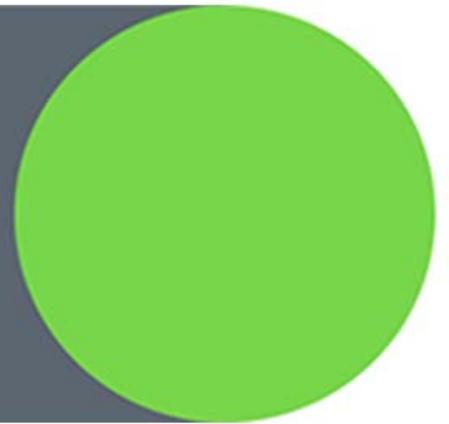




Talent in Innovation.
Innovation in Talent.

OPQ

Universal Competency Report



Name

Ms Kate Banana

Date

17 January 2019

INTRODUCTION

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

The responses Ms Banana gave show the way she sees her own behaviour, rather than how another person might describe her. This report describes preferred ways of behaving, rather than actual skills levels. The accuracy of this report depends on the frankness with which she answered the questions as well as her self-awareness. Nevertheless, this report provides important indicators of Ms Banana'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 her life or work she 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 Ms Banana'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 Ms Banana displaying strength in each competency is shown in the bar graphs on the right hand side of the report.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|--|---|
|  |  |  |  |  |
| 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 |

SUMMARY OF COMPETENCY POTENTIAL

The table below provides a summary of Ms Banana'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 Ms Banana 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) |
|---|---|---|---|---|---|-------------------------------|
| Leading and Deciding | | | | | | |
| 1.1 Deciding and Initiating Action | | | | | | |
| 1.2 Leading and Supervising | | | | | | |
| Supporting and Co-operating | | | | | | |
| 2.1 Working with People | | | | | | |
| 2.2 Adhering to Principles and Values ¹ | | | | | | |
| Interacting and Presenting | | | | | | |
| 3.1 Relating and Networking | | | | | | |
| 3.2 Persuading and Influencing | | | | | | |
| 3.3 Presenting and Communicating Information ² | | | | | | |
| Analysing and Interpreting | | | | | | |
| 4.1 Writing and Reporting ² | | | | | | |
| 4.2 Applying Expertise and Technology ² | | | | | | |
| 4.3 Analysing ² | | | | | | |
| Creating and Conceptualising | | | | | | |
| 5.1 Learning and Researching ² | | | | | | |
| 5.2 Creating and Innovating ² | | | | | | |
| 5.3 Formulating Strategies and Concepts ² | | | | | | |
| Organising and Executing | | | | | | |
| 6.1 Planning and Organising | | | | | | |
| 6.2 Delivering Results and Meeting Customer Expectations | | | | | | |
| 6.3 Following Instructions and Procedures ² | | | | | | |
| Adapting and Coping | | | | | | |
| 7.1 Adapting and Responding to Change | | | | | | |
| 7.2 Coping with Pressures and Setbacks | | | | | | |
| Enterprising and Performing | | | | | | |
| 8.1 Achieving Personal Work Goals and Objectives | | | | | | |
| 8.2 Entrepreneurial and Commercial Thinking ² | | | | | | |

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

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

² Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

COMPETENCY POTENTIAL PROFILE

| 1. Leading and Deciding | | 1 | 2 | 3 | 4 | 5 |
|--|--|---|---|---|---|---|
| 1.1 Deciding and Initiating Action | | | | | | |
| <ul style="list-style-type: none"> ✓ Decides upon a course of action quite quickly. ● Is prepared and as comfortable as most to take charge of situations when required. ● Places a moderate emphasis on achieving difficult targets. ✗ Is inclined to go along with the group consensus. | | | | | | |
| 1.2 Leading and Supervising | | | | | | |
| <ul style="list-style-type: none"> ● Is as prepared and as comfortable as most to lead a group when required. ● As likely as most to understand what motivates others. ● Is moderately likely to trust, and thus to empower, others. ✗ May only occasionally use persuasion when motivating others. | | | | | | |
| 2. Supporting and Co-operating | | 1 | 2 | 3 | 4 | 5 |
| 2.1 Working with People | | | | | | |
| <ul style="list-style-type: none"> ✓ Is likely to often provide support and sympathy to colleagues. ✓ Makes some effort to seek contributions from others in order to make a decision. ● Is as comfortable as most others to spend time with others. ● Occasionally seeks to understand the reasons for others' behaviour. ● Chooses between co-operation and competition depending on the situation. | | | | | | |
| 2.2 Adhering to Principles and Values ¹ | | | | | | |
| <ul style="list-style-type: none"> ✓ Makes some effort to seek a diverse range of views. ● Is as likely as most to adhere to rules and regulations. | | | | | | |
| 3. Interacting and Presenting | | 1 | 2 | 3 | 4 | 5 |
| 3.1 Relating and Networking | | | | | | |
| <ul style="list-style-type: none"> ● Is as likely as most to seek to understand what motivates others. ✗ Is unlikely to adapt personal style to fit in with others. ✗ Tends to be quiet and reserved in groups. ✗ Is unlikely to feel confident in formal business situations. | | | | | | |
| 3.2 Persuading and Influencing | | | | | | |
| <ul style="list-style-type: none"> ● May occasionally seek to understand other peoples' needs and motives. ✗ Does not especially enjoy selling and negotiating. ✗ Is unlikely to feel confident when influencing others, especially strangers. ✗ Is very unlikely to promote own credentials. ✗ Tends to be reserved when in group situations. | | | | | | |
| 3.3 Presenting and Communicating Information ² | | | | | | |
| <ul style="list-style-type: none"> ✗ May usually feel tense before important occasions. ✗ Does not enjoy using persuasion much when putting forward an argument. ✗ Is unlikely to feel confident when formally presenting. ✗ Is unlikely to adapt her own style and approach to the audience. | | | | | | |

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² Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

| 4. Analysing and Interpreting | | 1 | 2 | 3 | 4 | 5 |
|---|--|----------|----------|----------|----------|----------|
| 4.1 Writing and Reporting ² | | | | | | |
| ✓✓ | Is likely to produce documents that are very well structured. | | | | | |
| ● | Is as inclined as most others to understand the needs of an audience. | | | | | |
| ● | Moderately likely to critically evaluate the content of written information. | | | | | |
| × | May somewhat dislike dealing with abstract concepts in written work. | | | | | |
| 4.2 Applying Expertise and Technology ² | | | | | | |
| ● | Is as comfortable as most when working with numerical data. | | | | | |
| ● | May critically evaluate technical information in some situations. | | | | | |
| × | May not always enjoy engaging in theoretical and abstract thinking. | | | | | |
| 4.3 Analysing ² | | | | | | |
| ● | Will probe information for potential errors in analysis. | | | | | |
| ● | Is as comfortable as most others when analysing numerical information. | | | | | |
| × | May not always enjoy dealing with abstract concepts. | | | | | |

| 5. Creating and Conceptualising | | 1 | 2 | 3 | 4 | 5 |
|---|---|----------|----------|----------|----------|----------|
| 5.1 Learning and Researching ² | | | | | | |
| ● | Is likely to be moderately comfortable when required to work with numerical data. | | | | | |
| ● | May give some thought to potential limitations when reviewing new information. | | | | | |
| × | May not always enjoy learning about abstract concepts. | | | | | |
| × | Is quite likely to follow conventional approaches when learning new tasks. | | | | | |
| 5.2 Creating and Innovating ² | | | | | | |
| ● | Likes a small amount of change in work routine and appreciates stability. | | | | | |
| ● | Sees herself as creative as most others. | | | | | |
| × | Is quite likely to favour traditional methods. | | | | | |
| × | May not always enjoy adopting a conceptual approach. | | | | | |
| 5.3 Formulating Strategies and Concepts ² | | | | | | |
| ● | As likely as peers to take a longer term view when developing strategy. | | | | | |
| × | Is fairly likely to follow traditional approaches when establishing the vision. | | | | | |
| × | May not always enjoy thinking conceptually when developing strategy. | | | | | |
| ×× | May often become preoccupied by details. | | | | | |

² Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

| 6. Organising and Executing | | 1 | 2 | 3 | 4 | 5 |
|---|--|----------|----------|----------|----------|----------|
| 6.1 Planning and Organising | | | | | | |
| ✓✓ | Places a very high priority on completing plans to deadline. | | | | | |
| ✓✓ | Pays a great deal of attention to detail when planning. | | | | | |
| ● | Is as comfortable as most managing others when required. | | | | | |
| ● | Is as likely as most to display a strategic approach. | | | | | |
| 6.2 Delivering Results and Meeting Customer Expectations | | | | | | |
| ✓✓ | Places a very high priority on completing tasks in line with expectations. | | | | | |
| ✓✓ | Very likely to adopt a methodical and organised approach. | | | | | |
| ● | As likely as most to adhere to rules, regulations and set procedures. | | | | | |
| ● | Is as likely as most to set stretching goals for herself and others. | | | | | |
| 6.3 Following Instructions and Procedures ² | | | | | | |
| ✓✓ | Tends to place a very high priority on keeping to agreed schedules. | | | | | |
| ✓ | Is inclined to follow instructions from others. | | | | | |
| ● | Is as likely to follow rules and procedures as most. | | | | | |

| 7. Adapting and Coping | | 1 | 2 | 3 | 4 | 5 |
|---|---|----------|----------|----------|----------|----------|
| 7.1 Adapting and Responding to Change | | | | | | |
| ● | Is as likely as most to seek to understand differences in motives and behaviours of others. | | | | | |
| ● | Likes some variety and new experiences balanced with an appreciation of routine. | | | | | |
| × | Is quite likely to prefer well-established work methods. | | | | | |
| × | Is less likely to adapt an interpersonal style across situations. | | | | | |
| 7.2 Coping with Pressures and Setbacks | | | | | | |
| ✓ | Is likely to maintain a positive outlook. | | | | | |
| ✓ | Tends to keep a fairly firm hold over the expression of emotions. | | | | | |
| × | May experience a little difficulty in switching off from work pressures. | | | | | |
| × | May be sensitive to criticism or negative feedback. | | | | | |

| 8. Enterprising and Performing | | 1 | 2 | 3 | 4 | 5 |
|---|--|----------|----------|----------|----------|----------|
| 8.1 Achieving Personal Work Goals and Objectives | | | | | | |
| ● | Is likely to be as comfortable as most in competitive situations. | | | | | |
| ● | Is as comfortable with a demanding schedule as most others. | | | | | |
| ● | Is as motivated as most others to progress her career. | | | | | |
| ● | May pursue a balance between a strategic and short term view when identifying her own development needs. | | | | | |
| 8.2 Entrepreneurial and Commercial Thinking ² | | | | | | |
| ● | Is as comfortable as most with the competitive element in commercial situations. | | | | | |
| ● | May be motivated to some extent by stretching financial targets. | | | | | |
| ● | Is as comfortable as most working with financial information. | | | | | |

² Assessment of this competency could be enhanced by adding a measure of aptitude or ability. For an indication of which ability tests could be used, please see the section at the back of this report.

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. |

| 5. Creating and Conceptualising | |
|---|---|
| 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. |

| 6. Organising and Executing | |
|--|--|
| 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. |

| 7. Adapting and Coping | |
|--|--|
| 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. |

| 8. Enterprising and Performing | |
|--|---|
| 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. |

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 | Inductive Reasoning | Numerical Reasoning/Ability | Verbal/Deductive Reasoning |
|--|---------------------|-----------------------------|----------------------------|
| 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 Ms Kate Banana:

| Questionnaire / Ability Test | Comparison Group |
|---------------------------------|--|
| OPQ32r UK English v1 (Std Inst) | OPQ32r UK English Managerial & Professional 2011 (GBR) |

PERSON DETAIL SECTION

| | |
|-----------------------|--|
| Name | Ms Kate Banana |
| Candidate Data | RP1=4, RP2=6, RP3=2, RP4=3, RP5=3, RP6=6, RP7=3, RP8=8, RP9=7, RP10=8, TS1=5, TS2=5, TS3=6, TS4=7, TS5=4, TS6=5, TS7=5, TS8=3, TS9=5, TS10=9, TS11=10, TS12=6, FE1=4, FE2=7, FE3=3, FE4=8, FE5=5, FE6=7, FE7=6, FE8=6, FE9=5, FE10=7, CNS=7. |
| Report | The Universal Competency Report Version Number: 1.1 ^{RE} |

ABOUT THIS REPORT

This report was generated using SHL's Online Assessment System. It includes information from the Occupational Personality Questionnaire™ (OPQ32). The use of this questionnaire is limited to those people who have received specialist training in its use and interpretation.

The report herein is generated from the results of a questionnaire answered by the respondent(s) and substantially reflects the answers made by them. Due consideration must be given to the subjective nature of questionnaire-based ratings in the interpretation of this data.

This report has been generated electronically - the user of the software can make amendments and additions to the text of the report.

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