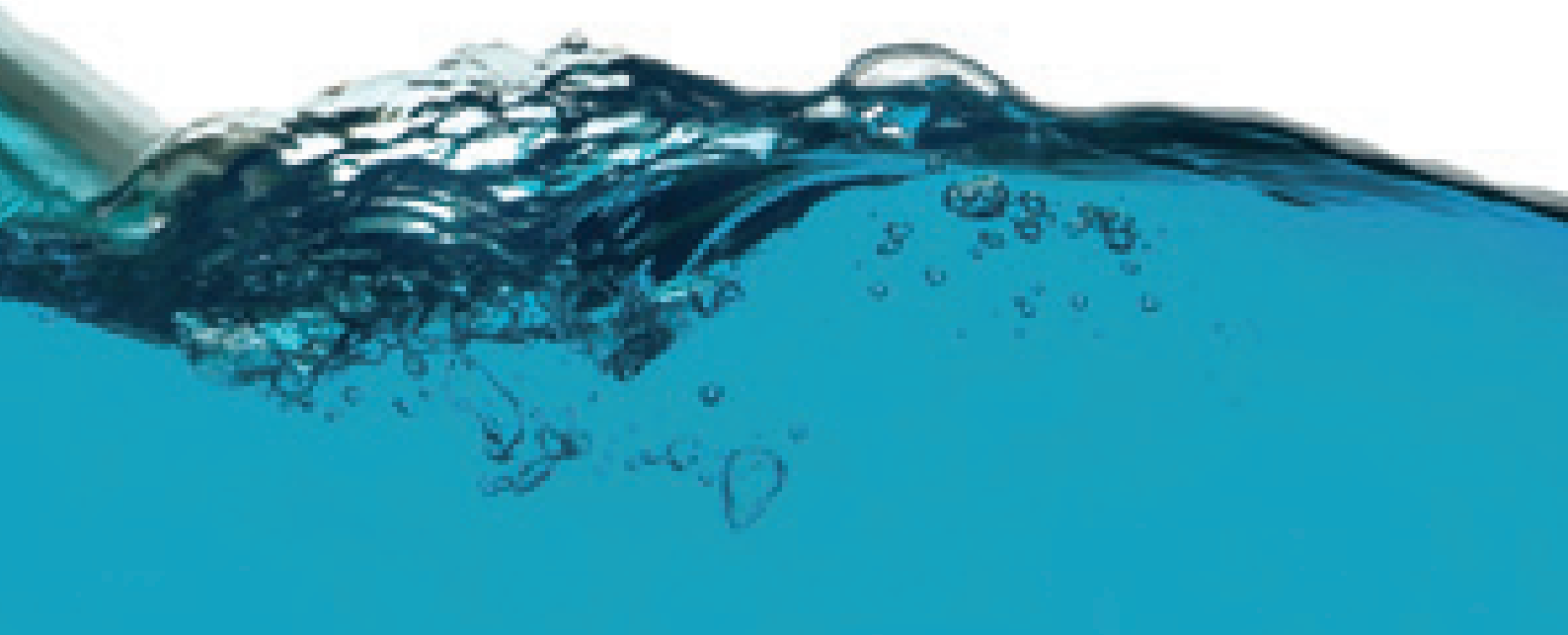


savilleconsulting



Saville Consulting Wave Interview Guide: User Handbook



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1.0 Introduction

This handbook supports the Saville Consulting Wave Interview Guide. It is designed to help you prepare prior to an interview and includes the following:

- a sample introduction
- guidance on how to question and probe
- advice on recording and assessing evidence
- how to score and evaluate candidates.

2.0 What is a Competency Based Interview?

A competency based or criterion based interview is a structured form of interview which collects behavioral evidence in core areas (or competencies) which are key to success in the target role.

This format provides:

- a systematic process for the interviewer to follow
- questions aligned to each target competency area
- detailed probes to ensure that the candidate describes actual behavior and experiences
- a standard scoring system
- a more focused and predictive form of interviewing.

3.0 What is Different about the Saville Consulting Wave Interview Guide?

The Saville Consulting Wave Interview Guide assesses both an individual's motive in an area, as well as their talent. Motive (will do) is concerned with what makes you more likely to do something including wanting, enjoying, needing or preferring to do something. Talent (can do) by contrast is concerned with behavioral capability or effectiveness to be able to do something well.

Talent:

Each initial talent question is followed by four or five follow-up probes. These are for you to drill down and explore in detail how effective the candidate has been. In an interview situation, candidates typically attempt to give the best possible examples in response to the questions, therefore showing how they are likely to perform at their best.

Motive:

Each question has one probe included for you to identify the candidate's motive in relation to the competency area. This will show whether they have interest in, or enjoy this area generally. The inclusion of motive probes helps the interviewer to gain an appreciation of whether the behaviors are likely to be seen regularly as they are driven by the core motives.

Overplayed Strengths:

It is possible that talented people may overplay their strengths to the extent that their behavior has undesirable or negative consequences. For example, an individual who is highly innovative may focus on continual innovation to such an extent that they distract themselves and others from the completion of important tasks.

The Saville Consulting Wave Interview Scoring Sheets alert interviewers to the possibility of overplayed strengths and provide a series of 'listen fors' to help identify relevant behaviors and the scoring of competencies.

In summary, this guide enables interviewers to:

- capitalise on combined motive and talent information from the Wave Styles questionnaire to guide the interview
- question behaviors which are known to predict performance and potential in the workplace
- verify an individual's strengths
- specifically target limitations
- measure and probe both motive and talent as important contributors to competency potential
- be aware of and identify possible overplayed strengths.

4.0 Preparing for the Interview

In preparation for an interview, there are four main issues to consider:

- the interview room
- interview documentation
- the questions you are going to ask
- scheduling and timetabling of interviews.

4.1 The Interview Room

When selecting a room consider:

- who will meet candidates and where
- where candidates will wait
- is it appropriate for candidates to meet and/or see each other?
- room size
- arranging appropriate furniture
- controlling external noise and distractions
- maintaining temperature control
- providing refreshments (e.g. water glasses and/or coffee and tea)
- telephones (and announcement system) that can be disconnected, including mobile phones
- using "interview in progress - do not disturb" signs where appropriate.

4.2 Interview Documentation

For recruitment and selection interviews, you should ensure that you have copies of each of the following:

- job description/role profile and/or person specification
- CVs /application form
- Saville Consulting Wave Interview Guide
- copies of relevant scoring sheets
- this handbook
- interview timetable

4.3 Scheduling and Timetabling

Typically an interview will be composed of the following stages:

- introductions of interviewers, interview purpose and format (5 minutes)
- overview of candidates' CV/application form (10 minutes)
- coverage of individual competencies (*10 minutes per competency)
- candidates opportunity to ask questions (5 minutes)
- summary and next steps (2 minutes)
- post interview - interviewer finalizes/adds to notes.

*In-depth coverage of some competencies may take 15 minutes depending on the level and complexity of the role.

You need to allow 45-90 minutes per interview dependent on the level and complexity of role. If scheduling more than one interview on the same day, it is helpful to allow 15-30 minutes between interviews. This gives interviewers time to complete their notes on the candidate they have just seen and some time to re-read the following candidate's CV and details.

If there are two or more interviewers in the same interview, then you will need to agree in advance:

- who opens and closes the interview
- who asks which question
- who will take notes
- how interviewers will alternate questioning.

4.4 Review Job Information

In order to interview professionally against the target role, you need to have a clear understanding of the job and the requirements. Collate all the relevant information including job description/role profile and the person specification. These, in addition to discussions with other hiring managers, will provide you with a broad understanding of what you are looking for.

4.5 Selecting Competencies for the Interview

Interview questions have been developed to assess 12 competency/criterion areas (the behavior sections in the Saville Consulting Wave model). These are grouped under the four Wave clusters:

Cluster	Criterion	Criterion Dimensions
Solving Problems	Evaluating Problems	Examining Information; Documenting Facts; Interpreting Data
	Investigating Issues	Developing Expertize; Adopting Practical; Providing Insights
	Creating Innovation	Generating Ideas; Exploring Possibilities; Developing Strategies
Influencing People	Building Relationships	Interacting with People; Establishing Rapport; Impressing People
	Communicating Information	Convincing People; Articulating Information; Challenging Ideas
	Providing Leadership	Making Decisions; Directing People; Empowering Individuals
Adapting Approaches	Showing Resilience	Conveying Self-Confidence; Showing Composure; Resolving Conflict
	Adjusting to Change	Thinking Positively; Embracing Change; Inviting Feedback
	Giving Support	Understanding People; Team Working; Valuing Individuals
Delivering Results	Processing Details	Meeting Timescales; Checking Things; Following Procedures
	Structuring Tasks	Managing Tasks; Upholding Standards; Producing Output
	Driving Success	Taking Action; Seizing Opportunities; Pursuing Goals

The 12 competency/criterion areas detailed on the previous page are also summarised on page four of the Saville Consulting Interview Guide. Based on your review of the role, select and tick the competencies which are most critical in the target role. Generally speaking, interviewers tend to interview on three to six competencies per interview, dependent on the complexity of the role and the interview time available.

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

4.6 Selecting Questions for the Interview

Review the interview guide competencies which you have selected and decide which questions you want to use. If the competency is key for the role, it is recommended that you use all of the questions listed. Print the appropriate Scoring Sheets for the competencies you have selected.

The questions in each interview guide vary depending on the responses that the candidates have provided when completing their Wave online assessment. The interview questions are designed to both verify general strengths and target specific potential areas of limitation.

Two, three or four questions are provided per competency area.

Where an individual scores highly across all three of the specific dimensions in a competency section, two broad section level questions are presented to verify the candidate's strengths. These questions may appear to be similar but there are differences and you should expect strong candidates to be able to give two different examples.

Where a candidate has scored lower on one aspect of the competency, one generic question is presented followed by one or more questions which target potential limitations.

Specific probes are provided for each question which target the detailed behaviors that underpin the Wave model and assessments. These behaviors have been specifically researched to be highly relevant to the prediction of superior performance and potential at work.

Interview Questions	
Driving Success Taking Action (9); Seizing Opportunities (8); Pursuing Goals (6)	 High higher potential than about 90% of the comparison group
☐ Which of your recent work achievements are you particularly proud of?	
• Why have you chosen this example? • What did you do? • Why was this important? • How did you exceed expectations? • What feedback did you get? * What drives you to succeed?	
☐ Give an example of when you have taken decisive action to achieve an outstanding result.	
• What exactly did you do? • Why did you decide to take that action? • What exactly was the result? • What made it outstanding in your eyes? • What effort did you put in? * What impacts negatively on your motivation to succeed?	

5.0 Conducting the Interview

5.1 Introduction

At the start of any interview, a short introduction is typically provided to welcome the candidate, and put them at ease, as well as to explain how the interview is going to work. Generally the following points should be included:

- Welcome to the interview
- Introduce the interviewer(s)
- Explain housekeeping arrangements e.g. fire exits, refreshments
- Explain the structure of the interview - timing, type of questions to be asked, that probes will be used by the interviewer(s), note-taking by the interviewer(s), what opportunity there will be for the interviewee to ask questions.

Below is an example introduction for you to use and tailor for your interview.

Welcome	"Welcome to the interview today. I am and I work in , doing....."
Housekeeping	"Before we start, I'd like to explain the general arrangements for today. The fire exits are..."
Background	"Before we start, I'd like to tell you a little bit about the interview."
Time available	"The interview is likely to last approximately "
Competency based	"This is a competency based interview that asks for specific evidence of how you have acted in the past. We focus on a number of areas that have been identified as important to success in the role."
Specific examples	"I will be asking you about your past experiences and asking you for specific examples throughout the interview, focusing on what you have done. At times, I may ask you to clarify specifically what you did, what exactly your contribution was, and your interest in the area."
From any aspect	"The examples you give may come from any aspect of your life including your past work experience, education or interests outside work. Wherever possible more recent answers would be better."
Given time	"Specific examples may not always immediately come to mind, but I will give you some time to think."
Right answers	"There is no one right answer to any of the questions I am going to ask. There are a large number of ways to approach any situation. Please be as honest and open as you can in your answers."
Notes	"I will be taking notes throughout. Please excuse me if at times I take down a couple of points as you are speaking."
Applicant questions	"There will be an opportunity for you to ask any questions you might have at the end of the interview."
Application form/CV:	"Before we begin I wonder if you could tell me a little bit about....(ask about main points in application/CV for up to 10 minutes)."

5.2 Asking Questions

The questions provided in the interview guide are open questions which encourage the candidates to talk about examples of specific behavior. Initial questions generally start with "Give me an example of ...", "Tell me about....", "Describe a situation when....".

These introductory questions are followed by specific open probes such as:

What?

Where?

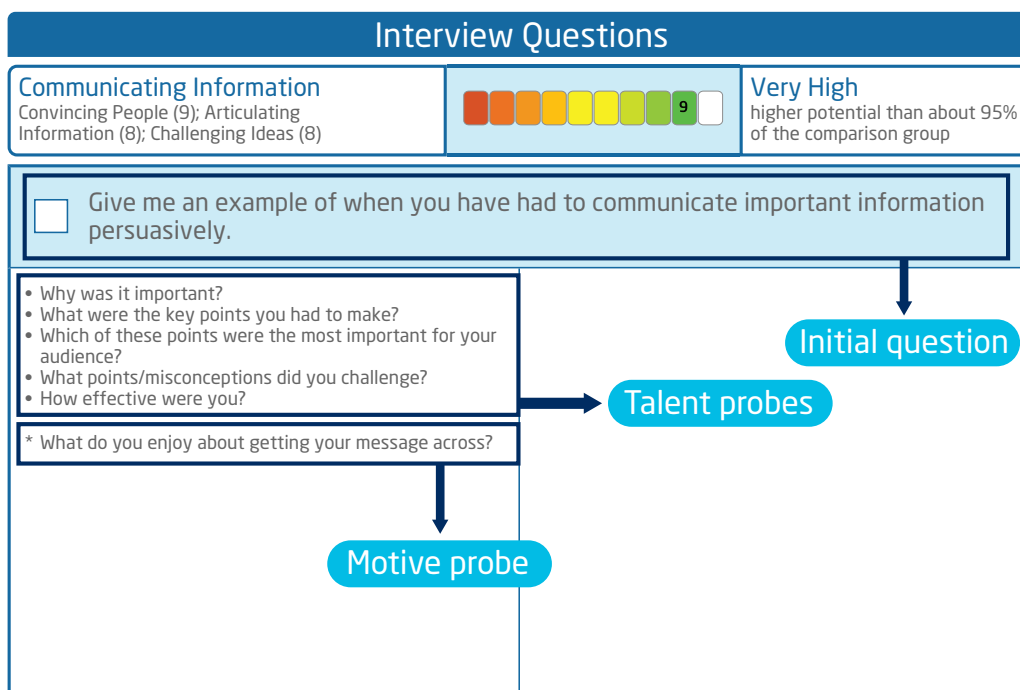
Why?

When?

How?

There are four or five detailed talent probes and one motive probe for each question.

The probes are designed to elicit specific examples of your candidates' behavior in the workplace. During an interview, sometimes candidates start referring to "we/they/the team/the department/". It is important for you to clarify exactly what their contribution was, what they did and what impact they had. Use "What exactly did you do?" if they are not providing clarity.



5.3 Types of Questions for Interviewers to Avoid

- **Closed Questions** - tend to lead to a yes/no answer and often inhibit the candidate from providing detailed information. e.g. "Did you....? Have you..? Did you not..?" Their use should be restricted to clarifying points of fact or ambiguity e.g. "Do you currently manage a team?"
- **Leading Questions** - encourage the candidate to give the response the interviewer is looking for. e.g. "I expect you really enjoyed that?"
- **Multiple Questions** - ask more than one question at once which tends to cause confusion. e.g. "What do you think caused the problem, who was responsible, what solutions did you consider and why?"
- **Hypothetical Questions** - tend to focus on the future and "what would you do if" in specific situations rather than actual evidence of past behavior. e.g. "How would you approach dealing with someone who had a poor attendance record?"

5.4 Note Taking

During the interview, it is important to take notes on the candidates' answers to questions.

Interviewer(s) should **Watch** the candidate throughout the interview, and **Write** detailed notes on their responses to questions. Try to write down as much information (including quotes) as possible.

Your notes should also include non-verbal communications where appropriate. Observe behaviors such as eye contact and how things are said as well as what is said. For example, you can include whether a point is made with enthusiasm.

Watch and **Write** is the first component of the **WAVE Observational Scoring Model**.

6.0 After the Interview

As soon as the interview has ended, spend time finishing your interview notes. This is essential, particularly when you are interviewing more than one candidate in a day. Comprehensive notes make the scoring process easier and help to ensure that decisions are made consistently.

6.1 WAVE Observational Scoring Model

The **WAVE Observational Scoring Model** and accompanying score sheets (see Appendix B) have been designed to guide you through a systematic and objective scoring and process.

Watch and **Write**

Assign

Value

Evaluate

After the interview, interviewer(s) should review their notes for the candidate's answers to each question. In Appendices B and C there are two sets of score sheets, the first are detailed score sheets. These contain a full range of talent, motive and overplayed strengths indicators or 'listen fors' for you to cross reference with your notes of the candidates' answers.

Review the evidence in your notes and then **Assign** the key points/quotes to the competency area by placing positive and/or negative bullet points and quotes in the relevant box at the bottom of the scoring sheet.

Where you have evidence against a specific indicator, mark a cross in each of the rows and allocate a **Value** from 1 to 5.

A lack of positive evidence in itself constitutes a lack of demonstration of Talent or Motive and should receive a low rating on the indicator. You frequently may not find evidence on all three of the Overplayed Strengths indicators, so leave the relevant rows blank.

The second set of score sheets are 'quick score' with just three core indicators listed, these may be helpful when time is at a premium.

Finally **Evaluate** the overall score between 1 and 5 based on the pattern of crosses across the scoring sheet. Transfer the overall score for each competency to the interview guide on page four.

6.2 Rating Scales

Rating scales should be used to assess the evidence provided by candidates. Using the competency indicators on the scoring sheets, ratings should be given for the candidate's response for each competency area. A selection of 1-5 rating scales are provided below for you to choose from.

1	2	3	4	5
Poor	Marginal	Acceptable	Good	Excellent
Bottom 10%	Below 30%	Average	Top 30%	Top 10%
Not Competent	Under competent	Competent	Strong	Outstanding
Lack of any positive evidence/All negative evidence	Balance of positive and negative evidence	Moderately strong positive evidence/some negative evidence	Strong positive evidence/small amount of negative evidence	Very strong positive evidence/no negative evidence
Little/no evidence on most of the competency indicators	Meets only a few of the key competency indicators	Meets an acceptable amount of the key competency indicators	Meets most of the competency indicators	Meets all of the competency indicators

-VE	PROCESSING DETAILS					+VE
	1	2	3	4	5	
	Meeting Timescales					
Places little emphasis on meeting deadlines				x		Conscientious about meeting deadlines
Less punctual than many people			x			Punctual
Is sometimes prepared to leave tasks unfinished			x			Focuses on finishing tasks
	Checking Things					
Has relatively little focus on making sure the detail is right		x				Pays close attention to detail
Lacks thoroughness		x				Thorough
Less of a perfectionist than many people			x			Ensures a high level of quality
	Following Procedures					
Deviates from rules			x			Adheres well to rules
Disregards many instructions		x				Follows procedures as appropriate
Is sometimes prepared to take risks in decision making		x				Takes low risk options in decision making
	Motivation					
Prefers not to adhere to a schedule				x		Needs to meet deadlines
Gains little enjoyment from ensuring accuracy in work		x				Gains satisfaction from producing high quality work
Has little interest in following rules		x				Must adhere to rules and instructions
	Overplayed Strengths					
Their drive to meet deadlines is at the expense of quality	x					
Time is wasted checking things that are unimportant						
Close adherence to procedures could be to the point of inflexibility						
	Quick Score Check					
Fails to reach agreed timescales						Meets agreed timescales
Misses important details						Checks things thoroughly
Deviates from important procedures						Follows appropriate procedures
	Total					
	1	②	3	4	5	

Negative Evidence	Positive Evidence
Let's the detail slip for the sake of the deadline. Takes unnecessary risks by doing new activities where they are not sure of proper company procedures. Little evidence of personally checking work and picking up others mistakes.	Makes sure work is finished on time - sometimes defers non time bound work. Tends to gets others to check work. Some evidence of finding out about new procedures and following them. Has good motivation to get things completed on time.
Comments Overall strength in meeting timescales is moderated by concerns over checking information and that often timescales come before quality. A preparedness to get involved in work that is beyond their remit without sufficient concern for how things should be done in accordance with company procedures.	

-VE	PROVIDING LEADERSHIP					+VE
	1	2	3	4	5	
Avoids making decisions				x		Makes decisions
Let's others take the lead			x			Directs people well
Fails to motivate or empower others		x				Empowers and motivates others well
	Total					
	1	2	3	4	5	
Negative Evidence			Positive Evidence			
More task than people focused. Emphasis on driving results through without adapting to individuals or changing approach and accommodating individual needs when problems arose.			Clear evidence of taking responsibility for decisions. Confident dealing with decisions relating to budget spend, changes to project plans and resource allocation. Has led team of six to meet targets.			
Comments Overall assertive leadership style evident. Willing and prepared to take responsibility. Less inclined to adapt style and accommodate individuals. Primary motivation tool is to drive others rather than adapt and flex with varying requirements.						

7.0 Recommendation and Next Steps

Once you have scored your three to six competencies and listed the results on page four, then you need to complete page 17 of the interview guide. This requires you to summarise the key positive evidence for the candidate and the key negative evidence. It is important that you are clear and specific, in terms of which competencies you are referring to and why.

Having reviewed all the evidence and summarised the key points, you then need to record a recommendation, which follows the evidence above.

In recruitment, typical categories are:

Example 1

Reject	Possible candidate	Strong candidate
---------------	---------------------------	-------------------------

Example 2

Reject	Further interview	Make offer
---------------	--------------------------	-------------------

The interview guide documentation should be completed in full. This includes notes on answers to questions and the summary sheets on pages 4 and 17.

Completed interview guides along with the score sheets may be needed as a record of decision making and can also be used to give feedback to candidates as appropriate.

7.1 Example Interview Summary Page

Interview Summary	
Candidate Name	Jo Wilson
Interviewer Name(s)	Jeremy Powell, Suzy Hart
Interview Date	24/09/2010
Role Applied For	Business Development Manager
Signed	

Evidence	
Key Evidence Against	Key Evidence For
Processing Details: Focuses on deadlines at expense of the detail.	Processing Details: Keen to meet deadlines, prioritises self well.
Giving Support: Not inclined to listen to others' opinions.	Communicating Information: Confident dealing with others.
Providing Leadership: Spends little time on empowering individuals.	Driving Success: Extensive evidence of driving sales.

Recommendation
Can consider for a pure sales role, but not for a team leader.

APPENDIX A

Question Generation Rules

APPENDIX A - Question Generation Rules

This section provides more detailed technical information that may be of use if you have further questions with regard to the Interview guide.

This section outlines how the questions are selected for each competency area.

Question 1: is always a **generic** question for the competency area.

Questions 2 - 4: are either **generic section** questions or **specific dimension** questions, dependent on the candidate's responses

Question Ordering		
High scores on all three dimensions (i.e. all ≥ 6)	Question 2	Generic section question
	Question 3 / 4	Not required
Low scores on all three dimensions (i.e. all < 6)		Specific questions for dimensions , addressing the lowest sten score first
Mixed scores	Question 2 / 3	Specific questions for dimensions , addressing the lowest sten score first
	Question 4	Not required

This combination of questions allows you to investigate both candidates' strengths and the areas where they may feel less capable or effective.

High Scoring Competencies: there will be fewer questions provided. As the interviewer you can use these questions to provide some reassurance that the responses on the Styles questionnaire are an accurate reflection of the candidate's talent and motivation.

Lower Scoring Competencies: more questions will be provided. This will provide you with the opportunity to focus on areas from the Styles questionnaire where the candidate may feel less capable or effective.

APPENDIX B

Detailed Score Sheets

-VE	EVALUATING PROBLEMS					+VE
	Examining Information					
	1	2	3	4	5	
Poor analysis of information						Analyzes information effectively
Asks few (or no) probing questions						Asks good probing questions
Provides little evidence of finding solutions						Finds appropriate solutions to problems
	Documenting Facts					
Little evidence of receiving positive feedback on written communication						Written communication receives good feedback
Does not show an understanding of the logic behind arguments						Can explain the logic behind an argument
Leaves many key facts unexplored						Explores the key facts comprehensively
	Interpreting Data					
Avoids the use of numerical data						Works effectively with numerical data
Lacks capability with information technology						Makes optimum use of information technology
Makes decisions without clear factual rationale						Makes decisions on a factual basis
	Motivation					
Dislikes analyzing information						Enjoys analyzing information
Prefers to work without numerical data						Enjoys working with numerical data
Prefers to work without technology						Enjoys working with technology
	Overplayed Strengths					
Over analysis leads to decisions being delayed						
Overwhelms others with more information than they need						
Provides excessively technical information which loses their audience						
	Quick Score Check					
Weak at examining information						Examines information effectively
Fails to accurately document facts						Documents important facts well
Poor at interpreting data						Interprets data well
	Total					
	1	2	3	4	5	
Negative Evidence			Positive Evidence			
Comments						

-VE	INVESTIGATING ISSUES					+VE
	Developing Expertize					
	1	2	3	4	5	
Rarely takes up learning opportunities						Takes up opportunities to learn about new things
Takes time to learn new things						Learns quickly
Tends not to learn effectively by reading						Learns effectively through reading
	Adopting Practical Approaches					
Lacks practicality in work						Is good at being practical
Tends not to learn effectively by doing						Learns effectively by doing
Lacks common sense						Applies common sense
	Providing Insights					
Rarely improves things						Finds ways to improve things
Takes time to get to the main issues						Identifies the core of a problem quickly
Fails to use their intuition effectively						Uses their intuition effectively
	Motivation					
Lacks the motivation to develop their expertize						Is motivated to develop their expertize
Has little interest in practical work						Likes doing practical work
Has little interest in seeing where things can be improved						Enjoys identifying where things can be improved
	Overplayed Strengths					
Prioritizes self-development ahead of work objectives						
Adopts the easiest solutions without exploring potentially better options						
Bases judgements solely on intuition and ignores relevant facts						
	Quick Score Check					
Fails to develop and update their expertize						Develops their own expertize well
Does not adopt practical approaches						Adopts practical approaches
Weak at providing insights						Provides useful insights
	Total					
	1	2	3	4	5	
Negative Evidence		Positive Evidence				
Comments						

-VE	CREATING INNOVATION					+VE
	Generating Ideas					
	1	2	3	4	5	
Generates relatively few ideas						Generates ideas
Produces few original ideas						Produces original ideas
Rarely adopts radical solutions						Adopts radical solutions
	Exploring Possibilities					
Rarely focuses on developing concepts						Regularly develops effective concepts
Tends not to apply theories						Applies theories
Does not learn by understanding the relevant underlying principles						Learns effectively through understanding the underlying principles
	Developing Strategies					
Tends not to form strategies						Forms strategies
Focuses mainly on the short term						Takes a long term view
Unlikely to create a clear vision for the future						Creates a clear vision for the future
	Motivation					
Does not enjoy generating ideas						Enjoys generating ideas
Indifferent to new concepts						Finds new concepts fascinating
Little interest in strategic issues						Is interested in developing strategies for the future
	Overplayed Strengths					
Their constant new ideas divert people from focused delivery						
Provides new concepts which lack practicality						
Thinks about the long-term at the expense of immediate necessities						
	Quick Score Check					
Lacks creativity						Generates ideas
Fails to explores possibilities and concepts						Explores possibilities and concepts
Weak at developing strategy						Develops effective strategies
	Total					
	1	2	3	4	5	
Negative Evidence		Positive Evidence				
Comments						

-VE		BUILDING RELATIONSHIPS					+VE	
	Interacting with People							
	1	2	3	4	5			
Unlikely to be seen as lively						Lively		
Tends to say relatively little						Talkative		
Rarely networks						Networks well		
	Establishing Rapport							
Takes time to establish rapport						Establishes rapport quickly		
Makes a less strong first impression						Makes a very good first impression		
Rarely establishes new friendships						Makes new friends easily		
	Impressing People							
Rarely is the centre of attention						Frequently is the centre of attention		
Modest about their achievements						Tells people about their achievements		
Rarely seeks praise						Seeks praise for own achievements		
	Motivation							
Gains limited enjoyment from interacting with others						Enjoys interacting with people		
Attaches little importance to establishing rapport						Likes to establish rapport with others		
Prefers not to promote themselves						Enjoys impressing people		
	Overplayed Strengths							
Talks too much								
Over-familiarity with others is off-putting								
Excessive self-promotion irritates others								
	Quick Score Check							
Interaction with people is low						Interacts well with people		
Is slow to establish rapport						Establishes rapport quickly		
Makes a limited positive impression on others						Impresses people		
	Total							
	1	2	3	4	5			
Negative Evidence			Positive Evidence					
Comments								

-VE	COMMUNICATING INFORMATION					+VE				
	Convincing People									
	1	2	3	4	5					
Lacks persuasiveness						Persuasive				
Puts own point across less forcefully						Makes own point strongly				
Less able to negotiate a deal						Negotiates the best deal				
	Articulating Information									
Weak presentation skills						Comfortable giving presentations				
Explanations lack clarity						Explains things well				
Under-confident with new people						Confident with new people				
	Challenging Ideas									
Rarely expresses disagreement						Voices disagreement openly				
Tends not to challenge others' ideas						Inclined to challenge others' ideas				
Fails to argue their own perspective						Argues their own perspective effectively				
	Motivation									
Does not enjoy convincing others						Determined to convince people				
Gains little satisfaction from explaining things						Enjoys explaining things				
Prefers to avoid directly challenging people						Feels a need to challenge others				
	Overplayed Strengths									
Oversells to the point of irritating others										
Explanations tend to be too long										
Provokes unnecessary arguments/clashes										
	Quick Score Check									
Fails to convince						Convinces people				
Fails to articulate information well						Articulates information well				
Avoids challenging ideas						Challenges ideas effectively				
	Total									
	1	2	3	4	5					
<table border="1"> <thead> <tr> <th>Negative Evidence</th> <th>Positive Evidence</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 150px;"></td> </tr> </tbody> </table>							Negative Evidence	Positive Evidence		
Negative Evidence	Positive Evidence									
Comments 										

-VE	PROVIDING LEADERSHIP					+VE				
	Making Decisions									
	1	2	3	4	5					
Avoids making quick decisions						Prepared to make decisions quickly				
Prefers others to take responsibility for big decisions						Is prepared to take responsibility for big decisions				
Fails to stand by own decisions						Stands by own decisions				
	Directing People									
Avoids taking the lead						Leads well				
Does not co-ordinate others effectively						Co-ordinates people well				
Rarely takes control of things						Takes control of things				
	Empowering Individuals									
Rarely motivates others						Motivates people				
Tends not to inspire others						Inspires others				
Rarely encourages others						Encourages others				
	Motivation									
Does not like making decisions						Enjoys making important decisions				
Does not enjoy leading others						Likes to be in charge of others				
Has little interest in motivating others						Wants to see people motivated and inspired				
	Overplayed Strengths									
Makes decisions too quickly without full consideration										
Over directive approach could be perceived as authoritarian										
Avoids managing under-performance as prefers to be universally positive and encouraging										
	Quick Score Check									
Avoids making decisions						Makes good decisions				
Let's others take the lead						Directs people well				
Fails to motivate or empower others						Empowers and motivates others well				
	Total									
	1	2	3	4	5					
<table border="1"> <thead> <tr> <th>Negative Evidence</th> <th>Positive Evidence</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 100px;"></td> </tr> </tbody> </table>							Negative Evidence	Positive Evidence		
Negative Evidence	Positive Evidence									
Comments 										

-VE	SHOWING RESILIENCE					+VE
	Conveying Self-Confidence					
	1	2	3	4	5	
Displays little self-confidence						Displays self-confidence
Takes little action to control their own future						Takes action to control their own future
Conveys a limited sense of own worth						Conveys a strong sense of own worth
	Showing Composure					
Appears nervous during important events						Rarely appears nervous during important events
Worries before important events						Calm before important events
Pressure impacts negatively on own work						Works well under pressure
	Resolving Conflict					
Finds it difficult to deal with upset people						Deals well with upset people
Handles angry people ineffectively						Handles angry people well
Avoids dealing with disagreements						Resolves disagreements well
	Motivation					
Feeling self-confident is not important to them						Likes to feel self-confident
Does not feel it is important to remain calm						Likes to remain calm when under pressure
Does not like dealing with upset/angry people						Is comfortable resolving arguments
	Overplayed Strengths					
Overconfidence may be viewed as arrogance by others						
High level of composure may not convey appropriate urgency to others						
May get diverted unnecessarily by other peoples' conflicts						
	Quick Score Check					
Conveys a lack of self-confidence						Conveys clear self-confidence
Tends to lack composure under pressure						Shows composure under pressure
Avoids resolving conflicts						Is good at resolving conflicts
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence
Comments	

-VE	ADJUSTING TO CHANGE					+VE
	Thinking Positively					
	1	2	3	4	5	
Tends to be less optimistic						Optimistic
Slow to recover from setbacks						Quickly recovers from setbacks
Projects little cheerfulness						Cheerful
	Embracing Change					
Reluctant to accept change						Readily accepts change
Limited tolerance of uncertainty						Copes well with uncertainty
Cautious about accepting new challenges						Readily accepts new challenges
	Inviting Feedback					
Less receptive to feedback						Receptive to feedback from others
Does not encourage others to criticise approach						Encourages others to criticise approach
Rarely asks for feedback on performance						Asks for feedback on performance
	Motivation					
Likes to be pessimistic or realistic rather than positive						Prefers to take an optimistic view
Finds change unsettling						Feels positive about change
Has limited interest in other views of their performance						Values and wants personal feedback
	Overplayed Strengths					
Excessive optimism leads to little contingency planning						
Personal enthusiasm for change can leave others' concerns behind						
Too many requests for feedback can appear 'needy'						
	Quick Score Check					
Thinks pessimistically about future events						Thinks positively about the future
Resists change						Embraces change
Doesn't receive personal feedback positively						Invites personal feedback
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence
Comments	

-VE	GIVING SUPPORT					+VE				
	Understanding People									
	1	2	3	4	5					
Demonstrates little empathy for others						Shows understanding of how others are feeling				
Fails to demonstrate attentive listening						Listens well to others				
Shows a limited understanding of others' motivation						Demonstrates a good understanding of why people do things				
	Team Working									
Works more effectively alone						Works effectively with others in a team				
Takes limited account of other people's views						Takes account of other people's views				
Unlikely to involve others in the final decision						Involves others in the final decision				
	Valuing Individuals									
Actions lack consideration for others						Considerate towards others				
Displays intolerance of others' actions						Shows tolerance for others				
Shows real wariness of trusting others						Readily invests trust in people				
	Motivation									
Feels little need to understand other people						Interested in understanding others				
Prefers to work without being in a team						Enjoys working closely within a team				
Places little value on showing consideration for others						Feels it is important to show consideration for others				
	Overplayed Strengths									
Strong empathy may encourage others to focus too much on their personal problems										
Involving all team members may be at the expense of decisive action										
Generous nature often allows others to take unfair advantage										
	Quick Score Check									
Demonstrate little understanding of people						Demonstrates a good understanding of people				
Does not work well in a team						Works well in a team				
Shows little respect for other individuals						Makes clear that they value and respect other individuals				
	Total									
	1	2	3	4	5					
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Negative Evidence	Positive Evidence									
Comments 										

-VE	PROCESSING DETAILS					+VE
	Meeting Timescales					
	1	2	3	4	5	
Misses deadlines						Consistently meets deadlines
Regularly arrives late						Punctual
Leaves tasks unfinished						Finishing tasks off properly
	Checking Things					
Misses important details						Gets the details right
Lacks thoroughness						Thorough
Lets quality standards slip						Ensures a high level of quality
	Following Procedures					
Breaks the rules						Adheres well to rules
Ignores relevant procedures						Follows procedures as appropriate
Takes unnecessary risks in decision making						Takes low risk options in decision making
	Motivation					
Prefers to work without the pressure of a deadline						Driven to meet deadlines
Does not enjoy working with detail						Gains satisfaction from getting the detail right
Prefers not to be constrained by procedures						Feels a duty to adhere to rules and procedures
	Overplayed Strengths					
Drive to meet deadlines is at the expense of quality						
Time is wasted checking things that are unimportant						
Close adherence to procedures results in inflexibility						
	Quick Score Check					
Fails to reach agreed timescales						Meets agreed timescales
Misses important details						Checks things thoroughly
Deviates from important procedures						Follows appropriate procedures
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence
Comments	

-VE	STRUCTURING TASKS					+VE				
	Managing Tasks									
	1	2	3	4	5					
Lacks organisation						Organizes well				
Fails to plan effectively						Makes effective plans				
Fails to prioritise appropriately						Establishes clear appropriate priorities				
	Upholding Standards									
Prepared to compromise ethically						Behaves ethically				
Discusses confidential issues too openly						Respects confidentiality				
Lets commitments slip						Consistently honours commitments				
	Producing Output									
Works slowly						Works at a fast pace				
Productivity levels are low						Works well when busy				
Has difficulty multi-tasking						Multi-tasks effectively				
	Motivation									
Prefers not to be organised						Enjoys organizing things				
Attaches relatively little importance to being ethical						Attaches importance to be ethical				
Dislikes working on numerous tasks quickly						Gains satisfaction from being productive				
	Overplayed Strengths									
Detailed planning makes it difficult for changes to be accommodated										
Highly ethical behavior can be seen by others as intransigent										
Easily creates/accepts an excessive workload										
	Quick Score Check									
Organisation of tasks and priorities is poor						Manages tasks and priorities effectively				
Puts little effort into maintaining standards and ethics						Works hard to uphold standards and ethics				
Gets relatively little done						Gets a lot done				
	Total									
	1	2	3	4	5					
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Negative Evidence	Positive Evidence									
Comments 										

-VE	DRIVING SUCCESS					+VE				
	Taking Action									
	1	2	3	4	5					
Feels little need to make things happen						Makes things happen				
Rarely starts things off						Initiates action				
Invests little energy in getting things done						Displays energy in getting things done				
	Seizing Opportunities									
Rarely identifies good business opportunities						Identifies good business opportunities				
Limited effectiveness at generating sales						Sells effectively				
Avoids competition						Competes well				
	Pursuing Goals									
Less driven to achieve outstanding results						Driven to achieve outstanding results				
Shows little determination to succeed						Acts with determination to succeed				
Lacks perseverance						Perseveres through difficult challenges				
	Motivation									
Feels little need to make things happen						Impatient to make things happen				
Has little interest in sales						Thrives on competition				
Lacks ambition						Is ambitious				
	Overplayed Strengths									
Enthusiasm for new tasks may mean important, current tasks are under resourced										
Highly competitive behavior result in lack of cooperation from colleagues										
Drive for results may result in demanding too much from others										
	Quick Score Check									
Slow to take action						Takes decisive action				
Reluctant to pursue opportunities						Seizes good opportunities at work				
Lacks determination in pursuing goals						Pursues goals with real determination				
	Total									
	1	2	3	4	5					
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Comments 										

APPENDIX C

Quick Score Sheets

QUICK SCORE SHEET

-VE	EVALUATING PROBLEMS					+VE
	1	2	3	4	5	
Weak at examining information						Examines information effectively
Fails to accurately document facts						Documents important facts well
Poor at interpreting data						Interprets data well
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence

Comments

QUICK SCORE SHEET

-VE	INVESTIGATING ISSUES					+VE
	1	2	3	4	5	
Fails to develop and update their expertize						Develops their own expertize well
Does not adopt practical approaches						Adopts practical approaches
Weak at providing insights						Provides useful insights
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence

Comments

QUICK SCORE SHEET

-VE	CREATING INNOVATION					+VE
	1	2	3	4	5	
Lacks creativity						Generates ideas
Fails to explores possibilities and concepts						Explores possibilities and concepts
Weak at developing strategy						Develops effective strategies
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence

Comments

QUICK SCORE SHEET

-VE	BUILDING RELATIONSHIPS					+VE
	1	2	3	4	5	
Interaction with people is low						Interacts well with people
Is slow to establish rapport						Establishes rapport quickly
Makes a limited positive impression on others						Impresses people
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence

Comments

QUICK SCORE SHEET

-VE	COMMUNICATING INFORMATION					+VE
	1	2	3	4	5	
Fails to convince						Convinces people
Fails to articulate information well						Articulates information well
Avoids challenging ideas						Challenges ideas effectively
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence

Comments

QUICK SCORE SHEET

-VE	PROVIDING LEADERSHIP					+VE
	1	2	3	4	5	
Avoids making decisions						Makes decisions
Let's others take the lead						Directs people well
Fails to motivate or empower others						Empowers and motivates others well
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence
Comments	

QUICK SCORE SHEET

-VE	SHOWING RESILIENCE					+VE
	1	2	3	4	5	
Conveys a lack of self-confidence						Conveys clear self-confidence
Tends to lack composure under pressure						Shows composure under pressure
Avoids resolving conflicts						Is good at resolving conflicts
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence

Comments

QUICK SCORE SHEET

-VE	ADJUSTING TO CHANGE					+VE
	1	2	3	4	5	
Thinks pessimistically about future events						Thinks positively about the future
Resists change						Embraces change
Doesn't receive personal feedback positively						Invites personal feedback
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence

Comments

QUICK SCORE SHEET

-VE	GIVING SUPPORT					+VE
	1	2	3	4	5	
Demonstrate little understanding of people						Demonstrates a good understanding of people
Does not work well in a team						Works well in a team
Shows little respect for other individuals						Makes clear that they value and respect other individuals
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence

Comments

QUICK SCORE SHEET

-VE	PROCESSING DETAILS					+VE
	1	2	3	4	5	
Fails to reach agreed timescales						Meets agreed timescales
Misses important details						Checks things thoroughly
Deviates from important procedures						Follows appropriate procedures
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence
Comments	

QUICK SCORE SHEET

-VE	STRUCTURING TASKS					+VE
	1	2	3	4	5	
Organisation of tasks and priorities is poor						Manages tasks and priorities effectively
Puts little effort into maintaining standards and ethics						Works hard to uphold standards and ethics
Gets relatively little done						Gets a lot done
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence
Comments	

QUICK SCORE SHEET

-VE	DRIVING SUCCESS					+VE
	1	2	3	4	5	
Slow to take action						Takes decisive action
Reluctant to pursue opportunities						Seizes good opportunities at work
Lacks determination in pursuing goals						Pursues goals with real determination
	Total					
	1	2	3	4	5	

Negative Evidence	Positive Evidence
Comments	

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