we would always recommend that any user of any workplace assessment has strong justification for using the assessment to make decisions, e.g. choosing critical skills potential to determine what matters for effective performance on the basis of thorough job analysis.

A Note on Disability: Reasonable Adjustments and Special Accommodations

Many jurisdictions make legal provisions for individuals with disabilities and/or who require special accommodations in workplace situations. This can sometimes mean that reasonable adjustments are required during an assessment process to accommodate a person's specific requirements/ disability, in order to allow them as fair and comparable an assessment experience as possible. For modern, online personality assessments such as Wave, this tends to be less of a consideration than for some other methods. However, accommodations such as providing the assessment in another format (e.g. use of screen reading software, or assistance by a sighted administrator) may occasionally be necessary. The Saville team are available to provide guidance and support with any such cases.

Training and Responsibilities for Test Users

Test users must undergo training but as with any set of skills or knowledge, over time issues may be forgotten and bad habits can develop. Equally, new developments may require updating of knowledge. For instance, the use of computers is changing the way tests are used and new issues relating to technology are arising for test users. Therefore, it is important to engage in continuing professional development to maintain up-to-date knowledge and develop skills. This may be through reading relevant literature, attending conferences and training days or working with other test users to challenge and develop competence.

It is important for all test users and test administrators to be aware of their responsibilities in following procedures and maintaining good practice. In the end, it is the responsibility of the test user to ensure proper practice and to ensure that all interpretations made from the test are valid and appropriate.

Respect for the Individual and the Instrument

As an experienced trained user, it is easy to forget the concerns which may be felt by candidates. For the candidate, completing the questionnaire may be part of a life changing experience and this should be considered at all stages of the assessment process.

As discussed in the administration section of this document, candidates should be briefed before completing psychometric instruments on why the assessment is being used and what it involves, in addition to an explanation of what will happen with the data after collection. Understanding what the test is about and how it will be used may help relax a candidate about the process. It will also allow a candidate to ask any questions or request special assistance for a disability or any other reason. A proper briefing is also important so that a candidate understands the process. Only then can a candidate give informed consent to participating. There is clear evidence that candidates are more likely to regard decisions as fair when they are aware of the processes used to reach these decisions.

In particular, it should be remembered that Wave Styles is not a clinical instrument and should never be used to make judgments about a person's state of mental health.

Interpretations should be made within the limits of the validity of the instrument. Be careful of claims about scale meaning which are not supported by the available evidence.

Feedback

Candidates who have completed psychometric assessments are often very interested in their results. In personality questionnaires, feedback plays a vital part in fully understanding the candidates' responses. Being able to comment on the results not only provides a greater depth of information, but also enables candidates to provide explanations for their responses and further information where appropriate. This is likely to make candidates feel more comfortable

about the way in which their responses are being interpreted, particularly in selection situations. Knowledge of what information is being extracted from the responses can allay fears and provide reassurance in terms of the objectivity and effectiveness of the selection process.

In development contexts, professional feedback where candidates are encouraged to comment on how they responded to the questionnaire is usually extremely important. Regardless of the context of use, feedback should never make assumptions about candidates as a result of their responses, but should be an open discussion of the results with the candidate's profile providing hypotheses for further exploration.

Data Management

Candidates are likely to be concerned about who will be able to see their results. This can be a particularly strong factor of concern for internal job applicants. Ensuring that candidates are fully aware of who may have access to their responses (and reassuring them about who will not) is a key element of ensuring that candidates have provided their informed consent.

For both ethical and legal reasons, candidate data should be handled and stored securely and appropriately according to applicable legal guidelines. Candidate data should be stored confidentially. Existing data should not be used for a different purpose to the one for which it was first collected unless the candidate has consented to this and it is relevant (e.g. under some circumstances it could be appropriate that selection data is subsequently used in on-boarding). Any data allowing identification of the candidate should be removed from publicly accessible records of assessment results. The test user has a responsibility to maintain and use information collected about people in an appropriate manner. Please see 'Section 6: Best Practice & Ethics' for the principles put in place by the Global Data Protection Regulation (GDPR).

Test Use Policy

It is good practice that the use of tests is controlled by an organizational test use policy. This will set out standards and local policies on a range of relevant issues. This helps ensure that minimum standards are maintained and that there is consistency in practice across assessments.

Notes

Module 9: Reliability & Validity

Reliability

Reliability is fundamental to measurement and concerns how precise and error-free a tool is in measuring desired constructs. Any instrument that measures something in the real world needs to have a level of precision or accuracy, for example, weighing scales, a digital clock or a light meter in a camera. The greater the reliability or precision, the greater the chance that it will allow for valid decision-making.

- Reliability is concerned with how precise and error-free a tool is in measuring intended constructs
- Any instruments of measurement need to have a level of reliability, or precision, to be useful
- Regarding behavioral measures, the greater the reliability, the greater the chance of making a valid testing decision in selection or development

Types of Reliability

Test-Retest

Test-retest reliability refers to the stability of a measure over time. It is calculated by correlating results from a measure completed by the same group of people at two points in time.

+ Gives indication that attribute is stable

- Candidates not willing to do it twice

Alternate or Parallel Form Reliability

Alternate or Parallel form reliability refers to the consistency between two versions of the same measure. This is the correlation between the results for the same group of people who complete two versions of the questionnaire.

+ Shows developer is clear/consistent on what is measured

- Has the expense of developing two forms

Internal Consistency Reliability

Internal Consistency reliability relates to the internal correlations of the components of the measure, for example the relationship between the different scales within one questionnaire.

+ Easy to do as only requires one set of data from one time period

- Can be misleadingly high with repetitive item content

While all forms of reliability are important, internal consistency is often the most practical and accessible form of reliability, which can be more readily calculated in large samples. The generally accepted benchmark level for test reliability is r = +.70.

Wave Test-retest Reliability

Wave Test-retest Reliability

Wave Test-retest Reliability

The 36 Dimensions of Wave Professional Styles demonstrate acceptable test-retest reliabilities over an 18-month interval with coefficients ranging from .58 on the 'Principled' Dimension to .85 on 'Activity Oriented' with a mean reliability coefficient of .75 across all Dimensions.

- Average dimension reliability: .75
- This demonstrates that Wave can consistently measure attributes over time

Wave Alternate-form Reliability

The alternate form reliability of Saville Assessment Wave Professional Styles is based on two versions of Professional Styles; Invited Access and Supervised Access. At the Dimension level, the mean reliability of the scales was .86 and the minimum reliability estimate for any Dimension was .78.

- Average dimension reliability: .86
- This demonstrates that the Invited Access and Supervised Access version of Wave questionnaires measure individuals' attributes consistently with each other

Wave Internal Consistency Reliability

The Wave Styles assessment scales were designed to have moderate, around .60 to .90 coefficients, rather than high internal consistencies at the dimension level. This is because they are designed to measure distinct behaviors and should therefore demonstrate some construct separation.

The mean internal consistency is in the center of this desired range, at .74.

- Average dimension reliability.74
- This demonstrates that the areas of Wave consistently measure the scales that they were developed to measure. Additionally, this value is not so high that it suggests the scales overlap, that is, the Wave dimensions reliably measure different areas of behavior

Error

Self-report scores can contain errors of measurement for a number of reasons.

Individual

If the individual feels unwell, has not given themselves appropriate time, misinterprets the questionnaire instructions or experiences severe test related anxiety, these factors could all mean they may not complete a questionnaire properly.

- Feeling unwell
- Misinterpreting instructions
- Severe test anxiety

Administration

If the test administrator has chosen a test which doesn't accurately measure what it claims to measure, e.g. a behavioral measure with very little workplace validity, this can be a form of error. Likewise, when administrators do not properly brief candidates or set up the testing environment appropriately, to minimize disruptions for example, this results in distractions which can reduce a questionnaire's reliability. The administrator should diligently mark any hard-copy responses, where used, and be sure to accurately interpret results; where this is not the case assessment error is introduced and the reliability of the results will be lowered.

- Using an unreliable test
- Poor candidate briefing
- Misinterpreting responses

Questionnaire Developer

Questionnaire developers should be rigorous in ensuring the quality of their measures to support the reliability of their findings. This includes writing clear questions or items which lack any ambiguity, giving straight-forward instructions and being sure that their assessments are measuring what they claim to measure. Reliability is about getting the test right; validity is about getting the right test. It is the test developer's responsibility to develop an accurate test and ensure it is a reliable measure.

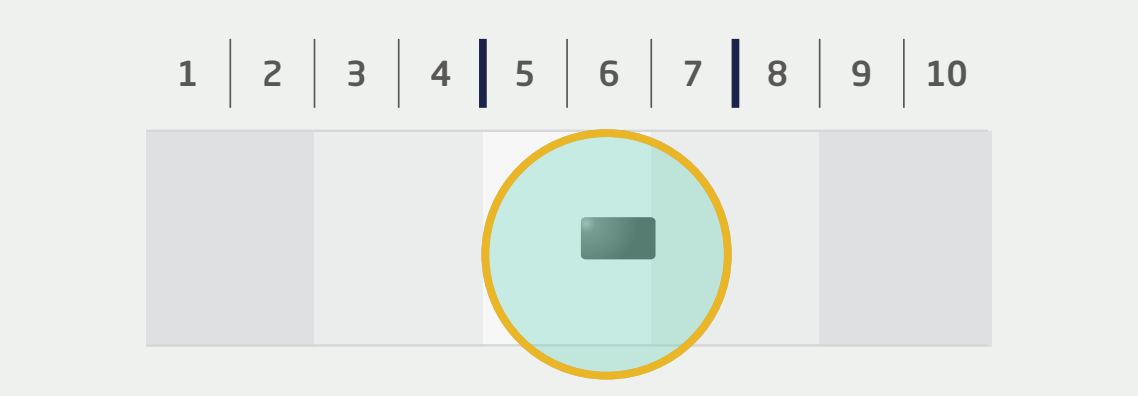
- Ambiguous items
- Items measuring the wrong thing
- Poor instructions

An example of an ambiguous item could be one that uses a colloquialism or metaphor such as, 'I often feel blue'. This may not translate well into a number of languages and could be confusing to individuals completing the questionnaire.

Reliability and Error

Scores obtained in occupational questionnaires invariably contain a degree of error. The Standard Error of Measurement, or SEm, takes this error into account when dealing with individual responses. That is, the SEm measures the margin for error in an individual's score. It enables us to assess the confidence we can have in the precision of an individual's score, by presenting a band in which we are confident their score lies. When a score lies in a band of plus or minus one SEm, we have a 68% confidence level in the score being accurate. A band of two SEms reflects a confidence of 96% accuracy. The use of the SEm means that scores can be generalized across the population, using confidence levels. The typical SEm of Wave Professional Styles is slightly less than one Sten. This means an individual's true measure is likely to be within one sten score of what is reported on their Wave profile.

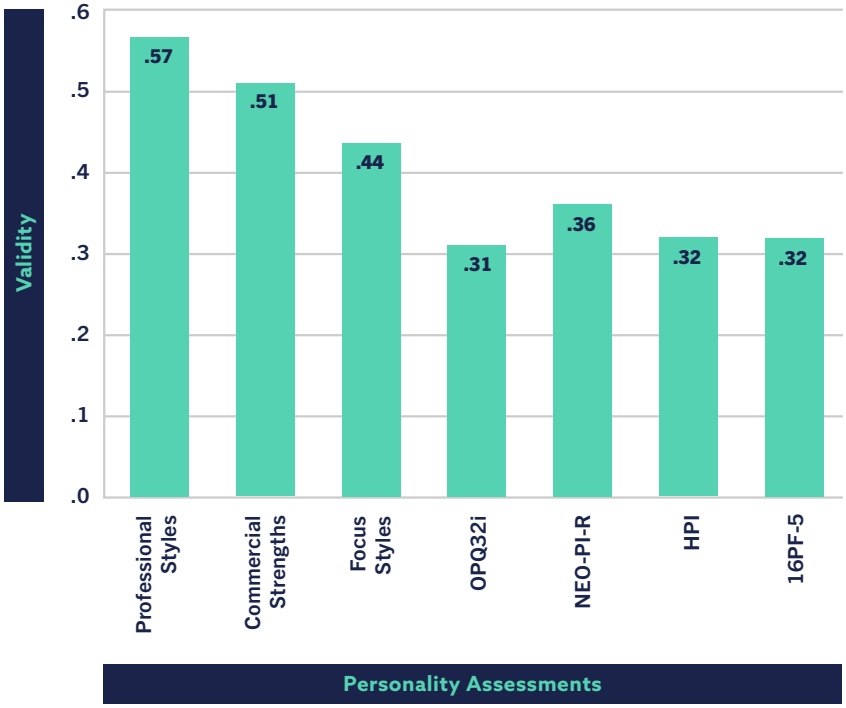
- All behavior tools have a degree of error
- Standard Error of Measurement (SEm) accounts for this error
- SEm provides a band in which we are confident that an individual's true score lies
- The typical SEm of Wave Professional Styles is slightly less than one Sten, this means that an individual's true response is likely to always be within around one Sten of what is shown on their profile



Validity

A test is valid to the extent that it measures what it is designed to measure. In particular, validity is a measure of how relevant a behavioral questionnaire is to job content. This is a key aspect of using occupational tools; if the tool is not valid, then there is little point in using it. You may have a highly reliable questionnaire, but if it is not measuring the particular job skills potential you are interested in assessing, then it is not useful. Remember, that a valid tool has to be reliable in the first place. Studies generally indicate that a good personality questionnaire can have a validity of +0.3. Validities above +0.7 are virtually unknown in the literature. The higher the validity, the better.

- A valid tool measures what it is intended to measure
- In particular, a questionnaire should be relevant to job content
- Wave Styles questionnaires were constructed incorporating validity from the outset; building on a robust model of personality and ensuring workplace relevance
- Validity values of +.3 are indicative of good personality measures



Types of Validity

Assessment validity can be thought of as Informal or Formal. Informal types of validity are more concerned with how a test appears whereas Formal types of validity are more rigorous.

Informal

Face Validity

Tools with high face validity ensure buy-in from candidates and line managers, but with face validity alone, questionnaire choice is not based on hard evidence and is unlikely to be legally defensible if challenged. However, it may be the lack of face validity which instigates a legal challenge when candidates question the relevance of the questions they are being asked in relation to performing effectively on the job.

Face validity looks at whether the instrument appears to be measuring what it should be. Questionnaire items should be written with face validity in mind to ensure that the questionnaire 'looks right' and that it is acceptable to individuals completing it. It is important to remember that whilst face-validity is important for buy-in from candidates and users it does not guarantee any statistical robustness of the tool. Using tools that lack psychometric robustness can lead to mistakes in selection & development, and feedback & interpretation.

Faith Validity

Faith validity is a spurious form of validity. It is an unquestioning belief that a questionnaire is appropriate and predictive of job effectiveness. Faith validity can aid in getting buy-in for the use of objective assessment methods. However, lacking hard evidence of robust assessments can lead to misuse of tools and in the worst case scenario could lead to the use of measures that are not legally defensible or valid, which don't allow for the selection of better candidates.

An unfounded belief that a tool is appropriate and effective; a feeling that the test works in the absence of evidence. Faith validity is the least defensible form of validity.

Barnum Effect

A 'Barnum effect' occurs when a statement in a questionnaire, or a description on a profile, is phrased in such a way that it could be applicable to anyone.

Consequently, a candidate's positive response to such a statement has minimal value since all candidates are likely to agree with this statement.

- The phrasing of questionnaire statements or profile descriptions mean that they could be applicable to anyone
- Responses to such items have minimal value as most candidates will respond similarly

Formal

Consequential Validity

The intended and unintended consequences of using a test. Test users should be mindful of how their use of assessments could impact assesses. For example, when using assessments to identify high potential there is the intended consequence of encouraging individuals to develop in relevant areas. An unintended consequence could be narrowing individuals' focus to just those areas being assessed rather than other relevant work areas.

Content Validity

Content validity reflects the extent to which the items in an instrument are representative of job-relevant content. Wave Professional Styles has been designed to measure a core set of personality characteristics required for a broad range of roles. The items cover both the Talent (e.g. 'I am good at selling') and Motive (e.g. 'I enjoy selling') aspects of the personality dimensions being measured. In the development of Wave, a research and conceptually-driven hierarchical model was created, which maps to the Wave skills potential framework.

- Content validity refers to the relevance of the items of an instrument to job-related content
- Wave Styles questionnaires measure core personality characteristics relevant to a number of roles
- Wave Styles capture both self-perceived Motive and Talent related to such areas
- Research and a conceptually-driven approach led to the development of the Wave Styles and Skills Potential frameworks
- Wave items were written and refined based on statistical analyzes and professional expertise

Construct Validity

Construct validity concerns the extent to which an instrument measures some underlying theoretical construct or trait. Wave Styles has been designed capture the 'Big Five' model, as well as skills potential constructs such as the 'Great Eight' model. At the same time, we retained important work constructs even if they did not fit neatly into established academic theories.

- Construct validity pertains to the extent to which an instrument measures an underlying theoretical construct or trait
- Wave Styles was developed to capture the Big Five personality theory and Great Eight Work Performance model

Criterion-related Validity

Criterion-related validity is the extent to which a questionnaire is able to predict job performance variables such as appraisal ratings, potential for promotion and achievement of targets and objectives. The most common way of establishing criterion-related validity is by correlating questionnaire scores with measures of job performance. The main methods of approach to this are through concurrent validation and predictive validation.

Refers to evidence that the test predicts relevant criteria (e.g. skills potential or workplace outcomes).

Concurrent

The potential effectiveness of a new questionnaire is investigated on current employees within an organization.

Predictive

The impact of a new questionnaire is evaluated by following up the performance of selected individuals some months after being recruited.

Project Epsom: Criterion-related Validity

The sample

308 participants from a number of roles and industries with a variety of educational backgrounds and levels of work experience. This was a subset of a larger sample from the Epsom study.

What they did

Participants completed a range of personality questionnaires including OPQ32i, 16PF, NEO, Hogan's PI and Wave Professional Styles and Wave Focus Styles. They were then rated by independent raters against two criterion measures.

Criterion Measures

1. A global work performance measure covering accomplishing objectives, applying specialist knowledge and demonstrating potential.
2. The SHL Great Eight Work Performance model.

Measures of participants' work performance were established by asking third-parties to independently rate how effectively the participants performed in the work areas covered by the Great Eight and global performance criteria.

What did we find?

The more accurately a personality questionnaire predicts how independent raters have judged the work performance of the participant in a separate rating form, the more valid the personality questionnaire.

Project Epsom: Criterion-related Validity Conclusions

Global Work Performance

All of the questionnaires show at least a moderate level of validity in predicting work performance according to the global work performance criteria. The Saville Assessment Wave Professional Styles questionnaire comprehensively outperforms all other questionnaires in terms of validity. Wave Focus Styles takes under 15 minutes to complete, yet compares favorably in terms of validity with much longer questionnaires such as the OPQ32i, the Hogan Personality Inventory and the 16PF5.

- All questionnaires showed moderate criterion-related validity in that they predicted ratings on the Global Work Performance measure
- The Saville Assessment Wave Professional Styles questionnaire comprehensively outperforms all other questionnaires in terms of validity

Great Eight Model

The Saville Assessment questionnaires are the most valid questionnaires for measuring work performance, even when defined by the independent SHL Great Eight measures of work performance. The Saville Assessment questionnaires are strong in terms of validity in comparison to SHL's OPQ® against its own model of work effectiveness.

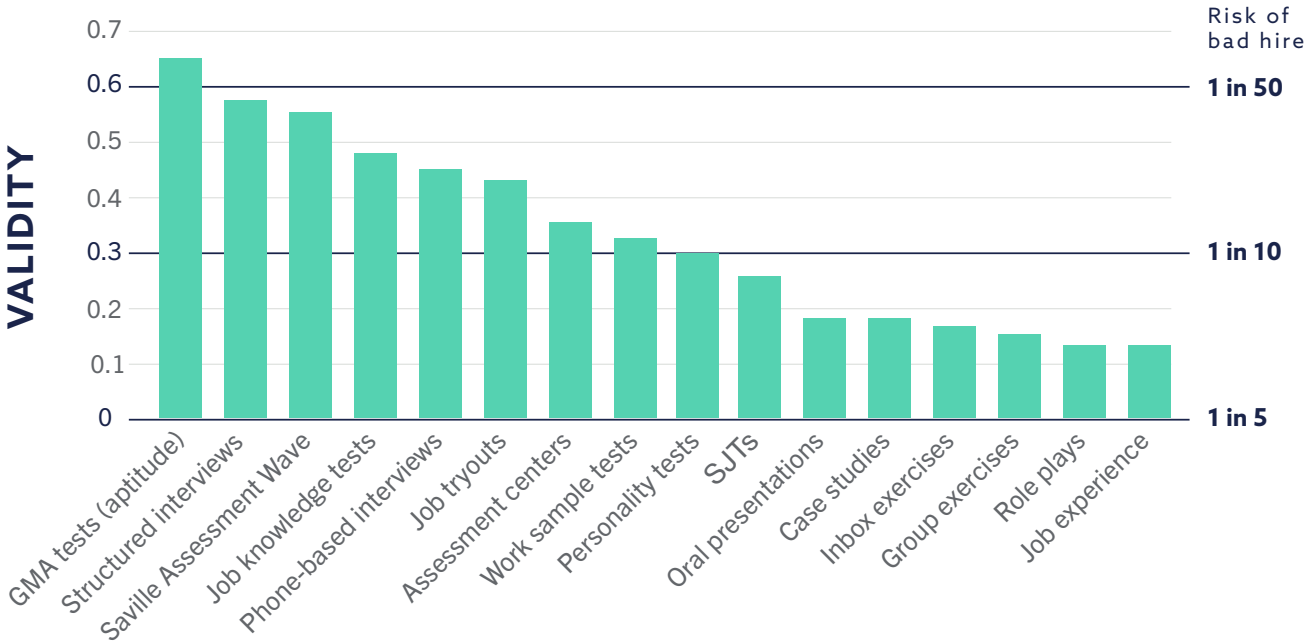
- The Wave Styles questionnaires were found to be the most predictive measure of the Great Eight model

Implications for questionnaire use: Validity and Return on Investment

When putting together a selection process you should use the most valid methods.

Effectiveness of assessment methods*

*Includes all assessment methods generally deemed acceptable for use in hiring across different occupations



Hunter & Schmidt (1998), Schmidt et al (2016) and Saville et al (2012)

- 1/5 – If you have a validity of 0 you have a 1 in 5 chance of hiring a poor performer
- 1/10 – If you have a validity of .3 you have a 1 in 10 chance of hiring a poor performer
- 1/50 – If you have a validity of .6 the risk of a poor hire is greatly reduced to 1 in 50

The Wave Model: Validity

- Questionnaires with the highest validity increase the chance of selecting the best performers at work and considerably reduce selection errors
- Moving from recruiting using a questionnaire with a validity of +0.3 to using a questionnaire with a validity of +0.6 can double the cost benefit to an organization
  - This can also reduce the number of serious selection errors five-fold

Notes

Validity? So What?

- Questionnaires with the highest validity increase the chance of selecting the best performers at work and considerably reduce selection errors
- Moving from recruiting using a questionnaire with a validity of +0.3 to using a questionnaire with a validity of +0.6 can double the cost benefit to an organization
  - This can also reduce the number of serious selection errors five-fold

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

0.3 Validity - 1 person in 10 will be a poor performer

0.6 Validity - 1 person in 50 will be a poor performer

Notes

Reliability

Definition

Reliability is fundamental to measurement and concerns how precise and error-free a tool is in measuring desired constructs. In self-report questionnaires, reliability concerns how consistently and precisely a questionnaire measures a characteristic. Reliability is important when interpreting personality assessment scores, because they are intended to reflect the individual's true personality. Reliability is crucial for validity, as an inconsistent or unreliable measure cannot be valid because its lack of reliability restricts the true measurement of personality.

Types of Reliability

Test-Retest reliability refers to the stability of a measure over time. It is calculated by correlating scores on a measure completed by the same group of people at two points in time.

Alternate or Parallel Form Reliability refers to the consistency between two versions of the same measure. This is the correlation between the results for the same group of people who complete two versions of the questionnaire.

Internal Consistency Reliability relates to the internal correlations of the components of the measure, for example the relationship between the different scales within an assessment.

For self-report questionnaires it is important that internal consistency reliability is satisfactorily high but not artificially inflated. Narrow scales with repetitive item content have high reliability but lack breadth of measurement. In the development of Wave Professional Styles this problem was avoided by drawing on three distinct facet constructs for each dimension.

Wave Professional Styles Reliability

A development goal of the Wave Styles assessments was to have alternate form and test-retest reliabilities as high as possible. The Wave Styles assessments were designed to have moderate (0.6 – 0.9), rather than high internal consistencies at the dimension level (as they are made up of six different work constructs – motive and talent).

The 36 dimensions of Wave Professional Styles demonstrate acceptable test-retest reliabilities over an 18-month interval with coefficients ranging from .58 (Principled) to .85 (Activity Oriented) and a mean reliability coefficient of .75.

The alternate form reliability of Saville Assessment Wave Professional Styles is based on two versions of Professional Styles; Invited Access (IA) and Proctored Access (SA). At the dimension level, the mean reliability of the dimension scales (combined Normative and Ipsative) was .86 and the minimum reliability estimate for any dimension was .78.

The dimensions of Wave Professional Styles were designed to have internal consistency estimates ranging from .60 to a maximum of .90. The mean internal consistency is in the center of this desired range, at .74. Only one scale fell outside this – Insightful, with an internal consistency of .58. However, Insightful has highly acceptable alternate form reliability and test-retest reliability estimates which are the fundamental reliability measures for Wave Styles.

Error

Sources of Error

Self-report scores can contain errors of measurement for a number of reasons:

Individual - The individual completing the assessment may have been feeling unwell on the day or may have had a 'bad' day, both of which can influence an individual's responses. The reasons for completing a questionnaire can also impact on responses; for example, if completing a personality measure as part of a selection procedure, the individual's perception of the organization's values may bias their responses. The environment can also impact on the reliability of assessment scores. The conditions (heat, noise levels) in which individuals complete the assessment can also influence response style.

Administration - The way in which the assessment is administered is also crucial to the reliability. As Wave Styles is an online measure, it is more immune to these sources of error, however, administrators should ensure a clear rationale for using the assessment is provided.

Test Developer – The construction of an assessment can impact on its reliability. For example, if questions are ambiguous or don't measure the intended construct the assessment is less likely to be reliable.

Reliability and Error

Scores obtained in occupational questionnaires invariably contain a degree of error. The Standard Error of Measurement (SEm) enables us to make allowance for this error when dealing with individual scores. Thus the SEm is concerned with the margin for error in an individual's score. It can, therefore, be used to assess the confidence we can have in the precision of an individual's score, by presenting a band in which we are confident the individual's score lies.

When a score lies in a band of plus or minus one SEm, we have a 68% confidence level in the score being accurate. A band of two SEms reflects a confidence of 96% accuracy. The use of the SEm means that scores can be generalized across the population, using confidence levels. The typical SEm of Wave Professional Styles is slightly less than one Sten.

Validity

What is Validity?

A questionnaire is valid to the extent that it measures what it is designed to measure. In particular, validity is a measure of how relevant a questionnaire is to job content. In developing Wave Styles, providing validation evidence was considered paramount in presenting a questionnaire that is based on a robust model of personality and is relevant to the workplace. As such, validation was incorporated into the construction of Wave Styles from its inception.

Types of Validity

Face validity looks at whether the instrument appears to be measuring what it should be. In the construction of Saville Assessment Wave, great care was taken to avoid items that lack face validity in a work context such as questions related to neuroticism and clinical symptoms. Although face validity has no statistical basis, it is essential that a questionnaire 'looks right'; that is, it appears to measure what it is intended to measure, for example, personality characteristics required in the workplace. A questionnaire that is face valid is one that it is acceptable not only to the individuals who complete it but also to those who will be required to interpret and act upon its findings. Members of an organization are more likely to feel comfortable in their use of a questionnaire and individuals more readily accepting of the results if the questionnaire appears reasonable and appropriate to them.

However, there is a danger that users may rely on spurious validity, such as face validity, as evidence of its true validity. It cannot be assumed, for example, that because a questionnaire is face valid, that it is also psychometrically valid. Using a questionnaire that is not psychometrically robust can subsequently lead to mistakes in selection, development, feedback and interpretation.

Content validity reflects the extent to which the items in an instrument are representative of job-relevant content. Wave Professional Styles has been designed to measure a core set of personality characteristics required for a range of professional and managerial roles. The items cover both the Talent (e.g. 'I am good at selling') and Motive (e.g. 'I enjoy selling') aspects of the personality dimensions being measured. In the development of Wave, a research- and conceptually driven hierarchical model was created, which maps to the Wave skills potential framework.

Consequential validity considers the intended and unintended consequences of using a questionnaire. For example, if an assessment is being used to identify high potential people within an organization for succession planning purposes, intended consequences could include encouraging individuals to strive to develop themselves in performance-relevant areas, greater motivation and effort displayed by potential succession candidates and improved understanding of what matters for effective performance. On the other hand, unintended consequences could include a narrowing of focus amongst potential succession candidates to just those variables assessed by the questionnaire, potential succession candidates engaging in practices to disadvantage others and inappropriate use of assessment scores by the administrators or decision-makers.

Construct validity concerns the extent to which an instrument measures some underlying theoretical construct or trait. Professional Styles has been designed to comfortably cover the scope of leading personality theories such as the 'Big 5' model, as well as constructs such as the 'Great 8' model. At the same time, we retained important work constructs even if they did not fit neatly into 'parsimonious' academic theories.

Faith validity is a spurious form of validity. Faith validity is a blind belief that a questionnaire is appropriate and predictive of job effectiveness, for example, because of the plausibility of scale names or the acceptability of the report by candidates. A 'Barnum effect' occurs when a statement in a questionnaire is phrased in such a way that it could be applicable to anyone. Consequently, a candidate's positive response to such a statement has minimal value since all candidates are likely to agree with this statement. Faith validity is the least defensible form of validity.

Finally, **criterion-related validity** is the extent to which a questionnaire is able to predict job performance variables such as appraisal ratings, potential for promotion and achievement of targets and objectives. The most common way of establishing criterion-related validity is by correlating questionnaire scores with measures of job performance. The main methods of approach to this are through concurrent validation and predictive validation.

- **Concurrent validity** - the potential effectiveness of a new questionnaire is investigated on current employees within an organization.
- **Predictive validity** – the impact of a new questionnaire is evaluated by following up the performance of selected individuals some months after being recruited.

Criterion-Related Validity: Project Epsom

Validity

Studies generally indicate that a good personality questionnaire can have a validity of +0.3. Validities above +0.7 are virtually unknown in the literature. The higher the validity, the better.

Ability tests have validities of around +0.5; unstructured interviews around +0.2. Educational qualifications are surprisingly poor predictors of performance, at around +0.1.

Project Epsom: Background

A large sample of participants (N=308) completed a range of popular personality questionnaires including OPQ32i, 16PF, NEO, Hogan's PI and Wave Professional Styles and Wave Focus Styles. Questionnaires were compared against the same independent work performance criteria. These were:

(i) A global work performance measure covering accomplishing objectives, applying specialist knowledge and demonstrating potential.

(ii) The SHL Great Eight Work Performance Model.

Measures of participants' work performance were established by asking third-parties to independently rate how effectively the participants performed in the work areas covered by the Great Eight and global performance criteria.

The more accurately a personality questionnaire predicts how independent raters have judged the work performance of the participant in a completely separate rating form, the more valid the personality questionnaire.

Validity – Total Performance

The validity of seven key questionnaires in measuring global work performance:

All of the seven questionnaires show at least a moderate level of validity in predicting work performance according to the global work performance criteria. The Saville Assessment Wave Professional Styles questionnaire comprehensively outperforms all other questionnaires in terms of validity. Wave Focus Styles takes under 15 minutes to complete, yet compares favorably in terms of validity with much longer questionnaires such as the OPQ32i, the Hogan Personality Inventory and the 16PF5.

The average validity of seven key questionnaires in measuring the Great Eight Work Performance areas:

The Saville Assessment questionnaires are the most valid questionnaires for measuring work performance, even when defined by the independent SHL Great Eight measures of work performance. The Saville Assessment questionnaires are strong in terms of validity in comparison to CEB SHL's OPQ® against its own model of work effectiveness.

Increasing Validity Increases Return on Investment

Questionnaires with the highest validity increase the chance of selecting the best performers at work and considerably reduce selection errors.

An example of a serious selection error is selecting a candidate from the bottom 20% of performers when you mean to select from the top 20% of performers:

(i) If a questionnaire has a validity of 0.0, one person in every five that you select will prove to be in the bottom 20% of performers.

(ii) If a questionnaire has a validity of +0.3, one person in every 10 that you select will prove to be in the bottom 20% of performers.

(iii) If a questionnaire has a validity of +0.6, one person in every 50 that you select will prove to be in the bottom 20% of performers.

Moving from recruitment using a questionnaire with a validity of +0.3 to using a questionnaire with a validity of +0.6 can double the cost-benefit to an organization. It can reduce the number of serious selection errors five-fold, remarkably improving the accuracy of the selection process.

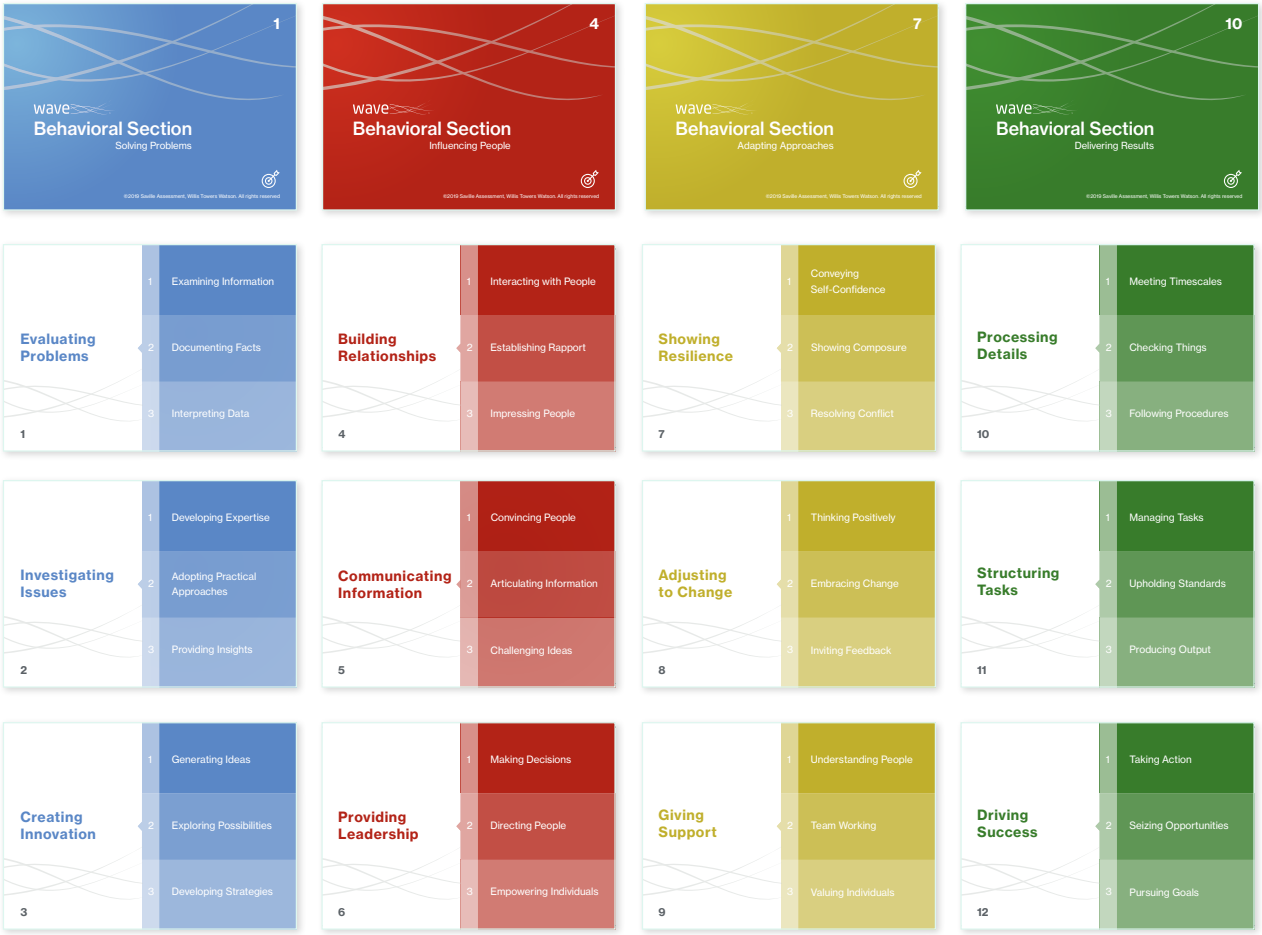
Module 10: Selection Case Study

Your task is to review an applicant's suitability for a Business Development Manager role and to generate interview questions based on the applicant's Wave Professional Styles Expert Report.

The applicant in question is Sam Jenkins. Sam is currently a very successful Sales Advisor at Tradigital. Based on Sam's superior track-record in the role and consistent exceeding of the stretching sales targets set, Sam's line manager has encouraged Sam to apply for the vacancy.

Task One: Identify five critical Skills Potential areas

- Refer back to the Job Analysis section of your workbook and note down the five behavioral areas you identified as critical for the Business Development Manager Role.
- You will be carrying out a skills potential interview focusing on these skills potential as part of the next stage of the selection process.



Identify Five Critical Skills Potential Areas

1.

2.

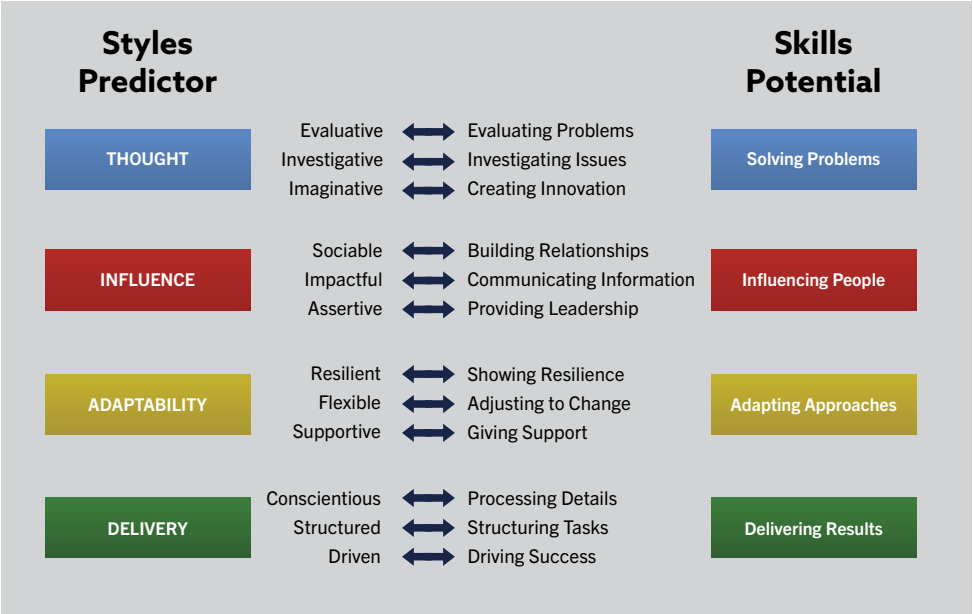
3.

4.

5.

Task Two: Evaluate a candidate against the critical skills potential areas

- Evaluate Sam's potential strengths, areas of concern, and areas you would wish to probe further against the elements identified in Task One, using Sam's Wave Professional Styles Expert Report to guide you.
- You should refer to specific aspects of the Wave Professional Styles Expert Report in your summary (e.g. Psychometric Profile, Skills Potential Profile and Predicted Culture/Environment Fit Profile).
- Review Sam's Skills Potential Page and then find the aligned Styles Section to evaluate the relevant Dimensions. For example: Evaluating Problems is aligned to the Evaluative Styles Section so we move to this area in Sam's Full Psychometric Profile and review the Dimensions under Evaluative: Analytical, Factual and Rational.



Candidate Evaluation Against Role Requirements

Potential Strengths

Potential Areas of Concern/Risk

Company Overview

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

Number of Employees: Approximately 400.

Head Office: London, UK.

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

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

The Account Management Team aims to:

- Identify and successfully secure sales with new clients
- Manage a portfolio of key clients, supporting the implementation of e-learning sales projects
- Provide ongoing support to develop business opportunities within these clients

Account Managers need to liaise closely with the Marketing Team to initiate and manage promotional campaigns and with the IT Development Team who develop the software to the client's specifications.

The Account Management team consists of 14 individuals who were previously Sales Advisors at Tradigital.

Current Situation: There is a need to appoint a Business Development Manager to head up the newly created Account Management Team.

Job Description

Business Development Manager

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

Key Responsibilities:

- Managing the team and coordinating their sales and account management activities
- Forming strategies on developing e-learning's usage with existing accounts and generating and following up new leads
- Generating innovative ideas and creative approaches to e-learning with due consideration of customer needs
- Providing additional training to the team to increase sales revenues
- Managing challenges encountered by the team and advising on the best course of action
- Developing and delivering effective solutions for clients
- Producing monthly billing reports for the Management Team and managing project budgets
- Analyzing and reporting on solution effectiveness

Required Skills and Experience:

- Proven sales track record
- Influencing and negotiation skills
- Interpersonal and communication skills
- Able to network and build relationships with a range of individuals
- Excellent project management skills
- Able to motivate a team to achieve targets
- Able to develop innovative approaches to meet business objectives
- Can adapt to challenging situations and remain positive
- Approachable, providing support and sharing expertise with the team
- Previous experience working with dynamic simulation software and knowledge of e-learning programs
- Strong written and verbal communication skills
- Strong numerical and logical thinking skills aiming for depth not breadth
- Managing the team and coordinating their sales and account management

wave™

Expert Report
Sam Jenkins

Professional

Styles

Contents

About this Report

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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.

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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).

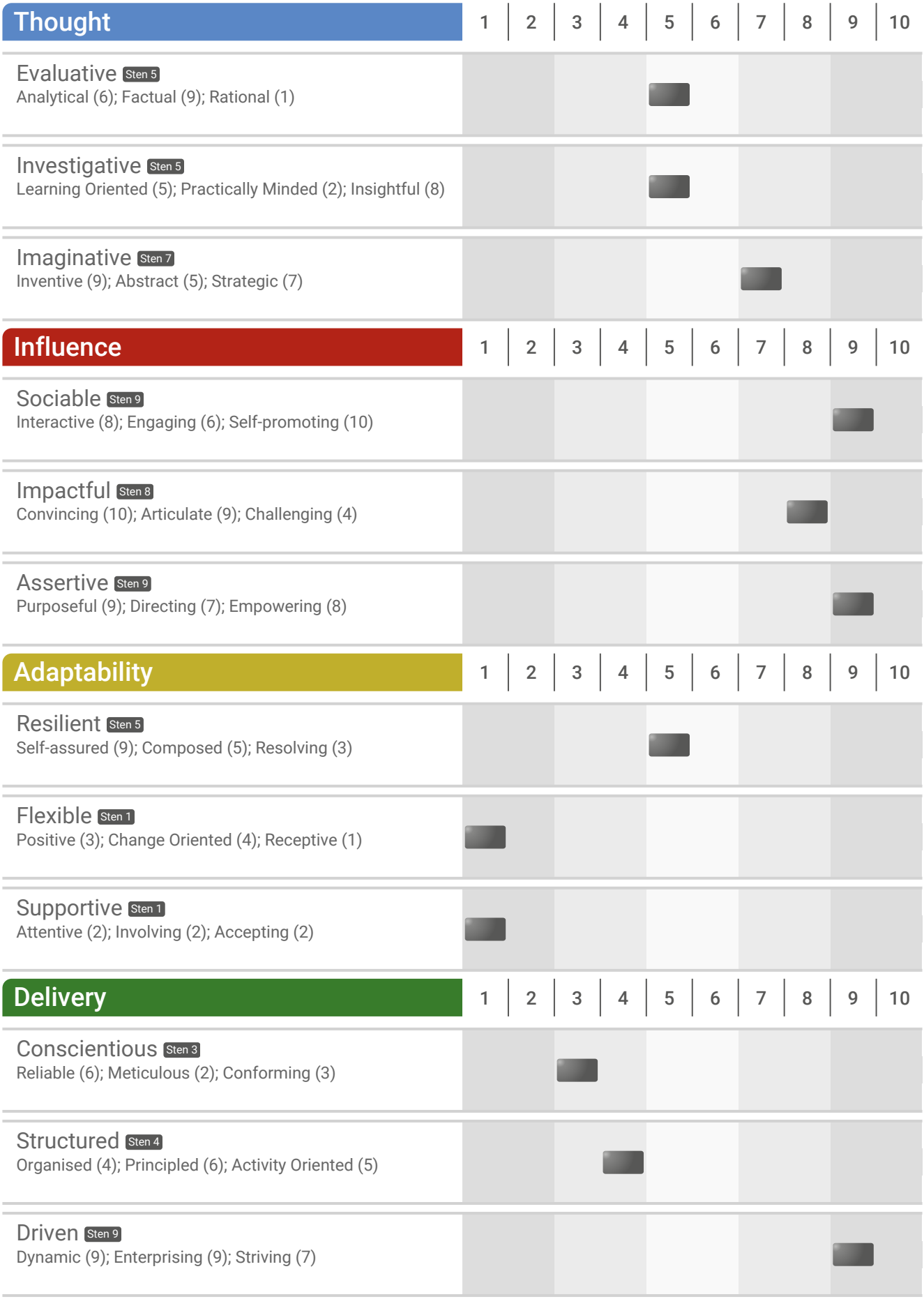
Skills Potential Profile

The Skills 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 skills potential headings. This prediction should be interpreted against key work requirements as established through job analysis or 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 skills potential.

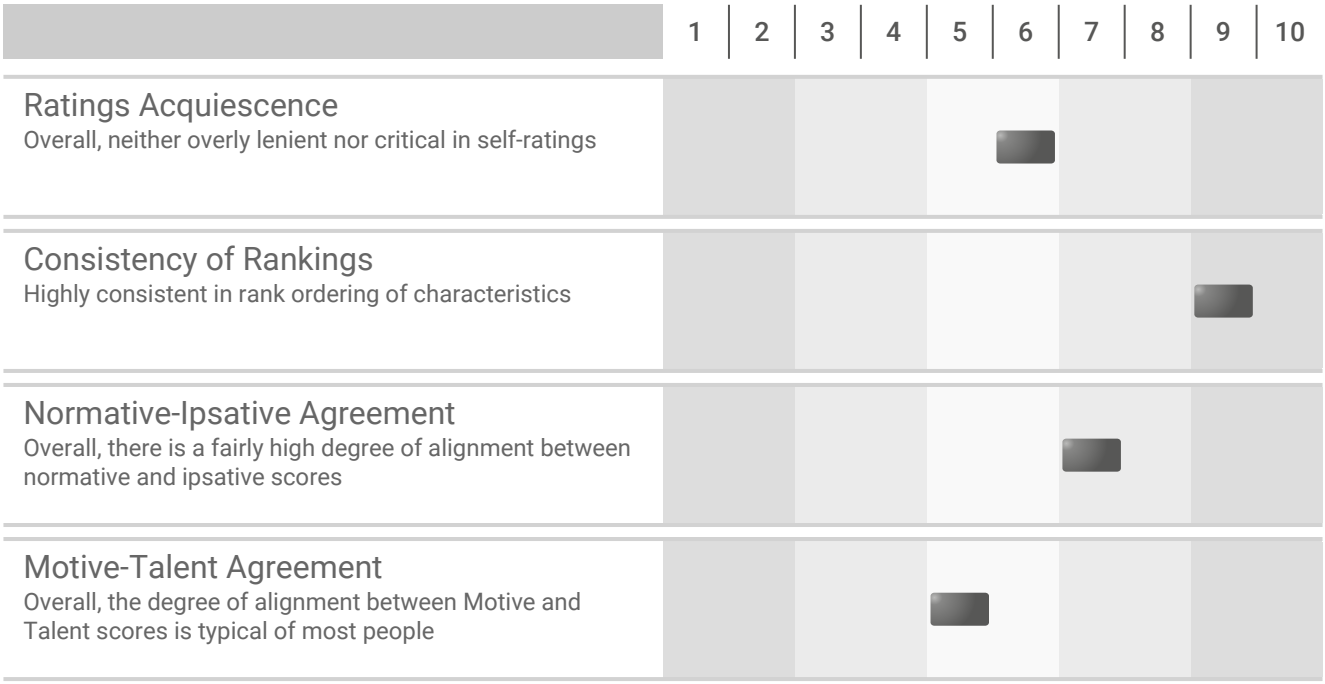
Executive Summary Profile



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

Thought

Evaluative

1 2 3 4 5 6 7 8 9 10

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

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

Rational Sten 1
dislikes working with numerical data (3); has little interest in information technology (4); very unlikely to base decisions on the facts alone (1)

Investigative

1 2 3 4 5 6 7 8 9 10

Learning Oriented Sten 5
has relatively little interest in learning about new things (4); a reasonably quick learner (5); moderately inclined to learn through reading (6)

Practically Minded Sten 2
less focused on doing practical work than others (3); little interest in learning by doing (3); shows a reasonable amount of common sense (5)

Insightful Sten 8
moderately focused on constantly improving things (6); reasonably quick at getting to the core of a problem (5); very much trusts intuition to guide judgement (10)

Imaginative

1 2 3 4 5 6 7 8 9 10

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

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

Strategic Sten 7
inclined to develop strategies (7); takes a long-term view (8); creates a clear vision for the future (7)

Full Psychometric Profile - Influence Cluster

Influence

Sociable

1 2 3 4 5 6 7 8 9 10

Interactive Sten 8
very lively (9); talks a lot (9); moderately interested in networking (5)

Engaging Sten 6
establishes rapport reasonably quickly (6); is reasonably focused on making a good first impression (5); makes new friends reasonably easily (6)

Self-promoting Sten 10
often is the centre of attention (9); makes a point of bringing own achievements to others' attention (10); has a fairly strong need for praise (8)

Impactful

1 2 3 4 5 6 7 8 9 10

Convincing Sten 10
very persuasive (10); makes own point strongly (8); is focused on negotiating the best deal (8)

Articulate Sten 9
very comfortable giving presentations (10); explains things well (8); reasonably confident with new people (6)

Challenging Sten 4
reasonably open in voicing disagreement (5); rarely challenges others' ideas (4); dislikes getting involved in arguments (4)

Assertive

1 2 3 4 5 6 7 8 9 10

Purposeful Sten 9
makes very quick decisions (9); prepared to take responsibility for big decisions (7); has definite views on issues (8)

Directing Sten 7
clearly oriented towards a leadership role (7); co-ordinates people reasonably well (6); inclined to take control of things (7)

Empowering Sten 8
is good at finding ways to motivate people (7); very inspirational (9); reasonably encouraging to others (6)

Full Psychometric Profile - Adaptability Cluster

Adaptability

Resilient

1 2 3 4 5 6 7 8 9 10

Self-assured Sten 9
self-confident (7); feels very much in control of own future (9); has a strong sense of own worth (8)

Composed Sten 5
sometimes gets nervous during important events (5); often worries before important events (4); works reasonably well under pressure (6)

Resolving Sten 3
feels uncomfortable dealing with people who are upset (3); dislikes having to deal with angry people (3); feels less need than many people to resolve disagreements (4)

Flexible

1 2 3 4 5 6 7 8 9 10

Positive Sten 3
moderately likely to take an optimistic view (6); takes time to recover from setbacks (2); less cheerful than many people (4)

Change Oriented Sten 4
less positive about change than most people (2); copes moderately well with uncertainty (5); accepts new challenges as readily as most people (6)

T M

Receptive Sten 1
less receptive to feedback than most people (1); very unlikely to encourage others to criticise approach (2); rarely asks for feedback on performance (4)

Supportive

1 2 3 4 5 6 7 8 9 10

Attentive Sten 2
less empathetic than most people (2); unlikely to listen attentively for long (2); has limited interest in understanding why people do things (4)

Involving Sten 2
less team oriented than others (1); takes limited account of other people's views (3); unlikely to involve others in the final decision (4)

Accepting Sten 2
slightly less considerate than others (4); less tolerant than most people (1); a little cautious about trusting people (4)

Full Psychometric Profile - Delivery Cluster

Delivery

Conscientious

1 2 3 4 5 6 7 8 9 10

Reliable Sten 6
conscientious about meeting deadlines (7); as punctual as most people (6); is sometimes prepared to leave tasks unfinished (4)

Meticulous Sten 2
has little focus on making sure the detail is right (1); less thorough than many people (4); ensures a reasonably high level of quality (6)

Conforming Sten 3
is less inclined to follow rules (4); dislikes following procedures (4); is sometimes prepared to take risks in decision making (3)

Structured

1 2 3 4 5 6 7 8 9 10

Organised Sten 4
moderately well organised (5); moderately inclined to make plans (5); less inclined to prioritise than many people (3)

Principled Sten 6
behaves ethically (10); places less emphasis on maintaining confidentiality than many people (3); highly focused on honouring commitments (10)

Activity Oriented Sten 5
works at a moderately fast pace (6); works well when busy (7); prefers to do one thing at a time (3)

Driven

1 2 3 4 5 6 7 8 9 10

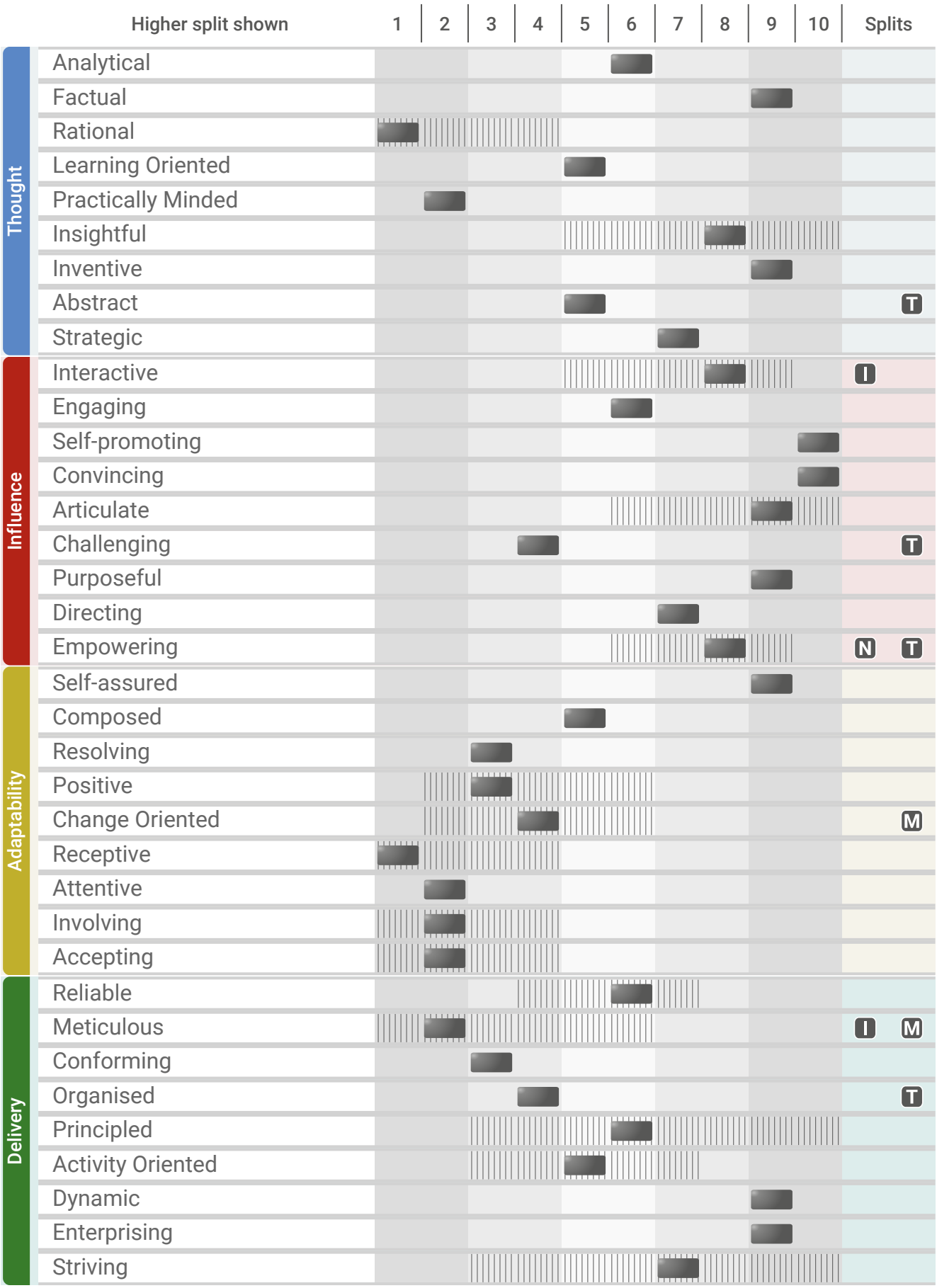
Dynamic Sten 9
good at making things happen (7); very impatient to get things started (9); energetic (8)

Enterprising Sten 9
identifies business opportunities effectively (9); fairly sales oriented (8); extremely competitive (9)

Striving Sten 7
very driven to achieve outstanding results (10); fairly ambitious (8); less persevering than many people (3)

Summary Psychometric Profile

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



Skills Potential Profile

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

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

Task Three: Interview question generation

- Generate a set of skills potential questions that will be used to probe Sam Jenkins during the interview stage, against the five key skills potential areas.
- Aim to produce at least one question per skills potential area.

An example Interview Guide extract is included in this section for reference.

Example Wave Professional Styles Interview Guide Extract:

To guide you in Task Three, please find an extract from Sam Jenkins' Wave Professional Styles Interview Guide. The Wave Interview Guide provides skills potential questions against an individual's Wave Skills Potential scores.

Interview Questions

Building Relationships
Interacting with People (5); Establishing Rapport (3); Impressing People (8)

Average
higher potential than about 40% of the comparison group

Who have you had to build a really effective, important work relationship with?

- Why was it important?
- What did you do to build the relationship?
- How quickly did you build rapport?
- How effective was the first impression you created?
- How have you maintained contact?

* What do you enjoy about working with new people?

When have you had to build rapport quickly at work?

- Why was it important to build rapport?
- What did you do to make people feel welcome?
- What did you do to put other people at ease?
- What worked less well?
- What lasting relationships have you developed through work?

* What do you find most difficult about approaching new contacts?

Describe a situation where you have initiated a new work contact.

- Why did you choose to initiate this contact?
- How did you first establish contact?
- What did you do to develop the relationship further?
- What were you both enthusiastic about?
- What was the benefit of this relationship for your organisation?

* How do you feel about networking with new people?

Module 11: Development Case Study

Stage One

Background:

- It has been a year since Sam Jenkins was employed as Business Development Manager for Tradigital Ltd. Sam and the rest of the e-Learning Account Management team are keen to explore ways to work more effectively together.
- Whilst Sam has delivered several successful e-learning interventions with key clients, some concerns have been raised over Sam's general management of the team as well and how well the team are working together to implement solutions for clients.
- After helping Tradigital with their recruitment process for the Business Development Manager role, you have now been asked to support Sam and the e-Learning Account Management team with their personal development.
- As part of this process, the team and Sam have recently completed Wave Focus Styles.

Your Task:

Review Sam's Wave Focus Styles Expert Report and indicate:

- Which areas of strength could Sam build on or use to greater effect?
- Which areas of improvement would be most likely to have the greatest impact on Sam's performance?
- Which areas may Sam be potentially overplaying and what is the potential impact on performance?

Review Sam's Wave Focus Styles Expert Report and indicate:

Which areas of strength could Sam build on or use to greater effect?

Which areas of improvement would be most likely to have the greatest impact on Sam's performance?

Which areas is Sam potentially overplaying and what is the potential impact on performance?

wave

Expert Report
Sam Jenkins

Focus

Styles

Contents

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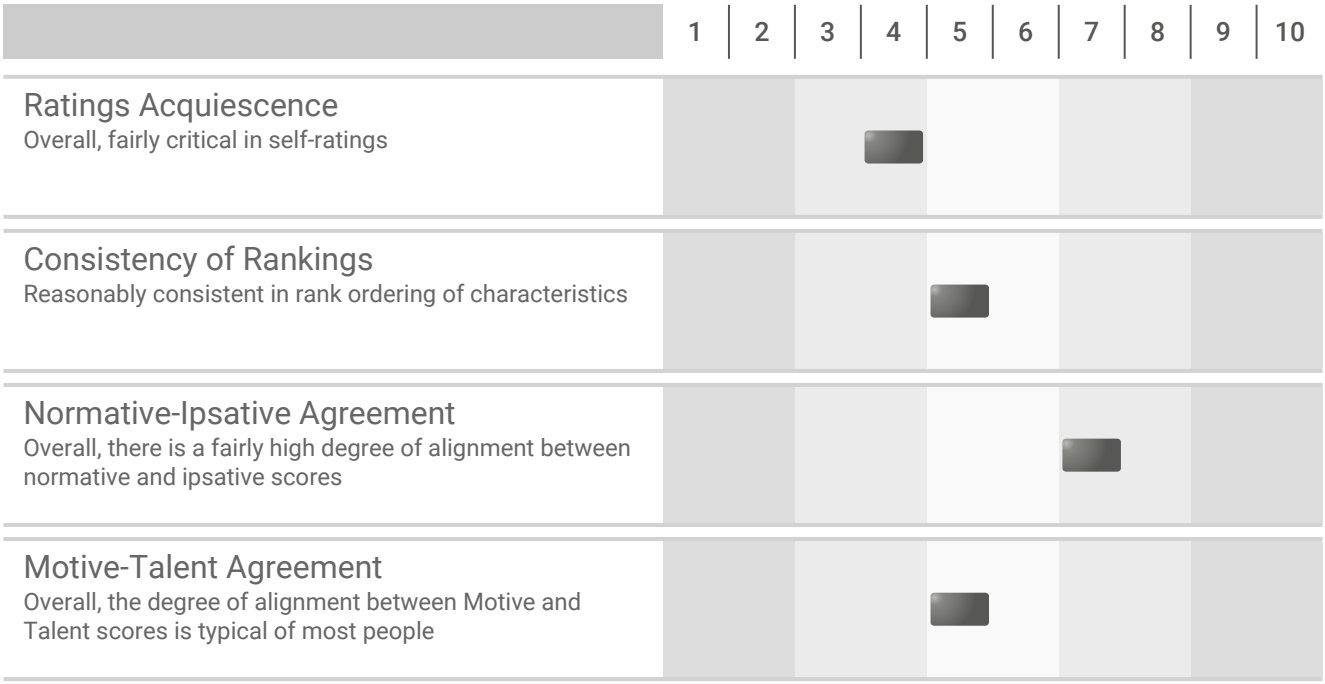
Response Summary



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.

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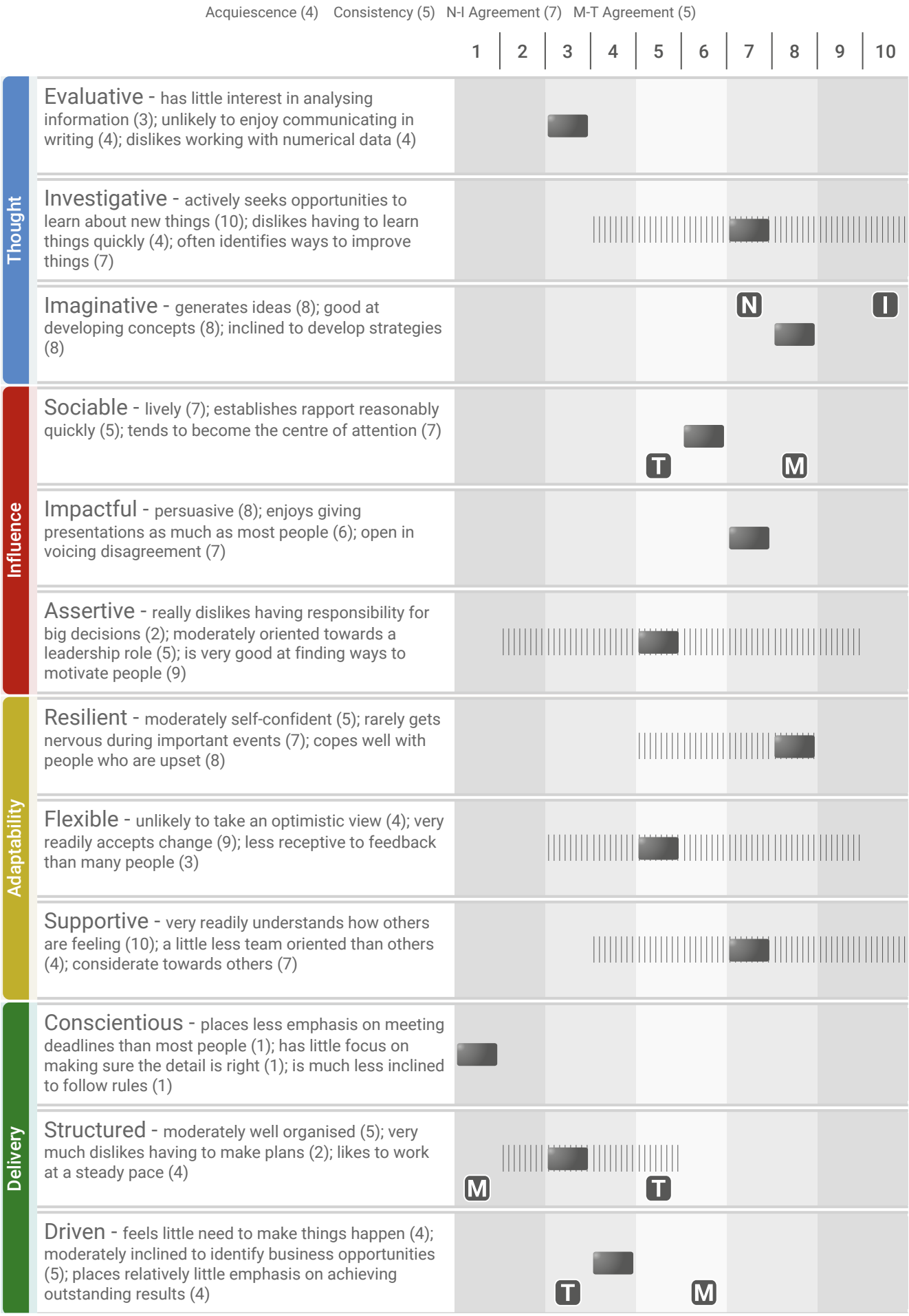
Psychometric Profile



Skills Potential Profile

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	Description	Potential	
Solving Problems	**Evaluating Problems** Examining Information (4); Documenting Facts (3); Interpreting Data (4)		Low higher potential than about 10% of the comparison group
	Investigating Issues Developing Expertise (6); Adopting Practical Approaches (3); Providing Insights (5)		Average higher potential than about 40% of the comparison group
	Creating Innovation Generating Ideas (9); Exploring Possibilities (8); Developing Strategies (8)		High higher potential than about 90% of the comparison group
Influencing People	**Building Relationships** Interacting with People (8); Establishing Rapport (6); Impressing People (6)		Fairly High higher potential than about 75% of the comparison group
	Communicating Information Convincing People (7); Articulating Information (6); Challenging Ideas (8)		High higher potential than about 90% of the comparison group
	Providing Leadership Making Decisions (4); Directing People (4); Empowering Individuals (8)		Average higher potential than about 40% of the comparison group
Adapting Approaches	**Showing Resilience** Conveying Self-Confidence (5); Showing Composure (7); Resolving Conflict (9)		High higher potential than about 90% of the comparison group
	Adjusting to Change Thinking Positively (5); Embracing Change (8); Inviting Feedback (5)		Fairly High higher potential than about 75% of the comparison group
	Giving Support Understanding People (9); Team Working (6); Valuing Individuals (8)		High higher potential than about 90% of the comparison group
Delivering Results	**Processing Details** Meeting Timescales (1); Checking Things (1); Following Procedures (1)		Extremely Low higher potential than about 1% of the comparison group
	Structuring Tasks Managing Tasks (3); Upholding Standards (7); Producing Output (2)		Low higher potential than about 10% of the comparison group
	Driving Success Taking Action (5); Seizing Opportunities (5); Pursuing Goals (4)		Average higher potential than about 40% 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 people are encouraged to resolve conflicts quickly and a value is placed on being able to handle angry and upset people well
- where people listen to others and are sensitive to their differing needs and viewpoints
- where creativity and innovation are encouraged and radical ideas and solutions welcomed
- where there is frequent change and the constant challenge of doing new things
- where the development of theoretical ideas and concepts is encouraged
- where heated debate is valued and people are encouraged to challenge ideas, argue and voice disagreements openly
- where there is an atmosphere of mutual trust, there is a high degree of tolerance and people are considerate in their behaviour towards others
- where inspirational leadership is valued and sought after and there are numerous opportunities for motivating, inspiring and encouraging other people

Performance Inhibitors

- where little importance is attached to the ability to manage angry or upset people
- where little importance is attached to understanding people and the motives for their behaviour
- where conventional attitudes prevail, traditional approaches are preferred and people are discouraged from generating new ideas
- where there is a high degree of predictability and little variety or change
- where there is little interest in the application of theoretical ideas and models and people are given little time to explore different options and possibilities
- where dissent is frowned upon and people are discouraged from challenging ideas and voicing disagreements
- where people are distrustful of each other, there is a lack of tolerance and a lack of consideration for others
- where people are largely self motivated and do not require encouragement or inspiration from external sources

Stage Two

Background:

The e-Learning Account Management team have been working together for a year now. Tradigital have asked you to conduct a Team Effectiveness Workshop to discuss how the team are working together.

Your Task:

Review Sam's Work Roles Report and the group profile, and answer the following questions:

- How do Sam's work roles complement the team and vice-versa?
- What are the potential gaps in terms of roles within the team?
- What actions would help Sam and the team work more effectively together?

You have been provided with:

- Titles and definitions of the eight Saville Assessment Work Roles.
- Sam Jenkins' Work Roles Report which provides details on Sam's most and least preferred roles.
- A group analysis looking at primary, secondary, least and second least preferred work roles of the whole e-Learning Account Management team.

Review Sam's Work Roles Report and the Group Profile and answer the following questions:

How do Sam's work roles complement the team and vice-versa?

What are the potential gaps in terms of roles within the team?

What actions would help Sam and the team work more effectively together?

Titles and Definitions of the Eight Saville Assessment Work Roles

Role	Description
Analyst	Use their intellect and expertise to break down and evaluate information. They seek the right answer. • Tend to be skilled at evaluating various sources of information • Likely to take a logical approach to problem solving • Typically inclined to explore all the available possibilities
Innovator	Take a creative approach to problem solving and often develop long-term strategies. • Typically provide original solutions • Tend to offer unconventional and valuable insights • Likely to have a vision for the future of the group
Relator	Actively communicate with others and can help improve social interaction. • Typically communicate information effectively to others • Tend to interact confidently with other people • Likely to make a positive impression upon others
Assertor	Take control of situations and coordinate people. They prefer to be the leader. • Likely to give clear directions to others • Tend to be purposeful and confident in their decision making • Typically try to encourage and empower other group members
Optimist	Tend to be resilient and stay calm under pressure. They help to keep morale high. • Typically remain composed in difficult circumstances • Likely to convey confidence in themselves and the group • Tend to maintain a positive outlook
Supporter	Attend to the needs of others and prefer a team-oriented approach. • Likely to understand the needs and feelings of other people • Typically are effective at team working • Tend to establish rapport with others easily
Finisher	Focus on getting things completed to a high standard and pay attention to detail. • Tend to be meticulous and check things thoroughly • Typically adhere to timescales and meet deadlines • Likely to keep tasks moving and finish off projects
Striver	Push hard to achieve ambitious results. They are often highly enterprising and competitive. • Likely to pursue goals with enthusiasm • Tend to produce a lot of output for the group • Typically good at identifying and seizing opportunities

wave

Work Roles Report
Sam Jenkins

Focus

Styles

Contents

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 31,000 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

The Work Roles model presents eight work roles. This report outlines which work roles Sam Jenkins is most and least likely to adopt based on responses to the Wave Styles assessment.

Solving Problems

Analyst

Analysts use their intellect and expertise to break down and evaluate information. They seek the right answer.

Innovator

Innovators take a creative approach to problem solving, and often develop long-term strategies.

Influencing People

Relator

Relators actively communicate with others and can help improve social interaction.

Assertor

Assertors take control of situations and coordinate people. They prefer to be the leader.

Adapting Approaches

Optimist

Optimists tend to be resilient and can stay calm under pressure. They help to keep morale high.

Supporter

Supporters attend to the needs of others, and prefer a team-oriented approach.

Delivering Results

Finisher

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

Striver

Strivers push hard to achieve ambitious results. They are often highly enterprising and competitive.

Your Work Roles

Your Work Roles ranked in order of preference:

Supporter	Primary role
Innovator	Secondary role

Relator

Optimist

Assertor

Analyst

Striver	Less preferred roles
Finisher	

Your Preferred Work Roles

Your primary role is likely to be your strongest work role; this is the role which you are most likely to adopt. In certain situations, you may prefer adopting your secondary work role ahead of your primary work role. Each of your preferred roles has associated strengths that can positively contribute towards your effectiveness.

Primary	Secondary
Supporter	**Innovator**
Supporters attend to the needs of others, and prefer a team-oriented approach. Strengths: • Supporters are likely to understand the needs and feelings of other people • Supporters are typically effective at team working • Supporters tend to establish rapport with others easily	Innovators take a creative approach to problem solving, and often develop long-term strategies. Strengths: • Innovators typically provide original solutions • Innovators tend to offer unconventional and valuable insights • Innovators are likely to have a vision for the future

Your primary and secondary work roles combine to create your dual role. This combination also has associated strengths that are likely to be valuable in the workplace.

Dual

Supporter **Innovator**

Strengths:

- People with this role combination tend to work effectively with others to generate and develop original ideas
- People with this role combination are likely to identify new ways to make people work together more effectively

Your Contrasting Work Roles

Your work roles can be better understood when the contrasts between your two preferred (primary and secondary) and two least preferred work roles are considered.

Primary role	Less preferred role
 Supporter	 Finisher

People with this role contrast are likely to prioritise helping others ahead of completing tasks with really detailed precision. Is there more you could do to support others in completing their tasks as well as supporting them emotionally?

Primary role	Less preferred role
 Supporter	 Striver

People with this role contrast tend to be concerned with the well-being of colleagues when they are struggling to reach their objectives. Could you support others in a way that helps them deliver?

Secondary role	Less preferred role
 Innovator	 Finisher

People with this role contrast may sometimes distract others with new ideas when the focus needs to be on delivery. Are you always fully aware of when it is no longer helpful to suggest new ideas?

Secondary role	Less preferred role
 Innovator	 Striver

People with this role contrast produce good ideas but may have less focus on ensuring their idea makes a big difference. Could your idea be utilised in a way which will create even more impact?

Making the Most of Your Work Roles

Your effectiveness in the workplace can be improved by making the most of your Primary, Secondary and least preferred roles.

Using your most preferred roles to best effect

Supporter

- Help your colleagues to better understand why others may be acting in a particular way
- Question who is best suited to be involved in a team for it to successfully meet its objectives
- Spend time with new colleagues or individuals who may be less engaged with others

Innovator

- Use your creativity to improve established approaches as well as providing completely new ideas
- Help others understand how well ideas fit into longer-term trends or goals
- Ensure the focus is placed on the issues that matter and that any new ideas directly address these

Using your least preferred roles to best effect

Striver

- Identify a target that is readily achievable and then consider how to make it a little more ambitious
- Set yourself the challenge of delivering a little bit more than you have done before
- Consider things that you would typically say 'no' to as potential opportunities and be more open to taking them on

Finisher

- Check critical information yourself carefully and slowly and ask someone else to double-check it
- Be clear on the key milestones and work with others to ensure the deadline is met
- Identify the actions required to move things forward and start with one action

Working with Different Roles

It is useful to consider how you can work more effectively with people who have other work roles.

Finisher

- Support Finishers by encouraging others to work more actively together when deadlines are approaching
- Work with Finishers to find more efficient and effective ways of doing things

Striver

- Work with Strivers to ensure individual goals are shared and don't place unreasonable demands on others
- Present Strivers with new possibilities, new opportunities and new routes to market

Analyst

- Give Analysts a people perspective on issues which can be added to their analysis
- Provide ideas to encourage Analysts to think more widely

Assertor

- Work with Assertors to help them lead with greater tact and sensitivity
- Present Assertors with different ideas and perspectives which are likely to inform future direction

Optimist

- Provide Optimists with your support to help them encourage positivity and resilience in others
- Inspire Optimists by highlighting ideas that have real future potential and can generate wider enthusiasm

Relator

- Work with Relators to ensure that their communication takes account of colleagues' concerns
- Discuss relevant new perspectives with Relators which they can use to engage others in conversation

Working with the Same Roles

It is useful to consider how you can work more effectively with people who have the same work roles as you.

Other Innovators

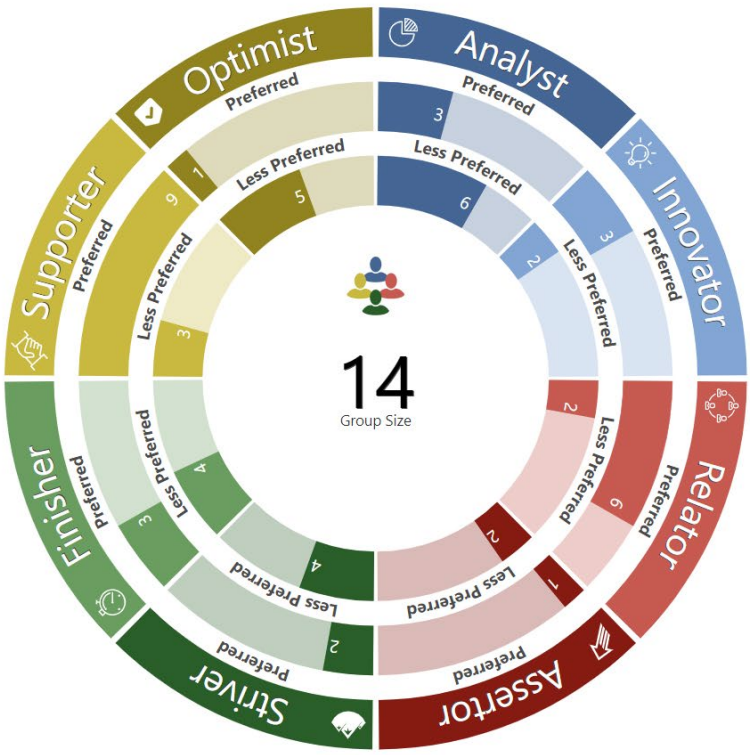
- Offer other Innovators an insight into how their ideas can be used to help others
- Talk through ideas with other Innovators to produce new and different perspectives
- Make sure the best ideas from conversations with other Innovators are captured by writing them down

Other Supporters

- Provide other Supporters with ideas that will help other people in their work
- Work with other Supporters to maximise participation and increase involvement from others
- Look out for other Supporters' tendency to help others at their own expense

e-Learning Account Management Team Profile

Overview



Preferred Roles

Less Preferred Roles

The size of each bar in the wheel is set relative to a maximum of 9. This is the number of times the most frequently preferred role (Supporter) occurs.

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assessment

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