



**opq32**

**> Team Impact Individual Development Report**

Name: **Mr Sample Candidate**

Date: 24 September 2018

## INTRODUCTION

Mr Sample Candidate, you recently completed an occupational personality questionnaire called OPQ32™. The responses you provided were used to generate this Team Impact Individual Development Report.

We recommend that you share this report with those managers, project leaders and HR professionals who might want to understand your Team Impact. Doing so can help you strengthen your effectiveness as a team member. Other OPQ32 reports that may be helpful to you include:

- The **Maximising Your Learning Report** identifies individual learning styles and suggests how to design a highly effective development plan.
- The **Development Action Planner Report** offers tailored development advice for 20 universal competencies.
- The **Emotional Intelligence (EI) Report** provides a comprehensive description of an individual's strengths and development needs for understanding emotions and managing relationships.

## About Team Impact

This report is all about the impact that you can have on a team. Among a group of people who work together (a team), each individual makes specific contributions to the process. This report will help you to determine the strengths you already bring to a team and areas to target for development so you can improve your impact on teams.

### PROCESS STAGES

Teams share common tasks or projects and need to work collectively towards the same goals. To achieve their goals, teams work through four critical stages:

1. **Creating** a vision for potential solutions
2. **Managing** the activities of the team
3. **Resourcing** tasks to get work done
4. **Delivering** solutions on time to meet goals and objectives

These stages interact with one another in a cyclical pattern as illustrated below. Of course, a team may work through several cycles to achieve a particular goal or task or deliver a project.

#### Cyclical pattern of process stages



## TEAM IMPACTS

The following table lists the four process stages and their associated Team Impacts. The critical behaviours that are typical for each Team Impact are also listed.

| Process stage     | Team Impact             | Critical behaviours  |
|-------------------|-------------------------|--|
| <b>Creating</b>   | Exploring Possibilities | Producing new ideas, approaches and insights, taking account of a wide range of issues across, and related to, the task or project   |
|                   | Evaluating Options      | Probing for further information and greater understanding of a problem • Making rational judgements based on the available information • Evaluating ideas quickly to determine feasibility |
| <b>Managing</b>   | Setting Direction       | Providing others with a clear direction • Motivating and empowering others • Tasking team members according to their performance level • Managing team activities                          |
|                   | Committing to Action    | Initiating and promoting activity • Making prompt decisions, which may involve considered risks • Taking responsibility for actions and people • Acting independently                      |
| <b>Resourcing</b> | Using Networks          | Establishing strong relationships with staff at all levels • Building effective networks inside and outside the organisation • Tapping into resources outside the team                     |
|                   | Maintaining Cohesion    | Adapting personal approaches to the team's needs and contributing positively to team spirit • Listening and communicating actively • Supporting and caring for others                      |
| <b>Delivering</b> | Staying Focused         | Working systematically and methodically • Following procedures and policies • Keeping to schedules • Producing high-quality output in a timely manner                                      |
|                   | Resisting Pressure      | Keeping emotions under control, even in difficult situations • Modifying approach in face of new demands • Staying optimistic and resilient • Remaining productive                         |

### Team Impact profile ratings

The following table lists terms that should help you understand the profile ratings.

| Rating         | Defining terms |             |             |           |          |
|----------------|----------------|-------------|-------------|-----------|----------|
| <b>Strong</b>  | outstanding    | exceptional | distinctive | exemplary | notable  |
| <b>Capable</b> | adequate       | okay        | able        | competent | suitable |
| <b>Weak</b>    | lacking        | wanting     |             |           |          |

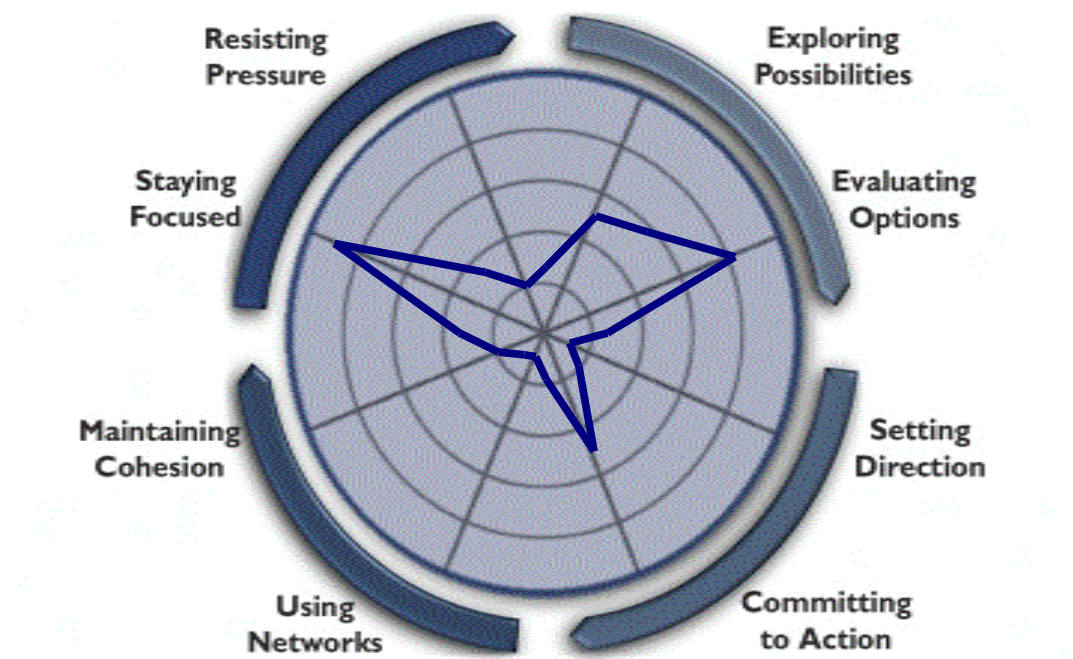
## TEAM IMPACT RESULTS

Your Team Impact profile is shown below. The profile is followed by detailed commentary.

### How to read the profile

- Team Impacts appear along the circle's perimeter.
- The dark line inside the circle represents your profile.
- Your strengths are indicated when the profile approaches the circle's perimeter.
- Your weaknesses are indicated when the profile approaches the circle's centre.

### Team Impact profile



| Process stage     | Team Impact             | Mr Sample Candidate's rating |
|-------------------|-------------------------|------------------------------|
| <b>Creating</b>   | Exploring Possibilities | <b>Capable</b>               |
|                   | Evaluating Options      | <b>Strong</b>                |
| <b>Managing</b>   | Setting Direction       | <b>Weak*</b>                 |
|                   | Committing to Action    | <b>Capable</b>               |
| <b>Resourcing</b> | Using Networks          | <b>Weak*</b>                 |
|                   | Maintaining Cohesion    | <b>Weak*</b>                 |
| <b>Delivering</b> | Staying Focused         | <b>Strong</b>                |
|                   | Resisting Pressure      | <b>Weak*</b>                 |

*\*You need development in this area.*

## SUMMARY

### Your strengths are likely to lie in:

- Monitoring and evaluating ideas and concepts
- Planning your work and focusing on the detail

### Your weaker areas are likely to lie in:

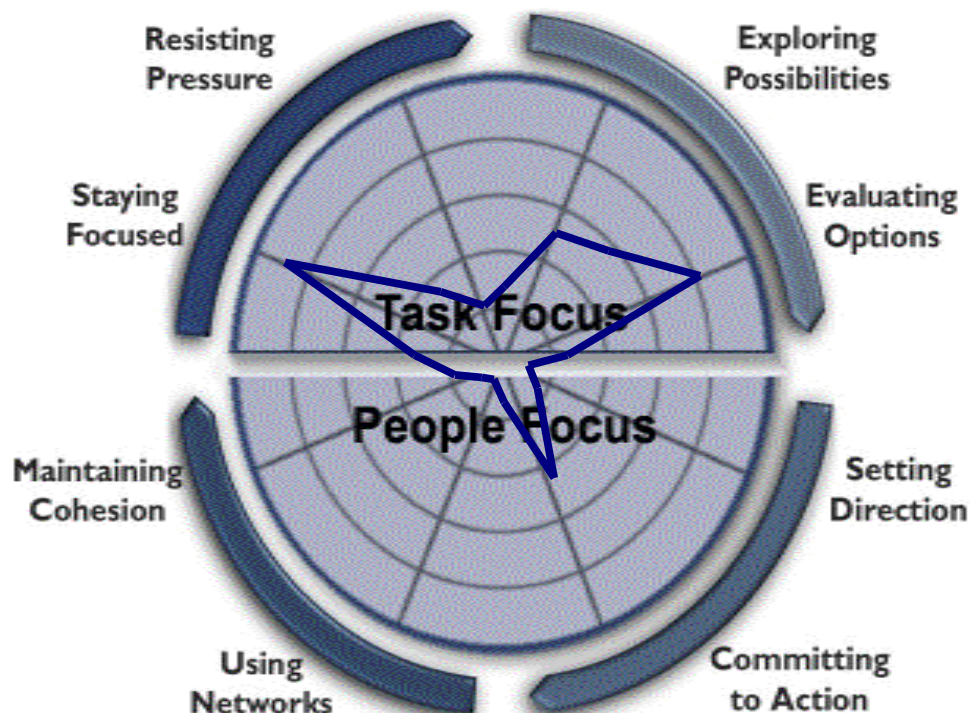
- Co-ordinates and directs the team
- Builds a large number of relationships inside and outside the team
- Invests extra energy to maintain a harmonious team climate
- Is comfortable with pressure and sudden changes

## TASK VERSUS PEOPLE FOCUS

A crucial aspect of teamwork is the task versus people focus. As illustrated in the diagram below, the eight Team Impacts are separated into two groups:

- **Task Focus Impacts** describe how well you process the information and data available to you. The diagram below displays Task Focus Impacts in the top hemisphere.
- **People Focus Impacts** describe how well you approach and handle relationships with people. The diagram below displays People Focus Impacts in the bottom hemisphere.

### Task Versus People profile



| Focus               | Team Impact             | Mr Sample Candidate's rating |
|---------------------|-------------------------|------------------------------|
| <b>Task Focus</b>   | Staying Focused         | <b>Strong</b>                |
|                     | Resisting Pressure      | <b>Weak*</b>                 |
|                     | Exploring Possibilities | <b>Capable</b>               |
|                     | Evaluating Options      | <b>Strong</b>                |
| <b>People Focus</b> | Setting Direction       | <b>Weak*</b>                 |
|                     | Committing to Action    | <b>Capable</b>               |
|                     | Using Networks          | <b>Weak*</b>                 |
|                     | Maintaining Cohesion    | <b>Weak*</b>                 |

*\*You need development in this area.*

## **TASK VERSUS PEOPLE SUMMARY**

Your profile is out of balance. You have a strong preference for focussing on tasks rather than on personal relationships in the team. This may have negative consequences in the way you contribute to the team process.

## DEVELOPMENT ACTIONS

This section of the report focuses on helping you improve and develop those Team Impacts in which you are currently less effective. By enhancing your behaviour in these areas you can better contribute to your team's overall performance. You will achieve the greatest effect on your Team Impact by focusing on the following behaviours:

- Setting Direction
- Using Networks
- Maintaining Cohesion
- Resisting Pressure

The suggestions in this section are designed to help you learn about and practice the skills and behaviours that will build and strengthen your personal Team Impact.

For each Team Impact listed above, the following pages provide:

- A definition of desired behaviours
- A number of self-learning techniques for improvement in these areas



## Process stage: Managing

The following exercises help you to manage the activities of the team. They are intended for those who are responsible for directing the work of others.

### SETTING DIRECTION

| Desired behaviours  |
|---|
| Providing others with a clear direction • Motivating and empowering others • Tasking team members according to their performance level • Managing team activities |

### Techniques for improvement

- At the end of team meetings, check that team members are clear about their goals and, if necessary, clarify goals and roles, and adjust workloads.
- Think about your relationship with the team and prepare a list of all areas in which you know you could do better. What can you do to address each issue? Be specific.
- Find a mentor with whom you can discuss your progress as a team leader. Look for someone who has a reputation for leading others, a wide range of skills and contacts, and who knows a great deal about the organisation.
- Make a list of several situations in which you have taken the role of team leader. Critically review your performance in organising the group. Think about how you could have been more effective at providing a stronger sense of direction and showing initiative. Discuss issues with your supervisor or mentor.
- Ask people you trust for feedback about how effective you were at setting goals and objectives for the team. What do they think you could do to be more effective at providing them with a clear sense of direction?
- Ask for feedback from colleagues about how much they feel you have consulted with them when making decisions in the past. Identify a forthcoming issue and push yourself to consult with, and consider views from, a wider range of people who might be affected than you would usually.
- Coach team members in tackling tasks more effectively. Provide examples and lots of practice. Act as a role model in areas where you have the skills. Make time to find out how others are progressing in their work. Share your own knowledge and experience with others. Focus on others' learning objectives. Avoid doing others' work for them.

## Process stage: Resourcing

The following exercises help you to improve your ability to get things done.

### USING NETWORKS

| Desired behaviours   |
|--|
| Establishing strong relationships with staff at all levels • Building effective networks inside and outside the organisation • Tapping into resources outside the team |

### Techniques for improvement

- Consider all contacts, even casual contacts, as relevant resources for your team's success.
- Maintain friendly relationships with individuals whose work is somewhat related to yours.
- Have lunch with colleagues outside your team.
- Establish relationships with your peers at conferences and external training programmes. Maintain these relationships by keeping in touch.
- When a difficult problem arises in your project work, try to leverage the knowledge available in your network of contacts.
  - Call or meet with individuals who you think could offer advice.
  - Do you, or does someone you can talk to, know someone who successfully handled a similar issue in the past? The view of an outsider who has worked through a similar issue might be helpful.
  - Ask your contacts how they would address your team's issues and what solutions they have pursued in the past.

## MAINTAINING COHESION

| Desired behaviours  |
|---|
| Adapting personal approaches to the team's needs and contributing positively to team spirit • Listening and communicating actively • Supporting and caring for others |

### Techniques for improvement

- Invest time in listening to others to hear their concerns, both business and personal. (Emotional issues within the team can hamper team performance and have the potential to impact you personally.)
- Find ways to demonstrate that you care about your relationships with team members and other colleagues.
- Allow yourself time to discuss issues that are important to others, even when you are pressed for time.
- Make a greater effort to get to know other team members better.
- If a conflict arises, try to put yourself in the other person's shoes before defending your position. Strive first to understand and then to be understood.
- Analyse past situations in which you were effective in building and maintaining relationships with others. What did you do that was effective?
- Analyse past situations in which you were not very effective in building and maintaining relationships with others. What did you do that detracted from being effective? What could you have done differently?
- Identify a colleague or a friend who appears to be effective in maintaining good relationships with all members of the team. Watch and discuss with this person how he/she works with others. How can you enhance your own team behaviours based on what you have learned?
- When you have made a mistake, admit and accept responsibility for it without hesitation. Make a virtue of being honest. Accept responsibility only for what you can deliver.
- Speak positively on issues even where you personally disagree with the consensus. Convey a sense of unity and common purpose when disagreeing.
- To avoid confusing your message, ensure that your unspoken or nonverbal signals (body language, tone of voice) correspond with your words.
- Make an effort to better understand the positions with which you disagree. Investigate these views in detail by asking open-ended and provocative questions.
- Take responsibility on behalf of the team for accepting team decisions, even when you personally disagree with them.
- Avoid working too independently. Encourage others to participate in your tasks, and make it known that you are available to participate in the tasks of others.

## Process stage: Delivering

The following exercises help you to deliver solutions on time to meet goals and objectives.

### RESISTING PRESSURE

| Desired behaviours   |
|--|
| Keeping emotions under control, even in difficult situations • Modifying the approach in face of new demands • Staying optimistic and resilient • Remaining productive |

### Techniques for improvement

- How do you react to stress?
  - Ask your manager or colleagues to give feedback on how you have reacted to changes in the past. In particular, focus on how you could have demonstrated more flexibility to cope better with the changing situation.
  - Listen carefully to their feedback and develop a clear action plan for managing future situations that require you to adapt.
- When you feel 'stressed', actively seek ways to relieve the pressure. Take time out to collect your thoughts. Speak to others about your concerns.
- List the worst possible things that could happen if everything went wrong:
  - What are the worst catastrophes that could occur?
  - One at a time, imagine that each catastrophe has occurred. How does this make you feel?
  - What can you do to change the way you feel?
  - How will you cope with the situation?
  - Assume the events have occurred and you cannot change them. What can you do to reduce the bad effects?
- Watch your diet and monitor your intake of alcohol, nicotine, caffeine and sugar. A well-balanced nutritional programme will enhance your emotional well-being and contribute to maintaining the energy level you need in order to deal effectively with demanding and challenging situations.
- Identify ways in which you can 'switch off' and relax. Use your holidays, weekends and leisure time constructively.
- Think of instances when you have been criticised:
  - What was your reaction? Was your reaction constructive?
  - Make a list of constructive ways you could respond.
  - Identify ways you can reduce your personal level of sensitivity.
  - Discuss your most common responses with close and critical colleagues.
- Change the way you look at situations. Try to see opportunities rather than avoid threats. When you do encounter difficulties, focus on the possible benefits of overcoming them.
- Ask your colleagues to give you feedback on the extent to which you come across as enthusiastic and reassuring in your dealings with them. If they are picking up on any of your pessimism, make a conscious effort to control how you communicate with them, avoiding the communication of negative views. Ask for further feedback in the future to determine how successful you have been.
- Learn from constructive criticism, but don't dwell on mistakes. Make sure you focus on today; do not waste time regretting the past or worrying about the future. Log how much time you spend thinking about the past, present and future in any one day. Question whether this ratio is productive.

## ASSESSMENT METHODOLOGY

This Profile is based upon the following sources of information for Mr Sample Candidate:

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

## PERSON DETAIL SECTION

|                |  |
|----------------|--|
| Name           | Mr Sample Candidate  |
| Date           | 24 September 2018  |
| Candidate Data | RP1=1, RP2=2, RP3=7, RP4=8, RP5=3, RP6=9, RP7=4, RP8=10, RP9=6, RP10=2, TS1=5, TS2=8, TS3=1, TS4=9, TS5=6, TS6=4, TS7=10, TS8=2, TS9=8, TS10=7, TS11=6, TS12=10, FE1=4, FE2=9, FE3=3, FE4=6, FE5=1, FE6=4, FE7=8, FE8=7, FE9=5, FE10=2, CNS=7SDE=N/A |
|                | TIIDRB1=1.00<br>11224 / 11 / 1485  |

## 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.

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