

OPQ Seafarer

Psychometric Assessment

for selection

Name: Ms. Ce 1711141937266

Date: 21/09/2022



Introduction

The OPQ Seafarer Psychometric Assessment - Selection Report provides a summary of Ms. Ce 1711141937266'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. Ce 1711141937266'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. Ce 1711141937266'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. Ce 1711141937266's approach to work.

This report cannot address Ms. Ce 1711141937266'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.

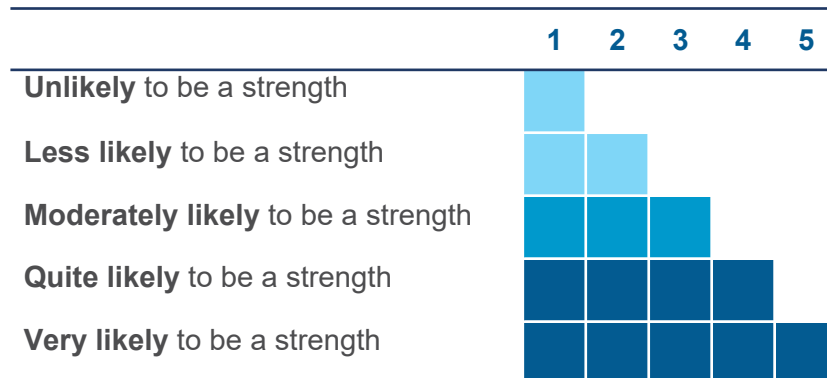
This report has a shelf-life of 18-24 months and should be treated confidentially. If there are major changes in Ms. Ce 1711141937266's life or work, she should complete the OPQ32™ again.

This report consists of the following sections:

- An indication of Ms. Ce 1711141937266's overall fit to the competencies examined.
- A summary of Ms. Ce 1711141937266's overall competency profile and ratings.
- A detailed analysis per competency outlining which aspects of Ms. Ce 1711141937266 are likely to contribute positively or negatively to each competency.
- Behavioural interview questions.

Key to the rating symbols

The overall likelihood of Ms. Ce 1711141937266 displaying strength in each competency is shown in the bar graphs on the right hand side of the report.



The following symbols indicate which aspects of Ms. Ce 1711141937266'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



Overall Score



This section provides an indication of the candidates' fit to the competencies examined in this report, based on their behavioural style and preferred way of working. The overall score should serve as an additional insight. Hence, it is strongly recommended that you base your decisions on whether candidates should progress to the next stage of the selection process on the more detailed analysis of the underlying competencies examined, instead of solely on this score. In this case, Ms. Ce 1711141937266 has a strong overall fit to the competencies examined.

Summary of competency potential

The table below provides a summary of Ms. Ce 1711141937266's potential performance on the competencies examined. The competency definition is presented below each competency title.

Competency	Rating				
	1	2	3	4	5
<p>Leading, Supervising & Supporting</p> <p>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.</p>					
<p>Team Working</p> <p>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.</p>					
<p>Decision-making</p> <p>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.</p>					
<p>Work Quality & Safety Orientation</p> <p>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.</p>					
<p>Resilience & Stress Management</p> <p>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.</p>					

Competency Potential Profile

This section provides a detailed analysis of Ms. Ce 1711141937266's potential performance on the competencies examined, including comments on every personality aspect that relates to each of these competencies.

Leading, Supervising & Supporting



- ^^ An ambitious individual who would enjoy working on demanding tasks and set stretching goals for themselves or the team.
- ^^ Is highly likely to use persuasion when motivating others.
- ^^ Is very keen and comfortable to take charge of situations and lead people or a team.
- ^^ Is likely to feel extremely confident when influencing others.
- ^ As a leader, is likely to interact with team members in a lively manner.
- ^ Makes some effort to understand what motivates 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.

Team Working



- ^ Makes some effort to understand the reasons for others' behaviour.
- ^ Slightly prefers being and/or working with people and may seek out their company in preference to being alone.
- 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.
- v May not consistently adapt personal style to fit in with others.
- v Needs some time to place trust on others, which may impact the pace of developing relationships with team mates on board.
- vv Is highly competitive. This is highly likely to prevent co-operation with others.

Decision-making



- ^^ Is likely to very much enjoy analysing numerical information and/or measurement figures.
- ^^ Is very keen to take charge of situations (and make critical decisions).
- ^^ Always considers the wider, abstract context involved in a decision, and focuses much more on possibilities and inter-related information than the practical issues.
- ^^ Is very likely to question conventional approaches when new insights/approaches are needed.
- ^ Decides upon a course of action quite quickly.
- ^ May look fairly critically at information and data for potential errors in analysis, when making decisions.

Work Quality & Safety Orientation



- ^^ Is very keen to manage/monitor others' work, probably including monitoring on quality or safety standards.
- ^ Is inclined to consider meeting plans according to agreed deadlines and deliverables as a priority, and will likely be focused on getting things finished on time.
- ^ Is quite likely to adopt a methodical approach to work, and check deliverables in detail.
- ^ May look quite critically for potential errors, mistakes, limitations or possible implications when reviewing own or others' work.
- Is generally likely to deal with workload proactively, but may sometimes handle responsibilities as they come.
- ∨ 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.
- ∨ May hold quite strong views and challenge instructions from others.

Resilience & Stress Management



- ^^ May nearly always feel calm before important or critical occasions, and approach stressful situations with composure.
- ^^ 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 not to adopt an overly pessimistic or overly optimistic view when dealing with a challenging or stressful situation.
- v May not always adapt interpersonal or working style across situations or under changing circumstances.

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:

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

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	<p>Give me an example of a time you tried to bring out the best in a member of your team.</p> <ul style="list-style-type: none"> - 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	<p>Describe a situation when you had to delegate critical work to others.</p> <ul style="list-style-type: none"> - How did you go about it? - What was the most difficult part? - What did you learn about delegating and empowering others? 	
3	<p>Describe a time when you had to help resolve a conflict between team members.</p> <ul style="list-style-type: none"> - 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	<p>Give me an example of when you had to be particularly supportive to a peer.</p> <ul style="list-style-type: none"> - 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	<p>Give me an example of a time you had to work with someone who was difficult to work with.</p> <ul style="list-style-type: none"> - How did you handle your interactions with that person? - Were there any lessons for you? - What would you do differently? 	
3	<p>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.</p> <ul style="list-style-type: none"> - 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	<p>Describe a situation that required you to make a fast decision.</p> <ul style="list-style-type: none"> - 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	<p>Describe a challenging problem that you worked on during your last service.</p> <ul style="list-style-type: none"> - 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	<p>Give me an example of a time when you had to make a decision with incomplete information.</p> <ul style="list-style-type: none"> - 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	<p>Describe a time when, whilst reviewing, you identified an error on your own (or on your supervisor's) work. How did you handle it?</p> <ul style="list-style-type: none"> - Who did you inform of the error? - How did you ensure it would not happen again? - What was the outcome? 	
2	<p>Can you tell me about a time when you worked with someone who was struggling to meet quality standards?</p> <ul style="list-style-type: none"> - How did you handle it? - Why was it important to deal with it? - What happened afterwards? 	
3	<p>Please describe your methods for organising time and resources to complete your tasks.</p> <ul style="list-style-type: none"> - 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	<p>Describe a situation where you felt you were working under a high degree of pressure.</p> <ul style="list-style-type: none"> - How did it affect your behaviour? - What did you do to maintain your quality of work? - What did you learn from this situation? 	
2	<p>Tell me about a time when you were given some feedback which you felt was unfair.</p> <ul style="list-style-type: none"> - How did you handle your reaction? - What did you do in response? - Would you have done something differently? 	
3	<p>Tell me about a time when you worked with someone who had difficulty maintaining a calm composure.</p> <ul style="list-style-type: none"> - 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 US English v1 (Std Inst)	OPQ32r UK English General Population 2012 (INT)

Personal details section

Name	CE 1711141937266
Candidate Data	RP1=10, RP2=10, RP3=6, RP4=7, RP5=8, RP6=7, RP7=9, RP8=1, RP9=6, RP10=5, TS1=10, TS2=7, TS3=7, TS4=2, TS5=9, TS6=6, TS7=10, TS8=4, TS9=6, TS10=7, TS11=7, TS12=4, FE1=9, FE2=1, FE3=8, FE4=5, FE5=4, FE6=7, FE7=7, FE8=10, FE9=10, FE10=7, CNS=8
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

© 2022 SHL Group Ltd. All rights reserved.