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# OPQ Universal Competency Report



**Name**

Mr Sample Candidate

**Date**

# Introduction

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

The responses Mr. Candidate 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 Mr. Candidate'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.

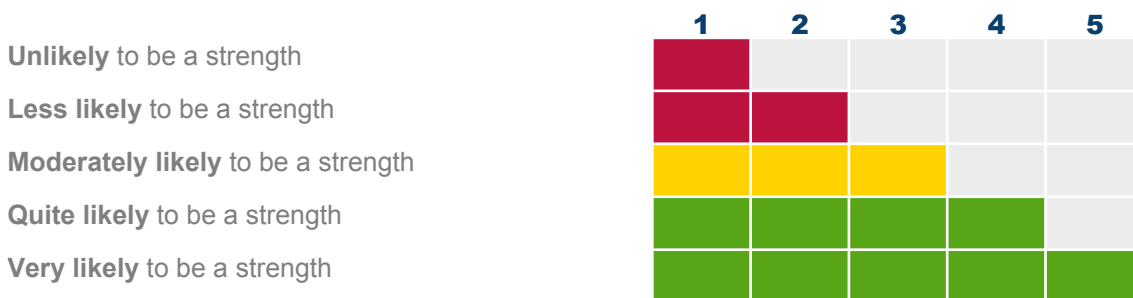
When using this report it is important to consider which of the twenty universal competencies measured are most relevant to successful performance in the job that is being considered.

## Report Key:

The ticks, crosses and discs indicate which aspects of Mr. Candidate'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 Mr. Candidate displaying strength in each competency is shown in the bar graphs on the right hand side of the report.



# Summary of Competency Potential

The table below provides a summary of Mr. Candidate'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 Mr. Candidate has demonstrated effectiveness, you are more likely to recruit the best person for the job. Definitions of the twenty competencies can be found towards the back 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. Please note that the Interview Guide and Competency Profiling Cards are available in a limited range of languages. For more information contact your SHL representative.

Competency	1	2	3	4	5	Important for success? (tick)
<b>Leading and Deciding</b>						
1.1 Deciding and Initiating Action	■					
1.2 Leading and Supervising	■					
<b>Supporting and Co-operating</b>						
2.1 Working with People	■					
2.2 Adhering to Principles and Values <sup>1</sup>	■	■	■			
<b>Interacting and Presenting</b>						
3.1 Relating and Networking	■					
3.2 Persuading and Influencing	■					
3.3 Presenting and Communicating Information <sup>NV</sup>	■					
<b>Analysing and Interpreting</b>						
4.1 Writing and Reporting <sup>V</sup>	■					
4.2 Applying Expertise and Technology <sup>DNV</sup>	■	■				
4.3 Analysing <sup>DNV</sup>	■					
<b>Creating and Conceptualising</b>						
5.1 Learning and Researching <sup>DNV</sup>	■					
5.2 Creating and Innovating <sup>DNV</sup>	■					
5.3 Formulating Strategies and Concepts <sup>DNV</sup>	■	■				
<b>Organising and Executing</b>						
6.1 Planning and Organising	■	■	■	■		
6.2 Delivering Results and Meeting Customer Expectations	■	■	■	■		
6.3 Following Instructions and Procedures <sup>DNV</sup>	■	■	■	■		
<b>Adapting and Coping</b>						
7.1 Adapting and Responding to Change	■	■				
7.2 Coping with Pressures and Setbacks	■	■				
<b>Enterprising and Performing</b>						
8.1 Achieving Personal Work Goals and Objectives	■	■	■	■		
8.2 Entrepreneurial and Commercial Thinking <sup>N</sup>	■	■				

The index numbers refer to the 20 competency dimensions from the SHL Universal Competency Framework™.

<sup>1</sup> OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.

<sup>DNV</sup> Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. D: diagrammatic/inductive N: numerical. V: verbal.

# Competency Potential Profile

## 1. Leading and Deciding 1 2 3 4 5

### 1.1 Deciding and Initiating Action ■

- ✓ Holds strong views and is comfortable with acting independently.
- Places a moderate emphasis on achieving difficult targets.
- ✖✖ Has an extreme dislike of taking charge of situations.
- ✖✖ Is likely to be cautious and very slow when making decisions.

### 1.2 Leading and Supervising ■

- ✖✖ Is extremely likely to feel uncomfortable leading a group.
- ✖✖ Is highly unlikely to use persuasion when motivating others.
- ✖✖ Very rarely seeks to understand what motivates others.
- ✖✖ Is very unlikely to trust, and thus empower, others.

## 2. Supporting and Co-operating 1 2 3 4 5

### 2.1 Working with People ■

- ✓✓ Is extremely likely to enjoy spending time with other people.
- Is as prepared and as comfortable as most others to seek contributions from others in order to make a decision.
- ✖ Drive to be moderately competitive may affect co-operation with colleagues.
- ✖✖ Is likely to be very selective with support and sympathy.
- ✖✖ Very rarely seeks to understand the reasons for others' behaviour.

### 2.2 Adhering to Principles and Values <sup>1</sup> ■ ■ ■

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

## 3. Interacting and Presenting 1 2 3 4 5

### 3.1 Relating and Networking ■

- ✖ May not consistently feel confident in formal business situations.
- ✖ Tends to be quiet and reserved in groups.
- ✖✖ Is very unlikely to adapt personal style to fit in with others.
- ✖✖ Very unlikely to attempt to understand what motivates others.

### 3.2 Persuading and Influencing ■

- ✖ May not consistently feel confident when influencing others, especially strangers.
- ✖ Tends to be reserved when in group situations.
- ✖✖ Strongly dislikes selling and negotiating.
- ✖✖ May very rarely seek to understand other peoples' needs and motives.
- ✖✖ Is extremely unlikely to promote own credentials.

### 3.3 Presenting and Communicating Information <sup>NV</sup> ■

- ✖ May not consistently feel confident when formally presenting.
- ✖✖ May nearly always feel tense before important occasions.
- ✖✖ Is very unlikely to adapt his own style and approach to the audience.
- ✖✖ Strongly dislikes using persuasion when putting forward an argument.

<sup>1</sup> OPQ32 only assesses some aspects of this competency, specifically related to the areas of rule-following and utilising diversity.

<sup>NV</sup> Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. N: numerical. V: verbal.

	1	2	3	4	5
<b>4. Analysing and Interpreting</b>					
<b>4.1 Writing and Reporting</b> <sup>V</sup>	■				
✓ May evaluate the content of written information critically.					
✓ Is likely to produce documents that are quite structured.					
● Is as likely as most others to see the relevance of abstract concepts in written work.					
✖✖ May very rarely seek to understand the needs of an audience.					
<b>4.2 Applying Expertise and Technology</b> <sup>DNV</sup>	■	■			
✓ May look critically at technical information.					
● Will be as comfortable as most with theory and abstract concepts.					
● Is as comfortable as most when working with numerical data.					
<b>4.3 Analysing</b> <sup>DNV</sup>	■				
✓ May look critically at information for potential errors in analysis.					
● Is as likely as most to enjoy dealing with abstract concepts.					
● Is as comfortable as most others when analysing numerical information.					
<b>5. Creating and Conceptualising</b>					
<b>5.1 Learning and Researching</b> <sup>DNV</sup>	■				
✓ May look critically for potential limitations when reviewing new information.					
● Is moderately interested in learning about abstract concepts.					
● Is likely to be moderately comfortable when required to work with numerical data.					
✖✖ Is very likely to follow conventional approaches when learning new tasks.					
<b>5.2 Creating and Innovating</b> <sup>DNV</sup>	■				
✓✓ Very much enjoys constant variety and change.					
● Sees some relevance in applying theories to problem solving.					
✖ Tends not to see himself as a creative individual.					
✖✖ Is very likely to favour traditional methods.					
<b>5.3 Formulating Strategies and Concepts</b> <sup>DNV</sup>	■	■			
✓ May take a long term perspective when developing strategy.					
● Is as likely as most to see the relevance of thinking conceptually when developing strategy.					
✖ May sometimes become preoccupied by details.					
✖✖ Is very likely to follow traditional approaches when establishing the vision.					

<sup>DNV</sup> Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. D: diagrammatic/inductive N: numerical. V: verbal.

6. Organising and Executing	1	2	3	4	5
<b>6.1 Planning and Organising</b>	■	■	■	■	
✓ Takes a strategic perspective when planning.					
✓ Pays some attention to detail when planning.					
● Recognises the need to complete plans to deadline.					
✖✖ Has an extreme dislike of managing others.					
<b>6.2 Delivering Results and Meeting Customer Expectations</b>	■	■	■	■	
✓✓ Is extremely likely to adhere to rules, regulations and set procedures.					
✓ Quite likely to adopt a methodical and organised approach.					
● Recognises the need to complete tasks in line with expectations.					
● Is as likely as most to set stretching goals for himself and others.					
<b>6.3 Following Instructions and Procedures</b> <sup>DNV</sup>	■	■	■	■	
✓✓ Is extremely likely to follow rules and procedures.					
● Tends to recognise the need to keep to agreed schedules.					
✖ May hold strong views and challenge instructions from others.					

7. Adapting and Coping	1	2	3	4	5
<b>7.1 Adapting and Responding to Change</b>	■	■			
✓✓ Tends to very much enjoy new experiences.					
✖✖ Is unlikely to adapt an interpersonal style across situations.					
✖✖ Is very likely to prefer well-established work methods.					
✖✖ Very rarely seeks to understand differences in motives and behaviours of others.					
<b>7.2 Coping with Pressures and Setbacks</b>	■	■			
● Maintains an outlook that balances positives and negatives.					
✖ May experience a little difficulty in switching off from work pressures.					
✖ Tends to be fairly open in expressing emotions.					
✖ May be sensitive to criticism or negative feedback.					

8. Enterprising and Performing	1	2	3	4	5
<b>8.1 Achieving Personal Work Goals and Objectives</b>	■	■	■	■	
✓ Likely to take a strategic approach to his own development.					
✓ Is likely to be comfortable with a very demanding schedule.					
✓ Is likely to be comfortable in competitive situations.					
● Is as motivated as most others to progress his career.					
<b>8.2 Entrepreneurial and Commercial Thinking</b> <sup>N</sup>	■	■			
✓ Is quite likely to excel in the competitive environment of commercial situations.					
● May be motivated to some extent by stretching financial targets.					
● Is as comfortable as most working with financial information.					

<sup>DNV</sup> Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. D: diagrammatic/inductive N: numerical. V: verbal.

# 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.

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## 5. Creating and Conceptualising

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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.

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## 6. Organising and Executing

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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.

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## 7. Adapting and Coping

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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.

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## 8. Enterprising and Performing

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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.

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## Ability tests and competencies

The relationship between UCF competencies and ability tests is shown in the table below.

For some competencies, a number of ability tests may be relevant. However, this does not mean that all of these ability tests need to be completed. The choice of ability tests should be driven by an understanding of the **job requirements** (please consult with a qualified person within your organisation for further guidance if needed). Competency predictions are still robust if only OPQ or OPQ with one or two ability tests have been used.

Competency	Diagrammatic / Inductive	Numerical	Verbal
1.1 Deciding and Initiating Action			
1.2 Leading and Supervising			
2.1 Working with People			
2.2 Adhering to Principles and Values			
3.1 Relating and Networking			
3.2 Persuading and Influencing			
3.3 Presenting and Communicating Information		✓	✓
4.1 Writing and Reporting			✓
4.2 Applying Expertise and Technology	✓	✓	✓
4.3 Analysing	✓	✓	✓
5.1 Learning and Researching	✓	✓	✓
5.2 Creating and Innovating	✓	✓	✓
5.3 Formulating Strategies and Concepts	✓	✓	✓
6.1 Planning and Organising			
6.2 Delivering Results and Meeting Customer Expectations			
6.3 Following Instructions and Procedures	✓	✓	✓
7.1 Adapting and Responding to Change			
7.2 Coping with Pressures and Setbacks			
8.1 Achieving Personal Work Goals and Objectives			
8.2 Entrepreneurial and Commercial Thinking		✓	

### Key

✓: The ability test is relevant to the competency, has been completed and is included in the assessment

●: The ability test is relevant to the competency but has not been completed and is not included in the assessment

☐ [Greyed out]: There are no ability tests relevant to this competency

# Assessment Methodology

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

Questionnaire / Ability Test	Comparison Group
OPQ32r UK English v1 (Std Inst)	OPQ32r UK English Public Sector 2012 (AUS)
Graduate/University Verbal Reasoning RUS	General Population 2006
Graduate/University Numerical Reasoning RUS	General Population 2006
Graduate/University Inductive Reasoning RUS	General Population 2007

## Person Detail Section

Name	Mr Sample Candidate
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=7. N=Sten 3/7 %ile V=Sten 1/1 %ile D=Sten 2/3 %ile
Report	The Universal Competency Report v1 <sup>TC</sup>

## 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 these questionnaires and tests are limited to those people who have received specialist training in its use and interpretation.

The report herein is generated from the results of these questionnaires and tests answered by the respondent(s) and substantially reflect 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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