



opq32

> **Universal Competency Report**

Name: **Piet Hollander**

Date: 14 February 2008

INTRODUCTION

This report is intended for use by managers and HR professionals. It summarises how Hollander's preferred style or typical way of behaving is likely to influence his potential performance on twenty universal competencies. This potential is based on Hollander'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 Hollander's preferred approach to work.

The responses Hollander 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 Hollander'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.

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.

For a range of interview questions associated with each of the twenty competencies in this report and definitions of these competencies, please refer to the SHL Universal Competency Framework™ Interview Guide.

REPORT KEY

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

Symbol	Short Description	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 Hollander 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

SUMMARY OF COMPETENCY POTENTIAL

The table below provides a summary of Hollander'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 Hollander has demonstrated effectiveness, you are more likely to recruit the best person for the job.

Definitions of the twenty competencies can be found on page 8 and 9 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. 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 ²						
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.

COMPETENCY POTENTIAL PROFILE

1. Leading and Deciding		1	2	3	4	5
1.1 Deciding and Initiating Action						
✓✓	Decides upon a course of action very quickly.					
✓	Holds strong views and is comfortable with acting independently.					
✓	Places a high emphasis on achieving difficult targets.					
●	Is prepared and as comfortable as most to take charge of situations when required.					
1.2 Leading and Supervising						
✓✓	Is highly likely to use persuasion when motivating others.					
●	Is as prepared and as comfortable as most to lead a group when required.					
●	As likely as most to understand what motivates others.					
●	Is moderately likely to trust, and thus to empower, others.					
2. Supporting and Co-operating		1	2	3	4	5
2.1 Working with People						
●	Occasionally seeks to understand the reasons for others' behaviour.					
*	Some desire to spend time away from people may affect team working.					
**	Very rarely seeks contributions from others in order to make a decision.					
**	Is likely to be very selective with support and sympathy.					
**	Competitive drive is highly likely to prevent co-operation with colleagues.					
2.2 Adhering to Principles and Values ¹						
*	Is fairly likely to break rules and regulations.					
**	May very rarely seek a diverse range of views.					
3. Interacting and Presenting		1	2	3	4	5
3.1 Relating and Networking						
✓	Is likely to feel fairly confident in formal business situations.					
✓	May be lively and animated in groups.					
●	Is as likely as most to seek to understand what motivates others.					
*	May not consistently adapt personal style to fit in with others.					
3.2 Persuading and Influencing						
✓✓	Is extremely interested in selling and negotiating.					
✓	Is likely to feel fairly confident when influencing others.					
✓	Tends to adopt a fairly outgoing approach when in group situations.					
✓	Is very likely to be comfortable with promoting own credentials.					
●	May occasionally seek to understand other peoples' needs and motives.					
3.3 Presenting and Communicating Information ²						
✓✓	Very likely to enjoy using persuasion when putting forward an argument.					
✓	Is likely to feel fairly confident when formally presenting.					
●	Is as likely as most to feel calm before important occasions.					
*	May not adapt his own style and approach to the audience.					

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.

4. Analysing and Interpreting		1	2	3	4	5
4.1 Writing and Reporting ²						
<ul style="list-style-type: none"> ● Moderately likely to critically evaluate the content of written information. ● Is as inclined as most others to understand the needs of an audience. ✗ May somewhat dislike dealing with abstract concepts in written work. ✗✗ Is likely to produce written documents that are very unstructured. 						
4.2 Applying Expertise and Technology ²						
<ul style="list-style-type: none"> ● May critically evaluate technical information in some situations. ✗ May not always enjoy engaging in theoretical and abstract thinking. ✗ May be slightly uncomfortable when working with numerical data. 						
4.3 Analysing ²						
<ul style="list-style-type: none"> ● Will probe information for potential errors in analysis. ✗ May not always enjoy dealing with abstract concepts. ✗ May be slightly uncomfortable analysing numerical information. 						

5. Creating and Conceptualising		1	2	3	4	5
5.1 Learning and Researching ²						
<ul style="list-style-type: none"> ● May give some thought to potential limitations when reviewing new information. ● May consider new and established approaches when learning new tasks. ✗ May not always enjoy learning about abstract concepts. ✗ May be slightly uncomfortable when gathering facts and figures. 						
5.2 Creating and Innovating ²						
<ul style="list-style-type: none"> ✓ Very much enjoys variety and change. ● Considers both new and established methods, depending on the situation. ✗ Does not see himself as a creative individual. ✗ May not always enjoy adopting a conceptual approach. 						
5.3 Formulating Strategies and Concepts ²						
<ul style="list-style-type: none"> ✓✓ Is very likely to focus on the broader picture rather than the detail. ● As likely as peers to take a longer term view when developing strategy. ● May consider new and established methods when establishing a vision. ✗ May not always enjoy thinking conceptually when developing strategy. 						

² Assessment of this competency could be enhanced by adding a measure of aptitude or ability.

6. Organising and Executing		1	2	3	4	5
6.1 Planning and Organising						
<ul style="list-style-type: none"> ● Is as likely as most to display a strategic approach. ● Is as comfortable as most managing others when required. * Places a low priority on monitoring plans against deadlines. ** May be much less focused on details when planning than his peers. 						
6.2 Delivering Results and Meeting Customer Expectations ²						
<ul style="list-style-type: none"> ✓ Is likely to set stretching goals for himself or others. * Places a low priority on completing tasks in line with expectations. * Is not likely to adhere to rules, regulations and set procedures. ** Not very likely to adopt a methodical and organized approach. 						
6.3 Following Instructions and Procedures ²						
<ul style="list-style-type: none"> * Is likely not to be restricted by rules and procedures. * Tends to place a low priority on keeping to agreed schedules. * May hold strong views and challenge instructions from others. 						

7. Adapting and Coping		1	2	3	4	5
7.1 Adapting and Responding to Change						
<ul style="list-style-type: none"> ✓ Tends to enjoy new experiences. ● Is as open as most to new approaches and work methods. ● Is as likely as most to seek to understand differences in motives and behaviours of others. * May not always adapt an interpersonal style across situations. 						
7.2 Coping with Pressures and Setbacks						
<ul style="list-style-type: none"> ● Experiences as much general tension as others. ● Maintains an outlook that balances positives and negatives. * May be a little sensitive to criticism or negative feedback. * Tends to be fairly open in expressing emotions. 						

8. Enterprising and Performing		1	2	3	4	5
8.1 Achieving Personal Work Goals and Objectives						
<ul style="list-style-type: none"> ✓✓ Is likely to be extremely comfortable in competitive situations. ✓ Is likely to be driven to progress his career. ✓ Is likely to be comfortable with a very demanding schedule. ● May pursue a balance between a strategic and short term view when identifying his own development needs. 						
8.2 Entrepreneurial and Commercial Thinking ²						
<ul style="list-style-type: none"> ✓✓ Is very likely to excel in the competitive environment of commercial situations. ✓ Is likely to be motivated by stretching financial targets. * May be slightly uncomfortable when working with financial information. 						

² Assessment of this competency could be enhanced by adding a measure of aptitude or ability.

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.

ASSESSMENT METHODOLOGY

This Profile is based upon the following sources of information for Piet Hollander:

Questionnaire / Ability Test	Comparison Group	Used
OPQ32i UK English v1 (Std Inst)	OPQ32i UKE Australian Managerial & Professional 2005	Yes

PERSON DETAIL SECTION

Name	Piet Hollander
Date	14 February 2008
Candidate Data	RP1=9, RP2=5, RP3=8, RP4=8, RP5=7, RP6=3, RP7=7, RP8=3, RP9=1, RP10=1, TS1=4, TS2=6, TS3=5, TS4=5, TS5=4, TS6=3, TS7=8, TS8=4, TS9=6, TS10=1, TS11=3, TS12=4, FE1=6, FE2=6, FE3=4, FE4=5, FE5=5, FE6=4, FE7=8, FE8=10, FE9=8, FE10=10, CNS=10

ABOUT THIS REPORT

This report was generated using SHL's Online Assessment System. It includes information from the Occupational Personality Questionnaire TM (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.

SHL Group Limited and its associated companies cannot guarantee that the contents of this report are the unchanged output of the computer system. We can accept no liability for the consequences of the use of this report and this includes liability of every kind (including negligence) for its contents.

The Universal Competency Report Version Number: 2.0^{SC}

www.shl.com

© SHL Group Limited 2007. All rights reserved. SHL and OPQ are trademarks of SHL Group Limited which is registered in the United Kingdom and other countries.

The SHL Universal Competency Framework, SHL Competency Profiler and SHL Competency Designer are protected by copyright © 2004 - 2006, SHL Group Limited, and are trade marks of SHL Group Limited.

This report has been produced by SHL for the benefit of its client and contains SHL intellectual property. As such, SHL permits its client to reproduce, distribute, amend and store this report for its internal and non-commercial use only. All other rights of SHL are reserved.