

ASSESSFIRST
CONNECTING WITH MEANING

THE SWIPE MODEL

Structure of the model and definitions of the facets.

Overall description.

This tutorial consists of two main sections.

- **The first section introduces the structure of the SWIPE model.** The goal is to aid in understanding how the psychological model associated with SWIPE is constructed.
- **The second section provides definitions for each of the 20 facets in the SWIPE model.** For each facet, a detailed definition is provided, along with the implications of both low and high scores. Additionally, this section offers insights that should help deepen your understanding of each individual's unique approach.



Structure of the SWIPE MODEL.

Structure of the SWIPE model.

The SWIPE assessment is founded on the "Big Five" theoretical model, which has been validated through over 50 years of continuous research, demonstrating its robustness from a psychometric perspective. **SWIPE is structured around three major axes, each designed to allow individuals to address a specific question:**

- Relationship with others: How does the individual establish, manage, and nurture their relationships with others?
- Approach to work: How does the individual approach daily situations and challenges? What kinds of solutions are they likely to adopt?
- Managing emotions: Which emotions is the individual most likely to experience? How does the person actually deal with them?

These three major areas encompass the five original "Big Five" traits:

Relationship with others

- Leadership influence
- Consideration of others

Approach to work

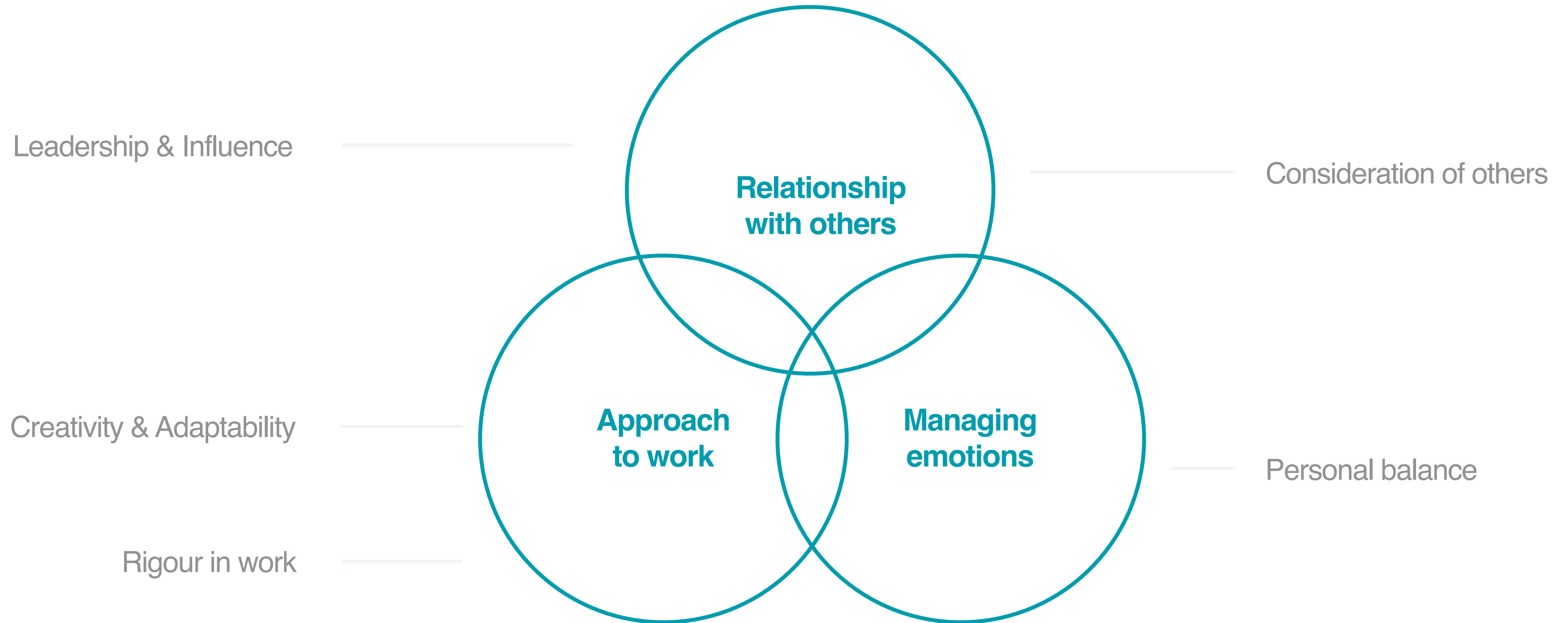
- Creativity and adaptability
- Rigour in work

Managing emotions

- Personal balance

Each of the "Big Five" traits is further divided into four facets, resulting in a total of 20 personality facets.

Note: The definitions of each of the five major traits and their 20 associated facets are provided in the subsequent sections.

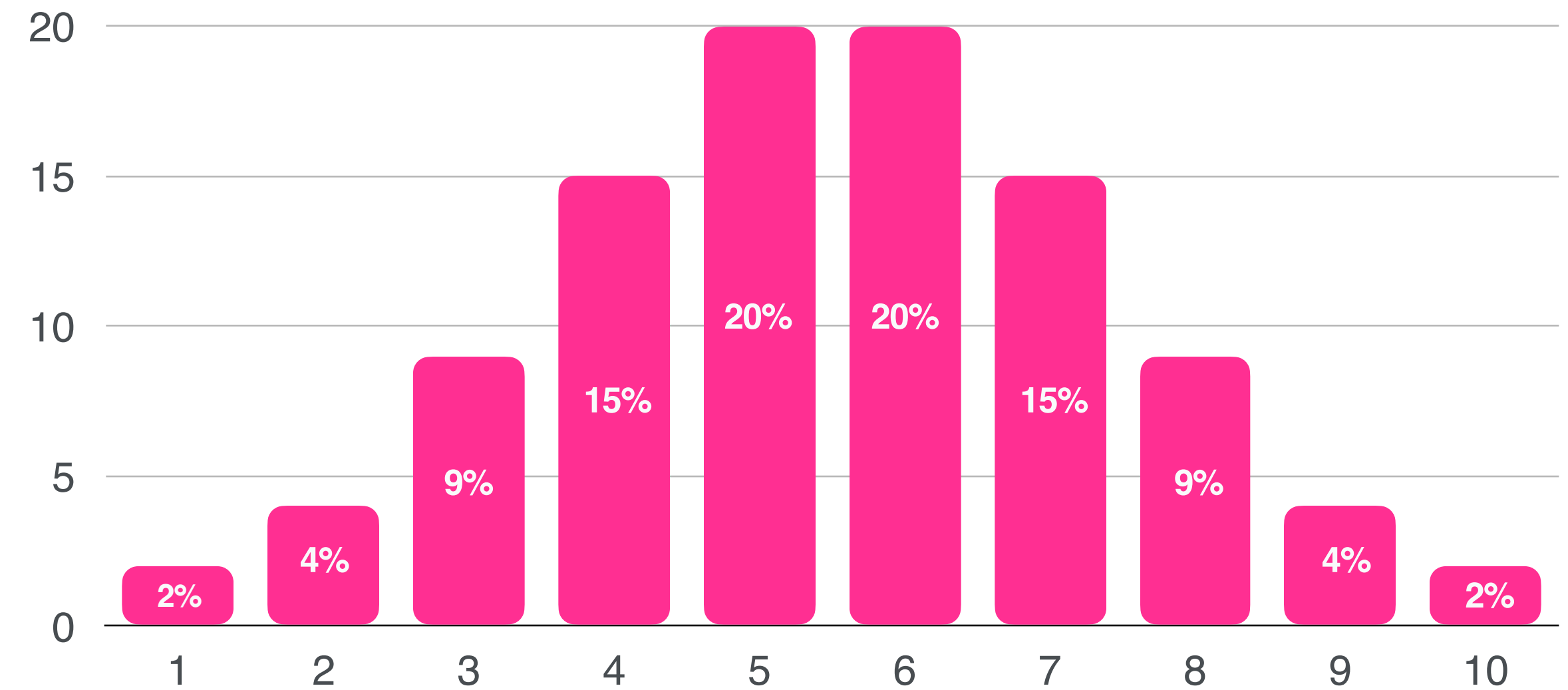


Significance of the scores.

For each personality facet assessed, the SWIPE assessment scores have been calibrated to precisely position the individual being evaluated relative to the general population.

Based on an individual's score for a specific SWIPE personality facet, you can determine the percentage of the overall population that would exhibit similar behaviour:

- at the same level as the individual being evaluated.
- to a lesser degree than the individual being evaluated.
- to a greater degree than the individual being evaluated.



The distribution of the overall population on the SWIPE facets.

Example: If an individual scores 7 on the "Has influence over others" facet, it indicates that they assert themselves in relationships with others "more than 70%" of the overall population, "to a lesser degree than 15%", and "to the same degree as 15%" of the population.



Definitions of the SWIPE facets.

Definitions of the SWIPE facets.

This section is divided into five subsections. Each subsection is dedicated to one of the key traits in the "Big Five" model. Within each of these five major traits, there's a comprehensive description of the four associated SWIPE facets. For each SWIPE facet, you will find:

- examples of typical behaviour associated with a high score on the facet.
- examples of typical behaviour associated with a low score on the facet.
- an example of typical behaviour that the person might exhibit in extreme cases, generally when under stress.

IMPORTANT

As you will see, in SWIPE, there is no concept of "good" or "bad" scores. The score for each individual merely indicates a high or low likelihood of the behaviour being exhibited by the person being evaluated. Scores of 5 and 6, which are average scores, suggest that the person's behaviour may change depending on the specific environment.

A woman with dark hair and glasses is smiling broadly while talking on a mobile phone. She is wearing a dark blue turtleneck sweater and is seated at a laptop. The background is dark and moody. The text 'Leadership & Influence' is overlaid in white on the bottom left of the image.

Leadership & Influence

Leadership & Influence assesses an individual's capabilities in their approach to others, the ability to assert themselves in relation to others, and the ease and manner in which they communicate ideas, messages, and views.

The four key facets:

- Is assertive with others
- Seeks to persuade others
- Approaches others spontaneously
- Demonstrates diplomacy

1 | Is assertive with others.

The tendency for the individual to assert themselves in relation to others and to position themselves as a leader.

HIGH SCORES (7 to 10)

Asserts themselves with others.
Positions themselves as the leader.
Sets the direction.
Influences decisions.

In extreme cases: Leaves little room for others' input.

LOW SCORES (1 to 4)

Readily shares any power.
Demonstrates humility.
Share decision-making with others.
Does not seek to impose themselves.

In extreme cases: Becomes self-effacing when working in group.

GOING A BIT DEEPER...

To understand how the individual being evaluated cooperates, cross-reference this facet with "Consults others before making deciding".

The latter facet provides a clear indication of the person's approach to cooperation, whether it leans towards an interventionist and directive style or a participative and cohesive style.

2 | Seeks to persuade others.

The tendency of the individual to have their ideas adopted, to persuade others of their viewpoint, and to share their vision.

HIGH SCORES (7 to 10)

Convey ideas with impact.
Engage people and get them on board.
Actively tries to convince people.
Strives to change the opinions of others.

In extreme cases: Can appear overly insistent.

LOW SCORES (1 to 4)

Accepts that everyone has an opinion.
Communicate with the intention to inform others.
Listen to others, without trying to influence.
Avoid disagreement and respect people's points of view.

In extreme cases: May struggle to promote or sell themselves.

GOING A BIT DEEPER...

To understand the persuasive style of the individual being evaluated, cross-reference this facet with "Demonstrates diplomacy".

"Seeks to persuade others" is a quantitative facet, focusing on the extent of the effort to persuade. In contrast, "Demonstrates diplomacy" is more qualitative, highlighting the manner in which the person approaches others.

3 | Approaches others spontaneously.

The tendency of the individual to initiate contact when meeting new people.

HIGH SCORES (7 to 10)

Take the first step toward others.
Demonstrates self-assurance.
Build new relationships.
Start conversations with others.

In extreme cases: May come across as intrusive.

LOW SCORES (1 to 4)

Demonstrates reserve.
Limit relationships to what is strictly necessary.
Let others make the first move.
Set boundaries with others.

In extreme cases: May exhibit timidity.

GOING A BIT DEEPER...

To gain a more precise understanding of how the individual perceives relationships, cross-reference this with "Connects emotionally".

While "Approaches others spontaneously" indicates the ease with which someone makes contact with others, "Is involved emotionally" relates more to the individual's sincerity and the depth of what they bring to their relationships with others.

4 | Demonstrates diplomacy.

The tendency of the individual to tailor their arguments to the audience's sensitivities, aiming to be well received by others.

HIGH SCORES (7 to 10)

Takes care with the way they things.
Solve problems diplomatically.
Adapt communication to the audience.
Are friendly and make a good impression.

In extreme cases: May distort the facts if it serves their interests.

LOW SCORES (1 to 4)

Prioritise substance over form of delivery.
Are direct with others.
Get straight to the point.
Don't beat about the bush.

In extreme cases: Their communication may come across as awkward.

GOING A BIT DEEPER...

"Demonstrates diplomacy" effectively gauges an individual's ability to manage "what they say".

It's insightful to cross-reference this with "Controls own feelings." This latter facet also pertains to control, but it measures the individual's internal experience, focusing on "what they feel".

A woman with dark hair and glasses is smiling broadly while holding a pen. She is sitting at a laptop, which is open in front of her. The background is dark and moody. The text "Consideration of others" is overlaid on the image in a large, white, sans-serif font.

Consideration of others

"Consideration of others" assesses the individual's openness and receptiveness, their ability to engage emotionally, their acceptance of differing viewpoints and criticism, and the extent to which they value the opinions of others.

The four key facets:

- Connects emotionally.
- Is open to other people's ideas.
- Accepts criticism.
- Consults others before making decisions.

5 | Connects emotionally.

The tendency of the individual to engage with others on a personal level.

HIGH SCORES (7 to 10)

Show deep interest in others.

Develop sincere and authentic relationships.

Assess situations with honesty and affection.

Has high expectations from others.

In extreme cases:

May lack objectivity and take things too personally.

LOW SCORES (1 to 4)

Take emotional distance from others.

Avoid emotions taking over.

Assess situations with facts and objectivity.

Draws clear distinction between private and professional lives.

In extreme cases:

May seem cold and superficial in interactions with others.

GOING A BIT DEEPER...

"Connects emotionally" should be distinguished from "Goes beyond the assigned tasks".

While the former facet reflects the degree of the person's emotional involvement in relationships, the latter pertains to their dedication to work success. It highlights the individual's capacity to "do more" in order to "achieve more".

6 | Is open to other people's ideas.

The tendency of the individual to be open-minded and genuinely consider ideas and arguments that differ from their own.

HIGH SCORES (7 to 10)

Demonstrate open-mindedness.
Promote others' points of view.
Listen to others and their opinions.

In extreme cases: May frequently change their mind.

LOW SCORES (1 to 4)

Highly attached to their own ideas.
Demonstrate high self-confidence.
Move forward according to personal beliefs.
Remain constant in personal opinions.

In extreme cases: May come across as inflexible.

GOING A BIT DEEPER...

Comparing the results for "Is open to other people's ideas" with those for "Seeks to persuade others" is insightful.

It reveals the degree to which the individual perceives (or does not perceive) interactions and exchanges with others as a two-way process. This reflects their willingness to have others adopt their ideas while being equally open to considering those proposed by others.

7 | Accepts criticism.

The tendency of the individual to respond positively to comments and criticisms from others.

HIGH SCORES (7 to 10)

Views criticism as constructive.
Demonstrate intellectual humility.
Progress based on others' feedback.
Look for help when needed.

In extreme cases: May sometimes seem unsure of themselves.

LOW SCORES (1 to 4)

Don't worry about what other people think.
Defend personal ideas and opinions.
Are the first to make a move.

In extreme cases: Their communication may come across as awkward.

GOING A BIT DEEPER...

"Accepts criticism" captures the individual's immediate reactions to criticism and remarks.

To gauge whether the person truly has the capacity to incorporate feedback, cross-reference this facet with "Is open to other people's ideas". The latter facet more directly measures open-mindedness and the ability to "call themselves into question".

8 | Consults others before making decisions.

The tendency of the individual to seek advice, involve others, and ask questions before making decisions.

HIGH SCORES (7 to 10)

Seek advice and engage others in decision-making.
Involves those around him/her in discussions.
Take collective and concerted decisions.
Contributes to the team's smooth operation by involving others.

In extreme cases: May struggle to make decisions.

LOW SCORES (1 to 4)

Work independently.
Decides on their own.
Decide quickly, without asking for advice.
Values efficiency and speed of execution.

In extreme cases: Exhibits a directive attitude.

GOING A BIT DEEPER...

Consulting others can sometimes be superficial...

To determine if the individual being evaluated genuinely values input, cross-reference with "Is open to other people's ideas". This will quickly reveal whether the person both consults and is open-minded, or if they engage in discussions without a real willingness to embrace ideas from those around them.

A woman with dark hair and glasses is smiling broadly while holding a pen. She is sitting at a laptop, which is open in front of her. The background is dark and moody. The text 'Creativity & Adaptability' is overlaid on the image in a large, white, sans-serif font.

Creativity & Adaptability

"Creativity and Adaptability" assesses an individual's ability to explore their environment, their inclination towards thoughtful reflection, their capacity for original thinking, and how comfortably they handle changes.

The four key facets:

- Prefers varied tasks.
- Is interested in abstract ideas.
- Demonstrates inventiveness.
- Adapts to change.

9 | Prefers varied tasks.

The tendency of the individual to engage in multiple tasks or projects simultaneously.

HIGH SCORES (7 to 10)

Do not like monotony or routine.
Enjoy a fast-paced working style.
Manage multiple tasks simultaneously.
Switch from task to task easily.

In extreme cases:

May struggle with completing or focusing on the current task.

LOW SCORES (1 to 4)

Prefer doing one thing after another.
Finish one task before starting another.
Focus 100% on tasks without getting distracted.
Do things without rushing.

In extreme cases:

May seem overwhelmed if frequently asked to report on progress.

GOING A BIT DEEPER...

To gauge the ability of someone with a high score in "Prefers varied tasks" to complete the task at hand, examine their score in "Perseveres when confronted with obstacles."

Additionally, reviewing "Organises work methodically" can reveal how effectively and conscientiously the person handles a variety of tasks.

10 | Is interested in abstract ideas.

The tendency of the individual to approach work situations from a theoretical and conceptual viewpoint.

HIGH SCORES (7 to 10)

Like solving problems.
Easily grasps complexity.
Examine situations before taking action.
Favour a conceptual approach.

In extreme cases: May lack practical common sense.

LOW SCORES (1 to 4)

Work on practical and operational tasks.
Generally pragmatic.
Take action quickly, without overthinking.
Favour an operational approach.

In extreme cases: May frequently overlook the broader perspective.

GOING A BIT DEEPER...

"Is interested in abstract ideas" provides insight into how the individual approaches problems and situations, whether through a theoretical or practical approach.

By combining this with the results from "Pays attention to detail", you can gain a clearer understanding of the person's thought process.

11 | Demonstrates inventiveness.

The tendency of the individual to think differently, generate new ideas, and think 'outside the box'.

HIGH SCORES (7 to 10)

Tackles problems from a unique perspective.
Suggest new ways of doing things.
Think outside the box.
Approach problems in an original way.

In extreme cases: May sometimes overlook the original objectives.

LOW SCORES (1 to 4)

Employ conventional methods.
Rely on proven methods.
Comply with established rules.
Capitalise on what already exists.

In extreme cases: May lack originality.

GOING A BIT DEEPER...

Inventiveness is viewed as a quantitative facet, providing a measure of the individual's ability to "think outside the box."

To understand how the person channels their creativity, whether it leans more towards the conceptual or the practical, cross-reference this facet with "Is interested in abstract ideas."

12 | Adapts to change.

The tendency of the individual to view changes as opportunities and adapt to them effortlessly.

HIGH SCORES (7 to 10)

Adapt quickly to change.
Value change over continuity.
Learn new things every day.
Challenge existing practices.

In extreme cases: Might pursue changes simply for the sake of change.

LOW SCORES (1 to 4)

Cautious when confronted with change.
Value continuity over change.
Favour existing practices.
Challenge the need to change before moving forward.

In extreme cases:

May be overly conservative, lacking flexibility, and resistant to changes.

GOING A BIT DEEPER...

Certain criteria can indicate a stronger resistance to change.

For instance, a high score in "Seeks stability" or a low score in "Demonstrates inventiveness" can suggest such resistance.

Additionally, it's noteworthy that individuals who easily adapt to change typically have low scores for "Pays attention to detail."

A woman with dark hair and glasses is smiling broadly while talking on a mobile phone. She is sitting at a laptop, which is open in front of her. The background is dark and moody. The text 'Rigour in work' is overlaid on the bottom left of the image.

Rigour in work

Rigour in work assesses an individual's ability to set demanding standards, organise their work, show precision in task completion, and persevere despite setbacks.

The four key facets:

- Organises work methodically.
- Pays attention to detail.
- Perseveres when confronted with obstacles.
- Goes beyond the assigned tasks.

13 | Organises work methodically.

The tendency of the individual to structure their approach and adopt a systematic method for accomplishing the required tasks.

HIGH SCORES (7 to 10)

Adopts a methodical, structured approach.
Plan work in a highly-organised way.
Demonstrate structure and method.
Work rigorously and leave nothing to chance.

In extreme cases: May come across as inflexible.

LOW SCORES (1 to 4)

Rely on intuition and feeling.
Improvise and manage tasks with flexibility.
Work according to current priorities.
Focus on the results, not the processes.

In extreme cases: Displays impatience with rules and procedures.

GOING A BIT DEEPER...

Understanding an individual's working style, particularly how they manage tasks, involves looking at "Organises work methodically" as well as "Pays attention to detail".

These two facets often align, but this isn't always the case. Therefore, it's important to take the time to thoroughly corroborate this aspect.

14 | Pays attention to details.

The tendency of the individual to adopt an analytical approach to situations, with a strong focus on details.

HIGH SCORES (7 to 10)

Examine problems from an analytical perspective.
Aim for exactness and precision in work.
Do the job meticulously.
Take time to check every aspect of a task.

In extreme cases: Requires time to complete tasks.

LOW SCORES (1 to 4)

Focus on the overall picture.
Get to the point without wasting time.
Have a global view of the work.
Summarise things instead of focusing on details.

In extreme cases: May overlook important details.

GOING A BIT DEEPER...

Attention to detail contributes to the pursuit of perfection, but it alone does not confirm such a facet.

To validate a tendency towards perfectionism, examine the individual's score in "Perseveres when confronted with obstacles". A high score supports a perfectionist tendency, as does a high score in "Organises work methodically".

15 | Perseveres when confronted with obstacles.

The tendency of the individual to demonstrate persistence in their work, particularly when faced with adversity or difficulties.

HIGH SCORES (7 to 10)

Demonstrate determination.
Put heart and soul in the work.
Never give up when confronted with obstacles.
Finish what's started.

In extreme cases: May struggle with delegating tasks.

LOW SCORES (1 to 4)

Exhibits discernment in choosing investments.
Try not to insist or be stubborn when unnecessary.
Get around and bypass obstacles.
Delegate work to others.

In extreme cases: Shows a lack of competitive drive.

GOING A BIT DEEPER...

Regardless of the score obtained by the individual on this facet, it's beneficial to verify that they possess the ability to take a step back to discern where perseverance would be advantageous and where stubbornness could be harmful.

A low score in "Pays attention to detail" provides a good indication of an aptitude for "taking a global view."

16 | Goes beyond assigned tasks.

The individual tends to go above and beyond the required tasks and demonstrates initiative in their work.

HIGH SCORES (7 to 10)

Have a sense of excellence.

Aim for maximum performance and go the extra mile.

Take initiative that goes beyond the established framework.

Set challenging objectives.

In extreme cases: Has the capacity to exceed the scope of their responsibilities.

LOW SCORES (1 to 4)

Stick to what is required.

Focus on personal responsibilities.

Stay within the expected framework.

Set realistic and reachable objectives.

In extreme cases: Lack initiative.

GOING A BIT DEEPER...

Although a strong sense of excellence is generally viewed positively, it's beneficial for individuals who score highly on this measure to evaluate their capacity for perspective-taking to appreciate the broader context and their ability to manage stress. This assessment can be made using two facets: "Pays attention to detail" (with a low score indicating a need for improvement) and "Has a calm demeanour" (where an average or high score is desirable).

A woman with dark hair and glasses is smiling broadly while talking on a mobile phone. She is sitting at a laptop, which is open in front of her. The background is dark and moody. The text 'Personal Balance' is overlaid on the bottom left of the image.

Personal Balance

"Personal balance assesses the level of stress within an individual, the types of emotions they are prone to displaying, their capacity to regulate these emotions, and their ability to venture beyond their 'comfort zone'."

The four key facets:

- Has a calm demeanour.
- Focuses on the positive.
- Controls own feelings.
- Seeks stability.

17 | Has a calm demeanour.

The individual tends to remain calm in the face of external agitation and turbulence.

HIGH SCORES (7 to 10)

Has low anxiety levels.
Avoid unnecessary pressure.
Stay calm in all circumstances.
Are relaxed.

In extreme cases: May exhibit a lack of responsiveness.

LOW SCORES (1 to 4)

Easily work under pressure.
Deal with emergencies.
Use stress as a motivator to take action.
Are energetic.

In extreme cases: Can show signs of irritability or a tendency to become easily excited.

GOING A BIT DEEPER...

If the individual assessed scores low on this facet, attention should be directed towards the "Seeks stability" facet. Individuals scoring high generally manage stress less effectively (requiring efforts to manage their anxiety), in contrast to those with a low score, who are energised by action.

18 | Focuses on the positive.

The individual tends to envision and anticipate events resulting in a positive outcome.

HIGH SCORES (7 to 10)

Believes things are possible.
Share enthusiasm with others.
Put situations into perspective and remain optimistic.
Identify opportunities.

In extreme cases: May come across as unrealistic.

LOW SCORES (1 to 4)

Objectively assesses situations.
Sees things "as they are".
Face the situation as it is.
Are realistic.

In extreme cases: May exhibit a lack of enthusiasm.

GOING A BIT DEEPER...

When identifying the type of emotion (positive versus negative) predominantly displayed by the individual, review the score for "Controls own feelings". This helps to confirm how the person manages their emotions personally, as well as in interactions with others, whether through spontaneous reaction, deliberate expression, or suppression.

19 | Controls own feelings.

The individual tends to regulate and moderate the expression of their feelings and emotions.

HIGH SCORES (7 to 10)

Remains unflustered in most situations.
Keep feelings private.
Have self-control.
Avoid faking emotions to please others.

In extreme cases: May exhibit a lack of spontaneity.

LOW SCORES (1 to 4)

Easily shares their emotions.
Communicate spontaneously.
Create emotional connections with others.

In extreme cases: Can be highly expressive at times.

GOING A BIT DEEPER...

Individuals who suppress their anxiety are more prone to exhibiting signs of stress in their work environment. To detect this tendency in the person being evaluated, cross-reference the "Has a calm demeanour" facet (noting a low score) with the "Controls own feelings" facet (noting a high score).

20 | Seeks stability.

The individual tends to seek security in their environment and in making decisions, aiming to avoid any elements of risk.

HIGH SCORES (7 to 10)

Seek stable situations.

Anticipate and avoid stressful situations

Define boundaries and assess situations before acting.

Avoid unnecessary risks.

In extreme cases: Struggles with initiating action.

LOW SCORES (1 to 4)

Try new things.

Happy to take risks.

Seize every opportunity that arises.

Take risks and actions.

In extreme cases: May occasionally put themselves at risk.

GOING A BIT DEEPER...

For a nuanced assessment of the individual's decision-making ability, consider two facets: "Focuses on the positive," which sheds light on the person's likely outlook on the future, and "Seeks stability," which provides insight into the individual's inclination towards action.



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