



Talent in Innovation.
Innovation in Talent.

OPQ Manager Plus Report



Name

Mr Sample Candidate

Date

27 August 2018

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 Mr. Candidate prefers to work (for example whether he likes following rules or is prepared to break them).
2. How Mr. Candidate is likely to interact with his colleagues in a team.
3. His 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 Mr. Candidate's responses to the **Occupational Personality Questionnaire (OPQ)**. His responses have been compared against those of a large relevant comparison group to give a description of Mr. Candidate's preferred approach to work.

The responses Mr. Candidate gave show the way he sees his own behaviour, rather than how another person might describe him. This report describes preferred ways of behaving, rather than actual skills levels. The accuracy of this report depends on the frankness with which he answered the questions as well as his self-awareness. Nevertheless, this report provides important indicators of Mr. 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 his life or work he 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.

Please note that Mr. Candidate has completed the questionnaire very inconsistently. This suggests that he may have had some difficulty completing the questionnaire or may not have answered the questions openly. His results should therefore be treated with some caution. You may wish to verify Mr. Candidate's results through further sources of evidence (e.g. an interview or a work sample exercise) or seek guidance from someone who is professionally qualified in the use of the OPQ32.

BEHAVIOUR AT WORK

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

How is Mr. Candidate likely to interact with people?

- He describes himself as being as interested in selling and negotiating as most of his peers
- Is a little reluctant to take charge
- Quite reluctant to put forward his own opinions or criticise others
- Is inclined to follow his own approach regardless of group consensus
- As lively and open in groups as most
- Likes a balance between spending time alone and spending time with others
- Feels as confident as most in formal situations or when meeting new people
- Usually enjoys talking about his own achievements
- Has a slight preference for making decisions alone without consultation
- Generally selective with support and sympathy for colleagues

How is Mr. Candidate likely to approach tasks at work?

- Sees himself as having a typical preference for working with numerical data

- Reports a strong inclination to take information or plans proposed to him at face value
- Is as interested as most in the motivations and behaviours of people
- Sees himself as having a definite preference for new ways of working
- He is likely to be as interested as most in theories and conceptual ideas
- Has a preference for coming up with new ideas which is typical of his peers
- His desire for variety and novelty is balanced with his like for routine and repetition in his work
- Has a strong inclination to adapt his behaviour to meet the changing demands of the situations or people he is dealing with
- Likely to take a fairly short term view and to think less of the longer-term implications
- Shows slightly less concern for order and detail than most of his peers
- His emphasis on seeing tasks through to completion is considerably lower than most people
- Has a slight tendency to see rules as flexible and feel frustrated by bureaucracy

How are Mr. Candidate's feelings and emotions likely to impact his work?

- He sees himself as relatively free from anxiety or worry in his general work life
- Tends to be slightly worried and tense before important events
- He sees himself as more resilient to criticism and a little less likely than most to take offence
- Takes a moderately pessimistic view of the future
- Is slightly cautious when judging the reliability and honesty of others
- He describes himself as someone who has a slight tendency to show his emotions openly
- He describes a typical preference for work which keeps him busy with plenty to do
- Competition is likely to be of some importance to him
- Describes himself as markedly less ambitious than most
- When making decisions he has a slight tendency to be more cautious than the majority of people

Additional comments about Mr. Candidate's likely behaviour at work:

- Has strong views about what approach to take but may not fully evaluate the potential problems and pitfalls involved

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.

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

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

He is likely to be as capable as most in:

- Identifying possible solutions for team tasks
- Having an energising impact on other team members
- Building relationships inside and outside the team
- Helping the team to maintain their workload and reach their goals

His weaker areas are likely to lie in:

- Helping the team to evaluate ideas and concepts which contribute to team success
- Steering team activities
- Maintaining a positive team climate
- Planning team work and sustaining team productivity

COMPETENCIES

This section highlights Mr. 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 he has demonstrated effectiveness, you are more likely to recruit the best person. The competency scores for Mr. Candidate below are based on his 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? (check) |
|--|---|---|---|---|---|--------------------------------|
| Leading and Deciding | | | | | | |
| 1.1 Deciding and Initiating Action | ■ | | | | | |
| 1.2 Leading and Supervising | ■ | | | | | |
| Supporting and Co-operating | | | | | | |
| 2.1 Working with People | ■ | | | | | |
| 2.2 Adhering to Principles and Values ¹ | ■ | | | | | |
| Interacting and Presenting | | | | | | |
| 3.1 Relating and Networking | ■ | | | | | |
| 3.2 Persuading and Influencing | ■ | | | | | |
| 3.3 Presenting and Communicating Information ^{NV} | ■ | | | | | |
| Analysing and Interpreting | | | | | | |
| 4.1 Writing and Reporting ^V | ■ | | | | | |
| 4.2 Applying Expertise and Technology ^{DNV} | ■ | | | | | |
| 4.3 Analysing ^{DNV} | ■ | | | | | |
| Creating and Conceptualising | | | | | | |
| 5.1 Learning and Researching ^{DNV} | ■ | | | | | |
| 5.2 Creating and Innovating ^{DNV} | ■ | | | | | |
| 5.3 Formulating Strategies and Concepts ^{DNV} | ■ | | | | | |
| Organising and Executing | | | | | | |
| 6.1 Planning and Organising | ■ | | | | | |
| 6.2 Delivering Results and Meeting Customer Expectations | ■ | | | | | |
| 6.3 Following Instructions and Procedures ^{DNV} | ■ | | | | | |
| Adapting and Coping | | | | | | |
| 7.1 Adapting and Responding to Change | ■ | | | | | |
| 7.2 Coping with Pressures and Setbacks | ■ | | | | | |
| Enterprising and Performing | | | | | | |
| 8.1 Achieving Personal Work Goals and Objectives | ■ | | | | | |
| 8.2 Entrepreneurial and Commercial Thinking ^N | ■ | | | | | |

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

The overall likelihood of Mr. 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 |
|----------------------------------|-------------------------------------|---|--------------------------------------|-------------------------------------|
| ■ | ■ | ■ | ■ | ■ |
| Unlikely to be a strength | Less likely to be a strength | Moderately likely to be a strength | Quite likely to be a strength | Very likely to be a strength |

¹ OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.
^{NVD} Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. N: numerical. V: verbal. D: diagrammatic/inductive

COMPETENCY DEFINITIONS

| 1. Leading and Deciding | |
|------------------------------------|---|
| 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. |

| 2. Supporting and Co-operating | |
|---------------------------------------|--|
| 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. |

| 3. Interacting and Presenting | |
|--|--|
| 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. |

| 4. Analysing and Interpreting | |
|---------------------------------------|--|
| 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. |

| 5. Creating and Conceptualising | |
|---|---|
| 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. |

| 6. Organising and Executing | |
|--|--|
| 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. |

| 7. Adapting and Coping | |
|--|--|
| 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. |

| 8. Enterprising and Performing | |
|--|---|
| 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. |

ABILITY TESTS AND COMPETENCIES

The relationship between UCF competencies and ability tests is shown in the table below.

For some competencies, a number of ability tests may be relevant. However, this does not mean that all of these ability tests need to be completed. The choice of ability tests should be driven by an understanding of the **job requirements** (please consult with a qualified person within your organisation for further guidance if needed). Competency predictions are still robust if only OPQ or OPQ with one or two ability tests have been used.

| Competency | Diagrammatic/ Inductive | Numerical | Verbal | Deductive |
|--|----------------------------|-----------|--------|-----------|
| 1.1 Deciding and Initiating Action | | | | |
| 1.2 Leading and Supervising | | | | |
| 2.1 Working with People | | | | |
| 2.2 Adhering to Principles and Values | | | | |
| 3.1 Relating and Networking | | | | |
| 3.2 Persuading and Influencing | | | | |
| 3.3 Presenting and Communicating Information | | ✓ | ✓ | ● |
| 4.1 Writing and Reporting | | | ✓ | ● |
| 4.2 Applying Expertise and Technology | ✓ | ✓ | ✓ | ● |
| 4.3 Analysing | ✓ | ✓ | ✓ | ● |
| 5.1 Learning and Researching | ✓ | ✓ | ✓ | ● |
| 5.2 Creating and Innovating | ✓ | ✓ | ✓ | ● |
| 5.3 Formulating Strategies and Concepts | ✓ | ✓ | ✓ | ● |
| 6.1 Planning and Organising | | | | |
| 6.2 Delivering Results and Meeting Customer Expectations | | | | |
| 6.3 Following Instructions and Procedures | ✓ | ✓ | ✓ | ● |
| 7.1 Adapting and Responding to Change | | | | |
| 7.2 Coping with Pressures and Setbacks | | | | |
| 8.1 Achieving Personal Work Goals and Objectives | | | | |
| 8.2 Entrepreneurial and Commercial Thinking | | ✓ | | |

Key

- ✓: The ability test is relevant to the competency, has been completed and is included in the assessment
 - : The ability test is relevant to the competency but has not been completed and is not included in the assessment
- [Greyed out]: There are no ability tests relevant to this competency

ASSESSMENT METHODOLOGY

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

| Questionnaire / Ability Test | Comparison Group |
|---|--|
| OPQ32r Russian v1 (Std Inst) | OPQ32r Russian General Population 2012 (INT) |
| Graduate/University Inductive Reasoning RUS | General Population 2007 |
| Graduate/University Numerical Reasoning RUS | General Population 2006 |
| Graduate/University Verbal Reasoning RUS | General Population 2006 |

PERSON DETAIL SECTION

| | |
|-----------------------|---|
| Name | Mr Sample Candidate |
| Candidate Data | RP1=5, RP2=4, RP3=4, RP4=8, RP5=5, RP6=5, RP7=5, RP8=4, RP9=4, RP10=3, TS1=5, TS2=3, TS3=5, TS4=3, TS5=5, TS6=5, TS7=6, TS8=8, TS9=4, TS10=4, TS11=2, TS12=4, FE1=7, FE2=7, FE3=7, FE4=3, FE5=4, FE6=4, FE7=5, FE8=6, FE9=3, FE10=4, CNS=1. N=Sten 3/7 %ile V=Sten 1/1 %ile D=Sten 2/3 %ile |
| Report | The Manager Plus Report Version Number: 1.1 ^{RE} |

ABOUT THIS REPORT

This report was generated using SHL's Online Assessment System. It includes information from the Occupational Personality Questionnaire™ (OPQ32). The use of this questionnaire is limited to those people who have received specialist training in its use and interpretation.

The report herein is generated from the results of a questionnaire answered by the respondent(s) and substantially reflects the answers made by them. Due consideration must be given to the subjective nature of questionnaire-based ratings in the interpretation of this data.

This report has been generated electronically - the user of the software can make amendments and additions to the text of the report.

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