
JobMatch Plus Report

Name

Ms Joan Smith

Job / Position

Relationship Manager

Date

12 April 2012

EXECUTIVE SUMMARY

This report tells you about Ms Joan Smith's potential fit to the competency requirements of this job, based on a detailed assessment of Joan Smith's personality.

Overall JobMatch Score

51

Moderate - Ms Joan Smith has a reasonable match to the requirements of Relationship Manager, but will require development of competencies in some areas.

Ms Joan Smith's areas of key strength are likely to be:

- Writing and Reporting
- Applying Expertise and Technology
- Analysing
- Learning and Researching
- Creating and Innovating
- Formulating Strategies and Concepts
- Delivering Results and Meeting Customer Expectations
- Following Instructions and Procedures

Ms Joan Smith's areas of likely limitation are:

- Deciding and Initiating Action
- Leading and Supervising
- Relating and Networking
- Persuading and Influencing
- Adapting and Responding to Change
- Coping with Pressure and Setbacks
- Entrepreneurial and Commercial Thinking

USING THIS REPORT

On the following pages, you will find a more detailed overview of Ms Joan Smith's suitability for the role of **Relationship Manager**, relative to the competencies that are critical and very important for the job.

If you are using this report to shortlist candidates, we recommend short-listing candidates who have a 'moderate' or better job match score and who meet other essential requirements in terms of education, qualifications and experience.

When finalising your selection decision, it is important to review all of the information in this report along with other information that you have gathered about Ms Joan Smith, including her previous work history and relevant educational attainment(s) and interview performance.

Please note, this report has been produced to assess Joan Smith's suitability for the role of **Relationship Manager**, and should only be used for this job. The information contained in this report is valid for up to 12 months.

The index number next to the listed competencies refers to the 20 competency dimensions from the SHL Universal Competency Framework™ Interview Guide.

SUMMARY MATCH TABLE

		Job Importance	
		Lower importance	Higher importance
Competency Potential	Excellent or Good Potential	Unused Potential	Areas of Strength
		Applying Expertise and Technology Learning and Researching Creating and Innovating	Writing and Reporting Analysing Delivering Results and Meeting Customer Expectations Following Instructions and Procedures
	Moderate Potential	Undeveloped Areas	Areas for Development
		Planning and Organising Achieving Personal Goals and Objectives	Working with People Adhering to Principles and Values Presenting and Communicating Information
	Marginal or Poor Potential	Undeveloped Areas	Areas of Concern
		Leading and Supervising Relating and Networking Persuading and Influencing Entrepreneurial and Commercial Thinking	Deciding and Initiating Action Adapting and Responding to Change Coping with Pressures and Setbacks

VERY IMPORTANT FOR THE JOB

✓✓ Key Strength

✓ Likely Strength

● Moderate

* Likely Limitation

** Key Limitation

Presenting and Communicating Information



Ms Joan Smith:

- * May not adapt her own style and approach to the audience.
- * May usually feel tense before important occasions.
- * Is unlikely to feel confident when formally presenting.
- * Dislikes using persuasion when putting forward an argument.

Analysing



Ms Joan Smith:

- ✓ May look fairly critically at information for potential errors in analysis.
- Is as comfortable as most others when analysing numerical information.
- Is as likely as most others to see the relevance of abstract concepts in written work.

Delivering Results and Meeting Customer Expectations



Ms Joan Smith:

- ✓ Places a fairly high priority on completing tasks in line with expectations.
- ✓ Is likely to adhere to rules, regulations and set procedures.
- Is as likely as most to adopt a methodical and organized approach.
- Is as likely as most to set stretching goals for herself and others.

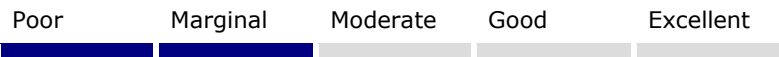
Following Instructions and Procedures



Ms Joan Smith:

- ✓ Is likely to follow rules and procedures.
- ✓ Tends to place a relatively high priority on keeping to agreed schedules.
- Is as likely as most to follow instructions from others.

Adapting and Responding to Change



Ms Joan Smith:

- Is as likely as most to seek to understand differences in motives and behaviours of others.
- Is as open as most to new approaches and work methods.
- Likes some variety and new experiences balanced with an appreciation of routine.
- ✘ May not always adapt an interpersonal style across situations.

RELEVANT FOR THE JOB

✓✓ Key Strength

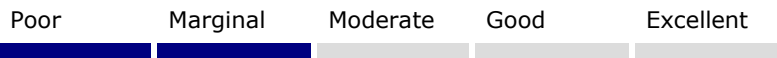
✓ Likely Strength

● Moderate

* Likely Limitation

** Key Limitation

Deciding and Initiating Action



Ms Joan Smith:

- Is prepared and as comfortable as most to take charge of situations when required.
- Will feel moderately comfortable with acting independently when required.
- Places a moderate emphasis on achieving difficult targets.
- * Is likely to be cautious and slow when making decisions.

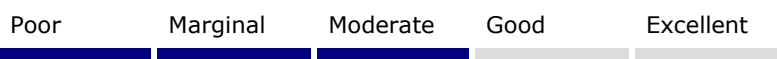
Leading and Supervising



Ms Joan Smith:

- * Values co-operation a little more than competition.
- Is as comfortable as most others to spend time with others.
- Occasionally seeks to understand the reasons for others' behaviour.
- Is as prepared and as comfortable as most others to seek contributions from others in order to make a decision.
- * Is likely to be a little selective with support and sympathy.

Adhering to Principles and Values



Ms Joan Smith:

- ✓ Is likely to follow rules and regulations.
- Is as likely as others to seek a diverse range of views.

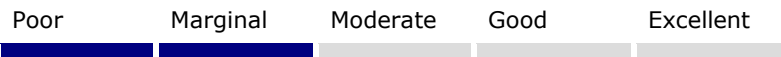
Writing and Reporting



Ms Joan Smith:

- ✓ May evaluate the content of written information fairly critically.
- Is as likely as most others to produce reasonably structured documents.
- Is as inclined as most others to understand the needs of an audience.
- Is as likely as most others to see the relevance of abstract concepts in written work.

Coping with Pressure and Setbacks



Ms Joan Smith:

- ✓ Tends to keep a firm hold over the expression of emotions.
- ✗ May find it a little difficult to maintain a positive outlook.
- ✗ May be a little sensitive to criticism or negative feedback.
- ✗ May experience some difficulty in switching off from work pressures.

LESS RELEVANT FOR THE JOB

✓✓ Key Strength

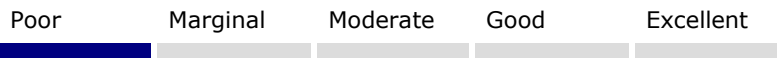
✓ Likely Strength

● Moderate

* Likely Limitation

** Key Limitation

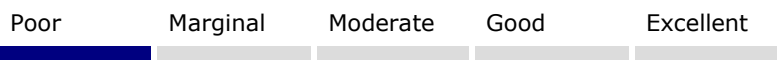
Relating and Networking



Ms Joan Smith:

- Is as likely as most to seek to understand what motivates others.
- * May not consistently adapt personal style to fit in with others.
- * Is unlikely to feel confident in formal business situations.
- ** Is much more likely than most to be quiet and reserved in groups.

Persuading and Influencing



Ms Joan Smith:

- May occasionally seek to understand other peoples' needs and motives.
- * Dislikes selling and negotiating.
- * Is unlikely to feel confident when influencing others, especially strangers.
- ** is extremely unlikely to promote her own credentials.
- ** Is likely to be very reserved when in group situations.

Learning and Researching



Ms Joan Smith:

- ✓ May look quite critically for potential limitations when reviewing new information.
- May consider new and established approaches when learning new tasks.
- Is moderately interested in learning about abstract concepts.
- Is likely to be moderately comfortable when required to work with numerical data.

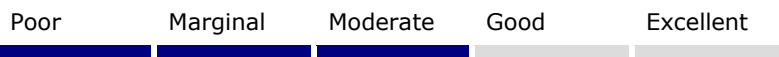
Creating and Innovating



Ms Joan Smith:

- ✓ Describes herself as a fairly creative individual.
- May consider new and established approaches when learning new tasks.
- Sees some relevance in applying theories to problem solving.
- Likes a small amount of change in work routine and appreciates stability.

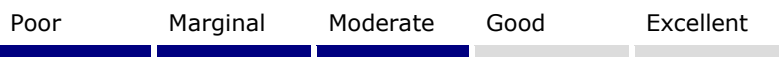
Planning and Organising



Ms Joan Smith:

- ✓ Places a fairly high priority on completing plans to deadline.
- Pays as much attention to detail when planning as others.
- Is as likely as most to display a strategic approach.
- Is as comfortable as most managing others when required.

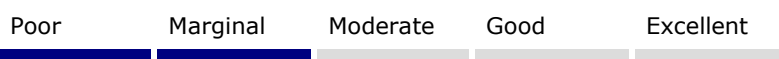
Achieving Personal Work Goals and Objectives



Ms Joan Smith:

- May pursue a balance between a strategic and short term view when identifying her own development needs.
- Is as comfortable with a demanding schedule as most others.
- Is as motivated as most others to progress her career.
- ✗ May slightly dislike competitive situations.

Entrepreneurial and Commercial Thinking



Ms Joan Smith:

- May be motivated to some extent by stretching financial targets.
- Is as comfortable as most working with financial information.
- ✗ May sometimes dislike the competitive aspect in commercial situations.

NOT RELEVANT FOR THE JOB

✓✓ Key Strength

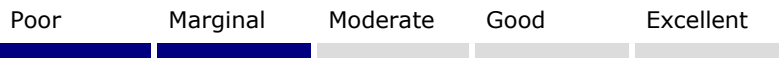
✓ Likely Strength

● Moderate

* Likely Limitation

** Key Limitation

Leading and Supervising



Ms Joan Smith:

- Is as prepared and as comfortable as most to lead a group when required.
- Is as likely as most to understand what motivates others.
- * May only occasionally trust, and thus empower, others.
- * Is unlikely to use persuasion when motivating others.

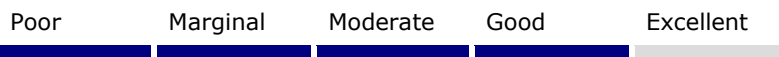
Applying Expertise and Technology



Ms Joan Smith:

- ✓ May look fairly critically at technical information.
- Is as comfortable as most when working with numerical data.
- Will be as comfortable as most with theory and abstract concepts.

Formulating Strategies and Concepts



Ms Joan Smith:

- May consider new and established approaches when learning new tasks.
- As likely as peers to take a longer term view when developing strategy.
- Is as likely as most to see the relevance of thinking conceptually when developing strategy.
- Tends to balance details with the broader picture.

DEFINITIONS OF COMPETENCIES CRITICAL FOR THE JOB

Presenting and Communicating Information ¹

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.

Analysing ¹

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.

Delivering Results and Meeting Customer Expectations ⁴

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.

Following Instructions and Procedures ¹

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.

Adapting and Responding to Change ³

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.

DEFINITIONS OF COMPETENCIES THAT ARE RELEVANT FOR THE JOB

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.

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.

Adhering to Principles and Values ²

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.

Writing and Reporting ¹

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.

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.

DEFINITIONS OF COMPETENCIES THAT ARE LESS RELEVANT FOR THE JOB

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.

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.

Learning and Researching¹

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).

Creating and Innovating¹

Produces new ideas, approaches, or insights; creates innovative products or designs; produces a range of solutions to problems.

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.

Achieving Personal 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.

Entrepreneurial and Commercial Thinking¹

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.

DEFINITIONS OF COMPETENCIES THAT ARE NOT RELEVANT FOR THE JOB

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.

Applying Expertise and Technology ¹

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.

Formulating Strategies and Concepts ¹

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.

Presenting and Communicating Information

Speaks clearly and 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

Tell me about a time when you have had to present ideas or information in a formal setting to others (such as a presentation to a group of people).

- What went well/less well?
- How did you feel in this situation?
- What feedback did you receive?

Notes:

Can you tell me about a time when it was important to demonstrate credibility with a group of people?

- What did you do to project credibility?
- How effective do you feel you were?
- How did people respond to you?

Notes:

Tell me about a time when you found it difficult to keep an audience's attention.

- Why was it difficult?
- How did you deal with your audience's reactions?
- How well did this work?

Notes:

Deciding and Initiating Action Interview Rating (tick one)

Poor

Marginal

Moderate

Good

Excellent

Applies specialist and detailed technical expertise; Develops job knowledge and expertise through continual professional development; Shares expertise and knowledge with others; Uses technology to achieve work objectives; Demonstrates appropriate physical co-ordination and endurance, manual skill, spatial awareness and dexterity; Demonstrates an understanding of different organisational departments and functions

How do you ensure that you keep your technical or specialist knowledge up-to-date?

- How do you decide which are the most useful sources of information to refer to?
- How up-to-date do you think you are in relation to your colleagues/other professionals?

Notes:

Use this space to ask specific questions regarding the candidate's technical or specialist knowledge.

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Applying Expertise and Technology Interview Rating (tick one)

Poor	Marginal	Moderate	Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Analysing

Analyses numerical data, verbal data and all other sources of information; Breaks information 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; Produces workable solutions to a range of problems; Demonstrates an understanding of how one issue may be a part of a much larger system

Describe a decision you made that required you to be especially rational and objective.

- What information did you collect to ensure that you remained objective?
- How did you ensure you had sufficient information on which to base your decision?
- To what extent did your final decision differ from your own initial view of the situation?

Notes:

Outline a particularly challenging problem that you have worked on.

- What did you do to get a better understanding of the problem?
- What are your strengths when applied to with problem solving?
- What could you improve in this area?

Notes:

Describe the last time you worked on a project that involved complex information or data.

- How did you analyse it?
- What did you do to ensure you understood all the issues involved?
- What did you learn from the analysis?

Notes:

Analysing Interview Rating (tick one)

Poor

Marginal

Moderate

Good

Excellent

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

How important are quality standards in your current (most recent) role?

- What do you find most difficult or challenging about working to quality standards?
- What might you do to improve quality standards?
- How do you personally ensure that all quality standards are met?

Notes: _____

Give me an example of a time when you had to satisfy a particular customer or client need (this could be an internal or external 'customer').

- How did you establish what the customer's needs and expectations were?
- What steps did you take to ensure that the client/customer was fully satisfied with your work?
- How effectively do you think you satisfied the client's expectations?

Notes: _____

What systems and processes do you use to ensure consistent standards and goals are achieved?

- When have you had a problem in applying these?
- What was the outcome?
- What would you do differently in the future?

Notes: _____

Delivering Results and Meeting Customer Expectations Interview Rating (tick one)

Poor

Marginal

Moderate

Good

Excellent

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

Can you tell me about a time when it was essential that you followed clear policies or procedures?

- What do you think were the benefits in following rules and procedures in such a situation?
- What were the drawbacks in having to follow policies and procedures closely?
- How comfortable do you feel in a situation which is quite rule-bound and procedural?
- To what extent do you feel it is appropriate to challenge authority?

Notes:

When was the last time you were late for a meeting/appointment?

- What was the outcome?
- To what extent did you try to ensure that you kept to the time deadline?
- What is your reaction if other people do not meet their commitments?

Notes:

Describe a situation when you felt that you had to disregard/or adapt certain policies and procedures.

- What was the background?
- How did you feel about what actions you took?
- What was the outcome?

Notes:

Following Instructions and Procedures Interview Rating (tick one)

Poor

Marginal

Moderate

Good

Excellent

Adapting and Responding to Change

Adapts to changing circumstances; Accepts new ideas and change initiatives; Adapts interpersonal style to suit different people or situations; Shows respect and sensitivity towards cultural and religious differences; Deals with ambiguity, making positive use of the opportunities it presents

Tell me about a time when you felt it was particularly important that you adapted your behaviour to suit a different person or situation.

- What was effective about the way you adapted your behaviour?
- What did you learn from adapting your behaviour?
- When have you needed to take into account any differences in culture or religion of those involved?

Notes: _____

Give me an example of a time when you had to accept a change initiative which was imposed on you.

- What was most difficult for you in this situation?
- What did you do to ensure that the initiative was fully accepted?
- How successful did you feel that the initiative was?

Notes: _____

Describe a time when you have worked in a situation which you felt was unclear/ambiguous.

- What was difficult to deal with about the situation?
- What were the positive aspects it presented?
- What did you learn from it?

Notes: _____

Adapting and Responding to Change Interview Rating (tick one)

Poor

Marginal

Moderate

Good

Excellent

NOTES

The Overall JobMatch Score is calculated for a person based on their scores on the personality questionnaire and available ability tests. When comparing different people:

- Areas of match and mismatch should be examined individually.
- The tests and questionnaires that they have taken must be identical and the same norms must have been used. Their reports will only be comparable if this is the case.

The index numbers in brackets (e.g. 4.3 for Analysing) refer to the 20 competency dimensions of the SHL Universal Competency Framework™.

FOOTNOTES

- 1: Assessment of this competency is best undertaken with a measure of personality and one or more measures of aptitude or ability.
- 2: This report only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.
- 3: Assessment of this competency can be enhanced by the addition of an appropriate simulation exercise or competency-based interview.
- 4: Assessment of this competency is based on a measure of personality and a measure of the ability to check details.

PERSON DETAILS

Name	Ms Joan Smith
Candidate Data	RP1=3, RP2=6, RP3=3, RP4=5, RP5=1, RP6=6, RP7=3, RP8=9, RP9=5, RP10=4, TS1=5, TS2=7, TS3=6, TS4=5, TS5=5, TS6=7, TS7=5, TS8=4, TS9=6, TS10=6, TS11=7, TS12=7, FE1=3, FE2=7, FE3=4, FE4=4, FE5=4, FE6=8, FE7=6, FE8=4, FE9=5, FE10=3, CNS=8.
Report	JobMatch Plus Report
Job Name	Relationship Manager

ASSESSMENT METHODOLOGY

This report is based upon the following sources of information for Ms Joan Smith:

Questionnaire / Ability Test	Comparison Group
OPQ32r UK English v1 (Std Inst)	OPQ32r_EN_GB_IS01_ General Population - 2009 (INT)
Supervisory Verbal Reasoning UKE	Junior Manager Group 2007

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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