OPQ Seafarer

Psychometric Assessment

for selection

Name: Ms. Mari Fem

Date: 19/03/2020

Introduction

The OPQ Seafarer Psychometric Assessment - Selection Report provides a summary of Ms. Mari Fem's typical working style, including how she approaches her work, interacts with others and copes with stress. This report has been developed by experienced Occupational Psychologists and is designed to be used in the selection of deck and engine officers.

The results are based on Ms. Mari Fem's responses to the OPQ32™, the most used Occupational Personality Questionnaire globally. Her responses have been compared against those of a large relevant comparison group to give a description of Ms. Mari Fem's preferred approach to work. 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 significant indicators of Ms. Mari Fem's approach to work.

This report cannot address Ms. Mari Fem's technical capability for her role, but it is relevant to how she will probably apply her level of technical competence to her role. The statements it contains should be viewed as hypotheses to be validated against additional sources of data in the overall assessment process. For more information on report generation, reliability, analytical description and interpretation of competencies, please contact your Provider.
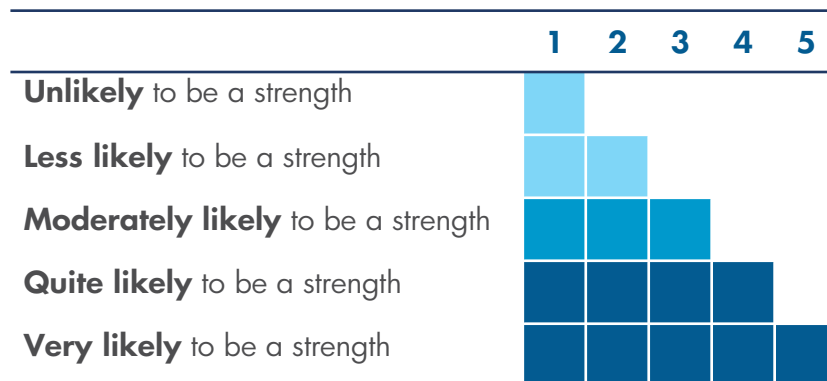
This report has a shelf-life of 18-24 months and should be treated confidentially. If there are major changes in Ms. Mari Fem's life or work, she should complete the OPQ32™ again.

This report consists of the following sections:

- A summary of Ms. Mari Fem's overall competency profile and ratings.

- A detailed analysis per competency outlining which aspects of Ms. Mari Fem are likely to contribute positively or negatively to each competency.

- Behavioural interview questions.

Key to the rating symbols

The overall likelihood of Ms. Mari Fem 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	■	■	■	■	■

The following symbols indicate which aspects of Ms. Mari Fem's style are likely to contribute positively or 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
v	Likely Limitation	Likely to have a negative impact
vv	Key Limitation	Very likely to have a negative impact

Summary of competency potential

The table below provides a summary of Ms. Mari Fem's potential performance on the competencies examined. The competency definition is presented below each competency title.

Competency	Rating
	1 2 3 4 5

Leading, Supervising & Supporting

Rating: 1-2

Provides clear direction in relation to the tasks and behavioural standards of others, and monitors accordingly. Influences and motivates people to bring their best into work, by showing empathy, providing guidance, coaching or/and developmental support to meet performance criteria.

Team Working

Rating: 1-3

Demonstrates an interest in, and understanding of the views, feelings and attitudes of others, and relates well to them. Draws on their diverse backgrounds, skills and knowledge, to shape teams that function with unity, harmony and supportiveness.

Decision-making

Rating: 1-3

Responds effectively to complex or new information, identifying the inter-relationships in an overall system or process. Approaches problems with solutions and acts decisively when needed.

Work Quality & Safety Orientation

Rating: 1

Sets demanding quality and safety standards against which to compare own and others' work, even at a very detailed level. Takes a methodical and consistent approach towards work, and makes every effort to get work right and achieve objectives, following the rules and regulations.

Resilience & Stress Management

Rating: 1-4

Stays focused and works productively in a pressurised environment, managing effectively own emotions and keeping composure and a positive outlook, even when faced with difficulties or criticism. Adapts work style to suit changing circumstances.

Competency Potential Profile

This section provides a detailed analysis of Ms. Mari Fem's potential performance on the competencies examined, including comments on every personality aspect that relates to each of these competencies.

Leading, Supervising & Supporting

- ∧ May sometimes be lively when interacting with team members as a leader.
- • Is as likely as most to understand what motivates others.
- • Is as comfortable as most to use a moderate degree of persuasion when motivating others.
- • Is likely to invite consultation from others when needed but is comfortable making decisions without it.
- • Is likely to provide a moderate or selective degree of support and sympathy to people.
- ∨ Is likely to experience some occasional discomfort leading a team.
- ∨ May not consistently feel confident when influencing others, especially strangers.
- ∨∨ Is very unlikely to enjoy working on demanding tasks and set stretching goals for themself or the team.

Team Working

- ∧ Is somewhat likely to adapt personal style when relating to others.
- • Is generally likely to trust team members and build positive relationships with them, as most people do.
- • Occasionally seeks to understand the reasons for others' behaviour.
- • May not seek out competition, but is sometimes likely to respond positively to a competitive element within the team.
- • Is as likely as others to seek a diverse range of views.
- • Is likely to provide a moderate degree of support and sympathy to team mates.
- ∨ Occasionally prefers to spend time alone, which may affect team working.

Decision-making

^ Is slightly inclined to consider the wider, abstract context involved in a decision, focusing a little more on possibilities and inter-related information and less on the practical issues.

• May consider both new and established approaches when needed.

• Is as comfortable as most others when analysing numerical information and/or measurement figures.

• Generally makes decisions without too much delay.

v Is slightly less likely to take charge of situations than others.

v Is unlikely to probe into information and data for potential errors in analysis, when making decisions.

Work Quality & Safety Orientation

• Is as likely as most to follow instructions from others.

v May not always adopt a methodical approach to work. In the regulated environment of the shipping industry, this slight tendency to overlook details may sometimes have a negative impact on results.

v Is rather reluctant when managing/monitoring others' work, which may impair the application of quality or safety standards.

v May have some tendency to adopt a more reactive rather than proactive approach towards workload, focusing more on immediate business objectives and less on the long-term ones.

v Is not very likely to adhere to rules, regulations and set procedures, and may feel comfortable bending some rules, especially on occasions when they consider them impractical.

v Is unlikely to look for potential errors or implications when reviewing own or others' work.

vv Places a very low priority on monitoring plans against agreed deadlines and deliverables; this flexible approach may result in unfinished tasks.

Resilience & Stress Management

^^   A very calm individual who will find it easy to unwind from dealing with the day-to-day matters and switch off from work pressures.

^   Has a mature attitude towards criticism and negative feedback, being generally able to cope with it, without dwelling on it.

^   Tends to keep a fairly firm hold over the expression of emotions; even when being pessimistic or stressed about a situation.

^   Tends to adapt interpersonal or working style across situations or under changing circumstances.

•   Is as likely as most to feel calm before important or critical occasions, and approach stressful situations with composure.

v   Slightly tends to focus on the negative aspects of a situation, and that may sometimes undermine their resilience levels when faced with stressful situations, or could be transmitted to others.

Below you can find additional guidance on how to combine results from different competencies and spot areas for further investigation based on the preferred style of the individual:

+ Decision-making ------------------------- **- Work Quality & Safety Orientation**	Check for risk in making decisions, for example taking little or no account of quality and safety matters, regulatory context etc.
+ Leading, Supervising & Supporting ------------------------- **- Resilience & Stress Management**	Check whether a high level of stress affects leadership effectiveness and the ability to guide others.
+ Decision-making ------------------------- **- Resilience & Stress Management**	Check whether high emotionality misleads the decision-making process.
+ Team Working ------------------------- **- Leading, Supervising & Supporting**	Probe for emotional attachment to people that may affect decisions and actions as a leader.
+ Team Working ------------------------- **- Decision-making**	Check whether there is a tendency to make decisions based on human and emotional factors rather than facts and data.

Please note that each individual profile is unique. The above combinations of results are only indicative. Probing into further assumptions can lead to gaining greater value from the results.

The above combinations as well as the rest of the competencies can be further examined by using the behavioural interview questions which follow.

Behavioural Interview Questions

This guide provides interview questions, each with several follow-up probes, for the competencies identified to be relevant to the role.

Please remember to:

- Prepare for the interview, by familiarising yourself with the candidate's background information, the interview process and content.
- Conduct the interview in a structured way that consistently gathers information about the candidate's achievements and potential in relation to the role (e.g. use many open questions, ask for feelings, ask for results etc).
- Write up and summarise your notes as soon as possible after the interview, while the information is still fresh in your mind.
- Objectively assess the evidence you have for each competency, using the rating scale provided below.

Rating Definition		
Poor	Strong weaknesses across most aspects of the competency.	1
Marginal	Strong weaknesses across some areas and some weaknesses on other areas of the competency.	2
Moderate	Acceptable across the competency as a whole. There may be some marked strengths and some weaknesses in specific areas.	3
Good	Marked strengths on some aspects of the competency and acceptable on others.	4
Excellent	Marked strengths on most aspects of the competency.	5
	Use this to indicate that "no evidence" was obtained during the interview for this area.	NE

Leading, Supervising & Supporting	
Questions	**Notes**
1	Give me an example of a time you tried to bring out the best in a member of your team. - What were you trying to achieve with that person? - How did you go about it? - How did you monitor progress? - What skills related to motivating/developing people would you like to improve?	
2	Describe a situation when you had to delegate critical work to others. - How did you go about it? - What was the most difficult part? - What did you learn about delegating and empowering others?	
3	Describe a time when you had to help resolve a conflict between team members. - What was the situation? - How did you approach those involved and listen to both their sides before offering a compromise? - How well did this work?	
Additional notes	
Evaluation Score	1 2 3 4 5

Team Working	
Questions	**Notes**
1 — Give me an example of when you had to be particularly supportive to a peer. - How did you identify what type of support was needed? - What factors did you consider when trying to decide how best to support them? - To what extent do you think you helped them with the issue they were dealing?	
2 — Give me an example of a time you had to work with someone who was difficult to work with. - How did you handle your interactions with that person? - Were there any lessons for you? - What would you do differently?	
3 — Tell me of a time when you had to work together with your team mates to meet an objective that had urgently been assigned to you. - What did you do to approach your team mates regarding this assignment? - What kind of challenges did you have to deal with to get everyone onboard? - How did the team working go?	
Additional notes	
Evaluation Score	1 2 3 4 5

Decision-making	
Questions	**Notes**
1	Describe a situation that required you to make a fast decision. - What factors did you consider? - How did you assess the risks involved? Or, how did you assess the impact on others? - What would you do differently?	
2	Describe a challenging problem that you worked on during your last service. - What did you do to get a better understanding of the problem? - What are your strengths in relation to problem solving? - What could you improve in this area?	
3	Give me an example of a time when you had to make a decision with incomplete information. - How did you evaluate the relevant risk? - What did you learn about yourself from this? - How comfortable do you feel in situations like that?	
Additional notes	
Evaluation Score	1 2 3 4 5

Work Quality & Safety Orientation

	Questions	Notes
1	Describe a time when, whilst reviewing, you identified an error on your own (or on your supervisor's) work. How did you handle it? - Who did you inform of the error? - How did you ensure it would not happen again? - What was the outcome?	
2	Can you tell me about a time when you worked with someone who was struggling to meet quality standards? - How did you handle it? - Why was it important to deal with it? - What happened afterwards?	
3	Please describe your methods for organising time and resources to complete your tasks. - What helps you the most? - What are your strengths when applied to planning and delivering results? - How do you make sure you don't miss deadlines? - What could you improve in this area?	
Additional notes		
Evaluation Score		1 2 3 4 5

Resilience & Stress Management

	Questions	Notes
1	Describe a situation where you felt you were working under a high degree of pressure. - How did it affect your behaviour? - What did you do to maintain your quality of work? - What did you learn from this situation?	
2	Tell me about a time when you were given some feedback which you felt was unfair. - How did you handle your reaction? - What did you do in response? - Would you have done something differently?	
3	Tell me about a time when you worked with someone who had difficulty maintaining a calm composure. - How did it affect you or the crew? - How did you deal with it? - Describe a time when you felt particularly anxious or "down".	
Additional notes		
Evaluation Score		1 2 3 4 5

Assessment methodology

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

Personal details section

Name	MARI FEM
Candidate Data	RP1=5, RP2=4, RP3=7, RP4=6, RP5=7, RP6=4, RP7=4, RP8=5, RP9=5, RP10=5, TS1=5, TS2=3, TS3=6, TS4=5, TS5=7, TS6=6, TS7=6, TS8=7, TS9=4, TS10=4, TS11=2, TS12=4, FE1=9, FE2=6, FE3=8, FE4=4, FE5=6, FE6=7, FE7=5, FE8=5, FE9=2, FE10=5, CNS=1
Report	OPQ Seafarer Psychometric Assessment for Selection

About this report

This report was generated using SHL's Online Assessment System. It includes information from the Occupational Personality Questionnaire™ (OPQ32r). This report has been generated electronically - the user of the software can make amendments and additions to the text of the report. SHL 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.

www.shl.com