OPQ
Manager Plus
Report

Ms Sam Sample

30 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 Ms Sample prefers to work (for example whether she likes following rules or is prepared to break them).
2. How Ms Sample 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 Sample'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 Sample's preferred approach to work.

The responses Ms Sample 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 Sample'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.

Report Key:

The overall likelihood of Ms Sample's 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					

Behaviour at Work

This section is based on Ms Sample'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 Sample likely to interact with people?
- She describes herself as being as interested in selling and negotiating as most of her peers
- Is a little reluctant to take charge
- Quite prepared to put forward her own opinions or criticise others
- Is inclined to go along with the group consensus
- As lively and open in groups as most
- Quite enjoys the company of others
- At ease in formal situations or when meeting new people
- Enjoys talking about her own achievements in some situations
- Has a slight preference for making decisions alone without consultation
- Fairly sympathetic and supportive of colleagues

How is Ms Sample likely to approach tasks at work?
- Sees herself as having a typical preference 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 having a strong preference for sticking to tried and tested ways of working
- She is likely to be slightly more theoretical than most and enjoy thinking about a problem
- Has a definite preference for building on the ideas of others rather than coming up with new ideas
- Her desire for variety and novelty is balanced with her like for routine and repetition in her work
- Has a strong tendency to behave in the same way across different situations and with different people
- Likely to take a fairly short term view and to think less of the longer-term implications
- Shows a concern for order and detail which is very much stronger than most of her peers
- Her emphasis on seeing tasks through to completion is slightly stronger than most people
- Feels as comfortable as most when it comes to following rules and regulations

How are Ms Sample's feelings and emotions likely to impact her work?
- She sees herself as markedly free from anxiety most of the time
- Tends to be as worried and tense as most people before important events
- She sees herself as moderately sensitive to criticism
- Takes a highly optimistic view of the future
- Is highly trusting and is likely to assume that others are reliable and honest
- 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 some importance to her
- Describes herself as very much less ambitious than most other people and places considerably less emphasis on achieving career success
- When making decisions she takes a balance between speed and caution

Additional comments about Ms Sample's likely behaviour at work:
- Is calm and feels at ease in most situations
- Will prefer existing approaches without coming up with many new alternatives to change or modify them

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

Overall, Ms Sample usually copes better with the tasks related to a project than she does with the people associated with a project.

Her strengths are likely to lie in:

- Helping the team to evaluate ideas and concepts which contribute to team success
- Maintaining a positive team climate

She is likely to be as capable as most in:

- Steering team activities
- Building relationships inside and outside the team
- 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:

- Identifying possible solutions for team tasks
- Having an energising impact on other team members

Competencies

This section highlights Ms Sample'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 Sample 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? (tick)
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 [2]	■	■	■			
Analysing and Interpreting						
4.1 Writing and Reporting [2]	■	■	■			
4.2 Applying Expertise and Technology [2]	■	■	■			
4.3 Analysing [2]	■	■	■			
Creating and Conceptualising						
5.1 Learning and Researching [2]	■	■	■			
5.2 Creating and Innovating [2]	■	■				
5.3 Formulating Strategies and Concepts [2]	■	■				
Organising and Executing						
6.1 Planning and Organising	■	■	■			
6.2 Delivering Results and Meeting Customer Expectations	■	■	■	■		
6.3 Following Instructions and Procedures [2]	■	■	■	■		
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 [2]	■	■				

The index numbers refer to the 20 competency dimensions from the SHL Universal Competency Framework™.
[1] OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.
[2] 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

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

Questionnaire / Ability Test	Comparison Group
OPQ32r UK English v1 (Std Inst)	OPQ32r UK English General Population 2011 (GBR)

Person Detail Section

Name	Ms Sam Sample
Candidate Data	RP1=5, RP2=4, RP3=7, RP4=3, RP5=6, RP6=7, RP7=8, RP8=5, RP9=4, RP10=7, TS1=6, TS2=5, TS3=6, TS4=8, TS5=7, TS6=3, TS7=6, TS8=3, TS9=4, TS10=10, TS11=7, TS12=5, FE1=8, FE2=5, FE3=5, FE4=9, FE5=9, FE6=6, FE7=6, FE8=5, FE9=2, FE10=5, CNS=7.
Report	OPQ32 Manager Plus Report v1^{TC}

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 these questionnaires and tests are limited to those people who have received specialist training in its use and interpretation.

The report herein is generated from the results of these questionnaires and tests answered by the respondent(s) and substantially reflect 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.