Development Action Planner

Name **Sample Candidate**

Date **12.15.2023**

Contents

You have recently completed a self-report personality questionnaire in order to provide a framework for discussing your likely strengths and development needs against twenty universal competencies from the SHL Universal Competency Framework (UCF). You have also completed one or more ability tests and these have been taken into account in the competency potential section. The relative importance of each of the twenty universal competencies will vary depending on the requirements of the job.

The Occupational Personality Questionnaire (OPQ32) describes preferences and attitudes in relation to thirty-two different aspects of working life. It is not a test, and is primarily concerned with your preferences and personal style in the workplace. The questionnaire provides a profile of your personality by making comparisons with a large relevant comparison group from across the world of work. The questionnaire is not infallible and, as with all self-report questionnaires, its accuracy depends on the honesty and frankness with which you completed it.

This report summarizes the way that you have described your typical style at work and your ability test scores in terms of twenty universal competencies. It gives an indication of your likely strengths in each area and also makes suggestions for development activities, based upon the information gained from the questionnaire.

The information contained within this report is not intended to be definitive; it should be seen as a starting point for discussing your development plans in the context of your current role or future career potential. You will get the most benefit from this report if you ensure that you have the opportunity to discuss the importance of each of the competencies to your current and future positions within your organization, and to then identify the most appropriate development action plan for you both in the short and longer term.

This report consists of the following sections:

→ A summary of your overall **competency profile** and ratings

→ A detailed page per competency outlining your **areas of strength and potential for development** for each of the twenty competencies, with development suggestions where relevant

→ A template for your **personal development plan**

Key to the rating symbols

The following symbols are used in the report to indicate your potential areas of strength and development needs, as well as how your personal style and ability may support each competency area:

Competency rating key

▮▮▮ Potential area of strength

▮▮▯ Some potential scope for development

▮▯▯ Potential development need

Personal style	Statement rating key	Ability
Personal style may positively support this area	● ● ●	Ability may positively support this area
Personal style may moderately support this area	● ●	Ability may moderately support this area
Personal style may present a challenge in this area	●	Ability may present a challenge in this area

3. Summary of Overall Competency Ratings

Below is a summary table of your ratings for each of the twenty UCF competencies. In the detailed section of this report you can find the definition of each of the competency titles. The number in brackets behind the competency title refers to the number of the competency, which will help you to locate them in the report.

UCF Competencies

Low **1** **2** **3** High

Leading and Deciding	Decision Making (1.1)	
	Leadership (1.2)	
Supporting and Cooperating	Collaboration (2.1)	
	Ethics and Values (2.2)	
Interacting and Presenting	Building Relationships (3.1)	
	Influence (3.2)	
	Communication (3.3)ᴰ	
Analyzing and Interpreting	Writing (4.1)ᴰ	
	Applying Expertise and Technology (4.2)ᴰᴵᴺ	
	Critical Thinking (4.3)ᴰᴵᴺ	
Creating and Conceptualizing	Learning (5.1)ᴰᴵᴺ	
	Creativity and Innovation (5.2)	
	Strategic Thinking (5.3)ᴰᴵ	
Organizing and Executing	Planning and Organizing (6.1)	
	Delivering Results (6.2)	
	Dependability (6.3)	
Adapting and Coping	Adaptability (7.1)	
	Resilience (7.2)	

Enterprising and Performing

Initiative (8.1)

Commercial Thinking (8.2)^{DI}

Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. Test codes: ^{D} Deductive. ^{I} Inductive. ^{N} Numerical. For further information, please refer to the "Ability Tests and Competencies" section at the end of this report.

4. Development Activities

① Identify relevant competencies

- Identify the purpose of the development activity (e.g., onboarding, performance management, preparing for more senior roles).

- With the target role in mind, identify those competencies specifically required by the job, either by looking at the job description or reviewing the competency definitions and noting those that are relevant to the job.

- Identify 6 to 8 competencies that are important for success.

② Identify target development areas

- Of the 6 to 8 important competencies you just identified, consider the overall competency ratings you received for each of these competencies in Section 3: Summary of Overall Competency Ratings. Based on those ratings, identify a maximum of 3 to 4 competencies to develop.

- An individual can only develop on a limited number of competencies annually as this requires them to change their preferred ways of behaving in a working context. Therefore, it is important to focus on developing only a few competencies at a time.

- A competency where an individual already shows strength can also be added to the development plan to ensure that they can develop this area even further and take it to the next level.

- Refer to Section 4: Individual Results to find behaviors associated with the competencies you selected for development. Select behaviors from this list as **Development Objectives** in your development plan.

- *Tip: The description of your development objective should be Specific, Measurable, Achievable, Relevant and have a Timescale i.e. it should be SMART.*

③ Select relevant development activities

- For each chosen competency, you will see that there are a few possible development activities. Each activity includes helpful action-oriented guidance and tips to fully leverage your development experience.

- With your development objectives in mind, **select the one or two activities** that are most relevant to the competency that you are specifically trying to develop and enter these into your development plan. For instance, if you have decided that you need to work on writing in a more simple and succinct manner, select the development activities that will provide you with an opportunity to practice and refine these related behaviors.

④ Determine the support you need

- You are encouraged to take responsibility for your own development, but this does not mean that you have to do it alone.

- Document **what support you need** and who can provide it in your development plan. For instance, your Line Manager may be able to act as a coach; HR may be able to organize specific learning activities for you; or select colleagues may be able to offer ongoing feedback and advice.

⑤ Set the timescale

- Your development plan should have **timelines and deadlines**. Setting deadlines helps to increase your commitment to the plan and makes it more likely that you will achieve it.

- Set a deadline for achieving the overall development objective. For example 'I will have presented my findings and recommendations to the cross-functional working group by the end of April this year '. You can also set milestones (interim goals) for completing each development activity.

⑥ Define a review process

- Schedule time to **review your development** with your manager at regular intervals. The review should include the following questions: Have I met my development objective? Have I completed the development activities I planned? Have I achieved the outcome I wanted? What can I do to develop further in this competency area?

- Consider using a 180° or 360° feedback approach to monitor and evaluate your progress.

⑦ Repeat this process for each of the competencies in your development plan

Decision Making (1.1)

Makes prompt decisions, even when they involve risk; makes difficult decisions, even when they involve tough choices; makes well-informed and considered decisions; takes responsibility for results.

- You are inclined to let others take control of the decision-making process.

- You balance the need to make quick decisions with the need to make the right decisions.

- You are comfortable leaving some tasks unfinished rather than following decisions through to the end.

- You are more likely than most of your peers to become upset when others criticize your decisions.

- You somewhat enjoy critically evaluating relevant information when making decisions.

Possible development activities for further discussion:

- If you are uncomfortable taking control of the decision-making process, start gaining confidence by seeking out low-risk decisions to make. When you aren't the one responsible for making decisions, watch the decision-maker closely and pay special attention to how they define the key decision points, weigh their options, and choose a course of action.

- Set a clear time frame for making decisions. To develop the skills needed to meet the time frames, consider instances when, because of time pressure, you were forced to make decisions on the basis of limited information or analysis. Assess the steps you took to come to a final decision. Ask yourself what information is crucial and what information is "nice to have."

- Work with your team to identify all stakeholders who are potentially impacted by a decision you have to make. Define problems from the perspective of each stakeholder. After implementing your decision, take time to thoroughly handle any problems or impacts that result from the decision.

- When making difficult decisions, it is likely that some people will disagree with you. The next time you are faced with criticism or opposition from others, consider the feedback. If you still believe you chose the best course of action, don't be afraid to stand firm and remain confident in your decision.

- Before you make a decision, ask yourself if you have carefully evaluated the available information from all angles. Make sure you have considered how each piece of information relates to the problem or decision point, and identified any gaps or inconsistencies that may limit the quality of your decision-making.

Leadership (1.2)

Leads groups and delegates work based on skills and potential; empowers others and motivates high performance; sets clear expectations and standards for performance; monitors work and coaches others to develop their full potential.

- You do not tend to like being in charge and leading the work of others.

- You are less inclined than others to try to understand what drives and motivates the people you lead.

- You tend to be somewhat at ease when leading a new team.

- You prefer to hold back from expressing your views about other people's performance.

- You are not highly inclined to take an active role in supporting others' development.

- You prefer to focus on the immediate situation rather than taking a strategic approach when giving direction.

Possible development activities for further discussion:

- Make it clear what decisions your team members can make themselves, and what decisions will need to come to you. Take the lead on identifying the most important priorities for your team, but allow people room to make their own decisions about exactly how they approach their work. Support them by asking what they need from you in order to succeed.

- Seek opportunities to make a connection between others' individual goals and the organizational goals for which you are given responsibility. Watch for opportunities to link people with experiences that will fulfill their goals while supporting the organization.

- Seek out a mentor within your organization who has a reputation for being a confident leader. Try to set regular meetings to discuss different interpersonal situations that you may encounter when managing others. Discuss techniques for responding effectively to these situations; preparing ahead of time can help you be more comfortable in leadership situations.

- When giving feedback to a team member, balance your comments between things they are doing that you like and that you dislike. When offering corrective feedback, rather than making general criticisms, give specific examples of what could be improved and how the improvements could be made. Concentrate on one or two things rather than giving a long list.

- Meet with each of your staff individually and discuss their strengths, aspirations, work preferences and development needs. Create a personal profile for each person that includes their present job description, capabilities, stretch goals and development requirements. Review development progress on a regular basis. Ensure that people have a balance of new and familiar tasks. Avoid allocating work only to those who are experienced in a given skill.

- Meet with your team to discuss the vision of the organization and your team's goals within this vision. Establish the key result areas for your team and link these to people's personal accountabilities and key performance indicators. Share objectives with the team so everyone understands each other's goals.

Collaboration (2.1)

Accepts and appreciates other people; demonstrates courtesy and compassion; supports, encourages, and thanks others; consults, listens, and understands others; promotes diversity and builds morale, team cohesion, and collaboration.

- You tend to be selective with sympathy and reserve support for serious problems.
- You prefer to make decisions alone rather than seeking diverse input from others.
- You prefer spending time alone rather than being around others.
- You tend not to analyze people's behavior in order to understand their perspectives.
- You are moderately inclined to focus on the good in people and to trust others.
- You think of yourself as someone who would rather do things your own way than follow the group consensus.

Possible development activities for further discussion:

- Evaluate how much you listen to and understand those around you. How do you show them that you are concerned? How do you behave when someone is going through a hard time? Learn from people who you think of as empathic and who respond well to other people's emotions. Be aware of your tone of voice and the style of language you are using. Ask coworkers or your manager/supervisor about whether you come across as considerate and what you could change to be more sensitive to others' needs.

- Practice asking others for help in solving problems. Use questions to draw out the ideas of others in your team and listen attentively to their responses. Acknowledge the value of each contribution and build on the ideas of others. In group situations, draw quieter members into the discussion by asking for their comments directly.

- Allow time for making social connections within and across teams. Attend or organize cross-team ventures and events. Take the time to learn about your coworkers' skills and interests; when you come across a task that a coworker might be interested in, invite them to collaborate with you.

- Do not make assumptions about the thoughts and feelings of others. Instead, carefully observe others to understand them. Be prepared to be influenced by other people's views. Value others for the diversity of their skills, knowledge and experience.

- Identify how your team members differ from you in the ways they behave at work. Ask yourself why you react negatively towards some people but not towards others. When a colleague makes a suggestion, concentrate on the suggestion itself rather than on how it is expressed.

- When someone shares an opinion about how to approach a task, make an effort to incorporate it into your work. Resist the urge to immediately explain the reasoning behind your own approach; instead, carefully consider the benefits of their suggestion. Keep in mind that being open to others' ideas can help improve your work environment and the quality of your final work.

Ethics and Values (2.2)

Upholds ethical standards and values; maintains confidentiality; follows through on commitments; encourages responsibility towards the community and the environment.

- You are prepared to bend or break rules when you think it is appropriate.
- You tend to remain detached from the welfare of those you work with and the wider community.
- You are prepared to leave some tasks and commitments unfinished.

Possible development activities for further discussion:

- With a mentor or trusted colleague, review your personal views regarding the relevance of the values, rules, and regulations that exist in your organization. Try to identify those that you are comfortable with, then seek clarification from your manager about the importance of those that you might otherwise feel inclined to disregard.

- List out the main efforts your organization makes to support its employees and the wider community. Identify ways you can support, contribute to, or raise awareness of these efforts.

- Be aware of times you're tempted to abandon a promise or commitment to make room for other priorities. How would it affect others if you don't follow through? Is there a way to address new priorities while still upholding your prior agreements? Make an effort to deliver on your commitments, even if it causes you some inconvenience.

Building Relationships (3.1)

Develops relationships and builds networks; creates a positive impression and builds rapport; adapts approach to interact effectively with others; effectively manages conflict; helps others succeed.

- You are somewhat comfortable building new relationships.
- You may be outgoing at times and may enjoy interacting in some group settings.
- You indicated a preference for spending time alone, which may limit your opportunities to build rapport with others.
- You sometimes adapt your behavior to make a positive impression on others.
- You tend to be somewhat selective in helping others succeed.
- You do not have a strong interest in others' motives when managing relationships.

Possible development activities for further discussion:

- Creating and maintaining your own professional network and learning about other functions within your organization can support your career. If the ability to network does not come naturally to you, there are steps you can take to make sure you don't miss out on its benefits. Use online social networks to connect with colleagues within and outside of your organization and learn about them. Look for situations in which you feel the most comfortable and use those opportunities to form relationships. For example, joining a volunteering day at work might give you the opportunity to meet new people in a more informal setting.

- In social situations, practice building rapport with people. Ask questions about them and their interests. Be conscious about showing interest with both your verbal and non-verbal behavior.

- If you don't feel a strong need to spend time with others, target your social interactions so that they provide the most meaning and value for you. Identify a few key colleagues with whom you would like to connect for a given project or initiative, and focus on building those relationships.

- When speaking to others, pay attention to their style and reactions, then adapt your style to suit theirs. Making slight modifications to your words, tone of voice, facial expressions, body language, or other behavior can help you engage others and put them at ease.

- Not everyone is good at asking for help when they need it. Pay attention to verbal and non-verbal signs that indicate that someone needs support. Offer to help colleagues who need assistance on projects or assignments. Your thoughtfulness will be repaid when others see that you need a helping hand.

- When you network, think about how it could create value for others. Opening up your network to others and identifying people in your network who can benefit from knowing each other is a good way to strengthen your network and harness its value.

Influence (3.2)

Establishes credibility and uses compelling insights to appeal to others' needs and persuade them to a different point of view; navigates political situations and negotiates to gain agreement from others and achieve desired outcomes.

- You prefer to let other people take control of influencing others.
- You are likely to be moderately comfortable and confident in most social situations.
- You sometimes favor creative and unconventional ways to influence others.
- You are not inclined to consider other people's needs and motives when attempting to win them over.
- You sometimes tend to vary your approach to suit the situation in order to build support.
- You do not enjoy using negotiation or persuasive strategies when trying to influence others.

Possible development activities for further discussion:

Being able to take charge of a conversation may help you to get your ideas across and build consensus. Although this may not come naturally to you, it is a skill that can be practiced. Identify a coworker or a public speaker that you can observe as a model. Pay attention to their pace and tone of voice, their body language, how they make clear what they are trying to achieve, and how they work towards it.

Showing self-confidence is essential to establishing credibility at work, which can in turn support your career. If you trust yourself, people will trust you. You can work on building your self-trust. For example, if you are not at ease when dealing with or presenting to unfamiliar people and audiences, make a specific point of putting yourself in these situations. Start with low-risk encounters like sharing the stage with a colleague who will support and encourage you. As you gain confidence, increase the challenge. Perhaps take on a work presentation to a less familiar audience, and ensure that you have plenty of time to prepare and rehearse.

Practice coming up with creative ways to sell your ideas and influence others. Pick a topic and identify the top three issues that your audience will care about. For each issue identify a solution that may be valuable to your audience and explain its value. Try incorporating new and unexpected methods into your solutions or your ways of presenting the solutions to your audience.

When selling your ideas to someone, take some time to understand who you are talking to and learn how they feel about the issue or topic in question. Consider how the issue relates to their values, needs, or motivations. Use what you've learned to shape your approach to convince them.

When selling your ideas, tailor your strategy to the other person. Try to understand their preferred style of communication and how they like to make decisions. Leverage this understanding to tailor your approach specifically to them.

Observe people in your organization who seem particularly skilled at getting others to take action. Take note of techniques they use and consider how they respond to a reluctance to take action. Compare this with how you influence others to follow your direction.

Communication (3.3)^D

Understands spoken information; speaks clearly and understandably; presents with confidence; gauges audience reaction, interest, and understanding, and adjusts communication style or content accordingly.

> ^D Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. ^D Deductive.

- You dislike using persuasion techniques to change other people's points of view.

- You are as outgoing as most others, and seem reasonably confident when speaking to others.

- You sometimes enjoy critically analyzing spoken information.

- You are moderately calm before important events, which may support effective communication.

- You do not place a strong focus on analyzing your audience's motives when trying to communicate.

- You may at times be inclined to tailor messages to suit your audience.

- Your results on the deductive reasoning ability test were below average compared with your peers. You may have some difficulty drawing conclusions from verbal information.

Possible development activities for further discussion:

- Ask others to give you feedback on the persuasiveness of your words. Next time you need to convince others of your point of view, prepare your arguments in advance and ask someone you trust to help you rehearse. Ask for feedback on whether your choice of words is likely to appeal to and influence your audience.

- When speaking publicly, talk with enthusiasm and conviction. Tell a personal story or anecdote that others will remember. Use visuals and other media to make a stronger impact. Use tone and silences to add emphasis. Use positive and confident body language such as leaning forward, nodding and physical gestures that support what you are saying.

- Listen to a public talk. Note the main points made by the speaker and identify how they tie together. Uncover the logical connections that form the underlying structure of the speech.

- Video record your presentations and watch them. Write down the things you do well and the things you can improve upon. Pay close attention to odd vocalizations, like saying the words "Uh," "Um," or other words that can be distracting.

- Before making a presentation, gather information about the audience to understand their connection to the topic. What motivates their interest in the topic? How could you tailor your message or mode of communication to capture their engagement? Incorporate these ideas into your presentation to help communicate more effectively with your audience.

- When making a presentation, pay close attention to the audience to determine their level of interest and engagement. If they appear bored, try changing the volume of your voice or the speed at which you are speaking.

- When preparing a presentation, make sure that you include enough time to understand all aspects of the information you need to communicate. Start by presenting only a few ideas at a time, then challenge yourself to analyze and present more complex information as a means of further developing your skills in this area.

Writing (4.1)ᴰ

Understands written information; writes clearly, succinctly, and correctly, avoiding jargon and complexity; structures written information to meet the audience's needs and stimulate interest.

> ᴰ Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. ᴰ Deductive.

- You are moderately inclined to look for errors and mistakes in written work.

- You prefer writing about straightforward ideas rather than high-level concepts.

- You are likely to take a less methodical approach than others when structuring written information.

- Your results on the deductive reasoning ability test were below average compared with your peers. You may have some difficulty understanding and evaluating the logic of written information.

Possible development activities for further discussion:

- Choose a scientific paper or opinion piece that presents an argument about a topic. As you read, summarize the main argument and critically evaluate the evidence the author presents to support it. How well does the provided evidence support the author's argument? Are any pieces of information missing or inconsistent?

- When writing about a specific topic, think about the broader concepts that are relevant to the topic. Tie your concrete examples back to these broader concepts in your writing.

- Create an outline before you begin writing. Make sure it is clear what each section contributes to the overall piece. If sections are redundant, combine or eliminate them.

- Seek out opportunities to critically analyze written information. Read about a topic that you are not familiar with. Make some notes on what you believe to be the key points in the document and check these with someone who is familiar with the information. Identify the areas where you may have misinterpreted the information and trace this back to the document to understand where the error may have been made.

Applying Expertise and Technology (4.2)^{DIN}

Applies functional and technical expertise to accomplish work; uses technology systems to communicate information; adopts, operates, and repairs job-related technology effectively; generates new functionality within technology systems.

> ^{DIN} Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. ^D Deductive. ^I Inductive. ^N Numerical.

- You are sometimes comfortable developing expertise in tasks that involve working with data and numbers.

- You are less inclined than others to use your expertise to come up with creative solutions.

- You are comfortable at times critically reviewing information to solve problems.

- You would rather focus on immediate issues than consider longer-term trends in your field.

- Your inductive reasoning ability test results were below average compared with your peers. You may find it difficult to identify patterns or make inferences when doing your work tasks.

- Your deductive reasoning ability test results were below average compared with your peers. In your day-to-day job, you may find it difficult to draw conclusions and solve problems using available facts.

- Your numerical ability test scores were below average compared with your peers. You may find it challenging to apply numerical concepts in your field of expertise.

Possible development activities for further discussion:

- Identify colleagues whom you consider to be skilled at analyzing data, and work with them to resolve a specific difficulty or roadblock. Record the steps they take in their analysis that prove critical to a successful outcome.

- When it's reasonable, be an early adopter of new technology related to your field. Research the technology beforehand and monitor online forums to see what new things are being done with it.

- Consider a technical problem that you have tackled recently. Talk through your approach with a trusted colleague, and ask them to help you determine to what extent you identified and considered all possible sources of information and data that impacted the issue. Ensure that a full range of information is included in your future analyses.

- Keep up-to-date with technical developments in your field. Read publications that relate to your specialty area and determine whether new technology that has become available could help your team improve productivity and efficiency in the long term. Arrange knowledge-sharing sessions with colleagues.

- Identify a mentor in your field. Establish regular meetings with this person to develop a better understanding of the conceptual issues relevant to your work and how to apply them.

- When you need to work with a lot of information, make notes on key points that you can refer to later. Use these notes to help you keep track of all the information, so that you can draw conclusions using all the relevant facts.

Review your current level of numerical and statistical knowledge and identify any key gaps that are relevant to your area of expertise. Research and study one of these areas. Report back to a manager or colleague who will be able to assist in verifying your understanding of the material.

Critical Thinking (4.3)^{DIN}

Gains an understanding of the situation or problem; evaluates, integrates, and categorizes information to identify issues, patterns, trends, and relationships; challenges assumptions and draws informed conclusions that enable effective approaches and solutions.

> ^{DIN} Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. ^D Deductive. ^I Inductive. ^N Numerical.

You somewhat enjoy evaluating information to detect potential issues and limitations.

You moderately enjoy working with facts and figures to make informed conclusions.

You tend to be unconcerned with checking detailed information to identify key factors of situations.

You are not inclined to create innovative and workable solutions to problems.

Your results on the inductive reasoning ability test were below average compared with your peers. This suggests you may find it difficult to identify solutions to unstructured or abstract problems.

Your deductive reasoning ability test results were below average compared with your peers. At times you may find it hard to process information and use it to find workable solutions to problems.

Your numerical ability test results were below average compared with your peers. You may find it difficult to analyze and evaluate numerical data.

Possible development activities for further discussion:

Break complex problems into component parts and identify the links and interdependencies between the parts. Learn how to apply "Mind Mapping" to problems. Consider the potential impact of a solution on connected elements before implementing any decisions.

When evaluating a problem or situation, assess whether you have enough factual information to draw logical rather than intuitive conclusions. If asked to defend your conclusion, would you have objective information available to justify it? If you don't have what you need, set yourself the interim objective of obtaining more data. Use the data to go through the logical decision-making process again.

Try taking a more intentional approach to mapping out the details of complex problems. Consider how you would describe the problem to someone outside of your field. Instead of describing the problem with jargon, use a sketch to describe the parts of the problem and their interrelatedness. This will help you to observe fundamental relationships underpinning the challenge. Ask an experienced coworker to review your notes and suggest points you may have missed.

When presented with a problem, take the time to think through the pieces, even if the solution appears to be obvious. Challenge yourself to come up with multiple potential solutions, including new or unexpected approaches.

Seek out situations where there is a large amount of complex information and a lack of clear structure. Identify some themes and establish a structure for the problem.

When you face a problem that involves lots of information, keep track of all the relevant information by writing it down in a format you can easily review. That may help you make sure you consider all the important points.

Think about the specific types of numerical information that you encounter most often in your job. Brainstorm ways you can practice working with this information in order to become more comfortable analyzing and interpreting it.

Learning (5.1)^{DIN}

Identifies the information needed to address an issue; gathers information from routine and non-routine sources to support decision-making; assimilates new information quickly; masters new techniques easily.

> ^{DIN} Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. ^D Deductive. ^I Inductive. ^N Numerical.

- You are moderately inclined to evaluate new information to identify potential limitations.
- You are less likely than your peers to strive to become an expert on new information and techniques.
- You prefer to pursue concrete tasks rather than learn about high-level concepts at work.
- You tend to take a relatively unstructured approach when gathering and processing information.
- Your inductive reasoning ability test results were below average compared with your peers. You may therefore find it challenging to identify relationships in information as you learn.
- Your deductive reasoning ability test results were below average compared with your peers. You may find it hard to make logical conclusions from information.
- Your results on the numerical ability test were below average compared with your peers. You may find it challenging to understand newly presented numerical data.

### Possible development activities for further discussion:

- Select a system, procedure, or policy at work that is in need of evaluation. Find information that will assist you in determining its effectiveness. Carefully evaluate the information to identify strengths, limitations, and areas for improvement.

- Find an aspect of your work that you find difficult to understand, but are interested in. To make it easier to understand and learn the information, read up on everything related to the topic. Discuss this aspect with experts inside and outside the organization. Set a goal for yourself to apply the newly learned information or technique to your own work.

- Involve yourself in a variety of debates on topics unfamiliar to you. Clarify the issue before starting your response. Focus your comments on the critical areas. Remain active in debate even if you're not an expert. Summarize complex problems or high-level ideas. Take a risk by commenting on an area outside your comfort zone.

- When you are required to make a complex decision, list what critical information you need. Identify what you have and what is still missing. Don't just rely on one source for your information but identify a range of reliable sources. Check information from different sources for inconsistencies. Check with sources of conflicting information and ask them to confirm how reliable it is. Examine inconsistent information to identify its relevance and degree of impact to help you decide whether to take it into account in your decision-making process.

- Learning requires you to see relationships between different pieces of information. If you have trouble understanding whether two pieces of information are related, ask someone who knows about the topic to explain how the different points are connected.

- When learning new information, try to make predictions based on what you already know. Then try to confirm whether you predictions are accurate.

Think about how numerical information is usually presented in your field (e.g., tables, graphs). Make sure you understand how to read these formats so that you can more easily understand the information that they contain.

Creativity and Innovation (5.2)
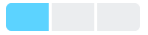
Embraces new ideas; seeks out diverse perspectives; reassesses, experiments, and brainstorms to generate ideas and insights; thinks in new and different ways to create innovative approaches and solutions.

- You are more likely to build on others' ideas than to generate innovative solutions yourself.
- You occasionally enjoy experimenting with novel and unconventional ideas.
- You enjoy some variety in work tasks and occasionally seek new, diverse approaches.

Possible development activities for further discussion:

Challenge your usual approach and viewpoint and widen your perspective. For example, broaden the range of sources from which you typically gather information. When coming up with ideas, do not reject silly or radical ones, as often they lead to creative but sensible conclusions. Avoid becoming habit-bound and destroying creativity by having an excessively critical response to ideas.

When a new idea is introduced, withhold making a judgment until you have examined the idea closely. Keep an open mind about new methods of doing things, or to new approaches to problems. Compare current thinking to the new idea and identify the improvements.

Take a critical look at conventional approaches within the organization. Think of alternative ways to achieve the same, or a better, result. The next time you are faced with a problem, challenge yourself to think creatively. Examine how you encourage and reward creative or innovative thinking in others.

Strategic Thinking (5.3)^{DI}

Thinks broadly and considers important issues that impact success today and in the future; develops strategies to achieve critical outcomes; proactively seeks opportunities to introduce change.

> ^{DI} Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. ^D Deductive. ^I Inductive.

- You tend to focus on short-term plans rather than taking a long-term strategic perspective.

- You prefer to build on others' ideas rather than generate your own ideas for improving work processes.

- You are sometimes open to trying new ways of working, and sometimes prefer to stick to traditional methods.

- You tend to focus on achievable rather than stretch goals.

- You like to focus more on concrete ideas than on strategic ideas.

- Your inductive reasoning ability test results were below average compared with your peers. You may find it challenging to think broadly and use reasoning when dealing with conceptual or abstract issues.

- Your deductive reasoning ability test results were below average compared with your peers. You may find it difficult to develop strategies and policies that are consistent with broader goals.

Possible development activities for further discussion:

- Determine the important strategic and business issues for your area and for the business. Use this information to identify the priorities for your area and the organization. When problems arise, think through the strategic and business implications of your actions rather than deciding on a short-term solution. Review the work you and your team have completed in the last quarter. Determine if short-term actions have negatively affected your long-term goals. Get into the habit of looking at the bigger picture whenever you make decisions and take action.

- Get feedback from your colleagues on how you solve problems. Do you tend to come up with new ideas or approaches? If not, think about this next time a problem presents itself and don't just go for a solution that you've used in the past. See this as an opportunity to come up with new ideas and implement them to improve your work practices.

- Select a change that you wish to introduce into your department. List the positives and negatives of implementing and of not implementing the change. Develop a persuasive argument to explain the underlying rationale and potential benefits of adopting the change.

- Compile a list of the work goals you are currently working to achieve. Categorize each goal as an achievable goal or a stretch goal. Review your list. Do you have at least a few stretch goals? If not, try "leveling up" some of your achievable goals so they present more of a challenge.

- Learn about your organization's strategic thinking; understand the plan itself, the philosophy behind it and major policies. Consider how your day-to-day tasks help support the organization's strategic vision.

- When developing strategies, push yourself to identify and consider the full range of relevant issues. Think about how they are connected with each other. Ask someone you trust to review your strategy and suggest aspects you may not have considered.
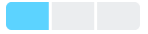
Identify a person who is good at developing specific strategies that effectively target larger problems or goals. Ask them to explain their approach, then try experimenting with their techniques.

Planning and Organizing (6.1)

Sets objectives that align with team and organizational goals; develops plans, commits to timelines, and uses time effectively; anticipates, allocates, and monitors resources to deliver work requirements; documents job information.

- You are less likely than others to take an organized approach to planning and monitoring work.

- You are not always concerned with delivering work on schedule.

- You prefer to focus on immediate tasks rather than planning ahead and setting longer-term objectives.

- You may at times be inclined to deviate from established plans and objectives.

Possible development activities for further discussion:

- When writing project documentation, think about what detailed information the reader needs or wants to know (e.g., the locations of different files, or records of communication with other departments or clients). Review your work to remove irrelevant or inappropriate information and add anything that is missing.

- Record how you spend your time over a period of two weeks. Compare the amount of time you actually spent on tasks with the amount of time you had planned. Highlight any differences, and use that knowledge next time you perform similar activities to allocate a realistic amount of time.

- Collect a list of long-term work objectives that you would like to work towards. Break down each of these long-term objectives into short-term goals and tasks. Compare your day-to-day activities to the short-term tasks on your list. Consider whether you can make any changes to better align your current work activities to your long-term objectives.

- The next time you find yourself deviating from an established work plan, stop to think about the rationale and impact. Are there unexpected changes or obstacles that require a new approach? How will other team members be impacted by the change of process? Consider whether it's better to stick to the original plan, or if the situation truly requires a change.

Delivering Results (6.2)

Focuses on understanding and addressing customer needs; sets high standards for work quality and quantity; delivers high productivity in a focused and timely manner; structures and prioritizes work activities; shows commitment to the organization.

- You tend to interpret deadlines as flexible and may not fully deliver tasks on time.

- You tend to take a less systematic approach to working and may not always focus on the finer details.

- You tend to interpret rules as general guidelines, so are sometimes willing to deviate from work standards.

- You expressed a preference for a slower pace of work.

Possible development activities for further discussion:

- Adhering to deadlines is necessary for successfully delivering projects and remaining productive. For tight deadlines, prioritize the critical aspects of your project that must be accomplished.

- When working on a highly detailed task, build in time for someone to double-check your work. Have a detail-oriented coworker mark errors, inaccuracies, or areas that are incomplete. Leave plenty of time for you to review their feedback and make the appropriate corrections before submitting the final version of your work.

- Think about a time you cut corners on a task. What motivated you to deviate from established work standards? How did the quality of your work suffer? Make an action plan for the next time you are tempted to let quality assurance procedures slide. Build extra time and safeguards (such as an external review of your work) into your plan to ensure that your work meets quality standards.

- When multiple tasks present themselves, focus on the actions that must be taken to complete each one separately, and then plan how you can use your time to effectively complete each of those actions.

Dependability (6.3)

Takes direction from others; adheres to regulations, policies, procedures, and legal obligations; is punctual and reliable; performs work in a safe and secure manner, prioritizing the safety and security of individuals, materials, and information.

- You tend not to be restricted by rules and regulations.

- You sometimes prefer well-established ways of doing things, and sometimes prefer trying new methods.

- You may sometimes find it difficult to take direction from other people.

- You tend to think of commitments as flexible, rather than striving to follow through on all responsibilities.

Possible development activities for further discussion:

- Review your organization's policies and identify the key points that affect your area. Speak with colleagues or your manager to think through the rationale behind each rule or regulation. Identify where you could improve on adhering to the policies.

- Take the time to understand organizational policies, rules, regulations, and standards as they apply to your department. Review your processes to ensure they take these policies into account. If you feel some of the policies are redundant or outdated, identify legitimate ways of raising concerns.

- Ask your colleagues how open they think you are to being managed. Identify what "being managed" means to you, and review the past few months to identify times when you may not have responded positively. Think about your communication style and your body language as well as your words, and consider whether your style limits your ability to take direction from others.

- If you have to break a commitment, let others know as soon as possible. Provide alternatives or create an action plan to address missed deadlines/meetings.

Adaptability (7.1)

Adapts well to ambiguity, change, and different cultures; finds positive opportunities in these circumstances.

- You sometimes prefer trying new ways of working in ambiguous situations.

- You enjoy some variety in your work and may embrace some changes.

- You prefer implementing others' ideas rather than generating your own during changing situations.

- You may at times adjust your approach to accommodate different situations.

- You may find it challenging to identify positive opportunities in ambiguity.

Possible development activities for further discussion:

- When you find yourself in an ambiguous role or work situation, create a plan and then confirm that plan with your manager. Use the basics of the plan to prevent you from becoming overwhelmed by the ambiguity of the situation.

- Be aware when your preference for routine may prevent you from embracing change because of short-term ambiguity or lack of immediate clarity. Recognize that you may need to show flexibility in redefining systems and processes in order to maximize the benefits of the uncertainty.

- Keep an open mind when new ideas, methods, or changes are introduced. Listen to the reasons for the new idea, method, or change so you can understand why it is beneficial or necessary. Don't be afraid to offer your own ideas and challenge existing methods. When a new idea, method, or change is implemented, identify where you are on the "change curve" (feeling shocked, blaming others, blaming yourself, feeling confused, accepting or problem-solving). Identify and focus on the benefits of the change.

- When faced with a project or situation that has few guidelines, begin by asking broad questions related to the purpose of your work, the desired outcome, and the context within which the work is taking place. Instead of defaulting to your standard approach, consider how you can make small changes to better accommodate the details of the situation.

- Instead of focusing on the downsides of an uncertain work situation, think of the potential opportunities that it presents. Did the changing environment reveal ineffective processes that can be improved? Are you able to develop new connections with colleagues as you manage the situation together? Challenge yourself to take advantage of these opportunities.

Resilience (7.2)
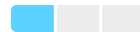
Works productively under pressure; maintains a positive outlook; controls emotions; handles failure or criticism well and learns from it.

- You are inclined to be more sensitive to criticism than others.

- You tend to get worried and may have some difficulty staying productive when things go wrong.

- You express emotions about as much as others, and may seem calm in some challenging situations.

- You do not think of yourself as someone who easily maintains a positive outlook.

Possible development activities for further discussion:

- Ask a trusted mentor or colleague about a time they received useful feedback or criticism. How did they feel about receiving the criticism? How did they respond? What did they learn from the experience? The next time someone gives you feedback or criticism, remind yourself that everyone has room to improve.

- Reflect on times when you have felt under pressure at work. Consider what you did to manage these situations successfully and think of things you could have done differently to ease the pressure. Reinforce your self-confidence in your ability to work through stressful times by listing the strengths you bring to your job.

- Whenever you display negative emotions or behavior at work, think about other ways you could have acted that would have been more appropriate. Write down these more appropriate behaviors, and next time you are in a similar situation, try to engage in those behaviors.

- Learn how to put difficulties into perspective by working through how you would deal with work if everything went wrong. Describe how you would feel if the worst were to happen. Ask yourself what you could do to reduce the bad effects. Develop contingency plans, which will help you to remain positive in the face of adversity.

Initiative (8.1)

Tackles demanding goals enthusiastically; seeks out progressively more difficult assignments and roles; proactively identifies and acts on opportunities and improvement areas; accomplishes work autonomously; strives to outperform others.

- You prefer to set more achievable than demanding goals for yourself.
- You prefer a steady pace rather than a fast pace of work.
- You may seek to outperform others in some competitive situations.
- You are comfortable completing tasks your own way and working without guidance from others.

Possible development activities for further discussion:

- Identify three stretch goals for yourself and develop action plans to achieve them. Highlight any potential blocks to reaching your objectives and consider how you might overcome them. Let your peers know that you are seeking development, increased responsibility, and challenge.

- Consider how your manager would evaluate your energy, enthusiasm, commitment, and level of ambition compared to others in the organization. Are there any specific issues getting in the way of you investing more energy in your work? Consider what you are good at, what you enjoy doing, what people regard you as good at, and what makes you feel excited and interested in your work. Identify projects and responsibilities that expose you to more of these kinds of activities and speak to your manager about what opportunities there are to become more involved in them.

- Remember that competition doesn't have to be hostile. Find ways to engage in friendly competition with your coworkers, for example, by building a leaderboard for key work outcomes, or creating teams that compete against each other. Frame your competitive goals as stretching your own skills and performance, rather than outperforming others.

Commercial Thinking (8.2)^{DI}

Considers revenue, cost, and risk factors that drive organizational performance; identifies and secures new business; optimizes resources to deliver more with less; manages and mitigates risks; maintains awareness of external factors impacting the business.

> ^{DI} Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. ^D Deductive. ^I Inductive.

● You tend to focus on the short term rather than thinking about longer-term risks.

● You prefer to set achievable rather than ambitious goals, which may limit your opportunities to support the organization's commercial success.

● ● You occasionally enjoy competition, fostering some drive to outperform competitors.

● ● You are somewhat comfortable working with numbers and facts in order to understand the business market.

● You do not enjoy persuading others in order to secure new business.

● Your results on the inductive reasoning test were below average compared with your peers. You may find it challenging to integrate key commercial factors into broad trends that impact the business.

● Your results on the deductive reasoning test were below average compared with your peers. You may find it challenging to draw logical conclusions from information that would help you remain aware of the external factors that impact the business.

Possible development activities for further discussion:

💡 The next time you are faced with a business decision, think ahead and consider the potential risks of the decision. Ask yourself, "What is the worst thing that could happen?" Make a note to revisit your decision at future intervals to assess the outcome, then identify a strategy you can employ to more effectively balance short-term opportunity with risk in future situations.

💡 Read about companies that have set bold and ambitious commercial objectives. Compare these objectives to your own short-term and long-term goals for the business. Can you make any modifications to strive for greater organizational performance?

💡 Research the products and strategy of your company's biggest competitor. Use that information for strategizing what your company could do to win business from them.

💡 Review your company's website, speeches, annual report, and press releases to find out which financial indicators the company is emphasizing in communications to customers and/or investors. Research these financial indicators to help you understand the key ideas.

💡 Shadow an experienced salesperson. Get feedback from this person on tips for securing leads for new business. Consider any suggestions and practice them in subsequent sales or external network-building opportunities. Take note of whether these strategies help you achieve your goals.

💡 Learn about different factors that impact the company and the market. Try to understand how they are related to each other, and how they relate to your role and company performance. Try synthesizing this information into a few general themes that capture key factors and their interrelationships.

Identify a colleague or a manager that you know is efficient in interpreting information. Read through their interpretation of a piece of information that is relevant to the market or the organization's competitors and discuss their conclusions with them. Choose a new piece of information to analyze and interpret, then ask a trusted colleague to check your interpretation. Continue to seek and interpret this type of information to help you remain aware of external factors impacting the business.

5. Personal Development Plan

#	Competency	Development Objective	Development Activity	Support Required	Timescale	Review Process
1						1
2						
3						
4						
5						5
6						

6. 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 organization for further guidance if needed). Competency predictions are still robust if OPQ has been used by itself, or along with one or two ability tests.

Competency	Checking	Deductive	Inductive	Numerical	Technical Checking
Decision Making (1.1)					●
Leadership (1.2)					
Collaboration (2.1)					
Ethics and Values (2.2)					
Building Relationships (3.1)					
Influence (3.2)					
Communication (3.3)D		✓			
Writing (4.1)D		✓			
Applying Expertise and Technology (4.2)DIN	●	✓	✓	✓	●
Critical Thinking (4.3)DIN	●	✓	✓	✓	●
Learning (5.1)DIN	●	✓	✓	✓	●
Creativity and Innovation (5.2)					
Strategic Thinking (5.3)DI		✓	✓		
Planning and Organizing (6.1)					
Delivering Results (6.2)	●				●
Dependability (6.3)	●				●
Adaptability (7.1)					
Resilience (7.2)					
Initiative (8.1)					
Commercial Thinking (8.2)DI		✓	✓		

Keys:
- ✓ 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
- ▢ There are no ability tests relevant to this competency

7. Assessment Methodology

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

Questionnaire / Ability Test	Comparison Group
OPQ32r UK English v1 (Std Inst)	OPQ32r UK English General Population 2012 (INT)
Verify Interactive - G+ - UKE	Interactive G+ General Composite (INT) v1

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 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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Person Detail Section

Name	Sample Candidate
Participant Data	RP1=4, RP2=4, RP3=4, RP4=7, RP5=6, RP6=4, RP7=5, RP8=6, RP9=2, RP10=3, TS1=5, TS2=5, TS3=3, TS4=5, TS5=3, TS6=3, TS7=5, TS8=6, TS9=4, TS10=3, TS11=2, TS12=4, FE1=3, FE2=6, FE3=3, FE4=3, FE5=5, FE6=6, FE7=3, FE8=6, FE9=3, FE10=5, CNS=1.
Report	UCF Development Action Planner