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# OPQ

# Premium Plus Report



**Name**

Ms Sample Candidate

**Date**

28 March 2023

## Stens

RELATIONSHIPS WITH PEOPLE		1	2	3	4	5	6	7	8	9	10		
3	rarely pressures others to change their views, dislikes selling, less comfortable using negotiation	<b>Persuasive</b>										enjoys selling, comfortable using negotiation, likes to change other people's views	<b>INFLUENCE</b>
6	happy to let others take charge, dislikes telling people what to do, unlikely to take the lead	<b>Controlling</b>										likes to be in charge, takes the lead, tells others what to do, takes control	
5	holds back from criticising others, may not express own views, unprepared to put forward own opinions	<b>Outspoken</b>										freely expresses opinions, makes disagreement clear, prepared to criticise others	
6	accepts majority decision, prepared to follow the consensus	<b>Independent Minded</b>										prefers to follow own approach, prepared to disregard majority decisions	
3	quiet and reserved in groups, dislikes being centre of attention	<b>Outgoing</b>										lively and animated in groups, talkative, enjoys attention	<b>SOCIABILITY</b>
6	comfortable spending time away from people, values time spent alone, seldom misses the company of others	<b>Affiliative</b>										enjoys others' company, likes to be around people, can miss the company of others	
3	feels more comfortable in less formal situations, can feel awkward when first meeting people	<b>Socially Confident</b>										feels comfortable when first meeting people, at ease in formal situations	
5	makes strengths and achievements known, talks about personal success	<b>Modest</b>										dislikes discussing achievements, keeps quiet about personal success	<b>EMPATHY</b>
5	prepared to make decisions without consultation, prefers to make decisions alone	<b>Democratic</b>										consults widely, involves others in decision making, less likely to make decisions alone	
6	selective with sympathy and support, remains detached from others' personal problems	<b>Caring</b>										sympathetic and considerate towards others, helpful and supportive, gets involved in others' problems	
THINKING STYLE		1	2	3	4	5	6	7	8	9	10		
4	prefers dealing with opinions and feelings rather than facts and figures, likely to avoid using statistics	<b>Data Rational</b>										likes working with numbers, enjoys analysing statistical information, bases decisions on facts and figures	<b>ANALYSIS</b>
6	does not focus on potential limitations, dislikes critically analysing information, rarely looks for errors or mistakes	<b>Evaluative</b>										critically evaluates information, looks for potential limitations, focuses upon errors	
6	does not question the reasons for people's behaviour, tends not to analyse people	<b>Behavioural</b>										tries to understand motives and behaviours, enjoys analysing people	
5	favours changes to work methods, prefers new approaches, less conventional	<b>Conventional</b>										prefers well established methods, favours a more conventional approach	<b>CREATIVITY &amp; CHANGE</b>
8	prefers to deal with practical rather than theoretical issues, dislikes dealing with abstract concepts	<b>Conceptual</b>										interested in theories, enjoys discussing abstract concepts	
6	more likely to build on than generate ideas, less inclined to be creative and inventive	<b>Innovative</b>										generates new ideas, enjoys being creative, thinks of original solutions	
2	prefers routine, is prepared to do repetitive work, does not seek variety	<b>Variety Seeking</b>										prefers variety, tries out new things, likes changes to regular routine, can become bored by repetitive work	
8	behaves consistently across situations, unlikely to behave differently with different people	<b>Adaptable</b>										changes behaviour to suit the situation, adapts approach to different people	<b>STRUCTURE</b>
5	more likely to focus upon immediate than long-term issues, less likely to take a strategic perspective	<b>Forward Thinking</b>										takes a long-term view, sets goals for the future, more likely to take a strategic perspective	
8	unlikely to become preoccupied with detail, less organised and systematic, dislikes tasks involving detail	<b>Detail Conscious</b>										focuses on detail, likes to be methodical, organised and systematic, may become preoccupied with detail	
5	sees deadlines as flexible, prepared to leave some tasks unfinished	<b>Conscientious</b>										focuses on getting things finished, persists until the job is done	
5	not restricted by rules and procedures, prepared to break rules, tends to dislike bureaucracy	<b>Rule Following</b>										follows rules and regulations, prefers clear guidelines, finds it difficult to break rules	
FEELINGS AND EMOTIONS		1	2	3	4	5	6	7	8	9	10		
5	tends to feel tense, finds it difficult to relax, can find it hard to unwind after work	<b>Relaxed</b>										finds it easy to relax, rarely feels tense, generally calm and untroubled	<b>EMOTION</b>
8	feels calm before important occasions, less affected by key events, free from worry	<b>Worrying</b>										feels nervous before important occasions, worries about things going wrong	
7	sensitive, easily hurt by criticism, upset by unfair comments or insults	<b>Tough Minded</b>										not easily offended, can ignore insults, may be insensitive to personal criticism	
3	concerned about the future, expects things to go wrong, focuses on negative aspects of a situation	<b>Optimistic</b>										expects things will turn out well, looks to the positive aspects of a situation, has optimistic view of the future	
6	wary of others' intentions, finds it difficult to trust others, unlikely to be fooled by people	<b>Trusting</b>										trusts people, sees others as reliable and honest, believes what others say	
6	openly expresses feelings, finds it difficult to conceal feelings, displays emotion clearly	<b>Emotionally Controlled</b>										can conceal feelings from others, rarely displays emotion	<b>DYNAMISM</b>
6	likes to take things at a steady pace, dislikes excessive work demands	<b>Vigorous</b>										thrives on activity, likes to keep busy, enjoys having a lot to do	
4	dislikes competing with others, feels that taking part is more important than winning	<b>Competitive</b>										has a need to win, enjoys competitive activities, dislikes losing	
4	sees career progression as less important, looks for achievable rather than highly ambitious targets	<b>Achieving</b>										ambitious and career-centred, likes to work to demanding goals and targets	
6	tends to be cautious when making decisions, likes to take time to reach conclusions	<b>Decisive</b>										makes fast decisions, reaches conclusions quickly, less cautious	
5	has responded less consistently across the questionnaire	<b>Consistency</b>										has responded more consistently across the questionnaire	
		1	2	3	4	5	6	7	8	9	10	<b>OPQ32r UK English General Population 2012 (INT)</b>	

# **USER REPORT**

## **INTRODUCTION**

This report is designed for those who have completed OPQ training. It represents a powerful interpretation aid when preparing for a feedback interview, writing an assessment report, or interpreting OPQ32 information across a range of other contexts.

The report explores Ms Sample Candidate's responses to the OPQ32 questionnaire. This therefore provides a profile of her relative preferences and behaviours when at work.

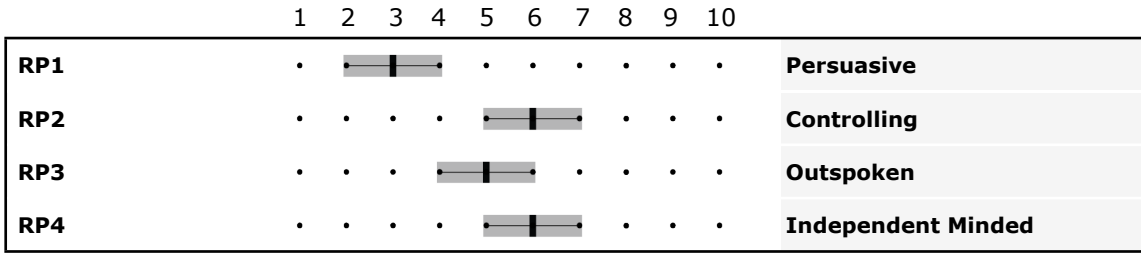
Each section presents an area of the OPQ32 profile, together with a narrative interpretation of these scales and the links between them. Further links with other sections of the profile (where these offer more in-depth understanding of the individual) are then presented. Remember, when considering the results of the personality questionnaire, it is important to recognise that the responses given were Ms Sample Candidate's own view, and represent the way she sees her own behaviour, rather than how her personality might be described by another person. The accuracy of this report depends on the frankness and honesty with which the questionnaire was completed, as well as, in part, her level of self-awareness.

It should be noted that she has tended to respond as consistently as most when completing the questionnaire.

This report should be treated confidentially. The shelf-life of the information contained in this report is considered to be 18-24 months, depending upon Ms Sample Candidate's work role and personal circumstances. To ensure relevance, the profile and its interpretation should always be directly related to the individual's current or future role.

## RELATIONSHIPS WITH PEOPLE

### Influence

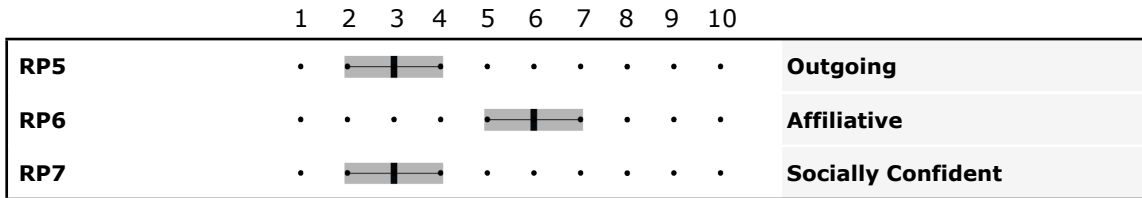


Ms Sample Candidate seems to have little interest in negotiating with others or persuading them, though she is a little more prepared to take the lead or take charge of a situation. Even this preference, however, is only typical of most others. She is likely to avoid positions, such as sales, where the focus is on persuading others, but she may prefer some kind of managerial or supervisory role.

Ms Sample Candidate doesn't have a particularly strong fondness or dislike of argument and outspoken debate, being fairly typical in this respect. In line with this, her tendency to adopt an unpopular, independent stance is broadly typical.

Her overall impact when trying to influence others may be diminished to some extent by her lower level of confidence and ease with others.

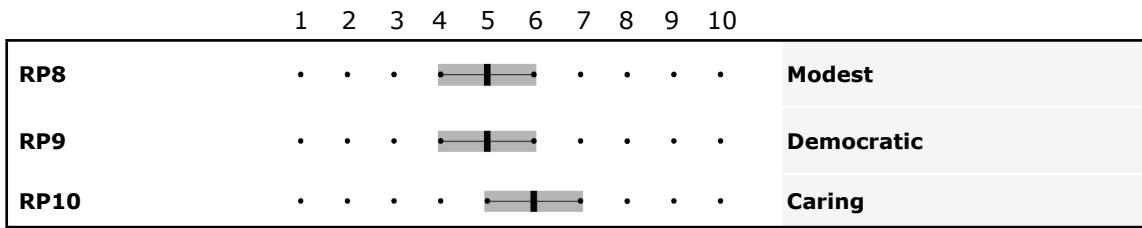
## Sociability



In many ways, Ms Sample Candidate sees herself as both a quiet and shy person, tending to be uncomfortable in the company of strangers or when addressing a group and tending to say little in the course of an animated conversation. This does not mean that she dislikes company, however, as she is fairly typical in her enjoyment of spending time with others. Ms Sample Candidate is likely to thrive in a situation in which she is expected to say relatively little, but is nevertheless an integral part of the group.

The fact that she feels shy with strangers or when talking to groups seems to go with the finding that she tends to get tense and anxious before important occasions in general. It is likely that she would prefer to avoid public speaking or extremely formal, important events where possible.

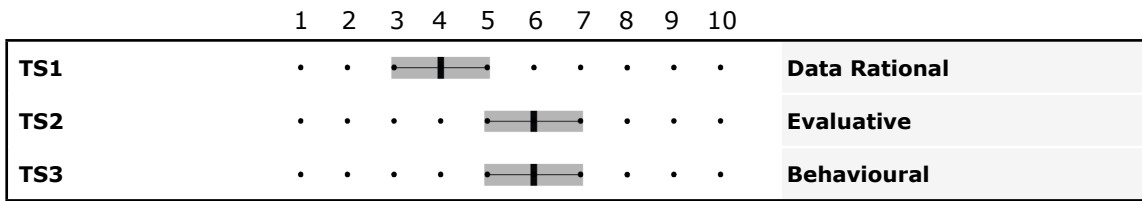
## Empathy



This is an area where Ms Sample Candidate does not stand out as particularly different. She is about as likely as most to advertise her achievements and successes, preferring perhaps, on other occasions to keep these to herself. Her concern for others is also broadly typical, emerging as balanced between being more supportive in some situations and less so in others. In decision making there is also a sense of balance when it comes to consulting others, the degree of consultation perhaps depending on the situation.

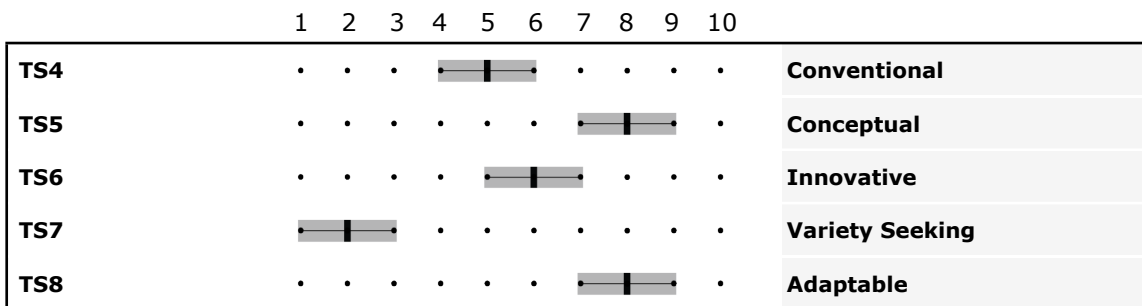
## THINKING STYLE

### Analysis



Overall, Ms Sample Candidate's interest in analytical thinking is quite moderate, with no particular preferences for one focus over another. In particular, she seems a little less interested than most in working with numerical or statistical information, with only a slightly higher interest in analysing people issues. Across both of these areas she is likely to undertake a certain amount of critical analysis, but overall analytical thinking is likely to be a moderate rather than outstanding aspect of her approach.

## Creativity and Change



Ms Sample Candidate sees herself as intellectually curious, enjoying discussing hypothetical or theoretical issues. When it comes to generating ideas and challenging existing work methods however, she is more moderate. She sees herself as only as creative and inventive as her peers, and reports an equal appreciation of new over more established approaches. Her reputation is likely to be predominantly one of someone who enjoys thinking around a problem theoretically without being especially radical or creative.

Ms Sample Candidate reports an extremely strong preference for routine in her work. Nevertheless, she couples this with an inclination to adapt her behaviour to meet the perceived changing demands of the situations or people she is dealing with. While demonstrating a willingness to adapt her behaviour to changing situations, she does however appear to prefer predictable routine to novelty.



## Structure

	1	2	3	4	5	6	7	8	9	10	
<b>TS9</b>	.	.	.	■		.	.	.	.	.	<b>Forward Thinking</b>
<b>TS10</b>	.	.	.	.	.	.	■		.	.	<b>Detail Conscious</b>
<b>TS11</b>	.	.	.	■		.	.	.	.	.	<b>Conscientious</b>
<b>TS12</b>	.	.	.	■		.	.	.	.	.	<b>Rule Following</b>

Ms Sample Candidate reports a preference for thinking ahead and setting long-term goals which is typical of most of her peers. She seems to have a strong focus on being orderly and methodical; thus it may be that she is more concerned about the accuracy and detail of her current work than looking to the future. This attention to detail may then get in the way of planning broad, long-term goals.

Ms Sample Candidate's emphasis on seeing tasks through to completion is moderate, being typical of her peers. This is coupled with an equal willingness to stick to the rules and follow guidelines. It is likely then that she will approach task deadlines and rules and regulations with a degree of flexibility rather than with a highly rigid approach.

Her strong emphasis upon detail and taking an organised approach is compatible with her much greater preference for undertaking routine work over that which offers more variety. Although she places as much emphasis as most others upon meeting deadlines, it is possible that at times she might be prepared to sacrifice these in favour of ensuring that all aspects of a project are complete and fully checked.

## FEELINGS AND EMOTIONS

### Emotion

	1	2	3	4	5	6	7	8	9	10	
<b>FE1</b>	.	.	.	.	█	█	.	.	.	.	<b>Relaxed</b>
<b>FE2</b>	.	.	.	.	.	.	█	█	.	.	<b>Worrying</b>
<b>FE3</b>	.	.	.	.	.	█	█	.	.	.	<b>Tough Minded</b>
<b>FE4</b>	.	█	█	.	.	.	.	.	.	.	<b>Optimistic</b>
<b>FE5</b>	.	.	.	.	█	█	.	.	.	.	<b>Trusting</b>
<b>FE6</b>	.	.	.	.	█	█	.	.	.	.	<b>Emotionally Controlled</b>

She sees herself as someone who is as relaxed as the next person. On the other hand, she does tend to get nervous before important events and it is likely that certain very specific things will cause her particular anxiety.

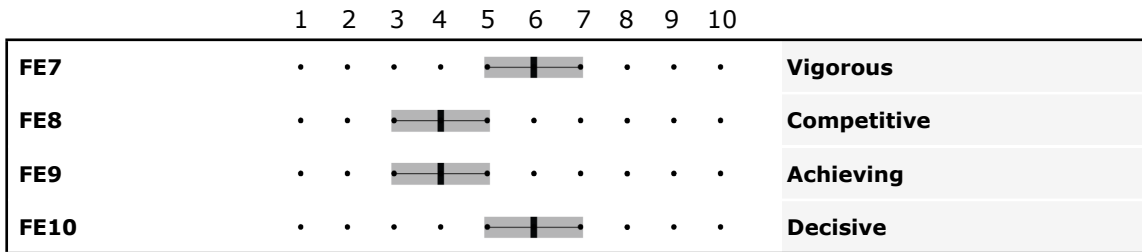
Ms Sample Candidate describes herself as taking a more pessimistic than optimistic approach, tending to expect a negative outcome. If others criticise her, she is likely to feel this slightly less keenly than others and will generally feel able to keep their comments in perspective. She is likely to be as prepared to trust others as most people.

In terms of expressing feelings, she will be rather typical. It may be that she finds some kinds of emotions easier to express than others.

Her tendency to worry may well be triggered by her discomfort when meeting people for the first time or when called upon to present more formally to others.

Her rather negative view appears to impact her anxiety levels as important events approach. Her tendency to expect negative outcomes appears to cause her to feel considerably more worried than most before important occasions.

## Dynamism



Ms Sample Candidate presents quite a consistent and typical picture when it comes to her sources of energy and drive. Her level of career ambition is only a little lower than most. Her desire to win within competitive situations is very similar. In addition, she expresses a fairly typical level of interest to most others in keeping busy and occupied at work. Overall, although not especially low, her levels of drive and energy are likely to come across as moderate rather than highly dynamic.

When summing up a situation and making a decision, she seems to be balanced between speed and caution.

# MANAGER PLUS REPORT

## INTRODUCTION

This report is intended for use by line managers and HR professionals. It contains a range of information which is useful to support selection decisions.

It shows:

1. How Ms Candidate prefers to work (for example whether she likes following rules or is prepared to break them).
2. How Ms Candidate is likely to interact with her colleagues in a team.
3. Her likely performance against a range of competencies proven to be important at work (e.g. Leading and Supervising).

## USING THIS REPORT

This report is based on Ms Candidate's responses to the **Occupational Personality Questionnaire (OPQ)**. Her responses have been compared against those of a large relevant comparison group to give a description of Ms Candidate's preferred approach to work.

The responses Ms Candidate gave show the way she sees her own behaviour, rather than how another person might describe her. This report describes preferred ways of behaving, rather than actual skills levels. The accuracy of this report depends on the frankness with which she answered the questions as well as her self-awareness. Nevertheless, this report provides important indicators of Ms Candidate's style at work. This report links the information from the personality questionnaire to the twenty universal competencies.

This report has a shelf-life of 18-24 months and should be treated confidentially. If there are major changes in her life or work she should complete the OPQ again.

If you require support in interpreting this report, please contact a person in your organisation who has received full training in the use of the OPQ.

## BEHAVIOUR AT WORK

This section is based on Ms Candidate's responses to the Occupational Personality Questionnaire (OPQ) and describes her preferred style at work in three key areas: interacting with people, approaching tasks, and managing feelings and emotions.

### How is Ms Candidate likely to interact with people?

- She describes herself as disliking selling and negotiating
- Is prepared to take charge when required
- Prepared to express her own opinions or criticise others in some situations
- May sometimes follow her own approach rather than the group's
- Generally quiet and reserved in groups
- Likes a balance between spending time alone and spending time with others
- Not at ease in formal situations or when meeting new people
- Enjoys talking about her own achievements in some situations
- Consults others to a moderate degree when making decisions
- Provides a moderate degree of support and sympathy to colleagues

### How is Ms Candidate likely to approach tasks at work?

- Sees herself as having a slight dislike for working with numerical data
- As comfortable as most when critically analysing information or plans
- Is as interested as most in the motivations and behaviours of people
- Sees herself as liking to have a balance between new approaches and tried and tested ways of working
- She is likely to be predominantly theoretical and enjoy thinking about a problem
- Has a preference for coming up with new ideas which is typical of her peers

- She describes herself as having a much stronger preference for routine and persisting with repetitive work than most of her peers
- Has a strong inclination to adapt her behaviour to meet the changing demands of the situations or people she is dealing with
- Likely to take a view that balances the short term with longer-term implications
- Shows a concern for order and detail which is stronger than most of her peers
- Her emphasis on seeing tasks through to completion is typical of most people
- Feels as comfortable as most when it comes to following rules and regulations

### **How are Ms Candidate's feelings and emotions likely to impact her work?**

- She sees herself as person who is moderately tense and worried in her general work life
- Tends to be markedly worried and tense before important events
- She sees herself as more resilient to criticism and a little less likely than most to take offence
- Takes a moderately pessimistic view of the future
- Is neither highly trusting nor noticeably wary when it comes to judging the reliability and honesty of others
- She describes herself as having a balanced approach between keeping her emotions and feelings to herself and showing her emotions openly
- She describes a typical preference for work which keeps her busy with plenty to do
- Competition is likely to be of slightly less importance to her than most people
- Describes herself as slightly less ambitious than most
- When making decisions she takes a balance between speed and caution

### **Additional comments about Ms Candidate's likely behaviour at work:**

- Avoids sales situations and is not persuasive, particularly in unfamiliar situations or with unfamiliar people
- May come across as quiet and serious in her dealings with others

## **WORKING IN A TEAM**

Successful teams share common tasks or projects and work collectively towards the same goals. Within the team each individual makes a specific contribution to the process and thereby affects the success of the team. To achieve their goals the members of a team need to complete a number of key tasks.

Ms Candidate's likely impact within a team is summarised below. This focuses on her strengths and weaknesses across team tasks.

Overall, Ms Candidate usually manages a good balance between task-related and people-related issues.

**Her strengths are likely to lie in:**

- Maintaining a positive team climate

**She is likely to be as capable as most in:**

- Identifying possible solutions for team tasks
- Helping the team to evaluate ideas and concepts which contribute to team success
- Steering team activities
- Having an energising impact on other team members
- Planning team work and sustaining team productivity
- Helping the team to maintain their workload and reach their goals

**Her weaker areas are likely to lie in:**

- Building a large number of relationships inside and outside the team






## COMPETENCIES

This section highlights Ms Candidate's likely performance on key competencies important in the workplace. By selecting those competencies that are most important, and probing those areas for evidence of how she has demonstrated effectiveness, you are more likely to recruit the best person. The competency scores for Ms Candidate below are based on her responses to the OPQ. Definitions of the twenty competencies can be found towards the back of this report. Recommended interview questions for each of the competencies are provided in the Universal Competency Framework™ Interview Guide. Competency profiling cards are also available to help in identifying essential or desirable competencies. Please note that the Interview Guide and Competency Profiling Cards are available in a limited range of languages. For more information contact your SHL representative.

Competency	1	2	3	4	5	Important for Success?
<b>Leading and Deciding</b>						
1.1 Deciding and Initiating Action						
1.2 Leading and Supervising						
<b>Supporting and Co-operating</b>						
2.1 Working with People						
2.2 Adhering to Principles and Values <sup>1</sup>						
<b>Interacting and Presenting</b>						
3.1 Relating and Networking						
3.2 Persuading and Influencing						
3.3 Presenting and Communicating Information <sup>2</sup>						
<b>Analysing and Interpreting</b>						
4.1 Writing and Reporting <sup>2</sup>						
4.2 Applying Expertise and Technology <sup>2</sup>						
4.3 Analysing <sup>2</sup>						
<b>Creating and Conceptualising</b>						
5.1 Learning and Researching <sup>2</sup>						
5.2 Creating and Innovating <sup>2</sup>						
5.3 Formulating Strategies and Concepts <sup>2</sup>						
<b>Organising and Executing</b>						
6.1 Planning and Organising						
6.2 Delivering Results and Meeting Customer Expectations						
6.3 Following Instructions and Procedures <sup>2</sup>						
<b>Adapting and Coping</b>						
7.1 Adapting and Responding to Change						
7.2 Coping with Pressures and Setbacks						
<b>Enterprising and Performing</b>						
8.1 Achieving Personal Work Goals and Objectives						
8.2 Entrepreneurial and Commercial Thinking <sup>2</sup>						

The index numbers refer to the 20 competency dimensions from the SHL Universal Competency Framework™.

The overall likelihood of Ms Candidate displaying strength in each competency is shown in the bar graphs on the right hand side of the report.

1	2	3	4	5
				
<b>Unlikely</b> to be a strength	<b>Less likely</b> to be a strength	<b>Moderately likely</b> to be a strength	<b>Quite likely</b> to be a strength	<b>Very likely</b> to be a strength

<sup>1</sup> OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.

<sup>2</sup> Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

# CANDIDATE PLUS REPORT

## INTRODUCTION

This report is confidential and is intended for the sole use of the person who completed the questionnaire.

It has been given to you to provide some feedback about the analysis of your responses to the questionnaire which you recently completed.

The self-report personality questionnaire invited you to describe your behaviour, preferences and attitudes in relation to different aspects of your working life. It was chosen to give a broad picture of your current style. Your responses have been compared with a large group of people who have filled in the same questionnaire.

When considering this report's description of your personality, it is important to recognise that it is based on the answers you gave and is your own view, representing the way you see your behaviour, rather than how your personality might be described by another person. This self-report can nevertheless give important clues to understanding the way you see your style at work and it is likely to enable us to predict a good deal about your behaviour in different situations. This report links the information under three broad headings and summarises all of your responses to the questionnaire.

The specific application of the information will influence which sections of the report are most relevant. You may have already received personal feedback of these results, or had this offered to you. Whoever gave you feedback and/or this report should be qualified to answer your queries about any aspect of the report and provide a more detailed analysis of what the results mean for you.

The contents of this report are likely to be a good description of your behaviour at work for about 18-24 months, depending upon your work role and personal circumstances. If it is to be used in the future, consideration should be given to its continued relevance.

## RELATIONSHIPS WITH PEOPLE

### Influence

You describe yourself as someone who dislikes getting involved in persuading or negotiating, and would prefer not to sell ideas to other people. However, you like to balance taking charge of people and allowing others to take this role. When it comes to expressing your views, you are likely to speak out as much as the next person, suggesting that you say what you think or criticise others when you feel it is appropriate rather than as a matter of course. Additionally, depending on the situation, you are prepared to either accept group decisions or are prepared to maintain your view in the face of opposition.

### Sociability

You are generally someone who tends to be quiet and reserved, preferring to allow others to take the dominant role in most social situations, especially when you are with unfamiliar people. While you see yourself as uncomfortable in more formal situations, you enjoy the time you spend with other people just as much as the time you spend by yourself.

### Empathy

You are likely to be neither excessively reserved nor open about discussing your achievements. In terms of making decisions, you have an approach which balances the need to make a decision and the need for consultation as you are as likely to consult before a decision as the next person. You are someone who displays a moderate level of tolerance and sympathy towards colleagues, being reasonably prepared to provide help and support to others.



## **THINKING STYLE**

### **Analysis**

On balance, you slightly prefer not to work with numerical information, relying more on opinions and feelings. You are moderately interested in critically evaluating information and arguments. When it comes to understanding others, you are moderately interested in the motives which underlie people's behaviour.

### **Creativity and Change**

You describe yourself as maintaining a balance between traditional and radical approaches to tasks and as someone who prefers working with theories and discussing abstract concepts. You also appear to be moderately creative in your approach, generating as many ideas as the next person at work. You see yourself as much more comfortable with a set routine rather than having lots of variety and novelty in your work. However, you are also adaptable, changing your style to suit your audience or situation.

### **Structure**

You are balanced between planning things in advance and dealing with issues as they arise. At the same time, you have a strong inclination towards meticulously checking the detail and the accuracy of work. You prefer to strike a balance between seeing deadlines as flexible and focusing on getting tasks finished on time. You also describe yourself as neither sticking to rules rigidly nor consciously prepared to break them.

## **FEELINGS AND EMOTIONS**

### **Emotion**

You may find you are moderately anxious, neither generally feeling particularly tense nor totally calm and collected on a day-to-day basis. You consider yourself to be someone who has a strong tendency to become nervous and worried before important events. You are slightly more likely than others to put criticism in perspective or ignore it altogether. You also tend to have a strong conviction that it is better to anticipate the worst to avoid disappointment, and you appear neither overly suspicious nor entirely trusting of others. You display your emotions and feelings at work as much as other people.

### **Energy and Drive**

You appear to be as active as most other people and are most comfortable when you are moderately busy. You are generally a little more focused on enjoying taking part in an activity for its own sake rather than feeling that you always have to win. This implies that you may not have to beat others to feel that you have done well. You see yourself as a little less ambitious than most and prefer to set targets which are achievable. You are likely to take about the same length of time over decision making as others.

## WORKING WITH OTHERS

Successful teams share common tasks or projects and work collectively towards the same goals. Within the team each individual makes a specific contribution to the process and thereby affects the success of the team. To achieve their goals the members of a team need to complete a number of key tasks.

Your likely impact within a team is summarised below. This focuses on your likely strengths and weaknesses across key team tasks.

Overall, you typically find a good balance between focusing on tasks and focusing on people, when working with others.

### **Your strengths are likely to lie in:**

- Maintaining a positive team climate

### **You are as likely to be as capable as most in:**

- Identifying possible solutions for team tasks
- Helping the team to evaluate ideas and concepts which contribute to team success
- Steering team activities
- Having an energising impact on other team members
- Planning team work and sustaining team productivity
- Helping the team to maintain their workload and reach their goals

### **Your weaker areas are likely to lie in:**

- Building a large number of relationships inside and outside the team

# UNIVERSAL COMPETENCY REPORT

## INTRODUCTION

This report is intended for use by managers and HR professionals. It summarises how Ms Candidate's preferred style or typical way of behaving is likely to influence her potential performance on twenty universal competencies. This potential is based on Ms Candidate's responses to the Occupational Personality Questionnaire (OPQ). Her responses have been compared against those of a large relevant comparison group to give a description of Ms Candidate's preferred approach to work.

The responses Ms Candidate gave show the way she sees her own behaviour, rather than how another person might describe her. This report describes preferred ways of behaving, rather than actual skills levels. The accuracy of this report depends on the frankness with which she answered the questions as well as her self-awareness. Nevertheless, this report provides important indicators of Ms Candidate's style at work. This report links the information from the personality questionnaire to the twenty universal competencies.

This report has a shelf-life of 18-24 months and should be treated confidentially. If there are major changes in her life or work she should complete the OPQ again.

If you require support in interpreting this report, please contact a person in your organisation who has received full training in the use of the OPQ.






When using this report it is important to consider which of the twenty universal competencies measured are most relevant to successful performance in the job that is being considered.

## REPORT KEY

The ticks, crosses and discs indicate which aspects of Ms Candidate's style are likely to contribute positively or more negatively to each competency.

Symbol	Short	Definition
✓✓	Key Strength	Very likely to have a positive impact
✓	Likely Strength	Likely to have a positive impact
●	Moderate	Likely to have neither a positive nor a negative impact
✗	Likely Limitation	Likely to have a negative impact
✗✗	Key Limitation	Very likely to have a negative impact

The overall likelihood of Ms Candidate displaying strength in each competency is shown in the bar graphs on the right hand side of the report.

1	2	3	4	5
				
<b>Unlikely</b> to be a strength	<b>Less likely</b> to be a strength	<b>Moderately likely</b> to be a strength	<b>Quite likely</b> to be a strength	<b>Very likely</b> to be a strength

## SUMMARY OF COMPETENCY POTENTIAL

The table below provides a summary of Ms Candidate's potential performance on the twenty competencies. By selecting those competencies that are most important for the role, and probing those areas for evidence of how Ms Candidate has demonstrated effectiveness, you are more likely to recruit the best person for the job.

Definitions of the twenty competencies can be found towards the back of this report. Recommended interview questions for each of the competencies are provided in the Universal Competency Framework™ Interview Guide. Competency profiling cards are also available to help in identifying essential or desirable competencies. Please note that the Interview Guide and Competency Profiling Cards are available in a limited range of languages. For more information contact your SHL representative.

Competency	1	2	3	4	5	Important for Success? (tick)
<b>Leading and Deciding</b>						
1.1 Deciding and Initiating Action						
1.2 Leading and Supervising						
<b>Supporting and Co-operating</b>						
2.1 Working with People						
2.2 Adhering to Principles and Values <sup>1</sup>						
<b>Interacting and Presenting</b>						
3.1 Relating and Networking						
3.2 Persuading and Influencing						
3.3 Presenting and Communicating Information <sup>2</sup>						
<b>Analysing and Interpreting</b>						
4.1 Writing and Reporting <sup>2</sup>						
4.2 Applying Expertise and Technology <sup>2</sup>						
4.3 Analysing <sup>2</sup>						
<b>Creating and Conceptualising</b>						
5.1 Learning and Researching <sup>2</sup>						
5.2 Creating and Innovating <sup>2</sup>						
5.3 Formulating Strategies and Concepts <sup>2</sup>						
<b>Organising and Executing</b>						
6.1 Planning and Organising						
6.2 Delivering Results and Meeting Customer Expectations						
6.3 Following Instructions and Procedures <sup>2</sup>						
<b>Adapting and Coping</b>						
7.1 Adapting and Responding to Change						
7.2 Coping with Pressures and Setbacks						
<b>Enterprising and Performing</b>						
8.1 Achieving Personal Work Goals and Objectives						
8.2 Entrepreneurial and Commercial Thinking <sup>2</sup>						

The index numbers refer to the 20 competency dimensions from the SHL Universal Competency Framework™.

<sup>1</sup> OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.

<sup>2</sup> Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

# COMPETENCY POTENTIAL PROFILE

1. Leading and Deciding		1	2	3	4	5
<b>1.1 Deciding and Initiating Action</b>						
<ul style="list-style-type: none"> <li>● Generally makes decisions without too much delay.</li> <li>● Is prepared and as comfortable as most to take charge of situations when required.</li> <li>● Will feel moderately comfortable with acting independently when required.</li> <li>✗ Is a little less likely than most to strive to achieve difficult targets.</li> </ul>						
<b>1.2 Leading and Supervising</b>						
<ul style="list-style-type: none"> <li>● As likely as most to understand what motivates others.</li> <li>● Is as prepared and as comfortable as most to lead a group when required.</li> <li>● Is moderately likely to trust, and thus to empower, others.</li> <li>✗ Is unlikely to use persuasion when motivating others.</li> </ul>						

2. Supporting and Co-operating		1	2	3	4	5
<b>2.1 Working with People</b>						
<ul style="list-style-type: none"> <li>✓ Values co-operation a little more than competition.</li> <li>● Is as comfortable as most others to spend time with others.</li> <li>● Is likely to provide a moderate degree of support and sympathy to colleagues.</li> <li>● Occasionally seeks to understand the reasons for others' behaviour.</li> <li>● Is as prepared and as comfortable as most others to seek contributions from others in order to make a decision.</li> </ul>						
<b>2.2 Adhering to Principles and Values <sup>1</sup></b>						
<ul style="list-style-type: none"> <li>● Is as likely as most to adhere to rules and regulations.</li> <li>● Is as likely as others to seek a diverse range of views.</li> </ul>						

3. Interacting and Presenting		1	2	3	4	5
<b>3.1 Relating and Networking</b>						
<ul style="list-style-type: none"> <li>✓ Is likely to adapt personal style when relating to others.</li> <li>● Is as likely as most to seek to understand what motivates others.</li> <li>✗ Is unlikely to feel confident in formal business situations.</li> <li>✗ Tends to be quiet and reserved in groups.</li> </ul>						
<b>3.2 Persuading and Influencing</b>						
<ul style="list-style-type: none"> <li>● Is as comfortable as most with promoting own credentials.</li> <li>● May occasionally seek to understand other peoples' needs and motives.</li> <li>✗ Dislikes selling and negotiating.</li> <li>✗ Is unlikely to feel confident when influencing others, especially strangers.</li> <li>✗ Tends to be reserved when in group situations.</li> </ul>						
<b>3.3 Presenting and Communicating Information <sup>2</sup></b>						
<ul style="list-style-type: none"> <li>✓ Adapts comfortably to the needs of the audience.</li> <li>✗ Dislikes using persuasion when putting forward an argument.</li> <li>✗ Is unlikely to feel confident when formally presenting.</li> <li>✗ May often feel tense before important occasions.</li> </ul>						

<sup>1</sup> OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.

<sup>2</sup> Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

4. Analysing and Interpreting		1	2	3	4	5
<b>4.1 Writing and Reporting</b> <sup>2</sup>						
✓	Is likely to produce documents that are well structured.					
✓	Is very interested in dealing with abstract concepts in written work.					
●	Is as inclined as most others to understand the needs of an audience.					
●	Moderately likely to critically evaluate the content of written information.					
<b>4.2 Applying Expertise and Technology</b> <sup>2</sup>						
✓	Is very interested in applying theoretical and abstract concepts.					
●	May critically evaluate technical information in some situations.					
✗	May be slightly uncomfortable when working with numerical data.					
<b>4.3 Analysing</b> <sup>2</sup>						
✓	Is very interested in dealing with abstract concepts.					
●	Will probe information for potential errors in analysis.					
✗	May be slightly uncomfortable analysing numerical information.					

5. Creating and Conceptualising		1	2	3	4	5
<b>5.1 Learning and Researching</b> <sup>2</sup>						
✓	Is very interested in learning about abstract concepts.					
●	May consider new and established approaches when learning new tasks.					
●	May give some thought to potential limitations when reviewing new information.					
✗	May be slightly uncomfortable when gathering facts and figures.					
<b>5.2 Creating and Innovating</b> <sup>2</sup>						
✓	Is very interested in applying a conceptual approach to problem solving.					
●	Considers both new and established methods, depending on the situation.					
●	Sees herself as creative as most others.					
✗✗	Is extremely comfortable when working with a routine.					
<b>5.3 Formulating Strategies and Concepts</b> <sup>2</sup>						
✓	Is interested in thinking conceptually when developing strategy.					
●	May consider new and established methods when establishing a vision.					
●	As likely as peers to take a longer term view when developing strategy.					
✗	May become preoccupied by details.					

<sup>2</sup> Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

6. Organising and Executing		1	2	3	4	5
<b>6.1 Planning and Organising</b>		[Progress bar: 2.5/5]				
✓	Pays attention to detail when planning.					
●	Is as comfortable as most managing others when required.					
●	Is as likely as most to display a strategic approach.					
●	Recognises the need to complete plans to deadline.					
<b>6.2 Delivering Results and Meeting Customer Expectations</b>		[Progress bar: 2.5/5]				
✓	Likely to adopt a methodical and organised approach.					
●	As likely as most to adhere to rules, regulations and set procedures.					
●	Recognises the need to complete tasks in line with expectations.					
✗	Is not very likely to set stretching goals for herself or others.					
<b>6.3 Following Instructions and Procedures <sup>2</sup></b>		[Progress bar: 2.5/5]				
●	Is as likely as most to follow instructions from others.					
●	Is as likely to follow rules and procedures as most.					
●	Tends to recognise the need to keep to agreed schedules.					

7. Adapting and Coping		1	2	3	4	5
<b>7.1 Adapting and Responding to Change</b>		[Progress bar: 2.5/5]				
✓	Is likely to adapt an interpersonal style across situations.					
●	Is as likely as most to seek to understand differences in motives and behaviours of others.					
●	Is as open as most to new approaches and work methods.					
✗✗	Is much less likely to show interest in new experiences.					
<b>7.2 Coping with Pressures and Setbacks</b>		[Progress bar: 2.5/5]				
✓	Is likely to take a degree of criticism without dwelling on it.					
●	Is as likely as most to retain a moderate degree of control over emotions.					
●	Experiences as much general tension as others.					
✗	May find it difficult to maintain a positive outlook.					

8. Enterprising and Performing		1	2	3	4	5
<b>8.1 Achieving Personal Work Goals and Objectives</b>		[Progress bar: 2.5/5]				
●	Is as comfortable with a demanding schedule as most others.					
●	May pursue a balance between a strategic and short term view when identifying her own development needs.					
✗	Is a little unlikely to be motivated to progress her career.					
✗	May slightly dislike competitive situations.					
<b>8.2 Entrepreneurial and Commercial Thinking <sup>2</sup></b>		[Progress bar: 2.5/5]				
✗	Is not very likely to be motivated by stretching financial targets.					
✗	May be slightly uncomfortable when working with financial information.					
✗	May sometimes dislike the competitive aspect in commercial situations.					

<sup>2</sup> Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

## COMPETENCY DEFINITIONS

<b>1. Leading and Deciding</b>	
1.1 Deciding and Initiating Action	Takes responsibility for actions, projects and people; takes initiative and works under own direction; initiates and generates activity and introduces changes into work processes; makes quick, clear decisions which may include tough choices or considered risks.
1.2 Leading and Supervising	Provides others with a clear direction; motivates and empowers others; recruits staff of a high calibre; provides staff with development opportunities and coaching; sets appropriate standards of behaviour.

<b>2. Supporting and Co-operating</b>	
2.1 Working with People	Shows respect for the views and contributions of other team members; shows empathy; listens, supports and cares for others; consults others and shares information and expertise with them; builds team spirit and reconciles conflict; adapts to the team and fits in well.
2.2 Adhering to Principles and Values	Upholds ethics and values; demonstrates integrity; promotes and defends equal opportunities, builds diverse teams; encourages organisational and individual responsibility towards the community and the environment.

<b>3. Interacting and Presenting</b>	
3.1 Relating and Networking	Easily establishes good relationships with customers and staff; relates well to people at all levels; builds wide and effective networks of contacts; uses humour appropriately to bring warmth to relationships with others.
3.2 Persuading and Influencing	Gains clear agreement and commitment from others by persuading, convincing and negotiating; makes effective use of political processes to influence and persuade others; promotes ideas on behalf of oneself or others; makes a strong personal impact on others; takes care to manage one's impression on others.
3.3 Presenting and Communicating Information	Speaks fluently; expresses opinions, information and key points of an argument clearly; makes presentations and undertakes public speaking with skill and confidence; responds quickly to the needs of an audience and to their reactions and feedback; projects credibility.

<b>4. Analysing and Interpreting</b>	
4.1 Writing and Reporting	Writes convincingly; writes clearly, succinctly and correctly; avoids the unnecessary use of jargon or complicated language; writes in a well-structured and logical way; structures information to meet the needs and understanding of the intended audience.
4.2 Applying Expertise and Technology	Applies specialist and detailed technical expertise; uses technology to achieve work objectives; develops job knowledge and expertise (theoretical and practical) through continual professional development; demonstrates an understanding of different organisational departments and functions.
4.3 Analysing	Analyses numerical data and all other sources of information, to break them into component parts, patterns and relationships; probes for further information or greater understanding of a problem; makes rational judgements from the available information and analysis; demonstrates an understanding of how one issue may be a part of a much larger system.



<b>5. Creating and Conceptualising</b>	
5.1 Learning and Researching	Rapidly learns new tasks and commits information to memory quickly; demonstrates an immediate understanding of newly presented information; gathers comprehensive information to support decision making; encourages an organisational learning approach (i.e. learns from successes and failures and seeks staff and customer feedback).
5.2 Creating and Innovating	Produces new ideas, approaches, or insights; creates innovative products or designs; produces a range of solutions to problems.
5.3 Formulating Strategies and Concepts	Works strategically to realise organisational goals; sets and develops strategies; identifies, develops positive and compelling visions of the organisation's future potential; takes account of a wide range of issues across, and related to, the organisation.

<b>6. Organising and Executing</b>	
6.1 Planning and Organising	Sets clearly defined objectives; plans activities and projects well in advance and takes account of possible changing circumstances; identifies and organises resources needed to accomplish tasks; manages time effectively; monitors performance against deadlines and milestones.
6.2 Delivering Results and Meeting Customer Expectations	Focuses on customer needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way; consistently achieves project goals.
6.3 Following Instructions and Procedures	Appropriately follows instructions from others without unnecessarily challenging authority; follows procedures and policies; keeps to schedules; arrives punctually for work and meetings; demonstrates commitment to the organisation; complies with legal obligations and safety requirements of the role.

<b>7. Adapting and Coping</b>	
7.1 Adapting and Responding to Change	Adapts to changing circumstances; tolerates ambiguity; accepts new ideas and change initiatives; adapts interpersonal style to suit different people or situations; shows an interest in new experiences.
7.2 Coping with Pressures and Setbacks	Maintains a positive outlook at work; works productively in a pressurised environment; keeps emotions under control during difficult situations; handles criticism well and learns from it; balances the demands of a work life and a personal life.

<b>8. Enterprising and Performing</b>	
8.1 Achieving Personal Work Goals and Objectives	Accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks progression to roles of increased responsibility and influence; identifies own development needs and makes use of developmental or training opportunities.
8.2 Entrepreneurial and Commercial Thinking	Keeps up to date with competitor information and market trends; identifies business opportunities for the organisation; maintains awareness of developments in the organisational structure and politics; demonstrates financial awareness; controls costs and thinks in terms of profit, loss and added value.

# TEAM IMPACT SELECTION REPORT

## Introduction

Ms Sample Candidate has recently completed an occupational personality questionnaire called OPQ32. This report is based on the responses she provided to this questionnaire.

This Selection Report will help determine Ms Sample Candidate's strengths and weaknesses in a team context and provide a structured competency-based interview guide which will help to further explore the candidate's contribution to a team process.

For most teams the ideal is to be well balanced across all eight Team Impacts. If you are planning to bring a candidate into an existing team, ideally it would be someone whose skills complement the weaknesses of the current team. To identify the weaknesses of the existing team, review the team's "Team Development Report."

## About Team Impact

Teams share common tasks or projects and need to work collectively towards the same goals. To achieve these goals, teams can be described as working through four critical stages:

- **Creating** a vision for the path to a solution
- **Managing** the activities of the team
- **Resourcing** the tasks and getting the work done
- **Delivering** on time against goals and objectives

These stages interact with one another in a cyclical pattern as shown in the diagram below. Of course, the work of a team may go through several cycles to achieve a particular goal or task or to deliver a project.

Figure 1: Cyclical pattern of Process Stages



The following table shows the four project stages (column 1) and the Team Impacts that a person can have on each stage (column 2). A description of the critical behaviours needed to achieve each Team Impact is also shown (column 3).

Table 1: Project Stages, Associated Team Impacts and Critical Behaviours

Project Stage	Team Impact	Critical Behaviours for this Team Impact
<b>Creating</b>	Exploring Possibilities	Producing new ideas, approaches and insights, taking account of a wide range of issues across, and related to, the task or project.
	Evaluating Options	Probing for further information and greater understanding of a problem. Making rational judgements from the available information. Evaluating ideas quickly to determine feasibility.
<b>Managing</b>	Setting Directions	Providing others with a clear direction. Motivating and empowering others. Tasking team members according to their performance level. Managing team activities.
	Committing to Action	Making prompt decisions, which may involve considered risks. Taking responsibility for actions and people. Acting under own direction. Initiating and promoting activity.
<b>Resourcing</b>	Using Networks	Establishing strong relationships with staff at all levels. Building effective networks inside and outside the organisation. Knowing how to tap into resources outside of own team.
	Maintaining Cohesion	Adapting personal approach to the team's needs and contributing positively to team spirit. Listening and communicating actively. Supporting and caring for others.
<b>Delivering</b>	Staying Focused	Working in a systematic, methodical and orderly way. Following procedures and policies. Keeping to schedules. Producing high quality output in a timely manner.
	Resisting Pressure	Keeping emotions under control even in difficult situations. Modifying approach in face of new demands. Staying optimistic and resilient. Being unaffected by pressure.

## Profile Ratings

The following table lists terms that should help you understand the profile ratings.

Rating	Defining Terms				
<b>Strong</b>	outstanding	exceptional	distinctive	exemplary	notable
<b>Capable</b>	adequate	okay	able	competent	suitable
<b>Weak</b>	lacking	fair	wanting		

This report consists of two parts.

- Part 1: Team Impact Results – describes Ms Sample Candidate's behaviour in a team setting.
- Part 2: Interview Guide - lists competency based interview questions and provides a form for taking notes during an interview.

## Part 1: Team Impact Results

The Team Impact profile for Ms Sample Candidate is shown below. A narrative description of the results follows.

Ms Sample Candidate's Team Impact strengths are shown where the profile is located towards the outer circle; her weaknesses in Team Impact are shown where the profile is closer to the centre.

### Team Impact Profile

Figure 2: Team Impact Profile for Ms Sample Candidate

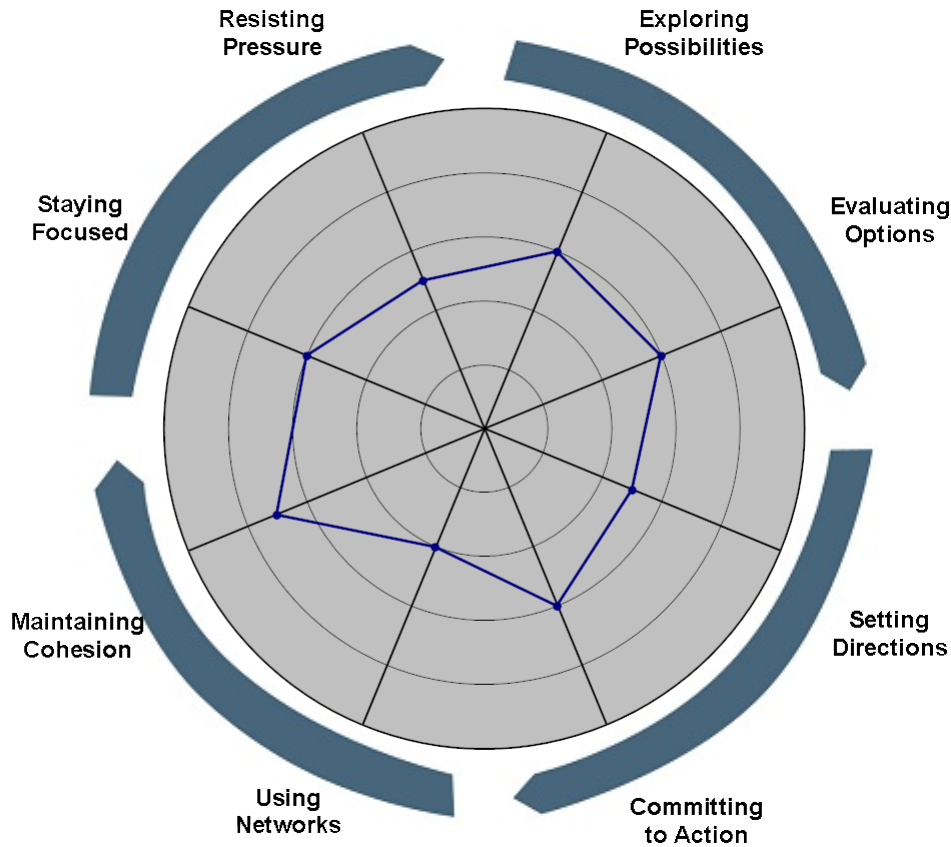


Table 2: Team Impact Strengths Table for Ms Sample Candidate

Associated Project Stage	Team Impact	Ms Sample Candidate's Strength Rating
<b>Creating</b>	Exploring Possibilities	<b>Adequate Behaviour</b>
	Evaluating Options	<b>Adequate Behaviour</b>
<b>Managing</b>	Setting Directions	<b>Adequate Behaviour</b>
	Committing to Action	<b>Adequate Behaviour</b>
<b>Resourcing</b>	Using Networks	<b>Development Need</b>
	Maintaining Cohesion	<b>Strength</b>
<b>Delivering</b>	Staying Focused	<b>Adequate Behaviour</b>
	Resisting Pressure	<b>Adequate Behaviour</b>

## Team Impact Summary

Ms Sample Candidate typically finds a good balance between dealing with task related aspects and dealing with people issues.

### Her strengths lie in:

- Maintaining a positive team climate

### She is typically not a person who:

- Builds a large number of relationships inside and outside the team

## Detailed Results

Ms Sample Candidate shows about the same level of imagination and interest in understanding the concepts behind issues as most other individuals in teams.

Ms Sample Candidate typically helps with the critical analysis of team results and monitors project progress. She focuses on the available data to form a qualified opinion.

Ms Sample Candidate has an appropriate understanding of team dynamics and how to move the team forward. However Ms Sample Candidate tends not to naturally assume a team co-ordinator role.

Ms Sample Candidate is a rather active team member, but typically does not go out of her way to push the team to meet its objectives.

An area where Ms Sample Candidate is unlikely to have a strong impact on the team is in building, developing and using networks and contacts outside the team. Ms Sample Candidate is also rarely best suited to researching and identifying external resources for the team.

Ms Sample Candidate often works towards building and maintaining a sense of team spirit by recognising the contribution of fellow members, and by showing support and interest in the ideas and proposals others put forward. Ms Sample Candidate will often avoid confrontation and conflict, and work towards a positive atmosphere within the team. She is likely to focus more on creating and maintaining harmony within the group than asserting and pushing her own ideas and viewpoints. If a number of team members are equally strong or stronger in this Team Impact process, there is a danger that the team will avoid discussing differing individual views while maintaining harmony. This may have negative consequences on timelines and the quality of the team's work.

Ms Sample Candidate tends to structure her work effectively and makes an effort to ensure the quality of her output. Ms Sample Candidate is usually aware of procedural guidelines and rules and follows them most of the time.

Ms Sample Candidate deals constructively with a certain amount of pressure and can generally cope with the pressures involved in meeting a team deadline. In situations where the course of action changes abruptly Ms Sample Candidate does not feel overly frustrated.

## Part 2: Interview Guide

Use this form to write down this candidate's answers to the interview questions. Please follow your company's selection process to rate and compare individuals.

### Exploring Possibilities

Producing new ideas, approaches and insights, taking account of a wide range of issues across, and related to, the task or project.

#### Evidence of strength

- Has a large number of creative contributions.
- Shows detailed understanding of the greater problem context.
- Is very curious and solution-oriented.

#### Evidence of weakness

- Promotes ideas of others.
- Shows little understanding of the greater problem context.
- Shows little curiosity.

### Interview questions

- In a recent team project, tell me about a problem that you had to solve.
- What suggestions did you contribute to the team?
- Can you give me another example of when you had to solve a difficult problem facing a team?

Rating

## Evaluating Options

Probing for further information and greater understanding of a problem. Making rational judgements from the available information. Evaluating ideas quickly to determine feasibility.

### Evidence of strength

- Makes clear judgements about the quality of ideas and solutions.
- Evaluates feasibility of new ideas.
- Strives to minimise risk.

### Evidence of weakness

- Does not have clear opinions.
- Has little understanding of problem details.
- Does not develop a critical view.

## Interview questions

- Tell me about a situation where you had to do research for a team project.
- How did you make sure you gathered all the appropriate information?
- When the team had a choice about how to pursue a goal, how did you come to a conclusion about which option to take?

Rating

## Setting Directions

Providing others with a clear direction. Motivating and empowering others. Tasking team members according to their performance level. Managing team activities.

### Evidence of strength

- Has a clear picture on how to move forward.
- Relates to others and knows how to motivate them.
- Understands differences in team members.
- Has a good understanding of team dynamics.

### Evidence of weakness

- Is unsure about how to move forward.
- Is not concerned with the feelings of others.
- Does not relate to the needs of team.

## Interview questions

- In a recent project, tell me how the team decided how to structure the work.
- How did you contribute to leading the team?

Rating



## Committing to Action

Making prompt decisions, which may involve considered risks. Taking responsibility for actions and people. Acting under own direction. Initiating and promoting activity.

### Evidence of strength

- Prepared to make decisions with limited information.
- Drives the team to deliver.
- High energy.
- Reacts strongly to external pressures.

### Evidence of weakness

- Not particularly energetic.
- Not decisive.
- Is passive.

## Interview questions

- Please give me an example of a team situation, when it was up to you to take the lead.
- How did you initiate action?
- How did it feel to make quick decisions?

Rating

## Using Networks

Establishing strong relationships with staff at all levels. Building effective networks inside and outside the organisation. Knowing how to tap into resources outside of own team.

### Evidence of strength

- Establishes rapport quickly.
- Talks in an engaging fashion.
- Has a large network of contacts.
- Knows about most projects and initiatives inside own organisation.

### Evidence of weakness

- Does not create a strong rapport with the interviewer.
- Comes across as boring.
- Has a small set of contacts.

## Interview questions

- Can you give some examples of how you keep yourself informed about the activities of other people or groups?
- How do you find out about what is going on in groups or departments outside those that you belong to?

Rating

## Maintaining Cohesion

Adapting personal approach to the team's needs and contributing positively to team spirit. Listening and communicating actively. Supporting and caring for others.

### Evidence of strength

- Is not very particular about own role in team.
- Contributes to team harmony.
- Shows a lot of respect for other team members.
- Is open about own shortcomings.

### Evidence of weakness

- Is quite particular about own role in team.
- Is not concerned about team harmony.

## Interview questions

- Tell me about a situation where you were working in a team that experienced tension and conflict.
- How did you contribute to a resolution?

Rating

## Staying Focused

Working in a systematic, methodical and orderly way. Following procedures and policies. Keeping to schedules. Producing high quality output in a timely manner.

### Evidence of strength

- Structures own work extremely well, is punctual.
- Produces high quality work.
- Follows a systematic approach.
- Strictly follows procedures and guidelines.

### Evidence of weakness

- Not very conscientious.
- Not very detail conscious.
- Does not always follow rules.

## Interview questions

- In a recent team project, tell me more about how you structured your work.
- What kind of detail was essential for success?
- Where you have worked with other people how considerate did you find them in terms of time keeping and keeping to schedule?
- How do you feel about that?

Rating

## Resisting Pressure

Keeping emotions under control even in difficult situations. Modifying approach in face of new demands. Staying optimistic and resilient. Being unaffected by pressure.

### Evidence of strength

- Unaffected by pressure.
- Able to relax.
- Adapts own views when presented with new information.
- Optimistic and resilient.
- Works comfortably with little direction or guidance.

### Evidence of weakness

- Allows pressure to get to them.
- Finds it hard to relax.
- Does not alter own views when presented with new information.
- Pessimistic.
- Suffers stress in the absence of clear direction.

## Interview questions

- Tell me about the single most stressful team project in which you have been involved.
- What sources of stress can you identify?
- How did you cope?

Rating

## ASSESSMENT METHODOLOGY

This Profile is based upon the following sources of information for Ms Candidate:

Questionnaire / Ability Test	Comparison Group
OPQ32r UK English v1 (Std Inst)	OPQ32r UK English General Population 2012 (INT)

<b>Name</b>	Ms Sample Candidate
<b>Candidate Data</b>	RP1=3, RP2=6, RP3=5, RP4=6, RP5=3, RP6=6, RP7=3, RP8=5, RP9=5, RP10=6, TS1=4, TS2=6, TS3=6, TS4=5, TS5=8, TS6=6, TS7=2, TS8=8, TS9=5, TS10=8, TS11=5, TS12=5, FE1=5, FE2=8, FE3=7, FE4=3, FE5=6, FE6=6, FE7=6, FE8=4, FE9=4, FE10=6, CNS=5.
<b>Report</b>	OPQ32 Premium Plus V2.0

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