



---

# OPQ Universal Competency Report

---

Name **Sample Candidate1**

Date **26.10.2023**

**1** Introduction

---

**2** About this Report

---

**3** Summary of Competency Potential

---

**4** Competency Potential Profile

---

**5** Ability Tests and Competencies

---

**6** Assessment Methodology

---



This report is intended for use by managers and HR professionals. It summarises how the individual's preferred style or typical way of behaving is likely to influence their potential performance on twenty universal competencies. This potential is based on the individual's responses to the Occupational Personality Questionnaire (OPQ). Their responses have been compared against those of a large relevant comparison group to give a description of the individual's preferred approach to work.

The responses the individual gave show the way they see their own behaviour, rather than how another person might describe them. This report describes preferred ways of behaving, rather than actual skills levels. The accuracy of this report depends on the frankness with which the individual answered the questions as well as their self-awareness. Nevertheless, this report provides important indicators of the individual'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 their life or work they 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.

Please note that the individual has completed the questionnaire very inconsistently. This suggests that they may have had some difficulty completing the questionnaire or may not have answered the questions openly. Their results should therefore be treated with some caution. You may wish to verify the individual's results through further sources of evidence (e.g. an interview or a work sample exercise) or seek guidance from someone who is professionally qualified in the use of the OPQ<sup>32</sup>.

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.

## 2. About this Report



### Key to the rating symbols

The ticks, crosses and discs indicate which aspects of the individual's style are likely to contribute positively or more negatively to each competency.

Definition	Short description	Symbol
Likely to have a positive impact	Likely strength	✓
Likely to have neither a positive nor a negative impact	Moderate	●
Likely to have a negative impact	Likely limitation	✗

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



Unlikely to be a strength



Less likely to be a strength



Moderately likely to be a strength



Quite likely to be a strength



Very likely to be a strength





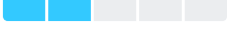


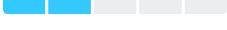



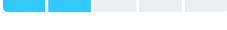
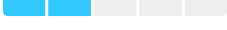
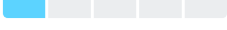

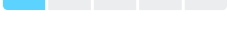

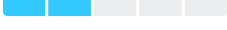









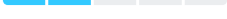
### 3. Summary of Competency Potential



The table below provides a summary of the individual'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 the individual has demonstrated effectiveness, you are more likely to recruit the best person for the job.

#### Competencies

Low      High

 <b>Leading and Deciding</b>	<b>Decision Making (1.1)</b>	
	<b>Leadership (1.2)</b>	
 <b>Supporting and Co-operating</b>	<b>Collaboration (2.1)</b>	
	<b>Ethics and Values (2.2)</b>	
 <b>Interacting and Presenting</b>	<b>Building Relationships (3.1)</b>	
	<b>Influence (3.2)</b>	
	<b>Communication (3.3)<sup>D</sup></b>	
 <b>Analysing and Interpreting</b>	<b>Writing (4.1)<sup>D</sup></b>	
	<b>Applying Expertise and Technology (4.2)<sup>DIN</sup></b>	
	<b>Critical Thinking (4.3)<sup>DIN</sup></b>	
 <b>Creating and Conceptualising</b>	<b>Learning (5.1)<sup>DIN</sup></b>	
	<b>Creativity and Innovation (5.2)</b>	
	<b>Strategic Thinking (5.3)<sup>DI</sup></b>	
 <b>Organising and Executing</b>	<b>Planning and Organising (6.1)</b>	
	<b>Delivering Results (6.2)</b>	
	<b>Dependability (6.3)</b>	
 <b>Adapting and Coping</b>	<b>Adaptability (7.1)</b>	
	<b>Resilience (7.2)</b>	
 <b>Enterprising and Performing</b>	<b>Initiative (8.1)</b>	
	<b>Commercial Thinking (8.2)<sup>DI</sup></b>	

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

# 4. Competency Potential Profile: Leading and Deciding

## 1. Leading and Deciding

### 1.1 Decision Making

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.

- ✓ Tends not to be upset by others' criticism, so is unlikely to be deterred by opposition to their decisions.
- Is moderately inclined to take control of the decision-making process when necessary.
- Balances the need to make quick decisions with the need to make the right decisions.
- ✗ Is comfortable leaving some tasks unfinished, so is not likely to follow all decisions through to the end.
- ✗ Dislikes critically evaluating information, which may sometimes lead to making uninformed decisions.

### 1.2 Leadership

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.

- Occasionally enjoys taking charge and leading the work of others.
- Sometimes thinks about the longer term and takes a strategic approach when giving direction.
- Is moderately inclined to try to understand what drives and motivates those they lead.
- Is somewhat at ease around others, so is likely to come across as a moderately confident leader.
- ✗ Is not very inclined to show concern for colleagues, so may not often taken an active role in supporting others' development.
- ✗ Prefers to hold back from expressing own views, so may be hesitant to address performance issues.

# 4. Competency Potential Profile: Supporting and Co-operating

## 2. Supporting and Co-operating

### 2.1 Collaboration

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.

- Moderately inclined to focus on the good in people, so is likely to build some trusting relationships.
- Is occasionally prepared to follow the group consensus, which may help build team cohesion.
- Sometimes enjoys analysing others' behaviour, and attempts to understand others' perspectives at times.
- Tends to take a balanced approach between making decisions alone and seeking diverse input from others.
- ✗ Lacks a strong desire to be around others, which can limit opportunities to collaborate and to boost team morale.
- ✗ Tends to be selective with sympathy, and reserve support for serious problems.

---

### 2.2 Ethics and Values

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

- Is prepared to break some rules, but not others.
- ✗ Is inclined to leave some tasks unfinished, so may not always fulfil promises or commitments.
- ✗ Tends to remain detached from the people they work with and the wider community.

## 4. Competency Potential Profile: Interacting and Presenting

### 3. Interacting and Presenting

#### 3.1 Building Relationships



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.

- Is moderately outgoing, so is likely to enjoy interacting in some group settings.
- Has some interest in others' motives, which can help when developing and managing relationships.
- Is somewhat comfortable around new people, so may find it fairly easy to build a network of relationships.
- Sometimes adapts behaviour when interacting with others in order to create a positive impression.
- ✗ Prefers spending time alone, which can limit opportunities to build rapport with others.
- ✗ Tends to be selective with their support, so is not likely to proactively seek to help others succeed.

#### 3.2 Influence



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.

- ✓ Enjoys negotiating and using persuasive strategies to influence others.
- Is sometimes likely to take control of influencing others.
- Is moderately comfortable in social situations, so is likely to display some confidence and credibility.
- Is moderately inclined to consider other people's needs and motives when trying to win them over.
- Varies their approach to suit the situation to some extent when trying to build support across their network.
- ✗ Favours conventional ways of influencing others.



## 4. Competency Potential Profile: Interacting and Presenting

### 3. Interacting and Presenting

#### 3.3 Communication <sup>D</sup>



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

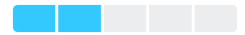
- ✓ Enjoys using persuasion techniques to help convince others to change their point of view.
- May be moderately outgoing, and is somewhat likely to seem confident when speaking to others.
- Enjoys changing their approach across people at times, so may tailor messages to suit their audience.
- Is moderately calm before important events, which may support effective communication.
- Is sometimes inclined to analyse others' motives, which may help them to understand their audience.
- ✗ Dislikes critically analysing information, which might limit understanding of spoken information.

Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. Test codes: <sup>D</sup> Deductive.

# 4. Competency Potential Profile: Analysing and Interpreting

## 4. Analysing and Interpreting

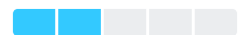
### 4.1 Writing <sup>D</sup>



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

- ✓ Enjoys thinking about high-level concepts, and is likely to be confident communicating them clearly in writing.
- ✓ Is comfortable taking a methodical approach, so is likely to produce well-organised written information.
- ✗ Is rarely inclined to look for errors and mistakes in work, which is likely to negatively impact the quality of written work.

### 4.2 Applying Expertise and Technology <sup>DIN</sup>



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.

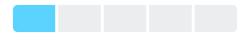
- ✓ Likes working with data and numbers, and may choose to develop expertise in job tasks that require working with numerical information.
- Balances focusing on immediate and longer-term issues, so may think about future trends in their field at times.
- Sometimes enjoys being creative, and occasionally may apply expertise to come up with new ideas and solutions.
- ✗ Tends not to enjoy critically reviewing information, so may not be comfortable solving problems that arise.

Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. Test codes: <sup>D</sup> Deductive. <sup>I</sup> Inductive. <sup>N</sup> Numerical.

# 4. Competency Potential Profile: Analysing and Interpreting

## 4. Analysing and Interpreting

### 4.3 Critical Thinking DIN



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

- ✓ Is inclined to focus on detail, so is likely to carefully check information to fully understand the situation.
- ✓ Likes working with facts and figures, and is likely to use them to make informed conclusions.
- Sometimes likes to create innovative and workable solutions to problems.
- ✗ Dislikes evaluating information, so may not identify potential issues or limitations.

Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. Test codes: <sup>D</sup> Deductive. <sup>I</sup> Inductive. <sup>N</sup> Numerical.

## 4. Competency Potential Profile: Creating and Conceptualising

### 5. Creating and Conceptualising

#### 5.1 Learning 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.

- ✓ Is interested in abstract ideas, and may readily seek opportunities to learn about broader concepts at work.
- ✓ Likes to be organised and systematic, which is likely to support efforts to gather and process information.
- Moderately values achievement, so may sometimes strive to become an expert on new information and techniques.
- ✗ Is inclined to accept things at face value, so is likely to not fully evaluate all of the information gathered while learning.

#### 5.2 Creativity and Innovation



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.

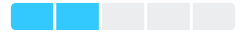
- Enjoys some variety in work tasks and occasionally likes to seek out new, diverse approaches.
- Sometimes enjoys generating new ideas, and may create some innovative approaches and solutions.
- ✗ Prefers to rely on known processes, and might not experiment with novel and unconventional ideas.

Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. Test codes: <sup>D</sup> Deductive. <sup>I</sup> Inductive. <sup>N</sup> Numerical.

## 4. Competency Potential Profile: Creating and Conceptualising

### 5. Creating and Conceptualising

#### 5.3 Strategic Thinking <sup>DI</sup>



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.

- ✓ Enjoys thinking about strategic vision rather than about concrete ideas.
- Balances generating their own ideas and building on others' ideas for improving work processes and approaches.
- Strikes a balance between short-term and long-term planning.
- Is inclined to set moderately ambitious goals when developing strategies to achieve critical outcomes.
- ✗ Prefers traditional ways of working, and can be reluctant to try new methods.

Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. Test codes: <sup>D</sup> Deductive, <sup>I</sup> Inductive.

## 4. Competency Potential Profile: Organising and Executing

### 6. Organising and Executing

#### 6.1 Planning and Organising

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

- ✓ Prefers to be organised and systematic, which supports planning, documenting, and monitoring work.
- Is inclined to follow most established plans and objectives when completing work.
- Strikes a balance by focusing on both the immediate and future term when planning and setting objectives.
- ✗ Is not always concerned with delivering work on schedule, so may not meet deadlines.

---

#### 6.2 Delivering Results

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 prioritises work activities; shows commitment to the organisation.

- ✓ Tends to be organised and detail-oriented, which is likely to help with delivering high quality results.
- Sometimes enjoys having a lot to do at work, so is likely to attend to and deliver on multiple tasks when necessary.
- Tends to follow established rules and procedures at times, but may sometimes deviate from quality standards.
- ✗ Is inclined to interpret deadlines as flexible and may not fully deliver important work tasks on time.

## 4. Competency Potential Profile: Organising and Executing

### 6. Organising and Executing

#### 6.3 Dependability

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

- ✓ Prefers established approaches, so is likely to consistently uphold organisational policies and regulations.
- Is moderately concerned with following rules and regulations, and is about as dependable as other people.
- Is comfortable taking direction from others in some situations.
- ✗ Tends to interpret commitments as flexible, so may not completely follow through on responsibilities.

## 4. Competency Potential Profile: Adapting and Coping

### 7. Adapting and Coping

#### 7.1 Adaptability

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

- Enjoys some variety in their work, and can adapt to changes when necessary.
- Sometimes likes generating their own ideas in response to changing situations.
- Is inclined to vary their behaviour at times, so may adjust their approach to accommodate different people and situations.
- ✗ Prefers to use well-established work methods, and is likely to struggle in ambiguous situations.
- ✗ Tends to focus on the negative aspects of a situation, so may not identify positive opportunities in ambiguity.

#### 7.2 Resilience

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

- ✓ Tends to stay calm when things go wrong, so is likely to work productively under pressure.
- ✓ Prefers to avoid showing emotions, so tends to seem very calm even in challenging situations.
- ✓ Tends not to be easily offended by others' remarks, and is likely to accept and learn from criticism.
- ✗ Is inclined to expect things to go wrong, so may struggle to maintain a positive outlook.



# 4. Competency Potential Profile: Enterprising and Performing

## 8. Enterprising and Performing

### 8.1 Initiative

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.

- Is comfortable being reasonably busy at work, and may sometimes seek additional tasks and responsibilities.
- Occasionally enjoys competitive situations, but may not be motivated to outperform others every time.
- Tends to strike a balance between completing tasks their own way and engaging others for guidance.
- Enjoys being moderately ambitious, so may identify and work to achieve challenging goals.

### 8.2 Commercial Thinking <sup>DI</sup>

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

- ✓ Is very comfortable working with numbers and facts, which facilitates a deep understanding of the market in which the business operates.
- ✓ Likes persuading others, so is likely to pursue and secure new business.
- Occasionally enjoys competition, fostering some drive to outperform competitors.
- Takes a future-focused perspective at times, and may identify and mitigate some risks.
- Has some drive to achieve, which is likely to positively impact the organisation's commercial success.

Competencies with these symbols were calculated with contributions from ability tests. The symbols indicate which tests were included. Test codes: <sup>D</sup> Deductive. <sup>I</sup> Inductive.

# 5. 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 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) <sup>D</sup>		✓			
Writing (4.1) <sup>D</sup>		✓			
Applying Expertise and Technology (4.2) <sup>DIN</sup>	●	✓	✓	✓	●
Critical Thinking (4.3) <sup>DIN</sup>	●	✓	✓	✓	●
Learning (5.1) <sup>DIN</sup>	●	✓	✓	✓	●
Creativity and Innovation (5.2)					
Strategic Thinking (5.3) <sup>DI</sup>		✓	✓		
Planning and Organising (6.1)					
Delivering Results (6.2)	●				●
Dependability (6.3)	●				●
Adaptability (7.1)					
Resilience (7.2)					
Initiative (8.1)					
Commercial Thinking (8.2) <sup>DI</sup>		✓	✓		

- 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

# 6. Assessment Methodology



This Profile is based upon the following sources of information for Sample Candidate1:

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 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.

SHL Global Management Limited and its associated companies cannot guarantee that the contents of this report are the unchanged output of the computer system. We can accept no liability for the consequences of the use of this report and this includes liability of every kind (including negligence) for its contents.

[www.shl.com](http://www.shl.com)

**Disclaimer:** © 2023 SHL and/or its affiliates. All rights reserved. SHL, OPQ and Verify are trademarks registered in the United Kingdom and other countries.

This report has been produced by SHL for the benefit of its client and contains SHL intellectual property. As such, SHL permits its client to reproduce, distribute, amend and store this report for its internal and non-commercial use only. All other rights of SHL are reserved.

## Person Detail Section

Name	Sample Candidate1
Participant Data	RP1=7, RP2=6, RP3=3, RP4=6, RP5=6, RP6=4, RP7=5, RP8=5, RP9=5, RP10=4, TS1=7, TS2=2, TS3=5, TS4=7, TS5=7, TS6=6, TS7=6, TS8=5, TS9=6, TS10=7, TS11=4, TS12=6, FE1=9, FE2=6, FE3=7, FE4=4, FE5=6, FE6=7, FE7=6, FE8=6, FE9=5, FE10=5, CNS=1.
Report	Universal Competency Report